



COMPUTER STUDY PROGRAM
FOR THE SAT*

USER'S MANUAL

THE PROGRAM IN A NUTSHELL

COMPONENTS

3 Double-Sided Diskettes:

- Diskettes 1 and 2 — Verbal and TSWE preparation
- Diskette 3 — Math preparation

SAT Text:

- Barron's How to Prepare for College Entrance Examinations (SAT)

2 SAT Workbooks:

- Barron's Verbal Workbook for College Entrance Examinations (SAT)
- Barron's Mathematics Workbook for College Entrance Examinations (SAT)

User's Manual

THE STUDY PLAN AT A GLANCE

1. Run Diskette 1A, item 1 (INTRODUCTION TO ENTIRE PROGRAM) and item 2 (YOUR OVERALL STUDY PLAN).
2. Read Chapters 1-3 in your SAT text.
3. Take the complete DIAGNOSTIC TEST (Verbal, TSWE, and Math sections). Your SAT text provides the questions; you enter your answers into the computer and receive instant feedback.
4. Obtain YOUR SCORE ANALYSIS from the computer, note your weak areas, and record the results in YOUR SAT SKILL CHARTS at the back of this manual.
5. Go to YOUR STUDY ASSIGNMENTS on Diskette 1A, obtain assignments in each of your weak areas, and do the prescribed exercises.
6. Study the SHORTCUTS FOR SUCCESS in this manual.
7. Take the three SAMPLE TESTS; repeat steps 4 and 5 after each test.
8. Return to YOUR SAT SKILL CHARTS, note your weak areas (based on your cumulative test results), and do the exercises prescribed in the FINAL STUDY PLAN.
9. Read the SHORTCUTS FOR SUCCESS once again before you take the SAT.

BARRON'S
COMPUTER STUDY PROGRAM
FOR THE SAT*

USER'S
MANUAL

GEARED TO YOUR
48K APPLE II
48K APPLE II PLUS
APPLE IIe

1-800-645-3476

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Woodbury, New York • London • Toronto • Sydney

Printed in 1984

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113 Crossways Park Drive
Woodbury, New York 11797

International Standard Book No. 0-8120-2734-5

PRINTED IN THE UNITED STATES OF AMERICA

456 700 987654

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A Word About This Manual

You don't have to be a computer expert to use *Barron's Computer Study Program for the SAT*. In fact, you don't have to have any computer background at all. If you can read, you can study with a computer. It's *that* simple. You insert the diskettes into the machine, and the computer gives you all the directions on the screen.

Why the need for a *User's Manual*, then? Simply because we want you to understand how this program is structured. The better you understand the program, the better you'll be able to use it to develop your skills.

How should you use this manual? That's best left up to you. If you'd like a step-by-step explanation of the program *before* you sit down at the computer, read Chapter 1 and the first section of Chapter 2 for a complete overview. If you'd rather plunge right in and work with the software, you're welcome to do so—although we recommend that you first look at the *Operating Instructions* (pages 1-2) as well as the material on *Commands and Ground Rules* (pages 2-4). If you want in-depth information on any phase of the program, you'll find it in Chapter 2.

Other sections of this manual are equally useful. Chapter 3 examines each SAT question type and offers valuable strategies for higher scores. In the Appendix are charts for recording your score data and keeping track of your weak areas. Even the inside covers will come in handy: they're filled with helpful quick-reference information about the program.

Barron's Computer Study Program for the SAT represents a solid investment in your future. Put it to good use and watch your investment pay off!

1 Meet Your SAT Tutor

An Introduction to the Program

We'd like you to think of this program as your personal SAT tutor, because that's precisely what it is. Like any flesh-and-blood tutor, it will work closely with you on a one-to-one basis—teaching you, drilling you, pointing out your errors, showing you how to correct them, assigning practice exercises, and drilling you again until you both notice a marked improvement.

Unlike a mere human tutor, your SAT tutor is infinitely patient. It won't snicker at your mistakes; it won't get bored or irate. It boasts a quick mind and a perfect memory—highly desirable traits in any instructor.

The better you know your tutor, the more rewarding your study experience will be. So without further ado, let's get you introduced.

OPERATING INSTRUCTIONS

The first step in getting to know your SAT tutor is learning how to run the program. Follow the simple procedures outlined below.

Starting Up

1 Insert one of the diskettes (1A if you're just beginning) into the disk drive. If you have two disk drives, use Drive 1.

*COMPUTER NOVICES TAKE NOTE: When you insert a diskette, the printed label for the side you want should always face **up and toward you**. And be sure not to touch the exposed areas of the disk.*

2 Close the cover over the diskette; the program won't run if you leave it open.

3 If you're using an Apple IIe, depress the CAPS LOCK key at the lower left of the keyboard (and keep it depressed throughout the program).

4 Turn on the power switch at the back of the machine.

5 Activate the "ON" switch next to the screen.

6 Wait for the menu to appear.

NOTE: If your computer does not have an AUTOSTART ROM, simply follow your usual loading procedure.

Changing Diskettes

- 1 Shut off the power switch at the back of the machine.
- 2 Pull out the old diskette and insert the new one.
- 3 Turn the power switch back on.

NOTE: If you try to change diskettes without first turning off the power switch, the screen will continue to display the final image from the previous diskette. To correct this unfortunate situation, simply shut off the switch. Now change diskettes and turn the power back on.

Shutting Off the Program

- 1 Press **RETURN** if you've been working on a test (so that your final answer is recorded).
- 2 Turn off the power switch.
- 3 Turn off the "ON" switch next to the screen.
- 4 Remove the diskette and replace it in its envelope.

Refer to your Apple user's manual if you need more information.

COMMANDS AND GROUND RULES

Computers are literal-minded creatures; they do exactly what you tell them to do. That's why it's important to use an established set of instructions, or *commands*, that the computer is programmed to understand.

In this program, most commands will be displayed on the screen as they are needed. (One of the nice things about computers is that they keep reminding you what to tell them.) These commands are summarized in a chart on the inside back cover of this manual.

At this point we'll introduce just the two most indispensable commands:

- 1 **TO ADVANCE TO THE NEXT SCREEN:** Press the **RETURN** key. (The computer will remind you.) This command lets you move through the program in sequential order.

- 2 **TO GO TO THE MENU:** Type **M**.

The MENU is like a restaurant menu or a table of contents; it tells you what's available on the program and lets you choose the item you want.

Each side of each diskette has its own menu, giving you instant access to the entire contents of that side. When you press the **M** key, the menu will appear on the screen with a numbered list of anywhere from three to seven sections. For example, here is the menu from Diskette 3A (Math Preparation—1):

MENU - 3A

1. INTRODUCTION
2. DIAGNOSTIC TEST
3. SAMPLE TEST 1
4. YOUR SCORE ANALYSIS
5. SAMPLE PROBLEMS
 - A. ARITHMETIC
 - B. GEOMETRY
 - E. QUANTITATIVE COMPARISONS
 - C. GRAPHS
 - D. ALGEBRA
6. ERASE YOUR TEST SCORES

TYPE A SECTION NUMBER

When the computer presents a menu, simply type the number of the section you want. (If you want one of the lettered *subsections*, type the section number first; then wait for the choice of subsections to appear.)

NOTE: You can press M and move to the menu at any point in the program — with one exception. When a question mark appears on the screen (to signify that the computer is waiting for you to answer a question), you must first respond to the question; then you may type M

Here are some additional points you should keep in mind while you're working with the program:

- After you give a command, the machine will sometimes take a few seconds to load the next part of the program. This is a perfectly normal phenomenon—no cause for alarm. The computer will always let you know when it is loading.

- You may turn off the machine at any time without losing your answers. Just remember to press **RETURN** so that your last answer is recorded.

- If you turn off the machine, you *will* have to start from the menu and find your way back to your place in the program.

- There is no time limit for answering any of the questions. The computer will wait for your response.

- If you type a key that does not represent an appropriate command (for example, if you type **G** for a multiple-choice answer), the computer simply will not respond. You *won't* upset the program.

- There is a penalty for incorrect responses, so try not to guess unless you can eliminate some of the answer choices. (More about scoring on page 17 of this manual.)

4 Meet Your SAT Tutor

■ Your SAT tutor uses only two symbols that require explanation, both of them on the math diskette.

* — Used in place of the “times” sign to avoid confusion with the letter x .

pi — The computer lacks a character for π , so it is spelled out as “pi.”

NOTE: If you're especially eager to start working with the computer, we'll excuse you at this point. Be sure to start with Diskette 1A and select INTRODUCTION TO ENTIRE PROGRAM as your first choice. The computer will take it from there. If you'd like a more detailed orientation, stay with us through page 9.

A PROFILE OF YOUR SAT TUTOR

Probably the first thing you noticed about this program is that it contains books as well as computer software. That's because the program is geared to Barron's SAT study guides—a text and two workbooks. The software hasn't made the books obsolete; the two components work as a team. You will be using the books primarily as a source of test questions, practice exercises, and review. When you enter your answers into the computer, the software will give you the feedback and personalized guidance you need to build your skills. Here is an item-by-item profile of your SAT tutor:

The Software

3 Computer Diskettes

These compact squares of cardboard and plastic are the key to the entire program. Though unassuming in appearance, the diskettes are sophisticated software products that will add an exciting new dimension to your SAT preparation. Their special features include:

■ **Computer feedback on four full-length simulated SATs**

(The program provides you with one diagnostic test to determine your study needs and three sample tests to measure your progress.) The computer gives you:

- the correct answer
- a complete explanation of the correct answer
- explanations of wrong answer choices (for verbal questions)
- problem-solving strategies (for math questions)
- a hint and a second chance to correct a wrong answer.

■ **Two-way testing option**

You can take the three Sample Tests either in the *Question Mode* (with computer feedback on each question) or in the *Test Mode* (for uninterrupted test-taking).

- **Automatic timing of all tests taken in the Test Mode**

The computer allows you 30 minutes per section, just as on the actual SAT.

- **Instant calculation of your score**

- number of questions right
- number of questions wrong
- scaled SAT score

- **Analysis of your strengths and weaknesses**

in over 40 skill areas

- **A personal SAT study plan**

based on your needs

- **Numerous computer drill items**

plus sample math problems with step-by-step solutions

- **Computer-generated math diagrams**

- **Sound effects**

to let you know when you've answered correctly.

Two of the diskettes will prepare you for both the Verbal part of the SAT and the Test of Standard Written English (TSWE). The third diskette covers the Mathematics portion of the SAT (and includes a section of Verbal exercises as well). All three diskettes are double-sided; that is, they each contain two full sides of software program.

The Text

Barron's How to Prepare for College Entrance Examinations (SAT)

by Samuel C. Brownstein and Mitchel Weiner

This famous volume is an unbeatable source of review and practice material for the SAT. As you work with the computer, you will be referred to your *SAT text* for three main purposes:

- 1 To read introductory material about the nature and structure of the SAT
- 2 To read the questions for the four model tests (remember, you will be entering your answers into the computer)
- 3 To work with the review sections and exercises prescribed in your SAT study plan

You'll find this book to be an ideal source of *extra* SAT preparation if you need it. Among its noteworthy features are:

- A diagnostic test and 6 full-length model SATs, all with explained answers. (Various sections of these exams are programmed into the software.)
- A 3,000-word vocabulary builder
- In-depth verbal and math review, with nearly 3,000 practice questions
- Analysis of each SAT question type
- 8 sample College Board Achievement Tests with answer keys
- Helpful information for SAT applicants

The Workbooks

These two volumes are designed to help you build skill in your “problem” areas. Your personal SAT Study Plan will refer you to specific exercises in these books if you require remedial work or a bit of skill polishing.

Barron’s Verbal Workbook for College Entrance Examinations (SAT)

by Mitchel Weiner

- Over 2,000 practice questions patterned after those on the Verbal SAT and TSWE—all question types represented
- Special “preview” exercises designed for those of you who need extra help building your verbal skills to SAT level
- 1 diagnostic Verbal Aptitude Test and 1 diagnostic Test of Standard Written English, both with explained answers
- 8 model Verbal Aptitude Tests and 1 model Test of Standard Written English, all with explained answers

Barron’s Mathematics Workbook for College Entrance Examinations (SAT)

by Samuel C. Brownstein

- A helpful refresher course in the math principles you need to know for the SAT
- Nearly 1,000 math practice questions arranged by topic, with complete answer keys
- 1 diagnostic Mathematics Aptitude Test and 19 model Mathematics Aptitude Tests with complete answer explanations (all answers are keyed to review material)

2 Study with Your SAT Tutor

A Step-by-Step Guide to the Program

Now we'd like to take you through your SAT study program one step at a time. The following "overview" in words and pictures should be your last item of business before you start working with the computer; it will help you to visualize how the program is structured. We've also furnished you with in-depth information on each phase of the program—just in case you need it later.

AN OVERVIEW

Your SAT tutor is flexible enough so that you can work with any section in any order. But (and believe us, this is an important "but"), we recommend the following sequence for best results:

1 Introduce yourself to the computer.

Insert Diskette 1A, wait for the menu to appear, and select INTRODUCTION TO ENTIRE PROGRAM. The computer will summarize what you have to know about using the program. This section is followed by YOUR OVERALL STUDY PLAN, which shows how the program will meet your study needs.

2 Familiarize yourself with the SAT.

Read chapters 1 through 3 in your SAT text to get acquainted with the nature and structure of the exam. This is a helpful source of SAT orientation—be sure to make time for it in your study schedule.

3 Take the complete Diagnostic Test.

This preliminary exam is designed to help you discover exactly where your strengths and weaknesses lie. You'll receive computer feedback on each question as you take the test, with a chance to correct your mistakes. Use Diskette 1A for the Verbal and TSWE sections of the test; go to Diskette 3A for the Math sections.

4 Receive your Score Analysis.

The computer will score your performance on each part of the test, then break down your score to show how you performed in a wide range of skill areas. You'll want to note your score data and weak areas in the SAT Skill Charts supplied at the back of this manual.

5 Begin your personal study plan.

Go to YOUR STUDY ASSIGNMENTS on Diskette 1A and indicate the skill areas in which you need help. The computer will prescribe personalized assignments in each of your weak areas. Make a conscientious effort to complete these assignments before you continue with the program.

6 Study the “Shortcuts for Success” in Chapter 3 of this manual.

This material is designed to help you maximize your performance on standardized tests in general and the SAT in particular. You'll want to put these principles into practice on the Sample Tests.

7 Take the Sample Tests and carry out your Study Assignments.

These three simulated SATs will measure your progress and give you valuable practice with the SAT format. You have the option of taking them either in the *Question Mode* (the way you took the Diagnostic Test, with computer feedback on each question) or in the *Test Mode*, which permits you to work under test conditions. Take all of Sample Test 1 and receive your Score Analysis. (Note your score data and weak areas in the SAT Skill Charts at the back of this manual.) Then carry out your Study Assignments as you did following the Diagnostic Test. Repeat the procedure for Sample Tests 2 and 3.

8 Complete your Study Plan.

When you've finished the Sample Tests and noted your weak areas, return to the SAT Skill Charts for a Final Study Plan based on your cumulative test results. Complete your final study assignments. Then review the test-taking strategies in Chapter 3 of this manual before you take the SAT.

The Total Picture . . .

- 1 Introduce yourself to the computer:



- 2 Familiarize yourself with the SAT:



- 3 Take the complete Diagnostic Test:



- 4 Receive your Score Analysis and record your weak areas:



- 5 Obtain your Study Assignments and carry them out.



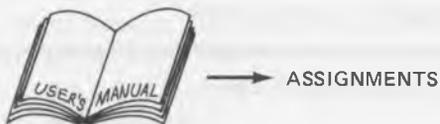
- 6 Study test-taking strategies:



- 7 Take the Sample Tests and repeat steps 4 and 5:



- 8 Complete your Study Plan:



Let's Get Started

Are you ready to begin? Take out Diskette 1A, sit down at your computer, and follow the operating instructions on page 1 of this manual. When the menu appears, select item 1—INTRODUCTION TO ENTIRE PROGRAM. From that point on, your SAT tutor will guide the way. Here's to a happy and productive learning experience!

NOTE: As you begin each phase of the program, the computer will explain what you have to do. If you feel that you need more information, turn to the appropriate section of this chapter. We'll be ready to assist you.

HOW TO TAKE THE DIAGNOSTIC TEST

The Diagnostic Test is a simulated SAT divided into five sections—two Verbal, two Math, and one Test of Standard Written English (TSWE). *Be sure to take all five sections* if you want a valid assessment of your skills.

Remember that you'll be reading the questions from your SAT text and entering your answer choices into the computer. At the same time, you'll be running the software that goes with the portion of the test you are taking. The text and software are coordinated as follows:

<u>Subject Area</u>	<u>Test Section(s) in Text</u>	<u>Diskette/Side</u>
Verbal	I, IV	1A
TSWE	III	1A
Math	II, V	3A

NOTE: The computer uses Arabic numerals (1, 2, 3, 4, 5) instead of Roman numerals to indicate the test sections.

For the sake of convenience you should take both Verbal sections and the TSWE together, since they appear together on one diskette. Do the same for the Math sections. We will begin with the Verbal test, Section I.

1 Insert Diskette 1 into your disk drive so that the printed label for side 1A faces up and toward you.

2 Start up the program as outlined on page 1; wait for the menu to appear. The menu for side 1A lists the following items:

MENU - 1A

1. INTRODUCTION TO ENTIRE PROGRAM
2. YOUR OVERALL STUDY PLAN
3. YOUR STUDY ASSIGNMENTS
4. DIAGNOSTIC TEST
5. YOUR SCORE ANALYSIS
6. VERBAL PRACTICE EXERCISES
 - A. TSWE
 - B. SENTENCE COMPLETION
7. ERASE YOUR TEST SCORES

TYPE A SECTION NUMBER

3 If you've already read the Introduction to Entire Program (item 1) and Your Overall Study Plan (item 2), select the Diagnostic Test by typing **4**.

4 You will then receive a sub-menu offering Verbal and TSWE. When

you choose *Verbal*, the computer will refer you to the appropriate pages of your SAT text.

5 Press **RETURN** for an explanation of procedures for taking the Diagnostic Test; then press **RETURN** again.

6 The computer will now let you choose the section and question number you want. Choose Section I of the Verbal test by typing **1**. Press **RETURN**. To choose question 1, type **1**. Press **RETURN** again. The computer will then display an answer screen like the one shown below:

```

          DIAGNOSTIC TEST
          VERBAL

SECTION   PAGES   QUESTION
   1       26-30     1

TYPE ONE OF THE FOLLOWING CHOICES.

A         C         E
B         D         P
  
```

7 Read question 1 in your SAT text, and enter your answer choice into the computer by typing **A**, **B**, **C**, **D**, **E**, or **P** (if you want to pass).

If you made the correct choice, the computer will

- beep once
- congratulate you
- explain why your choice was right

For example:

```

SECTION # 1      QUESTION # 1

NICE WORK!      (C)

Ugliness means lacking in
attractiveness. Pulchritude means
physical beauty.

PRESS RETURN TO CONTINUE
  
```

Correct Answer Choice

12 Study with Your SAT Tutor

If you made an incorrect choice, the computer will

- tell you that you're wrong
- supply you with a hint for correcting your mistake
- give you a second chance to find the right answer
(Simply press **RETURN** and type your new answer choice when the screen is ready)
- reveal the correct answer along with an explanation

For example:

The screenshot shows a computer screen with a rounded rectangular border. At the top, it reads "SECTION # 1" and "QUESTION # 1". Below that, it says "WRONG." followed by the definition of "Magnificence": "Magnificence means richness of material, color and ornament; grand beauty." To the right of this definition, an arrow points from the text "Computer explains why your answer was wrong". Below the definition is the word "HINT" in all caps. Underneath the hint, it says "Try to determine the meaning of the key word. It refers to a certain type of beauty." At the bottom of the screen, it says "PRESS RETURN TO CONTINUE". To the left of the screen, an arrow points from the text "You receive a hint" to the "HINT" section.

Wrong Answer Choice – First Try

The screenshot shows a computer screen with a rounded rectangular border. At the top, it reads "SECTION # 1" and "QUESTION # 1". Below that, it says "WRONG." followed by the definition of "Ignorance": "Ignorance means being ignorant; lack of knowledge." To the right of this definition, an arrow points from the text "Computer explains why your answer was wrong". Below the definition is the text "CORRECT ANSWER - C" in all caps. Underneath that, it says "Ugliness means lacking in attractiveness. Pulchritude means physical beauty." At the bottom of the screen, it says "PRESS RETURN TO CONTINUE". To the left of the screen, an arrow points from the text "You receive the correct answer and an explanation" to the "CORRECT ANSWER - C" section.

Wrong Answer Choice – Second Try

NOTE: In the Verbal and TSWE sections, the computer explains *why* your answer was wrong. In the Math sections, each answer is accompanied by a *strategy* used in solving the problem (and similar problems).

8 Continue answering in the same manner until you reach the end of Section I. The computer will switch automatically to Section IV (the second Verbal section) and will refer you to the appropriate page in your SAT text.

9 As soon as you finish the Verbal portion of the Diagnostic Test, you'll receive your Score Analysis from the computer. (You can read more about the scoring features on pages 18-21.) Record your score data and weak areas in the chart provided on page 42 of this manual.

10 Go back to the menu, choose item 5 again, and take the TSWE section of the Diagnostic Test. Receive your Score Analysis; record your score data and weak areas in the chart provided on page 43 of this manual.

11 Go to Diskette 3A, choose item 3 on the menu, and take the two Math sections. Receive your Score Analysis and record your data again in the chart on page 44 of this manual.

12 Now go back to Diskette 1A and choose item 3—YOUR STUDY ASSIGNMENTS. Indicate your weak areas from all three sub-tests and receive your personalized study assignments. For further information about obtaining assignments from the computer, see page 22.

HOW TO TAKE THE SAMPLE TESTS

The three Sample Tests are similar in format to the Diagnostic Test—with two major exceptions:

1 Each Sample Test contains an *experimental* section similar to those that appear on the actual SAT.

2 The Sample Tests may be taken in either the *Question Mode* or the *Test Mode*.

If you choose the *Question Mode*, you will receive computer feedback on each question as you proceed through the test. (The Diagnostic Test was structured in the *Question Mode*.) The advantage of the *Question Mode* is that the test becomes a *learning* experience; the answer hints, explanations, strategies, and “second try” option help you to grasp each question as if you were studying with a real tutor.

The *Test Mode*, on the other hand, permits you to simulate actual test conditions. You take all the questions without interruption, in any order you wish, using an “electronic answer sheet” to indicate your choices. The computer gives you 30 minutes to complete each section of the test, just as on the actual SAT. (At the end of 30 minutes a bell will indicate that you have reached the end of your time limit.) The correct answers are revealed at the end of each sub-test (Verbal, Math, TSWE); you can receive answer explanations at that point, or you can wait until you have completed the entire test. The obvious advantage of the *Test Mode* is that it serves as a “dress rehearsal” for the SAT, building your confidence for the real event. We recommend that you take at least one of the Sample Tests in the *Test Mode*.

14 Study with Your SAT Tutor

When you take the Sample Tests, you will once again be reading the questions from your SAT text and answering on the computer. Each Sample Test is distributed over two diskettes:

TEST	SUBJECT/DISKETTE	
	Verbal, TSWE & Experimental	Math
Sample Test 1	1B	3A
Sample Test 2	2A	3B
Sample Test 3	2B	3B

NOTE: Experimental sections cannot be taken in the Test Mode.

You can structure your test-taking program to suit your needs. Here are some guidelines:

Question Mode

- 1 Decide which Sample Test and which subject area you want to take; choose the appropriate diskette.
- 2 Select the Sample Test you want when the menu appears.
- 3 Choose the Question Mode by typing **Q** on the screen that gives you the option:

YOU MAY TAKE THIS TEST IN EITHER THE TEST
MODE (TIMED) OR THE QUESTION MODE (NOT TIMED)

T TEST MODE

YOU WILL RECEIVE AN 'ELECTRONIC
ANSWER SHEET' ON WHICH TO TAKE
YOUR TEST. WHEN YOU FINISH, YOU
CAN REQUEST AN EXPLANATION FOR
ANY QUESTION. YOU WILL ALSO
RECEIVE A SCORE ANALYSIS.

Q QUESTION MODE

YOU WILL BE 'TUTORED' AS YOU RECEIVE
TWO CHANCES TO SELECT A CORRECT
RESPONSE. HINTS AND EXPLANATIONS
ARE OFFERED WITH EACH QUESTION. YOU
WILL ALSO RECEIVE A SCORE ANALYSIS.

YOU MAY TYPE M AT ANY TIME TO GO TO THE MENU.

TYPE YOUR CHOICE OF MODE, T OR Q

- 4 Answer the questions as you did on the Diagnostic Test.
- 5 When you finish one of the subject areas, you will receive your Score Analysis. Record your score data and weak areas in the SAT Skill Charts at the back of this manual.

6 Complete the other sections of the Sample Test and receive your Score Analysis for each. Again record your data in the SAT Skill Charts.

7 Go to YOUR STUDY ASSIGNMENTS on Diskette 1A and receive assignments in your weak areas.

Test Mode

- 1 Choose the appropriate diskette.
- 2 Select the Sample Test you want.
- 3 Choose the Test Mode by typing **T** on the screen that gives you the option. You will then be shown the following set of commands for skipping ahead or backward on your Electronic Answer Sheet. (Remember that you can take the questions in any order.)

HOW TO TAKE THE TEST MODE

TYPE	U	TO GO UP
	W	TO GO DOWN
	L	TO GO LEFT
	R	TO GO RIGHT
	M	TO GO TO MENU

TO CHANGE AN ANSWER, JUST POSITION THE CURSOR BENEATH IT AND TYPE A NEW CHOICE. THE OLD ANSWER IS AUTOMATICALLY ERASED.

PRESS RETURN TO CONTINUE

Test Mode Commands

SAMPLE TEST 1
READ SECTION 1, PP. 397-400

1.	13.
2.	14.
3.	15.
4.	16.
5.	17.
6.	18.
7.	19.
8.	20.
9.	21.
10.	22.
11.	23.
12.	24.
	25.

TYPE A-E OR P

WHEN YOU ARE FINISHED WITH THIS SECTION,
PRESS RETURN TO GO TO NEXT SCREEN

time → 00=01=18

Electronic Answer Sheet

The commands displayed on the previous page let you manipulate the *cursor* (a short, blinking line that appears beside the question you are answering). For example, if you want to skip from question 8 to question 16, you would type **R** to shift the cursor to the *right* column; then type **U** four times to move the cursor *up* to question 16. Then, if you want to go back to question 9, type **L** to shift the cursor to the *left* column and type **W** five times to move *down* to question 9. (**D** is not used as the command for “down” because it is one of the answer choices.) To change an answer, simply move the cursor to the desired question and type your new answer choice; the old answer will automatically be erased. Once you try out the Test Mode commands on your computer screen, you will find that they are quite easy (and even fun) to use.

NOTE: You don't use these commands when you answer questions in sequence; the cursor automatically moves to the next question.

You can switch from the Test Mode to the Question Mode at any time by going back to the menu, selecting the same test, and pressing **Q**.

4 Press **RETURN** to receive the first electronic answer sheet. Begin answering the questions; indicate your answer choice in the space next to the appropriate question number. Use the special Test Mode commands to skip the questions that leave you stumped; you can return to them later if you have time. For Verbal and Math sub-tests only—when you reach the end of the section, press **RETURN** to go to the next answer screen; the computer will note the pages you must refer to in your SAT text. Complete the second section.

5 When you finish a subject area, you will receive a complete answer key that displays the correct answer choices next to yours. Press **RETURN** if you want a Score Analysis.

*NOTE: When you're using the Test Mode, it's best **not** to stop for a Score Analysis until you've finished the **entire** test.*

6 Complete the other sections of your Sample Test.

7 When you're done, go back to each diskette that you used on the Sample Test. When the menu appears, select the Score Analysis for the Sample Test and subject you just completed. Record your score data and weak areas in the SAT Skill Charts at the back of this manual.

8 Go to YOUR STUDY ASSIGNMENTS on Diskette 1A and receive assignments in your weak areas.

More information about the Score Analysis and Study Plan will be found in the section beginning on page 18.

HOW THE TESTS ARE SCORED

When you take one of the tests in this program, you'll be receiving separate scores in each subject area (Verbal, Math, TSWE), just as you would on the actual SAT. The computer tabulates the number of right and wrong answers, calculates your *raw score* by subtracting a fraction of the wrong answers from the number of right answers, then converts this raw score into a *scaled score*, which you see on the screen.

On the Verbal and Math tests, this scale ranges from 200* to a perfect 800, and the TSWE scale ranges from 20 to 80.** (The experimental sections are not scored on the actual SAT.)

For each correct answer, the computer awards you one point toward your raw score. Omitted questions do not count toward your score, nor do your second answer attempts on the Diagnostic Test or any Sample Test taken in the Question Mode. (You are scored on your *first attempts* only.)

You receive a slight *penalty* for each incorrect answer, as on the actual SAT. When you guess wrong on a question with five choices, you lose a quarter of a point from your raw score. On Quantitative Comparison questions, which give you only four choices, you're penalized one-third of a point when you answer incorrectly. This penalty is meant to discourage you from guessing at random.

A Word About Guessing

Since you're likely to guess right on one question in four or five, the net penalty for random guessing tends toward zero in the long run. (That's the whole point of the penalty system—it eliminates random guessing as a factor in your score.) As a result, you don't stand to gain anything by making a wild stab at the answer. If you want to shift the odds in your favor, guess only when you can clearly eliminate one or more of the answer choices—or when you can identify certain answer choices as being more suitable than others.

* On the Verbal tests, a raw score of zero or below results in a scaled score of 200; on the Mathematics tests, however, a scaled score of 200 is assigned only for *low negative* raw scores.

** The highest score you can receive on the TSWE is a 60+. Above 60, all scores are considered equally superior.

HOW TO USE THE STUDY PLAN

Whenever you complete one of the tests in this program, you will be using the Study Plan to *pinpoint your weak areas* and *obtain study assignments* based on your specific needs. Simply stated, the Study Plan connects you with those parts of the program that will help you the most. The Study Plan consists of three separate elements:

- 1 The Score Analysis portions of the diskettes
- 2 The SAT Skill Charts at the back of this manual
- 3 The Study Assignments on Diskette 1A

YOUR OVERALL STUDY PLAN (Diskette 1A, item 2) will show you how to integrate these features to serve your study needs. For further information on any part of the Study Plan, read the appropriate section of this chapter.

Your Score Analysis

As soon as you complete a subject area on one of the tests (for example, the Verbal sections of Sample Test 1, or the TSWE section of the Diagnostic Test), the computer will automatically calculate your score.

If you've been working in the Test Mode, the computer will first display the correct answers alongside *your* answers:

SAMPLE TEST 1					
VERBAL SECTION 1 ANSWERS - 1 TO 25					
Q#	YOUR ANSWER	CORRECT ANSWER	Q#	YOUR ANSWER	CORRECT ANSWER
1.	D	C	13.	E	E
2.	A	A	14.	A	A
3.	A	A	15.	C	E
4.	C	D	16.	P	B
5.	E	E	17.	D	C
6.	D	D	18.	D	D
7.	B	E	19.	E	E
8.	A	A	20.	P	A
9.	E	B	21.	D	D
10.	B	B	22.	A	A
11.	E	D	23.	C	B
12.	A	C	24.	C	C
			25.	D	E

TYPE Y IF YOU WANT ANY EXPLANATION.
PRESS RETURN TO CONTINUE

Electronic Answer Key

If you want an explanation for any answer in the Test Mode, press **Y** ; then type the number of the question you want explained. Press **RETURN** and repeat the process for any other explanations you'd like to see.

In the Question Mode, answers and explanations are displayed on the screen as you respond to each question. Beyond this point, the Score Analysis features are the same for both test-taking modes.

First the computer asks you which test you want scored. For example:

```

YOUR SCORE ANALYSIS

A. SAMPLE TEST 1 - VERBAL
   TEST MODE

B. SAMPLE TEST 1 - VERBAL
   QUESTION MODE

C. SAMPLE TEST 1 - TSWE
   TEST MODE

D. SAMPLE TEST 1 - TSWE
   QUESTION MODE

TYPE THE LETTER YOU WANT
  
```

When you type the appropriate letter, the computer displays the following data: the total number of questions, the number you answered *right*, the number you answered *wrong*, and your scaled SAT or TSWE score.

```

SAMPLE TEST 1
VERBAL - TEST MODE

TOTAL    RIGHT    WRONG    SCORE
  85      55      24      540

NOTE: IF YOU 'PASSED' ON ANY QUESTION,
THE NUMBER RIGHT AND WRONG WILL ADD UP
TO LESS THAN THE TOTAL NUMBER OF
QUESTIONS.

PRESS RETURN TO CONTINUE
  
```

Overall Score (Verbal)

NOTE: If you "passed" on any question, the number right and wrong will add up to less than the total number of questions.

Then the computer grades your performance in a wide range of skill areas. For example, verbal skills are broken down as follows:

SAMPLE TEST 1
VERBAL - TEST MODE

SEE DISK 1A FOR YOUR STUDY ASSIGNMENTS

SKILL AREA	TOTAL	RIGHT	PERCENT
ANALOGIES			
1. OPPOSITES	2	2	100
2. CAUSE - EFFECT	2	1	50
3. DEGREE OF INTENSITY	2	0	0
4. PART - WHOLE	2	2	100
5. RELATED TRAITS	9	7	78
6. SYNONYMS	3	3	100
SENTENCE COMPLETION			
7. ONE WORD COMPLETIONS	5	3	60
8. TWO WORD COMPLETIONS	10	5	50
VOCABULARY			
9. ANTONYMS	25	21	84
READING COMPREHENSION			
10. CENTRAL THOUGHT	3	1	33
11. SPECIFIC DETAILS	10	3	30
12. FINDING IMPLICATIONS	11	6	55
13. CONTEXTUAL MEANING	1	1	100
14. MOOD	0	0	
15. LITERARY TECHNIQUES	0	0	

PRESS RETURN TO CONTINUE

Skills Analysis (Verbal)

Verbal and Math are each broken down into 15 skill areas, TSWE into 12. (Not all skills may be represented on a given test.) The computer indicates the number of questions in each skill area, along with the number you answered correctly and your percent score for each area.

By examining your scores for each skill, you'll be able to isolate the areas in which you need help. A good rule of thumb is that a score of less than 50% in an area with 10 or more questions indicates a need for additional work in that area. But use your own judgment as well. For example, if you remember having trouble with certain types of questions, or if you score less than 50% in *any* area, you may want to work on your skills.

To help give you a better perspective on your skills, the next screen consolidates your performance into just a few categories representing the major question types:

SAMPLE TEST 1
VERBAL - TEST MODE

SEE DISK 1A FOR YOUR STUDY ASSIGNMENTS

SUMMARY OF TOPICS

	TOTAL	RIGHT	PERCENT
I. ANALOGIES	20	15	75
II. SENTENCE COMPLETION	15	8	53
III. ANTONYMS	25	21	84
IV. READING COMPREHENSION	25	11	44

TYPE B TO GO BACK TO THE PREVIOUS SCREEN
PRESS RETURN TO CONTINUE TO THE MENU

Summary of Topics (Verbal)

You can receive your Score Analysis immediately after you complete each subject area, but, if you're using the Test Mode, you'll probably find it more useful to go back after you've finished an entire test. When you're ready, return to the menu of each diskette you used for the test; select "Your Score Analysis"; then choose the number of the test and the mode in which you took it.

As soon as you make your selection, you'll receive the full Score Analysis. Your complete scores and score breakdowns are stored in the computer and can be retrieved whenever you wish to see them.

NOTE: If you have access to a printer, you might want to hook it up to the computer and receive printouts of your score data. (Use slot number 1 on your Apple.) This way you'll have a convenient record of your scores and skill breakdowns.

Your SAT Skill Charts

The charts on pages 42-44 of this manual form an important link between the Score Analysis feature and the Study Assignments. You'll find three charts—one for each SAT subject area (Verbal, TSWE, Mathematics). These charts list the various skill areas as they appear on the Score Analysis screens, with blanks for recording your scores and weak areas for each test in the program.

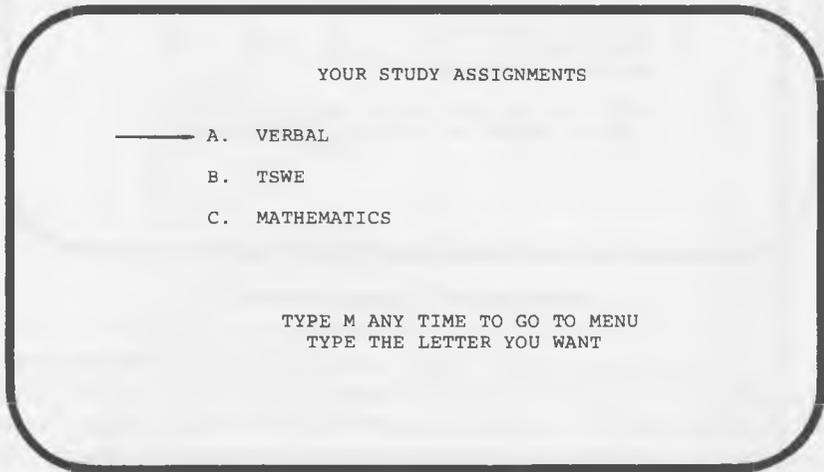
As you receive the Score Analysis for each test, you'll want to turn to the appropriate chart and transfer the data from the computer. Record *all* the data if you want a complete transcript of your performance. Or, if you prefer, simply check off your weak areas.

These records will come in handy if you want to measure your progress from one test to the next. And you'll find them extremely useful when you ask the computer for assignments in your weak areas. For further information about the charts, see page 41.

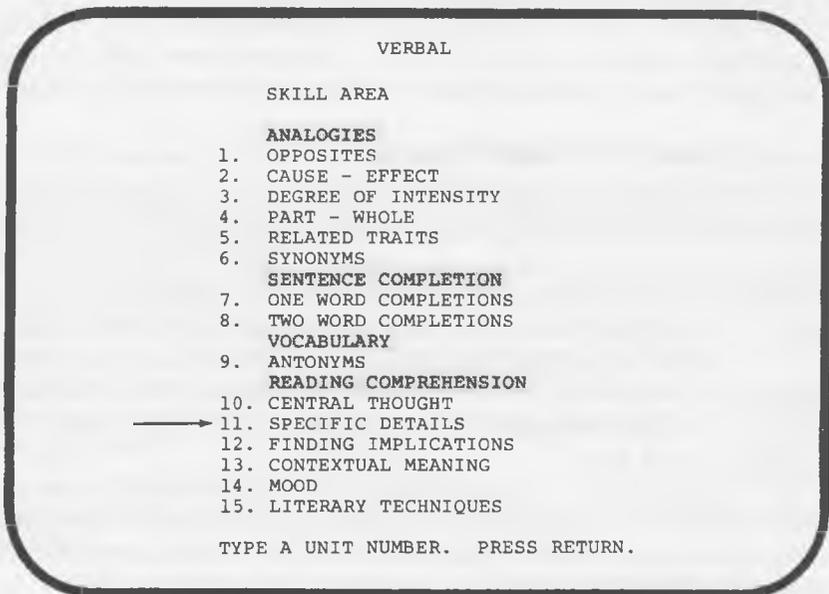
Your Study Assignments

When you've noted your weak areas in the SAT Skill Charts, you'll be ready for the third link in your Study Plan. Your personal study assignments will be waiting for you on Diskette 1A.

Say you want an assignment to improve your skill in "Reading Comprehension: Specific Details," based on your dismal performance in Sample Test 1. You would insert Diskette 1A and choose item 3 (Study Assignments); then select the SAT subject for which you want assignments (in this case, Verbal).



When the numbered list of skill areas appears, type the number for one of the areas in which you need practice (in this case, "Reading Comprehension: Specific Details").



As soon as you've selected a skill area, the computer will furnish you with a list of exercises tailored to your needs:

YOUR STUDY ASSIGNMENTS

VERBAL

READING: SPECIFIC DETAILS

DIAGNOSTIC TEST, RUN DISK 2B, #3, A.

→ TEST 1 VERBAL WKBK., PRACTICE P. 201,
#9, 10; P. 202, #13; P. 206, #5, 6.

TEST 2 TEXT, READ, P. 195-197; DO
P. 205, 206, #2-4, 6, 7, 9, 10.

TEST 3 TEXT, DO EXERCISES A-E,
P. 205-227.

PRESS RETURN TO CONTINUE

This screen displays remedial assignments for each test in the program. Note the assignment for the test that you just *completed*, then do the necessary work. When you're finished, go back to the computer and press **RETURN**. The screen will once again display the full list of the skill areas. Choose the next area in which you need practice and receive your assignment. Repeat the procedure for each of your weak skill areas.

NOTE: If you have access to a printer, you'll find it convenient to receive a print-out of each assignment. (Use slot number 1 on your Apple.)

Your study assignments will be different for each test that you take—even if you find that you need help in the same skill areas. This way, you're assured of variety and depth of coverage where you need it most.

When you've finished the study assignments following Sample Test 3, you'll be ready for your *Final Study Plan*. Turn to your SAT Skill Charts on pages 42-44 of this manual and note the skill areas in which you were weak on *more than one exam*. In the right column you'll find a final set of assignments for each skill area.

NOTE: If you want, you can opt for the Final Study Plan after taking as few as two tests, but remember that the accuracy of the plan is proportional to the amount of data you record.

HOW TO WORK THE EXERCISES

The exercises prescribed by the computer cover all 42 skill areas analyzed in the Study Plan. Of course, you won't be working on all 42 areas—that's the beauty of the program. You'll be spending your time where you need the practice. Essentially there are three types of study assignments:

1 Book exercises.

The computer will prescribe exercises that can be found in the SAT text or in the two workbooks. You simply complete these exercises on paper, as you would with any conventional homework assignment.

Example. For practice in "Reading Comprehension/Specific Details" following Sample Test 1—Verbal, you were directed to the following exercises: Verbal Workbook—page 201, questions 9 and 10; page 202, question 13; page 206, questions 5 and 6.

2 "Question Mode" exercises.

For certain exercises you will be asked to read the questions from one of the books, then enter your answer into the computer and receive feedback, just as you did with the Sample Tests in the Question Mode. (The one difference is that you don't get a second try at the right answer.)

Example. For practice in geometry, you're instructed to take "Sample Problems/Geometry" on Diskette 3A. Select "Sample Problems," then choose Part B—Geometry. You will be directed to specific book exercises, which you must answer on the computer.

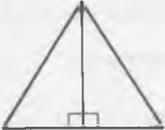
The Sample Problems in geometry boast an exciting software feature that you'll want to use to your advantage: every odd-numbered question is solved by the computer on the screen, step by step. You simply type **S** to see each step; you can go *back* by typing **B**. The computer graphics change with each step as new data is added—it's just like a classroom demonstration, but you are in control! When the problem is solved, the computer displays all the steps on one screen and then supplies you with a full explanation.

Example.

GEOMETRY—LENGTH

7. READ PROBLEM 37 IN THE TEXT P. 298.

TYPE S TO SEE THE NEXT STEP IN THE SOLUTION. TYPE B TO GO BACK TO THE PREVIOUS STEP.



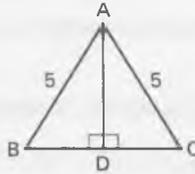
STATEMENT
REASON

Initial Screen

GEOMETRY-LENGTH

7. READ PROBLEM 37 IN THE TEXT P. 298.

TYPE S TO SEE THE NEXT STEP IN THE SOLUTION. TYPE B TO GO BACK TO THE PREVIOUS STEP.



STATEMENT

1. $AB=AC=5$.
 $BC=6$.

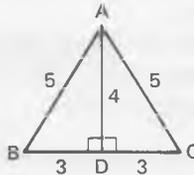
REASON

1. Given.

First Step on Screen

GEOMETRY-LENGTH

7. READ PROBLEM 37 IN THE TEXT P. 298.



STATEMENT

1. $AB=AC=5$.
2. AD bisects BC.
3. $BD=DC$.
4. $AD*AD + 3*3 = 5*5$.
5. $AD*AD = 25 - 19$
 $AD*AD = 16$
 $AD = 4$

REASON

1. Given.
2. Since $AB=AC$, altitude AD bisects the base.
3. A bisector divides a line segment in half.
4. Pythagorean theorem.
5. Algebra.

PRESS RETURN TO CONTINUE PROBLEM 7

Summary of Steps

NOTE: We've omitted the intermediate steps in the above sequence.

3 Randomly generated computer exercises.

The third type of assignment is performed entirely on the computer. These are the Math Practice Exercises — special drills that allow you to solve a problem, then *change the numbers* at random so that, in effect, you are working with a new problem. These problems are *not* multiple choice; you're required to type the complete answer next to the question mark that appears on the screen.

Example.

1. ALGEBRA: OPERATIONS

When you multiply
 $(x+10)(x+2)$, what is the numerical
 coefficient of x ?

? _

You type the solution **12** onto the keyboard; then press **RETURN**. The computer will give you the correct answer along with an explanation.

If you want to change the numbers, press **P** (for “practice”; the computer will understand that you don't mean to “pass”). Now the screen will show something like

1. ALGEBRA: OPERATIONS

When you multiply
 $(x+4)(x+7)$, what is the numerical
 coefficient of x ?

? _

The computer has given you a new problem in the same format. This type of exercise is especially valuable if you want to focus your attention on a particular type of question that gives you trouble. Since the number combinations are virtually limitless, you can keep practicing until you feel confident enough to move on.

3 Shortcuts for Success

A Guide to Test-Taking Techniques for the SAT

Like most of its sister multiple-choice exams, the SAT is based on a limited number of standardized question types. What this means is that you can improve your chances for a top SAT score by getting acquainted with these basic question types before you take the exam. Once you've learned how the questions are structured, and how to go about answering them, half the battle is won.

This chapter supplies you with the information and strategies you need to master each SAT question type; it concludes with a helpful rundown of *general* strategies for doing your best on the SAT. Read this material before you take the Sample Tests and again as you prepare to face the SAT. We're confident that it will make a big difference in your performance.

VERBAL STRATEGIES

Antonyms

Antonym questions are designed to test the extent and quality of your vocabulary. In each question a word is given, and you are asked to select from the five choices that follow it the one most nearly opposite in meaning. The vocabulary used includes words most high school students should have encountered in their general reading, although some of the words will not be ones that you use in everyday speech.

Sample

AGILE:

(A) humble (B) clumsy (C) useless (D) timid (E) ugly

Answer:

The best answer is **B**, since "clumsy" is the opposite of "agile."

Basic Answering Strategies

- 1 Your choice should be *as extreme* and *as abstract* in meaning as the given word; its *connotations* should fit the required contrast.
- 2 Consider *secondary meanings* of the original word if no opposite for the primary meaning is given.

3 Use your knowledge of *word roots* or of *related words* to help you guess the meanings of unfamiliar words.

Sentence Completion

In the sentence completion question, a sentence with one or two words omitted appears on the question paper. Five possible words or groups of words are provided, from which the student is asked to select the best answer.

Sample

_____ has introduced the tremendous problem of the _____ of the hundreds of workers replaced by machines.

- (A) Specialization — relocation
- (B) Automation — retraining
- (C) Unemployment — education
- (D) Disease — recovery
- (E) Machinery — training

Answer:

At first glance, answers **B** and **E** are possibilities. However, the placement of workers deprived of their jobs by modern machinery calls for their retraining (not their training) into more skilled activities. Moreover, the word “automation” is preferable to “machinery” because it connotes the replacement of men by machines. Answer **B** is best.

Basic Answering Strategies

1 *Analyze the structure* of the sentence; it may involve a contrast, a definition, an explanation, or some other structure. This will provide clues to the missing words.

2 *Rephrase sentences* with complex or confusing word order so that they can be analyzed more easily.

3 Watch for “clue” words. “And” signals more of the same; “but,” something different. Examples of other helpful clue words are “moreover,” “similarly,” “also,” “however,” “although,” and “on the other hand.”

4 *Test your answer choice* by inserting the words and checking the logic and coherence of the resulting sentence.

Analogies

The Analogy question presents a pair of words followed by five additional pairs of words. The student must select the pair of words that best matches the relationship existing between the first two words.

Sample

ointment : burn :: (A) tears : consolation (B) consolation : grief
(C) butter : bread (D) bread : meat (E) happiness : grief

Answer:

If you decide that the relationship between the first two words is that an ointment is placed on a burn, you may choose **C** as the correct answer because butter is placed on bread. However, if you realize that an ointment is used to soothe the pain of a burn, you will probably choose **B** as the answer because consolation helps to soothe the anguish (the tears) of grief. The best answer is **B**.

Long-Range Strategy

Learn the common types of word relationships:

- 1 Worker and article created
carpenter : house
writer : book
composer : symphony
- 2 Worker and tool used
carpenter : saw
writer : typewriter
surgeon : scalpel
- 3 Tool and object worked on
pencil : paper
saw : wood
- 4 Act the tool does to the object it works on
saw : wood (cuts)
knife : bread (cuts)
brake : car (stops)
- 5 Time sequence
early : late
dawn : twilight
sunrise : sunset
- 6 Cause and effect
germ : disease
carelessness : accident
explosion : debris
- 7 Degree of intensity
tepid : hot
joy : ecstasy
admiration : love
- 8 Class—species
furniture : chair
insect : grasshopper
mammal : whale
dog : poodle
- 9 Type—characteristic
cow : herbivorous
tiger : carnivorous

10 Grammatical relationships

I : mine (first person nominative case : first person possessive case)

fox : vulpine (noun : adjective)

have : had (present tense : past tense)

alumnus : alumni (masculine singular noun : masculine plural noun)

11 Synonyms

lie : prevaricate

kind : benevolent

12 Antonyms

never : always

love : hate

fancy : simple

real : fictional

13 Homonyms

hour : our

their : there

wear : where

14 Rhyming

had : bad

some : come

fall : tall

15 Person and thing he or she seeks

alchemist : gold

prospector : gold

16 Person and thing he or she learns to avoid

child : fire

pilot : reef

17 Part and whole

soldier : regiment

star : constellation

18 Sex

duck : drake

bull : cow

Basic Answering Strategies

1 Look first for the types of relationships that are easiest for you to spot, perhaps synonyms and antonyms.

2 If the first pair of words does not fit into a category that is obvious to you, search for a more subtle relationship.

3 Do not be misled if the choices are from different fields or areas, or seem to deal with different items, from the given pair. Study the given words until you see the connection between them; then search for the same relationship among the choices. Botanist : microscope :: carpenter : hammer, even though the two workers may have little else in common.

4 Bear in mind that more than one relationship can exist between words, as shown in the sample question above.

5 Be guided by the parts of speech. If the first two words are two nouns, two verbs, etc., the correct answer will also consist of two words that are the same part of speech. An example is cow : cat :: bovine : feline.

6 If the question deals with persons, places, or events in a specialized field, draw on your background knowledge in that area.

Reading Comprehension

Approximately half the testing time for the verbal sections of the SAT is devoted to reading comprehension because college students must be able to read with understanding, insight, and discrimination. The reading passages are taken from a variety of fields, and reading comprehension is tested at several levels. Some of the questions merely test your understanding of the plain sense of what has been stated directly. To answer other questions, you must be able to interpret and analyze what you have read. Still other questions test your ability to recognize reasonable applications of the principles or opinions expressed by the author. And some of the questions require you to judge what you have read—to observe good and bad points in the presentation, to recognize how far the author has supported his statements by evidence, and to recognize and evaluate the means used by the author to get his points across.

DIRECTIONS: After reading a passage, choose the best answer to each of the questions that follow. Answer all questions following a passage on the basis of what is *stated* or *implied* in that passage.

Sample

If Shakespeare needs any excuse for the exuberance of language (the high key in which he pitched most of his dramatic dialogue) it should be remembered that he was doing on the plastic stage of his own day what on the pictorial stage of our day is not so much required. Shakespeare's dramatic figures stood out on a platform-stage, without background, with the audience on three sides of it. And the whole of his atmosphere and environment had to come from the gestures and language of the actors. When they spoke, they provided their own scenery, which we now provide for them. They had to do a good deal more (when they spoke) than actors have to do today in order to give the setting. They carried the scenery on their backs, as it were, and spoke it in words.

1. The title that best expresses the ideas of this paragraph is:
 - (A) The scenery of the Elizabethan stage
 - (B) The importance of actors in the Shakespearean drama
 - (C) The influence of the Elizabethan stage on Shakespeare's style
 - (D) The importance of words
 - (E) Suitable gestures for the Elizabethan stage

2. In comparison with actors of Shakespeare's time, actors of today
 - (A) carry the settings in their words
 - (B) pitch their voices in a lower key
 - (C) depend more on elaborate settings
 - (D) have to do more to make the setting clear
 - (E) use many gestures
3. The nature of the stage for which Shakespeare wrote made it necessary for him to
 - (A) employ only highly dramatic situations
 - (B) depend on scenery owned by the actors themselves
 - (C) have the actors shift the scenery
 - (D) create atmosphere through the dialogue
 - (E) restrict backgrounds to familiar types of scenes

Answers:

1. **C.** The passage discusses the limitations of the Elizabethan stage and the ways Shakespeare's style was influenced by these limitations.
2. **C.** Today, actors do not have to provide the background; they rely on elaborate sets.
3. **D.** The third sentence in the passage supports Choice D.

Basic Answering Strategies

1 Read the passage as quickly as you can without sacrificing comprehension. Concentrate on grasping the main idea of the passage. Make a mental note of the places in the passage where the author makes his or her most important statements. This will help you when you go back to the passage to answer specific questions.

2 Watch out for key words like *again*, *also*, *and*, *another*, *as well as*, *besides*, *first*, *furthermore*, *likewise*, and *moreover*. These words indicate equality of ideas.

3 Words like *according to*, *as a result*, *hence*, *in conclusion*, *in short*, *lastly*, *therefore*, and *thus* often signal the conclusion reached by the author.

4 A change of theme or topic on the part of the author is often indicated by the use of such words as *although*, *despite*, *in spite of*, *instead of*, *notwithstanding*, and *regardless*.

5 Be on the alert for all-inclusive words like *always*, *at all times*, and *entirely*, and negative or limiting words like *only*, *never*, *no*, *none*, and *but*.

6 The answers to questions about specific factual detail must be found in the passage. Do not rely on your outside knowledge of the subject matter.

4 Lack of agreement between pronoun and antecedent

Not: Not one of the girls returned their gifts.

But: Not one of the girls returned her gifts.

5 Wrong tense

Not: When I worked for a month, I asked for a day off.

But: When I had worked for a month, I asked for a day off.

6 Misuse of subjunctive mood

Not: If I was President, things would be different.

But: If I were President, things would be different.

7 Incorrect comparison of adjectives

Not: Joe is taller than any boy in his class.

But: Joe is taller than any other boy in his class.

Not: Ann is the oldest of the two girls.

But: Ann is the older of the two girls.

8 Misuse of adjectives and adverbs

Not: Bill dances good.

But: Bill dances well.

Not: I admire these kind of paintings.

But: I admire this kind of paintings.

Not: I feel badly about the accident.

But: I feel bad about the accident.

9 Dangling participles

Not: Driving along the highway, the mountain came into view.

But: Driving along the highway, I saw the mountain.

10 Lack of parallel structure

Not: I like fishing, hunting, and to play golf.

But: I like to fish, hunt, and play golf.

Basic Answering Strategies

1 Bear in mind that the error, if there is one, occurs in the underlined portion of the sentence.

2 Look first for common errors, such as lack of agreement between subject and verb.

3 Remember that what is tested here is correct *written* English. The standards for spoken English are less rigorous.

MATH STRATEGIES

Standard Multiple-Choice

In some SAT math questions you will be using familiar operations and problem-solving techniques. Other questions will be less familiar, testing your *reasoning* ability. In any case, you do not have to use mathematical subject matter beyond elementary algebra and geometry. Advanced mathematics is not required in the solution or interpretation of any of the questions.

Sample

A clock loses ten minutes each day. How many days will it take to reach a point where the clock will indicate the correct time?

- (A) 36 (B) 72 (C) 120 (D) 132 (E) 144

Answer:

The correct choice is **B**. When the clock loses 12 hours or 720 minutes, it will reach a point where it will indicate the correct time.

Let x = number of days it will take for the clock to lose 12 hours or 720 minutes

$$\frac{\text{Minutes lost}}{\text{Time in days}} = \frac{10}{1} = \frac{720}{x}$$

$$10x = 720$$

$$x = 72$$

Basic Answering Strategies

- 1 Round off and estimate wherever possible. Minimize calculation.
- 2 Look for the *shortcuts* which are built into many problems.
- 3 Work in units (hours, ounces, square miles) *consistent* with those in the answer choices.
- 4 Break down complex word problems and make computations one step at a time.

5 Review these quick tips:

a. **Arithmetic**

- Any quantity multiplied by zero is zero ($x \cdot 0 = 0$).
- Any quantity raised to the zero power is one ($x^0 = 1$).
- Laws of exponents:
 - $b^n \cdot b^m = b^{n+m}$
 - $a^n \cdot b^n = (a \cdot b)^n$
- If $x^2 = 4$, then $x = +2$ or -2 .
- Any fraction multiplied by its reciprocal equals 1

$$\left(\frac{x}{y} \cdot \frac{y}{x} = 1 \right).$$

b. **Algebra**

- Only *like* algebraic terms may be combined.
- Always check your answer in the original equation.
- In *algebraic expressions*, break problems down to their simplest form and try to eliminate any equivalent answer choices. In simplifying, remember to multiply and divide before adding and subtracting; simplify exponents and fractions; combine like terms.
- If an expression has more than one set of parentheses, get rid of the inner parentheses first and work outward through the rest of the parentheses.
- Any operation done to one side of an equation must be done to the other.

c. **Geometry**— Right Triangles

In a right triangle, $(\text{leg})^2 + (\text{leg})^2 = (\text{hypotenuse})^2$, or $a^2 + b^2 = c^2$.

In a 30° - 60° - 90° triangle:

The leg opposite the 30° angle equals one-half the hypotenuse.

The leg opposite the 60° angle equals $\frac{1}{2}$ the hypotenuse times $\sqrt{3}$.

The ratio of the shorter leg to the hypotenuse is 1:2.

In a 45° - 45° - 90° triangle:

The hypotenuse equals a leg times $\sqrt{2}$.

The leg equals $\frac{1}{2}$ the hypotenuse times $\sqrt{2}$.

— Equilateral Triangles

In an equilateral triangle, the altitude equals $\frac{1}{2}$ the side times $\sqrt{3}$.

— Areas of Polygons

Area of a rectangle = bh .

Area of a square = s^2 .

Area of a parallelogram = bh .

Area of a triangle = $\frac{1}{2}bh$.

Area of a right triangle = $\frac{1}{2}$ leg \times leg.

— Circles

Circumference of a circle = πD or $2\pi r$.

Length of an arc = $\frac{n}{360} \times 2\pi r$.

Area of a circle = πr^2 .

— Coordinate Geometry

Distance between two points = $\sqrt{(x_1 - x_2)^2 + (y_1 - y_2)^2}$.

Coordinates of midpoint of line = $\frac{1}{2}(x_1 + x_2)$, $\frac{1}{2}(y_1 + y_2)$.

— Basic quantities to know:

$$\pi \approx 3.1416 \approx \frac{22}{7}$$

$$\sqrt{2} \approx 1.414$$

$$\sqrt{3} \approx 1.732$$

— Important solutions of the Pythagorean theorem:

The 3-4-5 triangle

The 5-12-13 triangle

The 1-1- $\sqrt{2}$ triangle (45° - 45° - 90°)

The 1- $\sqrt{3}$ -2 triangle (30° - 60° - 90°)

6 Remember these basic mathematical definitions:

Sum is the result of addition.

Difference is the result of subtraction.

Product is the result of multiplication.

In division, $\frac{\text{Dividend}}{\text{Divisor}} = \text{Quotient} + \frac{\text{Remainder}}{\text{Divisor}}$

A **fraction** is an indicated division.

A **decimal** is an indicated fraction with a denominator of 10, 100, 1000,

A **percent** is a fraction with a denominator of 100.

A ratio compares two quantities by dividing one by the other.

A proportion is an equation, both sides of which are fractions.

A positive number is one that is greater than zero; **a negative number** is one that is less than zero. The meaning and the use of signed numbers are basic in the study of algebra. Positive numbers are preceded by a plus sign (+); negative numbers, by a minus sign (-).

Quantitative Comparison

In the quantitative comparison questions you are given two quantities that are sometimes accompanied by information that concerns either or both quantities. Answering the question properly depends upon your ability to decide which, if either, is the greater quantity. In general, quantitative comparison questions require less time to answer, involve less reading, and require somewhat less computation than the usual multiple-choice questions. This type of question reflects the contemporary emphasis in school mathematics on inequalities; you must use the concepts of “greater than,” “less than,” and “equal to” to decide which choice is correct. Quantitative comparison questions will appear with the following instructions:

DIRECTIONS: Each question in this section consists of two quantities, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

(A) if the quantity in Column A is the greater;

(B) if the quantity in Column B is the greater;

(C) if the two quantities are equal;

(D) if the relationship cannot be determined from the information given.

Figures: Position of points, angles, regions, and so forth can be assumed to be in the order shown.

Figures are NOT NECESSARILY drawn to scale and may NOT agree with measures shown unless a note states that the figure is drawn to scale. Lines shown as straight can be assumed to be straight. Figures are assumed to lie in the plane unless otherwise indicated.

Sample

Column A	Column B
$10 - \frac{10}{.1}$	-90

Answer:

$$\frac{10}{.1} \text{ equals } \frac{100}{1} \text{ or } 100$$

$$10 - 100 = -90$$

The correct answer is C.

Basic Answering Strategies

1 When a problem involves a straightforward computation, eliminate Choice **D**, which cannot possibly be correct. Thus, in cases of simple computation, your chances of making a correct guess are much better since the answer will be one out of three possible choices.

2 Bear in mind that you should consider negatives and zero for your answers. For example, if $x^2 = 25$, then $x = +5$ or -5 .

3 Eliminate terms or factors that appear in both Column **A** and Column **B**. For example, if both columns have the factors (5) (6) (7), then you should consider, for comparison, all other factors.

4 Remember that diagrams are not necessarily drawn to scale. A figure is not equilateral because it may *seem* to be so. Consider the data given before making any assumptions.

5 Maintain a reasonable rate of speed. Since these problems are generally not as time consuming as the other types, you are expected to finish more of them in a given length of time.

FINAL STRATEGIES

Before the Exam

1 Don't wait until a week before the SAT to start preparing for it. Use this study program to start building your skills months in advance if possible. Use your Study Plan to pinpoint the areas that require improvement.

2 Get adequate rest the night before. "Cramming" until midnight will get you nowhere.

3 Leave home with plenty of time to spare. There is nothing more nerve-wracking than dashing into the room just as the exam is about to start.

4 Know what materials you will need; for example, your admission ticket, a supply of sharpened #2 pencils, and a good eraser. Be sure to have them ready.

During the Exam

1 Keep calm. If you have prepared faithfully and systematically and have followed up each weakness as it was revealed, you are well prepared.

2 Read the directions carefully, so that you know what each question calls for.

3 Read each question carefully. Answer the question asked, not the one you may have expected.

4 Mark answers clearly and accurately. Check the numbering of your answer sheet often. Erase cleanly; leave no stray marks.

5 Change answers if you have a reason for doing so. However, it's usually best not to change based on a hunch or whim.

6 Work as steadily and quickly as you can. Budget your time; don't

linger over difficult questions. If you have time, go back to the ones you have skipped.

7 Since wrong answers carry a penalty, don't guess wildly. If, however, you can eliminate one or two choices as clearly wrong, it may be wise to make an educated guess.

8 Don't become panic-stricken if you encounter a series of difficult questions. There will be some that even superior students cannot answer. No one is expected to score 800.

GOOD LUCK!

1. Introduction
2. Literature Review
3. Methodology
4. Results
5. Discussion
6. Conclusion

The first part of the paper discusses the background of the study and the objectives of the research. It also reviews the existing literature on the topic and identifies the gaps in the current knowledge. The methodology section describes the research design, data collection, and analysis methods used in the study. The results section presents the findings of the research, and the discussion section interprets these findings in the context of the research objectives and the existing literature. The conclusion summarizes the main findings and provides recommendations for future research.

The study was conducted in a laboratory setting and involved a series of experiments. The data collected from these experiments were analyzed using statistical methods. The results of the analysis show that there is a significant relationship between the variables studied. The discussion section provides a detailed interpretation of these results and discusses their implications for the field of study. The conclusion of the paper highlights the key findings and suggests areas for further research to explore the topic in more depth.

Appendix

Your SAT Skill Charts

This section is for your personal records. It consists of three score charts, one for each SAT subject (Verbal, Math, TSWE). When you obtain a Score Analysis for any test in this program, you should turn to the appropriate chart, locate the column for the test you just took, and record your overall scaled score (450, 550, etc.). Then, based on the *skills* analysis you obtain from the computer, check off the individual skill areas in which you need improvement.

A score of less than 50% in any area generally indicates a need for improvement, but remember to take the total number of questions into account. For example, a 50% score in a skill area with 14 questions demands more attention than a 33% score in an area with only three questions. Also, use your own judgment. If you've set high standards for yourself, you might want to raise the cut-off score to 60% or more.

NOTE: If you want a more complete record of your performance, you can record your individual scores in each skill area. Circle the scores for those areas in which you need work, based on the above guidelines.

When you've recorded your score data and noted your weak areas, go to the Study Assignments on Diskette 1A and request remedial work for each skill area in which you were weak. After you've completed all the tests and finished your assignments, return to these charts and note the skill areas in which you performed poorly on *more than one test*. You'll find a new assignment for each skill area under the heading *Final Study Plan* in the right-hand column of each chart. Complete these final assignments; then review the strategies in Chapter 3 before you take the SAT.

VERBAL SKILL CHART

Skill Area	Diagnostic Test	Sample Test 1	Sample Test 2	Sample Test 3	FINAL STUDY PLAN
	"✓" Areas That Need Work				Verbal Workbook Assignment
Analogies					
1 Opposites					
2 Cause-Effect					
3 Degree of Intensity					p. 152, Exercise 7 p. 153, Exercise 8 p. 225, Test 1 p. 229, Test 2
4 Part-Whole					
5 Related Traits					
6 Synonyms					
Sentence Completion					
7 One-Word					p. 122, Exercise 4 p. 123, Exercise 5 p. 225, Test 1 p. 229, Test 2
8 Two-Word					
Vocabulary					
9 Antonyms					p. 99, Exercise 14 p. 100, Exercise 15 p. 225, Test 1 p. 229, Test 2
Reading Comprehension					
10 Central Thought					
11 Specific Details					
12 Finding Implications					p. 191, Exercise 9 p. 194, Exercise 10 p. 225, Test 1 p. 229, Test 2
13 Contextual Meaning					
14 Mood					
15 Literary Techniques					
Overall Scaled Score					

TEST OF STANDARD WRITTEN ENGLISH SKILL CHART

Skill Area	Diagnostic Test	Sample Test 1	Sample Test 2	Sample Test 3	FINAL STUDY PLAN SAT Textbook
	"✓" Areas That Need Work				Assignment
1 Dangling Participles					p. 432, #1, 4; pp. 434, 435, #31, 44
2 Error in Idiom					p. 404, #30; pp. 460, 461, #33, 41
3 Error in Tense					p. 436, #47
4 Faulty Comparison					p. 434, #29
5 Faulty Diction					p. 432, #5; pp. 433, 434, #13, 16, 18, 30; p. 436, #50
6 Faulty Reference					p. 378, #17; p. 405, #6
7 Lack of Agreement					pp. 432-436, #3, 9, 11, 12, 17, 20, 36, 38, 39, 46
8 Faulty Parallelism					pp. 433-435, #23, 26, 27, 41, 43
9 Missing/ Wrong Word					pp. 432-434, #2, 10, 25, 28, 33, 35
10 Sentence Is Correct					pp. 432-436, #6, 18, 19, 34, 40, 45, 48
11 Wrong Case					pp. 432, 433, #7, 14, 21; p. 436, #46
12 Wrong Punctuation					pp. 433-436, #15, 24, 32, 37, 42, 49
Overall Scaled Score					

MATH SKILL CHART

Skill Area	Diagnostic Test	Sample Test 1	Sample Test 2	Sample Test 3	FINAL STUDY PLAN Math Workbook
	"✓" Areas That Need Work				Assignment
1 Algebra: Operations					pp. 89, 90, #16-19, 23-25
2 Algebra: Equations					p. 235, Test V, #2, 4, 8-10, 12, 20, 21
3 Algebra: Usage					pp. 107, 108, #15-25
4 Inequalities					pp. 101, 102, #17-25
5 Fractions: Basics					p. 333, Test XIX, #1, 6, 8, 9, 16
6 Fractions: Equation					pp. 87, 88, #4, 6, 7, 11
7 Fractions: Usage					pp. 81-84, #27-50
8 Decimals/ Percent					p. 73, #1-10; p. 74, #11-20, 1-20; pp. 114-116, #30-50
9 Averages/ Motion					pp. 121, 122, #17-25; pp. 133, 134, #16-25
10 Ratio/ Proportion					pp. 126-128, #8-25
11 Mixtures/ Work Problems					pp. 138-140, #8-25; pp. 145, 146, #16-25
12 Coordinate Geometry					pp. 160, 161, #10-25
13 Geometry					pp. 152-156, #23-60
14 Graphs/ Counting					pp. 182-188, #21-52; pp. 175, 176, #16-25
15 Quantitative Comparison					pp. 167-169, #17-50
Overall Scaled Score					

YOUR KEY TO COMPUTER COMMANDS

This quick-reference chart summarizes the instructions you need to work the computer. You don't have to memorize all the commands (the computer will usually remind you which keys to press), but it's a good idea to familiarize yourself with them.

GENERAL COMMANDS

If you want to:

1. Move to the next screen
2. Go to the menu
3. Make a selection from the menu

Type:

RETURN

M*

The number of the section you want

*If a question mark appears on the screen, you must respond to the question before you can return to the menu.

COMMANDS FOR TESTS

If you want to:

1. Choose the Question Mode
2. Choose the Test Mode
3. Select an answer choice
4. "Pass" on a question
5. Erase your answers and score

Type:

Q

T

A **B** **C** **D** or **E**

P

M; the menu number for ERASE YOUR ANSWERS; the number of the test you want to erase

U to move UP to desired question number

W to move DOWN

R to move RIGHT

L to move LEFT

6. Return to an earlier question or skip ahead

7. Change an answer

New answer choice

8. Receive an answer explanation from the Electronic Answer Key

Y; question number

*Test Mode only.

COMMANDS FOR SCORE ANALYSIS

If you want to:

1. Go back to the previous screen

Type:

B

COMMANDS FOR MATH EXERCISES

If you want to:

1. Receive a step-by-step solution to one of the Sample Problems
2. Go back to the previous screen in one of the Sample Geometry Problems
3. Answer one of the Practice Exercises
4. Substitute new numbers in one of the Practice Exercises

Type:

S

B

Full answer

P

