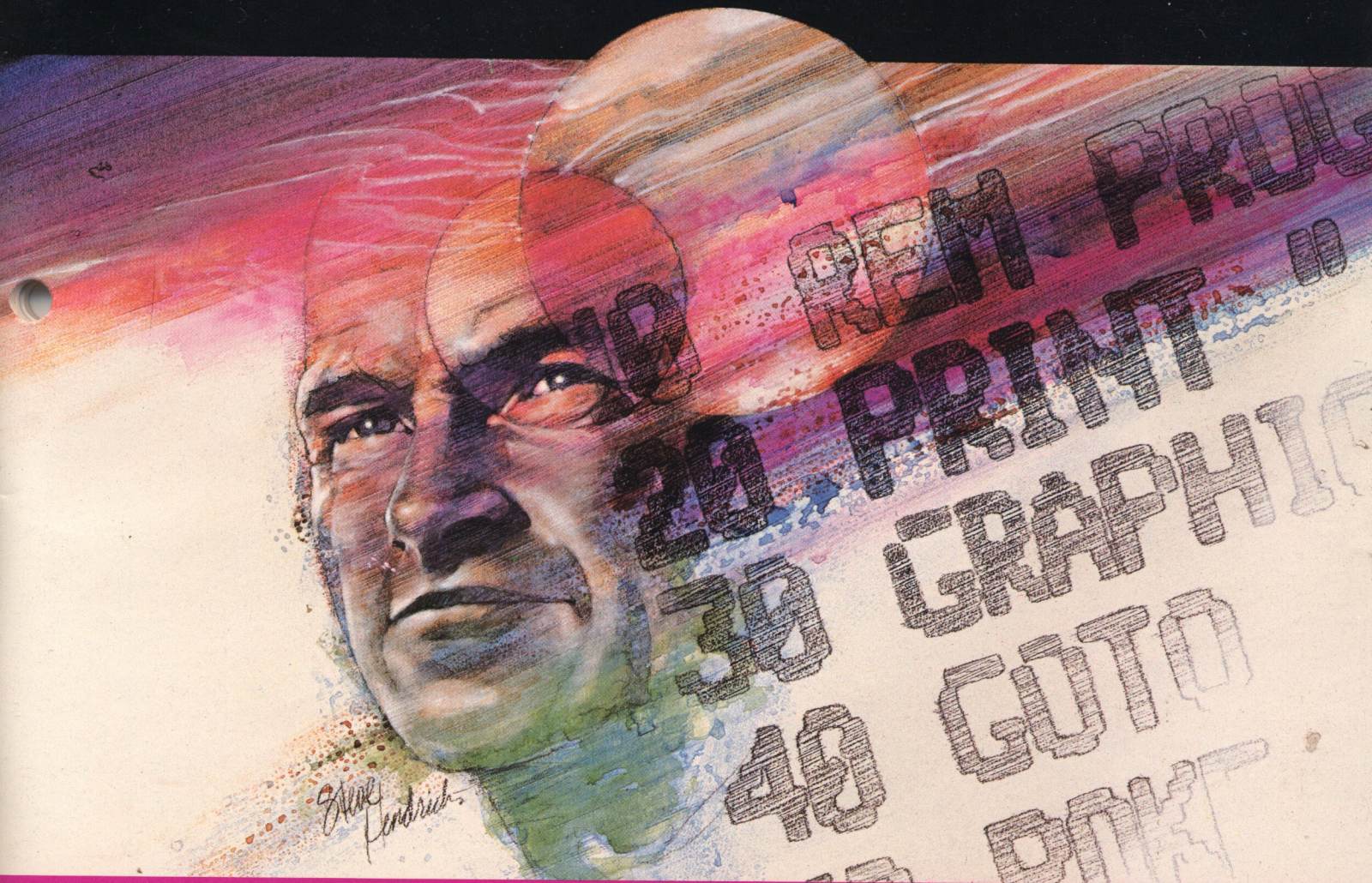


ATARI® 400/800™

# AN INVITATION TO PROGRAMMING™ 2:

WRITING PROGRAMS ONE AND TWO



A Warner Communications Company



Model CX4106  
Use with  
ATARI® 400™ or ATARI 800™  
PERSONAL COMPUTER SYSTEMS




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# AN INVITATION TO PROGRAMMING™ 2: Writing Programs One and Two

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A Warner Communications Company 

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# INTRODUCTION

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**AN INVITATION TO PROGRAMMING™ 2** covers beginning through advanced BASIC programming techniques. This course provides a two-part format with an interactive style of presentation, allowing you to experience immediate use of your computer. Completion of **WRITING PROGRAMS ONE** supplies you with rudimentary skills which can be applied in extending your knowledge of BASIC through actual “hands-on” application in **WRITING PROGRAMS TWO**.

The course has the following components:

- Cassette for Writing Programs One containing both the computer program and audio material
- Cassette for Writing Programs Two containing both the computer program and audio material
- This workbook containing both sections of the course to be used as a study guide and reference source

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# HOW TO USE THIS COURSE

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## ATARI COMPONENTS REQUIRED

- ATARI® 400™ or ATARI 800™ Personal Computer System with:
  - 8K (minimum) Random Access Memory (RAM)
  - ATARI BASIC Computing Language Cartridge
- ATARI 410™ Program Recorder
- Writing Programs One Program Cassette  
Writing Programs Two Program Cassette

## GENERAL INSTRUCTIONS FOR LOADING THE CASSETTE TAPE

Refer to Figure 1.

1. Connect the **ATARI 400** or **ATARI 800 Personal Computer System** to your television set and to a wall outlet as instructed in the Operator's Manual.
2. Make sure that the **ATARI 410 Program Recorder** is properly connected to the computer console and to a wall outlet (see your *ATARI 410 Program Recorder Operator's Manual* for further details, if necessary).

**Note:** If you have "daisy chained" (connected in series) other ATARI peripherals to your computer console and do not wish to disconnect them, connect your ATARI 410 Program Recorder to the I/O CONNECTOR of the last unit in the chain.

3. Make sure that at least 8K of RAM is installed in your ATARI Personal Computer System. See the *Operator's Manual for Memory Module™* loading instructions.

**Note:** If an ATARI Disk Drive is connected to the computer console, the Disk Operating System (DOS) and system software use some of the available Random Access Memory (RAM). The amount of RAM used varies with the version of DOS you are using. Take this overhead into account when calculating the amount of RAM required to run a program.

4. Open the cartridge door and insert the ATARI BASIC cartridge into the cartridge slot. Use the **LEFT CARTRIDGE** slot on the ATARI 800 Personal Computer System. Close the cartridge door.
5. Turn on your television set. (You may have to adjust the volume on your television set, since the voice from the audio track comes from the television speaker.)



6. Turn on your ATARI Personal Computer System. The **POWER** switch is on the right side of the computer console.
7. If all equipment is properly connected and turned on, your television screen should display the **READY** prompt, with the white cursor just below.
8. Press **STOP/EJECT** on your Program Recorder to open the cassette door.
9. Load Lesson One by holding the cassette tape so that the label (Side 1) is up and the tape leader is facing you.
10. Slide the cassette into the cassette holder and close the door.
11. If necessary, press **REWIND** to rewind the tape to the beginning. (Set the counter on the Program Recorder to 000.)
12. Type **CLOAD** on the computer keyboard and press **RETURN**. The computer will "beep" once to remind you to press **PLAY** on the Program Recorder.
13. Press **PLAY** and the **RETURN** key to start the tape. Through the window in the Program Recorder, note that the tape is turning. The beeps and other sounds you hear coming from the television speaker tell you that Lesson One is being loaded into computer memory.

**Note:** If you have problems loading either of the course programs and you have peripherals in addition to the Program Recorder attached to the computer console, try disconnecting the other peripherals and connecting the Program Recorder directly to the computer console to isolate any problem. If problems persist, consult the *ATARI 410 Program Recorder Operator's Manual*.

14. When the television screen displays the **READY** prompt, the first program encountered on the cassette, Lesson One, has been loaded into the computer. Make sure that the **PLAY** button on the Program Recorder is still down (and remains down). On the chart provided, make a note of the number on the Program Recorder's counter. Enter this number in the **START AUDIO** column for Lesson One. If you want to run Lesson One again, simply rewind the tape to this number. As you proceed with the course, similarly keep track of the **START AUDIO** numbers of the other lessons.
15. Type **RUN** and press **RETURN** to start Lesson One. From now on, follow the instructions given in the lesson. At the end of Lesson One, make a note of the Program Recorder counter number. Enter this number in the **END AUDIO** column for Lesson One.
16. **DO NOT** rewind the cassette tape. When you are ready to begin Lesson Two, follow the same procedure as you did to load Lesson One (begin with Step 12). Follow this procedure for all the lessons in the course and for the Final Quiz.

To go to a specific lesson in the course: Completely **REWIND** the tape. Set the counter at 000. Push **FAST FORWARD** on the Program Recorder. Advance the tape until you reach the **START LOADING** number that you entered on the chart.

To repeat a lesson just completed: **REWIND** the tape to the **START AUDIO** number on your chart.

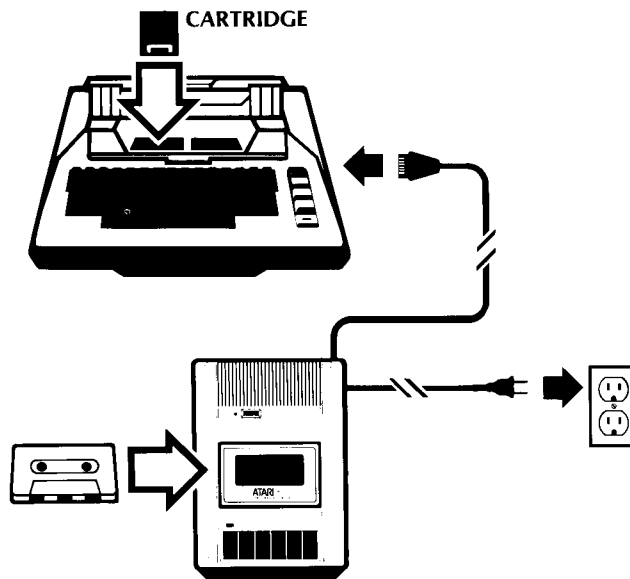


Figure 1 Loading a Cassette Tape

## PREPARATION FOR THE PRACTICE SESSIONS

Memory in a computer system is divided into two components, ROM and RAM:

**ROM.** Read-Only Memory contains programs permanently stored in your computer by the manufacturer. This information is essential for computer operation. The ROM programs are called read-only because they can only be read, and they cannot be altered by use of the keyboard.

**RAM.** Random Access Memory temporarily stores programs and data in your computer. You can enter information directly into RAM from the keyboard, which allows you to create new programs, or bring stored data into your RAM workspace from diskette, cassette, or cartridge.

Turning off the computer console clears all the information stored in RAM. To write new data without turning your console off and on, use the BASIC instruction, **NEW** followed by . A **NEW** command clears any information in RAM.

A **CLOAD** command brings a stored program from the cassette into RAM. To clear out this program and prepare for the practice sessions, you **MUST** enter the **NEW** command.

The following statement is repeated at the beginning of each practice session because of its importance:

**Note:** To clear RAM computer memory, type **NEW** and press before EVERY practice session and between each example program.

# SUMMARY OF LESSONS: WRITING PROGRAMS ONE

## Lesson One: Keyboard

Reviews the ATARI computer console keyboard.

## Lesson Two: Printing on the Television Screen

Covers the PRINT command for words or math in the direct operating mode. Includes the rules for procedural precedence in evaluating mathematical expressions.

## Lesson Three: Characteristics of a Program

Explains BASIC program formatting and simple revisions. Gives initial exposure to the deferred operating mode by explaining a program RUN.

## Lesson Four: Names and Numbers in Memory

Explains the manipulation of numeric and string variables.

## Lesson Five: Computer Logic

Shows how to use IF/THEN and GOTO statements to allow for logical branching in the structure of a program.

## Lesson Six: Library Function

Explains intrinsic functions available on the computer to get generation of random numbers, absolute or integer values, as well as square root computation.

## Lesson Seven: FOR/NEXT Loops

Covers repetitive action using FOR/NEXT loops, the STEP instruction, and nesting of FOR/NEXT loops.

## Final Quiz: Writing Programs One

A comprehensive review of the material covered in the course.

WRITING PROGRAMS ONE	LESSON	CASSETTE RECORDER COUNTER VALUE		
		START LOADING	START AUDIO	END AUDIO
SIDE 1	1	000		
	2			
	3			
	4			
SIDE 2	5	000		
	6			
	7			
	FINAL TEST			

Figure 2 Program Recorder Counter Numbers for  
Lessons in Writing Programs One

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# DESCRIPTION OF FRAMES FOR WRITING PROGRAMS ONE

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## LESSON ONE: KEYBOARD

The first lesson is a quick review of the ATARI keyboard. It includes an explanation of the following important keys:

- Backspace key (  )
- Capital letter/lower case key (  )
- Quotation mark key (  )
- ATARI symbol key (  ) for reverse letters
- Break, control, escape keys (  ,  ,  )
- Math keys ( + , - , / , \* )

When you are ready, load Lesson Two on the cassette by typing **CLOAD** and pressing  twice. After the READY message appears on the screen, type **RUN** and press  to start the lesson.

## LESSON TWO: PRINTING ON THE TELEVISION SCREEN

### Frame 1: Summary of Lesson Two

1. **PRINT** causes a display on the screen of whatever text or numeric characters you have placed within quotes.
2. **PRINT** is always in capital letters. Material you put inside the quotes can be upper or lower case, alpha or numeric characters.
3. **PRINT** used without quotes performs mathematical functions according to the following rules:

The computer performs the math computation by doing:

- Multiplication and division inside parentheses first.
- Addition and subtraction inside parentheses next
- Multiplication and division outside parentheses next
- Addition and subtraction last.

On each step, the computer moves from left to right across the expression.



Example:  $(4/2+1) * 3 + (2+2) - 12$

Step 1:  $(2+1) * 3 + (2+2) - 12$

Step 2:  $3 * 3 + 4 - 12$

Step 3:  $9 + 4 - 12$

Step 4: 1

Computer prints: 1

## Frame 2: Practice Session for Lesson Two

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

Enter each line on the computer by typing the command. Press **RETURN** to see the result. Try to determine beforehand what will be displayed on the screen and see if you're right.

```
PRINT "HELLO"
PRINT "MY NAME IS GEORGE"
PRINT "OH"
PRINT "Oh boy!"
print "OOPS"
PRINT "OOPS"
PRINT "@#$%&"
PRINT "THIS IS RIGHT"
```

Try this math. Enter each command and press **RETURN**.

```
PRINT "3 - 3"
PRINT "7*7"
PRINT 4*4
PRINT 10/2+4-5
PRINT (3*6)/(3*3)
PRINT 3*6/3*3
PRINT 25+(6/2-2)-8
PRINT 200/(3+2)*2-60
PRINT (6-2)*2*5
```

Now use the computer to solve these problems:

- Add three numbers and PRINT the result (pick the numbers).
- Compute the average of five numbers. (Add them and divide by 5. Remember the operational precedence of mathematical expressions when you enter this exercise into the computer. Placement of parentheses is emphasized in this case.)

When you are ready, load Lesson Three on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the READY message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON THREE: CHARACTERIS- TICS OF A PROGRAM

### Frame 3: Entering a Program

```
READY
10 PRINT "THIS IS THE BEGINNING"
20 PRINT "THIS IS THE MIDDLE"
30 PRINT "THE END"
RUN
THIS IS THE BEGINNING
THIS IS THE MIDDLE
THE END
READY
█
```

### Frame 4: Example of Executing Consecutive Line Numbers

```
READY
20 PRINT "THIS IS THE MIDDLE"
10 PRINT "THIS IS THE BEGINNING"
30 PRINT "THE END"
RUN
THIS IS THE BEGINNING
THIS IS THE MIDDLE
THE END
READY
█
```

**Frame 5: Insertion of Program Line**

```
READY
10 PRINT "WE DON'T"
20 PRINT "MAKE MISTAKES"
15 PRINT "USUALLY"
LIST
10 PRINT "WE DON'T"
15 PRINT "USUALLY"
20 PRINT "MAKE MISTAKES"
█
```

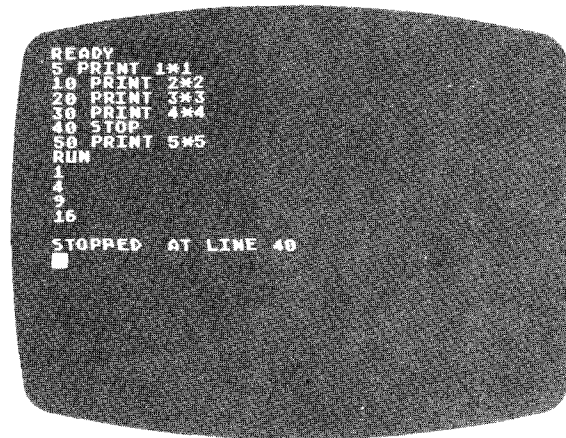
**Frame 6: Deletion of Program Line**

```
READY
10 PRINT "DON'T"
20 PRINT "GO"
30 PRINT "AWAY"
LIST
20 PRINT "GO"
30 PRINT "AWAY"
READY
█
```

**Frame 7: Use of END Command**

```
READY
15 PRINT "THE SUM OF 2 AND 2 IS"
25 PRINT 2+2
30 PRINT "THE SUM OF 5+10 IS"
45 PRINT 5+10
50 END
60 PRINT "HOW MUCH IS 3+4?"
RUN
THE SUM OF 2 AND 2 IS
4
THE SUM OF 5+10 IS
15
READY
█
```

### Frame 8: Use of STOP Command



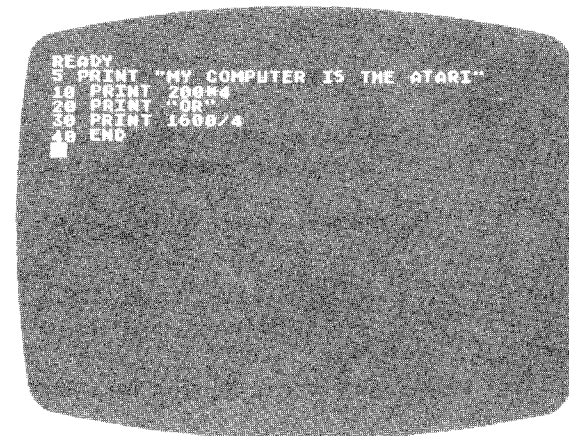
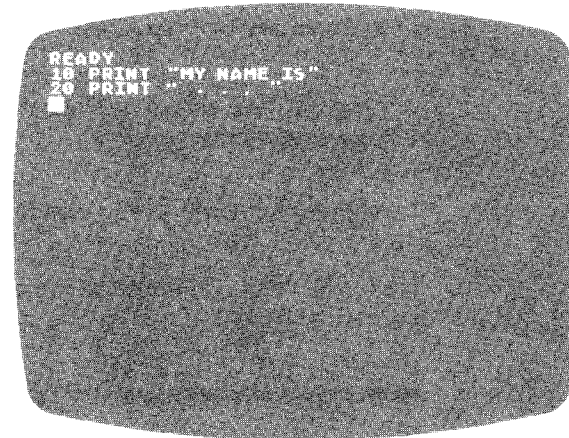
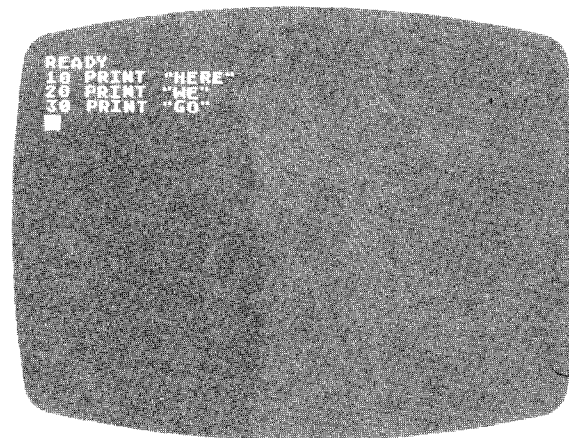
### Frame 9: Summary of Lesson Three

1. A program is a series of logical steps for the computer. Each step gets a unique line number.
2. **RUN** tells the computer to execute the lines in consecutive numerical order.
3. **LIST** tells the computer to display all the program lines in consecutive numerical order.
4. **NEW** erases the program from computer memory.
5. **END** or **STOP** statements cause the computer to terminate program execution at the line number of the command.
6. To edit your program
  - Retype the line.
  - Add a new line with a line number that is numerically between other lines (25 placed between line numbers 20 and 30), or
  - Remove a line by typing its number and pressing **RETURN**.

### Frame 10: Practice Session for Lesson Three

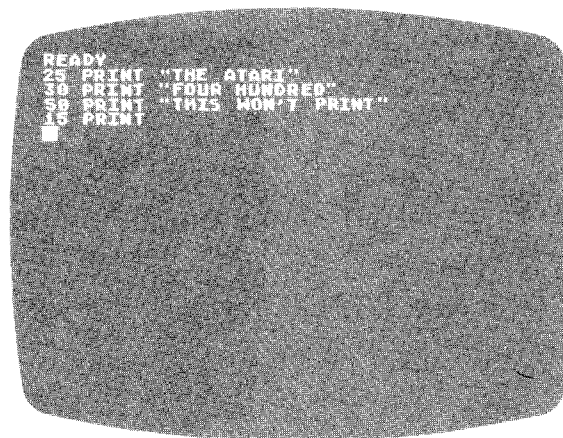
**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

Enter and run each of these programs.



Use the core program above. Add the following additional program lines one at a time to the basic program. After you add each line, run the program to see the effect of the change.

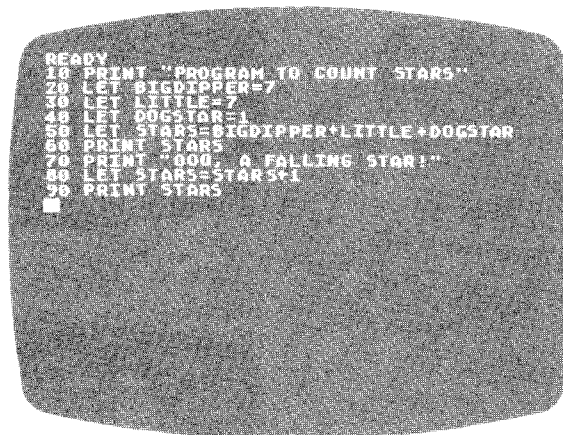




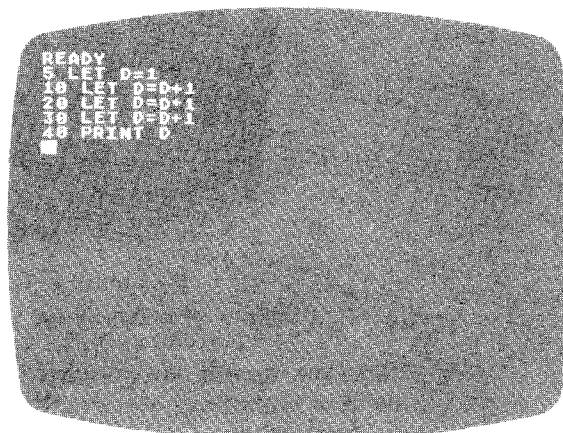
When you are ready, load Lesson Four on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the READY message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON FOUR: NAMES AND NUMBERS IN MEMORY

Frame 11



Frame 12



**Frame 13**

```
READY
10 PRINT "WHAT'S THE PERIMETER OF
A SQUARE WITH A SIDE OF 5?"
20 LET SIDE=5
30 LET PERIMETER=SIDE*4
40 PRINT PERIMETER
■
```

**Frame 14**

```
READY
10 PRINT "HOW OLD ARE YOU?"
20 INPUT AGE
30 LET REALAGE=AGE+18
40 PRINT "I BET YOU'RE REALLY"
50 PRINT REAL
■
```

**Frame 15**

```
READY
10 DIM WHOS(20), WHATS(20), WHEREAS(20)
20 LET WHOS="OLD WOMAN"
30 LET WHATS="LINED"
40 LET WHEREAS="SHOE"
50 PRINT "THERE WAS AN ";
60 PRINT WHOS
70 PRINT "WHO ";
80 PRINT WHATS
90 PRINT "IN A ";
100 PRINT WHEREAS
■
```

**Frame 16: Summary of Lesson Four**

1. Variables identify memory locations in which the computer stores specific alpha or numeric characters, for example, the result of a computation or an assigned value.

2. Variable types determine the kind of labels required.

- Numeric variables reference numbers ONLY.
- String variables store any assigned sequence of alpha or numeric characters or their combination.

Each item of information is given a name, which will be used throughout the program to refer to that particular item. This name is called an identifier.

3. Specific rules for variable labels include:

- Assign identifiers like A, B, C3, DE49 to numeric variables.
- Assign identifiers like A\$, B2\$, ERROR\$ to string variables.
- DO NOT use reserved BASIC words as labels, such as: FOR, NEXT, DIM, LET, PRINT.

4. Commands for variable operation include:

- **LET** stores numbers or letters into a variable.

```
LET X=100  
LET X$= "SHIRLEY"
```

- **DIM** signifies a maximum amount of characters allowed into a variable.

```
DIM A$(10)
```

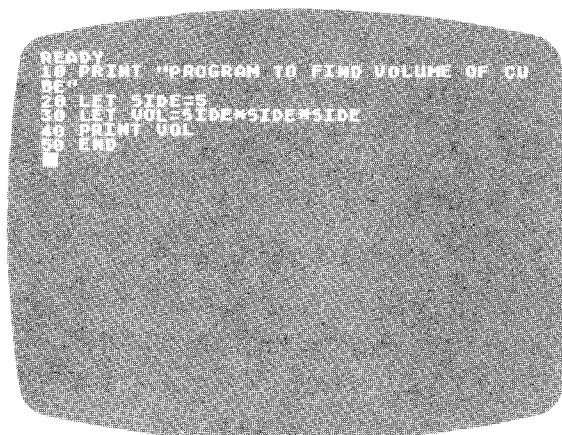
- **INPUT** commands the computer to wait for entry of the number or word to be stored in the numeric or string variable.

```
INPUT X  
INPUT X$ (remember to DIM X$ first)
```

#### Frame 17: Practice Session for Lesson Four

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

Run each of these sample programs.

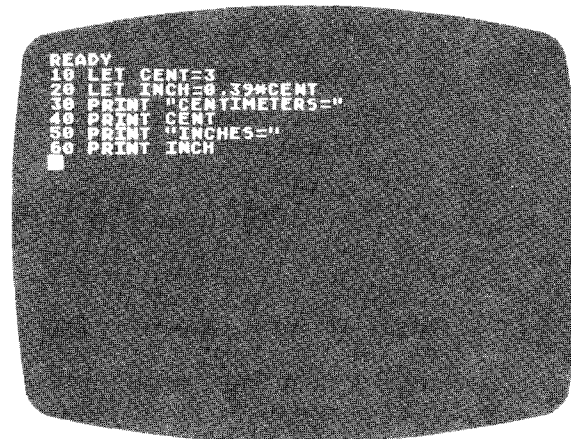


Add these lines to make an expanded program.

```
32 PRINT "SIDE=";  
34 PRINT SIDE  
36 PRINT "VOLUME=";
```

THEN change Line 20 to find the volume of other cubes.

The following program converts centimeters to inches.



Now change Line 10 and run the program several times, typing in a different number each time.

```
10 INPUT CENT
```

Add this line and RUN AGAIN.

```
5 PRINT "HOW MANY CENTIMETERS"
```

Type **NEW** and try this program.

```
READY
10 DIM NAMES(20), MONTHS(20)
20 PRINT "WHO ARE YOU?"
30 INPUT NAMES
40 PRINT "WHAT MONTH WERE YOU BORN?"
50 INPUT MONTHS
60 PRINT "HELLO ";
70 PRINT NAMES
80 PRINT "THE NICEST PEOPLE ARE BORN I
N."
90 PRINT MONTHS
■
```

When you are ready, load Lesson Five on the cassette. You must turn over the cassette, Writing Programs One, to Side 2. Refer to General Instructions for Loading the Cassette Tape. Remember to reset the Program Recorder counter to 000.

## LESSON FIVE: COMPUTER LOGIC

Frame 18

```
READY
10 PRINT "WHAT IS 3+3?"
20 ANSWER=6
30 INPUT RESPONSE
40 IF RESPONSE=ANSWER THEN PRINT "CORR
ECT"
50 END
RUN
WHAT IS 3+3?
■
```

Frame 19

```
READY
10 PRINT "HOW OLD ARE YOU?"
20 INPUT AGE
30 IF AGE>17 THEN PRINT "YOU CAN VOTE"
40 IF AGE<18 THEN PRINT "YOU CAN'T
VOTE"
■
```



Frame 20

```
READY
5 DIM NAMES(20)
10 PRINT "WHO ARE YOU"
20 INPUT NAMES
30 IF NAMES="GEORGE" THEN PRINT "HELLO"
40 IF NAMES<>"GEORGE" THEN PRINT "WHO?"
50
```

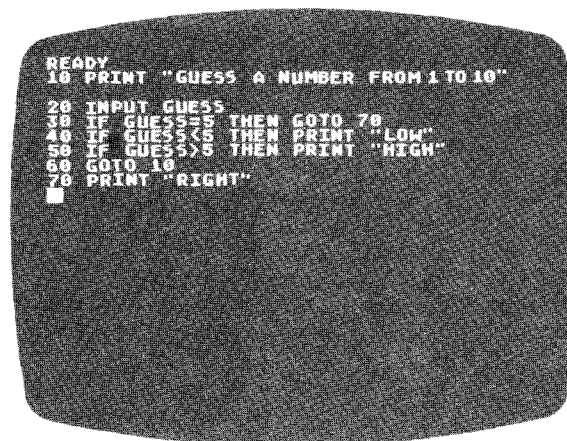
Frame 21

```
READY
10 PRINT "HELLO"
20 GOTO 50
30 PRINT "GOODBYE"
40 END
50 PRINT "SO LONG"
```

Frame 22

```
READY
10 PRINT "WHAT'S 1+1?"
20 INPUT ANSWER
30 IF ANSWER<>2 THEN GOTO 60
40 PRINT "SUPER"
50 PRINT "SMART"
55 END
60 PRINT "WRONG, TRY AGAIN"
70 GOTO 10
```

### Frame 23



### Frame 24: Summary of Lesson Five

1. **IF/THEN** program statements provide for conditional logic sequencing. If a stipulated condition holds true, the computer performs the instruction present in the **THEN** command. If the condition proves false, the computer ignores the **THEN** portion of the statement and goes to the next program line.
2. Logical Operators are:
  - = means "equals"
  - <> means "not equal"
  - > means "greater than"
  - < means "less than"

An **IF/THEN** statement comparison between two string variables will only hold true if the strings prove equal, character for character.
3. **GOTO** provides for an unconditional logic sequence. The computer moves to the specified line and continues processing.
4. Use the **BREAK** key to end computer execution of an infinite loop.

### Frame 25: Practice Session for Lesson Five

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

```

READY
5 DIM AS(10)
10 PRINT "PROGRAM TO FIGURE SOCIAL
SECURITY TAX"
20 PRINT "WHAT'S YOUR INCOME?"
30 INPUT MONEY
40 IF MONEY<22900 THEN MONEY=22900
50 PRINT "ARE YOU SELF-EMPLOYED?"
60 INPUT AS
70 IF AS="NO" THEN TAX=MONEY*.0613
80 IF AS="YES" THEN TAX=MONEY*.1226
90 PRINT "YOU WILL PAY $:"
100 PRINT TAX

```

```

READY
5 LET N=0
10 PRINT "THIS COUNTING LOOP RUNS 5 TI
MES"
20 LET N=N+1
30 IF N=5 THEN GOTO 50
40 GOTO 10
50 PRINT "END OF LOOP"

```

Change line 40 in the above program to GOTO 5. Why doesn't this work?

Run the following program and make three intentional mistakes to see how the loop ends.

```

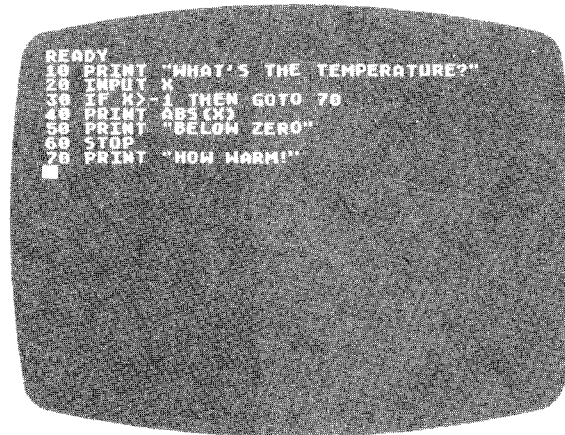
READY
1 LET TRIES=1
5 DIM WORDS(20)
10 PRINT "WHAT'S A SYNONYM OF SMALL?"
20 INPUT WORDS
30 IF WORDS="LITTLE" THEN GOTO 60
40 IF TRIES=3 THEN GOTO 90
50 PRINT "WRONG. TRY ANOTHER WORD"
60 LET TRIES=TRIES+1
70 GOTO 20
80 PRINT "RIGHT"
90 PRINT "'LITTLE' IS THE WORD I MEANT"

```

When you are ready, load Lesson Six on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the READY message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON SIX: LIBRARY FUNCTION

Frame 26



Frame 27

LOG(X) = Logarithm  
SIN(X) = Sine  
COS(X) = Cosine  
SGN(X) = Sign—plus or minus

Frame 28: Summary of Lesson Six

1. Library functions perform their intended calculation based upon previously established internal programming. Therefore, the use of these functions allows you to “return” a number in the form you need for further computation in a calculation or storage in a variable.
2. Common library functions include:
  - **INT** rounds a number to its next lower whole number.
  - **ABS** gives you the value of a number without the + or - sign.
  - **RND** used with (0) gives a random number between 0 and 1.
  - **SQR** gives you the square root of a number.
  - **FRE** used with (0) tells how much free memory is available.

### Frame 29: Practice Session for Lesson Six

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

Here's a program that tells whether a number is odd or even.

```
READY
10 PRINT "TYPE A WHOLE NUMBER."
20 INPUT N
30 IF N/2=INT(N/2) THEN PRINT "EVEN"
40 IF N/2<>INT(N/2) THEN PRINT "ODD"
50 END
```

Try this program with different inputs. Then **BREAK** it.

```
READY
5 DIM NAMES(20)
10 PRINT "WHO ARE YOU?"
20 INPUT NAMES
30 X=INT(8)
40 Y=INT(38X)
50 IF Y=0 THEN PRINT "WHAT KIND OF NAME IS THAT?"
60 IF Y=1 THEN PRINT "WHO!!?"
70 IF Y=2 THEN PRINT "NICE NAME"
75 PRINT
80 PRINT
90 GOTO 10
```

When you are ready, load Lesson Seven on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the **READY** message appears on the screen, type **RUN** and press **RETURN** to start the lesson.



**LESSON SEVEN: FOR/NEXT  
LOOPS**

**Frame 30**

```
READY
10 FOR J=1 TO 10
20 PRINT "HERE'S A NUMBER:"
30 PRINT J
40 PRINT "SQUARE OF THIS NUMBER IS:"
50 PRINT J*J
60 NEXT J
■
```

Program continues until loops are completed.

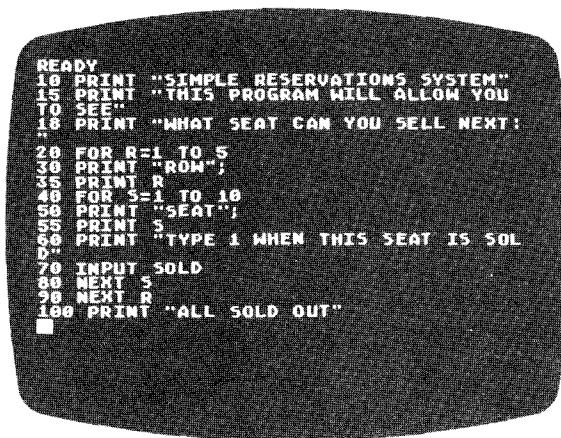
**Frame 31**

```
READY
10 FOR NUMBER=5 TO 50 STEP 5
20 PRINT NUMBER
30 NEXT NUMBER
■
```

**Frame 32**

```
READY
10 FOR K=10 TO 0 STEP -1
20 PRINT K
30 NEXT K
40 PRINT "BLAST-OFF!!!"
■
```

### Frame 33



### Frame 34: Summary of Lesson Seven

A **FOR/NEXT** counting loop repeats a program segment by executing those statements contained within the loop a given number of times.

Set a dummy variable X at 1 and end the loop after a specified number of increments.

```
10 FOR X=1 TO 10
.
.
.
50 NEXT X
```

In the program above, line statement 50 tells the computer to return to the **FOR** statement line and process back down to line 50. Each time the computer encounters this program line, X increments by 1 and returns to the beginning of the **FOR/NEXT** loop until all program lines contained between the **FOR/NEXT** statements are executed. The "loop" process continues until the desired number of times is reached. At that point, execution of the program advances to the next consecutive numeric line statement.

### Frame 35: Practice Session for Lesson Seven

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

Run the following program.

```

READY
10 FOR X=1 TO 5
20 PRINT "LOOP";
25 PRINT X
30 NEXT X

```

Change line 10 to get more loops.

The following program generates ten math problems.

```

READY
10 FOR PROBLEM=1 TO 10
20 X=INT(10*END(0))
30 Y=INT(10*END(0))
40 PRINT "WHAT'S "+X;
45 PRINT " + ";Y
50 INPUT ANSWER
60 IF ANSWER=X+Y THEN PRINT "RIGHT"
70 IF ANSWER<>X+Y THEN PRINT "WRONG"
80 NEXT PROBLEM

```

Change the program so you get problems with larger numbers.

The next program prints a line of dots.

```

READY
10 FOR X=1 TO 10
20 PRINT " ";
30 NEXT X

```

After running the program, add these lines to make a "nested" loop and run it again.

```
15  FOR Y=1 TO X
25  NEXT Y
26  PRINT
```

Then change this line.

```
10  FOR X=10 TO 1 STEP -1
```

Add these lines.

```
11  Z=37-X
12  FOR A=1 TO Z
13  PRINT " ";
14  NEXT A
```

Change the program to invert the triangle but leave it at the right.

### **CONGRATULATIONS! GO ON TO THE FINAL QUIZ ON THE CASSETTE.**

Take the Final Quiz for Writing Programs One. The program will automatically calculate your scores after you complete the quiz. Load the Final Quiz in the same manner in which you loaded the other lessons. Proceed to the next section of this workbook by loading your cassette, Writing Programs Two, using the procedure outlined in General Instructions for Loading the Cassette Tape.

---

## SUMMARY OF LESSONS: WRITING PROGRAMS TWO

---

### Lesson One: Screen Formatting Instructions

Shows method for clearing screen and demonstrates how to position the cursor and print in columns.

### Lesson Two: READ/DATA

Shows how to assign values to different variables through the use of READ and DATA statements.

### Lesson Three: Arrays

Shows how to set up single-dimension arrays and how to use them in a program.

### Lesson Four: PEEK and POKE

Explains computer memory and how to access it directly by means of PEEK and POKE statements.

### Lesson Five: ATASCII Code and Instructions

Explains ASCII code as it relates to the ATARI Personal Computer System, and how to use the CHR\$ and ASC functions.

### Lesson Six: String Handling

Demonstrates how to examine the contents of string variables and how to use parts of the contents in logic statements.

### Lesson Seven: Multiple Statements

Shows how to write lines with more than one statement. Explains logic flow when multiple statement lines are used with IF/THEN statements.

### Lesson Eight: Subroutines

Explains the concept of subroutines and demonstrates the use of GOSUB and RETURN.

### Final Quiz: Writing Programs Two

A review of the material covered in Writing Programs Two. No voice track is used with this part of the program.

WRITING PROGRAMS TWO	LESSON	CASSETTE RECORDER COUNTER VALUE		
		START LOADING	START AUDIO	END AUDIO
SIDE 1	1	000		
	2			
	3			
	4			
SIDE 2	5	000		
	6			
	7			
	8			
	FINAL TEST			

*Figure 3 Program Recorder Counter Numbers  
for Lessons in Writing Programs Two*

---

# DESCRIPTION OF FRAMES FOR WRITING PROGRAMS TWO

---

## LESSON ONE: SCREEN FORMATTING INSTRUCTIONS

### Frame 1: Summary of Lesson One

1. **CURSOR:** Wherever the cursor appears on the screen, the computer will accept input and display the character received from the keyboard.
2. **GRAPHICS 0:** Clears the screen of text and sets the background color to blue. The cursor will automatically move to the top and extreme left of the screen, commonly called the "home" position.
3. **SEMICOLON:** Use of the semicolon in a PRINT statement keeps the output from moving down to the next line when text and numbers are printed on the screen.

Example:

```
10 DIM NAME$(20)
20 NAME$="JOE"
30 PRINT "MY NAME IS ";NAME$;"."
```

MY NAME IS JOE.

4. **COMMA:** Working in a fashion similar to the semicolon, the comma places the printed text or numbers into zones on the screen.

Example:

```
PRINT "ONE","TWO","THREE"
PRINT 1,2,3
```

ONE	TWO	THREE
1	2	3

### Frame 2: Practice Session for Lesson One

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

The following program illustrates the use of the comma and the semicolon.

```
READY
5 GRAPHICS 0
6 PRINT
10 PRINT "LINE"
20 PRINT "SPACE"
30 PRINT
40 PRINT "LINE";
50 PRINT "SPACE"
60 PRINT
70 PRINT "LINE","SPACE"
80 END
```

Now run this program:

```
READY
5 GRAPHICS 0
6 PRINT
10 PRINT "TYPE IN TWO NUMBERS"
20 PRINT "FIRST NUMBER =";
25 INPUT A
30 PRINT "SECOND NUMBER =";
35 INPUT B
40 C=A+B
50 PRINT
60 PRINT A;"+";B;"=";C
70 PRINT
80 GOTO 10
```

This program illustrates the use of the comma to make columns.

```
READY
5 GRAPHICS 0
10 PRINT
20 PRINT "NUMBER","SQUARE","SQ. ROOT"
25 PRINT
30 FOR NUMBER=1 TO 10
40 LET SQUARE=NUMBER*NUMBER
50 LET ROOT=SQR(NUMBER)
60 PRINT NUMBER,SQUARE,ROOT
70 NEXT NUMBER
80 END
```



The next program illustrates how text can be strung together with semicolons. To view parts of the program **LIST** as follows:

LIST 10,50

This will list all lines between 10 and 50.



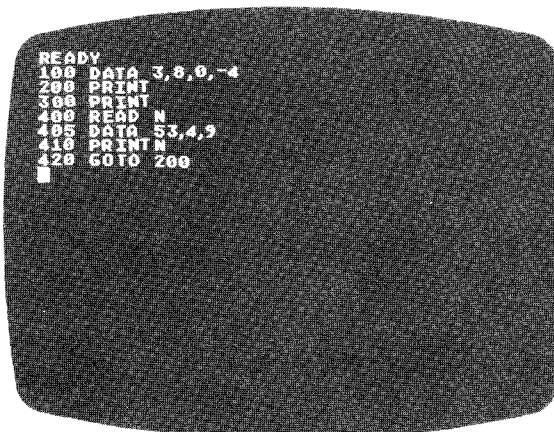
```
READY
5 DIM PLACES(16)
6 DIM PARTS(16)
7 DIM LIQUIDS(16)
10 GRAPHICS 0
20 PRINT "TYPE IN THE NAME OF A PLACE
OR THING:"
30 INPUT PLACES
40 PRINT "TYPE IN THE NAME OF A BODY P
ART:"
50 INPUT PARTS
60 PRINT "NAME A LIQUID:"
70 INPUT LIQUIDS
80 PRINT "HERE IS YOUR MADLIB:"
90 PRINT "JACK AND JILL"
100 PRINT "WENT UP THE ";PLACES
110 PRINT "TO FETCH A PAIL OF";LIQUIDS
120 PRINT "JACK FELL DOWN"
130 PRINT "AND BROKE HIS ";PARTS
140 PRINT "AND JILL CAME TUMBLING AFTER!"
150 END
```

When you are ready, load Lesson Two on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the **READY** message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON TWO: READ/DATA

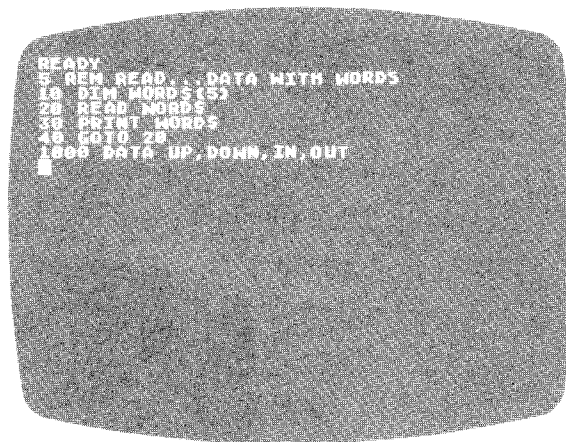
### Frame 3

The **READ** and **DATA** statements contained in the following program illustrate the method of execution used by the computer. When a **READ** statement is encountered, the first **DATA** statement is scanned by the computer. The assigned variable receives the initial value contained in the **DATA** statement. This value will remain constant until a new **READ** instruction is encountered.



```
READY
100 DATA 3,8,0,-4
200 PRINT
300 PRINT
400 READ N
405 DATA 53,4,9
410 PRINT N
420 GOTO 200
```

#### Frame 4



#### Frame 5: Practice Session for Lesson Two

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

```
10 READ A
20 PRINT A
30 GOTO 10
40 DATA 5, 6, 7, 8
```

Run the above program and then add the following line to it.

```
25 IF A=8 THEN RESTORE
```

Add the following lines:

```
5 LET B=0
26 LET B=B+1
27 IF B=8 THEN STOP
```

Add the following line.

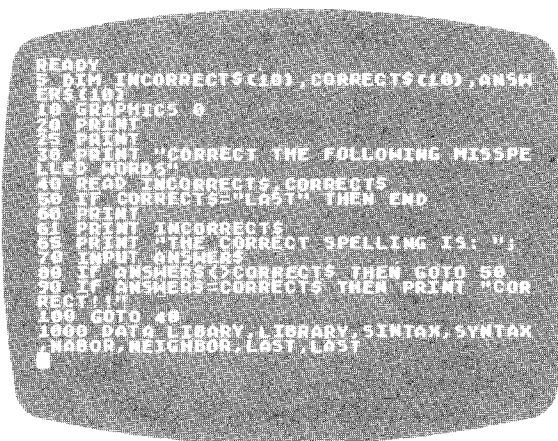
```
6 DATA 1, 2, 3, 4
```

Add the following lines.

```
10 READ X, Y
20 PRINT X, Y
```

And delete 35, 36, and 37.

Run the following program:



When you are ready, load Lesson Three on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the READY message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON THREE: ARRAYS

### Frame 6: Summary of Lesson Three

1. Arrays are sets of variables with the same name. Each array variable has the name (in capitals) followed by a number in parentheses. If only one number is assigned, the array is one dimensional. Visualize the elements in the array being placed in one long column. For maximum speed and efficiency of operation, dimension your arrays into rows and columns. The first number within the parentheses indicates the assigned row, and the second number indicates the assigned column in a two-dimensional array. Carry this concept into n-dimensions by simply adding rows and columns.

Examples of one-dimensional arrays:

A(10), VAR(5) or VAR(X) or ARRAY(NUM)

Examples of two-dimensional arrays:

A(10,50), VAR(5,5) or VAR(X,Y) or ARRAY(ROW,COLUMN)

2. Arrays must first be set up in ATARI BASIC with a **DIM** (dimension) statement.

DIM VAR(10)

3. Values can be placed into and removed from array variables with simple **FOR/NEXT** loops.

```
10 DIM ARRAY(10)
20 FOR X=1 TO 10
30 LET ARRAY(X)= 25.2
40 NEXT X
```

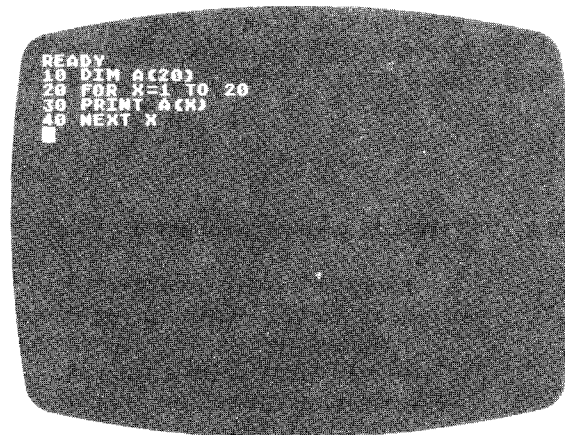
4. The **LET** instruction in the above program, Statement 30, places a value in the array variable. When **READ/DATA** statements and **INPUT** statements are used to place values into array variables, the computer must use these instructions indirectly. For example,

```
READ N  
LET A(X)=N, etc.
```

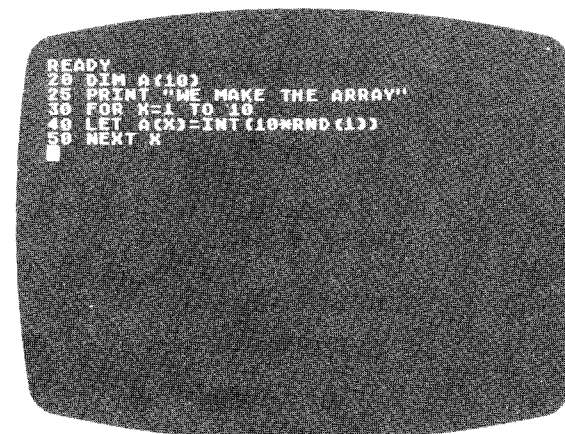
### Frame 7: Practice Session for Lesson Three

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before every practice session and between each example program.

Run the following program:



When setting up an array it is necessary to store values in each variable in the array, as in the following example. Run the next program, and then check what is in each variable with a **PRINT** instruction, such as **PRINT A(3)**.



Add the following lines to the previous program and run it again:

```
READY
60 PRINT
70 PRINT "HERE ARE THE VALUES"
80 FOR X=1 TO 10
90 PRINT "A(";X;") = ";A(X)
100 NEXT X
█
```

Run this sample program:

```
READY
2 GRAPHICS 0
5 PRINT
10 PRINT "JOGGING CALENDER"
20 PRINT "(SHORTENED TO 7 DAYS)"
25 PRINT
30 DIM DISTANCE(7)
40 FOR DAY=1 TO 7
50 PRINT "HOW MANY MILES DID YOU JOG O
N DAY";DAY
60 INPUT MILES
65 DISTANCE(DAY)=MILES
70 NEXT DAY
80 PRINT
90 PRINT
100 PRINT "RESULTS FOR WHAT DAY?"
110 INPUT DAY
120 PRINT "ON THAT DAY YOU WENT ";DIST
ANCE(DAY); " MILES"
130 GOTO 60
█
```

Run this sample program:

```
READY
5 GRAPHICS 0
6 DIM FLIGHT(7)
10 PRINT
15 PRINT "THIS IS THE RESERVATION SYST
EM FOR"
20 PRINT "FLY-BY-NIGHT AIRWAYS."
30 PRINT "YOU CAN RESERVE FLIGHTS 1-7."
50 PRINT
60 FOR N=1 TO 7
70 LET FLIGHT(N)=4
80 NEXT N
90 PRINT "WHAT FLIGHT (1 THRU 7) DO YO
U WANT?"
100 INPUT N
110 IF FLIGHT(N)=0 THEN PRINT "SORRY.
ALL FLIGHTS TAKEN. TRY ANOTHER."
120 IF FLIGHT(N)<>0 THEN FLIGHT(N)=FLI
GHT(N)-1
130 IF FLIGHT(N)<>0 THEN PRINT "ISSUE
TICKET FOR FLIGHT ";N
170 GOTO 90
█
```

When you are ready, load Lesson Four on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the **READY** message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON FOUR: PEEK and POKE

### Frame 8: Computer Memory

The computer's raw memory is like a set of post office boxes, where each box contains just one number ranging from 0 to 255. Each box or location is given an address.

An 8K computer has about 8000 different memory locations that can be used for program storage.

Each number in memory can serve to represent a number, a letter, or a computer instruction. For example, the number 76 could stand for the letter **L**, or it could act like a **GOTO** instruction for the computer's machine language. What the number represents exactly depends on where it is in memory.

### Frame 9: POKE

POKE 54018, 52                      Memory address is 54018  
Instruction to turn on Program Recorder is 52.

POKE 54018, 60                      Instruction to turn off Program Recorder is 60.

### Frame 10: PEEK

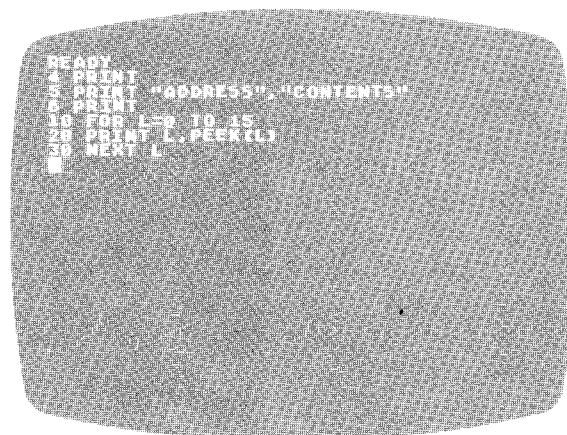
PRINT PEEK (800) prints the number stored in memory location 800.

X=PEEK(800) places the number stored in memory location 800 into the variable X.

### Frame 11: Practice Session for Lesson Four

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

Try this program to see the numbers stored in different memory locations:



Use **POKE** instructions with caution. No damage results to the computer physically, but you can crash your program! Try this **POKE** to see a small example of what we mean:

#### **POKE 755,4**

To correct the "damage," type in **POKE 755,2**.

Memory location 20 is used by the computer to count the number of frames the computer puts on your television set. The number in 20 starts at 0 and 1 is added every 1/60th of a second. When the number hits 255, the contents start again at 0.

You can POKE 20 and put the number 0 in it to start. It will then count 1/60ths of a second, as in the following program:

```
READY
10 POKE 20,0
15 PRINT "START COUNTING"
18 PRINT
20 PRINT PEEK(20)/60
30 IF PEEK(20)/60<2 THEN GOTO 20
40 IF PEEK(20)/60=2 THEN PRINT "2 SEC
ONDS ARE UP."
50 END
```



The next program turns on your Program Recorder and allows it to run for 4 seconds. The Program Recorder turns off automatically.

```
READY
1 DIM ASC(1)
2 PRINT "PUT IN MUSIC CASSETTE OF YOUR
CHOICE"
3 PRINT "AND PRESS 'RETURN' "
4 PRINT "DON'T USE THE TEACHING CASSE
TTE!!!"
5 INPUT AS
6 POKE 54018,52
7 PRINT "NOW FOR 4 SECONDS OF MUSIC..."
8
10 POKE 20,0
15 PRINT "START COUNTING"
20 COUNT=PEEK(20)/60
30 PRINT COUNT
40 IF COUNT<4 THEN GOTO 20
50 IF COUNT>=4 THEN PRINT "4 SECONDS R
E UP."
60 POKE 54018,60
100 END
```

When you are ready, load Lesson Five on the cassette. You must turn over the cassette, Writing Programs Two, to Side 2. Refer to General Instructions for Loading the Cassette Tape. Remember to reset the Program Recorder counter to 000.

# LESSON FIVE: ATASCII CODE AND INSTRUCTIONS

Frame 12: Some ATASCII Characters and Their Code Numbers

ATASCII CODE NUMBER	CHARACTER	ATASCII CODE NUMBER	CHARACTER
32	(space)	81	Q
33	!	82	R
34	"	83	S
35	#	84	T
36	\$	85	U
37	%	86	V
38	&	87	W
39	'	88	X
40	(	89	Y
41	)	90	Z
42	*	91	[
43	+	92	\
44	,	93	]
45	-	94	^
46	.	95	
47	/	96	
48	0	97	a
49	1	98	b
50	2	99	c
51	3	100	d
52	4	101	e
53	5	102	f
54	6	103	g
55	7	104	h
56	8	105	i
57	9	106	j
58	:	107	k
59	;	108	l
60	<	109	m
61	=	110	n
62	>	111	o
63	?	112	p
64	@	113	q
65	A	114	r
66	B	115	s
67	C	116	t
68	D	117	u
69	E	118	v
70	F	119	w
71	G	120	x
72	H	121	y
73	I	122	z
74	J	123	
75	K	124	
76	L	125	(clear screen)
77	M		
78	N		
79	O		
80	P		

(This is a sample of the 255 possible characters of ATASCII)



### Frame 13: Interesting ATASCII Characters

PRINT CHR\$(125)	Clears television screen
PRINT CHR\$(253)	Produces a buzzing sound
PRINT CHR\$(28)	Moves cursor up one line (without erasing anything)
PRINT CHR\$(29)	Moves cursor down one line
PRINT CHR\$(30)	Moves cursor over one space to the left
PRINT CHR\$(31)	Moves cursor over one space to the right

### Frame 14: Summary of ASC and CHR\$

CHR\$(N) will produce the character of the ATASCII number.

ASC(L\$) will produce the ATASCII number of the character stored in L\$.

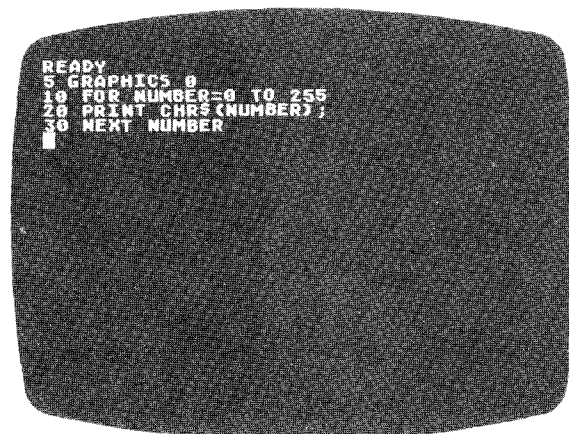
PRINT CHR\$(65) will print the letter A from the ATASCII code number 65.

PRINT ASC("A") will print the ATASCII number 65.

### Frame 15: Practice Session for Lesson Five

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before every practice session and between each example program.

The following program will print the whole range of ATASCII characters. Note what happens when CHR\$(125) is printed.



Add the following lines to keep the screen from being erased.

```
READY
6 PRINT "ATASCII CHARACTERS"

20 IF NUMBER<>125 THEN PRINT CHR$(NUMBER);
```

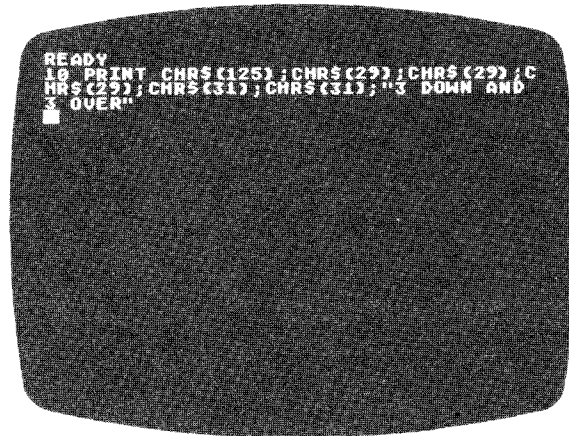
This program will show you the ATASCII code for certain letters and symbols. (Don't use any "invisible" characters.)

```
READY
5 GRAPHICS 8
10 DIM LETTERS(1)
20 PRINT "TYPE IN CHARACTER OR SYMBOL"
30 INPUT LETTERS
40 PRINT "THE ATASCII CODE FOR ";LETTERS
50 PRINT ASC(LETTERS)
60 GOTO 20
```

Press the **BREAK** key to end program execution. Add this line to the above program and run it again.

```
READY
35 PRINT CHR$(253);
```

Run this line and see what happens. Then try your own program that will print characters on different parts of the television screen.



When you are ready, load Lesson Six on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the **READY** message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON SIX: STRING HANDLING

### Frame 16

The following instruction will tell the computer to look at the string stored in **WORD\$** starting with the fifth character:

```
WORD$(5)
```

We can print or store the result in another string variable:

```
PRINT WORD$(5)      PART$ = WORD$(5)
```

Any number can be used in the parentheses just so long as it does not exceed the length of the string stored in the variable.

Example:

```
STR$ = "A SHORT PHRASE"  
P$ = STR$(8)  
PRINT P$  
PHRASE
```

### Frame 17

The following statement will tell the computer to look at the string stored in **WORD\$** between two numbers:

```
WORD$(5,8)
```

PRINT WORD\$(5,8) will now print the string from the fifth to the eighth character.

Example:

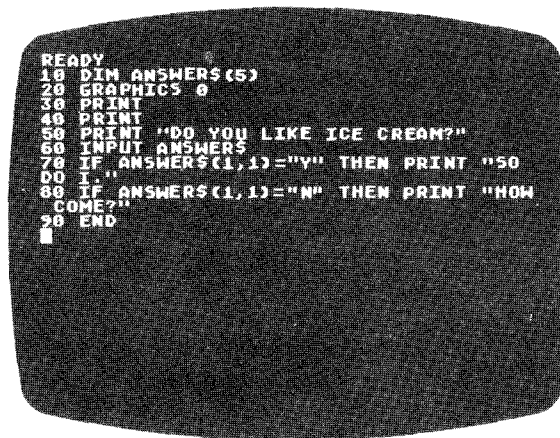
```
STR$="A SHORT PHRASE"
```

```
P$=STR$(3,7)
```

```
PRINT P$  
SHORT
```

### Frame 18

The following program demonstrates how to get one character from a string that has been input into a string variable. In this case the program looks at the first character only.



### Frame 19: Practice Session for Lesson Six

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before every practice session and between each example program.

Enter the following instructions as direct commands:

```
DIM WORD$(40)
```

```
LET WORD$="A SHORT PHRASE"
```

Now experiment with printing out pieces of the words in WORD\$ by using the following kinds of instructions:

```
PRINT WORD$(3) or PRINT WORD$(5,6) etc.
```

After trying this a few times, run the following program:

```
READY
5 DIM WORDS(40)
10 GRAPHICS 0
20 PRINT
30 PRINT "TYPE IN WORD"
40 INPUT WORDS
50 PRINT WORDS;" CONTAINS ";LEN(WORDS)
;" LETTERS."
60 PRINT
100 GOTO 20
```

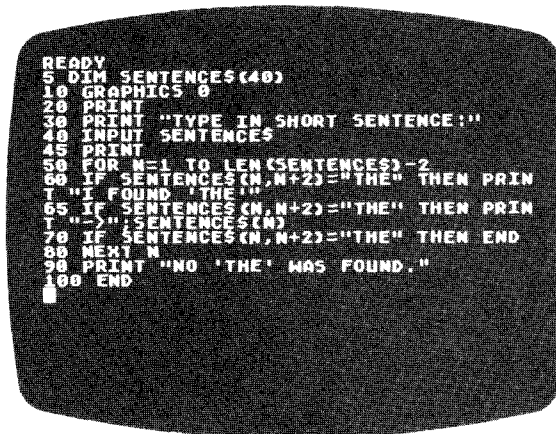
Now add the following lines. (Watch the quotation marks and the semicolons!)

```
READY
70 FOR N=1 TO LEN(WORDS)
80 PRINT "WORDS (";N;")=";WORDS(N)
90 NEXT N
95 PRINT
```

Try this program:

```
READY
5 DIM WORDS(40)
10 GRAPHICS 0
20 PRINT
30 PRINT
40 PRINT "TYPE IN WORD:"
50 INPUT WORDS
60 PRINT "HERE IS THE WORD VERTICALLY-
-"
65 PRINT
70 N=0
80 N=N+1
90 PRINT WORDS(N,N)
100 IF N=LEN(WORDS) THEN END
110 GOTO 80
```

The next program is an analysis program. It looks at a sentence for specific words:



When you are ready, load Lesson Seven on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the READY message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON SEVEN: MULTIPLE STATEMENTS

### Frame 20

Separate statements can be placed on the same line in a BASIC program if they are separated with a colon (:).

```
10 GRAPHICS 0
20 PRINT
30 PRINT "THIS IS A VERY SHORT PROGRAM"
40 END
```

The above program can fit all on one line—

```
10 GRAPHICS 0: PRINT : PRINT "THIS IS A VERY SHORT PROGRAM": END
```

### Frame 21

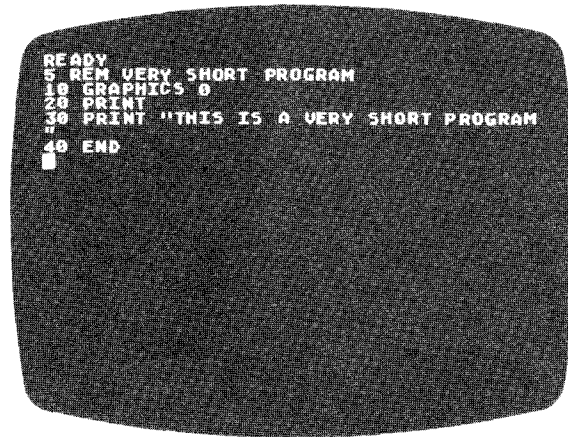
The **IF/THEN** condition determines whether statements that follow on the same line will be executed.

```
10 INPUT A
20 IF A=0 THEN PRINT "TRY AGAIN": GOTO 10
30 PRINT "THAT'S ALL": END
```

In the above program, the computer will reach the GOTO 10 statement only when A=0. If A<>0, then the computer ignores everything after the **IF/THEN** statement on the same line.

### Frame 22: REM (or Remark) Statement

The **REM** statement is a label only. The computer will ignore it. Here the **REM** statement has been added to the program used previously:



The computer will also ignore any statement that follows a **REM** statement on the same line.

```
10 REM THE NEXT STATEMENT WILL BE IGNORED: GRAPHICS 0
```

Be very careful with the following in multistatement lines:

```
REM  
DATA  
IF/THEN  
GOTO
```

It is safest to have each **DATA** statement on its own line with no other statements.

### Frame 23: Practice Session for Lesson Seven

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before EVERY practice session and between each example program.

The following program appeared in an earlier lesson. We have added line 110 to the program so that you can see how much memory the program used. Run the program, and check how much memory you have left.

```

READY
5 GRAPHICS 0
10 PRINT
20 PRINT "NUMBER","SQUARE","SQ, ROOT"
30 PRINT
40 FOR NUMBER=1 TO 10
50 LET SQUARE=NUMBER*NUMBER
60 LET ROOT=SQR(NUMBER)
70 PRINT NUMBER, SQUARE, ROOT
80 NEXT NUMBER
90 PRINT
100 PRINT "THIS PROGRAM LEFT YOU WITH"
110 PRINT FRE(0); " MEMORY UNITS."

```

Now rewrite the above program using multiple statement lines, and see how much memory space the new version occupies.

Rewrite the program below using multiple statement lines. See if you can get rid of two of the **IF/THEN** statements.

```

READY
5 DIM SENTENCES(40)
10 GRAPHICS 0
20 PRINT
30 PRINT "TYPE IN SHORT SENTENCE"
40 INPUT SENTENCES
45 PRINT
50 FOR N=1 TO LEN(SENTENCES)-2
60 IF SENTENCES(N,N+2)="THE" THEN PRINT "I FOUND 'THE'."
65 IF SENTENCES(N,N+2)="THE" THEN PRINT "I FOUND 'THE'."
70 IF SENTENCES(N,N+2)="THE" THEN END
80 NEXT N
90 PRINT "NO 'THE' WAS FOUND."
100 END

```

When you are ready, load Lesson Eight on the cassette by typing **CLOAD** and pressing **RETURN** twice. After the READY message appears on the screen, type **RUN** and press **RETURN** to start the lesson.

## LESSON EIGHT: SUBROUTINES

### Frame 24: Purpose of a Subroutine

In this program, we use the same routine several times, so we moved it to the end. Now it's called a subroutine.



```

10 ...
20 ...
30 IF A=1 THEN PRINT "YES"
40 ...
50 ...
60 IF A=1 THEN PRINT "YES"
70 ...
80 END

1000 IF A=1 THEN PRINT "YES"

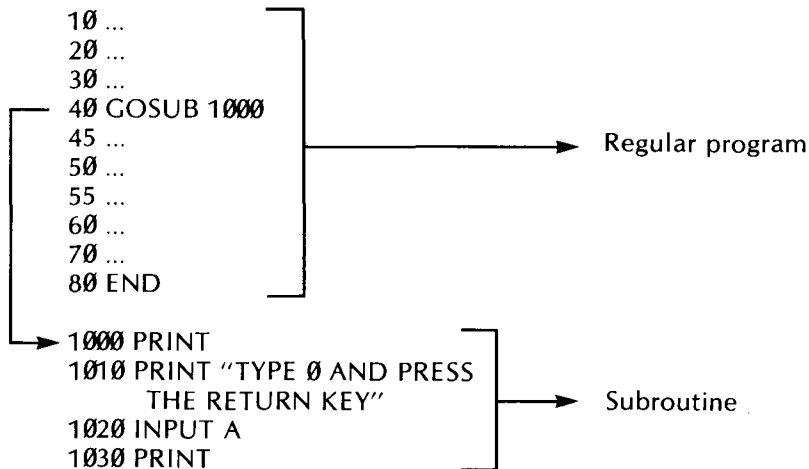
```

← Routines taken out of program.

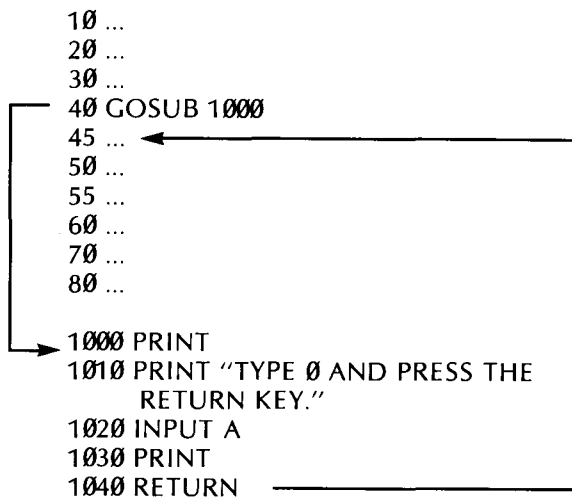
← Subroutine written just once.

### Frame 25: GOSUB and RETURN Statements

When the computer reaches the **GOSUB** statement in Line 40, it goes to Line 1000.



Here is how the **RETURN** statement works:



## Frame 26: Question Example

```
READY
10 REM SIMPLE SUBROUTINE PROGRAM
20 PRINT "FIRST TIME THRU SUBROUTINE:"
30 GOSUB 1000
40 PRINT "SECOND TIME THRU:"
50 GOSUB 1000
60 PRINT "THIRD TIME THRU:"
70 GOSUB 1000
80 STOP
1000 PRINT
1010 PRINT 1;2;3;4;5
1020 PRINT
1030 RETURN
```

## Frame 27: Practice Session for Lesson Eight

**Note:** To clear RAM computer memory, type **NEW** and press **RETURN** before every practice session and between each example program.

The following program has three subroutines. Run it and see what happens.

```
READY
10 REM SHORT PROGRAM WITH SUBROUTINES
20 GOSUB 100
30 GOSUB 200
40 GOSUB 300
50 GOSUB 200
60 GOSUB 100
70 END
100 PRINT :PRINT "++++++":RETURN
200 PRINT :PRINT "-----":RETURN
300 PRINT :PRINT "*****":RETURN
```

The following frame is another version of the program above. However, the **GOSUB** statements use variables instead of numbers.

```

READY
10 REM SHORT PROGRAM WITH SUBROUTINES
15 LET CROSS=100:LET DASH=200:LET STAR=300
20 GOSUB CROSS
30 GOSUB DASH
40 GOSUB STAR
50 GOSUB DASH
60 GOSUB CROSS
70 END
100 PRINT :PRINT "++++++":RETURN
200 PRINT :PRINT "-----":RETURN
300 PRINT :PRINT "*****":RETURN

```

The following program illustrates many of the points taught in the last two lessons.

```

READY
10 REM ARITHMETIC PROGRAM WITH SUBROUTINE
20 DIM NAMES(20):R=0:E=0
30 GRAPHICS 0:PRINT :PRINT
40 PRINT "WHAT'S YOUR NAME?":INPUT NAME$
50 PRINT CHR$(125):PRINT :PRINT
60 PRINT NAMES:PRINT "DO THE FOLLOWING":PRINT
70 REM MAKE-UP PROBLEMS
75 LET A=INT(10*RND(1)):LET B=INT(10*RND(1))
80 PRINT A;"*";B;"=":"INPUT C
100 IF C<>A*B THEN PRINT "WRONG, TRY A GAIN":E=E+1:GOTO 80
110 IF C=A*B THEN R=R+1:GOSUB 1000
200 REM CHECK TO SEE IF STUDENT HAS DONE 10 PROBLEMS

```

```

210 IF E<R*10 THEN PRINT :GOTO 75
300 PRINT NAMES:PRINT "YOU SCORED ";R;" RIGHT OUT OF 10."
310 END
999 REM SUBROUTINE
1000 LET CHOICE=INT(3*RND(1))
1010 PRINT CHR$(253)
1020 IF CHOICE=0 THEN PRINT "CORRECT!"
1030 IF CHOICE=1 THEN PRINT "YOU'VE GOT IT, ";NAMES
1040 IF CHOICE=2 THEN PRINT "EXCELLENT!"
1050 PRINT
1060 RETURN

```

CONGRATULATIONS! GO ON TO THE FINAL QUIZ ON THE CASSETTE.

You should be ready now for the Final Quiz for Writing Programs Two. Your score will automatically appear on the screen at the conclusion of the quiz. To load the Final Quiz, use the same procedure you used to load the other lessons.

**Frame 28: Program to Use With Final Quiz**

```
READY
5 REM CALENDAR INFORMATION
10 DIM MOS(12), DA(12)
20 FOR X=1 TO 12
30 GOSUB 200
40 IF X=12 THEN RESTORE
50 NEXT X
60 END
150 REM PRINT OUT CALENDAR (SUBROUTINE
)
200 READ MOS,D,A,B
210 DA(X)=D
220 GRAPHICS 0
230 PRINT :PRINT
240 PRINT 'MONTH', 'TOTAL DAYS'
250 PRINT MOS, DA(X)
260 POSITION 4,8-2
270 PRINT 'SUN MON TUE WED THU FR
I SAT '
280 FOR Z=1 TO D
290 IF A>=38 THEN A=4:B=B+1
300 POSITION A,B
```

```
READY
310 PRINT Z:
320 A=A+5
330 NEXT Z
340 PRINT :PRINT :PRINT 'PRESS RETURN
TO CONTINUE'
350 INPUT MOS
360 RETURN
370 DATA JAN,31,14,8,FEB,28,29,8,MAR,3
1,34,8,APR,30,14,8,MAY,31,24,8,JUNE,30
4,8,JULY,31,14,8
372 DATA AUG,31,29,8,SEPT,30,9,8,OCT,3
1,19,8,NOV,30,34,8,DEC,31,9,8
```

Now that you have successfully completed this course, you have acquired the necessary skills for **AN INVITATION TO PROGRAMMING™ 3**. Course content includes BASIC programming of sound and graphics.

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C015727-06 REV. 1