



**USER'S MANUAL**  
**ATARI® VERSION**



**COMPUTER PREPARATION**  
**for the**  
**SAT<sup>®</sup>**

**USER'S MANUAL**  
**ATARI<sup>®</sup> Version**



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# WELCOME!

Welcome to Harcourt Brace Jovanovich's *COMPUTER PREPARATION for the SAT* system. This software will help you prepare for the Scholastic Aptitude Test in conjunction with the text *How to Prepare for the SAT*, which is included in this package. The system will help you plan and carry out a study program. It will:

1. *Automatically score the four practice tests published in the text.* It will tell you which questions you answered correctly, which were incorrect, and your scores on the standard 200-800 point scale.
2. *Evaluate your performance on a topic-by-topic basis.* This system will not only calculate your verbal and math scores, but will give you a detailed breakdown of those topics that need further study. Your math performance will be described in terms of eight topics; your verbal performance in terms of seven topics.
3. *Create a personalized study plan.* For each of the eight math and seven verbal topics, the system will suggest whether you should give a topic *high, medium, or low* study priority. Also, the computer will tell you exactly how to go about preparing for each topic.
4. *Provide drill items in each of the verbal and math categories.* In addition to the many practice items found in the text, the computer will drill you in 540 additional verbal and math items. It will score the items for you, time your performance, and in many cases explain how to find the correct answer.
5. *Develop your vocabulary with 1000 computerized flashcards.* The computer will show you words and definitions, often with examples and antonyms. The system will keep track of the words you know and those that need further study. Furthermore, the computer will tailor its presentation to fit your needs.

This manual is your guide to the *COMPUTER PREPARATION for the SAT* system. It is divided into three sections. Section I will lead you through the system step by step. It will explain how to get the most out of the programs. Section II will provide you with hints and strategies for improving

## 2 **Welcome!**

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your performance on the SAT. Section III offers valuable insights into ways you can prepare yourself for actually taking the test.

We have worked to develop a system that will truly help you plan and carry out your study for the SAT. Good studying and good luck!

NOTE: This system requires an ATARI computer with 48K and one disk drive. To run the software simply insert the disk and turn on the power. Please note that *COMPUTER PREPARATION for the SAT* disks have been protected against unauthorized duplication.



# I. HOW TO USE THE SYSTEM

The *COMPUTER PREPARATION for the SAT* package consists of the following materials:

1. This *User's Manual*
2. A copy of the text *How to Prepare for the SAT* by Selub and Selub
3. Three disks containing programs and data. Note that the disks are *two-sided* (reversible). The programs and data are thus contained on six sides of the three disks.  
*Side A* contains the programs to score the practice tests and to create a study plan.  
*Side B* contains 1000 "Vocabulary Flashcards."  
*Sides C* and *D* contain 14 banks of verbal items organized into specific categories.  
*Sides E* and *F* contain 13 banks of math items organized into specific categories.

## Getting Started

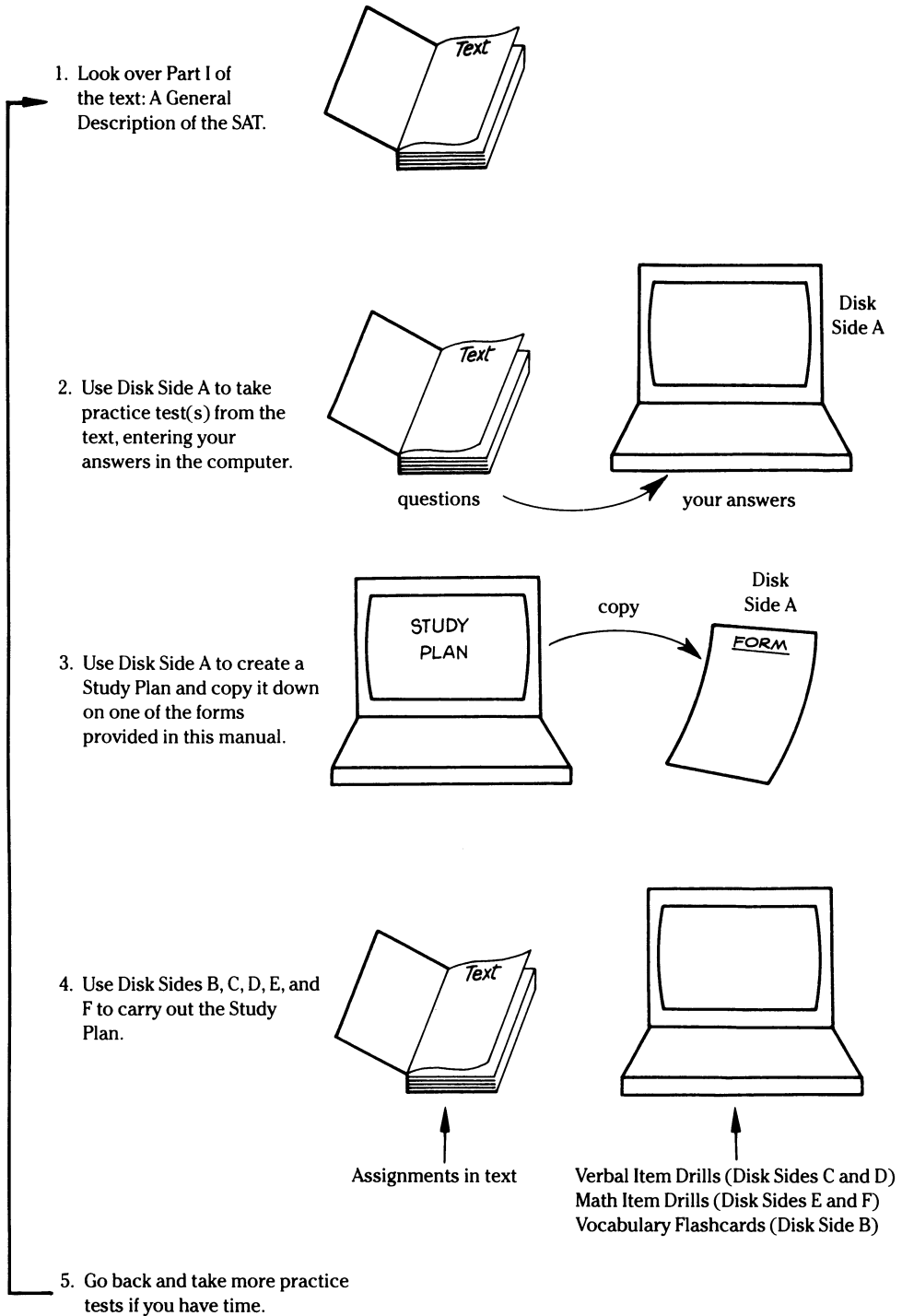
There are many ways you may use the system to help you study for the SAT depending upon your personal style and the time you have available. We recommend the following plan:

1. Read Part I of the text *How to Prepare for the SAT*, "General Description of the Scholastic Aptitude Test" (pages 1–4), to become familiar with the overall structure of the test.
2. Next, take one or more of the practice tests that begin on page 255 of the text. You will enter your answers into the computer, using the program on disk side A. When you finish the test, the computer will score it for you. The instructions for taking a practice test are found on page 6 of this manual.

3. Now you have a choice. You may ask the computer to construct a study plan, or you may take another practice test. Why would you choose to take another practice test? The system has the ability to combine practice test results when constructing your study plan. The more information the computer has, the better it can analyze your strengths and weaknesses. We recommend you take practice test #2, then instruct the computer to combine the scores of tests #1 and #2 when generating your study plan. If you are eager to see a study plan, you may construct one using the first practice test. Then take another test and use both to construct a more accurate plan.
4. Your study plan will be generated by a program on disk side A. You may create a study plan from any tests that have previously been scored. You also may create your study plan from a single test, or you may combine up to four tests into a single study plan. See page 13 of this manual for instructions to create a study plan. Your test scores are saved on disk for future reference so that you may review your study plan at any time. We also provide you with blank forms in this manual on which you can copy your scores and study plan.
5. Carry out the study plan. The plan will list 15 topics, 7 verbal and 8 math. The computer will rate the study priority of each of the 15 topics *high*, *medium*, or *low*. Also, the computer will offer specific assignments for each of the 15 topics. These assignments may include:
  - a. specific pages and exercises in the text.
  - b. specific item drills on disk sides C and D (verbal) and disk sides E and F (math).
  - c. flashcards on disk side B, which drill you in 1000 key vocabulary items.
6. After you complete the study plan, you may wish to take practice tests 3 and 4 to see how you've improved. You will also be able to use your scores to create a new study plan for further improvement.

NOTE: If the machine does not seem to respond to your entries, don't become alarmed. Check to see if the CAPS/LOWR or inverse video keys have been toggled. Make sure you are in the upper case mode and that the characters are not appearing in inverse.

This illustration summarizes our suggested method for using the system:



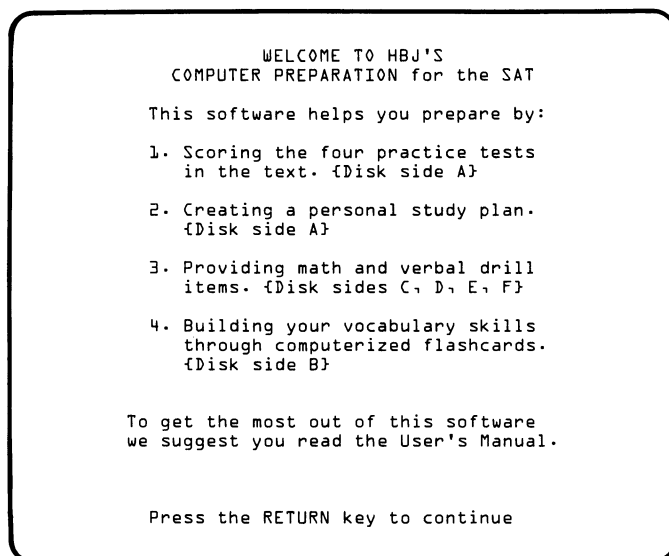
## Taking a Practice Test

The text *How to Prepare for the SAT* contains four practice tests. You will find these tests on pages 255–469 of the text. As we discuss later in this manual (Section III — Coping with Time and Becoming Test-Wise), you should plan to take at least two practice tests under actual test conditions to increase your test endurance. However, the system will permit you to stop and restart a practice test at any time.

## Starting Up

To take a practice test, insert disk side A into the disk drive and turn the computer on. A red light will go on. Shortly you will see the HBJ logo followed by our copyright notice.

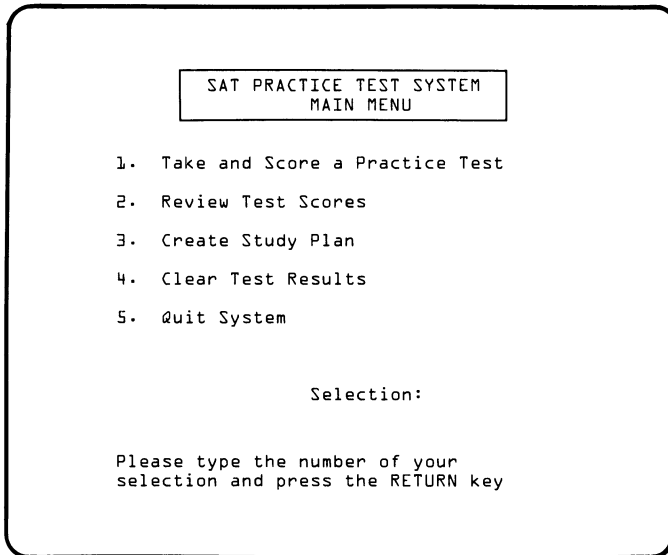
Next the “welcome” screen, as shown below, will appear.



NOTE: Even if your Atari is equipped with double-sided double-density drives, you must turn the *COMPUTER PREPARATION for the SAT* disks over to use the program on the reverse sides.

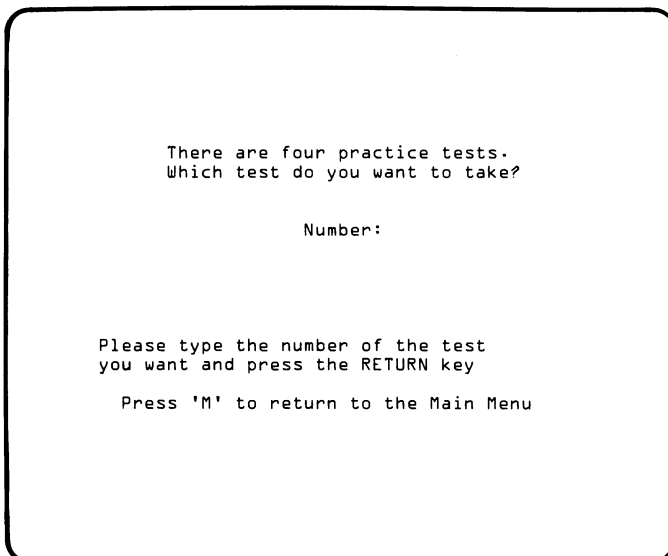


Press the RETURN key as instructed. After a brief wait while the disk spins, this screen will appear:



This screen is called the *main menu*. Since you wish to take a practice test, type the number 1 and press the RETURN key.

The next screen will ask which of the four practice tests you wish to take.



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---

Type a number from 1 to 4 and press RETURN. You will see the following screen:

This will be the number of the test you select.

```
Practice Test Number 1
You will be beginning with Section 1.
Press 'S' to start test
Press 'M' to return to Main Menu
then press RETURN
```

This will normally be 1.  
If, however, you previously took part of the test but did not finish all six sections, the program will pick up where you left off.

Press the letter S and the RETURN key to start the test. If you have already completed and scored that particular test, the computer will warn you that you have a set of answers on file. It will ask you if you want to erase your previous results and re-take the test.

```
Test #1 has already been taken.
If you begin it again, all of your
answers for this test will be erased.

Do you still want to take Test #1?

Please type 'Y' {Yes} or 'N' {No}
and press the RETURN key when ready
```

## Entering Your Answers

Each SAT consists of six sections. You must take them in their proper order. For each of the six sections, the computer will display a screen similar to the following:

This is the page in the text where the section begins.

Once you type NEXT you cannot go back. You will move on to the next section.

The approximate total time you used. When you exceed the standard 30 minute limit, "Min(s)" appears in inverse.

```

Test #4          Section #1          Page # 419
  1.             13.             24.             35.
  2.             14.             25.             36.
  3.             15.             26.             37.
  4.             16.             27.             38.
  5.             17.             28.             39.
  6.             18.             29.             40.
  7.             19.             30.             41.
  8.             20.             31.             42.
  9.             21.             32.             43.
 10.             22.             33.             44.
 11.             23.             34.             45.
 12.

                                Time Used: 0 Min(s)
>
Type question number and your answer
then press RETURN when ready
{Type 'NEXT' to go to next section
or 'STOP' to interrupt the test and
then press RETURN}

```

Entering your answers is easy. Just type the question number, followed by your answer. Then press the RETURN key. For example:

1A

16D

4E

You must type your answers by using capital letters. You may answer the questions in any order you desire. You may omit questions. You may also change an answer at any time simply by entering a new choice. For example, you type 1A and later type 1B. (To omit an item you have already answered, use the letter O. For instance, you could type 1A and later type 1O to omit the item.)

Enter your answers carefully. Check the screen to see that your entered answer has appeared correctly. Occasionally, you may enter an answer faster than the computer can read it and an incorrect answer may appear on the screen. If you have entered an incorrect response (one that is

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not an acceptable alternative), the machine will not accept it. For example, if you enter the answer F to a question, it will disappear once you press RETURN since only answers A to E are possible. The same is true if you enter a question number that is not in the test section. Similarly, if the test section only has 45 questions and you enter 46A, the machine will not accept it.

That is all there is to it. As each answer is entered, it will be displayed in its proper place on the screen.

```
Test #4          Section #1          Page # 419

 1.A           13.           24.           35.
 2.B           14.           25.           36.
 3.A           15.D          26.           37.
 4.E           16.           27.           38.
 5.            17.A          28.           39.
 6.            18.           29.           40.
 7.            19.           30.           41.A
 8.D           20.           31.           42.
 9.            21.           32.           43.
10.            22.           33.           44.
11.            23.           34.           45.E
12.

                                Time Used: 20 Min{s}
>
Type question number and your answer
then press RETURN when ready

{Type 'NEXT' to go to next section
or 'STOP' to interrupt the test and
then press RETURN}
```

When you finish the section, type NEXT and press RETURN to go on (or to score the test if you are on section 6).

To stop the test and resume later, type STOP and press RETURN. When you type STOP, your progress to date will be saved, including the time. Then select main menu option 2 to score the test. Even though the entire test will be scored, you can go back and take the remaining sections. However, *you must quit the system or turn off the machine first.*

When you turn the machine back on, simply select option 1 of the main menu to take a practice test. Then type in the number of the practice test you have partially completed. The computer will automatically take you to the point where you left off.



# Scoring the Test

There are two ways to score a test. One way is to type NEXT and press RETURN after you complete section 6 of a practice test. The program will automatically begin scoring the just-completed test. The second way to score the test is to return to the main menu and select option 2 — “Review Test Scores.”

Answers you got right are displayed as you entered them.

Test #4	Section #2	Page #425
1.A	11.C	21.C
2.C	12.-E	22.B
3.B	13.B	23.A
4.E	14.A	24.B
5.D	15.D	25.A
6.D	16.D	26.C
7.A	17.A	27.D
8.E	18.E	28.A
9.C	19.C	29.A
10.B	20.D	30.E
		31.B
		32.A
		33.D
		34.C
		35.D
		36.A
		37.A
		38.C
		39.-A
		40.A

Type: VERBAL      Time Used: 35 Min(s)

No. of Items: 40  
 No. Correct: 34  
 No. Wrong: 4  
 No. Omitted: 2

F{Forward},B{Backward},or Q{Quit}:

Generally, we recommend that you take all six sections of the test and let the system automatically score the test. However, you may not wish to take the entire test in one sitting. It is possible to begin taking a test, score the test, and then go back and take the remaining sections. But first be sure to review the instructions for using the STOP command on page 10.

The system will show you your scores on a section-by-section basis. The screen format is similar to the one you used to enter your answers. However, any incorrect or omitted answer is marked and the correct answer is shown next to it.

Since the test has six sections, you will see six screens like the one shown above. You may move forward to the next screen by typing F or you may go back to review a screen by typing B.

Typing F after you have viewed the sixth screen will display a summary screen.

	Number Right	Number Wrong	Number Omitted	Raw Score
Verbal	60	20	5	55
Math	50	8	2	48
TSWE	25	0	25	25

Converted Scores	
Verbal	..580
Math	...690
TSWE	....39

Press 'M' to return to Main Menu

You may use the form “Record of Practice Scores,” provided on page 45 of this manual, to note your scores. You may also review your scores on the screen at any time by selecting main menu option 2, “Review Test Scores.”

## Clearing the Test Results

If at any time during the program you wish to clear your test results, simply return to the main menu. Select menu option 4: “Clear Test Results” and press the RETURN key.

The next screen will ask which of the four practice test results you wish to clear. Type a number from 1 to 4 and press RETURN. Your previous results will be erased. If you wish, you can then re-take the test.

## Creating a Study Plan

Once you have taken one or more practice tests (preferably at least two), you may select main menu option 3: "Create Study Plan." The system will then use your performance on the practice tests to suggest a set of study priorities and to present you with specific study assignments.

When you select menu option 3, you will be asked which practice tests are to be used in constructing the study plan. The screen will show the four tests with an asterisk next to the ones you have taken and scored.

```
The tests marked with asterisks {*}
can be used to create a study plan.

You may use an individual test, or
any combination of eligible tests.

Please type 'Y' next to the test(s)
you want to include in this session,
and 'N' next to ones you don't want.

* Test #1: > Y
* Test #2:
  Test #3:
* Test #4:

Type 'S' to begin study plan, or
'M' to return to Main Menu
```

The screen above shows that test 1 is available for use in constructing the study plan. Type in a Y for the test(s) you want included in the analysis of your study needs. Type an N for the test(s) you do not want to include.

NOTE: The more tests included, the more accurate the study plan.

Once you have selected the tests to be included, the computer will construct the study plan. First you will see a summary of your scores. This screen is the same format as the summary screen for each individual

test. However, if you have specified that several tests are to be combined, the screen will display the total number of questions right, wrong, and omitted; the raw score shown will be the average raw score. Also the screen will show you an average SAT score for verbal, math, and TSWE.

Now you are ready for your study plan. The content of the SAT has been divided into 15 topics (7 verbal and 8 math). To plan your study, you need to know which topics are your strengths and which need work. The computer will:

1. Summarize your performance for each of the 15 topics
2. Classify each topic as a high, medium, or low study priority
3. Provide you with a study assignment for each topic.



The fifteen study topics are listed in the following table.

**VERBAL TOPICS**

1. ANTONYMS	All antonym (opposite) vocabulary items
2. ANALOGIES: SENTENCES	Analogy items most easily solved by constructing a sentence that expresses the relationship between the pairs of words. (See text pp 17–20)
3. ANALOGIES: CATEGORIES	Analogy items where the relationship between the words is quickly recognized, such as synonyms, antonyms, cause and effect, etc. (See text pp 21–27)
4. SENTENCE COMPLETION: INDICATORS	Sentence completion items in which certain words serve as clues (indicator words) to the answer. These words include: although, but, even though, since, and so forth. (See text pp 28–33)
5. SENTENCE COMPLETION: CONTEXT	Sentence completion items in which the sentence contains context clues to the answer. (See text pp 28–33)
6. READING COMPREHENSION: INFERENCES	Items in which the answer is not directly stated, but must be inferred using logical reasoning. (See text pp 39–40)
7. READING COMPREHENSION: FACTS	Items in which you are asked to identify or locate material directly stated in the passage. (See text pp 39–40)

**MATH TOPICS**

8. ARITHMETICAL PROBLEMS	Problems requiring arithmetic rather than algebraic skills.
9. QUANTITATIVE COMPARISON	Note that these problems have only four answer choices. (See text pp 83–85)
10. GEOMETRY	Self-Explanatory
11. WORD PROBLEMS	Includes motion problems
12. FRACTIONS, DECIMALS, AND PERCENTS	Self-Explanatory
13. USE OF ALGEBRAIC EXPRESSIONS	Self-Explanatory
14. RATIO, PROPORTION, VARIATION	Self-Explanatory
15. EXPONENTS AND ROOTS	Self-Explanatory

## Understanding the Study Plan

You will be presented with the *study plan menu* shown below:

STUDY PLAN MENU

- 1. Verbal Study Assignments Menu
- 2. Math Study Assignments Menu
- 3. Return to Main Menu

Selection:

Please type the number of your  
selection and press RETURN

If you type 1, you will see a screen that lists the seven verbal study categories with the percent of questions you answered correctly. Associated with each category will also be a study priority (*high, medium, or low*) to assist you in assessing your areas of weakness.

VERBAL STUDY ASSIGNMENTS                      %PRI

1.	Antonyms	80	L0
2.	Analogies: Sentences	40	HI
3.	Analogies: Categories	37	HI
4.	Sent. Completion: Indicator	60	MED
5.	Sent. Completion: Context	83	L0
6.	Reading Comp.: Inferences	95	L0
7.	Reading Comp.: Facts	93	L0

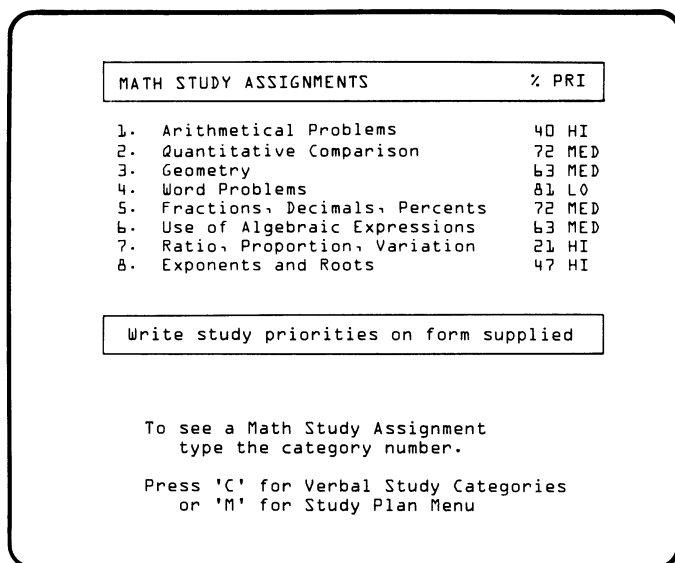
Write study priorities on form supplied

To see a Verbal Study Assignment  
type the category number.

Press 'C' for Math Study Categories  
or 'M' for Study Plan Menu

If you type 2, you will see a screen that lists the eight math study categories, the percent correct, and a suggested priority for each.



Instructions on the screen suggest that you copy information onto a form provided at the back of this manual. The form, when completed, will serve as your study plan. Here is an example of a completed form:

**STUDY PLAN**

Practice Tests Used to Construct This Plan: Test 1 \_\_\_\_\_ Test 2 \_\_\_\_\_ Test 3 \_\_\_\_\_ Test 4 \_\_\_\_\_

TOPIC	% Items Correct	STUDY PRIORITY			Assignment on Page:	Manual Reading	Text Reading	DISK						Date
		High	Med	Low				B	C	D	E	F		
1. ANTONYMS	60		X		19	34-35		✓	✓					
2. ANALOGIES: SENTENCES	40	X			19	37	16-28	✓	✓					
3. ANALOGIES: CATEGORIES	37	X			20	37	16-28	✓		✓				
4. SENTENCE COMPLETION: INDICATORS	90			X	20	36-37	28-33	✓		✓				
5. SENTENCE COMPLETION: CONTEXT	85			X	21	36-37	28-33	✓		✓				
6. READING COMP.: INFERENCES	47	X			22	38-39	33-41							
7. READING COMP.: FACTS	32	X			22	38-39	33-41							
8. ARITHMETICAL PROBLEMS	76			X	23	39-40								✓
9. QUANTITATIVE COMPARISON	72		X		23	39-40	83-85							✓
10. GEOMETRY	80			X	24	39-40	69-78							✓
11. WORD PROBLEMS	63		X		24	39-40	65-69							✓
12. FRACTIONS, DECIMALS, PERCENTS	83			X	25	39-40	44-54				✓			
13. USE OF ALGEBRAIC EXPRESSIONS	60		X		26	39-40	56-59, 62-65, 78-79				✓			
14. RATIO, PROPORTION, VARIATION	42	X			26	39-40	59-62, 85-86				✓			
15. EXPONENTS AND ROOTS	91			X	27	39-40	54-56				✓			

The illustration shows that this student needs the most work in analogies, reading comprehension, and ratio, proportion, and variation problems. Your own study plan will reflect your particular strengths and weaknesses.

You will note that on the form, each topic also has a summary of the study assignment. If you turn to the manual page noted, you will find a more detailed assignment to guide you through the topic. The study assignments also appear on the computer. Simply enter the number of the topic and press RETURN. The computer will respond with a screen like the one shown below.

Antonyms

Number of Items..... 25 {100%}  
Number Correct..... 18 { 71%}  
Number Incorrect.... 0 { 0%}  
Number Omitted..... 7 { 28%}

Suggested Study Priority: MED

Study Assignment

Read Text page 10 and read "3-Step Strategy" section in User's Manual.  
Run Verbal Banks #1-5 {Disk C}  
"Antonyms 1 through Antonyms 5."  
Run Vocabulary Flashcards {Disk B}.

Consult the printed study assignment in the User's Manual for more detail.  
Press the RETURN key to continue

NOTE: The printed study assignments contain more detail than the assignment shown on the screen.

# Study Assignments

## Study Assignment for Antonyms

1. Read Section II of this manual — Three-Step Strategies for Success.
2. Insert disk side C and run the following item banks:
  - #1: ANTONYMS 1
  - #2: ANTONYMS 2
  - #3: ANTONYMS 3
  - #4: ANTONYMS 4
  - #5: ANTONYMS 5
3. Insert disk side B and run the Vocabulary Flashcards program to practice your vocabulary.

NOTE: It is a good idea to alternate between steps 2 and 3 as you study. Do some items, then practice vocabulary, then do some more items, and so forth.

## Study Assignment for Analogies: Sentences

1. Read Section II of this manual — Three-Step Strategies for Success.
2. Read pages 16-28 in the text, which cover the SAT analogy/word relationship problems.
3. Insert disk side C and run the following item banks:
  - #6: ANALOGIES: SENTENCES 1
  - #7: ANALOGIES: SENTENCES 2
4. Insert disk side B and run the Vocabulary Flashcards program to practice your vocabulary.

NOTE: It is a good idea to alternate between steps 3 and 4 as you study. Do some items, then practice vocabulary, then do some more items, and so forth.

## **Study Assignment for Analogies: Categories**

1. Read Section II of this manual — Three-Step Strategies for Success.
2. Read pages 16-28 in the text, which cover SAT analogy/ word relationship problems.
3. Insert disk side D and run the following item banks:  
    #8: ANALOGIES: CATEGORIES 1  
    #9: ANALOGIES: CATEGORIES 2
4. Insert disk side B and run the Vocabulary Flashcards program to practice your vocabulary.

NOTE: It is a good idea to alternate between steps 3 and 4 as you study. Do some items, then practice vocabulary, then do some more items, and so forth.

## **Study Assignment for Sentence Completion: Indicators**

1. Read Section II of this manual — Three-Step Strategies for Success.
2. Read pages 28-33 of the text, which cover sentence completion items.
3. Run the following item banks on disk side D:  
    #10: SENTENCE COMPLETION: INDICATORS 1  
    #11: SENTENCE COMPLETION: INDICATORS 2  
    #14: SENTENCE COMPLETION: REVIEW
4. Do the following items in Sample Test A: 23, 25, 26, 34, 35, 36, 38, 39 (pages 161-165).
5. Do the following items in Sample Test B: 24, 27, 30, 34, 39 (pages 211-215).

6. Insert disk side B and run the Vocabulary Flashcards program to practice your vocabulary.

NOTE: It is a good idea to select elements of steps 3, 4, 5, and 6 and mix the order in which you do them. For example, study item bank #10, then do some exercises in the text, then practice your vocabulary, do some more exercises in the text, and so forth.

## **Study Assignment for Sentence Completion: Context**

1. Read Section II of this manual — Three-Step Strategies for Success.
2. Read pages 28–33 of the text, which cover sentence completion items.
3. Run the following item banks on disk side D:
  - #12: SENTENCE COMPLETION: CONTEXT 1
  - #13: SENTENCE COMPLETION: CONTEXT 2
  - #14: SENTENCE COMPLETION: REVIEW
4. Do the following items in Sample Test A: 23, 25, 26, 34, 35, 36, 38, 39 (pages 161-165).
5. Do the following items in Sample Test B: 24, 27, 30, 34, 39 (pages 211–215).
6. Insert disk side B and run the Vocabulary Flashcards program to practice your vocabulary.

NOTE: It is a good idea to select elements of steps 3, 4, 5, and 6 and mix the order in which you do them. For example, study item bank #12, then do some exercises in the text, then practice your vocabulary, do some more exercises in the text, and so forth.

## Study Assignment for Reading Comprehension: Inferences

1. Read Section II of this manual — Three-Step Strategies for Success.
2. Read pages 33–41 of the text, which cover reading comprehension questions.
3. Do the practice items on pages 169–173, items 66–81. The answers will be found on page 176.
4. Do the following sets of items:

<i>Items</i>	<i>Pages</i>
86–95	177–179
96–105	179–182
106–115	183–185

Set a goal time of 12 minutes for each set.
5. Do the practice items on pages 219–224, items 66–85. The answers will be found on page 226. Set a goal time of 25 minutes for the set.

## Study Assignment for Reading Comprehension: Facts

1. Read Section II of this manual — Three-Step Strategies for Success.
2. Read pages 33–41 of the text, which cover reading comprehension questions.
3. Do the practice items on pages 173–174, items 82–85. The answers will be found on page 176.
4. Do the following sets of items:

<i>Items</i>	<i>Pages</i>
86–95	227–229
96–105	229–232
106–115	232–235

Set a goal time of 12 minutes for each set.
5. Do the practice items on pages 219–224, items 66–85. The answers will be found on page 226. Set a goal time of 25 minutes for the set.



## Study Assignment for Arithmetical Problems

1. Insert disk side F in the computer and run the Math Item Drill. You should practice the following item banks:
  - #12: ARITHMETICAL PROBLEMS
  - #13: UNIT CONVERSION PROBLEMS
2. Take the following items from Sample Test A, which begins on page 186 of the text: 2, 6, 12, 22, 28, 32, 41, 43, 46, 54, 60, 62. Set a goal time of 15 minutes to complete the items (see page 41 of this manual for a discussion of how to manage your time). Check your understanding of each problem by studying the explanatory answers that begin on page 195 of the text.
3. Take the following items from Sample Test B, which begins on page 236 of the text: 2, 7, 13, 16, 30, 48, 59, 64. Set a goal time of 10 minutes to complete the items and check your answers against the explanations that begin on page 245.

## Study Assignment for Quantitative Comparisons

1. Read the review of mathematics covering this topic on pages 83–85 of the text.
2. Do the 20 practice exercises on pages 115–117 of the text. Check your understanding of each problem by studying the explanatory answers on pages 135–136.
3. Insert disk side F in the computer and run the Math Item Drill. You should practice item banks:
  - #10: QUANTITATIVE COMPARISON 1
  - #11: QUANTITATIVE COMPARISON 2
4. Take the following items from Sample Test A, which begins on page 186 of the text: 71, 72, 73, 79, 82, 92, 94, 96, 100. Set a goal time of 10 minutes to complete the items (see page 41 of this manual for a discussion of how to manage your time). Check your understanding of each problem by studying the explanatory answers that begin on page 195 of the text.
5. Take the following items from Sample Test B, which begins on page 236 of the text: 80, 83, 88, 93, 98. Set a goal time of 5 minutes to complete the items and check your answers against the explanations that begin on page 245.

## Study Assignment for Geometry

1. Read the review of mathematics covering Angle Relationships, Right Triangle Relations, Area Problems, Geometry of Solids, and Coordinate Geometry on pages 69–78 of the text.
2. Do the 50 practice exercises on pages 103–110 of the text. Check your understanding of each problem by studying the explanatory answers on pages 129–133.
3. Insert disk side F in the computer and run the Math Item Drill. You should practice item bank #9: GEOMETRY.
4. Take the following items from Sample Test A, which begins on page 186 of the text: 3, 5, 7, 8, 10, 15, 19, 20, 23, 35, 37, 45, 51, 55, 57, 61, 65, 68, 70, 75, 84, 85, 88, 89, 90, 95.  
Set a goal time of 30 minutes to complete the items. (See page 41 of this manual for a discussion on how to manage your time). Check your understanding of each problem by studying the explanatory answers that begin on page 195 of the text.
5. Take the following items from Sample Test B, which begins on page 236 of the text: 4, 17, 23, 26, 29, 31, 34, 35, 36, 37, 38, 40, 41, 44, 49, 53, 57, 61, 63, 66, 69, 70, 72, 76, 78, 79, 91, 97.  
Set a goal time of 35 minutes to complete the items and check your answers against the explanations that begin on page 245.

## Study Assignment for Word Problems

1. Read the review of mathematics covering Motion Problems, Average Problems, and Integer Problems on pages 65–69 of the text.
2. Do the 30 practice exercises on pages 99–103 of the text. Check your understanding of each problem by studying the explanatory answers on pages 126–128.
3. Insert disk side F in the computer and run the Math Item Drill. You should practice the following item banks:
  - #7: WORD PROBLEMS
  - #8: INTEGER AND AVERAGE PROBLEMS

4. Take the following items from Sample Test A, which begins on page 186 of the text: 13, 21, 31, 36, 38, 40, 50, 66, 77.  
Set a goal time of 9 minutes to complete the items (see page 41 of this manual for a discussion of how to manage your time). Check your understanding of each problem by studying the explanatory answers that begin on page 195 of the text.
5. Take the following items from Sample Test B, which begins on page 236 of the text: 5, 6, 9, 15, 27, 28, 32, 42, 45, 47, 50, 51, 53, 54, 56, 64, 67.  
Set a goal time of 20 minutes to complete the items and check your answers against the explanations that begin on page 245.

## **Study Assignment for Fractions, Decimals, & Percents**

1. Read the review of mathematics covering these topics on pages 44–54 of the text.
2. Do the 58 practice exercises on pages 88–94 of the text. Check your understanding of each problem by studying the explanatory answers on pages 119–122.
3. Insert disk side E in the computer and run the Math Item Drill. You should practice item bank #1: FRACTIONS, DECIMALS, PERCENTS.
4. Take the following items from Sample Test A, which begins on page 186 of the text: 1, 4, 11, 14, 17, 18, 24, 33, 34, 39, 42, 44, 47, 48, 69, 86, 97.  
Set a goal time of 17 minutes to complete the items (see page 41 of this manual for a discussion of how to manage your time). Check your understanding of each problem by studying the explanatory answers that begin on page 195 of the text.
5. Take the following items from Sample Test B, which begins on page 236 of the text: 8, 12, 19, 22, 24, 33, 46, 62, 82, 84, 85, 86, 87, 89, 90, 95.  
Set a goal time of 16 minutes to complete the items and check your answers against the explanations that begin on page 245.

## **Study Assignment for Use of Algebraic Expressions**

1. Read the review of mathematics covering Operations with Algebraic Expressions (pages 56–59), Equations and Formulas (pages 62–65), and Inequalities (pages 78–79) in the text.
2. Do the 32 practice exercises on pages 96, 98–99, 110–111 of the text. Check your understanding of each problem by studying the explanatory answers on pages 123–124, 125–126, and 133–134.
3. Insert disk side E in the computer and run the Math Item Drill. You should practice the following item banks:
  - #3: USE OF ALGEBRAIC EXPRESSIONS 1
  - #4: USE OF ALGEBRAIC EXPRESSIONS 2
  - #5: EQUATIONS AND FORMULAS
4. Take the following items from Sample Test A, which begins on page 186 of the text: 9, 52, 53, 59, 63, 67, 74, 76, 80, 81, 93, 99. Set a goal time of 12 minutes to complete the items (see page 41 of this manual for a discussion on how to manage your time). Check your understanding of each problem by studying the explanatory answers that begin on page 195 of the text.
5. Take the following items from Sample Test B, which begins on page 236 of the text: 1, 14, 20, 21, 52, 55, 58, 65, 68, 71, 74, 81, 96, 99, 100. Set a goal time of 15 minutes to complete the items and check your answers against the explanations that begin on page 245.

## **Study Assignment for Ratio, Proportion, Variation**

1. Read the review of mathematics covering Ratio and Proportion (pages 59–62) and Direct and Inverse Variation (pages 85–86) in the text.
2. Do the 20 practice exercises on page 97–98 and 117–118 of the text. Check your understanding of each problem by studying the explanatory answers on pages 124–125.

3. Insert disk side E in the computer and run the Math Item Drill. You should practice item bank #6: RATIO, PROPORTION, VARIATION.
4. Take the following items from Sample Test A, which begins on page 186 of the text: 16, 25, 26, 29, 30, 56, 58, 78.  
Set a goal time of 8 minutes to complete the items (see page 41 of this manual for a discussion of how to manage your time). Check your understanding of each problem by studying the explanatory answers that begin on page 195 of the text.
5. Take the following items from Sample Test B, which begins on page 236 of the text: 10, 25, 43.  
Set a goal time of 3 minutes to complete the items and check your answers against the explanations that begin on page 245.

## **Study Assignment for Exponents and Roots**

1. Read the review of mathematics covering Exponents and Roots on pages 54–56 of the text.
2. Do the 10 practice exercises on page 95 of the text. Check your understanding of each problem by studying the explanatory answers on page 123.
3. Insert disk side E in the computer and run the Math Item Drill. You should practice item bank #2: EXPONENTS AND ROOTS.
4. Take the following items from Sample Test A, which begins on page 186 of the text: 27, 83, 87, 91, 98.  
Set a goal time of 5 minutes to complete the items (see page 41 of this manual for a discussion of how to manage your time). Check your understanding of each problem by studying the explanatory answers that begin on page 195 of the text.
5. Take the following items from Sample Test B, which begins on page 236 of the text: 3, 11, 60, 73, 75, 77, 92, 94.  
Set a goal time of 8 minutes to complete the items and check your answers against the explanations that begin on page 245.

## The Math and Verbal Item Drills

Disk sides C and D contain 14 banks of verbal items, and disk sides E and F contain 13 banks of math items. Your study plan will suggest which topics require the highest study priority, although you are, of course, free to run any drill. Each bank contains 20 items.

Insert disk C, D, E, or F into the disk drive and turn on the computer. After the HBJ logo and copyright notice are shown, a menu screen will appear, listing the item banks available on that disk. For example:

SAT Drill Categories - Verbal

- 1. Antonyms 1
- 2. Antonyms 2
- 3. Antonyms 3
- 4. Antonyms 4
- 5. Antonyms 5
- 6. Analogies: Sentences 1
- 7. Analogies: Sentences 2

Please type your selection {1-7}  
then press RETURN:

SAT Drill Categories - Math

- 1. Fractions, Decimals, Percents
- 2. Exponents and Roots
- 3. Use of Algebraic Expressions 1
- 4. Use of Algebraic Expressions 2
- 5. Equations and Formulas
- 6. Ratio, Proportion, Variation

Please type your selection {1-6}  
then press RETURN:

Select the bank you want and type its number followed by RETURN.

## Answering the Items

Each item will appear on the screen.

UNPRECEDENTED

- A. commonplace
- B. remarkable
- C. previous
- D. practical
- E. impractical

Type your answer and press RETURN:

Type O{omit} to skip this question  
Type Q{quit} to quit this drill

Read the item and press A through E (A-D for quantitative comparison items) to indicate your choice. If you change your mind, just enter another choice, otherwise press RETURN. You may omit any item by typing O (Omit) or stop the drill by typing Q (Quit).

The computer will tell you if your answer was correct. If you were wrong, it will give you a second chance. When the answer to the question is given, an\* will appear next to the correct choice. The computer will also help you pace yourself by timing your responses.

All the drill items include explanations. The purpose of the explanation is to suggest general problem-solving strategies as well as solutions to specific items. You may view the explanation regardless of whether you got the item right or wrong.

```
UNPRECEDENTED

A. commonplace
B. remarkable
C. previous
D. practical
E. impractical

-----EXPLANATION-----

Something unprecedented has not
occurred before. Its opposite would
be something usual. Usual is common-
place.

Press 'C' to continue
```

When you complete all 20 items (or if you type Q to quit the drill), the computer will display a summary of your performance and ask you if you wish to re-take the items you answered incorrectly or omitted.

```
Antonyms 1
Results of Drill

20 Questions Available
 2 Questions Attempted
 2 Correct on First Try {100%}
 0 Correct on Second Try { 0%}

Average time per question:
 33 Seconds

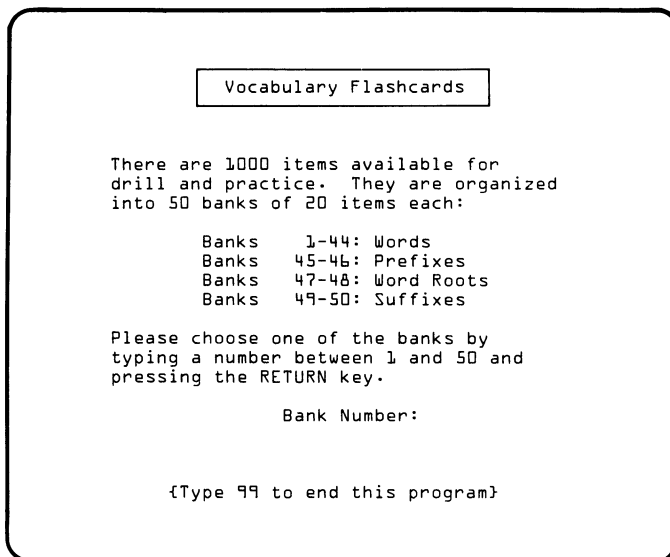
Do you want to re-take the questions
not answered correctly? {Y/N}
```



## Using the Vocabulary Flashcards

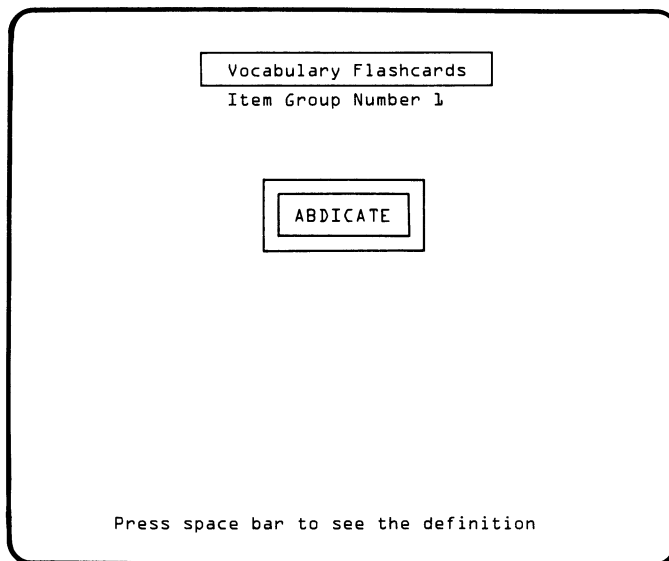
Disk side B contains a program to help you build your vocabulary skills. The program is called *Vocabulary Flashcards*. You probably have used flashcards before.

To run the Vocabulary Flashcards, simply insert disk side B in the disk drive and turn the computer on. After the HBJ logo and copyright notice appear, you will see the following screen:



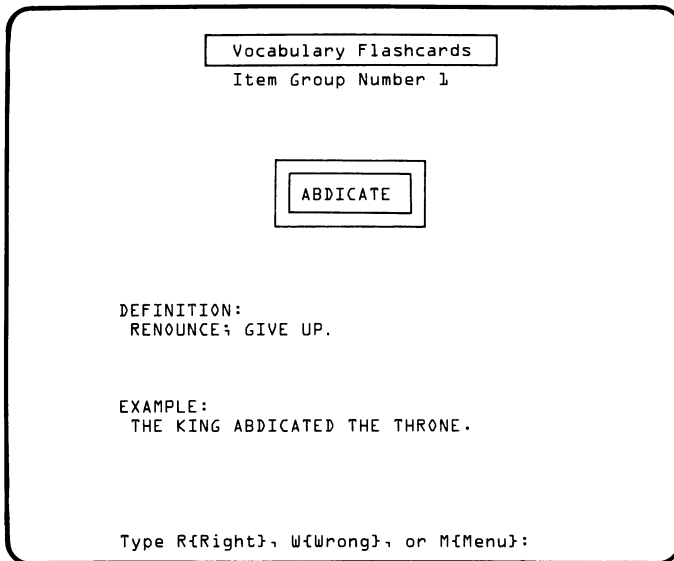
As the screen tells you, we have divided 1000 key vocabulary words, prefixes, word roots, and suffixes into 50 groups of 20 items each. The vocabulary word groups are alphabetical; group 1 begins with *abdicate* and group 44 ends with *zenith*. The prefix items are in groups 45 and 46. Groups 47 and 48 contain word root items and the suffix items are found in groups 49 and 50. Select the group you would like by typing a number from 1 to 50 and pressing RETURN.

After a brief delay, while the disk spins, the first word in the group will appear on the screen:



Look at the word and think of its definition. (If you are someplace where you can say it out loud — even better.)

Press the space bar and the definition and possibly an antonym or example will appear:



Now tell the program if you got the word *right* (by typing an R) or *wrong* (by typing a W). The computer will then proceed to the next word. If you got the word right (that is, if you typed an R) the computer will temporarily place the word aside. The words you marked wrong will continue to appear until you feel you know them, and mark them right. You may also press M if you want to stop working on the group of words.

When you finally have marked every word in a group right, the computer will ask you if you wish to study the group further. If so, it will begin with the full set of 20 words.

## II. THREE-STEP STRATEGIES FOR SUCCESS

This section offers you step-by-step strategies for solving each type of SAT problem. It is a guide to creating a well-organized method for success on the SAT.

### Antonym Questions

There are two separate strategies to help you successfully answer antonym questions: (1) if you know the word being asked about, and (2) if you don't know the test word.

#### Strategy for Antonyms When You Know the Word

1. Define the word.
2. Think of its opposite.
3. Match its opposite to the answer choices.

#### **EXAMPLE:**

CORPULENT: (A) skeleton (B) skinny (C) starving (D) poor (E) decent

Answer: (B)

You know *corpulent* means “fat.” You know the opposite of *fat* is “thin.” *Skeleton*, *starving*, *poor*, and *decent* do not mean “thin.” However, *skinny* does mean “thin,” so the answer is B.

Sometimes, an answer is not perfect, but it is clearly the best of the choices available.

**EXAMPLE:**

OMNIPOTENT: (A) miserable (B) colony (C) obey (D) feeble  
(E) benevolent

Answer: (D)

You know *omnipotent* means “all-powerful.” You know the opposite is “without power.” *Miserable*, *colony*, *obey*, and *benevolent* don’t mean “without power.” However, *feeble* doesn’t exactly mean “without power,” yet it is the closest match, and therefore the correct answer.

## Strategy for Antonyms You Don’t Know

1. Try to think of a word that either looks or sounds very much like the test word.
2. Cross out all the options that seem related to the look- or sound-alike word (both antonyms and synonyms).
3. Guess quickly from the remaining options. You really amass the bulk of your points from test items you do know, rather than your hunches.

**EXAMPLE:**

INGENUOUS: (A) inventive (B) sophisticated (C) dull (D) stingy  
(E) crazy

Answer: (B)

*Ingenuous* means “innocent,” “unsophisticated,” or “naive.” If you didn’t recognize the word, you might come up with a look-alike such as “ingenious” that means “clever” or “inventive.” You would then cross out all options relating to “ingenious,” as antonyms or synonyms (A and C). Now choose from the remaining options.

## Strategy for Sentence Completion Questions

1. Read the sentence over until you are sure you understand it.
2. Substitute your own words for the blanks.
3. Match your words (or their meanings) to the answer choices.

Step 1 is important. There are clues in a sentence to help you arrive at its meaning. Watch for *indicators*, words such as *nevertheless*, *yet*, *but*, and *however*, that indicate one part of a sentence is the reverse of the other part. Some words, such as *because*, *therefore*, and *as a result*, suggest what is to follow. There are also *context clues*, words or expressions that narrow the possible meanings of the final sentence, after the fill-ins are completed.

### **EXAMPLE:**

Even though he professed a(n) \_\_\_\_\_ belief in religion, he was a(n) \_\_\_\_\_ practitioner of good works toward his fellow man.

- A. zealous ... rabid
- B. enthusiastic ... cheerful
- C. fervent ... lukewarm
- D. strong ... intense
- E. prejudiced ... biased

The phrase (indicator) *even though* should alert you to a second clause that negates the first: "Even though he claimed to be religious he didn't match his actions to his words." This could be your own substitution. Choice C is the best answer for this question because the words *fervent* and *lukewarm* have nearly opposite meanings.

You may not always be able to use Step 2, but it will be possible up to 80 percent of the time. When the sentence is too vague to permit you to substitute your own words, go on and consider the answer choices individually.

When you use Step 3, what happens if you find more than one match? Then you can subject your choices to these tests: (1) Are your words precise? (2) Does the sentence seem worthwhile (logical, important, sensible) with the words inserted in it?

For instance, if you wanted to describe a person who always noticed and remembered even the smallest details, it would be more precise to call the person *observant* than to call the person *smart*.

If none of the answer choices matches your fill-ins for the sentence, try each answer choice in the sentence to find one that fits best.

## Strategy For Analogy Questions

1. Create a sentence expressing the relationship between the two words.
2. Substitute each answer choice, in turn, into your sentence. Eliminate those that make no sense.
3. If you still have more than one possible answer, do the following:
  - a. Reconsider your sentence, the meanings of the two original words, and the option words you are considering.
  - b. Look for a deeper link between the two words and incorporate it into your sentence.

### EXAMPLE:

MACARONI : WHEAT::

- |                  |                    |
|------------------|--------------------|
| A. lye : soap    | D. porridge : oats |
| B. bread : dough | E. cob : corn      |
| C. wine : barley |                    |

Answer (D)

If your Step 1 sentence was “Macaroni is made from wheat,” you would find that there are two possible answers: B (“Bread is made from dough”) and D (“Porridge is made from oats”). Looking at the sentence again, you see that *wheat* is the raw material from which *macaroni* is made. Your new sentence, “What is the raw material from which macaroni is made?” eliminates choice B since *dough* is not a raw material. Therefore, the answer is D.

## Strategy For Reading Comprehension Questions

1. Read each question and use as many questions as possible to focus your reading.
2. Answer as many of these questions as possible as you read the passage.
3. Answer the remaining questions.

Probably the most important thing to remember about reading comprehension questions is: go back into the passage and *prove your answers*. You need to find a direct quote from the text that backs up your response.

**EXAMPLE:** Questions 86–90

The life cycle of the committee is so basic to our knowledge of current affairs that it is surprising more attention has not been paid to the science of comitology. The first and most elementary principle of this science is that a committee is organic rather than mechanical in its nature: it is not a structure but a plant. It takes root and grows, it flowers, wilts and dies, scattering the seed from which other committees will bloom in their turn. Only those who bear this principle in mind can make real headway in understanding the structure and history of modern government.

Committees, it is nowadays accepted, fall broadly into two categories, those (A) from which the individual member has something to gain; and those (B) to which the individual member merely has something to contribute. Examples of the B group, however, are relatively unimportant for our purpose; indeed some people doubt whether they are committees at all. It is from the more robust A group that

we can learn most readily the principles which are common (with modifications) to all. Of the A group the most deeply rooted and luxuriant committees are those which confer the most power and prestige upon their members. In most parts of the world these committees are called cabinets. This chapter is based on an extensive study of national cabinets, over space and time.

When first examined under the microscope, the cabinet council usually appears — to comitologists, historians, and even to the people who appoint cabinets — to consist ideally of five. With that number the plant is viable, allowing for two members to be absent or sick at any one time. Five members are easy to collect and, when collected, can act with competence, secrecy, and speed. Of these original members four may well be versed, respectively, in finance, foreign policy, defense, and law. The fifth, who has failed to master any of these subjects, usually becomes the chairman or prime minister.



86. A good title for this selection might be
- A. Life Cycles.
  - B. The Flowering Plant of Human Cooperation.
  - C. Group A and Group B Organization.
  - D. Committees.
  - E. Five Members: The Science of Comitology.
87. It can be inferred that the author compares committees to plants because
- A. all forms of modern government are organic units functioning in harmony.
  - B. committees reproduce and proliferate.
  - C. the microscope reveals their inner structure.
  - D. five is an organic number.
  - E. committees are mechanical in nature.
88. According to the passage, Group B committees are unimportant because
- A. their members have something to gain.
  - B. they are more robust than Group A.
  - C. they muster more power and prestige.
  - D. they are sometimes called cabinets.
  - E. they have something to contribute.
89. According to the passage, the cabinet council is *not* constituted to
- A. act with complete secrecy.
  - B. function competently.
  - C. contain a member versed in foreign policy.
  - D. be governed by the most able member.
  - E. function with three members.
90. The tone of the passage is
- A. balanced.
  - B. prosaic.
  - C. biased.
  - D. legalistic.
  - E. satiric.

Step 1: Question 86 should be left to the end, since it is prudent to leave choosing a title until you have read the entire passage. Question 87 can be used as a focus for reading. You might make a note, such as: “plants/committees — why compare?” Then you can look for this information as you read the passage. Question 88 is again useful for reading. Your note might say: “Why group *B* comm. unimportant?” Question 89 might be useful, but an answer to the question might not appear before the end of the passage. Question 90 should be answered in Step 3, after you have read the entire passage. Since the author has used sarcasm and wit to ridicule committees, the best answer is *E. satiric*.

You can find a helpful analysis of various types of reading comprehension questions on pages 38 through 40 of the text.

## Strategy for Mathematics Problems

1. Determine if the question is a “trick question.” If so, solve it. If not, set up the problem, using normal procedures (variable for algebraic problems, quick diagrams for geometry problems, and so forth).
2. Determine if you can estimate. (Check answer choices for bunching or spread. Check given data.)
3. If the question is especially abstract, supply easy values to make the problem more concrete. When appropriate, make sure you have tried all relevant values (0, 1, negative, fractional, large, small, etc.).

The SAT tests your ability to find shortcuts and solve a large number of problems quickly, efficiently, and correctly in a limited period of time.

It will help to keep looking for shortcuts as you do each problem. Sometimes you may not find one and then you have to do some tedious calculations. If the calculations for a given problem are very long, mark the question for reconsideration, and go on to the next item. It is probably fair to say that most students do not finish the math section. It is certain, however, that you can get a highly respectable score even if you do not answer every item. You may skip a few items that you do not understand, or that look as if they involve a lot of calculation.

It would certainly be of help to read through Part III of the text, skimming those sections with which you are comfortable, and paying careful attention to those areas you need to strengthen. A similar treatment of Part IV is also recommended. When you feel you have a good grasp of the basics, turn to Part VI of the text for a real SAT-type workout.

# III. COPING WITH TIME AND BECOMING TEST-WISE

## Coping with Time

Just as some strategies for answering the various types of SAT questions are more and less successful, some ways of using these materials to practice for the test are more productive than others. You will be able to use your study time to maximum advantage by adopting some or all of the suggestions in this section.

After you have worked through one or two of the practice tests in the text and have obtained a study program from the computer, it is probably best to work straight through the study plan. Start with the topics having highest priority, then study those with medium priority. Study the low priority topics last.

If you have time, take one or two additional practice tests and create a new study program. If possible, take this second set of practice tests under conditions close to the actual SAT test conditions.

A good reason for trying to duplicate test conditions is that a major problem for many students is simple fatigue, often accompanied by a sense of boredom. Working under SAT-like conditions will also help you anticipate any unexpected aspects of the test-taking experience.

Gradually increase the time you spend preparing for the SAT with this program. For example, as you work through the study program, start with one half-hour's concentrated test-taking. Repeat this for two days. Work for forty-five minutes on each of the next two days. Then increase the time to an hour, one and one-half hours and so on up to three hours. Your goal by the end of the program should be at least two three-hour test-taking sessions. If you are really ambitious you can try for even longer periods of time. It's important, though, that your longest stints should come just before actually taking the test. By gradually building up your endurance in this way, you will not falter at the end of the test because you are too tired.

Another aspect of time with which you will be concerned is increasing your speed — the rate at which you do the problems themselves. However, when you start your study program, concentrate on learning some of the strategies suggested in this manual, rather than increasing your speed. First, build your skills. Then work against the clock. The timing routines in the software will help you pace yourself. Please note that the times shown on the screen are approximate.

Goal times are suggested in the study program assignments in this manual. However, the goal times do not appear on the computer screens. Your final goals should be close to these: a minute per math problem (as an average); a minute per reading comprehension question, *including reading the passage*; half a minute per verbal question other than reading comprehension (analogies, sentence completions, and antonyms).

Whether you are working against time or not, spend the last few minutes of the time you devote to any group of problems *in the text* checking your work (this doesn't apply to work you do on the computer item banks). On the SAT itself, you may find you have some time after you have completed all the problems in a given section. Use this precious time to check your answers. (Restrain yourself, however, if you *know* you are in the habit of changing right answers to wrong answers when you check them.)

As you work through the practice tests and on the SAT itself, circle those questions you cannot answer at all. Use a different symbol, an x, for instance, to mark problems you have answered with difficulty (don't leave these unanswered). If you have time, return to these x-marked questions first. Only go back to the circled questions after you have corrected the x-marked questions. (Of course, all x's and circles should be made in the test booklet and never on the answer sheet.)

## Becoming Test-Wise

If you are not used to being up and *fully alert* at the time of day when you are scheduled to take the SAT, you need to reset your "internal clock." All the practice in the world could be useless if you are not fully awake. Beginning at least a full week before the test, start getting up at the time you will need to awaken on the day of the SAT, in order to accustom your body to a new sleeping pattern. As trivial as this idea may sound, many students find it essential to their success.

If you are not familiar with the building and room in which you expect to take the SAT, *visit your test center* in advance and familiarize yourself with its location. If you can, locate the room where you will report

on the day of the test. This will save you the anxiety of worrying about such details and eliminate the risk of your being late.

What about personal habits in the room or hall where you will sit for your test? If you feel more relaxed when you fidget or chew gum, or chew your pencil, then do it. On the other hand, if people's fidgeting, gum chewing, or pencil nibbling bother you, then ask the proctor to change your seat.

There are many ways to handle the day before the test. Some people like to relax completely that day — take the day off and go to the movies, for example. Others feel better studying for the test right up to the end — take the day off and practice for the SAT. Still others treat the day like any other — go to school or work and pursue a normal routine. You must decide what works best for you.

Finally, be sure to bring all the items you are instructed to take with you — identification (two kinds), admission card, pencils, and other materials.



**RECORD OF PRACTICE SCORES**

<b>PRACTICE TEST #1</b>	<b>Number Right</b>	<b>Number Wrong</b>	<b>Number Omitted</b>	<b>Raw Score</b>	<b>Converted Score</b>
Verbal					
Math					
TSWE					

<b>PRACTICE TEST #2</b>	<b>Number Right</b>	<b>Number Wrong</b>	<b>Number Omitted</b>	<b>Raw Score</b>	<b>Converted Score</b>
Verbal					
Math					
TSWE					

<b>PRACTICE TEST #3</b>	<b>Number Right</b>	<b>Number Wrong</b>	<b>Number Omitted</b>	<b>Raw Score</b>	<b>Converted Score</b>
Verbal					
Math					
TSWE					

<b>PRACTICE TEST #4</b>	<b>Number Right</b>	<b>Number Wrong</b>	<b>Number Omitted</b>	<b>Raw Score</b>	<b>Converted Score</b>
Verbal					
Math					
TSWE					

**NOTE:** This form is included for your convenience. You may also view these scores by selecting main menu option #2 on disk side A.





STUDY PLAN

Practice Tests Used to Construct This Plan: Test 1 \_\_\_\_\_ Test 2 \_\_\_\_\_ Test 3 \_\_\_\_\_ Test 4 \_\_\_\_\_

TOPIC	% Items Correct	STUDY PRIORITY		Assignment on Page:	Manual Reading	Text Reading	DISK					Date
		High	Low				B	C	D	E	F	
1. ANTONYMS				19	34-35		✓	✓				
2. ANALOGIES: SENTENCES				19	37	16-28	✓	✓				
3. ANALOGIES: CATEGORIES				20	37	16-28	✓		✓			
4. SENTENCE COMPLETION: INDICATORS				20	36-37	28-33	✓		✓			
5. SENTENCE COMPLETION: CONTEXT				21	36-37	28-33	✓		✓			
6. READING COMP.: INFERENCES				22	38-39	33-41						
7. READING COMP.: FACTS				22	38-39	33-41						
8. ARITHMETICAL PROBLEMS				23	39-40						✓	
9. QUANTITATIVE COMPARISON				23	39-40	83-85					✓	
10. GEOMETRY				24	39-40	69-78					✓	
11. WORD PROBLEMS				24	39-40	65-69					✓	
12. FRACTIONS, DECIMALS, PERCENTS				25	39-40	44-54				✓		
13. USE OF ALGEBRAIC EXPRESSIONS				26	39-40	56-59, 62-65, 78-79				✓		
14. RATIO, PROPORTION, VARIATION				26	39-40	59-62, 85-86				✓		
15. EXPONENTS AND ROOTS				27	39-40	54-56				✓		

STUDY PLAN

Practice Tests Used to Construct This Plan: Test 1 \_\_\_\_\_ Test 2 \_\_\_\_\_ Test 3 \_\_\_\_\_ Test 4 \_\_\_\_\_

TOPIC	% Items Correct	STUDY PRIORITY		Assignment on Page:	Manual Reading	Text Reading	DISK					Date
		High	Med Low				B	C	D	E	F	
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2. ANALOGIES: SENTENCES				19	37	16-28	✓	✓				
3. ANALOGIES: CATEGORIES				20	37	16-28	✓		✓			
4. SENTENCE COMPLETION: INDICATORS				20	36-37	28-33	✓		✓			
5. SENTENCE COMPLETION: CONTEXT				21	36-37	28-33	✓		✓			
6. READING COMP.: INFERENCES				22	38-39	33-41						
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