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Joan Davenport Carris with William R. McQuade and Michael R. Crystal

SAT SUCCESS

**Peterson's Study Guide
to English and Math Skills
for College Entrance Examinations**

Revised Edition

**Joan Davenport Carris with William R. McQuade
and Michael R. Crystal**

Peterson's Guides
Princeton, New Jersey

Acknowledgments

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A textbook naturally covers many areas—such as spelling and etymologies—about which there are scholarly differences of opinion. When we were confronted with such a problem, we have used as authorities for spelling and contemporary word usage *Webster's Ninth New Collegiate Dictionary*, and for grammatical and etymological matters Willard Espy's *O Thou Improper, Thou Uncommon Noun* (Clarkson and Potter Inc., 1978); Joseph R. Orgel's and Austin M. Works's *Building Word Power* (Oxford Book Company, 1955); *Bulfinch's Mythology*, edited by Edmund Fuller (Dell Publishing Company, 1959); Robert W. L. Smith's *Dictionary of English Word-Roots* (Littlefield, Adams & Co., 1966); Joseph T. Shipley's *Dictionary of Word Origins* (Littlefield, Adams & Co., 1964); and Warriner's *English Grammar and Composition* (Harcourt Brace Jovanovich, 1977).

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Joan Davenport Carris

William R. McQuade

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Letter to You or How Did You Get to This Place?

Dear _____,

(Please enter your name.)

Cheers! Here you are, with this book in your hands. Why?

- (A) Your parents thought it was a good idea.
- (B) High school teachers said it was time to panic.
- (C) Your boyfriend or girlfriend wants you to join him or her at college so life can go on as sweetly as before.
- (D) The answer cannot be determined.
- (E) You want to do well on the PSAT or SAT.

Big bells bonged and sirens sounded when you got to answer (E), right? Wanting to do well, for yourself alone, is the reason for owning this book. *You* are the person who is thinking about going to college, and trying to score as high as possible on any test is being smart.

Your test scores will help you to decide which colleges are right for you. Further schooling that is either too difficult or too easy would *not* be right—and it certainly wouldn't be fun or exciting. In case no one has mentioned it lately, most of college life and learning is both exciting and fun. That's allowed—and, at most schools, encouraged.

This book can help you to score as high as possible, given your educational background. You will become infinitely more savvy about how to take the PSAT/SAT (and other standardized tests). You'll learn *how to pace yourself; which questions to answer first, and why; and how to make an educated guess when you're in rough waters*. Probably, you'll add words to your vocabulary as well.

What you cannot get from any self-help text like this, or from a quick-but-helpful course, are a vocabulary to rival William F. Buckley's, language skills like Winston Churchill's, or the mathematics skills of Albert Einstein. Nothing substitutes for reading books and paying attention in math class. It would be nonsense to pretend that in a few short weeks you will "fix" all of the gaps in your education. Of course, you have probably figured that out.

But . . .

You and this book—together—*can make a difference!*

Ask yourself how you feel about an SAT score of 450 versus a score of 500. The 500 sounds better, doesn't it? Yet the difference is about 5 more questions answered correctly. That's worth working for, that critical difference. Knowing *how* to approach the various questions on standardized tests can result in a bigger difference in score than 50 points. Often, test-smarts plus added knowledge may earn more than 100 points for the test-taker. That's you.

SO WHY ARE YOU STANDING AROUND?

YOU CAN DO IT, TOO.

And we wish you luck,



Joan Davenport Carris



Bill McQuade

Introduction to Success

This book and the courses it represents were born for several reasons, chief of which is the enjoyment that comes from teaching and working with teenagers. Several years ago the authors began to hear the acronym SAT more and more often and decided to find out why the furor. Why did high school students turn ashen and speak the letters SAT in mournful tones?

Out of this curiosity grew the courses to prepare students for both the PSAT and SAT exams. While Bill McQuade taught math skills and test techniques at the Hun School of Princeton, where he is Head of the Mathematics Department, Joan Carris taught words, roots, and testing savvy in neighboring Rocky Hill. At the request of Peterson's Guides, they joined forces and, based on the success of their varied teaching methods, hope to create success for their readers—their long-distance students.

WHAT THIS BOOK IS ALL ABOUT

Success is what this book is all about, the reason for its existence. Recently many students, their parents, and teachers have been dismayed at the lack of success the average test-taker has with a college entrance exam. "Scores are plummeting" we hear through the media and over the backyard fence. The average student used to score about 500 on an SAT, just as test-makers hoped when the test was originally designed. Currently, the average verbal score is 431, the math score 475. (PSAT averages are lower: 40.9 for the verbal segment, 45 for math.) What happened?

Everyone would like a straightforward answer as to why SAT scores are lower, but to aim an accusing finger at one cause and say, "There!" would not be fair or accurate. Yes, children watch too many hours of TV, and yes, they read less than preceding generations. Yes, many teachers are undereducated and/or fail to teach in an interesting, effective manner. And yes, many high schools do not expect much from their students: lowered expectations yield regrettably lower achievement. Also, parents seem less involved with their child's scholastic life than teachers and administrators would like.

Add to this mixture the fact that more students take college entrance exams than was the case twenty-five years ago. Today, most students expect to attend college. Whether or not this is a realistic goal does not prevent an individual from taking a standardized test as an entrance exam, and the score is used to help compute the average test score figure, which we all wish were higher. The authors believe that every single one of these factors is significant as a cause for declining scores. But they would like to be part of the *remedy*, if possible, and hold forth their plan for success—the text of this book.

Success on any test is heavily dependent on the attitude of the test-taker. While the authors have tried to communicate their positive outlook and inner conviction that each person *can* work to achieve a better score, they know that's tough to translate to pages in a book. Still, it's worth saying in many places: *anyone determined to make a difference can make a difference*. Preparation for this kind of test, knowing what to expect, and learning how to reason through unfamiliar types of problems usually makes a *significant* difference. Highly motivated students add hundreds of words to their vocabularies and, even if these words are not tested on a given exam, the students still have their new and bigger vocabularies. Sometime in the future those words will prove beneficial, as will all of the test-preparation measures.

Will Your Scores Vary from Test to Test?

Test-takers should know that variation in scores for an individual is normal. A student might test 600 as the first verbal score on an SAT. A few months later, without any special preparation, this same student could score as low as 550 or as high as 650. Needless to say, that is a whopper of a variation, and it's one reason for recommending that students take college entrance exams *more than once*. It should also be a reason for students, parents, teachers, and college admissions officials to take *any* test result with a large pinch of salt.

It is at this point that many critics launch into a discussion of what is wrong with college entrance exams, detailing their flaws with grisly clarity. That seems a fruitless process, giving the critic only temporary satisfaction and proving of no use at all to the student. The fact is that college entrance exams exist and students must take them to gain admission to many colleges or universities.

Is the SAT a Bad Test for You?

You may view the PSAT or SAT as a “killer test.” You’re aware that it does not let you show even a fraction of what you know. You may be awesome in art or mechanical drawing, a budding Hemingway on an essay test—but neither of these exams allows you to display your talents! *How can you use these standardized tests to your advantage?*

You Can Learn How to Take the Tests

The only way to show what you know on an SAT or PSAT is to learn about the test itself. What kinds of questions does it ask? How hard or easy is it to find correct answers? Should you guess? When should you guess?

The answers to those questions and many others are given in this book. Remember that the SAT measures *developed ability* in verbal and mathematical areas. Not only can you develop your abilities to higher levels; you can learn ways to solve each type of exam problem. That’s what this book is all about—how to take an SAT and do your best!

About the name, Scholastic Aptitude Test That is a terrible misnomer; *this test measures developed abilities, not aptitude*. Also, no test can measure your determination—that magical combination of stick-to-itiveness and willpower—and that is what ensures success.

How Much Can You Raise Your Score?

The authors’ teaching experience has shown that a well-motivated, average student can raise a verbal or a math score, or both . . . and raise these scores significantly. For students who take Joan Carris’s course, a jump in verbal score of 60–150 points is customary, and Bill McQuade has seen similar leaps in students’ math scores through his own teaching. After the test is over, both authors recommend that you put it out of your mind. You gave it your all and now it’s over. Surely you are eager to go on to other things, such as graduation from high school. Fortunately, college admissions officers know all of this. They know that a student is not a test score. They put the test score into its proper perspective, and all readers of this book should do likewise.

WHAT COLLEGE ADMISSIONS DIRECTORS SAY ABOUT TEST SCORES—AND HOW THEY ARE USED

At the University of California, Berkeley

The consideration of test score results in the admissions process at Cal Berkeley is one of a number of critical factors used in a comprehensive review of applicants. Prospective students are expected to submit either SAT or ACT scores and three Achievements. The entire test score pattern is balanced with consideration of course content and the cumulative grade point average. For sixty percent of the applicant pool, other objective and subjective criteria are also reviewed, including years in course work beyond minimum expectations; honors course work; educational or economic disadvantages; and activities, awards, and unique accomplishments reflected in the applicant’s self-report and personal essay.

Our goal in admitting students is to select those who will bring both intellectual excellence and a diversity of backgrounds to the campus, ensuring a vibrant educational environment.

Richard H. Shaw Jr.
Associate Director of Admissions

At Cornell University

I think it is important and often necessary to remind students and their parents that SAT scores and the results of other standardized tests are subject to interpretation. Interpretation does not take place in a vacuum: SATs are certainly a factor used in the selection process, but only one of several. It is the responsibility of admissions officers to understand the value and limitations of tests used in the evaluation of candidates.

Introduction

We realize that discrepancies between testing and day-to-day performance in the classroom are not the norm, and, therefore, can be an important “flag” for a selection committee. For most students, however, the test scores and high school record reinforce and reflect each other.

Nancy Hargrave Meislahn
Director, Undergraduate Admissions

At Duke University

It is important to remember that even at the most selective institutions, the SAT and the Achievement Tests constitute only one element in a rather complex selection process. What is even more important to know is that in most of these schools it is the high school record rather than the scores that is the key element in predicting performance in college. Of course, the tests also help. If that were not the case, we’d save everyone a lot of grief and anxiety by dropping the requirement.

Richard Steele
Director, Undergraduate Admissions

At the University of Florida

The best predictor of success at the University of Florida in Gainesville is the student’s high school record. The next best predictor is some type of aptitude test score, such as the ACT or SAT. The very best predictor of all, however, is a combination of the two.

Students need to realize that at any large, complex institution like the University of Florida, they will face objective exams similar to the ACT and SAT—at least in their first two years—so that familiarity with this type of exam is necessary.

We do use everything that a student furnishes us in selecting those most likely to succeed here. That includes the high school record, any test scores, letters of recommendation, and the high school activities record.

L. Vernon Voyles
Head Registrar

At the University of Michigan

The Scholastic Aptitude Test is a valuable element of the admissions process at the University of Michigan. Primarily, SATs serve to provide students with an important and a relatively reliable measurement of their academic skills in mathematical and verbal areas. Further, the display by the University in various publications of medians and ranges of SATs will give prospective students important comparative information that will aid them in making wise educational choices, both institutional and curricular.

Finally, by examining the SAT results along with the high school record, the quality of the school, the degree of rigorousness of the course work, and other factors, we feel that we are able to identify those students who are most deserving of admission to the University of Michigan. The SATs are valuable in the admissions decision process *only* when they are considered along with the more important factors of high school academic performance.

Cliff Sjogren
Director, Undergraduate Admissions

At Northwestern University

At Northwestern, the highest priority in the admission decision is given to the [high school] curriculum chosen, the grades achieved, and the writing ability as expressed in the required essays. SAT scores are used, but are not as important as these other factors.

Carol Lunkenheimer
Director, Undergraduate Admission

At Rice University

The application puzzle includes several pieces: teacher recommendation, counselor recommendation, SAT/ACH test score reports, official transcript, interview report, and the application itself (including essays and other creative exercises).

Notably, then, the SAT is only one piece of the larger puzzle. And the individual “decision makers” bring to the process their own individual preferences, weighting the puzzle pieces differently.

Since the SAT measures only a representative sample of a student’s general math and verbal abilities, it is imperative to use such results in combination with other evidence of academic preparedness, e.g., the official transcript, other standardized scores, and teacher comments. A complete picture of the academic profile is impossible using any of these individually.

However, it’s hard to standardize the subjective subtleties of an application which so often “break the tie”—some degree of standardization is necessary to create the “tie” among applicants in the first place. Classroom performance and SAT, TSWE, and ACH results combine to create this logjam of academic equals.

To eliminate an applicant initially on a singular inconsistency is short-sighted. Some measuring devices like the SAT cannot evaluate motivation, creativity, or special talents, all of which are important in our attempt to “sense” a student’s appropriateness for the University.

Ron W. Moss
Director of Admissions

At the University of Washington

The University of Washington assigns each freshman applicant an admission index number based two thirds on high school grade average and one third on combined SAT verbal and math scores (or ACT composite). We have found that, while aptitude test scores can be used as predictors of how students are likely to perform as university freshmen, high school grades are a better predictor, and a combination of grades and scores is better still. Grades earned in a college-preparatory program deserve the greater emphasis because they tell of qualities that are not registered in a brief exam—study habits and capacity for sustained effort, for instance.

James Donnen
Office of Admissions

FACTS ABOUT THE PSAT, SAT, ACT, AND GRE

Standardized Tests in General

The tests used most frequently by colleges and universities in the United States for the evaluation of applicants for admission or for their placement in courses are the American College Testing Program’s ACT Assessment Program, known as the ACT, and the College Board’s Scholastic Aptitude Test, known as the SAT. The PSAT, or Preliminary Scholastic Aptitude Test, is a preview of the SAT and is commonly taken early in the junior year of high school. The Graduate Record Examinations (GRE) are typically taken as part of the admissions process for graduate study.

The PSAT

The full acronym for the PSAT includes the letters NMSQT, which makes the whole test title look rather like a squashed alphabet. The NMSQT section of the title means that it is the qualifying test for students who want to take part in the nationwide competition run by the National Merit Scholarship Corporation.

The College Board and the National Merit Scholarship Corporation distribute to each test-taker a *Student Bulletin* that explains the purpose and uses of test results, the eligibility requirements for students, the steps in the competition, and the scholarships offered annually. Being a National Merit Finalist or Semifinalist, or receiving a Letter of Commendation, is worth a great deal when it is time for you to apply to college. Doing well on the PSAT has grown into a significant topic and is well worth any extra effort you might put forth.

Introduction

The PSAT/NMSQT is a multiple-choice test of developed verbal and mathematical abilities. It lasts for an hour and 40 minutes. You will have 50 minutes for the verbal section of sixty-five questions, and 50 minutes for the math section of fifty questions. The *Student Bulletin* says: "The PSAT/NMSQT tests your ability to reason with facts and concepts rather than to recall and recite them. You won't have to answer questions about grammar, recall facts from literature, or recognize mathematical formulas."

Many students come away from a PSAT test feeling mentally bruised, probably because they've never taken a test just like it before. They say that the vocabulary was impossible and the math worse. Perhaps they didn't practice beforehand with similar tests? More likely, they found that there were a few holes in their education, which they wish they had filled with knowledge *before* the test. Whatever the reason, students who are serious about going on to college generally realize what it is they need to learn and set about learning it before the SAT, if possible.

If you are preparing to take a PSAT test, this book will be of tremendous help. *Its quizzes and practice tests are just like those questions asked on a PSAT.* Be sure to obtain your copy of the *Student Bulletin* and read it from cover to cover before going to the test. Students with learning disabilities or handicaps will find that special arrangements can be made to accommodate them and should check with their counselor.

The SAT

The Scholastic Aptitude Test is a longer version of the PSAT, with the same types of questions. Total testing time is 3 hours. Each test booklet has six 30-minute sections divided as follows:

- 2 Verbal Sections = 85 questions
- 2 Math Sections = 60 questions
- 1 Test of Standard Written English = 50 questions
- 1 section of experimental questions that do not count toward your score. They may be verbal, mathematical, or TSWE questions.

Everyone preparing to take an SAT should receive the publication titled *Taking the SAT* from the Admissions Testing Program of the College Board. It contains valuable advice about taking the test and a *recent sample test*, which is something every student should practice with before the actual test date. If you have not received your copy of *Taking the SAT*, check immediately with your guidance counselor or adviser.

Before you take the sample test, which includes a sample TSWE, use this book to prepare for it. All of the quizzes will do two things for you: they will reinforce learning (of the material offered in this book), and they will ask questions in the *same manner* as questions are asked on an SAT. In the verbal practice sections, for instance, you will gain confidence with antonym, sentence completion, and analogy questions—three of the four types of questions on an actual SAT. Because of their added difficulty and the increasing recognition of their importance in everything you do, reading comprehension questions have a large unit of their own.

Questions in the verbal portion of an SAT are divided into four types: analogy (20 questions), antonym (25 questions), sentence completion (15 questions), and questions based on reading passages (25).

As you prepare for the SAT by doing practice exercises, determine which kinds of questions you do the best, and which kind you do most quickly. On a test, do those first, thereby making sure that you register as many correct answers as possible.

Questions on the math portion of an SAT involve your knowledge of arithmetic, algebra, and geometry. An SAT does not assume that you have had second-year algebra, although math teachers agree that advanced algebra instruction is invaluable.

Two types of multiple-choice questions appear in the math section:

1. Roughly two thirds of the questions will be standard multiple choice with five answer choices offered.
2. Approximately one third of the questions will be quantitative comparisons with special directions offered. (See the section on quantitative comparison questions in this book.)

According to *Taking the SAT*, there are approximately the same number of questions for each major math area: arithmetic, algebra, and geometry.

Your raw SAT score will be right answers *minus* wrong answers. You should always eliminate one or two answers that are obviously incorrect. Then, make an educated guess so that you have recorded an answer for each

question. (See the unit "Your Best on the Test" for technique.) Your raw score is later converted to a number on a scale of 200 to 800. As noted earlier, the SAT average verbal score for 1985–86 test-takers was 431, the math score 475.

The ACT

Many colleges, especially in the midwest, west, and southeast regions of the United States, specify that you take the American College Testing Program exam rather than the College Board's SAT. (Most colleges will, in fact, accept either test in your applications package.) *The vocabulary, reading, reasoning, and specific math skills you will need are the same for both tests.*

The ACT has four academic tests, each lasting from 35 to 50 minutes. It tests English usage, mathematics usage, social studies reading, and natural science reading. While you will use given material to answer most of the questions, some require that you know specific facts. (I personally believe this is true on an SAT also. If you do not know that a *galleon* was an old Spanish ship, for instance, you would have trouble working through one of the analogy questions on a recent test.) All of the questions are multiple choice, with four or five answer choices offered.

Your ACT scores are determined by the total number of correct answers, so there is *no penalty for guessing*. ACT encourages you to answer every question, so if you are a good guesser or even have a strong hunch, GO AHEAD. Your raw score total will be converted to a scaled score, on a scale of 1–36. The report you receive will show how well you did on each separate test section, and give you an average score for all four sections.

The current average score on the ACT is about 18.8.

Practicing, or preparing in any way, is as valuable for an ACT exam as it is for any other college entrance exam. The material on reading comprehension in this text would be of special value, as would be the entire math review section.

Students who register for the ACT will receive an information packet about their test. A 32-page booklet, *Taking the ACT*, gives all necessary information, plus sample test questions and answers, and guidelines for test-taking.

The GRE

The Graduate Record Examinations typically serve as a guide to admissions officers in making decisions about applicants for graduate school. The Educational Testing Service of Princeton, New Jersey, administers the GRE around the world. If you are planning to go to graduate school, you need to find out whether your intended school requires the GRE.

While your record as an undergraduate will probably be the major determining factor in your acceptance as a graduate student, doing well on the GRE would obviously increase your chance of acceptance. The more selective the grad school, the more will be required of you, the student.

The General Test (the basic GRE aptitude test) covers three areas: verbal ability, quantitative ability, and analytical ability.

As on the SAT, wrong answers are subtracted from right answers, so guessing on a GRE should be *educated* guessing, not a wild grab in the air.

Preparation for the GRE General Test is similar to preparation for other college entrance exams, but should probably be spread over a longer time period. You cannot cram effectively for a GRE, but you can *prepare* for one. A good beginning is to review all of the material in this book, as its quizzes and study material closely parallel the GRE. Further preparation could be based on information gleaned from friends who have taken the GRE recently, and from advice offered by college professors and associates.

How to Use This Book

There are many ways to prepare for a college entrance exam, each hinged on how much time you wish to devote to test preparation. The plans outlined in this section are a step-by-step, outlined 9-Week Study Plan, with two lessons of roughly 4 to 6 hours each, for the student who thinks about preparing a couple of months before the test; an 18-Week Full-Semester Study Plan for use by high school classes and other folk who tend to plan far in advance; and, last, a Panic Plan for those who decide to cram the last two or three weeks before test day.

THE 9-WEEK STUDY PLAN

Week 1, Lesson 1

- Verbal: Read: Introduction to Success, pp. 2–10.
10 Savvy Techniques for Getting More
Answers Right Than Wrong, pp. 15–16.
Questions Based on Analogies, pp. 19–23.
Do: Roots: Prefixes, pp. 67–69.
Plagued Pairs and Quiz, pp. 105–111.
Math: Read: Letter to You, p. 227.
“Math Test-taking Tips,” p. 228.
Do: Lesson 1: The basic of arithmetic and all practice problems, pp. 229–236.

Week 1, Lesson 2

- Verbal: Practice Analogy Questions, pp. 19–23.
Review Prefixes and do Quiz, pp. 69–71.
Vocabulary List 1 and Quiz, pp. 112–116.
Math: Lesson 2: Polynomials and all practice problems, pp. 237–241.

Week 2, Lesson 1

- Verbal: How to Answer Antonym Questions, pp. 23–26.
Begin Latin/Greek Roots, *acer-mal*, pp. 71–78.
Vocabulary List 2 and Quiz, pp. 116–121.
Math: Lesson 3: Solving linear equations and all practice problems, pp. 242–249.

Week 2, Lesson 2

- Verbal: Practice Antonym Questions, pp. 26–29.
Review Latin/Greek Roots, *acer-mal*
Vocabulary List 3 and Quiz, pp. 121–125.
Math: Lesson 4: Solving inequalities and all practice problems, pp. 250–254.

Week 3, Lesson 1

- Verbal: How to Answer Sentence Completion Questions, pp. 29–31.
Latin/Greek Roots, *manu-zo*, pp. 78–84.
Vocabulary List 4 and Quiz, pp. 125–130.
Math: Lesson 5: Factoring and all practice problems, pp. 255–258.

Week 3, Lesson 2

- Verbal: Sentence Completions for Practice, pp. 33–37.
Review Latin/Greek Roots, *manu-zo*, and do the Quiz, pp. 78–87.
Vocabulary List 5 and Quiz, pp. 130–134.
Math: Lesson 6: Radicals and all practice problems, pp. 259–265.

Week 4, Lesson 1

- Verbal: Reading Comprehension, Self-Analysis, pp. 39–42.
 Number Roots and Quiz, pp. 87–88.
 Vocabulary List 6 and Quiz, pp. 134–139.
- Math: Lesson 7: Fractions, Decimals, and Averages and all practice problems, pp. 266–279.

Week 4, Lesson 2

- Verbal: How to Read for Main Point or Central Theme, pp. 42–44.
 Words from Characters in Literature, pp. 88–90.
 Vocabulary List 7 and Quiz, pp. 139–144.
- Math: Lesson 8: Percent, Ratio, and Proportion and all practice problems, pp. 280–286.

Week 5, Lesson 1

- Verbal: Reading for Author Attitude, Style, and Mood, pp. 44–47.
 Words from Myth and Legend, pp. 90–93.
 Vocabulary List 8 and Quiz, pp. 144–149.
- Math: Lesson 9: Solving Two Equations in Two Unknowns and all practice problems, pp. 287–290.

Week 5, Lesson 2

- Verbal: Reading to Isolate Key Facts and Examples, pp. 47–50.
 Words from Names of People, pp. 94–95.
 Vocabulary List 9 and Quiz, pp. 149–153.
- Math: Lesson 10: Word Problems and all practice problems, pp. 291–301.

Week 6, Lesson 1

- Verbal: Reading for What Is Suggested or Implied, pp. 50–52.
 Words from Place Names, pp. 95–97.
 Vocabulary List 10 and Quiz, pp. 154–159.
- Math: Lesson 11: Geometry of Angles and all practice problems, pp. 302–309.

Week 6, Lesson 2

- Verbal: Practice Reading Comprehension Passages 1 and 2, pp. 52–55.
 Summary of Words from Special Places and Quiz, pp. 97–99.
 Vocabulary List 11 and Quiz, pp. 159–163.
- Math: Lesson 12: Geometry of Polygons and all practice problems, pp. 310–324.

Week 7, Lesson 1

- Verbal: Practice Reading Comprehension Passages 3 and 4, pp. 55–58.
 Foreign Words and Phrases, *ad absurdum—lares and penates*, pp. 99–101.
 Vocabulary List 12 and Quiz, pp. 164–169.
- Math: Lesson 13: Geometry of Circles and all practice problems, pp. 325–330.

Week 7, Lesson 2

- Verbal: Practice Reading Comprehension Passages 5 and 6, pp. 59–61.
 Foreign Words and Phrases, *Les Misérables—wanderlust*, pp. 101–102.
 Vocabulary List 13 and Quiz, pp. 169–174.
- Math: Lesson 14: Coordinate Geometry and all practice problems, pp. 331–337.

Week 8, Lesson 1

- Verbal: Practice Reading Comprehension Passages 7, 8, and 9, pp. 61–66.
 Foreign Words and Phrases Quiz, pp. 103–104.
 Vocabulary List 14 and Quiz, pp. 175–179.
- Math: Lesson 15: Quantitative Comparisons: Arithmetic and Algebra and all practice problems, pp. 338–346.

How to Use this Book

Week 8, Lesson 2

- Verbal: Read About the Test of Standard Written English, plus special TSWE Tips, pp. 203–204.
Read Basic Grammar Definitions for Review, pp. 204–207.
Vocabulary Lists 15 and 16 and Quizzes, pp. 180–190.
- Math: Lesson 16: Quantitative Comparisons: Geometry and all practice problems, pp. 347–358.

Week 9, Lesson 1

- Verbal: Review specific grammar topics that trouble you for the TSWE, or do Subject-Verb Agreement, Tense Sequence, Pronouns, and Punctuation, pp. 207–224.
Vocabulary List 17 and Quiz, pp. 190–195.
- Math: Lesson 17: Special Topics: Data Interpretation, Pattern Repetition, Funny Functions, and all practice problems, pp. 359–363.

Week 9, Lesson 2

- Verbal: Finish grammar review and take sample TSWE in the Test Section, pp. 403–408.
Vocabulary List 18 and Quiz, pp. 195–201.
- Math: Lesson 18: The Last Three Problems on a Typical SAT, pp. 364–365.
Work as many math sections as possible in the Test Section, pp. 369–416.

Remember the Test Section

Plan to do the sample tests in the last section of your book *after* you have completed the verbal and math sections of this book. There are individual SAT questions and several full tests. Set yourself up with a timer, sharp pencils, and paper for listing your answers. Simulate the testing situation as closely as possible, and take the tests as often as you feel might help.

As we say several times in this book, you will want to buy a copy of *10 SATs* or *5 SATs*, published by the College Board and Educational Testing Service, and available at most bookstores. (If neither book is on the shelf, ask the store to order one for you.) Both booklets contain actual tests, most of them administered in the last few years, and there is no substitute for practice with *the real thing!*

Be sure to practice with *all* types of test questions. If you are going to take an SAT, practice by taking the ACT also, because you will learn information that you can use for any test, anytime in the future. If you will be taking the ACT, practice with SAT questions will give you invaluable information for use on the ACT as well. *Nothing substitutes for practice and familiarity with these tests.* For many students, actual test practice is the most worthwhile preparation with the biggest payoff in terms of higher scores.

18-WEEK FULL-SEMESTER STUDY PLAN

One quick look at the 9-week plan and you can guess what the 18-week plan is. *One lesson a week* is the job, and not an extraordinarily demanding job. Preparing for a college entrance exam over a relatively long period of time has definite advantages. You can increase your vocabulary dramatically in that amount of time, and you have time to work every single exercise in this text. Also, you will be able to take all of the mock and real exams at the back of the book. Of course, you should plan to buy your copy of *10 SATs* or *5 SATs* right at the beginning of your study. Whenever you're in the mood to tackle a past exam, it will be there for your practice.

From all the students who have readied themselves for an SAT with this plan, and from us, your guides—*best wishes!* This long-term preparation is bound to make a difference for you, just as it did for them.

THE PANIC PLAN

It is true that most people *don't like* to think about a big exam coming up, especially one with a long-range effect, such as an ACT, PSAT, or SAT test. The whole idea may be depressing. Some do such a bang-up job of putting-off-the-thought-and-depression that the exam is upon them before they know it. Then—*help!!!!*

If *you* are one of those people, you can still take quick action that will make your college entrance exam a much better experience. There's still time to learn:

How to Avoid Common Mistakes
 How to Get the Most Right Answers Possible
 Vital Test Techniques That Raise Your Score

How to Do It

Let's assume that your test is only a couple of weeks away. Here's a plan that makes the best use of what time is left and offers a measure of calm confidence on the day of the test.

Week 1

Verbal: Read and learn "Help Yourself: Savvy Test Techniques for Getting More Answers Right Than Wrong," pp. 15–16.

Read the "How-To" portions in Unit I on analogy, antonym, sentence completion, and reading comprehension questions.

Decide which questions give you the most trouble, and do the practice exercises for those questions, teaching yourself the "hows" and "whys."

Math: Read and learn the special Math Test-taking Tips on p. 228.

Learn all material in the *Glossary of Important Formulas and Relationships*, pp. 366–368, at the end of the Math Section.

Study the table of math contents and work practice problems, reading the explained answers, for the types of problems that give you trouble.

Work all practice problems in Lessons 7 and 8, because these problems form a major portion of the PSAT and SAT.

Week 2

Verbal: Practice by taking all actual test questions in the back of the book, *plus* the mock SAT and TSWE tests created by us. You will learn a lot by correcting these tests. You will also know exactly what to expect on your test day about type of question, difficulty level, and time schedule.

Math: Review Lessons 11 and 12, plus Lesson 13, in preparation for the geometry questions (roughly one third of the test). Also, be sure that you understand Quantitative Comparisons (Lessons 15 and 16), as they are a full one third of your test.

Do Mock Tests 1 and 2 in the Test Section; correct and analyze your errors.

Do as many actual SAT math questions as you can fit into your schedule. *Be sure to memorize all test directions in the math sections of an SAT.*

Be Confident—and Good Luck!

Whatever your test preparation, be assured that it *will* make a difference. *Knowing what to expect* in an important situation goes a long way. If your test result is not as good as you thought it ought to be, retake the test at your earliest opportunity. Test scores often vary by as much as 100+ points. Many of our students have raised either their math or verbal score—or both!—by that much after practicing and studying the tests. Also, *from PSAT to SAT, it is normal to go up in score.* Good news, huh? Usually that leap from PSAT to SAT is due to the maturity of the test-taker and familiarity with the exam. Remember, too, that a test score is *only one measurement* of you. It can never test your determination to succeed, and if you are determined to better yourself by plugging away with this study guide, you get high marks for very virtuous qualities. We salute you—and good luck!