

# TEST-TAKING

## World Wide Web Sites Relative to Study Skills (General)

1. <http://integrate.fsusd.k12.ca.us/armijo/StudySkills/stuskls.htm>
2. <http://studyweb.chemek.cc.or.us/>
3. <http://www.mxcte.commnet.edu/clc/guide/ns.htm> (Learning Styles)
4. <http://shoreline.ctc.edu/~welcome/catstudyskills.html>
5. [http://www.newi.ac.uk/iss.study\\_centre/managing/managing.htm](http://www.newi.ac.uk/iss.study_centre/managing/managing.htm)
6. <http://node.on.ca/support/studybuddy.html>
7. <http://www.noghelph.ca/csrc/learning/link-iss.htm>
8. <http://mount.sbe.saskatoon.sk.ca/~school/handbook/96-study.htm>
9. <http://www.taft.cc.ca.us/lre/class/classes/studyskills.htm>
10. <http://www.uark.edu/depts/vupb/VUBstudy.html>
11. <http://www.mxctc.commnet.edu/clc/stress.htm>

## World Wide Web Sites Relative to Test Taking

1. <http://www.cop.mu.edu/study/>
2. <http://endwise.com>
3. <http://www.iss.stthomas.edu/studyguides/>
4. <http://www.mxctc.commnet.edu/clc/testprep.htm>
5. <http://www.mxctc.commnet.edu/clc/6tststr.htm>

Alalia Berry.ms3  
#10618

## PREP

BLOOM'S TAXONOMY  
DAILY, WEEKLY AND MAJOR REVIEWS  
VISUALIZATIONS/AFFIRMATIONS  
3 X 5 CARDS  
STUDY GROUPS  
MIND MAPS  
ASSOCIATIONS  
REAL LIFE/PRACTICE

## PLAN

WHAT TO DO FIRST  
LIST MNEMONIC DEVICES, RELATIONSHIPS, MAPS, ASSOCIATIONS  
READ ALL OF THE STEMS  
ANSWER MOST CONFIDENT  
REREAD OTHER QUESTIONS WITHOUT LOOKING AT ANSWER CHOICES  
AND PUT IN OWN WORDS  
MAP, DIAGRAM, ASSOCIATE, OPPOSITE  
TEST-TAKING HANDOUT WITH EXAMPLES

## PROCEED

PUT PLAN INTO ACTION  
POSITIVE AFFIRMATIONS/VISUALIZATIONS  
ACTIVE TEST-TAKING (WRITING, DRAWING, THINKING TO SELF, PUTTING  
STEMS AND OPTIONS IN OWN WORDS)

## PROCESS

WHAT WORKED? WHAT DID NOT?  
WHAT WILL YOU DO DIFFERENTLY ABOUT THE THREE PREVIOUS STEPS  
BEFORE THE NEXT TEST?  
HOW WILL YOU APPROACH THE MATERIAL AND LEARNING FOR THE NEXT  
EXAM?

## BLOOM'S TAXONOMY

1. **KNOWLEDGE** - The knowledge of the intellectual process requires recollection of facts about principles, theories, terms, or procedures. Knowledge questions, which require the examinee to define, identify, or select, involve the ability to recall information (a basic cognitive skill).

**SAMPLE:** A disturbance or loss of ability to use words or to understand them is

1. Apraxia
- ② Aphasia
3. Dysphagia
4. Dyskinesia

2. **COMPREHENSION** - The comprehension level of the intellectual process requires demonstration of understanding or interpretation of the subject matter presented. It is much more than just the recall of information. The examinee is required to interpret, explain, distinguish, or predict.

**SAMPLE:** Mrs. James is in labor with a vertex fetal presentation. Appearance of meconium-stained fluid may indicate

1. Abrupto placenta
2. Normalcy
- ③ Fetal distress
4. Premature rupture of membranes

**3. APPLICATION -** The application level of the intellectual process requires the examinee not only to know and understand information, but also apply it to a new situation. When applying comprehended information, the examinee must show, solve, modify, change, manipulate, use, demonstrate, or teach in a specific client situation.

**SAMPLE:** Mrs. Miller was admitted to the hospital with a recent history of depression. She has eaten very little since her admission. Which response to Mrs. Miller, during breakfast, would be most appropriate initially?

1. Please start eating, Mrs. Miller; I'll be back in 10 minutes to see how you're doing.
2. If you don't eat, Mrs. Miller, we'll have to start IUs on you or give you injections.
3. You'll be hungry in a few hours, Mrs. Miller, if you don't eat.
- ④ Let's eat just a little of everything, Mrs. Miller, I'll help fix your tray.

**4. ANALYSIS -** The analysis level of the intellectual process requires the recognition of inherent structure and the relationship between component parts as well as an understanding of the underlying concepts or principles. If the examinee is required to analyze, evaluate, select, differentiate, or interpret data from a variety of sources prior to responding, the question is an analysis question.

**SAMPLE:** Mr. Brown was admitted to the emergency room with multiple injuries suffered in an automobile accident. He has a crushed chest, abdominal trauma, probable head injury, and multiple fractures. Which of the following emergency care interventions are most appropriate and in proper order?

1. Assess vital signs, obtain a history, arrange for emergency x-ray films
- ② Assess breathing, control accessible bleeding, determine presence of critical injuries
3. Conduct physical assessment, control bleeding, cover open wounds
4. Start an IU, get blood for typing and cross-matching, assess vital signs

**COGNITIVE**  
**TEST-TAKING**  
**STRATEGIES**

1. What is the *Main Idea* of the question?

If the main idea of the question is not clear, think of choices that go with items from the stem that could be the main idea.

**EXAMPLE I**

"The optic tract consists of axons from which of the following cells?"

1 - optic tract

2- axons

2. Identify your *level* of knowledge:
1. Know
  2. Don't Know
  3. Not Sure
3. *Brainstorm* answers that go with the main idea/s before looking at the answer choices. Write them or an abbreviated form down or draw out relationships, graphs, facts, information memorized.
4. *Read* all of the answer choices.
5. *Eliminate* obvious incorrect answer choice/s.
6. Take choices left and try to *match* with main idea/s.

**EXAMPLE II**

"The optic tract consists of axons from which of the following cells?"

- |                                |                          |
|--------------------------------|--------------------------|
| a. Rod                         | Optic Tract - - - - Rod  |
| b. Bipolar                     | <i>Eliminate Bipolar</i> |
| c. Ganglion                    | Axons - - - - Ganglion   |
| <del>d.</del> Horizontal       |                          |
| <del>e.</del> All of the Above |                          |

7. With two choices left, if the answer is still not clear, look for *language* clues.

### EXAMPLE III

Is the question asking "From which of the following cells does the optic tract originate?"

OR

Is the question asking "From which of the following cells do axons originate?"

This question is asking from which of the following cells do axons originate.

The answer is c. Ganglion.

8. Look for *doctors*.

Doctors according to *The Princeton Review* are:

words which when taken out of the question/stem, change the question and subsequently the answer chosen.

### EXAMPLE IV

Michael, age 3 years, was admitted to the emergency room after being rescued from a fire in his home. He is having difficulty breathing.

An early sign of respiratory distress that you might observe in Michael is

- a. Increased pulse rate
- b. Cyanosis
- c. Decreased pulse rate
- d. Clammy skin

The doctor is "**early**". A sign of respiratory distress would be Cyanosis but an early sign of respiratory distress is increased pulse rate.

Cyanosis is a distracter just as Rod is a distracter in Example I.

9. If the answer is still not clear, *compare* and *contrast* the choices. Identify any similarities and/or differences between the choices left. What do they have in common - function, location, characteristics?

How are they different - is there a degree of difference? is one more general or broad and one more specific or detailed? How are they related to the main idea/s of the question? Is one more closely associated with the main idea than the other?

### Example V

The main factors directly involved in the maintenance of systemic arterial blood pressure are

- a. cardiac output, blood volume, peripheral resistance and respiratory rate
- b. cardiac output, blood volume, blood viscosity and peripheral resistance

The main idea of the question is related to the **MAINTENANCE** of systemic arterial blood pressure.

The two choices that are identified are a. and b.

**Compare:** Both choices contain:

cardiac output, blood volume, and peripheral resistance

**Contrast:**

- a. contains **respiratory rate**  
and
- b. contains **blood viscosity**

Which of these is **more closely** related to the **MAINTENANCE** of systemic arterial blood pressure -

**respiratory rate or blood viscosity?**

Both of the choices may be related to **MAINTENANCE** but one may be more closely related (degree) or may affect **MAINTENANCE** more than the other. In this case, blood viscosity is the answer.



10. If you categorize your knowledge as don't know or not sure:

Concentrate on what you do *know* related to the main idea of the question.

If you do not know the information directly related to the main idea of the question, think about the **opposite** of the information that is being asked related to the main idea and go through a process of elimination.

## Multiple-Choice Tests

1. Be an active test-taker
  - A. Identify what the question is really asking - underscore verbs and modifiers
  - B. Read the question first!
  - C. Treat each answer as a T/F
  - D. Rewrite the question in your own words if it is overly wordy or confusing
  - E. Make a drawing, chart or graph to help you visualize the question and answer
2. Look for inner test cues
  - A. Look for grammatical cues
  - B. While all of the above is frequently the correct answer, none of the above is very rarely the correct answer.
  - C. Unusual or rarely used answers are usually the answer (e.g. A and C)
  - D. Look for cues found in other questions
  - E. Use the inner test clues in the strategic test-taking handout
3. Use common sense
  - A. What do your own experiences tell you about the answers/question?
  - B. What does your general science background tell you about the answer?
  - C. What do your previous analyses of this professor's tests tell you about the kind of internal cues he/she provides, the frequency of "all of the above" or "none of the above" choices, the pattern of keyed responses, and the emphases placed on certain kinds of content?
4. DON'T READ TOO MUCH INTO THE QUESTION
5. Unless you are penalized for guessing, never leave a blank answer
  - A. In a blind guess, go with "all of the above", b or c.

## Strategies for Taking Multiple Choice Tests

### 1. Circle and make use of "specific determiners"

Probably False		Probably True	
all	absolutely	can	perhaps
always	necessarily	may	probably
invariably	entirely	often	generally
inevitably	without exception	possibly	ordinarily
never	not at all	sometimes	frequently
no or none	no time	usually	many
only	must	seldom	few
certainly		some	likely

#### Examples:

1. A 16 year old boy is admitted to the hospital for hernia repair. A presurgical multichemistry screen reveals an alkaline phosphatase of 180 IU/L (180 U/L) and a serum bilirubin concentration of 1.9 mg/dL (32.5  $\mu$ mol/L) total; 0.3 mg/dL (5.1  $\mu$ mol/L) direct. History reveals that the patient has been in good health but has noted yellow sclera in times of stress. Which of the following explains these results?

- T? a. The patient probably has a calculus of the biliary tract.  
 F- b. The elevated alkaline phosphatase and bilirubin are explained by the patient's age.  
 T C. The patient may have constitution hyperbilirubinemia.  
 T? d. The patient probably has a pancreatic or biliary tract neoplasm.

"Probably" more stringent than "may" h  
 Repetition from stem to opti

2. Clostridium difficile:

- F a. is associated with all cases of pseudomembranous colitis  
 T C is a likely pathogen in antibiotic-associated diarrhea  
 F c. defines the colonic lesions  
 F d. is the causative pathogen for many gastrointestinal diseases

3. Cleft lip associated with cleft palate:

- a. results from the failure of the facial process to fuse  
 T b. may cause an impediment of speech in children  
 T c. may interfere with suckling in infants  
 T d. can be easily treated by surgical closure  
e. all of the above

4. An abnormal decrease in serum calcium (i.e., hypocalcemia):

- a. stabilizes the neural and muscle membrane  
 b. raises the threshold for action potential generation  
C. may permit the generation of spontaneous action potentials  
 d. hyperpolarizes the membrane  
 e. prevents increase in potassium conductance

#### 4. Use stem option cues to your advantage

##### A. Exact repetition of one or more words from the stem to the option

Example:

1. Mycoplasma pneumoniae has been established as:
  - a. the etiological agent of non-gonococcal urethritis
  - b. the most frequent identifiable pathogen in pneumonia that exhibits cold hemagglutinis
  - c. elaborating an alpha hemolysin in culture
  - d. none of the above

##### B. Repetition of part of a word from the stem to the option

Example:

1. First generation cephalosporins can be adequately represented by:
  - a. streptomycin
  - b. chloramphenicol
  - c. cephalothin
  - d. colistin
2. A patient with a high urinary excretion of a polysaccharide that contains uronic acids, N-acetyl hexosamines and sulfate probably has:
  - a. diabetes
  - b. a glycogen storage disease
  - c. mucopolysaccharidosis
  - d. pentosuria
3. In chronic lymphocytic leukemia there is a
  - a. thrombocthemia
  - b. basophilia
  - c. increase in myelocytes
  - d. marked lymphocytosis
  - e. leukopenia

##### C. Repetition of meaning from the stem to the option

Example:

1. Combining antibiotics in drug therapy can have a variety of results, the most desirable of which is:
  - ~~a. antagonistic~~
  - b. synergistic
  - ~~c. indifferent~~
  - d. additive

*relates to combining but could be good or bad!*

2. The ability of a microorganism to enter the body and to spread throughout the tissues can be defined as

- a. infectivity
- b. invasiveness
- c. toxicity
- d. virulence

Military invasion = establishing entrance then spreading

D. Look for etymologic cues from the stem to the option

Example:

1. Hydrophilic molecules tend to associate with

- a. water
- b. proteins
- c. phospholipids
- d. all of these
- e. none of these

2. Children may inadvertently ingest Ascarid eggs (which normally have dog as the definitive host) The result may be infection of the child's liver, lungs or eyes. The species of Ascarid most likely responsible is:

- a. Ancylostoma braziliensis
- b. Ascaris lumbricoides
- c. Toxocara canis
- d. Echinococcus granulosus
- e. Multiceps multiceps

= canis  
= toxic  
Also, given information in the stem that does not have to be given.

E. Look for Similarities in Options

Example:

Identical except for 1 word, number, etc.

1. A fungal isolate from the sputum of a patient with a pulmonary infection is suspected to be *Histoplasma capsulatum*. Tuberculate macroconidia were seen on the hyphae of the mold phase, which was isolated at room temperature on Sabouraud's dextrose agar, containing chloramphenicol and cycloheximide (SDA-CC). A parallel set of cultures incubated at 35°C showed bacterial growth on SDA but no growth on SDA-CC. Which of the following is the appropriate course of action?

- a. repeat subculture of the mold phase to tubes of moist SDA-CC incubated at 35°C
- b. subculture the mold phase to tubes of moist BHI-blood media incubated at 25°C
- c. subculture the mold phase to tubes of moist BHI-blood media incubated at 35°C
- d. perform animal inoculation studies

Repetitions point to the correct response

2. The frequency of impulse discharge by the carotid sinus baroreceptors (stretch receptors) is decreased by

- a. a decrease in arterial PH
- b. a decrease in arterial blood pressure
- c. an increase in arterial blood pressure
- d. a decrease in arterial O<sub>2</sub> tension
- e. an increase in cardiac output

Decrease = 4  
Increase = 2

F. Consider options with qualifiers or explanations

Qualifiers =  
- parentheses ( )  
- quotation marks "  
- prepositional phrases

Example:

1. A 25 year old woman is seen by a physician because of Raynaud's phenomenon, myalgias, arthralgias, and difficulty in swallowing. There is no evidence of renal disease. An ANA titer is 1:8,000 with a speckled pattern. Which of the following is also likely to be found in this patient?

- a. high level nDNA antibody and a low CH50 level
- b. high level Sm antibody
- c. high titer rheumatoid factor
- d. high level ribonucleoprotein (RNP) antibody

G. Consider longer option cues or more detailed answers

Example:

1. Results of a serum sample tested against a panel of reagent red cells provide presumptive evidence of an alloantibody directed against a high-incidence antigen. Further investigation to confirm the specificity should include which of the following?

- a. serum testing against red cells from random donors
- b. serum testing against other examples of red cells known to lack high incidence antigens
- c. serum testing against enzyme-treated autologous cells
- d. testing of an eluate prepared from the patient's red cells

Longest  
Most repetition

2. The nitroblue tetrazolium (NBT) test showed rare neutrophils with black deposits of NBT after stimulation of the c cells with latex particles. This is suggestive of

- a. viral infection
- b. bacterial infection
- c. normal individual
- d. chronic granulomatous disease (of childhood)

Longest  
Qualifier

3. A lesion with involvement of anterior horn cells usually produces

- a. spasticity
- b. rigidity
- c. no alternation in tonus
- d. tremor
- e. hypotonia or flaccidity

more detailed

H. Look for antonyms opposites

Example:

1. Metastasis may best be defined as the:
- a. continuous growth of malignant tumor tissue<sup>+</sup>
  - b. discontinuous spread of malignant tumor tissue<sup>+</sup>
  - c. rupture of the localizing capsule of a tumor<sup>+</sup>
  - d. rapid growth of a tumor<sup>+</sup>
  - e. erosion of tumor tissue<sup>-</sup>
- 3 negatives  
2 positives
2. Local venous obstruction may result in
- a. local anemia
  - b. active hypoxia
  - c. passive hyperemia
  - d. active hyperemia
  - e. generalized edema

5. In number options, consider most similar numbers and/or the mean or average of the numbers

Example:

1. A solution contains 5.8 gm of NaCl (MW=58) dissolved in 0.5 L of water. What is the molarity of this solution?
- a. 0.05 M
  - b. 0.1 M
  - c. 0.2 M = closest to average
  - d. 0.5 M
2. In the United States, suicide accounts for approximately how many deaths per year?
- a. 5,000-10,000
  - b. 10,000-20,000
  - c. 20,000-25,000 = closest to average
  - d. 25,000-50,000
  - e. 50,000-70,000
3. Alcohol is involved in what percentage of all auto deaths
- a. 6
  - b. 12
  - c. 50 = closest to average
  - d. 62
  - e. 75

6. Use deductive thinking ("statistical" reasoning)

Example:

1. Based on the results of the above panel, the patient most likely has antibodies:

- a. anti-M and anti-K = 4
- b. anti-E, anti-Fya, and anti-K = 6
- c. anti-Fya and anti-M = 4
- d. anti-E and anti-Leb = 3

most repetitions or "hits"  
anti M = 2  
anti K = 2  
anti E = 2

anti Fya = 2  
anti Leb = 1

2. Which of the following bacteria are Gram negative cocci or Rods?

- a. Neisseria spp
- b. Bacteroides spp
- c. Actinomyces spp
- d. Staphylococcus spp
- e. Corynebacterium spp
- f. family Enterobacteriaceae

- a. a, b and c
- b. a, b and f
- c. a, c and f
- d. a, d, and e
- e. c, e and f



## ANTI-P.A.N.I.C. TEST-TAKING APPROACH

### 1. Pacing

1. Note the total number of items on the test
2. Guesstimate the amount of time you have for each problem or page.

### 2. Analyzing

1. Skim the test to assess the levels of difficulty: look at key words or any graphics
2. Complete the questions that cover the content that you know well.
3. Move to the questions for which you know the material but which require reasoning or problem solving.
4. Save guesses for last - if you are not penalized for guessing - always do so. B or C is a good guess.

### 3. Notations

1. Locate blank space in the exam book to jot down memorized information you may need to answer test items. List pathways, formulas, mnemonics or key diagrams.
2. Circle or box key qualifying words in the test of the item : absolutes such as never, always, except or directional words such as first, before, last.
3. Bracket and label important data in the margin if the stem of the item is longer than 3-4 lines. Example: Label patient case data with Hx, PE, Lab to denote the sections corresponding to history, physical examination and laboratory data.
4. Denote choices which have been eliminated with a slash or the letter F.
5. Denote remaining choices with a T or a ?
6. Jot mathematical calculations

### 4. Ignoring external and internal distractions

1. Carefully select where you will sit during the exam.
2. Some people like to wear earplugs to block out noise
3. Condition yourself to concentrate by studying in environments which simulate the test conditions.
4. Practice positive self-talk
5. Practice relaxation techniques

6. Visualize yourself in a situation from the past which you handled well. You were knowledgeable, competent, in-charge, and successful.

## 5. Checking

1. For scannable answer sheets, make sure to use the correct pencil and erase any changes thoroughly.
2. Check to make sure the question number on the answer sheet corresponds to the question you are answering on the exam.
3. Review the answer sheet to spot any blanks or double marked items.
4. Check the front and back sides of the pages to make sure you haven't skipped any items or pages.
5. If you allowed extra time for returning to difficult items, recheck your reasoning and match your final choice against the stem of the question to make sure that your choice fits all the qualifies of the question.
6. If you have time, check that any mathematical calculations are correct.
7. For essay or written responses, check punctuation and spelling and make sure that you actually answered the questions being asked.
8. If a particular item made you angry or upset, check your answers to the next few questions to ensure that your anger didn't lead to a careless mistake.
9. If you have identified a particular kind of item on which you are prone to making mistakes (negatively phrased items are common culprits), go back over such items and search for likely errors.

## Strategies for Reducing Anxiety

- Stop the cycle of negativism or anxiety
  - √ Mentally yell stop
  - √ Visualize a bright red stop sign
- Daydream for a minute about something pleasurable
- Visualize success
- Focus on the situation at hand
- Engage in positive self-talk
- Examine the reality of the situation
  - √ What's the worst thing that would happen if you didn't do well on this test?
- Breathe deeply
- Tense and relax
- Use guided imagery
  - √ Take a fantasy trip
- Describe your anxiety

## CHECKLIST FOR PROBLEM SOLVING

### INACCURACY IN READING:

1. Reading material without concentrating strongly on the meaning. Didn't constantly ask, "Do I understand that completely?"
2. Reading material too rapidly; at the expense of comprehension. — not too fast
3. Misreading one or more words; not careful enough.
4. Missing one or more facts or ideas; not careful enough. — carefully reading words
5. Not spending enough time rereading a difficult section to clarify its meaning.

### INACCURACY IN THINKING:

1. Not placing a constant high premium on accuracy.
2. Performing operations without sufficient care or observation.
3. Interpreting words or performing operations inconsistently.
4. Not checking the correctness of an answer or conclusion.
5. Not checking the appropriateness of a formula or procedure before utilizing it.
6. Working too rapidly. — Don't go too fast
7. Visualizing a description or relationship inaccurately.
8. Drawing a conclusion from the middle of a problem rather than reading it through and giving it sufficient thought. — Wait until end of Q. to answer

### WEAKNESS IN PROBLEM ANALYSIS: INACTIVENESS

1. Not breaking a complex problem into parts.
2. Not drawing upon prior knowledge and experience in trying to make sense of ideas which were unclear. — Break it into parts.
3. Skipping unfamiliar words or phrases, rather than trying to gain good understanding through context. — Don't skip words
4. Not translating an unclear word or phrase into one's own words. — Write down key words
5. Not using a dictionary when necessary. — use wiki
6. Not actively constructing (mentally or on paper) a representation of ideas described in the text. — Draw from experience / common sense
7. Not evaluating a solution or interpretation in terms of its reasonableness.

### LACK OF PERSEVERANCE:

1. Making little attempt to solve the problem through reasoning because of lack of confidence in one's ability to deal with this type of problem.
2. Choosing an answer based on only a superficial consideration of the problem.
3. Solving the problem in a mechanical manner, without much thought.
4. Reasoning the problem part way through, then giving up and jumping to a conclusion. — Think, don't guess

### FAILURE TO THINK ALOUD

1. Not vocalizing one's thinking in sufficient detail while working the problem. — examine my reasoning

## PROBLEM SOLVING METHODS

(Taken from Problem Solving and Comprehension, 3rd Ed., Whimbey and Lochhead)

### \* Make A Diagram

Cathy knows French and German. Sandra knows Swedish and Russian. Cindy knows Spanish and French. Paula knows German and Swedish. If French is easier than German, Russian is harder than Swedish, German is easier than Swedish, and Spanish is easier than French, which girl knows the most difficult languages?

### \* Make A Chart

Paula, Joanne and Mary own a total of 16 dog, among which are 3 poodles, twice that many cocker spaniels, and the remainder German Shepherds and collies. Joanne despises poodles and collies, but owns 4 cocker spaniels and 2 German Shepherds, giving her a total of 6 dogs. Paula owns 1 poodle and only 2 other dogs, both German Shepherds. Mary owns 3 collies and several other dogs. What other dogs and how many of each does Mary own?

### \* Go Through The Actions

You are facing east, you make an about-face, and then you turn left. Which direction is now on your left?

### \* Write It Out

On a certain day, I ate lunch at Tommy's, took out two books from the library (The Sea Wolf and Martin Eden, both by Jack London), visited the museum and had a cavity filled. Tommy's is closed on Wednesday, the library is closed on weekends, the museum is only open Monday, Wednesday, and Friday, and my dentist has office hours Tuesday, Friday, and Saturday. On which day of the week did I do all these things?

### \* Draw A Picture

Belvedere Street is parallel to St. Anthony Street. Davidson is perpendicular to River Street. River Street is parallel to St. Anthony Street. Is Davidson Street parallel or perpendicular to Belvedere?

### \* Use A Venn Diagram

The government wants to contact all druggists, all gun store owners, and all parents in a town. How many people must be contacted, using these statistics?

Druggists	10
Gun Store Owners	5
Parents	3000
Druggists Who Own Gun Stores	0
Druggists Who Are Parents	7
Gun Store Owners Who Are Parents	3

Angelo, Becky, Conrad, and Doreen are an actor, a bellhop, a comedian, and a trapeze artist. From the clues below, match each person's name and occupation.

1. Doreen is not in show business.
2. Angelo is not the actor.

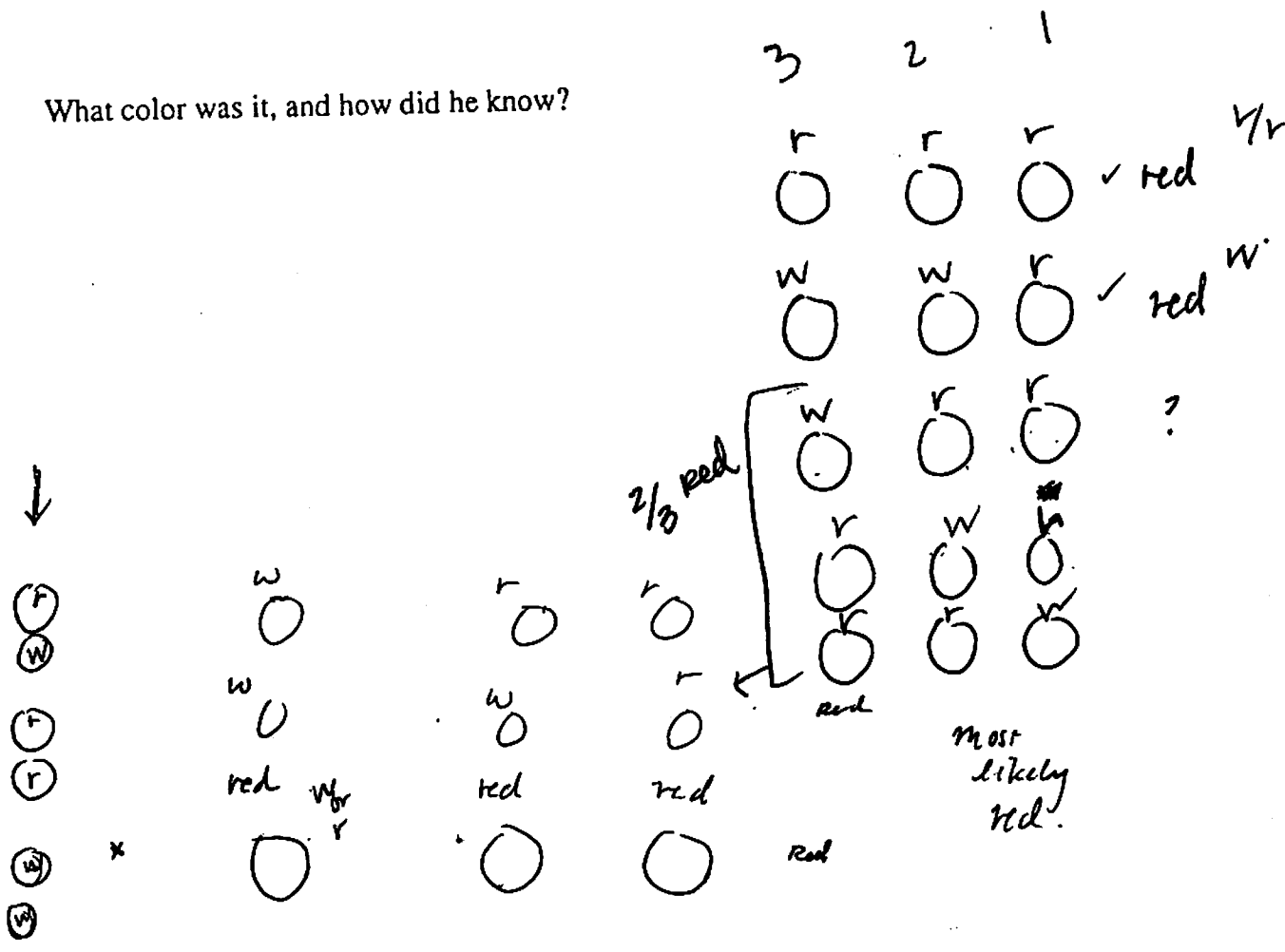
Chart for problem 5

	actor	bell-hop	come-dian	trapeze artist
Angelo				
Becky				
Conrad				
Doreen				

Three handsome geniuses all wanted to marry the beautiful heiress. The wealthy father told them, "I have three red hats and two white hats. I will blindfold all of you then choose three of the five hats to put on your heads. After the hats are on your heads, I will take off your blindfolds. The first man to tell me the color of his own hat without looking at it will marry the heiress."

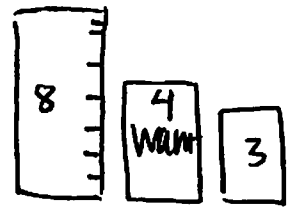
The father did as he had said. The first man said he couldn't tell the color of his hat. The second man said he couldn't tell, either. But the third man, who was blind, correctly told the color of his hat.

What color was it, and how did he know?





You have only an 8-liter jug and a 3-liter jug.  
Both containers are unmarked. You need exactly  
4 liters of water.



How can you get it, if a water faucet is  
handy?

$$3 + 3 = 6$$

$$8 - 6 = 2$$

$$2 + 2 = 4$$

Fill up 8 w/ 2 3's.

Mark container 6.

Fill up 3L + begin  
pouring it into 8L  
until filled mark

remaining 1L on

3L jug. Empty

8L. Fill 3L to

1L mark 4x

placing water in  
8L bottle.