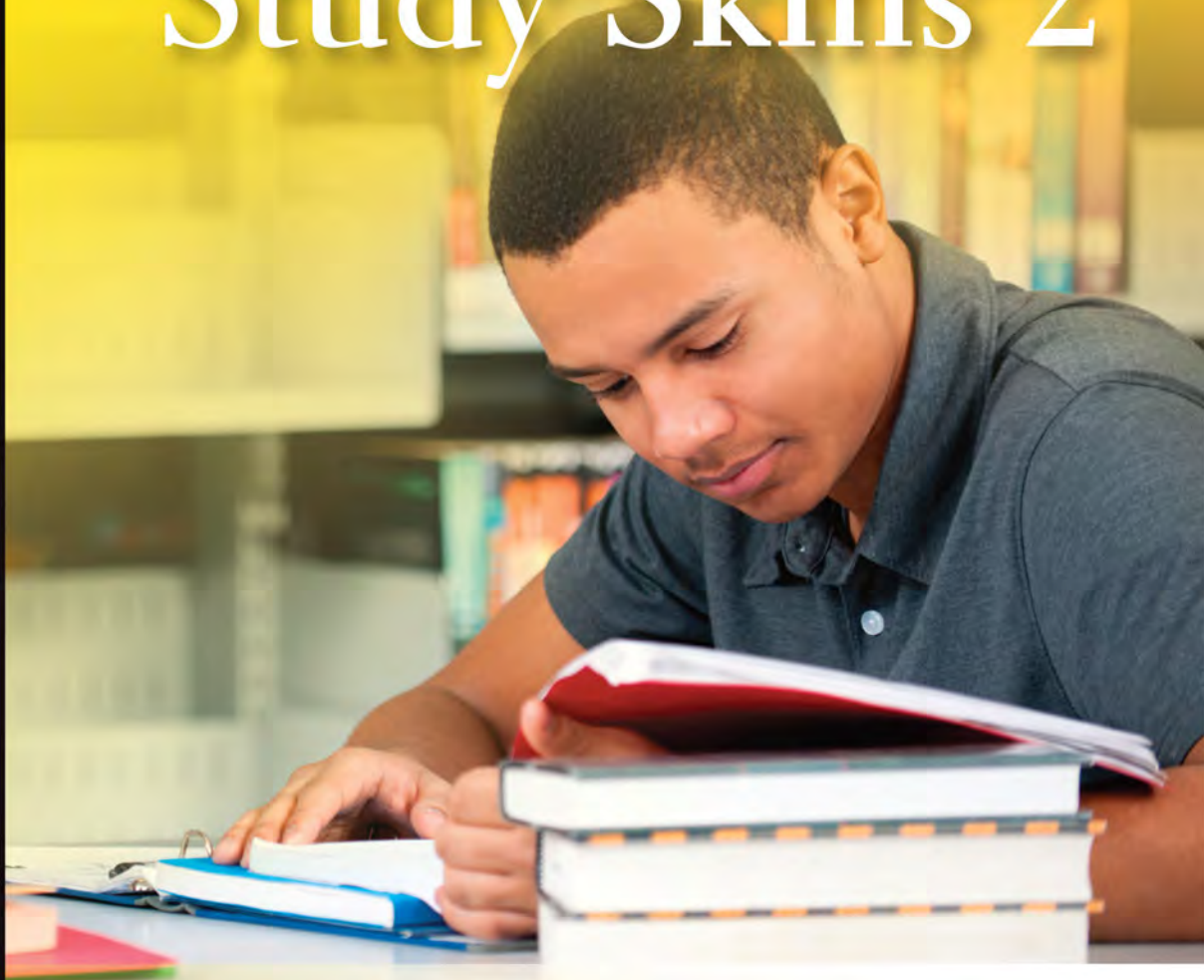


# Study Skills 2



**Topics Include:**

Time Management Planning and Goal Setting,  
Develop a Learning Style, Paraphrasing and Summarizing,  
Answering Essay Questions, and More

# CONTENTS

- 1 GETTING STARTED/GETTING MOTIVATED
- 2 DISCOVERING HOW YOU LEARN
- 3 USING YOUR BEST LEARNING STYLES
- 4 BREAKING TASKS INTO PARTS
- 5 IMPROVING MEMORY: VISUALIZING
- 6 IMPROVING MEMORY: USE IT OR LOSE IT
- 7 IMPROVING MEMORY: LINKING
- 8 IMPROVING MEMORY: MORE MNEMONIC METHODS
- 9 A BASIC STUDY SYSTEM: THE SQ3R METHOD
- 10 MORE PRACTICE WITH THE SQ3R METHOD
- 11 LEARNING HINTS FOR MATH
- 12 LEARNING HINTS FOR SCIENCE
- 13 LEARNING HINTS FOR LITERATURE
- 14 BUILDING YOUR VOCABULARY
- 15 MORE VOCABULARY BUILDERS
- 16 THE TEXTBOOK: SPECIAL STUDY AIDS
- 17 TEXTBOOKS: TABLE OF CONTENTS
- 18 TEXTBOOKS: THE INDEX
- 19 TEXTBOOKS: CHAPTER STUDY AIDS
- 20 GETTING THE MOST FROM YOUR TEXTBOOK: A REVIEW
- 21 SKIMMING FOR HIGHLIGHTS
- 22 SCANNING FOR INFORMATION
- 23 LIBRARY SKILLS: HOW MATERIALS ARE ORGANIZED
- 24 LIBRARY SKILLS: THE LIBRARY CATALOG
- 25 LIBRARY SKILLS: NONBOOK MATERIALS
- 26 LIBRARY SKILLS REVIEW
- 27 DICTIONARY SKILLS
- 28 DICTIONARY SKILLS: DEFINING WORDS
- 29 DICTIONARY SKILLS: WORD HISTORIES
- 30 DICTIONARY SKILLS PRACTICE
- 31 REFERENCE: THE ENCYCLOPEDIA
- 32 REFERENCE: THE ATLAS
- 33 REFERENCE: THE THESAURUS
- 34 REFERENCE: PERIODICAL INDEXES
- 35 REFERENCE: ALMANACS AND YEARBOOKS
- 36 REFERENCE: DICTIONARY OF FAMOUS QUOTATIONS
- 37 A REFERENCE REVIEW
- 38 THE BIBLIOGRAPHY
- 39 USING A COMPUTER: A GENERAL VOCABULARY
- 40 LEARNING ONLINE: INTERNET TERMINOLOGY
- 41 LEARNING ONLINE: USING THE INTERNET
- 42 NOTE TAKING: RECOGNIZING MAIN IDEAS AND SUPPORTING POINTS
- 43 NOTE TAKING: OUTLINES
- 44 NOTE TAKING: MORE OUTLINING PRACTICE
- 45 NOTE TAKING: MAPPING
- 46 NOTE TAKING: OTHER USEFUL METHODS
- 47 NOTE TAKING: METHODS REVIEW
- 48 NOTE TAKING: SELECTIVE LISTENING
- 49 STREAMLINING YOUR NOTES
- 50 USING CONTEXT TO CLUE MEANING
- 51 CONTEXT CHANGES MEANING
- 52 USING INFERENCE AS A CONTEXT CLUE
- 53 USING CONTEXT CLUES: CLOZE
- 54 PREFIXES AND SUFFIXES: CLUES TO MEANING

- 52 USING INFERENCE AS A CONTEXT CLUE
- 53 USING CONTEXT CLUES: CLOZE
- 54 PREFIXES AND SUFFIXES: CLUES TO MEANING
- 55 READING RATE
- 56 READING RATE: HABITS THAT CAN SLOW YOU DOWN
- 57 CRITICAL THINKING: RECOGNIZING CAUSE AND EFFECT
- 58 CRITICAL THINKING: RECOGNIZING FACT AND OPINION
- 59 CRITICAL THINKING: SIMILARITIES AND DIFFERENCES
- 60 CRITICAL THINKING: SEQUENCING
- 61 CRITICAL THINKING: SUMMARIZING
- 62 CRITICAL THINKING: MAKING INFERENCES
- 63 CRITICAL THINKING: MAKING PREDICTIONS
- 64 VISUALIZING INFORMATION
- 65 VISUALIZING TO REMEMBER DETAILS AND SOLVE PROBLEMS
- 66 RECOGNIZING WHEN YOU KNOW ENOUGH
- 67 PREPARING FOR A TEST
- 68 RELIEVING TEST ANXIETY
- 69 FOLLOWING WRITTEN DIRECTIONS
- 70 FOLLOWING SPOKEN DIRECTIONS
- 71 TRUE/FALSE TESTS
- 72 MULTIPLE CHOICE TESTS
- 73 COMPLETION TESTS
- 74 MATCHING TESTS
- 75 ESSAY TESTS
- 76 MORE ESSAY TEST PRACTICE
- 77 ESSAY TESTS: WHEN TIME IS ALMOST UP
- 78 ANTICIPATING TEST QUESTIONS
- 79 STANDARDIZED TESTS
- 80 STANDARDIZED TEST PRACTICE: GRAMMAR AND PUNCTUATION
- 81 STANDARDIZED TEST PRACTICE: VOCABULARY AND SPELLING
- 82 STANDARDIZED TEST PRACTICE: READING AND COMPREHENSION
- 83 STANDARDIZED TEST PRACTICE: GRAPHIC AIDS
- 84 STANDARDIZED TEST PRACTICE: MATH
- 85 WRITING BETTER PAPERS
- 86 ORAL REPORTS
- 87 MAKING DECISIONS
- 88 GRAPHIC AIDS: DIAGRAMS
- 89 GRAPHIC AIDS: TABLES
- 90 GRAPHIC AIDS: BAR GRAPHS
- 91 GRAPHIC AIDS: DOUBLE BAR GRAPHS
- 92 GRAPHIC AIDS: LINE GRAPHS
- 93 GRAPHIC AIDS: CIRCLE GRAPHS AND PICTURE GRAPHS
- 94 GRAPHIC AIDS REVIEW
- 95 GRAPHIC AIDS: THE VOCABULARY OF MAPS
- 96 GRAPHIC AIDS: SPECIAL MAPS
- 97 GRAPHIC AIDS: MORE ABOUT MAPS
- 98 GRAPHIC AIDS: MAP-READING PRACTICE
- 99 CREATING GRAPHICS AS STUDY AIDS
- 100 PICTURING IDEAS IN GRAPHIC FORM
- 101 ANSWER KEY

## GETTING STARTED/GETTING MOTIVATED

A good start is important for a successful study session. It helps to have the proper tools and a comfortable place to study. Even more, it helps to be *mentally* ready to begin.

**A.** At some time or another, everyone **procrastinates**—puts off an unpleasant task. Understanding the reasons for procrastination can help you overcome the problem.

1. On the line, describe a recent task or activity you did not want to do.

\_\_\_\_\_

2. Circle the reasons you did not want to begin the task. List any other reasons on the lines after the letter **f**.

- a. You weren't sure you could do it.
- b. You were afraid it would take too much time.
- c. You had too many other things to do.
- d. It did not seem important to you.
- e. You were worried about being interrupted.
- f. other reasons: \_\_\_\_\_






3. Promise yourself a *reward* at the end of a task. This can motivate you to get started. Read the list of possible rewards below. Circle any that might motivate you. On the lines after the letter **h**, list any other rewards that might work for you.

- a. talk to a friend
- b. exercise, play a sport
- c. have a snack
- d. watch TV
- e. play a video game
- f. take a nap
- g. listen to a CD
- h. other rewards that might motivate you: \_\_\_\_\_

**B.** Be *realistic* in what you expect from yourself. Don't set impossible goals. Expecting an A grade in your most difficult subject may be unrealistic. However, there are goals you can meet. On the back of this sheet, name a subject that is very hard for you. Then list three realistic goals for that class. (For example, turning in all assignments on time.)

## DISCOVERING HOW YOU LEARN

When you *learn*, you gain skills. You can become skillful at all sorts of things—from solving a math problem to hitting a baseball. Three ways that people learn (*learning styles*) are listed below.

LEARNING STYLE	EXAMPLES
 <b>auditory</b> —learn by hearing	listen to a lecture or tape
 <b>visual</b> —learn by seeing	look at a diagram or picture, watch a video
 <b>kinesthetic</b> —learn by doing	make a model, do an experiment

To make the most of study time, identify *your* best learning style. Then take advantage of it! For example, if you are an *auditory* learner, try to hear the material. You might read your notes out loud or tape record them and play them back. If you are a *visual* learner, close your eyes and picture the material.

**A.** Imagine that a game called Snapball has become popular. Look at the phrases below. First, **circle** your preferred methods for learning the game. Then write **A** (*auditory*), **V** (*visual*), or **K** (*kinesthetic*) on the line next to each item you circled. This should help you identify your strongest learning styles.

- |  |  |
|--|--|
| <input type="checkbox"/> read a book or manual | <input type="checkbox"/> watch videotaped demonstrations |
| <input type="checkbox"/> watch it being played | <input type="checkbox"/> listen to recorded instructions |
| <input type="checkbox"/> try playing it        | <input type="checkbox"/> practice many times             |
| <input type="checkbox"/> look at diagrams      | <input type="checkbox"/> make notes                      |

**B.** Some learners like to work *individually*. Others learn better in a group. Put a check (✓) by the ways you would choose to learn the game of Snapball.

- |   |  |
|---|--|
| <input type="checkbox"/> learn it by yourself at home | <input type="checkbox"/> get a friend to learn it with you |
| <input type="checkbox"/> take a class                 | <input type="checkbox"/> take private lessons              |

**C.** On the back of this sheet, write sentences that (1) describe one or two learning styles that are best for you, (2) tell whether you prefer *group* or *individual* learning, (3) identify an activity you recently learned to do or a subject you learned about, and (4) explain the steps you took to learn it.



## USING YOUR BEST LEARNING STYLES

Once you have discovered your best learning styles, make the most of the information. If you are an *auditory* learner, give yourself something to *hear*. If you are a *visual* learner, give yourself something to *see*. If you are a *kinesthetic* learner, give yourself something to *do*.

**A.** Draw a line to match each method of study with a learning style.

- |                        |                                 |
|------------------------|---------------------------------|
| 1. auditory learner    | a. draw diagrams of main points |
| 2. visual learner      | b. make a model                 |
| 3. kinesthetic learner | c. say main points out loud     |

**B.** Think about the different people in your class, at your job, or on your team. To better understand learning styles, put yourself in an instructor's role. Choose a subject or skill to teach (*ideas*: World War II, free throw shooting, first aid). Write an assignment or activity that would make the most of each learning style.

**SUBJECT OR SKILL:** \_\_\_\_\_

1. Those who learn by hearing (auditory learners): \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Those who learn by seeing (visual learners): \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Those who learn by doing (kinesthetic learners): \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C.** Answer these questions on the back of this sheet.

1. What is the name of a favorite teacher?
2. How does he/she enable you to use your best learning style?

## BREAKING TASKS INTO PARTS

Sometimes a task can seem too huge to manage. For example, think about the job of cleaning out your closet or garage. *Wow! Forget it!*

Study tasks can be the same way. If an assignment or project seems overwhelming, you might be tempted to put it off. *To handle a big task, divide it into small, manageable parts or steps.* Break up the total time you have until an assignment is due. Set a deadline for accomplishing each step. *Consider yourself a success as you complete each step!*

**A.** If your teacher assigns a report, divide the work into manageable parts. Write the numbers 1 through 5 on the lines to show the logical order for completing a written report. (The first step has been identified for you.)

- \_\_\_\_\_ Write your final copy.
- \_\_\_\_\_ Edit and revise the first draft.
- 1   Go to the library and take notes from readings.
- \_\_\_\_\_ Write the first draft.
- \_\_\_\_\_ Review your notes and prepare an outline for your report.

**B.** When you have to learn many details, break them into groups or clusters. Study and learn one group at a time. Look at the list of nonsense words in boldface and their made-up meanings in the box. How would you divide this list into three groups before memorizing it? Group the items on the lines below.



<b>glafnord</b> = truck	<b>flemp</b> = green	<b>deroster</b> = nurse
<b>welnik</b> = yellow	<b>torster</b> = librarian	<b>lormist</b> = bus
<b>remplater</b> = teacher	<b>quemp</b> = red	<b>clapfry</b> = airplane

<b>GROUP 1</b>	<b>GROUP 2</b>	<b>GROUP 3</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

## IMPROVING MEMORY: VISUALIZING

What happens if someone asks you to name everything in the living room of your home? You will probably recall a mental picture of the room before answering. To *visualize* something is to create a picture of it in your mind.

Mental pictures can help you remember information. The crazier the picture, the better! Why? We tend to remember things that are unusual. For example, if you keep forgetting to take your books to school, try this. Visualize your books chasing you out the front door of your house. Every time you open the door, see that image in your mind.

- A.** Read the following list *once*. Then cover the list. Write as many items as you can recall on the lines.



pond \_\_\_\_\_

fork \_\_\_\_\_

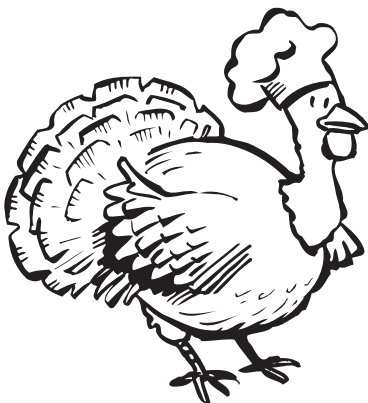
cap \_\_\_\_\_

kitten \_\_\_\_\_

nose \_\_\_\_\_

computer \_\_\_\_\_

- B.** Read the next list *once*. This time take a moment to *visualize* each item. Then cover the list. Write as many items as you can recall.



turkey \_\_\_\_\_

bat \_\_\_\_\_

ferry \_\_\_\_\_

giant \_\_\_\_\_

prison \_\_\_\_\_

popsicle \_\_\_\_\_

- C.** How many items did you recall from *Part A*? \_\_\_\_\_

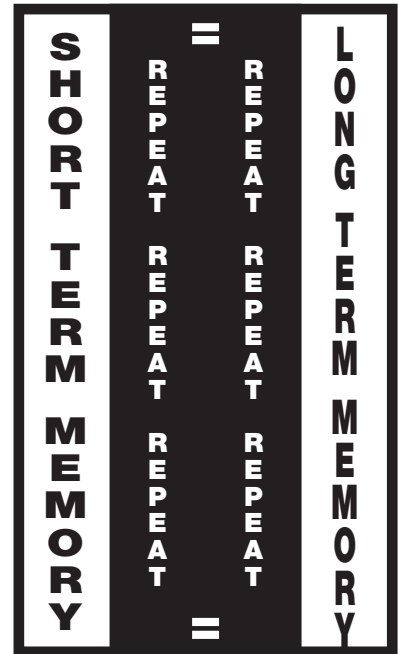
How many items did you recall from *Part B*? \_\_\_\_\_



## IMPROVING MEMORY: USE IT OR LOSE IT

When faced with details to memorize, think about the saying “*Use it or lose it.*” The best way to remember information is to use it, or apply it. One way to *use* information is to *write it down*. Taking notes, copying names and dates, or writing spelling words can help you remember them.

You have two levels of memory. *Short-term memory* is what you keep in your mind for the moment. You may store a phone number in your short-term memory just long enough to call it once. *Long-term memory* is what you know and can bring to mind whenever you want. The best way to move information from your short-term memory to your long-term memory is to *repeat* it—use it again and again. Certain phone numbers are stored in your long-term memory because you repeatedly call them.



- A.** Ask a classmate to tell you his/her phone number. Listen carefully to store the number in your *short-term memory*. Write the number on the line.

Bring to mind a number you call often and have stored in your long-term memory. Write that number on the line.

- B.** Answer the following questions on the back of this sheet.



1. Why would you be more likely to remember your locker combination than the dates of the Civil War?
2. Why do most people know how to correctly spell their names?
3. You meet the new neighbors. How can you make sure their names are stored in your long-term memory?
4. Your golf instructor has showed you how to swing a driver. How can you store the information in your long-term memory?
5. You have a list of spelling words to learn. How can you store the correct spellings in your long-term memory?

## IMPROVING MEMORY: LINKING

*Mnemonics* (nee-MON-iks) are memory aids. *Linking* is one helpful mnemonic method. Creating *links* between words helps you use one word to bring to mind the next.

turkey }  
glove } The *turkey* put on his *glove* before boarding the *sailboat*.  
sailboat }

giant }  
prison } The *giant* went to *prison* for stealing a *lollipop*.  
lollipop }

Hint: To further aid memory, combine linking and visualization. Create a mental picture of the linked words.



**A.** Create mnemonic links between the words in each list below. (Study the examples as a model.)

1. pie } \_\_\_\_\_  
hammer } \_\_\_\_\_  
poodle }

2. banjo } \_\_\_\_\_  
nickel } \_\_\_\_\_  
merry-go-round } \_\_\_\_\_  
cemetery }

**B.** Linking can help you recall numbers. If you wanted to memorize the phone number 224-8431 you might think:  $2+2=4$ , *eighty-four*, *thirty-one*.

On the line, create a memory link for the phone number 612-1440

\_\_\_\_\_

**C.** Visualize each mnemonic link in *Part A*. Draw a picture of each image on the back of this sheet.

## IMPROVING MEMORY: MORE MNEMONIC METHODS

The *number-shape system* can help you remember phone numbers, dates, and other important numbers. Think of images or pictures for each of the numbers from 1 to 10. Each image should have the same *shape* as the number it represents. For example, an image for the number 8 might be a *snowman*.

**A.** Draw a line to match each shape with the number it resembles.

golf club	1
skinny man and fat man	2
sailboat	4
pencil	6
swan	10



**B.** Picture a swan swinging a golf club on a sailboat. What number would this image represent? \_\_\_\_\_

**C.** Create your own shapes for each number. Write the shape on the line.

1 = _____	6 = _____
2 = _____	7 = _____
3 = _____	8 = _____
4 = _____	9 = _____
5 = _____	10 = _____

An *acrostic* is another mnemonic device. It can help you remember lists. To create an acrostic, take the first letter from each word that you want to remember. Create a sentence or phrase in which each word begins with the same letter as the words you want to recall. For example, you might need to learn the names of the last five U.S. presidents. This acrostic could help you:

**C**ars **r**arely **b**eat **c**ity **b**uses.

Carter    Reagan    Bush    Clinton    Bush

**D.** Now think of an acrostic that would help you remember the *first* five U.S. presidents—Washington, Adams, Jefferson, Madison, and Monroe. Write your acrostic on the back of this sheet.

## A BASIC STUDY SYSTEM: THE SQ3R METHOD

If you feel your study lacks organization, the *SQ3R* method might help you. It has been around since 1941, and it still works! The symbols *SQ3R* stand for words that name different ways to study. See the chart below.



<b>S</b>	<b>Survey</b>	<i>Preview</i> the material—look at the title, read the first paragraph, read all headings, read the last paragraph.
<b>Q</b>	<b>Question</b>	Look for <i>questions</i> to answer as you read. Sources include end-of-chapter questions, questions from your instructor, worksheets, and headings you can turn into questions.
<b>R</b>	<b>Read</b>	Be an active <i>reader</i> . Answer questions as you go along.
<b>R</b>	<b>Recite</b>	<i>Say aloud</i> the main points and the answers to your questions to a friend or to yourself. Then write them down. This shows you understand and helps you remember.
<b>R</b>	<b>Review</b>	A few hours or even days later, <i>go over</i> the answers to your questions. This will keep the material fresh in your mind. It will help you store it in your long term memory.

Use *SQ3R* to avoid test panic and last-minute study sessions. The method helps you organize your study as well as learn and remember material.

Practice the first steps in the *SQ3R* method. Choose a chapter from any textbook. On the back of this sheet, do the following:

1. **SURVEY STEP:** Write the title of the chapter. Read headings and first and last paragraphs. Write down the main ideas you expect to be covered in the chapter.
2. **QUESTION STEP:** Write three questions that you expect the chapter to answer. You might find these already written at the beginning or end of the chapter. You might have to create the questions yourself from section headings.

## MORE PRACTICE WITH THE SQ3R METHOD

Review the five steps of the SQ3R method before you do the following activities.



<b>S</b> =SURVEY <b>Q</b> =QUESTION <b>R</b> =READ <b>R</b> =RECITE <b>R</b> =REVIEW
--

**A.** Read the sentences. Decide which step of the SQ3R method the student is using. Write the step on the line. (*Hint: The steps appear out of order.*) The first one has been done for you.



1. survey \_\_\_\_\_ By reading the chapter title and the first and last paragraphs, Jessie knows she will be learning how mountains are formed.
2. \_\_\_\_\_ "The three kinds of mountains include folded, block, and volcano," Jessie says aloud.
3. \_\_\_\_\_ Later that week, Jessie goes over the answers to her questions.
4. \_\_\_\_\_ Jessie asks herself, "What are the three kinds of mountains?"
5. \_\_\_\_\_ As she reads the chapter, Jessie looks for the names of the three types of mountains.

**B.** Practice forming questions to guide your reading. Write a question based on each chapter heading below. The first one has been done for you.

1. **HEADING:** Inventions of Ancient Egypt    **QUESTION:** What were some inventions that came from ancient Egypt?
2. **HEADING:** Daily Life in Ancient Egypt    **QUESTION:** \_\_\_\_\_
3. **HEADING:** Egyptian Religion    **QUESTION:** \_\_\_\_\_
4. **HEADING:** The First Pharaoh of Egypt    **QUESTION:** \_\_\_\_\_
5. **HEADING:** Making a Mummy    **QUESTION:** \_\_\_\_\_