

Study Unit

Learning Strategies



As you progress through your program, you may find yourself wondering what's the most effective way to go about studying. You may already be asking yourself some of these questions: How long should I study? How often should I study? How can I retain information I read? What aids should I be using?

This study unit gives you the information you need to plan successful learning strategies—action plans to get the most out of the time you spend on your assignments. In this unit you'll find a variety of different skills and techniques to use as you progress through the program. Because everyone learns in different ways and at different paces, it's up to you to decide which ones are appropriate for you—and then to use them regularly.

Studying is a skill. To be proficient at it, you have to practice. You may already have some effective strategies. This unit helps you build on those and gives you additional pointers for improving the skills you already have.

When you complete this study unit, you'll be able to

- Explain the advantages of your program
- Explain how you can get help during your studies
- Describe the study materials you'll receive with your program and how they're shipped to you
- Access our Web site
- Identify what kind of learner you are
- Explain how to establish a study schedule, organize your materials, and choose an appropriate place to study
- Describe the SQ3R study method
- Develop a procedure for building your vocabulary as you study
- Explain a proper procedure for preparing for and taking an examination

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Learning Strategies

A GLIMPSE AT YOUR PROGRAM

The Advantages

You're about to begin a program of study right from your own home. During your program, you'll be reading and studying books just like this one as you improve your education and work toward a career in a different field or advancement in your current occupation.

One of the greatest advantages of this program is that it enables you to study at your own pace. If you're having difficulty with a particular section of material, you don't have to worry about keeping up with the rest of your class. You can take your time and study the material until you understand it. On the other hand, if you find certain material easy and you understand it quickly, you don't have to be held back by others in your class. You can move on as soon as you feel comfortable with the material.

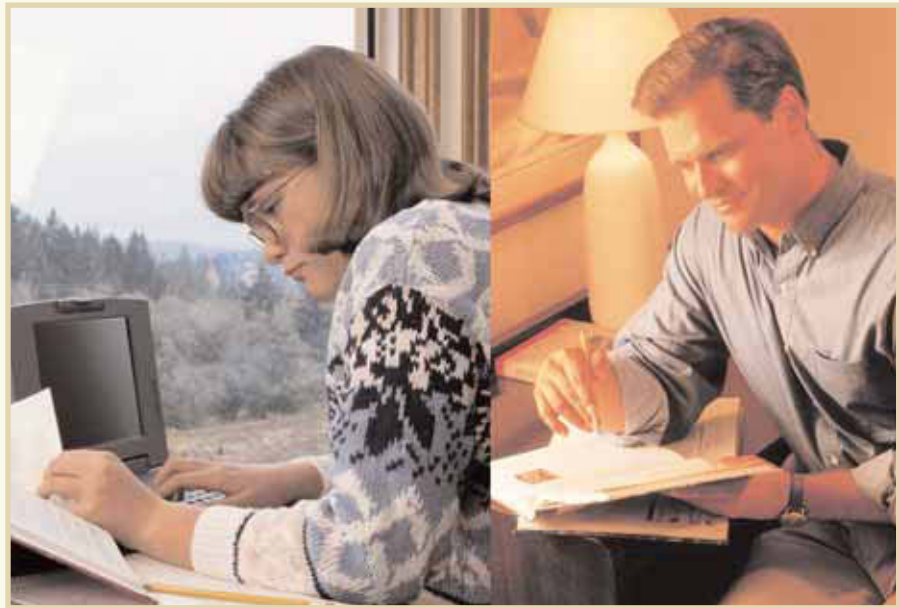
You'll also be able to study when you want to and when it's convenient for you (Figure 1). In a traditional school setting, you must attend classes when they're scheduled. With the program you're about to begin, you can choose when you study, based on your work and family schedule and on when you're most alert.

Whether you're preparing for a new career, working to advance in your present job, or just taking a course for enjoyment or self-enrichment, this program can provide you with a method to accomplish your goals without interrupting your present schedule.



Many of your study materials are available as PDFs when you log in as a student at www.pennfoster.edu.

FIGURE 1—Your new program allows you the freedom to study when and where it's convenient for you.



Bridging the Gap

As a student in one of our programs, you may be physically separated from your teacher, but you still have one-to-one communication with people at your school. The best way to find information you need or to communicate with the school is through the Penn Foster Web site at

<http://www.pennfoster.edu>

When you log on to this site as a Penn Foster student, you can take an exam, check your student record, make a payment, use the library, and much more. You'll learn how to log on to the Web site later in this study unit.

Another service available to Penn Foster students is DIAL-A-QUESTION®. Although not as fast and as easy as the Web site, DIAL-A-QUESTION® can provide answers to customer service questions—that is, questions not specifically related to your instructional materials. Most importantly, through DIAL-A-QUESTION® you can speak to an instructor about your lessons. If you have a question about something you don't understand in your study materials or if you find a particular concept difficult, instructors can provide guidance and answer your questions. Your student handbook gives the times that instructors are available to answer your questions.

Program Design

Your program is divided into a number of modules that are shipped to you as you progress through your studies. You've already received your first shipment, which includes all of the materials to get you started.

Your program has been developed so that each new unit builds on the material of previous units. Therefore, you must study the materials in the order in which they're listed on the Program Outline. (You should have received a Program Outline with this shipment. If you haven't reviewed it yet, do so before proceeding.)

Study Materials

In your program, you may use a variety of different study materials (Figure 2), many of which are available as PDFs on the Penn Foster Web site. Once you log on to the site, you can access any online material in your program. (You'll receive instructions for logging on to the Web site later in this study unit.)

The following paragraphs present a brief description of each of the various types of study materials.

- A *study unit* is a short booklet that contains information related to the subject you're studying. The booklet you're reading now is a study unit. At various points throughout a unit, you'll be required to stop and complete a self-check to test your understanding of the material you've just read. You can check your answers to these quizzes by comparing them to the ones provided at the back of the unit. The self-checks are for your benefit only. You don't have to submit them to the school for evaluation,



FIGURE 2—These are the types of study materials you'll be using throughout your program.

and they don't count toward your grade in the program. However, we strongly urge you to complete each one. They're a good review tool, and they help you to identify key concepts in your reading and studying.

When you complete the material in one study unit, you must take the examination at the back of the booklet and submit it to the school for grading. Most of these examinations consist of multiple-choice questions. We'll grade each examination and let you know your score. Your grades on the examinations count toward your final grade for each subject in the high school program.

- A *study guide* is a booklet designed to guide you through a separate textbook, which you receive as part of your program. The main purpose of a study guide is to help you understand the materials in the textbook. It breaks the textbook content into small blocks of study material, highlighting important details and providing explanations of basic concepts. The study guide contains introductions to each lesson and assignment, self-checks similar to those in the study units, and examinations that you must submit to the school for grading. *Note:* Whenever you receive a subject, such as Reading Skills, that contains a study guide and a textbook, *always read the study guide first.*
- A *textbook* contains material related to the subject you're studying. It's exactly like the books used in traditional classrooms. As a student with our school, however, you'll receive a study guide to help you through the material in the textbook.
- Another type of booklet you may use during your program is called a *practical exercise*. This type of booklet includes suggested activities that are tailored to help you apply the material you're studying to real-life situations. The suggested activities are optional. You don't have to complete them to finish your program. However, each practical exercise booklet also contains a multiple-choice examination that you must complete and submit for grading. The questions in the examination cover material you've already learned in previous study units.

- A *graded project* is a very short booklet that includes practical application questions and exercises. The examination for a graded project is generally not multiple choice. Instead, you may have to write a paragraph, make a decision based on a scenario, study and explain a diagram, or identify and explain something you've just learned in a study unit. These graded projects are a required part of your program. You must complete and submit them to the school for grading.
- A *supplement* is similar to, but smaller than, a study unit. It deals with some specific aspect of the program not covered in detail in the study units. Basically, a supplement provides enrichment information. It has no self-checks or examination.
- *Learning aids* are tools you receive with your program. Generally, they're items used by professionals in the field in which you're studying. For example, if you're taking an art program, you may receive oil paints, pastels, watercolors, drawing tablets, pencils, ink, and erasers. (See Figure 3.) In the jewelry repair technician program, you may receive pliers, files, paste solder, and brass. These learning aids are yours to keep and use while you're studying and when you begin to work in the field that you're pursuing.



FIGURE 3—These are some of the learning aids you receive with our art program.

Examinations

As we've already mentioned, each study unit includes one examination that you must complete and submit for evaluation. Each study guide, however, contains several exams. Most of these examinations consist of multiple-choice questions. The examinations are designed with a particular purpose in mind: They're open-book exercises that help you learn not by just understanding what you've read, but by knowing where to look for information.

Here's an example of a multiple-choice question from the Dog Obedience Trainer/Instructor program.

1. The main purpose of a crate is to serve as a tool for
 - A. confinement.
 - B. punishment.
 - C. traveling.
 - D. security.

This item offers you four clear choices. You must identify the one *best* answer, which you can find in the material you've already studied.

Sometimes you'll immediately know the correct answer to a question. At other times, you'll have to go back to the text to search for the correct answer. In fact, our multiple-choice items are constructed to encourage you to review the study material to discover the answers. The process of reviewing your study material for the answer is a form of self-teaching.

When you complete a lesson exam, submit it to the school for grading. You can choose from three different methods: (1) online at our Web site, (2) Tel-Test, or (3) Exam Express.

- Online exam submission is the best, fastest, and easiest option available. To submit your exam online, you must have access to the Internet. Once you submit the exam, you immediately receive the results. (*Note:* To submit an examination online, you must first log on to the Web site. On your homepage is a link to instructions for using the site.)
- With Tel-Test, you can take your exams with a touch-tone telephone and get your results within minutes.
- For the Exam Express option, you must submit your exams using the scanner cards and envelopes provided in your first shipment.

Occasionally, some subjects require you to submit an examination that must be graded by hand. For example, you may have to create a drawing for an art assignment or develop a paragraph for a writing assignment. You must submit such examinations by mail.

Using Our Web Site

The Penn Foster Web site is your connection to the school. The site is faster, easier, and better than other means of communication. As a student in our school, you can access information regarding your program, shipments, payments, grades, and so on. You also have access to an extensive online library, and best of all, you can submit your examinations through this site.

To log on to the Web site for the first time, follow these steps:

1. Go to the Web site at

<http://www.pennfoster.edu>

2. At the top left of the screen, click on **STUDENT LOGIN**.
3. For complete instructions for logging in for the first time, click on **Login Help** and follow the online explanation.

When you complete the steps in Login Help, you'll be registered in the Web site. To enter the site from then on, simply enter your Login ID and password when prompted to do so.

When you enter the site, you're immediately taken to your personal homepage. On that page are two valuable resources for helping you get the most from the site:

1. Click on **Click here to take a tour of your student experience!** for a video demonstration of using the Web site. (This link is at the top right of your personal homepage.)
2. Click on **How to Use This Web Site** for written instructions that you can print for handy reference. (This link is at the right of your personal homepage.)

If you plan to use the Web site, you should take some time to become familiar with it before you begin your studies. Then when you really need some help or information, you'll know just where to find it. The Web site is the best and fastest source of information and service.

Shipments of Program Materials

Shortly after you enroll in one of our programs, you'll receive your first shipment of materials, which includes everything you need to get started in your studies. As you progress through the program, you'll receive additional shipments of study materials. You're the one who controls how often a shipment is sent.

Here's how it works. When you complete and submit a certain number of examinations from one shipment, your next shipment will automatically be mailed to you. While you're waiting for a shipment to arrive, continue to work on the remaining material in your current shipment. In that way, you'll always have materials on hand to study. Your progress should never be held up for lack of material to work on.

The remainder of this study unit presents study aids and suggestions to help you get the most from your program. Before you go on to that material, please take time to complete *Self-Check 1*.



Self-Check 1

At the end of each section of *Learning Strategies*, you'll be asked to pause and check your understanding of what you've just read by completing a "Self-Check" exercise. Answering these questions will help you review what you've studied so far. Please complete *Self-Check 1* now.

Indicate whether the following statements are True or False.

- 1. Your new program allows you to study at your own pace.
- 2. The fastest and easiest way to submit examinations for grading is to submit them online using the Penn Foster Web site.
- 3. You must submit your self-check answers to the school for evaluation.
- 4. Most examinations in your program consist of multiple-choice questions.
- 5. After you enroll in a program, you'll receive a shipment of materials every month.

Check your answers with those on page 33.

STUDY SKILLS

What Kind of Learner Are You?

To get the most out of your studies, you should find out how you learn best—that is, what kind of learner you are.

- An *auditory learner* learns by listening. If you're an auditory learner, you should find friends to study with, so you can ask questions and discuss the text (Figure 4). If you have to study alone, you can reinforce your learning by reciting key concepts out loud or reading them into a tape machine and listening to the tape later. Or you can explain what you're learning to your friends or family.



FIGURE 4—If you're an auditory learner, find someone you can talk to about your lessons.

- A *visual learner* learns by reading. If you learn best this way, you should concentrate on finding a quiet place where you can focus on the material you're reading (Figure 5).



FIGURE 5—If you're a visual learner, find a place where you won't be distracted by nearby noises and movement.

- A *kinesthetic learner* learns by doing. If you learn best by doing something, you're going to have to be creative in the way in which you study. For example, highlight your text or take notes as you read (Figure 6). Think about practical ways to apply the material you're reading.

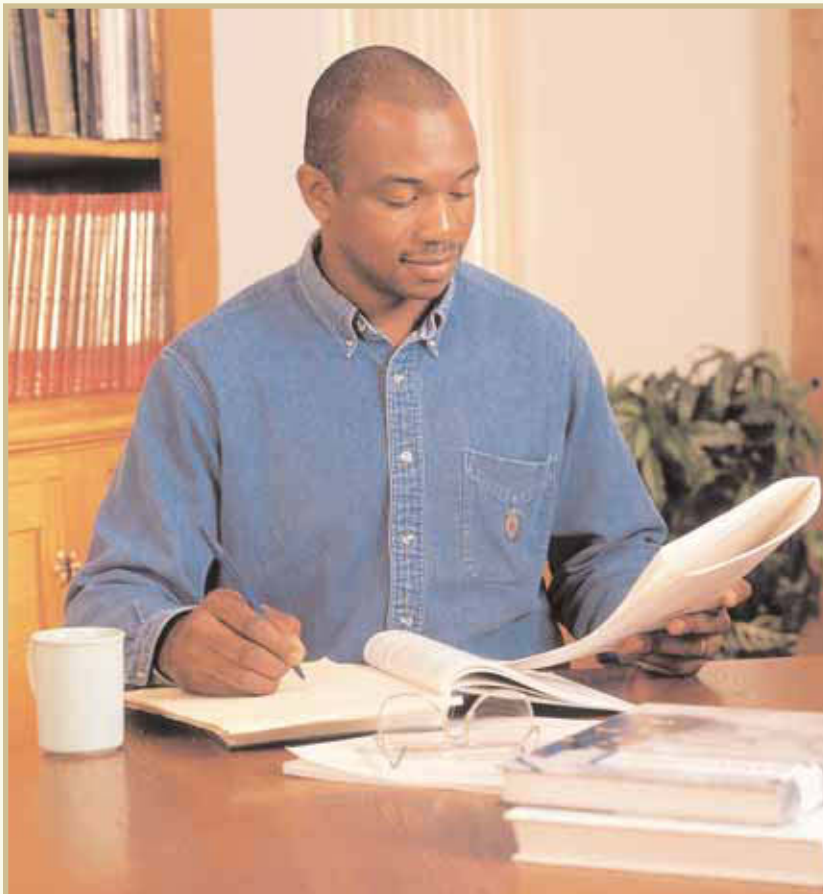


FIGURE 6—If you're a kinesthetic learner, taking notes as you study helps you to remember what you've read.

To help you determine what kind of a learner you are, take a few moments to complete the exercise in Figure 7. While a short quiz like this can't pinpoint perfectly how you learn, it can provide insights into how you see yourself and the learning process. Once you know what kind of a learner you are, you'll be better able to plan your study procedure.

Note: You may discover that you have strong scores in more than one learning style. That's okay; it means you learn in more than one way. Take advantage of every technique that helps you to learn.

Check yes or no beside each of the following statements to reflect how you learn best.

	YES	NO
1. I learn a lot from listening to instructors and other knowledgeable people.	_____	_____
2. I figure things out best by trial and error.	_____	_____
3. Books are easy for me to learn from.	_____	_____
4. Give me a map and I can find my way.	_____	_____
5. I like to have directions explained to me orally.	_____	_____
6. I can often assemble something I just bought without looking at the instructions.	_____	_____
7. I learn a lot from discussions.	_____	_____
8. I'd rather watch an expert first and then try a new skill.	_____	_____
9. The best way for me to learn how something works is to take it apart and put it back together.	_____	_____
10. I can remember most of what is said in classes and meetings without taking notes.	_____	_____
11. In school, the classes in which I did best involved physical activity.	_____	_____
12. Diagrams and drawings help me understand new concepts.	_____	_____

A "yes" answer to questions 1, 5, 7, and 10 indicates that you learn by hearing information: you're a strong *auditory learner*.

A "yes" answer to questions 3, 4, 8, and 12 indicates that you learn by reading, watching, and studying diagrams: you're a strong *visual learner*.

A "yes" answer to questions 2, 6, 9, and 11 indicates that you learn by doing things: you're a strong *kinesthetic learner*.

FIGURE 7—Use this exercise to help you determine how you learn best.

Study Schedules

Schedules put you in control of your time and your life. If you were attending a traditional school, you would have to be present in class at certain times, hand in assignments by their due dates, and take examinations when the teacher scheduled them. Since you don't have a schedule set up by a teacher or school official, you must create your own schedule so you can stay on track with your goals.

As we mentioned before, one of the advantages of your program is being able to study at your own pace and on your own schedule. And you're the only one who knows what that schedule should be like.

Start with the big picture. Do you have a target date for completing your program? If so, start with that date. Then, plan how long you have to complete each module or study unit within your program. Lay out your schedule accordingly.

Quarterly Schedule

Suppose your overall plan calls for completing the first four study units during the first three months. Buy or make a calendar with squares large enough to write in the information you need to remember. Set a deadline for completing each unit and mark that date on your calendar. That's the day you should submit the examination for the unit.

Keep your calendar on your desk, on the wall near your desk, or some other place where you'll see it every day.

Weekly Schedule

To make your schedule a little more manageable, break down your quarterly schedule into weekly segments. Each week contains 168 hours. To plan your week, use the chart in Figure 8 to estimate the number of hours you spend each week on certain activities.

FIGURE 8—Fill in the blanks with the number of hours you spend each week on each activity.

Activity	Hours Spent per Week
1. Working	_____
2. Sleeping	_____
3. Dressing, showering, and so on	_____
4. Eating	_____
5. Traveling to and from work	_____
6. Shopping, cooking, and preparing meals	_____
7. Studying	_____
8. Watching TV	_____
9. Engaging in leisure activities	_____
10. Caring for family	_____
11. Cleaning and doing laundry	_____
12. Socializing	_____
13. Other	_____
Total hours spent	_____

After you’ve completed the chart, subtract your total from 168. Your answer is the number of free hours you have each week. Is it more than you need for your studies? If so, great. Just decide how many of those hours you’re going to devote to your education. If you don’t have enough free hours for your studies, you may have to make some changes in your life-style. For example, suppose you indicate that you watch television 25 hours each week. You may decide to eliminate an hour or more every day and devote that time to studying. To help you analyze your allotment of time, ask yourself questions like these—and then answer them honestly:

1. On what activity do I spend the most time?
2. On what activity do I spend the least time?
3. Do I spend too much time on any one activity?
4. Do I need to spend more time on any activity?

5. Is the amount of time I spend studying producing the results I want?
6. Overall, am I satisfied with the way I spend my time? Why or why not?
7. If I could make some changes, what would they be?

Schedules make your life easier, not harder, because they help you organize your time. A well-organized and planned schedule can in a sense “add hours to your day.”

If you find that your weekly schedule isn’t working, try completing the chart in Figure 9. Transfer the numbers from Figure 8 into the “Estimated Time” column in Figure 9. Then, on a separate piece of paper, keep track of the actual hours you spend on the activities during the next week. Write down the actual hours *as you spend them*. Don’t put it off until later in the day, because it’s easy to forget the correct amounts by then. When the week is over, total the times for each activity and complete the chart in Figure 9.

Activity	Estimated Time	Actual Time
1. Working	_____	_____
2. Sleeping	_____	_____
3. Dressing, showering, and so on	_____	_____
4. Eating	_____	_____
5. Traveling to and from work	_____	_____
6. Shopping, cooking, and preparing meals	_____	_____
7. Studying	_____	_____
8. Watching TV	_____	_____
9. Engaging in leisure activities	_____	_____
10. Caring for family	_____	_____
11. Cleaning and doing laundry	_____	_____
12. Socializing	_____	_____
13. Other	_____	_____
Total hours spent	_____	_____

FIGURE 9—Comparison Chart for Weekly Activities

Once you've filled in the chart in Figure 9, list the activities in which you spent more time than you originally estimated. Then list the activities in which you spent less time than you estimated. How can you use this information to revise your weekly schedule?

How Long Should You Study?

Consider these three important points when planning the amount of time you study during one sitting:

- You don't have to study for hours at a time to be effective.

If your daily schedule is such that you can spend only a short time studying, that's okay. In fact, you'll probably benefit more by studying every day for 30 to 45 minutes than you would by studying for several hours once a week. You must decide what works best for you in terms of your schedule for other activities and in terms of your own preferences.

- You need to take breaks from intensive study.

Regular breaks can help you stay on task and focused. Set limits for yourself. In general, you should try to schedule study times of one to two hours. When you notice you're becoming bored, distracted, or tired, take a break. Give yourself 10 minutes to stretch, walk around, or get a snack (Figure 10).

In the beginning, set a time limit of 30 minutes. Study for that length of time, take a 10-minute break, and then go back to your studies. You'll be surprised how refreshed you feel after just a quick break to increase your concentration. Walking and stretching exercises are good ways to spend your break time.

- Each person is different in terms of how long he or she can focus on information in a text.

Although we've given you some guidelines, they're only suggestions. Because you're a unique individual, with unique abilities and a unique lifestyle, you must decide for yourself the best time and the amount of time that's appropriate for you.

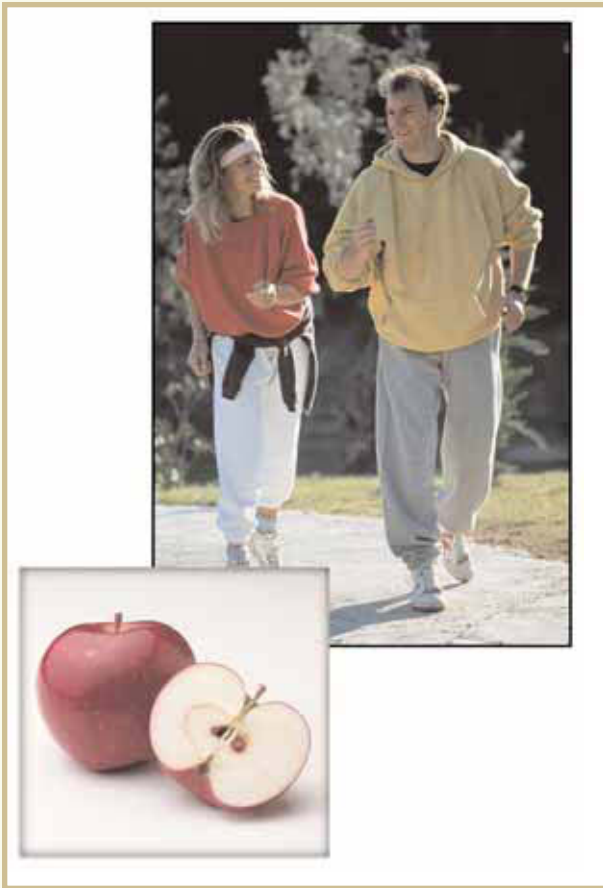


FIGURE 10—A short break to have a snack or take a short walk or jog may help you to stay focused on your studies.

At the end of each study time, take a few minutes to plan your next session. In that way, when you begin to study again, you'll know exactly where you ended and what you have to accomplish next. If you study on, say, Monday, and you're unable to study again until Friday, you may not remember where you were and how much you had read. Making a list of things to do in your next session can save a lot of time.

You might also find it helpful to make a list of things to do outside your study time. These things may include items related to your program and items related to other daily activities. For example, here's one student's daily list of things to do:

1. Return reference book to library.
2. Look for book recommended by author of study unit.
3. Pick up milk, eggs, tomatoes, and cheese.
4. Pick up clothes at dry cleaners.
5. Spend one hour studying program materials.

For these lists, you can use something as simple as a piece of scrap paper or something more elaborate like a daily planner or appointment book available in most drugstores or bookstores (Figure 11). The important thing is to use them to help you plan your time in the best possible way.

FIGURE 11—For you, a sheet of scrap paper or a notepad may be sufficient for a daily to-do list. Others may prefer a more formal daily planner like the one shown in the lower half of this illustration. If a purchased planner motivates you to schedule your time and stay on schedule, it's worth the purchase price.



Where Should You Study?

Your study place doesn't have to be elaborate. A desk or small table in your bedroom or guest room will do. It's not a good idea to study in bed, however. That location may be a little *too* comfortable, and you'll find yourself falling asleep.

If possible, use your study area only for studying. Try to keep your study area separate from the areas where you take care of other responsibilities, like paying bills and managing household expenses. For one thing, you may get distracted from your studies by thinking about the electric bill. For another, you may lose phone bills or other important papers among your textbooks and notes.

If you can, avoid high-traffic areas such as the kitchen or family room where you may be distracted and interrupted by family members. Find a study area away from the noise of the television and children's play (Figure 12). If you don't have a bedroom or spare room to use for study, choose the quietest corner of the family room or living room, and arrange your desk so you're facing the wall. You can create a simple desk by placing a large board over milk crates, cinderblocks, or even two-drawer filing cabinets. Make sure you have an adequate light source over your desk—a floor lamp, an overhead light, or a desk lamp—to illuminate the material you're working on.

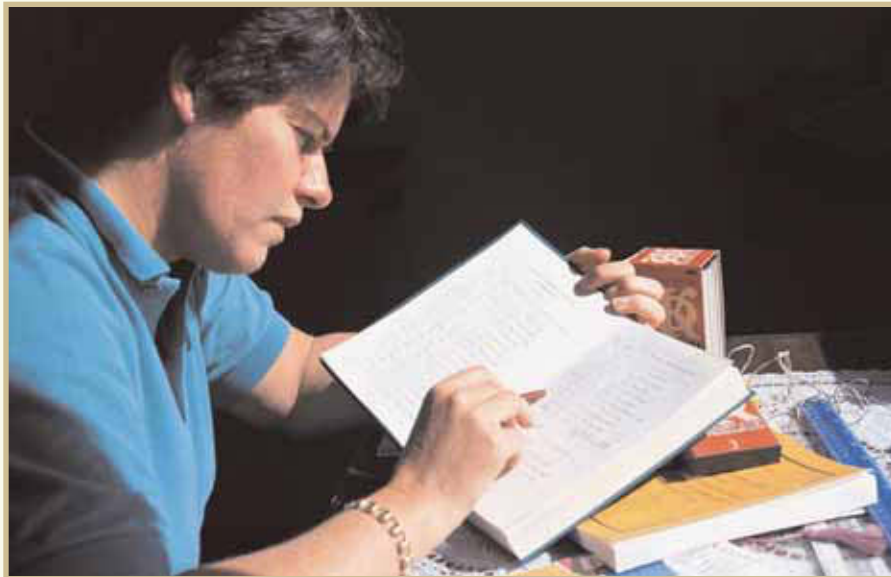
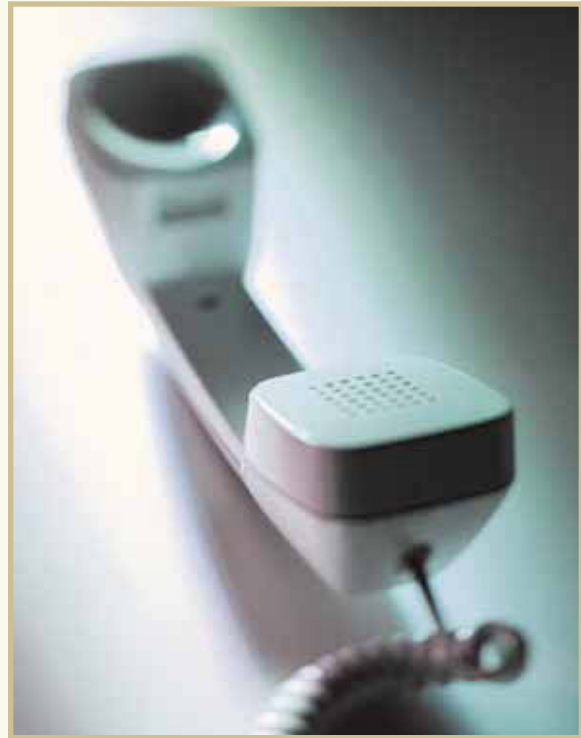


FIGURE 12—Find a study area that's away from household noises.

If you have a family, let them know that studying is like a job and that you need quiet time to do your work. Schedule a regular time for studying at home and make it a routine. Soon your family will get used to the idea that when you're in your study place, you're unavailable except for an emergency. Let your family know how long you plan to study. Tell them you'll be unavailable for that period of time. Then stick to it. If your children know when you'll be available to listen, read, or play, they're more likely to be patient and understanding. Better yet, arrange to study when your children are asleep or when no one is at home. If your children are very young, study during their nap time or after they've gone to bed at night. If you're a morning person, get up an hour earlier than anyone else in the family and study then. An hour of concentrated work early in the morning can sometimes be more valuable than two hours late at night when you're tired.

The telephone can be a tremendous distraction. While you're studying, have someone else answer the phone and take messages for you. If you have an answering machine or voice mail, let the caller leave a message. If the phone really becomes a problem, leave it off the hook during the time that you're studying (Figure 13).

FIGURE 13—*Don't let the telephone become a problem for you. If you find that your study time is interrupted by the telephone, take it off the hook during that time.*



Some learners—for example, auditory learners—find they can study best with some background noise, such as the television, radio, or stereo. Others—for example, visual learners—find such noise to be a distraction. Experiment with your own study area. If you find you study best with music in the background, by all means use it as a study aid. If you find that background noise, such as the telephone, radio, or stereo, is a distraction, find a quiet place to do your studying. You're in control of how and when you study, and it's up to you to learn how you study best.

If you're unable to study at home, consider going to your local public or university library. Plan your time carefully and take all your necessary study materials with you. You should be able to find a quiet, well-lighted study space at

your public library (Figure 14). Most libraries have evening and weekend hours that may coincide with your study schedule. The feature that makes libraries a perfect study area is their atmosphere. Most of the people there are reading and spending time quietly.

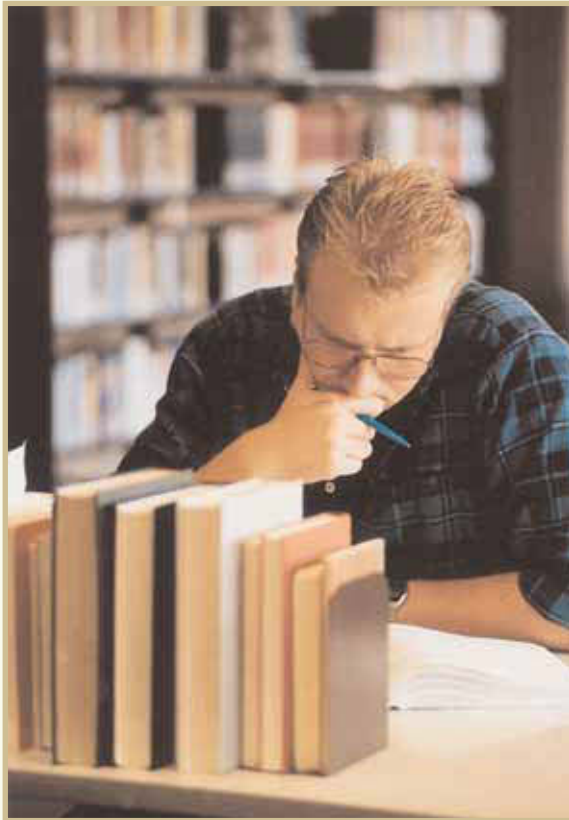


FIGURE 14—A library may be just the place for you to study. It's quiet, you'll have no interruptions, and you have lots of reference materials on hand if you need them.

Organizing Your Materials and Tools

Organizing your study time is an important key to successfully completing your program. However, organizing your study materials and tools is equally as important. In fact, the two go hand in hand. If you don't have a regular study time that you stick to, having neatly organized materials won't help you very much. On the other hand, if you have to spend the first part of your study time organizing your materials or looking for lost papers and tools, your study schedule will be of little value.

Keep all of your materials in one convenient place. A sturdy cardboard box or plastic crate is a good storage place for your study units, study guides, textbooks, other program materials, and any correspondence related to your program.

To make the most of your time, make sure your study place has everything you need to get the job done. Here are some standard items you should keep at your desk or table:

- Ballpoint pens (Felt-tip markers tend to bleed through paper.)
- Pencils
- Highlighters to mark important items or passages in your text
- Lined notebook paper
- Typing or printer paper
- Three-ring binder, notebooks, or folders
- Dictionary
- Good desk lamp

Use the notebook paper for jotting down important points, things you want to read more about, questions for your instructor, and so on. Use the typing or computer paper to make sketches or diagrams, if appropriate, or to print out information you locate on the Internet.

Before you begin to study the materials related to your program, determine how you're going to keep track of your notes and other important papers. Ideally, you should create a separate folder for each study unit. Label the folder with the title of the unit, and keep all related papers in the folder.

A dictionary is an invaluable reference tool for any serious student. If you have one, keep it handy while you're reading so you can look up the meanings of any unfamiliar words you encounter in the text. If you have access to the Internet, search for online dictionaries. Add your favorite online dictionary to your list of Internet bookmarks.

Your study units carefully define and explain all new terms relating to the subject you're studying. However, you may encounter a general term that's unfamiliar to you. Get into the habit of looking up each word you don't understand. Consider starting a notebook specifically for vocabulary words. Review it occasionally, and make a deliberate effort to use the words in your conversations. (You'll be reading more about vocabulary notebooks in the next section of this study unit.)

Finally, make sure you have adequate lighting at your study area. Without proper lighting, you may become tired quickly, and you may find yourself rereading passages before you fully understand them.

In the final section of this study unit, you're going to examine some specific suggestions on how you can make your study time more profitable. Before you go on to that section, please complete *Self-Check 2*.



Self-Check 2

1. A person who learns best by reading is called a(n) _____ learner.
2. Where should you keep the calendar you use for scheduling your time?

3. *True or False?* Breaks during study times tend to interrupt your train of thought.
4. *True or False?* Some people study better if they have some background noise.
5. What is one advantage of studying at the library?

Check your answers with those on page 33.

Challenge Exercise

Have you thought about the time you're going to spend on studying the materials in your program? Have you established a schedule for yourself? Why not take some time to complete the chart in Figure 9. Doing so will help you get off on the right foot in your studies.

LEARNING SKILLS

In this final section, you're going to examine some specific suggestions on how you can make your study time more valuable. Not every method will be appropriate for your study habits. Choose those that you think will help you, or adapt some to fit your needs. Ignore those that you feel won't contribute to your understanding of the materials.

SQ3R: Survey, Question, Read, Recite, Review

SQ3R was developed in 1941 by Francis P. Robinson of Ohio State University. It's an old system, but it still works. Millions of students have successfully used this system, or a variation of it, to improve their reading and studying. SQ3R stands for *Survey, Question, Read, Recite, Review*. Let's take a look at each one of these elements.

Survey

The purpose of the *survey* step in SQ3R is to help you become familiar with your textbook organization. To survey material you're about to read, look quickly at the following types of features:

- Titles and other headings
- Illustrations, photos, charts, and graphs
- Text printed in highlighted boxes
- Boldface and italic type
- Self-check questions
- Summary, if appropriate

Scanning these features will give you a good idea of what topics you're about to study.

Question

The next step in the SQ3R method is *question*. This step requires you to leaf through the pages you're about to read and turn the headings into questions. Doing this helps direct your reading and your thinking. Then, as you read and study

the material, you can look for answers to your questions. For example, look at the first few heads at the beginning of this study unit. Here's how you can turn them into questions:

- What are the advantages of my program?
- What is the gap and how can I bridge it?
- How is my program designed?
- What study materials will I be using?
- What kind of examinations will I have to take?
- How can I log on to the Web site?

The better your questions are, the better will be your understanding of the material.

Read

Begin to read the material slowly and carefully, one section at a time. Don't worry about how long it takes. As you read, look for answers to the questions you've just asked. Highlight things you want to remember, make notes in the margins, and look up any words you don't understand. If you've completed the first two steps (survey and question), the material should seem familiar to you. You're prepared to read the new material more efficiently. You have an idea of the information you're required to learn and you're able to read with clearer intent. You know *why* you're reading a section and *what* to focus on.

Use a highlighter or a ballpoint pen to mark important points. If you use a highlighter, choose a color that won't bleed through the page. Don't use a pencil. A pencil with a sharp point may tear the page, and a mark made with a dull pencil point will smudge and fade.

Underline or highlight only important words or phrases. Try to avoid marking entire sentences. If you highlight too many things, nothing will stand out when you're reviewing, and your highlighting will be meaningless.

Specifically, mark definitions, examples, names, dates, and events. Also, mark principles, rules, and characteristics. Highlight words in boldface or italics. These are terms the author is emphasizing and wants you to remember.

Recite

Every time you come to a new heading in the text, stop and repeat, either silently or aloud, the main points of what you've just read. Recite it from memory or refer to your marginal notes or the information you've highlighted. If you have trouble with this step, reread the section until it becomes clear to you. Reciting the material in your own words is a tremendous aid to learning. It makes it easier to retain the information.

Review

Review any material you read as soon as you can. Review it again before you complete a self-check and again before you prepare the examination. This part of SQ3R helps to keep information fresh in your mind.

One way to review is to resurvey the material you've read. Or go over the notes you've made to see if they still make sense. Reread any passages that you've underlined or highlighted.

Another method you can use in the review step is to go back over the questions you developed for each head. See if you can answer them. If not, look back and refresh your memory about that particular topic. Then continue with your review until you're satisfied that you know the material well.

Building Your Vocabulary

Vocabulary Notebook

You may decide to create two separate vocabulary notebooks, one for terms relating specifically to the subject of your program and one for general vocabulary terms. Here's a good procedure to follow for increasing your vocabulary:

1. As you read, whether it's the newspaper, a magazine, a novel, or your textbooks, stop and write down every word you don't know.
2. Below the word, copy the phrase or sentence that contains the word.
3. Look for context clues. (This method is explained next.)

4. Look up the word in a dictionary and write down its definition.
5. Write a sentence of your own, using the new word.
6. Review the words periodically as your list grows.
7. Make it a point to use the word in your daily conversations. After you use it a few times, it will be part of your speaking vocabulary.

Context Clues

Before you look up a word in the dictionary, try to determine the meaning on your own. If someone were to ask you, “What does *loquacious* mean?” you might not know the answer. However, sometimes you can read the sentence or sentences around the word to get an idea of what it means. Clues you get from these sentences about the meaning of a word are called *context clues*. For example, the word *loquacious* occurs in the following sentence. Read it and see if you can figure out what *loquacious* means without looking it up in the dictionary.

Someone told me Carol was a loquacious individual, but I found her to be rather quiet.

Based on this sentence, you can assume that *loquacious* is the opposite of quiet. Therefore, it must mean talkative.

You can't always determine the meaning of a word from its context. However, you can often get a good idea of what it means by carefully reading the sentence that contains the word and maybe a sentence or two before and after the word. Try it the next time you encounter an unfamiliar word. Then look the word up in a dictionary to see if you're correct.

Prefixes and Suffixes

Another way to get a clue to the meaning of new words is to understand *prefixes* and *suffixes*. A prefix comes at the beginning of a word. Being familiar with the meaning of prefixes helps you to decipher the meaning of words. For example, the prefixes *im-*, *in-*, and *un-* mean *not*. Here are some words that contain these prefixes, along with the meaning of the words:

<i>impolite</i>	not polite
<i>improper</i>	not proper
<i>indefinite</i>	not definite
<i>inhuman</i>	not human
<i>unimportant</i>	not important
<i>unnecessary</i>	not necessary

The prefix *re-* means *again*. Some examples of words beginning with this prefix are

<i>reappear</i>	appear again
<i>recopy</i>	copy again
<i>repack</i>	pack again

A *suffix* comes at the end of a word. One common suffix is *-ly*. When this suffix is added to a word, it changes the word into an adverb that means *in a specified manner*. Carefully study the following words that end in *-ly*:

<i>slowly</i>	in a slow manner
<i>kindly</i>	in a kind manner
<i>tenderly</i>	in a tender manner

The suffix *-like* means *having the characteristics of*. Here are some examples of words ending in this suffix:

<i>catlike</i>	having the characteristics of a cat
<i>childlike</i>	having the characteristics of a child
<i>bulblike</i>	having the characteristics of a bulb

When you see an unfamiliar word in anything you read, check to see if it contains a prefix or a suffix. If you know the meaning of part of the word, you may be able to decipher the meaning of it all.

Dictionary

A dictionary will probably be your most important reference tool for this program or any other program you may take. Whenever you begin to use a new dictionary, survey it to become familiar with what it has to offer you. Most dictionaries include

- The pronunciation of the word
- The part of speech (noun, verb, adjective, adverb, pronoun, conjunction, or interjection)

- The etymology, or history, of the word
- The date the word first appeared in English
- The definition of the word

Get to know your dictionary and use it. A dictionary is much more than a place to look up the meanings of words you don't know. It's one of your most important study tools.

Completing Self-Checks

At the end of each section in your study units, you'll find self-checks. These quizzes are designed to test you on the material you've just read. Don't skip over these checks. If you go on without completely understanding what you've read, you may become more confused.

Before you complete any self-check, review the notes you've made in the margins and the material you've highlighted. Reread any notes you've made.

When you're confident that you've grasped the material in that section of the study unit, take out a clean sheet of paper and write the answers to the self-check questions. By writing the answers on a separate sheet of paper, you can take the quiz again when you're preparing for the examination.

When you finish a self-check, compare your answers with those provided at the end of the study unit. If you make a mistake on any question, go back to the page in the study unit where that particular material is covered. Reread the material until you're sure you understand it. Don't go on to the next section until you thoroughly understand the material in the section you're working on.

As a final review of the material, you may wish to locate the answer to each self-check question and highlight it in the study unit. This process is an important way to focus on what you need to know.

Preparing for Examinations

If you follow the suggestions in this study unit, you should have no difficulty reviewing the material for an examination. Use these tools, along with the answers to the self-checks, to prepare for the exam. Remember that the examination is an open-book test, which is designed as an additional learning tool. However, this doesn't mean that you shouldn't prepare. Familiarity with and understanding of the text material will make taking the examination that much easier.

Taking Examinations

Begin by surveying the examination questions. Read the directions carefully and be sure to follow them exactly. Do the easy questions first. Skip any you're unsure of.

While taking the examination, maintain a positive attitude. If you feel negative thoughts creeping in, say to yourself, "I've studied hard and I'm doing fine." Take a break if you feel you're not making any progress with the questions.

If you really get stuck on some questions, put the exam away until another day. When you come back to those questions, you may understand them better. When you're finished with all of the questions, check your work carefully. If you're still not sure about any question, locate the material in the study unit that explains the topic. Reread the material to see if you've selected the correct response. Change an answer *only if you're absolutely sure your first answer is wrong*. Double-check to make sure you've answered all of the questions.

When you feel certain you've done the best you can, submit your examination to the school. Remember: Using our Web site is the best, fastest, and easiest option available for submitting exams.

It's time now to apply some of the things you've learned in this study unit. First complete *Self-Check 3*. Then review the entire unit in preparation for the examination.

Good luck and much success in your studies.



Self-Check 3

1. Why should you turn a text heading into a question?

2. Why should you highlight boldface and italicized words as you read them in your text?

3. List three things a dictionary tells you about a word.

4. *True or False?* When you begin to take an examination, you should do the easy questions first.

5. *True or False?* A suffix comes at the beginning of a word.

Check your answers with those on page 33.

NOTES

Self-Check 1

1. True
2. True
3. False
4. True
5. False

Self-Check 2

1. visual
2. Keep your calendar some place where you'll see it every day.
3. False
4. True
5. You'll have a quiet atmosphere in which to study, and you'll be with other people who are reading and/or studying. In a library, you have a lot of reference materials available at your fingertips.

Self-Check 3

1. Turning a text heading into a question helps direct your reading and your thinking.
2. Boldface and italicized words are the key terms the author wants you to remember.
3. For each entry, most dictionaries give the pronunciation, part of speech, etymology, date the word first appeared in English, and the definition.
4. True
5. False

**A
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NOTES

Learning Strategies

Whichever testing option you choose for your answers, you must use this

EXAMINATION NUMBER:

14700803

When you feel confident that you have mastered the material in this study unit, go to <http://www.takeexamsonline.com> and submit your answers online. If you don't have access to the Internet, you can phone in or mail in your exam. Submit your answers for this examination as soon as you complete it. *Do not wait until another examination is ready.*

Questions 1–15: Select the one best answer to each question.

1. In which one of the following situations would a kinesthetic learner learn best?
 - A. Attending a lecture
 - B. Reading a book in a library
 - C. Participating in a hands-on workshop
 - D. Listening to a tape
2. While reading your study materials, what items should you mark by highlighting or underlining?
 - A. Every sentence under the section heading
 - B. Definitions, important events, and rules
 - C. Just graphs and charts
 - D. Only the words you understand

3. What is one advantage of the program you're just beginning?
- A. You can interact with other students.
 - B. You don't have any homework.
 - C. You don't have to take any examinations.
 - D. You can study when it's convenient for you.
4. If you've been working on a particular examination question and you can't figure out the answer, what should you do?
- A. Leave the answer blank when you submit the exam.
 - B. Call your instructors and ask for the answer or a page reference.
 - C. Guess at the correct answer.
 - D. Put the exam away for a day or two and then review it again.
5. Before you look up an unfamiliar word in the dictionary, you should first try to determine its meaning as you read by
- A. looking closely at the context in which you find the word.
 - B. looking at the title of the book you're reading.
 - C. rereading the entire book.
 - D. phrasing the word in the form of a question.
6. Most of the examinations in your program consist of
- A. essay questions.
 - B. practical exercises.
 - C. multiple-choice questions.
 - D. suggested activities.
7. Which one of the following actions should become an important part of your study schedule?
- A. Eliminating the activity in which you spend the most time
 - B. Taking regular breaks from your studies to keep focused
 - C. Finding out what works for others and then following the exact same schedule
 - D. Studying only in large blocks of time at one sitting
8. Which one of the following study materials contains self-checks?
- A. Supplement
 - B. Practical exercise
 - C. Graded project
 - D. Study unit
9. The best way for you to communicate with the school is through
- A. U.S. mail.
 - B. DIAL-A-QUESTION.
 - C. the Penn Foster Web site.
 - D. Tel-Test.

10. You've started using the SQ3R method of learning. After *surveying* a reading assignment, you go to the next step, which is *question*. What does this step involve?
- A. Asking yourself why you're taking the course
 - B. Asking yourself how the material relates to your friend's life
 - C. Reading the headings and turning them into questions
 - D. Reviewing the exam questions and looking for the answers without reading the study material
11. Which one of the following booklets includes activities designed to help you apply your study material to real-life situations?
- A. Practical exercise
 - B. Study unit
 - C. Study guide
 - D. Supplement
12. Which one of the following study materials is designed for use with a separate textbook?
- A. Dictionary
 - B. Study guide
 - C. Practical exercise
 - D. Supplement
13. Suppose you're just beginning to study the information in your third shipment of material. When can you expect the next shipment to be sent?
- A. In approximately one month
 - B. When you call and request it
 - C. When you submit a certain number of examinations in your current shipment
 - D. After your instructor has evaluated all of your work in the current shipment
14. What should you do *first* when you begin to study a new text or study unit?
- A. Read only the boldface type or italicized print.
 - B. Dive right into the first page and read the assigned section.
 - C. Don't worry about words you don't understand; you don't have to look them up.
 - D. Survey the material in the text using the technique called SQ3R.
15. Which one of the following prefixes means "again"?
- A. re-
 - B. im-
 - C. in-
 - D. un-