

Keystone National High School

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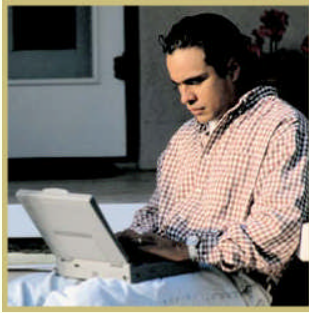
Miami, Florida 33168

Study Unit

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Learning Skills



As you progress through your program, you may find yourself wondering about 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 the information I read? What aids should I be using?

This study unit gives you all of the information you need to develop successful learning skills—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
- Use our Web site to access information or take an examination
- 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 Skills

A GLIMPSE AT YOUR PROGRAM

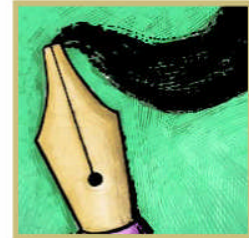
The Advantages

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 earning your high school diploma.

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.

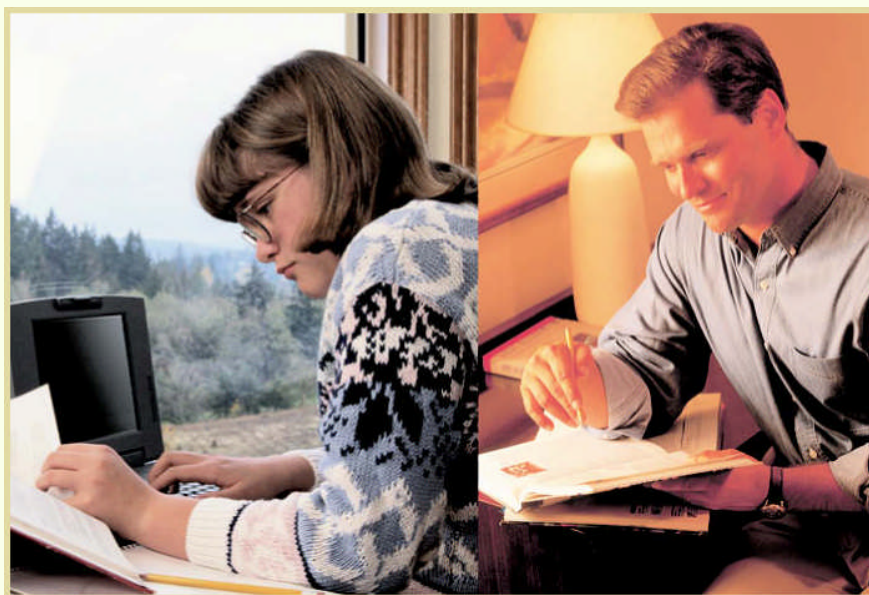
You'll also be able to study when you want to and when it's convenient for you (Figure 1). In a traditional school setting, you must attend classes when they're scheduled. With the program you're about to begin, you can choose when you study, based on your work and family schedule and on when you're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

Whether you're preparing for a new career, working toward advancement 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.myknhs.com

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



Bridging the Gap

As a student in our high school program, 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 Keystone Website (Figure 2) at

www.myknhs.com

When you log on to this site as a Keystone student, you can take an exam, check your student record, make a payment, use the library, and much more. You'll learn all about the features of the Website later in this study unit.

Program Design

Study Materials

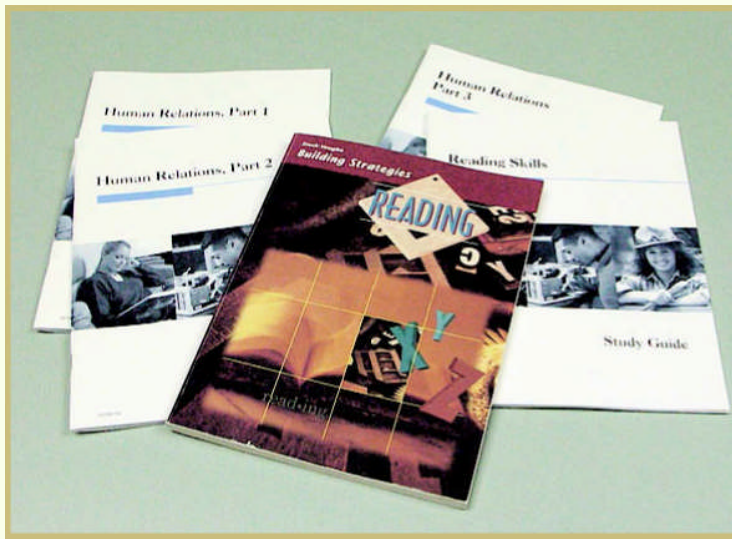


FIGURE 3—These are the types of study materials you’ll be using throughout your program.

In your program, you may use a variety of study materials (Figure 3), many of which are available as PDFs on the Keystone Web site. Once you log on to the site, you can access any on-line material in your program. (You’ll learn more about accessing these materials later in this unit under “Using Our Web Site.”)

The following paragraphs present a brief description 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, 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. You may receive practical exercise booklets in elective subjects that come later in the high school program.
- 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.

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. Unlike the confusing tests you may have taken in high school or elsewhere, these 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 high school course Reading Skills.

1. The sentence "The rose is the most beautiful flower" is an example of a(n)

- | | | |
|----------|-----------|----------|
| A. | simile. | C. fact. |
| B. | conflict. | D. |
| opinion. | | |

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.

- Please Note: Your grades will be posted to your student webpage, as soon as they are graded by your instructor.

- .

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.

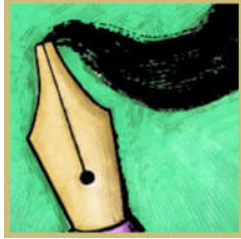
Using Our Web Site

The Keystone National High School Website 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, payments, grades, and so on. You have access to an extensive online library, and best of all, you can submit your examinations through this site. Use the following information to become familiar with, and use of the Keystone Web site.

Initial Logon

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

1. Go to the Web site at:
2. **<http://www.myknhs.com>**
3. Click on the school building to get into the school.
4. At the left of the screen, click on **Student Login**.
5. Enter you **USERNAME** and your **PASSWORD**.



Before you begin your studies, why not log on to the Keystone Website and spend some time looking around. 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.

When you complete these steps, 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.

Accessing Online Information

When you log on to the Keystone Website, your personal homepage should appear. This is the page from which you can access all of the features of the Web site. At the left of the screen are the options from which you can choose. Let's look at each one individually.



Online PDFs are available for all units marked with this book icon.

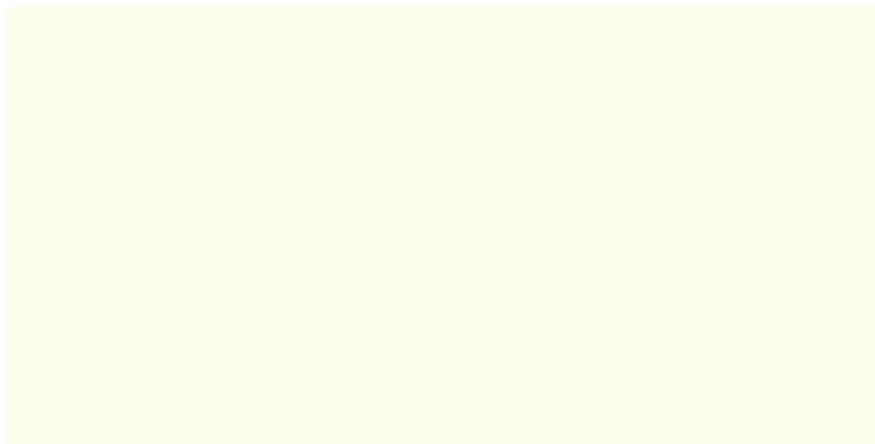
Here are some of the resources available to you as a Keystone student:

- Almanacs and yearbooks
- Atlases and maps
- Biographies
- Dictionaries
- Directories
- Education information
- Encyclopedias
- Government information
- Statistics and demographics

Log Out. Clicking on the **Log Out** option causes you to exit the Web site. Be sure to log out every time you finish. Otherwise, anyone who uses your computer will be able to access your records.

Take an Exam. Taking your exams online is the easiest and most convenient way of submitting your work. Keystone receives your answers immediately and returns the results to you as soon as your exams are graded by your instructor. In that way, you know whether you should go back and review some material or whether you can proceed to new material.







Self-Check 1

At the end of each section of *Learning Skills*, 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 high school program allows you to study at your own pace.
- _____ 2. The fastest and easiest way to submit examinations for grading is by using the Keystone Website.
- _____ 3. Do not submit your self-check answers to the school for evaluation.
- _____ 4. Most examinations in your program consist of multiple-choice questions.
- _____ 5. The Keystone Website will provide information on payments you've made to the school.

Check your answers with those on page 47.

STUDY SKILLS

Practical Suggestions

Different people learn in different ways. Some find noisy areas the best places to study. Others need complete quiet. Some need to read out loud to completely understand material. Others prefer to read silently.

The important thing is to find what works for you and then use it. Here are a few suggestions you should consider to help your study time to be more productive. Read them carefully. Try different methods. Then use the ones that are right for you.

- Find a quiet place where you can focus on the material you're reading (Figure 20).



FIGURE 20—*In a quiet place, you won't be distracted by nearby noises and movement.*

- When you're reading new material, pretend you're going to be quizzed on it. This should help you pay more attention to what you're reading.
- Try to relate the material you're studying to something you already know.

- Reinforce your learning by reciting aloud key points and concepts.
- Highlight your text and take notes as you read (Figure 21).

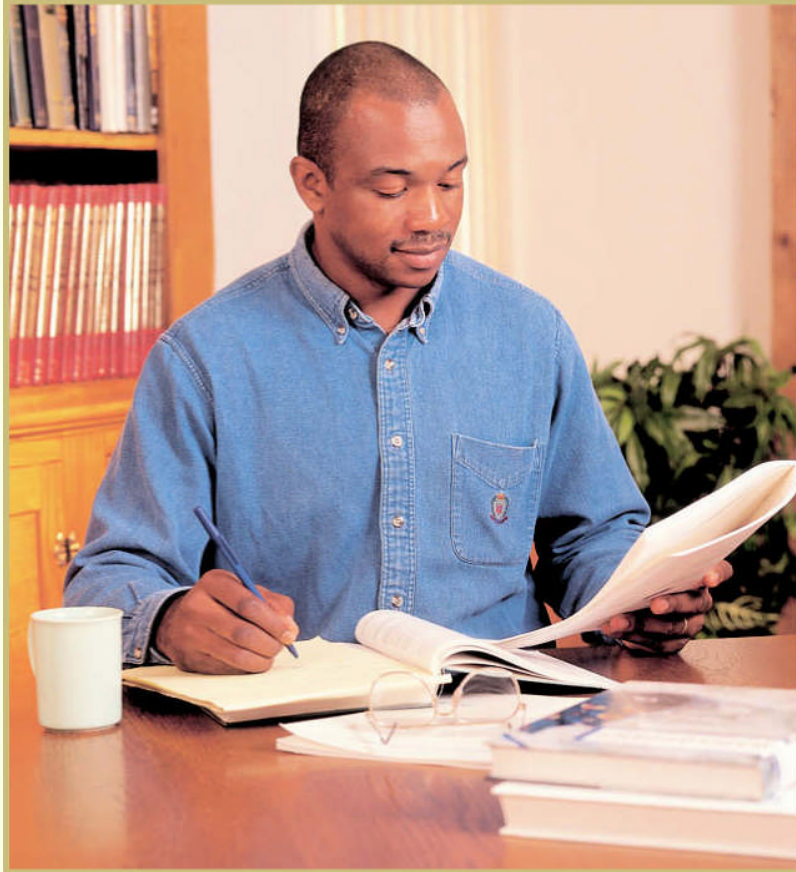


FIGURE 21—Taking notes as you study helps you to remember what you've read.

- Explain what you're learning to someone who knows nothing about the subject.
- To keep your mind from wandering to other responsibilities, keep a pad of paper on your study area. When you think of something you want to remember to do (for example, pay the electric bill or pick up some tomatoes at the grocery store), jot yourself a note.
- Don't study during your sleepy times of the day.
- Eat properly, get plenty of rest, and exercise regularly.
- Find someone with whom you can discuss the text material (Figure 22).

FIGURE 22—Talking to someone about your lessons may help you understand confusing areas and may help you to remember what you've read.



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.

Monthly Schedule

Start with the big picture. Do you have a target date for completing your program? If not, you should set a realistic goal of when you would like to graduate. Buy or make a calendar with squares large enough to write in the information you need to remember. Set a deadline for completing each

lesson assignment in a subject, and mark that date on your calendar. That's the day you should submit the examination for the lesson.

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 monthly schedule into weekly segments. Each week contains 168 hours. To plan your week, use the chart in Figure 23 to estimate the number of hours you spend each week on certain activities.

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

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 lifestyle. For example, suppose you indicate that you watch television 25 hours each week. You may decide to eliminate an hour or an hour and a half of television every day and devote that time to your studying.

To help you analyze your allotment of time, ask yourself (and answer honestly) questions like these:

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. Does the amount of time I spend studying produce 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 24. Transfer the numbers from Figure 23 into the "Estimated Time" column in Figure 24. 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 24.

Once you've filled in the chart in Figure 24, list the activities in which you spent more time than you 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?

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, 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 24—Comparison Chart for Weekly Activities

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 one hour 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

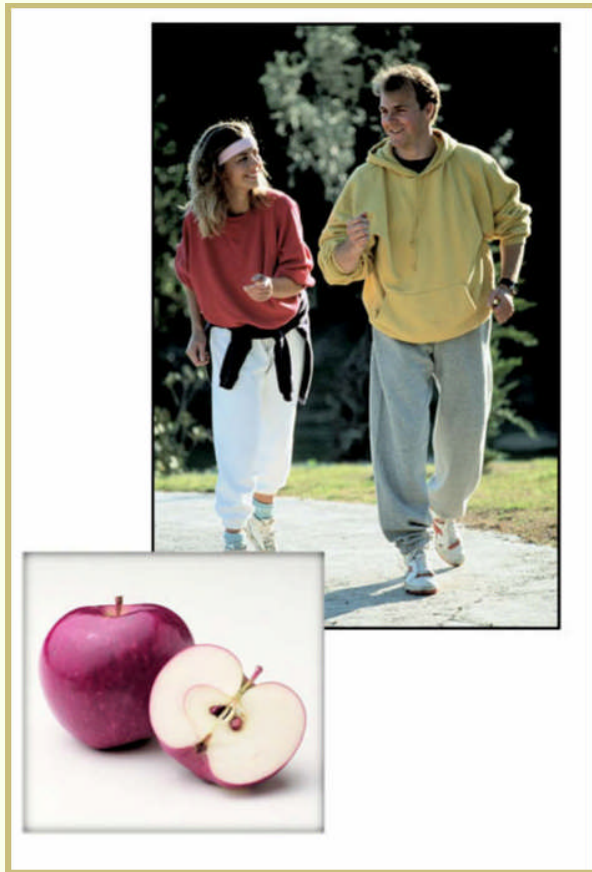


FIGURE 25—A short break to have a snack or take a short walk or jog may help you to stay focused on your studies.

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 25).

In the beginning, set a time limit of 45 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.

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 26). The important thing is to use them to help you plan your time in the best possible way.

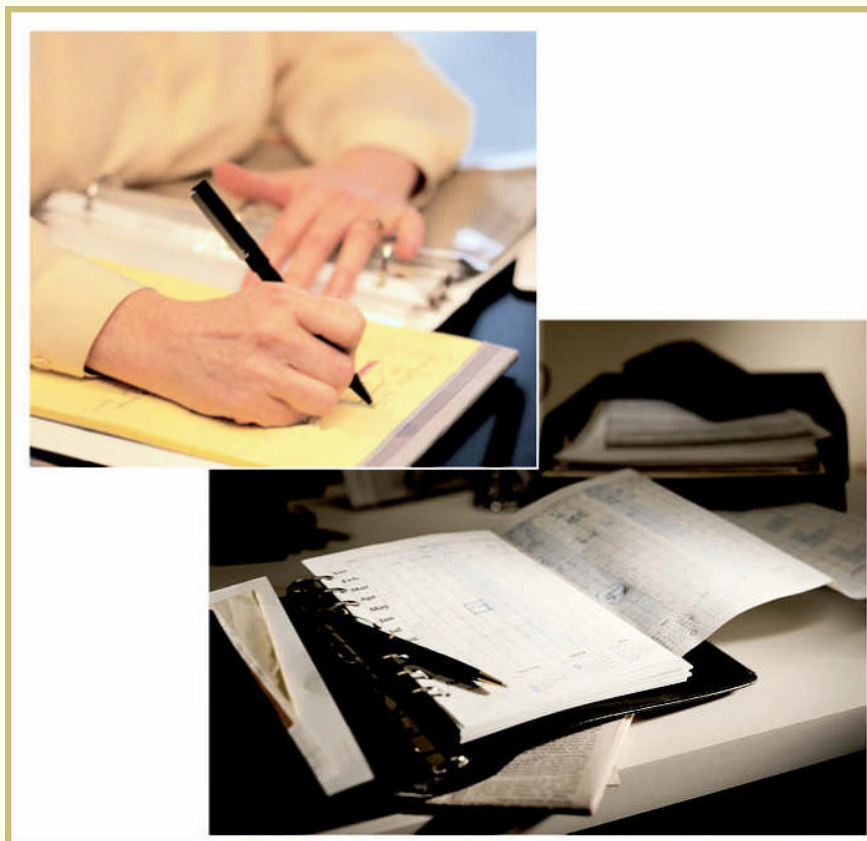


FIGURE 26—For you, a sheet of scrap paper or a notepad may be sufficient for a daily to-do list. Others may prefer a more formal daily planner like the one shown in the lower half of this illustration. If a purchased planner motivates you to schedule your time and stay on schedule, it's worth the purchase price.

Where Should You Study?

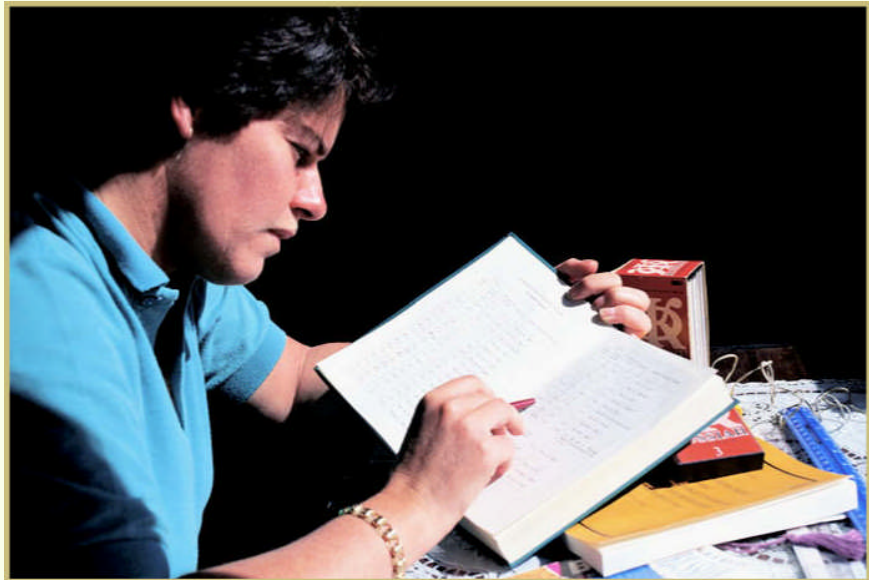
Your study place doesn't have to be elaborate. A desk or small table in your bedroom or guest room will do. It's not a good idea to study in bed, however. That location may be a little *too* comfortable, and you'll find yourself falling asleep.

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 27). 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 27—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 naptime 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, 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 28).



FIGURE 28—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.

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 television, 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 your local public or university library. Plan your time carefully and take all your necessary study materials with you. You should be able

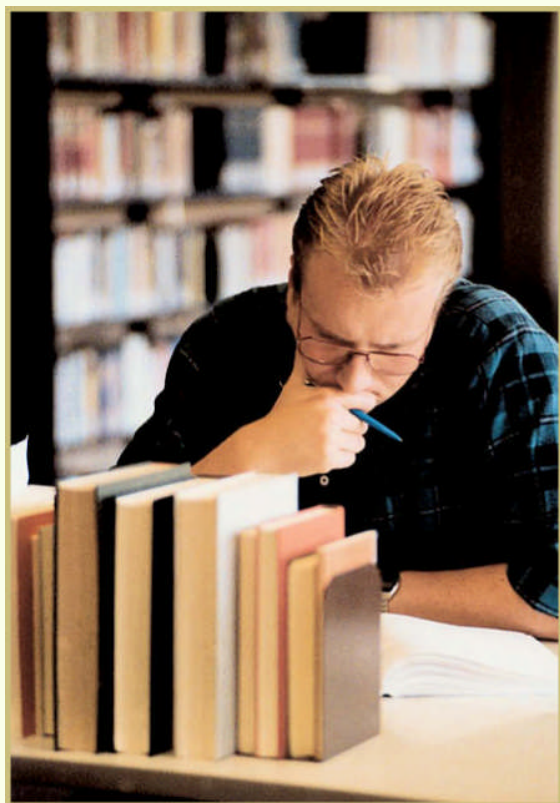


FIGURE 29—A library may be just the place for you to study. It's quiet, you'll have no interruptions, and you have lots of reference materials on hand if you need them.

to find a quiet, well-lighted study space at your public library (Figure 29). 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.

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 subject. Label the folder with the title of the subject, 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 don't have one, you should purchase a good pocket dictionary to use throughout your program.

If you have access to the Internet, you can use online dictionaries. For example, go to <http://www.m-w.com>. Enter a word in the dictionary box near the top center of the screen and click on **Look it up**.

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. When should you plan what you want to accomplish in your next study session?

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 47.

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 24. 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 headings 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 use 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 light color, like yellow or pink, which 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 heading. 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 a particular 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 know that *loquacious* means 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>im</i> polite	not polite
<i>im</i> proper	not proper
<i>in</i> definite	not definite
<i>in</i> human	not human
<i>un</i> important	not important
<i>un</i> necessary	not necessary

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

<i>re</i> appear	appear again
<i>re</i> copy	copy again
<i>re</i> pack	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*. Study the following words that end in *-ly*:

slow <i>ly</i>	in a slow manner
kind <i>ly</i>	in a kind manner
tender <i>ly</i>	in a tender manner

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

cat <i>like</i>	having the characteristics of a cat
child <i>like</i>	having the characteristics of a child
bulb <i>like</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 of the word (noun, verb, adjective, adverb, pronoun, conjunction, or exclamation)
- 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, 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 that question, you may understand it better. When you're finished with all 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 the questions.



When you feel certain you've done the best you can, submit your examination to the school. .

It's time now to put to use 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 47.

Self-Check 1

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

Self-Check 2

1. At the end of one study session, plan what you intend to do in the next session.
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. It 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!

6 False

S

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NOTES

Learning Skills

EXAMINATION NUMBER:

00708301

Whichever method you use in submitting your exam answers to the school, you must use the number above.

When you feel confident that you have mastered the material in this study unit, go to <http://www.myknhs.com> and submit your answers online. 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. Suppose you've already registered in the Keystone Website. What information must you provide to enter the site again and access information?
 - A. Login ID and zip code
 - B. Student ID and zip code
 - C. Login ID and password
 - D. Student ID and password

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.

Examination

4. Suppose you're currently completing an examination online. When you're finished, you click on Reset Exam. Why would you do this?
- A. To start the examination over
 - B. To submit the examination for correction
 - C. To quit the examination until another time
 - D. To select a different examination to complete
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 our 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. 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.
9. If you want to find out the specific questions you answered incorrectly on a particular examination, what option on the Web site should you select?
- A. Exam Results
 - B. Payment History
 - C. FAQ—Need Help?
 - D. Online Lessons

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. Suppose you're taking an examination online. What happens the first time you click on **Submit Exam**?
- A. The screen displays your grade for that exam.
 - B. The screen displays your answers for you to check.
 - C. The screen asks you for your Login ID.
 - D. The screen tells you when your next shipment will be sent.
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. After you complete an examination online, you decide that you want to do some more studying before you send it for grading. Which one of the following options should you choose?
- A. Cancel Exam
 - B. Reset Exam
 - C. Submit Exam
 - D. Change Answers