

11 Study skills

Reading

Before reading

1 Discuss these questions.

- 1 What do you think is the most difficult part of learning English?
- 2 How do you usually try to remember new vocabulary?
- 3 How do you usually try to prepare for a test or exam?

2 Read and listen.

Study Skills

Are you learning English? Do you like English, but find it difficult to remember new grammar and vocabulary? Would you like some ideas about how to make your language learning easier?

If you answered 'yes' to any of those questions, here's some **advice** that we hope will help.

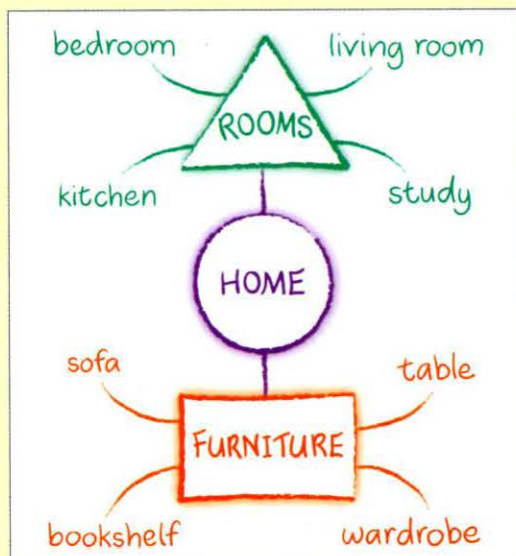
Learning Vocabulary



- Each time you learn a new word, write it in a vocabulary book with its **part of speech**. You don't have to translate the word into your language. Try using a **synonym** to help you remember what it means. You should also look it up in a dictionary and write the English **definition**.

Word	Synonym	English definition
amusing (adjective)	funny	something that makes you laugh or smile

- When your teacher asks you to learn some words for a vocabulary test, you should write them down on a piece of paper or a **sticky note** and put them on your bedroom wall. Every time you see the words, you will think about their spellings and their meanings.
- Draw spidergrams. These are fun to do. Draw a circle and write the name of a topic in the middle. Draw lines from the circle to other shapes and write the names of **subtopics** in the middle of those. Then draw lines from each of these shapes and write words connected with the topics.



Learning Grammar

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- After you've learnt a new grammar point at school, you should go home and look through what you did in the lesson. Look at sentences in your coursebook and **highlight** examples of the new grammar. You could use a coloured pen to **underline** the examples, or circle them.
- Then, in a notebook, write the name of the new grammar point, for example, 'The Past Simple', and then write **simple** sentences about yourself, using the new grammar. So, if you've just learnt the past simple, write some sentences about what you did yesterday.

I went to school at 8.00.

I played with my friends at break time.

- Make a test for a friend or your brother or sister! This can be a lot of fun – because you are doing this with a friend, you won't be **nervous**. Write five to eight sentences using the grammar point. Then, you can **erase** the verb, or just leave a **blank** space where the verb should be. Your friend should try to write the verb correctly. You will be learning as you write the test, and then your friend can make a test for you, too.

Remember!

If you are not sure about something, you should always ask a teacher, parent or friend for help. Asking questions is one of the best ways to learn!

Vocabulary

3 Use the words from the text to complete the sentences.

- 1 I've got a special, bright yellow pen to **highlight** the important words.
- 2 You should use a pencil so you can _____ a word if you make a mistake.
- 3 Which _____ is it? A noun, verb or adjective?
- 4 The _____ of *enormous* is very, very big.
- 5 A good dictionary is written in clear, _____ English so it's easy to understand.
- 6 My stomach feels funny and I get very _____ before an exam.
- 7 A _____ for *enormous* is *huge*. Another one is *massive*.
- 8 You don't need glue or pins to put those on the wall. The notes are _____ on the back.
- 9 Our teacher gave us useful _____ about how to prepare for the exam.
- 10 She told us to divide the main ideas into smaller _____ and study a little at a time.
- 11 It's a good idea to _____ the title of a story to separate it from the text.
- 12 Remember to write your name on the _____ line at the top of the page.

Reading comprehension

4 Tick (✓) the advice that is in the text, and cross (X) the advice that isn't.

- | | |
|--|----------|
| 1 Write words on your bedroom wall. | <u>X</u> |
| 2 Always write translations of words in your own language. | _____ |
| 3 Use a dictionary to check the meanings of words. | _____ |
| 4 Write new words on pieces of paper and put them on your wall. | _____ |
| 5 Draw spidergrams to help you remember grammar points. | _____ |
| 6 Write sentences about your friends and family to learn grammar points. | _____ |
| 7 Ask your friends or parents to do your homework. | _____ |
| 8 Ask questions and ask for help if you don't understand something. | _____ |

5 Complete the advice. Write one word in each gap.

- 1 You can write down new words in a vocabulary book.
- 2 Check the meanings of words by looking at a definition in a _____.
- 3 Write words on pieces of _____ and stick them on your walls.
- 4 Use spidergrams to divide vocabulary into different _____.
- 5 Remember to look at what you've learnt when you go _____.
- 6 Find examples of new grammar in your _____.
- 7 Practise new grammar by writing _____ about yourself.
- 8 Get help from your _____, friends or teachers.

6 Match the two parts of the sentences.

- | | |
|---|-----------------------------------|
| 1 Write new words next to _____ | a you practise with your friends. |
| 2 It isn't necessary to _____ | b ask questions. |
| 3 Sticking words on a wall helps _____ | c highlight new grammar points. |
| 4 In a spidergram, we write words _____ | d their parts of speech. |
| 5 We can use coloured pens to _____ | e you remember them. |
| 6 Writing sentences about yourself _____ | f helps you remember grammar. |
| 7 You won't be nervous if _____ | g translate. |
| 8 One of the best ways to learn is to _____ | h connected to one topic. |

7 Discuss these questions with a partner or with your class.

- 1 Do you think you will follow any of the advice in the text? Which ideas?
- 2 Who do you prefer to get advice from: your teachers, parents or friends? Why?
- 3 Do you think it's better to get advice from a book or a website, or from people you know? Why?

A British School Day

My school day starts at 8.50 a.m. However, we don't have lessons right away. First, we have registration where the teacher calls out all our names. We have assembly in the hall at 9.15. Our head teacher gives out certificates to hard-working pupils and she gives us advice about studying and listening carefully to our teachers.

Lessons start at 9.30. We do lots of subjects including Maths, English, Science and History. My favourite subject is History because I like learning about the past.

Break time's at 11.00 when we usually go out into the playground. We have lunch in the canteen at 12.30, although we don't have to eat the school dinners. We can bring a packed lunch if we want to. In the afternoon, there are more lessons and school finishes at 3.15.



When you write a description of a day or week or any time period ...

- Organize your composition in a **logical time order**:
My school day starts at 8.50.
We have assembly at 9.15.
- Use **linking words** to make your writing more interesting to read:
... starts at 8.50. However, we don't have lessons ...
... lunch in the canteen at 12.30, although we don't have to eat ...
- Vary the **word order** of your sentences so they sound different, and more interesting:
We have assembly at 9.15.
Lessons start at 9.30. (not: We have lessons at 9.30.)

- 8 Read the paragraph below. Rewrite it using linking words and varying word order, so it is more interesting to read.

We start school at 8.30. We don't have lessons then. We go to our first lesson at 8.45. We have Maths class. I don't like Maths, but I'm good at it. After Maths, we have Science at 9.30. We have English at 10.15. We have break time at 11.00. We don't go outside. We stay in the canteen.

- 9 Write a description of your school day. You can draw a picture to illustrate your composition if you like.