



STUDY SKILLS GUIDE



Take Charge of Your Learning

What kind of learner are you?

We are all different, so we learn in different ways. Think about **how** you learn.

Answer the questions (choose Yes or No). Then read advice on how to become a more effective learner.

Do you like:	Yes	No
a) studying rules, analysing examples and learning from your mistakes?		
b) talking to people/chatting online/writing for blogs and forums?		
c) playing language games, doing crosswords with other students, etc.?		
d) changing activities often?		
e) your teacher to tell you what to do?		
f) your teacher to correct all your mistakes?		
g) studying on your own?		

Advice:

- a) Yes >> Advice: *Studying* is important to make progress, but don't forget to *use* your language.
No >> Advice: Try to spend more time *studying*. If you don't, you may feel that you are making very little or no progress one day.
- b) Yes >> Advice: It's good that you like *using* your language, but don't forget to think about and learn from your mistakes.
No >> Advice: Don't forget to *use* your language. Reading and writing aren't enough if you want to learn to *communicate*.
- c) Yes >> Advice: It's good that you're an active learner, but try to spend some time *studying* to make progress.
No >> Advice: Language games can be fun. If you do them together, it's also a chance to learn from other students what they know. Books and teachers aren't enough.
- d) Yes >> Advice: Try to be more *focussed* and don't forget to *study* to make better progress.
No >> Advice: It's good that you can stay *focussed*, but don't forget to practise *different* language and skills: grammar and vocabulary, speaking and listening, reading and writing.
- e) Yes >> Advice: Try to be more *independent*. Your teacher won't always be there to help you in real life.
No >> Advice: It's good that you're *independent*, but don't forget to *plan* your learning and *set* clear and realistic *goals* for yourself.
- f) Yes >> Advice: Try to be more *independent*. Your teacher won't always be there to help you in *real life*.
No >> Advice: It's good that you are *independent*, but don't forget to think about and *learn from your mistakes*.
- g) Yes >> Advice: Don't forget to *use* your language. Reading and writing aren't enough if you want to learn to *communicate*. Try to be the first to start a conversation when you meet foreigners.
No >> Advice: It's good that you're an active learner, but try to spend some time *studying* to make progress.



Learning Styles

What helps you learn and remember things better? Most people have one main/favourite learning style, but some people have a more balanced mix of three styles. Look at the table below that shows how people with different learning styles learn.

Learning style	How we learn
Visual	seeing and reading
Auditory	listening and speaking
Kinesthetic /physical	touching and doing

Explanation:

- People with the **visual** learning style use things that they can see, such as pictures, diagrams, demonstrations, films, flip-chart, etc, to learn more effectively.
- People with the **auditory** learning style use things that they can hear, such as audio recordings, lectures, songs, etc, to learn more effectively.
- People with the **kinesthetic/physical** learning style use physical experience - touching, feeling, doing, practical activities, etc, to learn things more effectively.

Task

How about you? Which is **your** main learning style? Read the explanations again. Then talk to the other students in your group and your teacher about your results when you meet.



Do *you* learn best when you see, hear or do things?

Instructions: Read each situation carefully. Then look at three possible solutions. Tick **one** box for each situation that shows what solution is more natural for you. Then put the total for each column in the box at the end.

Situation	Visual (you learn by seeing) 	Auditory (you learn by hearing) 	Kinesthetic/physical (you learn by doing) 
1) Use new equipment	read instructions	listen to explanation	try yourself
2) Travel directions (finding the way)	look at a map	ask someone to tell you the way	Use your intuition and maybe use a compass
3) Teach someone something	write instructions	explain in words	demonstrate and let them try to do the same
4) You'd say..	I see what you mean	I hear what you are saying	I know how you feel
5) You'd say..	show me	tell me	let me try
6) You'd say..	watch how I do it	listen to me	you try
7) Your new car breaks down	write a letter to the car dealer	phone the car dealer	take it back to the car dealer
8) Free time	museums and galleries	music and conversation	playing sport or make things with your hands
9) Shopping (looking for clothes)	look and imagine	ask a shop assistant for advice	try on
10) Choose a new car	read the reviews	discuss with friends	test-drive the car that you like
Total			



Adapted from: <http://www.businessballs.com>

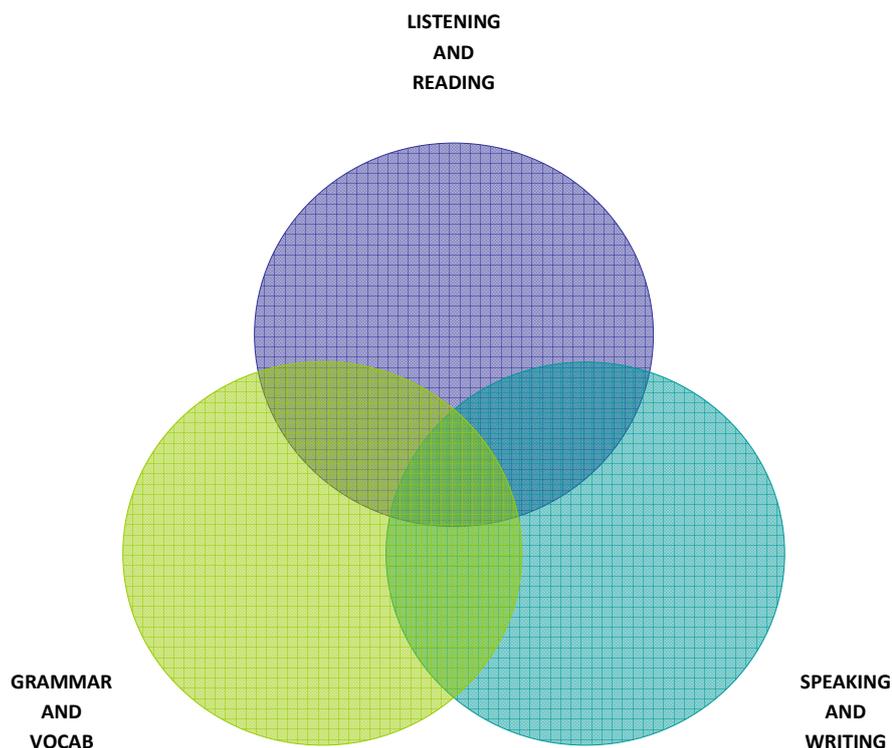
Explanation:

The totals show your main learning style(s). There are no right or wrong answers. If your totals for one, two or all the three columns are higher, you are a visual, auditory or kinesthetic learner (or a balance of two or three styles). Use your main learning style(s) to choose activities and materials for learning, but don't forget to develop the other the style(s) to become a more effective learner.

What does 'learning English' mean?

A good knowledge of vocabulary and grammar is essential if you want to speak, write and understand what you hear and read. But how can you improve your vocabulary and grammar? Just listen, speak, read and write! 😊

Look at this diagram showing what learning a language means.

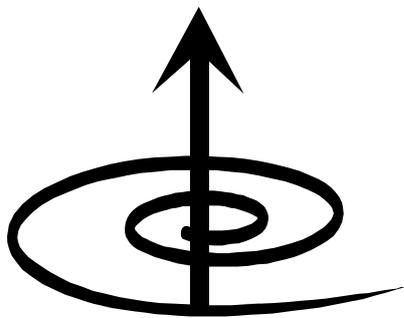




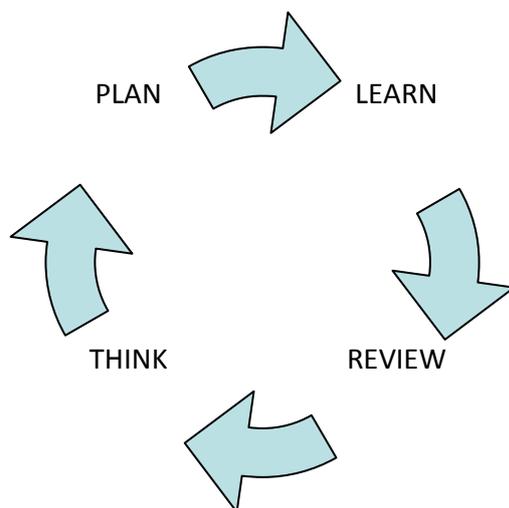
- **Reading** and **listening** help you learn to notice new words and grammar; they also help you understand how new words and grammar work in communication.
- **Writing** and **speaking** help you use the words and grammar that you know to communicate with other people.
- You need to learn **language** (**vocabulary** and **grammar**) to be able to practice your **skills** (listening, speaking, reading and writing). One doesn't work without the other.

Have you got a learning strategy?

Learning is a lifelong process, but it happens in stages (circles) and looks more like a spiral than a straight line. Look at this diagram showing how learning happens.



Each stage (or circle) also has steps that you need to take to learn more effectively. Now look at this diagram showing 4 main steps in learning new things.



PLAN

- what you need to learn
- how and where to study
- how much time you need
- what resources you need (books, grammar book, vocabulary book, dictionary, Internet, your teacher, etc.)



LEARN

- what you have planned
- how to do it more effectively

REVIEW

- what you learned
- why you did it
- how you did it

THINK

- how well you did
- what went well and why
- what didn't go well and why
- how you can learn from your mistakes
- what you need to learn next

Then PLAN > LEARN > REVIEW > THINK again and move up the spiral of learning. Good luck!

Where does your time go?

How often do you complain that you don't have enough time to study or do what you like? Are you sure your life is so busy that you can't find an hour a day to learn English (Spanish, Chinese or any other language)?

Let's calculate how much free time you have a week. There are 168 hours in a week. Use this chart to find out how many hours you spend at home and work doing different things. Do you spend all 168 hours wisely? Even if you do, try to decide where you can save time. Which activity (-ies) can take less time?

ACTIVITY	HOURS
sleeping	
washing and dressing	
work or study	
travelling to work and back home	
cooking and eating	
doing things about the house (cleaning, washing, washing-up, etc.)	
taking care of others (family and friends)	



your hobby (-ies)	
meeting your friends	
other (smoking, coffee and tea breaks, chatting to friends on the phone, browsing the Net, etc.)	
TOTAL	
168 hours – TOTAL = YOUR LEARNING TIME	

Surprised that you have found enough time for learning? Promise yourself to spend it wisely. ☺

Learning new vocabulary

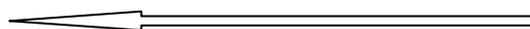
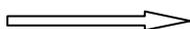
Learning words and phrases

It is not enough to learn a word and its translation by heart to know it well. If you only want to **understand** a new word when you are reading or listening, it may be enough. But if you want to learn to **use** it when you speak or write, you also need to know:

- how this word can be used in a sentence;
- how to make other parts of speech from this word;
- what words can go together with this word, etc.

To learn new words in a foreign language more successfully, why not draw and use a table like this?

Word	Part of speech	Meaning or translation	Example sentence	Other parts of speech (made from this word)	Phrases (words that go together)
assist	v	help	We other companies in IT project development.	assistant (n), assistance (n)	to <i>(assist)</i> in smth
manage	v				
employ	v				
work	v				
know	v				
PASSIVE LEARNING (FOR READING AND LISTENING)		ACTIVE LEARNING (FOR SPEAKING AND WRITING)			



Task Try and fill in the empty cells in this table. Then discuss it with your English teacher.

Study skills guide for the online course *In Charge of My World*



Power verbs

‘Power verbs’ are very often used. They can be part of many phrases. They are usually the first five meanings of the verbs. Look at this example from an [English-Lithuanian dictionary online](#):

Žodis: **come**
 Vertimas: 1. v (came; come); *ateiti, atvykti, atvažiuoti*; the life to come - *būsimas* gyvenimas; years to come - *ateitis*; to come and see - *aplankyti*

Task 1 Copy the table below to a new Word document or Excel sheet. Name it ‘Power Verbs’. Write 3-5 most common meanings of each verb in your language and try to learn them. Use a good *bilingual* (English >> your language) dictionary to help you.

If you learn more about the most common meanings of one ‘power verb’ a week, in about three months you will feel that your word power is much better.

VERB	FIVE MOST COMMON MEANINGS
come	1 2 3 4 5
do	
get	
give	
go	
have	
keep	
look	
make	
put	
take	
turn	

Now look at the list of top 25 *verbs* in English taken from the [Oxford English Corpus](#)*. These verbs are very popular because they have more than one meaning and can be used to form a lot of phrases. Use your dictionary to learn more about them: what they mean, how many different meanings they have, and what their word partners (=words that can be used together) are.



1 be	13 look
2 have	14 want
3 do	15 give
4 say	16 use
5 get	17 find
6 make	18 tell
7 go	19 ask
8 know	20 work
9 take	21 seem
10 see	22 feel
11 come	23 try
12 think	24 leave
	25 call

*The Oxford English Corpus is a collection of real twenty-first century English and is a major part of the Oxford Language Research Programme. [Read more about the Oxford English Corpus](#)

Task 2 Which word or phrase CANNOT go with these verbs? Use your dictionary if necessary.

- | | | | |
|---------|-------------------|--------------|-------------------|
| 1 Say | a) a lie | b) goodbye | c) what you think |
| 2 Tell | a) the truth | b) the way | c) hello |
| 3 Work | a) part-time | b) from home | c) a job |
| 4 Take | a) a break | b) a meeting | c) a chance |
| 5 Leave | a) to Paris | b) work | c) a message |
| 6 Give | a) a presentation | b) a story | c) an example |
| 7 Get | a) an exam | b) promoted | c) stuck |

Task 3 Match the verbs with the right words and phrases to make word partners.

- | | |
|-----------------------|-------------|
| 1 attend/take part in | A a lie |
| 2 do | B hello |
| 3 go/fly | C a job |
| 4 say | D a meeting |
| 5 hear | E to Paris |
| 6 tell | F a story |
| 7 pass | J an exam |

Task 2 answers: 1 a, 2 c, 3 c, 4 b, 5 a, 6 b, 7a

Task 3 answers: 1 D, 2 C, 3 E, 4 B, 5 F, 6 A, 7 J



Power adjectives

Look at the list of top 25 *adjectives* in English taken from the [Oxford English Corpus](#)*. These adjectives are very popular because they have more than one meaning and can be used to form a lot of phrases. Use your dictionary to learn more about them: what they mean, how many different meanings they have, what their word partners (=words that can be used together) are, etc.

1 good	13 high
2 new	14 different
3 first	15 small
4 last	16 large
5 long	17 next
6 great	18 early
7 little	19 young
8 own	20 important
9 other	21 few
10 old	22 public
11 right	23 bad
12 big	24 same
	25 able

*The Oxford English Corpus is a collection of real twenty-first century English and is a major part of the Oxford Language Research Programme. [Read more about the Oxford English Corpus](#)

Task 1 Give the opposites of these adjectives. Use a dictionary if necessary.

good	
new	
first	
long	
little	
right	
big	
high	
different	
early	
young	
important	
public	
able	

Task 2 Complete the sentences with the adjectives from Task 1.

- 1) Twins may be, but identical twins are the
- 2) I went to a school, but my children go to a one. We pay a lot to give them a good education.
- 3) We must catch an bus if we don't want to be for the meeting.



- 4) Dan may be to help you , but he is to keep his promises. I'd rather ask someone else.
- 5) I failed the progress test because only 5 answers were The other 15 were

Task 1 answers:

good	bad
new	old
first	last
long	short
little	big (large)
right	left (wrong)
big	little (small)
high	low
different	same
early	late
young	old
important	un important
public	private
able	un able

Task 2 answers:

- 1) different, same
- 2) public, private
- 3) early/late
- 4) able/unable
- 5) right/wrong



Word partners

A lot of words are often used in combination with another word, for example **have + fun**. It is useful to learn such combinations because they make our English sound natural. You also need to learn to find word partners in texts and speech because you can use them later as whole phrases to save time for thinking.

Answer these questions about word partners. Use a dictionary to help you.

Task 1 Which verb goes with these nouns? Write **make** or **do** in the gap.

1. _____ a telephone call
2. _____ a favour
3. _____ an appointment
4. _____ an exam
5. _____ a promise

Task 2 Choose the best adjective to make the right word partnership in these sentences.

1. Sab is very *tall/high*, over 1.9 metres.
2. How *high/tall* is this mountain?
3. This street is very *thin/narrow*. You can't park your car here.
4. You are so *narrow/thin* after all your exams! You must relax and eat well.
5. I don't like *weak/mild* coffee.
6. What kind of cheese do you prefer, strong or *weak/mild*?

Now let's learn how to write word partners in your notes. Look at the words in the table below. The word in the middle column is the key (main) word. We can use the words on the left and on the right to make new combinations with the key word, such as **be at work** or **work hard**.

Task 3 Look at the words in this list:

arrive at *tiring* *part-time* *full-time*

They can all go with the word '**work**', but some go before it and some go after it. Write the words in the correct column below.

be at	➡	work	➡	hard



Task 4

Keep organised vocabulary notes to record word partners. You can organise your notes in different ways: grammatically, by key word, by topic, etc. You can also use tables or mind maps, which work well if you are a visual learner. For example, you can record word partnerships under such key words as *have*, *take*, *do* or *make*.

Have	Take	Do	Make
a shower	a break	an exercise	a mistake

Now use a [dictionary online](#) and write three more word partners for the words *have*, *take*, *do* and *make* in the table.

Task 1 answers: 1 make, 2 do, 3 make, 4 do, 5 make
Task 2 answers: 1 tall, 2 high, 3 narrow, 4 thin, 5 weak, 6 mild
Task 3 answers:

be at	➡	work	➡	hard
arrive at				part-time
tiring				full-time



Phrasal verbs

What is a phrasal verb?

Phrasal verbs are combinations of verbs and prepositions to make new verbs. Their meaning is often not the same as the meaning of the individual words. They are popular in both written and spoken English. New phrasal verbs appear all the time because they are a flexible way of creating new meanings. It is very important to notice and learn phrasal verbs to sound more natural when you speak or write.

How can you learn them more effectively?

Task Look at the phrasal verb **get up** and the example sentence and meaning in the table. Then match the other example sentences with the meanings of the phrasal verbs.

Use similar tables to write new phrasal verbs you want to learn. Use your dictionary or a [Dictionary of Phrasal Verbs online](#) to find meanings and example sentences.

GET +	up	back	out of
	in	on (well) with	off
	on	down to	together

EXAMPLE SENTENCE	MEANING OR TRANSLATION
<i>I get up early on weekdays, but stay in bed longer at the weekend.</i>	<i>to get out of bed</i>
Do you get on with your boss?	to enter a car or taxi
I don't usually get back home until seven.	to enter a bus, train, plane, etc.
I got off the bus and walked to my house.	to return
It is very difficult to get down to preparing for examinations.	to have a good relationship
The taxi stopped and we got in .	to start working seriously
We got on the train and went to Paris.	to leave a car, van, taxi, etc.
We got out of the taxi and paid the driver.	to leave a bus, train, plane, etc.
We got together in the bar for a chat.	to meet socially



Answers:

EXAMPLE SENTENCE	MEANING OR TRANSLATION
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Learning from mistakes

Self-correction

We all make mistakes when we learn new things. Mistakes are useful because you can learn from them. It is useful to work on your mistakes and correct them in a systematic way.

YOUR MISTAKE	THE CORRECT VERSION	EXPLANATION
Last summer I went <u>in</u> London.	Last summer I went <u>to</u> London.	Use <u>to</u> after the verb 'go' when it has the idea of movement (direction)
I <u>have been</u> to Paris a year ago.	I <u>went</u> to Paris <u>a year ago</u> .	Use the Past Simple for actions that happened at an <u>exact</u> time in the past.

Task Use this table to write your mistakes and the correct forms next month. This will help you to remember how to use the correct forms. Show the table to your teacher if you do not know or are not sure how to correct a mistake.



Learning strategies

Grammar Strategies

STRATEGY 1 You can learn from your mistakes.

STRATEGY 2 You have to learn irregular forms (verbs, nouns, etc.). See the Grammar Explanations section.

STRATEGY 3 You can find (in books or online) and write down examples of grammar structures you are studying at the moment.

STRATEGY 4 You can use a different colour code to mark changes in form (e.g. study – stud**ies**)

STRATEGY 5 You can compare grammar structures in English and in your language to notice the similarities and differences between them.

STRATEGY 6 You can look at example sentences that come after rules and write your own examples.

STRATEGY 7 You can personalize grammar and write sentences about yourself with the new structures you are practicing.

STRATEGY 8 You can use answer keys in self-study materials. Correct your mistakes and try to understand the grammar rules you are studying better.

STRATEGY 9 You can choose a 'structure of the day' or 'structure of the week'. Find as many examples of the structure as possible on the Internet, in books and magazines, on the radio and TV.

STRATEGY 10 ...or you can just read rules in the Grammar Explanations section to understand how English works.

YOUR OWN STRATEGY(-IES)

.....
.....

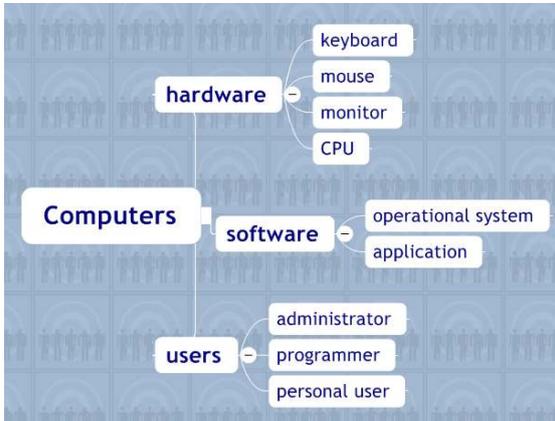
Task Think about these questions and make notes. Discuss them with your group mates and/or your teacher when you next meet.

1. Which of the Grammar Strategies do you use?
Why?
How do they help you to learn grammar?
2. Which ones do you want to try?
Why?
How will they help you learn grammar?



Vocabulary Strategies

STRATEGY 1 You can draw mind maps to organise new vocabulary by topic.

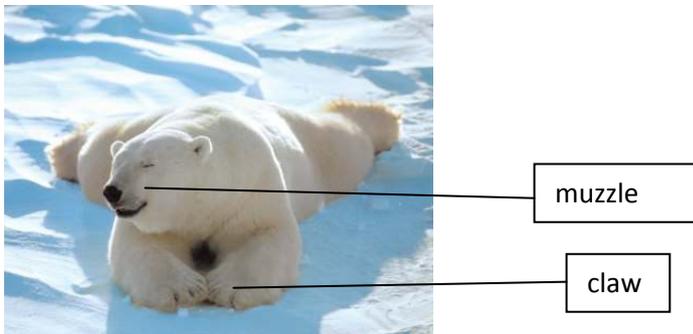


STRATEGY 2 You can write words with similar meanings (synonyms) or words with opposite meanings (antonyms) and learn them together.

learn = study

big ≠ small

STRATEGY 3 You can use pictures and diagrams.



STRATEGY 4 You can write different parts of speech together.

Verb (action or state)	Noun (who?/ what?)	Adjective (what kind?)	Adverb (how?)
use	user	usefull ≠ useless	usefully ≠ uselessly

STRATEGY 5 You can write lists of words with translations into your language, but remember to organise them later for more effective learning.

EN	LT
<i>print</i>	<i>spausdinti</i>
<i>copy</i>	<i>kopijuoti</i>



STRATEGY 6 You can write new important words in a special table for active study. See [MX WX DX](#).

Word	Part of speech	Meaning or translation	Example sentence	Other parts of speech (made from this word)	Phrases (words that go together)
assist	v	help	We other companies in IT project development.	assistant (n), assistance (n)	to <i>assist</i> in smth
PASSIVE LEARNING (FOR READING AND LISTENING)		ACTIVE LEARNING (FOR SPEAKING AND WRITING)			



STRATEGY 7 You can write words with their partners.

*a tall man **but** a high mountain*

*a narrow street **but** a thin person*

STRATEGY 8 You can write the pronunciation if it is difficult. Use your dictionary for this.

elective /ɪˈlɛk.tɪv/

STRATEGY 9 You can mark the stress in a word.

*administration **but** administer*

STRATEGY 10 ...or you can just open your dictionary at any page and try to learn 5 new words every day. In a year, you will learn $365 \times 5 = 1825$ new words. 😊

YOUR OWN STRATEGY(-IES)

.....

.....

Task Think about these questions and make notes. Discuss them with your group mates and/or your teacher when you next meet.

- Which of the Vocabulary Strategies do you use?
Why?
How do they help you to learn new words and phrases?
- Which ones do you want to try?
Why?
How will they help you learn vocabulary?



Dictionary Strategies

Dictionaries are not only for finding new words. You can use them in many ways to help you learn English.

STRATEGY 1 You can find the **meaning** of a new word or phrase in English or your language.

STRATEGY 2 You can check the **spelling** (=how to write) of a word.

STRATEGY 3 You can find the **pronunciation** of a word (=how to say it) and its **stress** (=which part of the word is 'stronger').

STRATEGY 4 You can find **example sentences** to see how to **use** a word when you speak or write.

STRATEGY 5 You can find out about the **grammar** of a word. For example, a good dictionary will tell you that the word 'weather' is *uncountable* (cannot be counted). It means you cannot use the article 'a' when you say 'a good weather'.

STRATEGY 6 You can find differences between **British** and **American English**, where the same word sometimes has a different meaning or spelling. Look at this example from [Cambridge Dictionary of American English](#):

subway

noun [C]

an underground, electric railroad in a city

(American English) *Take the subway to Times Square.*

(British English) *A subway is an underground passage that people who are walking can use to cross under a busy street.*

STRATEGY 7 You can find **word partners** (=words that can go together) for a new word you want to learn. Look at this example from [Cambridge Learner's Dictionary](#):

computer

noun [C]

an electronic machine that can store and arrange large amounts of information

We've put all our records on computer.

computer software

computer games

Task Think about these strategies and make notes. Discuss them with your group mates and/or your teacher when you next meet.

1. Which of the Dictionary Strategies do you use?
Why?
How do they help you to learn English?
2. Which ones do you want to try?
Why?
How will they help you learn English?



English Resources Online

We hope you like learning English, but learning a language is a long (lifelong ☺) process. One day you will finish this course and have to find a new place to develop your English. Here is a list of the best FREE websites to learn English online:

General English

- [BBC Learning English website](#)

Choose from these sections:

[Learning English](#) , [News English](#) , [Business English](#) , [Watch and Listen](#) , [Grammar and Vocabulary](#) , [Communicate](#) , [Quizzes](#) , [Talk about English](#) , [Downloads](#)

- The British Council website for adults [LearnEnglish Central](#)

English for everyone

- The British Council website for professionals [LearnEnglish Professional](#)

This website can help you develop your English skills for a professional career by and prepare for English language exams.

- [Bell English Online](#)

Bell English Online is a multimedia English learning service for the Internet. You will find the language activities and games on this site an excellent way to learn English online.

- <http://www.learnenglish.be>

This site is for elementary and intermediate learners of English. You can study grammar or vocabulary topics and try one of the 400 exercises and language games.

- <http://www.learnenglish.de>

This site has a lot of resources to help you learn English: help with dictation and pronunciation, sections on the basics of English, spelling, grammar and other activities, such as games, tests and quizzes.



Train your memory

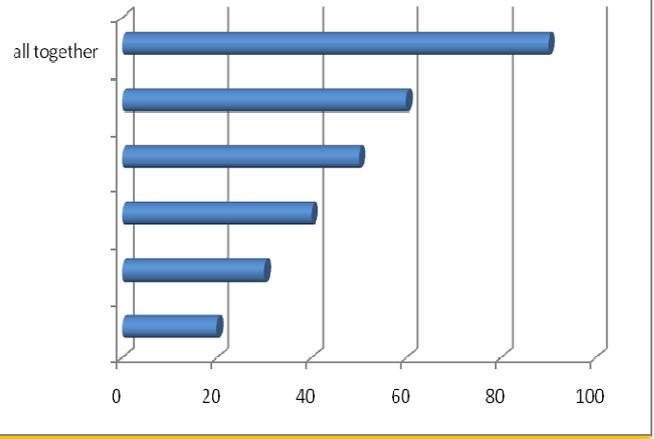
How to Remember More

Complete the sentences. Match the words and phrases from the box with the figures.

see	read	say
hear	do	

Most people remember...

- 20% of what they
- 30% of what they
- 40% of what they
- 50% of what they
- 60% of what they



But if you **read, hear, see, say** and **do** something with that information, you will remember **90%** of it!

What does it mean to you as a language learner? To remember **90%** of new information, you should:

- **Read** and **listen** to it (=hear) at the same time if you can. All modern learning materials come with audio recordings, so don't forget to use them
- Use images (=see or draw pictures, graphs, mind maps, etc.) to visualise what you are learning
- Practise **saying** the new words and phrases
- Experiment (=do) with the new language to activate it



Answers:

<p>Most people remember*...</p> <ul style="list-style-type: none"> • 20% of what they read • 30% of what they hear • 40% of what they see • 50% of what they say • 60% of what they do <p>*According to research at the University of Texas</p>	<table border="1"> <caption>Memory Retention Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>all together</td> <td>90%</td> </tr> <tr> <td>do</td> <td>60%</td> </tr> <tr> <td>say</td> <td>50%</td> </tr> <tr> <td>see</td> <td>40%</td> </tr> <tr> <td>hear</td> <td>30%</td> </tr> <tr> <td>read</td> <td>20%</td> </tr> </tbody> </table>	Category	Percentage	all together	90%	do	60%	say	50%	see	40%	hear	30%	read	20%
Category	Percentage														
all together	90%														
do	60%														
say	50%														
see	40%														
hear	30%														
read	20%														

Train your brain!

It is difficult to memorise a lot of words at once. You can help your brain to remember more words if you **classify** them (put them in categories) before you learn them.

Task Here are some standard phrases. Imagine you are writing a CV. Which section of the CV can you use them in? Put them in the right category/column.

BSc (Bachelor’s Degree) in ICT	part-time/full-time job	good teamwork skills
basic computer/word processing skills	good communication skills	was in charge of IT department
software development	completed six elective courses	volunteer work
MSc (Master’s Degree) in ICT	clean driving license	graduated in June 2008

Education and Qualifications	Work Experience	Other information
<i>BSc (Bachelor’s Degree) in ICT</i>	<i>part-time/full-time job</i>	<i>good teamwork skills</i>

Answers:

Education and Qualifications	Work Experience	Other information
<i>BSc (Bachelor’s Degree) in ICT</i>	<i>part-time job</i>	<i>good teamwork skills</i>
graduated in June 2008	volunteer work	clean driving license
completed six elective courses	software development	good communication skills
MSc (Master’s Degree) in ICT	was in charge of IT department	basic computer/word processing skills

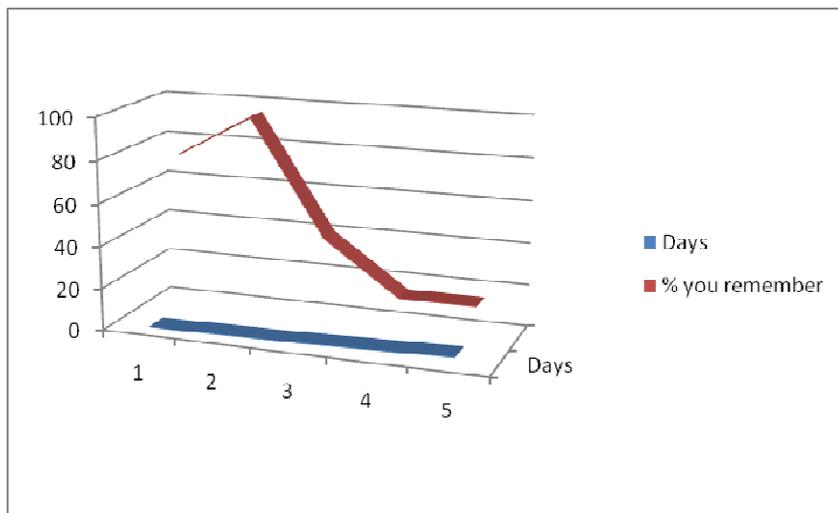


Reviewing

Looking back at what you have learned is essential if you want to remember more. Here are a few facts and figures about the way your memory works:

- If you try to learn 10 words, the first time you will remember about 7 or 8 words (about 75% of new information).
- If you look back at these words and review them in about 10 minutes, you will remember 9 or all 10 words (90 – 95%).
- After 24 hours - if you do not review them - you will only remember about 3 or 4 words (30 – 40%).
- After 2 days - if you do not review them – you will only remember about 1 or 2 words (10 – 15%).

Look at this graph showing how your memory works if you don't review. Looks like skiing downhill, doesn't it? 😊



But if you revise regularly, you will remember about 90 – 95% of what you have learned.

Use this table to help you plan your review time.

What to study	Time	Review time	Done
<i>Words about work</i>	05/03/2008 5 – 5.30 pm	Review 1: 5.30 – 5.40 pm Review 2: 06/03/2008 Review 3: 12/03/2008	✓



Let's Put It All Together

By this time, you have learned a lot. We hope this course was useful and you can do more things in English than before. But you can't learn everything in one course. To help you plan your learning, we have prepared four questionnaires.

Instructions

How well can you do these things in English? Tick one of the boxes: 'can do it well', 'can do it' or 'still need to learn'. Then talk to the other students in your group and your teacher about your results when you meet again. Plan what and how you are going to learn.

Listening

	Can do it well*	Can do it quite well**	Still need to learn***
You have to be able to hear and understand these things:			
a) understand simple everyday conversations			
b) understand the topic of/information in a discussion			
c) understand what people say in shops, post offices or banks			
d) understand directions (how to get from point A to point B)			
e) understand the main information from short audio recordings			
f) understand the main points of TV news			
g) understand the main point in short, clear messages			

Reading

	Can do it well*	Can do it quite well**	Still need to learn***
You have to be able to read and understand these things:			
a) directions, signs, notices and instructions			
b) posters and advertisements			
c) brochures, leaflets, guides			
d) price lists, tickets, menus			



e) radio, theatre, TV programmes, timetables			
f) maps			
g) forms			

Speaking

	Can do it well*	Can do it quite well**	Still need to learn***
You have to be able to say these things:			
a) introduce yourself and other people; say hello and goodbye			
b) ask how people are and react to news			
c) make invitations; react to invitations and suggestions; say sorry			
d) say what you like and dislike			
e) discuss plans (=what to do in the evening/at the weekend)			
f) agree and disagree with people			
g) exchange information and give your opinion			
h) buy simple things in shops; say what you want and ask about the price			
i) get simple information about travel and buy tickets			
j) give information about quantities (=how much or how many), numbers and prices			
k) order a meal in a cafe or restaurant			
l) ask and answer questions about yourself and other people (where they live, who they know, things they have, etc.)			
m) use such phrases as <i>next week, last Friday, in November, three o'clock</i> to say when things happen			
n) ask for and give directions (=tell the way) using a map or plan			
o) ask for and give personal information (name, age, job, education, interests and hobbies, etc.)			



p) use simple language to start, keep or end a short conversation			
q) ask people to repeat what they said or say that you didn't understand something			

Writing

	Can do it well*	Can do it quite well**	Still need to learn***
You have to be able to do these things:			
a) fill in forms			
b) write standard letters/emails			
c) write personal letters/emails			
d) write notes and messages about everyday life			
e) describe events and activities			
f) describe plans and arrangements			
g) write about likes and dislikes			
h) describe family and living conditions			
i) write about personal experiences			

Answers:

* If you have ticked this box: Well done!

** If you have ticked this box: You need more practice. Use this course, other resources you have or online resources to improve your English.

*** If you have ticked this box: You need to learn this.