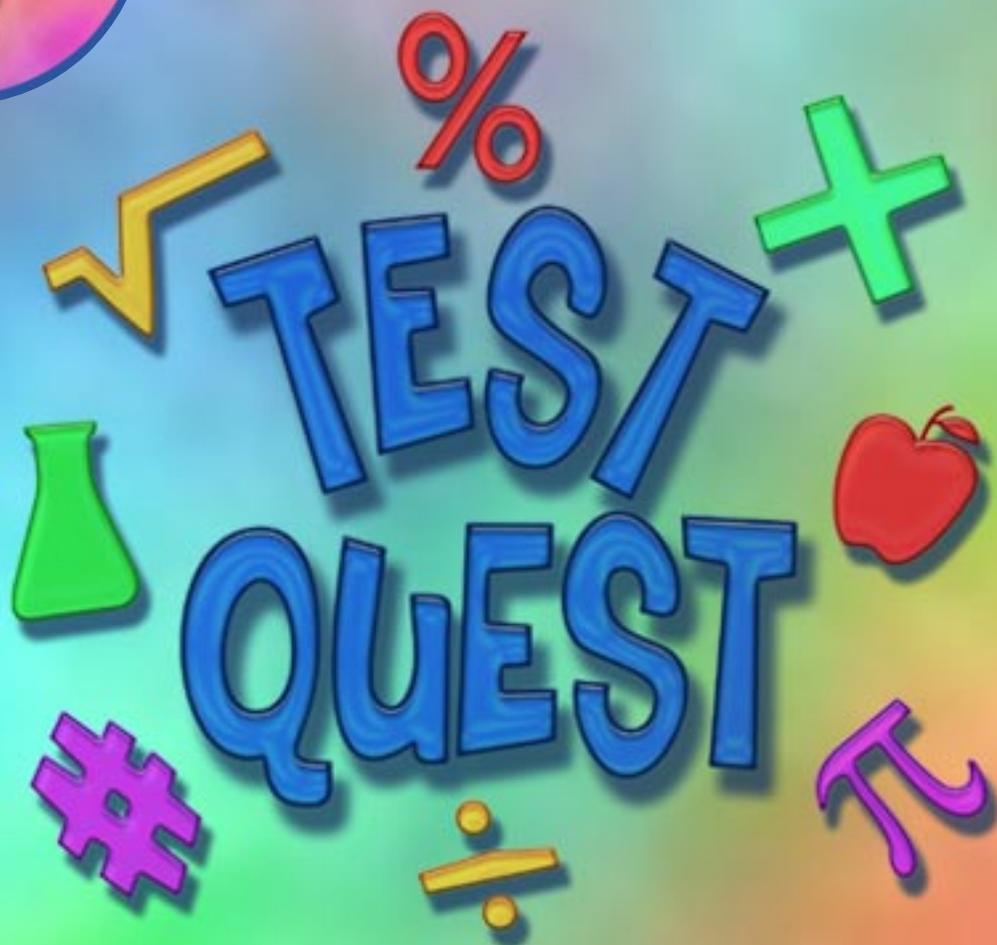


Test Quest



A Teacher's Utilization Guide

<http://www.pbs4549.org/TESTQUST.HTM>

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Introduction to Test Quest



Welcome to **Test Quest**, where you'll set forth on an adventure to pass the Ultimate Challenge: the Proficiency Test.

In Episode One, the Questers discover each of their own learning styles. A visit to a chocolate factory reveals how each learns most effectively about the making of chocolate: by using his/her own learning style — visual, auditory or kinesthetic

In Episode Two, the Questers tell us how they studied the information they learned at the chocolate factory. They then receive phone calls asking for help with study techniques and explain to the callers how discovering one's learning style helps to determine how to study.

In Episode Three, the Questers are contestants on a quiz show that poses questions about studying and taking tests. Who's the winner? Tune in and find out — and get lots of ideas on how to improve your study plan.

To help the Questers (and YOU, too), we've created some web pages that might help you pass the Ohio Proficiency Test at <http://www.pbs4549.org/TESTQUST.HTM>. Our site features pages on:

Learning Styles

Study Habits/Time Management

Test-Taking Skills

Taking Notes

Active Listening

Improving Your Memory

Activities

Here are some sites that will give you more information about Study Skills:

English-Zone.com (You'll have to pay for some parts of this site)
<http://www.english-zone.com/study/index.html>

Improve Your Studying Skills http://www.unc.edu/depts/unc_caps/TenTraps.html

So You Wanna Improve Your Study Skills? <http://www.soyouwanna.com/site/syws/studyskills/studyskills.html>

Study Guides and Strategies (Very comprehensive — excellent site!)
<http://www.studygs.net/>

Study Skills <http://www.columbia.edu/cu/augustine/study>

Study Skills Guide <http://www.csbsju.edu/academicadvising/helplist.html>

Study Skills Help Page: Learning Strategies for Success <http://www.mtsu.edu/~studskl>

Study Skills Package http://www.adm.uwaterloo.ca/infocs/Study/study_skills.html

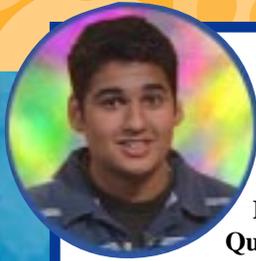
Study Skills Self-Help Information <http://www.ucc.vt.edu/stdysk/stdyhlp.html>

Study Skills Topic Pages <http://www.how-to-study.com>

Study Strategies Homepage <http://www.d.umn.edu/student/loon/acad/strat>



Meet The Questers



JOE

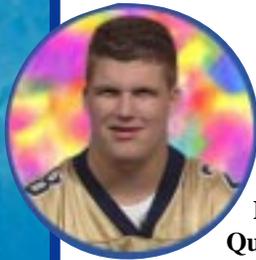
Age: 16

Loves: Movies with a lot of car chases

Hates: Waiting in line

Hobby: Rollerblading without a helmet

Quote: "Cut to the chase. Don't sweat the small stuff."



CLINT

Age: 14

Loves: Football

Hates: Pop quizzes

Hobby: Collecting *Sports Illustrated*

Quote: "Um, don't have one. Can I just leave it blank?"



LISA

Age: 15

Loves: Smart people

Hates: Gossip

Hobby: Cheerleading

Quote: "Can we just take it one step at a time, please?"



MARK

Age: 15

Loves: Les girls

Hates: When cell phone battery dies

Hobby: Taking long walks on the beach with a beautiful girl

Quote: "So, how about the Saturday after that?"



BREEZE

Age: 14

Loves: Free expression

Hates: Any invasion of personal space, privacy or civil rights

Hobby: Protest rallies

Quote: "Show me the law that says that."



DREW

Age: 15

Loves: Old TV shows, especially "Gilligan's Island"

Hates: Confusing stuff

Hobby: Legos

Quote: "That's cool. I don't know why. But it's cool. Yeah. Cool. Definitely cool."



Learning Styles/ Self-Analysis



Every person has his own unique way of learning. Think about yourself. Do you learn best in a group or by yourself? Do you need quiet? Do you remember better if you see something or if you hear it?

How you answer these questions can help to determine your learning style. Although you may learn in a lot of ways, you probably have one style that is more dominant than the others. There are many theories and many different names, but we're going to look at three learning styles.



Visual Learners

Visual Learners remember best what they see. They learn best through images — pictures, diagrams, timelines, demonstrations and charts are good learning tools. They usually like mazes and puzzles, machines and inventions, and can read a map. Sometimes they're accused of daydreaming in class.



Auditory Learners

Auditory Learners think in words. They remember best when they hear and listen. They might be good readers, but may prefer the spoken word more. They are often musical. They are generally good storytellers and solve problems by "talking" about them.



Kinesthetic Learners

Kinesthetic Learners (or Active Learners) prefer to learn through their body or their feelings. They are highly active, not able to sit still too long and communicate with body language and lots of gestures. These learners often talk about how they "feel" about things. They learn best when there are hands-on activities.

Now that you know about these three learning styles, it's time to find out what kind of learner you are. Go to Abiator's Online Learning Style Inventory at <http://www.berghuis.co.nz/abiator/lsi/lsiframe.html> and take one of the tests. Click the button at the end to see which area is your strongest.

For more information about learning styles and for other learning style inventories, check out these sites:

Children's Learning Styles http://www.fortnet.org/ParentToParent/Pfellers/par_lern.html

Index of Learning Styles ILS <http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSpa.html>

Learning Styles <http://www.studygs.net/memory.htm>

Learning Styles Menu <http://www.berghuis.co.nz/abiator/lsi/lsimenu.html>



Study Habits / Time Management



Tick-tock, tick-tock, tick-tock! This is just the sound of time marching on! Teens have so many competing demands on their time — friends, movies, studying, relationships, work and more! One of the most important factors in learning how to study is learning how to manage time. In order to manage your time better, take control of what happens to you during school and during your time away from school.

Here are some tips you can use to help you manage your time efficiently:

- **Make a “to do” list.** Make your list in the morning and then feel the joy of crossing out each item as you finish it.
- **Set your priorities.** A priority is something important. Look at your list and decide what is the most important task you need to do. What is next important? And so forth.
- **Use a daily planner at school.** A daily planner keeps track of your school assignments as they are given. Be a **WINNER!**
 - Write down assignments while you are still in class.
 - Include due dates.
 - Determine if you Need to bring home the book for that class.
 - Do homework every Night. Don't let it pile up.
 - Explain to your parents what you're doing in school.
 - And Remember to bring the work back to school.
- **Study difficult (or boring) subjects first.** Waiting to study them doesn't make them easier. Get them “out of the way.”
- **Keep study sessions no longer than 50 minutes — then take a break.** Give yourself some kind of **reward** before getting back to work.
- **Avoid over-commitment.** Be **realistic** about what you have time to do.
- **Try to handle a paper or an assignment only once.**

How about trying your hand at “Beat the Clock”? This is a time management game. Go to <http://www.pbs4549.org/TSTQUEST/GAME.HTM> to get the game board and the worksheets. You can also work on using a daily planner and on long-term projects at this site.

For more information on time management, check out these sites:

Time Management http://www.d.umn.edu/student/loon/acad/strat/time_manage.html

Time Management <http://www.adm.uwaterloo.ca/infocs/Study/time.html>

Time Management <http://www.studygs.net/timman.htm>

Time Management Tips http://elearn.mtsac.edu/elawlor/general/time_mgt.htm

Twenty Time Savers <http://www.columbia.edu/cu/augustine/study/time.html>



Test-Taking Skills



The real key to taking a test is to be prepared — to have spent consistent time studying. But there are test-taking strategies that might help you do well on a test.

General Guidelines

- Get a **good night's sleep** before the test.
- **Arrive early** and take a moment to relax.
- Don't go to the test with an **empty stomach**.
- **Read directions** carefully. Listen to instructions from the teacher. Important directions could be given.
- If you go blank on a question, skip it and come back to it at a later time.
- Make a **study sheet** before the test and use it to review.
- Be sure you have all of the **supplies** you need — pencil, calculator, texts, etc.
- Save time at the end to **review** what you have done. Make sure you've answered everything.
- Answer the **easiest questions first**.

True/False Tests

(<http://www.studygs.net/tsttak2.htm>)

- Most true/false tests contain **more true answers** than false answers. When in doubt, guess true.
- Watch for **qualifiers**. These are words like no, never, always every, entirely, only. They usually imply false answers.
- Read questions that have **negatives** very carefully. These tend to be confusing.
- **Every part of the statement must be true** to get an answer that is true, so read long questions carefully.

Multiple Choice Tests

- Read the **stem** carefully.
- Read **all of the answers** before selecting.
- First **eliminate answers** you know are wrong.
- **Always guess** when there is no penalty for guessing. Don't guess if you are penalized for guessing.
- Your **first choice is usually correct**, so don't change answers unless you're sure you are correct.

Short-Answer Tests

- Find out if you need to write in **complete sentences**. When in doubt, use complete sentences.
- Use **grammatical** clues to help you. Look for plurals.
- Let the instructor know if you think more than one answer is possible. The instructor may give you a clue to what he/she is looking for.
- A **guess** may give you a few points. You will get no points if you leave it blank.



Test Taking Skills



Essay Tests

- **Read directions** and all of the questions before you begin.
- **Look for key words** like compare, contrast, or criticize to determine how to structure your essay.
- Make a **brief outline** of what you want to write.
- Write down **key words** you want to use in your essay.
- Start with a **strong introductory statement**. State your main point in the first paragraph. This paragraph should be an **overview** of your essay.
- Begin each supporting paragraph with a **key point**.
- Support your answer with **examples and facts**.
- Write a **summary** at the end of your essay.
- **Review, edit and then correct!**

Flash Cards

(These may seem old-fashioned, but they really work!)

- Great for **review** of vocabulary, dates, mathematical terms and formulas, and foreign language.
- Put question on one side and answer on the back.
- As you're using flash cards, **put aside** those you already know and review ones that need work.
- **Review them often**. They're a great study aid.

For more information on test-taking skills, go to these sites:

Dealing With Test Anxiety <http://www.studygs.net/tstprp8.htm>

The Essay Type Exam <http://www.studygs.net/tsttak4.htm>

Index Cards — Vocabulary http://www.how-to-study.com/ind_crdsv.htm

Multiple Choice Tests <http://www.studygs.net/tsttak3.htm>

Short-Answer Tests <http://www.studygs.net/tsttak5.htm>

Study Guides and Test-Taking Strategies Hotlist <http://www.eop.mu.edu/study>

Ten Tips for Test-Taking <http://www.studygs.net/tsttak1.htm>

Test-Taking Skills: Effective Study Techniques for Essay Tests <http://www.csbsju.edu/academicadvising/help/testskil.html>

Test-Taking Skills, Part I: How Do I Show What I Know? <http://www.sla.purdue.edu/studenterv/learningcenter/handouts/testskls.htm>

Test-Taking Strategies http://www.d.umn.edu/student/loon/acad/strat/test_take.html

Test-Taking Strategies http://acs2.byu.edu/ccc/Learning_Strategies/test/strategy.htm

Tips on Test-Taking <http://www2.ncsu.edu/unity/lockers/users/f/felder/public/Papers/testtaking.htm>

Tips on Writing the Essay-Type Examination <http://www.csbsju.edu/academicadvising/help/essayexm.html>

True/False Tests <http://www.studygs.net/tsttak2.htm>



Taking Notes



Organized notes help you identify the important ideas in a lecture or in an article. They help you understand the organization and the purpose of the lecture or assignment. Use these tips to help you to become a better note-taker.

- Collect all the notes for **each course in a separate place**. Either have a **separate notebook or a separate section for each class**.
- Write notes on **one side of the page** only. It's easier to organize your notes at a later date.
- Write the **name and the date** at the top of each day's notes.
- **Don't doodle** or do other activities that will distract you from the task at hand.
- Use **abbreviations**.
- Watch for **signal words**. These include statements like "There are three reason why..."; "First ... Second ... Third ..."; "Most important is ..."; and "A major development ..."
- **Mark ideas for emphasis** with a symbol like an arrow or a star. Underline main points.
- **Review** your notes as soon as possible after you've taken them. Make any organizational improvements.
- **Box assignments** so you can identify them quickly.
- Do not try to write every word. **Write the main ideas**.
- Write notes in **outline form** rather than in paragraph form.
- **Leave space** between ideas so that you can add information as needed.
- Provide **examples** when helpful.
- Make **flash cards** for unfamiliar vocabulary, ideas or concepts.
- **Work with your classmates**. Share notes to fill in gaps or discuss ideas.

To find out more about taking accurate notes, visit these sites:

A System for Effective Listening and Note-Taking <http://www.learning-centre.com/sec03.htm>

Lecture Note-Taking <http://www.csbsju.edu/academicadvising/help/lec-note.html>

Listening and Note-Taking <http://www.adm.uwaterloo.ca/infocs/Study/listening.html>

Note-Taking Tips <http://www.english-zone.com/study/notes.html>

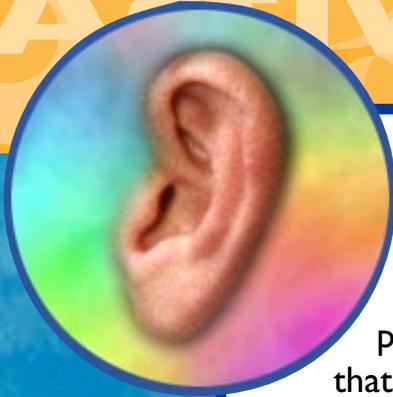
Taking Notes in Class http://www.how-to-study.com/tkng_notes.htm

Taking Notes From Lectures http://www.d.umn.edu/student/loon/acad/strat/ss_notetaking.html

Taking Notes in Lectures <http://www.studygs.net/Lcturnote.htm>



Active Listening



Experts say that about two-thirds of everything you learn, you learn through listening. Yet, very few people are good listeners. “The average person remembers only about 25 percent of what he or she hears, and some people remember as little as 10 percent. The problem is that while hearing is incredibly easy, listening takes a real effort.” (Amberg, Jay. *The Study Skills Handbook*. “Learning to Listen,” p. 59.)

There are no shortcuts to improve your listening skills, but here are some tips that might make you a better listener.

- **Be attentive.** You have to make an effort to listen carefully. Don't daydream and don't talk.
- Think about the **main point** the speaker is trying to make. To remember it, write it down. If you are in class, write a summary of the information when the speaker has finished his/her presentation.
- **Paraphrase** or restate in your own words what the speaker is saying.
- Try to **leave emotion out** when you're listening. Try not to argue back in your mind. These things detract from what the speaker is saying.
- Ask for **clarification** if you don't understand a point the speaker is making. Be polite.
- **Avoid distractions.** Sit close to the speaker, if possible.

To improve your listening skills, try the listening activities at

Paraphrasing http://lynn_meade.tripod.com/id119.htm

Listening Games http://lynn_meade.tripod.com/id137.htm

Listening Quiz: The Story http://lynn_meade.tripod.com/id123.htm

Listening Quiz: Who Did It? http://lynn_meade.tripod.com/id124.htm

For more information on active listening, take a look at these sites:

Active Listening <http://crs.uvm.edu/gopher/nerl/personal/comm/e.html>

Active Listening <http://www.studygs.net/listening.htm>

Active Listening for the Classroom <http://7-12educators.about.com/library/weekly/aa081700a.htm>

Effective Listening <http://www.csbsju.edu/academicadvising/help/eff-list.html>

How to Listen Better http://www.how-to-study.com/how_to_listen_better.htm

Listening and Note-Taking <http://www.adm.uwaterloo.ca/infocs/Study/listening.html>



Improving Your Memory



There are two types of memory: **short-term** and **long-term**. You use short-term when you remember something for a few seconds, like a telephone number. Your memory keeps it only long enough for you to use it. Long-term memory stores information for days, weeks or even years. When you are trying to learn information, you need to organize it, store it and (here's where your memory comes in!) retrieve it. You have to decide what information is important and then connect it to what you already know.

Can we improve our memory? Sure! There are memory techniques you can use.

- Try to **create a pattern** with the information you are learning.
- **Use all of your senses.** The information is then stored in different parts of your brain and you have more chances of remembering it. Say things out loud.
- Use **locations** to help you remember. (This is often called “loci.”) Try this exercise: “Select any location that you have spent a lot of time in and have easily memorized. Imagine yourself walking through the location, selecting clearly defined places — the door, sofa, refrigerator, shelf, etc. Imagine yourself putting objects that you need to remember into each of these places by walking through this location in a direct path. Again, you need a standard direct path and clearly defined locations for objects to facilitate the retrieval of these objects. For example if you had to remember George Washington, Thomas Jefferson and Richard Nixon, you could imagine walking up to the door of your location and seeing a dollar bill stuck in the door; when you open the door Jefferson is reclining on the sofa and Nixon is eating out of the refrigerator.” (from <http://www.studygs.net/memory.htm>)
- Give yourself enough **time** to process the information.
- **Repeat, repeat, repeat!** Repeating often enough allows a great number of connections to be forged in the brain and retrieval becomes easy and instantaneous.
- **Break material into manageable pieces.** Memorize a piece at a time and then put the pieces together.
- Several **short sessions** are more productive than one long session. You tend to remember the things that you learn at the beginning and end of sessions, so the more beginnings and ends you have, the more you'll remember.
- Use **acronyms** and **acrostics**. Acronyms are words made from the first letters of other words. For examples, to remember the colors of the spectrum in order, think **ROY G BIV** — which stands for **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo and **V**iolet; or the police **SWAT** team stands for **S**trategic **W**eapons **A**nd **T**actics. Acrostics (also known as memory triggers) are invented sentences; for example, Every Good Boy Does Fine stands for EGBDF, the order of notes on sheet music.

To improve your memory, try the memory games at Memory (<http://faculty.Washington.edu/chudler/chmemory.html>)

For more information on memory and techniques to improve your memory, go to these sites:

Memory Improvement.co.uk <http://www.memoryweb.freeuk.com>

Using Memory Effectively <http://www.studygs.net/memory.htm>



Activity: Self-Check



Teachers: Read these questions to the students one at a time and then review the answer so that they have immediate feedback.

When creating a study environment, it is okay to have some music or the radio on in the background.

False Especially if you are an auditory learner. The more sensory distractions you have, the fewer opportunities you have to remember the material. While you may think that having some music on in the background is harmless, you are turning your auditory sense away from the task at hand. The urge to listen to the music, sing along with the lyrics, or stop to listen to the weather report all take away from concentrating on the material at hand.

It is fine to study with the television on.

False Television distracts two sensory channels, auditory and visual. Even if you are not directly in the room, if you can hear the TV, your instinct will be to turn to see why they are laughing or what just exploded.

Studying on your bed is a great place to be comfortable.

False While comfort is important, being too comfortable can defeat your purpose. Beds are for sleeping, and like it or not, if you are trying to concentrate while reclining on your bed, the harder you try, the more your body is going to go into sleep mode.

It's okay to eat or drink while you study.

True The need for intake is as much a part of your learning style as is being an auditory or visual learner. If you need a snack and don't have one, thinking about it will create another distraction, so make the popcorn before you begin your study session.

When answering short-answer or essay questions, it is important to restate the main idea of the question in your answer.

True Especially on standardized tests, readers are often trained to look for that restatement of the question in the answer and if they cannot find it easily, you may lose a precious point.

Skimming is an effective reading strategy.

True If it is not your only reading strategy. Preview skimming to get acquainted with the text or overview skimming to review and refresh your memory are excellent study methods.

(continues next page)



Self-Check

Self-Check (con't)



Scanning can help you find answers quickly.

True Again, if it is not the only method. There is no replacement for reading text thoroughly, but scanning, using your eyes to “glide” through the material looking for one specific piece of information, can be helpful when reviewing or answering follow-up questions.

When studying for a test, it is best to study all of the information equally.

False Don't waste time on the items you already know. Concentrate your efforts on the material you cannot readily recall, and skim the things you already know well.

The best way to study is to do a quick review five to ten minutes before the test.

False Short-term memory can only hold seven to ten pieces of information at a time. A quick scan before the test may help to refresh your memory on a few facts, but it will not be an adequate substitute for a study session that helps put information into long-term memory.

It is important to be relaxed and focused during a test.

True Being relaxed and focused means being prepared. If you have studied well and are confident about the testing situation, your anxiety level will naturally fall. Eliminating distractions and being well-fed and rested will also help you turn in a positive performance.



Activity: Make a Homework Survival Kit



Is this YOU? It's 9:00 PM. You had practice until 8:00, had dinner and now you're ready to study. You have to make a map for social studies. It's due tomorrow! EGADS! No colored pencils or markers!

To avoid this problem, make yourself a **Homework Survival Kit**. A homework survival kit is a collection of all the materials you might need to complete your homework or to study for a test.

First, get a box or a container you can use to store your supplies. You may want to decorate it in some way. Here are some suggestions of materials to include in the box:

- Pencils and pens
- Paper — lined paper, graph paper, construction paper
- Markers, colored pencils and crayons
- Index cards
- Folders
- Supplies — scissors, glue, tape, hole punch, pencil sharpener, paper clips, stapler, rubber bands, compass, protractor, ruler and calculator
- Reference materials— a dictionary, an atlas, a thesaurus and an almanac

Take this list home and share it with your parents. Ask them to help you find the supplies you need.

**Make a
DO NOT DISTURB!
sign to put on your study area.
Be creative!**



Memory Triggers

Activity: Memory Triggers or Acrostics



Name _____

Kilometer, hectometer, decameter, meter, decimeter, centimeter, millimeter.
You want to remember these in order to do well on your mathematics test. How? We know just the trick. Make a memory trigger. One that our students made for this list of terms was “**K**ids **H**ave **D**irty **M**inds. **D**on’t **C**ount **M**e!” It works!!

Here’s another example “**EGBDF**” These are the notes on the staff of sheet music. If you remember “**E**very **G**ood **B**oy **D**oes **F**ine” you’ll be able to remember the lines.

How do you create a memory trigger?

1. Write the list of words you need to remember. Be sure to put them in the order you need to remember them. Underline the first letter of each word.
2. Write the first letter.
3. Make a sentence with the letters.

Practice:

Make a memory trigger for the layers of the atmosphere: Troposphere, Stratosphere, Mesosphere, Ionosphere, Exosphere.

Write the Letters _____

Write your memory trigger sentence _____

Make a memory trigger for biomes of the world: Rainforest, Tundra, Coniferous forests, Deserts, Grasslands.

Write the Letters _____

Write your memory trigger sentence _____



Activity: Magic Pairs



Another Trick to Amaze your Family and Improve your Memory!

In this trick, you will pick the card that your friends are thinking of! You can do this trick with one to four players. Here's how it works.

1. Select ten pairs of cards, for example two 3s or two aces — for a total 20 cards.
2. While you are out of sight, have each player pick one set of cards or more than one set and then place all of the cards in a single pile.
3. You pick up the cards and place them in (what appears to be) random order on the table with four rows of five cards each.
4. After all of the cards have been placed, ask the player to point out the row or rows in which their pair appears without saying what their card is.
5. You then announce what the card is.

SO — How do you perform this trick? The key is memorizing and picturing four words: **LIMIT, MOOSE, PEARL, AND STRAP.**

1. Put the four memorized words in a table in your mind. Picture them!

L	I	M	I	T
M	O	O	S	E
P	E	A	R	L
S	T	R	A	P

2. When you place the cards on the table, be sure to place them where the pairs are, for example, the two 3s in your deck would go on the two I's.
3. Ask the player to tell you which row or rows have your letter.
4. Use your memory picture to know what the pair is.

Variation

This can be done with vocabulary words or math facts you want the students to learn.

*This idea is from the book **Memory Power Plus!** by Fred Chernow. Prentice-Hall, Inc. 1997, pp. 277-8.*



Making Corrections

Activity:

Making Corrections



Copy the first paragraph in each set and have the students make corrections. Have the students work in pairs.

When I sit down to study, I always make sure I have everything I need before I begin. I have paper my favorite pen calculator and of course a can of pop. I like to study after dinner the best. I can sit quietly at the kitchen table. And no one is around to bother me. If I plan my time good, I can be done before my favorite TV show comes on at 9:00. Then I relax and fall asleep. Knowing that all my work for that evening in done.

Correct Version:

When I sit down to study, I always make sure I have everything I need before I begin. I have paper, my favorite pen, my calculator, and, of course, a can of pop. I like to study after dinner the best. I can sit quietly at the kitchen table and no one is around to bother me. If I plan my time well, I can be done before my favorite TV show comes on at 9:00. Then I relax and fall asleep knowing that all my work for that evening in done.

Taking true/false tests are the worst. I always get caught by the questions with words like never and always. Things are never that clear cut. I think to much about what exceptions there, could be. And then I end up guessing. If I could just remember the suggestions my teacher gave me, to watch out for words in bold and italics. I would probably be a lot better off. When taking a true/false test.

Correct Version:

Taking true/false tests are the worst. I always get caught by the questions with words like never and always. Things are never that clear cut. I think too much about what exceptions there could be and then I end up guessing. If I could just remember the suggestions my teacher gave me, to watch out for words in bold and italics, I would probably be a lot better off when taking a true/false test



Speedwriting



Note-taking is a most useful study skill. It helps you to remember what you hear and read in school. The more information you can get, the more successful you will be. Do you find the teachers talk too fast? Can you keep up with what they're saying? **Try speedwriting.**

Here are some guidelines for speedwriting:

- Use **standard abbreviations**. These include abbreviations for states, countries, directions, days of the week, months of the year and other common abbreviations.
- Write beginnings of words. For example, Congress can be abbreviated as Cong.
- Delete silent letters. For example, pen could be written pn.
- Use shortcuts for amounts. For example, 2 billion dollars could be written \$2b.
- Make up your own shortcuts for words you use frequently.
- Here are some standard abbreviations:

b/c (because)

b/t (between)

ency (encyclopedia)

bus (business)

w/ (with), w/o (without)

i.e. (that is), e.g. (for example)

govt (government), natl (national), fed (federal)

demo (demonstrate)

apt (apartment), appt (appointment)

avg (average), mtg (meeting), misc (miscellaneous), rpt (report), attn (attention)

h (hundred), th (thousand), tr (trillion)

b(billion), m (million), d or \$ (dollar)

symbols such as < (less than), > (greater than), & (and), % (percent)



Speedwriting Activity



Speedwriting shortcuts: Try decoding these words.

pn _____

mth _____

Span _____

organ _____

organ _____

sci _____

govt _____

ntbk _____

hmwk _____

imp _____

Pres _____

pncl _____

Your problem:

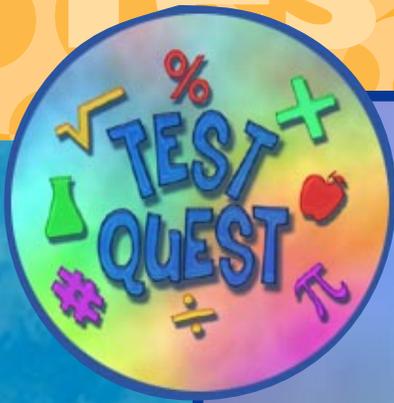
Mom is on the phone and has just a minute to tell you what she wants you to get. Pretend you are Mom and make up a list. Dictate the list to your partner and see if he/she can write the list using speedwriting abbreviations.

Your List

Your Partner's List



Test Quest



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