

# Learning Power workbook

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### **Chapter 1 Objectives**

After mastering this chapter you will be able to:

- DEFINE SUCCESS FOR YOURSELF
- APPLY THE MASTERY LEARNING PROCESS TO YOUR STUDIES
- USE THE CHANGE PROCESS TO DEVELOP EFFECTIVE HABITS

#### CHAPTER GETTING STARTED

Journal 1-1 The Learning Power Workbook
Journal 1-2 Make This Book Your Coach
Journal 1-3 Define Success
Practice 1-4 Improve Your Skills
Practice 1-5 Check Your Mindset
Practice 1-6 Discover Mastery Learning
Journal 1-7 Know Yourself: Personal Profile
Practice 1-8 Adopt a Process for Change
Journal 1-9 Take Note of Your Success
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Progress Check

# The Learning Power Workbook

HIS WORKBOOK INVITES you to become a co-author of *Learning Power*. That's because *Learning Power* isn't finished. What you see already written is important. But equally important is what you write. That's the value of *The Learning Power Workbook*.

This course is about taking action. Do whatever it takes to make this workbook a record of your thinking and your progress. Underline. Highlight. Mark. Deface. Scribble in the margins. Disagree. Doodle. Fill it up.

Workbook symbols appear throughout *Learning Power*. When these symbols appear, it is your cue to do work in the workbook.



#### JOURNAL

When making Journal Entries, take a few moments to examine what you think or feel about the topic and write down your thoughts. Your writing will not be graded, so don't worry about grammar or spelling for these exercises. There are no right or wrong answers in Journal Entries.



#### PRACTICE

Practice leads to excellence. The Practices in this workbook give you hands-on experience with the techniques suggested in *Learning Power*. The cycle of practicing something and then discovering how you did (feedback) allows you to continuously improve in any area you desire.

Doing the Practices can make the difference between a suggestion or idea that stays with you and one that dies right on the page. Use Practices to stay active, awake, and involved.



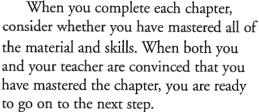
#### **KEY WORDS**

These highlighted words and concepts will expand your vocabulary by focusing on particular words and phrases that have special meaning.



#### OUTLINE

A great way to learn the important points of any material is to re-create it in outline form. You will outline each chapter and learn to use several outlining methods.



Each chapter contains many Journal Entries and Practices, one Outlining activity, one Key Words activity, and one Progress Check. All activities are numbered consecutively within a chapter. The first number is the number of the chapter. The second number is the number of the activity. For example, 2-8 refers to Chapter 2, activity 8. This activity happens to be a Practice. The feedback for this Practice can be found at the back of this workbook under 2-8 in the "Answers" chapter.



#### **PROGRESS CHECK**

Mastering each assignment before going on to the next is more important than studying a large number of chapters or techniques in a given amount of time. Don't worry about being faster or slower than anyone else. If you put in the time you need to master each assignment, your learning rate will increase and you will build your learning power.

Getting Started 3



IT'S TIME FOR YOUR FIRST Journal Entry. Fill the lines below with your thoughts about what you saw as you looked through the book and workbook. What was interesting? What would you like to know more about? What might be useful to you? What can you gain from the ideas in this book?

1-1

-2



YOU JUST READ A LIST of ideas for getting the most out of this book. Now it's time to make your own list. In the space below, write down which of these ideas you will use. As you do, remember that there is no "right" answer. The goal is simply to write from your heart, tell the truth, and make room for action.



WRITE YOUR RESPONSES to the following questions. 1. Do you agree that success is a matter of interpretation? Why or why not?

2. How do you define success?

1-3

3. Do you think success is in short supply? Explain.

4. Does success mean that someone else has to lose in order for you to win?



1-4

1. THREE TYPES OF SKILLS that can make a difference in school and the rest of your life are . . .

2. Of these skills, list those that you would like to learn or improve.

3. If there is something you would like to learn that's not included in the skills inventory, add it to the list.

4. Do you have to memorize each of the techniques and methods in *Learning Power?* Yes No

See Answers 1-4 in the back of the workbook.



5 MEMORIZE THE SIX STATEMENTS that describe a successful mindset. Follow these directions:

1. Read all the statements. If necessary, use a dictionary to find the meaning and pronunciation of any word you don't know.

2. Begin memorizing the first statement. First, reread it. Then look up from the book and try to say it from memory. (If you are in the library or in class, just speak under your breath.) If you get stuck, look at the page for a prompt, and then look up. Master the first statement before working on the second.

3. Mastery means being able to recite something as quickly and easily as you say the alphabet. Continue practicing until you can recite all six statements from memory—without looking at the page and without stumbling.

4. When you have the second statement memorized, work on reciting the first and second statements together. Once you have mastered the first and second statements, start on the third. Continue with the same process until you can recite all six statements.

5. Now that you have mastered the six statements describing a successful mindset, list them below.

See Answers 1-5 in the back of the workbook.



1. MASTERING A SKILL means that:

- a. You are one of the best in the world at that skill.
- b. You did your assignments or practiced.
- c. You can definitely perform or demonstrate the skill when asked.
- d. With some practice and a little luck, you might pass a test.

2. If you master every lesson as you go through a course, you can expect your learning rate for that course to (increase/decrease/stay the same). Therefore, with mastery learning, you may need (more/less/the same) study time for the whole course.

3. Is everyone's learning curve the same in each area of life? Yes No

4. People have different learning curves because of differences in:

a. Attitude b. Experience c. Age d. All of the above

5. Based on what you've read so far, are you intelligent enough to master all your courses? Yes No

Fill in the blanks.

6. In mastery learning, first you \_\_\_\_\_.

7. Next, you prepare to practice by listening, reading, or watching. Then you \_\_\_\_\_\_ until you master the task.

8. Finding out how well your practice is going is called \_\_\_\_\_

See Answers 1-6 in the back of the workbook.

### Know Yourself: Personal Profile

WHEN COMPLETING THE PERSONAL PROFILE exercise, keep two suggestions in mind. First, think of this exercise as a starting point—the first rung on the ladder of success.

Second, don't be too serious. It's OK to laugh at yourself; a sense of humor may help you be more truthful. Don't worry about looking good. When you reach the end of the book, you can repeat this exercise and see how you've changed.

For each of these statements choose the number that best describes you.

5 = always or almost always true

4 = often true

3 = sometimes true (about half the time)

2 = seldom true

1 = never or almost never true

#### Goals and Plans

- 1. \_\_\_\_\_ I know my long-term goals.
- 2. \_\_\_\_ I know my short-term goals.
- 3. \_\_\_\_ I have written down my goals.
- 4. \_\_\_\_ I base my actions on my goals.
- 5. \_\_\_\_\_ I plan my time and activities.
- 6. \_\_\_\_\_ I write down my plans.
- 7. \_\_\_\_\_ I keep track of appointments.
- 8. \_\_\_\_\_ I am on time.
- 9. \_\_\_\_ I have enough time for my activities.
- 10. \_\_\_\_\_ I keep track of my grades in school.
- 11. \_\_\_\_\_ I keep track of my progress and achievements.
  - \_\_\_\_\_ Add up your numbers for Goals and Plans

#### **Study Skills**

1. \_\_\_\_ I take useful notes in class.

2. \_\_\_\_ I can study from my notes.

3. \_\_\_\_\_ I participate in class.

4. \_\_\_\_\_ I know what to study for tests.

5. \_\_\_\_ I take tests well.

6. \_\_\_\_\_ I master the material in my courses.

7. \_\_\_\_\_ I am able to speak comfortably to peers, adults, and groups.

8. \_\_\_\_ I review my homework, tests, and papers to see how I did.

9. \_\_\_\_\_ I study effectively from textbooks.

10. \_\_\_\_\_ I know how to study for each course.

11. \_\_\_\_\_ I am able to write effectively.

\_\_\_\_\_ Add up your numbers for Study Skills

#### Homework

1. \_\_\_\_\_ I write down my assignments.

2. \_\_\_\_ I have the supplies I need.

3. \_\_\_\_\_ I have a regular place to do homework.

4. \_\_\_\_\_ I have a regular time to do homework.

5. \_\_\_\_ I am able to concentrate.

6. \_\_\_\_\_ I don't procrastinate.

7. \_\_\_\_\_ I keep my papers well organized.

8. \_\_\_\_\_ I do homework assignments completely.

9. \_\_\_\_ I pace myself on term papers and projects (no last-minute rush).

10. \_\_\_\_\_ I pace my studying for tests (no last-minute cramming).

11. \_\_\_\_\_ I ask for help from teachers, parents, or friends when I need it.

\_\_\_\_\_ Add up your numbers for Homework

#### Motivation and Attitude

- 1. \_\_\_\_\_ I am motivated at the beginning of each term.
- 2. \_\_\_\_ I stay motivated throughout the term.
- 3. \_\_\_\_\_ I like learning.
- 4. \_\_\_\_\_ I feel smart and able to succeed in school.
  - 5. \_\_\_\_\_ I like my teachers.
  - 6. \_\_\_\_\_ I like school.
- 7. \_\_\_\_\_ I feel good about my achievements and learning in school.
- 8. \_\_\_\_\_ My family is pleased with how I do in school.
- 9. \_\_\_\_\_ My family's involvement in my education is positive.
- 10. \_\_\_\_\_ I feel confident.
- 11. \_\_\_\_\_ I trust myself to do what I say I will do.
  - \_\_\_\_\_ Add up your numbers for Motivation and Attitude

#### Health and Well-Being

- 1. \_\_\_\_ I am healthy.
- 2. \_\_\_\_ I get enough sleep.
- 3. \_\_\_\_\_ I eat well.
- 4. \_\_\_\_\_ I am happy.
- 5. \_\_\_\_\_ I get along well with classmates.
- 6. \_\_\_\_\_ I get along well with those I live with.
- 7. \_\_\_\_\_ I get along well with teachers.
- 8. \_\_\_\_\_ I tell the truth to others and myself.
- 9. \_\_\_\_\_ I feel good about myself.
- 10. \_\_\_\_\_ I have confidence in my abilities.
- 11. \_\_\_\_\_ I dress and groom myself appropriately.
  - \_\_\_\_\_ Add up your numbers for Health and Well-Being

Fill in your ratings for each area on the following chart. If you wish, use different colors for each section.

Area for Success	0	5	10	15	20	25	30	35	40	45	50	55 .
GOALS AND PLANS		1	1	1								
STUDY SKILLS		I			1			T		emia		
HOMEWORK												
MOTIVATION AND ATTITUDE		T										
HEALTH AND WELL-BEING		Ι										

After doing the Personal Profile, I feel good about . . .

I was surprised or impressed by . . .

I want to improve in . . .

Specific actions I will take to make these improvements are . . .

Adopt a Process for Change

**1**-8 1. WHAT ARE THE SIX STEPS of the Change Process?

2. Write about a problem. If you're not sure what to write, remember what a problem is: a difference between the way things are and the way you'd like them to be.

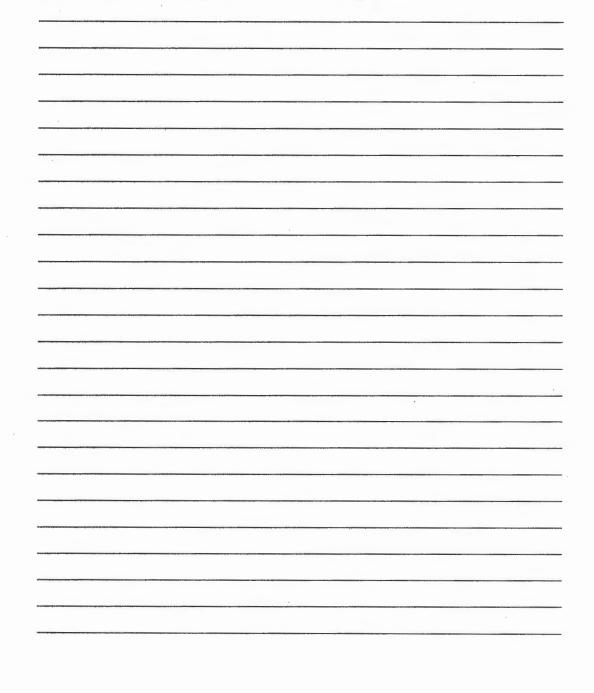
3. Now apply the six-step Change Process to the problem you just listed. Do Steps 1, 2, and 3. At Step 4, decide on some actions you can take today. List those actions here:

See Answers 1-8 in the back of the workbook.

Getting Started 13



**1-9** BEGIN A SUCCESS LOG. Write at least ten successes you have had in the last twenty-four hours. They do not have to be major successes, such as winning a contest. Small successes count, too—things like completing this chapter, putting away your laundry, helping a friend, or participating in class.





coach mastery learning motivation practice feedback plan study groups success goals prepare knowing yourself mindset habit learning rate basic skills Study Skills **Change Process** self-management skills success log cumulative prerequisites

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



USE A STANDARD OUTLINE with Roman numerals to outline Chapter 1.



ASK YOUR TEACHER to check these items:

- 1. Your list of ideas for getting the most out of this book
- 2. The three types of skills for student success

3. The definition of Mastery Learning

- 4. The six components of a successful mindset
- 5. The six steps of the Change Process
- 6. Your Success Log
- 7. Your Chapter 1 outline

### Chapter 2 **Objectives**

After mastering this chapter you will be able to:

- IDENTIFY AND SET PERSONAL GOALS
- MANAGE YOUR TIME EFFECTIVELY
- FOCUS YOUR ATTENTION

# CHAPTER TIME

Journal 2-1 Set Your Goals
Journal 2-2 Brainstorm Long-Term Goals
Journal 2-3 Make a Lifeline
Practice 2-4 Track Your Time
Journal 2-5 Note Your Discoveries
Practice 2-6 Plan Your Time
Practice 2-7 Review the Guidelines 25
Practice 2-8 Keep To-Do Lists
Practice 2-9 Overcome Procrastination
Journal 2-10 Be Aware
Key Words and Concepts
Outline
Progress Check



#### **PUT A CHECK by any statements that are usually true of you:**

- \_\_\_\_\_ I have clear, specific goals for myself.
- \_\_\_\_\_ I regularly plan and schedule my time.
- \_\_\_\_\_ After I schedule my time, I usually follow the schedule.
- \_\_\_\_\_ I seldom feel overloaded and behind.
- \_\_\_\_\_ I finish projects in a timely fashion and seldom procrastinate.
- \_\_\_\_\_ I seldom waste time.
- \_\_\_\_\_ I complete assignments on time.
- \_\_\_\_\_ My parents and friends compliment me on my study habits.

# Brainstorm Long-Term Goals

2\_2 SPEND FIVE MINUTES BRAINSTORMING your long-term goals. Write in the space below.

Now spend five more minutes looking over your list. Read the list aloud and think about what you wrote. This is a great time to revise your goals. If you left out an area that is important to you, add it now.

Finally, select the three long-term goals that are most important to you. Write those three goals below and on a 3x5 card.

Post your long-term goals where you will see them often, such as above your desk. Then notice your goals every day.

Intermediate Goals

With your long-term goals in front of you, spend five minutes brainstorming all of the things you would like to accomplish this year. Include anything that leads toward your long-term goals, as well as activities you'll find satisfying and enjoyable. Now spend another five minutes reviewing your intermediate goals. Make additions and corrections. Finally, write your intermediate goals below and on 3x5 cards and pin them up next to your long-term goals. Notice both sets of goals every day.

Weekly Goals

For the next five minutes, brainstorm goals for this week that will move you in the direction of your intermediate and long-term goals.

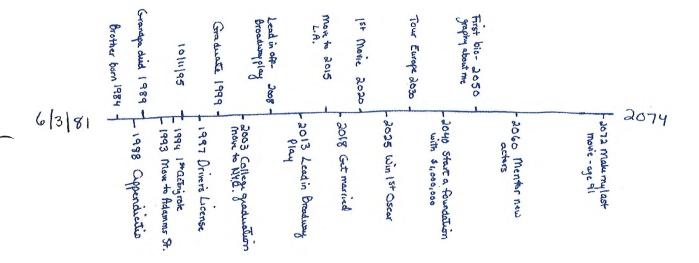
Now take five minutes to review your goals. Make additions or changes and write your weekly goals neatly below and on a 3x5 card. Pin them next to your long-term and intermediate goals.



3 CREATING A LIFELINE is another approach to planning. On the left edge of a piece of paper, write your birth date. On the right edge of the paper, write down the year you think you may die. (There's no need for alarm—this is simply a tool!) Connect the two dates with a straight line. Put today's date where it belongs on the line.

Next, think about some important events that have happened in your life so far, and note them on the lifeline. Examples may include getting braces, being in an accident, learning to ride a bike, experiencing change in your family, or any other important day.

Now think about things you would like to accomplish. Write each goal on the lifeline at the point when you would like to achieve it. Here is a sample lifeline:



After finishing your lifeline, complete the following sentences in as many ways as you can. Use blank sheets of paper to complete this journal.

I want . . .

Go with your first thoughts. Don't stop to edit or rewrite. Get more specific with the following:

In the area of school, I want . . .

In the area of relationships, I want . . .

In my future career, I want . . .



CARRY A FEW 3X5 CARDS IN YOUR POCKET. Whenever you start doing something, write down a word or two describing the activity and the time you started it. You could also carry a blank Weekly Schedule and keep track of your time on that.

If you don't keep a record of what you are doing as you go along, write down what you did all day just before you go to bed. Be as accurate as you can.

Organize your activities by a few simple categories, such as those on the Weekly Schedule. Total up the hours you spend in each one.

Doing this Practice can lead to discoveries about where the time in your life is going. In the weeks ahead, keep tracking the way you are actually spending your time, even as you gain experience in planning time. By noticing cycles and patterns you can make some powerful decisions about how to change your use of time.



IN THE SPACE BELOW, STATE YOUR DISCOVERIES about how you are spending your time.

I was surprised to discover that . . .

I would like to spend more time doing . . .

I don't want to spend so much of my time doing . . .



### **2-6** THIS PRACTICE TAKES YOU THROUGH THE STEPS of making a Weekly Schedule. Use a pencil so you can erase and make changes easily.

Using the form on page 26, write in your schedule for a typical week during school. If you are between terms, you may not know which courses you'll have in which time periods. Just make up a possible schedule and rearrange it when school starts. If you don't know what courses you'll be taking, assume that you will have:

English	Physical Education					
Math	Music					
Science	Lunch					
Spanish						

Now schedule your time in blocks of thirty minutes or longer. Allow for sleeping, dressing, eating, and getting to and from school. Include time for watching TV, talking on the telephone, and hanging out with friends.

Once you have made a schedule, count up the hours for each of the major categories. Each day's activities should add up to twenty-four hours.

After you get the summary for each day, add across the rows to get a summary for the week. There are 168 hours in a week. When you have completed this exercise, trade schedules with a classmate and check each other's.



7 1. IN THE SPACE BELOW, LIST THE SUGGESTED GUIDELINES for planning your time.

2. Following the guidelines above, review your Weekly Schedule. Have you allocated your time in a way that best serves you? If not, make any adjustments you think appropriate. If in doubt, discuss your schedule with your teacher. When you finish this chapter, your teacher will discuss your schedule with you.

See Answers 2-7 in the back of the workbook.

### WEEKLY SCHEDULE

Monday //	Tuesday //	Wednesday //	Thursday	Friday //	Saturday
7:00	7:00	7:00	7:00	7:00	
8:00	8:00	8:00	8:00	8:00	
9:00	9:00	9:00	9:00	9:00	
10:00	10:00	10:00	10:00	10:00	
11:00	11:00	11:00	11:00		
noon	noon	noon	noon	noon	
1:00	1:00	1:00	1:00	1:00	
2:00	2:00	2:00	2:00	2:00	Sunday
3:00	3:00	3:00	3:00	3:00	
4:00	4:00	4:00	4:00	4:00	
5:00	5:00	5:00	5:00	5:00	
6:00	6:00	6:00	6:00	6:00	
7:00	7:00	7:00	7:00	7:00	·
8:00	8:00	8:00	8:00	8:00	
9:00	9:00	9:00	9:00	9:00	
10:00	10:00	10:00	10:00	10:00	·
				_	

			WEEKLY S	UMMARY			
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Sleep							
School							
Homework		-			the state of the s		1-
Job/Chores							
Station					in m- hourd		
Daily Totals							

Total hours scheduled this week (should equal 168)



# 2-8 TO GET THE MOST VALUE FROM TO-DO LISTS, keep one every day. Rate each task with a priority of "A," "B," or "C." The "A" items on your list are most important. "B" task are less important or less urgent at the moment. "C" items do not require immediate attention.

Here is a list of items that might appear on a daily To-Do List. Rate the priority of each item as an "A," "B," or "C."

- \_\_\_\_\_ Walk the neighbor's dog.
- \_\_\_\_\_ Clean up my room.
- \_\_\_\_\_ Call Jane to talk about math class.
- \_\_\_\_\_ Get the assignment in English.
- \_\_\_\_\_ Talk to parents about changing my curfew.
- \_\_\_\_\_ Do math assignment for tomorrow.
- \_\_\_\_\_ Watch my favorite show on TV.
- \_\_\_\_\_ Study for Friday's biology exam.
- \_\_\_\_\_ Work on term paper due in four weeks.
- \_\_\_\_\_ Finish biology lab report due sixth period tomorrow.

See Answers 2-8 in the back of the workbook.





1. WHAT IS PROCRASTINATION?

2. What are the suggestions given for handling procrastination?

See Answers 2-9 in the back of the workbook.



#### 2-10

1. LIST ANY SITUATIONS in which you often have difficulty focusing or remembering. They might be things like this:

My mind wanders when I listen in class.

I find it difficult to study for more than a few minutes at a time.

I put off working on term papers.

I avoid reading assignments or math problems.

I often forget to feed the dog.

When I am with my friends, I frequently lose track of time.

2. Choose one of the items you just wrote above. In your mind's eye, act out the situation the way it usually happens. See if you can discover any feelings that drive your attention away from what you are doing. Then complete this sentence: I noticed that at the moment when my attention shifts, I am thinking or feeling . . .

3. Choose a school activity that you often have difficulty concentrating on. Do the activity for ten to fifteen minutes. During that time, notice where your attention is. Notice how many minutes go by before your mind wanders from the work. Notice what things come into your mind. If possible, be aware of your thoughts and feelings at the instant your attention shifts. In the space below, describe what you discovered about yourself.

Key Words and Concepts

long-term & life goals procrastination intermediate goals self-awareness weekly goals point of attention To-Do list priority

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



IN THE SPACE BELOW, USE A STANDARD OUTLINE with Roman numerals to outline Chapter 2.



TO CHECK THAT YOU HAVE MASTERED USING THESE TECHNIQUES, show your teacher these items:

1. Your goals on three 3x5 cards (long-term, intermediate, weekly)

2. Your lifeline

3. Your typical Weekly Schedule, adjusted to allow time for activities leading to your goals

4. Your actual schedule for this week

5. Your To-Do Lists for today and tomorrow, with priority ratings of "A," "B," or "C"

6. Your list of time-planning guidelines

7. Your explanation of procrastination and suggestions for handling it

8. Your outline for Chapter 2

### **Chapter 3 Objectives**

After mastering this chapter you will be able to:

- IDENTIFY THREE PATHWAYS TO MASTERY
- ORGANIZE YOUR HOMEWORK SPACE AND MATERIALS
- Apply a four-step process for completing assignments

### CHAPTER PREPARE FOR PRACTICE

Journal 3-1 Think of Homework as Practice
Practice 3-2 Memorize, Perform, and Solve
Journal 3-3 Choose a Place & Equip Your Space
Practice 3-4 Record Your Assignments
Practice 3-5 Plan Your Assignments
Practice 3-6 Master Your Assignments
Key Words and Concepts
Assignment Sheet
Master Plan
Outline
Progress Check

Prepare for Practice 31



### **3-1** COMPLETE THE FOLLOWING SENTENCES.

Words that describe how I feel about homework are . . .

Ways that homework could help me be more successful are . . .

I would like to change how I do homework:

## Memorize, Perform, and Solve

**3-2** 1. LIST THE THREE MAIN WAYS TO PRACTICE. Then give one or two examples of each one.

Type of practice	Example	
2. What is the main way you will pre-	actice in each of these	areas?
a. Math: b. Foreign language: c. History:		
3. What is the difference between pe	rforming and problem	solving?
Pick the best approach (memorizing, the following learning tasks.	performing, or proble	em solving) for each of
4. Write the Declaration of Independ Memorizing		e to books or notes. Problem solving
5. Calculate how much money you w Memorizing	vill earn on your job in Performing	
6. Draw a cartoon character. Memorizing	Performing	Problem solving

See Answers 3-2 in the back of the workbook.

## Choose a Place and Equip Your Space

1. DESCRIBE THE PLACE YOU HAVE CHOSEN to do your homework.

2. Do you need the cooperation of other family members to set up your work space? How will you minimize distractions? Describe actions you intend to take.

3. Which of the suggested supplies do you already have?

4. What else do you need? Where can you get these items?

5. Which of these will you do?

a. I will keep a To-Do List.

b. I will use Assignment Sheets.

c. I will carry a calendar and record my assignments on it.

d. I will start a family calendar for sports and social events.

6. If you intend to do something else, describe it here.

Make any necessary arrangements with your family about your study space and supplies. Gather the supplies you need and set up your study space.





3-5

RECORD THE PRE-ALGEBRA ASSIGNMENT BELOW on the sample Assignment Sheet provided.

"Your assignment is to study Sections 1.1 and 1.2 in Chapter 1 of the textbook. Then do the first six problems on page 12."

Use today's date for the Date Assigned. Use tomorrow's date as the Date Due.

ASSIGNMEN	<b>T SHEET</b>	SUBJECT:	
DATE Assigned Due TIME Estimated Actual	ASSIGNMENT:		
GRADE			

See Answers 3-4 in the back of the workbook.

# Plan Your Assignments

CREATE A PLAN for the pre-algebra assignment you recorded earlier. On the form below, write out how you will prepare, practice, and get feedback. Also, estimate how much time it will take for you to complete this assignment.

ASSIGNMENT SHEET		SUBJECT:	
DATE Assigned Due TIME Estimated Actual	ASSIGNMENT		
GRADE	-		

See Answers 3-5 in the back of the workbook.

Prepare for Practice 35



IN PRACTICES 3-4 AND 3-5, YOU RECORDED AND PLANNED a pre-algebra assignment. Using that Assignment Sheet, answer the following questions. Assume you have the necessary supplies.

1. List the four steps for mastering your assignment.

2. You have completed your preparation and are ready to start practicing when you: a. Sit down to begin this assignment.

- b. Begin reading Sections 1.1 and 1.2.
- c. Have read Sections 1.1 and 1.2.
- d. Are ready to try problem 3 on page 12.
- e. Have mastered the assignment.

3. You have completed practicing when you have:

- a. Done the six problems.
- b. Done the six problems correctly.
- c. Mastered the material.

4. Assume there are answers to only the odd-numbered problems in the back of your algebra text. Circle all the ways you could get feedback on your work.

a. Check odd problems against answers in the book.

b. Check even problems yourself by working the problems backward.

c. Ask a parent or friend who is good in algebra to check your work.

d. Wait for your teacher to correct and return the homework.

e. Meet with your teacher and ask her to review your work.

5. If you think you have not mastered the assignment, what might you do? Circle all that apply.

a. Reread Sections 1.1 and 1.2.

b. Call a classmate to discuss the materials.

c. Work additional problems on page 12.

d. Work additional problems from another book.

e. Make up and solve additional problems of your own.

f. Ask the teacher for additional problems and solve them.

See Answers 3-6 in the back of the workbook.

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homework workplace memorizing organized performing supplies and equipment problem solving three-ring binder record assignments four steps to mastery

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.

ASSIGNN	<b>IENT</b>	SHEET
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SUBJECT:

DATE Assigned	ASSIGNMENT:
Due	
TIME	
Estimated	_
Actual	-
GRADE	

DATE Assigned Due	ASSIGNMENT:
TIME Estimated Actual	
GRADE	

DATE Assigned Due	ASSIGNMENT:
TIME Estimated	
Actual	
GRADE	

DATE Assigned	ASSIGNMENT:
Due TIME	· · · · · · · · · · · · · · · · · · ·
Estimated Actual	
GRADE	

### **ASSIGNMENT SHEET**

SUBJECT:

DATE Assigned Due	ASSIGNMENT:
TIME Estimated Actual	
GRADE	

DATE Assigned Due	ASSIGNMENT:
TIME Estimated	
Actual	

DATE Assigned Due	ASSIGNMENT:
TIME Estimated Actual	
GRADE	

DATE Assigned Due	ASSIGNMENT:
TIME Estimated Actual	
GRADE	

### Master Plan

Subject:\_\_\_\_\_

Teacher:\_\_\_\_\_

Room No:\_\_\_\_\_ Period:\_\_\_\_\_

I intend to earn a(n) \_\_\_\_ grade in this course.

I intend to learn:\_\_\_\_\_

#### TESTS

In this course, I will be required to do the following on tests: (*Check all that apply*)

- Solve Problems
- Multiple Choice Questions
- Short Answer Questions
- Translate English
- Take Dictation
- □ Listen in a Foreign Language
- Answer in a Foreign Language
- Label
- Recite
- Draw

### **GRADE CALCULATION**

ACTIVITY	WEIGHT	( % TOTAL GRADE )
Assignments		
Homework		
Quizzes		
Tests		
Class participation		
Projects or Lab		
Semester Exam		
Final Exam		

Total of weights must equal 100%

#### PREPARATION

I plan to master this subject by doing the following: (*Check all that apply*)

- Answer questions in test
- Translate from English
- Answer questions in class
- Translate sentences from English
- Answer questions in handouts
- Read with understanding
- □ Write answers to essay questions
- Converse in another language
- □ Flash card drill on names, dates, etc.
- Write essays
- Discuss issues in class
- □ Write answers to essay questions
- Do experiments; keep lab notebook
- Correct grammar and spelling in exercises
- Solve problems in text
- Flash cards on characters and story plots
- Solve problems in workbook
- □ Flash card drill on terms and definitions
- Solve problems on homework sheets
- Recite answers to questions
- Make up problems and solve
- Flash card drill on formulas, facts

#### FEEDBACK

I will get feedback in these ways:

- Teacher grades homework and tests
- Answers in workbook
- Teacher conferences
- Answers in class
- □ Mom/Dad/Friend
- □ Tutor
- Answers in book

#### RESOURCES

- I will use these resources:
- □ Textbook(s)
- References
- Parents

□ Tutor: \_\_\_\_

Phone:\_\_\_\_\_

Other \_\_\_\_\_

### Master Plan

Subject:\_\_\_\_\_

Teacher:\_\_\_\_\_

Room No:\_\_\_\_\_ Period:\_\_\_\_\_

I intend to earn a(n) \_\_\_\_\_ grade in this course.

I intend to learn:

#### TESTS

In this course, I will be required to do the following on tests: (*Check all that apply*)

- Solve Problems
- □ Multiple Choice Questions
- □ Short Answer Questions
- Translate English
- □ Take Dictation
- □ Listen in a Foreign Language
- □ Answer in a Foreign Language
- 🗅 Label
- □ Recite
- Draw

### **GRADE CALCULATION**

ACTIVITY	Weight (% Total Grade)
Assignments	
Homework	
Quizzes	
Tests	
Class participation	
Projects or Lab	
Semester Exam	
Final Exam	

Total of weights must equal 100%

#### PREPARATION

I plan to master this subject by doing the following: *(Check all that apply)* 

- □ Answer questions in test
- Translate from English
- Answer questions in class
- □ Translate sentences from English
- □ Answer questions in handouts
- Read with understanding
- □ Write answers to essay questions
- □ Converse in another language
- □ Flash card drill on names, dates, etc.
- U Write essays
- Discuss issues in class
- □ Write answers to essay questions
- Do experiments; keep lab notebook
- Correct grammar and spelling in exercises
- □ Solve problems in text
- □ Flash cards on characters and story plots
- Solve problems in workbook
- □ Flash card drill on terms and definitions
- Solve problems on homework sheets
- Recite answers to questions
- □ Make up problems and solve
- □ Flash card drill on formulas, facts

#### FEEDBACK

I will get feedback in these ways:

- □ Teacher grades homework and tests
- □ Answers in workbook
- □ Teacher conferences
- Answers in class
- □ Mom/Dad/Friend
- **u** Tutor
- Answers in book

#### RESOURCES

I will use these resources:

- □ Textbook(s)
- References
- Parents

D Tutor: \_\_\_\_\_ Phone:

• Other



IN THE SPACE BELOW, USE A STANDARD OUTLINE with Roman numerals to outline Chapter 3.



TO DEMONSTRATE MASTERY of the techniques in this chapter, show your teacher these items:

1. Your binder, organized effectively for your own use

2. Your Assignment Sheets for your other courses, with your assignments

recorded and with plans for preparing, practicing, and getting feedback

- 3. Your To-Do List and calendar
- 4. Your outline of Chapter 3

Your teacher will ask about the following:

 Types of practice you are doing to master each of your courses
 Your work space at home, how you are organized, and arrangements you have made with your family for peace and quiet while you do your homework

The Assignment Sheet and Master Plan forms are provided on pages 38-39 and 40-41 for use in planning your work for each course. Your teacher will guide you in using these forms.

### **Chapter 4 Objectives**

After mastering this chapter you will be able to:

- USE PRQT, SQ3R, AND OTHER READING STRATEGIES
- TAKE NOTES USING THREE
   DIFFERENT METHODS
- IMPROVE YOUR MEMORY
- QUOTE A PASSAGE FROM SHAKESPEARE

### CHAPTER READ, TAKE NOTE, AND REMEMBER

Practice 4-1 Apply PRQT
Journal 4-2 Note Your Discoveries
Practice 4-3 Experiment with Variations
Journal 4-4 Note Your Discoveries
Practice 4-5 Measure Your Reading Rate
Practice 4-6 Increase Your Reading Skill
Practice 4-7 Use Main Ideas & Supporting Facts
Practice 4-8 Outline It
Practice 4-9 Make a Mind Map
Journal 4-10 Note Your Discoveries
Journal 4-11 Remember
Practice 4-12 Make Flash Cards
Practice 4-13 Review Memory Techniques
Key Words and Concepts
Outline
Progress Check

Read, Take Note, and Remember 45

Apply PRQT		<b>Apply</b>	PRQT
------------	--	--------------	------

1. WHAT DOES PRQT STAND FOR?

2. Give a brief description of each step.

3. What are some advantages of using PRQT?

١

See Answers 4-1 in the back of the workbook.



2 HOW WELL DID THE PRQT METHOD WORK FOR YOU? Keep in mind that any technique might feel awkward at first. Complete the following sentences.

In the past, when I read textbooks, I usually had this experience:

When I tried PRQT, this happened:

Read, Take Note, and Remember 47



**2** WHAT ARE TWO VARIATIONS OF PRQT? Give a brief description of each.

See Answers 4-3 in the back of the workbook.



**4-4** Use PRQT OR A VARIATION OF IT FOR TWO READING ASSIGNMENTS. Describe your chosen technique here.



**4-5** 1. Define reading rate.

2. Is your reading rate constant or does it vary?

3. What factors affect your reading rate?

Time yourself as you read the 350-word essay, "Call a Family Meeting," on page 108 of the *Learning Power* text. Use a watch that shows seconds. Read at your usual rate, without daydreaming or rushing. When you finish, use this table to find your reading speed. Choose the time nearest your actual time. That will be accurate enough.

20 sec	1,0	016
30 sec	(	578
40 sec		508
50 sec	4	407
1 min		339
1 min 10 sec		290
1 min 20 sec		254
1 min 30 sec		226
1 min 40 sec		203
1 min 50 sec		185
2 min		169
2 min 10 sec		156
2 min 20 sec		146
2 min 30 sec	1	136
3 min	]	113
3 min 30 sec		97
4 min		85
5 min		68
My time was	My reading speed is	words per minute.

If your usual speed is below 200 words per minute, consider using the suggestions explained in Chapter 4 for increasing your reading skills. With practice you might increase your reading rate to 400 words per minute.

See Answers 4-5 in the back of the workbook.

Read, Take Note, and Remember 49

## Increase Your Reading Skill

**4-6** FOLLOWING IS A FIVE-MINUTE TEST to reveal how well you understand what you read. The questions gradually increase in difficulty. You are not expected to be able to answer all of them, but answer as many as you can.

Do not guess. If you do not know the answer to a question, skip it. There are no "trick" questions. Complete as many as you can in exactly five minutes. Then ask your teacher to score your answers.

Read each of the following questions carefully. If the correct answer is "yes," circle "Yes." If the correct answer is "no," circle "No."

For example:	-	
a. Do cats bark?	No	Yes
Start your five-minute test now.		
1. Can you see?	No	Yes
2. Do men eat stone?	No	Yes
3. Do boys like to play?	No	Yes
4. Can a bed run?	No	Yes
5. Have books hands?	No	Yes
6. Is ice hot?	No	Yes
7. Do winds blow?	No	Yes
8. Have all girls the same name?	No	Yes
9. Is warm clothing good for winter?	No	Yes
10. Is this page of paper white?	No	Yes
11. Is every young woman a teacher?	No	Yes
12. Is it always perfect weather?	No	Yes
13. Is the heart within the body?	No	Yes
14. Are railroad tickets free?	No	Yes
15. Are summer days ordinarily cold?	No	Yes
16. Do clerks enjoy a vacation?	No	Yes
17. Is the President a public official?	No	Yes
18. Would you enjoy the loss of a fortune?	No	Yes
19. Does an auto sometimes need repair?	No	Yes
20. Is it important to remember commands?	No	Yes
21. Are avenues usually paved with oxygen?	No	Yes
22. Do we desire serious trouble?	No	Yes
23. Are muzzles usually noticeable?	No	Yes
24. Is practical judgment valuable?	No	Yes
25. Ought a man's career to be ruined by accidents?	No	Yes
26. Do you cordially recommend forgery?	No	Yes
27. Does an emergency require immediate decision?	No	Yes

29. Should honesty involve personal misfortune?NoYes30. Is a punctual person continually tardy?NoYes31. Are all human beings mortal?NoYes32. Does a sportive person necessarily have "nerve?"NoYes33. Are instantaneous effects invariably rapid?NoYes34. Should preliminary disappointment discourage you?NoYes35. Is hearsay testimony trustworthy evidence?NoYes36. Are the best authorities characterized by wisdom?NoYes37. Is extreme athletic exercise surely necessary?NoYes38. Is incessant discussion usually boresome?NoYes39. Are algebraic symbols ever found in formulas?NoYes40. Are tentative regulations often estimable?NoYes41. Are "diminutive" and "Lilliputian" absolutely identical?NoYes43. Do all connubial unions eventuate felicitously?NoYes44. Is a gelatinous exultation ridiculous?NoYes45. Are "perambulate" and "meander" similar in meaning?NoYes46. Is avarice sometimes exhibited by cameos?NoYes47. Are steep ascents usually coexistent with sharp declivities?NoYes48. Are the laity apt to indulge in radical theosophies?NoYes49. Is it necessary to know dialect forms in order to speak patois?NoYes50. Does a carnivorous quadruped devour fronds indiscriminately?NoYes	28. Are gradual improvements worthwhile?	No	Yes
31. Are all human beings mortal?NoYes32. Does a sportive person necessarily have "nerve?"NoYes33. Are instantaneous effects invariably rapid?NoYes34. Should preliminary disappointment discourage you?NoYes35. Is hearsay testimony trustworthy evidence?NoYes36. Are the best authorities characterized by wisdom?NoYes37. Is extreme athletic exercise surely necessary?NoYes38. Is incessant discussion usually boresome?NoYes39. Are algebraic symbols ever found in formulas?NoYes40. Are tentative regulations often estimable?NoYes41. Are "diminutive" and "Lilliputian" absolutely identical?NoYes43. Do all connubial unions eventuate felicitously?NoYes44. Is a gelatinous exultation ridiculous?NoYes45. Are "perambulate" and "meander" similar in meaning?NoYes46. Is avarice sometimes exhibited by cameos?NoYes47. Are steep ascents usually coexistent with sharp declivities?NoYes48. Are the laity apt to indulge in radical theosophies?NoYes49. Is it necessary to know dialect forms in order to speak patois?NoYes	29. Should honesty involve personal misfortune?	No	Yes
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39. Are algebraic symbols ever found in formulas?NoYes40. Are tentative regulations often estimable?NoYes41. Are "diminutive" and "Lilliputian" absolutely identical?NoYes42. Is an infinitesimal titanic bulk possible?NoYes43. Do all connubial unions eventuate felicitously?NoYes44. Is a gelatinous exultation ridiculous?NoYes45. Are "perambulate" and "meander" similar in meaning?NoYes46. Is avarice sometimes exhibited by cameos?NoYes47. Are steep ascents usually coexistent with sharp declivities?NoYes48. Are the laity apt to indulge in radical theosophies?NoYes49. Is it necessary to know dialect forms in order to speak patois?NoYes	37. Is extreme athletic exercise surely necessary?	No	Yes
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41. Are "diminutive" and "Lilliputian" absolutely identical?NoYes42. Is an infinitesimal titanic bulk possible?NoYes43. Do all connubial unions eventuate felicitously?NoYes44. Is a gelatinous exultation ridiculous?NoYes45. Are "perambulate" and "meander" similar in meaning?NoYes46. Is avarice sometimes exhibited by cameos?NoYes47. Are steep ascents usually coexistent with sharp declivities?NoYes48. Are the laity apt to indulge in radical theosophies?NoYes49. Is it necessary to know dialect forms in order to speak patois?NoYes	0,	No	Yes
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46. Is avarice sometimes exhibited by cameos?NoYes47. Are steep ascents usually coexistent with sharp declivities?NoYes48. Are the laity apt to indulge in radical theosophies?NoYes49. Is it necessary to know dialect forms in order to speak patois?NoYes	44. Is a gelatinous exultation ridiculous?	No	Yes
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49. Is it necessary to know dialect forms in order to speak patois? No Yes	47. Are steep ascents usually coexistent with sharp declivit	ties? No	Yes
			Yes
50. Does a carnivorous quadruped devour fronds indiscriminately? No Yes	49. Is it necessary to know dialect forms in order to speak	patois? No	Yes
	50. Does a carnivorous quadruped devour fronds indiscrip	minately? No	Yes

When you have completed the reading comprehension test, ask your teacher to score your test and discuss the results with you.



7 1. DESCRIBE the Main Ideas & Supporting Facts method of taking notes.

2. Listen to a radio or watch the news on TV for the top news story of the day. Demonstrate the Main Ideas & Supporting Facts method of note taking to summarize the story.

See Answers 4-7 in the back of the workbook.



**4-8** Use the outlining method to summarize the same news story you used in the previous Practice.

If you had difficulty with this Practice, see your teacher or a tutor.



4-9

USE THE MIND MAP METHOD to summarize the same news story you used in the two previous Practices.

If you had difficulty with this Practice, see your teacher or a tutor.



**4-10** OF ALL THE NOTE-TAKING METHODS EXPLAINED IN THIS CHAPTER, the one that worked best for me was . . .

The next time I take notes, the method I plan to use is . . .



**4 1** THE METHODS I CURRENTLY USE to memorize include . . .

If someone asks me how well I memorize, I usually say . . .

The benefits of learning some new memory techniques include . . .



1. When are flash cards useful?

4-12

Read, Take Note, and Remember 55

2. Number the steps for using flash cards in the appropriate order.

\_\_\_\_\_ Review your cards the next day and again in a week.

\_\_\_\_\_ Set the cards you answer correctly in a pile to the right; put those you miss in a pile on the left.

- Write a name, event, date, place, word, or question on the front of a 3 x 5 card; write the description, definition, explanation, or answer on the back.
- \_\_\_\_\_ Practice with the cards, looking at the back to check yourself or remind yourself of an answer.

\_\_\_\_\_ Shuffle the deck and go through it again.

3. True or False?

\_\_\_\_\_ a. When using flash cards for spelling, you may want to work with a friend or relative.

\_\_\_\_\_ b. It is always necessary to use flash cards when memorizing long lists word for word.

\_\_\_\_\_ c. Practicing with charts or diagrams may be easier than practicing with flash cards to remember features on a map.

\_\_\_\_\_ d. Never use flash cards to memorize ordered lists.

See Answers 4-12 in the back of the workbook.

<b>Review Memory Techniques</b>
---------------------------------

**4**-**13** 1. What are the seven memory techniques presented in the textbook?

2. What are the four steps of reviewing to memorize?

3. Describe the five association techniques.

4. What is a mnemonic? Give an example.

5. What is an acronym? Give an example.

See Answers 4-13 in the back of the workbook.

Read, Take Note, and Remember 57



PRQT PQRST outline SQ3R flash cards Mind Map reading rate memory techniques association mnemonic mental pictures acronym Main Ideas & Supporting Facts

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



INSTEAD OF USING AN OUTLINE, USE A MIND MAP to summarize Chapter 4.



TO DEMONSTRATE MASTERY of the techniques in this chapter, show your teacher the following:

1. Flash cards you made while using the PRQT method to study a reading assignment 2. Notes or flash cards you made while using another method for studying a textbook assignment

3. Your lecture notes from another course

4. Revised lecture notes that use a note-taking technique different from the one used in the previous demonstration

5. Your flash cards for learning and remembering the techniques in this chapter

6. That you can recite from memory 100 or 200 words of the passage from As You Like It by William Shakespeare

7. Your Mind Map of Chapter 4

## Chapter 5 Objectives

Lest company

are ushower t

199.5

After mastering this chapter you will be able to:

- PREPARE FOR AND TAKE TESTS MORE SUCCESSFULLY
- MANAGE STRESS BEFORE AND DURING TESTS

• KEEP GRADES IN PERSPECTIVE

### CHAPTER TESTS AND GRADES

Practice 5-1 Prepare for Your Tests
Practice 5-2 Cram at Your Own Risk
Practice 5-3 Ace That Test!
Journal 5-4 Improve Your Test Skills
Journal 5-5 Beware of Cheating
Practice 5-6 Take the Feedback
Journal 5-7 Handle the Stress
Practice 5-8 Trade In Those Negative Thoughts
Practice 5-9 Build a Portfolio
Practice 5-10 Play the Grade Game
Key Words and Concepts
Outline
Progress Check



1. FOLLOWING ARE TEN TIPS to help you prepare for tests. Fill in the blanks using words from the list.

early	every assignment.
ground rules	Make your own
master	
study tools	Get clued in
complete review	Drill and often.
educated guess	Find out the
tests	Make an
test	Wake all
outline	Meet with your
active	Sur la ald
read	Study old
teacher	yourself.
answers	
be	Be

2. What suggestions appeal to you most?

3. Which suggestions will you use in preparing for your next test?

4. Which of the following are examples of study tools?

\_\_\_\_\_ a. A calculator

\_\_\_\_\_ b. A Mind Map of the chapter

\_\_\_\_\_ c. Flash cards

\_\_\_\_\_ d. Outlines

See Answers 5-1 in the back of the workbook.

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Cram at Your Own Risk

**5** 2 1. What is cramming?

2. True or False?

\_\_\_\_ a. You'll never pass a test if you cram.

\_\_\_\_\_b. Cramming ignores the principle of regular reviews to put information into long-term memory.

\_\_\_\_ c. Cramming makes it much harder to learn new material.

3. What are some pros and cons of cramming?

See Answers 5-2 in the back of the workbook.



True or False?

- \_ 1. Reviewing before the test is valuable.
- \_\_\_\_\_ 2. It's a good idea to arrive just as the test is starting.
- \_\_\_\_\_ 3. Reading the directions wastes time.
- \_\_\_\_\_4. It's helpful to budget your time during tests.
- \_\_\_\_\_ 5. Doing the most difficult questions first clears your mind.
- 6. It's not wise to review your answers at the end of the test.
- \_\_\_\_\_ 7. It's always good to guess if you don't know the answer.

See Answers 5-3 in the back of the workbook.



WHICH SUGGESTIONS WILL YOU use when you take your next test?

5-4

How often have you aced your tests? In what subjects? In the space below, describe how you felt at those times.

How would you rate your ability to prepare for and take tests?

What test-taking skills would you like to gain or improve?



### **5-5** 1. WHAT ARE THE COSTS of cheating?

2. How would you handle a friend's request to copy your homework?



**5-6** 1. WHAT ARE THREE THINGS you can do after a test?

2. Look over the suggestions in Chapter 5. List those that you already use, and then list those that you intend to start using.

See Answers 5-6 in the back of the workbook.

Tests and Grades 65



**7** WRITE ABOUT YOUR PAST EXPERIENCES of taking tests.

What sensations do you have in your body when you feel anxious?

What is the worst thing that could happen to you if you failed a test?

Using vivid details, describe the experience of acing your next test.



**5-8** True or False?

- 1. Positive thoughts and beliefs about who you are and who you can be will make a great difference in your life.
- \_\_\_\_\_ 2. Thoughts and beliefs aren't powerful.
- \_\_\_\_\_ 3. Picturing the results you want will help you get mobilized to take effective action.
- \_\_\_\_\_ 4. Keeping Success Logs is a waste of time.

See Answers 5-8 in the back of the workbook.

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#### 1. What is a portfolio?

5-9

2. List three tips for creating a portfolio.

3. What could you include in a portfolio?

See Answers 5-9 in the back of the workbook.



True or False?

5 - 10

\_ 1. Grades are important.

\_\_\_\_\_ 2. Grades are the most important part of learning.

\_\_\_\_\_ 3. You are your grades.

\_\_\_\_\_ 4. Grades are a measure of your skill at learning.

\_\_\_\_\_ 5. You are not smart if you don't get "A's."

\_\_\_\_\_ 6. Getting a high grade always means you understand the subject.

See Answers 5-10 in the back of the workbook.

Tests and Grades 67



study tools educated guess scrimmaging cramming thoughts and beliefs reviewing fear assessment sabotage

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



IN THE SPACE BELOW, CREATE A MIND MAP of the Main Ideas and Supporting Facts in Chapter 5.



TO DEMONSTRATE MASTERY of the techniques in this chapter, your teacher may ask you about all or some of the following:

- 1. Test-taking suggestions you have been using or plan to use
- 2. Demonstrate the picturing process for handling test anxiety
- 3. Discuss any self-doubts or worries that may be preventing you from working at your full potential
- 4. Your Success Logs
- 5. Your Mind Map of Chapter 5

## **Chapter 6 Objectives**

After mastering this chapter you will be able to:

- COMMUNICATE MORE EFFECTIVELY
- USE I-MESSAGES IN EMOTIONAL SITUATIONS
- NEGOTIATE WIN-WIN AGREEMENTS

### CHAPTER TALK IT OUT

Practice 6-1 Speak Effectively
Practice 6-2 Listen Actively
Practice 6-3 Create Win-Win Agreements
Practice 6-4 Go for the Big Picture
Journal 6-5 Improve Relationships
Practice 6-6 Communicate with Adults
Journal 6-7 Increase Independence
Practice 6-8 Call a Family Meeting
Key Words and Concepts
Outline
Progress Check





FILL IN THE BLANKS. 1. Some suggestions for speaking effectively are:

Know your \_\_\_\_\_.

Make \_\_\_\_\_.

Notice your \_\_\_\_\_ language.

Notice your \_\_\_\_\_.

Use \_\_\_\_\_ messages.

2. What are three advantages of making requests?

3. Indicate whether the following sentences are requests (R) or complaints (C). EXAMPLE: <u>C</u> You always interrupt me.

\_\_\_\_\_ a. I can't hear when you talk so loudly.

\_\_\_\_\_ b. May I choose where we eat lunch today?

\_\_\_\_\_ c. This is stupid. I have better things to do.

\_\_\_\_\_ d. You're so bossy!

\_\_\_\_\_\_e. Please turn the volume on the TV down.

4. Change the complaints in #3 to requests.

5. True or False?

\_\_\_\_\_\_a. Body language is an important part of communication.

\_\_\_\_\_ b. Body language includes posture, clothing, and eye contact.

\_\_\_\_\_ c. Eye contact is important in communication.

\_\_\_\_\_ d. Body language always agrees with spoken messages.

\_\_\_\_\_\_e. People may respond to tone of voice as much as they respond to words.

\_\_\_\_\_

6. You've probably heard the expression "It's not what you say, it's how you say it." The following exercise illustrates the point.

As you repeat the following sentence, emphasize the **highlighted** word. Below each sentence, write what it could mean when you emphasize that word.

a. "I never said she stole the money."

b. "I never said she stole the money."

c. "I never said she stole the money."

d. "I never said she stole the money."

e. "I never said she stole the money."

f. "I never said she stole the money."

\_\_\_\_\_

g. "I never said she stole the money."

Talk It Out 73

7. Define I-messages. (Include the five parts.)

8. Describe a situation in which it would be appropriate to use I-messages.

9. Following is an example of a situation in which You-messages have been converted to I-messages.

John frequently slams your locker door closed while you are getting things out between classes.

You-message: "You jerk! You are so obnoxious!"

I-message: "I hate that! I want you to stop it. I intend to report you to the hall monitor if you do it again."

Read the following situations and change the You-messages to I-messages. Include at least three of the five parts of an I-message.

a. Your allowance hasn't changed for the past several years. Your parent turned you down when you asked for a raise.

You-message: "You're so cheap. You should get a clue about how much stuff costs." I-message: b. You want a part-time job. Your parents don't think you are ready.

You-message: "You always treat me like a kid." I-message: c. You're having trouble keeping up with a teacher's explanations. You-message: "You talk too fast. Nobody can keep up!" I-message: d. Your little sister forgets to give you phone messages. You-message: "Thanks for nothing, air head! You never remember anything." I-message: e. Your friend is almost always late. This time you missed the first part of a movie while you waited for her. You-message: "Why do you always have to be late? I missed the start of the movie, and it's all your fault." I-message: f. Your friend borrows things from you and doesn't return them. You-message: "You're totally selfish! You never give me my stuff back!" I-message:

See Answers 6-1 in the back of the workbook.



6.2 1. IN A CONVERSATION - especially in a debate or argument - it is important for you to:

- a. Use the time when the other person is talking to figure out what to say next.
- b. Listen completely to the other person, rather than worrying about what you are going to say next.
- 2. Active listening is a method for:
  - a. Making sure everyone knows your point of view.
  - b. Focusing on what the other person says.
- 3. Active listening involves:
  - a. Waiting patiently for the other person to finish talking.
  - b. Listening carefully.
  - c. Listening and then repeating back what the other person said.
- 4. True or False?
  - \_\_\_\_\_a. Active listening involves summing up the other person's message.
  - \_\_\_\_\_ b. Active listening means that you agree.
  - \_\_\_\_\_ c. You should try to give advice when listening actively.
  - \_\_\_\_\_ d. With active listening you either listen or speak.
  - e. With active listening you notice when questions aren't questions.
  - \_\_\_\_\_ f. Active listening will work in every conversation.
- 5. Label each of the following statements either "asking" or "active listening."

a. I am really anxious to talk to you. Have you got time now?

Asking Active listening

b. Mr. Smith, you feel that I don't deserve more time to turn in my term paper because I have been late with my homework assignments. Asking Active listening

c. OK, Dad. If I clean up the yard this Saturday, you'll let me spend the night at Chris' next Friday?

Asking Active listening

d. Oh, I get it. Because I don't speak up in class discussions, you think that I'm not interested in this course.

Asking Active listening

e. It sounds as if we both want me to be more successful and treated more responsibly.

Asking Active listening

f. How about this? I'll do my chores on Saturday morning, and I'll get to stay over at Chris' house next Friday night.

Asking Active listening

See Answers 6-2 in the back of the workbook.

Talk It Out **77** 

Create Win-Win Agreements

**G\_3** True or False?

- a. It works well to talk about your problem in "neutral territory."
- b. You can solve many problems by working on them all at once.
- \_\_\_\_\_ c. When you make and keep agreements, you build a reputation with yourself and others.
- \_\_\_\_\_ d. Brainstorming is the same as negotiating.
- \_\_\_\_\_ e. Conflict may run deeper than you assume.
- \_\_\_\_\_ f. Before replying, wait a few seconds and ask if there is anything else they would like to say.
- \_\_\_\_\_ g. Be specific about the problem and solution.
- h. Sometimes conflicts resolve themselves with time.
- \_\_\_\_\_ i. Everyone handles conflict in the same way.
- \_\_\_\_\_ j. It is not helpful to find the common ground.
- \_\_\_\_\_ k. It's best to be clear about what you want to happen.
- \_\_\_\_\_ l. It is helpful to set a time frame for your agreement and re-examine it at the end of the time period.
- \_\_\_\_\_ m. Decide in advance what will happen if the agreement is broken.
- \_\_\_\_\_ n. It isn't very helpful to write down the agreement.
- \_\_\_\_\_ o. Agreements are most likely to work when everyone promises.

See Answers 6-3 in the back of the workbook.

Go for the Big Picture

**6 1**. What does going for the big picture mean?

2. Following is a conversation between a student and her teacher. Put a star at the point at which the student begins to see the big picture.

Student: Mr. Herrera? I'd like to talk about my test paper.

Teacher: Sure. What's on your mind?

Student: I got a "C-", and I was surprised. I thought I did better than that, like maybe a "B."

Teacher: Well, my opinion is that you earned a "C-", but if you have a point to make, I'm ready to listen.

Student: I would like to get a better grade. You see, I need a "C" average to be eligible for sports. Because of my other grades, I need a "B" in your course to get a "C" average for the semester. So I was wondering whether you would reconsider my grade. I certainly think my test is worth a "B". I studied hard and went over all my notes from class at least a dozen times.

Teacher: I'm sure you'd like a "B", but the appropriate grade for that test is a "C-." Student: Isn't there some way I could get you to change my grade? Teacher: Sure. Turn in all of your assignments on time, participate in class,

and learn how to write better essay tests.

Student: OK. I can see some of what I need to do to earn better grades in this class. But I'm not sure what to do differently on tests. On this exam, for example, I thought I knew what I needed to know. How could I have done better? Teacher: Well, look at this. You began by trying to summarize the key facts, but you didn't draw any conclusions. You just recited everything you could remember.

Student: I'm not sure I understand. What conclusions could I have drawn?

3. View this discussion from the big picture. Then write what Mary or Mom could say next to move them from repeating the problem to finding a solution.

Mary: Mom, can I go to the movies tonight?

Mom: Have you done all your homework, cleaned your room, and written Grandma a thank-you note for your birthday present?

Mary: I'll do my homework after the movie and in school tomorrow. And I'll clean my room and write to Grandma tomorrow night.

Mom: Sorry, not with all those things undone. Besides, it's a school night. Staying up late will make you sleepy tomorrow. I don't want you nodding off in history again.

Mary: But Mom, it's the new movie everyone is talking about. All my friends are going. And I'm caught up in all my courses.

Write a possible next statement by Mom or Mary.

See Answers 6-4 in the back of the workbook.



6-5 RECALL TIMES IN THE PAST when you've done a good job of listening, asking for agreements, and/or finding solutions. Describe two or three of those situations here:

Think of a current relationship that you'd like to improve. Write several requests that you could make.



6-6

1. WHAT ARE THE THREE THINGS YOU CAN DO when trying to solve a problem with a parent or another adult?

2. Fill in the blanks of the eight suggestions for reaching agreements with adults and others.

Do something	fi	irst.
Ask for		•
	your battles.	
Establish		in advance.
Admit	and	
Move from	to	
Express Perform a "		•
Perform a "		>>

See Answers 6-6 in the back of the workbook.

# Increase Independence

**6-7** An area in which I would like more independence from my parents is . . .

Doing the following things could help convince my parents to give me more independence in this area.



WHAT ARE SIX ADVANTAGES of holding regular family meetings?

See Answers 6-8 in the back of the workbook.



communication emphasize conflict I-message request you-message agreements active listening body language facial expression posture grooming tone

6-8

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



IN THE SPACE BELOW, CREATE AN OUTLINE or Mind Map of Chapter 6.



SHOW YOUR TEACHER:

1. Your exercises changing you-messages to I-messages

2. Your Journal entries for this chapter

3. Describe a time in which you used active listening to resolve a problem or improve a situation in your life. Also describe the agreement or solution you and the other person or persons made.

4. Your chapter outline or Mind Map of Chapter 6

## **Chapter 7 Objectives**

After mastering this chapter you will be able to:

- BUILD A SUPPORT NETWORK
- FIND AND USE A TUTOR
- USE MISTAKES AS FEEDBACK

### CHAPTER MAKE IT A TEAM EFFORT

Journal 7-1 Build Your Team
Practice 7-2 Recruit Your Parents
<b>Journal 7-3</b> Ask for Help
Practice 7-4 Hire a Tutor
Journal 7-5 Request Tutoring
Practice 7-6 Think of Teachers as Allies
Journal 7-7 Note Your Discoveries
Practice 7-8 Love Those Mistakes
Journal 7-9 Savor Success
Key Words and Concepts
<b>Outline</b>
Progress Check



#### 7-1 1. DECIDE WHAT QUALITIES YOU WANT in a friend. Some examples may include:

Good listener Good sense of humor Non-judgmental and accepting Fun to be with Considerate Open-minded Outgoing

Write your list of qualities here.

Now write about how you can become that friend.

2. What is a mentor?

3. Think of some skills you want to learn. Do you know any people who could mentor you in those areas? List those skills and possible mentors below.

4. List what you like about yourself.

5. Plan a study group for one of your classes. List whom you will invite, and develop a possible schedule.

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7-2

1. WHO IS RESPONSIBLE for your education?

2. What does "letting go" mean for you and your parents?

See Answers 7-2 in the back of the workbook.

Make It a Team Effort 87



**7-3** A situation in which I would like some help is . . .

Someone who might give me the help I want is . . .

Describe how you could ask for the help you want. Note a time and place to ask for it.



7-4

1. WHAT IS A TUTOR?

2. Who are some people you can ask to be your tutor?

3. What kinds of help can you expect in a tutoring relationship?

4. What questions can you ask or requests can you make of a tutor?

See Answers 7-4 in the back of the workbook.

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**7-5** 1. IN THE PAST I have thought of tutoring as . . .

2. Right now I could use some tutoring in . . .

3. I could ask the following people to tutor me:

4. I plan to do these things with my tutor:



1. WHAT ARE SOME THINGS TEACHERS DO?

7-6

2. What is the purpose of school?

See Answers 7-6 in the back of the workbook.

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	Note Your Discoveries
-7	A TEACHER who has given me valuable help is
	What I most valued about that teacher's help is
	A teacher whose help wasn't effective is Some things that interfered with my learning were
	If I were in a similar situation now, I would do the following things differently:
	<b>Love Those Mistakes</b>
-8	Fill in the blanks.
	1. Love your
	2. Mistakes are great
	3. Risking mistakes can be and
	4. Replace the word "failure" with ""
	5. Mistakes can be your
	6. Think of your mistakes as
	See Answers 7-8 in the back of the workbook.
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7-9

1. IF YOU HAVEN'T BEEN KEEPING A SUCCESS LOG ON A REGULAR BASIS, BEGIN NOW. In the space below, list successes—no matter how big or small—you've had so far during this course.

2. Review your long-term, intermediate, and weekly goals from Chapter 2. Are they still appropriate? Have any of them changed? If so, rewrite them on 3x5 cards.

3. List one or two actions you intend to take to improve things for yourself. When and where do you intend to take those actions?

Make It a Team Effort 91



responsibility independence allies tutor mistakes savor support mentor

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



IN THE SPACE BELOW, CREATE AN OUTLINE of Chapter 7. Use either a standard Roman numeral outline or a Mind Map.



1. DESCRIBE FOR YOUR TEACHER two times when you were successful in getting assistance from a parent, teacher, or tutor.

2. Show your teacher your goal cards and Success Log.

3. Show your teacher your outline or Mind Map of Chapter 7.

## Chapter 8 Objectives

After mastering this chapter you will be able to:

- EVALUATE FACTORS THAT INFLUENCE HOW YOU FEEL ABOUT YOURSELF
- IMPROVE YOUR SELF-CONFIDENCE
- MANAGE YOUR RESPONSE TO DIFFICULT EMOTIONS

### CHAPTER RESPECT YOURSELF

Journal 8-1 Take a Look in the Mirror
Practice 8-2 Revisit the Change Process
Journal 8-3 Notice Image Advertising
Practice 8-4 Befriend Your Body
Practice 8-5 Be Truthful
Practice 8-6 Gain Self-Confidence
Journal 8-7 Note Special Skills
Practice 8-8 Stop Sexual Harassment
Practice 8-9 Manage Tough Emotions
Journal 8-10 Gain New Perspectives
Journal 8-11 Employ the Social Graces
Practice 8-12 Defuse Depression
Journal 8-13 Be Alert to Suicide Talk
Practice 8-14 Be Clear About Alcohol and Other Chemicals105
Journal 8-15 Note Your Discoveries
Key Words and Concepts
<b>Outline</b>
Progress Check



#### 8-1

THE FOLLOWING SURVEY is designed to raise your awareness about choices you make that affect your health. There are no scores to tally. At the end of the survey you can decide if there are health-related behaviors you want to change. Your state of health is dynamic—that is, changing from day to day, even hour to hour. Repeat this survey at different times to see how the results may change.

To complete the survey, just write "Yes" or "Y" next to the statements that are usually true for you. If a statement is not usually true for you, write "No" or "N."

#### Alcohol and Other Drugs

- I manage my moods and energy level without using alcohol or other drugs.
- \_\_\_\_\_ I've already decided how to respond if friends pressure me to use alcohol or other drugs.
- \_\_\_\_\_ If I see a friend who's in trouble with drinking or drugs, I can assist that person in finding help.

#### Depression

\_\_\_\_\_ I am usually aware of my feelings and accept them.

- \_\_\_\_\_ My depression is usually linked to certain thoughts.
- \_\_\_\_\_ When feeling depressed, I can change what I'm thinking, what I'm doing, or both.
  - \_\_\_\_\_ I am rarely depressed for more than one day at a time.

#### Eating

\_\_\_\_\_ I eat a variety of healthy foods every day.

\_\_\_\_\_ I notice how foods affect my moods and energy level.

\_\_\_\_\_ I can plan and carry out changes in my diet.

#### Exercise

- I have the strength, flexibility, and endurance that I need to carry out my daily activities.
- I exercise several times a week.
- I can choose from several forms of exercise that I enjoy (for example, jogging, weightlifting, playing ball, or swimming).

#### Self-Confidence

- \_\_\_\_\_ I feel OK about my appearance (including height, weight, complexion, body shape, and facial features).
- \_\_\_\_\_ I am comfortable meeting new people and making new friends.
- \_\_\_\_\_ I feel good about my ability to take on new and challenging projects.

#### Sleep

- \_\_\_\_\_ I usually fall asleep easily and sleep soundly.
- \_\_\_\_\_ I generally get enough sleep to feel awake and alert.
- When I'm tired or sick I allow extra time to rest.

#### Sexuality

- \_\_\_\_\_ I know what kinds of touching and physical contact are OK with me.
- \_\_\_\_\_ I know about sexually transmitted diseases and how to prevent them.
- \_\_\_\_\_ I know safe and effective ways to prevent pregnancy.
- \_\_\_\_\_ I've already decided how I'll respond if I'm pressured to have sex.

#### Stress

\_\_\_\_\_ I know my personal signs of stress.

- \_\_\_\_\_ I know and use exercises that help me relax when I feel stressed.
- \_\_\_\_\_ I relieve stress without using alcohol or other drugs.

#### Summing Up

The most important thing I learned about myself from doing this health survey is . . .

N Contraction of the second seco

\_\_\_\_\_

The most important change I could make in my health right now is . . .

In order to make this change, I will . . .

Respect Yourself and Others 97



REFER TO YOUR COMPLETED HEALTH SURVEY (Journal 8-1) and consider one of the changes you want to make. How would you use the six steps of the Change Process to make that change? Describe exactly what you will do differently. Also, explain how you will get feedback on your new actions.

8-2

1. Awareness 2. Responsibility 3. Forgiveness 4. Change 5. Practice 6. Feedback



8-3 H

EXAMINE TEN MAGAZINE ADVERTISEMENTS. Study the images presented. In the space below, write how you feel when looking at them.



TRUE OR FALSE?

8-4

- 1. \_\_\_\_\_ People come in different shapes and sizes.
- 2. \_\_\_\_\_ Standards of beauty change.
- 3. \_\_\_\_\_ Poor health will not affect how you think and feel.
- 4. \_\_\_\_\_ The Change Process may help you care for your body.

See Answers 8-4 in the back of the workbook.





FILL IN THE BLANKS.

1. Liars \_\_\_\_\_ themselves.

2. Lying \_\_\_\_\_ life.

3. Lying denies \_\_\_\_\_.

See Answers 8-5 in the back of the workbook.



8-6 1. WHAT ARE FIVE THINGS THAT YOU CAN DO to improve your self-confidence?

2. Change the following sentences to reflect a more positive way of thinking.

I can't spell.

I'll never be able to hit a baseball.

I will never understand chemistry.

No one will ever think I'm cute.

See Answers 8-6 in the back of the workbook.

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#### 8.7 1. WRITE IN YOUR SUCCESS LOG about your special skills.

2. Send someone a thank-you note for something they've done or just for being who they are.



8-8 1. LIST AND DESCRIBE SIX THINGS you can do to stop sexual harassment.

2. Does your school have a policy on sexual harassment? Describe it here.

See Answers 8-8 in the back of the workbook.

Respect Yourself and Others 101





Fill in the blanks.

1. Accept your \_\_\_\_\_.

2. \_\_\_\_\_ to yourself in a \_\_\_\_\_ way.

3. \_\_\_\_\_ to someone else.

4. Take \_\_\_\_\_.

See Answers 8-9 in the back of the workbook.



8-10 WRITE ABOUT A SITUATION that is making you uncomfortable. As you write, use the above suggestions to help you gain a new perspective.

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IN THE SPACE BELOW, WRITE about one thing you can do today that will help someone or brighten their day—and then do it!



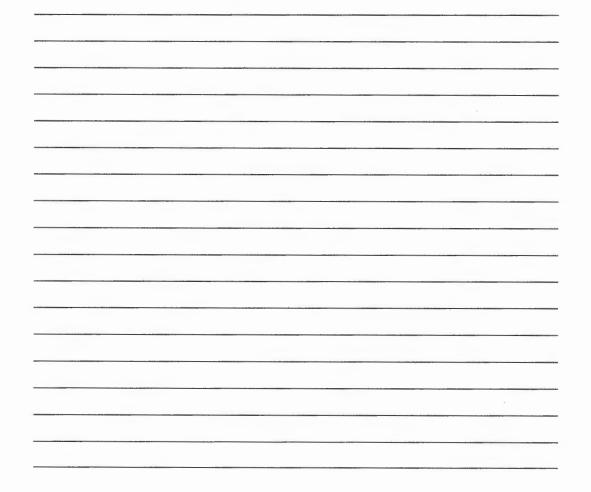
8-12 True or False?

- 1. \_\_\_\_\_ We should be happy all the time.
- 2. \_\_\_\_ Body chemistry affects our moods.
- 3. \_\_\_\_\_ Painful feelings fade with time.
- 4. \_\_\_\_\_ We all know how others feel.
- 5. \_\_\_\_\_ Talking about feelings may help.
- 6. \_\_\_\_\_ Writing about feelings may help.
- 7. \_\_\_\_\_ Running away from problems helps them go away.
- 8. \_\_\_\_\_ Dwelling on the negative is a good way to overcome depression.
- 9. \_\_\_\_ It may help to set a time limit for feeling depressed.
- 10. \_\_\_\_\_ It may be a good idea to ask for help.

See Answers 8-12 in the back of the workbook.



HAVE YOU OR HAS ANYONE CLOSE TO YOU EVER TALKED ABOUT SUICIDE? What did you do? What will you do in the future?



# Be Clear About Alcohol and Other Chemicals

**8-14** 1. WHAT ARE SOME CONSEQUENCES of using drugs, alcohol, or tobacco?

2. Write your response to the following statements.

Everyone does it!

Smoking is no big deal.

Getting high is safer than getting drunk.

You need to relax! Here-try this.

One drink won't hurt you.

See Answers 8-14 in the back of the workbook.

Respect Yourself and Others 105



### **8-15** WRITE ABOUT HOW YOU DEAL with peer pressure.



self-examinations social etiquette courtesy Change Process anorexia nervosa emotions eating disorders sexual harassment depression self-confidence appreciation clichés respect gratitude morphine adrenaline endorphins bulemia suicide

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



IN THE SPACE BELOW, CREATE A MIND MAP or outline of Chapter 8.



SHOW YOUR TEACHER the following:

- 1. Your completed survey
- 2. Your rewritten, more positive statements
- 3. Your suggestions for dealing with sexual harassment
- 4. Your responses to statements about using alcohol and other chemicals
- 5. Your outline or Mind Map of Chapter 8

## **Chapter 9 Objectives**

After mastering this chapter you will be able to:

- USE A FIVE-STEP PROCESS FOR WRITING
- PRODUCE A QUALITY TERM PAPER

## CHAPTER WRITE

Practice 9-1 Do a Quick Grammar Review
Journal 9-2 Write for the Joy of It
Practice 9-3 Plan Your Paper
Practice 9-4 Brainstorm Ideas
Practice 9-5 Cluster Key Words115
Practice 9-6 Order Key Sentences
Practice 9-7 Organize116
Practice 9-8 Use Proofreaders' Marks
Practice 9-9 Revise
<b>Practice 9-10</b> and Edit
Practice 9-11         Edit Some More
Practice 9-12 Correct Spelling
Practice 9-13 Check Grammar
<b>Practice 9-14</b> Proofread
Practice 9-15 Revisit the Writing Process
Practice 9-16 Engage Both Sides of Your Brain
<b>Practice 9-17</b> Write Legibly
Practice 9-18 Finish a Term Paper in Ten Steps
<b>Practice 9-19</b> Topic or Thesis?
Practice 9-20 Plan Your Paper
Practice 9-21 Avoid Plagiarism
Journal 9-22 Cook Up Some Instant Poetry
Practice 9-23 Write for Personal Reasons
Journal 9-24 Write Now
Key Words and Concepts
Outline
Progress Check

Write 109



BEFORE STARTING the activities in this chapter of the workbook, please do the following Practice. If you get stuck or need help, ask your teacher.

1. Label each word in the following sentence as a noun, pronoun, adjective, adverb, verb, preposition, conjunction, or article.

The small dog ran quickly down the stairs and barked at him.

The	the
small	
dog	
ran	
quickly	at
down	him

2. In the next sentence, circle the relative pronoun, underline the dependent clause, and draw a box around the past participle.

The clock that she had owned for years sat on the shelf.

3. In the next sentence, do the subject and verb agree in number? Yes No

When Maxine and Paula brings their lunch to school, they usually eat outside.

4. In the above sentence, are the verb tenses consistent? Yes No

5. Define subject.

6. How do you determine the subject of a sentence in a question?

7. In the blanks provided, write the subjects of the following sentences.

Sentence	Subject			
a. Did you build the house?				
b. Who bought it?				
c. Why did you do it?				
d. When was the house built by Charlie?				
e. By whom was it bought?				
8. True or False? a Some sentences have no action.				
b The verb "to be" is never used as a	a helping verb.			
9. Write the action indicated in each of the followin write "None."	ng sentences. If there is no action,			
Sentence a. The house is red.	Action			
b. She is painting the house red.				
c. The house had been painted red.				
d. The report is long.				
e. The report has been prepared by Brenda.				

See Answers 9-1 in the back of the workbook.

Write 111



I INTEND TO TRY the following strategies from this chapter:

9-2

Here are some words that describe how I feel about writing:

The things I would like to change about the way I do writing assignments are . . .



SUPPOSE YOUR TEACHER in English literature class has assigned an essay on the book *Moby Dick.* You are to defend or criticize the actions of Captain Ahab. Your essay cannot be longer than five pages.

Create a plan for this essay by choosing items from the list below.

1. Your topic is \_\_\_\_\_.

- 2. Your purpose is \_\_\_\_\_.
- 3. Your audience is \_\_\_\_\_.
- 4. The specific requirements are \_\_\_\_\_.
  - a. Moby Dick
  - b. Captain Ahab
  - c. To write about a whale
  - d. Five pages
  - e. Five pages or less
  - f. Your classmates and your teacher
  - g. Your teacher
  - h. Your parents
  - i. Other people who have read Moby Dick
  - j. To criticize the actions of Captain Ahab
  - k. To get a good grade
  - l. To spend as little time as possible
  - m. To defend the actions of Captain Ahab
  - n. To amuse the teacher
  - o. To amuse the reader
  - p. To convince the reader to read Moby Dick

See Answers 9-3 in the back of the workbook.



1. WHAT IS A KEY WORD?

9-4

2. Your assignment is to write a letter to a friend about anything that has happened to you recently. Here's how to use brainstorming to get started:

Write the topic of your letter on the line below.

Take a minute to relax.

Begin a five-minute brainstorm. Think about the topic of your letter. Don't censor yourself. As each thought or picture comes to mind, write down a Key Word or two to describe it. Continue brainstorming until you have at least ten Key Words. If this takes longer than five minutes, ask your teacher for help.

Topic: \_\_\_\_\_

Key Words:

3. What is a Key Sentence?

4. Key Sentences are like an outline, not a draft. In the space provided below write Key Sentences for your letter to a friend.

See Answers 9-4 in the back of the workbook.



**9-5** 1. What is clustering?

2. Cluster the following Key Words into three topics, indicating the way you would order them.

sports shows violence commercials/advertising comedy cable TV soap operas movies public TV network stations news reruns music shows/videos cartoons infomercials time spent watching TV

Topics: \_\_\_\_\_

Order: \_\_\_\_

See Answers 9-5 in the back of the workbook.



FOLLOWING IS A LIST OF KEY SENTENCES. Number the sentences in the order in which you would write about them. After numbering the sentences, read them in order to a classmate. Does the order make sense to both of you? If not, renumber the sentences and read them again. Continue until the order makes sense.

Topic: Choosing a Summer Job

- \_\_\_\_\_ I want to be able to ride my bike to work.
- \_\_\_\_\_ I'd like to work part time.

\_\_\_\_\_ There are a lot of stores at the mall.

- \_\_\_\_\_ I'd like to work in a clothing store.
- \_\_\_\_\_ I want to work only some weekends.
- \_\_\_\_\_ I want to save money for a CD player.
- \_\_\_\_\_ I'd like to have evenings free to spend with my friends.
- \_\_\_\_\_ The mall is only three miles from my house.

See Answers 9-6 in the back of the workbook.



9-7

- FOR EACH OF THE FOLLOWING SITUATIONS, choose the organizing method you think is best. There are no wrong answers. Just choose an approach you would use.
  - a. Chronological order
  - b. Location or position
  - c. Introduction, description/analysis, conclusions
  - d. Overview, major facts, minor facts
  - 1. \_\_\_\_\_ Write to a friend and describe a place you went while on vacation.
  - 2. \_\_\_\_ Describe a new magazine to a friend, and indicate why you bought it.
  - 3. \_\_\_\_\_ Write your autobiography.
  - 4. \_\_\_\_\_ Write an essay about how you think students should choose their representatives in student government.

See Answers 9-7 in the back of the workbook.

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# **9-8 []**S6 **Proofreaders**' Marks

Margin Mark	Meaning and Text Marking	
Stor Lord	Delete (take out)	
C	Clofe up	
stet	Leave as <del>printed</del> (when matter has been crossed out by mistake)	
cops	Change to capital letters	
lc	Change capitals to Kower case	
$\uparrow$	Insert (or substitute) comma	
Θ	Insert (or substitute) period	
#	Insertspace	
+R	Transposefitemsthese	
ככ	Center	
H ·	Begin new paragraph	
^	(caret mark) Insert matter indicated in margin	
\$ Y	Insert double quotes	
ŗ	Insert apostrophe or single quote	

EDIT THE FOLLOWING PARAGRAPH using proofreader's marks.

If you want to gain real competence, keep practicing until you have mastered the assignment. mastery means that you can do what ever this assignment involves, accurately and quickly You're able to demonstrate your skill or knowledge to anyone who might ask, and do it fast enough to succeed on tests. Suppose the assignment is to memorize the meanings of twenty new vocabulary works. You'll know that you've mastered these Words when you can recite their meanings from memory. To prepare, you make flash cards. To prepare, write each word on the front of a card and the definition on the back. To practice, you test yourself by looking at each card and reciting the moment. If you are uncertain, you turn the card over for a reminder. Keep until practicing you master all twenty.

0

See Answers 9-8 in the back of the workbook.



9.9.1. WHAT IS THE DIFFERENCE between revising and editing?

2. What are the four things to look for when revising?

3. Adding, deleting, and rearranging sentences or paragraphs are part of what process?

4. When revising, you should check for grammar and spelling. True False

5. How many times should you copy your draft when you revise?

See Answers 9-9 in the back of the workbook.



## **9-10** 1. What are the four rules for editing?

2. Next to each of the following sentences, write "C" if the sentence is complete or "I" if the sentence is incomplete. Then change the incomplete sentences to complete sentences.

- \_\_\_\_\_ a. The paper bag broke.
- \_\_\_\_\_ b. Fire is dangerous.
- \_\_\_\_\_ c. Your recent, long letter to Mrs. Williams.
- \_\_\_\_\_ d. Go to the back of the line.
- \_\_\_\_\_e. He fixed.
- \_\_\_\_\_ f. The big red barn at the intersection of this street and the highway.
- \_\_\_\_\_ g. In trying to explain all the possibilities to the students, the teacher's long-winded talk in a monotone.
- \_\_\_\_\_h. Wherever you go in this world.
- \_\_\_\_\_ i. Do you know?
- \_\_\_\_\_ j. Knowing full well that he wasn't telling the truth.
- \_\_\_\_\_ k. Regardless of the circumstances, it is impressive to use good grammar.
- \_\_\_\_\_l. One is enough.
- \_\_\_\_\_ m. Once upon a time and far, far away.

See Answers 9-10 in the back of the workbook.



### **9**-**1** EDIT THIS PASSAGE by deleting unnecessary words.

The past history of the United States is a record of one of humanity's most noble and impressive efforts to create a society that fairly and equitably serves every single solitary individual person. Some of the ideas and thoughts used by the founders of the United States were taken from the records and history of ancient Greece in the fifth century, B.C. Thus it is not surprising that the architecture of the Revolutionary era was largely based upon Greek buildings, palaces, and temples that date from that same golden age of Greek democracy. The U.S. architecture of that period has been aptly and appropriately labeled and called neoclassic—meaning the new version of the classic Greek styles of that period.

See Answers 9-11 in the back of the workbook.



**9.1** CHECK AND CORRECT the spelling of the words in bold print.

1. A high-ranking army officer is a kernel.

2. Doctors who perform operations are sergins.

3. When the words at the ends of lines of a poem sound alike, we say that those words rime.

4. The Sahara dessert is hot and dry.

5. At the end of the meal, we had dezert.

6. Above our heads, the high sealing was painted white.

See Answers 9-12 at the back of the workbook.

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FOR THESE EXERCISES YOU'LL USE A GRAMMAR REFERENCE BOOK. You are not supposed to memorize the book, or even the few rules you look up. The point is to learn how to use the book.

1. Read the book's table of contents. If there is an index, look it over to see how it can help you locate information.

2. Use the grammar reference book to check and correct the punctuation in these two sentences:

a. The story covered the art, philosophy and theology of ancient Greece.

b. The man bought apples and peaches, they tasted really good.

3. Use your grammar reference book, if necessary, to complete the following statement. When a dictionary lists the part of speech for a word, it indicates:

a. Whether the word is a noun, verb, adjective, or another part of speech

b. The forms of the verb, such as swim, swam, swum

4. Look up the words *that* and *which* to find out which of the following two sentences is correct.

a. From among those bottles, please hand me the bottle that contains water.

b. From among those bottles, please hand me the bottle which contains water.

5. Use a grammar reference book and a dictionary to check each point of grammar, spelling, and punctuation in the two sentences below. Rewrite the sentences correctly.

It was 3:30 a.m. when a terrible noise awakened me. I shouted whose their.

See Answers 9-13 in the back of the workbook.



THERE ARE 18 ERRORS IN THIS PARAGRAPH. Find and correct them using proofreaders' marks.

Work on one sentence at a time. Begin by deciding what is wrong. Then correct the sentence. Use your grammar reference book and dictionary as needed.

#### My Vacation

My Brother and Me went to new york last Fall on a vacation. Before we goed, we red a book on new york so we would know what wed like to sea. Then that guidebook was carried to new york by us. That turned out to be really, really very helpful and I think it helped us enjoy the vacation which we did.

See Answers 9-14 in the back of the workbook.



THE STEPS OF THE WRITING PROCESS listed below are scrambled. Write the steps in the order explained in the chapter. Then indicate the definition of each step by writing the letter of one or more of the definitions next to each step.

Brainstorm Organize Revise and Edit Draft Plan Pick a Topic

1. 2. 3. 4. 5. 6.

Definitions:

a. The first writing of the composition, done quickly and without concern for grammar, spelling, punctuation, and capitalization

b. Defining the topics, purpose, audience, and specific requirements for your writing

c. Grouping ideas and putting them in an order or sequence

d. Checking the content and sequence of your writing and then checking the grammar, spelling, and style

e. Letting your mind roam and writing down whatever comes to you

f. Selecting what you will write about

See Answers 9-15 in the back of the workbook.



## **9-16** USING AN "R" OR AN "L", indicate whether the following activities are right-brain or left-brain.

- 1. \_\_\_\_\_ Controls left side of body
- 2. \_\_\_\_ Notices details
- 3. \_\_\_\_ Controls speech
- 4. \_\_\_\_\_ Notices emotions and feelings
- 5. \_\_\_\_\_ Responds to images
- 6. \_\_\_\_ Controls right side of body
- 7. \_\_\_\_\_ Looks at the whole
- 8. \_\_\_\_ Controls rhythmic activity, such as dancing and playing instruments
- 9. \_\_\_\_ Processes facts and rules
- 10. \_\_\_\_ Thinks logically

See Answers 9-16 in the back of the workbook.



THE POINT OF THIS EXERCISE is to remind you of the standard shapes of written letters. For each pair of letters, circle the letter which is neater, more legible, and better proportioned. There is no absolute standard, just use your own judgment.

an po KK leb Ab + t L& ga ccum mm gg dd von n mm WW e tx di p 83 nm a w w P C u H t  $\varepsilon$ W W E in m nm Ff XX kx 0044 nR



9-18 1. WHAT ARE THE TEN STEPS for writing a term paper?

2. What is a topic?

3. What is a thesis statement?

4. What is one method to narrow your topic?

5. How can you use 3 x 5 cards to write a term paper?

See Answers 9-18 in the back of the workbook.



As YOU READ THE LIST BELOW, note whether each item is a topic or thesis for a term paper.

- \_\_\_\_\_ 1. Sports
- \_\_\_\_\_ 2. The Gross National Product

\_\_\_\_\_ 3. Exploring outer space

- \_\_\_\_\_ 4. Dogs for the blind are trained carefully.
- 5. Silent movies
- \_\_\_\_\_ 6. Dogs
- \_\_\_\_\_7. The Mexican and American Revolutions share many features.
- \_\_\_\_\_ 8. Pesticides have both dangers and benefits.

See Answers 9-19 in the back of the workbook. If you have questions about this Practice, consult your teacher.



## 9-20

THIS PRACTICE WILL TAKE ABOUT AN HOUR. You will not actually write a paper.

1. Develop a plan for a ten page term paper. Define your audience, purpose, topic, and any requirements. You may choose a topic from the list below or one of your own.

Baseball Memory Heart attacks Rwanda Slavery

- Public relations Income taxes Zora Neale Hurston Elizabeth Cady Stanton The Revolutionary War
- 2. Look up the topic in a dictionary.
- 3. Look up the topic in an encyclopedia.
- 4. Narrow your topic.
- 5. Write a thesis statement.
- 6. Look up the topic in one book or article.
- 7. Take notes.
- 8. Organize your paper using Key Sentences or clustering.

Your answers for this practice are unique. If you have difficulty with any of the steps, consult a classmate or teacher.

	Avoid	Plag	iarism
V.	πννια	Ing	

### **9-21** 1. DEFINE PLAGIARIZE.

2. What are some consequences of plagiarism?

3. The following tips will help you avoid accidental plagiarism. Fill in the blanks.

a. Quote \_\_\_\_\_\_ exactly.

b. \_\_\_\_\_ carefully.

c. Credit \_\_\_\_\_\_ fairly.

See Answers 9-21 in the back of the workbook.

# Cook Up Some Instant Poetry

**)** IN THE SPACE BELOW, write a short poem.



**9-23** What are eight personal reasons to write?

See Answers 9-23 in the back of the workbook.



9-24

CHOOSE ONE OF THE ABOVE REASONS and write a first draft in the space below.

Write 129



plagiarism left-brain task right-brain task plan audience purpose topic brainstorming Key Words Key Sentences clustering organize chronological order draft proofreaders' marks complete sentence grammar legible thesis periodicals paraphrase quote the author

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



WRITE AN OUTLINE OR CREATE A MIND MAP of the Main Ideas and Supporting Facts in Chapter 9.



TO DEMONSTRATE YOUR MASTERY of the techniques in this chapter, show your teacher the following:

- 1. Revised and edited draft, in which you used proofreaders' marks
- 2. Rewritten, final draft
- 3. Plan, organization, thesis statement, and research notes for a term paper
- 4. Poem written in Journal 9-22
- 5. Outline or Mind Map of Chapter 9

## Chapter 10 **Objectives**

No.

After mastering this chapter you will be able to:

- TAKE AN EXPERIMENTAL APPROACH TO MATH
- SIMPLIFY WORD PROBLEMS
- COMPUTE YOUR COURSE GRADES

# CHAPTER MATH MATTERS

Journal 10-1 Notice Your Feelings
Practice 10-2 Check Your Mastery of Arithmetic
Practice 10-3 Do the Logical Calculation
Practice 10-4 Simplify the Problem
Practice 10-5 Try Alternative Methods
Practice 10-6 Expand Your Understanding
Practice 10-7 Translate Equations
Practice 10-8 Identify Unknowns141
Practice 10-9 Compute Your Grades142
Key Words and Concepts142
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Progress Check



BEFORE YOU BEGIN the activities in this chapter, complete the following Journal and Practice. If you have any questions about the basic math concepts, consult your teacher.

Complete the following sentences.

1. When I think about my ability to do math, I feel . . .

2. In the past, my experience of learning math has been . . .

3. Knowledge of math is important to me because . . .

4. When I think about studying the chapter on math in Learning Power, I feel . . .

# Check Your Mastery of Arithmetic

## 10-2

MASTERY OF ARITHMETIC CALCULATIONS IS ESSENTIAL for any high-school or college math or science course. If you are certain you can't do a calculation, write "No" next to it and go on. If you are uncertain of your answer or your method, put a big question mark (?) next to the problem.

Try to do these calculations first without a calculator. If you must use a calculator for any problem, write a "C" next to that problem. Ask your teacher if using a calculator will be OK in your future math courses.

ADDITION	1357	4465	
	8199	1559	
	<u>2396</u>	7892	
CLIDED & CTLON		1/600605/	
SUBTRACTION		146,826,254	
		- 99,174,686	
MULTIPLICATION		286	3,974
		x 78	x 538
		<u></u>	
DIVISION	765,22	3 ÷ 863 =	
FRACTIONS	$3 \times 5 =$		$1 \times \overline{7} =$
	79		3 11
5 + 1 =		7 –	5 =
$2\frac{5}{8} + 1\frac{1}{16} =$		$13 \frac{7}{16} - 7$	12
$\frac{9}{16} \div \frac{3}{4} =$			$4\frac{1}{4} + \frac{3}{5}$
16 4			44 5

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#### DECIMALS AND PERCENTS

Compute 6.5% of \$9.98.

How much money will you have to invest 6.5% at simple, annual interest to earn \$1,000 a year?

Express 13 of 35 as a percentage.

Your teacher has the answers to these calculations. Discuss with your teacher whether you have mastered basic mathematics. If there are any parts that you haven't mastered, it is important for you to learn or relearn those parts. You may discover that you can master basic math from all your past years of instruction in just a few hours. Your teacher can tell you how to get started.



## 10-3

YOU ARE THROWING A PIZZA PARTY for fifteen friends, and you have to decide how many large pizzas to order. Each pizza is cut into ten slices. As you think about who is invited and how much they will eat, you guess that five kids will eat five pieces each, six will eat four pieces, and four will probably eat two pieces.

1. Name the three logical calculations used to solve this problem and the order in which they apply.

2. How many pizzas do you need to order?

See Answers 10-3 in the back of the workbook.



**10-4** 1. WHAT ARE THREE STEPS to simplify a problem?

2. Why is it important to use your own language to describe the problem?

Complete the following problems. See if your solution makes sense before you look up the answers in the back of the workbook.

3. You are doing odd jobs to earn some money. You bused tables on Saturday and Sunday from 11:00 a.m. to 3:00 p.m. and earned \$5.00 an hour in wages and tips. On Monday, Wednesday, and Friday nights, you baby-sat from 6:00 p.m. to 8:00 p.m. for \$2.75 an hour. This week you also mowed your neighbor's lawn. She gave you \$12.00. How much did you earn this week (Monday through Sunday)?

4. You left home and walked six blocks to the zoo in ten minutes. You walked around the zoo for exactly two hours before returning home. There are twelve blocks in one mile. How many total miles did you walk?

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5. You got \$40.00 for your birthday. There are five CD's you'd like to buy. Tax is 7%.

CD "A" costs \$15.99 CD "B" costs \$10.99 (on sale) CD "C" costs \$8.99 (on sale) CD "D" costs \$15.99 CD "E" costs \$8.99 (on sale)

What is the maximum number of CD's you can buy for \$40.00? How much change will you get back? (There may be more than one answer.)

See Answers 10-4 in the back of the workbook.



10-5

FIND TWO DIFFERENT APPROACHES to solving this problem and show your work here.

The in-line skates you want are now on sale for \$67.80 plus 7% tax. You can put them on layaway by paying 10% down. They have to be paid for in full within 90 days. You have \$11.40 saved, and your allowance is \$5.75 a week. Can you afford to buy these skates?

See Answers 10-5 in the back of the workbook.



10-6 IN THESE PROBLEMS, does the equation match the sentence? If not, write the correct equation.

1. The sum of Krista's and Len's ages is twen	ty-four.	
K + L = 24	Yes	No
2. Ben is twice as old as Alex.		
$\mathbf{A} = 2\mathbf{B}$	Yes	No
3. Flannery is five years older than Walker.		
F + W = 5	Yes	No
4. In two years Niki's and Becca's ages will a	dd up to	50.
N + B + 2 = 50	Yes	No
5. In four years Josh will be twice as old as k	Keeley.	
J + 4 = 2(K + 4)	Yes	No
6. In five years Jessie's age will be three times	Brenna	n's present age.
J + 5 = 3 (B + 5)	Yes	No

See Answers 10-6 in the back of the workbook.



#### **10**-7 IN THESE PROBLEMS, which sentence matches the equation?

1. 2(S + 2) = J + 2

a. In two years Jan will be twice as old as Sandy.b. In two years Sandy will be twice as old as Jan.

2. L + 8 = C

a. Larry is eight years older than Carole.

b. In eight years Larry will be as old as Carole is now.

3. P + 5 = 3S

a. In five years Phil will be three times as old as Susan.b. In five years Phil will be three times as old as Susan is now.

4. N + D + 10 = 48

a. In ten years the sum of Nicole's and Drew's ages will be 48.b. In five years the sum of Nicole's and Drew's ages will be 48.

See Answers 10-7 in the back of the workbook.



1. DEFINE VARIABLE.

2. Define unknown.

3. If the symbol  $\pi$  stands for the number 3.14159, is  $\pi$  an unknown? Yes No

4. Is x always the unknown? Yes No

5. Can you get the right answer to a problem no matter what symbol you use for the unknown?

Yes No

6. In the following problem, what is the unknown quantity?

Mary was five when David was born. Today Mary is twice as old as David. How old is Mary?

7. In this problem, state the unknowns and the variables.

Bob is twice as old as Judy, and Bob is six years older than Judy.

8. In this problem, state the unknowns and define the variables.

Clint is twice as old as Max. Clint is eight years older than Max. Is Clint old enough to get into an R-rated movie without an adult?

See Answers 10-8 in the back of the workbook.

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**10** GOMPUTE YOUR GRADE for a current class. Show your work below.

See the teacher of the course for which you calculated your grade. Ask that teacher to check your work.



percentages logical calculation simplify symbol equations variables unknowns

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



IN THE SPACE BELOW, CREATE AN OUTLINE or Mind Map of the Main Ideas and Supporting Facts in Chapter 10.



TO DEMONSTRATE MASTERY of the techniques in this chapter, show your teacher the following:

- 1. Your class grade computation
- 2. Your work from the problems in Practice 10-2
- 3. Your outline or Mind Map of Chapter 10

### Chapter 11 Objectives

After mastering this chapter you will be able to:

- SPOT ASSUMPTIONS IN THINKING AND SPEAKING
- IDENTIFY FALLACIES
   IN LOGIC
- USE A STRATEGY FOR GENERATING IDEAS

# CHAPTER THINK FOR YOURSELF

Practice 11-1 Think About This146
Practice 11-2 Start with the Basics
Practice 11-3 Use Questions
Practice 11-4 Dig Out Assumptions
Journal 11-5 Evaluate Assumptions
Practice 11-6 Don't Fall for Fallacies in Logic
Journal 11-7 Listen for Fallacies
Practice 11-8 Create!
Journal 11-9 Apply Creative Thinking
Practice 11-10 Play with Ideas
Practice 11-11 Fuel Your Thinking with the Three "P's"152
Practice 11-12 Make Skillful Decisions
Journal 11-13 Decide
Key Words and Concepts
Outline
Progress Check

Think for Yourself 145

Think C an



· . . .

\_\_\_\_\_\_



11-5

1. DEFINE ASSUMPTION.

2. When are assumptions useful?

3. When are assumptions dangerous?

See Answers 11-4 in the back of the workbook.



THINK OF SOME COMMON ASSUMPTIONS and write them below. Are they useful, or dangerous in any way? Why?



#### **11-6** 1. LIST AND DESCRIBE six fallacies in logic.

2. Write an example of each fallacy described above.

3. Match the fallacy to the argument/situation.

- a. All-or-nothing language
- b. Begging the question
- c. Attacking the person
- d. False cause
- e. Appeal to authority
- f. Jumping to conclusions
- 1. \_\_\_\_\_ Sharon: Do you think wearing seat belts should be a person's choice? Todd: Wearing seat belts is required in many states.
- 2. \_\_\_\_ You either win or lose!

Think for Yourself 149

. .

3. \_\_\_\_\_ Unemployment is down, the deficit is lower, and people feel good about the economy since the President took office. She must be doing a good job!

4. \_\_\_\_\_ An opponent of year-round school states, "Superintendent Speltz doesn't know what he's talking about! He's divorced, and he doesn't have any children."

5. \_\_\_\_\_ The top ten basketball stars in the NBA wear "HotZZZ" basketball shoes. If you want to be a star athlete, you should too.

6. \_\_\_\_\_ My first cat ran away from home; I'm sure this one will too.

See Answers 11-6 in the back of the workbook.



#### 11-7

WATCH FIVE TELEVISION COMMERCIALS. Listen for fallacies in logic. Ask yourself the questions suggested on pages 194-195 of the text. Record your reactions and evaluations below.

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**11-8** WHAT ARE FIVE STRATEGIES that may help you think creatively?

See Answers 11-8 in the back of the workbook.



11-9

IN THE SPACE BELOW, write about a current problem. Now describe how one or more of the strategies listed above could help solve the problem.

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WHAT ARE TWO WAYS to play with ideas?

See Answers 11-10 in the back of the workbook.

# Fuel Your Thinking with the Three "P's"



WHAT ARE THE THREE "P's"? Explain them.

See Answers 11-11 in the back of the workbook.





TO HELP MAKE DECISIONS, use the following suggestions. Fill in the blanks.

- 1. Use your \_\_\_\_\_.
- 2. Listen to your \_\_\_\_\_.
- 3. Ask, "\_\_\_\_\_?"
- 4. \_\_\_\_\_ your decisions.
- 5. \_\_\_\_\_ others to \_\_\_\_\_.

See Answers 11-12 in the back of the workbook.



**11-13** THINK OF A DECISION YOU NEED TO MAKE. Write about the process you will use to make that decision.





critical thinking assumptions appeals to authority fallacies false cause all-or-nothing jumping to conclusions play with ideas creative thinking incubate ideas questions begging the question evidence attacking the person

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



IN THE SPACE BELOW, CREATE AN OUTLINE or Mind Map of Chapter 11.



TO DEMONSTRATE YOUR MASTERY, show your teacher:

- 1. Your evaluations of five television commercials
- 2. Your plans for making your next decision
- 3. Your Mind Map or outline of Chapter 11

### **Chapter 12 Objectives**

After mastering this chapter you will be able to:

- BEGIN TO PLAN YOUR FUTURE
- CONSIDER POSSIBILITIES FOR YOUR EDUCATION AND CAREER
- UNDERSTAND THE VALUE OF CONTRIBUTION

### CHAPTER LOOK AHEAD

Journal 12-1 Create Your Future
Journal 12-2 Consider Life After Graduation
Practice 12-3 Interview
Journal 12-4 Contribute161
Journal 12-5 Know Yourself: Personal Profile
Journal 12-6 Make the End a Beginning
Key Words and Concepts
<b>Outline</b>
Progress Check



1. REVIEW THE SHORT-TERM, INTERMEDIATE, AND LONG-TERM GOALS you wrote in Chapter 2. Have any of them changed? Make any changes, deletions, or additions necessary on pages 20-22 in this workbook.

2. Review the lifeline you created for Chapter 2. Repeat the exercise below. Notice any changes.

3. List the job or school choices you've already made for the next five years. Go to the library and research these jobs and/or schools. The reference librarian can help you with this. Afterward, re-examine your choices and cross out the ones that are no longer appealing.

4. Who are some people you can talk to if you want some ideas about your options after graduation? List those people here.



LIST SOME PEOPLE YOU KNOW who are college graduates. They could include your teachers, minister, or doctor.

List some people you know who are high school graduates but did not attend college.

List some people you know who did not complete high school.

Based on your knowledge of these people, answer this question: What major differences do you see between people who attended college and those who did not? Consider more than their jobs and how much they earn. Think about the kind of people they are. Are they satisfied with their work and personal lives?



INTERVIEW ONE PERSON FROM EACH OF THE LISTS YOU MADE in Journal 12-2. Ask them what value they gained from their education, including high school or college. Also ask them what they might do differently if they were pursuing an education today. Summarize their responses below.

College graduate

High school graduate

Non-graduate



1. THINK ABOUT VOLUNTEERING SOME TIME to a person, group, or organization. Write down some possibilities. What could you do for them?

2. Take a moment to think about what you've learned while working through this chapter. What are two or three important discoveries you've made—new facts or ideas that will make a difference to you as you choose your future? List those discoveries here.



THIS IS A REPEAT OF THE PERSONAL PROFILE you completed in Chapter 1. Remember that the purpose of this exercise is to know yourself better and to recognize how you are changing.

For each of these statements choose the number that best describes you.

- 5 = always or almost always true
- 4 = often true
- 3 = sometimes true (about half the time)
- 2 = seldom true
- 1 = never or almost never true

#### Goals and Plans

- 1. \_\_\_\_\_ I know my long-term goals.
- 2. \_\_\_\_ I know my short-term goals.
- 3. \_\_\_\_ I have written down my goals.
- 4. \_\_\_\_\_ I base my actions on my goals.
- 5. \_\_\_\_\_ I plan my time and activities.
- 6. \_\_\_\_\_ I write down my plans.
- 7. \_\_\_\_\_ I keep track of appointments.
- 8. \_\_\_\_\_ I am on time.
- 9. \_\_\_\_\_ I have enough time for my activities.
- 10. \_\_\_\_\_ I keep track of my grades in school.
- 11. \_\_\_\_\_ I keep track of my progress and achievements.
- \_\_\_\_\_ Add up your numbers for Goals and Plans

#### **Study Skills**

- 1. \_\_\_\_ I take useful notes in class.
- 2. \_\_\_\_ I can study from my notes.
- 3. \_\_\_\_ I participate in class.
- 4. \_\_\_\_ I know what to study for tests.
- 5. \_\_\_\_\_ I take tests well.
- 6. \_\_\_\_ I master the material in my courses.
- 7. \_\_\_\_ I am able to speak comfortably to peers, adults, and groups.
- 8. \_\_\_\_ I review my homework, tests, and papers to see how I did.
- 9. \_\_\_\_\_ I study effectively from textbooks.
- 10. \_\_\_\_\_ I know how to study for each course.
- 11. \_\_\_\_\_ I am able to write effectively.
- \_\_\_\_\_ Add up your numbers for Study Skills

#### Homework

- 1. \_\_\_\_ I write down my assignments.
- 2. \_\_\_\_ I have the supplies I need.
- 3. \_\_\_\_\_ I have a regular place to do homework.
- 4. \_\_\_\_ I have a regular time to do homework.
- 5. \_\_\_\_ I am able to concentrate.
- 6. \_\_\_\_\_ I don't procrastinate.
- 7. \_\_\_\_ I keep my papers well organized.
- 8. \_\_\_\_ I do homework assignments completely.

- 9. \_\_\_\_ I pace myself on term papers and projects (no last-minute rush).
- 10. \_\_\_\_\_ I pace my studying for tests (no last-minute cramming).
- 11. \_\_\_\_\_ I ask for help from teachers, parents, or friends when I need it.

\_\_\_\_\_ Add up your numbers for Homework

#### Motivation and Attitude

- 1. \_\_\_\_\_ I am motivated at the beginning of each term.
- 2. \_\_\_\_ I stay motivated throughout the term.
- 3. \_\_\_\_\_ I like learning.
- 4. \_\_\_\_\_ I feel smart and able to succeed in school.
- 5. \_\_\_\_ I like my teachers.
- 6. \_\_\_\_ I like school.
- 7. \_\_\_\_ I feel good about my achievements and learning in school.
- 8. \_\_\_\_\_ My family is pleased with how I do in school.
- 9. \_\_\_\_ My family's involvement in my education is positive.
- 10. \_\_\_\_\_ I feel confident.
- 11. \_\_\_\_\_ I trust myself to do what I say I will do.
- \_\_\_\_\_ Add up your numbers for Motivation and Attitude

#### Health and Well-Being

- 1. \_\_\_\_\_ I am healthy.
- 2. \_\_\_\_ I get enough sleep.
- 3. \_\_\_\_\_ I eat well.
- 4. \_\_\_\_\_ I am happy.

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- 5. \_\_\_\_ I get along well with friends.
- 6. \_\_\_\_\_ I get along well with those I live with.
- 7. \_\_\_\_\_ I get along well with teachers.
- 8. \_\_\_\_\_ I tell the truth to others and myself.
- 9. \_\_\_\_ I feel good about myself.
- 10. \_\_\_\_\_ I have confidence in my abilities.
- 11. \_\_\_\_\_ I dress and groom myself appropriately.

\_\_\_\_\_ Add up your numbers for Health and Well-Being

Fill in your ratings for each area on the following chart. If you wish, use different colors for each section.

AREA FOR SUCCESS	0 5 10 15 20 25 30 35 40 45 50 55
GOALS AND PLANS	
STUDY SKILLS	
HOMEWORK	
MOTIVATION AND ATTITUDE	
HEALTH AND WELL-BEING	

After doing the Personal Profile a second time, I feel good about . . .

I was surprised or impressed by . . .

I plan to keep working on . . .

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**12-6** SUMMARIZE the three most important discoveries you made about yourself in using *Learning Power* and *The Learning Power Workbook*. Also, list the three most important things you want to change in your life and how you intend to make these changes.



## Key Words and Concepts

vision planning predicting options contribute volunteering

REVIEW THE KEY WORDS AND CONCEPTS listed above. If there are any you haven't mastered, look up their definitions in a dictionary. Then review each word as it is used within the article. If you are still having difficulty, talk to your teacher or a tutor.



IN THE SPACE BELOW, CREATE AN OUTLINE or Mind Map of Chapter 12.



DEMONSTRATE YOUR MASTERY of the topics in this chapter by showing your teacher:

- 1. Your plans for reaching your goals
- 2. Your Mind Map or outline of Chapter 12

Look Ahead 167

Live as if you were to die tomorrow. Learn as if you were to live forever. –GANDHI



FOLLOWING ARE THE ANSWERS to the Practices found throughout this workbook.

#### **ANSWERS 1-4**

- 1. Basic skills Study skills Self-management skills
- 2. Any skills you listed are valid answers to this question.
- 3. If you can think of anything, please add it to your inventory.
- 4. No.

#### **ANSWERS 1-5**

The six statements that describe a successful mindset are: I deserve to be successful. I am intelligent enough to master my courses. I am an individual with my own learning rates. I am responsible for my own education. I can achieve success by: Planning Preparing Practicing to mastery Getting prompt feedback I can make tomorrow's assignment easier.

#### **ANSWERS 1-6**

1. c

2. If you master every lesson as you go through a course, you can expect your learning rate for that course to <u>increase</u>. Therefore, with mastery learning, you may need <u>less</u> study time for the whole course.

3. No. Our learning curves have the same general shape, but they are not identical.

4. d

5. The authors of this book hope you circled "Yes". If not, that's OK. You're just beginning this program. As you master new skills, you may change your mind.

6. In mastery learning, first you plan.

7. Next, you prepare to practice by listening, reading, or watching. Then you <u>prac-</u> <u>tice</u> until you master the task.

8. Finding out how well your practice is going is called <u>feedback</u>.

#### **ANSWERS 1-8**

1. The six steps of the Change Process are:

Step 1: Awareness Step 2: Responsibility Step 3: Forgiveness Step 4: Change Step 5: Practice Step 6: Feedback

2. and 3. Show your teacher how you applied the Change Process to a current problem. If you have difficulty with any of the steps, ask for help.

#### **ANSWERS 2-7**

 The suggested guidelines for planning your time are: Set realistic goals and schedules Adjust your schedule to match your goals Get enough sleep Schedule ten hours of homework time a week Avoid marathon study sessions Schedule time for fun Leave open space in your schedule Plan to plan Allow time for chores and errands

#### **ANSWERS 2-8**

Here is how you might have rated these items. The point is to get used to noticing that some things are more urgent than others.

- C-Walk the neighbor's dog
- B—Clean up my room
- C-Call Jane to talk about algebra class
- A-Get the assignment in English
- C—Talk to parents about changing my curfew
- A-Do math assignment for tomorrow
- B-Watch my favorite show on TV
- B—Study for the biology exam on Friday
- C—Work on term paper due in four weeks
- A-Finish biology lab report due sixth period tomorrow

#### **ANSWERS 2-9**

1. Procrastination means to put off doing something.

 The suggestions are: Make a clear decision either to do a task or not to do it Put things you have been avoiding on your To-Do list Choose a reward for getting the task done

Create your own cheering section

#### **ANSWERS 3-2**

1. Memorizing: Numbers of days in each month and in a year; multiplication tables; names of parts of the body; vocabulary and spelling; names and locations of states, countries, continents; historic dates, people, events.

**Performing:** Writing a story, taking tests, speaking a foreign language, speaking in public, typing, adding and subtracting.

Solving problems: Working word problems in math, debating an issue in current events, analyzing an experiment in science, identifying plants and animals, explaining a poem.

2. The answers depend on your teachers, but generally:

- a. Math: solving problems
- b. Foreign language: performing
- c. History: memorizing and perhaps solving problems
- Problem solving requires thinking.
   Once you become skilled at performing, it becomes automatic.
- 4. Memorizing
- 5. Problem solving
- 6. Performing

#### **ANSWERS 3-4**

1. Your recording of the assignment might look like this:

#### ASSIGNMENT SHEET

SUBJECT: pre-Algebra

DATE Assigned <u>9/27</u>	ASSIGNMENT:
Due <u>9/28</u>	Study sections 1.1 and 1.2 in Chapter 1
Estimated <u>1 hr</u> Actual	Do problems 1 through 6 on pg 12
GRADE	

#### **ANSWERS 3-5**

1. Your recording of the assignment might look like this:

#### **ASSIGNMENT SHEET**

SUBJECT: pre-Algebra

DATE Assigned <u>9/27</u>	ASSIGNMENT:
Due <u>9/28</u>	Read sections 1.1 and 1.2 in Chapter 1 and review with Jane.
TIME	Chapter 1 and review with Jane.
Estimated <u>1 hr</u>	Do problems 1 through 6 on pg 12
Actual	and check answers in workbook.
GRADE	Redo any that are incorrect.

#### **ANSWERS 3-6**

- Plan
   Prepare
   Practice to Mastery
   Get prompt feedback
- 2. d
- 3. c
- 4. a, b, c, d, and e
- 5. a, b, c, d, e, and f

#### **ANSWERS 4-1**

1. Preview, Read, Question, Test

2. Preview: Begin by looking over your reading assignment. Get a sense of what it's about, how it's organized, where it's going, and how long it is. Read the first paragraph or first page. Read the last paragraph or last page. If there is a summary, read that. Scan charts, tables, and pictures. Read headings and titles. If there are no headings, read the first sentence of each paragraph. If there are questions at the end of the chapter or if your teacher gave you a hand out for the reading assignment, read those during your preview.

Read and Question: Read one paragraph at a time. On a  $3 \times 5$  card, write at least one question about that paragraph. Turn the card over and write the answer to your question. In the upper left corner, jot the page number and the paragraph number so you will know where the information came from.

Test: Test yourself using your question and answer cards. When you answer a question correctly put the card in a pile to your right. Put those you miss in a pile to your left. Continue until you have mastered these questions.

3. The advantages of using PRQT are as follows:

You learn more.

- Practicing with flash cards, instead of rereading the chapters, makes studying for tests faster and much easier.
- Learning takes less time overall, even though PRQT takes more time than just reading an assignment straight through.
- PRQT is less confusing than other reading techniques.

#### **ANSWERS** 4-3

 Variations of PRQT are as follows: Turn headings into questions PQRST — Preview, Question, Read, Summarize, Test
 SQ3R (SQRRR) — Survey, Question, Read, Recite, Review

#### **ANSWERS** 4-5

1. Reading rate is how many words per minute you can read.

2. Your reading rate may vary.

3. The types of material you are reading and how thoroughly you are reading may affect your reading rate.

#### **ANSWERS 4-7**

1. Divide your notepaper with a vertical line. Label the left half "Main Ideas," Label the right half "Supporting Facts." Listen for the main ideas. Briefly note these on the left side of the paper. On the right side, jot down supporting facts. Keep your notes brief.

2. If you had difficulty using this procedure, consult your teacher.

#### **ANSWERS 4-12**

1. Flash cards are useful when you need to learn facts such as names, dates, events in history, meanings of words, scientific facts and theories, vocabularies in English or foreign languages, mathematical formulas and facts, and rules of grammar.

2. 5, 3, 1, 2, 4

- 3. a. True
  - b. False
  - c. True
  - d. False

#### **ANSWERS 4-13**

 The seven memory techniques are: Look, Look Away Review Use association Walk around Master it word for word Picture it Make flash cards

2. The four steps of reviewing to memorize are: Complete the initial learning Review the next day Review the next week Review the next month

3. The five association techniques are: Connect the material to your interests Go for understanding Use mnemonics Set a memory trap Use acronyms

4. A mnemonic is a play on words that helps you to remember something.

5. An acronym is a word formed by the first letters in a series of other words.

#### **ANSWERS 5-1**

 <u>Master</u> every assignment. Make your own <u>study tools</u>. Get clued in <u>early</u>. Drill and <u>review</u> often. Find out the <u>ground rules</u>. Make an <u>educated guess</u>. Meet with your <u>teacher</u>. Study old <u>tests</u>. <u>Test</u> yourself. Be <u>active</u>.

2. Any selections are valid. If you are confused about any of them, consult your teacher.

3. Good luck on your next test!

4. b, c, d

#### **ANSWERS 5-2**

1. Cramming is studying intensely right before a test.

- 2. a. False b. True c. True
- Some pros of cramming are: You have to study only for a day or two. You might pass the exam.

Some cons of cramming are: The time spent in class wasn't productive.

You probably don't remember what you studied while cramming.

Not understanding the subject and forgetting information can be hard on your self-esteem.

#### **ANSWERS 5-3**

- 1. True
- 2. False
- 3. False
- 4. True
- 5. False
- 6. False
- 7. False

#### **ANSWERS 5-6**

1. Three things you can do after a test are:

Don't worry.

Think about what you did well. Think about how you prepared. Use the test as feed back.

2. If you need to clarify any of the suggestions in Chapter 5, consult your teacher.

#### **ANSWERS 5-8**

- 1. True
- 2. False
- 3. True
- 4. False

#### **ANSWERS 5-9**

- 1. A portfolio is a collection of samples or a record of accomplishments.
- 2. Three tips for creating a portfolio are: Know your purpose Know your audience Guide your audience

3. Any sample of your work or record of your accomplishments could be included in your portfolio.

#### **ANSWERS 5-10**

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

#### **ANSWERS 6-1**

 Know your <u>purpose</u>. Make <u>requests</u>. Notice your <u>body</u> language. Notice your <u>tone</u>. Use <u>I-messages</u>.

2. Three advantages of making requests are: Requests help everyone involved

know what we want.

- Requests give others freedom to say "yes" or "no".
- Requests keep us focused on what we want today, right now, instead of on old arguments.
- a. C b. R c. C d. C e. R

3.

4. Your requests could be something like this:

Could you please speak more quietly? Can you explain to me why this is important?

Could you please ask for my opinion?

- 5. a. True
  - b. True
  - c. True
  - d. False
  - e. True
- 6. a. "I never said she stole the money" could mean "I didn't make the statement, but someone else may have."
  - b. "I never said she stole the /money," could mean, "I never made that precise accusation."
  - c. "I never said she stole the money" could mean "I didn't say she stole the money, but I may have implied it."

- d. "I never said **she** stole the money" could mean "I said someone else stole the money."
- e. "I never said she stole the money" could mean "I know that she somehow got her hands on the money."
- f. "I never said she stole the money" could mean "She either stole this money or some other money."
- g. "I never said she stole the money" could mean "I said she stole something, whether or not it was that particular money."

7. An I-message describes the experience you are having. It does not blame or judge the other person. The five parts are:

I observe . . . I think . . . I feel . . . I want . . . I intend . . .

8. Exchange situations with a classmate.

- 9. Following are possible I-messages:
- a. My allowance has been \$4.00 a week for 3 years. I think I need more money. I want to talk about what things cost and how I can get a raise in allowance.
- b. I hear that you don't think I'm ready for a part-time job. I think I am. I want to work for these reasons:

I intend to demonstrate how responsible I am.

c. I am having a hard time keeping up with your lectures. I would like it if you would slow down a little.

d. Annie said she asked you to tell me that she called. I didn't get her message. I feel really frustrated. My calls are important to me. I want to get my messages. I intend to put a note pad and pen by the phone. Will you write down every call for me that you answer?

e. I waited for you and missed the first part of the movie. I don't like it when you are late. I intend to go into the theater if you haven't arrived 5 minutes before the movie begins. We can find each other afterwards.

f. You haven't returned my jeans, two comic books, three CD's, and a ballcap I lent you. I feel upset when I don't get my things back. I don't plan to lend you any more of my things until you return what you've borrowed already.

#### **ANSWERS 6-2**

- 1. b
- 2. b
- 3. c
- 4. a. True
  - b. False
  - c. False
  - d. True
  - e. True
  - f. False
- 5. a. Asking
  - b. Active listening
  - c. Asking
  - d. Active listening
  - e. Active listening

f. Asking

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# **ANSWERS 6-3**

1. a. True

b. False

- c. True
- d. False

e. True

- f. True
- g. True
- h. True
- i. False
- j. False
- k. True l. True
- m. True
- n. False
- o. True

# **ANSWERS 6-4**

1. Going for the big picture is viewing a conflict as a neutral, outside observer.

 Notice where the student stopped arguing for a better grade and started asking for help: "How could I have done better?" This indicates that the student saw the argument from the big picture and decided to take a different approach.
 There are many possibilities. Here are two:

*Mom:* "Mary, I'm not sure what to do. I want you to be able to decide these things for yourself. But I'm afraid to let you do that because you might make a mistake. What could you say to make me more comfortable in allowing you to manage your own time?"

*Mary:* "Look, Mom, I can see what you're worried about. But I feel this is a special situation, so let's go over each thing that I have to do and see if I can handle them and still go to the movies."

# **ANSWERS 6-6**

 Three things you can do when trying to solve a problem are: Ask for a chance to make choices Reshoot that scene Keep working at it

Do something <u>fun</u> first.
 Ask for <u>their opinion about another issue</u>.
 <u>Choose</u> your battles.
 Establish <u>agreements</u> in advance.
 Admit <u>errors</u> and <u>mistakes</u>.
 Move from <u>getting</u> to <u>giving</u>.
 Express <u>appreciation</u>.
 Perform a <u>"secret service."</u>

#### **ANSWERS 6-8**

1. Five advantages of holding family meetings are:

- To be heard
- To agree about chores
- To resolve arguments
- To express feelings and complaints
- To encourage other family members
- To help plan family activities

# **ANSWERS 7-2**

1. Your education is your job.

2. Letting go, gaining independence, involves:

Your parents' growing confidence in you

Your ability to act responsibly

#### **ANSWERS 7-4**

1. A tutor is a private instructor.

2. A tutor can be almost anyone a friend, a classmate, a teacher, a parent, some other adult or another student who excels in the subject in which you need help.

3. As your coach, a tutor explains, answers questions, and demonstrates while you practice to mastery.

4. You can ask any questions or make any requests you like, including:

What am I supposed to learn to do? Tell me how to do it.

Stop talking.

Tell me in a different way.

Let me try.

Is this right?

Remind me what to do next.

Which parts did I do correctly/well?

Do I need more practice?

#### **ANSWERS 7-6**

1. Teachers show students how to practice. They give assignments and check the work to see that the student is progressing. Teachers also manage class discussions. They provide guidance and encouragement, complimenting good work, and correcting mistakes.

2. School is about learning.

#### **ANSWERS** 7-8

- 1. Love your mistakes.
- 2. Mistakes are great teachers.
- 3. Risking mistakes can be <u>scary</u> and <u>embarrassing</u>.
- 4. Replace the word "failure" with "feedback."
- 5. Mistakes can be your friends.
- 6. Think of your mistakes as feedback.

#### **ANSWERS 8-4**

- 1. True
- 2. True
- 3. False
- 4. True

#### **ANSWERS 8-5**

- 1. Liars isolate themselves.
- 2. Lying complicates life.
- 3. Lying denies self-knowledge.

# **ANSWERS 8-6**

 Five things that you can do to improve your self-confidence are: Give your word Act on your word Focus on skills

Take responsibility Express appreciation

2. A more positive way of thinking would be reflected by saying:

I can spell.

I could be better at hitting a baseball.

I could understand chemistry.

I have nice eyes.

### **ANSWERS 8-8**

 Six things you can do to stop sexual harassment are: Set limits Speak up

Report it Enforce rules Don't join in Refuse to make excuses

2. If you don't know your school's policy, find out what it is and write it in the space on page 101.

### **ANSWERS 8-9**

1. Accept your feelings.

- 2. <u>Talk</u> to yourself in a <u>new</u> way.
- 3. Talk to someone else.

4. Take action.

# **ANSWERS 8-12**

- 1. False
- 2. True
- 3. True
- 4. False
- 5. True
- 6. True
- 7. False
- 8. False
- 9. True
- 10. True

### **ANSWERS 8-14**

1. Some consequences of using drugs, alcohol, and tobacco are:

- 1. You can get hurt or hurt someone else.
- 2. You can become addicted.
- 3. You may lose focus or concentration.
- 4. You could get arrested.

2. Possible responses are:

No, everyone doesn't do it.

It's my choice.

Smoking causes lung cancer!

What do you mean, "It's no big deal?"

Being high means messing up your

judgment and motor skills.

That doesn't sound better or safer to me!

I don't need chemicals. I have other ways to relax.

All it takes is one drink!

1. The <u>article</u> small <u>adjective</u> dog <u>noun</u> ran <u>verb</u> quickly <u>adverb</u> down <u>preposition</u> the <u>article</u> stairs <u>noun</u> and <u>conjunction</u> barked <u>verb</u> at <u>preposition</u> him <u>noun</u>.

2. The clock that she had owned for years sat on the shelf.

3. No

4. Yes

5. The noun or pronoun of the sentence that describes the doer of the action.

6. Ask what or who is doing the action.

7. a. You

- b. Who
- c. You
- d. House
- e. It
- 8. a. True
  - b. False
- 9. a. None
  - b. painting
  - c. painted
  - d. None
  - e. prepared

# **ANSWERS 9-3**

- 1. b
- 2. m or j
- 3. g, h, or i
- 4. e

#### **ANSWERS 9-4**

1. A Key Word describes a main idea or thought. Key Words are used to build Key Sentences.

2. If you have difficulty brainstorming, consult your teacher or a classmate.

3. A Key Sentence fills in details about Key Words.

4. If you have difficulty forming Key Sentences, consult your teacher or a classmate.

#### **ANSWERS 9-5**

1. Clustering is grouping your ideas and putting them in an order or sequence.

2. Suggested topic clusters are types of shows, various networks, controversial issues in TV. A possible order for these clusters are various networks, types of shows, controversial issues in TV.

Answers 179

There is not just one right answer. Here is one possibility:

2, 6, 4, 5, 8, 1, 7, 3

### **ANSWERS 9-7**

Some possible choices are: 1. b

- 2. d
- 3. a
- 4. c

# **ANSWERS 9-8**

If you want to gain real competence, keep practicing until you have mastered the assignment. mastery means that you can do what ever this assignment involves, accurately and quickly You're able to demonstrate your skill or knowledge to anyone who might ask/and do it fast enough to succeed on tests. Suppose the assignment is to memorize the meanings of twenty new vocabulary works. You'll know that you've mastered these Words when you can recite their meanings from memory. To prepare, you make flash cards To prepare write each word on the front of a card and the definition on the back. To practice, you test yourself by looking at each card and reciting the definition moment. If you are uncertain, you turn the card over for a reminder. Keep until practicing you master all twenty.

1. Revising means checking the content and sequence of your writing. Editing means to check for grammar, spelling, and style.

2. When revising, look for sequence, completeness, accuracy, and logic.

- 3. Revising
- 4. False
- 5. Zero

#### **ANSWERS 9-10**

- The four rules for editing are: Use complete sentences Delete unnecessary words Check spelling and meanings of words Check grammar, punctuation, and capitalization
- 2. a. C
  - b. C
  - c. I—We received your recent, long letter to Mrs. Williams.
  - d. C
  - e. I—He fixed the truck.
  - f. I—Ben Johnson owns the big red barn at the intersection of this street and the highway.
  - g. I—In trying to explain all the possibilities to the students, the teachers long-winded talk in a monotone bored everyone.
  - h. I—Where ever you go in this world, you will find rich and poor.i. C
  - j. I—She smiled, knowing full well that he wasn't telling the truth.
  - k. C

l. C

m. I—"Once upon a time and far, far away" is a classic fairy tale beginning.

# **ANSWERS 9-11**

The past history of the United States is a record of one of humanity's most noble and impressive efforts to create a society that fairly and equitably serves every single solitary individual-person. Some of the ideas and thoughts used by the founders of the United States were taken from the records and history of ancient Greece in the fifth century B.C. Thus it is not surprising that the architecture of the revolutionary period was largely based upon Greek buildings, palaces, and temples that date from that same golden age of Greek democracy. The U.S. architecture of that period has been apply and appropriately labeled and called neoclassic-meaning the new version of the classic Greek styles of that period.

#### **ANSWERS 9-12**

- 1. colonel
- 2. surgeons
- 3. rhyme
- 4. desert
- 5. dessert
- 6. ceiling

1. No answer required.

- 2. a. The story covered the art, philosophy, and theology of ancient Greece.
  - b. The man bought apples and peaches. They tasted really good.

3. a

4. a

5. It was 3:30 a.m. when a terrible noise awakened me. I shouted, "Who's there?"

### **ANSWERS 9-14**

#### MY VACATION

My Brother and Me went to new york last Fall of a vacation. Before we goed, we red a book of new york so we would know what wed like to See We took sea. Then that guidebook was carried to new york by us. That turned out to be really, really very helpful and I think it helped us enjoy the vacation which we did.

# **ANSWERS 9-15**

- 1. Plan—b
- 2. Brainstorm-e
- 3. Organize—c
- 4. Pick a topic—f
- 5. Draft—a
- 6. Revise and edit-d

#### ANSWERS 9-16

- 1. R
- 2. L
- 3. L
- 4. R
- 5. R
- 6. L
- 7. L
- 8. R
- 9. R
- 10. L

# **ANSWERS 9-18**

- 2. A topic names an area of knowledge.
- 3. A thesis is a statement of theory or opinion about a topic.
- 4. Ask yourself questions about it.
- 5. Take notes on the cards, keep track of source information, and organize your paper.

- 1. Topic
- 2. Topic
- 3. Topic
- 4. Thesis
- 5. Topic
- 6. Topic
- 7. Thesis
- 8. Thesis

# **ANSWERS 9-21**

1. To plagiarize means to present someone else's work as your own.

2. You can be expelled from school, receive a failing grade, be embarrassed or be sued if you plagerize.

- 3. a. Quote sources exactly.
  - b. Summarize carefully.
  - c. Credit <u>sources</u> fairly.

### **ANSWERS 9-23**

Eight personal reasons to write are to: Influence public opinion Change government policy Complain about products and services Clarify personal options Thank people Resolve conflicts Set goals Keep a journal

# **ANSWERS 10-3**

- 1. Multiply, add, divide
- 5 kids x 5 pieces of pizza = 25 pieces
   6 kids x 4 pieces of pizza = 24 pieces
   4 kids x 2 pieces of pizza = 8 pieces
  - 25 pieces + 24 pieces + 8 pieces = 57 pieces
  - 57 pieces ÷ 10 slices of pizza = 5.7 pizzas. You'd better order six.

### **ANSWERS 10-4**

 Put it into your own words. Separate useful from useless information. Break it down into manageable parts.

2. When you use your own language to describe the problem, you make it seem more real and familiar. Putting a problem in your own words enables you to solve it on your own terms. You also begin to pick out the information you need in order to solve it.

3. \$68.50

4. There is no correct answer. The distance covered while walking around in the zoo is unknown.

5. The maximum number of CD's you can buy is three in any of three different combinations. Depending on which three CD's you choose, your change will come to \$1.51, \$3.65, or \$9.00.

#### ANSWERS 10-5

Approach #1

Figure total cost \$67.80 x 7% tax = \$4.75 \$67.80 + \$4.75 = \$72.55

Figure total funds available 90 days ÷ 7 = 12.8 weeks \$5.75 x 12 weeks = \$69.00 \$69.00 + \$11.40 = \$80.40

You will have \$80.40 available for a total cost of \$72.55. You can afford the skates.

Approach #2

Figure total cost (as above) = \$72.55

Figure weekly payment \$72.55 x 10% = \$7.26 \$72.55---\$7.26 = \$65.29 = total owed on layaway. \$65.29 ÷ 12 weeks = \$5.44 payment a week

You have enough saved to pay the 10% down and your allowance is more than your weekly payment, so you can afford the skates.

#### **ANSWERS 10-6**

1. Yes 2. No, B = 2A 3. No, F = W + 5 4. Yes 5. Yes 6. No, J + 5 = 3B

# **ANSWERS 10-7**

- 1. a 2. b 3. b
- 4. b

#### ANSWERS 10-8

- 1. Variable: a symbol whose value will vary.
- 2. Unknown: a symbol that represents the value you are solving for
- 3. No
- 4. No
- 5. Yes
- 6. Mary's age
- 7. Unknowns are Bob's and Judy's ages. Variables are "twice" and "six."
- 8. Unknowns are Clint's and Max's ages. Variables are "twice," "eight," and the legal age for getting into an R-rated movie without an adult.

#### **ANSWERS** 11-1

1. Critical thinking is a process of evaluation that calls for careful attention to logic and reason. You could define critical thinking as thorough thinking.

2. Critical thinking is important because it affects how you make decisions and form opinions.

#### **ANSWERS** 11-2

Three basic principles to improve the quality of decision-making are:

Before you criticize someone's idea, make sure you understand it Open up to new ideas Give evidence for your ideas

# **ANSWERS 11-3**

 Choose your <u>questions</u>. Choose how to <u>answer</u> your <u>questions</u>. <u>Write out</u> your answers.

2. Questions to ask when making an evaluation are: The five "journalist's questions": Who? What? When? Where? Why?
What is the point? Says who? Is this statement logical?
What is the evidence for this statement?
Does this idea call for a change in what I think, say, or do?
What have authorities written and said about this topic?

#### ANSWERS 11-4

1. An assumption is a statement that we take for granted as being true.

2. Assumptions are useful when they help communicate.

3. Assumptions can be dangerous when they are outdated, false, or when they become invisible.

# **ANSWERS 11-6**

1. Six fallacies and their descriptions include:

All-or-nothing language: implies there are only two ways of viewing the world or only two alternatives to choose from.

Begging the question: avoids answering the question usually by talking about the question and the issue or by stating the question in different words.

Attacking the person: avoids the issue by making a personal attack against the person making the statement.

False cause: has no logical connection between the points being made in this type of argument—no logical cause and effect.

Appeals to authority: ask us to accept an idea because an expert or celebrity says it is true.

Jumping to conclusions: assumes something will be a particular way because it was that way before.

2. Show your examples to a classmate or teacher.

3. 1. b

2. a

3. e

4. c

- 5. d
- 6. f

# **ANSWERS 11-8**

Five strategies that may help you think creatively include: Allow yourself to fail Care for your ideas Incubate ideas Draw pictures Ask leading questions

#### **ANSWERS 11-10**

Two ways to play with ideas are: Combining ideas Turning ideas around

# ANSWERS 11-11

The three "P's" are: Publications—books, articles, pamphlets, audiotapes, videotapes, films

People—direct sources of information about a given topic.

Personal experience—make yourself a primary source

# **ANSWERS 11-12**

1. Use your head.

2. Listen to your heart.

3. Ask, "Who's deciding here?"

- 4. Stick with your decision.
- 5. Invite others to make decisions.

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