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**Richard C. Yorkey**

# **STUDY SKILLS**

for Students of  
English as a Second  
Language

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Second Language**

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# *To the Teacher*

The information and exercises in this text are intended for foreign students who are, or soon will be, using English as a language of instruction. This audience includes a large number of students in the United States, Canada, and England. It also includes an increasing number of students in their own countries where English rather than the native language is used as a medium of instruction, at both the secondary and college level, in some if not all of the courses.

The material assumes an intermediate level of English proficiency, although it is quite possible that advanced students still need instruction in some of the skills that are presented here. The text can be used in a regular English class for foreign students or, perhaps more profitably, in a special class of an orientation program.

In American education, these study skills are so much a part of the elementary and secondary school program that we tend to assume that foreign students also must have learned them somewhere in their early instruction. My own experience has shown this to be unfortunately untrue. Few foreign students have had sufficient instruction in using an English dictionary. Fewer seem to have had the advantage of a large library, or at least any reason to discover its full potential. And hardly any have had enough instruction or practice in making notes of lectures and reading assignments in English. The purpose of this text is to provide instructional and practice material for the kinds of study skills a foreign student will need if he is to be successful in his studies in English.

You are the best judge of the individual abilities and purposes of your students. From my own experience of teaching this text, I offer the following suggestions for your consideration.

1. The material is elementary. Its presentation, however, should be consistent with the age and educational level of the class. Furthermore, although these skills are elementary to you, they will not necessarily seem so to your students. Just as much as possible, help them to appreciate the practical value of the skills by relating them to actual study conditions that they face.
2. Omit whatever sections or exercises you feel are unnecessary or

### *To the Teacher*

- inappropriate. While the present order of chapters is based on successful experience, for certain situations another order may be preferable.
3. Add material that you know is relevant to the particular needs and interests of your students. For example, while studying a dictionary, students are always pleased to learn, or to contribute, words in English that have come from their own language. Additional material for outlining, note-making, reading selections, or the library exercises can be drawn from the areas of your students' special interest. If they are all preparing for a similar program—agriculture, engineering, nursing, for example—orient the teaching as much as possible toward this end.
  4. Whatever the particular study skill being taught, try also to focus regularly on the development of vocabulary. Relate word learning to the daily, practical experiences of students. Feel free to bring in vocabulary from current events. Students who are still at this stage of learning English find psychological security in accumulating long lists of new words. If the words eventually become recognized and used, there is nothing pedagogically wrong with word lists.
  5. From twenty to twenty-five students should be about the maximum class size; the smaller the better. Most foreign students previously studied in much larger classes, with little opportunity to ask questions or to participate in discussions. The study skills class, especially if it is part of an orientation program, can introduce students to the give-and-take of class discussions, as well as provide practice in speaking English.
  6. Instead of being printed separately to be torn out and handed in, exercises are integrated with the text to emphasize to students that practice is a necessary and natural part of the instruction. This is not, after all, a text *about* study skills; it is a text of skills to be practiced. Most of the exercises can be done by students as outside assignments, and then checked orally in class discussion. You may occasionally wish to review the students' work at leisure; in this case the books will have to be collected. Some exercises may be written on separate paper to be handed in. The general idea, however, is to put the burden of disciplined learning on the students themselves. As the material is discussed, practiced, and corrected in class, you will be able to determine who has not done the assignment.

*Richard C. Yorkey*

# To the Student

The purpose of this book is to help you improve your command of English and to give you skill and practice in using English as a language of instruction. Although you may learn about English study skills in a special program or as part of your English class, the skills will be useful only if you use them in *all* your classes. That is their purpose: to help you improve your study habits in English, and thus improve your work in all of the subjects that you are studying in English.

First read the Table of Contents to get an idea of the information you will learn and the kind of practice you will be doing. Each chapter introduces you to a particular skill that will be valuable in your studies. Some of these skills may already be familiar to you. It is likely, however, that you have not yet mastered them in the way that will be necessary for sure success in using English as the language of your instruction. Exercises will provide an opportunity for practice, but you should realize that your teacher can never give you enough guidance and correction. Once each skill has been introduced and practiced, it will be your responsibility to continue practicing on your own. These are skills, and they cannot be learned by listening to lectures, reading a book, or watching someone else do them. The only way to master skills is by using them, by regular and repeated practice.

Because vocabulary is so important to your success in English, words that may be new to you have been listed at the end of each chapter. For the convenience of review, a complete alphabetical inventory of these words is printed at the end of the book. You should keep an up-to-date record of all new words so that you can build a strong vocabulary.

Do your assignments regularly. Ask questions if you do not understand. Practice these skills as often as possible. From time to time you may need outside help, from your teacher or friends, but try your best to do the assignments yourself. Once the exercises have been completed and corrected in class, apply the skills to your other studies so that, through practice, they will become regular study habits. If you are going to use English as the language of instruction—on which your future success may depend—it will be worthwhile now to spend a little time and effort to master these basic study skills.

*Richard C. Yorkey*

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### Exercise 2-34

**'skill** \ˈskil\ *n* [ME *skil*, fr. ON, distinction, knowledge; akin to OE *scylan* to separate, *sciell* shell —more at **SHELL**] 1 *obs*: CAUSE, REASON 2: the ability to use one's knowledge effectively and readily in execution or performance: technical expertness: PROFICIENCY, DEXTERITY 3: a learned power of doing a thing competently: a developed aptitude or ability *syn* see **ART**  
**'skill** *vt*, *archaic*: to make a difference: MATTER, AVAIL  
**skilled** \ˈskild\ *adj* 1. having skill: EXPERT, SKILLFUL 2: of, relating

to, or requiring workers or labor with skill and training in a particular occupation, craft, or trade  
<~ labor> *syn* see PROFICIENT  
**skil·let** \ˈskil-ət\ *n* [ME *skelet*] 1 chiefly *Brit*: a small kettle or pot *usu.* having three or four often long feet and used for cooking on the hearth 2: a frying pan  
**skill·ful** or **skil·ful** \ˈskil-fəl\ *adj* 1: possessed of or displaying skill: EXPERT <~ debater> 2: accomplished with skill *syn* see PROFICIENT—**skill·ful·ly** \-fəl-lē\ *adv*—**skill·ful·ness** *n*

By permission. From Webster's Seventh New Collegiate Dictionary © 1989 by G. & C. Merriam Co., Publishers of the Merriam-Webster Dictionaries.

1. Does the word *skill* come from Old English or Old Norse?

---

How was the word spelled in Middle English?

- 
2. What is the obsolete meaning of *skill*?

- 
3. Under what words in this dictionary could you find synonyms for *skill*?

---

For *skilled*?

- 
4. Is the verb *to skill* used in English today?

- 
5. What are two possible spellings of the adjective form of *skill*?

- 
6. What would you guess is the meaning of the symbol ~, as in <~ labor>?

- 
7. Is the word *skillet*, meaning a frying pan, commonly used in the United States?

- 
8. In the definition of *skillet*, what would you guess the abbreviation *usu.* means?
-

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the cards with the words that you remember correctly each time. Keep reviewing and practicing those words that you have had to check.

3. Another method is to use a notebook. It helps to rule the page into three columns, the widest being at the right.
  - a. In the left column, print the word neatly. Copy from your dictionary the pronunciation, including stress marks. Also copy and label other parts of speech.
  - b. In the middle column, write the definition (in English).
  - c. In the right column, write the sentence in which you read or heard the word. For example:

UNIQUE, <i>adj.</i> ū nēk' <i>uniquely,</i> <i>adv.</i> <i>uniqueness,</i> <i>n.</i>	<i>having no            equal            single            one of a kind</i>	<i>"His promotion            was a <u>unique</u>            opportunity            to prove that            he had busi-            ness ability.</i>
--	--	---

- d. You may wish to arrange words in a roughly alphabetical way, so that each page includes only words that begin with the same letter. Or you may wish to group words according to the subject in which they are commonly used. Thus, your notebook might include special sections for the vocabulary of history, physics, philosophy, biology, economics—whatever courses you are studying in English.
- e. Review regularly. Cover the definitions and sentences with a piece of paper. Look only at the word at the left. Pronounce it. Define it in English. Slide the paper over so that the definition can be seen. If you are right, uncover and read the sentence. Think of other sentences or situations in which the same meaning might be used.
- f. If you do not remember the correct meaning of the word, put a small check mark next to the word in the left column. Do this each time you do not know the meaning. This check reminds you that you must make an extra effort to learn this word.

Notice that either one of these recommended methods requires

**Connectives That Signal an Addition:**

Betty is pretty		<i>and</i> wealthy.
		<i>and also</i> wealthy.
		<i>and</i> wealthy <i>too</i> .
		<i>as well as</i> wealthy.
		<i>besides being</i> wealthy.
Betty is pretty;		<i>moreover</i> , she is wealthy.
		<i>furthermore</i> , she is wealthy.

In each of these sentences, another fact (Betty is wealthy) is added to the first fact (Betty is pretty). The degree of emphasis generally increases with each example.

**Connectives of Addition Exercise**

**Exercise 5-17.** Read each of the following sentences. Circle the connective that indicates an addition.

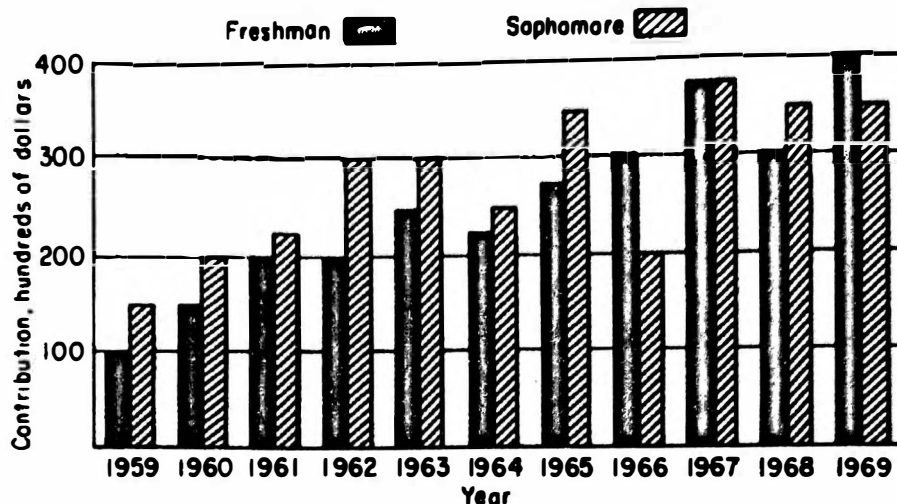
1. Mr. Jones can read and write Swahili as well as speak and understand it.
2. Students should study before exams in addition to hoping to pass.
3. Besides having to worry about his own children, Mr. Clark has to worry about his neighbor's child.
4. Mr. Karam smokes too much; furthermore, he drops ashes all over the rug.
5. Students who work in the cafeteria earn extra money; moreover, they learn a lot about human nature.

**Connectives That Signal a Series or Time Sequence:**

One, first	then	finally
Two, second	next	at last
Three, third	afterward	lastly

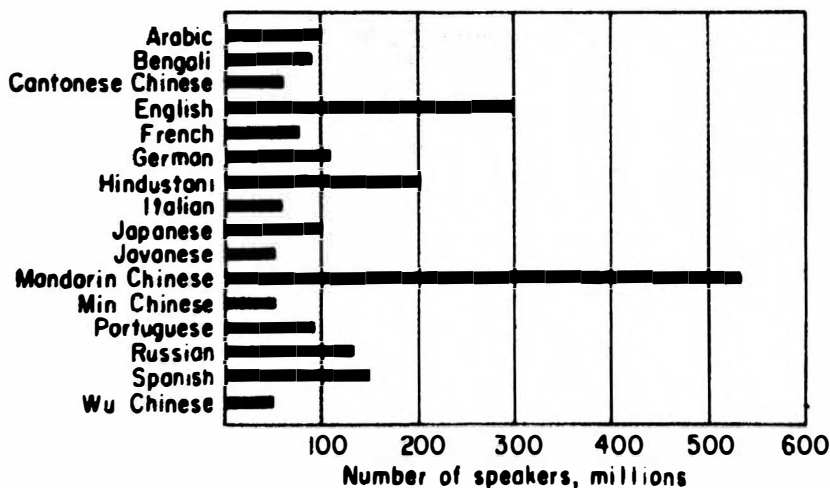
Numbers are frequently used to signal position in a series or the sequence of ideas or events. They may be either cardinal numbers (one, two, three) or ordinal numbers (first, second, third). Words such as *then* or *next* usually signal a continuation. Words such as *finally* or *lastly* signal an end of the sequence or series.

**Freshman and sophomore class contributions to the Red Cross.**



**Exercise 5-41.** Study the following bar graph carefully. Then answer the questions on the opposite page.

**Languages of the world spoken natively by 50 million or more persons.** (Based on data from the Information Please Almanac, 1969.)



Answer the following questions by writing *true* or *false* on the line at the left.

- \_\_\_\_\_ This table shows the number of speakers of all the languages of the world.
- \_\_\_\_\_ The number of speakers is shown on the vertical axis.
- \_\_\_\_\_ The number of speakers is indicated in millions; for example, 100 means 100,000,000.

ever, it is better to listen, think, and write totally in English. The more you do, the easier it becomes.

Prof. Collins

English 201

October 10

5c = Germanic  
Proto-Germanic  
> 3 lars

① E. Germ  
= Gothic  
(dead)

② N. Germ =  
Old Norse >  
Swed., Dan.  
Ice. Nor.

③ W. Germ  
> OE

I 5th c AD might be called Germanic c.  
A. Germanic tribes (beyond Alps & Rhine)  
called Germani by Tacitus, Cimbri  
or Teutones by Romans.

B. 3 great migrations, bringing  
their la.

1. East Germanic: Ostrogoths (Italy)  
Visigoths (Spain), Burgundians  
(Gaul), Vandals (N. Africa)  
a. Goths killed by Hulfilas (4c)  
b. la (Gothic) > extinct

2. North Germanic: Scandinavia  
isolated from Gr-Rom world  
a. Old Norse > Swedish, Danish,  
Icelandic, Norwegian

3. West Germanic: Franks (Gaul)  
Jutes (Jutland), Angles  
(N. Germany), Saxons  
(Saxony)  
a. Invaded Britain  
b. la > Old Eng (Anglo-Saxon)

13. The "canals" on Mars \_\_\_\_\_

14. Analog and digital computers \_\_\_\_\_

**Exercise 7-2.** Answer the following questions by referring to the library card below.

274.7	Greek church in Russia.
H44r	HECKER, JULIUS FRIEDRICH, 1881-
	Religion under the soviets, by Julius F. Hecker. New York, Vanguard press, 1927.
	xvii, 207 p. 18½cm. (Vanguard studies of soviet Russia) "Selected bibliography": p. 204-207.
	1. Russia - Religion. 2. Greek church in Russia. I. Title. 27 - 23706
	Library of Congress BR936.H3
	_____ Copy 2.
	Copyright A 1010219 28d3

1. What is the title of this book? \_\_\_\_\_
2. Who is the author of this book? \_\_\_\_\_
3. When was the author born? \_\_\_\_\_
4. Who is the publisher of this book? \_\_\_\_\_
5. What is the date of its publication? \_\_\_\_\_
6. What is the call number? \_\_\_\_\_
7. What are the suggested subjects under which this book could be found in the card catalog?  
\_\_\_\_\_
8. Are there any illustrations, maps, tables, or diagrams in this book?  
\_\_\_\_\_
9. What is the total number of pages in this book? \_\_\_\_\_



Card 3 (top line often in red)

916.2                      Pyramids  
W25p  
  
WARD, JOHN,    1871-1934  
  
Pyramids and progress; sketches  
from Egypt. London, Eyre, 1900.  
  
288 p. front., illus., plates,  
maps,    45 cm.

Card 4 (top line often in red)

913.32                    Pyramids - curiosa and miscellany  
G72iF  
  
GOYON, GEORGES  
  
Les inscription et graffiti des  
voyageurs sur la grande pyramide. Le Caire,  
Societe royale de geographie, 1944.  
  
183 p. plates (Societe royale de  
geographie d'Egypte. Publications  
speciales.)