Mastering Techniques For Learning
Learning never ends. Whether at work or in class, all people are constantly learning. If you develop efficient and effective techniques for learning, you will acquire more knowledge than those who have not learned how to learn. As a result, you will reach your goals more easily and quickly. Specific skills and techniques can be learned to help increase the ease, rate, and accuracy of acquiring knowledge.

**EFFECTIVE LEARNING TECHNIQUES**

- Techniques for Learning in a Classroom
- Techniques for Remembering
- Techniques for Taking Notes
- Using a Reading System
- Developing Successful Study Habits
- Guidelines for Reading

**EFFECTIVE TEST-TAKING STRATEGIES**

- Techniques for Preparing for a Test
- Techniques for Taking a Test

**SUPPLEMENTS**

- Supplement 1: Learning Techniques
- Supplement 2: Test Question Strategies
Develop a positive, “can-do” attitude.

**NOTE:** If you take an active, aggressive interest in learning and if you treat it as your current job, you will succeed. Like any other job, studying can be interesting and challenging if you approach it with enthusiasm.

- Attend all classes.
- Be on time.

**NOTE:** It’s a good idea to arrive early and stay late to preview, ask questions, talk with other students, and listen to others’ questions and discussions with the instructor.

- Sit where you can see and hear and can be seen and heard.
- Read and complete assignments.

**Words You Should Know**

- **learning** — gaining knowledge, understanding, or skill by study, instruction, or experience
- **technique** — a method or procedure used to develop a skill
Preview the day’s assignment before class.

✔NOTE: Ten minutes of preview time saves up to an hour of review time.

Come to class prepared to discuss and ask questions.

Take careful, readable notes.

Listen with your full attention.

✔NOTE: Leave personal problems outside the door. Listening is one of the most important parts of your job as a learner.

Ask questions when you don’t understand.

✔NOTE: Don’t be shy or afraid to ask. Your success depends on your learning. If you don’t understand the answer you get, ask the question another way, and keep trying until you find out what you want to know.

Review information as soon as possible after class.

Get to know some other serious students.

✔NOTE: Exchange contact information with at least one good student in each of your classes.
**Associate** — Connect new information to something you already know.

**NOTE:** Association is the most effective memory tool because it is built on your own experience. Consider this example. Stalactites are icicle-shaped deposits of carbonate of lime hanging from the roof of a cave. Stalagmites are cone-shaped deposits of carbonate of lime extending vertically from the floor of a cave.

Associate “carbonate of lime” with a bottle of carbonated lime drink.

Associate letters in the words with the location of the formation: Stalactites hang from the ceiling and there is a “c” in stalactite and in ceiling; the “g” in stalagmite reminds you that it is on the ground.

Remember that stalactites “hang tight” to the ceiling.

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**Words You Should Know**

- **mnemonic device** (pronounced nee-mon-ik) — a memory aid
  
  **EXAMPLE:** The colors that make up white light are red, orange, yellow, green, blue, indigo and violet. You can make a mnemonic device of the colors by taking the first letter of each word in order: ROY G. BIV.

- **remembering** — putting facts and ideas into long-term storage in the memory and being able to recall them on demand
- **Count** — Learn the number of items involved.

  ✓ **NOTE:** If you learn that five techniques can be used for remembering and you can recall only four, then you know one is missing.

- **Sound out** — Make an image with sound.

  - rhyme — In fourteen hundred ninety-two, Columbus sailed the ocean blue.
  
  - rhythm — Miss-iss-ippi
  
  - rhythm —

    Associate to make it mine;
    Sound out a clever rhyme;
    Count to get the right amount.

  - Use key words in a nonsense sentence you can remember — Count Dracula associates only with ladies he can sound out in three bites.

- **Shorten** — Take parts of the material, such as key words or the first letters of the items in a list, and arrange them into your own pattern or mnemonic device.

  ✓ **NOTE:** The mind, eye, and muscles remember shorter items better than longer items. For example, take the first letter of each word and make it into a new word that you can remember (called an “acronym” [ak-ro-nim]):

    SCAVS: Sound out, Count, Associate, Visualize, Shorten
**Visualize** — Make a mental picture.

**NOTE:** The picture may or may not be logical. Some memory specialists suggest that the more farfetched a picture is, the more likely you are to remember it. For example:

- Visualize a stalactite as a pair of tights hanging from the roof and “see” a stalagmite as rising up from the floor and covered with little bugs (mites).

- Visualize “carbonate of lime” as a car driving over a bone with an “8” and a lime.

- Visualize a piece of coal (carbon) eating a lime.
Place or locate information in a picture that you can remember. The example below uses the techniques for remembering:

- **ASSOCIATE**
- **VISUALIZE**
- **SOUND OUT**
- **SHORTEN**
- **COUNT**
Be ready with your paper and pen before the class starts.

Use looseleaf paper and write on only one side.

**NOTE:** This may seem wasteful, but it will allow you to arrange your notes in an order that makes more sense to you later. Some experts recommend that you write in a column so you can add notes and comments from your reading or personal experience.

Write down the key ideas only.

**NOTE:** Your purpose is to understand the main ideas. Spend your note-taking time wisely. Keep notes brief. Your teacher will usually provide several examples to demonstrate a major point, but a single example should jog your memory.
Listen and watch for behaviors that signal the key ideas:

- Body language or vocal cues that point up the important information:
  - Pointing a finger or making a fist
  - Moving forward, leaning forward, or standing up straighter
  - Large gestures

- Changes in the tone of voice

- Pauses

- “Warning words” that come before important information:
  - “First, . . . second, . . . third”
  - “The basic idea is . . .“
  - “Something you want to remember . . .“
  - “The reason it works this way is . . .“
  - “Note that . . .“
Pay close attention to opening and closing remarks.

EXAMPLES:

“The purpose of today’s lecture is . . .”

“In conclusion . . .”

“Today we are going to cover . . .”

“To review . . .”

“Yesterday we talked about . . .”

“Going back over . . .”

- Write down any idea that is repeated.

- Copy any diagrams, charts, and graphs.

- Develop a shorthand form of writing that works for you.

  EXAMPLE: Dvlp a shrthnd tht wrks 4 u.

- Organize your notes in a pattern that makes sense to you.

  ✓NOTE: Organizing notes gives you an overview of the information and reinforces your understanding and remembering. Examples of organization include:
- Outline form
- According to the history of the subject
- Spatial or geographical form—by location
- Alphabetical order
- In series—first, second, third steps, etc.
- In categories—all information related to a subject or process
Several good systems help you cut reading time while you increase your understanding. They all include the same basic steps: PQRST—preview, question, read, state, test; SQ3R—survey, question, read, recite, review; and OK4R—overview, key ideas, read, write, relate, review. Any system will work if you stay with it, and you will get better with practice.

1. Survey the whole chapter or unit.

✓ **NOTE:** Read the title, the section headings, everything in bold print and italics, look at lists, pictures, graphs, and tables. Important ideas may be marked with bullets, arrows, stars, or different colored ink. Read the questions at the end of the chapter. When you are finished, you will have a good overview of the chapter.
2. Read quickly until you are full of information; then stop.

**NOTE:** You may read the entire assignment, just one page, or even one paragraph. As you read, underline major ideas and answer questions at the end of the chapter. If you don’t understand something, look it up or ask. When you feel “full of information,” STOP, and go on to the next step.

3. Write down the key ideas immediately.

**NOTE:** Stop reading and for the first minute (60 seconds) after you stop reading, write down the major points in a few words or sentences. The act of writing from your own thoughts fixes the information in your mind better than if you had copied it. Take another few minutes to survey again, making sure you got all of the key ideas and got them right.

4. Say the key ideas or key words out loud.

**NOTE:** Use your own words. Saying the ideas and hearing yourself helps you form associations. This step tells you that you can go to new material or that you should re-read the section.
5. Record it in your mind.

✓ **NOTE:** Put the information on your mental “recording machine” by connecting it with something you already know. Draw, diagram, make mnemonic devices, or use other techniques for remembering; find a logical system for relating the ideas.

6. Review later, on a regular schedule.

✓ **NOTE:** The actual amount of review you need depends on the type of material and on your own learning rate. The more memorization a course requires, the more time you will spend reviewing. According to experts on learning, most people will benefit from a schedule like this one:

- 1st review: 5-10 minutes after learning
- 2nd: later the same day
- 3rd: a week later
- 4th: a month later
- 5th: just before the exam
7. Discuss with others.

✓ **NOTE:** Going over the material with other students is a great way to review because you are reading, listening, and talking about the subject. Also, you will be sure your information is complete and correct.
Set aside a regular, uninterrupted time for studying.

Work in a quiet, well-lighted, well-ventilated area.

**NOTE:** Study, as a habit, in the same place at the same times. You will train your mind to concentrate as soon as you enter the study area.

Have on hand everything you need to work effectively.

**EXAMPLES:** paper, pencils, rulers, dictionary, calculator
Focus your attention on your work:

- Leave personal problems outside your study area.
- Work in silence rather than with music or TV.
- Close your mind and ears to outside noises.
- Snack either before you begin to study or on a planned break.

Stop studying when you get tired or begin making mistakes.

Study for short periods and take breaks.

**NOTE:** You will learn more in four one-hour sessions spread over four days than in a single six-hour session.

Get or make a course outline and always look for the overall view of the material.

**NOTE:** If you know where you are, where you are going, and what’s expected of you, your work will be much easier.
Guidelines for Reading

- Survey the material to be read:
  - Begin surveying by looking through the material from front to back.
  - Read the Preface to see what the author wanted to accomplish with the book.
  - Look through the Table of Contents to see what you will be studying.
  - Look at the pictures.
  - Notice the type of format the book uses.
    EXAMPLE: outline, narrative, case studies, questions
  - Survey one chapter to see how the author organizes the material.

- Do not read to be reading; read to understand the information.

- Read for the main ideas and important details.

✓ NOTE: Do not underline when you are skimming over the unit, but when you are...
looking for the most important ideas. Underline after you have read several paragraphs under one heading so that you will know you have identified the most important information.

- Concentrate on the subject matter.

- Read everything, including the charts, tables, footnotes, and graphs.

  **NOTE:** Try to read and understand each component of the book.

- Coordinate what you read with what you learn in the classroom; develop a system of taking notes from a lecture that can be used with notes taken from other sources of information.

- Remember that information given is one point of view.

  **NOTE:** Remain open-minded; look at other sources on the same subject. Take into consideration the date the information was written. Learn to look at many sources. When using Internet resources, be especially careful; the information may not be accurate!

- Ask the instructor for help if material is difficult for you to read.

  **NOTE:** Special courses and guides can help you read more effectively. Ask your English teacher, librarian, or media resources specialist.

- Remember that the reason you are reading is to gain knowledge.
Take good notes on what you read and what you hear in class discussions.

Listen and watch for clues from the instructor about the material to be covered.

EXAMPLES:

“This is very important . . .”

“Be sure to remember that . . .”

Watch for gestures and changes in posture or voice that signal important information.

Underline in your notes and book anything your instructor repeats.

Include supplemental information in your notes.

EXAMPLES: Information from PowerPoint® presentations, transparencies, chalkboard notes, etc.
Find out what material will be covered on the test.

**NOTE:** If the test is to be comprehensive, such as a mid-term or final examination, review your previous tests, too.

Find out what types of questions will be on the test.

**EXAMPLES:** Multiple choice, true-false, completion, matching, short answer, essay, etc.

Set up and use a study schedule starting three to six days before the test.

**NOTE:** You will learn and remember more with repeated reviews over several days than in one or two long, intense study periods.

Increase your study sessions by three-hour blocks.

**NOTE:** Research on study habits shows that the ability to learn and remember drops off after a certain length of time. A good schedule is to study in blocks of no more than three hours at a time. If three hours of study time was not enough for the last test, try studying six hours. If six hours is not enough, study nine hours the next time, etc. Three-hour blocks stretched over several days are more effective than adding an extra block each day.
Avoid cramming.

**NOTE:** Cramming is hazardous to your health and your grades. By test time, you will retain only a small percentage of the information you learned by cramming, and you will be tired and more likely to make mistakes.

Review and pre-test yourself with your notes.

**NOTE:** Go over your notes and scan; don’t reread the book. Organize the information in a way that makes sense to you. Then, read your notes five times out loud. Write the key ideas or facts to be memorized. Choose items you think will be on the test; make up your own test and take it. This practice will help you learn and remember and will give you confidence when you sit down for the real test.

Get a good night’s sleep.

**NOTE:** You will perform much better if you are rested and alert.

Get your body ready:

- with exercise.

**NOTE:** Get your circulation going; especially get blood to your brain. When you wake up, jog in place for five minutes, take a short walk, practice yoga, or do pushups.
with the right food.

**NOTE:** Eat a balanced meal. Avoid donuts and other sugary foods that interfere with your ability to concentrate. Decrease your caffeine intake on test days—caffeine increases your nervousness and decreases your ability to think clearly.

without drugs.

**NOTE:** The fact that drugs make you feel differently tells you that they also make your mind work differently. Even drugs that make you feel good will slow down or block your thinking so that, while you may feel good about your answers, the answers are often wrong.

- Scan your notes lightly before the test.
- Prepare yourself to succeed.

EXAMPLE: Get rid of tension. Do what works best for you—sit calmly and quietly and take deep breaths, jog or jump, or take a short nap.
Techniques for Taking a Test

- Arrive early or on time with everything you need.
  
  EXAMPLE: Pens or good, soft-lead pencils (sharpened), good erasers, scratch paper, calculator, tissues

- Listen carefully to all of the instructions and comments from your instructor.

  ✓ NOTE: Ask questions when you don’t understand. Go to the instructor during the test if you have a question.

- Scan the entire test.

  ✓ NOTE: Read all the instructions to get a sense of what you are required to do. Notice the different types of questions, and make a quick estimate of how much time you need for each section of the test.
Schedule your time—spend more time on the questions that are worth the most points:

- How long is the test?
- How many parts does it have?
- Which parts are easy and will go quickly? Which parts are hard and will require more time?

✓ NOTE: Be sure to leave time to check your answers.

Read all of the instructions and questions carefully, several times.

✓ NOTE: Mistakes often result from reading the questions wrong, especially on multiple-choice and true-false tests. You should read the instructions and questions more than once. Underline important words if needed.

Watch for clue words—underline them and any other key ideas before you consider the answer.

EXAMPLE: good, always, most, all, not, better, often, more, every, except, best, usually, equal, most, bad, sometimes, less, many, worse, seldom, fewer, few, worst, rarely, least, none, never

Answer easier questions first.
For any questions that you cannot answer, mark them, skip them, then come back to them later.

Make a guess only when no penalty is given for wrong answers:

- When the test is scored by the number of correct answers, it is generally safe to guess, especially on true-false questions.
- If the test is scored by subtracting the number of wrong answers from the number of right answers, leave the question blank.

Review the entire test and check your answers.

**NOTE:** Don’t change any answers unless you have a good reason!

Use all of the time allowed.

**NOTE:** Even if you finish before the test period is over, take the full amount of time to check your answers and look over the whole test.

Apply techniques for taking an essay test:

**NOTE:** Essay questions ask you to organize the information and, often, to present your own ideas about the material.
A “right” answer depends on clear, well-written statements supported by facts and examples. Pay attention to your instructor’s theories and opinions, and include these in your answer when possible.

- Study to get an overview of the material.

**NOTE:** Study underlined sections in your notes and text; review headings and subheadings; list main ideas and supporting examples as you study.

- Read the directions carefully and underline the clue words:
  
  - compare — Discuss the similarities and differences.
  - contrast — Discuss the differences.
  - criticize — Discuss the strengths and weaknesses of the subject.
  - define — State the major characteristics or qualities using the correct terms for the subject area.
  - describe — State the characteristics, qualities, or procedures.
  - discuss — Select your own point of view (compare, interpret, evaluate, etc.); present the main ideas and connect them together; use examples.
➤ evaluate — Present the pros and cons.

➤ explain — State the procedures; show how the main points or events combine to make up the whole idea.

➤ interpret — Discuss your ideas about the subject, and support them with reasoning and examples from your text and notes.

➤ justify — Back up the idea or statement with reasoning, facts, and examples.

➤ prove — Show that a statement or an idea is true and its opposite is false; support with facts, examples, and reasoning.

➤ summarize — State all the major points.

Budget your time.

EXAMPLE:

<table>
<thead>
<tr>
<th>If the answer requires</th>
<th>Allow</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 words</td>
<td>2-5 minutes</td>
<td>the main point only</td>
</tr>
<tr>
<td>50-75 words</td>
<td>10-15 minutes</td>
<td>1 support for each main point</td>
</tr>
<tr>
<td>100-150 words</td>
<td>20-30 minutes</td>
<td>2 supports for each main point</td>
</tr>
<tr>
<td>300-500 words</td>
<td>45-60 minutes</td>
<td>3 supports for each main point</td>
</tr>
</tbody>
</table>
• Outline your answers, including examples, on a separate piece of paper.

• Write a clear opening statement of your main idea.

  ✓ NOTE: Spend some time on your opening statement to get it as clear and well written as you can.

• Provide enough support to demonstrate the idea fully.

  EXAMPLE: Facts, names, dates, examples, reasoning

• Connect the ideas to make a point.

  ✓ NOTE: Be sure to connect ideas according to the purpose of the question, i.e., discuss, contrast, compare, explain.

• Use phrases such as:
  ➤ In contrast, On the other hand,
  ➤ Similarly, In much the same way,
  ➤ First . . . second . . . third, The next step,
  ➤ Of greater importance
Present only one main point in a paragraph.

Use your time to show what you know.

**NOTE:** Don’t write about what you don’t know. Instead, use additional examples or explanations to develop your ideas.

Use key phrases, words, and statements from your instructor’s lectures.

Read over your answer.

**NOTE:** Check your reasoning, spelling, grammar, and penmanship. Answers that are hard to read may receive lower scores.
Go over the graded test. Use it to plan a strategy for your next test.
One of the most important factors in learning any skill is developing a positive, “can-do” attitude. You hear a lot about having a positive attitude. You know from your own experience that a positive attitude helps you succeed. When you like what you’re doing, you have enthusiasm and energy, your excitement spreads to the people around you, and they are impressed with you because of your positive attitude.

So, how does this apply to learning?
You have to want to learn in order to learn.

People who are highly motivated learn more faster and easier. Think about when you learned to drive, about working at a hobby, how to put on make-up or tune an engine.

You have to create an interest in learning.

- Interest comes as a result of knowledge. The more you accomplish, the more you will want to accomplish.

Education helps you live a better and happier life; it gives you confidence in your work and the money to have the things you want.

There are no excuses for having a negative or uninterested attitude. You have to create an interest in learning.

knowledge
When you understand that a positive, “can-do” attitude really can help you succeed and that you have to develop that attitude yourself, you are ready to go to work. What can you do to get a positive attitude? *Use techniques to keep yourself motivated.*

- One, relate what you are learning to something that is important to you. Identify the benefits that you want: a home and a family, the respect of other people, to have your own business, to help others, the pleasure from working, material goods, travel.

- Two, become actively involved in learning.
  - The more you learn, the more you want to learn.
  - Think of learning as your “job.” Work at it with the same enthusiasm and dedication that you would give to a good job.
  - Look for ways to encourage yourself:
    - Ask where the information you are learning will fit into your future plans.
    - Reward yourself for your achievements.
    - Create reasons for studying and convince yourself that it’s worth doing.

- Three, set small, realistic goals for yourself.

When our goals are too high, we usually give up after the first setback. If you have trouble studying for an hour, set your goal for 20 minutes of concentrated attention; if you have been getting Ds, set your sights on raising your grades to Cs or Bs. It may be unrealistic to expect all As in one semester. On the other hand, if our goals are too low, we feel we have cheated ourselves and don’t respect our accomplishments.
If you are having trouble getting interested, a fourth technique is to invent ways to encourage yourself to learn.

- Find an easier book on the same subject or a book about a famous person who succeeded at what you are learning.

- Find someone who is interested in your subject and can talk with you about it. Your teachers can help you with these resources (and they will be impressed that you have shown so much interest).

- Talk with good students in your classes and let their enthusiasm inspire you.

- Take yourself on field trips.

- Remember: to build the skills for learning quickly, easily, and effectively, you have to develop an active interest in learning, and only you can create that interest!

While building a positive attitude is a self-improvement project that takes more than a few days to complete, there is one learning technique that will start working for you the very first day. Make study a habit, not a random activity.

Compare people who lay out the next day’s clothes the night before with people who scramble to find something to wear half an hour before they have to leave. Make studying a habit. The more you do it,
the better you do it. Just as in athletics or playing a game, the more you practice and play, the more successful you become. With practice, any task gets easier, faster, and more enjoyable.

What can you do to make studying a good habit?

- Schedule regular times to study and stick to your schedule.
- Pick a time when you won’t be interrupted. Discourage other people from interrupting you during your study periods. Tell phone callers you will call back after your study period.
- Schedule your study hours for the times when you are fully awake and alert. Studies show that, for most people, studying during daytime hours is most effective: each hour used for study during the day is worth one and a half hours of study time at night.
- Have a regular study area.
- We come to associate a space with the activities and feelings that happen there—you will become “programmed” for studying in your study area. When you get there, your mind is already beginning to go to work.
- Pick a place where you are comfortable and where you like to work: at a certain table in the library, at a desk or kitchen table, in a comfortable chair. Some people study better lying on the floor or sitting in bed.
Have everything you need close by.

Third, review your material on a regular schedule.

Studies in remembering show that we forget 25 percent of what we learn on the day we learn it. After the first day, forgetting continues, but at a much slower rate. To review, especially on that first day, keeps the information in your mind.

The best schedule is to review new information 5-10 minutes after you learn it, and again later that day.

Schedule yourself to review a week later, and write it on your calendar.

A third review should take place three to four weeks later.

A last review should be just before the test.

Studying as a habit instead of a random activity can help you increase your learning skills. Let's review the techniques.

First, you should schedule regular times to study. Second, always study in the same place. Finally, review on a regular schedule.
### Supplement 2: Test Question Strategies

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Preparation and Study</th>
<th>Test Procedures</th>
<th>Tips for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>MULTIPLE-CHOICE</td>
<td>Study facts, dates, and definitions. Compare similar important dates, noting similarities and differences.</td>
<td>Try to figure out the correct answer before reading the choices. Eliminate wrong answers.</td>
<td>Clue words include best, most, least, correct, incorrect and similar words. Underline these.</td>
</tr>
</tbody>
</table>
| Columbus discovered America in: | A. 1342  
B. 1492  
C. 1249 |                                                                                   |                                                                                                 |
<p>| TRUE-FALSE           | Memorize facts, dates, rules and important statements. Review often.                  | Read carefully. Work quickly, answer questions you know immediately. Guess if no penalty is given for wrong answers. | If any part of the statement is false, the whole statement is false. Usually more statements are true than false. Watch for clue words such as all, none, only, always, never, generally, probably, seldom. |
| True or False: Columbus discovered America in 1249. |                                                                                   |                                                                                                 |                                                                                                  |</p>
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| **MATCHING**     | Practice connecting words, facts, and phrases. Write a column of important terms; then write the words associated with the terms. | Scan both columns quickly. Work first down the column having the longest phrases (these contain more clues). Work on the easiest items first; cross out items as you use them (unless some answers are used more than once). Count the number and letters when you are finished to make sure you haven’t omitted any or used the same one twice. | The most common connections are:  
- Names with achievements or actions  
- Laws or rules with dates, founders, or functions  
- Locations with important events |
| ___ A. + 1. minus |                       |                 |                 |
| ___ B. ÷ 2. plus |                       |                 |                 |
| ___ C. - 3. divide |                       |                 |                 |
| ___ D. x 4. times |                       |                 |                 |

<table>
<thead>
<tr>
<th>FILL-IN OR COMPLETION</th>
<th>Review and memorize facts. List major ideas and write down key words or facts associated with them.</th>
<th>On difficult questions, list as many words as you can think of that might complete the statement. Use the margin or back of the page. Try each answer, using the one that looks most familiar.</th>
<th>“An” before a blank means the missing word begins with a vowel. Look for plurals; look for verb clues such as are, is, have or has. Notice the length of the blank space.</th>
</tr>
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<tbody>
<tr>
<td>Columbus discovered America in:</td>
<td>_______</td>
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<tr>
<td>SHORT ANSWER</td>
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<tr>
<td>Who discovered America in what year?</td>
<td>Memorize names, places, dates, facts, rules, and important statements. Study lecture notes for key ideas from the instructor.</td>
<td>Move quickly through the test. Use correct terms for the subject area. Complete sentences are usually not necessary.</td>
<td>Write what you know and move to the next question. You may be able to get partial credit for what you do know. For example, if you can’t remember 1492, write “the late 1400s” or “the 1490s”.</td>
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</tbody>
</table>