

Unit 2. Study Skills

Learning Outcomes

At the end of this unit, learners are expected to:

- listen to a variety of texts with medium level understanding and transfer information,*
- interact in English medium in varied communication situations with comprehensible grammar,*
- read medium level reading resources and comprehend contents,*
- guess meanings of words using different clues,*
- extend their vocabulary through collocations,*
- use vocabulary during interaction appropriately,*
- practice pronouncing intonations of auxiliary beginning and wh-questions accurately,*
- select appropriate study skills and apply in learning vocabulary and other language skills,*
- use addition and sequence connectors with reasonable accuracy in communication,*
- generate simple past and past continuous tenses accurately, and*
- write grammatically correct sentences, paragraphs and essays*

§ Listening Skills

2.1 Listening Skills



students reading in a classroom



Activity 2.1 *Look at the picture above. What does a good language learner do? In pairs, share your ideas about some learning activities that help you learn English better.*



Activity 2.2 *Listen to the text carefully and answer the following questions.*

1. What do you think a good language learner shouldn't do?

_____.

2. What are the different activities a good language learner does?

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- a. _____.
- b. _____.
- c. _____.

3. You should remember useful _____ and _____ while you are shopping or walking down the street.
 4. How is a good language learner motivated?
-



Activity 2.3 Answer the following questions.

1. Discuss with your partner about how you study your subjects.
2. What would you do when you find difficult words in your readings?
3. Write a short paragraph about what you can do with your partner when you are given a task to do together?

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Activity 2.4 Answer the following questions based on your personal experience and the information you get from the above picture. Share your answers with your group members.

1. In pairs, discuss what clever students usually do for their learning.

Begin your discussion as: They plan their time and use it effectively...

2. How do you learn English?

Begin your discussion as: I learn English by referring to dictionaries for new words...

3. Do you know the meanings of the words below?

strategy	plan	manage	style	goal
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Learning strategies

1. Learning strategies or study skills determine your approach to achieve your learning objectives. They are plans that learners consciously have recourse to in order to help them learn more effectively. These strategies are usually linked to learners' needs and interests to boost learning. They are grounded on various types of learning styles. There are some strategies that can help you be successful in your studies.
2. First set small, achievable goals. Start with small steps to reach higher targets. For example, try to learn 5 new English vocabulary items every day, set a 30 minutes study session every day, learn the lyrics of an English song every now and then, and read a short English text every day. Therefore,

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setting small targets is much better than setting huge goals that you cannot achieve. Remember that “small drops of water make the mighty ocean”.

3. Secondly, plan your studies. Planning your studies gives meaning to your work. If you know all the steps necessary to achieve a goal and these steps are written down on a piece of paper, it will be easy for you to see the whole picture.
4. Thirdly, be motivated. The secret to success is that you should be motivated to learn. Try to avoid boredom by having fun in what you do. Try to find a positive aspect to studying English. That is, read about what you are interested in (hobbies, fields of interest...), watch your favourite films in English, listen to your favourite English songs and learn the lyrics. Write your diary in English and read about your favorite stars in magazines or online. Remember, we learn better and fast things we really want to learn.
5. Fourthly, manage your time. In order to manage your time successfully, having an awareness of what your goals are will assist you in prioritizing your activities. Time management provides you with the opportunity to create a schedule that works for you, not for others. This personal touch gives you the flexibility to include the things that are most important to you.
6. Finally, set a reward for yourself. Set a reward for yourself that you can look forward to. For example, when you reach a goal, give yourself a reward: watch a movie, have a delicious snack, meet your friends, and go to the café.

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7. Generally, your learning achievement will definitely be met given that you set your manageable goals, plan your studies properly, arouse your interest of learning, manage your time effectively and get a reward for yourself when you accomplish the learning activities successfully.

[Adapted from: Ekwensi, F., Moranski, J., & Townsend-Sweet, M., (2006).

*E-learning concepts and techniques; Retrieved from, [http://iit.bloomu.edu/
Spring2006_eBook_files/ebook_spring2006.pdf](http://iit.bloomu.edu/Spring2006_eBook_files/ebook_spring2006.pdf)*



Activity 2.5 Read the above passage carefully and decide whether each statement below is ‘true’ or ‘false’ based on the information in the passage. Provide evidence for your answers..

1. Setting a plan for their studies alone could make students succeed in their learning.
2. Manageable goal setting could be the first step in the learning strategies that students need to know.
3. Giving reward to oneself for doing good things is morally acceptable.
4. Developing motivation for learning could only be expected from smart teachers.
5. Having a time schedule for studying indicates students' awareness about time management.

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Activity 2.6 Based on the reading passage, answer the following questions.

1. Fill in the missing information.

Type of strategies	Examples (functions)
	To see the whole picture
Be motivated	

2. In paragraph 4, line 8, what does the writer want to say by stating “remember, we learn better and fast things we really want to learn”?
3. The word this, in paragraph 5 line 5 refers to _____.
4. Which of the following indicates the purpose of the writer?
- A. To describe the characteristics of a good student
 - B. To explain why some students do not succeed in their study
 - C. To give advice to students on how to be successful in their studies
 - D. All.

§Vocabulary Development

2.3 Vocabulary Development

2.3.1 Vocabulary from the reading passage



Activity 2.7 *The following words are taken from the reading passage. Find their meanings based on the context they are used in the passage.*

1. recourse (paragraph 1) alternative/option (example)
2. session (Paragraph 1) _____
3. boost (paragraph 1) _____
4. achievable (paragraph 2) _____
5. huge (paragraph 2) _____
6. boredom (paragraph 4) _____
7. favourite (paragraph 5) _____
8. flexibility (paragraph 5) _____
9. reward (paragraph 6) _____

2.3.2 Collocations

A **collocation** is a pair or group of words that always goes together. Although there are no specific rules for collocations, it is important to study the commonly observed collocations that appear in the forms of adjectives and nouns as well as verbs and prepositions.

A. Some adjective and noun collocations

- big disappointment, big failure, big mistake, big surprise, etc.
- heavy bag, heavy box, heavy rain, heavy snow, heavy suitcase, heavy traffic, etc.
- rich culture, rich history, rich people, rich vocabulary, etc.
- strong accent, strong drink, strong smell, strong taste, strong wind, etc.

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Activity 2.8 Using the given words, complete the following blank spaces with correct adjective and noun collocations. One alternative may be used more than once.

<i>big</i>	<i>heavy</i>	<i>rich</i>	<i>strong</i>
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1. It will be a _____ failure for you if you do not accept my advice.
2. We expect _____ rain in the coming two months.
3. Several people have been displaced because of _____ wind destruction.
4. Even though we have _____ culture, we do not use it for our socio-economic development.
5. Every student must avoid having _____ drink while coming to class.
6. Our _____ history usually surprises people from abroad.
7. We need to have a _____ stand for our country's sovereignty.
8. An accident caused _____ traffic in the highway.
9. You can see they're very _____ people by what they wear.

B. Verb and preposition collocations

Some verb and preposition collocations are given in the Box below, and these collocations could also be called phrasal verbs. Study each phrasal verb and take notes on how to use it in your communication.

<i>blow away</i>	<i>blow off</i>	<i>blow out</i>	<i>blow up</i>	<i>boil down to</i>
<i>break in</i>	<i>break out</i>	<i>break through</i>	<i>break down</i>	<i>break off</i>



Activity 2.9 Using the given collocations above, complete the following blank spaces with correct verb and preposition collocations. The first one is done for you.

1. She blew away the dust which was collected on the table.
2. Almaz seems to _____ the afternoon meeting and leaves early.
3. The army _____ the bridge for preventing the entrance of their enemy.
4. It is time to _____ the candles of the birthday celebration.
5. At the end of the day, the contesting issues will _____ money.
6. Our car _____ so we came by taxi.
7. We feel that the civil war will _____ unless we come into consensus.
8. Sorry to _____ your conversation, could you bring me that bag please?
9. She seems to _____ their engagement as she thinks he has not been faithful.
10. The prisoners try to _____ the fence for escaping from the police station.

2.4 Grammar

2.4.1 Connectors: addition markers

Connectors create coherence in a paragraph making words, phrases, and sentences logically interweave among each other. If sentences are unified, they will have a logical order and they will be easy for listeners and readers to grasp meanings.

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There are different types of connectors. Some of them indicate contrasts; others show cause and effect, and still others indicate addition. There are also connectors that show comparison, time order, examples, generalization, summary, etc. Connectors serve as transition words and connect ideas of a sentence to another and even paragraphs. In this Unit you will learn about **addition** and **time order connectors**. The **addition connectors (markers)** include **and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, and another**; while the **time order (sequence) connectors** include words like **at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with**. Which one (s) of these are you familiar with?

How are **and, also, besides, further, furthermore, too, moreover, etc.** used in sentences?

Examples

- 1 *Reading books helps to learn new information; furthermore, it helps one to keep his or her brain fresh.*
- 2 *A: We went a lot of sightseeing at Bahir Dar.
B: We also went shopping.*



Activity 2.10 Select the most appropriate answer from the choices given in parentheses in the following sentences.

1. Their team has got the best players. (Moreover /However), their coach is fantastic.
2. Azeb actively participates in class. (Furthermore /But), she often gets good marks.
3. The service at this restaurant is excellent. (However/

Besides), the food is delicious.

4. Eating well will help you live a healthier life. (Moreover/
As a result), exercising every day is also highly recommended.
5. Moving from one country to another can result in culture shock. (However/In addition), the language barrier that many immigrants face can lead to a long life of hardship.
6. There are some slight variations in temperature.
(Consequently/ Otherwise/ However), 26 to 27°C should be expected.

2.4.2 Words of sequence

We hope you have learned the different words of sequence. The following exercise will help you learn more about them in contexts.



Activity 2.11 Choose the correct word of sequence from the choices given in brackets.

1. An hour passed, but there was no sign of Helen. (1. Until/
Before/Finally), we decided to go home.
2. We bumped into Eba during our trip to Langano. A few weeks (2. later/ then/after), we met him again.
3. The football coach announced, ‘Today, we will begin practicing for the coming match. (3. Then/After/
Eventually) he added, ‘Let’s warm up first.’
4. (4. First/Before/After), heat the oil in the frying pan. Then put in all the chicken pieces.
5. Many people wanted to buy the tickets. (5. Before/After/
Finally) a while, the queue was quite long.
6. Shashe will be back in fifteen minutes. (6. Later/
Subsequently/ Meanwhile) make yourself at home.

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7. I really had a busy morning (7. at first/next/ first), I made breakfast for all my family, (8. finally/first/next) I took my brother to school and (9. finally/first/later) I went shopping.



Activity 2.12 Fill in the blank spaces in the following paragraph with appropriate connectors of sequence.

Yesterday, it was my birthday and it didn't start well. I went to the park to meet my friends, but they weren't there. I decided to look for them. 1. _____, I went to the shopping centre opposite the park, but they weren't there. 2. _____, I looked for them at the library, but they weren't there. 3. _____, I tried the sports centre and the restaurant near the park, but my friends weren't there. 4. _____, I went home, and my friends there enjoyed with a birthday cake, ice cream, music and games. It was a surprise party for me! 5. _____, I got a great birthday.

2.4.3 Adverbs of frequency

Do you know words like *always, often, usually, sometimes, rarely, etc.*? People usually use them in their speaking and writing. You need to learn them very well because you will use them when you speak and write in English. We hope you remember that we mentioned the ‘adverbs of frequency’ that they will be used with simple present tenses in indicating habitual actions.



Activity 2.13 Read the following two short dialogues and pay attention to the words in bold. What do you think they tell us?

Dialogue 1

Tesfaye: What kind of person are you?

Shemsu: Well, I'm friendly and outgoing, and I'm usually very happy. I don't often complain, and I never shout or get really angry. How about you?

Tesfaye: I'm friendly too, and I'm a little shy.

Shemsu: I'm always happy, but sometimes I'm very busy. I always try to have a happy face.

Tesfaye: Me too!

Dialogue 2

Tinsae: What are some customs in your country, Ethiopia?

Kassahun: We always bow to people we meet, and we never joke about people's names.

Tinsae: That's good. Here we never ask about people's salary, it's rude. Also we usually aren't late for meetings.

Kassahun: That's good too!



Note

The words **always**, **usually**, **often**, **occasionally**, **seldom**, **sometimes**, **rarely** and **never** which are written in bold in the dialogues above are called 'frequency adverbs'. They describe how often an action happens.

Examples

1 Helen **always** goes out on Sundays.

2 Aster **usually** drives into the city centre with her brother.

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- 3 Beyene and Dawit **often** go lunch together.
- 4 In the winter, we **sometimes** have very heavy rains.
- 5 Few students **rarely** go to the cinema in the summer. because they prefer to stay outside.
- 6 As students are so busy, they **never** go to bed before 10 o'clock.
- 7 **Sometimes** she does her homework with friends.
- 8 **Usually** they study on their own.
- 9 Students should **usually** try to get meanings of words from contexts they are used.

The adverbs of frequency can also be used after the modal verbs as in the following examples.

Examples

- 1 You **must always** try your best.
- 2 We **can usually** find a seat on our train.
- 3 We **should not always** depend on dictionaries to for meanings of words.
- 4 They **should never** be rude to customers.

To make questions about frequency, we can use ‘how often...?’ and using the ‘do verbs.

Examples

- 1 **How often** do you watch films?
- 2 **How often** does he play tennis?
- 3 **How often** do the trains arrive late?
- 4 Do you **often** come here?
- 5 Does she **always** work so hard?
- 6 Do they **ever** pay on time? ('ever' instead of 'never' for questions)



Activity 2.14 Discuss the following questions with your partner and give answers.

1. What do you usually do on Saturday nights?
2. How often do you visit new places?
3. Do you ever go to the theatre?
4. How often do you play sports?
5. Do you ever watch films or TV programmes in English?
6. What time do you usually go to bed?
7. How often do you drink tea at a cafe?
8. Are you sometimes late for school?

2.4.4 Simple past and past continuous tenses



Activity 2.15 Read the following paragraph about ‘Spooky Story’ and see the forms of the verbs written in bold.

It **was** just before midnight on October 31st last year. Susan Lee **was driving** home after visiting her sister. The road was clear and she **was driving** carefully. Suddenly, out of nowhere, a young man **stepped** out in front of her. He **was wearing** a dark coloured raincoat and carrying a backpack. Susan **stepped** hard on the brake pedal but it was too late. She **got** out of the car but, to her surprise, there **was** nobody there. While she **was looking** under the car, she felt a cold wind on her face and a strange presence that **sent** shivers down her spine. She was still looking under her car when a lorry behind her. The lorry driver, a middle-aged man, **walked** up to her and asked her if she needed help to start her car so she **told** him what had happened. He seems surprised when Susan told him about

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the young man. ‘In October 1978, there **was** a car accident on this road and a hitchhiker was fatally run over. You’re not the first to have seen his ghost here,’ he said in a mysterious tone.

The verbs in bold are written either in simple past or past continuous tenses. The simple past verbs are:

simple past verbs	origin verbs	simple past verbs	origin verbs
stepped	step	stopped	stop
got	get	walked	walk
was	is	said	say
sent	send	didn’t	do/does (not)

The verbs written in past continuous tense are:

Past continuous verbs	origin verbs
were driving	drive
was looking	look
was wearing	wear

A. The Simple Past Tense

The simple past tense shows an action which was completed in the past. Examples are given to you in the Box below which indicate the positive, negative and question forms of the verbs in simple past tense.

Examples

Positive

- 1 *I woke up early in the morning.*
- 2 *Silenat played volleyball when she was in a high school.*
- 3 *My sister invited me a cup of coffee yesterday*

Negative

- 1 *I did not (didn't) wake up early in the morning.*
- 2 *Silenat did not (didn't) play volleyball when she was in a high school.*
- 3 *My sister did not (didn't) invite me.*

Questions

- 1 *Did (Didn't) I wake up early in the morning?*
- 2 *Did (Didn't) Silenat play volleyball when she was in a high school?*
- 3 *Did (Didn't) my sister invite me a cup of coffee yesterday?*

Below, we have given you the simple past forms of few verbs. As you see, some of them, add *-d* or *-ed* (*travelled*, *turned*), while others have different forms (*broke*, *knew*). Those verbs that add *-d* or *-ed* are called **regular verbs**, while the others are called **irregular verbs**.

**Activity 2.16 Now classify the verbs below into regular and irregular verbs.**

1. cry	cried	8. chat	chatted
2. travel	travelled	9. turn	turned
3. send	sent	10. cut	cut
4. enjoy	enjoyed	11. try	tried
5. stop	stopped	12. know	knew
6. break	broke	13. say	said
7. fall	fell	14. happen	happened

Regular verbs**Irregular verbs**

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Activity 2.17 Give the correct simple past forms of the verbs in brackets in the following sentences.

1. What _____ you (do) at home yesterday?
2. Why _____ you (don't) call me last night?
3. My friend (graduate) in Civil Engineering.
4. Our teacher (appreciate) my classmates for they (do) the assignments correctly.
5. He (cut) his finger while he was helping his mother chop onions.

2.4.5 Past continuous tense

Similar to the simple past tense, the past continuous tense also shows a past action, but which was in progress at a certain time in the past.

A: What **were** you **doing** at home last night?

B: **I was studying.** [This shows the person began studying earlier and continued.]

The past continuous tense also shows that an activity was in progress for some time, but it has stopped during the time of speaking.

Examples

1 **We were cleaning the house all morning.**

2 **I was reading a book when she came.**

The positive, negative and question forms of the past continuous tense are presented in the Box below. Read them very carefully to understand how the tense is formed in different forms.

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Examples

Positive

- 1 *She was working in the garden.*
- 2 *Silenat was playing volleyball with her friends.*
- 3 *My friends were reading in the library.*

Negative

- 1 *She was not (wasn't) working in the garden.*
- 2 *Silenat was not (wasn't) playing volleyball with her friends.*
- 3 *My friends were not (weren't) reading in the library.*

Questions

- 1 *Was (Wasn't) she working in the garden?*
- 2 *Was (Wasn't) Silenat playing volleyball with her friends?*
- 3 *Were (Weren't) my friends reading in the library?*



Activity 2.18 Write the correct past continuous forms of the verbs in brackets.

1. What _____ you (do) in the field with Samuel yesterday?
2. I _____ (try) to get the meanings of the words in the dictionary.
3. Which book you _____(read) to learn more about ‘Study Skills’?
4. My friend _____(read) about ‘Learning Strategies’ in addition to the lesson we studied.
5. He _____(not play) football because his leg was injured.

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Activity 2.19 Complete the sentences with the past simple or the past continuous form of the verbs in brackets.

1. I (switch off) the computer because it (make) a strange noise.
2. My father (listen) to classical music when I (arrive) home from school.
3. We (play) video games when my mother (say) ‘Turn the volume down!'
4. My little sister (draw) a picture while I (study) for my French exam.
5. When we (leave) school yesterday, it (pour) with rain.
6. When you (see) Tefera, he (wear) a black jacket?



Activity 2.20 Write the correct simple past or past continuous tenses of verbs in brackets.

Sometimes I hate computers! Once, when I _____ (1. try) to do my English homework on my laptop, the battery _____ (2. run out). I _____ (3. lie) on my bed and I was listening to music. It helps me to concentrate. I _____ also (4. chat) to my friend Daniel on Facebook. OK, so I _____ (5. not concentrate) very hard on my homework and I _____ (6. forget) to plug in my laptop! I didn't notice that the battery was getting low. I was just finishing the essay when the screen _____ (7. go) black. I _____ (8. lose) everything. I _____ (9. scream) in frustration. My dad _____ (10. come) running into my bedroom. I _____ almost (11. cry) so he _____ (12. give) me his laptop. I _____ (13. try) to remember

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everything in my essay. It _____ (14. be) quite difficult especially because Daniel was sending me lots of funny videos. Anyway, while I was watching one, the Wi-Fi stopped working. In the end, it was probably better because I _____ (15. manage) to finish the essay.

(Adapted from 'Out and About', Cambridge University Press, 2015)

2.5 Speaking Skills



Activity 2.21 Based on the information in the listening text and your day-to-day experience, discuss the following questions in groups.

1. Are you a good language learner?
2. How does a good language learner learn English?

2.5.1 Pronunciation: Rising and falling intonations with questions

A. Intonation with wh-questions

How did you pronounce wh-questions? Did ever use intonation in your wh-questions knowingly? Take a look at the following questions. How do you say them? Say the following questions to your partner and notice how you produce them. Do you feel that you produced them correctly?

1. What are you doing?
2. Where are you going?
3. How much does the pair of shoes cost?
4. Why are they so late?
5. Who was the girl you were talking to?

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B. Intonation with yes/no questions

Take a look at the following yes/no questions. How do you say them? Say the following questions to your partner and notice how you produce them.

1. Did you finish your homework?
2. Do you like birds?
3. Are you coming to my birthday party?
4. Has she called you back?
5. Should he come to school next Saturday?

Do you feel that you produced them correctly? Read the following short note in the Box below about how you can produce wh-questions and yes/no questions.

Note

Wh-questions are normally produced with falling intonation; whereas, yes/no-questions are normally said with rising intonation.



Activity 2.22 Pronounce the wh- and yes/no-questions above in falling and rising intonations, respectively. Practice them repeatedly until you feel you have mastered them.

Now look at the following sentences.

1. And what do we have on Mondays?
2. When is the next English class?

What do you think is the situation these questions are asked? We think the speaker and the listeners very well know about what

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they have on Mondays and when the next English class is. So, the questions are asked for the purpose of confirmation. In such kind of meanings the wh-questions will have rising intonation. Practise repeating the above sentences with your partner until you use the correct rising intonation. Let your teacher listen to you to your pronunciation of all the question forms you have practiced.

2.5.2 Speaking activity on ‘Study Habits’



Activity 2.23 Discuss the following questions

1. What problems do you face when you study? Share your ideas in pairs. But before that, look at the following dialogue and act it out with your partner.

Example dialogue

- Amare: Hello Gemechu. How are you?
Gemechu: *I'm fine and you?*
- Amare: I have become serious about learning better English.
From today, I will not speak Amharic with you.
Gemechu: *Why?*
- Amare: Because, I want to improve my English speaking skills.
Gemechu: *It's a good idea. I agree.*
- Amare: Yes, if we want to develop our spoken English we must practice speaking in English.
Gemechu: *You are right. Moreover, we should not think of other's criticism.*
- Amare: We should also develop our reading and writing habits.
Gemechu: *But how can we do that?*
- Amare: We can develop reading skill through reading of fiction and newspapers. We can develop writing through free writing on day to day experiences.
Gemechu: *I have difficulty in understanding English spoken by native speakers.*

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Amare: It's a problem for me too. But I have improved a lot by listening to BBC and internet video lectures on other subject matters such as math.

Gemech: *But for this we need to know grammar.*

Amare: Definitely, we cannot avoid it. Grammar is necessary for making the language for better communication.

Gemechu: *Yes, I agree. Now, let's go to the class.*

Amare: Ok, let's go.

2. How can you manage the challenges you face in studying?

Discuss in groups. You can discuss using the example phrases and organization of ideas.

- In my study, there are some problems I usually face...
Firstly, Secondly, ---- Thirdly... Finally,
- One of the solutions for this I think is....
- I usually have difficulties when I study grammar/... First, ... Second, ... Last but not least...
- Probably, we can do ... as a solution for these problems.

3. Read the following quotation carefully and discuss its meaning with your partner. Then, share ideas about what to do for successful learning.

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.” – Brian Herbert, author.

You can begin your discussion as follows.

- I think what it meant to me is everyone can learn... the other is ... Besides, ...

2.6 Writing Skills

2.6.1 Sentence level writing



Activity 2.24 Based on the explanations and examples given about compound and complex sentences in the Box below, give answers to the questions using compound or complex sentences. The first question is done for you as an example.



Note:

Compound and complex sentences

1. Compound sentences are formed by combining two or more sentences which are all independent clauses. They are formed by the coordinating conjunctions such as but, and, or, etc.

For example,

She worked hard and she scored good marks.

As you see in the example, both clauses that are combined by ‘and’ are independent clauses; so such kind of sentences is called compound sentences.

2. Complex sentences are sentences that contain one independent clause and one or more dependent clauses in a sentence.

For example,

When she was in primary school, she used to study hard.

In the example above, the first part of the sentence is a subordinate (dependent) clause, while the second part of the sentence is a main (independent) clause. Such kind of sentences is called complex sentences.

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1. What made you be a successful student at your junior school?
 - In my junior school, I had a good study habits that made me a successful student. (Complex sentence)
2. What made learning difficult for you at junior school?
3. What did you get when you did your homework?
4. What did you feel when you studied for a test?
5. What skills did you have that made doing your homework or studying for tests easier?

2.6.2 Paragraph writing



Activity 2.25 Write individual sentences about the study habits of a successful student based on the information given in the Box; then organize the sentences together in a paragraph to develop a story. Be sure that you use correct punctuations and cohesive devices in combining the sentences together. One is done for you.

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Study habits of a successful student

Habit 1: Be Proactive: Take responsibility for your life.

Habit 2: Begin with the End in Mind: Define your mission and goals in life.

Habit 3: Put First Things First: Prioritize and do the most important things first.

Habit 4: Think Win-Win: Have an “everyone-can-win” attitude.

Habit 5: Seek First to Understand, Then to Be Understood: Listen to people sincerely.

Habit 6: Synergize: Work together to achieve more.

Habit 7: Sharpen the Saw: Renew yourself regularly

Example

A successful student usually takes responsibility for his/her own learning.

Punctuation Tips

Period (.): The ‘period’ is used at the end of a sentence.

Comma(,): There are different functions of the comma(,). Some of its uses include the following.

a) to separate words in a series.

Example: The student is intelligent, hardworking and duty-minded.

b) when the subordinate clause appears before the main clause in a sentence.

Example: When I was a child, I used to play hide -and-seek.

Question mark (?): We use question mark at the end of a direct question.

Example: Do you like the English lesson?

Semi-colon(;) We use semi-colon to join related independant clauses with connecting words.

Example: When I finish here, I will be glad to help you; and that is a promise I will keep. Adapted from: www.love.edu/tutor