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## 2<sup>nd</sup>-Term Study Skills Exam- Answer Key

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### **TASK I: Fill in the gaps with the appropriate term(s).** *(7pts: 1pts each)*

- 1) **The Charting Method** is a note-taking method that involves breaking up information into categories such as similarities and differences, dates, events, and impact?
- 2) **Instructional presentations** focus on teaching the audience how to perform a task.
- 3) **Creative presentations** involve using innovative approaches such as storytelling or multimedia elements.
- 4) **Note-taking** typically involves capturing information for personal use, while **note-making** involves synthesizing, analyzing, and creating connections between different pieces of information.
- 5) **Strategic planning** involves dividing assignments into more manageable components or checkpoints as well as arrange tasks in order of urgency, difficulty, and overall significance.
- 6) Encountering a **double learning curve** entails not just acquiring new knowledge but also grasping the nuances of executing a specific type of assignment.

### **TASK II: Circle the letter which corresponds to the most suitable answer.** *(5pts: 1pts each)*

- 1) Which note-taking method involves writing every new thought, fact, or topic on a separate line, numbering as you progress?
  - a) The Cornell Method
  - b) The Outlining Method
  - c) The Sentence Method**
  - d) Mind-Mapping

2) Which note-taking method allows for easy review mechanism for both memorization of facts and study of comparisons and relationships?

- a) The Sentence Method
- b) The Charting Method**
- c) Mind-Mapping
- d) The Outlining Method

3) In which note-taking method would you develop a system of abbreviations and symbols to speed up your note-taking without sacrificing clarity?

- a) The Cornell Method**
- b) Mind-Mapping
- c) The Outlining Method
- d) The Sentence Method

4) When would an explanatory presentation be most useful?

- a) When sharing the findings of a research project
- b) When engaging the audience in active participation
- c) When teaching the audience how to perform a task
- d) When clarifying complex concepts or ideas**

5) What should be the primary consideration when choosing a topic for a larger project?

- a) Its uniqueness
- b) Its relevance to the course**
- c) Its complexity
- d) Its time-bound nature

**TASK III: Are the following statements true or false? (No justification needed) (3pts:**

*0.5pts each)*

Statement	True/ False
<b>1)</b> A common advantage of examinations is that examiners are typically more tolerant towards major grammatical errors, spellings, and forgotten details.	<b>False</b>
<b>2)</b> Working together with classmates inhibits sharing ideas, viewpoints, and interpretations, leading to enhanced comprehension and clearer grasp of concepts.	<b>False</b>
<b>3)</b> Exam essays typically require more evidence and examples compared to coursework essays.	<b>False</b>

4) Revision for exams involves reviewing course material, checking understanding, and employing strategies for recalling information during exams.	<b>True</b>
5) The purpose of exams is mainly to assess the quantity of information students have memorized.	<b>False</b>
6) Note-making is typically a more passive process compared to note-taking.	<b>False</b>

**TASK IV: Translate the following abbreviated text into full, normal text.** (5pts: 0.25pts per word)

1) In EFL classes, the **imp** of effective **eval** of students' language skills cannot be overstated. Language proficiency is  $\approx$  success in language acquisition. This is particularly evident when comparing students **w/ + w/o** access to additional language resources. 1.5pts

☒ In EFL classes, the **importance** of effective **evaluation** of students' language skills cannot be overstated. Language proficiency is **approximately equal to** success in language acquisition. This is particularly evident when comparing students **with and without** access to additional language resources.

2) **Info** gathered from **eval** exercises helps teachers tailor their **mngmt** strategies accordingly. Effective management  $\Rightarrow >$  learning outcomes. 1.25pts

☒ **Information** gathered from **evaluation** exercises helps teachers tailor their **management** strategies accordingly. Effective management **leads to better (or greater)** learning outcomes.

3) **Cf.** continuous **eval**, end-of-term examinations require  $>$  focus as they are **vv. \*** in terms of being decisive of the sudden  $\uparrow + \downarrow$  of **stdnts'** marks. 2.25pts

☒ **Compared to** continuous **evaluations**, end of term examinations require **more** focus as they are **extremely (very alone is not an accepted answer) important** in terms of being decisive of the sudden **increase and decrease** of **students'** marks.