



Study Skills Workshop: How to Predict Test Questions

This is the first in a series of five videos in which the topic is tests. The goal for this workshop is to help you approach your textbook readings more along the mind of your instructor. In that way you can anticipate what topics to emphasize when you prepare for that test.

Active Textbook Studying: Asking Questions of Chapter Headings

Two of the best study habits you can develop are to actively read your textbooks and to learn to test yourself before your teacher tests you. One very easy and effective method you can use in order to achieve both goals is to learn how to ask questions of the chapter headings, words in bold print and italics, etc.

The simplest way to do this is to approach your textbook chapters in a “survey” manner. So before starting to actually do the “heavy” reading in the chapter, try this: take a few blank pieces of paper or several 5x8 index cards and set them up so they look like the example below:

Textbook/Subject:

Chapter:

Page Number:

Heading:

WHO?

WHAT?

WHERE?

WHEN?

WHY?

HOW?

Then begin surveying the assigned chapter. Start with the first heading (headline) and record information on the page or index card you have prepared, asking yourself the six questions listed. Please see the example below.

EXAMPLE:

Textbook/Subject: Fundamental Accounting Principles

Chapter: 4

Page Number: 118

Heading: PREPARING A WORKSHEET

WHO? Who is supposed to prepare a worksheet? Who reads/uses the worksheet one it's prepared?

WHAT? What is a worksheet? What are the major sections of the worksheet? What kind of information is put on the worksheet?

WHERE?

WHEN? When is it appropriate/necessary to prepare a work sheet?

WHY? Why is it necessary to prepare a worksheet?

HOW? How is a worksheet correctly prepared?

As you can see, eight potentially useful questions have been asked about this one concept (heading). Sometimes you'll be able to think of two or more questions for one of the six question words, and sometimes you won't think of any. But just get in the habit of asking a lot of questions. Then when you go back to actually read the material, you'll be looking for answers (and maybe even more questions to write down!) , and that will help you concentrate more effectively and, as result, get more from your reading. You should fill in the answers to the questions while you read by stopping each time you find an answer and recording it on the back of your notebook paper or index card. By doing this, you'll be able to use these sheets of cards to study from as the test approaches (like flash cards!).

If you have time to complete a form for each heading or word/phrase in bold print or italics, that would be great. But even if you can only do this for half of them, you're going to be better off than you are now because you'll be reading and studying very actively. As a result, you'll be getting a better grasp of the subject on which you'll be tested. Try It!

Technique Benefits:

1. Helps you concentrate better with your reading.
2. Provides you with a good study tool to help you focus on important information.
3. Helps you with the upcoming test by gaining confidence.

Now let's move on to the second technique of creating your own study quizzes. This one has to do with all the actual information you find in a chapter.

Active Textbook Studying: Creating Your Own Study Quizzes

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Table 11.1 US Planetary Probes to the Jovian Planets

Planet	Spacecraft	Arrival Date	Comments
Jupiter	Pioneer 10	Dec 1973	Flyby; Photos
	Pioneer 11	Dec 1974	Flyby; Photos
	Voyager 1	Mar 1979	Flyby; Photos of Jupiter and satellites
	Voyager 2	July 1979	Flyby; Photos of Jupiter and satellites
Saturn	Galileo	1988 (?)	Jupiter orbiter and probe
	Pioneer 11	Sept 1979	Flyby; Photos
	Voyager 1	Nov 1980	Flyby; Photos of Saturn and satellites
Uranus	Voyager 2	Aug 1981	Flyby; Photos of Saturn and satellites
	Voyager 2	Jan 1986	Flyby; deflected to Uranus by gravitational effect of Saturn
Neptune	Voyager 2	Aug 1989	Flyby; deflected to Neptune by Uranus. If the systems and communications with probe remain operative.

Jupiter's Outer Layers

The first close-up look at Jupiter was provided by Pioneers 10 and 11 in December 1973 and December 1974, respectively. But the really good look came in 1979 when Voyagers 1 and 2 reached Jupiter and transmitted more than 33,000 pictures of the planet and its satellites back to earth. All four of these probes were flybys, but Pioneer 11 and both Voyagers were placed on trajectories such that Jupiter's gravitational deflection on them sent them on toward Saturn. Pioneer 11 passed Saturn in 1979 and the Voyagers in 1980 and 1981.

The surface of Jupiter is crossed with alternate light and dark, brightly colored bands parallel to its equator. The bands abound in detail and as seen telescopically from earth exhibit gradual changes. Time-lapse photographs from the Voyagers, however, show them to be enormously active and complex features. Jupiter is the most rapidly rotating planet, turning once in just under 10 hours. But its atmosphere does not rotate as a solid unit: different latitudes have slightly different velocities. As a result, the cloud bands, especially at their boundaries, show almost every conceivable kind of current and flow.

Even more striking is the Great Red Spot. The spot was first seen telescopically from earth in 1664. It has changed in size and shape since then, as well as in intensity of color, but on the whole it has persisted. It has been as large as 50,000 km across and has always been far bigger than the earth.

The Pioneer data suggested that it was some kind of long-lived storm system in the planet's atmosphere. The Voyagers showed it to be a massive eddy with a rotation period of about 6 days and enormously complex, and changing, small eddies in gas streams flowing around it.

As previously mentioned, the chemical composition of Jupiter is very similar to that of the sun—about 98 percent hydrogen and helium. The Voyager confirmed not only that these gases are the principal constituents of Jupiter's atmosphere but also that their relative abundance is the same as in the sun (about three parts hydrogen to one part helium, by mass). In addition, there are many other trace constituents. Among them are methane and ammonia, which were detected spectrographically from earth many years ago.

When Voyager 1 flew past Jupiter and turned back to photograph its night side, it sent us a surprise: Jupiter has a thin faint ring in its equatorial plane. The ring has an outer diameter of nearly 260,000 km; the width of its brighter region is about 6000 km, but it extends faintly all the way in to the planet's surface. The ring is very thin, no more than 30 km thick, and is composed of very tiny particles. The famous rings on Saturn not only are far more substantial, but also contain sizable chunks. Analysis of the scattering of light from the...

From REALM OF THE UNIVERSE (3rd EDITION) by George O. Abell. Philadelphia Saunders College Publishing, 1984.

Now try a mini-quiz about this page of information! Find the answers to the questions on the next page.

CREATING YOUR OWN STUDY QUIZZES

*Questions based on “Jupiter’s Outer Layers” handout.

FILL-IN STATEMENTS

1. Jupiter rotates once in just under _____ hours.
2. The Great Red Spot was first seen telescopically from earth in the year _____.
3. The Spot has always been far bigger than the _____.
4. The Spot is a massive eddy with a rotation period of about _____ days.
5. Jupiter has a thin, faint ring in its _____ plane.
6. The bands around Jupiter abound in _____ and exhibit gradual changes.
7. The chemical composition of Jupiter is very similar to that of the _____.
8. Pioneer II was the first space probe to fly by the planet _____.
9. The Great Red Spot has been as large as _____ kilometers across.
10. The chemical composition of Jupiter is about 98% hydrogen and _____.

TRUE-FALSE STATEMENTS (Click to place a checkmark on the correct answer)

1. Jupiter is the most rapidly rotating planet.
TRUE FALSE
2. Jupiter’s outer ring is described as being very thick.
TRUE FALSE
3. Jupiter’s atmosphere rotates as a solid unit.
TRUE FALSE

MULTIPLE-CHOICE QUESTIONS

1. Which space probe was the only one to fly by both Uranus and Neptune?
 - a. Pioneer 10
 - b. Galileo
 - c. Voyager 1
 - d. Voyager 2

2. Trace constituents detected in Jupiter's atmosphere include
 - a. methane and ammonia
 - b. oxygen
 - c. oxygen and carbon and neon
 - d. methane and carbon

How'd you do?

Studying with a Partner or Group

The final segment has to do with improving your strategy for studying with others; whether that's with another or in a small group (no more than 4 is best).

What are the suggested steps?

1. Divide up the chapters. Explain:
2. Make a quiz up for your chapter. Explain:
3. Meet up and quiz each other. Explain:
4. Score and discuss the wrong answers. Explain:
5. Share quiz copies for all to take and use for follow-up studying. Explain:

What's your most challenging class this semester?

Which two of these prediction techniques will you use with that class?

Technique 1:

Technique 2:

When will you use them?

Congratulations on completing this important video workshop! You have completed the first of five workshops on testing. Now you are better prepared to predict possible test questions and how to create self-quizzes for yourself, which will help you prepare for tests. May we suggest that you follow up with the *How to Remember for Tests* video next?