

# STUDENT GUIDE

## STUDY SKILLS

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

SPELLING & GRAMMAR

IMPORTANT

TAKE A BREAK

REMOVE DISTRACTIONS

KEEP ORGANISED

VISUAL LEARNER

SWITCH OFF

TURN OFF DEVICES

EXERCISE

AUDITORY LEARNER

PLAN DATES

SET GOALS

HEALTHY SNACKS

ENOUGH SLEEP

ACTIVE LEARNER

TIME MANAGEMENT

URGENT

DON'T PANIC

FRIENDS

KEEP FOOD NEARBY

RELAX

REWARD YOURSELF

HIGHLIGHT IT

BE POSITIVE

## ACKNOWLEDGEMENTS

The Outreach Team would like to acknowledge their colleague, Gill Rowland, from the University's Faculty of Education and thank her for her advice and ideas.

Thank you to Brainbox Games, Horrible Histories® and Carol Dweck.

*"Tell me and I forget, teach me and I may remember, involve me and I learn."* Benjamin Franklin

# WELCOME TO THE STUDY SKILLS PROGRAMME

The purpose of the Study Skills programme is to enable you to get the most out of your current learning and your plans for the future.

The sessions are run in groups to give you the opportunity to discuss ideas with your Ambassador, who is a current undergraduate student.

Everybody has different goals, and often we work in very different ways, so this project is designed to help you understand what will work best for you. It is important for everyone in the group to respect each other. So:

- try not to talk over people
- listen properly to what other people are saying
- accept that other people may have different opinions to you
- be supportive and encouraging to each other
- respect confidentiality in the room.

If you would like your Ambassador to cover anything in particular, then feel free to ask and they will do their best to help you.

# SIX STEPS TO SUCCESSFUL STUDYING

## **SESSION 1**    **INTRODUCTION**    **6**

### Activities

- 1 Set your own ground rules
- 2 Interview your Ambassador
- 3 Growth mindset

## **SESSION 2**    **LEARNING STYLES**    **10**

### Activities

- 1 Defining success
- 2 Learner survey
- 3 Listen, watch and do

## **SESSION 3**    **TIME MANAGEMENT**    **16**

### Activities

- 1 Time Bandits
- 2 Sort out your priorities
- 3 Create a timetable

## **SESSION 4**    **REVISION SKILLS**    **22**

### Activities

- 1 What can you recall brainbox?
- 2 How to approach revision
- 3 A-Z game
- 4 Revise your learning space

## **SESSION 5**    **EXAM SKILLS**    **28**

### Activities

- 1 Heads up!
- 2 Read the question
- 3 The importance of planning
- 4 Writing an exam plan

## **SESSION 6**    **SPELLING AND GRAMMAR**    **32**

### Activities

- 1 Spot the mistakes
- 2 Practice sentences
- 3 Find the criminal

## **REVIEW AND EVALUATION**    **38**



# INTRODUCTION

This session aims to...

- help you to understand the purpose of the project
- outline the expectations from you, and from your Ambassador
- introduce you to members of your group
- develop your speaking and listening skills.

## SESSION 1 / ACTIVITY 1: SET YOUR OWN GROUND RULES

WORK AS A TEAM UNDER THE GUIDANCE OF YOUR AMBASSADOR. THEY WILL TELL YOU A BIT ABOUT THE PROGRAMME AND AS A GROUP YOU WILL AGREE SOME GROUND RULES FOR WORKING TOGETHER. **WRITE DOWN YOUR IDEAS.**

Ideas about what you want to get out of the programme here:

---

---

Ideas for some ground rules here:

---

---

---

---

---

---

---

## SESSION 1 / ACTIVITY 2: INTERVIEW YOUR AMBASSADOR

FIND OUT A LITTLE BIT ABOUT THE LEARNING JOURNEY OF THE AMBASSADOR YOU ARE WORKING WITH.

WE HAVE GIVEN YOU SOME EXAMPLE QUESTIONS BELOW, BUT YOU MAY WANT TO ADD SOME OF YOUR OWN QUESTIONS IN RESPONSE TO THE ANSWERS THAT YOU ARE GIVEN.

WRITE DOWN THE RESPONSES FROM YOUR AMBASSADOR.

What is your name? \_\_\_\_\_

Which course are you studying? \_\_\_\_\_

Which year of your course are you in? \_\_\_\_\_

Do you live at university? \_\_\_\_\_

What do you want to do after finishing university? \_\_\_\_\_

Other questions/answers:

---

---

---

---

---

---

---

---

---

---

WRITE A LIST OF PHRASES YOU FIND YOURSELF SAYING WHEN YOU'RE IN A 'FIXED MINDSET'.

Fixed mindset phrases:

---

---

---

---

AS A GROUP, HELP EACH OTHER THINK OF WAYS TO TURN THE PHRASES INTO A 'GROWTH MINDSET'.

Growth mindset phrases:

---

---

---

---



## WHAT KIND OF MINDSET DO YOU HAVE?

### FIXED MINDSET

"I'm either good at things, or I'm not."

"I give up when I get frustrated."

"I don't like to be challenged."

"When I fail, I'm no good."

"I feel threatened by someone else who succeeds."



### GROWTH MINDSET

"I can learn anything if I want to."

"I keep trying even when I get frustrated."

"I want to challenge myself."

"When I fail, I learn and try harder."

"I'm inspired by someone else who succeeds."



# 2

## LEARNING STYLES

This session aims to...

- help you to identify your learning style
- help you to gain an understanding of what different learning styles are
- give you a chance to practice your identified learning style.

### SESSION 2 / ACTIVITY 1: DEFINING SUCCESS

WRITE DOWN WHEN YOU FELT YOU WERE SUCCESSFUL IN YOUR LEARNING?  
EG AFTER THE FIELD TRIP FOR GEOGRAPHY I GOT A GOOD GRADE.  
TELL YOUR GROUP WHY YOU FELT THAT YOU WERE SUCCESSFUL,  
AND HOW YOU ACHIEVED THIS?

Situations when I felt I was successful in learning:

---

---

Why I felt I was successful in learning:

---

---

How I achieved success:

e.g. Did you try harder than usual?

---

---

TICK EACH BOX THAT YOU FEEL REFLECTS YOU PERSONALLY.  
LEAVE THE OTHERS BOXES BLANK.

SECTION A

- If I need to spell a word correctly, I write it down to see if it looks right.
- I can remember names if I see them written on name tags.
- I enjoy reading books and looking at the pictures.
- I would prefer to read the directions with pictures before starting a project.
- I take notes to remember what the teacher says.
- I usually write down homework assignments to help me remember them.
- A good way for me to practice vocabulary is to use flashcards.
- I like my desk and bag to be organised.
- I can sit and watch television, and work at the computer for a long time.
- I understand things better when I read them rather than listening.
- I prefer having a list of jobs written down rather than remembering.
- I can easily picture things in my mind.

TOTAL NUMBER OF TICKS IN SECTION A

TICK EACH DESCRIPTION BOX THAT YOU FEEL REFLECTS YOU PERSONALLY.  
LEAVE THE OTHERS BOXES BLANK.

SECTION B

- If I hear somebody's name, then I can easily remember it.
- I prefer to use audiobooks rather than reading myself.
- I can pay attention and remember easily when my teacher reads aloud to me.
- I use jingles and songs to help me memorise things.
- If I were lost, I would stop and ask for directions instead of looking at a map.
- I prefer having class discussions over working independently.
- I remember songs and lyrics after only listening to them once or twice.
- I often read and study by repeating things aloud.
- I am distracted by background noise when I'm taking a test (e.g. coughs).
- I like to study for tests by having verbal quizzes with friends.
- I like to talk and listen.
- I work mathematical problems out by talking through them aloud.

TOTAL NUMBER OF TICKS IN SECTION B

SECTION TOTALS:

A =  B =  C =

## SECTION C

- It is hard to pay attention when I have to sit still for a whole lesson.
- I enjoy being active, and pacing when I'm trying to work out problems.
- I often use physical objects to help me solve mathematical problems.
- My favourite lessons often involve moving around a lot.
- I would almost always choose to go outside to relax outside of my studies.
- I don't mind having an untidy desk, I have my own way of keeping organised.
- I am good with things that require precise movements like balancing.
- I enjoy learning by watching, rather than reading or listening.
- I like acting things out rather than talking about things, it helps me learn.
- I have a good sense of balance and/or rhythm.
- I can learn dance steps and athletic skills very quickly.
- I can learn new facts when I'm moving around.

TOTAL NUMBER OF TICKS IN SECTION C

- A** IF YOUR HIGHEST TOTAL WAS IN SECTION A, THEN YOU PROBABLY IDENTIFY AS A **VISUAL LEARNER**. YOU REMEMBER THINGS BEST BY USING YOUR EYES AND WATCHING THINGS.
- B** IF YOUR HIGHEST TOTAL WAS IN SECTION B, THEN YOU PROBABLY IDENTIFY AS AN **AUDITORY LEARNER**. YOU MAY LEARN BEST WHEN USING MUSIC AND SOUND.
- C** IF YOUR HIGHEST TOTAL WAS IN SECTION C, THEN YOU PROBABLY IDENTIFY AS A **DOING LEARNER**. YOU MAY LEARN BEST WHEN THERE IS SOME MOVEMENT OR ACTIVITY.

I am strongest as a \_\_\_\_\_

My second area of strength is as a \_\_\_\_\_

## SESSION 2 / ACTIVITY 3: LISTEN, WATCH AND DO

### S2: ACTIVITY 3

PRACTICE YOUR LEARNING STYLE IN THIS REVISION TASK.  
DURING THE VIDEO, IF YOU ARE:

A VISUAL LEARNER – WATCH THE VIDEO;

AN AUDITORY LEARNER – TURN AWAY FROM THE SCREEN;

A DOING LEARNER – WATCH, LISTEN, TAKE NOTES, DANCE OR DO WHATEVER  
YOU WOULD USUALLY DO DURING THE VIDEO.

YOU WILL BE ASKED QUESTIONS AFTER THE VIDEO. WRITE YOUR ANSWERS BELOW.

Answers to questions:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

How many questions did you get right?

---

What could have made this task easier?

---

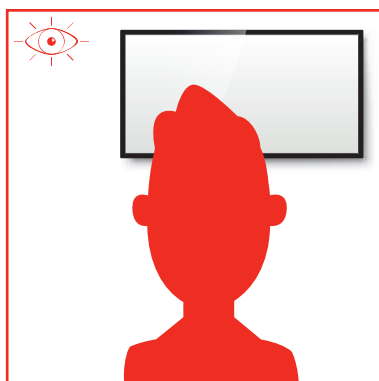
---

---

Do you still agree with your learning style now that you have tried to use it?

---

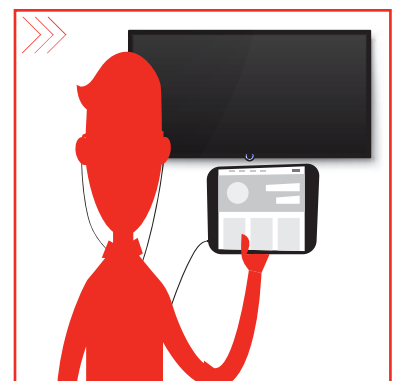
VISUAL LEARNER



AUDITORY LEARNER



DOING LEARNER



# 3

## TIME MANAGEMENT

This session aims to...

- help you to understand why it's important to manage your time effectively
- think about new ways of managing your own time better
- help you to realise the importance of prioritising.

### SESSION 3 / ACTIVITY 1: TIME BANDITS

MAKE A LIST OF THINGS THAT YOU FIND DISTRACTING WHEN WORKING ON YOUR SCHOOL PROJECTS.

Distractions:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

THIS LIST IS YOUR 'TIME BANDITS' LIST.  
YOU NEED TO BE AWARE THAT THESE CAN BE DISTRACTIONS  
WHEN YOU ARE TRYING TO STUDY.



## SESSION 3 / ACTIVITY 1: TIME BANDITS

BELOW ARE EXAMPLES OF DISTRACTIONS AND POSSIBLE SOLUTIONS.  
FILL IN THE BLANK GRID AT THE BOTTOM OF THE PAGE WITH YOUR  
OWN DISTRACTIONS AND SEE IF YOU CAN COME UP WITH SOLUTIONS.

### INSTANT MESSAGING / SOCIAL MEDIA

- Keep yourself logged out while studying.
- Switch on the pop-up blocker and mute the volume so you're not distracted by alerts.
- Fix a time and set an alarm so you know when you're allowed to check.

### PHONE CALLS / TEXTS

- Mute your phone and put it somewhere that you can't see it.
- Give yourself five minutes on your phone for every hour that you work; to catch up, and take a break.

### TELEVISION

- Check the schedules for the things that you really want to watch and record it for later or set reminders on your phone – making it part of your timetable as a reward.
- Get out of the habit of turning the TV on when you go into a room.

### FOOD AND DRINK

- When you're working at home, is the kettle always calling you? If so, fill a flask before your study session, then you're not up every five minutes.
- Try to keep a box of healthy snacks close-by to graze on so you don't fall into the habit of snacking on bad food.

### DISTRACTION

### SOLUTION

---

---

---

---

---

---

---

---

---

---

## SESSION 3 / ACTIVITY 2: SORT OUT YOUR PRIORITIES

AN IMPORTANT ASPECT OF TIME MANAGEMENT IS BEING ABLE TO IDENTIFY WHICH TASKS ARE URGENT AND WHICH ONES AREN'T.

IMAGINE TODAY IS MONDAY. DECIDE WHICH ACTIVITIES BELOW ARE URGENT AND WHICH ONES CAN WAIT.

Example activities:

My English homework is due first thing Tuesday morning

Exams start next week – revise!

Pack my PE bag for Friday

Create a revision timetable

Catch up with my favourite TV show

There's a new film out at the cinema that I want to see with my friends

Relaxation time

My boss has asked me to cover a shift this evening... do I have time?

Rehearse for the dance show / football match on Sunday

Other activities you might want to prioritise:

---

---

---

---

---

---

---

---

WRITE THE EXAMPLES INTO THE BOX IN THE GRID OPPOSITE.  
FEEL FREE TO USE YOUR OWN EXAMPLES TOO.

URGENT & IMPORTANT  
**DO NOW**

NOT URGENT BUT IMPORTANT  
**DO NEXT**

**MANAGE**  
URGENT BUT NOT IMPORTANT

**WAIT**  
NOT URGENT OR IMPORTANT

## SESSION 3 / ACTIVITY 3: CREATE A TIMETABLE

THINK ABOUT WHAT TIME YOU CAN DEVOTE TO REVISION. EITHER USE THE TEMPLATE BELOW OR DESIGN YOUR OWN TIMETABLE FOR REVISING.

BE REALISTIC – WE UNDERSTAND THAT YOU NEED TO HAVE FUN AFTER SCHOOL AS WELL.

### S3: ACTIVITY 3

	MON	TUE	WED	THU	FRI	SAT	SUN
9AM	SCHOOL						
10AM							
11AM							
12NOON							
1PM							
2PM							
3PM							
4PM							
5PM							
6PM							
7PM							
8PM							
9PM							
10PM							

IF YOU'RE NOT REALLY ONE FOR PEN AND PAPER, THEN WHY NOT LOOK ON YOUR SMARTPHONE OR TABLET FOR AN ORGANISATIONAL APP? WRITE THE APP NAMES BELOW AND SHARE WITH YOUR FRIENDS.

Space for your own revision timetable or app suggestions:

---

---

# 4

## REVISION SKILLS

This session aims to...

- help you to think about new ways to memorise information
- teach you new ways to approach revision positively
- show you examples of different work spaces.

### SESSION 4 / ACTIVITY 1: WHAT CAN YOU RECALL BRAINBOX?

YOUR AMBASSADOR WILL PLAY 'BRAINBOX' WITH YOU. WRITE DOWN SOME IDEAS BELOW ABOUT HOW YOU CAN REMEMBER THE INFORMATION.

---

---

---

DISCUSS HOW YOUR AMBASSADOR AND GROUP MEMORISED THE INFORMATION. WRITE DOWN ANY METHODS THAT YOU THINK MAY HELP YOU IN THE FUTURE.

---

---

---

### S4: ACTIVITY 1

## SESSION 4 / ACTIVITY 2: HOW TO APPROACH REVISION

DISCUSS WITH YOUR GROUP ANY OBSTACLES YOU MAY FIND WHEN TRYING TO REVISE. MAKE A NOTE OF YOUR REVISION OBSTACLES BELOW, AND AS A GROUP HELP EACH OTHER THINK THROUGH SOLUTIONS. REMEMBER THE WORK YOU DID EARLIER ABOUT GROWTH MINDSET.

## S4: ACTIVITY 2

OBSTACLE	SOLUTION

## SESSION 4 / ACTIVITY 3: A-Z GAME

HAVE YOU EVER USED GAMES TO HELP YOU REVISE? BELOW IS AN EXAMPLE OF A GAME THAT MAY HELP YOU REMEMBER KEY FACTS AND CHARACTERS.

THINK OF THE TEXT YOU'RE CURRENTLY STUDYING IN ENGLISH. CAN YOU THINK OF SOMETHING RELATED TO THE TEXT FOR EVERY LETTER OF THE ALPHABET?

### S4: ACTIVITY 3

A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____



IN YOUR GROUP, THINK ABOUT ANOTHER TEXT. CAN YOU TAKE TURNS TO THINK OF A TEXT-RELATED WORD USING THE ALPHABET, AND ALSO RECALL WHAT THE PERSON BEFORE YOU SAID AT THE SAME TIME?

For example, using Harry Potter as your text:

Player 1: "In my shopping basket I have... an Albus Dumbledore!"

Player 2: "In my shopping basket I have... an Albus Dumbledore and a Broomstick!"

Player 3: "In my shopping basket I have... an Albus Dumbledore, a Broomstick and a Cauldron!"

Notes:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## SESSION 4 / ACTIVITY 4: REVISE YOUR LEARNING SPACE

DO YOU HAVE A WORK SPACE? DO YOU NEED PEACE AND QUIET, OR PREFER HAVING BACKGROUND NOISE? DO YOU WRITE NOTES ON POST-IT NOTES?

THINK ABOUT YOUR IDEAL LEARNING SPACE AND MAKE SOME NOTES OR DRAW YOUR SPACE BELOW TO SHARE WITH YOUR GROUP.

### S4: ACTIVITY 4

Notes about your ideal work space:

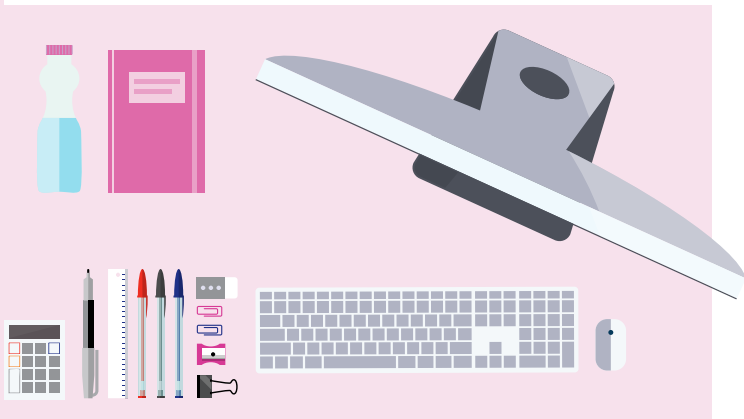
---

---

Draw your ideal work space

MAKING SURE THAT YOUR LEARNING SPACE IS COMFORTABLE AND SUITABLE FOR YOU TO WORK IN IS KEY TO BEING ABLE TO REVISE AND STUDY EFFECTIVELY. HAVE A LOOK AT OUR EXAMPLE SPACES BELOW.

WHICH LEARNING SPACE APPEALS TO YOU THE MOST AND WHY?



"I prefer being neat and tidy with paper to take notes, highlighters and post-it notes. I keep a bottle of water near-by and no unhealthy snacks!"



"I sit at my desk, so that I can use my computer for research and transcribing notes – and I use post-it notes for reminders. I'm not too bothered about it being tidy, I'd rather be comfortable."



"I'm often found lying on the floor with my laptop and some tasty (but not very healthy) snacks to keep me going! I work best when I have lots of space around me."

# 5

## EXAM SKILLS

This session aims to...

- help you to understand the terminology used by examiners
- show you the importance of taking your time and reading the exam question properly
- show you how to plan for an exam.

### SESSION 5 / ACTIVITY 1: HEADS UP!

YOUR AMBASSADOR IS GOING TO HELP YOU TEST YOUR UNDERSTANDING OF WORDS THAT ARE OFTEN USED IN EXAM QUESTIONS. WITH YOUR AMBASSADOR PLAY THE GAME 'EXAM HEADS UP!'

#### RULES

Your Ambassador will hand you a card from a deck. Without looking at it, you need to hold the card against your forehead. Your group will then try to explain the meaning of the word to you. You have 30 seconds to try and guess the word. If you can guess the word in the time, you keep the card. The person with the most cards at the end of the game is the winner.

MAKE A NOTE OF ANY WORDS THAT YOU WERE UNSURE OF BELOW. YOUR AMBASSADOR WILL HELP TO DEFINE THEM AFTER THE GAME.

---

---

---

**CAN YOU FOLLOW THESE INSTRUCTIONS?**

- 1 Read this list of instructions before taking action.
- 2 Get a blank sheet of paper.
- 3 Put your name in the upper right-hand corner of the sheet of paper.
- 4 Write the word 'name' and circle it.
- 5 Draw 5 small squares in the upper left-hand corner.
- 6 Put an 'X' in each square.
- 7 Sign your name under the title on the paper.
- 8 Write instruction number 7 (above) and put a circle around it.
- 9 Put an 'X' in the lower left-hand corner.
- 10 Draw a triangle around the word corner.
- 11 On the back of the sheet of paper, add 75 and 13 together.
- 12 Loudly call out your first name (for motivation) when you get this far.
- 13 If you think you have carefully followed directions to this point shout "I have" (for self-affirmation).
- 14 On the reverse side of the sheet of paper, subtract 12 from 69.
- 15 Count backwards quietly to yourself from 10 to 1.
- 16 Say "I am a leader in following directions".
- 17 Write all the even numbers in this list on the sheet of paper.
- 18 Say "I am nearly finished and I have followed directions".
- 19 Now that you have finished reading the entire list, do only instruction number 2. If you have already completed any of the other instructions in this list, you didn't follow it correctly. Remember following instructions involves reading each sentence carefully – starting with the first sentence.

**WHY DO YOU THINK WE ASKED YOU TO DO THIS?**  
**HOW EASY WAS IT TO SKIP OVER THE WORDING?**

## SESSION 5 / ACTIVITY 3: THE IMPORTANCE OF PLANNING

DISCUSS WITH YOUR AMBASSADOR THE IMPORTANCE OF PLANNING WHEN YOU'RE IN AN EXAM SETTING.

WRITE DOWN SOME OF THE MAIN REASONS FOR PLANNING BELOW.

### SS: ACTIVITY 3

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

#### TIPS FOR EXAM PLANNING

##### INTRODUCTION

Introduce your understanding of the question, describe how you plan to tackle it, what you are going to include and what your main line of argument is.

##### PARAGRAPHS

Write 3-4 paragraphs – each one tackling a different aspect of the question. Each paragraph should be a reasonable length, discussing a single issue/factor.

##### CONCLUSION

Summarise your arguments and end with your main argument.

#### WHY YOU SHOULD CREATE AN EXAM PLAN

- You will have something to refer back to if your mind goes blank mid-exam.
- It's a good way to relax yourself, and ensure that you don't forget something during an exam.
- If you run out of time during your exam, you may have enough time to write something down from your plan, that may give you a mark.



# 6

## SPELLING AND GRAMMAR

This session aims to...

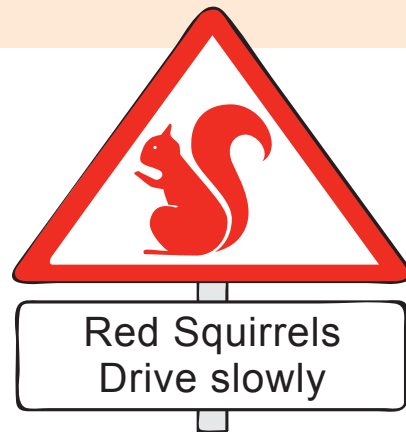
- show you the importance of grammar and spelling
- give you the chance to feedback about how the study skills programme may have helped you.

### SESSION 6 / ACTIVITY 1: SPOT THE MISTAKES

SPELLING AND GRAMMAR CAN COMPLETELY CHANGE THE MEANING OF A SENTENCE WHEN USED INCORRECTLY. WRITE THE ERROR FROM EACH PICTURE.

#### S6: ACTIVITY 1

I like  
cooking my family  
and my pets.



**CHICKENS**  
**KEEP**  
**DOGS ON**  
**LEADS**

**CAUTION**  
**PEDESTRIANS**  
**SLIPPERY**  
**WHEN**  
**WET**



## SESSION 6 / ACTIVITY 2: PRACTICE SENTENCES

READ THROUGH THE ADVICE AND EXAMPLES BELOW, THEN DISCUSS IT WITH THE PERSON TO YOUR RIGHT AND SEE IF YOU CAN USE EACH WORD IN AN EXAMPLE SENTENCE.

### WORDS THAT ARE EASILY CONFUSED

When writing, people often confuse the spelling of words that sound the same, but that have very different meanings. Here are some examples:

**off** The word **off** indicates a movement away from or out of a place, cancelled, postponed or bad. eg "Get **off** my land!" shouted the farmer. She rubbed the dust **off** her shoes. "Do not eat the chicken, it is **off**".

**of** It sounds like 'ov' when you say it because of the one 'f'. It is used when describing something. eg She climbed out **of** bed. Three **of** the girls wore hats.

**affect** The word **affect** is a verb, which means, 'to cause a change in something.' eg Sue changed her job because it **affected** her health. David's bad behaviour **affected** the whole class.

**effect** The word **effect** is a noun, which means, 'result' or 'consequence.' eg The change in job had a good **effect** and she was no longer tired. The law will take **effect** next year.

**accept** The word **accept** means to take from someone or agree something. eg We **accept** your invitation. He **accepts** that criticism is a part of his job.

**except** The word **except** means other than or apart from. eg Everyone was there **except** Ann. All my family were clowns **except** me.

**allowed** The word **allowed** means to let (someone) have or do something. eg The girls asked if they were **allowed** to bring their pets.

**aloud** The word **aloud** means to in a loud tone so people can hear you. eg Read your poem **aloud** to the class.

**bought** The word **bought** means to buy. eg Have you **bought** a present yet?

**brought** The word **brought** means to bring. eg We **brought** our pets to school today.

**their** The word **their** belongs to someone or something. eg The dog had stolen **their** ball. **Their** grandmother came to tea.

**there** This word has several different uses and usually appears in a sentence such as: There is... There are... There was... There were... It can mean the opposite of here. eg He's over **there**. It can be about places. eg I'm not going in **there**. It can also introduce a noun or clause. eg Is **there** a phone?

CROSS OUT THE INCORRECT WORD/SPELLING IN THE EXAMPLES BELOW:

**Off/of**

- 1 "Take off/of that hat you silly boy" shouted the teacher.
- 2 It took four off/of them to free the horse.
- 3 She took the learner plates off/of her car.
- 4 As the fish was green, the chef presumed it was off/of.

**Affect/effect**

- 1 The affect/effect of having glasses was instant to Julie.
- 2 The loss of the contract affected/effected the whole group.
- 3 Exposure to sun has long-term affects/effects.
- 4 She felt her background affected/effected her interview.

**Accept/except**

- 1 Karen knew no-one accept/except the secretary.
- 2 I wanted to accept/except the job but it was not enough money.
- 3 I asked for the full breakfast accept/except the bacon.
- 4 Tom accepted/excepted the award for Steven.

**Allowed/aloud**

- 1 Peter wanted to go out but he was not allowed/aloud.
- 2 "Speak your words aloud/allowed to the group," said Ray.
- 3 The music was played allowed/aloud to the fans.
- 4 The worker was not allowed/aloud to leave early.

**Bought/brought**

- 1 David bought/brought his wife some flowers.
- 2 "I'll get this as you bought/brought the last one," said Tom.
- 3 Jerry bought/brought along some extra papers for the test.
- 4 The fireman bought/brought along some extra help.

**There/their**

- 1 I've never been there/their before.
- 2 My neighbours have cancelled there/their papers.
- 3 Nobody there/their has ever heard of him.
- 4 She took there/their places, as they could not make it.

USING THE ADVICE AND EXAMPLES ON PAGE 33,  
WRITE DOWN AN EXAMPLE SENTENCE FOR EACH WORD.

**off**

---

**of**

---

---

**affect**

---

**effect**

---

---

**accept**

---

**except**

---

---

**allowed**

---

**aloud**

---

---

**bought**

---

**brought**

---

---

**their**

---

**there**

---

## SESSION 6 / ACTIVITY 3: FIND THE CRIMINAL

READ THROUGH THE STATEMENTS BELOW AND WRITE THE CORRECT NAMES FOR THE MURDERER, ACCOMPLICES, WITNESSES AND VICTIM. THE VICTIM IS THE ONLY PERSON WHO HAS NOT MADE ANY GRAMMAR OR SPELLING MISTAKES.

### SS: ACTIVITY 3

Murderer's name: \_\_\_\_\_

They have made 3 mistakes:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Accomplice's name: \_\_\_\_\_

They have made 2 mistakes:

1 \_\_\_\_\_ 2 \_\_\_\_\_



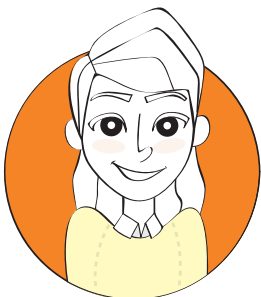
**Mick**

"I'm innosent and I don't like your accusatory tone."



**Suzie**

"I herd a scream, but I don't know what it was."



**Anna**

"I cant beleive you're acusing me of this!"



**Sam**

"I was write here at home."

THE MURDERER HAS MADE THREE MISTAKES, THE ACCOMPLICE HAS MADE TWO MISTAKES AND THE WITNESSES HAVE MADE ONE MISTAKE EACH.

Witnesses names: \_\_\_\_\_

They have made 1 mistake each:

1 \_\_\_\_\_

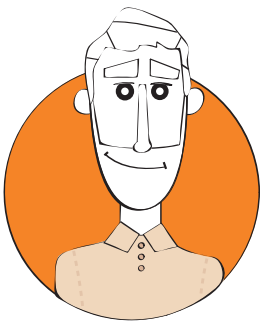
2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Victim's name: \_\_\_\_\_

They have made no mistakes.



**John**

"There is know way I'm admitting anything to you!"



**Rebecca**

"I wasnt even their last night so I don't know why your accusing me."



**Savannah**

"I decided to spend the night with a friend. I'm not very keen on walking home alone."

CONGRATULATIONS FOR FINISHING  
THE STUDY SKILLS PROJECT

THANK YOU FOR TAKING PART

# REVIEW AND EVALUATION

THIS IS YOUR FINAL OPPORTUNITY TO ASK YOUR AMBASSADOR ANY QUESTIONS THAT YOU MAY HAVE.

IT COULD BE A QUESTION ABOUT YOUR STUDIES OR ABOUT UNIVERSITY, OR ANYTHING ELSE. PLEASE WRITE YOUR ANSWERS ON THE PAGE TO THE RIGHT.

FINAL: ACTIVITY

Space for notes only:

---

---

---

---

---

---

---

---

---

---

## The Outreach Team

For more information about  
Canterbury Christ Church University's Outreach Team  
and our activities please  
email: [outreach@canterbury.ac.uk](mailto:outreach@canterbury.ac.uk)

or visit: [canterbury.ac.uk/outreach](http://canterbury.ac.uk/outreach)

 @OutreachCCCU

 ChristChurchUni

[www.canterbury.ac.uk](http://www.canterbury.ac.uk)



# EVALUATION

What do you think went well in this project?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

What might you change about this project if you were to repeat it in the future?

It would be better if \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Can you write us a quick advertisement about the study skills project in two or more sentences?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PLEASE CUT/TEAR THIS PAGE OUT OF YOUR BOOKLET AND HAND IT TO YOUR AMBASSADOR ALONG WITH YOUR COMPLETED EVALUATION FORM.

## The Outreach Team

For more information about  
Canterbury Christ Church University's Outreach Team  
and our activities please  
email: [outreach@canterbury.ac.uk](mailto:outreach@canterbury.ac.uk)

or visit: [canterbury.ac.uk/outreach](http://canterbury.ac.uk/outreach)

 @OutreachCCCU

 ChristChurchUni

[www.canterbury.ac.uk](http://www.canterbury.ac.uk)

