

# **Lesson 1:**

# **Diagnostics**

# Diagnostic Writing Test

French language colleges in Quebec require every student to take two English courses in order to graduate. Since students arrive at college with different levels of English ability, colleges offer four levels of English instruction: beginner, low intermediate, high intermediate, and advanced. Because courses are offered at multiple levels of proficiency, exemptions from taking English courses are very rare.

Some students mistakenly think that beginner-level courses are easier than intermediate or advanced level courses. However, every English course at each of the four levels involves coming to class for three hours per week over fifteen weeks (45 hours) and doing three hours of homework each week (45 hours). In this way, they are equally demanding and require effort.

Students who pretend to have weaker English skills on the college English placement test so that they will be placed in an “easier” level risk failing their English course because of a lack motivation to come to class, incomplete homework assignments, or minimal participation in class. Some colleges treat cheating on a placement test as a form of academic fraud and punish cheaters severely.

The level of a student’s English course is currently not one of the elements included in the R-Score calculation, but efforts are being made to include it in that calculation. The level of English class you take could be part of the R-Score calculation when you graduate. In other words, advanced English courses could provide an R-Score advantage when you apply to university in the future.

It is important that you be placed in the correct level. Nevertheless, mistakes happen, and students are sometimes placed at the wrong level. Therefore, teachers use a diagnostic test on the first day of class to double-check that a student is in the right course. This diagnostic test can help your teacher double-check your level.

## Writing Task

*Tell the story about what happened since you left high school, and then describe how you have changed as a result. **Make a plan. Use your best English. Demonstrate thoughtful reflection.***

### **“How I Have Changed since High School”**

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I understand that cheating on an English proficiency test is a form of academic fraud that could negatively affect my R-Score in the future. **Circle one:**    ***I agree***    ***I disagree***

Your name: \_\_\_\_\_

Your teacher's name: \_\_\_\_\_

Circle your current English course: 604-100-MQ    604-101-MQ    604-102-MQ    604-103-MQ



# **Lesson 2:**

# **The Social Curriculum**

# Your Opinions, Please

**Instructions:** Answer this survey at the end of the lesson.

1. In a word, how would you describe this lesson? \_\_\_\_\_

2. Using a number, how would you describe this lesson?

1	2	3	4	5
Terrible	Bad	Average	Good	Outstanding

3. How much English did you learn in this lesson?

1	2	3	4	5
None		Some		A lot

4. How much English speaking practice did you get in this lesson?

1	2	3	4	5
None		Some		A lot

5. How likely are you to use some or all of the grammar and vocabulary taught in this lesson?

1	2	3	4	5
Not at all		Not sure		Very likely

6.The best part of this lesson was...

.....

.....

.....

7.The one thing that could improve this lesson is...

.....

.....

.....

.....

Survey adapted from Saul Carliner's "Training Design Basics" 2003 ASTD Press

# Useful Expressions

*Use the expressions below in class with classmates and your teacher.*

## Titles and terms of address

1. Sir. / Miss. / Ma'am / Professor. / Teacher.
2. Mr. X. / Miss X. / Mrs. X.

## Greetings and salutations

1. Hello. / Hi. / Good morning. / Good afternoon. / Good evening.
2. Goodbye. / See you soon. / See you next week.

## Getting help with English

1. What does \_\_\_\_\_ mean?
1. How do you say \_\_\_\_\_ in English?
2. How do you pronounce this word?
3. How do you spell \_\_\_\_\_?
4. What is the difference between \_\_\_\_\_ and \_\_\_\_\_?
5. What is another word for \_\_\_\_\_? / What is a synonym for \_\_\_\_\_?
6. What is the opposite of \_\_\_\_\_? / What is an antonym for \_\_\_\_\_?

## Classroom expressions

1. I'm sorry for being late. My name is \_\_\_\_\_.
2. I was absent last class.
3. I have a doctor's note. Would you like to see it?
4. I will be absent next class.
5. I have to leave early today.
6. May I be excused? (I need to use the toilet. / I need to make an important phone call.)
7. I am expecting an important phone call. I might need to step out for a moment to take it. I hope you don't mind.

## Evaluations

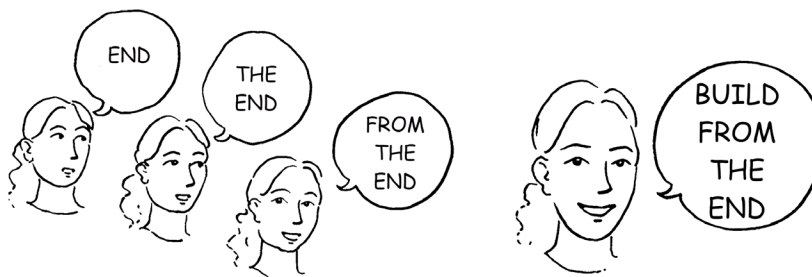
1. Is there an exam next week?
2. How much is it worth?
3. How can I prepare for the exam?
4. I am concerned about my score. Is there any way I can improve it?

# Introduction to Oral Practice Strategies

Saying words and phrases aloud has several benefits. First, it is 10% easier to remember items that you say aloud compared to items you read silently (MacLeod & Bodner, 2017). Second, practicing difficult to say words will help to improve your pronunciation and rate of speech. Third, you will gain confidence in your ability to communicate as your memory, pronunciation, and rate-of-speech improve. Try these five oral practice strategies to accelerate your learning.

## 1. Build from the end

This practice strategy is especially useful for improving your pronunciation of difficult to pronounce words and phrases. Repeat after your teacher. Start by saying the end of the difficult word or phrase and building it up, saying the last part first, and then saying the second to last and the last part, and then saying the third to last, the second to last and the last part, and so on.

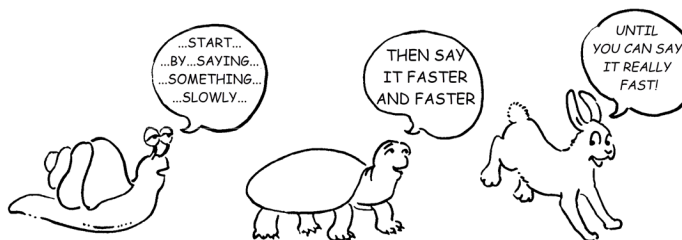


**Exercise #1:** end, the end, from the end, build from the end.

**Exercise #2:** -tion, -ation, -ciation, -nunciation, pronunciation.

## 2. Slow-faster-faster

This practice strategy helps improve your rate of speech. Aim to speak at a rate of at least 130 words per minute. Repeat a word or phrase slowly, then faster, and faster. This will train the muscles in your mouth to move with less effort and concentration. Play close attention to the liaison before words beginning with a vowel.



**Exercise:** Please, speak [k] English.

## 3. Five-finger drill

Whenever you have difficulty remembering words and phrases, use this practice strategy will help you



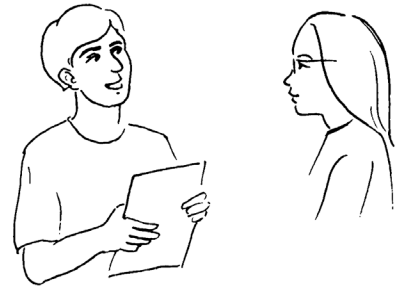
remember them. Practice repeating them aloud five times. Count on your fingers as you practice

**Exercise:** Practice makes perfect.



#### 4. Look up and say it

Use this strategy to train yourself to look at people in the eye when you speak, instead of looking at your notes or textbook. Look down at your book or paper to read a sentence silently to yourself, and then look up and say it to your partner. Do not look at your paper while you are saying it.



**Exercise:** *I am expecting an important phone call, so I might need to step out for a moment to take it.*

#### 5. Dialogue practice

This strategy will help you prepare for conversations that contain common phrases and expressions. Take turns reading a scripted dialogue. Read the lines beginning with the letter “A.” Your partner will read the lines beginning with the letter “B.” Practice the dialogue multiple times, switching roles each time. The first time you read the dialogue, pay close attention to the words on the page. The second time, look up and say them without looking.



**Exercise:** *A: What do you study?*

*B: I study Social Science. How about you? What program are you in?*

*A: I'm in Accounting and Management.*

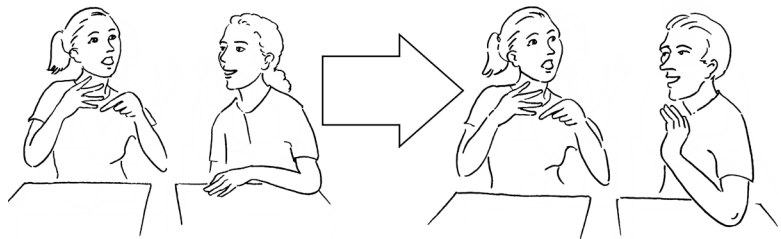
*B: Do you like your program?*

*A: I don't know yet. It is my first semester. How about you?*

*B: Oh, yes! I love it! My favorite course is Psychology. It's so interesting*

#### 6. Conversation practice

This strategy will help you prepare for real conversations with real people in the real world. Practice having the same conversation with different partners in class to get the number of repetitions you will need to develop your conversational skills.



**Exercise:** *Talk about your program with your classmates.*

#### Reference

MacLeod, C. M., & Bodner, G. E. (2017). The production effect in memory. *Current Directions in Psychological Science*, 26, 390-395.

## Notes

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

# Reciprocal Teaching: Reading Tasks

Students learn much more when they teach each other than when the teacher does all of the teaching (Hattie, 2009). Students teaching each other is called reciprocal teaching, and it has the biggest effect on student achievement of any of the classroom processes. Reciprocal teaching involves asking students to predict difficulties, ask questions, summarize, and clarify readings in their textbooks for other students in their group. By teaching others, the student who teaches his group has to think carefully about what is important and what will seem difficult for the other students to learn. Looking good and avoiding looking bad can motivate students to do a good job.

## Which readings?

There are 6 readings in this textbook designed for reciprocal teaching. In groups of 2 or 3, Divide the readings up evenly, deciding who will teach which readings. Write the names of group members in the spaces provided.

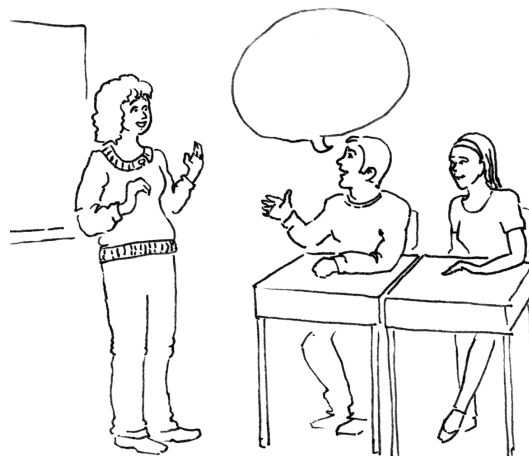
<u>Readings</u>	<u>Group Members</u>
1. Lesson 4: <i>Pen Pals</i>	_____
2. Lesson 5: <i>10 Things That Make a Neighborhood Great</i>	_____
3. Lesson 6: <i>4 Technologies through the Generations</i>	_____
4. Lesson 8: <i>The Latest Trends in Canadian Family Structure</i>	_____
5. Lesson 9: <i>Meals in Canada</i>	_____
6. Lesson 10: <i>Exercise in the USA</i>	_____

## How should I prepare?

To teach the reading to your group, you will have to do the following:

1. Define the vocabulary using a dictionary.
2. Use dictation, oral tests, and practice strategies to help your group members remember the vocabulary.
3. Summarize the main points of the article, highlighting what you think is important in each paragraph.
4. Answer all group members' questions about the article.

With your help, the members of your group will score well on the online reading tests. Make sure to ask them how they scored so that you can take some credit for their successes.



# The Social Curriculum

Schools usually have a very strict and clear academic curriculum. The social curriculum can be less clear, but it's just as important for the development of children into healthy adults. The social curriculum relates to teaching students how to interact and empathize with others. Learning these things helps young people to build healthy relationships and feel good about themselves. Unfortunately, a lot of schools don't know how to teach the social curriculum. As a result, students who have trouble learning how to interact and empathize with others are usually labelled "troubled" or "disruptive," and then punished. Instead of labelling and punishing people, schools ought to stick to what they are good at: teaching.

## Impediments to learning the social curriculum

Students come to school from a myriad of different home situations. These environments are something the school, teachers, and students have no control over. Home is where we first learn how to react in certain social situations. Unhealthy or unstable home lives teach young people disruptive and antisocial behaviors.

1. Students from coercive families are used to a constant battle at home. As a result, when their teacher requests them to comply with classroom rules and behaviours, they see it as the beginning of a battle and strongly resist any authority from the teacher through disruptive behavior.
2. When a student has an inconsistent or unstable home, they crave structure and stability. Unstructured classes will prompt disruptive behavior designed to get more guidance from the teacher.
3. Students who become aggressive in class often do so because they face the threat of violence at home. They strike others to avoid becoming the victim of violence, themselves.
4. Students who have a history of low performance can be disruptive in the face of academics. For them, sometimes facing punishment is a better consequence than confronting the schoolwork they believe they cannot learn.

Methods of teaching the social curriculum need to address the reason why students act out, as opposed to punishing negative behavior without discovering its root cause. Understanding their behavior can help teachers get to the root of what is happening with disruptive students, and help them to understand their feelings and frustrations.

## Get out!

There has been no proof that disciplinary removal is beneficial to students in any way. If sending disruptive students out of class were beneficial to the individual student or the safety of the school, that would be different; however, neither of these is the case. Individual students who are sent out of class, or receive suspensions or expulsions are often repeat-offenders, proving that the punishment does not teach the lesson it intends. For these students, disciplinary removal is often more of an affirmation that they do not fit in, rather than a lesson about appropriate behavior. Similarly, schools do not become safer by having problem students suspended. Instead, students are more likely to want to retaliate against the school that repeatedly shows it does not want them there.

## Teaching the social curriculum

One of the key aspects of teaching the social curriculum is the school environment, especially for those students who do not have good home environments. The school should be a safe, communal place where every individual has value. Students should learn from a young age to cooperate with one another, empathize, and use kindness in their interactions. A key part of teaching these skills is for teachers to lead by example, treating their students with respect and empathy.

The second key to teaching the social curriculum is to approach it as one would teach any other element of the curriculum, by providing a clear presentation of the material to be learned, opportunities for meaningful practice, and timely feedback on performance.

Framing the social curriculum has to be adjusted to the age of the learner. The Golden Rule, “do to others as you would have them do to you,” teaches young children empathy by referencing their own needs. As they get older, this rule is less helpful. Once a child is out of elementary school, he or she needs to learn to “treat others the way they want to be treated.” This second rule emphasizes that we cannot assume that our own selfish desires are universal. We have to be sensitive to what others want, as well.

In short, teaching the social curriculum involves making desirable classroom behaviours explicit to students, showing empathy and respect to students with difficult home lives, and providing timely feedback when expectations have not been met. When that happens, the class can focus more productively on the academic curriculum.

(755 words)

### Sources:

[https://www.huffingtonpost.com/kaitlin-roigdebellis/the-importance-of-learnin\\_1\\_b\\_4455595.html](https://www.huffingtonpost.com/kaitlin-roigdebellis/the-importance-of-learnin_1_b_4455595.html)  
<http://jan.ucc.nau.edu/~coesyl-p/principle7-article1.pdf>  
<http://www.texasdisciplinelab.org/resources/alternatives-to-school-discipline/>

### Vocabulary

Study the article on the facing page. Help your partners understand the text and learn the vocabulary below.

<u>English</u>		<u>français</u>		<u>English</u>		<u>français</u>
academic curriculum	→	<i>cursus académique</i>		a constant battle	→	.....
empathize	→	<i>s'identifier aux autres</i>		request	→	.....
healthy relationships	→	<i>relations saines</i>		comply	→	.....
feel good about themselves	→	<i>se sentir bien dans leur peau</i>		crave	→	.....
disruptive	→	.....		threat of violence	→	.....
ought to	→	.....		misbehave	→	.....
impediments	→	.....		root cause	→	.....
unhealthy	→	.....		feelings	→	.....
behavior	→	.....		Get out!	→	.....

### Comprehension Questions

1. Why do some students have difficulty learning the social curriculum?

.....

2. Is throwing disruptive students out of class the solution?

.....

3. How should schools teach the social curriculum?

# Peer Dictation How-to

Students learn more when they teach each other (Hattie, 2009). Students teaching each other is called reciprocal teaching, and it has the biggest effect on student achievement of any of the classroom processes.

Dictation is a very simple form of reciprocal teaching. All you have to do is read sentences slowly and correctly to your group so that they can write them down in their own books. The “teacher” has to pronounce words correctly and predict which words will be difficult for his or her “students” to spell and punctuate.

Research reveals that, compared to silent study, students remember words 10% better when they say the words aloud or write them down (McLeod et al., 2010). This is called the production effect. In a peer dictation activity, since the “teacher” has to read the sentence aloud and the “student” has to write down the sentence he or she hears, both benefit from the production effect, which should improve every student’s ability to remember the target structures used in those sentences.

## How to do this peer dictation activity

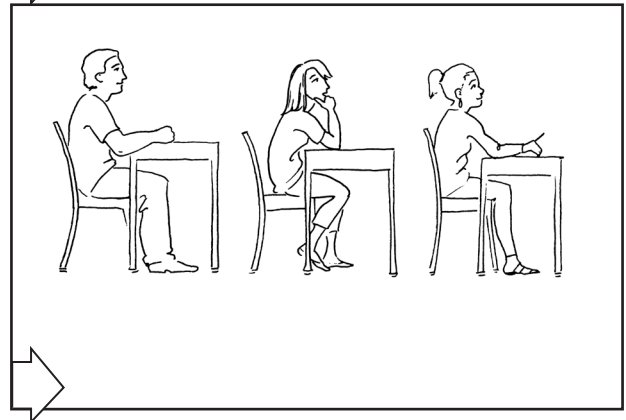
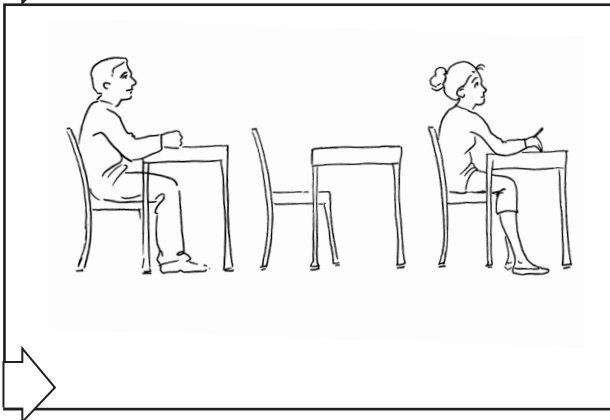
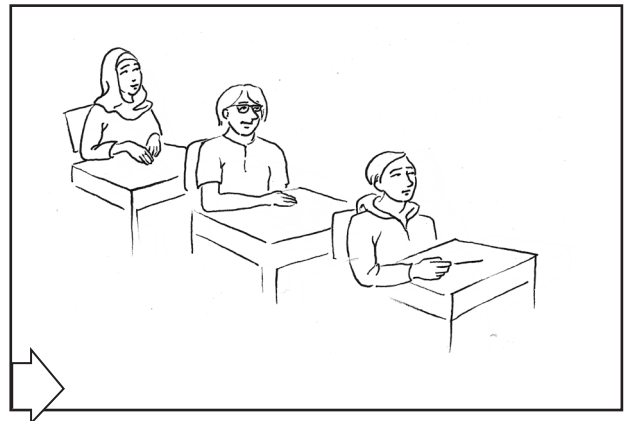
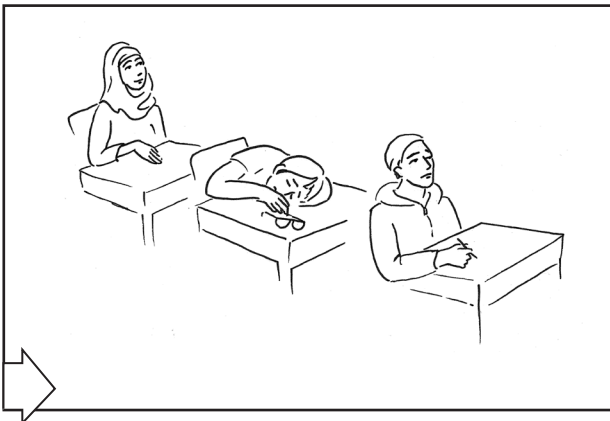
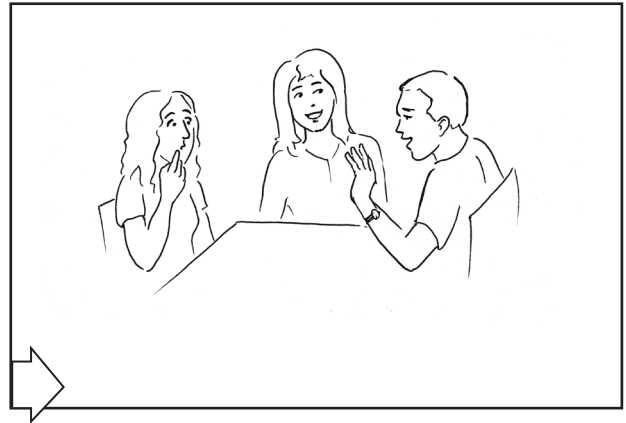
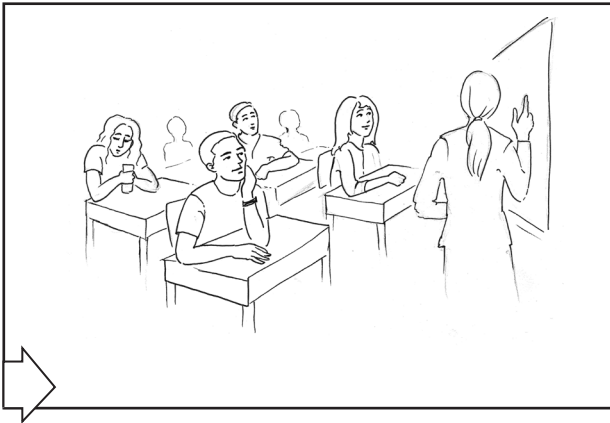
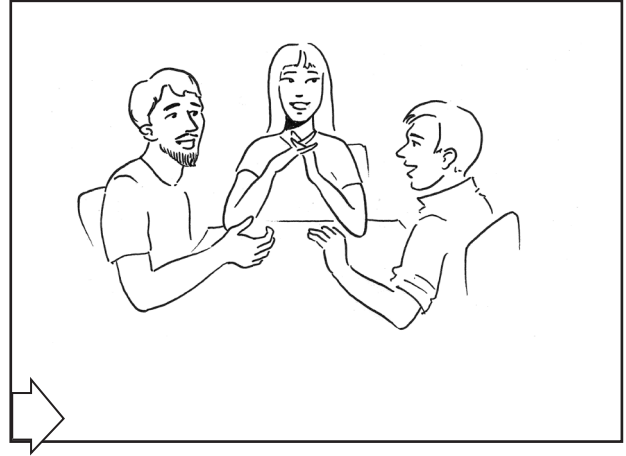
1. Get into groups of 3.
2. Look over the next 6 pages, noting which pages have sentences and which pages have blank spaces.
3. Choose who will be the “teacher” and dictate the page of sentences to the other 2 students.
4. Ask, “How do you pronounce this?” to the teacher if you are unsure of the pronunciation.
5. The “teacher” reads each sentence aloud slowly, repeating and spelling if asked.
6. The other two students listen and write down what they hear in the space provided.
7. The students should ask the following questions if needed:
  - *Could you repeat that, please?*
  - *How do you spell that?*
  - *Please, speak more slowly.*
  - *What punctuation should I use?*
8. Compare what you wrote with the sentences on the next page and correct any errors in spelling, capitalization, or punctuation.
9. Choose the next “teacher” and repeat the steps above. Take turns being the teacher.

## Sources

- Hattie, J. A. C. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London, UK: Routledge.
- MacLeod, C. M., Gopie, N., Hourihan, K. L., Neary, K. R., & Ozubko, J. D. (2010). The production effect: Delineation of a phenomenon. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 36(3), 671-685.

# Social Curriculum Peer Dictation 1 (Student)

Listen to your partner and write the sentence you hear in the space provided. Ask, "How do you spell that?"



# Social Curriculum Peer Dictation 1 (Teacher)

Read the sentences below each picture to your partners so that they can write them down. Spell if asked.



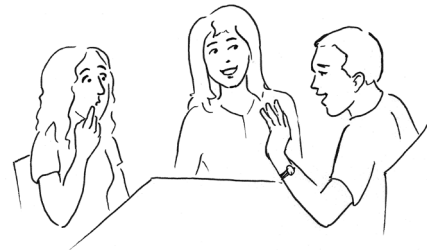
He uses his phone during group activities.



He doesn't use his phone during group activities.



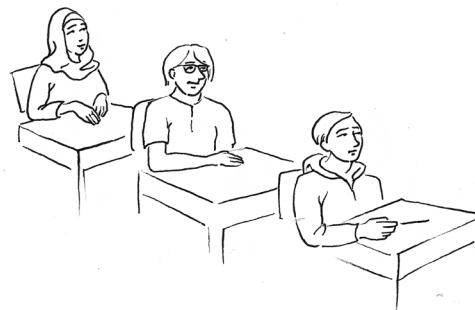
She uses her phone during the explanation.



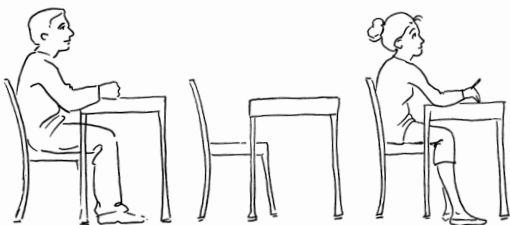
Now, she doesn't understand the activity.



He sleeps in class.



He doesn't sleep in class.



She doesn't come to class.

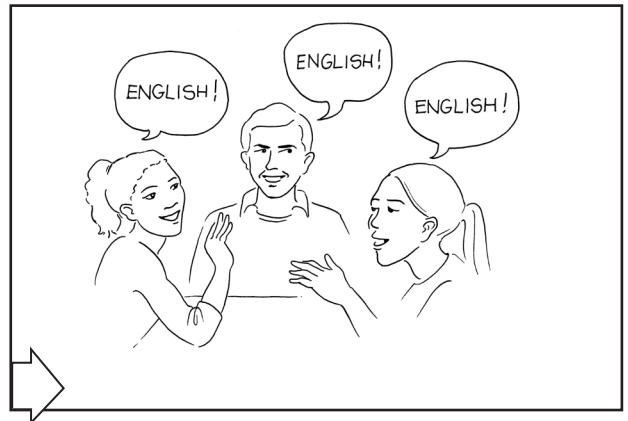
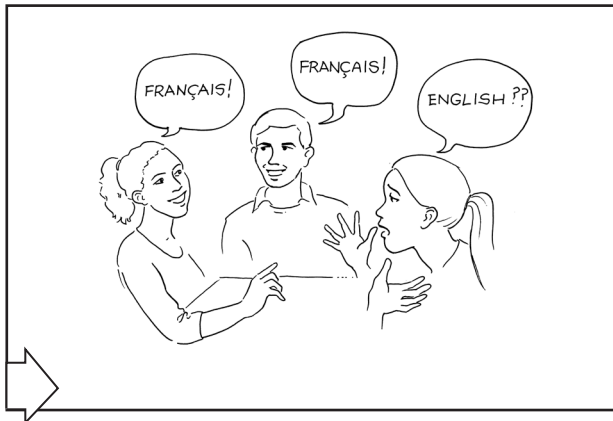
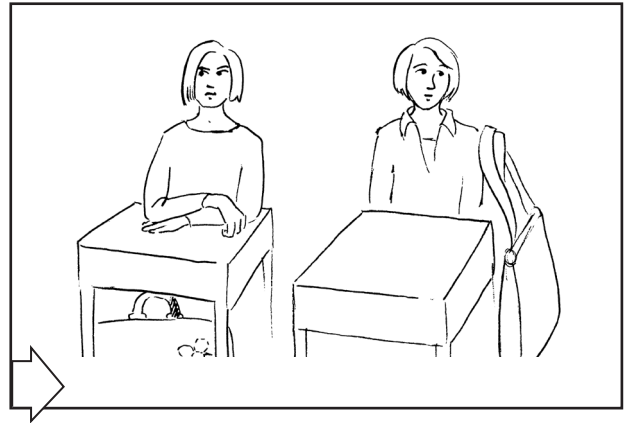
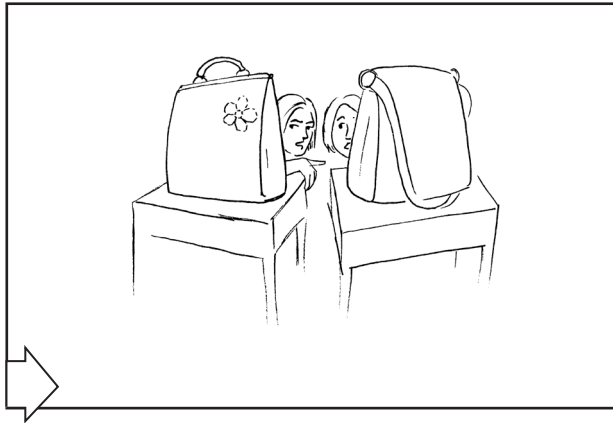
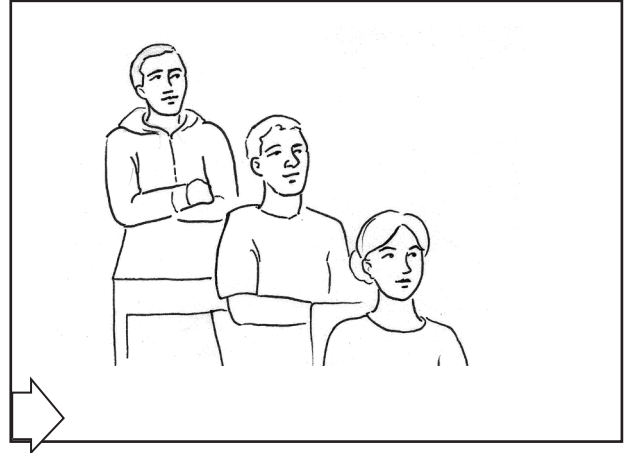
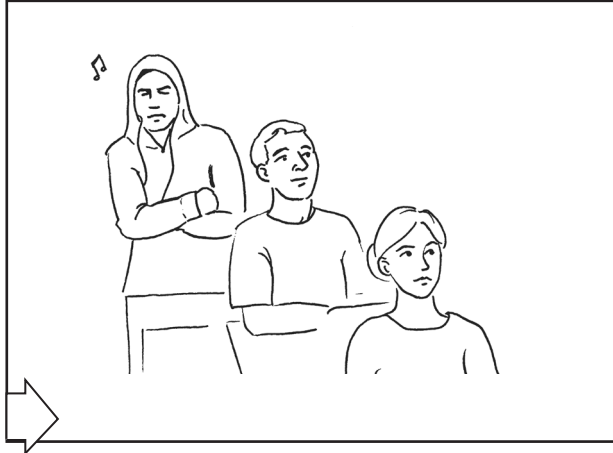


She comes to class.



## Social Curriculum Peer Dictation 2 (Student)

Listen to your partner and write the sentence you hear in the space provided. Ask, "How do you spell that?"

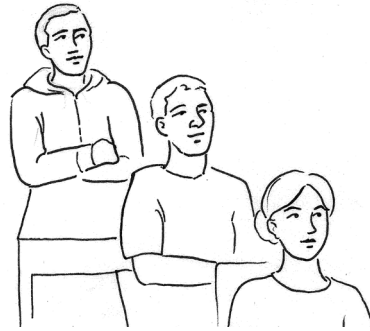


## Social Curriculum Peer Dictation 2 (Teacher)

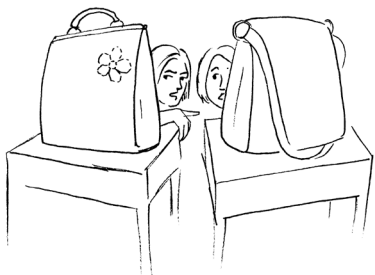
Read the sentences below each picture to your partners so that they can write them down. Spell if asked.



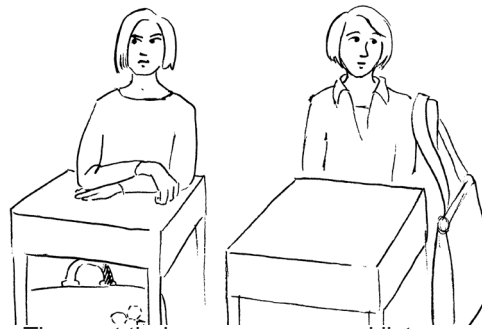
He sits at the back and listens to music in class.



He sits at the back and listens to the teacher.



They hide behind their giant purses and talk.



They put their purses away and listen.



They don't speak English with their group.



They speak English with their group.



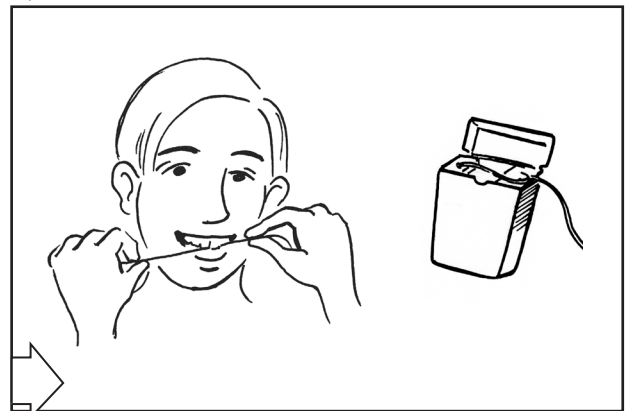
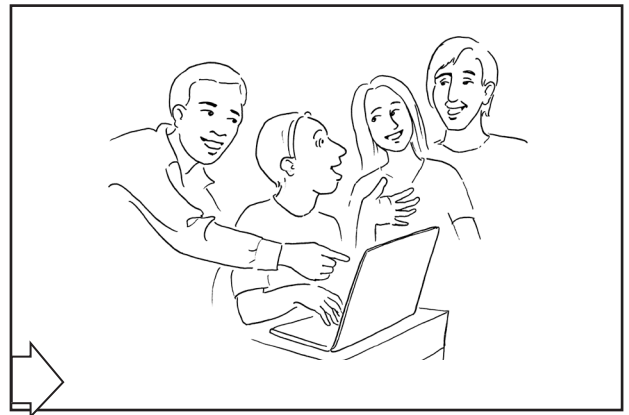
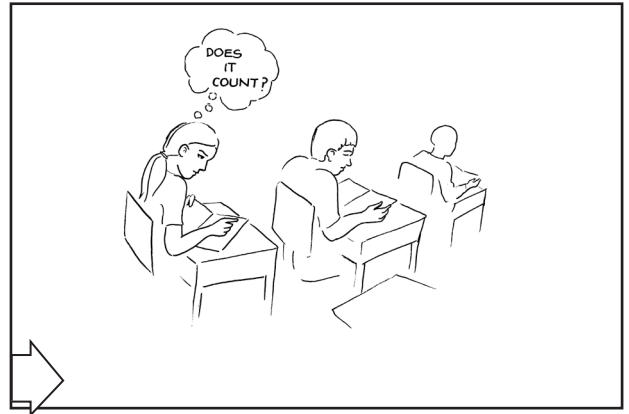
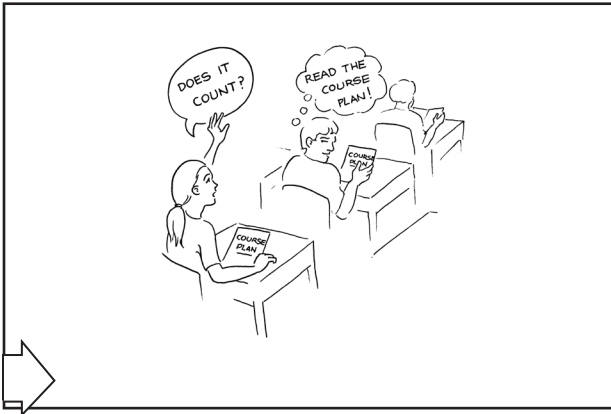
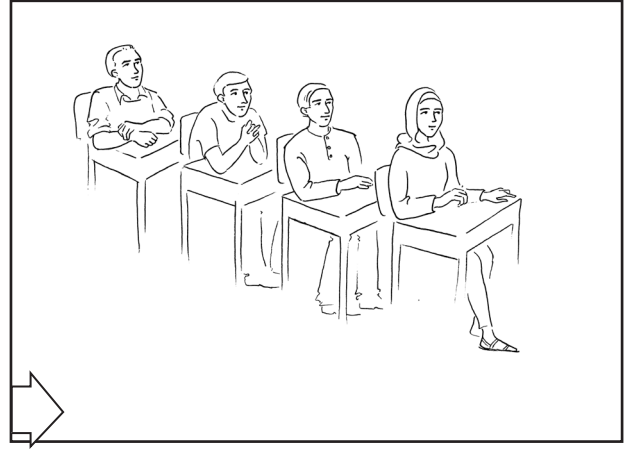
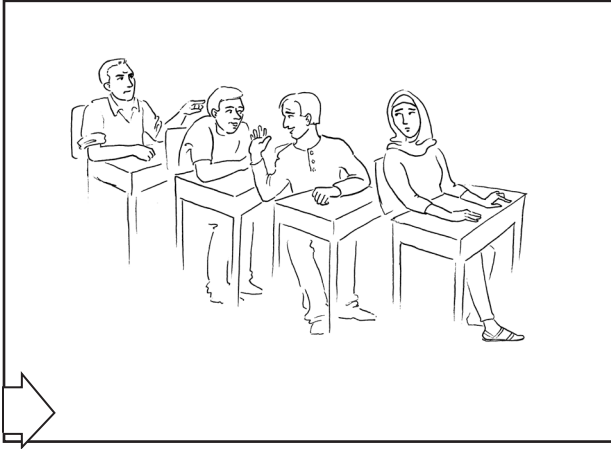
She doesn't bring her book to class.



She brings her book to class.

## Social Curriculum Peer Dictation 3 (Student)

Listen to your partner and write the sentence you hear in the space provided. Ask, "How do you spell that?"

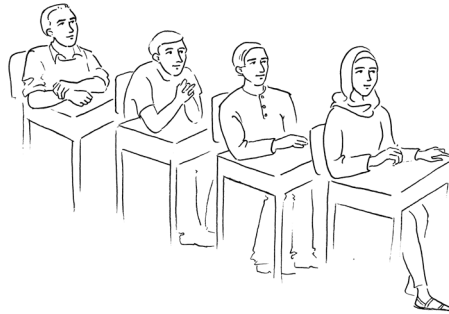


## Social Curriculum Peer Dictation 3 (Teacher)

Read the sentences below each picture to your partners so that they can write them down. Spell if asked.



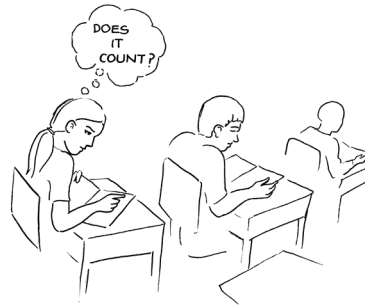
They talk during the lesson.



They don't talk during the lesson.



She doesn't read the course plan.



She reads the course plan carefully.



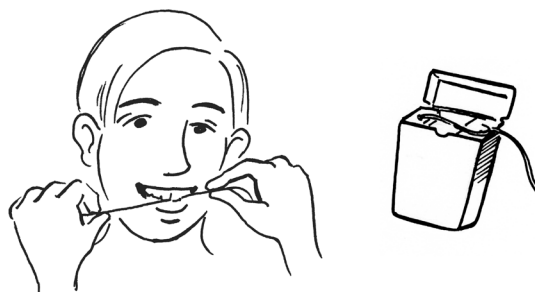
Other students don't want to work with him.



Other students want to work with him.



He puts on deodorant to smell fresh.



He flosses his teeth for fresh breath.

## Class List

**Instructions:** Ask the other students in class the following question, “What’s your name?” Make a list of names below. Work quickly. You will need these names for the next storytelling activity.

# My English Class is the Worst! (Student 1)

**Instructions:** Use names at random from your class list to create a fictional description of your English class.



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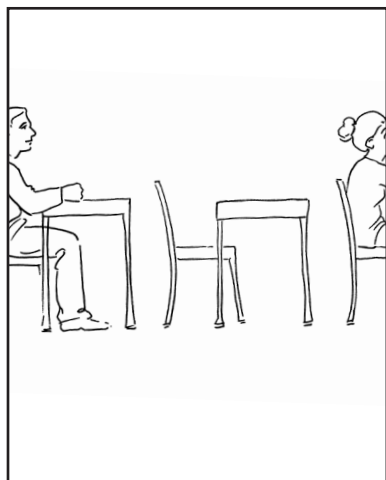
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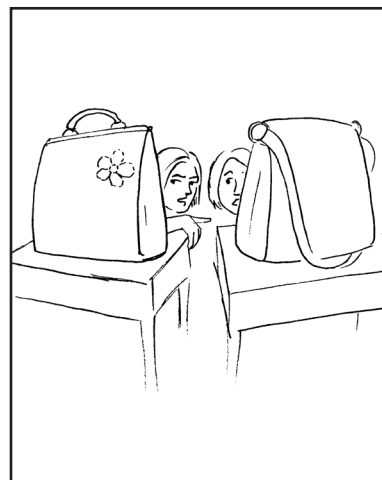
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## My English Class is the Worst! (Student 2)

**Instructions:** Use names at random from your class list to create a fictional description of your English class.



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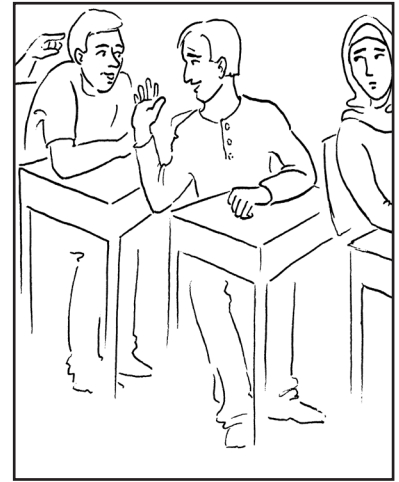
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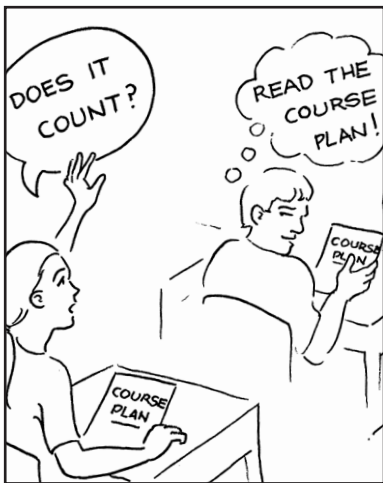
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# Problems and Sympathy

Use your imagination. Elaborate the general problems below, giving specific details. Write in the speech bubbles.

I have a learning problem.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have a problem getting to class on time.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have a problem with my boyfriend.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have money problems.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have a problem with my parents.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have a problem with my apartment.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have a problem with my health.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have a problem at work.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Expressing Sympathy and Encouragement

Ask your partner to read his or her elaborated problems aloud. Use the expressions below to show sympathy and encouragement.

*"How awful!"*

*"Poor you!"*

*"That's a drag!"*

*"I hope things improve for you."*

*"I'm sure things will work out."*

*"It's probably only temporary."*



# Grammar Focus: Present Simple

Learn how to conjugate action verbs and the verb *To Be* in the Present Simple.

## Action Verbs

RULE: Conjugate an action verb using the Present Simple to talk about routines, habits, and facts.

PERSON	Affirmative		Negative	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	I work	We work	I do not work	We do not work
2nd person	You work	You work	You do not work	You do not work
3rd person	He works	They work	He does not work	They do not work
	She works		She does not work	
	It works		It does not work	

RULE: Use *don't* + infinitive or *doesn't* + infinitive of the verb to negate an action verb.

INCORRECT: They ~~don't works~~ hard. (Use the base form of the verb with *don't* and *doesn't*.)

CORRECT: They don't work hard.

INCORRECT: She ~~don't~~ speak English with her group. (Use *doesn't* with *he*, *she*, or *it*.)

CORRECT: She doesn't speak English with her group.

RULE: In informal written English and in conversation, use contractions.

STRANGE: Hey, Mike! I ~~do not~~ have my textbook today. (Use contractions in conversation.)

NORMAL: Hey, Mike! I don't have my textbook today.

PERSON	Affirmative		Negative	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	I work	We work	I don't work	We don't work
2nd person	You work	You work	You don't work	You don't work
3rd person	He works	They work	He doesn't work	They don't work
	She works		She doesn't work	
	It works		It doesn't work	

RULE: Use the apostrophe to point to what is missing in a contraction.

INCORRECT: They ~~do nt~~ know where to put the apostrophe. (The apostrophe is in the wrong place.)

CORRECT: They don't know where to put the apostrophe.

## Exception: To Be

NOTE: The verb *To Be* is irregular.

PERSON	Affirmative		Negative	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	I am	We are	I am not (I'm not)	We are not (aren't)
2nd person	You are	You are	You are not (aren't)	You are not (aren't)
3rd person	He is	They are	He is not (isn't)	They are not (aren't)
	She is			She is not (isn't)
	It is			It is not (isn't)

RULE: Do not use *don't* or *doesn't* to negate the verb *To Be*.

INCORRECT: It ~~doesn't be~~ correct.

CORRECT: It isn't correct.

## Error correction exercise

Find and correct any grammar and punctuation errors in the sentences below.

1. When they come to class, they do'nt speak French.
2. I don't be late.
3. I tries hard to learn English.
4. Other students wants to work with him.
5. She use her phone when the teacher is talking.
6. He doesn't sleeping in class.

## WHEN Rules

Create rules for students using “when.” Study the target structure below and then write rules to share with your classmates orally. Remember that writing and speaking helps you remember much better than silent study alone.

### Target structure

“When” + verb phrase + , + verb phrase + .  
When you get to class, turn off your cell phone.

To talk about what to do every time, use the simple form of the verb.

When you come to class...  
When you sit down at your desk...  
When your partner speaks French...

To talk about what to do when another action is happening, use *am/are/is* + verb + *ing*.

When the teacher is explaining what to do...  
When we are doing an activity...

### Write “when” rules

1. When the teacher is talking, listen carefully.
2. When you want to know if an assignment counts, read the course outline first.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# How to Do Well at School

There is nothing quite so maddening as the student who does not study or do homework, yet still manages to pull off straight A's. Unfortunately, these individuals are the exception, not the rule. Most of us have to work hard to achieve our grades. And, most of us are capable of getting much better grades than we actually achieve. It's not that we aren't smart enough. It has more to do with our time management and approach to learning. If we truly want to do well in school, there are a few changes we can make in our academic practices and our attitude towards learning that will make us more effective students. Consider the following tips:

The first step to being a successful student is to complete all homework given in class. This seems obvious, but there are an alarming number of students who consistently put their homework aside. Contrary to what you might think, homework is not a method of torture by teachers. Rather, it is means of reinforcing what was taught in class. It's not enough just to do your homework though. You need to understand it as well. Take the time to read carefully for understanding, don't simply memorize facts. And don't procrastinate! Make a schedule and give yourself enough time to complete homework thoroughly. When you are rushed, you may end up doing a cursory job. There may be evenings when you find that you don't have any homework at all. Instead of viewing these evenings as opportunities to party, you would do well to take some time to re-read your notes from class, and re-write out the most important points. You are more apt to remember information if you write it down again. Taking the time each night to review the day's notes will help commit the information to memory.

In addition to doing your homework, make it a point to participate in class. Try to ask at least one question in every class. This is a very simple, yet effective way of forcing yourself to pay attention. If you challenge yourself to asking at least one thoughtful question based on something the teacher says, you will need to actively listen to the lecture. It's hard to let your mind wander or doze off when you give yourself a reason to listen. Active participation in class will enable you to learn more and it will also show the teacher that you are engaged and interested in learning.

There are times when no matter how much homework we do or how closely we listen, we still don't understand what we are learning. When this is the case, don't be afraid to ask questions. Go directly to the teacher, e-mail him/her, or ask a classmate who seems to understand. Don't let fear of failure stop you from asking for help. Sometimes studying and asking questions in a group enables for sharing of information in a less intimidating setting than a lecture hall. Try to find a group of students who you feel comfortable with that you can meet with from time to time to review material and clear up any questions you may have. Be careful, though! Don't let these study sessions turn into social occasions. When the discussion starts to constantly veer off topic, it may be time to return to studying alone.

Finally, you cannot be a truly successful learner if you are constantly over-tired, stressed, or mal-nourished. It is simply not possible to party until 3a.m., get up for an 8 o'clock class (while skipping breakfast), and think that plying yourself with coffee will get you through the day. You must ensure that you are getting enough sleep, eating properly, and taking time off to do something that you enjoy. You can't study all of the time. Take breaks when you need to and plan some time in your schedule for fun. When you do this, you can come back to studying feeling refreshed and ready to learn.

It is not easy being a successful student. It takes effort, preparation, and a lot of work. However, following these tips can help all of us reach our potential as learners. If we believe that we can improve our academic habits and we set our minds to making these simple changes, we can experience success!

(718 words)

## Vocabulary Match

maddening	• Consistently high grades or marks
straight A's	• Completely, exhaustively, from beginning to end
put aside	• Extremely annoying; infuriating
thoroughly	• Hasty and therefore not thorough or detailed
cursory	• To ignore or disregard

## Comprehension Questions

1. What is the purpose of homework?

.....

2. What should students do on nights when no homework is assigned?

.....

3. What should students make an effort to do in class?

.....

4. When should one leave a study group and study alone?

.....

5. According to the text, what are the three basic needs one must satisfy to study efficiently?

.....

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