



Module 3

Study Methods: University Equalizers

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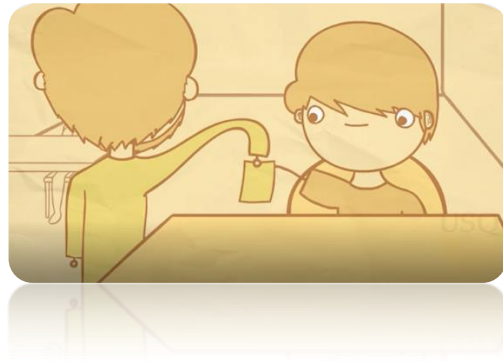
Section 1- Dos and don'ts

1 Before you watch. Make predictions. Look at some scenes of the video and answer.

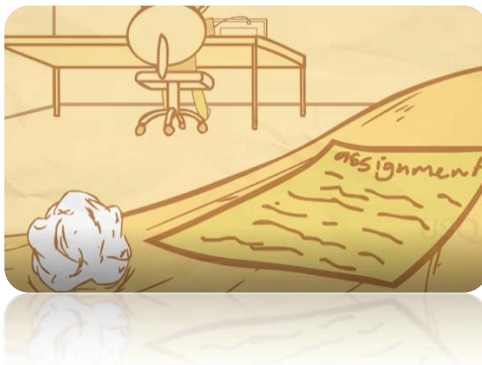
1.



2.



3.



4.



1. Who do you think the characters are?
2. What situation do you expect to see in the video?

2 Watch to check your predictions. Watch the video to check your ideas on exercise 1.

Were you right or wrong?



3 Watch for details. Watch the video again and choose the correct options. *True or false?*

1. The students had a month to complete the assignment.	T	F
2. The professor suggested doing it the night before the due date ¹ .	T	F
3. The student started working on the assignment right that night.	T	F
4. He could complete the task without any problem.	T	F
5. Finally, he thought that it was better to start working on the assignment earlier.	T	F
6. The moral is that you shouldn't wait until the last day to do a task.	T	F

¹due date: *deadline*.

4 After you watch. Talking time.

-Do you feel identified with the student in the previous video? Why (not)?

-Are you an organized person or a procrastinator?

5 Let's take a quiz to see... Vocabulary. Read and mark with a tick ☒ the expressions that apply to you. Then, calculate your score and read the results.

When you have an exam, or you need to meet a deadline of an assignment, do you...

a. do things ahead of time?

b. leave things until the last minute?

c. get started immediately?

d. put off doing something?

e. tend to get distracted and waste your time easily?

f. use your time wisely and get things done?

g. write to-do lists and prioritize tasks?

h. prefer to multitask?



How to score:

Give 3 points for questions a, c, f, g and 1 point for questions b, d, e, h.

Is your score between 11 or more? Congratulations. You are extremely organized but try to be tolerant with people who are not as organized as you are.

Is your score between 7 and 10? That's okay. You are organized in some aspects, but less in others. Are you happy with the result?

Is your score between 4 and 6? Well, you are a chronic procrastinator! Sometimes it's good to be spontaneous, but you definitely need to be more organized!

Do you agree with the result?

6 What would you probably say to a friend in each situation? Read and choose one option.

Your friend says...	You say...
1. I find it difficult to finish a piece of work within the expected time.	<p>a. Organize your time and plan your days in advance.</p> <p>b. Take some time to re-read your work for any errors or omissions.</p>
2. I don't want to do the assignment. I'm tired and have low motivation.	<p>a. Don't go out with friends. It's a waste of time.</p> <p>b. Take a break. Don't be so hard on yourself about the timing of a task. Reschedule and get back on track later.</p>
3. I usually check my e-mails, watch videos, surf blogs and forums instead of doing my work.	<p>a. Make to-do lists and take action. They help in your productivity.</p> <p>b. Eliminate distractions. Identify your browser bookmarks that take up a lot of your time and put them into a separate folder that is less accessible.</p>
4. I face my work only when it's unavoidable. I always leave things until the latest possible time.	<p>a. Reward yourself for every step that allows you to make progress.</p> <p>b. Create a detailed timeline with specific daily goals, they help you to keep motivated.</p>



Now, look at the sentences on the right column.

What do they have in common?

GRAMMAR FOCUS

The imperative mood

-It reflects the speaker's perspective. We use the imperative in many different ways, for example, to give instructions and orders, to make suggestions and requests, and to give warnings or advice.

-It has the same form as the infinitive without *to* and it is directed to the unnamed subject "you". Example:

Organize your time.

Re-clarify your goals.

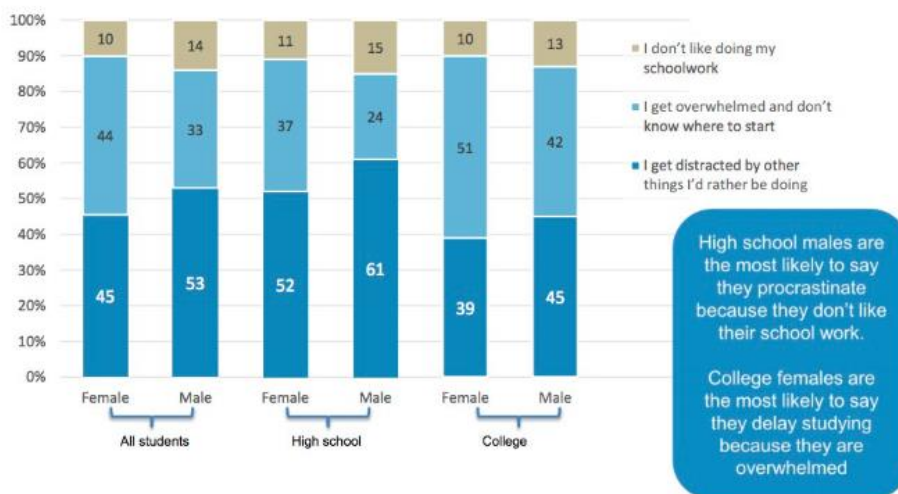
Make to-do lists.

-We make the negative imperative with **don't/do not + infinitive**. Examples:

Don't lose your time.

Don't go out with friends.

7 Procrastinating is a bad habit that prevents us from achieving greater goals. Research indicates that more than 50% of student population procrastinate in a problematic manner. In pairs, imagine that you are the authors of a blog which gives tips to university students to avoid procrastinating. Write down *dos* and *don'ts*.



Source: https://www.huffingtonpost.co.uk/entry/student-procrastinating-statistics_n_5399284

Many students talk about their academic life on social media and get feedback from others who are in a similar situation or just want to give them a piece of advice. Read what Carl says and the comments posted. Which of the three pieces of advice do you agree with? Why?



1,500 likes

Carl I'm having problems with my studies at university. I have difficulty in getting down to study and I can't concentrate on anything at the moment.

Comments



Graham

You should try to find a comfortable and quiet place to study. It helps you to gain concentration.



Tracey

You shouldn't waste your time if the exams are near. You should try to find a motivation. It is useful when you need to start studying.



Nick

You should organize your time and design a study plan. It's very important to know the time you have to study and the contents you must study.



How do Graham, Tracey and Nick introduce their pieces of advice?

What difference/s do you notice with the imperative form?

GRAMMAR FOCUS

SHOULD

We use **SHOULD / SHOULDN'T + verb (infinitive without TO)** to give somebody advice or to say what we think is the right thing to do.

You **should** revise the contents before the exam.

You **shouldn't** drink coffee when you study during the night.

You can also use: *I think you should...* or *I don't think you should...* (NOT: ~~*I don't think you shouldn't...*~~)

8 What should these people do? Read the messages posted and give them a short piece of advice. You can use **should** / **shouldn't** or the imperative form.



2,550 likes

Max I'm falling behind my studies because I often skip class to visit my best friend who lives alone and is unemployed.

 **You**

.....
.....
.....

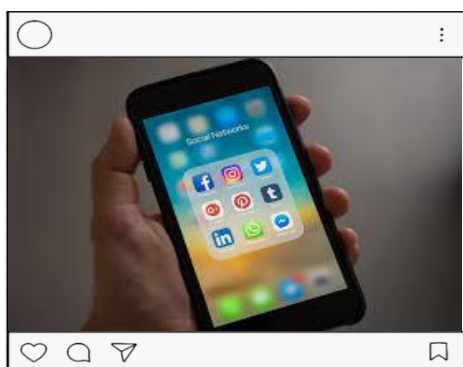


1,800 likes

Jane There are many students in my class who are better than I am so I find it difficult to keep up with them.

 **You**

.....
.....
.....



1,550 likes

Simon I spend most of my time using social media instead of studying. I don't know how to figure it out.



2,770 likes

Rachel I'm not good at writing assignments I usually put off doing them; as a consequence, I hand in my tasks late.



.....



.....

9 Complete the definitions with the vocabulary from the box.



meet a deadline – do things ahead of time – tend to get distracted – get started – put off doing something – multitask – use your time wisely – waste your time – prioritize tasks – leave things until the last minute

1.: not pay attention to the things you are supposed to be doing.
2.: delay (a job/a task).
3.: spend time doing things that aren't important.
4.: arrange tasks in order of their importance.
5.: do lots of different tasks at the same time.
6.: do tasks just before the time they need to be done.
7.: do things in advance.
8.: be careful with your time.
9.: begin a job or a task.
10.: finish something at the time it is meant to be finished.

10 Put the words in order.



1. advance – your – organize – days – in

2. remove – to – your – distractions – focus – studies – on

3. completion – make – towards – progress – gradual

.....

4. your – take – think – you – some – about – should – to – time – studies

.....

5. a – planned – students – continue – as – should – problem – after

.....

6. subjects – the – give – all – attention – your

.....

7. unimportant – time – doing – waste – don't – things – your

.....

11 Choose the correct piece of advice for New University Students.



- a. Don't ignore or deny your personal and academic problems.
- b. Break your large tasks down into manageable subtasks.
- c. Take responsibility for yourself.
- d. Try to understand.
- e. Don't put off until tomorrow what you can do today.

1. You need to attempt to fully comprehend what you need to know and be able to do as a result of your education.

2. Work should come before pleasure. Manage your time effectively; set aside adequate time for homework, study, sleep, etc. You need not always finish every task all at once.

3. Large jobs rarely can be completed at one setting. Work on small parts of a large task each day. Remember; slow and steady is often better.

4. A small problem can get much worse. If you do not try to solve them. Get help when you need it. Speak to your course instructors, your advisor, or your classmates.

5..... When some students begin college life their sense of personal responsibility seems to disappear. Making certain that everything is done correctly or on time is now the responsibility of the student.

12 As you are attending English level I, can you give future students pieces of advice about what to do to pass the first mid-term? Write them down and share your ideas with the class.

1.
2.
3.



MleL

Log in for more practice.

Section 2- Study habits

1 **Work in pairs.** Which applies to you? Choose **yes** or **no**. Discuss them with your partner and then be ready to talk about you in class.

In the class...	Outside the class...
Yes/No <input type="checkbox"/> <input type="checkbox"/> I always take down notes.	Yes/No <input type="checkbox"/> <input type="checkbox"/> I prefer a quiet place to study.
<input type="checkbox"/> <input type="checkbox"/> It's difficult for me to follow the class because I talk a lot!	<input type="checkbox"/> <input type="checkbox"/> I organize my time and design a study planner.
<input type="checkbox"/> <input type="checkbox"/> I can't focus on my reading.	<input type="checkbox"/> <input type="checkbox"/> I am usually short of self-control.
<input type="checkbox"/> <input type="checkbox"/> I often use my mobile phone while the professor is speaking.	<input type="checkbox"/> <input type="checkbox"/> I can't find an effective study technique.
<input type="checkbox"/> <input type="checkbox"/> I work in pairs or in groups.	<input type="checkbox"/> <input type="checkbox"/> I listen to music when I study.



How does a person show the frequency of an activity?

Look for examples in the notebook.

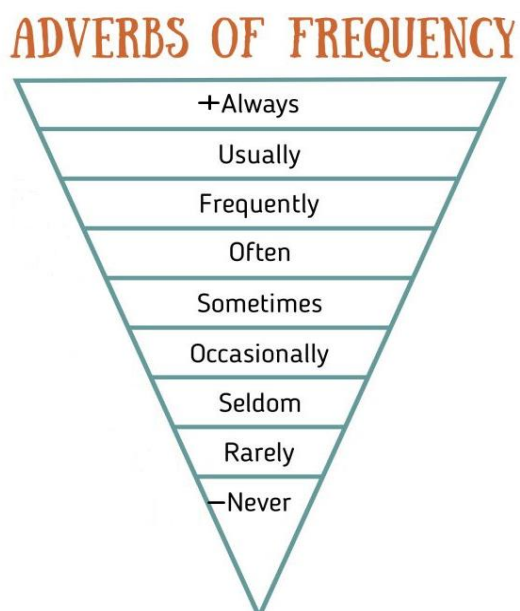
GRAMMAR FOCUS

Frequency adverbs

We use frequency adverbs to indicate the frequency of an action. Take a look at these examples:

I/You/We/They	always accept	diversity.
I/You/We/They	never discriminate (= don't discriminate)	anyone.
He/She	sometimes talks about	his/her study habits in the classroom.
The Welfare Department (It)	often has	personal interviews with students.

Now take a look at the triangle below where the symbol + indicates the highest frequency and the symbol – the lowest frequency:



When we use the verb *be*, the frequency adverb comes after it. When we use any other verb, the adverb comes before it. Take a look at these examples:

- UNLaM's professors and lecturers **are always** attentive to their students' needs in class.
- The students **always have** opportunities to work together in the classroom.

Expressions of frequency

There are other expressions that we can use to talk about frequency. These expressions are longer (2 words or more) and always come at the end of a sentence.

Expressions of frequency

How often do you ...?			
Every	day.	Once	a day.
	morning.	Twice	a week.
	afternoon.	Three times	a month.
	evening.	Four times	a year.

For example: I study in the library **twice a week**. I attend lessons at university **every two days**.

How do we ask about frequency?

How often do you study in the library?

I **never** study in the library.

Do you ever study in the library?

No, never. / Well, sometimes. / Yes, usually.

2 Use the information below to write true sentences about you and a classmate. To know about him/her ask him/her questions using *How often do you...?*

I – My
classmate

always – usually – often – sometimes – seldom – never – every day
– once a week – every ... days – twice a week – every
morning/afternoon/evening

stereotype people – use the mobile phone in class – be critical of my / his /her peers'
differences – meet my / his / her classmates in the canteen – take down notes – be
helpful with my / his / her classmates – study in the library – use a study technique – pay
attention to the professor in class

.....

.....

.....

.....

.....

1. Do you consider yourself an effective learner? Why (not)?
2. Do you know different study techniques? Which one(s)? Describe it / them.
3. Do you think the study techniques are great equalizers?

3 Read the different study techniques A-D and complete the blanks 1-4 with the correct one.

- | | |
|----------------------------|-------------------------|
| a. THE POMODORO TECHNIQUE | c. THE SQ3R TECHNIQUE |
| b. THE RETRIEVAL TECHNIQUE | d. THE SPACED TECHNIQUE |

Getting something done on time can be extremely satisfying. However, it can sometimes be hard to get things done when you have trouble managing your time or feeling overwhelmed by the amount of work you have to do. In that case, a study technique may help you get started and manage your time more efficiently. Here you have information about four study methods.

1. is based on the concept of remembering at a later time. Recalling an answer to a question improves learning more than looking for the answer in your textbook. How does it work? 1st: Use practice tests or questions to quiz yourself, 2nd: create questions you think would be on a test and trade them with other classmates. 3rd: Create flashcards with the answers. If you practice this technique, you will remember the information later on.

2. encourages students to study over a longer period of time instead of cramming the night before. Review your material in spaced intervals similar to this schedule: Day 1: Learn the material in class, Day 2: Revisit and review, Day 3: Revisit and review, After one week: Revisit and review. It's important to start planning early at the beginning of the course. If your exams are months away, this will help you hold yourself accountable.

3..... is a reading comprehension technique that helps students identify important facts and retain information within their textbook. The acronym stands for the five steps of the reading comprehension process. **Survey**: start by reviewing the assigned text by paying attention to its most obvious elements, such as headings, bolded text, etc. **Question**: Formulate questions around the chapter's content. **Read**: Begin reading the full chapter and look for answers to the questions you formulated. **Recite**: Summarize in your own words what you just read. Try recalling and identifying major points and answering any questions from the second step. **Review**: When you finish the chapter, it's important to review the material to fully understand it.

4..... is a popular time-management method invented by Italian Francesco Cirillo. The technique is easy to learn. 1st: Pick one project or task you want to focus on. 2nd: Set a timer for 25-30 minutes and get to work. 3rd: When the buzzer sounds, take a two-to-three-minute break. 4th: Repeat after four sessions, take a longer break. 5th: Record each session with a tick or X in your notebook. This Technique will be useful if you get distracted while working on a project or want to understand how long a task takes.

Remember! If you organize your time, you will have better academic results.

Source: Adapted from <https://www.usa.edu/blog/study-techniques/>

4 Complete the summaries with the words given, there is an extra one. Then, join the ideas with the appropriate study technique.

TIME - STEPS - INTERVALS – BREAKS - QUESTIONS - TASK

This technique encourages students to engage with the material in an active way. They use to study the information and remember it later on.

• **THE POMODORO TECHNIQUE**

Students take after short periods of study time. This helps them to stay focused on the and prevents them from getting distracted.

• **THE RETRIEVAL TECHNIQUE**

Students organize their time in to revise the material. It is a helpful technique to start planning from the beginning of the term.

• **THE SQ3R TECHNIQUE**

Students work with a text following five different to understand and remember it. This technique shows the students a simple way to increase their understanding of a text.

• **THE SPACED TECHNIQUE**

5 Answer:

1. Do you use any of the previous techniques?
2. Would you like to try any of them? Why? Why not?
3. Complete this idea:

If I use *the Pomodoro technique*, it will help me to.....



Analyze the last sentence.

Is it about a past situation or a future one?

What tense is the verb after *If*? What form

is the other verb?

GRAMMAR FOCUS

First conditional

-To make suppositions about the future, the first type conditional can be used. Example:

If you organize your time, you'll have better academic results.
IF clause **Main clause**
cause possible consequence

We use the present simple in the *IF clause* to talk about a possible situation, and the simple future (**WILL / WON'T + INFINITIVE**) in the *main clause* to mention its possible consequence. The *IF clause* can come first or second. If the *IF clause* comes first, we usually put a comma before the next clause as it is shown in the previous example. If it comes second, we omit the comma.

You'll have better academic results If you organize your time.
Main clause **IF clause**

Look for more examples in the previous text!! Write them down here:

.....

.....

.....

.....

6 Match the sentence halves.

- | | |
|--|---|
| a. If a student uses a study technique, ... | 1. I won't be able to concentrate. |
| b. If I listen to music when I study, ... | 2. if he/she follows the class. |
| c. A student will understand the topic ... | 3. He/She will learn in a more effective way. |
| d. Students won't pay attention to the professor ... | 4. if students have doubts. |
| e. The professors will repeat the explanations ... | 5. if they use the mobile phone in class. |

7 Complete the following conditional sentences type 1.

1. If a student finds it difficult to get down to study,
.....
2. If you are short of study time,
.....
3. Students will improve their performance if.....
.....
4. A fresher will know how to prepare for an exam if
.....

8 Put the words in order. Then, complete with the missing clause.

1. If - , - has - study technique - student - a - a
If a student has a study technique,.....
2. If - academic performance - have - 'll - a - I - good
.....
3. study planner - I - , - If - design - a
.....
4. class - I - distracted - in - get - If - ,
.....
5. my - fall - I - classmates - 'll - if - behind
.....
6. If - student - , - a - a - to - to - quiet - doesn't -
get down - study - have - place
.....



By the way ...

MODALITY

Modal verbs are used to communicate a personal attitude towards the message. They are always the first word in a verb group and are written before the subject in questions. They do not normally indicate the time when something happens. Below there are two modal verbs and their primary meanings.

MAY: possibility

WOULD: hypothetical situation

- 9** Extract sentences with modal verbs from the text about study techniques and from the second part of Harrison Bergeron. Let's look at other modal verbs. Remember those worked in Module 1 page 21.

.....

.....

.....

.....

- 10** Let's have fun with a logic deduction puzzle!



Read the clues to discover what study problem each student has and what study technique they have chosen to deal with it.

- CLUES:** 1. Adam's and Linda's study techniques are the Spaced technique and the Pomodoro technique, not necessarily in that order.
2. The student who uses the SQ3R technique is a procrastinator.
3. Dominic isn't organized with his subject material.
4. Adam doesn't need motivation.
5. The student who has bad academic results didn't choose the Pomodoro technique.

		PROBLEM				STUDY TECHNIQUE			
		procrastination	low motivation	bad academic results	messy subject material	Pomodoro technique	Retrieval technique	SQ3R technique	Spaced technique
NAME	Linda								
	Julie								
	Adam								
	Dominic								
STUDY TECHNIQUE	Pomodoro technique								
	Retrieval technique								
	SQ3R technique								
	Spaced technique								



MleL

Log in for more practice.

Section 3 – Fiction time: Harrison Bergeron

1 Revise part 2 and put the events in the correct order.

- ☐ With law breakers, society would return to its previous competitive ways.
- ☐ Another noise interrupted George's thoughts, now he was thinking of his son.
- ☐ When a noise interrupted their conversation, they stopped talking.
- ☐ The dancers weren't very good because they had been handicapped for the audience.
- ☒ 1 The couple were watching a dance on TV.
- ☐ As George was reflecting on the dancers, a noise interrupted his thoughts.
- ☐ Hazel suggested George taking weights out of his handicap bag.
- ☐ Hazel would like to be a Handicapper General because she knew what "normality" and "equality" were.

Why did Hazel hate the old competitive ways of society?

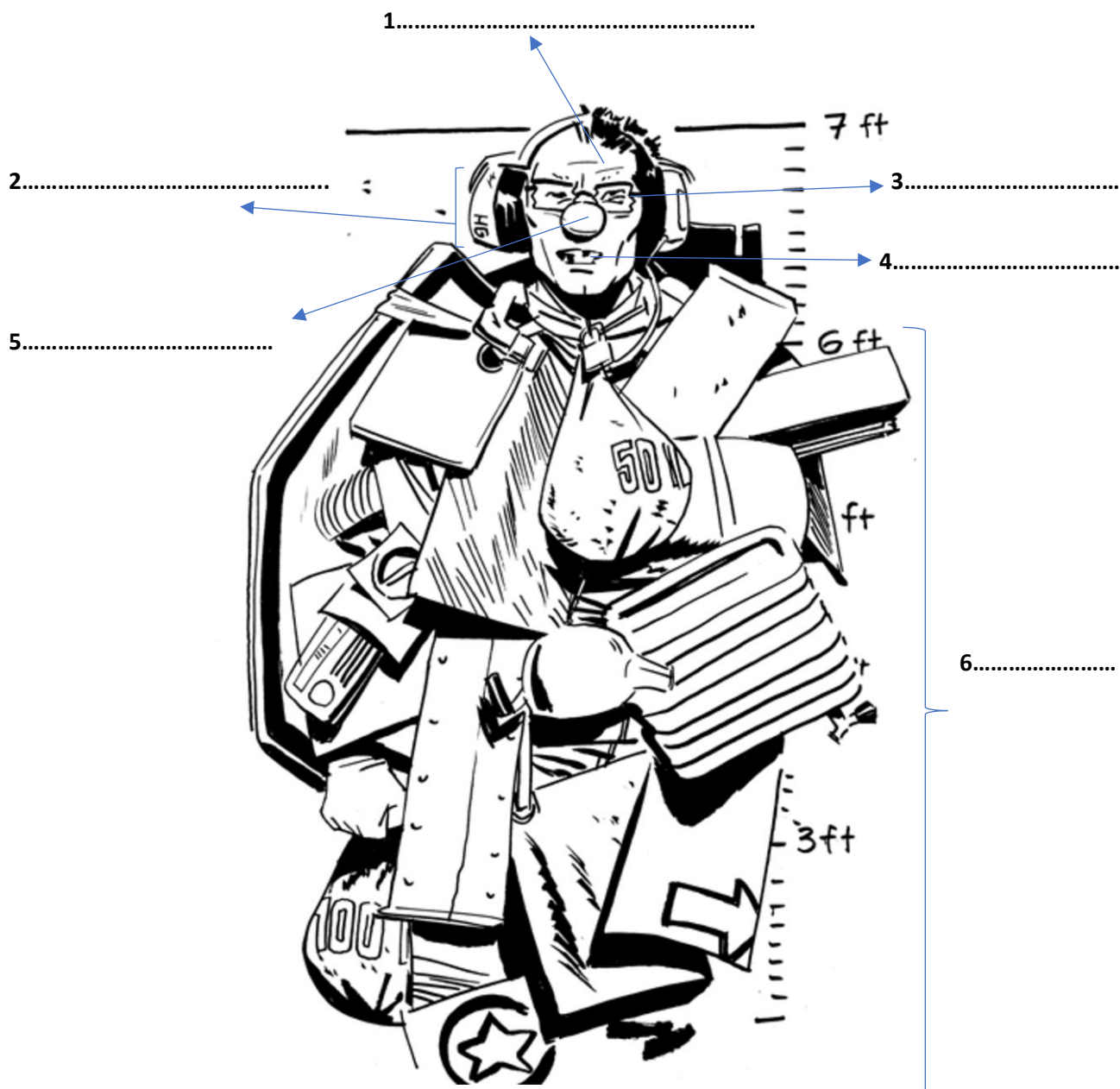
2 Read Part 3 of the story "Harrison Bergeron".

On TV, an announcer with a speech impediment tried to read a news report. He couldn't control his impediment, so he gave it to a ballerina to read. Hazel admired the announcer for working with his natural abilities and said he should get a better salary for trying so hard. The ballerina began reading in her natural, beautiful voice, then apologized and switched to an awful voice. The news report said that Harrison had escaped from prison.

A photo of Harrison appeared on the screen. He was wearing the handicaps to reduce his strength, intelligence, and good looks. The photo showed that he was seven feet tall and covered in 300 pounds of metal. He was wearing huge earphones, not a small radio, and big glasses to blind him and give him headaches. He was also wearing a red rubber nose and black caps over his teeth. His eyebrows were shaved off.

3 Vocabulary. Label the picture with the words from the box.

a red rubber nose – black caps – big glasses – 300 pounds of metal – huge earphones – shaved eyebrows



4 Answer.

1. Why couldn't the announcer read the news report?
2. What happened when the ballerina started to read?
3. What type of handicaps did Harrison have? Why?

5 Watch the video and circle where the information appears.



1. The ballet was interrupted for important breaking news.	text	video
2. Hazel wanted to continue watching the National Ballet.	text	video
3. The announcer had a speech impediment.	text	video
4. A ballerina read the announcement.	text	video
5. Hazel went to the kitchen to do the washing-up.	text	video
6. The new announcer was wearing handicaps.	text	video
7. The news report said that Harrison had escaped from prison.	text	video
8. The announcer mentioned the reasons for Harrison's arrest.	text	video
9. There appeared a photo of Harrison on the screen.	text	video
10. The announcer said that Harrison was extremely dangerous.	text	video

6 Complete the imaginary dialogue.



Hazel:(Why / interrupt the ballet)?¹

George: Because they want to tell us breaking news!

Hazel: Oh, poor man, he is trying hard to read.
(Why / can't do it)?²

George: Because he has an impediment.

Hazel:(What impediment / have)?³

George:

Hazel: He should get a better salary!

George: Darling, (buy/ beer/
yesterday?)⁴

Hazel: Sorry, I didn't go to the supermarket.

George: Didn't you? (Where/be/yesterday
afternoon)?⁵

Hazel: I went to the Handicaps Office to ask about Harrison.



MleL

Log in for more practice.

Section 4 – Introduction to Academic Literacy: The Abstract

1 Let's remember... circle the correct option.

- a. According to Swales (1996), research abstracts are usually written following an inner pattern which is **always / usually / never** the same.
- b. That inner pattern is organized into what Swales called **stages / moments / moves**.
- c. Every move of the abstract accomplishes a **general / specific** purpose.
- d. The usual order of moves is **background - aim - method - conclusion - results / background - method - aim - results - conclusion / background - aim - method - results - conclusion**.
- e. **All / Not all** the moves appear in abstracts and their order **can / can't** vary.
- f. There **is / isn't** a connection between the moves and the number of sentences in each one of them.

2 Focus on the title of the abstracts below and anticipate their content.

3 Read and identify the moves that appear in them. Then, **highlight** the sentences in each move.

Abstracts 5 and 6

Academic Procrastinators and their Self-Regulation

Seung Won Park, Rayne A. Sperling

Department of Educational and School Psychology and Special Education, The Pennsylvania State University, University Park, USA

Previous procrastination research has provided considerable support for procrastination as a failure of self-regulation. However, procrastination has rarely been examined in relation to models of self-regulated learning. The purpose of this study was to understand the motives and reasons for academic procrastination from a self-regulated learning perspective. The current study employed a mixed-methods design in which participants completed several survey instruments of academic procrastination, self-regulation, and academic motivation and participated in semi-structured interviews. Findings indicated that academic procrastination was related to poor self-regulatory skills and defensive behaviors including self-handicapping strategies. Only limited support for students' demonstration of procrastination as an adaptive behavior (or, *active procrastination*) was also indicated. Limitations and implications for future research are discussed.

Keywords: Academic Procrastination; Self-Regulation; Active Procrastination; Self-Handicapping

Source: Published Online January 2012 in SciRes (<http://www.SciRP.org/journal/psych>)

Study habits of Nigerian university students



Love M. Nneji

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Abstract: *The purpose of this study is to investigate the study habits of university students in Nigeria. The sample consists of 441 education students chosen from four federally owned universities in Nigeria. They responded to a 35 item (3 – point scale) questionnaire which elicited students' study habits. Time put into studies, method used in studying and contents of studies were used as the frame of reference for measuring study habits. Descriptive analysis of data showed that students put some reasonable length of time into reading; some students used memorization technique; majority of the students depended on their course hand-outs or lecture notes as the main sources of information and read mostly for the purpose of passing examinations or tests. They read to absorb information as given by their lecturers and not necessarily to search for new or additional information. It was concluded that although university students in Nigeria read mostly for the purpose of passing examinations and they do not seem to pursue their studies correctly and thoroughly, they were found to be diligent. Some recommendations were made as to how to make university education in Nigeria more beneficial.*

Source: <https://www.herdsa.org.au/system/files/Nneji.pdf>

4 What are the differences between them? Explain.

5 Explain these studies to the class in Spanish.

 **MeLE** Log in for more practice.



TIP TO IMPROVE YOUR SPEAKING

When we give opinions about something, it's a good idea to vary the phrases that we use to introduce those opinions. In that way, we avoid repetitions and improve our vocabulary. Have a go!

More Expressions to show agreement and disagreement with your peer's opinions.

Useful words to express your agreement:

That's right.

I think the same.

I agree with this idea.

I couldn't agree more.

Useful words to express your disagreement:

I can't support this idea.

I'm afraid that is not quite true.

I take a different view.

I don't agree with this idea.

1 Complete the opinions with an appropriate expression according to the point of view given. You can also use the expression that appeared in Modules 1 and 2.

1. Study techniques are great equalizers.
 - a. good study techniques are important but there are other factors that can make a difference.
 - b. good study techniques don't help everyone equally. I have dyslexia, so I struggle with a lot of traditional study techniques.
 - c. I come from a poor background, but as I had good study techniques in high school, I have been able to succeed and now I'm in college on a scholarship.

2. Students at university are almost always helpful to disabled students.
 - a. a lot of students are indifferent to disabled students or even act negatively towards them.
 - b. When I was at college, I had a friend with a hearing impairment and the other students and professors were so helpful to her.
 - c. I'm disabled and this topic really gets me emotional. It's difficult, and in uni, I often felt isolated and ignored by other students.

3. At university, there is no difference between a procrastinator and an organized student.
 - a. I realized it in my last semester when I had to put all-nighters before my exam just because I wasted my time earlier, whereas my friend scored better grades than me because he was focused.
 - b. there is no difference as long as a procrastinator can manage time before their deadlines. I am a procrastinator myself, and I always submit my assignments on time.
 - c. Being a chronic procrastinator has ruined my university life, and now I'm struggling to get good grades. People who say that organized students and procrastinators are the same probably have everything planned out for them every day.

2 Choose one of the following ideas and give your opinion.

1. Students get easily distracted using social media in class.
2. I consider myself a procrastinator.
3. Students don't always accept age diversity in the classroom because they prefer to work with peers of their generation.

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