

# *Positive Psychology & Learning Science*

*Improve yourself as you grow your  
academic skills*



# How to Use this Book

1

Step 1: Do the "Solve Puzzles" activity on the "Link to the Story" page.

2

Step 2: Do the "Story Activity" on the following page.

## Link to the Story – Five Amazing Facts About Reading

**Solve Puzzles.** Look at the story title. But don't look at the story! The story gives 5 amazing facts about reading. In your group, try to guess what these facts are. Note: when you try to guess answers before reading, you will better remember the right answers after you see them!

**Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.

Key: \_\_\_\_\_

Key: \_\_\_\_\_

Key: \_\_\_\_\_

**Suggest Solutions.** People don't read much today. And they don't take time to read deeply because technology makes it hard for them to focus. Suggest 5 things we can do to read more and read more deeply.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

**Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(1) Do Solve Puzzles before doing the story activity. (2) Do Remember Keys and Suggest Solutions after doing the story activity.



## Five Amazing Facts About Reading – Short Selection – Story Activity – Story Gap Listening



What's the best way to improve your English? Of course, there are many ways. But big, easy reading is one of the best. And it probably has the most research and 1 \_\_\_\_\_ to support it.

What is big, easy reading? First, you read lots of books and stories. That's the big part. And these texts need to be 2 \_\_\_\_\_ at your level. That's the easy part. There are many different ways to talk about big, easy reading. Some people call it a "book flood." Others call it the book-based 3 \_\_\_\_\_. I call it big, easy reading, or big reading for short. The good news is that big reading really works. Here are 5 reasons why big reading is for you!

**Big reading is enjoyable!** People often believe that language study is hard and 4 \_\_\_\_\_. They do drills. They memorize lists of words. They study complex grammar rules. Then they 5 \_\_\_\_\_ and lose their desire to study. But big reading is fun. What would you rather do? Do hard and boring study or read many enjoyable stories?

**Big reading works!** A student says, "I want to 6 \_\_\_\_\_ my English, not read stories." Well, here's more good news. Big reading helps you learn grammar and vocabulary. We know this from research. And big reading brings 7 \_\_\_\_\_. We've seen big readers improve TOEIC test scores. 73 points per hour of reading.

**Big reading is a good use of your time!** One student said to me, "I like stories, but I want to improve my English 8 \_\_\_\_\_." Yes, it takes time to improve language ability. But big readers can improve faster. In some cases, we have seen big readers improve 9 \_\_\_\_\_ than other learners.

**Big reading helps you get a feel for English.** If you study rules, maybe you can

remember them if you have time to think. But big readers 10 \_\_\_\_\_ for English. If you study rules, maybe you will know about English. But if you become a big reader, then you will know English. Big readers get a deep and 11 \_\_\_\_\_ feel for English words and rules.

**Big reading can beat study 12 \_\_\_\_\_.** People who spend a long time in an English speaking country tend to become good at English. But big reading can 13 \_\_\_\_\_ or even beat study abroad. For example, Ken read about 45 minutes per day in one year (about 3,000,000 words). And Megumi studied English for one year in Canada. Ken improved just as much as Megumi. And if Ken read, 14 \_\_\_\_\_ words, he would improve more than Megumi!

All these 15 \_\_\_\_\_ come from research. remember big reading is enjoyable. It really works. It's a good use of your time. It helps you get a feel for English, and it can even beat study abroad. If you want to improve your English, then start reading lots of easy books and stories 16 \_\_\_\_\_!


LIST NEW WORDS.	MAKE NEW PHRASES WITH NEW WORDS.
verbal	He's a *** person. He talks a lot.
THINK ABOUT IT!	
1. What is the title of a book you read recently? Did you like it?	
2. What are the 5 amazing facts? Try to "recall" them without looking at the text.	
3. How many words do you need to read to equal study abroad?	
4. True or False. Read can beat study abroad?	
5. Where do these 5 amazing facts come from?	




3


Step 3: Do the other activities on the "Link to the Story" page.


The stories and activities give you meaningful input. They help you produce meaningful messages. They help you work on your English fluency.


 **Solve Puzzles.** Think about academic gains, successes, and goals. Write down 3-5 gains—successes you have already reached – even small wins or progress you’ve made. Then write down 3-5 academic goals you want to reach. Choose someone to share your ideas with the class..


Gains – Academic Wins You Have Reached	Goals – Personal or Academic Dreams or Goals

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 Key: \_\_\_\_\_  
\_\_\_\_\_

 **Suggest Solutions.** Nick often feels bad because he tells himself things like, "I'm not good enough," "My friends are smarter than me," or "I'm bad at English." In your group, help Nick! Suggest 5 positive phrases he can repeat to himself – to create a winning mindset.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(A) Nick stood alone in the green grass. He watched his friends play soccer. But he felt a heavy sadness in his heart. Nick loved soccer, but he always felt he wasn't as good as his friends. Today, he missed a clear shot on goal, and everyone laughed. Tears filled up in Nick's eyes. He thought, "I will never be good enough."



On another day, Nick's best friend, Sam, scored three goals in a big game. Everyone cheered and lifted Sam on their shoulders. Nick tried to be happy for Sam, but he felt even worse. He wished he could be as good as Sam. That night, Nick cried in his room. He thought, "Why can't I be like Sam? Why do I always fall short?"

Nick's mom saw how sad he felt. She gave him a book called "The Gap and the Gain" by Dan Sullivan and Benjamin Hardy. She said, "Nick, this book can help you feel better."

Nick read the book. It talked about "The Gap." The Gap is a place in your mind. It's the space between where you are and where you want to be. For example, you want to reach the mountain top, but the top seems far away. The Gap is the distance between you and the top.

(B) When people are in the gap, they feel sad and frustrated. The solution is simple: get out of the gap and think about "The Gain." The Gain is your progress. How many steps have you taken toward the mountain top? That's the gain. Focus on The Gain. Think about how far you have come. Think about your wins, big or small. When in The Gain, you'll feel happy, proud, and powerful.

Nick decided to follow the advice from the book. He wrote a simple 3-step process in his notebook.

**Think About Wins.** Every day, write down three things you did well. Focus on your small wins, like practicing or studying for 30 minutes, or helping a friend. Write down your answers to these questions: What went well? What are your wins?

**Compare Yourself to Your Past Self.** Compare yourself to how you did yesterday, last week, or last month. Don't compare yourself to others. Write about how you have improved. Write about how you have grown or gotten better. Write down your answer to this question: How have you improved?

**Learn from Mistakes.** Reflect on any mistakes you made and what you learned. Write down what happened and how you can improve next time. Focus on the lessons gained from these experiences. Write down your answers to these questions: What mistakes did I make? What did I learn from them?

After a few weeks, Nick started to feel better. He noticed his improvements and felt proud. He still admired his friends, but he didn't feel sad anymore. Nick learned to focus on his gains, not the gap. And he felt more and more like a winner every day.


### PAIRED READING FOR FLUENCY

*When we practice fluency, we use language that we already know.*


1. In pairs, Partner A reads out loud from "A" for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: \_\_\_\_\_.
4. Partner B do steps 1-3.


### Q/A – ANSWER BEFORE OR AFTER READING


1. The Gap is the space between where you are and where you \_\_\_ to be.
2. The Gain is your progress, or how many steps you've taken toward the \_\_\_.
3. To feel better, focus on your \_\_\_ instead of the gap. Compare yourself to your \_\_\_ self, not others.
4. When you make mistakes, focus on what you \_\_\_ next time.


 **Solve Puzzles.** What makes people happy or unhappy? In your group, write a list of 3-5 causes of happiness. And write a list of 3-5 causes of unhappiness. Remember to think about personal, social, psychological, and physical causes. Choose reporters to share with the class.


Causes of Happiness	Causes of Unhappiness

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 Key: \_\_\_\_\_  
\_\_\_\_\_

 **Suggest Solutions.** In our globalized world, we can easily become lonely and separated from friends and family. We also may spend more time on our digital devices than with people. Suggest 5 specific actions we can take to connect more with people and increase happiness.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Joy is late for work. She runs out the door in a 1 \_\_\_\_\_ to catch the bus. As she runs, she sees her neighbor. The neighbor looks at Joy and smiles. He says, "Good morning Joy! Have a great day!" Joy says, "Thanks, you too!" And she runs off to 2 \_\_\_\_\_ the bus.



Down the street, Sam is late for work, too. He runs out the door in a hurry to catch the bus. As he runs, he sees his neighbor. The neighbor looks at Sam and 3 \_\_\_\_\_ -- and says nothing. Sam says 4 \_\_\_\_\_, too. And he runs off to catch the bus.

Who do you think had a better day, Joy or Sam? They have 5 \_\_\_\_\_ jobs. They make the same amount of money. But they live near different neighbors. Joy's neighbor is happy, and Sam's neighbor is 6 \_\_\_\_\_. Now, who do you think is happier, Joy or Sam? What makes people happier: money or having happy friends and neighbors?

7 \_\_\_\_\_ from Harvard University and UC San Diego, found an interesting answer to this question.

Nicholas Christakis and James Fowler studied the 8 \_\_\_\_\_ health of almost 5000 people. They used information 9 \_\_\_\_\_ from a period of 20 years. The researchers found that friends of happy people had a greater chance of being happy. And people who lived closer to friends were happier than people living 10 \_\_\_\_\_ away from friends.

For example, a person had a 20% higher chance of

happiness if a friend lived within 1.5 kilometers and was also happy. Having a happy neighbor who lived next door 11 \_\_\_\_\_ a person's chance of happiness by 34%. The 12 \_\_\_\_\_ of friends' happiness lasted for up to one year.


The researchers found that happiness is contagious. Sadness also spread among friends. But happiness 13 \_\_\_\_\_ more. Happiness also relates to a person's network of friends or degrees of separation between friends. For example, John is a friend of Mary. Mary is a friend of Tim. Tim is a friend of Mike. So John lives in three degrees of separation from Mike. Interestingly, people 14 \_\_\_\_\_ by as much as three degrees of separation still affected a person's happiness.

The study showed that having an extra 5000 dollars increased a person's chances of happiness by about two percent. But researchers found that the 15 \_\_\_\_\_ of a friend of a friend of a friend can be greater than that. This study shows that happiness spreads through social networks. It is like an emotional virus – a 16 \_\_\_\_\_ people would be happy to catch.

**If you could live anywhere, where would you live?**


LIST NEW WORDS.	MAKE NEW PHRASES WITH NEW WORDS.
THINK ABOUT IT!	
<ol style="list-style-type: none"> <li>How many people did Nicholas Christakis and James Fowler study?</li> <li>How many years did it take them to gather their data?</li> <li>According to this story, who had a great chance of being happier?</li> <li>Which increases happiness more? (A) a happy friend of a friend (B) \$5,000 dollars.</li> <li>Who are your happy friends? What makes them happy?</li> </ol>	





 **Solve Puzzles.** Researchers\* asked one group of people to hold a pencil between their teeth, forcing a smile. Researchers asked another group to hold a pencil between their lips, not using teeth. After the experiment, how did the groups feel different? Brainstorm answers in a group.


Don't look at the answers. Write your guesses here. Choose reporters to share your answers with the class.


Answers: The group who use a pencil to force a smile felt happier and laughed more at comic.

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 Key: \_\_\_\_\_  
\_\_\_\_\_

 **Suggest Solutions.** People who use "if-then" planning\*\* are more likely to reach their goals. Example: **IF** I feel hungry between meals, **THEN** I'll eat almonds or fruit, not junk food. In your group, suggest 5 if-then plans for this problem: **IF I feel angry, nervous, or stressed, THEN...**

Rank	Suggest If-Then plans	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Jim sat into a soft, red chair. He looked down, and then he started to cry. "Am I asking too much?" he said. "I just want to be happy."

Dr. Jones gave Jim a box of paper tissues. "Thank you," said Jim as he took the paper tissue and blew his nose.

The room fell silent for a moment, and then Dr. Jones spoke. "You can be happy," she said. Her voice was round and soft. "It's not that hard."

"What can I do?" asked Jim.

"Actually, there are many things you can do," said Dr. Jones. "And the good news is this. By working on your happiness, you can become more successful. You see, happiness doesn't just come from success. Happiness causes success."

Jim was listening now. He wanted to learn ways to become happier. Dr. Jones told Jim about a book by Dr. Richard Wiseman. The book is called "59 Seconds: Think a Little, Change a Lot."

"The idea is simple," said Dr. Jones. "You can change your life in 59 seconds. You just need to do a few things that will change your way of thinking."

Now Jim was really listening. "What kind of things can I do?" he asked in a much bigger voice.

"Well, for one, you can work on being more thankful. And there is an easy way to do it. Every day this week, spend a few minutes writing. Write about the things for which you are thankful."

"I think I understand," said Jim. "But could you give me some examples?"

"Yes, sure I can," said Dr. Jones. "Today's lunch was delicious. That coffee tasted great. Those flowers are beautiful. My friends are nice to me."

"I see," said Jim. "There are many good things in my life. And it's easy for me to forget, so

when I'm thankful, I remember the good things."

"That's right," said Dr. Jones. "So this week, every day write down 5 things for which you are thankful. Then come back next week, and let's talk again."

Jim jumped up from the red chair, and he said, "Let's do it! I'll see you next week!"

The next week, Jim came to meet Dr. Jones. He walked into her office with a bounce in his step, and he was smiling. He sat down in the red chair, and he looked up at Dr. Jones.

"How was your week?" asked the doctor. Jim didn't say anything. He just... (Read the rest of the story at [ReadOasis.com](http://ReadOasis.com)).




## TIMED READING


- A. Start reading when the teacher says: "Start!" (Or set a timer by yourself.)
- B. When you finish, write down your time here: Minutes: \_\_\_\_ : Seconds: \_\_\_\_.
- C. Answer these questions. Do not look at the text.
  1. What color was the chair where Jim sat?
  2. According to Dr. Jones, what causes success?
  3. How long will it take for Jim to change his life?
  4. What advice did Dr. Jones give to Jim?


This story has **417** words. Circle your words per minute (WPM) below.


Time	1:30	1:40	1:50	2:00	2:10	2:20	2:30	2:40	2:50	3:00	3:10	3:20	3:30	3:40	3:50	4:00	4:10	4:20	4:30
WPM	278	250	228	209	192	179	167	156	148	139	132	125	119	114	109	104	100	96	93


 **Solve Puzzles.** The "Happiness Class" is a course in positive psychology. It has been the most popular class in the 300-year history of Yale University. What do you think students learn in this class to grow happiness? **Make a list of things students learn to do. Think and guess!**


Write your group's guesses here. Choose reporters to share your answers with the class.

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 Key: \_\_\_\_\_  
\_\_\_\_\_

 **Suggest Solutions.** What makes people happier, buying things or experiences? For happiness, experts say experiences make us happier. Spend cash on experiences with people! In your group, suggest 5 experiences you can buy to create happy memories with others.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

In his last year of high school, Alan didn't sleep much. Instead, he studied. Sometimes he studied all night. Sometimes he drank 3 or 4 cans of energy drinks so that he could study more. And he 1 \_\_\_\_\_. He got headaches, back pain, and he became 2 \_\_\_\_\_. But he really wanted to reach his goal.



And he did. Because of all his hard work, he got into Yale University, one of the top universities in the world. After 3 \_\_\_\_\_ into Yale, Alan thought he would be 4 \_\_\_\_\_. But he remained tired and unhappy. And now he had to work very hard to get good grades.

So, Alan kept studying hard. Yet, he always felt troubled by this thought, "Getting into Yale didn't make me happier." Time passed, and still Alan felt a little dark, sad, and 5 \_\_\_\_\_. Then one day, he heard other students talking about a class called "The Happiness Class." Alan thought, "I need to take that class," so he 6 \_\_\_\_\_ up.

On the first day, the classroom filled up with students. Alan came early to get a good 7 \_\_\_\_\_ in the front row. As the teacher spoke, students laughed and smiled. Their happy voices echoed in the big room. And it was a very big room, full of 1,200 students. And though Alan is a fictional character, he 8 \_\_\_\_\_ the many real people who took this class. They came searching for less stress, more peace of mind, and greater happiness.

The class is actually called "Psychology and the 9 \_\_\_\_\_ Life," and it is taught by 10 \_\_\_\_\_ professor Laurie Santos. But people just call it "The Happiness Class." Twenty-five percent of students at Yale University have signed up for it, making it the most

popular class in Yale's long history.


Professor Santos says that students come to the class with hope. They hope that science can help them find peace during the 11 \_\_\_\_\_ of university life. Santos says that "There is a culture of 12 \_\_\_\_\_. People are working too hard. People aren't prioritizing the right things." But social science can help people find more happiness. And students take the class because they want to learn happiness in a science-driven way.

To learn happiness, students work to create feelings of happiness. They try to 13 \_\_\_\_\_ more, exercise, meditate, and get plenty of sleep. Professor Santos says that many people see money and possessions as goals in life. But those things do not usually give people the most happiness. "Very happy people spend time with others, they 14 \_\_\_\_\_ time with their friends, time with their family." Happy people even take time to talk to people who work at coffee shops, Santos added.


Santos also talks about the idea of "mis-wanting." When we "mis-want," we make a mistake. We 15 \_\_\_\_\_ want things that... (Read more at ReadOasis.com.)


LIST NEW WORDS.	MAKE NEW PHRASES WITH NEW WORDS.
THINK ABOUT IT!	
<ol style="list-style-type: none"> <li>1. What percentage of Yale students take the Happiness Class?</li> <li>2. Why do so many students take the class?</li> <li>3. What is "mis-wanting"?</li> <li>4. According to the story, what do "very happy" people do?</li> <li>5. What tasks do students do in the happiness class?</li> </ol>	





 **Solve Puzzles.** With "inversion thinking," we think about how to fail. Then, we do the opposite to succeed. Imagine you want to fail at learning English. What would you do? Now, think of the opposite. What should you do to learn the language well? Note your ideas and share with the class..


How to Fail at Learning English	How to Succeed at Learning English

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 Key: \_\_\_\_\_  
\_\_\_\_\_

 **Suggest Solutions.** Jin is not motivated to learn English. He says, "I hate English. I don't need it." In your group, **suggest** five reasons to inspire and motivate Jin to learn English. Then, rank these reasons from most to least important. Share your top 3 reasons with the class.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(A) Esteban wanted to live and work in New Zealand. But he needed to improve his English. He asked himself: “How should I study?” Then he discovered Charlie Munger’s idea of “inversion thinking.” With inversion, you think about what not to do. Then you do the opposite. Esteban decided to use inversion for learning English.

First, Esteban made a list. He answered this question: “What should I do if I want to fail at learning English?” Here are his answers.

1. **Don’t have a theory about how to learn languages.**
2. **Don’t read and listen to interesting messages and stories.**
3. **Don’t spend time every day with English.**
4. **Don’t communicate with English speaking people.**
5. **Don’t speak or write English messages to people, and don’t get feedback.**

Esteban saw this as a good way to fail. So, he made a new plan. He did the opposite of everything on his list.

**Have a theory:** Esteban learned about Krashen’s theory. “We acquire language by understanding messages.” He watched dramas with English subtitles, so he could enjoy and understand English. Every day, he started reading easy stories at his level.

**(B) Read and listen to interesting messages and stories in English:** He listened to English songs. He watched YouTube in English. He got lots and lots of meaningful input.

**Spend time with English every day:** Esteban knew he needed to spend a lot of time with English. He scheduled 30 minutes of study time every day. When he used social media, he spent time with content in English. He used English as much as possible.

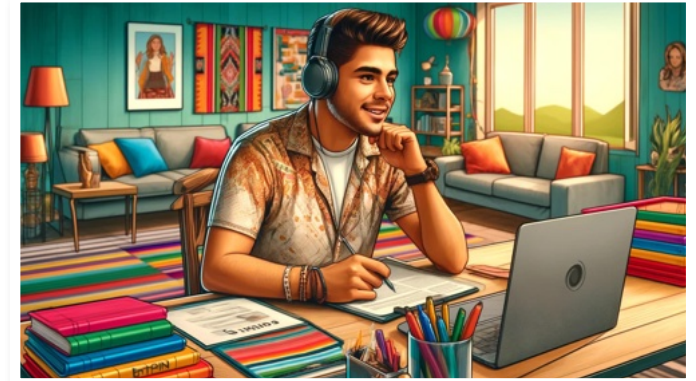
**Communicate with English speaking people:** He joined a language club to speak

English every week. He joined a soccer club with English speakers. He made social connections using English. He even spoke English with strangers.

**Communicate with friends and strangers:** When

he spoke or wrote in English, he always looked for feedback. He asked questions like, “Does that make sense? Do you understand what I’m saying?” He produced lots of meaningful output and got feedback.

Every day, Esteban followed his plan. He avoided the ways of failure. He felt better about his English. He was getting ready to go to New Zealand. He was happy that he used inversion thinking!




### PAIRED READING FOR FLUENCY

**When we practice fluency, we use language that we already know.**

1. In pairs, Partner A reads out loud from “A” for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: \_\_\_\_\_.
4. Partner B do steps 1-3.

### Q/A – ANSWER BEFORE OR AFTER READING


1. Esteban used \_\_\_ thinking to help him learn English.
2. He learned about a theory that says we acquire language by understanding \_\_\_.
3. Esteban spent \_\_\_ with English every day to improve.
4. When speaking English, Esteban always asked for \_\_\_ to improve.


 **Solve Puzzles.** Read the short text about Alex Hormozi. Fill in the two missing words. Alex worked hard and found success at a young age. He says people read books and watch videos. But they don't really learn, because (A) they stay in the same \*\*\* and (B) fail to \*\*\*.

(A)


  
  
  

(B)


 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.

 Key: \_\_\_\_\_


\_\_\_\_\_

 Key: \_\_\_\_\_


\_\_\_\_\_


 Key: \_\_\_\_\_

\_\_\_\_\_

 **Suggest Solutions.** Dan wants success, health, and love. He reads books and watches videos. But he forgets what he studies, and he doesn't change his behavior. As a result, he wastes time. **Suggest three things Dan can do to get more success, improve health, and find love.**

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Dan wants success. He wants a great job. He wants a healthier body. He wants to meet a beautiful partner. So, he reads books and watches videos about successful



living. That sounds great, but there’s a problem. Dan always forgets what he studies. Even worse, he doesn’t change his behavior after study. As a result, he wastes his study time.

Then one day, Dan heard this hard message from business expert Alex Hormozi. Alex says people read mountains of books. They watch tons of videos about success. But they don’t really learn. Why? Because they stay in the same condition and fail to change. So, Alex says, “One. They have not learned. Two. They are dumb.”

Alex goes on to say, “Learning means: Same condition. New behavior. Intelligence is rate of learning.” So, intelligence helps you quickly change behavior when you face a problem. If you don’t change after studying, you just entertain yourself. Control behavior, and you control your level of intelligence. And if you want to be smart, change your behavior faster.

After hearing Alex’s message, Dan felt shocked. He knew he had to change his behavior. He saw that smart people change quickly when they face problems. So, Dan thought “when I study, I need to ask this question: ‘What behavior will I change because of this?’”

The next day, Dan watched another video with Dr. Andrew Huberman. In the video, Huberman talks about living a long and healthy life with good habits. After watching, Dan

asked himself this question: “What behavior will I change because of this learning?” Then Dan made a list of 10 things to do based on Huberman’s advice. Here are the first three:

1. **Get Morning Sunlight.** After waking up, get bright light (ideally sunlight). This will improve your mood and energy. It will help you sleep better later.
2. **Exercise Regularly – Early (if possible).** Get regular exercise. If you do it early, you can boost your energy and focus for the whole day.
3. **Keep a Regular Sleep Schedule.** Go to bed and wake up at the same time every day. Avoid using an alarm clock (if possible). Try to wake up naturally.

So each day, Dan continued his habit. He read books and watched videos about success. But this time, he added new behaviors to his routine. He always wrote this question in his notebook. **“How can I use these ideas to change my behavior?”** Then he wrote down clear answers and actions to take. In this way, Dan didn’t just study. He got smarter by changing his behavior quickly. And so, he took smart action on the road to success.

### TIMED READING

- A. Start reading when the teacher says: “Start!” (Or set a timer by yourself.)
- B. When you finish, write down your time here: Minutes: \_\_\_\_ : Seconds: \_\_\_\_.
- C. Answer these questions. **Do not look at the text.**
  1. Dan likes to read books about: (A) Travel (B) Success (C) History
  2. Alex says real learning causes: (A) New behavior (B) More knowledge (C) Deeper thinking.
  3. The Huberman video talked about: (A) Healthy habits (B) Making money (C) Learning science.
  4. Which was NOT on Dan’s list? (A) Morning sunlight (B) Regular exercise (C) Cold showers
  5. Dan asked: (A) How can I get rich? (B) Why is study hard? (C) What can I do to change?

This story has 438 words. Circle your words per minute (WPM) below.

Time	1:30	1:40	1:50	2:00	2:10	2:20	2:30	2:40	2:50	3:00	3:10	3:20	3:30	3:40	3:50	4:00	4:10	4:20	4:30
WPM	292	262	240	219	202	188	175	164	155	146	138	132	125	119	115	110	105	101	97



**Solve Puzzles.** Jame Clear wrote the famous book "Atomic Habits." He says, "Every action you take is a vote for the type of person you wish to become." In the box below, (A) list up common bad habits that people have, and (B) common good habits that people have.

Good Habits	Bad Habits



**Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.



Key: \_\_\_\_\_  
\_\_\_\_\_



Key: \_\_\_\_\_  
\_\_\_\_\_



Key: \_\_\_\_\_  
\_\_\_\_\_



**Suggest Solutions.** Sara spends 1–2 hours each day on social media, and she always waits until the last minute to study. In groups, suggest five ways Sara can build better study habits. Then rank these from most to least helpful. Share your top 3 with the class.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



**Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.



**Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Emi wanted to change. She wanted to learn more. She wanted to get smarter. She wanted to improve her life. But it was hard. Her phone pulled her in. Her bed called her to sleep. And her space made change difficult. She needed a better space.



Your space is important for your habits. Your space can make you do things without thinking. It helps habits happen and stay. A good space can work better than just trying hard. You can change your space and make good habits easier. And you can change your space to push away bad habits. For example, if you want to study, put your study book where you can see it. If you want to eat healthy, put healthy food where you can easily grab it.

So, Emi cleaned her desk. She put away her snacks. She moved her phone far away. She put her book on the desk. She made her space feel new. She added a small green plant. She let in the sunshine. Now her space felt like a green light. It said, "Let's study."

But a good space was not enough. Emi needed a way to start. People need a switch or a signal to start. A signal works like a trigger for your habit. And a habit needs a trigger to begin. The signal can be something you see, a time, or something you just finished.

To build a habit trigger, connect it to something you already do. For example, after you take off your shoes, you can do one small action. So, every time you take off your shoes, stretch, or try The Double Breath. Every time you open your phone, don't open social media. Read a page from a book first, and learn something good!

Emi made a plan. When she entered her room, she took off her shoes. Then she went to her desk, opened her book, and read one page. That was her tiny habit. A little habit recipe.

Every time she entered her room, she (1) took off her shoes, and (2) read one page.

Here's a key point: Make new habits very, very small. If a habit is hard, you need a lot of motivation. But if it is easy and small, you need just a little. This is the idea of "Tiny Habits." To make a new habit easy, make it super small. A tiny habit takes less than 30 seconds. For example, if you want to exercise, just do one pushup. When you do small things, you will do them more often. Over time, they can grow.

Emi's habit felt simple and good. She read one page each day. Soon she read three. Then five. She read more and more. Her habit grew strong. She smiled and said, "My tiny habit works."

- **Note: This story is fiction but based on the science of habits.**
- Tiny habits grow more easily when they follow a trigger.
- Changing your space can make good habits easier.
- Bright light and green plants improve focus and mood.

## TIMED READING

- Start reading when the teacher says: "Start!" (Or set a timer by yourself.)**
- When you finish, write down your time here: Minutes: \_\_\_\_ : Seconds: \_\_\_\_.**
- Answer these questions. Do not look at the text.**
  - The story says: Your \*\*\* is important for your habits. (A) Effort (B) Space (C) Support from friends.**
  - To start a habit, people need a switch or \*\*\*. (A) Signal (B) Plan (C) Time.**
  - When Emi entered her room, she (A) Slept (B) Used her phone (C) Took off shoes and read one page.**
  - How long does a tiny habit take? (A) Less than 30 seconds (B) One hour (C) Over 10 minutes**
  - What improves focus and mood? (A) light and green plants (B) drinks and snacks (C) Music**

This story has 508 words. Circle your words per minute (WPM) below.

Time	1:30	1:40	1:50	2:00	2:10	2:20	2:30	2:40	2:50	3:00	3:10	3:20	3:30	3:40	3:50	4:00	4:10	4:20	4:30
WPM	339	304	278	254	234	218	203	190	180	169	160	153	145	138	133	127	122	117	113



**Solve Puzzles. (1)** List 3 hard things that young people in your country often do (for example, study, sports, or part-time work). **(2)** Rank them from easy to hard. Then answer this question: **(3)** What can young people learn when they do these hard things?

Hard things	Ranking	What Learned?
(1)		
(2)		
(3)		



**Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.



Key: \_\_\_\_\_  
 \_\_\_\_\_



Key: \_\_\_\_\_  
 \_\_\_\_\_



Key: \_\_\_\_\_  
 \_\_\_\_\_



**Suggest Solutions.** In your group, choose one famous story you all know (Harry Potter, Godzilla Minus 1, etc.) Who are the main characters? What struggles/problems did they face? How did they struggle to solve problems or move toward a happy ending?

Characters	Struggles/Problems	How They Fought



**Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.



**Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(A) Aya picked up a book.

She started reading an English story for the first time. The first line was easy. The next line was slow. She found a new word. She stopped, guessed the meaning, and read more.

“This is not too hard,” she thought. Her heart felt full. Her dream—going to another country to study—burned inside. Each page stood like a step. Step by step, she moved up.

Leo hit a key on the piano. The note rang sour. His teacher watched Leo’s hands and back. Leo felt heavy inside. He could not move. Then the teacher said, “Play it again, Leo.” Leo played the phrase five times, ten times. His hands felt tight. His back hurt. He made an angry face. He wanted to shout. Then he took a deep breath and tried again. He kept going. And slowly, the music started to flow like water in a stream.

Mira held on tight to her tennis racket. Her hands turned white. Her teacher hit balls hard at her one after another. She missed, again and again. Her arms felt heavy. Her legs shook. “I can’t hit it,” she said. But she did not stop. The balls flew fast, like yellow lights in the air. Then something changed.

(B) The balls seemed to move in slow motion. Mira moved. Bang! She hit the ball; it flew over the net. Her eyes lit up with joy. “I did it!”

Aya, Leo, and Mira felt tired and stuck. But they kept going, step by step. They faced hard things, but not too hard. They did not stop. They worked with sweat and care. Struggle did



not mean losing. Struggle meant learning. Reaching. Growing. Moving up.

Hard work changed their thinking. With each step and try, they made new connections in their brains. Aya’s slow words turned into fluent phrases. Each phrase stood as a step for her dream. Leo’s sour notes became music. His fingers started to flow with emotion. Mira’s shots grew stronger. Her racket felt like part of her body.

Every mistake lit up their minds. Why? Because they kept trying. They learned from mistakes and got better. Each try made their brain stronger. Struggle was not the enemy. Struggle gave them fire and energy. It helped them grow power and confidence. And so, with every effort, they moved closer to their dreams.

**Science Note (Real Fact):**

- **Struggle helps learning.**
- **Brain science shows hard work builds strong brain connections.**
- **The “almost there” feeling means your brain is growing.**
- **(Source: Daniel Coyle, The Little Book of Talent)**

**PAIRED READING FOR FLUENCY**

*When we practice fluency, we use language that we already know.*

1. **In pairs, Partner A reads out loud from “A” for 60 seconds. Partner B listens.**
2. **When you hear the alarm, stop reading. Mark the place where you stop!**
3. **Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: \_\_\_\_.**
4. **Partner B do steps 1-3.**

**DRAW LINES TO MATCH THE WORDS WITH DEFINITIONS**

Sour	(A) A bad taste, like a lemon. In the story, a bad sound.
Struggle	(B) To move smooth, like water in a river.
Angry	(C) A strong, bad feeling. You feel very displeased about something.
Flow	(D) A hard fight with work or problems. You try, but it’s not easy.



**Solve Puzzles.** Today's story is about willpower. David Goggins was very overweight. But he lost 45 kilos in three months and became an elite Navy Seal. He grew strong by doing things he strongly disliked or hated. Rank the things you hate to do (or strongly dislike). Put numbers 1–7.

- \_\_\_ Wake up early (before sunrise)
- \_\_\_ Study or review hard things (like grammar or a weak subject)
- \_\_\_ Take a cold shower
- \_\_\_ Exercise when you are tired
- \_\_\_ Practice a skill again and again, even after mistakes (like music or drawing)
- \_\_\_ Say “no” to fun things (like social media or games) when you need to work
- \_\_\_ Clean toilets, bathroom, or stove again and again



**Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.



Key: \_\_\_\_\_  
 \_\_\_\_\_



Key: \_\_\_\_\_  
 \_\_\_\_\_



Key: \_\_\_\_\_  
 \_\_\_\_\_



**Suggest Solutions.** Sometimes you don't feel like doing things. You feel angry, bored, or lazy. You don't want to wake up, clean house, study, exercise, or work. What **action words** can you say to yourself to act anyway? Rank them from best to worst.

Ranking	Action Words	Have used it Yes or No
	One, two, three, GO!	
	Let's go now!	
	Do it now!	
	No excuses!	
	Get up, move!	



**Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.



**Choose Solutions and Report.** Work together. Check  your choices for

(A) David looked at himself in the mirror. “I’m so fat,” he said out loud. It was true. He weighed 300 pounds (136 kilograms). He sunk down deep in his chair and turned on the TV.



He thought about his job. Low pay. Bad conditions. Boring. And no future. “I’m such a loser, LOSER!” he repeated. He changed channels again and again with the remote. And then, something caught his eye.

He saw men doing hard training. They carried big trees. They swam in icy water. David watched these men. They trained hard, and they looked so strong, powerful, and brave. They were training to be Navy Seals -- elite soldiers.

David thought, “I want to be like them.” Then he fell asleep. The next morning David woke up. He felt different. He went to see the Navy recruiter. “I want to be a Seal,” he said.

The recruiter said, “You are too fat. You must lose 100 pounds (45 kilograms). And you must do so in 3 months!” It was crazy, but David did it. And he became an elite Navy Seal.

(B) In time, David Goggins became world famous. He ran ultra-marathons. He broke the world record for pull ups. He did 4030 in 17 hours and 16 minutes. And he kept training, harder and harder. People say he’s crazy. They call him “the hardest man alive.” He says things like “Mental toughness is a lifestyle.” “I don’t stop when I’m tired. I stop when I’m done.” “Stay hard!”

Scientist Andrew Huberman interviewed David Goggins. Huberman focused on a part of Goggins’s brain. This brain part works as the seat of human willpower. We call it the “anterior

mid-cingulate cortex.” But let’s give it a new name. Let’s call it the “Goggins,” because David Goggins is a master of his will.

Huberman says that the \*Goggins is small in people who are overweight. But it’s big in athletes. And here’s the key point. We can grow our Goggins! How? You can grow it by doing things you don’t like! Huberman says you can grow willpower by “regularly doing undesired things that are hard.”

So, challenge yourself. You don’t feel like waking up? Wake up and take a cold shower. You don’t want to study? Start studying now. You don’t want to practice? Practice now! You want to stop exercising? Exercise more! You feel like giving up? Keep going! Here’s the point. You don’t have to be crazy. But you can do hard things. Do hard things you don’t like to




### PAIRED READING FOR FLUENCY

When we practice fluency, we use language that we already know.

1. In pairs, Partner A reads out loud from “A” for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: \_\_\_\_.
4. Partner B do steps 1-3.

### DRAW LINES TO MATCH THE WORDS WITH DEFINITIONS

Willpower	(A) A person who finds new people for a job, school, or the military.
Recruiter	(B) A part of the brain that helps you work hard and keep trying.
Anterior mid-cingulate cortex	(C) Mental strength. You keep going even when things are very hard.
Navy Seal	(D) A special American soldier in trained for the hardest missions.

 **Solve Puzzles.** Everyone experiences stress. And some stressors are more difficult than others. Doctors\* have studied life's most stressful events. In your group, make a list of life's most stressful events. Then compare your answers with what doctors say.



**Suggest Solutions.** Imagine you had an accident and broke your leg. Now you have to wear boot and use crutches for 12 weeks! Practice benefit finding. Suggest 5 benefits that can come from this experience of breaking your leg, wearing a boot, and using crutches.

What are life's most stressful events? Make a list.

ANSWERS: Death of a loved one, Divorce, Moving house, Major illness or injury, The loss of a job



**Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.



Key: \_\_\_\_\_  
\_\_\_\_\_



Key: \_\_\_\_\_  
\_\_\_\_\_



Key: \_\_\_\_\_  
\_\_\_\_\_

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



**Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.



**Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

We live in the best of times. We live in the worst of times. We live in an age of wisdom. We live in an age of foolishness. We live in an age of light. We live in an age of darkness.

In 1859, Charles Dickens wrote similar words in the opening lines of a book. The book is called "A Tale of Two Cities." Though written over 150 years ago, these words ring true today. We live in amazing times. Every day, we can make our lives better with medicine, technology, and science. But we also live in hard times. Every day, people worry and feel stress. A man loses his job and doesn't have enough money. A woman becomes sick and may die of cancer. A storm destroys a home, and now a family has no place to go.

In times of trouble, friends and family may give you advice. Your uncle Harry might say, "Life isn't fair. Stop crying like a baby." Your neighbor Jane might say, "Well, everything happens for a reason." And your grandfather George might say, "Don't worry about small stuff. It's all small stuff."

Our friends and family may mean well, but they may not always give us the best information. A professional counselor may give us better advice. For example, psychologists recommend "benefit finding" during times of stress. With benefit finding, we try to find the benefits that come from hard experiences.

We can practice benefit finding even in the most difficult times. On September 11, 2001, thousands of people died in terrorist attacks. It was one of the worst experiences in American history. But research shows that people found benefits, even after 9/11. People worked together. They helped each other. They experienced kindness, hope, and even gratitude. People who experience sickness also can find benefits. They can grow their sense of humor. They can feel more courage, and they can feel a deeper appreciation of beauty. What's the point? Even in the worst of times, we can find benefits.

To practice benefit finding, we can ask questions and write down our answers. Dr. Richard Wiseman suggests the following kinds of questions in his book, "59 Seconds: Think a Little, Change a Lot."

How has this experience made me stronger? How can this experience help me become more thankful about my life? How can this experience help me become wiser? How can this help me become more confident? How can this experience help me be more kind, loving, or forgiving? How does this experience show me my weaknesses? How does this experience show me where I can grow?

By thoughtfully writing down our answers, we can find benefits in hard experiences. For some people, benefit finding may not be enough. They may need to get professional help. But scientists say that benefit finding works. If we find benefits in hard situations, we can feel less stress, and we can find more peace of mind and happiness -- even in the worst of times -- and the best of times.




## TIMED READING


- A. Start reading when the teacher says: "Start!" (Or set a timer by yourself.)
- B. When you finish, write down your time here: Minutes: \_\_\_\_ : Seconds: \_\_\_\_.
- C. Answer these questions. Do not look at the text.
  1. Who wrote A Tale of Two Cities? (A) Dickens, (B) Wiseman, (C) George.
  2. What is benefit finding? (A) Focus on good things, (B) Focus on pain, (C) Focus on others.
  3. Benefit finding reduces what? (A) Stress, (B) Pain, (C) Time.
  4. Scientists say that benefit finding (A) works, (B) fails, (C) is unclear.


This story has 506 words. Circle your words per minute (WPM) below.


Time	1:30	1:40	1:50	2:00	2:10	2:20	2:30	2:40	2:50	3:00	3:10	3:20	3:30	3:40	3:50	4:00	4:10	4:20	4:30
WPM	337	303	277	253	233	218	202	190	179	169	160	152	145	138	132	127	121	117	112


 **Solve Puzzles.** Look at the story title. But don't look at the story! The story gives 3 benefits for using humor at work. In your group, try to guess the 3 benefits. Note: when you try to guess answers before reading, you will better remember the right answers after you see them!


Guess the 3 benefits of humor mentioned in the story. Write your guesses here.

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 Key: \_\_\_\_\_  
\_\_\_\_\_

 **Suggest Solutions.** At ACME Company, many new workers leave because of poor management, stress, overwork, bad office environment, and lack of enjoyment. **Task: suggest 5 ways to make ACME less stressful and more fun.** Focus on what causes stress and suggest creative solutions.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(A) Mary looked down at her cheese pizza and watched it go cold. Sally watched. After a long silence, she asked, "When did you lose it Mary?" Mary looked up and said, "I can't remember. It's just terrible. I just lost it!"



"Well," said Sally, "maybe you can find it before you go back to work. You really need it. You can't enjoy work without it!" "You're so right," said Mary. "I'll find it today!"

So, what did Mary lose? Her phone? Her computer? Her office keys? No, Mary lost her sense of humor. She could not remember the last time she laughed at work. But is this a problem? Two famous teachers at Stanford University think so. They say that as we get older, we laugh less. And not laughing is a problem!

The teachers are Jennifer Aaker and Naomi Bagdonas. They teach a course at the Stanford School of Business. The course is called: "Humor: Serious Business." And elite students from around the world take the class. Aaker and Bagdonas also wrote the book: "Humor, Seriously: Why Humor is a Secret Weapon in Business and Life."

So, why do people need to enjoy more fun and laughs? First, we need to see that we don't laugh enough. The average four-year-old child laughs about 300 times every day. But the average forty-year-old only laughs 300 times every 75 days! And by not laughing, we lose many important benefits.

(B) When we laugh and have fun with others, we build trust. The writer Maya Angelou said: "I don't trust anyone who doesn't laugh." This is not just opinion; science supports it. When we laugh with people, our brains produce the "trust chemical." We call this chemical "oxytocin," and it helps us make satisfying connections with people.

What's more, when we laugh and have fun, our brains produce a "healthy mixed juice" of

chemicals. These juices (a) make us feel happier, (b) lower our stress, and (c) make us more trusting of others. Laughter and fun fill our brains with positive powers. And we need these powers when we communicate with others.

We also need humor to crush our fears and grow our creativity. Hiroki Asai worked as a Vice President at Apple, a company famous for creative work. Asai said, "Fear is the greatest killer of creativity, and humor is the most effective tool I've found for [protecting] cultures from fear."

We need creativity for solving problems. And humor promotes creativity. In one study, scientists asked two groups of people to solve a puzzle. Before solving the puzzle, one group watched an "Unfunny" video. The other group watched a "Funny" video. What happened? For solving the puzzle, the "Funny Group" did two times better than the "Unfunny Group." The point? Humor boosts creativity and problem-solving powers.

Now before we look at ways for having more fun, let's look at the dangers of humor. At work, school, or in cross-cultural situations, we should avoid bad jokes about race, gender, and sex. Bad jokes don't promote... (Read more at ReadOasis.com.)


**PAIRED READING FOR FLUENCY**


**When we practice fluency, we use language that we already know.**


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4. Partner B do steps 1-3.


**WORD FOCUS: MATCH WORDS AND DEFINITIONS**


- |             |  |
|-------------|--|
| A. weapon   | ___ To make something stronger or more confident.            |
| B. chemical | ___ Something used to fight or defend.                       |
| C. To crush | ___ Anything made of matter, like water or air.              |
| D. To boost | ___ To press something so hard it breaks or loses its shape. |


 **Solve Puzzles.** You are giving a talk at a local high school. In your talk, you want to inspire high school students to think about going to university. Start by asking this question: What problems can university study solve for students? List up problems and solutions.

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 Key: \_\_\_\_\_  
\_\_\_\_\_

 **Suggest Solutions.** You attend a lecture class. It's boring every time. Your teacher wants to improve and has asked for suggestions. In your group, suggest **5 things YOUR TEACHER can do** to make the class more interesting, memorable, and meaningful. Make a list!

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Sam took a deep breath. He looked at his audience, {1}\_\_\_\_\_ his hands, and started to speak. He began {2} \_\_\_\_\_ a joke, but nobody laughed. He introduced himself. But some people just looked down and checked their phones. He told another joke. The response: {3} \_\_\_\_\_. "This is not going well," Sam thought to himself. "What should I do?!"



Sam's experience is common. We often fail to grab the {4}\_\_\_\_\_ of our listeners. And for giving a talk, fear of failure feels like a heart attack. So, why does this happen? For one, we often don't have a good plan for giving a talk. To solve this problem, we can use a simple and clear {5}\_\_\_\_\_ for giving a powerful presentation.

Ideally, we should use a story framework – or {6}\_\_\_\_\_. Stories work as the most powerful way to put ideas into the world. Stories make information more interesting, enjoyable, and memorable. But how can we use stories when sharing facts, {7} \_\_\_\_\_, and data? Simply put, we can use story-logic when we share any kind of information.

First, we must understand basic story-logic. In all stories, we meet a {8}\_\_\_\_\_ who wants something and faces a PROBLEM to get it. To solve the problem, our character needs a {9}\_\_\_\_\_. And she must take ACTION on the solution. The solution brings a good (or bad) RESULT. We see story-logic in all famous stories, like Harry Potter, Avatar, or Spiderman.

Story expert Donald Miller suggests we use story-logic for all communication. For making a talk or report, he {10}\_\_\_\_\_ we answer 5 questions, step-by-step.

- What PROBLEM will you {11}\_\_\_\_\_ for people?
- What SOLUTION will you give for this problem?
  - This is the Main Point, and you can support it with sub-points.
- What RESULT will people get with your solution?
- How will you call people to take {12}\_\_\_\_\_ on the solution?
- What main point – (SOLUTION) – do you want people to remember?

Step 1. Don't start your talk with a joke or {13}\_\_\_\_\_. Start with the PROBLEM you will solve. In the following examples, we'll look at the idea of big, easy reading. Example problem: "English learners do too much hard grammar study and {14}\_\_\_\_\_ test prep!" When you start with the problem, you grab people's attention!


Step 2. Share the SOLUTION to the problem. Example solution: "But if you read big at your level, you'll enjoy learning English the easy way!" The solution works as the main point of your talk. And when you say it clearly, people know what to expect.

As you give your talk, you may use sub-points. Your sub-points must always support your solution – your main point. And you always support sub-points with {15}\_\_\_\_\_ and evidence. (Read more at ReadOasis.com.)


### THINK ABOUT IT!


1. What story-logic do we see in all stories with characters?
2. Who says we can use story-logic for all communication?
3. In all stories, we meet a hero. Who becomes the hero in a story-logical presentation?
4. What are the 5 steps of story-logical communication? Turn your paper over. Answer without looking!
5. In MLK's famous "I Have a Dream" speech, how does he follow story-logic?





 **Solve Puzzles.** Not all study techniques are equal. Some are strong, and they help you learn better and remember more. Some are weak, and they only make you feel familiar with the information. For each study technique below, write S for Strong and W for Weak.


- \_\_\_\_ (1) Reviewing notes – Read your notes again and again.
- \_\_\_\_ (2) Self-quizzing – Make questions and test yourself.
- \_\_\_\_ (3) Studying all night before a test – Cram all night; no sleep, only study.
- \_\_\_\_ (4) Spaced repetition – Study a little, rest, then study again later.
- \_\_\_\_ (5) Reviewing a reading – Read again to check understanding.
- \_\_\_\_ (6) Retrieval practice – Close your book and try to remember.

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.

 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 **Suggest Solutions.** With retrieval, you bring knowledge out from your memory. Example: You remember without looking at the book. This makes your brain stronger. Some study tricks use retrieval. Others do not. Read the five study tricks below. Check the ones that use retrieval



Rank	Retrieval or Not	Retrieval?
	<i>Self-quizzing — make questions and test yourself.</i>	<input type="checkbox"/>
	<i>Reviewing notes — read notes again and again.</i>	<input type="checkbox"/>
	<i>Write from memory — write what you recall after study.</i>	<input type="checkbox"/>
	<i>Red sheet — hide words with clear red plastic, answer.</i>	<input type="checkbox"/>
	<i>Re-reading — read the same page many times.</i>	<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Andrew just started university. But like many students, he had bad study habits. He always waited and waited. Then he finally studied the night just before a test. With this "cramming" style of study, he quickly forgot what he studied.



He also reviewed the material, so he thought he knew it. But in fact, he did not know it well. And he could not remember it. He highlighted important parts of his books or notes. Then he reviewed his highlights. But Andrew was making a study mistake. Highlighting and reviewing don't work best for remembering. So, Andrew thought he was studying well. But he still forgot what he studied.

One day, Andrew studied hard for his Spanish test. He worked in his usual way. He read all his notes and highlighted many parts. But when he took the test, he could not remember the answers. So, he got a low score, and he felt sad and frustrated.

Andrew thought to himself, "I've got a problem." So, he went to the university learning center. And he met a learning coach. The coach smiled and said, "Hi Andrew, how can I help you?" Andrew replied, "I study hard, but I get low scores. What am I doing wrong?"

The coach said, "I think you need to change how you study. Let me teach you three techniques. You'll have to work harder, but you will learn better and faster!"

**Do Retrieval Practice -- With Prompts**

1. Read or review material. Then make flashcards with questions or key words on the front. Put answers on the back.

2. Quiz yourself with the flashcards. Say answers out loud without looking at the back of the cards! Put cards you answered incorrectly in one group.
3. Put cards you answered correctly into another group. Practice incorrect cards till you answer correctly.

**Do Active Recall -- With No Prompts**

1. Read or review your text or notes.
2. Without looking at your text or notes, speak or write what you remember.
3. Check your text or notes to see what you got right and wrong.

**Do Spaced Repetition**

1. Repeat retrieval or active recall, just before you start to forget.
2. Repeat retrieval or active recall after 1, 3, and 7 days -- to fight off forgetting.
3. Repeat retrieval or active recall after longer spaces of time to keep fresh.

Andrew tried his new study methods for his next Spanish test. First, he used retrieval practice. He read a section of his Spanish book. He made flashcards with questions and answers. Then he quizzed himself with flashcards on grammar points and words.


Next, he tried active recall. He read a section and put away his book. Then, he wrote down everything he could remember -- without looking at his book. Next, he checked his notes to see what he got right and wrong. He repeated these steps for all the sections.


Andrew also did spaced repetition. He learned faster. On test day, he felt ready. He took the test and got 100%! (Read more at ReadOasis.com.)


**DEEP READING STEPS (GROUPS OR PAIRS)**


1. Take turns reading each paragraph aloud.
2. Listeners underline hard words or phrases.
3. Write 3 quiz questions about this story. Quiz another group. Make the mind map on page 32.





 **Solve Puzzles.** Dr. Lawrence Williams did an \*experiment. He gave one group of people hot coffee and another group cold coffee. The groups read a story about a stranger. Groups rated the stranger's character differently. How did each group feel about the stranger? Write guesses!

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: \_\_\_\_\_  
\_\_\_\_\_


 Key: \_\_\_\_\_  
\_\_\_\_\_

 Key: \_\_\_\_\_  
\_\_\_\_\_

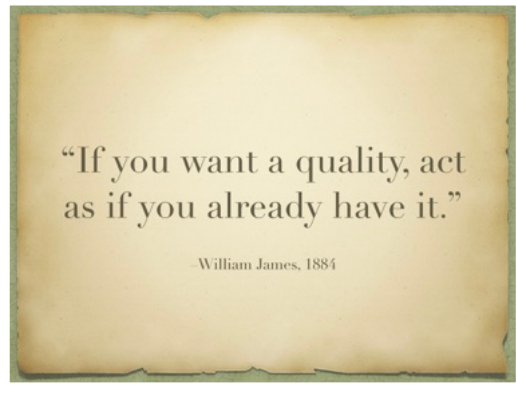
 **Suggest Solutions.** With a power pose, you stand or sit confidently to feel stronger and more positive. It helps you boost your mood and self-belief. Power posing uses the "As If Principle." For example, to feel confident, you first act confident. In a group, suggest 4 power poses.

Rank	Suggest with Reasons	Choice
	<i>Example: Do the Usain Bolt victory pose!</i>	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check  your choices for your 3 best solutions. Report your choices and/or rankings to the class.

In 1884, the great American Philosopher William James had a radical idea. James 1 \_\_\_\_\_ that if you behave as if you're a 2 \_\_\_\_\_ type of person, you become that person.



Decades of research has shown that James's idea applies to all 3 \_\_\_\_\_ of your life. Asking people to smile, 4 \_\_\_\_\_ makes them feel happier. Having them cross their arms 5 \_\_\_\_\_ the amount of time they persevere on a difficult 6 \_\_\_\_\_, and getting them to squeeze their hand into a fist boosts their will power by 40%.

Research from Harvard shows that if you take people in their 7 \_\_\_\_\_ and eighties and get them to 8 \_\_\_\_\_ as if they're younger, their memories improve and their 9 \_\_\_\_\_ times become faster. Ask procrastinators to spend just three minutes doing whatever it is they're trying to 10 \_\_\_\_\_, and therefore act as if they find it interesting, and they're much more likely to 11 \_\_\_\_\_ the job.

And research at MIT shows that when you ask people to sit on a hard chair and 12 \_\_\_\_\_ about the price of a used car, they drive a harder 13 \_\_\_\_\_ and offer 14 \_\_\_\_\_ less than those sitting on soft chairs. Tiny changes in 15 \_\_\_\_\_ have a big impact on thoughts and feelings. Forget about positive thinking. It's time for positive action.

**The above short talk was presented by Dr. Richard Wiseman on Youtube. He is the Author of The As If Principle: The Radically New Approach to Changing Your Life.**

## ReadOasis Step 1 Version

In 1884, the great thinker William James had a big idea. It goes like this. If you act as if you are a certain type of person, you become that person.

Many years of research shows that James's idea is true. It works in all parts of life. If you smile, you quickly feel happier. If you cross your arms, you double the time you will work on a difficult job. And if you make a fist, it gives you 40% more willpower.

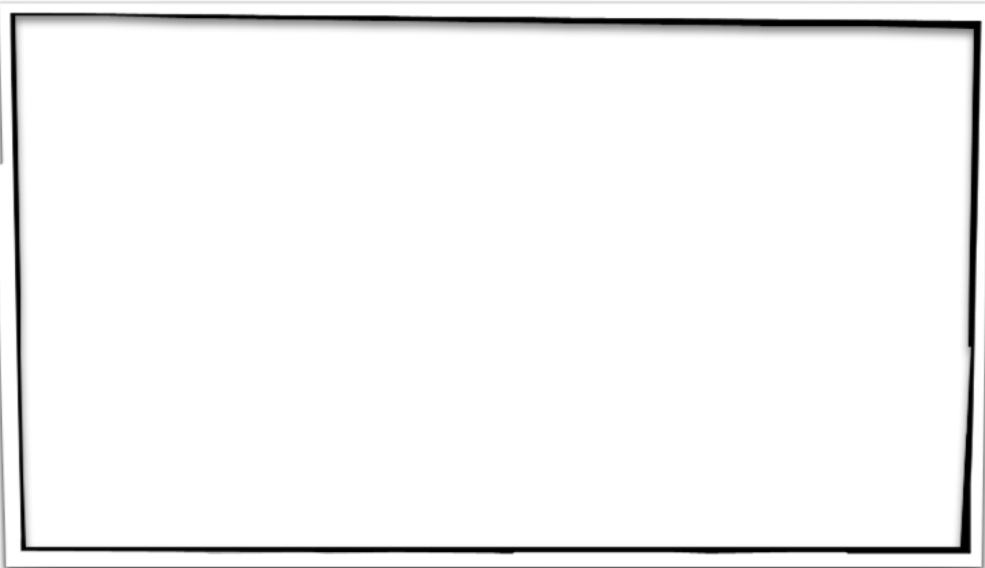
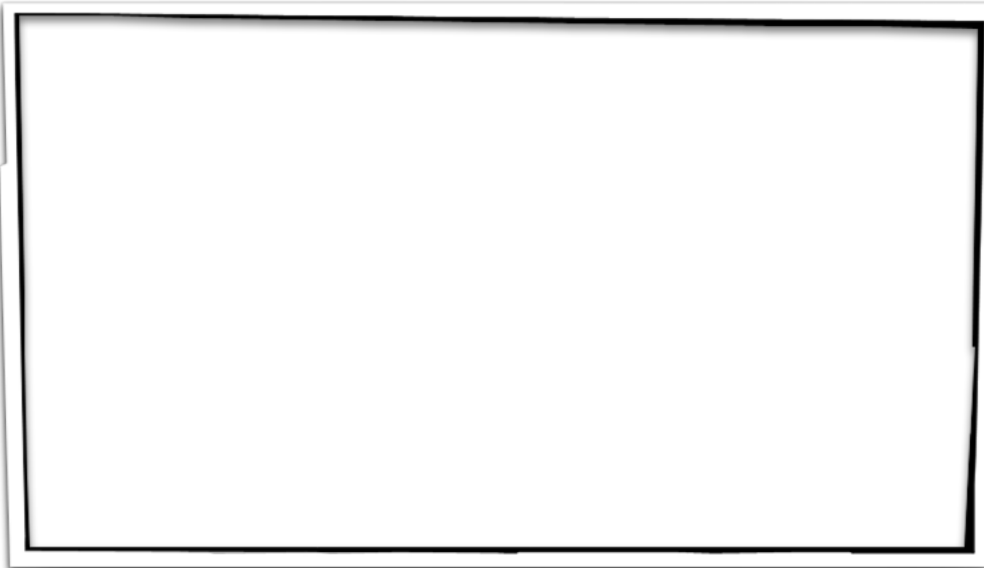
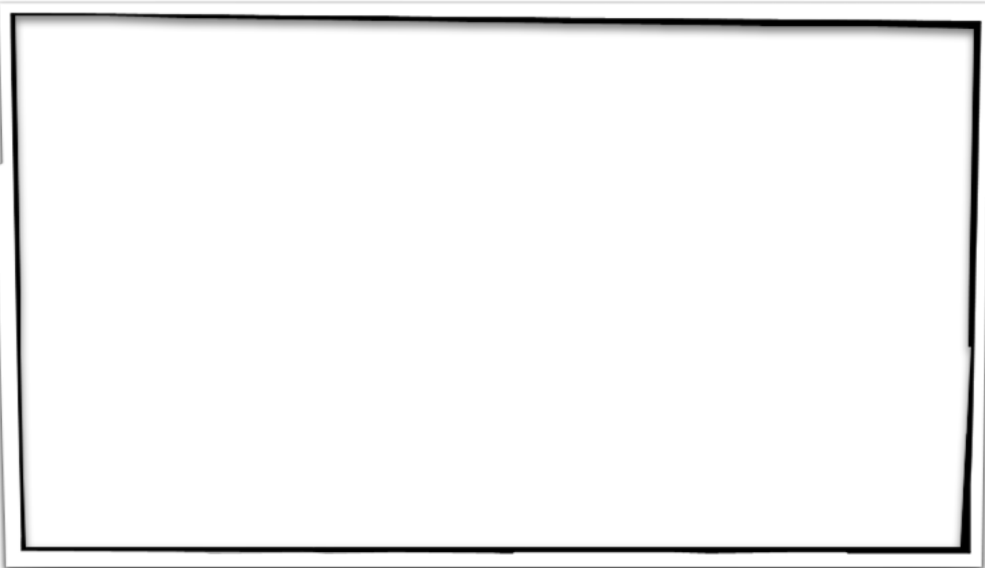
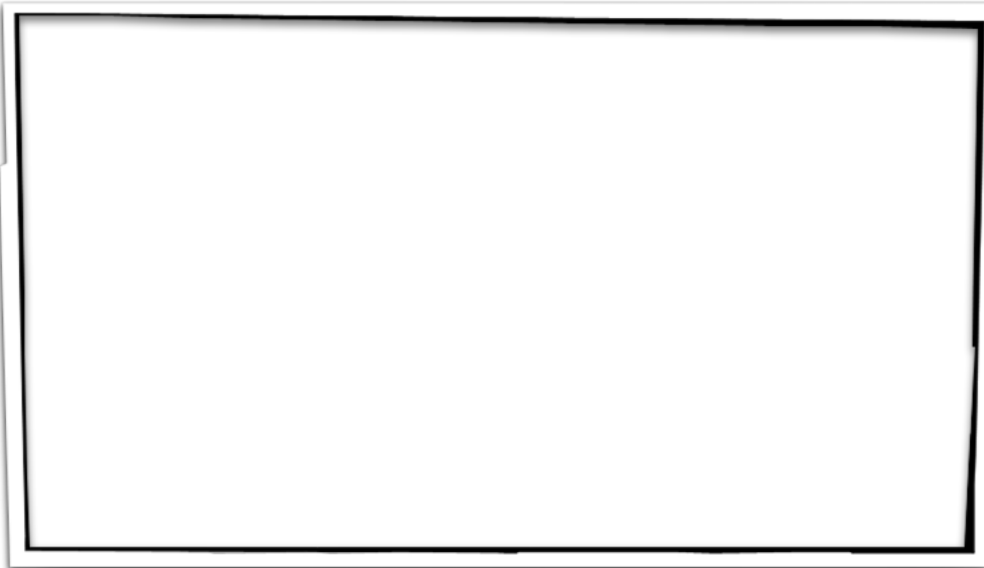
Research from Harvard shows this. If people in their seventies and eighties act as if they're younger, their memories improve. What's more, their reaction times become faster. Maybe you don't like to start a difficult job. But if you just spend three minutes doing it, then you act as if you think it is interesting. And then what happens? You are more likely to finish the job!

And research at MIT shows this. When you sit on a hard chair and talk about the price of a car, something changes. You will offer 30% less than if you sit on a soft chair. Small changes in behavior have a big impact on thoughts and feelings. Forget about positive thinking. It's time for positive action.

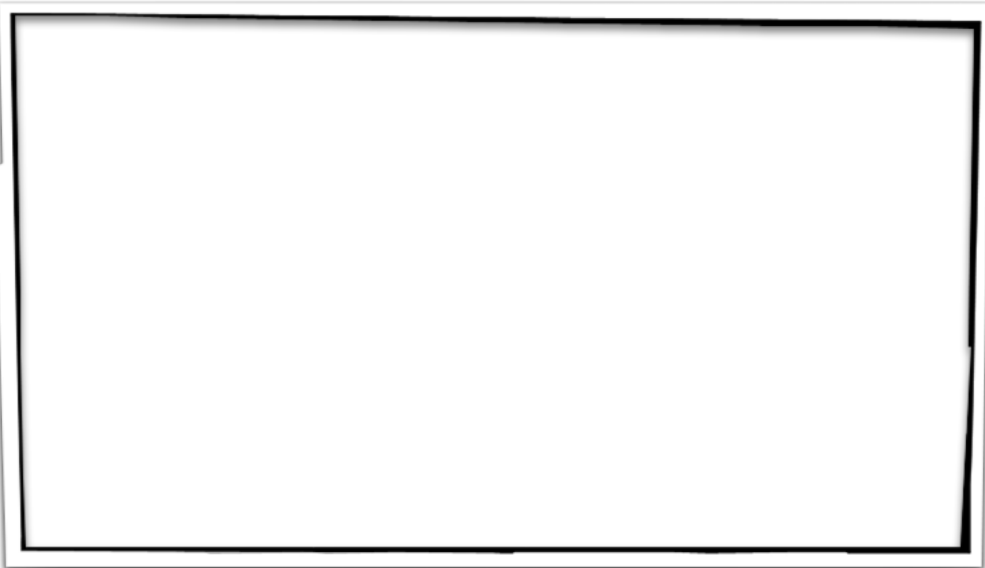
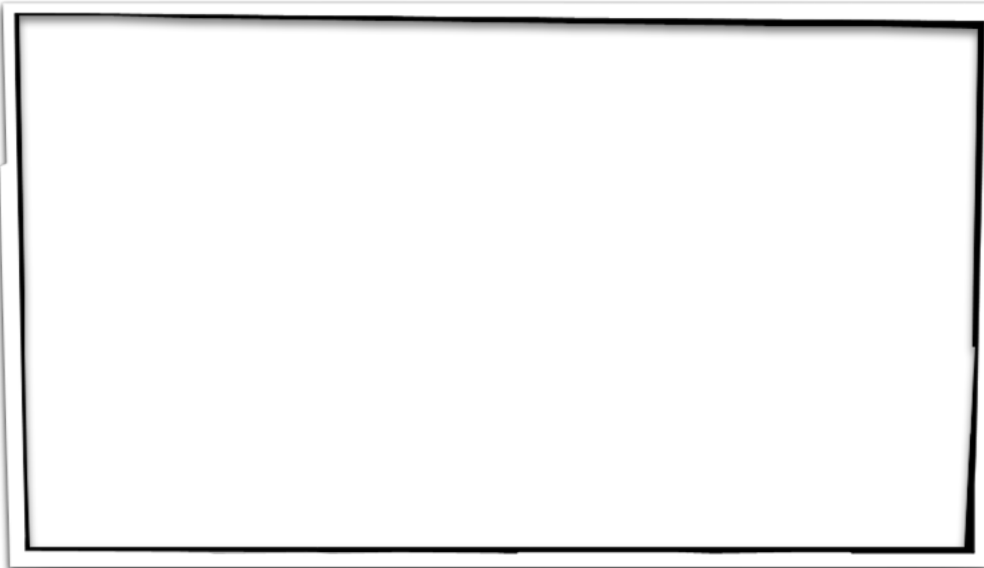
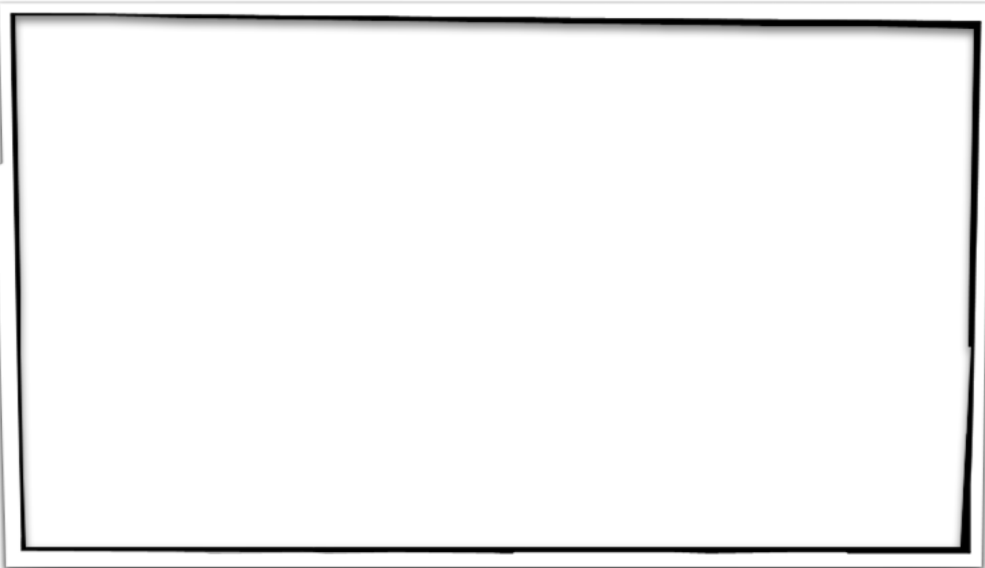
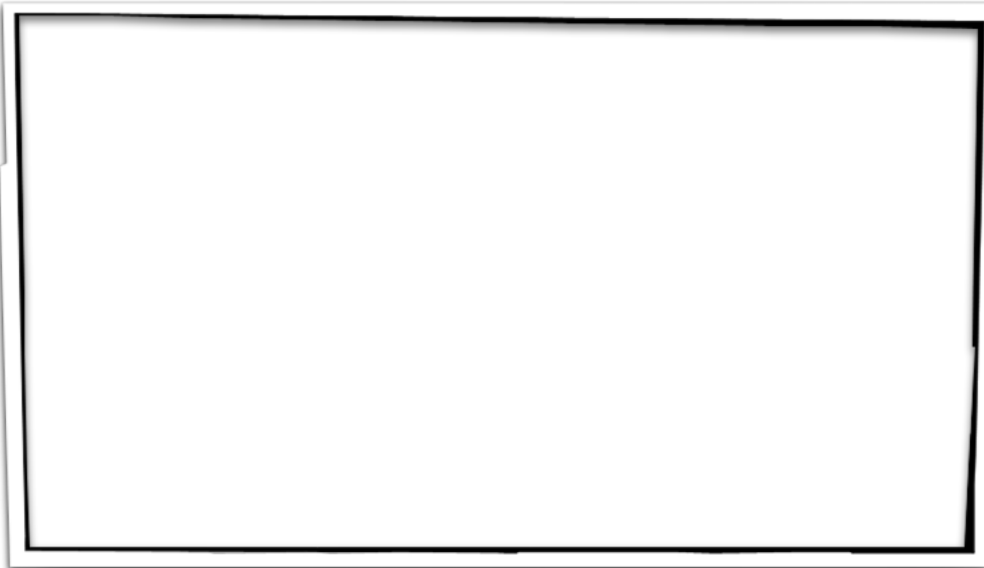
### Q/A

1. One part of a situation, problem, subject: (A) bargain, (B) instant, (C) aspect.
2. To make something improve or increase: (A) boost, (B) avoid, (C) impact.
3. To stay away from: (A) negotiate, (B) behave, (C) avoid.
4. To continue to try even if it is difficult: (A) persevere, (B) behave, (C) react.
5. Summarize this story in one sentence.

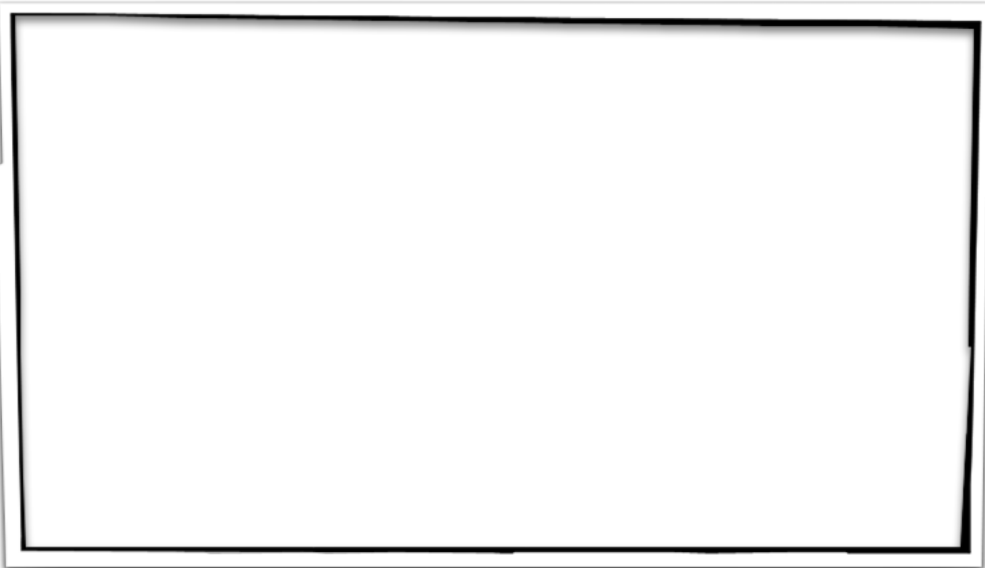
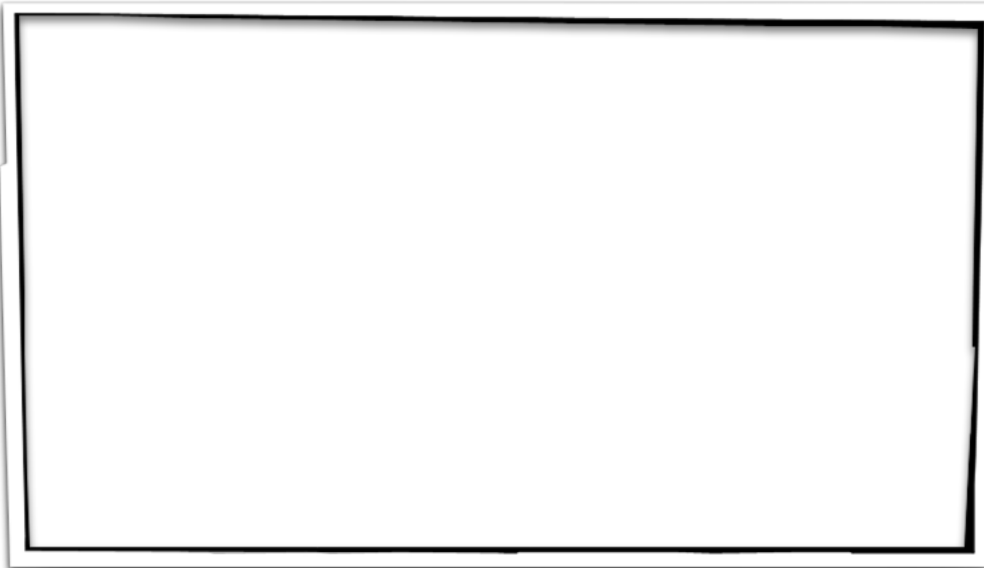
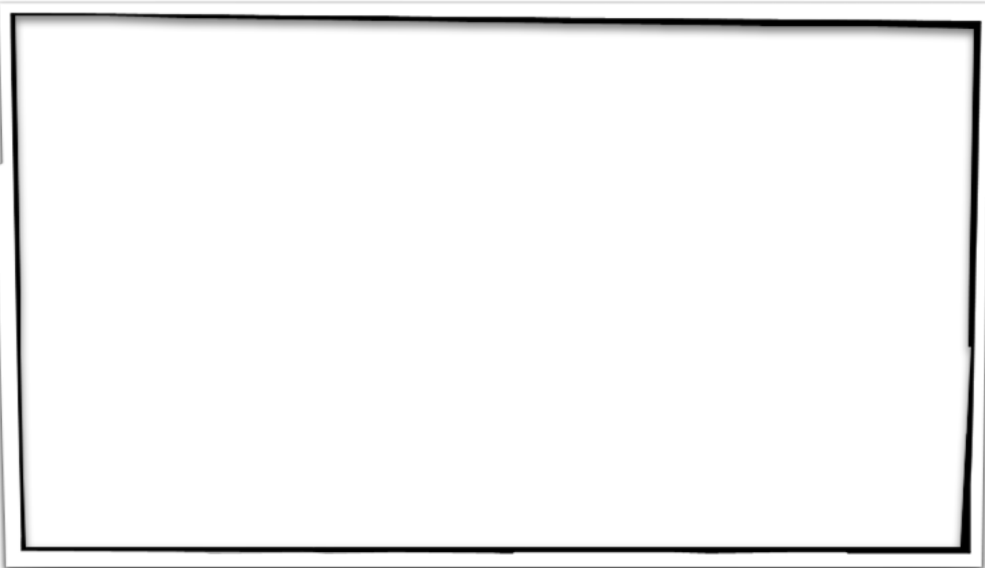
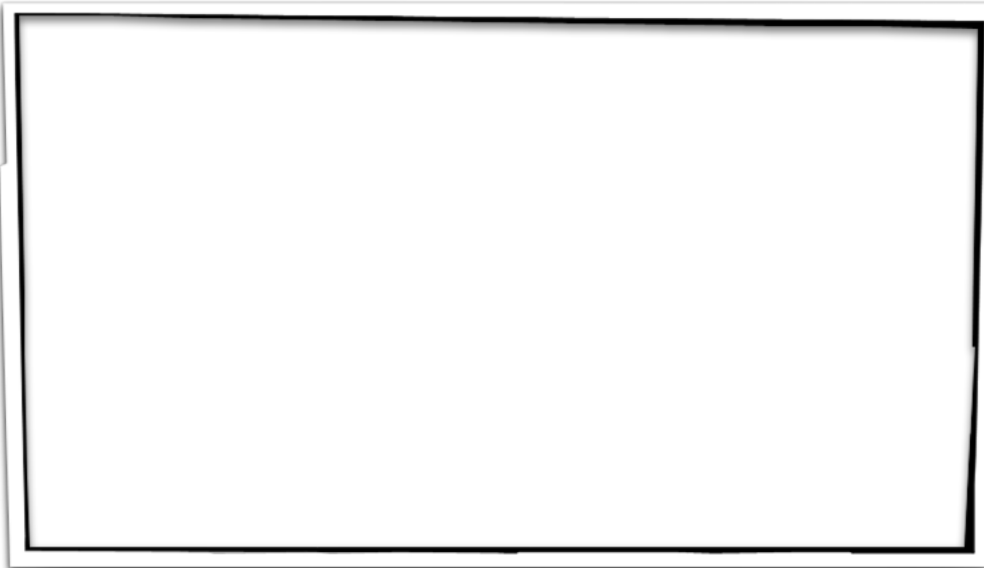
Work with your partner or in groups to do information gap, dictation, and active learning tasks.



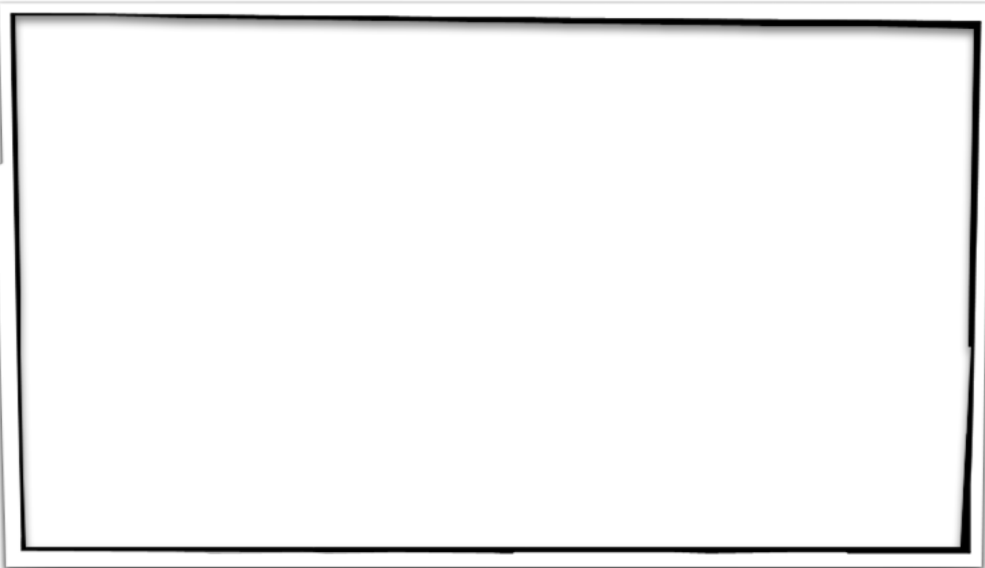
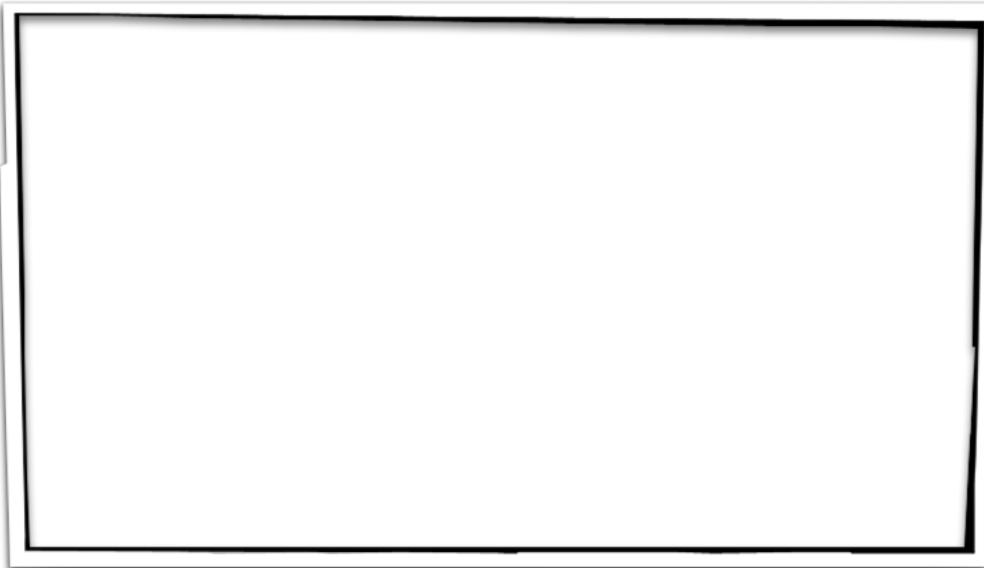
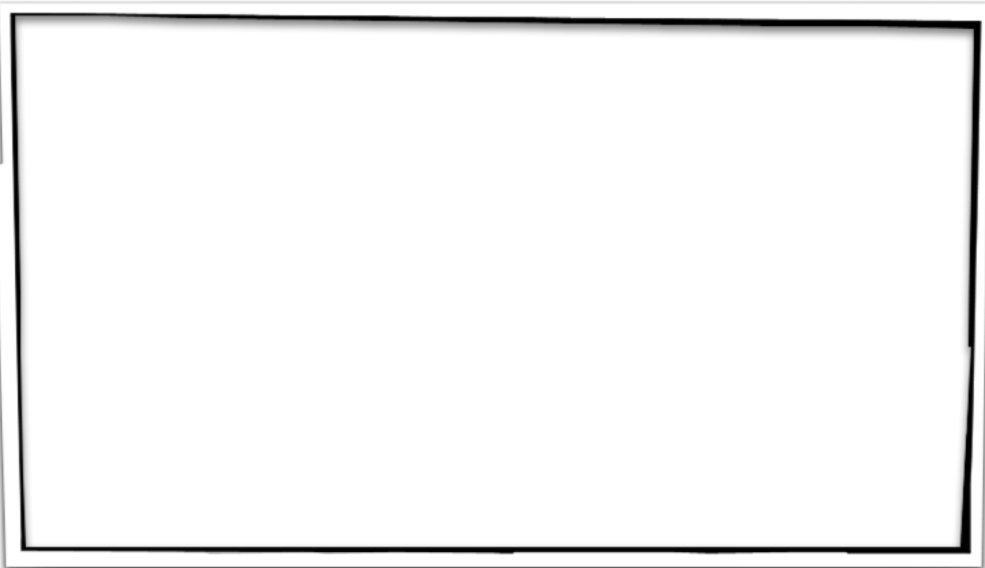
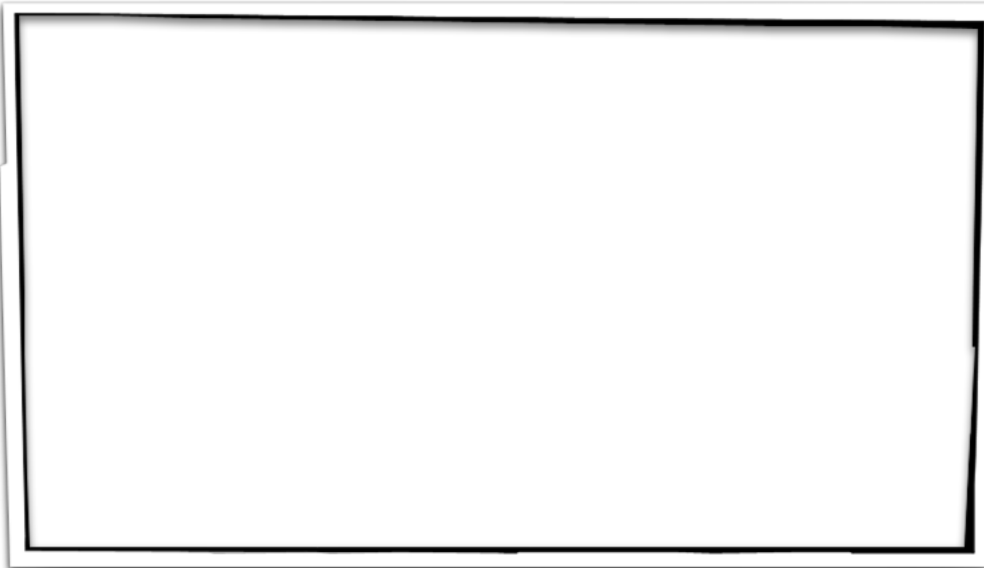
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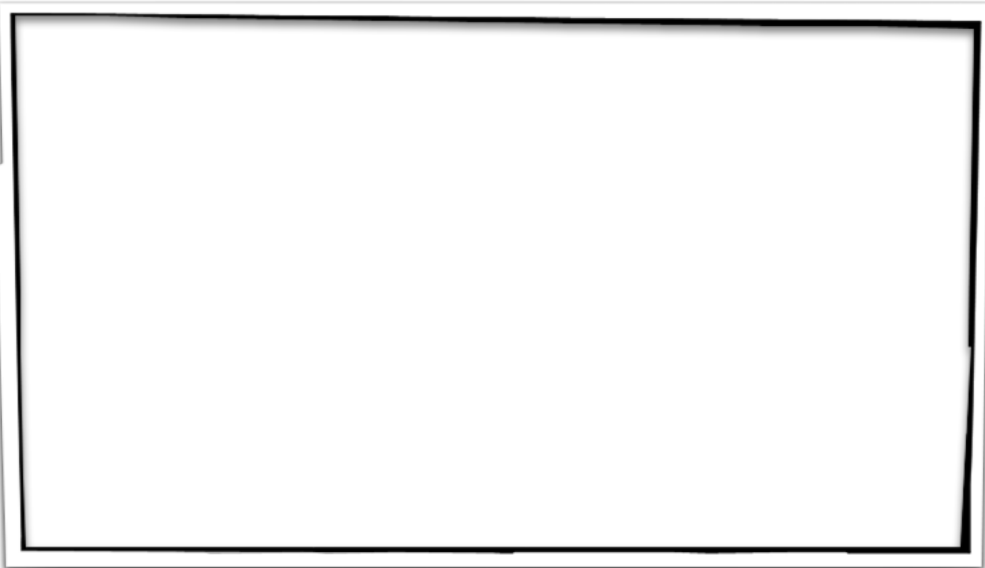
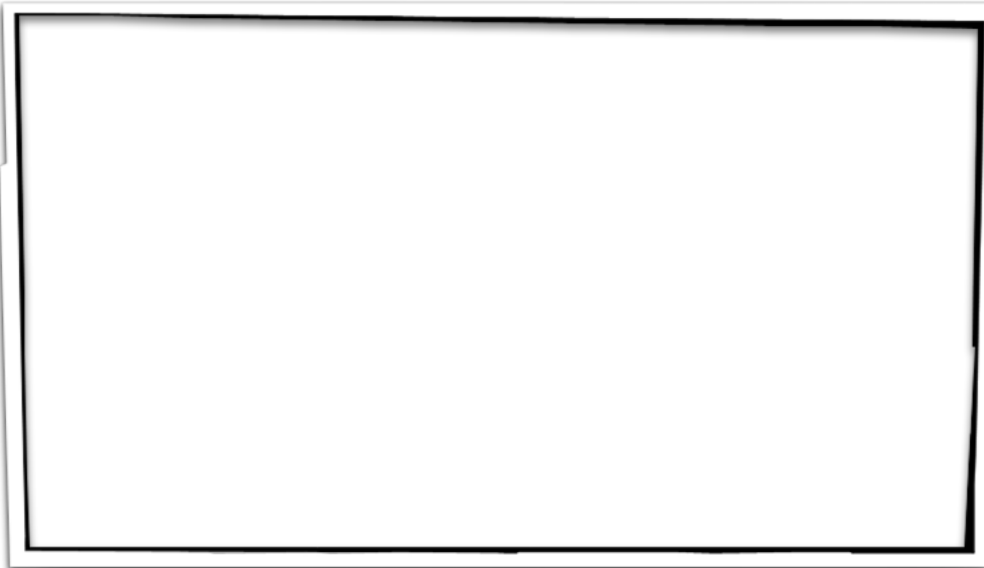
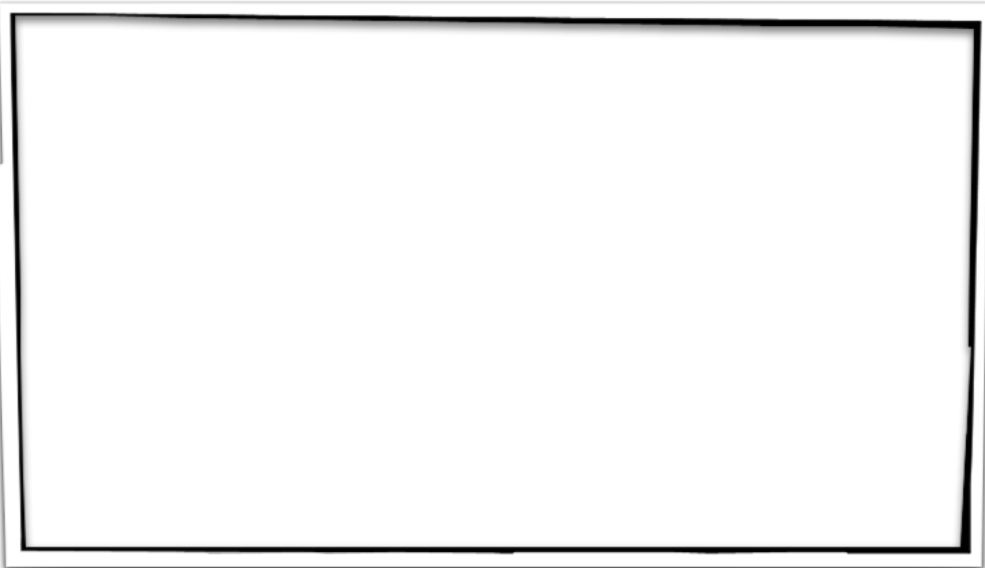
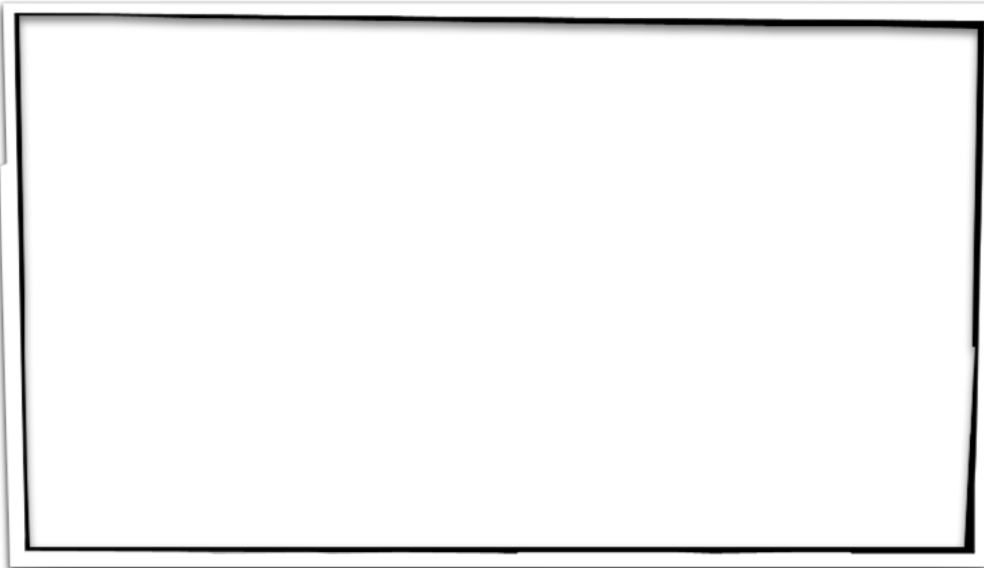
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