

For Tasks 2–5, read the three texts (A, B and C) discussing different aspects of procrastination.

Procrastination

Text A

“How are you getting on, dear?” I asked, with a sinking at the heart.

“Excellently, my love, excellently.”

I looked at him so **reproachfully** that he blushed.

“I think,” said he, when he had drunk the tea, “that I have done enough for one night. I mustn’t overdo it.”

“Won’t you let me hear what you have written?”

He blushed again.

“Wait till Saturday,” he said.

“Then let me put your papers away,” I said, for I was anxious to see whether he had written anything at all.

“I couldn’t think of it,” he replied, covering the paper with his elbows.

Next morning I counted the clean sheets of paper. They were just as I had put them on the table. So it went on for a fortnight or more, with this difference. He either suspected that I counted the sheets, or thought that I might take it into my head to do so. To **allay** my suspicions, therefore, he put away what he called his manuscript in a drawer, which he took care to lock. I discovered that one of my own keys opened this drawer, and one day I examined the manuscripts. They consisted of twenty-four pages of paper, without a word written on them. Every evening he added two more clean pages to the contents of the drawer. This discovery made me so **scornful** that I taxed him with the deceit. At first he tried to **brazen** it out, but I was merciless, and then he said:

“The fact is that I can’t write by gas-light. I fear I shall have to **defer** beginning the work until spring.”

“But you used to say that the winter was the best season for writing.”

“I thought so at the time, but I find I was wrong. It will be a great blow to me to give up the work for the present, but there is no help for it.”

When spring came I reminded him that now was his opportunity to begin the book.

“You are **eternally** talking about that book,” he snarled.

“I haven’t mentioned it for a month.”

“Well, you are always looking at me as if I should be at it.”

“Because you used to speak so enthusiastically about it.”

“I am as enthusiastic as ever, but I can’t be forever writing at the book.”

“We have now been married seven months, and you haven’t written a line yet.”

He banged the doors again, and a week afterward he said that spring was a bad time for writing a book.

“One likes to be out-of-doors,” he said, “in spring, watching the trees become green again. Wait till July, when one is glad to be indoors. Then I’ll give four hours to the work every evening.”

Summer came, and then he said:

“It is too hot to write books. Get me another bottle of iced soda-water. I’ll **tackle** the book in the autumn.”

We have now been married more than five years, but the book is not begun yet. As a rule, we now **shun** the subject, but there are times when he still talks hopefully of beginning. I wonder if there are any other husbands like mine.

(from "My Husband's Book" by James Matthew Barrie, published in *Two of Them*, 1893)

Text B

Revising for exams - why cramming the night before rarely works

27 October, 2016 by Amy Reichelt

The date for an important exam is **looming**. You know you have to study for it. Suddenly, it’s the evening before the **dreaded** date, and you feel like you haven’t studied enough, if at all. It’s time to cram all the information you can into your brain.

We know that to do well in exams, you have to remember your material to then demonstrate your knowledge during the test. But is an intense night of study an effective way of learning?

Learning information that can then be recalled in an often stressful environment is **taxing** on the brain.

In the best situations we can forget things like our colleague’s names when trying to introduce them to someone.

In a high pressure situation our brains can easily perform sub-optimally.

How to remember information in the long term

In cognitive psychology, a discrimination can be drawn between deep and shallow processing of information. This is known as the Levels of Processing theory which was proposed by researchers in the 1970’s. They argued that “deep processing” led to better long-term memory than “shallow processing”.

Shallow processed information can be encoded by the brain based on the simple characteristics of the words, rather than the meaning. So the knowledge is only able to be stored in short-term memory stores, where it is only retained for a short period.

To process information deeply, the meaning and importance of the information is encoded. Relations between concepts are linked together in an **elaborate** manner, so more understanding of the information is able to be demonstrated.

Due to the more meaningful analysis of the material, stronger and more long lasting memories can be formed.

Taking the time to elaborate and assign meaning to information allows easier recall. However, this process takes time, and when an entire subject needs to be crammed into your memory in a short period of time, deep processing can't be performed.

So cramming can work for a short-term recall of the information, but this information will rapidly be lost.

Re-reading notes is not enough

Re-reading through notes is often not enough to **cement** information into your memory.

A way of encoding information more deeply is to write diagrammatic notes. Spider diagrams, mind maps and concept maps are visual stimuli and are more easily remembered than a list of points or blocks of text.

Condensing information down into single word cues can then efficiently trigger the recall of large amounts of information.

Hand writing revision notes can also help you learn information more deeply and helps you to get into the practice of writing rapidly in an exam setting.

Typing on a computer can also increase distraction, as the temptation to procrastinate can increase.

A lack of sleep can affect your performance

Last minute revision is synonymous with a poor night's sleep, if any sleep at all.

The dilemma presented is that you can either stay up and study to commit as much information to memory as possible, or **forfeit** a night's sleep.

Sleep, however, is essential in forming **enduring** memories – and a lack of sleep is shown to be self defeating in terms of memory recall.

Scientists still do not fully understand why sleep is so important for brain function, but it is known that sleep is important in the consolidation of memory.

This is the process of forming an enduring memory from short-term stores into long-term memory.

Your brain goes through different stages of sleep. The deepest stage of sleep is known as Slow Wave Sleep and this period is proposed to be vital in the consolidation of memories.

The hippocampus is essential in the consolidation of memories, in particular in forming episodic memories, which requires linking the features of a memory together.

Studies have revealed in mice that the neurons in the hippocampus activated during learning a maze became active again during Slow Wave Sleep. The reactivation of neurons is proposed to strengthen the new connections.

So a good night's sleep after learning new information is essential to forming memories. It's beneficial to get sleep rather than staying awake and going into an exam without rest.

Procrastination can pile on the pressure

Sometimes anything else can be more appealing than revising for exams.

Despite the deadline of exams to study for, **mundane** tasks suddenly become more appealing, like rearranging a bookshelf, or cleaning your desk, instead of revising for an exam.

The tasks we can occupy ourselves with when procrastinating are typically immediately rewarding but only have a short-term value.

The more important task of studying can lead to a bigger reward - passing the exam; however, this reward is not immediate.

Humans tend to be motivated for small, immediate rewards. The value of passing a test certainly outweighs smaller, immediate rewards like playing video games; when the deadline approaches, the importance **shifts**. This usually leads to a long night of study before the exam.

It has been suggested procrastinators may be a certain personality type — in particular, people who are thrill seekers.

Leaving an important task until the last minute increases adrenalin and stress hormones, and you can get a rewarding "rush" once its complete. The reinforces the idea that such people work better under pressure.

Familiar environment can prompt memory

Even if you arrive at the exam the morning after a long night of study, feeling sleep **deprived** and as if you haven't learnt enough, all may not be lost.

Being in the exam hall at school, college or university can help you recall information. The familiar environment can increase performance as the stimuli around you can prompt memory.

For example, a science exam being taken in a science classroom can cue memories, these cues aren't present in a strange environment such as taking an exam in a race course hall.

This is known as the environmental reinstatement effect, which occurs because the location you are in can act as a prompt for past memories.

Environmental cues can trigger memory recall, so something as simple as having your pencil case on your desk while studying and again during the exam could assist in prompting memories.

Tips for remembering information

- Hand write out your notes instead of typing
- Get a good night’s sleep before an exam
- Write a revision plan and start early

This article was originally published on Theconversation.com, and is available at <https://theconversation.com/revising-for-exams-why-cramming-the-night-before-rarely-works-67459> Used with a Creative Commons License (Attribution-NoDerivatives 4.0 International (CC BY-ND 4.0))

Text C

In this research, the effect of reducing procrastination tendency on the academic achievement of pre-service science teachers in the physics course was investigated. In this, a quasi-experimental research design was used, which included the experimental and control groups. Each group **consisted** of 35 pre-service science teachers. Both groups were taught a physics course at the undergraduate level by the same lecturer. While reducing procrastination tendency activities and strategies were applied in the experimental group, the **conventional** teaching method was applied in the control group. Data were collected by Physics Achievement Tests developed by the researcher for use in previous research. Data analysis was tested, using IBM SPSS 22.0 statistical package program by taking into account the importance level between pre-test and post-test. After analyzing the data, in light of the findings of the research, the academic achievement of pre-service science teachers in the experimental group was found to be higher than the academic achievement of the candidates in the control group. Thus, it has been determined that special strategies and sanctions related to reducing procrastination tendency in the experimental group have a positive effect on achievement. For this reason, special strategies and positive sanctions can be applied to decrease procrastination tendency to increase the achievement in physics course of pre-service science teachers.

Erdemir, N. (2019). Determining the effect of reducing procrastination tendency on the academic achievement in physics course. *International Journal of Educational Administration and Policy Studies*, 11(1), 1-11.

Task 2 (7 points)

Decide which text (A, B and C) each question refers to. Write the corresponding letter (A, B or C) next to the question. You can use each letter more than once.

Which text

1.	uses a systematic approach to explore the topic?	
2.	is written in narrative form?	
3.	would be primarily intended for instructors seeking to assist others?	
4.	significantly involves denial of reality?	
5.	offers specific, actionable advice?	
6.	illustrates the difficulties of the creative process?	
7.	would be most likely to raise ethical concerns?	

Task 3 (1 point)

Which sentence best summarizes the idea that can be inferred from the three texts? Circle the correct answer.

- A. Procrastination affects all humans in different ways, shapes, and forms.
- B. Solving procrastination requires a scientifically sound approach.
- C. Certain methods are more effective in combatting procrastination than others.

Task 4 (4 points)

Tick (V) four (4) conclusions that can be drawn from the three texts (A, B and C).

A	Procrastination can be the cause for significant problems in relationships.	
B	A number of effective habits are required for success with academic assessments.	
C	Data analysis of students suffering from procrastination is required before being able to help them.	
D	Certain seasons do not seem to be better than others when it comes to solving writer’s block.	
E	Some people might actually enjoy the effects of procrastination.	
F	Evidence shows that avoiding procrastination can increase academic success.	
G	Consistently reminding a partner of the tasks they need to do seems to be an effective approach.	
H	Spending more time at night studying leads to more information being added to long-term memory.	

Task 5 (5 points)

The extract below contains information from texts A, B and C. Complete it with the exact words or phrases (maximum 4 words) from the texts (A, B and C). Write the word or phrase in the gap. (Note: These words or phrases are not necessarily bolded and underlined. They could be any words or phrases from the texts).

Procrastination is an obstacle faced by many when striving to achieve goals. Although typically associated with students, this issue faces people from all walks of life, such as the would-be author in James Matthew Barrie’s short story “My Husband’s Book,” who still (1) _____ to write a book years after first mentioning the idea. Lecturer Amy Reichelt explains how tasks that are (2) _____ can be more appealing than studying for an exam, as the satisfaction of passing (3) _____. One researcher has sought ways to improve the procrastinatory habits of (4) _____ in Turkey, finding that the (5) _____ employed during an experiment with two groups led to promising results.

Bonus task: Match the words that are **bolded and underlined** in the three texts with the following definitions:\

Word:	
	Verb: diminish or put at rest (fear, suspicion, or worry)
	Adj: bold Verb: endure an embarrassing/difficult situation by behaving with apparent confidence
	Verb: settle or establish firmly
	Verb: was composed or made up of
	Adj: based on or in accordance with what is generally done or believed
	Verb: put off (an action or event) to a later time; postpone
	Adj: (of a person) lacking a specified benefit that is considered important
	Adj: regarded with great fear or apprehension.
	Adj: detailed and complicated in design and planning Verb: add more detail
	Adj: lasting over a period of time; durable
	Adv: in a way that continues or lasts forever; permanently
	Verb: lose or give up (something) as a necessary consequence of something else
	Adj: seemingly about to happen and regarded as ominous or worrying
	Adj: lacking interest or excitement; dull
	Adv: in a way that expresses disapproval, blame, or censure
	Adj: feeling or expressing contempt (dislike) or derision
	Verb: moves or causes to move from one place to another, especially over a small distance.
	Verb: persistently avoid, ignore, or reject (someone or something) through antipathy or caution
	Verb: make determined efforts to deal with (a problem or difficult task)
	Adj: physically or mentally demanding

Definitions via the Oxford English Dictionary

Answers:

Task 2:

1.	uses a systematic approach to explore the topic?	C
2.	is written in narrative form?	A
3.	would be primarily intended for instructors seeking to assist others? (Note: Text C is specifically designed to be read by other practitioners, whereas Text B's audience is primarily students)	C
4.	significantly involves denial of reality?	A
5.	offers specific, actionable advice? (Note: Text C is an abstract for a longer paper — although the paper itself likely gives specific advice, the provided abstract does not)	B
6.	illustrates the difficulties of the creative process?	A
7.	would be most likely to raise ethical concerns? (Note: Text C describes an experiment with real people)	C

Task 3:

- A. Procrastination affects all humans in different ways, shapes, and forms.
- B. Solving procrastination requires a scientifically sound approach.
- C. **Certain methods are more effective in combatting procrastination than others.**

Task 4:

A	Procrastination can be the cause for significant problems in relationships. (Note: Although there is a small argument between the characters in Text A, their marriage continues without significant setbacks)	
B	A number of effective habits are required for success with academic assessments.	V
C	Data analysis of students suffering from procrastination is required before being able to help them.	
D	Certain seasons do not seem to be better than others when it comes to solving writer's block.	V
E	Some people might actually enjoy the effects of procrastination. (Note: Text B describes how certain people get an adrenaline rush and a "thrill" from procrastinating)	V
F	Evidence shows that avoiding procrastination can increase academic success.	V
G	Consistently reminding a partner of the tasks they need to do seems to be an effective approach.	
H	Spending more time at night studying leads to more information being added to long-term memory.	

Task 5:

Procrastination is an obstacle faced by many when striving to achieve goals. Although typically associated with students, this issue faces people from all walks of life, such as the would-be author in James Matthew Barrie's short story "My Husband's Book," who still (1) **talks hopefully of beginning** to write a book years after first mentioning the idea. Lecturer Amy Reichelt explains how tasks that are (2) **immediately rewarding (or) mundane** can be more appealing than studying for an exam, as the satisfaction of passing (3) **is not immediate**. One researcher has sought ways to improve the procrastinatory habits of (4) **pre-service science teachers** in Turkey, finding that the (5) **special strategies and sanctions (or) activities and strategies** employed during an experiment with two groups led to promising results.

Bonus Task:

Word:	
Allay	Verb: diminish or put at rest (fear, suspicion, or worry)
Brazen	Adj: bold Verb: endure an embarrassing/difficult situation by behaving with apparent confidence
Cement	Verb: settle or establish firmly
Consisted	Verb: was composed or made up of
Conventional	Adj: based on or in accordance with what is generally done or believed
Defer	Verb: put off (an action or event) to a later time; postpone
Deprived	Adj: (of a person) lacking a specified benefit that is considered important
Dreaded	Adj: regarded with great fear or apprehension.
Elaborate	Adj: detailed and complicated in design and planning Verb: add more detail
Enduring	Adj: lasting over a period of time; durable
Eternally	Adv: in a way that continues or lasts forever; permanently
Forfeit	Verb: lose or give up (something) as a necessary consequence of something else
Looming	Adj: seemingly about to happen and regarded as ominous or worrying
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Reproachfully	Adv: in a way that expresses disapproval, blame, or censure
Scornful	Adj: feeling or expressing contempt (dislike) or derision
Shifts	Verb: moves or causes to move from one place to another, especially over a small distance.
Shun	Verb: persistently avoid, ignore, or reject (someone or something) through antipathy or caution
Tackle	Verb: make determined efforts to deal with (a problem or difficult task)
Taxing	Adj: physically or mentally demanding

Note: Yes, I know that they are in alphabetical order. This is simply just an “Extra” time task for my students to do since they will have a vocabulary quiz next week on these words, and I think this is a better way of introducing them to the words than just giving them in a list.