

Exercise 12, p. 399.

There is a lot of interesting research that addresses how students can become more successful learners. In this blog, I'd like to highlight a few strategies for you to think about. While reading them, ask yourself if these strategies would be helpful to you.

1. **Space your practice:** When deciding whether to cram for a test or spread the review out over several days or weeks, you will benefit more by doing the latter, according to researchers. Cramming is very popular with students, but one problem is that it takes more energy to stay focused as the hours pass by. This energy is better used for learning. More important, cramming uses short-term memory. When you space out the practice over time, you activate your long-term memory and learn the material more deeply.
2. **Take a test:** Before beginning to learn new material, test your existing knowledge. For example, take a pretest like the one that opens each chapter of this book. You may get all the answers wrong, but interestingly enough, this doesn't matter. Many scientists believe that pretests help prepare the brain to take in new information. One theory is that our thinking somehow adjusts so that we better know what to look for when learning new material. You can also benefit from self-testing. There are many ways to do this, but here are a few common ones. After reading a passage, try to recall the key points from memory. Or, make your own practice questions to answer. Another helpful technique is to quiz yourself frequently with flashcards that you create. These types of self-quizzing force you to use your long-term memory and help you remember better.
3. **Handwrite, rather than type, your notes.** A study at Princeton and UCLA found that students who wrote out their lecture notes were better able to understand concepts and retain information than students who used a laptop. When writing out notes in longhand, students have to think more. They can't write every single word, so they have to comprehend and summarize as they write. With typing, it can become more of an automatic task, and all the words can be included without students' really thinking about them.

Adverbial clauses:

(Introduction) While reading = While you are reading

1. When deciding = When you are deciding
2. Before beginning = Before you begin
when learning = when we learn
After reading = After you read
3. When writing out = When they write out

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All three sentences have the same meaning.

Exercise 14, p. 400.

1. b. Upon crossing the marathon finish line, Tina collapsed in exhaustion.
2. a. Upon looking in my wallet, I saw I didn't have enough money to pay my restaurant bill.
b. (*no change*)
3. a. Upon finishing the exam, bring your paper to the front of the room.
b. Upon finishing the exam, I decided to check all my answers again.
4. a. Upon hearing the good news, the kids jumped up and down with joy.
b. (*no change*)

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3. a. *(no change)*
b. Before leaving on her trip, Jane worked two jobs to earn enough money for a three-week stay.
4. a. My parents reluctantly agreed to let me attend the concert after talking / having talked it over.
b. Not having checked if I had my ticket with me, I arrived at the concert empty-handed.
5. a. *(no change)*
b. Being very popular, forest campsites are often taken by mid-morning.
6. a. After having to wait / having had to wait for more than half an hour, we were finally seated at the restaurant.
b. Discovering that I had left my wallet in the car, I told my friends to order without me while I went to get it.

Exercise 17, p. 401.

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| 1. a | 3. b |
| 2. b | 4. a |

Exercise 18, p. 402.

A small accident helped Alexandar Graham Bell with his invention of the telephone. While running a test to create a machine for voices, Bell spilled acid on his coat. He called to Mr. Watson, his assistant, who was in a different room. Watson heard Bell's words coming out of their new machine. Upon realizing what had happened, Watson and Bell knew that the invention was successful. Bell told the world about his discovery after testing the machine multiple times. Scientists understood the value of his work, but the general public, believing the phone was more of a toy, paid little attention to his announcement.