The Power of Small Steps

STUDENT READING WORKSHEET • Senior high · B1–B2 · Original reading

Name: _____ Date: _____

Before you read

What is one skill you would like to improve? Why?

_____

Read the text

Last month, students at Riverside High took part in a simple challenge. Each student chose a skill they wanted to improve, such as speaking English, drawing or playing the guitar. For seven days, they practised for fifteen minutes a day and wrote one sentence about what they had learned.

At first, many expected quick progress. On the third day, several felt frustrated. Their teacher, Ms Lin, encouraged them to compare small changes rather than aim for a perfect performance. One student noticed that she could describe a picture without stopping so often. Another found that he made fewer mistakes after listening to feedback from a partner.

At the end of the week, the class shared their results. Some had made big improvements, while others had noticed only small changes. Yet most students wanted to continue. They had discovered that regular practice, helpful feedback and realistic goals were more useful than waiting for motivation.

The experiment did not prove that everyone learns at the same speed. Instead, it showed that progress can become easier to notice when students pay attention to the learning process.

1 Skim: choose the main idea

☐ A. Students learn every skill at the same speed.

☐ B. Small daily practice, feedback and realistic goals can help learners notice progress.

☐ C. Motivation is the only important factor in learning.

2 Scan: locate information

How many minutes did students practise each day? _____

3 Scan: find evidence

Name TWO things the class found helpful for improvement:

1. _____

2. _____

4 Think and discuss

Which skill would you practise for fifteen minutes each day? How would you notice progress?

I would practise _____ because _____

I would measure progress by _____

5 Exit ticket

One small step I can take this week is _____

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