

# 2 TIME

## Discussion point

Discuss with a partner.

- 1 Look at the information. What does it show?

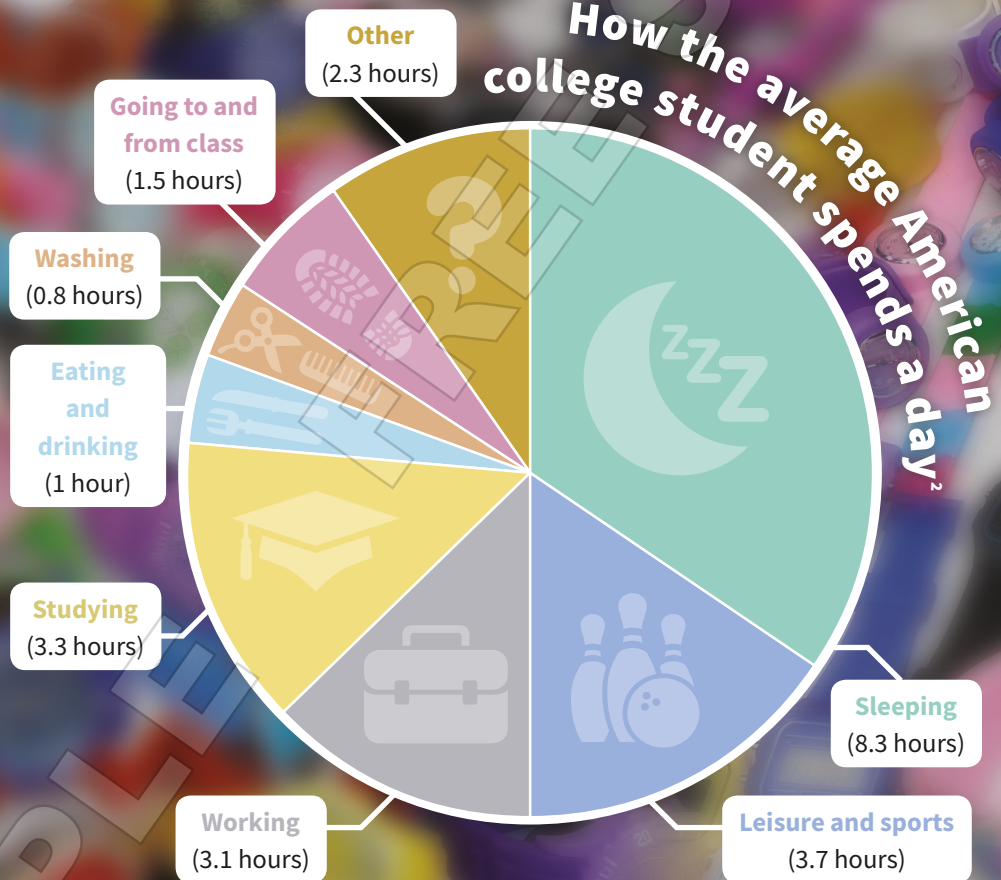
*It shows ...*

- 2 How do you compare with the information? What do you spend more or less time doing?

*I spend more / less time ...*

- 3 What do you think some of the "other" activities are?

*Maybe the "other" activities are chores, social media, and ...*



## VIDEO



## NAP HOTEL

## Before you watch

- 1 Work with your partner. Which way of working do you prefer? Why?
  - 1 Working from 7 a.m. to 3 p.m. with a short lunch break
  - 2 Working from 9 a.m. to 5 p.m. with one hour for lunch
  - 3 Working from 9 a.m. to 7 p.m. with a two-hour break in the middle of the day





Watches for sale in a Spanish market.

## While you watch

2 Read the questions and watch the video.

Write Y (Yes), or N (No).

- 1 There are more than 6 million people in Santiago. \_\_\_
- 2 Siesta is a short break in the evening. \_\_\_
- 3 Siestario Mi Espacio is a normal hotel. \_\_\_
- 4 A lot of people went to the hotel in the first week. \_\_\_
- 5 People in Chile spend a lot of time at work. \_\_\_

## After you watch

3 Answer the questions with a partner.

- 1 Do people have a *siesta* in your country?  
*No, in my country we ...*  
*Yes we have a break like a siesta. We call it ...*
- 2 What breaks do people take from work or school in your country?  
*Where we live, we have ...*
- 3 Is it important to have breaks from work?  
*Yes it is very important because ...*  
*No I don't think it is so important because ...*

# Time-management tips

## A Vocabulary preview

1 Use the words in the box to complete the sentences.

block break clear complete concentrate folder list tip

- 1 I need a short \_\_\_\_\_ from studying. Let's go get some coffee.
- 2 I can't \_\_\_\_\_ on these questions anymore. I'm so tired.
- 3 Mom made a \_\_\_\_\_ of chores we need to do. What's number 1?
- 4 You need to \_\_\_\_\_ this form. Remember to sign it at the end.
- 5 I need a 90-minute \_\_\_\_\_ of time to finish this report.
- 6 These instructions are not \_\_\_\_\_. Can you explain them?
- 7 Put all your papers into this \_\_\_\_\_ to keep them together.
- 8 My teacher gave us a useful study \_\_\_\_\_.

## B Before you read

1 Do you manage your time well? Take this quiz to find out.

	Yes	No
1 Do you have goals for this school year?		
2 Do you do your homework on time?		
3 Do you ask for help when you need it?		
4 Do you use the time before and after class to study?		
5 Do you study more difficult subjects first?		
6 Do you turn off or silence your phone when you study?		

## C Global reading

### Skimming

Skimming is when you read a text quickly to get a general idea of what it is about. It also helps you see how difficult the text will be and how long it will take to read. You do not read every word. Let your eyes move quickly over the text.

1 Skim *Time-management tips*. Why would someone read the information?

- a to learn how to work harder
- b to learn how to organize their time
- c to learn how to have more free time



# Time-management tips

Welcome first-year students! Unlike high school, in college students spend less time in class and more time studying outside of class. Some students have families, many have jobs, and all have busy lives. We in the Student Affairs Office know how important it is to manage your time well.

## 1 Write it down

Write down the things you need to do in a notebook, or use an online tool to create a “to-do” list. Then check off things as you do them. This shows what you still need to do, but it also allows you to see what you completed.

## 2 Stay organized

Use different notebooks and folders for each class so you can find them easily. Take clear and organized notes. Organize your computer files in a way that works for you. And always keep your desk area neat so you know where every item is.

## 3 Review at the right time

Review notes just before class. You might think of a question to ask. It shows your teacher that you are interested. Review the notes just after class. We forget the most within 24 hours when we don't review.

## 4 Plan study blocks

Never study for hours without a break. This wastes time. Look at your schedule and plan for blocks of study time. For a block of 50 minutes, take a 10-minute break. With difficult material, make shorter study blocks. During your break, relax, have a snack, or get some air.

## 5 Do important things first

Do important things first. Think of it this way: You want to fit three large rocks, some smaller rocks, and some sand into a jar. If you put in the sand first, and then the smaller rocks, you won't have room for the big rocks. Put the big rocks in first, then the smaller rocks, and at the end, the sand.

## 6 Do one thing at a time

Do one thing at a time, and do it well. As the Chinese saying goes, “One cannot manage too many affairs. Like pumpkins in the water, one pops up while you try to hold down the other.”

## 7 Concentrate

Sometimes it can be difficult to study because you start to think about something else. Find a quiet place to study and turn off the TV! Let people know your study times and when you have free time. Don't check every e-mail or text as it comes in. Study time is study time. Check your phone during a break.

### GLOSSARY

**affairs (n)** things in your personal life

**pumpkin (n)** a large round vegetable with orange skin



## Finding information in a text

## D Close reading

1 Read *Time-management tips*. Complete the sentences with one word or a number from the text.

- 1 Students should \_\_\_\_\_ off things after they complete something on their “to do” list.
- 2 It is important for students to review their notes because you forget most things in the first \_\_\_\_\_ hours after you learn them.
- 3 You should check your \_\_\_\_\_ during a break.
- 4 Let other people know your study times so they know when you have \_\_\_\_\_ time.

2 Why are these tips important? Match the tips to the reasons.

- |  |   |
|--|---|
| 1 Write a list of things to do         | a because it's easier to concentrate on one thing.  |
| 2 Don't study for long periods of time | b because everyone needs to take breaks.            |
| 3 Use different folders for each class | c because it shows you are interested in the class. |
| 4 Ask your teacher questions           | d because you need to keep papers organized.        |
| 5 Don't do two things at the same time | e because it helps you see what you need to do.     |

## E Critical thinking

Discuss these questions in a group.

- 1 Which tips are helpful? Which are not?

*Tip number ... is helpful / not helpful because ...*

- 2 Who in your family manages time well? In what way?

*My mother manages her time well because she always ...*

- 3 The college wants your opinion on one new tip to add. Which would you add? Why?

- Know your goals
- Check the time often
- Learn to say no
- Don't try to be perfect
- Join a study group
- Have a “no-work” day
- Keep calls to three minutes
- Share work with others
- Start your day early

*I would add ... because ...*



## Study skills Choosing when to study

## STUDY SKILLS

Remember to study in blocks. Some students study well with 30-minute blocks and five-minute breaks. Others prefer longer blocks and longer breaks. Organize blocks of time that:

- keep you interested
- let you get a lot of work done.

It's also important to choose the right time to study. Some people study well at night and others think more clearly in the afternoon or morning.

Choose a time when:

- you can concentrate
- others know that you are busy studying.

© Stella Cottrell (2013)

### 1 Discuss these questions with a partner.

1 What type of study blocks work well for you?

*I like study blocks that are ... minutes long.*

2 Does the type of study block you choose depend on the type of study you do?

*When I study alone / with others, I like to study ...*

3 At what time of day or night are you at your best for reading or for writing?

*I'm at my best for reading / writing in the morning / afternoon / evening.*

### 2 Write your classes and times for next week into the chart. Make your own study schedule. Choose study blocks that work best for you. Then compare with your partner.

	Sun	Mon	Tue	Wed	Thur	Fri	Sat
6–9 a.m.							
9–12 a.m.							
12–3 p.m.							
3–6 p.m.							
6–9 p.m.							
9–12 p.m.							



# A matter of time

## A Vocabulary preview

1 Match the words in bold with their definitions. Use a dictionary to help you.

- |                          |   |
|--------------------------|---|
| 1 <b>culture</b> (n)     | a necessary or needed                               |
| 2 <b>delay</b> (v)       | b working well, in an organized way                 |
| 3 <b>efficient</b> (adj) | c to make something happen later than planned       |
| 4 <b>essential</b> (adj) | d the way of life for a group of people             |
| 5 <b>flexible</b> (adj)  | e being able to change easily                       |
| 6 <b>hurry</b> (v)       | f all the plants, animals, rocks, etc. in the world |
| 7 <b>interrupt</b> (v)   | g to do things more quickly than normal             |
| 8 <b>nature</b> (n)      | h to stop someone from speaking by saying something |

2 Complete the sentences with the words from Exercise 1.

- I'm sorry to \_\_\_\_\_, but do you have the time?
- Sara is majoring in Arabic language and \_\_\_\_\_.
- I can meet you before or after your class. I'm very \_\_\_\_\_.
- Seoul has a very \_\_\_\_\_ subway system. It's almost never late.
- I love pictures of \_\_\_\_\_, especially the flowers in the desert.
- We need to \_\_\_\_\_ if we're going to catch our flight.
- Our professor is sick so he plans to \_\_\_\_\_ the exam until tomorrow.
- Fresh water and clean air are \_\_\_\_\_ for life.

## B Before you read

Work with a partner. When you meet friends, do you usually arrive early, on time, or late? Why?

*I usually arrive ... because ...*

## C Global reading

Skim *A matter of time*. What's another good title?

- |                          |                                     |
|--------------------------|-------------------------------------|
| a The history of time    | c Why are Americans always on time? |
| b How times are changing | d How different cultures see time   |

Skimming

# A matter of time

- 1 Everyone shares time. But different cultures don't see time in the same way. Even cultures that are next to each other have different ideas about time. France and Spain are neighbors but see time very differently. Try asking the question, "How long is lunch?" to an American, a Spaniard, and a Japanese person. You will get several different answers.

## Linear time

- 2 Offices and colleges in Washington, London, Ontario, Berlin, Geneva, or Copenhagen see time as a line that moves forward. Information is important, and schedules are even more important. They allow people to plan for the future. As an ad for Swissair says, "Time is everything."
- 3 People from these cultures like to work on one task, then move on. Doing two things at once wastes time and it is not efficient. As the saying goes, "Time is money." It is better to do one thing, do it well, and then move on to the next thing. It's sometimes not even polite to do more than one thing, such as checking e-mail during a conference call.
- 4 In linear time, measuring is important – people focus on minutes, hours, days. They usually plan more for the short-term. Because plans are essential, being late means something didn't go to plan. Being on time is very important, and people are quick to say they are sorry if they are late.

## Flexible time

- 5 Some cultures see time as more flexible. These include Italy, Greece, Brazil, Mexico, Turkey, and Middle Eastern countries such as Egypt and Saudi Arabia. Cultures who see time this way still have schedules, but don't wish to measure time. The Spanish may say "manana" (tomorrow) to mean "soon," for example.
- 6 People may expect others to be late. Being on time is being early. They understand that feelings and relationships are more important than time. A meeting may be longer or shorter than planned. It doesn't matter. They take their time. There is no need to look at the clock. It's better to concentrate on the work and the people, not the time.
- 7 Flexible-time cultures have no problem doing two things at once. They are happy to work on different things, or to move from one project to another quickly. They expect others to interrupt them and find it's all part of the day.



## Circular time

- 8 In circular-time cultures, people don't feel they need to measure and manage every minute. Time is not something you can manage, but you can still understand how you work in time. Weather changes, holidays, night and day – they all come, go, and return. People live with nature and they cannot control it. Cultures that see time this way include many in Asia, such as Japan and Thailand, and many in Africa.
- 9 These cultures respect time. They are usually on time, or even early. A Chinese businessperson in Beijing, for example, may come to a meeting 15 minutes early. This is not wasting time. Instead, it is to be polite and show respect for the other's time.
- 10 These cultures know it takes time to build strong relationships and develop trust. It's fine to go back and think about something again. There is plenty of time, so why hurry. Time circles back. When it does, something may look the same, but the people around it are now a bit smarter.
- 11 In short, think of time as a train trip. In linear-time cultures, people get on and off at the exact times. The route is fast and direct. In flexible-time cultures, many of the people may be late but it's OK. The train will get them there and they might form some relationships along the way. In circular-time cultures, they may get to the station a few minutes early. They leave on time and use the time to form relationships. They might even take the same trip again.

### GLOSSARY

**linear (adj)** in a straight line

**relationship (n)** the way people or things are connected

### D Close reading

Scanning

Scanning is reading a text quickly in order to find specific information, e.g. figures or names. When you scan a text, try to read quickly and ignore other information.

1 Read the questions below. Scan the text. Try and find the answers quickly.

- 1 The text talks about **one / three / seven** types of time in different cultures.
- 2 The **Spanish / Chinese** businesspeople are likely to come to a meeting 15 minutes early.
- 3 The word “manana” is used by the Spanish to mean “**as fast as possible**” / “**soon**”.

2 What idea of time do these statements describe? Complete the chart.

	Linear	Flexible	Circular
1 Time manages life.			
2 People don't want to measure time.			
3 They expect others to interrupt them.			
4 It's not polite to take a call in a meeting.			
5 People measure time in small periods.			
6 Being on time is being early.			

Organizing information into a chart

3 Mark the sentences below as *T* (True) or *F* (False).

- 1 Linear-time cultures see schedules as essential. T / F
- 2 For flexible-time cultures, meetings and schedules are more important than time. T / F
- 3 Linear and flexible-time cultures both have schedules. T / F
- 4 A Chinese businessperson might go to a meeting early to show respect. T / F
- 5 When “time circles back”, it can go more slowly. T / F

### E Critical thinking

Discuss these ideas in a group.

How does your culture see time? Do you agree with what the text says?

*My culture sees time in a ... way. I agree with the text because ...*



## Vocabulary development

### Collocations with *time*

A collocation is two or more words that naturally go together. Look at these types of words that often go with *time*.

adjective + <i>time</i>	<i>free time</i>
verb + <i>time</i>	<i>waste time</i>
preposition + <i>time</i>	<i>on time</i>

### 1 Choose the correct definition for each phrase.

- 1 **free time**                      a lost time                      b extra time
- 2 **on time**                      a at the right time  
b at the top of the hour (e.g. 12:00, 1:00, etc.)
- 3 **in time**                      a just before the time      b just after the time
- 4 **spend time**                      a to save time on something  
b to pass time doing something
- 5 **waste time**                      a to forget about the time  
b to do something that's not a good use of time
- 6 **make time for**                      a to create time in a busy schedule  
b to do something more than one time
- 7 **take your time**                      a to not hurry                      b to hurry
- 8 **kill time**                      a to do something to make time go slow  
b to do something to make time go fast

### 2 Complete the sentences with the collocations from Exercise 1.

- 1 I need to \_\_\_\_\_ on my research project this weekend.
- 2 There is no hurry at all. Please \_\_\_\_\_.
- 3 I don't have any \_\_\_\_\_ this semester, I'm so busy!
- 4 I got to the exam just \_\_\_\_\_. I was one minute early.
- 5 Dan and Lisa are busy but they always \_\_\_\_\_ me when I'm in town.
- 6 We need to finish this book report. Please don't \_\_\_\_\_.
- 7 I have an hour before our study group meets. What can I do to \_\_\_\_\_?
- 8 Class starts at 1:00. I always arrive at 1:00, exactly \_\_\_\_\_.

### 3 Answer the questions.

- 1 What do you like to do in your *free time*?
- 2 What do you like to *take your time* doing?
- 3 What do you do when you need to *kill time* between classes?

## Academic words

### 1 Match the words in bold to the definitions. Use a dictionary to help you.

- |                          |  |
|--------------------------|--|
| 1 <b>area</b> (n)        | a length of time                                   |
| 2 <b>create</b> (v)      | b something that is part of a group                |
| 3 <b>item</b> (n)        | c a part of a bigger place                         |
| 4 <b>period</b> (n)      | d to make  |
| 5 <b>route</b> (n)       | e to give your attention to something you're doing |
| 6 <b>schedule</b> (n)    | f a written message sent by phone                  |
| 7 <b>concentrate</b> (v) | g a way between two places                         |
| 8 <b>text</b> (n)        | h a list of planned activities with time and dates |

### 2 Complete the sentences with the words from Exercise 1.

- It's a good idea to \_\_\_\_\_ a study space in your home. Find a quiet and comfortable \_\_\_\_\_ in your home.
- With too many things around you, it's difficult to \_\_\_\_\_ on your work. Put every unnecessary \_\_\_\_\_ in a drawer so it doesn't take up space.
- Study for a \_\_\_\_\_ of time that works for you before you take a break. Only call friends or send a \_\_\_\_\_ during your breaks.
- Think of your academic goals as a trip you want to take. What is the most efficient \_\_\_\_\_ to get there? Don't fill your \_\_\_\_\_ with unnecessary activities that will get in your way.

### 3 Discuss the questions in a group.

- Do you have a busy schedule? Why / why not?  
*I have / don't have a busy schedule. I'm taking ... classes now.*
- What route do you take to get to class? Why?  
*I usually go ...*
- Where do you study at home? Is the area neat and organized?  
*I study at the desk in my room. The area is not very neat because ...*



## Writing model

You are going to learn about using determiners of quantity and how to write topic sentences. You are then going to use these to write a paragraph about how well you manage your time.

### A Analyze

- 1 Look at the chart below. A student brainstormed some ideas in response to the question, “Do you have good time-management skills when you have an exam?”

#### Do you have good time-management skills when you have an exam?

##### Before an exam

I get 7–8 hours of sleep.  
 I study a little bit every day.  
 I study for a few hours the night before.  
 I study in blocks of time.

##### During an exam

I look over the whole exam.  
 I always answer easy questions first.  
 I check that I answer every question.  
 I hand in my exam as soon as I finish.

- 2 Circle the statements above that show good time management. Underline the statements which show bad time management.

### B Model

- 1 Read the student paragraph. Improve the paragraph with the reasons below. Match the reason with the blank in the text.

I think I have good time-management skills before and during exams. First of all, I do a lot to prepare before an exam <sup>1</sup>\_\_\_\_\_. I study a little bit every day and I usually study in one-hour blocks. Also, I study for a few hours the night before. I always get 7–8 hours of sleep <sup>2</sup>\_\_\_\_\_. Before I start the exam, I look over the whole exam. I always answer easy questions first. I check that I answer every question <sup>3</sup>\_\_\_\_\_. When I finish, I hand in my exam at once. I know that’s not good to do. Overall I think I manage my time well.

- a because I don’t want to be sleepy during the exam
  - b because I sometimes hurry and forget to answer some
  - c because it gives me confidence
- 2 Look back at the chart and the paragraph above. Write two sentences that are true for you.

---



---



# Grammar

## Determiners of quantity

You use a determiner of quantity before a noun to show how many or how much it is.

Form	Example
<u>Plural count nouns</u> <i>How many + plural count nouns</i> Determiner of quantity + plural count noun	<i>How many classes do you have?</i> <i>I have a lot of (classes).</i> <i>I have some (classes).</i> <i>I don't have many / any (classes).</i> <i>I have several / a few / a couple of / no (classes).</i> <i>I like all / many / most / some of my classes.</i>
<u>Non-count nouns</u> <i>How much + plural non-count noun</i> Determiner of quantity + non-count noun	<i>How much time do you have?</i> <i>I have a lot of (time).</i> <i>I have some (time).</i> <i>I don't have much / any (time).</i> <i>I have a little / no (time).</i> <i>I study all / much / most / some of the time.</i>

Determiners of quantity before plural count nouns: *a couple of, a few, a (large) number of, a lot of, lots of, (not) many, no, not any, plenty of, several, some, three*

Determiners of quantity before non-count nouns: *a great deal of, a little, a lot of, lots of, not much, no, not any, plenty of, some*

- Write the determiners of quantity in the correct column. Some may go in both columns.

a couple of   a few   a great deal of   a large number of   a little   all   a lot of  
 (not) any   plenty of   lots of   many   much   no   several   some

With plural count nouns (e.g. <i>classes</i> )	With non-count nouns (e.g. <i>money</i> )

## 2 Circle the correct words.

Students have busy lives. <sup>1</sup> **Some / Any** students have families and <sup>2</sup> **many / much** students even have jobs. That's why time-management tips are a good idea. There are <sup>3</sup> **all / a lot of** tips you can try, and they don't take up <sup>4</sup> **many / much** time. And there isn't <sup>5</sup> **no / any** need to do all of them at once. Just do <sup>6</sup> **a little / a few** at first, and then do <sup>7</sup> **some / any** more later.

3 Complete the sentences from *A matter of time* with the words in the box. One word is extra. Check your answers in the text on pages 33–4.

a few a little many of no plenty of several some

- 1 You'll get \_\_\_\_\_ different answers. (paragraph 1)
- 2 \_\_\_\_\_ cultures see time as more flexible. (paragraph 5)
- 3 There is \_\_\_\_\_ need to look at the clock. (paragraph 6)
- 4 There is \_\_\_\_\_ time, so why hurry. (paragraph 10)
- 5 In flexible-time cultures, \_\_\_\_\_ the people may be late, but it's OK. (paragraph 11)
- 6 In circular-time cultures, they may get to the station \_\_\_\_\_ minutes early. (paragraph 11)



# Writing skill

A paragraph is a series of sentences that work together to support one main idea. Writers express the main idea in a topic sentence. All the sentences in a paragraph should support the main idea. The topic sentence usually (but not always) comes at or near the beginning of a paragraph. The concluding sentence expresses the main idea in a different way.

**1 Read the statements about topic sentences. Write T (True) or F (False).**

- 1 A paragraph is made of sentences that support one idea. —
- 2 Two ideas are expressed in a topic sentence. —
- 3 The sentences in a paragraph support the topic sentence. —
- 4 A topic sentence is always at or near the beginning of a paragraph. —
- 5 A concluding sentence expresses the main idea in a different way. —

**2 Look again at the model paragraph from page 38. Follow the instructions.**

- 1 Underline the topic sentence and the concluding sentence.
- 2 Circle the main idea in the topic sentence.
- 3 Circle the main idea in the concluding sentence.

I think I have good time-management skills before and during exams. First of all, I do a lot to prepare before an exam because it gives me confidence. I study a little bit every day and I usually study in one-hour blocks. Also, I study for a few hours the night before. I always get 7–8 hours of sleep because I don't want to be sleepy during the exam. Before I start the exam, I look over the whole exam. I always answer easy questions first. I check that I answer every question because I sometimes hurry and forget to answer some. When I finish, I hand in my exam at once. I know that's not good to do. Overall I think I manage my time well.



## Writing task

You are going to answer the question, “How well do you manage your time?”

### Brainstorm

Complete the chart with your ideas to organize your paragraph.

How well do you manage your time?	
Before you study	When you study
Idea 1	Idea 1
Idea 2	Idea 2

### Plan

1 Unscramble these possible topic sentences.

1 good at / I am / for a number of reasons. / managing my time

\_\_\_\_\_

2 I manage time well / the time / but / sometimes / I do not. / Most of

\_\_\_\_\_

3 why I am / bad at / There are / time management. / two main reasons

\_\_\_\_\_

2 How well do you manage your time? Look at the topic sentences in 1. Choose one of them to begin your paragraph or write your own below.

\_\_\_\_\_

3 What sentences can support your topic sentence? Use your ideas from the Brainstorm above. Can you add any reasons?

### Write

Write your descriptive paragraph. Add any additional details or examples to make your paragraph more interesting.

### Share

Exchange your paragraph with a partner. Look at the checklist on page 189 and provide feedback.

### Rewrite and edit

Consider your partner’s comments and rewrite your paragraph. Be sure your topic sentence is clear and pay attention to the use of determiners of quantity.

# Review

## Wordlist

### Vocabulary preview

block (n) ***	delay (v) **	interrupt (v) **
break (n) ***	efficient (adj) ***	list (n) ***
clear (adj) ***	essential (adj) ***	nature (n) ***
complete (v) ***	flexible (adj) **	tip (n) **
concentrate (v) ***	folder (n) *	
culture (n) ***	hurry (v) **	

### Vocabulary development

free time (phrase)	make time for (phrase)	take your time (phrase)
in time (phrase)	on time (phrase)	waste time (phrase)
kill time (phrase)	spend time (phrase)	

### Academic words

area (n) ***	period (n) ***	so (conj) ***
create (v) ***	route (n) ***	text (n) ***
item (n) ***	schedule (n) **	

## Academic words review

Complete the sentences using the words in the box.

achieve area goal period research route

- 1 My \_\_\_\_\_ for this year is to pass my exams.
- 2 I need to \_\_\_\_\_ a high score in all my classes this semester.
- 3 Most of our professors do \_\_\_\_\_ as well as teach their subjects.
- 4 My main \_\_\_\_\_ of study is English.
- 5 We have a long \_\_\_\_\_ of time to discuss all these issues.
- 6 The best \_\_\_\_\_ to a good grade is through good time management.

## Unit review

- Reading 1  I can skim to get a general idea of the text.
- Reading 2  I can scan a text for details.
- Study skill  I can choose when to study.
- Vocabulary  I can use a range of collocations with *time*.
- Grammar  I can use determiners of quantity.
- Writing  I can write topic sentences.