

<b>READING 1</b>	Skimming
<b>READING 2</b>	Scanning
<b>STUDY SKILL</b>	Choosing when to study
<b>VOCABULARY</b>	Collocations with <i>time</i>
<b>GRAMMAR</b>	Using determiners of quantity
<b>WRITING</b>	Writing topic sentences

### Warm-up

Elicit from the class what the picture shows. (**Possible answer:** A large number of watches with analog, not digital, faces.) You could use the photograph to elicit some parts of a watch / clock, such as *face*, *hands*, *dial*, *strap* and *bevel* (the moveable ring on the outside of the dial on some watches). A digital watch might have a *display* and *buttons* on the outside, and a *battery* and a *chip* on the inside. You could also take the opportunity to review time-related vocabulary, such as *hours*, *minutes*, *seconds*, *early* and *late*, as well as more general vocabulary, such as colors and numbers.

### Discussion point

Check that everyone understands the word *average* /'æv(ə)rɪdʒ/, maybe by working out the average age of students in the class. You might also need to explain the words *leisure* /'liʒə/ (= things you do to relax or for fun) and *chores* /tʃɔːz/ (= boring jobs you have to do around the house.) Students then discuss the three questions in pairs or small groups. After a few minutes, open up the discussion to include the whole class. Ask volunteers to report any important differences between their typical day and the information in the pie chart, and anything they found surprising. Elicit from the class what the averages might be for college students in their country.

### VIDEO

#### Before you watch

Introduce the topic of the video and ask students to read the exercise and identify any new words. Write these on the board and discuss the meanings as a class. Then, ask students to complete the Before you watch section. Monitor and provide feedback as a class.

#### While you watch

Ask students to watch the video and complete the exercise. Play the video again so that students can check their answers. Provide feedback as a class.

#### ANSWERS

1 Y 2 N 3 N 4 N 5 Y

See page 102 for the video script.

#### After you watch

Put students into pairs or groups and ask them to complete the exercise. Encourage them to use what they have learned in the video and the example answers to answer the questions. Provide feedback as a class.

### READING 1

#### Time-management tips

##### A Vocabulary preview

- 1 Students work alone to complete the sentences and then check in pairs. Go through the answers with the class.

#### ANSWERS

1 break 2 concentrate 3 list 4 complete 5 block  
6 clear 7 folder 8 tip

#### Extension activity

Use these questions with the class to generate some additional discussion using the target vocabulary:

- 1 What do you do when you need a **break** from studying?
- 2 Why is it difficult to **concentrate** on your work for a long time?
- 3 What do you make **lists** of, and why?
- 4 When did you last **complete** a form?
- 5 When you're studying, is it better to have one long **block** of time or two shorter blocks?
- 6 What can go wrong if your instructions aren't **clear**?
- 7 Do you use **folders** on your computer to stay organized?
- 8 Can you think of another study **tip** for exams?

## B Before you read

- 1 Check that everyone understands *goals* (= positive things that you want to do in the future) and *to silence your phone* (= to turn off the sound). Students then work alone to complete the quiz.

## C Global reading

### Skimming

Ask the class if anybody knows what *skimming* is. Students then read the information in the box to check. Elicit similarities and differences between *skimming* and *previewing*. (**Possible answer:** Similarities—they both involve using clues like the title and photographs to work out what a text is about, without reading it properly. Differences—previewing doesn't involve reading the text itself, but skimming involves reading it very quickly.)

### Exam skills

Elicit from the class why skimming is a useful skill in exams like IELTS and TOEFL. (**Possible answer:** In the reading papers of these exams, you need to answer questions within a time limit, rather than gain a deep understanding of a text, so it's important to read quickly. Once you have a general understanding of the purpose of a text and how it's organized, it's much easier to come back later to read more deeply and answer the questions. Skimming also forces you to ignore difficult words and structures, and to focus on the parts of a text that you do understand.)

- 1 Elicit from the class what clues to focus on when skimming this particular text. (**Possible answer:** The title, the seven headings, and the background photograph.) Set a tight time limit (e.g. one minute) for students to answer the question. At the end of the time limit, check with the class, focusing on how they worked out the answer. You could also ask what the photograph shows. (**Possible answer:** some sand)

ANSWER  
b

## D Close reading

- 1 Tell students to read the text quickly to find the missing words or numbers, and not to worry about understanding every word at this stage. You could set a time limit (e.g. two minutes) to encourage them to work quickly. Students then work alone to complete the sentences. They check in pairs and report back to the class.

### ANSWERS

- 1 check 2 24 / twenty-four / twenty four  
3 phone 4 free

- 2 Students work alone to match the tips and reasons. They check in pairs and report back to the class.

### ANSWERS

- 1 e 2 b 3 d 4 c 5 a

### Extension activity

Tell students to read the introduction again to find out who wrote it and why, and where they might see the text. (**Possible answer:** Staff from a college's Student Affairs Office wrote the article to help first-year students manage their time. The article might be from a student website or magazine.)

Students then read through the seven tips and discuss in pairs which advice they already follow, and which they will try to follow in future. When they are ready, open up the discussion to include the whole class. This is also an opportunity to check they all understand the words and phrases from the text. (e.g. *unlike, affairs, a "to-do" list, to check sth off, neat, to waste time, a snack, a jar, a pumpkin, to pop up, to let sb know*)

## E Critical thinking

A key critical thinking skill involves deciding what advice and information is useful and what is less useful. This requires a delicate balance between (a) keeping an open mind to new ideas, and (b) remembering that not everything you read or hear is true or useful. Questions 1 and 3 in this exercise practice finding this balance. Question 2 is more focused on the skill of finding evidence to support or reject your assumptions—in this case, by thinking about a real person who manages time well, and seeing how that person's experience relates to the advice from the text.

Students work in small groups to discuss the three questions. Encourage them to ask each other follow-up questions. (e.g. *Why do you think this tip isn't helpful?*) Allow plenty of time for the discussions. When they are ready, ask volunteers to report back to the class.

## STUDY SKILLS

### Choosing when to study

Students close their books. Elicit from the class what advice on *choosing when to study* might include.

(**Possible answer:** Choosing how long to study before having a break; choosing the best time of day to study.) Students then read the information in the box to check.

- 1 Students discuss the three questions in pairs. After a few minutes, ask volunteers to report back to the class.
- 2 Students work alone to make their study schedules. Make sure they don't spend too long creating a detailed schedule. Instead, encourage them to focus mainly on the times when they can study.

Students discuss their schedules in pairs to find times when they could study together. Discuss with the class if anybody is planning to study with another person, and why it might be useful. (**Possible answer:** It's easier to stay motivated and focused when you can see that another person is also studying; if you get stuck while studying, the other person might be able to help explain something.)

## READING 2

### A matter of time

#### Warm-up

Write the following sentence on the board: *You've been lucky so far, but it's only a matter of time before you get into trouble.* Elicit from the class what they think *it's only a matter of time* might mean, and who might say the sentence from the board. (**Possible answer:** We use the phrase *it's only a matter of time* to show that something will definitely happen at some point in the future; the only question is when it will happen. The sentence might be spoken, for example, by a friend to someone who always leaves take-home activity tasks until the last minute.) You could elicit some more phrases with *matter*. (e.g. *It doesn't matter* (= it's not a problem, don't worry), and *What's the matter?* (= What's wrong?))

### A Vocabulary preview

- 1 Students work alone to match the words and definitions, using dictionaries if they have them. They check in pairs and report back to the class. Check pronunciation carefully, especially for *culture* /'kʌltʃər/ and *nature* /'neɪtʃər/.

#### ANSWERS

1 d 2 c 3 b 4 a 5 e 6 g 7 h 8 f

- 2 Students work alone to complete the sentences. They check in pairs and report back to the class.

#### ANSWERS

1 interrupt 2 culture 3 flexible 4 efficient  
5 nature 6 hurry 7 delay 8 essential

#### Extension activity

Use these questions with the class to generate some additional discussion using the target vocabulary:

- 1 When is it OK to **interrupt** somebody?
- 2 What are the most important parts of the **culture** in your country / region?
- 3 What are some examples of situations where students need to be **flexible**?
- 4 What are some examples of **efficient** (or inefficient) systems in your country?
- 5 Do you like taking photographs of **nature**?
- 6 When was the last time you had to **hurry**?
- 7 Do you like it when a professor **delays** an exam?
- 8 What are some examples of things that are **essential** for student life?

### B Before you read

Students discuss the question in pairs. After a few minutes, open up the discussion to include the whole class. You could extend the discussion by asking them how they feel when their friends arrive early or late.

### C Global reading

Elicit from the class what to focus on while skimming this particular text (**Possible answer:** The title, the three subtitles, and the picture). Set a time limit (e.g. two minutes) for students to skim the text and choose an alternative title. At the end of the time limit, they check in pairs and report back to the class.

#### ANSWER

d

### Extension activity

Students close their books. Elicit from the class the three different ways of seeing time (i.e. *linear* /'lɪniər/, *flexible* /'fleksəb(ə)l/, and *circular* /'sɜ:kjələ(r)/), and write them on the board. Elicit the pronunciation of the three words. Point out that the words *linear* and *circular* come from the words *line* and *circle*. Students then work in pairs to remember as much as possible about the three ways of seeing time, without looking back at the text. Open up the discussion to include the whole class, and make notes on the board of what they remember. They then open their books to check whether they remembered correctly.

### D Close reading

Ask the class what they think *scanning* means. Then, tell them to read the information in the box to check. Discuss the difference between *skimming* and *scanning*. (**Possible answer:** Skimming involves reading the whole text quickly to get a general understanding. Scanning doesn't involve reading the whole text, but rather hunting through the text to find specific information, such as numbers or specific words.)

### Exam skills

Elicit from the class how to use a combination of skimming and scanning during an exam like IELTS or TOEFL. (**Possible answer:** In a reading paper, it's good to skim each text first to get a general idea of what it means and how it's organized. Then, you can read each question and scan the text to find each answer. If you use a combination of skimming and scanning, it's often possible to answer many questions quickly, without reading the whole text deeply, or understanding every word.)

- 1 Students work alone to answer the questions. Set a tight time limit (e.g. two minutes) to force them to use their scanning skills. At the end of the time limit, they check in pairs and report back to the class.

#### ANSWERS

1 three 2 Chinese 3 soon

- 2 Students work alone to complete the chart. Set a tight time limit (e.g. two minutes). They check in pairs and report back to the class.

#### ANSWERS

1 circular time	4 linear time
2 flexible time	5 linear time
3 flexible time	6 flexible time

- 3 Students work alone to complete the exercise. They check in pairs and report back to the class.

#### ANSWERS

1 T 2 F 3 T 4 T 5 F

### E Critical thinking

These questions focus on three critical thinking skills. Firstly, they encourage students to look at their own culture, as if from the outside, to examine how it might affect the way they themselves behave. This should raise their awareness of the idea that their own approach might not be the best, or the same as that used by other people.

The second skill involves questioning whether students agree with what they have read, which reminds students to maintain a critical mindset, and not take everything they read at face value.

Thirdly, the questions encourage students to separate generalizations (e.g. *People in my culture often ...*) from statements about specific people (e.g. *... but I usually ...*). This is a vital skill if we are to avoid jumping to conclusions about specific people based on the culture they come from.

## VOCABULARY DEVELOPMENT

### Collocations with *time*

#### Warm-up

Students close their books. Write the phrases *waste time* and *lose time* on the board. Elicit from the class which phrase is natural in English and which isn't. (**Answer:** *Waste time* is natural; *lose time* doesn't feel like natural English.) Cross out the phrase *lose time* and explain that, even though it might make sense, we wouldn't normally say it in English. Ask if anyone knows the name for phrases like *waste time*, where two or more words feel natural together. (**Answer:** collocations) Students then read the information in the box to find two more examples of collocations with *time*. Point out that it's important to learn collocations, not just separate words.

- 1 Students work alone to choose the correct definitions. They check in pairs and report back to the class. Elicit which phrase from the exercise means the same as *spare time*. (**Answer:** *free time*)

#### ANSWERS

1 b 2 a 3 a 4 b 5 b 6 a 7 a 8 b

- 2 Students work alone to complete the sentences. They check in pairs and report back to the class.

ANSWERS

- 1 spend time
- 2 take your time
- 3 free time
- 4 in time
- 5 make time for
- 6 waste time
- 7 kill time
- 8 on time

- 3 Students discuss the questions in pairs and then report back to the class.

Extension activity

Write the phrases *on time*, *in time*, *spend time*, *waste time*, and *make time for* on the board. Point out that the phrases *spend time* and *waste time* are often followed by the preposition *on* (e.g. *Don't waste time on stupid things.*) or an *-ing* form. (e.g. *Don't waste time doing stupid things.*) For each phrase, elicit a discussion question similar to the ones in Exercise 3. (e.g. *Do you prefer to arrive for classes early, late, or right on time? Do you always finish studying in time for tests? Do you ever spend too much time worrying about something and not actually doing it? What do you usually waste the most time on? Do you always make time for your friends, even when you're really busy?)* Students then discuss the questions in pairs and share their best answers with the class.

ACADEMIC WORDS

- 1 Students work alone to match the words with the definitions. They check in pairs and report back to the class. Make sure everyone can pronounce all the words, especially *area* /'eɪrɪə/. Point out that *route* has two different pronunciations, /rut/ and /raʊt/, both of which are correct in American English. *Schedule* /'ske.dʒul/ is sometimes pronounced /'fedju:l/ in British English.

ANSWERS

- 1 c 2 d 3 b 4 a 5 g 6 h 7 e 8 f

- 2 Students work alone to complete the sentences. They check in pairs and report back to the class.

ANSWERS

- 1 create, area
- 2 concentrate, item
- 3 period, text
- 4 route, schedule

- 3 Encourage students to use the target words while discussing the questions in small groups. When they are ready, ask volunteers to report back to the class.

WRITING

Writing model

Warm-up

Students close their books. At the top of the board, write the question *Do you have good time management skills when you have an exam?* Elicit from the class whether the question is about preparing for an exam, taking an exam or both (**Answer:** both). Divide the rest of the board into two rows and two columns. Write *Good time management skills* at the top of one column, and *Bad time management skills* at the top of the other. Write *Preparing for an exam* next to the top row and *Taking an exam* next to the bottom row. Students then work in pairs or small groups to think of two or three examples for each square on the board. (e.g. *Good time management skills when preparing for an exam.*) When they are ready, ask volunteers to share their best examples of good and bad skills with the class. Make notes in the table on the board.

A Analyze

- 1, 2 Elicit from the class the meaning of the verb *to brainstorm* (= to generate lots of ideas without worrying about whether they're good or bad). Students then work alone to decide which statements show good and bad time management. They check in pairs and report back to the class. If you have used the Warm-up activity above, you could discuss differences between the ideas in the chart and those that you wrote on the board.

POSSIBLE ANSWER

2

Good time management:

- I get 7–8 hours of sleep.
- I study a little bit every day.
- I study in blocks of time.
- I look over the whole exam.
- I check that I answer every question.

Bad time management:

- I study for a few hours the night before.
- I always answer easy questions first.
- I hand in my exam as soon as I finish.

## Exam skills

Most of the statements show good skills for exams like IELTS and TOEFL. There is always a risk of running out of time, so it's important not to spend too much time on one part of each paper. For this reason, it's good to look over the whole paper at the beginning, and to plan some time at the end for checking your answers. It's also a good idea to complete easier questions first, so as not to throw away points if you run out of time. However, harder questions are often worth more points, so it's important to allow plenty of time for them too. If you finish early, it's good to check all your answers one more time to find mistakes or potential for improvement.

## B Model

- 1 Check that everyone understands *confidence* (= the feeling that you can do something well). Students work alone to add the reasons to the model. They check together and report back to the class.

### ANSWERS

1 c 2 a 3 b

## Extension activity

Elicit from the class why it's good to include reasons in a piece of writing. (**Possible answer:** Because it makes the writing more interesting. The writing feels more like a single text and less like a list of statements.) Students then work in pairs to think of reasons for at least three of the other statements from the model. When they are ready, ask volunteers to read their best sentences aloud.

(**Possible answers:** *I study a little bit every day because it feels less like hard work; I usually study in one-hour blocks because I find it hard to concentrate for longer periods; I study for a few hours the night before because it helps me remember all the information I've studied; I look over the whole exam, so I can choose the best order to answer the questions; I always answer easy questions first because I don't want to run out of time at the end; When I finish, I hand in my exam because I'm always tired and I want to finish.*)

- 2 Students work alone to write their sentences. Ideally, they should be different than the ones in the book. They compare in pairs and report back to the class.

## GRAMMAR

## Determiners of quantity

### Warm-up

Students close their books. Write the sentences *I have a lot of classes* and *I have a lot of time* on the board. Elicit which sentence a busy student might say. (**Answer:** *I have a lot of classes*.) Elicit why *classes* is a plural form, but *time* is a singular form. (**Answer:** Because we can count *classes* but not *time* (with this meaning). In other words, *class* is a count noun, so we use a plural for more than one. But *time* is a non-count noun (with the meaning in this sentence), so there is no plural form.) Underline the phrase *a lot of* in the two sentences. Elicit some words and phrases with a similar meaning, or the opposite meaning (e.g. *no, plenty of, a few, a little*). Ask the class if they know the name for words and phrases like this. (**Answer:** determiners of quantity)

Note that the term *quantifiers* is also commonly used for these words and phrases. *Determiners of quantity* is used here to emphasize their relationship with other determiners (= words and phrases that typically come before a noun, ahead of any adjectives) such as articles (e.g. *a / the*), possessives (e.g. *my / our*), and demonstratives (e.g. *this / those*).

We usually drop the word *of* when we use determiners without a noun. (e.g. *I have a lot of classes*; *I have a lot*.)

But we usually have to add the word *of* when we use one determiner before another determiner (e.g. *many people many of the people*) or a pronoun (e.g. *many of them*).

*All* is an exception to this rule: the word *of* is optional before determiners (e.g. *all the people / all of the people*), but not before pronouns (e.g. *all of them, not all them*).

The determiner *no* takes the form *none* when used without a noun (e.g. *I have none*), and the form *none of* before other determiners (e.g. *none of the people*) and pronouns (e.g. *none of them*).

- 1 Point out that the answers can all be found in the grammar box on page 39. Students work alone to complete the table. They check in pairs and report back to the class.

### ANSWERS

With plural count nouns:

a couple of, a few, a large number of, all, a lot of, (not) any, plenty of, lots of, many, no, several, some

With non-count nouns:

a great deal of, a little, all, a lot of, (not) any, plenty of, lots of, much, no, some

### Extension activity

Students work in pairs to sort the determiners of quantity into groups: large quantities, normal quantities, small quantities, and zero quantities. Go through the answers with the class. (**Answers:** Large quantities—*a great deal of, a large number of, all, a lot of, plenty of, lots of, many, much*; normal quantities—*several, some*; Small quantities—*a couple of, a few, a little*; Zero quantities—*not any, no*) You could also elicit which determiners of quantity we often use in questions and with negative verbs (**Answer:** *any, many, much*).

- 2 Students work alone to complete the exercise, then check in pairs. Go through the answers carefully with the class, discussing any problems or misunderstandings.

#### ANSWERS

1 Some 2 many 3 a lot of 4 much 5 any  
6 a few 7 some

- 3 Encourage students to try to complete the sentences first without checking the text. They compare answers in pairs before checking in the text. Discuss any problems with the class.

#### ANSWERS

1 several 2 Some 3 no 4 plenty of  
5 many of 6 a few

## WRITING

### Writing skill

- 1 Elicit from the class what a topic sentence might be, and then tell them to read the paragraph to check. (**Answer:** A sentence that expresses the main idea in a paragraph.) Students work alone to decide which statements are true or false, based on the paragraph at the top of the page. They check in pairs and report back to the class. Check that everyone understands the meaning of *to express* (= to say, to put into words), *to support* (= to help, to make something stronger), and *to conclude* (= to finish, to bring something to an end).

#### ANSWERS

1 T 2 F 3 T 4 F 5 T

- 2 Students work alone to complete the exercise. Discuss the answers with the class.

#### ANSWERS

- 1 First and last sentences of the paragraph.
- 2 I have good time management skills before and during exams.
- 3 I think I manage my time well.

## WRITING

### Writing task

#### Warm-up

Write the question on the board: *How well do you manage your time?* Elicit from the class how this is similar to and different than the question we looked at earlier, for the writing model. (**Possible answers:** Similarities—both questions focus on time management skills. Differences—the first question focused on preparing for and taking exams, but this question is about life in general. The first question asked about good time management skills, but this question could be about good and bad time management.)

### Brainstorm

Students work alone or in pairs to brainstorm ideas to complete the chart. If they work in pairs, make sure they don't simply copy their partner's ideas. When they are ready, ask volunteers to share some ideas with the class.

### Plan

- 1 Students work alone to unscramble the sentences. Check with the class.

#### ANSWERS

- 1 I am good at managing my time for a number of reasons.
- 2 Most of the time I manage time well, but sometimes I do not.
- 3 There are two main reasons why I am bad at time management.

- 2 Point out that the three answers from Exercise 1 are all good topic sentences for this writing task. Students work alone or in pairs to choose the best topic sentence or write their own.
- 3 Students work alone or in pairs to write supporting sentences and reasons. If they work in pairs, make sure they don't simply copy their partner's ideas. When they are ready, ask volunteers to share some ideas with the class.

## Write

Students complete the writing task in class or as a take-home activity. Ideally, they should write their answer electronically (e.g. on a laptop or smartphone) to allow them to edit it easily later.

## Share

Tell students to look at the checklist on page 189. They use the checklist to compare their writing in pairs and offer suggestions for improvement.

## Rewrite and edit

Students rewrite and edit their writing, paying particular attention to determiners of quantity.

### Extra research task

As a take-home activity, tell students to search the internet to find one or two tools (e.g. websites, applications, devices), that might help them manage their time better. They could use the search phrases *productivity tools* or *time management*. At the beginning of the next class, ask volunteers to report back to the class on what they found. Discuss with the class whether anybody already uses / is planning to use any of these tools or techniques to manage their own time.

## REVIEW

### Wordlist

Students work in pairs or small groups to work through the wordlist, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

### Academic words review

Point out that some words in this exercise are from Unit 1 and some are from Unit 2. Students work alone to complete the sentences, then check in pairs and report back to the class.

#### ANSWERS

1 goal 2 achieve 3 research 4 area  
5 period 6 route

### Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that students didn't tick. Explore with them ways of overcoming any remaining problems.