

READING 1	Previewing a text
READING 2	Identifying main ideas
ACADEMIC SKILL	Using cohesive words and phrases to connect ideas
VOCABULARY	Personal qualities
GRAMMAR	Using the simple present tense to talk about regular actions and habits
WRITING	Writing descriptive sentences about a person

Warm-up

Find some pictures from the Internet of 5–10 leaders and put them on the walls, or display them on your whiteboard / screen. They could include some well-known leaders from the worlds of politics and business, as well as some less obvious leaders (e.g., a teacher, a sports team captain, a TV star). Elicit from the class what they have in common (i.e., that they're all leaders). Students then discuss with a partner what they know about each person and their leadership style. They should focus especially on differences in leadership styles among the various people. Open up the discussion at the end to include the whole class.

DISCUSSION POINT

Use questions to check that everyone understands all the words in the quotes, especially *to command* (e.g., *In what jobs do people command other people?*), *obeyed* (e.g., *Do you always obey your parents when they tell you to do something?*), and *a dealer* (e.g., *What does a car dealer buy and sell?*). Students then work with a partner to discuss the meaning of the quotes and answer the three questions. Then, open up the discussion to include the whole class.

Extension activity

Elicit from the class what they know / can guess about the people who made the quotes. (**Possible answers:** Aristotle (384–332 BCE) was a Greek philosopher and scientist; Thomas Fuller (1608–1661) was an English historian; Napoleon Bonaparte (1769–1821) was a French military and political leader; Lao Tzu was an ancient Chinese writer and philosopher, and the founder of Taoism; Muriel Strode (1875–1930) was an American poet and writer; Tacitus (56–120) was a senator and historian of the Roman Empire.)

VIDEO

BEFORE YOU WATCH

Introduce the topic of the video and ask students to read the exercise and identify any new words. 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. Give feedback as a class.

ANSWERS

- 1 Europe 2 chimps with the same characters
3 38 4 alone

See the video script at the back of this book.

AFTER YOU WATCH

Students work with a partner or in groups. Encourage them to use what they have learned in the video and the example answers to answer the questions. Give feedback as a class.

READING 1

ARE YOU A NATURAL LEADER?

A VOCABULARY PREVIEW

Students work alone to complete the sentences, using dictionaries if they have them. They check with a partner. Students can also complete the *Vocabulary preview* as homework before class.

ANSWERS

- 1 perfect 2 organized 3 confident 4 honest
5 manage 6 succeed 7 respect 8 push yourself

Extension activity

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

- What would you do on your **perfect** day?
- What do you do to stay **organized**?
- How can you be more **confident** when you meet people?
- Is it always best to be completely **honest** with people?
- What is the key to **managing** other people?

- 6 Is it better to **succeed** all the time? Or do we learn more when we fail?
- 7 What sort of people do you **respect** the most?
- 8 What can happen if you **push yourself** too hard?

B BEFORE YOU READ

- 1 Check that everyone understands the words, especially *bold* (brave, not afraid to take risks) and *calm* (relaxed, not stressed). You could brainstorm a list of ideas and write them on the board to get students started. Students then work with a partner to describe their chosen leader. When they are ready, ask volunteers to report back to the class.

Previewing a text

Students close their books. Elicit from the class what they think *previewing a text* might mean (**Possible answer:** Looking at it before reading it) and why it might be useful (**Possible answer:** It makes the reading easier, because you already know what to expect.). Students look at the information in the box to compare it with their ideas. Use the text on pages 15–16 to check quickly that everyone understands the meaning of *title, headings, pictures, captions, and design*.

Exam skills

Elicit from the class why previewing a text is especially important in exams like IELTS and TOEFL, compared to everyday life. (**Possible answer:** In everyday life, you usually choose what to read. For example, you might read an article because the title looks interesting, somebody recommended it, or because you often read similar texts. You usually know something about the text before you start reading it, so it's easy to read and understand it. In an exam, however, you don't choose which texts to read. You don't know what they're about or where they come from, so it can be much harder to understand them. Previewing helps you to predict what the text will say. You can then read to check your predictions.)

- 2 Students work alone to complete the task. Make sure they know not to read the text yet. They check with a partner and report back to the class.

ANSWERS

short and interesting / a business magazine

C GLOBAL READING

Elicit from the class how long it will take them to read the text quickly (**Possible answer:** about two minutes). Then, tell them to add the headings to the text within this time limit. They check with a partner and report back to the class.

ANSWERS

- A Emotions and stress B Problems and ideas
C Managing others D Working with people

D CLOSE READING

Finding information in a text

- 1 Check that everyone understands the following words from the text: *to bother somebody* (to make somebody stressed / worried), *to be in charge* (to be the leader / boss), *to participate in something* (to be a part of something), and *a people person* (a person who likes working with other people). Students work alone to check the sentences and calculate their results. Students discuss the statements and their results with a partner. After a few minutes, open up the discussion to include the whole class.
- 2 Students work alone to match the sentences. They check with a partner and report back to the class.

ANSWERS

a 1 b 4 c 9 d 10 e 19 f 20

- 3 Check that everyone understands the word *opposite*. Students work alone to find the opposite statements. They discuss their answers with a partner and report back to the class.

ANSWERS

a 4 b 6 c 17 d 8 e 15 f 13

E CRITICAL THINKING

The first question focuses on the critical thinking skill of relating abstract information (in this case, the 20 statements) to real-life examples (in this case, a real person). It also reminds us that people can't be categorized neatly with labels like "leader" and "follower," etc., because not all natural leaders will meet all the criteria. The second question involves the skill of avoiding traps: students shouldn't simply make the 20 statements negative. Some bad leaders might share many features with good leaders (e.g., statements 11, 15, and 18). There are many ways of being a bad leader, but only a few ways of being a good leader. Again, the question reminds us that we can't categorize people easily.

Students discuss the questions in small groups. When they are ready, ask volunteers to report back to the class.

ACADEMIC SKILLS

USING COHESIVE WORDS AND PHRASES TO CONNECT IDEAS

Students close their books. Write the phrase *academic skills* on the board. Elicit from the class what it might mean. (**Possible answer:** Things we can do to make our academic work better.) Elicit from the class some examples of academic skills, and write them on the board. For example:

- Organize your time well so you always finish tasks.
- Set yourself goals, and make sure you complete them.
- Understand what you read and hear and identify things that are facts and things that are opinions.
- Take good, clear notes which you can understand when you look at them again.
- Explain the most important points of what you read or listen to clearly to other people.
- Organize your writing and presentations in a logical way so people can understand your arguments.
- Use appropriate language and phrases in your writing and presentations.
- Credit other people correctly when you refer to their ideas or research.
- Respond to criticism from other people and use their ideas to improve your work.
- Use technology well, both for your research and to create documents and presentations.

Ask students which of the things on the board are the most difficult for them in their own language, and then discuss if they have the same problems in English. Tell students that over the eight units of the course they will be looking at different academic skills and will learn techniques and language to help them feel more confident in this area.

Write *I like to try new things ___ push myself.* on the board. Ask students what word completes the sentence. (**Answer:** *and*). Then write *I'm not perfect ___ I know how to improve.* Again, ask students to complete the sentence. (**Answer:** *but*). Repeat with *I don't always explain my ideas clearly ___ speak confidently.* (**Answer:** *or*). Then ask students *What do and, but, and or do in the sentences?* (**Answer:** They connect ideas.) Draw attention to the *Academic skills* box and tell students that this explains some more words to connect ideas. Read it with the class.

- 1 Students work alone to match the cohesive words and phrases with the functions. They check with a partner and report back to the class.

ANSWERS

- 1 Furthermore, Moreover
- 2 By comparison, Likewise
- 3 Nevertheless, On the other hand
- 4 Because of this, Therefore
- 5 For the most part, In general

- 2 Students work alone to choose the correct words. Check answers with the class.

ANSWERS

- 1 Similarly
- 2 Moreover
- 3 For the most part
- 4 Therefore
- 5 On the other hand

- 3 Students work alone to choose the correct words and add another sentence to give more information. They discuss their ideas with a partner. Encourage them to ask each other follow-up questions. (e.g., *Why do you like this class?*) When they have finished, ask volunteers to share their ideas with the class.

READING 2

LEADERSHIP STYLES

Warm-up

Write the following phrases on the board: *The best leaders are ...*; *The best leaders aren't ...*; *The best leaders always ...*; *The best leaders never ...*. Students work in small groups to think of two or three endings for each sentence. When they are ready, ask volunteers to share some of their ideas with the class. Encourage students to challenge each other's ideas. (e.g., *Do you really think so? I disagree.*)

A VOCABULARY PREVIEW

Students work alone to match the sentences. When you check with the class, make sure everyone understands all the words in bold. Check pronunciation carefully, especially the stress patterns of *arrogant*, *determined*, *employee*, and *responsible*.

ANSWERS

- 1 b
- 2 d
- 3 a
- 4 c

Extension activity

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

- 1 Many **arrogant** people are successful. Do you think they're arrogant because they're successful, or successful because they're arrogant?
- 2 Would you like to be the **boss** of a large company?
- 3 What **challenges** do today's (political / business) leaders face?

- 4 Do you agree that everything is possible if you're **determined** enough?
- 5 Is a leader always the boss, or could the leader be an **employee**?
- 6 When things go badly, is it more important to be **positive** or to be honest?
- 7 Is it better to be **responsible** for everything or nothing?
- 8 Should bosses **treat** their employees as equals? Why / why not?

B BEFORE YOU READ

Previewing a text

- 1 Check that everyone remembers how to preview a text and why it's useful. You may need to remind them that *captions* are descriptions of a picture or diagram, and *quotes* are copies of a person's exact words. Students work alone to circle the things they can see. Check answers with the class.

ANSWERS

captions, headings, pictures, a title

- 2 Students work alone to choose the answer. Make sure they know not to read the text yet. Check quickly with the class. Discuss the clues they used to work out the answer without reading. (**Possible answer:** The design and the use of pictures with captions show that this is a business magazine.)

ANSWER

c

C GLOBAL READING

Identifying main ideas

Elicit from the class what the main ideas in a text might be. (**Possible answer:** The main ideas are the most important parts of the text. If you cut the whole text down to a few lines, you'd just be left with the main ideas. All the examples, explanations, paraphrases, etc., would be cut.) Elicit how to find the main ideas in a text. Tell students to read the information in the box to check.

Exam skills

Elicit from the class why identifying the main ideas is an important skill in exams like IELTS and TOEFL. (**Possible answer:** There may be a question about the main idea of the text. More generally, it's much easier to understand and remember information from a text if you already know what the main ideas are.)

- 1 Highlight the title of the section, *Global reading*, and make sure students understand that the exercises in this section are about identifying the main ideas of the text. Tell them this means that they don't need to stop and understand every detail at this point. Students work alone to decide what the text is mainly about. They compare their ideas with a partner and report back to the class.

ANSWER

b

- 2 Point out that students have already understood the main idea of the text, and the objective of this exercise is to understand the main idea of each section. Again, this means they do not need to stop and understand every detail. Students work alone to match the leadership styles with the descriptions. They then check with a partner and report back to the class.

ANSWERS

1 f 2 d 3 c 4 a 5 e 6 b

D CLOSE READING

Finding information a text

- 1 Point out that in this section, *Close reading*, students now need to focus on the details in the text. Complete the first example as a class, asking students to explain why *Servant* is the correct answer. (**Possible answer:** The text says that Servant leaders *want to know what their team thinks*, and this matches the quote in item 1.) Students then work alone to read the text again and choose the correct answers. They check with a partner, finding together the words and phrases which explain the answers. Check as a class.

ANSWERS

1 a 2 c 3 b 4 b 5 c 6 a

- 2 Students work alone to mark the sentences true or false. Check answers as a class.

ANSWERS

1 T 2 F 3 F 4 T 5 F 6 T

E CRITICAL THINKING

There is a key contrast here between the two *Critical thinking* tasks. The discussion question in task 1 focuses on evaluating the best option for a leader in different situations, and so tests students deeper understanding of

some of the types of leader covered in the text. While there is a creative element in task 1, i.e., thinking of situations, there is no personal element as students should be basing their choice of type of leader for each situation on the information about the styles contained in the text. You will need to draw attention to this criterion before they start their discussions. By contrast, the writing questions in task 2 encourage the skill of self-awareness: students have to think about and express their own preferences.

- 1 Students discuss the question in small groups. After a few minutes, open up the discussion to include the whole class.

ANSWERS

- a When there is an organizational structure and people available to do the task.
- b When you need a quick decision.
- c When it is important that the team believes in the decision.

- 2 Students work alone to write short answers to the two questions, then compare their answers with a partner. Ask volunteers to share their ideas with the class.

Extension activity

Use these questions with the class to generate some additional discussion about the leadership styles:

- 1 Which style of leader from the text is the most common in your country? Why?
- 2 Do you think this is also the most common style around the world? Why / why not?
- 3 What leaders can you think of with that style? Which leaders can you think of with a different style?
- 4 What type of leader would you like to be? Why?

VOCABULARY DEVELOPMENT

CHANGING ADJECTIVES INTO NOUNS

Students close their books. Write the words *honest*, *stupid*, *able*, *kind*, *happy*, *excellent*, and *important* on the board. Elicit from the class what type of words they are (**Answer:** adjectives). Ask if anyone knows how to turn any of the adjectives from the board (e.g., *happy*) into nouns (e.g., *happiness*). Then, tell students to read the information in the box to check. Elicit the name for endings that change one type of word into another (**Answer:** suffix).

- 1 Students work with a partner to choose the correct suffix. When you check with the class, make sure everyone understands all the words.

ANSWERS

- 1 selfishness 2 intelligence 3 friendliness
- 4 reliability 5 laziness 6 relevance

Extension activity

Use these questions to check everyone understands all the words from this section.

- 1 Which adjective describes something very good? (**Answer:** *excellent*)
- 2 Which adjective describes a person who doesn't work hard? (**Answer:** *lazy*)
- 3 Which adjective describes a person who always says what they think? (**Answer:** *honest*)
- 4 Which two adjectives describe a person who is nice to other people? (**Answers:** *kind*, *friendly*)
- 5 Which adjective shows that a person can do something? (**Answer:** *able*)
- 6 Which adjective describes a person who never thinks about other people? (**Answer:** *selfish*)
- 7 Which adjective describes something that is connected to what you're talking about? (**Answer:** *relevant*)
- 8 Which adjective describes someone who always does what they say they will do? (**Answer:** *reliable*)

You could explain that we often use *able* (+ *to do*) as a formal version of *can*. (e.g., *He is not able to talk with you now. He can't talk to you now.*)

- 2 Point out that the missing words all come from the two reading texts. Students work alone to write the adjectives and complete the sentences. They check with a partner and report back to the class. As a follow-up, elicit which text each sentence came from. (**Answer:** Sentence 1 came from Reading 1; the other sentences came from Reading 2.)

ANSWERS

- A arrogant B creative C confident D happy
- E honest F responsible
- 1 confident 2 responsible 3 honest 4 arrogant
- 5 creative 6 happy

ACADEMIC WORDS AND IDIOMS

Warm-up

Elicit from the class what *Academic words and idioms* might be. (**Possible answer:** Words and phrases which are more common in academic situations, especially writing, compared to general English) Tell students to look back at the adjectives from the *Vocabulary* section. Elicit from the

class which adjectives we might expect to see in academic writing. (**Possible answers:** *able, excellent, important, intelligent, reliable, relevant, arrogant, confident, honest, responsible*) Elicit which we wouldn't expect to see often in academic writing. (**Possible answers:** *stupid, lazy, selfish*) Then, draw attention to the nouns. Elicit whether nouns like these are more common in academic English or general English. (**Possible answer:** Nouns for abstract concepts [e.g., nouns formed from adjectives] are a very common feature of academic English. In general English, we often express the same ideas using adjectives [e.g., *He's not very confident.* vs. *He lacks confidence.*].)

- 1 Students work alone to match the words and idioms and the definitions, using dictionaries if needed.

ANSWERS

1 d 2 a 3 g 4 e 5 b 6 f 7 c 8 i 9 h
10 l 11 j 12 k

Draw attention to the *Academic idioms* box and tell students that this explains more about the idiom *have the upper hand*. Read the box with the class. If appropriate, use a ruler and say *This is a baseball bat!* while you mime hitting a baseball. Then put your hand at the bottom of the bat and ask a student to put their hand above yours. Take turns until you get to the top and say *OK, I have the upper hand!* Or *Well done—you have the upper hand!*

- 2 Students work alone to complete the sentences. They check with a partner and report back to the class.

ANSWERS

1 goal 2 project 3 stress 4 credit 5 research
6 author 7 have the upper hand 8 called
9 On the one hand 10 individual 11 communication
12 achieve

Extension activity

To generate discussion using some of the target vocabulary, write these sentences on the board:

- 1 I like to read books by the **author** ... because
- 2 Good **communication** is important because
- 3 A leader who deserves **credit** for solving a problem is
- 4 Someone who always seems to **have the upper hand** is ... because
- 5 After college, an area I really want to **research** is

Students work alone or with a partner to complete the sentences with their own ideas. They discuss their ideas together in small groups. When they are ready, ask a few volunteers to share their ideas with the class.

WRITING MODEL

Warm-up

Students close their books. In the middle of the board, write *Characteristics of a bad leader*. Elicit a few words and phrases using vocabulary from this unit that might describe a bad leader (e.g., *lazy, arrogant, selfish, takes all the credit*), and write them on the board as the beginning of a word web. Students then work in small groups to brainstorm more ideas for the word web. When they are ready, ask volunteers to report back to the class, and add their ideas to the word web on the board.

Tell students to open their books to read the information at the top of the box. Elicit one or two examples of the simple present, and the meaning of capitalization (using capital letters correctly) and punctuation (e.g., using commas, etc., correctly).

A ANALYZE

Exam skills

Elicit the meaning of *a brainstorm* (a technique for generating lots of ideas without worrying whether they're good or bad), and why it's useful in an exam like IELTS and TOEFL. (**Possible answer:** *It's a good starting point for writing. Even if you decide later that some of the ideas are bad, it's still useful to think about why they're bad—and the process might help you come up with better ideas.*)

Tell students to look at the word web. Elicit what *a word web* is (a way of collecting lots of ideas, without putting those ideas in order), and why word webs are useful in an exam like IELTS and TOEFL. (**Possible answer:** They help you to brainstorm and to organize your ideas by seeing connections between them. Because the ideas aren't in a particular order, it's easy to add new ideas without running out of space. You can decide later which ideas are good, and put them in order.)

- 1 Discuss the word web with the class. Ask if they know anything about Bono (1960–), the Irish lead singer of the rock band U2.
- 2 Students work with a partner to choose the most important qualities. Ask a few volunteers to share their ideas with the class. Encourage some discussion about whether the qualities are always important for leaders.

B MODEL

- 1 Point out that the student model might use slightly different words for some of the ideas from the word web. Students work alone to read the model and underline the qualities. They check with a partner and report back to the class. Check they understand all the words.

ANSWERS

caring, determined, great communication skills

- 2 Students work with a partner to discuss the ideas in the word web. Encourage them to add their own ideas too. Then, discuss the word web with the class.
- 3 Brainstorm some examples of leaders. Make sure each student has chosen one leader. Students work alone to write notes to describe their chosen leader. When they are ready, ask a few volunteers to share their ideas with the class.

GRAMMAR

THE SIMPLE PRESENT TENSE

Warm-up

Students close their books. Write the phrase *I agree* on the board. Elicit from the class the name of the structure (**Answer:** the simple present). Elicit the positive and negative forms of this verb in the simple present, and why we use it. Then, tell students to read the information in the box to check their ideas. Elicit one or two more examples of verbs for mental states which are usually in the simple present (e.g., *like*, *remember*). Also, elicit one or two more examples of adverbs of frequency (e.g., *hardly ever*, *rarely*).

- 1 Students work alone to unscramble the sentences. Point out that there is more than one answer for some sentences. Check answers with the class.

ANSWERS

- 1 Hala Gorani works as a journalist for CNN.
- 2 Cristiano Ronaldo sometimes appears in fashion ads.
- 3 Justin Trudeau leads the Liberal Party in Canada.
- 4 Turkish singer Sezen Aksu helps people through her music.
- 5 Facebook's Mark Zuckerberg often works very long hours.
- 6 The President and the Vice-President meet many world leaders on their tours.

- 2 Students work alone to complete the sentences. They check with a partner and report back to the class.

ANSWERS

1 knows 2 has 3 want 4 think 5 sees

- 3 Students work alone to rewrite the sentences. They check with a partner and report back to the class.

ANSWERS

- 1 Bono doesn't / does not know many important leaders.
- 2 A great leader doesn't / does not have many important qualities.
- 3 I do not / don't want help on this essay.
- 4 I don't / do not think some leaders are born that way. OR I think some leaders aren't / are not born that way.
- 5 Our president doesn't / does not see the positive side of things.

- 4 Make sure everyone knows there is not a single correct answer—it will depend on their opinions. However, they should pay attention to the position of the adverbs before the main verb. When you check with the class, have a discussion if students disagree with each other.
- 5 Students work alone to find and correct the mistakes. They check with a partner and report back to the class.

ANSWERS

- 1 Good leaders say when they are / they're wrong.
- 2 Lazy people don't help other people.
- 3 Women make better leaders than men.
- 4 People choose the best leader for the job.

WRITING SKILL

Warm-up

Elicit from the class what *end punctuation* might be, with examples. (**Possible answer:** Marks to show the end of a sentence, e.g., periods (.), question marks (?), and exclamation marks (!).) Elicit also some rules for using capital letters. Then, tell students to read the information in the box to check. Elicit why *South* starts with a capital letter in *South Africa*. (**Possible answer:** Because it's part of the country's name.) Elicit why *of* doesn't have a capital letter in *A Tale of Two Cities*. (**Possible answer:** Because it's not the first word or one of the main words.)

- 1 Students work alone to add the end punctuation. They check with a partner and report back to the class. Point out that 3a includes an indirect question (*... who the king of Jordan is ...*) and that we don't use question marks for indirect questions. But in this case, it's part of a bigger question (*Do you know ... ?*), so we do need a question mark. You could also elicit why *king* has a small *k* in 3a but a capital *K* in 3b. (**Possible answer:** Because it's used as a normal word in 3a, but comes before a name in 3b.)

ANSWERS

- 1 a: Who is the most famous leader?
b: I have no idea.
- 2 a: Quick! Look over there!
b: Was that the president?
- 3 a: Do you know who the king of Jordan is?
b: Of course! It's King Abdullah II.

- 2 Students work alone to add capitalization. They check with a partner and report back to the class.

ANSWERS

- 1 Google's Sergey Brin and Larry Page met at Stanford University.
- 2 On May 10, 1994, Nelson Mandela became President of South Africa.
- 3 Actress Julianne Moore does work for the organization Save the Children.
- 4 Is New York City home to the United Nations?
- 5 Many people would like to meet writer Neil Gaiman.
- 6 Mary Barra is the Chief Executive Officer at General Motors.
- 7 There are 24 official languages in the European Union, including Greek, Polish, and Dutch.
- 8 Is Sheryl Sandberg the author of the book *Lean In: Women, Work, and the Will to Lead*?

Extension activity

You could elicit what students know about some of the people mentioned in the sentences.

(Possible answers: Sergey Brin (1973–) from Russia and Larry Page (1973–) from America founded Google in 1998; Nelson Mandela (1918–2013) became South Africa's first black president, after spending 27 years in prison as a revolutionary leader; Julianne Moore (1960–) is an Oscar-winning American actress; Neil Gaiman (1960–) is an English writer and works in a range of fields; Mary Barra (1961–) became, in 2016, the first female CEO of a major American car manufacturer; Sheryl Sandberg (1969–) is an American businesswoman and best-selling author.)

WRITING TASK

BRAINSTORM

Students work with a partner or in small groups to brainstorm ideas for the word web. You could open up the discussion to include the whole class, and create a large word web of ideas on the board.

PLAN

Students work with a partner to choose the most important qualities. They should aim for around three or four qualities to focus on. They don't need to choose the same qualities as their partner.

WRITE

Elicit from the class some possible endings to the sample sentences. Ideally, they should write their answer electronically (e.g., on a laptop or smartphone) to allow them to edit it easily later.

REVIEW

Students exchange their paragraphs with a partner and use the questions to help each other review their work and offer suggestions for improvement.

REWRITE AND EDIT

Students rewrite and edit their paragraph, considering their partner's comments. They should also consider the points in the checklist.

REVIEW

WORDLIST

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

ACADEMIC WORDS AND IDIOMS REVIEW

Students work alone to complete the sentences. Check answers with the class.

ANSWERS

- 1 authors 2 communication 3 On the one hand
- 4 stress 5 project 6 has the upper hand

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class.

Extra research task

As a take-home activity, tell students to search the Internet for information about one of the people mentioned in this unit. At the beginning of the next class, ask volunteers to report back to the class on what they found. Discuss with the class which person has the most qualities of a leader.

INTEGRATED SKILLS 1

OTHER PEOPLE DON'T THINK YOU'RE A MESS

WARM-UP

Before students open their books, ask a few students, *How are your studies going?* Try to guide the discussion so that students can reveal if they are struggling (e.g., too much work, exam stress, etc.). Afterwards, discuss with the class how it felt (a) to reveal such information and (b) to listen to others revealing it. Write the lesson title on the board and elicit what it means if a person is “a mess.”

A CLOSE READING

Point out that students simply need to match the questions with the paragraphs while reading. After checking their answers, discuss with the class how the text is related to the ideas of showing vulnerability in the discussion in the *Warm-up*.

ANSWERS (POSSIBLE ANSWERS IN PARENTHESES)

- 1 e (We get angry; we don't take responsibility for the harm our actions cause; we sulk; we say “yes” to everything; we end up resenting everyone.)
- 2 a (admit to others that we are having a hard time)
- 3 c (the way that people perceive their own displays of vulnerability more negatively than others do)
- 4 f (Participants imagined either themselves or another person admitting to their boss that they'd made a serious mistake while working on a project.)
- 5 b (People with low self-compassion evaluated an admission of their own mistake more negatively than when they imagined others who took the same step.)
- 6 d (We can become more comfortable with showing our vulnerabilities and this can strengthen our close relationships.)

B READING ANALYSIS

Elicit whether the information about neuroticism is surprising. (**Possible answer:** Yes, because we might expect highly neurotic people to feel more negative about their own vulnerability. In fact, the only important difference is that highly neurotic people with high self-compassion [orange line] have a higher opinion about other people revealing their vulnerabilities, compared to self-compassionate people with low neuroticism [green line].)

ANSWERS

- 1 ten: six experiments mentioned in paragraph 3 and four more mentioned in paragraph 4
- 2 the connection between neuroticism (a tendency for people to be anxious, depressed, etc.) and showing vulnerability. It shows that being less neurotic has little effect but being more self-compassionate has a big effect.

C CLOSE LISTENING

Before listening, go through the words in the box with the class.

See the audio script at the back of this book.

ANSWERS

- 1 positive
- 2 Self-kindness, criticize
- 3 common, normal
- 4 Mindfulness, emotions
- 5 Research, mental
- 6 journal, analyze

D LISTENING ANALYSIS

After listening and discussing the questions with the class, discuss whether the advice about self-compassion is useful, and what (if anything) students might try in the future to be more self-compassionate.

E INTEGRATED WRITING

To support students, you can ask where they can find the information for each point (1 text and diagram, 2 audio, 3 text and diagram).

MODEL ANSWER

When you show vulnerability, you do something that risks making you look bad to other people. For example, you might tell other people that you're stressed or that you made a mistake. It's important because when we hide our problems, it often makes them worse, and it is bad for our relationships with other people. Showing vulnerability is good for ourselves and for our relationships. Self-compassion means people are kind to themselves, and they don't blame themselves too much for their problems. Self-compassion is important for mental health and physical health. Recent research shows that most people feel very negative about their own shows of vulnerability, but not so negative when other people show vulnerability. In other words, we worry too much about what others think. This problem is especially strong in people with low self-compassion. So if people can increase their self-compassion, maybe they can start to show more vulnerability, which will be good for their health and their relationships.

2 Time

READING 1	Skimming
READING 2	Scanning
ACADEMIC SKILL	Summarizing for learning
VOCABULARY	Collocations with <i>time</i>
GRAMMAR	Using determiners of quantity
WRITING	Writing topic sentences

Warm-up

Write on the board *Find someone who: sleeps more than 8 hours a night / studies at least 5 hours a day / relaxes less than 2 hours a day*. Elicit the question form for each, e.g., *Find someone who sleeps more than 8 hours a night* becomes *Do you sleep more than 8 hours a night?* Ask the students to move around the room and ask different students the questions and remember the names of any students that respond with “Yes, I do.” Feedback as a class.

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* /'liʒər/ (things you do to relax or for fun), and *chores* /tʃɔːrz/ (boring jobs you have to do around the house.) Students then discuss the three questions with a partner or in 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. Write the various working options on the board and discuss the differences 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 the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner or in groups 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

Students work alone to complete the sentences and then check with a partner. 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

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* (reading the whole text quickly to get a general understanding) is. Elicit ideas before sharing the definition. Then 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.)

Elicit from the class what clues to focus on when skimming this particular text. (**Possible answer:** The title, the seven headings) 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.

ANSWER
b

D CLOSE READING

Finding information in a text

- 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 with a partner 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 with a partner 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 with a partner which advice they already follow, and which they will try to follow in the 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 things off, neat, to waste time, a snack, a jar, a pumpkin, to pop up, to let people 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.

ACADEMIC SKILLS

SUMMARIZING FOR LEARNING

Students close their books. Write *summarizing* on the board and elicit what this means. (**Possible answer:** Identifying the main ideas and points in what you read or listen to and recording these in your own words.) Ask *How can summarizing help you learn better?* (**Possible answer:** Because it helps you identify the important information in what you read or listen to, organize it, and check you understand it.) Students then read the information in the *Academic skills* box to check.

- 1 Tell students that first they are going to practice identifying the most important parts of a text and identifying extra details and explanation. They work alone and read the summary of the first two paragraphs (i.e., tips 1 and 2) of *Time-management tips* from Reading 1. Students identify which parts are necessary and which are not. They check with a partner. After a few minutes, ask volunteers to report back to the class.

ANSWERS

These two parts are not necessary as the idea has been explained in another way: "This way you know what you have completed and what you need to do.", "Keep your study area well-organized so that everything is easy to find."

- 2 Remind students that as well as focusing on the important parts of the text, a summary needs to use their own words. Students work with a partner and read the summary of the next two paragraphs (i.e., tips 3 and 4). Quickly check that they have identified correctly the two parts which are the same before they think about how to change the words. Make sure everyone knows there is not a single correct answer. After a few minutes, ask volunteers to share their new wording with the class.

ANSWERS

These parts are the same: "We forget the most within 24 hours when we don't review.", "With difficult material, make shorter study blocks." How students change the words will be different for each student.

- 3 Students work with a partner to identify the important parts of tips 5–7. They work together to write a summary of the last three paragraphs. When they are ready, ask volunteers to share their summaries with the class and make sure everyone knows there is not a single correct answer.

READING 2

TIME AFTER TIME

Warm-up

Write the following sentence on the board: *I've told him time after time not to do it, but he never listens!* Elicit from the class what they think *time after time* might mean, if they think it's more positive or negative, and who they think might say the sentence from the board. (**Possible answer:** We use the phrase *time after time* to show that something happens again and again and again. It's usually used for something negative and can suggest the speaker is annoyed. This sentence might be spoken, for example, by a

friend talking about someone who never takes advice and keeps making the same mistake.)

A VOCABULARY PREVIEW

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

ANSWERS

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

- 2 Students work alone to complete the sentences. They check with a partner and report back to the class.

ANSWERS

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

Extension activity

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

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

B BEFORE YOU READ

Students discuss the questions with a partner. After a few minutes, open up the discussion to include the whole class. Extend the discussion by asking them how they feel when their friends arrive early or late.

C GLOBAL READING

Skimming

- 1 Elicit from the class what to focus on while skimming this particular text (**Possible answer:** The title, the pictures, and the caption). 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 with a partner and report back to the class.

ANSWER
b

- 2 Point out that, by choosing an alternative title, students have already understood the main idea of the text. Explain that the objective of this exercise is to understand the main idea of each section. Remind students that this means they do not need to stop and understand every detail. Students work alone to complete the text with the four missing headings. They check with a partner and report back to the class.

ANSWER

A Early days B Leading the world
C Rise of the wristwatch D Back at the top

Extension activity

Students close their books. In a vertical column on the left side of the board, write the five paragraph headings: *Early days*, *Leading the world*, *All about quality*, *Rise of the wristwatch* and *Back at the top*; and on the right side of the board, write: *the Americans*, *East Asia*, *Daniel JeanRichard*, *John Calvin*, and *World War I*. Students work alone, trying to connect the items on the right side of the board with the paragraph where they appear. They compare with a partner. Then set a tight time limit (e.g., one minute), tell them to open their books and, as quickly as possible, check their answers. (Answers: *Early days*—*John Calvin*; *Leading the world*—*Daniel JeanRichard*; *All about quality*—*the Americans*; *Rise of the wristwatch*—*World War I*; *Back at the top*—*East Asia*).

D CLOSE READING

Scanning

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.*) If you used the *Extension activity* above, you can explain that this exercise was a very simple scanning exercise.

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 If you think some of your students will have difficulty working with the timeline, complete the first event on the line, "the earliest watch," as a class, showing students how this information appears in paragraph A. Set a tight time limit (e.g., two minutes) to force students to use their scanning skills before they work alone to add the letters to the timeline. At the end of the time limit, students check with a partner and report back to the class. You might need to explain the words *wind* /*wand*/ (turn a small part around and around to make it operate) and *self-winding* (not needing winding because the mechanism is automatic).

ANSWERS

a division of labor idea introduced: mid 1700s
b Swiss produce 60,000 watches a year: 1790
c first electrical watch produced: 1950
d the earliest watch: 1530
e first self-winding watch produced: 1926
f demand for cheap watches in US: late 19th century
g Swiss produce 2 million watches a year: 1850
[From left to right on timeline: d, a, b, g, f, e, c]

- 2 Students work alone to complete the sentences. Again, set a tight time limit (e.g., two minutes). They check with a partner and report back to the class.

ANSWERS

1 Two 2 weren't 3 jewelry 4 beauty 5 low
6 pocket watches 7 down 8 high-end

E CRITICAL THINKING

These questions ask students to draw on a range of critical thinking skills. First, they encourage students to relate the information in the text they have been working on, highlighting the quality and reputation of Swiss watches, to the world they live in. The questions also raise awareness of alternative viewpoints: students themselves may not be interested in owning a Swiss watch and may simply check the time on their phone, but here they are asked to be open-minded about why other people might not take this same approach and to consider the alternative priorities and needs of others. Finally, they are asked to think carefully about the author's choice for the closing expression and to infer meaning based on context and their own knowledge.

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 with a partner 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 with a partner 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 with a partner 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 with a partner and share their best answers with the class.

ACADEMIC WORDS AND IDIOMS

- 1 Students work alone to match the words and idioms with the definitions. They check with a partner and report back to the class. Make sure everyone can pronounce the words, especially *area* /'eɪrɪə/. Point out that *route* has two different pronunciations, /rut/ and /raʊt/, both of which are correct in American English.

ANSWERS

1 g 2 l 3 i 4 h 5 f 6 e 7 d 8 a 9 c
10 k 11 j 12 b

Draw attention to the academic idioms box and tell students that this explains more about the idiom *full circle*. Read the box with the class.

Highlight the other idiom in Exercise 1, *good old days*, and write on the board *Oh, in the good old days, we didn't have Internet everywhere. When you left the office, your boss couldn't e-mail you!* Ask students who they think is speaking and why. (**Possible answer:** *An older person, e.g., a grandparent, remembering what their working life was like before the Internet.*)

- 2 Students work alone to complete the sentences. They check with a partner and report back to the class.

ANSWERS

1 create, area
2 concentrate, item
3 period, brief, text
4 transport, route, schedule
5 good old days, full circle

- 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.

Extension activity

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

- 1 Where do you study at home? Is the **area** neat and organized?
- 2 Is it difficult for you to **concentrate** in noisy places?
- 3 When people older than you talk about the **good old days**, how do you feel? Why?
- 4 What **route** do you take to get to class? Why?
- 5 Do you have a busy **schedule**? Why / why not?

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 with a partner or in 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. Take 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 with a partner 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 ANSWERS

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 with a partner 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 from the ones in the book. They compare with a partner 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 41. Students work alone to complete the table. They check with a partner 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 with a partner 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 with a partner. 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 with a partner before checking in the text. Discuss any problems with the class.

ANSWERS

1 a few 2 plenty of 3 no 4 a little
5 Many of 6 all

WRITING SKILL

WRITING TOPIC SENTENCES

- 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 with a partner 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 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 from 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 with a partner to brainstorm ideas to complete the chart. If they work with a partner, 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 with a partner to choose the best topic sentence or write their own.
- 3 Students work alone or with a partner to write supporting sentences and reasons. If they work with a partner, 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.

REVIEW

Read through the two questions with the class. Students then exchange their paragraphs with a partner and use the questions to help each other review their work and offer suggestions for improvement.

REWRITE AND EDIT

Students rewrite and edit their paragraph, considering their partner's comments. They should also consider the points in the checklist, i.e., correct use of determiners of quantity, *How many* with plural count nouns and *How much* with non-count nouns.

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 with a partner or in 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 AND IDIOMS 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 with a partner and report back to the class.

ANSWERS

- 1 goal 2 good old days 3 achieve 4 research
5 area 6 full circle 7 period 8 route

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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 check. Explore with them ways of overcoming any remaining problems.