

DISCUSSION POINT**Discuss with a partner.**

- 1 What quote do you agree with most?

I agree with the quote by ... the most.

- 2 Do you disagree with any of the quotes?

I disagree with the quote by ... because ...

- 3 Can you name any business or political leaders?

Some other leaders are ... and ...

6 Brilliant leaders

“ He who cannot be a good follower cannot be a good leader.
—Aristotle ”

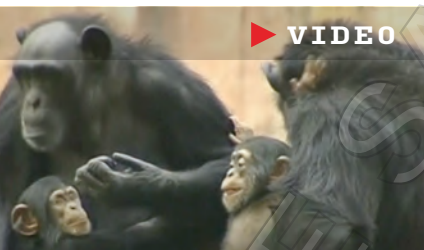
“ If you command wisely, you'll be obeyed cheerfully.
—Thomas Fuller ”

“ A leader is a dealer in hope.
—Napoleon Bonaparte ”

“ A leader is best when people barely know he exists.
—Lao Tzu ”

“ I will go where there is no path and leave a trail.
—Muriel Strode ”

“ Reason and judgment are the qualities of a leader.
—Tacitus ”

▶ VIDEO

CHIMPANZEE CHARACTERS

BEFORE YOU WATCH**Answer the questions with a partner.**

- 1 Do your friends have similar or different characters to you?

My friends have ...

- 2 Do you like to work with people who have similar characters to you? Explain.

I like to work with people who have ...

UNIT AIMS

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



Businesspeople walking up a graph

WHILE YOU WATCH

 Watch the video. Answer the questions.

- 1 The scientists are from **Asia / Africa / Europe**.
- 2 The chimpanzees make friends with **nobody / chimps with the same characters / chimps who are different**.
- 3 Massen's team studied **38 / 83 / 48** chimpanzees.
- 4 The unhappy and stressed chimps wanted to be **alone / with friends / with family**.

AFTER YOU WATCH

Answer the questions with a partner.

- 1 Are people and chimpanzees similar?
Yes, they are similar. People and chimpanzees ...
No, I don't think they are very similar. People ...
- 2 Is it important to study animals?
It is important. When we study animals we ...
It isn't very important. It is more important to study ...

ARE YOU A NATURAL LEADER?

A VOCABULARY PREVIEW

Use the words below to complete the sentences.

confident honest manage organized
perfect push yourself respect succeed

- 1 No one is _____. We all make mistakes.
- 2 My desk is always neat and _____—everything's in its place.
- 3 You were relaxed and didn't look nervous. You looked very _____.
- 4 It's important to be _____ and never lie.
- 5 He's late for everything. It's not easy for him to _____ his time.
- 6 I know the job is not easy. But if you work hard, you will _____.
- 7 I _____ our new leader. She is trying hard and doing her best.
- 8 I know you can do it. You just need to _____ and try harder.

B BEFORE YOU READ

- 1 Work with a partner. Think of a leader. Do the words below describe him or her? What other words can you use?

bold calm confident friendly honest intelligent

I think Queen Rania is confident, intelligent, and friendly. She's also ...

Previewing a text

When you preview a text, you look quickly at the title, headings, pictures, captions, and design before you read it. This gives you a general idea of the text. It can help you learn about the type of text you'll read, and tell you how long you will need to read it.

- 2 Preview *Are you a natural leader?* Look at the title, the pictures, and the way the text is designed. Read the sentences about the text and choose the correct answer.

The text looks **short and interesting** / **long and serious**. I can probably find it in a **psychology book** / **a business magazine**.

C GLOBAL READING

Read *Are you a natural leader?* quickly. Then write the headings in the correct places (B–D) in the text on page 11.

Managing others

Problems and ideas

Working with people

Are you a natural leader?

Read our survey and find out. You get 1 point for every sentence you agree with.

A Emotions and stress

- 1 I like to try new things.
- 2 I like to push myself.
- 3 I manage stress well.
- 4 I feel it's sometimes OK to lose.
- 5 I'm not perfect but I know how to improve.



B _____

- 6 I'm a very organized person.
- 7 Clear goals and ideas are important to me.
- 8 Change doesn't bother me.
- 9 I'm able to do several things at the same time.
- 10 If there's a problem at work, I try to fix it.



C _____

- 11 I like to be in charge during a project.
- 12 People on my team try to do their best for me.
- 13 I want everyone to participate in discussions.
- 14 I want the people around me to succeed.
- 15 I'm comfortable with my decisions.



D _____

- 16 People respect my ideas.
- 17 I explain my ideas clearly.
- 18 I'm confident of my public speaking skills.
- 19 People describe me as a "people person."
- 20 It's important for me to be honest.



Results

11–20 points

You are a natural leader!

6–10 points

You have some qualities of a natural leader.

0–5 points

You are not a natural leader. But you can still develop into a strong leader.

Finding information
in a text

D CLOSE READING

- 1** Read *Are you a natural leader?* at a regular pace. Choose the sentences that are true for you. Do you agree with what it says about you?

I agree / disagree with the results. I think ...

- 2** Match these sentences with sentences from the text. Write the number.

- | | | |
|---|--|-------|
| a | "I enjoy new experiences." | _____ |
| b | "I find you don't have to win all the time." | _____ |
| c | "I can work on more than one thing at once." | _____ |
| d | "I try to fix things I'm working on if I can." | _____ |
| e | "I enjoy being around a lot of colleagues." | _____ |
| f | "I never lie." | _____ |

- 3** Read these statements. Find statements in the text which mean the opposite. Write the number.

- | | | |
|---|---|-------|
| a | "It's important to win, win, win!" | _____ |
| b | "Sometimes I'm not very organized." | _____ |
| c | "I can't say what I think very clearly." | _____ |
| d | "I don't like it when things don't stay the same." | _____ |
| e | "I'm uncomfortable about some things I decide." | _____ |
| f | "I prefer people just to listen when we're talking in a group." | _____ |

E CRITICAL THINKING

Discuss these questions in a group.

- 1** Do you know a natural leader? Do the sentences in the text describe them?
I think ... is a natural leader. The sentences in the text describe / don't describe him / her because ...
- 2** What are some qualities of bad leaders? Think about the sentences from the text.
I think bad leaders sometimes ...
Good leaders usually ... but bad leaders ...

ACADEMIC SKILLS

USING COHESIVE WORDS AND PHRASES TO CONNECT IDEAS

Cohesive words are also known as linking words or transition words. Writers use them to connect ideas. Some cohesive words, such as *and*, *but*, and *or*, usually link ideas within sentences (*She is good at writing, but not speaking.*). The following words and phrases are useful when linking ideas between sentences.

To add information: *I want my team to be happy. **In addition**, I want them to succeed.*

To compare: *I manage my time well. **Similarly**, I'm good at managing stress.*

To contrast: *I love to win. **However**, I feel it's OK to lose sometimes.*

To express a result: *I like to write things down. **As a result**, my boss often asks me to take notes.*

To generalize: *I work with some nice people. **Generally**, we all get along well.*

- 1 Write these cohesive words and phrases in the table below. Use a dictionary to help you. Then compare with a partner.**

Because of this By comparison For the most part Furthermore In general
Likewise Moreover Nevertheless On the other hand Therefore

- 1 To add information: _____
- 2 To compare: _____
- 3 To contrast: _____
- 4 To express a result: _____
- 5 To generalize: _____

- 2 Choose the correct words to complete the sentences.**

- 1 I'm very organized. **Nevertheless**, / **Similarly**, my study partner is the same.
- 2 I want a strong leader. **In general**, / **Moreover**, I want a fair leader.
- 3 I hate to be late. **For the most part**, / **Moreover**, I arrive at work early.
- 4 I'm confident. **By comparison**, / **Therefore**, I'm not afraid to ask questions.
- 5 I want to help James. **On the other hand**, / **Furthermore**, he needs to do things by himself.

- 3 Choose the correct words to make the sentences true for you. Add another sentence. Then compare with a partner.**

- 1 I **like** / **don't like** this class. As a result, _____
- 2 A good leader **needs** / **doesn't need** to be friendly. Similarly, _____
- 3 I **have** / **don't have** a job right now. Moreover, _____
- 4 I'm good at **reading** / **writing**. However, _____

LEADERSHIP STYLES

A VOCABULARY PREVIEW

Match 1–4 with a–d.

- 1 I'm lucky that my **boss** is confident and caring.
 - 2 In our study group, a different person each week is **responsible** for taking notes for the group.
 - 3 The new sports coach is **determined** to let every player play in every game.
 - 4 I'm the newest **employee** in the company.
- a He also wants everyone's experience to be **positive**.
 - b No one wants to work for someone who is unkind or **arrogant**.
 - c I'm, therefore, finding it a big **challenge** to work with so many people with different working styles.
 - d This way we **treat** everyone in the group equally.

B BEFORE YOU READ

Previewing a text

- 1 Preview *Leadership styles*. Choose the things you see in the text.

captions headings a map pictures quotes a title

- 2 Choose where you would probably find this text.

- | | |
|---------------------------|--------------------------------|
| a in an employee's report | c in a business magazine |
| b in a job description | d on a website for job-seekers |

C GLOBAL READING

Identifying main ideas

To identify the main ideas in a text, read through the text quickly, paying particular attention to any headings. It can be a good idea to read the first paragraph of a text in detail, and then read the first line or two of additional sections or paragraphs.

- 1 Read *Leadership styles*. Choose what the text is mainly about.

- a the world's top leaders
- b styles of leaders
- c the best way to lead others
- d how leadership styles change over time

Leadership styles

1 When we think about leaders, it's easy to divide them into good and bad. Maybe there's that manager who makes you feel part of the team. Or maybe there's that group leader who makes you feel like you aren't doing a good job. In any event, research shows that leadership styles aren't usually all good or all bad. Here are six common styles.

2 Transactional

Transactional leaders use rewards to get results, by offering something positive that people want, such as a prize or pay increase. These leaders set team goals, expect others to meet them, and then give the team credit for work well done. This can work well for large companies with teams in different parts of the world. Transactional leaders like to follow routines rather than make big changes. It's a style that, on the one hand, employees often like, but on the other, can discourage people from being creative.

3 Transformational

Transformational leaders believe in the idea of change in order to make something better. They are determined to put their teams first. They try and inspire their people to push themselves so they can grow and achieve their goals. They are always thinking about what needs doing next. This style can work well when bold ideas are needed, and when people are free to make mistakes. Nevertheless, at times the style can focus too much on the big picture, not the details.

Being a good listener

4 Servant

Servant leaders put the needs of others before their own. Their role is to manage others by making sure they know what to do. Servant leaders are good listeners. This quality is key as they want to know what their team thinks. This style is a favorite among employees. However, without the right balance, it can lead to people within the team running things. As a result, it can sometimes feel like there is little direction and leadership.

5 Delegative

When someone delegates a task, they ask another person to do it. This is the heart of delegative leaders. They set goals and offer direction, but don't manage every part of a task or claim to be the author of a project they didn't prepare. Instead, they trust others to get the job done with little help or feedback. They expect others to work on their own, and ask questions only if needed. This style encourages growth, but can be a challenge for some if goals are not clear.

Making all the decisions

6 Autocratic

To be autocratic means to control others with total power. With autocratic leaders, the boss always has the upper hand. The boss is responsible for making all the decisions and expects others to follow orders. They are not interested in socializing, team-building, or hearing others' opinions. Some see this as arrogant, but this approach to leadership can work well if a quick decision is needed. This is often not a favorite style among employees who want more open communication. If there are problems among employees, it's often up to individual people to solve them.

7 Participative

Participative leaders, also called democratic leaders, believe "two is better than one." They treat others more as equals, wanting to know what they think. They expect others to be open and honest. While they hear ideas from others, they are still the ones who make the final decision. These leaders often have teams who are happy with their roles. This style does not always work well when something needs to be decided quickly, since it can result in a slow decision-making process.

GLOSSARY

discourage (v) to cause someone to be less interested or excited about something

inspire (v) to make someone feel they want to do something, and can do it

2 Match the leadership styles with the correct descriptions.

- | | |
|--------------------|--|
| 1 Transactional | a They ask others to do important tasks. |
| 2 Transformational | b They want to know what other people think. |
| 3 Servant | c They listen to others so their needs can be met. |
| 4 Delegative | d They feel change helps make things better. |
| 5 Autocratic | e They don't listen to others when making decisions. |
| 6 Participative | f They give people something that they want. |

D CLOSE READING

1 Read the text again. Who would say these things? Choose the style of leader.

Finding information
in a text

- "I'm sure my team will get together and make the right decision."
a Servant b Autocratic c Transformational
- "It's faster if I just make all the decisions. I'm the boss after all."
a Transactional b Participative c Autocratic
- "I want to make some big changes, and I know I can count on my team."
a Transactional b Transformational c Servant
- "I trust my employees to do their jobs. I just get out of the way."
a Participative b Delegative c Transactional
- "I want to hear from everyone before I make my final decision."
a Transformational b Autocratic c Participative
- "I always give a gift card to the employee who gets the highest sales."
a Transactional b Transformational c Delegative

2 Read the text again. Mark the sentences T (True) or F (False).

- Leadership styles aren't usually all good or all bad. T / F
- Transformational leaders can discourage creativity. T / F
- When you delegate something, you do it yourself. T / F
- Transformational and Delegative leaders want their followers to grow. T / F
- Autocratic leaders treat others as equals, caring what they think. T / F
- Participative leaders make decisions much more slowly than Autocratic leaders. T / F

E CRITICAL THINKING

1 In which situations would it be good to have the following types of leader?

- a Delegative b Autocratic c Participative

I think a Delegative / Autocratic style is probably best when ...

2 What style of leader would / wouldn't you like to work with? Why / why not?

VOCABULARY DEVELOPMENT

Changing adjectives into nouns

We usually add a word ending (a suffix) to make an adjective into a noun. Different words take different suffixes. Common suffixes include *-y*, *-ity*, *-ness*, *-ence*, and *-ance*. Sometimes the spelling of the word changes (see below).

Adjective		Noun
honest	+ <i>y</i>	honesty
stupid	+ <i>ity</i>	stupidity
able	- <i>le</i> + <i>ity</i>	ability
kind	+ <i>ness</i>	kindness
happy	<i>i</i> + <i>ness</i>	happiness
excellent	- <i>t</i> + <i>ence</i>	excellence
important	- <i>t</i> + <i>ance</i>	importance

- 1 Work with a partner. Choose the correct suffix. Then write the noun. Check your answers in a dictionary.**

- selfish -ity / -ness _____
- intelligent -ity / -ence _____
- friendly -ance / -ness _____
- reliable -ence / -ity _____
- lazy -ness / -ance _____
- relevant -ance / -ity _____

- 2 Write the adjective form of these nouns. Then read the sentences from the reading texts below. Complete them with the adjectives.**

- | | | | |
|--------------|-------|------------------|-------|
| A arrogance | _____ | D happiness | _____ |
| B creativity | _____ | E honesty | _____ |
| C confidence | _____ | F responsibility | _____ |

- I'm _____ of my public speaking skills.
- The boss is _____ for making all the decisions and expects others to follow orders.
- Participative leaders expect others to be open and _____.
- Some see this as _____, but this approach to leadership can work well if a quick decision is needed.
- It's a style that employees often like, but can discourage people from being _____.
- Participative leaders often have teams who are _____ with their roles.



ACADEMIC WORDS AND IDIOMS

1 Match the words and idioms in bold with the correct definitions. Use a dictionary to help you.

- | | |
|-----------------------------------|--|
| 1 achieve (v) | a the writer of a book, play, etc. |
| 2 author (n) | b praise or approval for something |
| 3 (be) called (v) | c to have an advantage over someone |
| 4 communication (n) | d to succeed in doing something |
| 5 credit (n) | e the act of sharing information with others |
| 6 goal (n) | f an aim or purpose |
| 7 have the upper hand (id) | g (be) named or known as |
| 8 individual (adj) | h used to make a contrasting statement |
| 9 on the one hand (id) | i considered separately from other things in a group |
| 10 project (n) | j a detailed study of something |
| 11 research (v) | k worry caused by a difficult situation |
| 12 stress (n) | l work that is finished over a period of time |

2 Use the words and idioms from Exercise 1 to complete the sentences.

- Mindy's _____ in life is to work as an electrical engineer at a large company.
- The _____ that I'm working on is helping organize a job fair at my college.
- It is not surprising that levels of _____ among students rise during exam periods.
- The company's 25-year-old leader deserves _____ for his employees' happiness.
- Martin is planning to _____ penguins in Antarctica next year.
- F. Scott Fitzgerald is the _____ of the book *The Great Gatsby*.
- My brothers usually _____ because they are older than me.
- Was Abraham Lincoln _____ Honest Abe because he never told a lie?
- _____, I want to work. But on the other, I enjoy my free time.
- Everyone deserves happiness, but it's up to the _____ person to make it happen.
- Jesse can't talk to people easily. Do you think a book on _____ would help?
- Mark Zuckerberg was able to _____ amazing things even before graduating from college.

ACADEMIC IDIOMS

HAVE THE UPPER HAND

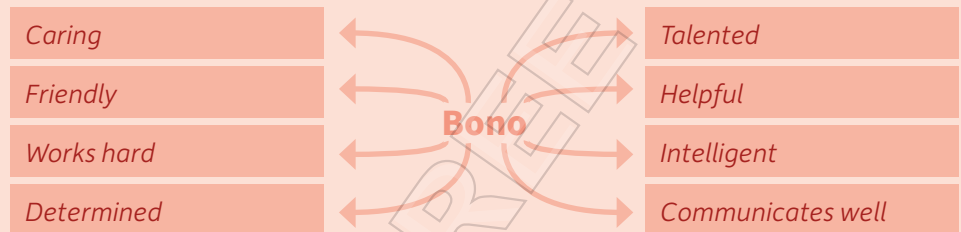
Some believe *have the upper hand* comes from baseball. To decide who gets the first choice of player, one player puts their hand on the bottom of the bat. Another player then puts their hand above it. They take turns until they get to the top. The person whose hand is on top gets first choice.

WRITING MODEL

You are going to learn about using the simple present tense and correct capitalization and punctuation in your sentences. You are then going to use these to write sentences describing the character of a leader.

A ANALYZE

- 1 Look at the word web. A student chose a leader and then brainstormed ideas in response to the question, “What qualities make the leader great?”



- 2 Choose the qualities from Exercise 1 that you think are important for a leader.

B MODEL

- 1 Read the paragraph. Underline the qualities the student mentions.

There are many great leaders in the world. Some are in politics or business, but a leader can be anyone. I think the singer Bono from the band U2 is a great leader. There are three qualities that make him great. First, he is very caring. He works to help poor people around the world. Second, he is very determined. He works to raise money and does not stop until he achieves his goal. Third, he has great communication skills. He can talk with anyone, from regular people to world leaders. This is why I believe he's a great leader.

- 2 Look at this word web. Choose the ideas you agree with.



- 3 Describe a leader of your choice. Use the ideas in the word web and your own ideas.

GRAMMAR

The simple present tense**Form**Affirmative*I / You / We / They + verb (base form)**I agree.**He / She / It + verb (base form) + -s**She agrees.*Negative*I / You / We / They + do not + verb (base form)**I do not agree.**He / She / It + does not + verb (base form)**She does not agree.**Irregular verbs: have / has, do / does, go / goes***Usage**

The simple present tense is used to describe facts or general truths, and actions that are usual or repeated. These actions can be a hobby, a daily event, or a scheduled event.

People describe me as a “people person.”

Change doesn’t bother me.

It is commonly used for verbs that describe mental states, such as *know, hope, see, think, understand*, and *want*.

Bono hopes to end world hunger.

No one wants to work for someone who is unfriendly.

When we use an adverb of frequency (*always, usually, often, sometimes, never*) with the simple present, the adverb comes before the main verb.

Servant leaders usually put others’ needs before their own.

Autocratic leaders don’t usually listen to people.

1 Unscramble the words to make sentences.

1 for CNN / as a journalist / Hala Gorani / works

2 appears / in fashion ads / Cristiano Ronaldo / sometimes

3 the Liberal Party / leads / Justin Trudeau / in Canada

4 people / Turkish singer / helps / Sezen Aksu / through her music

5 works / Facebook’s / very long hours / Mark Zuckerberg / often

6 many world leaders / the President / on their tours / and / the Vice-President / meet



2 Complete these sentences. Use the simple present tense of the verbs below.

have know see think want

- 1 Bono _____ many important leaders.
- 2 A great leader _____ many important qualities.
- 3 I _____ help on this essay.
- 4 I _____ some leaders are born that way.
- 5 Our president _____ the positive side of things.

3 Rewrite the sentences from Exercise 2 in the negative.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

4 Choose adverbs from below. Rewrite the sentences to show your opinion.

always usually often sometimes hardly ever rarely never

- 1 Good leaders tell the truth.

- 2 Young people admire their elders.

- 3 Sports stars make great leaders.

- 4 Politicians care about the people around them.

5 Read the sentences below. Each sentence has a mistake. Find the mistake and write correct sentences.

- 1 Good leaders say when they is wrong.

- 2 Lazy people don't helps other people.

- 3 Women they make better leaders then men.

- 4 People are choose the best leader for the job.

WRITING SKILL

There are three main types of end punctuation:

- 1 A period (.) for statements. *Great leaders are honest people.*
- 2 A question mark (?) for direct (not indirect) questions. *What makes a great leader?*
- 3 An exclamation point (!) to express strong emotion. *You can do it!*
(An exclamation point is not very common in academic writing.)

You have to capitalize:

- the first word in a sentence: *Don't give up.*
- names: *Barack Obama*
- titles before names: *Professor Kouri*
- proper (specific) nouns: *Princeton University*
- organizations: *United Nations*
- days of the week, months, holidays (but not seasons): *Friday, June, Ramadan*
- countries, cities, nationalities, languages: *Turkey, Ankara, Turkish*
- direction words with the name of a place: *South Africa*
- main words in titles: *A Tale of Two Cities*

Using correct capitalization and end punctuation

1 Add the end punctuation to the sentences.

- 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 Add correct capitalization to the sentences.

- 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*?

WRITING TASK

You are going to answer the question, “What makes a great leader?”

Brainstorm

Who can be a great leader? What character qualities does he or she have?
What actions show these qualities?

A leader's character

Roles	Qualities	Actions

Plan

Work with a partner. Determine the most important qualities and actions of a great leader.

Write

Write a descriptive paragraph in response to the question. Use these sentences to help you.

There are many great leaders in the world, such as ...

First, a great leader needs to be ... Second, a great leader always ...

Third, it's important for a great leader to ...

Review

Exchange your paragraph with a partner. Review the following together:

- Did you describe important qualities / actions and answer the question?
- Did you use correct capitalization and punctuation?

Rewrite and edit

Consider your partner's comments. Before writing your final draft, check whether your paragraph:

- uses the present tense to describe facts or general truths, and mental states.
- has any adverbs of frequency in the correct place.

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

arrogant (adj)*	determined (adj)**	organized (adj)*	respect (v)***
boss (n)***	employee (n)***	perfect (adj)***	responsible (adj)***
challenge (n)***	honest (adj)**	positive (adj)***	succeed (v)***
confident (adj)**	manage (v)***	push yourself (v)	treat (v)***

Vocabulary development

arrogance (n)*	confidence (n)***	honesty (n)*	relevant (adj)**
calmness (n)**	friendly (adj)***	intelligent (adj)**	responsibility (n)***
capable (adj)***	happiness (n)**	lazy (adj)**	selfish (adj)*

Academic words and idioms

achieve (v)***	communication (n)***	have the upper hand (id)	project (n)***
author (n)***	credit (n)***	individual (adj)***	research (n)***
(be) called (v)	goal (n)***	on the one hand (id)	stress (n)***

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences with the correct form of the words in the box.

author communication have the upper hand on the one hand project stress

- Some political figures write books and become best-selling _____.
- Leaders have _____ skills and can talk to different people.
- _____ I know I'd be a good leader, but I don't like being a boss.
- He is worried about his business and is under a lot of _____.
- We need someone to manage the _____ and organize the work.
- When we play basketball, my sister always _____ because she's tall.

UNIT REVIEW

- Reading 1 ☐ I can preview a text to get a general idea about it.
- Reading 2 ☐ I can identify main ideas in texts.
- Academic skill ☐ I can use cohesive words and phrases to connect ideas.
- Vocabulary ☐ I can change adjectives into nouns using word endings (suffixes).
- Grammar ☐ I can use the simple present tense.
- Writing ☐ I can use correct capitalization and punctuation.

Other People Don't Think You're a Mess



1 Many of us avoid difficult conversations. We get angry to let off steam, and we don't take responsibility for the harm our actions cause. We sulk when people close to us fail to guess our needs. We say "yes" to everything and then end up resenting everyone—including ourselves—for having too much on our plates.

2 Often the best way to break these cycles is to admit to others that we are having a hard time. That step can be frightening, but keeping problems to ourselves can create even more long-term complications. That is why it is important to figure out how to openly express our feelings or thoughts even when it makes us feel exposed or uncomfortable.

3 Two of my University of Mannheim colleagues and I have investigated these shows of vulnerability: moments of genuine, intentional emotional exposure, done in spite of one's fears. We conducted six experiments that revealed

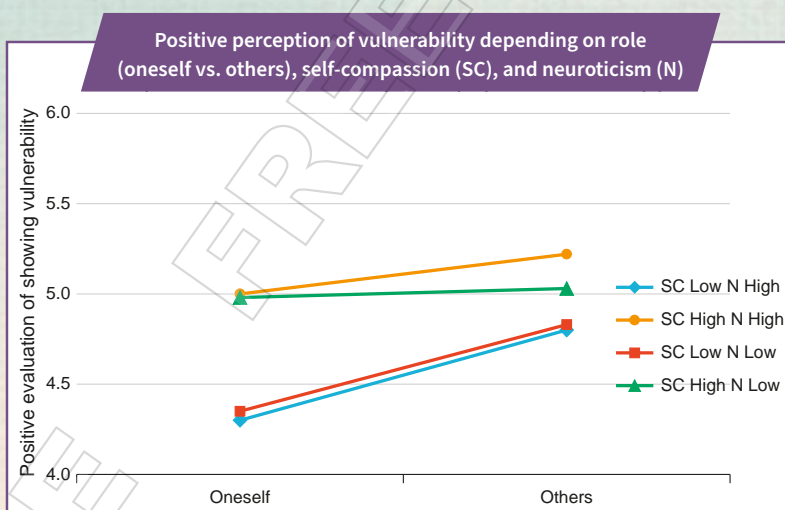
consistent results: Across a variety of situations, such as asking for help or admitting to a mistake, people perceived their own displays of vulnerability more negatively than others did. We refer to this pattern of conflicting perceptions as the "beautiful mess effect."

4 Our new experiments suggest that the concept of self-compassion can be of great help. We invited about 340 university students to participate in four experiments that involved different vulnerable situations. In one experiment, participants read a text that asked them to imagine either themselves or another person admitting to their boss that they'd made a serious mistake while working

on a project. After reading the text, participants were asked to evaluate this confession: Did they see it as an act of courage or a sign of weakness?

5 As predicted, people who don't have a lot of self-compassion evaluated an admission of their own mistake more negatively than when they imagined others who took the same step. For highly self-compassionate study participants, on the other hand, the difference was much smaller.

6 Luckily, we can cultivate our level of self-compassion. By developing a kind, mindful attitude toward ourselves, we can become more comfortable with showing our vulnerabilities. This practice, in turn, can strengthen our close relationships.



INTEGRATED SKILLS

You will read a text about showing vulnerability and analyze a diagram. You will then hear a short audio related to the topic. There are some questions to help you with language and the main ideas. Finally, you will summarize the points in both texts.

A CLOSE READING

Read the *Scientific American* text about showing vulnerability and look at the diagram. Which paragraph (1–6) answers the following questions?

- a How can we break cycles of negativity?
- b What does the diagram show about high and low self-compassion?
- c What is the beautiful mess effect?
- d Why is it good to develop our self-compassion?
- e What bad things happen when we don't talk to people about hard topics (e.g., how we feel)?
- f What happened in one of the new experiments?

B READING ANALYSIS

Discuss the questions with a partner.

- 1 How many experiments did the writer and her colleagues conduct in total?
- 2 Which part of the experiment in the diagram isn't mentioned in the text? What does it show?

GLOSSARY

confession (n) when somebody tells others that they did something bad or embarrassing

conflicting perceptions (n) differences between the way people see and understand a situation

self-compassion (n) being kind to yourself, e.g., not seeing yourself as a bad person, etc.

vulnerable (adj) / vulnerability (n) at risk of being hurt emotionally or physically; the state of being vulnerable

C CLOSE LISTENING



- 1 Listen to a conversation about self-compassion. Complete the summary with words from the box.**

analyze common criticize emotions
journal mental mindfulness normal
positive research self-kindness

- 1 Self-compassion: being more _____ about yourself and your problems.
- 2 Part 1: _____ = accept that problems exist, but don't _____ yourself.
- 3 Part 2: _____ humanity = understand that we all have problems and make mistakes. It's _____ to feel, e.g., stupid sometimes.
- 4 Part 3: _____: Understand your _____: how are you feeling and why?
- 5 _____ shows self-compassion is good for _____ and even physical health.
- 6 Many techniques, e.g., keep a _____ and _____ your feelings.

D LISTENING ANALYSIS

Discuss the questions with a partner.

- 1 Why can't Helena help Alice? What is the connection with self-compassion?
- 2 How can a journal help with self-compassion?

E INTEGRATED WRITING

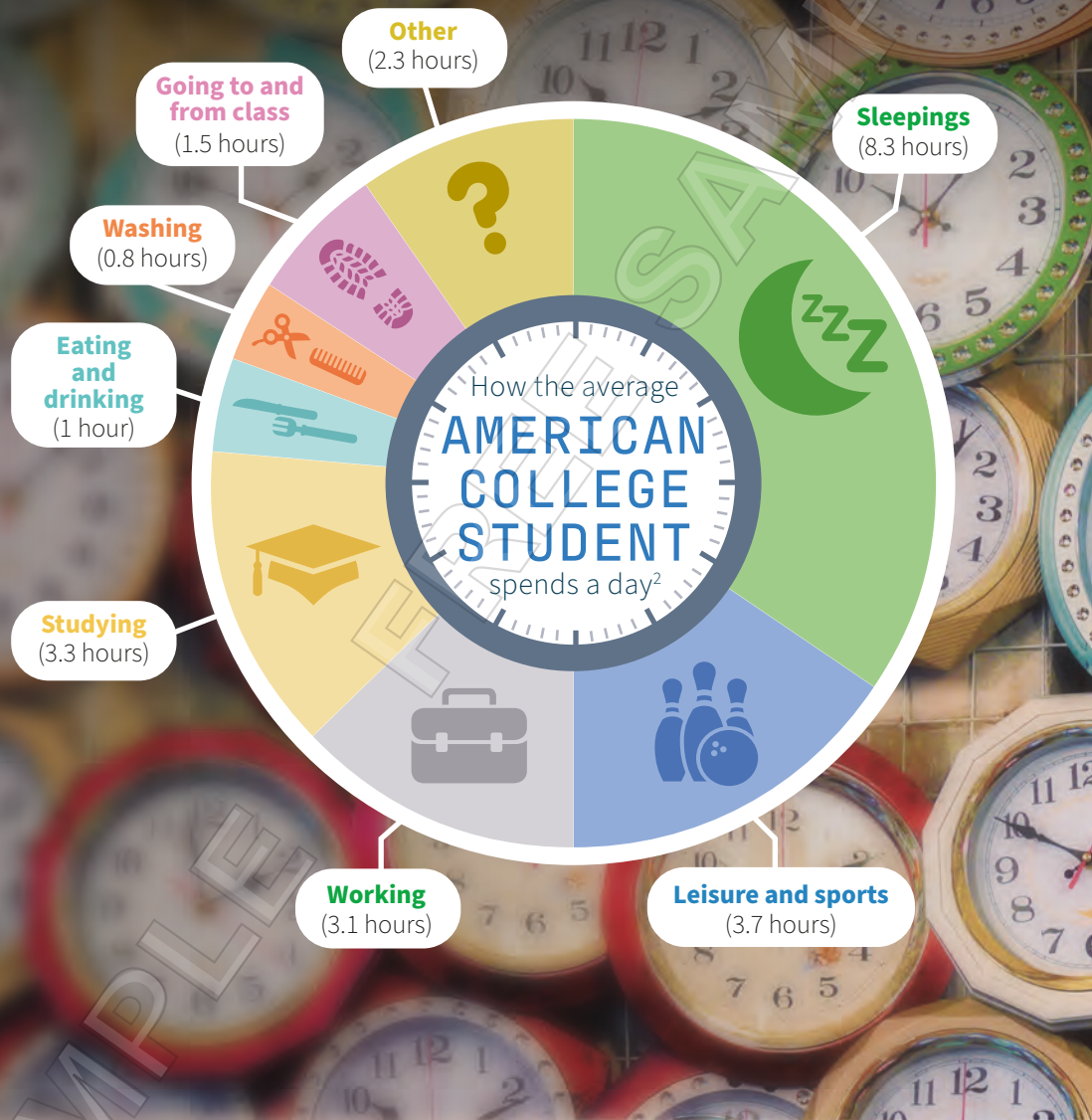
Work with a partner. Summarize the information from the reading text, diagram, and audio. Why is it important to show vulnerability? What is self-compassion and why is it important? What is the connection between self-compassion and showing vulnerability? Write between 100 and 180 words for your answer.

2 Time

DISCUSSION POINT

Discuss with a partner.

- 1 Look at the information.
What does it show?
It shows ...
- 2 How do you compare with
the information? What do
you spend more or less
time doing?
*I spend more / less
time ...*
- 3 What do you think some of
the “other” activities are?
*Maybe the “other”
activities are chores,
social media, and ...*



VIDEO

NAP HOTEL

BEFORE YOU WATCH

Work with a partner. Which way of working do you prefer? Why?

- 1 Working from 7 a.m. to 3 p.m. with a short lunch break
- 2 Working from 9 a.m. to 5 p.m. with one hour for lunch
- 3 Working from 9 a.m. to 7 p.m. with a two-hour break in the middle of the day

UNIT AIMS


READING 1 Skimming
READING 2 Scanning
ACADEMIC SKILL Summarizing for learning

VOCABULARY Collocations with *time*
GRAMMAR Using determiners of quantity
WRITING Writing topic sentences



Clocks

WHILE YOU WATCH

 Read the questions and watch the video.
Write Y (Yes) or N (No).

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

AFTER YOU WATCH

Answer the questions with a partner.

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

TIME-MANAGEMENT TIPS

A VOCABULARY PREVIEW

Use the words below to complete the sentences.

block break clear complete concentrate folder list tip

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

B BEFORE YOU READ

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

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

C GLOBAL READING

Skimming

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

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

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

Time-management tips

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

1 Write it down

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

2 Stay organized

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

3 Review at the right time

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

4 Plan study blocks

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

5 Do important things first

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

6 Do one thing at a time

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

7 Concentrate

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

GLOSSARY

affairs (n) things in your personal life

pumpkin (n) a large round vegetable with orange skin

Finding information
in a text



D CLOSE READING

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

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

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

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

E CRITICAL THINKING

Discuss these questions in a group.

- 1 Which tips are helpful? Which are not?
Tip number ... is helpful / not helpful because ...
- 2 Who in your family manages time well? In what way?
My mother manages her time well because she always ...
- 3 The college wants your opinion on one new tip to add. Which would you add? Why?

• Know your goals	• Have a “no-work” day
• Check the time often	• Keep calls to three minutes
• Learn to say no	• Share work with others
• Don't try to be perfect	• Start your day early
• Join a study group	<i>I would add ... because ...</i>

ACADEMIC SKILLS

SUMMARIZING FOR LEARNING

Learning information is much more than the ability to repeat what you have heard or you have read. A large part of learning is knowing what is important and choosing key details. This is the skill of summarizing. As you listen to or read new information, you need to decide which parts are the most important and which are just extra detail. Then, you summarize the important parts in your own words.

Another good reason for summarizing (especially if you share your summary with others) is you can see how well you understand a topic. By comparing the way you have written your summary to the original, or by asking someone to use your summary to explain an idea to you, it is possible to see if you have not only included everything that is important, but also how well you understand the ideas.

Stages of summarizing:

Read or listen to the original text

Identify (possibly make a note of) what is important

Explain what is important in your own words.

- 1 Read this summary of the first two paragraphs of *Time-management tips* and identify which parts are necessary in a summary and which are not.

Use notebooks or online tools to make a “to-do” list and check off everything you do and also look at what is still on your list. This way you know what you have completed and what you need to do. For each of your classes, keep a different notebook or folder (electronic or physical) in an easy to find place. Keep clear and organized notes in those books or folders. Keep your study area well-organized so that everything is easy to find.

- 2 Work with a partner. Read this summary of paragraphs 3 and 4 of *Time-management tips* and find which sentences are written in a different way from the original, and which use the same words. With your partner, change the words of the parts that are the same.

Before you go to class, review your notes. This helps you think of questions to ask and if you know the information, your teacher sees your interest in the topic. Also, review your notes after class. We forget the most within 24 hours when we don't review. Use your schedule to plan for 50-minute blocks of study time plus 10-minute breaks. With difficult material, make shorter study blocks.

- 3 With your partner, identify the important parts of paragraphs 5–7 of *Time-management tips* and write a complete summary in your own words.

TIME AFTER TIME

A VOCABULARY PREVIEW

1 Choose the best definition for the words in bold. Use a dictionary to help you.

- | | | |
|--------------------------|-----------------------------|-------------------------------|
| 1 culture (n) | a a kind of education | b how people live |
| 2 delay (v) | a make something faster | b make something happen later |
| 3 efficient (adj) | a working well or organized | b working a lot |
| 4 essential (adj) | a necessary | b sensible |
| 5 flexible (adj) | a can move fast | b can change easily |
| 6 hurry (v) | a do something quickly | b do something carefully |
| 7 interrupt (v) | a stop someone speaking | b speak after someone |
| 8 nature (n) | a food, drink, snacks, etc. | b plants, animals, etc |

2 Complete the sentences with the words from Exercise 1.

- I love pictures of _____, especially ones of the ocean.
- We need to _____ if we're going to arrive on time for the test.
- Our professor is sick so she is going to _____ our presentations.
- Tokyo has a very _____ train system. It's almost never late.
- I'm sorry to _____, but I love your shirt! Where did you buy it?
- I'm studying Spanish language and Latin _____.
- I can meet you there or at your house. I'm very _____.
- Food and water are _____ for life.

B BEFORE YOU READ

Work with a partner. Discuss these questions.

- Do you wear a watch? Why / why not?
- How often do you check the time?
- When you meet friends, do you usually arrive early, on time, or late? Why?

C GLOBAL READING

Skimming

1 Skim *Time after time*. What's another good title?

- | | |
|--------------------------------|-----------------------------|
| a Clocks: from past to present | c How to buy a watch |
| b History of Swiss watchmaking | d Time to visit Switzerland |

2 Add these four missing headings to the correct places in the text.

Back at the top Early days Rise of the wristwatch Leading the world



Time after time

When you think of Switzerland, you probably think of a few of these things: snowy nature scenes, scenic railway routes through the mountains, chocolate, cheese, and perhaps watches. If you interrupt someone to ask for the time, it's very possible that person is wearing a Swiss watch.

The Swiss have a long history of making watches. Today, watches are the country's third largest export. But how did a small country known more for its culture of efficient transport and being on time become a leader in watchmaking?

A

Clockmaking and watchmaking in Switzerland started in the 16th century, but the Swiss were not the first. The French, Germans, and Dutch were making plenty of watches before then. The earliest watch dates to 1530. Around this time in the Swiss city of Geneva, a leader named John Calvin decided that people should wear no jewelry. The jewelry makers knew they needed to be flexible and make a change right away, so they turned to making watches. Other countries made watches, but the Swiss quickly became known for their timepieces. These early watches were known more for their beauty than for keeping time.

B

Over time, Geneva became very crowded with watchmakers. It was not unusual for one watchmaker to work on one part of a watch and then pass it on to another watchmaker in a different area of the city to work on another part. There could therefore be long delays before someone got the watch they ordered.

In the mid-1700s, a man named Daniel JeanRichard introduced the idea of "division of labor" to watchmaking. This meant that different stages of watchmaking were done by different people, each trained to do that particular job. He also introduced new watchmaking tools and created a set of rules to follow. By 1790, Geneva was producing more than 60,000 watches a year. After a brief period of time, the Swiss became the world's top producer of watches. By 1850, Switzerland was producing 2 million watches a year. For many people, a fine Swiss watch was an essential item to own.



All about quality

In the late 19th century, there was a huge demand in the United States for cheaper watches. The Swiss tried to sell low-priced copies of watches in the US, but were not successful. The Americans found the quality too low. As a result, the Swiss started producing more mid- to high-end watches. This led to Switzerland being known for their high-quality watches.

C _____

The wristwatch we know today only goes back a little over a hundred years. During World War I, soldiers had pocket watches, but they were not practical. Many of them began to tie their pocket watches around their wrists. The end of the war saw wristwatches become popular. In 1926, the Swiss produced an even more practical watch: the first self-winding wristwatch. Before this, people had to remember to turn a small part of the watch to wind it and power the watch. The self-winding wristwatch didn't need you to remember to wind it. In the 1950s, when the Swiss invented the world's first electrical watches, other companies hurried to start producing these new types of watches.

D _____

Since that time, the number of Swiss watchmakers has fallen from several thousand to around 500, mainly because of competition from East Asia. At number three, it may seem that the good old days of Switzerland being the top watch producer in the world are over. However, the Swiss remain the top producer of expensive, high-end watches. Will Switzerland come full circle and one day be the world's top producer of all watches? Only time will tell.

GLOSSARY

export (n) a product that is sold to another country

quality (n) how good something is

soldier (n) a member of an army



A pocket watch

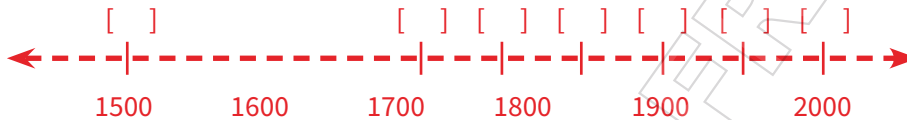
D CLOSE READING

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

Scanning

1 Scan the text. Add the letters (a–g) to the timeline. Try and find the information quickly.

- | | |
|---------------------------------------|--|
| a division of labor idea introduced | e first self-winding watch produced |
| b Swiss produce 60,000 watches a year | f demand for cheap watches in the US |
| c first electrical watch produced | g Swiss produce 2 million watches a year |
| d the earliest watch | |



2 Choose the correct words to complete the sentences.

- Two / Three countries produce more watches than Switzerland.
- The Swiss **were** / **weren't** the first to produce watches.
- John Calvin said that people should not wear **watches** / **jewelry**.
- Early Swiss watches were known mostly for their **beauty** / **ability to tell perfect time**.
- In the late 19th century the watches the Swiss sold in the US were of **low** / **high** quality.
- Soldiers during World War I had to tie **pocket watches** / **wristwatches** to their wrists.
- In the last 100 years, the number of Swiss watchmakers has gone **up** / **down**.
- Switzerland is now the leader in producing **high-end** / **all** watches.

E CRITICAL THINKING

Discuss these questions in a group.

- Why do you think a lot of people want to buy Swiss watches?
- Why do you think some people still wear watches when they can check the time on their phone?
- Look at the last sentence in the text. What do you think it means?

VOCABULARY DEVELOPMENT

Collocations with *time*

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

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

1 Choose the correct definition for each phrase.

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

2 Complete the sentences with the collocations from Exercise 1.

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

3 Answer the questions.

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

ACADEMIC WORDS AND IDIOMS

1 Match the words and idioms in bold with the correct definitions. Use a dictionary to help you.

- | | |
|-----------------------------|---|
| 1 area (n) | a length of time |
| 2 brief (adj) | b movement of people or goods |
| 3 concentrate (v) | c a way between two places |
| 4 create (v) | d something that is part of a group |
| 5 full circle (id) | e a time in the past when things were better than now |
| 6 good old days (id) | f returning to a situation you were in before |
| 7 item (n) | g a part of a bigger place |
| 8 period (n) | h to make |
| 9 route (n) | i to give your attention to something you're doing |
| 10 schedule (n) | j a written message sent by phone |
| 11 text (n) | k a list of planned activities with time and dates |
| 12 transport (n) | l lasting only a short time |

2 Use the words and idioms from Exercise 1 to complete the sentences.

- It's a good idea to _____ a study space in your home. Find a quiet and comfortable _____ in your home.
- With too many things around you, it's difficult to _____ on your work. Put every unnecessary _____ in a drawer so it doesn't take up space.
- Study for a _____ of time that works for you before you take a _____ break. Only call friends or send a _____ during your breaks.
- Think of your academic goals as a trip you want to take. What type of _____ makes sense for you? What is the most efficient _____ to get there? Don't fill your _____ with unnecessary activities that will get in your way.
- If, as a parent, you sometimes think back to the _____ of university life, why not come _____ and take some classes again?

3 Discuss the questions in a group.

- Do you have a busy schedule? Why / why not?
- What are your academic goals?
- Where do you prefer to study? Why?
- What do you do to take a break from studying?
- Can you think of a time when something went full circle?

ACADEMIC IDIOMS

FULL CIRCLE

We use the idiom *full circle* to mean that we go back to where we started from. It can have a positive or negative meaning. *In college I worked as a cook in an Italian café. After 20 years as a teacher, I've come full circle and now own my own Italian restaurant.*

WRITING MODEL

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

A ANALYZE

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

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

Before an exam

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

During an exam

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

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

B MODEL

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

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

- a because I don’t want to be sleepy during the exam
- b because I sometimes hurry and forget to answer some
- c because it gives me confidence

- 2 Look back at the chart and the paragraph above. Write two sentences that are true for you.

GRAMMAR

Determiners of quantity

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

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

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

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

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

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

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

2 Choose the correct words.

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

3 Complete the sentences from *Time after time* with the words in the box. Check your answers on pages 35–36.

a few a little all many of no plenty of

- 1 When you think of Switzerland, you probably think of _____ of these things.
- 2 The French, Germans, and Dutch were making _____ watches before then.
- 3 A leader named John Calvin decided that people should wear _____ jewelry.
- 4 The wristwatch we know today only goes back _____ over a hundred years
- 5 _____ them began to tie their pocket watches around their wrists.
- 6 Will Switzerland come full circle and one day be the world's top producer of _____ watches?



WRITING SKILL

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

Writing topic sentences

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

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

2 Look again at the model paragraph from page 40. Follow the instructions.

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

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

WRITING TASK

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

Brainstorm

Complete the chart with your ideas to organize your paragraph.

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

Plan

1 Unscramble these possible topic sentences.

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

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

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

2 Look at the unscrambled topic sentences in 1. Choose one or write your own.

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

Write

Write your descriptive paragraph. Add any additional details or examples.

Review

Exchange your paragraph with a partner. Review the following together:

- Does the paragraph have a clear topic sentence with supporting sentences?
- Does the concluding sentence express the main idea in a different way?

Rewrite and edit

Consider your partner’s comments. Before writing your final draft, check whether your paragraph:

- uses the correct determiners of quantity before count and non-count nouns.
- uses *How many* with plural count nouns / *How much* with non-count nouns.

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

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

Vocabulary development

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

Academic words and idioms

area (n) ***	create (v) ***	item (n) ***	schedule (n) **
brief (adj) ***	full circle (id)	period (n) ***	text (n) ***
concentrate (v) ***	good old days (id)	route (n) ***	transport (n) ***

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences using the words in the box.

achieve area full circle goal good old days period research route

- My _____ for this year is to pass my exams.
- I miss the _____ when no one had cell phones in class.
- I need to _____ a high score in all my classes this semester.
- Most of our professors do _____ as well as teach their subjects.
- My main _____ of study is English.
- I've come _____. The shoes I wore ten years ago are in fashion again.
- We have a long _____ of time to discuss all these issues.
- The best _____ to a good grade is through good time management.

UNIT REVIEW

- | | | |
|----------------|--------------------------|--|
| Reading 1 | <input type="checkbox"/> | I can skim to get a general idea of the text. |
| Reading 2 | <input type="checkbox"/> | I can scan a text for details. |
| Academic skill | <input type="checkbox"/> | I can summarize important information |
| Vocabulary | <input type="checkbox"/> | I can use a range of collocations with <i>time</i> . |
| Grammar | <input type="checkbox"/> | I can use determiners of quantity. |
| Writing | <input type="checkbox"/> | I can write topic sentences. |