

**ỦY BAN NHÂN DÂN THÀNH PHỐ HỒ CHÍ MINH
TRƯỜNG CAO ĐẲNG BÁCH KHOA NAM SÀI GÒN**



GIÁO TRÌNH

MÔN HỌC/MÔ ĐUN: ĐỌC VIẾT 2

NGÀNH/NGHỀ: TIẾNG ANH

TRÌNH ĐỘ: CAO ĐẲNG

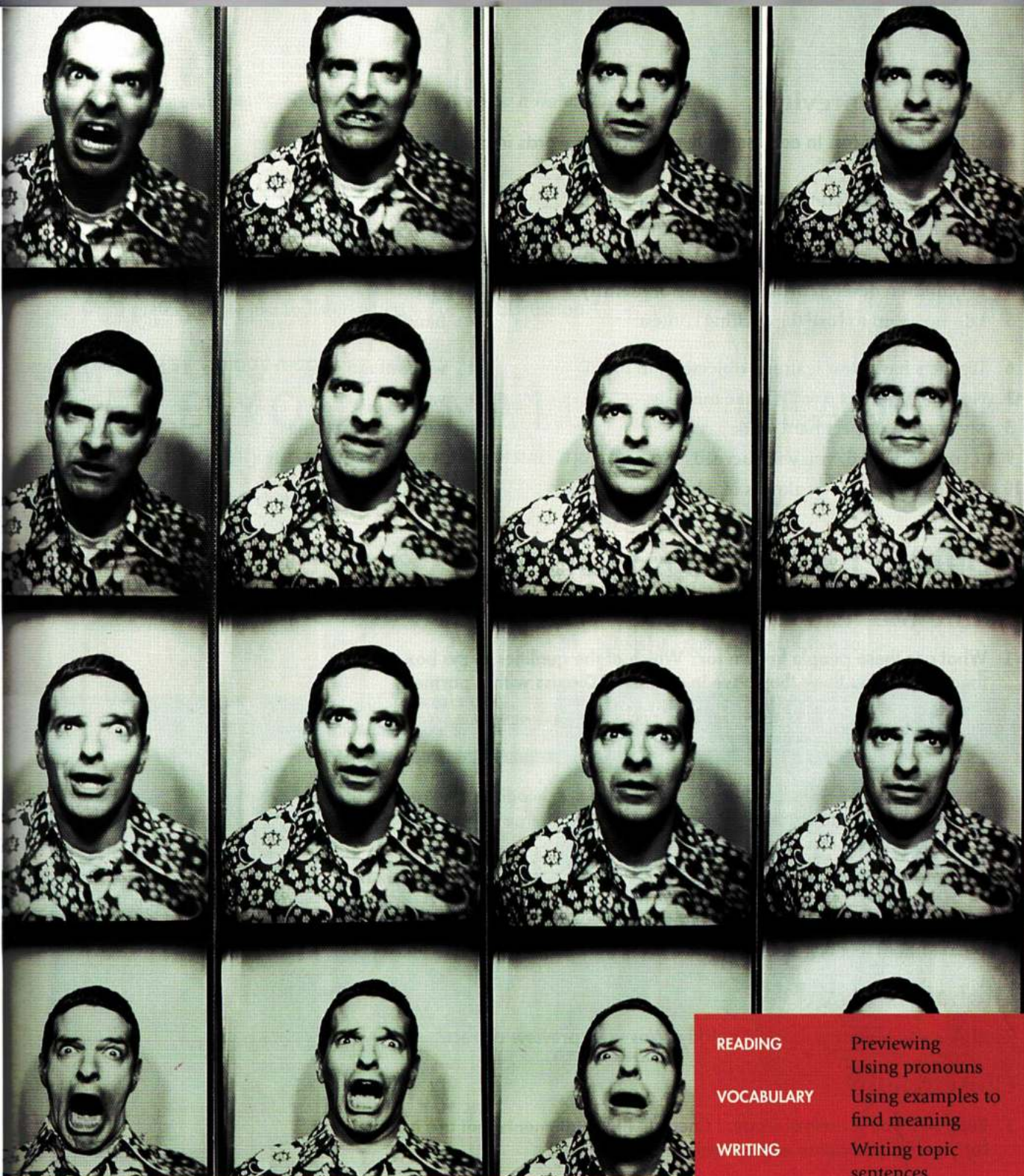
*Ban hành kèm theo Quyết định số: 409/QĐ-NSG, ngày ... tháng ... năm 20...
của Hiệu trưởng Trường Cao Đẳng Bách Khoa Nam Sài Gòn*

Tp.HCM, năm 20...

		Reading texts	Reading skills	
UNIT 1	Character Page 7	1 Are you a natural leader? Psychology 2 The hero within Literary studies	Pre-reading Previewing	Close Using pronouns
UNIT 2	Time Page 17	1 A matter of time Human behavior 2 What time is it? History	Close Identifying the author's purpose	Global Skimming
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UNIT 4	Size Page 37	1 Fuel of the sea Ecology 2 Size doesn't matter Urban planning	Pre-reading Predicting	Close Making inferences
UNIT 5	Patterns Page 47	1 Time for a change Psychology 2 The Fibonacci sequence Mathematics	Close Determining main ideas and supporting details	Close Taking notes
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UNIT 8	Extremes Page 77	1 Earth's final frontier Engineering 2 Super Sherpa Environmental studies	Close Finding similarities and differences	Global Identifying the source
UNIT 9	Life Page 87	1 Coming of age Anthropology 2 Gardening 380 kilometers above Earth Botany	Close Summarizing	Close Identifying reasons
UNIT 10	Work Page 97	1 The farmer's lazy son Literary studies 2 Leave it for the robot Technology	Close Sequencing	Close Reading charts and graphs

Vocabulary skill	Grammar	Writing skill	Writing task	Digibook video	Study skills
Using examples to find meaning	The simple present tense	Writing topic sentences	Describing a hero	What makes a hero?	Setting up a study space
Organizing new words: nouns and verbs	Verbs followed by infinitives and gerunds	Understanding sentence patterns	Describing how to achieve a goal	Time flies as you get older	Writing for the fearful
Using explanations to find meaning	<i>There is/are</i> (+ quantifier) + noun	Brainstorming word maps	Describing your home	How our homes have changed	Reviewing and practicing vocabulary
Using definitions to find meaning	The present progressive tense	Writing compound sentences	Describing how your neighborhood is changing	Reaching for the skies	Process writing
Adding prefixes for negation	Giving advice and making suggestions	Using end punctuation and capitalization	Giving advice in an email	Spots and stripes	Where does the time go?
Organizing new words: adjectives and adverbs	Comparative forms of adjectives and adverbs	Using commas and colons	Making a comparison	A need for speed	Keeping a journal
Adding suffixes to change verbs into nouns	Count and noncount nouns	Writing complete sentences	Describing colors	Learning to see	Studying with others
Understanding compound words	Expressing ability	Using transitions to add and emphasize information	Giving your opinion	Pushing the limits	Using computers for effective study
Finding the correct definition of a word	The simple past tense	Using transitions to sequence events	Describing a memorable day	Saving the bees	Making the most of your dictionary
Using collocations	Future forms	Using parallel structure	Describing your future	Work and motivation	Making the most of the library

Character



READING

Previewing
Using pronouns

VOCABULARY

Using examples to
find meaning

WRITING

Writing topic
sentences

GRAMMAR

The simple present
tense

Discussion point

Discuss these questions with a partner.

- 1 How would you describe the personality of the man in the picture?

I would describe his personality as ...

- 2 How would you describe your personality? Do you think others would describe you in the same way?

I think I'm ... Others would probably describe me as ...

- 3 What superheroes do you know? What personality traits do they have? Are they all positive traits?

Batman is ... They are positive/negative traits.

Vocabulary preview

Read these sentences. In each set of five, match the words in bold with their meanings.

- | | |
|--|-------------------------|
| 1 If you can, try to contribute something to charity. | ___ a truthful |
| 2 How do you cope with stress in your life? | ___ b who someone is |
| 3 My parents taught me to be honest and never lie. | ___ c not win |
| 4 Let children develop their own sense of identity . | ___ d give |
| 5 I do not want to lose the spelling contest. | ___ e handle |
| 6 Teachers have clear learning objectives in mind. | ___ f without faults |
| 7 No one is perfect . We all make mistakes. | ___ g value |
| 8 My parents respect hard work. | ___ h achieve something |
| 9 If you work hard, you will succeed . | ___ i lack of strength |
| 10 Do not show your weakness in a business meeting. | ___ j goals |

READING 1 Are you a natural leader?

Before you read

- 1 What are these people known for? Which of the qualities in the box on the right do you think they have in common? Discuss with a partner.

... is known for ... These people might all have ... in common, because ...

PREVIEWING

When you preview a text, you look quickly at the title, headings, photos, and captions before reading the text. This gives you a sense of its structure, content, and how much time you will need to read it.

- 2 Preview *Are you a natural leader?* Discuss these questions.

What kind of text is it? What will you probably do with the text?

Global reading

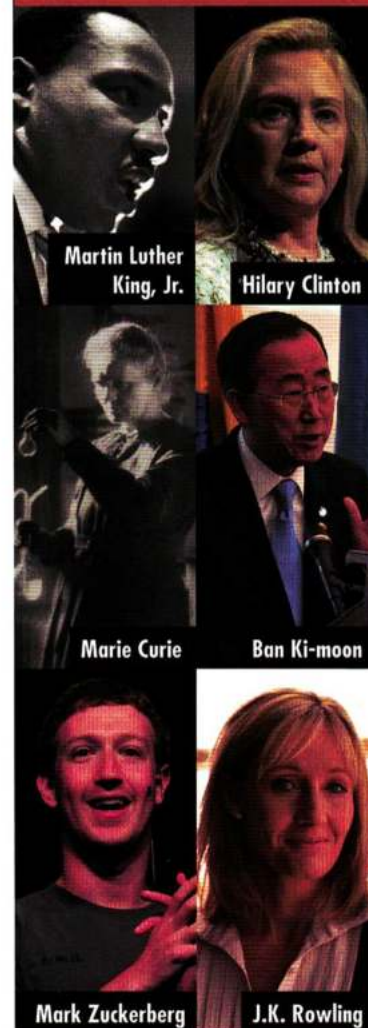
Read *Are you a natural leader?* quickly. Was your preview correct?

Close reading

- 1 Read *Are you a natural leader?* Check (✓) the statements that are true for you. Do you agree with what it says about you?
- 2 Match these statements with statements in *Are you a natural leader?* Write the number.
- | | |
|---|-----|
| a "I try to fix problems." | ___ |
| b "I can do more than one thing at once." | ___ |
| c "I enjoy new experiences." | ___ |
| d "I know what I'm not good at." | ___ |
| e "I enjoy being around a lot of people." | ___ |
| f "I never lie." | ___ |

QUALITIES

calmness	happiness
confidence	intelligence
friendliness	kindness



3 Read these statements. Find statements in *Are you a natural leader?* that mean the opposite. Write the number.

- a "It's important to win, win, win!" _____
- b "Sometimes I'm a little disorganized." _____
- c "I can't say what I think very clearly." _____
- d "I always get nervous when I talk in front of others." _____
- e "I'm uncomfortable about some things I decide." _____
- f "I prefer people just to listen when we're in a discussion." _____

ACADEMIC KEYWORDS

decision	(n)	/dɪ'sɪʒ(ə)n/
describe	(v)	/dɪ'skraɪb/
stress	(n)	/stres/

Practical Psychology magazine asks,

"ARE YOU A NATURAL LEADER?"

Take our personality survey and find out. The results may surprise you.

- | | |
|--|--|
| 1 I like to try new things. | 15 Change doesn't bother me. |
| 2 I'm a very organized person. | 16 I cope with stress well. |
| 3 I like to be in charge during a project. | 17 I'm able to do several things at the same time. |
| 4 People respect my ideas. | 18 It's important for me to be honest. |
| 5 I like to push myself. | 19 I want the people around me to succeed. |
| 6 I bring out the best in others. | 20 I feel it's sometimes OK to lose. |
| 7 I state my ideas clearly. | |
| 8 I'm not perfect and am aware of my weaknesses. | |
| 9 I'm confident of my public speaking skills. | |
| 10 Clear objectives are important to me. | |
| 11 I'm comfortable with my decisions. | |
| 12 If there's a problem, I try to solve it. | |
| 13 I want everyone to contribute in discussions. | |
| 14 People describe me as a "people person." | |

SURVEY RESULTS

11–20 points You are definitely a natural leader. You will make it big in this world.

6–10 points You have some traits of a natural leader.

0–5 points You are not a natural leader. But you can still develop into a strong leader.



Developing critical thinking

Discuss these questions in a group.

- 1 Can you name any natural leaders? Do the sentences in the text describe them?

I think ... is a natural leader. The sentences in the text do/don't describe him/her because ...

- 2 What other characteristics do you think natural leaders have?

I think natural leaders also have ...

- 3 What is the worst fault a leader can have? Think about the faults in the box on the right.

The worst fault a leader can have is ... because ...

FAULTS

anger	dishonesty
arrogance	stupidity

READING 2 The hero within

Before you read

- 1 Do you ever read comic books or watch movies or TV shows about superheroes? Why or why not? Discuss with a partner.

I often/sometimes/never read comic books about superheroes because ...

- 2 Preview *The hero within*. What is it about?

Global reading

Read *The hero within*. Underline the seven things that make a superhero.

Close reading

- 1 Complete these sentences. Use no more than three words for each answer.

- 1 Superheroes are enjoying a _____.
- 2 In some cases, friends or family know a superhero's _____, but it's usually a secret.
- 3 Because of the superhero's _____, he or she rarely kills.
- 4 Superheroes and super-villains symbolize the opposite ideas of _____.
- 5 A superhero would be very _____ without a weakness.
- 6 Superhero stories speak important truths about _____.
- 7 Two examples of what a superhero's enemies may symbolize are _____ and _____.
- 8 A superhero is a true hero because he or she is not _____.

USING PRONOUNS

A pronoun is a word that replaces a noun. We use pronouns to avoid repeating the noun. It must always be clear what a pronoun refers to. This is called the pronoun's antecedent.

One common error with pronouns is when there is no antecedent.

*In the restaurant, **they** said I had to leave.* (Who said I had to leave?)

Another common error is when the antecedent is ambiguous.

*Maria told Lynn that **her** purse was missing.*

(Is Maria's purse or Lynn's purse missing?)

- 2 Read these sentences from *The hero within*. Write the words the pronouns in **bold** refer to.

- 1 All superheroes are honest and possess a strong moral code. **They** respect the law but will break it if doing so will contribute to the greater good.
 a They = _____ b it = _____
- 2 A weakness can make a superhero helpless. **This** is also what makes **him** or **her** interesting.
 a This = _____ b him or her = _____
- 3 And the superhero's enemies are our own fears, such as crime and war. **They** receive names and faces so that our superhero can face **them**.
 a They = _____ b them = _____

THE HERO WITHIN

¹ Batman, Jubilee, the X-Men—all are superheroes. We find them in comic books, movies, novels, toys, and video games all over the world. Superheroes were part of Western culture for much of the twentieth century, and they are currently enjoying a rebirth in this century. What makes a superhero, and why are they likely not going anywhere soon? Let's look at seven things that superheroes share.

- 1 ² Nearly all fictional superheroes have super-human powers. For example, Superman can fly, and Wonder Woman can talk with animals. Some add to their powers with technology, such as Iron Man's metal suit or the Green Lantern's ring.
 - 2 ³ A secret identity helps protect the superhero's family and friends. In a few cases friends and family know the superhero's identity—that Spider-Man is really Peter Parker or that Bruce Banner is actually the Hulk. Some superheroes also have secret headquarters, like Batman's Batcave.
 - 3 ⁴ A colorful costume, such as Spider-Man's web design or Captain America's U.S. flag costume, helps the public recognize the superhero, and at the same time it hides his or her identity. Some costumes also have an emblem, such as Superman's S or the 4 for members of the Fantastic Four.
 - 4 ⁵ All superheroes are honest and possess a strong moral code. They respect the law but will break it if doing so will contribute to the greater good. Superheroes expect no reward and rarely kill.
 - 5 ⁶ Superheroes would not exist without the super-villain. Superheroes and super-villains often have similar powers, but one uses the power for good and the other for evil.
 - 6 ⁷ As a child Bruce Wayne saw a man kill his parents. He coped with this tragedy by training and later becoming Batman. The backstory tells how the superhero actually became the superhero we know. Superheroes are rarely born that way.
 - 7 ⁸ A weakness can make a superhero helpless. This is also what makes him or her interesting. Superman has no power against the mineral Kryptonite, Wolverine dislikes magnets, and the Hulk's own anger is his worst enemy. To succeed they must overcome this weakness.
- ⁹ The superhero is perhaps not so different from us. It is the purpose of the story that speaks to us. They tell important truths about human nature. Perhaps there is a superhero inside all of us? The superhero is an ideal, a symbol of our hopes, goals, and objectives. These are qualities that we see in ourselves—our inner hero. And the superhero's enemies are our own fears, such as crime and war. They receive names and faces so that our superhero can face them. The superhero often loses but never, ever quits. This is a lesson we can all learn from. Like us, the superhero is not perfect, but that's exactly what makes a true hero.

ACADEMIC KEYWORDS

code	(n)	/koud/
overcome	(v)	/,əuvər'kʌm/
possess	(v)	/pə'zes/



Developing critical thinking

1 Discuss these questions in a group.

1 Why are superhero comics, movies, and video games so popular?

I think they're popular because ...

2 Do you agree with the article's definition? How would you define a superhero?

I do/don't agree. I would define a superhero as ...

2 Think about the ideas from *Are you a natural leader?* and *The hero within* and discuss these questions in a group.

1 Can an everyday hero be a superhero? Think about the things in the box on the right.

I believe that an everyday hero can/can't be a superhero because ...

2 Do you think superheroes are natural leaders? Why or why not?

In my opinion, superheroes are/aren't natural leaders because ...

THINK ABOUT

intelligence	strength
money	villains
powers	weakness

Vocabulary skill

USING EXAMPLES TO FIND MEANING

When you find a new word, context clues such as examples help you discover the word's meaning. Sometimes the text will give an example that helps you to understand a word's meaning.

Words that signal examples: *for example, for instance, such as, like*

1 Read the sentences from *The hero within*. Circle the correct meaning of the words in bold.

1 Nearly all fictional superheroes have **super-human** powers. For example, Superman can fly and Wonder Woman can talk with animals.

- a something all humans have
- b beyond what humans have

2 Some superheroes also have secret **headquarters**, like Batman's Batcave.

- a the leader of an organization
- b administrative center of an organization

3 Some costumes also have an **emblem**, such as Superman's S or the 4 for members of the Fantastic Four.

- a a sign that represents something else
- b any costume decoration

2 Read the sentences about superheroes. Circle the correct meaning of the words in bold.

1 There have been several **sequels** to the original 1989 Batman film, such as *Batman Returns*, *Batman and Robin*, and *The Dark Knight Rises*.

- a movies that continue a previous story
- b movies that are better than the original

2 Sometimes a superhero's senses are **enhanced**. For instance, a superhero may be able to hear noise from a great distance.

- a weakened
- b strengthened

3 Superheroes are popular in several **genres**, like comic books and movies.

- a things that young people enjoy
- b literary categories



WRITING Describing a hero

You are going to learn about writing topic sentences and using the simple present tense. You are then going to use these to write a paragraph describing a person you think is a hero.

Writing skill

WRITING TOPIC SENTENCES

A paragraph is a sequence of sentences that work together to support one main idea. This main idea is expressed in a topic sentence. All the sentences in a paragraph should support the main idea of the topic sentence. A topic sentence is *not* a title or a statement of what you are going to write about. It usually comes at or near the beginning of a paragraph.

1 Read these statements about topic sentences. Write *T* (true) or *F* (false).

- 1 A paragraph consists of sentences that support one idea. _____
- 2 Several ideas are expressed in a topic sentence. _____
- 3 The sentences in a paragraph need to support the topic sentence. _____
- 4 A topic sentence is the same thing as the title of a paragraph. _____
- 5 A topic sentence is always at or near the beginning of a paragraph. _____

2 Look back at the *The hero within*. Underline the topic sentence in each paragraph.

3 Circle the best topic sentence for each topic.

Topic 1: Heroes

- a My heroes
- b All heroes have five important qualities.
- c I will write about what a hero means to me.

Topic 2: Personality tests

- a Online personality tests
- b Most personality tests are unreliable.
- c The best place to find personality tests

Topic 3: How to build character

- a This paragraph discusses character building.
- b Building character is not only the job of teachers.
- c The definition of "character"

4 Write two possible topic sentences for these topics.

Topic 1: Superhero movies

Topic 2: My personality

Topic 3: Everyday heroes

Grammar

THE SIMPLE PRESENT TENSE

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. Study the forms:

Form	Example
Affirmative <i>I/You/We/They + base form</i> <i>He/She/It + base form + -s</i>	<i>I agree.</i> <i>She agrees.</i>
Negative <i>I/You/We/They + do not + base form</i> <i>He/She/It + does not + base form</i>	<i>I do not agree.</i> <i>She does not agree.</i>

Verbs often used in the simple present tense: *believe, belong, feel, hate, hear, know, like, love, mean, prefer, remain, realize, see, seem, think, understand, want*

Irregular verbs: *have/has, do/does, go/goes*

- 1 Complete these sentences. Use the simple present tense of the verbs in the box.

belong have know like see think

- I _____ superhero stories are just for kids.
 - My brother _____ a lot of comic books.
 - My friends and I _____ the X-Men.
 - I _____ the plots of most superhero stories.
 - Our teachers _____ hero qualities in us.
 - These comic books _____ to my cousin.
- 2 Rewrite the sentences in exercise 1 in the negative.



WRITING TASK

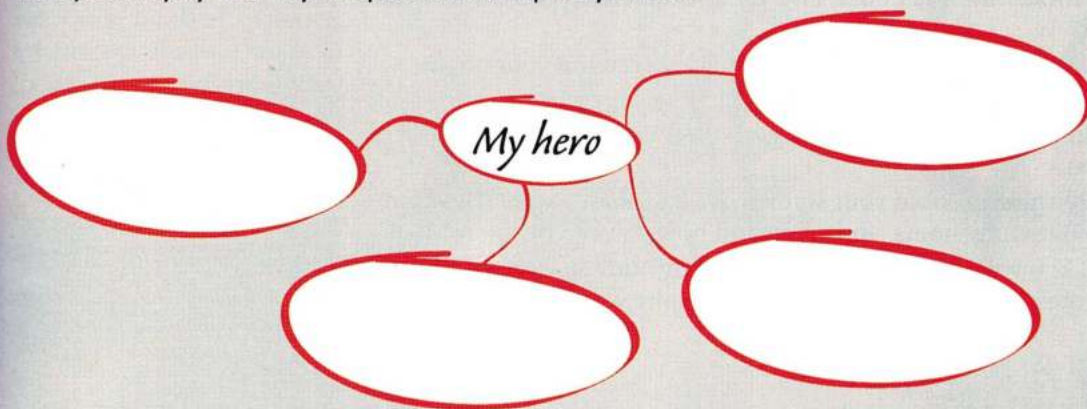
Read this paragraph. Underline the topic sentence. Circle the verbs in the simple present tense.

Everyone has a hero. I think that everyday heroes like police officers and firefighters are true heroes. My hero is my Uncle Manuel. He works as a police officer. I really respect him. He protects our city and keeps us safe. He works long and difficult hours. For example, he often works from 11:00 p.m. to 7:00 a.m. He has to cope with a stressful and difficult job, but he never complains. He is a very honest man. He does not make much money. He does this work because he cares about people. He wants to help them and contribute something to our city. People sometimes thank him. I want more people to do that. We need to appreciate these everyday heroes more.



BRAINSTORM

Who is *your* everyday hero? Why? Complete the word map with your ideas.



PLAN

Plan a paragraph describing your hero. Look back at your brainstorm and write a topic sentence. Include at least three reasons.

WRITE

Write your paragraph. Pay attention to your use of the present simple tense. Your paragraph should be 100–120 words long.

SHARE

Exchange paragraphs with a partner. Read the checklist on page 109 and provide feedback to your partner.

REWRITE AND EDIT

Consider your partner's comments and rewrite your paragraph.

STUDY SKILLS Setting up a study space

Getting started

Discuss these questions with a partner.

- 1 Where do you usually study? Do you always study in the same place?
- 2 Do you prefer to study in a quiet place or a place with some background noise?
- 3 What is a study space? Why do you think creating a study space is important for many people?

Scenario

Read this scenario. Think about what Hamid is doing right and what he is doing wrong.

Consider it

Read these seven tips for how to set up a study space. Discuss each one with a partner. Are all of them important for effective studying?

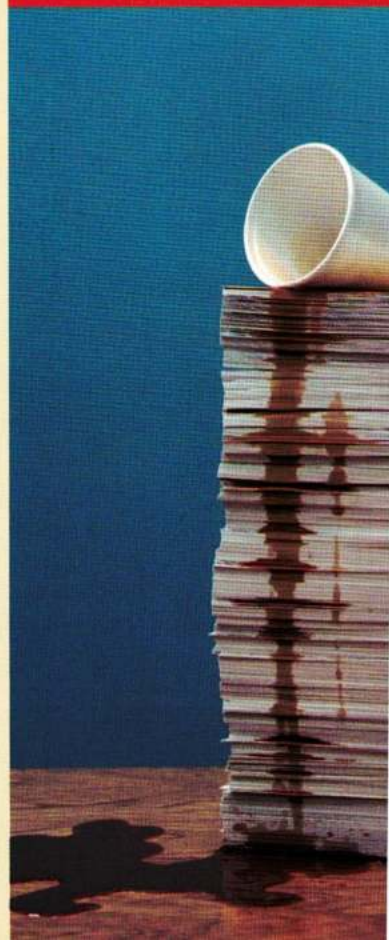
- 1 **Claim your space** Decide where you work best and use that space for studying, and only studying.
- 2 **Get comfortable** Set up your chair, desk, and computer so they do not harm your neck, back, or wrists.
- 3 **Stock it** Have everything you need nearby, such as pens, an eraser, dictionaries, a thesaurus, notebooks, and your printer. Keep everything neat and organized.
- 4 **Spread out** Make sure you have enough space to spread out your books, papers, and anything else you are using.
- 5 **Turn it off** Turn off the TV, your phone, and instant messaging. They will just distract you.
- 6 **Set rules** Establish rules about your study space and share them. These can include things like study hours, and when and how you can be interrupted.
- 7 **Personalize it** You will spend a lot of time in your study space, so enjoy it. Add posters, notes, and photos. They may just inspire you!

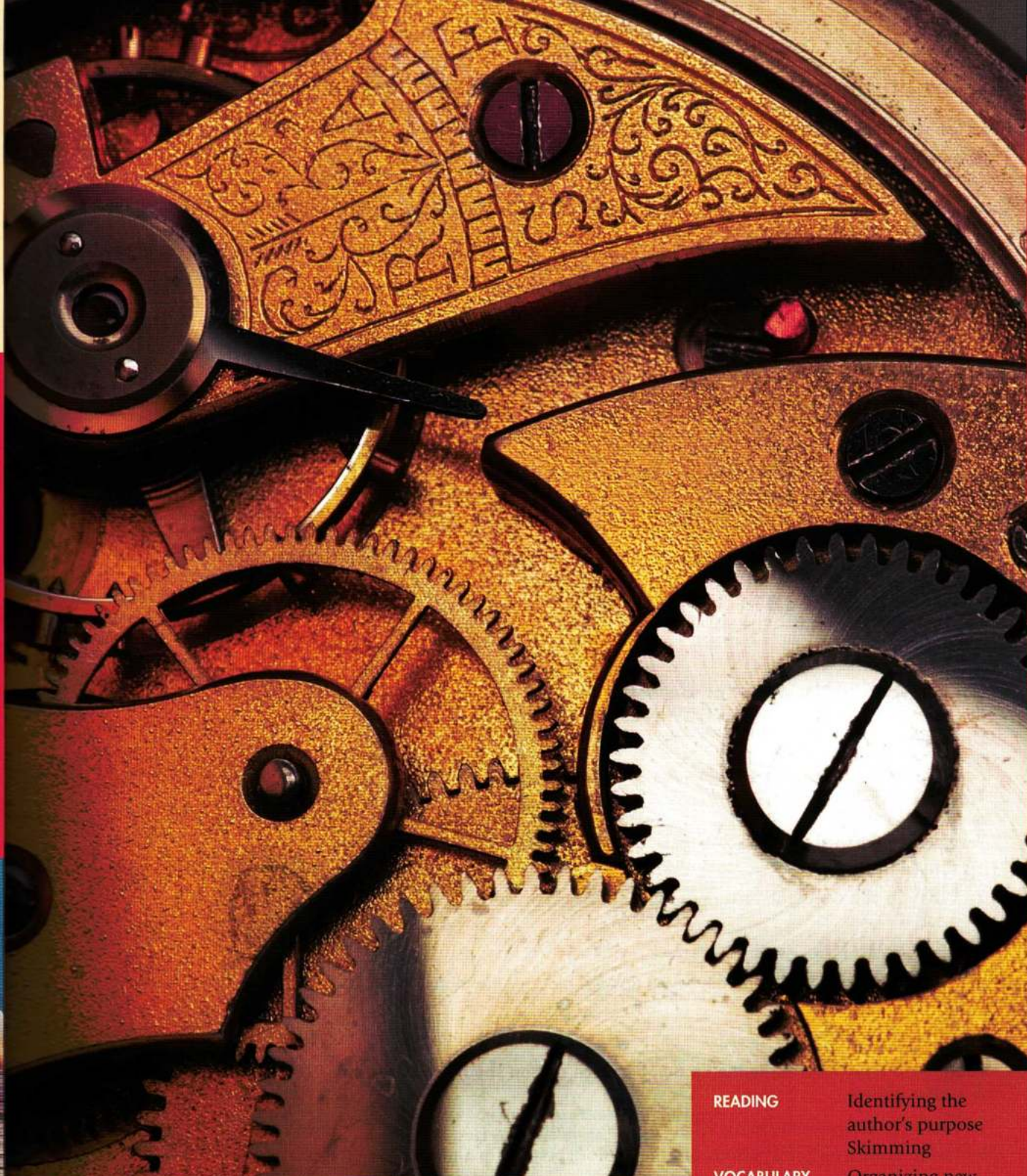
Over to you

Discuss these questions with a partner.

- 1 Which of the tips apply to your current study space?
- 2 What other tips can you think of for creating an effective study space?
- 3 What challenges do you think some people face when trying to set up a study space?

Hamid lives at home with his parents and brother. He is a civil engineering student in his first year at university. He has created a space in his bedroom where he does most of his studying. He has a small desk that faces a bare wall. On the desk he has a computer and a large workspace where he can spread out his books and papers. Hamid sometimes lies on his bed when he studies, especially when he wants to watch something on TV. He shares the bedroom with his little brother. Hamid gets annoyed because sometimes his brother comes into their room and makes noise.





Discussion point

Discuss these questions with a partner.

- 1 Look at the picture. What can you see? What is it?
In the picture I can see ... I think it's a ...
- 2 Do you wear a watch? How often do you check the time?
I always/never wear a watch because ... I check the time ...
- 3 Are you ever late for class? Why or why not?
I'm always/sometimes/never late for class because ...

READING

Identifying the author's purpose
Skimming

VOCABULARY

Organizing new words: nouns and verbs

WRITING

Understanding sentence patterns

GRAMMAR

Verbs followed by infinitives and gerunds

Vocabulary preview

Read the sentences. **Circle** the correct meaning of the words in bold.

- 1 That clock is not **accurate**. It says it is noon, but it is really 12:10.
 a correct in every detail b easy to see
- 2 When you are busy, it is good to **prioritize** and do the important things first.
 a put in order of importance b do several things at the same time
- 3 Cristina is a very **punctual** person. She is always on time.
 a arriving unexpectedly b arriving at the right time
- 4 I am always early for class. My teacher can **rely on** me.
 a trust b play on
- 5 It is time for my medical check-up. I need to **schedule** a doctor's appointment.
 a plan b cancel
- 6 Do not **skip** class. You will miss important information for the exam.
 a be absent from b stay late at
- 7 Telling the time is very **straightforward**. I learned when I was five.
 a difficult to understand b not difficult to understand

READING 1 A matter of time

Before you read

- 1 Do you ever read blogs? Why or why not? If so, which of the types in the box on the right do you read? What can people learn from blogs? Discuss with a partner.

*I often/sometimes/never read blogs because ...
 I think people can learn ... from blogs.*

TYPES OF BLOG

cooking	personal
corporate	sports
news	travel

- 2 Preview **A matter of time**. Discuss these questions.

- 1 What is it about?
- 2 What do you think the picture of the airplane clock represents?

Global reading

Read **A matter of time**. Underline the seven tips the blogger mentions.

Close reading

- 1 Read these sentences. Write the tip number each person should consider in **A matter of time**.

- a Khalid constantly checks his email while he studies. _____
- b Jackie studies for long periods of time without getting up and moving around. _____
- c Paul does several things at once. He loses his focus easily. _____
- d Akemi always finds the time to help, even if her own work suffers. _____
- e Jun completely forgot about an appointment and did not turn up. _____
- f Clare is not always clear on what her goals are. She cannot see how much progress she has made. _____
- g Hassan worked hard all day and did not have enough time to finish his most important project. _____

IDENTIFYING THE AUTHOR'S PURPOSE

Every author has a purpose or reason in writing a text. Identifying the purpose will help you to understand the text. Purposes include: to entertain, to persuade, and to inform. Authors may have more than one purpose.

2 Check (✓) the author's main purpose in writing *A matter of time*.

- 1 ☐ inform 2 ☐ entertain 3 ☐ persuade

A MATTER OF TIME

20
AUG

Hi everyone! Last week was really stressful for me. I'm usually pretty punctual but was late to several of my classes. I forgot to do my homework and I failed to write my weekly blog post—sorry! I realized I have a problem with time, so I decided to do something about it. I did some research, and got some advice from friends and teachers. I want to share simple, straightforward tips for better time management. I've already started doing these and I can see the difference!

1. WRITE IT DOWN

Don't rely on your memory to keep track of every little detail. Memory is not always accurate. Write down the things you need to do in a small notebook, or use an online tool to create and update your "to-do" list.

2. PRIORITIZE

Schedule important things first. Then plan other things around them. 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. It's better to put the big rocks in first, then the smaller rocks, and finally the sand.

3. DON'T SKIP THE BREAKS

Working for long periods without a break can waste your time. It is more efficient to work or study for a shorter period of time, take a break, and then go back to work. You may get more done in two focused 45-minute sessions.

4. ONE THING AT A TIME

Every time we switch from one task to another, we lose focus. Do one thing at a time, and do it well. As the Chinese proverb says, "One cannot manage too many affairs. Like pumpkins in the water, one pops up while you try to hold down the other."

5. SCHEDULE EMAIL TIME

On my cell phone I get a notification every time someone sends me an email. So I check my email many, many times a day. Turn that notification off! Schedule time to check your email. It doesn't matter when.

6. CHOOSE TO SAY "NO"

It's easy to become overwhelmed if we say "yes" to everything. Think about the task before you commit to it. Do you need to do it? Can someone else do it? Avoid saying "yes" to every request. This takes time away from more important tasks.

7. KEEP A GOAL JOURNAL

Write down your goals in a journal and evaluate them regularly. Mark your progress for each goal. Be sure you take the necessary steps to achieve your goals.

**What do you think? Are these helpful tips?
Please post your thoughts!**

ACADEMIC KEYWORDS

create	(v)	/kri'eit/
evaluate	(v)	/i'vælju,eit/
simple	(adj)	/'sɪmp(ə)l/

USEFUL WORDS

busy	organized
hardworking	punctual
lazy	reliable

Developing critical thinking

Discuss these questions in a group.

- Which tips are the most helpful? Which are the least helpful?
I find / don't find the tip about ... helpful because ...
- What other tips would be helpful for better time management?
Other helpful tips for better time management are ...
- What kind of person do you think reads this blog? Use the useful words in the box on the right.
Someone who is ... probably reads this blog.

READING 2 What time is it?

Before you read

Try these two experiments.

- 1 What time is it right now? Write down the exact time. Then compare with the people around you. How do you explain any differences?

I think we have the same/different times because ...

- 2 Look at the second hand of a clock, or use a stopwatch. Close your eyes and count 60 seconds. When you think exactly one minute has passed, check the clock. How accurate were you? Why do you think that is?

I was/wasn't very accurate because ...

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 figure out how difficult the text is going to be and how much time it will take to read.

You do not read every word. Like previewing (unit 1), look at the title, headings, photos, captions, charts, and the first line of each paragraph. Let your eyes move quickly over the text.

Skim *What time is it?* Check (✓) what it is about.

- 1 ☐ Early Egyptian clocks
- 2 ☐ A history of clocks
- 3 ☐ Why clocks are not accurate

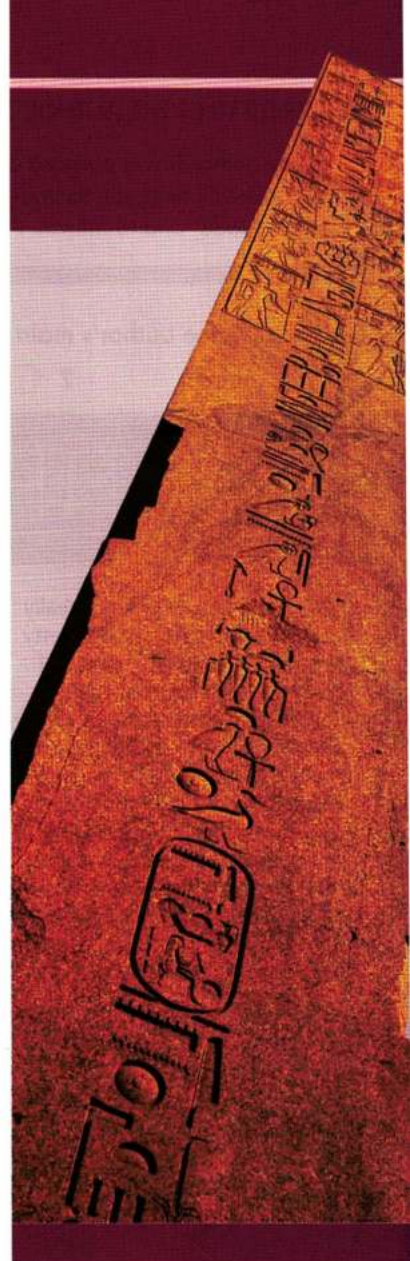
Close reading

- 1 Match the clocks with when they were invented.

- | | | |
|--------------------|---|--------------------------|
| 1 mechanical clock | — | a 1956 |
| 2 sundial | — | b 1927 |
| 3 digital clock | — | c the thirteenth century |
| 4 water clock | — | d 3,400 years ago |
| 5 quartz clock | — | e 3,500 years ago |
| 6 sun clock | — | f 5,500 years ago |

- 2 Write the answers to these questions.

- 1 Why was the sundial an improvement over the sun clock?
- 2 What was one problem with both the sun clock and sundial?
- 3 Where were water clocks used?
- 4 When did clocks begin to be more accurate?
- 5 What improved the accuracy of the mechanical clock?
- 6 When did people start to rely on clocks to run businesses?



WHAT TIME IS IT?

¹ How do we know the time? Look around. Is there a clock on the wall? Are you wearing a watch? Does your cell phone show the time? Telling the time is straightforward these days and essential if we want to schedule things and be punctual, but it was not always so easy. Many years ago there were no clocks. Over the centuries, people have developed different ways of telling the time.

² About 5,500 years ago, the Egyptians invented the sun clock. This was a tall stone structure. Its shadow marked the movement of the sun. They were able to determine midday and measure time from these shadows.

³ About 3,500 years ago, the Egyptians made a sundial. The sundial was smaller than the sun clock and could measure time for half a day. After midday, they had to move it 180 degrees to measure the afternoon hours. On cloudy days or at night it was impossible to tell time with a sun clock or a sundial.

⁴ Water clocks were the first clocks not to use the sun. The idea is simple. Water flows from one container to another at a constant rate. When the water reaches a certain level, it moves a lever, and this shows the hours. The Egyptians used water clocks about 3,400 years ago. These clocks were popular in the Middle East and China, but they failed to keep accurate time.

⁵ In the thirteenth century, the mechanical clock was invented. This was more accurate, but was expensive to make. Over the next few centuries the design was developed. For example, springs were added around 1500. This improved accuracy and allowed clocks to be smaller. Mechanical clocks continued to develop until they had an accuracy of one-hundredth of a second per day.

⁶ In 1927, the first quartz clock was developed. A quartz clock is accurate because of the regular vibration that occurs when an electric current is run through the mineral quartz. Clocks became cheaper to build and own. People began relying on them more and more to run businesses, transportation, and markets.

⁷ More recently, in 1956, came the digital clock. And nowadays satellites send our cell phones the time to the exact second. There have been a lot of advances in timekeeping, but some things never change. Many of us still have trouble getting out of bed on time and not missing appointments.



Developing critical thinking

1 Discuss these questions in a group.

- 1 What other ways of measuring time can you name? What other things help with time management?

You can also measure time using ...

There are many things to help you manage your time, such as ...

- 2 Do you think clocks make life easier or more difficult?

I think clocks make life easier / more difficult because ...

2 Think about the ideas from *A matter of time* and *What time is it?* and discuss these questions in a group.

- 1 Why is time management important at school and in the workplace?

Time management is important at school because ...

- 2 What other skills and strengths are important in school? Think about the things in the box on the right.

Although time management is very important, I think ... is also important because ...

ACADEMIC KEYWORDS

different	(adj)	/'dɪf(ə)rənt/
fail	(v)	/feɪl/
level	(n)	/'lev(ə)l/

THINK ABOUT

computer literacy	motivation
confidence	organization
hard work	punctuality

Vocabulary skill

ORGANIZING NEW WORDS: NOUNS AND VERBS

One way to organize new words is to think about parts of speech. Two of the most common parts of speech are nouns and verbs.

Nouns describe a person, place, or thing.

Is there a **clock** on the **wall**?

The **Egyptians** invented the **sundial**.

Verbs describe an action or state.

How **do** we **know** the time?

Clocks **became** cheaper to **build** and **own**.

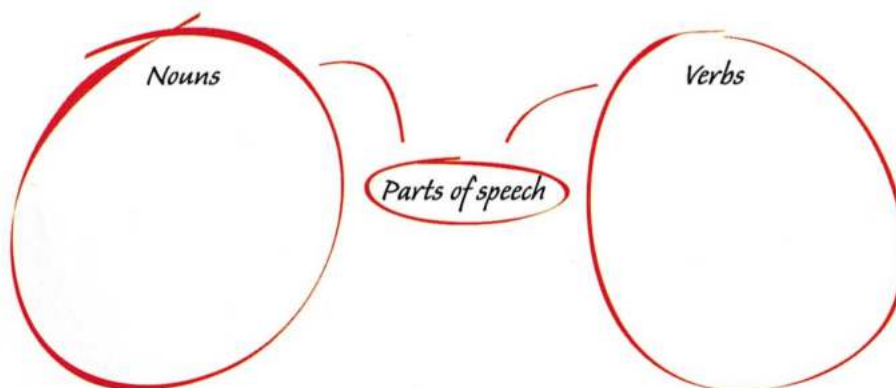
- 1 Read these sentences from *A matter of time*. Write N (noun) or V (verb) for the words in bold.

- 1 I did some research. _____
- 2 Schedule important things first. _____
- 3 Working for long periods without a break can **waste** your time. _____
- 4 Every time we switch from one task to another, we lose **focus**. _____
- 5 I check my **email** many, many times a day. _____
- 6 Avoid saying yes to every **request**. _____
- 7 Mark your **progress** for each goal. _____
- 8 Please **post** your thoughts! _____

- 2 Read these sentences from *What time is it?* Circle the nouns. Underline the verbs.

- 1 Are you wearing a watch?
- 2 Many years ago there were no clocks.
- 3 Its shadow marked the movement of the sun.
- 4 They were able to determine midday.
- 5 After midday, they had to move it 180 degrees.
- 6 At night it was impossible to tell time.
- 7 These clocks were popular in the Middle East.
- 8 Over the next few centuries the design was developed.

- 3 Read this post to the blog *A matter of time*. Complete the word web with nine nouns and nine verbs.



22
AUG

POST 14

I rarely read blogs, but I really enjoyed your recent post. The information was very useful. I have a lot of stress in my life and I know that I manage my time poorly. The advice about breaks was a great idea! I want to thank you!

WRITING Describing how to achieve a goal

You are going to learn about writing basic sentence patterns, and verbs that can be followed by infinitives and gerunds. You are then going to use these to write a paragraph describing how to achieve a goal you set for yourself.

Writing skill

UNDERSTANDING SENTENCE PATTERNS

In its simplest form, a sentence in English consists of a subject (a noun or pronoun) and a verb. Patterns can also include adjectives, adverbs, or prepositional phrases. Study these common patterns:

Subject + verb (S + V)

I write.

Subject + verb + direct object (S + V + DO)

He has a time management problem.

He has a lot of time.

Subject + verb + indirect object + direct object (S + V + IO + DO)

She gave him some advice.

He sent me an email.

Sentences are the building blocks of writing. By understanding and using a variety of sentence patterns, you will make your writing more varied and interesting to read.

- 1 Write the sentence pattern for these sentences. Use the sentence patterns in the box.

S + V S + V + DO S + V + IO + DO

- 1 Many people struggle with time management. _____
- 2 Jessica took a long study break. _____
- 3 Michael has never kept a goal journal. _____
- 4 I just sent you an interesting web link. _____
- 5 Nadia does not blog regularly. _____
- 6 That article has given me some interesting ideas. _____

- 2 Put the words in the correct order to make sentences. Then write the sentence pattern.

- 1 to / skip / Kevin / plans / class / .
- 2 refuses / text / Sachiko / to / .
- 3 his / Lucas / relies on / cell phone / .
- 4 has / me / emails / Omar / sent / five / .