

# Extra Activities

## UNITS 1 AND 2 - A

Read the text below and do exercises 1-4.

Write the answers in your notebook.



### Diffusion and Globalization

The integration of world markets and technological advances of the last decades have allowed for greater exchange between cultures through the processes of globalization and diffusion. Beginning in the 1980s, Western governments began to deregulate social services while granting greater liberties to private businesses. As a result, world markets became dominated by multinational companies in the 1980s, a new state of affairs at that time. We have since come to refer to this integration of international trade and finance markets as globalization. Increased communications and air travel have further opened doors for international business relations, facilitating the flow not only of goods but of information and people as well. Today, many U.S. companies set up offices in other nations where the costs of resources and labor are cheaper. When a person in the United States calls to get information about banking, insurance, or computer services, the person taking that call may be working in India or Indonesia.

Alongside the process of globalization is diffusion or the spread of material and nonmaterial culture. While globalization refers to the integration of markets, diffusion relates a similar process to the integration of international cultures. Middle-class Americans can fly overseas and return with a new appreciation of Thai noodles or Italian *gelato*. Access to television and the Internet has brought the lifestyles and values portrayed in American sitcoms into homes around the globe. Twitter feeds from public demonstrations in one nation have encouraged political protesters in other countries. When this kind of diffusion occurs, material objects and ideas from one culture are introduced into another.

Available at: <<https://lumen.instructure.com/courses/199939/pages/Section3-14>>. Accessed in: March 2016.

1. Are the following statements true or false? Write T (True) or F (False) for each statement. Then correct the false statement(s).
  - a. Multinational companies started to dominate world markets in the 1980s.
  - b. Globalization and diffusion refer to the same processes of cultural integration.
  - c. Diffusion is the spread of material and nonmaterial culture around the globe.

2. Read the fragments in the box below and choose the item that completes each sentence that follows (▲ or ■).

I. "When a person in the United States calls to get information about banking, insurance, or computer services, the person taking that call may be working in India or Indonesia."  
II. "Middle-class Americans can fly overseas and return with a new appreciation of Thai noodles or Italian *gelato*."  
III. "Access to television and the Internet has brought the lifestyles and values portrayed in American sitcoms into homes around the globe."

- a. Fragment I presents an example of  
▲ globalization.                      ■ diffusion.
- b. Fragment II presents an example of  
▲ globalization.                      ■ diffusion.
- c. Fragment III presents an example of  
▲ globalization.                      ■ diffusion.
3. Read the text again to find the following items:
- a. a time expression that refers to the past.  
b. a word that is equivalent in meaning to "nowadays".  
c. a discourse marker that is equivalent in meaning to "consequently".
4. When people travel, they can always learn about other cultures. But in the past people did not use to travel the same way they do nowadays. Choose the correct verb forms in parentheses to complete the following sentences about travel habits.
- a. In the pre-Digital Age, travelers (used/didn't use) to rely on physical maps. Nowadays map apps (help/used to help) them when they get lost.  
b. Back then tourists (use/used) to read guidebooks to find out the best places to eat, drink and explore. Today the Internet (is/was) their main source of information.

## UNITS 1 AND 2 - B



Read the text below and do exercises 1-4.

Write the answers in your notebook.

### Finding the Right Career

Whether you're just leaving school, finding opportunities limited in your current position or, like many in this economy, facing unemployment, it may be time to consider your career path.

With a little research, you may be surprised at the careers that relate to many of the things you love to do.

### Career tests

Different online tools can guide you through the process of self-discovery. Questions, quizzes, and personality assessments can't tell you what your perfect career would be, but they can help you identify what's important to you in a career, what you enjoy doing, and where you excel.



Aysegilmell/Shutterstock

### Researching specific careers

If you have narrowed down some specific jobs or careers, you can find a wealth of information online, from description of positions to average salaries and estimated future growth.

### Get support and information from others

While you can glean a lot of information from research and quizzes, there's no substitute for information from someone currently working in your chosen career. Talking to someone in the field gives you a real sense of what type of work you will actually be doing and if it meets your expectations. What's more, you will start to build connections in your new career area, helping you land a job in the future.

Available at: <[www.helpguide.org/articles/work-career/finding-the-right-career.htm](http://www.helpguide.org/articles/work-career/finding-the-right-career.htm)>  
Accessed in: March 2016. (Fragment)

1. According to the text, who may be interested in considering their career path? Choose all the correct items.
  - a. Students who are just leaving school.
  - b. People who find unlimited job opportunities.
  - c. People who are not very happy with their current jobs.
  - d. Unemployed people.
2. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statement(s).
  - a. Online tests can't help you choose your career.
  - b. You can find a lot of information about a specific career on the Internet.
  - c. You should not expect to find information about average salaries on the Internet.
  - d. The best way to get information about a career is talking to someone in the field.
  - e. When you talk to someone who is currently working in your chosen career, you build connections that may help you in the future.

3. Read the fragments in the box below and choose the item that completes each sentence that follows (▲ or ■). Make inferences.

I. "... like many in this economy, facing **unemployment** ..."

II. "... you **may** be surprised at the careers that relate to many of the things you love to do."

III. "... you **can** find a wealth of information online ..."

IV. "... information from someone **currently** working in your chosen career."

V. "... what type of work you will **actually** be doing ..."

- a. In fragment I, the prefix **un-** (as in "unemployment") means
- ▲ not; opposite to.
  - again repeatedly.
- b. In fragments II and III, the modal verbs **may** and **can** express
- ▲ ability.
  - possibility.
- c. In fragments IV and V, the suffix **-ly** (as in "currently" and "actually") forms
- ▲ adjectives.
  - adverbs.
- d. In fragment IV, the word **currently** means
- ▲ at present.
  - rapidly.
- e. In fragment V, the word **actually** means
- ▲ at present.
  - really.

4. When it comes to choosing a career, it is important to think about your skills, that is, the things that you are good at and have the ability to do well. Replace each icon ♣ with **at** or **with** to complete each question below. Then answer the questions.

- a. Are you good ♣ giving advice?
- b. Are you good ♣ words?
- c. Are you good ♣ solving problems?
- d. Are you good ♣ numbers?
- e. Are you good ♣ people?

## UNITS 3 AND 4 - A



Read the text below and do exercises 1-2.

Write the answers in your notebook.

<b>DIAS Daniel</b>	
Sport	Swimming
NPC	Brazil
Place of Birth	Campinas, BRA
Height	1.71m
Weight	60 kg

Sport Specific Information	
When and where did you begin this sport?	He began swimming at age 16 in Sao Paulo, Brazil.
Why this sport?	He was inspired to take up the sport after watching Brazilian swimmer Clodoaldo Silva compete at the 2004 Paralympic Games in Athens.
Training regime	He trains five to eight times per week, as well as doing pilates.
General Interest	
Sporting philosophy/motto	"Disability is a limiting word that classifies a person. We all have deficiencies and limits. I am not a disabled athlete, I am a Paralympic athlete." <i>From: &lt;arenasports.com.br&gt;, 3 April 2013.</i>
Impairment	He was born without hands. His right arm stopped at his elbow, while his left arm was also shorter and had just a single finger. His right leg finishes at his knee and he has no foot, so he uses a prosthetic to walk. <i>From: &lt;istoe.com.br&gt;, 30 November 2012.</i>
Other information	<b>MOST SUCCESSFUL BRAZILIAN PARALYMPIAN</b> During the 2012 Paralympic Games in London, he took his total of Paralympic medals to 15 and became Brazil's most successful Paralympic athlete. <i>From: &lt;cpb.org.br&gt;, 30 November 2012.</i>

*Available at: <www.paralympic.org/athletes/biographies>. Accessed in: March 2016. (Fragment)*

1. In the London 2012 Paralympics, Daniel Dias won 15 medals. Read his profile and answer the questions below.
  - a. How old was Daniel when he started swimming?
  - b. Who inspired Daniel to take up the sport?
  - c. What does Daniel think about disability?
  - d. How does he define himself?

2. Choose the correct item that completes each sentence below (▲ or ■).
- In "He trains five to eight times per week, **as well as** doing pilates", **as well as** can be replaced with
    - ▲ such as.
    - in addition to.
  - Shorter**, as in the fragment "his left arm was also **shorter**", is the
    - ▲ comparative form of the adjective **short**.
    - superlative form of adjective **short**.
  - In the fragment "Brazil's **most successful** Paralympic athlete", Daniel Dias is compared to
    - ▲ one specific Brazilian Paralympic athlete.
    - all Brazilian Paralympic athletes.
  - Most successful** is the
    - ▲ comparative form of the adjective **successful**.
    - superlative form of the adjective **successful**.

## UNITS 3 AND 4 - B



Read the text below and do exercises 1-5.

Write the answers in your notebook.

### What to Eat Before, During, and After Exercise

By Kathleen M. Zelman, MPH, RD, LD, Reviewed by Brunilda Nazario, MD



What you eat could make your next workout better, whether you're just starting to exercise or you're an athlete in training.

Eating right can help energize your workout. Which foods are best, which should you avoid, and when should you eat?

Sports nutrition expert Christine Rosenbloom, PhD, RD, shares her tips.

I. ★

You need quality carbs, lean protein, heart-healthy fats, and fluids.

Your muscles rely on carbohydrate foods like breads, cereals, pasta, rice, fruits, and vegetables for quick energy.

You need protein for your muscles and for your blood cells, which bring nutrients and oxygen to your muscles.

You also need fluids, or your body will have a hard time performing at its best.

II. ★

There's no one meal that you need to eat before working out. Instead, focus on these 5 things:

Low fat

Moderate in carbs and protein

Low fiber

Includes fluids

Made up of familiar foods that you tolerate well

A grilled chicken sandwich or a slice of cheese pizza might fit the pregame meal description, but stay clear of the fried food (including french fries), greasy burgers, and soft drinks.

Also, a pregame meal isn't the time to try a new food.

III. ★

Water acts as your body's cooling system. You don't want to get dehydrated.

The best way to stay hydrated is to drink plenty of fluids with meals, and drink about 2 cups (16 ounces) of water 2 hours before exercise.

IV. ★

Water is often enough. But if you're exercising for more than 60 minutes in hot, humid conditions, sports drinks may help. They give you carbs and sodium, as well as fluids.

Sports drinks are also a good choice if you play team sports like soccer or football, especially when the temperature and humidity are high. If you sweat a lot, a sports drink might be preferable to water.

Available at: <[www.webmd.com/diet/what-eat-before-during-after-exercise](http://www.webmd.com/diet/what-eat-before-during-after-exercise)>. Accessed in: March 2016. (Fragment)

1. Read the title and the first three paragraphs of the text. Then choose the correct item that completes each sentence below (▲ or ■).

a. The text is an interview with

▲ Kathleen M. Zelman.

■ Christine Rosenbloom.

b. The interview is about

▲ athletes' eating habits.

■ healthy eating tips for people who exercise.

2. Interviews are made of questions and answers. In the text, the four questions are missing. They were replaced by the blue icons 🗨️. Read the answers given in the interview and, then, replace each blue icon 🗨️ with a question from the box below as in the following example.

Is there an ideal meal to eat before exercise?  
 Is it better to stay hydrated with sports drinks or plain water?  
 Why is it so important to drink plenty of liquids during exercise?  
 What is the best thing to eat before exercising for energy and endurance?

Example: a. Question I. *What is the best thing to eat before exercising for energy and endurance?*

b. Question II.

c. Question III.

d. Question IV.

3. Organize the words and expressions from the box below in two word groups.

EXERCISE

NUTRITION

athlete • carbohydrate • eating • fiber • food • football • heart-healthy fats • meal • muscles • nutrients • protein • quality carbs • soccer • sodium • sports • sports drinks • sweat • team sports • training • workout

4. Match the columns below to make up sentences that establish relationships between eating and exercising.

a. If you eat right,

I. a sports drink might be preferable to water.

b. If you eat carbs like breads, cereals and pasta,

II. you will exercise better.

c. If you sweat a lot when you exercise,

III. your body is likely to dehydrate.

d. If you don't get plenty of water and other fluids,

IV. you will have quick energy.

5. Read the fragments in the box below and choose the item that completes each sentence that follows (▲ or ■). Make inferences.

I. "... carbohydrate foods like breads, cereals, pasta, rice, fruits, and vegetables..."

II. "Water acts as your body's cooling system."

a. In fragment I, **like** can be replaced with

▲ such as.

■ as well as.

b. In fragment II, the word **cooling** means

▲ warming; heating.

■ refreshing; refrigerating.



## UNITS 5 AND 6 - A



Read the text below and do exercises 1-5.

Write the answers in your notebook.

### Humans Are Largely Responsible for Recent Climate Change

Over the past century, human activities have released large amounts of carbon dioxide and other greenhouse gases into the atmosphere. The majority of greenhouse gases come from burning fossil fuels to produce energy, although deforestation, industrial processes, and some agricultural practices also emit gases into the atmosphere.

Greenhouse gases act like a blanket around Earth, trapping energy in the atmosphere and causing it to warm. This phenomenon is called the greenhouse effect and is natural and necessary to support life on Earth. However, the buildup of greenhouse gases can change Earth's climate and result in dangerous effects to human health and welfare and to ecosystems. [...]



#### Climate change affects everyone

**Some changes to the climate are unavoidable.** Carbon dioxide can stay in the atmosphere for nearly a century, so Earth will continue to warm in the coming decades. The warmer it gets, the greater the risk for more severe changes to the climate and Earth's system. Although it's difficult to predict the exact impacts of climate change, what's clear is that the climate we are accustomed to is no longer a reliable guide for what to expect in the future.

**We can reduce the risks we will face from climate change.** By making choices that reduce greenhouse gas pollution, and preparing for the changes that are already underway, we can reduce risks from climate change. Our decisions today will shape the world our children and grandchildren will live in.

Available at: <[www3.epa.gov/climatechange/basics/](http://www3.epa.gov/climatechange/basics/)>. Accessed in: March 2016. (Fragment)

1. Read the text about climate change and answer the following questions.
  - a. How are greenhouse gases produced?
  - b. What are greenhouse effects compared to?
  - c. Is the greenhouse effect a bad phenomenon? Why (not)?
  - d. What are the possible consequences of the increase of greenhouse gases?
  - e. How long can carbon dioxide stay in the atmosphere?
  - f. How can we reduce the risks from climate change?

2. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statement(s).
- The exact impacts of climate change are not easy to predict.
  - The climate we are used to can help us predict the climate in the future.
  - We cannot avoid some changes to the climate, but we can reduce the risks from climate change.
3. Read the following fragment. Choose the discourse marker below with the same meaning as the one in **bold**.

“This phenomenon is called the greenhouse effect and is natural and necessary to support life on Earth. **However**, the buildup of greenhouse gases can change Earth’s climate (...).”

- In addition.
  - Nevertheless.
4. Replace the icons 🌀 with the correct form of the verbs in parentheses to complete the following text about climate change. Use the Present Perfect tense.

**Our Earth is warming.** Earth’s average temperature 🌀 (rise) by 1.5F over the past century, and is projected to rise another 0.5 to 8.6F over the next hundred years. (...)

**The evidence is clear.** Rising global temperatures have been accompanied by changes in weather and climate. Many places 🌀 (see) changes in rainfall, resulting in more floods, droughts, or intense rain, as well as more frequent and severe heat waves. The planet’s oceans and glaciers 🌀 (experience/also) some big changes – oceans are warming and becoming more acidic, ice caps are melting, and sea levels are rising. (...)

**Our lives are connected to the climate.** Human societies 🌀 (adapt) to the relatively stable climate we 🌀 (enjoy) since the last ice age which ended several thousand years ago. A warming climate will bring changes that can affect our water supplies, agriculture, power and transportation systems, the natural environment, and even our own health and safety.

Available at: <[www3.epa.gov/climatechange/basics/](http://www3.epa.gov/climatechange/basics/)>. Accessed in: March 2016. (Fragment)

5. Answer the questions below with fragments of the text in exercise 4.
- What are some of the possible consequences of changes in rainfall?
  - What are some examples of big changes in the planet’s oceans and glaciers?
  - How can changes brought by a warming climate affect our lives?

## UNITS 5 AND 6 - B



Read the text below and do exercises 1-3.

Write the answers in your notebook.

### **The Second Mother Review – Master And Servant Roles Under Scrutiny**

The perennially fascinating and tactless subject of 21<sup>st</sup> century servitude is the theme of this well acted and absorbing film – to be compared with Sebastián Silva's 2009 gem *The Maid*, and, from much further back, Joseph Losey's 1960 classic *The Servant*.

What happens when the live-in help get above themselves? And how does the supposedly liberal and relaxed employer class find a way of expressing its fastidious distaste and unease? It is the story of a rich Brazilian family in São Paulo and their housekeeper Val, wonderfully played by Regina Casé. She has been a nanny to the son of the house, as well as all her other duties, earning enough to send money home to pay for the care of her own daughter Jéssica, whom she has not seen for 10 years.

Everyone knows their place and everyone is happy. Now Jéssica shows up: a smart, confident 19-year-old (played by Camila Márdila) hoping to apply for a university place in the city, and Val asks if she can stay with her in her little room while she looks for a place. Soon Jéssica makes herself at home all over the house in all sorts of subtly inappropriate ways, addressing her mother's employers in a subtly insolent manner – and it is clear that the master of the house and the son find her attractive. The unspoken, unspeakable agony of class and caste is cleverly rendered in this funny, serious movie.



Available at: <[www.theguardian.com/film/2015/sep/03/the-second-mother-review-brazil-drama](http://www.theguardian.com/film/2015/sep/03/the-second-mother-review-brazil-drama)>. Accessed in: March 2016. (Fragment)

1. Are the following statements true or false? Write T (True) or F (False) for each statement. Then correct the false statements.
  - a. *The Second Mother* is a movie about servitude.
  - b. The author compares *The Second Mother* with two other movies, *The Maid* and *The Servant*.
  - c. Val has taken care of her daughter since she was 10 years old.
  - d. Val's daughter arrives in São Paulo to apply for a university place.
  - e. Jéssica talks to Val's employers in a formal way.

2. Replace the icons ✪ with the correct form of the verbs in parentheses to complete the paragraphs below and learn more about the movie *The Second Mother* (in Portuguese, *Que Horas Ela Volta?*). Use the Past Simple or the Present Perfect.

*The Second Mother* premiered at the 2015 Sundance Film Festival, in which Casé and Camila Márdila ✪ (share) the World Cinema Dramatic Special Jury Award for Acting. Its European premiere ✪ (take) place in the Panorama section of the 65<sup>th</sup> Berlin International Film Festival, where it ✪ (win) the Panorama Audience Award.

Available at: <[https://en.wikipedia.org/wiki/The\\_Second\\_Mother\\_\(2015\\_film\)](https://en.wikipedia.org/wiki/The_Second_Mother_(2015_film))>. Accessed in: March 2016. (Fragment)

Val ✪ (be) with the family of Dr. Carlos and his hard-working wife Barbara for so long that their handsome son Fabinho considers Val more like another mother than as a housekeeper with added nanny duties. Val ✪ (have) to make certain sacrifices, which include having left her own daughter, Jessica, with Jessica's father, who lives on the other side of the country. As a consequence, she ✪ (not see) her own daughter in over 10 years.

Available at: <[www.hollywoodreporter.com/review/second-mother-que-horas-ela-767428](http://www.hollywoodreporter.com/review/second-mother-que-horas-ela-767428)>. Accessed in: March 2016. (Fragment)

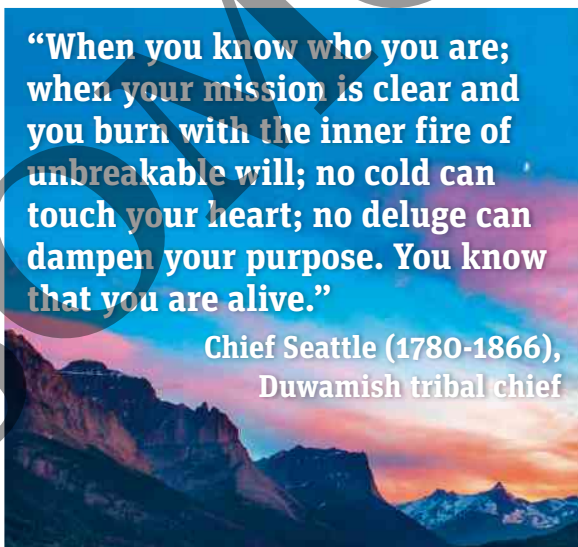
3. Replace each icon ✪ with **since** or **for** to complete the sentences below.
- Val has worked as nanny to Fabinho ✪ 13 years.
  - She has raised him ✪ he was a toddler.

## UNITS 7 AND 8 - A

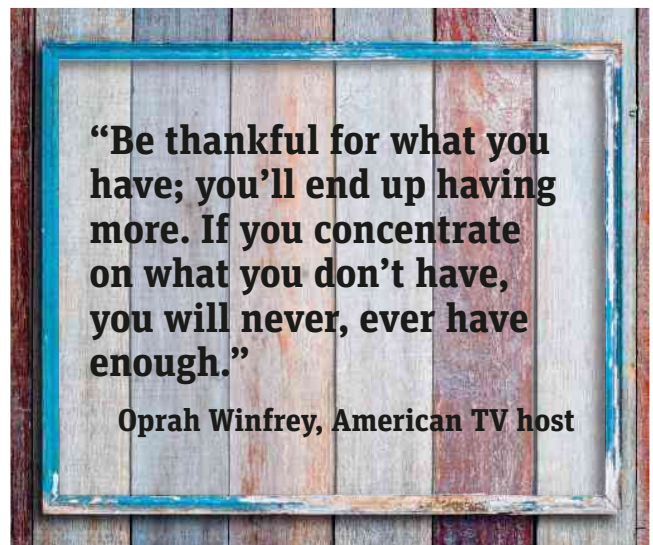


Read the following texts and do exercises 1-8.

Write the answers in your notebook.



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Theerdech Samin/Shutterstock

**“Others have seen what is and asked why. I have seen what could be and asked why not.”**

**Pablo Picasso  
(1881-1973),  
Spanish painter**

Anna Minkai/Shutterstock

**“The lotus is the most beautiful flower, whose petals open one by one. But it will only grow in the mud. In order to grow and gain wisdom, first you must have the mud – the obstacles of life and it’s suffering. The mud speaks of the common ground that humans share, no matter what our stations in life. Whether we have it or we have nothing, we are all faced with the same obstacles: sadness, loss, illness, dying and death. If we are to strive as human beings to gain more wisdom, more kindness and more compassion, we must have the intention to grow as a lotus and open each petal one by one.”**

**Goldie Hawn, American actress**

Elena Elisseeva/Shutterstock

Available at: <[www.values.com/inspirational-quotes](http://www.values.com/inspirational-quotes)>. Accessed in: March 2016.

- The quotations above are related to values that can guide our way of living. Match the columns below to identify the value related to each quotation.
  - Chief Seattle’s quotation I. Creativity
  - Oprah Winfrey’s quotation II. Perseverance
  - Pablo Picasso’s quotation III. Gratitude
  - Goldie Hawn’s quotation IV. Purpose
- Pablo Picasso was a Spanish painter, sculptor, printmaker, ceramicist, stage designer, poet and playwright. Which of the quotations below is closely related to Picasso’s quotation “Others have seen what is and asked why. I have seen what could be and asked why not”?
  - “Logic will get you from A to B. Imagination will take you everywhere.”  
(Albert Einstein (1879-1955), German theoretical physicist and philosopher)
  - “You can’t use up creativity. The more you use, the more you have.”  
(Maya Angelou (1928-2014), American writer, dancer, producer and director)
- “Is the glass half empty or half full?” is a common question, generally used to demonstrate that a situation may be seen in different ways depending on one’s point of view and that it could be a cause for optimism (“half full”) or pessimism (“half empty”). According to Oprah Winfrey’s quotation, which point of view does she prefer: a glass-half-empty or a glass-half-full perspective?



Don Pablo/Shutterstock

**4.** The words in the first column below were taken from Chief Seattle's and Goldie Hawn's quotations. Match them to their meanings in the second column. Make inferences.

- |           |   |
|-----------|---|
| a. will   | I. a great flood.                           |
| b. deluge | II. exert much effort or energy; try hard.  |
| c. strive | III. sagacity; discernment, good judgement. |
| d. wisdom | IV. desire; purpose; determination.         |

**5.** Goldie Hawn is an American actress. In her quotation, what is compared to the obstacles of life and its suffering?

- a. The petals of the lotus.
- b. The mud in which the lotus grows.

**6.** According to Goldie Hawn, we should grow as a lotus and open each petal one by one. What does the lotus represent in her quotation?

- a. People's capacity to overcome obstacles and become better.
- b. People's desire to avoid the obstacles of life and its suffering.

**7.** Chief Seattle was the leader of the Suquamish and Duwamish native American tribes. In his quotation, does each word below have a positive or a negative meaning?

- |         |           |           |
|---------|-----------|-----------|
| a. burn | c. cold   | e. dampen |
| b. fire | d. deluge |           |

**8.** Replace the icons ★ with the correct form of the verbs in parentheses to complete the quotes below.

- a. "For the past 33 years, I have looked in the mirror every morning and asked myself: 'If today ★ (be) the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No' for too many days in a row, I know I need to change something." (*Steve Jobs*)
- b. "If the highest aim of a captain were to preserve his ship, he ★ (keep) it in port forever." (*Thomas Aquinas*)
- c. "I think every person has their own identity and beauty. Everyone being different is what is really beautiful. If we ★ (be) all the same, it would be boring." (*Tila Tequila*)
- d. "The word 'happiness' ★ (lose) its meaning if it were not balanced by sadness." (*Carl Jung*)
- e. "If your mother ★ (not know) how to love herself, or your father (not know) how to love himself, then it would be impossible for them to teach you to love yourself." (*Louise L. Hay*)
- f. "Most people would succeed in small things if they ★ (not be) troubled with great ambitions." (*Henry Wadsworth Longfellow*)

Available at: <[www.brainyquote.com](http://www.brainyquote.com)>. Accessed in: March 2016.

## UNITS 7 AND 8 - B



Read the text below and do exercises 1-4.

Write the answers in your notebook.

### A Guide to Time Management

#### Making A Task List

##### Why Make A Task List?



How you keep track of the work you have to do can have a great impact on how effectively you manage your time. Making a written list (called a “task list” or “to-do list”) of everything that needs to get done is a simple, yet amazingly powerful, strategy. [...]

One of the most useful aspects of task listing is that it provides a reality check for students at both ends of the spectrum of workload stress. A few students feel overwhelmed and stressed out because they overestimate how much work they have to do and the time needed to do it. Making a task list enables these students to get a realistic picture of their workload and helps them to realize it's more manageable than they assumed or imagined.

Task listing provides an equally important reality check for students who underestimate their workload and have a serious lack of awareness of how much work there really is to do. They habitually put things off with the assumption that they'll have time to do it “later,” and as a result end up always being behind and handing work in late, or not at all.

Making a list of academic tasks on a regular basis provides several other benefits:

- You'll be less likely to forget even minor tasks
- You can determine which tasks have high priority and need to be done first, ensuring that deadlines will be met
- You'll have both a short- and long-range view of the work coming up
- You may procrastinate less when you have a realistic idea of how much work needs to be done

Available at: <[www.learningcommons.uoguelph.ca/guides/time\\_management/](http://www.learningcommons.uoguelph.ca/guides/time_management/)>. Accessed in: March 2016. (Fragment)

1. The words in the first column below were taken from the second and the third paragraphs of the text. Match them to their meanings in the second column. Make inferences.

- |                        |  |
|------------------------|--|
| a. overwhelmed         | I. supposition   |
| b. overestimate        | II. deficiency or absence  |
| c. enable              | III. consciousness, perception   |
| d. realize             | IV. easy to control or deal with   |
| e. manageable          | V. be late or slow in something  |
| f. underestimate       | VI. schedule something for a later time  |
| g. lack                | VII. understand or become aware of something                                       |
| h. awareness           | VIII. make someone or something able to do or to be something                      |
| i. put (something) off | IX. guess that something is worth less or is smaller than it really is             |
| j. assumption          | X. charged with too many tasks, with too many things to deal with                  |
| k. be behind           | XI. think that something is or will be greater or more important than it really is |

2. Replace the icons 🎯 with the correct form of the verbs in parentheses to complete the sentences below and find out two students' plans for the weekend. Use the Future with **going to**.



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- a. Henry: "I have so many things to do! So many texts to read! So many assignments! I 🎯 (spend) the whole weekend studying. I can't waste time!"
- b. Kevin: "My brother and I 🎯 (have) a lot of fun at the beach this weekend. I 🎯 (surf) and he 🎯 (play) beach soccer. I know I have a lot of stuff to read and study, but I can do it on Monday morning. I 🎯 (not study) during the weekend."

3. Go back to exercise 2. Is Henry an example of the students mentioned in the second or the third paragraph of the text? What about Kevin?

4. In your opinion, is a task list a really useful strategy? Are you going to make a task list to help you manage your time? If so, what are the benefits you expect?