

G distancing

V expressions with time

P linking in short phrases

1 SPEAKING

- a When you are working or studying, do you tend to do one task at a time and concentrate on it, or do you multitask, i.e., try to do several things at once? Give examples.
- b Look at some examples of multitasking. Rate them 1–3 (1 = easy to do at the same time, 2 = possible to do at the same time, but can be distracting, 3 = very difficult or even dangerous to do at the same time).
- talking to a friend on the phone while you are cooking
 - checking your email or texting while you are working or studying
 - having a conversation with a friend when you are out jogging together
 - checking an alternative route on your GPS when you are driving
 - talking on a hands-free phone while you are driving
 - listening to music while you are studying or working
 - listening to music while you are exercising
 - sending a message while talking to a friend
- c Talk to a partner.
- 1 Compare your scores for **b**, and explain your ratings.
 - 2 Which of the pairs of activities above do you do? To what extent do you think doing one thing affects how well you do the other?
 - 3 Do you think multitasking helps you to use your time better?

2 READING

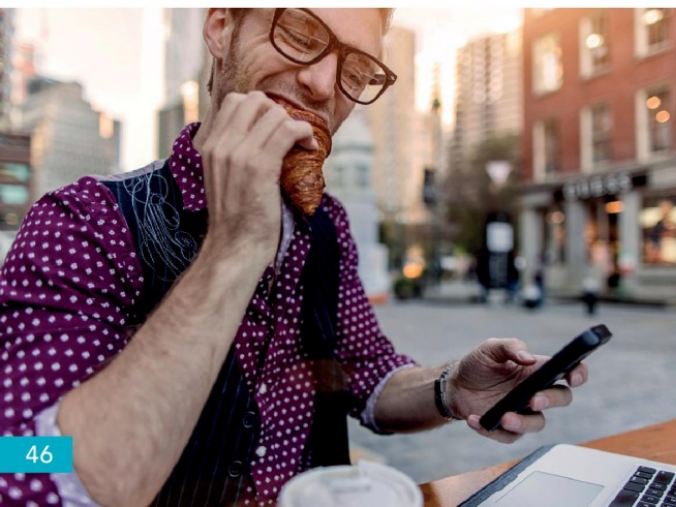
- a You are going to read two extracts about time management: one from a newspaper article and one from a science website. Read the extracts once. With a partner, look at the four headings and choose the best one for each extract.
- Get started, get finished
Increased efficiency, increased satisfaction
You think you can do it, but can you really?
The sport of saving time
- b Read the extracts again. Mark the sentences **T** (true) or **F** (false). Correct the **F** ones.
- 1 It is often dangerous to talk to a friend while walking on the street.
 - 2 It is more difficult to make a decision when you are doing two things at the same time.
 - 3 It is difficult to maintain a conversation when you are driving if you also have to read a road sign.
 - 4 Researchers have discovered that people trained in mindfulness are unable to multitask.
 - 5 Mindfulness training develops people's ability to concentrate.
 - 6 The quality of your work is not affected by how much you enjoy it.

LEXIS IN CONTEXT

🔍 Learning verbs with dependent prepositions

Some verbs are always followed by a particular preposition before an indirect or direct object, e.g., *depend on*, *worry about*, etc. It is important to make a note of these prepositions when you learn new verbs.

- c Look at some common verbs and verb phrases from the texts. Fill in the blanks with the preposition that usually follows them.
- 1 deal _____ something
 - 2 concentrate _____ something
 - 3 be capable _____ something
 - 4 focus _____ something
 - 5 become aware _____ something
 - 6 be faced _____ something
- d Talk to a partner.
- 1 Have you ever made a mistake or had an accident because you were multitasking? Does the first text explain in any way why it might have happened?
 - 2 What advice do you get from the two texts about how to multitask successfully?



A

MULTITASKING is a natural everyday occurrence. We can cook dinner while watching TV and we can talk to a friend while walking down the street without bumping into anybody or getting run over. However, research suggests that there is an enormous difference between how the brain can deal with what are referred to as “highly practiced tasks,” such as cooking or walking, and how it responds when, for example, you think about adding another ingredient or you decide to change the direction you are walking in. In this case, our brains require us to concentrate on the activity at hand.

Problems also arise when we try to do two or more tasks that are in some way related. Most people feel they are perfectly capable of driving and having a conversation at the same time. This is fine until they need to process language while driving, for example, read a road sign. Then the language channel of the brain gets clogged and the brain can no longer cope. A similar thing occurs if the conversation is about something visual, for example your friend describing what his new apartment looks like. In this case, as you try to imagine what he is describing, the visual channel of the brain is overloaded and you can no longer concentrate on the road.

SPACE TECHNOLOGY ENVIRONMENT HEALTH SCIENCE IN SOCIETY

B

MINDFULNESS refers to moment-by-moment awareness of thoughts, feelings, bodily sensations, and the surrounding environment. It focuses the brain on the present moment, instead of on the past or the future, and is gaining popularity as a practice in daily life.

A recent experiment conducted by psychologists in the US looked at the effects of mindfulness training on the multitasking behavior of workers in high-stress environments. They found that when asked to do multiple tasks in a short period of time, those who had been trained in mindfulness had a better memory for details and were able to maintain more focus on each task. They did not get distracted by worrying about the other tasks that still needed doing. This may well be because mindfulness training helps us to become more aware of where we are focusing our attention, so it makes sense that we are then better equipped to deal with a demanding work environment.

According to another study, mindfulness training can help improve people's attitudes towards work. Let's say you are faced with a large pile of invoices to process. If your mind starts to look for more interesting things to do, it is going to take you longer and you will probably make mistakes. If you can look at this task with a calm, clear, and engaged mind, you will be more efficient and you might even find some enjoyment in the process.

Comment Print

3 LISTENING

- a You are going to listen to *The Chocolate Meditation*, a well-known exercise used to introduce people to the idea of mindfulness. Before you listen, with a partner, say what you think these verbs mean.

unwrap inhale pop (something) into
melt chew swallow



- b 5.1 Close your eyes and listen. Imagine doing all the stages.

- c Listen again. What does the speaker say about ...?

- | | |
|-----------------------------------|---------------------------------------|
| 1 the type of chocolate to choose | 4 what to do before you eat it |
| 2 what to do before you unwrap it | 5 what to notice and do as you eat it |
| 3 what to notice as you unwrap it | 6 when to swallow it |

- d What is the main message of the meditation? Do you agree that mindfulness could “change your whole day”? Can you think of any other everyday activities you could try this approach with?

4 GRAMMAR distancing

- a Read some sentences about the origins of mindfulness. Then focus on the **highlighted** phrases. What do they have in common? What effect would it have on the meaning if they were left out?

- Jon Kabat-Zinn, Professor of Medicine at the University of Massachusetts, is **considered to be** the “father” of mindfulness.
- He **claims to** help patients cope with stress, pain, and illness.
- It appears that** mindfulness is beneficial in lowering blood pressure and decreasing anxiety.

- b p.150 Grammar Bank 5A Learn more about distancing, and practice it.

5 WRITING

You are a journalist. Your editor has asked you to write three breaking news stories for the website. However, you have to be careful what you say because the facts haven't been confirmed yet. Write two or three sentences for each headline, using the prompts and appropriate distancing expressions.

Politician's wife seeks divorce

Which politician? After how many years of marriage? What do people say is the reason?

Basketball player linked to cheating scandal

Which basketball player? What did he do? What is his team planning to do about it?

Sugar: the new health benefits

What are the benefits? How much sugar do you need to eat? When / In what form should you eat it?

6 SPEAKING & LISTENING

- a Read an article about a survey by the watch manufacturer Timex. With a partner, complete the information with a time from the list.



Things we hate waiting for—and how long before we freak out!

According to a US survey, there's a limit to how long people will wait for something before getting annoyed and trying to do something about it. The average wait in different situations before people lose patience is:

Survey Results

	Length of time
for a blind date to arrive	
for a bus / train	
for a car in front of you to start moving when the light turns green	
for a table in a restaurant	
for people to stop talking during a movie at the movie theater	
for the doctor	
for your partner to get ready to go out	
in a line at a coffee shop	


5 seconds 2 minutes 7 minutes 15 minutes
20 minutes 21 minutes 26 minutes 32 minutes

- b **Communication** The Timex survey p.108 Check your answers to a. Then with your partner, say:
- how long you would wait.
 - what you would do or say when you had gotten frustrated with waiting.
- c **5.2** Now listen to six people talking about waiting for things. What situations do they complain about?
- d Listen again. Who...?
- 1 ☐ wishes other people would just be as quick and efficient as they are
 - 2 ☐ says that the person they're waiting for always comes at the last possible minute
 - 3 ☐ uses a strategy to try to avoid having to wait
 - 4 ☐ doesn't mind waiting if other people follow the rules
 - 5 ☐ says how long they're prepared to wait before getting very annoyed
 - 6 ☐ gets frustrated by sitting watching something happen very slowly
- e Do you identify with any of the speakers? In what other circumstances do you hate having to wait?

7 VOCABULARY expressions with time

- a Can you remember the missing words in these sentences from the listening?
- 1 ...but more often they'll say, "Could be _____ time 7 a.m. to 7 p.m."
 - 2 ...you actually sort of see one line loading _____ a time.
 - 3 ...I always turn up _____ time, in fact usually at least five minutes early.
- b **5.3** Listen to the extracts and check.
- c **V p.167 Vocabulary Bank Expressions with time.**
- d Complete these sentences so that they're true for you, or reflect what you think. Then compare with a partner.
- 1 By the time I'm _____, I'll be _____.
 - 2 Everyone should _____ from time to time.
 - 3 It's only a matter of time before _____.
 - 4 _____ is taking up a lot of my time right now.
 - 5 I think _____ is a waste of time.
 - 6 It's going to take me a long time to _____.
 - 7 It's about time I _____.
 - 8 I find _____ very time-consuming.
 - 9 If I had more time off, I'd _____.

8 PRONUNCIATION linking in short phrases


a  **5.7** Listen to sentences 1–10. Why are the words linked? Read the information box and check.

- 1 We need to make up for lost time.
- 2 He gave me a really hard time.
- 3 We're going to run out of time.
- 4 Could I have some time off next week?
- 5 At times I feel like giving up completely.
- 6 Time's up. Please stop writing.
- 7 Let's not waste time on that.
- 8 It's only a matter of time before they break up.
- 9 Did you have a good time last night?
- 10 It's about time you learned to cook!

Understanding linking

When people speak quickly, many phrases are linked together so they sound like one word. This is often because:

- 1 a consonant sound at the end of a word is linked to a vowel sound at the beginning of the next, e.g., *I met him a long time ago.*
- 2 a word ending with a consonant sound is followed by a word beginning with the same consonant sound, e.g., *I need some more time.* This also applies to two very similar sounds, e.g., /d/ and /t/, e.g., *Have a good time!*, and /z/ and /s/, e.g., *Please sit down.*
- 3 a word ending in -r or -re (e.g., *are*) is followed by a word beginning with a vowel sound, an /r/ sound is added to link the words together, e.g., *We're early.*

b  **5.8** Listen to some three-word phrases that are often heard as one word. First you will hear the phrase on its own, and then you'll hear it in context. What are the phrases?

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

c Practice saying the sentences and phrases in a and b, trying to link the words.

9 SPEAKING

With a partner, answer the questions in *Time and you*. Give examples to illustrate your answers using language from the box.

Giving examples

- | | | |
|---------------------|-----------------|----------------------------|
| 1 For example, ... | 3 ...such as... | 5 ...like... |
| 2 For instance, ... | 4 ...like... | 6 An example of this is... |



Time and you

When you take an exam or test, do you tend to **have time left** at the end or do you usually **run out of time**?

When you were younger, did your parents **give you a hard time** if you came home late? Is there anything else that they used to give you a hard time about?

On a typical weekday morning, are you usually **short on time**? Is there anything you could do to **give yourself more time**?

Do you have any apps that you think really **save you time**? How often do you use them?

What do you usually do to **kill time** while you're waiting at an airport or a train station? In what other situations do you sometimes have to kill time?

When you go shopping, do you like to buy things as quickly as possible or do you prefer to **take your time**?

Is there anything or anybody who is **taking up a lot of your time** right now? How do you feel about it?

Are you usually **on time** when you meet friends? Does it bother you when other people aren't on time?

Do you usually get to the airport or train station **with time to spare** or at the last minute? What do you think this says about your personality?

What do you most enjoy doing when you've got some **time on your hands**?

seem / appear

- 1 **It seems / appears that** when people multitask, they in fact do one thing after another in quick succession.
The new marketing manager **seems / appears to be** very friendly.
Excuse me. **There seems to be** a mistake with my order.
 - 2 **It would seem / appear that** Mr. Young had been using the company's assets to pay off his private debts.
- 1 We often use *seem* and *appear* to give information without stating that we definitely know it is true, in this way distancing ourselves from the information.
We can use *It seems / appears + that + clause*, or *subject + seem / appear + infinitive*.
- 2 We use *It would seem / appear + that + clause* to distance ourselves even further from the information, making it sound even less sure. This is more formal than *It seems / appears...*

the passive with verbs of saying and reporting

- 1 **It is said that** using a washing machine saves people on average 47 minutes a day.
It has been announced by a White House spokesperson **that** the president has been taken to the hospital.
- 2 The company director **is expected to resign** in the next few days.
The missing couple **is understood to have been living** in Panama for the last five years.
- 3 There **are thought to be** over a thousand species in danger of extinction.

Another way of distancing ourselves from the facts, especially in formal written English, is to use the passive form of verbs like *say*, *think*, etc., to introduce them. We can use:

- 1 **It + passive verb + that + clause.**
• Verbs commonly used in this pattern are: *agree, announce, believe, expect, hope, say, suggest, and think*.
- 2 **subject + passive verb + infinitive.**
• Verbs commonly used in this pattern are: *believe, expect, report, say, think, and understand*.
- 3 **There can also be used + passive verb + infinitive.** Compare:
It is said that there are more than five million people living in poverty in this country.
There are said to be more than five million people living in poverty in this country.

other distancing expressions: *apparently, according to, may / might*

- 1 **Apparently**, Jeff and Katie have separated.
 - 2 **According to** new research, the idea that we have to drink two liters of water a day is a myth.
 - 3 Dinosaurs **may have died out** due to extremely rapid climate change.
There are rumors that the band, who broke up ten years ago, **might be planning** to reform and record a new album.
- 1 We use *apparently* (usually either at the beginning or the end of a phrase) to mean that we have heard / read something, but that it may not be true. This is very common in informal conversation.
- 2 We use *according to* to specify where information has come from. We use it to attribute opinions to somebody else. NOT *According to me...*
- 3 Using *may / might* also suggests that something is a possibility, but not necessarily true.

- a Complete the sentences with *one* word to distance the speaker from the information. Sometimes more than one answer may be possible.

Apparently, people who multitask often have concentration problems.

- 1 It _____ that the less children sleep, the more likely they are to behave badly.
- 2 It _____ appear that someone has been stealing personal items from the changing rooms.
- 3 Mark _____ to have aged a lot over the last year.
- 4 He may not look it, but he is _____ to be one of the wealthiest people in the country.
- 5 _____ to some sources, the latest research is seriously flawed.
- 6 Despite the fact that there will be an autopsy, his death is _____ to have been from natural causes.
- 7 _____ are thought to be several reasons why the species died out.
- 8 The missing couple is believed _____ have had financial difficulties.
- 9 It is understood _____ the senator will be resigning in the near future.

- b Rewrite the second sentence so that it means the same as the first.

People say that mindfulness helps people to deal with stressful work environments.

It is *said that mindfulness helps people to deal with stressful work environments*.

- 1 Apparently, people who work night shifts die younger.
It would _____.
- 2 It is possible that the prisoners escaped to Canada.
The prisoners may _____.
- 3 We expect that the mayor will make a statement this afternoon.
The mayor is _____.
- 4 The company has announced that the new drug will go on sale shortly.
It _____.
- 5 People believe that stress is responsible for many common skin complaints.
Stress _____.
- 6 The instructions say you have to charge the phone for at least 12 hours.
According _____.
- 7 It appears that the government is intending to lower the interest rate.
The government _____.
- 8 People have suggested that birth order has a strong influence on children's personality.
It _____.
- 9 It seems that there are more bike riders on the road than there used to be.
There _____.

1 VERBS

a Complete the sentences with the verbs in the list.

give have kill make up for run out of save
spare spend take (x2) take up waste

- 1 I waste **a lot of time** playing games and messaging on my computer instead of studying.
- 2 If you take the freeway, you'll _____ **time**—it's much quicker than the local roads.
- 3 I had three hours to wait for my flight, so I sat there doing *sudoku* puzzles to _____ **time**.
- 4 There's no hurry, so _____ **your time**.
- 5 When my mother was young, she never had the chance to travel. Now she's retired and wants to _____ **lost time**, so she's booked a trip around the world.
- 6 The novel is 700 pages long and I'm a slow reader. It's going to _____ **me a long time** to finish it.
- 7 I'd better go home now. If I'm late again, my dad will _____ **me a hard time**.
- 8 I would like to go camping this weekend, but my final exams are next week, so I can't _____ **the time**.
- 9 My children _____ **all my time**—I never seem to get to read a book or watch a movie!
- 10 New York's such a fantastic city! You're going to _____ **the time of your life** there.
- 11 Let's not _____ **too long** at the museum or we'll _____ **time**.

b 5.4 Listen and check.

2 PREPOSITIONAL PHRASES

a Complete the **Prepositions** column with the prepositions in the list.

at (x3) before behind by from (x2) in off on to (x2)

Prepositions

- 1 I'm really punctual, so I hate it when other people aren't _____ **time**. on
- 2 I've never heard of that singer. He must have been _____ **my time**. _____
- 3 _____ **the time** we got to our hotel, it was nearly midnight. _____
- 4 I missed the birth of my first child. I was on a plane _____ **the time**. _____
- 5 He's been working too hard recently. He needs some **time** _____. _____
- 6 If we don't take a taxi, we won't get to the airport _____ **time** for the flight. _____
- 7 I don't eat out very often, but I get takeout _____ **time to time**. _____

- 8 He suffers from back pain and it makes him a little irritable _____ **times**. _____
- 9 You can come **anytime** _____ **10:00** _____
_____ **2:00**. _____
- 10 He's a little _____ **the times**—he still thinks men should wear a suit and tie at work. _____
- 11 Don't try to multitask. Just do **one** thing _____ **a time**. _____

b 5.5 Listen and check.

3 EXPRESSIONS

a Match sentences 1–12 to A–L.

- 1 The referee's looking at his watch.
- 2 He hardly spoke to me at lunch.
- 3 I'm really looking forward to my vacation.
- 4 I'm sorry, I can't help you this week.
- 5 I can't afford a new computer.
- 6 She's sure to find a job eventually.
- 7 I think I need to take up a hobby.
- 8 Stop writing, please.
- 9 I thought I was going to be late.
- 10 You look very young in that photo.
- 11 I hate doing my taxes.
- 12 You've had that computer for years.

- A But in the end I got to the airport **with time to spare**.
- B He spent **the whole time** talking on his cell phone.
- C **Time's up**. The exam is over.
- D I'm a little **short on time**.
- E I've got **time on my hands** since I retired.
- F I'll have to make do with this one **for the time being**.
- G It's only **a matter of time**.
- H It must have been taken **a long time ago**.
- I **There isn't much time left**.
- J **This time next week** I'll be lying on the beach.
- K **It's about time** you got a new one.
- L They're incredibly tedious and **time-consuming**.

b 5.6 Listen and check.

ACTIVATION Choose six of the **bold** time expressions and write a synonym or a phrase with the same meaning, e.g., **save time** = spend less time, **on time** = punctual.

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