

### Unit 3. ECOMING INDEPENDENT

#### PART 3: READING

##### I. Read the text and do the tasks below.

Many young people strive to be independent. That means you are able to take care of yourself, and you don't have to rely on anyone else. However, to live independently, you need a number of life skills in order not to depend on your parents and older brothers or sisters. One of the most important skills is time management which can help you build your confidence and self-esteem. With good time management skills, you can perform your daily tasks, including your responsibilities at school and at home with pleasing results. Moreover, you will not feel stressed when exam dates are approaching. These skills can also help you act more independently and responsibly, get better grades at school and have more time for your family and friends.

Developing time-management skills is not as challenging as you may think. Firstly, make a plan for things you need to do, including appointments and deadlines. Using a diary or apps on mobile devices will remind you of what you need to accomplish and when you need to **accomplish** it. Secondly, prioritize your activities. You need to decide which tasks are the most urgent and important and then, concentrate on these first. This way, you may not be at a loss to deal with too much work at the same time. Thirdly, develop routines because routines, when established, take less time for you to do your tasks.

Time management skills are not hard to develop; once you master them, you will find out that they are great keys to success and you can become independent.

##### **Task 1. Decide whether the following statements are True, False or Not Given.**

1. Not only young people try to be independent. ....
2. People will be independent when they are mature. ....
3. Time-management is the only thing you need to be independent. ....
4. Teenagers can have more confidence and self-esteem when they are good at managing their time. ....
5. Good time-management can help teenagers get better grades at school. ....

##### **Task 2. Choose the best answers for the following questions.**

1. What is the main idea of the passage?
  - A. Young people need a lot of life skills to be independent.
  - B. Teenagers can have more confidence and self-esteem if they have good time-management skills.
  - C. Mastering time-management skills can bring many benefits and there are three steps to develop them.
2. Which of the following is not mentioned as benefits of good time-management?
  - A. Be more confident and self-esteem.
  - B. Complete the daily tasks with the best result.
  - C. Get better grades at school and have more time for other activities.
3. How can you prioritize your activities?
  - A. Make schedule for things you need to do.
  - B. Concentrate on the most urgent and important tasks first.
  - C. Try to establish routines.

4. What does the word **accomplish** mean?

A. Complete      B. Involve      C. Duty

5. What is the author's viewpoint on developing time-management skills?

A. It's hard but you can master it well.  
B. It's very challenging to build.  
C. It's easier to master than people think.

**II. Fill in each blank with a suitable word in the box.**

*reasonable*

*confidence*

*independent*

*Encourage*

*alone*

*complete*

*worth*

*set*

*giving*

*reward*

Helping your child to become an independent learner One of the most important learning skills you can help your child to develop is to become an (1.) ..... learner. Children who are more independent learners tend to have more self-confidence and have a greater sense that they are in control of their learning. Encouraging independent learning can happen from a young age, but it can be hard for parents who are not trained teachers to know when they are (2.) ..... too much help and when they are not giving enough. If you regularly help your child with their homework, there are a few simple steps you can take to help your child become more independent learners.

✓ Help your child to answer the first question or two in an activity then allow them to do the next ones by themselves. (3.) ..... them to get the answer themselves, but if they are struggling it may help them to point out how you would find the answer.

✓ Negotiate a time limit on how long they think it will take them to finish the rest of the activity to help them stay focused on their work. Perhaps even (4.) ..... a timer on your phone and encourage them to 'race' the clock. The time limit should be (5.) ..... so that children can complete the activity with neat writing.

✓ If your child is used to your presence when they (6.) ..... their homework, gradually move away from them over a period of time. Helping them to start their homework and then moving to sit nearby but not with them while they finished can give them the comfort of you being there but encourage them to complete the work by themselves. Over time you can put more distance between you until they are able to work (7.) ..... while you are able to get on with other things you might need to do.

✓ Set aside time after your child has finished their homework to spend some time alone and focused on them. You could play a game together or read a story. It's a good (8.) ..... for having finished their work by themselves. Most importantly, be firm. If your child won't try to work independently or is fussing over something that they can do quite easily when you are there, let them know that you have (9.) .....

in their ability to do it by themselves but you won't help them unless they really need it. It can be hard to say 'no, but it is (10.) ..... seeing them become more confident and self-assured as learners and people.

**III. Read through the text below, answer the questions below.**

Scottish Independence The majority of people in Scotland are in favour breaking away from the rest of the UK and becoming independent, according to a poll taken just before the 300th anniversary of the Act of

Union, which united Scotland and England.

A pair of Acts of Parliament, passed in 1706 and 1707 that came into effect on May 1, 1707, created Great Britain. The parliaments of both countries were dissolved, and replaced by a new Parliament of Great Britain in Westminster, London.

The poll showed support for independence for Scotland is running at 51%. This is the first time since 1998 that support for separation has passed 50%, and the first time since devolution gave power to the country in 1999. Six months before elections for the Scottish Parliament, these poll results come as good news to the Scottish Nationalist Party, who are hoping to make progress against Labour and further the cause of an independent Scotland.

Many people have become disillusioned with devolution, and believe that the Scottish Parliament has failed to deliver what they had hoped it would; only a tenth have no opinion. In fact, only 39% of those polled want to keep things as they are.

1. Scotland and England \_\_\_\_.

- A. have always been united.
- B. want to break up the union.
- C. have been united for a long time.
- D. were united by war.

2. Great Britain \_\_\_\_.

- A. was formed by an Act of Parliament in 1706.
- B. was formed by two Acts of Parliament in 1707.
- C. was formed by an Act of Parliament that came into effect on May 1st 1707.
- D. was formed by Acts of Parliament that came into effect on May 1st 1707.

3. People who want independence for Scotland \_\_\_\_.

- A. are the vast majority.
- B. are in the minority.
- C. are the slight majority.
- D. have decreased in number since devolution.

4. The majority of people wanted independence for the first time \_\_\_\_.

- A. before devolution.
- B. in 1999.
- C. after devolution.
- D. before and after independence.

5. The results of the poll are good news \_\_\_\_.

- A. for Labour.
- B. for both parties.
- C. for the Scottish Nationalist Party.
- D. for devolution.

6. Most people's opinions of devolution \_\_\_\_.

- A. have gone up.
- B. have gone down.
- C. are the same.
- D. make progress against Labour.

7. The number of people who want to keep things as they are \_\_\_\_.

- A. is greater than those that don't know.
- B. is smaller than those that don't know.
- C. is increasing
- D. is the majority.