

Lesson Plan: Time

What time management skills do your students use? This lesson plan from *In Company 3.0* Pre-intermediate (B1) looks at attitudes to time in the workplace via a reading based on an experiment done at AOL, and makes use of an engaging and realistic listening text to look at discussions around deadlines and delays.

Level: Pre-intermediate B1

Time: approx 60 minutes or longer depending on how the activities are used

How to use this lesson plan:

The lesson can be used for the whole class, who can work in pairs or small groups. Download and print out the [Student's Book pages](#) so each student has a copy and download the [audio files](#).

Learning objectives

The aspects of time examined in this unit* include attitudes to time, an interesting experiment by one company to do away with time, one writer's advice on how to be a good time-waster and whether effective time management is a myth.

Students learn some important collocations with the word *time*, study some useful techniques for organizing their time and practise talking about plans for the working day.

The grammatical focus is on *going to* versus *will*, and the lexical focus is on working conditions.

In this first section, students look at some useful collocations, discuss the link between time and money, and talk about their working hours. They also read about an unusual experiment in which a company removed all the clocks from its headquarters. They examine some vocabulary from the text before moving on to study the future with *going to* and *will*.

Warm-up

Write the word *time* on the board and ask students to tell you as many expressions with time and sayings about time as they can think of, either in English or in their own language. You might like to start them off with a few English sayings such as ***Time flies (like an arrow)*** and ***Time waits for no man***.

Focus attention on the quotation about time management, but don't spend too long on this as it is looked at again in 3. Elicit a quick response from students, then ask them what time management skills they use.

1 Students should be able to complete these words fairly easily. When checking answers, ask students to read the whole collocation aloud so that they get used to hearing the words in combination. You could also ask them to put the collocations into sentences as you check the answers, though they will be using them to complete sentences in the next exercise.

ANSWERS

spend, save, waste, have, invest

All of the above words can collocate with time and money.

2 When students have completed the sentences, they discuss with a partner or in small groups whether the sentences are true for them or not. Have a class feedback session to compare opinions.

ANSWERS

a end **b** save **c** have **d** waste

* This lesson plan contains selected sections from *In Company 3.0* Pre-intermediate level, unit 15. Not all of the activities mentioned in the Learning objectives section will be included in this sample lesson plan.

3 Ask students to discuss the questions with a partner and then report back to the class. Point out for question b) that Stefan Töpfer's rules are in the quotation in the margin. If you have time, you might like to ask students to add to these rules. At this point, you could ask students to say whether they are ***larks*** (people who have most of their energy in the morning, but tend to flag as the day goes on) or ***owls*** (those who are not much good in the morning, but are able to stay awake, concentrate and act energetically until late at night). If you do any team activities during this unit, you could use this division to form the teams.

4 Encourage students to read the questions first and to predict what the article will be about. This will make it easier for them the first time they read it. After students have read the article and answered the questions, allow them to compare their answers with a partner before you check answers with the class. Don't forget to elicit the students' own reactions to the article. Would they like to try the experiment in their company?

ANSWERS

a They removed all the clocks from their UK headquarters.

b To investigate how time pressure can lead to stress, and to see how an environment without clocks affects productivity.

c Because it is easy to measure.

d Because it doesn't always correspond to the natural rhythms of the human body.

e Most people carried on as normal or enjoyed the experience; one person found it disorienting; one office manager was against it and found it chaotic.

5 This could be done as a race, with the first pair of students to find all the words and phrases raising their hands. They then read out their list to the class so everyone can check their answers.

ANSWERS

a carry on **b** lead to **c** measure **d** drop off **e** hang on

6 Students work individually to complete the sentences. Point out that one answer (e) needs to be changed to the third person singular. Check answers with the class.

ANSWERS

a lead to **b** measure **c** hang on **d** carry on **e** drops off

7 Students work with a partner to discuss the sentences in 6. Make sure they give reasons for their opinions.

8 Do this exercise with the whole class, making sure *everyone* is clear about the use of *going to* to talk about future plans and intentions.

ANSWERS

a the future **b** We intend to bring the clocks back ...

9 Students work with a partner to make sentences using *going to* about their plans for the following day. Ask some pairs to report back their sentences to the class.

The new database

In this section, students listen to a conversation about delays in getting a new database up and running. They answer questions about this problem and complete sentences with useful vocabulary for talking about deadlines and delays. They then talk about schedules in their own companies and what they do when things are delayed.

1 Give students a minute or so to match the words and phrases and the definitions. Check answers with the class.

ANSWERS

a 2 b 3 c 1 d 4

2 (Track 2.18) Go through the questions with students before you play the recording, so that they know what to listen out for. You may need to point out that Domingo is the IT technician and Joe is the person who calls to find out what the delay is for getting the new database online.

ANSWERS

- a A delay in putting a new database online.
- b Last October
- c Next October
- d He seems very relaxed about it, given that the database is severely delayed.

Track 2.18 audio script

- A: Hello.
- B: Hello, is that Domingo?
- B: Yes, speaking.
- A: Hi, this is Joe. Look, I need you to tell me something about the new database. We're worried because it's behind schedule. What's the situation?
- B: Well, yes, I'm sorry about the delay but there have been some problems with the application.
- A: I appreciate that, but the system was supposed to be online last October. You didn't meet the deadline and it's now February. My boss is getting a bit nervous. And so am I.
- B: Okay, okay. But you modified the requirements and the old system is not compatible with the new design. That means we have a different time frame.
- A: What do you mean? How long is it going to take?
- B: We need to make sure that migrating the data from the old database is going to go smoothly. We don't want to lose anything important. And then there are the security issues, but I think we should be ready by October.
- A: I don't understand. Are you saying that the schedule for all this is now next October?
- B: Yeah. It shouldn't take longer than that.
- A: You're joking.
- B: No, I'm not actually. It really is much more complicated than anyone anticipated.
- A: Can you guarantee that you're giving us priority on this? Will it be on time?
- B: Yeah, sure, you're at the top of the list.
- A: Okay. Listen, is Jorgen there? I'd like to speak to him.
- B: Hang on, I'll see if he's available.

3 (Track 2.18)

Students listen and complete the phrases. You may need to pause the recording at strategic points to allow the students time to write them down. Remind them that contractions count as one word.

ANSWERS

a behind schedule b the delay c didn't meet the deadline
d different time frame e long is it going to take f the schedule
g it be on time

4 Ask students to work individually to complete the sentences so that they are true for them. Then they work with a partner to compare their answers. Ask some pairs to report back their sentences to the class.