



## Teachers Notes – ‘How to Manage Time’

<b>Level:</b>	<b>C1/Advanced</b>
<b>Topic:</b>	Time Management
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<b>Lesson Aim:</b>	<p>To introduce students to the topic of Time Management with a particular focus on <b>verbs + dependent prepositions</b>.</p> <p>Students watch a short clip on ‘How to Manage Time with 10 Steps that Work’ and discuss the steps in relation to their own lives. They then offer advice to employees who lack time management skills using the verbs + prepositions they have just met.</p> <p><i><b>This lesson can be used as a supplement to Unit 5A English File Advanced (Third Edition)</b></i></p>
<b>CEFR Student Learning Outcomes:</b>	<p><b>Listening:</b></p> <ul style="list-style-type: none"><li>- I can understand enough to follow extended speech on topics of academic or vocational relevance.</li><li>- I can follow most lectures, discussions and debates.</li></ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>- I can keep up with animated discussions and can participate effectively.</li></ul> <p><b>Quality of Language:</b></p> <ul style="list-style-type: none"><li>- I have a good command of broad vocabulary.</li><li>- I can express myself fluently and spontaneously</li></ul>
<b>Lexical Aim:</b>	<p>Lexis in context: Verbs with dependent prepositions Students complete the gaps in the texts with the appropriate preposition and use later in group discussion.</p>
<b>Interaction Patterns:</b>	<p>Pair work Group work</p>
<b>Preparation:</b>	<p>Access to Wi-Fi Cut out cards</p>
<b>Task Time:</b>	90 minutes



**Lead In:**

Ask students how many tasks on average do they carry out per day (in their jobs/University/school)

**Write the following on the board:**

**EMAILS:**

received:

checks per hour:

Minutes to refocus after handling emails:

**INTERRUPTIONS:**

Per day:

Minutes spent working before switching tasks:

% of work considered as productive:

Assign students to pair work and ask them to guess a number for each of the above.

After a few minutes, gather feedback and have brief discussion. Do pairs agree/disagree on their predictions?

Write the following statistics on the board:

**(Statistics taken from <https://www.atlassian.com/time-wasting-at-work-infographic>)**

**EMAILS:**

received: **304**

checks per hour: **36**

Minutes to refocus after handling emails: **16**

**INTERRUPTIONS:**

Per day: **56**

Minutes spent working before switching tasks: **3**

Hours spent recovering from distractions per day: **2**

**Are your students surprised by any of these statistics? Why, why not?**

Project the image 'How to Manage Time with 10 Steps that Work' OR Hand out page one to students.

In pairs of three, students discuss the title – What do your students do to effectively manage their own



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time?

### **Task One:**

Groups read the 10 clues in the box and with their partners, try to work out the 10 steps to manage time.

As students are on task, take note of any errors for post task error correction feedback. Gather feedback from the class.

Tell students they are about to watch a short video outlining the 10 steps.

### **Task Two:**

#### **On the first watch:**

They should WATCH only without notebook and pen but listen for gist.

#### **On the second watch:**

They should take note of information in order to discuss further with their group mates after watching the video.

Show the following clip:

#### **Video Clip from YouTube:**

<https://www.youtube.com/watch?v=go5Xyul7DkA>

Discuss the 10 steps and whether students feel all are valid in managing time effectively. Do they have any more to add to the list? Would they omit any? In groups, students now choose their top 5 and as a class must agree on the chosen steps.

### **Task Three:**

#### **Verbs + Dependent Prepositions:**

Cut and hand each student a card. In pairs, students try to fill in the correct preposition and discuss their two statements, offering advice to the employees on the cards. Encourage students to use the verbs and preposition phrases they have on their cards when giving advice.

Now, students stand for a mingle activity – each student reads their card to another student and each time, they collect advice on how each employee should manage their work situation.

At the end, gather feedback, encouraging all students to use the verbs and prepositions on their cards. Hand out pages two and three so that each student has a copy of all the verbs and prepositions – go through each one, giving students time to fill in each missing preposition.



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In pairs, students now write their own 'problem' (imaginary) using one or two of the verbs and prepositions from the previous task. These can be posted around the room or shared between pairs to read and discuss.