How to Manage Time!

Before you watch the clip, can you work out the 10 steps for effective time management? Work with your partner and discuss!

1. Schedule
2. Assign time
3. Plan to spend 50% of your time...
4. Interruptions
5. First 30 minutes of your day
6. 5 minutes before every call or task
7. ‘Do not disturb’
8. Don’t answer!
9. Block out distractions
10. 20% of activity produces...
Verbs + Dependent Prepositions

In pairs, fill in the prepositions and offer some advice to the employees below.

A. The pressure of having **to deal** _____ constant calls, emails, clients and colleagues is taking its toll on me. I hardly have a life outside of work anymore.

B. I struggle **to concentrate** _____ a task when so many other things are going on around me. Sometimes I get pulled in three different directions at once.

C. I never understand how some people are **capable** _____ multi-tasking. I need to give a task my full attention in order to produce my best results.

D. I know I need to become more **aware** _____ how I spend my time. Sometimes I feel like I get nothing done and spend my day fire-fighting instead of actually producing anything worthwhile.

E. Everyday I'm **faced** _____ so many new challenges! That's part of why I love my job but I'm always so drained in the evenings.

F. At the weekends, I find I'm constantly trying **to recover** _____ the chaos of the week. I can never seem to get a handle on the mountain of tasks I have to do each day and it's just getting worse as our company grows.
I have a huge amount on my plate in work and I have nobody to confide in. I feel as though I'm not making any headway as I'm always dealing with customers' issues.

My boss is constantly reminding me to do things. Luckily, I get on well with my boss but she is probably starting to lose her patience with me at this stage.

I'm responsible for so many areas in work that I'm never 100% satisfied because I can never give everything I have to a task. I can only 'half' do them.

It's very difficult to stay away from my emails. I always have my inbox open and I get notifications when a new email comes in. I like to answer them straight away too as I'm then aware that someone is waiting on a response.

People boast about how they manage their time and how organised and 'on top of things' they are in work but I can admit, I'm not one of those people.

I stress about my job because I care and I don’t think that’s ever going to change.
## Teachers Notes

**Level:** C1/Advanced  
**Topic:** Time Management  
**Author:** Aoife McLoughlin  

**Lesson Aim:** To introduce students to the topic of Time Management with a particular focus on *verbs + dependent prepositions.*

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.

*This lesson can be used as a supplement to Unit 5A English File Advanced (Third Edition)*

**CEFR Student Learning Outcomes:**

- **Listening:**  
  - I can understand enough to follow extended speech on topics of academic or vocational relevance.  
  - I can follow most lectures, discussions and debates.

- **Speaking:**  
  - I can keep up with animated discussions and can participate effectively.

- **Quality of Language:**  
  - I have a good command of broad vocabulary.  
  - I can express myself fluently and spontaneously.

**Lexical Aim:** Lexis in context:  
Verbs with dependent prepositions  
Students complete the gaps in the texts with the appropriate preposition and use later in group discussion.

**Interaction Patterns:** Pair work  
Group work

**Preparation:** Access to Wi-Fi  
Cut out cards

**Task Time:** 90 minutes
Lesson:

Ask students how many tasks on average 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 time?

10 Steps to Manage Time!

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.

Video:

**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.

**Video Clip from YouTube:**
https://www.youtube.com/watch?v=goSYu17DkA

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.

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.

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.