

## Learning objectives for this lesson

To discuss how to manage time and prioritize tasks at work. To read for general meaning and to read for referencing words (e.g. pronouns). To find words in the text, match them to their meaning and use them in a new context.

- 1 Discuss what affects how students prioritize their jobs.
- 2 As students study the list on their own, deal with any questions about vocabulary in tips 1–8. After students have ticked different tips tell them to compare with a partner or in small groups. They should explain the reasons for their choices and also why they didn't tick other tips.
- 3 Students read the text for the first time and find out which tips the writer mentions.

### Answers

1, 3, 5 and 7

## Extension

With stronger classes, you could ask them to work in groups and think of two more tips to add to the list.

- 4 If you have done previous reading worksheets with students, they will now be familiar with this type of exercise which requires them to read before and after the gap in order to decide where to put a–e.

### Answers

1 c 2 e 3 a 4 b 5 d

- 5 Students match the words in the text to the definitions. Afterwards drill the words and check students' pronunciation of them.

### Answers

1 reward	5 routines
2 prioritize	6 efficiently
3 complicated	7 concentrate
4 distractions	

- 6 Next, students put five of the words into a context.

### Answers

1 concentrate	4 reward
2 distractions	5 complicated
3 prioritize	

- 7 Students find words they think might helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.

## Extension

Ask students to make meaningful sentences with the two remaining words, *efficiently* and *routines* from exercise 5.

- 7 Students find words they think might helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.
- 8 End with a class discussion about time management. Students comment on what they could improve on and tools they use for managing time (e.g. diaries, computer calendars, SMS reminders, etc.). Following question 3 about writing a blog, you could ask students to show you their favourite blogs if you have the facilities, or ask them to look up some business or work based blogs on the Internet for homework. They can report back on their findings at the next lesson.