

1. **Look at the title of the lesson and discuss what the topic of the lesson might be.**

2. **Read four opinions about deadlines and find three collocations with the word 'deadline' that are new for you or that you would like to use more.**
 - a) I absolutely thrive on deadlines! I mean, it's like a rush of adrenaline running through my veins. The pressure, the urgency, it's all so invigorating! When I know there's a deadline looming, I become laser-focused and hyper-productive.
 - b) Ugh, deadlines... I can't help but dread them. The mere thought of missing a deadline fills me with anxiety and stress. Instead of channelling my energy into producing quality work, I'm consumed by the fear of failure.
 - c) I firmly believe that my ability to meet deadlines is a reflection of my dedication and commitment to producing high-quality work. I recognize that keeping up with deadlines requires discipline and effective time management. It also helps maintain a sense of professionalism.
 - d) As a manager, I'm convinced that setting deadlines ensures the timely completion of tasks or projects. However, when unexpected challenges arise, as they often do, I don't mind extending a deadline to allow teams to adapt to the new circumstances and deliver a more polished outcome.

3. **Choose the opinion in ex. 2 that reflects your approach to deadlines and explain how it influences the way you deal with tasks.**

4. **Match the phrases in bold to their definitions below. Then, do the questionnaire and explain your answers.**
 - a) When you **set out** to complete a task at hand, do you prefer to:
 - 1) deal with the entire task at once?
 - 2) **break down** the task into smaller subtasks?
 - b) When working on a deadline as part of a team, would you rather:
 - 1) **check in on** someone else's progress?
 - 2) focus solely on your own tasks and progress?

- c) Which of the following do you find more motivating when approaching a deadline?
- 1) having **incentives** to complete the task faster
 - 2) focusing on the importance and impact of the task itself
- d) What approach do you typically take when a task **is due** in a few days?
- 1) complete the task slightly ahead of the deadline
 - 2) submit the task right before or on the deadline
- e) How do you prefer to **stay on top of** your schedule when working on multiple tasks with deadlines?
- 1) I use a digital calendar or scheduling app to make sure I have no **loose ends**.
 - 2) I rely on my memory and a general sense of time management.
- f) When managing your schedule, do you:
- 1) **block out** specific time slots for each task or deadline?
 - 2) tackle tasks and deadlines as they come without strictly blocking out time?

DEFINITIONS:

- 1) arrange to have time in advance **block out**
- 2) divide into two or more parts **break down**
- 3) be expected to happen at a particular time **be due**
- 4) remain in control of something **stay on top of something**
- 5) things that encourage you to do something **incentives**
- 6) start an activity with a particular aim **set out**
- 7) things that need to be done **loose ends**
- 8) monitor how someone or something is doing **check in on**

5. Complete the descriptions of some famous time-management techniques using the correct forms of the words and phrases in the box. Then, share your experience using these and other techniques.

be due	block out	break down	check in on
incentives	loose ends	set out	stay on top of

A place to get things done

- a) The *Pomodoro* technique involves **breaking down** your workday into highly focused chunks separated by short breaks. Regular breaks serve as **incentives** to stay productive, and a balanced schedule allows you to regularly **check in on** your progress.
- b) The *Eat The Frog* technique is all about prioritizing. Once you **set out** to deal with your tasks, you need to tackle the most important ones first, especially if they **are due** soon. Once you're done, you can switch to the less urgent tasks. This way you are certain to have no **loose ends**.
- c) *The 1-3-5 Rule* is a simple strategy to manage your workload by **blocking out** time for 1 Big Thing, 3 Medium Things and 5 Little Things. With this great technique, you'll manage to **stay on top of** your schedule and avoid being overwhelmed.

[You can also ask students: Do you have a place where you go to work on tasks with deadlines? How does this place help you not to procrastinate?]

6. You are going to watch a video about an anti-procrastination café in Japan. Discuss what the answers to the questions might be. Then, watch the first part of the [video](https://youtu.be/90DdwVAP9J0) [https://youtu.be/90DdwVAP9J0] (to 01:29) and check your answers.

- a) What are the main rules for the visitors?

They are not allowed to leave until their work is done. They need to write their goals for the evening and choose one of three difficulty levels. [00:07]

- b) How can staff get involved in helping the visitors?

They can check in on the visitors every hour (level two difficulty) or they can stand behind the visitors and apply pressure (level three difficulty). [00:32]

- c) What food and drinks are available for the visitors?

Tea and coffee, but no food. [01:02]

- d) How effectively does the café help its visitors meet their goals?

People find it to be very effective. [01:21]

7. Watch the second part of the [video](#) (from 01:30) in which the man tried working at a café and note down what his conclusions about the experience are.

A place to get things done

Possible answers:

- He managed to get everything he wanted done faster and to a higher quality. [02:10]
- For him, it's more important to be passionate about the work he is doing than the place where he does it. [02:28]
- Even the most passionate workers procrastinate sometimes. [03:00]

8. Discuss the questions.

- Have you ever tried working from a café? How productive were you?
- Do you think an anti-procrastination café could be popular where you live? Why/Why not?
- If you were to visit such a café, what difficulty level would you choose? Why?
[Remind students what each level involves if needed: Level one: The customer tells the staff they have done everything when they want to leave. Level two: A staff member checks in on the customer every hour. Level three: Staff members frequently stand behind the customer and apply pressure.]
- Do you agree that our productivity depends a lot on how passionate we are about the things we do? Why/Why not?



9. Match the sentences with the meanings of the underlined structures.

- I need an anti-procrastination café to get all my tasks done. 3
- I'd choose level three difficulty so that the staff would get me to do everything I had to do. 1
- If the task is due so soon, I'll have my team address it ASAP. 2

- 1) make someone do something by convincing them
- 2) instruct someone to do something (because you have authority)
- 3) finish something

[Draw students' attention to the verb patterns. Ask them:

- Which structure uses a bare infinitive? (have someone do something)
- Which structure uses the past participle of 'do'? (get something done)
- Which structure uses an infinitive with 'to'? (get someone to do something)]

10. Complete the second sentence so that it has the same meaning as the first sentence using the words in brackets. Do not change the words in brackets.

- a) The teacher told students to present their projects to the class. (had)
The teacher **had students present** their projects to the class.
- b) My sister didn't want to try sushi at first, but I managed to convince her and she loved it! (to try)
I **got my sister to try sushi** and she loved it!
- c) I need to finish all the paperwork before I go on holiday. (done)
I need to **get all the paperwork done** before I go on holiday.
- d) I don't know any techniques that can make me meet my deadlines on a regular basis. (get)
I don't know any techniques that can **get me to meet** my deadlines on a regular basis.
- e) Why don't you complete this project and then feel free to do whatever you want? (get)
Why don't you **get this project done** and then feel free to do whatever you want?
- f) What else will you want me to do about this situation? (have)
What else will you **have me do** about this situation?

11. Look at the photos and suggest what is happening and what the people might be saying or thinking. Create at least two sentences for each photo.

Use the structures from ex. 9.

EXAMPLE: *A woman is focused on the task she needs to get done. She might be the boss and the two people in the background might be her employees. Perhaps she got them to do something related to her task.*

She thinks: 'It looks too time-

consuming. I guess I'll have other team members complete it before it's too late.'





Possible answers:

Top left: Two teammates have got their task done and they are excited about it. One of them says: 'I really like the result and I hope the boss won't have us change it again.'

Top right: The manager has two team members work on a new task. The manager says: 'You normally get everything done on time. So this time, I'll get you to work on something more complicated.'

Team member 1 says: 'It's good my boss wants to have me do something interesting.'

Team member 2 says: 'This task looks so confusing. I should get Fiona to explain everything to me first.'

Bottom left: A young woman has moved to a new flat. She needs to unpack her bags. Perhaps she's thinking of getting someone to help her.

The woman says: 'Finally, my first apartment! I guess I'll call Jane and have her help me unpack all these boxes.'

Bottom right: A woman works from home and needs to get her tasks done, but her daughter wants to play with her.

The woman says: 'How am I supposed to get all the paperwork done by tomorrow? I wish I could have someone play with my daughter while I'm busy.'

[This worksheet includes an additional task that you can use as homework or revision. It's only available in the teacher's version of the worksheet. The task with the answer key is below, while the students' version is on the last page. Print it and hand it out to your students.]

Complete the sentences using one word. Then, add a sentence using the structures 'get someone to do something', 'have someone do something' and 'get something done'.

EXAMPLE: We've *set* out to make a few significant changes in our strategy.
 This is the reason we are going to have you all participate in this process.

Possible answers:

- a) Whatever workload I need to deal with, I prefer to have no **loose** ends.
That's why I try to get things done on time.
- b) It looks like this task is too big for one session. Why don't you break it **down** into several chunks?
You might also want to get someone to help you.
- c) You can start working on the meeting agenda. I'll come to **check** in on you in an hour.
If we don't get it done on time, we'll be in trouble.
- d) When is this assignment **due**? I need to make sure we have enough time.
Perhaps we'll need to get someone to help us.
- e) While some people dread deadlines, I need an **incentive** to feel motivated to get things done.
Nothing else can get me to do anything.
- f) When I work on something important, I just **block** out a few hours and go to a quiet place.
This way I get things done before I start procrastinating.
- g) I wonder how he can **stay** on top of everything that goes on here. That's a rare talent if you ask me.
I hope he won't have us adopt the same approach.

Complete the sentences using one word. Then, add a sentence using the structures 'get someone to do something', 'have someone do something' and 'get something done'.

EXAMPLE: We've *set out* to make a few significant changes in our strategy.
 This is the reason we are going to have you all participate in this process.

- a) Whatever workload I need to deal with, I prefer to have no ends.
- b) It looks like this task is too big for one session. Why don't you break it into several chunks?
- c) You can start working on the meeting agenda. I'll come to in on you in an hour.
- d) When is this assignment? I need to make sure we have enough time.
- e) While some people dread deadlines, I need an to feel motivated to get things done.
- f) When I work on something important, I just out a few hours and go to a quiet place.
- g) I wonder how he can on top of everything that goes on here. That's a rare talent if you ask me.