

A place to get things done

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?

A place to get things done

- 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
- 2) divide into two or more parts
- 3) be expected to happen at a particular time
- 4) remain in control of something
- 5) things that encourage you to do something
- 6) start an activity with a particular aim
- 7) things that need to be done
- 8) monitor how someone or something is doing

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
incentives

block out
loose ends

break down
set out

check in on
stay on top of

A place to get things done

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

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?
- b) How can staff get involved in helping the visitors?
- c) What food and drinks are available for the visitors?
- d) How effectively does the café help its visitors meet their goals?

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.

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A place to get things done

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?
- 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.
 - I'd choose level three difficulty so that the staff would get me to do everything I had to do.
 - If the task is due so soon, I'll have my team address it ASAP.
- 1) make someone do something by convincing them
 - 2) instruct someone to do something (because you have authority)
 - 3) finish 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.

- The teacher told students to present their projects to the class. (had)
The teacher their projects to the class.
- My sister didn't want to try sushi at first, but I managed to convince her and she loved it! (to try)
I and she loved it!
- I need to finish all the paperwork before I go on holiday. (done)
I need to before I go on holiday.
- 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 my deadlines on a regular basis.

A place to get things done

e) Why don't you complete this project and then feel free to do whatever you want? (get)

Why don't you 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 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.'

