

Activity: How time aware are you?

Being self-aware is an important business skill. Try these activities around being time and self-aware, and practise the present continuous form with your students. How aware are your students of social trends? Try the follow on activity with your students to compare and contrast social trends.

Level: Elementary / CEFR A2

Time: Approx 30-60 minutes (depending on if you do one or two activities)

How to use these activities:

The lessons can be done in class or in a one-to-one situation. Give students a copy of the Student's Book sample pages.

24 hours

In this section, students use the Present Continuous form to talk about what people are doing at particular times of the day. They begin by looking at a graph and completing an article about how people in the UK spend their time. They then match questions to answers to see the differences between the Present Simple and Present Continuous forms.

Warm-up

Ask students to say what they are doing at the moment (*We're sitting in the classroom, We're studying English, etc*). Ask them to say what they think their boss is doing at the moment (*She's having a cup of coffee, He's playing golf, She's talking on the telephone, etc*).

1. Allow plenty of time for students to study the graph and see how it works. It shows what different percentages of people are doing at any one time during the day. To work out what percentage of people are doing a particular activity at a given time, students have to look at when that activity starts and finishes and calculate what percentage it represents. So, for instance, at 8 am, the section for travel starts at about 40 on the vertical axis and finishes at about 55. This gives a percentage of around 15. Give students time to read the text and complete it with the phrases in the box. Check answers with the class.

ANSWERS

a are having a shower b are working c are eating d are sleeping

2. Ask students what time it is right now and tell them to find this point on the graph. Elicit sentences about what people in the UK are doing now. Encourage them to speculate about whether people in their own country are doing similar things.
3. Point out the difference between the first two questions. Question a uses the Present Simple form and refers to what someone does for a job; question b uses the Present Continuous form and is asking about what someone is doing right at this moment. Ask students to match the questions to the answers.

ANSWERS

a 2 b 4 c 1 d 5 e 3 f 6

4. Students work with a partner, taking turns to ask and answer the questions in 3. Go around, making sure that they are using the Present Simple and the Present Continuous forms correctly.

1:1

If you're working on a 1:1 basis, work with your student asking and answering the questions. If your student is confident with this language, encourage them to make more questions of their own, using either the Present Simple or the Present Continuous forms.

Is life improving?

This section is about social trends. Students read a text about trends in the UK, then complete it with Present Continuous forms. They then discuss trends in their own country, including trends in other areas. Finally, they write a short report on their country for a company wanting to make investments there.

Warm-up

Explain to students that a trend is a general tendency or development. Ask students for examples of current trends that they are aware of (one possibility is to refer back to 3D printers or one of the other disruptive technologies from the first part of this unit), for example: *More people are teleworking these days. People are using smartphones instead of cameras.*

1. Encourage students to read the text all the way through once, ignoring the gaps. This will give them a general idea of what it is about. They can then go back and look at it more carefully, deciding how best to complete it.

ANSWERS

a is improving b is getting c are spending d are living e are dying f are changing
g is rising h is going i are working j are getting k are recycling l are buying

2. Ask students to work with a partner to discuss the questions. Go around, helping with vocabulary. Encourage the pairs to report back to the class on their ideas.
3. Go through the instructions with students. Remind them to use the text in 1 as a model and to make adjustments to the statements in it to fit their country. If you have limited time, this could be done for homework.