

## Preparing to Write

- A** Do you usually read the user guide for products you purchase? If not, how do you get information on how to use the product? Discuss your answers with a partner. *Answers will vary.*
- B** Read part of a user guide for a robot vacuum. Is the information easy to understand? Discuss your answers with a partner. *Answers will vary.*

### Mapping your home

#### Before mapping

Ensure that your robot vacuum is fully charged. Depending on the size of your home, the mapping can take about 2 hours. The mapping has to be completed in a single session, otherwise you will not be able to save the map. If the mapping process is interrupted for any reason, restart the mapping.

Prepare your home by opening all room doors. Remove objects like bags, toys, and cables from the floor. The robot vacuum will stop cleaning if it gets stuck. It will not continue unless you clear the obstacle.

#### Customizing your map

Once a map is created, you can divide your home into different areas in the app. If there are areas you don't want the robot vacuum to clean, like near fragile objects or stairs, you can set restricted areas.

## Writing

- C** Create a section of a user guide for a product. It can be the product you chose from Lesson 6E, Exercise E or any other tech product of your choice. Include visuals to aid your explanation. Here are some things you can write about:
- How to set up the device
  - Understanding its features
  - Troubleshooting common issues
- D** Exchange user guides with a partner. Use the questions to evaluate your partner's user guide and give feedback.
- Does it follow a logical sequence?
  - Are the instructions easy to understand?
  - Is it easy to find information you need?
  - Are there visuals to help the user?
  - Are the sections labeled clearly?
  - Did it explain any technical jargon?
- E** Display your user guide in the classroom or upload it online. Take turns presenting your user guides.



A taxi driver in New York City, U.S.A.

# Slowing Down 7

### In this unit, you will ...

- explore the ways we can take control of our time
- watch a TED Talk about watching clouds
- read an article about busyness
- evaluate and prioritize tasks as a group
- write an email to delegate a task

### Warm Up

Discuss the questions with a partner.

- 1 The photo shows a taxi driver playing an accordion as he takes a break from his work. What do you usually do when you take a break?
- 2 How often on a normal day do you take a break?
- 3 What are some activities that you find relaxing?

# 7A Life in the slow lane

Use vocabulary related to pace of life • Understand an interview about slowing down • Talk about the slow movement

## Vocabulary Pace of life

**A** Read about the slow movement. Then write the words in **blue** next to their definitions.

The slow food movement was founded by Carlo Petrini in 1986 as a reaction to the introduction of fast food restaurants in Italy. It encourages people to take time to cook and enjoy local and traditional foods. It has since grown into a worldwide movement that includes branches such as slow travel and slow media. The “slow” philosophy questions the fast **pace** of life that seems to be a characteristic of the modern world, where we’re encouraged to be busy and to **multitask**. It makes us think about what it really means to be productive and helps us **tackle** the problem of busyness. We may feel like we have too many things to do: the need to earn a living, too many **interruptions** that **distract** us, or other everyday **pressures**. This leads us to rush through activities and **prioritize** speed over quality. The slow movement suggests that every activity has its own speed. Taking it slow also has health benefits—it can reduce anxiety, improve **concentration**, and help us sleep better.

- a \_\_\_\_\_: things that stop another activity for a short time
- b \_\_\_\_\_: to take someone’s attention away from what they’re doing
- c \_\_\_\_\_: to do several things at the same time
- d \_\_\_\_\_: influences or factors that worry us
- e \_\_\_\_\_: the speed at which something happens
- f \_\_\_\_\_: to do something first because it’s more important
- g \_\_\_\_\_: the ability to focus on what you’re doing
- h \_\_\_\_\_: to try to solve a difficult problem

**B** On a scale of 1 (very slow) to 5 (very fast), how would you rate the pace of your life? Discuss your answers with a partner. Give reasons for your answers.

▼ A traditional Turkish meal



## Listening

**C** 7.1 Listen to author Carl Honoré talk about the importance of slowing down. What made him realize he needed to slow down? Complete the chart.

Cause	Effect
He was speed-reading bedtime stories to his son.	
He considered buying <i>One-Minute Bedtime Stories</i> .	

**D** 7.1 Listen again and choose the correct options.

- 1 What does being “slow” mean to Honoré?
  - a Doing more important things first
  - b Concentrating on the present moment
  - c Making sure that you do things well
- 2 What is Honoré’s main message?
  - a By doing things slowly, we can make sure we do them correctly.
  - b We need to do things at the right speed for ourselves—faster isn’t always better.
  - c Leading a slower-paced life gives us more freedom to explore and try new things.

**E** Are there aspects of your own life you would like to slow down? Why do you feel that way? Discuss your answers with a partner.

## Speaking

**F** Does the slow movement appeal, or sound attractive, to you? Give reasons for your answer and include an example. Take notes.

### SPEAKING SKILL Restating your point

Communicate your ideas more clearly or with more emphasis by rephrasing and repeating your key points. Here are some phrases to use when restating a point.

- |                               |                                |                                    |
|-------------------------------|--------------------------------|------------------------------------|
| <i>Again, ...</i>             | <i>Like I said before, ...</i> | <i>As I mentioned earlier, ...</i> |
| <i>My point really is ...</i> | <i>As I said, ...</i>          | <i>Just to be clear, ...</i>       |

**G** Work in pairs. Share your ideas from Exercise F. Use the phrases in the Speaking Skill box to help you.

The slow movement idea doesn't appeal to me because I think it'll make me less efficient. We only have 24 hours a day so we shouldn't waste a minute.

But don't you think it's stressful and tiring to rush from task to task?

Well, at least at the end of each day, I can tell myself that I've lived it to the fullest. As I said, we should make good use of our time because it's limited.

## Language in Context

- A** Do you think you are good at multitasking? Why, or why not? Discuss your answers with a partner.
- B** Study the infographic. Do any parts surprise you? Discuss your ideas with a partner.

# The Truth About Multitasking

We know that multitasking is bad for productivity; however, to keep up with fast-paced lifestyles, we often find ourselves doing it. But how bad is it really?

**1** Our brains are designed to focus on one thing at a time. When people think they're doing several tasks at once, they're really only **changing from one task to another very rapidly**.

**2** Each time we switch tasks, it takes time and effort to refocus. Research shows that it might take **up to 25 minutes to return to a task** after an interruption.

**3** Just knowing about an unread email or message is a distraction that can **reduce a person's effective IQ** by 10 points.

**4** Talking on the phone while driving can **reduce a driver's concentration** by a huge amount: about 37%.

**5** Only about **2%** of the population are **true multitaskers** who can multitask without losing efficiency.



- C** 7.2 Listen to a conversation between work colleagues. What problems does Kevin face as a result of multitasking? Discuss your answers with a partner.
- D** 7.2 Listen again. What suggestions does Kevin's colleague give him? What are some other things Kevin could do to tackle his problems? Discuss your ideas with a partner.

## Language Focus Referring to specific and general examples

## GRAMMAR 1 Articles: definite, indefinite, zero

The definite article, *the*, is used to refer to specific nouns.

*Have you seen **the email** about **the new schedule**?*

The indefinite article, *a* or *an*, is used to refer to non-specific nouns.

*Just knowing about **an email** is **a distraction**.*

When we refer to things in general, we often don't need an article. This is sometimes referred to as zero article.

*Each time we switch **tasks**, it takes **time** and **effort** to refocus.*

For more information and practice, see Grammar Reference.

- E** Look at the bold nouns in the Grammar 1 box. Are they countable singular, countable plural, or uncountable? Work in pairs and identify the types of nouns that go with each type of article.
- F** Complete the sentences using the correct articles. Put a dash (–) if no article is necessary.
- I'm going to set myself \_\_\_\_\_ time limit to finish this task. Setting \_\_\_\_\_ time limits is a great way to improve your focus.
  - I need at least \_\_\_\_\_ day to look at this report. Is tomorrow \_\_\_\_\_ day we're meeting?
  - It takes \_\_\_\_\_ time to learn how to analyze the data using this software. Have you got \_\_\_\_\_ time you need to finish everything?
  - I need \_\_\_\_\_ system to organize my messages. I like the sound of \_\_\_\_\_ system you use.
- G** Complete the text on the dangers of multitasking using the correct articles. Put a dash (–) if no article is necessary.

According to Earl Miller, who is <sup>1</sup>\_\_\_\_\_ scientist and an expert on multitasking and <sup>2</sup>\_\_\_\_\_ brain, multitasking can be addictive. And like most addictions, this is not <sup>3</sup>\_\_\_\_\_ good thing. Every time we complete <sup>4</sup>\_\_\_\_\_ small task, like checking our phones or answering <sup>5</sup>\_\_\_\_\_ text message, our brain releases <sup>6</sup>\_\_\_\_\_ pleasure chemical dopamine. Over time, however, this constant task-switching leads to <sup>7</sup>\_\_\_\_\_ anxiety and <sup>8</sup>\_\_\_\_\_ stress. In fact, multitasking has been found to increase the production of <sup>9</sup>\_\_\_\_\_ stress hormone cortisol, which can lead to <sup>10</sup>\_\_\_\_\_ health problems like diabetes, heart disease, and even depression.

**H** Discuss the questions with a partner.

- In what situations do you usually multitask?
- Does the information about multitasking in the infographic and Exercise G match your own experiences?

## Language Focus Talking about quantity

### GRAMMAR 2 Quantifiers

Quantifiers are used to describe the amount of something. The choice of quantifier depends on the noun that follows.

*I feel like I have **hardly any** energy left.*

*You can't go all day without getting **some** fresh air and **a little** exercise.*

*I get **a huge number of** emails every day, and I spend **too much** time on them.*

For more information and practice, see Grammar Reference.

**I** Look at the bold nouns in the Grammar 2 box. Are they countable or uncountable nouns? Work in pairs and identify the types of nouns that go with each quantifier.

**J** Complete the table using quantifiers from the infographic and Grammar 2 box. Add other quantifiers you know.

with uncountable nouns	with countable nouns	with both

**K** Read the sentences. Cross out the option which is **not** possible.

- I usually have **very few** / **a small amount of** / **some** moments in my day when I can relax.
- I try to stretch for **a couple of** / **a few** / **a bit of** minutes every few hours.
- I don't talk to **much** / **lots of** / **a large number of** people on an average day.
- Sometimes at the end of the day I find I've done **very little** / **hardly any** / **several** work.

**L** Change the sentences from Exercise K so they are true for you. You can change the quantifier or any other part of the sentence. Compare your sentences with a partner.

## Speaking Talking about your priorities

**M** Read the quiz on page 182. What are the four areas mentioned in the quiz? Which area do you think you prioritize the most?

**N** Complete the quiz. Do your scores suggest that you prioritize one area of your life over another? If so, which area do you tend to prioritize?

**O** Work in small groups. Compare your answers to the quiz. How similar or different are the people in your group?

### GLOBAL ENGLISHES

#### How many is "a couple of"?

A couple means a pair; however, "a couple of" is also used to refer to a small, non-specific number in informal contexts. Sometimes, when something may take longer than expected, fluent speakers say "a couple of minutes" to make it sound like it will only take a short time.

## 7C

## Take time to look up

Understand a talk about watching clouds • Identify the takeaway message • Show enthusiasm



### Before Viewing

**A** Read the information in the box. What are some possible benefits of cloud watching? Discuss your ideas with a partner.

**B** Read the questions. The words in blue are used in Gavin Pretor-Pinney's TED Talk. Write the correct form of the words next to their definitions. Then discuss the questions with a partner.

- What kind of **obstructions** prevent you from relaxing?
- What are some work issues that people commonly **moan** or complain about?
- Do you do any activities, like cloud watching, that can be considered **idling**?
- Do you know anyone who has a **fondness** for the natural world?
- What can an employer do to **legitimize** work-life balance?

- \_\_\_\_\_ : to make something seem acceptable
- \_\_\_\_\_ : the feeling of being affectionate toward or enjoying something
- \_\_\_\_\_ : to express unhappiness about something in an annoying way
- \_\_\_\_\_ : something that gets in your way or blocks your progress
- \_\_\_\_\_ : to spend time doing something that is not important

### TED TALKS

**GAVIN PRETOR-PINNEY** is a science writer and co-founder of *The Idler* magazine, a publication that encourages people to take time out of their busy routines to enjoy their surroundings. In his talk, *Cloudy With a Chance of Joy*, Pretor-Pinney talks about how we can all benefit from looking up and admiring the beauty of the clouds over our heads.

**LISTENING SKILL** Identifying rhetorical questions

Speakers use rhetorical questions to emphasize a point or elicit agreement, rather than get an answer. Here are some questions that can help you identify them.

- Does the speaker provide the answer shortly after asking the question?
- Is the answer to the question obvious?
- Does the question ask the listeners to picture an image, or does it elicit an emotion?

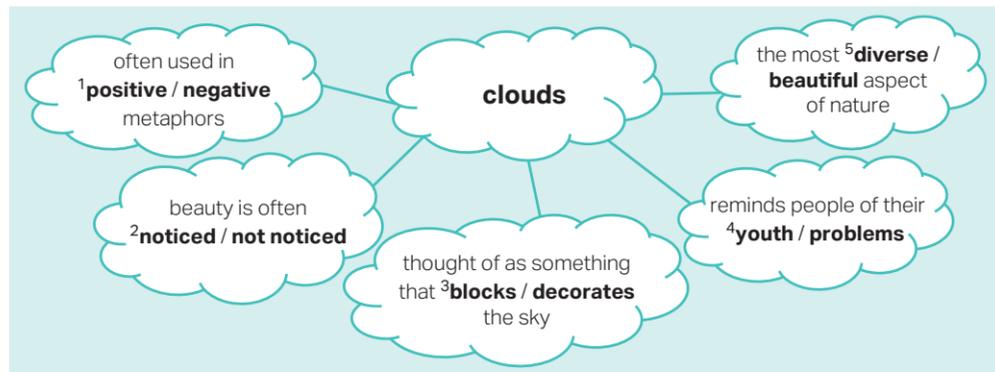
**C ▶7.1** Watch the excerpts from Pretor-Pinney's TED Talk. Complete the rhetorical questions.

- \_\_\_\_\_ thinking, well, looking and finding shapes in the clouds when they were kids?
- You're not going to change the world by lying on your back and gazing up at the sky, \_\_\_\_\_?

**D** Work in pairs. Discuss how the questions from Exercise C are rhetorical. Use the questions in the Listening Skill box to help you.

**Viewing**

**E ▶7.2** Watch Part 1 of Pretor-Pinney's TED Talk. What does he say about clouds? Choose the correct options to complete the chart.



**F ▶7.3** Watch Part 2 of Pretor-Pinney's TED Talk. Match the types of clouds with the correct photos.



- \_\_\_ lenticularis
- \_\_\_ Kelvin-Helmholtz
- \_\_\_ cirrus
- \_\_\_ fallstreak hole

**G ▶7.4** Watch Part 3 of Pretor-Pinney's TED Talk. Check (✓) the statements he would agree with.

- a** Slowing down can help you think more creatively.
- b** Watching clouds on the computer screen is as good as watching clouds in real life.
- c** Doing nothing is an acceptable alternative to dealing with the digital world.

**H** Read the excerpt from Pretor-Pinney's TED Talk. What kinds of things do children typically daydream about? In what ways do you think daydreaming might be a positive thing? Discuss your ideas with your partner.

*Most people actually like looking at clouds as it reminds us of daydreaming when we were children, which is something we should do more.*

**I** Make notes to complete the sentences summarizing Pretor-Pinney's ideas. Compare answers with a partner.

- Cloud watching is important because \_\_\_\_\_.
- These days we are so busy because \_\_\_\_\_.
- Doing nothing is good for \_\_\_\_\_.

**Critical Thinking** Identifying the takeaway message

Every speaker hopes that listeners will take away an important message from their talk. Speakers usually conclude their talk by summarizing their key takeaway message.

**J ▶7.4** Watch Part 3 again. What key takeaway did you get from the talk? You can choose more than one.

- a** Being present in the moment is difficult, but it's good for us.
- b** Cloud watching is a pointless activity.
- c** We can choose to switch off from a busy life at any time.

**K** Work in pairs. Compare your answers from Exercise J and discuss your reasons.

**PRESENTING SKILL** Being enthusiastic

When you transmit your enthusiasm for your topic to your audience, they become more involved in your talk, pay more attention, and understand more.

**L ▶7.5** Watch the excerpt from Pretor-Pinney's TED Talk and say which techniques he uses.

**M** Choose something (a place, an activity, or a hobby) you know a lot about and enjoy. Find an image and prepare a few sentences about it.

**N** Work in small groups. Take turns presenting your items. Use the tips in the box to express enthusiasm.

- ✓ Show excitement by varying your speed and volume.
- ✓ Smile to express interest.
- ✓ Invite the audience to share your enthusiasm with questions and gestures.
- ✓ Use well-chosen visuals that show what there is to enjoy about your topic.

## Reading

**A** Complete the sentences. Then take turns sharing your sentences with a partner.

How often do you say things like these?

- I'm too busy to \_\_\_\_\_.
- If I had the time, I'd \_\_\_\_\_.

**B** Read the article. Check (✓) the statements supported by it.

- a** We could be wrong in thinking that we don't have enough time.
- b** Being busy and being productive are not the same thing.
- c** People today are busier and working more than in the past.

**C** Read the article again. What does it say about these points?

- why busyness might have become a symbol of status  
\_\_\_\_\_
- why people tend to keep busy  
\_\_\_\_\_
- why we sometimes work twice as hard as we need to  
\_\_\_\_\_

**D** The phrases in the box are used in the article. Complete the sentences using the correct phrases.

free up    a sense of    involved in    under the impression

- Helping other people can give us \_\_\_\_\_ purpose.
- I was \_\_\_\_\_ that today was a holiday. I must've gotten the date wrong.
- I'm happy to join the team. It's exciting to be \_\_\_\_\_ new projects.
- Taking a break from social media could be a good way to \_\_\_\_\_ time.

## TIP

## Vocabulary

## Identifying fixed phrases with prepositions

There are many fixed phrases in English that use specific prepositions. As you read, consider taking note of such expressions and writing example sentences to help you remember which prepositions to use.

## Critical Thinking

**E** Both the article and Gavin Pretor-Pinney from Lesson 7C discuss how we can deal with our busy lives. Discuss the questions with a partner.

- Do they come to similar or different conclusions?
- Among the suggestions mentioned, which do you think is the most likely to work for you?

## Too Busy Being Busy

## 7.3

**A** We live in a world that values busyness, and many of us feel a sense of achievement in being regarded as active and productive. The phrase “I just don't have time” can be heard frequently from students, professionals, and parents alike. However, according to many time management experts, we may not actually be as busy as we think or say we are. And understanding the reasons behind this misperception may reveal that we actually do have time for the things we claim to be too busy for.

## Considering why we think we're busy

**B** Research has shown that there is a certain status associated with being perceived as busy. A study led by Silvia Bellezza, a professor at Columbia Business School, found that people who are busy and lack leisure time tend to be perceived as being wealthier and more important. Bellezza and her colleagues suggested that busyness has become a symbol of status—saying that you're super-busy may have become a socially acceptable way of saying “I'm so important.”

**C** There is also a tendency for people to keep busy because they feel it equates to being successful. They believe that the harder they work, the more they achieve. However, being busy is not the same as being productive—you might think you're busy doing multiple things, but perhaps you're just working inefficiently. John Wooden, one of the most successful basketball coaches in sports history, warned that we should “never mistake activity for achievement.” Just because we spend a lot of time working, doesn't mean we're accomplishing our goals.

**D** Another factor is that some people may choose to be busy in order to distract themselves from things they don't want to think about. They don't want to get involved in things they are uncertain how to deal with—the human mind finds it very difficult to deal with uncertainty. It could be the weightier<sup>1</sup> questions, like “Am

I doing the right course?” or “Is this the best career for me?” Hence instead of dealing with these uncertainties, they double down and do twice as much work on the same old tasks. They choose to be busy to numb themselves—as a kind of anesthetic.<sup>2</sup>

**E** Leadership expert Dorie Clark challenges us to be honest about our motivations so that we can make better choices about how we spend our time. If we understand why we feel busy, we can change our attitude and pace of life. By doing so, we will free up moments for joy, for pleasure, for all of those things we say we never have time for. And we might all lead a life that's more enjoyable—and a little less busy.

## Signs you're busy but not productive

(and what you should do)

## 1 You often find yourself trying to multitask.

*Try this:* Concentrate on one thing at a time and avoid interruptions.

## 2 You procrastinate on important tasks.

*Try this:* Identify your goals and break them down into small, achievable steps. Evaluate your progress regularly to ensure that you stay on track.

## 3 You talk a lot and don't have time to do things.

*Try this:* Set specific goals before discussions and watch out for distractions that may result in too much talking. Set aside time for focused and productive work.

## 4 You spend a lot of time perfecting your work.

*Try this:* Set time limits for tasks and stick to them. Allow yourself to be less than perfect in tasks that aren't as important.

<sup>1</sup>weightier (adj.) more important or serious

<sup>2</sup>anesthetic (n.) a chemical used to block pain



# 7E How to prioritize

Watch an online meeting • Use language for leading a meeting • Talk about how to prioritize tasks



▲ A community fundraising event in Devon, England

## Communication in Context

**A ▶7.6** Watch an online meeting among colleagues. What tasks do they mention? Complete the notes.

1. send \_\_\_\_\_ to Sports World
2. send event posters to \_\_\_\_\_
3. design \_\_\_\_\_
4. submit \_\_\_\_\_ to Finance
5. put together document with \_\_\_\_\_ costs
6. confirm number of \_\_\_\_\_
7. create a \_\_\_\_\_ to list volunteer roles needed

**B ▶7.6** Watch again. How will they prioritize their tasks? Add the tasks (1–7) from Exercise A to the chart. Then compare your answers with a partner. Give reasons for your choices.

	urgent	less urgent
important	<p><b>Do it now:</b> Tasks that have clear deadlines or consequences</p>	<p><b>Schedule it:</b> Tasks that are less time-sensitive</p>
less important	<p><b>Delegate:</b> Tasks that could be done by someone else</p>	<p><b>Delete:</b> Tasks that don't contribute directly to your goal</p>

**C** Look at the phrases that are commonly used when leading a meeting. Who was leading the meeting—Laura, Josep, or Anya? Discuss your answer with a partner.

### LEADING A MEETING

I'd like to run through ...

Can I leave that with you, then?

Will you take care of that?

Perhaps we can come back to that.

I think that covers everything.

If nobody has anything to add, ...

**D ▶7.4** Look at the Pronunciation Tip box. Then listen and circle the words you hear. Practice saying the minimal pairs with a partner.

- |           |       |        |      |
|-----------|-------|--------|------|
| 1 come    | came  | 4 care | car  |
| 2 leave   | live  | 5 send | sand |
| 3 through | throw |        |      |

### TIP

#### Pronunciation

##### Minimal pairs

Practicing with minimal pairs can help to improve your pronunciation skills. When pronouncing the vowel sounds of the words from Exercise D, pay attention to the starting position of your mouth.

## Communication Task Prioritizing tasks

**E** Work in small groups. A local community council is organizing an event to promote the slow movement and encourage people to slow down their pace of life. You are part of an events team that is going to run a booth at the event. Decide on what you would like to promote, for example, slow art, slow food, or slow travel. Then make a list of tasks that need to be done.

To-Do List	
	3.
<i>e.g., Get in touch with local art galleries and artists to lend art pieces.</i>	4.
	5.
1.	6.
2.	7.

**F** You are going to role-play a planning meeting for the event. The event is scheduled to take place six months from now. Use your notes from Exercise E and the phrases from Exercise C to help you. Discuss the questions below.

- Which order do the tasks need to be done in?
- When do they need to be done by?
- How much time do you need to allocate for each task?
- Who should do each task?

**G** Use a chart similar to the one from Exercise B to prioritize the tasks discussed in your meeting.

## Preparing to Write

**A** Read the email. What is the writer's purpose for writing?

**To:** Lee, Sun Mi Cc Bcc

**Subject:** Help needed with our annual charity carnival poster and ads

Dear Sun Mi,

I hope you're doing well. I'm part of this year's annual charity carnival committee. We're looking for someone to design the poster and ads for this year's carnival. I'm reaching out because I remember you have a background in design, and I was wondering if you'd be interested to help us with this.

For more information, I've attached a document with details on this year's carnival and what we need. The carnival will be on July 17, so we'd like drafts of the poster and ads by April 30. This would give us time to share the designs with our sponsors. However, if this doesn't work for you, we're happy to work out a schedule that suits you better.

We truly appreciate your consideration and look forward to hearing from you. Thank you.

Best wishes,  
Josep

Charity carnival\_details.pdf X

Send ↕

**B** An effective email for delegating a task is clear, polite, and includes necessary information. Check (✓) the items that are included in the email from Exercise A.

- Reasons:** Share the reasons why you chose the person to do the task.
- Specific details:** Include details on what needs to be done and by when.
- Confirmation:** Check if the person is able to take on the task.
- Questions:** Encourage the person to ask questions if they have any concerns.

## Writing

**C** Write an email to delegate one of the tasks from Lesson 7E, Exercise E. Use the phrases in the box to help you.

### FIXED PHRASES IN EMAILS

I hope you're doing well. We'd appreciate your help with ...  
 Please let me know if you have any questions. We / I look forward to [hearing from you].

**D** Exchange emails with a partner. Use the items from Exercise B to evaluate your partner's email and give feedback.



## Warm Up

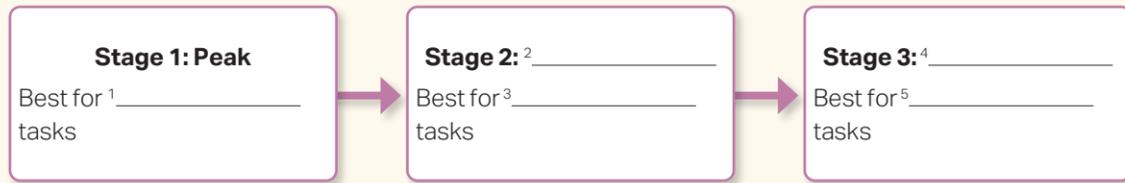
- 1 Look at the photo. What is your current daily schedule like? What do you like or not like about it? Why? Discuss your answers with a partner.
- 2 **CS3.1** Listen to three people talking about their daily schedules. What do they use to plan their time? Why? Take notes.

Speaker 1	Speaker 2	Speaker 3

- 3 Which speaker do you identify with most? Why? Discuss your answers with a partner.

## Exploring Career Skills

- A** ▶ **CS3.1** Watch Part 1 of a video about using time efficiently. What are the three stages of a day? Complete the chart. Write one or two words from the video in each blank.

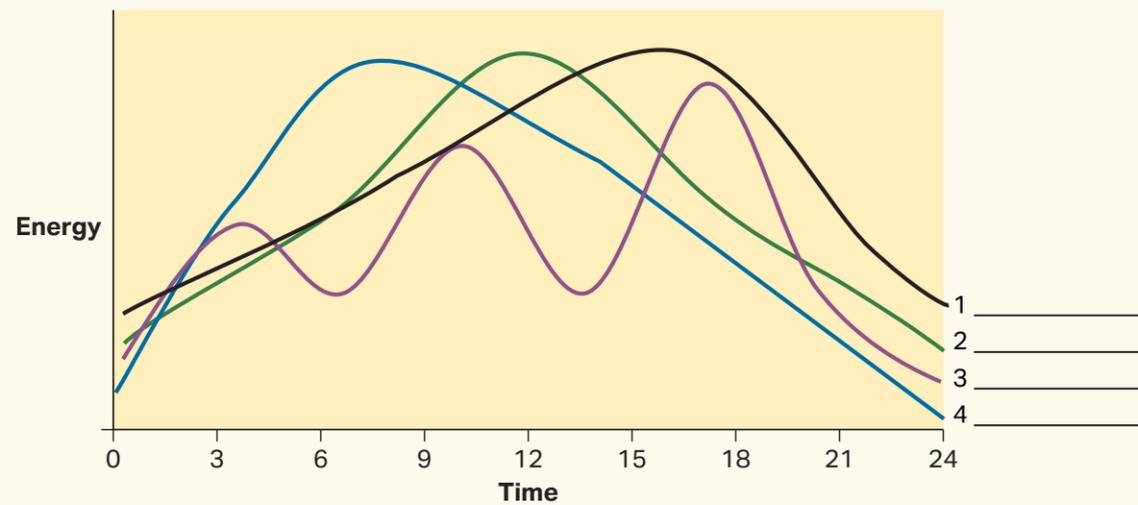


- B** ▶ **CS3.1** Watch Part 1 again. According to Michael Breus, what is a chronotype?

- a A person's preferred pace of life
- b A person's natural, daily pattern of energy levels
- c A person's level of productivity throughout the day

- C** Label the chart using the words in the box.

lion    bear    dolphin    wolf



- D** ▶ **CS3.2** Watch Part 2 of the video. How does the speaker recommend each chronotype schedule their tasks? Put the tasks in order. Write 1 to 3.

	Lion	Bear	Wolf	Dolphin
Routine tasks				
Creative tasks				
Complex tasks				

- E** What are some adjustments each chronotype could make to help them perform better in school or at their jobs? Discuss your answers with a partner.

## Career Skills in Action

- F** ▶ **CS3.2** Listen to a conversation between two friends, Viraj and Maya. What chronotype do you think Maya is? Why?

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- G** ▶ **CS3.2** Listen again. What tasks does Maya do in a day? Take notes.

Time	Task(s)
morning	
early afternoon	
late afternoon / evening	

- H** Work in pairs. How could Maya make better use of her time during the day? Use information from the lesson and your understanding of her chronotype to make suggestions. Then compare your suggestions with another pair.

- I YOUR TURN** You are going to identify your chronotype and think about the things you do on a typical weekday. They could be school- or work-related tasks or everyday tasks such as exercising, feeding a pet, and so on. Take notes in the chart. Then label your tasks as routine, complex, or creative.

My chronotype: **Lion / Bear / Wolf / Dolphin**

Time	Task(s)	Task type
morning		
early afternoon		
late afternoon / evening		

