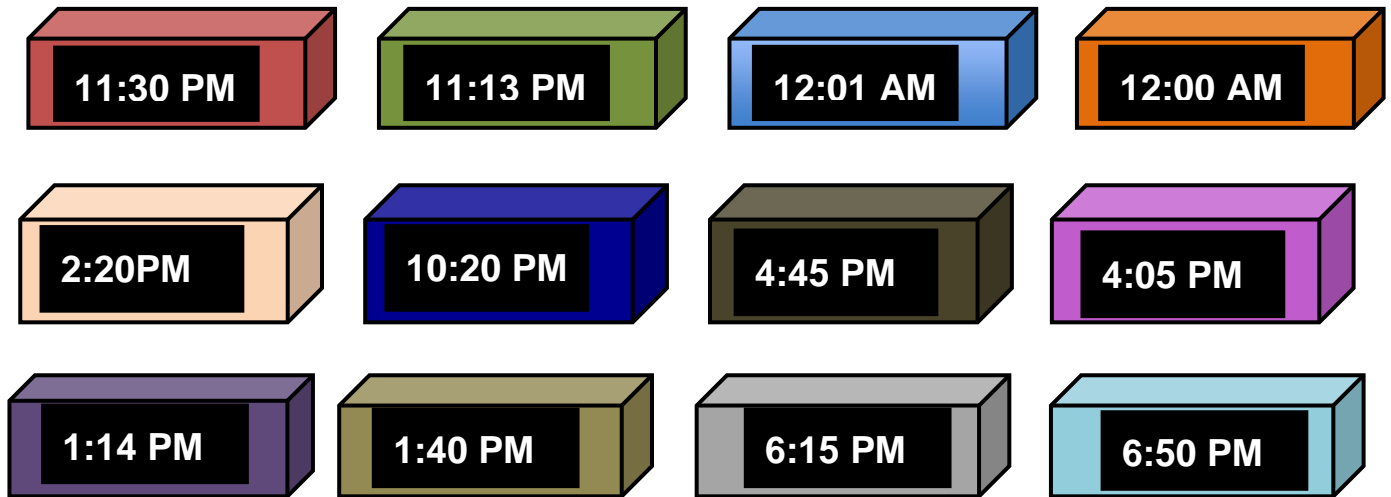


WORKSHEET for Level A

PART A

1. Student A: Say the time. Student B: Point to the digital clock.
2. Change roles.

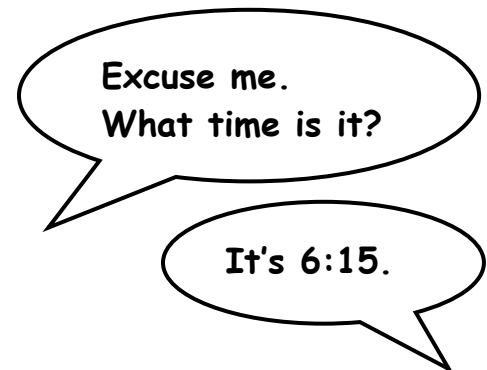


PART B

1. Practice the conversations with a partner.

Student A: Excuse me. What time is it?
Student B: It's **6:15 p.m.**
Student A: Did you say **6:15**?
Student B: Yes, it's **6:15**
Student A: Thanks!

Student A: Excuse me. What time is it?
Student B: It's **6:50 p.m.**
Student A: Did you say **6:15**?
Student B: No, **6:50** not **6:15**
Student A: Thanks!



2. Make new conversations. Use the times from part A.

Student A: Excuse me. What time is it?
Student B: It's _____
Student A: Did you say _____?
Student B: Yes, it's _____ **OR** No, _____ not _____.
Student A: Thanks!

Making the Most of the Multilevel Class
 Supplement to Podcasts 2 and 3
 The Multilevel Lesson on Time– Guided Practice Worksheets

WORKSHEET for Level B

- **Read about Tom’s workday. Work with a partner and write Tom’s schedule.**

Tom Green works at a rental agency. He’s the boss’ assistant. He starts work at 9:00 a.m. Everyday he has to file his boss’ important papers. That takes about half an hour. He also has to read email from renters and answer their questions. That can take two or three hours. He answers phones all day and he also types real estate ads for the company when he has time.

Every Monday at 10:30 there is a big meeting. All the employees from the agency come. Tom has to make coffee for the meeting and put extra chairs in the meeting room. He also has to talk to his boss about the agenda. His boss usually talks about the agenda for 30 minutes. Then Tom has to type up the agenda, but that’s easy. It only takes 15 minutes. After the meeting, Tom also has to type up all the notes.. His boss likes to check the notes and then email them to everyone by 3:00. Tom gets an hour for lunch and two 15-minute breaks every day. At 6:00, Tom usually goes home.

MONDAY	9:00	<i>arrive at work</i>	2:00	
	9:15		2:15	
	9:30		2:30	
	9:45		2:45	
	10:00		3:00	
	10:15		3:15	
	10:30		3:30	
	10:45		3:45	
	11:00		4:00	
	11:15		4:15	
	11:30		4:30	
	11:45		4:45	
	12:00		5:00	
	12:15		5:15	
	12:30		5:30	
	12:45		5:45	
	1:00		6:00	
	1:15		6:15	
1:30		6:30		
1:45		7:00		

- **Share your schedule with another pair. Are your schedules the same? Why or why not?**

WORKSHEET for Level C

• **Read the article on Time Management and answer the questions below.**

1. Look at the descriptions in a-d. Who is the procrastinator? Who is disorganized? Who is the non-planner? Who is the micro-manager?
 - a. Sheila makes Thanksgiving dinner for everyone in her family. Her brother and sister have both offered to make the dinner, but Sheila has never accepted their offer
 - b. Louis has a three-page paper due tomorrow. He got the assignment last week, but he's staying up all night tonight to write it.
 - c. Last week Darla's boss gave her the notes from an important meeting. Today she asked Darla for the notes but Darla can't find them anywhere.
 - d. This February, Mark told the Kim family that he would finish painting the outside of their house in a week, or there would be no charge. Mark started painting the house on Monday, but then it rained for three days. He can't finish the job on time.
2. What advice would you give Sheila, Louis, Darla and Mark?
3. Underline the sentences or phrases in the article that define these words:
 - a. procrastinate
 - b. disorganized
 - c. chaos
 - d. prioritize
 - e. interruptions
 - f. micro-manage
 - g. break down
 - h. delegate
4. Ask and answer these questions.
 - a. *How often do you run out of time?*
 - b. *What do you do to make the most of your time?*
 - c. *Do you think time is the enemy? Why or why not?*
 - d. *What is something you usually have to do one step at a time?*
 - e.

• **Share your answers with another pair.**

WORKSHEET for level C continued

- Read the sample paragraph about time management.

Micro-Manager No More!

Unfortunately, I have been a micro-manager for a long time. I like things to be perfect, so sometimes I take too much time to finish a task. Last week, I had to work on a poster with my classmates. I was the artist on the poster. I took a very long time to draw the pictures on the poster. A teammate offered to help me, but I said, "No, thank you." The teacher called time, and I wasn't done. The people in my group were upset because our poster was unfinished. I want to manage my time better in the future by learning how to delegate. If I delegate work to my teammates then we can all use our time more effectively.

- On a separate sheet of paper, write a paragraph about one of your time management issues. Use the model above and the questions below to help you write. Use expressions and information from the Time Management article.

What time management issue do you want to work on? Explain why you have this issue. Give an example of one situation when you had this issue. What is one strategy that you would like to use? Why?

- Exchange paragraphs with a partner.
- Complete the feedback chart and answer the questions about your partner's paragraph.

	Yes	No
The paragraph has a title.		
The writer identified a time management issue.		
The writer wrote about a situation where she or he had the issue.		
The writer identified a strategy that she or he wanted to use.		
The first sentence of the paragraph is indented.		
The capitalization and punctuation are correct.		

- Which sentence in the paragraph was most interesting for you?
- What's one question you want to ask the writer?