

Why we need permanent summertime

Level: Advanced (C1–C2)

Time: 60–90 minutes

Business topics: Human resources, health

Business language focus: Language related to behaviour, analysis of the effects of change, the office environment

Activities: In this lesson, students will:

- read a business article and look at the language necessary to understand and talk about it;
- look at business-specific words and expressions and apply them to their own personal work experience;
- discuss aspects of the article in greater depth;
- research and discuss three further principles concerned with the effect on productivity of different types of light.

Materials: One copy of the worksheet per student, internet access for exercise 6

Group size: All of the tasks can be completed in pairs or groups, so that as much communication as possible takes place in the class. However, this lesson plan can also be used in a one-to-one teaching situation.

This lesson is based on an authentic article, republished here with its full, original text.

The article talks about the decision to end the process of changing the clocks for summer and winter time. It also discusses the possible benefits of doing so.

1. Warmer

Students discuss the question in pairs. In a group class, you could do a whole class feedback session, noting key concepts/vocabulary on the board, finding out if there is a class consensus, etc.

2. Key words and expressions

Students search for words and expressions in the text and write them next to the definitions while noticing how the words are used in context.

Key:

- | | |
|------------------------|--------------------------|
| 1. <i>plunge</i> | 7. <i>hassle</i> |
| 2. <i>remain</i> | 8. <i>alert</i> |
| 3. <i>in line with</i> | 9. <i>brazen</i> |
| 4. <i>transition</i> | 10. <i>endure</i> |
| 5. <i>needlessly</i> | 11. <i>inconsistent</i> |
| 6. <i>opting</i> | 12. <i>interventions</i> |

3. Understanding the article

Students work in pairs and answer the questions with as much information as possible from the article.

Key (suggested answers):

1. *European countries will stop changing the time in summer and winter.*
2. *2021; it was due in 2019 but was delayed.*
3. *The majority are positive.*
4. *People think it will reduce crime, stimulate the economy and reduce car accidents. The article's author also thinks it will increase happiness.*
5. *There is no quantifiable evidence that the change will improve the situation or that people behave differently when there is an extra hour of daylight in the evening.*

4. Business language

In part a, students read the business words and phrases in the box and find and underline them in the article, noticing how they were used. In part b, students then use these words and phrases to complete the sentences.

Finally, in part c, students decide which of these are likely to be useful for them and write sentences of their own that contain these words but also reflect their own work situation or previous work experience.

Key:

- | | |
|----------------------|-----------------------|
| 1. <i>approved</i> | 6. <i>qualitative</i> |
| 2. <i>disruptive</i> | 7. <i>benefits</i> |
| 3. <i>quantify</i> | 8. <i>delay</i> |
| 4. <i>stimulate</i> | 9. <i>impact</i> |
| 5. <i>retail</i> | 10. <i>purchasing</i> |

5. Discussion

In small groups, students discuss the questions which pick up on and expand on topics from the article. Hold a short whole-group feedback session and compare and contrast each group's answers and input.

6. Wider business theme – Light and productivity

In part a, divide the students into As, Bs and Cs. The As should work together and find information on the effect of artificial light on productivity and make notes in the appropriate box on the worksheet, while the Bs do the same for the effect of natural light and Cs for cool light.

Then the students sit together in A, B and C groups and tell each other what they have found out. While they do this, they complete the remaining two boxes with the information they are given.

Key (possible answers):

- Working under artificial light with little to no natural light is linked to poor productivity, high stress levels and irritability.
- High levels of natural light is linked to high concentration levels, motivation and productivity.
- Workers working under cool lighting (bright, white lighting) report higher levels of concentration and productivity.
- The best way to boost productivity is to have lots of windows and lots of natural light. If this isn't possible, use cool lighting to improve productivity.

Then, in part b, learners discuss the lighting conditions in their companies/school and how they think it could be improved.



One-to-one teaching

This task can be adapted so that the student researches the lighting conditions as homework and then reports back (to you) in the next lesson what they found out. They should also be prepared to discuss the effects in the way outlined above.