

Why we need permanent summertime

Level: Intermediate to upper intermediate (B1–B2)

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 as well as the effect of different types of light on productivity at work.

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/vocab 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>voted</i> | 6. <i>opting</i> |
| 2. <i>remain</i> | 7. <i>actual</i> |
| 3. <i>in line with</i> | 8. <i>alert</i> |
| 4. <i>transition</i> | 9. <i>claims</i> |
| 5. <i>needlessly</i> | 10. <i>trial</i> |

3. Understanding the article

Students work in pairs, read the article and choose the correct word in each sentence based on the information in the article.

Key:

1. *stop*
2. *2021*
3. *support*
4. *reduce, help*
5. *not a lot*

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, they then use these words and phrases to complete the sentences.

Finally, in part c, they decide which of them are likely to be useful for themselves 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> | 5. <i>benefits</i> |
| 2. <i>disruptive</i> | 6. <i>delay</i> |
| 3. <i>retail</i> | 7. <i>impact</i> |
| 4. <i>qualitative</i> | 8. <i>purchasing</i> |

5. Discussion

In small groups, students discuss the questions which pick up on and expand on topics and quotes from the article. The first question is a simple yes/no one, so you might like to ask the group to raise their hands to answer it.

Hold a short whole-class feedback session and compare and contrast each group's answers and input.

6. Wider business theme – Light and productivity

Learners work individually and complete the text with their own ideas. Then, encourage learners to work in small groups and use the internet to check their answers. Lead a group feedback session to confirm answers.

Put learners into small groups and ask them to discuss the questions about their office/school.



One-to-one teaching

This task can be adapted so that the student completes the text as homework, checks their answers and reports back (to you) in the next lesson what they found out. You could then discuss the questions in 6b together.

Key:

- People who have lots of natural light at work, from windows and skylights, are happier and more productive.
- People who work in mostly artificial light find it harder to concentrate, have higher stress levels and lower quality work.