# Module 6 – Time



## Module 6 objectives

At the end of this module, you will be able to…

* talk about the concept of value
* use the present simple to express facts.
* use connectors in English to introduce and link your ideas.
* investigate and present facts as a result of your research.
* use future forms in English to talk about arrangements, predictions intentions.
* use computer terminology.
* talk about ways of managing time to achieve goals.
* use imperatives in English.
* use computer terminology in English.
* write an email giving advice using imperatives.
* talk about how to prioritize.
* use numbers in English.
* use the modal auxiliary verb *will* to express commitments.
* write and act out a dialogue between a supplier and a prospective client.

# Lesson 1 – The Value of Time



## Lesson 1 objectives

At the end of this lesson, you will be able to…

* talk about the concept of value
* use the present to express facts.
* use connectors in English to introduce and link your ideas.
* investigate and present facts as a result of your research.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* What do we mean when we say we value something?
* Look at the drawing of the piggy bank. What does the drawing mean?

## Learn



1. Listen to the excerpt from a morning radio show. Decide with a partner what it is about.

1. Listen to the audio again. Work with a partner. Read the following statements. Are they **true** or **false**? Correct the sentences that are false.

* + 1. All cultures value time.
    2. Cultures that value time are future-oriented.
    3. Future-oriented cultures value the past.
    4. English speakers and German speakers value time in the same way.

Check your answers by reading audio script 6.1.

1. Work with a partner. Read audio script 6.1 and underline as many examples of the present simple as you can find. Look at the example underlined in red.

1. Use the examples of the present simple in the text to decide which of the following grammar rules is correct.

* 1. We use the present simple to talk about things we are doing right now.
  2. We use the present simple to talk about facts.
  3. We use the present simple to talk about the past.

## Do

1. Work with a partner. In your portfolios, write three facts. Make two of them false and one of them true. Use the present simple. Read your facts to your partner. Can they guess which fact is true? Work with your partner to re-write the false “facts” so that they are true.

* + 73% of the Earth’s surface is water. [FALSE: it’s 71%.]
  + We learn our first language in the same way we learn a second language.

[FALSE: the processes for learning first and second languages are different.]

* + Bats are the only mammals that can fly. [TRUE]

**Let’s use it!**

1. Work in groups of three. Investigate one of the following topics. Write what you discover in your portfolio.

* + Why the sky is blue
  + Why flies are so small
  + Why dogs have such short lives
  + Why the water off the coast of Peru is so cold
  + A topic of your choice

1. Prepare a PowerPoint presentation with what you found out in your investigation in Activity 6. Record voice narration for it. Be sure to use the present simple to talk about your facts and the connectors from the I can communicate box. Upload your presentation onto the class Wiki. Vote for the best presentation. Justify your vote.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can talk about the concept of value |  |  |  | Activate and Activity 2 |
| I can use the present simple to express facts. |  |  |  | Activities 4, 5, 6 & 7 |
| I can use connectors in English to introduce and link my ideas. |  |  |  | I can communicate! |
| I can investigate and present facts as a result of my research. |  |  |  | Activities 6 & 7 |

|  |
| --- |
| **I can communicate!**  **Connectors to introduce and link ideas**  Work with a partner. Look at the connecting words and phrases underlined in blue in audio script 6.1. Categorize them into…   1. Connectors for linking two ideas 2. Connectors for contrasting two ideas 3. Connectors for introducing an idea 4. Connectors for adding extra information to an idea 5. Connectors for concluding |

# Lesson 2 – Ways of Controlling Time



## Lesson 2 objectives

At the end of this lesson, you will be able to…

* use future forms in English to talk about arrangements, predictions intentions.
* use computer terminology.
* talk about ways of managing time to achieve goals.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* What ways can we use to control time?
* Look at the image of the woman walking her clock. What does it mean?

## Learn

1. Work with a partner. Read the following Web page about controlling time. Compare your ideas from the Activate section with those in the text. Which tip is your favorite?

Can you add any more tips to the ones included here?

|  |
| --- |
| [www.businesssuccess.com](http://www.businesssuccess.com/) |
| Controlling time |
| In today’s busy world, it is easy to feel that time controls us rather than the other way around. However, it is possible to take control of your time and take back your life. Here are some useful tips to help you do this.    **TIP # ONE - Make technology your slave!**    Your smart phone and computer can be your very own personal assistants. The calendar and to-do list functions are essential to organizing your time. Firstly, with your calendar, you can set two or more different calendars in the same application. You could have one for your personal life and one for your professional life, for example. That way you could forget about your professional life during the weekends and de-stress. You can also use the reminder function to receive an alarm an hour or even a day or a week before an event. This helps you to not forget about it. Are you having lunch with your mom on Saturday? Or meeting with an important client on Thursday? No problem! Your phone or computer will remind you and give you lots of time to prepare. Phones and computers also come with applications to help you list and prioritize your tasks. This way you can check off what you need to do as you finish each activity. This gives you a sense of achievement, thereby, helping you to de-stress and it also helps you see where you are.    Email is another area where we can take back control using technology to help us. Many of us receive over 200 emails a day and this can be overwhelming. You should read your emails periodically: set three or four times a day to check your mails. If you check your email constantly, it becomes a source of distraction. Be sure to read all of your mail and then use the flagging function to flag the mails that require follow up. You can then come back later to the flagged emails and give them the attention they deserve. Remember: you need to read all your emails, but you don’t need to answer all of them! Just answer the flagged ones. Another useful email function is programming the software so that it highlights emails from certain priority people or so that it files emails from certain people into different folders. This is another way of helping you to get control of your email.    **TIP # TWO – Start saying no to activities that aren’t important**    If we say yes to everything that people offer us or ask us for then our calendars fill up fast. This can be overwhelming. With time management, less is more. By removing things from your calendar that aren’t important, you are making space for the things that are. In order for this strategy to be effective, you need to decide first what activities are important to you and which aren’t. This will make it easy to say no to those which aren’t high on your list of priorities. Deciding which activities you are going to do and which you are not going to do gives you an enormous sense of freedom.    **TIP # THREE - Prioritize!**    Not everything can be important, and you only have a certain number of hours in the day. Decide on one or two important things that you are going to do each day and make sure that you finish them by the end of the day. You need to be ruthless with your time here. |

Don’t get distracted by email, unimportant meetings or activities which don’t help you achieve your goals.

### TIP # FOUR – Set time limits for your activities

In 1955, Cyril Northcote Parkinson, a British bureaucrat, presented the law that “work expands so as to fill the time available for its completion”. In other words, if we give ourselves five hours to complete a task, it will take five hours to complete. So, try giving yourself a realistic time limit to finish your tasks in. This way you will get more done with the time you have available.

So now it’s over to you! Which of the ideas above are you going to use to control time?

1. Work with a partner. Read the Web page again and answer the following questions according to the information in the text.

* 1. In today’s busy world, it is…
     1. not possible to control time.
     2. possible to control time and there are different ways of doing it.
     3. almost impossible to control time.
     4. only possible to control time using one strategy.

* 1. Technology…
     1. will enslave us.
     2. cannot help us to control our time.
     3. can do our work for us.
     4. can help us to maximize our time.

1. Email…
   * 1. is impossible to control.
     2. is overwhelming.
     3. can be organized and automated using software.
     4. can be programmed.

1. Saying “no” to certain activities...
   * 1. is a crucial time management strategy.
     2. is rude.
     3. loses you friends.
     4. is not possible in today’s busy world.

1. When you prioritize…
   * 1. you decide what is important to you and focus on that.
     2. you do as many things as possible at once.
     3. you decide what is important to you and do something important for another person.
     4. you do one or two things per day in your job.

1. Parkinson’s Law states that…
   * 1. the Earth revolves around the Sun.
     2. a task will always take 5 hours.
     3. time limits do not have to be realistic.
     4. a task will take as long as the time you allocate to it.

1. Work with a partner. Look at the future forms underlined in red in the text. Complete the grammar rules with the correct future form.

* 1. We use the modal auxiliary verb \_\_\_\_\_\_\_\_\_ to talk about predictions.
  2. We use the structure \_\_\_\_\_\_\_\_\_\_ to talk about our intentions.
  3. We use the present \_\_\_\_\_\_\_\_\_\_\_ to talk about future arrangements.

1. Work with a partner. Read the text again. Underline the computer terminology it contains. Create a glossary in your portfolio with this terminology.

## Do

1. Complete the following sentences so that they are true for you. Compare your sentences with your partner. Do you have the same goals and priorities?

By the end of the day, I am going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

By the end of this week, I am going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. By the end of this month, I am going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

By the end of the year, I am going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Work with a partner. Take out your calendar and show it to your partner. Tell them about the arrangements you have scheduled for this week. Be sure to use the present continuous.

**Let’s use it!**

1. Work with a partner. Make a survey in your portfolios to find out what goals and priorities your classmates have and how they are going to achieve them. Make sure to use the grammar you learned in Activity 3 and some of the computer terminology you learned in Activity 4.

1. When you have finished creating your survey, stand up and interview your classmates.

1. Talk as a whole class about what you discovered in Activity 8 and exchange the best ideas for managing our time to achieve our goals.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use future forms in English to talk about arrangements, predictions intentions. |  |  |  | Activities 3, 5 &  6, I can  communicate |
| I can use computer terminology. |  |  |  | Activities 4, 7, 8 & 9 |
| I can talk about ways of managing time to achieve goals. |  |  |  | Activities 7, 8 & 9 |

|  |
| --- |
| **I can communicate!**  **Making predictions in English**  In English, we can make predictions in two ways.   1. We can use the modal auxiliary verb *will* when we are sure about something that will take place in the future, even though we do not have evidence. If we are not sure, we replace the verb *will* with the verb *might*.     **It will rain tonight. [SURE]**  **It might be difficult to catch our flight. [NOT SURE]**     1. We use the structure *be going to* if we have evidence for our prediction.   **Look that girl is going to fall!**  **Reaching the sales target is going to be very difficult. Our numbers are very low.**    Work with a partner. Write three predictions about Mexico in your portfolios. Use *will*, *might* and *be going to*. |

# Lesson 3 – Compressing Time



## Lesson 3 objectives

At the end of this lesson, you will be able to…

* use imperatives in English.
* use computer terminology in English.
* write email giving advice using imperatives.

## Activate

Work with a partner. Discuss the following questions.

* What do you think we mean when we talk about compressing time?
* Look at the image. What is the man doing to the clock? What does the image mean?

## Learn

1. Work with a partner. Use the information on the Web page to check your answers to the questions in the Activate section. Which are your favorite time compressors?

|  |
| --- |
| [www.businesssuccess.com](http://www.businesssuccess.com/) |
| Compressing time |
| Believe it or not, time can be compressed! No, this isn’t science fiction, though it may sound like it. There are various practical ways that you can use to get more from the time you have available. Time is a resource, just like money. You can waste it or invest it wisely. And when you use it efficiently it can give you a lot.    **TIME COMPRESSOR # 1 – Make meetings shorter**    Meetings can be an enormous time waster. Shorten them by setting a 15-minute or 30minute time limit. Writing an agenda for your meetings will also improve efficiency. Allocate a time limit to each item on the agenda to make sure that you finish on time.    Reduce the number of meeting participants by only inviting essential attendees. This will reduce the amount of talking time and it will make meetings shorter.    **TIME COMPRESSOR # 2 – Communicate more efficiently by email**    Make your emails shorter by using bullet points and focusing only on essential information. Don’t send or reply to email unless it is strictly necessary. This way, you won’t be wasting your time or anybody else’s.    **TIME COMPRESSOR # 3 – Learn to do things faster**    Learn to speed read. We often take longer than necessary to read emails or reports. Focus on the heading and introduction to a text in order to fully understand what it is about. Then, only read the sections relevant to you in order to extract the precise information you need.    Learn to type faster. By using the keyboard more efficiently, you can save lots of time. We waste a lot of time correcting what we type or by typing slowly. There are many courses available to teach you how to type.    **TIME COMPRESSOR # 4 – Make sure you have the correct tools**    An old, slow computer won’t help you work fast and efficiently. If your computer is slow, leave it in the shop or get a computer engineer to clean it for you or expand the memory. If this doesn’t solve the problem, then buy a newer, faster one. Technology should be your slave. If it doesn’t help you to work faster, replace it.    **TIME COMPRESSOR # 5 – Look at your processes**    Analyze how long you take to do tasks and identify ways of doing them faster. There are always steps in a process that can be eliminated or simplified to reduce the time needed to achieve something. |

### TIME COMPRESSOR # 6 – Eliminate distractions

Make sure that every minute of your working hours is used to bring you closer to your goals. Reading emails and checking social media can be a major distraction. They are a bad use of your time. By eliminating these activities from your day or reducing the amount of time you spend on them, you will use your time more wisely.

### TIME COMPRESSOR # 6 – Do it right the first time around

By eliminating mistakes from your work, you save time by not having to go back and correct them. Pay attention to detail when you work, making sure you fully understand what the task requires, using checklists, getting someone to check your work and giving yourself, enough time are all techniques you can use make sure your work is error-free.

### TIME COMPRESSOR # 7 – Delegate

Many hands make light work, or so the saying goes. Division of labor is a key strategy of getting more done in less time. This concept was discovered during the industrial revolution when factories became mechanized and mass production was born. By having many people working on different tasks, or different parts of a task, you get more achieved per hour than if just one person works.

### TIME COMPRESSOR # 8 – Use cloud software for sharing documents

By sharing documents on a platform, you avoid having to attach them to emails and confirming that people have received them. Furthermore, less information gets lost as it is concentrated in one place. This all saves time.

And you, how are you going to compress your time?

1. Work with a partner. Read the text again. Decide if the following statements are true, partly true or false. Use the information in the text to make the partly true and false statements true.

* 1. Shorter meetings are more efficient than longer ones.
  2. Shorter emails communicate more than longer ones.
  3. When we do things fast, we are more productive.
  4. A slow computer will slow us down when we work.
  5. If we simplify processes, we can be more efficient.
  6. If we multi-task, we can get more done.
  7. If we eliminate mistakes from our work, we save time.
  8. If many people work on the same task, we can be more productive.
  9. Sharing documents by email is inefficient.

1. Work with a partner. Read the text again. Underline the imperatives in the text. Look at the example underlined in red.

1. Work with a partner. Read the text again. Underline the computer terminology it contains. Add this terminology to the glossary you created in your portfolio in Lesson 2 of this module.

## Do

1. Work with a partner. Use the language you discovered in Activities 3 and 4 to complete the following sentences. Check your answers as a class.

* 1. \_\_\_\_\_\_\_\_ documents on \_\_\_\_\_\_\_\_ software in order to make it easier for your team to get them.
  2. \_\_\_\_\_\_\_ sure you have the correct \_\_\_\_\_\_\_ to support you in your work. If your computer is slow, it will slow you down.
  3. Learn to \_\_\_\_\_\_\_ faster. Using the \_\_\_\_\_\_\_\_ more efficiently will make it easier to get more done with the time you have available.
  4. If your computer is slow, \_\_\_\_\_\_\_\_\_ for help from a \_\_\_\_\_\_\_\_\_\_\_\_. They can make it faster.
  5. Reduce the amount of time you spend reading \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_. These can be a distraction.

**Let’s use it!**

1. Work in pairs. Finish the following email to a work colleague. Make sure to use the language you learned in the Learn and Do sections. Also use the language for giving advice in emails that you learned in Module 5, Lesson 4. Write 200 words only.

|  |
| --- |
| Dear Alettia,  We hope you are well!  We noticed that you are spending a lot of time completing your tasks and we would like to offer you some advice on how to compress time so that you can get more done in less time. We have chosen bullet-point format in order to make this email faster to write and easier to read 😊.   * Make your meetings shorter. The less time you spend sitting in meetings, the more work you can get done. * … |

1. When you have written your email, upload it onto the class Wiki. Read your classmates emails. Edit them to correct mistakes and improve content.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use imperatives in English. |  |  |  | Activities 5 & 6 |
| I can use computer terminology in English. |  |  |  | Activity 5 & 6 |
| I can write an email to give advice using imperatives. |  |  |  | Activities 6 & 7 |
| I can reflect on my learning. |  |  |  | I can learn |

**I can learn!**

What did you learn from this lesson?

Write your ideas in your portfolio. Compare what you write with a partner. Discuss what you read in each other’s portfolios.

# Lesson 4 – Prioritizing



## Lesson 4 objectives

At the end of this lesson, you will be able to…

* talk about how to prioritize.
* use numbers in English.
* use the modal auxiliary verb *will* to express commitments.
* write and act out a dialogue between a supplier and a prospective client.

## Activate

Discuss the following questions with a partner.

* Do you ever feel you have too many things to do?
* What do you do in this situation? How do you prioritize?

## Learn

1. Work with a partner. Listen to the phone conversation between Dave and his boss. What strategy is Dave using to prioritize? Compare your answers as a class.



1. Work with a partner. Listen to the phone conversation again. Decide which of the following statements are true and which are false. Correct the false ones.

* 1. Their three most important clients are those that contribute most to their income.
  2. They are prioritizing their three most important clients, but their small clients are important to them too.
  3. Technology is going to help them to deliver good customer service to their smaller clients.
  4. They are only going to use technology to manage customer service for their smaller clients.
  5. They are going to visit their smaller clients regularly.

Read audio script 6.2 at the end of this module to check your answers.

1. Work with a partner. Read audio script 6.2 again. Underline the numbers in the phone conversation. Decide how you say these numbers. Check your answers as a class.

1. Work with a partner. Read audio script 6.2 again. Underline the phrases that Dave uses to communicate to his boss that he is prioritizing the three most important clients. Look at the example underlined in red to help you. What verb does he use to express his commitment to prioritizing those clients? Check your answers as a class.

## Do

1. Work with a partner. Complete the following sentences with the language for talking about prioritizing and expressing commitments that you learned in Activity 4.

* 1. I promise I \_\_\_\_\_\_\_\_\_ help you with your report.
  2. I will \_\_\_\_\_\_\_\_\_\_ on that email immediately.
  3. I will \_\_\_\_\_\_\_\_\_\_ everything else I’m doing and finish the report today.
  4. I will \_\_\_\_\_\_\_\_\_\_ to get back to you before the end of the day.
  5. We have to \_\_\_\_\_\_\_\_\_\_ that client. They are our most important customer.

1. Work individually. Write 3 sentences in your portfolio expressing commitment which are true for you. Be sure to use the language you learned in Activities 4 and 5.

1. Compare what you wrote for Activity 6 with a partner. Are your sentences similar or different?

**Let’s use it!**

1. Work in pairs. Write a dialogue in your portfolio between a supplier and a prospective client. You will act out a first meeting between them. The supplier wants to convince the client that they will be a priority for their company. Be sure to include the following elements in your dialogue.

* + - Decide what product or service your company is selling.
    - Decide on what you are going to say to your prospective client to convince them that you will prioritize them.
    - Decide on what commitments you are going to make to the prospective client and what you are going to say to communicate this to them.
    - Be sure to use the language for prioritizing and expressing commitment that your learned in the Learn and Do sections.



1. When you have finished writing your dialogue. Video your meeting. Be sure to use the body language from the I am competent box for this lesson. Post your video onto the class Wiki. Vote for the best video. Justify your votes.

|  |
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| **I am competent!**  **Body language**  Look at the following body language. Decide with a partner which body language you will use in your video. Discuss why/why not. Feel free to investigate information about body language online to help you decide.     1. Slumping back in your chair with arms crossed 2. Leaning slightly forward, with a straight back and listening carefully to your client 3. Sitting back and putting your hands behind your head d) Fidgeting 4. Maintaining eye contact 5. Looking at your phone constantly 6. Doodling 7. Keeping still with hands on the table |

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can talk about prioritizing in English. |  |  |  | Activate,  Activities 1, 2,  4, 8 & 9 |
| I can use numbers in English. |  |  |  | Activity 3 |
| I can use the modal auxiliary  verb *will* to express commitments. |  |  |  | Activities 4, 5, 6, 7, 8 & 9 |
| I can write and act out a dialogue between a supplier and a prospective client in English. |  |  |  | Activities 8 & 9 |

# Lesson 5 Product lesson

In this module, we have looked at different aspects of time management. You are now going to work with a case study to apply the knowledge and language you acquired in this module.

Before you do this, discuss the following question with a partner.

What is a case study?



Read the following case study.

Paul is a Java computer programmer at a multinational software company. He works 15 hours a day and most weekends. In total, his working hours are around 70 per week. He has been working like this for 18 months now and he is beginning to get very tired. He suspects he may be suffering from burn out. His doctor has told him that he needs to relax more and get more rest and exercise because he has unusually high blood pressure for his age. The only problem is that he doesn’t have enough time to do this! He has no free time. He uses the calendar and to-do lists on his computer, but he doesn’t have other strategies for managing his time.

What advice would you give to Paul so that he can have more free time?

Now work in groups of three to think of a solution to Paul’s problem. Use the language from the I am competent box below to discuss the different options that Paul has.

|  |
| --- |
| **I am competent!**  **Participating collaboratively in a meeting**  You can use the following phrases to participate collaboratively in a meeting:   * I think he should… * What do you think? * I like that idea a lot! * What I great idea! * What do you think would happen if he did that? * I’m not sure about your idea. If he did that, then he would… |

When you have decided on the best solution for the case study. Stand up and move around the classroom exchanging information with your classmates on what the best solution to Paul’s problem might be. Justify your decisions.

When you have finished exchanging information with your classmates, work in your original group of three and make a PowerPoint presentation together about what you learned from this case study about time management. Upload your presentation onto the class Wiki.

## Evaluate the product lesson

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Could be better** ☹ | **More or less**  **(-)** | **Yes, we did it!**  😊 | **What we can do next time to improve** |
| My partners and I worked well as a team. |  |  |  |  |
| Our product was interesting for the rest of the class. |  |  |  |  |
| We learned something that we can apply to our real lives. |  |  |  |  |
| We were able to reflect on what happened during the class to produce a presentation. |  |  |  |  |

**Audio scripts**

[Audio script 6.1]

Good morning! Welcome to the show. It’s 6am and I know you’re rushing to work. And I don’t want to stress you out, but this morning we’re going to talk about time. You’ve often heard the expression time is money. But did you know that this is not the same for all cultures? Not all cultures see time as valuable. And also, did you know that even cultures that value time, value it in different ways?

OK, so let’s start with the way different cultures look at time. English-speaking cultures like the British or the Americans tend to be future-oriented. We are constantly looking to the future. We work today to build the future of tomorrow. This also means that we don’t like our time to be wasted. We’re always in a rush and always doing things. Other cultures value relationships more. For these cultures, time should be spent building relationships as relationships are the way to get everything done and relationships matter in themselves. Building relationships for these cultures is time well-spent. In relationship-oriented cultures, people value time spent with other people more than time getting things done.

Now the German culture is one that values time. On one hand, it may seem that English speakers and German speakers are the same in this respect. However, the way these two cultures value time is different. For English speakers, punctuality is incredibly important. If you are late, it is a sign of disrespect. It is seen as wasting the time of the other person. The Germans, on the other hand, value deadlines much more than English speakers do. For a German, if you don’t respect a deadline, it is an enormous sign of disrespect because you are affecting the work of another person who is depending on you to deliver on time.

So, now you can see that time is not money for everyone! And that not all cultures who value time are the same. OK, let’s move on to the traffic report. Cindy…

[Audio script 6.2]

Hello? [short pause]

Oh, hi, boss. How are you? [short pause]

Yeah. I did that analysis you asked for. I discovered which clients we should prioritize.

Zakatron contributes the most to our gross profit, with 1.37 million dollars, followed by Instamarc PLC, with 743,000 dollars. So, whenever I receive emails from these clients, I’ll be sure to follow up on them immediately. And those reports for Instamarc, I’ll be sure to send them today. I’ll drop everything else. The third most valuable client we have is Haley Distribution, with a 345,267-dollar contribution. So, I’ll be sure to prioritize them too. But I have a question, if we prioritize these three big clients, what do we do with the 50 small ones we got? I mean they’re important too, right? [short pause] Ok, ok, yeah, ok. So, you want me to find a software that we can use to manage the relationship with these customers. How does that work? [short pause]

Ok, ok. Right. Ok, interesting. Ok, just to make sure I understand, the software will send them personalized messages and have a feedback system so that we can identify any potential customer service problems before they occur? [short pause]

Right. Ok, good. Glad I understand that. Do you think we should call or visit these smaller customers periodically to make sure that everything is OK? [short pause] Ok, great, we’ll do that too then. Ok, boss. Talk to you later!