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Week 11

Name of the lesson: Late for work?

Lesson objectives

- Read, listen and understand dialogues about being late or early.
- Incorporate vocabulary and structures to describe habits related to punctuality.
- Learn to use prepositions of time appropriately (at, in, on).
- Describe their habits about being early or late.



This lesson will be

recorded

Week 11 – LEVEL 1

Late for work?



Weekly plan

Part I

Late for work?

- Read dialogues about being late.
- ✓ Share habits.
- ✓ Learn vocabulary and structures related to being early/late.
- ✓ Role-play situations.

Part II

Oral focus

<u>Describe your habits about</u> <u>getting early or late.</u>



Today's agenda

- Read and listen to dialogues about being late/ early and check understanding.
- Discuss and share your habits in connection to getting early or late.
- Learn vocabulary and structures related to being early/late.
- Practice role-playing dialogues.



Getting started

CODERHOUSE

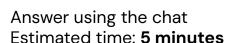


Let's think together

Estimated time: 10 minutes



Describe the situation in the picture. What happened?





○ Who is...?

early and is waiting for someone?

late and others are waiting for her?

Answer using the chat Estimated time: **5 minutes**









Reading comprehension

Let's read the dialogues to analyze what happens in each situation. Then answer some comprehension questions.

Estimated time: 30 minutes



1. Rush hour: racing against time

Mr. Gomez: Good morning, Ana. You're late again today. What happened?

Ana: I'm really sorry, Mr. Gomez. There was heavy traffic on the highway, and I couldn't get to the office on time.

Mr. Gomez: This is becoming a recurring issue. You need to be punctual. How can we resolve this?

Ana: I understand, and I apologize for the inconvenience. I'll try to leave home earlier or explore other commuting options to arrive on time.





1. Rush hour: racing against time

Answer the following questions:

- Why is Ana late for work?
- 2. How does Mr. Gomez feel about Ana being late?
- 3. What solutions does Ana propose to resolve the issue?
- 4. Do you feel identified with Ana?

Estimated time: 15 minutes



1. Rush hour: racing against time (KEY)

Why is Ana late for work?

There was heavy traffic on the highway.

How does Mr. Gomez feel about Ana being late?

He was worried/ concerned. He mentioned that it was becoming a recurring issue.

3. What solutions does Ana propose to resolve the issue?

Leaving home earlier or exploring other commuting options to be punctual.

Do you feel identified with Ana?

Answers will vary.

Estimated time: 15 minutes



2. Connecting delays

Eduardo: Hey, sorry, I'm late for the online meeting. My internet was acting strange, and I had to reset the router.

Sofia: No worries, Eduardo. We just started. Good to have you here. Is everything running smoothly now?

Eduardo: Yes, thankfully, it's back to normal. My apologies for the delay.

Sofia: Technical glitches happen to all of us. Just make sure you're up to speed with the discussion. We're talking about the new marketing strategy.

Eduardo: Understood. I'll catch up quickly. Thanks for being patient.

Sofia: Sure thing. Let's proceed with the agenda. We'll wait a few more minutes for others to join before going into the details.





2. Connecting delays

Answer the following questions:

- 1. Why is Eduardo delayed?
- 2. What is Sofia's reaction?
- 3. What does Sofia say about technical glitches?
- 4. Do you feel identified with Eduardo?

Estimated time: 15 minutes



2. Connecting delays (KEY)

1. Why is Eduardo delayed?

His internet was acting strange, and he had to reset the router.

2. What is Sofia's reaction?

She was understanding. She assured him it was not a problem.

3. What does Sofia say about technical glitches?

She mentioned that they happen to all of us.

4. Do you feel identified with Eduardo?

Answers will vary.

Estimated time: 15 minutes





Break-time

We'll be back in 10 minutes!

Listening focus



Listening comprehension

Let's listen to the description of a person's typical day. After listening, decide if the statements are TRUE or FALSE.

Estimated time: 20 minutes



Decide if the statements are TRUE or FALSE

- Andy wakes up early for work.
- He drives to the office.
- The subway station is far from his home.
- Andy faced a subway delay one day.
- Heavy traffic caused the delay.
- Andy felt relaxed about being late.
- He informed his colleagues about the delay.
- 8. Andy likes using public transportation for cost savings.
- The subway is never crowded during his commute.
- 10. Andy feels stressed when he is late.



★ LISTENING COMPREHENSION (KEY)

Decide if the statements are TRUE or FALSE

- Andy wakes up early for work. T
- 2. He drives to the office. F
- 3. The subway station is far from his home. F
- Andy faced a subway delay one day. T
- 5. Heavy traffic caused the delay. F
- 6. Andy felt relaxed about being late. F
- 7. He informed his colleagues about the delay. T
- 8. Andy likes using public transportation for cost savings. T
- 9. The subway is never crowded during his commute. F
- 10. Andy feels stressed when he is late. T





Group discussion

Let's discuss your habits for getting early or late.

Estimated time: 10 minutes



GROUP DISCUSSION

- 1. How do you go to work or university?
- 2. What do you like and dislike about using public transport or your own vehicle to go places?
- 3. How do you feel when you are *on time* for work or university?
- 4. How do you feel when you are late?







Language focus

Let's learn more expressions for our habits in getting to work or university.

Estimated time: 20 minutes



Vocabulary and Prepositions



Phrases with prepositions

in, on, at, for

Prepositions are small words that show the relationship between different elements in a sentence. They help us understand when an action takes place, where it takes place, and other details related to location and time. Here are some common prepositions used in the context of location and time:

On time: It means to be punctual or arrive at the expected time.

Carlos woke up late and missed his train. He didn't arrive **on time** for the meeting with his team.

In time: It means to arrive before a specific deadline or event.

Maria rushed to the bus stop and arrived in time to catch the bus before it departed.

Late for: It means not arriving at the expected or desired time.

Lucia is always **late for** online meetings!

Arrive at: It indicates a specific location.

I usually walk, and I always **arrive at** the station early to catch the train.



Fill the blanks with the appropriate preposition. Use *in*, *on*, *for* or *at*.

- The conference was starting soon, but Andrea was stuck in traffic. She was worried that she wouldn't make it _____time.
- 2. My colleague usually arrives _____ the office by car.
- 3. Paula woke up late and realized she was running late _____ work.
- 4. The flight was scheduled to depart at 3 PM, and Jorge arrived at the airport just _____time to board the plane.





Fill the blanks with the appropriate preposition. Use *in*, *on*, *for* or *at*. (KEY)

- 1. The conference was starting soon, but Andrea was stuck in traffic. She was worried that she wouldn't make it in time.
- 2. My colleague usually arrives at the office by car.
- 3. Paula woke up late and realized she was running late for work.
- 4. The flight was scheduled to depart at 3 PM, and Jorge arrived at the airport just on time to board the plane.





Vocabulary: opposites

Find the opposite adjective and match

arrive early

meet a deadline

use time efficiently

be on time

miss a deadline

procrastinate

be delayed

arrive late

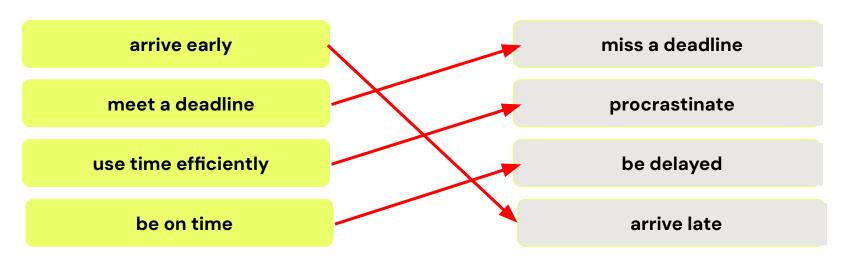
Estimated time: 5 minutes





Vocabulary: opposites (key)

Find the opposite and match







Breakout rooms activity

Let's role-play some dialogues. Read the situation in your groups and take turns to read the dialogues.

Estimated time: 20 minutes





Breakout rooms activity

Early or late?

You will read dialogues of different situations about being late or early. Role- play the dialogues in your groups.

Estimated time: 20 minutes



You are a university student who is always early for classes. Role-play a conversation with your friend who is often late.

Student A: Hey! How's it going?

Student B: Oh, hi! I'm a bit stressed. I woke up late again

today.

Student A: Really? But you wanted to be on time for your classes!

Student B: I do, but I keep hitting the snooze button on my alarm. I should learn from you. You're always early!

Student A: Haha, it's all about setting a routine. I make sure to go to bed early and set multiple alarms. It helps me start the day without feeling rushed.

Student B: That's a good idea. I need to start doing that too. Being late all the time is causing me to miss important information in class.

Student A: I understand. Being on time helps us be more focused and prepared. Let me know if you need help!





You are a new employee at a company, and you're feeling nervous about being late on your first day. Role-play a conversation with your co-worker who is always punctual.

Employee A: Hi! Today is my first day at work, and I'm worried about being late.

Employee B: Hi! Nice to meet you! Don't worry; everyone feels nervous on their first day. I'm sure you'll do great.

Employee A: Thanks. I'm excited about starting, but I'm afraid of getting stuck in traffic and being late.

Employee B: It happens to everyone sometimes, but I can share some tips with you. I leave early to avoid traffic and always have a backup plan if there's a delay.

Employee A: That sounds like a good strategy. I'll make sure to plan my morning and try to arrive early. Thanks for the advice!





You and your colleague are attending a morning meeting at the office. You arrive early, but your colleague arrives late. Role-play a conversation about the importance of punctuality.

Employee A: Good morning! Did you have trouble with the traffic today?

Employee B: Hi, sorry, I'm late. I actually overslept this morning and got stuck in traffic.

Employee A: It's alright, but being punctual for meetings is crucial. It helps us start the day on the right foot and shows respect for everyone's time.

Employee B: You're right. I need to work on my morning routine and plan ahead to avoid being late.

Employee A: Maybe you can set multiple alarms or lay out your clothes the night before to save time in the morning. Small changes can make a big difference in being on time. Let me know if you need any help.





You and your friend are carpooling to work. Your friend is always running late, and it impacts on your schedule. Role-play a conversation addressing the issue.

Student A: Hey, I've noticed that we're always late for work when we carpool together.

Student B: Yeah, I'm sorry about that. I struggle with time management in the mornings.

Student A: No worries, but being late affects our work schedule. We need to be more punctual.

Student B: You're right. I need to set an earlier alarm and avoid hitting snooze repeatedly.

Student A: That could help. And maybe we can plan our route better to avoid traffic and delays.

Student B: That's a good idea. I'll try to pay more attention to time. I appreciate that you talk about this.

Student A: No problem. We're a team, and it's essential to support each other in being punctual.







Break-time

We'll be back in 10 minutes!

Communicative focus



Oral focus lab

We will carry out different class activities to understand and put into practice the theoretical concepts we have seen.

In what way?

First, we will make a collaborative brainstorming to revise together some theoretical concepts. Then, you will work individually, and give a final revision to your work. When you are done, you will present your work and receive feedback. Finally, we will work collaboratively, sharing progress and asking questions.

Estimated time: 80 minutes + 10-minute break



Step by step

1 2 3

Step 1

Revise collaboratively and work individually

Estimated time: 20 minutes

Step 2

Share work and receive feedback.

Estimated time: 40 minutes

Step 3

Share progress and ask questions.

Estimated time: 20 minutes



Let's get started!







Step 1

Collaborative revision and individual work.

Estimated time: 20 minutes





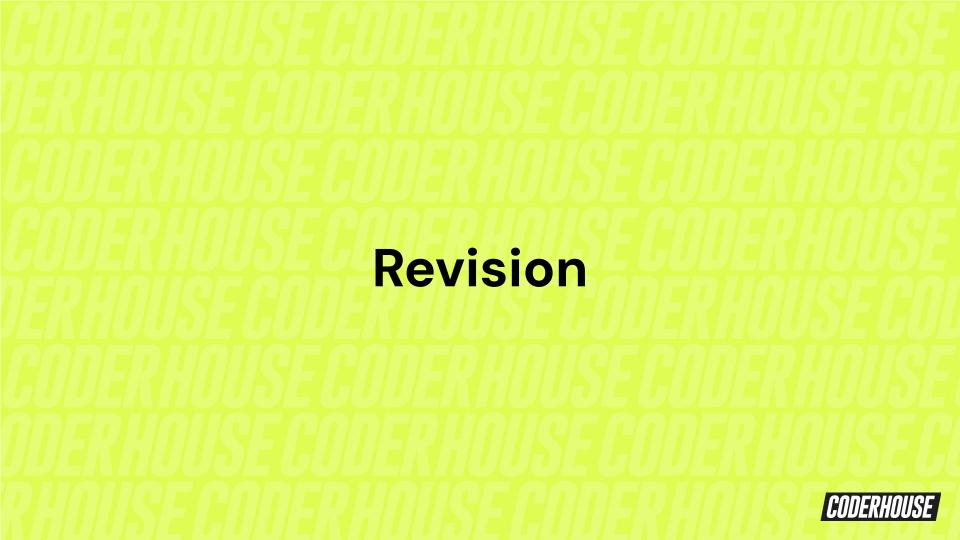
Collaborative revision

Description of the activity.

We'll revise together the theoretical material we saw last class.

Estimated time: 10 minutes





Vocabulary and Prepositions



Phrases with prepositions

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Oral focus

Oral task

Describe your habits in connection to getting early or late in different situations.



Individual work

Description of the activity.

Use this time before the break to complete your work individually and get ready for your oral presentations.

Estimated time: 10 minutes





Step 2

Share your work and receive feedback.

Estimated time: 40 minutes





Collaborative activity

Step 2 - Part I

Use this part of the class to share your work with other students in small groups and receive feedback from peers.

Estimated time: 15 minutes





Commitments

Attendance

Have an active participation in class, avoid distractions.

Active listening

Listen and process what others express in the class.

Attitude to learning

Be ready to keep learning at every moment. Sharing is welcome, collaborative work prevails.

Respect

Listen to each other, we can all express what we think. Let everybody participate...





Whole class

Sharing our work

Let's share your work with the class! Use this part of the class to share your work with the rest of the class and receive feedback from peers and teacher.



Estimated time: 25 minutes





Step 3

Share progress and ask questions.

Estimated time: 20 minutes





Let's clear your doubts!

Let's do some revision

Firstly, think individually about any questions you may have. You can think about your own work or the work of others you have listened to.

Afterward, ask your questions orally or type them in the chat.



Estimated time: 20 minutes



Oral task

Describe your habits in connection to getting early or late in different situations.



Today's agenda - checkout

- We read and listened to dialogues about being late/ early and check understanding.
- We discussed and shared your habits in connection to getting early or late.
- We learned vocabulary and structures related to being early/late.
- We practiced role-playing dialogues.



See you next class!