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Balance

Reading

1 Read the article from a business website and find the following information:

1 Two kinds of problems that President Eisenhower talked about

2 Two ways of organizing these two kinds of problems

3 The number of and names of categories in the grid

4 Two examples of tasks and the categories they belong to

2 Read the article again and choose the correct word for the gaps (1–6).

- | | | |
|-------------|---------------|-----------|
| 1 a meeting | b party | c reunion |
| 2 a do | b draw | c make |
| 3 a already | b immediately | c then |
| 4 a arrive | b get | c reach |
| 5 a be | b last | c take |
| 6 a boss | b friend | c person |

3 Underline the reasons given in the article in answer to these questions. Which words in the article introduce the reasons?

1 Why do you sometimes need more than lists?

2 Why do you need to understand the difference between important and urgent?

3 Why is it a good idea to draw a grid?

4 Think of ten to twelve things you need to do at work, in your studies and in your life in general. Categorize your tasks in the grid at the bottom of the page.

5 Do you think this is a helpful strategy for you? Why or why not? How do you usually organize your tasks?

	urgent	not urgent
important		
not important		



The Eisenhower Principle: how to decide what to do first

'I have two kinds of problems: the urgent and the important. The urgent are not important and the important are never urgent.'

These are the words of President Dwight D. Eisenhower, US President from 1953 to 1961. He was speaking at a ¹ _____ of world leaders, but his idea is useful in all kinds of situations, especially in the business world. His idea is now known as the *Eisenhower Principle* and it is an essential strategy when you need to organize your tasks.

The Eisenhower Principle lets you sort the things you have to do into different categories, helping you decide the things you should do first. Making lists is a good starting point for this kind of organization. Sometimes, you need to do more than list things. The reason for this is it can be hard to see the connections between tasks on your lists. You can ² _____ one list of urgent things and another list of important things, but how do you know which order to do the tasks in? In fact, the first step is to be clear about the difference between *important* and *urgent*, because without understanding this you will make limited progress. Urgent tasks are things that you need to do ³ _____ and are often things someone else needs you to do. Sometimes they are quick and simple jobs, such as contacting someone who is waiting for information. Important tasks, as Eisenhower said, are not necessarily urgent, but they will help you ⁴ _____ your goals.

One way to see your priorities clearly is to draw a ³⁰ grid with one side showing 'urgent' and the other

side showing 'important', since this gives you a single space to write all the tasks in, as shown in the diagram, instead of separate lists. It's a simple and effective idea to start your working day with!

	urgent	not urgent
important	Do it TODAY !	PLAN when to do it 🕒
not important	Decide WHO can do it 👤 👤	DON'T do it! X

The grid has four smaller squares. The top corner, square 1, is for the tasks that are both 'important' and 'urgent'. Obviously, these are the tasks you need to do today. An example could be dealing with an unexpected problem. Square 2 is for jobs that are still important, although not so urgent. The focus here is to decide *when* you need to do them. How much time will they ⁵ _____? Most of your tasks that you need to plan are here. Square 3 is for urgent jobs that you may be able to pass to another ⁶ _____. In other words, it's not important for you to do them, but it is necessary that someone does them. So the focus of this square is *who*. And the final square is for the things that you didn't really need to put on your to-do list at all!

Grammar

Talking about the future

1 Match the example sentences (1–6) with the use of the future form (a–f). Then write *going to* (G), *will* (W) or the present continuous (P).

- 1 Don't worry about the restaurant. I'll book it. _____
 - 2 There's too much to do. He's not going to finish on time. _____
 - 3 More than half of eighteen-year-olds will go to university this year. _____
 - 4 They're delivering the parcel on Tuesday morning. _____
 - 5 We can't all travel together, so we're going to meet in the town square. _____
 - 6 Oh, I forgot about the meeting! I won't be able to get there until later. _____
- a A fact that will be true in the future
b A promise or an offer
c A plan that has already been made
d A prediction of what seems certain based on evidence
e A decision taken at the time of speaking
f An arrangement for a stated time in the future

2 Complete the sentences with the correct future form of the verb.

- 1 Oh, we've run out of tea! I _____ (make) some coffee.
- 2 Don't worry if you can't get here at five thirty. I _____ (wait).
- 3 Everyone is coming to the party. It _____ (be) a great night.
- 4 I've decided that I _____ (look for) a new job.
- 5 More people _____ (go) on holiday this year, according to the tourism industry.
- 6 We _____ (close) the office early this Friday so staff can enjoy the long weekend.

3 Choose the correct options to complete the conversation about weekend plans.

A: Hi, it's Mum. Just checking, ¹*are you still coming / will you still come* for lunch on Saturday?

B: Yes, ²*we're being / we'll be* there!

A: Great. The weather forecast is good, ³*it's being / it's going to be* sunny and warm.

B: Lovely! Oh, we ⁴*aren't going to be able to / won't be able to* stay long – but quality time is better than quantity time, they say.

A: Oh, really? I'm not sure I agree. I don't like eating in a hurry.

B: No, we ⁵*aren't going to be / won't be* in a hurry. We ⁶*are having / will have* plenty of time to relax and chat, I promise. It's just that we have plans for late afternoon. We ⁷*are meeting / will meet* some friends at six.

A: OK, well ...

B: They've invited us to see their new flat. They ⁸*are going to show / are showing* us around and ⁹*I'm going to help / I'll help* them unpack their boxes.

A: Oh, well that ¹⁰*is being / will be* nice. See you Saturday, then.

4 Complete the paragraph from a student magazine with the correct form of the verbs. Use *going to*, *will* and the present continuous. Sometimes, more than one form is possible.

I've got an essay to do for my final year course and I know it ¹_____ (take) me until the last day. How do I know? Because of a thing called 'Parkinson's Law'. This says that when you have a day to do something, you do it in a day, but if you had three days, you would take all three days. So, I have a week for my essay. ²_____ (I / really / need) seven days? The topic is difficult and I don't know a lot about it, so writing it ³_____ (not / be) easy. On the other hand, my classmate ⁴_____ (help) me – we ⁵_____ (meet) for coffee tomorrow to talk about it. But the big question is, ⁶_____ (the essay / be) better because I spend all week on it? I think the answer to that is no, probably not!

Look at the Learning to learn box. Then do the task.

LEARNING TO LEARN: GRAMMAR

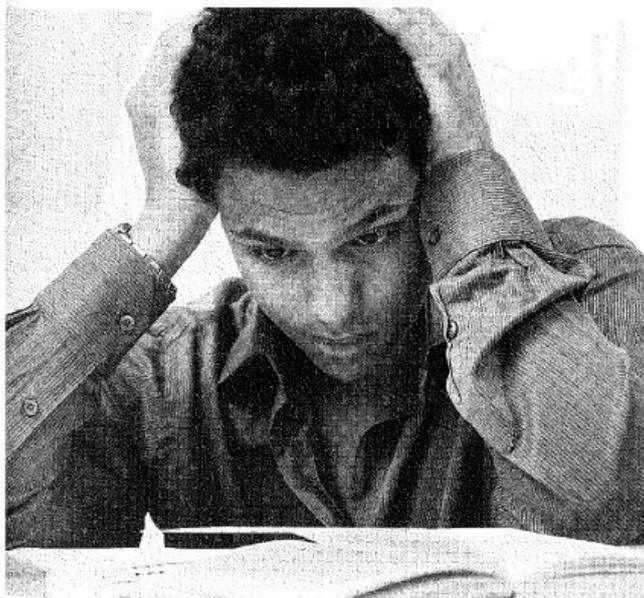
Grammar terms

Grammar terms include words like *verb*, *noun* and *adjective*. It's useful to know grammar terms and to understand what they mean, because they can help your learning.

- Dictionaries use grammar terms to show how words are used.
- You can ask questions about language more easily.
- You can learn words that belong to the same categories.

Match the grammar terms (1–8) with the examples (a–h). Then add one more example to each term.

- | | |
|--------------------|------------------|
| 1 infinitive | a a lot of _____ |
| 2 noun | b eaten _____ |
| 3 adjective | c job _____ |
| 4 adverb | d slowly _____ |
| 5 <i>-ing</i> form | e thinking _____ |
| 6 past participle | f through _____ |
| 7 quantifier | g to find _____ |
| 8 preposition | h urgent _____ |



Pronunciation

Using sentence stress (2): stressing important words

1 Look at the sentences and underline the words you think will be stressed. Then listen to check. Circle the stressed words if they are different from the ones you underlined.

- 1 Are you going to stay for lunch?
- 2 The weather's going to be terrible.
- 3 We'll leave in the morning.
- 4 We're going to do something different.
- 5 We won't have enough time.
- 6 I won't be tired, I'll be exhausted!

2 Listen again and repeat the sentences.

Vocabulary

Money

1 Choose the correct options to complete the comments about money.

- 1 My friend got a *loan* / *mortgage* from the bank to buy an old motorbike. He repaired and painted it, and now it *is worth* / *wastes* twice as much. He thinks it might be a good idea for a business.
- 2 In my opinion, your *mortgage* / *salary* should give you enough money for basic *loan* / *expenses* and a little bit for *budget* / *luxuries* as well.
- 3 People often say if you can *afford* / *be worth* to pay rent, then you could pay a *salary* / *mortgage* and buy your own flat. I don't think it's so simple, though.
- 4 My parents showed me how to work out my *budget* / *luxuries* when I left home. They didn't want me to *afford* / *waste* any money. Now my friends sometimes ask me for *financial* / *loan* advice!

2 Complete the conversations with these words.

afford are worth budgets expenses
financial loan luxuries mortgage salary waste

- 1 A: Tanya, how can you _____ to eat out so often?
B: It's easy. I don't _____ money on things like takeaway coffees and snacks and bottled water every day.
A: Hmm, interesting. I think coffees and snacks _____ the money – especially when I'm out at work all day.
- 2 A: Daniel, who do you think is the best person to ask about _____ help?
B: Not me! I have no idea about _____ or anything like that. If you need a _____, I think your bank manager is the best person to talk to.
A: Well, I don't really need one. I just need a way of reducing my _____. I don't know how I spend so much!
- 3 A: This is great! With my new job, the _____ is much better.
B: So perhaps we can try and get a _____ for our own house?
A: Yes, I think so. As long as we don't spend too much on _____!
B: OK, but holidays are OK, aren't they?

Pronunciation

Saying the letter r

- 1** Listen and tick (✓) if the *r* is pronounced in these words.
- | | |
|--------------|--------------|
| better _____ | party _____ |
| forget _____ | person _____ |
| hard _____ | warm _____ |
| order _____ | water _____ |
- 2** Listen again and repeat the words. Is it easier for you to understand the word when the *r* is pronounced?

Listening

1 Listen to the conversation between three friends, Leo, Shen and Ellie. What does Leo say about each money saving product? Write a, b or c next to the products (1–5). You can write any letter more than once.

- a He didn't know about it.
b He wants to have this.
c He has this but doesn't use it.

- | | |
|------------------------------------|-------|
| 1 Café discount card | _____ |
| 2 Free gifts from banks | _____ |
| 3 Price comparison websites | _____ |
| 4 Supermarket cash discount offers | _____ |
| 5 Supermarket points cards | _____ |

