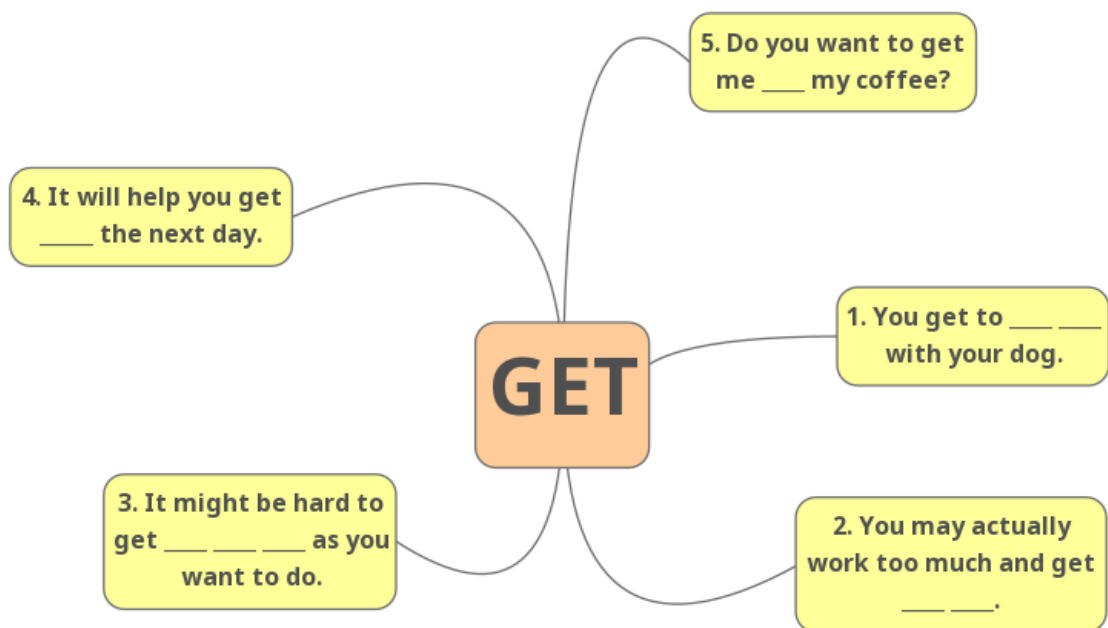


FORCE	GET
WANT	IT'S GOOD PRACTICE
NEED	IT'S (YOUR) TIME
IT'S IMPORTANT	FANCY
RECOMMEND	SUGGEST
AVOID	KEEP





1. What do you like to do when you need *to unwind / unwinding*?
2. What do you get *to do / doing* when you work from home that you normally wouldn't be able to do?
3. What is a good idea *to do / doing* first thing in the morning on home office?
4. What do you avoid *to work / working* on in the afternoon?
5. What is the one thing you'd recommend *to buy / buying* to someone's home office?
6. Who do you always want *to speak / speaking* to in person rather than on Zoom?
7. Do you keep *to work / working* on home office even if you're feeling tired?  
If not, what do you do?
8. What do you fancy *to do / doing* to celebrate your wins?

# ACTION PLAN

Use this action plan to identify specific steps you want to take to improve your work-from-home productivity and efficiency. Be as specific as possible. Make sure you include potential challenges for each step and plan possible solutions.

Remember: you can never be overprepared!

My goal:				
Action step <i>What do you want to change?</i>	Deadline <i>When do you want to achieve that?</i>	Resources <i>What do you need to take that step?</i>	Potential challenges <i>Are there any challenges that might impede completion?</i>	Solutions <i>How will you overcome them?</i>

# Home Office Rules business English

level: upper-intermediate (B2)+

class: one-to-one

time: 60 min.

skills: speaking, listening, grammar

## Warm up

1. Tell your student that today you want to talk about working from home. Ask them to write down as many **associations** with home office as spring to mind in 30 sec.
2. After the time limit, make the task more challenging by asking them to write associations **starting with the letters** HOME OFFICE. The words may be nouns, adjectives, verbs or collocations. If the student struggles, help them by guiding them towards some of these: Home, Online calls, Meetings, Email, Open, Flexible, Fun, Isolation, Coffee, Evenings (or any other you may think of).
3. Finally, let them explain their choice of words and how exactly they associate them with working from home.

## Benefits and challenges

4. Encourage your student to think of any **perks and challenges** of work from home, thinking of their own job as well as of other specific jobs (software developer, HR recruiter, operation manager, teacher...).
5. Conclude by agreeing that just like in an actual office, home office work also requires some **rules**. If you like, you can also point out the homophony in the lesson plan title: *rules* as 'accepted principles' and *to rule* as 'to be very good'.

## How to actually work... when you're working from home

6. Once you've agreed that we should follow certain rules on home office, think of some together. Watch this [video](#) and check which of your ideas Paige mentions. Are there any that you didn't talk about?  
(Give yourself a dedicated workspace; make a schedule and stick to it; pretend you're not at home: follow your usual office routine and don't let distractions interfere; quit at quitting time; set boundaries around your time and space and explain to other people/pets in your home that it's your time to work; celebrate your wins.)
7. Watch the video again and ask the student to write down as many **details** for each of the points from the previous exercise as possible. Explain any difficult words/phrases if necessary.

### Grammar point 1

8. Cut out the **cards in worksheet 1**. Can the student remember which of the verbs Paige used and how? If necessary, watch the video one more time to check.  
*(force – Certain circumstances may force people to work from home.*  
*get – You get to work in your pyjamas. You get to hang out with your dog.*  
 This use of 'get' might be new to your student. Explain that 'get to do' in this context means 'to be given an opportunity to do sth.'  
*want – The second thing you want to do is make a schedule.*  
*it's good practice – It's good practice to play out for yourself what's acceptable and not acceptable.*  
*need – Buddy, I need you to listen to me.*  
*it's time – They're going to begin to understand that this is your time to focus.*  
*it's important – The last thing that's really important to do is celebrate your wins.)*  
 Can they see a pattern in the verbs? They're all followed by '**to + infinitive**'.
9. Look at the verbs in the other cards. Do they know what these are followed by? If the answer is not clear straightaway, encourage your student to use some of the verbs in sentences (ideally about working from home). The chances are they will be able to use them correctly followed by a **gerund** at this level.
10. To practise the two verb patterns, use **worksheet 2**. First, the student underlines the correct verbs in the questions.  
*(1. to unwind 2. to do 3. to do 4. working 5. buying 6. to speak 7. working 8. doing)*
11. Then, both your student and you choose 4 – 6 questions and write your answers in the **speech bubbles** above. Make sure you give very short answers (max. 2 or 3 words) and you write them at random. Exchange your sheets and try to connect each other's answers to correct questions by asking e.g.: 'Is it a good idea to write a to-do list first thing in the morning?' If you have the time, ask follow-up questions.

### Grammar point 2

12. The video provides quite a few **collocations with 'get'**. Watch the video again and complete Paige's sentences in the second half of worksheet 1.  
*(1. hang out 2. burned out 3. as much done 4. jumpstarted 5. sipping)*  
 Explain the meaning of each collocation if necessary.  
*(get to hang out – be given an opportunity to hang out;*  
*get burned out – become burned out;*  
*get as much done – complete as much work;*  
*get jumpstarted – start working quickly and successfully;*  
*get me – film me)*
  13. Prepare three **questions for each other**, using different collocations with 'get' (e.g. *Do you get more done in the office or at home?*). Every time you get an answer, try to think of at least one follow-up question.
- Note: Feel free to use just one of the grammar points, depending on your student's level and needs, or to give the other one as homework.

### Action plan

14. Have a **conversation** about your student's own home-office routine and rules. What works for them and what doesn't? How does their home-office routine differ from their usual office life? Do they feel there's room for improvement in some areas?
15. Present the **action plan template**. Based on everything you've talked about in the lesson, what would they like to change about their work-from-home routine? What tips would they like to try out for themselves? Encourage them to complete the chart with specific steps they'd like to take and all the other details.
16. Then discuss each step in detail. What exactly are they going to do to change that? Are there any specific resources they will need to accomplish that? What might be some potential challenges and how are they going to deal with them?

### Cooler

17. Use words which were new or difficult for the student in sentences, but instead of saying the word, **knock** on the desk. The student guesses which word is missing.

### Homework

18. The student tries to put their action plan into practice and prepares to speak about the results.