

# 02

## Work-life balance

### Learning objectives

This unit is mainly about combining working life with home life. It begins by looking at a range of statistics about working hours and the work-life balance, and presents the profile of a top female executive who successfully combines her career with her family life.

In the next section, students listen to two people discussing the demands of someone's new job. They then discuss the demands of their own job or that of someone they know.

The unit then goes on to examine how people can balance work and leisure, and ensure that they reduce the amount of stress in their lives.

The grammatical focus is on expressing frequency, and the lexical focus is on work and routines, and discussing ideas.

### Digital resources: Unit 2

Online Workbook; Extension worksheets; Glossary; Phrase bank; Student's Book answer key; Student's Book listening script; Fast-track map

In this first section, students begin by completing some statistics in an article about work-life balance. They check their answers and then discuss the situation in their own country. They then read the profile of a woman who combines a successful executive career with family life. They answer questions about her life and talk about how typical they think it is. They then practise using frequency expressions to talk about how often they do things.

### Warm-up

Focus attention on the quotation from Confucius and elicit the meaning (if you love your job, then what you do every day won't feel like work at all). Ask students how important they think it is that they enjoy the job they do, and whether they keep their work and home lives separate. Find out how many hours a week they work and whether these are all done in the office, or if they sometimes take work home.

**1** Ask students to read the article extract quickly, ignoring the gaps, so that they get an idea of what it is about. Then ask them to try to complete the gaps with the numbers in the box. Reassure them that they are supposed to guess the answers here and that you don't expect them to know them already. Make sure they have completed all the gaps before going on to 2.

### ANSWERS

a 2 b 3 c 48 d 1,625 e 76,700

**2** Ask students to turn to page 130 to check their answers. Before they discuss the two questions, elicit their reactions to the statistics. Was there anything that surprised them?

**3** Ask how many of your students have children. Ask them if the company they work for helps them to combine their careers with their family responsibilities. Go through the questions with students so that they know what information to look out for when they read the profile.

### ANSWERS

a 5.30 am  
b 8.50 am  
c Never more than an hour  
d Using the phone is nearly always quicker than using email  
e Only occasionally

**4** Ask students to discuss the questions with a partner, then have a class feedback session.

**5** Focus attention on the underlined word in the profile (*often*). Explain that this is a word we can use to say how frequently something happens. Ask them to go through the profile and underline any other words and phrases that tell us how frequently something happens.

### ANSWERS

often; usually; every day; normally; usually; sometimes; never; once a month; constantly; whenever possible; nearly always; hardly ever; most days; don't often; sometimes

**6** Ask students to look back at the phrases they have underlined in the profile and decide which is the correct option in each sentence.

### ANSWERS

a before b after c beginning or end

**7** Ask students to work individually to add frequency expressions to the sentences to make them true for them. Remind them that they may have to change the verb form. As they do this, go around and make sure that they are positioning them correctly. Ask several students to read out their sentences.

### Language links

Direct students to the *Language links* section on page 18, for more information on the position of frequency expressions, and a practice exercise to help students put these expressions in the right place.

**8** Ask students to complete the first two columns in the chart with activities related to their own daily routines. Then tell them to ask their questions to a partner and complete the third column. Have a class feedback session to find out what questions were asked and what some of the replies were. Ask students if they were surprised by anything they have found out about their classmates.

1:1

When your student has completed the 'You' part of the chart, tell him / her to ask you questions to find out about your daily routine.

Ask your student to prepare a profile that describes his / her own daily routine, using Sally McDermott's profile as a model. You could set this for homework and go through it in the next class.

9 Ask students to use the information from 8 to produce a profile of their partner's routine. This could be written and presented to the class, though confident students may be able to do it just by using their notes. When all the routines have been presented, the class could vote on who has the best work-life balance.

1:1


Encourage your student to use the information they found out about you in 8 to produce and present a profile of your daily routine.

## What's in a new job?

In this section, students listen to a conversation between two people discussing someone's new job, and what it involves. They then use prompts to write questions from the conversation, and listen again to check their answers. Then they use similar questions to find out details about each other in an information-gap exercise. They finish by asking each other about their own working conditions.

### Warm-up

Ask students what they think are the advantages and disadvantages of having a new job. If they are slow in coming up with ideas, start them off with a few of your own. For example, a new job may mean more money and more responsibility; you may have to work very hard at first in order to create a good impression; you may be last in line when it comes to choosing when to take your holidays, etc.

1  1.03 Go through the questions with the class before you play the recording, so that students know what information to listen for. Tell students to cover up the page below the photo as they listen, so that they can see exercise 1 but not exercise 2, which gives part of the listening script.


 1.03

- A: Hi, Eddie. How are you?  
 B: Oh, hello, Jennie. I'm fine. And you?  
 A: Fine thanks. How's Fiona?  
 B: Oh, she's okay. She's got a new job.  
 A: Really? That's good.  
 B: Well, yes, I suppose so, but I'm worried she's working too hard.  
 A: Oh, dear. Does it involve long hours?  
 B: Officially 40 hours, but she often works late. We don't see her at home much.  
 A: What's she doing?  
 B: It's the same company – you know, educational software – but she's regional marketing manager for Latin America now.  
 A: Sounds impressive. What does it involve?

- B: Quite a lot! Apart from being in charge of the sales reps she also works on new product development and the whole marketing strategy of the company.  
 A: Does it mean a lot of travelling?  
 B: It seems to. At least a couple of trips a month.  
 A: I see.  
 B: I don't mind that. It's the weekends that cause problems.  
 A: Does she have to work weekends?  
 B: Not every weekend, but we can never make plans.  
 A: Oh, dear. How much holiday does she get?  
 B: It's not bad. Three weeks a year. But that's a long way off.  
 A: You're being a bit negative. Does she enjoy it?  
 B: It's hard work, but I think she enjoys the challenge.  
 A: But you're not very happy.  
 B: I'm happy for her. The money's good and it's great for her career, but there is a downside.  
 A: Well, it's always difficult at the beginning. Anyway, give her my regards. Why don't we go for a drink sometime?  
 B: Okay, I will and yes, I'd like that.

### ANSWERS

- a He is probably her husband or partner. Clues to this lie in Eddie's words *We don't see her at home much* and *Not every weekend, but we can never make plans*, which suggest that they share a house and are used to spending their free time together.  
 b He is pleased for Fiona because she earns good money and it's a good move for her career, but he worries that she works too hard. He is upset that she often works late and sometimes has to work weekends, which means he doesn't see much of her and they can never make plans.

2  1.03 Go through the example with the class, then focus attention on the other prompts and the corresponding answers. Ask students to complete the other questions. Then check answers and any vocabulary queries with the class.

### Language links

Focus students' attention on the frequency expressions in the conversation, such as *often*, *a couple of trips a month*, *not every weekend*, *never*, *three weeks a year*. The **Language links** section on page 18 has more information about expressing frequency, and exercises to practise using frequency expressions. This will help them when they come to ask and answer questions about their own working conditions.

### ANSWERS

- a Does it involve long hours?  
 b What's she doing? (or What does she do?)  
 c What does it involve?  
 d Does it mean a lot of travelling?  
 e Does she have to work weekends?  
 f How much holiday does she get?  
 g Does she enjoy it?

3 Ask students to turn to the relevant pages and look at their charts. Point out that they should ask questions similar to the ones in 2 to find out the information to complete their charts, but that sometimes they won't be able to use exactly the same

questions. Give them a few minutes to decide what questions they will need to ask. As students ask and answer their questions and fill in their charts, go around making sure that they are formulating their questions correctly. Give help where needed. When they have finished, students check answers by comparing charts. As an extra check, ask several students to say what questions they asked to elicit the information.

**Language links**

Direct students to exercise 1 in the *Language links* section on page 17 for more practice on talking about the responsibilities and requirements of various jobs.

**1:1**

Take the role of either Student A or Student B and do the activity with your student, giving him / her the chance to answer your questions as well as ask his / her own.

**4** With a new partner, students take turns to ask similar questions about their partner's job (or the job of someone they know). Go around making sure that they are asking and answering correctly. Give help with any extra vocabulary they may need.

**1:1**

Do the exercise with your student and be prepared to answer questions about your own job or one of someone else that you know well.

## Taking things easy

In this section, the focus changes slightly, moving away from a concentration on the workplace to ways of maintaining a good work-life balance by keeping healthy and alleviating the stress that work often induces. Students complete a questionnaire about stress and exercise, then read an article in which a professor presents a rather unusual view on the importance of relaxation. They then talk about their own attitudes to exercise and relaxation.

### Warm-up

Find out how many of your students belong to a gym. Ask them why they go, how often they go and what they do when they are there. Find out what other types of exercise your students take.

**1** Students complete the questionnaire, which is about attitudes and beliefs about exercise, with a partner. Encourage them to compare their answers with other pairs to see if there is any consensus.

**2** The article presents the rather unconventional conclusions reached by a German scientist on the benefits of being lazy rather than energetic. Give students plenty of time to read the article and ask one of them to give a brief summary of the ideas in it. Elicit their reactions to the article and answer any questions they may have about vocabulary.

**3** Students read the article again more carefully to find and underline the two expressions.

**ANSWERS**

lazing around, to take it easy

**4** Give students time to devise their own titles, then have a class feedback session and write some on the board. Ask students to choose the title that they think fits the article best: either one of those given in the Student's Book, or one of their own suggestions. Ask them to justify their choices.

**Language links**

Direct students to exercise 2 in the *Language links* section on page 17, which uses the ideas from this article to practise the language of work and routines.

Exercise 3 on page 17 also uses ideas from this article to practise *do* as an auxiliary.

At this point students might also like to do exercise 4 on page 17, which practises phrasal verbs.

**5** Put students in groups and ask them to discuss the questions. Appoint a secretary in each group to take notes and report back to the class at the end on what was said.

**1:1**

Ask your student the questions. Be prepared to offer your own opinions and talk about your own lifestyle.

**Language links**

**ANSWERS**

**Vocabulary**

**Work and routines**

1 a get; off b full-time; work c work; overtime d takes; hour e check; emails f ratio; to g productive; day  
2 a 1 b 5 c 6 d 2 e 7 f 4 g 3 h 8

**Do as an auxiliary**

3 a Do b do c don't d does e doesn't  
f doesn't g don't h don't i doesn't

**Phrasal verbs**

4 a switch off b work out c give up d picks [me] up  
e use up f goes through

**Grammar**

**Practice 1**

- a I travel abroad four times a year.
- b We always have a department meeting on Monday morning.
- c He doesn't often go to Germany.
- d The department manager usually leaves early on Friday.
- e I never use the car because I can't drive.
- f She always has lunch in the office canteen.
- g They aren't often late for work.
- h Microsoft® is always in the news.
- i I change my mobile every year.
- j Do you ever have office parties?
- k How often do you go to the gym?
- l Do you use your laptop much?

**Practice 2**

- a How do you go to work?
- b How much/often do you use the phone?
- c What time / When do you get to work?
- d Why does he do the housework?
- e How often does he play squash?
- f Who does she go to work with? / With whom does she go to work?
- g How do you spend the morning?
- h How many hours a week do you work?
- i How long does it take you to read the newspaper?
- j Why do you work so hard?