

## How to maintain a good work-life balance?

(LEVEL C1)

### Part 1: WARM-UP

*As a warm-up draw your ss' attention to the cartoon below. Alternatively you can display it on a computer screen. Let them discuss the questions for a while. Brief feedback as a class (appx. 3-5 mins)*

**EX.1. Look at the cartoon below. How do you understand it? Do you think you have a good work-life balance? Compare your ideas with your partner**



Source: <http://dilbert.com>

*Set the second task by giving clear instructions. Inform your ss that they will watch the video twice. Allow ss to read the questions first. Clarify any new vocabulary. Play the video once (for weaker groups you may want to switch on the subtitles). (appx. 10-12 mins)*

## Part 2: WATCHING

Source: [https://www.ted.com/talks/nigel\\_marsh\\_how\\_to\\_make\\_work\\_life\\_balance\\_work#t-11364](https://www.ted.com/talks/nigel_marsh_how_to_make_work_life_balance_work#t-11364)

### EX.2. Watch the video and answer the questions

1. Why did Marsh decide to quit his job? Was it easier for him to maintain work-life balance as a result? *Because he was working too much and neglecting his family as a result. He found it easy to maintain a good work-life balance when he had no work;*
2. What is the main issue about career choices that he points out at the beginning? *Certain careers are fundamentally incompatible with being engaged with a family life.*
3. Why is it important to take responsibility for designing our lives? *Because if you don't design your life, someone will do it for you and you may not like their idea of balance.*
4. What is his opinion about commercial companies? *They are designed to get as much out of you as they can get away with.*
5. What does his ideal day look like? *Waking up well-rested, sex, walking the dog, breakfast with his family, sex, driving his kids to school, 3 hrs work, sports at lunchtime, 3 hrs work, meeting mates for a drink, dinner with his family, meditation, sex, walking the dog, sex, going to bed.*
6. According to Marsh, what does it mean to have a truly balanced life? What elements does it need to have? *A well-balanced life is a combination of a physical side, an intellectual side, an emotional side and a spiritual side*
7. How can we change the quality of our lives? *With small investments in the right areas*
8. What is his final conclusion? *That a well-lived life is not only about earning money*

*Draw your ss attention to Ex.3. Tell them to try and match the expressions and then compare them with a partner before reporting back to the class. (appx. 5-8 mins). Play the video again and tell your ss to check their answers. Feedback. (appx. 10-12 mins)*

### Part 3: VOCABULARY

#### EX.3. Match the expressions used in the video.

A. office <i>d</i>	a. with
B. to struggle <i>c</i>	b. around
C. dress-down <i>g</i>	c. with
D. paternity <i>h</i>	d. rat
E. to get to the nub <i>f</i>	e. a grip
F. to get away <i>c</i>	f. of the issue
G. to mess <i>b</i>	g. Fridays
H. to get <i>e</i>	h. leave

Set the next task. Tell your ss that they now need to use the expressions to fill in the gaps. Ss work individually and then compare their answers. Feedback. (appx. 5 min)

#### EX.4. Now use the expressions in an appropriate form to fill in the sentences below.

1. When she got pregnant her husband decided to go on a *paternity leave*. to help her with the newborn.
2. During his final exam he cheated but he didn't *get away with it* with it and eventually got expelled from his school.
3. We are not allowed to wear jeans in our office, except for *dress-down Fridays*.
4. I love my job, I am a workaholic and don't mind being called an *office rat*.
5. He is so lazy! He spend days just *messing around* the house all day!
6. I don't think the current situation is his fault. I guess the real *nub of the issue* must lie elsewhere.
7. She told him to *get a grip* and finally do something about his career.
8. He *struggled with* his conscience before deciding to talk to the police.

*If time allows, draw your ss attention to the final task. Tell your ss to swap partners before they start discussing the questions. Feedback as a class. (up to 8 mins.)*

**Part 4: AFTER WATCHING:**

**EX.5. Discuss the following questions with your partner.**

1. Do you consider Nigel Marsh's ideas effective?
2. Would you like to put them into practice?
3. What would your ideal day look like?

**Vocabulary revision: TABOO**

*Tell your ss that they will now practise the new vocabulary. They will get a set of cards (one per pair) and will have to take a card, read a word and explain it to the partner WITHOUT using the word on the card. The student who guesses more words – wins.*

<b>paternity leave</b>	<b>to mess around</b>
<b>to get away with sth</b>	<b>dress-down Fridays</b>
<b>to get a grip</b>	<b>to struggle with</b>
<b>to get to the nub of the issue</b>	<b>office rat</b>