

CHECK!

# Talking about different concepts of time

**LEVEL**

Intermediate (B1)

**NUMBER**

EN\_B1\_2034C

**LANGUAGE**

English

## Let's check!

- Can I talk about different concepts of time?
- Can I compare different working hours and say what works best for me?
- Can I use separable and inseparable phrasal verbs to talk about a long journey that I've been on?
- Can I discuss ways to improve time management and respond to suggestions when appropriate?



## Warm-up

**Look at the picture below.** Do you **recognise what you see?** Do you find this **useful** to do in your life? Why or why not?





## Learning outcome 1

Can I compare different working hours  
and say what works best for me?



## Discuss

**What are your ideal work hours?**

**Do you work these hours now?**

**Do you work more or less than you would like?**



# Group activity

1. **Imagine** you and your classmates work at the same company.
2. **Choose 3** benefits and perks from the list below.
3. **Use** the phrases in the box below to convince your classmates of your choices.



paid family leave

free gym  
membership

health insurance

paid time off

four-day work  
week

flexible hours

free food in the  
office

onsite daycare

standing desks

- Personally...
- In my experience...
- What I've found is...
- As I see it...

## Class Benefits and Perks

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

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Find the mistake

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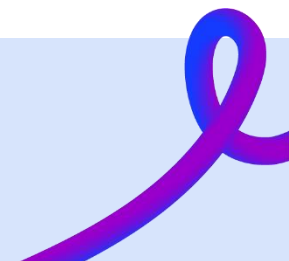
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## Learning outcome 2

Can I use separable and inseparable phrasal verbs to talk about a long journey that I've been on?







# Discuss

1. **Think** of a long journey you've taken.
2. **Answer** the questions below.
3. **Use** as many **inseparable** and **separable verbs** from the chapter as possible.

- got up
- got off
- got on
- set off
- check...off
- stretch...out
- write...down
- pack...up
- figured...out
- drop...off

*How did you get there?  
What transportation did you take?*

*Why did you go on this journey?*

*Did anything unexpected happen?*





# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

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Find the mistake

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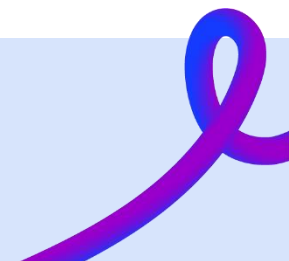
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## Learning outcome 3

Can I discuss ways to improve time management and respond to suggestions when appropriate?





# Discuss



**Multi-tasking is the best way to get things done quickly**

Do you agree with this statement?

Do you multi-task?  
Why is it good? Why is it bad?

Compare your answers with your classmates and teacher. Are they different?





# Discuss

**Read** the scenario in the red box. **Discuss** in breakout rooms or together as a class.

A close friend is struggling with time management. They usually work 10-12 hours a day and often forget the plans they've made with people outside of work. They always seem stressed and tired. What advice would you give them?

*Use the words and phrases below to help you!*

How about...?

I would suggest...

wind down

Why don't you...?

spare time

I would recommend...



# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

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Find the mistake

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- Your teacher will now recommend whether you should move on to the next chapter or review lessons from this chapter



# End of the lesson

Idiom

***In the nick of time!***

**Meaning:** At the last possible moment before it's too late.

**Example:** They made it in the nick of time! If they'd been one minute later, the plane would have left without them.



# Additional practice



# Discuss



**Think about a time when you had to manage your time very carefully. How did you do it? You can use the examples below.**



Becoming a new parent



Studying for exams



Starting a new job



Organising an event



# Dialogue

You are in a meeting with your manager at work. They ask you **questions about your work schedule**. Answer the **questions** using vocabulary from the chapter



*Can you describe your normal working day?*

...



*Does work stop you from enjoying your personal life?*

...



*What changes would you like to make to your work schedule?*

...



# Making phrasal verbs

Match the verbs to the prepositions to make as many **phrasal verbs** as you can.



1 to get

2 to take

3 to look

4 to turn

5 to put

a off

b out

c back

d for

e in

1. How many can you make?
2. Can you use any of them in a sentence?
3. Did you make any but don't know the meaning? Ask your teacher.



# Discuss

Follow the instructions below to **practise making and responding to suggestions**.



## Describing your work schedule

One person describes their work schedule to the class.

Are there any problems?



## Making suggestions

Your classmates listen and make suggestions for improvement.

Would time management help?



## Responding to suggestions

The first speaker responds to these suggestions.

Do you like these ideas? Why? Why not?

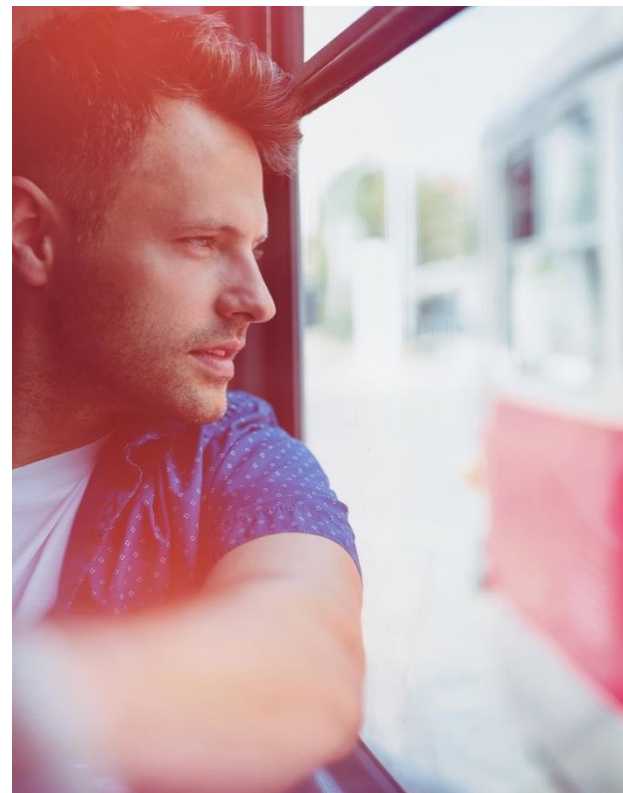


## Discuss



### **What are separable and inseparable phrasal verbs?**

**Explain how they are different to your teacher!**







# Summary

## Talking about different work schedules

### Work schedules

- People work very different numbers of hours per week
- This depends on their job, where they live, and their gender, among other things
- About 30% of Americans work between 36-40 hours a week

### Making sense of graphs and surveys

- Graphs show increases and decreases in values very clearly
- When reading graphs and surveys, we often use words like *nearly* and *approximately*
- We also use phrases like *1 in 5* or *1 in 4* to talk about graph and survey data

### What is important to you?

- *Personally,... In my experience*
- *What I've found is... As I see it..*
- *I don't know about other people, but... What I like/dislike is...*

### Real-life language

- Working overtime, working in shifts
- Working round the clock, working from home
- Working 9 to 5



# Summary

## Using separable and inseparable verbs

### Travel diaries

- People often write travel diaries to keep track of their experiences
- They normally describe everything important that happened each day
- Have you ever kept a travel diary?

### Inseparable phrasal verbs

- An object cannot be placed between the verb and the particle
- The object must follow the inseparable phrasal verb
- *I got off the train... I got on the train...*

### Separable phrasal verbs

- Verbs in separable phrasal verbs need an object
- The object can go between the verb and the particle or after both
- If the object is a pronoun, we must put the object between the verb and particle

### Separable phrasal verb examples

- *I wanted to stretch out my legs... I wanted to stretch my legs out*
- *I put away my book... I put my book away*
- *I couldn't turn the opportunity down... I couldn't turn down the opportunity*



# Summary

## Talking about different concepts of time

### Keeping a schedule

- People manage their time very differently
- Some people work best in the morning, some people work best at night
- It is important to find the routine that works for you

### Relaxing

- Don't forget to schedule time to relax! It is important to wind down
- A lot of people listen to music or watch TV in their spare time
- People also look at their phone a lot, but this can also be a big waste of time!

### Time management

- Making a to-do list is a useful way to keep track of what you need to do
- Some people like to work on only one thing at a time
- Other people like to work on lots of different projects at once. This is called multi-tasking

### Making suggestions and responding to suggestions

- *I would recommend... I would suggest...*
- *How about...? Why don't you...?*
- *I'm not so sure about that... I don't think that would work for me...*



# Vocabulary

an increase of...

a decrease of...

more than x% of workers...

less than x% of workers...

nearly

approximately

working overtime

working in shifts

working round the clock

working from home

working 9 to 5

personally...

as I see it...

In my experience...

I don't know about other people, but for me...

What I've found is...

What I like/dislike is...



# Vocabulary

to sleep in

to get off

to get on

to get up

to look for

to put away

to pack up

to stretch out

to check off

to turn down

to drop off

Break of dawn

to lose track of time



# Vocabulary

spare time

to wind down

to keep to a schedule

sparse

