

Learning objectives for this lesson

Reading to recognize the target reader. Identifying and using key information in a text relating to a particular role. Matching words, expressions and idiomatic language in a text to synonyms and definitions.

- 1 Start a general discussion about working overseas. The questions here are aimed at students who are not currently working abroad but if you have some students in the class who are in overseas posts then draw on their experiences during this lesson. What have been the pros and cons of taking such a position?
- 2 Students read the text quite quickly. They are looking for key information to identify the target reader (the answer is in paragraph 2) and they will have to read to the final paragraph to answer the second question.

Answers

- 1 Human Resources Managers who are in charge of overseas employee relocation.
- 2 When the employee and his/her family returns back to his/her native country and resumes work at the company.

- 3 Students work in pairs to decide which of the statements the writer agrees with.

Answers

The writer agrees with statements 4 and 5.

- 4 Put the students in As and Bs. You could place the As and Bs together before the role play so they read together and help each other find the relevant information. This is helpful if you have a mixed-ability group. You might also want to check their lists before breaking up the groups and putting them into pairs for the role play.

Possible list based on information in the text

Student A: Relocation is a good opportunity because of:

- career advancement
- financial incentives
- experience a new country and culture
- broaden your business horizons
- learn a new language

Student B: Reasons not to accept the offer:

- the spouse may have to give up a job
- the children will have to move schools and leave friends
- moving and selling house
- elderly relatives
- homesickness
- resettling back on the return / reverse culture chock

The outcomes of the role-play may vary. Some students may reach an end point with the employee either accepting or refusing the offer. Others may decide that the employee will think about the offer and need another meeting. Spend some time discussing the outcomes as a class and use this time to feedback with any comments on the language used in the role-play.

- 5 Students match the underlined words and expressions.

Answers

- 1 hype up
- 2 lead to ill will
- 3 see the bigger picture
- 4 throw up
- 5 weigh up the pros and cons
- 6 broaden your horizons
- 7 make a mountain out of a molehill

- 6 Students find words they think might be helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.

- 7 Students can discuss these questions in pairs first and then open up the discussion as a class.

Possible answers and comments

- 1 Employees can broaden their horizons through training or becoming more qualified. They can try to move into a new department or apply for new posts with new responsibilities within the company. Companies with good HR departments will monitor an employee's progress and suggest ways to develop within the company. Some companies also offer extra-curricular activities to employees such as sports after work or activities at lunchtime. Although such things don't relate directly to the job they are a way to expand an employee's interests.
- 2 More generally, ill will and bad feeling are often caused by things like gossip or a poor manager but most students will have their own experiences of when events at the workplace have lead to ill will so encourage people to give concrete examples. They should also say how the situation was resolved.