

Learning objectives in this lesson

Reading for gist, scanning for specific information, reading for detailed comprehension, focusing on vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

- 1 Ask students to work in pairs and discuss the questions, then take feedback from the whole class.
- 2 Ask students to read the first paragraph quickly to get the overall message. They should then decide if any of the advantages or disadvantages they came up with for question 3 in 1 were mentioned.

Answers

The paragraph only mentions advantages.

- Companies save money on premises and bills and see increasing productivity.
- Workers see reduced stress levels because they no longer have to travel to work and can spend more time with their families.

Students may also want to discuss the disadvantages, which could include difficulties in organizing meetings that everyone can attend, and finding it difficult to monitor how much work is being done, etc.

- 3 Ask students to work in pairs again for this jigsaw reading activity. Ask students to keep the text face down until it is time to read and give a time limit. This ensures they scan the text rather than read it slowly and in too much detail for this stage of the lesson. If you are teaching a one-to-one lesson, you will need to be Student B. Tell students to find out if their person enjoys remote working. They can then tell their partner what they found out.

Answers

Steve Smith likes remote working and Christine Carter doesn't.

- 4 Students should read the text again. Allow more time for them to read carefully. Be prepared to answer questions about vocabulary and refer students to the glossary to help them. Students should then answer the questions in their own words. Students can compare answers in pairs before feeding back to the rest of the class.

Answers

- 1 It wasn't easy for him to start work because he was distracted by the TV and his family.
- 2 He saves time – the time he would have spent on the train is now used to get things done for work.
- 3 She has to share her desk so she often can't find what she needs and there are often other people's dirty cups lying around. She also finds the workplace impersonal.
- 4 Because her husband doesn't recognize that when she is at home in the day she is working, and because her boss expects her to be working at all times of the day.

- 5 Ask students to look at the text again and match the phrasal verbs to the definitions. They can then check their answers in pairs, before feeding back to the rest of the class.

Answers

- | | |
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| 1 get up | 6 put someone off (putting me off) |
| 2 grow up (growing up) | 7 get something done (getting things done) |
| 3 get down to | 8 look forward to |
| 4 deal with | 9 catch up with |
| 5 turn on | 10 switch off |

- 6 Ask students to work in pairs and create their own sentences using the phrasal verbs in 5. Check the sentences with whole class.
- 7 Ask students to look at the text again and find three words that could be useful in their jobs. When they have chosen the words, ask students to compare their choices in pairs and encourage them to explain why the words will be useful. Make sure that students can pronounce these words and that they know how to use them correctly in a sentence.
- 8 Ask students to discuss the questions in pairs or small groups. Take feedback from the whole class.

Answers

Answers will vary, but students may discuss the fact that remote working is likely to become more common in the future. This is because new technology will make it easier and easier and people are becoming more concerned about the environmental impact of commuting.