

## Remote Work: Drawing the line between home and office

**Level:** Intermediate (B1–B2)

**Time:** 60–90 minutes

**Business topics:** remote/hybrid work arrangements, employee wellbeing, management, staff surveillance

**Business language focus:** words and phrases related to remote work and surveillance

**Activities:** Key words, understanding the text, business language, discussion, participating in a debate

**Materials:** one copy of the worksheet per student

**Group size:** Suitable for whole class, pair and small group discussion, one-to-one teaching, and online teaching.

**Teaching online:** Ensure that all students (either in a group or in a one-to-one online teaching situation) are sent the worksheet well in advance of the lesson. This will give them time to print out the document if necessary.

**Overview:** This article discusses the challenges of separating work and domestic responsibilities of remote workers and the role of managers and surveillance tech.

### 1. Warmer

Ask students to discuss the questions in small groups. Monitor and write any useful vocabulary on the board. Elicit the main ideas that arise from the discussion from the whole class.

### 2. Key words and expressions

- Have students scan the article find the key words individually and compare their answers in pairs. Elicit answers from the whole class.

**Key:**

- |                              |                         |
|------------------------------|-------------------------|
| 1. monitor                   | 7. admin                |
| 2. domestic                  | 8. resentful            |
| 3. simulate, simulates       | 9. intervene            |
| 4. surge, surged/have surged | 10. overstep, oversteps |
| 5. track                     | 11. disclosure          |
| 6. surveillance              | 12. slack, slacking     |

### 3. Understanding the article

- Ask students to find and highlight the relevant parts of the article and find the answers to complete the statements. Have them share their answers in pairs or small groups before eliciting answers from the whole class.

**Key:**

- |      |      |
|------|------|
| 1. a | 5. a |
| 2. a | 6. b |
| 3. a | 7. a |
| 4. b | 8. a |

### 4. Business language – phrases

- Ask students to match the phrases with their meanings and then find the phrases in the article by scanning the text. Then check answers with the whole class.

**Key:**

- |      |      |
|------|------|
| 1. d | 5. b |
| 2. g | 6. e |
| 3. a | 7. c |
| 4. f |      |

- Ask students to work in pairs or small groups to complete the task. Elicit answers from the whole class.

**Key:**

- am torn between
- be burnt out
- add more to your plate
- overstep the mark
- game the system
- step in
- switch off

## 5. Discussion

- a. Put the students in pairs or small groups and ask them to discuss the questions. When students have covered all the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

## 6. Wider business theme – participating in a debate

- a. Ask students to work in small groups. Ask them to discuss the pros and cons of both working arrangements and make notes. Explain that they will use these points to defend one side and come up with counter-arguments against the other side (to be assigned), so they need to come up with as many ideas as possible.
- b. Divide the class in half and assign half the group “remote/hybrid” and the other half “full-time office”. Then divide each of these large groups into smaller discussion groups. Ask students to come up with their main arguments for the assigned working arrangement and against their opponents’.
- c. Ask students to anticipate their opponents’ arguments and rebuttals. Have them add ideas to their charts.

Have a moderated debate allowing 30 seconds to a minute to for a member of each team to give their arguments and counter arguments.