BUSINESS NEWS LESSONS

Watching your workers—Advanced
Teacher's Notes

onestopenglish

Title of the lesson: Watching your workers

Level: Advanced (C1-C2)

Time: Up to 90 minutes

Groups: one-to-one, small groups, whole class

Business topics: Health and safety at work; technology for surveillance

Business language focus: phrases, compound nouns and adjectives, industry vocabulary

Skills: Reading, speaking

Materials: One copy of the worksheet per student

Overview: This article discusses how businesses have been using technology to monitor their staff more closely and how this has impacted on employees' physical and mental health.

1. Warmer

a. Ask students to think about the word *surveillance* and to make a list of five other words that they associate with it.

b. Explain that there are many industries that use heavy surveillance to monitor their staff and this can be for different reasons. Consider providing examples as prompts if necessary: fine jewellery, taxi drivers, the police. Ask students to write a paragraph about an industry with heightened surveillance and the kinds of monitoring tools they might use.

2. Key words

Key:
1. *timing*
2. *scrutinising*
3. *workspace*
4. *patent*
5. *dashboard*
6. *exhausted*
7. *workload*
8. *ruinous*
9. *chronic*
10. *dispiriting*

3. Understanding the article

a. Have students read the statements and decide whether they are true or false. They can correct any that are false.

1. False. Amazon has been creating software that can be used to monitor staff and ensure they comply with social distancing rules.
2. True
3. False. Technology could be used to help to prevent the spread of Covid-19 in workplaces, which are a major source of transmission.
4. False. Employees could be held accountable for the spread of Covi-19, with possible implications for sick pay.
5. True
6. True
7. False. Jobs that combine high demands with low control are often ruinous for human health.
8. True

4. Business Language – compound nouns and phrases

a. Students match the words to make compound nouns and phrases. Remind students that although other pairings are possible, they are aiming to make words that appear in the article. They can scan the article to help them answer.

Key:
1. c. / 2. h. / 3. e. / 4. a. or g. / 5. f. / 6. g. or a. / 7. d. / 8. b.

b. Students match the compound nouns and phrases with the definitions.

Key:
1. *hard hats*
2. *social distancing*
3. *screenshots*
4. *oversight*
5. *key metrics*
6. *slacking off*
7. *workplace*
8. *workload*

c. In part c, students choose three of the compound nouns or phrases and write a sentence about their job or the job of a family member. This exercise challenges the students to use multiple vocabulary items in a single sentence and to link words and phrases. Put the students into pairs and ask them to read each other's sentences. Students should help

each other to identify errors and make corrections before moving on to the next task.

5. Business Language – hyphenated compound adjectives

a. Students complete sentences using the hyphenated compound adjectives in the wordpool.

Key:

1. *white-collar*
2. *hard-wired*
3. *short-term*

6. Discussion questions

a. In small groups, students discuss the questions that expand on topics from the article. Invite groups to share their answers with the rest of the class and summarise similarities and differences once all groups have contributed.

Provoke further discussion by asking the students if privacy is more important than safety and why.

7. Wider business theme – pitching an innovative idea

a. This activity helps students to build an important business skill. Students practice pitching an idea for a new product and consider the context of surveillance within the transport industry. Put students in small groups and ask them to discuss the points in part 1 together. If they have access to computers or smartphones, invite them to search the internet for inspiration, but explain that the aim is to develop a new idea that will be competitive. Finally, they should nominate a student to write the pitch plan with all students in the group contributing to its development. Remind students that the aim of the pitch is to state what the tool is, what it does, why it is needed and why businesses should buy it.

b. Ask each group to nominate another student to deliver the pitch to the rest of the class. Prompt further discussion by telling the class to ask questions about the different pitches and to vote for the best product once all groups have pitched.

Advanced