

## Hustle culture is destroying our clients. It's time they let their impossible standards crash to the ground

### Level 1: Elementary

**Article summary:** In this article, two mental health experts discuss issues that affect their clients' lives. The focus here is on 'hustle culture,' a modern lifestyle that forces people to work harder and faster, produce more, and take few or no breaks. This attitude impacts people's work lives and personal lives, leading to exhaustion and other struggles. The experts give advice on how to resist hustle culture and live in a healthier, more relaxed way.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Comparative forms

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. The purpose of this activity is to introduce students to the concept of 'hustle culture,' which they will learn more about in the article. Start by asking students if they have ever heard this term before. You can encourage them to share similar terms from their own language. Have a student read the definition aloud. Explain that this is a personal task – everyone will have their own opinion and that's okay. Have students work individually to put the items on the list in order of most important to least important. Then have pairs compare their answers.

#### 2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

#### Key:

1. *flexible*
2. *hustle*
3. *exhausted*
4. *ignore*
5. *pace*
6. *reward*
7. *productivity*
8. *struggle*
9. *recovery*
10. *purpose*

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

#### Key:

1. *struggle*
2. *productivity*
3. *reward*
4. *pace*
5. *exhausted*
6. *purpose*
7. *hustle*
8. *ignore*
9. *flexible*
10. *recovery*

#### 3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in the article where they found the answers. To extend, have students correct the false sentences. Check answers as a class.

#### Key:

1. *True*
2. *True*
3. *False – It's easy for people to notice when other people are overworked or struggling, but they often to recognise the same things in themselves.*

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4. *False – Hustle culture ignores exhaustion, or makes it look exciting.*
5. *False – If we only rest to be more productive, then don't truly rest at all.*
6. *False – We need to make small changes.*
7. *True*

#### 4. Key language

- a. Students may have already learned about using comparatives with *than* to compare two or more people, places or things. Comparatives can also be used to show how one person or thing changes. For example, *I was not happy yesterday. Today, I am happier.* Another example, *Last year, the phone was \$100. Now it's \$200. It's more expensive now.* Remind students that some words in English have irregular forms. For example, we don't say *bad*, we say *worse*. Read the seven adjectives in the table aloud. Have students work in pairs to find the comparative forms in the article. Check answers as a class.

**Key:**

1. *earlier*
2. *faster*
3. *more flexible*
4. *better*
5. *kinder*
6. *more productive*
7. *slower*

- b. Have students work in pairs to complete the rules. Tell them to pay attention to the comparative forms and spelling, in the table. This will encourage students to work out grammar rules by looking closely at the examples. Invite volunteers to share their answers with the class. To extend, have students make simple sentences with the comparative forms.

**Key:**

1. *-er*
2. *more*
3. *i*
4. *good*

#### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences or beliefs whenever possible. Invite volunteers to share their answers with the class. To extend, ask students to share what they learned from discussing the questions with their classmates.

#### 6. In your own words

- a. The purpose of this activity is to encourage students to reflect on what they learnt from the article. Tell students to imagine that their friends or family members have just heard the term 'hustle culture' for the first time. They want the students to explain the idea to them. Tell students to write a message that they can share with their friends or family members. The message should include text, such as short sentences or bullet point lists. They can also use images to help explain the meaning or impacts of hustle culture. Tell students to include the following information:
  - A definition in their own words. It can be a simple definition from the article or from their own ideas about hustle culture.
  - Three examples of hustle culture behaviour, such as going to work early and staying late; missing important family events because of work; working when you're ill or tired; working during weekends and holidays; thinking about work all the time, etc.
  - Two reasons why hustle culture is dangerous, such as risks to health and relationships.
  - Two pieces of advice to help people struggling with hustle culture, such as taking breaks or trying to do fewer things at a time.
  - One more interesting fact about hustle culture. This can come from online research, the article or the students' own ideas and experiences related to hustle culture.

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- b. Have students share their messages with the class.  
After each student presents, encourage the class to share one new thing they learned from the student's messages.