

Learning objectives for this lesson

Reading specific information, discussing the text, focusing on key vocabulary from the text, using vocabulary from the text, and discussing points based on the topic of the text.

- 1 Get students to work in pairs to discuss the questions then take whole class feedback.
- 2 Hand out the text. Ask students to read the text through and answer the questions individually. Then get them to discuss their answers in pairs before taking whole class feedback. Ask them to support their answers from the text.

Answers

- 1 Bruce Edwards
- 2 Steve Cullen
- 3 Bruce Edwards
- 4 Linda Harper
- 5 Steve Cullen
- 6 Katie Jacobson
- 7 Katie Jacobson
- 8 Linda Harper
- 9 Bruce Edwards
- 10 Katie Jacobson
- 11 Steve Cullen

Extra activity

As a follow up, ask students to comment on the different situations they have just read about. Ask them which one sounds the most interesting, which one they are envious of, which one they would hate to do themselves. Ask whether they would have done the same if they had found themselves in the same situation as the four people in the text.

- 3 Get students to work together in pairs to complete this task.

Answers

1 f 2 a 3 b 4 h 5 c 6 e 7 d 8 g

- 4 Students use the context to explain the meanings of the collocations. Get them to work in pairs, then check their answers as a class.

Answers

- 1 difficult patch = a difficult period of time
- 2 redundancy package = the money offered to someone when they are made redundant
- 3 account manager = the person who looks after a customer account
- 4 career path = the route someone takes through their professional life
- 5 comfort zone = a situation which is very familiar and in which someone is happy to be
- 6 tempting offer = an offer that someone finds hard to refuse
- 7 unpaid leave = a period of time off work without pay
- 8 early retirement = when someone retires before they reach the minimum retirement age

- 5 Tell students to find the idioms in the passage and then to match the beginnings of sentences 1–5 with their endings.

Answers

1 d 2 e 3 c 4 b 5 a

- 6 Ask students to choose two or three of the expressions and make some sentences about their own experiences.
- 7 Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner giving reasons why.
- 8 Get the students to discuss the questions in pairs or small groups and then take whole class feedback.