

Learning objectives in this lesson

Reading for specific information, creating a diagrammatic summary of the text, scanning for vocabulary, word-building, focusing on key vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

- 1 If the group is from the same company you could do this exercise as a whole class. Otherwise, put students into pairs and get them to share information about their companies' practices. Then feed back to the class.
- 2 Students should complete this exercise individually and then check their answers in pairs. Finally, elicit the answers as a class to check they have got them right.

Answers

- 1 F (colleagues fill in a paper-based questionnaire)
- 2 T
- 3 F (the information is filtered first)
- 4 T
- 5 F (they can choose their appraisers, but may not be able to choose the facilitator)
- 6 T
- 7 F
- 8 F (there will be a series of meetings)

- 3 You could get students to do this on large pieces of paper or in PowerPoint, and then compare their flow charts with others'.

Answer

The final flow chart might look something like this:

Facilitator is selected



Appraisee selects his / her appraisers



Appraisers fill out questionnaire



Facilitator filters and collates responses from questionnaires



Facilitator meets with appraisee to discuss findings

- 4 Ask students to look back through the text for words that fit. They can then compare their answers in pairs before feeding back to the class. They may want to use other words than those they find in the text.

Answers

1

- Appraise ► appraisal / appraiser / appraisee
Facilitate ► facilitator
Behave ► behaviour
Perform ► performance / performer
Participate ► participation / participant
Represent ► representative / representation

2

- Participate ► participative / participatory
Support ► supportive
Introduce ► introductory
Experiment ► experimental
Volunteer ► voluntary

3

- Strong ► strength
Weak ► weakness

- 5 Encourage students to scan the text for the words, if they find the anagrams too difficult.

Answers

- 1 feedback
- 2 envisage
- 3 filter
- 4 undermined
- 5 settled
- 6 underlying

- 6 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.
- 7 Put students into small groups to discuss the questions. After a few minutes, ask them to feed back any interesting points or ideas raised.
- 8 The quote is given in its original Old Scots and in translation in modern English. It essentially means we would be in a powerful position if we were able to see how others see us. You should check that students understand this before getting them to discuss whether they agree with it or not. Treat this as a small group exercise, and take feedback once the discussions have dried up.