

Teacher's notes | Reading file 2

Learning objectives in this lesson

Reading for gist, scanning for specific information, reading for detailed comprehension, and looking at collocations.

- 1 Ask students to consider the three questions in exercise 1 in pairs. After students have discussed the questions, elicit some of their ideas, especially noting how they answer question 2. Make a note of their answers on the board.
- 2 Give students the text face-down (to stop them reading it too soon). Tell students they are to read the text quickly to see if any of their ideas (from exercise 1, e.g. money, benefits, recognition) are mentioned. Set a time limit so students know they have to read quickly and then let them read the text.

When the time limit has expired, get students to compare their thoughts and then take feedback from the whole class by comparing what they found to what you noted on the board in exercise 1.
- 3 Ask students to read the text again individually and to find the answers to the true / false questions. Give them a little longer this time. After they have worked through the text on their own, give students an opportunity to compare their answers in pairs before taking feedback.

Answers

- 1 F. Surveys suggest that money is the most important motivating factor.
- 2 T. Workers want their bosses to recognize what they do.
- 3 T. Workers are demotivated when colleagues do not work as hard as them but get the same salary.
- 4 F. People would like their non-performing colleagues to be sacked.
- 5 T. Workers want to be involved in making decisions.
- 6 T. Providing further training for employees can increase loyalty.

- 4 Ask students to read the text again individually and to find the answers to the five questions. After they have worked through the text on their own, give students an opportunity to compare their answers in pairs before taking feedback.

Answers

- 1 Because it is a right.
- 2 People want to feel like they are being treated like human beings and are making a difference.
- 3 People like to know what is going on in the workplace and why it is happening.
- 4 Employers are scared people will use the training to get better jobs, whereas employees think it makes them feel appreciated.
- 5 To maintain motivation because it is easier to maintain it rather than rebuild it.

- 5 Ask students to look at the three questions and discuss in pairs the ideas for motivating staff that are mentioned in the text. When they have finished working through the questions, take feedback from the whole class.
- 6 Ask students to work in pairs and try to make the collocations. Tell them not to look at the text to start with and then refer them to the text to check their answers. Note that some of the phrases may collocate but not be in the text, so be prepared to discuss alternatives with your students.

Answers

- | | | | | |
|-----|-----|-----|-----|------|
| 1 e | 2 g | 3 j | 4 i | 5 b |
| 6 a | 7 h | 8 c | 9 d | 10 f |

- 7 Get students to work in pairs to use the text to help them work out the meaning from the context. Guide them as necessary.
- 8 Give students a few minutes to come up with some alternatives. They could use a dictionary to help them.
- 9 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.