

Learning objectives for this lesson

Reading for specific information about a training course and reading for specific information about course content. Guessing unknown vocabulary and matching to definitions. Fluency practice through discussion and presentation of a new training course.

- 1 Put students in pairs and allow plenty of time for ordering the seven factors. If students don't attend training courses, they can think about teachers such as you! As they discuss, they might think of other factors that make a good trainer and can add these to the list for discussion in exercise 2.
- 2 Bring the class together and ask different pairs to read out their orders. Try to reach agreement in the class and as ideas for other skills and qualities come up, add them to a list on the board. If any students have lots of experience of going on training courses or even of being a trainer themselves, ask them to talk about what they think makes a good or bad trainer.
- 3 Students read the text for quite specific detail. They have a time limit in so they should only scan for key words. Before reading you could look at the questions together and talk about the kind of information they are looking for. For example, question 3 will require them to look for numbers of hours, days or weeks.

Answer

- 1 Working with difficult people
- 2 Company bosses, managers, team members and staff
- 3 Two days
- 4 Kensington Training Services
- 5 Philippe LeBoutillier
- 6 June 1st

- 4 Students read again but in much more detail. Before feeding back to the class, have them compare answers in small groups and explain where they found the key information in the text.

Answers

1 T 2 F 3 F 4 T 5 F 6 T

- 5 After the students have matched the words, read them aloud and ask them to mark the main stress.

Answers

- | | |
|-------------|----------------|
| 1 critical | 5 conflict |
| 2 respect | 6 legal issues |
| 3 demanding | 7 complaining |
| 4 sharing | 8 premises |

Extension

You can practise using some of these new words by writing these questions on the board and asking students to discuss them in pairs or small groups.

- *Is it ever useful to be critical?*
- *How do you get respect from colleagues?*
- *What kind of conflict can happen at work? Why?*

- 6 Students find words they think might be helpful to them in their own work. Afterwards, ask for a few students to tell the class which words they chose and explain why.
- 7/8 Allow plenty of time for this task. It might be helpful to give each pair a large sheet of paper to make poster presentations. Students write the key information on the poster and then pin it up. They present from their poster and other students ask questions afterwards. As this process may take a lot of time, you can ask the class to prepare and then they can present at the next lesson.