

Learning objectives in this lesson

Reading for gist, scanning for specific information, focusing on key vocabulary from the text, focusing on the meaning of vocabulary from the text, using vocabulary from the text, reading for detailed comprehension, and giving opinions about the topic of the text.

- 1 Ask students to work in pairs and discuss the questions.
- 2 Ask students to read the text quickly to get the overall message. They should then decide if the ideas they had in 1 were similar to the information in the text.

Answers

- 1 Students should be able to deduce from the text that a team-building weekend is a weekend of organized activities that are designed to encourage people to work together and become a better team as a result.
- 2 Answers will vary.
- 3 A good team-building weekend is well organized with a clear focus, where people are challenged and have to help each other.

- 3 Ask students to read the text again quickly. Give them a time limit if you wish. They should then decide which of the three titles is most suitable. Students can compare answers in pairs before feeding back to the rest of the class. During class feedback, encourage the students to justify their answers.

Answer

Title 3 is the best, because the text focuses on how to ensure that a team-building weekend is successful by carefully selecting activities. Title 2 is also possible, but does not really summarize the whole text. Title 1 is incorrect as it is not true according to the text.

- 4 Ask students to create collocations by matching the words and phrases. They should then look at the text to check their answers.

Answers

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

- 5 Ask students to look at the text again and match the collocations from 4 to the definitions. They can then check their answers in pairs, before feeding back to the rest of the class.

Answers

- | | |
|-------------------------|---------------------------------|
| 1 face challenges | 6 rely on each other |
| 2 form alliances | 7 set clear goals |
| 3 develop teamwork | 8 put your trust in a colleague |
| 4 increase confidence | 9 work closely |
| 5 look after each other | 10 suit all tastes |

- 6 Ask students to work in pairs and create their own sentences using the phrases in 4. Check the sentences with the whole class.
- 7 Students should read the text again. Allow more time for them to read carefully. Be prepared to answer questions about vocabulary and refer students to the glossary to help them. Students should then answer the questions in their own words. Students can check their answers in pairs before feeding back to the rest of the class.

Answers

- 1 She didn't enjoy it – when she came back she was tired and angry and she 'hated' her colleagues.
- 2 They can fail if there is no focus and no clear idea of what should be achieved at the end of them.
- 3 It needs to challenge the participants and to encourage them to trust each other.
- 4 *Go Ape* just organizes assault courses, whereas *Chillisauc* has a variety of events, such as crime solving, boat racing, and blindfolded driving.
- 5 Both companies provide activities that involve people doing something they wouldn't normally have the chance to do and both encourage people to work together and develop trust in each other.

- 8 Ask students to discuss the questions in pairs or small groups. Take feedback from the whole class. If the students want to find out more about the companies, ask them to look at the company websites for homework, or during the lesson if possible:

www.goape.co.uk

www.chillisauc.co.uk

Answers

Answers will vary, but students may discuss the fact that team-building weekends can be very expensive and might not always produce the desired results. Students might prefer company money to be spent on formal training on effective teamwork, or on less structured company events, such as Christmas parties, summer barbecues, etc.