**Reading Lesson 3**

**Description**

The focus of this lesson is on the multiple-choice cloze (‘gap-fill’) reading task in the Linguaskill Business Reading test. Learners develop language, skills and techniques for choosing the correct vocabulary item to fill gaps. The topic is career paths and apprenticeships.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise some key vocabulary related to career paths and apprenticeships * to raise awareness of the format and requirements of the multiple-choice cloze reading task * to develop techniques and strategies for this task-type based on practising a sample task |
| **Time required** | * 45 minutes |
| **Level** | * Suitable for B1–B2 level |
| **Materials required** | * Student’s Worksheets 1–3 |

**Procedure**

1. Explain that the lesson will be about career paths and will help prepare learners for the multiple-choice cloze task in the Linguaskill Business Reading test.
2. Ask learners to brainstorm the different choices facing school leavers. Expect (or elicit): go to university or college; get a job; join an apprenticeship scheme. Check understanding of apprentice/apprenticeship by asking learners to suggest similarities and differences between the different options (i.e. job/apprenticeship = earning money and independence; apprenticeship/university = learning and studying; job = practical/university = more theoretical, etc.)
3. Ask learners to suggest words to complete the following sentence: *As an apprentice, you can \_\_\_\_\_\_ while you \_\_\_\_\_\_\_\_*. Accept a variety of suggestions, but end up with: *As an apprentice, you can earn while you learn*.
4. Give learners **Student’s Worksheet 1** and ask them to look at **Exercise 1.** They need to group words from the box under the two different headings: ‘earning’ and ‘learning’

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| **Student’s Worksheet 1**  **Exercise 1**  **Answer Key**  earning: make money/pay/earnings/afford/income/paid  learning: study/qualifications/knowledge/taught/specialise/a course/train/assess/informed |

1. Check responses and elicit from learners that the words are connected by meaning, but there are differences, i.e. the type and grammar of the words (countable/uncountable nouns; past participles). Elicit one or two examples (i.e. *study* = verb, *qualification(s)* = noun, *make money* = verb–noun collocation, *knowledge* = uncountable noun, *course* = countable noun), then ask learners to look at **Exercise 2** and ask them to put the words into sentences. When checking answers, elicit/explain the different features of these words.

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| **Student’s Worksheet 1**  **Exercise 2**  **Answer Key**   1. knowledge (n.) – Note the collocation ‘gain knowledge’. 2. train (v.) – Note the dependent preposition ‘as’ (see also Sentence 5). 3. paid (v. past participle) – Note the collocation ‘get paid’ and the preposition ‘for’. Explain that ‘be paid’ is another common collocation. 4. pay (n.)/income (n.) – Note that ‘pay’ looks like a verb but here is an uncountable noun. 5. trained (v. – passive)/courses (n.) – Note that ‘train’ is followed by ‘in’ when it means ‘teach’ (cf. Sentence 2, where it means ‘learn’) and that ‘taught’ does not fit this sentence because of the following preposition ‘in’. Note the collocation ‘attend courses’ – ‘take courses’ is another common collocation. 6. paid (adj) – Compare with Sentence 3 – same word, different form/usage. 7. afford (v.) – Note the collocation with ‘can/can’t’. 8. taught (v.) – Note the passive structure ‘be taught’. 9. earnings (n.) – Note plural form and agreement with plural verb. Compare this with Sentence 4 – ‘pay’ and ‘income’ fit this sentence in terms of meaning, but the structure (plural verb form) rules them out.   10. specialise (v.) – Note the preposition ‘in’. |

1. Explain that the exercises above focus on things to consider when completing the multiple-choice cloze task. Tell learners that to select the correct option they should ask themselves: Is this the right meaning for the sentence? Does it fit the structure of the sentence?

Elicit the structural features that were illustrated in the previous task (i.e. word-type; single/plural agreement; prepositions; countable/uncountable noun forms; fixed collocations; passive structures).

1. Give learners **Student’s Worksheet 2** and ask them to talk with a partner to decide if the tips for completing this task-type (multiple-choice cloze) are giving good or bad advice.

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| **Student’s Worksheet 2**  **Answer Key**   1. Good advice – This gives a general understanding of the text that will help with choosing the right words. 2. Good advice – This helps you think about the meaning of the missing word and you can then look at the options to find a match. 3. Bad advice – The word straight after the gap may help you choose the correct word, but you need to look at the whole sentence. Structural features, such as dependent prepositions, may be separated from the noun/verb/adjective by other words. You also need to check the words before the gap. 4. Good advice – This is a good way of making the structural features, such as prepositions and plural verb forms, stand out. 5. Bad advice – There will always be only one correct answer. 6. Good advice – If you can remove some of the options, it’s easier to focus on the remaining ones. 7. Good advice – This is a good way of checking your choices fit the text in terms of meaning and structure. 8. Bad advice – There is no pattern to the answer choices and it is possible to have the same options one after the other. |

1. Finally, give learners **Student’s Worksheet 3**, which has a sample multiple-choice cloze task on the subject of apprenticeships. Ask them to use the guidance from this lesson to complete the task. Encourage them to talk with a partner to decide on the correct option and to discuss why the other options are not correct.

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| **Student’s Worksheet 3**  **Answer Key**   1. C 2. A 3. B 4. A 5. C |

1. Finish the lesson by asking learners to talk about apprenticeship programmes. Give them a discussion question, i.e. *Who benefits most from an apprenticeship programme, the employer or the apprentice?* and ask them to share their opinions in small groups.

**Student’s Worksheet 1**

**Exercise 1**

**One description of an apprenticeship is that you can ‘earn while you learn’.**

**Decide whether the words and expressions below are connected to ‘earning’ or ‘learning’.**

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| study qualifications make money pay knowledge earnings taught  specialise afford a course train assess income paid informed |

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| **Earning** | **Learning** |
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**Exercise 2**

**Use some of the words from Part 1 to complete the sentences below.**

**Pay close attention to the structure of the sentences to make the right choice of words.**

1. An apprenticeship is a way to gain the skills and \_\_\_\_\_\_\_\_\_\_ you need to get into many careers.
2. As an alternative to studying law at university, apprentices can \_\_\_\_\_\_\_ as lawyers, learning about the job as they work.
3. Apprentices get \_\_\_\_\_\_\_ for their work, although they don’t earn as much as experienced workers.
4. The \_\_\_\_\_ apprentices receive for their work varies according to the employer. It’s not much, but it’s usually enough to cover living expenses.
5. Apprentices are \_\_\_\_\_\_\_\_ in the job while they are working and are also given time off to attend \_\_\_\_\_\_\_ at colleges or universities.
6. An apprentice is a \_\_\_\_\_\_ employee who is given the opportunity to study alongside their work.
7. An apprenticeship can be a good option for people who can’t \_\_\_\_\_\_\_ to go to university or college.
8. Apprentices usually enjoy the opportunity to be \_\_\_\_\_\_\_ the theory of their trade at the same time as being able to gain practical experience.
9. Average \_\_\_\_\_\_\_\_\_ for apprentices are lower than for skilled or experienced workers.
10. A common concern is that apprenticeships force people to \_\_\_\_\_\_\_\_\_\_ in a career too soon.

**Student’s Worksheet 2**

**Read these tips on completing the multiple-choice cloze reading task. For each one, do you think the advice is good or bad?**

1. Before you start filling the gaps, read the whole text through.
2. Try and guess which word might fill the gap before you look at the options.
3. Checking the word that comes straight after the gap is the best way to choose the correct word.
4. Use a highlighter pen or underline important words in the text.
5. If you are not sure, you can choose two answers.
6. If you are sure that an answer is wrong, cross it out.
7. Once you have filled the gaps, read the whole text through again.
8. Look at the pattern of answers. It’s not possible to have two ‘A’ answers in a row, so one of these will be wrong.

**Student’s Worksheet 3**

**Choose the correct word to fill each of the gaps in the text below.**

**Talk with a partner to compare your answers and discuss why the other options are not correct.**

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| **Elmore’s apprenticeship scheme** |
| Elmore’s Training Services offers an apprenticeship scheme which helps candidates prepare for a brighter, more productive and successful professional future. **1.** \_\_\_\_\_\_\_\_ your existing skills, qualifications or previous work experience, we have an apprenticeship course to suit you. Those who don’t **2.** \_\_\_\_\_\_\_\_ to enter our full apprenticeship scheme can join our pre-apprenticeship programme. This builds your self-confidence and gives you the basic skills you need to enter one of our full apprenticeship courses **3.** \_\_\_\_\_\_\_ a later date.  Here at Elmore’s Training Services, we have established strong working relationships with a wide range of key employers, all of whom are ready to **4.** \_\_\_\_\_\_\_\_ on young apprentices with the passion and motivation to succeed.  For more details, don’t hesitate to **5.** \_\_\_\_\_\_\_\_ in touch. Our friendly apprenticeship recruitment teams are always available to provide advice and assistance. |

**1.** **A** However **B** Despite **C** Whatever **D** Although

**2.** **A** qualify **B** allow **C** pass **D** entitle

**3.** **A** on **B** at **C** for **D** by

**4.** **A** take **B** pick **C** hold **D** keep

**5.** **A** come **B** reach **C** get **D** stay