**Reading Lesson 4**

**Description**

This lesson develops learners’ ability to complete the open-cloze (‘write in the gaps’) reading task in the Linguaskill Business Reading test. It also introduces vocabulary related to the topic of leadership in business.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise some key vocabulary related to leadership * to raise awareness of the format and requirements of the open-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 leadership in business and will help prepare learners for the open-cloze task in the Linguaskill Business Reading test.
2. Give learners one minute to think of a well-known leader (not only in the field of business). Ask them to turn to a partner and tell them which leader they thought of and why. Feedback to the whole class – What qualities of leaders were commonly mentioned? Check any new vocabulary with the class.
3. Give learners **Student’s Worksheet 1**. Ask them to work individually to complete the sentences about what makes a good leader. Learners then work in small groups to compare their sentences and decide if they are grammatically correct. You may also invite them to discuss if they agree with opinions expressed in the statements.
4. Feedback on the task. Write on the board the words used to complete the sentences. Ask learners to identify the word-types (i.e. the grammatical forms) and write these next to the words on the board. Keep this list on the board for subsequent stages.

Ask learners: How did they decide which word to use? What differences were there?

Draw learners’ attention to the notes in the key below.

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| **Student’s Worksheet 1**  **Answer Key**   1. needs/has – modal. Note that ‘must’ gives a similar meaning, but does not fit the structure of the sentence. 2. are – verb form 3. being – -ing form (gerund) 4. do – auxiliary verb 5. more – comparative/quantifier 6. them – pronoun |

1. Tell learners that these are some of the word-types that are tested in the open-cloze reading task. Make them aware that to make the correct choice, learners need to consider the word-type and meaning.
2. Give learners **Student’s Worksheet 2**. In each sentence, one word is incorrect. Ask them to work together to decide what word-type it is, why it is incorrect and what should replace it. Explain that this exercise gives students practice in checking a completed open-cloze task.

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| **Student’s Worksheet 2**  **Answer Key**  Good business leaders need to set **a** good example. Their staff need to see how to act, not just **be** told. Enthusiasm and confidence are just **as** important. People don’t want to be led by **someone** who seems to lack motivation. It is also important to remember that leaders are still part **of** a team. The best leaders are the ones **who** are not afraid of sharing responsibility with their staff.  **a** – article – fixed collocation. Compare with ‘set the right example’, i.e. something specific.  **be** – infinitive, used for passive structure. Infinitive form is needed to complete the structure in the first half of the sentence (‘to see’).  **as** – comparative structure. ‘than’ is used to show a difference, ‘as’ to show similarity.  **someone** – pronoun. Need an impersonal pronoun because we don’t know who is being referred to.  **of** – preposition – fixed collocation ‘to be part of’.  **who** – relative pronoun – needed to refer to people – ‘which’ refers to objects. |

1. Class feedback. Add the words and word-types/forms to the list already on the board. Draw learners’ attention to the list of word-types and explain that these are some of the grammatical features tested in this task.
2. Give learners **Student’s Worksheet 3**, which has a full sample open-cloze test. Ask them to work on this individually, before checking with a partner. Remind them to choose one word only for each gap and to think about the correct meaning and grammatical form.

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| **Student’s Worksheet 3**  **Answer Key**   1. to 2. these/those 3. not 4. each 5. than |

1. To finish the lesson, ask learners to discuss what they (would) enjoy about being a leader and what they (would) find most difficult.

**Student’s Worksheet 1**

**Complete the statements below about what makes a good leader.**

1. A leader \_\_\_\_\_\_\_ to have passion for what they do.
2. Good leaders \_\_\_\_\_\_\_ always clear about how to achieve their goals.
3. \_\_\_\_\_\_\_ able to make unpopular or difficult decisions makes a strong leader.
4. Effective leaders \_\_\_\_\_\_\_\_\_\_ not often change their mind once a decision has been made.
5. People who are willing to admit when they are wrong are \_\_\_\_\_\_\_\_ likely to become leaders.
6. Leaders should be able to inspire others to follow \_\_\_\_\_\_\_.

**Student’s Worksheet 2**

**Look at the short text below about other qualities of a good leader. In each sentence, there is one word that is incorrect. Read the text and decide**

* **which word is incorrect.**
* **what the correct word should be.**
* **what type of word is being tested.**

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| Good business leaders need to set the good example. Their staff need to see how to act, not just being told. Enthusiasm and confidence are just than important. People don’t want to be led by him who seems to lack motivation. It is also important to remember that leaders are still part in a team. The best leaders are the ones which are not afraid of sharing responsibility with their staff. |

**Student’s Worksheet 3**

**This is a sample task from the Linguaskill Business Reading test. For each gap, write the word that is missing.**

**Tomorrow’s leaders**

What are large companies looking for in their future leaders? One CEO recently said that his company was interested in people’s experience. For younger people that means what they did in their work placements when they were students. However, in addition

**1**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that, he said that social awareness and communication skills were key qualities. Without both of **2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very important qualities, people will find it hard to become leaders in most companies nowadays.

He pointed out that tomorrow’s leaders will have to be able to see the bigger picture. ‘We believe in running our business for everyone involved in it. That means

**3** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ only our shareholders, but also our customers, our employees and ultimately, society.’

‘What’s interesting about the next generation of leaders is the communication channels they’re using and how they keep in contact with **4** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ other. This is the smartest generation ever seen and they understand a lot more about the world

**5** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the previous generation did at their age.’