**Linguaskill Lesson Plans**

**Reading Lesson 2**

**Description**

The topic of this lesson is achievements. Practice of vocabulary connected with this topic is used to give guidance in completing multiple-choice gapped sentences, one of the task-types in the Linguaskill Reading test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise language related to achievements * to raise awareness of the requirements of multiple-choice gapped sentence tasks * to develop techniques and strategies for this task-type based on practice of a sample task |
| **Time required** | * 45 minutes |
| **Level** | * Suitable for B2 level. Note that most of the vocabulary is more suitable for B2-level learners, but the techniques are useful for learners at B1 level as well. |
| **Materials required** | * Student’s Worksheets 1 and 2 (one copy for each learner) |

**Procedure**

1. Explain that the lesson will focus on looking at language on the topic of achievements and on techniques which are useful for the gapped-sentence task on the Linguaskill Reading test.
2. Ask learners to think of something they have done in their lives which was difficult. Give them suggestions, i.e. sport, studying, performing in public, learning a new skill. Ask them to tell a partner what they did, how they felt before they did it and how they felt afterwards.
3. Ask some learners to tell the class what they talked about. Use the experiences learners have shared to elicit the word ‘achievement’ and check the word-type (noun) with them. Write on the board some of the words they used to express their feelings before and after the achievement. Expect (or elicit) words like ‘nervous’, ‘afraid’, ‘proud’, ‘happy’, ‘relieved’ and check learners recognise these as adjectives.
4. Give learners **Student’s Worksheet 1** and ask them to complete the word families table. Ask them to check with a partner and then check as a group. Explain that word families are a good way of building vocabulary, which will be useful for all parts of the test.

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| **Key**   |  |  |  | | --- | --- | --- | | **Noun** | **Verb** | **Adjective** | | achievement | achieve |  | | nerves |  | nervous | | pride | pride oneself | proud | | happiness |  | happy | | relief |  | relieved | | confidence |  | confident | | responsibility |  | responsible | | ability |  | able | | celebration | celebrate |  | | enjoyment | enjoy | enjoyable | | success | succeed | successful | |

1. Write ‘proud’ and ‘achievement’ on the board and ask learners to make a sentence using these words (**Key** – *I am proud of my achievement*). Then change the wording to *I take \_\_\_\_\_\_\_ in my achievement* and ask learners to fill in the gap (**Key** – *pride*)*.* Explain that the options for the multiple-choice gapped-sentence tasks are usually single words and learners need to look at the whole sentence, considering collocations (*be proud/take pride*)and dependent prepositions (*be proud of/take pride in*), in order to make the correct choice.
2. Write *I \_\_\_\_\_\_ pride in my achievement* and *His achievements \_\_\_\_\_\_\_\_ me proud* and elicit the two missing verbs (**Key** – *take* and *make*). Explain that these two verbs are commonly used in collocations and fixed expressions. Give learners **Student’s Worksheet 2** and ask them to complete the text in **Exercise 1** using the correct forms of ‘take’ or ‘make’. Highlight the collocations/fixed expressions in feedback.

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| **Key**  Joe has always been ambitious. Even when he was a young boy, he **(1)** made up his mind to be a successful businessman. At school, he **(2)** made sure that he did well in his exams, so that he could go to university. He **(3)** made the most of his time at university and **(4)** took advantage of all the opportunities to learn and get experience for the future. Most of his friends started working for a company when they left university, but Joe decided to start his own company. Everyone advised him not to do it. He took all their comments **(5)** into consideration, but in the end it **(6)** made no difference. Joe was determined to be his own boss. Now, just five years later, he’s a millionaire and he’s pleased he **(7)** took the risk, even when everyone was telling him not to. |

1. Tell learners that **Exercise 2** on **Student’s Worksheet 2** is a sample gapped-sentence task which requires awareness of fixed collocations. Ask them to complete the task, check with a partner and then check with the whole class, discussing why the other options do not fit.

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| **Key**  **D** pride myself on  ‘delight’ – a common collocation would be ‘take delight in’.  ‘celebrate’ and ‘enjoy’ would be followed directly by an object. |

1. You could finish the lesson with small-group discussions about things they would like to achieve in the future.

**Student’s Worksheet 1**

**Fill in the gaps to complete the table below.**

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| --- | --- | --- |
| **Noun** | **Verb** | **Adjective** |
| achievement |  |  |
|  |  | nervous |
|  | (reflexive) | proud |
|  |  | happy |
|  |  | relieved |
| confidence |  | confident |
| responsibility |  | responsible |
|  |  | able |
|  | celebrate |  |
|  | enjoy |  |
| success |  |  |

**Student’s Worksheet 2**

**Exercise 1**

**Complete the text using the correct forms of ‘take’ or ‘make’.**

|  |
| --- |
| Joe has always been ambitious. Even when he was a young boy, he **(1)** \_\_\_\_\_\_ up his mind to be a successful businessman. At school, he **(2)** \_\_\_\_\_\_ sure that he did well in his exams, so that he could go to university. He **(3)** \_\_\_\_\_\_\_\_ the most of his time at university and **(4)** \_\_\_\_\_\_\_ advantage of all the opportunities to learn and get experience for the future. Most of his friends started working for a company when they left university, but Joe decided to start his own company. Everyone advised him not to do it. He **(5)** \_\_\_\_\_\_\_\_ all their comments into consideration, but in the end it **(6)** \_\_\_\_\_\_\_\_ no difference. Joe was determined to be his own boss. Now, just five years later, he’s a millionaire and he’s pleased he **(7)** \_\_\_\_\_\_\_\_ the risk, even when everyone was telling him not to. |

**Exercise 2**

**Linguaskill Test Sample Task**

**For this question, choose the correct answer.**

I \_\_\_\_\_\_\_ myself on my ability to stay calm under pressure.

**A.** delight **B.** celebrate **C.** enjoy **D.** pride