**Reading Lesson 2**

**Description**

The topic of this lesson is recruitment and human resources. It looks at phrasal verbs related to these topics. The lesson focuses on preparing learners for the multiple-choice gapped sentences in the Linguaskill Business Reading test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise phrasal verbs within the context of recruitment and human resources * to raise awareness of the requirements of the Reading multiple-choice gapped-sentence task * to develop techniques and strategies for this task-type based on practice of a sample task |
| **Time required** | * 45 minutes |
| **Level** | * Suitable for B1–B2 level. Note that most of the exercises are more suitable for B2-level learners, but the techniques are useful for learners at B1 level as well. |
| **Materials required** | * Student’s Worksheets 1, 2, 3 & 4 (one copy for each learner) |

**Procedure**

1. Explain that the lesson will focus on vocabulary related to the topic of recruitment and human resources and on language and techniques which are useful for multiple-choice gapped sentences in the Linguaskill Business Reading test.
2. Give learners **Student’s Worksheet 1** and ask them to read the email quickly to answer the three gist questions. Check responses as a class.

Note: you could draw learners’ attention to the fact that it’s possible to get a general understanding of a text without being able to see/understand all the words. This is a useful reading technique to develop.

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| **Student’s Worksheet 1**  **Answer Key (Exercise 1)**   * Sara Bradshaw * Tom Clarke * Marketing Assistant |

1. Ask learners to look at **Student’s Worksheet 1** again and choose the correct missing words from a choice of four. Check with a partner and then as a class.

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| **Student’s Worksheet 1**  **Answer Key (Exercise 2)**   1. A over 2. C picked 3. D as 4. C take |

1. Write the full phrasal verbs (*take over, pick up, act as, take someone on*) on the board and tell learners (or elicit) what they are (phrasal verbs = verb + preposition or adverb).

Focus on

* meaning – which may not be obvious from the meaning of the individual words (i.e. *pick up* in this context means *learn*, not physically pick up).
* form – make learners aware that phrasal verbs may have one or two prepositions/adverbs (i.e. *take over from*); compare phrasal verbs which have no object (*take over from; act as*) and phrasal verbs which have an object (*take on; pick up*). Note that the object (or equivalent pronoun) may sometimes come between the verb and the preposition/adverb (*pick it up*), although learners will not be tested on this in the exam.

1. Explain that the multiple-choice gapped sentences in the Reading test often test phrasal verbs. Learners may have to identify the whole phrasal verb, just the verb, or (rarely) the preposition or adverb.
2. Give learners **Student’s Worksheet 2** and ask them to choose the correct word to fill the gaps in the sentences from a choice of four. Learners check with a partner and discuss reasons for their choices, then check as a class. In class feedback, focus on why the other options are not correct, drawing attention to meaning, form and collocation. Make learners aware that these are the strategies they should use when completing this task in the Reading test.

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| **Student’s Worksheet 2**  **Answer Key**   1. B (i.e. make something happen)   [A – meaning fits the sentence, but it needs the preposition ‘in’. C – correct preposition, but the meaning does not fit the sentence. D – correct preposition and the meaning is related to the sentence (i.e. ‘moving towards’) but this needs a person/machine as the subject.]   1. C (i.e. be mentioned)   [All options can be followed by the preposition ‘up’, but the distractors do not fit the meaning of the sentence. Option D – ‘turn up’ – is tempting, because it has the idea of appear, but the collocation is not correct, as it refers to physical appearance, not something which is brought into a discussion.]   1. A (i.e. examine carefully)   [B – related to the topic of looking at something, but not ‘carefully’. C and D both suggest the idea of looking at something, which is relevant to the topic, but they do not give the meaning of ‘examine carefully’. C does not fit the structure of the sentence as it does not take an object in this form – ‘look back on’ can take an object. The meaning of D is not literally ‘seeing’ but ‘understanding what someone is trying to do’.]   1. B (i.e. succeed in a test or competition)   [A ‘continue doing something’ and C ‘start doing something seriously’ are appropriate for the context of doing a test, but they do not give the idea of succeeding. D ‘get into’ gives the idea of succeed, but in the context of being chosen/selected (i.e. get into a university), not in the context of passing a test.]   1. D (i.e. not work)   [A is connected to the idea of ‘request’ but ‘let off’ means ‘not punish someone’, so this does not fit the context. B is connected to the idea of ‘time off’ (a ‘break’ is a ‘holiday’), but ‘break off’ means to end something, so the meaning does not fit the context. C ‘put off’ is related to ‘time’ (i.e. ‘delay’), but this phrasal verb does not collocate with ‘time’.] |

1. Ask learners to talk about working in Human Resources. **Student’s Worksheet 3** has some suggestions for discussion questions.
2. To finish the lesson, give out **Student Worksheet 4**, a sample task from Linguaskill Business. (Key = B)

**Student’s Worksheet 1**

**Exercise 1**

**Read the email below to find out the following information:**

* **What is the name of the new employee?**
* **Who has stopped working?**
* **Which job is still available?**

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| Dear Team,  I hope you will all join me in welcoming Sara Bradshaw to our sales team. She’s taking  **1.** \_\_\_\_\_\_ from Tom Clarke, who retired last month. Sara has recently returned to the UK after five years working in the New York office. She **2.** \_\_\_\_\_\_\_\_\_ up a lot of sales tips while she was there, which she’s looking forward to sharing with us.  In addition to her sales work, Sara will be acting **3.** \_\_\_\_\_\_ a temporary marketing assistant. As you are aware, we have already started recruiting for that position and we expect to be able to **4.** \_\_\_\_\_\_ someone on permanently by the end of the month. Let me know if you are interested in applying.  Jason |

**Exercise 2**

**Choose the correct word for each gap.**

1. **A** over **B** up **C** on **D** down
2. **A** got **B** looked **C** picked **D** set
3. **A** in **B** for **C** up **D** as
4. **A** put **B** get **C** take **D** let

**Student’s Worksheet 2**

**Read the sentences below and choose the correct word for each gap.**

**Then talk to a partner about why you have chosen this answer and why you think the other options are not correct.**

1. We hope that offering this bonus will \_\_\_\_\_\_\_\_\_\_ to increased motivation and productivity.

**A** result **B** lead **C** belong **D** head

1. Why didn’t his lack of experience \_\_\_\_\_\_\_\_\_\_\_ up in the interview?

**A** put **B** look **C** come **D** turn

1. Before you send out the contract, make sure you \_\_\_\_\_\_\_\_\_\_ it one more time to check all the details are correct.

**A** go over **B** refer to **C** look back **D** see through

1. Only applicants who \_\_\_\_\_\_\_\_\_\_ this test will be invited to interview.

**A** get on with **B** get through **C** get down to **D** get into

1. Anyone wishing to \_\_\_\_\_\_ time off during the summer must submit a request by the end of this week.

**A** let **B** break **C** put **D** take

**Student’s Worksheet 3**

**Read the text and discuss the questions below with a partner.**

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| **Working in Human Resources** |
| Human Resources (HR) managers are responsible for developing, advising on and implementing policies which ensure the effective use of staff in an organisation. They are involved in recruitment, training and development opportunities. They are responsible for dealing with issues related to contracts, salaries and conditions of employment. |

* What skills does an HR manager need?
* What might be the challenges of this kind of work?
* Why do you think people might enjoy working in HR?
* Would you be interested in working in this field? Why? / Why not?

**Student’s Worksheet 4**

**Linguaskill Business Sample Task**

**Choose the correct answer** **– A, B, C or D.**

Because of the increase in demand they decided to take **1** \_\_\_\_\_\_\_more staff.

**A** up

**B** on

**C** out

**D** in