

English in Mind Second edition

Level 4 Unit 4

Lesson Plan

DJ-ing: Turn a hobby into a real money spinner

THE INDEPENDENT

AIMS

- to read extensively and study a text related to the Unit theme
- to scan for specific language and read for detailed comprehension
- to understand words in context
- to understand and use idiomatic phrases
- to understand and use used to
- discussion
- (further work) online research and report writing

Total time (approx): 1hr 40 minutes

(Note: some exercises can be set for homework)

(para 4); playing at birthday parties and weddings / a feel for the type of music that gets different people dancing (para 5); act as a roadie (para 6); outgoing (para 7)

Time: 5 minutes

Vocabulary (1): words in context

- 3** This exercise focuses on some of the less common words and phrases in the text. It is important that students try to locate the words in the text before selecting the correct answer, as the effort to infer meaning from context will help promote lexical acquisition. Do the first question with them if necessary. The exercise can be done individually and answers compared in pairs.

Key: 2 improving 3 feeling superior 4 entering riskily
5 simple and unfashionable 6 continuing over a long time
7 connection 8 the front of 9 famous 10 at night

Time: 10–15 minutes

Lead-in

- 1** To get students thinking and talking about the text they'll be reading, show them the title of the article, and in pairs or small groups, ask them to discuss what they think it means and what the text may be about. After a few minutes, elicit opinions from around the class. The discussion questions in Exercise 1 will help students explore together some of the ideas presented in the article; one student should make notes on their answers using the blank spaces on the worksheet. Allow 8–10 minutes, and then get each group to feedback their answers to the class. Now distribute the full text of the article.

Time: 15 minutes

Reading comprehension (1): scanning for specific language

- 2** This exercise gives students an opportunity to practise their scanning skills. Focusing on the physical act of finding given language rather than getting distracted by trying to translate is a valuable reading skill. To stress the importance of speed reading, impose a time limit of no more than two minutes. This exercise invites a comparison between the ideas elicited in the warm-up discussion and Exercise 1 and those expressed in the text, so feedback can therefore also include an open class discussion on this topic.

Key: passionate about music / experience of club culture (para 3); be prepared to cover a wide range of styles

Reading comprehension (2): understanding detail

- 4** For this task, students are required to look at the text in more detail. It is best done in pairs, to encourage them to help each other find answers and justify their choices. Before starting the exercise, get them to consider which words in each of the true/false statements they would focus on to help them locate the relevant sentences more quickly in the text. (Note that some of the vocabulary appears in Exercise 3.) Students should then scan the text to find these 'key' words before reading each complete sentence to establish correct answers. Evidence from the text should be noted down to support each answer.

Key:

- 2 F – 'Playing a set is like a drug, only without the side effects.' (para 2)
3 T – 'but I do all the cheesy, party stuff too' (para 3)
4 F – 'when you get established, then you can specialise' (para)
5 T – 'it taught me how to read the crowd' (para 4)
6 T – 'Networking ... will also help you get on.' (para 5)
7 F – 'I might go round the tables while people are eating, introduce myself.' (para 6)
8 T – 'You also need to be on the lookout for the next big trend.' (para 7)

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- 9 T – 'UK DJ's....can earn a living in top hotels all over the world.' (para 8)
 10 F – 'And it's not as though you can spend all the next day catching up on sleep.' (para 9)

Time: 15 minutes

Key: 2c 3a 4c 5a 6c 7b 8c

Time 10–12 minutes

Vocabulary (2): idiomatic expressions

- 5 Some common idiomatic expressions are highlighted in this exercise. Each leader line represents a missing word in each example. Ensure the expressions are noted in full. Some have been partially completed to help identify the whole phrase. Students can work in pairs to find the answers in the text.

Key: 2 a huge buzz 3 rock the dance floor 4 read the crowd 5 learn the ropes 6 on the lookout

Time: 8–10 minutes

Vocabulary (3): idiomatic expressions in use

- 6 Here students have an opportunity to use the expressions they have learned in Exercise 5. The exercise is probably best done individually and then checked in pairs.

Key: 2 on the lookout 3 let your hair down 4 rock the dance floor 5 learn the ropes 6 read the crowd

Time: 5 minutes

Grammar (1): different uses of *used to*

- 7 Students often confuse the different meanings of *used to*. This exercise highlights how *used to* is used differently when (i) talking about past habits and states that are now finished, and (ii) talking about something that has become familiar. In the first instance, *used to* is followed by an infinitive; in the second, it comes after verbs such as *be*, *get* or *become*, and can be followed by a noun or *-ing* form but not an infinitive. *Used* is an adjective in this structure. Forms differ for questions and negative sentences. You may wish to check students' knowledge of these structures first by doing a short 'correct the sentence' task on the board. Allow students to discuss their answers in pairs before checking them.

Grammar (2): using different forms of *used to*

- 8 Students should work alone to complete the sentences with the appropriate form of *used to*. Note that an understanding of the different meaning and structures related to *used to* is being tested here, and not whether a gerund or infinitive follows; however, a broader look at or revision of gerund/infinitive uses might usefully follow. The present perfect has also been avoided, but as indicated below, it is a valid alternative answer in certain examples.

Key: 2 used to 3 Are you used to / Have you got used to 4 get used to 5 didn't use to 6 used to 7 didn't get used to 8 are used to / have got used to 9 didn't use to 10 getting used to

Time: 10–12 minutes

Discussion

- 9 Ask students to read the final section of the article, which offers useful tips and contacts for anyone interested in pursuing a career as a DJ. In groups, get students to discuss how they might find more information on possible future careers, e.g. careers pages in newspapers, internet resources such as common-interest websites or work-specific directories of available courses or agencies that can be contacted, and to note these down. Elicit suggestions from the whole class so that students can build on their initial ideas

Time: 10–15 minutes

Further work

These follow-up activities will stimulate students to read further and to output what they have learned –deepening their understanding of the text, while developing both the reading strategies they have practised during the lesson and their writing skills.

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10a Internet research. Using the article as a springboard, students go onto the 'Independent' website to find information on a future career of their choice, making notes as they go under different categories, i.e. qualifications needed, courses available, helpful agencies, setting-up expenses.

b Report writing. Using their notes on these research categories as the body of their writing, students produce a report on their findings. Encourage them to include some formal language, e.g. 'This report aims to look at...' Ensure students understand how the report should be structured, i.e. that it should include an introduction, stating the topic of the report and research source, followed by the main body presenting general ideas before giving details (see example section below)

Costs

Starting up as a professional skateboarder can be quite expensive. The cost of the sort of top of the range board needed can range between 2 and 5

thousand pounds because of the specific compounds used. Furthermore, agency fees starting from £120 a month need to be paid in order to get support to be considered for international competitions and possible sponsorship deals.

A conclusion should then summarise findings, drawing out the main points at a general level, so that a judgement can be made about the possibility of pursuing a chosen career.

This article first appeared on Thursday, 26 June 2008, at www.independent.co.uk/student/career-planning/getting-job/djing-turn-a-hobby-into-a-real-money-spinner-853996.html.

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