

English in Mind Second edition

Level 4 Unit 5

Lesson Plan

Time for a change? Try a career in the not-for-profit sector

THE INDEPENDENT

AIMS

- to read extensively and study a text related to the Unit theme
- to practise reading for gist and for detailed comprehension
- to develop speaking and summarising skills
- to expose students to collocations and build students' confidence in guessing meaning from context
- (further work) research and writing

Total time (approx): 1 hour 30 minutes

(Note: some exercises can be set for homework)

Lead-in

- 1 To activate students' background knowledge of the topic and vocabulary related to work, ask them to look at the title and discuss the meaning of 'not-for-profit sector'. Brainstorm differences between 'commercial' and 'non-profit' organisations

Make sure students are aware that 'non-profit' organisations generate income to provide benefit for the public. 'Commercial' companies distribute profits to their owners or shareholders. It would be helpful if they have already looked at the writing task on page 45 of the course book, so that they are familiar with charity work.

- 2 This activity will get students thinking about the reasons for people's career choices and will pre-teach vocabulary that appears in the article. It will also prepare them for the discussion tasks in Exercise 5. Ask students to read through the sentences on the worksheet carefully and deal with any vocabulary or conceptual difficulties before they start. Encourage them to work alone, stressing that the choice of order is personal and that there is no right or wrong answer. When they have finished ranking the sentences, they can compare their order with a partner. Encourage students to use the prompts to find out the reasons for their partner's choices. To round up the activity, do a quick class survey (hands up) to establish the three most important things about a job for the class.

Time: 20 minutes

Reading comprehension (1): reading for gist

- 3 The first two paragraphs will help students get a general overview of the argument of the text (what working for the charity sector is like today and how it challenges stereotypical views of the sector). Students may not know what 'soft and fluffy do-gooders' are. Ask them to speculate on the meaning and then help them with the definition.

Key: 1 A 'do-gooder' is someone who does things they think will help others. The use of 'soft' and 'fluffy' gives the idea that the 'do-gooders' are quite sweet and kind and not in the least bit ambitious.

2 Establish that working for a charity is much like working for other companies. Finding work and the work charities do is becoming increasingly competitive as they look for 'top talent', offer flexibility and training just like any other commercial business.

Time: 10 minutes

Reading comprehension (2): reading for information

- 4 This exercise will build on students' general understanding of the text and how it is organised. They will need to make use of their skimming and scanning skills in order to pick out detailed information. Some of the more difficult lexical items will be looked at after this activity. Ask students to read the second and then the third paragraphs and then ask them to complete the sentence about Jackie Weston-Davies. Make it clear that '4' should be written in the space after her name. Then ask students to read and continue matching. Students can then compare their answers with a partner before checking as a class.

Key: a 4, b 2, c 8, d 5, e 7, f 1, g 6, h 3

- 5 Ask students to discuss the follow-up questions in pairs. Remind them that there are no right or wrong answers.

Time: 20 minutes

Vocabulary: compound words

- 6 Collocation is a challenging but essential part of vocabulary building, and these two short activities

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will help students with some of the noun + noun collocations in the text that they may be unfamiliar with. First check students' understanding of collocation and elicit some examples from the class.

Key: gateway (para 10), stop gap (jigsaw text A), big draw (para 14), top talent (para 1), gap year (para 7), down side (jigsaw text B), flipside (para 2)

- 7 This activity will check students' understanding of the meaning of the compound nouns in context.

Key: 2 down side 3 gap year 4 gateway 5 big draw 6 top talent 7 flipside

Time: 10 minutes

Reading and speaking: jigsaw reading

- 8 Jigsaw reading is a great way to introduce speaking into a reading lesson. In real life, we may tell people about a news article we have read, paraphrasing and summarising content, so this activity provides an opportunity to initiate genuine communication in an authentic way, while practising essential skills.

- (a) Dictate the following questions and ask students to write then down in the space on the worksheet:

- 1 What job do they do? Who do they work for?
- 2 Did they plan to do this type of work?
- 3 How long have they been working with the charity?
- 4 What do they like about their job?

- (b) Give one half of the class (Group A) the text about **Amanda Golding**, and the other half (Group B) the other text about **Andrew Knowles**. Organise the class so that the students with the text about Amanda are working together and those with the text about Andrew are working together. Stress that they are not to discuss their text with the other group. Encourage the students to write their own answers rather than copying chunks of text from the articles. Once this is clear, students read their article, answer the questions and check understanding. The Key provides suggested answers.

Key

Amanda Golding	Andrew Knowles
1 She now works in Sales, Marketing and PR for Jamie's Computers.	1 Has just finished his second placement in science information for Cancer Research UK.
2 No, Amanda started working for the company until she decided what she wanted to do after being made redundant.	2 Yes, he began working as soon as he finished his biology degree.
3 Six years.	3 Under a year.
4 She loves it and finds it enjoyable and rewarding. She likes seeing the difference she makes to peoples lives.	4 He really enjoys his work. He likes the responsibility and training opportunities.

- (c) Students then pair up with someone from the other group and answer the dictated questions, exchanging information on the careers of Amanda and Andrew. Ask students to refer to their notes rather than using the article, and having exchanged information, to complete the table on their worksheet. Monitor carefully to ensure that students don't read the article aloud or give it their partner to read.

Optional: To add further communicative challenge, you could ask students to lie about the answer to one of the questions so that their partner has to guess which answer is false. To demonstrate this you could talk about your own career but change one detail. Once the students have orally exchanged information, they should then read their partner's piece of text.

Time: 30 minutes

Discussion

- 9 This activity asks students to consider what they have read and re-assess the perceived differences between the 'commercial' (driven by the pursuit of money) and 'non-profit' (existing to contribute something to society or community) sectors they discussed before reading. Prompt them to reflect on the idea that the distinction between the two is now less clear cut: in the age of corporate responsibility companies are subject to greater demands to be 'community friendly' and are seen to finance

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enterprises of social, environmental or cultural value while charities become more 'entrepreneurial'.

Further work

- 9 Research and writing.** This activity will help students to consolidate vocabulary/ideas explored in the text. It is best done for homework as it will require some research. Ask students to interview someone they know who works in the non-profit sector (this may include a voluntary worker, e.g. in a hospital or church). Ask students to use the questions from the worksheet as a basis for the interview and then write brief newspaper article about their job. Recommend they use the texts about Amanda and Andrew as a model. The text should include

- A catchy statement referring to a positive aspect of their job, e.g. *'It's like being paid to do your hobby'*, *'We get lots of training opportunities'*
- Details about how they began working / was it what they originally planned to do?
- What they like about the work
- What the work involves
- How (if) their job has changed over the years

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