

Teacher's notes | Reading file 13

Learning objectives in this lesson

Reading for gist, focusing on key vocabulary from the text, using vocabulary from the text, scanning for specific information, reading for detailed comprehension, and giving opinions about the topic of the text.

- 1 Ask students to work in pairs to discuss the questions, then take feedback from the whole class.
- 2 Give out the text and ask students to read it quickly so that they understand the general message. Give them a time limit if you wish. They should then decide which of the three titles is most suitable. Students can compare answers in pairs before feeding back to the rest of the class. During class feedback, encourage the students to justify their answers.

Answer

Title 3 is probably the best title, as the text focuses on the economic implications of the shortage of men, although title 2 is also possible.

- 3 Ask students to look at the text again and match the words and phrases to the definitions. They can then check their answers in pairs, before feeding back to the rest of the class.

Answers

- | | |
|---------------|---------------|
| 1 *drought | 6 emigration |
| 2 brain drain | 7 immigration |
| 3 source | 8 abroad |
| 4 shortage | 9 policy |
| 5 pride | 10 restrict |

(*This word is used figuratively in the text – the drought is connected to a lack of men rather than the literal meaning – a lack of rain.)

- 4 Ask students to work in pairs and to create their own sentences using the words and phrases in 3. Check the sentences with the whole class.
- 5 Ask students to read the text again quickly and match each number to what it represents. Give them a time limit if you wish. Students can compare answers in pairs before feeding back to the rest of the class.

Answers

- 1 e 2 c 3 f 4 b 5 a 6 d

- 6 Students should read the text again. Allow more time for them to read carefully. Be prepared to answer questions about vocabulary and refer students to the glossary to help them. Students should then answer the questions in their own words. Students can compare answers in pairs before feeding back to the rest of the class.

Answers

- 1 More non Australian women are coming to Australia than in the past as it is now easier for them to do so, and more Australian men are travelling abroad and then staying abroad to live and work.
 - 2 The government is getting less money from taxes because a lot of men are paying taxes abroad. The government also paid for the education of these men and will probably have to pay for their care when they return as old men. There are also fewer people to do skilled work.
 - 3 They are trying to limit emigration by offering tax rewards if people stay and they are trying to encourage men to come back to Australia with advertising campaigns.
- 7 Ask students to look at the text again and find three words that could be useful in their jobs. When they have chosen the words, ask students to compare their choices in pairs and encourage them to explain why the words will be useful. Make sure that students can pronounce these words and that they know how to use them correctly in a sentence.
 - 8 Ask students to discuss the questions in pairs or small groups. Take feedback from the whole class.

Answers

Answers will vary, but students may discuss the fact that many leave for better job prospects and because they want to see different cultures and countries – Australia is fairly isolated geographically in comparison to Europe and Asia. Students may also feel that the government should include a financial incentive for men who come back, as well as for those who stay.