

B2 First Reading and Use of English Part 3

Teacher's notes

Aims of the lesson	to familiarise students with the B2 First Reading and Use of English paper Part 3 and the strategies needed to tackle this type of task
Time needed	20–30 minutes (plus 15–20 minutes for the optional task)
Materials required	any sample Part 3 task (optional)

Procedure

1. Tell your students that you are going to look at Part 3 of the Reading and Use of English paper.
2. Hand out the student's worksheet. Ask the students to read the instructions, but not to start the task. Give them 1–2 minutes to do this.
3. Check that the students understand the task. For example, you could ask:
 - a. *How many words do you need to write for each answer? 1*
 - b. *Do you have any words to help you? Yes, the words in the stem.*
 - c. *What types of changes might you have to make to the stem words? Change the word class, change from singular to plural, change the tense, change to negative/positive, etc.*
4. Ask your class to look at the example (0) and ask them to discuss how the stem word has been changed. Elicit that it has been changed from a verb to a noun. Students now attempt the task individually. It's a good idea to give them a time limit of 10–15 minutes so that they get used to working under time limits.
5. After 10–15 minutes, tell students to compare their answers in pairs/small groups.
6. Check answers in class. For each question, ask students to explain why they chose the answer they did. The first time students attempt a Part 3 task they often find it very difficult, as it tests their extended vocabulary. Point out to students that this task does not exactly mirror the real Part 3 task. In this, they would not be asked to provide a 'simpler' or 'shorter' form from a 'long' stem word, for example give 'required' (verb) from 'requirement' (noun), no.21.
7. Ask the class to look at the stem words in the text. In pairs, they should discuss what has been changed to arrive at the answer. See the key for further reference. Go through the text in class, discussing the different types of change made.

Suggested follow-up activity

Ask your students to write “TRUE” in big letters on one side of a piece of paper and “FALSE” on the other side. Give your students 2 minutes to read through the completed text. Then, ask them the questions below. They must not look at the text. They hold their piece of paper in the air on the side they think is correct.

1. There are ten gaps to fill. FALSE (there are eight)
2. You can only write one word in each gap. TRUE
3. The gaps are on different lines from the stem words.
FALSE (always on the same line)
4. Part 3 covers mostly grammar but vocabulary is also involved. FALSE (mostly vocabulary, but grammar is also involved)
5. Sometimes you have to read beyond the sentence to get the answer. TRUE
6. There are 2 marks for each correct answer.
FALSE (1 mark)
7. Minor spelling mistakes are permitted.
FALSE (correct spelling is essential)
8. Answers must be written on a separate answer sheet in capital letters. TRUE
9. Words can be negatives or plurals of the given stem word. TRUE
10. Some stem words remain the same. FALSE (all stem words must be changed)

B2 First Reading and Use of English Part 3 Activity– answer keys

Key to Student’s worksheet

17. given
18. mainly
19. understanding
20. knowledge
21. required
22. receives
23. necessary
24. ensure

Key to Procedure step 7 - Changes in word class

	Stem word	→	Answer
17)	give (verb)	→	given (adjective) Adding information to the object <i>stem words</i>
18)	main (adjective)	→	mainly (adverb) Adding information to the adjective <i>lexical</i>
19)	understand (verb)	→	understanding (noun) Directly after the article <i>an</i> must be either an adjective or a noun
20)	know (verb)	→	knowledge (noun) The preceding word <i>Candidates'</i> requires a noun of possession
21)	requirement (noun)	→	required (verb) A passive verb form (Active: <i>Candidates need to...</i>)
22)	receive (verb)	→	receives (verb) Subject–verb agreement
23)	necessity (noun)	→	necessary (adjective) Adding information to the importance of the object <i>correct spelling</i>
24)	sure (adjective)	→	ensure (verb) Following the modal <i>must</i> , a bare infinitive is needed.

B2 First Reading and Use of English Part 3-Student's Worksheet

How much do you know about Part 3 of the Reading and Use of English paper? For questions **17– 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

Example: 0 EMPHASIS

Part Three

In Part 3, there is an **(0)** on vocabulary. This part consists of a text containing 8 gaps (plus one gap as an example). At the end of some of the lines, and separate from the text, there is a stem word in capital letters. Candidates need to form an appropriate word from **(17)**stem words to fill each gap.

EMPHASISE

The focus of this task is **(18)**lexical, so a good knowledge of vocabulary is essential, but an **(19)**of structure is also needed. It tests the candidates' **(20)**of how prefixes, suffixes, internal changes and compounds are used in forming words. Candidates may also be **(21)**to demonstrate understanding of the text beyond sentence level.

GIVE

MAIN

Each correct answer in Part 3 **(22)**one mark, and as with the other parts of the Reading and Use of English paper, correct spelling is **(23)**..... Candidates can write on the question paper, but must **(24)** that they write their answers in capital letters on the separate answer sheet.

UNDERSTAND

KNOW

REQUIREMENT

RECEIVE

NECESSITY

SURE