

Lesson Plan

Introduction to the B2 First for Schools Reading and Use of English Paper

Time required: 90 minutes. This plan can be done over two lessons, or in one lesson by taking out some of the activities.

- Materials:** [Click for Materials](#) and student worksheets
- Warm-up Task (optional) – one set of cut-up strips for each group
 - Exercise 2: Example questions to cut up for matching – one copy or one copy per group (see options)
 - Student Worksheet 1 – one copy per pair/small group
 - Student Worksheets 2 and 3 (to save paper, you could print these double sided) – one copy per student

- Aims:**
- To help learners get to know the seven parts of the Reading and Use of English paper
 - To encourage learners to reflect on their strengths and areas to work on in relation to the Reading and Use of English paper
 - To highlight useful study tools, resources and strategies to help learners prepare for the Reading and Use of English paper.

Procedure

Lesson Stages

Warm-up (optional): *to familiarise learners with the benefits of taking an English language exam and to help them identify and reflect on their own motivation/s to take the exam.*

Prepare the **Warm-up Task (optional) – cut-up strips** and distribute one set to each group of three to four learners.

Option 1: Categorising task – learners read the reasons for taking an English language exam and discuss, negotiate and agree on an order of importance for their group.

OR

Option 2: Groups discuss, negotiate, and agree on the three most important reasons.

Feedback: Groups share their answers. Your class may have similar or varied motivations, so point out that exam preparation can have many positive outcomes, and these can include improving their English skills, vocabulary, grammar, and study strategies. Exam preparation involves more than just repeatedly doing practice exams.

Online options:

Turn the warm-up activity into a class poll. Your online teaching platform may have this function or, if not, try a free online poll creation tool like **Mentimeter**. Show the options on a presentation slide and ask learners to vote for their top three choices.

Lead-in: *to check understanding of some lexical / grammatical terms and to help learners recognise some of what they already know (builds confidence) or need to work on (helps them identify specific areas to prioritise).*

You will need a copy of **Student Worksheet 1** for each group of students (or each student if you prefer).

Exercise 1

a. Put learners into small, mixed ability groups. Show the table in **Student Worksheet 1 - Exercise 1** and ask learners to work together to match the definitions to the terms (A – F) in the table. An example is given to help them.

Feedback: Check the answers as a class - see **Answer Key**.

b. Tell students you will read out some more examples one-by-one and they should work together to put them in the correct column. See **Answer Key** for examples you can use.

Feedback: Check the answers as a class.

Optional extra activity

Set a time limit appropriate for your learners. They should work as a group to come up with one more example for each column. When they have done this, the whole group should stand up to show they are finished. If learners can't think of an example for each category within the time limit, the group with the most correct examples wins. This activity can be repeated more than once if you have time.

Feedback: The learners from the winning group share their answers – write these on the board for everyone to note down.

This activity might highlight gaps in the learners' knowledge - they might not know many collocations, for example. Point out that this is a good thing because as a class you know something they need to work on.

Learning tip

It's a good idea for learners to start a vocabulary notebook. They should write down examples of collocations, dependent prepositions etc. that they notice when they are reading or listening in English.

Online options

Copy the table from **Student Worksheet 1 - Exercise 1** into a shared document (e.g. a Google doc) for each group and allow editing. The learners can then work in groups and type their answers into the document. These can easily be shared with the whole class.

Introduction to the Reading and Use of English paper: to familiarise students with the question types in the seven different parts of the paper.

You will need copies of:

- **Student Worksheet 2 - Exercise 2: Example questions to cut up for matching**
- **Student Worksheet 2 - Exercise 2: Matching task**

Student Worksheet 2 - Exercise 2: Matching Task

Give learners a copy of **Exercise 2: Matching task**. Draw their attention to the table. You could ask them to fold the page along the dotted line so they can focus on Exercise 2 in column 1.

Tell learners to work together to match the short descriptions of each part of the paper in column one of the table with the example questions (labelled A to G).

Option 1: Prepare one set of the Example questions to stick around the classroom. Learners work in pairs and walk around the room to complete Exercise 2.

OR

Option 2: Prepare a set of the Example questions for each group. Learners work in seated groups to do Exercise 2.

Feedback: check answers (see **Answer Key**).

Online options

Save the Example questions into a separate document that you can upload or email to learners in advance along with **Student Worksheet 2**. If appropriate, put the students into breakout rooms to complete the matching task in small groups.

Reflection on strengths and areas to work on: *to help learners develop their ability to self-evaluate their strengths and the areas they need to work on.*

You will need copies of **Student Worksheet 3** for each student.

Exercise 3

Ask learners to read the statements from six different students at the start of their English course. They should tick the ones they agree with.

Ask the learners to compare their answers with a partner or group to see if they feel the same or differently.

Feedback: Briefly find out how confident the learners feel about each part.

Tell learners that it is useful to think carefully and realistically about their strengths and the areas they need to work on at the start of the course, in the same way that these students did. This will help them focus on the right areas when they study and make the best use of their time.

Exercise 4

Refer the learners back to the table on **Student Worksheet 2**. Ask them to complete column 2 based on what they think their strengths and areas to work on are for each part of the paper. They can use some of the ideas they ticked from Exercise 3 and/or their own ideas.

* Part 1 has been completed as an example, but learners can write their answer underneath.

Next steps: *to introduce learners to the resources available to help them prepare both in class and at home.*

Exercise 5

Ask learners to read what the same students (from Exercise 3) said at the end of their course. The learners should match statements A – F with statements 1 – 6 from Exercise 3.

Feedback: See **Answer Key**. Take the opportunity to find out if learners have tried any of these resources. If you have access to the internet, show learners the **Cambridge English website** and some of the available resources.

Exercise 6

Now ask learners to return to the table on **Student Worksheet 2** and complete the third column of the table with specific ideas that they could try to help them prepare for the different parts of the test. Encourage them to focus on the parts of the paper they feel least confident about and make sure that their ideas are concrete and specific, notice the difference between these two approaches to preparing for the exam:

✓ *Keep a special section in my vocabulary notebook to write down any phrasal verbs I see in class with their definitions and example sentences.* It is clear what the learner plans to do and how they plan to do it.

× *Practise more.* This idea is not specific enough. The learner needs to say what they plan to practise.

Monitor and offer additional suggestions as appropriate.

Feedback: Learners can compare their ideas.

Online options

Links are included in **Student Worksheet 3 Exercise 5**, so there is the option here to allocate some extra time for learners to click to find out more about some of the learning resources available.

Homework:

Option 1. Students try out one (or more) of the exam preparation ideas / resources they wrote down in Exercise 6 and prepare to feedback to the class on:

- a. how user-friendly it was
- b. how much time they spent on it
- c. how useful it was – they could share what they learned or how they improved.

Option 2. Students do further research into the areas tested in the Reading and Use of English paper. For example, assign each group the task of finding out 3 facts, for example, what each part of the exam is testing, different language areas they need to be aware of for the exam e.g., *collocations*, *phrasal verbs* or *dependent prepositions*.

Option 3. If you do not plan to use the sample papers on the **Cambridge Exam Preparation** website in class, you could assign the Reading and Use of English sample paper or a section of it as homework. Alternatively, students could try the example questions from Exercise 2 for homework (remember to cross out the answers if you plan to do this).

Materials

Warm-up Task (optional) – cut-up strips

I think studying for an exam will motivate me because it gives me a specific goal.

I want to know how good my English is.

I think studying for an exam will help me improve my reading, writing, listening and speaking skills.

I think studying for an exam will help me improve my grammar and vocabulary.

I think studying for an exam will help me improve my study skills and exam strategies.

I want to get better at English because it will be useful for finding jobs in the future.

I want to get better at English so I can use it when I travel, chat online or meet people from other countries.

I want to get better at English because I will need it for my future studies.

Student Worksheet 1

Exercise 1: The table shows areas of vocabulary and grammar that are often tested in the Reading and Use of English paper.

a. Check your understanding of the terminology. Work with a partner and match the table headings (A to F) with the definitions (1 – 6) below.

A. Collocations and set phrases	B. Linking words	C. Phrasal verbs	D. Dependent prepositions	E. Auxiliaries	F. Verb forms
<i>heavy rain</i> <i>See you soon!</i>	<i>however</i>	<i>put off</i>	<i>replace...with</i>	<i>was/were</i>	<i>looked (simple past)</i>

Definitions
1. Some verbs, nouns and adjectives must be followed by a particular preposition. Unlike phrasal verbs, the meaning isn't changed by the preposition.
2. These are often called helping verbs because they help make questions and negatives or form part of compound tenses e.g. I <i>am</i> running. Modal verbs like <i>can</i> , <i>could</i> and <i>would</i> are also included here.
3. These are combinations of words that usually go together - we say <i>strong coffee</i> , but we don't usually say <i>powerful coffee</i> - or frequently used phrases or expressions in which the words and the word order don't change.
4. In English, the basic form of verbs like <i>play</i> , <i>go</i> , <i>look</i> , etc. changes or combines with other verbs to show when an action happened - past, present or future. These different forms are often called verb tenses. As well as the time of the action, the form you choose adds extra meaning too. For example, it can show that an action is routine, temporary, completed or in progress.
5. These are a type of verb that consists of two to three parts: a verb + adverb/s or preposition/s.
6. These are words that show the connection between clauses or sentences. They can introduce contrasting ideas, examples or reasons.

b. Your teacher will read out more examples from each category. Add them to the correct column in the table.



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Student Worksheet 2

Exercise 2: Example questions to cut up for matching

D

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** swapped **B** varied **C** replaced **D** differed

0 **A** **B** **C** **D**

Extract from text

Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, (**0**) his black belt for ballet shoes. Hans

G

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: **0** I T S

Extract from text

Camels

The most distinctive feature of a camel is the hump, or humps, on (**0**) back. In these humps

B

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**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: **0** S K I L F U L

Extract from text

Playing chess

Have you ever played chess? Some say you need to be very (**0**) to **SKILL** play it well but it is quite easy to learn. I started learning when I was only

A

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 Prizes are given out when the school year finishes.

PLACE

Prize giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example: **0** TAKES PLACE AT THE

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

E

You are going to read an extract from a novel about an American teenager called Sandy, who is on a skiing trip. For questions **31 – 36**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Extract from text: Paragraph 1 of 6

Question 1 of 6

'How did I ever manage to get myself into this?' Sandy wondered aloud and then groaned, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight. 'Help!' she said pleadingly in barely more than a whisper with her eyes still closed. 'Michael? Anyone? Please, oh please... somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to resolve her present dilemma.

What is the writer's purpose in the first paragraph?

- A** to explain why Sandy was in this difficult situation
- B** to give relevant details of Sandy's character
- C** to introduce the fact that Sandy was facing a challenge
- D** to describe how Sandy was planning to solve a problem

C

You are going to read an article about a schoolboy who has come up with a clever invention. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Extract from text: Paragraph 2 of 7

It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. **37** He realised that the perfect candidate was his school bus. It had a very square front which meant it did not use petrol efficiently, only travelling 3km per litre, compared to a private car that can average about 8.5km per litre. He decided it was high time the vehicle was improved.

Extract from sentences: 3 of 7

- A** So they began writing to local universities to see if anyone would provide the advice and knowledge they needed.
- B** This made it clear to them that the design would have to be changed.
- C** This prompted him to look for a way to use what he had learned.

F

You are going to read an article about four teenagers who went to different summer camps. For questions **43 – 52**, choose from the teenagers (**A – D**). The teenagers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Extract from text: Teenager 1 of 4

Oliver – Language Camp

We stayed with families who had kids our own age, and because they were on a mid-term break they came with us on all the trips. So apart from when we were actually in a language class, we were spending time with our new friends. It was a great way to practise the language we had been working on in the classroom. We also had to do a quiz on the last day – we were put into teams and given clues to help us find places around the town. Our team finished early, so we waited for everyone else in a café in the main square. While we were there, a film crew arrived and started filming! I can't wait to see it when it comes out – we were sitting outside, so we might even be in it!

Question: 2 of 10

Which teenager

- was unwilling to complain about a lack of variety?
- appreciated coming across something interesting by chance?



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Student Worksheet 2

Exercise 2: Matching task Your teacher will show you an example question (**A – G**) from each part of the Reading and Use of English paper. Work together and match each question to Parts 1 to 7 in the table below. Part 1 (D) has been done for you.







* **NOTE** Keep this table handy – you will also need it for Exercises 4 and 6 on Student Worksheet 3.

Exercise 2	Exercise 4	Exercise 6
The seven parts of the Reading and Use of English paper (1 hour 15 minutes)	How do you feel about each Part? Why?	Write 3 to 5 ways you can prepare
Part 1 = D short text choose the best word to fill the gap multiple-choice	easy / OK / difficult because... <i>I'm good at grammar but I don't know many collocations and I find phrasal verbs hard to remember.</i>	- <i>Keep a special section in my vocabulary notebook to write down any phrasal verbs I see in class with their definitions and example sentences.</i>
Part 2 = short text decide the best word to fill the gap	easy / OK / difficult because...	
Part 3 = short text change the form of a word so it fits the gap	easy / OK / difficult because...	
Part 4 = rewrite sentences in a different way	easy / OK / difficult because...	
Part 5 = longer text 6 multiple-choice questions	easy / OK / difficult because...	
Part 6 = A longer text with 6 numbered gaps match sentences to the correct gap	easy / OK / difficult because...	
Part 7 = 1 long text or 4 short texts	easy / OK / difficult because...	

match sentences to something in the text		
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Student Worksheet 3

Exercise 3: Read how some students felt about the Reading and Use of English paper at the start of their English course. Tick (✓) the statements you agree with.

 <p>Rosie</p> <p>1. There's a lot of reading in the exam. I don't read much - I'm not a fast reader.</p>	 <p>Arif</p> <p>4. Rewriting the sentence looks really difficult. My mind goes totally blank.</p>
 <p>Bhaskar</p> <p>2. I'm good at grammar but I don't know many collocations and I find phrasal verbs hard to remember.</p>	 <p>Mariam</p> <p>5. I don't know where to start with some of these questions, like Part 6. Should I read the text first or read the six statements first?</p>
 <p>Ada</p> <p>3. I tried a practice test by myself before the course, but it took me over two hours to finish it.</p>	 <p>Kim</p> <p>6. Part 3 looks hard to me – we don't change the form of words so much in my language. I always make mistakes with this.</p>

Exercise 4: How do *you* feel about the Reading and Use of English paper? Look back at the table on Student Worksheet 2 and complete column two with your own ideas.

Exercise 5: Now read what the six students from Exercise 3 said at the end of their course. What did they find useful? Match each statement (A – F) with a student (1 – 6).

<p>A</p> <p>Our teacher gave us lots of practice. Sometimes we played team games - we had to write the same sentence in as many different ways as we could. I got lots of ideas from my teacher and classmates.</p>	<p>D</p> <p>I keep a special section in my vocabulary notebook for phrasal verbs and collocations plus definitions and example sentences and I also used the free Exam Lift app – it's a really fun way to practice.</p>
<p>B</p> <p>I decided to read a little in English every day. I read all kinds of things – magazine articles, short stories, brochures and even adverts. I sometimes study with a friend too, and we talk about what we read or test each other's vocabulary.</p>	<p>E</p> <p>Our teacher gave us lots of advice about exam strategies and I also did one of the Self-study lessons for Part 6 from the Cambridge English website – it had loads of useful tips and practice exercises.</p>
<p>C</p> <p>The coursebook we used in class was really helpful - I learned more about prefixes and suffixes which is really useful for this part of the test. I also used some of the free resources on the web. They include several useful practice exercises about word families.</p>	<p>F</p> <p>Our teacher gave us lots of practice - sometimes she timed us. I also did some timed exercises at home using the sample papers on the Cambridge English website and I gradually got faster.</p>

Exercise 6: Go back to the table on Student Worksheet 2 again. Now complete column 3. You can use some of the suggestions from Exercise 5, your own ideas and suggestions from your teacher.

Answer Key

Exercise 1

a. A – 3, B – 6, C – 5, D – 1, E – 2, F – 4

b. Examples

Collocations and set phrases	Linking words	Phrasal verbs	Dependent prepositions	Auxiliaries	Verb tenses
<i>heavy rain</i>	<i>however</i>	<i>put off</i>	<i>replace...with</i>	<i>was/were</i>	<i>looked (simple past)</i>
strong wind make a cake do your homework false teeth tall buildings See you soon! Never mind.	nevertheless moreover while but so because therefore although	get rid of turn up brush up on get around break down take after cut out wear off	depend on an increase in suffer from get married to interested in good at allergic to care for	am, is, are has, have had been <i>modal auxiliaries</i> e.g. can, should, etc.	look/s (present simple) has/have been looking (present perfect continuous) will be looking (future continuous)

Exercise 2

Part 1 - D, Part 2 - G, Part 3 - B, Part 4 - A, Part 5 - E, Part 6 - C, Part 7 - F

Exercise 3

Students' own answers

Exercise 4

Students' own answers

Exercise 5

1. B, 2. D, 3. F, 4. A, 5. E, 6. C

Exercise 6

Students' own answers

References

Reading and Use of English paper – Example questions

Adapted from B2 First for Schools sample paper 1 © UCLES 2021

Images in Exercise 2 from Unsplash by:

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