

B2 First for Schools Reading and Use of English Part 1

Aims of the lesson	<ul style="list-style-type: none"> ▪ to encourage students to read the text for gist before starting the task ▪ to familiarise students with the format of Part 1 ▪ to develop strategies for choosing the correct option and eliminating distractors
Time needed	50 minutes
Materials required	<ul style="list-style-type: none"> ▪ Student's worksheet 1 (one copy for each pair of students) ▪ Student's worksheet 2 (one per pair of students) ▪ Sample task

Procedure

1. Before the class, prepare the following anagrams on slips of paper:

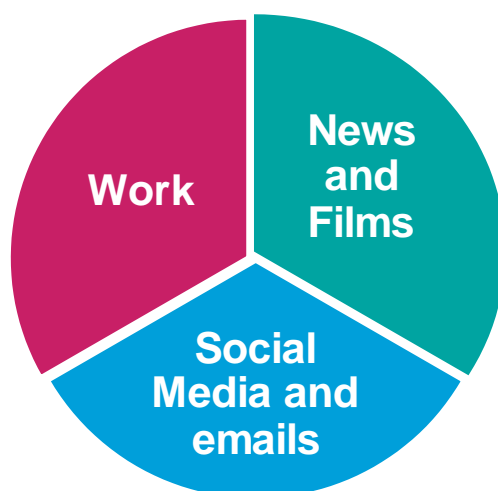
isidlante omnaut tsoiylpsibi sue acneirse nrweodde
aiconosclao hogluhat

You will need one slip for each pair of students (two slips if there are fewer than 16 students in your class, groups of three as required if there are more).

2. Begin the class by brainstorming with the whole class, eliciting as many alternative answers for each question as possible:

- *When do you use the internet?*
- *Where do you use the internet?*
- *What do you use the internet for?*
- *How do you use the internet to help you with school work?*

Alternative: Draw a pie chart of your internet use on the board showing the different proportions of what you do online, e.g.



Obviously the pie chart can have as many segments as you like. Explain your pie chart to the group. Then individually the students prepare their own version. After that in pairs they show each other their charts and discuss the differences.

3. Put title of text – “*The internet bus*” – on the board. Discuss briefly what students think an internet bus could be.
4. Write these three questions on the board:
 - *Where is “the internet bus”?*
 - *What sort of bus is it?*
 - *What do most people use the internet for when they’re on the bus?*

In pairs or small groups, students discuss what they think the answers to the questions could be. Elicit some ideas from the whole class, but don’t give the correct answers at this point.

5. Give out **Student worksheet 1** to each pair of students. Allow them about 3 minutes to read the text to find the answers to the questions in Step 4. They should ignore the blanks in the text at this point, and read for general meaning only. Feed back answers with the whole class (see **Answer key**).
6. Now give out the slips of paper with anagrams of the missing words on. Give students 3 or 4 minutes to try and work out the anagram – help them if necessary by writing the first letter or two of each word on the board.
Alternative: Put all the anagrams on a piece of paper and give them out to the students in pairs. The first pair to solve all the anagrams is the winner.
7. Feed back the answers and write them on the board:

installed	use	occasional	amount
wondered	although	possibility	increase

Explain that these are the words they need to complete the gaps in the text. Point out that this is **not** what happens in the exam, where they have to choose the correct answer for each gap from four possible options. Completing the task in this way encourages them to focus on the meaning of the word which fills each gap, and look at sentences and words before and after the gap.

8. In pairs, students complete the gaps and, if appropriate, check their answers with another pair. Feed back answers from the whole class (see **Answer key**).
9. Explain that they have now completed the task, but that was much too easy! In this part of the exam, they are actually given four options for each gap, and only one is correct.
10. Give out **Student's worksheet 2**, and explain that these are the three **incorrect** options (or distractors) for each gap in the Internet Bus text, but that these are not in the correct order. Divide students into 4 groups, or multiples of 4, with 3 or 4 students in each group. Allocate each group two of the sets (A and B; C and D; E and F; G and H). They should match the distractors to each of the gaps on **Student's worksheet 1**. They should also be prepared to explain why they've chosen each gap. Explain they will get 1 point for each correct answer and 1 point for each correct explanation.
11. Go through each of the gaps, eliciting answers and explanations and encouraging other groups to challenge if they disagree. If another group challenges correctly, they can win a bonus point (see **Answer key**). See which group is the winner.
12. Look at one or two sets (e.g. E and G) and explain why the three distractors are wrong (see **Key**).
13. Elicit what learners mainly need to practice for this part of the test: reading and understanding a text, and *vocabulary, but also some grammar, For example:*
 - *In no. 5 the correct answer, 'wondered', is determined by the following word 'if'*
 - *No.7 is a classic First (FCE) question: 'Since' in this context means 'because' and so has the wrong meaning; 'However' would fit at the start of a new sentence before 'most students'; 'Despite' has the correct meaning but is a preposition and would need the noun structure 'Despite the fact that some students...'*
14. Give out the **Sample Task** for students' reference.

Additional information

Reading the whole text through before trying to complete any of the gaps is a very useful strategy for this task. Candidates should always bear in mind the meaning of the text as a whole as well as the language on either side of each gap. With connecting words, as in no.7 students need to read the whole paragraph before they can attempt the question.

Suggested follow-up activity

Ask the students to do a similar task from their course book for homework. Remind them to read the text for gist before starting to fill in the gaps.

Answer key

Procedure step 5

- *Where is “the internet bus”?* **(the USA)**
- *What sort of bus is it?* **(a school bus)**
- *What do most people use the internet for when they’re on the bus?* **(to study)**

Procedure step 12

- E: these verbs do not collocate with ‘their time’ in the correct way.
- G: *extraordinary* and *exceptional* are incorrect because the drives are not unusual. *Few* is wrong because we are not being told here that there were **not many** drives.

Student’s worksheet 1

- | | | |
|--------------|----------------|-------------|
| 1. installed | 2. occasional | 3. wondered |
| 4. increase | 5. possibility | 6. amount |
| 7. Although | 8. use | |

Student’s worksheet 2

1B 2G 3H 4D 5C 6F 7A 8E

Sample task

1A 2B 3D 4A 5C 6B 7C 8C

Student's worksheet 1

The internet bus

In the desert areas that **(0)** ...surround... Tucson city, USA, students spend hundreds of hours on yellow buses each year getting to and from their schools. But when mobile internet equipment was **(1)** on a yellow school bus, the bored, often noisy, teens were transformed into quiet, studious individuals.

District officials got the idea during **(2)** drives on school business to Phoenix, two hours each way, when they realised that, when they went in pairs, one person could drive and the other could work using a laptop and a wireless card. They **(3)** if internet access on a school bus could **(4)** students' academic productivity, too.

But the idea for what students call 'the internet bus' really took shape when the district's chief information officer read a catalogue offering the **(5)** of having internet access in cars. He thought, 'What if you could put that in a bus?'

The officials have been delighted to see the **(6)** of homework getting done, morning and evening, as the internet bus picks up and drops off students along the 70-minute drive. **(7)** some students spend their time playing games or visiting social networking sites, most students do **(8)** their travel time to study.

Student's worksheet 2

A	Since	Despite	However
B		set	included
C	ability	likelihood	structured
D		enlarge	certainty
E	Serve	rise	heighten
F	total	try	make
G	extraordinary	number	measure
H	thought	imagined	exceptional
		suspected	few

Sample task

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** edge **B** surround **C** turn **D** enclose

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The internet bus

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- | | | | | |
|---|-----------------|--------------|---------------|--------------|
| 1 | A installed | B set | C included | D structured |
| 2 | A extraordinary | B occasional | C exceptional | D few |
| 3 | A thought | B imagined | C suspected | D wondered |
| 4 | A increase | B enlarge | C rise | D heighten |
| 5 | A ability | B likelihood | C possibility | D certainty |
| 6 | A total | B amount | C number | D measure |
| 7 | A Since | B Despite | C Although | D However |
| 8 | A serve | B try | C use | D make |