

Lesson plan

B2 First for Schools Reading and Use of English Part 2

Time required: 60 minutes

- Material:** Underlining denotes hyperlink
- One copy of [Student worksheet 1](#) for each learner
 - One copy of [Student worksheet 2](#) for each learner
 - One copy of [Student worksheet 3](#) for each learner
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- Aims:**
- To practise useful strategies for B2 First for Schools Reading and Use of English Part 2
 - To provide opportunities for further reading and speaking skills practice
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Procedure

Lesson stages
<p>Lead-in: <u>Student worksheet 1</u> – Exercises 1 and 2</p> <p>Put the learners into pairs to complete the vocabulary matching task in Exercise 1. Check answers as a class (see <u>Answer key</u>).</p> <p>Give learners some time to read and discuss the questions in Exercise 2.</p> <p>Feedback: In open class, nominate some learners to share their ideas. There are no right or wrong answers here. The aim is to get the learners thinking about the topic of the text they are about to read.</p>
<p>Online options: Share the pictures on the screen. You could use the 'Match up' game at <u>https://wordwall.net/</u> to make the matching task in Exercise 1 more interactive and to allow you to monitor individual learner results. For Exercise 2, put the learners into pairs to discuss the questions in breakout rooms if it's safe to do so. If not, you could ask learners to type their ideas in the chat box, using this function. Comment and praise as learners post their ideas. Encourage them to expand on their ideas or comment on those of their classmates.</p>
<p>Reading for gist: <u>Student Worksheet 2</u> – Exercise 3</p> <p>Before the learners read, focus their attention on the heading of the text called <i>Young Enterprise</i>. You may wish to pre-teach the word <i>enterprise</i>. Note that it has two definitions, both of which apply in this context:</p> <ol style="list-style-type: none"> 1. <i>enterprise</i> (countable noun) a business or organisation 2. <i>enterprise</i> (uncountable noun) the quality of being enthusiastic and willing to do new and clever things although there are risks involved. ⁱ <p>Use these examples sentences to show the difference in meaning:</p>

1. The oil company is a government-owned enterprise.
2. They've shown a lot of enterprise in setting up this project.

Give the students some time to read the instructions and the questions in Exercise 3. Remind students that they should NOT fill in the gaps at this stage as the aim is to read for gist.

Set a short time limit of around a minute and a half for them to read the text. Then put them into pairs to compare their answers to the two gist questions.

Feedback: See **Answer key**.

Online options: Make sure the text is large enough for learners to read easily on a screen. If this is not possible, consider sending the worksheet to the learners electronically.

Reading and Use of English Part 2 strategies and key information: Student worksheet 2 – Exercise 4

Give learners time to read the task instructions in the box in Exercise 4 and then put them in pairs to discuss Questions 1 and 2 with their partner.

Feedback: Ask students to share their ideas in open class – refer to the **Answer key**. Tell learners that the missing words are often part of a grammatical structure or fixed expression, so words like articles, prepositions, auxiliary verbs and pronouns are very common. Elicit some examples of these parts of speech to check understanding.

Online options: Share the questions on a slide. Ask learners to take a screenshot then put them in breakout rooms to discuss the questions in pairs or small groups if it is safe to do so.

Task completion: Student worksheet 2 – Exercise 5

Give the students about eight minutes to fill in the gaps in the *Young Enterprise* text individually.

Monitor discreetly as learners do the task to get an idea of individual strengths and weaknesses.

Do not provide the answers to the task yet!

Online options: You could ask learners to send their answers to you individually using the chat function to help you monitor this stage.

Compare and justify answers: Student worksheet 3 – Exercise 6

Put learners into small groups. Ideally, you want a mix of stronger and weaker students in each group. Draw their attention to Exercise 6 and the example conversation in the speech bubbles. Give them time to read the Top Tips box too as this should help them give reasons for some of their answers.

Tell learners to compare and discuss their answers with their group.

Monitor the discussions to identify any points to clarify during feedback.

Additional support. If your learners find the exercise difficult, offer to write the answers on the board in the wrong order. Learners decide which word they think should go in which gap.

Feedback: See **Answer key**.

Allow plenty of time to discuss the reasons for each answer and ask the learners to write down any new phrasal verbs, fixed expressions, or grammatical structures in their vocabulary notebook.

Online options: Use breakout rooms if it's safe to do so. Create a shared document using a tool such as Google docs with a blank copy of the gapped *Young Enterprise* text on it for each group. Adjust the settings to allow each group to edit their document. You can then ask them to agree on their final

answers and write these into their document. This allows you to monitor and check each groups' answers in real time.

Recap of exam strategies: Student Worksheet 3 – Exercise 7

Ask learners to look at the strategies in Exercise 7 and think back to what they did in the lesson and the steps they took to read and complete the gaps in the text. Put them into pairs to decide on the best order.

Feedback: Whole class – see **Answer key**.

Online options: If you prefer to make the ordering task interactive, you could try an online game maker like <https://flippity.net/Manipulatives.htm>. Simply, copy and paste the strategies listed in Exercise 7 into the box and click 'generate'. Share the link with your students.

Follow-up activity ideas (optional)

For more language practice

Ask learners to use new vocabulary or grammatical structures from the text to write personalised sentences or questions. They can then share these with a partner.

Examples:

*When I'm older, I'd like to **set up** my own video game development company.*

*If you could **start** any kind of company, what kind would you **set up**?*

*My little brother is probably **either** sleeping **or** eating just now.*

For more speaking practice

Put learners into small groups. Ask them to imagine they are taking part in a Young Enterprise scheme and this is their first meeting. They need to come up with a business idea to present to the class. They could consider:

- Their company's product
- Name and marketing ideas
- Where and how they will sell it
- What they will need to get started

At the end, learners can vote for the best ideas.

Teacher Reflection

How did your lesson go? Make some notes under the headings below or add your own ideas.

Student engagement

(e.g. usefulness, attention, variety, fun, level of challenge)

My classroom management

(e.g. instructions, timing and pace, balance of teacher talk to student talk)

My materials

(e.g. presentation, clarity, usefulness, variety)

What would you do differently next time?

Student worksheet 1



1 Match the words from the pictures to their definitions.

- | | |
|--|--|
| 1. a start-up | a. Human Resources: the department in a company that finds new employees and looks after them when they join a company |
| 2. a competitor | b. a small business that has just been started |
| 3. HR e.g. the HR department | c. another company in the same business, who are competing for the same customers as you |
| 4. a market | d. one of the owners of a company |
| 5. a partner | e. a business or trade in a particular product |
| 6. marketing e.g. the marketing department | f. encouraging people to buy a product or service |

2 The pictures show some students working together on a project to start a small business. Discuss these questions about the photos with a partner. Try to use some of the vocabulary from Exercise 1.

1. What sort of skills or help might they need to be successful starting a small business?
2. How easy or difficult would it be to start a small business? Why?
3. What do you think the benefits are for students to work on a business project like this in school?
4. Would you like to work on a project like this? Why? / Why not?

Student worksheet 2

3 The text below gives information about the business project the students in the pictures are working on. Read the title and text quickly and answer the questions below. Don't try and find the missing words at this stage.

1. What exactly is 'Young Enterprise'?
2. What benefits of 'Young Enterprise' are mentioned in the text? Are they similar to your ideas in Exercise 2?

YOUNG ENTERPRISE

How prepared are you for (0) future? You are studying to obtain qualifications for your chosen career, but what (1) getting the business skills necessary to make your career a success? How do you gain the advantage that will get you your dream job? Perhaps you even have an ambition to set (2) a business yourself?

Every year since it started, hundreds of thousands of young people have got themselves a head start while they are still at school by taking part in a Young Enterprise programme. There, they have gained key business skills and knowledge, either through a series of workshops (3) through starting and running their own real company. At Young Enterprise we believe that it is important for learning to (4) fun, exciting and hands-on, which is (5) our programmes are run on the principle of learning by doing.

To participate in a programme, your first step is to consult your school. If it has (6) already done so, your school will need to become a centre. It can register as (7) of these by contacting the nearest Young Enterprise office. Once it (8) done this, you can get started!

4 Reading and Use of English Part 2 consists of a text with gaps like the *Young Enterprise* text. Read the task instructions in the box below then answer Questions 1 and 2 below with your partner.

For questions 1-8 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	T	H	E																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

1. Why do you think it is important to read the text quickly first?
 2. Why is it important to read the text again and look carefully at the words before and after each gap?
- 5 Now read the text again and fill in the gaps with a suitable word. The first one (0) is shown in Exercise 4.

Student worksheet 3

- 6 Work in groups to compare and discuss your answers to Exercise 5. Give reasons for your choices if you can.

I wrote 'out' for number 2. What do you think?

I'm not sure I agree. I think it's... because it goes with 'set' – it's a phrasal verb.

Top Tip

In this part of the exam, you are often tested on things like:

- phrasal verbs, e.g., put on, take off
- fixed expressions or words that often go together, e.g., do homework, on the other hand
- grammar, e.g., use of articles (*a, an, the*), structures such as relative clauses or conditionals and tenses – he has already eaten. Make sure your verb agrees with your subject here – *he has* NOT ~~he have~~.
- understanding the meaning of the text – it's a good idea to read each sentence again after you fill in the gap and to ask yourself '*Is the meaning clear and logical?*'

Can you see any examples of these things in the *Young Enterprise* text?

- 7 Read the exam strategies in the box below. Think about the steps you took to read and complete the gaps in the text. Put the strategies in the correct order.

Exam strategies for Reading and Use of English Part 2

- | | |
|---|---|
| <input type="checkbox"/> Make a note of any new expressions or grammatical structures in your notebook. | <input type="checkbox"/> Read the text before and after each gap carefully. |
| <input type="checkbox"/> Read the whole text quickly to get a general idea of the topic. | <input type="checkbox"/> Write one word in each gap and then read the whole sentence again to make sure it works. |
| | <input type="checkbox"/> Read the title of the text. |

Answer key

Exercise 1

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

Exercise 3

1. Young Enterprise is a programme which helps students gain business skills and knowledge through workshops or through starting and running their own real company. It is organised through their school.
2. Benefits mentioned in the text are: *gain business skills and knowledge, get a head start in your career, fun and exciting.*

Exercise 4

1. Learners' own ideas and to get an overview of the topic, how the text is organised and the general meaning and content of each paragraph.
2. Learners' own ideas and to help you identify whether the word in the gap is part of a longer grammatical structure, phrasal verb or other fixed expression.

Exercise 5 and 6

Allow learners to compare and discuss their answers in groups before giving them the answers

	Answer	because...
1	about	fixed expression <i>what about...</i>
2	up	phrasal verb –
3	or	part of the longer structure ' <i>...either...or</i> '
4	be	part of an infinitive with 'to', followed by adjectives
5	why	adverb – fits the meaning of the whole sentence – it comes before a reason
6	not	negative present perfect structure, fits the meaning of the whole sentence
7	one	structure – pronoun that refers to a Young Enterprise centre
8	has	present perfect – subject is 3rd person 'it'

Exercise 7

1. Read the title of the text.
2. Read the whole text quickly to get a general idea of the topic.
3. Read the text before and after each gap carefully.
4. Write one word in each gap then read the whole sentence again to make sure it works.
5. Make a note of any new expressions or grammatical structures in your notebook.

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