

## Lesson plan

### B2 First for Schools Reading and Use of English Part 3

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**Time required:** 45–60 minutes + extra activity to review and recycle vocabulary

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- Materials:** 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
  - [Extra activity: Happy Word Families instructions](#) supplied with one set of cards and instructions for each group
  - Online [Cambridge Learner's Dictionary](#)
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- Aims:**
- To practise useful strategies for B2 First for Schools Reading and Use of English Part 3
  - To provide opportunities for further reading and speaking skills practice
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#### Procedure

##### Lesson stages

##### Lead-in: [Student worksheet 1](#) – Exercises 1 and 2

Put the learners into pairs to complete the vocabulary matching task in Exercise 1. Check answers quickly as a class (see [Answer key](#)) and model and drill pronunciation as needed.

Give learners some time to read and discuss the questions in Exercise 2. Monitor discreetly to get an idea of the language your learners already know. You could also give learners the option of drawing their ideal home here to add variety and accommodate different learning preferences.

Feedback: In open class, nominate some learners to share any interesting or imaginative ideas.

**Online options:** For Exercise 2, put the learners into pairs to discuss the questions in breakout rooms if it is safe to do so.

If not, you could ask learners to comment in open class and add additional prompts to promote discussion and encourage use of new words and related vocabulary that learners already know e.g.:

- What would be the advantages/disadvantages of living in a mansion?
- What features would you like in your house?

Praise learners and encourage them to expand on their ideas or comment on those of their classmates.

### Pre-teach vocabulary: Student worksheet 1 – Exercise 3

The vocabulary from this task comes from the text the class are going to read. It is helpful to pre-teach and check understanding before they read.

Put the learners into pairs and give them some time to read and match the words to the definitions. They can use a dictionary such as the online [Cambridge Learner's Dictionary](https://dictionary.cambridge.org/learners/) to help them.

Feedback: Check answers as a class (see [Answer key](#)) and model and drill pronunciation as needed.

**Online options:** You could use the words and definitions in the matching task to create an interactive Match Up game at <https://wordwall.net/>.

### Reading for gist: Student Worksheet 2 – Exercises 4 and 5

Before the learners read, focus their attention on the heading of the text: *Skyscraper? No, 'waterscraper'!* Put them into pairs to predict what might be unusual about the building and to explain their reasons why.

Feedback: Nominate a few learners to share their ideas with the class but do not tell them the correct answer yet. They are going to read and check their predictions.

Give them some time to read the two questions in Exercise 5. Set a short time limit of around a minute and a half for them to read the text and answer the two gist questions. Remind learners that they should NOT fill in the gaps at this stage as the aim is to read for gist.

Put learners into pairs to compare their answers to the two gist questions.

Feedback: See [Answer key](#). Ask learners if they can explain the reasons for their answers. Encourage them to refer to the text.

**Online options:** Make sure the text is large enough for learners to read easily on the screen. If this is not possible, consider uploading the worksheet digitally to the learners at the start of the lesson.

### Focus on Reading and Use of English Part 3 sample task: Student worksheet 2 – Exercise 6

Give the learners time to read the sample task question in the box and discuss the answer to Exercise 6 with a partner.

Feedback: Check learners' understanding by doing the example answer together as a class. Write the first sentence on the board:

*Each year, EV Magazine hosts a skyscraper design (0) .....*

Ask the learners to think about what part of speech (e.g. a noun, verb, adjective etc.) can fit in the gap. Try to elicit 'noun' by highlighting the indefinite article *a* if necessary. Ask for the answer, prompting the learners that they need a noun formed from the word COMPETE. The correct answer is *competition*.

Now ask the class to identify the words they need to complete gaps 17–24 in the sample task.

For stronger classes: give the students about eight minutes to complete the sample task individually.

For classes who need more support there are several options:

- Write the part of speech they need for each gap on the board, e.g. (0) noun
- Allow learners to request a clue for the gaps they have problems with, e.g. supply them with the parts of speech.
- Let learners complete the task in pairs.

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

Do not give the answers to the task yet!

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

**Compare and justify answers: Student worksheet 3 – Exercise 7**

Put learners into small groups – ideally, you want a mix of stronger and weaker students in each group. If learners already completed the task in pairs, put them with another pair to form a group.

Draw their attention to Exercise 7 and the example conversation in the speech bubbles. Give them time to read the tips box too as this should encourage them to think carefully about the parts of speech they have chosen.

Tell learners to compare and discuss their answers with their group and agree on their final answers to the task.

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

Feedback: See [Answer key](#).

**Online options:** Use breakout rooms again, if it is safe to do so. Create a shared document using a tool such as Google docs with a blank copy of the gapped 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.

**Recording vocabulary: Student worksheet 3 – Exercise 8**

Set this task as homework if you are running short of time.

Give learners time to look at the word family spidergram for *compete* in Exercise 8. Choose another word from the sample task and draw a blank spidergram on the board. Ask the class to help you complete it to demonstrate the activity.

Put the learners into pairs or small groups to make spidergrams for the other words in the sample task. Monitor and check their work.

Note that the extra activity, [Happy Word Families Game](#), will give learners the chance to try to use many of the words they find in the sentences.

**Recap of exam strategies: Student Worksheet 3 – Exercise 9**

Ask learners to look at the strategies in Exercise 9 and think back to what they did in the lesson. Put them into pairs to decide on the best order.

Feedback: 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 9 into the box and click 'generate'. Share the link with your students.

**Extra activity: Happy Word Families Game**

This activity works well after learners have completed Exercise 8 and can be used for review in a subsequent lesson.

See [Extra activity – materials](#) for the game cards and [instructions](#) on how to play.

## 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?

### Extra activity – materials

Happy Word Families game cards and instructions

<p style="text-align: center;"><b>impress (v)</b></p> <p>Also in this family:</p> <p>Remember that it makes a bad _____ if you're late. (noun)</p> <p>They gave a really _____ performance. (adjective)</p>	<p style="text-align: center;"><b>impression (n)</b></p> <p>Also in this family:</p> <p>If you make someone admire or respect you, you really _____ them. (verb)</p> <p>They gave a really _____ performance. (adjective)</p>	<p style="text-align: center;"><b>impressive (adj)</b></p> <p>Also in this family:</p> <p>If you make someone admire or respect you, you really _____ them. (verb)</p> <p>Remember that it makes a bad _____ if you're late. (noun)</p>
<p style="text-align: center;"><b>response (n)</b></p> <p>Also in this family:</p> <p>Most students _____ well to positive feedback. (verb)</p> <p>The patient's eyes are closed and he is _____. (negative adjective)</p>	<p style="text-align: center;"><b>respond (v)</b></p> <p>Also in this family:</p> <p>I need a quick _____ to my question. (noun)</p> <p>The patient's eyes are closed and he is _____. (negative adjective)</p>	<p style="text-align: center;"><b>unresponsive (adj)</b></p> <p>Also in this family:</p> <p>I need a quick _____ to my question. (noun)</p> <p>Most students _____ well to positive feedback. (verb)</p>
<p style="text-align: center;"><b>high (adj)</b></p> <p>Also in this family:</p> <p>My sister has a _____ paid job. (adverb)</p> <p>He fell from a great _____. (noun)</p>	<p style="text-align: center;"><b>highly (adv)</b></p> <p>Also in this family:</p> <p>He fell from a great _____. (noun)</p> <p>The mountain is very _____. (adjective)</p>	<p style="text-align: center;"><b>height (n)</b></p> <p>Also in this family:</p> <p>My sister has a _____ paid job. (adverb)</p> <p>The mountain is very _____. (adjective)</p>
<p style="text-align: center;"><b>agriculture (n)</b></p> <p>Also in this family:</p> <p>My brother studies at an _____ college. (adjective)</p> <p>The land is divided _____ into different sections. (adverb)</p>	<p style="text-align: center;"><b>agricultural (adj)</b></p> <p>Also in this family:</p> <p>The land is divided _____ into different sections. (adverb)</p> <p>_____ is another word for farming. (noun)</p>	<p style="text-align: center;"><b>agriculturally (adv)</b></p> <p>Also in this family:</p> <p>My brother studies at an _____ college. (adjective)</p> <p>_____ is another word for farming. (noun)</p>
<p style="text-align: center;"><b>move (v)</b></p> <p>Also in this family:</p> <p>I _____ here three years ago. (verb)</p> <p>The _____ of the ship made me feel sea sick. (noun)</p>	<p style="text-align: center;"><b>movement (n)</b></p> <p>Also in this family:</p> <p>I _____ here three years ago. (verb)</p> <p>In chess, the pieces can _____ in different ways. (verb)</p>	<p style="text-align: center;"><b>moved (v)</b></p> <p>Also in this family:</p> <p>The _____ of the ship made me feel sea sick. (noun)</p> <p>In chess, the pieces can _____ in different ways. (verb)</p>

<p><b>possible (adj)</b></p> <p>Also in this family: We can't do it! It's _____. (negative adjective)</p> <p>There's a _____ of snow tonight. (noun)</p>	<p><b>impossible (adj)</b></p> <p>Also in this family: There's a _____ of snow tonight. (noun)</p> <p>Is it _____ to buy tickets in advance? (positive adjective)</p>	<p><b>possibility (n)</b></p> <p>Also in this family: We can't do it! It's _____. (negative adjective)</p> <p>Is it _____ to buy tickets in advance? (positive adjective)</p>
<p><b>populate (v)</b></p> <p>The _____ of Scotland is around 5.4 million. (noun)</p> <p>The cities in my country are very densely _____. (adjective)</p>	<p><b>population (n)</b></p> <p>People moved inland and began to _____ the river valleys. (verb)</p> <p>The cities in my country are very densely _____. (adjective)</p>	<p><b>populated (adj)</b></p> <p>People moved inland and began to _____ the river valleys. (verb)</p> <p>The _____ of Scotland is around 5.4 million. (noun)</p>
<p><b>real (adj)</b></p> <p>I can't believe it! It seems so _____. (negative adjective)</p> <p>The _____ is that we need to do more to reduce pollution. (noun)</p>	<p><b>unreal (adj)</b></p> <p>The _____ is that we need to do more to reduce pollution. (noun)</p> <p>When I was a child, I thought unicorns were _____. (positive adjective)</p>	<p><b>reality (n)</b></p> <p>I can't believe it. It seems so _____. (negative adjective)</p> <p>When I was a child, I thought unicorns were _____. (positive adjective)</p>
<p><b>sustain (v)</b></p> <p>We need to improve the environment with _____. (adjective)</p> <p>Our company is committed to environmental _____. (noun)</p>	<p><b>sustainable (adj)</b></p> <p>We need oxygen to _____ life. (verb)</p> <p>Our company is committed to environmental _____. (noun)</p>	<p><b>sustainability (n)</b></p> <p>We need oxygen to _____ life. (verb)</p> <p>We need to improve the environment with _____. (adjective)</p>
<p><b>compete (v)</b></p> <p>A _____ is an organised event in which people try to be the best or fastest to win a prize. (noun)</p> <p>The person who takes part in this kind of event is a _____. (noun)</p>	<p><b>competition (n)</b></p> <p>The person who takes part in a competition is a _____. (noun)</p> <p>I _____ in our local fun run every year. (verb)</p>	<p><b>competitor (n)</b></p> <p>A _____ is an organised event in which people try to be the best or fastest to win a prize. (noun)</p> <p>I _____ in our local fun run every year. (verb)</p>

### Happy Word Families

#### Instructions: How to play

The game works best with three to four players. You need one pack of cards per group.

The aim of the game is to get complete word families from the other players. There are three words in each family. For example:

<b>compete (v)</b>	<b>competition (n)</b>	<b>competitor (n)</b>
A _____ is an organised event in which people try to be the best or fastest to win a prize. (noun)	The person who takes part in a competition is a _____ . (noun)	A _____ is an organised event in which people try to be the best or fastest to win a prize. (noun)
The person who takes part in this kind of event is a _____ . (noun)	I _____ in our local fun run every year. (verb)	I _____ in our local fun run every year. (verb)

- Mix the cards well and distribute six cards (groups of four) or seven cards (groups of 3) to each player. Put the remaining cards face down in the middle of the table. Do not look at each other's cards.
- To find out what words you need to complete a set of three, you must think about the missing words in the sentences on the card.
- Players take turns to ask each other for the card they need to make up a family set. For example,

If you know the verb, you can ask	Hanna, have you got <i>compete</i> ?
If you are not sure then you can ask	Hanna, have you got the verb from <i>competition</i> ?

- If the person you ask holds the card, they must give it to you and you can have another turn. If they don't have the card you can take one from the pile in the middle of the table. Then the next player takes their turn to ask for a card.

The game becomes more difficult as each player learns what cards the others are looking for. Each time a player gets a complete set of three, they place it on the table.

The winner is the first person to place all of their cards on the table or the person with the most complete sets at the end.



### Student worksheet 1



i



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iii

**1** Match the different types of buildings 1–3 to the pictures a–c.

1. a mansion
2. a two-storey house
3. a skyscraper

**2** Talk with a partner.

1. Would you like to live in any of these buildings? Why? Why not?
2. Describe your ideal home to your partner.

**3** You are going to read a text about an unusual building. Before you read, check your understanding of these words and phrases from the text by matching them to the correct definitions.

- |                       |   |
|-----------------------|---|
| 1. under construction | a. the top or outside part of something   |
| 2. sustainable (adj)  | b. a line of higher water that moves across a sea or a lake   |
| 3. storey (n, C)      | c. being built  |
| 4. scarce (adj.)      | d. relating to, or involving the sun  |
| 5. tentacle (n, C)    | e. causing little or no damage to the environment, and therefore able to continue for a long time                                       |
| 6. wave (n, C)        | f. a level of a building or another way of saying the number of floors in a building e.g. 'there are four floors in my apartment block' |
| 7. solar (adj.)       | g. rare or not available in large amounts   |
| 8. surface (n, C)     | h. one of the long, arm-like parts of some sea creatures e.g. an octopus  |

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### Student worksheet 3

- 7 Work in groups to compare and discuss your answers to the sample task in Exercise 6. Give reasons for your choices.

I wrote '*impression*' for number 17. What do you think?

I don't think so. That's a noun and we need an adjective here. I think it's...

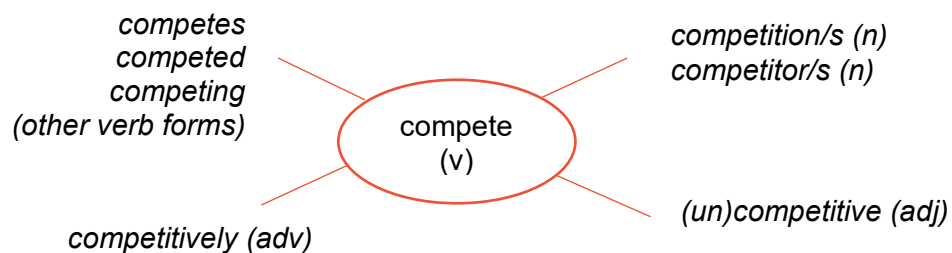
#### Top Tip

In this part of the exam, it is important to think about the part of speech that fits in the gap. Examples of parts of speech include:

- nouns – these can be plural or singular e.g. *competition, competitions*
- verbs – these take different forms e.g. *compete, competes, competed, competing*
- adjectives e.g. *competitive*
- adverbs e.g. *competitively*

It is also possible to add prefixes to some words to make them negative e.g. *competitive => uncompetitive*.

- 8 After you check your answers, use a dictionary to research any new words from the text and record their word families in your notebook. One way to do this is using a spidergram like the example below.



- 9 Read the exam strategies in the box below. Think about what you did in the lesson and put them in the correct order.

#### Exam strategies for Reading and Use of English Part 3

- |   |   |
|---|---|
| <input type="checkbox"/> Use a dictionary to find out more about the word families of words in the tasks you practise. Record the information 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 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. c 2. b 3. a

#### Exercise 3

1. c 2. e 3. f 4. g 5. h 6. b 7. d 8. a

#### Exercise 5

- The building will be mostly underwater. (...a different kind of development by dropping his building straight downwards into the sea...)
- No. (No-one is building anything like this now)

#### Exercises 6 and 7

Sample task key	Part of speech required	Change required
17. impressive	Adjective	verb changed to adjective
18. responded	Verb	noun changed to verb
19. height	adjective	adjective changed to noun
20. agricultural	adjective	noun changed to adjective
21. movement(s)	Noun	verb changed to noun
22. impossible	adjective	positive adjective changed to negative adjective
23. populations	Noun	verb changed to noun
24. reality	Noun	adjective changed to noun

#### Exercise 9

- Read the title of the text.
- Read the whole text quickly to get a general idea of the topic.
- Read the text before and after each gap carefully.
- Write one word in each gap then read the whole sentence again to make sure it works.
- Use a dictionary to find out more about the word families of words in the tasks you practice. Record the information in your notebook.

## Acknowledgements

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Images from Unsplash

i Photo by [Emma Harrisova](#) (skyscrapers)

ii Photo by [Ярослав Алексеенко](#) (two-storey house)

iii Photo by [Fabian Wiktor](#) (mansion)