

## Lesson plan

## B2 First for Schools Reading and Use of English Part 4

---

**Time required:** 60 minutes

---

- 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](#): Mingle activity– International celebrity party – supply one sentence transformation card for each learner
  - Useful links:
  - [B2 First for Schools Reading Guide for Teachers](#)
  - [Storyboard That](#)
- 

- Aims:**
- To practise useful strategies for B2 First for Schools Reading and Use of English Part 4
  - To provide opportunities for further speaking skills practice
- 

## Procedure

## Lesson stages

**Lead-in: [Student worksheet 1](#)**

**Important:** Before you give the worksheet out, fold it in half, along the dotted line, so that the first version of the story is visible.

Exercise 1: Put the learners into pairs to read the cartoon story and discuss the two questions. Check ideas quickly as a class.

Feedback: Check the learners understand that in the story the student has not understood the teacher, so there has been a communication breakdown. Encourage learners to exchange ideas about what the teacher and the learner could have done differently. Accept all possible ideas at this stage.

Exercise 2: Ask the learners to fold out the worksheets to read the alternative version of the story. Give learners time to read and discuss what the teacher and learner say that is different in this version. Ask whether they understand the conversation this time.

Feedback: In open class, nominate some learners to share their ideas. The key point to establish that in the alternative version – 1) the learner says he or she doesn't understand the teacher and 2) the teacher repeats his or her sentence in a different way. This is called paraphrasing and is a useful skill for learners to develop. It is also the skill tested in Reading and Use of English Part 4. Talk through the **Top Tips** box on [Student worksheet 1](#) with the class.

**Online options:** For Exercises 1 and 2 show the cartoon story on a slide and 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. Encourage the learners to speak by giving additional prompts such as:

- How do you think the student feels here?
- What is he or she thinking?
- Does he or she understand that the teacher said something nice?

### **Student worksheet 1 – Exercise 3 Speaking task**

Give the learners some time to think about their own experience of communication breakdown. Ask them if they have ever misunderstood a conversation in English and what happened. You might have a funny story of your own to share with them.

To get learners started, provide some prompts on the board, such as:

- Where were you?
- Who were you with?
- What were you trying to say?
- What went wrong?
- What did you do?
- What would you do differently now?

Now put learners into pairs or small groups to share their stories. To make sure they listen to each other, ask them to decide whose story was the funniest or most embarrassing and who resolved the situation in the best way. Monitor as the learners do the task and make notes of good language use and common errors for feedback.

**Feedback:** Ask learners to share any interesting stories they heard. Write examples of good language use on the board and write up any common errors for the learners to correct.

**Top tip:** to give learners extra practice in paraphrasing, you can ask learners to share a story they heard from their partner or in their group, rather than retelling their own story.

**Online options:** Put the learners in groups in breakout rooms to share their stories if safe to do so. If you do not have access to breakout rooms, learners could create stories in the form of a cartoon strip using [Storyboard That](#) or a similar cartoon creation site.

### **Student worksheet 2 – Exercise 4**

Give learners time to read the Part 4 sample task instructions from the exam paper. Ask them to decide whether the four statements are True or False. Put them into pairs to compare their answers.

**Feedback:** Check the answers with the whole class (see [Answer key](#)).

Draw learners' attention to the [Top Tips](#) box on [Student worksheet 2](#) to help them complete the task. Complete the sample task as a worked example with the class, using the example question (0) in the box. Elicit answers to these questions from the learners:

- Which part of the first sentence do you need to change? They have to change the phrase 'will be given' – it's a good idea for learners to underline this.
- Have any words from the first sentence been changed in the second sentence? Yes, 'prizes' changes to 'prize-giving'.
- What comes before and after the gap in each example? The subject of the sentence comes before the gap and a time phrase comes after. Therefore, we need a verb to go in the gap.
- If you need a verb in the gap, are there any clues about time because this indicates the tense that is needed. Yes, the example uses the future with 'will'.
- If you need a noun in the gap, are there any clues about whether it should be plural or singular? In the sample task a verb is needed not a noun, there is no need to think about whether the noun should be singular or plural. But it's a useful point to check,
- Now ask learners if they can think of a phrasal verb that they could use that includes the word 'place'? The answer is 'will take place' (Note: definition of the phrasal verb *to take place*: to happen)

### **Student worksheet 3 – Exercises 5 and 6**

Exercise 5 – It's time for the class to practise the task for themselves. Remind them they can check the task strategies by looking back at the **Top Tips** box on **Student worksheet 2**. As a first step, it can be helpful to work through the first question with the whole class so you can check learners' understanding of the task, and review and practise the strategies from Top Tips box.

Learners can work together in pairs to complete the questions. Alternatively, stronger learners can complete the task on their own.

Exercise 6 – Put learners into pairs, or groups of four. They can use the checklist as they discuss, compare and check their answers.

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

### **Reflect and record: Student worksheet 3 – Exercise 7**

Give the learners a copy of the table in the **Answer key**. Ask them to look at the first column to check their answers.

Feedback: Ask learners to look back at Exercise 5 and identify which questions they found more difficult. The second column provides notes on the language points for each question.

Tell learners that one good way to practise and record new language is to write true sentences about themselves or people they know.

An example has been given for 'by myself' and 'on my own.' Elicit different ways they could complete the sentence stems:

- I didn't used to be so...
- I'm ... than I used to be.

Give the learners time to write personalised sentences for the other examples in the table. When they have finished, they can share their ideas with their partner. As they do the task, monitor and check that they can use the language accurately in a sentence. If you are short of time, this is a good activity for learners to complete for homework, which you can follow up in the next lesson.

Feedback: Get learners to share any interesting sentences and correct any common errors.

**Extra activity: Mingle – International Celebrity Party** See **Extra activity – Materials** for the game cards and instructions on how to do the activity. This activity could be used to recycle and review the language from the Part 4 task in a subsequent lesson.

**Online options:** Learners can also do the mingle activity in groups of 4 or 5 using breakout rooms if it is safe to do so.

### 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

### Mingle activity – International Celebrity Party.

Cut up the sentence transformation cards and give one to each learner.

Tell learners to imagine they are international celebrities at a party and they are going to mingle and gossip with each other about different celebrities. Not everyone understands English perfectly at the party so they might need to paraphrase.

Write the following dialogue on the board.

#### Student A

Guess what! Lady Gaga came to the party **BY herself** tonight.

Lady Gaga came to the party **on her OWN** tonight.

#### Student B

Pardon?

Really! Well, did you hear about...

Explain to the learners that the first sentence on the card is their piece of gossip.

1. Student A tells Student B their gossip by reading the first sentence on their card.
2. Student B must pretend not to understand.
3. Student A then transforms the first sentence by using the word in bold and completing the gapped sentence.
4. The pair then repeat the activity with Student B's sentence before moving on to share their gossip with someone else.
5. After each student has had a chance to share their gossip a few times, put the learners into groups of three or four to share all the gossip they can remember from the party.
6. Finally, nominate a few students to share the most interesting piece of gossip and give them feedback on any common errors.

### Mingle activity – International Celebrity Party

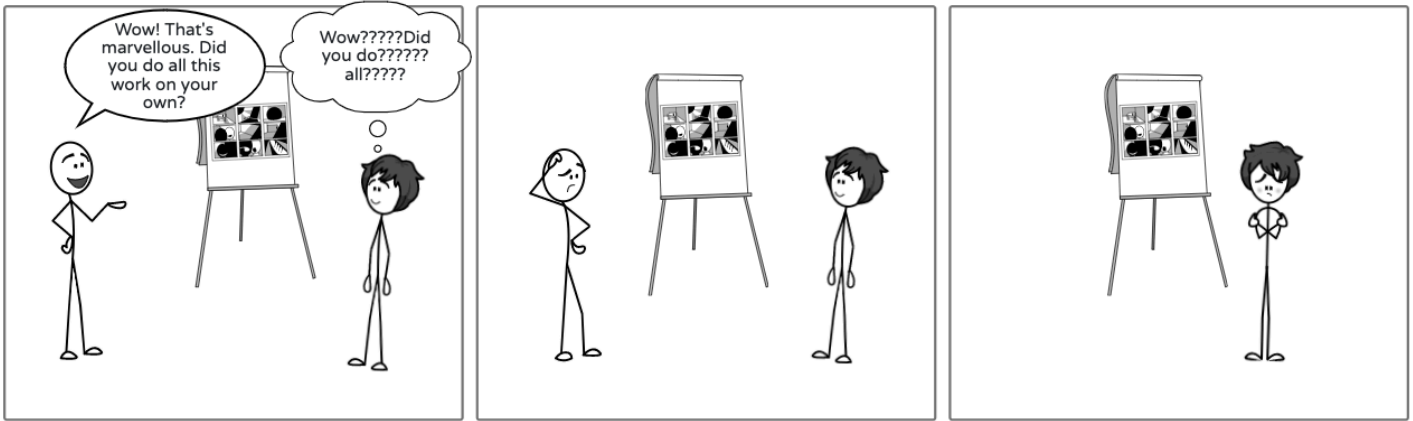
Sentence transformation cards (cut up)

<p>Lady Gaga came to the party by herself tonight.</p> <p><b>OWN</b></p> <p>Lady Gaga came to the party .....tonight.</p>	<p>Lady Gaga came to the party on her own tonight.</p> <p><b>BY</b></p> <p>Lady Gaga came to the party .....tonight.</p>
<p>Ronaldo didn't use to be so confident.</p> <p><b>THAN</b></p> <p>Ronaldo is ..... to be.</p>	<p>Ronaldo is more confident than he used to be.</p> <p><b>SO</b></p> <p>Ronaldo didn't..... confident.</p>
<p>Beyoncé told me I could drive her Porsche.</p> <p><b>ALLOWED</b></p> <p>Beyoncé ..... her Porsche.</p>	<p>Beyoncé allowed me to drive her Porsche.</p> <p><b>COULD</b></p> <p>Beyoncé told ..... her Porsche.</p>
<p>Adele regrets cancelling the concert.</p> <p><b>WISHES</b></p> <p>Adele ..... cancelled the concert.</p>	<p>Adele wishes she hadn't cancelled the concert.</p> <p><b>REGRETS</b></p> <p>Adele ..... the concert.</p>
<p>Tom Cruise was happy to lend me this jacket.</p> <p><b>MIND</b></p> <p>Tom Cruise..... this jacket to me.</p>	<p>Tom Cruise didn't mind lending this jacket to me.</p> <p><b>HAPPY</b></p> <p>Tom Cruise .....me this jacket.</p>
<p>Tom Cruise told me she stole his jacket.</p> <p><b>ACCUSED</b></p> <p>Tom Cruise ..... stealing his jacket.</p>	<p>Tom Cruise accused her of stealing his jacket.</p> <p><b>TOLD</b></p> <p>Tom Cruise.....stole his jacket.</p>
<p>Drake's party is starting at 11.00 p.m. tomorrow.</p> <p><b>PLACE</b></p> <p>Drake's party.....at 11.00 p.m. tomorrow.</p>	<p>Drake's party is taking place at 11.00 p.m. tomorrow.</p> <p><b>START</b></p> <p>Drake's party.....at 11.00 p.m. tomorrow.</p>

### Student worksheet 1

1 Read the cartoon story below and discuss the questions with a partner.

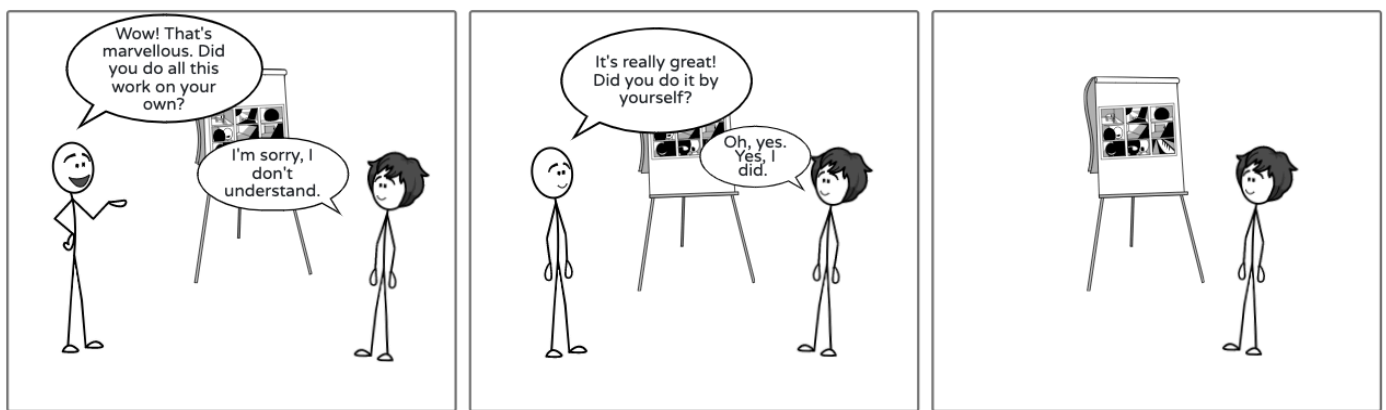
- What goes wrong in the conversation between the teacher and the student?
- What could the teacher and the student do to make the conversation better?



Create your own at Storyboard That

2 Now open your worksheet and read an alternative version of the story.

What did the teacher do differently this time? How does the student feel at the end of the story?



Create your own at Storyboard That

3 Have you ever experienced a communication breakdown like the one in the story? What happened?

#### Top Tips!

In Reading and Use of English Part 4 you are asked to paraphrase\* a sentence. This skill is useful in real life to help you make yourself clear in a conversation. We also often need to paraphrase information in academic writing for school or university to avoid copying someone else's work. In the workplace, it's useful for summarising discussions or writing clearly for different readers.

\*paraphrase: to repeat something written or spoken using different words

## Student worksheet 2

**Sample task**

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** The school prizes will be given out at 4.00 pm.

**PLACE**

The school prize-giving .....at 4.00 pm.

The gap can be filled by the words 'PLACE', so you write:

**Example:**

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

Decide if the following statements are **True (T)** or **False (F)**.

1. You can use as many words as you want to fill in the gap. T/F
2. You must use the word given in bold capitals – **PLACE** in the example. T/F
3. If necessary, you can change the form of this word e.g. place => places. T/F
4. You should write the whole sentence on your answer sheet. T/F

**Top Tips!**

Ask yourself these questions to help you complete the task

- Which part of the first sentence do you need to change?
- Have any words from the first sentence been changed in the second sentence?
- What comes before and after the gap in each sentence?
- If you need a verb in the gap, are there any clues about time? This will indicate the tense needed.
- If you need a noun in the gap, are there any clues about whether it should be plural or singular?
- If you are not sure, have a go – each answer is worth 2 marks. You will get 1 mark if you are half right!



## Student worksheet 3

- 5 Now try to do questions 1–6. Remember you can look back and use the questions in the Top Tips boxes to help you.

## Reading and Use of English Part 4

1. John went to the cinema by himself yesterday afternoon.

**OWN**

John went to the cinema.....yesterday afternoon.

2. Jake didn't use to be so confident.

**THAN**

Jake is.....to be.

3. Marta's dad told her she could use the laptop.

**ALLOWED**

Marta's dad.....the laptop.

4. Kate regrets missing the concert.

**WISHES**

Kate.....missed the concert.

5. Hannah was happy to lend Lin a jacket.

**MIND**

Hannah.....a jacket to Lin.

6. 'Tim, you left the fridge door open!' said Sarah.

**ACCUSED**

Sarah.....leaving the fridge door open.

- 6 Work with a partner or in a small group. Use the checklist below to check each other's answers.

- The second sentence is in the same tense as the first sentence.
- Pronouns are similar in both sentences e.g. if *he* is used in the first sentence a male pronoun such as *he*, *him* or *his* needs to be used in the second sentence.
- The sentence has a subject and a verb.
- There are between 2 and 5 words in the gap (contractions count as two words).

- 7 Check the answer key and refer to the notes on the language points in the table.

- Are there any language points you need to practise more – idioms, verb patterns or grammar?
- Write personalised sentences to help you remember the language points from the task. The first two have examples for you.

### Answer key

#### Exercise 4:

1. False – you must use 2 to 5 words.
2. True
3. False – do not change the word given.
4. False – write only the missing words.

#### Exercise 5:

Reading and Use of English Part 4 answers	Notes on the language points
<p>1. John went to the cinema <u>by himself</u> yesterday afternoon.</p> <p><b>OWN</b></p> <p>John went to the cinema <b>on his own</b> yesterday afternoon.</p>	<p><i>on his own</i> (idiom)</p> <p><b>My sentences:</b> This morning, I walked to school <i>by myself</i>. I usually walk to school <i>on my own</i>.</p>
<p>2. Jake <u>didn't use to be so confident</u>.</p> <p><b>THAN</b></p> <p>Jake is <b>more confident than he used to be</b>.</p>	<p><i>more confident than he used to be</i> (grammar – comparative)</p> <p><b>My sentences:</b> I didn't used to be so... I'm ... than I used to be.</p>
<p>3. Marta's dad told her <u>she could use</u> the laptop.</p> <p><b>ALLOWED</b></p> <p>Marta's dad <b>allowed her (Marta) to use</b> the laptop.</p>	<p><i>she could use = allowed her to use</i> (grammar – meaning of modal verbs)</p> <p><b>My sentences:</b></p>
<p>24. Kate <u>regrets</u> missing the concert.</p> <p><b>WISHES</b></p> <p>Kate <b>wishes she hadn't (had not)</b> missed the concert.</p>	<p><i>wishes she hadn't + past participle</i> (grammar – structures with 'wish')</p> <p><b>My sentences:</b></p>
<p>5. Hannah <u>was happy to lend</u> Lin a jacket.</p> <p><b>MIND</b></p> <p>Hannah <b>didn't (did not) mind lending</b> a jacket to Lin.</p>	<p><i>didn't mind lending</i> (verb pattern – mind + verb-ing)</p> <p><b>My sentences:</b></p>
<p>6. '<u>Tim, you left the fridge door open!</u>' said Sarah.</p> <p><b>ACCUSED</b></p> <p>Sarah <b>accused Tim (him) of</b> leaving the fridge door open.</p>	<p><i>accused him of</i> (verb pattern – to accuse someone of something)</p> <p><b>My sentences:</b></p>