

## B2 First Overview of the Reading and Use of English Paper

<b>Aims of the lesson</b>	To give students an overview of the format of the B2 First Reading and Use of English Paper (Paper 1)
<b>Time needed</b>	55 minutes
<b>Materials required</b>	Classroom Handouts 1, 2 and 4 (one per student) Classroom Handout 3 (cut up) Sample tasks from the Reading and Use of English paper with the part number removed  <a href="http://www.cambridgeenglish.org/exams-and-qualifications/first/exam-update-for-2015/">http://www.cambridgeenglish.org/exams-and-qualifications/first/exam-update-for-2015/</a>

- 1 Ask students how much they know about the B2 First Reading and Use of English paper. Some students may have taken the test before but not in the new format. Tell them that they are going to look at the format of the paper.  
*Timing: 3 mins*
- 2 Give each student copies of **Classroom Handouts 1 and 2**. Tell them to look through the handouts and then work out/guess the answers to questions 1 – 12. (For example, they can work out the answer to question 1 just by looking at the handout). Ask students to compare their answers with a partner.  
*Timing: 8 mins*
- 3 Give out cut up copies of the **Classroom Handout 3**, so that each student has a copy of one of the parts. Do a class mingle so that each student can check the answers on their handout by asking the relevant students questions.  
*Timing: 7 mins*
- 4 Check the answers with the class and deal with any queries.  
*Timing: 5 mins*

<b>1</b> seven	<b>2</b> Parts 2-4 test Use of English and Parts 1, 5, 6 and 7 test Reading.	<b>3</b> 52	<b>4</b> 1 hour 15 minutes
<b>5</b> Parts 4 - 6	<b>6</b> collocations	<b>7</b> vocabulary	<b>8</b> word
<b>9</b> 'key' word	<b>10</b> 4-option	<b>11</b> coherence	<b>12</b> several short texts

- 5 At this point it would be useful to give out copies of the different tasks from the test (with the part numbers removed) so that students can match up the tasks with the descriptions of the task. This will encourage further discussion about which task types students find most difficult, etc. Sample tasks can be found in the Handbook.

*Timing: 10 mins*

- 6 Explain to students that reading skills are important in every part of the test. Brainstorm different text types with students (e.g. newspapers, books, websites, etc.). Put the ideas on the board/OHT as a spidergram.

*Timing: 5 mins*

- 7 Ask students how often they read each of the text types (every day? /every week?). At this stage it is useful to see how prolific they are at reading in their own language as well as English.

*Timing: 2 mins*

- 8 Give each student a copy of **Classroom Handout 4** and ask them to discuss in pairs/groups how they would read in each of the situations.

*Timing: 5 mins*

- 9 Collect some feedback in class.

*Timing: 3 mins*

- 10 Now ask students to match the definitions on **Classroom Handout 4** with the situations.

*Timing: 3 mins*

- 11 Check the answers in class:

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

*Timing: 2 mins*

For homework the students could think about the Key tips for the Reading and Use of English paper and bring any questions they have to the next lesson.

## Classroom Handout 1

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### Reading and Use of English - General description

Format	The paper contains seven parts. For parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks.
Timing	1 hour 15 minutes
No. of parts	7
No. of questions	52
Task types	multiple-choice cloze, open cloze, word formation, key word transformation, multiple choice, gapped text, multiple matching
Word count	2200 – 2500
Marks	For parts 1 – 3 each correct answer receives 1 mark, Part 4-6 – each correct answer receives up to 2 marks. For part 7, each correct answer receives 1 mark.

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- 1 How many parts are there in the test?
- 2 Which parts test Use of English and which test Reading?
- 3 How many questions are there?
- 4 How much time do you get to do the test?
- 5 In which parts can you get 2 marks for answering a question correctly?

## Classroom Handout 2

<b>Part 1</b>	
Task type	Multiple-choice cloze
Focus	The main focus is on vocabulary, e.g. idioms, (6)_____, fixed phrases, phrasal verbs.
Format	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
Questions	8
<b>Part 2</b>	
Task type	Open cloze
Focus	The main focus is on awareness and control of grammar with some focus on (7)_____.
Format	A modified cloze test containing eight gaps.
Questions	8
<b>Part 3</b>	
Task type	Word formation
Focus	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.
Format	A text containing eight gaps. Each gap corresponds to a (8)_____. The stem of the missing word is given beside the text and must be changed to form the missing word.
Questions	8
<b>Part 4</b>	
Task type	Key word transformations
Focus	The focus is on grammar, vocabulary and collocation.
Format	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given (9)_____.
Questions	6
<b>Part 5</b>	
Task type	Multiple choice
Focus	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features.
Format	A text followed by six (10)_____ multiple-choice questions.
Questions	6
<b>Part 6</b>	
Task type	Gapped text
Focus	Cohesion, (11)_____, text structure.
Format	A text from which sentences have been removed and placed in jumbled order. Candidates must decide from which part of the text the sentences have been removed.
Questions	6
<b>Part 7</b>	
Task type	Multiple matching
Focus	Detail, opinion, specific information, implication
Format	A text or (12)_____, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Questions	10

## Classroom Handout 3

✂✂ Cut between the Parts

<b>Part 1</b>	
Task type	Multiple-choice cloze
Focus	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, phrasal verbs.
Format	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
Questions	8
<b>Part 2</b>	
Task type	Open cloze
Focus	The main focus is on awareness and control of grammar with some focus on vocabulary.
Format	A modified cloze test containing eight gaps.
Questions	8
<b>Part 3</b>	
Task type	Word formation
Focus	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.
Format	A text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.
Questions	8
<b>Part 4</b>	
Task type	Key word transformations
Focus	The focus is on grammar, vocabulary and collocation.
Format	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.
Questions	6
<b>Part 5</b>	
Task type	Multiple choice
Focus	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features.
Format	A text followed by six 4-option multiple-choice questions.
Questions	6
<b>Part 6</b>	
Task type	Gapped text
Focus	Cohesion, coherence, text structure.
Format	A text from which sentences have been removed and placed in jumbled order. Candidates must decide from which part of the text the sentences have been removed.
Questions	6
<b>Part 7</b>	
Task type	Multiple matching
Focus	Detail, opinion, specific information, implication
Format	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Questions	10

## Classroom Handout 4

### Understanding Reading strategies – Activity

Think about what approach you would use when reading in these different situations.  
How would your way of reading be different in each situation?

- 1 looking for a location on a department store floor guide
- 2 looking at the front page of the newspaper on a bus, a few minutes before your stop
- 3 reading a short story
- 4 assembling something using an instruction manual
- 5 choosing a holiday-read by looking at the brief description
- 6 looking at a sign in a foreign language

Now match these definitions to each of the situations above.

- A reading for gist
- B reading for the main points
- C reading for detailed understanding
- D reading for specific information
- E deducing meaning
- F following a narrative

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### Key tips for students for the Reading and Use of English paper

- 1 Many students run out of time and so reading all the texts intensively is not possible. Often reading the first or last sentence of a paragraph is enough to get an overall idea of the paragraph.
  - 2 Students need to choose the appropriate reading skill to achieve the task. Learning to skim (to read through the text quickly to get an idea of meaning) and to scan (to search a text for specific information) are essential.
  - 3 When scanning for information, students need to pay extra attention to the question stems. What kind of information do the following words want: What? When? Where? Why? How?
  - 4 Many students get stuck on unknown vocabulary. Students need to develop strategies for dealing with unknown words, or to simply ignore difficult vocabulary when reading a text for the first time.
  - 5 Students should read each text quickly at first to get an overall impression, then more slowly to find the answers to the questions.
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