

> Lesson Plan

B2 Reading





Skill focus:
Reading



Level:
B2



Length of lesson:
45–55 minutes (approx)



Lesson aim

Practise Part 3 of the LANGUAGECERT ESOL for Schools B2 Reading test



Sub-aims

- › Review language related to the topic of 'Our everyday world'
- › Practise working with different text types



Target language

Vocabulary related to the topic of 'Volunteering'



Materials

LANGUAGECERT ESOL for Schools B2 Practice Paper 3 – Reading Part 3



Assumptions about learners

- › Their language knowledge and skills are at approximately B2 level.
- › They have some awareness of language related to the topic of 'Volunteering'.
- › They have some awareness of the language and structures used in different text types (e.g. emails, adverts, articles).



Potential problems

Some learners don't easily identify different text types.



Recommended Solutions

Expose learners to a variety of different text types and help them identify the language, structure and purpose of each text.



Test preparation aims

- › To familiarise learners with Part 3 of the Reading test (e.g. text type, length of text, question type, number of questions)
- › To provide learners with reading strategies that they can apply in the real test



Reflection and analysis of the lesson

- › How challenging did learners find this part of the Reading test?
- › Do learners need more hands-on practice before Test Day?
- › Should similar tasks be set for homework or initiated in class and completed at home?
- › How successful were learners when asked to share reading strategies? Would a handout with various reading strategies help learners remember and apply them more effectively?

Time (mins)
10-15

Stage
Pre-reading

Aim
Warm-up

Interaction
Individual work



Step 1: Warm-up

To engage learners with the topic of 'Volunteering', ask them a few related questions, e.g.

- › Have you ever thought about joining a volunteer organisation, such as the Red Cross, Doctors Without Borders or the World Wildlife Fund? If so, which one? Why?
- › What do you need for volunteering? (example answers: free time, money, skills, relevant experience, patience)
- › Why do you think people become volunteers? (example answers: to meet new people, develop new skills, enjoy themselves, feel good about helping others, improve the lives of others, open doors for future jobs, pursue personal interests and passions)



Time (mins)

10

Stage

Pre-reading

Aim

Reflecting on different text types

Interaction

Pair work



Step 2: Recognising text types and identifying clues

Put learners in pairs and give them a copy of the four texts from the task (see sample task on page 7 – do not provide the questions just yet). Ask pairs to skim-read the texts and answer the questions.

- › Which text is part of an email or letter? (answer: C; clues – personal and informal language, e.g. 'I', 'my', 'me', 'very hard times', 'put me back on my feet')
- › Which text provides clear, step-by-step instructions for how to do something? (answer: D; clues – use of sequencers and imperatives, e.g. 'first check', 'Next, separate')
- › Which text is a 'call to action', i.e. invites people to take a specific action (answer: A; clues – use of questions and imperatives, e.g. 'Do you want ...?', 'Join', 'Make a difference', 'Feel better')
- › Which text aims to inform the reader? (answer: B; clues – neutral/formal style, explanations and definitions (e.g. 'helper's high'), reference to research findings (e.g. 'Studies show that'), supporting details (e.g. 'Volunteering can', 'It gives').

After eliciting learners' responses, provide brief feedback.

Time (mins)

20

Stage

While reading

Aim

-

Interaction

Pair work



Step 3: The Part 3 Reading task

Keep learners in their pairs and give each pair the questions from the task (see sample task on page 8). Have pairs read the four texts again and answer the seven questions.

Before providing the answers for the task, ask pairs to share their ideas as part of a whole-class discussion, giving reasons for their choices. Provide brief feedback.

Answers: 1 D, 2 A, 3 C, 4 C, 5 D, 6 B, 7 A

Time (mins)

5-10

Stage

Post-reading

Aim

Reviewing reading strategies

Interaction

Individual work



Step 4: Reading Strategies

As part of a whole-class discussion, ask learners to share any reading strategies they can remember which could help them with Part 3 of the Reading test. Then introduce any additional strategies that have not yet been mentioned.

Useful reading strategies for the Reading Part 3 task:

- › Read all four texts quickly to get the main idea before looking at the questions.
- › After reading the questions, read the texts again for detail. As you read, underline key words and phrases that may help you answer the questions.
- › Try to guess the meaning of any unknown vocabulary from the context (surrounding words, phrases and sentences).
- › After completing the task, go back and check your answers, as you will have a better overall understanding of all texts by then.

If time allows, consolidate the reading strategies with a memory challenge. Ask learners to recall and share with the class as many strategies from the lesson as they can. Encourage the whole class to participate.

Stage Homework



Presentation linked to the lesson topic

Tell learners that in the next lesson, they will give a presentation on a volunteer organisation in their town or country.

For homework, they must prepare for their presentation by writing a few notes. Their notes should:

- › include the name of the organisation
- › say what it does
- › explain why people should volunteer for it.

Remind learners to write only a few bullet points, rather than the whole presentation. Explain that they will have two minutes to speak and that they will be allowed to use their notes while presenting.



Reading Part 3 sample task

LanguageCert Communicator B2 - Practice Paper 3

Reading Part 3

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A–D) for each question.

A.

Do you want to help your community? Join our charity centre as a volunteer! We need friendly people to help with different tasks like working in our shop, delivering meals to people's homes and collecting and sorting donations. Your help will support those in need. You don't need any experience, just a kind heart and a positive attitude. We offer flexible hours to fit your schedule. Make a big difference by giving your time and skills, and feel better about your own life. For more information, visit our website or call us at 0330 678549. Volunteer today!

B.

Volunteering helps both the people in need and the volunteers. Studies show that helping others can make volunteers happier and more satisfied with life. When people do good deeds, their brains release endorphins, which make them feel good. This feeling is often called a "helper's high". Volunteering can also reduce stress and help fight depression. It gives people a sense of purpose and helps them connect with others. Overall, volunteering is good for both your mind and your community.

C.

Before I found your centre in Western Road, I was going through very hard times. I had lost my job and felt hopeless. Your support and the volunteering programme have changed my life. Delivering meals and working in the shop gave me a new purpose and helped me regain my confidence. Now, I have a new job and feel much better about the future. Your kindness and support put me back on my feet. Thank you for everything you have done for me.

D.

Welcome to our volunteer team! When sorting donations, first check each item for any damage or stains. Dispose of broken or dirty items in the designated bins. Next, separate the items into categories such as clothes, books, toys and household goods. For pricing, use the pricing guide provided. You can also look at similar items in the shop for pricing ideas. As for giving items away, you must always check with the manager before doing this. If you have any questions or need assistance, please ask the team leader. Thank you for helping us support our community!

Reading Part 3 sample task

LanguageCert Communicator B2 - Practice Paper 3

Which text:

| | | |
|----|---|--|
| 1. | gives instructions on how to do something? | |
| 2. | aims to attract people who have some time to spare? | |
| 3. | includes a personal experience? | |

Which text provides the answers to the following questions?

| | | |
|----|---|--|
| 4. | How did someone find a new sense of direction in life? | |
| 5. | What do volunteers need permission for? | |
| 6. | What is the name of the chemical that can improve someone's mood? | |
| 7. | What kind of personality does one organisation like its volunteers to have? | |

Sample taken from B2 Reading Part 3 Practice Paper 3



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