



BULATS Reading & Language Knowledge Part 1 Section 2 – Teacher's Notes

Description

This activity familiarises students with the requirements of Reading Part 1 Section 2. It also helps them to think about gapped sentences and students' knowledge of vocabulary and grammar.

Time 40 minutes
required:

Materials

- *Student's Worksheet*

required:

- *BULATS Handbook, or page(s) that describe Reading Part 1 Section 2 printed off from the Cambridge ESOL Teacher Support website:*
<https://www.teachers.cambridgeesol.org/ts/exams/professionalenglish/bulats>

Aims:

- *to familiarise students with the requirements of Reading Part 1 Section 2*
- *to increase students' understanding of gapped sentences as a task type*
- *to develop students' awareness of vocabulary and grammar knowledge as tested in BULATS*

Procedure

1. Introduce the lesson to students, saying they are going to learn about BULATS Reading & Language Knowledge Part 1 Section 2. Distribute the **Student's Worksheet**.
2. **Student's Worksheet Exercise 1.** Ask students to look at the sentence.

Do you mind if I open the window?

Check that they fully understand its meaning – ask a student to demonstrate it, or explain it, and if necessary demonstrate it yourself by going over to a window. Write the sentence on the board. Cover 'you' with your hand. Ask, 'What other words could go here?' (Grammatically 'I', 'we' and 'they' could go.) Write the possible words below 'you'. Ask what could replace 'if' ('when'). Ask about 'open' ('shut', 'clean', 'replace', perhaps 'break' etc...). Ask about 'window' ('door', 'cupboard', 'fridge', 'file' etc.) keep writing the possible options under the word on the board. They make notes in the space on their worksheets.

Ask if 'you' is a grammatical or vocabulary/lexical part of the sentence. It's grammatical. Ask if 'open' is grammatical or lexical (lexical is a term for vocabulary-related). It's lexical.

Tell students that BULATS Reading & Language Knowledge Part 1 Section 2 uses sentences to test grammatical and lexical knowledge.



- 3. Student's Worksheet Exercise 2.** Tell students to work in pairs. They look at Q58 from the BULATS exam and decide which the correct answer is. Tell them to discuss together why the other options are wrong.

Check their ideas with them. Is this a grammatical or lexical matter? It's grammatical.

The key is C, which correctly completes the present continuous in the passive here. (Make sure they understand this – don't try to move on while they are confused. If necessary, put the active equivalent on the board: The company is developing management training for the new system.)

A and D are no good because they would need a plural subject. B is no good because the next word is 'being', although 'been' would happily make the present perfect passive, suggesting that the management training here was now complete and everyone was ready to go.

- 4. Student's Worksheet Exercise 3.** Students stay in the same pairs. Allocate a word from the sentence (management, training, being, etc) to each pair (repeating words/pairs as necessary) and tell them to prepare options for their word.

- 5. Student's Worksheet Exercise 4.** When they have prepared one or two options (four is perhaps very hard), discuss their ideas. You can use the board. Possible ideas may include: Staff / induction / ... / now / run / under / a / special / procedure. (Don't let this brief stage get too involved: move on from any potentially complicated discussions about the implications of different substitutions – you are just making students aware of how the task works in a broad sense.)

They should make notes on their worksheets. Discuss which words are grammatical and which are lexical options.

- 6. Student's Worksheet Exercise 5.** Tell the pairs of students to look at Q59 and to discuss these questions together. Is one of these options the correct answer? If not, what is the correct answer? Or what is another wrong option to put in D?

When they are ready, check their ideas. The key is B, completing the collocation 'take care'. You might bring a list or have a list, so A and C seem likely, although they are wrong. Ask about their ideas for D. For the record, it was 'make', but other words would be possible (and wrong) – 'put', for example. This is a lexical focus question.

- 7. Student's Worksheet Exercise 6.** Pairs discuss together and decide which is correct, B or C, and they try to think of likely but wrong words for A and D.

Check their ideas. This is lexico-grammatical – a combination of lexical for the meaning and grammatical for the way these words fit into patterns. C is correct, completing the chunk 'prepare oneself for X'. Possible wrong words for A and D include 'arranging' and 'developing' (both used in the sample test). The wrong words, while close in meaning, do not fit the pattern. If it said 'some training', e.g., after the gap, the others would fit.

- 8. Student's Worksheet Exercise 7.** The pairs work together to untangle the anagrams, and then to decide which is the correct answer. The key is C scale, completing the collocation 'sliding scale' (which is almost always 'of charges'),



describing formulae for prices that depend on, e.g. volume. The other options are list, table and measure. This is a lexical question.

- 9. Student's Worksheet Exercise 8.** Tell the pairs of students to find the one wrong word in the sentence Q62. If they are stuck, tell them this is a grammatical one.

Check their ideas. The wrong word is 'through'. That's A. Now they need to decide what the word should be, and to put that as D. Then they need to think of two more likely but wrong answers.

Check their ideas. The key is 'into', completing the phrasal verb (lexico-grammatical focus) 'break into' (often collocated with 'a market'). Other words could be 'off' and 'open' – all these words form phrasal verbs with break, but have different meanings. Optional: students look these up in their dictionaries and think of example sentences for them.

- 10. Student's Worksheet Exercise 9.** As exercise 8.

'Although' is wrong, 'despite' is the key, and 'unless' and 'except' were the other wrong options. This is a grammatical question.

Optional: student write sentences containing the wrong words used correctly.

- 11. Optional: Student's Worksheet Exercise 10.** Repeat Steps 4/5 Exercises 3/4 with Q63.

- 12. Conclusion:** Ask students to share what they have learnt. Prompt if necessary with lexical/grammatical, collocation, etc.

- 13. Possible homework:** You could ask students to prepare a sentence with a gap and options – one sentence per student – for the next lesson. They should find the sentence in something they read, and use their dictionaries or grammar books to prepare the options.



BULATS Reading & Language Knowledge Part 1 Section 2 – Student's Worksheet

Exercise 1

Do you mind if I open the window?

Exercise 2

58 Management training being developed for the new system.

A were

B has

C is

D have

Exercise 3

A

B

C

D

Exercise 4

Management training being developed for the new system.

Exercise 5

59 Please particular care when selecting email addresses from the Global Address List.

A bring

B take

C have

D



Exercise 6

60 The company is currently itself for reaction to the results for the current fiscal year.

- A
- B organising
- C preparing
- D

Exercise 7

61 We use a sliding of charges, depending on volume.

- A tisl
- B blaet
- C celsa
- D remaeus

Exercise 8

62 Many IT companies are trying to break through the lucrative graphics market.

- A
- B
- C
- D

Exercise 9

63 The vehicle auction group Dickson Willis have had a second year of high turnover although tough competition from rivals Southgate Cars.

- A
- B
- C
- D

Exercise 10