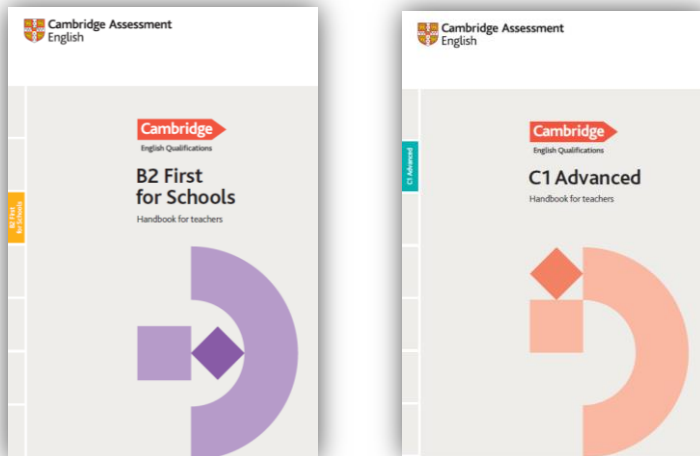


## B2 & C1 Ideas for teaching and learning on and offline

Handbooks for Teachers

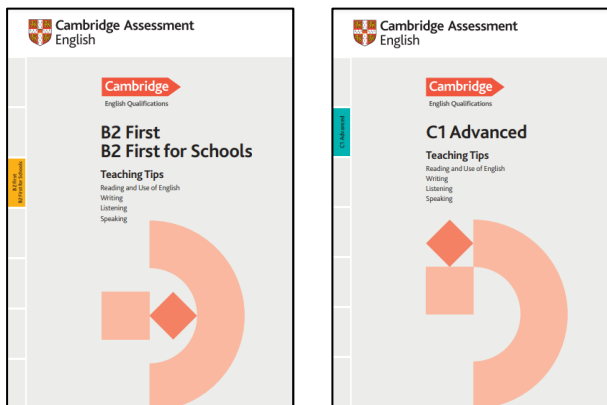
Find everything you need to know about the exams



### For more ideas – Tips for Teachers

B2 <https://bit.ly/34h6Agp>

C1 <https://bit.ly/3s4WE1J>



### Reading Skills

Making multiple choice questions engaging!!

[www.socrative.com](http://www.socrative.com) for creating digital versions of multiple-choice questions

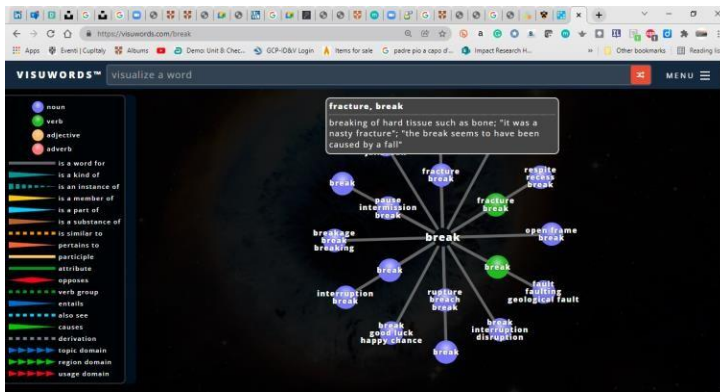
Read and Improve

<https://readandimprove.englishlanguageitutoring.com/search>

Read & Improve is a research project.

By using it, you are helping us improve technology that will help English learners around the world.





<https://visuwords.com/>

Word formation

Lesson plan

[181530-cambridge-english-b2-first-for-schools-reading-and-use-of-english-part-3.pdf](https://www.cambridgeenglish.org/181530-cambridge-english-b2-first-for-schools-reading-and-use-of-english-part-3.pdf)  
[\(cambridgeenglish.org\)](https://www.cambridgeenglish.org/)

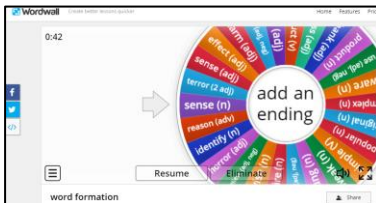
**'Know'**

Verb	Noun	Adjective (can you add a prefix or a suffix?)	Adverb (can you add a prefix or a suffix?)
Know Knew Known Knowing	Knowledge	Knowing Unknowing Known Unknown Knowledgeable Knowable Unknowable	Knowingly Unknowingly Knowledgeably

Wordwall

Drag and drop

<https://wordwall.net/resource/4314604/word-building-b2>



<https://wordwall.net/resource/754327/word-formation>

Lesson plan for developing vocabulary: word building

[www.cambridgeenglish.org/Images/579196--online-teaching-b2-first-for-schools-and-c1-advanced-use-of-english-word-building.pdf](https://www.cambridgeenglish.org/Images/579196--online-teaching-b2-first-for-schools-and-c1-advanced-use-of-english-word-building.pdf)

Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

The Voynich Manuscript is an illustrated book on parchment \_\_\_\_\_ in what looks like an \_\_\_\_\_ language. It's been the subject of intense debate ever since its acquisition in 1912 by antiquarian Wilfrid Voynich, who gave the manuscript its name.

There are 240 pages in the manuscript which seem to be split into \_\_\_\_\_ sections: herbs, astronomy, biology, pharmaceuticals and recipes. Experts generally agree that the parchments are not a modern \_\_\_\_\_. Radiocarbon dating carried out by the University of Arizona places them \_\_\_\_\_ in the 1400s. However, no one has ever managed to figure out what the manuscript says, or even if it says anything at all.

What is clear is that the manuscript is medieval. The chain of ownership is fairly clear, \_\_\_\_\_ back to the early 17th century in Prague, when the manuscript was owned by someone affiliated with the court of the Habsburg Emperor Rudolf II, and possibly by Rudolf himself.

The question is whether the medieval writer of the Voynich Manuscript was writing in a language, in code or if it was just gibberish. The idea that the manuscript contains a forgotten language is the most far-fetched, said Gordon Rugg, a researcher at Keele University in the United Kingdom, who has \_\_\_\_\_ the authenticity of the manuscript's text "This is clearly not a language." But

**Student Handout 2: vocabulary development**  
Complete the following activity by matching the word or expression to its definition\*:

Parchment	1. The fact that you possess something.
Antiquarian	2. A method of calculating the age of very old objects.
Split into	3. Spoken or written words that have no meaning.
Radiocarbon dating	4. Something that is confusing or difficult to be solved.
Figure out	5. To understand or solve something.
Ownership	6. Someone who collects and studies old, valuable or rare objects.
Gibberish	7. Very small.
Far-fetched	8. Divided into two or more parts.
Riddle	9. To understand or solve something.
Work out	10. The thin, dried skin of some animals that was used in the past as paper.
Tiny	11. Unlikely to be true.

## Vocabulary development

English Vocabulary Profile

[www.englishprofile.org/wordlists](http://www.englishprofile.org/wordlists)

Vocabkitchen

[www.vocabkitchen.com](http://www.vocabkitchen.com)

Copy and paste some text in the profiler to check its vocabulary level.

## Creating student generated wordlists

<https://dictionary.cambridge.org/plus/>

Write & Improve <https://writeandimprove.com/>

## B2 Writing Checklist lesson plan

[www.cambridgeenglish.org/Images/530775-cambridge-english-b2-first-for-schools-writing-lesson-plan.pdf](http://www.cambridgeenglish.org/Images/530775-cambridge-english-b2-first-for-schools-writing-lesson-plan.pdf)

### B2 First for Schools Writing Checklist Lesson

#### Teacher's notes

##### Description

This lesson introduces learners to a checklist which they can use when checking their own writing, as well as writing by other students. This is relevant to learners preparing for exams, but can also be used for checking other writing they have done. Students are familiarised with the four aspects in the Cambridge English B2 Assessment Scale, which Cambridge English Language Assessment examiners use when they assess writing. They are also asked to check each other's work.

<b>Aims of the lesson</b>	<ul style="list-style-type: none"> <li>to introduce students to a checklist to use when checking their own writing</li> <li>to introduce students to the B2 Assessment Scale</li> <li>to give students practice in checking their own writing and other students' writing.</li> </ul>
<b>Time needed</b>	75–90 minutes (or this lesson could be divided into two shorter lessons)
<b>Materials required</b>	<ul style="list-style-type: none"> <li>Checklist for writing B2</li> <li>Student's Worksheets 1–4 (one copy of each worksheet per student)</li> <li>If possible, ask students to bring samples of writing they have done, for other students to check.</li> </ul>

Self-access: plans for learners writing part 1

### C1 Advanced

[www.cambridgeenglish.org/Images/583526-c1-advanced-self-access-learning-writing-part-1-discursive-essay.pdf](http://www.cambridgeenglish.org/Images/583526-c1-advanced-self-access-learning-writing-part-1-discursive-essay.pdf)

## Lesson plans

[www.cambridgeenglish.org/your-new-classroom](http://www.cambridgeenglish.org/your-new-classroom)

**Self-access study materials**

These self-study activities help students practise their English independently either at home or in class and helps them develop the skills needed for their exam.

Find out how you can use these materials with your learners in our webinar on [introducing self-access materials](#).

- [A2 Key for Schools self study](#)
- [B1 Preliminary for Schools self study](#)

- [B2 First for Schools self study](#)
- [C1 Advanced self study](#)

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**Lesson plans**

Our range of new lesson plans can be adapted to your online classes or used when you're back at school. They include everything you need to deliver a 45-minute lesson, including activity sheets, homework assignments and more.

- [Pre A1 Starters](#)
- [A1 Movers](#)
- [A2 Flyers](#)
- [A2 Key for Schools](#)

- [B1 Preliminary for Schools](#)
- [B2 First for Schools](#)
- [C1 Advanced](#)

## Assessing Writing Guides for Teachers



B2 <https://bit.ly/3CLyLQe>

C1 <https://bit.ly/3xhhxcj>

## Writing Part 2 B2 First for Schools - Set Text

[www.cambridgeenglish.org/exams-and-tests/first-for-schools/exam-format/](http://www.cambridgeenglish.org/exams-and-tests/first-for-schools/exam-format/)

- Set text for January 2021–December 2022: *Rebecca* by Daphne du Maurier
- Teachers may choose to prepare candidates for questions on this set text by studying any film version of *Rebecca*, as well as, or instead of, the book.
- Set text for January 2023–December 2024: *The Great Gatsby* by F. Scott Fitzgerald
- Teachers may choose to prepare candidates for questions on this set text by studying any film version of *The Great Gatsby*, as well as, or instead of, the book.

## Developing writing skills

<https://ciell.eu/app/#/home>

The **Comics for Inclusive English Language Learning (CIELL)** project aims to develop the competences of second language teachers by promoting the use of comic art, and other visual representations of knowledge. Another goal of the project to enhance the quality of language teaching materials used for teaching writing as a second language and support the needs of dyslexic learners in a socially inclusive manner