

B1 Preliminary Reading Part 1 – Teacher’s notes

Description

This is a guided discovery activity in which students are made aware of the format of B1 Preliminary Reading Part 1, a strategy for completing Part 1, and how paraphrase and synonyms are used in this part of the test. They then do an activity using notices before trying a sample task.

Time required: 50 minutes

Materials required:

- Signs and short messages to display on board
- B1 Preliminary Handbook for teachers
- Sample task
- Student handout 1
- Student handout 2 (cut up with one card for each student)

Aims:

- to familiarise students with B1 Preliminary Reading Part 1
- to highlight the importance of identifying context
- to practise paraphrasing and understanding gist

Procedure

1. Show students pictures of signs/short messages from a variety of different sources on the board. Elicit what the pictures show (signs), where they are from (various answers) and what they are for (to give helpful information/establish rules/convey a message etc.).
2. Show projection (if possible) from the **B1 Preliminary Handbook for teachers** (page 10) of different task types, formats focus and number of questions for the Reading Paper. Uncover just Part 1 and go through the details briefly, establishing the information ‘Read five real-world notices, messages and other short texts for the main message’ and check these concepts with students.
3. Project **sample task**. Direct students to the instructions for questions 1–5 and ask them to read them. Check they understand by asking:
 - **How many answer choices are there for each question?** (3, these are called A, B and C)
 - **How many answer choices have the same meaning as the text in the question?** (only one, so two answer choices do not have the same meaning as the text in the question and are therefore incorrect)
 - **Should you look at the text in each question first or the answer choice?** (the text in each question as you should understand the meaning of this before you look at the answer choices)

4. Project the sign part of Question 1 but not the multiple-choice answers and ask the following questions, eliciting the required response in brackets if it does not come without prompting:
 - **Where would you see this notice?** (Online or in a magazine/newspaper)
 - **Is it a personal or public notice?** (public – there are no names given)
 - **What is the situation and/or purpose of the notice?** (it is a sign advertising a competition in which entrants can win a car)

5. Explain what paraphrase means, and write the following paraphrase of the sign on the board:

‘The competition is open to those who are over 18’ (Note this is not exactly the same as the answer in order to keep some level of challenge when students do the whole task). Ask learners which parts of the initial sign are being paraphrased and check their comprehension by asking questions such as **‘Is the competition only for 18-years-olds?’** (no), **‘Can a 17-year-old enter?’** (no, why not?). Have a quick classroom discussion about why under 18s are probably not allowed to enter.

6. Direct students to the answer choices. Ask them to read them and to think about the meaning of each one. Explain that one of the answer choices has the same meaning as the notice and the paraphrase on the board. Put students in pairs to discuss which one they think it is.

7. Ask for a volunteer student to give you the answer. Do any necessary language work, e.g. maximum, over a certain age, at least.

8. Ask students to think about the other two answer choices and to try to explain the meaning and paraphrase them (e.g. ‘You can’t enter the competition if you are over a certain age’, ‘you can only enter the competition if you are exactly a certain age’).

9. Explain what ‘word spotting’ means and that it should not be relied on as a way of finding the answer in the test, as it may lead you to the wrong answer. Use ‘eighteen’ as an example – eighteen is in the text and in answer choice C, but this doesn’t mean it is the right answer. Explain that the same key language is usually avoided in both the text and the answer.

10. Explain that synonyms (as well as paraphrasing) may be used in the answer choices to replace the language in the text. Review what synonyms are and ask for synonyms of ‘at least’ (minimum, over etc.), and ‘accepted’ (open to, allowed, limit). Have a brief discussion about the importance of context on synonyms using the above examples.

11. Explain that students are now going to practise the above steps using more cards. Cut up **Handout 2** so there is one card for each student and give each student a copy of the **handout**. Put the students in pairs and ask them to work together to discuss and complete their worksheets for both their cards. Monitor the activity and give any help necessary for the paraphrasing.

12. Combine the pairs of students to form groups of four. Ask students to swap sheets with the other pair, read their forms and then identify which of the cards on the worksheet were the other pair’s cards. Students check with each other that they have chosen the correct card.

13. Explain that students are now going to practise the whole sample Part 1 which has different signs from those they have just looked at. Hand out the **sample task** and allow students to work through it individually (alternatively set this as homework). Check in pairs then as a whole class
14. Put the following first and second stages of what to do in Part 1 on the board and elicit stages three and four:
 1. Read the text carefully and think about the situation
 2. Read all three answer choices
 3. Compare each answer choice with the text
 4. Re-read both the text and the answer choice to check they do mean the same thing

Suggested follow-up activity

Redistribute cards – one student in each pair has all the cards, reads out one and their partner has to recall the paraphrase of that card. After two minutes learners swap over and the other learner remembers the paraphrases. Alternatively, do as a whole class activity with two teams, with each team scoring a point for each remembered paraphrase. This could be developed into a class game in which two teams have the cards equally divided between them and the other team have to remember the paraphrase of the card read out to them by the other team to score a point.

B1 Preliminary Reading Part 1

Answer key

Student handout 1

Where would you see this notice/what does the notice look like?	
2	on a mobile phone
3	on a door
4	at home, on the fridge door, on a table
5	on a notice board, at a college

Is it a personal or public notice?	
2	personal
3	public
4	personal
5	public

What is the situation/what is the purpose of the notice?	
2	reminding someone to do something
3	warning and advising
4	asking someone to do something
5	informing

Card text	possible paraphrasing
2 let me have it	give it to me
3 are not permitted	mustn't
4 could you wake me at 7	please get me up at 7
5 free copies are available	you can get free copies

Sample task

1. A
2. C
3. C
4. B
5. A

B1 Preliminary Reading Part 1

Student handout 1

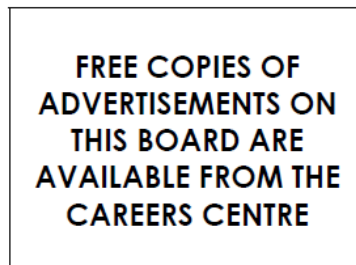
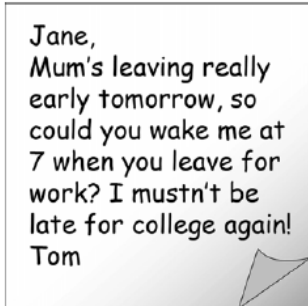
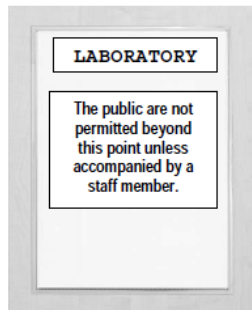
1. Fill in this form using the card that your teacher gives you.

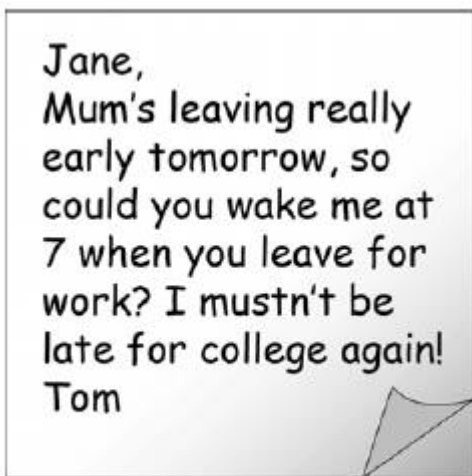
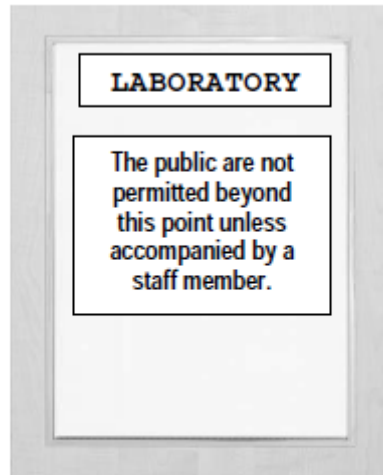
Where would you see this notice?	
Is it a personal or public notice?	
What is the situation /what is the purpose of the notice?	
Paraphrase of text	

2. Exchange your form with another student without showing them your card.

3. Decide which of the cards below the other student had.

4. Check your answer with the other student and discuss why you thought it was the right answer.



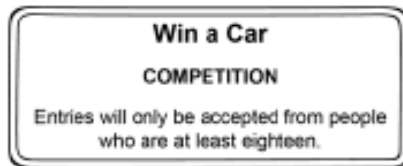


Part 1

Questions 1 – 5

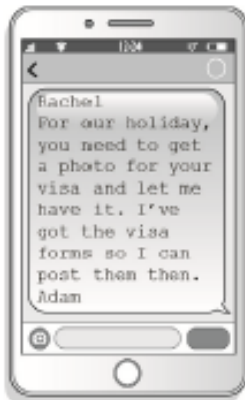
For each question, choose the correct answer.

1



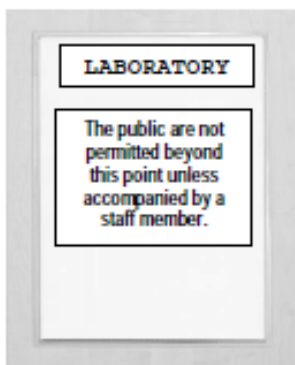
- A The competition is open to people over a certain age.
- B There is a maximum age limit for this competition.
- C Only eighteen-year-olds are allowed to enter this competition.

2



- Adam is telling Rachel to
- A post something for him.
 - B find out how to do something.
 - C give him something he needs.

3



- A Members of staff must be accompanied if they wish to pass this point.
- B Members of the public can't go through unless they are visiting someone working here.
- C Members of the public may go further if a company employee goes with them.

4

Jane,
Mum's leaving really
early tomorrow, so
could you wake me at
7 when you leave for
work? I mustn't be
late for college again!
Tom

- A Tom wants to persuade Jane to take him to college tomorrow morning.
- B Tom would like Jane to do him a favour tomorrow morning.
- C Tom is reminding Jane they have to get up early tomorrow morning.

5

**FREE COPIES OF
ADVERTISEMENTS ON
THIS BOARD ARE
AVAILABLE FROM THE
CAREERS CENTRE**

- A The Careers Centre will give you a copy of any advertisement on this board.
- B This board is used to advertise the work done by the Careers Centre.
- C If you ask the Careers Centre, you can advertise for free on this board.