Cambridge English Qualifications

B1 Preliminary Reading and Writing Part 4 – teacher's notes

Description

After looking briefly at a sample task, students explore the 'writer's purpose' before working through the sample task and thinking about why 2 of the multiple choice options are wrong. They then answer true/false questions on a worksheet about Part 4 and consider a strategy for tackling this task.

Time required:	*45 minutes*
Materials required:	▪ *Student's worksheet* ▪ *sample task* ▪ *(optional) OHT of Reading and Writing paper general description from Handbook* ▪ *different coloured pens for each student (if possible, 3 colours each)*
Aims:	▪ *to introduce Part 4 of the Reading paper and the types of text and question used* ▪ *to give practice in answering multiple choice questions*

Procedure

1. (optional) Show the OHT of the general description of the Reading and Writing paper, direct students to Part 4 and go through it with them.
2. Hand out the **sample task** and explain that the first step is to read the text fairly quickly to find out the topic and general meaning of the text. Give students 3 minutes to read it. Set the following focus questions:
   - **Who is the article about?** *(Ainsley Harriott, a TV chef)*
   - **Who is the writer?** *(Ainsley himself)*
   - **What is the text about**? *(his day to day life)*
3. Ask the class if they ever watch cookery programmes on TV and whether they like this kind of programme. You could also discuss any famous chefs they know and what kinds of people chefs tend to be.
4. Introduce the idea of a writer's purpose – why they write the text, who the audience might be, what effect they want to create. Ask students to read the text again thinking about the writer's purpose. Then discuss their ideas about this as a class – ideas will vary but might include:
   - Ainsley wants to show that he is more than just a TV celebrity
   - he wants to create an image as a family man
   - he wants people to think he is a normal nice man
   - he wants to increase his number of TV viewers etc.

   Explain that by thinking about the text in this way, they get a good overview of the text.

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5. Direct students to the questions and ask them to read them carefully. Explain that the first and last questions are always about writer purpose and global meaning and so they should be considered together. It is probably best to answer them last so that you have read the text a number of times before you answer them, but you should read them now. The middle three questions follow the order of the text, with one being about the writer's attitude or opinion.
6. Direct students to the second question and ask them to re-read it and underline key information. Then ask them to read the text again carefully until they find the relevant section for the question. They should then look at the answer choices, decide which are incorrect and which one is correct. They should keep referring back to the text to do this. Ask students to underline where possible the information that gave them the answer. If possible, students should do the underlining for this question using one of their coloured pens.
7. Students compare in pairs.
8. Ask students to do the same for the next two questions (using different colours), and then the first and last question, which will involve reading the text as a whole again.
9. Whole class check. To do this, ask students to explain where in the text they found the answer and how this relates to the answer choice. For each question, also elicit or explain why the other three answer choices are not correct. Make students aware of **the difference between main information and secondary information** *(e.g. Q21 Answer A is correct as most of the text talks about this, whereas answer C is only mentioned briefly in the last paragraph)* and **assumed versus stated information** *(e.g. Q22 Answer A We might assume he is a good musician as his dad is and he likes singing and dancing and he grew up with music, but it doesn't explicitly mention his musical skills, whereas he explicitly states 'there is nothing better than a night at home playing with the children' and I'm a home-loving person' so the answer is D)*.
10. Put students in small groups of 3-4 and hand out the **student's worksheet**. Give the groups 10 minutes to complete the true/false questions about Part 4.
11. Whole class check of answers and discussion.
12. Write the following steps on the board in random order and ask students to put them in the most logical order for the procedure for answering Reading Part 4.
    - Read the instructions
    - Read the title
    - Skim read the text to find out the topic, writer's purpose and general meaning
    - Read the text again carefully
    - Read the questions
    - Answer the middle three questions one by one by referring back to the text
    - Answer the first and last questions by referring to the whole text

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B1 Preliminary Reading Part 4 – answer keys

Key to Student's Worksheet

Sentences about Part 4 reading	True or false?
1. The questions are all multiple choice.	**True. There are 4 options for each question, one correct and three distractors.**
2. The first and last questions are global questions about the whole text.	**True. The first question focuses on the writer's purpose in writing the text, and the last focuses on global meaning.**
3. The middle three questions are in random order compared to the information in the text.	**False, they follow the order of the text.**
4. The final question looks different from the other questions.	**True. The final question is longer (up to 90 words are possible), and often takes the form of e.g. a diary entry, part of an email, speech bubbles, descriptions of the person text is based on, etc.**
5. The questions ask about attitudes and opinions, not just facts.	**True**
6. You don't need to read the text in detail to answer Part 4	**False, to find out about attitudes and opinions you will need to read the text carefully**
7. Paraphrasing is not important in Part 4.	**False, as in the other parts on the Reading paper, paraphrasing is often used.**
8. Sometimes more than one answer choice is possible.	**False, only one answer choice is correct and you should know why the other answer choices are not possible.**

Key to Sample Task X [If required]

21 A 22 D 23 C 24 B 25 B

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B1 Preliminary Reading Part 4 – Student's Worksheet

Decide with your group if the following sentences about Part 4 are true or false.

Sentences about Part 4 reading	**True or false?**
1. The questions are all multiple choice.	
2. The first and last questions are global questions about the whole text.	
3. The middle three questions are in random order compared to the information in the text.	
4. The final question looks different from the other questions.	
5. The questions ask about attitudes and opinions, not just facts.	
6. You don't need to read the text in detail to answer Part 4	
7. Paraphrasing is not important in Part 4.	
8. Sometimes more than one answer choice is possible.	

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B1 Preliminary Reading Part 4 – Sample task

Read the text below and answer the questions (**21**-**25**).

Click on the correct answer **A**, **B**, **C** or **D.**

Ainsley Harriott

I've always been a bit of an entertainer and played the funny man. I was a part-time comedian for years, so I learned how to stand in front of audiences. It made me sure of myself. I like being liked and I love making everyone smile.

I live in London with my wife and children. We spend a lot of time just singing and dancing around the house. I grew up with music; my dad is the pianist, Chester Harriott. My working day is divided between television and writing cook books, though TV takes most of my time. I spend about five days a fortnight working on the cooking programmes I appear in. I eat all sorts of things at home but I only buy quality food. When I'm cooking, I experiment with whatever is in the fridge – it's good practice for my TV series.

I'm a football fan and enjoy going to matches, but I'm a home-loving person really. I don't like going to the pub but we do go out to eat about once a month. There's nothing better than a night at home playing with the children. I rarely go to bed before midnight. Late evening is when fresh thoughts on cooking usually come to me, so I often write or plan my programmes then.

21 What is the writer's main purpose in writing the text?

A to describe how he lives
B to say what makes him laugh
C to talk about his cooking ideas
D to explain how he started in TV

22 What would a reader learn about Ainsley from the text?

A He is a very good musician.
B He likes to plan the family meals.
C He is nervous about performing on stage.
D He enjoys spending time with his family.

23 What does the writer say about himself?

A He loves going out and meeting people.
B He is very similar to his father.
C He enjoys being popular.
D He should go to bed earlier.

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24 What does he say about his working life?

A He would like to appear less on TV.
B He gets his best ideas at certain times.
C He prefers being a comedian.
D He should practise cooking more.

25 Which of the following is the best description of the writer?

A **The popular TV comedian who enjoys cooking, watching football, and having a busy social life.**

B **The TV cook who loves making people laugh, watching football and, above all, having a happy family life.**

C **The singing TV cook who likes making jokes, playing with his children, and having an early night.**

D **The cook and comedian who takes great care about the way he cooks his food and enjoys listening to music more than anything.**

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B1 Preliminary Reading Part 4 – Overview

Reading

Part	Task Type and Format	Task Focus	Number of Questions
1	Three-option multiple choice. Five short discrete texts: signs and messages, postcards, notes, e-mails, labels etc., plus one example.	Reading real-world notices and other short texts for the main message.	5
2	Matching. Five items in the form of descriptions of people to match to eight short adapted-authentic texts.	Reading multiple texts for specific information and detailed comprehension	5
3	True/False Ten items with an adapted-authentic long text.	Processing a factual text. Scanning for specific information while disregarding redundant material	10
4	Four-option multiple choice. Five items with an adapted-authentic long text.	Reading for detailed comprehension; understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning.	5
5	Four-option multiple-choice cloze. Ten items, plus and integrated example, with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature.	Understanding of vocabulary and grammar in a short text, and understanding the lexico-structural patterns in the text.	10

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