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English Qualifications

B1 Preliminary Reading and Writing Part 1 – teacher's notes

Description

This is a guided discovery activity in which students use a sample task to establish the format of the task, a strategy for doing it, and how paraphrase and synonyms are used. They then do an activity using notices before trying a sample task.

Time required:	*60 minutes*
Materials required:	▪ *OHT of Reading and Writing paper general description from Handbook* ▪ *Sample task* ▪ *Student's worksheet* ▪ *Cards (one card for each student)*
Aims:	▪ *to introduce three-option multiple choice questions and the types of texts used in Part 1* ▪ *to practise a procedure for answering this task type*

Procedure

1. Show an OHT of the different task types and formats, focus and number of questions for the Reading and Writing paper (from the Handbook). Uncover just Part 1 and go through the details briefly.
2. Hand out the **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 1, 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)*
3. Direct students to the example. Explain that there will always be an example at the beginning of this part and they should look at it to remind themselves what to do. Ask students to read the text in the question first. Ask:
   - **Where would you see this notice?** *(On a TV screen in a public place where people travel eg an airport, train station, bus stop)*
   - **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 warning you to never leave your luggage during your journey, probably at an airport or station)*
4. Explain what paraphrase means, and write the following paraphrase of the sign on the board:

   Always take your luggage with you

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Have a quick classroom discussion about why you need to always take your bags with you when you are travelling and what can happen to your bags if you don't.

5. 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.
6. Ask for a volunteer student to give you the answer. Do any necessary language work, e.g. contrast of *never/always*, the meaning of *unattended*.
7. Ask students to think about the other two answer choices and to try to explain the meaning and paraphrase them (e.g. **B** *You must look after your luggage yourself*, **C** *Don't forgot to take your luggage when you leave*).
8. 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 *leave* as an example - *leave* is in the text and in answer choice **C** but this doesn't mean it is therefore the right answer. Explain that the same key language is usually avoided in both the text and the answer.
9. 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 ***luggage*** (*bags*, *suitcases* etc), ***look after*** (*take care of, pay attention to*) and ***leave*** (*go, move somewhere else*). Have a brief discussion about the importance of context on synonyms using the above examples.
10. Explain that students are now going to practice the above steps using more cards. Cut up the card handout so there is one card for each student and give each student a copy of the **student's worksheet**. 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.
11. Combine the pairs of students to form groups of four. Ask students to swap activity sheets with the other pair, read their forms and then identify which of the cards on the worksheet were the other pair's cards.
12. Students check with each other that they have chosen the correct card.
13. Explain that students are now going to practise a 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

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Suggested follow-up activity

Ask students to look out for examples of signs and notices in English outside the classroom and to note them down. Students can then write their notice on the board and the class can guess the meaning, where they found it and who it was for. Alternatively, ask students to find examples of notices in their own language and bring them to class for the teacher to translate, the do the above activity.

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B1 Preliminary Reading and Writing Part 1 – answer keys

Key to Student's Worksheet

Where would you see this notice /what does the notice look like?	
Nothing of value is left in this van at night	**On a van or car in the street. The notice is handwritten on a piece of paper.**
To: Mike; From: Sue Could you email the events list	**on a computer; email inbox.**
Please note that there are no flight announcements	**At an airport; on the flight announcements screen.**
Cyclists: slow down for people on foot	**In the street; a permanent street sign**
Customers note: store will not open until 10am	**In a shop door or window; temporary notice**
Joe: Taylors' shoe shop phoned.	**By a telephone/ on a notice board; handwritten on a piece of paper**

Is it a personal or public notice?	
Nothing of value is left in this van at night	**public**
To: Mike; From: Sue Could you email the events list	**personal**
Please note that there are no flight announcements	**public**
Cyclists: slow down for people on foot	**public**
Customers note: store will not open until 10am	**public**
Joe: Taylors' shoe shop phoned.	**personal**

What is the situation /what is the purpose of the notice?	
Nothing of value is left in this van at night	**Giving information/ warning possible thieves**
To: Mike; From: Sue Could you email the events list	**requesting information and a response; expressing regret.**
Please note that there are no flight announcements	**Warning and advising.**
Cyclists: slow down for people on foot	**Giving an order and informing.**
Customers note: store will not open until 10am	**Informing**
Joe: Taylors' shoe shop phoned.	**Relating information**

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Paraphrase of text	
Nothing of value is left in this van at night	**Things which are worth money are taken out of the van during the night.**
To: Mike; From: Sue Could you email the events list	**Please send me the list of events in the swimming competition. It's a pity you can't take part.**
Please note that there are no flight announcements	**Information about flights is only available on the screens: you will not hear anything about them.**
Cyclists: slow down for people on foot	**People on bikes should go slowly if they see someone walking because the path is for both bikes and walkers.**
Customers note: store will not open until 10am	**The shop is closed till later than usual because of training.**
Joe: Taylors' shoe shop phoned.	**The shoes are at the shop but Joe must collect them by Thursday.**

Key to Sample Task

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

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B1 Preliminary Reading and Writing Part 1 – Student's Worksheet

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

Where would you see this notice /what does the notice look like?	
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.**

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B1 Preliminary Reading and Writing Part 1 – Cards

☏ *MESSAGE*

Joe
Taylor's shoe shop phoned. They've got the shoes you ordered but will only keep them till Thursday. Can you get there before then?

☏ *MESSAGE*

Joe
Taylor's shoe shop phoned. They've got the shoes you ordered but will only keep them till Thursday. Can you get there before then?

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B1 Preliminary Reading and Writing Part 1 – Sample task

Reading

Part 1

Questions 1-5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B**, or **C** on your answer sheet.

Example:

0

A You must stay with your luggage at all times.

B Do not let someone else look after your luggage.

C Remember your luggage when you leave.

Answer: 0 A ■ B ☐ C ☐

1

A Tickets for the disco can be collected after tomorrow.

B It is possible to reserve a disco ticket if you do so by tomorrow.

C Reserved tickets for the disco must be paid for today.

2

WAIT FOR LIFT DOORS TO CLOSE BEFORE PRESSING BUTTON

A Press the button to close the lift doors.

B Press the button after the doors close.

C Press the button and the lift will wait.

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3

To
From Pablo

Fatima

Did I leave a scarf in your house? The problem is it's not mine – I borrowed it and I must give it back.

What does Fatima want Pablo to do?

A return the scarf he borrowed

B lend her a scarf

C look for the borrowed scarf

4

☎ **Message**

Missa - your Spanish class is on Friday evening this week instead of Thursday, starting 15 minutes earlier than usual.

Missa's Spanish class

A will not be in the evening this week.

B will be a day later than normal.

C will no longer be on Thursday.

5

THROW AWAY ANY REMAINING MEDICINE WITHIN ONE MONTH OF OPENING THIS BOTTLE

A You can use this medicine up to one month after opening it.

B This bottle contains enough medicine for one month.

C Unopened bottles of medicine must be thrown away within one month.

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