Cambridge

English Qualifications

B1 Preliminary Reading and Writing Part 5 – teacher's notes

Description

After working on a summary and possible strategy for the task, students work through a sample task using supporting questions. They then create their own gapped text in pairs for other students to complete.

Time required:	*60 minutes plus homework*
Materials required:	▪ *Student's worksheets 1, 2A and 2B* ▪ *Sample tasks 1 and 2* ▪ *Correction fluid (optional)*
Aims:	▪ *to introduce and practise Preliminary Reading Part 5 and a strategy for answering it* ▪ *to raise awareness of clues that are present in the text that help with the prediction of missing words*

Procedure

1. Write the first sentence from **student's worksheet 1 Exercise 1** on the board. Elicit any words which could be used to fill in the gaps from the class and write them next to the gap. Continue with the other sentences one by one.
2. Once students have read and tried to complete all the sentences, give them the answers and a copy of the **student's worksheet** and ask them to complete Exercise 1 and keep it as reference.
3. Write *Deep Sleep* on the board. Explain that students are going to read a text on this topic and elicit a few ideas of what the text might be about.
4. Hand out the **sample task**. Ask students to read the text through quickly and see if their predictions were correct. Tell them to ignore any gaps for the moment.
5. Ask student to read the first paragraph again only and set the following questions about the content of the text:
   - **What is the subject of the first paragraph?** *Amounts of sleep that different aged people need.*
   - **Does it discuss adults or children or both?** *Both*
   - **Does everyone need the same amount of sleep?** *No, children need more and adults vary.*

   Point out that it is possible to understand the text in general without knowing the missing words and that it is important to read the whole text because it gives you the context, which will help you fill in the gaps. It is not always the words on either side of the gap which are enough (you will look at examples of this later in the activity).
6. Direct students to the first sentence of the sample task containing the example. Establish that this is the introductory sentence to the text and they should use the rest of the paragraph to help them choose the answer. Ask students which answer choice is correct by going through each one eliciting or explaining why it can/cannot be used (***A*** *is correct as it refers to people in general (children, adults*

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

and teenagers that are mentioned in the rest of the paragraph), B is specific and we don't know who someone is, C and D can only be used when referring to two people).

7. Put students in pairs and ask them to read and discuss possible answers for the rest of the first paragraph (questions 26–30). Encourage them to read not only the words on either side of the gap (after as well as before the gap) but also the whole sentence or even paragraph to help them find the answer. Explain that it is also important that they develop the skill of predicting the words before looking at the answer options, as the options are always the same parts of speech and may have similar meanings.
8. Refer students to **Student's worksheet 1 Exercise 2** which contains several clues about the missing words for questions 26–30. Students use these to help them make their choices. Take whole class feedback of possible words for each gap. Write the words that they suggest on the board for each number. Don't confirm or reject their answers at this stage.
9. Ask students to work individually to complete the rest of the sample paper. Encourage them to consider each answer option and think about why three are incorrect as well as why one is correct. Remind students to read through the completed text at the end once they have chosen a word for each gap. Make sure they take a guess if they don't know the answer so that no gaps are left blank as they are not penalised for incorrect answers.
10. Students check in pairs then check with the whole class. During the whole class check, discuss why the incorrect options are not possible. Point out that the four options are always the same part of speech and all have similar meanings. For example:
    - **26** The options are all about quantity but *size, number and sum* cannot be used with sleep as it is an uncountable and abstract noun,
    - **28** They are all modals used to give advice or a recommendation but only *ought* can be followed by *to*.
11. Divide the class into pairs. Half the pairs should be As and half the pairs should be Bs. Hand out **Student's worksheet 2A and 2B** to the relevant pairs (both partners have the same worksheet). In their pairs, students read through their text and choose 5 words which they want to delete from it. Encourage students to think carefully about the words they choose to delete and choose words which can be guessed using the surrounding language. Either ask students to re-write the text using gaps where the missing words are, or use correction fluid to delete the words they choose. Students then write four options for each gap, one of which must be the answer.
12. Students exchange texts and for homework, try to do their partner's gap fill, using the procedure of read and predict, read and choose answer option and finally read and check.

Suggested follow-up activities

1. In the next class, pair students so the student who created the gap fill checks the answers with the student who completed their gap fill. Encourage students to say which gaps they found difficult and why.
2. Students do sample task 2.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

B1 Preliminary Reading Part 5 – answer keys

Key to Student's Worksheet 1 Exercise 1

a) In Reading Part 5, **students/candidates/you** have to read a text with ten gaps in it and choose the best **word** to fill the gap from a choice of four options.

b) The **texts** are usually factual or a story

c) This part of the paper **tests** both vocabulary and grammar

d) **Read** the example first

e) It is a **good** idea to read the text three times. First, read it without the answer choices and try to predict the **kind/type** of word to use to fill in the gap. Then read the text again and look **at** the answer choices and choose the best one for each gap. Finally read the completed text through again to check it makes sense.

Key to Sample Task 1

26	C	27	A	28	B	29	B	30	D
31	B	32	A	33	C	34	D	35	A

Key to Sample Task 2

26	B	27	D	28	C	29	A	30	B
31	C	32	B	33	C	34	D	35	A

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge
English Qualifications

B1 Preliminary Reading Part 5 – Student's worksheet 1

Exercise 1

a) In Reading Part 5,_____have to read a text with ten gaps in it and choose the best_____to fill the gap from a choice of four options.

b) The_____are usually factual or a story

c) This part of the paper_____both vocabulary and grammar

d) _____ the example first

e) It is a_____idea to read the text three times. First, read it without the answer choices and try to predict the_____of word to use to fill in the gap. Then read the text again and look_____the answer choices and choose the best one for each gap. Finally read the completed text through again to check it makes sense.

Exercise 2

26 Which noun is followed by the preposition *of* and is described in the rest of the paragraph?

27 Which preposition follows *depends?*

28 Which third person singular verb is followed by the preposition *to?*

29 Can we say *sleeping ways* or *sleeping actions?* What are *manners?* What are *habits?*

30 Which of these words means *sufficient?*

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge
English Qualifications

B1 Preliminary Reading Part 5 – Student's worksheet 2A

1. **Read the text and choose 5 words which you want to delete from it.**
2. **Think carefully about the words you choose: make sure they can be guessed using the other language in the text.**
3. **Either re-write the text using gaps where the missing words are, or use correction fluid to delete the words you've chosen.**
4. **Write four options for each gap, one of which must be the answer.**

Last Friday parents helped collect lots of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and invited parents to come and look. All the pupils produced a work of art and each painting went on sale at £5. Hundreds of parents and relations came and, together, they spent over £2,000.

Now try to complete the gaps in the text you're given.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge
English Qualifications

B1 Preliminary Reading Part 5 – Student's worksheet 2B

1. **Read the text and choose 5 words which you want to delete from it.**
2. **Think carefully about the words you choose: make sure they can be guessed using the other language in the text.**
3. **Either re-write the text using gaps where the missing words are, or use correction fluid to delete the words you've chosen.**
4. **Write four options for each gap, one of which must be the answer.**

Now the school is thinking of making the exhibition bigger next year by also contacting businesses which operate in the local area. One of the school-children's parents first had the idea after going to similar exhibitions in her home country, South Africa.

The school has decided to use the money to buy books and CD players. The Head Teacher said he was delighted to see the school so full and he was very proud of the children.

Now try to complete the gaps in the text you're given.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

B1 Preliminary Reading Part 5 – Sample task 1
Part 5

Read the text and choose the correct word for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** all **B** everyone **C** most **D** some

0	A	B	C	D
	-	■	☐	☐

Deep sleep is important for (**0**) E V E R Y O N E . The actual (**26**).....of sleep you need depends (**27**) . . . . . your age. A young child (**28**).....to sleep ten to twelve hours, and a teenager about 9 hours. Adults differ a lot in their sleeping (**29**) . . . . . For most of them, seven to eight hours a night is (**30**)....., but some sleep longer, while others manage with only four hours.

For a good night, having a comfortable (**31**) ..... to sleep is very important. Also, there should be (**32**) ..... of fresh air in the room. A warm drink sometimes helps people to sleep, (**33**).....it is not a good idea to drink coffee immediately before going to bed.

(**34**) .....you have to travel a very long distance, try to go to bed earlier than usual the day before the (**35**) ..... This will help you to feel more rested when you arrive.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

26	**A** size	**B** number	**C** amount	**D** sum
27	**A** on	**B** to	**C** in	**D** of
28	**A** could	**B** ought	**C** must	**D** should
29	**A** ways	**B** habits	**C** manners	**D** actions
30	**A** few	**B** well	**C** less	**D** enough
31	**A** point	**B** place	**C** position	**D** part
32	**A** plenty	**B** much	**C** many	**D** several
33	**A** because	**B** as	**C** although	**D** even
34	**A** Since	**B** Until	**C** After	**D** If
35	**A** trip	**B** event	**C** time	**D** visit

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge
English Qualifications

B1 Preliminary Reading Part 5 – Sample task 2
Part 5

Read the text and choose the correct word for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** much **B** lots **C** several **D** many

Answer:

0	A	B	C	D
	-	■	☐	☐

Last Friday parents helped collect (**0**) L O T S of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and (**26**) ..... parents to come and look. All the pupils (**27**) . . . . . a work of art and (**28**) ..... painting went on sale at £5. Hundreds of parents and relations came and, together, they spent (**29**)..... £2,000.

Now the school is (**30**).....of making the exhibition bigger next year by also contacting businesses (**31**) ..... operate in the local area. One of the school-children's parents first had the (**32**) . . . . . after going to (**33**)..... exhibitions in her home country, South Africa.

The school has decided to (**34**) ..... the money to buy books and CD players. The Head Teacher said he was delighted to see the school (**35**)..... full and he was very proud of the children.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

26	**A**	hoped	**B**	invited	**C**	pleased	**D**	wished
27	**A**	operated	**B**	played	**C**	performed	**D**	produced
28	**A**	few	**B**	some	**C**	each	**D**	all
29	**A**	over	**B**	more	**C**	close	**D**	near
30	**A**	planning	**B**	thinking	**C**	considering	**D**	wanting
31	**A**	what	**B**	who	**C**	which	**D**	whose
32	**A**	memory	**B**	idea	**C**	habit	**D**	choice
33	**A**	same	**B**	likely	**C**	similar	**D**	equal
34	**A**	bring	**B**	add	**C**	join	**D**	use
35	**A**	so	**B**	too	**C**	such	**D**	enough

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.