Cambridge
English Qualifications

B1 Preliminary Reading and Writing Part 3 – teacher's notes

Description

Students work through a sample task in pairs before reflecting on the task in two ways; firstly, how to approach the task, and secondly, on the use of paraphrase, synonyms and antonyms in the text. They also consider how to deal with unknown vocabulary.

Time required:	*50 minutes*
Materials required:	▪ *sample task* ▪ *student's worksheet* ▪ *OHT of Reading and Writing paper general description from Handbook*
Aims:	▪ *to introduce Reading Part 3 and to demonstrate a strategy for answering it* ▪ *to raise awareness of the reading skills involved in this Part* ▪ *to raise awareness of synonyms, paraphrasing and antonyms*

Procedure

1. Hand out the **sample task** and direct students to the instructions. Elicit what the students have to do in this part.
2. Explain that in this part, the text is the longest in the Reading test, that it is factual (i.e. it is intended to inform rather than entertain) and it will often come from an advertisement or a brochure.
3. Give students 30 seconds to skim read the heading and the first paragraph of the text. Elicit what the text is about in this sample task. Ask if any students have any travelled by ship or would like to go on a journey of this kind. Spend a few minutes either as a whole class or in small groups talking about their own experiences or what they expect to read about.
4. Ask students to now look at the whole task. Ask them to briefly discuss in pairs if they think it is better to read the statements or the text first. If there are different opinions, accept them all at this stage.
5. Ask students to read the first statement, to underline the key words and information, and to compare what they have underlined with their partner.
6. Now direct students to the text and ask them to skim and scan the text until they find the relevant area to answer the first question. Ask them to underline the relevant area in the text and compare with their partner.
7. Class discussion of the answer (*A*) and why this is the answer (*you are able to relax and get away from it all. There are no parties …)*
8. Direct students to the next question and ask them to repeat steps 4 – 6.
9. Repeat with all the questions, checking either one by one or all at once depending on the ability of the students.

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10. Hand out the **student's worksheet** and allow students to work through it first individually and then to discuss their answers in pairs. If necessary, check students' understanding of *synonym* (e.g. *like* and *enjoy* are synonyms, they have a similar meaning), *paraphrase* (e.g. *We drove to the beach* and *We went to the sea by car* paraphrase each other, they say the same thing in different ways) and *antonym (*e.g. *exciting* and *boring* are antonyms, they have opposite meanings) before they start.
11. Class discussion of the worksheet questions.
12. Show OHT of the overview of the Reading paper and recap what Part 3 consists of.

Suggested follow-up activities/questions (and answers) [If required]

1. The student's worksheet can be easily adapted for using with alternative sample papers or texts.
2. Explain to your students that in Part 3 they don't need to understand every word in order to do the task and that it is a good reading skill to be able to either ignore or guess a word they don't know and so be able to read quickly without worrying about exact meaning. Take a text which is similar in length and content to a Part 3 text, and delete several content words from each paragraph. Some of the words should be able to be guessed from the context but they should all be unnecessary for understanding the overall meaning of the text. Give each student a copy of the text and ask them to do read it and either guess or ignore the missing words. Set them an appropriate time limit and go round the class, monitoring their progress. Afterwards, discuss with students how important/unimportant the missing words were in doing the task successfully.

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B1 Preliminary Reading Part 3 – answer keys

Key to Student's Worksheet

1. Should you read the statements or the text first? Why?

   It is a better idea to read the statements first, underlining the key words or information which needs to be found. If you read a statement first, you can then look for the same information in the text. You can then ignore any irrelevant information and material which will save you time.

2. Are the statements in the same order as the text? What does this mean about how you do the task?

   The statements are always in the same order as the text. This means that once you've found an answer, you know that the next answer will come in a subsequent piece of text. You can move through the text using the statements to guide you one by one. This is especially useful as the texts may be quite long and so you can use the statements as a guide to the structure of the text, and it saves you time as you don't need to start at the beginning again each time.

3. Are the same words used in the statements and in the texts?

   The same words are not used in the statements and in the texts. Instead, paraphrasing and synonyms are used.

4. What examples of paraphrasing and synonyms can you find between the statements and the text? Try to find at least 5 and fill in the box below.

Word/phrase in statement	Synonym or paraphrase of word/phrase in text
trip	voyage
activities	parties, film shows, quizzes, entertainers
begin	set off
accommodation	cabins
serve themselves	choose from the dining room buffet
In the morning	at sunrise
traditional	old

5. Antonyms (the opposite of a synonym) are sometimes used. Can you find the opposite words/phrases from the statements in the text?

Word/phrase in statement	Antonym in the text
fixed route	change our direction
stay	sail away

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6. Underline any words which you did not understand in the text. Compare with your partner. Did you need to know the meaning of any of these to answer the questions? What should you do when you see a word which you do not understand in part 3?

There may have been a few words which you didn't understand but understanding or guessing these words is not important for answering the questions. You should learn to jump over and ignore these words. You will probably find that your partner underlined the same words that they didn't understand either, showing that they are not intended to be understood at this level. Examples of new words might be *reindeer* and *decks.*

7. Did you need to read the whole text carefully to be able to answer the questions? What kind of reading skills did you use?

You probably managed to do this part by just skimming and scanning and without doing any in-depth reading. This is because it is a factual text and so you don't need to focus on opinion or feeling.

Key to Sample Task

11	A	12	B	13	A	14	B	15	B
16	A	17	A	18	A	19	B	20	A

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B1 Preliminary Reading Part 3 – Student's worksheet

When you have done the sample task, think about the following questions and then discuss your ideas with a partner.

1. Should you read the statements or the text first? Why?

2. Are the statements in the same order as the text? What does this mean about how you do the task?

3. Are the same words used in the statements and in the texts?

4. What examples of paraphrasing and synonyms can you find between the statements and the text? Try to find at least 5 and fill in the box below.

Word/phrase in statement	Synonym or paraphrase of word/phrase in text

5. Antonyms (the opposite of a synonym) are sometimes used in the text. Can you find the opposite words/phrases from the statements in the text?

Word/phrase in statement	Antonym in the text
fixed route	
stay	

6. Underline any words which you did not understand in the text. Compare with your partner. Did you need to know the meaning of any of these to answer the questions? What should you do when you see a word which you do not understand in part 3?

7. Did you need to read the whole text carefully to be able to answer the questions? What kind of reading skills did you use?

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B1 Preliminary Reading Part 3 – Sample Task

Part 3

Read the text about a journey to the Arctic on board a ship.

Decide whether the following sentences (**11 - 20)** are **Correct** or

---

11 This trip is for people who like peace and quiet.

12 Many different activities are organised on board.

13 The voyage begins in Scotland.

14 The ship follows a fixed route.

15 There are different types of accommodation.

16 Passengers serve themselves in the dining room.

17 Whales can be seen in the morning near Tromsø.

18 There are some examples of traditional buildings in Tromsø.

19 The ship stays overnight in Tromsø.

20 Bear Island used to be a busy fishing centre.

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Exploring the Arctic

The Arctic is one of the few places in the world untouched by pollution where you can see nature at its wildest and most beautiful. Join our ship the *Northern Star* from 2 to 18 July, for a 17-day voyage to the Arctic. During the voyage you are able to relax and get away from it all. There are no parties or film-shows to attend, quizzes to enter, or entertainers to watch. However, we do have specialists on board who are willing to answer any of your questions about the Arctic and who will talk about the animals and birds that you see on the trip.

After setting off from Scotland, we go north along the coast of Norway to Bear Island. Along the way you'll see thousands of seabirds and wonderful scenery, with rivers of ice and huge cliffs. You will have the chance to see reindeer, polar bears, and other Arctic animals. Although we have a timetable, experience has shown that we may have to change our direction a little, depending on the weather and on which animals appear.

The *Northern Star* is a very special ship and our past voyages have been very popular. Our cabins all have the same excellent facilities, which include a private bathroom and refrigerator. Our chefs are happy to prepare any food for people on special diets. Choose just what you want to eat from the wide variety available from the dining room buffet. There is a library, shop, clinic and plenty of space for relaxation. If you need some exercise, why not go jogging every morning around the decks, or do some swimming in the indoor pool.

Prices include economy class air travel and 16 nights on board the *Northern Star*, all meals and excursions and all lectures.

Day 1	Board the *Northern Star*.
Days 2–7	We sail slowly north along the coast of Norway, stopping at places of interest.
Day 8	Tromsø. You need to get up at sunrise to see the whales as we sail towards Tromsø. Visit Tromsø to see the Arctic Museum, the cathedral and the beautiful old wooden houses. In the evening we sail away along the west coast to Bird Island, which is excellent for bird-watching.
Days 9–10	Bear Island. We arrive here in the early evening and stay overnight. Bear Island once had an active fishing industry, but today little of this remains. We will explore the island, looking out for Arctic flowers.
Days 11–16	Spitsbergen. A place of mountains and rivers of ice, it is home to a large variety of animals.
Day 17	Leave the ship in Spitsbergen and fly to London from Tromsø.

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B1 Preliminary Reading Part 3 – 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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