

B1 Preliminary Reading Part 4 – Teacher's notes

Description

Learners connect parts of sentences and identify features of language that connect ideas, then write their own alternative endings to sentences. Learners then complete a text using given phrases/sentences to fill the gaps, justifying answers.

Time required: 40–50 minutes

Materials required:

- Student handout (one set cut per pair)
- Sample task scanned for projection
- Sample task (a copy per student)

Aims:

- to familiarise students with B1 Preliminary Reading Part 4
- to identify the features of sentences that enable students to match missing parts of sentences, such as connectors, tenses, reference, content etc.

Procedure

1. Using the **handout**, learners match halves of sentences in pairs, discussing reasons for answers together.
2. Check answers, eliciting which features of language helped learners to get the answers such as connecting words, grammatical tenses and reference words such as relative pronouns or demonstratives.
3. In pairs, learners write their own alternative endings/beginnings for the sentence halves, then read them out and classmates guess which halves they match with. The teacher checks any errors or misconceptions that learners have.
4. Project the **sample task** and go through instructions and the first question. Elicit strategies and approaches for this type of task with questions such as 'which of the options mention something related to feeling tired, doing the same thing every day?'
5. Learners read through the sample task and choose the answers that best fit the gaps. Encourage students to think about reasons why they have chosen an option – are there any grammatical or lexical clues?
6. Learners discuss their answers with a partner, justifying answers and discussing any differences in reasoning.
7. Check answers as a whole class, eliciting learners' answers and directing questioning to incorrect answers to elicit self-correction, discuss any doubts learners have.

8. Collect some feedback as to how students approached the task. Summarise strategies they used and discuss how they could do it better next time. This is a very important stage and is an opportunity to tell students how they should approach Part 4 (see **Additional information** for ideas on areas to work on in order to help students improve at this part of the test).

Additional information

- Train students in skim reading skills to read through the text quickly before starting.
- Train students to pay attention to pronouns in the extracts, and check what they refer to in the text.
- Train students to use any conjunctions or phrases to help them.
- Train students to watch out for verb tenses and make sure the sequence is logical.
- Give plenty of intensive practice looking at coherence and cohesion of texts.
- Encourage students to check that answers fit both the preceding and subsequent text.
- Encourage students to read the whole text through when they have finished checking for inconsistencies.
- Set time limits so students allow themselves enough time for this section, but not so much as to detract from the other parts of the paper

B1 Preliminary Reading Part 4

Answer key

Sample task

16. G

17. E

18. F

19. B

20. D

B1 Preliminary Reading Part 4**Student handout**

- | | |
|---|---|
| 1) I was paid some extra money this month | so I bought a new coat |
| 2) When I looked in the fridge | somebody had eaten all the cheese. |
| 3) I like to watch football matches | when I have some free time |
| 4) I don't have any money left | because I bought a new coat |
| 5) They play at Goodison Park | which is one of the oldest football stadiums in the world |
| 6) I bought some Belgian chocolates | those are my favourites |
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B1 Preliminary Reading Part 4

Sample task

Part 4

Questions 16 – 20

Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day.

16

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life. 17 I had some diving experience, and the more I talked about it, the more I wanted to do it. So I contacted the organisation. One week later they offered to send me to the island and I accepted. 18 After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home.

As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible.

19

I felt so lucky to be able to experience that every day.

In fact I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving. My desk is a picnic table 10 metres from the best beach on the island. Of course not everything about my new life is perfect. 20 However, I can't imagine going back to my old life.

- A That's why I knew it was a terrible plan.
- B I had trained in icy water in the UK so the crystal clear warm water felt amazing.
- C They always ask lots of questions.
- D I work far harder than I used to.
- E I began joking to friends about sending in an application.
- F Afterwards, some people were surprised by my decision but I wasn't too worried.
- G I decided I needed a break.
- H I needed to explain that first.