

## B1 Preliminary for Schools Reading Part 2

### Description

This lesson plan has been created to help students prepare for B1 Preliminary for Schools Reading Part 2. This lesson plan can be delivered face to face or online. The ‘online options’ column gives teachers ideas about how the stages could be adapted for teaching online.

In this lesson learners are given opportunities to discuss cycling and learning new skills. Learners explore, apply, and then reflect upon a series of strategies for successful completion of B1 Preliminary for Schools Reading Part 2.

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**Time required:** 60 minutes

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**Materials required:**

- B1 Preliminary for Schools Reading Part 2
- Key exam information handout
- Exam strategies handout
- Prepared presentation/PowerPoint slides

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**Aims:**

- To discuss the topic of cycling and learning new skills
- To develop strategies for B1 Preliminary for Schools Reading part 2
- To develop learners’ ability to identify key information within factual texts.

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### Procedure

Lesson Stages	Online options
Welcome students.	Ask learners to say hello to confirm they can see and hear you.
<p><b>Lead in</b></p> <p>Tell learners that someone recently helped you learn how to do something (but don’t tell them what that is!), and they must ask you questions to work out what it is. You will answer truthfully, but only with a ‘yes’ or ‘no’. If they can work it out in less than 20 questions – they win. If not, you win.</p> <p>Put learners into groups and instruct them to repeat the activity, but with a student who has recently learned or taught someone how to do something, answering the groups questions. Repeat.</p> <p>Elicit <i>what</i> people learned how to do, <i>how</i> they learned – and <i>who</i> did the teaching. How did they know the people who taught them? Were any of them professionals? Record some suggestions on the board.</p>	<p>Learners in smaller classes may share ideas using their microphone and benefit from the speaking practice.</p> <p>Allowing learners in larger classes to share ideas through the platform’s chat function enables everyone to participate.</p>
Introduce Nancy, 14, and explain that she wants to get better at cycling.	<b>If you are able to manage this safely</b> , complete this group task in breakout rooms otherwise



- Ask students for their advice, what should she do?
- Would any of the students' methods of learning be suitable?

Instruct learners to discuss in pairs, then feedback.

*Try to elicit that a cycling instructor or a course could be helpful. But there are lots of courses available and it's important to choose the right one.*

substitute this for a whole-class.

### Identifying key information

Put students in groups of five and distribute the cut-up descriptions of people (Handout 1) so that each student has one description.

Explain that they each have descriptions of different people and what they need. Each description contains four important pieces of information. Ask students to read their information carefully and underline/identify the four separate important pieces of information.

Distribute Handout 2 – 'Key information sheet'. Instruct learners to complete it with information about the 5 students. They will need to collaborate with their groupmates in order to successfully complete it. Encourage them to paraphrase, writing it in their own words.

Share editable versions of the handouts in advance of the lesson.

**If you are able to manage this safely**, complete this group task in breakout rooms. Otherwise give each student all five descriptions, and prompt them to underline/note the key information for each (after doing the first one, Nancy, together as an example).

Learners can then individually complete Handout 2 – Key information sheet.

### Practice - Reading for detail

1. Distribute Handout 3 – Sample task. Instruct learners to read the texts carefully, referring back to handout 2, and underlining any details that are mentioned in both.

2. Instruct learners to tick boxes on handout 2 if they find matching information in a text. For example:

Who are very good cyclists?

*Markus and Josh*

What ability level is required for course A?

*Very good skills.*

So tick 'Markus' and 'Josh' in column 'A'

3. Instruct learners to work individually to complete handout 2.

Demonstrate completion of handout 2 on an onscreen whiteboard.

<p>4. Instruct learners to compare answers in their group, justifying them with reference to the text.</p> <p>5. Instruct learners to choose the best course for each person. Manage feedback, prompting learners to justify their answers.</p>	
<p><b>Reflection</b></p> <p>Distribute handout 4 – Exam strategies. Instruct learners to complete it individually before comparing with their partner.</p> <p>Check answers.</p> <p>Distribute handout 5 – Key exam information. Instruct learners to complete it individually before comparing with their partner.</p> <p>Instruct learners to consider and make notes about the following reflection questions.</p> <ol style="list-style-type: none"> <li>How confident do you feel about this exam task?</li> <li>How could you prepare for this task?</li> <li>What did you find most difficult about this exam task?</li> <li>What could you do to improve in this area?</li> </ol> <p>Learners discuss their answers in pairs or small groups, noting additional potential solutions.</p> <p>Potential solutions:</p> <p><i>Reading a variety of texts can be helpful. When reading, consider the main points being made and how those ideas could be expressed with different words.</i></p> <p><i>(Limited vocabulary and an inability to paraphrase can block learner success in this exam task. When learning new vocabulary, learners can record antonyms and synonyms. Classroom activities which require paraphrasing may also be beneficial).</i></p>	<p>Share editable versions of the handouts in advance of the lesson. Ask learners to share their answers in the chat.</p> <p>Create a poll (for example, <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>) incorporating statements ‘Handout 5 - Key exam information’. Get students to respond, indicating whether they are true or false.</p> <p>Elicit reasons for false answers using chat.</p> <p>Ask reflection questions one at a time, giving learners time to think individually before sharing their ideas in a group chat box.</p>
<p><b>Extension task: Speaking and writing</b></p> <p>Give learners some individual thinking time to consider and note the features of their perfect English course. Allow them to share ideas with group mates.</p> <p>Refer learners to the sample exam task and elicit some key features of the texts (short, snappy title at the top – an informal style featuring questions which are answered, details of the course and days/times at the bottom).</p> <p>Instruct learners to write their own short adverts (for their ideal English</p>	<p>Share texts through an online collaborative tool (for example, Padlet).</p>

course).

Stick them up around the walls and allow learners to walk around and read each other's, choosing the course (other than their own) that they would most like to take.

As homework or a further extension task, challenge learners to take their adverts, and create another version through the use of paraphrasing and synonyms.

Either write them in a document to upload to your platform or use a tool such as Padlet.

Learners read the texts, replying with further questions – and indicating which, if any, they'd like to join (which authors are encouraged to reply to).

## Materials

### B1 Preliminary for Schools Reading Part 2

#### Handout 1 (to cut up)

Cut up the following descriptions of people and give one to each student

6



Nancy is fourteen and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only free at the weekends.

7



Markus is an excellent cyclist and he wants the excitement of riding on countryside and woodland tracks. He'd also like to learn more about looking after his bike. He can't attend a morning course.

8



Ellie is nine and knows how to ride her bike, but isn't confident about starting and stopping. She'd love to meet other cyclists with a similar ability and have fun with them.

9



Leo can't cycle yet, and wants to learn on his own with the teacher. He'd prefer a course with sessions twice a week. He'd also like some practical information about cycling clothes and equipment.

10



Josh is eleven and a skilled cyclist. He's keen to learn to do exciting cycling tricks in a safe environment. He'd like to be with people of a similar age.

## B1 Preliminary for Schools Reading Part 2

(Handout 2)

		A	B	C	D	E	F	G	H
6. Nancy		14 years old.							
7. Markus									
		Isn't free in the mornings.							
8. Ellie		9 years old.							
9. Leo		He can't cycle yet.							
10. Josh		11 years old.							

## B1 Preliminary for Schools Reading Part 2

### Sample paper

#### Cycling Courses

**A Two Wheels Good!**

Mountains! Rivers! Forests!  
Our 'off-road' course offers you the chance to get out of the city. You'll need very good cycling skills and confidence. You will be with others of the same ability. Expert advice on keeping your bike in good condition also included.  
Mondays 2.00 pm–6.00 pm or Fridays 3.00 pm–7.00 pm.

**B On Your Bike!**

Can't ride a bike yet, but really want to? Don't worry. Our beginners-only group (4-10 pupils per group) is just what you're looking for. Excellent teaching in safe surroundings. Makes learning to cycle fun, exciting and easy.  
Mondays 9.00 am–11.00 am and Thursdays 2.00 pm–4.00 pm.

**C Fun and Games**

Do you want some adventure? Find out how to do 'wheelies' (riding on one wheel), 'rampers' (cycling off low walls), 'spins' and much more... We offer a secure practice ground, excellent trainers and loads of fun equipment. Wear suitable clothes. Only for advanced cyclists. (Age 11–12)  
Saturdays 1.00 pm–4.00 pm.

**D Pedal Power**

A course for able cyclists. We specialise in teaching riders of all ages how to manage difficult situations in heavy traffic in towns and cities. We guarantee that by the end of the course, no roundabout or crossroads will worry you!  
Saturdays 2.00 pm–4.00 pm.

**E Cycling 4 U**

Not a beginner, but need plenty of practice? This course offers practical help with the basics of balancing and using your brakes safely. You'll be in a group of pupils of the same level. Improve your cycling skills and enjoy yourself at the same time! Open to all children up to the age of ten.  
Sundays 10.00 am–12.00 pm.

**F Bike Doctors**

Have you been doing too many tricks on your bike? Taken it up mountains and through rivers? Then it probably needs some tender loving care. Bike Doctors teach you to maintain and repair your bike. (Some basic equipment required.)  
Ages 11-19 Tuesdays 9.00 am–12.00 pm or Wednesdays 3.00 pm–6.00 pm.

**G Safety First**

We teach cycling safety for the city centre and country lane biker. We'll teach you the skills you need to deal with all the vehicles using our busy roads. All ages welcome from 10+. Thursdays 9.00 am–11.00 am.

**H Setting Out**

A course for absolute beginners needing one-to-one instruction to get off to a perfect start. We also give advice on helmets, lights, what to wear and much more. A fantastic introduction to cycling! Mondays and Tuesdays 9.00 am–11.00 am.

## B1 Preliminary for Schools Reading Part 2

### Exam strategies

Put the suggested steps for completing Reading Part 2 in the correct order.

#### What should I do?

A. Read the instructions carefully

B. Read through the five descriptions of the people and underline or note the key information

C. Read through all eight texts carefully, underlining any matches within them.

D. Re-read each question again and choose the best matching text for it.

E. As you do this, consider other ways of describing these details.



**B1 Preliminary for Schools exam – Reading Part 2**

## Key exam information

Exam information	True or false?
You must read and understand the descriptions of five different people.	
From a selection, you must identify the most suitable text for each person.	
The people do not share any characteristics.	
There are several possible correct answers for each person.	
You must search the texts for the same words found in the descriptions of people.	
This section of the exam tests your ability to read for detail and paraphrase.	

## Answer key:

### Sample test

- 6. D
- 7. A
- 8. E
- 9. H
- 10. C

## B1 Preliminary for Schools exam – Reading Part 2

### Exam strategies

#### What should I do?

A. Read the question carefully

B. Read through the five descriptions of the people and underline or note key information.

E. As you do this, consider other ways of describing these details.

C. Read through all eight texts carefully, underlining any matches within them.

D. Re-read each question again and choose the best matching text for it.

## B1 Preliminary for Schools exam – Reading Part 2

### Key exam information

Exam information	True or false?
You must read and understand the descriptions of five different people.	<b>True</b>
From a selection, you must identify the most suitable text for each person.	<b>True</b>
The people do not share any characteristics.	<b>False. The people may have some of the same characteristics.</b>
There are several possible correct answers for each person.	<b>False. There is a text that matches each person better than any other.</b>
You must search the texts for the same words found in the descriptions of people.	<b>False. Word spotting can be dangerous as similar texts will contain the same vocabulary, but the use or meaning will be different.</b>
This section of the exam tests your ability to read for detail and paraphrase.	<b>True</b>