

B1 Preliminary for Schools Reading Part 3

Description

This lesson plan has been created to help students prepare for B1 Preliminary for Schools Reading Part 3. 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 the characteristics of hobbies in general and theirs in particular. Learners explore, apply, and then reflect upon a series of strategies for successful completion of B1 Preliminary for Schools Reading Part 3. These involve skim reading, intensive reading and inferring meaning from a text.

Time required: 60 minutes (can be extended or shortened as required)

Materials required:

- B1 Preliminary for Schools Reading Part 3 sample task
- Images of hobbies
- Exam information handout
- Exam strategies handout
- Prepared presentation/PowerPoint slides

Aims:

- To discuss hobbies
- To develop the skill of skimming a reading text for important information
- To develop learners' ability to infer attitude, opinion and feelings from a text
- To develop strategies for the B1 Preliminary for Schools Reading part 3.

Procedure

Lesson Stages	Online options
Welcome students	Ask learners to say hello to confirm they can see and hear you.
<p>Lead in</p> <p>Show learners a selection of images that represent a range of hobbies (ideally some that relate to theirs) including a selection of individual/group, indoor/outdoor pursuits, creative and competitive pursuits. Ensure one tennis-related image is included. Access and download high-resolution royalty-free images at https://unsplash.com/ or similar sites.</p> <p>Reveal the following questions one at a time:</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</p>

1. What do they all have in common? (hobbies)
2. Which could be the odd one out? Why?
3. What are your hobbies and what do you like about them?

Example images from unsplash.com:



After giving individual thinking time, prompt learners to share and justify their answers. Note that there are no 'correct' answers to this activity. The objective is for learners to consider and discuss the relationships between the images, their own hobbies and reasons for wanting to do them.

enables everyone to participate.

Focus learners on the tennis image and explain that they will read a text about tennis. Show the title and subheading.

Play to win

16-year-old Harry Moore writes about his hobby, tennis.

Put learners in pairs/groups and challenge them to list as many words or phrases that they expect to find in the text as possible.

Manage feedback, asking each group the number of words they listed. Get feedback from pairs with fewest ideas first, then ask others to add any extras.

If possible, enable learners to share ideas in groups through online collaborative tools (for example, by creating googledocs for each group).

Otherwise, guide learners to individually share their ideas with the platform's chat function.

Ask learners to consider ways of categorising the words they have listed. After giving individual thinking time, prompt learners to share and justify their answers. Note that there are no 'correct' answers to this activity, but suggestions could include items of equipment, people, places, events, actions. Acknowledge particularly interesting answers.

Elicit the benefits of considering a topic before reading or listening about it:

- It helps you remember what you already know about a topic.
- It helps you to predict what you may hear or read.
- It can make it easier to understand the text – and make it more

<p>interesting as you check if your predictions were correct.</p>	
<p>Preparing to skim</p> <p>Explain that learners will read the 350-word text by Harry Moore. They have 30 seconds to answer the following questions:</p> <ul style="list-style-type: none"> • Has Harry recently started playing tennis? • Has Harry ever had a negative experience when playing tennis? <p>Before looking at the text, present learners with the following statements:</p> <p>When skimming, I need to:</p> <ol style="list-style-type: none"> 1. understand every detail of the text (<i>False</i>) 2. get a general understanding of the text (<i>True</i>) 3. read every word of the text, slowly and carefully (<i>False</i>) 4. look at the title, the sentences at the start of paragraphs, and let my eyes move over the whole text, looking for frequently occurring words or themes (<i>True</i>) 5. I skim texts in my first language when... <p>Allow learners to consider the statements individually before deciding in pairs whether they are true or false.</p> <p>Ask learners when they skim read in their first language (for example looking through a list of films to check what time your film starts at the cinema).</p>	<p>Explain the task using your microphone, or your onscreen presentation.</p> <p>Create a poll (for example, https://www.mentimeter.com/) incorporating statements 1-4. Get students to respond, indicating whether they are true or false.</p> <p>Prompt learners to share examples of when they skim read in the chat.</p>
<p>Skim reading</p> <p>Display text for 30 seconds as learners skim.</p> <p>Learners to share their answers – and where they were found, in pairs.</p> <p>Teacher to elicit answers:</p> <ul style="list-style-type: none"> • Has Harry recently started playing tennis? (<i>false – he started at a young age</i>) • Has Harry ever had a negative experience when playing tennis? (<i>yes</i>) <p>This information was contained in</p> <ul style="list-style-type: none"> • opening sentences of each paragraph • frequent references to ‘my coach’ and ‘tournaments’ throughout the text <p>Clarify that learners can quickly get a general understanding of a text from its writer, topic, the type of text, the opening sentences to paragraphs, the title, captions accompanying images and frequently occurring words or themes. These are the areas where key information can often be found.</p>	<p>Either display the text for a limited time using your platform’s screen-share function – or share it with them beforehand.</p>
<p>Exam knowledge</p> <p>Explain that the text is from Reading Part 3 of the B1 Preliminary for</p>	<p>Copy and paste the first</p>

<p>Schools exam.</p> <p>Give learners the 'B1 Preliminary for Schools exam Reading Part 3 Key exam information' handout. Instruct learners to complete it based on their current knowledge of the exam.</p> <p>Prompt learners to compare answers. Explain that learners will discover the answers as they complete the task. They can update the handout later in the lesson.</p> <p>Clarify that in this task candidates have to show they can understand an opinion or attitude expressed in a text. Preparing for this task may also help them express themselves in a variety of ways.</p>	<p>statement from the 'B1 Preliminary for Schools exam Reading Part 3 Key exam information' handout into your platform's chat.</p> <p>Give learners time to share their answer, before repeating with the other questions.</p> <p>Do not confirm correct answers as learners will discover these themselves.</p>
<p>Exam strategies</p> <p>1. Focus learners on the first question (question 11).</p> <div data-bbox="92 887 919 1104" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>11 Harry thinks he said that he was going to be a tennis champion in order to</p> <ul style="list-style-type: none"> A please his parents. B get some attention. C annoy his older brother. D persuade people that he was serious. </div> <p>Elicit what the question tells us: <i>That Harry gave a reason for thinking he'd become a tennis champion (we just don't know what that is until we read the text).</i></p> <p>Instruct learners to identify the paragraph in the sample paper that question 11 refers to (<i>first paragraph</i>).</p> <p>Focus learners on the first option; 'A. please his parents' Instruct them to read the first paragraph carefully and decide whether Harry writes about:</p> <ul style="list-style-type: none"> • his parents? (<i>yes</i>) • pleasing them? (<i>no</i>) <p>Learners consider whether option 'A' is correct, incorrect, or if they're not sure – and to mark it with a 'Y', 'N' or '?' accordingly.</p> <p>Instruct learners to individually repeat the process with the remaining options for question 11.</p> <p>Learners compare answers in pairs, justifying them with reference to the text.</p> <p>Elicit reasons for – and challenges associated - with eliminating the incorrect options. <i>(Although some keywords from the text were repeated in the options, they did not express the same ideas. Words from the text are included within incorrect options – this stops candidates looking for and matching individual words without having a deeper understanding of the ideas and</i></p>	<p>If possible display the text using your platform's whiteboard, ask learners to highlight areas of text that contain key information (if this gets too difficult to manage, then you can ask learners to tell you which areas to highlight).</p> <p>Instead of comparing answers in pairs/groups, pose questions one-by-one, giving learners individual thinking time before prompting them to share answers with the platform's chat function. This allows everyone to actively participate.</p>

<p><i>attitudes expressed in the text).</i></p> <p>Elicit reasons for selecting the correct option. <i>b – he wanted to be ‘noticed’ = ‘get some attention’. The question is paraphrased in the text and synonyms are used. Learners must understand the general meaning conveyed by the text and identify an option that conveys it, although in different words.</i></p> <p>Give learners the ‘B1 Preliminary for Schools exam – Reading Part 3 Exam strategies’ handout and instruct them to complete it individually.</p> <p>Check answers in pairs before confirming.</p>	
<p>Practice</p> <p>Instruct learners to complete question 12 individually, referring to their ‘B1 Preliminary for Schools exam – Reading Part 3 Exam strategies’ handout.</p> <p>Compare answers in pairs, justifying why options were eliminated or identified as correct. Teacher to clarify.</p> <p>Repeat above process with remaining questions 13-15.</p> <p>Ask whether learners encountered many of the tennis-related words they thought of at the beginning of the lesson.</p>	<p>Learners could either complete this during the current ‘live’ lesson or do it individually before the next lesson when answers are shared, and feedback provided.</p>
<p>Task reflection</p> <p>Instruct learners to update their ‘B1 Preliminary for Schools exam – Reading Part 3 exam information’ handout.</p> <p>Instruct learners to consider and make notes about the following reflection questions.</p> <ol style="list-style-type: none"> How confident do you feel about this exam task? What does the task assess? Where could you get further practice? What did you find most difficult about this exam task? What could you do to improve in this area? <p>Learners to discuss their answers in pairs or small groups, noting additional potential solutions.</p> <p>Potential solutions:</p> <p><i>Reading a variety of texts, especially those that express opinions and attitudes can be helpful. When reading, consider other ways of expressing the writer’s ideas with different words or phrases.</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</i></p>	<p>Create a poll (for example, https://www.mentimeter.com/) incorporating statements B1 Preliminary for Schools exam – Reading Part 3 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>

record antonyms and synonyms. Classroom activities which require paraphrasing may also be beneficial.

Extension task: personalising the topic and themes

Instruct learners to make brief notes about one of their hobbies:

- Adjectives they use to describe it
- Why they started doing it
- The people and equipment it involves
- Some advice for a beginner
- What they have learned from doing it.

Demonstrate activity by prompting learners to ask you questions about your hobby – before guessing what it is.

Put learners in pairs/small groups and instruct them to take turns interviewing each other about their hobbies – before guessing what it is.

Monitor, then manage feedback by asking learners to share interesting responses.

To provide reading and writing practice:

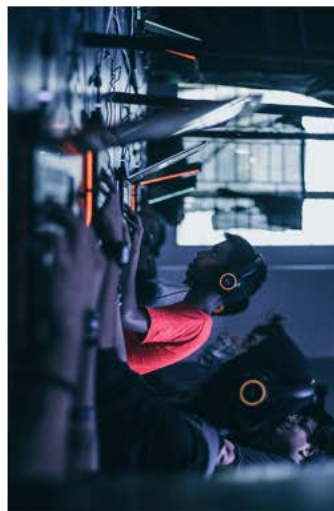
Allocate each learner a number and instruct them to note their answers to the questions (without stating the name of their hobby) in a corresponding area of a shared document (google doc or Padlet).

Learners then attempt to identify each of the hobbies based upon their description.

An energising alternative could be to have a game of **20 questions** in the chat.

Materials

Example images



Images from unsplash.com

B1 Preliminary for Schools exam – Reading part 3

Sample paper

Questions 11 – 15

For each question, choose the correct answer.

Play to win

16-year-old Harry Moore writes about his hobby, tennis.

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious, I was just a 4-year-old kid!

Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day.

11 Harry thinks he said that he was going to be a tennis champion in order to

- A please his parents.
- B get some attention.
- C annoy his older brother.
- D persuade people that he was serious.

12 How did Harry feel after his first important competition?

- A confused about his defeat.
- B proud to be a member of the winning team.
- C ashamed of the way he treated another player.
- D amazed that he had got so far in the tournament.

13 What does Harry try to remember when he's on the court?

- A Don't let the other player surprise you.
- B Follow your game plan.
- C Respect the other player.
- D Don't keep thinking about your mistakes.

14 What does Harry say about his behaviour in tournaments?

- A He broke his racket once when he was angry.
- B He stays away from players who behave badly.
- C He tries to keep calm during the game.
- D He found it difficult to deal with one judge's decisions.

15 What might a sports journalist write about Harry now?

A

Harry needs to believe in his own abilities and stop depending on good luck when he plays.

B

Harry has really grown up since his first tournament and discovered that tennis is a battle of minds not just rackets.

C

Harry looked exhausted when he finished his last match so maybe he should think about working out.

D

Harry could be a great player but he needs to find a coach to take him all the way to the big competitions.

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Exam information

Are the following statements true or false? If false, explain why.

Exam information	True or false?
The questions are all multiple choice?	
The last question is a general question about the whole text.	
The first four questions appear in a different order to the information in the text.	
The final question only relates to information contained in the final paragraph.	
The questions focus on feelings, opinions and attitudes, not just facts.	
Sometimes more than one answer is possible.	
Incorrect options may contain words from the text.	

B1 Preliminary for Schools Reading Part 3

Exam strategies

Put the suggested steps for completing Reading Part 3 in the correct order.

What should I do?

A. Skim the text looking at the title, subheadings and topic sentences to get a general idea of the text and how it is organised.

G. When answering the final question consider ideas from the whole text, not just one part of it.

B. Choose the correct answer.

C. Carefully read question 11 and identify the paragraph that contains the information you need to complete it.

D. Carefully read the first option. Then carefully read the text and decide whether it is correct, incorrect, or you are not sure.

E. Repeat with the other options, underlining text that contains important information.

F. Repeat the process with questions 12-15.

Answer key:

Sample test

11. B I just intended for them to notice me
12. A I couldn't believe I'd lost ... I couldn't explain the result.
13. D If I lose a point, I do my best to forget it and find a way to win the next one.
14. C Once I got so angry ... My coach has helped me develop ways to control those feelings.
15. B After that, I decided to listen more carefully...I realised you need the right attitude to be a winner

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Exam information

Exam information	True or false?
The questions are all multiple choice	True
The last question is a general question about the whole text.	True
The first four questions appear in a different order to the information in the text.	False, they follow the order of the information in the text
The final question only relates to information contained in the final paragraph.	False, the final question refers to the whole text
The questions focus on feelings, opinions and attitudes, not just facts.	True
Sometimes more than one answer is possible.	False, only one answer choice is correct and you should know why the other answer choices are not possible
Incorrect options may contain words from the text.	True

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Exam strategies

What should I do?

A. Skim the text looking at the title, subheadings and topic sentences to get a general idea of the text and how it is organised.

C. Carefully read question 11 and identify the paragraph that contains the information you need to complete it.

D. Carefully read the first option. Carefully read the text and decide whether it is correct, incorrect, or you are not sure.

E. Repeat with the other options, underlining text that contains important information.

B. Choose the correct answer.

F. Repeat the process with questions 12-15.

G. When answering the final question consider ideas from the whole text, not just one part of it.