Cambridge English Qualifications

B1 Preliminary Reading Part 3 – Teacher's Notes

Description

After looking briefly at a sample task, students skim read the text to find out the topic and general meaning before reading more specifically, working through the sample task and thinking about why three of the multiple-choice options are wrong. They then answer true/false questions on a worksheet about Part 3 and consider a strategy for tackling this task.

Time required:	45 minutes
Materials required:	▪ Student handout (one per pair) ▪ Sample task ▪ Projection of Reading Paper general description from the Handbook for teachers ▪ Different coloured pens for each student (if possible, 3 colours each)
Aims:	▪ to introduce Part 3 of the Reading paper and the types of text and question used ▪ to give practice in answering multiple choice questions

Procedure

1. Get students to discuss in pairs/small groups how they feel about cycling and what its advantages are as a hobby.
2. Show the projected slide of the general description of the Reading Paper, direct students to Part 3 and go through it with them. Hand out the **sample task** and explain that the first step is to read the text fairly quickly to find out the topic and general meaning of the text. Give students 2 minutes to read it. Set the following focus questions:

    • **Who is the article about?** (an artist, Peter Fuller talking about his hobby, cycling)

    • **Who is the writer?** (Peter Fuller)

    • **What is the text about?** (his hobby, cycling)
3. Check their answers and then have a brief discussion about why cycling might appeal to an artist.
4. Direct students to the questions and ask them to read them carefully. Explain that questions 11, 12, 13 and 14 follow the order of information in the text, and the last question, question 15 is about global meaning. It is probably best to read the final question at the start so students are aware of it while they are reading for gist the first time they read. The other questions follow the

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same order as the text and might be better to read before the second, more detailed reading of the text.

5. Direct students to the first question and ask them to re-read it and underline key information. Then ask them to read the text again carefully until they find the relevant section for the question. They should then look at the answer choices, decide which are incorrect and which one is correct. They should keep referring back to the text to do this. Ask students to underline where possible the information that gave them the answer. If possible, students should do the underlining for this question using one of their coloured pens.

6. Students compare their answers in pairs.

7. Ask students to do the same for the next three questions (using different colours), and then the last question, which will involve reading the text as a whole again.

8. Whole class check. To do this, ask students to explain where in the text they found the answer and how this relates to the answer choice. For each question, also elicit or explain why the other three answer choices are not correct (e.g. Q11 answer C is correct as the text states 'more importantly … it leaves you no time to worry about what's going on', the other answers are either mentioned or hinted at but the phrase 'more importantly' shows that this is the main reason he enjoys mountain biking. Of the other answers, A is alluded to in the mention of 'countryside' but not directly stated, B is not stated at all, and the word 'concentrate' from question D is used but in a different context – 'concentrate' on cycling and not on his work). It is also worth making students aware of the distinction between 'assumed' and 'stated' information. Learners might assume that Peter enjoys the views while cycling in the countryside but if it is not stated in the text then they should avoid this answer

9. Give out the **handout** to pairs of learners. They decide if each statement about Reading Part 3 is true or false based on their experience with the sample task. Manage whole class feedback on this task, eliciting self/peer correction of misconceptions about the task.

10. Write the following steps on the board in a random order and ask students to put them in the most logical order for the procedure for answering Reading Part 3.

• Read the instructions

• Read the title

• Read the text quickly to find out the topic, writer's general meaning/opinion

• Read the text again carefully

• Read the questions

• Answer the first four questions one by one by referring back to the text

• Answer the last question by referring to the whole text

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B1 Preliminary Reading Part 3
Answer key
Sample task

11. C
12. C
13. D
14. A
15. B

Student handout

1. The questions are all multiple choice**.**

True (there are four options for each question, one correct and three distractors)

2. The first and last questions are global questions about the whole text.

False (only the last question focuses on global meaning)

3. The first four questions are in random order compared to the information in the text.

False (they follow the order of the text)

4. The final question looks different from the other questions.

True (the final question is longer - up to 90 words are possible)

5. The questions ask about attitudes and opinions, not just facts.

True

6. You don't need to read the text in detail to answer Part 3.

False (to find out about attitudes and opinions you will need to read the text carefully)

7. Paraphrasing is not important in Part 3.

False, as in the other parts on the Reading Paper, paraphrasing is often used

8. Sometimes more than one answer choice is possible**.**

False (only one answer choice is correct and you should know why the other answer choices are not possible)

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B1 Preliminary Reading Part 3
Sample task

Part 3

Questions 11 – 15

For each question, choose the correct answer.

Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

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11 Peter enjoys mountain biking because

A it gives him the opportunity to enjoy the views.
B he can use the time to plan his work.
C he is able to stop thinking about his problems.
D it helps him to concentrate better.

12 What does Peter say about cycling during his childhood?

A He is sorry he didn't take more care of his bike.
B His friends always had better quality bikes than he did.
C His bike wasn't suitable for the activities he was doing.
D He was more interested in designing bikes than riding them.

13 Peter says he returned to cycling after several years

A because he had become unfit.
B so that he could enter races.
C in order to meet new people.
D to replace an activity he had given up.

14 How does Peter feel about cycling now?

A He is proud that he is still so fast.
B He is keen to do less now that he is older.
C He regrets the fact that he can no longer compete.
D He wishes more people were involved in the sport.

15 What would be a good introduction to this article?

A
For Peter Fuller, nothing matters more than mountain biking, not even his career. Here, in his own words, he tells us why.

B
Artist Peter Fuller takes mountain biking pretty seriously. Here he describes how it all began and what he gets out of it.

C
In this article, Peter Fuller explains how he became an artist only as a result of his interest in mountain biking.

D
After discovering mountain biking late in life, Peter Fuller gave up art for a while to concentrate on getting as good as possible.

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B1 Preliminary Reading Part 3
Student handout

Decide if the statements are True or False with a partner:

1. The questions are all multiple choice.
2. The first and last questions are general questions about the whole text.
3. The first four questions are in a random order compared to the information in the text.
4. The final question looks different from the other questions.
5. The questions ask about attitudes and opinions, not just facts.
6. You don't need to read the text in detail to answer Part 3
7. Paraphrasing is not important in Part 3.
8. Sometimes more than one answer choice is possible.

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