

B1 Preliminary for Schools Reading Part 5 – Teacher’s notes

Description

Students read part of a gapped text to identify topic and gist. They try to predict some of the missing words by focusing on meaning and words around the gaps. After trying to do the Part 5 task they complete a worksheet which helps them confirm their answers. They discuss true/false statements about Part 5 and procedure for answering it.

Time required:	50 minutes
Materials required:	<ul style="list-style-type: none"> ▪ Student handout ▪ Sample task
Aims:	<ul style="list-style-type: none"> ▪ to introduce Part 5 ▪ to practise a procedure for answering it

Procedure

1. Write **A car needs...** on the board and ask the class for ways to fill the gap. Fill the gap with the word ‘chocolate’ and ask students if they’ve heard of such a car.
2. Write the following sentence on the board

Scientists have built a 300kph racing car that _____ chocolate as a fuel!

Ask students to suggest possible words that fill in the gap. They may come up with a range at this stage so accept any that are possible. If students don’t come up with a correct answer, give them the choice of the following words: **works, uses, asks, produces**. Invite students to consider each word in the gap and choose which one is correct.

Explain that this is the task in Part 5. Candidates must read a text with gaps in and for each gap they are given a choice of four words to fill it. The answer choices are always the same part of speech, e.g. in this example they are all verbs, but they could all be prepositions, adjectives, nouns etc.

3. Give out the **handout**. Ask students to read the text in Section A, ignoring the gaps for the moment. Explain that this is the first part of the text, but without the answer choices. Put students in pairs to briefly discuss what the rest of the text might be about and ask a few students to share their ideas with the class. Explain that the first step is always to quickly read the text through to get an idea of what it is about and that this is possible even with the gaps.
4. Hand out the sample paper Part 5. Ask students to read through the complete text briefly to find out if their predictions about the content of the text were correct.
5. Ask students to read the complete text again, more carefully, and to try to predict some of the missing words without the answer options. Explain that this forces you to think carefully about the

meaning, even if you don't manage to find an answer. Explain also that the clues about the missing word are found in the surrounding language at both a sentence and full text level. Put students in pairs briefly to discuss their ideas.

6. Direct students to the answer choices. Ask students to try to put each word into the gap and then re-read the sentence and choose the answer which fits best with the whole sentence. Encourage them to take a guess if they are not sure. Ask them to re-read the complete text with their answer choices at the end.
7. Direct students to Section B of the handout. Ask them to use the questions here to guide them to the correct answer, or as a check of their answers.
8. Students compare in pairs.
9. When they are happy with their answers, ask students to re-read the text a final time as a last check.
10. Go over the answers with the class and answer any questions that arise.
11. Elicit the following steps in the procedure for Part 5 by giving them the first two steps and asking them to build up the procedure from then on. Write it on the board and ask students to copy it into their notebooks.
 - briefly read the text as a whole to find out the topic and general meaning
 - look at the example, to fill the first gap
 - read the first sentence that contains a gap
 - predict possible words for the gap as far as possible
 - look at the answer choices and choose the one you think is correct
 - check the remaining options seem incorrect
 - continue with the next gap in the same way
 - at the end, read the whole text again and check it makes sense in its complete state.
12. Direct students to the handout Section C and ask them to discuss their ideas in pairs. Explain that this is a review of the important points to consider in Part 5. Whole class check.
13. To finish, ask students to put away their texts and to recap with a partner everything they can remember from the text. This will help check whether they really did read it through at the end and consider it as a whole text.
14. For homework, ask students to reflect on the questions they got wrong and why. You could ask them to write out the complete sentences containing their mistakes in their notebook. In the next class, review the questions that many students got wrong and look for obvious weak areas, e.g. conjunctions, time phrases, etc. Do any language work as appropriate.

Student handout

Section B

21. Which of the four choices is about purpose? **intended**
22. Look at the four answer choices. Which verb means *be made*? **become**
23. Which of the four nouns goes together with car? **Standards**
24. Which of the four participles means *accept* and can be used in the passive voice? **allowed**
25. Which of the answer choices can mean *have inside, be made of*? **contain**
26. We expect racing cars to go very fast with no problems, so we expect them to have high ... performance

Section C

True or false?

- a. Only one answer choice is correct for each answer.

True

- b. It is important to read the whole text through first.

True, this will help you understand the overall meaning of the text which is important when trying to choose the right answer.

- c. The answer choice can be found by looking at the words directly before the gap.

False, this is not enough. The answer may be before or after the gap. You need to consider the whole sentence containing the gap and how this sentence fits in with the rest of the paragraph.

- d. Three answer choices are incorrect because they are the wrong part of speech.

False, the answer choices are always the same parts of speech. You have to think about the differences in meaning and usage of each answer choice to find which are incorrect and correct.

- e. This part of the reading paper only tests candidates' knowledge of grammar.

False, it tests aspects of vocabulary such as the meaning of words, collocation, dependent particles, etc.

Sample task

- | | |
|-----|---|
| 21. | A |
| 22. | C |
| 23. | B |
| 24. | A |
| 25. | D |
| 26. | B |

A

This car runs on chocolate!

Scientists have built a 300kph racing car that uses chocolate as a fuel! The project is (21) to show how car-making could (22) environmentally friendly. The car meets all racing car (23) apart from its fuel. This is a mixture of waste chocolate and vegetable oil, and such 'biofuels' are not (24) in the sport yet. It has to be mixed with normal fuel so that all parts of the car keep working.

What is the rest of the text probably about?

.....

.....

.....

B

21. Which of the four choices is about purpose?
22. Look at the four answer choices. Which verb means *be made*?
23. Which of the four nouns goes together with car?
24. Which of the four participles means *accept* and can be used in the passive voice?
25. Which of the answer choices can mean *have inside, be made of*?
26. *We expect racing cars to go very fast with no problems, so we expect them to have high ...*

C True or false?

- a. Only one answer choice is correct for each answer.
- b. It is important to read the whole text first.
- c. The answer choice can be found by looking at the words directly before the gap.
- d. Three answer choices are incorrect because they are the wrong part of speech.
- e. This part of the reading paper only tests candidates' knowledge of grammar.

B1 Preliminary for Schools Reading Part 5

Sample task

Part 5

Questions 21 – 26

For each question, choose the correct answer.

This car runs on chocolate!

Scientists have built a 300kph racing car that uses chocolate as a fuel! The project is (21) to show how car-making could (22) environmentally friendly. The car meets all racing car (23) apart from its fuel. This is a mixture of waste chocolate and vegetable oil, and such 'biofuels' are not (24) in the sport yet. It has to be mixed with normal fuel so that all parts of the car keep working.

Carrots and other root vegetables were used to make some parts inside and outside the car. Even the mirrors are made from potatoes! The sides of the car (25) a mixture of natural materials from plants as well as other recycled materials.

The project is still young, so the scientists have not yet found out how 'green' the car is. They are planning many experiments to compare its (26) against that of normal racing cars.

21 A intended B wished C decided D insisted

22 A develop B move C become D arrive

23 A levels B standards C grades D orders

24 A allowed B let C ruled D agreed

25 A store B involve C collect D contain

26 A operation B performance C display D technique