

B1 Preliminary for Schools Reading Part 5 – multiple choice cloze

Description

This lesson plan is designed to help students prepare for B1 Preliminary for Schools Reading Part 5. It can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

Students discuss themes from the reading tasks before practising finding key information in a text and then looking at the language in more detail.

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

Materials

- required:**
- B1 Preliminary for Schools sample task – part 5
 - Prepared presentation/PowerPoint slides
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- Aims:**
- To develop and practise the skill of skimming a reading text for important information
 - To work on strategies for approaching the multiple choice cloze
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Procedure

Lesson Stages	Online options
Ask what you can do with chocolate. What <i>can't</i> you do with chocolate? Students do this as others arrive.	Students add ideas to the chat
Welcome students – ask them to say hello to confirm they can see and hear you.	<p>If your platform allows you to see your students, ask them to also wave and check everything is working as it should be.</p> <p>Tip: If your platform has the function to use chat boxes, you can change the settings so that students can only chat with everyone publicly or privately message the teacher. This way you can monitor their communication.</p>
Show students the title of the article ' <i>This car runs on chocolate!</i> ' What do they think it will say? What would they like to find out about this car?	Tip: Remember to give students time to think about how to answer questions as you would in a face to face lesson.

	<p>It's OK to have periods of quiet for thinking.</p>
<p>Show the text for students to read – tell students to write down what they think are the key words. The aim is to encourage them to read very quickly. Students should hold their key words afterwards to compare with each other.</p> <p><i>Key words could include racing car, chocolate fuel, environmentally friendly, biofuels, etc.</i></p>	<p>Show the text on the screen for students to read. This can be done by sharing your screen or emailing the reading text beforehand.</p>
<p>Ask if they learned anything that answers their initial questions. Quick discussion</p>	<p>This can be a whole class chat – students can raise their hands (either virtually or physically, depending on your platform/video). Or you can nominate students to speak.</p>
<p>Put students in four groups and give each group one column of words from the sample task below (give group 1 the A words, group 2 the B words, etc.).</p> <p>Students work together to decide on the part of speech of each word and any collocations or dependent prepositions (eg intended <i>to</i> (<i>do something</i>), wished <i>for</i> (<i>a...</i>), wished <i>to</i> (<i>go...</i>) wished <i>on</i> (<i>a star...</i>) etc.)</p>	<p>The teacher can upload the columns for students to work on in their individual breakout rooms or copy the words into the chat box in each breakout room, so each group has a different column of words.</p>
<p>Ask students to come back all together to remember the words they just worked on in the breakout room - they should write them down.</p> <p>Regroup students so each group now has a student that looked at a different column of words (each group will have a student that looked at columns A,B,C and D).</p> <p>Give students the exam task and ask them to fill in the blanks. As each group member previously focussed on a different word, collaboratively, students can work together to get the right answer for each question.</p>	<p>Students can be sent a Google doc with the gapped text and put into breakout rooms to discuss and share ideas.</p>
<p>Discuss answers with the whole class. Ask them to justify their choices for each answer and invite alternative suggestions before agreeing or disagreeing with any of them.</p>	
<p>Discuss the chocolate car idea – do the students think it's a good idea, or maybe just a waste of chocolate? What can they think of that would make a better fuel?</p>	<p>Invite all students to annotate the whiteboard/screen with ideas. You can then nominate students to explain why they have chosen that.</p>

<p>Students could vote on their favourite suggestion.</p>	<p>Students could put a mark next to their favourite suggestion on the shared screen.</p>
<p>Ask students to list the procedures they went through in this lesson, starting with looking at the title of the article. Could they apply this sequence when they see this task in the exam?</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> 1. <i>Look at the title and spend some time predicting what the article will say</i> 2. <i>Skim read the article and pick out the key words to get a sense of the meaning.</i> 3. <i>Look at their preferred options for each gap and identify part of speech and collocations. Does it fit?</i> 4. <i>[If not sure, fill in the blanks – choose something!!]</i> 5. <i>Read through the resulting complete text to check it makes sense.</i> 	<p>Students can note down their ideas in a Google doc.</p>
<p>Optional extension: After the class, students could make a model of a car using recycled materials from their homes. In the next lesson, you could start by asking students to show everyone their creations and talk about them.</p>	

Materials

B1 Preliminary for Schools Reading Part 5

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.

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| 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 |

B1 Preliminary for Schools Reading Part 5 Answer Key

PART 5	KEY
21	A
22	C
23	B
24	A
25	D
26	B