B1 Preliminary for Schools

Lesson Plan: Reading

This lesson plan accompanies B1 Preliminary for Schools 1, Test 1, Reading, Parts 2 and 3

This lesson is suitable for students at the beginning of their B1 Preliminary course. Such students may not have experience of tackling such test items and may benefit from pre-teaching of some vocabulary. This lesson also consolidates students’ skimming and scanning skills.

Lesson Goals

- To practise skim and scan reading skills
- To help students to identify key words in reading exam questions
- To develop paraphrasing skills
- To extend students vocabulary on the topic of dance and drama

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time needed</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warmer</strong></td>
<td>5 mins</td>
<td>T-S</td>
</tr>
<tr>
<td>1. Elicit the meaning of the words skim and scan and ask students to give examples of how they use these skills in their daily life (i.e. scan a train timetable for specific details, skim the front page of a magazine for gist.)</td>
<td>3 mins</td>
<td>T-S</td>
</tr>
<tr>
<td>2. Elicit students’ ideas about uses of these skills in an exam situation. Learners at the beginning of their course may be fazed by the amount of text they need to read in order to complete this activity and so point out when they first see the double page spread that they will need to make full use of skimming and scanning skills.</td>
<td>2 mins</td>
<td>T-S</td>
</tr>
<tr>
<td><strong>Main activities - Individual copies of Parts 2 and 3, Cut up copies of Part 3, page 12. Access to Resource 1 and 2 either on the whiteboard or as a handout.</strong></td>
<td>40-45 mins</td>
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Part 2
### Part 1

1. Elicit from learners why a young person may decide to go to a dance or drama group. What might they gain? What are the benefits? Elicit their ideas to the board.

2. **Resource 1 and 2** provide some vocabulary support and can be given out to learners in pairs, individually or shown on the whiteboard if you feel they may need support here. Conduct feedback with the whole class.

3. Hand out page 10 with the short texts 6-10. Give each pair or group a different young person to read about. Ask them to identify the key points their person makes about why they want to go to the class and any other information about the type of class they want. (i.e. Maiko is only interested in dance. She wants to learn more than one type of dance. She wants to learn quickly. She wants to dance with other very good dancers. She wants to dance competitively.)

6. Groups feed back the criteria relating to each person to the class. You might make brief notes on the board for additional support. Tick off any reasons already identified by learners in task 1.

7. Ask students to read the texts about the dance and drama groups in order to find the best match. Stress that for Maiko, for example, all the texts which mention only drama can be eliminated immediately, which reduces the number of texts that need to be considered for her. If students are struggling, do one or two examples with the whole class. Finally, have students feedback their answers to the class and explain their reasons, if they can. (Answers: see key)

### Part 3

8. Hand out the cut-up version of the text to small groups for students to decide the correct order of the paragraphs. In order to determine the logical sequence they will be forced to quickly scan each part and work collaboratively to reach agreement.

9. Ask groups to feedback to the whole class and check to see if there is consensus. Write the four option for Q15 on the board and ask learners to discuss which would the most suitable title for the text. (C)

10. Then elicit the meaning of some of the key vocabulary, by asking students to work independently or in pairs and underline any words they don’t understand. With the whole class differentiate as necessary.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elicit from learners why a young person may decide to go to a dance or drama group. What might they gain? What are the benefits? Elicit their ideas to the board.</td>
<td>5 mins</td>
<td>T-S</td>
</tr>
<tr>
<td>2. <strong>Resource 1 and 2</strong> provide some vocabulary support and can be given out to learners in pairs, individually or shown on the whiteboard if you feel they may need support here. Conduct feedback with the whole class.</td>
<td>5 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>3. Hand out page 10 with the short texts 6-10. Give each pair or group a different young person to read about. Ask them to identify the key points their person makes about why they want to go to the class and any other information about the type of class they want. (i.e. Maiko is only interested in dance. She wants to learn more than one type of dance. She wants to learn quickly. She wants to dance with other very good dancers. She wants to dance competitively.)</td>
<td>3 mins</td>
<td>T-S, S-S</td>
</tr>
<tr>
<td>6. Groups feed back the criteria relating to each person to the class. You might make brief notes on the board for additional support. Tick off any reasons already identified by learners in task 1.</td>
<td>4 mins</td>
<td>T-S</td>
</tr>
<tr>
<td>7. Ask students to read the texts about the dance and drama groups in order to find the best match. Stress that for Maiko, for example, all the texts which mention only drama can be eliminated immediately, which reduces the number of texts that need to be considered for her. If students are struggling, do one or two examples with the whole class. Finally, have students feedback their answers to the class and explain their reasons, if they can. (Answers: see key)</td>
<td>6 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>8. Hand out the cut-up version of the text to small groups for students to decide the correct order of the paragraphs. In order to determine the logical sequence they will be forced to quickly scan each part and work collaboratively to reach agreement.</td>
<td>5 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>9. Ask groups to feedback to the whole class and check to see if there is consensus. Write the four option for Q15 on the board and ask learners to discuss which would the most suitable title for the text. (C)</td>
<td>2 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>10. Then elicit the meaning of some of the key vocabulary, by asking students to work independently or in pairs and underline any words they don’t understand. With the whole class differentiate as necessary.</td>
<td>5 -10 mins</td>
<td>T-S</td>
</tr>
</tbody>
</table>
class, get stronger students to give the meanings of these unknown words or look up the meaning in a dictionary.

12. Once you feel students are ready to tackle the test, put them into four groups and give each group one of the answers to Q11. Ask them to scan the entire text to find anything that supports or doesn’t support their answer (i.e. answer B – the ideas was not original because many other young photographers had done the same thing.) Elicit why D is the correct answer.

13. Ask students to do the remaining questions up to question 14 and then pair them to discuss their answers. Arrange for pairs to feed back to the class. (Answers: see key)

Review - Resource 3 as a handout for individuals or show on the whiteboard for learners to copy.

14. Put the learners into pairs and ask them to categorise the words from Part 2 into the correct column. Quickly check through the first two or three finishers and then ask them to monitor and check the other groups’ answers.

This task can be finished for homework if time runs out.
Resource 1

True or false?

1. Advanced dance and drama learners are usually beginners.
2. Expert teachers have very good knowledge and are highly skilled.
3. Your preferred dance style is the one you like best.
4. Any student can join classes for learners of all levels of ability and experience.
5. Activities that build self-confidence help learners to believe they can do things well.
6. Learners with no experience of drama have done a lot of acting.
7. People with a career in drama are professional actors.
8. One-to-one tuition is offered to groups of learners.

Key:

1F
2T
3T
4T
5T
6T
7T
8F
Match the pairs.

1 advanced              A having knowledge or skill in a particular field
2 preferred              B presented to an audience
3 in advance             C to be had, at hand
4 performed              D at a higher level than others
5 available              E before a particular time
6 experienced            F liked better or best

Key:
1D
2F
3E
4B
5C
6A
Resource 3

Categorise the words below into the correct group.

<table>
<thead>
<tr>
<th>director</th>
<th>jazz</th>
<th>competition</th>
<th>workshop</th>
<th>show</th>
<th>classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>actor</td>
<td>tap</td>
<td>street</td>
<td>performers</td>
<td>techniques</td>
<td>performance</td>
</tr>
<tr>
<td>professional</td>
<td>style</td>
<td>star</td>
<td>play</td>
<td>theatre</td>
<td>skills</td>
</tr>
<tr>
<td>drama</td>
<td>dance</td>
<td>both</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Part 2

Questions 6–10

For each question, choose the correct answer.

The young people below are interested in joining a dance or drama group. On the opposite page there are descriptions of eight dance and drama groups. Decide which group would be the most suitable for the people below.

6. Maiko loves dancing and wants to learn new dance styles quickly. She’d like to meet successful dancers and also take part in competitions.

7. Marta and her younger sister would like to join an acting group at the weekend. They haven’t done anything like this before, so their mum wants to go with them at first.

8. Eliana’s quite nervous so would like the possibility of some drama training on her own at first. She’s free during the week and hopes to act in a play one day.

9. Henri is an experienced dancer who enjoys entering competitions. He wants to concentrate on jazz dance and improve his drama skills too.

10. José wants to perform in plays, and is interested in joining an acting course run by professionals with a diploma at the end.
Dance and drama groups

A Let’s go!
We offer classes for advanced dance and drama students who want to develop their talents to a really high level. Our expert teachers will work with you on your acting and your preferred dance style so that you are ready to compete against the best!

B Mouse House
We welcome all levels of ability and experience, and offer drama classes for children of all ages, led by professional performers. The activities are fun and great for building self-confidence, so you are soon ready to enter competitions. We meet every Saturday and parents are welcome to wait in the hall.

C The Phoenix Group
With us, you’ll take part in weekend drama workshops and receive a free ticket per term to watch a play at the local theatre. You’ll have opportunities to perform to the public throughout the year. No experience is necessary, but you will need to book a term in advance.

D Monsters DC
This group is for young people under 16 who want to develop their acting ability, or for more experienced actors who want to teach others their skills. All our members are encouraged to take part in our annual show, and every month you can meet successful actors and get their advice on a career in acting.

E Peppermint Performers
Working with experienced theatre directors, you’ll learn performance skills through a year-long programme of workshops. The first term is a series of skills-based sessions covering a range of different performance styles, with certificates for successful students. In future terms, you’ll take part in plays performed for the general public.

F Moon Productions
In our classes, we teach jazz, tap and street dance, and you’ll soon be creating your own dances. We hold contests against other clubs and put on displays for parents every summer. Want to find out what a life as a professional dancer is like? Every term we invite a star to talk about their career.

G The Focus Group
Classes are available every evening. You’ll receive excellent training in dance and drama, and develop techniques and performance skills in no time. One-to-one tuition is offered, and it’s possible to work towards a certificate. You’ll also have the opportunity to take part in a professional play.

H Bubble Company
Just come along with your friends and we’ll do the rest. There’s no need to have any experience, and we provide all the costumes and special dance shoes if you need them. We run small hour-long classes in dance or drama every evening after school, and family members are welcome to stay and watch.
Part 3

Questions 11–15

For each question, choose the correct answer.

My name’s Martin Cabello and I’m a young photographer. Taking photographs was always my favourite activity as a child. And when I was 15, I felt that if I wanted to take my hobby to the next level, I had to do something special. So I decided to start a personal project: I would take one photograph every day for a whole year of my life. I knew that many other young photographers before me had done the same thing, but it seemed like a really great idea, and so I started.

After a few weeks, I decided to put these photos onto a website for young photographers because I was keen to create a photo diary, and also to have the chance to show other people my photos. I was amazed to discover that there were others who liked the way I saw and photographed things. I was also enjoying photographing a wide range of subjects. Then someone suggested that if my photographs all had a common topic or idea to connect them, my project would be even better – and I agreed.

So I began to concentrate more on taking photos of nature scenes, especially of birds and the sky. A lot of them were black and white photographs, which was very different to what many other young photographers were doing – they were all taking colour photos. As a result, I sometimes had doubts about my project, and I almost gave up several times. In the end, however, I trusted my own feelings, and became more confident about my photographic style and choices.

One day I showed my project to my art teacher at school. She told me about a national photography competition for people my age. So I entered some of my photos, just for fun. I’ll never forget the moment when the judges told me that I had won first prize; I was so happy, as my project meant so much to me. It was the first time I realised that maybe my photography really was good, and that I might actually be able to work as a professional photographer. I now have my own photography studio and I’ve never regretted my career choice.
11 Martin started his project because he wanted to
   A influence other photographers.
   B try an original idea of his own.
   C take a lot more photos than he had before.
   D develop his photography further.

12 What happened after Martin put his photos on the website?
   A He became more interested in other photographers’ pictures.
   B He was given some advice to improve his project.
   C He decided that his photos weren’t good enough.
   D He discovered that the website wasn’t the best place for his photos.

13 How did Martin feel when he took his first nature photos?
   A He wasn’t sure that he was doing the right thing.
   B He was certain that the photos would be better in colour.
   C He was anxious about what others would think.
   D He was worried that his photos might not be interesting.

14 How did winning the competition affect Martin?
   A He realised how enjoyable competitions can be.
   B It helped him to make a decision about his future.
   C It gave him the opportunity to meet more young photographers.
   D He started putting more effort into his photography.

15 What would be a good title for this text?
   A My favourite websites for sharing photographs.
   B The best way to become a successful young photographer.
   C How a photography project changed my life.
   D Why more photographers should take pictures of nature.
**Living on a boat**

Fourteen-year-old Jon Atkins hasn’t had a typical childhood. His parents had always intended to buy a boat and sail round the world, and when Jon was eight they did (21) ………………… that. When they first told him of the plan, Jon felt sad about (22) ………………… his friends, but also excited because of the adventures he would (23) ………………… . Since then, Jon has sailed over 8,000 km and (24) ………………… that he loves living on a boat.

The boat has two sleeping cabins and Jon’s cabin has just enough (25) ………………… to sit up in. In the main cabin there’s a desk where he studies every day, as he needs to continue his education. Although he doesn’t have any teachers, he doesn’t think his lifestyle will (26) ………………… his future choices. He plans to become a ship’s captain, and is certain that life on a boat is excellent preparation for this.

| 21 | A definitely | B exactly | C certainly | D absolutely |
| 22 | A departing  | B moving  | C remembering | D leaving |
| 23 | A have      | B set     | C do        | D make    |
| 24 | A expected  | B discovered | C imagined  | D believed |
| 25 | A area      | B size    | C space     | D place   |
| 26 | A contain   | B fix     | C limit     | D control |
Test 1 answer key

Reading

Part 1
1 C  2 A  3 A  4 B  5 C

Part 2
6 F  7 B  8 G  9 A  10 E

Part 3
11 D  12 B  13 A  14 B  15 C

Part 4
16 E  17 B  18 H  19 D  20 G

Part 5
21 B  22 D  23 A  24 B  25 C  26 C

Part 6
27 where  28 If  29 in  30 not  31 was  32 of