

## B1 Preliminary for Schools Reading Part 6

### Teaching Online Lesson Notes

In Part 6 of the Reading test, students read a short text and complete six gaps using one word for each gap. They should show knowledge of grammatical structures, phrasal verbs and fixed phrases.

#### Description of the lesson

Students think about how to approach the open cloze task. They are encouraged to think what kinds of words fill the gaps and how to get clues from the text about which answer is correct.

<b>Time required:</b>	30 minutes online plus some follow-up
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>Lesson handout for sharing with students and screen-sharing or copying to whiteboard, including:               <ul style="list-style-type: none"> <li>example texts</li> <li>sample B1 Preliminary for Schools Reading Part 6 task</li> <li>internet browser to play the video in Part 1</li> </ul> </li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>to familiarise students with B1 Preliminary for Schools Reading Part 6</li> <li>to introduce students to strategies needed to tackle this task</li> </ul>

#### Lesson handout

Either before, or at the beginning of the lesson, share the lesson handout with your students.



Send the handout document as an attachment via email.



Or, if you can share documents in the chat on your platform, share the document and ask students to download a copy.



Or, if you have a files area on your platform, tell students where to find the document and ask them to download a copy.

## Welcome

Welcome students and introduce what they are going to do in the lesson.

If you're using audio or video in your class, make sure that all learners have their microphones on mute, and that they only turn them on when asked to speak.



Check that you can see all of the students and that they can see you.



Check that you can hear all of the students and that they can hear you.



Ask everyone to say hello in the chatbox so you can check that it is working and that students can use it.

## Part 1 – Video warmer: familiarise students with B1 Preliminary for Schools Reading Part 6

Ask students to watch [this YouTube video](#) of tips for B1 Preliminary for Schools Reading Part 6 and answer these questions:

1. Which part of the exam is the video about?
2. What do you look at in Reading Part 6 of the exam?
3. What do you do in Reading Part 6 of the exam?
4. How many words should you write?
5. What advice does the video give for completing the text?



Share your browser screen showing the questions in Part 1 of the handout and play the video for students from your browser.



Or share the questions in Part 1 of the handout and the video link in the chat and ask students to watch on their own devices.



Or ask students to look at the questions in Part 1 of the handout you sent and use the video link to watch on their own devices.

## Part 1 – Check understanding

Ask students to tell you what they discovered.

1. Which part of the exam is the video about? (Part 6 of the B1 Preliminary for Schools Reading test)
2. What do you look at in Reading Part 6 of the exam? (a short text with gaps)
3. What do you do in Reading Part 6 of the exam? (fill in the gaps with the appropriate word)
4. How many words should you fill in? (6)

5. What advice does the video give for completing the text? (i Read the whole text quickly to get the main idea; ii Draw a circle and write down the first words you think best fits the gaps – don't write the words in order; iii Look at the text again and use the words in your circle to fill in the gaps – do the easy ones first; iv if you don't know the word then guess something – don't leave it empty.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or ask students to type their answers in the chat. You can then give an audio summary, clarifying any points.

## Part 2 – Familiarise students with B1 Preliminary for Schools Reading Part 6

First, show students the title of the text (Our new skatepark!) and elicit what students think they are going to read about.



Share your screen and show the title of the handout: Our new skatepark!



Or ask students to look at the title in Part 2 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

## Part 2 – Check understanding

Ask students what they think the text they are going to read (Our new skatepark!) is about.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, students can give their answers in the chat. Talk about what they write, ask follow-up questions and clarify any points.

### Part 3 – Familiarise students with B1 Preliminary for Schools Reading Part 6

Ask students to look at the text and to read it quickly, ignoring the gaps, and to check if their predictions about the text were correct.

**Our new skatepark!**  
by Jack Fletcher

Is there a great skatepark in your town? We've now got the (27) ..... fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that (28) ..... we had a better skatepark in our town, we'd use it. And teenagers might come (29) ..... other towns to join us, too.

So I set up an online questionnaire to find out (30) ..... local people wanted. I asked them whether we should improve our old skatepark (31) ..... build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It (32) ..... finally finished last month. So come and try it – you'll have a great time!



Share your screen and show the task in Part 3 of the handout.



Or ask students to look at Part 3 of the handout you sent them.

### Part 3 – Check understanding

Ask students if any of their predictions from the Part 2 task regarding the content were correct. Establish what the text is about (how a person organised building a new skatepark for their town).



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

## Part 4 – Familiarise students with B1 Preliminary for Schools Reading Part 6

Ask students to look at the text again and to try to fill each gap in the text with one word only. Tell them that they **MUST** put one word in each gap. None of the gaps can be left blank.

**Our new skatepark!**  
by Jack Fletcher

Is there a great skatepark in your town? We've now got the (27) ..... fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that (28) ..... we had a better skatepark in our town, we'd use it. And teenagers might come (29) ..... other towns to join us, too.

So I set up an online questionnaire to find out (30) ..... local people wanted. I asked them whether we should improve our old skatepark (31) ..... build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It (32) ..... finally finished last month. So come and try it – you'll have a great time!



Share your screen and show the text in Part 4 of the handout.



Or ask students to look at Part 4 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

## Part 5 – Evaluate a task and give feedback

Ask students to look at the words and decide which gap is filled by each word and give a reason for their choices.

WHAT	IF	OR
WAS	FROM	MOST

### Our new skatepark! by Jack Fletcher

Is there a great skatepark in your town? We've now got the (27) ..... fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that (28) ..... we had a better skatepark in our town, we'd use it. And teenagers might come (29) ..... other towns to join us, too.

So I set up an online questionnaire to find out (30) ..... local people wanted. I asked them whether we should improve our old skatepark (31) ..... build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It (32) ..... finally finished last month. So come and try it – you'll have a great time!



Share your screen and show the words in Part 5 of the handout.



Or ask students to look at Part 5 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

## Part 5 – Check understanding

Check students' answers to the task: 27. most (modifier); 28. if/when (conjunction); 29. from (phrasal verb); 30. what (pronoun); 31. or (particle); 32. was (auxiliary verb).



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

## Part 6 – Introduce students to strategies needed to tackle B1 Preliminary for Schools Reading Part 6

Show students these questions and ask them to discuss the answers.

1. How did you decide which word could fill the gap?
2. Did you read the word before the gap?
3. Did you read the word after the gap?
4. Did you read the whole sentence or paragraph to check if the answer made sense?



Share your screen and show the questions in Part 6 of the handout.



Or ask students to look at Part 6 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

## Part 6 – Check understanding

Check the answers to the task. Elicit that candidates need to read the whole sentence, and that they will get clues about how to fill the gap from the word(s) before and after it, and from the text as a whole (see answer key for examples).

Focus students' attention on the words used to fill the gaps in the text: most (modifier), if/when (conjunction), from (phrasal verb), what (pronoun), or (particle), was (auxiliary verb).

Elicit what these words have in common (most of them are examples of 'grammar' words). Point out that the focus of this task is mostly grammatical, for example, prepositions, articles, auxiliaries and pronouns, although there may sometimes be an element of vocabulary as well, e.g. phrasal verbs, linkers and words within fixed phrases.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

## Part 7 – Introduce students to strategies needed to tackle B1 Preliminary for Schools Reading Part 6

Show students these questions and ask them to decide whether each sentence is true or false.

- |    |   |            |
|----|---|------------|
| 1. | You should start filling in the gaps immediately.   | True/False |
| 2. | There are 10 gaps for you to fill.  | True/False |
| 3. | If there are two possible answers, you have to write down both words on the answer sheet. | True/False |
| 4. | You must always put a word in the gap.  | True/False |
| 5. | You do not have to spell the answer correctly.  | True/False |



Share your screen and show the questions and text in Part 7 of the handout.



Or ask students to look at Part 7 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

## Part 7 – Check understanding

Elicit answers from the students:

1. False. Candidates should look at the title and read through the text before filling in any gaps, so that they have an idea of what the text is about.
2. False. There are six gaps.
3. False. If there are two possible words which can fill a gap, students must only give one answer. If they give two answers and one of them is incorrect, they will not be given a mark. (If you want to give students an example of a gap that could be filled with different words, look at some words in the text: 'if' in the second paragraph could be replaced with 'when').
4. True. It is never a good idea to leave a gap unfilled. Candidates don't lose marks for wrong answers, but they can't get a mark if they do not give any answer at all.
5. False. Throughout the Reading paper, all answers must be spelled correctly.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer. Explore further if necessary.



Or ask students to type their answers in the chat. You can then give an audio summary, clarifying any points.



### **Task for homework and the following lesson**

To improve their performance in this task, groups of students can be given short texts and asked to create open cloze tests for other groups. One group could target only prepositions, another articles, etc., or they could gap a mixture of auxiliary verbs, determiners, prepositions, articles, etc.