

# Cambridge English

## Cambridge English: Preliminary

### Lesson Plan: Reading

This lesson plan accompanies *Cambridge English: Preliminary 8* Reading Test 4 Parts 1, 2, 3 and 4.

This lesson is suitable for students at the beginning, in the middle or towards the end of their *Cambridge English: Preliminary* course.

This lesson is also suitable for any pre-intermediate course in order to solidify students' skim and scan reading skills.

### Lesson Goals

1. To familiarise students with the task types of the PET reading examination
2. To develop students' ability to recognise key language and possible antonyms and synonyms when doing reading examinations
3. To increase students' confidence in their skim and scan reading skills

Activity (see brackets for resources required)	Time needed	Interaction
<b>Warmer (individual copies of Part 1)</b>	5-10 mins	
<ul style="list-style-type: none"> <li>Brainstorm the words skim and scan and elicit your students' ideas on the board.</li> </ul>	1 min	<b>S-T</b>
<ul style="list-style-type: none"> <li>Focus students' attention on the example question in Part 1. Elicit what they have to do in the question and then elicit what the key words are in both the text and the questions (i.e. £50, six-week course at a discount, six-week course is cheaper, one-day class is free, must pay).</li> </ul>	3 mins	<b>S-T</b>
<ul style="list-style-type: none"> <li>Pair students to discuss why the answer is A and why B and C are incorrect. Elicit a few of their ideas (i.e. discount=cheaper, no mention of 'free' in the text, 'will be able' does not equal 'must').</li> </ul>	3 mins	<b>S-S then S-T</b>
<ul style="list-style-type: none"> <li>Focus students' attention on Q2. Ask them to underline the key words in the text and questions. Pair them to discuss possible synonyms and antonyms between the words (i.e. discounts = special prices, goods = items, 'all goods' does not equal 'certain items') and do the question.</li> </ul>	2 mins	<b>S-S</b>
<ul style="list-style-type: none"> <li>Elicit their answer.</li> </ul>	1 min	<b>S-T</b>

*Practice makes perfect!*

# Cambridge English

<b>Main activities (individual copies of Part 1, 2 and 3. Texts on page 77 can be cut up to allow learners to match kinaesthetically but texts A, C, H should be left out.)</b>	30-35 mins	
<ul style="list-style-type: none"> <li>Ask students to do the rest of Part 1 individually, before giving them the answers. Discuss any questions as necessary.</li> <li>Write up 'What are the people doing? What do you have to do? How do you mark the answer sheet?' Pair students to read the task instructions for Part 2. Elicit their answers.</li> <li>Tell students to ignore texts A, C, H (or cut up the whole text and only give students texts E, G, B, D and F). Tell them the answer to Q6 (G). Pair them to find the synonyms and antonyms in the text and question to discover the reason why.</li> <li>Ask students individually to match Q7 to Q10 to the remaining texts, before giving them the answers.</li> <li>Briefly ask, for Part 3, what do you do if the statement is correct? What do you do if the statement is incorrect?</li> <li>For Q11, ask students to scan the question and text. Underline the question ('A building was ready for the scientists....') and paragraph 2 ('other scientists were setting up a laboratory site on the ice...'). Elicit if the statement is correct or incorrect.</li> <li>Group students and give each group a question (Q12-Q15). Ask them to discuss and underline the key words in the statement and match to the information in the text.</li> <li>Re-group students to discuss their answers to Q12 to Q15.</li> <li>Elicit their answers.</li> <li>Students can then do the remaining questions in Part 3 (Q16 to Q20) before you give them the answers.</li> </ul>	7 mins  2 mins  3 mins  7 mins  1 min  1 min  4 mins  3 mins 1 min 7 mins	S  S-S then S-T  T then S-S  S then T-S  T-S  T-S then S-T  Ss-Ss  Ss-Ss S-T S then T-S
<b>Extension activity (individual copies of Part 4)</b>	15 mins	
<ul style="list-style-type: none"> <li>Write 'What is Helen Skelton's job? What challenges has she completed? What is her latest challenge?' on the board. Focus students' individual attention on the first six lines of the first paragraph and elicit their answers to these questions.</li> <li>Group students and give them a paragraph each of the text. Ask them to skim their text and discuss a good title for it. Elicit their ideas.</li> <li>Still in their groups, ask students to discuss and answer Q21 and Q25 while you monitor, before you give them the answers.</li> <li>Asks students to answer Q22, Q23 and Q24 individually, then give them the answers.</li> </ul>	3 mins  3 mins  3 mins  6 mins	S – T  Ss-Ss then S-T  Ss-Ss then T-S S then T-S

*Practice makes perfect!*

# Test 4

## PAPER 1 READING AND WRITING (1 hour 30 minutes)

### READING

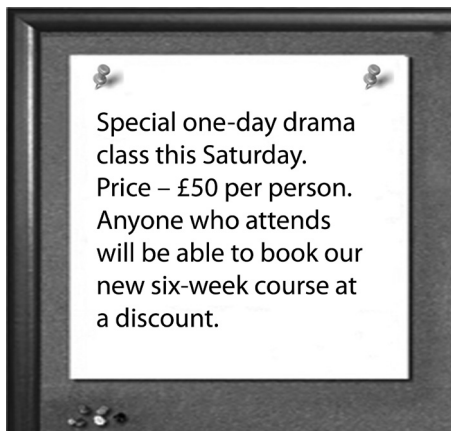
#### Part 1

##### Questions 1–5

Look at the text in each question. What does it say?  
Mark the correct letter **A**, **B** or **C** on your answer sheet.

##### Example:

0

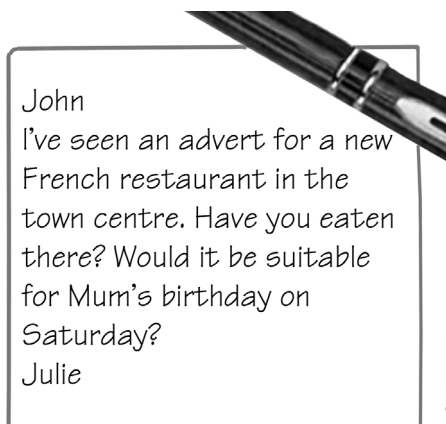


- A** The six-week course is cheaper if you also do the one-day class.
- B** The one-day class is free for those who book the six-week course.
- C** You must pay for the six-week course before you do the one-day class.

Answer:

0	<b>A</b>	<b>B</b>	<b>C</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1



- A** Julie is asking John if French food is available at a new restaurant.
- B** Julie is inviting John to a birthday party in the town centre.
- C** Julie wants John's advice about a venue for a family celebration

2

**Olympia Sportswear**

**Further discounts  
available on certain  
sale items. Check  
label for details.**

- A** Customers can get discounts on all goods in the sale.
- B** Customers can only get reduced prices on goods with labels.
- C** Customers can get special prices on some goods.

3

New Message

✉ ✂ 📎 📎 ↶

📖 To: Bill

📖 From: Sonia

Hi  
I have to let the theatre know how many tickets are needed. Have you decided yet whether to come with us or not?  
Hope so!

- Sonia has written the email to**
- A** find out if Bill wants a theatre ticket.
  - B** tell Bill how many theatre tickets they need.
  - C** remind Bill to get some theatre tickets.

4

Matt

Sunday's race starts at 10.00. We can pick up our numbers at registration one hour before. There are no changing facilities so we must arrive ready to run.

Jo

- A** Jo wants Matt to pick her up an hour before the race starts.
- B** Jo is reminding Matt to put on his running kit before he leaves home.
- C** Jo is expecting Matt to collect their race numbers from registration before she arrives.

5

COMFORTABLE SOFA  
£20  
too large for my new apartment

Buyer must collect

Call Andre: 298354

- A** Andre wants to buy a large sofa for his new apartment.
- B** Andre will sell his sofa as long as it is taken away.
- C** Buyers should call Andre to arrange transport for the sofa.

## Part 2

### Questions 6–10

The people below are all looking for second-hand books.

On the opposite page there are descriptions of some second-hand bookshops.

Decide which bookshop would be the most suitable for the following people.

For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Yang is looking for used copies of modern novels for her book group. She would like to visit a bookshop where her two young daughters will be welcome, with drinks and snacks available.

7



Stefan loves beautiful art books but would like to check what's available on the Internet before visiting. He wants to find a bookshop where he can get lunch and spend the afternoon looking at books.

8



Scott has been unable to get a particular textbook which he needs urgently for his project on health care for the elderly. He is very busy and would prefer to have it delivered.

9



Jasmin is setting up a library of classic fiction for her primary school. Before buying some books online, she would like to go to the shop and discuss suitable books with staff.

10



Ian wants a quiet bookshop where he can relax in comfort with a coffee for a few hours after a long day at work. He'd like to get a few cheap novels to take home.

## Second-hand bookshops

### A Bookworm

*This shop has used books for all tastes but customers will have to visit in person and look around as Bookworm does not have a website. The best sections are on medicine, cookery and art. These include some rare and expensive books.*

### B Bales

This shop is famous for its range of titles, from college textbooks to classic literature, and is known for its peaceful atmosphere. Regular customers come for the excellent café with its sofas and armchairs, which stays open until late.

### C Westwood's

There's no room to sit down in this tiny back street bookshop, and the owner is often too busy to chat. On the first floor are children's books and fine art books for collectors. At entrance level there are less expensive general fiction hardbacks.

### D Topping's

You'll only find good-quality used hardback books here on certain subjects. Topping's is run by three experts in art, travel and literature for the young. They are happy to chat and advise customers. The shelves are well-organised, and books can also be ordered from the shop's website.

### E Scrimshaw's

Scrimshaw's has a huge selection of books showing the works of the great painters. Most are in excellent condition and reasonably priced, and the store's online guide is regularly updated. The basement also has a café and a large number of out-of-date school textbooks on sale.

### F Regal

Here you'll find the country's largest selection of science-related books, including topics such as psychology and medicine. There are 70,000 used and new books, all at discount prices. Regal also has an efficient online ordering service plus comfortable sofas and freshly made coffee, and is open during office hours.

### G Holt's

Although its prices are high, the fun of Holt's is its lively atmosphere. It's in an old railway station, where you can enjoy afternoon tea and cake in the waiting room. Or leave the kids to play in the former ticket office while you look at the huge selection of recent fiction.

### H Wenlock's

This prize-winning bookshop is noted for its wide selection of titles, both paperback and hardback. Fiction is downstairs, non-fiction upstairs under the ancient roof of this 15th century building. The book club welcomes new members to discuss a different novel one evening each month.

### Part 3

#### Questions 11–20

Look at the sentences below about an Arctic expedition.

Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

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- 11 A building was ready for the scientists to work in on their arrival in northern Canada.
- 12 This was the first time scientists had tested Arctic sea water during the winter months.
- 13 Information was collected on the expedition to help explain the reasons for climate change.
- 14 The North Pole was the destination of a previous expedition that Ann had been on.
- 15 Ann had to do special training to be strong enough for the expedition.
- 16 During her career, Ann has discovered ways to deal with feeling cold.
- 17 Ann's group achieved everything they had aimed to do.
- 18 Helen knew it would be difficult doing experiments in freezing conditions.
- 19 When she went onto the ice, Helen carried equipment to prevent wild animals from attacking.
- 20 The expedition research is now available for other scientists to read.

## Arctic expedition

Ann Daniels and Helen Findlay faced the dangers of polar bears, thin ice and frostbite when they became members of an expedition to the Arctic in 2010.

The expedition team consisted of six scientists and a separate group of three explorers. While Helen and the other scientists were setting up a laboratory site on the ice in northern Canada, Ann and two other explorers set off on a 500 kilometre journey on foot across floating sea ice from Greenland to the North Pole.

Both groups planned to measure how thick the ice was at various sites in the Arctic. They would also collect water samples for testing, in order to discover how the chemistry of sea water was changing, and what effect this was having on plant-life and animals in the ocean. On previous expeditions, the water was tested in the summer, using ships at sea, but they had never collected it from under the ice before. The research was important for understanding what might happen in other oceans around the world in the future, as a result of climate change.

Ann Daniels was working in a bank in 1996 when she answered an advert, inviting ordinary women to join a trek to the North Pole in the Arctic. Since then she has become one of the world's leading professional polar explorers. For the 2010 expedition, she and her two colleagues attended a week-long fitness camp to prepare them for pulling the 120 kilogram sledges over the ice for 12 hours a day.

Despite her previous experience, however, Ann suffered in the freezing conditions. 'It gets into your bones and never leaves you, even when you're in your tent at night,' she said. 'Especially at the end of an expedition when you're totally exhausted.' Yet Ann successfully guided her companions for 73 days and collected all the samples and information that were needed.

Helen Findlay was one of the scientists on the laboratory site based in Canada. Although it was not her first visit to the Arctic, she had never been there in winter and realised that carrying out experiments in such an extreme environment would be challenging. The laboratory tents were heated, but getting equipment to work outside while wearing gloves and thick clothes meant every job took twice as long as it would normally. When they went out onto the ice to collect samples, the scientists were protected by two guides with guns and bangers to frighten any curious polar bears who might be attracted by the smell of humans.

Despite the difficulties, both Ann and Helen stayed out on the ice for the whole of the project, and the results of their studies have been widely published.



## Part 4

### Questions 21–25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

## Helen Skelton

Television presenter Helen Skelton has completed various dangerous challenges for charity, including a desert marathon run and a journey down the Amazon river in a tiny boat. For her latest challenge, Helen walked on a high wire, a long thin piece of metal, 66 metres above the ground, between the two towers of an empty power station. There was no safety net, only a belt around her waist attached to another wire above. To help her keep her balance and not to fall, she carried a long stick, weighing eight kilograms.



Helen took lessons from an expert high-wire walker. Although she already had a few circus skills, she quickly discovered that high-wire walking was completely different. 'The training was a shock', said Helen. 'I didn't realise how strong I'd need to be. Every day started at 8 am with a run up a steep hill; then came an hour of exercises, with another hour of them after my day practising on the wire. I also had to learn how to fall onto the wire so that if I slipped I could carry on. Every time I fell on the wire it hurt badly. But it was essential to keep a positive attitude: if I was nervous and started shaking, so would the wire!'

The day of the actual challenge was windy and Helen controlled herself by taking deep breaths as she moved step by step along the wire. The 150-metre walk took 15 minutes. 'That was the scariest thing I've done,' she admitted afterwards. 'I'm glad it's over!'

The experience has not prevented Helen, however, from planning her next charity project: to reach the South Pole by ski, kite and bike.

- 21 What is the writer doing in this text?
- A** introducing a new television presenter
  - B** getting support for a charity project
  - C** describing a woman's achievement
  - D** recommending a television programme

- 22** Helen knew she would be safe if she fell because
- A** she had a net that could catch her.
  - B** she had a stick to support herself with.
  - C** she was wearing special equipment.
  - D** she was quite close to the ground.
- 23** During her training, Helen was surprised to find that
- A** staying on the wire was so difficult.
  - B** she had to work so hard at her fitness.
  - C** it was so important to be confident.
  - D** her circus skills were so useful.
- 24** When Helen performed her work on the high wire
- A** she was sorry to get to the end.
  - B** the weather conditions were perfect.
  - C** it took less time than expected.
  - D** she managed to keep herself calm.
- 25** What might Helen say about the walk?

**A**

The view from the high wire was fantastic – I loved every minute of it. I can't wait to have another go.

**B**

I must admit I was a little bit frightened, but it wasn't nearly as bad as going down the Amazon on my own.

**C**

That was the longest quarter of an hour of my life. I couldn't breathe at all when I first stepped onto the wire.

**D**

The training could be painful at times but at least I'm in really good condition now, ready for my next challenge.

**Test 4**

## PAPER 1 READING AND WRITING

**READING***Part 1*

1 C    2 C    3 A    4 B    5 B

*Part 2*

6 G    7 E    8 F    9 D    10 B

*Part 3*

11 B    12 A    13 B    14 A    15 A    16 B    17 A    18 A    19 B    20 A

*Part 4*

21 C    22 C    23 B    24 D    25 D

*Part 5*

26 C    27 D    28 C    29 A    30 D    31 B    32 C    33 A    34 B    35 C

**WRITING***Part 1*

1 for    2 was    3 so / that    4 will / should / do    5 did not / didn't

*Part 2 & 3*

The following sample answers can be used as a guide when marking.