

# Read it!

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## MULTIPLE MATCHING reading task Cambridge B2 First

### Key aim:

Familiarise students with speedy reading strategies: skimming and scanning

### Procedure:

1. Tell students they are going to read a newspaper article, called Rising Star, about a young professional footballer. Ask them to predict what information might be in the article.
2. Hand out the text (cut out without the questions), paper sheet face down on their desks. Tell them they have 20 seconds to find all proper names in the text and underline them. Start the timer, and the students turn the paper sheet and find the proper names. Collect the proper names.
3. Now they have 60 seconds to find what the proper names refer to (who is Gavin etc).
4. Next, give them 20 seconds to underline all numbers in the text, in a different colour or in a different manner.
5. Next, give them 60 seconds to find what the numbers refer to.

In all the steps so far, be strict on timing and prevent them from “reading” the text. Be quick collecting their answers, don’t allow this stage to develop into a longer discussion that might generate more details that they are likely to have collected by scanning the text so far.

6. Now tell the students they are going to “read” section A, but very quickly just to provide a title for it. They have 20 seconds. Possible headings: *Duncan’s life choices / Duncan’s rise to fame* etc
7. Repeat skimming for sections B,C, and D. Possible headings: B: *Father tells of early difficulties*; C: *Duncan’s beginnings with Chelsea*; D: *Duncan’s development till now*
8. Now hand out the questions to the task. Have students read the questions and find key words. Collect the key words briefly.
9. Next, tell them that the questions use different wording than the text. Pick some of the key words and ask them to think of other ways of expressing their

meaning, without looking in the text for now. For instance, *frustration* in question 45 stands for *I was upset*, and *physical development* refers to growing and becoming stronger (both answers in section B).

10. Now tell them they should answer the questions. Ask them to use a similar reading strategy as in the steps before:

- a. When reading each question, think in which section it is likely to find the answer.
- b. Go to that section and scan it to see if the answer might be there. If they find words suggesting the same meaning as the key words of the questions, they should read the section carefully again.

11. Check their answers.

You may set a time limit for them to answer the questions, if you think this might additionally force them to practise scanning. But if it's the first time they have been exposed to scanning, let the students do the task the best way they can. After the lead-in stages where they skimmed and scanned the text, answering the 10 questions should take no more 10-12 minutes. Give them feedback and discuss how they "read" the text to answer the questions. Emphasise once more that they should not read the whole text for each question.

12. Conclude by discussing different ways of reading different texts, depending on what our purpose for reading is. Ask them for example how they read a dictionary when they want to find the meaning of a word, or a timetable to find their next train connection, versus how they read a text for their next school essay.

Answer Key:

43 A; 44D; 45 B; 46 D; 47 B; 48 A; 49 C; 50 B; 51 C; 52 D.

## Rising Star

*Margaret Garely goes to meet Duncan Williams, who plays for Chelsea Football Club.*

- A** It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.
- B** Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'
- C** Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'
- D** Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.

You are going to read a newspaper article about a young professional footballer. For questions 43 – 52, choose from the sections (A – D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

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### Which paragraph

states how surprised the writer was at Duncan's early difficulties?	43	<input type="text"/>
says that Duncan sometimes seems much more mature than he really is?	44	<input type="text"/>
describes the frustration felt by Duncan's father?	45	<input type="text"/>
says that Duncan is on course to reach a high point in his profession?	46	<input type="text"/>
suggests that Duncan caught up with his team-mates in terms of physical development?	47	<input type="text"/>
explains how Duncan was a good all-round sportsperson?	48	<input type="text"/>
gives an example of how Gavin reassured his son?	49	<input type="text"/>
mentions Duncan's current club's low opinion of him at one time?	50	<input type="text"/>
mentions a personal success despite a failure for the team?	51	<input type="text"/>
explains how Duncan and his father are fulfilling a similar role?	52	<input type="text"/>