

B2 First for Schools Reading and Use of English Paper Part 5

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| Aims of the lesson | <ul style="list-style-type: none"> to encourage students to skim read the text before answering the questions to help students to identify correct options and eliminate incorrect ones in multiple choice tasks |
| Time needed | 50 minutes |
| Materials required | <ul style="list-style-type: none"> Student's Worksheets 1, 2, 3 and 4 (one copy of one worksheet per student: see below) Sample Task (one per student) |

Procedure

- Before the class, copy the Student's worksheets so that one quarter of the class has **Student's worksheet 1**, one quarter has **Student's worksheet 2**, one quarter has **Student's worksheet 3** and one quarter has **Student's worksheet 4**.
- Discuss the following questions briefly:
 - Have you ever been skiing?
 - Do you like adventure sports?
 - How do you feel if you are in a risky situation?

Write some of the feelings for the last question on the board, e.g. *tense, nervous, focussed, excited, scared, worried, happy*, etc.
- Give out the **Sample task text without the questions** and ask students to look at the introduction only. Elicit the kind of things that might happen to a teenager on a skiing trip, (*they might fall over/have an accident/fall in love*)
- Tell students they have one minute to skim read the text (read it very quickly) to see what it is about and to see if the ideas from 3 above were correct. Tell them that they will not have time to understand every word and that this isn't the idea: they are reading for the main idea. Remind them of any other different reading skills you may have discussed before, for example scanning, which is where you search for specific information in a text. After they have started remind them when 30 seconds have passed to hurry them up.
- Elicit or tell the class what kind of task they have to do in Part 5 of the Reading and Use of English paper (*multiple choice task; 6 questions or incomplete sentences followed by four options*). Divide the class into 4 groups (A, B, C and D). The groups should be of around 4 students, so if your class is large, have 2 or 3 'A' groups, 2 or 3 'B' groups, etc. Explain that each group is going to get all the "stems" (questions or incomplete sentences) and one option for each question – so Group A will get all the A options, Group B all the B options, Group C all the C options and Group D all the D options.

6. Give **Student's worksheet 1** to Group A, **Student's worksheet 2** to Group B, **Student's worksheet 3** to Group C and **Student's worksheet 4** to Group D. Each student should have a copy of the relevant worksheet.
7. Students work in pairs within their groups. They should look at the stems and the option they have for each question. Then they should read the text carefully to decide whether the option they have is correct or not. If they think an option is correct, they **underline** the part of the text which confirms their answer. It is crucial that students in this task underline the part of the text which gives them the answer; this will stop them from choosing answers which might be possible or likely, but are not mentioned in the text. Point out that an option may possibly be true, but that if it isn't stated in the text, then the option will not be correct. This is very important: answers may be intuitively true or possible, but if they are not in the text, they will not be the correct answer. When they have decided in their pairs, they should compare answers with the rest of their group and come to a group decision.
8. Now rearrange the class into groups of 4, so that each group has a representative from A, B, C and D. They compare their answers for each question and agree in their new groups on the correct answer (only one option can be correct). They should underline the part of the text which contains each answer. Monitor the discussions.
9. Now give each student a copy of **Sample task: questions** and all the options, so they can see the complete test and have a copy to keep. Ask for whole class feedback and put the correct answers on the board (see **Answer key**).
10. Ask the following questions:
 - **Did you read through the whole text before you tried to answer the questions?** (*this strategy is recommended, as it helps candidates to locate the appropriate part of the text for each question and gives them a general understanding of the text before they look at the options.*)
 - **Did the questions come in the same order as the information in the text?** (Yes. *Part 5 questions are always in the same order as the text.*)
 - **Did finding the answer to each question involve finding a single word or phrase in the text?** (No, *in most questions, candidates need to understand a section of the text in order to be able to answer correctly. Using single words which match something in the question is likely to lead to a wrong answer.*)

11. Suggest/elicit a strategy for doing multiple choice questions like this:

- First skim read the text quickly for gist.
- Then look at the questions and try to find which part of the text answers the question.
- Then look at the options and try to determine which one is correct.
- If you are still not sure, try to find reasons why a choice is wrong and eliminate it. Studies show that candidates who regularly use elimination strategies perform better than those who try to choose the correct answer.

Additional information

- Each correct answer in Part 5 receives 2 marks.
- Part 5 consists of a text, followed by six 4-option multiple choice questions which test the understanding of content and text organisation. The text may be taken from, for example, an article or a modern novel. Questions may focus on the main ideas or details in the text, and on the attitudes or opinions expressed. Candidates may also be asked to deduce the meaning of a word or phrase (e.g. in qu. 33) and to demonstrate understanding of references, such as pronouns, within the text. Additionally, questions may focus on the tone of the text or the writer's purpose, as well as the use of exemplification or comparison. These questions may require candidates to infer the meaning from clues in the text, a skill which is an essential part of reading ability. However, there will always be a short part of the text which gives the answer; they will not have to read between the lines, which is a skill for higher levels.
- The 4-option multiple choice questions are presented in the same order as the information in the text so that candidates can follow the development of the writer's ideas as they work through the questions. The final question may require candidates to interpret an aspect of the text as a whole.
- Warn your students about the risks of 'word spotting', that is assuming that an option must be correct simply because it contains a word that is also in the text. Students need to check that the meaning of an option is reflected in the text, not that one word is the same in both.
- When the questions take the form of incomplete sentences, encourage your students to read both parts of the sentence carefully. They need to check that the whole sentence matches what is written in the text and not just the phrase in option A, B, C or D.
- Make sure your students read texts in which opinions, ideas and attitudes are expressed, such as interviews with well-known people in which they explain how they started out in their field and what they believe helped them to be successful, or extracts from novels which focus on characters' feelings.

Suggested follow-up activities

- In a future class, practise doing a past B2 First for Schools Reading and Use of English Paper Part 5 using these techniques.
- Another option to practise elimination is to remove the correct option (A, B, C or D) and have the students give reasons why each of the remaining three is wrong. When they have done this, they can guess the correct option and you can board them to see how close they were with their guesses.
- Practice tests for B2 First for Schools are available from **Cambridge University Press**.

Answer key

Sample Task

- 31. C
- 32. D
- 33. B
- 34. B
- 35. A
- 36. C

Look at questions 31–36 from the Sample task text and decide whether the answer given is correct or incorrect. If you think it is correct, underline the part of the text where you found the answer.

31. What is the writer's purpose in the first paragraph?
A. to explain why Sandy was in this difficult situation
32. What does the writer suggest about Sally's clothes?
A. They made it unlikely that she would be spotted.
33. The writer says that Sandy 'reproached herself' in line 33 to show that she
A. felt sorry for herself.
34. Why did Sandy start skiing down the slope?
A. She began moving by accident.
35. How did Sandy try to cope as she skied down the slope?
A. She focused on staying upright.
36. What do we learn about Sandy in the final paragraph?
A. She is an adventurous person.

Student's worksheet 2

31. What is the writer's purpose in the first paragraph?
B. to give relevant details of Sandy's character
32. What does the writer suggest about Sally's clothes?
B. She was wearing them because she belonged to a skiing team.
33. The writer says that Sandy 'reproached herself' in line 33 to show that she
B. was annoyed with herself.
34. Why did Sandy start skiing down the slope?
B. She thought it was the only option she had.
35. How did Sandy try to cope as she skied down the slope?
B. She asked if anyone could help her.
37. What do we learn about Sandy in the final paragraph?
B. She prefers books to sport.

Student's worksheet 1

31. What is the writer's purpose in the first paragraph?
C. to introduce the fact that Sandy was facing a challenge.
32. What does the writer suggest about Sally's clothes?
C. They were too heavy for the conditions.
33. The writer says that Sandy 'reproached herself' in line 33 to show that she
C. was angry with Michael.
34. Why did Sandy start skiing down the slope?
C. She didn't realise how fast she would have to go.
35. How did Sandy try to cope as she skied down the slope?
C. She did her best to reach the bottom quickly.
36. What do we learn about Sandy in the final paragraph?
C. She admires a character from fiction.

Student's worksheet 4

31. What is the writer's purpose in the first paragraph?
D. to describe how Sandy was planning to solve a problem
32. What does the writer suggest about Sally's clothes?
D. She had chosen them with care.
33. The writer says that Sandy 'reproached herself' in line 33 to show that she
D. was worried about Michael.
34. Why did Sandy start skiing down the slope?
D. She didn't want to admit it was too difficult for her.
35. How did Sandy try to cope as she skied down the slope?
D. She remembered advice from her skiing lessons.
36. What do we learn about Sandy in the final paragraph?
D. She wishes she skied better than Simone.

Sample Task

Reading and Use of English • Part 5

You are going to read an extract from a novel about an American teenager called Sandy, who is on a skiing trip. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

'How did I ever manage to get myself into this?' Sandy wondered aloud and then groaned, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight. 'Help!' she said pleadingly in barely more than a whisper with her eyes still closed. 'Michael? Anyone? Please, on please... somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to resolve her present dilemma.

At thirteen, short-haired Sandy was quite tall for her age, but thin, which only gave her an appearance of greater height. At the moment, she was dressed in a colorful, thick winter jacket that had a bold bright pink and white design sweeping across a purple background. Her smooth water-repellent pants were the same purple color as her jacket – it was obviously a fashionable, co-ordinated outfit. Warm dark purple gloves covered her hands, and her attire was topped off – literally – with a purple ski hat, scarf and stylish ski goggles. If anyone had been around to see her, dressed the way she was, she would have been clearly visible from a long distance away against the almost solid white backdrop of snow surrounding her.

Sandy opened her eyes and glanced again at the sign posted near her at the top of the slope: it was a triple diamond slope, an expert-level ski run. How had she ended up there? She reproached herself that Michael had at least shown enough sense to get off the ski lift at an earlier opportunity to go down a more moderate slope. Absorbed by the view from near the top of the Sierra Nevada Mountain range in the Lake Tahoe area – shared between California on the west side of the range and Nevada on the east –

she had foolishly decided to ride the lift up a little further and had found herself facing this ski slope, one that was well above her slightly more than beginner-level skier abilities.

Sandy sighed deeply, tightly gripped her ski poles in her gloved hands, pointed her skis straight, and pushed back on the poles in her hands enough to cause herself to inch forward as all other avenues seemed to be closed to her. Once more than half of the length of her skis was sticking out into the air – only their back ends were still making contact with the snow at the slope's top – her balance began shifting forward, her skis followed, and she found herself rapidly picking up speed as she headed straight down the excessively challenging slope.

'How am I supposed to slow down?' Sandy shouted, but with the wind whipping by and the trees rushing past on either side of her, she could hardly hear herself. Everything she had learned about skiing in the previous two days seemed to have faded from her mind. Concentrating only on maintaining her balance, she kept her skis pointed straight downhill, which unfortunately only made her pick up more speed on the steep, icy slope.

'Simone would know how to ski expertly down this slippery slope', Sandy thought as she tried to imagine herself as Simone, international spy and heroine of the *Simone LeClerc* adventure series that Sandy loved to read. Coming up ahead of her, Sandy saw the ski lift which Michael had gotten off earlier. She desperately hoped she would find her friend among the skiers and snowboarders waiting there and she would be able to stop.

31 What is the writer's purpose in the first paragraph?

- A to explain why Sandy was in this difficult situation
- B to give relevant details of Sandy's character
- C to introduce the fact that Sandy was facing a challenge
- D to describe how Sandy was planning to solve a problem

32 What does the writer suggest about Sandy's clothes?

- A They made it unlikely that she would be spotted.
- B She was wearing them because she belonged to a skiing team.
- C They were too heavy for the conditions.
- D She had chosen them with care.

33 The writer says that Sandy 'reproached herself' in line 33 to show that she

- A felt sorry for herself.
- B was annoyed with herself.
- C was angry with Michael.
- D was worried about Michael.

34 Why did Sandy start skiing down the slope?

- A She began moving by accident.
- B She thought it was the only option she had.
- C She didn't realise how fast she would have to go.
- D She didn't want to admit it was too difficult for her.

35 How did Sandy try to cope as she skied down the slope?

- A She focused on staying upright.
- B She asked if anyone could help her.
- C She did her best to reach the bottom quickly.
- D She remembered advice from her skiing lessons.

36 What do we learn about Sandy in the final paragraph?

- A She is an adventurous person.
- B She prefers books to sport.
- C She admires a character from fiction.
- D She wishes she skied better than Simone.