

## B2 First for Schools Reading and Use of English Part 7

<b>Aims of the lesson</b>	<ul style="list-style-type: none"> <li>to discuss and develop strategies for dealing with multiple-matching tasks</li> </ul>
<b>Time needed</b>	50 minutes
<b>Materials required</b>	<ul style="list-style-type: none"> <li>Student worksheet 1 (one copy per student)</li> <li>Student worksheet 2 (one copy per student)</li> <li>Sample task (one copy per student)</li> <li>Answer sheet (optional, one copy per student from B2 First for Schools Handbook)</li> </ul>

### Procedure

- Elicit or play a game (e.g. hangman) to get '*summer camp*'. Elicit some examples and what students understand a summer camp to be. Discuss:
  - Do they like the thought of going away in the summer?*
  - What kind of activities would they like to do?*
- Give out **Student's worksheet 1**. Explain that this is part of a B2 First for Schools Reading and Use of English Paper Part 7 task. In Part 7, they will be given one long text divided into sections or several shorter texts, preceded by 10 questions. They will have to find the specific information in the text/s which matches each question.
- Establish that they have 2 texts (there are 4 in the complete task, but can be as many as 6 in the exam) and 4 questions. Put students into pairs and number each pair either A (Adam) or B (Sarah). The pairs have to find which two questions are true for their person. Ask them to underline the parts of the text where they found the information, and then compare their answers with a pair working on the other person. (see **Answer key**) If you have copies of the **answer sheet**, they can transfer their answers (optional). This gives them some practice in working with the answer sheet.
- Now give out **Student's worksheet 2** and ask the students to fold it in half along the dotted line. They should then look at **Exercise 1** and discuss the answers in pairs/small groups.
- Give out the **Sample task** with the complete set of questions and tasks. Referring to this, feed back answers from **Student's worksheet 1 Exercise 1**, using the **Answer key**. Refer students to **Exercise 2** on **Student's worksheet 2**, which is a suggested strategy for how to tackle a Part 7 task.
- Students work individually to answer as many of the questions in the Sample task as possible, following the suggested strategy from **Student's worksheet 1 Exercise 2**. Set a time limit for this, e.g. 5 minutes, and explain that you do not expect them to finish the task, but they should try to answer as many questions as possible.

An alternative to this is to divide the class up into 4 groups and give each group one of the texts. They find their answers. The one person from each group forms new groups, so one from group A, one from group B and so on, and they compare their answers and try to see why there is only one correct option.

7. When the time is up, discuss any issues arising with the whole class and see how many questions they have answered. Students should complete the **Sample task** for homework, practising the exam strategy described.

### Additional information

- The main strategy that candidates should use when attempting Part 7 of the Reading and Use of English paper is scanning. Once candidates think they have found the location of the answer, obviously other skills come into play. They will have to read that section more intensively and compare it with the question so they can decide whether the question is an accurate paraphrase of it.
- Candidates may like to skim through the text(s) quickly first to have an idea of the content, but they shouldn't be concerned with a detailed understanding of the whole text initially. Candidates should focus mainly on the information they are required to find.
- An effective way to tackle the task is to look at a question and then scan the paragraphs for the section of text which seems to be close in meaning.
- Candidates must be aware that they need to look for paraphrases and similar meanings, **not the repetition of individual words ('word spotting')**.
- The main skill is to read quickly to find specific information. Detailed understanding is only required of small sections, so it is more efficient to locate these sections quickly and then check them carefully.

### Suggested follow-up activities

1. Give your students plenty of opportunities to read book and film reviews or articles in which a number of different people express their thoughts about their career, hobbies, etc.
2. You could also ask students, either as a pair or group activity in class or as a homework assignment, to devise their own Part 7 task, based on texts you provide or ones that they find for themselves. Writing challenging questions for their classmates to try will help the students understand what clues they will need to look for when tackling a real Part 7 task.

## Answer key

### Student's Worksheet 1

1 B                      2 A                      3 A                      4 B

#### A. Adam – Nature Camp

We helped on a nature reserve for a week. We did different things every day, but I did get a bit fed up because we had cheese sandwiches every lunchtime. I kept quiet about it though because I didn't want to seem awkward. I was starving by twelve every day anyway, and it really was good fun, although we worked incredibly hard. One day, the schedule was changed at the last minute, and instead of our planned activity, we all helped the staff finish cutting the reeds by the lake. That was the toughest day – and also the best. They actually needed our help. we weren't just being kept occupied. Every day, we took it in turns to cook, in teams of five. When it was our team's turn, we made a simple dinner of pasta and salad for everyone. Judging by the fact that there was none left, we didn't do too badly.

#### B. Sarah – Culture Camp

Every morning we had the same breakfast, and then cleaned up the camp. Nobody could opt out and it was only when it was all completely tidy that we could head off for the day. The first time we went into the city, we were split into teams and given lists of things to spot, like statues, squares and other landmarks. With some help from the local residents, it wasn't too demanding – my team found almost all of the items on our list and came second. We also got to know our way around, so I thought it was a clever idea. I'd been worried I might miss my parents, but there was something going on nearly every minute and I hardly got time to think about them. We went to different museums and galleries in and around the city every day, and in the evenings we cooked or went out for pizzas. It was a great chance to learn about another country and its history.

### Student's Worksheet 2

#### 2. Did you read and understand every word of the texts?

It is not necessary to read intensively and to understand every word in order to answer the questions. In the exam there will not be time to do this. It's important that students learn to read quickly and effectively.

### 3. Did you read through all the texts first? How did you read throughout this task?

When considering answers students need to keep in mind information from several sections. Skimming through all the texts for an overall impression will give students a lot of important information. After reading the questions and while scanning for the answers, students will find themselves switching rapidly from section to section and back to the questions. On the surface this may seem inefficient but, in fact, rapid re-reading often leads to a better understanding of meaning than a single closer reading. The ability to jump between texts is an important one, something all academic reading requires and something students should practise.

### 4. Did you find yourself re-reading any questions and changing your answers?

Students sometimes find themselves getting the wrong answers because they haven't read the questions carefully enough.

### 5. Were there any questions for which you found two or more possible answers?

It is important to check that the section of the text answers the question fully and is the only possible answer to that question. It is not practicable to re-read all the sections for each question, but a careful reading of the part of the section that students think contains the answer and a part of another, similar, section is often necessary to eliminate the latter.

### 6. Did you highlight or mark the questions or text in anyway?

One technique is to underline relevant parts of the text as the student reads, though this needs to be carefully controlled or there will be too much underlining to be of practical use in answering the questions. Another approach is to highlight key words and phrases in the questions, after skimming for general understanding and before the more involved scanning which follows. This is one way of focusing the question in the reader's mind while scanning the text.

### Sample Task

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

### Student's worksheet 1

Look at the following 4 questions and decide which person (A – Adam, or B – Sarah) says what. Underline the parts of the text where you find your answer.

#### Which teenager

1. felt relieved they were kept so busy?
2. was pleased to have achieved something hard but worthwhile?
3. was unwilling to complain about a lack of variety?
4. mentions everyone being obliged to complete certain chores daily?

#### A Adam – Nature Camp

We helped on a nature reserve for a week. We did different things every day, but I did get a bit fed up because we had cheese sandwiches every lunchtime. I kept quiet about it though because I didn't want to seem awkward. I was starving by twelve every day anyway, and it really was good fun, although we worked incredibly hard. One day, the schedule was changed at the last minute, and instead of our planned activity, we all helped the staff finish cutting the reeds by the lake. That was the toughest day – and also the best. They actually needed our help, we weren't just being kept occupied. Every day, we took it in turns to cook, in teams of five. When it was our team's turn, we made a simple dinner of pasta and salad for everyone. Judging by the fact that there was none left, we didn't do too badly!

#### B Sarah – Culture Camp

Every morning we had the same breakfast, and then cleaned up the camp. Nobody could opt out and it was only when it was all completely tidy that we could head off for the day. The first time we went into the city, we were split into teams and given lists of things to spot, like statues, squares and other landmarks. With some help from the local residents, it wasn't too demanding – my team found almost all of the items on our list and came second. We also got to know our way around, so I thought it was a clever idea. I'd been worried I might miss my parents, but there was something going on nearly every minute and I hardly got time to think about them. We went to different museums and galleries in and around the city every day, and in the evenings we cooked or went out for pizzas. It was a great chance to learn about another country and its history.

## Student's worksheet 2

### Exercise 1

1. Did you read and understand every word of the texts?
2. Did you read through both of the texts first? How did you read throughout this task?
3. Did you find yourself re-reading any questions and changing your answers?
4. Were there any questions for which you found two or more possible answers?
5. Did you highlight or mark the questions or text in any way?

### Exercise 2

- 1 There's a lot to read in this task. You need to be able to **read quickly** and **don't worry about understanding every word**.
- 2 Try to **read through the texts quickly** before you start answering questions, to get an idea of what they're about.
- 3 When you're trying to find an answer to a question, **look for small parts of the text/s** which could be the answer. You'll probably understand better if you **read short sections more than once**.
- 4 It's **ok to change your answer** if you realise that you misunderstood something.
- 5 It's often possible for there to be more than one possible answer. Read all the sections which might be the answer again, so you can **identify which one answers the question completely** and which one/s don't.
- 6 You can try **underlining parts of the text** which give answers, though you may need a lot of different colours!
- 7 **Underlining the key words in the questions** can help you to make sure you're looking for the right answer when you re-read the texts.

## Sample Task

## Teenage Summer Camps

**A Adam – Nature Camp**

We helped on a nature reserve for a week. We did different things every day, but I did get a bit fed up because we had cheese sandwiches every lunchtime. I kept quiet about it though because I didn't want to seem awkward. I was starving by twelve every day anyway, and it really was good fun, although we worked incredibly hard. One day, the schedule was changed at the last minute, and instead of our planned activity, we all helped the staff finish cutting the reeds by the lake. That was the toughest day – and also the best. They actually needed our help, we weren't just being kept occupied. Every day, we took it in turns to cook, in teams of five. When it was our team's turn, we made a simple dinner of pasta and salad for everyone. Judging by the fact that there was none left, we didn't do too badly!

**B Sarah – Culture Camp**

Every morning we had the same breakfast, and then cleaned up the camp. Nobody could opt out and it was only when it was all completely tidy that we could head off for the day. The first time we went into the city, we were split into teams and given lists of things to spot, like statues, squares and other landmarks. With some help from the local residents, it wasn't too demanding – my team found almost all of the items on our list and came second. We also got to know our way around, so I thought it was a clever idea. I'd been worried I might miss my parents, but there was something going on nearly every minute and I hardly got time to think about them. We went to different museums and galleries in and around the city every day, and in the evenings we cooked or went out for pizzas. It was a great chance to learn about another country and its history.

**C Oliver – Language Camp**

We stayed with families who had kids our own age, and because they were on a mid-term break they came with us on all the trips. So apart from when we were actually in a language class, we were spending time with our new friends. It was a great way to practise the language we had been working on in the classroom. We also had to do a quiz on the last day – we were put into teams and given clues to help us find places around the town. Our team finished early, so we waited for everyone else in a café in the main square. While we were there, a film crew arrived and started filming! I can't wait to see it when it comes out – we were sitting outside, so we might even be in it!

**D Malika – Theatre Camp**

We stayed in a youth centre in the suburbs, and went into the centre of town by bus every day. It was a good way to see a bit of the city, and it didn't take long to get to the theatre where we had our classes. I loved the atmosphere in the old building, and we could wander around during our breaks and watch rehearsals. The actors we saw were brilliant, and it was inspiring to watch them before we went back into our own classes. The emphasis was definitely on having fun, but we still learned a great deal and I'm looking forward to putting it all into practice at my school drama club next term! The food at the centre could have been better, but I don't think anyone minded much.

**Reading and Use of English • Part 7**

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You are going to read an article about four teenagers who went to different summer camps. For questions **43 – 52**, choose from the teenagers (**A – D**). The teenagers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

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**Which teenager**

- |  |                                |
|--|--------------------------------|
| felt relieved they were kept so busy?                                      | <b>43</b> <input type="text"/> |
| was pleased to have achieved something hard but worthwhile?                | <b>44</b> <input type="text"/> |
| found that observing other people's work encouraged them?                  | <b>45</b> <input type="text"/> |
| helped to produce something that proved popular?                           | <b>46</b> <input type="text"/> |
| got through an activity very promptly?                                     | <b>47</b> <input type="text"/> |
| says the main location for their activities particularly appealed to them? | <b>48</b> <input type="text"/> |
| stresses how much opportunity they had to use new knowledge?               | <b>49</b> <input type="text"/> |
| was unwilling to complain about a lack of variety?                         | <b>50</b> <input type="text"/> |
| mentions everyone being obliged to complete certain chores daily?          | <b>51</b> <input type="text"/> |
| appreciated coming across something interesting by chance?                 | <b>52</b> <input type="text"/> |