

B2 First Reading and Use of English Part 7

Teacher's notes

Aims of the lesson	<ul style="list-style-type: none"> to give students an overview of the different skills required in Part 7 and to raise their awareness of how to approach this part of the exam
Time needed	40-60 minutes
Materials required	<ul style="list-style-type: none"> handout sample part 7 task (one for each student)

Procedure

1. Write on the board

Skimming Scanning

Elicit from the class what these are (*reading skills*).

2. To test that students have the correct understanding of these skills, read out the following scenarios and ask them to tell you which reading skill is required in each case.

- You are looking at a bus timetable and you want to find out what time the next number 49 bus departs. (*scanning*)
- You are about to go into a seminar, but you haven't looked at the lecture notes because they're very long – you have 5 minutes before the lecture starts. (*skimming*)

Note that there is a visual representation of these two skills in 'Additional Information' below if you think it would be helpful to explain the skills.

- Ask students to work in pairs and think of other situations when they might use these skills then get them to feed back to the class.
- Tell students they are going to look at Part 7 of the B2 First Reading and Use of English paper.
- Give each student a copy of the worksheet and ask them to read the introduction.

6. Give them a copy of the sample question. Ask the students NOT to attempt the task, but to read the instructions and to look at how the information is organised on the page. In pairs or small groups, ask students to discuss how they are going to attempt this task. Monitor and give assistance if necessary. It's very useful to see how each student approaches these tasks. If appropriate, prompt them by asking:
 - How many times are you going to read the text?
 - What reading skill are you going to use (skimming or scanning)?
7. Refer students back to the worksheet. Ask them to complete the gapped text with the words from the box.
8. Check answers in class, and ask students how the advice differs from their own strategies. This is a very important stage and is an opportunity to tell students how they should approach Part 7.
9. Students now attempt the task in pairs. Encourage them to discuss each question, ensuring that they are following the strategy set out in the text. Set a time limit of 30 minutes.
10. Check the answers to the tasks and deal with any queries.

Additional information

Summary of advice for teachers – Part 7

- Train your students to read quickly and locate specific information.
- Set students time limits for long texts.
- Train students to scan for specific information.
- Train students to use textual clues when scanning.
- Train students to start by looking at the prompts.
- Teach your students how to recognise paraphrasing.
- Train students to beware of 'word-spotting'.
- Use a range of authentic texts such as timetables, menus, brochures, advertisements, etc. in the classroom.

Skimming and Scanning

You may want to give a visual representation of these skills – the following may help some students (particularly visual learners) understand the skills.

	Monday	Tuesday
1pm	cooking	tennis
2pm	basketball	English
3pm	maths	music
4pm	music	free time
5pm	free time	excursion

Here you could elicit the skill being used and the question being asked. (*scanning, What is happening on Tuesday at 4pm?*)

The important thing is that you clean your equipment before you pack it away. If any bacteria are present then this could affect your experiment the next time you use the equipment.

Again elicit the skill and what is being focused on
(*skimming; key words*)

B2 First Reading and Use of English Part 7 Worksheet– answer keys

Key to Student's worksheet

- 1) scanning
- 2) compare
- 3) skim
- 4) information
- 5) scan
- 6) carefully
- 7) several

Key to Sample Task

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

B2 First Reading and Use of English Part 7 Activity– Student's worksheet

What do you have to do in this task?

In this task, candidates match prompts to elements in the text (multiple matching).

What texts are used?

newspaper or magazine articles, leaflets and brochures

What text types are used?

informative and descriptive texts

What skill is being tested?

identifying and selecting information and comparing information

Exercise 1

Read the following text which contains advice for candidates for Part 7. Complete the gaps with a word from the box below.

information	compare	skim
scan	carefully	several
		scanning

The main strategy that candidates should use when attempting Part 7 of the Reading and Use of English paper is **1)** Once candidates think they have found the location, other skills are necessary. They will have to read that section more intensively and **2)** it with the question so they can decide whether the question is an accurate paraphrase of the text.

Candidates may like to **3)** through the text(s) quickly first to have an idea of their content, but they shouldn't be concerned with a detailed understanding of the whole text initially. Candidates need to focus mainly on the **4)** they are required to find.

An effective way to tackle the task is to look at a prompt and then **5)** 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 **6)**

Once you have been over the text **7)** times, it becomes easier to locate where the target information might be held.

B2 First Reading and Use of English Part 7–Sample Task

Part 7

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.

Which paragraph

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

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.