

## B2 First Reading and Use of English Part 5

### Teacher's notes

<b>Aims of the lesson</b>	<p>to give students an overview of the different question types in Part 5 of the B2 First Reading and Use of English Paper</p> <p>to raise awareness of how to approach this part</p>
<b>Time needed</b>	30-45 minutes
<b>Materials required</b>	sufficient copies of the worksheet and sample task (included)

### Procedure

1. Tell students that they are going to look at Part 5 of the B2 First Reading and Use of English paper.
2. Give each student a copy of the worksheet and the sample task and ask them to do Exercise 1 – they should be able to get all the answers just by looking at the introduction to the sample task. Go through the answers. When you come to the answer to question 4 (Life on an Island), stress how important it is to use any information about the text.
3. Brainstorm with the class what 'life on an island' would be like (e.g. lonely, isolated, peaceful, everyone would know who you were, etc ...). Point out to the class that the brainstorming process you have just done is the sort of thing that they need to do when they are doing an exam as it helps to prepare the mind for what they are about to read.
4. Now look at Exercise 2 on the worksheet. There are different types of question in this part of the test and in Exercise 2 there is a list of some of the different question types that might be used. As the language might be quite difficult for students in this exercise, put students into pairs or groups of three and get them to look at the questions in the sample task and match them to the different question types. Go through the answers and help students with any difficulties (see answers below and additional information).
5. Now ask students to do the sample task and to think about how they are doing the task as they do it. When they have finished the sample task, ask them to complete Exercise 3 (*After the task*) on the handout.
6. Go through the answers to the sample task then collect some feedback as to how students approached the tasks (by going through the answers to Exercise 3) and summarise the best approach tactics on the board. This is a very important stage, and is an opportunity to tell students how they should approach Part 5 (see key below for ideas).

**Additional information**

Candidates must show detailed understanding of content and text organisation. Questions may focus on the main ideas or details on the text, and on the attitudes or opinions expressed.

Candidates may also be asked to deduce the meaning of a word or phrase and demonstrate understanding of references, such as pronouns, within the text. Additionally, questions may focus on the tone of the text of the writer's purpose, as well as the use of exemplification or comparison.

**Answers to the worksheet**

## Exercise 1

1. 4
2. 6
3. novels
4. life on an island

## Exercise 2 (matching with question types)

31. E
32. F
33. D
34. C
35. B
36. G

## Key for sample task

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

## Exercise 3

1. It's a good idea to read through the text before answering the questions as it gives candidates the chance to get an overview of what the text is about before focusing on the questions. This needs to be balanced against the time constraints of the test as candidates need to make sure they leave sufficient time to do each part.
2. Yes – this can help if students are having problems with one particular question as they will be able to locate where the answer to this question should be.
3. This is not the case for every question, but is the case for questions that involve looking for detail or specific information (for example, for question 36 'as I'd first thought' helps candidates get to the answer C).
4. It is more likely that options need to be eliminated. If candidates 'spot' an answer straight away, they need to read carefully around it to check that it is the correct answer and not distraction.
5. Check with the class – for example, understanding words from context.
6. Check with the class – perhaps timing.
7. Read for pleasure; read different text types; Use graded readers to help with extensive reading skills and comprehension

### B2 First Reading and Use of English Part 5–Student's Worksheet

**Exercise 1** Have a look at the instructions at the beginning of the sample task and fill in the gaps to complete the summary of the task below.

#### Summary of the Part 5 Task

In this task, you must answer questions on a text by choosing one option from (1) \_\_\_\_\_ possible answers.

There are (2) \_\_\_\_\_ questions.

The texts used in this part are magazine and newspaper articles, extracts from (3) \_\_\_\_\_, short stories and biographies.

It is very important to read the instructions at the beginning of a task as they contain words that can help you prepare for the text you are about to read. The four most important words in the sample task instructions are (4) \_\_\_\_\_

**Exercise 2** There are many different types of question in this task. Look at the descriptions of some of the different question types (A-G) below. Can you find questions in the sample task that match these different question types?

Match questions 31-36 with the question types A-G. There is one extra question type that you do not need to use.

#### Question Types

A. Detail	deal with facts and ideas that are clearly stated in the text
B. Reference	test understanding of what a pronoun like 'it' means
C. Purpose	deal with the writer's reason for saying something
D. Attitude	focus on the writer/character's feelings or emotions
E. Main idea	look at the main focus of part of the text
F. Implication	deal with ideas that are not clearly stated in the text but are implied and are clear to the reader
G. Gist	often called global understanding – the reader needs to understand a large part of the text or the whole text to answer the question (this is usually the last question)

#### Doing the task

Now do the sample task. While you are doing the task, think about what you are doing.

### Exercise 3: After the task

Now look at these questions about how you approached this task and consider your answers.

1. Did you read through the whole text before you tried to answer the questions?
2. Did the questions come in the same order as the information in the text?
3. Did finding the answer to each question involve finding a single word or phrase in the text?
4. Did you spot an answer straightaway or did you have to look at all the options and carefully eliminate the incorrect ones?
5. What other things did you do?
6. What did you find difficult about this task?
7. How else can you practise for this task?

## B2 First Reading and Use of English Part 5 – Sample Paper

## Part 5

You are going to read an extract from a novel in which a young woman called Caitlin talks about her life on an island. 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.

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand - a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans – why can't he get a taxi? what's wrong with the bus? – I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs.... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it .... the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable – that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat – a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazies through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk because of that. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked....

- 31 In the first paragraph, what is Caitlin's main point about the island?
- A It can be dangerous to try to cross from the mainland.
  - B It is much smaller than it looks from the mainland.
  - C It is only completely cut off at certain times.
  - D It can be a difficult place for people to live in.
- 32 What does Caitlin suggest about her father?
- A His writing prevents him from doing things he wants to do with his family.
  - B His initial reaction to his son's request is different from usual.
  - C His true feelings are easily hidden from his daughter.
  - D His son's arrival is one event he will take time off for.
- 33 Caitlin emphasises her feelings of discomfort because she
- A is embarrassed that she doesn't understand what her brother is talking about
  - B feels confused about why she can't relate to her brother any more.
  - C is upset by the unexpected change in her brother's behaviour.
  - D feels foolish that her brother's attention is so important to her.
- 34 In the fourth paragraph, what is Caitlin's purpose in describing the island?
- A to express her positive feelings about it
  - B to explain how the road was built
  - C to illustrate what kind of weather was usual
  - D to describe her journey home
- 35 In 'because of that' in line 31, 'that' refers to the fact that
- A locals think it is odd to walk anywhere.
  - B it is easier for people to take the bus than walk.
  - C people have everything they need on the island.
  - D there is nowhere in particular to walk to from the island.
- 36 What do we learn about Caitlin's reactions to the boy?
- A She felt his air of confidence contrasted with his physical appearance.
  - B She was able to come up with a reason for him being there.
  - C She realised her first impression of him was inaccurate.
  - D She thought she had seen him somewhere before.