

B2 First for Schools Reading and Use of English part 5

Prepare to read. Prepare for exam success.

Top tip – Everything in English

Several tasks in this lesson requires you to do online research. It is highly recommended that you do your research on websites that are in English. This is going to help you to improve your ability to read and skim the text for the main idea, and to read for detail. Don't translate the text. Take all your notes in English.

Summary

In this self-access lesson you will:

- Practise Reading part 5 from the Reading and Use of English paper.
- Conduct online research.
- Conduct research talking to friends online.
- Conduct research talking to family.
- Practise making notes in English.
- Practise writing a Part 1 essay.

References

Cambridge English Exam Booster for B2 First and First for schools. Chiltern, H., Dignen, S., Fountain, M., Treloar, F. © Cambridge University Press and UCLES 2017

Start with the facts

The task. What do you have to do in B2 First for Schools Reading and Use of English Part 5?

- You read a long text. Texts can be from a modern novel or an article.
- You have to choose the correct answer (A, B, C, D) from six 4-option multiple-choice questions.

What does the task test?

- Your ability to work out meaning from context, and to notice features of text organisation, giving examples, and referencing.
- You may need to look for clues in the text to help you to decide on the correct answer.
- The emphasis is on your detailed understanding of a text which includes the expression of:

opinion attitude purpose main gist detail tone implication
idea

Exam tips

Before you start trying to find the answers to the exam task, make sure you take the following steps:

1. Always read the text quickly to get an idea of what it is about.
2. Now read all the questions. You need to know what to look for in the text.
3. Be careful not to make assumptions when you see the same words in the question that are in the text.
4. Stop and think before you make any decisions. Is the same idea expressed in the question as it is in the text?

Research task 1 – I didn't know that ...

What can you find out about Google?

- Find six facts that you think are interesting about the history of Google.
- Go to **www.google.co.uk** to conduct your research
- Make notes of your research findings in your notebook

Research task 2 – Compare and contrast low tech versus high tech

Compare and contrast two pictures of different libraries.



Source: Unsplash.com



www.bl.uk/catalogues-and-collections

1. How many similarities can you find between both types of libraries?
2. What are the main differences between each library?
3. What do you think might be difficult for people who use these libraries?
4. What are benefits of each type of library?
5. Which library would you prefer to use and why?
6. Ask your family and chat online to your friends to find out what they think.
7. Make notes of the ideas in your notebook.

Reading and Use of English – Part 5

You are going to read an article about new technology and students. For questions 1-6, choose the answer (A, B, C, or D) which you think fits best according to the text.

Reminder of the exam tips

Before you start trying to find the answers to the exam task, make sure you take the following steps:

1. Always read the text quickly to get an idea of what it is about.
2. Now read all the questions. You need to know what to look for in the text.
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Student life and technology

By Debra Mallin, a business student at Greyfort University

Last Saturday, as my grandfather drove me and my sister home from a dinner to celebrate his birthday, he got frustrated at not being able to remember the name of the singer of a song he'd just heard on the radio. Without a second thought, I grabbed my smartphone, searched for the song and found the name, Bob Dylan. For me and my friends, this is a completely natural course of action, but it totally astonished my grandfather, who didn't understand how I had checked the information so quickly. My sister and I laughed and explained, but afterwards, it made me think about how much I depend on technology.

The list of the ways I use technology is endless: writing, planning, socialising, communicating and shopping, to name a few. When I reflected on its impact on my education, I saw that, for my fellow students and I, technology has been significant in many ways. Returning to the story of my grandfather and the smartphone, he had asked me more about how I used it and about university life. He said he thought we had an easy life compared to previous generations. My sister caught my eye and we exchanged a smile. But whereas she was thinking our grandfather was just being a typical 65-year-old, I could see his point.

Not only are we lucky enough to have the same educational benefits as those of previous generations, we have so many more as well. We still have walk-in libraries available to us, and I can see why some students choose to find and use resources in these distraction-free locations. However, the only option for studying used to be sitting in these libraries with as many books from your reading list as you could find, yet now a single search for your chosen study topic online can immediately provide access to a huge range of resources. At universities, interaction between students and university staff is another area that has changed considerably with developments in technology. We can have face-to-face time with our



tutors when we need it, and also communicate using our electronic gadgets from the comfort of our homes, or on the bus. The most popular means of doing this is via instant messaging or social media – email is often considered too slow, and it has become unacceptable for messages to be unanswered for any length of time. While this puts an extra strain on the university's academic support team, who usually have to answer the queries as they come in, we students are greatly benefitted.

It's important that we remember to appreciate how much the advances in technology have given us. Electronic devices such as tablets, smartphones, and laptops are now standard equipment in most classrooms and lecture halls, and why shouldn't they be? The replacement of textbooks with tablets allows students the luxury of having up-to-date, interactive and even personalised learning materials, with the added benefit of them not costing the earth.

When we compare the student life of the past and that of the present day, it is tempting to focus on the obvious differences when it comes to technology. In actual fact, students are doing what they've always done: embracing the resources available and adapting them in ways which allow them to work more efficiently and to live more enjoyably. The pace of change in technology continuously gathers speed, so we have to value each innovation as it happens.

Reference: © Cambridge University Press and UCLES 2017

1. What does the writer illustrate by describing the incident in the car?
 - A the older generation's frustration at people's dependence on technology
 - B how unaware young people are of some effects of technology
 - C the difference in attitudes to technology between two generations
 - D how technology helps different generations communicate
2. What did the writer think of her grandfather's comment, mentioned in the second paragraph?
 - A It showed how out-of-date he was.
 - B It had an element of truth in it.
 - C It was an annoying thing to say.
 - D It made her feel sorry for him.
3. What does the writer say about getting study resources from libraries?
 - A She considers libraries more preferable places for study than home.
 - B She cannot understand why anyone chooses to go to a library now.
 - C She appreciates the fact that people can still study in libraries if they want to.
 - D She thinks libraries are limited by the quantity of resources they can store.
4. What disadvantage of new technology does the writer mention in the third paragraph?
 - A Those who can afford the best gadgets gain an unfair advantage.
 - B Sometimes slow internet connections make communication difficult.
 - C A heavier workload is created for teaching staff at the university.
 - D Students cannot escape from dealing with university issues.
5. What is the purpose of the question 'Why shouldn't they be?' in the fourth paragraph?
 - A to express an opinion
 - B to introduce some problems
 - C to make a criticism
 - D to indicate uncertainty
6. What is the writer's conclusion about students today in the final paragraph?
 - A They have such different lives to previous generations that it's unwise to compare them.
 - B They deal better with change than previous generations did.
 - C They take advantage of new resources more quickly than previous generations did.
 - D They are behaving in a similar way to previous generations of students.

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Check your answers when you have completed the task

The key is on the next page

Bonus task 3 –Time to plan, time to write (Writing part 1)

Talk to your family and chat to friends online. What do they think about the following statement? What do you think?

Technology has transformed the way we live, but not always in a good way. Discuss.

Make notes on the ideas from friends and family, as well as your own ideas. Plan and write an essay in 140-190 words in response to the question.

Now check your answers!

It's important not only to know which answers are correct and which are incorrect, but also **why** they are correct or incorrect. For each item below, check your own answers on the previous page and take some notes on **why** the answers below are correct. Look for evidence in the text.

Gap	Answer	Why is this correct?
1	C	
2	B	
3	C	
4	C	
5	A	
6	D	