

Tips for teachers

Reading and Use of English

1. How to use the book?

- Part Two contains five different reading task types (short-answer questions, matching headings to texts, matching sentences to gaps in texts, matching clauses to gaps in texts, reordering parts of a text), and five different use of English task types (open-gap filling, banked gap-filling, multiple-choice, spot the error, word formation).
- If you want to find out what problems you might encounter, for instance, with a *spot the error* task, read the introduction to the task at the beginning of the *Spot the error chapter*.
- Each chapter has the same structure: description of the task type (what it is, what to pay attention to), sample task, practice tasks.
- If you cannot decide which type of task to use, read the description of the task type.
- It is very useful to read the Guidelines for writers of reading and use of English tests given in the appendix because it will help you understand how such tasks are written.

2. How to use the practice tasks?

- Tasks within each chapter on task types are arranged in ascending order of difficulty: the first tasks are relatively easy and later ones are more difficult.
- The layout of the tasks has been designed so that they can be handled easily.
- If you compile a practice test for classroom use keep the layout of the two-page tasks (facing pages).
- If your students use the book, do not allow them to have a look at the Key before doing the tasks.
- Make sure your students practise each task type presented in the book.
- Discuss with your students the strategies they used to arrive at the correct answers, as is done in the sample task sections (especially when you do a new task type).
- Set a time limit similar to that set for such tasks in examinations, so that students practise working under time pressure.
- You are not advised to do more than two tasks in a 45 minute lesson because there will be no time left to discuss the (acceptable and/or unacceptable) answers.
- Draw your students' attention to the example item given for the task; students should not skip it because it will help them to understand the rest of the text and accomplish the task successfully.
- Students should read the instructions carefully.
- Students do not need to know all the words in the reading text in order to answer the questions. They should focus on the information required by the question. The tasks are designed in such a way that students should be able to answer the questions without understanding every single word in the text.
- Students should be familiarised with different reading strategies (skimming, scanning, close reading), so that they can choose the one that best suits both the task and their preferred ways of processing texts in general.

A quick reading may help to identify relevant points in the text and reject irrelevant ones, whereas sometimes a more thorough second reading may also be necessary.