



## Reading and Use of English Paper Part 6 – Gapped text: Success

**Overview:** Students practise identifying what reference words refer to, then complete a Part 6 exam task.

**Part of Exam:** Reading and Use of English (Paper 1) Part 6

**Language / Skill Practised:** identifying what reference words refer to

**Materials:** One copy of the worksheet per student.

**Time:** 50 to 60 minutes, plus extension

### Procedure:

#### Part One: Warmer – identifying what reference words refer to

1. Read through the quiz and questions as a class. Answer any queries students have about vocabulary. Tell students to work on their own and tick the statements they agree with. Take feedback from the whole class.
2. Now tell students to work in groups and think about the four people in the list. What do they think would motivate them? Encourage students to give reasons for their answers. Give students 5–10 minutes to discuss their ideas, then take feedback from each group in turn.
3. Explain that reference words can help students to identify links between sections of a reading passage. Ask students what kinds of reference words they can think of (e.g. possessives, pronouns). Tell students to work in pairs and read the text through once, to understand meaning. They can then match the underlined words with the list of words A–E. Check answers as a whole class and ask students to explain how they chose their answers.

**Key:**

<i>their</i> = D	<i>they</i> = D
<i>It</i> = B	<i>they</i> = C
<i>its</i> = E	
<i>his or her</i> = A	

#### Part Two: Exam practice

4. Tell students to quickly skim the reading passage and ask them what the topic is (using visualisation to improve performance in sport).

Tell students to work in pairs and look at the options A–G. Tell them to pay attention to any referencing words (*He*) and any sequencing words (*First, Initially*) that could help them identify where the sentences fit. Go through any vocabulary in the questions/answers that students are unsure of.

Tell students to work on their own and answer the questions. When they have finished, they can check their answers in pairs and make any corrections as necessary.

Go through the answers as a whole class. Ask students to try to explain why each answer is correct.

**Key:**

1C 2F 3A 4E 5B 6D

#### Part Three: Extension

5. Tell students to work in pairs or small groups and discuss the question. Monitor the discussions for any language errors which you can correct at the end. Take whole-class feedback and ask students to justify their opinions.



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1 Read the quiz. Tick the items in the list you agree with.

### BORN TO SUCCEED?

#### What motivates you to succeed?

I want to ...

- ... beat my competitors and be considered the best at my sport / in my field
- ... win a trophy or medal to show off with
- ... face a challenge that I feel up to
- ... work towards success as part of a team
- ... achieve fame, popularity and win people's respect
- ... make a fortune and live a celebrity lifestyle
- ... be an inspiration for others, and become a role model
- ... do something for fun and enjoyment
- ... fulfil a childhood dream
- ... fight against my insecurities
- ... break records and overcome my own limitations
- ... make my friends and relatives feel proud of me



Worksheet

2 Work in groups and discuss. Which of the points in the quiz above could be the most motivating for the following people?

- a child taking part in a cycling race
- a teenage amateur tennis player
- an adult amateur basketball player
- a professional ski jumper

3 Match the underlined words with the words they refer to (A–E). You can use one word more than once.

**Tip!** Reference words can refer forwards as well as backwards.

Mental practice is a technique used by sports psychologists and therapists to help athletes improve their performance. It is also sometimes referred to as motor imagery or guided visualisation and its benefits have been proven in numerous scientific studies. Using this technique, a sportsperson uses his or her imagination to create a visual image of future success. By imagining what they want to happen, athletes can 'practise' the factors that lead to success before they happen. According to scientific research, repeating the visualisation practice frequently can have a significant effect on real-life sports performance.

- A a sportsperson
- B mental practice
- C the factors that lead to success
- D athletes
- E motor imagery / guided visualisation



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- 4 You are going to read a newspaper article about using visualization to improve performance. Six sentences have been removed from the article. Choose from sentences A–G to fill the gaps (1–6). There is one sentence which you do not need to use.**

#### Imagining success

Adam Matysz, a Polish ski-jumping champion, knows from experience that visualising a future triumph leads towards success.  1 Guided visualisation helps athletes to stay relaxed, focused and confident. It is estimated that an average person has 10,000 thoughts or images flashing through his/her mind daily. At least half of them are negative. This should make you think. Our thoughts are known to have a direct influence on the way we act and feel, which leads to an alarming conclusion: unless you take control of your destructive thoughts, fears and self-limiting beliefs, they will have a negative impact on your performance.

To prove that mental practice brings about desired results in sports, the University of Chicago conducted experiments on a group of basketball players, divided into three teams.  2 Then, the groups spent twenty days following three different sets of instructions. The first team wasn't allowed to touch the ball at all – they couldn't even enter the court. The second group had to practise for 20 minutes every single day whereas the third group could practise, but only mentally – by means of visualisation. Twenty days later, a new score test revealed that the members of the first group were the only ones whose results hadn't improved. The other two groups showed an improvement in performance of over 20%.  3 The magic behind the experiment was later explained by neuroscientists.

When individuals perform an action (e.g. aiming a ball at a basket) or when they imagine performing it, the same areas are activated in the brain.  4

If you want to practise motor imagery and achieve success, be confident and believe that your efforts will be rewarded. To avoid any negative associations, relax before and after you visualise. Make sure you create a mental image of the activities that will lead towards accomplishment as well as to a triumphant outcome.  5 In other words, imagine what you can see, feel, hear, smell and taste in connection with the desired activity. Most importantly, call up these images over and over again, enhancing the skill through daily repetition.  6 Most people find it convenient to practise just after they wake up and right before falling asleep, though with practice you will be able to visualise whenever and wherever the need arises.

[479 words]

- A** Surprisingly, the group that had used visualisation scored only 1% less than the players who had trained on a daily basis.
  - B** It is also necessary to include details linked to all five senses in your visual scenario.
  - C** He is known to have used mental imagery effectively to improve his sporting achievements.
  - D** Mastering the technique does not take long – probably just a few weeks – but it is crucial that you practise visualisation two or three times a day.
  - E** With mental rehearsal, both minds and bodies become trained to actually perform the skill imagined.
  - F** First, each player was tested on his or her own to establish individual scores.
  - G** Initially, the players were reluctant to try the technique in case their performance declined.
- 5 Work in pairs and discuss. Do you think you would like to try visualisation to help you succeed in life? Why / Why not?**