

C2 Proficiency Reading and Use of English: Part 6

Description

In this activity students answer some *yes /no* questions to establish the format, text types and test focus of Part 6. They study a suggested procedure for this question, then use given clues to complete gaps 37–39. Finally, they find the clues for gaps 40–43 and complete the task.

Time required: 45 minutes

Materials required:

- Sample Task (one copy per student)
- Student's worksheet (one copy per student)

Aims:

- to familiarise students with the format, text type and task focus of Part 6
- to raise awareness of text structure, the development of ideas, opinions and events, cohesion, coherence and global meaning
- to practise identifying grammatical and lexical links

Procedure

1. Give out the **Student's worksheet** and ask students to answer the questions in **Exercise 1** with *yes* or *no*. Feed back together (see **Key**).
2. Go through the recommended procedure for this part, as outlined in **Exercise 2**. Discuss any questions.
3. Give out the **Sample task** (main text). Students work in pairs to make brief notes about the main point/s in each paragraph. Refer to the example in **Exercise 3**.

Feed back, making sure the main points are covered (see **Key**).

4. Focus students' attention on the parts of the text which are underlined. Elicit ideas for why these parts may be underlined (*The underlining shows the grammatical and lexical links which indicate the correct answer*).

Give out **Sample task** (gapped paragraphs). Students use the underlining to help them identify the answers to gaps 37, 38 and 39. Point out that this is step 6 on in the procedure in Exercise 2.

Check answers in pairs, before checking in plenary (see **Key**).

5. Students work in pairs to find the answers to 40–43. They must underline the words and phrases in both the main text and the gapped paragraphs which lead them to the correct answers.

Check answers together, including which parts of the text they underlined (see **Key**).

6. Make the following points:
 - the texts in Part 6 usually have a linear development so understanding the narrative development/argument structure helps with this task.

- students should read the base text first so that they gain an overall idea of the structure and development of the theme or argument of the text, before starting to do the task.
- students should avoid ‘word spotting’, that is, assuming that if the same word, name, date, etc appears in the surrounding text as in one of the extracts, that is necessarily the right option to fill the gap. Direct students’ attention to paragraph C, the unused paragraph. This includes the word ‘aquifers’ but the context is ‘centuries ago’, a time covered in the first two sections of the base text, where there is no mention of aquifers. Where the word ‘aquifers’ occurs towards the end of the base text it is in the context of future possibilities and not ‘centuries ago’.

Additional information

- This part tests candidates’ understanding of text structure and their ability to follow text development. **Each correct answer in Part 6 receives 2 marks.**
- The task requires candidates to select from eight options the correct extract to fit in each of seven gaps in a text. There is only one correct answer for each gap. There is no example answer.
- The task consists of a gapped text followed by the extracts from the text and one further extract which does not fit in any of the gaps. The text has a title and may also have a sub-heading.
- Candidates need to read the gapped text first in order to gain an overall idea of the structure and meaning of the text, noticing carefully the information and ideas before and after each gap as well as their development throughout the whole of the gapped text. They should then decide which extract fits each gap, and write the appropriate letter in each gap. They should remember that each letter may only be used once and that there is one extract that they will not need to use. When they have made their selection and checked each choice carefully, they should transfer their answers to the answer sheet.

Suggested follow-up activity

1. Cut up a text into eight paragraphs, i.e. cut up just the text where the gaps occur. (This need not be an exam text. It can be an article you have found in a newspaper/magazine or an extract from a book). Divide the paragraphs up between four students. Ask them to read their paragraphs and to write a summary of the main point or points in the paragraphs in one or two sentences.
2. Put the students into a group so that between them they have a copy of the complete base text. Tell them to read out their summaries and to try to work out a logical order for the text. The person who thinks they have the first paragraph should begin, and so on.
3. When they have decided on an order, let them read the original base text to check their ideas.
4. Discuss the reasons for any differences in order, i.e. was it something connected to the text, such as the use of flashbacks, or references back to an idea discussed earlier, or did a particular summary fail to capture the main point of the paragraph?

Answer keys

Student's Worksheet

Exercise 1

1. yes
2. yes
3. no; texts come from a variety of sources including articles from journals and newspapers, promotional and informational materials and fiction.
4. yes

Exercise 3 (sample answers)

There are many ways to summarise the paragraphs. The point is to check that students have understood the main ideas.

- 1 Spanish sailors discover that the inhabitants of the Canary Islands obtained water from fog.
- 2 In the last century the island became dry. Riebold wants to bring back fog harvesting.
- 3 Riebold wants to try the Chilean project in Lanzarote.
- 4 New mayor approves a scheme, which is then put into practice
- 5 Island council plans to extend successful scheme.
- 6 Further extensions are planned for a larger area.
- 7 Additional benefits may include full aquifers and wells which will improve the water supply.
- 8 If successful, this scheme could be used in other places.

Procedure Step 4

- 37 D Note that the first paragraph refers to all the Canary Islands. After gap 37, there is a reference to 'the island' which means that the missing paragraph must mention one island – Lanzarote.
- 38 H The text after 38 mentions 'failed efforts' and paragraph H refers to unsuccessful replanting schemes.
- 39 F The text before 39 mentions 'saplings' which are also referred to in paragraph F.

Key to Sample task

37 D 38 H 39 F 40 B 41 A 42 E 43 G

Procedure Step 5

Main text

Paragraphs 1–3	See Sample task
Paragraph 4	<u>town authorities erected eight modest fog-collecting devices</u>
Paragraph 5	<u>having declared the initial experiment a success</u> <u>pilot phase of a full-scale re-forestation of the mountains</u>
Paragraph 6	<u>new cloud forest</u> <u>potential area for reforestation</u>
Paragraph 7	<u>underground aquifers</u> <u>wells down in the valleys could also refill, reducing the island’s growing dependence on desalination,</u>
Paragraph 8	<u>a large-scale return to agriculture on the island</u>

Gapped paragraphs

A	<u>This more ambitious scheme</u> <u>the hilltops</u>
B	<u>results look promising</u>
C	None (distractor)
D	<u>In times gone by, all seven of the islands</u> <u>much of the island’s forest has been lost</u>
E	<u>trees will trigger a more widespread greening</u> <u>Once the trees are back</u>
F	<u>That’s why the saplings died,’ says Riebold. ‘They never got tall enough to touch the fog and capture the moisture on their leaves.’</u>
G	<u>as water in Lanzarote has become very expensive</u> <u>agriculture increasingly difficult</u>
H	<u>Despite numerous attempts in the past decade, all replanting schemes have so far been unsuccessful.</u>

Student's worksheet

Exercise 1

Answer the following questions about Part 6. Answer *yes* or *no*.

- 1 Part 6 consists of one long gapped text from which seven paragraphs have been removed and placed in jumbled order after the text.
- 2 There is one extra paragraph which does not fit any of the gaps.
- 3 The texts are always taken from magazine articles.
- 4 Part 6 tests comprehension of text structure, development of ideas, opinions and events, cohesion, coherence and global meaning.

Exercise 2

Recommended procedure for Part 6

1. Read the title and any sub-heading.
2. Read the main text first.
3. Highlight or underline words that refer to people and places and any time references.
4. Summarise the main points and make notes.
5. Read the paragraphs that have been removed.
6. Look for grammatical and lexical links between paragraphs to help you decide where the missing paragraphs fit. Look for links before and after the gaps.
7. Check your answers by reading the whole text from beginning to end.

Exercise 3

Read the main text. Make brief notes on each paragraph in the main text. For example,

1. Spanish sailors discover that the inhabitants of the Canary Island obtained water from fog.

Sample Task

You are going to read an extract from an article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A-H** the one which fits each gap (37-43). There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

The fog catcher’s forest

A bare, dusty island where the rain never falls could soon be covered with trees. Fred Pearce reports.

When Spanish sailors landed in the Canary Islands in the 15th century, they were amazed to discover an aboriginal population with extensive agriculture which they had somehow managed to sustain with virtually no rainfall. Legend has it that the Guanche people derived all the water from a single large tree, which stripped moisture out of passing fogs and dripped enough water from its leaves to support a thousand people. However true the story may be, there is no doubt that the only thing stopping the Canaries from resembling the Sahara desert, just 70 kilometres to the east, is the moisture-rich fog that drifts in from the Atlantic Ocean.

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Sometime in the last century, the last of the trees on high ground were cut down and the land began to dry out. This meant that across much of the north of the island, agriculture went into decline. Now David Riebold, a forestry scientist-turned-schoolteacher who owns a home on the island plans to reverse the trend. He wants to use artificial fog harvesting to bring back the cloud forest, in what promises to be the largest reforestation project ever attempted using the technology.

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For years Riebold watched these failed efforts by local foresters. Then he read about a successful research project in Chile which harvested the fogs that regularly rolled in from the Atacama desert. Nets erected on a ridge facing the ocean provided enough water for a small town. Realising that Lanzarote’s climate was very similar to Chile’s. Riebold began to wonder whether fog harvesting could be used to keep the saplings alive.

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On paper, fog harvesting looked like a solution to the island’s reforestation problems, but convincing the authorities to give it a try wasn’t easy. For many years Riebold tried and failed to convince anyone to back his idea. It took the arrival of a new mayor to finally get his scheme approved. ‘Proyecto David’. As the locals call it, got under way, and the town authorities erected eight modest fog-collecting devices on three of Lanzarote’s mountains

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This summer, having declared the initial experiment a success, the island council plans to install eight much larger devices which will discharge water into a pumped drip irrigation network designed to keep the saplings watered. Riebold hopes that this will form the pilot phase of a full-scale re-forestation of the mountains of northern Lanzarote

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If the initial results scale up, a new cloud forest could restore the island to its former glory. The Lanzarote government has targeted an area of about 20 square kilometres in the north of the island, though Riebold believes that the potential area for reforestation using fog collectors could stretch to 50 square kilometres

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But the knock-on effects of reviving the forests go beyond restoring the wildlife. Eventually, the forests should capture enough moisture to help recharge the area’s underground aquifers, many of which have remained empty since the forests disappeared. If this happens, wells down in the valleys could also refill, reducing the island’s growing dependence on desalination, especially during the summer tourist season.

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Whether or not fog harvesting will prompt a large-scale return to agriculture on the island remains to be seen, but the lessons learned from harvesting fog on the island’s hilltops may be adapted for people living not far away, and with a greater need to see their landscape green and watered. If Lanzarote can catch moisture from the air and convert it to forests and farmland, then perhaps its famine-prone neighbours in West Africa could do the same. .

- A** This more ambitious scheme could be managed in one of two ways, he says. Either the hilltops could be covered with nets to grow new forests all at the same time, or this could be done in stages with a smaller number of nets being moved around to reforest each area in turn. After perhaps two years of water from the fog collectors, saplings would be tall enough to collect the water themselves.
- B** The results look promising. A litre a day should be enough to support one seedling, and Riebold has found that on some sites, a square metre of net catches an average of two litres of water each day. One site averaged five litres a day even at the hottest time of year.
- C** Centuries ago, the island's inhabitants carved tunnels up the mountainside and into underground aquifers. These drained into collecting areas lower down. Once the island's main source of water, they could be brought back to life by reinstating the cloud forest.
- D** In times gone by, all seven of the islands had rich cloud forests that trapped moisture from the trade winds and quenched an otherwise dry region. More recently, though, much of the island's forest has been lost – removed for firewood construction and to make way for farmland. Most of the islands still have some degree of forest cover, but one, Lanzarote, is all but bare.
- E** Marciano Acuna, the local town councillor in charge of the environment, says he hopes the trees will trigger a more widespread greening of northern Lanzarote and have an impact on the whole ecology of the region. Once the trees are back, the quality of the soil will improve, and a long –lost forest ecosystem will have a chance to return, providing habitat for species long since confined to other islands in the Canaries.
- F** Even in the hottest months, clouds form over the mountains of northern Lanzarote. As the trade winds blow over the island the mountains force moisture –rich vapour into droplets. The surface of the mountains is too hot for this to happen at ground level, so the fog rarely touches the ground. 'That's why the saplings died,' says Riebold. 'They never got tall enough to touch the fog and capture the moisture on their leaves.'
- G** Farmers would certainly benefit, as water in Lanzarote has become very expensive, and there are tight restrictions on the irrigation of farmland. This has made agriculture increasingly difficult and , combined with the rise of tourism as a source of revenue, has turned it into a weekend occupation at best for many residents.
- H** The bare hills in this region have been of increasing concern to the island's authorities. Despite numerous attempts in the past decade, all replanting schemes have so far been unsuccessful. With limited water supplies on the island, the newly planted trees dried out and died, leaving the hilltops littered with hundreds of dead saplings.