

C1 Advanced Reading and Use of English Part 1

Teacher's notes

Aims of the lesson	<ul style="list-style-type: none"> • to draw students' attention to the importance of understanding the context of a text • to familiarise students with the 4-option multiple-choice task type • to provide students with strategies for dealing with multiple-choice questions
Time needed	40–45 minutes
Materials required	<ul style="list-style-type: none"> • C1 Advanced Handbook

Procedure

1. First, elicit from students what they have to do in Part 1.
 - Read a text with eight gaps (+ an example). Each gap represents a missing word or phrase. The text is followed by eight sets of four words or phrases, each set corresponding to a gap. Candidates have to choose which of the four words or phrases in the set fills the gap correctly.
2. Students can work in pairs for this activity. Give each pair a copy of Worksheet 1. Students shouldn't see the text on Worksheet 2 before they answer question 1. Explain that it is important to read the text titles because they give the context and help you predict what you are going to read. This makes it easier to fill in the gaps. You could introduce the topic by asking if students are interested in music.
3. When students have finished question 1, elicit their ideas and write the main ones up on the board. Accept any reasonable answers.
4. Give out Worksheet 2.

Ask students to answer question 1. As an extra activity, and if words from the text were predicted in question 1, you could ask the students to scan the text to check whether their predictions about the content of the text and words in question 1 were correct.

Go through the instructions for question 2. Go through the answers (see key).

5. In step 2, students have to fit words from the box into the text. The words in the box are jumbled up. Remind students that the exam task is NOT like this. The reason they are doing this is because candidates can easily be distracted by the four words in the options. By focusing on the meaning of the word needed to complete the gap (without distraction) you are helping students develop a strategy for doing Part 1.
6. Check the answers with the whole class.
7. Explain that a vital part of the strategy for tackling Part 1 is to justify the answers. Students need to look at sentences and words before and after the gaps to check that their answers are correct. Go through the instructions for step 3.
8. Check the answers with the whole class. If your students know grammatical terms, you could encourage explanations such as *the adjective 'responsible' can be followed by the preposition 'for'*.
9. Explain that in the exam, in Reading and Use of English Part 1, they have to choose the correct word from four options. Explain that in step 4 they have sets of three words. They have to put each key from step 2 with the set of words it fits best, e.g. *'1-manages, bears, holds' match with 'copes'*.
10. Check the answers with the whole class. If your students know the grammatical terms, elicit what part of speech the words in each set are: e.g. a noun, a verb, etc.

Suggested follow-up activity

Show the students the Reading and Use of English Part 1 sample task in the C1 Advanced handbook and let them do the task so that they can put the strategies learned in this lesson into practice.

C1 Advanced Reading and Use of English Part 1 – answer keys

Key to Student's worksheet 2

Question 1

- a) What's the basic difference between the left and right hemispheres of the brain?
The left hemisphere is the analytical part where, for example, language is processed. The right hemisphere is the emotional part where, for example, music is processed.
- b) What's the relationship between music and our bodies?
Music with a fast tempo makes us feel happy; our heart rate increases. Slower music makes us feel sadder and slows our heart rate.
- c) Is music important in most societies? Why?
Yes; it is used in important rituals and ceremonies.

Question 2

- 1 responsible
- 2 Aspects
- 3 implications
- 4 directly
- 5 rate
- 6 stimulate
- 7 copes
- 8 communicate

Question 3

Work on the human brain has (0) *indicated* how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and right hemispheres, or halves, of the brain are (1) for different functions. While language is processed in the left, or analytical hemisphere, music is processed in the right, or emotional hemisphere. (2) of music like tone, pitch and melody are all probably processed in different parts of the brain. Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don't yet fully understand the (3) of this.

The tempo of music seems to be (4) related to its emotional impact, with fast music often felt as happier and slower music as sadder. It is the same with the major biological rhythm of the body: our heart (5) quickens when we're happy, but slows when we're sad. Military music may have evolved from attempts to get us ready for battle by using fast drumming to (6) our hearts into beating faster. Music is perhaps one of the most complex experiences the brain (7) with and it has become an absolutely vital part of our rituals and ceremonies. It has power beyond language to (8) mood and co-ordinate our emotional states.

Question 4

- 1 copes – verb
- 2 directly – adverb
- 3 rate – noun
- 4 stimulate – verb (infinitive)
- 5 responsible – adjective
- 6 aspects – noun (plural)
- 7 communicate – verb (infinitive)
- 8 implications – noun (plural)

C1 Advanced Reading and Use of English Part 1 – Student's worksheet 1

- 1 Read the title of a text and discuss the questions in pairs.
 - a) The title of a text is *What we know about music and the brain*. What do you think the text is going to be about?
 - b) Think of five words you might expect to see in the text: for example, *feelings*.

C1 Advanced Reading and Use of English Part 1 – Student’s Worksheet 2

1 Read the text quickly and answer these questions. Don’t worry about the gaps. You’ll work on those later.

- a) What’s the basic difference between the left and right hemispheres of the brain?
- b) What’s the relationship between music and our bodies?
- c) Is music important in most societies? Why?

What we know about music and the brain

Work on the human brain has (0) *indicated* how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and right hemispheres, or halves, of the brain are (1) for different functions. While language is processed in the left, or analytical hemisphere, music is processed in the right, or emotional hemisphere. (2) of music like tone, pitch and melody are all probably processed in different parts of the brain. Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don’t yet fully understand the (3) of this.

The tempo of music seems to be (4) related to its emotional impact, with fast music often felt as happier and slower music as sadder. It is the same with the major biological rhythm of the body: our heart (5) quickens when we’re happy, but slows when we’re sad. Military music may have evolved from attempts to get us ready for battle by using fast drumming to (6) our hearts into beating faster.

Music is perhaps one of the most complex experiences the brain (7) with and it has become an absolutely vital part of our rituals and ceremonies. It has power beyond language to (8) mood and co-ordinate our emotional states.

2 Put the words from the box into the correct gap in the text above. Then check your answers.

rate	stimulate	communicate	responsible
aspects	cope	implications	directly

- 3 Highlight or underline the words before or after the gap that helped you choose the correct word. The first one has been done as an example.
- 4 Put the words from the box into the appropriate set of words.
- 1 manages bears holds
 - 2 surely plainly evidently
 - 3 pulse speed pace
 - 4 activate motivate animate
 - 5 amenable dependable reliable
 - 6 Views Factors Pieces
 - 7 notify report associate
 - 8 expectations assumptions propositions