

C1 Advanced Reading and Use of English Part 6

Teacher's notes

Aims of the lesson	to familiarise students with the requirements of Part 6 of the Reading and Use of English paper
Time needed	30 minutes
Materials required	<ul style="list-style-type: none"> • C1 Advanced Handbook • Student's worksheet • Coloured pens or highlighters, if possible

Procedure

1. Give each student a copy of the **worksheet** and ask them, in pairs, to complete Exercise 1 (key facts). They should use the C1 Advanced Handbook to check the information.
2. Run through the answers then ask them to look at Exercise 2: which questions are looking for a different opinion to the ones stated, and which are looking for a similar one? Quickly elicit the answers.
3. Give out the **sample task** and explain that you are going to look at the first question as a class.
4. Ask students to read the instructions for the task and then discuss with a partner how they would go about doing this task. Get feedback from the class. (A good strategy would be to read the question, then locate the points in each of the texts that relate to the question in order to decide on the answer.)
5. Get students to follow the suggested strategy for the first question; to look at where this question is covered in each of the texts, encourage students to use pens or highlighters if they have them. Then compare the highlighting with their partner and see if they can work out the answer before going through the answer with the class (see answer key for highlighting of the key pieces of text for each question).
6. Repeat the process for questions 38–40. Go through the answers using the key.

Suggested follow-up activity

1. Get the students to note down the paraphrases that can be identified by doing this task. Look at the importance of identifying paraphrase in exam tasks.
2. Get students to do the other Part 6 sample task in the C1 Advanced Handbook for homework.

C1 Advanced Reading and Use of English Part 6 – answer keys

Key to student's worksheet

Exercise 1: key facts

Part 6 consists of four short texts, on a related theme, followed by multiple-matching prompts. In total, there are four questions.

Candidates must read across texts to match a prompt to elements in the texts. The prompts require candidates to read across the texts to understand the opinions and attitudes expressed in order to identify agreement or disagreement between the writers. The items only provide information on the subject of the opinion, not the opinion itself: this is for the candidate to identify. Candidates may need to identify which other text shares or contradicts this opinion, or they may need to identify which text differs from the other three in terms of an expressed opinion.

Each correct answer is awarded two marks.

Exercise 2: sample task questions

Questions 37–39 are looking for a different opinion to the ones stated.
Question 40 is looking for a similar opinion.

Sample task

A Lana Esslett

The arts matter because they link society to its past, a people to its inherited store of ideas, images and words; yet the arts challenge those links in order to find ways of exploring new paths and ventures. I remain sceptical of claims that humanity's love of the arts somehow reflects some inherent inclination, fundamental to the human race. However, exposure to and study of the arts does strengthen the individual and fosters independence in the face of the pressures of the mass, the characterless, the undifferentiated. And just as the sciences support the technology sector, the arts stimulate the growth of a creative sector in the economy. Yet, true as this is, it seems to me to miss the point. The value of the arts is not to be defined as if they were just another economic lever to be pulled. The arts can fail every measurable objective set by economists, yet retain their intrinsic value to humanity.

B Seth North

Without a doubt, the arts are at the very centre of society and innate in every human being. My personal, though admittedly controversial, belief is that the benefits to both individuals and society of studying science and technology, in preference to arts subjects, are vastly overrated. It must be said, however, that despite the claims frequently made for the civilising power of the arts, to my mind the obvious question arises: Why are people who are undeniably intolerant and selfish still capable of enjoying poetry or appreciating good music? For me, a more convincing argument in favour of the arts concerns their economic value. Needless to say, discovering how much the arts contribute to society in this way involves gathering a vast amount of data and then evaluating how much this affects the economy as a whole, which is by no means straightforward.

C Heather Charlton

It goes without saying that end-products of artistic endeavour can be seen as commodities which can be traded and exported, and so add to the wealth of individuals and societies. While this is undeniably a substantial argument in favour of the arts, we should not lose sight of those equally fundamental contributions they make which cannot be easily translated into measurable social and economic value. Anthropologists have never found a society without the arts in one form or another. They have concluded, and I have no reason not to concur, that humanity has a natural aesthetic sense which is biologically determined. It is by the exercise of this sense that we create works of art which symbolise social meanings and over time pass on values which help to give the community its sense of identity, and which contribute enormously to its self-respect.

D Mike Konecki

Studies have long linked involvement in the arts to increased complexity of thinking and greater self-esteem. Nobody today, and rightly so in my view, would challenge the huge importance of maths and science as core disciplines. Nevertheless, sole emphasis on these in preference to the arts fails to promote the integrated left/right-brain thinking in students that the future increasingly demands, and on which a healthy economy now undoubtedly relies. More significantly, I believe that in an age of dull uniformity, the arts enable each person to express his or her uniqueness. Yet while these benefits are enormous, we participate in the arts because of an instinctive human need for inspiration, delight, joy. The arts are an enlightening and humanising force, encouraging us to come together with people whose beliefs and lives may be different from our own. They encourage us to listen and to celebrate what connects us, instead of retreating behind what drives us apart.

Which academic:

has a different view from North regarding the effect of the arts on behaviour towards others? (37)

has a different view from Konecki on the value of studying the arts compared to other academic subjects? (38)

expresses a different opinion to the others on whether the human species has a genetic predisposition towards the art? (39)

expresses a similar view to Esslett on how the arts relate to the demands to conform? (40)

Analysis of questions and answers

QUESTION	ANSWER
37 North doesn't agree with the civilising power of the arts and thinks people can still be selfish and tolerant and enjoy art	D (ANSWER – opposite opinion) talks about the arts as a 'humanising force, encouraging us to come together'
38 Konecki thinks that people shouldn't just be encouraged to study science and that the arts are valuable to study due to the way they encourage us to think	B (Different opinion) – he thinks that encouraging the benefits of studying science over arts are <u>vastly overrated</u>
39	A is the only one who doesn't think that the human species has a genetic predisposition: 'I remain sceptical ...'; the other passages all contain paraphrases of genetic predisposition
40 Esslett talks about the arts encouraging people to become individuals	D says a paraphrase of this – talks about people expressing their uniqueness (C talks about a similar thing but with regard to the community rather than the individual)

C1 Advanced Reading and Use of English Part 6 – student’s worksheet**Exercise 1: key facts**

Read the sentences about C1 Advanced Reading and Use of English Part 6, and complete them with a word or number.

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Each correct answer is awarded _____ marks.

Exercise 2: sample task questions

Look at the questions from the sample task you are about to do. Which questions are looking for agreement and which are looking for a difference of opinion?

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Sample task

You are going to read four extracts from articles in which academics discuss the contribution the arts (music, painting, literature, etc.) make to society. For questions 37–40, choose from the academics A–D. The academics may be chosen more than once.

Mark your answers **on the separate answer sheet**.

The Contribution of Arts to Society**A Lana Esslett**

The arts matter because they link society to its past, a people to its inherited store of ideas, images and words; yet the arts challenge those links in order to find ways of exploring new paths and ventures. I remain sceptical of claims that humanity's love of the arts somehow reflects some inherent inclination, fundamental to the human race. However, exposure to and study of the arts does strengthen the individual and fosters independence in the face of the pressures of the mass, the characterless, the undifferentiated. And just as the sciences support the technology sector, the arts stimulate the growth of a creative sector in the economy. Yet, true as this is, it seems to me to miss the point. The value of the arts is not to be defined as if they were just another economic lever to be pulled. The arts can fail every measurable objective set by economists, yet retain their intrinsic value to humanity.

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