

C1 Advanced Reading and Use of English Part 7

Teacher's notes

Aims of the lesson	<ul style="list-style-type: none"> to familiarise students with the format, text type and task focus of C1 Advanced Reading and Use of English Part 7 to raise awareness of text structure, the development of ideas, opinions and events, cohesion, coherence and global meaning
Time needed	45 minutes
Materials required	<ul style="list-style-type: none"> C1 Advanced Handbook Student's worksheet

Procedure

1. Give each student a copy of the **worksheet**. Refer them to Exercise 1, and ask them to respond to the statements with *true* or *false*. Explain that the statements relate to Part 7 of the Reading and Use of English paper. Students can use the C1 Advanced Handbook to check the information.
2. Go through the answers and check if anyone has any other questions about C1 Advanced Reading and Use of English, Part 7.
3. Ask students to look at Exercise 2 on the worksheet. Tell them to put the removed paragraphs into the correct gaps. Ask them to check their answers by reading the whole completed text as one text. Then ask students to discuss questions 2–6 in pairs.
4. Check the answers to questions 1–6 with the whole class. Point out that the texts in Part 7 usually have a linear development so understanding the storyline helps with this task.
5. Now ask students to do Exercise 3. Make sure they know that in the exam they will have one paragraph left that does not fit into the text.

Suggested follow-up activity

Ask the students to find words/phrases in paragraph 1 that connect in some way with words/phrases in paragraph B; also to find words/phrases in paragraph 2 that connect in some way with words/phrases in paragraph A. They should put the words they find into the table. The first one has been done as an example.

Paragraph 1	Paragraph B	Paragraph 2	Paragraph A
Paddle	Canoe		

C1 Advanced Reading and Use of English Part 7 – answer keys**Key to student's worksheet****Exercise 1**

- 1 true
- 2 true
- 3 false; texts come from a variety of sources, including newspapers, magazines, promotional and informational materials
- 4 true

Exercise 2

- 1 1B, 2A
- 2 How did you do the task? Did you read both paragraphs 1 **and** 2 first before looking at paragraphs A and B?

Although there is no 'correct' answer to this question, it is recommended that candidates read the gapped text first.

- 3 Why is it a good idea to read the whole text first before putting the paragraphs into the gaps?

By reading the whole text first candidates understand the gist of the text and can predict the type of information missing in the gap.

- 4 How did you decide which paragraph to put in each gap? Where did you look in the text and what were you looking for?

By understanding the gist of the text, predicting missing information, looking carefully at the text before and after the gap for clues such as linking words, reference words, grammar and vocabulary.

- 5 Which reading skills do you need to be able to do Part 7? When do you use each skill?

Candidates need to skim the whole text to gain an overall idea of the structure and the meaning of the text. Then they need to look at the information and ideas before and after each gap and scan the paragraph to find the same ideas and information.

- 6 What is a good way of checking your answers when you have finished?

Read the completed text through as a whole and think about whether the text makes sense and whether there are logical links between paragraphs.

Exercise 3

1 1 C, 2 A

2 Paragraph B does not fit gap 1 because: in paragraph 1 we have statements about technology – not implications; there is no reference to an activity which uses fingers.

It does not fit gap 2 because after gap 2 there is *the thing* and there is no *thing* that can make curious noises in paragraph B.

Key to suggested follow-up activity

Paragraph 1	Paragraph B	Paragraph 2	Paragraph A
My wife Leigh and I My wife and I ... our guide Honeymoon The Zambezi	Couple(s) We Newly-weds Mighty river	Distant rumblings Thunder rapid	Noise Line of small rocks

C1 Advanced Reading and Use of English Part 7 – student's worksheet

Exercise 1

Look at the C1 Advanced Handbook and respond to the following statements about Reading and Use of English Part 7 with the answers *true* or *false*.

- 1 Part 7 consists of one long gapped text from which six paragraphs of similar length 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 fiction.
- 4 Part 7 tests comprehension of text structure, development of ideas, opinions and events, cohesion, coherence and global meaning.

Exercise 2

1 Read paragraphs 1 and 2, and A and B, and put paragraphs A and B into the correct gaps to complete the text. Check your answers with your teacher.

<p>When the hippos roar, start paddling! <i>Richard Jackson and his wife spent their honeymoon going down the Zambezi river in a canoe.</i></p> <p>1 'They say this is a good test of a relationship,' said Tim as he handed me the paddle. I wasn't sure that such a tough challenge was what was needed on a honeymoon, but it was too late to go back. My wife, Leigh, and I were standing with our guide, Tim Came, on the banks of the Zambezi near the Zambia/Botswana border. This was to be the highlight of our honeymoon: a safari downriver, ending at the point where David Livingstone first saw the Victoria Falls.</p> <p>Gap 1</p> <p>2 Neither of us had any canoeing experience. Tentatively we set off downstream, paddling with more enthusiasm than expertise. Soon we heard the first distant rumblings of what seemed like thunder. 'Is that Victoria Falls?' we inquired naïvely. 'No,' said Tim dismissively. 'That's our first rapid.' Easy, we thought. Wrong!</p> <p>Gap 2</p>	<p>A Over the next hour or so the noise grew to terrifying dimensions. By the time we edged around the bend to confront it, we were convinced we would be faced with mountains of white water. Instead, despite all the sound and fury, the Zambezi seemed only slightly ruffled by a line of small rocks.</p> <p>B We had a 4-metre aluminium canoe to ourselves. It was a small craft for such a mighty river, but quite big enough to house the odd domestic dispute. Couples had, it seemed, ended similar trips arguing rather than paddling. But it wasn't just new lyw eds at risk. Tim assured us that a group of comedians from North America had failed to see the funny side too.</p>
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- 2 How did you do the task? Did you read both paragraphs 1 **and** 2 first before looking at paragraphs A and B?
- 3 Why is it a good idea to read the whole text first before putting the paragraphs into the gaps?
- 4 How did you decide which paragraph to put in each gap? Where did you look in the text and what were you looking for?
- 5 Which reading skills do you need to be able to do Part 7? When do you use each skill?
- 6 What is a good way of checking your answers when you have finished?

Exercise 3

- 1 Look at this gapped text. In Part 7 of the Reading and Use of English paper, you have a text with six gaps and seven paragraphs. There is always one paragraph that does not fit any of the gaps. Which paragraphs fit gaps 1 and 2?

<p>Life was getting out of hand</p> <p><i>Sara Harr unplugs her gadgets and rediscovers the joys of manual labour</i></p> <p>Everyone is in love with technology. It gives us all those marvellous gadgets that make life easier and leave so much time to do other things. A gradual, though not particularly subtle, form of brainwashing has persuaded us that technology rules, and that that is OK. Gap 1</p> <p>However, a recent unhappy experience with my malfunctioning word-processor – a £48 call-out fee, a labour charge of £15 per quarter of an hour, plus parts and replacement costs – has confirmed a suspicion that gadgets are often not worth the expense or the trouble. Are we as dependent on technology as we imagine? Bit by bit, I have been letting the household technology fall by the wayside as its natural and often short life expires.</p> <p>Gap 2</p> <p>So when the thing started making curious noises, which continued even when it was disconnected by a puzzled service agent, I abandoned it to the backyard, where it whispers damply to itself like some robot ghost.</p>	<p>A</p> <p>First to go was the dishwasher. I had always felt that by the time we had collected enough dishes for a worthwhile load, put in the soap and rinse aid, emptied the filter of the disgusting gunge it collected and filled it with special salt, I could have done the lot by hand.</p> <p>B</p> <p>These implications are obvious. The movement of my fingers uses nothing from the previous power supply being eaten up by our greedy race. A craft executed by hand does not pollute the environment.</p> <p>C</p> <p>We have come to believe that we could not do without it, and if we do resist the notion that our lives would be unmanageable without the appliances of science, we certainly do not want to relinquish them. Pity the generations whose lives were blighted by tedious and blistering toil. Even our brains are relieved of exertion by computers that not only perform miraculous calculations with amazing speed, but now provide entertainment.</p>
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Check the answers with your teacher.

- 2 Why does the paragraph you have not used not fit either of the gaps?