

C1 Advanced Reading and Use of English Part 8

Teacher's notes

Aims of the lesson	<ul style="list-style-type: none"> to familiarise students with the C1 Advanced Reading and Use of English Part 8 multiple-matching task and to consider strategies for tackling the task
Time needed	30 minutes
Materials required	<ul style="list-style-type: none"> Sample text Student's worksheet

Procedure

1. Explain that the activity they are about to do asks students to do a task and then to reflect on how they did it and to consider the skills and strategies required to do the task effectively. Give each student a copy of the **worksheet** and go through the explanation of the full exam task. It is important that students realise that this is not a full exam task.
2. Ask students to work on their own and to do Exercise 1, questions 1–10. Encourage students to read quickly by setting a time limit (x minutes).
3. Check the answers with the whole class (see key).
4. Go through the questions after the text (Exercise 2) and discuss them in small groups to establish the recommended procedure for Part 8 (see key).

Suggested follow-up activity

If there is time students could work on recognising paraphrase in one of the texts because this plays an important part in recognising where the answers are in the text.

For example, students could look at text D and match words and phrases in column A with their paraphrases in column B.

A	B
1 three books	A understand
2 outstanding	B previous acts of wickedness C
3 drawn to a close	avert disaster
4 old sins	D trilogy

5 glimpse	E origins F
6 grasp	see
7 prevent a tragedy	G celebrated H
8 roots	ended

Students could then be divided into groups and asked to do a similar exercise, each group working with words from a different paragraph. Students could then exchange their exercise with that of another group.

C1 Advanced Reading and Use of English Part 8 – answer keys**Key to student's worksheet****Exercise 1**

- 1 A
- 2 D
- 3 B
- 4 C
- 5 E
- 6 A
- 7 B
- 8 D
- 9 D
- 10 A

Exercise 2**a) Did you read and understand every word of the five texts?**

It is not necessary to read intensively and to understand every word in order to answer the questions. In the exam there will not be time to do this. It's important that students learn to read quickly and effectively.

b) Did you read through all the texts first? How did you read throughout this task?

Skimming through all the texts for an overall impression will give students a lot of important information. After reading the questions and while scanning for the answers, students will find themselves switching rapidly from section to section and back to the questions. On the surface this may seem inefficient but, in fact, rapid rereading often leads to a better understanding of meaning than a single closer reading. This is especially important because while considering answers students need to keep in mind information from several sections.

c) Did you find yourself rereading any questions and changing your answers?

Students sometimes find themselves getting the wrong answers because they haven't read the questions carefully enough.

d) Were there any questions for which you found two or more possible answers?

It is important to check that the section of the text answers the question fully and is the only possible answer to that question. It is not practicable to reread all the sections for each question, but a careful reading of the part of the section that students think contains the answer and a part of another, similar, section is often necessary to eliminate the latter.

e) Did you highlight or mark the questions or text in any way?

One technique is to underline relevant parts of the text as the student reads, though this needs to be carefully controlled or there will be too much underlining to be of practical use in answering the questions. Another approach is to highlight key words and phrases in the questions, after skimming for general understanding and before the more involved scanning which follows. This is one way of focusing the question in the reader's mind while scanning the text.

f) Have you read any of these books?

Whatever we are reading we bring a good deal of world knowledge and personal opinion to the text. When answering specific questions we have to be careful not to let our previous knowledge and opinions influence our answers. This can be seen very clearly with this text as there will almost certainly be candidates who have seen some of these films and who will not necessarily agree with the reviewers' opinions. Although general world knowledge may help recognise the text type, specific world knowledge needs to be set aside while reading as C1 Advanced questions do not test it.

Key to suggested follow-up activity

- 1 D
- 2 G
- 3 H
- 4 B
- 5 F
- 6 A
- 7 C
- 8 E

C1 Advanced Reading and Use of English Part 8 – student’s worksheet

Part 8 consists of one or two sets of questions followed by a single page of text. The text may be continuous or divided into sections, or consist of a group of short texts. In total there are 10 questions and four to six options.

Exercise 1

You are now going to do a sample Part 8 task. There are 10 questions and five short texts. Do questions 1–10 on your own.

Part 8

You are going to read an article containing reviews of crime novels. For questions 1–10, choose from the reviews (A–E). The reviews may be chosen more than once.

In which review are the following mentioned?

- 1 a book successfully adapted for another medium
- 2 characters whose ideal world seems totally secure
- 3 a gripping book which introduces an impressive main character
- 4 a character whose intuition is challenged
- 5 the disturbing similarity between reality and fiction within a novel
- 6 an original and provocative line in storytelling
- 7 the main character having a personal connection which brings disturbing revelations
- 8 the completion of an outstanding series of works
- 9 the interweaving of current lives and previous acts of wickedness
- 10 a deliberately misleading use of the written word

CHILLING READS TO LOOK OUT FOR

Some recommendations from the latest batch of crime novels

A Minette Walters is one of the most acclaimed writers in British crime fiction whose books like *The Sculptress* have made successful transitions to our TV screens. Preoccupied with developing strong plots and characterisation rather than with crime itself, she has created some disturbing and innovative psychological narratives. *The Shape of Snakes* is set in the winter of 1978. Once again Walters uses her narrative skills to lead the reader astray (there is a clever use of correspondence between characters), before resolving the mystery in her latest intricately plotted bestseller which is full of suspense. Once again she shows why she is such a star of British crime fiction.

B Elizabeth Woodcraft's feisty barrister heroine in *Good Bad Woman*, Frankie, is a diehard Motown music fan. As the title suggests, despite her job on the right side of the law, she ends up on the wrong side – arrested for murder. No favourite of the police – who are happy to see her go down – in order to prove her innocence she must solve the case, one that involves an old friend and some uncomfortable truths a bit too close to home. *Good Bad Woman* is an enthralling, fast-paced contemporary thriller that presents a great new heroine to the genre.

C *Black Dog* is Stephen Booth's hugely accomplished debut, now published in paperback. It follows the mysterious disappearance of teenager Laura Vernon in the Peak District. Ben Cooper, a young Detective Constable, has known the villagers all his life, but his instinctive feelings about the case are called into question by the arrival of Diane Fry, a

ruthlessly ambitious detective from another division. As the investigation twists and turns, Ben and Diane discover that to understand the present, they must also understand the past – and, in a world where none of the suspects is entirely innocent, misery and suffering can be the only outcome.

D Andrew Roth's deservedly celebrated Roth Trilogy has drawn to a close with the paperback publication of the third book, *The Office*, set in a 1950s cathedral city. Janet Byfield has everything that Wendy Appleyard lacks: she's beautiful, she has a handsome husband, and an adorable little daughter, Rosie. At first it seems to Wendy as though nothing can touch the Byfields' perfect existence, but old sins gradually come back to haunt the present, and new sins are bred in their place. The shadows seep through the neighbourhood and only Wendy, the outsider looking in, is able to glimpse the truth. But can she grasp its twisted logic in time to prevent a tragedy whose roots lie buried deep in the past?

E And finally, Reginald Hill has a brilliant new Dalziel and Pascoe novel, *Dialogues*, released in the spring. The uncanny resemblance between stories entered for a local newspaper competition and the circumstances of two sudden disappearances attracts the attention of Mid-Yorkshire Police. Superintendent Andy Dalziel realises they may have a dangerous criminal on their hands – one the media are soon calling the Wordman. There are enough clues around to weave a tapestry, but it's not clear who's playing with whom. Is it the Wordman versus the police, or the criminal versus his victims?

And just how far will the games go?

Exercise 2 Discuss these questions in small groups.

- a) Did you read and understand every word of the five texts?
- b) Did you read through all the texts first? How did you read throughout this task?
- c) Did you find yourself rereading any questions and changing your answers?
- d) Were there any questions for which you found two or more possible answers?
- e) Did you highlight or mark the questions or text in any way?
- f) Have you read any of these books?