Cambridge English Qualifications

C2 Proficiency Reading and Use of English: Part 5

Description

This activity checks students' knowledge of the Part 5 task format and focus and suggests useful procedures for tackling it. Students then carry out the task, giving reasons for their choice of answers.

Time required:	40 minutes
Materials required:	▪ Copies of relevant page of the Teacher's Handbook, or access to the Candidate Support website ▪ Sample task ▪ (optional) a copy/copies of newspapers ▪ Student's worksheet (one copy per student)
Aims:	▪ to prepare for Reading and Use of English Part 5 ▪ to raise awareness of what is being tested in Part 5

Procedure

1. Check that students are familiar with basic facts about Part 5 by asking the following questions:

   a) **What types of text are there?**

   b) **What types of question are there?**

   c) **How many questions are there?**

   d) **How do you show your answers?**

   e) **How many marks are there?**

   f) **What is tested in this part?**

   g) **Can you write on the question paper?**

   See **Key** for answers. Note: if your students are new to Proficiency, give them the relevant page from the Handbook, or from the Candidate Support website, **http://www.candidates.cambridgeesol.org/cs/**, to refer to while answering these questions.

2. Show students the title only (not the text) *Lucy gets a new job on a newspaper.* Show them also part of the rubric: *You are going to read an extract from a novel.* Ask:

   - **What can they predict about the content of the text?**

     (*What can we conclude from the fact that it is fiction?* There will be narrative, characters, dialogue.

     What is Lucy's job likely to be? some kind of journalist

     What vocabulary do we expect to see? Field of journalism and writing; her feelings; perhaps difficulties she has at first)

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3. Give out the **Sample task**. Ask students to skim read the text quickly to find out whether their predictions about the text content are correct. Do not give students the questions at all at this point. Point out that this is a good technique to use in the exam, as it gives you a sense of the gist of the text before you tackle the detailed questions. If students are not sure how to skim, suggest that they read the first paragraph, the last paragraph and the just the first sentence of the paragraphs in between. This is quick and is enough to understand the gist.
4. In pairs, students identify words in the text to do with newspapers (see **Key**). Explain these words as necessary. If possible, show real examples of newspapers to illustrate the vocabulary.
5. Give out the **Student's worksheet.** Students work in pairs to put the stages of the text in the right order (see **Key**).
6. Revise/introduce strategies for this type of task. Ask:

   How would you go about doing the task? Would you read the questions for each task first or the text first?

   Point out that there is no absolute answer here but students have to find the strategy that works best for them. Select relevant points from the **Key**.
7. Students work in pairs to answer questions 31–36.

   Check through the answers, making sure that students justify correct answers with reference to the text (see **Key**).
8. Summarise the strategy for tackling this task:
   - skim read the text
   - read the questions
   - locate the part of text where the answer can be found (questions and answers are in the same order) and read it carefully
   - read the four options carefully
   - select which answer they think is correct
   - check the correct answer against the text
   - justify why the wrong answers are wrong
   - read the question and correct option together and do a final check with the text.

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Additional information

- This part tests candidates' detailed understanding of a long text including its purpose and organisation and the opinions and attitudes expressed in it. **Each correct answer in Part 5 receives 2 marks.**
- Part 5 consists of one long text followed by six multiple-choice questions which test detailed understanding of the text, including opinions and attitudes expressed in it. The text has a title and may also have a subheading. Candidates need to read the text closely in order to distinguish between, for example, apparently similar viewpoints, outcomes or reasons.
- The questions are presented in the same order as the information in the text and the final question may depend on interpretation of the text as a whole, e.g. the writer's purpose, attitude or opinion.
- Candidates should select one option for each question and mark it in some way, e.g. by circling the letter A, B, C or D on the question paper. Once they are satisfied that they have made the appropriate selections, they should transfer their answers to the answer sheet.
- Skimming means reading a text quickly to get a general understanding of the text.
- Scanning means reading a text quickly to find specific information.

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Answer keys

Procedure Step 1

a) The texts are from newspapers, magazines, novels, non-fiction

b) Multiple- choice questions, four options (A,B,C,D), one correct option to be chosen

c) Six

d) You write the correct option letter on the Answer Sheet. You can write on the question paper but answers must be transferred to the Answer Sheet.

e) There are two marks for each question

f) The questions test detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features such as exemplification and reference

g) Yes, you can mark the question paper in any way you like (underlining, highlighting, etc.)

Procedure Step 4

quality weekly magazine, freelance, editor, commission, profile, national daily newspaper, article, regular columnist, column, piece, seasoned hack, by-line.

Procedure Step 6

- The text is before the questions for a reason. Many students skim read the text first to get a general understanding of it, then read the questions. When they read the text a second time more closely, scanning the text, they can find the answers more easily. Some students prefer to read the questions first. Encourage students to try different ways to find out what suits them.
- The questions are in the same order as the information that answers the questions in the text. The last question could be a global question (a question on the whole text).
- Suggest students skim read text quickly to get a general understanding of the text, and then mentally summarise the text. You could ask them to give an oral summary in class.
- When dealing with the questions, some students read just the stem first because they feel that when they try to locate the answer in the text, their judgement is not clouded by the options.
- Some students read the stem and all four options because when they read the text, they ‘recognise’ the option that is the key.
- Some stems are complete questions while others are incomplete sentences.
- Students should always read the stem very carefully and consider each option and how it relates to the stem. Options should not be considered on their own without taking into account the stem.

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Student's Worksheet

Paragraph number in brackets after each answer.

c (1); **k** (1); **f** (1); **g** (1); **j** (1); **l** (2); **h** (2); **d** (3); **l** (4); **b** (5, 6); **e** (7); **a** (8)

Sample Task

31 C *had always seemed derisively small but now it was like lost riches*

32 C *she scoured the press for hints of impending issues, you needed not so much to be abreast of things as ahead of them*

33 D *she learned that one of the paper's regular columnists had fallen foul of the editor and departed*

34 B *You did some lovely essays at school. I wonder if you've still got any of them somewhere*

35 A *She refused to allow the word luck. She must have got the job on her merits*.

36 C *had been about to pick up the phone. As soon as the colleague was out of the room he reached for the phone*

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Student's worksheet

Read the text again and re-arrange these sentences in the order they occur in the text, indicating which paragraph(s) (1-8) the information is in.

a. Lucy has no time for a private life
b. Lucy talks to her family
c. Lucy has lost her job and has less money
d. Lucy waits for news of a job
e. Lucy wonders why she was successful in getting a new job
f. Lucy writes three successful articles
g. Lucy comes to the attention of an editor
h. Lucy hears about a job vacancy
i. Lucy obtains her own column on a national newspaper
j. Lucy has some insights into the profession of journalism
k. Lucy does some freelance work
l. Lucy considers returning to a previous job

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Sample Task

You are going to read an extract from a novel. For questions **31-36**, choose the answer (**A,B,C** or **D**) which you think fits best according to the text. Mark your answers **on the separate answer sheet.**

Lucy gets a new job on a newspaper

It was a precarious period for her where her own fortunes were concerned. She had to rely on freelance work for six months after the quality weekly magazine folded. The regular salary cheque had always seemed derisively small. But now it was like lost riches. Doggedly, she wrote letters and telephoned and peppered editors with unsolicited articles and suggestions. Sometimes she struck lucky and got a commission. She wrote a profile of a woman politician who appreciated her fair-minded approach and tipped her off about a local government row in a complacent cathedral town. Lucy went there, investigated, talked to people and wrote a piece exposing a rich cauldron of corruption which was snapped up by a national daily newspaper. This in turn led to a commission to investigate the controversial siting of a theme park in the north of England. Her article was noticed by the features editor in search of something sharp and bracing on the heritage industry in general. She was getting a name for abrasive comment, for spotting an issue and homing in upon it. Anxiously she scoured the press for hints of impending issues. In this trade, she saw, you needed not so much to be abreast of things as ahead of them, lying in wait for circumstances, ready to pounce.

But an article sold every week or two did not pay the bills. She began to contemplate, bleakly, a return to the treadmill of proofreading and copy-editing. And then one day she walked into the offices of the national daily which had taken her cauldron of corruption piece and whose features editor had since looked kindly upon her. Having handed over a speculative piece on the latest educational theories she'd written, she fell into conversation with an acquaintance and learned that one of the paper's regular columnists had fallen foul of the editor and departed in a cloud of dust. The column, traditionally addressed to matters of the moment and written so as to provoke attention and controversy, was untethered, so to speak. Lucy made the necessary phone call before her nerve went.

She was asked to submit a piece as a trial run which they published. 'Great,' they said. 'We'll let you know,' they said. 'Soon,' they assured her, 'really soon.' She chewed her nails for a fortnight for a fortnight; a seasoned hack was given a trial run after her; she read his contribution which, she saw with absolute clarity, was succinct, incisive and original. Or just possibly anodyne, banal and plodding.

And then, the phone call came. She'd have a weekly column with her own by-line and her photograph, postage-stamp size, next to it. There'd be a salary cheque, and perhaps fame and success to follow that. Thinking more pragmatically, she realised that the job presented her with not only a wonderful opportunity but also the inevitable pressure of keeping up with the twists and turns of events to which she must supply a perceptive commentary,

'A start,' she said to her mother Maureen, and Bruce, her step-father. 'It's a start anyway, but they could fire me at any moment.'

'Just let them try,' said Maureen belligerently. 'I think you're better with your hair a bit shorter. Or maybe that's not a very flattering picture. I think you're very clever. You did some lovely essays at school. I wonder if you've still got any of them somewhere.'

Later, when she was alone, Lucy thought that her appointment had probably been a piece of good fortune. She refused to allow the word luck. She was young yet, and this was something of a plum. She must have got eh job on her merits, she told herself, along with whatever assistance there may have been from the

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inadequacies of others considered for the appointment, or the failure of further rivals to apply. Hat she was never to know was that in fact the editor had been on the verge of offering the job to the seasoned hack – had been about to pick up the phone – when the colleague he most disliked had walked into his office and spoken with satisfaction of the prospect of closer association with this old crony of his. The editor listened with some indignation, first at the assumption that this would be his decision, and then at the notion of these two ganging up under his nose. As soon as the colleague was out of the room, he reached for the phone. And rang Lucy.

And so it began, that time during which she was so feverishly hitched to the affairs of public life that in retrospect it was to seem as though she hurtled from day today with the onward rush of the news, denied any of the lethargy of individual existence.

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31 After losing her job, how did Lucy feel about the salary she used to earn?

A She had been foolish to give it up.
B It had given her a sense of security.
C She should have appreciated it more.
D It represented a fair return for her work.

32 Lucy thinks the secret of success as a freelance journalist is to

A keep yourself informed about current affairs.
B adopt a controversial style of writing.
C identify future newsworthy situations.
D make as many contacts as possible.

33 What made Lucy decide to apply for a job on the national daily?

A She had a friend who worked there.
B She had impressed her features editor.
C She had gained a reputation for effective reporting.
D She had discovered some information about a vacancy.

34 It is suggested that Lucy's mother Maureen

A is forgetful and absent-minded.
B understands little about Lucy's job.
C has good critical judgement about writing.
D expects Lucy will have trouble with the editor.

35 On reflection, how did Lucy account for the fact that she got the job?

A She hoped it was because she deserved it.
B She was unable to understand how it happened.
C She thought her age had given her an advantage.
D She knew she was better than the many applicants.

36 The impression given of the editor is that he is

A anxious to please his colleagues.
B unable to make up his mind.
C prone to act on impulse.
D quick to take offence

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