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C2 Proficiency Reading and Use of English: Part 7

Description

In this activity students answer some *yes /no* questions to check their knowledge of the format, text types and test focus of Part 7 before studying a suggested procedure for this task type. They then match statements to the first two sections of the text, using given clues for guidance. Finally, students match the remaining statements to the rest of the sections.

Time required:	45 minutes
Materials required:	▪ Sample task (student's copy) (one copy per student) ▪ Student's worksheet (one copy per student)
Aims:	▪ to familiarise students with the format, text type and task focus of C2 Proficiency Reading and Use of English Part 7 ▪ to put into practice a recommended procedure for tackling Part 7 ▪ to raise awareness of the importance of identifying paraphrased expressions ▪ to raise awareness of how to identify detail, opinion, attitude and specific information

Procedure

1. Give out the **Student's worksheet** and ask students to answer the questions in **Exercise 1** with *yes* or *no*. Go through the answers (see **Key**).
2. Ask students to do **Exercise 2**. Check that they understand the recommended procedure.
3. Give out the **Sample task** (student's copy). Ask students to carry out steps 1 and 2 of the procedure in pairs. Point out that for the first four statements, the key words have already been underlined and matched with words in the main text. Explain that words in the statements paraphrase words in the text. For example, *commonly held view* is a paraphrase of *popular notion.* Recognising paraphrase is the most important skill that students need to tackle this task.
4. Ask students to underline key words in statements 48–53 and then find similar expressions in the main text, which they should also underline. They can work in pairs or individually.
5. Check the answers with the whole class (see **Sample task – teacher's copy** for key).

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Additional information

- This part tests candidates' understanding of detail, opinion, attitude, specific information and their ability to identify paraphrase.
- **Each correct answer in Part 7 receives 1 mark.**
- It is a multiple-matching task with ten statements to be matched to elements in a long text. There will always be ten statements but the nature of the main text will vary. It may be one text or several short ones. It may be about people, places or ideas.

Ideas for further practice

Articles in magazines and newspapers which deal with several people with similar jobs/interests, different towns/holiday resorts, different books on the same theme, etc, can be adapted for use in class. The key thing to look for is that the texts are about roughly five different people/things.

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Answer keys

Key to Student's Worksheet

Exercise 1

1. No. It may be one long text divided into sections but it could be several short texts. It could be a long text divided into paragraphs.
2. No. Five sections is typical but it could be more.
3. Yes
4. No. All the ten statements are matched.
5. No. The texts may be about people but they will cover many other topics as well.
6. No. Texts come from a variety of sources including articles from journals and newspapers, promotional and informational materials and fiction.
7. Yes
8. No (that would make the task very easy.)

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Sample Task (teacher's copy)

You are going to read an extract from a book on photography. For questions **44-53**, choose from the sections (**A-E**). The sections can be chosen more than once. Mark your answers **on the separate answer sheet**.

Photography
A historical background

In which section are the following mentioned?	
the possibility that photography can directly influence events in the world	**44 D**
the possibility that the photographic image has become redundant	**45 E**
mages being interpreted in a similar way by different societies	**46 C.**
a commonly held view about the relationship between what is visible and how it is interpreted	**47 B**
the contrasts of scale that can be represented in photography	**48 A.**
the possibility that the techniques employed in photography have taken the medium back to where it started	**49 E.**
the ability of photography to provide images that will exist for a long time	**50 B.**
uncertainty as to whether the main purpose of photography is to inform or to entertain	**51 D**
the potential of photography to epitomise the human condition	**52 A.**
the view that photography was the greatest achievement in the history of visual images	**53 C.**

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A Over the past one and a half centuries, photography has been used to record all aspects of human life and activity. During this relatively short history, the medium has expanded its capabilities in the recording of time and space, thus allowing human vision to be able to view the fleeting moment or to visualise both the vast and the minuscule. It has brought us images from remote area of the world, distant parts of the solar system, as well as the social complexities and crises of modern life. Indeed, the photographic medium has provided one of the most important and influential means of capturing the essence of our being alive. Nonetheless, the recording of events by means of the visual image has a much longer history. The earliest creations of pictorial recording go as far back as the Upper Palaeolithic period of about 35,000 years ago and, although we cannot be sure of the exact purposes of the early cave paintings, pictorial images seem to be inextricably linked to human culture as we understand it.

B Throughout the history of visual representation, questions have been raised concerning the supposed accuracy (or otherwise) of visual images, as well as their status in society. Ideas and debates concerning how we see the world and the status of its pictorial representations have been central political, philosophical and psychological issues from the time of Ancient Greece to the present-day technical revolution of the new media communications. Vision and representation have pursued interdependent trajectories, counter-influencing each other throughout history. The popular notion that 'seeing is believing' had always afforded special status to the visual image. So when the technology was invented, in the form of photography, the social and cultural impact was immense. Not only did it hold out the promise of providing a record of vision, but it had the capacity to make such representation enduring.

C In the mid-nineteenth century, the invention of photography appeared to offer the promise of 'automatically' providing an accurate visual record. It was seen not only as the culmination of visual representation but, quite simply, the camera was regarded as a machine that could provide a fixed image. And this image was considered to be a very close approximation to that which we actually see. Because of the camera's perceived realism in its ability to replicate visual perception, it was assumed that all peoples would 'naturally' be able to understand photographs. This gave rise to the question of whether photography constituted a 'universal language'. For example, a photograph of the heavens, whether it showed the sun and moon or the constellations, would immediately be understood in any part of the world. In the face of global communications, we do need at least to ask to what extent the photographic image can penetrate through cultural differences in understanding.

D There are other questions that arise concerning the role of photography in society that have aimed to determine whether the camera operates as a mute, passive recorder of what is happening or whether it possesses the voice and power to instigate social change. We may further speculate whether the camera provides images that have a truly educational function or if it operates primarily as a source of amusement. In provoking such issues, the photographic debate reflects polarised arguments that traditionally have characterised much intellectual thought.

E The last 170 years have witnessed an ever-increasing influence of the visual image, culminating in the global primacy of television. For photography, the new prospects and uncertainties posed by digital storage and manipulation, and the transmission of images via the internet present new challenges. It has even been suggested that we now inhabit the 'post-photographic' era – where technological and cultural change have devalued photography to such an extent that events have taken us beyond the photograph's use and value as a medium of communication. Furthermore, perhaps we should be asking if the advent of digital imagery means that photography, initially born from painting, has turned full circle and has now returned to emulate painting – its progenitor.

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Student's worksheet

Exercise 1

Answer the following questions about Reading and Use of English Part 7. Answer *Yes* or *No.*

1 Part 7 always consists of one long text divided into sections.

2 There are always five sections (A–E).

3 There are ten statements that have to be matched to information in the sections in the long text

4 One statement does not match any of the sections.

5 The long text is always about people.

6 The texts are always taken from magazine articles.

7 Part 7 tests understanding of detail, opinion, attitude, and specific information.

8 The statements follow the order of information in the text.

Exercise 2

Read the recommended procedure for Part 7 tasks and make sure you understand it.

1. Skim read the article quickly. Do **not** read it carefully from beginning to end
   - Look at the headline/title and any subheading.
   - Read the first paragraph/section – this will introduce the topic.
   - Read the first and last sentences of each paragraph/section – these will give you the main ideas.
   - Read the last paragraph/section – this will give you the summary or conclusion.
2. Read the ten statements and underline/highlight the words that seem to you to be important.
3. Read the first paragraph/section and go through all ten statements to see if any match. You should find two or three. Underline/highlight words and phrases in the text that express the same meaning as words and phrases in the statements.
4. Check the remaining paragraphs/sections in the same way. There will be fewer and fewer statement to check as you move through the text.
5. Do a final check on your answers.

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