

Prepare for exam success: C1 Advanced self-access learning

Reading and Use of English Part 5 (Multiple Choice)

Top tip! Read widely in English

The Reading and Use of English exam covers a variety of topics and text types. Read a wide variety of texts in English e.g. magazine and newspaper articles, academic texts and short stories. Step out of your comfort zone to build a range of formal and informal vocabulary related to different topics.

Summary

In this self-access lesson you will:

- review the format of Part 5 of the Reading and Use of English paper.
- choose a text to read in English.
- practise strategies to encourage you to read quickly to get a general idea.
- practise strategies to help you read for more detail.
- explore strategies for understanding new vocabulary and text organisation.

Start with the facts: Reading and Use of English Part 5

1. It helps to have a very clear understanding of what you have to do in the exam. What do you know about **Reading and Use of English Part 5**? Mark the following statements True or False.
 - a) Part 5 consists of one long text followed by six multiple-choice questions. **T/F**
 - b) The text will be academic in style and tone. **T/F**
 - c) The questions are presented in a different order to the information in the text. **T/F**
 - d) You will need a detailed understanding of the text in order to answer the questions. **T/F**
 - e) The final question may depend on interpretation of the text as a whole, e.g. the writer's purpose, attitude or opinion. **T/F**
 - f) There are 6 parts in total in the Reading and Use of English Paper. **T/F**
 - g) You have 90 minutes to complete all parts of the paper. **T/F**

Check your answers in the key at the end of the document.¹

¹ Adapted from **C1 Advanced Handbook for Teachers**

Before reading 1: Take an active interest

You are going to choose a text to read in English, connected to the notion of success. It helps to think about what you know about the topic in the reading, because this activates useful words and phrases. Why not try the Bonus task before you read.

Bonus task! Make notes on the questions below. Discuss your answers with your study partner, a friend, or a family member.

1. What skills or characteristics do you think a person needs in order to achieve:
 - a. academic success?
 - b. business success?
 - c. sporting success?
2. Would you describe yourself as successful? Why? Why not?
3. Which kind of success is most important to you right now? Why?

Check the reading tip below before you choose your text and start reading.

Top tip! Use your existing knowledge and interest to improve your understanding of the text

Before you read a text, ask yourself the following questions:

- What do I already know about the topic?
- What can I predict about the text based on the headings / pictures / first paragraph?
- What do I want to find out about the topic?

Thinking about what you know already can help you understand the text.

- Step 1** Choose the article below that interests you the most. Before you start reading, check out Step 2.
- a. **Fail Productively – How to Turn Yourself into a Super-learner** from the Guardian Online
 - b. **Business Success Requires Memory** from Wired Magazine
 - c. **Can You Imagine Your Way to Success** from BBC Sports News

- Step 2** Look at the title, pictures and headings that go with your chosen article and read the first paragraph.
- a. What do you think the article is about?
 - b. Do you think the article will consist mainly of facts or opinions?
 - c. Is the tone formal, neutral or informal?

Step 3 In your notebook, write 3 questions you are hoping to find answers to in the article.

Reading task 1: Reading for gist

Top tip! Just read quickly the first time.

This reading strategy is always useful, but particularly for Part 5 of the Reading Paper as it gives you a general understanding of the ideas, style and structure of the text. This helps your brain process the basic information first, so when you go back and look for more detail, you already have some knowledge of the text and it's easier to find.

1. Now you are going to read the text you chose quickly to get a general understanding. This is often referred to as reading for gist.
2. Time yourself – don't spend more than 2 or 3 minutes reading. If you use your phone or a digital device, you get a more accurate timing, so you know roughly how long it takes you to read for the main ideas.
3. As you read, don't worry about unfamiliar words. Don't stop to look up new words in the dictionary – we will look at how to deal with these in the next section.
4. Reading for a reason will help you practise reading quickly. Look for the following information:
 - a) Were the predictions you made in **Step 2** correct?
 - b) Does the article answer the questions you wrote in **Step 3**?

Reading strategies 1: Guessing meaning of vocabulary from context

It is important to practise guessing the meaning of unknown words when you look at a text for the first time. In the exam, you cannot use a dictionary. You can find clues to help you from the **context** and in the **word formation**.

1. Think about the words highlighted in blue boxes in the extract below. Then answer the questions about context and word formation to help you guess the meaning.

How two experiments could help urban dwellers **reclaim** their streets from traffic.

Many **city-dwellers** around the world face a dilemma: **despite** living a relatively short distance from local shops and services, a wide **dual carriageway** has to **be used**. **While** this **offers** few problems for the vast majority of people, there are **those** who can only make it as far as half way with each push of the pedestrian crossing button. Running out of milk has significant consequences.²

Context

Ask yourself the following questions about each of the highlighted words.

- a) Is the word a noun, a verb, an adjective or something else?
- b) Is there a description, contrast or comparison in the sentences around the word?

² Exam Booster, © Cambridge University Press and UCLES 2018

Word formation

- a) Do you recognise the root of the word? Have you seen a similar word before?
- b) The word 'dwellers' is plural and ends in the suffix –er. Do words ending in –er usually refer to people, places or things?
- c) The word 'reclaim' starts with the prefix 're' like 'restart' or 'review' – what does this suggest?

2. Now look back at the text you chose in **Before reading 1** and use the same strategies to try and guess the meaning of up to ten unfamiliar words. Don't look them up in the dictionary just yet!

Reading strategies 2: Understanding text organisation

Reading Part 5 also tests your ability to understand features of text organisation such as giving examples to illustrate and develop ideas, comparison and referencing ideas expressed earlier in the text.

Reference words include:

- **Words for avoiding repetition:** *it, they, him, her, this, that, these, those, which, one, in other words*
- **Words and phrases for giving examples, comparing, contrasting and connecting ideas:** *such as, for instance, also, however, although, but, on the other hand, therefore, as a result, additionally, another, instead, after, while*

1. Look at the extract in **Reading strategies 1** again. What do the underlined reference words refer to?
2. Are the words in bold used for comparing or contrasting? Which two ideas do they refer to?
3. Why does the writer mention 'running out of milk'?

Check your answers in the key at the end of the lesson.

Reading task 2: Reading for more detail

In Reading Part 5 you will answer 6 multiple choice questions that test your ability to understand detail, opinion, tone, purpose, main idea and attitude of the writer and to recognise text organisation features.

Now read your text again. Let's look at three strategies you can try to practise reading in more detail.

Strategy 1 Break the text into logical sections. In your notebook, write a summary in one to two sentences of each section.

Strategy 2 Think about it. Do you think the writer's opinion about the topic is positive, negative or neutral? Underline any words or phrases that support your ideas.

Strategy 3 Reflect. What is the overall purpose of the text? Is it to give advice, to inform, to recommend, to entertain, to criticise or maybe the purpose of the text is something else? What might that be?

Exam Practice Task

Before trying an exam practice task, take a moment and look back at what you have covered and practised in this lesson.

1. Reading for gist - think about the title, the topic, what do you think the text is about, read quickly and check your own predictions.
2. Managing unfamiliar vocabulary - think about the 'grammar' of the word e.g. verb, noun, adjective, and word formation. Does it look like a word you think you know?
3. Text organisation – look out for features in the text used by the writer to avoid repetition, to compare, contrast, and illustrate ideas.
4. Reading for detail – break the text into bite sized pieces, consider the writer's opinion and the purpose of the text.

Now use the reading strategies you have practised in the lesson to try the exam task on the following pages.

Top tips for success!

Suggested process:

1. Quickly read the whole text to get a general idea of its topic, main ideas and structure. Ignore unknown words.
2. Read the questions one by one. Underline the key words in the first part of the question and locate the section of the text you think it relates to.
3. Then look at the options A to D and decide which one is the closest in answering the question.
4. The whole sentence has to match what is written in the text – underline the part/s of the text that support your chosen answer.
5. Aim to spend no more than 15 minutes on this task.³

³ Adapted from **C1 Advanced Handbook for Teachers**

**Cities and transport****Exam task****1**

You are going to read an article about solving traffic problems in cities. For questions 1–6 choose the answer (A, B, C or D) which you think fits best according to the text.

Reclaiming our city streets**How two experiments could help urban dwellers reclaim their streets from traffic.**

Many city-dwellers around the world face a dilemma: despite living a relatively short distance from local shops and services, a wide dual-carriageway has to be negotiated in order to get there. Whilst this poses few problems for the vast majority of people, there are those who can only make it as far as half way with each push of the pedestrian crossing button. Running out of milk has significant consequences.

In the Dutch city of Tilburg, ten people have been taking part in a trial of Crosswalk, a smartphone app that gives pedestrians with limited mobility extra crossing time. This ground-breaking experiment enables participants to cross the road in one go, without needing to dodge cars. A sensor in the traffic lights is constantly on the lookout for anyone with Crosswalk on their phone. It scans both sides of the road and adjusts the crossing time automatically, once a pedestrian carrying the app has been detected. Each user triggers a specific time which is pre-installed onto their phone and varies according to their level of mobility. In this way, delays to traffic are also minimised. The app works in combination with GPS and the software that operates the traffic lights, thus getting around the need to install further devices to control the system.

The pilot project is part of a 25-year plan to make Tilburg's road network more pedestrian and cycle-friendly. Another system under development there senses when bikes are approaching a junction and changes the lights sooner than it otherwise would, thereby giving cyclists priority over motorists. A logical extension of this technology could trigger lights to green to let ambulance or fire crews pass through. Smart traffic lights can also have environmental benefits, for example, by giving lorries a clear run through urban areas and reducing the frequency with which they have to stop and start, they thereby reduce emissions, noise pollution and damage to road surfaces. All of this

line 39

seems a far cry from the majority of urban centres. The applications of the technology are virtually limitless and could form a major weapon in the battle to recapture city

streets worldwide from motor vehicles and reduce pollution. To put this into context, in Barcelona, which is anything but large relative to many modern urban sprawls, air pollution is estimated to cause around 3,500 premature deaths per year out of a population of 1.6 million. Additionally, it is responsible for severe effects on ecosystems and agriculture. Traffic, which is the major contributor to this problem, also causes noise pollution beyond levels considered healthy. Scaling this bleak picture up for larger metropolitan areas could be bad for your health!

The World Health Organisation recommends that every city should have a minimum of 9 m² of green space per resident. While some places come out well relative to this figure (London scores an impressive 27, and Amsterdam an incredible 87.5), many do not. Tokyo currently has around 3 m² per person, and is far from alone in providing insufficient 'lungs' for its population. Picture the effect on these figures of banning traffic from the majority of a city's streets and allowing these roads to be converted into community areas, such as parks and pedestrian zones. Such a system, known as 'superblocks', is rapidly gaining support in many of the world's urban centres.

The idea has at its heart the notion that streets belong to people and not cars. Roads are repurposed within an area known as a superblock, leaving only the streets around the perimeter accessible to vehicles. Taking up less space than a neighbourhood, but larger than the blocks in many cities, their design ensures that no one would ever be more than 300 m from a road. This may mean sacrificing the parking spaces assigned to properties within them, but that's a small price to pay. By increasing the frequency of bus stops on the surrounding streets and applying smart traffic management technology as used in Tilburg, it would be possible to make public transport more effective despite having significantly fewer vehicle-accessible roads. This could be paired with a new system of cycling lanes in the areas off-limits to traffic.

Given that the majority of the world's population now lives in an urban environment, imagine the number of people who would benefit from this combination of ideas.

1. In paragraph 1, the writer is
 - A offering an opinion about city life.
 - B exemplifying one aspect of city life.
 - C giving a reason why city life can be expensive.
 - D suggesting city life is hard for most people.
2. In the second paragraph, we learn that Crosswalk
 - A detects the presence of vehicles.
 - B can be programmed by its users.
 - C has been relatively easy to set up.
 - D is being trialled on one major road.
3. What is the writer emphasising in the sentence 'All of this seems a far cry from the majority of urban centres' in line 39?
 - A the contrast between aims and the current reality.
 - B how upsetting living in some cities can be.
 - C how advanced technology is in certain regions.
 - D the technological changes happening worldwide.
4. What point does the writer make in the fourth paragraph?
 - A Smaller cities have relatively high levels of pollution.
 - B Having farms near cities decreases harmful pollution.
 - C Problems caused by pollution multiply with city size.
 - D Embracing technology eases harmful pollution levels.
5. What does the writer suggest about green spaces in the fifth paragraph?
 - A Most cities exceed international green space guidelines.
 - B Modern cities have fewer green spaces than old ones.
 - C Much urban green space worldwide has disappeared.
 - D Many city authorities should change their green space policy.
6. According to the writer, all of the following people would benefit from the introduction of superblocks except
 - A bus users.
 - B residents.
 - C cyclists.
 - D pedestrians.

Post-reading tasks

Now check your answers!

When preparing for an exam, it's important not only to know which answers are correct and which are incorrect, but also **why** they are correct or incorrect.

1. For each item below, check your own answers on the previous page and take some notes on **why** the answers below are correct.

Answers

#	Answer	Why is this correct?
1	B	
2	C	
3	A	
4	C	
5	D	
6	B	

Reading strategies 3: Building vocabulary

Reading is an excellent way in which you can build your vocabulary, so let's look at some strategies to help you do this.

Top tip! Record new words in your notebook

Use the **Cambridge Dictionary** to look up unknown words AFTER you have read a text and completed any exam practice tasks. The new words you learn will be useful in other parts of the exam, so it is important to record enough information about the word to enable you to use it in speaking or writing tasks too.

Task 1: Look back at the texts you read in this lesson. Look up any new vocabulary in the dictionary and record it in your notebook or you can create word cards.

Here are some suggestions and an example of a word card to help you, with the information that is helpful for you to record.

- Try to work out the meaning before going to the online **dictionary** to check your ideas. Did you guess correctly?

- Create a word card. Use the dictionary to check the part of speech and information about pronunciation. Use the word to learn it, so write an example sentence.
- If you don't know the phonemic chart, you can listen to the pronunciation in the online **dictionary**. Write the sound of the word in a way that is clear for you. Underline the stress.
- It is more memorable to write a true sentence about yourself with the new word. Include enough context, so that you will remember the meaning when you review the word

Word card

New word arduous

Meaning difficult, needing a lot of effort or energy

Part of speech adjective

Pronunciation: /'ɑ:dʒuəs/¹

My sentence: I find it arduous to study for long periods of time without a break. I get really tired and distracted

Top tip! Work with a study partner to practise your reading skills and review new vocabulary

Use online conferencing tools to work with a partner, e.g. Skype, Zoom, FaceTime, Teams. You can:

- share the text with your study partner.
- create **before reading** questions about the text and exchange questions with each other.
- read the text quickly and then discuss your **before reading** questions.
- write a short summary of the main points in the text and discuss with one another, did your partner pick out the same or different ideas?
- create word cards from the text and play '**Guess the word**' to review your vocabulary (see Task 2).

What should I do if I don't have a study partner?

Here are a few ideas for you to try:

- Read the text, pick out the main ideas, create discussion questions around the text.
- Talk to your friends and family about what you have been reading and ask for their opinions. If you can discuss your ideas in English this is an added bonus for you.
- Write an interesting statement or a leading question that you think will generate a response and post to your social media. See what comes back in your feed and post a reply.
- Try and use the vocabulary from your word cards in your conversations and your social media posts.

Task 2: Guess the word

Use the notes or word cards you made to play 'guess the word' with your partner.

How to play:

1. Each player chooses a selection of new words.
2. Take turns to give each other clues to a word. For example, Student A takes the first word and gives Student B the clues below. The points go down after each clue.

Clue 1 (4 points): Gapped sentence	I find it really bleep to study for long periods of time without a break. I get really tired and distracted.
Clue 2 (3 points): Part of speech	It's an adjective
Clue 3 (2 points): Definition	It means 'difficult, needing a lot of effort or energy'
Clue 4 (1 point): 1 st letter	It begins with 'a'

3. After 4 clues, if Student B hasn't guessed the word, Student A gets 4 points.
4. The answer in this example is arduous.
4. It is now Student A's turn to guess the next word.

Answer Key to Exercises

Review – Exercise 1

- a) Part 5 consists of one long text followed by six multiple-choice questions. **TRUE**
- b) The text will be academic in style and tone. **FALSE the texts come from a variety of genres including fiction.**
- c) The questions are presented in a different order to the information in the text. **FALSE**
- d) You will need a detailed understanding of the text in order to answer the questions. **TRUE**
- e) The final question may depend on interpretation of the text as a whole, e.g. the writer's purpose, attitude or opinion. **TRUE**
- f) There are 6 parts in total in the Reading and Use of English Paper. **FALSE there are 8 parts**
- g) You have 90 minutes to complete all parts of the paper. **TRUE**

Reading strategies 2 – Understanding text organisation

How two experiments could help urban dwellers reclaim their streets from traffic.

Many city-dwellers around the world face a dilemma: **despite** living a relatively short distance from local shops and services, a wide dual-carriageway has to be crossed **whilst** in order to poses few problems for the vast majority of people, there are those who can only make it as far as half way with each push of the pedestrian crossing button. Running out of milk has significant consequences.⁴

1. Look at the extract in **Reading strategies 1** again. What do the underlined reference words refer to?

there = the local shops and services

this = crossing a wide dual-carriageway to get to the nearest shops

those = the minority of people for whom this is a problem

2. Are the words in bold used for comparing or contrasting? Which two ideas do they refer to?

both words are used for contrasting ideas

despite – the shops are near / it is difficult to get to the shops

whilst – for most people this is not a problem / for some people it is a problem

3. Why does the writer mention 'running out of milk'?

As an example of how an everyday, simple situation can be difficult for some people.

⁴ Exam Booster, © Cambridge University Press and UCLES 2018