

# Cambridge English

## Cambridge English: Advanced

### Lesson Plan: Reading

This lesson plan accompanies *Cambridge English: Advanced 1* Reading Test 4 Parts 5, 6 and 7.

This lesson is suitable for students in the middle and towards the end of their *Cambridge English: Advanced* course.

This lesson may be suitable for any upper intermediate course in order to outline the reading skills that are imperative to doing the reading exam successfully. This lesson could be divided into two lessons if students have difficulty in understanding the concept of skim and scan reading skills.

### Lesson Goals

1. To demonstrate the importance of skim and scan reading skills for completing the reading exam paper quickly and effectively
2. To outline the strategies needed to complete the tasks in Parts 5, 6 and 7 successfully

Activity (see brackets for resources required)	Time Needed	Interaction
<b>Warmer</b>	5-10 mins	
<ul style="list-style-type: none"> <li>• Write <i>skim</i> and <i>scan</i> on the board and elicit what these skills are (i.e. reading for gist and reading for specific information). Then elicit what these skills are useful for (i.e. giving titles to text, getting a basic idea of what a paragraph is about, finding key words, finding reference words, etc.)</li> <li>• Pair students to discuss when and why they use these reading skills in their own language. Tell them that these skills are transferable to learning a second language and they don't have to understand every word in a text.</li> <li>• Round off by asking a few students if they understand every word of texts in their own language.</li> </ul>	4 mins	<b>S-T</b>
	5 mins	<b>S-S</b>
	1 min	<b>T-S</b>
<b>Main activities (copies of Part 5 and 6 for individuals)</b>	30-35 mins	
<b>Part 5</b> <ul style="list-style-type: none"> <li>• Ask students to predict the content of the text from the title (i.e. travelling, airports, cultural differences, etc.)</li> <li>• Focus on Q31 and elicit from students which key words in the question rubric and answers would be key to finding the correct choice (i.e. first paragraph - frustrated, surprised, anxious, resigned to airport experience).</li> </ul>	1 min	<b>T-S</b>
	2 mins	<b>S-T</b>

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<ul style="list-style-type: none"> <li>• Give students the answer to the question and elicit why D is the correct answer.</li> </ul>	1 min	<b>S-T</b>
<ul style="list-style-type: none"> <li>• Focus on Q32 and elicit the key words which will lead to the correct answer (i.e. business trips, (a) few...out of necessity, (b) few...for pleasure, (c) the majority...without reason, (d) the majority...same few reasons).</li> </ul>	2 mins	<b>S-T</b>
<ul style="list-style-type: none"> <li>• Give students the correct answer (a) and the 'distractor' answer (b) [i.e. the choice that is closest to the real answer]. Ask them to do the question.</li> </ul>	3 mins	<b>S</b>
<ul style="list-style-type: none"> <li>• Elicit a few of your students' answers. If students come up with the wrong answer, you can explain to them why A is correct (most travel isn't non-negotiable, only 30% of trips are made for business) and why B isn't (a journey is the time spent travelling between destinations).</li> </ul>	1 min	<b>S-T</b>
<ul style="list-style-type: none"> <li>• Get students to do the remaining questions, and give the answers out.</li> </ul>	7 mins	<b>S</b>
<ul style="list-style-type: none"> <li>• In pairs, they can compare for any differences after they are finished.</li> </ul>	2 mins	<b>Ss-Ss</b>
<b>Part 6</b>		
<ul style="list-style-type: none"> <li>• Briefly, ask students to predict the content of the text from the title and subtitle.</li> </ul>	1 min	<b>T-S</b>
<ul style="list-style-type: none"> <li>• Divide your class into groups of 4 and give each student in the group a paragraph to skim read. Ask them to identify and write down the topic sentence or main ideas contained in their paragraph.</li> </ul>	4 mins	<b>S</b>
<ul style="list-style-type: none"> <li>• Ask students to work in their groups and tell each other about their paragraph.</li> </ul>	3 mins	<b>Ss-Ss</b>
<ul style="list-style-type: none"> <li>• Give students the questions and tell them to underline key words (i.e. different from A, well-written book, shares B view, translation is a new work, etc.) before they do the questions. Feedback as necessary.</li> </ul>	7 mins	<b>S</b> <b>then S-T</b>
<b>Extension activity (copies of Part 7 for individuals)</b>	15 mins	
<b>Part 7</b>		
<ul style="list-style-type: none"> <li>• Focus students' attention on the title and subtitle and ask them to predict the content (i.e. development of hay, farming, etc.)</li> </ul>	1 min	<b>T-S</b>
<ul style="list-style-type: none"> <li>• Group students to skim read paragraphs A – G and decide on a suitable title for each paragraph (i.e. institutions, forest, system, substance damage, obsolete farming, crops, particular species spread). Elicit their ideas.</li> </ul>	4 mins	<b>Ss-Ss</b> <b>then S-T</b>
<ul style="list-style-type: none"> <li>• Ask students to scan paragraphs 41-46 and try to match these words to a word or phrase in each paragraph in the main text (i.e. land management, paragraph 1 – system; nature-based</li> </ul>	4 mins	<b>S</b>

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<p>farming; paragraph 2 – obsolete farming; heavy application of chemicals; paragraph 3 - substance damage, etc.)</p> <ul style="list-style-type: none"><li>• Then, give them the answers to Q41, Q42 and Q43 and group them to discuss if the first line in the answer paragraph refers to a line in the paragraph above in the question text. (i.e Q41 - with this system C – method of land management; Q42 - Farming of this kind E, nature-based farming practice; Q43 - All these substances damage .....D, heavy application of chemicals). Feedback as necessary.</li><li>• Ask students to do the remaining questions if there is time, or set as homework.</li></ul>	6 mins	<b>Ss-Ss then S-T</b>
	Homework	<b>S</b>

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## Part 5

You are going to read an article about travel. 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**.

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### SEEING THE WORLD

The taxi is late, and I get nervous. Once at the airport I'm thrown into the harsh lights of Terminal B, running with my suitcase so I can wait in a long security line. My belt buckle sets off the metal detector, and my aftershave is confiscated. By now you can probably guess the punchline of this very banal story: my flight has been cancelled due to bad weather. I will be stuck here for the next 218 minutes, my only consolation a plastic cup of coffee and the predictably tasteless sandwich. Then I will miss my connecting flight and wait, in a different city, with the same menu, for another plane. It's not the flying I mind – I will always be awed by the physics that gets a fat metal bird into the sky. The rest of the journey, however, will inevitably feel like a depressing lesson in the ills of modernity, from the pre-dawn X-ray screening to the sad airport malls peddling rubbishy souvenirs.

So why do we travel? Sometimes it's because we have to, but most travel isn't non-negotiable. (In recent years only 30% of trips over 100 kilometres were made for business.) Instead we travel because we want to, because the annoyances are outweighed by the thrill of being someplace new. Because we need a vacation. Because work is stressful. Because home is boring. Because New York is New York. Travel, in other words, is a basic human desire. We're a migratory species. But here's my question: is this collective urge to travel still a worthwhile compulsion? Or is it like the taste for fatty foods: one of those instincts we should have lost a long time ago?

The good news is that pleasure is not the only advantage of travel. In fact, several new science papers suggest that travel is essential for effective thinking. Of course it's not enough simply to jump on a plane: if we want to experience the psychological benefits of travel, then we have to rethink why we do it. An Englishman, for example, might take a short break in Paris so as not to think about those troubles he's leaving behind. But here's the twist: that tourist is actually most likely to solve his stubbornest problems while sitting in a stylish Parisian café. Our thoughts are constrained by the familiar, and with a near-infinite number of things to think about, our brain spends most of its time choosing what not to notice. As a result, imagination is traded for efficiency. Putting some space between you and home, however, makes it easier to see something new in the old; the mundane is grasped from a slightly more abstract perspective. So while contemplating some delicious French pastry, we should be mulling over those domestic riddles we just can't solve.

And that isn't the only psychological perk of travel. Recently researchers at business schools in France and the USA have reported that students who had lived abroad were 20% more likely to solve a classic experiment, known as the Candle Task, than students who had never lived outside their birth country. In this task, subjects are given a candle, a cardboard box containing drawing pins, and some matches. They are told to attach the candle to a piece of corkboard on a wall so that it can burn properly and no wax drips on to the floor. Nearly 90% of people either try to pin the candle directly to the board, or melt it with the matches so that it sticks to the board. Neither strategy works. Only a slim minority of subjects come up with the solution, which involves attaching the candle to the cardboard box with wax and then pinning the box to the board. According to the researchers, the experience of another culture gives us the open-mindedness to realise that a single thing can have multiple meanings. Consider the act of leaving food on the plate: in some Oriental countries this is seen as a compliment, a signal that the host has provided enough to eat. But in many Western countries the same act is a subtle insult, an indication that the food wasn't good enough to finish. Such cultural contrasts mean that seasoned travellers are alive to ambiguity, and more willing to accept that there are different (and equally valid) ways of interpreting the world.

- 31** What is the writer's attitude towards flying in the first paragraph?
- A** He is frustrated by the inefficiencies of air travel.
  - B** He is surprised by the poor standard of airport facilities.
  - C** He is anxious for the flight to be over as soon as possible.
  - D** He is resigned to the tediousness of the airport experience.
- 32** The writer mentions business trips to make the point that
- A** relatively few people travel out of necessity.
  - B** relatively few journeys are taken for pleasure.
  - C** the majority of people travel without a valid reason to do so.
  - D** the majority of journeys are made for the same few reasons.
- 33** What does the writer recommend in the third paragraph?
- A** having a holiday so as to take a rest from everyday worries
  - B** going as far away as possible rather than spending holidays at home
  - C** taking full advantage of the cultural experiences that travel can offer
  - D** travelling in order to gain original insights into familiar situations
- 34** According to the writer, recent 'Candle Task' results suggest a link between living abroad and
- A** practical skills.
  - B** mental flexibility.
  - C** determination to solve problems.
  - D** confidence in one's own resourcefulness.
- 35** The writer mentions leaving food on one's plate in order to highlight
- A** the difficulties travellers face when interpreting cultural conventions.
  - B** the importance of behaving naturally in different contexts.
  - C** the wide variation in levels of politeness across the world.
  - D** the effect of exposure to foreign influences.
- 36** What would be a suitable subtitle for this article?
- A** How to understand the mentality of different cultures
  - B** How to overcome the more inconvenient aspects of travel
  - C** How distance and difference can boost our creative thinking
  - D** How other places can change the way we perceive ourselves

## Part 6

You are going to read four reviews of a book entitled *Why Translation Matters*. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once. Mark your answers **on the separate answer sheet**.

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### Why translation matters

Four reviewers give their opinions on translator Edith Grossman's book about her profession.

- A** In *Why Translation Matters*, Grossman discusses a number of complex issues. Is a translation merely a reflection in a clouded looking glass that will never mirror the true original? Is a translator merely a sophisticated tool, a human machine soon to be replaced by a computer program? She answers these and many other questions with a lyrical eloquence that is graceful and inspiring. In the process, we are also shown detailed examples of her solutions to knotty problems; here we see her joy in discovery and doing, the best reasons for pursuing a true vocation. Such inner drive is indispensable, because as she rightly says, 'Translation is a strange craft, generally appreciated by writers, undervalued by publishers, trivialised by the academic world, and practically ignored by reviewers.' And yet, where literature exists, translation exists and it is a good thing that these issues should be explored.
- B** Books by translators are few and far between. This short book was originally given as a series of three university lectures, and the ploys of a lecturer let down the writer: rhetorical questions, academic jargon. Grossman's best thinking about translation, and her best defence of translation, will be reflected in her translations themselves. It is on the rare occasions that she focuses on overcoming the challenges that her craft throws up that the book becomes more pleasurable to read. She vents her frustration on the reader, and some of this is certainly justified: translators ask for very little – simply to be read, included in the cultural debate, understood – yet almost invariably fail to be given the credit they are due. Translation, for all that it seems a technical matter, is actually anything but. It's a mode of reading so sympathetic and creative that the outcome is wholly original.
- C** There is a theory that all language is a form of translation, that we speak in order to translate the unknown into the known, the non-verbal into the verbal. Edith Grossman draws upon this theory in her book, rightly suggesting, I believe, that the translation of a literary work from one language into another involves much the same creative process as that which provoked the originating author, and the end product therefore stands alone. After a rich career, she is eminently well-qualified to speak on behalf of literary translators everywhere. Nevertheless, the role of the translator is undoubtedly one of the most unappreciated and unacknowledged in the world of literature. Grossman's beautifully crafted book draws attention to this and may help to address the problem. It is accessible to the layperson and should be required reading on all university literature courses.
- D** *Why Translation Matters* by Edith Grossman is based on three lectures she gave at a university in the US. As an expert in her field, she has won several awards and would seem to have every reason to feel secure, if not serene. It seems inappropriate, therefore, that she should devote entire pages to criticising publishers and reviewers, in particular, for failing to give translators the respect they deserve. However small-minded these comments may look on the page, they do form a significant part of Grossman's overall argument, which is that literature and translation are 'absolutely inseparable' and thus the translator is engaged in the very same activity as her author, and is, indeed, a writer herself. The translator's version of the text, she maintains, is to be considered an original, too. Grossman's approach is non-theoretical, as she ranges discursively over the usual concerns raised by (chiefly literary) translation in this ultimately charming little book.

**Which reviewer**

expresses a different opinion from reviewer A regarding how well the book is written?

<b>37</b>	
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shares reviewer B's view on whether a translation can be considered to be a new work in its own right?

<b>38</b>	
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has a different view from the others on Grossman's complaints about attitudes to translators?

<b>39</b>	
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shares reviewer A's view of the way Grossman describes how she deals with difficulties when translating books?

<b>40</b>	
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Part 7

You are going to read part of a review of a book about grass. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (**41–46**). There is one extra paragraph which you do not need to use.  
 Mark your answers **on the separate answer sheet**.

# The Story of Grass

John Carey reviews *The Forgiveness of Nature; The Story of Grass* by Graham Harvey

There is no doubting the radical importance of Graham Harvey's message. His case is that grass is unique among the world's plants not just in its arctic-to-equator adaptability and species diversity, but in the power of its elaborate root system to enrich soil with useful carbon compounds. The method of land management that turns this to advantage is mixed crop and cattle farming using crop rotation.

**41**

This traditional, nature-based farming practice received a boost in the 17th century, when it was discovered that fertility was enormously increased if the pasture incorporated clover flowers, since clover has the ability to convert nitrogen from the atmosphere into soluble soil nitrates. In the century and a half to 1850, grain yields and animal products doubled because of the clover revolution, and British farming was able to feed an extra seven million people as the industrial revolution spurred population growth.

**42**

When these incentives were introduced in the last quarter of the 20th century, farmers scrambled to get rid of their cattle, plough up their pastures, and turn their farms into various kinds of cereal monoculture, with fields full of single crops. These need heavy applications of chemicals to maintain yields. The high levels of artificial nitrogen that result make the crops susceptible to disease, particularly mildew, which have to be countered with yet more chemicals in the form of fungicides.

**43**

Intensive agriculture has had a similar effect on hay meadows. These used to flourish in Britain, and their mix of grasses supported the evolution of a rich diversity

of animals and birds. Covering grassland with artificial fertiliser reverses this process. It allows one or two fast-growing varieties to eliminate the others, together with the wildlife they supported, producing monotonous acres of rye-grass.

**44**

In Harvey's view, British agriculture seems little more than an elaborate means of transferring money from the taxpayer to the pockets of the agrochemical industry, and laying waste the countryside in the process. The more intensive the farm, the more its owner can claim public subsidy. The European Union's common agricultural policy does not escape his attention. It has, in his opinion, outlawed the traditional mixed farm, since it requires farmers to choose between intensive crop or intensive cattle production.

**45**

Harvey runs the story of British agriculture alongside the story of the American prairies – flat grasslands without trees. Again the hero is grass, and the villains are well-meaning farmers with no understanding of ecology. The earliest American settlers, in the 17th century, saw no use for the prairies and labelled them desert. In fact, although arid, they were a rich and delicate ecosystem, supporting vast herds of bison which, at their peak, equalled in weight the entire current human population of north America. In three generations, all this was wiped out. The bison were slaughtered, and the prairies ploughed up for wheat and maize.

**46**

Now the prairies have to be dosed with artificial fertiliser and pesticides, and the government spends millions of dollars on irrigation. It is a depressing picture which mirrors the story across the Atlantic.



- A** But it's not just institutions that incur Harvey's anger, the phasing out of grass has also compounded the greenhouse effect. Grasslands take carbon from the atmosphere and lock it safely in the soil. They are far more effective at doing this than tropical rain forests, and Harvey contends that a return to grass-based husbandry would crucially alleviate global warming.
- B** Its presence is a result of the clearing of forest land to make way for crops and pasture. While many deplore this development it is the end result of the need to supply cheap food.
- C** With this system, cattle graze on fields consisting just of grass, known as pastures. After four years these are ploughed up and planted with food crops. At the same time, other fields on the same farm will now have been exhausted by food production, so they are returned to pasture again.
- D** The result is depressingly predictable – all these substances damage the soil and destroy its wildlife, from micro-organisms up to earthworms, insects and small mammals. The landscape falls silent.
- E** Farming of this kind is now virtually obsolete in the country, largely because farm subsidies encourage farmers to abandon crop rotation based on grass and to rely on chemical fertilisers instead.
- F** At first, yields of these crops were huge, drawing on organic matter in the topsoil accumulated over centuries. But in the next 30 years, they fell by three-quarters. Then came the 'high' winds of the 1930s, when the degraded soil literally blew away.
- G** This particular species spread with frightening speed in the 20th century. By 1984, the total area of species-rich grassland remaining in the country was just 3% of what it had been in 1930, and the destruction is continuing to the present day.

# Test 4 Key

## Reading and Use of English (1 hour 30 minutes)

### Part 1

1 D 2 C 3 A 4 A 5 B 6 B 7 A 8 D

### Part 2

9 Having 10 myself 11 except/but 12 if/when(ever) 13 made 14 no/without  
15 even 16 what

### Part 3

17 uncomfortable 18 symptomatic 19 uninterrupted 20 essential 21 customary  
22 affordable 23 progressively 24 enabled

### Part 4

25 any objection(s) / an objection TO | John('s) joining 26 illness / sickness RESULTED in |  
him / his abandoning / the abandonment of 27 sooner HAD | the tennis players gone /  
got / come 28 would have / need to be | put / called OFF OR had to be | put / called OFF  
29 no (other) choice / alternative / option | BUT to 30 'd / would RATHER | not be

### Part 5

31 D 32 A 33 D 34 B 35 D 36 C

### Part 6

37 B 38 C 39 D 40 B

### Part 7

41 C 42 E 43 D 44 G 45 A 46 F

### Part 8

47 B 48 C 49 B 50 E 51 A 52 A 53 B 54 D 55 E 56 C

## Writing (1 hour 30 minutes)

Candidate responses are marked using the assessment scale on pages 108–109.