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Advanced (CAE) Reading Part 7 is without a doubt one of the most time-consuming and difficult parts of the reading paper. Although Cambridge Advanced candidates have experienced the Gapped Text at lower levels, cae takes on a much more difficult and challenging form. In this post, we will examine the task ourselves and discuss how to prepare for it. At the end there are a number of materials that will help you prepare for Advanced (CAE) Reading Part 7 by understanding reference in a mini task about one of my favorite parts of the world, Cinque Terre, Italy. Cinque Terre - Italy What is Advanced (CAE) Reading Part 7 - Gapped Text? It is a long text that has 6 paragraphs removed from it. The candidate's job is to place those 6 paragraphs in the correct place in the text. 1 additional paragraph has been added that is not used. The gapped text task tests the CAE candidate's knowledge of the overall structure of a text and the linguistic devices that bind a text together. In order to successfully complete the task, candidates need to analyze both the macro and the microstructure of the text by understanding the general treatise in combination with the local structure of words, phrases and paragraphs. Tips and tricks for advanced (CAE) Reading Part 7 Unfortunately, there is no 100% foolproof trick to ensure an easy completion of CAE Reading Part 7. It takes time, thinking and a lot of practice. However, there are a few techniques you should use to ensure faster and more accurate answers. Give yourself enough time to complete this task. I think it could take up to 20 minutes of your exam time. First, quickly read through the full text. You need a general idea of the subject and the style of the text before you start. This will take no longer than a few minutes. Focus on the paragraphs before the body. When you read them, underline dance words (e.g. this, they) and link words (e.g., additionally). See more on understanding reference below. After reading the paragraphs, start reading the text. Read the first paragraph and paragraph that follows the first gap. There are three elements to consider: the macro structure of the text (logical beginning, middle, end) grammatical links between paragraphs (reference and link words)lexical links between paragraphs (synonyms)To be sure of a correct answer, you should always try to find two of the three elements mentioned above. A gut feeling can help you here, but it shouldn't be the only reason why you choose an answer. Systematically by text paragraph by paragraph. If you are not sure of a paragraph, work to eliminate wrong answers and write down which ones you have eliminated. On this when you come back later, you have fewer options to choose from. After choosing an answer, read through the paragraph, the paragraph you chose, and the following paragraphs in order. Do they sound good together? Keep the pace high. There is a huge risk of spending too much time on this task, which will hurt you in other parts of the exam. Understanding reference is the most important element of Advanced (CAE) Reading Part 7. The gapped text fits into place like a jigsaw puzzle and the reference words are the key to getting the pieces to fit. Reference words are anchors that connect one part of a text to another. They are often used to prevent repetition and to improve the flow of a text. Let's look at a few different types of reference words: subject/object pronouns (I, he, she, she, she, she, him, her etc.) possessives (his, her, their etc.) relative pronouns (those, who, where etc.) determiners (this, those, these, such)substitution of nouns with one, onessubstitution of verb phrases with solinking words (however, further, etc.) If you're reading the missing paragraphs and the long text, you'll need to underline or highlight each reference word. Take a look at this sample paragraph taken from his CAE past paper and find the reference words: The materials these materials are designed to provide insight into the technique needed to complete CAE Reading Part 7. Unlike a normal gapped text, this task has only 4 missing paragraphs. The mini task format is to make it more usable in the classroom as a training tool. It makes the task easier than an authentic CAE task, but it allows you to focus on technique rather than dealing with other language problems at the same time. I recommend following up with a gapped text of a real CAE exam, either in class or as homework. EXAM PART: CAE Reading Part 7 – Gapped Text EXAM SKILLS: Insight into reference time: 45-60 minutes PREPARATION: A copy of the worksheet per student Procedure Introduce the subject by asking students what is favourite holiday destination and why. Tell the students that you are going to read a text a Cinque Terre in Italy and ask if anyone knows anything about it. Work as a class with the students on a paragraph to highlight reference words. Students work together to highlight reference words in the rest of the text. Students then work together to choose the right paragraphs. Discuss using reference after completing the task. Use the colored, highlighted answer key to display reference. Follow up with a discussion about tourism and the pros and cons that is for an area like Cinque Terre. Download Advanced (CAE) Reading Part 7 – Gapped Text – Reference More Advanced (CAE) Materials What should you do? In this part, a text with six missing paragraphs and you have seven paragraphs to place in the correct gap. There's an extra paragraph. Approach Read the body text quickly, ignoring the holes. What is the theme of each each before and after the holes? Then read the paragraphs A-G. Are there any who will find you right away? Always do the easiest thing first. With the paragraphs you have left, look at the language before and after the gaps. Look for important themes, pronouns, linking words, time phrases; anything that refers to something else. Look for similar ideas in paragraphs A-G. Finally, if you have time, read through the full text to see if it makes sense. Remember! You have to stick to your time limit! No longer than 12 minutes! Websites: Here are some websites to practice this part. To continue enjoying our site, we ask you to confirm your identity as a human being. Thank you very much for your cooperation. How to beat the Cambridge C1 Advanced Reading and Use of English test. How to beat the Cambridge C1 Advanced Reading and Use of English test. Reading and using English paper is about grammar, vocabulary and comprehension reading. There are 8 sections to do in 90 minutes, so it will test your speed and concentration, too. Reading and using English sections are squashed together. Now you have 8 tasks to do in 90 minutes. The new format prevents any repetition that was in the old style exam. Once you have read all these tips, you can do a free online test and practice here. Why you shouldn't start with section 1How to improve your time managementThe importance of spellingWho answers are the most common Tips and tricksOne of the most important tips for this part of the exam is the order in which you do the 8 sections. 99% of students start in part 1 and end with part 8. But is that really the best way? Take a look at the answer sheet. If you are naturally good at exams, your eyes will be drawn to the different types of answers needed. Part 1 is multiple choice and for part 2 you have to write a word. What do you have to do first? Part TWO. Why? Because if you run out of time at the end, you quickly fill out Part 1 with random answers (or just choose B every time – that's what I do!). You lose nothing for a wrong answer and you might get a few points. However, there is no way you can get extra points by guessing words for part 2.Parts 2, 3, and 4 all have fields where you have to write one or more words. You should do this first. Then there are some parts of the exam where you know the answer or not. There's not much point in wasting time on the answers you don't know. Use that time on other of the test where you make 'well-founded guesses'. So for those reasons, I suggest you take the test in order:Start with part 4. Do it quickly. You either know the answer or you don't know. Don't waste time here. Go to Part 3. Spend a little more time here. You lose 'easy' points by careless. Part 2 has a lot of 'you know or you don't' kind of questions, so do it quickly. Next is Part 1. It's also one with 'I know this' or 'I have no idea' type of questions. Race through this part. Then you do parts 5 to 8 in whatever order you want, and you need to have a fair amount of time left in the bank.90 minutes. It's the length of a football game or some movies. In this day and age, you need to read and understand 3,500 words of text, use grammar, answer difficult comprehension questions... Time management is the difference between a pass and a fail! Here at CAE Exam Tips, we recommend using the 80/20 rule to help you. The 80/20 rule says that 20% of your time gives you 80% of your results. If you're dressed in the morning you spend 2 minutes on putting on your clothes and 8 minutes to make your hair just perfect. When you get a new phone you spend 2 hours learning how to use it, and 8 hours changing the wallpaper and ringtone... What this means in the CAE exam is – go through the exam as fast as you do, because you get 80% of your final score pretty quickly. Then with the time you have at the end you try to answer those other questions that you're not quite sure about. Almost every part of the Reading and Use of English test has a title. There's a reason for this – titles help you to quickly know what you're about to read. If you don't read the title, you're just making life difficult for yourself! The use of English sections (parts 1-4) come with examples. These are for students who know nothing about the CAE exam before entering the room. Amazingly, such people exist! For someone like you who is a little more serious about life, these example questions are just a time sink. (A hole in the ground that sucks in your time.) You should not waste your time by trying to think of the answer to the questions marked zero. Yes! In the following sections we will go into more detail about the different parts of reading and using English paper. If you read the introduction to the Reading and Use English exam, you know that we recommend you to do Part 4. But so that we don't confuse everyone, these tips are presented in 'normal' exam series. Part 1 is about vocabulary with some grammar. That should work a text with some words missing - you need to rebuild the text by choosing the right word from a choice of 4. To make it even more fun, the 4 choices are usually quite similar. Nothing prepares you for the Reading test better than reading. Read a lot. Candidates who often read in English (for work, for fun) this part of the test is manageable, while those who never read tend to find it very difficult. If you are 100% sure that two of the 4 choices are fully neither can be the answer. There is always only one word that fits grammatically and has the right meaning. Remember not to waste time thinking of the answer to the example! The missing word appears directly above the heading (in the gray box). Check each sentence for prepositions that can link to the missing word. For example, some verbs are always followed by before, others are never followed by before. If the word for is in the sentence, it's probably important. A great book that helps with this part of the exam is CAE Testbuilder. It has 4 exams inside, but the best part is that it explains why the right answers are right, and why the wrong answers are wrong. Very, very useful. Here is the beginning of an example Reading test 1 from Cambridge. (In the real exam there is another paragraph and 2 more gaps to fill.) And here are the first 6 sets of words to choose from. Here's how a good student (you) should do:1) Read the title. It's about black bears. Do you know anything about black bears? (You probably know a lot about black bears, but that can't help here.) You may know that black bears are scary and can climb.2) Read the text quickly. Reading the two paragraphs gives us an idea of the subject - the biologist loves bears and doesn't think they're that scary.3) Look at question 1. What option is along with 'trust'? Maybe you think catching confidence and win confidence sound good, but you're not sure which one is good. Just choose one and go to the next question. This is part of the test where we don't want to spend too much time.4) For question 2 you have decided insight or vision, both sound good. You're not sure which... until you re-read the sentence. It says in their behavior. In! That's in line with insight. 'Understanding their behavior' - yes, it sounds good. Let's choose that.5) Question 3 - You've read many texts in English and the only one of these words you've ever seen at the beginning of a sentence is Contrary. That's what you choose. Luckily, you read all those BBC articles!6) You quickly look at space 4 and think the answer should be 'desire' - but you double-check for prepositions. Good idea - it says 'for'. You need a verb that precedes before. Well, the trouble goes with with, not before. Hmm... both 'care for' and 'hope for' sound good. Why is CAE so haaard? Hang on - do bears hope for fruit? Of course not, only people can hope for things. So make sure it has to be the right answer. Am I right? I hope so! 7) You read the rest of the sentences twice, three times, but you don't come up with answers. You don't know these words. Disaster? Not really - there are plenty of other points available in reading and using English test. decides to move on to Part 2 without wasting more time here. If you manage your time well, you can come back here and think another time. And if not, you can't just be a one the answer. Five or six minutes after the exam, your answer paper looks like this: 3 points you're pretty sure about and one that's 50/50. And you didn't waste a second. Large! Part 2 lacks a text with words. While in part 1 you choose from a choice of words, there is no help in part 2. You have to use your knowledge of grammar to produce the right word. Write one word. Al! Only! Cambridge consider contractions as 'won't' as two words (won't), so that will never be an answer in Part 2. Start by reading the title and then quickly read the entire text. This will help you tell whether words should be positive or negative. Sometimes more than one word is possible - for example, if 'while' fits, 'while' might also fit. Both answers are okay, but don't write both. This is a part of the exam where looking at the answers you get wrong during preparation is a gold mine. In fact, the whole next part is about that. I went through every 'open cloze' test in every Cambridge book I could find and made an Excel spreadsheet of all the answers. The results were very interesting and a bit surprising. The most common answers were (in order of frequency):to - being - those - for - one - not - asDo you know the grammar rules behind those words? What kind of phrase does the word 'on' use? If you are reading a book at the time, it would be helpful to take a page and see how often the word 'on' is used, and perhaps study those phrases? Yes! I love the way you think! Here's a chart with all the data pretty nice:) If the missing word is at the beginning of the sentence, ask yourself if a word fits. Many answers were -ing forms - have and were very frequent.b) Of the relative pronouns, the most common by far was those. Word defining and non-defining relative clauses)c) 'Me' often came up, but did so 'without'. Therefore, you have to read the text as a whole before you start thinking about the answers.d) In the same way, 'if' was very common, but that was also 'unless'. Unless means 'if not', so again, reading the whole text to get the opinion of the writer is vital!e) While 'to be', was, of course, the most common verb and has its own section, other verbs were quite common. Usually it's verbs that are useful in some advanced grammatical structures. For example, 'have' (and has, had, etc) are useful for making perfect tenses. Doing is useful for emphatic language. Take is used in many phrasing verbs. (Did you know I have an online course on phrasing verbs?) f) Linking sentences! You should know this before writing and speaking parts, but if you have the words under the while, although, despite, despite (in spite of it), there are many easy points to collect in this part of the exam. Also, so, while, and such things.g) prepositions. Everyone is the least favorite part of English. Except Except Cambridge likes prepositions. Look for use of in, of, by, out, before, after, and all the rest. h) These words are not the most common, but there will be 3 or 4 in your text - no, there, once, even, like, because, it, myself (or himself etc), what, either, and this.i) The! I was surprised how many times 'the' was the answer. Poor little 'a' was much less common. Try typing these words in dictionary.com - it gives you some sample phrases of how the word is used in normal English. - Go to part 4CAE READ AND USE ENGLISH PART 3 TIPSThis is a Word Formation task that will be familiar to students who have done the first certificate. Word Formation activities test your ability to change one type of word to another, your ability to use prefixes and suffixes, your spelling, and your reading comprehension. You will be missing a text with 8 words missing and you will need to fill in the correct word. It's different from part 2, because in part 3 you get a basic word that you need to change (while in part 2 you don't get any help). It looks like this:* You must place the word _____ MISSAnswer = missing (change MISS to an adjective because it describes 'word', that's a noun)* It's not one of those tasks where you have to match the left column with the right column:At the end of each line with a word that's missing you see a word in bold, capital letters. That's the word you have to transform to be used in that line. Don't use that word to fill in an answer elsewhere on the page!* You need to read the entire text to get the writer's opinion on the subject. That's because you have to turn some words into negative forms, and you can't do that if you only read the phrases that contain the missing words.* To do it right, you need to understand how sentences are built in English – that means understanding the function of verbs, nouns, adjectives, and adverbs. That sounds hard, but it's really not that bad when you get the hang of it.* Then you will have to learn all the different forms of words. This is the hardest part! This quick guide is no substitute for getting a good grammar book, but here are a few quick tips. These things are nouns - names (Captain Jack Sparrow); concepts (time, information); names of jobs or types of people (skiers, doctors, scientists); things (cheesecake, flowers). - Sometimes you can't spot a noun based on the ending, but sometimes you can. Watch out for: -honor; -tion, -ment, -age, -al, -ance, -hood, -iety, -ness, and so on. - If you have a word that can be made plural or in a possessive form, it is an independent (Two solutions/ the result of the solution = solution is a noun). Read the part 3 text carefully to check if you need to make your noun plural! - If you are a determiner in a sentence, look for a noun. If you don't find one that belongs to the determiner, the missing word is a noun. Determining factors are the, (etc), of which, another, a/an. Their _____ SOLVEThe _____ PURSUEAn incredible number of _____ SCIENCE(Answers: solution/pursuit/scientists). Adjectives are the most common answers in Part 3, something for nouns. Look at this: Red/old/fast are adjectives – they tell us about the noun 'car'. (Note that adjectives sometimes follow 'to be' - that might be good to remember.) In the Cambridge exam you won't have such easy words, of course, and it may not always be so clear which noun the adjective refers to. These collocations are typical of the English used in Part 3: low temperatures and variable weather oxygen and local guides great advantagepersonal point of view They are all adjective-noun combinations. The best tip to check if a word is an adjective is to quickly transform the sentence so that the word is follows. Example: The big one is advantage. (Ugh! No!) The advantage is great. (Yes, sounds good. Big is an adjective.) Or: The artificial is oxygen. (Please don't do it! It hurts my ears!) The oxygen is artificial. (Ah, that's better... artificial is an adjective.) Common endings for adjectives:-state; -ible; -already (be careful! this also works with nouns); -ial; -ant, -ate, -ative, -ive; -ing, -ed; -ous; -ly (not always an adverb!); -y; -full, -ness; -ICU, -ary; -ory. Your grammar book will handle advanced usage, but this guide will cover a lot of situations. Adverbs describe verbs, other adverbs, and adjectives. Adverbs often used by Cambridge are becoming more, more gradually, dramatically and others describing the speed of change. Also, they love adverbs that start sentences, such as alternative, surprising, etc. Do you know how to turn words into verbs with and, under and out? My sleeves are too short - I have to lengthen them. The exciting music increased the tension of the last scene. The Prime Minister has pledged to find a solution to the crisis. The actress underwent surgery on her nose. The new album outsold the old album by two to one. Red crabs outnumber blue crabs. (After you learn it, you can start working on verbs formed with over, down, and up... H!) If you've decided if you have a verb/adjective/etc in a room, and you have an answer, always read the paragraph again to make sure that the meaning is correct. A few words on each test will be negative. Here's an example from a Cambridge text about climbing Mount Everest:During the month of May, The weather offers a number of safe opportunities to make the climb. GRACE Because the text was about Everest, students will quickly fill in 'UNFAVOURABLE'. When carefully reading the sentence, better students realize the word 'safe' is key. The answer must therefore be favourable. The next is:As a result, the huge number of climbers has a..... problem - overcrowded conditions. EXPECTAn EXPECTED problem? But the last part of the sentence - crowded conditions - is the last thing you'd expect on Mount Everest. So here we have the negative form, UNEXPECTED.Common negative prefixes: dis-; in-; im-; il-; un-; il-; de-; Mis-Alarm! Some students think this is the hardest part of the whole exam. And maybe they're right! It tests a wide range of grammar, vocabulary, and you should be able to change colloquial language into formal, active in passive, and more! Can you do this? The instructions say you must use the word. It doesn't mean that the actual word 'given', it means the word provided! Use between 3-6 words. Most contractions are 2 words (won't, won't = won't, won't). It might be possible to complete the sentence in a grammatically correct way with 2 words, or with 22 words, but you get no points for that! Don't change the word. If the word is TO, you can't use INTO. If the word is GO, you can't use WENT. Like I said, this part is very difficult because there's so much you need to know. But each question is worth 2 points. You may not know the whole answer, but sometimes a correct word gives you a point. Try to keep the same meaning - If the first sentence says 'Tom said...', don't write 'He said...' in the second sentence. (Write 'Tom said'.) Check your times - if the first sentence is in the past tense, the second should be, too! In the introduction to the reading and use of English test, we suggested that you start the exam by doing part 4, and not spend too long on it. Use this flowchart to determine how much time to spend on each question:Remembering the sample question from the intro? It's from the Cambridge CAE handbook. Let's go over it step by step. If you've studied the word resentment before you're likely to know it, it comes in the phrase spit. The temptation with this answer is to propose 'despite' 'of experience'. Something like: Anna got the job despite experience in public relations. Ne! That doesn't make any sense. If she had experience in public relations, we wouldn't have to use the phrase spite. So 'despite' should go at the start. yes, we've had off twice, and it looks weird, but it's the only way. Anna got the job despite..... experience in public relations. We used 3 words and can use up to 3 more. But the good news is that we already have 1 of the 2 points available. The next part of our answer should mean 'she didn't have much experience'. How about: Anna got the job despite the fact that she didn't have much experience in public relations. Sounds good! But it's seven words. Too much! So we'll try again. By now I'm worried to move on to the next question, so I'll just think for 15 or 20 seconds. Fortunately, the answer comes right into my head, because I studied very hard: Anna got the job despite her lack of experience in public relations. As you can see, there is a lot involved in this part of the exam. You have to study all kinds of grammar, phrasing verbs, set sentences etc etc etc. Part 5 is a long text with six comprehension questions. Each correct answer is worth 2 points. The text is loooong, the answers all seem to be the same.... it is a test of concentration, understanding, and of your patience. Remember that time you saved in parts 1 to 4? You could burn some of it here... [Note - there is a lot of text in this section - studying this page on a desktop will be much better than on your smartphone.] Read everything: It's not enough to read the text carefully. You should also read the questions and answers! The answers are sequential. The answer to question 5 comes after the answer to question 4 in the text. The only exception could be the 6th question - sometimes it asks you a question about the whole text. Another reason to read the questions carefully! Leave your own ideas and prejudices at the door. You could be an expert in the subject - if anything, this is a disadvantage! You should read the text for what the writer says, not what you assume he's saying. Always ask your answers - hubris is especially dangerous in this part of the exam. The surest way to improve on this part of the exam is to read a lot in English. My students who read 'for fun' do this part much faster, much more accurately, than the students who hate reading. So... Read! (There are a lot of things you read - romantic novels, crime fiction, Game of Thrones. Don't feel like you're reading something super boring.) Everything here is a trap. (Well, 75%.) Why do all the answers seem plausible? Because if you read the text quickly, any answer seems possible. But before you write your answer, remember what Admiral Ackbar says in Star Wars.Imagine a text that describes how George Lucas irritated his fans by changing Star Wars.Then there's a question: How did George Lucas feel about the new version of Star Wars? A - annoyed. The answer can't be A because it was the fans who were annoyed.Common Traps 2 - The Most Questions like this are common: What was his main area of interest? What was his most valuable painting? / In what field did he specialize? The text could mention different interests, multiple paintings, many subjects. But only one is the most important: only one is the most valuable, only one is his specialty.Common Traps 3 - Suspiciously obvious ConnectionsThe text says: 'The writer cancelled his expected vacation.' One of the questions asks: 'What was the attitude the writer compared to the holidays? And option A is:'He had foreseen the need to take out travel insurance.' It's a trap! A good student understands that 'projected' and and are similar types of word, but this part of the test is about understanding the text, not just individual words. So be suspicious when it's so easy. Read again, slower, leads us to see that the two sentences have nothing to do with each other. Let's look at a paragraph and question from the Cambridge CAE handbook. Take a few minutes to read the text, question, and answers. This book explores how the ever-changing role of colour in society is reflected in manuscripts, stained glass, clothing, painting and popular culture. Color is of course a natural phenomenon, but it is also a complex cultural construction that opposes generalization and, indeed, analysis itself. Undoubtedly this is why serious works dedicated to color are rare, and rarer still are those that aim to study it in historical context. Many authors look for the universal or archetypal truths they imagine living in color, but for the historian such truths do not exist. Colour is primarily a social phenomenon. There is no transcultural truth to color perception, despite what many books based on poorly understood neurobiology or – even worse – on pseudoesoteric pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it evil. Q - What color problem does the writer explain in the first paragraph? A - Our view of color is strongly influenced by changing fashion. B - Analysis is complicated by the mind-boggling number of natural colours. C - Colors can have different associations in different parts of the world. D - Certain popular books have dismissed color as insignificant. Whooh! That's a lot of text to read and understand in two minutes. And this is just one question. Now you see why you have to rush through parts 1-4.... The first thing to look at is answer B, because there doesn't seem to be anything in the text about a 'mind-boggling number of natural colors'. Scan the text again in search of words that mean a large number or bewildering. There is 'complex' that some students may be able to connect with, but nothing about grades. We can rule out B. A seems possible because of the phrase 'colour is primarily a social phenomenon'. Doesn't that mean fashion? Well, no. Fashion is a small part of society. So, no, it doesn't seem plausible until we read it more carefully. It says 'certain popular books', which means the best-selling books, but the text says 'pop psychology'. Pop psychology means 'popular psychology' - that's psychology made easy for the general public to understand. It doesn't mean as in the best-selling. Moreover, the pop psychology books say there is a 'transcultural truth to color perception' – they don't say color is insignificant. So we have two reasons to answer D. So what is no transcultural truth to color perception? MEAN, right? Transcultural means 'through cultures'. Association can mean perception. So another way to write the sentence would be 'Color can have different associations in different parts of the world.' Ding ding ding! NOT EASY. Make sure you give yourself enough time in the exam to go through this process, and make it easier for yourself by reading as much as you do between now and the exam. I made a video of me trying to do part 5. It was very late when I did the recording and I was very tired. I made some mistakes and didn't follow my own advice, or even the plan I made at the beginning of the video! It's a bit of a mess, but I think watching me make mistakes might be more useful than watching me perfect all the time! In part 6 you can read 4 short texts by different writers. You have to answer 4 questions, each with a value of 2 points. You have to understand each writer's opinions on different topics and compare them to the opinions of the others. You might have to read each text several times, so it can use a large portion of your precious exam minutes. There will be a common theme to the 4 articles. Let's take the example of food. Here's a very, very simplified version of what you get. Four lyrics: I love wine. Pizza is the best Italian food. - Writer A I love wine. Pasta is the best Italian food. - Writer B I hate wine, but pizza is the best Italian food. - Writer C I hate wine, but pizza is much nicer than pasta. - Writer D And then 4 questions like this:Which writer:[1] - has a different opinion about pizza than everyone else? [2] says the same thing about wine as writer C? Even in the simple example above, it's easy to get things wrong if you go too fast and don't double-check your answers. For example, for question [1] many students would choose D because it seems to be the most different. But the right answer is, of course, B - he's the only one who says pasta is the best food. If you only read skim, it is possible to mistake 'pizza' and 'pasta' - we often only see the first and last letters of words. But there is no possibility of making a mistake on demand [2], surely? Well, I'm level-headed to admit that even an exam genius like me made this very stupid mistake the first time I tried one of these 'cross-text multiple matching' activities. I gave the answer 'C' if you believe it! Of course, C is the only answer that it can be impossible! Painful. But that's what happens when you don't read the questions. Let's raise the level of difficulty a little bit. Pizza seems to be a ubiquitous force in culture - every romantic movie features a beautiful young couple laughing and joking about a pizza and a glass of rioja. Pizza/aria is so ubiquitous that one could well be forgiven for assuming that the kitchen is universally loved. Nothing could be further from the truth; like heaven A pizza, give me hell every day. It has a redemptive quality - you get a lot of calories for your money. - Writer A When American culinary scientists perfected a method to force cheese into the crust of a pizza, they achieved the seemingly impossible. They took an already heavenly creation and gave it wings. Italian purists, descendants of the inventors of the meal, may call it vandalism, but they must count themselves in the minority. The popularity of stuffed crust pizzas is no flash in the pan. They're here to stay, and rightly so. - Writer B The humble pizza - certainly the most overrated and expensive food on the planet, because it's just some dough, tomatoes and cheese - has its roots in southern Italy, but has become a global trait. It is a dish that belongs to all of us, and few, if any, modern adaptations to the recipe come from the country of its birth. The most recent upgrades - thick crusts, stuffed crusts, an almost infinite array of toppings - are all coming from the United States in general and New York in particular. - Writer C Which writer - [1] - gives a different view of the others about pizza? [2] - agrees with writer B on the origins of pizza? [3] - disagrees with writer A about the cost of pizza? Oooh, that's a lot of text! So let's go on the spot right away and work on those questions. First, we need to work out everyone's opinions about pizza. Read the texts carefully and you'll see that A would rather go to hell than eat it, B says it's heavenly, and C says it's overrated. (Reminder - in the exam there will be 4 texts, not three.) Which one is different? That's the answer. For question 2, we need to read B and get his opinion on the origin of pizza. What does he say about it? He says Italian purists are the descendants of the inventors. Text A doesn't say anything about where pizza comes from. Text C says it has roots in southern Italy, B and C say the same thing, which means C is the answer. And what about the cost? A says pizza is good value for money. B doesn't say anything about the cost of pizza. C says pizzas are too expensive. C is the opposite of A, so there's the answer. If it's not entirely clear what to do and how to do it, don't panic! I'll make videos about this part of the exam. Oh! I've already done one. Take a look! Cambridge calls part 7 a 'gapped text' activity. You will get a long text with six paragraphs removed (leaving 6 gaps, hence the name of the task). Your job to get the paragraphs back to the right place. It's very difficult, and Cambridge make it harder by including an extra paragraph that doesn't fit into any of the spaces. Part 7 is a difficult the more you practice. The key to this task is knowing that each gap in the text can only be filled by one of the paragraphs. Read a good text and it will be so full of about the structure you could perform by a shredder and - if you had enough time - again. Don't you believe me? The police do it all the time! (see photo) StartRead the entire

text. Read all paragraphs. Then pay special attention to the sentences before and after the gap - much of the most important information will be there. You don't have to start with the first gap – always start with the one you think will be easiest and leave the hardest until later. The first answer you choose will be a 1 in 7 chance, but the last one is 1 in 2. But be careful! Sometimes there will be no clue in the sentence immediately before or after the gap. You really have to read the whole text to get its meaning – sometimes the 'clue' is the whole paragraph. Detectives use clues to fill in gaps. Lord Haversham was killed by a left-handed man at 1:25 in the morning... The only person alone at that time was Charles the butler. You develop similar skills by searching for clues in your Cambridge part 7 text. What kind of clues are in a text? Names and pronouns (Jack... Hge... this...) Chronology (Then... Finally...) Quotes (I couldn't believe it.) Contrast words (However, but) Verb times (had gone ... will be completed) Cause and effect (Therefore... as a result...) Repetition (in other words...) In the next section we will look at those things in more detail. Let's start filling in gaps by searching for clues! Names and pronouns 1 At one point there was a boy named Jack. [1] _____. Then he died. Choose one of these phrases to go in gap [1]: A - He ate all the chocolate in London. B - Their house was on a hill. Okay, so that's pretty easy, right? Jack links to he, not to them. Also, there is a link between eating all the chocolate in London and then dying, so the story has a logical flow. Names and pronouns 2 The documentary featured interviews with many of the top scientists in the field. [2] _____. But the story was far from funny, and many viewers wrote to the BBC to complain about the depressing ending. A - It was viewed by 8 million people. B - One of them was Simon Baron-Cohen, brother of the famous comedian. This one's harder. Both answers are appealing - there are many possible links. The pronouns help, but are not the full story. In answer A, 'it' would refer to 'the documentary' while in B 'one' refers to 'top scientists'. And 8 million people seem to be linking to the word viewers. But reading the whole text, only answer B makes sense. There is a very logical connection between 'comedian' and 'not funny' and that is evident from the word 'but'. Which brings us to... We have the power but seen. Here's another example: The website wasn't immediately popular. [3] _____. A - However, in 2014 visitor numbers increased and it briefly became the number 1 site in its category. B - - 2014 visitor numbers increased and it briefly became the number 1 site in its category. What do you think creates a better flow to the story? The sentence before [3] is 'negative' so I expect a contrast word or expression to introduce a positive sentence. Thus, A. In the so-called Golden Age of Hollywood, actors and actresses were bound by restrictive contracts that put their interests under the interests of film studios. [4] _____. A - Nowadays, however, they are free to choose projects that interest them. B - More films are now made in India than in Los Angeles. Pronouns help us here - 'they' and 'them' in answer A refer to 'actors and actresses'. And we also have help of time sense. 'The golden age' is a period (if it was not clear there is also the past tense 'were bound'), which contrasts (using the contrast phrase 'but') the phrase 'these days'. Sentence B may be true, but is not relevant to the meaning of the gap. A hole or two could be in speech marks () – that makes it pretty easy to find the answer (in my opinion, anyway!). Ask yourself: which of the sentences sounds like it was voiced by a real person? If there is a text written in a neutral register and one of the answers has the pronoun 'I' then that should go in the quotes. But there was more to his performance than scoring the winning goal. He also motivated his younger teammates, driving them forward, boosting their morale when needed. [5] _____. He had become a true leader of the people. B - I felt like I was on top of the world, just like that woman in that movie. Answer: B. AND THE OTHERS? There are more tips I could give about this section, but the best advice is for you to practice this exercise and learn how the answers are chosen. Don't just do the activity and forget about it – think about why those phrases were taken. What does Cambridge want to test you for? You and a friend can each take a text, delete a few sentences, and test each other. Once you have set the sentences back, you could discuss whether those were the same sentences that would remove Cambridge from the text. Watch me do a Cambridge Gapped Text activity. And a brand new one for your lucky 2020 readers! Part 8 gives you 4-6 short texts and 10 questions. It's called 'Multiple Matching' because you have to match the ten questions with the short texts. Most students find it easier than the other parts of the reading test and can do it faster. Start by reading the introduction to the task and the title of the texts. The intro will say something like 'You're going to read an article about the importance of money in sport' and the title could be 'Can You Buy a Gold Medal?' Even if you don't like sports, you have an idea of and subjects to be expected. Then scan the first text - not too fast or you just have to read it again. Read. read question 1 and underline the keywords. Were those keywords (or their synonyms) mentioned in the text? If not, go to question 2. If so, find the place in the text where it was mentioned and read it more carefully. If it's a match, write A in the first box. Once you have gone through the ten questions, you must have between 2 and 4 questions with a 10 next to them. Now repeat the process with text B. It will be a little faster this time because instead of going through 10 questions you only go through 6-8. Repeat with C and D (and E, F, if there are more than 4 texts). This is the most efficient way to do the Multiple Matching exercise - if you have one or two empty spaces at the end, don't panic. You have to have time to find them. Cambridge disagrees with me on my method. They think it's better to read the questions first, and then look for that information in the text. That's why they ask the questions for the texts! If you remember the ten questions when reading the texts, this method is best. But if you read the questions, then the text, and realize that you forget the questions, you just wasted some precious time! Try both ways and find the method that suits you. Remember that time management is just as important as accuracy. Once you've chosen a strategy, you'll continue to train with that method. As always, Cambridge give you plenty of opportunity to choose the wrong answer! The most common trap is with exact word similarities - if a keyword in the text is exactly the same as the word in the question, be careful! It's almost certainly not the answer. Be careful with partial matches. If there is a question: 'What text says that the money spent on sport has always had a political dimension?' then it is not enough to find a text mentioning politicians, or mentioning the current situation. You have to find something that matches all the keywords - [money spent on sports] [always] [politics]. Finally, a big problem will not know the meaning of one or more keywords. If you don't understand a certain word in the exam, you're not alone! (If you understand every word in the Advanced exam maybe you should be studying a skill course!) During the preparation of the reading exam, practice the skill of guessing the meanings of unknown words. - Practice guessing the meanings of words. Predict the meaning, based on the context, before you look it up in the dictionary. - Take a practice test and copy the texts without looking at the questions. Then take the time to make your own questions. This will be difficult, but if you compare your questions to those from Cambridge, you'll learn a lot about how the tests are made. Know Cambridge's questions will really help to answer the questions! Give it a try! The! The!

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