

Lesson plan

C1 Advanced Reading and Use of English Part 4

Time required: 60 minutes

Materials: Underlining denotes hyperlink

- [Paraphrase mingle](#) activity cut up with one sentence – one per student
- A copy of the [student worksheet](#) per student

Aims:

- To familiarise learners with C1 Advanced Reading and Use of English Part 4
- To provide opportunities to practise the task and useful strategies
- To reflect on the learning experience

Useful link:

- [Developing reading skills for Cambridge English Qualifications C1 Advanced – a guide for teachers](#)

Procedure

Lesson Stages

Lead-in: [Paraphrase mingle](#)

This activity introduces students to the idea of paraphrasing and to some of the structures they will use in the exam task.

As students come into class, give them a sentence. Tell them they have to:

1. Read and try and remember their sentence
2. Find the person who has a sentence they think matches theirs (don't explain at this stage how they will know).

Students mingle, repeating their sentence until they find their partner. They sit down when they find their partner (they could sit with their partner for the duration of the lesson if possible).

Feedback: Elicit how students knew who their partner was: they had the same sentence expressed in a different way i.e. paraphrased. Ask pairs of students to repeat their paired sentences.

Non-mingle alternative: Give pairs of students the sentences and they have to find the matching equivalents. This can be done on paper or using [Wordwall](#).

Online options: Give students a link to a matching activity in [Wordwall](#). Students match the pairs of sentences then elicit from the group the connection between each sentence i.e. that they are paraphrases

Focus on task instructions: [Student worksheet Exercise 1](#)

Students read the task instructions then decide if the statements are true or false. They can either discuss this in pairs or do it alone and then check their answers with a partner.

Feedback:

- You must not change the word in capitals. TRUE – students must not change the tense, make it plural or change it in any way.
- You can use up to six words. FALSE – a thought-provoking question linked to the notion of ‘*up to* six words.’ The *minimum* is three words, the *maximum* is six words. Shorter answers of one or two words are therefore not accepted.
- Contractions count as two words. TRUE
- Make sure the meaning of both sentences is the same. TRUE – be careful with positives/negatives, pronouns etc.
- The word given could be part of a grammatical structure, a phrasal verb or an expression. TRUE – students should pay close attention to prepositions, tenses, verbs patterns and negatives.

Online options: After some thinking time, students can provide their answers in the chat box, asking students to correct the false statement and clarify where there is disagreement.

Task strategies: Student worksheet Exercise 2

Exercise 2: Ask students to look at the three possible answers for the first question. In pairs, they decide which is the correct answer and justify why the others are not possible.

- My brother now earns far less than he did when he was younger.

NEARLY

My brother much now as he did when he was younger.

- doesn't make nearly as much money (too many words, repeats words in the second sentence) ✘
- earns nearly as (changes the meaning of the sentence) ✘
- doesn't earn nearly as (correct answer) ✔

At this point you could show other possible answers:

DOES NOT EARN/MAKE | NEARLY SO

Highlight that there are two possible marks for this question and that students can get one point if they get part of the answer correct.

Task strategies: Show students two possible ways of approaching the task.

Strategy 1: Some students can get distracted by the prompt word and forget to think about the overall meaning. To help with this, students can try covering the second sentence and prompt word and think of paraphrases for the original sentence. They should try to identify and focus on the type of structure needed (comparative, reported speech, passive etc.) Then they look at the prompt word and second sentence before trying to answer.

Strategy 2: Students may find it helpful to cross out the parts of the original sentence which are repeated in the second sentence. This can help them to focus on the missing elements which need paraphrasing and to not repeat words in the second sentence.

1. Write the following on the board:

My brother now earns far less than he did when he was younger.

My brother much now as he did when he was younger.

2. Tell the class you are going to look carefully at the similarities between the two sentences.

3. Elicit which words appear in both sentences. They may not be exactly the same or in the same position. Here, the corresponding terms are colour coded in each sentence. Note: *now* changes position and the comparative term *than* becomes *as*.

My brother **now** earns far less **than** he did when he was younger.

My brother much **now** **as** he did when he was younger.

4. By identifying and crossing these corresponding terms out, students are left with the words that are unique in each sentence: *earns far less* and *much*. Explain that these are the words that need to be paraphrased.

5. Write the correct answer on the board

My brother ***doesn't earn nearly as*** much now as he did when he was younger

Online options: Show students the question and answer options. Allow them some thinking time, then ask them to write the correct answer in the chat box. Nominate students to explain why the other options are not possible. Demonstrate the strategies using the whiteboard function or an online document.

Task completion: [Student worksheet Exercise 3](#)

Students complete the task on their own or in pairs. Ask them to try at least one of the strategies for two questions e.g. Questions 2 and 5 – try Strategy 1.

Students can ask you for clues as they go (use the hints in the [Answer key](#)). For example, “Think of a phrasal verb which means *demolish*. The object *old bus station* has become the subject. This means you need a passive structure.”

Extra challenge: Set a maximum number of clues they can ask for.

Feedback: Nominate students to provide answers eliciting possible alternatives from the rest of the group.

Online options: Put students into breakout rooms, if it's safe to do so, so they can discuss their answers. You could make a collaborative document with each pair having their own set of questions, allowing you to monitor their answers.

Consolidation

- In pairs, students test each other: One student reads the original sentence and the prompt word from the Part 4 task they completed in Exercise 3, their partner has to remember the paraphrased sentence. Part 4 tests students on a range of complex grammatical structures, memory exercises like this help students to reproduce the form automatically.

- Students write their own memorable sentences using the structures. They can change the subject or the verb if necessary. For example, *I **don't earn nearly as much now as I did when I worked in London.** My sister **doesn't run nearly so much as she did when she was at school.*** Encourage students to make the sentences personal/true as they are more likely to remember them, and therefore, the structures.

Online options: Students could contribute their example sentences to a shared document or platform such as [Padlet](#) in order to build up a bank of possibilities for each structure. These can also work as inspiration for other students in writing their own sentences.

Reflection: [Student worksheet Exercise 4](#)

In small groups, students discuss the questions and reflect on the task. Encourage a couple of students to feedback their ideas and share other possible strategies. Encourage students to try different techniques but feel able to reject them. There are many ways to approach exam tasks and through practice students can find the ways that suit them best.

Online options: This can be done as an open-class discussion after some thinking time or in breakout rooms if it is safe to use them.

Follow-up activity ideas (optional)

For more language practice

- Students choose one of the sentences from the task and rewrite it in as many different ways as they can think of. They can use the grammar section of their textbook to help them to do this using more advanced structures. Students can bring their paraphrased sentences to share in the next lesson.

Further speaking practice

Students work in pairs.

Student A reads the first discussion question aloud. Student B paraphrases the question to check they have understood it correctly, before giving their reply. Give them phrases to use: *'Do you mean...?'* *'Are you asking me...'*

Are there any activities which you **don't do nearly as much as you did** when you were younger?

Do you mean 'are there any activities which I **do less now than I did** when I was younger'?

- Are there any activities which you don't do nearly as much as you did when you were younger?
- Can you think of an album, book or film by someone which you found disappointing in comparison to their previous work?
- Have you ever received a warning about the dangers or risks of doing something? What was it? Did the warning prevent you from doing it?
- Have you ever been successful at something in spite of a lack of experience? Do you know someone who has?

For more exam strategies practice

For further exam hints and tips and more exam questions try **Test and Train**.

Teacher Reflection

How did your lesson go? Make some notes under the headings below or add your own ideas.

Student engagement

(e.g. usefulness, attention, variety, fun, level of challenge)

My classroom management

(e.g. instructions, timing and pace, balance of teacher talk to student talk)

My materials

(e.g. presentation, clarity, usefulness, variety)

What would you do differently next time?

Materials

Paraphrase mingle

<p>I don't have nearly as much homework as I did when I was younger.</p>	<p>I have much less homework now than when I was younger.</p>
<p>They've pulled down my old school.</p>	<p>My old school has been demolished.</p>
<p>The number of people with mobile phones is the highest it's ever been.</p>	<p>There are more people with mobile phones now than ever before.</p>
<p>I think this activity is more difficult in comparison to the last one.</p>	<p>I think this activity is harder than the last one.</p>
<p>We went on holiday in spite of not having much money.</p>	<p>We went on holiday even though we didn't have much money.</p>
<p>The boy received a warning about the risks of swimming in the sea from his swimming instructor.</p>	<p>"I must warn you how risky it is to swim in the sea", said the swimming instructor.</p>

Student worksheet

1. Look at the example and the instructions. Decide if the statements are true or false.

Part 4

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between three and six words, including the word given. Here is an example (0)

Example:

0 James would only speak to the head of department alone.

ON

Jamesto the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- a. You must not change the word in capitals. T/F
- b. You can use up to six words. T/F
- c. Contractions count as two words. T/F
- d. Make sure the meaning of both sentences is the same. T/F
- e. The word given could be part of a grammatical structure, a phrasal verb or an expression. T/F
2. Look at the Question 1. Which is the correct answer? Discuss with your partner why the other two are not correct.
- a. doesn't make nearly as much money
- b. earns nearly as
- c. doesn't earn nearly as

1. My brother now earns far less than he did when he was younger.

NEARLY

My brother much now as he did when he was younger.

3. Complete the Part 4 Questions 2–6. Try at least one of the strategies your teacher explained to you. You can also ask your teacher for clues if you need them. Write your answers in the table below.

2. They are demolishing the old bus station and replacing it with a new one.

PULLED

The old bus station is with a new one.

3. The number of students now at university has reached an all-time high, apparently.

THE

The number of students now at university is been, apparently.

4. I'm disappointed with the Fishers' new album when I compare it to their previous one.

COMPARISON

I think the Fishers' new album is their previous one.

5. Anna got the job even though she didn't have much experience in public relations.

SPITE

Anna got the job of experience in public relations.

6. 'I must warn you how dangerous it is to cycle at night without any lights,' said the police officer to Max.

DANGERS

Max received a at night without any lights from the police officer.

Part 4 answer sheet

1		Do not write below here
2		Examiner marking space
3		
4		
5		
6		

4. Reflection: discuss the questions with your partner.

Language

Look back at the Part 4 questions in Exercise 3.

- a. Which structures and expressions were familiar to you?
- b. Which structures and expressions were new to you?
- c. Can you identify which aspects of language you think you need to practise more to help you complete Part 4?

Exam strategies

- a. Which strategy/strategies did you choose to try? Why?
- b. In what ways did you find the strategies helpful?
- c. How likely would you be to try these strategies again? Why/why not?

Further speaking practice

Student A Are there any activities which you don't do nearly as much as you did when you were younger?

Student B Can you think of an album, book or film by someone that you found disappointing in comparison to their previous work?

Student A Have you ever received a warning about the dangers or risks of doing something? What was it? Did the warning prevent you from doing it?

Student B Have you ever been successful at something in spite of a lack of experience? Do you know someone who has?

Answer Key

3. Reading and Use of English Part 4

	Answers	Notes/hints
1.	DOES NOT/DOESN'T EARN NEARLY AS DOES NOT/DOESN'T MAKE NEARLY AS	Comparative structure 'not + verb + as' with 'nearly' for emphasis
2.	BEING PULLED DOWN AND (BEING) REPLACED/TO BE REPLACED TO BE PULLED DOWN AND REPLACED	phrasal verb meaning 'demolish' – part of passive structure 'is being pulled down and replaced'
3.	THE HIGHEST (THAT/WHICH) IT HAS EVER/IT'S EVER	'all-time high' – meaning the highest level ever Superlative structure 'the + superlative adjective + present perfect'
4.	DISAPPOINTING/A DISAPPOINTMENT IN COMPARISON WITH/TO	Adjective/noun to describe the album Semi-fixed expression 'in comparison to'
5.	IN SPITE OF A/HER LACK	In spite of – meaning despite/although Lack – meaning not enough of, absence of
6.	WARNING ABOUT/REGARDING/CONCERNING THE DANGERS OF/WHEN CYCLING	Transition from direct to reported speech Verbs and adjectives become nouns