Cambridge English: Advanced

Lesson Plan: Use of English

This lesson plan accompanies Cambridge English: Advanced 1 Use of English Test 4, Parts 1, 2, 3 and 4.

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 skills that are needed for multi-choice cloze, open cloze, word formation and key word transformation. This lesson could be divided into two lessons if required.

Lesson Goals

1. To become familiar with each part of the Use of English paper and the skills required.
2. To develop effective strategies for completing each task type in Use of English Parts 1-4.

<table>
<thead>
<tr>
<th>Activities (resources in brackets)</th>
<th>Time needed</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer (copies of Resource 1 cut up for small groups, copies of each section of the test for display around the classroom)</td>
<td>5-10 mins</td>
<td>S-S, S-T then S-S</td>
</tr>
<tr>
<td>• In pairs, ask students to match the description of the different types of tasks in the Use of English paper (i.e. multiple-choice, open cloze, word formation, key word transformation) with the part number in the paper. Conduct class feedback. In their pairs, students can hold a discussion on which task type is easier/more difficult and why. Alternatively, display the test sections on the wall and group students to discuss the difficulty of each task type.</td>
<td>10 mins</td>
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<tr>
<td>Main activities (copies of Part 1,2,3 and 4 for individuals )</td>
<td>30-35 mins</td>
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<tr>
<td>Part 1</td>
<td></td>
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<tr>
<td>• For Q1, Q2 and Q3, identify the correct answer and the distractor (i.e. shaping and forming, fit in with and live up to, visualise and foresee). In pairs, ask students to discuss why these words are similar in meaning, using a dictionary, before choosing an answer. Conduct class feedback as required.</td>
<td>7 mins</td>
<td>S-S then S-T</td>
</tr>
<tr>
<td>• For Q4, ask students to identify the two answers with similar meaning (i.e. reassures and encourages) and choose the correct answer.</td>
<td>3 mins</td>
<td>S then S-T</td>
</tr>
<tr>
<td>• As a round-up, elicit from students why they chose the answer they did.</td>
<td>1 min</td>
<td>T-S</td>
</tr>
</tbody>
</table>
Part 2
- Focus on the instructions for Part 2. Elicit from students what they have to do and which word forms are possible (i.e. gerunds, reflexive pronouns, conjunctions, etc.)
- For Q9 and Q10 discuss with students what could be a possible answer using the words around the gap (i.e. been invited, find........sitting).
- Pair students and ask them to discuss possible words to fill the gap for Q11 and Q12 (i.e. for me.......for the fact, I could.......I wanted to). Give them the answers.

Part 3
- For Q17, elicit the main forms of words that are used in transformation exercises (i.e. adjective, adverb, noun, verb, negative prefixes, etc.)
- Write ‘comfort’ on the board and elicit all possible word combinations (i.e. comfortable, uncomfortable, comfortably, etc.)
- Pair students to focus on the words around the gap (i.e. a really.....night tossing and turning) and discuss which option they would choose. Give them the answer.
- Pair students to discuss possible word combinations for ‘symptom’ (Q18) and elicit their answers.

Part 4
- Briefly focus students’ attention on the instructions and elicit what they have to do with word transformation exercises. Make sure they understand that they can’t change the word given and they have three to six words.
- For Q25, ask students to underline ‘mind if John joins us’ and pair students to paraphrase this using the word given. Elicit some of their answers.
- For Q26, elicit what students would underline in this question (i.e. abandoned his studies.....he was ill.) Group students to discuss how to paraphrase this using the word given.

<table>
<thead>
<tr>
<th>Extension activity</th>
<th>15 mins+</th>
</tr>
</thead>
</table>

For this activity, choose from the remaining questions below for the part(s) of the paper that your learners have most problems with. You can choose some or all of the remaining questions, depending on the time left available in your lesson. Alternatively, you can ask your learners to complete two or three questions from each part of the test that they would like to practise.
As individuals, ask students to do the rest of the questions (Q5-Q8) for Part 1, before you give feedback.

As individuals, ask students to do the rest of the questions (Q13-Q16) for Part 2, before you give feedback.

As individuals, ask students to do the rest of the questions (Q19-Q24) before you give them the answers. Discuss any of their queries.

As individuals, ask students to do the rest of the questions (Q27-Q30) before giving them the answers.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>As individuals, ask students to do the rest of the questions</td>
<td>7 mins</td>
<td>S then</td>
</tr>
<tr>
<td>As individuals, ask students to do the rest of the questions (Q13-Q16)</td>
<td>7 mins</td>
<td>T-S</td>
</tr>
<tr>
<td>As individuals, ask students to do the rest of the questions (Q19-Q24)</td>
<td>8 mins</td>
<td>S then</td>
</tr>
<tr>
<td>As individuals, ask students to do the rest of the questions (Q27-Q30)</td>
<td>8 mins</td>
<td>T-S</td>
</tr>
</tbody>
</table>

Practice makes perfect!
### Resource 1

| Part 1 | Multiple-Choice Cloze | A text where there are numbered gaps, each of which represents a word or phrase. There are four possible answers for each gap and you have to choose the correct answer. |
| Part 2 | Open Cloze | A text in which there are some gaps, each of which represents one missing word. You have to find the correct word for each gap. |
| Part 3 | Word Formation | A text containing eight gaps. Each gap represents a word. At the end of the line is a ‘prompt’ word which you have to change in some way to complete the sentence correctly. |
| Part 4 | Key Word Transformation | Each question consists of a sentence followed by a word in bold type and a second sentence with a gap in the middle. You have to complete the gap in the second sentence using the word given so that it means the same as the first sentence. You must use between three and six words and you must not change the form of the word given. |

*Practice makes perfect!*

*Cambridge English: Advanced 1 Use of English Test 4 Lesson Plan*  
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Test 4

READING AND USE OF ENGLISH (1 hour 30 minutes)

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).
Mark your answers on the separate answer sheet.

Example:

0 A assessment  B account  C expression  D estimate

Dressing for success

Whether you like it or not, when you go for a job interview your personal appearance will be judged as an (0) …… of who you are. Just from looking at you, the interviewer will start (1) …… an opinion about your capabilities, your attitude to work and how well you might (2) …… their organisation. The right image is one that helps the interviewer (3) …… you as one of their team and (4) …… them that you could represent their company. So, find out about the company dress code prior to the interview, or see how people are dressed on their corporate website.

However, even if you (5) …… the image right, it may not (6) …… be remarked on. The interviewer will just sense that you ‘look right’, and feel (7) …… to being convinced that you are the right person for the job. But if you get it wrong, it can be very difficult to (8) …… the negative impression you may already have made.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A shaping</td>
<td>B making</td>
<td>C creating</td>
<td>D forming</td>
</tr>
<tr>
<td>2</td>
<td>A put up with</td>
<td>B settle down to</td>
<td>C fit in with</td>
<td>D live up to</td>
</tr>
<tr>
<td>3</td>
<td>A visualise</td>
<td>B reflect</td>
<td>C observe</td>
<td>D foresee</td>
</tr>
<tr>
<td>4</td>
<td>A reassures</td>
<td>B clarifies</td>
<td>C encourages</td>
<td>D supports</td>
</tr>
<tr>
<td>5</td>
<td>A put</td>
<td>B get</td>
<td>C hit</td>
<td>D set</td>
</tr>
<tr>
<td>6</td>
<td>A significantly</td>
<td>B necessarily</td>
<td>C appropriately</td>
<td>D strictly</td>
</tr>
<tr>
<td>7</td>
<td>A open</td>
<td>B free</td>
<td>C alert</td>
<td>D aware</td>
</tr>
<tr>
<td>8</td>
<td>A overtake</td>
<td>B overthrow</td>
<td>C overdo</td>
<td>D overcome</td>
</tr>
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</table>
How technology is helping people to talk

The term ‘eye-gaze technology’ may (0) mean much to most people, but it can be life-changing for anyone suffering from a severe speech problem. (9) been invited to try one such hi-tech communication aid, I find (10) sitting staring at a computer screen. As a journalist, this is nothing new for me (11) for the fact that this screen features a red dot which tracks the movement of my eyes.

I start by looking at a letter from an on-screen keyboard. However, I could, (12) I wanted to, select alternative screens (13) up of vocabulary and expressions, which, for experienced users, would (14) doubt speed things up. The letter or word I’ve selected pops up at the top of the screen, and slowly I build up my message. More speed would be good as this isn’t a fast way to communicate, (15) with the aid of predictive text. After (16) seems like a long time, my phrase ‘this is an amazing machine’ is complete. I stare at the phrase and it comes back to me in a synthesised voice.
Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 DESPERATELY

Two sleeps per night

Sometimes we wake up in the middle of the night and try (0) ……. hard to get back to sleep, but instead we spend a really (17) ……. night tossing and turning until morning. This situation could be (18) ……. of a stressful week, but it could also be because of a sleep pattern we have inherited. Research shows that our ancestors, rather than enjoying an (19) ……. period of sleep at night, had two sleeps broken up by some time awake.

The eight-hours-a-night pattern that has become almost (20) ……. to modern humans has only been (21) ……. in industrialised countries since the 19th century. Then (22) ……. electricity was introduced, which resulted in a division between night and day that became (23) ……. blurred. What had until then been daytime activities could now be enjoyed after darkness, and as a result, we went to bed later. We were therefore more tired, and this (24) ……. us to sleep through the night. However, scientists believe that, subconsciously, some people may still follow the old patterns and have a lengthy period of wakefulness during the night.
Part 4

For questions 25–30, 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

James …………………………………… to the head of department alone.

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

Example: 0 INSISTED ON SPEAKING

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

25 Do you mind if John joins us for the meeting?

TO

Do you have …………………………………… us for the meeting?

26 Dan abandoned his studies at university because he was ill.

RESULTED

Dan’s …………………………………… his studies at university.

27 As soon as the tennis players went onto the court, it started raining.

HAD

No …………………………………… onto the court than it started raining.
28 ‘We’ll have to postpone the meeting until next week, as a lot of people are on leave,’ the manager said.

OFF

The manager said the meeting ................................... until the following week, as a lot of people were on leave.

29 As visibility was getting worse and worse, Bob and Jane had to cut short their sailing trip.

BUT

As visibility was getting worse and worse, Bob and Jane had .............................. cut short their sailing trip.

30 Please tick this box if you don’t want us to inform you about future events.

RATHER

Please tick this box if you ................................. sent any information about future events.
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.