



Cambridge English First for Schools

Cambridge English: First for Schools Reading and Use of English Part 4

Aims of the lesson	<ul style="list-style-type: none"> ▪ to introduce the idea of paraphrasing ▪ to familiarise students with Part 4 of the Reading and Use of English Paper and allow them to practise sentence transformations
Time needed	40 minutes
Materials required	<ul style="list-style-type: none"> ▪ Student's Worksheet 1 (cut into strips) ▪ Student's Worksheet 2 (one copy per pair of students) ▪ Student's Worksheet 3 (one copy per pair of students) ▪ Sample Task (one copy for each student) ▪ Answer sheet (optional) (one copy for each student from the relevant pages of the Reading and Use of English section of the <i>Cambridge English: First for Schools Handbook</i>)

Procedure

1. Before the class, copy and cut up **Student's worksheet 1** so that there are enough strips of paper for each student to have one. If there are more than 20 students, make another copy and give out duplicate sentences. If there are an odd number of students, give one student two sentences. This student will have to find two partners, one for each sentence. Copy **Student's worksheets 2 and 3** so there is one copy for each pair of students. Copy the **Sample task** so there is one copy for each student.
2. Give each student a sentence from **Student's worksheet 1**, making sure that each sentence matches another one given out. Students stand up and walk around until they find another student with a sentence which means the same as theirs.

3. When all the students have found a matching sentence, elicit/explain that we call two sentences (or parts of sentences) with the same meaning *paraphrases*. Explain that Part 4 of the *Cambridge English: First for Schools* Reading and Use of English paper tests candidates' ability to paraphrase sentences, i.e. say the same thing in a different way. Explain that in many textbooks this is also called 'Sentence Transformation'. Also explain that these examples are meant as an introduction and are quite easy and that in the exams it is more difficult, as in the examples in the second activity.
4. Divide the class into two groups. Give each student in Group A **Student's worksheet 2**, and each student in Group B **Student's worksheet 3**.
5. Look at the first example together, which is the same on both worksheets, and establish that the information conveyed in the two sentences is the same. Elicit which phrases in the two sentences express the same idea in different words (*by themselves/ on their own*).
6. Ask the students to work in pairs within their groups, and try to write a second sentence which means the same as the sentence they've been given, using the word in **bold** on their worksheet as a clue to help them.
7. Now pair each student in Group A with one from Group B, and let them compare their worksheets to see if they've used the same paraphrases. If you have a class that enjoys competition, they can play for points: 3 points for exactly the same answer; 2 point for an acceptable alternative: 1 point if it is almost correct, but with a small mistake. If you do this, you will have to be active judging what is acceptable and what isn't.
8. Feed back any alternative answers students may have written, because some of these could also be correct.
9. Tell students that in *Cambridge English: First for Schools* Reading and Use of English Part 4, they have to do something similar, but there are some rules they have to follow. Give out the **Sample task**, and ask students to read the instructions only.

10. Ask the candidates to read the instructions and elicit and board the three Golden Rules from the students:

- Complete the second sentence so that it has a **similar meaning** to the first sentence, using the word given.

An important tip here is to tell them not to change the tense. For example, if the first sentence is past continuous active and the transformation is into the passive, then the second sentence must be in the past continuous passive:

E.g. 'The police were searching the flat.' Transforms into 'The flat was **being** searched.' Students often forget the 'being' and so lose a point.

- Do **not** change the word given. This is **very** important.
- You must use between **two and five** words, including the word given.

Also tell them the additional information below:

- There are two possible marks per question in Part 4.
- If a student completes the gap correctly, they will get 2 marks.
- If they only complete part of the gap correctly (see how the answers are divided into two sections in the key), they receive one mark. All this means they should try **even if they are not 100% sure**.
- If neither part is completely correct, they receive no marks.
- Contractions are allowed, but count as two words.

11. Go through the example with the students, and ask them to do the first three questions in pairs. If you give students answer sheets, they can practise writing their answers on the answer sheet, as they will have to in the exam.

12. Feed back with the whole class (see **Answer key**). Discuss with the students what they think of this task, and if they think it will be easy or difficult. Ask them which they thought was most challenging; this will give you ideas about what you need to revise in terms of grammar and lexis.

13. Ask the students to do the remaining three questions for homework if there's no time left. In this case homework can be to set extra transformations from the coursebook or workbook.

Answer key

Sample task

25. on his own
26. more confident than he used
27. had/has allowed her/Marta to use
28. wishes she hadn't/had not
29. didn't/did not mind lending
30. accused Tim/him of

Student's worksheet 1

I'd like to start playing the guitar.	I'd like to take up the guitar.
I'd like to see that guitar.	I'd like to have a look at that guitar.
I can't afford that guitar.	I don't have enough money to buy that guitar.
How about going to the cinema?	Why don't we go to the cinema?
How much does a cinema ticket cost?	How much is a cinema ticket?

My parents won't let me go to the party on Saturday!	I'm not allowed to go to the party on Saturday.
Can your parents give me a lift to the party?	Can your parents take me to the party in their car?
He plays the guitar better than anyone else in the class.	He's the best guitar player in the class.
The whole class is going to the cinema.	Everyone in the class is going to the cinema.
Everyone is going to the party apart from me!	I'm the only person in the class not going to the party!

Student's worksheet 2

A	The boys were sitting by themselves in the playground.	The boys were sitting on their own in the playground.
B	first	Tina had never been sailing before.
C	Jim is the only person who knew the answers to all the questions.	nobody
D	succeeded	Although there were few available, Anna managed to get tickets for the concert.
E	The coach made the team run 1000m before they could have a break.	let
F	look	Don't worry, I'll take care of your little brother while you do your homework.
G	Tom won't be able to play in the school band unless he practises more.	if

Student's worksheet 3

A	The boys were sitting by themselves in the playground.	The boys were sitting on their own in the playground.
B	It was the first time Tina had ever been sailing.	never
C	only	Apart from Jim, nobody knew the answers to all the questions.
D	Although there were few available, Anna succeeded in getting tickets for the concert.	managed
E	made	The coach didn't let the team have a break until they had run 1000m.
F	Don't worry, I'll look after your little brother while you do your homework!	take
G	unless	Tom won't be able to play in the school band if he doesn't practise more.

Sample task

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 **two** and **five** words, including the word given. Here is an example (**0**).

Example:

- 0** The school prizes will be given out at 4.00 pm.

PLACE

The school prize-givingat 4.00 pm.

The gap can be filled by the words 'will take place', so you write:

Example:

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

- 25** John went to the cinema by himself yesterday afternoon.

OWN

John went to the cinema..... yesterday afternoon.

- 26** Jake didn't use to be so confident.

THAN

Jake is..... to be.

- 27** Marta's dad told her she could use the laptop.

ALLOWED

Marta's dad the laptop.

- 28** Kate regrets missing the concert.

WISHES

Kate missed the concert.

29 Hannah was happy to lend Lin a jacket.

MIND

Hannah.....a jacket to Lin.

30 'Tim, you left the fridge door open!' said Sarah.

ACCUSED

Sarahleaving the fridge door open.