

# Correct it!



## Cambridge B2 First for Schools Reading and Use of English task: KEY WORD TRANSFORMATIONS

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### What does this task look like?

Task rubric	<p>Complete the second sentence so that it has a similar meaning to the first sentences, using the word given. Do not change the word given. You must use between two and five words, including the word given.</p> <p><i>Example: Prizes are given out when the school year finishes.</i></p> <p><b>PLACE</b></p> <p>Prize giving ..... end of each school year.</p> <p><i>Answer: takes place at the</i></p>
No. of questions	6 (sentences to rephrase)

### Why practise this task format?

- Paraphrasing skills; broadening range; activating language resources
- Effects on other competences: in the language exam, in real life



### What is usually tested (types of structures)



Transformation structures	Example patterns
Synonym phrases	<i>on one's own -&gt; by oneself; (not) intend to, intentionally -&gt; on purpose; no matter if... -&gt; whether... or not; if... not -&gt; unless</i>
Comparison patterns	<i>Not so, not as...as -&gt; -er than</i>
Verb form: tense switch with time adverbial; active / passive	<i>Present perfect + for / since -&gt; simple past + ago / last...</i>
Nominal or verbal structure	<i>Despite + Noun -&gt; Although + Subject-Verb</i>
Types of verb patterns	<i>V-ing, V+ infinitive, modals, hypothetical WISH</i>
Communicative functions	<i>Reported speech</i>

### How answers are scored

Up to 2 marks are awarded, as the answer is split into two elements.



<p>Example:</p> <p>Danny is very disappointed that he lost the important tennis match on Saturday.</p> <p><b>LOSING</b></p> <p>Danny hasn't got over the ..... the important tennis match on Saturday.</p> <p><i>Answer: disappointment (1 mark) of losing (1 mark)</i></p>
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### *Introduce the task to class*

You may wish to skip or further adapt some of the activities below if they are too easy / too demanding for your students.

1. Lead-in. Tell students that in this lesson you are going to practise ways of saying the same thing in different words. Use the prompts on Worksheet 1 to elicit some examples of different ways of conveying the same message.
2. Students work individually. Use Worksheet 2. They check together with their desk mate, and finally as a class.
3. Students work in pairs. Print out Worksheet 3, cut out the cards, shuffle them, and distribute them to each pair of students, face down on their desks. Tell them that they must pick one card at a time, read the sentence written on it, and rephrase it without using the words underlined. The students should work together on each sentence.

When they finish, collect 1-2 suitable transformations for each sentence on the board.

4. This is a jigsaw activity. Students work again in pairs. In each pair one student gets Worksheet 4, the other Worksheet 5. Do together, as a class, the first sentence, which is the same for all. Elicit the expressions that have the same meaning (*by themselves / on their own*). Then each student works individually on their worksheet. When they finish, they compare with each other.

Alternatively, you can divide the class in two groups, each working on either Worksheet 4 or on Worksheet 5. They can then collaborate in their group to complete their worksheet. At the end they change seats to join class mates from the other group to compare their sentences.

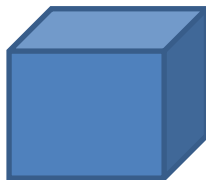
5. Now tell them they are going to work individually and do a task similar to the real Cambridge B2 First for Schools exam. Hand out Worksheet 6 and allow sufficient time for all of them to complete the task.
6. Finally, ask students to look back at the sentences they rephrased during the lesson and to underline the transformations that they find useful to remember. Collect all of them on the board and keep a record of them in a collaborative document, such as a Google Doc (<https://docs.google.com/document/u/0/>) . Encourage students to add their own transformations as they come across them during the course. In this way you could put together an index of useful conversions that students can use anytime for their learning.

This material is an adaptation of the lesson plans provided by Cambridge English for Cambridge First and First for Schools preparation, here: <http://www.cambridgeenglish.org/images/180418-cambridge-english-first-fce-from-2015-reading-and-use-of-english-part-4.pdf> and <http://www.cambridgeenglish.org/images/181532-cambridge-english-first-for-schools-fce-for-schools-from-2015-reading-and-use-of-english-part-4.pdf>

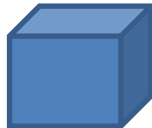
## Worksheet 1

How many ways can you find to ...

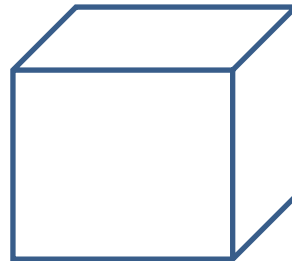
- ...ask a class mate to lend you their smartphone for a few minutes?
- ...describe the weather outside, right now?
- ...compare the boxes below in terms of size and colour?



Box 1



Box 2



Box 3

## Worksheet 2

Use some of the words given to rephrase each sentence below.

a) Complete the gap in the second sentence with **five** of the words given so that it has a similar meaning to the first sentence.

A very friendly taxi driver drove us into town.

**DRIVEN TOWN THE BY INTO WERE**

We ..... a very friendly taxi driver.

b) Complete the gap in the second sentence with **four** of the words given so that it has a similar meaning to the first sentence.

Tomas put up a fence so that people didn't walk on his garden.

**PREVENT ON WALKING THE PEOPLE TO**

Tomas put up a fence ..... on his garden.

c) Complete the gap in the second sentence with **three** of the words given so that it has a similar meaning to the first sentence.

The twins are eager to see their cousins again in the summer.

**LOOKING TO REALLY FORWARD KEEN IN**

The twins are ..... seeing their cousins again this summer.

d) Complete the gap in the second sentence with **two** of the words given so that it has a similar meaning to the first sentence.

The last time Enrico saw Gloria was the day they left school.

**HAS BEEN BEING NOT ABLE TO**

Enrico ..... seen Gloria since the day they left school.

### Worksheet 3

I'd like to <u>start</u> playing the guitar.	My parents won't <u>let</u> me go to the party on Saturday!
I can't <u>afford</u> that tablet.	Can your parents give me a <u>lift</u> to the party?
I'd like to <u>see</u> that guitar, please!	He plays the guitar <u>better</u> than anyone else in the class.
<u>How about</u> going to the cinema?	Everyone is going to the party <u>apart from</u> me!
How much does a ticket <u>cost</u> ?	You <u>shouldn't</u> have talked like that!

## Worksheet 4: Student A

Use the words in **bold** as a clue to help you rephrase the sentence given. The first one is an example.

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

## Worksheet 5: Student B

Use the words in **bold** as a clue to help you rephrase the sentence given. The first one is an example.

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





## Answer key

### Worksheet 1 possible answers:

*Can I have your smart phone for a few minutes? Can I use your smart phone for a few minutes? Is it OK if I use your smart phone for a few minutes? I need to text someone important and my smart phone's battery's out, will you lend me yours a bit? etc*

Various adjectives depending on your weather during your lesson (*sunny, cloudy, foggy, windy, downcast, rainy, cold, chilly, gloomy, stormy* etc), in patterns such as:

*It's windy / stormy / rainy etc // It's a lovely / sunny / awful etc weather // It's raining / The sun's shining / It's pouring etc.*

*Box 2 is the smallest / Box 2 is smaller than all the other boxes / Box 2 is smaller than Box 1 and Box 3 / Box 3 is the largest / Box 3 is larger than all the other boxes / Box 1 is larger than Box 2 but smaller than Box 3 / Box 1 is not as small as Box 2 / Box 1 is not as large as Box 3 etc.*

*Box 3 is the only white box / All boxes are blue except for / apart from Box 3; Boxes 1 and 2 are blue, while Box 3 is white.*

### Worksheet 2

*were driven into town by; to prevent people walking; looking forward to; has not*

### Worksheet 3

Be open to a variety of alternatives. Possible answers could be:

*I'd like to take up the guitar / start learning how to play the guitar.*

*I don't have enough money to buy that tablet.*

*I'd like to have a look at that guitar, please!*

*Why don't we go to the cinema? / Let's go to the cinema!*

*How much is a ticket?*

*I'm not allowed to go to the party on Saturday.*

*Can your parents take me to the party in their car?*

*He is the best guitar player in the class.*

*I'm the only one not going to the party.*

*It was wrong of you to talk like that.*

### Worksheet 6

**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*