Lesson plan

C1 Advanced Reading and Use of English Part 3

Time required:	60 minutes
Materials:	Underlining denotes hyperlink ▪ One copy of Student worksheet per student ▪ Answer key
Aims:	▪ To provide learners with opportunities to learn about C1 Advanced Reading and Use of English Part 3 ▪ To provide learners with opportunities to practise the task
Useful links:	▪ Developing reading skills for Cambridge English qualifications: A guide for teachers

Procedure

Lesson Stages
Lead-in: Student worksheet Exercise 1 Distribute the worksheet and talk through the discussion questions in Exercise 1. Students work in pairs and discuss the questions, creating interest in the topic of sport and being a professional sports person. Monitor the discussion, before taking whole class feedback, nominate a couple of students to share their ideas with the class, in particular if you noticed any of them discussing themes or ideas mentioned in the text.
Online options: Ask students to take a picture of the screen so they can refer to the pictures and questions in breakout rooms. Alternatively share the worksheet via your learning platform.
Raise awareness of word form / generate ideas about the topic: Student worksheet Exercises 2 and 3 Exercise 2 Show the question on the board. **What are the abilities and characteristics that a profession sports person needs?** Tell students that they are going to discuss the question but that there is a language problem with it. Before they discuss the question they have to: a) Find the problem/mistake and correct it. b) Explain the reason for their answer. Encourage students to quickly discuss the problem with their partner to identify the mistake. Elicit the answer and the justification: ***profession*** is a noun and is incorrect. It should be ***professional*** because you need an adjective to describe the noun ***sports person*.** Students then discuss the corrected question. The aim is to prepare students for ideas that might appear in the text.

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Feedback: Elicit ideas and write them on the board, for example: talent, ability to work hard, ability to demonstrate stamina, commitment, determination, physical agility, hand-eye coordination, spatial awareness, determination.

Exercise 3 Students read the text to check which ideas are mentioned.

Online options: Give students a link to a shared platform such as **Padlet** or **Jamboard** where they can post their ideas during their discussion. This allows them to see other students' ideas and makes the feedback stage quicker.

Raise awareness of word form and part of speech: Student worksheet Exercise 4

Set up the task: Show the task on the board and draw students' attention to the example (0) question in the text. Ask them: *How do you have to change the root word (PROFESSION) to make the correct word*? (Remind them they did this in Exercise 2.) *What other forms of this word do you know? Identify the part of speech of each form. e.g. noun, verb, adjective, adverb, etc.* They discuss this quickly in pairs.

Elicit answer: ***profession*** **(noun)** → ***professional*** **(adjective)** by adding the suffix ***-al***

Other forms: *professionalism* (noun) *professional* ≠ *unprofessional* (adjectives) *professionally* ≠ *unprofessionally* (adverbs)

Exercise 4 Ask students to look at the root words in the table. Do the example together: ask students to look at the text, locate and underline the word ***natural***. Draw attention to the part of speech and to the underlined affixes. Students complete the table on their own or in pairs, finding the other words in the text. Monitor and help as necessary especially checking the form and spelling of words in the third column ('Other words I know').

Extra support: Students could use the **Cambridge Learner's dictionary** to complete the part of speech and column three.

Extension: Students write a definition and/or an example sentence for the words in column three.

Feedback: Don't spend too long on feedback/explanations. If students are working alone, they could check their answers in pairs. Showing them the completed columns one and two on the board should then be sufficient. Refer to the **Answer key.**

Online options: Depending on the size of your group, this could be done in a collaborative document with the students working individually or in breakout rooms. Small groups: students contribute to the same table in a collaborative document. Larger groups: Have one document with the table repeated for each pair or small group.

Focus on the task: Student worksheet Exercise 5

Students analyse the task instructions. In pairs they decide which of the **Reading and Use of English Part 3 tips** are useful.

Feedback: All of the tips are useful except *Don't change the word if you don't need to* (at least one change is needed in every gap) and *Match the words on the right to the correct place in the text* (highlight that the root word goes in the gap *on the same line*). Refer to the **Answer key.**
Elicit ideas as to why each tip is useful, clarifying:

1. An understanding of the whole text and the writer's opinion/argument will help with meaning, especially if missing words are positive/negative.

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2. Students should look at the whole sentence/paragraph to help with meaning, not just focus on the type of word.
3. Students should start to notice which suffixes denote which type of word. You could use examples from Exercise 5 to illustrate this, e.g. the adjectives *nutritious* and *rigorous* have the suffix *-ous*. Awareness of this will help students consider possible common affixes for the type of word.
4. Some words may need an internal spelling change as well as an affix e.g. *rig**our*** → *rig**o**rous*. Marks are not awarded if the word is not spelt correctly.
5. There are no marks deducted for wrong answers so students should be encouraged to answer all questions even if they aren't sure.

Alternative: Ask students to vote (thumbs up or down) for each tip. Clarify as you go why they are useful or not.

Online options: You could create a quiz in **Microsoft forms** or read out each tip and ask students to vote with their thumbs up or down if they have their cameras on. Alternatively, they could use the reactions buttons or chat box if they think the tip is useful. Clarify the reasons why each tip is useful or not as you go through.

Task completion: **Student worksheet Exercise 6 and 7**

Exercise 6 Do the first question together. Either students discuss it in pairs first or elicit the answer and a justification from the class. Answer: ***overcome*** which means 'defeated' or 'beaten' and forms a passive 'can be overcome'

Exercise 7 Students work in pairs or individually to complete the activity. Allow them to compare answers before feedback.

Refer to the **Answer key**.

Online options: Create a collaborative document with a copy of the activity per pair. This way you can monitor for difficulties during the activity helping you to focus feedback on the more challenging questions. Ask students to feedback in the chat box. For each question, they should write their answer but not send it until you count '1,2,3…send!' If they are all correct move on, if there are wrong answers, nominate a student to explain their correct answer.

Exam preparation ideas: **Student worksheet Exercise 8**

Exercise 8 Students read the ideas and then talk in small groups about the ones they would like to try out. This activity allows for personalisation as students explain which kind of activity they think would suit them best in terms of personal learning preferences. They can add ideas to the list on their own, or during discussion. Monitor and invite students to share any interesting comments or new ways to study with the class.

Online options: Put the students into small breakout rooms if it is safe to do so. You could create a poll (in **mentimeter.com** for example) for them to vote for their preferred options before sharing some of the things they discussed as a whole class.

Follow-up activity ideas (optional)

For more language practice

Students write memorable sentences about themselves using the answers from the task e.g. *I think my **fitness** has improved since I started running.*

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For more speaking practice

Discuss the text

- Which of the abilities in the text do you think are natural or innate and which can you develop?
- Which do you think is the most difficult to achieve and maintain?

Discussion similar to Speaking Part 3

Choose 3–-5 of the abilities from the text and write them on the board with a question such as '*Why might these abilities be important in order to be a sports champion*?' Students discuss in pairs as if it were Speaking Part 3. You could give a follow-up question such as '*Which two do you think are the most important*? *Explain why*'.

For more exam strategies practice

For further exam hints and tips and more exam questions try **Test and Train** or go to **Activities for learners** on the **Cambridge English website.**

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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?

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Student worksheet

1. Discuss the following questions with your partner.

   - Do you prefer to watch sport or to participate in sport? Why? Which sports?
   - Would you like to be a professional sports person? Why/why not?
   - If you were to a professional sports person, which sport would you choose? Why?

2. Find and correct the mistake in the following question:

   What are the abilities and characteristics that a profession sports person needs?

   Now discuss the question with your partner.

3. Read the text quickly for the main ideas. It's important to ignore the gaps at this stage.

   How many of the ideas from your discussion are mentioned in the text?

Training sports champions	
What are the abilities that a (0) …….. sports person needs? To guarantee	**PROFESSION**
that opponents can be (1) …….. , speed, stamina and agility are essential,	**COME**
not to mention outstanding natural talent. Both a rigorous and	
comprehensive (2) …….. regime and a highly nutritious diet are vital for top-	**FIT**
level performance. It is carbohydrates, rather than proteins and fat, that	
provide athletes with the (3) …….. they need to compete. This means that	**ENDURE**
pasta is more (4) …….. than eggs or meat. Such a diet enables them to	**BENEFIT**
move very energetically when required. Failure to follow a sensible diet can	
result in the (5) …….. to maintain stamina.	**ABLE**
Regular training to increase muscular (6) ……..is also a vital part of a	**STRONG**
professional's regime, and this is (7) …….. done by exercising with weights.	**TYPE**
Sports people are prone to injury but a quality training regime can ensure	**SEVERE**
that the (8) …….. of these can be minimised.	

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4. With your partner identify the part of speech of the root words then find other forms in the text. Identify and underline the prefixes and suffixes in each word. The first has been done for you as an example.

Root word **(part of speech)**	**Word/s in the text** **(part of speech)**	**Other forms I know**
nature (noun)	natural (adjective)	unnatural, naturally, unnaturally
able		
rigour		
nutrition		
energy		

5. Read the task instructions carefully. Read the tips in the box below and tick ✓ the ones you think are useful.

Part 3

For questions 1–8 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	P	R	O	F	E	S	S	I	O	N	A	L							

Reading and Use of English Part 3 tips

- ☐ Think about the type of word needed in the gap (noun, verb, adverb etc.) and also if it is positive/negative or singular/plural.
- ☐ Use your understanding of the whole sentence or paragraph to help you.
- ☐ Don't change the word if you don't need to.
- ☐ Think carefully about any spelling changes needed.
- ☐ Read the whole text quickly to get a general idea of the topic. It's important to understand the writer's viewpoint.

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☐ Match the words on the right to the correct place in the text.

☐ Make a guess if you aren't sure.

6. Look at Question 1 in the text. What is the correct word form needed? Justify your answer to your partner. Remember to use the tips!

7. Complete the task. You can transfer your answers to the boxes below. Share your answers with the group justifying your choices as necessary.

Part 3

1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		

8. Here are some ways you can practise this task. Choose two ideas that you would like to try this week, then tell your group why. If you can think of other ideas, add them to the list.

Ways to practise Reading and Use of English Part 3

☐ Record word families in your notebook with the part of speech and meaning.

☐ Use reading texts to identify new word forms and use a dictionary to look up their meaning.

☐ Write memorable/true sentences to help you remember tricky or new word forms e.g. *My boyfriend has started going to the gym to build up his **strength.***

☐ Test yourself with your study partner e.g. A: "Energy is a noun, what's the adjective?" B: "Energetic"

☐ Make a note of common suffixes and prefixes e.g. nouns: -tion, -ness, -ment, -hood; negatives: in-, im-, un- etc.

☐ When you do practice tasks, make a note of tricky spelling changes: high>height, strong>strengthen. Test yourself.

☐ Make flashcards on card or in a programme like Quizlet or Anki.

☐ ……

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Answer key

5. Words forms and class

Root word (part of speech)	Word/s in the text (part of speech)	Other forms I know
nature (noun)	natural (adjective)	unnatural, naturally, unnaturally
able (adjective)	abilities (plural noun) enable (verb)	unable, inability, disability, disabled etc.
rigour (noun)	rigorous (adjective)	rigorously
nutrition (noun)	nutritious (adjective)	malnutrition, nutritional
energy (noun)	energetic (adjective)	energetically

6. Reading and Use of English Part 3 tips

✓ Think about the type of word needed in the gap (noun, verb, adverb etc.) and also if it is positive/negative or singular/plural.
✓ Use your understanding of the whole sentence or paragraph to help you.
× **Match the words on the right to the correct place in the text.**
× **Don't change the word if you don't need to.**
✓ Think carefully about any spelling changes needed.
✓ Read the whole text quickly to get a general idea of the topic. It's important to understand the writer's viewpoint.
✓ Guess if you aren't sure.

7. Reading and Use of English Part 3

1. OVERCOME
2. FITNESS
3. ENDURANCE
4. BENEFICIAL
5. INABILITY
6. STRENGTH
7. TYPICALLY
8. SEVERITY

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