Lesson plan

C1 Advanced Reading and Use of English Part 2

Time required:	60 minutes
Materials:	Underlining denotes hyperlink ▪ One copy of **Discussion worksheet** per student ▪ One copy of **Student worksheet** per student
Aims:	▪ To provide learners with opportunities to learn about C1 Advanced Reading and Use of English Part 2 ▪ To provide learners with opportunities to practise the task and task strategies
Useful links:	▪ **Developing reading skills for Cambridge English qualifications: A guide for teachers**

Procedure

Lesson Stages
Lead-in: Discussion worksheet Exercise 1 Distribute the Discussion worksheet. Write the title of the text on the board: *The origin of language*. Pairs discuss what they think the text will be about using the title and pictures to help them. Elicit ideas from a couple of students. There are no right or wrong answers at this stage, the aim is to get them to start thinking about the topic.
Online options: Put students in breakout rooms, if it is safe to do so, to discuss the topic. Share the discussion worksheet electronically so they have the pictures or ask them to take a picture of the screen.
Reading for gist and detail: Student worksheet Exercises 2 and 3 Remind students that they should not try to find the missing words at this stage Exercise 2 – Students read the text quickly to check what the topic is. Take feedback and discuss whether any of their ideas were mentioned. Exercise 3 – Ask students to read the text again and to answer the gist questions in pairs. The aim is to help them understand the content of the text; this will build confidence before they start to focus on the missing words. Encourage them to highlight the text where they find the answers to the gist questions. Monitor and help with comprehension as necessary. Feedback by nominating a student for each point: • Is the origin of language clear? **Answer**: no, "*nobody really knows how language first began*."

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- Describe one theory about its origin. **Answer:** "*human beings have evolved in (2) ..... a way that we are programmed for language from the moment of birth*"

- What do we know from research and studies? **Answer:** "(6)……. *children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so.* **This research shows**, *if (7)..... else, that language is a social activity, not something invented (8) ..... isolation*."

Online options: After discussion in break out rooms, feedback could be oral; or ask all groups to feedback in the chat and choose the correct answers.

Part 2 instructions: Student worksheet Exercise 4

Students read the task instructions carefully, then in pairs decide which of the Reading and Use of English Part 2 tips they think are useful. Demonstrate by doing the first one together. Elicit from the class if they think it is a good idea – **Answer**: *yes*, tick the box. Explain that the words both before and after will help them to identify the correct answer because it focuses attention on context, grammar, form and the meaning of the word that is needed.

Feedback: All the tips are useful except '*Write two words if necessary'* (the instructions clearly say to write one word only) and '*Write in lower case in the text'* (the instructions say capital letters should be used on the answer sheet). Explain to students they can write in the gaps first but they MUST transfer their answers to the answer sheet.

Clarify that in this part of the exam, students are being tested on their knowledge of grammatical structures and vocabulary, so it is important to check meaning as well as form.

They do not lose marks for incorrect answers, so it is always better to make a guess than leave an answer blank.

Reflection: Ask students to think about and discuss these questions with their partner.

1. Which of these tips have you tried before?
2. Which of these tips would you like to try?
3. Which of these tips do you think look most difficult?

Take whole class feedback to get an idea of which tips work for your class. Encourage students to try new strategies the next time they try the task. By the time they take the exam they will more feel confident.

Online options: This could be done as a whole-class activity. Give students time to read the tips and consider their answers, then ask them to vote on each – one by one in the chat box. (Alternatively, you could use the polling tool in your online platform.) Ask students to explain why they think each tip is useful or not, clarifying as necessary.

Complete the exam task Student worksheet **Exercises 5, 6, 7 and 8**

Exercise 5 Students discuss the example answer in pairs. Elicit the answer: '**IS**' is part of the fixed expression 'the truth is' and that its use is to give an honest opinion about something.

Exercise 6 Do Question 1 together. Students discuss/check answer in pairs.

Extra support: Give students answer options: why/due/because – they discuss which is the correct answer and why.

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Elicit the answer and ask students to justify it. The answer is 'because' as it is giving a reason and is part of the prepositional phrase 'because of'.

Exercises 7 and 8 Students complete the activity on their own and then compare and justify their answers in groups of three. If students have different answers, monitor to make sure they discuss their choices and try to justify these, deciding on the best option as a group.

Alternative: Students complete the text in pairs, discussing the possible answers as they go.

Online options: Exercises 5 and 6 can be done as whole-class activities, eliciting possible answers in the chat box. Put students into breakout rooms to do Exercises 7 and 8 so they have the opportunity to discuss their choices.

Feedback: Student worksheet Exercise 9

See **Answer key.** Use a question chain. Teacher starts. You could write or project the dialogue on the board. An example sequence is given below:

- Teacher: *Student 1's name*, what did you put for number 2?
- Student 1: I put 'such'. Did anyone put anything different?
- Class: Yes/no (If the whole class says 'no', you can move on to the next question)
- Student 1: *Student 2's name*, what did you put for number 3?
- Student 2: I put 'many'. Did anyone put anything different?
- Class: Yes/no. (if someone disagrees, nominate a student to justify their answer and agree on the correct answer)
- Student 2: *Student 3's name*, what did you put for number 4? etc.

If the whole class agrees on a correct answer there is little need to explain why. However, it is important to make sure students are clear on the reasons why an answer is correct, particularly for the answers they got wrong.

Review exam strategy: Student worksheet Exercise 10

In pairs, students discuss and put the exam strategies in the correct order. See **Answer key.**

Online options: You could use the ranking tool in **Mentimeter.com** or create a ranking question in **Microsoft forms** where students put the exam strategies in the correct order.

Follow-up activity ideas (optional)

For more language practice

Extension

Ask students to record the phrases in their notebook, particularly any which are new or unfamiliar. They should write the phrase or word and an example sentence.

For more speaking practice

Discuss the text

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In groups of 2/3, students discuss any ideas from the text that they found interesting or surprising.
For more exam strategies practice For further exam hints and tips and more exam questions try **Test and Train**.

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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?

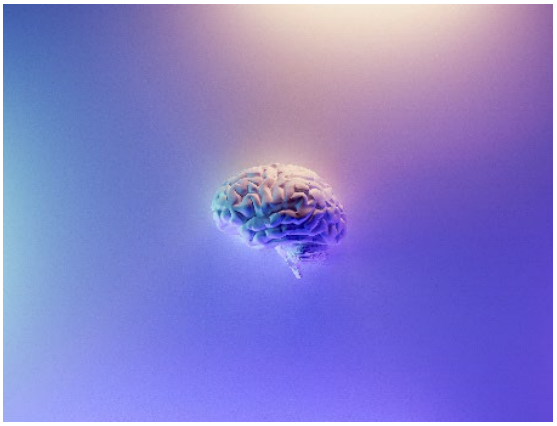
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Discussion worksheet

1. You are going to read a text called *The origin of language*.

   What do you think the text is going to be about?

   Talk to your partner and use title of the text and the pictures to help you.

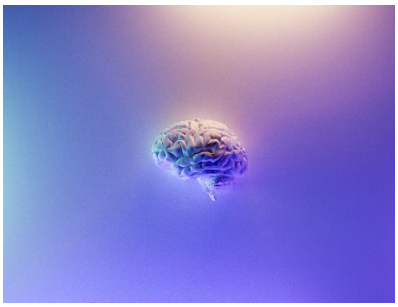






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Student worksheet 1





For Exercises 2 and 3, don't try to find the missing words. Focus on the information in the text.

2. Read the text below. Does it mention any of your ideas?
3. Read the text again. Try to find the answers to following question.
    - Is the origin of language clear?
    - Describe one theory about its origin.
    - What do we know from research and studies?

    Highlight where you find the information in the text and discuss with your partner:

The origin of language

The truth (0) …….. nobody really knows how language first began. Did we all start talking at around the same time (1) ..... of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in (2) ..... a way that we are programmed for language from the moment of birth. In (3) …….. words, language came about as a result of an evolutionary change in our brains at some stage.

Language (4) …….. well be programmed into the brain but, (5) …….. this, people still need stimulus from others around them. From studies, we know that (6) ..... children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if (7)..... else, that language is a social activity, not something invented (8) ..... isolation.

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4. Look at the task instructions. Read the **tips** in the box below and tick the ones you think are useful.

Part 2

For questions 1–8 read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0)

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

0	I	S																	

Reading and Use of English Part 2 tips

- ☐ Use the words before and after the gap to help you.
- ☐ Use your understanding of the whole sentence or paragraph to help you.
- ☐ Read the whole text quickly to get a general idea of the topic.
- ☐ Think about whether or not the missing word is part of a fixed expression, such as 'as well as'
- ☐ Write two words if necessary.
- ☐ Think about the type of word the answers might be e.g. a linking word, a preposition etc.
- ☐ Write in lower case in the text.
- ☐ Guess if you aren't sure.

5. Look at the example (0). Discuss with your partner why the answer is 'IS'.

6. Look at question (1). Discuss with your partner what the answer could be.

7. Read the text again and complete the gaps. You can transfer your answers to the boxes below. Remember to follow the tips in Task 3.

Part 2

1																	**Do not write below here**
2																	Examiner marking space
3																	
4																	
5																	
6																	
7																	

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8																

8. Discuss your answers in groups. If you have different answers, say **why** you think yours is correct and then decide on the best answer e.g. “I think 1 is ‘because’ as it is providing a reason and followed by the preposition ‘of’ to form ‘because of’”.

9. Share your answers with the class giving reasons.

10. Think about the process we followed in the lesson. Put the exam strategy into the correct order.

Reading and Use of English Part 2 exam strategy

- ☐ Read the text again carefully and use the words before and after the gap to help you think of the answer.
- ☐ Read the whole text quickly to get a general idea of the topic.
- ☐ Check the whole text makes sense with your answers
- ☐ Read the title of the text.
- ☐ Think about the type of word the answers might be or if they are part of a fixed expression.

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Answer key

4. Reading and Use of English Part 2 tips

✓ Use the words before and after the gap to help you.

✓ Use your understanding of the whole sentence or paragraph to help you.

✓ Read the whole text quickly to get a general idea of the topic.

✓ Think about whether or not the missing word is part of a fixed expression, such as 'as well as'

✖ **Write two words if necessary.**

✓ Think about the type of word the answers might be e.g. a linking word, a preposition etc.

✖ **Write in lower case in the text.**

✓ Guess if you aren't sure.

9. Reading and Use of English Part 2

	Answer	**Reason**
1.	BECAUSE	Part of the prepositional phrase 'because of'
2.	SUCH	Fixed expression 'in such a way'
3.	OTHER	Fixed expression 'in other words'
4.	COULD/MAY/MIGHT	Semi-fixed expression 'could/may/might well' meaning 'probably'
5.	DESPITE	Preposition meaning 'not prevented by'
6.	IF/WHEN/WHENEVER	Part of a conditional structure
7.	NOTHING/LITTLE	Semi-fixed expression 'if nothing/little else'
8.	IN	Preposition in + isolation meaning 'alone, separately'

10. Reading and Use of English Part 2 exam strategy

1. Read the title of the text.
2. Read the whole text quickly to get a general idea of the topic.
3. Read the text again carefully and use the words before and after the gap to help you think of the answer.
4. Think about the type of word the answers might be or if they are part of a fixed expression
5. Check the whole text makes sense with your answers

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