Cambridge English Qualifications

C2 Proficiency: Reading and Use of English Part 3

Description

First, students match grammatical terms with their definitions. They then complete a sentence-based word formation task and then an exam task. Finally, students summarise what they have to do in Part 3.

Time required:	*45 minutes*
Materials required:	▪ *Student's worksheets 1 and 2 (1 copy per student)*
Aims:	▪ *to familiarise students with Part 3 through guided discovery* ▪ *to develop students' awareness of all the forms of a word*

Procedure

1. Make sure students know what they have to do in Part 3. Cover these main points.
   - Part 3 consists of a text containing 8 gaps (plus one gap as an example).
   - At the end of some of the lines, and separated from the text, there is a stem word in capital letters.
   - Students need to form an appropriate word from given stem words to fill each gap.
   - The focus of this task is primarily lexical, though an understanding of structure is also required.
2. Give out **Student's worksheet 1**. To make sure that students can talk about different types of words, e.g. verb, adverb, etc., ask them to do question 1. If you know your students will not know these terms, do the question as a whole class activity and write examples on the board. Otherwise, students could do the question in pairs. Alternatively, if your students are very familiar with these terms, omit this exercise.

   Check the answers (see **Key**).
3. Ask students to work in pairs to do the second task on Worksheet 1, which is sentence-based and illustrates the kind of changes that can be made. Point out that this is not a comprehensive list of all possible types of change.

   Check the answers (see **Key**).

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4. Give out **Student's worksheet 2** and go through the instructions and example for question 1. Elicit from students why it is important:
   - **to read the title** (*It provides the context and helps the reader to predict the content.)*
   - **to read the whole text before beginning to fill in the gaps.** *(They have to get the gist of the text.)*
5. Ask the students to do as much of the task as they can on their own first and then to compare their answers with a partner.
6. Check the answers as a whole class and ask students which answers were easier and which were more difficult.
7. Finally, ask students to summarise what they have to do in Part 3 to check that have understood the task (see **Key** below).

Additional information

- Part 3 consists of a text containing 8 gaps (plus one gap as an example). At the end of some of the lines, and separated from the text, there is a stem word in capital letters. Candidates need to form an appropriate word from given stem words to fill each gap.
- The focus of this task is primarily lexical, though an understanding of structure is also required. It tests the candidates' knowledge of how prefixes, suffixes, internal changes and compounds are used in forming words.
- Candidates are required to demonstrate understanding of the text beyond sentence level.

Suggested follow-up idea

Ask students to prepare a table (as below) using the words in the sentence-based exercise and the Power Naps text. Point out that sometimes there is no example of a part of speech, indicated by xxx, and that sometimes there are two or more examples of the same part of speech, for example a positive and negative adjective. (NB some forms can be found in a dictionary but they are archaic or rarely used and will therefore not occur in the exam.)

Encourage students to record vocabulary in this way, making sure that they make a note of the different forms of the same word.

NOUN	VERB	ADJECTIVE	ADVERB
pain(s)	*It pains me…*	painful/ painless/ pained	painfully/ painlessly
strength(s)	strengthen	strong/er/est	strongly

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Answer keys

Student's Worksheet 1

1. 1 D 2 F 3 E 4 B 5 A 6 C

2.

1	economise	h
2	productivity	f
3	tenderness	g
4	strengths	e
5	update	a
6	painless	b
7	misinformed	i
8	length	d
9	deface	c
10	statistically	j

Student's Worksheet 2

Question 1

17 alertness

18 executives

19 maximize/maximise

20 disorientation

21 comparatively

22 designated

23 accompany

24 desperation

Question 2

1. Read the instructions carefully
2. Read the title and think about the possible context/content of the text
3. Read the whole text for gist
4. Analyse each gap to see what kind of word is needed, a noun, a verb, an adjective etc
5. Form the appropriate part of speech
6. Check the spelling
7. Continue until text is complete
8. Finally, read the whole completed text again to make sure the words used are logical in the text.
9. Transfer the answers to the answer sheet in pencil, using capital letters.
10. Make sure handwriting is clear

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Student's Worksheet 1

1. Match the grammatical terms with their definitions.

Grammatical terms		Definitions	
1	noun	A	a letter/group of letters added to the beginning of a word to make a new word
2	verb	B	a word that describes or gives more information about a verb
3	adjective	C	a letter/group of letters added to the end of a word to make a new word
4	adverb	D	a word that refers to person, place or thing
5	prefix	E	a word that describes a noun or pronoun
6	suffix	F	a word that describes an action

2. This exercise demonstrates the different procedures you can use for Part 3. **Complete the sentence by changing the word in capitals.** Then match what you have done with the descriptions **a-j.**

1. We will need to …… until our finances improve. ECONOMY
2. This factory's …… has been steadily declining. PRODUCE
3. This romantic film has moments of great …… . TENDER
4. This player's …… are outweighed by his weaknesses. STRONG
5. The chairman will …… you on the latest sales figures. DATE
6. This new dental treatment is completely …… . PAIN
7. Unfortunately, you have been …… about the price. INFORM
8. The engineers disagree about the …… of the new canal. LONG
9. Vandals have been known to …… the statues in the park. FACE
10. The results of the experiment are not …… valid. STATISTIC

a. Add a positive prefix
b. Add a negative suffix
c. Add a negative prefix
d. Make an internal change
e. Change an adjective into a plural noun with an internal change
f. Change a verb into a noun
g. Change an adjective into a noun
h. Change a noun into an verb
i. Add a prefix and a suffix to a verb
j. Change a noun into an adverb

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Student's Worksheet 2

1. You are going to do a Part 3 task. Work on your own first and then check your answers with a partner.

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 space 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 EFFECT

POWER NAPS

Power napping is an (**0**) ***EFFECTIVE*** strategy . It involves taking an intense sleep which dramatically improves (**17**) ……, making it especially useful for those with a demanding schedule such as mothers of babies or travelling business (**18)** …… . However, the conditions must be right and practice is required to (**19**) …… the effects.	**ALERT** **EXECUTE** **MAXIMUM**
To prevent (**20**) …… on awakening, power naps should last about 25 minutes. Falling asleep so quickly takes practice, but it is in fact a habit which is (**21**) …… easy to acquire. Initially, it is more important to relax for a while than actually fall asleep, and power-napping is not a good idea if you find it difficult to wake up at the (**22)** …… time.	**ORIENTATE** **COMPARE** **DESIGN**
Finally, power-napping should not be confused with the kind of dozing that can (**23)** …… a sensation of overwhelming sleepiness during the day, which simply represents the (**24**) …… experienced in the attempt to compensate for a poor sleep routine.	**COMPANY** **DESPAIR**

2. Summarise what you have to do in Part 2.

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