

Cambridge English

Cambridge English: First

Lesson Plan: Use of English

This lesson plan accompanies *Cambridge English: First 1 Use of English Test 4 Part 1 & 2*.

This lesson is suitable for students at the beginning of their *Cambridge English: First* course.

Lesson Goals

1. To develop an understanding of the requirements for the Use of English Part 1 & 2
2. To practise recognising common collocations/verb + prepositions in Part 1
3. To build on existing knowledge of grammar words and their use in Part 2

Activity (see brackets for resources required)	Time needed	Interaction
Warmer	5-10 mins	
<ul style="list-style-type: none"> • Write the questions (but not the options) from Resource 1 on the board and elicit the following information from students: <ul style="list-style-type: none"> ○ Which words could be used to complete the questions above? (Don't give the answers at this stage.) ○ What type of words are missing from each gap? E.g. adjective, noun, etc. Do the first two gaps as an example, helping students with the technique for this (i.e. looking at the words before and after the gap). • Conduct whole class feedback. • Present the options to students and ask them to choose the correct answer for each gap. • Conduct whole class feedback – <ul style="list-style-type: none"> ○ Were some of the guesses correct? ○ Why were the other options not suitable? • Ask students to ask and answer the completed questions in pairs or small groups. 	<p>3 mins</p> <p>1 min 3mins</p> <p>1 min</p> <p>2 mins</p>	<p>S-T</p> <p>S-T T-S then S</p> <p>S-T</p> <p>S-S</p>
Main activities (copies of Part 1 and Part 2 for individuals, copies of Resource 2 for individuals)	35-40 mins	
Stage 1		
<ul style="list-style-type: none"> • Explain to students that in Part 1 of the Reading & Use of English paper they will be presented with a multiple choice exercise similar to the previous exercise. The text will be longer, but a similar approach can be applied. • Give students a copy of Part 1 for the Reading & Use of English and ask them to complete it. The number of answer options can be restricted to make the exercise easier for students at the 	<p>1 min</p> <p>9 mins</p>	<p>T-S</p> <p>S</p>

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<p>beginning of their course. Two options can be given for the first two questions, three options for the next three questions, full four options for the final three questions.</p> <ul style="list-style-type: none"> Conduct whole class feedback. Discuss each question in detail and elicit the reason behind each correct answer: <ol style="list-style-type: none"> <u>Aware</u> is the only possible option, as the other options do not take the preposition <u>of</u>. <u>View</u>, <u>belief</u> and <u>idea</u> are all possible in terms of meaning/grammatical fit, but <u>idea</u> is the correct option, because it completes this common collocation. <u>Base</u> is the only option which gives the correct meaning. <u>Consists</u> is the only possible option, as the other options do not take the preposition <u>of</u>. <u>Action</u> is possible in terms of meaning, but <u>stage</u> is the correct option because it completes this common collocation. <u>Stored</u> is the only option which is correct in meaning/common collocation. <u>Amount</u> is the correct option/common collocation. <u>Isolated</u> and <u>exact</u> are possible in terms of meaning/grammatical fit. <u>Single</u> is the correct option as it completes a common collocation. 	8 mins	S-T
<ul style="list-style-type: none"> Elicit from students that knowledge of common collocations and verb/+ prepositions is vital for this part of the exam. 	2 mins	S-T
Stage 2		
<ul style="list-style-type: none"> Explain that Part 2 is similar to Part 1, but this section is not multiple choice and students need to write the missing word. 	1 min	T-S
<ul style="list-style-type: none"> Explain that the words missing from Part 2 are usually grammar words such as: prepositions, linking words, relative pronouns, etc. 	1 min	T-S
<ul style="list-style-type: none"> Provide students with a copy of Resource 2 and ask them to complete. 	8 mins	S
<ul style="list-style-type: none"> Provide students with a copy of Part 2 and ask them to choose words from Resource 3 to complete questions 9-16. 	8 mins	S
<ul style="list-style-type: none"> Conduct whole class feedback. 	2 mins	S-T
Extension activity (copies of Resource 3 for individuals)		
<ul style="list-style-type: none"> Provide students with a copy of Resource 3 and ask them to complete the texts using similar prepositions/ collocations/ grammar words, to those discussed in the previous exercises. Students should compare their answers in pairs. Conduct whole class feedback. 	8-10 mins	S S-S S-T

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Resource 1

Questions

Do 1)..... have a 2).....memory?

Do you 3)..... it easier to remember 4)..... or letters?

What 5)do you use to 6).....information?

Options

- | | | |
|----------------|------------|--------------|
| 1. A she | B you | C the |
| 2. A difficult | B good | C interested |
| 3. A expect | B feel | C find |
| 4. A me | B numbers | C figure |
| 5. A methods | B can | C way |
| 6. A memory | B memorize | C have |

Answers

Do 1) **you** have a 2) **good** memory?

Do you 3) **find** it easier to remember 4) **numbers** or letters?

What 5) **methods** do you use to 6) **memorize** information?

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Resource 2 Questions

1. Put the words below in one of the four boxes.

in	and	which	a	as	so	at	that	one	because	like
between	who	an		since		the		whom		while

Linking words/Conjunctions

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Prepositions

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Determiners

- 1.....
- 2.....
- 3.....
- 4.....

Relative Pronouns

- 1.....
- 2.....
- 3.....
- 4.....

Extension activity

2. Your teacher will select a group of words for you. Write gap fill sentences for each of your words below. Swap your sentences with another group and practice filling the gaps.

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Resource 2 Answer Key

1. Put the words below in one of the four boxes.

in	and	which	a	as	so	at	that	one	because	like
between	who	an		since		the		whom		while

Linking words/Conjunctions

1 and

2 while

3 as

4 because

5 so

Prepositions

1 between

2 since

3 like

4 in

5 at

Determiners

1 a

2 an

3 one

4. the

Relative Pronouns

1 which

2 that

3 who

4 whom

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Resource 3

How to improve your memory

Are you doing the right things to use your memory to its full 1).....? Everyone has a 2)..... brain and memorizing information effectively, is specific to the 3).....

Here are just some of the ways you can help 4)..... your memory. Firstly, it is important that you eat well, sleep well and drink 5)..... of water in order for your brain to be working to its full capacity. Then, you need to 6)..... which learning style is best for you. Do you remember more effectively when the information is 7)....., auditory or physical? Finally, and perhaps most importantly, try to become interested in what you are learning.

1. **A** up **B** potential **C** use
2. **A** different **B** big **C** special
3. **A** people **B** individual **C** population
4. **A** practise **B** grow **C** improve
5. **A** plenty **B** lot **C** much
6. **A** decision **B** decides **C** consider
7. **A** there **B** visual **C** drawing

Charlie and the Chocolate Factory

Charlie and the Chocolate Factory is a famous children's book, written by the British 1)....., Roald Dahl, in 1964. The story tells the tale of a boy 2).....Charlie Bucket, who wins the opportunity to see inside a famous chocolate factory, owned 3)..... Willy Wonka. In order to choose who enters 4)..... factory, Willy Wonka hides five golden tickets in the wrappers of his chocolate bars.

The first four tickets are found by the greedy Augustus Gloop, the spoiled Veruca Salt, the TV obsessed Mike Teavee and the gum-addicted, Violet Beauregarde. Charlie on the other hand, 5).....in poverty in a small house with 6)..... parents and four grandparents. When they all enter the factory, Charlie takes his Grandpa Joe 7)..... his guest, and together they enjoy the sights and smells of the factory.

At the end of the story, Charlie and his Grandpa Joe are the only guests left in the factory, as the others have misbehaved in various and comical ways. Subsequently, Charlie wins the factory and becomes Willy Wonka's successor.

**Remember to check that all the missing words are grammatically correct i.e if it is a verb which is missing, apply the correct tense.*

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Resource 3 Answer Key

How to improve your memory

- 1) potential
- 2) different
- 3) individual
- 4) improve
- 5) plenty
- 6) consider
- 7) visual

Charlie and the Chocolate Factory

- 1) author
- 2) called
- 3) by
- 4) the
- 5) lives
- 6) his
- 7) as

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READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

For questions **1–8**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** heart **B** key **C** bottom **D** focus

0	A —	B —	C —	D —
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Memory

Memory is at the **(0)** of our sense of personal identity. If we did not have memory, we would not be **(1)** of our relationships with other people and would have no **(2)** that we had had any past at all. And without memory we would have no knowledge on which to **(3)** our present and future.

Memory **(4)** of three processes: registration, retention and recall. Registration happens when we consciously notice something. Retention is the next **(5)** , when we keep something we have noticed in our minds for a certain period of time. Finally, recall occurs when we actively think about some of these things that are **(6)** in our minds.

Every day we are subjected to a vast **(7)** of information. If we remembered every **(8)** thing we had ever seen or heard, life would be impossible. Consequently, our brains have learnt to register only what is of importance.

- | | | | | |
|---|-------------------|---------------------|-------------------|---------------------|
| 1 | A familiar | B aware | C informed | D acquainted |
| 2 | A view | B suggestion | C belief | D idea |
| 3 | A base | B depend | C do | D make |
| 4 | A contains | B involves | C includes | D consists |
| 5 | A action | B division | C set | D stage |
| 6 | A seated | B stocked | C stored | D sited |
| 7 | A level | B amount | C extent | D number |
| 8 | A exact | B single | C one | D isolated |

Part 2

For questions **9–16**, 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.**

Example:

0	B	E	T	W	E	E	N											
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

Visit to a sweets factory

Today I am visiting a sweets factory, a building squeezed **(0)** a railway line and a canal. **(9)** I watch, trucks filled with sugar arrive at the factory where this family-owned company has been making sweets for some 80 years.

Being in a factory **(10)** this one is exactly **(11)** children dream of. I am staring at huge vats of sticky liquid **(12)** eventually ends up as mouth-watering sweets. Every now **(13)** then I see a factory worker in a white coat put a sweet into her mouth.

Ailsa Kelly, granddaughter of the company owner, remembers visiting the factory as **(14)** child with her grandfather. ‘He would take me onto the factory floor and introduce me,’ she says. ‘He told me, “You may work here some day.” And indeed, she has, continuously, **(15)** 1999. The sense of family is **(16)** of the reasons employees are remarkably loyal to the company.

Test 4 Key

Reading and Use of English (1 hour 15 minutes)

Part 1

1 B 2 D 3 A 4 D 5 D 6 C 7 B 8 B

Part 2

9 As/While 10 like 11 what 12 which/that 13 and 14 a
15 since 16 one

Part 3

17 objective 18 description 19 decisions 20 personality 21 unconsciously
22 ease 23 variety 24 enthusiastic

Part 4

25 how MUCH | the trips
26 able to | COME up with
27 to GIVE | (careful) thought/consideration to
28 on (walking) | EVEN when/though/after it
29 HARDLY any tickets | left/remaining/(still) available
30 a/any CHANCE | of getting

Part 5

31 A 32 D 33 B 34 B 35 A 36 C

Part 6

37 E 38 D 39 G 40 A 41 F 42 B

Part 7

43 A 44 D 45 C 46 A 47 B 48 D 49 C 50 A
51 C 52 D

Writing (1 hour 20 minutes)

Candidate responses are marked using the assessment scale on pages 107–108.