



## Reading and Use of English Part 4 – Key word transformation

**Overview:** A game to turn Reading and Use of English Part 4 into a competitive oral task and make it fun. Using repetition and memory to help students use common structures from the exam automatically.

**Part of Exam:** Reading and Use of English (Paper 1) Part 4

**Language / Skill Practised:** grammar and vocabulary

**Materials:** One pack of cards per two students (for a strong class) or per four students (see Worksheet 1). One photocopy of Worksheet 2 per student (optional)

**Time:** 20 to 30 minutes

**Preparation:**

The class should have already done at least one exam task and be familiar with the exam format. This will help with the reasoning behind the game.

To prepare the packs of cards, cut along the solid lines so that, for instance, 1A and 1B are still together. Then fold along the lines and stick the two parts together back-to-back with glue, so that when you turn over 1A you see 1B, etc.

**Procedure:**

1. Divide the class into pairs.
2. Give out one set of cards per pair.
3. Demonstrate the game. All the cards should be laid out in a vertical line with the A sides up, 1A closest to the people playing and 9A furthest away. The first student in each pair looks at 1A and says what they think the solution to the transformation is. As in the exam, all solutions must be five words or fewer (contractions count as two words). The student then turns over the card and checks the answer. **They should leave the card on the side with the answer.** If the answer is correct, the same student moves onto 2A. Whenever a mistake is made, the other student can try. **They must start again from 1**, but this time they should be able to use their memories as well

as logic as the answer to 1B is the question from 1A. The aim of the game is to go through every transformation in one go without making any mistakes. When the second student makes a mistake, the first student can try again, also starting from 1.

4. Start the teams playing. Be the judge for any disagreements, as some transformations may have other solutions. Make sure that teams are leaving the cards turned over, so that they alternate between the A and B sides. Monitor for which mistakes students are making, to give feedback later on.
5. The whole point of the game is for students to repeat the same structures over and over until they are well learnt, but students can find too much of this frustrating! If you find this is the case after 10 or 15 minutes, allow the competing students to work together to finish the game.
6. **Extension:** In a future class, you could give students Worksheet 2 as a normal exam task to see how well they do. This is a great confidence booster. Alternatively, this can be given a week or so before students play the game, with the game being used as revision.
7. **Variations:** With weaker classes, put students into bigger teams to play against each other, e.g. two against two.



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## Example question

The drive home was too long to complete that night.

short

The drive home \_\_\_\_\_ to complete that night.

**Answer:** was not short enough

**Tip 1** Although this part is a test of vocabulary (e.g. phrasal verbs and parts of speech) as well as grammar, classroom time on grammar is more likely to have an impact on students' performance in the exam. There is a variety of grammar students will be tested on in this part, including: unreal past (conditionals and wishes), passives, reported speech, present perfect / simple past, (past) modals, (not) as ... as and so/such.

**Tip 2** Remember: the gap should be filled with between two and five words. Contractions count as two words, not one.

**Tip 3** Because of the scoring system, it's possible to get 50% in this section without getting any of the questions 100% correct. Even incomplete answers can get points so it's worth answering every question.

**Tip 4** Make sure that the two sentences mean the same thing. For example, if the first sentence has names in it, the answer will have those names in it as well.

**Tip 5** A nice warmer for this section is to have students brainstorm as many ways of saying one thing as possible. Start off with something friendly like 'How are you?', and end up with an example from an exam paper. Then give them the paper.

**Tip 6** To help develop self-correction and add competition, make doing a Part 4 exam task into a race. Put students in pairs and let them pass their Part 4 task back and forth to you to be checked as many times as they like. The teacher, however, only marks the questions with 0, 1 or 2 points according to the marking scheme. Students must work out their own mistakes, and the first team to get 100% right wins.

**Tip 7** This part of the Use of English paper is worth 16 points, compared with between 10 and 12 points for the others. It is therefore worth spending a little more time on, both in class and in the exam. It also teaches more useful language than, for example, Part 2 (Open cloze).

**Tip 8** Remember that the word given (e.g. *short* in the example) must be included in the answer, and cannot be altered in any way (i.e. cannot be changed to 'shorter' or 'shortness').



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### Reversible cards

**1A** John wishes he hadn't gone to that wild party.

**regrets**

John \_\_\_\_\_ that wild party.

**1B** John regrets going to that wild party.

**he**

John wishes \_\_\_\_\_ that wild party.

**2A** His swimming pool is so big that all his friends come round to play.

**a**

He has got \_\_\_\_\_ that all his friends come round to play.

**2B** He has got such a big swimming pool that all his friends come round to play.

**so**

His swimming pool \_\_\_\_\_ all his friends come round to play.

**3A** I last went there in 1997.

**since**

I \_\_\_\_\_ 1997.

**3B** I haven't been there since 1997.

**went**

\_\_\_\_\_ 1997.

**4A** If you hadn't given me that umbrella, I would have got soaked.

**gave**

Without \_\_\_\_\_, I would have got soaked.

**4B** Without the umbrella you gave me, I would have got soaked.

**not**

If \_\_\_\_\_ me that umbrella, I would have got soaked.



## Reading and Use of English Part 4 – Key word transformation

**5A** I had my hair cut the week before last.

**hairdresser**

\_\_\_\_\_ the week before last.

**5B** The hairdresser cut my hair the week before last.

**cut**

I \_\_\_\_\_ the week before last.

**6A** Joanne asked Geoff if he was going to go to Wales at the weekend.

**you**

\_\_\_\_\_ Wales at the weekend, Geoff?' asked Joanne.

**6B** 'Are you going to Wales at the weekend, Geoff?' asked Joanne.

**he**

Joanne asked Geoff \_\_\_\_\_ to Wales at the weekend.

**7A** Although he didn't hear his alarm, Rupert still had time for a cup of tea.

**heard**

Despite \_\_\_\_\_, Rupert still had time for a cup of tea.

**7B** Despite not having heard his alarm, Rupert still had time for a cup of tea.

**not**

Although \_\_\_\_\_ his alarm, Rupert still had time for a cup of tea.

**8A** I haven't seen a picture like this before.

**time**

This is the \_\_\_\_\_ seen a picture like this.

**8B** This is the first time I've seen a picture like this.

**like**

I haven't seen \_\_\_\_\_.



## Reading and Use of English Part 4 – Key word transformation

**9A** The drive home was too long to complete that night.

**short**

The drive home \_\_\_\_\_ to complete that night.

**9B** The drive home wasn't short enough to complete that night.

**too**

The drive home \_\_\_\_\_ complete that night.



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- 1 John wishes he hadn't gone to that wild party.

**regrets**

John \_\_\_\_\_ that wild party.

- 2 His swimming pool is so big that all his friends come round to play.

**a**

He has got \_\_\_\_\_ that all his friends come round to play.

- 3 I last went there in 1997.

**since**

I \_\_\_\_\_ 1997

- 4 If you hadn't given me that umbrella, I would have got soaked.

**gave**

Without \_\_\_\_\_, I would have got soaked.

- 5 I had my hair cut the week before last.

**hairdresser**

\_\_\_\_\_ the week before last.

- 6 Joanne asked Geoff if he was going to go to Wales at the weekend.

**you**

'\_\_\_\_\_ Wales at the weekend, Geoff?' asked Joanne.

- 7 Although he didn't hear his alarm, Rupert still had time for a cup of tea.

**heard**

Despite \_\_\_\_\_, Rupert still had time for a cup of tea.

- 8 I haven't seen a picture like this before.

**time**

This is the \_\_\_\_\_ seen a picture like this.

- 9 The drive home was too long to complete that night.

**short**

The drive home \_\_\_\_\_ to complete that night.