

A2 Key for Schools Paper 1 Reading and Writing Part 5 – Teacher's Notes

Description

In this activity, students are given a modified exam task with guidance on the type of words that are missing. After group work to complete the gaps, students think about how to approach this task and some of the issues they need to consider. Finally, they practise completing a grammatical cloze within a set time.

Time required: 35 minutes

Materials required:

- Student handout 1
- Sample task
- Follow-up activities (optional) handout 2
- 6 small pieces of paper per student
- 6 paperclips per group of 4/5 students

Aims:

- to familiarise students with A2 Key for Schools Paper 1 Reading and Writing Part 5
- to suggest a strategy for completing this task type
- to practise identifying the types of words tested

Procedure

1. Explain to students that they will be doing Part 5 of the A2 Key for Schools Paper 1 Reading and Writing exam. Tell students they are going to read a short text written by a girl called Anita. Point out that the message is similar to the texts that appear in Key for Schools Reading and Writing Part 5. These are based on emails, postcards, short letters or messages that A2 Key candidates are likely to write themselves.
2. Give out **handout 1**. There are some words missing from the message. Check how many words students will need to write in each gap (one – given in the instructions).
3. Focus on the gaps and the words in brackets after them. Point out that these words have been given to help students choose the best answer, but in the exam task, they need to identify the word class for themselves. Check that students understand the meaning of the words in brackets. If necessary, write a few examples of each on the board for example:
 - **to, from, at** (preposition)
 - **was, be, are** (verb – note the different tenses, infinitive form, singular or plural; students must think about these points. There may also be a participle.)

- **and, because, so** (conjunction)
 - **it, yours, him** (pronoun – again, students must think about singular or plural, object, possessive etc.)
4. Divide your class into groups of 3 or 4 students. Give each student six small pieces of blank paper, and six paperclips per group. Tell the students to number the papers 1–6.
 5. Individually (or in pairs within the group), students read the text and decide on a word to go in each gap, using the clues to help them. They write the answer to each gap on one of the pieces of paper. When they've all written their answer to a gap, one of the group members clips the answers together.
 6. When all of the questions have been answered, the groups pass their papers one or two groups to the left, so each group receives the answers from a different group. They now look at the other group's answers to each question one by one and decide which of the answers they agree with and why. If they don't think an answer is right, they can cross the word out and write their suggestions in a different coloured pen. Monitor and make a note of the reasons students gave for an answer being right or wrong.
 7. When they have finished, each group should have one answer only for questions 1–6. These should be returned to the original group. Now check through the answers to each gap with the whole class. Discuss the reasons for any variations in answers.
 8. Ask: **What do you need to think about for each gap to get the right answer?** Give examples of some of the reasons that students gave in step 5 (the meaning of the word; the part of speech needed; the grammatical form. For example, if it is an auxiliary verb, which tense does it need to be? Singular or plural?)
 9. Ask your students how they did this task: did they read the first part of the first sentence, decide on an answer for the gap, then read on a little, answer the second gap, and so on? Or did they read the whole text first, consider some answers as they read, then go back and start completing the gaps? Point out that it may be helpful to read the whole text first, and that students may need to think about the whole sentence or paragraph to fill a gap correctly, not just what is immediately before and after it.
 10. Give out copies of the **sample task**. Allow a couple of minutes for students to read through it, then make the following points.
 - there are six gaps in the Part 5 text, plus one example
 - students are not given any help on the type of word that is needed
 - the majority of the gaps are grammatical words such as pronouns, auxiliary verbs,

- preposition and, conjunctions
- there may be more than one correct answer (see the **Answer key** for question 25) but candidates should only write one word to go in each gap. If they write more than one word, they will not get the mark.
- all the answers must be spelled correctly.

11. Ask students to complete the sample task, using the tips and ideas discussed in steps 8 and 9 above. Set a time limit of 8–10 minutes to do this. Make sure they don't look at **Handout 1** while doing this task. Allow your students to pair check afterwards and monitor so you know what the problematic answers are. Elicit the answers in open class feedback (see **Answer key**).

Suggested follow-up activity

1. Tell students that they are now going to write a similar text about themselves. They should use the sample text as a model, but the information they give should be about themselves. The five or six words they choose for the gap should also, where possible, be different. Explain to students that they do not have to write the type of word in brackets after the gap. Put each student with a partner. Students exchange their texts with their partner and try to fill in the gaps. When they have finished, students return their texts to their partners. Each student then marks the answers that their partner has given.
2. If you want the students to practise using the answer sheet, photocopy it from the handbook and ask students to fill in their answers to Part 5.

Answer key

Handout 1

1. the
2. Does
3. lot
4. on
5. your
6. to

Sample task

25. your/the
26. Is
27. lot
28. on
29. they
30. to

Handout 1

For each question, write the correct answer.
Write **one** word for each gap.

From:	Anita
To:	Sasha

Thank you (0) **for** [preposition] your email. Living in Spain sounds great! I'm glad that you like your new town. What's (1)[article] weather like? Is it very hot in Spain? (2)[auxiliary verb] it rain very much?

I heard that a (3) [quantifier] of Spanish people speak two languages – Spanish and Portuguese. Are you having Spanish lessons? Do you watch programmes (4) [preposition] TV in Spanish too?

How about the students in (5) [pronoun] new school? Are they friendly? And send some photos too – I would like to know more about them.

I've got (6) [preposition] go now, but I'll write again soon.

Sample task

Questions 25 – 30

For each question, write the correct answer.
Write **one** word for each gap.

Example:

0	for
---	-----

From:	Anita
To:	Sasha

Thank you **(0)** your email. Living in Canada sounds really great! I'm glad that you like **(25)** new house. What's the weather like? **(26)** it very cold in Canada? Does it snow every day?

I heard that a **(27)** of Canadians speak two languages – English and French. Are you having French lessons? Do you watch programmes **(28)** TV in French too?

How about the students in your new school? Are **(29)** friendly? And send some photos too – I would like to know more about them.

I've got **(30)** go now, but I'll write again soon.

Handout 2


Follow up activity

Now write an email about living in your country but with five or six gaps. Try to leave different gaps to the text above.

From:	
To:	
<p>Thank you for your email...</p>	

When you have finished, change texts with a partner. Complete the gaps in the text that your partner gives you.

A2 Key for Schools Reading and Writing: Candidate Answer Sheet



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Cambridge Assessment English

Candidate Name

Centre Name

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Key for Schools Reading and Writing Candidate Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3 and 4:
Mark ONE letter for each answer.
For example: If you think A is the right answer to the question, mark your answer sheet like this:

For Part 5:
Write your answers clearly in the spaces next to the numbers (25 to 30) like this:

01 ENGLISH

Write your answers in CAPITAL LETTERS.

Part 1

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C

Part 2

7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C

Part 3

14	A	B	C
15	A	B	C
16	A	B	C
17	A	B	C
18	A	B	C

Part 4

19	A	B	C
20	A	B	C
21	A	B	C
22	A	B	C
23	A	B	C
24	A	B	C

Part 5

25		25 1 0 ○ ○	28		28 1 0 ○ ○
26		26 1 0 ○ ○	29		29 1 0 ○ ○
27		27 1 0 ○ ○	30		30 1 0 ○ ○

Continues over ➡

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