

A2 Key for Schools Paper 1 Reading and Writing Part 6 – Teacher’s Notes

Description

This is a guided discovery activity to find out what candidates need to do in A2 Key for Schools Paper 1 Reading and Writing Part 6. Students look at two sample answers and discuss what makes a good answer at this level. Finally there is an opportunity for the students to write their own texts within a set time.

Time required: 25–35 minutes

Materials required:

- A2 Key for Schools Handbook for teachers
- Student handouts 1 and 2
- Follow-up activity (optional)
- Sample task

Aims:

- to familiarise students with A2 Key for Schools Paper 1 Reading and Writing Part 6
- to raise awareness of the importance of identifying and addressing all elements of a writing task
- to raise awareness of the factors which make a good answer at A2 Key level

Procedure

1. Explain to students that they are going to do a short piece of writing. Point out that the message they are going to write is similar to the texts that appear in A2 Key for Schools Paper 1 Reading and Writing Part 6. These are based on emails, postcards or messages that A2 Key candidates are likely to write themselves. Give each student a copy of **Handout 1**, write the following questions on the board and ask students to answer them:
 - **Who are they writing to?** (their English friend Pat)
 - **What are they writing?** (an email)
 - **How many points do you need to write about?** (3)
 - **How many words should they write?** (25 or more)
2. Give students **Handout 2** with two sample answers. Point out that these were written by candidates and therefore are an indication of the level of grammatical accuracy required in the exam.
3. Tell students to decide which the better answer is. Write on the board the following questions which will help them decide:

- **Have they written about all three points?**
 - **Is it easy to understand what the writer means?**
 - **Does the answer start and end in a good way?**
 - **Are there any good words or phrases?**
 - **Are any linking words used?**
4. Put students into pairs and ask them to compare their answers. Using the **answer key** below, go through the reasons why B is a better answer than A. Refer to the General Mark Scheme in the A2 Key for Schools Handbook for teachers for further information.
 5. Draw students' attention to the length of the answers. In Part 6, candidates are advised to write between 25 and 35 words. They should write at least 25 words or they could lose marks as they may have not included all the relevant information. They will not lose marks if they write over 35 words but they should be encouraged not to write many more as this will increase the risk of making errors and including irrelevant information.
 6. Give out the **sample task** and tell students that they are going to complete an example writing test. Set a time limit of 7 minutes, breaking it down into 2 minutes for the draft and then 5 minutes to write the full email. Tell them when writing the draft they shouldn't write in full sentences, they can write just key words which answer the three bullet points. The draft is to make sure that they cover all three points in their email. Tell your students when the 2 minutes are up so that they all have 5 minutes to write the email.

Suggested follow-up activity

Put each student with a partner. Students exchange their emails with their partner and write a reply email to them.

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Answer key

Procedure step 4

Sample Answer A – 9 marks (Content 4, Organisation 3, Language 3)

Sample Answer B – 15 marks (Content 5, Organisation 5, Language 5)

- **Have they written about all three points?**

Sample answer A: no, only two points have been written about – the writer has not said what time to meet

Sample answer B: yes, all points were covered

- **Is it easy to understand what the writer means?**

Sample answer A: some effort is required of the reader, for example with ‘Let’s meet in a coffee’

Sample answer B: yes, the reader can easily understand the email

- **Does the answer start and end in a good way?**

Sample answer A: no, does not have an opening or closing

Sample answer B: yes, opening – ‘Hi Pat’. Student could have added a closing – ‘See you tomorrow’

- **Are there any good words or phrases?**

Sample answer A: yes, ‘let’s meet in a ...’

Sample answer B: yes, good use of ‘take’ – ‘take a bus’,

- **Are any linking words used?**

Sample answer A: yes, the simple linking word ‘and’ is used

Sample answer B: yes, basic linking words ‘because’, ‘then’

Part 6

Question 31

You are going shopping with your English friend Pat tomorrow. Write an email to Pat.

Say:

- where you want to meet
- what time you want to meet
- what you want to buy.

Write **25 words** or more.

Student handout 2

Compare the two answers below. One is a much better answer than the other. Which one is better? Why?

A

From:	
To:	
I'm really happy to go to shopping tomorrow. Let's meet in a coffee in a shopping centre and I want to buy my present for my brother.	

27 words

B

From:	
To:	
Hi Pat, I am so happy to going shopping tomorrow because I want to buy new football boots. We can meet at your house at 11:00. Is it OK for you? Then we take a bus.	

36 words

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Sample task

You are going shopping with your English friend Pat tomorrow. Write an email to Pat.

Say:

- where you want to meet
- what time you want to meet
- what you want to buy

Write **25 words** or more.

First you should write a **draft email, writing only 3–5 key words** for each question. Then use your ideas to write the **full email**.

From:
To:

-
-
-

From:

To: