

## A2 Key for Schools Reading Part 3

### Description

This lesson plan has been created to help students prepare for A2 Key for Schools Reading Part 3. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas about how the stages could be adapted for teaching online.

In this lesson learners are given opportunities to discuss their school life. Learners explore, apply, and then reflect upon a series of strategies for successful completion of A2 Key for Schools Reading Part 3. These involve skim reading, intensive reading identifying the main points, and some details, in a text.

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**Time required:** 60 minutes

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- Materials required:**
- A2 Key for Schools Reading Part 3 sample task
  - Key exam information handout
  - Exam strategies handout
  - Prepared presentation/PowerPoint slides

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- Aims:**
- To discuss the topic of school
  - To develop the skill of skimming a reading text for important information
  - To develop learners' ability to identify the key points in a text
  - To develop strategies for the A2 Key for Schools Reading Part 3.
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### Procedure

Lesson Stages	Online options
Welcome students.	Ask learners to say hello to confirm they can see and hear you.
<p><b>Lead in</b> Show learners a selection of images that represent different aspects of school life. Access and download high-resolution royalty-free images from <a href="https://unsplash.com/">https://unsplash.com/</a> or similar internet image banks.</p> <p>Reveal the following questions one at a time. After giving individual thinking time, prompt learners to share and justify their answers. Note that there are no 'correct' answers to this activity.</p> <ol style="list-style-type: none"> <li>1. What do they all have in common? (school)</li> <li>2. Which could be the odd one out? Why?</li> <li>3. What do you think is missing from the selection of pictures?</li> </ol> <p>(See example images from unsplash.com in <b>materials</b> below).</p>	<p>Learners in smaller classes may share ideas using their microphone and benefit from the speaking practice.</p> <p>Allowing learners in larger classes to share ideas through the platform's chat function enables everyone to participate.</p>
Explain that learners will read a text about school, written by Anna Gray.	If possible, enable learners to

<p>Give learners time to consider who Anna might be, elicit some ideas: <i>A pupil, a teacher, a headteacher, a journalist, a historian.</i></p> <p>Tell learners you will show them the start of the text so they can check their answers, but only for 10 seconds (then reveal the following).</p> <p style="text-align: center;"><b>Starting at a new school</b> <i>By Anna Gray, age 11.</i></p> <p>Tell learners to compare answers, before eliciting ideas in front of the whole class. (<i>She is a school pupil, writing about starting at a new school.</i>)</p> <p>Put learners in pairs/groups and challenge them to list all the different things Anna may have written about (for example <i>friends, timetables, lunchtime</i>).</p> <p>Manage feedback, asking each group the number of ideas they listed. Get feedback from pairs with the fewest ideas first, then ask others to add any extras. Record these on the board. Some possible answers: <i>Friends, timetables, different subjects, homework, the journey to school, the teachers.</i></p> <p>Elicit the benefits of considering a topic before reading or listening about it:</p> <ul style="list-style-type: none"> <li>• It helps you remember what you already know about a topic, which helps you to predict what you may hear or read.</li> <li>• This can make it easier to understand the text – and motivate you to read it.</li> </ul>	<p>share ideas in groups through online collaborative tools (for example, by creating googledocs for each group).</p> <p>Otherwise, guide learners to individually share their ideas with the platform’s chat function.</p> <p>If your platform allows it, students could annotate the teacher’s presentation.</p>
<p><b>Preparing to skim</b></p> <p>Explain that learners will read the text and answer two questions. They will only have 30 seconds to answer them.</p> <p>Before looking at the questions or the text, present learners with the following statements (without the answers):</p> <p>When skimming, I need to:</p> <ol style="list-style-type: none"> <li>1. understand everything? (<i>False</i>)</li> <li>2. get a general understanding of the text? (<i>True</i>)</li> <li>3. read every word slowly and carefully? (<i>False</i>)</li> <li>4. look at the title, the sentences at the start of paragraphs, and let your eyes move over the whole text, looking for words or themes that appear often (<i>True</i>)</li> <li>5. I skim texts in my first language when...</li> </ol> <p>Allow learners to consider the statements individually before discussing in pairs.</p>	<p>Explain the task using your microphone, or your onscreen presentation.</p> <p>Create a poll (for example, <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>) incorporating statements 1-4. Get students to respond, indicating whether they are true or false.</p> <p>Prompt learners to share examples of when they skim, in the chat.</p>

### Skim reading

Show students the following questions:

- Did Anna find everything very familiar, easy and fun?
- Which of the suggested topics are in the text?

Display text for 30 seconds as learners skim.

Learners to share their answers – and where they were found, in pairs.

Teacher to elicit answers – prompting learners to indicate where the various topic areas are located.

Highlight that in 40 seconds (looking at the title and skim reading) learners have a good understanding of:

- who wrote the text
- the topic areas covered
- how the text is organised and where certain information is.

Either display the text for a limited time using your platform's screen-share function – or share it with them beforehand.

### Exam knowledge

Explain that the text is from A2 Key for Schools Reading Part 3.

Give learners the 'Key exam information' handout (below). Instruct learners to complete it based on their current knowledge of the exam.

Prompt learners to compare answers. Do not confirm correct answers as learners will discover these themselves as they complete the task. They can update the handout later in the lesson.

Copy and paste the first statement from 'Key exam information' handout into your platform's chat or share the entire handout via your platform or email.

### Exam strategies

Focus learners on the first question (question 14).

- 14** How did Anna feel about moving to a new school?
- A** worried about being with lots of older children
  - B** happy about the idea of doing something different
  - C** pleased because she was bored at her primary school

Elicit what the question asks about:

*Her feelings about changing/going to a different school.*

Instruct learners to identify the paragraph in the text that question 14 refers to (first paragraph).

If possible display the text using your platform's whiteboard, asking learners to highlight areas of text that contain key information (if this gets too difficult to manage, then you can ask learners to tell you which areas to highlight).

Instead of comparing answers in pairs/groups, ask the questions one-by-one in the chat, giving learners individual thinking time before prompting them to share answers. This allows everyone to actively participate.

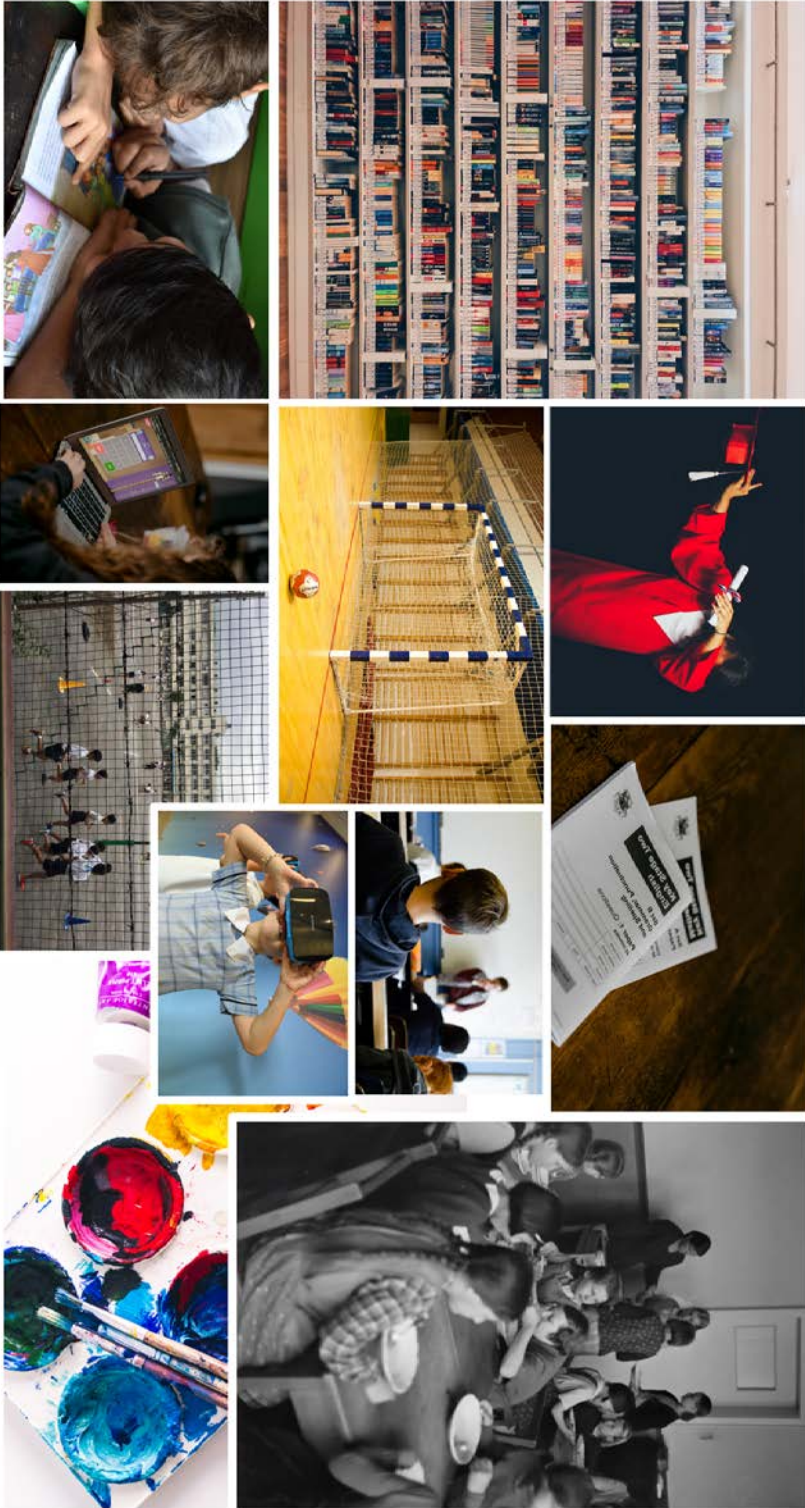
<p>Focus learners on the first option:  <i>'A. worried about being with lots of older children'</i> and elicit the content words (<i>worried, older children</i>). Highlight these.</p> <p>Instruct them to read the first paragraph carefully and decide whether Anna writes about:</p> <ul style="list-style-type: none"> <li>• older children? (no)</li> <li>• being worried? (no)</li> </ul> <p>Learners consider whether option 'A' is correct/incorrect, or if they're not sure – and to mark it with a 'Y', 'N' or '?' accordingly.</p> <p>Instruct learners to individually repeat the process with the remaining options for question 14.</p> <p>Learners compare answers in pairs, justifying them with reference to the text.</p> <p>Ask students what they think are the reasons for – and challenges associated - with eliminating the incorrect options.  <i>Note: Words from the text are included within incorrect options – this stops candidates looking for and matching individual words without understanding how they are used in the text.</i></p> <p>Ask students the reasons for selecting the correct option.  <i>b – 'happy about' = 'excited' / 'something different' = 'move to a new school'.</i>  <i>Note: The same words may not be used in both the text and answer (although they have the same meaning).</i></p> <p>Give learners the 'Exam strategies' handout and ask them to complete it individually.</p> <p>Check answers in pairs before confirming.</p>	
<p><b>Practice</b></p> <p>Instruct learners to complete question 15 individually, referring to their 'Key strategies' handout</p> <p>Compare answers in pairs, justifying why options were eliminated or identified as correct. Teacher to clarify.</p> <p>Repeat above process with remaining questions 16-18.</p>	<p>Learners could either complete this during the current 'live' lesson or do it individually before the next lesson when answers are shared and feedback provided.</p>
<p><b>Task reflection</b></p> <p>Instruct learners to update their 'Key exam information' handout</p> <p>Instruct learners to consider and make notes about the following reflection questions:</p> <p>a) How confident do you feel about this exam task?</p>	<p>Create a poll (for example, <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>) incorporating statements from the 'Key exam information' handout. Get students to respond, indicating whether they are true or false.</p> <p>Elicit reasons for false answers</p>

<p>b) What does the task assess?  c) How could you prepare for this task?  d) What did you find most difficult about this exam task?  e) What could you do to improve in this area?</p> <p>Learners to discuss their answers in pairs or small groups, noting additional potential solutions.</p> <p>Potential solutions:</p> <p><i>Reading a variety of texts can be helpful. When reading, think about the main points being made and how those ideas could be expressed with different words.</i></p> <p><i>(Note that limited vocabulary and an inability to paraphrase can block learner success in this exam task. When learning new vocabulary, learners can record antonyms and synonyms. Classroom activities which require paraphrasing may also be beneficial).</i></p>	<p>using chat.</p> <p>Ask reflection questions one at a time, giving learners time to think individually before sharing their ideas in a group chat box.</p>
<p><b>Extension tasks: developing vocabulary</b></p> <p>Elicit a few items of key vocabulary (taken from the text and questions) from learners by using synonyms, and descriptions (it's a place / feeling / person, etc).</p> <p>Put learners in groups and provide them with key vocabulary from the task on cards. One learner should take a word card and attempt to elicit the word from their group members as demonstrated by the teacher. Learners who guess the word correctly, take the next one. The learner with the most cards at the end is the winner.</p> <p>Ask students to write their own text about starting at a new school, including one piece of information that isn't true. Share texts with other students and guess which piece of information is incorrect.</p>	<p>The 'cards' can be sent to individual students through the chat box function or emailed.</p> <p>Share the texts through an online collaborative tool (for example, by creating googledocs for each group).</p>



## Materials

### Example images



Images from unsplash.com

**A2 Key for Schools Reading Part 3**

## Sample Task

**Questions 14 – 18**

For each question, choose the correct answer.

**Starting at a new school**

*By Anna Gray, age 11*

I've just finished my first week at a new school and I'd like to tell you about it. Like other children in my country, I went to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school.

It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We're best friends now.

When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers help us a lot.

At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now.

The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!

- 14** How did Anna feel about moving to a new school?
- A** worried about being with lots of older children
  - B** happy about the idea of doing something different
  - C** pleased because she was bored at her primary school
- 15** Who has become Anna's best friend at her new school?
- A** someone from her primary school
  - B** someone she knew from her home area
  - C** someone she met in her new class
- 16** What does Anna say about the timetable at her new school?
- A** It includes subjects she didn't do at primary school.
  - B** She has shorter lessons than she had at her old school.
  - C** It is quite difficult to understand.
- 17** Why couldn't Anna find her classrooms?
- A** She couldn't read a map.
  - B** There was little time between lessons.
  - C** The school building was very large.
- 18** What does Anna say about the homework she has now?
- A** She gets more help from some teachers than others.
  - B** She thinks it is the hardest part of school life.
  - C** She remembers everything she's told to do.



**A2 Key for Schools Reading Part 3**

## Key exam information

Are the following statements true or false? If false, explain why.

Exam information	True or false?
There are 10 questions.	
The questions are all multiple choice.	
The questions appear in a different order to the information in the text.	
Sometimes more than one answer is possible.	
Incorrect options may contain words from the text.	
You need to show you understand the main ideas and some details from a text.	

## A2 Key for Schools Reading Part 3

### Exam strategies

Put the steps for completing Reading part 3 in the correct order.

#### What should I do?

A. Skim the text. Look at the title, subheadings and topic sentences to get a general idea of the text and how it is organised.


B. Choose the correct answer.

C. Carefully read question 14 and identify the paragraph that contains the information you need to complete it.

D. Carefully read the first option. Carefully look for the same information in the area of text you just identified. Can you find it?

E. Repeat with the other options, underlining text that contains important information.

F. Repeat the process with questions 15-18.

## Answer key:

### Sample test

PART 3	KEY
14	B
15	C
16	A
17	C
18	B

## A2 Key for Schools Reading Part 3

### Key exam information

Exam information	True or false?
There are 10 questions.	<b>False, there are 5 questions.</b>
The questions are all multiple choice.	<b>True</b>
The questions appear in a different order to the information in the text.	<b>False, they appear in the same order as the information within the text.</b>
Sometimes more than one answer is possible.	<b>False, there is only one correct answer for each question.</b>
Incorrect options may contain words from the text.	<b>True.</b>
You need to show you understand the main ideas and some details from a text.	<b>True</b>

## A2 Key for Schools Reading Part 3

### Exam strategies

#### What should I do?

**A.** Skim the text looking at the title, subheadings and topic sentences to get a general idea of the text and how it is organised.

**C.** Carefully read question 14 and identify the paragraph that contains the information you need to complete it.

**D.** Carefully read the first option. Carefully look for the same information in the area of text you just identified. Can you find it?

**E.** Repeat with the other options, underlining text that contains important information.

**B.** Choose the correct answer.

**F.** Repeat the process with questions 15-18.