CAMBRIDGE English

Cambridge English Qualifications

A2 Key for Schools

Developing reading skills for Cambridge English Qualifications: A guide for teachers



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Who this guide is for

Teachers spend many hours helping to prepare learners for the different types of reading tasks that are assessed in Cambridge English Qualifications. This guide is for you. With lots of practical tips and real examples, it will help you to develop and practise learners' reading skills in preparation for A2 Key for Schools.

About A2 Key for Schools

- ✔ Tests reading, writing, speaking and listening skills
- ✔ Shows that learners have mastered the basics in English, including:
  - reading simple textbooks and articles
  - writing letters and emails on everyday subjects
  - understanding factual information
  - showing awareness of opinions and mood
- ✔ Comes before B1 Preliminary for Schools
- ✔ Like A2 Key, tests learners at **CEFR** Level A2
- ✔ Unlike A2 Key, is aimed at school-age learners rather than adults
- ✔ Can be taken on paper or on a computer

You can find out more about A2 Key for Schools and other levels on our website.
See cambridgeenglish.org/examsandtests.

How to use this guide

To get the most from this guide:

- Try the practical ideas and reflect on how these techniques affect the processes of learning and teaching in your classroom.
- Throughout the guide, there are links to **activities**, other online resources, and there are feature boxes such as 'Further practice' and 'Top tips' for you to try out in your classroom.
- There are **example exam questions**, which you can print out and photocopy for your learners.
- You can navigate the document by using the hyperlinks in the text and the buttons on each spread:

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Key terminology

Language assessment is a specialist field and there is some common terminology which might be unfamiliar to you. Learning to recognise these terms will help you to understand this guide.

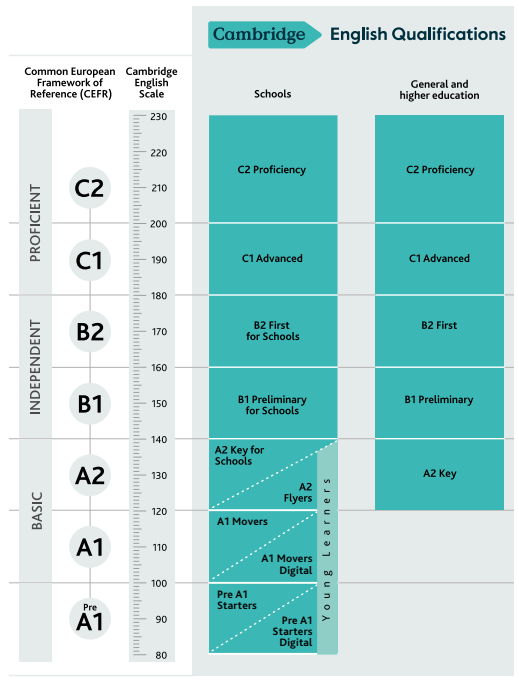
Term	Definition
cohesive devices	Words or phrases that are used to connect ideas between different parts of a text. They include pronouns, synonyms, and transitional words such as *and*, *but*, *also* etc.
collocation	A word or phrase that sounds natural and correct when it is used together with another word or phrase, e.g. *heavy rain* or, Can I *ask* a question? **not**, Can I ~~*make*~~ a question?
distractors	A wrong answer that is similar to the correct answer, designed to see whether the person being tested can notice the difference.
gapped text	A text with some sentences removed. Learners have to select the correct sentence to complete it.
L1	A speaker's first or native language.
learner/ candidate	A learner is someone who is learning English, usually in a classroom. A candidate is someone who takes an exam.
multiple-choice (m/c) cloze	A text with gaps which learners complete by selecting from multiple-choice options.
open cloze	A text with gaps which learners complete with a suitable word.
rubric	Instructions on an exam paper that tell learners how to complete questions.

When other terms appear in this guide, you'll find an explanation nearby in a glossary box:

Key terminology

The **Common European Framework of Reference (CEFR)** is an international standard for describing language ability. It uses a six-point scale, from **A1** for beginners up to **C2** for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications.

CEFR scale





Challenges of reading

Reading is a skill that presents many challenges that learners and teachers need to deal with to prepare learners for success in exams.

For the teacher

- We are sometimes reluctant to spend class time on reading – it is often seen as less interesting or a less effective use of time than practising speaking.
- Motivating learners who don't read much even in their own language is difficult.
- It can be time consuming and hard to find texts and materials that are interesting.
- Most classes will usually have learners with a range of reading abilities and who will read at different speeds, so teachers need to be ready for the early finishers.

For the learner

- Learners say that understanding vocabulary is the greatest challenge to comprehension.
- Wanting to understand every word but not being able to do so can be very demotivating.
- Having enough time is another common issue – especially in an exam context.
- Non-literal language and multi-word verbs can be difficult for learners' comprehension.
- 'False friends' – words which seem to be similar to a word in your learners' own language **(L1)**, but which have a different meaning in English – can also present a challenge.
- How a text is structured and the **cohesive devices** that hold it together may be very different in a learner's L1.

Developing your learners' reading skills

★ Top tips

✔ **Do ...** give your learners plenty of practice, in class and at home, of reading a variety of different genres and text types. These might be both authentic and adapted – magazines, social media, news and sports websites, newspapers, text chats and **graded readers**.

✔ **Do ...** make sure your learners know clearly what each exam task type is asking them to do. Is it a multiple-choice task? Do you have to fill the gap? How many words do you need to write? How much time do you have? Always quickly check these kinds of questions in class so learners get into the habit of asking themselves too.

✘ **Don't ...** forget to tell your learners that it's a good idea to underline the key words in an exam question to help focus on the instructions.

✔ **Do ...** get learners to practise **skimming and scanning** both shorter and longer texts. It's a good idea to encourage learners to always skim-read the text quickly first to get a general idea of what it's about. There is an example of this in the **Part 3 Activity**.

✔ **Do ...** help learners think about different ways they read texts. For example, if they are reading an information leaflet, ask them to scan the text to find some specific information. However, if they are reading a message, then ask them to think about how they would reply.

✔ **Do ...** encourage your learners to try to work out or guess the meaning of words they don't know. Get them to use the context and the rest of the text to help. Ask learners to think about the part of speech (noun, verb, adjective etc.), if the word has a positive or negative feeling, if there are any similarities to other words they know or to words in their **L1**.

✘ **Don't ...** let your learners waste time. Tell them that if they don't know a word and they can't guess the general meaning from the other words around it, to skip it and just keep on reading the text.

✔ **Do ...** ask learners to predict what the answer might be before looking at the multiple-choice options, then look at the options and choose the one closest to their prediction. There is an example of how to do this in the **Part 3 Activity**.

Assessing your learners' reading skills

The key to understanding how well your learners' reading skills are developing is through regular, effective assessment. It's a good idea to use a mix of teacher, **peer** and **self-assessment** during an exam preparation course. This variety can make lessons more interesting and engaging.

Top tips

✔ **Do ...** ask your learners to think about *why* an answer is right or wrong. This will help you to assess whether they have understood what is being tested in each question.

✔ **Do ...** demonstrate why the answers are correct, and why some possible choices are wrong. This will show your learners how to analyse the questions and help them get to the correct answers. See the **task familiarisation sections** starting on page 12.

✔ **Do ...** get your learners to justify and explain their answer choices to each other. See an example of this in the **Part 2 task familiarisation and activity** on pages 14–16.

✔ **Do ...** talk to your learners about what feedback they appreciate and work together to find what works best. Adopting different approaches to giving feedback is particularly helpful to support learners with specific learning needs, such as dyslexia.

✘ **Don't ...** forget that assessment isn't just about correcting mistakes – **formative assessment** is about learning from feedback.

✘ **Don't ...** just give tests to assess your learners. Assessment doesn't have to be formal. You can also use games and quizzes such as **Kahoot!** to create fun activities which assess learners' understanding.

Key terminology

Peer assessment is when learners give feedback on each other's language, work, learning strategies, or performance. Research shows that people who are similar to the learner in age, gender, first language and learning goals are very motivating as role models.

Self-assessment is when learners decide for themselves if they think their progress or language use is good or not. Developing good self-awareness is important for becoming an effective independent learner.

Formative assessment is when a teacher gives learners feedback on their progress during a course, rather than at the end of it, so that the learners can learn from the feedback.

Preparing learners for the A2 Key for Schools Reading paper

In order to become a good reader, there are many habits and qualities that you can encourage learners to try and develop.

A good reader:

- reads a wide range of things and reads regularly
- uses different skills such as **skimming** and **scanning**
- guesses the meaning of words they don't know
- reflects on what they have read
- records useful new vocabulary and tries to use it in their language practice.

To do well in Cambridge English Qualifications, learners must also understand:

- how the A2 Key for Schools Reading paper is organised and assessed
- their own strengths and weaknesses
- how they can improve any areas of weakness.

Key terminology

Skimming is when you read quickly. For example, to understand the main ideas in the text and discover what type of text it is – Is it a serious news article, a notice, a magazine?

Scanning is when you read quickly to find specific information. For example, scanning a cinema guide to find a specific film, or film times.

How the paper is assessed

The A2 Key for Schools Reading and Writing paper has seven parts and lasts for an hour in total. There is no extra time to copy answers to the answer sheet (if candidates are taking the paper-based test).

Please note that Part 6 and Part 7 of A2 Key for Schools are writing tasks. **Our guide for teachers to help with A2 Key for Schools Writing** can help you develop and assess your learners' writing skills.

Part	Task types	What do candidates have to do?
1	3-option multiple choice	Read six short, real-world texts for the main message.
2	3-option multiple matching	Read seven questions and three short texts on the same topic, then match the questions to the texts.
3	3-option multiple choice	Read one long text for detailed understanding and main ideas.
4	3-option multiple-choice cloze	Read a factual text and choose the correct vocabulary items to complete the gaps.
5	Open cloze	Complete gaps in an email (and sometimes the reply too) using one word.

Important note: The example exam tasks used in this guide are provided to give you and your learners an idea of the format of the exam and what is being tested in each part. The tasks have not been fully pretested and calibrated like our published exams. To assess your learners' readiness for a live exam, use one of the official sample tests on cambridgeenglish.org, or go to our Mock Test Toolkit for tips on using sample tests.

The next section of this guide will look at each part of the Reading paper for A2 Key for Schools. We will analyse why the answers are correct, and why other choices are wrong. Demonstrating this will show your learners how to analyse the questions and help them get to the correct answers.



Part 1: Task familiarisation

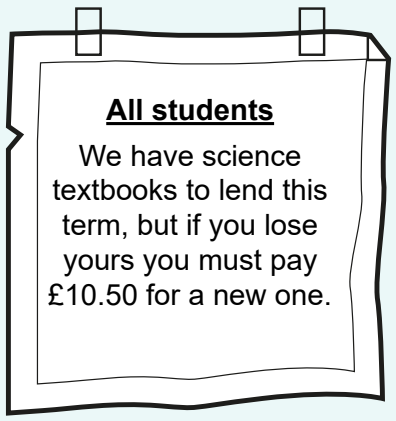
Aims: To demonstrate the format of Part 1 and what is needed to get the correct answer; to raise awareness of text types and functional language (e.g. giving advice, apologising etc.).

Preparation: Print out copies of **Part 1 without answers**.

Steps: You can use the answers and explanations below to show learners how this exam part works either before you do Part 1: Activity 1 and Part 1: Activity 2, or afterwards as further practice.

Here is an example of one question from Part 1.

For each question, choose the correct answer.



	Answer key
A All students must pay £10.50 for their science textbook this term.	✘ Students only have to pay *if* they *lose* their textbook.
B The school is planning to change the science textbook that students use.	✘ Also incorrect because there is no mention of a *change* of textbook.
C If you cannot find your science textbook, you will have to buy another one.	✔ Correct! *If you lose yours* in the notice means the same as *if you cannot find* in answer C. *You must pay* ... *for a new one* means the same as *you will have to buy another one*.

Part 1: Activity 1

Aims: To help learners become familiar with Part 1; to skim and scan the text.

Preparation: Print out copies of **Part 1 without answers**.

Steps:

1. Show learners the notice only, not the question or options, and ask:

- *What type of real-world text does the artwork show? (How do you know?)*
- *Who is the message for? ... and who do you think wrote the message?*
- *What is the main reason for the message?* (If learners need help prompt them with some questions: *Is it to sell books, give advice/information/rules?*)

Point out that this strategy will remind learners to read the text first before rushing in to answer the question.

Part 1: Activity 1

2. Now show learners the rubric with the three options A, B and C. Ask learners:
   - *How many people are mentioned in the message?*
   - *Who does the rubric ask you about?*

   This will help learners **scan** to find names in the text before concentrating on the question and to identify the correct person to find explicit information about.

3. Put learners in pairs and ask them to answer the question and discuss why that option is, or is not possible, as shown in the **answer key in the task familiarisation section**. At this stage, do not give the answers, as you will be going through the vocabulary and answers in Part 1: Activity 2.

Part 1: Activity 2

Aims: To raise awareness of **synonyms** and **antonyms** and to practise identifying and using them.

Preparation: Choose nine words which have a clear synonym and antonym, and come from the **A2 Key for Schools vocabulary list**, for each game.

Steps:

1. Tell your learners they are going to play a game called noughts and crosses and divide them into two teams – O (noughts) and X (crosses).
2. Draw a grid of nine squares on the board and write a word in each one. See the example in the table.
3. Explain that to win a square for their team they must say a word with the same or a similar meaning – If they get it right draw a big O or X on the square, if they get it wrong the other team can try.
4. Take it in turns until one team gets three correct answers in a row.
5. Play it again with the same words, but this time learners must suggest a word that means the opposite of the word in the grid.

fast	happy	like
good	big	easy
correct	near	amazing

Further practice

Here is **another lesson plan** which gives learners more practice in scanning and identifying text types.

Key terminology

A **synonym** is a word or phrase that means the same as or is similar to another word or phrase.
An **antonym** is a word that means the opposite of another word.

Part 2: Task familiarisation

Aims: To demonstrate the format of Part 2 and what is needed to get the correct answer; to encourage learners to pay close attention to reference words and **cohesive devices**.

Preparation: Print out enough copies for your learners of Questions 9–11 and the three texts from the **Part 2 task**.

Steps: You can use the answers and explanations below to show learners how this exam part works either before you do the Part 2: Activity or afterwards as further practice.

Here is an example of three questions and the three texts from Part 2.

For each question, choose the correct answer.

		Martha	Karen	Delia
9	Who is planning to write a cookbook?	**A**	**B**	**C**
10	Who sells some of her food?	**A**	**B**	**C**
11	Who would like to start her own website?	**A**	**B**	**C**

Three young cooks



Martha

My mum writes cookbooks and is a great cook. I often watched her preparing meals when I was young and that's how I learned lots of things. I especially enjoyed baking and started making cakes of my own. Everybody loved them and a local newspaper actually printed some brilliant photographs of them. Then I decided to begin my own cake business. It has been really successful and in the future I'd like to have a television show about cooking.



Karen

When I was eleven, my granny said all the fast food I was eating was bad for me, so she started cooking special meals for me. They were delicious! I became interested in cooking and started watching cooking programmes on television. I'm getting quite good now and I even make dinner for my mum and dad and photograph what I make to put on the internet. I've got some good ideas now and I'm hoping to write a book for teenagers.



Delia

I actually learned to cook by watching cooking programmes on television. Now I cook for my family most days and they especially enjoy the different dishes I make from around the world. In fact, my mum likes my cooking so much she has said I should start a blog for teenagers. I am planning to do that next year and I might even make a little money from it.

Part 2: Task familiarisation

Answer key

9. ✘ Candidates might choose **A**, Martha, for the answer to Question 9 as the text mentions *writes cookbooks*, but that is a **distractor** as it refers to her mum writing.

✔ The correct answer is **B** as Karen says: *I'm hoping to write a book for teenagers*.

10. ✔ The correct answer is **A** as Martha states: *It has been really successful* – *it* here refers back to the previous sentence where she talks about beginning a cake business. ✘ Candidates might choose text **C** as Delia says she might make money, which could cause candidates to match that with *sells some of her food* in the question.

11. ✔ **C** is correct because Delia says *I am planning to do that next year* – *that* refers back to *a blog* in the previous sentence. ✘ Candidates might, however, choose text **B** as Karen speaks about putting photos on the internet, which is a **distractor**.

Go to Part 2: Activity



Part 2: Activity

Aims: To raise awareness of reference words and **cohesive devices** and to practise identifying them.

Steps:

1. Divide the class into pairs and ask your learners to tell their partner about any pets they have now or had in the past, or would like to have.
2. Feed back – ask the learners to share anything interesting they learned about their partner's pets.
3. Do a **dictogloss** with the following text: *I can't believe my friend keeps his pet fish in such a small bowl. The fish is so big. I'm sure it doesn't have enough space to swim in there! But I guess he knows what's best for it.*
4. Put the text on the board and highlight each of these words in different colours: *my friend, pet fish, small bowl*. Then ask the learners to highlight the other words in the text that refer to each of the key words. Do the first one together – elicit *his* and *he* then ask why the writer does this (to avoid repeating *my friend*).
5. Tell the learners to compare with a partner before feedback with the whole class, Highlight the answers on the board as you go. The answer looks like this:
   - *I can't believe my friend keeps his pet fish in such a small bowl. The fish is so big. I'm sure it doesn't have enough space to swim in there! But I guess he knows what's best for it.*
6. Repeat steps 4 and 5 with another suitable short text – e.g. *Another friend called Mary has a pet cat. It's black and white and is very cute. When I visit her it's always sleeping on her bed and I have never seen it run around or even move from there. It must really love that place!*

Answer: *Another friend called Mary has a pet cat. It's black and white and is very cute. When I visit her it's always sleeping on her bed and I have never seen it run around or even move from there. It must really love that place!*

Follow-up

For homework, ask the learners to write their own short texts about their partner's pet(s) using the information from step 1. At the beginning of the next lesson ask them to share what they have written, then work together and highlight any references as in step 4.

Further practice

Here is another **lesson plan** to help learners familiarise themselves with Part 2 and to practise scanning for key vocabulary.

Key terminology

A **dictogloss** is a kind of supported dictation that is great for raising awareness of grammatical structures and text cohesion.

1. The teacher reads a short text at normal speed.
2. The learners listen and take notes.
3. The teacher repeats the reading.
4. The learners form pairs and share their notes.
5. The teacher reads the text a final time.
6. In groups of four the learners produce a final written version of text. The aim is to get as close to the original as possible.

Part 3: Task familiarisation

Aims: To demonstrate the format of Part 3 and what is needed to get the correct answer; to raise awareness of the importance of identifying distractors.

Preparation: Print out copies of **Part 3 without answers**.

Steps: You can use the answers and explanations below to show learners how this exam part works either before you do the Part 3: Activity or afterwards as further practice.

Here is an example of two questions from Part 3.

For each question, choose the correct answer.

Boat-cars

Journalist James Fraser meets Tim Dutton, an engineer who builds boat-cars



A boat-car is a type of transport that can travel on rivers and lakes as well as on roads. In the early 1960s, almost 4,000 boat-cars were built in Germany. Today, boat-cars aren't very popular, but that doesn't stop Tim Dutton, a British engineer, from making them. When I meet Tim, he explains that storms are happening more often and sea levels are getting higher, so many people around the world are going to need this type of transport.

The first boat-cars were made of metal, which is heavy and gets weaker in water over time. But when Tim began building boat-cars in 1989, he used a light, cheap plastic called fibreglass. However, one thing Tim wasn't able to improve is how fast boat-cars can travel. On land, Tim's boat-cars go over 110 kilometres per hour but in water only 9 kilometres per hour.

14 Tim believes boat-cars will become popular because

A the weather is changing. **B** people like trying new things. **C** more companies are making them.

15 How are Tim's boat-cars different from the first ones that were made?

A His are faster. **B** His are lighter. **C** His are more expensive.

Answer key

14 ✔ The correct answer is **A** as *storms are happening more often and sea levels are getting higher* in the text matches *the weather is changing* in answer **A**. ✘ However, some candidates might choose the **distractor C** as the text does mention companies making them. ✘ **B** is not mentioned in the text, though it might well be true in life.

15 This question asks candidates to compare the first boat-cars (*made of metal which is heavy*) to Tim's boat cars. ✘ **A** is a distractor as *Tim wasn't able to improve how fast* ... ✘ **C** is also incorrect as the text says he uses fibreglass, which is described as *cheap*. ✔ **B** is the correct answer as the text states *he used a light, cheap plastic* ...

Part 3: Activity

Aims: To raise awareness of distractors and to help develop the ability to avoid them.

Preparation: Print out the full **Part 3 example task** or an **A2 Key for Schools Reading paper**.

Steps:

1. Write the title of the text on the board and ask learners to tell their partner what they think it will be about. This will help generate motivation to read the text and to help focus learners on the topic.
2. Feed back with the whole class and deal with any unknown or difficult vocabulary that will be needed.
3. Give one copy of the text to each learner and ask them to quickly read it and check if any of their ideas are mentioned in the text. Point out that **skimming** is a valuable skill that is needed throughout the A2 Key for Schools Reading paper so they can quickly get an idea of what a text is about.
4. Ask them to turn the text over and tell their partner what they can remember.
5. Now give out the answer sheet with the correct answers removed and explain that these are the *wrong* answers – get them to work in pairs and try to explain why the answers are wrong, referring back to the text as they do this. They might be wrong because the answer is true in reality but not mentioned in the text (e.g. example question 14B), or key words in the text appear in the question making it 'jump out'. Or perhaps the learners haven't read the whole sentence carefully and miss words like *but* or *not* (e.g. example question 15A).
6. Ask them to compare their ideas with another pair of learners before whole-class feedback.
7. Now ask them to think about what the correct answer might be and share their ideas with each other. It is surprising how often learners can guess for themselves what the correct answer is, and it can be very satisfying for them to do so.
8. Feed back with the whole class asking them to explain their ideas, before giving out the correct answers for them to see how close their guesses were.

Top tips

This Part 3: Activity is quick to prepare and helps develop reading skills rather than just testing them. After trying it with this sample, repeat the activity with other Part 3 questions later on in your course.

Further practice

Another skill that is needed for Part 3 is that of **skimming** and here is a **lesson plan** to help your learners develop it.

Part 4: Task familiarisation

Aims: To demonstrate the format of Part 4 and what is needed to get the correct answer; to raise awareness of **collocations** and the importance of knowing the precise use of words.

Preparation: Print out copies of **Part 4**.

Steps: You can use the answers and explanations below to show learners how this exam part works either before you do the Part 4: Activity or afterwards as further practice.

Here is an example of two questions from Part 4.

For each question, choose the correct answer.

Rafael Nadal, tennis star

Rafael Nadal, one of the world's most successful tennis players, is especially popular with tennis fans. He was born in 1986 on the island of Mallorca in Spain. When he was only three, his uncle Tony started teaching him to play tennis. By the age of 11, he was winning competitions all across Spain. Rafael was also an excellent footballer, but when he began having **(21)** …… with his schoolwork, his father made him **(22)** …….. between football and tennis. Rafael decided on a career in tennis.

21 **A** trouble **B** accident **C** mistake

22 **A** prefer **B** choose **C** like

Answer key

21 ✔ **A** is correct as *trouble* not only fits the meaning of the sentence (having difficulties or problems with something), it also forms a collocation with the verb *have* and the preposition *with*. *Trouble* is also an uncountable noun. ✘ **B** and **C** are incorrect because both options are countable nouns so need either the indefinite article (*a/an*) or to be plurals.

22 ✔ **B** is correct as it forms part of the collocation *make someone choose between x and y*. ✘ **A** *prefer* and **C** *like* sound similar to *choose* so are tempting, but they don't collocate with *make someone* so cannot fit in this sentence. In terms of meaning it is difficult to *make* (with the meaning here of *force*) someone either *prefer* or *like* something.

Part 4: Activity

Aims: To practise and develop understanding vocabulary in context; to practise skim-reading for general understanding.

Preparation: Print out the **Part 4 example task** or an **A2 Key for Schools Reading paper**.

Steps

1. Display a photo of Rafael Nadal and elicit who it is. Then ask your learners to tell each other what they know about him. Tell learners that by doing this before reading a text it makes them start thinking about the topic, and this will help them to understand the text.
2. Feed back with the whole class.
3. Ask the learners to read the text and to not worry or think about the gaps. Ask: *Does it mention your ideas? Did you learn anything new about him?* Get them to compare answers with their partner before a brief whole-class feedback.
4. Divide the class into two groups. Ask group **A** to look at the words *trouble*, *accident*, *mistake* and write a meaning/definition for each in no more than seven words. Let them use a **dictionary** if necessary. Group **B** should do the same with the words *prefer*, *choose*, *like*.
5. Ask students to share their answers with the other group.
6. Feed back with the whole class – elicit answers and write them on the board.
7. Give out the answer choices and tell the learners to now complete the text. Remind them they will have to think carefully about the meaning and use of the vocabulary choices in the other questions.
8. Feed back with the whole class.

Follow-up

For homework/the next lesson, ask the learners to write (in pencil) a similar short text about a famous person. Next lesson, ask them to choose six verbs in the text they wrote and erase them. They then write these words below their text and then give their text and words to another student who should write a meaning for the words and then complete the gaps correctly.

Further practice

Further practice of the skills needed for Part 4 can be found in this **lesson plan** which focuses on skim-reading and collocation.

Part 5: Task familiarisation

Aims: To demonstrate the format of Part 5 and what is needed to get the correct answer; to raise awareness of grammatical forms – for example verb forms, determiners, pronouns, etc.

Preparation: Print out the **Part 5 example task**.

Steps: You can use the answers and explanations below to show learners how this exam part works either before you do the Part 5: Activity or afterwards as further practice.

Here is an example of the first three questions.

For each question, choose the correct answer.

Write **one** word for each gap.

From:	Eloise
To:	Carmen

Thank you **(0)** …for… your email. I enjoyed hearing about your summer break. Are you still on holiday?

(25) …It…… was my mum's birthday last Saturday, so we planned a big family party. We didn't tell her, because we wanted the party **(26)** …to…… be a surprise.

On Saturday, while Mum was shopping in town, a **(27)** …lot…… of people arrived at our house. We all waited quietly in the living room until Mum got home.

Answer key

25 ✔ Here, *it* is a dummy subject (sometimes called an empty or artificial subject). Used in sentences about times, dates and the weather, dummy subjects have no real meaning, but just serve the grammatical function of a subject.

26 ✔ The verb *want* is followed by the infinitive. In this text, the answer *to* forms part of the verb pattern *want somebody/something to do something*.

27 ✔ There are four possible grammatically correct answers for this question: *lot*, *number*, *load*, *group* – any of these can form a **collocation** to complete the phrase *a … of people*. However, note that *a load of …* is an informal phrase at B1 CEFR level and not on the A2 Key for Schools vocabulary list so you may choose to not teach this collocation to your A2 learners just yet.

Part 5: Activity

Aims: To practise identifying and completing some of the parts of speech and grammatical structures that may be tested in Part 5.

Preparation: Print out the **Part 5 example task**.

Steps:

1. Put these sentences on the board:
   a) I'm glad you like your new _____ to go running.
   b) Living in Japan _____ great!
   c) _____ it rain very much?
   d) I usually _____ up at 6:30.
   e) Thank you _____ your email.
2. Tell the class you are going to play a game where they must guess the missing words.
3. Put learners into pairs or small groups. Tell them they have 3 minutes to fill some gaps with as many one-word answers that could fill the gap as possible and that it's a competition.
4. Feed back with the whole class after the time is up, giving one point for each correct suggestion and acknowledging any interesting or funny answers.
5. Ask learners to think individually how they arrived at their answers, and then discuss in pairs.
6. Feed back with the whole class, prompting learners to give reasons for their ideas by referring to the examples:
   - a) noun (*new* is an adjective and it usually goes before a noun)
   - b) *is*, *was* (*be* subject–verb agreement)
   - c) *Did*/*Does*/*Will*/*Would*/*Could* (auxiliary verb)
   - d) *get*/*wake* (part of a phrasal verb)
   - e) *for* (thank *you* + *for* = collocation, often found at the start of emails).
7. Give learners a copy of a Part 5 question and ask them to first quickly read it, not thinking about the gaps, and then tell their partner what it is about.

Part 5: Activity

8. Then ask them to complete the task – clarify that they need to think about:
   - the part of speech needed
   - the meaning of the word
   - its grammatical form
   - collocations with other words.

   Remind them this is just like the game they played at the start and that to do this task well they need to read the words before and after the gap carefully.

9. Get them to compare with a partner before feedback with the whole class – ask your learners to explain and justify their suggestions.

Further practice

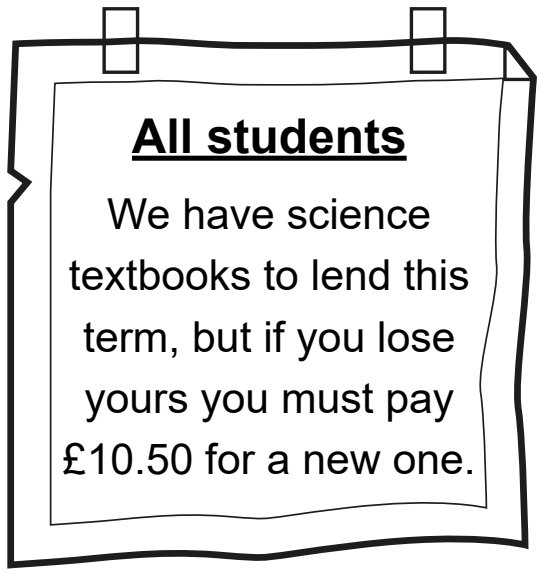
There are some more ideas for activities to help learners develop the strategies needed for Part 5 questions in this **lesson plan**.



Appendix

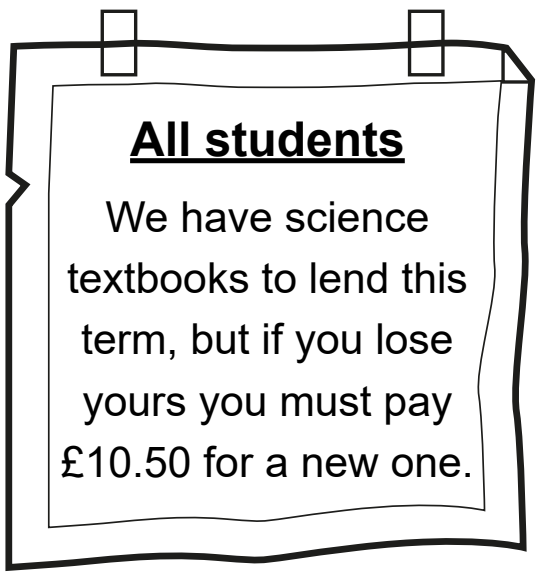
Part 1: Task familiarisation

Here is an example text from Part 1.



Here is an example of one question from Part 1.

For each question, choose the correct answer.



A All students must pay £10.50 for their science textbook this term.

B The school is planning to change the science textbook that students use.

C If you cannot find your science textbook, you will have to buy another one.

Part 2: Task familiarisation

Here is an example of three questions and the three texts from Part 2.

For each question, choose the correct answer.

		Martha	Karen	Delia
9	Who is planning to write a cookbook?	**A**	**B**	**C**
10	Who sells some of her food?	**A**	**B**	**C**
11	Who would like to start her own website?	**A**	**B**	**C**

Three young cooks



Martha

My mum writes cookbooks and is a great cook. I often watched her preparing meals when I was young and that's how I learned lots of things. I especially enjoyed baking and started making cakes of my own. Everybody loved them and a local newspaper actually printed some brilliant photographs of them. Then I decided to begin my own cake business. It has been really successful and in the future I'd like to have a television show about cooking.



Karen

When I was eleven, my granny said all the fast food I was eating was bad for me, so she started cooking special meals for me. They were delicious! I became interested in cooking and started watching cooking programmes on television. I'm getting quite good now and I even make dinner for my mum and dad and photograph what I make to put on the internet. I've got some good ideas now and I'm hoping to write a book for teenagers.



Delia

I actually learned to cook by watching cooking programmes on television. Now I cook for my family most days and they especially enjoy the different dishes I make from around the world. In fact, my mum likes my cooking so much she has said I should start a blog for teenagers. I am planning to do that next year and I might even make a little money from it.

Part 3: Task familiarisation

Here is an example of one question from Part 3.

Part 3

For each question, choose the correct answer.

Boat-cars

Journalist James Fraser meets Tim Dutton, an engineer who builds boat-cars



A boat-car is a type of transport that can travel on rivers and lakes as well as on roads. In the early 1960s, almost 4,000 boat-cars were built in Germany. Today, boat-cars aren't very popular, but that doesn't stop Tim Dutton, a British engineer, from making them. When I meet Tim, he explains that storms are happening more often and sea levels are getting higher, so many people around the world are going to need this type of transport.

The first boat-cars were made of metal, which is heavy and gets weaker in water over time. But when Tim began building boat-cars in 1989, he used a light, cheap plastic called fibreglass. However, one thing Tim wasn't able to improve is how fast boat-cars can travel. On land, Tim's boat-cars go over 110 kilometres per hour but in water only 9 kilometres per hour.

14 Tim believes boat-cars will become popular because

A the weather is changing.

B people like trying new things.

C more companies are making them.

15 How are Tim's boat-cars different from the first ones that were made?

A His are faster.

B His are lighter.

C His are more expensive.

Part 3: Example exam task – full part and answer key

Here are all five questions from Part 3.

Part 3

Questions 14–18

For each question, choose the correct answer.

Boat-cars

Journalist James Fraser meets Tim Dutton, an engineer who builds boat-cars



A boat-car is a type of transport that can travel on rivers and lakes as well as on roads. In the early 1960s, almost 4,000 boat-cars were built in Germany. Today, boat-cars aren't very popular, but that doesn't stop Tim Dutton, a British engineer, from making them. When I meet Tim, he explains that storms are happening more often and sea levels are getting higher, so many people around the world are going to need this type of transport.

The first boat-cars were made of metal, which is heavy and gets weaker in water over time. But when Tim began building boat-cars in 1989, he used a light, cheap plastic called fibreglass. However, one thing Tim wasn't able to improve is how fast boat-cars can travel. On land, Tim's boat-cars go over 110 kilometres per hour but in water only 9 kilometres per hour.

Each year, Tim sells about ten boat-cars. Almost all of his customers just want to have a good time using them. A few buy one for more important reasons – for example, to study rivers and lakes. Tim says he's also sold some to people who love sailing.

A month after visiting Tim, I decided to take one of his boat-cars for a ride. I think I looked quite normal when I drove it down a London street, but as soon as I was 'driving' along the River Thames, people stopped and laughed at me. I don't think anyone could quite believe what I was doing on a busy river.

14 Tim believes boat-cars will become popular because

A the weather is changing

B people like trying new things

C more companies are making them.

15 How are Tim's boat-cars different from the first ones that were made?

A His are faster.

B His are lighter.

C His are more expensive.

16 Tim sells most of his boat-cars to people who

A know how to sail

B study rivers and lakes

C want a fun type of transport.

17 What does the writer say about his boat-car journey on the River Thames?

A People in boats moved away from him quickly.

B He was amazed he was allowed on the river.

C People were surprised by what they saw.

18 What is the writer doing in this text?

A Describing an unusual type of transport.

B Giving people advice about which boat-car to buy.

C Explaining where Tim gets his business ideas from.

Part 3	Answer key
14	A
15	B
16	C
17	C
18	A

Part 4: Task familiarisation

Here is an example of two questions from Part 4.

For each question, choose the correct answer.

Rafael Nadal, tennis star

Rafael Nadal, one of the world's most successful tennis players, is especially popular with tennis fans. He was born in 1986 on the island of Mallorca in Spain. When he was only three, his uncle Tony started teaching him to play tennis. By the age of 11, he was winning competitions all across Spain. Rafael was also an excellent footballer, but when he began having **(21)** …… with his schoolwork, his father made him **(22)** ……. between football and tennis. Rafael decided on a career in tennis.

21 **A** trouble **B** accident **C** mistake

22 **A** prefer **B** choose **C** like

Part 5: Task familiarisation

Here is an example of three questions from Part 5.

For each question, choose the correct answer.

Write **one** word for each gap.

From:	Eloise
To:	Carmen

Thank you **(0)** …… your email. I enjoyed hearing about your summer break. Are you still on holiday?

(25) …… was my mum's birthday last Saturday, so we planned a big family party. We didn't tell her, because we wanted the party **(26)** …… be a surprise.

On Saturday, while Mum was shopping in town, a **(27)** …… of people arrived at our house. We all waited quietly in the living room until Mum got home.

Extra resources

Lesson plans and resources for teachers

- A variety of free resources for preparing learners for Cambridge English Qualifications
- Free sample exams and other preparation resources that you can give your learners.
- Webinars for teachers on different levels and different topics
- A2 Key for Schools vocabulary list
- A2 Key for Schools Handbook for Teachers
- Blog posts on Cambridge English Qualifications, different levels and exams, different skills, technology and much more.
- Kahoot! quizzes:
  - See some ready-made Kahoots for your learners
  - Watch our How to use kahoots webinar ...
  - ... or see How to play a kahoot as a challenge.
- Graded readers: Cambridge University Press has a range of books with graded language levels for you or your learners to buy.

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