

A2 Key for Schools Reading Part 4

Description

This lesson plan has been created to help students prepare for A2 Key for Schools Reading Part 4. 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 talk about hotels and jobs, and share their ideas, personal experiences and hopes for the future. Learners practise skim reading and choosing the best words to complete a text about hotel jobs. Finally, learners reflect on what they have learned and how these ideas can help them.

Time required: 60 minutes

Materials required:

- Images: Hotel staff
- Handout 1: Question matching
- Handout 2: A2 Key for Schools Reading Part 4 sample task
- Handout 3: Strategies
- Prepared presentation/PowerPoint slides

Aims:

- To discuss the topics of hotels and jobs.
- To develop the skill of skimming a reading text for important information.
- To raise learners' awareness of collocation.
- To develop learners' ability to deduce the meaning of unknown words.

Procedure

Lesson Stages	Online options
<p>Welcome students</p> <p>Welcome learners, prompt them to greet each other.</p>	<p>Ask learners to say hello to confirm they can see and hear you.</p>
<p>Lead in</p> <p>Display images and put learners into pairs/small groups. Tell learners to look at the images and make notes about the following questions::</p> <ol style="list-style-type: none"> a) Who are they? What are they doing? b) Which is the 'odd one out'? c) Which of these jobs would you be good/bad at? Why? 	<p>Add images to a shared document (googledoc or Padlet for example), asking learners to add their ideas to question (a) below each one.</p> <p>Ask learners to share answers to questions (b) and (c) in the chat. Ask a few learners with a microphone/interesting</p>

<p>Check answers to questions (a) and (b). Ask groups to share some interesting replies to (c).</p>	<p>responses to explain their ideas more fully.</p>
<p>Making and answering questions</p> <p>Give out Handout 1. Tell learners to individually match the question halves.</p> <p>Ask learners to compare and explain their answers to their partner. Check answers – ask learners to justify answers. Highlight that some words frequently go together (this is called ‘collocation’). Highlight underlined examples on handout.</p> <p>Tell learners to discuss the questions with their partners. Listen carefully and note examples (some good and some collocation errors).</p>	<p>Share handouts before the session so learners can refer to them in another window - or display them on your shared screen/whiteboard.</p> <p>Ask learners to write the full question in the chat.</p> <p>Ask each learner to choose 2 questions to answer. Allow them to think about their answer before recording it using a voice recorder, for example https://vocaroo.com/.</p> <p>Ask learners to upload their recordings to a shared document (Padlet or Flipgrid for example) before listening to each other’s, noting which question is being answered – and something interesting they learned.</p>
<p>Collocation</p> <p>Write a selection of examples of learners’ questions from the previous stage on the whiteboard. Tell pairs to identify which examples are OK (praise the learners who said them).</p> <p>Ask learners to correct the examples that contain errors (do not identify who said them).</p> <p>Ask pairs to share their ideas and correct the errors.</p>	<p>Display examples using your whiteboard.</p> <p>If you are able to safely facilitate breakout rooms, use them to allow learners to share ideas in groups. Otherwise ask learners to suggest corrections in the chat.</p>
<p>Skim reading: What is it?</p> <p>Tell learners they will quickly read a short text called ‘Wivenhoe hotel’. But they only have 10 seconds to look at it. Their first job is to find out the topic and if it is a:</p> <ul style="list-style-type: none"> • Job advertisement • Article • Email of complaint <p>Ask learners how they could do this? (<i>look at layout, the title, pictures, the type of information contained, what is it trying to do? – Give facts, promote something? Learners should not try to read every word</i>)</p>	<p>Explain the task using your microphone, or your onscreen presentation.</p>

<p>Display <u>Handout 2</u> for 10 seconds. Tell learners to compare answers in pairs. Check answers as a whole class: <i>It is a short article about a hotel school.</i></p>	<p>Display the text (<u>Handout 2</u>) on your shared screen for 10 seconds.</p>
<p>Skim reading: How is it organised?</p> <p>Tell learners they will read the article very quickly again – in just 20 seconds. This time they must identify the paragraphs that provide the following information:</p> <ul style="list-style-type: none"> a) What people do in Wivenhoe b) What people think of Wivenhoe c) What Wivenhoe is <p>Ask learners how they could do this? (<i>read the opening sentence of each paragraph, look for frequently occurring words/themes in each paragraph, ignore words they do not know, do not try and read every word</i>)</p> <p>Display <u>Handout 2</u> for 20 seconds. Tell learners to compare answers in pairs. Check answers as a whole class: (c), (a), (b).</p> <p>Explain than in 30 seconds learners have identified:</p> <ul style="list-style-type: none"> • the topic • the type of text • how it is organised <p>This helps readers to decide if they want to read it. It can also help them predict some of the words and phrases in it which makes reading easier. This exercise also demonstrates that we do not need to know every word to have a general understanding of a text.</p> <p>Give out <u>Handout 3</u>. Ask learners to complete section 1. Allow learners to consider the statements individually before discussing in pairs whether they are true or false.</p>	<p>Display questions in the chat and the text (<u>Handout 2</u>) on your shared screen for 20 seconds.</p> <p>Share handouts before the session so learners can refer to them in another window - or display them on your shared screen/whiteboard after the reading activity.</p>
<p>Developing exam strategies: Identifying possible words</p> <p>Explain that the text is from the A2 Key for Schools Reading Part 4 exam. Write on the board ‘a change’, ‘a variety’ and ‘a difference’. Elicit the part of speech (<i>noun</i>) and how the students know it is a noun and not a verb (<i>because of ‘a’ in front of it</i>).</p> <p>Tell students to describe the meanings of these words in no more than seven words – do the first one with the class as an example:</p> <p><i>a change – becoming different</i></p>	

<p>Tell learners to check in a learner dictionary: https://dictionary.cambridge.org/dictionary/learner-english/</p> <p>Ask learners if the word ‘between’ often comes after:</p> <ul style="list-style-type: none"> • ‘a change’ • ‘a variety’ • ‘a difference’. <p>When they say it after the words does it sound familiar or a bit strange?</p> <p>Ask learners which word completes the first gap: <i>difference</i>. Ask learners how they arrived at the correct answer.</p> <p>Ask learners to complete section 2 of <u>Handout 3</u>. Allow learners to consider the statements individually before discussing the order in which they followed the steps. Check answers with the whole class.</p>	
<p>Further exam practice (optional)</p> <p>Ask learners to individually complete the other gaps in the text.</p> <p>Ask learners to compare and explain their answers with a partner before checking them with the class.</p>	<p>Allow learners to complete this offline before returning to check and discuss answers.</p> <p>Create a poll (for example, https://www.mentimeter.com/) to check answers – note questions that many learners found difficult and provide further support.</p>
<p>Extension task: I’m going to...</p> <p>Ask learners to interview each other about a job they would like to do in the future. Allow them to prepare by making notes about:</p> <ul style="list-style-type: none"> • What it is • Why it interests me • The skills I’ll need • How I’ll prepare for it. <p>Tell learners to write up their notes, in a similar style to the article read in this lesson. Write a paragraph for each point.</p> <p>Ask learners to remove 6 words (leaving gaps, as in <u>Handout 2</u>) (like the exam task).</p> <p>Learners exchange papers and attempt to complete each other’s gap-fill texts.</p>	<p>Ask learners to prepare individually (skipping the interview stage).</p> <p>Tell learners to add their texts to a Padlet or googledoc (assign a different tile/page to each learner).</p> <p>Learners can then read and note their answers to their classmates’ texts – with answers clarified in the following lesson.</p>

Images



Images from unsplash.com

Handout 1: Question matching

1. Match and make the questions

(1) Where are you hoping	(a) between staying at home and a hotel? Which do you prefer?
(2) What are the main differences	(b) at a hotel in another country? Where? When?
(3) Have you ever stayed	(c) the telephone in English? Do it now!
(4) Do you know anyone who works	(d) to travel to in the future?
(5) Can you answer	(e) in the restaurant or hotel business?
(6) Do you mind people texting or speaking	(f) on the phone in restaurants? Why?

2. What are your answers?

Handout 2: A2 Key for Schools Reading Part 4 sample**Wivenhoe hotel**

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big **(19)** between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are **(20)** to get jobs in the hotel or restaurant **(21)** The students learn by helping staff in a real hotel, while their teachers **(22)** them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and **(23)** the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever **(24)** at.

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|-----------|-------------------|--------------------|---------------------|
| 19 | A change | B variety | C difference |
| 20 | A knowing | B hoping | C explaining |
| 21 | A business | B work | C career |
| 22 | A see | B look | C watch |
| 23 | A calling | B answering | C speaking |
| 24 | A entered | B stayed | C gone |

Handout 3: Strategies

Section 1: Skimming

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

1. We skim to get a detailed understanding of a text.
2. It is helpful to skim a text before reading it more carefully. It helps us understand the type of text, the topic and how it is organised.
3. We skim by starting at the beginning and carefully reading every word in a text.
4. We skim by looking at the title, the sentences at the start of paragraphs, and moving your eyes over the whole text, looking for words or themes that appear often.

Section 2: Identifying missing words

Which order did you do these steps in?

A	Choose the correct word.
B	Identify the type of word that's missing
C	Think about the meaning of the options.
D	Carefully read the sentence with the gap.
E	Look for collocations.
F	Skim read to get a general understanding of the text.
G	Read the complete sentence and paragraph.

Answers

Handout 1

1-d, 2-a , 3-b ,4-e ,5-c , 6-f,

Handout 2

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

Handout 3

Section 1

1 – F, 2 – T, 3 – F, 4 - T

Section 2

F, D, B, C, E, A, G.