

A2 Key for Schools Reading Part 1 – Reading real world texts for main message

Description

This lesson plan has been designed to help students prepare for A2 Key for Schools Reading part 1. It can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

Students attempt the exam task by learning the strategies required. They begin by revising vocabulary and looking at synonyms and antonyms. They then analyse the language in each question before attempting to complete the questions individually.

Time required: 60 minutes (can be extended or shortened as required)

Materials required:

- Prepared presentation/PowerPoint slides
- Prepared presentation/PowerPoint slide of Noughts and Crosses game
- Sample Questions (see below)

Aims:

- To analyse sample questions
- To focus on synonyms and antonyms to help find the correct answer
- To practise completing an exam question

Procedure

Lesson Stages	Online options
<p>Welcome students – ask them to say hello to confirm they can see and hear you.</p>	<p>Check that all students can hear you and that you can hear them.</p> <p>Tip: Ask students to mute their microphones when they are not talking to avoid background noise and echo.</p>
<p>Ask students if they know any words that mean the same as <u>difficult</u>. Take ideas (confirm correct answer(s) – hard)</p> <p>Ask students if they know any words that mean the opposite of <u>difficult</u>. Take ideas (confirm correct answer(s) - easy)</p> <p>Ask students to share any words they didn't know before – they could try using them in a sentence to show they understand the meaning.</p>	<p>Responses can be typed or spoken.</p> <p>You could give students 3 minutes to look up the words in an online dictionary or thesaurus.</p>

Explain that when answering questions in the Reading exam, students have to spot words with similar or different meanings. In this lesson, they will see why this important and practise this skill.

Tell students that you are going to play a game of noughts and crosses. The game is played in two teams – X and O (divide your class into two teams). Students will play the game twice.

Go through the rules with students:

- Show students the grid and explain that each box has an adjective. The goal of the game is to get 3 correct answers in a row.
- Ask one person from each team to choose a word in the grid. They must suggest a word that means the same or similar to a word in the box. If they get it right, they win the box for their team. You will indicate that on the grid with a big X or O over the word. If they get it wrong, the other team can have a guess. (You could give bonus points if students can make a sentence using the word.)
- Teams take it in turns until one team gets three in a row. They are the winners!
- Play a second time round but this time students need to suggest a word that means the *opposite* of the word on the grid.

fast	good	correct
happy	big	near
slim	easy	amazing

Some suggested answers from the A2 Key word list.

fast (<i>quick/slow</i>)	good (<i>great/bad</i>)	correct (<i>right /wrong</i>)
happy (<i>glad/sad</i>)	big (<i>large/small</i>)	near (<i>close / far</i>)
slim (<i>thin/fat</i>)	easy (<i>simple/difficult</i>)	amazing (<i>awesome/boring</i>)

Tell students the vocabulary they have just looked at will be useful for the part of the lesson which is looking at exam questions.

Display all of the notices/signs etc from the exam task without the multiple choice options.

Students take turns to play the game. Suggestions can be typed or spoken. Remember to tell students to unmute their microphones if they are going to speak.

You could set an online timer to introduce a bit more challenge to the game. Give them 30 seconds to think of the word.

The grid can be drawn on a shared whiteboard or on your presentation.

You could ask students to write

<p>Tell students to look at them and decide:</p> <ul style="list-style-type: none"> ▪ what they are (<i>sign in a shop, SMS text message, notice, etc.</i>) ▪ where they might see them (<i>in a shop, on your phone, on the wall at Adventure Park, etc.</i>) ▪ who the reader of these messages would be (<i>anyone in the shop, a friend, classmates, etc.</i>) <p>This is to introduce the types of messaging they will see in the exam.</p> <p>If you think your students might need more support – you could provide the options for them to match with the notices.</p>	<p>the numbers 1-6 in their notebooks to write down their answers. Or you could send them on a Google doc so students can collaborate to get the answers.</p>
<p>Show students Question one from the sample paper (see below). Ask students to read the sign and say where they might see it.</p> <p>Now tell them to read the three options carefully.</p> <p>Lead them through the following questions:</p> <ol style="list-style-type: none"> 1. Is a woman a child? (<i>No</i>) How are they different? 2. What does ‘needs new tyres’ mean? (<i>They have to be changed</i>) 3. Do we know how big Debbie is? (<i>No</i>) 4. Do we know why Debbie is selling the bike? (<i>No</i>) <p>So, which option is the same as part of the text in the sign? (<i>B, because the bike needs new tyres means that some parts must be changed</i>)</p>	<p>Responses can be typed or spoken.</p> <p>Tip: Give students time to think about the answers as you would in a face to face classroom. It’s ok to have periods of quiet.</p>
<p>Show students Question two with the three options.</p> <p>Ask students the following questions:</p> <ol style="list-style-type: none"> 1. Does it say anything in the message telling Ben to visit the website? (<i>No</i>) 2. Is there a question asking if Ben would like to go to the concert? (<i>No</i>) 3. Does the phrase ‘this afternoon’ mean today in the afternoon or tomorrow? (<i>today</i>) <p>So, which option is correct? (<i>C, he is asking for the money today and he has already booked the tickets</i>)</p>	<p>Responses can be typed or spoken.</p> <p>These questions could be displayed on the screen or sent in a document for students to look at and do themselves before sharing answers.</p>
<p>Ask students (if possible in pairs) to look at Questions three and four. They should follow the strategy they practised earlier.</p> <p>Allow about 3-4 minutes for this.</p> <p>Ask students to suggest answers and to explain <u>why</u> they think that answer is correct.</p> <p>Supply the correct answer and students read over the question again to check their answer.</p>	<p>If you have breakout rooms, ask them to discuss this in groups you have already organised.</p> <p>You can nominate pairs to give their answers or ask students to stand up if they want to respond.</p>

<p>Students are to complete Questions five and six individually using the strategies above.</p> <p>Get feedback and go through the answers.</p> <p>Ask students if they found that activity difficult or not. Note down their responses to help you plan for future lessons.</p>	<p>If you have breakout rooms, ask them to discuss this in groups you have already organised.</p>
<p>Flexi-stage</p> <p>Explain that you are going to play a game called ‘My cat is a..... cat’.</p> <p>You will start – My cat is an <u>angry</u> cat. One at a time, students should suggest another sentence with an adjective that starts with the next letter of the alphabet</p> <p>e.g. My cat is a <u>black</u> cat. My cat is a <u>cold</u> cat. As soon as someone says a sentence, the next student has to move on to the next letter of the alphabet.</p> <p>Praise them all for their contributions.</p> <p>Remind them to revise vocabulary like adjectives and test themselves at home.</p>	<p>Tip: Your Students might need a break, depending on the length of the lesson. Concentrating online is hard work. Think about adding in some mini games or time away from the screen.</p> <p>This could be a game to end the lesson or if you feel your students need a break in the middle of class, you could play this between any of the above stages.</p> <p>Responses can be typed or spoken.</p>
<p>Optional extension: Students could research some signs or notices for things that they are interested in (e.g. a cinema poster/a notice on a website they often visit). Students could write their own 3 options for a partner. In the next class, students can swap and answer each other’s questions.</p>	

Materials

Part 1

Questions 1 – 6

For each question, choose the correct answer.

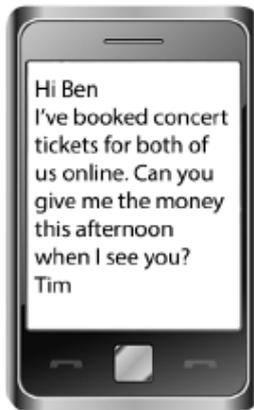
1

For Sale
Women's bicycle (small)
11 years old - needs new tyres
Phone Debbie
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



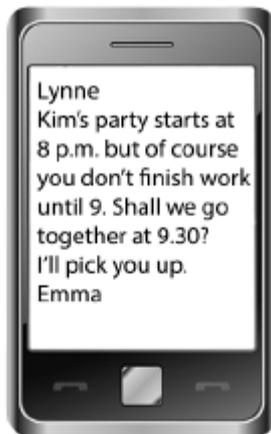
- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3



- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



Why did Sophie write this message?

- A to check if Anna has completed her homework
- B to let Anna know what they did in class today
- C to ask Anna to contact her about the homework