

## A2 Key for Schools Reading and Writing Part 7

### Teaching Online Lesson Notes

In Part 7 of the Reading and Writing test, students write a short story of 35 words or more based on three picture prompts.

#### Description of the lesson

This is a guided discovery activity to help candidates with A2 Key for Schools Paper 1 Reading and Writing Part 7. Students look at two sample answers and discuss what makes a good answer at this level. Finally, there is an opportunity for students to write their own story within a set time.

<b>Time required:</b>	35 minutes online
<b>Materials required:</b>	<ul style="list-style-type: none"><li>• Lesson handout for sharing with students and screen-sharing or copying to whiteboard, including:<ul style="list-style-type: none"><li>- example texts</li><li>- sample task</li></ul></li><li>• Internet browser to play the video in Part 1</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• to familiarise students with A2 Key for Schools Paper 1 Reading and Writing Part 7</li><li>• to raise awareness of the importance of identifying and addressing all elements of a writing task</li><li>• to raise awareness of the factors which make a good answer at A2 Key level</li></ul>

#### Lesson handout

Either before, or at the beginning of the lesson, share the lesson handout with your students.



Send the handout document as an attachment via email.



Or, if you can share documents in the chat on your platform, share the document and ask students to download a copy.



Or, if you have a files area on your platform, tell students where to find the document and ask them to download a copy.

## Welcome

Welcome students and introduce what they are going to do in the lesson.

If you're using audio or video in your class, make sure that all learners have their microphones on mute, and that they only turn them on when asked to speak.



Check that you can see all of the students and that they can see you.



Check that you can hear all of the students and that they can hear you.



Ask everyone to say hello in the chatbox so you can check that it is working and that students can use it.

## Part 1 – video warmer: familiarise students with A2 Key for Schools Paper 1 Reading and Writing Part 7

Ask students to watch [this YouTube video](#) of tips for A2 and A2 Key for Schools Reading and Writing Part 7 and answer these questions:

1. Which part of the exam is the video about?
2. What do you look at in Writing Part 7 of the exam?
3. What do you write in Writing Part 7 of the exam?
4. How many parts are there in the story?
5. How many words should you write?
6. What tense should you use in your story?



Share your browser screen showing the questions in Part 1 of the handout and play the video for students from your browser.



Or share the questions in Part 1 of the handout and the video link in the chat and ask students to watch on their own devices.



Or ask students to look at the questions in Part 1 of the handout you sent and use the video link to watch on their own devices.

## Part 1 – check understanding

Ask students to tell you what they discovered.

1. Which part of the exam is the video about? (Part 7 of the A2 and A2 Key for Schools Reading and Writing test)
2. What do you look at in Writing Part 7 of the exam? (three pictures)
3. What do you write in Writing Part 7 of the exam? (a story)
4. How many parts are there in the story? (three parts)
5. How many words should you write? (35 or more)
6. What tense should you use in your story? (past tense)



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or ask students to type their answers in the chat. You can then give an audio summary, clarifying any points.

## Part 2 – revise past simple regular and irregular verbs

Tell your students that they are going to focus on practising the past simple before they write their stories. Students play a matching game:

<https://www.gamestolearnenglish.com/past-tense-game/>

or

<https://quizlet.com/480932061/test>



Share your screen and show one of the links in Part 2 of the handout.



Or ask students to use the link in Part 2 of the handout you sent them to play the game.

## Part 2 – check understanding

Ask students about the different types of past tense verbs (regular and irregular). Elicit from students how past simple regular verbs are formed (adding 'ed' to the bare infinitive). Elicit from students the spelling rule of 'ed' endings of regular verbs:

Verbs ending in -e, you add -d.

agree → agreed

like → liked

escape → escaped

Verbs ending in a vowel and a consonant, you usually double the consonant which is before ed.

stop → stopped

plan → planned

Verbs ending in consonant and -y, you take away the y and add -ied.

try → tried

carry → carried

Verbs ending in a vowel and -y, you add -ed.

play → played

enjoy → enjoyed



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, students can give answers in the chat. Talk about what they write, ask follow-up questions and clarify any points.

### Part 3 – raise awareness of the importance of identifying and addressing all elements of a writing task and raise awareness of the factors which make a good answer at A2 Key level

Ask students to look at the pictures from the sample test and the 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.

Ask students to decide which is the better answer. Tell them to look at these questions to help them decide:

1. Are all three pictures mentioned in their story?
2. Is it easy to understand what the writer means?
3. Is it written in the past simple/continuous tense?
4. Are there any good words or phrases?
5. Are any linking words used?

#### Question 32

Look at the three pictures.  
Write the story shown in the pictures.  
Write 35 words or more.



A

Four people went to a picnic and they sit by a lake. They ate food and drank drinks. Two of people are kids. Kids going to swim so Parents was sawing their kids. Then they went to home.

B

Last Saturday I went to a picnic with my friends. First, we put the fruits, sandwich and orange juice in my bag, then we went. When we arrived at the camping, we ate on the floor. then Tom and Lucy went to the lake and Michel and me saw them



Share your screen and show the questions and pictures in Part 3 of the handout.



Or ask students to look at Part 3 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task. They can add their answers to the chat while they are in breakout rooms.

### Part 3 – check understanding

Check the answer to the question: Which is the better answer? (B)

Go through the reasons why answer B is a better answer than A.

1. Are all three pictures mentioned in their story?

*Sample answer A: no, the first picture is not mentioned in the story*

*Sample answer B: yes, all the pictures were included*

2. Is it easy to understand what the writer means?

*Sample answer A: the story is easy to follow, except for 'parents was sawing their kids'*

*Sample answer B: yes, the reader can easily understand the whole story*

3. Is it written in the past simple/continuous tense?

*Sample answer A: yes, some verbs are in the past simple; an attempt has been made at the past continuous*

*Sample answer B: yes, all the verbs are in the past simple*

4. Are there any good words or phrases?

*Sample answer A: yes, some good lexis: picnic, lake, swim, ate food, drank drinks*

*Sample answer B: yes, some good food lexis: bag, fruit, orange juice, lake, floor*

*Vocabulary is generally used appropriately and the small grammar mistakes create no difficulty for the reader.*

5. Are any linking words used?

*Sample answer A: yes, basic linkers 'and' and 'then'*

*Sample answer B: yes, simple linkers which connect the pictures well: 'First', 'then', 'when', 'and'*

Draw students' attention to the length of the answers. In Part 7, candidates are advised to write between 35 and 45 words. They should write at least 35 words or they could lose marks as they may not have 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.

You can refer to the General Mark Scheme in the A2 Key for Schools Handbook for Teachers for further information:

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

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



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

## Part 4 – practise completing a plan for Part 7 of the Writing test

Tell students that they are going to complete the example writing task. Tell them that they will start by planning what they will write about. Tell them that they have 3 minutes to write key words related to the three pictures. Tell them that when writing the draft, they should not write in full sentences, but instead they should write just key words and remind them to make sure that they cover all the three pictures.

### Question 32

Look at the three pictures.  
Write the story shown in the pictures.  
Write 35 words or more.



First you should plan your story, writing only 3–5 words for each picture. Then use your ideas to write the full story.

Plan

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Share your screen and show the pictures and the plan in Part 4 of the handout. Students can write their words on a piece of paper, a Word document, a Google Doc or a board, or they can use a writing app such as [Sketchpad](#) or [Padlet](#) to type their answers.



Or ask students to look at Part 4 of the handout you sent them and write their words on a piece of paper, a Word document, Google Doc or a board, or they can use a writing app such as [Sketchpad](#) or [Padlet](#) to type their answers.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task. They can add their answers to the board if you share your screen or they can add answers to the chat while they are in breakout rooms.

### Part 4 – check understanding

Ask students to share their words, for example:

picnic friends bag fruit sandwiches	park lake sat ate talked drank	two swam lake two watched
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Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or ask students to type their answers in the chat and then give an audio summary, clarifying any points.

### Part 5 – practise completing a Part 7 writing task

Tell students that they are going to write their story. Set a time limit of 7 minutes to write the full story. This time they should use the words from their plan to write full sentences for each of the pictures. They should write at least 35 words.

#### Question 32

Look at the three pictures.  
Write the story shown in the pictures.  
Write 35 words or more.



Write your full story here. Remember to write 35 words.




Share your screen and show the questions and text in Part 5 of the handout. Students can write their stories on a Word document, Google Doc, or a board, or they can use a writing app such as [Sketchpad](#) or [Padlet](#) to type their answers.



Or ask students to look at Part 5 of the handout you sent them and write their stories on a Word document, Google Doc or a board, or they can use a writing app such as [Sketchpad](#) or [Padlet](#) to type their answers.

### **Part 5 – check understanding**

Look at students' completed stories. Use the General Mark Scheme in the A2 Key for Schools Handbook for Teachers to help you to mark their stories and give them feedback.