

A2 Key for Schools Reading Part 5

Description

This lesson plan has been created to help students prepare for A2 Key for Schools Reading Part 5. 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 features of their daily life and those that may differ in other countries. Learners explore, apply, and then reflect upon a series of strategies for successful completion of A2 Key for Schools Reading Part 5. These involve skim reading and intensive reading while drawing upon their knowledge of grammar, collocation, syntax and fixed/semi-fixed phrases.

Time required: 60 minutes

Materials required:

- A2 Key for Schools Reading Part 5 sample task
- Key exam information handout
- Exam strategies handout
- Prepared presentation/PowerPoint slides

Aims:

- To discuss features of everyday life and how these differ in other countries.
- To develop the skill of skimming a reading text for important information.
- To develop learners' ability to read for detail
- To develop strategies for A2 Key for Schools Reading Part 5.

Procedure

Lesson Stages	Online options
Welcome students	Ask learners to say hello to confirm they can see and hear you.
Lead in If you have lived in another country, show learners some pictures that represent your time there. Elicit what they can see – and what the connection between them could be (that you lived there). If you haven't lived in another country, show pictures of somewhere you would like to live.	Students unmute their audio so all students can hear each other and share ideas. They can also type their responses in the chat box.
Ask learners to each write down the name of a country they have lived in, or would like to live in. Then ask learners to make notes about the main similarities and differences between that country and their own. Put learners into small groups (containing learners who have written about different countries) and ask them to share their ideas. Afterwards ask learners to briefly summarise the differences or similarities between the	Learners in smaller classes may share ideas using their microphone and benefit from the speaking practice. Consider allowing learners in larger classes to share ideas through the

<p>countries they made notes about.</p> <p>Explain that everyone will use their notes later in the lesson, so don't worry if they don't share them during this stage.</p>	<p>platform's chat function as that enables everyone to participate.</p> <p>If you are able to safely facilitate breakout rooms, use these for groupwork. Otherwise choose a few learners to share their ideas in the chat.</p>
<p>Explain that learners will read a text about moving to a different country. It was written by someone called Anita.</p> <p>Give learners time to consider what topics Anita might have written about (they may have discussed some of these in the last activity). Record these on the board.</p> <p>Elicit the benefits of considering a topic before reading or listening about it:</p> <ul style="list-style-type: none"> • It helps you remember what you already know about a topic, which helps you to predict what you may hear or read. • This can make it easier to understand the text and motivate you to read it. 	<p>If possible, enable learners to 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>Preparing to skim</p> <p>Explain that learners will read the text. They will have 30 seconds to read it and answer 4 questions.</p> <p>Before looking at the text and the questions, show learners the following statements:</p> <p>When skimming, I need to:</p> <ol style="list-style-type: none"> 1. understand everything? (False) 2. get a general understanding of the text? (True) 3. read every word slowly and carefully? (False) 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 (True) 5. I skim texts in my first language when... <p>Allow learners to consider the statements individually before discussing in pairs whether they are true or false.</p>	<p>Explain the task using your microphone, or your onscreen presentation.</p> <p>Create a poll (for example, https://www.mentimeter.com/) incorporating skimming statements 1-4. Get students to respond, indicating whether the statements are true or false.</p> <p>Prompt learners to share examples of when they skim in the chat (for example if they are looking up times for a film at the cinema).</p>
<p>Skim reading</p> <p>Show students the questions they will need to answer:</p> <ul style="list-style-type: none"> • What kind of text is it? (<i>an email</i>) • Why has Anita written it? (<i>to keep in touch with someone who moved to Canada and learn about what it's like there</i>) • What might her relationship with the reader be? (friend/family) • Does she write about any of the topics you predicted? 	<p>Show the text for a limited time</p>

<p>1. Display text for 30 seconds as learners skim.</p> <p>2. Tell learners to share their answers and where they were found, in pairs.</p> <p>3. Teacher to elicit answers.</p> <p><i>Highlight that in 30 seconds learners have identified that the text is an informal email, about a specific topic – and this helps readers to predict some of the words and phrases that are likely to be used.</i></p>	<p>using your platform's screen-share function – or share it with them beforehand.</p> <p>Manage feedback by posting questions one-by-one in the chat, give learners time to think and respond between each one.</p>
<p>Exam knowledge</p> <p>Explain that the text is from A2 Key for Schools Reading Part 5.</p> <p>Give learners the 'Key exam information' handout. Instruct learners to complete it based upon their current knowledge of the exam.</p> <p>Prompt learners to compare answers. Do not confirm correct answers as learners will discover these themselves and can update the handout later in the lesson.</p>	<p>Copy and paste the first statement from the 'Key exam information' handout into your platform's chat.</p> <p>Give learners time to share their answers, before repeating with the other questions.</p>
<p>Developing exam strategies: Identifying possible words</p> <p>Explain that in this task learners must identify the missing words from a text.</p> <p>Put learners into pairs or small groups. Tell them they have 5 minutes to fill some gaps with as many individual words that could fill the gap as possible. They will be competing against other groups.</p> <p>Display sentences 1-5:</p> <ol style="list-style-type: none"> 1. I'm glad that you like your new _____. 2. Living in Spain _____ great! 3. _____ it rain very much? 4. I usually _____ up at 7.30am. 5. Thank you _____ your email. <p>Manage feedback from groups, awarding one point for each correct suggestion (lots of points available for question 1!). Acknowledge interesting and funny answers.</p> <p>Ask learners to think individually how they arrived at their answers, then discuss in pairs. As you manage feedback, prompt learners to give reasons their ideas by referring to the examples:</p> <ol style="list-style-type: none"> 1. noun / object pronoun 2. is, was ('be' subject-verb agreement) 3. Did / Does / Will / Would / Could (auxiliary verb - with 3rd person S) 4. get / wake (part of a phrasal verb) 5. For (thank you + for = collocation / part of a semi-fixed expression, often found at the start of emails). <p>Clarify they need to think about:</p> <ul style="list-style-type: none"> • the meaning of the word 	<p>If possible display the questions one-by-one using your platform's whiteboard.</p> <p>Instead of competing in groups, ask learners to share suggested answers in the group chat.</p> <p>Elicit ideas from learners and provide feedback on each question: the types of words that could be correct – and how learners know that.</p>

<ul style="list-style-type: none"> the part of speech needed the grammatical form is it part of a combination of words that often go together? <p>For example, if it is an auxiliary verb, which tense does it need to be? Singular or plural? To answer this, learners need to carefully read the surrounding text.</p>	
<p>Practising exam strategies: Identifying possible words</p> <p>Repeat the previous task with the following sentences. Prompt learners to use the strategies identified:</p> <ol style="list-style-type: none"> Are you _____ Japanese lessons? How about the students in _____ new school? I'm glad you like _____ new house. _____ you having Japanese lessons? I've got _____ go now <p>Check answers, award points for correct suggestions. Prompt learners to explain how they identified possible words.</p>	<p>If possible, display the questions one-by-one using your platform's whiteboard.</p> <p>Instead of competing in groups, ask learners to share suggested answers in the group chat.</p> <p>Elicit ideas from learners and provide feedback on each question: the types of words that could be correct – and how learners know that.</p>
<p>Display the following sentences. Ask learners whether they contain any errors (no)</p> <ul style="list-style-type: none"> Living in Spain is great! Living in Spain sounds great! I'm glad you like your new house. I'm glad you like my new house. <p>Put learners into groups, and allocate a sentence to each group, asking them to think of a situation in which that sentence could be used.</p> <p>Manage feedback. Ask learners how that is relevant to gap-fill tasks like this?</p> <p><i>To be successful, they must do more than make a single sentence grammatically correct. It should fit with the whole text so carefully read the information around the gap, but also consider information from the whole text.</i></p>	<p>Create a collaborative document (googledoc or Padlet), with each of the 4 sentences in a different area.</p> <p>Give learners time to contribute plausible contexts to each one (multiple answers are possible). Acknowledge particularly interesting and funny answers while managing feedback.</p>
<p>Exam strategies</p> <p>Give learners the 'Exam strategies' handout. Ask them to complete it individually before checking answers in pairs.</p> <p>Elicit/clarify the correct answers and then give learners the 'sample task' handout.</p> <p>Ask learners to complete the task individually before checking in pairs – explaining how they arrived at each answer.</p> <p>Elicit answers. Ask learners to justify their answers with reference to the text.</p>	<p>Share an editable version of the handout before the session.</p> <p>Upload the handout or email it to students. Students could also read the task onscreen and write their answers in their notebooks.</p> <p>Create a poll (for example,</p>

<p>Tell learners to update their 'Exam information' handout.</p>	<p>https://www.mentimeter.com/ incorporating statements from the 'Key exam information'. Get students to respond, indicating whether they are true or false.</p> <p>Elicit reasons for false answers using chat.</p>
<p>Task reflection</p> <p>Ask learners to consider and make notes about the following questions.</p> <ol style="list-style-type: none"> How confident do you feel about this exam task? What does the task assess? How could you prepare for this task? How will this improve other areas of your English and communication? <p>Learners then discuss their answers in pairs or small groups, noting additional potential solutions.</p> <p>Potential solutions:</p> <ul style="list-style-type: none"> Reading a variety of texts can be helpful. Notice expressions that are commonly used in different texts (For example - <i>greetings at the start of emails</i>). When learning new words, record how they are used in a sentence. When learning new words, record other words they commonly go with. Review sentence structure and the order that different types of words appear. These steps will help develop vocabulary, grammatical accuracy and range. This can help learners communicate their ideas more clearly and effectively when writing and speaking. 	<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>Create a shared collaborate document where learners can contribute ideas about:</p> <p>What do I need to do well to be successful?</p> <p>How can I develop that knowledge/skills?</p> <p>How will that help other areas of my English?</p>
<p>Extension task: writing and further exam practice.</p> <p>Give out the 'You do it' sheets.</p> <p>Tell learners to imagine they are living in the country they described at the beginning of the lesson. Referring to their previous notes about life in that country write an email reply but leaving 6 gaps (like the exam task).</p> <p>Learners exchange papers and attempt to complete each other's gap-fill texts.</p>	<p>Tell learners to add their 'emails' 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 checked in the following lesson.</p>

Materials

A2 Key for Schools Reading Part 5

Sample paper

Questions 25 – 30

For each question, write the correct answer.
Write **one** word for each gap.

Example:

0	for
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From:	Anita
To:	Sasha

Thank you **(0)** your email. Living in Canada sounds really great! I'm glad that you like **(25)** new house. What's the weather like? **(26)** it very cold in Canada? Does it snow every day?

I heard that a **(27)** of Canadians speak two languages – English and French. Are you having French lessons? Do you watch programmes **(28)** TV in French too?

How about the students in your new school? Are **(29)** friendly? And send some photos too – I would like to know more about them.

I've got **(30)** go now, but I'll write again soon.

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?
Texts could be emails, postcards, short letters or messages that learners may write themselves.	
The questions are all multiple choice.	
There are 6 questions.	
Spelling is not important.	
Only ONE word can be used to fill each gap.	
This part tests your knowledge of grammar, common expressions and words that frequently appear together.	

A2 Key for Schools Reading Part 5

Exam strategies

Put the suggested steps for completing Reading Part 5 in the correct order.

What should I do?

A. Skim the text to understand the type of text it is, the topic, how formal it is, and the information it contains.

G. Complete the answer sheet. Guess any words you are not totally sure about.

B. Choose the correct answer. If you are not sure, note what you do know (the type of word).

C. Look at the first gap, read the sentence carefully and decide what kind of word it is – or if it is part of a fixed phrase.

D. Read the whole text more carefully.

E. Read the paragraph carefully to help you understand the situation better.

F. Repeat the process with questions 26-30.

A2 Key for Schools Reading Part 5

You do it

Imagine you are living in the country you described at the beginning of the lesson. Your friend has emailed you, asking what life is like for you there.

Reply to your friend, but leave 6 gaps. Try to leave different gaps to Anita's email.

From:	
To:	
<p>Thank you for your email...</p>	

When you have finished, exchange texts with another student. Use the exam strategies and try to complete the gaps.

Answer key:

Sample test

- 25. your / the
- 26. is
- 27. lot
- 28. on
- 29. they
- 30. to

Key exam information

Exam information	True or false?
Texts could be emails, postcards, short letters or messages that learners may write themselves.	True
The questions are all multiple choice.	False – learners need to fill the gaps in a text. No options are given.
There are 6 questions.	True
Spelling is not important.	False – spelling must be correct.
Only ONE word can be used to fill each gap.	True.
This part tests your knowledge of grammar, common expressions and words that frequently appear together.	True

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.

D. Read the whole text more carefully.

C. Look at the first gap, read the sentence carefully and decide what kind of word it is – or if it is part of a fixed phrase.

E. Read the paragraph carefully to help you understand the situation better.

B. Choose the correct answer. If you are not sure, note what you do know (the type of word).

F. Repeat the process with questions 26-30.

G. Complete the answer sheet. Guess any words you are not totally sure about.