

A2 Key Paper 1 Reading and Writing Part 5 – Teacher’s Notes

Description

In this activity students are given a modified exam task with guidance on the type of words that are missing. After group work to complete the gaps, students think about how to approach this task and some of the issues they need to consider. Finally, they practise completing a grammatical cloze within a set time.

Time required: 35 minutes

Materials required:

- Student handout 1
- Sample task (Student handout 2)
- Follow-up activities (optional) Student handout 3 and 4
- 6 small pieces of paper per student
- 6 paperclips per group of 4/5 students

Aims:

- to familiarise students with A2 Key Paper 1 Reading and Writing Part 5
- to suggest a strategy for completing this task type
- to practise identifying the types of words tested

Procedure

1. Explain to students that they will be doing Part 5 of the A2 Key Paper 1 Reading and Writing exam. Tell your students they are going to read a short email written by a girl called Maria. Point out that the message is similar to the texts that appear in A2 Key Reading and Writing Part 5. These are based on emails, postcards, short letters or messages that A2 Key candidates are likely to write themselves.
2. Write ‘holiday’ on the board and ask your students in pairs to discuss things associated with holidays e.g. hotels, beaches etc. Elicit their answers and write them on the board.
3. Give out **handout 1** and ask your students to read the email to see how many of their ideas are mentioned in the email. Tell them that at this stage they are not focusing on the gaps in the exercise. Set a time limit of 2 minutes. Allow your students to pair check their answers before open class feedback.
4. Draw the learners’ attention to the gaps and the words in brackets after them. Point out that the words in brackets are tips to help students choose the best answer. Remind them that in the

exam task, there won't be any tips and they need to identify the word class for themselves. Check that students understand the meaning of the words in brackets by eliciting examples and writing them on the board

- *to, from, at* (preposition)
- *was, be, are* (verb – note the different tenses, infinitive form, singular or plural; students must think about these points. There may also be a participle.)
- *and, because, so* (conjunction)
- *it, yours, him* (pronoun – again, students must think about singular or plural, object, possessive etc.)

5. Divide your class into groups of 3 or 4 students. Give each student six small pieces of blank paper and six paperclips per group. Tell the students to number the papers 1–6.
6. Individually (or in pairs within the group), students read the text and decide on a word to go in each gap, using the clues to help them. They should write the answer to each gap on one of the pieces of paper. When they've all written their answer to a gap, one of the group members clips the answers together.
7. When all questions have been answered, the groups pass their papers one or two groups to the left, so each group receives the answers from a different group. They should now look at the other group's answers to each question, one by one, and decide which of the answers they agree with and why. If they don't think any of the answers are right, they can ask for another piece of paper and write their suggestion on it. Monitor and make a note of the reasons students gave for an answer being right or wrong.
8. When they have finished, each group should have one answer only for questions 1–6. These should be returned to the original group. Now check through the answers to each gap with the whole class. Discuss the reasons for any variations in answers. You could give points for each correct answer to add a competitive edge.
9. Ask: What do you need to think about for each gap to get the right answer? Give examples of some of the reasons that students gave in step 5: the meaning of the word; the part of speech needed; the grammatical form (for example, if it is an auxiliary verb, which tense does it need to be? Singular or plural?)
10. Ask your students how they did this task: did they read the first part of the first sentence, decide on an answer for the gap, then read on a little, answer the second gap, and so on? Or did they read the whole text first, consider some answers as they read, then go back and start completing the gaps? Point out that it may be helpful to read the whole text first, and that students may need to think about the whole text to fill a gap correctly, not just what is immediately before and after it.

11. Give out copies of the sample task (**Handout 2**). Allow a few minutes for students to look through, and then make the points below. You could present the points in a number of ways: 1) dictate these to students so they have a written record of the points, 2) type them on a handout, 3) type them on a handout with key words missing for students to fill in, 4) write them on the board, 5) make this into a quiz to see if students know the answers already.
- there are six gaps in the Part 5 text, plus one example
 - students are not given any help on the type of word that is needed
 - Lots of the gaps are words such as pronouns auxiliary verbs, prepositions, conjunctions etc.
 - there may be more than one correct answer (see the **Answer key** for questions 25, 26, 29 and 30) but candidates should only write one word to go in each gap. If they write more than one word, they will not get the mark
 - all the answers must be spelt correctly.
12. Ask your students to complete the sample task, using the tips and ideas discussed in steps 9 and 10 above. Set a time limit of 10 minutes to do this. Allow your students to pair check afterwards and monitor so you know what the problematic answers are. Elicit the answers in open class feedback (see **Answer key**).

Suggested follow-up activity

1. Tell your students that they must now imagine that they are on holiday and that they are going to write a similar email to a friend. They should use the sample text as a model, but the information they give should be about them. To differentiate the task, weaker students can leave three gaps and stronger students six gaps. The five or six words they choose for the gap should also, where possible, be different. Explain to students that they do not have to write the type of word in brackets after the gap. Put each student with a partner. Students exchange their texts with their partner and try to fill in the gaps. When they have finished, students return their texts to their partners. Each student then marks the answers that their partner has given.
2. Practise using the answer sheet. Photocopy it and ask students to fill in their answers to Part 5.

Answer key

Student handout 1

1. and
2. to
3. a
4. at
5. play
6. you

Sample Test

Student handout 2

25. a the
26. in during
27. of
28. go
29. play watch
30. when after

From:	Maria
To:	John

I hope you (0) **are** [auxiliary verb] well. I'm having a great holiday here in Italy. Our hotel is very nice (1) [conjunction] there are a lot of good restaurants near it.

Yesterday morning, we went to a beautiful beach. We had (2) [preposition] leave before lunch because it was very hot. We went to (3) [article] party in the evening in the centre of the town. Everyone had a good time and we got back (4) [preposition] midnight. Tomorrow we want to go on a jet ski or (5) [verb] volleyball.

I'll show (6) [pronoun] my photos when I get back.

See you soon,
Maria

A2 Key Paper 1 Reading and Writing Part 5

Student handout 2

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

Example:

0	you
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From:	Maria
To:	John

I hope (0) are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) the evening in the centre (27) the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) on a boat trip or (29) tennis.

I'll show you my photos (30) I get back.

See you soon,

Maria

A2 Key Paper 1 Reading and Writing Part 5


Student handout 3

Follow-up activity

Now imagine you are on holiday and are going to write a similar email to a friend but leave 5 or 6 gaps. Try to leave different gaps to the text above.

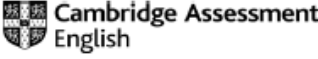
From:	
To:	
Thank you for your email ...	

When you have finished, change texts with a partner. Complete the gaps in the text that your partner gives you.



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OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE Page 1 of 2



Candidate Name	<input style="width: 95%;" type="text"/>	Candidate Number	<input style="width: 95%;" type="text"/>
Centre Name	<input style="width: 95%;" type="text"/>	Centre Number	<input style="width: 95%;" type="text"/>
Examination Title	<input style="width: 95%;" type="text"/>	Examination Details	<input style="width: 95%;" type="text"/>
Candidate Signature	<input style="width: 95%;" type="text"/>	Assessment Date	<input style="width: 95%;" type="text"/>


Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here

Key Reading and Writing Candidate Answer Sheet

Instructions
 Use a PENCIL (B or HB).
 Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3 and 4:
 Mark ONE letter for each answer.
 For example: If you think A is the right answer to the question, mark your answer sheet like this:

For Part 5:
 Write your answers clearly in the spaces next to the numbers (25 to 30) like this:


0 A B C

Write your answers in CAPITAL LETTERS.

Part 1	Part 2	Part 3	Part 4
1 A B C	7 A B C	14 A B C	19 A B C
2 A B C	8 A B C	15 A B C	20 A B C
3 A B C	9 A B C	16 A B C	21 A B C
4 A B C	10 A B C	17 A B C	22 A B C
5 A B C	11 A B C	18 A B C	23 A B C
6 A B C	12 A B C		24 A B C
	13 A B C		

Part 5	Do not write below here	Do not write below here	Do not write below here
25 <input style="width: 95%;" type="text"/>	25 1 0	28 <input style="width: 95%;" type="text"/>	28 1 0
26 <input style="width: 95%;" type="text"/>	26 1 0	29 <input style="width: 95%;" type="text"/>	29 1 0
27 <input style="width: 95%;" type="text"/>	27 1 0	30 <input style="width: 95%;" type="text"/>	30 1 0

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