

## A2 Key for Schools Reading and Writing Part 1

### Teaching Online Lesson Notes

In Part 1 of the Reading and Writing test, students read six short real-world texts for the main message.

#### Description of the lesson

In this activity, students will identify different types of texts. They will practise scanning for specific information. Finally, they are given the rest of the sample task from the exam to complete within a set time.

<b>Time required:</b>	30 minutes online plus some follow-up
<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>- multiple-choice questions</li><li>- sample task</li><li>- follow-up activity (optional)</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 1</li><li>• to highlight the importance of identifying context</li><li>• to practise the scanning skills of looking for specific words</li><li>• to practise paraphrasing and understanding gist</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 1

Ask students to watch [this YouTube video](#) of tips for A2 and A2 Key for Schools Reading and Writing Part 1 and answer these questions:

1. Which part of the exam is the video about?
2. What do you have to look at in the exam?



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 1 of the A2 and A2 Key for Schools Reading and Writing test)
2. What do you have to look at in the exam? (Students read six short real-world texts for the main message)



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



Choose students to answer orally. Explore further if necessary.

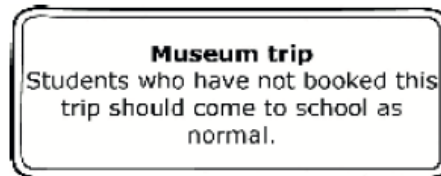


Or ask students to type their answers in the chat. You can then give an audio summary, clarifying any points.

## Part 2 – Highlight the importance of identifying context

Show the first notice and ask students:

1. 'What is it? Is it an article, a notice or an email?'
2. How do you know?'



Share your screen and show the questions and text in Part 2 of the handout.



Or ask students to look at Part 2 of the handout you sent them.



You can ask students to type their answers in the chat.

## Part 2 – Check understanding

1. Ask students what the text is. Is it an article, a notice or an email? Elicit the answer – it's a notice.
2. Ask students how they know it is a notice. Elicit that it has a heading, it uses formal language, there are no contractions and it is giving information.



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



Choose students to answer orally. Explore further if necessary.

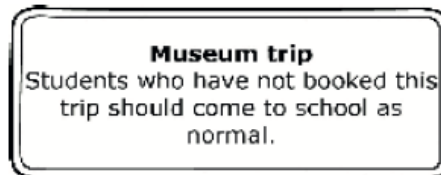


Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

### Part 3 – Highlight the importance of identifying context

Ask students to look at the text again.

1. Where might you see this notice?
2. Which words in the text helped you to answer the questions about the text?



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



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



You can ask students to type their answers in the chat.

### Check understanding Part 3

Ask students to answer the questions:

1. Where might you see this notice? Elicit the answer – in a school
2. Which words in the text helped you to answer the questions about the text? Elicit students, school, trip.



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 identifying context


Ask students to look at the texts in Part 4 and answer the questions:

1. Match the words in the text box below to each text, A–F.
2. How do you know what type of text each is?

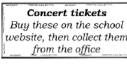
text message	notice	email	sign
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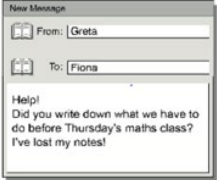
A \_\_\_\_\_




B \_\_\_\_\_



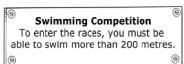
C \_\_\_\_\_




D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_





Share your screen and show the questions and text in Part 4 of the handout.



Or ask students to look at Part 4 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 4 – Check understanding

Elicit answers (A – sign, B – notice, C – email, D – text message, E – notice, F – sign).

Elicit features of each text:

Emails and text messages	Signs	Notices
'to' and 'from' contractions names of people paragraphs opening and closing	formal language no contractions giving orders	formal language no contractions giving information has a heading



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



Choose students to answer orally. Explore further if necessary.

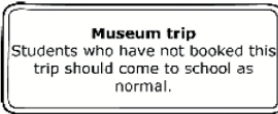


Or ask students to type their answers in the chat and then give an audio summary, clarifying any points.

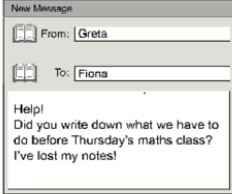
## Part 5 – Practice matching the texts and questions

Show students the multiple-choice questions for each of the three texts and ask students to match them to the texts.

<p>A. Go upstairs if you want to:</p> <p>A buy a dress for a party. B pay less for something to read. C find a game for a teenager.</p>	<p>B. A Greta has forgotten when the next maths class is. B Greta hopes Fiona will help her find her maths notes. C Greta wants to know what the maths homework is.</p>	<p>C. A Students not going on the trip cannot have a day off school. B Students have to decide today if they would like to join the trip. C Students going on the trip must come to school first.</p>
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1.  **Museum trip**  
Students who have not booked this trip should come to school as normal.

2.  **Now on first floor:**  
*Women's sports clothes*  
*Toys for 0-12 year olds*  
*Half-price books*

3.  **New Message**  
From: Greta  
To: Fiona  
Help!  
Did you write down what we have to do before Thursday's maths class?  
I've lost my notes!



Share your screen and show the questions and text in Part 5 of the handout.



Or ask students to look at Part 5 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.

## Check understanding Part 5

Elicit answers: A – 2, B – 3, C – 1



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 6 – Practise paraphrasing and understanding gist

1. Ask students to choose the most important vocabulary in the Museum trip notice and the multiple-choice options.
2. Ask students which sentence in the multiple-choice options is most similar to the Museum trip notice.

<p style="text-align: center;"><b>Museum trip</b> Students who have not booked this trip should come to school as normal.</p>	<p>C.</p> <p>A Students not going on the trip cannot have a day off school.</p> <p>B Students have to decide today if they would like to join the trip.</p> <p>C Students going on the trip must come to school first.</p>
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Share your screen and show the questions and text in Part 6 of the handout.



Or ask students to look at Part 6 of the handout you sent them.



You can ask students to share answers or ideas in the chat.

## Check understanding Part 6

1. Choose the most important vocabulary in the Museum trip notice and the multiple-choice options. Elicit answers:  
Text: Students / not booked / trip / come to school / normal  
A: Students / not going / trip cannot have / day off school  
B: Students / decide / today / like to join / trip  
C: Students / going on / trip / come to school first
2. Which sentence in the multiple-choice options is most similar to the Museum trip notice?
3. Elicit paraphrased sections: not booked = not going; come to school / normal = cannot have day off school.



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



Choose students to answer orally. Explore further if necessary.


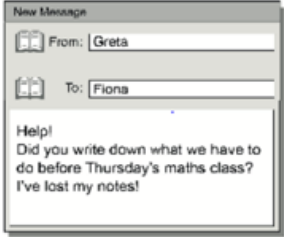


Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

## Part 7 – to practise paraphrasing and understanding gist

Ask students to choose the most important vocabulary in the other texts and the multiple-choice options.

A. Go upstairs if you want to: A buy a dress for a party. B pay less for something to read. C find a game for a teenager.	B. A Greta has forgotten when the next maths class is. B Greta hopes Fiona will help her find her maths notes. C Greta wants to know what the maths homework is.
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2.  3. 



Share your screen and show the questions and text in Part 7 of the handout.



Or ask students to look at Part 7 of the handout you sent them.



You can ask students to type their answers in the chat.

## Part 7 – Check understanding

Choose the most important vocabulary in the other texts and the multiple-choice options.  
Elicit the paraphrased examples:

### Shop sign

Text: first floor / women's sports clothes / toys / 0–12 / half-price books

A: buy / dress / party

B: pay less / something / read

C: find / game / teenager

### Email

Text: you write down what / have to do / Thursday's Maths class / lost / notes

A: forgotten when / next maths class

B: Fiona will help / find maths notes

C: Greta wants / what the maths homework is



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.

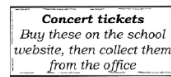


## Part 8 – Practise completing A2 Key for Schools Paper 1 Reading and Writing Part 1 task quickly

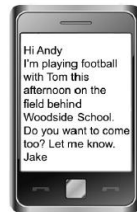
Give each student the sample task and give them 3 minutes to complete it.

### Sample task

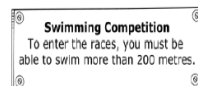
For each question, choose the correct answer.



- A Pay for tickets online before picking them up at school.
- B Check the website for information about when tickets will be available.
- C Let the office know soon if you are planning to buy tickets.



- What should Andy do?
- A Invite some friends to play football
  - B Tell Jake if he can join him later
  - C Show Tom where Woodside School is



- A Swimmers at all levels can enter this competition.
- B This competition is for people who can swim over 200 metres.
- C The races in the competition will be 200 metres long.



Share your screen and show the questions and text in Part 8 of the handout.



Or ask students to look at Part 8 of the handout you sent them.

## Part 8 – Check understanding

Elicit the answers (A, B, B) from the students and ask questions about the paraphrasing to ensure that they understand the paraphrasing and did not just guess the answer.



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 ask them why they chose their answers, clarifying any points.

## Part 9 – Task for homework and the following lesson

Ask students to take photos on their phone of all the different types of text they see around them. In the following lesson they can tell their partners what they are, e.g. signs, emails.



Share your screen and show the questions and text in Part 9 of the handout.



Or ask students to look at Part 9 of the handout you sent them.

## A2 Key for Schools Reading and Writing Part 1

### Online Lesson Handout

#### Part 1

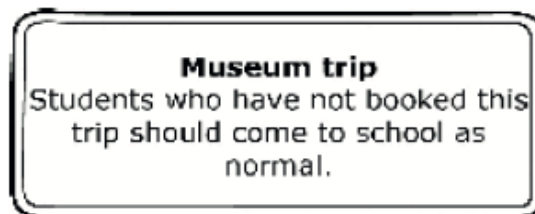
Watch this [youtube video](#) and answer these questions:

1. Which part of the exam is the video about?
2. What do you have to look at in the exam?

#### Part 2

Look at the text.

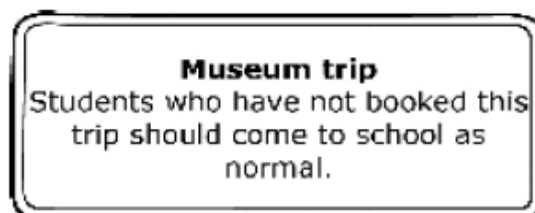
1. What is it? Is it an article, a notice or an email?
2. How do you know what type of text it is?



#### Part 3

Look at the text again.

1. Where might you see this notice?
2. Which words in the text helped you to answer the questions about the text?



## Part 4

Look at the texts.

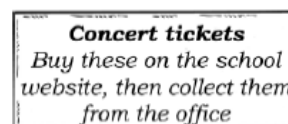
1. Match the words in the text box below to each text, A–F.
2. How do you know what type of text each is?

text message	notice	email	sign
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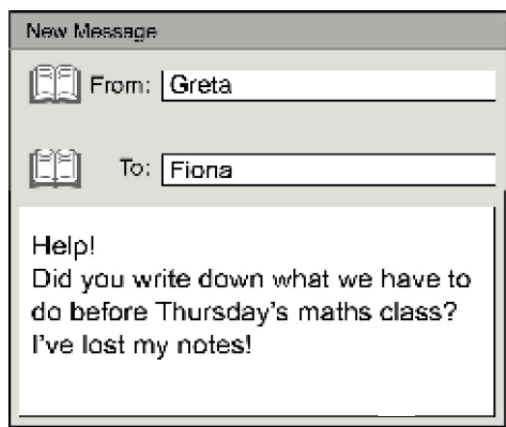
A \_\_\_\_\_



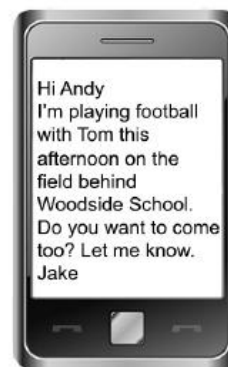
B \_\_\_\_\_



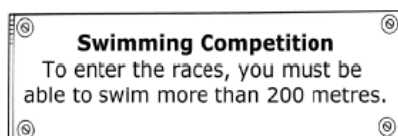
C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_

## Part 5

Look at the multiple-choice questions for each of the three texts.

Match the questions to the texts.

<p>A. Go upstairs if you want to:</p> <p>A buy a dress for a party.</p> <p>B pay less for something to read.</p> <p>C find a game for a teenager.</p>	<p>B.</p> <p>A Greta has forgotten when the next maths class is.</p> <p>B Greta hopes Fiona will help her find her maths notes.</p> <p>C Greta wants to know what the maths homework is.</p>	<p>C.</p> <p>A Students not going on the trip cannot have a day off school.</p> <p>B Students have to decide today if they would like to join the trip.</p> <p>C Students going on the trip must come to school first.</p>
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1. **Museum trip**  
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2. **Now on first floor:**  
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*Half price books*

3. **New Message**  
From: Greta  
To: Fiona  
Help!  
Did you write down what we have to do before Thursday's maths class?  
I've lost my notes!

## Part 6

1. Choose the most important vocabulary in the Museum trip notice and the multiple-choice options.
2. Which sentence in the multiple-choice options is most similar to the Museum trip notice?

**Museum trip**  
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C.

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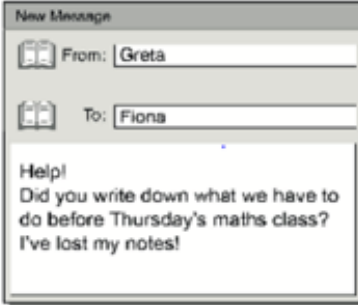
C Students going on the trip must come to school first.

## Part 7

Choose the most important vocabulary in the other texts and the multiple-choice options.

2. 

3.



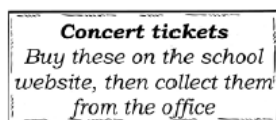
<p>A. Go upstairs if you want to:</p> <ul style="list-style-type: none"><li>A buy a dress for a party.</li><li>B pay less for something to read.</li><li>C find a game for a teenager.</li></ul>	<p>B.</p> <ul style="list-style-type: none"><li>A Greta has forgotten when the next maths class is.</li><li>B Greta hopes Fiona will help her find her maths notes.</li><li>C Greta wants to know what the maths homework is.</li></ul>
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## Part 8

Complete this sample A2 Key for Schools Paper 1 Reading and Writing Part 1 task in 3 minutes.

### Sample task

For each question, choose the correct answer.

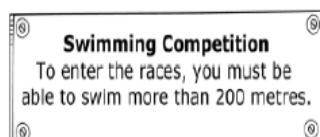


- A Pay for tickets online before picking them up at school.
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- C Let the office know soon if you are planning to buy tickets.



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- A Swimmers at all levels can enter this competition.
- B This competition is for people who can swim over 200 metres.
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## Part 9

Take photos on your phone of all the different types of text you see around you. In the next lesson you will talk to other students about your texts, e.g. signs, emails.