

A2 Key Paper 1 Reading and Writing Part 4 – Teacher’s Notes

Description

In this activity students focus on the meaning of vocabulary and complete a gap-fill exercise. They are given the rest of the sample task from the exam to complete within a set time.

Time required: 20 minutes

Materials required:

- Student handout
- Follow-up activities (optional)

Aims:

- to familiarise students with A2 Key Paper 1 Reading and Writing Part 4
- to practise skim reading for general understanding
- to practise understanding vocabulary in context

Procedure

1. Explain to your students that they will be doing Part 4 of the A2 Key Paper 1 Reading and Writing exam. Write ‘William Perkin’ on the board, tell your students that they are going to read about him but they must first think of things they would like to know about him e.g. Who is he? Where does he come from? Ask your students to work in pairs and think of 3 things they would like to find out. Elicit their answers and write them on the board.
2. Give your students the **handout** folded over so only the text is visible and ask students to read for 2 minutes to see if they can find any of the answers to their questions. Tell them that they are not focusing on the gaps in the text but they are just reading for general understanding. Allow them to compare what they learned about William Perkin with their partner before open class feedback.
3. Draw 3 columns on the board. In the first column, write ‘the class’ and elicit from your students what it means e.g. where you go to learn, then in the second column, write ‘the subject’ again elicit from your students what it means e.g. what you are learning: English. Can they think of any other subjects you can study e.g. mathematics, biology etc. Lastly, in the third column, write ‘the course’, elicit from your students what it means e.g. what you are learning: topic of English. Now ask your students to read the sentence with gap (19) and the sentence after it and decide which word they should use: class, subject or course? Explain to students the words they have to choose from are similar in meaning, so it helps to think about what they mean before they go back to the text and decide which the best word is. Once they make their choice, it is essential to

read the sentence again to check (answer: B subject).

4. Write the words for (20) on the board: 'thinking', 'trying' and 'deciding'. Ask your students to work in pairs to discuss the meanings. This will support the weaker students and allow all students to practice the exam skill. Elicit their ideas.
(Possible answers: thinking – thoughts in your head about something; trying – to do something e.g. trying to answer a question, putting effort into something; deciding – making a decision to do something, choosing between things, deciding to go to the cinema.) Ask them to answer question 20 in the text (answer B 'trying').
5. Ask your students to complete the **handout** and to complete the gaps in the text with the correct word. Highlight that they will need to think of the meanings for words 21–24 as they answer the task. Stress that they must read the whole sentence and not just stop when they get to the gap. Set a time limit of 10 minutes for this (See **Answer key**).
6. Allow your students to check their answers in pairs before open class feedback to allow you to monitor and hear if they had problems with any of the vocabulary. Elicit answers from your students asking them to give the meanings of all the words to allow peer teaching in the lesson. Explore why the wrong answers don't fit in the gaps (See **Answer key**).

Suggested follow-up activities:

1. Elicit the names of famous people from the class. Invite students to choose the name of a famous person they find interesting. Encourage students to look on the internet for information about the famous person they have chosen. They can write a short text but leaving out six words. They write these words randomly in a box at the bottom of their writing. They exchange papers with their partner who completes the gaps correctly. To differentiate the weaker and stronger students in your class, the stronger students could add 2/3 extra words in their text boxes so it is more challenging for their partner to complete their gaps.
2. If you want students to practise using the answer sheet, photocopy it and ask students to fill in the lozenges in pencil for their answers to Part 4.

Answer key

- 19. B
- 20. B
- 21. A
- 22. B
- 23. C
- 24. C

Part 4

Questions 19 – 24

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the colour purple. At that (22) it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) his own factory to make the colour. It sold well, and soon purple clothes (24) very popular in England and the rest of the world.

----- FOLD HERE -----

- | | | | | | | |
|----|---|----------|---|---------|---|----------|
| 19 | A | class | B | subject | C | course |
| 20 | A | thinking | B | trying | C | deciding |
| 21 | A | way | B | path | C | plan |
| 22 | A | day | B | time | C | hour |
| 23 | A | brought | B | turned | C | opened |
| 24 | A | began | B | arrived | C | became |

A2 Key Paper 1 Reading and Writing Part 4


Follow-up activity


Write a blog about a famous person. Leave out 6 words and write them in the box. Do not write them in the correct order.

**Change your paper with your partner.
Your partner has to write the words below in your story.**

A2 Key Paper 1 Reading and Writing: Candidate Answer Sheet


Follow-up activity





Draft

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



Cambridge Assessment
English

Candidate Name

Centre Name

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details

Assessment Date

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:

☒ A ☐ B ☐ C ☐ D

Write your answers in CAPITAL LETTERS.

Part 1

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C

Part 2

7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C

Part 3

14	A	B	C
15	A	B	C
16	A	B	C
17	A	B	C
18	A	B	C

Part 4

19	A	B	C
20	A	B	C
21	A	B	C
22	A	B	C
23	A	B	C
24	A	B	C

Part 5

25		Do not write below here	28		Do not write below here
26		25 1 0 ○ ○	29		28 1 0 ○ ○
27		26 1 0 ○ ○	30		29 1 0 ○ ○
		27 1 0 ○ ○			30 1 0 ○ ○

Continues over ➔

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

Draft

