

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

#### Description

In this activity students will read different types of texts to practise reading for gist and explore the use of paraphrasing. They then are given the rest of the sample task from the exam to complete within a set time.

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**Time required:** 20 minutes

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**Materials required:**

- Student Handout 1 and 2
- Follow-up activity (optional)

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**Aims:**

- to familiarise students with A2 Key Paper 1 Reading and Writing Part 1
- to highlight the importance of identifying context
- to practise paraphrasing and understanding gist

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#### Procedure

1. Explain to students that they will be doing Part 1 of the A2 Key Paper 1 Reading and Writing exam. Elicit from students what they read, encourage them to think of as many types of text as they can e.g. books, magazines, newspapers, coursebooks, social media, instruction booklets, signs and notices. Draw the following notice and sign on the board. Compare and elicit the different purposes of each, e.g. where would you see them? Who is going to read them? **Key:** the sign is an instruction and the notice gives information.

#### Sign

**No walking  
on the grass**

#### Notice

**For tickets  
phone:  
07847 362513**

2. Give out **Student Handout 1** (folded) and elicit that it is a notice. Ask students to work in pairs, identify and underline the key information. With whole class feedback, elicit what this notice tells them: woman’s bicycle, 11 years old, needs new tyres, phone Debbie.

3. Work through the first task in open class to practise the techniques. Look at sentences A, B and C. Explain that only one sentence is correct and that they need to compare the information in the sentences with the information in the notice. Explain that you will work through the first one together. Read the sentences aloud and elicit the key ideas and underline the key words.
4. Look back and *compare* the information in the *sentences* with the information in the *notice*, e.g. What do we learn about the bicycle in sentence A? Which word/s give you the information? (for a child). What do we know about the bicycle in the notice? Which word/s help you? (women's). Take a class vote: Is sentence A correct? Is sentence A incorrect? (Sentence A is incorrect : the bike for sale is a women's bike, not a children's bike.)
5. Repeat the process with sentences B and C. Read each sentence, underline the key information and compare the main ideas with the information in the notice. ( Sentence B *parts must be changed*/Notice: *Needs new tyres*.) Take a class vote: is B correct or incorrect? (correct) Elicit and check why it is correct. Sentence C is more difficult and the class have to read for detail. What do we learn in sentence C? (The reason Debbie is selling the bike;she is too big for it.) Check the notice. What do we know about the bike? It's a woman's bike, not a child's bike and it's eleven years old. Is Debbie a child or a woman? (A woman) How old is the bike? (Eleven years old) Take a class vote: is sentence C correct or incorrect? (Incorrect)
6. Review the steps with the class:
  - read the notice and highlight key information
  - read the sentences and highlight the key information
  - compare and contrast the information in the notice with the information in the sentences
  - decide which sentence is correct and why, and which sentences are incorrect and why.

Explain to your students that they should apply this technique to all the questions in the exam. Students do the next example from the text with their partner (See **Answer key**.)

7. Now give each student worksheet 2 and give them 7 minutes to complete the task. This is so they get used to doing this quickly.

Allow them to check their answers with their partners afterwards so they can peer teach each other and while you monitor you can hear where they had problems with the language. In open class feedback elicit the answers from the students to ensure that they understand the paraphrasing and did not just guess the answer. (See **Answer key**.)

### Suggested follow-up activity

Students practise using the answer sheet. Photocopy and ask students to fill in the lozenges in pencil for their answers to Part 1.

**Answer key**

**Student handout 1**

**Procedure step 2:**

Notice

Key information: Women's bicycle, 11 years old, needs tyres, phone Debbie

**Question 2:**

C: pay him back today = give me the money this afternoon

**Student handout 2**

- 3. B
- 4. A
- 5. B
- 6. C

### A2 Key Paper 1 Reading and Writing Part 1

#### Student handout 1

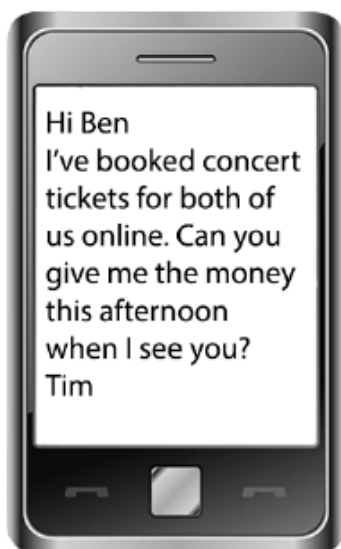
**For Sale**  
**Women's bicycle (small)**  
11 years old - needs new tyres  
Phone Debbie  
- 0794587454



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

- A** The bicycle that's for sale was built for a child.
- B** Some parts of the bicycle must be changed.
- C** Debbie is selling the bike because she's too big for it now.

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- A** Tim thinks Ben should look on the concert website.
- B** Tim hopes that Ben will be able to come with him.
- C** Tim wants to know if Ben can pay him back today.

### A2 Key Paper 1 Reading and Writing Part 1

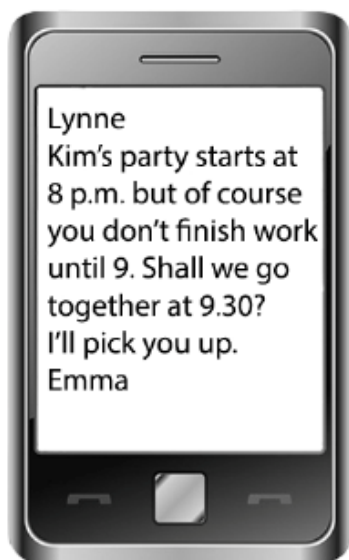
#### Student handout 2 Sample paper

3



- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

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- A** The ice cream shop is open for only 2 hours.
- B** Two ice creams will cost the same as one.
- C** You can get free ice creams all afternoon.

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Why did Sophie write this message?

- A** to check if Anna has completed her homework
- B** to let Anna know what they did in class today
- C** to ask Anna to contact her about the homework

