

A2 Key Paper 1 Reading and Writing Part 7 – Teacher’s Notes

Description

This is a guided discovery activity to find out what candidates need to do in A2 Key Paper 1 Reading and Writing Part 7. Students look at two sample answers and discuss what makes a good answer at this level. Finally, there is an opportunity to write their own story within a set time.

Time required: 35 minutes

Materials required:

- Student handout 1, 2 and 3
- Sample task: Handout 4
- Follow-up activity: Handout 5 (optional)

Aims:

- to familiarise students with A2 Key Paper 1 Reading and Writing Part 7
- to raise awareness of the importance of identifying and addressing all elements of a writing task
- to raise awareness of the factors which make a good answer at A2 Key level

Procedure

1. Explain to your students that they are going to do a short piece of writing. Point out that this is Part 7 in the A2 Key Paper 1 Reading and Writing exam. Give each student a copy of **Handout 1**. Write the following questions on the board and ask students to answer them:
 - **What are they writing?** (a story)
 - **How many parts to the story are there?** (3)
 - **How many words should they write?** (35 or more)
 - **What tense should the words be in?** (past simple and past continuous)
2. Tell your students that they are going to focus on practising the past simple before they write their stories. Students will play a game of pelmanism in groups of 2 or 3. Copy and cut up **Handout 2** for each pair or group (students could also cut up the words themselves). Students then divide the words into the base form and the past simple to form two separate groups of words. They turn the cards face down and move them around so they do not know which card is which (keeping them in the two separate groups). Student A, turns over a card from the base form group and asks Student B ‘Can you find the past simple of ... (the base form)?’, Student B has to turn a card over from the past simple group. If it is the correct word, they keep the cards, if it is wrong they turn both cards back over. Student B now turns over a

base form card for Student C and asks them to find the past simple of the new base form card. The winner is the student who finds the most pairs of cards.

3. After your students have finished the game ask them to sort out the verbs into regular and irregular verbs. Elicit from students the spelling rule of 'ed' endings on the regular verbs.
4. Give your students **Handout 3** with the two sample answers. Point out that these were written by candidates and therefore are an indication of the level of grammatical accuracy required in the exam.
5. Tell your students to look at the pictures and share ideas about the story. Ask students to then read the answers and decide which the better answer is. Write on the board the following questions which will help them decide:
 - **Are all three pictures mentioned in their story?**
 - **Is it easy to understand what the writer means?**
 - **Is it written in the past simple tense?**
 - **Are there any good words or phrases? (What are they?)**
 - **Are any linking words used? (What are they?)**
6. Put students into pairs and ask them to compare their answers. Using the **answer key**, go through the reasons why B is a better answer than A. Refer to the General Mark Scheme in the A2 Key Handbook for further information.
7. Draw students' attention to the length of the answers. In Part 7, candidates are advised to write between 35 and 45 words. They must write at least 35 words or they will lose marks. They will not lose marks if they write over 35 words but they should be encouraged not to write many more as this will increase the risk of making errors and including irrelevant information. It will also mean they probably spend too long on this part.
8. Give out **Handout 4** and tell students that they are going to complete an example writing test. Although the pictures are the same ones as in the examples, encourage students to use their imagination and think of their own ideas. Set a time limit of 10 minutes, breaking it down into 3 minutes for the draft and then 7 minutes to write the full story. Tell students when writing the draft they do not write in full sentences but leave that for the story. The draft is to make sure that they cover all the three pictures in their story. Tell students when the 3 minutes is up so that they all have 7 minutes to write the story.
9. Elicit from your students how many words they must write and remind them that their handwriting must be clear. They can write in upper or lower case and it does not matter if their writing is joined up or not.

Suggested follow-up activity

Ask students to draw three pictures to give to their partner to write a story about.

Answer key**Key to procedure step 3**

Regular verb: look

Irregular verbs: go, get, have, see, wake, eat

Key to procedure step 4

Sample answer A – 3 marks

Sample answer B – 5 marks

- **Are all three pictures mentioned in their story?**
Sample answer A: no, picture 2 is unclear because of vocabulary errors
Sample answer B: yes, all the pictures were included
- **Is it easy to understand what the writer means?**
Sample answer A: not all parts of the story are clearly communicated
Sample answer B: yes, the reader can easily understand the whole story
- **Is it written in the past simple tense?**
Sample answer A: no, past simple is not used
Sample answer B: yes, almost all of the verbs are in the past simple
- **Are there any good words or phrases?**
Sample answer A: yes, some good lexis: kitchen, breakfast, fridge, milk, bar, order
Sample answer B: yes, vocabulary is used accurately and the small grammar mistakes create no difficulty for the reader.
- **Are any linking words used?**
Sample answer A: yes, but only simple linkers: 'and', 'but'
Sample answer B: yes, simple linkers which connect the pictures well: 'but', 'so', 'and'

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.



Copy and cut up one sheet of verbs per pair or group.

go	went
get	got
have	had
see	saw
wake	woke
eat	ate
look	looked

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Student handout 3

Compare the two answers below. One is a much better answer than the other. Which is better? Why?

A

In the morning the man get up. He go to a kitchen and he do a Breakfast, but in his fridge the milk doesn't stay. The man decide to go a bar and he order the Breakfast.

B

Tom woke up at 7 o'clock. He washed his face and he wanted to make breakfast, but he saw that there were nothing in the fridge, so he went to the restaurant and ate a toast.

Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.



First you should write a **draft story**, writing only **3–5 words** for each picture. Then use your ideas to write the **full story**.

Draft story

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-
-

Write your full story here; remember to write 35 words.

A2 Key Paper 1 Reading and Writing Part 7

Student handout 5: Follow-up activity

1. Draw three pictures to create a story

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2. Pass your worksheet to your partner so they can now write your story.
3. First you should write a **draft story**, writing only **3–5 words** for each picture. Then use your ideas to write the **full story**.

Draft story

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-
-

Write your full story here; remember to write 35 words.
