A2 Key for Schools Reading and Writing Part 4

Teaching Online Lesson Notes

In Part 4 of the Reading and Writing test, students read a factual text and choose the correct vocabulary items to complete the gaps.

Description of the lesson

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:	25 minutes online
Materials required:	• Lesson handout for sharing with students and screen-sharing or copying to whiteboard, including: - dictionaries - sample test • Internet browser to use AnswerGarden in Part 1
Aims	• to familiarise students with A2 Key for Schools Paper 1 Reading and Writing Part 4 • to practise skim-reading for general understanding • to practise understanding vocabulary in context

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.

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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.

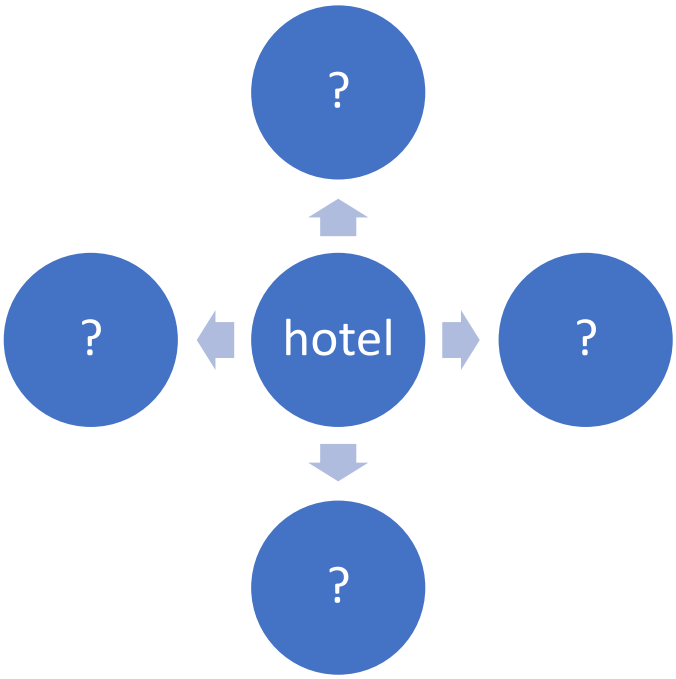
Check that you can see all of the students and that they can see you.

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 – Warmer: introduce the topic of the lesson

Show the mind map in Part 1 of the handout. Ask students to brainstorm words related to 'hotel' and to note them down.



Share your browser screen showing the mind map in Part 1 of the handout.

Or ask students to look at the questions in Part 1 of the handout you sent.

You can also create an AnswerGarden and send students the link to get them to brainstorm ideas.

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Part 1 – Check understanding

Ask students to tell you the words they noted and add them to the mind map.

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 – Practise skimming for general understanding

Ask students to read the Part 2 text quickly and to check which words in the text are the same as the words they thought of. Tell them that they are not focusing on the gaps in the text, but they are just reading for general understanding.

Part 4

Questions 19 – 24

For each question, choose the correct answer.

Wivenhoe hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big **(19)** ..... between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are **(20)** ..... to get jobs in the hotel or restaurant **(21)** ..... . The students learn by helping staff in a real hotel, while their teachers **(22)** ..... them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and **(23)** ..... the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever **(24)** ..... at.

Share your screen and show Part 2 of the handout.

Or ask students to look at Part 2 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.

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Part 3 – Practise understanding vocabulary in context

Ask students to look at these words: ‘a change’, ‘a variety’ and ‘a difference’. Elicit the part of speech (noun) and how the students knew it was a noun and not a verb (because of the indefinite article in front of it).

Ask students to describe the meanings of these words in no more than seven words. Do the first one with the class as an example: a change – becoming different, a difference.



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



Or ask students to look at Part 3 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 3 – Check understanding

Check the answers:

a change – becoming different

a variety – more than one choice

a difference – the amount something is different from something else

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 understanding vocabulary in context

Ask students to read the first paragraph again and decide which word – change, variety or difference – is the correct answer for number 19, referring back to their definitions. Stress that they must read the whole sentence and not just stop when they get to the gap.

Wivenhoe hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big **(19)** ..... between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.



Share your screen and show the first paragraph 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 answers to the chat while they are in breakout rooms.

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Part 4 – Check understanding

Ask students to share their answer (19 = difference)



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 – Practise understanding vocabulary in context

Divide the class into two groups (A and B). Ask Group A to look at the words in A and Group B to look at B. Ask them to write a meaning for their list of words, using dictionaries if necessary. Suggest: https://dictionary.cambridge.org/

A: knowing, hoping, explaining

B: business, work, career



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



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 answers to the chat while they are in breakout rooms.

Part 5 – Check understanding

Ask students to share their answers. Students from Group A tell the students from Group B their words and definitions and students from Group B tell their words and definitions to students in Group A. At the end they will all have six words and definitions on their handout.



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.



If you are using a platform which has breakout rooms, you can put students into pairs, one from Group A and one from Group B, to exchange their words and their meanings.

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Part 6 – Practise understanding vocabulary in context

Ask students to complete the gaps in the text with the correct word. Highlight that they will need to think of the meanings for the words in numbers 22–24 as they answer the task. Stress that they need to look at the whole sentence to see what part of speech the word in the text is.

Part 4

Questions 19 – 24

For each question, choose the correct answer.

Wivenhoe hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big **(19)** ..... between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are **(20)** ..... to get jobs in the hotel or restaurant **(21)** ..... . The students learn by helping staff in a real hotel, while their teachers **(22)** ..... them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and **(23)** ..... the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever **(24)** ..... at.

20	**A**	knowing	**B**	hoping	**C**	explaining
21	**A**	business	**B**	work	**C**	career
22	**A**	see	**B**	look	**C**	watch
23	**A**	calling	**B**	answering	**C**	speaking
24	**A**	entered	**B**	stayed	**C**	gone



Share your screen and show the text and the questions in Part 6 of the handout.



Or ask students to look at Part 6 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 answers to the chat while they are in breakout rooms.

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Part 6 – Check understanding

Ask students to share their answers (20 – B, 21 – A, 22 – C, 23 – B, 24 – B)



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 7 – Task for homework and the following lesson

Students can write a similar text about their school, leaving out six words. They write these words in a box at the bottom of their writing. They send their text and words to another student who should write a meaning for the words and complete the gaps correctly.



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.

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