

> Lesson Plan

A2 Reading





Skill focus:
Reading



Level:
A2



Length of lesson:
45 minutes (approx)



Lesson aim

Practise Part 4 of the LANGUAGECERT ESOL for Schools A2 Reading test



Sub-aims

- › Review language related to the topic of 'Reading as a leisure activity'
- › Practise two reading strategies – predicting and confirming predictions, and scanning



Target language

Vocabulary related to the topic of 'Reading'



Materials

LANGUAGECERT ESOL for Schools A2 Practice Paper 3 – Reading Part 4



Assumptions about learners

- › They are approximately 13–16 years old.
- › Their language knowledge and skills are at approximately A2 level.
- › They have some awareness of language related to the topic of 'Reading'.
- › They are familiar with very few reading strategies.



Potential problems

- › Learners may have limited awareness of key reading strategies needed at A2 level, e.g. reading for gist and reading for detail.



Recommended solutions

- › Teach and regularly practise reading strategies needed for A2 level.
- › Show learners how using reading strategies can help them complete tasks.



Test preparation aims

- › To familiarise learners with Part 4 of the Reading test (e.g. text type, length of text, question type, number of questions)
- › To practise predicting and confirming predictions, and scanning – both useful strategies learners can apply in the real test



Reflection and analysis of the lesson

- › How effective was the lesson? Did the whole class participate or did more confident learners dominate the discussion?
- › Should learners be taught more reading strategies in preparation for their test, and if yes, which ones? (e.g. skimming, using context to guess meaning of new words, highlighting key words)

Time (mins)

15

Stage

Pre-reading

Aim

Warm-up / prediction work

Interaction

Individual work



Step 1: Warm-up

To engage learners with the topic of 'Reading as a leisure activity – favourite books', ask them a few related questions, e.g.

- › When you have some free time, do you read books? If so, what kind of books do you read?
- › If you don't read books, what do you like to do? Why?
- › Have you ever watched a film based on a book? What was its title?
- › Did you like it? (Why? / Why not?)



Step 2: Prediction work

Tell learners they are going to read a review about a popular book for teenagers. Before giving them a copy of the task, ask learners to predict what the book is about based on the following words in the review:

boy – adventures – bad guy – ship – island – difficult – brave

Encourage whole-class participation and accept all relevant answers.

Time (mins)

15

Stage

While-reading

Aim

Reading / answers and feedback

Interaction

Individual work, pair work



Step 3: The Part 4 Reading task

Put learners in pairs and give them a copy of the task (see sample task on page x). Have them read the text and all the questions. They then underline the key words and phrases in the text that provide the answer for each question.

When they have finished the activity, ask pairs to share with the class how accurate their predictions in Step 2 were (and which words misled them!). Then ask learners to read the text again and complete the task individually.



Step 4: Answers and feedback

Before providing the answers to the task, ask learners to share their ideas as part of a whole-class discussion, giving reasons for their choices. Provide brief feedback.

Answers: 1 a, 2 c, 3 c, 4 a, 5 b, 6 b, 7 c

Words and phrases in the text that learners may have underlined:

Question 1

first read / have another look (paragraph 1, lines 1 and 2)

Question 2

first appeared, chapter by chapter / later, as a book (paragraph 1, lines 4 and 5)

Question 3

a small boy / becomes a very brave young man (paragraph 2, lines 1 and 2)

Question 4

Many of the scenes are exciting (paragraph 3, lines 2 and 3)

Question 5

good choice for teenagers who don't speak English as a first language (paragraph 4, lines 1 and 2)

Question 6

I am not sure how I would deal with such problems and if I could be as brave (paragraph 4, line 4)

Note: There is nothing in the text to underline for question 7.

Time (mins)

15

Stage

Post-reading

AimFurther exploitation
of the text**Interaction**

Pair work

**Step 5: Scanning for specific information**

Put learners in pairs and tell them to read the text again.

Then ask them the following questions:

- › Paragraph 1: What does the number '31' in the text refer to? (answer: the age of the author / Robert Louis Stevenson when he wrote the book)
- › Paragraph 2: How many characters are mentioned in this paragraph? (answer: four – Jim Hawkins, Long John Silver, a doctor, another man)
- › Paragraph 3: What confused Alvin when he read 'Treasure Island'? (answer: words about shipping and sailing)
- › Paragraph 4: What makes the book easy to read? (answer: the sentences, which are not long in most cases)
- › Paragraph 5: What kind of story is 'Treasure Island'? (answer: an adventure story)

Have pairs share their ideas with the rest of the class before providing answers and feedback.

**Homework****Presentation linked to the lesson topic**

Tell learners that in the next lesson, they will give a presentation on a book they have read.

For homework, they must prepare for their presentation by writing a few notes.

They should:

- › include the title and author of the book
- › say what it is about
- › explain why it is interesting.

Remind learners to write only a few bullet points, rather than the whole presentation. Explain that they will need to present their book in less than one minute, and that they will be allowed to use their notes while presenting.

Writing Part 4 Sample task

LanguageCert Access A2 - Practice Paper 3

Reading Part 4

Read the text and the questions. Choose the correct answer for each question.

My Favourite Book

by Alvin Diaz

Treasure Island is an exciting story which I first read and enjoyed several years ago when I won it in a competition, but I decided to have another look for this homework task, and it's still great. A man called Robert Louis Stevenson wrote it in 1881, when he was 31. It wasn't very popular when it first appeared, chapter by chapter over several months in a children's magazine, but later, as a book, it made him famous.

Treasure Island is about Jim Hawkins, a small boy who, during a long journey full of adventures, becomes a very brave young man. Long John Silver is another important person in the story. He is the bad guy in the books, but I like him. Then there's a doctor and another man who both play big parts.

Most of all I love the book because it has lots of action: before Jim gets on the ship, during the sea journey and, of course, on the island. Many of the scenes are exciting, and in some cases, I have a picture of the island in my head from the descriptions of the place. My only problem is that I didn't understand some of the words about ships and sailing.

I think the book is a good choice for teenagers who don't speak English as a first language. The sentences are not long in most cases. What I like best is that it has a very interesting story that shows a young person with difficult problems. I am not sure how I would deal with such problems and if I could be as brave as he was.

Treasure Island is an excellent adventure story with great characters and exciting action. I think anyone who loves adventure stories really should read it.

1. What does Alvin say about the book, *Treasure Island*?
 - a) He has read it twice.
 - b) He didn't like it at first.
 - c) He read it when he was a child.

2. Alvin explains that *Treasure Island*
 - a) sold well immediately.
 - b) was written by a teenager.
 - c) was not sold as a book at first.

3. Alvin says that in the book
 - a) two characters are important.
 - b) he prefers Silver to Hawkins.
 - c) one character grows up.

4. What is Alvin's favourite thing about the book?
 - a) It is full of surprising events.
 - b) It has a lot of amazing pictures.
 - c) It taught him a lot about ships and sailing.

5. Alvin thinks that
 - a) the sentences in the book are too short.
 - b) the book is good for language students.
 - c) the story is suitable for language students.

6. Alvin says that the book
 - a) uses very simple sentences
 - b) makes him think if he could do the same
 - c) was written for young people

7. What does the writer NOT give in the final paragraph?
 - a) advice
 - b) opinions
 - c) the ending of the story

Sample taken from A2 Reading Part 4 Practice Paper 3



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