Lesson plans

A2 Gold Reading & Writing Part 1 – Teacher’s Notes

Description
This activity practices the ways in which we define words. Students practice matching definitions to key vocabulary before doing a sample task from the test.

Time required: 30–40 minutes.

Materials required:
- Pre A1 Bronze, A1 Silver, A2 Gold Sample Tests can be downloaded from the website
  https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Aims:
- to introduce students to Part 1 of the A2 Gold Reading & Writing paper
- to give students practice in writing definitions and reading them in order to guess the key word.

Procedure
1. Introduce the activity
   - Write the word vegetables on the board.
   - Ask the students to tell you what the word means and write suggestions up next to the word.
     For example:
     you eat them / you can cook them / they are often green / carrots are an example of a vegetable
   - Get as many suggestions as possible.

2. Useful language
   - On one side of the board, write some different sentence stems that may be useful for describing objects, e.g.:
     ➢ You can …… with this/these
     ➢ It’s/They’re made of ……
     ➢ It’s/They’re often/very (+ adjective)
➢ They’re like / They look like ……
➢ You find this in/at ……

3. Brainstorming
- Repeat Step 1 with the words knife, soccer and jeans. (See the Answer Key on page 4 for possible answers.)

4. Guessing the word from definitions
- Now ask students to guess what you are describing. Give clues one at a time and let them think about the meaning. (Write these on the board, to help students with Step 5 of the lesson.)
- Ask them to guess once you have given all of the following clues:
  ➢ It’s a sport
  ➢ It’s nice to do on a hot day
  ➢ You do it in water
  ➢ You can do it in a pool or in the sea.
  
  Answer – Swimming.

5. Writing definitions and guessing more words
- Ask students to work in pairs.
- Each pair chooses a word that everyone knows. They can look through their course books to find a word that has been learned by the class, or refer to the word lists in the YLE Handbook.
- They have to write 3–4 clues to the meaning of the word onto a piece of paper. They should not write the answer.
- Monitor and check that the clues are clear and correct in meaning, and help with any problems.
- Allocate a number to each pair. They write this number on their paper with the clues.
- Pin the papers on the classroom walls or pass them around. Students work in their pairs, read the clues, write the number from the piece of paper in their exercise book and next to it write what they think the word is.
- When they have all finished, check the answers. Allow the students who wrote the clues to say whether their classmates were correct or not. If there was any confusion where words have a similar meaning, focus on those words and clarify the meanings for the students (e.g. snow / ice, bookcase / shelf).
6. Sample Task

- Hand out copies of the Sample Task to each student (A2 Gold Reading & Writing Part 1, which you downloaded) and explain that this is the format of the activity in the test. Ask the following questions:
  
  a) *How many questions are there?* (10, plus one example)
  
  b) *What do you have to do?* (choose the correct words and write them on the lines – remind students to always read the instructions at the top of the page)
  
  c) *How many words are there?* (15, so 5 of them won’t be used)
  
  d) *How are these test questions different from the game you’ve just played?* (the words and the definitions are both given – they don’t need to guess what they think the word is)

- Remind students to copy the words clearly, making sure they are easy to read (they should print their letters, not write in cursive writing, which can be difficult for examiners to read), and the spelling should be correct. They should copy the words exactly as they are given on the page, e.g. a fridge (not fridges), an apartment (not apartment), cupboards (not a cupboard).

- Do the activity as a class.

- Set them a time limit of 5 minutes. Explain that in the test they will have to make sure they don’t spend too long on any one part of the test, as no-one will tell them when to go on to the next part. (You can, however, reassure students that they will be told when they have 5 minutes left until the end of the test.) If they have time left over at the end, they can always go back and check their answers again.

Suggested follow-up activities

Crosswords are a great way to practice vocabulary and definitions. Many can be found in course books and supplementary materials.

- You can also play guessing games like the ones above at the start/end of each lesson with vocabulary recently learned in class.
A2 Gold Reading & Writing Part 1 – Answer Keys

Key to Procedure Step 3:
1. **Knife** – You can cut with this / You find this in the kitchen / You use it to eat food
2. **Soccer** – It’s a sport / There are eleven people in a team / David Beckham plays it
3. **Jeans** – We wear them on our legs / They are often blue / They are like pants

Key to Sample Task
1. jam
2. baseball
3. postcards
4. a journalist
5. stamps
6. a pilot
7. magazines
8. hockey
9. sugar
10. golf
A2 Gold Reading & Writing Part 1 – Sample Task

Original can be found in the A2 Gold Reading & Writing Sample Test, which can be downloaded from:

https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

### Part 1
- 10 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

<table>
<thead>
<tr>
<th>This person can fly to the moon in a rocket.</th>
<th>an astronaut</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 This is made from fruit and you can put it on your bread with a knife.</td>
<td>.......................</td>
</tr>
<tr>
<td>2 Players in this game throw, catch and hit the ball on a sports field.</td>
<td>.......................</td>
</tr>
<tr>
<td>3 These have pictures on them and you can write on the back and send them to friends when you’re on vacation.</td>
<td>.......................</td>
</tr>
<tr>
<td>4 It is this person’s job to write about news in a newspaper.</td>
<td>.......................</td>
</tr>
<tr>
<td>5 You buy these and put them on your envelopes before you mail them.</td>
<td>.......................</td>
</tr>
<tr>
<td>6 This person flies a plane and usually wears a uniform.</td>
<td>.......................</td>
</tr>
<tr>
<td>7 People like reading these because they have stories with pictures or photos on their pages.</td>
<td>.......................</td>
</tr>
<tr>
<td>8 You can play this game inside on ice or outside on a field.</td>
<td>.......................</td>
</tr>
<tr>
<td>9 Some people like this in their tea or coffee and they put it in with a spoon.</td>
<td>.......................</td>
</tr>
<tr>
<td>10 People don’t usually play this game in teams. They use a small, hard white ball.</td>
<td>.......................</td>
</tr>
</tbody>
</table>
Lesson plans

A2 Gold Reading & Writing Part 2 – Teacher’s Notes

Description
This activity gives students practice in matching parts of a dialogue.

**Time required:** 30–40 minutes.

**Materials required:**
- Student’s Worksheet (one copy for each pair of students – cut into strips)
- Pre A1 Bronze, A1 Silver, A2 Gold Sample Tests can be downloaded from the website [https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/](https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/)

**Aims:**
- to introduce students to Part 2 of the A2 Gold Reading & Writing test
- to give students practice in matching parts of a dialogue.

Before the class
- Make copies of the Student’s Worksheet so that there are enough for one per pair of students.
- Cut each worksheet into strips.
- Keep each set of strips separate.

Procedure
1. **Student’s Worksheet – introduce the activity**
   - Hand out the cut-up strips from the Student’s Worksheet to each pair and explain to students that they will have to match two parts of some conversations.
   - Hold up *Where do you live?* and ask students what might be a suitable reply.
     
     **Accept all reasonable answers.**
   - Hold up *Yes, I do.* Ask if this goes with *Where do you live?*
     Students will say *No.*
   - Hold up *Near the library.* Ask if this goes with *Where do you live?*
Students will say Yes.

- Ask students to tell you why one was wrong and the other correct.
  
  \textit{(Wh- questions cannot be answered by Yes/No.)}

2. Student’s Worksheet – complete the activity

- Get the students working in pairs to match the rest of the strips.
- Go through the answers asking students to tell you why they match.
  \textit{(See the Answer Key on pages 4 & 5.)}

3. Sample Task – introduce the activity

- Explain that in the A2 Gold Reading & Writing test they have to do a similar activity.
- Hand out a copy of the \textit{Sample Task} to each student, folded over so they cannot see the picture and options.
- Ask students to read through the dialogue quickly and tell you what it is about generally.
- Encourage them to look at the instructions as well, which gives the context for the dialogue. \textit{(It is Katy asking her Aunt Emma questions about her work.)}
- Write Katy's first utterance (from the example) on the board:
  
  ➢ Katy: \textit{Emma, is it time to go to your office?}

  ➢ Emma:

  - Elicit any ideas about what Emma might say in response, e.g. \textit{Yes, it is. I don’t want to be late.}
  - If students find it difficult, write Katy’s next utterance on the board:
    
    ➢ Katy: \textit{Do you always walk to work?}

  - This suggests that they might be going to work soon.
  - Point out that often children may need to look at what comes after a blank, as well as before it, to decide what the answer may be.
  - As a class, go through Katy’s part of the dialogue, eliciting ideas from students about what they think Emma says in each blank.
  - As you go through, focus on what Katy says both before and after each blank which helps them to decide what is missing.
  - If students make unreasonable suggestions, discuss as a class why that may not be a good answer. \textit{(See the Answer Key on pages 4 & 5.)}

  Predicting answers is a very useful strategy for the test. This encourages students to think carefully about what kind of answer/response may follow a question/statement and so makes it easier to select the correct answer.

4. Sample Task – complete the activity

- Ask students to unfold the worksheet and to read the instructions at the beginning of the task, silently.
• Tell students that they are given Emma’s correct responses; they should write **only the letter** in each blank (not the full sentence).

• Also point out to students that there are **2 extra sentences** that aren’t needed at all.

• In pairs, students decide where each utterance goes in the dialogue. Remind them of the ideas they had in Step 3 and what they thought about when making their predictions.

• Allow about 5 minutes for this. In the test, students will need to spend longer as they will need to read and predict answers on their own.

• Check the answers together by asking two students to take the parts of Katy and Emma.

• The other students listen and put a check if their answers are the same, or a **X** if they have different answers.

• Go through any different answers, reminding students that the dialogue should make sense as a whole, so the answers need to fit both ways.

  **It’s a good idea to read the whole dialogue from beginning to end to check.**

• Students can act out the dialogues as a follow-up, focusing on pronunciation and intonation.

**Suggested follow-up activities**

1. Take dialogues from listening activities from the course book. Cut them up into strips and ask students to put them back into the correct order.

2. For a nice warm-up write short two-line dialogues using fixed phrases onto slips of paper, e.g.;
   
   ➢ **Let’s go the movies.**  
     **That’s a good idea.**
   
   ➢ **Thank you very much.**  
     **You’re welcome.**
   
   ➢ **It’s very late.**  
     **Yes, it is.**

Make sure that there is a slip of paper per student.

Hand them out to all the students and ask them to stand up walk around the room and find their partner. You can then ask them to work with their partner for the rest of the lesson. This could be a good way to mix up the class. You can also do this with three-line dialogues for larger groups and to train students to read what comes on both sides of a blank.
## A2 Gold Reading & Writing Part 2 – Answer Keys

### Key to Procedure steps

#### Step 2:

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Reason</th>
</tr>
</thead>
</table>
| Let’s go to the movies. | That’s a good idea.  
Suggestion + acceptance: first part is not a question, so can’t be answered with Yes/No. |
| Where do you live? | Near the library.  
Wh- questions cannot be answered with Yes/No; Where needs to be answered with a place. |
| Do you like math? | Yes, I do.  
matching auxiliary verbs and tense (do/do) |
| Do you have a sister? | Yes, I do.  
matching auxiliary verbs (do/do) |
| Did you see Peter yesterday? | No, I didn’t.  
matching auxiliary verbs and tense (did/didn’t) |
| You’re horrible! | No, I’m not!  
matching auxiliary verbs (are/am) |

#### Step 3:

<table>
<thead>
<tr>
<th>Katy</th>
<th>Clue</th>
<th>Possible response from Helen</th>
</tr>
</thead>
</table>
| Do you always walk to work? | This is a yes/no question. As Katy is asking about how Emma gets to work, she might mention other forms of transport. | Most of the time, unless it is raining.  
All the time – I love the exercise! |
| How many people work there? | The response will be a number or a quantifier/determiner. It will probably be an approximation. | Around 100 altogether.  
Not many, it is a pretty small place.  
Lots! I can’t count how many! |
| Where do you eat your lunch? | The answer will most likely be a place, one that sells food. | I usually eat it in the work cafeteria.  
There is a great café across the road. |
| Can I play on the computer in your office? | This is a yes/no question. | Sure, if I don’t need it.  
Probably not. The office is for working |
| What time do you come home? | The answer will be a specific time and part of the day. It may also link to her work. | At around 5:30.  
After I have done all my work. |
Key to Student's Worksheet

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let's go to the movies.</td>
<td>That's a good idea.</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>Near the library.</td>
</tr>
<tr>
<td>Do you like math?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Do you have a sister?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Did you see Peter yesterday?</td>
<td>No, I didn't.</td>
</tr>
<tr>
<td>You are horrible!</td>
<td>No, I'm not!</td>
</tr>
</tbody>
</table>

Key to Sample Task

1. G
2. H
3. A
4. C
5. F
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s go to the movies.</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>No, I didn’t.</td>
</tr>
<tr>
<td>Do you like math?</td>
<td>No, I’m not!</td>
</tr>
<tr>
<td>Do you have a sister?</td>
<td>That’s a good idea.</td>
</tr>
<tr>
<td>Did you see Peter yesterday?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>You are horrible!</td>
<td>Near the library.</td>
</tr>
</tbody>
</table>
Part 2 – 5 questions –

Katy is going to go with her Aunt Emma to her office today. Katy is asking Emma some questions about her work. What does Emma say?

Read the conversation and choose the best answer. Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

Example

Katy: Emma, is it time to go to your office?
Emma: ........................................

E

Questions

1 Katy: Do you always walk to work?
Emma: ........................................

2 Katy: How many people work there?
Emma: ........................................

3 Katy: Where do you eat your lunch?
Emma: ........................................

4 Katy: Can I play on the computer in your office?
Emma: ........................................

5 Katy: What time do you come home?
Emma: ........................................
A  Sometimes I sit at my desk and sometimes I go out.

B  Yes, everyone did this time.

C  OK, but only when I am in a meeting.

D  No, there aren't many cafés near the office.

E  Yes it is. I don't want to be late.

F  Usually when I've finished everything that I've got to do.

G  I take the bus if it's raining.

H  Only a few. It's a small business.
Lesson plans

A2 Gold Reading & Writing Part 3 – Teacher’s Notes

Description
This activity gives students practice in completing a fill-in-the-blank text and gives them a strategy for approaching this task.

**Time required:** 30–40 minutes.

**Materials required:** MYLE Sample Tests can be downloaded from the website [https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/](https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/)

**Aims:**
- to introduce students to Part 3 of the A2 Gold Reading & Writing test
- to give students practice in completing a fill-in-the-blank text
- to give practice in choosing a title for a text.

Procedure

1. **Introduce the activity**
   - As a warm-up, ask students about family vacations, e.g.:
     - How often do you and your family go on vacation?
     - What kind of places do you go?
     - Who goes with you?
     - What do you do there?
     - What do you usually eat?
   - If anyone has a story about a restaurant they went to on vacation, ask them to tell it.
   - You can prepare a story about a restaurant you went to on vacation (make one up if you don’t have one).

2. **Sample Task – introduce the task**
   - Hand out a copy of the Sample Task to each student. **Fold each sheet in half** so students can only see the picture and blanked-out text.
   - Ask students to look at the picture at the top of the page and guess what the story is about (a hotel on a small island and some people who went there).
• Draw attention to the blanks and ask students what they have to do in this exam task (complete the blanks using words from the box).
• Tell students they will look at the words in the box in a minute, but for now they will work without them.
• Ask them to read the text quietly and not to think about the spaces for the moment.
• ☑ Allow them no more than 2 minutes for this.
• Ask them to tell you what the story is about. Did they guess correctly?
• Now focus attention on the first space in the text. Ask the students to silently read the whole text up to the end of the sentence with the first space again (it's important that children get used to thinking about the meaning of the whole text and not only the words around the spaces).
• Elicit some ideas for what word could be in the first space, encouraging students to think about the words before (a: followed by a singular noun) and after (came, with rain and strong winds: what usually comes with rain and wind? What do we call this?).
• Ask students to write their guesses on the page, near the space, but not on the line.
• Repeat with space 2 if you think your students need more help.

3. Sample Task – complete the task
• Students work in pairs or threes to work through each space and use the clues in the text to help them decide on what may fill each one.
• You could write the following questions on the board to help them:
  ➢ What kind of word is it? – a verb, an adverb, a noun or an adjective?
  (These are the types of words that are tested in this part of the test)
  ➢ If it’s a verb, is it in the present or the past, or is it –ing?
  ➢ If it’s a noun, is it singular or plural?
• Monitor their work, but don’t check the answers together yet.
• As groups finish, ask them to unfold the worksheet and to try to complete the text using the words in the box.
• They should use their ideas to help them.
• ☑ Allow about 4 minutes for this, though in the test, children will need to spend longer on this task as they will need to read the text, consider the answers and then choose the title.
• Check the final answers (and the guesses, if you like) with the whole class.
• Discuss why they chose those answers and how they knew which ones were correct. (See the Answer Key on page 4.)
• Ask students to look at question 6 and check what they have to do.
• Each group should choose one of the titles, which best matches the general meaning of the story.
Suggested follow-up activities

1. After reading any text together in class, ask students to suggest good titles for the text.

2. Ask students to work in pairs or small groups. They have to use all the words in the box from the Sample Task and choose one title to create a new story. They could write their stories up on big pieces of paper, display them around the class and the whole class could vote for the story they think is the most interesting. (Of course, students cannot vote for their own story.) The teacher could type out the stories and remove some of the words (nouns, verbs, adjectives or adverbs) so other students can try to complete the blanks.
A2 Gold Reading & Writing Part 3 – Answer Keys

Key to Procedure Step 3

2. went to the followed by a place, it is a place you have dinner. Where do you usually eat dinner? Think about the whole text – where might you go for dinner on vacation?

3. Isn’t can be followed by an adjective, something to describe the dinner. What do people often say about dinner? (It isn’t…) Look at the next sentence: ‘because there is no-one to cook.’ If there is no-one to cook, how would you describe the dinner?

4. The parents are in the kitchen. Where in a kitchen do you look for food (that isn’t a cupboard)?

5. You need a verb to follow the subject Mom. What verb can you use to describe what you do with vegetables when you are making dinner? (Use the past tense)

Key to Sample Task

1. storm
2. restaurant
3. ready
4. fridge
5. cut
6. The new cooks
A2 Gold Reading & Writing Part 3 – Sample Task

*Original can be found in the A2 Gold Reading & Writing Sample Test, which can be downloaded from:*

https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

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**Part 3**

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

![Island and ocean scene]

<table>
<thead>
<tr>
<th>example</th>
<th>island</th>
<th>fridge</th>
<th>pushed</th>
<th>restaurant</th>
<th>missing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ready</td>
<td>pepper</td>
<td>sky</td>
<td>storm</td>
<td>cut</td>
</tr>
</tbody>
</table>

Last weekend, Harry and his parents went to a small hotel on an ____________ in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a ____________ came, with rain and strong winds, and he couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the ____________ to have dinner, but it was closed. ‘What's the matter?’ Harry's mom asked the waiter. ‘The dinner isn't ____________,’ he said, ‘because there is no one to cook.’
So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) ......................... and in the cupboards. They found some flour, tomatoes, cheese and vegetables. Dad made pizzas and Mom (5) ......................... the vegetables into small pieces for a salad. ‘That smells good,’ said the waiter. Harry ate a piece of pizza. ‘And it tastes very good!’ he said. Everyone loved the dinner and thanked Harry's parents.

(6) **Now choose the best name for the story.**

Check one box.

- Harry buys pizza  
- Lunch on a boat  
- The new cooks
Lesson plans

A2 Gold Reading & Writing Part 4 – Teacher’s Notes

Description
This activity gives students practice in completing a multiple choice fill-in-the-blank text with a grammar focus. They will learn what clues to look out for and practice predicting answers.

Time required: 30 minutes.

Materials required:
- Pre A1 Bronze, A1 Silver, A2 Gold Sample Tests can be downloaded from the website
  https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Aims:
- to introduce students to Part 4 of the A2 Gold Reading & Writing test
- to give students practice in completing a multiple choice fill-in-the-blank text.

Procedure

1. Introduce the activity
   - Write the word Hospital on the board and ask students to tell you anything they can about hospitals and any words associated with them, e.g. doctor, hurt, ill.
   - Write the sentence Doctors working in a hospital.
   - Ask students if this is correct. Point to the verb.
   - Elicit that it is the wrong word. It should be work.
   - If your students can explain why, encourage them to.
     To be a sentence, there should be a main verb. Working is a participle and needs an auxiliary (are) to be a verb. In this sentence, we are talking about something which is always true, so we use the present simple.
     This could be done in the children’s own language.
   - Write the sentence There are many doctors where want to help you.
   - Ask them to spot a word that is wrong and to tell you what the correct word should be.
   - Again, encourage them to explain why.
The relative pronoun should be *who* not *where* – who refers to a person, where to a place.

**Sample Task – introduce the task**
- Explain that A2 Gold Reading & Writing Part 4, like Part 3, is a text with some spaces in it.
- However, the kinds of words that are taken out are different. In Part 3, children have to think about vocabulary, but in Part 4, they should think more about grammar.
- Hand out a copy of the Sample Task folded in half so that students cannot see the options.
- Ask: *What’s the title?* (The Seasons); *How many blanks are there?* (10, and 1 example).
- Allow them 2–3 minutes to read through the text, silently.
- Tell them not to think about the spaces now, but to try to get the general meaning of the text.
- When they have finished, elicit whether the text is a story or giving factual information.
  
  In Part 4, children work with factual texts.

**2. Sample Task – complete the task**
- Work as a class and ask students to guess what words might be missing for questions 1–5.
- Encourage children to think about the rest of the sentence and the information it gives.
- Write down suggestions on the board. *(See the Answer Key on page 4.)*
- Students now work with a partner to guess the remaining 5 words.
- They should write their guesses next to the text on the correct line.
- Now ask them to unfold the paper and explain that the right answer is *one of the three options* on the right.
- Focus on the options for the example.
- Working in pairs, they should check if any of their predictions on the board were correct.
- If none of them are correct, they should choose the word they think fits best.
- Look at the example together and elicit what the differences are between the three options.
  - *Many* is a determiner used with countable nouns (plural)
  - *Much* is a determiner used with uncountable nouns (plural), and often in the negative *(not much money)* and questions *(Do you have much money?)*
  - *Any* is a determiner used to talk about one of many, used with plural nouns
• Explain that if students are not sure which answer is correct, they should try to think about when each word is used and to see if it fits into the space.

• Go through questions 1 and 2 together, or more if you feel your students need more support (See Teacher Support page on page 5.)

• Write the following questions on the board to help students while they choose answers for the remaining 8 questions.

  They should do this on their own – ☑ allow around 4 minutes.

   ➢ Is it singular or plural?
   ➢ Past or present?
   ➢ A person, thing or place?

• Students check their answers in pairs before you write the correct answers on the board for them to check.

• Go through any answers that students got wrong, encouraging other students to help with the explanations. These can be in the children's own language.

Suggested follow-up activity

• Project a text on the board or screen and cover most of it.

• Reveal a bit at a time and stop before important grammatical words such as verbs, connectors and pronouns, ensuring the rest of the text is covered.

• Ask the students to suggest which word comes next.

• This could be done as a game in teams, with students scoring points for correct words, making it more fun and encouraging students to think carefully about their choices.
A2 Gold Reading & Writing Part 4 – Answer Key

Key to Procedure steps

Step 3:

1. *Season* is singular

2. This sentence is talking about a general fact, so it needs to be present simple

3. *10 o’clock at night* is a specific point in time

4. This sentence is talking about a general fact, so it needs to be present simple. *Gets colder* helps us identify the tense too. *Trees* is the subject so we use *lose* not *loses*

5. *December* refers to time, so we need to use *when*. It is followed by the subject *it* so we can’t use *which*

6. *4 o’clock* is a specific time so we need the preposition *at*

7. We are describing *the days*, not comparing them, so we need the adjective *short*. *The nights are long* also helps us as we need to use the same form of the adjective.

8. *The plants and flowers* already grew before, so this is a repeated action, so we need to use *again*.

9. The word but helps us see the is contrast. The contrast is with *different*, so it has to be the *same*. The definite article *the* also helps as *same* is always preceded by it.

10. *Times of the year* is a fixed expression.

Key to Sample Task

1. Each

2. begins

3. until

4. lose

5. when

6. in

7. short

8. again

9. same

10. of
The information below explains why the options given in the Sample Task are correct/incorrect, and is useful for Step 3 of the lesson plan.

Note: you do not need to use all the grammatical terms with your students. The information given here is mainly for your reference.

1. Other and all refer to plural nouns.
2. Began is simple past. Beginning is present participle, so to be a full verb it needs am/is/are.
3. For is used with a period of time, e.g. for 10 years. During is used to show something that continues over a period of time, e.g. during the summer. Until means something happens up to a specific time and then stops.
4. Lost is simple past. Loses is present simple 3rd person singular. Lose is either bare infinitive or present simple plural.
5. Which is a relative pronoun used with objects, people, or time but is followed by a verb. When is a relative pronoun used with time and is followed by a subject. Where is a relative pronoun used with places and is followed by a subject.
6. These are all prepositions. At is used with specific items, e.g. at 10 o'clock. In is used with set times such as in the afternoon, or months, in July, or years, in 2017. On is used with days, e.g. on Monday.
7. Shorter is a comparative adjective and needs to be followed by than. Short is an adjective. Shortest is a superlative adjective and needs to be preceded by the.
8. After is usually followed by a time clause, e.g. after the summer. Already is used with present or past perfect.
9. Both is used to talk about two things. More is used with an adjective to show comparison, e.g. more beautiful. Or is a conjunction used to express an alternative between two things/people.
10. Of and with are both prepositions. With is used to mean together with something else. Up can be an adverb or a preposition of place.
Part 4
– 10 questions –

Read the text. Choose the right words and write them on the lines.

The Seasons

Example

In ………………… countries there are four seasons in the year. These are
called spring, summer, fall, and winter. ……………………… season is
about three months long and then a new season comes.

1. ………………… 10 o’clock at night. In September it gets colder and the
trees ………………… their leaves. This season is called fall. Winter
comes in December ………………… it is usually very cold and a lot of
countries have snow. On some winter days, it gets dark at about
4 o’clock ………………… the afternoon so the days are very
and the nights are long.

In March the weather gets warmer and plants and flowers start to
grow ………………… This season is called spring.

In the south of the planet the countries have the ………………… seasons,
but they happen at different times ………………… the year. They have
summer in December and winter in June.
<table>
<thead>
<tr>
<th>Example</th>
<th>many</th>
<th>much</th>
<th>any</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Each</td>
<td>Other</td>
<td>All</td>
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<td>10</td>
<td>of</td>
<td>up</td>
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Lesson plans

A2 Gold Reading & Writing Part 5 – Teacher’s Notes

Description
This activity gives students practice in extracting important information from a text.

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<th>Time required:</th>
<th>40 minutes.</th>
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<table>
<thead>
<tr>
<th>Materials required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>colored pencils for each student</td>
</tr>
<tr>
<td>Student’s Worksheet (one copy for each group of 2–3 students)</td>
</tr>
<tr>
<td>Sample Tests can be downloaded from the website</td>
</tr>
</tbody>
</table>

https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

<table>
<thead>
<tr>
<th>Aims:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to introduce students to Part 5 of the A2 Gold Reading &amp; Writing test</td>
</tr>
<tr>
<td>to give students practice in extracting important information from a text.</td>
</tr>
</tbody>
</table>

Procedure

1. Introduce the activity
   - Tell the students about a class trip you went on when you were at school.
   - Show them a photo of the place.
   - Perhaps you can add about something that happened on the trip (what happened, how you felt, what happened in the end).
   - Invite students to tell the class about a school trip they have been on.

2. Sample Task – introduce the task
   - Hand out the Sample Task (the first part, which contains the picture and the text).
   - Ask students to look carefully at the picture and to tell you what they can see.
   - Exploit the picture as much as possible as the picture provides a context for the story and can help students feel more confident about the text. If they are having difficulties, prompt them by asking questions like:
     - Where are they?
     - Who is in the picture?
What are they looking at?
What are they going to do?

- Ask the students to read the text quietly on their own.

It’s important to give them practice in reading silently to themselves for the test.
- Allow them 2–3 minutes for this.
- Check that they understand all the vocabulary, *e.g.* castles, explain, history, bottom, thirsty, fell over, hurt, farmer, field.

Point out that in the test, children may be able to answer the questions even if they’re not sure of a word, but all the words are on the A2 Gold vocabulary list. (See the *Cambridge English: Young Learners* Handbook for Teachers.)
- Ask questions about the text:
  - Who is Mr. Park? (*the teacher*)
  - Who is Paul? (*one of the students*)
  - Where did they go on their school trip? (*an old castle (on a hill next to the sea)*)
  - Why did they go there? (*because they were studying castles in history class*)
  - How did they get to the castle (*they walked*)
  - How were the children feeling when they got to the castle? (*tired and thirsty*)
  - What did Paul and his friends want to do after visiting the castle? (*have a race*)
  - What did the teacher say? (*“Stop running!”*)
  - What happened to Paul (*he fell over and hurt his leg*)
  - Who did the teacher speak to? Why? (*A farmer, to borrow his horse*)
  - How did Paul get down the hill? (*He rode the farmer’s horse*)

3. Sample Task – finding important information

- Hand out the second part of the task.
- Ask students to read the instructions before the text and to look at the example answers.
- Write the following questions on the board for children to answer in small groups:
  - What do you have to write in the spaces in the questions?
    (After they have read the story, they have to complete sentences with important information from the story.)
  - How many words can you use in each space?
    (1, 2, 3 or 4 words; they should not write more.)
  - Can you use words from the text?
    (Yes; they should be careful to copy words correctly and not make any spelling mistakes.)
  - Is it OK to write the whole sentence?
    (No, they should ONLY complete the sentence.)
• Ask students to look at the examples, and to underline in different-colored pens/pencils the part of the text which gives the information they need to fill in the spaces (*Paul’s class at school is learning about history. So last week their history teacher, Mr. Park, took them to visit an old castle on…*)

• Elicit that in the first example, the words have the same meaning as in the text. The only difference is that the text is written as *Paul’s class/their history teacher*, and the sentence as *Paul’s history teacher*. Also, the text says *the children are studying castles*, and the example says *learning about castles*. 

Remind students of the importance of copying correctly. For this part of the test, children need to think about different ways of referring to people or objects.

• Write on the board:
  ➢  *Their history teacher, Mr. Park…*  
  and underneath it write:
  ➢  *Mr. Park is Paul’s history teacher.*

• Check with students whether the two sentences mean the same thing (*Yes*). For this part of the test, children need to understand how the same meaning can be expressed in different ways.

4. Student’s Worksheet

• Hand out a copy of the *Student’s Worksheet* to each group of two or three students.

• They should use the questions to help them underline the sentences in the text which give the answer to each of the questions 1–7.

• They should use a different-colored pencil/pen for each question.

• Monitor and help them as they work.

• Put groups together into fours/sixes to compare their texts and to see if they’ve underlined the same parts of the text.

• Check any problems with the whole class.

5. Sample Task – complete the task

• Students should now work individually to write the missing words into each question, using the part of the text they’ve identified.

• Remind them of how many words they can use (*1, 2, 3 or 4*), that the sentences should be correct and that they should copy correctly.

• Allow them about 3–4 minutes for this (in the test, they will need longer for this part as they will read and identify the sections of the text by themselves).

• Check their answers together.

• If there is time, ask the students to work in groups and act out the story for fun.
Suggested follow-up activities

1. After reading a text together in class, ask students to work in pairs and write 4 or 5 short sentences that give the most important information from the text.

2. Teacher writes summary sentences after a text using different expressions than those used in the text and students have to decide if they are true or false.

3. Encourage extensive reading – reading for pleasure. The more children read and enjoy reading, the easier it is for them to understand texts.

A2 Gold Reading & Writing Part 5 – Answer Keys

Key to Student's Worksheet
(The following are the sentences students should underline in the text).

1. Mom and Dad gave it to her when she was a baby...
2. ... when we sit down to eat, the doll always sits next to Emma.
3. Last Sunday, our family went to the park to have a picnic.
4. There were a lot of people in the park because it was sunny.
5. After lunch, Emma and I went on the swings.
6. Mom and I looked under our sweaters and other things, but we couldn’t find her.
7. ‘Treasure has brought Daisy to play with me.’

Key to Sample Task

1. bus
2. the sea
3. (some) juice / a drink (of juice) / (a) juice (to drink)
4. (different) parts
5. a race / (started to) run
6. hurt his leg / couldn’t walk ((very) well)
7. (big) (brown) (farmer’s) horse / farmer’s (big) (brown) horse
A2 Gold Reading & Writing Part 5 – Student’s Worksheet

1. Emma got the doll when she ______________________________ .
   What does ‘Emma got a doll’ mean? Did she buy it? Did someone give it to her?
   Can you find who gave it to her in the story? Underline the sentence which tells you this in blue.

2. Daisy always sits ______________________ Emma when she eats.
   Can you guess what word could fill this space? Write your ideas here:
   ______________________
   Look at the story. Where is the sentence which tells you about eating? (Clue: it’s near the beginning of the story.)
   Underline this sentence in orange.
   Does the sentence tell you only about Emma eating, or about the whole family?

3. The family had a ______________________ in the park on Sunday.
   Find the sentence which talks about last Sunday. Underline it in green.

4. The park was full of people because....
   What does ‘full of people’ mean? Choose the best answer:
   There were  A  a few people
   B  a lot of people
   C  some people
   Find the sentence in the text which uses the words you chose. Underline it in brown.
5. Emma and Betty played on _____________________ after lunch.

Find the sentence which tells you what Emma and Betty did after lunch (remember Betty is telling the story!). Underline it in red.

6. Mom and Betty looked everywhere, but they ______________ the doll.

What's the doll's name?

Find the part of the story which tells you about looking for the doll. Underline the part which is only about Mom and Betty (not Dad!) in purple.

7. __________________________ brought the doll to Emma.

Who found Daisy?

Find the part of the story which tells you this (remember that Treasure is a boy dog!) and underline it in pink.
A2 Gold Reading & Writing Part 5 – Sample Task

Original can be found in the A2 Gold Reading & Writing Sample Test, which can be downloaded from:

https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 5
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Mr. Park’s class visits a castle

Paul’s class at school is studying castles in history. So last week their history teacher, Mr. Park, took them to visit an old castle on a hill next to the sea. They went by bus and stopped at the bottom of the hill.

Mr. Park pointed to the castle at the top of the hill and said, ‘There is no road up there so we have to walk.’

The children were tired and thirsty when they arrived at the castle. But Mr. Park had juice for all of them. It was very interesting because Mr. Park showed them all the different parts of the castle and explained its history.

On the way down the hill Paul’s friends said, ‘Let’s have a race.’ So Paul and his friends started to run.

‘Stop running!’ shouted Mr. Park. But the boys ran faster and faster and then Paul fell over and hurt his leg. It wasn’t broken, but he couldn’t walk very well.

Mr. Park saw a farmer on his horse in a field. He went to speak to him and the farmer let Paul ride his big brown horse down the hill to the bus.

‘Sorry we didn’t listen to you on the hill,’ Paul said to Mr. Park, ‘but we listened in the castle. It was great! Can we come again?’
Examples

The children are learning about ____________ castles ____________ in history at school.

_________________________ is Paul’s history teacher.

Questions

1. Mr. Park and the children went in a _______________ to a castle.

2. The castle that they visited was near _______________ and on a hill.

3. Mr. Park gave everyone _______________ when they arrived at the castle.

4. The children looked at the _______________ of the castle.

5. Some of the children had _______________ on the way down the hill.

6. Paul _______________ because he fell over when he was running.

7. Paul went back to the bus on a _______________ !
Lesson plans

A2 Gold Reading & Writing Part 6 – Teacher’s Notes

Description
This activity gives students test practice in completing a fill-in-the-blank text. They need to use the skills they’ve learned from looking at A2 Gold Reading & Writing Parts 4 and 5.

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<th>20 minutes.</th>
</tr>
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<tbody>
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<td>Materials required:</td>
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</tr>
<tr>
<td>Aims:</td>
<td>to introduce students to Part 6 of the A2 Gold Reading &amp; Writing test to give students practice in completing a blanked text.</td>
</tr>
</tbody>
</table>

Procedure
1. Introduce the activity
   - Play hangman with the word *photograph* on the board.
   - When students have guessed the word, give them 1 minute to work in groups of three or four to write down as many words as they can which are connected with *photographs*.
   - The group with the most words wins (they should be able to justify any unusual ones!). Make sure they are all aware of the collocation *take a photograph of something/someone*.

2. Sample Task – introduce the activity
   - Hand out a copy of the *Sample Task* to each student.
   - Quickly elicit answers to the following questions:
     - What kind of a text is this? *(a diary: Part 7 often uses letters or diaries)*
     - How many questions do you have to answer? *(5)*
     - What do you have to do? *(write a word in each space)*
     - How many words do you write in each space? *(only one)*
     - Are there some words to choose from? *(No, children have to decide on the words by themselves)*
What do you think the letter is about?
(taking photographs/a vacation – from the pictures)

• Ask students to think about what they have learned from the activities for Parts 4 and 5 of the Reading & Writing test.

• Ask them, What should you do first? (read the text once without thinking about the missing words, to get an overall understanding of the text).

• Give students 1–2 minutes to do this silently.

• Tell the students they are going to complete the spaces on their own, a bit like they will have to do in the test. Elicit first what they should think about as they do this. Their ideas may include:
  ➢ Read before and after the space before you decide.
  ➢ Think about what kind of word is needed in the blank (verb, noun, preposition, etc.).
  ➢ Think about the grammar clues, e.g. single/plural, present or past, verb patterns, etc.
  ➢ Use the meaning of the whole sentence (or text) to help you.
  ➢ Read the letter through at the end to check.

3. Sample Task – complete the task

• Allow the students 5 minutes maximum to work through the text on their own.

• When they have finished, put them into pairs to check and discuss their answers.

• When the pairs have finished, put them into groups of four to check and discuss again. They should try to reach an agreement.

• If there are any questions that the students still don’t agree on, check them together. (See the Answer Key on page 4.)

Point out to students that sometimes this question is not noticed as students think they have finished when they do Part 6! Ask your students to make sure they remember there are 7 tasks in the Reading & Writing test.

Suggested follow-up activity

• If your students find this task difficult, you can build up to it by giving them some options in a box, providing the answers with the letters jumbled up, providing the first letter of the answers or providing the number of letters in each blank.

• This part tests both grammatical and lexical knowledge. Students can make their own tasks by deleting a few words from a short text and swapping with another pair.
**Key to Procedure Step 3 & Sample Task**

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</tr>
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<tbody>
<tr>
<td>1.</td>
<td><em>We have been</em> + <em>To</em> + infinitive <em>(visit)</em> + place <em>(the Pyramids).</em></td>
<td><strong>to</strong></td>
</tr>
<tr>
<td>2.</td>
<td>The sentence mentions <em>teacher</em> and <em>Geography</em>. As Geography is quite specific, it cannot be <em>school</em>.</td>
<td><strong>class(es)/lesson(s)/studies</strong></td>
</tr>
<tr>
<td>3.</td>
<td>This is a comparative structure. After the comparative adjective <em>smaller</em>, we need to use <em>than</em></td>
<td><strong>than</strong></td>
</tr>
<tr>
<td>4.</td>
<td>This is the collocation <em>to take photos</em>, but it is talking about the past <em>(went inside)</em>. You can also use the collocation <em>to get photos</em>.</td>
<td><strong>took/got</strong></td>
</tr>
<tr>
<td>5.</td>
<td>Here the writer is describing <em>why</em> he is excited so we need a conjunction which shows reason <em>(because/as/since)</em>. You can also just use the coordinating conjunction <em>and</em> to join the two parts of the sentence together.</td>
<td><strong>because/as/since/and</strong></td>
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A2 Gold Reading & Writing Part 6 – Sample Task

Original can be found in the A2 Gold Reading & Writing Sample Test, which can be downloaded from:

https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 6
– 5 questions –

Read the diary and write the missing words. Write one word on each line.

Example

1. We are .............. a great time on this vacation. Today we've been .................. visit the pyramids. My teacher told me about them in our Geography .................. and she showed us some pictures of them, but in the pictures they looked much smaller .................. they are. We went inside one and I .................. lots of photos with my camera.

2. We are going to go and see some camels tomorrow. I am very excited .................. I have always wanted to ride one. Mom doesn't want to go near them. She says camels are usually not very friendly.
Lesson plans

A2 Gold Reading & Writing Part 7 – Teacher’s Notes

Description
This activity gives students practice in writing a short story about what they can see in three pictures.

Time required:
ํ 45 – 60 minutes.

Materials required:
▪ Sample Tests can be downloaded from the website ᴇ
https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Aims:
• to introduce students to Part 7 of the A2 Gold Reading & Writing test
• to give students practice in describing what is happening in pictures
• to give students practice in linking their descriptions to write the story that is shown in the pictures

Procedure

1. Introduce the activity
• Draw the moon, some stars and a ringed planet on the board.
• Elicit moon, stars and planet and ask how to spell these words. Write them on the board under your pictures. Erase the drawings but leave these three words there.
• Ask Who would like to travel to the moon or to another planet? Put up your hands!
• Write dangerous exciting interesting on the board. Point to each word and ask Who thinks traveling to another planet is dangerous? Exciting? Interesting? All three words? Students put up their hands to answer.
• Elicit astronaut by asking, ‘What do you call someone whose job is to travel into space?’
• Ask Would any of you like to be astronauts? Ask Why/Why not? Accept any feasible answers.

Discussion could be done in pairs or small groups if preferred. Follow that with feedback.

2. Sample Task – introduce the task
• Hand out a copy of the Sample Task to every pair of students in the class. By sharing the worksheet, each student will feel they have the support of their classmate in coming up with ideas. But in this particular task, where there is no ‘correct’ answer – the most important factor is that the sentences students create are comprehensible (see Assessment Criteria at the end of this document). Pair work will also help students understand the importance of respecting others’ creative ideas and different viewpoints as valid.
• Ask students to look carefully at the three pictures.
• Tell students that in today’s lesson, they are writing a story that they can see in the pictures. Make sure that students understand that their stories will not be all the same. There is no ‘correct’ story. Everyone will write their own story.
• Point to moon, stars and planet on the board and ask students to think of five other words they might like to include in their story, using the pictures to help with ideas. Students work in pairs then feed back in open class. Write the words on the board, for example alien, astronaut, rocket, sky, hungry, thirsty, sandwich, drink, home, eat.
• Familiarize the students with what is happening in the pictures by using a short Q/A activity incorporating key vocabulary. Students work in groups of four. Give each group a copy of the twelve questions about the cartoon. Say Some answers are more than one word. Groups race to confer quietly and list their answers. Say Put up your hands when you have finished answering the questions. Check answers.

Suggested answers (but accept all plausible answers students give)
1 a (blue) planet
2 happy
3 an alien
4 three
5 white
6 a snack / a sandwich / some fruit juice
7 red
8 hungry / happy
9 in the alien’s home
10 the sky / a planet / stars / the rocket
11 a glass of fruit juice
12 accept any answer. Examples: The astronaut invites the aliens to go for a ride in his rocket. The astronaut starts to feel ill! The aliens eat the astronaut!

3. Sample Task – preparation
Students may feel a little overwhelmed if they look at all three pictures and try to write the story they show, so encourage students to look at each picture in turn and write one, two or three things about what is happening in each one, in response to each of the prompts below. This can be done individually or in pairs. Give them 30 seconds to write their answer, encouraging whole-sentence answers. Suggested answers are shown in brackets. Note that this story (and others) can be told mostly in the present tense.

• Point to the first picture and ask
  How did the astronaut travel to the moon?
  (The astronaut flew to the moon in a rocket.)
  Where is the astronaut?
  (The astronaut is on the moon.)
  What is the astronaut doing?
  (He’s talking to an alien.)
• Point to the second picture and ask
  Is the alien friendly?
  (Yes, it’s friendly.)
  What is the alien saying to the astronaut?
  (Would you like a sandwich and a drink?)
• Point to the third picture and ask
  Where is the astronaut now?
  (The astronaut is in the alien’s home now.)
  What is the astronaut doing?
  (He’s eating, drinking and talking to the aliens.)
• To show students how to use linking words between each story picture, point to the second and the third picture and then write on the board:

  so because when and then but while after

• Ask which of these linking words could they use to show what happens in picture 3 with what happens in picture 4. Suggested answers: so, then

• Students write two sentences using the linking words, for example:

  The astronaut is hungry. He wants a sandwich so he goes to the alien’s home.
  The astronaut is hungry. He wants a sandwich. Then he goes to the alien’s home.

Monitor for examples to use during feedback that impede comprehension and obscure meaning.

• Use examples collected during monitoring to address any comprehension-impeding issues before students complete the sample task, e.g. write examples of good and not-so-good sentences on the board and ask students to assess them. They could then re-write the not so good ones. (NB: If possible and to avoid demotivating students, you might want to change some of the words used so that is not immediately obvious whose sentence it is).

Possible extensions:
• Students work in pairs. Write the first half of three sentences about the last picture on the board, for example:

  The astronaut is eating ……………
  The aliens sat ……………
  The aliens’ home was warm ……………

• In pairs or small groups, students choose ways to complete the sentences with one of the linking words.

Some suggested answers
  The astronaut is eating because he’s hungry.
  The astronaut is eating but he’s listening to the aliens too.
  The aliens sat, then told the astronaut about their planet.
  The aliens sat while the astronaut ate his food.
  The aliens’ home was warm so the astronaut took off his helmet.
  The aliens’ home was warm and the astronaut enjoyed his time there.

4. Complete the sample task

Students could complete the task in pairs or on their own.

• Students read the instructions. Ask How many words should you write? (20) Can you write more than 20 words? (yes! However, 20 or more is intended as a guide so students shouldn’t be encouraged to write too many more than 20. Assessment is about quality not quantity. Ensure this is conveyed to the students.)

• Remind students to write two or three things about what is happening in each picture and to use linking words, both to talk about one picture, and to link one picture and the next.

• Ask two or three students to read out their story. See two suggested answers below.

• Ask students who are listening to write down the linking word they hear. Ask: Were all the pictures described?

5. Ideas for extending the activity

• Working in pairs or groups, students write the dialogue between the astronaut and the aliens then role-play it. For example (re picture one)

  Astronaut: Wow! Hello! I’m an astronaut. What’s your name?
  Alien A Zed! I live here. Are you OK?
  Astronaut: Sure!
  Alien B Hi! I’m Zim!
  Astronaut: Oh! Hi, Zim. My name’s Dan.

Etc.
• Students rewrite their story, extending it to include the dialogue and adding any other information to make it more interesting, scary, etc.

6. **Follow up ideas**

• In groups, students write questions about the trip to the moon that they would like to ask this astronaut. They think up answers and again, role-play the interview.

• In groups, students write text messages to the aliens asking about their way of life. They think up the messages that the aliens might write back. They could make collages of the message exchanges, or write a Q/A article about the aliens.

• Create a simple story with the help of your class. For example: *Peter and Helen go for a walk in the forest and they have a picnic in their backpacks. They want to go across the river, but the water is too deep. An elephant comes so the children cross the river on its back. They thank the elephant and give it some grapes.* Students draw the story pictures and write captions under each one.

• Pairs draw their own very simple stick men cartoons for other pairs to write 20-30 words about. You might need to help students with ideas. Display the cartoons and the stories on the wall randomly, then ask the class to match the cartoon with its story.
Picture one
1. What is in the sky above the alien’s head?
2. How is the astronaut feeling?
3. What can you see in the hole near the astronaut?
4. How many fingers does the alien have on each hand?

Picture two
5. What color are the astronaut’s gloves and helmet?
6. What does the alien think the astronaut would like to eat?
7. What color are the spots on the alien’s body?
8. How is the astronaut feeling?

Picture three
9. Where is the astronaut now?
10. What can you see through the window?
11. What is the astronaut holding?
12. What happens next? You decide!

What happens next? You decide!
A2 Gold Reading & Writing Part 7 – Answer Keys

Key to Procedure Step 2 (other answers may be possible)

1  a (blue) planet
2  happy
3  an alien
4  three
5  white
6  a snack / a sandwich / some fruit juice
7  red
8  hungry / happy
9  in the alien’s home
10  the sky / a planet / stars / the rocket
11  a glass of fruit juice
12  accept any answer

Examples:  The astronaut invites the aliens to go for a ride in his rocket.
The astronaut starts to feel ill!
The aliens eat the astronaut!

Keys to Sample Task (suggestions only)

The astronaut flies to the moon. He meets a friendly alien. The astronaut is hungry so the alien takes him to its house. The astronaut eats and drinks there!
(29 words)

An astronaut flies to another planet. An alien comes to meet him and asks, ‘Are you hungry?’ The alien invites the astronaut to its family home. The astronaut enjoys his food and then they talk for a long time.
(39 words)

Michael is an astronaut. He travels to another planet where he meets an alien. The alien says, ‘Would you like something to eat?’ Michael says, ‘Yes, please!’ Then he goes to the alien’s house where the alien makes Michael a meal. The aliens and Mike are great friends now!
(49 words)
A2 Gold Reading & Writing Part 7 – Sample Task

Original can be found in the A2 Gold Reading & Writing Sample Test, which can be downloaded from:
https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 7

Look at the three pictures. Write about this story. Write 20 or more words.

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A2 Gold Reading & Writing Part 7 – Assessment Criteria

A total of 5 points are available for this part.

5 points
- Response describes a progression of events which are explicitly connected to each other and
- Response is based on all three pictures and
- Minimal effort is required on the part of the reader to make sense of the response.

4 points
- Response describes a progression of events some of which are explicitly connected to each other and
- Response is based on all three pictures and
- Some effort is required on the part of the reader to make sense of the response.

3 points
- Response describes a progression of events and response addresses at least one of the pictures or
- Response describes a progression of events and addresses all three pictures but imposes a significant strain on the reader who may be required to read it more than once in order to make sense of it.

2 points
- Response includes at least one phrase that is clearly comprehensible.

1 point
- Response includes some English words discernible by the reader.

0 points
- Question unattempted or totally incomprehensible response.