

Teens A2 Ideas

Reading and Writing 1

In this part of the test, students will:

- identify and / or understand context – gist.

Gist: the main subject, without details, of a piece of information

Cambridge Advanced Learner's Dictionary

To do so, teachers must provide students with opportunities to paraphrase (saying the same thing using different words and forms).

- Paraphrasing
- Notices and matching meaning

Start

- Ask students to think of where they can see notices – **explain what they are.**
- **Write** some students' ideas on the board and, as a mind map, ask them to think of what kind (s) of notice(s) could be seen in the places mentioned.
- Extend the mind map by asking students to brainstorm words they could see / read in the notices.
- Ask students to make a list of the notices they can see at their school.
- Let students compare their lists and, in groups of three or four, tell them to (briefly) explain what the messages are.

During

- Divide the class into small groups – each group will be in charge of making three notices about a specific place.
- Let them choose a place.
- Distribute white sheets of paper, colours and tape.
- Ask students to display their notices on a wall.
- One team at the time will present their notices by explaining what the message is – the rest of the class must be gathered in front of the team in turn to present their work.
- Ask students to analyse the vocabulary, language or forms they used.

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- Write this example on the board:
Found – black BC-12 cellphone
If you have lost something, go to the principal's office.
- Explain to students that it is really important / useful to underline key words – in this example, the words that are working as a link to identify the matching idea are:
“found” and “lost”
“cellphone” and “something”
- Keep in mind that students must be able to find different ways to communicate meaning.

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- Ask students to read the first message and decide on which words could be used as key words.
- Ask students to take a look at the notices and try to find matching words (synonyms or antonyms / opposites).
- Ask students to share what they have found – remember to be patient; it may take some time before students can find the correct answer (avoid spoon-feeding).
- Divide the class into groups of three and give them some time to complete the activity; remind them to either circle or underline keywords.
- Check answers with the whole class.

Finish

- Tell students to take the notices they made off the wall – tell them to write a short line explaining the message for each (on the back side).
- Monitor and help students find matching words.
- Ask students to turn in their notices; as they are doing so, ask them to explain or specify which words were useful for completing the activity – paraphrasing.