

## Lesson plan:

### B2 First for Schools Writing Part 1

**Time required:** 60 minutes

**Material:** Underlining denotes hyperlink

- One copy of [Student worksheet 1](#) for each learner
- One copy of [Student worksheet 2](#) for each learner
- One copy of [Student worksheet 3](#) for each learner
- Useful links:
  - [B2 First for Schools Writing Guide for Teachers](#)
  - [B2 First for Schools Writing Checklist](#)
  - [Write and Improve](#)

**Aims:**

- To practise useful strategies for B2 First for Schools Writing Part 1
- To practise the POWER process of writing: **P**lanning, **O**rganising, **W**riting, **E**ditng and **R**eviewing
- To provide opportunities for further reading and speaking skills practice

## Procedure

### Lesson stages

#### Lead-in: [Student worksheet 1](#) – Exercise 1

To introduce the topic, ask the class what they can see in the pictures and elicit different ways people shop for clothes. Put the learners into pairs to read and discuss the questions in Exercise 1.

Feedback: In open class, nominate some learners to share what they learned about their partners. Note that learners will repeat this discussion task again later in the lesson using vocabulary from the model answer, so you do not have to correct their language use at this stage.

**Online options:** For Exercise 1, put the learners into pairs to discuss the questions in breakout rooms, if it is safe to do so.

If not, ask learners to comment in open class and add additional prompts to promote discussion – you may need to ask ‘Why? / Why not?’ to encourage learners to extend their answers, for example.

#### Pre-reading task: [Student worksheet 1](#) – Exercise 2

Give learners time to read the sample question. Put them into groups of 3 or 4 to brainstorm ideas of arguments *For* and *Against* – it is not important if they agree with each other’s statements or not. Monitor as they do the task and be ready to prompt learners who are struggling to think of ideas. Make sure they have looked at the notes given in the task. You could also suggest they think about:

- how *buying* new clothes makes people feel

- how *wearing* new clothes makes people feel
- working in the fashion industry
- the impact on the environment

Feedback: Copy the *For* and *Against* table on the board, elicit ideas from the class and write them up on the board.

**Online options:** [Padlet](#) is a useful tool for brainstorming activities – each group can add their ideas to a Padlet wall which the whole class can view.

### Reading for gist: [Student worksheet 2](#) – Exercise 3

Explain to learners they are now going to read a well-balanced essay that gives both sides of the argument. Ask the learners to read the text to see if the writer came up with similar ideas to theirs. Make sure learners understand there are no right or wrong ideas here and that quickly brainstorming ideas is an important exam strategy as it then allows them to choose their best ideas for their essay. For an essay of 140–190 words, two ideas *for* and two ideas *against* is usually sufficient.

Feedback: Ask learners which of their ideas are mentioned and tick these off on your table on the board. Ask them to tell you any new ideas included in the essay and add these to the table.

**Online options:** Make sure the text is large enough for learners to read easily on the screen. If this is not possible, consider uploading the worksheet for the learners at the start of the lesson.

### Analysis of the model answer: [Student worksheet 2](#) – Exercise 4

Tell learners they are now going to read the essay again as if they were Cambridge examiners. They need to think about what the examiners are looking for.

Write the four assessment criteria on the board, and ask learners what they think each one means:

- Content
- Communicative achievement
- Organisation
- Language

Put the learners into pairs to discuss.

Feedback: elicit ideas from the class. You may find it helpful to refer to the [Writing Checklist for learners](#) which provides a simplified description of each of the assessment criteria.

Learners should work on answering the questions in Exercise 4 in pairs. Monitor this stage actively providing support as required. The aims here are to give the learners a better understanding of what the examiner is looking for, and also to focus their attention on how this is achieved in the model text, so they can then use some of the same techniques in their own writing.

Feedback: Allow plenty of time for this as it is important to make sure learners can give you examples from the model text to support their answers. See [Answer key](#).

If learners have a paper copy of the worksheet, you may wish to show them where they can access the full version of the [Writing Checklist](#) or print it off for them.

**Online options:** Put learners into breakout rooms to discuss the questions if safe to do so and your learning platform allows. You may also wish to give your learners the link to the full Writing Checklist so they can download it. You can find it [here](#).

**Vocabulary focus:** [Student worksheet 3](#) – Exercise 5.

Give learners some time to find words in the text to match the definitions. If you think this might be challenging for your learners, you can tell them they can ask for a clue. For example, the paragraph in which the word can be found:

1. fashionable (paragraph 1)
2. a person paid by a company to show and describe its products and services on social media (paragraph 1)
3. expensive products made by a particular company (paragraph 2)
4. to get rid of something that you don't want any more (paragraph 2)
5. a set of clothes worn for a particular occasion or activity (paragraph 3)
6. something you say to praise or show admiration for someone e.g. *That colour looks great on you!* (paragraph 3)
7. to buy (paragraph 4)
8. to reduce (paragraph 4)
9. to keep money so that you can buy something in the future (paragraph 4)

Feedback: See [Answer key](#). Model and drill the pronunciation of any new words or phrases as necessary. You may also want to point out that *throw away* and *save up* are separable phrasal verbs e.g. *throw clothes away* and *throw away clothes* are both possible. However, *cut down on* is not separated.

**Speaking focus:** [Student worksheet 3](#) – Exercise 6

Tell learners they are going to discuss the questions from Exercise 1 again with a new partner. This time they should try to include some of the vocabulary from the matching exercise in Exercise 5. Give them a few minutes to think about how they could use some of these words in their answers.

Put the students into pairs to discuss the questions. Monitor discreetly and write down any good examples or common errors for correction.

Feedback: Nominate some learners to share whether they and their partner have the same or different attitudes to fashion and why. Write some examples of good sentences on the board and sentences with errors for learners to correct.

**Recap of exam strategies:** [Student Worksheet 3](#) – Exercise 7

Ask learners to look at the strategies in Exercise 7 and think back to what they did in the lesson. Put them into pairs to decide on the best order.

Feedback: Whole class – see [Answer Key](#).

**Online options:** If you prefer to make the ordering task interactive, you could try an online game maker like <https://flippity.net/Manipulatives.htm>. Simply, copy and paste the strategies listed in Exercise 7 into the box and click 'generate'. Share the link with your students.

**Writing task:** [Student worksheet 3](#) – Exercise 8

The aim here is for learners to now write their own answer to the sample task. They can use some of the other ideas they brainstormed in class. The task is best done for homework so that learners can try and

complete their essay in the 40 minutes they would have in the exam. Encourage learners to make a plan and to time themselves. If they have not been practising long it is OK if they can't complete the task in 40 minutes at first. They should take a note of how far they get but then take the extra time needed to complete their essay.

After they finish, they should use the [Writing Checklist for learners](#) to check their work.

You can also find more information about how to correct learners' written tasks and follow-up activities you can use with your learners in the [B2 First for Schools writing guide for teachers](#).

**Online options:** The sample question about the fashion industry is taken from the B2 First practice materials on the [Write and Improve](#) website. Online learners could also sign up and complete the task on the website. The task is automatically timed and counts the words as well as providing immediate feedback.

### Extra activity

This article from BBC Bitesize can be used for a follow-up reading activity / homework task. It recycles much of the vocabulary from the lesson and introduces some further useful phrases.

#### [Five ways your wardrobe could save the planet](#)

Ask learners to read the 'five ways':

1. Buy second-hand
2. Re-wear your clothes as much as possible
3. Swap clothes with your friends
4. Learn how to revive items of clothing
5. Rediscover your wardrobe

Task 1: Put the 'five ways' in order from *most likely to try* to *least likely to try*. Give reasons for your choices.

Task 2: Use a dictionary such as the [Cambridge Dictionary online](#) to look up any new words or phrases related to the topic. Record these in your vocabulary notebook.

In the following lesson, learners can discuss and compare their answers to Task 1. They might even be inspired to start their own clothes swaps.

### Teacher Reflection

**How did your lesson go? Make some notes under the headings below or add your own ideas.**

#### **Student engagement**

*(e.g. usefulness, attention, variety, fun, level of challenge)*

#### **My classroom management**

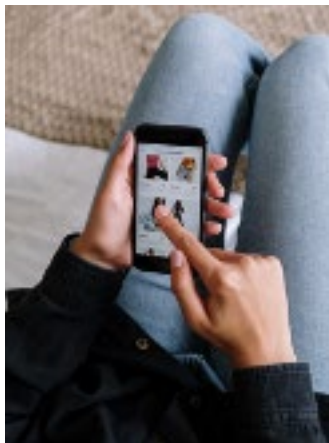
*(e.g. instructions, timing and pace, balance of teacher talk to student talk)*

#### **My materials**

*(e.g. presentation, clarity, usefulness, variety)*

**What would you do differently next time?**

## Student worksheet 1



i



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1 Discuss the questions with a partner. Give reasons for your answers.

1. How have shopping habits changed in the last five years?
2. Where do you prefer to shop for clothes?
3. What was the last item of clothing you bought or received?
4. Do you think people spend too much money on clothes?

2 Read the sample question. You are going to work with your group and think of ideas that give both sides of the argument in response to a B2 First for Schools Writing Part 1 question.

1. Use the notes and brainstorm *For* and *Against* ideas the writer could include to present a well-balanced argument in the essay.
2. Think of your own ideas.
3. Write all of your arguments into the *For* and *Against* table.

### Sample question

In your English class you have been talking about the fashion industry. Now, your English teacher has asked you to write an essay.

*Some people say the fashion industry has a bad effect on people's lives. Do you agree?*

Write an essay using **all** the notes and giving reasons for your point of view.

**Notes** Write about:

1. whether people's appearance is important
2. the price of clothes
3. .... (your own idea)

FOR (bad effects of the fashion industry)	AGAINST (good effects of the fashion industry)
Example: <i>It is expensive to keep up with fashion because it changes all the time.</i>	Example: <i>It provides a lot of jobs in sales, design and manufacturing.</i>

### Student worksheet 2

- 3 Read the model answer. How many of your *For* and *Against* ideas are mentioned? Add any extra ideas the writer mentions to your *FOR and AGAINST table*.

It is hard to ignore the fashion industry. Advertising, celebrity news and social media constantly show us stylish stars and influencers but despite fashion's popularity, there are some people who believe it has negative effects.

Firstly, fashion advertising and social media pressurises people into buying expensive, luxury brands. Some people end up in debt by using credit cards to keep up with fashion. In addition, clothes do not always last for a long time and fashions change quickly. As a result, clothes are thrown away after very little use. A lot of water and energy is used to produce these clothes, which has a negative impact on the environment.

However, the fashion industry is not all bad. It provides a lot of jobs from fashion designers to salespeople. It is also true that wearing a new outfit can make people feel good about themselves and their appearance. It can give you more confidence, especially if you receive a lot of compliments.

Personally, I love fashion, but I believe that it is important to cut down on how much we buy. For instance, we could purchase second-hand clothes or save up to buy better quality clothes that will last longer. In this way we can enjoy fashion without doing so much environmental harm.

- 4 Now read the model answer again and answer the questions below. This is also the kind of information the examiner will look for when they mark your essay.

<b>Content</b>	<p>1. Has the writer covered all the key information in the notes? <i>Underline each point.</i></p> <p>2. Have they added some of their own ideas? <i>Which ideas?</i></p>
<b>Communicative achievement</b>	<p>3. Are the writer's opinions clear? <i>Has the writer presented both FOR and AGAINST arguments?</i></p> <p>4. Have they written in a suitable style? <i>Is this formal or informal?</i></p>
<b>Organisation</b>	<p>5. Has the writer organised their ideas into clear paragraphs? <i>What is the topic of each paragraph?</i></p> <p>6. Is the connection between ideas clear and easy to follow? (For example, have they used appropriate linking words, pronouns, etc. to refer to different things within the text?) <i>Circle the examples of linking words.</i></p>
<b>Language</b>	<p>7. Has the writer used a wide range of vocabulary?</p> <p>8. Have they avoided repeating the same words and phrases? <i>Find examples.</i></p> <p>9. Have they used a range of simple and more complex grammatical structures? <i>Underline examples.</i></p>

You can download a complete version of this writing checklist to help you check your own work from the B2 First for Schools preparation [website](#).

### Student worksheet 3

**5** The writer uses a range of vocabulary related to the topic. Look for words in the text that mean the following:

1. fashionable
2. a person paid by a company to show and describe its products and services on social media
3. expensive products made by a particular company
4. to get rid of something that you don't want any more
5. a set of clothes worn for a particular occasion or activity
6. something you say to praise or show admiration for someone e.g., *That colour looks great on you!*
7. to buy
8. to reduce
9. to keep money so that you can buy something in the future

### 6 Speaking focus

Ask and answer the questions from Exercise 1 again with a new partner. Try to use some of the words and ideas from the essay.

**7** Read the exam strategies in the box and put them in the correct order.

#### Exam strategies for Writing Part 1

- |  |   |
|--|---|
| <input type="checkbox"/> Read over your essay quickly and edit your work – check that you have a good range of grammar and vocabulary.               | <input type="checkbox"/> Proofread for common mistakes like third person 's' and missing articles (a, an, the).                                       |
| <input type="checkbox"/> Brainstorm ideas then choose your best ones. Make sure you can support each idea with some extra information or an example. | <input type="checkbox"/> Underline key parts of the question.   |
| <input type="checkbox"/> Write an outline plan.  | <input type="checkbox"/> Write your essay – don't waste time counting words. Make sure you know what 140 to 190 words looks like in your handwriting. |

### 8 Writing task

Now use the exam strategies to write your own essay. Try to use at least one different idea from your *For and Against* table.



In your English class you have been talking about the fashion industry. Now, your English teacher has asked you to write an essay.

*Some people say the fashion industry has a bad effect on people's lives. Do you agree?*

Write an essay using **all** the notes and giving reasons for your point of view.

**Notes** Write about:

1. whether people's appearance is important
2. the price of clothes
3. .... (your own idea)

## Answer key (i)

### Exercise 4

<b>Content</b>	<p>1. Has the writer covered all the key information in the notes? <b>Yes.</b> <b>See <u>underlined points</u> in the text below.</b></p> <p>2. Have they added some of their own ideas? <b>Yes.</b> <b><i>Ideas about the impact on the environment and that the fashion industry provides jobs.</i></b></p>
<b>Communicative achievement</b>	<p>3. Are the writer's opinions clear? <b>Yes – <i>they believe it is OK to like fashion, but it is important not to buy too many clothes and to consider the environment.</i></b></p> <p>4. Have they written in a suitable style? <b>Yes – <i>formal.</i></b></p>
<b>Organisation</b>	<p>5. Has the writer organised their ideas into clear paragraphs? <b>Yes.</b> <b><i>Introduction: States the topic of the essay.</i></b> <b><i>Paragraph 2: Describes the drawbacks.</i></b> <b><i>Paragraph 3: Describes the benefits.</i></b> <b><i>Conclusion: Gives the writer's opinion.</i></b></p> <p>6. Is the connection between ideas clear and easy to follow? (For example, have they used appropriate linking words, pronouns, etc. to refer to different things within the text?) <b>Yes – <i>linking words are circled in the text below.</i></b></p>
<b>Language</b>	<p>7. Has the writer used a wide range of vocabulary? <b>Yes, e.g. <i>luxury brands, outfits, influencers and some phrasal verbs – thrown away, save up</i></b></p> <p>8. Have they avoided repeating the same words and phrases? <b>Yes, e.g. <i>fashionable/stylish, buy/purchase, outfit/clothes,</i></b></p> <p>9. Have they used a range of simple and more complex grammatical structures? <b>Yes, e.g. <i>modal verbs (can, could), passive voice (are thrown away), relative clauses (which has a negative impact), prepositional clauses (without doing).</i></b></p>

It is hard to ignore the fashion industry. Advertising, celebrity news and social media constantly show us stylish stars and influencers but despite fashion's popularity, there are some people who believe it has negative effects.

Firstly, fashion advertising and social media pressurises people into buying expensive, luxury brands. Some people end up in debt by using credit cards to keep up with fashion. In addition, clothes do not always last for a long time and fashions change quickly. As a result, clothes are thrown away after very little use. A lot of water and energy is used to produce these clothes, which has a negative impact on the environment.

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Personally, I love fashion, but I believe that it is important to cut down on how much we buy. For instance, we could purchase second-hand clothes or save up to buy better quality clothes that will last longer. In this way we can enjoy fashion without doing so much environmental harm.

## Answer key (ii)

### Exercise 5

1. stylish
2. influencers
3. luxury brands
4. thrown away
5. outfit
6. compliments
7. purchase
8. cut down on
9. save up

### Exercise 7

1. Underline key parts of the question.
2. Brainstorm ideas then choose your best ones. Make sure you can support each idea with some extra information or an example.
3. Write an outline plan.
4. Write your essay – don't waste time counting words. Make sure you know what 140–190 words looks like in your handwriting.
5. Read over your essay quickly and edit your work – check that you have a good range of grammar and vocabulary.
6. Proofread for common mistakes like third person 's' and missing articles (a, an, the).

## Acknowledgements

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<sup>i</sup> Pexels by Cottonbro (boy shopping online)

<sup>ii</sup> Unsplash by sangga-rima-roman-selia (shopping mall)