

Lesson plan:

B2 First for Schools Writing Part 2

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](#)
 - [Cambridge Learner's dictionary](#) and [Thesaurus](#)

Aims:

- To practise useful strategies for B2 First for Schools Writing Part 2 – article.
- To provide opportunities for vocabulary building and further speaking skills practice.

Procedure

Lesson stages

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

To introduce the topic, ask the learners what free time activities they can see people doing in the pictures – try to elicit: *visiting a museum, playing in a band, going to the cinema and playing football*. Ask the learners if these activities are cheap or expensive.

Put learners into pairs to discuss the questions in Exercise 1. Monitor discreetly to note any good ideas or vocabulary worth sharing in feedback.

Feedback: In open class, find out what free time activities learners enjoy. Do they like doing the same things or different things? Has anyone in class got an unusual hobby or interest? Can they tell the class more about it? Ask the class whether the free time activities they enjoy are cheap or expensive. Ask them to raise their hands if they agree that life is expensive for teenagers. Nominate individuals with contrasting opinions to share their ideas and encourage other learners to contribute to the discussion by asking if they agree/disagree.

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.

Focus on the sample task: [Student worksheet 1](#) – Exercise 2 Put the learners into pairs and ask them to read the sample task and then discuss the questions with their partner.

Feedback: Check their answers in open class – see [Answer key](#).

Prepare to write – brainstorm ideas: [Student worksheet 1](#) – Exercise 3

3.1 Brainstorm ideas: The idea here is to collect as many ideas as possible, so learners have plenty of options to choose from when they write their article. If your learners tend to struggle to come up with ideas, put them into small groups rather than pairs to brainstorm.

Feedback: Option 1: Ask pairs/groups to nominate one person to come to the board to write up their best idea. Option 2: Pairs/groups take turns to come up and write their best ideas on the board. Option 3: The teacher takes whole class feedback and writes learners' ideas on the board.

3.2. Choosing the best ideas: Give learners a few minutes to decide which idea/s they want to write about in their article.

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.

Get ready to write – make an outline plan: [Student worksheet 2](#) – Exercise 4

Give learners some time to read the information in the **Top Tip** box. If they haven't written an outline plan before, it's a good idea to do part of an example on the board.

Write the title of the article above the outline plan on the board: **How to have fun without spending too much money – Life can be expensive – especially for teenagers!**

This will really help the learners focus on the question as they build the plan. Explain to the learners that you will demonstrate a sample outline plan. Tell them that in this example, the outline is going to be looking at inexpensive ideas for a teenager who enjoys the arts and music.

For example:

Introduction: *three free ideas for creative types: 1. start a band, 2. visit free art galleries, 3. make a short film*

Paragraph 1: *my band – instruments don't have to cost a fortune / practice is free, fun to play for friends / family*

Paragraph 2: *art galleries ...*

Paragraph 3 (optional): *make a short film...*

Conclusion: *My opinion – plenty for free – use imagination, be creative.*

Point out that learners don't need to write full sentences at the planning stage, but they should think about what to put in each paragraph and this can include noting any key phrases and vocabulary they want to use.

Give learners time to write their own outline plans. Monitor supportively and provide prompts and ideas if needed.

Write the title and introduction: [Student worksheet 2](#) – Exercise 5

Give the learners time to read the Top Tips box and the examples. Let them work individually to match the techniques in the second column to the example titles and introductions then put them in pairs to compare their answers.

Feedback: Check the answers as a class – see [Answer key](#).

Now give the learners time to write their own title and introduction for their article.

Extra activity: If you have access to English language magazines suitable for your learners, you could bring some articles into class and discuss examples of interesting titles and introductions. You may find it helpful to check the links for any interesting titles and introductions from the online options shown below.

Online options: If you have time, learners could look for articles on the following websites to find more interesting titles and introductions for inspiration:

- [The Teen Magazine](#) (for older teenagers)
- [British Council Learn English Teens](#)
- [BBC Newsround](#)

It's a good idea for you to look for interesting titles and articles before class that you can signpost learners to in the lesson.

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

Ask learners if they have ever used a thesaurus to find alternative words. Give learners some time to read the Top Tips box and show them an example if you can.

Tell learners that the adjectives in bold in Exercise 6 are OK but they are really common, so at B2 level it's a good idea to avoid overusing them. There are two adjectives with similar meanings in each list and one with an opposite meaning. Put learners in pairs to complete the task and allow them to use a dictionary if they are available. They can access the [Cambridge Learner's dictionary](#) and [Thesaurus](#) online for free.

Feedback: See [Answer key](#). Model and drill the pronunciation of any new words or phrases as necessary.

Online options: Exercise 6 can easily be adapted into an interactive multiple-choice quiz using [Kahoot](#).

Write the body and concluding paragraphs: [Student worksheet 3](#) – Exercise 7

The aim here is for learners to complete the writing task working from their outline plan, using some of the vocabulary from Exercise 6.

The writing task is best done for homework. Advise learners that in the exam they will have 40 minutes to complete each writing task. Encourage learners to try and complete it in the same time they have in the exam. As they have already written their introduction and plan, they should aim to take around 25–30 minutes to complete their article. Make it clear to learners that it is OK if it takes them longer at first. It will get easier each time they practise.

After they finish, they should use the [writing checklist](#) to check their work.

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

Follow-up task

Reflect: [Student worksheet 3](#) – Exercise 8

Put learners into pairs to discuss Exercise 8 with their partner and tick where they feel they would benefit from more practice. Monitor their discussion discreetly to get an idea of the main areas your learners found challenging. You could also print off some copies of the [writing checklist](#) for learners to refer to.

Feedback: Ask some learners to share what they found easy or difficult. Remind them that in Writing Part 2 they have the option of choosing a different type of task e.g. a letter or story. It is a good idea to feel confident in at least two kinds of tasks, though, in case one of the topics doesn't suit them.

For homework, ask learners to choose one of the ways to improve to try out. They should be ready to feedback on how useful it was in a subsequent lesson.

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?

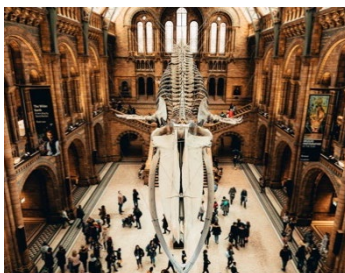
Student worksheet 1



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ii



iii



iv

1. Read the questions and discuss your answers with a partner.

1. Do you think life is expensive for teenagers? Why? Why not?
2. What activities do you enjoy doing in your free time?
3. Are they cheap or expensive?

2. Read the sample task from B2 First for Schools Writing Part 2. Discuss these questions with a partner:

1. What kind of text should you write?
2. Who will the readers be?
3. What style should you write in – formal, semi-formal or informal?

Sample task

You see this notice in your school magazine.

Articles wanted

How to have fun without spending too much money

Life can be expensive – especially for teenagers!

Tell us how you and your friends have fun without spending a lot of money. The best article will be published in next month's magazine.

Write your article (140 – 190 words)

v

3. Get ready to write – brainstorm ideas

Work with a partner.

1. Make a list of fun free time activities that don't cost much money. Try to think of at least three.
2. Decide which idea/s you would like to write about. You can choose up to three.

Student worksheet 2

Top Tip! An article usually has:

- an **introduction** that makes the main topic clear to the reader and makes them want to read more.
- two to three **body paragraphs** works well for an essay of 140–190 words.
- a **conclusion** that sums up the main ideas and the writer's opinion.

In the exam you should spend some time (5–10 minutes) thinking about what to write and how to organise your ideas.

4. Get ready to write – make an outline plan

Make some notes on what you plan to write in each part of your article.

Introduction

Paragraph 1

Paragraph 2

Paragraph 3 (optional)

Conclusion

Top Tip!

Include an interesting title and introduction for your article to grab the reader's attention and make them want to read more.

5. Read the titles and introductions from two different magazine articles and match them to the techniques the writer has used to make them more interesting.

1. Sun, sea and sand – the best beach holiday!

There are so many great beach holidays on offer just now, it can be difficult to decide which to choose. Read on for our top tips to help you make the best choice.

2. How to pass exams the easy way

Are you good at preparing for exams? We have three great ideas to help you improve your study techniques.

- The power of 3 – the idea that grouping ideas or statements in threes makes them more memorable.
- Using the same sounds at the beginning of several words that are close together – this is called *alliteration*.
- State a problem and offer a solution.
- Using a question word such as *how*, *what* or *why* + infinitive with 'to'.
- Ask the reader a question.

Write the title and introduction

Now use some ideas from Exercise 3 to write the title and introduction for your article.

Student worksheet 3

Top Tip! Use interesting vocabulary with strong meanings in your article. For example, you could use *amazing* or *fantastic* instead of *very good*.

A good way to research new vocabulary to replace some of the common words you often use is to use the **Cambridge Dictionary Thesaurus**. Just remember that words in a thesaurus don't always have exactly the same meaning, so read the example sentences and use the dictionary as well to help you make sure you are choosing the best alternative word.

6. Work with a partner to decide which adjectives have the opposite meaning of the adjective in **bold** in each group. You can use a dictionary such as the **Cambridge Learner's Dictionary** to help you.

1. good	brilliant	lovely	awful
2. cheap	inexpensive	costly	affordable
3. easy	challenging	a piece of cake	straightforward
4. happy	contented	miserable	in a good mood
5. big	significant	tiny	important

7. **Write the body and concluding paragraphs**

Now write the rest of your article. Try to use some of the vocabulary from Exercise 6. Use the **writing checklist** from the **Cambridge English website** to help you check your work.

8. **Reflect**

Discuss with a partner. What did you find most and least challenging about writing your article?

Look at the list of common problems in the box below and tick any that apply to you.

Some common problems	Ways to improve
<input type="checkbox"/> It was challenging to think of ideas	You can find lots of writing tasks on the Write and Improve website. Make a list of topics and start creating a bank of ideas on different themes. Use a search engine like Google to help you research ideas online or work with a study buddy and brainstorm ideas together.
<input type="checkbox"/> It took me longer than 40 minutes to plan and write the article.	This is normal when you first start practising. It's a good idea to time yourself doing practice tasks – keep a record of your time to track your progress.
<input type="checkbox"/> I don't know much interesting vocabulary.	Building vocabulary – the best way to increase your vocabulary is to read in English regularly. Try to find similar articles from teen magazines in English and keep a note of any vocabulary you think could be useful. If you notice you use the same word a lot, try looking it up in a thesaurus to find alternatives.

Answer key

Exercise 2

1. An article
2. teenagers
3. semi-formal to informal

Exercise 5

- a. Power of 3 : *sun, sea and sand*, the second article also mentions it will include three ideas.
- b. Using the same sounds (alliteration): 's' in *sun, sea and sand*, 'b' in *best beach*, 'e' in *exams...easy*.
- c. State a problem and offer a solution: Introduction to article 1
- d. Use a question word + to infinitive: *How to pass exams the easy way*
- e. Ask the reader a question: *Are you good at preparing for exams?*

Exercise 6

1. awful
2. costly
3. challenging
4. miserable
5. tiny

Acknowledgements

Images from

- ⁱ Photo by **Misha Vogue**l from Pexels (garage band)
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