

# > Lesson Plan

**B2 Writing**





**Skill focus:**  
Writing



**Level:**  
B2



**Length of lesson:**  
50–55 minutes (approx)



### Lesson aim

Practise Part 1 of the LANGUAGECERT ESOL for Schools B2 Writing test



### Sub-aims

- › Review language related to the topic of 'City life'
- › Review the benefits of using outlining to write a clear, well-structured response



### Target language

Vocabulary related to the topic of 'Public transport'



### Materials

LANGUAGECERT ESOL for Schools B2 Practice Paper 3 – Writing Part 1



### Assumptions about learners

- › Their language knowledge and skills are at approximately B2 level.
- › They have some awareness of language related to the topic of 'Public transport'.
- › They have some awareness of the pre-writing strategy of outlining.



### Potential problems

- › Some learners can't remember enough language related to the topic.
- › Some learners do not fully understand the strategy of outlining before attempting the task.



### Recommended Solutions

- › Reactivate learners' linguistic and world knowledge. (See the Step 1 brainstorming activity in the 'Lesson procedure' table.)
- › Share with learners the many benefits of creating an outline before beginning the Writing task. Recap on these benefits at the end of the lesson (i.e. after they have finished the Writing task). (See the Step 4 class discussion activity in the 'Lesson procedure' table for some of the benefits of outlining).



### Test preparation aims

- › To familiarise learners with Part 1 of the Writing test (e.g. task type, layout and structure)
- › To remind learners of the benefits of creating an outline before attempting the Writing task in the real test



### Reflection and analysis of the lesson

- › Did the brainstorming activity in Step 1 help to reactivate learners' background knowledge before completing the task? Did learners look more confident after the brainstorming activity?
- › By the end of the lesson, did learners remember the various benefits of creating an outline before completing the Writing task?
- › Are there other writing strategies you could share with learners (e.g. proofreading and editing their writing)? If so, how can you incorporate these strategies into future lessons?

### Time (mins)

10

### Stage

Pre-writing

### Aim

Reactivation of background knowledge

### Interaction

Individual work



### Step 1: Brainstorming

To engage learners with the topic, ask them to share any words they know related to public transport. (example answers: traffic jams, bus lanes, pollution, overcrowded, late, on time, tram, bus, ticket, reliable, journey, destination, punctual, delay, vehicle, passenger)

Then, ask learners the following questions, encouraging whole-class participation:

- › Think about the public transport in your town/city. Which is the most popular way to travel? Why?
- › Are you happy with the public transport in your city? Why? / Why not?
- › How could the public transport in your city be improved? (example answers: dedicated bus/tram lanes, develop new transport routes for quicker travel times, provide users with apps (e.g. providing real-time information for users to plan their journey in advance), have buses/trams run on alternative fuels so as to reduce air and noise pollution)



**Time (mins)**

30-35

**Stage**

While-writing

**Aim**

Task analysis / writing

**Interaction**

Individual work



**Step 2: Analysing the Part 1 Writing task**

Give learners a copy of the task (see sample task on page 6). Allow them enough time to read and analyse it. To check they fully understand what they have to do, ask learners the following questions:

- › What kind of text do you have to write? (*answer: an email*)
- › What is the reason for writing? (*answer: to make suggestions*)
- › What is the subject of the text you have to write? (*answer: improving public transport in the city*)
- › How many content points do you have to include? What are they? (*answer: three; how you use public transport at the moment, what the council should do first to improve public transport, what effect your improvement would have*)
- › Who are you writing to? (*answer: the head of senior school*)
- › Should you use formal or informal language? (*answer: formal language*)
- › How many words do you have to write? (*answer: between 100–150 words*)
- › Who are you writing to? (*answer: the head of senior school*)
- › Should you use formal or informal language? (*answer: formal language*)
- › How many words do you have to write? (*answer: between 100–150 words*)



**Step 3: The Part 1 Writing Task**

Tell learners to write their emails. Remind them to spend a few minutes creating an outline before they start writing to help them structure their response. Set a time limit of approximately 30 minutes.

**Time (mins)**

10

**Stage**

Post-writing

**Aim**

Test Awareness

**Interaction**

Individual work

**Step 4: Whole-class discussion**

Ask learners what they can remember about the benefits of creating an outline before writing their response. Share with them any additional benefits that they don't mention.

**Benefits of outlining:**

- › Reduces writer's block and provides a clear starting point – you know what to write about before you begin
- › Organises ideas logically – groups related ideas together so your writing makes sense to the reader
- › Keeps writing on track – prevents off-topic sentences and ensures you cover all content points
- › Allows flexible planning – you can move ideas around and adjust the structure before writing full sentences
- › Distinguishes main ideas from supporting details – making your writing clear and easy to follow
- › Speeds up writing – having a plan helps you write your response more quickly

Remind learners that 'Organisation' (i.e. how coherently ideas have been linked together) is one of the assessment criteria that will be used to evaluate their response – a clear outline will help them write a well-structured response and perform better in the test.

**Stage** Homework**Watching a video and reflecting on its content**

At the end of the lesson, set the following task for homework.

- › Ask learners to watch a YouTube video called 'The future of public transportation' (duration approx 10 mins).
- › Explain to learners that they can use the words on the screen (the subtitles) to help them and not to worry about any unknown vocabulary they hear.
- › In the next lesson, ask learners to share their impressions of the video as part of a whole-class discussion. Ask them whether the 'breakthroughs' described in the video can help improve public transport in their city.

**YouTube video link:** <https://www.youtube.com/watch?v=XCVuXfugRRk>

# Writing Part 1 sample task

LanguageCert Communicator B2 - Practice Paper 3

## Writing Part 1

Read the notice which has appeared on your school notice board. Write an email in reply.

Say:

- how you use public transport at the moment
- what the council should do first to improve public transport
- what effect your improvement would have.

Write between 100 and 150 words.

Our local council has asked teenagers for suggestions for improving public transport in this city. Please, send your ideas by email to me and I will pass the best ones on to the head of the council.

Mrs Clarke  
Head of Senior School

*Sample taken from B2 Writing Part 1 Practice Paper 3*



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