

› Lesson Plan

A2 Writing





Skill focus:
Writing



Level:
A2



Length of lesson:
45–50 minutes (approx)



Lesson aim

Practise Part 2 of the LanguageCert ESOL for Schools A2 Writing test



Sub-aims

- › Review language related to the topic of 'Education and school life'
- › Remind learners of what they need to do in the Part 2 Writing task



Target language

Vocabulary related to the topic of 'School and what can make you happier at school'



Materials

LanguageCert ESOL for Schools A2 Practice Paper 3 – Writing Part 2



Assumptions about learners

- › Assumptions about learners
- › They are approximately 13–16 years old.
- › Their language knowledge and skills are at approximately A2 level.
- › They have some awareness of language related to the topic of 'School and what can make you happier at school'.
- › They have some knowledge of how to approach the Part 2 Writing task.



Potential problems

- › Some learners might find it difficult to recall vocabulary related to the topic.
- › Some learners may not fully understand how to approach the Part 2 Writing task.



Recommended solutions

- › Reactivate learners' linguistic and world knowledge (see the Step 1 brainstorming activity in the 'Lesson procedure' table).
- › Before learners start the task, ask questions to check understanding, e.g. 'What do you have to do?', 'What kind of text do you have to write?'



Test preparation aims

- › To familiarise learners with Part 2 of the Writing test (e.g. *task type, layout and structure*)
- › To ensure learners are able to accurately interpret task instructions (text type, purpose, audience, content points and word length) in the real test



Reflection and analysis of the lesson

- › In the brainstorming activity (Step 1), did learners remember enough key vocabulary related to the topic? Or should you review the target language in future lessons?
- › Did learners demonstrate any other language difficulties as they completed the activities, and if so, what were they?
- › How well did learners respond to the task analysis questions in Step 3, and what evidence demonstrates this? Will they need further guidance on how to do the Part 2 Writing task in the next lesson?

Time (mins)	Stage	Aim	Interaction
15	Pre-writing	Warm-up / decision-making	Individual work, Group work



Step 1: Brainstorming

To engage learners with the topic, ask them to share any words they know related to school and school life. (example answers: *tests, homework, teachers, classmates, break, exercises, field trips, school library*)

Then, ask learners to think about their school playing field. Ask them if they are happy with it (if not, why not?). Encourage whole-class participation.



Step 2: Expressing personal/group opinions

Tell the class you are not happy that the school playing field is used only for sport. Then share a list of suggestions for other ways the school playing field could be used (see below).

Put learners in groups of three or four and have groups choose the three best suggestions. When they have decided, ask them to report back to the rest of the class with their choices and to be ready to support their opinions. Provide brief feedback.



Other ways our school playing field could be used:

- › plant flowers and vegetables to make a school garden
- › add places to sit so that students can relax at breaktime
- › include an area with play equipment (e.g. *balls, skipping ropes*) which students can use at breaktime
- › set aside a space for quiet activities like reading
- › put up giant boards for drawing on outdoors
- › create a 'music corner' for music-lovers
- › include an outdoor art gallery showing students' work
- › set up a bird-watching or weather station where students can watch and learn more about birds or the weather

Note: Following the activity, you could ask learners if they have any of their own suggestions. If they do, encourage them to share them with the rest of the class to see if their classmates agree.

Time (mins)

20–25

Stage

While-writing

Aim

Task analysis / writing

Interaction

Individual work

**Step 3: Analysing the Part 2 Writing task**

Give learners a copy of the task (see sample task on page x). Ask them to read it and give them enough time to analyse it. To check they fully understand what they have to do, ask 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: different ways to use the part of the school playing field which is not used for sport)*
- › *How many content points do you have to include? What are they? (answer: three; suggest a way of using it, explain why you think it's a good idea, say how you can help with the idea)*
- › *Who are you writing to? (answer: the headteacher)*
- › *Should you use formal or informal language? (answer: formal language)*
- › *How many words do you have to write? (answer: between 30–50 words)*

**Step 4: The Part 2 Writing task**

Tell learners to write their emails. Set a time limit for the task. Explain that they can use any of the ideas previously discussed. Monitor learners as they work to ensure they are focused on the task and be ready to support any that need help.



Time (mins)	Stage	Aim	Interaction
10	Post-writing	Further exploitation of the topic	Individual work



Step 5: Whole-class discussion

As a follow-up to the Writing task, lead a brief class discussion and ask *'What makes you happy at school – learning new things, spending time with friends, having fun or something else?'*

Note: Encourage whole-class participation and provide feedback on learners' responses.



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 *'What makes you happy at school?'* (duration approx 3.5 minutes). Tell them to make a note of anything in the video that surprises them.
- › 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 class, ask learners to share their notes about what surprised them in the video and why.

Note: Learners may be surprised that the video shows both students and teachers, and all with very different reasons for being happy at school (i.e. not just learning new things, but also being with friends and having fun, which are reasons they may have discussed in class).

YouTube video link: https://www.youtube.com/watch?v=Kb_PVTZFY2M

Writing Part 2 sample task

Writing Part 2

The headteacher at your school has asked the students to suggest some ways of using a part of the school playing field which is not used for sport. Write an email to the headteacher.

- Suggest a way of using it.
- Explain why you think it is a good idea.
- Say how you can help with the idea.

Write between 30-50 words.

Sample taken from A2 Writing Part 2 Practice Paper 3





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