

Cambridge English

Cambridge English: First

Lesson Plan: Writing

This lesson plan accompanies *Cambridge English: First 1 Writing Test 4 Part 1*.

This lesson is suitable for students at the beginning or in the middle of their *Cambridge English: First* course.

Lesson Goals

1. To understand task instructions for Writing Part 1
2. To practise using planning strategies
3. To develop understanding of how Writing Part 1 is assessed

| Activity (see brackets for resources required) | Time needed | Interaction |
|---|---|---|
| Warmer (copies of Writing Part 1 for individuals, pairs or for display to whole class and copies of Resource 1 for individuals or for display) | 5-10 mins | |
| <ul style="list-style-type: none"> • Elicit key words from the first two lines of the question. Suggested answers are animals, environment, and essay. • Ask students to underline the key information in the rest of the question and to compare/discuss the words they have highlighted with a partner. • Conduct whole class feedback. • Present the questions in Resource 1 to students. • Ask students to discuss and answer in pairs. • Conduct whole class feedback. | <p>1 min</p> <p>3 mins</p> <p>1 min</p> <p>1 min</p> <p>3 mins</p> <p>1 min</p> | <p>T-S then S</p> <p>S then S-S</p> <p>S-T</p> <p>T-S</p> <p>S-S</p> <p>S-T</p> |
| Main activities (copies of Resource 2, 3 and 4 for individuals) | 30-35 mins | |
| <p>Section One</p> <ul style="list-style-type: none"> • Elicit from students why planning is important and approximately how long they should spend on planning in the exam. • Elicit different ways of planning: lists, spider diagrams, mind maps, flow charts... • Ask students to discuss in pairs their preferred method of planning. <p>Section Two</p> <ul style="list-style-type: none"> • Give students a copy of Resource 2. Ask students to first complete the worksheet on their own. | <p>1 min</p> <p>2 mins</p> <p>2 mins</p> <p>6 mins</p> | <p>S-T</p> <p>S-T</p> <p>S-S</p> <p>T-S then S</p> |

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| | | |
|---|---------|-----|
| <ul style="list-style-type: none"> Ask students to discuss their notes in pairs. | 8 mins | S-S |
| Section Three | | |
| <ul style="list-style-type: none"> Give students a copy of Resource 3 and ask them to read through the sample answer. | 3 mins | T-S |
| <ul style="list-style-type: none"> Ask students to discuss briefly, in pairs, if the sample answer fulfils the task requirements (answers all elements of the question, word count). | 4 mins | S-S |
| <ul style="list-style-type: none"> Ask students to correct any spelling and punctuation errors. | 4 mins | S |
| <ul style="list-style-type: none"> Give students a copy of Resource 4 and ask them to check their corrections. | 4 mins | S |
| Extension activity (copies of marks and results pages 107/108 and Resource 5 for individuals) | 15 mins | |
| <ul style="list-style-type: none"> Give students a copy of marks and results (pages 107/108). Elicit any unknown vocabulary. | 2 mins | S-T |
| <ul style="list-style-type: none"> Arrange students into pairs or small groups. Ask them to discuss and assess the corrected sample answer using the banding scale. Students should give a score for each criteria (i.e. content, organisation etc.) | 4 mins | S-S |
| <ul style="list-style-type: none"> Conduct whole class feedback. | 2 mins | S-T |
| <ul style="list-style-type: none"> Give students a copy of Resource 5. Ask them to read the comments carefully and guess the possible score achieved for each section (answers: content 5, communicative achievement 5, organisation 4, language 3). | 3 mins | S |
| <ul style="list-style-type: none"> Conduct whole class feedback. | 2 mins | S-T |
| <ul style="list-style-type: none"> Give students the correct scores. | 2 mins | T-S |

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Resource 1

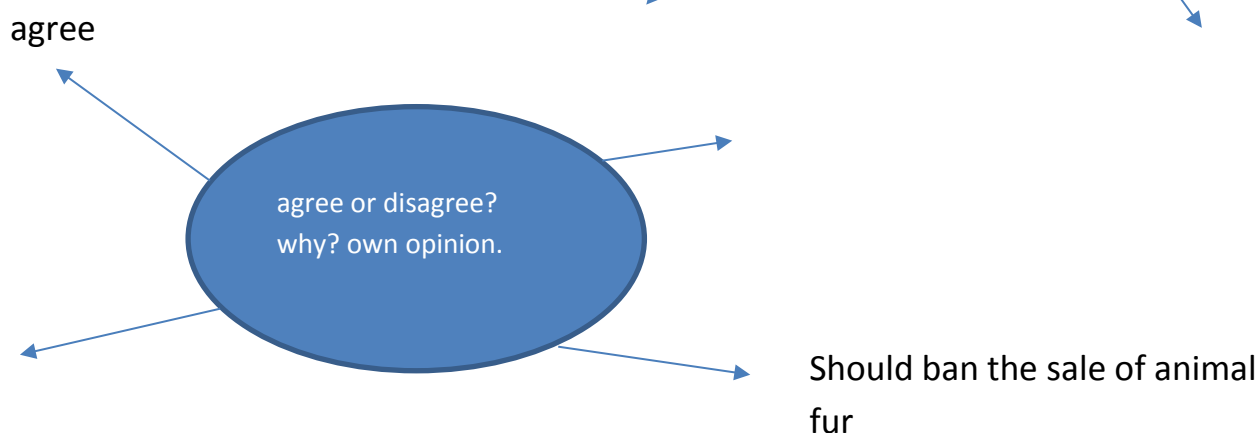
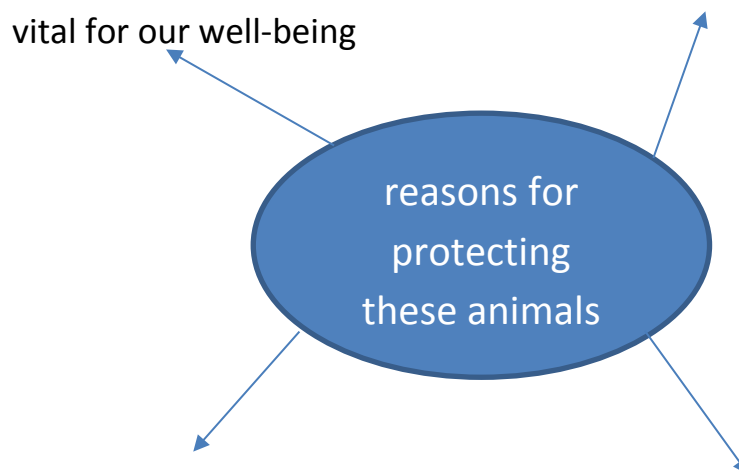
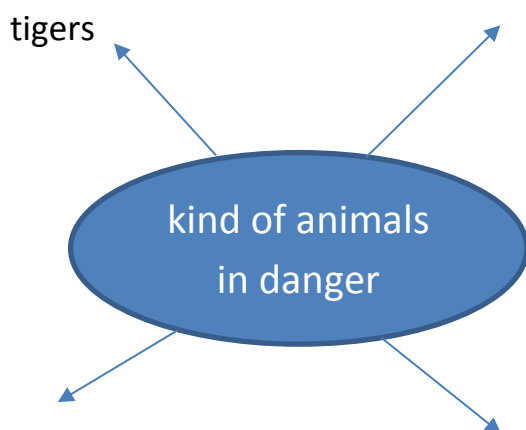
1. How many words must you write?
2. What does the phrase “appropriate style” mean?
3. Where do you write the answer?
4. Do you need to include all the information in the notes?
5. Do you need to give your opinion in the answer?
6. How many paragraphs do you think you will need to write? (approximately)
7. What criteria will you be marked on? (grammar etc..)

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Resource 2

“We should do everything we can to save animals which are in danger of disappearing from our planet.” Do you agree?



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Resource 3

I agree it is vitall to protect are enviroment as it is own habitant and it is vital for our well- being. protecting the enviroment goes hand in hand with saving or protecting endangered species

We should not let the populations of tigers, pandas or koarlas go extint. Since it is mostly our fault that the numbers of certain kinds of animals, we need to take the responsibility and try to save them. animals being hunted for their fur, claws, horns or even meat is a terrifying image that really concerns me.

I think all of us have at least once need a book or watched a movie showing tigers or lions as mighty creatures strong powerful, baeutiful, as children we were amased by their apearence and wanted to be as brave, as strong or as big as them. I do not want to live to the moment when I will have to explaine to my children that these magnificent creatures do not exist anymore because of us, humans.

I am a fan of the PETA organisation and I would always vote for baning selling clothing and products made of anything from the animals. we also have to spread the information about this issue around and raise the public awareness. I believe that no changes can happen unless the majority of us do not make the first step.

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Resource 4

I agree it is vital to protect our environment as it is our own habitat and it is vital for our well-being. Protecting the environment goes hand in hand with saving or protecting the endangered species.

We should not let the populations of tigers, pandas or koalas go extinct. Since it is mostly our fault that the numbers of certain kinds of animals, we need to take the responsibility and try to save them. Animals being hunted for their fur, claws, horns or even meat is a terrifying image that really concerns me.

I think all of us have at least once needed a book or watched a movie showing tigers or lions as mighty creatures strong, powerful, beautiful, as children we were amazed by their appearance and wanted to be as brave, as strong or as big as them. I do not want to live to the moment when I will have to explain to my children that these magnificent creatures do not exist anymore because of us, humans.

I am a fan of the PETA organisation and I would always vote for banning selling clothing and products made of anything from the animals. We also have to spread the information about this issue around and raise the public awareness. I believe that no changes can happen unless the majority of us does not make the first step.

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Resource 5

| Scales | Mark | Commentary |
|---------------------------|------|--|
| Content | | All the content is relevant and the target reader would be fully informed. The two points in the question are developed and a third is discussed which is about the use of products derived from animals and raising public awareness of the issue. |
| Communicative Achievement | | The conventions of essay writing have been used effectively to discuss the issues in an informed way. The tone of the essay is consistently formal and both straightforward and complex ideas are presented and developed in a way which holds the target reader's attention throughout. |
| Organisation | | The essay is well organised and coherent, with particularly good use of paragraphs which focus on and develop one aspect of the essay topic. There is a variety of linking words and cohesive devices used to connect the ideas through the text. |
| Language | | Everyday vocabulary is used appropriately, but there are errors with word order when expressing more complex ideas (<i>as it is own habitant; live to the moment; the numbers of certain kinds of animals</i>). There is a range of simple and some more complex grammatical forms used with a good degree of control. Errors do not impede. |

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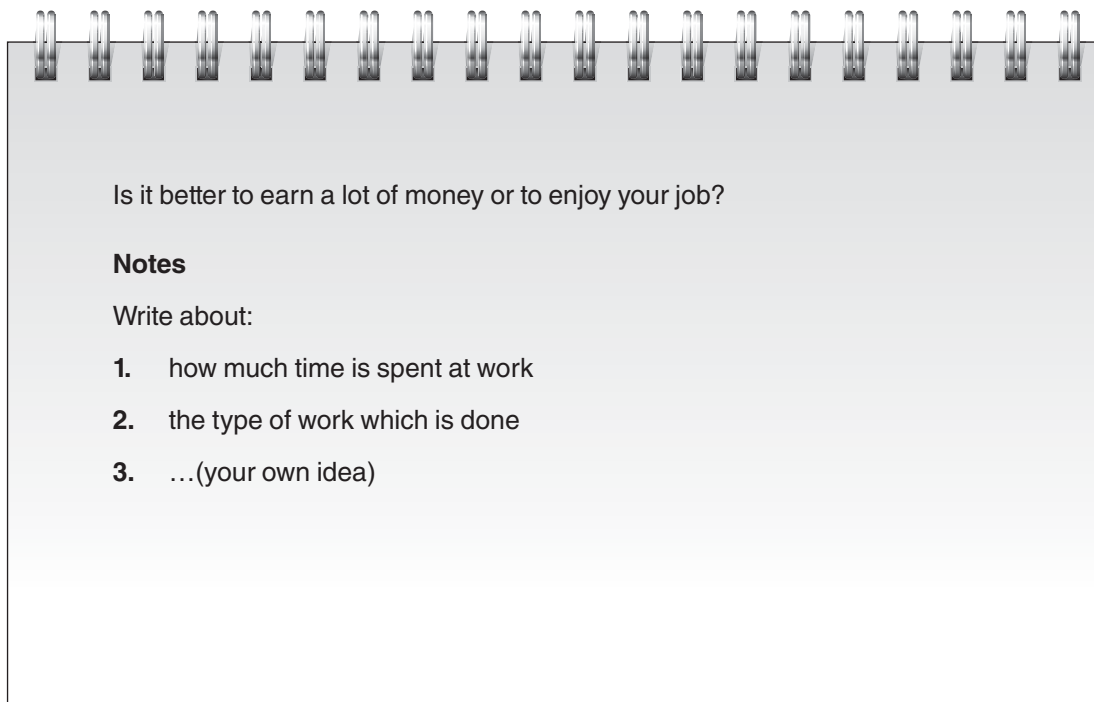
WRITING (1 hour 20 minutes)

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1 In your English class you have been talking about work. Now, your English teacher has asked you to write an essay.

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



Is it better to earn a lot of money or to enjoy your job?

Notes

Write about:

1. how much time is spent at work
2. the type of work which is done
3. ...(your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Marks and results

Reading and Use of English

Candidates record their answers on a separate answer sheet. One mark is given for each correct answer in Parts 1, 2, 3 and 7. For Part 4, candidates are awarded a mark of 2, 1 or 0 for each question according to the accuracy of their response. Correct spelling is required in Parts 2, 3 and 4. Two marks are given for each correct answer in Parts 5 and 6. The final score is then weighted to 40 marks for the whole Reading and Use of English paper.

Writing

Examiners look at four aspects of your writing: Content, Communicative Achievement, Organisation and Language.

- Content focuses on how well you have fulfilled the task, in other words if you have done what you were asked to do.
- Communicative Achievement focuses on how appropriate the writing is for the letter or story and whether you have used the appropriate register.
- Organisation focuses on the way you put the piece of writing together, in other words if it is logical and ordered, and the punctuation is correct.
- Language focuses on your vocabulary and grammar. This includes the range of language as well as how accurate it is.

For each of the subscales, the examiner gives a maximum of 5 marks. Examiners use the following assessment scale:

| B2 | Content | Communicative Achievement | Organisation | Language |
|----|---|---|--|--|
| 5 | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate. | Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect. | Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> | | | |

Marks and results

| | | | | |
|---|--|---|---|---|
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. | Text is generally well organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> | | | |
| 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. | Text is connected and coherent, using basic linking words and a limited number of cohesive devices. | Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| 0 | Content is totally irrelevant. Target reader is not informed. | <i>Performance below Band 1.</i> | | |

Length of responses

Make sure you write the correct number of words. Responses which are too short may not have an adequate range of language and may not provide all the information that is required. Responses which are too long may contain irrelevant content and have a negative effect on the reader.

Varieties of English

You are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.