

Test Preparation

Writing - Task 1

Level: A2–B1

Aims: To become familiar with Writing Task 1, look at tips for completing the task successfully, analyse sample texts and practice writing own text

Timing: 45 minutes with ideas for extension

PPT slide number		Interaction	Timing in mins.
2	<p>Introduction: Text messages</p> <p>Ask who uses text messages and which social media students use. Can anyone give an example of a group chat they belong to? What kind of messages do they send each other? What are the advantages and disadvantages of group text messages?</p>	Whole class	5
3	<p>Introduce Reading Task - Version 1</p> <p>Show the reading task: "Fun Day Out" multiple choice. This reading item is preparation for the writing task. Get one student to read Alexa's message, one to read Ella's message, one to read Joe's message. In class decide what the three are discussing.</p> <ul style="list-style-type: none"> ▪ The weather is mentioned, but not rain. ▪ Going for a lunch is mentioned, but not a specific restaurant. ▪ The correct answer is: Which activity will suit everyone. 	Whole class	5
4	<p>CEFR</p> <p>The Common European Framework of Reference (CEFR) has a descriptor called <i>Multimodal conversation and discussion</i>. The task and the marking criteria are based on this CEFR descriptor. Get two students to read the descriptors. Draw attention to the words in blue. What do they think will be expected from them in the writing task?</p>	Whole class	5
5-6	<p>Introduce Writing Task Instructions</p> <p>Show the overview of the writing task (slide 5) and talk about the requested length of 30 words.</p> <p>Extra tips:</p> <ul style="list-style-type: none"> ▪ When writing in the box, the number of words written is shown automatically. ▪ If the answer is too short, full marks cannot be awarded. ▪ The answer can be longer, but it is not wise to spend too much time on the task otherwise candidates will run out of time. <p>Move onto slide 6 with the instructions. Explain that the answer should include the three points listed. These points are always the same.</p> <ul style="list-style-type: none"> ▪ which idea you like best ▪ why it's the best idea ▪ what you and your friends should do next to make the plan happen <p>Get students to work in pairs and discuss which idea they like best and why and what they would suggest as a next step.</p>	Whole class / Pairs	5

7	<p>How to write a good answer</p> <p>Look at sample answer 1. Get the class to identify the three points in the answer. Explain that the marking criteria give equal points for the content, the communicative design (right kind of text, linking words, logic), accuracy (grammar / spelling / punctuation) and vocabulary. Elicit from the class that this is a good answer and would get full marks.</p> <p>Extra Tips:</p> <ul style="list-style-type: none"> ▪ Take 30 seconds to plan before writing. ▪ Candidates will only get full marks if all three points are clearly recognisable. 	Whole class	5
8	<p>Look at answer 2. Get the class to point out that the three points are there but the sentences are very short. There is no linking.</p>	Whole class	5
9	<p>Look at answer 3. Get the class to point out the problems: not all points are there, it is too short and difficult to understand because there is no punctuation.</p>		
10	<p>Practice Task - Version 2 (from the mock test)</p> <p>Show the reading task: "Goodbye Claire". Again, get three students to read the messages from Quinn, Alfie and Luna. First discuss the multiple choice options and elicit the correct answer from the class.</p> <ul style="list-style-type: none"> ▪ Various presents are mentioned but only as a suggestion ▪ Only a friendship book is mentioned ▪ They are discussing what to do for Claire <p>Then discuss with the class what they think about the ideas. What do they think about friendship books? What is their experience with goodbye presents?</p>	Whole class	5
11	<p>Show the writing instructions and ask each student to write their answer on a separate piece of paper. When they have finished they should swap their answer with a partner. Can they recognise the three points in the answer. They could put a tick next to each point. Ask some students to read their answer in the class or have them hang up their answers around the classroom. Students can then move around the classroom and read the answers and decide which they like best. If the class is weak, it might be an idea to write a model answer together and get a student to write it on the board.</p>	Individual / Whole class	10
12	<p>Extra Task</p> <p>Have students write an answer to their partner's text message.</p>		