

Test Preparation

Writing - Task 2

Level: A2–B1

Aims: To become familiar with Writing Task 2, look at tips for completing the task successfully, analyse sample texts and practice writing own text

Timing: 45 minutes

PPT slide number		Interaction	Timing in mins.
2	<p>Introduction: Voicemail messages</p> <p>Talk about voicemails generally. What are their advantages and disadvantages? Elicit that you can listen to a voicemail several times and take notes.</p> <p>Ask who you might get a voicemail from at work and what might be the purpose of the calls?</p> <p>From: customers, suppliers, colleagues, your boss</p> <p>Reason: To ask for or give information, or to ask someone to do something</p>	Whole class	3
3	<p>Introduce Listening Task - Version 1</p> <p>In this listening task, candidates hear a message and have to drag the 6 statements into the true or false box. This listening item is preparation for the writing task. It will always be a message from the boss and be about some simple situation in a business context.</p> <p>Play the audio or read the text once (see appendix) and have students note down the correct 3 statements. Please note: In the test, the candidates can listen to this as often as they wish - depending on how much time they have!</p> <p>1. Compare answers.</p> <p>True: Colleagues should update the online list. / They should tick their food choice. / They can get a taxi home.</p> <p>False: Jane has organised a bus to the restaurant. / They can have a buffet if they want. / Sarah has invited everyone to a birthday party.</p> <p>2. What other points can students remember?</p>	Whole class / Individual / Whole class	7
4	<p>CEFR and Mediation</p> <p>The Common European Framework of Reference (CEFR) has descriptors for Mediation. This task focuses on transferring information from Listening to Writing. The task and the marking criteria are based on the CEFR for Mediation. Get students to read the descriptors.</p> <p>What do they think will be expected from them in the writing task?</p>	Whole class	2
5 & 6	<p>Introduce Writing Task Instructions</p> <p>Show the overview of the writing task (slide 5) and then move onto slide 6, which just shows the instructions. Explain there will always be three points. These vary each time as they are based on the actual message. Read the instructions with the class.</p> <p>Extra tips:</p> <ul style="list-style-type: none"> ▪ To get full marks candidates must write at least 50 words. ▪ There should be at least one sentence for each main point. ▪ Any extra details will get extra points. ▪ There must be an appropriate beginning and ending. <p>Play the audio again and get students to take notes and then work in pairs to compare notes. They should have one column for the main points and one point for the extra details.</p>	Whole class / Pairs	8

7-9	<p>How to write a good answer</p> <p>Show the list of the points (slide 7). Then look at sample answer 1 (slide 8). Get the class to identify the three main points in the answer. On slide 9 the main points are in blue and some extra details are in green.</p> <p>Extra tips:</p> <ul style="list-style-type: none"> ▪ The message must be in your own words and not just a transcript of the message. ▪ It must clearly be a message from Sarah. 	Whole class	5
10	<p>Look at answer 2. Get the class to point out the recognisable points (food choice and transport home plus extra detail - three dishes) and talk about the mistakes (not a team meeting, spelling mistakes, no mention of Sarah)</p>	Whole class	5
11	<p>Look at answer 3. Get the class to point out the recognisable points (food choice and transport home plus extra detail - three dishes, Jane in the Finance Department) and talk about the mistakes (no beginning or ending, not a team meeting, spelling mistakes, no mention of Sarah)</p>		
12-13	<p>Practice Task - Version 2 (from the mock test)</p> <p>Show the task (slide 12). Play the audio or read the text once (see appendix) and have students note down the correct 3 statements. Compare answers.</p> <p>True: Documents are wanted this Friday. The room for the meeting has to be booked. The meeting time has changed.</p> <p>False: The trip has been cancelled. Italian visitors are coming on Monday. Problem customers are keeping us busy.</p>	Whole class	5
13	<p>Show the writing instructions and ask each student to write their answer on a separate piece of paper. Play the audio once or twice more. When they have finished they should swap their answer with a partner. Can they recognise the three points and extra details in the answer. They could put a tick next to each of the three main points. If there is time, ask a student to read his/her answer to the class. Collect answers to mark. 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
Alternative	<p>If the class needs longer, get students to write their email as homework and allow more time in the lesson for students to get to know the task.</p>		

Appendix

Text for Task 2: Version 1

Hi, Sarah here. I need you to write an email to the team. Please remind them to fill in the online list for our office party next Saturday. We have to know the numbers so tell them to do it before they go home today. They should also tick what they'd like to eat because the restaurant is offering a choice of three dishes and not a buffet. The restaurant wants to know in advance so that we won't have to wait for our food. Oh, and if anyone needs a lift home, they should ask for a taxi voucher from Jane in the finance department. Thanks.

Main points	Extra details
Colleagues should fill in online list for office party.	<ul style="list-style-type: none"> ▪ Party is on Saturday ▪ They should do it today before they go home. ▪ Company/Sarah needs to know the numbers
They should tick what they want to eat.	<ul style="list-style-type: none"> ▪ If restaurant knows in advance they won't have to wait for food. ▪ 3 dishes are on offer not a buffet
Ask for taxi transport home.	<ul style="list-style-type: none"> ▪ Get voucher from Jane/Inform Jane ▪ Jane is in the finance department

Text for Task 2: Version 2

Hi! It's Sarah again. I'm getting on the plane now for my trip to Rome, but I've another job for you before I go. Can you email the team and tell them to send me their monthly reports on Friday? I'll still be on holiday but I'll check my emails during the day. The team meeting on Monday is now at 11.30, and not at 9.30 as usual. This is because I'm flying back from Rome early that morning. I know people are busy visiting customers this month, so if anyone can't come to the meeting, they should tell me tomorrow. As soon as we know how many people are joining, we can book a conference room. Ok that's it. See you next week.

Main points	Extra details
Reports to be sent to Sarah on Friday.	<ul style="list-style-type: none"> ▪ Monthly reports ▪ She will be on holiday but will check emails
New time for team meeting on Monday	<ul style="list-style-type: none"> ▪ Meeting will be at 11:30 not 9:30 ▪ Sarah is flying back from Rome that morning
Conference room can be booked when she knows who will come	<ul style="list-style-type: none"> ▪ People are busy visiting customers this month ▪ Not everyone can come to the meeting ▪ Tell Sarah by tomorrow