

## B1 Preliminary for Schools Writing Part 2 – Writing an article

### Description

This lesson plan is to help students prepare for B1 Preliminary for Schools Writing part 2. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

Students look at a sample writing question, and answer. They discuss what makes a good article before generating ideas for their own. Students then write their articles and assess each other's work.

<b>Time required:</b>	60 minutes (can be extended or shortened as required)
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>▪ A joke</li> <li>▪ A picture</li> <li>▪ B1 Preliminary for Schools sample task – writing an article</li> <li>▪ Prepared presentation/PowerPoint slides</li> </ul>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>▪ to analyse a sample question and answer</li> <li>▪ to write an article</li> </ul>

### Procedure

Lesson Stages	Online options
Welcome students – ask them say hello to confirm they can see and hear you.	If your platform allows you to see your students, ask them to also wave and check everything is working as it should be.
<p>Tell students you have a joke to tell them.</p> <p>Tell them your joke (choose a short joke that students in your context will appreciate/understand).</p> <p>Notice if any students laugh or not (if you can see them).</p> <p>Ask your students if they thought it was funny or not. Did it make them laugh?</p> <p>Invite students to share their own jokes if they know any.</p>	Responses can be typed or spoken.
<p>Show students a funny picture.</p> <p>Again, ask students if they think it is funny or not. Did it make them laugh?</p>	If your platform allows you to type on the presentation, write their responses down for all students

<p>What kinds of things make them laugh?</p> <p>Share ideas and try to elicit a range of ideas (comics, funny TV, jokes, friends, pets, memes, people falling over etc)</p>	<p>to see.</p>
<p>Tell students that in today's lesson, they will look at how to write an article. The article they will be writing is on the topic of 'What makes you laugh?'.</p>	
<p>Ask students the following questions by having them written on your presentation:.</p> <ul style="list-style-type: none"> <li>• Where do you find articles? (magazines/online)</li> <li>• Who reads magazine articles? Why?</li> <li>• Who writes magazine articles? Why?</li> <li>• What kinds of articles do they read?</li> </ul>	<p>Students can type answers in the chat box or speak up if your platform allows you to hear students.</p> <p>If your platform has breakout rooms, students can be put into 3s to discuss before sharing their answers.</p>
<p>Show students the exam task (see below) – to write an article about what makes you laugh.</p> <p>Ask students to read the task.</p> <ul style="list-style-type: none"> <li>• What do they have to do? (<b>write an article for a magazine</b>)</li> <li>• Who will read their article? (<b>other students</b>)</li> <li>• Does the article have to be very formal? (<b>no because it's for other students</b>)</li> <li>• How many words do they need to write? (<b>about 100</b>)</li> <li>• What points do they need to include? (<b>what I find funny, who I enjoy laughing with, if and why it's good to laugh</b>)</li> </ul>	<p>If your platform has breakout rooms, put students in pairs and ask them to find the answers together before sharing.</p>
<p>Before they write their own magazine articles, explain that they will read another student's article.</p> <p>Show the example article and ask students to read it. (see below)</p> <p>Ask students if they like the article and why/why not.</p> <p>Has this student included all of the points? (yes)</p> <p>Has this student written enough? (yes)</p>	<p>Display this by sharing your screen or by uploading a document with the text for students to look at.</p>
<p>To help generate ideas and vocabulary, give the students some sentence stems and gapped sentences to complete. Show these one at a time. Compare answers to each one before moving onto the next:</p> <ol style="list-style-type: none"> <li>1) I don't think .....is very funny.</li> <li>2) I find .....funny.</li> <li>3) I enjoy laughing with.....</li> </ol>	<p>Students can write their answers on a blank piece of paper and hold up their answers to the camera for all to see and compare.</p> <p>You could also use an online whiteboard such as Padlet.</p>

4) Laughing is.....	
Elicit from students how they can extend their sentences (e.g. by adding because, so, and)	
Ask students to extend their sentences. Or, the teacher could show their answers and students must extend the teacher's sentences.	Can be in a breakout room in pairs. <b>Or</b> If adding to the teacher's sentences, students could add text to the presentation. If this activity is on a shared document, students could all add their own ideas to the same document.
Tell students they are ready to write their own articles. Students will do this individually. Give students 20 minutes for this.	Students could: a) Write their articles on a word document and upload their articles. b) Write their articles by hand and take a photo of it to upload.
If the articles are all uploaded, the teacher can ask students to read each other's to encourage peer assessment. Ask students to write 2 positive comments and one comment for their classmate to work on. Tell students to focus on the content and ideas rather than the accuracy.	Students could add comments to each other's document. Students could do this after the lesson has officially ended.
Ask students to reflect on this activity. Did you write enough? Did you manage your time? Did you check your work? What did you find difficult? How could you improve that area for next time?	Encourage students to share these ideas. Listen to what students found difficult and their reflection about how to improve. These ideas can be fed into the next lesson.

### Materials

#### B1 Preliminary for Schools Writing Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

#### Question 2

You see this announcement in your school English-language magazine.

#### Articles wanted!

#### WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.

Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

Write your **article**.

#### Sample article

*I love to watch funny TV shows with my brother. My favourite are the shows where you see people falling over and running into things. They make me laugh a lot and I watch this show every Saturday at home but my mum doesn't like these shows. She doesn't find them funny, she feels bad for the people who hurt themselves.*

*I think it's very important to laugh because it makes your life more fun and not too serious and so that makes you feel happy most of the time. It's good to be happy!*