PET – WRITING PART 1

Level: B1 (exam preparation)   **Time: 50-60 minutes**

Lesson Focus and Goals

This is a lesson plan designed for PET Cambridge exam preparation. In this lesson learners understand how to analyse the exam task, identify key prompts and plan their answers accordingly. The class is introduced by eliciting different e-mail recipients and adjusting appropriate register. Students are introduced to 7 steps in which they should analyse the task, prepare and produce their answers in a given time limit. Learners will also understand different components of the assessment and work as a group to grade two example answers. The lesson ends with students working individually and analysing the exam task, planning and writing their answers. As homework, students complete peer assessment of their in-class writing.

Materials Needed

- two copies of *Writing Part 1 worksheet*
- an exam task, two example answers, writing assessment scale (B1 Cambridge handbook, pages 24, 26, 30,31)
- additional exam task (PET sample papers, Writing QP, page 2)

Learning Objectives

- To learn about writing part 1 exam task analysis
- To plan the answers in under 5 minutes
- To learn about writing assessment components
- To check for mistakes and assess the work

Structure

Lead in: Write on the board *e-mail* and ask about the meaning of *e* in *e-mail* (electronic). Students discuss how frequently they send e-mails and their most common recipients. Write the recipient ideas in the form of a mind map, e.g. **(3'-5')**
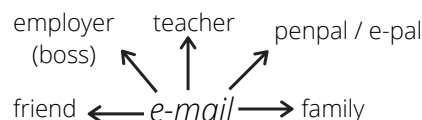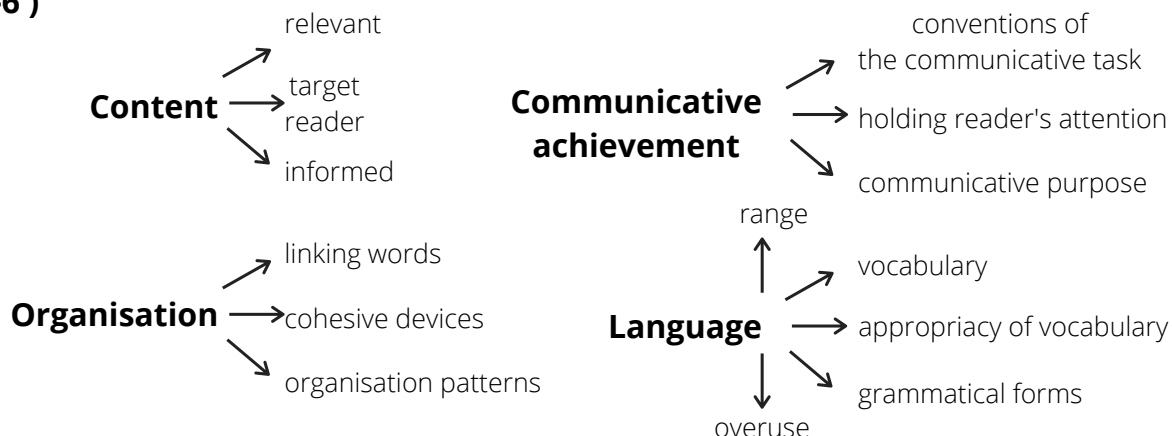

Register explanation: Using the mind map, discuss how register changes depending on the recipient. Underline recipients with formal register and circle recipients with informal register. Keep in mind that some of the recipients can be a combination of formal and informal language. Explain the difference in formal and informal register (e.g. use of contractions, colloquialisms, etc.) **(3'-5')**

Exam task analysis: Hand out *Writing Part 1 worksheets* and *Writing Part 1 exam task* ([B1 Cambridge handbook](#), page 24). Give learners some time to read the task and then analyse it together. Explain that in the exam students will have about 20 minutes to write their answers. Say that one of the writing assessment components is communicative achievement which checks learners' understanding and using the right register. Students write their answers to *Step 1, Step 2, Step 3 and Step 4.* **(3'-5')**

Example answer analysis: Hand out *two example answers* ([B1 Cambridge handbook](#), pages 30 and 31). Learners look at the two answers and compare their structures (for now do not show the assessment part). Explain that another writing assessment is organisation, therefore students should spend about 5 minutes on the exam task analysis and planning. As a group complete Step 5 of *Writing Part 1 worksheet* - you can use example answers or students own ideas of how to organise the answers. Students can choose the number of paragraphs. **(4'-6')**

Writing assessment scale analysis: Hand out *writing assessment scale* ([B1 Cambridge handbook](#), page 26) and explain four different components of the assessment (content, communicative achievement, organisation, language). Explain how different *Writing Part 1 worksheet* steps correspond to the assessment points (please check [B1 Cambridge handbook](#) pages 28 and 29 for further explanation). **(4'-6')**

Content → relevant
Content → target reader
Content → informed

Communicative achievement → conventions of the communicative task
Communicative achievement → holding reader's attention
Communicative achievement → communicative purpose

Organisation → linking words
Organisation → cohesive devices
Organisation → organisation patterns

Language → range
Language → vocabulary
Language → appropriacy of vocabulary
Language → grammatical forms
Language → overuse

Writing assessment: Learners work in pairs. Using the assessment scale and two example answers, students grade the answers (each component is out of 5 - total 20 points). Students share their answers and explain their assessments. Reveal the examiner's assessments and compare them with students' answers. **(8'-10')**

Writing: Learners work individually. Hand out *exam task* ([PET sample papers](#), Writing QP, page 2) and a new *Writing Part 1 worksheet*. Students use 7 steps to analyse the task, plan, write and check their answers. Keep the time limit of 22 minutes. **(20'-22')**

Homework
Students exchange their answers and using the writing assessment scale check each other's writing.