

Lesson 1 Essay planning and Writing – Teacher’s Notes			
Stage	Procedure	Interaction	Timing
Warmer	<p>Students discuss in pairs what type of things they might have to write in English and decide which ones they find most challenging</p> <p>Quick open class feedback</p> <p>SLIDE 2</p>	<p>S → S</p> <p>T → Sts</p>	<p>5 minutes (0:05)</p>
Open class discussion	<p>Teacher asks the students to work alone and make a very quick short list of the things someone marking a piece of writing is looking for</p> <p>Students compare their list to their partners</p> <p>Open class feedback – <i>teacher must highlight preferably on the board the following:</i></p> <ul style="list-style-type: none"> - <i>Content – has the task been fully completed</i> - <i>Communicative achievement – how does it feel to the intended reader (register, style, format, etc.)</i> - <i>Organisation (paragraphs, linking devices, etc.)</i> - <i>Language (grammatical and vocabulary range and accuracy)</i> <p>SLIDE 3</p>		<p>2 minutes</p> <p>1 minutes</p> <p>7 minutes (0:15)</p>
Lead in to essay writing (Communicative awareness)	<p>Students discuss in groups (2-4) what the differences are between an essay and an article</p> <p>Feedback on the whiteboard with two columns (elicit or mention the following, as well as the students own correct ideas)</p>	<p>S → S</p> <p>T ↔ Sts</p>	<p>10 minutes (0:25)</p>

	<p>Article</p> <p><i>Aim is to inform</i> <i>Headings and sub-headings</i> <i>Generally objective</i> <i>Personal experiences = OK</i></p> <p>Essay</p> <p><i>Aim is to respond</i> <i>No headings/sub-headings</i> <i>Subjective, but balanced</i> <i>More academic/serious</i></p> <p>Teacher should summarise with the understanding that:</p> <p>“Ultimately an essay describes a situation, analyses both sides of it and then evaluates.”</p> <p>SLIDE 4</p>		
Talking about planning (Organisation)	<p>Teacher asks the students whether they make a plan before writing something in their own language (L1). Some of the students will almost certainly say they do not.</p> <p>Ask the students to discuss in pairs why you think they should make a plan when they are writing in English and what is different about writing in English as opposed to their L1.</p> <p><i>Highlight the fact that when writing in L1 a lot of things come naturally, such as range of vocabulary, grammatical structures, punctuation etc. Effectively when you are writing in your L1 you generally just need to think about what you are going to write. Whereas, when writing in a foreign language you need to think about what you are going to write and how you are going to write it. Therefore, with a quick plan you can remove 50% of what you need to do when you’re writing and focus more on using the language.</i></p> <p>SLIDE 5</p>	<p>T → Sts</p> <p>S → S</p> <p>T → Sts</p>	5 minutes (0:30)

Making a plan (Organisation)	<p>Teacher gives the students handout 1 (part 1 – please note this is from the Cambridge First exam [B2 level], however, for this lesson it could be used for C1 level students but highlight at C1 level the students would write between 220-260 words) and asks them to read the essay question.</p> <p>Teacher then elicits from students what should go in a quick 3-5 minute plan, mention or elicit the following:</p> <ul style="list-style-type: none"> - <i>There should be clear separate paragraphs (introduction, transport, rivers + seas, own idea, conclusion)</i> - <i>Next to each paragraph the students could write two different linking words or phrases</i> - <i>Introduction describes the problem</i> - <i>For each of the topic paragraphs a reason why the problem can be solved and a reason why it can't</i> - <i>Conclusion – to summarise and to introduce the students opinion on whether environmental issues can be solved</i> - <i>Key words and phrases for each paragraph which will show the students' knowledge of English</i> <p>SLIDE 6</p>		<p>1 minute</p> <p>4 minutes</p>
Plan	<p>The students work alone and make their plan for the essay question (strict time limit)</p> <p>Students check their partners plan and see if they can add any nice words of phrases</p> <p><i>Ensure that you are monitoring closely to make suggestions and check that everything is included.</i></p> <p>SLIDE 7</p>	<p>S</p> <p>S → S</p>	<p>5 minutes</p> <p>5 minutes (0:45)</p>
OPTIONAL STAGE / HOMEWORK Writing	Students work alone and write the essay.	S	30 mins (1:15)

	<p><i>Explain that in a First exam they would have 40 minutes (Advanced 45 minutes), but you are deducting 10 minutes (B2) or 15 minutes (C1) as they already know what they will write</i></p> <p>SLIDE 8</p>		
<p>OPTIONAL STAGE / HOMEWORK Checking</p>	<p>Tell the students that you are going to give them 10 minutes to check their work.</p> <p>Elicit what things the students should be looking for.</p> <p>Explain that if they read the text one or even two times and try and look for everything (punctuation, range of vocabulary, range of grammar, accuracy of vocabulary, accuracy of grammar, organisation, content, register, etc.) then they will miss most of their mistakes. It is important that each time they read that the students be looking for one or two areas, such as and that they can read more times but more quickly to find these issues:</p> <ul style="list-style-type: none"> - spelling and range of vocabulary - organisation and linking words/phrases - Did I include all the information? - Range of grammatical structures - Grammatical errors - Etc. <p>Tell the students that if they have time to read their paper only once then they should check for content (did I answer the question fully) and spelling. As these are quick to correct and will improve their grade.</p> <p>SLIDE 9</p> <p>Students check their work and then hand in the finished essay to the teacher</p>	<p>T → Sts</p> <p>S</p>	<p>5 minutes</p> <p>10 minutes (1:30)</p>