Lesson Plan: Writing

This lesson plan accompanies *Cambridge English: Key for Schools* 2 Writing Test 4 Parts 6 and 8, Questions 36–40 and 51–55.

This lesson is suitable for students at the middle or towards the end of their *Cambridge English: Key for Schools* course.

**Lesson Goals**

1. To familiarise students with the style and format of Parts 6 and 8
2. To provide practice in Key for Schools writing skills, such as spelling, information transfer and note taking
3. To develop reading skills, including reading for gist and identifying information

<table>
<thead>
<tr>
<th>Activity (see brackets for resources required)</th>
<th>Time needed</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer (copies of Resource 1 for pairs)</td>
<td>5-10 mins</td>
<td></td>
</tr>
<tr>
<td>• In pairs, give students Resource 1. Ask them to match the first part of the word in column A with the second part in column B to form one word. Give them a time limit of 2 minutes to see how many they can complete correctly.</td>
<td>2 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>• Feedback as a class, writing the words on the board.</td>
<td>2 mins</td>
<td>S-T</td>
</tr>
<tr>
<td>• Refer students to Part 2 of Resource 1 (Odd One Out). Ask students to find the word that is spelt incorrectly, and write it correctly in the gap provided.</td>
<td>3 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>• Check as a class, writing the correct spelling on the board.</td>
<td>2 mins</td>
<td>S-T</td>
</tr>
</tbody>
</table>

| Main activities (copies of Resources 2 and 3, a block of small post-it notes, copies of Part 6 for each student) | 30-35 mins |             |
| Part 6 | 1 min | T-S then S-T |
| • Put students into groups and give each group a copy of Resource 2 and some post-it notes. Ask the question: *What room is this?* Elicit: *a classroom.* | T-S then S-T |
| • Ask the groups to label the objects they can see in the room using the post-it notes. | Ss-Ss       |
| • Ask for answers, writing up a list of the objects on the board. | S-T         |
| • Discuss with students what they do with each object. For example: *What is this? A pen! What do you use it for? To write / draw!* | T-S then S-T |
| • Ask students: *What do you do in this room?* Elicit: *go to class, have lessons.* | T-S then S-T |

*Practice makes perfect!*

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- **Ask: What subjects do you study?** If they don’t understand the word *subject* use a backup question such as *Do you study History?* Elicit the different subjects they study in class, writing them up on the board.
- Give each student a copy of Part 6. Read through the instructions with them, highlighting the example.
- Ask students to complete Part 6, Questions 36 – 40 individually.
- Ask students to check with a partner and then as a class, writing up the answers on the board.

**PART 8**
- Quickly review students’ understanding of the question words (*What, Where, When, Why, Who, How, How much*) by asking them some simple questions.
- Put students into pairs and give each pair a copy of Resource 3. Ask them to look at the text and find examples of each type of information and write them below.
- Check together. Focus on the symbols used to give prices, the format for writing the date, and the use of capital letters in names, days, months, etc.
- Give each student a copy of Part 8. Read through instructions and ask them to complete Questions 51 – 55 using a number or word(s).
- Check answers as a class, checking spelling and correct use of capital letters.

<table>
<thead>
<tr>
<th>Extension activity (copies of Resource 4 cut up for groups, dictionaries)</th>
<th>15 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Give each group of students two word cards (see Resource 4) and a piece of paper. Ask them to write a definition of their word as in Part 6 of the exam. They can use dictionaries if necessary.</strong></td>
<td>5 mins</td>
</tr>
<tr>
<td><strong>Play a version of “Hangman” using their definitions. Taking turns, each group has a turn to write the first letter of their word and gaps for each letter required on the board. Then they read their definition to the class, who have to guess the word and spell it correctly.</strong></td>
<td>10 mins</td>
</tr>
</tbody>
</table>
Resource 1

Part 1: What's the Word?

Match the first part of a word in column A with the second part in column B to make one word. Write the word in the last column. Look at the example: wa / ter = water

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>The word is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>wa</td>
<td>ket</td>
<td>1. water</td>
</tr>
<tr>
<td>flo</td>
<td>ths</td>
<td>2.</td>
</tr>
<tr>
<td>de</td>
<td>cil</td>
<td>3.</td>
</tr>
<tr>
<td>ma</td>
<td>ple</td>
<td>4.</td>
</tr>
<tr>
<td>pen</td>
<td>ter</td>
<td>5.</td>
</tr>
<tr>
<td>ap</td>
<td>ain</td>
<td>6.</td>
</tr>
<tr>
<td>mar</td>
<td>sk</td>
<td>7.</td>
</tr>
<tr>
<td>tr</td>
<td>wer</td>
<td>8.</td>
</tr>
</tbody>
</table>

Part 2: Odd One Out

Can you find the word that is spelt incorrectly in each group? Correct the word!

1. potato tomato *biskit* fruit biscuit

2. eat drink have mayke

3. big happi good boring

4. baot bus bicycle coach

5. brother cusin mother uncle

6. mauth eye ear foot

7. dress coat shirt trouzers

8. red yello orange pink
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Find an example of each of the following in this text:

**Photography Course**

New photography course for 8 - 12 year olds.
Learn how to take photos of flowers, trees and insects.
Starts: Saturday 12th May for 6 weeks
Meet outside the Main library at 18:30
Equipment to bring: camera, notebook, pen
Cost: €25 for complete course or €5 per session
Call Carol for more information on: 01732 455800

1. Telephone number: ____________________________________________
2. A name: ______________________________________________________
3. A date: _______________________________________________________
4. Price: _______________________________________________________
5. Time: _______________________________________________________
6. Place: _______________________________________________________

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### Words for Definitions Game

<table>
<thead>
<tr>
<th>bird</th>
<th>chocolate</th>
<th>toothbrush</th>
<th>tomato</th>
<th>market</th>
<th>ice-cream</th>
</tr>
</thead>
<tbody>
<tr>
<td>newspaper</td>
<td>camera</td>
<td>monkey</td>
<td>helicopter</td>
<td>boots</td>
<td>ice</td>
</tr>
<tr>
<td>doctor</td>
<td>bathroom</td>
<td>socks</td>
<td>nose</td>
<td>artist</td>
<td>swimming</td>
</tr>
<tr>
<td>tennis</td>
<td>prize</td>
<td>airport</td>
<td>jacket</td>
<td>sun</td>
<td>horse</td>
</tr>
</tbody>
</table>

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PART 6
QUESTIONS 36–40

Read the descriptions of some words about school.
What is the word for each one?
The first letter is already there. There is one space for each other letter in the word.
For questions 36–40, write the words on your answer sheet.

Example:

0 You can look in this book if you do not know how to spell a word. 
Answer: 0 dictionary

36 You look at this when you are using the computer to see what you have written. 
s _ _ _ _ 

37 You go here to have lessons. 
c _ _ _ _ _ 

38 You study this subject to learn about what happened a long time ago. 
h _ _ _ _ 

39 The teacher writes on this during the lesson. 
b _ _ _ 

40 If you study this subject, you will learn about the mountains and rivers of different countries. 
g _ _ _ _ _ _ 

PART 8
QUESTIONS 51–55

Read the notice and the email.
Fill in the information in Alicia’s notes.
For questions 51–55, write the information on your answer sheet.

**Tennis Competition**
for 11–14-year-olds
Saturday 14 May
&
Sunday 15 May
5.30 p.m. – 7.30 p.m.
**FREE ENTRY**
Bandon Tennis Club
Free bus from train station

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From: Jenny
To: Alicia

I can’t go to watch the tennis competition with Maria on Saturday. Do you want to go instead? Her mother will take you both in her car. They will come to your house at 4 o’clock. It’s free so you won’t need any money, but don’t forget your camera!

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**Alicia’s notes**

Tennis competition

<table>
<thead>
<tr>
<th>Where to go:</th>
<th>Bandon Tennis Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who with:</td>
<td>51</td>
</tr>
<tr>
<td>Date:</td>
<td>52</td>
</tr>
<tr>
<td>Time begins:</td>
<td>53 p.m.</td>
</tr>
<tr>
<td>What to bring:</td>
<td>54</td>
</tr>
<tr>
<td>Travel by:</td>
<td>55</td>
</tr>
</tbody>
</table>
Test 4 Key

Paper 1  Reading and Writing

Part 1
1 H  2 E  3 A  4 F  5 C

Part 2
6 B  7 C  8 B  9 A  10 C

Part 3
11 C  12 A  13 C  14 B  15 A
16 E  17 G  18 A  19 D  20 B

Part 4
21 C  22 B  23 A  24 C  25 B  26 A  27 B

Part 5
28 B  29 C  30 C  31 A  32 B  33 A  34 C  35 B

Part 6
36 screen  37 classroom  38 history  39 board  40 geography

Part 7
41 and  42 ago  43 not/n’t  44 or  45 a
46 than  47 be  48 was  49 as  50 would/’d

Part 8
51 Maria
52 14th/fourteenth (of) May
53 5.30 / 17.30 / five(-)thirty
54 camera
55 car

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