



# Bell Language Centre



<b>Teacher:</b>	Ed Rush	<b>Date:</b>	21-01-2026
<b>CEFR Level:</b>	B1	<b>Duration:</b>	40 Minutes
<b>Lesson Shape:</b>	F (Productive Skills - Writing)	<b>Assessment:</b>	Continuous Assessment (CA)
<b>Main Focus:</b>	Writing Task Completion	<b>Materials:</b>	21-Jan-CA-Writing-Task-2a

**Main Aim:** By the end of the lesson, learners will have written a 100-word article about a story, answering all three prompt questions with appropriate paragraphing and engaging language.

Time	Goal	Procedure	Int
<b>STAGE ONE: Lead-in &amp; Plan Review</b>			
5 Min	To reactivate the context and review plans.	<ul style="list-style-type: none"><li>Ss take out their plans from the previous lesson.</li><li><b>Peer Swap Strategy:</b><ul style="list-style-type: none"><li>B1 Peers check: Story Name? Place? Books vs Films?</li><li>B2 Peers check: Character analysis? Plot depth? Is the comparison nuanced?</li></ul></li><li>T asks: "Who has a title that makes me want to read?"</li></ul>	Ss- Ss / T- Ss
<b>STAGE TWO: Language &amp; Strategy Focus: The Hook</b>			
10 Min	To practice writing engaging opening sentences.	<ul style="list-style-type: none"><li>T reviews the 'Boring vs Engaging' opening concept.</li><li><b>Differentiation:</b><ul style="list-style-type: none"><li>B1 Focus: Personal Question ("Do you like stories?").</li><li>B2 Focus: Setting the Scene ("It was a dark and stormy night when I first opened...") or Dramatic Statement ("Books are dead. Long live cinema.").</li></ul></li><li>Ss write/refine their opening sentence.</li></ul>	T-Ss / S
<b>STAGE THREE: Checklist &amp; Guidelines</b>			
5 Min	To set expectations for the assessment.	<ul style="list-style-type: none"><li>T reminds Ss of the constraints:<ul style="list-style-type: none"><li>B1: 100 words.</li><li>B2: 140-190 words.</li><li>ALL: 3 Paragraphs minimum.</li></ul></li><li>T writes start and end times on board (20 mins total).</li></ul>	T-Ss
<b>STAGE FOUR: Writing Task (CA)</b>			

Time	Goal	Procedure	Int
20 Min	To evaluate writing proficiency in a timed context.	<ul style="list-style-type: none"> <li>• Ss write their articles in silence.</li> <li>• T monitors ONLY to ensure task compliance (answering the question), not to correct language.</li> <li>• T ensures B2 students are writing enough depth to hit 140 words.</li> </ul>	S (Exam conditions)