LanguageCert Academic

Lesson Plans

Writing
Part 1

Language Cert

Foreword

LanguageCert Academic

Lesson Plan for Teachers

Writing Part 1

This lesson plan has been produced by teachers for teachers preparing students for the **LanguageCert Academic** test. It should help students relate their knowledge of previous lessons with task types to be expected on their test day.

The suggested lesson plan revolves around the Writing part of the **LanguageCert Academic** test and presents tasks set at C1 level (CEFR). Depending on the level of the students, tasks may need to be adapted accordingly.

All **LanguageCert Academic** lesson plans reflect a step-by-step approach and clearly indicate the lesson aim(s) and sub-aims, approximate duration, target language, material(s) used, assumptions, anticipated problems, suggested solutions and more.

We naturally encourage you to create similar tasks and the support material for both teachers and candidates available on our website (**www.languagecert.org**) can certainly assist in this direction.

We hope our lesson plans will prove useful and we wish your students good luck on their **LanguageCert Academic** test - when the time comes!

Acronyms:

Ss: students

IW: individual work

PW: pair work

Q: question

WRITING PART 1

LESSON PLAN		4
Skill focus: Writing	**Level: C1**	**Length of lesson: 75 minutes (approx.)**

Lesson aim(s)   Practise describing changes/trends/figures in the context of comparing and contrasting information in a graph

Sub-aim(s)   Using appropriate vocabulary/lexis to describe changes/trends/figures

Practice in LanguageCert AcademicWriting Part 1

Target language   Phrases/Expressions used when describing changes/trends/figures

Materials

- LanguageCert Academic - Practice Paper #3 (Writing Part 1)

Assumptions

- Language set at approximately C1 level (knowledge and skills)

- Language related to the topic of education/the use of digital tools

- Basic knowledge of how to sequence ideas and how to describe changes/trends/figures

- Basic ways to structure a written text

Anticipated problems	**Solutions to these problems**
- Ss might lack ideas/references about the chosen topic - Ideas poorly linked/sequenced - Ss' different levels	- Asking Ss to work in pairs so that they can exchange ideas and opinions - Reminding Ss of language needed for better structured/better linked ideas - Asking stronger Ss asked to work with weaker Ss (PW tasks) and monitoring the class for feedback/follow-up corrections - Providing sufficient model language before asking for Ss' production/ being prepared to support weaker Ss more than the rest
Exam preparation aims (action points you are working on) - Exploiting this lesson not only to recycle language recently taught but also introduce Ss to their upcoming test (e.g. format, question types) - Sharing with Ss useful techniques/strategies for their test day	**Reflection & analysis of the lesson** (after delivering the lesson) - How effective was the lesson? Any evidence? - How did Ss respond? - Which part of the lesson could be improved? Why? - Which Ss seemed to need more guidance/support? (etc)

TIME (mins)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE
10	**Warm-up** **Background knowledge reactivation/ Generation of ideas** PW	**Step 1: Warm-up** • Get Ss into pairs. Then, ask them to look at the following questions and discuss with their partner and exchange their experiences: - *Can you provide examples of digital tools that you use to study/work?* - *Do you think teachers and students benefit from the use of digital tools? (Why?/ Why not?)* - *Have a look at the digital tools mentioned in the task (Writing Part 1). How helpful do you think each one of them can be for teachers and students? Why?* • Ask Ss to keep notes of what their partner says to remember the relevant information later. • Set a time limit of 5-8 minutes (depending on the number of Ss). Monitor to facilitate the Ss' discussions if needed. • When time is up, ask Ss to present what their partners said to the rest of the group. Encourage class discussion and exchanging of ideas. (**Note:** if you decide to teach this lesson plan after the lesson plan about Speaking (presentations), you can use this warm-up task to help Ss consolidate what they have been taught about presentations and practise their presentation skills.)
10	**Activating Ss' knowledge about thinking and talking about changes/ trends/figures** PW	**Step 2: Brainstorming: Thinking and talking about changes/trends/figures** • Draw students' attention to the graph of the task (Writing Part 1) and have Ss discuss in pairs the things that they find most interesting and noteworthy by placing emphasis on the percentages/changes etc. Also, encourage Ss to discuss the underlying reasons for these trends. • Set a time limit of 5-8 minutes (depending on the number of Ss). Monitor to facilitate the Ss' discussions if needed and take notes of the vocabulary/expressions they use when describing the changes/trends of the graph. • When time is up, ask Ss to express their opinions and write the relevant vocabulary/ expressions used on the board so that you can use them as reference for the next step. Encourage Ss to add on the vocabulary/expressions. [**Note:** You can organise the space on the board accordingly (e.g., verbs that express increase, expressions describing figures etc.) and encourage Ss to do the same on their notebooks.]
10	**Input of phrases/ expressions used when-talking about changes/ trends/figures**	**Step 3: Input of phrases/expressions used when delivering a presentation** • Give Ss the following worksheet:

IW		Look at the following words/phrases and complete the gaps with the equivalent synonyms or antonyms: Describing numbers and amounts | +	-
---	---
to grow	to _____
to increase	to decrease
to go up	to go down
to _____	to halve
to rise	to fall
to expand	to _____ | Proportions & Percentages | +	-
---	---
most (of)	few (of)
the _____ majority (of)	the small majority (of)
nearly all	_____ any
a _____/high percentage (of)	a small/_____ percentage (of)	 • (10) in every (50) • out of (10) • percent (of) Useful Language • downward/_____ trend • (register a) sharp/steep drop/fall (in value) • (register a) sharp/rise/increase (in value) • _____/stable performance • volatile/_____ performance • It is clear that…+ similarly,/_____, … • It is clear that…+ /_____,/while… • We can see that …+ However,/By contrast,… • The graph/chart/table shows/represents/_____…

- Set a time limit of 5 minutes. When done, write Ss' responses on the board.
- Ask Ss to add any further phrases/ expressions and write them on the board and encourage Ss to copy them (for future reference).

(**Note:** You can highlight the fact that by using phrases and expression like these Ss can have a structure in their mind and this will facilitate their performance in Writing Part 1 of the exam)

| 15	**Activating Ss' knowledge critical thinking about note-taking and grouping of information/ Generation of awareness about note-taking and grouping of information** **IW& PW**	**Step 4: Thinking about note-taking and grouping of information** • Ask Ss to have a look at the following task (Writing Part 1) and answer the following questions:

Writing Part 1

Your university has recently carried out a survey into the attitudes of students and teachers towards various digital tools that are used for either teaching or studying. You have been asked to write a report on the findings of the survey. In your report you should:

- summarise the main findings
- comment on what you think might be the underlying reasons for the findings.

How students and teachers perceive the usefulness of digital tools

How useful are the mentioned tools for teaching courses / studying?
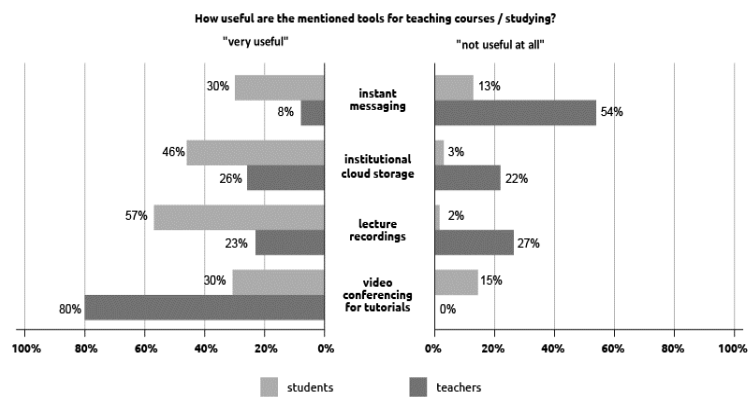
Write between 150 and 200 words.

> *- Which of these figures do you think is the most surprising? Why?*
> *- How can you group the information given?*

• Set a time limit of 5 minutes (Ss work individually). Then, ask Ss to work with a partner and discuss their ideas. Monitor to facilitate the Ss' discussions if needed.

• Ask Ss to discuss their ideas with the rest of the group and write Ss' responses on the board. Give Ss feedback on note-taking and grouping of information.

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| 30 | **Ss practising with describing changes/ trends/figures in the context of comparing and contrasting information in a graph** **IW & PW** | • By encouraging Ss to use all the input from the previous tasks ask them to do the task of the Writing Part 1.

 • Set a time limit of 20 minutes (Ss work individually). Monitor to facilitate Ss if needed.

 • Ask Ss to exchange their pieces of writing with their partners and encourage peer correction.

 (**Note:** You can collect Ss' pieces of writing, analyse Ss' main errors, and use them as a warm-up activity for the lesson that follows.) |
| | **Homework suggestion** | • Ask Ss to study their notes, highlight the phrases/expressions they feel more comfortable with, and be ready to use them again in the next lessons.

 • Give Ss a similar task (Writing Part 1) to practise their writing skills.

 • If you want Ss to practise their speaking skills, you can ask them to use the main task used in this lesson and record a short presentation about it. Then, you can give Ss feedback on their recordings during the next lesson. |

Student Worksheet

Look at the following words/phrases and complete the gaps with the equivalent synonyms or antonyms:

Describing numbers and amounts

+	-
to grow	to _____
to increase	to decrease
to go up	to go down
to _____	to halve
to rise	to fall
to expand	to _____

Proportions & Percentages

+	-
most (of)	few (of)
the _____ majority (of)	the small majority (of)
nearly all	_____ any
a _____/high percentage (of)	a small/_____ percentage (of)

- (10) in every (50)
- out of (10)
- percent (of)

Useful Language
- downward/_____ trend
- (register a) sharp/steep drop/fall (in value)
- (register a) sharp/rise/increase (in value)
- _____/stable performance
- volatile/_____ performance

- It is clear that...+ similarly,/_____, ...
- It is clear that...+ /_____,/while...
- We can see that ...+ However,/By contrast,...
- The graph/chart/table shows/represents/_____...

Key

Look at the following words/phrases and complete the gaps with the equivalent synonyms or antonyms:

Describing numbers and amounts

+	-
to grow	to shrink
to increase	to decrease
to go up	to go down
to double	to halve
to rise	to fall
to expand	to contract

Proportions & Percentages

+	-
most (of)	few (of)
the vast majority (of)	the small majority (of)
nearly all	barely any
a large/high percentage (of)	a small/low percentage (of)

- (10) in every (50)
- out of (10)
- percent (of)

Useful Language
- downward/upward trend
- (register a) sharp/steep drop/fall (in value)
- (register a) sharp/rise/increase (in value)
- steady/stable performance
- volatile/unstable performance

- It is clear that...+ similarly,/likewise, ...
- It is clear that...+ /whereas,/while...
- We can see that ...+ However,/By contrast,...
- The graph/chart/table shows/represents/illustrates...

WRITING PART 1