

## Linguaskill General Lesson Plans

### Writing Lesson 1

#### Description

This lesson prepares learners for writing responses to the Linguaskill Part 1 Writing task. Learners are introduced to the language of making suggestions and recommendations, which is commonly tested in this task type, and are given structured practice in a sample task. The topic of the lesson is language learning.

#### Teacher's Notes

<b>Aims of the lesson</b>	<ul style="list-style-type: none"> <li>to practise talking about learning languages</li> <li>to practise the language of making suggestions and recommendations</li> <li>to raise awareness of the format and requirements of the Part 1 Writing task</li> <li>to develop techniques and strategies for this task type based on practising a sample task</li> </ul>
<b>Time required</b>	45 minutes
<b>Level</b>	Suitable for B1 and B2 level
<b>Materials required</b>	Student's Worksheet 1 (folded or double-sided, so that Exercise 2 can be completed without reference to Exercise 1), Student's Worksheets 2 and 3

#### Procedure

1. Explain that the lesson will be on the topic of learning languages and will focus on language and skills which will help learners prepare for the Part 1 writing task in the Linguaskill Writing test.
2. Write on the board '*Learning English is ....*' and ask students to complete the sentence on their own. Give them one minute and tell them they can make as many sentences as they like in that time. When they have finished, put students in small groups and ask them to share their sentences. Tell them they need to explain their reasons for what they wrote.  
In whole class feedback, ask students if any members of their group finished the sentence in the same way. Elicit these common responses and complete a few examples of the sentence starter on the board.
3. Highlight sentences which focus on difficulties with learning English, e.g. *boring*, *difficult*, and ask students for ways to help someone in this situation, i.e. to make it more enjoyable/easier. After you have heard a few ideas, elicit from students

that they have been making suggestions/recommendations and identify the language they have used to do this.

4. Give students **Student's Worksheet 1** and ask them to complete the gapped expressions for making suggestions and recommendations, using the words in the box. Ask students to check with a partner before checking as a whole group. In whole class feedback, highlight the language that follows each expression, i.e. infinitive or gerund verb (or noun) and whether a preposition is needed. Also note which expressions need a question mark at the end. Explain to students that they should learn expressions like this as chunks of language, to help them use them accurately in the exam. Ask students to fold or turn over **Worksheet 1** so that Exercise 1 is not visible, and complete Exercise 2 to practise the form of these expressions.

## Student's Worksheet 1

### Answer Key

#### Exercise 1

- a. You **ought** to practise several times a week.
- b. I **suggest** finding a private teacher.
- c. **Why** don't you get an app on your phone?
- d. **How/What** about joining an evening class?
- e. You **should** learn how to speak and listen first.
- f. **What/How** about planning a trip to visit me?
- g. You **could** do some exercises online.

NB Keys for d. and f. are interchangeable.

#### Exercise 2

- a. How **about going** to classes?
- b. I suggest **going** to classes.
- c. You ought **to go** to classes.
- d. Why don't you **go** to classes?
- e. You should **go** to classes.
- f. You could **go** to classes.

NB For b., *I suggest **you go** to classes* is also possible.

5. Organise students into groups of three or four. Ask them to imagine they have a friend who wants to learn their language. They should talk together and suggest ways to do this. Students talk together for two or three minutes, using the expressions from **Student's Worksheet 1**. Feedback and elicit some of the suggestions they made. Discuss any language issues related to making suggestions/recommendations which you noted during their discussion.

6. Hand out **Student's Worksheet 2**. Ask students to look at the sample Part 1 Writing task and underline the parts of the task which are linked to the discussion they had in the previous activity. Check as a class and discuss how the task introduces the topic (*I'd like to learn your language*) and how to identify one of the points which needs to be covered (i.e. *How can I learn your language ...? I suggest some good ways to learn your language*).

## Student's Worksheet 2

### Answer Key 1

You have received this email from a friend from an English-speaking country.

It's great that you can speak English so we can talk and write to each other, but now I'd like to learn your language. Is it easy to learn? How can I learn your language? I want to learn it quickly!

Write and tell me.  
Alex

Write an **email** to Alex:

- say how easy it is to learn your language
- suggest some good ways to learn your language
- offer to help Alex learn your language.

Write at least **50** words.

Ask students to read the task again and answer the following questions: Who do they have to write to? (**Key** Alex) What other points must be covered? (**Key** see box below – points are underlined)

## Student's Worksheet 2

### Answer Key 2

You have received this email from a friend from an English-speaking country.

It's great that you can speak English so we can talk and write to each other, but now I'd like to learn your language. Is it easy to learn? How can I learn your language? I want to learn it quickly!

Write and tell me.

Alex

Write an **email** to Alex:

- say how easy it is to learn your language
- suggest some good ways to learn your language
- offer to help Alex learn your language.

Write at least **50** words.

Explain that their answer must refer to the three bullet points. Discuss how the text in the box gives a reason for writing and may provide extra background information, which students can use to give a context or more detail to their answer, i.e. *I want to learn it quickly*.

Draw attention to the wording of the bullet points: they each start with an imperative verb, which tells the candidate what they have to do to complete the task, and each verb elicits a function (i.e. making suggestions/recommendations, as practised in the previous exercises). Discuss with students how it may not be necessary to give the same amount of detail for each point, i.e. the first point is asking for a straightforward comment, but the second point should be expanded with details and examples.

7. Give students **Worksheet 3**. Ask them to look at the B2 sample answer to the task and discuss the questions below it with a partner. In whole class feedback, elicit strategies for completing this task, using activities from the lesson for reference:
  - Make sure all three bullet points are covered (suggest taking in a pen and paper to make a note of the points and tick them off to be sure).
  - Add extra details, such as examples, reasons and personal comments if possible.
  - Try to use different words from the ones in the task to demonstrate range.
  - Use expressions to perform the functions in the bullet points, rather than just repeating the verb from the bullet point.

Also discuss whether the bullet points need to be covered in the same order as in the task (**Key** No, any order is fine. Students can use the cut and paste function to move

## Worksheet 3

### Key

- a. Yes. They can use the word count function to check this during the test.
- b. Yes

Hi Alex

It's great to hear from you. I'm happy you want to learn my language, although I don't mind speaking English! (1) Spanish isn't really difficult to learn, the grammar's much easier than English. You should (2) look online, there are lots of different exercises. You could also (2) watch some videos to practise your pronunciation. Actually, I've got a good idea. (3) Would you like me to video call you every week? I can answer your questions. What do you think?

Let me know.

Carlos

- c. suggestion: *You should/you could.* offer: *Would you like me to..?*
- d. Yes, Personal comments: *I don't mind speaking English; What do you think?. Extra details: the grammar's much easier than English; there are lots of different exercises; to practise your pronunciation*

items around in their answer) and note that email addresses and subject lines are not needed in the answer.

- 8. Ask students to write their own response to the task. Remind them of the discussion they had at step 4 for ideas.

## Student's Worksheet 1

1. Use the words in the box to complete these suggestions about language learning.

Why How	ought should	suggest What	could
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- a. You ..... to practise several times a week.
- b. I ..... finding a private teacher.
- c. .... don't you get an app on your phone?
- d. .... about joining an evening class?
- e. You ..... learn how to speak and listen first.
- f. .... about planning a trip to visit me?
- g. You ..... do some exercises online.

2. The sentences below all give the same suggestion. Use the correct form of the verb, *go*, to complete the expressions. Note that for some sentences you may need to add a preposition as well.

- a. How ..... to classes?
- b. I suggest ..... to classes.
- c. You ought ..... to classes.
- d. Why don't you ..... to classes?
- e. You should ..... to classes.
- f. You could ..... to classes.

## Student's Worksheet 2

### Part 1 Writing Task

You have received this email from a friend from an English-speaking country.

It's great that you can speak English so we can talk and write to each other, but now I'd like to learn your language. Is it easy to learn? How can I learn your language? I want to learn it quickly!

Write and tell me.

Alex

Write an **email** to Alex:

- say how easy it is to learn your language
- suggest some good ways to learn your language
- offer to help Alex learn your language.

Write at least **50** words.

## Student's Worksheet 3

### Part 1 Writing Task – sample answer

- **Underline where the bullet points from the task have been included.**

Hi Alex

It's great to hear from you. I'm happy you want to learn my language, although I don't mind speaking English! Spanish isn't really difficult to learn, the grammar's much easier than English. You should look online, there are lots of different exercises. You could also watch some videos to practise your pronunciation. Actually, I've got a good idea. Would you like me to video call you every week? I can answer your questions. What do you think?

Let me know.

Carlos

- **Discuss these questions with a partner**
  - a. Did Carlos write enough words?
  - b. Did Carlos give information for all three bullet points? Underline where the information is.
  - c. What language did Carlos use to make a suggestion and to offer to help?
  - d. Did Carlos include any other details in his email?