

## Linguaskill Lesson Plans

### Writing Lesson 1

#### Description

This lesson prepares learners for the Linguaskill Part 2 Writing task. Learners are introduced to the task requirements and are given guidance on how to complete this task. They practise language for discussing and evaluating, which is needed for this task. The topic of the lesson is sport in schools.

#### Teacher's Notes

|                           |  |
|---------------------------|--|
| <b>Aims of the lesson</b> | <ul style="list-style-type: none"> <li>to present and practise vocabulary for talking about sport</li> <li>to present and practise language for discussing and evaluating arguments</li> <li>to raise awareness of the requirements of the Linguaskill Part 2 Writing task</li> <li>to develop techniques and strategies for this task type based on practice of a sample task.</li> </ul> |
| <b>Time required</b>      | 45-60 minutes  |
| <b>Level</b>              | Suitable for B1-B2   |
| <b>Materials required</b> | <ul style="list-style-type: none"> <li>Student's Worksheet 1: Linguaskill Writing – Part 2 sample task (team sports in school)</li> <li>Student's Worksheet 2: Writing – examiner comments</li> <li>Student's Worksheet 3: Writing – discussing and evaluating</li> </ul>  |

#### Procedure

1. Start by writing a sport name on the board, i.e. *Tennis*. Tell learners you think this is the most popular sport in the class and ask: *Am I right?* Learners need to prove you right or wrong. Allow learners to work out the best way to do this. For example, they may want to write some survey questions, or they can use the board to make a tally. Monitor while they are talking to note down any language errors. Focus in particular on common errors for talking about sport, i.e. the difference between *do*, *play* and *practise sport*.
2. Tell learners that sport is the topic of a sample Linguaskill Part 2 Writing task which they are going to work on today. Give learners a copy of **Student's Worksheet 1**, which has the sample question. Learners read the task and ask you any questions they may have. Tell them that they have 40 minutes for the Writing task and ask them what they think would be the best way of organising their time, i.e. planning, writing, checking. Ask them to highlight the important information in the task and compare their highlighted versions with a partner. As a whole group, check that they have highlighted the important information.
3. Tell learners that an examiner looked at a range of responses to this Part 2 sample question and made some comments on the performance. Give learners **Student's**

**Worksheet 2** and ask them to look at the examiner's comments. Learners work with a partner to decide whether the comments are positive, neutral or negative. In feedback, use the comments in the key to expand on these points. Explain to learners that there are three assessment criteria (communicative achievement/organisation/language) and assessment of the essay is taken as a whole.

4. Remind learners that there are two acceptable approaches to the task: a discussion-based essay which looks at arguments for and against the statement, or an essay which presents one line of argument, with a brief reference to the opposite view. Whichever approach they use, they need to discuss and evaluate by giving their own opinion. Give learners a copy of **Student's Worksheet 3**, which has example expressions for discussing and evaluating arguments. Learners work on their own to identify the errors in the expressions and correct them. They then check with a partner and discuss which aspects of the task they relate to. In feedback, note the difference between impersonal expressions which introduce an argument for discussion and personal opinions, which evaluate an argument.
5. Tell learners that the work they have done so far has prepared them to write their own response to the task: they know what the task requirements are, they have some useful language, and they have some ideas to include. Now ask learners to continue planning their answer by making some notes on the statement and the quotes. They should think about arguments for and against the points in the task. Give learners five minutes to make their notes, then compare with a partner. Ask them to decide which approach to the task they would take: a balanced essay looking at both sides of the discussion, or an essay that mainly focuses on one side of the argument, with a brief mention of the other perspective. If they choose the second approach, will they argue more in favour of or against the statement?
6. Depending on the class time you have available, you could ask learners to write the essay (set a time limit of around 40 minutes, to reflect the planning time they have already had) or give this as a homework task to be reviewed in future lessons.
7. Finish the lesson by asking learners to discuss other subjects that schools might make compulsory, such as art, music or cooking.

## Student's Worksheet 1

### Linguaskill Writing – Part 2 sample task (team sports in school)

This is an example task from the Linguaskill Writing test.

Read the following statement:

Playing a team sport should be compulsory for students in all schools.

Write an **essay** indicating to what extent you agree or disagree with the statement.  
Give reasons to support your answer.

Below are some different views that you may wish to consider in your essay:

*'Schools should concentrate on improving students' academic grades.'*

*'Team sports can teach us valuable life skills.'*

*'Sport should be about enjoying physical exercise, not winners and losers.'*

You can also include any other ideas you think are relevant.

Use your own words as far as possible.

Write at least **250** words.

## Student's Worksheet 2

### Writing – examiner comments

Read the comments from an examiner about different responses to the writing task.

Decide if the comments are positive, neutral or negative. Give reasons for your answers.

1. The candidate wrote 300 words.
2. The candidate wrote about jogging, horse riding and golf.
3. The candidate commented on all three quotes in the task.
4. The candidate wrote an essay all about the benefits of playing football.
5. The candidate explained in detail why they disagree with the statement.
6. The candidate copied the quotes into their essay.
7. The candidate covered all the points in the task in 100 words.
8. The candidate used bullet points to make it easy to identify the content of their response.
9. The candidate made some errors with tenses and used some incorrect words.
10. The candidate's essay is easy to follow and interesting to read.

| Positive | Neutral | Negative |
|----------|---------|----------|
|          |         |          |

## KEY

| Positive   | Neutral  | Negative   |
|--|--|--|
| <p>3. The candidate commented on all three quotes in the task. <i>This helps to give a balanced response. The quotes can help candidates with ideas, but they do not all have to be used. Candidates can also include their own ideas.</i></p> <p>10. The candidate's essay is easy to follow and interesting to read. <i>One of the assessment criteria is 'communicative achievement'. This focuses on writing an essay which holds the reader's attention and communicates clearly.</i></p> | <p>1. The candidate wrote 300 words. <i>The task instructions are to write at least 250 words. Writing more is ok, but candidates should check timing and keep the essay focused.</i></p> <p>5. The candidate's essay explained in detail why they disagree with the statement. <i>It is ok to focus on just one line of argument (i.e. 'indicating to what extent you agree or disagree with the statement'), but you should develop your ideas (i.e. 'give reasons to support your answer').</i></p> <p>9. The candidate made some errors with tenses and used some incorrect words. <i>Accuracy is one element of the 'Language' assessment, but range is also considered. A response does not need to be perfect, particularly if the errors are with more complex language and/or do not make it difficult to understand what has been written.</i></p> | <p>2. The candidate wrote about jogging, horse riding and golf. <i>The task statement is about team sports. The candidate's response has the wrong focus.</i></p> <p>4. The candidate wrote an essay all about the benefits of playing football. <i>Football is a team sport, and writing about the benefits is relevant to the task. However, the task is about team sports <u>in schools</u> and whether they should be <u>compulsory</u>. Candidates need to consider ideas agreeing and disagreeing with the full statement.</i></p> <p>6. The candidate copied the quotes into their essay. <i>Task instructions say that candidates should use their own words as far as possible. Copying from the task does not give candidates the opportunity to demonstrate their own language range.</i></p> <p>7. The candidate covered all the points in the task in 100 words. <i>While it is good that the candidate covered all the points in the task, doing this in only 100 words will mean they don't demonstrate the range of language and ideas needed to do well in this task.</i></p> <p>8. The candidate used bullet points to make it easy to identify the content of their response. <i>Bullet points are more appropriate for a report, not an essay.</i></p> |

|  |  |  |
|--|--|--|
|  |  | <i>Candidates need to use a variety of linking words and cohesive devices to organise their essay effectively.</i> |
|--|--|--|

## Student's Worksheet 3

### Writing – discussing and evaluating

Look at the expressions below which can be used to discuss and evaluate arguments in an essay.

Each expression has an error. Find the error and correct it.

1. Many people believe in time at school should be spent on learning, not on doing sport.
2. Sport is often consider to be an essential part of learning at school.
3. It is wide accepted that young people today do not do enough exercise.
4. It is often argue that competitive sport puts too much pressure on young people.
5. It seems like me that playing team sports teaches people to work together.
6. According to my opinion, team sports make people too competitive.
7. From my view, sport should never be compulsory.
8. As long as I'm concerned, there is plenty of time to do sport outside school.

### KEY

1. Many people believe **that** time at school should be spent on learning, not on doing sport. *relates to the first quote*
2. Sport is often **considered** to be an essential part of learning at school. *relates to the general statement and the first quote*
3. It is **widely** accepted that young people today do not do enough exercise. *relates to the general statement*
4. It is often **argued** that competitive sport puts too much pressure on young people. *relates to the third quote*
5. It seems **to** me that playing team sports teaches people to work together. *relates to the second quote*
6. **In** my opinion, team sports make people too competitive. *relates to the third quote*
7. **In** my view, sport should never be compulsory. *relates to the general statement*
8. As **far** as I'm concerned, there is plenty of time to do sport outside school. *relates to the general statement and the first quote*