

Linguaskill Lesson Plans

Writing Lesson 2

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 'hedging' responses when discussing arguments. The topic of the lesson is celebrity culture.

Teacher's Notes

Aims of the lesson	<ul style="list-style-type: none"> to present and practise vocabulary for talking about celebrity culture to present and practise language for 'hedging' responses to raise awareness of the requirements of the Linguaskill Part 2 Writing task to develop techniques and strategies for this task type based on practice of a sample task.
Time required	50-60 minutes
Level	Suitable for C1-C2
Materials required	<ul style="list-style-type: none"> Student's Worksheet 1: Writing – discussion prompts (Teacher use only) Student's Worksheet 2: Linguaskill Writing – Part 2 sample task and task requirements (celebrities) Student's Worksheet 3: Writing – 'hedging' language

Procedure

- Put some pictures of famous people on the board. Include people who are famous for a variety of reasons, i.e. acting, sport, science, politics. Ask learners if they know who these people are, then ask what they all have in common, i.e. they are all famous people/celebrities. Elicit related vocabulary from learners and add it to the board. Useful words could be *fame*, *rise to fame*, *influence*, *influencer*, *status symbol*, *aspire*, *aspiration*. To prepare for the next stage, you may also want to elicit or check understanding of *good causes* (i.e. *charity work*) and *promote yourself*.
- Tell learners that you are going to read out three statements about celebrities. After each statement, learners must write down one word (*yes*, *no*, *maybe*) to indicate their opinion on the statement. Now ask learners to sit in small groups. Use the slips of paper from **Student's Worksheet 1** to open up a discussion. Give each slip in turn, ask learners to compare the words they wrote down, discuss their reasons and also discuss any differences in opinion. Monitor while learners are discussing and note any useful vocabulary to share with the whole group or points for delayed error correction.
- Tell learners that the three statements they discussed are all linked to the topic of the effect celebrities have on society. Ask them to say whether each statement indicates a positive or a negative effect. Discuss how considering different viewpoints, as they

have just done, is a key element of the Linguaskill Part 2 Writing task. Give learners a copy of **Student's Worksheet 2** (folded, so they only see the task at the top) which has the full task which the statements came from. Allow learners a minute or two to read through the task. They then unfold the worksheet and answer the questions about the task requirements. Learners check their answers with a partner. Use the information in the key to expand on this guidance in feedback.

4. Ask learners to look at the two bullet point instructions in the task and tell you what the difference is, i.e. when discussing and evaluating arguments, learners consider a range of different opinions; when indicating their level of agreement, learners express their own opinion. Talk about how a different focus requires different language. When discussing common arguments on a topic, learners may wish to use 'hedging' language, for example because they have some doubts over whether the arguments are common or valid, or whether they agree with them. This is an effective way of raising the level of the language they use in their essay, allowing them to access higher marks. Give learners a copy of **Student's Worksheet 3** and ask them to look at **Exercise 1**. They need to use the words in bold to make a sentence which expresses the idea in the main statement, but with less certainty. You may wish to model the first question with the class before learners start working on their own. Learners check with a partner before checking as a whole group. In feedback, discuss how *appear* and *seem* can be used interchangeably. They can also be used in the structure *It appears/seems that*. Also discuss how different modals of uncertainty can be used: *might, could, can, may*.
5. To consolidate understanding of these hedging expressions, ask learners to work on **Exercise 2** of **Student's Worksheet 3**. In this exercise, there are more statements with using these expressions, but each statement has an error. Learners need to identify the error and correct it. When they have finished, they can refer back to **Exercise 1** to check their answers. Monitor and clarify any common issues in feedback.
6. To practise using some the hedging expressions and to focus on responses to the task, ask learners to choose one of the quotes from the task on **Student's Worksheet 2** and write their own response to it. They should use hedging language to introduce the point and then more direct language to express their own opinion. If space allows, stick the paragraphs around the room, so that learners can read the variety of different opinions.
7. Ask learners to write their full response to the task for homework.
8. Finish the lesson by asking learners what they think drives people to become famous.

Student's Worksheet 1

Writing – discussion prompts (Teacher use only)

Celebrity success inspires young people to aim high in their own lives.
Celebrity culture encourages the idea that success is usually instant.
Even when promoting good causes, celebrities are only promoting themselves.

Student's Worksheet 2

Linguaskill Writing – Part 2 sample task

This is an example task from the Linguaskill Writing test. Read the task.

Read the following statement:

The attention paid to celebrities these days has a negative effect on society.

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:

'Celebrity success inspires young people to aim high in their own lives.'

'Celebrity culture encourages the idea that success is usually instant.'

'Even when promoting good causes, celebrities are only promoting themselves.'

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

Use your own words as far as possible.

Write at least **250** words.

Are these statements about the Linguaskill Writing task true or false?

1. You can agree, disagree or remain neutral about the statement.
2. You need to write about all three quotes.
3. In your essay, you need to give equal consideration to arguments for and against the statement.
4. You can write more than 250 words.
5. You can include your own ideas.
6. An essay about how people become famous would be a good response to this task.

KEY

1. You can agree, disagree or remain neutral about the statement. **True.** *The 'extent to which you agree or disagree with the statement' is up to you. It's acceptable to discuss arguments for and against the statement with a conclusion that you think both arguments are valid.*
2. You need to write about all three quotes. **False.** *The quotes are there to give you some ideas to include in your essay. You can include any or all of them, or none at all.*
3. In your essay, you need to give equal consideration to arguments for and against the statement. **False.** *A discussion-based essay like this is an acceptable approach. Alternatively, your essay could focus on one line of argument, with a brief reference to the opposite view.*
4. You can write more than 250 words. **True.** *However, be aware that you only have 45 minutes for this task and plan your writing so that you don't include irrelevant information.*
5. You can include your own ideas. **True.** *Notice the instruction under the quotes. Make sure your ideas are relevant to the main statement, not just general comments on the topic.*
6. An essay about how people become famous would be a good response to this task. **False.** *The essay needs to be based on the statement, so it needs to mention 'the attention paid to celebrities' and the 'effect on society'.*

Student's Worksheet 3

Writing – ‘hedging’ language

Exercise 1

Rewrite the sentences on the topic using the words in **bold**.

‘Celebrities make a valuable contribution to charities.’

could

It _____ celebrities make a valuable contribution to charities.

might

Some people _____ that celebrities make a valuable contribution to charities.

appear

Celebrities _____ a valuable contribution to charities.

suggested

_____ celebrities make a valuable contribution to charities.

seems

It _____ though celebrities make a valuable contribution to charities.

potentially

_____ a valuable contribution to charities.

perceived

Celebrities _____ a valuable contribution to charities.

evident

_____ celebrities make a valuable contribution to charities.

Exercise 2

Read the statements below. Each statement has an error. Find the error and correct it.

1. It would appear that celebrities inspiring young people to succeed.
2. It seems though young people who follow celebrities are inspired to succeed.
3. Celebrities are frequently perceive as an inspiration for young people.
4. Contrary to the negative perception some people have of celebrities, others might be said that they inspire young people.
5. Some people could argue for young people are inspired by celebrities.
6. A common view is that the work of celebrities could potential inspire young people to follow in their footsteps.
7. There is evident that the work of celebrities has a positive impact on young people.
8. It is frequently suggested for the positive influence celebrities have on young people is overlooked.

KEY

Exercise 1

could

It **could be said that** celebrities make a valuable contribution to charities.

might

Some people **might say/believe/argue/claim** that celebrities make a valuable contribution to charities.

appear

Celebrities **appear to make** a valuable contribution to charities.

suggested

It is (often) **suggested that** celebrities make a valuable contribution to charities.

seems

It **seems as** though celebrities make a valuable contribution to charities.

potentially

Celebrities could potentially make a valuable contribution to charities.

perceived

Celebrities **are often perceived as making** a valuable contribution to charities.

evident

It is evident that celebrities make a valuable contribution to charities.

Exercise 2

1. It would appear that celebrities **inspire** young people to succeed.
2. It seems **as** though young people who follow celebrities are inspired to succeed.

3. Celebrities are frequently **perceived** as an inspiration for young people.
4. Contrary to the negative perception some people have of celebrities, **others might say/it might be said** that they inspire young people.
5. Some people could argue **that** young people are inspired by celebrities.
6. A common view is that the work of celebrities could **potentially** inspire young people to follow in their footsteps.
7. **It is evident/There is evidence** that the work of celebrities has a positive impact on young people.
8. It is frequently suggested **that** the positive influence celebrities have on young people is overlooked.