



LanguageCert  
Academic

# Lesson Plans

Writing  
Part 2

Language  
Cert

## LanguageCert Academic Lesson Plan for Teachers

### Writing Part 2

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 C2 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](http://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 2**

<b>LESSON PLAN</b>		
<b>Skill focus: Writing</b>	<b>Level: C2</b>	<b>Length of lesson: 50 minutes (approx.)</b>
<b>Lesson aim(s)</b>	Practise in a part of the LanguageCert Academic Writing test	
<b>Sub-aim(s)</b>	Further consolidating language recently taught related to the “geniuses/human intelligence” Practising and reminding students of a few Writing strategies applicable on their test day	
<b>Target language</b>	Vocabulary related to the “geniuses/human intelligence”	
<b>Materials</b>		
<ul style="list-style-type: none"> <li>LanguageCert Academic - Practice Paper #3 (Writing Part 2)</li> </ul>		
<b>Assumptions</b>		
<ul style="list-style-type: none"> <li>Language set at approximately C2 level (knowledge and skills)</li> <li>Awareness of language related to geniuses/their common traits/human intelligence/creativity/etc</li> <li>Basic Writing strategies</li> </ul>		
<b>Anticipated problems</b>	<b>Solutions to these problems</b>	
<ul style="list-style-type: none"> <li>Some students not at C2 level but aiming at C2 level certification</li> <li>Some weaker students might not find enough ideas to develop</li> <li>Lack of training/strategies to rely on to successfully fulfill the task</li> <li>Students not aware of test (format/content/etc)</li> </ul>	<ul style="list-style-type: none"> <li>Spotting their strengths/weaknesses early enough and guiding them as to how they can fill their gaps</li> <li>Initially resort to PW so that the stronger students guide/help the weaker ones and encourage them to participate actively during the pre-writing stage</li> <li>Share and practise a few Writing strategies (e.g. planning the answer beforehand, presenting arguments in a balanced manner)</li> <li>Upon completion of the Writing task, have a few Ss summarise what to expect on their Writing test day (task type, length, duration etc) and useful strategies</li> </ul>	
<b>Exam preparation aims</b>	<b>Reflection &amp; analysis of the lesson</b>	
<ul style="list-style-type: none"> <li>Helping students become acquainted with the Writing component of the test</li> <li>Sharing with students Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>How effective was the lesson? Any evidence?</li> <li>Did the whole class participate actively or did the “more fluent” ones dominate the class?</li> <li>Which Ss seem to need more support/guidance? Why?</li> </ul>	

TIME (mins)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE
15	<p><b>Pre-writing</b></p> <p><b>Warm-up</b></p> <p><b>IW/PW</b></p>	<p>- Brainstorming: before revealing the focus of the lesson, start off by asking Ss to guess the relationship between these individuals: (you may use different names). Be prepared to briefly introduce them if needed.</p> <p><i>Chopin, Mozart, Einstein, Leonardo Da Vinci, Marie Curie, Aristotle, Newton, Bill Gates</i></p> <p>- After Ss' attempts (if needed) reveal that all of them are thought to be "geniuses" and that the topic of the lesson will be whether geniuses are born or made.</p> <p>- Ask Ss to get into pairs and first of all attempt a definition of "a genius". Set a time limit of 2 minutes.</p> <p>- Ask Ss to share their definitions. If needed, provide your own definition likely to be more accurate/complete (e.g. "an exceptionally intelligent person or one with exceptional skill in a particular area of activity"/source: Oxford Languages dictionary)</p> <p>- Now, ask pairs to reflect on how "geniuses are made" (i.e. what they probably did to become who they are) and make a few related notes. Set a time limit of 5 minutes and elicit Ss' arguments.</p> <p><i>Likely arguments: they became who they are as a result of ...</i></p> <ul style="list-style-type: none"> <li>- <i>determination to study/work hard</i></li> <li>- <i>being patient and believing that nothing is impossible</i></li> <li>- <i>being well informed/knowledgeable</i></li> <li>- <i>being open-minded/flexible/adaptable</i></li> <li>- <i>not being afraid of the unknown</i></li> <li>- <i>communicating effectively with others</i></li> <li>- <i>being detail-focused etc</i></li> </ul> <p>• In view of the writing task that follows, you may wish to inform Ss that some scientists believe "geniuses are born":</p> <p>- <i>As these scientists claim, there are bright examples of "born geniuses": Chopin, who started giving public concerts at the age of 7; Mozart who composed music at the age of 4; Nino Rota who performed his first opera publicly at the age of 11 etc.</i></p> <p>- <i>Being a genius cannot only be the result of trying hard, studying hard etc (you cannot be a genius without a certain level of intelligence, drive and persistence, all of them to a degree genetic)</i></p> <p>• You may wish to record the arguments on the board and ask Ss to take them down (as they may need to use them for the writing task that follows).</p>

# Foreword

25	<b>While-writing</b> <b>IW</b>	<ul style="list-style-type: none"> <li>Now ask Ss to do the following writing task taken from Practice Paper # 3, Part 2</li> </ul> <p>Read the following statement and write about the topic.</p> <p>“Many people believe that a genius is born, not made. Scientific research, on the other hand reveals that become a true expert is mainly the result of years of serious study and practice”. Discuss both of these views and give your own opinion. Write about 250 words.</p>
10	<b>Post-writing</b>  <b>Whole class discussion</b>  <b>IW</b>  <b>Homework</b>	<ul style="list-style-type: none"> <li>Inform Ss that they can use the arguments presented in the previous part of the lesson. Set a time limit of 25 minutes.</li> <li>Ask Ss to spend 5 mins to organise their thoughts on a piece of paper and try to present their ideas in a balanced manner.</li> <li>Upon completion of their writing task, ask Ss to spend a few minutes to review what they have produced.</li> <li>Ask Ss these follow-up questions:             <ul style="list-style-type: none"> <li>- We often hear people say: <i>“This boy/girl is a genius”</i>. What do they really mean? Do you think the word genius is being overused nowadays?</li> <li>- Do you agree or disagree with the following statement: <i>“Musical geniuses nowadays owe their world reputation solely to endless hours of practice and study”</i>.</li> <li>- The majority of the immortal works of art are typically fashioned by <i>“male geniuses”</i>. What about <i>“female geniuses”</i>? Are they acknowledged as often as they should? Why (not)?</li> </ul> </li> <li><b>Wrapping up:</b> upon completion of the Writing task, ask the class what they may need to remember about this part of the Writing test for their upcoming test (e.g. elicit the task type to be expected, likely content, length, duration, useful strategies).</li> <li><b>Presentation:</b> ask Ss to find some information about someone they consider to be a “genius”, prepare some brief notes and present him/her in the next class. Set a time limit of 2-3 minutes for the presentation.</li> </ul>



## **WRITING PART 2**