LanguageCert
General

Lesson Plans

Listening
Reading
Writing
Speaking

Language
Cert

Foreword

These lesson plans have been produced by teachers for teachers preparing students for the **LanguageCert General** test. They should help students relate their knowledge of previous lessons with task types to be expected on their test day.

The suggested lesson plans revolve around the four parts of the **LanguageCert General** test (Listening, Reading, Writing, Speaking) and present tasks set at B2 level (CEFR). Depending on the level of the students, tasks may need to be adapted accordingly.

All **LanguageCert General** 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 General** test - when the time comes!

Acronyms:
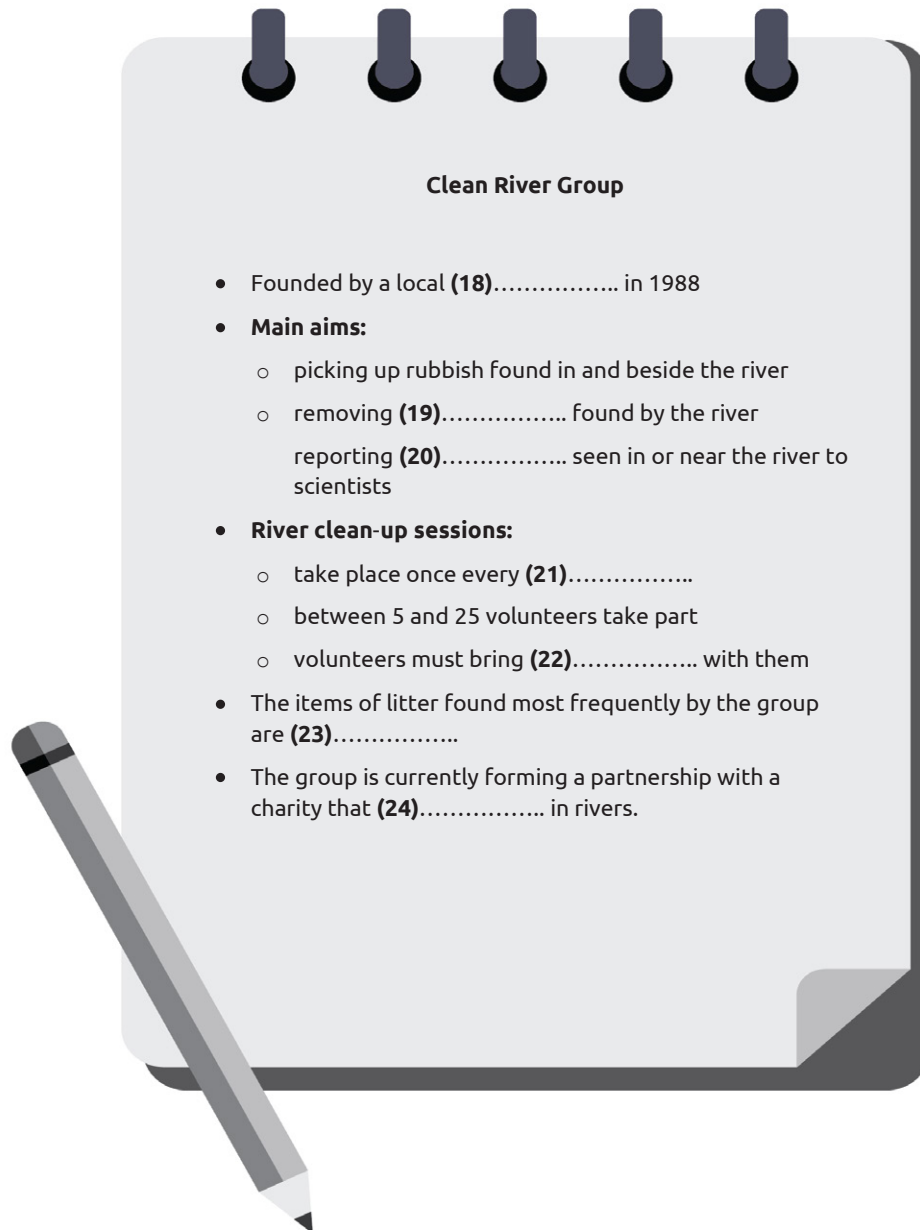Ss: students
IW: individual work
PW: pair work
Q: question

LISTENING

LESSON PLAN		4
Skill focus: Listening	**Level:** B2	**Length of lesson:** 45 minutes (approx.)

Lesson aim(s)

Consolidating language recently taught related to the environment/pollution through a practice paper

Sub-aim(s)

Background knowledge reactivation so that Ss can produce satisfactory responses

Reminding Ss of Listening strategies (e.g. predicting, skimming, scanning)

Practice in a part of the upcoming test (Listening Part 3)

Target language

Vocabulary related to the environment/pollution

Materials

LanguageCert General - **Practice Paper 3 (Listening Part 3)**

Assumptions

Language set at approx. B2 level (knowledge and skills)

Language related to the environment/pollution

Basic knowledge of Listening strategies

Anticipated problems	**Solutions to these problems**
• Ss' different levels • Ss not remembering/not resorting to strategies taught to more successfully tackle set tasks • Ss not aware of upcoming test (format/content/etc)	• Spotting Ss' strengths/weaknesses early enough and guiding the weaker Ss so as to help them fill their gaps • Reminding Ss of strategies that can help them with class tasks (and their test) • Asking stronger Ss to work with weaker Ss (through PW tasks) and monitoring the class for feedback/follow-up corrections • Providing sufficient clarifications about their test after the task set in class
Exam preparation aims	**Reflection & analysis of the lesson**
• Exploiting this lesson not only to recycle language recently taught but also introduce Ss to the actual test (e.g. format, question types) • Sharing with Ss useful techniques/strategies for their test day	• 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?

Listening Part 3

You will hear a presentation about an environmental organisation called the Clean River Group.
Complete the information on the notepad. Write short answers of **one to three words**. You will hear the presentation twice. You have thirty seconds to look at the notepad.

Clean River Group

- Founded by a local **(18)**…………….. in 1988
- **Main aims:**
    o picking up rubbish found in and beside the river
    o removing **(19)**……………. found by the river
      reporting **(20)**……………. seen in or near the river to scientists
- **River clean-up sessions:**
    o take place once every **(21)**……………..
    o between 5 and 25 volunteers take part
    o volunteers must bring **(22)**……………. with them
- The items of litter found most frequently by the group are **(23)**……………..
- The group is currently forming a partnership with a charity that **(24)**……………. in rivers.

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE
5 10	Pre-listening Warm-up & prediction work IW	**Materials used:** Practice Paper 3 (Part 3) **Step 1**: **Warm-up** • Briefly introduce Ss to topic ('Our environment') and ask Ss a few related questions: - Do you think that our environment is at risk? To what extent? - Do you know of any organisation which aims to protect the environment? - Would you join such an organisation? Why (not)? **Step 2: Prediction work** • Inform the class that now they are going to hear someone talking about the 'Clean River Group'. Ask Ss to predict the content of the recording based on the following words taken from the transcript (do not hand over a copy of the listening task yet): *charitable - rubbish- dead - animal species - volunteers- snacks* • Now, hand over a copy of the listening task (see opposite), ask Ss to briefly look at the notepad and try to guess the nature of the missing words (e.g. noun, adjective, adverb, number etc). Clarify that they should be ready to explain why they think so.
15	While-listening Listening, answering questions, feedback PW	**Step 3**: **Listening to recording** • Ask Ss to form pairs, listen to the extract (twice) and record their answers (i.e. fill the gaps in the pad). You may wish to ask Ss to listen for gist the first time and for detail the second time. **Step 4**: **Answers and feedback** • Then ask Ss to confirm their predictions (content/topic and missing words), share answers and be ready to justify them (e.g. what led them to the right answer). Finally, provide feedback and refer to the transcript if necessary. Answer key: *(18) hairdresser, (19) fallen trees, (20) rare animal species, (21) two weeks, (22) gardening gloves, (23) paper cups, (24) tests water quality.*
15	Post-listening Further exploitation of topic IW	**Step 5**: **Whole class discussion** • Ask Ss whether they think their city suffers from pollution and if so, from which kind of pollution (air, land, water or noise pollution?). See if all Ss agree and if not, have Ss justify their stance. • Finally, ask Ss what would help reduce pollution in their city. Inform them that they may make brief notes if they like (as their homework will be related to this task).
	Homework suggestion	• Ask Ss to write a short article of approx. 150 to 200 words for their city website blog and refer to the kind of pollution their city mainly suffers from and how this pollution can be reduced.

LISTENING TRANSCRIPT

Hi everyone, my name's Naomi Gallagher and I represent a local charitable organisation called the Clean River Group. I'm hoping some of you will want to become involved in the work of the group after my presentation today.

The group was set up in 1988, not by an environmental scientist, as you perhaps might imagine, but by a hairdresser, who'd become fed up of seeing piles of rubbish by the local river as he drove to and from his salon.

The group has many different aims. The primary one, as you'd probably guess, is collecting any rubbish from the river itself and from the land alongside it. Anything natural close to the water, such as dead leaves, is left where it's found, with the exception of fallen trees, which can block the flow of the river and contribute to flooding. We call in professional help, if needs be, to get rid of them. We also aim to provide services to several local institutions, passing on important data about the river and the local environment to them. Any rare animal species we happen to notice are photographed if possible and details sent to the zoology department of the local university, while the council is informed immediately about any pollution we spot coming down the river.

So how can you all get involved? Well, the easiest way is to join one of our river clean-up sessions – they're great fun and a good way to meet new people. These used to take place once a month, but thanks to the large number of volunteers we're getting these days, there's now just two weeks between each one, so if you've just missed a session, you won't have long to wait before the next one.

At the clean-up sessions, snacks to keep our energy levels up are provided by a local supermarket that sponsors our work, and there's always plenty of drinking water, which we bring in our van to wherever we're working. We ask volunteers to come with their own gardening gloves, and those specifically rather than any other sort. They're expensive and we need to keep our costs down, so that's why we don't provide them.

We find and pick up a huge amount, and a huge range, of litter. People sometimes ask what kinds of litter we find most often. Well, plastic bags are high on the list, as you'd probably imagine but paper cups are actually at the top, just above drinks cans. Numbers of plastic bottles are actually on the decline, thanks to many people now preferring to carry refillable ones.

We're always looking to team up with other charities if we can help each other in any way. In recent times, for example, we've formed links with one that increases fish populations in areas of fresh water where there are very few. We're hoping to announce formal ties with a body called RiverAid soon, which tests water quality. The data it gathers is then used in its many campaigns to fight for cleaner river systems.

READING

LESSON PLAN		9
Skill focus: Reading	**Level:** B2	**Length of lesson:** 45 minutes (approx.)

Lesson aim(s)

    Consolidating language recently taught related to the environment/pollution through a practice paper

Sub-aim(s)

   Background knowledge reactivation so that Ss can produce satisfactory responses

   Reminding Ss of Reading strategies (e.g. predicting, skimming, scanning)

   Further practice in how text coherence and cohesion is achieved

   Practice in a part of the exam (Reading Part 2)

Target language

   Vocabulary related to the environment/pollution; referencing ('referents') in a text

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Materials

   LanguageCert General – **Practice Paper 3 (Reading Part 2)**

Assumptions

   Language set at approx. B2 level (knowledge and skills)

   Language related to the environment/pollution

   Basic knowledge of Reading strategies

   Basic knowledge of how text coherence and cohesion is achieved in a text

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Anticipated problems	**Solutions to these problems**
• Ss' different levels • Ss not remembering/not resorting to strategies taught to more successfully tackle set tasks • Ss finding the Reading task difficult due to their poor text coherence/cohesion background • Ss not aware of upcoming test (format/content/etc)	• Spotting Ss' strengths/weaknesses early enough and guiding the weaker Ss so as to help them fill their gaps • Reminding Ss of strategies that can help them with class tasks (and their test) • Asking stronger Ss to work with weaker Ss (through PW tasks) and monitoring the class for feedback/follow-up corrections • Providing sufficient clarifications about their test after the task set in class
Exam preparation aims	**Reflection & analysis of the lesson**
• Exploiting this lesson not only to recycle language recently taught but also introduce Ss to the actual test (e.g. format, question types) • Sharing with Ss useful techniques/strategies for their test day	• 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?

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE

5	**Pre-reading**
	
	Warm-up & background knowledge reactivation
	
	IW
		Materials used: Practice Paper 3 (Part 2)
		
		Step 1: **Warm-up**
		
		• Briefly introduce Ss to the topic (the use of plastic nowadays) and ask Ss to answer the following questions:
		
		    - How widespread is the use of plastic in everyday life?
		    - Why do you think plastic is so popular as a material nowadays?
		    - Are you aware of any dangers related to the use of plastic?

20	**While-reading** **Reading, answering questions, feedback** **PW**	**Step 2: Reading and providing answers to questions set** • Ask Ss to get into pairs, read the text (see opposite page), choose the correct sentence for each gap, and be ready to justify their responses. • When done, elicit answers from pairs & provide feedback. Answer key: *(12) F, (13) C, (14) G, (15) A, (16) E, (17) B.*

20	**Post-reading**
	
	Referencing & inferencing
	
	IW
		Step 3: **Referencing practice**
		
		• Ask Ss to answer the following questions:
		    - What does the word 'it' refer to in sentence A? (Answer: *'plastic'*)
		    - What does the word 'these' refer to (in sentence B)? (Answer: '*substitutes made from things like vegetable matter, paper or cotton*')
		    - What does the word 'these' refer to (in sentence F)? (Answer: '*natural materials'*)
		    - What does the word 'they' refer to (in sentence G)? (Answer: '*companies'*)
		
		Step 4: Whole class discussion
		
		• Ask Ss to answer the following inferencing questions:
		    - Where do you think this text is taken from? Why?
		    - What is the author's attitude towards the issue raised?
		    - What is the author aiming at through this text? (inform, convince, warn, entertain etc?)

	Homework suggestion	**Step 5: Note-making** • Ask Ss to re-read the text at home and create a 'spidergram' with the main ideas developed by the author. You may wish to remind Ss that this technique can help them better comprehend a text/how a text is structured. Tell Ss that their spidergram will be discussed in the next class.

Read the article about plastic from an English news magazine. Use sentences A-H to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There is one extra sentence you will not need.

Is there a future for plastic?

When plastic was first invented, it initially seemed to be a miracle material that would solve many of the world's problems. However, we now know it is a serious threat to the health of the planet. A new exhibition at the V&A museum in Dundee looks back at the history of plastic and asks us to think about its future.

'Until the middle of the 19th century, people turned to the natural world for materials that would perform the functions that plastics now carry out,' explains museum curator Charlotte Hale. **(12)**……………. For this reason, attempts to create similar materials in the laboratory began. There were some scientific advances but early attempts were not commercially successful.

The breakthrough came in the early 20th century when Belgian chemist Leo Baekeland invented a type of plastic he called Bakelite. Bakelite was hard and strong, heat resistant, and attractive. It was used to make everything from telephones to jewellery to chess pieces. **(13)**……………. This appreciation is easy to understand when you look at the stunning examples in the exhibition.

Soon nylon and polyethylene were invented, and in the 1940s companies began to use plastics to produce items for domestic use. **(14)**……………. These had the desired effect, and soon homes were filled with radios, lamps, clocks and telephones in futuristic curved shapes and bright colours.

As the 1950s and 60s went on, the increased availability of cheaper items and plastic packaging marked a change in attitudes towards plastic. **(15)**……………. It's therefore unlikely to be a coincidence that around this time, marine biologists first published articles on the problem of plastic making its way into the sea.

Since then, the understanding of its environmental impact has grown. **(16)**……………. For example, it is vital to modern telecommunications and medicine and many other essential aspects of life. When used to wrap food, it can help prevent food waste. It's true that substitutes made from things like vegetable matter, paper or cotton do now exist. **(17)**……………. This is why Charlotte Hale is not demanding a zero-plastic world. Instead, she asks governments to introduce strict laws to control its use so we can continue to benefit from this amazing material for decades to come.

A   It began to be thought of as something to be thrown away and replaced, rather than cared for.

B   However, it's becoming clear that the environmental costs attached to these alternatives are also significant.

C   These objects were highly valued at the time and many went on to become collectors' pieces.

D   That meant it could be used to create a wide range of luxury items.

E   But the rewards of plastic are still there, and in many ways it remains the wonderful material it always was.

F   The problem was that these were difficult to obtain, and therefore expensive.

G   At the same time, they ran huge marketing campaigns to promote the goods.

WRITING

LESSON PLAN		
Skill focus: Writing	**Level:** B2	**Length of lesson:** 45 minutes (approx.)

Lesson aim(s)   Further consolidating language related to our natural environment through a practice paper

Sub-aim(s)   Background knowledge reactivation so that Ss can produce satisfactory responses

Practice in generating ideas (through a spidergram) and structuring a written text

Practice in a part of the exam (Writing Part 2)

Target language

Vocabulary related to the environment/linkers/sequence words |

| **Materials**

  •   LanguageCert General - **Practice Paper #3 (Writing Part 2)** |
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| **Assumptions**

  •   Language set at approximately B2 level (knowledge and skills)
  •   Language related to our natural environment
  •   Basic ways to structure a written text |
|---|

Anticipated problems	**Solutions to these problems**
• Ss likely not to fully exploit their knowledge of the world/linguistic knowledge • Ideas poorly linked/sequenced • Ss' different levels	• Guiding Ss through a technique that will help them generate ideas (spidergram) • Reminding Ss of language needed for better structure/better link ideas • Providing sufficient model language before asking for • Ss' production/being prepared to support weaker Ss more than the rest
Exam preparation aims	**Reflection & analysis of the lesson**
• Exploiting this lesson not only to recycle language recently taught but also introduce Ss to their upcoming test (e.g. format, task type) • Sharing with Ss useful techniques/strategies for their test day	• 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?

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE

10	**Pre-Writing Background knowledge reactivation**
	
	 IW
		Materials used: Practice Paper 2 (Part 2)
		
		 Step 1: Warm-up
		
		 • Briefly introduce the topic ('Beautiful natural locations') and present the class with a few visuals from very different places, e.g. of:
		
		    - a remote, lonely exotic beach with palm trees, wooden huts etc
		    - an island port with luxury yachts & luxury café bars around them
		    - a small village in a colourful valley surrounded by mountains
		    - a sandy beach with a luxury hotel nearby with its swimming pools,
		    - umbrellas, deck chairs etc
		
		 • Ask Ss which of these places they would choose to go for a week and why.
		
		 Step 2:
		
		 • Now share the related task sheet below (or copy it on the board) and ask Ss to briefly skim the information provided.
		
		 WHY PEOPLE LIKE TO TRAVEL
		
		 Research shows that people like to travel for a number of reasons. Some like to travel to...
		
		 - learn about different cultures
		 - explore new surroundings
		 - escape reality
		 - find themselves
		 - relax
		 - eat and taste new flavours
		 - meet relatives or friends
		 - find better weather
		 - celebrate an event
		 - other reasons
		
		 • Then ask Ss: what about YOU, do you like to travel? (most probably they all do) Why? (encourage a whole class discussion and ask Ss to provide detailed answers, e.g. by referring to past experiences or their usual/favourite activities).

10	IW	**Step 3: Note-making**
		• Ask Ss to think of a place they have heard about which they would definitely like to visit, copy the table below from the board, and fill it in:
		Name of the place: …………………………………………………… Location: …………………………………………………………… What you can see there:…………………………………………… What you can do there: …………………………………………… Why it is a 'must-see': ……………………………………………
		• When done, ask a few Ss to share their answers and encourage the rest of the class to ask questions/ask for clarifications (e.g. 'How did you learn about it?', 'Has any relative or friend of yours ever visited it?', 'Is it expensive?' etc).
25	Writing IW	**Step 4: Writing task** • Now, ask Ss to do the exam writing task (see topic below): *Write an article for a travel magazine about a beautiful natural location that you would like to visit. Describe what you can see and do there, as well as the atmosphere at the location. Write between 150 and 200 words.* • Clarify that they simply need to expand their notes and write approx. 150-200 words. • Set a time limit of 25 minutes.
	Homework suggestion	• Inform Ss that next time you will wrap up this topic ('Beautiful natural locations') with the '**advantages' and 'disadvantages' of spending summer holidays by the sea** (or in the countryside). Ask them to prepare some brief notes which they will be asked to present to the class.

SPEAKING

LESSON PLAN		
Skill focus: Speaking	**Level:** B2	**Length of lesson:** 45 minutes (approx.)

Lesson aim(s)   Further consolidating language related to our natural environment through a test practice paper

Sub-aim(s)   Background knowledge reactivation so that Ss can produce satisfactory responses

        Practice in generating ideas (through a 'spidergram') and structuring a spoken text

        Practice in a part of the exam (Speaking Part 1)

Target language

        Vocabulary related to the environment/linkers/sequence words

Materials

        LanguageCert General – **Practice Paper #3 (Speaking Part 1)**

Assumptions

- Language set at approximately B2 level (knowledge and skills)
- Language related to our natural environment
- Basic ways to structure a spoken text
- Basic knowledge of how to sequence ideas and how to sound fluent

Anticipated problems	**Solutions to these problems**
- Ss likely not to fully exploit their knowledge of the world/linguistic knowledge - Ideas poorly linked/sequenced - Ss' different levels	- Guiding Ss through a technique that will help them generate ideas (through a 'spidergram') - 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?

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE

10	**Warm-up**
	
	Background knowledge reactivation
	
	PW
		Step 1: Warm-up
		
		• Briefly introduce Ss to the topic ('Our neighbourhood').
		• Get Ss into pairs. Then, ask them to think of their neighbourhood and jot down a few words that characterise it using a spidergram like the one below:
		
		    My neighbourhood
		
		• Set a time limit of 10 minutes. If necessary, guide Ss by referring to what they could jot down, such as:
		    - its location
		    - shopping facilities
		    - neighbours
		    - any landmark/places worth visiting
		    - cleanliness
		    - traffic
		    - sporting facilities
		
		Likely vocabulary needed:
		
		    - location: in the centre of, on the outskirts of, in a residential/working-class area etc
		    - shopping facilities: shopping centre, little shops, convenience stores etc
		    - neighbours: friendly, sociable, elderly, quiet etc
		    - landmark/places worth visiting: museum, concert hall etc
		    - cleanliness: clean, dirty etc
		    - traffic: light/heavy, hardly any etc
		    - sporting facilities: football pitch, basketball ground, tennis courts etc
		• When time is up, ask pairs to share their ideas with the class.

10	**Practice** **IW**	**Step 2: Responding to set questions** • Now inform Ss that you are going to ask them a few questions about their 'neighbourhood', similar to the ones they may be asked on their exam day. Clarify that they can use ideas from their spidergram. Q1: Can you tell me something about the neighbourhood you live in? Q2: How well do you know your neighbours? Q3: What makes a good or bad neighbour, in your opinion? (Why?) Q4: Is it a good idea to live close to the people you work or study with? Why (not)? **Note:** You can ask the same question to more than one student for more classroom practice.

15	PW	**Step 3: Brief feedback and how to sound even more fluent**
		• Briefly share feedback on how Ss performed (some responses were probably unnatural and ideas not so well structured).

• Briefly share feedback on how Ss performed (some responses were probably unnatural and ideas not so well structured).
• Tell Ss that they can sound even more natural and fluent if they enrich their answers with 'fillers' (time-saving devices) and 'sequence words'.
• Ask them to get into pairs and complete the 2 columns below with examples of 'fillers' and 'sequence words' (table on board):

Fillers (time-saving devices)	Sequence words
e.g.: Well.../You know.../...	e.g. First of all.../Then.../...

• Set a time limit of 5 minutes. When done, record Ss' responses on the board (for them to copy for future reference).

Answers likely:

Fillers: *Well..., You know..., I mean..., Like..., Basically..., Let me think..., Okay..., Right..., Um...*

Sequence words: *Firstly..., First of all..., To start with ..., To begin with..., Secondly..., Thirdly..., Then..., Next..., After that..., Finally..., In the end..., Lastly..., Eventually...*

Step 4: Responding to set questions

• Now inform Ss that you are going to ask them similar questions to the previous ones **but** that now you would like them to 'upgrade' their responses with 'fillers' and 'sequence words' (allow them to use their notes if they like).

Q5: Do you have a favourite shop in your neighbourhood? Why (not)?

Q6: Tell me about a neighbour you particularly like.

Q7: Can you tell me about a place worth visiting in your area?

Q8: How much traffic is there in your neighbourhood? Why?

• Ask Ss if they noticed any difference between the former responses and the latter ones (hopefully Ss sounded more natural and more fluent).

Clarification about the Speaking exam:

• Although all above questions revolved around the same topic (for practice purposes), remind Ss that on their exam day - in Part 1 - they will be asked up to 5 questions but only 1 question per topic (the Interlocutor will select up to 5 different topic areas).

10 — **Further practice** / **IW**

	Homework suggestion	• Ask Ss to study their notes, highlight the words/phrases they feel more comfortable with, and be ready to use them again in the next classes. • You may wish to stress that their notes can also help them with their 'Writing' tasks (and even ask them why!).

Language Cert