

## Lesson plan

## C1 Advanced Writing Part 2

**Time required:** 60 minutes

- Materials:** Underlining denotes hyperlink
- A copy of [Student worksheet 1](#) per student
  - A copy of [Student worksheet 2](#) per student
  - A copy of the [advert](#) per pair (optional)
  - A copy of the [Examiner comments](#) per student (optional)

- Aims:**
- To familiarise learners with C1 Advanced Writing Part 2
  - To provide opportunities to practise a Part 2 report task and useful strategies
  - To reflect on the learning experience

- Useful links:**
- [Teacher Guide for Writing](#)

## Procedure

## Lesson Stages

## Lead-in: Discussion

This discussion creates context for the sample answer the students read. Show the advert on the board or if this isn't possible, give students the [printed advert](#).

**USA: Work and study programme**

Spend three weeks improving your English language skills in the USA!

- ❖ Three hours of English language classes every morning
- ❖ Work experience with a local company every afternoon

Don't delay, apply today!

Explain to students they have seen this advert in a magazine and that they should discuss the following questions in pairs:

1. Would you be interested in a Work and study programme like this? Why/Why not?

2. What aspects would be most useful? Explain why.
3. What aspects could be challenging? Explain why.

Monitor the discussion and note students' ideas on the board. Nominate a couple of students to feedback their ideas and record key points on the board.

**Online options:** Students discuss the questions in breakout rooms, if it is safe to use them. Feedback in open class noting ideas on a shared document.

**Analyse the task:** [Student worksheet 1 Exercise 1](#)

Students read the Part 2 task and answer the questions on their own or in pairs.

**Feedback:** Display the task on the board. Nominate students to give answers, clarifying where necessary, underlining elements from the task:

- a. What is the task **topic**? Answer: A work/study abroad programme – to learn English
- b. What is the **genre** in this writing task? Answer: A report
- c. What is the **purpose** of the writing task? Answer: To evaluate and make suggestions – elicit from students what it is they have to evaluate (the programme) and the suggestions they have been asked to make (changes/recommendations for next year).

Reading and analysing the writing task is a skill that students need to be able to do quickly in the exam.

Analysis of the task helps students:

- a. To focus on the topic and the key points they need to include in their writing
- b. Identify the appropriate structure and conventions of the genre
- c. Select appropriate language.

In C1 Advanced, there are many similarities between the proposal and report, but they serve different purposes, which the learners need to understand to help them structure their writing. The purpose of a *report* is to **inform/evaluate** and make suggestions/recommendations. The purpose of a *proposal* is to **persuade** by making suggestions/recommendations.

**Online options:** Students can discuss the questions in breakout rooms, if it's safe to use them. Alternatively, after providing some thinking time, ask students to give answers in the chat box.

**Focus on content (topic):** [Student worksheet 1 Exercise 2](#)

Note: Tell students that this is a genuine answer from a C1 Advanced candidate so they will notice mistakes and inaccuracies.

Explain to learners that the examiner assesses writing for **content**. This means the examiner reads and checks the candidate has fully answered the question. Ask students to read the sample answer for gist, ask them to:

- Decide whether they think the candidate has completed the task and stayed on topic.
- Think about their lead-in discussion and identify whether there are any ideas similar to theirs.

**Feedback:** Use the [Examiner comments](#) as a guide.

Content: The candidate **addresses the question** and **evaluates** the usefulness of the programme, compares the benefits of the lessons and the work experience, and finally **suggests** what could be done to improve the programme.

**Online options:** Allow students time to read then conduct feedback in open class, referring to the ideas on the shared document.

**Focus on organisation and communicative achievement (genre):** [Student worksheet 1 Exercise 3](#)

Tell learners that the examiner also assesses writing for three other criteria – **organisation, communicative achievement** and **language**.

This activity is designed to raise students' awareness of the other assessment criteria in terms of the **organisational features** (organisation) and **structure** of the report genre (communicative achievement) and appropriate **language** (language), which fit the conventions of a written report. Students look at the sample answer again and discuss the questions in pairs.

**Feedback:** Nominate students to answer, clarifying as necessary.

- **How is it organised?** It's organised into five paragraphs; each paragraph has a clear heading stating the contents of that paragraph. The report has a title which clearly relates to the topic and task. It starts with more general information and moves to more specific points.
- **What is the content of each paragraph?** Each paragraph deals with a separate topic directly connected to the task: introduction stating the purpose of the report; general findings about the work/study programme; positive aspects of the programme; negative aspects; suggestions for improvements.
- **How would you describe the style?** Formal – there are many examples of formal vocabulary and phrases (*aforementioned, no substantial benefit, specific to, with which to*), no contractions, examples of passive structures (*can be learned, the amount of time that is spent working, will not be taught*), use of modals (*the organizer of the programme should increase..., should you manage to be employed...*)

You might find it helpful to refer to the [Examiner comments](#) which are linked to the assessment criteria:

Organisation: **Good use is made of appropriate organisational patterns for the genre in terms of layout, such as sub-headings and the order of information, with general points being mentioned before specific ones. ... The structure of the report overall is clear and logical.**

Communicative achievement: *The text uses the conventions of report writing to communicate ideas effectively. There is good use of a title and sub-headings and each section is focused on one topic ... The target reader's attention is held and both straightforward and more complex ideas are expressed using an appropriate tone and register.*

Language: **The overall tone of the report is quite formal and this is in part achieved by the choice of expressions and the use of passives and modals.**

**Online options:** Put students into breakout rooms to discuss the questions, if it is safe to do so. Bring students back together to feedback, nominating students to give answers.

**Focus on language (purpose):** [Student worksheet 1 Exercise 4](#)

In this activity, students find useful language from the sample answer which they can use in their report.

1. Show the table on the board and do the example together.
2. Ask students to find the first phrase in bold in the report – *The purpose of the report is to...*
3. Elicit the function of the phrase – *to introduce the report* – show it in the first column.
4. Explain that the phrase *This report examines...* can be used in the same way. Elicit further similar phrases from students and add them to the table.

Students work in pairs or alone to complete the table.

Function	Phrases in the sample	Other phrases I know
<b>Introducing your report</b>	<b>The purpose of this report is to...</b>	<b>This report examines...</b>

**Feedback:** Take whole class feedback and then show the completed table on the board (see [Answer key](#)) and elicit any phrases for the third column. Alternatively, give out the [Answer key](#) after taking whole class feedback. Highlight to students they should start to collect a bank of useful phrases that they can use in their writing, categorised by function of the phrase, as shown in the table.

**Online options:** Students can work on a collaborative document with each student or pair of students adding to their copy of the table. Working on a shared document allows you to monitor and also for students to see others' work if they get stuck.

### Lesson summary

Elicit from students the stages of the lesson. Write or display them on the board.

1. Discuss the advert to generate ideas
2. Analyse the task in terms of:
  - topic
  - genre
  - purpose
3. Analyse a sample answer to identify:
  - whether the candidate answered the question relative to the topic (content)
  - features of the genre – looking at paragraph structure, headings, title, style and tone (communicative achievement and organisation)
  - useful language – for introducing, evaluating and suggesting/recommending (language)

The brackets note the assessment criteria. You may wish to provide students with a copy of the [Examiner comments](#) linked to the sample answer at the end of the lesson.

**Online options:** Conduct this in open class displaying the stages on a PowerPoint or writing on the whiteboard feature.

**Set up a report writing practice task for homework (or for the next lesson):** [Student worksheet 2](#)  
[Exercise 1](#) and [Exercise 2](#)

[Exercise 1](#) Prepare students to write their report at home by doing a role-play in class to generate ideas.

1. Students read the exam task.
2. Give them a few minutes to think about their answers to the questions.

**Exercise 2** Put students into pairs. Ask them to take turns to be the manager and ask the questions.

**Exercise 3** After the role-play, encourage students to make notes of any good ideas that were mentioned. They can use these ideas when they write their report.

**Extra support:** Take whole class feedback. Ask students to share their ideas and write them on the board. Students can then make notes from their own discussion or 'steal' ideas from their classmates.

Briefly review the stages shown in **Exercise 3** that the students should follow when they write their reports. Explain that each stage relates to the assessment criteria used by the examiner to evaluate their writing. Remind them they can use ideas from their role-play, and phrases from the table they created in their report.

**Online options:** Put students into breakout rooms to do the role-play, if it is safe to do so. If breakout rooms are not possible, students can contribute their answers orally (by making a short recording on their phone) or in writing on a **Padlet**.

#### Follow-up activity ideas (optional)

##### For more language practice

Students can get free feedback on their writing at **Write & Improve**.

##### For more speaking practice

Mini-presentation: After writing their report, students imagine they are giving a presentation to their managers and present ideas from their reports in small groups.

##### For more exam strategies practice

Encourage students to keep a phrase bank of useful chunks of language they can use in their writing. Analyse model texts in coursebooks and write useful expressions in their notebooks.

### Teacher Reflection

**How did your lesson go? Make some notes under the headings below or add your own ideas.**

#### **Student engagement**

*(e.g. usefulness, attention, variety, fun, level of challenge)*

#### **My classroom management**

*(e.g. instructions, timing and pace, balance of teacher talk to student talk)*

#### **My materials**

*(e.g. presentation, clarity, usefulness, variety)*

**What would you do differently next time?**

## Student worksheet 1

1. Look at this Part 2 writing task. Discuss with your partner:

- a. What is the task **topic**?
- b. What is the **genre**? (e.g. an essay, a report, a review etc.)
- c. What is the **purpose** of the writing task? (e.g. to persuade, to inform, to complain etc.)

### Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

You have just finished a three-week study and work programme in an English-speaking country. You studied English language in the mornings and worked for a local company in the afternoons. The programme organiser has asked you to write a report about your experience. In your report, you should evaluate the programme, explaining which part of the programme was more useful, and suggest changes you would recommend for next year's programme.

Write your **report**.

2. Read the sample answer. (This is an authentic sample answer from a C1 Advanced candidate so you may notice some errors.)

- Has the candidate completed the Part 2 writing task and stayed on topic?
- Does the report mention any of the ideas discussed in the lead-in activity in class?

#### Report on the three-week study and work programme

##### Introduction

**The purpose of this report is to** evaluate the efficiency of the three week study and work programme. It is based on my personal experience, which I recieved while taking part in the aforementioned programme.

##### General Findings

**The programme as a whole was very engaging and helpful.** As it took place in the language environment, many aspects of the English-language, which will not be taught in the class room, could be learned through this programme.

##### Points worthy of praise

The programme has found many buisnesses, with which they cooperate, therefore I could choose between many companies in which to complete the work part of the programme. While working for a company **I learned a substantial amount** of phrases and other jargon specific to that field, **which makes the programme very useful**, should you manage to be employed by a company, which deals with a subject you are interested in.

### Issues

**No issues can be raised about** the work part of the programme. However the English classes that take place in the morning **offer no substantial benefit** over classes taken in my home country, even if they are taught by a native speaker.

### Suggestions

Firstly **the organizer of the programme should** increase the amount of time, that is spent working during the programme and reduce the amount of classes taken. Moreover, **the organizer should** keep finding more companies with which to cooperate, to make the programme attractive to more people with different intrests.

3. Look at the sample answer again. Discuss the questions with your partner.
  - How is it organised? Think about paragraphs, headings and titles.
  - What is the content of each paragraph? Has the candidate covered all the points in the task?
  - How would you describe the style and use of language (formal, neutral, informal)? Find examples of language to justify your answer.
4. Find phrases in bold in the text that perform the function indicated in the first column. Add them to the second column in the table. Add any other phrases you know with a similar meaning to the third column. The first one has been done for you as an example.

Function	Phrases in the sample	Other phrases I know
<b>Introducing your report</b>	The purpose of this report is to...	This report examines...
<b>Evaluating</b>		
<b>Suggesting/ recommending</b>		



## Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate addresses the question and evaluates the usefulness of the programme, compares the benefits of the lessons and the work experience, and finally suggests what could be done to improve the programme.</p> <p>The report is written from a personal perspective, using the candidate's experience to inform the reader. The recommendation reflects this but also adds a more general suggestion (<i>the organizer should keep finding more companies with which to cooperate</i>).</p>
Communicative achievement	4	<p>The text uses the conventions of report writing to communicate ideas effectively. There is good use of a title and sub-headings and each section is focused on one topic. There is a range of language of evaluation, comparison and suggestion which is used to fulfil all the communicative purposes of the task.</p> <p>The target reader's attention is held and both straightforward and more complex ideas are expressed using an appropriate tone and register.</p>
Organisation	4	<p>The text is a well-organised and coherent whole. Good use is made of appropriate organisational patterns for the genre in terms of layout, such as sub-headings and the order of information, with general points being mentioned before specific ones.</p> <p>A variety of cohesive devices, relative clauses and referencing are used to connect the ideas across and within sentences (<i>While working for a company I learned...; ...which makes the programme</i>). The structure of the report overall is clear and logical.</p>
Language	3	<p>There is a range of vocabulary which is used appropriately to describe the programme and how the candidate feels about it. Certain points are paraphrased rather than repeated, showing a flexible approach to language (<i>Points worthy of praise; a substantial amount; specific to that field; substantial benefit</i>).</p> <p>There is a range of simple and some complex grammatical forms used with control. The overall tone of the report is quite formal and this is in part achieved by the choice of expressions and the use of passives and modals.</p> <p>There are some errors, but these do not impede communication.</p>

### Student worksheet 2

1. **Preparation:** Read the exam task. You are going to role-play the progress meeting. Think about your answers to the questions below.

#### Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

You have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager.

Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.

Write your **report**.

Any Company: Six-month progress meeting	
Manager's questions	Notes
<ul style="list-style-type: none"> <li>• How are you finding things so far? Do you think you are making progress?</li> <li>• Are there any issues you'd like to tell us about? How could we avoid these problems? Could you suggest training that would help?</li> </ul>	

2. **Role-play:** With your partner, take turns to be the manager and ask the questions. After your meeting, make notes of any relevant ideas in the table.

3. Now you have generated some ideas, follow these stages to write your report.

1. **Content** – Analyse the task in terms of:
  - topic
  - genre
  - purpose
2. **Organisation** and **communicative achievement** – Plan your writing:
  - topic – which ideas are you going to use?
  - genre – think about paragraph structure, headings, title, style and tone for your report?
3. **Language** – identify useful language – note phrases for introducing, evaluating and suggesting/recommending
4. Write your report
5. Read, check and edit!

**Materials****Advert****USA: Work and study programme**

Spend three weeks improving your English language skills in the USA!

- ❖ Three hours of English language classes every morning
- ❖ Work experience with a local company every afternoon

Don't delay, apply today!

1. How appealing would a three-week work and study programme like this be for you? Why/Why not?
2. What aspects would be most useful?
3. What aspects could cause problems?

## Answer key

### 4. Useful language for reports

Function	Phrases in the sample	Other phrases I know
<b>Introducing your report</b>	The purpose of this report is to...	This report examines... The aim of this report is to ...
<b>Evaluating</b>	The programme as a whole was very engaging and helpful.  ...which makes the programme very useful  I learned a substantial amount...  ...offer no substantial benefit  No issues can be raised about...	It was felt that ... was not up to standard.  In general, .... was disappointing.  The ... on offer was first class.
<b>Suggesting/ recommending</b>	the organizer of the programme should...  the organizer should...	I suggest that...  One recommendation would be...  It would be in our/their interests to...