

# Lesson

# 4

**TIME:** 2 hours

## Overview of Part 4: Academic Unit A

### LEARNING OUTCOMES

By the end of the class, students will be able to:

- Describe the overall format and scoring of the Writing component;
- Describe the format and scoring of Long Writing;
- Describe how the Long Writing task is related to the Long Listening and Long Reading in Part 4; and
- Identify specific features that contribute to a high-scoring Long Writing response in Part 4 of CAEL.

TOPIC	SUGGESTED TIME
1. Overview of Writing	5 minutes
2. Writing Checklist	15 minutes
3. Overview of Part 4	10 minutes
4. Part 4: Long Reading and Long Listening – Practice	35 minutes
5. Part 4: Long Writing – Practice	55 minutes
6. Sample Responses (Optional)	N/A
7. Homework	30 minutes

### Before Class:

- Prepare classroom resources for the projector.
- Print sufficient copies of the Writing Checklist.
- If using the paper option, print sufficient copies of the Reading, Listening, and Writing test content.
- Note that the audio for this lesson is accessible at: [www.cael.ca/cael-ce-prep/audio-files](http://www.cael.ca/cael-ce-prep/audio-files).

## 1. Overview of Writing (5 minutes)

Introduce lesson by discussing the Writing component of CAEL. Project **Resource 4A** and explain that Ss will see Writing sections in Parts 4 and 5 of the test. This lesson will focus on Part 4: Academic Unit A, but the skills and strategies covered here can be applied to both parts.

Project **Resource 4B** and discuss the features of a Writing screen.

- The Writing question, as well as the typing space, will appear in the right panel.
  - Point out the buttons for basic text formatting (bold, italics, cut, paste, etc.); test takers may use these if they choose, but it is not required.

**Note:** If Ss express interest, instructor may spend a few minutes discussing these basic formatting options:

- Bold: Generally use this to emphasize words and phrases.
  - Italics: Generally use this to highlight titles of books, films, etc.
  - Underline: Sometimes used for headings or emphasis in text; not very common.
  - Cut, paste, and copy: Use these functions to remove, add, and manipulate portions of one's writing.
  - Undo/Redo: Use these functions to revert back to, or re-apply, a recent change.
  - If the test taker wishes to start a new paragraph, they should leave an empty line in between (i.e., press **Enter** twice). Using indentation (press **Tab**) is generally not necessary.
- Word count appears to the right, just above the typing space.
    - Long Writing word count: at least 250 words
    - Short Writing word count: at least 100 words
  - Point out the tabs on the left panel. Test takers can alternate between the question guidelines, the entirety of the Reading passage, and some brief lecture notes from the Listening passage, by selecting the appropriate tab.
  - Total time remaining appears in the top right corner of the screen.
  - Remind Ss about the **Next** button. If Ss finish writing before the time is up, they should use the remaining time to double-check their response instead of clicking **Next**.
    - Once they click **Next**, they **cannot go back**, and **no extra time** will be added to the next part of the test.

## 2. Writing Checklist (15 minutes)

- Distribute the Writing Checklist (**Resource 4C**), and project on board as well.
- Just as with the Speaking Checklist, explain that the Writing Checklist will help Ss remember the key requirements for their Writing responses. Note that, as they will see shortly, the four categories in the checklist correspond with the wording of the instructions for the Writing task.
- Review each point on list and clarify if any are unclear to Ss.
- Remind Ss that in addition to using the checklist in this lesson, they can also use it outside of class, to evaluate their own responses.
  - Remind Ss that there is a "Yes/Sometimes/No" column for each point that Ss can fill out as it pertains to the response they are reviewing. There are multiple "Yes/Sometimes/No" columns on the checklist so that it can be used multiple times.

Ss should keep the checklist in mind as they are writing their response. Before they even begin writing, however, advise them that there are a few strategies to help organize their response.

- Explain that test takers are provided with notepaper during the test.
- If they wish, they can use this notepaper to make an outline, which can help organize their response (good organization being an important part of a high-scoring Writing response).
- Point out that for the Long Writing, test takers have 35 minutes to write a minimum of 250 words. They can afford at least a few minutes to plan their response at the beginning.
- Project **Resource 4D**. Explain that an outline should be short and written in point form. It should include a few main ideas and list some of the details they plan to use from the Listening and Reading passages. Emphasize that Ss do not have to copy the projected template exactly—it is simply one example.
- Ss should also give themselves a few minutes at the end to check over their work. They are likely to catch some careless errors, thereby improving the overall quality of their response.

### 3. Overview of Part 4 (10 minutes)

Project **Resource 4A** again. Explain that there are three sections in Part 4: Long Reading, Long Listening, and Long Writing. These are all on the same academic topic.

Project **Resource 4E** and explain the following about the Long Reading.

- The content of this Long Reading passage will be an academic topic.
- 20 minutes to complete
- 11 questions

Project **Resource 4F** and explain the following about the Long Listening.

- The content of this Long Listening passage will be an academic topic, presented in the form of a lecture.
- Preview Time: 2 minutes 30 seconds
- Review Time: 3 minutes
- 11 questions

Project **Resource 4G** and explain the following about Long Writing.

- This task requires the test taker to answer a question based on the Long Reading and Long Listening they just completed.
- Note that test takers will be rated on the content and structure of their response, the accuracy of their language, and their use of source material (i.e., information from the Reading and Listening passages).
- Project **Resource 4H**. Point out that on the left panel of the screen, test takers can alternate between the instructions, the entire Long Reading passage, and some brief notes from the Long Listening by selecting the tabs at the top.
  - 35 minutes to complete the task

- At least 250 words
- Remind Ss that the lecture notes **do not** necessarily contain all the information the test taker will need to answer the Writing question, but they may help jog their memory.
- Ss should attempt to use ideas from the Reading and Listening passages to back up points in their response. Ss should not copy information directly, but rather, paraphrase ideas (put them in their own words). Paraphrasing will also allow Ss to demonstrate their range of vocabulary.

#### 4. Part 4: Long Reading and Long Listening – Practice (35 minutes)

Inform Ss that they will now have a chance to practice the Long Reading and Long Listening sections of Part 4. As the focus of this lesson is Writing, little or no time should be spent debriefing the Reading and Listening questions. *Use the options and procedures as detailed in Lessons 2 and 3 to administer these parts.*

#### 5. Part 4: Long Writing – Practice (55 minutes)

Inform Ss that they will now have a chance to practice the Long Writing in Part 4. As with prior lessons, if school facilities and scheduling allow, it can be beneficial to practice this task using computers because this best simulates the test day experience. If this is not possible, a paper-based alternative that does not require the use of computers has been provided.

Regardless of whether the computer or paper option is used, remind Ss to take a few minutes at the beginning to create an outline before they start writing their response. Instructor may distribute scrap paper for this purpose. Ss should also watch their time so that they give themselves a few minutes at the end to check for small errors.

**Note:** Whether the instructor chooses to do this part on the computer or on paper, there are a few options for providing feedback.

- 1) If time allows, follow the procedures detailed below for peer feedback in class.
- 2) If time does not allow, the Ss may hand in their responses to the instructor (either written, printed out, or emailed), who can then provide written feedback and return them the subsequent class.

#### Computer Option

- Have Ss access [www.cael.ca/cael-ce-sample-test/](http://www.cael.ca/cael-ce-sample-test/).
- Start the test and navigate to **Part 4: Long Writing – Instructions**.
  - Once all Ss are here, tell them to click **Next**.
  - Timer for Writing task will start; have all Ss complete task simultaneously.
- After all Ss have finished, arrange them in pairs.
  - Distribute Writing Checklist (**Resource 4C**).

- o Instruct Ss to swap computers with their partner and give feedback about their partner's response, using the Writing Checklist.
    - Alternatively, Ss could copy and paste their responses into a word processor and print them out for feedback.
- Debrief as a class. What did Ss find were their biggest strengths? Biggest weaknesses? What was the most challenging aspect? What was the easiest? You may wish to brainstorm on the board.

### Paper Option

- Distribute Writing prompt instructions and lecture notes (**Resources 4G and 4H**)
- Remind Ss that they may refer to both the text from the Long Reading, as well as the lecture notes from the Long Listening, to support their response.
- Use a class timer for this part (e.g., your phone or classroom clock).
- Write details on the board, then begin.
  - o 35 minutes
  - o At least 250 words
- After all Ss have finished, arrange them in pairs.
  - o Distribute Writing Checklist (**Resource 4C**).
  - o Instruct Ss to exchange their writing with their partner and give feedback about their partner's response, using the Writing Checklist.
- Debrief as a class. What did Ss find were their biggest strengths? Biggest weaknesses? What was the most challenging aspect? What was the easiest? You may wish to brainstorm on the board.

## 6. Sample Responses (Optional)

- If time, explain that Ss will now read some sample responses for the Writing prompt they just practiced with.
  - o If no time left, sample responses may be assigned for homework.
- Arrange Ss into small groups, then distribute **Response 1 – Long Writing**.
  - o Give Ss a few minutes to read response, then debrief and explain that this response is from a test taker who received an overall **band 70** in Writing.
  - o Ensure that each group has sufficient blank Writing Checklists, and have them review response once more. This time, have groups fill in the checklist as they read.
  - o Debrief, and ask Ss what specific strengths and weaknesses they noticed in the response.
    - Instructor may use the points on the following page to guide discussion.
- Repeat process with **Response 2 – Long Writing (band 80)**.

**Note:** If Ss need a refresher of the Writing prompts for these responses, this activity may be completed while Ss are reading the Writing prompt with the CAEL Sample Test onscreen.

Response 1 – Long Writing (overall Writing component: band 70)	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>Logical paragraphing</li> <li>Writer uses wide range of appropriate vocabulary</li> <li>Advanced use of complex sentence structures</li> <li>Advanced use of idiomatic language</li> <li>Strong introduction/thesis statement and concluding statement</li> <li>Uses information from both sources to support point</li> </ul>	<ul style="list-style-type: none"> <li>Second half of response (“Storytelling has been common...”) is weakly connected to previous ideas</li> <li>Writer could address second part of task more (i.e., doesn’t directly answer “Should we spend time on new questions and new research instead?”)</li> <li>Could use more specific details/examples from passages</li> <li>Minor punctuation issues (missing commas, etc.)</li> </ul>

Response 2 – Long Writing (overall Writing component: band 80)	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>Fully address all parts of task</li> <li>Uses logical examples to support argument</li> <li>Uses information from both sources to support point</li> <li>Writer uses wide range of appropriate vocabulary</li> <li>Advanced use of idiomatic language and collocations</li> <li>Advanced use of complex sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Writer quotes from text—they could have paraphrased to better demonstrate their grasp of vocabulary and language structures</li> <li>Opening statement could be more concise (i.e., there is some repetition of “I feel”/“I believe” instead of diving straight into the purpose of response)</li> <li>Could use more specific details/examples from sources</li> </ul>

## 7. Homework (30 minutes)

- I. If there was not enough time in class to analyze the sample responses, Ss may complete this for homework. Distribute **Response 1 – Long Writing** and **Response 2 – Long Writing** and have Ss assess their strengths and weaknesses using the Writing Checklist.
  - a. Debrief next class.
- II. Distribute Resources **4O** and **4P**. Explain that these worksheets focus on grammar and sentence structures that can help strengthen Ss’ writing.
  - **Editing Abbreviations and Symbols (Resource 4O)**
    - Chart includes a collection of editing symbols and abbreviations.
    - Ss may find it useful as a guide for reviewing their own and their peers’ work.
  - **Common Errors I (Resource 4P)**
    - Worksheet engages Ss in identifying common language errors as detailed in **Editing Abbreviations and Symbols**.
- III. Remind Ss that they can practice Part 4 again at home by accessing the CAEL Sample Test ([www.cael.ca/cael-ce-sample-test/](http://www.cael.ca/cael-ce-sample-test/)), or by using the handouts you may have used in class.
- IV. Remind Ss to try to write new words in their vocabulary journals (as introduced in Lesson 1) on a regular basis. Provide more blank sheets if needed.

**Note:** For some freeform writing practice, instructor may wish to give Ss general argumentative writing topics to help them brainstorm perspectives and methods for expressing their opinions (e.g., What can be done to prevent fake news online?).

They could also be directed to watch their choice of news items or YouTube videos, and practice writing down the key ideas from these videos in a summary.

If this is assigned for homework, emphasize that this type of writing will not explicitly be found on the test; it is more for general practice.