

## Extended writing (The arts)

**Level:** ISE III (CEFR C1)

**Time:** 60 minutes

**Focus:** Extended writing

**Skills:** Responding to the task fully, using the correct number of words, showing awareness of the reader and purpose, presenting ideas and arguments clearly, structuring and writing appropriately, using a range of language functions and vocabulary accurately

**Subject area:** The arts

**Language functions:** Developing and justifying an argument, evaluating options, past actions/course of events and different statements, summarising

**Materials needed:** One student worksheet per student

### In class

#### Introduction (5 minutes)

Explain to the class that today's lesson will help them to prepare for Task 4 – Extended writing of the ISE III Reading & Writing exam. Give out the worksheets (one per student).

#### Exercise 1 (5 minutes)

Ask students, in pairs, to discuss the questions in exercise 1 on the student worksheet. Feedback as a class.

#### Exercise 2 (10 minutes)

Ask students, in pairs, to discuss the example exam task in exercise 2 and complete the table on their handout. Feedback as a class.

#### Exercise 3 (10 minutes)

Draw a table on the board with the headings as below.

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Ask students, in pairs, to discuss and note down their ideas about the **positive and negative** points about studying the arts. After five minutes, discuss the ideas with the whole class and write the best suggestions on the board.

#### Exercise 4 (10 minutes)

Once you have lots of ideas on the board, ask students to think about what ideas could go together in a paragraph. Tell them it is a good idea for them to plan their paragraphs. Work through one example of a 'paragraph plan' with the class. For example:

<b>Main idea</b>	The arts help us to live meaningful and fulfilling lives
<b>Example</b>	Music is played at important events in our lives, eg weddings
<b>Example</b>	Painting can help people express their emotions
<b>Alternative perspective</b>	Does it have to be taught? People can do it in their free time

Ask students, in pairs, to complete one **positive** and one **negative** 'paragraph plan' on their worksheet. Feedback as a class.

**Exercise 5 (10 minutes)**

Ask students what other paragraphs need to go into an essay. For example: introduction, conclusion. Explain that the paragraph plans they worked on in exercise 4 form the main body of the essay. Ask students, in pairs or groups, to complete exercise 5 on their worksheet.

**Exercise 6 (5 minutes)**

Ask students to read the sample essay and put the paragraphs in the correct order. Ask them to discuss whether it is a good response. Why/why not? Feedback as a class.

**Exercise 7 (5 minutes)**

Ask students, in pairs, to discuss the questions in exercise 7. Feedback as a class.

**Homework**

Students can write their own answer to the sample task for homework.

## Answers

### Exercise 2

Number of words I need to write	What do I need to write?	Who am I writing for/what register do I need to use?	Why am I writing? What are the points I need to cover?	What ISE III language can I use?
<ul style="list-style-type: none"> <li>▶ 200-230 words</li> </ul>	<ul style="list-style-type: none"> <li>▶ An essay</li> </ul>	<ul style="list-style-type: none"> <li>▶ A teacher</li> <li>▶ Formal or semi-formal register</li> </ul>	<ul style="list-style-type: none"> <li>▶ Present the arguments for and against studying the arts</li> <li>▶ Give my own personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>▶ Developing/justifying an argument</li> <li>▶ Evaluating options</li> <li>▶ Summarising</li> <li>▶ Use a range of complex grammar</li> <li>▶ Using signposting language</li> </ul>

### Exercise 3

Possible answers:

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<ul style="list-style-type: none"> <li>▶ The arts help us live a meaningful and fulfilling life</li> <li>▶ The discipline of learning an instrument can help the learner in other areas</li> <li>▶ Increases creativity</li> <li>▶ Gives students who aren't academically gifted a chance to excel</li> </ul>	<ul style="list-style-type: none"> <li>▶ Expensive to buy instruments</li> <li>▶ Boring for students who don't like music</li> <li>▶ Takes time away from more important subjects</li> </ul>

### Exercise 4

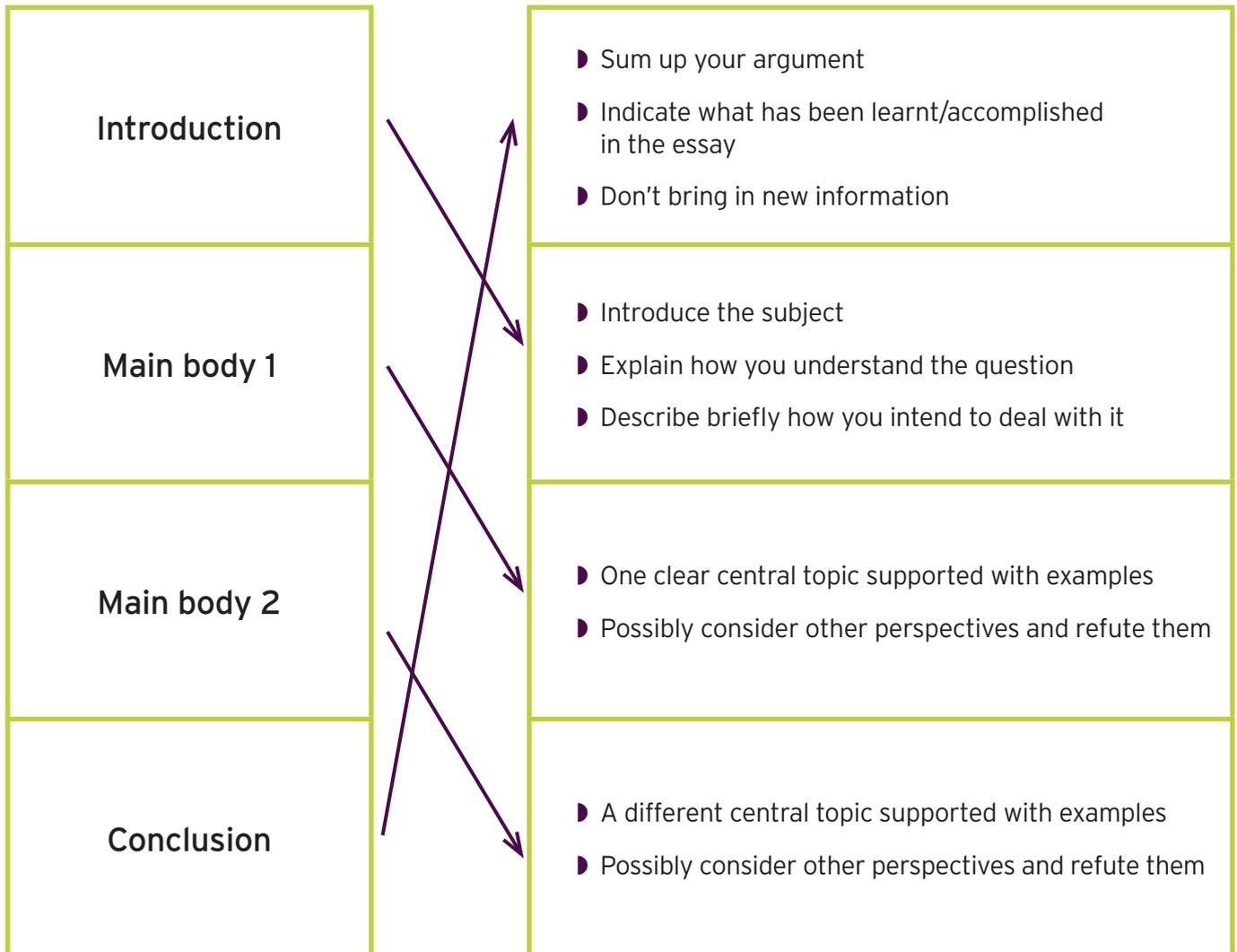
Example of a paragraph plan for the positive points of studying the arts.

<b>Main idea</b>	The discipline of learning an instrument can help the learner in other areas.
<b>Example</b>	Doing scales every day is a routine. It might help them focus on boring, repetitive study tasks.
<b>Example</b>	They will see results from their daily practice which might make them more motivated to work hard in other areas.
<b>Alternative perspective</b>	It's time-consuming to practise every day. It could actually take time away from more important areas.

Example of a paragraph plan for the negative points of studying the arts.

<b>Main idea</b>	Boring for students who don't like music.
<b>Example</b>	If they have no talent or interest it would be a terrible class for them.
<b>Example</b>	It's not fair to force it on students. There are many adults who have no interest in music.
<b>Alternative perspective</b>	The same could be said for all subjects. School is about exposing students to a wide range of subjects.

Exercise 5



Exercise 6

Over the years, the pressure on young people at school has increased significantly. This has led to increasing calls for schools to cut down on subjects considered unnecessary, such as music or drama. In my view these subjects should remain in the curriculum for a number of reasons.

It cannot be denied that the arts play an essential role in society. Leaving them out of the curriculum could impact negatively on these students' adult lives. For example, if students never learn how to appreciate works of art, they may never experience the pleasure of visiting an art gallery. Even more worryingly, a child might never discover their musical potential if their school does not have music classes. This proposed policy could be robbing the world of the next Mozart.

On the other hand, it is easy to see why these proposals have been made. Graduates today are struggling to find employment, so it is important that schools reassess what they are doing. Clearly they imagine that cutting these classes will free up more time for more academic subjects, but they are not considering the important role these classes play in relieving stress and providing an outlet for students' creativity.

To sum up, although it is clear that something needs to be done to better prepare students for the world of work, taking arts classes out of the curriculum is not the answer. In fact, it is likely to do more harm than good.

## Student worksheet – Extended writing (The arts)

### Exercise 1

In pairs, discuss the following questions:

- ▶ Have you studied the arts – for example, painting, music or drama?
- ▶ How useful was it for you?

### Exercise 2

Look at the task below. In pairs, discuss the task.

#### Task 4 – Extended Writing

Write an essay (200-230 words) for your teacher giving your opinions on the below statement about arts education:

'Some people believe it's essential that young people study artistic subjects at school, but others think it's a waste of time.'

Now complete the table below:

Number of words I need to write	What do I need to write?	Who am I writing for/what register do I need to use?	Why am I writing? What are the points I need to cover?	What ISE III language can I use?

### Exercise 3

Note down some positive and negative points of studying the arts in the table below.

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**Exercise 4**

Use the positive points from exercise 3 to complete the paragraph plan below.

Main idea	
Example	
Example	
Alternative perspective	

Use the negative points from exercise 3 to complete the paragraph plan below.

Main idea	
Example	
Example	
Alternative perspective	

**Exercise 5**

Look at the paragraph names in the left column and match them (with an arrow) to the explanation of what goes in each paragraph in the right hand column.

<p><b>Introduction</b></p>	<ul style="list-style-type: none"><li>▶ Sum up your argument</li><li>▶ Indicate what has been learnt/ accomplished in the essay</li><li>▶ Don't bring in new information</li></ul>
<p><b>Main body 1</b></p>	<ul style="list-style-type: none"><li>▶ Introduce the subject</li><li>▶ Explain how you understand the question</li><li>▶ Describe briefly how you intend to deal with it</li></ul>
<p><b>Main body 2</b></p>	<ul style="list-style-type: none"><li>▶ One clear central topic supported with examples</li><li>▶ Possibly consider other perspectives and refute them</li></ul>
<p><b>Conclusion</b></p>	<ul style="list-style-type: none"><li>▶ A different central topic supported with examples</li><li>▶ Possibly consider other perspectives and refute them</li></ul>

### Exercise 6

Read the sample essay below and put the paragraphs into the correct order. Is it a good answer? Why/why not?

It cannot be denied that the arts play an essential role in society. Leaving them out of the curriculum could impact negatively on these students' adult lives. For example, if students never learn how to appreciate works of art, they may never experience the pleasure of visiting an art gallery. Even more worryingly, a child might never discover their musical potential if their school does not have music classes. This proposed policy could be robbing the world of the next Mozart.

On the other hand, it is easy to see why these proposals have been made. Graduates today are struggling to find employment, so it is important that schools reassess what they are doing. Clearly they imagine that cutting these classes will free up more time for more academic subjects, but they are not considering the important role these classes play in relieving stress and providing an outlet for students' creativity.

To sum up, although it is clear that something needs to be done to better prepare students for the world of work, taking arts classes out of the curriculum is not the answer. In fact, it is likely to do more harm than good.

Over the years, the pressure on young people at school has increased significantly. This has led to increasing calls for schools to cut down on subjects considered unnecessary, such as music or drama. In my view these subjects should remain in the curriculum for a number of reasons.

### Exercise 7

Discuss the following questions with your partner:

- ▶ Do you agree with the points the writer makes? Why/why not?
- ▶ Is there anything the writer does in the essay that you would like to use in your own essay?
- ▶ Are there any key phrases you would like to use in your essays?
- ▶ Can you think of any phrases you could add?