Cambridge English Qualifications

B1 Preliminary Writing Part 1 – teacher's notes

Description

First, the teacher guides the students through what is involved in sentence transformations and students do a matching activity and think about the type of grammar that may be tested. They then work through a sample task before looking at some tips for this part of the test.

Time required:	*60 minutes*
Materials required:	▪ *Student's worksheet 1 (Exercise 1 cut up into separate sentences if possible, + 1 copy per student)* ▪ *student's worksheet 2* ▪ *key for worksheet 1* ▪ *sample task*
Aims:	▪ *to introduce Preliminary Writing Part 1* ▪ *to raise awareness of the type of language tested in this part* ▪ *to present and practise a procedure for Part 1*

Procedure

1. Write 'tennis' on the board. Brainstorm vocabulary connected with 'tennis' on the board. Make sure the following words are included by eliciting them if necessary: *courts, club, match, racquet, ball, lesson, champion*.
2. Write on the board the following sentence:
   - I prefer playing tennis to playing squash.

   Concept check the meaning (*which sport do you like best, tennis or squash?*) and ask if this is true for any of the students in the class. If a student agrees with this sentence, ask them a few more questions about how often they play, why they like it etc. (If no student is forthcoming, you could tell them a bit about your own preferences between tennis and squash).
3. Ask if anyone has any ideas about how you could re-write the sentence in a different way. Write any suggestions on the board, then write the following sentence on the board:
   - I like playing tennis..... playing squash
4. Ask students what the verb pattern is for the verb *prefer* and how you can use it to make a comparison. Write it on the board *(prefer x (gerund or noun) to y (gerund or noun))* underneath the first sentence.
5. Ask students what the verb pattern is for the verb *like* and how you can use it to make a comparison and put it on the board *(like x (gerund or noun) more than/ less than/ as much as y (gerund or noun))* underneath the second sentence. Ask students to complete the second sentence to keep the meaning the same as the first sentence and write in the answer.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

6. Explain that Preliminary Writing Part 1, candidates work with pairs of sentences which have the same meaning but different grammar. Hand out the cut up sentences from **Student's worksheet 1 exercise 1**. Students work with a partner to match the sentences into pairs with the same meaning by physically moving them around. Alternatively hand out **Student's worksheet 1** and ask students to match the pairs of the sentences by numbering them. Whole class check. Ask students to underline the parts in each sentence that are expressed differently (i.e. paraphrased).
7. Direct students to **student's worksheet 1 exercise 2**. Students work in pairs to complete it and discuss the structures used in the sentences. Explain that these are examples of the kinds of structures that might be tested. Hand out a copy of the **student's worksheet 1 key**.
8. Explain that in Preliminary Writing Part 1:
   - candidates have six pairs of sentences, of which one is the example and they are all on the same topic.
   - Each pair of sentences has the same meaning but different grammar, as in the student's worksheet 1, but the second sentence has a gap which they have to complete, as in the earlier example on the board.
   - There are one, two or three words needed to fill in the gap in the second sentence.
   - They should write only these missing words on the answer sheet.
   - They must spell their answers correctly.
9. Hand out the sample paper. Direct students to question one and ask them to read the first sentence and think about its meaning, and then read the second sentence and see which words are the same and which are different from the first sentence. Ask the following questions to guide students in their analysis:
   - **Which verb is used in both sentences?** *(verb* to be *positive and negative)*
   - **Are there any opposites?** *(yes,* cold *and* warm*)*
   - **Which other word is there in the first sentence?** (*too*)

   In this case, explain that students are looking for one word as the answer. Ask a volunteer student for the answer and write it in the gap. Explain that the last step is always to re-read both sentences and check the meaning is the same and the grammar and the spelling are correct.
10. Students work through the rest of the questions alone using the same procedure and then check in pairs.
11. Whole class check, reviewing any language areas that are necessary.
12. Hand out **Student's worksheet 2** (tips for students) and ask students to read it though and ask any other questions they have. This could be done as homework.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

B1 Preliminary Writing Part 1 – answer keys

Key to Student's Worksheet 1

There are only a few British tennis champions. There are not many British tennis champions.	Expressions of quantity
Tennis can be played inside or outside. You can play tennis inside or outside.	Passive and active
"How often do you play tennis?" Mary asked Alex. Mary asked Alex how often he played tennis.	Direct and reported speech
There are five tennis courts in this park. This park has five tennis courts.	There is/are and has/have
Squash is exciting to play because it is a fast game. Squash is a fast game so it is exciting to play.	Connectives
Tennis is more popular than squash. Squash is not as popular as tennis.	Comparatives
I've been playing tennis since 1999. I've been playing tennis for 10 years.	Time expressions
He advised me to take some tennis lessons. His advice was to take some tennis lessons.	noun/verb phrases; word classes

Key to Sample Task

1. enough (for me)

2. many

3. you play/practise

4. I would/I'd

5. I went to

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

B1 Preliminary Writing Part 1 – Student's Worksheet 1

Exercise 1

Match a sentence in Box A with the sentence in Box B that has the same meaning

Box A

1. There are only a few British tennis champions.
2. Tennis can be played inside or outside.
3. "How often do you play tennis?" Mary asked Alex.
4. There are five tennis courts in this park.
5. Squash is exciting to play because it is a fast game.
6. Tennis is more popular than squash.
7. I've been playing tennis since 1999.
8. He advised me to take some tennis lessons.

Box B

a. This park has five tennis courts.
b. I've been playing tennis for 10 years.
c. Squash is a fast game so it is exciting to play.
d. His advice was to take some tennis lessons.
e. Squash is not as popular as tennis.
f. There are not many British tennis champions.
g. You can play tennis inside or outside.
h. Mary asked Alex how often he played tennis.

Exercise 2

Label each pair of sentences in question 1 above with the structure that one or both sentences contain from the box below

Comparatives	Passive and active	Expressions of quantity	Noun and verb
Reported and direct speech	Time expressions	Connectives	There is/are and has/have

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

B1 Preliminary Writing Part 1 – Student's Worksheet 2

Tips for Students

1. The strategy for Preliminary Writing Part 1 is:
   a) Read the first sentence and think about its meaning.
   b) Read the second sentence, looking at which words are repeated from the first sentence and which words are different.
   c) Look at the second sentence again and think about which phrases and structures could be used to complete it.
   d) Complete the second sentence using one, two or three words and write them on the answer sheet. Make sure you spell them correctly.
   e) Read both sentences again, checking their meaning is the same.
2. Get plenty of practice of this part and spend time thinking about the meaning of each sentence that you need to rewrite.
3. Remember you must spell your answers correctly, so take time to check what you have written on the answer sheet.
4. Take time in class to check your work and ask your friends to check your work too. You could also help check their work. Being able to see your mistakes and make corrections is a very important writing skill.
5. Remember you must not write more than three words on the answer sheet and you may only have to write one or two words.
6. Make sure that your writing on the answer sheet is clear and is easy to read.
7. When you think you have finished Part 1, read your answers to check that they work and that the meaning of the second sentence is the same as the first sentence.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

B1 Preliminary Writing Part 1 – Key to Student's Worksheet 1

There are only a few British tennis champions. There are not many British tennis champions.	Expressions of quantity
Tennis can be played inside or outside. You can play tennis inside or outside.	Passive and active
"How often do you play tennis?" Mary asked Alex. Mary asked Alex how often he played tennis.	Direct and reported speech
There are five tennis courts in this park. This park has five tennis courts.	There is/are and has/have
Squash is exciting to play because it is a fast game. Squash is a fast game so it is exciting to play.	Connectives
Tennis is more popular than squash. Squash is not as popular as tennis.	Comparatives
I've been playing tennis since 1999. I've been playing tennis for 10 years.	Time expressions
He advised me to take some tennis lessons. His advice was to take some tennis lessons.	noun/verb phrases; word classes

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge
English Qualifications

B1 Preliminary Writing Part 1 – Sample task

Writing

Part 1

Questions 1-5

Here are some sentences about playing tennis.
For each question, complete the second sentence so that it means the same as the first.
Use no more than three words.
Write only the missing words on your answer sheet.
You may use this page for any rough work.

Example:

0 I prefer playing tennis to playing squash.

I like playing tennis ..... playing squash.

Answer: | **0** | more than |

---

1 It's too cold to play tennis.

It isn't warm ..... to play tennis.

2 There are only a few squash courts in this town.

There aren't very ..... squash courts in this town.

3 If you don't play every week, you won't improve your tennis.

You won't improve your tennis unless ..... every week.

4 Why don't you join a tennis club?

If I were you, ... join a tennis club.

5 I haven't been to a tennis match for a long time.

It's a long time since ..... a tennis match.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.