Cambridge English Qualifications

B1 Preliminary Writing Part 3 – teacher's notes

Description

Students consider what is required in Preliminary Writing Part 3 by answering questions before choosing and planning their own answer. They then consider two sample answers and the assessment criteria before writing their own answers as homework.

Time required:	*60 minutes, plus time for homework*
Materials required:	▪ *sample task* ▪ *student worksheets 1,2 and 3* ▪ *key to student's worksheets 1 and 2* ▪ *sample answers* ▪ *answer sheet (from handbook, enlarged to A4 size if possible)*
Aims:	▪ *to introduce Preliminary Writing Part 3* ▪ *to analyse what you have to write and what makes a good answer* ▪ *to practise planning and writing an answer*

Procedure

1. Explain that in this part of the Writing test, you can choose between writing an informal letter or a story and you should write about 100 words.
2. Hand out the **sample task**. Point out that the instructions tell you what to write in the letter, and give you either the title or the first sentence of the story. Allow students a couple of minutes to read through the task then make the following points:
    - in comparison to Part 2, Part 3 is longer, there is a choice of task and the content is much more open
    - candidates should choose the task according to their interest and ideas for the topic and the amount of language they have to write about the topic
    - candidates must make sure they answer the task and do not write a 'pre-learned text'
    - as in Part 2, planning your answer and leaving time to check and edit it at the end are essential.
3. Divide the class into groups of 4 students and hand out **student's worksheet 1** to half the class and **student's worksheet 2** to the other half. Ask students to discuss their questions in their groups with a time limit of 10 minutes. Tell them to write down their ideas.
4. Re-divide the class so that each group of 4 is split into pairs and then combined with a pair from another group who had the alternative task i.e. 2 students who discussed the letter will now work with 2 students who discussed the story in a new group of 4. Handout **worksheets 1 and 2** so that both students have both sheets. Students share the answers from their original groups.

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5. Hold a whole class feedback about both the letter and the story. Go through the students' ideas for each question and add any ideas of your own (see key). Hand out the **key to student's worksheets 1 and 2** to each student for future reference.
6. Now ask students to decide individually if they want to choose to write the letter or the story. Group students together according to their choice and then divide into pairs.
7. Explain that they now have 10 minutes planning time to think of ideas and language for their answers together with their partner. At the end of 10 minutes they should have written some notes about their answer but not written the full answer. Encourage students to work with their partners rather than individually at this point to brainstorm, share and discuss possible ideas. Tell students they will write their answers for homework.
8. Hand out the **sample answers** for the story in the sample task. Ask students to read through both answers and tell their partner whether they think each one is a strong or weak answer.
9. Whole class check and discussion. Establish that sample A is stronger as the story follows on from the prompt and has a beginning, middle and end. There is a good range of language, paragraphs, linking words and a range of everyday vocabulary. Errors do not impede communication. Sample B is very short so the language is limited and there are many basic errors. It is below Preliminary level.
10. Tell the students to write their answers at home on a **real answer sheet**. Remind students to write about 100 words and to check their answers.
11. Before they hand in their answers, students exchange their work with a few other students to read through.

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B1 Preliminary Writing Part 3 – answer keys

Key to Student's Worksheet 1

Informal letter

1. **Who are you writing to?** Your English pen friend
2. **How do you start an informal letter in English?** Dear + first name (invent a name for your pen friend).
3. **What ideas do you have for the opening sentence of the letter?** Thank you for your letter/ How are you?/ Lovely to hear from you/ I hope you are well
4. **Do you have to describe your favourite TV programme? Anything else?** You have to describe the programme, say what it's about and say why you like it.
5. **How can you make your answer more interesting?** You could describe in detail some part of the programme or one particular episode i.e. be specific, you could try to use colourful language using adjective and adverbs, you could make the reason that you like it personal i.e. 'it reminds me of x' (rather than 'it is interesting').
6. **How can you make your letter more personal and friendly?** Thank your pen friend for their last letter, invite them to visit or add some extra personal information e.g. wish them a happy holiday/birthday.
7. **What could you write for the last sentence of the letter?** Hope you are well/ Hope to hear from you soon?/ Hope we can meet soon/ And what about your favourite TV programme?
8. **How do you end an informal letter in English?** Lots of love/ with love/ take care/ see you soon + your first name

Key to Student's Worksheet 2

Story

1. **What is the purpose of the title of a story?** To catch the reader's attention and to give them an idea of what the story is going to be about. Sometimes a title for the story is provided, sometimes it is an opening sentence.
2. **How can you think of ideas for your story?** Think of similar events in your own life and base your story on these, brainstorm events using your imagination and then see how to put them together.
3. **How important is the beginning of a story? Why?** It's very important as an interesting beginning will make the reader want to continue reading and sets the mood for the story.
4. **What words and phrases can you use to link events in a story?** Linkers such as *first, then, after*, adverbs and adverbial phrases such as *suddenly, surprisingly, to my amazement.*
5. **How can you make sure your story is logical?** Give names for people, use the right subject pronoun and use it consistently, make use of tenses to show the order of events.

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6. **How can you make your answer more interesting?** Include adjectives and adverbs, use a range of tenses, vary how you start your sentences, use your real world experiences which are often easier to describe fully.
7. **Which tenses are you most likely to use in a story?** Probably past tenses e.g. past simple, past perfect, past continuous, present perfect.
8. **How can you make a good ending to a story?** Use a summary sentence to show that it is the end, add a surprise, make it link back to the first sentence.

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B1 Preliminary Writing Part 3 – Student's worksheet 1

Informal letter

1. Who are you writing to?

2. How do you start an informal letter in English?

3. What ideas do you have for the opening sentence of the letter?

4. Do you have to describe your favourite TV programme? Anything else?

5. How can you make your answer more interesting?

6. How can you make your letter more personal and friendly?

7. What could you write for the last sentence of the letter?

8. How do you end an informal letter in English?

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B1 Preliminary Writing Part 3 – Student's worksheet 2

Story

1. What is the purpose of the title of a story?

2. How can you think of ideas for your story?

3. How important is the beginning of a story? Why?

4. What words and phrases can you use to link events in a story?

5. How can you make sure your story is logical?

6. How can you make your answer more interesting?

7. Which tenses are you most likely to use in a story?

8. How can you make a good ending to a story?

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B1 Preliminary Writing Part 3 – Sample task

Part 3

Write an answer to **one** of the questions (**7** or **8**) in this part.
Write your answer in about **100 words** on your answer sheet.
Put the question number in the box at the top of your answer sheet.

Question 7

- This is part of a letter you receive from an English penfriend.

> In your next letter, please tell me all about your favourite TV programme. Why do you like watching it? What's it about?

- Now write a letter, answering your penfriend's questions.
- Write your **letter** on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

I felt nervous when the phone rang.

- Write your **story** on your answer sheet.

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B1 Preliminary Writing Part 3 – Sample answers

Candidate A

I felt nervous when the phone rang. I was waiting for a long time that moment, but I thought that never happened. But I was wrong. When I picked up the phone, I couldn't say any word. But then, I listened the voice. Please is Myriam at home? Then my voice went out, and I began to shout, Yes! Yes! I am. What's you want? A friendly voice answers me: Hello Myriam. Good evening. I can tell that you know why I am calling you. Maybe is because you ae waiting this call for a long time. But now is real. I asked her: are you calling me from Brazilian Embassy? The voice answered me: Yes, I am, and I have good news for you. Your papers are OK, and you can fligh to Brazil the next weekend. I couldn't believed that. For more than 8 months I was waiting this paper, and that moment was here, more near than never.

Now I am in Brazil enjoying the beach, the sun, and the people, and remembered with a smile the moment when the phone rang a week ago.

Candidate B

I felt nervous when the phone rang. When the phone rang I was standing in the living room. This is happened on Friday at 2 p.m. All day I was thinking about the exsam, becouse this was firs exsam, that could give me permissen to work. I was nervous a lot of. But though what could happened if I didn't pass my exsam. When I ansered the phon call, I heard, "Taxi services"

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