

Cambridge English Preliminary *for Schools*

Preliminary for Schools Writing Part 1 Activity – Notes for teachers

Description

Students discuss the topic of basketball before looking at a sentence and thinking about ways of rephrasing it. They then match pairs of sentences which have the same meaning. After discussing how to do Part 1, they try the sample task and do a guided activity to check their answers.

Time required: 60 minutes

Materials required:

- Activity worksheet 1, cut up into separate sentences if possible
- Activity worksheet 2
- Tips for students
- Sample paper Part 1

Aims:

- to introduce, explain and practise Part 1
- to practise matching sentences with the same meaning
- to raise awareness of the kinds of language changes that feature in Part 1

Procedure

1. Write 'sports played with a ball' on one side of the board and brainstorm some examples briefly with the class (e.g. basketball, football, tennis, etc). In preparation for this Part 1, make sure basketball is included by eliciting it if necessary.
2. Ask students to think of the example sport 'basketball' and to work with their partner to brainstorm as many words that are related to it as possible. Give a few suggestions to get them started, e.g. to play and practise a sport, to join a club, game, team, match, stadium, court, etc. Get feedback from the whole class and write the vocabulary on the other side of the board. Elicit the words/phrases above if they are not mentioned by the end. You could review some vocabulary recording techniques such as spidergrams at the same time.
3. Ask if the students play any sports and invite them to talk briefly about them in pairs using the vocabulary on the board.
4. Introduce the task by saying 'You're going to read some sentences about a boy called Niko who plays basketball'. Write the following sentence on the board: 'Niko really enjoys playing basketball.' Ask students to think of other sentences that keep the meaning the same as this sentence but use different language, e.g. 'Niko loves playing basketball.' Write them on the board.

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5. Write this sentence on the board: 'Niko is very keen _____ basketball.' underneath the original sentence (in step 4). Explain that in this part of the test, candidates have to read two sentences like the two given here and complete the second sentence so that the meaning is the same as the first sentence. There are one, two or three words to fill in the gap. Elicit the answer for the example sentence, giving as much guidance as necessary, e.g. 'keen' is followed by a preposition, it is one word, it is a short word, etc.
6. Hand out Activity 1 and explain that this is a task which will help them become more aware of how the same meaning can be expressed in different ways. If possible, cut up the sentences so students can match them by physically moving them. Whole class check (see key).
7. Hand out the sample paper Part 1 task and allow students a minute or two to look at the instructions and questions. Explain that there are five sentences to complete, plus the example to look at. The sentences are always on the same topic, in this case, basketball.
8. Introduce the procedure for Part 1: read the first sentence, check you understand the meaning of it and then read the second sentence and find the grammar and vocabulary that are the same and different in both sentences. Look at question 1 together as an example: write the first sentence on the board, and ask students to look at the pair of sentences on the handout. Read out/underline chunks of language from the first sentence, e.g. 'Last year', 'Niko', 'was shown', etc. For each chunk, ask the class if this information is in the second sentence. In this way establish that the missing information is 'was shown by'. From here they should think how to complete the second sentence. Remind students that the meaning must stay the same, but the structures or grammar will be different. Explain that spelling is important and they must not use more than three words.
9. Explain that they are now going to practice a sample Part 1 task in two stages. Ask them to read and think about the meaning of both sentences for each question and find and underline the language that is the same in both sentences. Don't try to fill in the gap yet. Check in pairs. (see key)
10. Students now try to complete the sentences with the missing language, working individually at first and then working in pairs when they feel ready, either to get ideas or to check their answers.
11. Hand out Activity 2 – this contains a hint for each question on the sample task. Ask students to use it to help guide them to the answer or as a check of their answer.
12. Whole class check of answers. (see key)
13. Put students in pairs again and ask them to find and underline the key language changes in the pairs of sentences in both the sample task and the Activity 1 sentences. See key for language notes.
14. Whole class check. Note down areas of difficulty for later review.
15. Hand out the tips for students and ask students to read them for homework.

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Key to Activity 1 (language changes shown in bold, language analysis in italics)

Niko **prefers** playing basketball **to** playing baseball.

Niko **likes** playing basketball **more than** baseball.

Different verb patterns for comparative sentences

There are only a few basketball courts in this town.

There aren't very many basketball courts in this town.

Positive and negative sentences

"How often **do you play** basketball?" Mark asked Niko.

Mark asked Niko how often **he played** basketball.

Direct and indirect speech

Basketball is energetic **because** it is a fast game.

Since basketball is a fast game, it is energetic.

Different ways of giving reasons

Niko won't improve his basketball **unless he practises** every week

If Niko doesn't practise basketball every week, he won't improve

Different ways of expressing a conditional idea

Key to the sample task and Activity 2

The language that is the same in both sentences is underlined; the answers to Activity 2 (language analysis) is in italics underneath; the answers to the sample task are in bold in the second sentence.

1. Last year, Niko was shown how to play basketball by his older brother.

Niko's older brother **showed/taught** him how to play basketball last year.

Different subjects; active and passive voice; both in past simple tense

2. Niko joined a basketball team three years ago.

Niko has been in a basketball team **for 3 years**.

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Different time phrases and therefore tenses, and the first sentence contains an active verb, the second a state verb. For is used to express a length of time.

3. Niko practises at a stadium quite near his house.

Niko's house is not very **far (away)** from the stadium where he practises.

The adjectives used to describe the location of the house and stadium are opposites: far is the opposite of near.

4. Niko walks to the stadium in ten minutes.

It **takes** Niko ten minutes to walk to the stadium.

The subjects are different, as are the verbs and verb patterns; use 'take' with a length of time.

5. Niko's team had an important match last week

There **was** an important match last week for Niko's team

Change in word order, subjects and verbs; 'there' is often followed by the verb 'to be' – in this case it's past simple in both sentences.



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Preliminary for Schools Writing Part 1

Activity 1

Match a sentence in A with a sentence in B with the same meaning.

A

Niko prefers playing basketball to playing baseball

There are only a few basketball courts in this town

“How often do you play basketball?” Mark asked Niko

Basketball is energetic because it is a fast game

Niko won't improve his basketball unless he practises every week

B

If Niko doesn't practise basketball every week, he won't improve

Since basketball is a fast game, it is energetic

There aren't very many basketball courts in this town

Niko likes playing basketball more than baseball

Mark asked Niko how often he played basketball

Activity 2

Use the following hints for each question on Part 1 to help you find or check your answers.

1. The first sentence is passive, and second sentence is active. Be careful which tense you use.
2. You need a preposition which can be used with time periods.
3. What is the opposite of 'near'?
4. You need to think of a verb which can be used when you talk about time.
5. Which word often follows 'there'? Be careful which tense you use.



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Tips for students

1. The procedure for 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.
 - e) Read both sentences again, checking their meaning is the same.
2. Get plenty of practice doing part of the test and spend time thinking about the meaning of each sentence that you need to rewrite.
3. When you practice Part 1, be aware of the types of language change that are used and write down examples in your notebook. You will find that some aspects of grammar and vocabulary appear again and again in Part 1, so make sure you are confident with them. For example the sample sentences used in these Part 1 activities contain passive/active verb forms, different ways of expressing conditionals, opposite adjectives, different verb patterns, prepositions, direct and indirect speech, tenses.
4. Remember you must spell your answers correctly, so take time to check what you have written on the answer sheet.
5. 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.
6. Remember you must not write more than three words on the answer sheet and you may only have to write one or two words.
7. Make sure that your writing on the answer sheet is clear and is easy to read.
8. 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.



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Sample paper Part 1

Writing • Part 1

Questions 1 – 5

Here are some sentences about a boy who likes basketball.
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 Niko really enjoys playing basketball.
Niko is very keen basketball.

Answer:

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- 1 Last year, Niko was shown how to play basketball by his older brother.
Niko's older brother him how to play basketball last year.
- 2 Niko joined a basketball team three years ago.
Niko has been in a basketball team 3 years.
- 3 Niko practises at a stadium quite near his house.
Niko's house is not very from the stadium where he practises.
- 4 Niko walks to the stadium in ten minutes.
It Niko ten minutes to walk to the stadium.
- 5 Niko's team had an important match last week.
There an important match last week for Niko's team.