Cambridge English Qualifications

# B1 Preliminary Writing Part 2 story – Teacher's notes

## Description

Students consider what is required in B1 Preliminary Writing Part 2 the story option 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.

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|---|---|
| **Time required:** | 30 minutes |
| **Materials required:** | ▪ Sample task<br>▪ Handout 1<br>▪ Sample answers<br>▪ Candidate answer sheet (from the Handbook for teachers or this lesson plan, enlarged to A4 size if possible) |
| **Aims:** | ▪ to introduce B1 Preliminary Writing Part 2 story option<br>▪ to analyse what you have to write and what makes a good answer<br>▪ to practise planning and writing an answer |

## Procedure

1. Explain that in this part of the Writing test, you can choose between writing an article or a story and you should write about 100 words. Explain that this lesson will focus on writing a story and that the article will be dealt with in another lesson.

2. Hand out the **sample task**. Point out that the instructions give you 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 1, in Part 2 there is a choice of task and the candidates are less restricted by prompts than in the Part 1
    - the choice of tasks in Part 2 of the test will focus on different themes; candidates should choose the task according to their interests as well as their preference of genre (i.e. article or narrative)
    - candidates must make sure they answer the task and do not write a 'pre-learned text'
    - as in Part 1, planning your answer and leaving time to check and edit it at the end are essential.

3. Divide the class into small groups and give students the **handout.** Ask students to discuss their questions in their groups with a time limit of 10 minutes. Tell them to write down their ideas. Hold whole-class feedback. Go through the students' ideas for each question and add any ideas of your own (see **Answer key**). Hand out the answer key for students' future reference.

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4. Explain that they now have 10 minutes planning time to think of ideas and language for their answers to the sample task together with their partner(s). Students could use the questions on the handout to guide them. At the end of 10 minutes they should have written some notes about their answer but not 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. This stage is designed to encourage candidates to come up with their own ideas before they see a sample answer.

5. 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.

6. Whole class check and discussion. Establish that sample A is stronger as the control of language is stronger and the errors in sample B impede communication at times. Candidate B uses simple linking language and narrative tenses. In Candidate A's answer there is a good range of language, paragraphs, linking words and use of narrative tenses. Errors do not impede communication. Sample B is very short and the limited control of language affects the overall communicative achievement.

7. Tell the students to write their answers at home on a real **answer sheet** in 20 minutes so they get used to writing within the exam timeframe. Remind students that they only have about 100 words in which to cover all parts of their story (e.g. setting the scene, some action and the resolution to the story) and to check their answers.

8. Before they hand in their answers, students exchange their work with a few other students to read through – asking questions on classmates' stories and giving constructive feedback (establish the idea of constructive/positive feedback) on stories.

**Suggested follow-up activity**

Students can perform a dramatic reading of their stories and record it on their own devices and share it with the class if they wish to.

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**Answer key**

**Student handout**

1. **What is the purpose of the sentence given at the start of the story task?** To provide a clear starting point **How can you think of ideas for your story?** Think of similar events in your own life or stories you've heard or read about and base your story on these, brainstorm events using your imagination and then see how to put them together.

2. **What words and phrases can you use to link events in a story?** Linkers such *as first, then, after,* etc. **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.

3. **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.

4. **Which tenses are you most likely to use in a story?** Probably past tenses e.g. past simple, past perfect, past continuous, present perfect.

5. **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 2**

**Sample task**

**In Part 2 of the Writing Paper you have a choice between Question 2, an article and Question 3 which is a story. Here is an example of a Question 3 task, write about 100 words:**

**Question 3**

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*As the plane flew lower, Lou saw the golden beaches of the island below.*

Write your **story**.

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**B1 Preliminary Writing Part 2**

**Student handout**

1. What is the purpose of the sentence given at the start of the story task? How can you think of ideas for your story?
2. What words and phrases can you use to link events in a story? How can you make sure your story is logical?
3. How can you make your answer more interesting?
4. Which tenses are you most likely to use in a story?
5. How can you make a good ending to a story?

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**B1 Preliminary Writing Part 2**

**Sample answers**

### Candidate A

As the plane flew lower, Lou saw the golden beaches of the island below. He was surprised and a bit afraid of this fact.

The plane sat on the beach and Lou stood on the beach. Everything was made of gold including palms and stones on the island. He wanted to take some stones with him to be rich but as he got one of them the stones started getting gray. Lou got nervous and he decided to put the stone on the beach again. The stones turned to gold.

Then he entered deeper to the beach. He saw some golden fruits, but he didn't picked because he knew the result. He took some photos of the beach and showed them to the scientists after he arrived home. He became an explorer. Lou became rich and after that he had a beautiful life

### Candidate B

As the plane flew lower, Lou saw the golden beaches of the island below. She standed up then ran to the pilot. She said: 'Can you land n here?' The pilot said 'No I can't. This island didn't on the map.'

Lou heared that then cried. Everyone in the plan saw that and asked Lou why her wanted landed here. Lou said it was the way her choses to come why the plane didn't. Now she on that she was chosse the third plan to go but exacly her plan was on the first. The pilot finally for her landed on this island and flew away. Lou was happy and went to the golden beaches.

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**B1 Preliminary Writing Part 2**

**Candidate answer sheet**

Answer only one of the two questions for Part 2.
Tick the box to show which question you have answered.
Write your answer below. Do not write on the barcodes.

| Part 2 | Question 2 ☐ | Question 3 ☐ |
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