

Test Preparation

Writing - Task 3

Level: A2–B1

Aims: To become familiar with Writing Task 3, look at tips for completing the task successfully, analyse sample texts and practice writing own text

Timing: 45 minutes

PPT slide number		Interaction	Timing in mins.
2	<p>Introduction: Writing a story</p> <p>Talk about stories generally. What are features of a good story? (the character, plot, structure, good beginning and ending, etc.)</p> <p>Explain that they will be watching a very short video without sound about a man named Magnus.</p>	Whole class	5
3	<p>Introduce Writing Task Video</p> <p>Watch the video several times, pausing every so often. Get students to describe the man, the office, what is happening.</p>	Whole class	7
4	<p>CEFR and Creative Writing</p> <p>The Common European Framework of Reference (CEFR) has descriptors for Creative Writing. The task and the marking criteria are based on these descriptors. Get students to read the descriptors. Point out the reference to feelings in the B1 descriptor.</p> <p>What do they think will be expected from them in the writing task?</p>	Whole class	3
5	<p>Introduce Writing Task Instructions</p> <p>Show the instructions for the writing task (slide 5). Explain there will always be these three points. Get students to write these 3 points down for reference.</p> <p>Show the video again and then get students to work in pairs talking about what they could say. Collect ideas in class on the board.</p> <p>Extra tips:</p> <ul style="list-style-type: none"> ▪ To get full marks candidates must write at least 80 words. ▪ The three main points should be easily recognizable. ▪ The text should be like a little story 	Whole class / Pairs / whole class	10
6	<p>How to write a good answer</p> <p>Look at sample answer 1 (slide 8). Elicit that there is a story element, that we know why Magnus has so much work and what will happen next. But we do not know how Magnus is feeling.</p>	Whole class	5
7	<p>Look at answer 2. Get the class to point out the three recognisable points (he's stressed out, it's boring / his colleague is ill / he wants to get a new job) and correct the mistakes in class.</p>	Whole class	5
8-9	<p>Look at answer 3a. This is not good style (the linking words are missing) but the points are there. Ask the class how they could improve the text. Then show 3b.</p>		
10	<p>Practice Task - Version 2</p> <p>Move to the next slide with the instructions and play the video several times. You could also play the video as full screen so students see the details. Get students to create their own story. Then have some students read out their stories to the class.</p>	Whole class	10