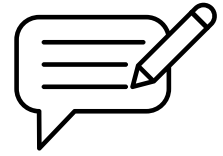


B1 Cambridge

Writing Part 2



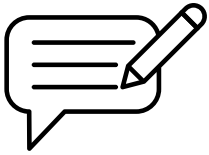
EXERCISE 1 READ THE JOKES AND RANK THEM FROM FUNNIEST TO LEAST FUNNY.

- Q: What do you call a can opener that doesn't work?
A: A can't opener!
- I sold my vacuum the other day. All it was doing was collecting dust.
- Two windmills are standing on a wind farm.
One asks, "What's your favourite type of music?"
The other says, "I'm a big metal fan."
- Did you hear the story about the claustrophobic astronaut?
He just needed some space.
- Q: Why don't dinosaurs talk?
A: Because they're dead.
- What's the most terrifying word in nuclear physics?
"Oops!"
- Q: What's the best part about living in Switzerland?
A: I don't know, but the flag is a big plus.
- Q: Wanna hear two short jokes and a long joke?
A: Joke, joke, joooooooooooooooooooooke.
- I went on a once-in-a-lifetime vacation. Never again.
- Q: What's orange and sounds like a parrot?
A: A carrot.

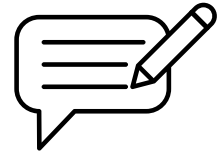
EXERCISE 2 READ THE ENGLISH SAYING AND DISCUSS ITS MEANING.

"Laughter is the best medicine."





B1 Cambridge Writing Part 2



EXERCISE 3 THINK ABOUT SIX THINGS THAT MAKE YOU LAUGH.

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IN PAIRS, DISCUSS AND DECIDE WHAT MAKES YOU LAUGH THE MOST AND EXPLAIN WHY.

EXERCISE 4 READ THE EXAM TASK AND UNDERLINE THE KEYWORDS. WHAT THREE THINGS DO YOU NEED TO INCLUDE IN THE ARTICLE?

Articles wanted!

WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.

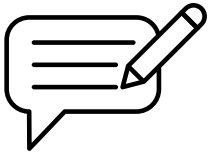
Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

EXERCISE 5 READ TWO EXAMPLE ANSWERS AND DECIDE WHICH ONE IS BETTER AND WHY.

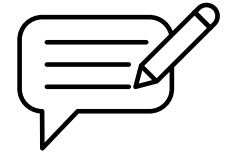
Article 1

I love to watch comedies a lot because it makes me laugh. The comedy I love the most is Chinese Running Man. I enjoy watching and laughing it with my family. In the show, famous actors and actresses must overcome some challenging quests, such as trading a coffee bean with someone else for something more expensive and racing in the mud to capture the flag. The storylines are very interesting and they always tickles my funny bone. Laughing out loud is great! Laughing can help us to release stress and make us feel better. It may also make us more attractive too!



B1 Cambridge

Writing Part 2



Article 2

So, I laugh always and for nothing.

I find very funny when someone fall down and I laugh for bad jokes. I like to watch funnys videos to laugh.

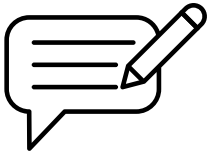
I enjoy laughing with my family and my friend but I really enjoy laughing with my best friend.

I think it's good to laugh a lot and have humour to have a funny and good. I find important laugh with our friends to be better and have a good life.

It's for this I laugh for anything and I enjoy life like it is.

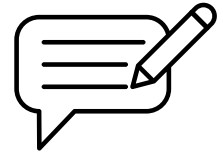
EXERCISE 6 READ THE WRITING ASSESSMENT CRITERIA.

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		



B1 Cambridge

Writing Part 2



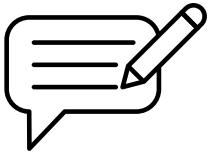
EXERCISE 7 USING THE ASSESSMENT CRITERIA FROM EXERCISE 6, READ THE ARTICLE 1 AGAIN AND EVALUATE IT. EXPLAIN YOUR SCORES

Subscale	Mark	Commentary
Content		
Communicative achievement		
Organisation		
Language		

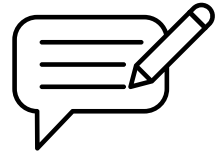
COMPARE YOUR SCORES WITH THE OFFICIAL CAMBRIDGE SCORES. ARE THEY VERY DIFFERENT? ARE YOU SURPRISED BY ANY OF THE COMMENTS?

EXERCISE 8 READ THE ARTICLE 2 AND EVALUATE IT. COMPARE YOUR SCORES WITH THE OFFICIAL CAMBRIDGE COMMENTARY.

Subscale	Mark	Commentary
Content		
Communicative achievement		
Organisation		
Language		



B1 Cambridge Writing Part 2



EXERCISE 9 READ THE EXAM TASK AGAIN AND PLAN YOUR ARTICLE.

PARAGRAPH 1

PARAGRAPH 2

PARAGRAPH 3

EXERCISE 10 WRITE YOUR ANSWER.

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EXERCISE 11 ASSESS THE ARTICLE OF YOUR PEER.

Subscale	Mark	Commentary
Content		
Communicative achievement		
Organisation		
Language		

Teacher's notes

1. Lead-in 10 mins

Provide each student with one (or two) jokes. Students read the jokes aloud and explain them if necessary.

Put students into pairs and complete exercise 1. Students rank the jokes from 1 to 10 (1 = most funny, 10 = least funny). Compare and discuss the rankings.

2. Group discussion 4 mins

Move on to exercise 2. Read the English saying *Laughter is the best medicine* and discuss its meaning. Think about similar sayings in students L1.

trying to be happy is a good way to stop worrying - Cambridge Dictionary

3. Pre-reading pair discussion 10 mins

Write *What makes people laugh?* and draw six lines around it. Together think of six separate things that make people laugh.

Divide students into pairs (or groups of three) and ask students to discuss each prompt and reach a common decision. Elicit separate answers from each pair / group and provide students with speaking feedback.

<p><i>YouTube videos</i></p> <p>.....</p> <p><i>Pranks</i></p> <p>.....</p> <p><i>Jokes</i></p> <p>.....</p>	<h3>What makes people laugh?</h3> <p><i>Suggested answers</i></p>	<p><i>Comedies</i></p> <p>.....</p> <p><i>Their friends</i></p> <p>.....</p> <p><i>Impressions</i></p> <p>.....</p>
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4. Writing Part 2 - Exam task explanation 5 mins

If this is the first time doing this task, explain the main points and how to succeed in this part of the exam.

- a) Choose one question from a choice of two (an article or a story).
- b) Write about 100 words.
- c) 20 marks available.

Read the exam task in exercise 4 and underline keywords. Discuss what three things need to be included in the article.

Articles wanted!

WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.

Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

1. *What do you find funny?*
2. *Who do you enjoy laughing with?*
3. *Is it good to laugh a lot and why?*

Teacher's notes

5. Exam answer analysis.

5 mins

Students work individually and read two example answers in exercise 5. Discuss which of the two articles is better and why.

Article 1 is better. Although both articles answer all three content questions, article 1 has a clear introduction. Despite having only one paragraph, the text is clear and well-connected. It uses a wide range of vocabulary and grammar.

6. Explain writing assessment criteria

5 mins

Explain that in the exam, it is essential to understand the writing assessment criteria. Read the assessment criteria in exercise 6 and explain each point.

7. Understanding writing assessment

10 mins

If this is the first time going over writing assessment criteria, review article 1 as a group and evaluate it together. As a group, score and provide commentary for each subscale. Finish by revealing the actual score and commentary from the official examination. Discuss if students were surprised by any of the scores and the commentary.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about what the candidate finds funny, (<i>I love to watch comedies a lot</i>), and who they laugh with, <i>with my family</i> and the final point is developed quite well and introduces a wider view, <i>Laughing can help us release stress</i> .
Communicative Achievement	5	The conventions of article writing, such as sharing personal information and expressing opinions, are used to hold the target reader's attention and to communicate straightforward ideas. The topic is clearly introduced, <i>I love to watch comedies a lot because it makes me laugh</i> and there is a nice balance between how the writer feels and how laughing affects the wider public, <i>I enjoy watching and laughing it with my family; tickles my funny bone; Laughing out loud is great; make us feel better; It may also make us more attractive too</i> .
Organisation	5	The text is generally well organised and coherent. There is a variety of linking words and some cohesive devices, particularly reference to avoid repetition, are used to connect the ideas across and within sentences, <i>because it; The comedy I love the most; it; In the show; such as; someone else for something more expensive; storylines ... and they</i> .
Language	5	A range of everyday vocabulary is used appropriately, and there are examples of less common lexis as well, <i>comedies; show; actors; actresses; overcome; challenging quests; trading; coffee bean; expensive; mud; capture the flag; storylines; tickles my funny bone; release stress; attractive</i> . A range of simple and more complex grammatical forms, particularly modal verbs, are used with a good degree of control, <i>I love the most; must overcome some challenging quests, such as trading; with someone else for something more expensive; storylines are very interesting and they always; can help us to release; It may also make us more attractive</i> . Errors do not impede communication, <i>I enjoy laughing and watching it with; they always tickles my funny bone</i> .

Students work individually and evaluate article 2. Reveal the official score and commentary and compare them with students' answers. Discuss if students were surprised by any of the scores and the commentary.

Teacher's notes

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about what the candidate finds funny, <i>when someone fall down</i> , who they enjoy laughing with, <i>my family; my best friend</i> , and why laughter is important, <i>it's good to laugh a lot; to be better and have a good life</i> .
Communicative Achievement	3	The conventions of article writing, such as sharing personal information and expressing opinions, are used generally appropriately to communicate straightforward ideas, <i>I think it's good to laugh a lot; It's for this I laugh for anything</i> . The article doesn't have a standard introduction, but the topic is generally introduced with a sentence about what the candidate does, <i>So, I laugh always and for nothing</i> .
Organisation	3	The text is connected and coherent. Paragraphs are used to separate the text into sections and, although these are often limited to one sentence, different ideas are expressed in each one, providing a structure to the text. Some basic linking words and the occasional cohesive device, such as a referencing pronoun, are used to connect the ideas, <i>when; and; with my family and my friend but I really enjoy; It's for this</i> .
Language	3	Everyday vocabulary is used generally appropriately, <i>jokes; videos; enjoy; humour; important</i> , although some lexis is overused, <i>laugh; funny; friend</i> . Simple grammatical forms, such as the present tense, are used with a good degree of control, although there is not much variety in terms of tenses used, <i>I like to watch; I really enjoy laughing; with our friends to be better and have a good life; I enjoy life like it is</i> . There are some noticeable errors, with agreement and prepositions, but meaning can still be determined, <i>someone fall down; laugh for bad jokes; funnys videos; to have a funny and good; I laugh for anything</i> .

8. Planning the answers

6 mins

Explain that in the exam, students should get used to planning their answers. Give 5 minutes to read the exam task again and plan the answers. Go over the plans and provide feedback if necessary.

9. Writing the answers

30 mins

In the case, you have time available or if it is the first time writing articles, provide students with class time to write their answers.

10. Peer assessment

10 mins

Students exchange their answers and assess each other. Share the answers with the rest of the class. Check and verify students' assessments and provide your feedback.