The following teacher notes accompany the classroom activities for practicing the skills needed to successfully complete the story-writing task on the MET Go! Writing test.

1. Write a Story

Test Task
Tell a story based on a comic strip illustration.

Global Skills
Describe a sequential narration of familiar events.

Sub-skills
- Use vocabulary words correctly in simple sentences.
- Use action verbs in sequential order to tell a story.
- Use connecting devices to indicate beginning, middle, and end of a story.
- Use basic grammatical constructions accurately in simple sentences.

Details

A. Warm up/prior knowledge:
Teach the verb ‘break,’ adjective ‘broken’.

verb: I broke something. / It broke.
adjective: It’s broken. / The _________ is broken.

For intermediate/advanced students:
Review the words accident/accidentally
While not essential for successfully completing the task, the concept is relevant to the story.

B. Vocabulary review/brainstorming
- Students can brainstorm as a class, in small groups/pairs, or individually.
- Use the chart below the illustration to write nouns, verbs, and adjectives they will need for the story.
- For purposes of vocabulary review and writing practice, encourage students to write as many words about the picture as they can. The more detail, the better.

C. Filling out details
- Encourage students to create their own details.

Suggestions for using these materials
- Black and white printed images will be adequate for completing the activities. If full color is desired, project the first page of the activity on a screen or display on computers.
- Print out the student worksheets.
- Since the test uses paper and pencil, these writing activities are best completed as paper and pencil activities. Make sure students’ handwriting is legible.

Teaching Tips
- These activities provide structured practice for beginning-level (pre-A1, A1) students to build confidence in writing short, connected narrative paragraphs. For advanced (A2-B1) students, skip to Part D.2 if preferred.
- Grammar and mechanics are not rated separately on the test, but punctuation, capitalization, and spelling should be part of writing instruction.

Note on verb tenses:
- For a narrative, verbs should generally be in the present or past progressive to set the scene.
- The action verbs that follow are usually in the past tense.

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- The action verbs that follow are usually in the past tense.
For example:

The boy and girl are friends / brother and sister / neighbors / cousins

They are at home / in a living room / in their bedroom

• There are no ‘right’ answers, as long as their details go with the pictures.
• Answers should emphasize writing for content, not grammatical accuracy or spelling. Short phrases are fine for this step.

Construct simple sentences

Use the verbs shown, plus additional vocabulary as they are able to complete the sentences. Model the first one, then have students complete the rest independently.

D. Putting it all together

• Put the phrases in sequential order according to the events shown; number the phrases from 1-6 in the left-hand column.
• Using the phrases above, plus the vocabulary in parts B and C, write a connected story in 3-5 sentences.
• See if students can come up with a title for their story.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Verbs</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>afraid</td>
<td>break</td>
<td>look at</td>
</tr>
<tr>
<td>boy</td>
<td>fun</td>
<td>fall</td>
<td>play</td>
</tr>
<tr>
<td>girl</td>
<td>happy</td>
<td>feel</td>
<td>stand</td>
</tr>
<tr>
<td>floor</td>
<td>little (girl)</td>
<td>fix</td>
<td>throw</td>
</tr>
<tr>
<td>home</td>
<td></td>
<td>have fun</td>
<td>use</td>
</tr>
</tbody>
</table>

Nouns: Advanced

accident

Adjectives: Advanced
careless
guilty
irresponsible
responsible

Verbs: Advanced

knock over

Conjunctions

and

after (that)

finally

next

then
Additional Teaching Suggestions

1. To reinforce these writing skills, use a familiar comic strip or any available sequenced images with no dialogue. Then have students practice the same steps as in this activity:
   - Brainstorm relevant vocabulary words (in pairs, as a whole class on board, or individually)
   - Put verb phrases with main actions or states in correct order
   - Build sentences with details from the vocabulary and phrases
   - Connect the sentences into a coherent narrative using conjunctions and adverbs.

2. The graphic on the final page can serve as a blank slate for students to create their own drawings as the basis of the story, based on a variety of themes according to students’ interests. Simple stick-figure drawings are fine; encourage students to work in pairs or small-groups if preferred. Aim for three simple, connected sentences at lower levels, and up to five detailed sentences at higher levels.