



**MICHIGAN**  
**LANGUAGE ASSESSMENT**

A1–B1

Writing

# MET Go!

## Teaching

Study & Practice

W1a, August 2020



Cambridge Assessment  
English



UNIVERSITY OF MICHIGAN

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.

*They are/were playing ball (in the house) to set the scene.*

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

*The girl didn't catch the ball, and it hit the lamp.*

**For example:**

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

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

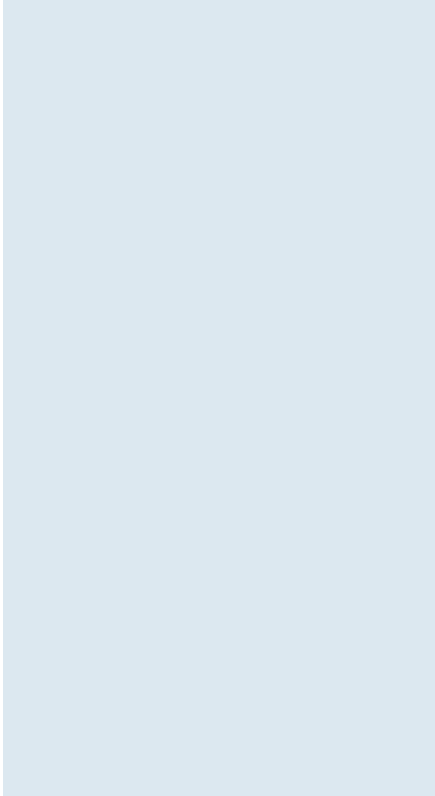
- There are no ‘right’ answers, as long as their details go with the pictures.
- Answers should emphasize writing for content, not grammatical accuracy or spelling. Short phrases are fine for this step.

**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**

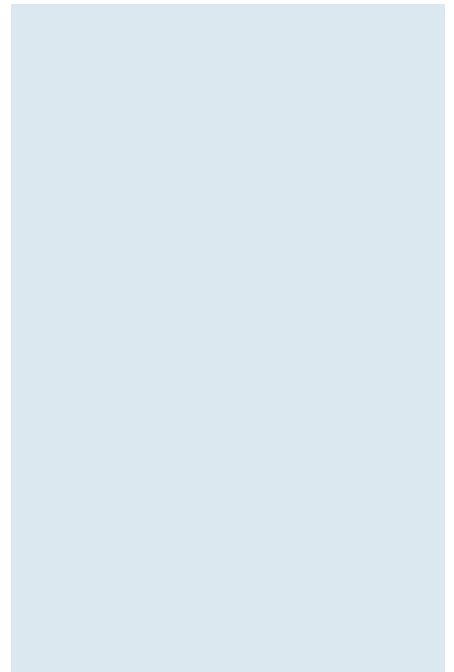
- Put the phrases in sequential order according to the events shown; number the phrases from 1-6 in the left-hand column.
- Using the phrases above, plus the vocabulary in parts B and C, write a connected story in 3-5 sentences.
- See if students can come up with a title for their story.



Write a Story: The Broken Lamp					
Nouns		Adjectives	Verbs		Prepositions
ball	house	afraid	break	look at	off
boy	lamp	fun	fall	play	on
girl	room	happy	feel (happy)	stand	
floor	table	little (girl)	fix	throw	
home			have fun	use	
			help		
Nouns: Advanced		Adjectives: Advanced	Verbs: Advanced		Conjunctions
accident		careless	knock over		and
glue		guilty	look (worried)		after (that)
		irresponsible	pick up		finally
		responsible			next
		sworried			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.



# 1. Write a story based on three pictures

## A. Warm-up: Think about or discuss in class

- Have you ever broken something?
- What was it?
- How did you feel?
- Did you try to fix it?

## B. Pre-writing/vocabulary



Look at the picture.

Write the words you will need for this story.

Nouns (people & things)	Verbs (actions)	Adjectives (feelings)

### C. Answer a few questions to set the scene

You can make up your own answers based on the picture.

Where are they? \_\_\_\_\_

Who are they? \_\_\_\_\_

How do they feel at the beginning? \_\_\_\_\_

How do they feel in the middle? \_\_\_\_\_

How do they feel at the end? \_\_\_\_\_

#### Simple sentences.

Use the verbs shown—plus additional words from B and C—to complete the following sentences.

1. A boy and a girl \_\_\_\_\_ (play).
2. They are \_\_\_\_\_ (throw).
3. The ball \_\_\_\_\_ (knock over).
4. The lamp \_\_\_\_\_ (break).
5. The boy \_\_\_\_\_ and the girl \_\_\_\_\_ (pick up; look).
6. They \_\_\_\_\_ (fix).

### D. Putting it all together

#### 1. Beginning students

- What happens first?
- What happens next?
- What happens last?

Number the following phrases 1–6 according to the action in the picture.

	they look worried
	they fix the lamp
	they play ball
	the lamp falls and breaks
	they look happy
	the ball hits the lamp

Now, add the words from parts B & C to the action phrases above to write a story. Write 3-4 sentences.

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### 2. Intermediate/advanced students

Use the sentences from part D, with the vocabulary words and details you wrote in parts B and C, and write a short paragraph describing the events in the pictures.

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#### Tips

- Be sure to include transition and connecting words like: first, next, then, finally, in the end, etc.
- Think about the verb tenses:  
*They were playing...*  
*The lamp broke...*  
*They looked/felt...*
- Challenge yourself: Include advanced vocabulary words like *accident/accidentally, guilty, glue* or other words to add more details.

## E. Create Your Own Comic Strip Story

Title/Topic: \_\_\_\_\_

A. Draw a picture. (Stick figures are fine!)

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B. Write the words you will need for your story.

Nouns (people & things)	Verbs (actions)	Adjectives (feelings)

C. Write 3-5 sentences or phrases, in the correct order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**D. Connect the sentences to make a short story.**

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