

# Teens B1 Ideas

## Writing 1

In this part of the test, students will...

- think up ways of paraphrasing sentences.
- identify grammar points or words that can help them say things in different ways but keeping meaning or ideas.
- be aware of language changes.

## Start

- Write the following headings on the board...

<b>cooking</b>	<b>pastry</b>	<b>cocktails</b>
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- Brainstorm on what things, specifically, can be prepared.
- Divide the class into small teams – each team will select one option from each column and then will write a list of all the things / ingredients needed for each.
- Write on the board the following prompts for ss to report their answers.
  - **You need...**
  - **... is / are needed!**
- When ss have finished reporting their answers, draw their attention back to the prompts. Explain to them that the prompts show different language, but can be used to communicate the same idea.

## During

- Tell ss that they are going to read some sentences about a person who is taking pastry lessons.
- Write the example sentence from page 19 on the board.
- Ask ss to think of what language can be used to complete the second one, but keeping meaning or idea.
  - **It was Fran's first pastry lesson.**
- Ask ss to tell what tense is being used – the past.
- Explain to them that the second sentence is presenting an idea before the past. It can be identified by the words "never before" so they must use the past perfect.

- Fran had never had a pastry lesson before.

- Ask ss to identify and explain what the language change was.
- Write the first sentence from page 19 on the board and get ss doing the same type of analysis.

On Fran's first day at the pastry school, **the materials lists were given by the teachers.**

On Fran's first day at the pastry school, the teachers gave the materials list.

- Ask ss to tell what tense is being used.
- Explain to ss that there are some strategies they can use to work out this type of activity.

**Tip 1.** Identify the grammar point used and ignore the rest of the sentence, and then think of another grammar point that can be used to match the idea.

On Fran's first day at the pastry school, **the materials lists were given by the teachers.**

**Tip 2.** Identify the words that were repeated in the second sentence and ignore them all "in both," so that you can focus on the language that must be changed.

**On Fran's first day at the pastry school, the materials lists were given by the teachers.**

**On Fran's first day at the pastry school, \_\_\_\_\_ the materials lists.**

**Answer: the teachers gave**

- Write the second sentence from page 19 on the board and get ss to decide on what tip they can use for it.
  - It took Fran ~~the whole morning~~ to learn how to use the mixing tools.
  - Fran spent ~~the whole morning~~ \_\_\_\_\_ use the mixing tools.

learning how to

It took ----- matches ----- spent

to learn ----- matches ----- learning

how to ----- must be used to connect the words

- Write the next sentence on the board and let ss do the analysis – take notes and give them feedback.
- Let ss work out questions 4 and 5 on their own.
- Whole class analysis of questions 4 and 5 on the board for checking answers.

## Finish

- Write some example sentences on the board - you can also have them typed in advance and photocopied to save time.
- Have students using colours to identify language changes.
- Get ss into groups for checking their answers.
- Ss write some example sentences using the information from the Start Stage activity.

### Ex 1

- Susan used **five lemons to prepare the cocktail.**
- **Five lemons** were used **to prepare the cocktail.**

### Ex 2

- Susan will need **five lemons for the cocktail.**
- **Five lemons** will be needed **for the cocktail.**

### Ex 3

- "I will **need five lemons!**" Susan said.
- Susan said (that) she would **need five lemons.**