

Teens B1+ Ideas

Reading Part 2

In this part of the test, students will read five short descriptions of people. They will have to match the descriptions with some short texts on a particular topic.

Approaching the task

As ss will be working with descriptions, they will have to look for descriptive language.

- o **Adjectives**
- o **Adverbs**
- o **Gerunds (words created out of verbs that function as nouns)**

Start

Stick the picture of a teenager on the board.

Ask ss to help you create a description for him / her.

Write some prompting words, such as:

- o Name
- o Age
- o Ability
- o Interest / need
- o When he / she can do it

During

Ask ss to think of a type of magazine he / she would like to read.

Ss brainstorm on sections for it.

Divide the class into small groups and let them choose a section.

Tell the class that they will have 20 minutes to create their magazine section.

Remind the class that their contents must provide information that may be super interesting for the person they described before.

Let ss present their section – every time a group finishes, stick their magazine page on the board / walls.

Gather ss in front of the pages and ask them to think of why the person they described may get interested in reading their magazine.

Ask ss to find the descriptive language they used.

Explain to ss that the Reading Part 2 activity contains some descriptions of people and situations, places, events, etc. so it is very important that they look for it – like a language hunt.

Show one description (write it on the board) and ask ss to help you organize the information, like so...

Nancy is fourteen and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only free at the weekends.

Name	
Age	
Ability	
Interest / need	
When she can do it	

Name	Nancy
Age	is fourteen
Ability	and cycles quite well.
Interest / need	She needs to learn how to cycle safely from her home to school on busy city roads.
When she can do it	She's only free at the weekends.

- Review the information, like so...
 - Nancy is describing...
 - Is fourteen is describing...
 - Etc.
- Then tell ss to find describing words.
 - quite well
 - safely
 - busy
 - free
- Tell ss to look at Reading Part 2.
- Ask them to read the description and find descriptive language.

Olaf would like to read stories that people **his own age** have written. He is also **keen** on music and would like some recommendations on **the best** bands to listen to.

- Tell ss that there are 8 texts to read, but only one matches / suits the person fine.
- Tell ss what text matches / suits the person, and then get them identifying what information does the matching.
- Point out the importance of descriptive language in both, the description and the matching text – ss must find it and circle it all.

No journalists write for Teens Voice. This magazine **depends completely on articles sent in by its teenager readers**. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also **write reviews of the latest** music CDs.

Finish

- Divide the class into small groups.
- Tell the groups to choose a description.
- Tell the class that they must find and underline all the descriptive language.
- Remind ss about using colours to show the matching easily.
- Tell ss that they will have 8 minutes to complete the activity.
- Check answers with the class – invite the groups to present their answers; they must provide both “Descriptive Language” and the “Matching Information.”