

ENGLISH PRACTICE MATERIAL

SPEAKING

A2·B1



Contents

Foreword	3
Introduction	4
Unit 1 Interested? Interest	6
Unit 2 I'm bored! Boredom	8
Unit 3 How exciting! Excitement	10
Unit 4 Don't be shy! Shyness	12
Unit 5 He's got courage! Courage	14
Unit 6 What a relief! Relief	16
Unit 7 I'm confused. Confusion	18
Unit 8 Let's hope for the best! Hope	20
Unit 9 Feeling lonely... Loneliness	22
Unit 10 I'm so proud of you! Pride	24
Unit 11 Enjoy! Enjoyment	26
Unit 12 We were shocked! Shock	28
Unit 13 Don't worry! Worry	30
Unit 14 How embarrassing! Embarrassment	32
Unit 15 I love it! Love	34
Unit 16 I hate it! Hate	36
Unit 17 Cheer up! Cheerfulness	38
Unit 18 I envy you! Envy	40
Unit 19 Trust me. Trust	42
Unit 20 Keep calm. Calmness	44
Audio script	46
Answer key	51
Appendix	55

Welcome to telc!

telc, the vhs test experts, are proud to provide English practice material especially for vhs courses. In this book, we provide a variety of emotion-based units helping participants to acquire more language competence. Being able to express oneself, stating a personal opinion, maybe even agreeing to disagree – that's central to communication. The aim of this book is to give a fresh perspective to learners at the CEFR levels A2 and B1: with a firm foundation, but not yet fully confident in their language use.

Learning to use English effectively is an essential part of success at work and for crossing language barriers in private life. The Volkshochschule or vhs stands for exactly that: providing everybody with a chance to get ahead, whatever their circumstances. It's a democratic institution, open to all kinds of learners, offering them accessible courses and a chance to reach their goals.

telc, as a proud member of the vhs family, provides state-of-the-art assessment. With telc certificates, success is made visible on the way from the classroom to the employer, to university or to wherever valid proof of language competence is required. telc, the VHS's own certificate system, started to certify competence in English in the 1960s – a truly innovative step at that time.

Innovation today means that we offer more: not just a test, but also a way to reach language goals. May this book provide an enjoyable learning experience, with perceivable and maybe even certified progress towards more confident use of the English language!



Jürgen Keicher
Managing Director, telc gGmbH

English Practice Material – vhs is a four-part series: Reading, Writing, Listening and Speaking. The four parts can either be used individually or together in any combination.

Who is English Practice Material – vhs intended for?

It is intended for adult learners who would like to consolidate their A2 skills and to develop their language skills on a B1 level. It is also suitable for refreshers who have already reached level B1 but still lack confidence or practice.

How many units does each book include?

Each book contains 20 short units (one double-page spread per unit).

What topics are covered in the units?

Each unit is about an emotion. The order in which the emotions appear in each of the four books is always the same, so that there is a thematic connection. However, each book deals with different aspects of the emotion in order to avoid repetition.

Why is it about emotions? Does this really matter for communication in everyday life?

Yes. Exchanging personal experiences plays a central role for learners at levels A2 and B1. Personal experiences are usually closely linked with emotional responses. For example, somebody gets a great job offer and expresses how happy they are about this (pride) or someone talks about their about an experience where they were very worried (worry). For learners of a foreign language, it is also often a challenge to express their emotions – especially “negative” emotions such as boredom or embarrassment – in an appropriate manner. All four skills provide useful activities for this purpose, including easy-to-use phrases.

Do the units have an additional focus?

Yes. In each unit there is a CEFR descriptor (“Can-Do Statement“) to which the activities are tailored. The descriptor can be found in a box at the end of each unit. Thus, learners do not only become familiar with the CEFR step by step, but are also encouraged to monitor and take charge of their own progression. The descriptors are usually in the original CEFR wording, but in abbreviated, learner-friendly form.

How are the units structured?

All units have the same structure: A unit begins with an illustration on the left page. The illustration shows a communicative situation depicting the emotion of the unit. The first exercise is always a warm up, which enables the participants to ease into the topic in a light, playful manner. It is followed by several activities in which the subject is dealt with in more depth. Each unit always ends with the relevant CEFR descriptor. In addition, each unit has a “sticky note”, in which a simple, practical tip or an additional piece of information is offered. The “sticky note” has no fixed place; it appears where it fits the content.

Is there a clear distinction between A2 and B1 activities?

There are texts and activities of varying difficulty in each unit. Activities that are not specifically identified are suitable for all participants. They are designed in a way that they can be implemented both at a lower and at a higher level. More “difficult” activities are marked by pictograms: one chilli pepper = challenging, two chilli peppers = very challenging.

Is an audio CD included?

Speaking, Listening and Reading all include an audio CD. Only Writing has no audio CD.

Why do Reading and Speaking also have an audio CD?

Speaking provides audio texts that are intended to be used as preparation for an oral activity. For example: A dialogue on the audio CD might serve as a model for a role-playing activity. The CD also provides a variety of examples of useful everyday expressions. Reading offers selected texts as audio texts. Having the possibility to take in information on multiple sensory channels makes it easier for learners to process (difficult) texts and also provides more variety in the classroom.

Speaking activities appear in all four skills. Is speaking of particular importance?

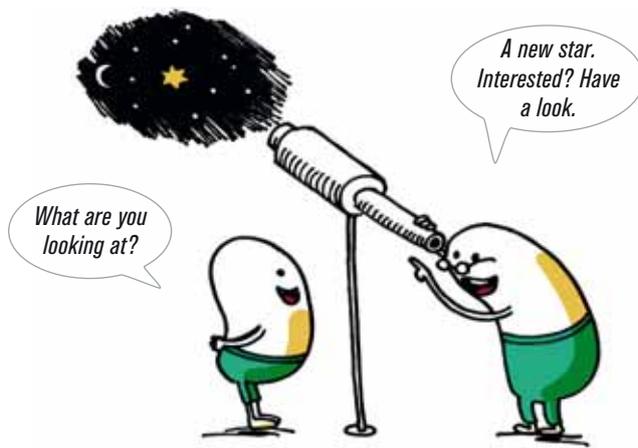
Yes. The primary goal is to get the participants to talk and to encourage them to overcome their fear of making mistakes. Therefore, there are numerous activities that promote oral communication, not only in Speaking. However, the oral exercises are always linked to the particular skill, i.e. Listening, Reading or Writing. For example: In Reading, texts are often followed by a discussion question. Exchanging their ideas with other students allows a further personal analysis of the text and thus leads to a deeper understanding. In addition, alternating silent work phases and conversation phases increases concentration in the classroom.

Can the material be used as additional material in the classroom?

Yes, it can accompany any textbook that is used in English courses at the appropriate levels. The units can be flexibly combined. This has the advantage that teachers can put together activities according to their needs, i.e. activities for a particular skill, a particular CEFR descriptor or a particular emotion. Of course, the material can also be used as primary learning material, e.g. Speaking is ideal for a conversation course.

Can the material be used to prepare for a telc examination?

Yes, but not on its own. The material will greatly help the participant to deepen A2 and B1 language knowledge and thus prepare well for the communicative requirements of the test. However, it is highly recommended that it is used in conjunction with the telc mock examinations, as these give students a complete overview of the structure of the examination and typical examination questions.



Warm up

In class, talk about the following:

- How many televisions do you have in your home?
- How often do you watch the telly?
- What are your favourite TV programmes? Why do you like them?

Activity 1

- a** Here is a list of words for different types of television programmes. Match the words and the definitions. Then compare your answers in class.

1 documentary	a a TV programme (often for kids) that features animated characters
2 commercial	b a television series about a group of people in funny situations
3 soap (opera)	c an entertaining show in which people compete for a prize
4 cartoon	d a television programme giving facts and information on a specific topic
5 reality TV	e an advertisement on television or on the radio
6 sitcom	f a TV programme that shows real people, not actors
7 cooking show	g a fictional story about people's daily lives and problems
8 game show	h a TV show that is hosted by a famous chef

- b** What other types of TV programmes can you think of? Collect ideas in class.
- c** Do you know these British and American TV shows? What type of programme are they?

Britain's Got Talent	American Idol	Friends	CSI	The Simpsons
Two And A Half Men	Sesame Street		Who Wants To Be A Millionaire?	

Are they popular in your country, too?

Activity 2

- a** Complete the questions with the words or phrases in the box. Then, listen to check your answers.

- interested in documentaries?
- feel about reality TV?
- watch the news every day?
- your favourite TV channel?
- think about game shows?
- your favourite game show host?

Who's ...? Do you ...?
 What's ...? What do you ...?
 Are you ...? How do you ...?

- b** Work with a partner. In turns, ask each other the questions from Activity 2a and answer them.

c Now listen to the examples on the audio CD. Which expressions do you hear? Underline them.

- | | |
|----------------------------------|-------------------------------------|
| I don't have one. | Some of them are very entertaining. |
| I'm not really interested in ... | Not very much. |
| I think it's very interesting. | I'm interested in watching ... |
| I think it's pretty boring. | I'm not sure. |



The adjective "interested" is followed by the preposition "in":
I'm **interested in** (watching) sitcoms.



Activity 3

We use **do/does** or **is/are** to form questions. Look at the examples below.

Do you like game shows?	Are you interested in sitcoms?
Does Claire like soap operas?	Is Claire interested in cartoons?
What do you like about reality TV?	What is your favourite show?

Now work with a partner and form questions with **do/does** or **is/are** as in the example:

- | | |
|---|-------------------------------------|
| I watch sports every Saturday. And you ? | Do you watch sports every Saturday? |
| 1 I like watching the evening news. And Claire ? |? |
| 2 I like cartoons. And your teacher ? |? |
| 3 I'm interested in talk shows. And you ? |? |
| 4 I want to be on TV one day. And you ? |? |
| 5 I'm interested in cooking shows. And your friend ? |? |

Activity 4

Work with a partner. Your teacher will give you some cards. Each card has a word or phrase on it. Put them face down on the table. In turns, take a card and ask a question using the word or phrase on the card. Your partner answers the question. Example:

Card:  Student A: What's your favourite cartoon?
Student B: The Simpsons. It's very funny.

Activity 5

Talk about the following questions in class:

- Can you learn English from watching TV? Why or why not?
- Would you like to be on a reality show? Why or why not?



Conversation

- B1** Can express and respond to feelings such as [...] interest and indifference.
- A2** Can participate in short conversations in routine contexts on topics of interest.



Creatively written by an international team of English language professionals and brought to life by telc, *English Practice Material – vhs* is a four-part series, using a fresh, flexible and practical approach. The parts are: Reading, Writing, Listening and Speaking.

Targeted at adult learners with upper A2 / lower B1 competence, each unit is based on a human emotion. A variety of aspects of each emotion are covered in a number of communicative situations. Learners are encouraged to compare and discuss their own experiences and emotional responses, thus covering all typical competencies of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR) levels A2 and B1. This material is designed in a way that provides immediate access for both teachers and learners. All the activities are clear and self-explanatory and there are plenty of opportunities for individual or group work, role-plays, interviews, debates and discussions.

Like building blocks, the material can be used together either comprehensively or individually in a workshop or short course. The units can also be used flexibly to supplement other teaching material. Most importantly, a variety of tasks typically found in telc examinations are featured, making this series excellent preparation for a telc language test.