



ENGLISH PRACTICE MATERIAL

WRITING

B1·B2



Contents

Foreword			3
Introduction			4
Unit 1	What's going on?	Curiosity	6
Unit 2	How are you?	Friendliness	8
Unit 3	I'm sorry!	Regret	10
Unit 4	I can't wait!	Expectation	12
Unit 5	I'm scared!	Fear	14
Unit 6	What a surprise!	Surprise	16
Unit 7	I'm not sure!	Uncertainty	18
Unit 8	That's interesting!	Motivation	20
Unit 9	That's disappointing!	Disappointment	22
Unit 10	Can I help you?	Helpfulness	24
Unit 11	Thank you!	Gratitude	26
Unit 12	Everything will be alright!	Optimism	28
Unit 13	Be prepared for the worst!	Pessimism	30
Unit 14	Well done!	Satisfaction	32
Unit 15	Welcome!	Acceptance	34
Unit 16	I'm so happy!	Happiness	36
Unit 17	Bye!	Sadness	38
Unit 18	That's funny!	Amusement	40
Unit 19	What an idiot!	Anger	42
Unit 20	The good old days ...	Nostalgia	44
Answer key			46

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 CEFR levels B1 and B2, who are quite advanced already, but not yet fully confident. Taken together, this series was designed to improve English skills and, ultimately, to prepare for a telc English examination, as it provides excellent preparation for the communicative requirements found in our language tests.

Learning better English plays a key role as it is very often essential for 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 B1 skills and to develop their language skills on a B2 level. It is also suitable for refreshers who have already reached level B2 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 B1 and B2. 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 (happiness) or someone talks about their disappointing experience with the tour operators during their last holiday (disappointment). For learners of a foreign language, it is also often a challenge to express their emotions – especially “negative” emotions such as anger or disappointment – 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 B1 and B2 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?

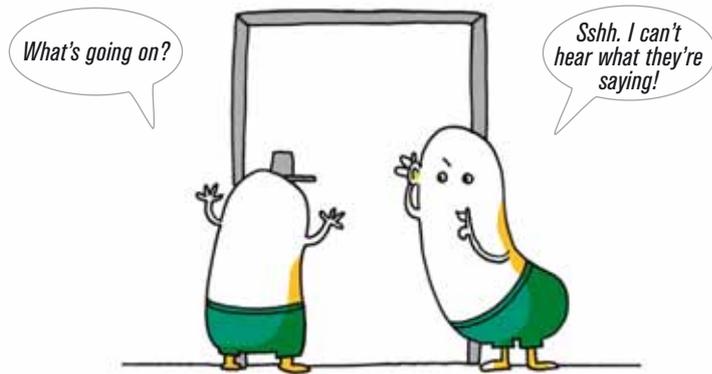
Yes. The primary goal is to get the participants to talk and to encourage them to overcome their fear of making mistakes. Therefore, there are numerous activities that promote oral communication, not only in Speaking. However, the oral exercises are always linked to the particular skill, i.e. Listening, 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, at the appropriate levels it can accompany any textbook that is being used in an English course. 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 – this material is excellent preparation for a telc English examination, helping learners deepen their language competence and thus prepare well for the communicative requirements of the test. We recommend using this material in conjunction with telc mock examinations, as these give students a complete overview of the examination format and of typical examination questions.



Warm up

Smells from the kitchen make us curious and often make our mouths water. Part of the experience of travelling to other countries is to try out the food that is eaten there. With a partner talk about food that you have eaten abroad.

Activity 1

a Here is a list of some traditional British dishes. Can you match the names to the descriptions below?

Lancashire hotpot | crumble | toad in the hole | ploughman's lunch | shepherd's pie | bubble and squeak

- A This is a meat pie with mashed potato on top. It is made with minced lamb and baked in the oven until the mashed potato has a golden crust.
- B The main ingredients are potato and cabbage from yesterday's meal but other chopped leftover vegetables can be used. These are fried in a pan until the mixture is brown. The name of the dish comes from the sounds made while it is cooking.
- C Traditionally made from lamb or mutton, topped with sliced potatoes and left to bake in the oven all day or in a heavy pot on a low heat. Very easy to prepare!
- D A British classic! Sausages surrounded by crispy batter (made of eggs, flour and milk) and baked in the oven, usually served with vegetables and gravy.
- E A cold meal consisting of fresh bread, cheese, chutney, pickled onions and tomatoes. It is usually eaten as a midday snack and is often served at English pubs.
- F A dessert consisting of stewed fruit (apple, rhubarb, plum, etc.) with a crumbly mixture of margarine (or butter), flour and sugar on top, baked in the oven. Very simple to make.



b What strange sounding dishes do you have in your country?

Activity 2

Have you ever eaten a cream tea? This is a traditional afternoon snack in Britain and can be enjoyed in a typical tearoom or in the country at a farmhouse. Tea is served together with scones, which are cut in half and generously topped with red jam and clotted cream (a very thick kind of cream made in South England). Scones are very quick and easy to make. You can have some on the table in 20 minutes – perfect for unexpected guests. They should be eaten warm, or at least on the same day. Curious? Try making some yourself!



Use the verbs in the box below to fill in the gaps in the recipe.

ADD | BAKE | BRUSH | HEAT | MIX | REPEAT | ROLL | USE

Recipe for 8 scones

Preparation time: about 10 minutes.

Ingredients: 300g flour, 1 packet of baking powder, pinch of salt, 70g butter or margarine, 150ml milk, 1 egg, (optional: 30g sultanas)

Method:

- 1 the oven to 220°C. Lightly grease a baking sheet.
- 2 together the flour, baking powder and salt.
- 3 Rub in small pieces of the butter with your fingers until it looks like fine crumbs. sultanas if you want.
- 4 Stir in the milk with a knife to get a soft dough.
- 5 Turn on to a floured work surface and knead very lightly. out to a thickness of about 2cm.
- 6 a 5cm cutter to stamp out circles and place on a baking tray. Lightly knead together the rest of the dough and the process until all the dough has been used up.
- 7 the tops of the scones with a beaten egg.
- 8 for 10 – 15 minutes until well risen and golden, then cool on a wire rack.

When you give instructions, use the imperative form of the verb. Examples: add, stir, bake, don't overheat.

Activity 3

a Here is a **recipe for flapjacks**, but the instructions have been mixed up. Put them in the right order.

Preparation time: about 10 minutes

Ingredients: 150g butter, 150g brown sugar, 100g golden syrup, 250g porridge oats

Method:

- A Place tin on a wire rack and cool for 10 minutes.
- B Preheat oven to 180°C, lightly grease a 20cm square baking tin and line with baking paper.
- C Pour into the tin, level and press down the mixture with the back of a spoon.
- D Gently melt the butter, sugar and syrup while stirring.
- E Cut into 12 squares while still warm, but leave to cool completely before removing from the tin.
- F When melted, remove from the heat and stir in the porridge oats.
- G Flapjacks will keep for several days in an airtight container.
- H Bake for 25 - 30 minutes - until the edges are brown and the surface is golden.

b Underline all the imperatives used in Activity 3.

Activity 4

What do you like cooking? Write down your favourite recipe. It can be for something sweet or something savoury. Remember to use imperatives for the instructions. Are you curious about your classmates' recipes? You could collect all the recipes and make a class cookery book.

Information exchange

- B2** Can give a clear, detailed description of how to carry out a procedure.
B1 Can describe how to do something, giving detailed instructions.



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 B1 / lower B2 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 B1 and B2. 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.