

ENGLISH PRACTICE MATERIAL

SPEAKING

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
Audio script	46
Answer key	54
Appendix	59

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?

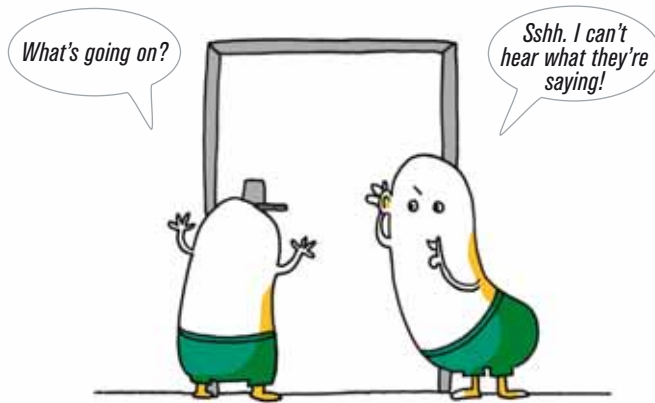
Yes. The primary goal is to get the participants to talk and to encourage them to overcome their fear of making mistakes. Therefore, there are numerous activities that promote oral communication, not only in Speaking. However, the oral exercises are always linked to the particular skill, i.e. Listening, 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

How well do you really know the other people in your class? Talk to someone you don't know so well. Ask each other questions and write down interesting and unusual things that you have in common. Examples: singing in the shower, collecting fossils, etc. Every three minutes your teacher will tell you to find someone new to talk to. At the end of the activity, find out who has the most unusual things in common.

Activity 1

Curiosity is: asking questions / trying out a new sport / learning something new

- a** In small groups, think of other examples. Which group can come up with the most ideas?
- b** In your group discuss the following statement:

Curiosity is at the heart of learning. It drives people to want to learn something more.

Is there a difference between the curiosity of children and adults? Think of a child that you know. Do they ask a lot of questions? Are they always examining things to see how they work? Are they naturally inquisitive, or does their curiosity need to be awakened? Think of examples.



Activity 2

- a** You are going to read a text called the "Hole in the Wall Project". With a partner discuss what you think the text might be about. Make a list of your ideas and then compare in class.
- b** Read the text below and find out the role that curiosity plays.

The Hole in the Wall Project

Sugata Mitra has a passion for computer-based education, and specifically for using it to help poor children in India. He believes that it is possible for poor children with little education to teach themselves basic computer literacy, enough to access all the facts available on the Internet. All they need, he believes, is to be given a computer with Internet connection and to be allowed the freedom to use their natural curiosity. In other words, no teacher is needed.

To try out his ideas, Mitra carried out "the hole in the wall experiment". The idea came from the cash machines provided by banks (another name for an ATM is "hole in the wall"). He fixed a computer in a concrete wall in a poor area of New Delhi. He simply left the computer running, connected to a high-speed Internet, so that any passerby could interact with it. He also placed a remote computer and a video camera in a nearby tree to record interactions.

He discovered that the keenest users of the machine were poor kids from the ghetto, aged 6 to 12. Most of these had not attended school and spoke very little English. But within a few days these children had worked out how to use the computer, to draw pictures and to surf on the Internet.

Mitra repeated the experiment several times in rural areas in India and achieved similar results. He was astonished at what these children managed to teach themselves, driven only by their desire to know more. He has since worked on further projects in this direction and published many papers claiming that, because of their curiosity, children can learn by themselves if they have a computer and Internet access.

- c Now make three questions based on the text and ask your partner. Then listen to and answer your partner's questions.

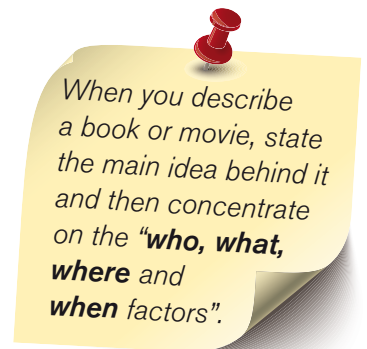


Activity 3

- a What makes a good book? When you're reading a good book, do you find it difficult to put it down? Why?
- b Listen to the recording. Have you read this book or seen a film based on the book?
- c Listen again and fill in the gaps in the sentences below.

- 1 It's a novel that was in 1865 and by Lewis Carroll.
- 2 In fact, the book has many films.
- 3 The is about a little girl.
- 4, Alice isn't afraid to drink from a bottle she finds.
- 5 It is her curiosity that the story

- d Think of a book or movie that has a character who is very curious or tries out something new, or features a detective who asks questions to solve a mystery. Make a few notes and then give a description to your partner. While you are speaking, your partner should make a list of questions to ask when you have finished. Then swap roles.



Activity 4

Guessing Game

Here are the names of some famous people who were driven by curiosity to discover something new. Choose one you are familiar with or choose another explorer/inventor/scientist that you can talk about. Alternatively, look up these names on the Internet. Make a few notes and then tell your partner about this person **without mentioning the name**. Awaken your partner's curiosity and get them to guess who you are talking about.

- Amy Johnson | David Livingstone | Galileo Galilei | Jane Goodall |
 Levi Strauss | Marie Curie | Steve Jobs | Sue Hendrickson



Sustained monologue: describing experience

- B2** Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.
- B1** Can relate the plot of a book or film and describe his/her reactions. Can describe events, real or imagined.



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.