



ENGLISH PRACTICE MATERIAL

TEACHER'S MANUAL: READING

A2·B1



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Contents

General tips on using English Practice Material – vhs A2-B1			4
Unit 1	Interested?	Interest	6
Unit 2	I'm bored!	Boredom	7
Unit 3	How exciting!	Excitement	8
Unit 4	Don't be shy!	Shyness	9
Unit 5	He's got courage!	Courage	10
Unit 6	What a relief!	Relief	11
Unit 7	I'm confused.	Confusion	12
Unit 8	Let's hope for the best!	Hope	13
Unit 9	Feeling lonely ...	Loneliness	14
Unit 10	I'm so proud of you!	Pride	15
Unit 11	Enjoy!	Enjoyment	16
Unit 12	We were shocked!	Shock	17
Unit 13	Don't worry!	Worry	18
Unit 14	How embarrassing!	Embarrassment	19
Unit 15	I love it!	Love	20
Unit 16	I hate it!	Hate	21
Unit 17	Cheer up!	Cheerfulness	22
Unit 18	I envy you!	Envy	23
Unit 19	Trust me.	Trust	24
Unit 20	Keep calm.	Calmness	25

The Teacher's Manual

This teacher's manual has been produced to support you in your planning of lessons using English Practice Material A2·B1. It includes suggestions on how to present the material, ideas for additional activities and further information on particular topics. You should use it as much or as little as you feel is necessary. Below are some general tips on using the four books.

American English vs. British English

English Practice Material A2·B1 has been written by experienced, native speakers of English from a variety of backgrounds. You will find both American English (AE) and British English (BE) expressions, phrases, vocabulary and spelling throughout the books. telc considers it essential to learning, that students are exposed to these differences. Both versions are correct and, as a teacher, you should feel comfortable teaching whichever version suits you.

Warm ups

Each unit in each of the books begins with a warm up exercise. This activity is always communicative (usually spoken) and usually conducted in pairs. The units have been constructed in such a way that the skill activities (i.e. listening in the Listening book) are interspersed with spoken communication activities. This varies the pace of the lesson and keeps students engaged. During the warm up phase you may need to give your own example to prompt students' thinking.

Talking about personal experiences

Much of the work at the A2·B1 level focuses on talking about personal experience. If students are uncomfortable sharing personal information or anecdotes, it is perfectly acceptable for them to talk about another person (e.g. a family member or friend).

Supplementing material

Each unit in English Practice Material A2·B1 includes a grammar point, however the focus of the material is skill practice. If you wish to practise a grammar point more thoroughly, it will be necessary to include complementary activities and exercises, either sourced from other publications or the Internet, or written by you.

Learner styles

Different learners respond to different types of activities. Learners can sometimes be categorised as visual, auditory, reading-writing or kinaesthetic (VARK) or a combination of all four aspects. When supplementing material (or when planning activities from the book), it may be useful to consider whether it is possible to present the material in a way that benefits a particular learner type. For more on learner styles, see: http://en.wikipedia.org/wiki/Learning_styles#Neil_Fleming.27s_VAK.2FVARK_model

Authentic material

Where possible, bring authentic material into the class. Students respond better to 'real' material, such as menus, magazines, photos or realia. You can use this authentic material to substitute or supplement the book content, as appropriate.

Links and video clips

Where links have been suggested in the teacher's manual, please check them to ensure that they work and that their content is suitable for your class. For links to video clips, it is essential that you watch the clips before showing them in class to ensure that their content and language is appropriate for your class. telc is not responsible for any external material suggested in this manual.

Pair checking

Checking work in pairs is an important stage in feeding back answers and ideas to the whole class. Students are more likely to be forthcoming if they have built their confidence by discussing their answers with a partner. For listening and reading activities, in particular, where students have worked alone on a task, try to include a quick pair check.

Writing in pairs

Students, especially at the lower levels, may lack confidence in writing. It is therefore sometimes useful for students to write a single text in pairs, combining their ideas and language to produce work that is of a higher quality. Where students are writing alone, it is important to give them time to brainstorm their ideas (ideally in pairs or small groups), especially at A2 level. You should also help them with vocabulary and suitable language.

Listening to audio recordings

The Listening, Speaking and Reading books include an audio CD. For lower levels, you may need to play a recording more than once and to pause the recording between questions. Moreover, you can always refer the students to the audioscript in the back of each book for them to read and listen simultaneously. Note: the CD for the Reading book contains the written texts in the book in audio form.

Photographs and pictures

Where students are required to describe a picture from the book (as practice for part 2 of the Speaking subtest of the A2-B1 exam), it may be helpful to copy and blow up the picture so that students can see the detail more clearly.

Internet access in the classroom

If you have access to the Internet in classroom, make use of this resource by showing video clips, looking at texts online or allowing students to use their smartphones to look for ideas on a particular topic.

Answer key

For many activities, answers can be found in the Answer Key at the back of the student book. For others, there may be multiple answers or no 'correct' answer. You should decide which answers are correct in the context of the activity.

telc A2-B1 online

An online platform to practise the skills and grammar presented in the books will be available on the telc website from September 2015. For more information: <https://campus.telc.net/>

Topic Advertisements

Grammar Adjectives "interested" vs. interesting

CEFR Reading for orientation

Aim Practice skills for selective reading

Warm Up

Students always enjoy reading their horoscopes even if they're sceptical about astrology. You could take an English magazine into the class and ask the students to read their horoscope. This is a great activity, particularly in the light of the CEFR for this unit on reading everyday material.

Below are the signs of the zodiac and dates, in case students don't already know their sign.

Sign (Latin)	English translation	Dates
Aries	The ram	21.3.–20.4.
Taurus	The bull	21.4.–21.5.
Gemini	The twins	22.5.–21.6.
Cancer	The crab	22.6.–22.7.
Leo	The lion	23.7.–22.8.
Virgo	The maiden	23.8.–23.9.
Libra	The scales	24.9.–23.10.
Scorpio	The scorpion	24.10.–22.11.
Sagittarius	The archer	23.11.–21.12.
Capricorn	The goat	22.12.–20.1.
Aquarius	The water carrier	21.1.–19.2.
Pisces	The fish	20.2.–20.3.

If you wanted to change the seating arrangement in your classroom to make sure students work with different people, you could get them to line up in the order of star signs and then have them sit in that order.

Activity 1

A good way for students to remember the difference is that the '-ing' ending describes a noun and the '-ed' ending describes how someone feels about that noun: e.g. astronomy (the noun) is interesting and therefore I'm interested in astronomy.

Ask the students if they can think of other examples of this kind of adjective (e.g. bored/boring, excited/exciting, annoyed/annoying, confused/confusing, frightened/frightening).

Activity 2

This activity is good practice for part 1 of the Reading subtest of the telc exam English A2·B1. It tests selective reading and reading for detail. Ask the students to read the questions and underline the key words. Remind them that they don't have to understand every word in the advert – just the details that are important for the matching exercise. Note: 'airplane' = AE vs. 'aeroplane' = BE.

Activity 3

If you wanted to make this situation more realistic, you could collect brochures and flyers for exhibitions, museums and events in your town and then distribute them among the students. They could then spend time planning a full day's sightseeing in the town. Make sure the students feed their ideas back to the class.

Additional Activity

Before class, you could research the characteristics that supposedly go with each star sign and then ask the students whether they think their personalities suit their star sign. There are websites that can help you with this, e.g.: www.horoscope.com

Topic How to deal with boredom

Grammar Imperatives

CEFR Propositional precision

Aim Practise skills for matching forum questions and answers

Warm Up

You could also increase the size of the picture and discuss it as a class before opening the text book.

Ask the students what kinds of situations make them feel bored and how they try to deal with their boredom. Collect the suggestions on the board.

Activity 1

What kinds of quizzes do the students know about?

1a Students can either complete the quiz by reading the answers themselves or could interview each other. Collect the students' additional ideas and see who agrees with the new suggestions.

1c Ask the students' questions and take a poll of the responses by asking students to raise their hands.

We use the imperative form to give instructions and commands. To practise imperatives further, you can use the game 'Simon Says', which involves giving students commands, for example: Simon says open your books, Simon says stand up. Look on the internet for full instructions if you're not familiar with the game. Simon Says is a really good game for energising the class as it is physically active and often very amusing.

Activity 2

This activity is based on part 2 of the Reading subtest of the A2·B1 exam. In this part of the exam, candidates have to match questions written in a forum to the answers submitted by other forum users. Usually in the exam, at least one of the forum questions has no suitable response. Ensure that the students underline the key words in each of the forum questions before matching them with answers.

Question 2 is the question with no answer. Ask the students what ideas they might have to address the problem.

Activity 4

It might be useful for students to refer to the suggestions they made in the warm-up activity about the kinds of situations they find boring. If they haven't already done this, they could brainstorm before speaking.

Topic Exciting events in people's lives

Grammar Present perfect*

Warm Up

a Getting the students to write their ideas up on the board is a good way to help them feel engaged with the lesson and ease them into the material.

b Encourage students to share their experience with the class. If the class is reticent, get the students to tell their story to a partner or in small groups before sharing with the class. Get the students to ask their classmate follow-up questions.

Activity 1

For more information about granny au pairs: <https://www.granny-aupair.com/en>

Ask the students if they know anyone who has been an au pair and how they found the experience. Why did Frieda enjoy her trip so much?

Activity 2

2a Let the students brainstorm their city/country ideas before asking them to talk to a partner.

For more advanced groups, you could encourage students to ask follow-up questions. Explain, however, that they may also need to use the past simple to talk about completed actions and not the present perfect, e.g. "Have you ever been to India?" "Yes, once." "Did you visit the Taj Mahal?"

2c Explain that 'ever' is used in questions and 'never' in negative sentences. While the students are talking, monitor and listen for errors such as a double negative, e.g. "No, I haven't never been to India."

CEFR Overall reading comprehension

Aim Understand different text types

Activity 3

The purpose of this activity is to let the students talk about and compare what they have and haven't done. Give one or two examples before starting the activity or the students may be inclined to default to other, more familiar language.

Additional Activity

To practise the present perfect further, you could play the game 'I have never'. Each student makes a statement about something they have never done, e.g. "I have never eaten horse meat". The students who have also never eaten horse meat score a point. Anyone who has eaten horse meat loses a point. This game encourages the students to be creative in their statements and expand their vocabulary.

* Unit 10 (Listening) focuses on the present perfect with 'for' and 'since'

Topic Success stories of shy people

Grammar Adjectives and adverbs

CEFR Processing text

Aim Practise summarising

Warm Up

The person being described is J. K. Rowling. Other famous people who have described themselves as shy include Lady Gaga, Nicole Kidman, Kevin Costner, Claudia Schiffer and Steven Spielberg.

Activity 1

This activity practises the gist reading skills required by the first part of the A2 Reading subtest. Suggest that the students read the texts quickly (30 seconds per text, perhaps) and don't become stuck on difficult vocabulary. Then ask them to explain the main point of each text (as described in the sticky note). This makes choosing a title that sums up the text as a whole easier.

Activity 2

Adjectives describe nouns and adverbs (often, and in the case of this activity) describe verbs. Most adverbs end in 'ly', however there are some irregular adverbs such as 'good' (= well). Other adverbs are spelt the same as the adjective (hard, fast, late) but it's worth ensuring that students understand when a word is being used as an adjective (the train was late) or as an adverb (he arrived late to the meeting).

2c After the students have written their sentences, they could read them out and the class could determine whether the student has used an adjective or an adverb.

Note on language: Although it is technically correct to reply to the question "How are you?" with "I'm well", "I'm good" is becoming increasingly common. It's up to you whether you accept this variation from students.

Activity 3

This activity practises the skills from the CEFR for this unit: processing text. Note that, even at B1 level, students are not required to use alternative words to paraphrase, however you should give credit where you hear a breadth of language.

Activity 4

If this class discussion is too much for lower level students, you could talk about their own experiences of shyness and overcoming shyness for particular purposes, such as job interviews, dating or giving presentations.

Topic Civil courage

CEFR Reading for information and argument

Grammar Even if / even though

Aim Understand short, straightforward texts

Warm up

This is quite a philosophical warm up and not particularly easy for lower level students. It's important, therefore, that they know they can choose from the options rather than phrase their own interpretations. Let the discussion run as long as you are getting interesting ideas and good language.

If your students are feeling particularly confident in discussing the meanings of courage you could cite the character Atticus Finch from *To Kill a Mockingbird*, who says: Courage is "when you know you're licked before you begin but you begin anyway". You could explain the story if the students are unfamiliar with it (http://en.wikipedia.org/wiki/To_Kill_a_Mockingbird) and you would need to explain 'licked' which is an old-fashioned US English meaning beaten or defeated (or change the word in the quote).

Activity 1

1a Ask the students to read the scenario and then discuss it in pairs. You could just take a show of hands if students aren't forthcoming with their views.

Activity 2

'Even though' describes a real situation and can be used in the past, present and future. 'Even if' describes a hypothetical situation. Ask students to consider the meaning of the sentences: is this a real situation or an imaginary (hypothetical) one?

This grammar point is quite difficult and it would be fine to skip it if you think your students would struggle too much. As this is the only activity in the material to cover this point, if you do decide to do it, you should supplement further activities from other sources.

Activity 3

3a Difficult vocabulary in the two texts might be: 'snatch', 'helmet', 'transfer', 'mean' (can be confused with 'to mean') and 'defended'. Use concept questions to ensure understanding.

3b Students should have plenty of personal examples and shouldn't be too reticent to share them as they are being asked to talk about the experiences of other people.

The Huffington Post website has a section on 'Everyday Heroes' (<http://www.huffingtonpost.com/news/everyday-heroes/>) which you could look at before class to get some inspiration and examples of your own.

Topic Escape stories

Grammar Linking words

CEFR Coherence

Aim Recognise linking words to make it easier to read a text

This unit is about the Tower of London. It would be very useful to take a picture of the Tower of London into the class with you. A quick image search will give you plenty of examples.

Warm up

See the answer key in the student's book for other examples. You could also show a clip from the film, *The Shawshank Redemption*, where the wrongly-convicted main character escapes from prison by tunnelling out.

Activity 1

1 The White Tower was built by William the Conqueror in 1078. The rest of the castle was built around the White Tower.

2 The Tower acted as the Royal Mint from the mid-16th century until the mid-19th century. The Tower has seen many famous and infamous prisoners including Henry VIII's second wife, Anne Boleyn, who was executed there (her ghost is said to still roam the castle), and Guy Fawkes. Animals have often been kept in the Tower and in 1828 there were 60 different species living there.

3 There are always at least six ravens at the Tower and there is a myth that if the ravens ever fly away from the Tower, the monarchy will fall.

4 The Crown Jewels are considered to be priceless, though the collection includes two of the largest diamonds ever mined, which are estimated to be worth hundreds of millions of pounds.

Activity 2

This activity has been structured so that students can work through a section at a time. They shouldn't attempt to do the whole activity in one go. You should ask them to consider the comprehension question at the end of each section before moving on to the next set of gaps. It's best to work through the text, completing the gaps and answering the questions and then to go back over it to address new vocabulary. Note, we use: although + subject + verb (although it was cold); despite + noun (no verb) (despite the cold).

Activity 3

This is quite a difficult and abstract activity, so only use it with higher level students and only with assistance. Ask the students to highlight the key parts of the plan in the text so that they have structured material to work with. They can either plan the escape as a group or act it out. If the latter, it would be worth bringing in some handkerchiefs and asking the students to use their coats to act as cloaks.

The text of the letter sent by Winifred to her sister can be found at: <http://www.yourphotocard.com/Ascanius/documents/The%20Escape%20of%20Lord%20Nithsdale%20from%20the%20Tower%20of%20London.pdf>

Topic Tips for a visit to the USA

CEFR Reading correspondences

Grammar “a friend of mine,
of yours, etc.”

Aim Understand personal letters
and emails

A note on teaching cultural awareness

Learning English is not solely about grammar and vocabulary but also about how to interact with speakers of English from other backgrounds. This includes native English speakers as well as those speaking English as a common language. Cultural awareness is important because effective communication and cooperation in situations can best be achieved when both parties understand the other's cultural background, especially when those backgrounds impact on their communication style. Creating an environment of tolerance and cultural understanding in the classroom will benefit students when they use English in the real world.

Warm up

A nice additional exercise might be to find a number of cultural differences from other countries (e.g. http://www.huffingtonpost.com/2013/09/14/weird-cultural-differences_n_3875360.html) and then get the students to match the tradition with the country. You could write the traditions on cards and stick them up around the room and get students to walk around discussing them. There are plenty of sources and websites providing additional material on this subject.

Activity 1

This activity is an example of part 1 of the Language Elements subtest from the A2 and B1 exams, and part 5 of the Reading subtest for the A2-B1 exam. Ask the students to work in pairs to discuss the possible answers, then compare as a class. This would be a good opportunity to work through the text as a class and analyse it for grammar clues. For example, in no1, the only possible answer is 'sunny' as the text calls for an adjective.

Activity 2

Note that the answers for 1, 2, 3 and 5 could be either 'of mine' OR 'of yours'. Ask students to think about which is the more likely answer based on the sense, rather than the structure. The emphasis here is on correcting existing errors in expression such as 'a friend of me'. Emphasise that this is wrong and monitor carefully and correct where you hear it being used. Another common mistake on this topic is 'I was by my friend' instead of 'I was at my friend's house'.

Activity 3

This is an example of part 2 of the Language Elements subtest for the A2 and B1 exams. There is only one correct answer for each gap. Ask the students to work in pairs to discuss the possibilities. Note that it's perfectly acceptable to talk about the 'toilets' in Britain, but 'bathroom' or 'restroom' is preferable in the US.

Follow-up activity

You could ask students (at B1 level) to write their own email, giving tips to another student about visiting their country. You could analyse Carlo and Lillian's emails to get the structure.

Topic Hope for the environment

Grammar I hope so, I hope not

CEFR Reading for orientation

Aim Practise skills to scan lists to get relevant information

Warm Up

See the answer key in the student's book for suggestions. Other good ideas can be found at: <http://biofriendly.com/blog/environment/50-ways-to-make-your-life-more-environmentally-friendly/>

Activity 1

Activity 1 is a complete example of part 1 of the Reading subtest of the A2-B1 exam. Get the students to work in pairs if this is the first time they have seen this task type. In this part of the exam, candidates have to choose an appointment or event based on a situation. The sticky note gives some advice on approaching the task. The telc Tips for Test Takers (available at https://www.telc.net/fileadmin/user_upload/Tipps_fuer_Teilnehmer/tips_for_test_takers_a2-b1.pdf) also reminds students that the wording in the multiple-choice items is generally different from the wording in the list of events so they should look for paraphrases (e.g. 'you want to make your garden look nicer' = planting, house, trees, property). Make sure the students don't forget the 'other room' option.

Activity 2

There are multiple possible answers to these questions. Students at lower levels may need you to give additional examples so that the positive/negative forms are clear. Monitor carefully to make sure that the students are conveying their view by using appropriate responses and help them as necessary.

Activity 3

Do the students already do any of the ideas in the list? How successful do they think these ideas can be? Would they be interested in trying some out?

Additional activity

You could get the students to choose one idea from the Open Day and make a poster advertising the room. Provide them with a large piece of paper and coloured pens and let them be creative!

Topic Social media and loneliness

Grammar “get” vs. “become”

CEFR Reading for information and argument

Aim Understand newspaper articles

Warm Up

Find out if the students have English speaking contacts in their social networks and, if so, if they write to them in English.

The students will probably know other abbreviations or have questions about ones they've seen. You could look on the internet for a complete list. Bear in mind, though, that some abbreviations contain swearwords, so you'll need to make a judgement on whether to share these!

Activity 1

Students should read the statements and put a '+' if they think the statement describes a benefit of using social media and a '-' if they think it describes a risk. Note that 'benefit' and 'risk' are not perfect synonyms for 'advantages' and 'disadvantages' but that both convey positive and negative aspects of something.

The students may not agree with the statements but the exercise is not about giving opinions but identifying positive and negative statements. After completing the exercise you could ask the students whether they agree and to elaborate on particular statements (e.g. number 2 – how can social media affect real-life relationships?).

Activity 2

This activity is based on part 1 of the Language Elements subtest of the A2 and B1 exams, and part 5 of the Reading subtest of the A2·B1 exam.

You will probably need to teach 'illusion' to ensure that the students understand the main idea of the text. Ask the students what they think the key arguments are in the text. Do they agree with the writer's assertions?

Activity 3

Note that 'get' has two meanings, as described in the grammar box: to become and to receive. 'Become' and 'receive' are more formal than 'get'. Students with romance languages as their mother tongue are likely to find the more formal versions of English words easier as they are derived from Latin. Ensure that the students understand that 'receive' and 'become' are not interchangeable. German students may also make the mistake of thinking 'become' is the same as 'receive' as it is a false friend from 'bekommen'.

Activity 4

You may need to explain the meaning of 'addicted', though the students should understand it from the context.

Topic Helen Keller

Grammar Past tenses

CEFR Grammatical accuracy

Aim Practise using verbs in past tense correctly

Warm Up

You could make this activity a bit livelier by writing headings (e.g. inventions, achievements) on cards and sticking them up around the classroom. Then give the students sticky notes and ask them to think of examples and stick them under the headings.

Activity 1

Note: the exercise calls for the students to give the present simple, past simple and past participle: swim, swam, swum.

There are many of ways to supplement this activity on past simple verbs (bingo, matching, story chaining (I went to the supermarket and...), first and last times). Use as many different types of exercises as you think are useful for your group. Remember to include a variety of exercises to appeal to different learner styles.

Activity 2

Ask the students if they have heard of Hellen Keller and if so, what they know about her.

Work through the story section by section with feedback to the whole class after each part. You may need to teach 'frustrated', 'Braille', 'impress', 'honour'.

It's definitely worth showing a video clip of Helen Keller (e.g. https://www.youtube.com/watch?v=8ch_H8pt9M8) in class if possible. If not, urge the students to look for videos of her themselves at home. There is also a movie about the life of Helen Keller called The Miracle Worker.

Activity 3

Get the students to work individually to write five to ten questions about the text and then to put the questions to a partner. Before starting to write, revise the structure for making questions using the past simple: 'was/were' or the auxiliary 'did'. You could make the asking of questions competitive by putting the class into teams and getting them to shout the answer for points.

Additional Activity

a Put the students into pairs and explain the instructions. Student A: Closes his/her eyes and holds out his/her hand. Student B shouldn't talk but should use his/her fingers to make signs on the partner's hand. He/she should try to teach the partner two or three words without saying anything. Get Student A to make the same signs on Student B's hand. Then swap roles.

b Ask the students about the experience. Were they able to communicate?

Topic Restaurant coupons and menus

CEFR Transactions to obtain goods and services

Grammar Word building: adjectives created from nouns (e.g. salt – salty)

Aim Understand menus

Warm Up

If you have real menus at home, bring them in for the students to look at. You could also find your favourite restaurants online and print out copies of their menu.

A quesadilla (\, k̄ā-sə-'dē-ð\) is a flour tortilla filled with a savoury filling, cheese and other ingredients (usually vegetables, meat or beans). It originated in Mexico and is commonly available in the United States.

Activity 1

This activity is practice for part 3 of the B1 Reading subtest where students have to match advertisements or notices to a particular situation. Remind the students that in the exam (and in this activity) there is one item that has no matching advertisement (coupon). The situation with no coupon here is number 2. There is at least one Mexican restaurant advertised but it is not open for lunch, only dinner. Students should read the coupons very carefully to avoid making a mistake.

Optional extension activity

You can extend this activity by turning it into a role play. Put the students into pairs – one acts as the waiter/waitress, while the other orders a meal. To make the exercise more complex, you could say that one of the meals has sold out and is no longer available. For the full effect, you could have the students come into the restaurant, ask for a table, then ask for the bill (BE) or check (AE) and pay. Remind them to tip their waiter/waitress!

Note: a 'burger combo' is an American English expression meaning a burger and e.g. a drink or fries, etc. 'Good through November' means that the coupon can be used throughout November. 'All you can eat' is a concept where the diner can order and eat as much as he/she can but pays a fixed price.

Activity 3

Further to the sticky note – if you order 'chips' in the US, you are likely to be served what the British call 'crisps', fried potato snacks that come in a bag.

You may need to teach some of the vocabulary from the menu. Alternatively you could get the students to highlight the food words they don't understand and then ask other students who do know the words to define them. Ask questions to check if they understand concepts (e.g. mustard – What kind of container/packaging does it come in? A jar or a tube. Is it salty or spicy? Spicy.)

Topic Shocking news items

CEFR Overall reading comprehension

Grammar I wish I had...*

Aim Practise skim reading skills to get the gist of texts

Warm Up

Princess Diana died in a car crash in Paris in 1997; The 9/11 attacks happened in 2001; The Titanic sank on its maiden voyage from Southampton, UK to New York in 1912; The Chernobyl disaster, when a nuclear reactor in Ukraine exploded, leading to a release of radioactive particles, happened in 1986; The Asian Tsunami (or Boxing Day Tsunami) occurred as a result of an earthquake in the Indian Ocean on 26th December 2004.

The students will be keen to talk about these events. Ask them where they were when they heard about them happening.

Activity 1

To reinforce the new vocabulary, get the students to make sentences with the new words.

Activity 2

2a Give the students a very short time to read the four texts – a minute for each is ideal. Putting pressure on them encourages them to hone their skim reading skills (getting the general idea of a text, or gist) and not become distracted or distressed by words they don't know or understand. In particular, this activity practises the skills for part 1 of the Reading subtest for the A2 and B1 exams where the candidate needs to match a title to a text based on its overall idea.

2b For this activity let the students read the texts again for a longer period so they can consider the details. There is one question for each text. The students should not need to ask for vocabulary clarification as they should be able to get the answers based on context.

Activity 3

Emphasise that we use 'I wish I hadn't' to talk about things that happened in the past and cannot be changed. Do 3b1 together as a class to ensure that the students understand the structure and how to use it.

To extend the activity, get the students to make their own sentences.

* Unit 18 (Listening) also addresses the use of 'wish' but for the present

Topic National parks in the U.S.

Grammar Not allowed/permitted, prohibited

CEFR Reading instructions

Aim Understand rules and regulations

Warm Up

Are the students afraid of any animals that aren't actually (usually) dangerous, like spiders? Note: 'nature' (no article) is correct; 'the nature' is incorrect.

Activity 1

You could bring in photographs of the animals too. Note: students may think that 'alligator' is the AE word and crocodile the BE word, whereas, in fact, alligators and crocodiles are different animals altogether. You could mention the urban myth about alligators in the sewers in New York.

1c Students may have to employ compensation skills to convey their meaning if they don't know the precise word for each animal. Allow them to describe the animal in as much detail as they can. If none of the students know the word, then you can tell them.

Activity 2

Get the students to work in pairs and ask them to think logically, working from context.

Activity 3

3a This activity has been broken into sections to make it more accessible for the students. Work through the text section by section. You can play the recording of the whole text at the end, however it may be preferable to listen and pause the recording after each section.

3b Although the text is being used slightly differently in this case, this activity is based on part 4 of the Reading subtest of the A2-B1 exam (and to some extent on part 3 of the A2 test). In this part of the exam, candidates read a document of a technical nature (an information leaflet, etc) to determine whether statements are true or false. In this case, the students make the true/false questions for their classmates.

Activity 4

To complement this activity, you could bring in photographs of authentic warning signs. Some can be quite amusing.

Ensure that the students use the noun (e.g. fishing) as the subject of their sentences. With the last question, make sure they are using the gerund form: 'Feeding the animals is prohibited', not 'to feed the animals is prohibited'.

Additional activity

There are plenty of video clips available of wild animals on the internet and many nature documentaries are also now available to watch for free. You could get the students to watch one for homework. Remind them that many videos also have subtitles and to use them.

Topic Analysis of embarrassment

CEFR Vocabulary control

Grammar Prefixes

Aim Work with vocabulary

Warm Up

Have the students ever had any embarrassing experiences with their pets? What did they do about the situation?

You could look for some clips of embarrassing pets on the internet. The film *Beethoven*, about a clumsy St Bernard dog who wreaks havoc in a quiet suburb, might be a good source of amusing video clips.

Activity 1

This activity is based on part 3 of the Reading exam for the A2-B1 exam. In this part of the exam, candidates read three texts on different topics in three different formats (informative text, advert, email, etc.). Students answer one true or false question about the text and one multiple choice question. The true/false question should address the overall theme or message of the text (i.e. text 3 is all about how to change a memory, so the answer to question 5 is true), while the multiple choice question addresses a particular detail about the text. The two questions therefore require the candidate to read in different ways: gist reading for the true/false question and detailed reading for the multiple choice question.

Activity 2

2a Finding and learning synonyms is a very efficient way to build students' vocabulary. Don't feel restricted to just using the words in the activity – add more (ideally thematically appropriate) words. You could expand the activity by getting the students to draw a table with up to five columns labelled noun, adjective and antonym, verb and adverb (you don't necessarily need all of these). Give them some new words and ask them to put the words into the correct column depending on which part of speech it is. They can then find the other parts of speech. Obviously some words won't have equivalents for every column, so make sure the students know when there isn't an answer to avoid them trying to invent words!

2b To expand this activity, you could get the students to look at (level appropriate) dictionaries and write down words beginning with the various prefixes. What is the opposite of these words?

Topic Chocolate

Grammar Article “the” (“chocolate” vs. “the chocolate”)

CEFR Reading for orientation

Aim Understand information in brochures and advertisements

Warm Up

This unit is about chocolate! You could let the students know during the class before that they're going to be looking at chocolate and ask them to bring some of their favourite chocolate in for the other students. If you have enough, you could do a chocolate tasting (maybe even a blind tasting) to determine which chocolate is everybody's favourite.

Activity 1

1a Ask the students what they know about the Aztecs and Maya.

Chocolate came to Europe thanks, in part, to Christopher Columbus, who brought cacao home from his exploration and presented it to King Ferdinand and Queen Isabella of Portugal. However, without the sugar we're used to today, they were unimpressed. Shortly after, the conquistador, Hernando Cortes added sweetener to the cacao drink that he brought home to Spain. The Spanish planted cacao trees in their Caribbean territories but kept their newfound sweet treat to themselves for almost a century.

Activity 2

You could show a clip of the movie, Willy Wonka & the Chocolate Factory (the 1971 Gene Wilder film) or Charlie and the Chocolate Factory (the 2005 version with Johnny Depp) to get the students thinking about chocolate factory tours. Have students ever been on a chocolate factory tour? Would they like to go on one?

This activity practises gist reading skills. Students need to read the sentences for each stage of the tour and decide how to sum up its contents by choosing one of the five titles.

Activity 3

You can supplement this activity on articles with other material. Remind the students of the rules on when to use 'the' and to ask themselves whether the sentence calls for a general or precise usage of 'chocolate'. If you don't think it would confuse your students, you could mention the difference between 'chocolate' (uncountable) and 'a chocolate' (countable – usually a single chocolate from a box of several).

Additional activity

If you wanted to practise vocabulary for cooking, you could find a recipe for chocolate brownies or truffles (etc.) and turn it into a gap reading exercise. Student A has part of the recipe, while Student B has the rest. They would need to ask each other questions (e.g. 'how much flour do we need?'; 'how hot should the oven be?') to complete the text.

For more about chocolate and additional ideas for your class, see: http://www.girlguiding.org.uk/guides/gfibadge/gfi/1930d_GFI_Chocolate.pdf

Topic Murders and detectives

CEFR Overall reading comprehension

Grammar Indirect questions

Aim Practise skills to find a detail in a text

Warm Up

Ask the students to write their ideas on the board. Have the students heard of all the detectives? Do the students watch crime series? Do they watch some in English?

Alternative idea: you could find photographs or pictures of the detectives mentioned in activity 3 and see if the students can name them. You could also have cards with the names of the detectives on to match with the pictures, if the students are struggling to come up with the names.

Activity 1

If the students are unfamiliar with much of the vocabulary, ask them first to work out what part of speech each word is. This will help them to complete the gaps.

Activity 2

Note that this is quite a complex grammar point and could easily be skipped for A2 students.

We use 'Could you tell me...?' as a request and 'Can you tell me...?' more as a question about ability. We often use 'please' with 'Could you...?'

Remind the students to drop the auxiliary (do/did) if there is no question word (i.e. 'Could you tell me if they all have an alibi?' not 'Could you tell me if they all did have an alibi?').

Activity 3

This activity is good practice for part 3 of the Reading subtest of the B1 exam where candidates need to match a situation with a text. In the exam, however, at least one of the situations does not have a matching text. In this activity, all the situations have a matching text.

Additional Activity

You could bring in the murder-mystery board game Cluedo (BE)/ Clue (AE) for the students to play (see <http://en.wikipedia.org/wiki/Cluedo>). Playing time is between 15 and 60 minutes.

Topic Fighting the winter blues

CEFR Reading for orientation

Grammar Future*: present continuous

Aim Understand information in advertisements

Warm Up

When were the students last ill? How did their friends/ family help to cheer them up?

Activity 1

1a How do students feel about winter? If they are originally from warmer climates, how have they learnt to cope with cold, dark winters?

1b Get the students to answer the questions before going back through the text to look for new vocabulary.

Activity 2

This activity is based on part 3 of the Reading subtest of the B1 exam, where candidates need to match an advertisement to a situation. Remind the students that they don't need to understand every single word of the advertisement but that they need to identify the one that most closely meets the criteria of the situation. Ask the students to explain their choice.

After the students have matched the adverts, it might be worth going through them (especially text 'a') for vocabulary.

Activity 3

Students have often learnt in the past that we use 'will' to talk about the future and they sometimes find using present continuous or 'going to' rather difficult. We only use 'will' to talk about instant decisions (I'll have the steak), promises (I'll always love you), offers (Shall I carry your bag for you?) and predictions (We'll be late if we don't hurry). For any plan (especially concrete plans), we use present continuous (or 'going to'). There is plenty of material available for you to supplement this point.

After teaching this grammar point, it's important to monitor the students for the next few classes to ensure that they have not reverted to using 'will' inappropriately. Remind them every time they make this mistake and refer them back to this unit.

Extension activity

If possible, bring in some travel brochures. Put the students into small groups. Give each group a budget and some guidelines on the kind of holiday they need to find (i.e. the kinds of criteria that would be in the situation statements of the B1 Reading exam). Ask them to find a suitable holiday that they would all like to go on, and then ask them to present their holiday plans to the rest of the class.

Further information:

For more information on Seasonal Affective Disorder (SAD): <http://www.mentalhealth.org.uk/>

* Unit 18 (Writing) focuses on the use of 'going to'

Topic Reasons not to be envious

CEFR Vocabulary range

Grammar Present simple or present continuous / signal words

Aim Practise skills to match forum questions and answers

Activity 1

This unit addresses the use of present simple and present continuous and the words that tell us when to use each tense. The grammar box in this unit is very clear, so draw the students' attention to it. You could give additional examples of each of the uses (e.g. habits, hobbies, etc.) to make the concepts less abstract.

If you want to place particular emphasis on the signal words, you could make a card sorting exercise (i.e. words that take present simple vs. words that take present continuous). You could either make a set of cards for each pair, for small groups or for the whole class. If you choose to do it for the whole class, stick the headings on different walls and get the students to stick the different words under the headings.

Get the students to complete the activity in pairs and then go through the text carefully to ensure that everyone has the correct answers and understands why each tense has been used.

Activity 2

This activity is great practice for the second part of the telc English A2·B1 Speaking subtest. Emphasise that the students should talk about what they can see happening in the picture, using present continuous. 'He's sitting in a garden chair' not 'He sits in a chair'. We use the present continuous to talk about what is happening in this moment. As a photograph is a snapshot in time, it's appropriate to use this tense.

Note: students can use present simple to describe the items in the picture (e.g. 'they have two children' not 'they are having two children'). Emphasise the difference to avoid the students defaulting to present continuous whenever they have to describe a picture.

Activity 3

This activity is based part 2 of the Reading subtest of the A2·B1 exam. In this part of the exam, candidates have to match questions written in a forum to the answers submitted by other forum users. Usually in the exam, at least one of the forum questions has no suitable response. In this case, that is question 2. Get the students to underline the key words in the questions and responses in order to make the matching easier.

Topic Consumer trust

CEFR Overall reading comprehension

Grammar “both” / “neither”

Aim Understand a variety of text types

Warm Up

As an additional activity for the warm up, you could find some brand logos on the internet and print them out. Can the students identify the brand from the logo?

b You could ask the students to brainstorm brands from their country first and then see which brands meet the criteria described (good quality, etc.).

Activity 1

1a Ensure that the students know the meaning of ‘advertisement’ and that the verb is ‘advertise’. You may need to pre-teach ‘consumers’.

1b After the students have rated the options, get feedback from the class as a whole. What is the most trustworthy form of advertising?

Activity 2

2a The students need to understand the meaning of ‘both’ and ‘neither’ to get the correct answers in this activity. If they seem to be struggling, draw their attention to the grammar box in Activity 3.

2b You may need to explain the meaning of ‘on the market’, ‘been around’ and ‘flight crew’. After completing the activity, go back through the two texts and questions for any additional vocabulary.

Activity 3

3b After the students have come up with their sentences, ask them to share a few with the class. If you want to extend the activity, you could choose two things to compare, yourself, and elicit new sentences from the class as a whole.

Note: ‘zipper’ = AE; ‘zip’ = BE.

Additional activity

If you want the students to use the language they have practised in this unit productively, you could get them to think about a product they recently bought and to write a review of it. They can use the first of the two texts in Activity 2 as a template.

Topic	Keep calm and carry on	CEFR	Identifying clues and guessing the meaning
Grammar	“Keep” collocations	Aim	Practise skills to find information

The CEFR descriptor in the unit has been simplified. The complete descriptor is as follows:

- B1** Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
- A2** Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Topic discussed is familiar.



Warm Up

If you have something that you'd be prepared to bring in to show the students (e.g. teddy bear, old medal, etc.), do so. Explain to them what it is, how long you've had it and what the story is behind it.

Activity 1

You will need to pre-teach 'slogan' as it is important for overall understanding of the text and the true/false questions. Other difficult vocabulary might be: 'propaganda', 'panic', 'distributed', 'hung up', 'variations' and relevant.

Get the students to compare their answers to the true/false questions before asking for feedback from the class.

Note: the crown in the Keep Calm posters is the crown of King George, whose story about suddenly becoming king is covered in the Writing chapter of Unit 12 on Shock. For more information on 'Keep Calm and Carry On', see <http://www.keepcalmandcarryon.com/history/>

Activity 2

2a In this activity, students have to match a situation to an advert. The activity is based on part 3 of the Reading subtest of the B1 exam (although there is much more text in the adverts in the exam).

2b See Additional Activity below. If you don't have access to the internet and a computer in the classroom, you could get the students to make posters using coloured pens. Give the students a large piece of paper and pens. Monitor when they are discussing their ideas to ensure that their choices are suitable! The crown icon is available as clipart at: <https://openclipart.org/detail/170035/jubilee-crown-red>

Additional activity

Students can generate their own 'Keep Calm...' posters and other merchandise at: <http://www.keepcalmandcarryon.com/creator/> There, they can change the slogan, colours, font, background and icon from the original poster. They can even order their final design, printed on a poster, t-shirt, mug, etc.

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.