



# ENGLISH PRACTICE MATERIAL

## TEACHER'S MANUAL: SPEAKING

B1·B2



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**We would especially like to thank the Bundesarbeitskreis Sprachen (BAK-S) for their consultation and support.**

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Published by telc gGmbH, Frankfurt am Main, Germany  
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First edition  
© 2014 by telc gGmbH, Frankfurt am Main, Germany  
Printed in Germany

ISBN 978-3-86375-211-8  
Order number 5199-PrK-27010401

## General Comments

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. The units titles are the same in all four books. This series 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 use be used as primary learning material, e.g. Speaking is ideal for a conversation course.

The aim of this book is to get students speaking. Each unit offers opportunities for various small speaking activities and prepares the students for a main speaking task at the end of the unit by providing relevant reading activities and listening exercises on the accompanying CD. The weaker the students, the more time should be spent on preparation. Before the students speak, they will have had a chance to hear somebody else doing a similar task.

**Topic** What awakens curiosity, especially the curiosity of children?

**Aim** Being able to give short talks

### Warm Up

You can vary the activity by putting the students into small groups.

If you get students to circulate and talk to several people for a set time, you will need a whistle or bell to get people's attention for when it is time to move on. It can get a little noisy in larger groups! The goal is to discover things students did not already know, so advise them not to pair up with friends.

It is amazing what unusual hobbies come to light, like collecting washing machines!

### Activity 1

Encourage students to talk about their personal experiences or what they have observed in children/people around them.

### Activity 2

Get the students to talk about this strange title with their books closed so they can't look down at the text.

There are many video clips on the Internet with Sugata Mitra talking about his Hole in the Wall Project.

[www.ted.com/talks/sugata\\_mitra\\_the\\_child\\_driven\\_education](http://www.ted.com/talks/sugata_mitra_the_child_driven_education)

[www.ted.com/talks/sugata\\_mitra\\_build\\_a\\_school\\_in\\_the\\_cloud](http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud)

### Activity 3d

Possible detectives: Sherlock Holmes, Agatha Christie's Miss Marple, etc.

### Activity 4

This could either be a homework exercise or your students could work in groups and do some research on their smart phones.

Key in "famous women scientists" on the Internet and you will find many websites.

- Amy Johnson - a pioneering English aviator, who set many long-distance records.
- David Livingstone – Victorian missionary who explored Africa.
- Galileo Galilei – an astronomer and supporter of the Copernican theory that the sun was at the centre of the solar system.
- Jane Goodall - known for her study of the social and family interactions of chimpanzees in Tanzania.
- Levi Strauss - introduced blue jeans
- Marie Curie - discovered the elements radium and polonium.
- Steve Jobs – co-founder of Apple computers.
- Sue Hendrickson - A fossil hunter. Found a remarkable Tyrannosaurus Rex fossil in 1990.

**Topic** Small talk / Suitable for Business English classes

**Aim** Chatting

### Warm Up

The aim of the warm up is to introduce the topic of small talk. The audio will be used again later in Activity 3.

### Activity 1

Small talk is a huge topic. It can be defined as light conversation for social occasions. WHY do people make small talk?

- To break an uncomfortable silence
- To fill time when you are waiting for someone/ something
- To be polite
- To get to know someone you have just been introduced to.

There are different kinds of small talk, depending on how well the people talking know each other. If your students come from different countries, you could compare small talk in the different cultures. Is small talk between men different to small talk between women?

Here is a useful link to give you more information about small talk:

[www.englishclub.com/speaking/small-talk\\_wh.htm](http://www.englishclub.com/speaking/small-talk_wh.htm)

### Activity 2

Encourage your students to share their experiences with small talk topics – both good and bad.

### Activity 3

Ask your students how they do active listening in their own language. They may have other words/ phrases to add to the list on the “sticky note” on page 8.

You could also point out that Americans and British demonstrate active listening techniques in different ways, the British being more reserved.

**Part a:** Before listening to the recording from the Warm up again, ask students if they can remember how Eric showed his interest. Looking at the text, you will see how he repeats words or uses phrases to encourage Sara to talk.

**Part b:** Even if the students feel they are over-doing the active listening and that it seems a bit artificial, encourage them to “overdo” the active listening, just to make them aware of the way this technique works.

### Activity 4

In class, first ask students to suggest some conversation starters for various situations – two strangers in line at the grocery store, two people who meet in the park with their dogs, two friends deciding which movie to see, two classmates choosing a topic for a group project.

For the pair work, encourage students to write down more than just the first two sentences. When they role play, they should try to continue for a while.

**Additionally:** Here are some more conversation starters:

[www.englishclub.com/speaking/small-talk\\_conversation-starters.htm](http://www.englishclub.com/speaking/small-talk_conversation-starters.htm)

You could use some of these as cards for the students to sort into specific categories like “At the office”.

### Activity 5

Have students comment on the text and share examples of the pros and cons of social media based on their own experiences.

**Topic** Apologizing to people in various situations

**Aim** Apologizing appropriately

The CEFR has been simplified in the book. Here is the original wording:

### Sociolinguistic appropriateness

**B2** Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

**B1** Is aware of the salient politeness conventions and acts appropriately.



### Warm Up

You could talk about apologizing in a personal/work/political/social context. (See Writing, Unit 3 for further ideas)

### Activity 1

Illustrate to the students how intonation changes the meaning and how important it is to have the right intonation when apologizing.

### Activity 2

The students should be encouraged to help each other tell the story, maybe taking it in turns with one sentence each. If someone doesn't know the fairytale, ensure that they are with someone who does!

If you have a DVD of one of the film versions, you could play the section where the wicked fairy curses the baby.

Here is an audio of a version of Sleeping Beauty but not quite true to the original, because the birthday when she falls asleep varies from the original story.

<http://etc.usf.edu/lit2go/68/fairy-tales-and-other-traditional-stories/5102/sleeping-beauty>

If you wish to work with an additional fairy tale, use "The Frog Prince" and get the princess to apologize to the prince for treating him so badly when he was a frog.

Here is the story:

[www.eastoftheweb.com/short-stories/UBooks/FrogPrin.shtml](http://www.eastoftheweb.com/short-stories/UBooks/FrogPrin.shtml)

### Activity 3

These expressions will be used in the next activity.

### Activity 4

**Part c:** It is important that the students actually write down their dialogue so that they have a perfect example for real life. You can go around the class helping. Of course, they can add variations when they act out their dialogue.

**Topic** Talking about the future / Suitable for Business English classes

**Aim** Interviewing

### Warm Up

Since the illustration indicates that something positive is about to happen, suggestions like a doctor's appointment are not really correct!

**Part b:** Remind students that to look forward to is followed by a verb + ing.

### Activity 1

Sport is a good topic for talking about expectations. You can get your students to talk about their football teams and what their expectations are. Or your students can talk about other people in sports and who they expect will win upcoming competitions and championships.

Spend time listening and reading this interview as preparation for the students' interviews in the next few activities.

### Activity 2

If you are doing this with a Business English class, you can get your students to interview each other about ongoing work projects and business trips, etc.

### Activity 3

Make sure that all students have equal time to interview each other. After two people have interviewed each other, they could find new partners and do a second interview.

With weaker students, you will need to practise the questions in the class before you let the students do the actual interviews.

### Activity 5

The role-play activity could be carried out in front of the whole class.

If you have a Twitter account, you could choose some of the questions and tweet them to the celebrities in question: 'My English class in city X would like to know...' Of course, this only works if the celebrities themselves have Twitter accounts. Students can predict who might reply. Share any responses with the class in later lessons.

### Additional activity

Practise job interviews. For advanced students, you can give them this interview site to give them ideas, or even show a question or two in class:

[www.jobsite.co.uk/bemyinterviewer](http://www.jobsite.co.uk/bemyinterviewer)

**Topic** Discussing how fear influences our lives

**Aim** Discussing / debating

### Warm up

You could discuss what makes things scary. Pre-teach "haunted house".

### Activity 1

Inform the students that you will be returning to the topic of ghosts and haunted houses in the next activity but first you want to give them some useful language for debating.

Students may have additional suggestions to the phrases given. Encourage them to add these to their table.

### Activity 2

After reading and listening to the statements, students should have enough ideas to be able to discuss the topic. You could have mini discussions in pairs or small groups or even a class debate where you have two sides, one believing in the existence of ghosts, the other stating that they do not exist. Be aware that some students may not want to say much on this topic.

### Activity 3

The idea is to move in the direction of debating. B2 students will appreciate the idea of having a structure for their argumentation. Whether you want to use a formal structure and have three speakers representing each side, or just have two groups with opposing views, is up to the teacher to decide.

You might want to read up about debating beforehand. Here is a useful site:

[www.sfu.ca/cmns/130d1/HOWTODEBATE.htm](http://www.sfu.ca/cmns/130d1/HOWTODEBATE.htm)

And here is the formal structure for three speakers on each team plus a chairperson:

[www.debatingsa.com.au/Resources/Documents/Speech-Structure-Template.pdf](http://www.debatingsa.com.au/Resources/Documents/Speech-Structure-Template.pdf)

There are also clips on the Internet which you could show your class.

Watch this clip showing famous moments from US presidential debates:

[http://www.youtube.com/watch?v=4Y8SZDH3B\\_4](http://www.youtube.com/watch?v=4Y8SZDH3B_4)

### Activity 4

You could select one of these topics for a debate, either as a class or in groups, or maybe your students have their own ideas for a topic to discuss.



**Topic** Travel surprises

**Aim** Participating in conversations about a variety of topics

### Warm up

Game “What have I got in my bag?”: As this unit focuses on travel surprises, remember to pack a surprising object in your bag that you associate with travelling, such as an airline ticket to an unusual place, an extraordinary holiday souvenir, a set of embarrassing vacation clothes, etc.

This game can also be continued in small groups. Each student hides an object (ideally a surprising one) in his or her bag so that the others may guess what's inside.

### Activity 1

Although students at levels B1 and B2 will not have any problems understanding different forms of the word “surprise”, they may not always be able to use them correctly in a sentence. This activity gives them the opportunity to review the usage of different forms of the word. If the students need further practice, you might want to write a few additional sentences – similar to the ones in the book – on the board and discuss them in class.

### Activity 2

This activity focuses on the phrases “to seem odd” and “to strike someone as odd” which many students may not be familiar with. Pre-teach the word “odd” and, if necessary, also explain the meaning of “to strike” in this context. Encourage the students to increase their speaking vocabulary by using at least one of the two phrases actively. Also remind them that they already know a simple way of expressing the same thing (they can just say “something seems strange to me”), so if they don't remember the phrases, they shouldn't worry.

### Activity 3

Draw the students' attention to the information on the yellow “sticky note” and make sure they understand them. If you think they may need further practice, ask them to use each expression in a sentence.

### Activity 4

If the students in your group have little travel experience, they may also talk about things that they have read about or seen on TV. Alternatively, they could talk about surprising trends/customs/developments in their own country (e.g. In Germany, some (older) people find it odd to be addressed by the informal you form - “du” - by sales people in clothing stores).

### Activity 5

This activity works best if you have people with different cultural backgrounds in your class as they can talk about their personal experiences.

**Topic** Insurances / FUD / Suitable for Business English classes

**Aim** Using adverbs of certainty

### Warm up

Apart from the insurances listed, here are others that exist:

multiple-birth insurance, divorce insurance, bedbug insurance, supernatural attack insurance, Also look at:

[www.thefiscaltimes.com/Articles/2014/01/23/10-Crazy-Insurance-Policies-You-Didn-t-Know-Existed](http://www.thefiscaltimes.com/Articles/2014/01/23/10-Crazy-Insurance-Policies-You-Didn-t-Know-Existed), including video clips.

(Do not talk about "wedding insurance" too much as that is the insurance to be guessed in Activity 1.)

**chicken insurance** - pet insurance, insurance for Australian chicken farmers, or if you have two chickens in your backyard.

**kidnap and ransom insurance** – to protect individuals in high-risk parts of the world, especially useful for companies & organisations.

**social host liquor liability insurance** – good if you throw a party and have drunken guests! The host shares any liability incurred as a result of actions by an intoxicated guest to whom he or she has served liquor.

**golf insurance** – if your golf equipment is stolen or if any damage has been caused by your golf balls!

**alien abduction insurance** – yes, this really exists. Look at this website:

<http://www.forbes.com/pictures/mjf45emgl/10-ufo-abduction/>

Problem: the alien has to sign the form!

**asteroid/meteor insurance** – if an asteroid falls on your car, coverage may be available under your comprehensive car policy!

**event ticket insurance** – if you can't attend an event because of illness, airline delays, traffic accidents, etc., you can get your money back.

**freeriding insurance** – available in Stockholm and other cities. Travel on public transport without a ticket and, if you have to pay a fine, your insurance will pay it for you.

See: <https://planka.nu/eng/>

### Activity 1

After the insurance has been guessed, ask your students if they would take out such an insurance.

### Activity 2

Discuss the general influence of FUD in groups or with the whole class.

### Activity 3

Point out to the students that when they use the negative, the word order changes. "It probably won't snow tomorrow."

It's not just the words that indicate how certain you are, but also the intonation. Practise with your students by getting them to repeat the sentences after you.

### Activity 4

It is important that sales arguments are prepared so that the students can then concentrate on using the adverbs of certainty. They should also consider applying FUD

**Topic** Free time activities

**Aim** Giving reasons, expressing preferences

### Warm Up

Depending on the interests of your students, this activity can easily be set up as a competition. Form several small groups and ask each group to come up with as many ideas as possible. Before they start, tell them how much time they have to collect ideas (e.g. 10 minutes).

### Activity 1

This activity is primarily designed to increase the students' active speaking vocabulary by reviewing some useful linking words.

In Part B, remind the students that they should try to avoid giving one-word answers or very brief statements. Instead, they should expand on their ideas by giving reasons and adding relevant detail.

### Activity 2

This activity gives students the opportunity to review two phrases commonly used to express preferences. At level B1 and especially at level B2, they should be familiar with both phrases and should start using them actively if they haven't already been doing so.

### Activity 3

The students may come to the conclusion that they do not like any of the courses listed in the book and would rather do something else. This is fine, too. In this case, they should describe in detail what it is that they want to do instead, where they can take the course (or where they can find more information) and why they would enjoy it.

### Activity 4

The aim of this activity is to practice giving reasons. At the end of this exercise, the students should be able to talk in detail about their hobbies, explain why they have chosen them and why they enjoy them. Depending on what their hobbies are, you may have to provide additional vocabulary.

### Activity 5

A slight variation of this task type can be found in the oral exam of telc English B1-B2 examinations. In the oral exam, the students will be given three statements to look at instead of two.

**Topic** Disappointing travel experiences

**Aim** Making a complaint

### Warm Up

Consider bringing a few examples of bad hotel reviews to class and discussing them first. Then ask the students to come up with ideas of their own.

### Activity 1

This is a brief activity to practise using prefixes to make negative adjectives. The students should be familiar with the negative adjectives in this activity, but do tell them not to worry if they can't remember the correct prefix of a less familiar adjective as they can always put "not" before the word.

### Activity 2

After the students have completed Part a, take a moment to remind them how important it is to be polite even when complaining. Depending on how much time you want to spend on this activity, you could play the recording again and ask the students to pay special attention to the way Sara expresses her dissatisfaction. What words and phrases does she use, what other useful phrases are there to express dissatisfaction, etc.?

### Activity 3

After the students have completed this activity, ask them to find polite alternatives for the sentences they have identified as impolite.

### Activity 4

This exercise is an opportunity to talk about different ways of making requests (e.g. Can you ..., Could you (please), I want you to ..., etc.). Give several examples and demonstrate how the students can balance politeness and firmness to let people know what they want to happen.

### Activity 5

If the students in your class are not used to role plays or not comfortable with them, give them some time to prepare. Suggest that they think about what they want to say and make a few notes, but discourage them from writing out the whole dialogue.

### Activity 6

If you do not have Internet access in class, you could print out a list of unusual holiday complaints prior to class and bring it to class or assign this task as homework.

**Topic** Looking after someone's house during their holiday

**Aim** Understanding instructions

### Warm Up

The original advert for the Best Job in the World can be seen here at

<http://www.youtube.com/watch?v=iTUUWOV4Vns>  
Here is the video clip with a bit of commentary added:

<http://www.youtube.com/watch?v=Sl-rsong4xs>  
There are also a lot of video applications that can be watched, useful because they are short and very varied, depending on the nationality of the applicant.

### Activity 1

You might find it useful to make a list on the board and collect students' ideas.

Ask the students about their personal experiences with looking after other people's flats/houses/gardens. Find out whether anyone has been a house sitter or knows anyone who has.

### Activity 2

The job that is probably not on the students' list is "pick the fruit". Get the students to comment on this. Quite a lot is expected of Edith! Spend time with this conversation as preparation for Activity 4.

### Activity 3

This conversation is also intended to be preparation for the role-play exercise that follows, so it is important that you also get the students to read the audio script.

### Activity 4

Make sure that the students swap roles and have a go at both giving and receiving instructions. They do not have to stick to their real house/flat. They can pretend to live in some other house. You could get one or two pairs to act out their role plays to the class.

<b>Topic</b>	Thank you gifts
<b>Aim</b>	Giving short presentations

### Warm Up

Perhaps you can share an example of when you received a thank you present at some time in your life and how you felt about it.

### Activity 1

Students should be able to talk about whether a present should be wrapped up or not. In Germany, for instance, you have to remove the flowers from their paper before handing them over. You should say thank you even if you don't like the present... What other tricky situations have your students experienced?

### Activity 2

The students will be listening, reading and writing the signpost language. So, when they start giving their own presentations, they will hopefully be able to use some of the phrases.

### Activity 3

Give the students time to prepare their presentations. If you have a large group and there is not time for everybody to present to the class, students can present to a partner or you can form small groups.

### Activity 4

#### Topic 1 Thanksgiving

This will probably have to be done as homework as some research will be necessary. Countries you could choose from are: USA, Canada, Japan, Korea, India, Pakistan, Germany, Netherlands or Liberia.

Alternatively, if you have participants from different cultures in the class, they can be encouraged to spontaneously talk about thanksgiving customs in their own home country. Students should consider:

- Why do they celebrate Thanksgiving?
- Is it a public holiday? Who celebrates this day (everyone/only specific social groups)
- How do they celebrate this day? (traditional meals/drinks, games, festivals)

#### Topic 2

This is an abstract topic, so is more suitable for stronger students. Encourage students to give examples to support their points.

#### Additional information:

[www.1worldglobalgifts.com/japangiftgivingetiquette.htm](http://www.1worldglobalgifts.com/japangiftgivingetiquette.htm)

[www.giftypedia.com/Japan\\_Gift\\_Giving\\_Customs](http://www.giftypedia.com/Japan_Gift_Giving_Customs)

**Topic** Finding solutions to problems

**Aim** Giving advice

### Warm Up

Maybe you can share a story where being an optimist helped you or someone you know.

### Activity 1

Ask your students if they know any real optimists and if they give good advice. Talk about being tactful when you give advice so that you don't hurt people's feelings.

Get your students to list the expressions in two columns on a separate piece of paper, one column for verb + ing (How about...) and one column for expressions with infinitive verbs (The sooner you ...).

### Activity 2

Listening to this recording and then reading the audio script should help students prepare for Activity 3 where they give each other advice.

### Activity 3

You can add other situations where advice is necessary or get the students in groups or pairs to think of other problems.

### Additional Activity

#### Guessing Game

Divide the class into groups of four. Each student takes three slips of paper and writes a problem and a piece of advice on each.

Example – Problem: I am having difficulties falling asleep at night. Advice: I wouldn't drink coffee so late in the day if I were you.

In the group take it in turns to read out one of the pieces of advice. Do not let your partners see your paper. They listen to the advice and try to guess what the problem is. Whoever guesses the problem, gets the slip of paper. When all problems have been guessed, the person with the most slips of paper is the winner.

### Activity 4

Explain to the students that they will have to use the expressions from the previous activities in the 3rd person singular. Example: "He should try ...". But when they write down their sentences, they are writing back to the person who wrote the original letter.

### B2 Optional activity

**It is better to be a realist than an optimist.  
Hope for the best, prepare for the worst.**

Do you agree with the sayings? Is it possible to be too optimistic?

**Topic** End-of-the-world theories

**Aim** Maintaining conversations

### Warm Up

Consider watching a short video clip at the beginning of class to remind the students of the Maya Apocalypse 2012:

[www.youtube.com/watch?v=mLyVsZ2DWUM](http://www.youtube.com/watch?v=mLyVsZ2DWUM)

### Activity 1

Double-check whether all students are familiar with the expression "likely to happen" and give further examples, if necessary. Then give the students time (e.g. 10 minutes) to discuss the given topic. For the time being, refrain from interfering in the discussion even if you notice that some students dominate the discussion.

**Part b:** The students are encouraged to reflect on the organization of the discussion in Part a. They may discover that some people had a more active part in the conversation than others or that some people were constantly interrupted. Without passing any judgement on anyone, point out that everybody should have a chance to participate in the conversation and that there are certain phrases that will help people start, maintain and end a conversation (→ Activity 2).

### Activity 2

This activity is designed to introduce the students to a variety of phrases that can be used in different situations likely to arise during a discussion.

**Part c:** Ask the students to think back to their discussion in Activity 1a. Were there any difficult communicative situations that are not listed in Activity 2? If so, collect useful phrases to master those situations.

### Activity 3

Before the students start the discussion in Part b, remind them that each student should contribute to the conversation and that those who have a lot to say, should give others the chance to speak as well. If you are preparing your students for a telc examination, you might also want to mention that the students may help each other (e.g. if they are struggling to find the right word, etc.) during the discussion.

### Activity 4

This short activity is intended to make the students aware of how intonation can be used for effective turn taking. Encourage them to imitate the speakers on the audio CD, but don't push it if the students feel uncomfortable doing that. In that case, suggest that they practise at home or simply pay more attention to intonation when listening to others.

### Activity 5

This activity may be difficult for some B1 students. Skip it if you think it's too challenging.



**Topic**      Expressing approval, making compliments

**Aim**        Improving fluency

### Warm Up

Alternatively, you could ask the students to rank the list in the order that is right for them and then compare in small groups or in class.

### Activity 1

For further discussion: Encourage the students to talk about their personal experiences. Can they think of an achievement that they were particularly proud of? Did other people recognize their efforts? If so, how?

### Activity 2

Explain the meaning of the words "compliment" and "flattery" first. Then ask the students to guess what the words and expressions in the grey box might mean. Help them if they can't figure out the meaning and point out that "brown-nose" and "butter up" are informal usage.

### Activity 3

Draw the students' attention to the information on the yellow "sticky note". Point out that many people find it hard to accept compliments and don't know how to respond properly. Explain that it is fine just to say "thank you" when you receive a compliment. Other possible responses will be introduced in Activity 4.

### Activity 4

In Activity 4a you could also talk about how people from different cultures respond to compliments (e.g. Americans are more likely to accept compliments whereas Japanese people tend to deny them). Before you start the discussion, consider collecting some general examples of different ways of dealing with compliments:

Accepting a compliment: "Thank you".

Deflecting a compliment: "Do you really think so?"

Rejecting a compliment: "Oh, don't be silly".

### Activity 5

If you get the feeling that the students may find it awkward to make compliments, give some non-embarrassing examples first (e.g. I like your glasses. Nice haircut!). Also keep in mind that it might be more fun to exaggerate rather than to stick to the truth, so why not say things like "You have the most beautiful nose I've ever seen!"

### Activity 6

This task type can be found in telc English B1-B2 oral examinations and can be used for exam preparation.

**Topic** Welcome ceremonies / Initiation ceremonies

**Aim** Giving opinions

### Warm Up

People also greet one another by nodding, hugging, kissing, shaking hands, clasping their palms together, bowing, rubbing noses (Maoris), etc. You might like to discuss the firmness of handshakes. A German or American prefers a warm over a limp handshake. But in some cultures, firmness signifies aggressiveness.

### Activity 1

To give the students an example, have a look at the information about state visits to the UK ([www.royal.gov.uk/RoyalEventsandCeremonies/StateVisits/InwardStatevisits.aspx](http://www.royal.gov.uk/RoyalEventsandCeremonies/StateVisits/InwardStatevisits.aspx)) which usually begin with a welcome ceremony attended by a member of the Royal Family.

You can watch a video clip of the Queen's speech at the State Banquet for the President of the Republic of Korea in 2013.

### Activity 2

A brief description of the haka has been included in the Answer key. You can find more information at <http://en.wikipedia.org/wiki/Haka>.

### Activity 3

This activity offers an opportunity to practise some less frequent vocabulary and is primarily intended for students at level B2. Alternative task (also at level B2):

The following words can all be used to describe people. Sort them out into groups describing people within a group, people outside a group, and people who are newcomers to a group or on the fringe of a group. Use a dictionary if necessary.

applicant, black sheep, chairperson, cheerleader, dissident, emigrant, exile, expatriate, freshman, guest-worker, hermit, honorary member, idol, immigrant, leader of the pack, life and soul of the party, loner, new kid on the block, oddball, outcast, party elder, party pooper, trespasser, intruder, recruit, role-model, top dog, wallflower

### Activity 4

You can find more information about initiation and initiation rituals at <http://en.wikipedia.org/wiki/Initiation>.

**Topic** Congratulating someone

**Aim** Reacting to good news

### Warm up

**Part b:** Possible answers: getting engaged; getting married; pregnancy; wedding anniversary; university or high school graduation; getting good grades in a class; passing your driving test; getting a new job; getting a promotion; getting a prize; retirement; new home; birthday – especially 18, 30, 40, 50, etc.

You could show some pictures, for example of people proposing, having a pregnancy scan, graduating or retiring, and something like a golden balloon with the word 50 on it. That way you could elicit the vocabulary needed: engagement, pregnancy, graduation, anniversary and retirement.

### Activity 1

You might want to ask students to do this task in pairs, and make it a competition to see which pair of students can finish first. They could also practise reading the mini dialogues.

### Activity 2

Before listening, look at the words in the box. Make sure that students know the word 'brilliant' and that it's only used in this sense in British English. Perhaps elicit the word 'awesome' as an equivalent in American English.

With this listening activity, good B2 candidates may be able to fill out the table after listening just once. For weaker candidates, play the recording a 3rd time if necessary.

If you further wish to prepare the students for the role plays to come, you can get them to turn to the audio scripts and practise reading the conversations with their partner.

### Activity 3

Go round the class and make sure your students have the right intonation when reading the dialogue.

### Activity 4

Before introducing this activity, you'll need to prepare the cards by copying the cards in the appendix onto thicker paper or laminating them and cutting cut them up.

For a B1 class you should probably pre-teach "salary", "anniversary" and "expecting a baby".

Remind the class that some cards give good news for the speaker, some for the person they're speaking to. Demonstrate by giving two examples: I've just bought a new car. / Congratulations! You've got the job!

They should ask follow-up questions to keep the conversation going.

### Activity 5

To introduce this activity, take another happiness idiom - 'having the time of your life' and write it on the board. You could also ask if students have any idioms for happiness in their own language/s and ask them to explain them in English.

This activity could be used with B1 students since it is largely guess work, but it would be advisable to do at least one of the jumbled idioms first as an example.

Other idioms expressing happiness: like a dog with two tails; in seventh heaven.

**Topic** Children leaving their parents' home, empty nest

**Aim** Describing experiences

### Warm Up

Although this unit is primarily about children leaving their parent's home, don't worry if the students do not mention this during the Warm up. The Warm up is intended to get the students to think about the general topic of saying goodbye to friends or family members.

### Activity 1

In Part a, the students will hear three mini-dialogues. Ask them to listen for clues as to what the situation may be and make guesses. If they are not sure or unable to figure out what the situation is, don't give the answers away. In Part b, the students will hear an extended version of the same dialogues that will help them understand the situation better.

### Activity 2

In addition to listing different phrases, also discuss in which situations you would use them. Encourage the students to think of at least one example situation for each phrase.

### Activity 3

If the students in your group are very young, you may want to skip Activity 3c.

### Activity 4

For further practice: Look up the term "helicoptering your children" on the Internet and discuss it further:

[http://en.wikipedia.org/wiki/Helicopter\\_parent](http://en.wikipedia.org/wiki/Helicopter_parent)

### Activity 5

A slight variation of this task type can be found in the oral exam of telc English B1-B2 examinations. In the oral exam, the students will be given three statements to look at instead of two.

### Activity 6

Students who want to take a telc examination at levels B1-B2, or B2 (or higher), will be expected to give a short oral presentation. Activity 6 offers a good opportunity to practise speaking for two minutes at a time.

<b>Topic</b>	Personal anecdotes
<b>Aim</b>	Telling a personal anecdote

### Warm Up

You can give the students an example by telling them about your favourite funny film.

### Activity 1

**Part a:** Use concept check questions to determine whether the students have understood the meaning of "anecdote". Examples:

- Is this a story about you or someone you know? Yes.
- Did the events in the story really happen or are they made up? They really happened.
- Is it a long story? No.
- Is it an interesting or a boring story? Interesting.

**Additional information:** When anecdotes are passed on from one person to the other, they get slightly changed. At some point the truth is no longer recognisable and the story becomes an urban legend. Urban legends are the topic of the unit Writing – Amusement.

**Part b:** What story ideas do the photos give the students? **Before listening**, elicit ideas from the students and list them on the board. This will give them something to listen for.

### Activity 2

You will need to explain what is meant by putting stress on a word. It is important that the students say the sentences aloud so partner work is important. As a second step, you could focus on what part of the word gets the stress.

### Activity 3

**Part a:** Practise authentic pronunciation of the expressions. Draw students' attention to the "sticky note". Point out that these expressions link the anecdote to what has been said beforehand.

**Part b:** Brainstorm ideas and list them on the board. You may have additional ideas.

### Activity 4

Most people have a story to tell about being locked out. If the students are struggling, you could use one of the anecdotes from Activity 1 and brainstorm variations onto the board as an example. Anecdote 1 – a mix up, Anecdote 2 – a silly accident, Anecdote 3 – trying to impress someone, but it goes wrong.

Some students will be more adept at constructing the story as they speak, while others need more time to get their ideas together. Ensure that weaker students have sufficient preparation time and, depending on the topics, write useful vocabulary on the board for everyone to use.

**Topic** Fairness, right and wrong

**Aim** Expressing disapproval

### Warm Up

Alternatively, you could also start off with a topic that is currently in the news.

### Activity 1

Alternatively, collect newspaper articles (or headlines) about the five topics and ask the students to sort them into the right category. If the students are particularly interested in one of the topics, they will have an opportunity to discuss it further in Activity 5.

### Activity 2

For further practice: Ask the students to work in pairs and debate one of the three topics: Student A has to argue for and student B has to argue against it.

### Additional activity:

Introduce six useful expressions with the word "point".

But that's exactly the point.

I see your point.

What's the point in that?

That's a good point.

I agree up to a point.

You're missing the point.

### Activity 3

This activity is designed to teach/review vocabulary related to political activism. If appropriate, expand on this activity by talking about current news items. Perhaps there have been news headlines about banning certain things or a protest march or demonstration, etc.

### Activity 4

For further practice, you could also ask the students how they feel about other controversial topics. Here are some ideas: hunting, reality TV, boxing, military service, etc.

### Activity 5

Before you start the discussion, collect relevant words and phrases on the board to help the students express their ideas.

<b>Topic</b>	Childhood memories
<b>Aim</b>	Asking and answering questions

### Warm Up

If necessary, explain what a friendship book is ([http://en.wikipedia.org/wiki/Friendship\\_book](http://en.wikipedia.org/wiki/Friendship_book)) and ask the students if they owned one when they were children. Talk about what information they liked to share with their friends and if/why their friendship book was important to them. In a mixed-age group, you could also discuss how friendship books have changed over the years.

### Activity 1

Check whether the students have any difficulty distinguishing between “used to do something” and “be used to doing something”. If necessary, explain the difference and practise using both expressions correctly.

### Activity 2

Listening tasks with multiple choice statements are typical of telc examinations at all levels. This activity can therefore be used for examination preparation.

### Activity 3

This activity is the most fun if the students come up with creative questions, so give them some time to prepare. Remind the “interviewers” to ask open questions, not just yes/no questions, and encourage the “interviewees” to answer the questions in detail.

Before the students start interviewing each other, you might want to remind them of useful phrases that they can use if they have not understood what was being said, e.g.:

Sorry, could you say that again please?

I'm not quite sure what you mean. Could you explain?

Sorry, I didn't quite understand the question.

What do you mean by that?

Could you give an example?

### Activity 4

Chances are that the students are curious about your childhood memories as well and this activity gives them the opportunity to ask some questions. Especially if you grew up in another country, consider bringing some photos and telling your students some additional stories.

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.