



ENGLISH PRACTICE MATERIAL

WRITING

A2·B1

**Free Online
Activities!**



telc would like to thank the following individuals for their indispensable contribution. Without your help and guidance this book would not have been possible:

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

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Recorded at The Sound Company Studios, London, UK

Published by telc gGmbH, Frankfurt am Main, Germany

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First edition

© 2016 by telc gGmbH, Frankfurt am Main, Germany

Printed in Germany

ISBN 978-3-86375-227-9

Order number 5198-PrM-60010201



ENGLISH PRACTICE MATERIAL
WRITING

A2·B1

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Welcome to telc!

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

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

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

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



Jürgen Keicher
Managing Director, telc gGmbH

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

Who is English Practice Material – vhs intended for?

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

How many units does each book include?

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

What topics are covered in the units?

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

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

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

Do the units have an additional focus?

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

How are the units structured?

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

Is there a clear distinction between A2 and B1 activities?

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

Is an audio CD included?

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

Why do Reading and Speaking also have an audio CD?

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

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

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

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

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

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

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

Welcome to EPM Online!

With the purchase of this book, you have free and unlimited access to EPM online!

This includes extra activities in:

- Listening
- Grammar
- Vocabulary

Last but not least, you have the opportunity to test your skills with a telc online practice examination!

Getting Started

- 1) Go to: **campus.telc.net**
- 2) Choose your user language
- 3) Click on “registration for learners” or “registration for teachers”
- 4) Choose a password for yourself, with at least 8 characters: At least one lower case letter, and at least one upper case letter
- 5) Once you’re logged in, choose the course you like!

The screenshot shows the homepage of **telc Campus** at <https://campus.telc.net/>. The page features a navigation bar with the telc logo and a language dropdown menu set to "English (en)". A "You are not logged in. (Log in)" link is visible in the top right. The main content area is divided into sections for "Demo for learners" and "Demo for teachers". The "Demo for learners" section lists "Online-Training Deutsch B2-C1 Medizin" and "English Practice A2-B2". The "Demo for teachers" section lists "A1/A2 Prüfer-Training", "B1/B2 Prüfer-Training", and "B1/B2 Examiner Training". A central welcome message states "Welcome to telc Campus – your online training platform!" and lists offerings for learners (Free English Courses, Workshops for German) and teachers/examiners (Free preparation for telc examiners and raters, Online examiner and rater qualification, Workshops and Lesson Plan development). A "Login" section on the right contains fields for "Code number / Username" (with value 1350187) and "Password", a "Remember Code number / Username" checkbox, and a "Log in" button. Below the login section, there are links for "Registration for learners" and "Registration for teachers company registration".

This is a close-up of the login form. It has a dropdown menu labeled "Choose your Code number / Username and password". Below it are two input fields: "Code number / Username*" and "Password*". A note states: "The password must have at least 8 characters, at least 1 lower case letter(s), at least 1 upper case letter(s)". There is an "Unmask" checkbox next to the password field.

Then you can start learning!

Have fun!

This screenshot shows the "Online Learning Activities" menu. The menu is titled "Online Learning Activities" and contains four items, each with a right-pointing arrow: "English Practice A2-B1: Complete", "English Practice A2-B1: Focused Learning", "English Practice B1-B2: Complete", and "English Practice B1-B2: Focused Learning".



Warm up

Think of interesting things to do with (or for) your friends. Write your ideas on the board. Examples: cook a meal for your friends, go mushroom hunting, see a show at the planetarium. Which of the ideas on the board do you find most interesting?

Activity 1

- a** You can use the expressions below to make suggestions. Which verb form do you use with the expressions: the **infinitive (to go)**, the **infinitive without "to" (go)** or the **-ing form (going)**?

Let's ...
Why don't we ...

Do you want ...
Would you like ...

Do you feel like ...
How about ...

- b** Fill in the gaps with the correct form of the verb in brackets.

- 1 Do you feel like (go) to a concert this weekend?
- 2 Would you like (take) a day trip to Amsterdam next week?
- 3 How about (try) a new sport?
- 4 Do you want (sell) our old books at the flea market?
- 5 Let's (have) a game night on Saturday.
- 6 Why don't we (make) cheese fondue tonight?

Activity 2

- a** Put the words in the right order to make questions.

- 1 like along you to Would come?
- 2 planetarium on the Do like Saturday going to you feel?
- 3 over you dinner to want Do tonight come for?

- b** Now read the texts. Which question goes with which text? Write the questions in the gaps.

Hi Lauren

.....1..... I've got free tickets for the afternoon show "Looking at the Autumn Sky", starting at 2:30. Let me know if you're interested.

Gavin

Dear Cathy and Steve

It's that time of year again! We're planning to go mushroom hunting this Sunday.
.....2..... You'd have to get up early, though. We'd like to leave at around 6:30 a.m. ☺

Love

Daisy and Pete

Hello Jamie

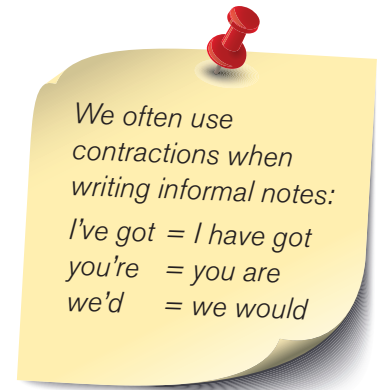
.....3..... I'm making a spicy curry dish with sweet potatoes. Natasha, Jay and Rachel are coming, too. See you around 7:00?

Mahima

Activity 3

Write a note to one of your classmates and suggest an activity that you would like to do together.

- Say WHAT you want to do (you can use one of the ideas from the Warm up)
- and WHEN. Use one of the expressions from Activity 1a.



Activity 4

a What do you say in English when someone makes a suggestion or invites you somewhere? Here are some useful expressions. Do you know any others? Collect ideas in class.

Accepting invitations

I'd love to, thanks.

Sure. What time?

That sounds great!

.....

Declining invitations (saying no nicely)

I'd love to, but I have other plans.

I'm sorry, but I have to work.

.....

.....



b Read the suggestions below and write down your response.

- | | |
|---|-------|
| 1 Do you want to go to the music festival? | |
| 2 Would you like to come over for a cup of coffee? | |
| 3 Let's order some pizza and watch a movie tonight. | |
| 4 We're going skiing this weekend. Do you want to come along? | |

YOUR RESPONSE

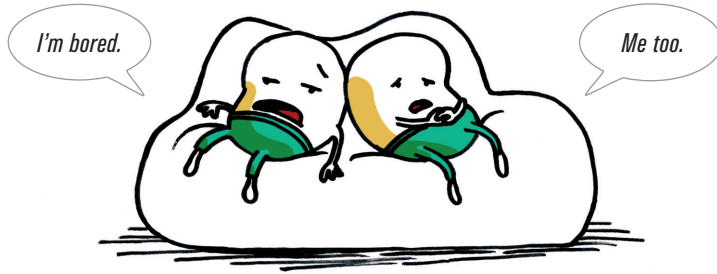
Activity 5

Exchange the note that you wrote in Activity 3 with a classmate. Read his or her note and write a response using one of the expressions from Activity 4.

Notes, messages & forms

- B1** Can write notes conveying simple information of immediate relevance to friends [...] getting across comprehensibly the points he/she feels are important.
- A2** Can write short, simple notes and messages relating to matters in areas of immediate need.





Warm up

Chores are tasks we have to do around the house. Many people don't like doing these tasks because they find them boring. Work with a partner. Which household chores do you dislike? Why?

Activity 1

- a** Jessie is a mother with two children. She has mixed up the list for her household chores. Match the two halves of these sentences to make sense.

1	I take out the rubbish	twice a day.
2	I feed the cat	every other day.
3	I clean the fridge	every morning.
4	I do the laundry	once or twice a day.
5	I clean the windows	every evening.
6	I make the beds	once a month.
7	I Hoover the carpet	every Monday.
8	I make a meal	three times a year.

- b** On a separate piece of paper write down how often you do these household chores. Here are some other ideas to add to your list: clean the kitchen/bathroom, do the dishes, go for groceries, dust the furniture, tidy the house, do the gardening.
- c** Compare with a partner. Are there big differences?

Activity 2

- a** A daily routine is important for some people but for other people it seems boring. Roy is 85 years old and he likes having a schedule. Read what Roy says about his life.



I believe it is important to regularly do exercise and have a simple daily routine. I feel unhappy if my routine is changed.

I always have my meals at the same time: breakfast at 8 o'clock, lunch at noon, tea at 5 o'clock and a snack at 8 o'clock in the evening. I usually get up at 7:30 and go to bed at 9:30. I sometimes have a glass of red wine in the evening, but I rarely drink more than one. I never do sport, but I often go for a walk. To keep up with the news, I frequently read the newspaper, but I don't normally read books.

- b** To say how often he does something, Roy uses adverbs of frequency: always, usually, regularly, often, frequently, normally, sometimes, rarely, never. Underline all the adverbs of frequency in Roy's routine.
- c** When we talk about things that we often do, we use the simple present tense. Write down Roy's daily routine, changing the "I" to "he". The first part has been done for you.

Don't forget to add "s" for verbs with he, she, it in the simple present.

Roy believes it is important to regularly do exercise and have a simple daily routine. He feels unhappy if his routine is changed.

He always

.....

.....

.....

Word order

Adverbs of frequency (always, sometimes, etc.) go before the main verb, but after the verb to be: *I usually get up at 7:30. I'm usually late.*

Time expressions (every Saturday, three times a month) are usually placed at the beginning or the end of the sentence: *I go grocery shopping on Saturdays.*

Activity 3

Put the following sentences into the right word order.

- 1 We twice go for groceries a week.
.....
- 2 We have kitchen in our meals the always.
.....
- 3 I breakfast tea for have never.
.....
- 4 He does usually early morning sport in the.
.....
- 5 I have read often to time don't a book.
.....
- 6 On we go to always parents' my lunch for Sundays.
.....



Activity 4

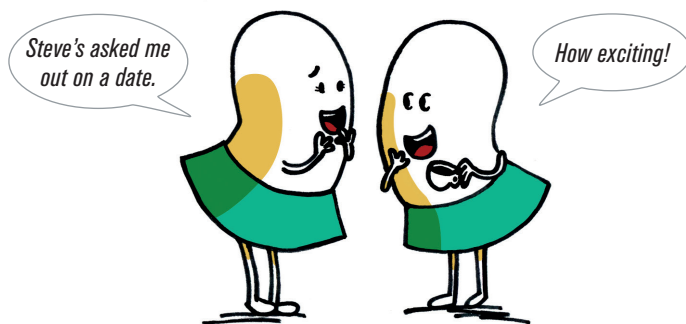
- a How do you normally spend your weekend? Write ten sentences about what you do and how often. Then compare with a partner.
- b Write five or more sentences about the schedule of a person you know well. What does he/she do every day or every week?

Grammatical accuracy

B1 Uses reasonably accurately a repertoire of frequently used "routines" and patterns [...].

A2 Uses some simple structures correctly, but still systematically makes basic mistakes.





Warm up

Many people celebrate exciting events in their lives together with their friends and family. What family celebrations do you know? Work with a partner and make a list. Then compare your ideas in class.
Examples: wedding, graduation party, etc.

Activity 1

Tell your classmates about a family celebration that you remember. Make a few notes first.

- When and where did it take place? Who was there? What was the reason for celebrating?
- Did you receive (or send) an invitation for the celebration? Was it handwritten or professionally printed? Was it sent electronically or by post?

Activity 2

When you write a party invitation, make sure that it includes all the information your guests need:

location date time occasion contact

Read the three birthday invitations and complete the table below with the missing information.

<p>1</p> <p>Toot the horn! Bang the drum! It's a party! Can you come?</p> <p>Please help us celebrate Emma's 1st birthday.</p> <p>Thursday, February 10 3:00 – 7:00 p.m.</p> <p>The Tanner's home: 803 Maple Street Please call to let us know if you're coming: 713 884 3236. Katie & Jason Tanner</p>	<p>2</p> <p>PLEASE JOIN US IN CELEBRATING OUR FATHER'S 60TH BIRTHDAY!</p> <p>FRIDAY, MARCH 11 AT 7 P.M.</p> <p>RESTAURANT CHEZ LOUISE 134 MELROSE AVENUE SEATTLE, WA 98104</p> <p>RSVP TO LIZ AND PHILIP 206 642 4305</p>	<p>3</p> <p>MATTHEW IS TURNING 40!</p> <p>We're having a pool and garden party and hope you can come.</p> <p>WHEN: Saturday, August 1, 5:00 p.m. WHERE: Matthew & Dana's house</p> <p>We look forward to seeing you!</p> <p>RSVP to Dana Mills dana.mills@yourmail.com</p>
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RSVP is French and short for "répondez s'il vous plaît" which means "please reply" and is a standard at the end of invitations.

	Invitation 1	Invitation 2	Invitation 3
location			
date			
time			
occasion			
contact	Katie & Jason Tanner Phone: 713 884 3236		

Activity 3

- a** When talking about dates and times, we often use the prepositions **in**, **at** and **on**. Look at the examples below. Then complete the sentences with the correct preposition.

in	December 2008 the afternoon winter	at	2 o'clock the weekend (mid)night noon	on	Tuesday January 30 Christmas Day Friday morning
-----------	---	-----------	--	-----------	--

- Melanie's birthday is April.
- We celebrated George's bachelor party in Venice, Italy, September 27.
- The cocktail party starts 7 o'clock the evening.
- Chris and Amy got married 2012.
- Are you going to Jenna's housewarming party Sunday afternoon?

- b** Read the information on the yellow sticky note and complete the invitation with **in**, **at** and **on**.

**Please come and celebrate
our daughter HANNAH'S GRADUATION with us**

.....¹..... Friday, June 12
.....²..... three o'clock³..... the afternoon
.....⁴..... the High School Auditorium.

A graduation party will follow
.....⁵..... Samantha and Jim's home.
1405 Anthony Street, Columbia, MO 65201

We also use the prepositions **in**, **at** and **on** to talk about places:
in Venice
in the garden
at Lisa and Tim's house
at the auditorium
on the balcony

Activity 4

Now write your own party invitation. Choose one of the occasions from the list in the Warm up. Use **in**, **at** and **on** in your text. When you are finished, give the invitation to one of your classmates and ask them to write a reply.

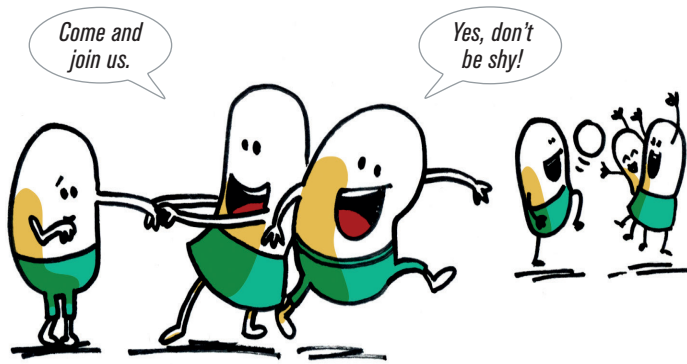
Optional activity

If you have Internet access in class, design your own invitation. Type in "free invitations" and you will find several websites that will allow you to create invitations and e-cards for free. Choose a design and personalize it with your text.

Overall written interaction

- B1** Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
- A2** Can write short, simple formulaic notes relating to matters in areas of immediate need.





Warm up

- a** Look at the illustration and describe the situation. Have you ever experienced a situation like this? Why is it sometimes difficult to join a group?
- b** Write down the groups you belong to and compare with a partner. Examples: football club, church choir, etc.

Activity 1

- a** Together with a partner write down some sentences about the clubs and groups that exist or don't exist in your town. The examples in the box on the right and the list below will help you.

golf club | over 50s club | photography group | youth group | fitness club | boat club |
 theatre group | book club | dancing group | gospel choir, etc.

- b** Put these sentences into the correct word order.

1 Is a professional tennis at there your club trainer?

2 There join reasons group are good lots of to a.

3 Are competitions there at the leisure any centre?

4 There an golf restaurant at is the local club excellent.

5 There interested people enough club to form a aren't judo.

There is / isn't + singular

There's a football club.
 There isn't a boat club.

There are / aren't + plural

There are several football teams.
 There aren't any rugby teams.

Activity 2

- a** Read about two people who belong to a group. Did these groups or similar groups come up while you were doing exercise one?



MARION: I belong to Brixly Bridge Club. It was founded 60 years ago and has 112 members. When I moved to Brixly eight years ago, I didn't know anybody. My neighbour kindly invited me to come and play bridge and since then I haven't looked back! Now I feel accepted and have lots of contacts. There are several playing sessions every day. My friends and I usually play three times a week, but we don't play for money – just for fun. Because you have to think hard, bridge also keeps your brain fit! The rules are a bit complicated at first, but there are courses at the club to help you learn how to play. There is a very friendly atmosphere and food and drinks are on sale. Everybody is welcome to play at the club and lots of interesting people come here. Membership is £30 a year, but that is really good value for money!





JACK: I'm a volunteer firefighter and have belonged to the local Fire and Rescue Services since I was 13 – just like my grandfather, my father and my brother. It's a kind of family tradition! There are two professional and 24 volunteer firefighters in my group. To become an active firefighter there are certain requirements. You have to be over 18, pass a fitness and a medical test and live within five minutes of the fire station. You also have to respond to 30% of the fire calls and train regularly. There is a weekly drill every Monday evening and we also attend occasional weekend training sessions. As a firefighter it's easy to get to know people in the local community – that's how I met my wife! Her cat had to be rescued from a tree! We don't get paid for our work, but it's a great way to be able to help people.



b Underline "there is" and "there are" in the two texts. How many examples can you find?

Activity 3

Fill out the table below using the information in the two texts.

Person		
Group		
Number of members		
Why he/she joined		
How long he/she has been a member		
How often he/she meets the group		
Who can join		
What he/she likes about the group		
Additional information		

Activity 4

- a** When people move to a new location, they sometimes find it difficult to make new friends. One of the best ways to get to know people is to join a group. Pretend that two students in your class are new in town and find out what they're interested in. With a partner, list the groups you would suggest that they join.
- b** Choose a group you belong to. First fill out a table like you did for Activity 3. Then write a short text similar to the ones in Activity 2.



Thematic development

- B1** Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
- A2** Can tell a story or describe something in a simple list of points.





Warm up

- a Look at the illustration and describe what is happening. Do you think it takes courage to jump off the diving platform?
- b How would you feel if YOU were standing on the diving platform: excited, afraid or completely relaxed? Would you jump?

Activity 1

Work with a partner and answer the questions below. Then compare in class and discuss the meaning of any unknown words.

- 1 A person who has courage is **courageous**. Which other words describe a courageous person? Choose four words from the box.
 ; ;
 ;
- 2 How would you describe a person who is **not courageous**? Choose four words from the box.
 ; ;
 ;

brave timid
 relaxed
 frightened
 curious calm
 scared fearless
 excited
 adventurous
 afraid confident
 nervous
 uncomfortable

Activity 2

How would you feel in the following situations? Choose one or two words from the box in Activity 1 to describe your feeling.

- 1 picking up a large, hairy spider
- 2 jumping out of an airplane with a parachute
- 3 spending the night alone in the forest
- 4 asking your boss for more money

Compare your answers in class. Which of the four situations makes you feel most uncomfortable?

Activity 3

- a We use adverbs of degree to describe the intensity of feelings.

Examples:

I'd feel	a little quite extremely	uncomfortable in this situation.
I'd feel	completely perfectly really	relaxed in this situation.

Don't confuse quite and quiet:

quiet = not noisy
 I live in a quiet street.

b Look at the situations in Activity 2 again. Use the adverbs of degree to describe the intensity of your feeling in each case. Write complete sentences.

- 1 I'd feel in this situation.
- 2 I'd feel
- 3
- 4

Activity 4

It takes courage to do something that you are afraid of. Cindy was extremely afraid of spiders. Complete the text with the expressions below and find out what happened.

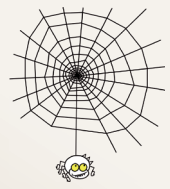
carefully picked up the spider became quite fond of couldn't get enough of it
 discovered a small spider felt a little uncomfortable couldn't say 'no'

I visit my little nephew, Noah, quite often because we really enjoy spending time together. One day, Noah asked me to read his favourite book to him: *Charlotte's Web*. It's the story of Wilbur, a little pig, and his friendship with a spider named Charlotte.



I 1 when I opened the book because I'm terribly afraid of spiders. I would have preferred to read a different story, but Noah was looking at me with such shining eyes that I simply 2 to him.

From that time on, Noah wanted me to read the story every time I came to visit him; he just 3 After a while, I actually 4 Charlotte (I never thought I would ever say that about a spider!).



We were playing in the garden last Sunday when Noah 5 sitting on a leaf: "Look, there's Charlotte!" he said and 6 "Do you want to hold it?" he asked. I took a deep breath and held out my hand ...

Activity 5

Now think of a situation in which YOU did something even though you were afraid. First, collect ideas and vocabulary in class. Then, write about your experience.


You can also write about somebody else's experience (e.g. your friend's, your child's) if that is easier for you. When you are finished, read your stories in class.

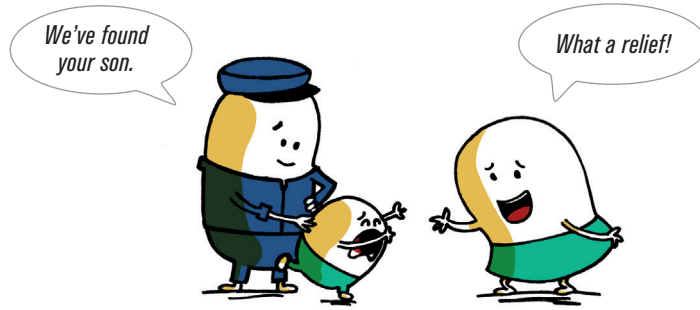


Vocabulary control

B1 Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.

A2 Can control a narrow repertoire dealing with concrete everyday needs.





Warm up

A person who says "I'm so glad it's over!" feels relief. We are often glad when something long, difficult or painful is over. After what events would you feel relief? Work with a partner and make a list. For example: after a boring film, an exam, giving a speech, etc.

Activity 1

Look at the words in the box. Which words do we use if we feel relieved?

happy	wonderful	sad	worried	interested
great	depressed	overjoyed	disappointed	thankful

Activity 2

a Martin and Thomas are friends. Put these emails in the right order.

A Hey Martin
Lucky you! I still have two exams to go, the last one on Friday. I'll be so glad when it's all over. Then we'll just have to hope we get good results. Don't drink too much beer!
Thomas

B Hey Thomas
I've just received my exam results and I can stop worrying. They're really good. What a relief! Now I've got a good chance of getting into university to study medicine. How did you do?
Martin

C Hi Thomas
Phew! Exams are over and I can throw all my books in the corner and leave them there. Thank goodness I've finished. Now I can enjoy life again. I'm off to celebrate now!
Martin

D Hi Martin
Well done you! Let me tell you my great news. I've been accepted by the Police Academy. When I got the letter this morning, I felt so relieved. It was a weight off my mind! Hope you get positive news from a university soon.
Thomas

b What age do you think Martin and Thomas are? What exams are they talking about? What are their future plans?

c There are many expressions you can use when you talk about feeling relieved. Find and underline these expressions in the emails above.

It was a weight off my mind! | Phew! (informal) | Thank goodness ... | What a relief! |
I'll be so glad when it's all over! | I felt so relieved.

Activity 3

We use **a** before a consonant sound: book, friend, university
 We use **an** before a vowel sound: exam, MBA, umbrella
 We use **a** or **an** when we don't specify what we are talking about:
*Yesterday I had **an** exam.*
 We use **the** when we refer to one particular thing:
***The** history exam was really difficult.*
 Or when we mention something a second time:
*I've rented a flat. **The** flat is really nice.*

Pronunciation

Some words may start with a vowel but are pronounced as a consonant sound and vice versa:
university = ju:'ni:və:səti
LCD TV = el-sē-'dē tē-'vē

a Work with a partner and decide if these words take **a** or **an**.

letter | email | test | hour | hotel | umbrella | European country | exit |
 university course | SOS | hospital | wish | uncle | apartment | house

b Three months later Martin writes to his uncle. Write **a**, **an** or **the** in the gaps.

Dear Uncle Ted

I'm so glad to hear that1..... operation went well and that you are home again. Thank goodness you only had to stay in hospital for one week!2..... hospital bed is never nice!

As mum has probably told you, I'm studying medicine at Barts (.....3..... Royal Hospital of St. Bartholomew) in London. It's not easy to get4..... place at Barts, so I was very relieved when I was accepted. Did you know that it's5..... oldest hospital in Europe? It was founded in 1123.

I've already made some good friends and I'm sharing6..... flat with three other medics. We are7..... unique group because we come from8..... unusual combination of nationalities: Korean, Polish, French and me, Scottish!9..... flat is small, but London is expensive and it's not easy to find10..... cheap flat to rent. We were very happy when we found this place.

Hoping to see you soon.

Best wishes

Martin



Activity 4

Now it's your turn to write an email to a friend or someone in your family. You can use some of the expressions that were in the emails you have been reading.

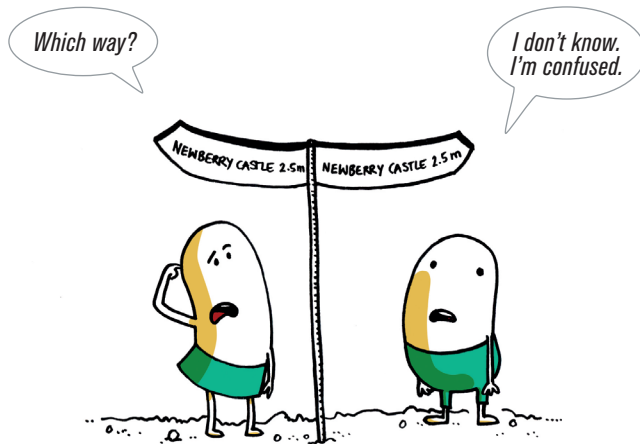
You have just taken some kind of exam, for example a driving test, language test or school leaving exam, etc. Mention the following points in the order you think would be best.

- Describe the exam.
- Say when and where it took place.
- Mention if you were nervous or not.
- Explain how you feel now it's over.

Correspondence

- B1** Can write personal letters describing experiences, feelings and events in some detail.
A2 Can write very simple personal letters expressing thanks and apology.





Warm up

English spelling is confusing because you cannot simply write down what you hear. The sound of a word and the way you write it can be very different.

Complete the sentences with **to**, **two** and **too**.

The people in the illustration want to go Newberry Castle, but they're confused. The sign pointing left says "Newberry Castle", and the sign pointing right says "Newberry Castle", So, which way?

Activity 1

Here are some other words that are frequently confused because they sound the same but are spelled differently. Circle the correct words.

- (There / They're / Their) are many interesting places to visit if you want to go (site | sight)seeing.
- (Your | You're) tour guide will (meat | meet) you in front of the castle.
- I'm not sure (whether | weather) the castle's (tee | tea) room is open tomorrow. Maybe we can find some information on the web(site | sight).
- You should try a piece of straw(bury | berry) pie with whipped cream. (Its | It's) delicious.
- I found a (pair | pear) of sunglasses under the (pair | pear) tree.



Activity 2

Plural forms can be confusing, too, but there are some rules that can help you get most of them right. For most nouns, you simply add **-s** to the singular noun: castle – castles. That's easy.

However, some nouns change their endings. Study the examples:

- Nouns ending in a consonant plus -y → -ies: berry – berries
- Nouns ending in -s, -sh, -ch, -x → -es: box – boxes
- Nouns ending in -f, -fe → -ves: leaf – leaves

Notice that some nouns ending in -o form their plural by adding -es: potato – potatoes. Others just add -s: zoo – zoos.

a Write the plural of the following nouns.

- | | | |
|--------------------|-----------------|------------------|
| 1 shelf – | 2 story – | 3 pear – |
| 4 family – | 5 pie – | 6 tomato – |
| 7 mosquito – | 8 wish – | 9 scarf – |

b Several nouns have irregular plural forms. Do you remember the following?

- | | | |
|------------------|-----------------|-----------------|
| 1 person – | 2 mouse – | 3 tooth – |
|------------------|-----------------|-----------------|

c Do you know any other nouns that have irregular plural forms? Write them on the board.

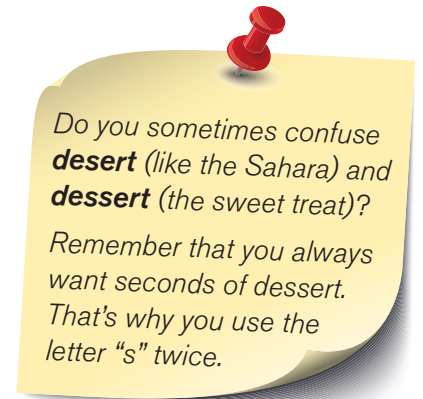
Activity 3

Unfortunately, there are no official spelling rules for many other words, but there are some tricks that can help you.

- a First, think of words that YOU have trouble spelling. Make a list in class.
 - b Then, try out the strategies below. How can they help you to spell the words on your list?
- 1 **Use rhymes** such as "I before E except after C". Complete the words below with "ie" or "ei".

FR ___ ND BEL ___ VE C ___ LING N ___ CE
 REC ___ VE P ___ CE REC ___ PT TH ___ F

Unfortunately, there are many exceptions to this rule (e.g. their, science, weird, etc.), and you can only use it as a general guideline. ☹



- 2 **Make up sentences** in which the first letter of each word is used to make the word (or part of the word) you want to spell. The sillier the better! For example, the sentence **BIG ELEPHANTS CAN ALWAYS UNDERSTAND SMALL ELEPHANTS** can help you spell the word BECAUSE.



Another example: **ELEPHANTS ARE UGLY** helps you to spell BEAUTIFUL. Which word does this sentence stand for?

NOT EVERY CAT EATS SARDINES (SOME ARE REALLY YUMMY).

Work with a partner and choose a word from the list on the board. Write a silly sentence as in the example. Then, read it in class.



- 3 **Look for a short word** within a longer word. Example: SEP-A-RAT-E: There's "a rat" in the middle of the word.

Which word is hidden in SECRETARY?

- c Do you know any other tricks that help you to write difficult words correctly?

Activity 4

Choose ten words from this unit or from the list on the board that you find difficult. Write them on a piece of paper and exchange papers with a partner. Your partner will quiz you on those words when you come to class next time. So, remember how to spell them!

Orthographic control

- B1** Spelling, punctuation and layout are accurate enough to be followed most of the time.
- A2** Can write with reasonable phonetic accuracy [...] short words that are in his /her oral vocabulary.





Warm up

Work with a partner. What is the difference between the following words:

- employer and employee
- application and applicant
- interviewer and interviewee?

Activity 1

- a** If you hope to find a new job, you have to write down who you are and what qualifications you have. This is known as a CV (Curriculum Vitae). The information included on a CV varies from country to country. Here is an example of a CV. Add the missing words to the gaps.

DATE | EDUCATION | HISTORY | NATIONALITY | STATUS | OBJECTIVE |
PERSONAL | PLACE | REFERENCES | SKILLS

CURRICULUM VITAE

Name:	Sarah Anne White
Address:	23 Ash Road, Clifton, Bristol, BS8 3AR
Email:	sarahwhite@icloud.com
Telephone:	0117 324 651
.....1..... of birth:	23 March 1980
.....2..... of birth:	Bristol
.....3..... :	British
Marital4..... :	Single
.....5..... :	To work as a travel agent
Employment6..... .	
2010 – present	Smith Tours, Bristol, Senior Travel Agent, responsible for Europe
2006 – 2009	Betty's Bookstore & Tours, Exeter, Travel Agent
2002 – 2006	Wilson's Travels, London, Tour Guide for European Tours
.....7.....	
2010	Evening course in accounting at Bristol College
1998 – 2002	Essex University, B.A. in Tourism Studies
1985 – 1998	St. Mary's Girls' School, Southampton, A' Levels
Additional8..... .	
Languages	English – native language French and Spanish – CEFR Level B2
Computer skills	MS Office
.....9..... Interests	
Hobbies	Table tennis, hiking, reading and travelling
.....10.....	available on request

b Work with a partner. Look at Sarah's CV and answer the following questions.

- 1 When did Sarah move to Exeter?
- 2 What does Sarah do in her free time?
- 3 How long did she work in Exeter?
- 4 What did Sarah study at university?
- 5 What kind of school did she go to?



c Now write your own CV based on Sarah's example. Keep it simple. Don't include too many details.

Activity 2

a When you apply for a job, you send a cover letter with your CV. You then hope that you will be invited to an interview. Several people are interested in the job advert from Family Tours. Read the cover letter from Melanie and add the preposition that is missing in each gap.

after | as | at | at | for | for | for | for |
forward | in | in | with

FAMILY TOURS
in Bristol is looking for a
Travel Agent / Assistant Manager

Minimum of five years' Travel Agency work experience. Graduate in tourism with accounting skills and knowledge of at least one foreign language.

Send your CV via email to familytours@ftv.com

Dear Madam or Sir

I am writing to apply1..... the position of Travel Agent as advertised2..... the Bristol News on 12 September. The position attracted my attention because I am looking3..... a new challenge.

As you can see from my CV, I studied Tourism4..... York University and have more than five years' experience5..... the tourist industry. I have looked6..... travel tours to all the main destinations in Europe and can speak French fluently.

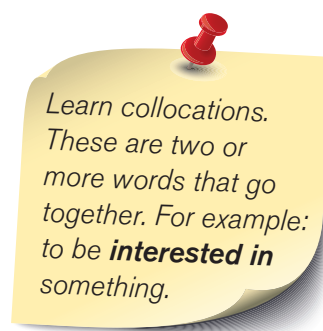
For the past two years I have been working7..... an agent and tour guide for EuropTours. I am responsible8..... planning and organising all the tours around France. This includes coordinating9..... hotel managers, museum directors and event organizers. Therefore, I am confident that I could become a valuable member of your team because I believe I am good10..... my job.

I would be happy to come11..... an interview in which I could tell you more about my tour experience. I look12..... to hearing from you.

Yours faithfully
Melanie Stafford

b On a separate piece of paper, write down the phrases with verb and preposition collocations in the above letter. For example: to **apply for** a job.

c In small groups, discuss if Melanie is the right person for the job. Why or why not? Then consider Sarah's CV. Can she hope to get the job? Why or why not?



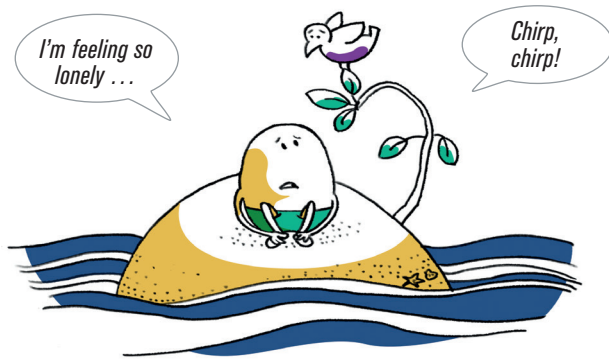
Activity 3

Sarah also decides to apply for this job. Using the information in the CV and taking Melanie's letter as an example, write Sarah's cover letter.

Grammatical accuracy

- B1** Uses reasonably accurately a repertoire of frequently used "routines" and patterns [...].
- A2** Uses some simple structures correctly, but still systematically makes basic mistakes.





Warm up

Talk about the situation of elderly people in your country.

- At what age are people considered to be old?
- Do the majority of elderly people live with their families, in nursing homes or alone?
- Are senior citizens respected by younger people?

Activity 1

Elderly people often feel lonely for a variety of reasons. Match the phrases to make sentences.

- | | |
|------------------------------------|-------------------------------|
| 1 Many elderly people live | a no longer needed. |
| 2 They cannot get out of the house | b visit them very often. |
| 3 Their partner has | c alone. |
| 4 They feel that they are | d passed away. |
| 5 Their children don't | e because of health problems. |

Another expression for **elderly people** is **senior citizens**.

Other words for **senior citizen's home** are **nursing home** or **retirement home**.

Activity 2

Here's a letter from the editor of a local newspaper. Complete the text with the words below. There are two words that do not fit anywhere.

age | become | chosen | easier | lives | receive | respected | times

Dear Readers

We believe that old1..... should be celebrated, and you can help us to build a community where everyone feels2..... and included. What steps can we take to make the3..... of elderly people in our community happier and4.....? Please send us your suggestions by December 31. The three best ideas will be5..... in January, and the winners will6..... certificates of appreciation from the mayor. We look forward to your suggestions.

Sincerely
The Editor

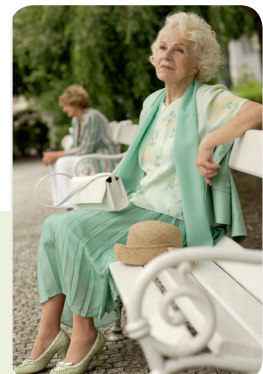
Activity 3

a Read Martha's reply below. What type of help does she suggest?

- supporting old people in nursing homes or hospitals
- bringing people together through social activities
- helping people around the house

Dear Editor

I'd love to make a difference for elderly people in our community and suggest hosting a tea dance once a month. It doesn't cost much and can easily be organized by a small group of volunteers. Here is how it works:



The tea dance is hosted by a different person each month. The guests are picked up by a volunteer driver and taken to the host's home where they join others for tea, conversation and dance. I'm sure that new friendships will form over time and loneliness will turn into companionship. I hope you like my idea and look forward to hearing from you.

Kind regards
Martha Brown

- b** *What do you think of Martha's idea? What else can we do to make elderly people feel less lonely? Discuss in class and write your ideas on the board.*

Activity 4

Compare the two sentences.

The driver picks up **the guests**. (*active*)

Subject

The subject is active: the driver does something.

The guests are picked up **by the driver**. (*passive*)

Subject

The subject is passive: the guests don't do anything.

We make the passive by combining a form of **to be** with the **past participle**:

am / is / are (simple present) + bought, seen, received, etc.

was / were (simple past) + given, sent, celebrated, etc.

- a** *First, circle the four past participle forms in Martha's letter. Then, write down the past participle forms of the following verbs:*

make choose serve

break welcome clean

invite tell help

- b** *Write sentences in the passive. Use am/is/are + the past participle of the verb.*

Example: Older people – **invite** – to the tea dance. → Older people are **invited** to the tea dance.

1 The tea dance / organize / by volunteers.

2 The guests / welcome / by the host.

3 Tea / serve / at 4 o'clock.

4 The cake / make / with chocolate.

5 Any leftovers / take home / by the guests.

Activity 5

Work with a partner. Choose one of the ideas from Activity 3b and write a letter to the editor, similar to Martha's letter.

Overall written interaction

B1 Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.

A2 Can write short, simple formulaic notes relating to matters in areas of immediate need.





Warm up

Work with a partner. How many words do you know for people belonging to a FAMILY? Make three columns on a separate piece of paper. In the left column write all the words for male members (uncle, great grandfather, etc.) in the middle column write words for female members (sister, aunt, etc.) and in the right column write neutral words (parents, etc.). Have you found more than 20 words? Compare in class.

Activity 1

a How much do you know about your family's history? Do you know where your ancestors came from? Read Aidan's blog.

ancestors = the people who were in your family in the past
trace your family roots = find out how your family started
craftsman = a man who makes things skilfully with his hands
vein = a tube that carries blood around your body



Aidan Forrester, 25 years old

I'm proud of my family because I can trace my roots back to the 17th century, and we are very international. I have English, Scottish, Irish, French, and Italian ancestors. Although I'm English, my first name is Irish. That's because my great grandfather on my mother's side of the family came from Ireland. He was a farmer.

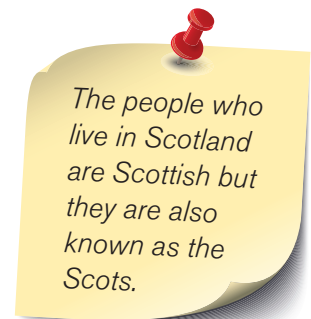
My father's ancestors were Huguenots. These were French Protestants who had to escape from France in the 16th and 17th century because the Catholic Church and the King of France did not want them. Among the Huguenots were excellent craftsmen (silversmiths, watchmakers, etc.) and well-educated people (teachers, doctors, etc.), so other European countries were happy to welcome them.

Between 1660 and 1740 about fifty thousand Huguenots came to England, including my ancestors – they were hat makers! In fact, these people were England's first "refugees". So many Huguenots came to England that most English people today have some Huguenot blood in their veins. There's a lot of information about the Huguenots on the Internet and it's very interesting to read about them.

b Aidan mentions several nationalities. Remember there is a difference between the name of a country and the nationality of the people. Do you know the nationalities for these countries? Remember to write all countries, nationalities and languages with a capital letter!

- | | |
|---------------|-----------------------|
| Wales | Ireland |
| Belgium | the Netherlands |
| Germany | Spain |
| Turkey | Italy |
| Croatia | Russia |
| Poland | Switzerland |

Add another country:



c Work with a partner. What blood do you have in your veins? Talk about the nationalities of your ancestors and of people you know.

Activity 2

The Apostrophe

Use **'s** for people, animals and time expressions: *My brother's eyes are green. / The dog's tail is very long. / Next week's meeting is on Monday.*

Use **of** for things: *The owner of the building was very friendly.*

After a singular noun = **'s**: *my mother's family*

After a plural noun = **'s**: *my sisters' room* (I have more than one sister.)

If a plural noun doesn't end in s = **'s**: *the children's mother / the men's club*

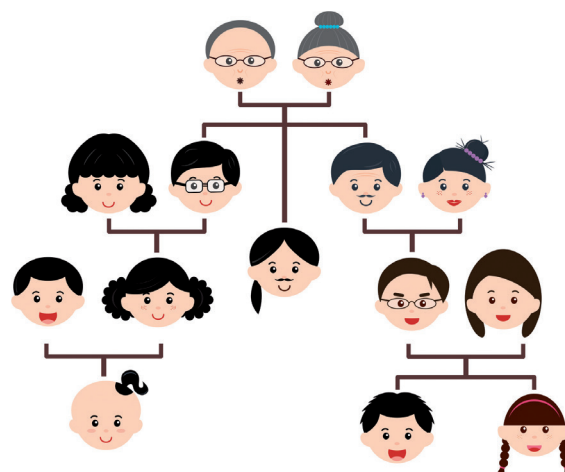
a Add apostrophes to the following sentences where necessary.

- 1 My cousins wife comes from the Philippines.
- 2 My husbands family lives in a very old house.
- 3 My grandfathers paintings can be seen in many art galleries.
- 4 My wifes mother is my mother-in-law.
- 5 My brothers wives are both teachers.
- 6 My mothers father had five brothers and two sisters.

b Now write down five short sentences about your family.

Activity 3

a When we talk about the history of our family, we often talk about a family tree. Work with a partner and look at the family tree on the right. At the top you can see Philip and Amy. How many children, grandchildren and great grandchildren do they have? Together give the other faces names and then talk about the family. Ask each other questions. Example: *What's the name of Amy's daughter?*



b Draw your own family tree on a separate piece of paper. How far back can you go? Talk to your partner about your family tree.

c Write a blog about your family or about your ancestors. Here are some ideas:

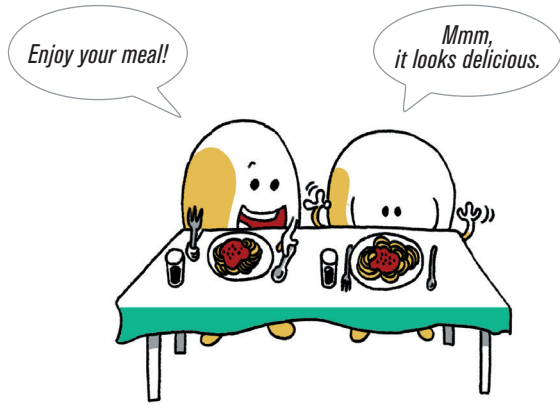
- What are/were their nationalities?
- Where do/did they live?
- What are/were their jobs?
- How many children do/did they have?

Orthographic control

B1 Spelling, punctuation and layout are accurate enough to be followed most of the time.

A2 Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.





Warm up

- a Where do you usually go grocery shopping: at the farmers' market or at the supermarket? Do you usually make a shopping list? Why or why not?
- b Write down
 - five things that you frequently buy at the supermarket and
 - one special treat that you really enjoy buying for yourself or your family/friends. Then compare in class.

Activity 1

a In which section of the supermarket can you find the following items (items = things)?

- 1 cucumbers, lettuce, grapes
- 2 muffins, bread, bagels
- 3 iced tea, fruit juice, lemonade
- 4 pork chops, roastbeef, lamb
- 5 yogurt, cream, buttermilk
- 6 lobster, cod, shrimps
- 7 toilet paper, napkins, dishwasher tabs
- 8 crackers, popcorn, nuts

MAIN SECTIONS:
 Snacks
 Beverages
 Household items
 Fish & seafood
 Bakery
 Fruit & vegetables
 Meat
 Dairy products

b What other things can you find in each section? Write your ideas on a separate piece of paper. Then discuss them in class. You may also add other supermarket sections to the list (e.g. canned goods, frozen food, pet supplies, etc.).

Activity 2

a Work with a partner. You want to spend time together. First, decide what you want to do:

- movie night | Sunday brunch | afternoon tea | barbecue

Then talk about the food and drinks you want to have and start a shopping list. Write down ten things (or more) that you need to buy.

b Read your shopping list out loud. Can your classmates guess which event you are planning?

Activity 3

a Different foods come in different containers and quantities. Look at the examples below. In each line, there is one item that does not fit. Which one?

- 1 **A bag of:** crisps – apples – cream – flour – potatoes
- 2 **A jar of:** peanut butter – jam – mayonnaise – cheese – pickles
- 3 **A carton of:** eggs – salmon – milk – orange juice – ice cream
- 4 **A can of:** tomato soup – tuna – peas – cake – pizza sauce
- 5 **A bottle of:** red wine – cinnamon – ketchup – cider – soy sauce

AE **BE**
 potato chips = crisps
 candy = sweets
 cookie = biscuit
 eggplant = aubergine
 can = tin

b Complete the expressions with the following words:

corn flakes | coffee | bread | chocolate | apple pie | paper towels

- 1 A loaf of
- 2 A bar of
- 3 A box of
- 4 A pound of
- 5 A piece of
- 6 A roll of



c What other containers or quantities do you know? Make a list in class.

d Look at the Warm up (Part b) again. How are the six items on your list usually packaged? Discuss in class. **Please note:** In some cases, there are several possibilities. Example: a can/tin/bag of cat food or a carton/bottle of juice

Activity 4

Use **How many** ... with things that you can count (e.g. apples, bottles of wine): How many apples do we have?

Use **How much** ... with things that you cannot count (sugar, milk): How much milk did you buy?

You can turn uncountable nouns into countable nouns:

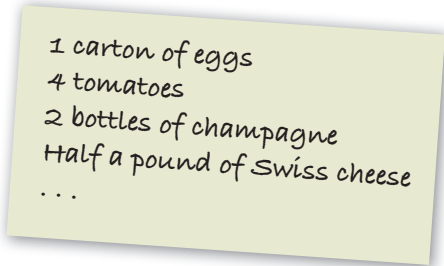
- milk (uncountable) → **a carton** of milk (countable)
- sugar (uncountable) → **two pounds** of sugar (countable)

Write two questions for each of the items below, one with **How much** ... and one with **How many**
Example: milk: How much milk do we need? / How many cartons of milk do we need?

- 1 orange juice | 2 pizza sauce | 3 toilet paper | 4 bread | 5 beer | 6 honey

Activity 5

Work with a partner and look at your shopping list from Activity 2 again. Discuss **how much** you want to buy of each item and rewrite your list. Be as specific as possible.



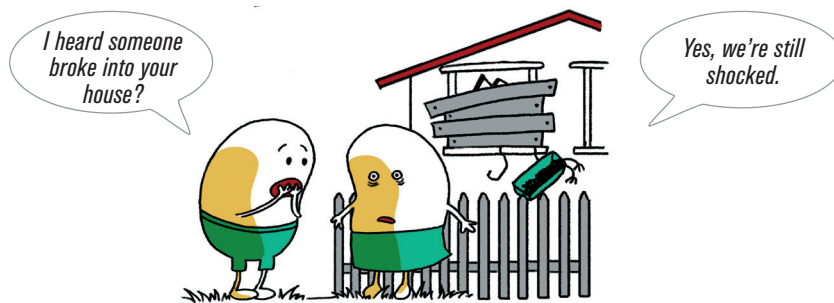
Activity 6

Think about your next grocery shopping trip. What do you need to buy? Make a shopping list. Don't forget to add one special treat that you would enjoy! 😊

Vocabulary control

- B1** Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
- A2** Can control a narrow repertoire dealing with concrete everyday needs.





Warm up

Work in small groups. What do you know about the kings and queens of England? What facts can you write down? Compare in class.

Activity 1

Have you seen the film "The King's Speech"? It is about a king who has problems speaking fluently.

Read this text and choose the best title:

- The Ideal King
- The Unexpected Job
- The Wrong Choice

to stammer = to speak with pauses and repetitions because you have a speech problem

to tease = to laugh at someone playfully or unkindly

From his early childhood, Prince Albert Frederick Arthur George had a stammer and found it difficult to say certain words. In fact, his family teased him about his stammer, which made the problem even worse! Bertie – as his family called him – was glad that he had an older brother. When his father King George V of England died, his brother, Edward, would become king. Bertie was a shy person and just wanted to live a quiet life with his wife and two daughters, Princess Elizabeth (later Queen Elizabeth II) and Princess Margaret.

When Edward VIII became king in January 1936, he was in love with Mrs Wallis Simpson, a married American lady. The English government was not happy. The King of England was expected to have a British wife and was not allowed to marry someone who was divorced. To marry Edward, Mrs Simpson would have to get divorced for the second time. Everyone hoped that Wallis Simpson was just another of Edward's many affairs. Imagine Bertie's shock and horror when, on 11 December 1936, Edward chose to abdicate*. He left England and married Mrs Simpson. Bertie had never expected or wished to become king, but he had no other option – he knew his duty to his country. Following in his father's footsteps, he used his last name and became King George VI. But would he manage his new role? He was a king who stammered, and it was often painful to listen to him speaking.



* officially stated that he didn't want to be king

Activity 2

- a** How well do you know the words for punctuation marks in English? Write the punctuation marks next to the words below.

question mark:	colon:	apostrophe:
exclamation mark:	semi-colon:	open bracket:
speech marks:	dash:	close bracket:
asterisk:	comma:	full stop/period:

- b** Work with a partner. Point to a punctuation mark in the text above and get your partner to name it.

c Work with a partner. Student A: Close your book and write down the sentences that student B will now dictate to you. Student B: Dictate these sentences, including the punctuation marks.

- 1 Edward VIII's time as king was one of the shortest in British history (only 326 days).
- 2 In his final speech, Edward VIII said he could not be king "without the help and support of the woman I love".

d Student B: Close your book and write down the sentences that student A will now dictate to you. Student A: Dictate these sentences, including the punctuation marks.

- 1 Bertie was left-handed, but – like many other children – he was forced to write with his right hand!
- 2 Four English Prime Ministers served George VI (Winston Churchill was one of them).

Careful!

" ... "

In English, speech marks (quotation marks) are always high up and never down on the line.

Activity 3**Three general comma rules**

In a list of three or more: He gave help, support and motivation. (comma before *and* is optional)

In compound sentences (each clause can stand on its own): He travelled a lot, and he met lots of interesting people.

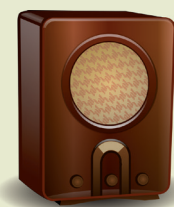
After an introductory word/phrase: Unfortunately, he had no choice.

Write out this text on a separate piece of paper, adding the punctuation and capitalising letters where necessary.



Why was it a problem that King George VI had a stammer unfortunately the king was expected to give many official speeches he found these events very difficult but radio broadcasts were his greatest horror the king's speeches on the radio were especially important during World War II however it was not possible to pre-record at that time the king spoke into the microphone and his speech was broadcast live

With the help of his wife and speech therapist Lionel Logue the king tried to overcome his stammer the British people found this very motivating as the king became better at speaking and his stammer became less noticeable so people believed they could overcome the problems of the war the 2010 film *The King's Speech* documents this part of George VI's life its also possible to hear his original speeches on the Internet

**Activity 4**

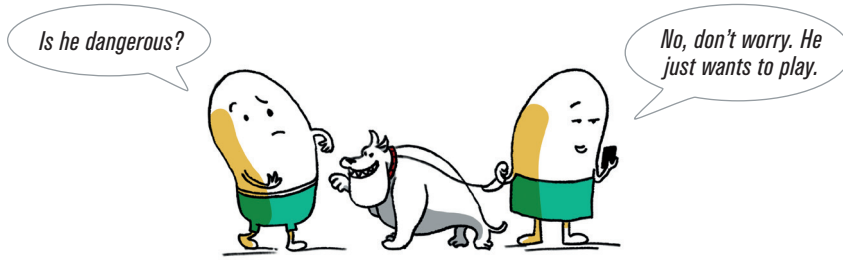
Close your book and write down the story of George VI in your own words. Be careful with the punctuation.

**Orthographic control**

B1 Spelling, punctuation and layout are accurate enough to be followed most of the time.

A2 Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.





Warm up

Work with a partner. Write down three things (or more) that many people worry about. Then compare your ideas in class.

Activity 1

a Here are the thoughts of five worried people. Complete them with the expressions below.

- better job soon | money to pay the bills this month | can't take care of myself anymore | good | still love me

- 1 Rick: "Do I have enough?"
- 2 Tom: "Does my wife?"
- 3 Ella: "Do I look?"
- 4 Mia: "Will I be able to find a?"
- 5 Bill: "Who will look after me when I?"

b Look at the questions again. Who is worried about what? Use the words in the box and make sentences. Example: Rick is worried about his financial situation.

- Tom
- Ella
- Mia
- Bill

work

~~financial situation~~

getting old

relationship

appearance

c Are you worried about anything? Write one sentence about yourself.

.....

Activity 2

Instead of spending hours and hours worrying about things, we can ask someone for advice.

a We often use the word **should** when asking for (or giving) advice:
 What should I do? – You **should** talk to your boss. – You **shouldn't** quit your job.

Respond to the statements below. Use "you should" + one of these verbs: get | look for | save | see

- 1 I'm worried about my health. – a doctor.
- 2 I don't like living alone. – a cat or a dog.
- 3 I'm worried about my financial future. – some money every month.
- 4 My job stresses me out. – another job.

b To be less direct, we often use the word **should** with **think**: Do you think I should quit my job?
 What do you think I should do? – I **think** you **should** talk to your boss.
 I **don't think** you **should** quit your job.

These people are talking about their worries. Add a question using "Do you think" + one of the expressions below.

move out | get a divorce | have a facelift | sell my car

- 1 I hate my wrinkles. ?
- 2 I don't get along with my roommate. ?
- 3 I need money. ?
- 4 My wife cheated on me. ?

c Write sentences with "I (don't) think you should ..." + the expression in brackets.
 Example: The job offer is not very good. (accept it). → I don't think you should accept it.

- 1 The car is too expensive. (buy it)
- 2 You and Grace have been together for years. (marry her)
- 3 You look tired. (work so much)
- 4 You'll be fine in England. (worry about your English skills)

Activity 3

You're looking at an advice forum on the Internet.

a Work with a partner. Read the messages and discuss what advice you can give each person. Make some notes.



I'm worried about my 15-year-old daughter. She has been dating her boyfriend for eight months. The problem is that they're together ALL the time! My daughter has given up her hobbies and rarely sees her other friends anymore. What should I do?



Our new neighbours have a large dog. They say he's friendly but who knows? Do you think we should let our children (age four and six) play in the garden when he's outside?



I'm worried because my company is planning to cut jobs. At my age it's not easy to find a new job. What do you think I should do? Any advice?

b Write a reply to each message. Give the best advice you can. Use some of the phrases for giving advice from Activity 2.

Notice the difference between the noun "advice" and the verb "to advise":
 Can you give me some **advice**?
 My doctor **advised** me to get more exercise.

Activity 4

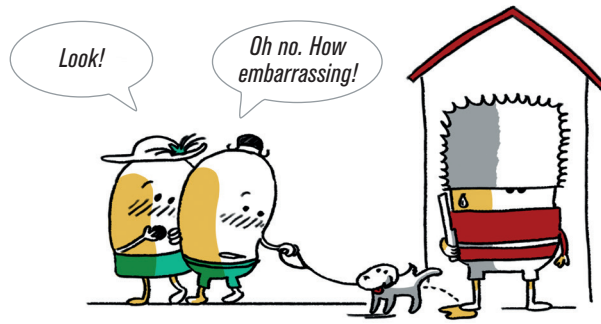
Who do you usually talk to when you need advice? Have you ever asked for (or given) advice in an Internet forum? Why or why not?



Overall written interaction

- B1** Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
- A2** Can write short, simple formulaic notes relating to matters in areas of immediate need.





Warm up

Work with a partner. Which countries have you been to? Who has been to the most countries? Who has travelled the furthest? Who has been abroad (in another country) for longer than two weeks? What big differences did you notice when you were abroad?

Activity 1

Polite = having good manners/ behaving in the correct way
(Opposite: **impolite** or **rude**)

- a People behave differently in different countries. Often something that is normal in one country is impolite in another country. Sometimes it can be quite embarrassing if you do something that people don't normally do in the country that you are visiting. Can you give any examples?
- b Where are the following actions not acceptable? Please note: only one country is listed for each, although these actions may be impolite in several countries.

Finland | France | India | Korea | Russia

		Impolite in
1	not drinking your glass of vodka in one gulp	
2	eating with your left hand	
3	blowing your nose in public	
4	making direct eye contact	
5	interrupting another person	

Activity 2

Zero Conditional (instructions & facts)
 If (When) + present tense | , (comma) | infinitive / imperative
 Example: If you need to blow your nose, go somewhere where you are alone.

Conditional I (when something is possible)
 If + present tense | , (comma) | will + infinitive
 Example: If you blow your nose at the dining table, the other guests will not be happy.
 Please note: "The other guests will not be happy if you blow your nose at the dining table" is also correct.

- a Match the beginnings and endings of these sentences.

1 If you eat with your left hand in India,	a drink it in one gulp.
2 If you interrupt a Finnish person,	b your host will think you are very impolite.
3 If your host gives you vodka in Russia,	c avoid eye contact.
4 If you talk to someone in Korea,	d he will think you are rude.
- b Complete the following sentences on a separate piece of paper. Use the zero conditional.
 Example: When you are in France, don't blow your nose in public.

1 When you are in Finland, ...	3 When you are in Korea, ...
2 When you are in India, ...	4 When you are in Russia, ...

c Complete the following sentences on a separate piece of paper. Use conditional 1 and the ideas listed in the box.

have a lot to tell us | read some guidebooks | learn Italian | prepare herself better | have time to travel

- 1 If we move to Italy, ...
- 2 If I travel to India this summer, ...
- 3 When we retire, ...
- 4 When our son comes back from Argentina, ...
- 5 When Zoe goes on holiday next time, ...

Careful!

Note the difference between **when** and **if**.

When = it will happen/it is possible → When I get home, I will ring my mother.

If = it may not happen, I'm not sure → If I get home early, I'll bake a cake.

Activity 3

Read the postcard and fill in the gaps with the correct option from the list. There are two words too many.

complained | delicious | ever | explained | extra | impolite | necklace | refused | welcome | wonderful

Hi Sandy
 Greetings from Hawaii. It's 1 here.
 The weather is super and the food is 2
 When we checked into the hotel, we were each given
 a 3 made of flowers called a "lei". I didn't
 know how important it was, so I 4 it.
 Luckily, another tourist saw what was happening
 and 5 things to me. This necklace is a very
 old cultural symbol of 6 and friendship
 and it's 7 to refuse it. I was so embarrassed!
 So, if you 8 come to Hawaii, you will know
 what to do when someone gives you a "lei"!
 Love Lucy



Mrs Sandy Hardimann
 21 Greenfield Road
 Martingham
 MP6 3TS
 England

Activity 4

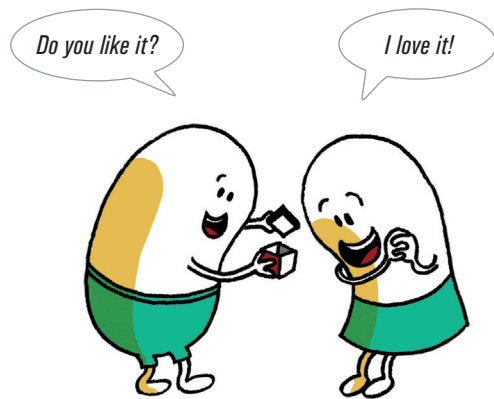
Write a postcard or an email to a friend about an embarrassing situation you experienced when you were abroad. Alternatively, use one of the ideas from Activity 1.



Overall Written Production

- B1** Can write straightforward connected texts on a range of familiar subjects within their field of interest (...).
- A2** Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".





Warm up

a What is the best way to say thanks for a great present?

- send an email saying thanks
 send a handwritten thank you note
 call and say thank you on the phone
 other ideas

b Have you ever written or received a thank you note?
 What was the occasion?

Activity 1

a Thank you notes show that you really appreciate someone's present. They do not have to be long or difficult. Here are a few things to remember when writing them. Complete the five steps with the words from the box:

- Step 1** Start with a
- Step 2** Say
- Step 3** Say something about the present (even if it is completely useless or silly) or mention how you will it.
- Step 4** Say (in a different way).
- Step 5** with a closing line (e.g. Best wishes, Warm regards, Love).

END
 THANKS AGAIN
 NICE
 THANKS
 GREETING
 USE

b Look at these examples and identify the five steps described in Activity 1a.

..... It'll keep me warm when I go skiing this weekend.

Step 1 Dear Terry

..... Thank you so much for the beautiful scarf.

..... Love, Lisa

..... Thanks again for your present.



Activity 2

Put the text blocks into the correct order and write the two thank you notes on a separate piece of paper.

A

Thank you for thinking of me.

What a wonderful surprise to find them on my desk after the stressful week I had. They're delicious!

Warm regards
 Stacy

Thank you so much for the cupcakes you left at the office for me.

Dear Dave

B

The colour matches my new winter coat perfectly, and I've already received many compliments on my outfit. You couldn't have chosen a better present!

Hey Lori

Thanks
 a million!

Love
 Samantha

Just a quick note to thank you again for the beautiful handbag you gave me for my birthday. I absolutely love it!

Activity 3

a Read the sentences and highlight the different expressions that you can use to say thanks.

- 1 Thanks a million for the delicious chocolates.
- 2 I love the book you got me. Thank you so much.
- 3 I just wanted to say a big THANK YOU for your graduation card and the cheque inside!
- 4 Thank you so very much for the beautiful flowers you sent me.
- 5 Thanks for the shower radio.
- 6 Just a quick note to say thank you for the cool hat you gave me.
- 7 Many thanks for the great bottle of wine.

b Combine each sentence from Activity 3a with one of these sentences:

- a It's really stylish, and I'm sure I'll wear it a lot.
- b Sunflowers are my favourites, so you really put a smile on my face.
- c It makes getting ready in the morning a lot more fun.
- d Meg and I are going to save it for a special occasion, and we'll certainly raise a glass to you.
- e I'll read it on my next vacation.
- f I can't decide which ones are my favourites. They're all so good!
- g I need to buy a lot of things for my college room, and I'm sure I'll put it to good use.

If the present you've received is completely useless or silly, you can always say: "Thanks for the It makes ... a lot more fun!"

Activity 4

In informal texts, it's fine to use short forms (contractions).

Examples: it is = it's we will = we'll they are = they're
I have = I've I would = I'd you are = you're

Rewrite the sentences using short forms whenever possible:

- 1 It is one of the coolest presents I have ever received.
- 2 We love the wine glasses. They are a perfect addition to our home bar.
- 3 Thanks for bringing your homemade cookies to the party. You are the best!
- 4 Your timing could not be better! I have already put the new flip flops into my suitcase.
- 5 Thanks again for the camera. I am sure I will use it a lot.



"Thanks for the rubber ducks. I'm sure they'll make bath time a lot more fun!"

Activity 5

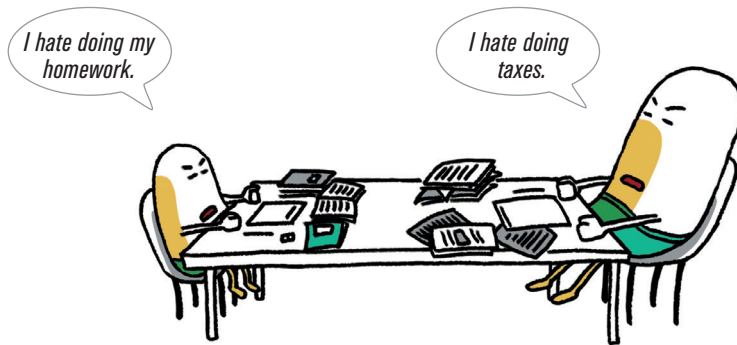
You're going to exchange "presents" with your classmates. Don't worry: the "present" is just an idea on a piece of paper, and you won't have to spend any money! 😊

- First, take a moment to think of ideas for presents. It can be something big, small, expensive, inexpensive, silly, funny, creative – absolutely anything!
- Write your favourite idea on a piece of paper and give it to your teacher. He or she will collect all the ideas and then give each of you a "present" from another student.
- What did you get as a present? Discuss and find out who gifted it to you.
- Write a thank you note to the person who gave it to you.

Correspondence

- B1** Can write personal letters describing experiences, feelings and events in some detail.
A2 Can write very simple personal letters expressing thanks and apology.





Warm up

Talk to a partner about your childhood. For example: Where did you live? Who did you play with? Where did you go to school? What were your hobbies?

Activity 1

a There are many things that we hated when we were children. Read this text about Lucilla and fill in the gaps.

break time | distances | garden | lots | piece | refusing | school | sport | subject | vegetables

When I was a child, there were1..... of things I didn't like. For example, I hated2..... I remember sitting at the table and3..... to eat any vegetables. My Mum was happy when I ate one small4..... of carrot! Another thing I hated was milk. At5..... we had to drink a small bottle of milk during6..... because everyone said it was good for us. Luckily, we only had to do this in the first class. The7..... I least liked at primary school was maths because I didn't like the teacher. Although I enjoyed playing in the8..... with my friends, I didn't like school9..... I hated running long10..... and playing hockey when it was cold outside.



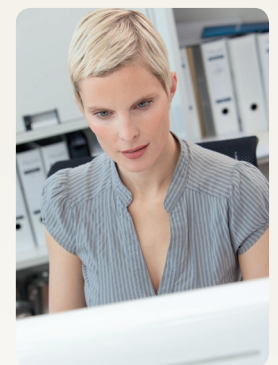
Lucilla aged 6

b Work with a partner. What did you hate as a child?

Activity 2

a When we grow older, our likes and dislikes change. Read how Lucilla has changed and write the correct form of the verbs into the gaps.

Now I'm a vegetarian, and my parents find it funny that I tell them to eat more vegetables. I've1..... (discover) that a mug of hot milk and honey2..... (help) me sleep well, so I drink that before I go to bed. When I3..... (change) schools at the age of eleven, I4..... (begin) to like maths because I5..... (have) some really good teachers. Now I6..... (work) as an accountant. The disadvantage of an office job is that I sit at my desk all day. To keep fit, I've7..... (join) a fitness club and I8..... (go) there three times a week.



Lucilla aged 31

b Work with a partner. How have your childhood likes and dislikes changed?

We use **used to + infinitive** when we talk about something that was true in the past but is no longer true now. Example: I **used to hate** cheese, but now I eat it every day.
Negatives: **didn't use to + infinitive**. Example: I **didn't use to like** cheese, but now I love it.

Activity 3

Match the beginnings and ends of these sentences about Lucilla.

- | | |
|-------------------------------------|--|
| 1 Lucilla used to hate vegetables, | a but now she works as an accountant. |
| 2 Lucilla used to hate milk, | b but now she goes to the gym three times a week. |
| 3 Lucilla used to hate maths, | c but now she is a vegetarian. |
| 4 Lucilla didn't use to like sport, | d but now she drinks a mug of hot milk and honey every evening before she goes to bed. |

Activity 4



When Kevin was a child he hated the following:

- Food: cheese, olives
Activities: travelling, gardening
School: French
Special problem: being the centre of attention

Kevin is now a famous singer and gives concerts to his fans all over the world. He lives in France and enjoys the French culture. He is a fan of French wine and cheese. He loves the olive trees and beautiful flowers in his garden and has become a hobby gardener.

Using the information about Kevin, write down six sentences about what he used to hate and what is true now.

- 1 Kevin used to hate cheese, but now

Activity 5

- a** Write ten sentences about yourself comparing what was true in the past and is no longer true now. What did you use to hate? Where did you use to live, etc.?

Example: I used to hate crowds, but now I often go to football matches.

- b** Compare with a partner. Do you have anything that is similar?

Careful!

If you say: "I used to play football", that means that you no longer play football today.

You might want to say: "I used to play football three times a week", if you still play football but not so often.

Grammatical accuracy

B1 Uses reasonably accurately a repertoire of frequently used "routines" and patterns [...].

A2 Uses some simple structures correctly, but still systematically makes basic mistakes.





Warm up

"Do you want the good news or the bad news first?"
 What do you usually say when somebody asks you this question? How many people in your class prefer hearing the bad news first?

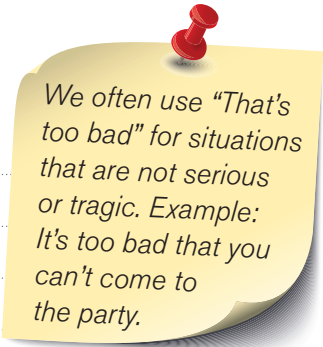
Activity 1

a Imagine that something bad has happened in your friend's life and he or she tells you about it. Which of these expressions can you use when you hear bad news? Tick the boxes.

- | | | |
|---|--|---|
| <input type="checkbox"/> That's too bad. | <input type="checkbox"/> I'm sorry to hear that. | <input type="checkbox"/> That's awesome. |
| <input type="checkbox"/> That's terrible. | <input type="checkbox"/> That's fine with me. | <input type="checkbox"/> You must feel awful. |

b Use the expressions from Activity 1a and respond to the news on the left. There are several possibilities. Compare your answers in class.

- 1 I didn't get the job. →
- 2 My hamster died. →
- 3 My girlfriend cheated on me. →
- 4 I have the flu. →



c We often use "I hope ..." or "I'm sure ..." to say something positive about the future. Read sentences 1–4 and add one of these sentences.

- I hope you find a new job soon. | I'm sure you'll pass it next time.
- I hope the police catch the thief. | I hope you feel better soon.



I'm sorry to hear that ...

- 1 ... you failed your driving test.
- 2 ... you lost your job.
- 3 ... your car was stolen.
- 4 ... you've got stomach ache.

Work with a partner and add a sentence to these examples. Use your own ideas this time.

- 5 I'm sorry to hear that you're leaving the company. I hope
- 6 I'm sorry to hear that you missed your flight. I hope

Activity 2

Complete the two emails on the next page with these text blocks:

- sure you'll find something soon | If there's anything we can bring | If I see any interesting job ads |
- sorry that you have to stay in hospital | sorry to hear that you didn't get the job

Hi Stella

I'm1....., but there are plenty of other companies that are looking for talented engineers. I'm2.....
3....., I'll send them to you.

All the best

Henry

Hi Jason

Mike told me that you had a bicycle accident last night. I'm really4.....
 for a few days, but glad that you're getting the care that you need.

Mike and I are going to stop by tomorrow afternoon to see how you're doing.5.....
 to cheer you up, just let me know.

Get well soon. We miss you here at school.

See you tomorrow

Debbie

Activity 3

You can use **I hope ... /I'm sure ...** with or without **that**.

I hope you find a job soon. = **I hope that** you find a job soon.

I'm sure you will pass the test. = **I'm sure that** you will pass the test.

You can also use **I heard ...** with or without **that**.

I heard you had an accident. = **I heard that** you had an accident.

Write one sentence with "I heard" and one sentence with "I heard that". Use the ideas in the box on the right.

1
 2

your dog has run away
 you've had a stressful week

Write one sentence with "I hope" or "I'm sure" and one sentence with "I hope that" or "I'm sure that".

3
 4

you find your dog
 things will get better

Activity 4

Write an email responding to one of the examples below. When you are finished, read your texts in class and compare.

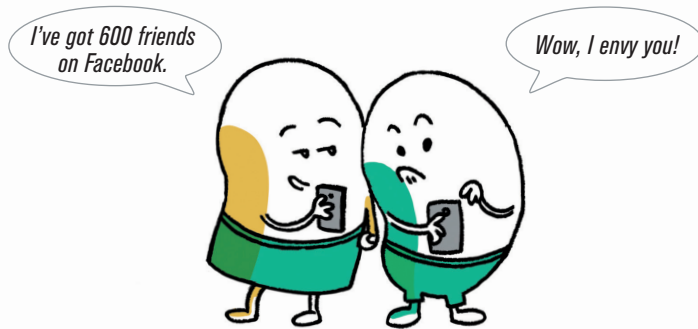
- I'm sad because my cat disappeared two days ago. I haven't seen him since.
- I've had a really bad week at work. Everything went wrong.
- I'm terribly disappointed. I didn't win Britain's Got Talent.

Planning

B1 Can work out how to communicate the main point(s) he/she wants to get across [...].

A2 Can recall and rehearse an appropriate set of phrases from his repertoire.





Warm up

The two people in the illustration are playing with their smart phones. Do you have a mobile phone or a smart phone? Work in small groups and show each other your phones. Explain how it works and what you use it for. How old is it? How important is it for you to have the latest model?

Activity 1

- a** Do you know the idiom **“Keeping up with the Joneses”**? This is an expression used to describe competitive behaviour between neighbours. Each neighbour tries to have better things than the other neighbours: a more expensive car, a bigger sit-on-lawnmower, the most beautiful garden. This kind of behaviour can also be found at school and at work. Can you give examples?
- b** Fill in the gaps with words from the box to complete a film review. There are three words too many.

act | become | buy | explain | happen | increase | influence | laugh | makes | pays | reminds | seem | show | spend | wish

Title	The Joneses
Type of film	Dark comedy
Year	2009
Director	Written and directed by Derrick Borte
Stars	Demi Moore, David Duchovny, Amber Heard and Ben Hollingsworth
Awards	One nomination, no awards
Introduction	As the title suggests, the movie1..... us of the idiom “Keeping up with the Joneses”.
Plot (Story)	The Joneses2..... to be a wonderful family. However, they are not a real family. A marketing firm3..... them to live in a rich neighbourhood and4..... as the perfect family with the perfect house, the perfect clothes and the perfect car. It is their job to make sure that the sales in the area5..... The Joneses soon6..... the trendsetters – Mr and Mrs Jones for all the couples in the area, and the son and daughter for all their classmates at school. The Joneses always have new and expensive things to7..... to their envious neighbours and schoolmates. The neighbours8..... a lot of money so that they can live like the Joneses. We can9..... about this, but we cannot laugh at the sad result.
Comments	The message of the movie is that we are all consumers. Our society is based on the fact that we feel envy and10..... to have the same things as other people. The way that the Joneses11..... their neighbourhood is very realistic. This could12..... anywhere in the world in a similar neighbourhood.
Opinion	An enjoyable film, well-written, well-acted, funny, and about an interesting topic.

You can talk about a **film** or a **movie**. Both words have the same meaning.

- c** Have you heard of this movie? Would you like to watch it?

Activity 2

a When you write a film review, it is helpful to keep to a structure. Refer to Activity 1 and fill in the words in the left hand column. Can you guess the name of the film?

A.....	
	Drama (Set in Vienna, in the second half of the 18 th century)
	1984
	Miloš Forman / Written by Peter Shaffer and based on his play.
	F. Murray Abraham and Tom Hulce
	The film received 40 awards, including eight Oscars.
	The film is about the composer Wolfgang Amadeus Mozart.
	The first scene in the film shows Salieri, a composer who lived at the time of Mozart. He is an old man who seems a bit mad. He says that he killed Mozart out of envy because Mozart's music was so much better than his. The film then goes back to the time when Mozart arrives in Vienna and Salieri first hears his music. Through Salieri's eyes, we see Mozart's life in Vienna - his successes and problems. Salieri loves Mozart's music and recognizes that Mozart is a genius, but he hates Mozart.
	The film is a bit long. It lasts 2 hours 40 minutes. There is also a longer three-hour version! At first Mozart shocks us because, like Salieri, we ask ourselves, how can a genius be so very silly and childish? However, the music is amazing, the costumes are wonderful and the actors are great.
	It is not surprising that the film was such a success. Highly recommended!

b When we talk about the plot of a film, we use the simple present tense. Underline all the verbs in the present tense in the green box.

Activity 3

a Work with a partner. Combine the five boxes in different ways to talk about future plans.

When we talk about future plans we use **to be + going to + infinitive**.
I am going to watch the extended version of Amadeus at the weekend.
He is going to read Shaffer's book Amadeus.
We are going to buy the DVD of The Joneses this afternoon.

I am	going to	watch	the cinema	tomorrow.
My friend is	going to	buy	the latest smart phone	at the weekend.
We are	going to	talk about	a DVD	this evening.
*** and I are	going to	meet at	a movie	on my birthday.

b With your partner talk about the films you are going to buy/watch in the next week or two.

Activity 4

Using the same structure as in Activities 1 and 2, write a short film review about your favourite film, or about a film in which envy plays an important role.



Flexibility*

- B1** Can use a wide range of simple language flexibly to express much of what he/she wants.
- A2** Can vary memorised simple phrases and adapt them to different situations.



* simplified version of the CEFR descriptor Flexibility

Where are we going?



It's a surprise. Trust me.

Warm up

Describe the illustration. What is happening? Do you think the two people know each other well? Why or why not?

Activity 1

a Work with a partner. What comes to mind when you hear the word "friend"? Write down as many ideas as you can. Then compare in class and collect your ideas on the board.



b Do you think it's better to have a lot of friends or just a few that are close to you? Discuss in class.

Activity 2

Notice the difference between **a few** and **few**:

I have **a few** friends. = I have some friends.
(Not many, but I am not alone.)

I have **few** friends. = I have almost no friends.

Similarly: **a little** and **little**.

I have **a little** time for myself. = some time

I have **little** time for myself. = almost no time



Complete the sentences with **a few**, **few**, **a little** or **little**.

- 1 Kaitlin is always very busy. Unfortunately, she has time for her friends.
- 2 I'm going to London. My friend lives there, and I want to spend days with her.
- 3 We still have wine left. Would you like some?
- 4 My friend is Italian but his English is excellent. He makes very mistakes.
- 5 Richard called me minutes ago. He wants to come over later today.

Activity 3

a Read Gary's story. Complete the text with these text blocks:

spend time with me | very little money | stopped calling me | my closest friend

A few years ago, I went through some difficult times. I was between jobs and had
..... . Most of the people who I thought were my friends disappeared during that time. They and didn't invite me over anymore.

The only person who still wanted to
 was Alan. He even lent me money (not a little, a lot!)
 to help me start my own business. I don't know what I would have
 done without him. Today, I'm doing well, my business is successful,
 and Alan is still
 I would trust him with my life!



- b** Read Carla's story. Complete the text with the words below. Some do not fit anywhere.

few | always | little | never | something | same | already | similar | nothing | every | another

Alyssa and I have known each other since primary school. She has1..... been the smart kid.
 She studied very2..... but always received excellent marks. I, on the other hand, struggled
 through many of my school years. Maths and sciences were the subjects that I hated the most. I was
 scared to death3..... time I had to take a test.

Luckily, my science teacher was not the most creative guy in the world.
 His exam questions were always the4..... and I found a way to
 get the answers from a student who had5..... taken the test.
 From that time on, my test scores improved in a magical way!

One day my luck changed. The teacher found the notes that I had hidden in
 the toilets (I still don't know what he was doing in the ladies' toilets but that's
6..... story!). He stormed into the classroom and stared at me.
 "Are they yours?" he shouted. I opened my mouth but7..... came out.

Instead, I heard Alyssa say: "No, they're mine. I'm sorry, Mr. Gordon. I know that cheating is wrong.
 It will8..... happen again, I promise."



- c** Talk about Carla's and Gary's stories in class. What did their friends do for them? Why can Carla and Gary trust their friends?

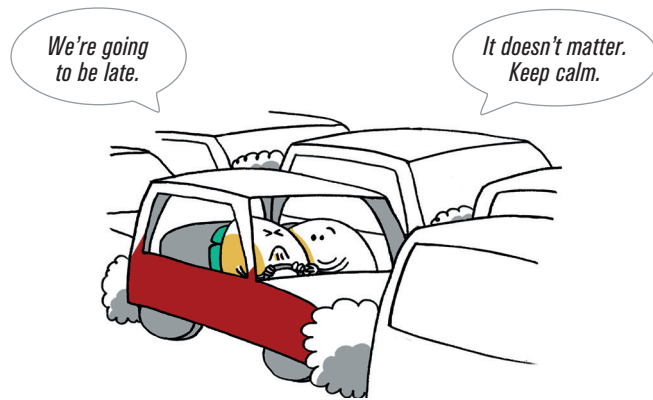
Activity 4

What is the best thing a friend has done for you? Write about an experience of your own. When you are finished, read your story to your classmates.

Overall written production

- B1** Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
- A2** Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".





Warm up

One of many stressful situations in life is moving house. How often have you moved house or have you always lived in the house you now live in? Who in the class has moved house the most often? Stand in a row according to the number of times you have moved – the person who has moved the most on the right, and the person who has moved the least on the left. Are there any surprises?

Activity 1

- a What makes moving house so stressful? Divide the snake into words and phrases to find some suggestions.

finding a new home doing the paperwork organizing transport of furniture and boxes throwing away old things packing boxes renovating and cleaning

- b How is it possible to reduce the stress of moving house and stay calm?

Activity 2

- a Read this email about moving house. Put the verbs into the correct tense – simple past or present perfect. Look at the grammar box on the opposite page to help you.

15 September 20XX

New address: Rose Cottage, Seaview Road, Southampton, SO19 3SV

Dear Edith

Sorry you haven't heard from me for so long, but we1..... (be) very busy. As you can see from our address, we2..... (move) from Birmingham to Southampton. We now live in a wonderful house on the coast, with a great view over the sea.

Tim3..... (change) jobs half a year ago, and because it was too far for him to travel to Southampton every day, we4..... (decide) to move. As you know, I5..... (always want) to live by the sea, and the kids were very happy when they heard the news, too.

With the help of friends, we6..... (find) this house in June. However, we didn't move until August. We wanted to have time to renovate the house and organize everything. I7..... (begin) packing the boxes in July so that there would be no last minute stress. The move8..... (go) very well because our friends helped us so much beforehand. On our moving day, the removal company was very professional, and9..... (do) a great job.

We10..... (live) in our new house for a month now and11..... (hang) up most of our pictures. We only12..... (unpack) the last box yesterday! The kids13..... (start) school last week and are happy because they14..... (already make) some friends. Tim and I are going away for a relaxing weekend this Friday to celebrate our successful move. My Mum15..... (agree) to come and look after the kids while we are away.

So I hope you'll come and visit us soon. You're welcome any time.

Best wishes

Rose

b Why were Rose and Tim able to feel so calm about their move?

The **present perfect** = have/has + past participle. It is used for actions that started/happened in the past and have some connection to now. There are no details about when the action happened.

Signal words: already, before, ever, never, for/since, so far, always, just, yet, recently, lately, how often
Example: I have moved house ten times in my life.

Note the word order: I **have already unpacked** all the boxes.

The **simple past** is used for actions that happened in the past and it is clear when they happened.

Signal words: ago, yesterday, last ..., in 20XX, on 10th May, when, what time, the other day.

Example: I unpacked the boxes last week.

Activity 3

a Look at the text in Activity 2. Underline all the signal words for the present perfect and circle all the signal words for the simple past.

b Here are some sentences in the present perfect. Write them down on a separate piece of paper. Then change them into the simple past by saying when the event happened.

Example: I have given away two bags of old clothes. → I gave away two bags of old clothes last week.

- 1 Everything is under control because I have finished packing the boxes.
- 2 With the help of friends, we have renovated the whole house.
- 3 I have contacted a removal company.
- 4 We have seen a house that we really like.
- 5 We have already met the neighbours.
- 6 Our missing cat has been found.
- 7 We have bought a new sofa for the living room.
- 8 We have booked a weekend at a spa.



Activity 4

You have just moved house. Write an email to a friend. Mention the points in the order that you think is best. (You can use ideas from the email to Edith on the opposite page.)

- Why did you move?
- How did you feel about moving house?
- How did you organize the move?
- What do you like best about your new home?

OR

Write an email to a friend about how you kept calm in a stressful situation. Mention the points in the order that you think is best.

- What was the situation?
- Who was there with you?
- Why was it stressful?
- What did you do to stay calm?

Careful!

When you write a letter or an email, remember to start with a capital letter after the greeting.



Creative Writing

- B1** Can write accounts of experiences, describing feelings and reactions in simple connected text.
- A2** Can write very short, basic descriptions of events, past activities and personal experiences.



Unit 1

Warm up Possible answers: try a new sport | sell things at the flea market | have a game night | make cheese fondue | go to a comedy club | take a day trip to a nearby town

1 a Let's go ...; Why don't we go ... (infinitive without "to") | Do you want to go ...; Would you like to go ... (infinitive) | Do you feel like going ...; How about going ... (-ing form)

1b 1 going | 2 to take | 3 trying | 4 to sell | 5 have | 6 make

2a 1 Would you like to come along? | 2 Do you feel like going to the Planetarium on Saturday? | 3 Do you want to come over for dinner tonight?

2b Text 1: Do you feel like going to the Planetarium on Saturday? | Text 2: Would you like to come along? | Text 3: Do you want to come over for dinner tonight?

4a Accepting invitations (possible answers): That'd be good. | Sure. That sounds like fun. | Great idea!

Declining invitations (possible answers): I'm really sorry, but I can't. I have ... at that time. | I'm afraid, I'm busy tonight. How about some other time?

4b Possible answers: 1 I'd love to, but I've got something else on, I'm afraid. | 2 I'd love to, thanks. | 3 That sounds great! | 4 Sure. That sounds like fun.

Unit 2

1a Suggested answers: 1 I take out the rubbish every evening. | 2 I feed the cat twice a day. | 3 I clean the fridge once a month. | 4 I do the laundry every Monday. | 5 I clean the windows three times a year. | 6 I make the beds every morning. | 7 I Hoover the carpet every other day. | 8 I make a meal once or twice a day.

2b regularly, always, usually, sometimes, rarely, never, often, frequently, normally

2c He always has his meals at the same time. He usually gets up at 7:30 and goes to bed at 9:30. He sometimes has a glass of red wine in the evening, but he rarely drinks more than one. He never does sport, but he often goes for a walk. To keep up with the news, he frequently reads the newspaper, but he doesn't normally read books.

3 1 We go for groceries twice a week. | 2 We always have our meals in the kitchen. | 3 I never have tea for breakfast. | 4 He usually does sport early in the morning. | 5 I don't often have time to read a book. | 6 On Sundays we always go to my parents' for lunch.

Unit 3

Warm up Possible answers: baby shower | wedding anniversary | class reunion | communion | confirmation | birthday | bachelor/bachelorette party | engagement party | family reunion | housewarming party

2

	Invitation 1	Invitation 2	Invitation 3
location	The Tanner's home 803 Maple Street	Restaurant Chez Louise 134 Melrose Avenue Seattle, WA 98104	Matthew & Dana's house
date	Thursday, February 10	Friday, March 11	Saturday, August 1
time	3:00 – 7:00 p.m.	at 7 p.m.	5:00 p.m.
occasion	Emma's 1st birthday	father's 60th birthday	Matthew's 40 th birthday
contact	Katie & Jason Tanner Phone: 713 884 3236	Liz and Philip Phone: 206 642 4305	Dana Mills; Email: dana.mills@yourmail.com

3a 1 in | 2 on | 3 at; in | 4 in | 5 on

3b 1 on | 2 at | 3 in | 4 at | 5 at

Unit 4

Warm up Possible answers: It's difficult when you do not know anyone. You often don't feel welcome or accepted.

1b 1 Is there a professional trainer at your tennis club? | 2 There are lots of good reasons to join a group. | 3 Are there any competitions at the leisure centre? | 4 There is an excellent restaurant at the local golf club. | 5 There aren't enough interested people to form a judo club.

2b Marion. 2 x there are, 1 x there is | Jack: 2 x there are, 1 x there is

3	Person	Marion	Jack
	Group	Brixly Bridge Club	Local Fire and Rescue Services
	Number of members	112	26
	Why he/she joined	Was lonely, didn't know anybody	It's a family tradition
	How long he/she has been a member	For eight years	Since he was 13
	How often he/she meets the group	Usually three times a week	Every Monday and some weekends
	Who can join	Anybody	Anybody over 18 who is fit and lives near the fire station
	What he/she likes about the group	She's made friends. It keeps her brain fit.	He gets to know people and can help people.
	Additional information	Membership costs £30 a year. Club founded 60 years ago.	He has to respond to 30% of the fire calls. He met his wife when he rescued her cat. He doesn't get paid.

Unit 5

- 1 Possible answers: brave; fearless; adventurous; confident | 2 timid; afraid; frightened; scared
- 3b Possible answers: 1 I'd feel perfectly calm in this situation. | 2 I'd feel extremely scared in this situation. | 3 I'd feel a little uncomfortable in this situation. | 4 I'd feel quite nervous in this situation.
- 4 1 felt a little uncomfortable | 2 couldn't say "no" | 3 couldn't get enough of it | 4 became quite fond of | 5 discovered a small spider | 6 carefully picked up the spider

Unit 6

- Warm up** Possible answers: an operation, a competition, a football match, a long day at work, solving a difficult problem, moving house
- 1 happy | wonderful | great | overjoyed | thankful
- 2a C | A | B | D
- 2b They're just leaving school so they could be 18 - 20 years old. | They're talking about their school leaving exams. | Martin wants to study medicine and Thomas wants to join the police.
- 2c D | C | C | B | A | D
- 3a a: letter, test, hotel, European country, hospital, wish, house, university course
an: email, hour, umbrella, exit, SOS, uncle, apartment
- 3b 1 the | 2 A | 3 The | 4 a | 5 the | 6 a | 7 a | 8 an | 9 The | 10 a

Unit 7

- Warm up** two | to | too
- 1 There; sightseeing | 2 Your; meet | 3 whether; tea; website | 4 strawberry, It's | 5 pair; pear
- 2a 1 shelves | 2 stories | 3 pears | 4 families | 5 pies | 6 tomatoes | 7 mosquitoes | 8 wishes | 9 scarves
- 2b 1 people | 2 mice | 3 teeth
- 2c Possible answers: child – children | man – men | woman – women | foot – feet | sheep – sheep | goose – geese
- 3b 1 friend, believe, ceiling, niece, receive, piece, receipt, thief | 2 necessary | 3 secret (A **secretary** keeps a **secret**.)

Unit 8

- Warm up** an employer is the company or person who gives people work, an employee is a person who works at a company | when you apply for a job you send in an application and you are the applicant | an interviewer is the person who interviews and an interviewee is the person who is interviewed
- 1a 1 Date | 2 Place | 3 Nationality | 4 status | 5 Objective | 6 History | 7 Education | 8 Skills | 9 Personal | 10 References

Answer key

- 1b** In 2010 | She plays table tennis, goes hiking and likes reading and travelling | Three years | Tourism | A girls' only school
- 2a** 1 for | 2 in | 3 for | 4 at | 5 in | 6 after | 7 as | 8 for | 9 with | 10 at | 11 for | 12 forward
- 2b** to advertise in a magazine | to look for something | to study at a university | to have experience in something | to look after something | to work as a (tour guide) | to be responsible for something | to coordinate with someone | to be good at something | to come for an interview | to look forward to something

Unit 9

- 1** 1 c | 2 e | 3 d | 4 a | 5 b
- 2** 1 age | 2 respected | 3 lives | 4 easier | 5 chosen | 6 receive
- 3a** bringing people together through social activities
- 4a** organized | hosted | picked up | taken
made | chosen | served | broken | welcomed | cleaned | invited | told | helped
- 4b** 1 The tea dance is organized by volunteers. | 2 The guests are welcomed by the host. | 3 Tea is served at 4 o'clock. | 4 The cake is made with chocolate. | Any leftovers are taken home by the guests.

Unit 10

- Warm up** Male: father, son, brother, uncle, nephew, grandfather, grandson, great grandfather, husband, brother-in-law | Female: mother, daughter, sister, aunt, niece, grandmother, granddaughter, great grandmother, wife, sister-in-law | Neutral: parents, parents-in-law, children, grandparents, grandchildren, cousin, sibling, spouse
- 1b** Welsh | Irish | Belgian | Dutch | German | Spanish | Turkish | Italian | Croatian | Russian | Polish | Swiss
- 2a** 1 cousin's | 2 husband's | 3 grandfather's | 4 wife's | 5 brothers' | 6 mother's
- 3a** 3 children | 2 grandchildren | 3 great grandchildren

Unit 11

- 1a** 1 Fruit & vegetables | 2 Bakery | 3 Beverages | 4 Meat | 5 Dairy products | 6 Fish & seafood | 7 Household items | 8 Snacks
- 1b** Possible answers: 1 peaches, melons, pears, carrots, onions, celery | 2 buns, cakes, pies, rolls | 3 water, tomato juice, soft drinks, cider, alcoholic drinks | 4 pork, beef, minced meat, liver, poultry | 5 butter, sour cream, milk, cream cheese, cottage cheese | 6 salmon, mussels, trout, calamari | 7 washing up liquid, paper towels, cloths, toilet brush | 8 crisps, chocolate bars, marshmallows, biscuits, dried fruit
- 3a** 1 cream | 2 cheese | 3 salmon | 4 cake | 5 cinnamon
- 3b** 1 bread | 2 chocolate | 3 corn flakes | 4 coffee | 5 apple pie | 6 paper towels
- 3c** Possible answers: a gallon (of milk), a pint (of milk), a tube (of toothpaste), a dozen (eggs), a package (of chicken wings), a packet (of crisps)
- Please note: People in different English-speaking countries often use different words for containers and/or types of packaging. For example, some people say "a bag of crisps" and others say "a packet of crisps". Don't let this confuse you.*
- 4** 1 How much orange juice do we need? How many bottles (or cartons) of orange juice do we need? | 2 How much pizza sauce do we need? How many cans (or tins) of pizza sauce ...? | 3 How much toilet paper ...? How many rolls of toilet paper ...? | 4 How much bread ...? How many loaves of bread ...? | 5 How much beer ...? How many bottles of beer? | 6 How much honey ...? How many jars of honey?

Unit 12

- Warm up** Possible answers: Henry VIII had six wives | Queen Elizabeth I was a great queen, Shakespeare was alive then | Charles I was beheaded | Victoria was queen for nearly 64 years
- 1** The Unexpected Job
- 2a** question mark ? | exclamation mark ! | speech marks "" | asterisk * | colon : | semi-colon ; | dash – | comma , | apostrophe ' | open bracket (| close bracket) | full stop (BE)/period (AE) .
- 3** Why was it a problem that King George VI had a stammer? Unfortunately, the king was expected to give many official speeches. He found these events very difficult, but radio broadcasts were his greatest horror! The king's speeches on

the radio were especially important during World War II. However, it was not possible to pre-record at that time – the king spoke into the microphone and his speech was broadcast live.

With the help of his wife and speech therapist Lionel Logue, the king tried to overcome his stammer. The British people found this very motivating. As the king became better at speaking and his stammer became less noticeable, so people believed they could overcome the problems of the war. The 2010 film "The King's Speech" documents this part of George VI's life. It's also possible to hear his original speeches on the Internet.

Unit 13

Warm up Possible answers: work (e.g. finding a good job) | money (e.g. paying the rent every month) | relationships (e.g. finding love) | natural disasters (e.g. a tsunami)

- 1a** 1 money to pay the bills this month | 2 still love me | 3 good | 4 better job soon | 5 can't take care of myself anymore
- 1b** Tom is worried about his relationship (with his wife). | Ella is worried about her appearance. | Mia is worried about her work. | Bill is worried about getting old.
- 2a** 1 You should see ... | 2 You should get ... | 3 You should save ... | 4 You should look for ...
- 2b** 1 Do you think I should have a face lift? | 2 Do you think I should move out? | 3 Do you think I should sell my car? | 4 Do you think I should get a divorce?
- 2c** 1 I don't think you should buy it. | 2 I think you should marry her. | 3 I don't think you should work so much. | 4 I don't think you should worry about your English skills.

Unit 14

- 1b** 1 Russia | 2 India | 3 France | 4 Korea | 5 Finland
- 2a** 1 b | 2 d | 3 a | 4 c
- 2b** 1 ... don't interrupt another person. | 2 ... don't eat with your left hand. | 3 ... don't make direct eye contact. | 4 ... drink your glass of vodka in one gulp.
- 2c** 1 ... we will learn Italian. | 2 ... I will read some guidebooks. | 3 ... we will have time to travel. | 4 ... he will have a lot to tell us. | 5 ... she will prepare herself better.
- 3** 1 wonderful | 2 delicious | 3 necklace | 4 refused | 5 explained | 6 welcome | 7 impolite | 8 ever

Unit 15

- 1a** 1 greeting | 2 thanks | 3 nice, use | 4 thanks again | 5 End
- 1b** Step 2: Thank you so much for the beautiful scarf. | Step 3: It'll keep me warm when I go skiing this weekend. | Step 4: Thanks again for your present. | Step 5: Love Lisa
- 2** A
Dear Dave
Thank you so much for the cupcakes you left at the office for me. What a wonderful surprise to find them on my desk after the stressful week I had. They're delicious!
Thank you for thinking of me.
Warm regards
Stacy
- B
Hey Lori
Just a quick note to thank you again for the beautiful handbag you gave me for my birthday. I absolutely love it! The colour matches my new winter coat perfectly, and I've already received many compliments on my outfit. You couldn't have chosen a better present!
Thanks a million!
Love
Samantha
- 3a** 2 Thank you so much. | 3 ... say a big THANK YOU ... | 4 Thank you so very much ... | 5 Thanks | 6 ... say thank you ... | 7 Many thanks ...
- 3b** 1 f | 2 e | 3 g | 4 b | 5 c | 6 a | 7 d
- 4** 1 It's; I've | 2 They're | 3 You're | 4 couldn't; I've | 5 I'm; I'll

Unit 16

- 1a** 1 lots | 2 vegetables | 3 refusing | 4 piece | 5 school | 6 break time | 7 subject | 8 garden | 9 sport | 10 distances
- 2a** 1 discovered | 2 helps | 3 changed | 4 began | 5 had | 6 work | 7 joined | 8 go
- 3** 1 c | 2 d | 3 a | 4 b
- 4** Possible answers: 1 Kevin used to hate cheese, but now he is a fan of French cheese. | 2 Kevin used to hate olives, but now he has olive trees in his garden. | 3 Kevin used to hate travelling, but now he gives concerts all over the world. | 4 Kevin used to hate gardening, but now he has become a hobby gardener/grows beautiful flowers in his garden. | 5 Kevin used to hate French, but now he lives in France and enjoys the French culture. | 6 Kevin used to hate being the centre of attention, but now he is a famous singer.

Unit 17

- 1a** That's too bad. | I'm sorry to hear that. | That's terrible. | You must feel awful.
- 1b** Possible answers: 1 That's too bad. | 2 I'm sorry to hear that. | 3 That's terrible! | 4 You must feel awful.
- 1c** 1 I'm sure you'll pass it next time. | 2 I hope you'll find a new job soon. | 3 I hope the police will catch the thief. | 4 I hope you feel better soon. | Possible answers: 5 I hope we'll stay in touch. | 6 I hope you can catch another flight later today.
- 2** 1 sorry to hear that you didn't get the job | 2 sure you'll find something soon | 3 If I see any interesting job ads | 4 sorry that you have to stay in the hospital | 5 If there's anything we can bring
- 3** 1 I heard (that) your dog has run away. | 2 I heard (that) you've had a stressful week. | 3 I hope/I'm sure (that) you will find your dog. | 4 I hope/I'm sure (that) things will get better.

Unit 18

- 1a** Possible answers: wearing expensive clothes, having the latest smart phone, going on expensive holidays, having lots of friends
- 1b** 1 reminds | 2 seem | 3 pays | 4 act | 5 increase | 6 become | 7 show | 8 spend | 9 laugh | 10 wish | 11 influence | 12 happen
- 2a** Amadeus
- 2b** shows | is | seems | says | goes | arrives | hears | see | loves | recognizes | hates
- 3a** Possible answers: I am going to watch a movie at the weekend. | My friend is going to buy a DVD tomorrow. | We are going to meet at the cinema on my birthday. | Kevin and I are going to talk about the latest smart phone this evening.

Unit 19

- 2** 1 little | 2 a few | 3 a little | 4 few | 5 a few
- 3a** A few years ago, I went through some difficult times. I was between jobs and had very little money. Most of the people who I thought were my friends disappeared during that time. They stopped calling me and didn't invite me over anymore. The only person who still wanted to spend time with me was Alan. He even lent me money (not a little, a lot!) to help me start my own business. I don't know what I would have done without him. Today, I'm doing well, my business is successful, and Alan is still my closest friend. I would trust him with my life!
- 3b** 1 always | 2 little | 3 every | 4 same | 5 already | 6 another | 7 nothing | 8 never
- 3c** Alan was there for Gary when all his other friends had disappeared. He also lent him some money. | Alyssa took the blame for something that Carla had done.

Unit 20

- 1a** finding a new home | doing the paperwork | organizing transport of furniture and boxes | throwing away old things | packing boxes | renovating and cleaning
- 1b** Possible answers: organize everything well, get friends to help, get support from a removal company, allow enough time
- 2a** 1 have been | 2 have moved | 3 changed | 4 decided | 5 have always wanted | 6 found | 7 began | 8 went | 9 did | 10 have lived | 11 have hung | 12 unpacked | 13 started | 14 have already made | 15 has agreed
- 2b** everyone was happy about moving to Southampton, friends helped them find a house, they allowed a lot of time, Rose started packing the boxes early, friends helped them, they had a good removal company

- 3a** Present perfect: always | for a month | already | Simple past: ago | when | in June | until August | in July | beforehand | on our moving day | yesterday | last week
- 3b** Possible answers: 1 Everything is under control because I finished packing the boxes yesterday. | 2 With the help of friends, we renovated the whole house last month. | 3 I contacted a removal company a month ago. | 4 We saw a house that we really liked in June. | 5 We met the neighbours on the first day we were here. | 6 Our missing cat was found last night. | 7 We bought a new sofa for the living room last weekend. | 8 We booked a wellness weekend last night.

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ENGLISH

- C2** telc English C2

- C1** telc English C1

- B2-C1** telc English B2-C1 Business
telc English B2-C1 University

- B2** telc English B2
telc English B2 School
telc English B2 Business
telc English B2 Technical

- B1-B2** telc English B1-B2
telc English B1-B2 School
telc English B1-B2 Business

- B1** telc English B1
telc English B1 School
telc English B1 Business
telc English B1 Hotel and Restaurant

- A2-B1** telc English A2-B1
telc English A2-B1 School
telc English A2-B1 Business

- A2** telc English A2
telc English A2 School

- A1** telc English A1
telc English A1 Junior

DEUTSCH

- C2** telc Deutsch C2

- C1** telc Deutsch C1
telc Deutsch C1 Beruf
telc Deutsch C1 Hochschule

- B2-C1** telc Deutsch B2-C1 Medizin

- B2** telc Deutsch B2 Medizin
Zugangsprüfung
telc Deutsch B2+ Beruf
telc Deutsch B2

- B1-B2** telc Deutsch B1-B2 Pflege

- B1** telc Deutsch B1+ Beruf
Zertifikat Deutsch
Zertifikat Deutsch für Jugendliche

- A2-B1** Deutsch-Test für Zuwanderer

- A2** telc Deutsch A2+ Beruf
Start Deutsch 2
telc Deutsch A2 Schule

- A1** Start Deutsch 1
telc Deutsch A1 für Zuwanderer
telc Deutsch A1 Junior

ESPAÑOL

- B2** telc Español B2
telc Español B2 Escuela

- B1** telc Español B1
telc Español B1 Escuela

- A2-B1** telc Español A2-B1 Escuela

- A2** telc Español A2
telc Español A2 Escuela

- A1** telc Español A1
telc Español A1 Escuela
telc Español A1 Júnior

FRANÇAIS

- B2** telc Français B2

- B1** telc Français B1
telc Français B1 Ecole
telc Français B1 pour la Profession

- A2** telc Français A2
telc Français A2 Ecole

- A1** telc Français A1
telc Français A1 Junior

ITALIANO

- B2** telc Italiano B2

- B1** telc Italiano B1

- A2** telc Italiano A2

- A1** telc Italiano A1

TÜRKÇE

- C1** telc Türkçe C1

- B2** telc Türkçe B2
telc Türkçe B2 Okul

- B1** telc Türkçe B1
telc Türkçe B1 Okul

- A2** telc Türkçe A2
telc Türkçe A2 Okul
telc Türkçe A2 İlkokul

- A1** telc Türkçe A1

РУССКИЙ ЯЗЫК

- B2** telc Русский язык B2

- B1** telc Русский язык B1

- A2** telc Русский язык A2

- A1** telc Русский язык A1

PORTUGUÊS

- B1** telc Português B1

اللغة العربية

- B1** telc اللغة العربية B1

JĘZYK POLSKI

- B1-B2** telc Język polski B1-B2 Szkoła

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Drag and drop the responses to complete each dialogue.

Are you coming with us to the beach tomorrow?
Gordon's exhausted but still plans on working all weekend.
Helena said her hotel was noisy and the pool was too small.
I don't want to go to the meeting.
Are you annoyed with Jen because of what she said about you?

Unless you come up with a valid reason, the boss will make you go.
According to Sarah, he's really overworking it.
Yes. She really hurt my feelings.
I might. It depends on the weather.
She always finds something to complain about.

Do you have any regrets? Click on the picture of the speaker to hear their answer. Then drag and drop the statement that best summarises the situation they regret.

Click on speaker: I ended a relationship.
Click on speaker: I worked too much.
Click on speaker: I lost contact with friends.
Click on speaker: I'm worried about being judged.

Tip 1 Tip 2 Tip 3 Tip 4

Example
If I got a chest infection, I'd go to the doctor straightaway.
I don't have a chest infection at the moment. In the future, I might get a chest infection, and if I do, then I'll go to the doctor.

What?!

What did you hear? Click on the speech bubble. Then choose which word or phrase describes it best.

Is this person laughing out loud or giggling?

laughing out loud
 giggling

I'm laughing so hard I'm crying!

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.

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