



YES, I CAN!

ENGLISH SCHOOL

Teacher's Manual

B1



Preface

Who is “Yes, I Can! – telc English B1 School” intended for?

1. Young learners, approximately 12–16 years old, at the CEF level B1 who want to prepare for the examination “telc English B1 School”.

“Yes, I Can! – telc English B1 School” offers exercises which closely follow the format of the examination. This way, students can thoroughly prepare for both the written and the oral part of the examination while working with interesting, authentic or semi-authentic material.

2. Young learners near or at the level B1 who wish to practise and improve all four language skills with fun material that is appropriate for their age.

How to use this Teacher’s Manual

The Teacher’s Manual accompanies each and every exercise in the Student’s Book and offers practical tips on how to complete each one. The same icons that symbolise the different language skills lead you through the Student’s Book, the Teacher’s Manual and the examination itself. The overview on the following page illustrates at a glance which types of tasks can be found in which unit.

One way to use “Yes, I Can! – telc English B1 School” is to simply work through it from front to back. If time is limited you can ask the students to choose particular units.

Alternatively, you can first introduce the students to the test format (there is an overview on p. 81 of this Manual and on p. 61 of the Student’s Book) and then conduct the telc English B1 School Mock Examination 1. Based on the results you will see which language skills your students need help with most. You can then assist them in improving these skills by choosing the appropriate exercises. Finally, you can follow up with the mock examination in the Teacher’s Manual. The telc English B1 School Mock Examination 1 is available as a free download from our website. A printed version can be ordered there at “telc Shop” or by writing to info@telc.net.

American English vs. British English

The European Language Certificates are developed in Europe. Therefore, our English examinations have traditionally made use of British English terms and spelling. We continue this tradition in “Yes, I Can! – telc English B1 School” except in texts that have, for example, an American background, as does the student exchange application form of an American high school in Unit 2. Using the term “autumn” here for example, instead of “fall”, would not be authentic.

As they continue their language learning experience, recipients of a telc English certificate are likely to encounter not only British native speakers of English, but also Americans, Canadians, South Africans, Australians, etc., as well as people whose first language is not English. We want our learners to be prepared for this and believe that they should be familiar with variations within the English language.














Further practice for the oral part of the examination

The telc publication “**Die mündliche Prüfung – Praxistipps für Lehrerinnen und Lehrer**” further helps teachers prepare their students for the oral part of a telc examination. In addition to the examinations telc Español A2 Escuela and telc Français A2 Ecole, the tips focus on the examination telc English B1 School and complement the speaking exercises in “**Yes, I Can! – telc English B1 School**”. The “**Praxistipps**” offer photocopiable material, explain the marking criteria and include a DVD. The DVD provides teachers and students with an idea of what taking the oral part of a telc examination is like and how candidates are marked. After watching the DVD, students often realise that they are just as capable of passing the oral part of the examination as the students in the film. The “**Praxistipps**” are free and can be ordered by writing to info@telc.net.

Finally

We wanted this Teacher’s Manual to facilitate the use of the Student’s Book and to help prepare effective, enjoyable lessons. We hope you find that it fulfils this purpose.

Overview

Exercise		Unit 1	Unit 2	Unit 3	Unit 4
Reading for Gist		Exercise 5			Exercise 12
Reading for Detail		Exercise 9	Exercise 4	Exercise 7	Exercise 7
Selective Reading		Exercise 7	Exercise 7	Exercise 10	Exercise 5
Language Elements, Part 1			Exercise 8		Exercise 4
Language Elements, Part 2		Exercise 10		Exercise 4	
Language Elements, Part 1 and Part 2					Exercise 11
Listening for Gist		Exercise 2	Exercise 2	Exercise 2	Exercise 2
Listening for Detail			Exercise 6		Exercise 6
Selective Listening				Exercise 8	Exercise 10
Writing		Exercise 8	Exercise 5 and 11	Exercise 6	Exercise 8
Social Contacts		Exercise 4		Exercise 3	
Topic-Based Conversation		Exercise 6	Exercise 3	Exercise 11	Exercise 9
Task		Exercise 11	Exercise 10	Exercise 5	Exercise 3

Contents

Unit 1 My future

Exercises 1–12	6–10
Photocopiable material	
Pairing up exercise: jobs and job descriptions	11
Sample Curriculum Vitae template	12
Flora Pilar Flores' Curriculum Vitae.....	13–14

Unit 2 Going on a student exchange

Exercises 1–12	15–18
Photocopiable material	
Geography quiz	19
Geography quiz correct answers.....	20
Pairing up exercise: countries and capitals	21
Tour guide activity	22

Unit 3 The influence of the media

Exercises 1–12	23–27
Photocopiable material	
Useful phrases	28
Interviews on books and reading	29–30
Publishing committee.....	31

Unit 4 Addictions

Exercises 1–12	32–36
Photocopiable material	
Life as an addict	37
Path of truth.....	38
Shoppers' horoscope	39–40
Internet addiction? A quiz	41–43

Yes, I Can! telc English B1 School

Mock Examination	45
-------------------------------	----

Script Listening Comprehension

Script Units 1–4.....	73–76
Script Mock Examination.....	77–78

Answer keys

Answer key Units 1–4.....	79
Answer key Mock Examination	80

telc English B1 School test format	81
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My Future

1 Warm-up Dreams

Because the future can seem very vague to teenagers, this exercise is an attempt to concretize the next few years for them while introducing them to the topic at the same time.

After they have shared their dreams/goals with a partner, encourage them to talk about how goals can be achieved. For instance, if you want to buy a car when you're 18, shouldn't you find out how much the model you would like costs and just how you might be able to afford it? You could take on a summer job or scale down your expectations, e.g. by settling for an older model and/or one with more mileage. You should consider your current savings, pocket money and expenditures. How much would you have to put aside each month for a car?



2 Listening for Gist Young voices

- a Listen to the exercise on CD, complete the task and check the answers together. Make a note of any items that seemed more difficult for the students than others, try to find out why and help clear up the problems, possibly also by letting them listen a second or third time while reading along with the script.

3 Vocabulary Rich man, poor man, beggarman, thief

The title of this particular exercise is actually part of a children's rhyme that schoolgirls chant to divine who they will marry. There are many variations of the rhyme and this is one of them:

Daisy, daisy, who shall it be?
Who shall it be who will marry me?
Rich man, poor man, beggarman, thief,
Doctor, lawyer, merchant, chief,
Tinker*, tailor, soldier, sailor.

* tinker: a mender of pots and pans

Usually, the girl has to count something while she is chanting the rhyme (repeatedly if necessary), for instance, the plucking of the petals of a daisy, skipping over a rope till she stumbles, touching the numbers of buttons on her dress. When she runs out of things to count, she has to stop and the nearest profession in her chant would indicate the profession of her husband-to-be.

Before students embark on this exercise, you may want to point out that “hospitality” has nothing to do with “hospital” but rather with service and entertaining guests. You may also provide them with dictionaries in case they come across words they do not know.

Some of the jobs listed may fit into several categories or none at all. The job of cashier may be more attributed to commerce rather than to finance. This is the “answer key” we came up with.

Entertainment

Actor, film director, musician, reporter, talk-show host

Finance

Accountant, banker, broker, (cashier), (lawyer)

Hospitality

Caterer, chef, hotel manager, waiter

Medicine

Caretaker, chemist, doctor, nurse, caretaker (looking after people)

Publishing

Editor, graphic artist, reporter, writer

Science and Technology

Biologist, chemist, doctor, engineer, lab(oratory) technician, systems analyst

Tourism

Flight attendant, hotel manager, pilot, tour guide, travel agent

Other

Caretaker (looking after buildings), cashier, librarian, real estate agent, teacher

Several

Clerical assistant

Word Info

The word “chemist” can refer to

- 1) a shop selling medicines and cosmetics (chiefly UK)
- 2) a qualified dispenser of prescribed medication in the UK and
- 3) a person studying, trained in or engaged in chemistry.



4 Social Contacts

Jobs, jobs, jobs

Some of the students may already have completed some practical training. Ask one or two about their experience. Then put them into pairs or groups to complete the task. You could use the pairing up exercise “jobs and job descriptions” on p. 11 (photocopiable material) to do so. Cut out the rectangles. Distribute randomly to students, telling them that a grey card must find a white card. Use as many cards as you have students.

YES, I Can! telc English B1 School Mock Examination

Written Examination

The written examination has four sub-tests. The first two sub-tests are

1 Reading Comprehension

2 Language Elements

You have a total of 90 minutes for these two sub-tests.

Sub-Test 1: Reading Comprehension

This sub-test has three parts:

- Reading for Gist
- Reading for Detail
- Selective Reading

This sub-test has a total of 20 items. Each item has only one correct answer.

Sub-Test 2: Language Elements

This sub-test has two parts:

- Part 1
- Part 2

This sub-test has a total of 20 items. Each item has only one correct answer.

1 Reading Comprehension (Part 1)

Read the five texts, items 1–5. Then read the headlines a–j.
Decide which headline a–j goes best with which text.
Mark your answers on the answer sheet.

- a **Cheerleading Can Be Dangerous**
- b **Eating Fat Is Good for You**
- c **Fat Saves Life**
- d **Female Drivers More Careful**
- e **From Blue (Jeans) to Green for a Record**
- f **Girl Misses Homework**
- g ***Men, Women and Cars***
- h **Ohio Kid Thinks up New Way to Use Jeans**
- i **Players Are Important, Too**
- j **Sailing into History Books**

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ENGLISH B1 SCHOOL

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- 001 – Deutsch
- 002 – English
- 003 – Français
- 004 – Español
- 005 – Italiano
- 006 – Português
- 007 – Magyar
- 008 – Polski
- 009 – Русский язык
- 010 – Český jazyk
- 011 – Türkçe
- 012 – 汉语
- 013 – 汉语
- 000 – andere/other

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Written Examination

1 Reading Comprehension

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	a	b	c	
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	a	b	c	
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8
	a	b	c	
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9
	a	b	c	
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
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2 Language Elements

21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
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23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23
	a	b	c	
24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24
	a	b	c	
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	a	b	c	
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27
	a	b	c	
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28
	a	b	c	
29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29
	a	b	c	
30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30
	a	b	c	

31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31
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	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o			

Please separate this sheet after the sub-tests "Reading Comprehension" and "Language Elements" and turn it in.

Script Listening Comprehension

Script Listening Comprehension Units 1–4

Unit 1

Exercise 2 – Track 1

1

In two months I'll be through with school, or at least normal high school. I want to work with cars. I already know where I can go for training as a car mechanic. My uncle said I could join him in his business. Who knows, maybe I'll be good enough to work for one of those Formula One teams one day and get to travel around the world looking after fancy cars. That would be real cool!

2

My parents split up. Starting from when I was 13, I took care of my younger brothers and helped my mum in the store as well. All that responsibility plus school ended up being too much for me. I'd go to school only to sleep or talk to friends. Some days, I didn't show up at all. The teachers didn't seem to notice at first. But when they eventually called my home, I just deleted the messages. I want to drop out.

3

Both my parents are lawyers. They both did well at school and went to top universities. They've said that I don't have to go to university if I don't want to. The most important thing is that I'm happy. But they also said that going to college would open doors for me. I see their point, and honestly? I am in no hurry to work, pay taxes and bills and all that! The problem is I don't know what I'm good at and what I should study ...

4

At the end of 11th grade I got pregnant and started feeling really sick. I had a really bad pregnancy and thought very seriously about giving up school but my parents pushed me to finish. And they helped me a lot with the baby. At the moment, I'm juggling school and working part-time. It's so hard! But my boyfriend and I are saving to move in together. I don't know – maybe I can still attend college. I'm interested in working as a computer programmer.

5

I go to Marshall High. I had some problems in the past but there are special people at my school who are helping me get my life back on track. I was a bit wild. I got drunk after school. I did a lot of other stuff – drugs, too. If it wasn't for this special programme, I guess I wouldn't even think about finishing school. But who knows, now I might even graduate.

Unit 2

Exercise 2 – Track 2

1

I went to Thailand with the AFS* Teachers' programme last year. I really enjoyed being placed with four children, their parents and one grandfather. Since no one in the family spoke very much English, it was a help to be able to teach games and songs to the children. I was able to observe the wonderful Thai tradition of caring for an elderly relative in the home. The children fed him, bathed him, toileted him and showed incredible respect and love for him.

* AFS: American Field Service

2

Before we hosted a girl from Hong Kong we had certain hopes about the relationship that we would build with her. But the relationship that has developed with our host daughter's natural family since then has exceeded all our expectations. Her family sent lovely presents and even came to visit for a few days, bearing even more presents. And when they celebrated Chinese New Year, they sent over candies and a huge painting of a red dragon. It's for good luck, they said.

3

I went to Brazil when I was sixteen. It was the greatest adventure of course, living in São Paulo where there were just millions and millions of people. I had to get used to the noise on the streets, the crowded buses and the dirty air but of course there were also great things like the music and the clubs. And Brazilians are very kind and generous. Today I consider myself the richest person in the world, because now I've got two families and the world has become my home.

4

We hosted a boy from Thailand last year. Ananda turned out to be a budding Muay Thai boxer. That's the Thai art of kickboxing, a national passion, it seems. At first it was difficult to find a boxing teacher for him here so he could continue his lessons, but then we found someone through our son's karate club. Our Thai son has gone back home, but we are going to visit him this summer and he wants to take us to a Muay Thai boxing competition.

5

I spent a wonderful year in the US and still keep in touch with my American family where the father is a lawyer. While I was there, we often talked about his job and I became so interested in it that after I went back to Ecuador, I decided to start law school. Well, to my great surprise, four years later, my American parents came to Ecuador for my graduation! We had a nice time together. If it hadn't been for the exchange program, I would not be where I am today.

**Examination Preparation
Teacher's Manual**

YES, I CAN!

ENGLISH B1 SCHOOL

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