

ENGLISH PRACTICE MATERIAL

LISTENING

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.



Warm up

a Work in small groups. List three hobbies for each of the following categories. Then compare your ideas in class.

sports	collecting things
outdoor activities	arts and crafts
games	music

b Do you have any of these hobbies? If so, which ones? Why do you find them interesting?

Activity 1

a Listen to the conversation between Serena and Eddie. What hobby do they have? Tick the box.

windsurfing snorkeling river rafting sailing

b Listen again. The speakers mention four pieces of equipment that they need for their hobby. What are they?

1 2
3 4

Activity 2

a Listen to the conversation between Owen and Adam. What hobby do they have?

.....

b Listen again. You may listen as many times as you wish.

- 1 What other word for "picture" do the speakers use?
- 2 What do you think a "tripod" is?
- a piece of clothing a group of stars a piece of equipment
- 3 What do you think the word "grab" means?
- to take or get something to look for something to forget something

Activity 3

a First, read the four words below and circle the ones that you don't know. Then, listen to four short conversations and try to guess the meaning of the words. Compare your answers in class.

Conversation 1 LEASH

Conversation 2 POTTERY

Conversation 3 GOGGLES

Conversation 4 CANVAS

Don't worry if you do not understand every word. You can often guess the meaning of unfamiliar words from the context.

- b** Listen to the recording again. Then describe in your own words what each conversation is about. What is the situation? What hobbies do the speakers have?

Activity 4

- a** When we talk about our hobbies, we often use the verbs **make** or **do**. The two verbs are frequently confused. Unfortunately, there are no easy rules to follow, but here is some help.

We generally use **make** for creating or producing things that you can touch.



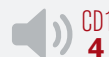
She **makes** pottery.

We use **do** for jobs, tasks and activities.



They **do** exercises twice a week.

Complete the sentences below with *do* or *make*. Then listen to check your answers.



- 1 What do you in your free time?
 - 2 I want to learn how to jewellery.
 - 3 Do you know how to blueberry muffins?
 - 4 How often do you yoga?
 - 5 Can you money with your hobby?
- b** Now complete the sentences with the correct form of *do* and *make*.
- 1 Simon is in the kitchen. He is a pizza.
 - 2 Did you sports in high school?
 - 3 Nick weight training every morning.
 - 4 Who this teddy bear? It's really cute.
 - 5 Can you show me how to paper airplanes?

doing made did
make does made
done making do

Activity 5

- a** In class, talk about your hobbies:
- What are your hobbies? Describe them in as much detail as you can.
 - Do you need any special clothes or equipment for your hobbies? If so, what?
 - What hobbies did you have when you were a child?
- b** Work with a partner. Your partner wants to try out one of YOUR hobbies. Tell him or her how to get started (where to go, clothes or equipment needed, cost, etc.).

Identifying clues and guessing the meaning

- B1** Can guess the meaning of occasional unknown words from the context [...].
- A2** Can look for clues in short texts (spoken or written) on everyday topics to guess the meaning of unknown words from the context.



Creatively written by an international team of English language professionals and brought to life by telc, *English Practice Material – vhs* is a four-part series, using a fresh, flexible and practical approach. The parts are: Reading, Writing, Listening and Speaking.

Targeted at adult learners with upper A2 / lower B1 competence, each unit is based on a human emotion. A variety of aspects of each emotion are covered in a number of communicative situations. Learners are encouraged to compare and discuss their own experiences and emotional responses, thus covering all typical competencies of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR) levels A2 and B1. This material is designed in a way that provides immediate access for both teachers and learners. All the activities are clear and self-explanatory and there are plenty of opportunities for individual or group work, role-plays, interviews, debates and discussions.

Like building blocks, the material can be used together either comprehensively or individually in a workshop or short course. The units can also be used flexibly to supplement other teaching material. Most importantly, a variety of tasks typically found in telc examinations are featured, making this series excellent preparation for a telc language test.