

# ENGLISH PRACTICE MATERIAL

## LISTENING

# B1·B2



## Contents

Foreword .....	3
Introduction .....	4
Unit 1 <b>What's going on?</b> Curiosity .....	6
Unit 2 <b>How are you?</b> Friendliness .....	8
Unit 3 <b>I'm sorry!</b> Regret .....	10
Unit 4 <b>I can't wait!</b> Expectation .....	12
Unit 5 <b>I'm scared!</b> Fear .....	14
Unit 6 <b>What a surprise!</b> Surprise .....	16
Unit 7 <b>I'm not sure!</b> Uncertainty .....	18
Unit 8 <b>That's interesting!</b> Motivation .....	20
Unit 9 <b>That's disappointing!</b> Disappointment .....	22
Unit 10 <b>Can I help you?</b> Helpfulness .....	24
Unit 11 <b>Thank you!</b> Gratitude .....	26
Unit 12 <b>Everything will be alright!</b> Optimism .....	28
Unit 13 <b>Be prepared for the worst!</b> Pessimism .....	30
Unit 14 <b>Well done!</b> Satisfaction .....	32
Unit 15 <b>Welcome!</b> Acceptance .....	34
Unit 16 <b>I'm so happy!</b> Happiness .....	36
Unit 17 <b>Bye!</b> Sadness .....	38
Unit 18 <b>That's funny!</b> Amusement .....	40
Unit 19 <b>What an idiot!</b> Anger .....	42
Unit 20 <b>The good old days ...</b> Nostalgia .....	44
Audio script .....	46
Answer key .....	62
Appendix .....	68

## 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 B1 and B2: quite advanced already, but not yet fully confident in their language use.

Learning better English plays a key role as it is very often essential for 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 B1 skills and to develop their language skills on a B2 level. It is also suitable for refreshers who have already reached level B2 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 B1 and B2. 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 (happiness) or someone talks about their disappointing experience with the tour operators during their last holiday (disappointment). For learners of a foreign language, it is also often a challenge to express their emotions – especially “negative” emotions such as anger or disappointment – 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 B1 and B2 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?**

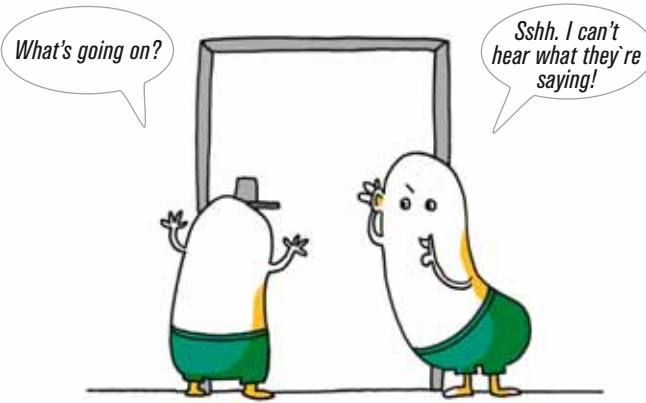
Yes. The primary goal is to get the participants to talk and to encourage them to overcome their fear of making mistakes. Therefore, there are numerous activities that promote oral communication, not only in Speaking. However, the oral exercises are always linked to the particular skill, i.e. Listening, 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, at the appropriate levels it can accompany any textbook that is being used in an English course. The units can be flexibly combined. This has the advantage that teachers can put together activities according to their needs, i.e. activities for a particular skill, a particular CEFR descriptor or a particular emotion. Of course, the material can also 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 – this material is excellent preparation for a telc English examination, helping learners deepen their language competence and thus prepare well for the communicative requirements of the test. We recommend using this material in conjunction with telc mock examinations, as these give students a complete overview of the examination format and of typical examination questions.



## Warm up

Sounds make us curious and we want to know more.

- a Listen to the following six mystery sounds, write down what you think they are and then compare with a partner.
- b Listen again. This time you will hear the sounds for a longer time. Can you recognize them all?

## Activity 1

Not only do sounds make people curious, so do things that are hidden from sight, difficult to explain or not immediately understandable. Match the following words to their meanings:

- |   |                |
|---|----------------|
| 1 Information that has been passed from one person to another and may or may not be true. | <b>code</b>    |
| 2 Something that is not understood or cannot be explained.                                | <b>mystery</b> |
| 3 A problem or game that has to be solved.  | <b>puzzle</b>  |
| 4 A difficult question that you ask somebody as a game.                                   | <b>riddle</b>  |
| 5 A way of changing a text to keep its meaning secret.                                    | <b>rumour</b>  |



## Activity 2

- a Everybody is fascinated by the idea of finding buried treasure, and a treasure map always awakens people's curiosity. Listen to a conversation about buried treasure and decide if you think the treasure exists or not.
- b Listen again and answer these questions



- 1 What is the book about? The B .....
- 2 How many coded texts are there? .....
- 3 Where is the treasure buried? .....
- 4 How much is the treasure worth? .....
- 5 Who buried the treasure? .....
- 6 When did he bury the treasure? .....
- 7 When did the innkeeper open the box? .....
- 8 How long did the friend try to decode the texts? .....
- 9 Which text did he decode? .....
- 10 When did James Ward publish the texts? .....
- 11 What does Joe Nickell say about the treasure? .....
- 12 What two words are given as an example? .....

**Activity 3**

**a** You will hear three conversations where people are curious about something. Decide if the statements are true or false.



- 1**
- 1 The man knows what to expect at the top.
  - 2 The woman is knowledgeable about dolphin sounds.
  - 3 The man says listening to whale sounds has improved his health.

- 2**
- 4 The man recommends the cake in the café.
  - 5 The café is opposite the pub.
  - 6 The library is in Dalton Street.

- 3**
- 7 The speakers comment favourably on the talk they have just been to.
  - 8 The scheduled speaker was not at the conference.
  - 9 The two speakers want to attend a workshop next month.

**b** Can you remember who was curious about what in each of the conversations? Compare with your partner.

**c** Listen to the conversations again and note how the speakers check that they have understood everything or request further information. Number the following questions in the order you hear them.

- What did you say the topic was?
- Did I hear you correctly?
- Sorry, Tom who? I didn't catch the second name.
- Sorry, what did you say?
- Were you given any other information?
- I didn't quite get what the moderator said ...
- What do you mean by that?
- Did you say dolphins?
- Would you mind repeating the last part?



**Activity 4**

Work in pairs. Student A, turn to page 68. Student B, turn to page 69. Student B, listen to your partner reading their text and fill in the table. Because there is so much information, you will need to ask follow-up questions, using examples from Activity 3. Then read your text to student A. At the end, compare and check that you have both understood everything correctly.

**Asking for clarification**

- B2** Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
- B1** Can ask someone to clarify or elaborate what they have just said.



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

Targeted at adult learners with upper B1 / lower B2 competence, each unit is based on a human emotion. A variety of aspects of each emotion are covered in a number of communicative situations. Learners are encouraged to compare and discuss their own experiences and emotional responses, thus covering all typical competencies of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR) levels B1 and B2. This material is designed in a way that provides immediate access for both teachers and learners. All the activities are clear and self-explanatory and there are plenty of opportunities for individual or group work, role-plays, interviews, debates and discussions.

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