



ENGLISH PRACTICE MATERIAL
TEACHER'S MANUAL: LISTENING

B1·B2



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General Comments

English Practice Material – vhs is a four-part series: Reading, Writing, Listening and Speaking. The four parts can either be used individually or together in any combination. The units titles are the same in all four books. This series can accompany any textbook that is being used in an English course. The units can be flexibly combined. This has the advantage that teachers can put together activities according to their needs, i.e. activities for a particular skill, a particular CEFR descriptor or a particular emotion. Of course, the material can also be used as primary learning material, e.g. Speaking is ideal for a conversation course.

The aim of this book is to improve students' listening skills.

The students are usually asked to listen to an audio track twice, each time with a different task. Strong students will often be able to accomplish both tasks while just listening once. Weaker students may sometimes need to listen three times.

The audio scripts are in the back, so apart from listening, students can also practise reading the texts.

Topic Buried treasure / expressing curiosity

Aim Asking for clarification

Warm Up

There are lots of clips on the Internet with interesting sounds so you can make the warm up longer if you wish.

Example: www.soundsurvey.org.uk/

Whale and dolphin sounds

www.youtube.com/watch?v=JJZVQ-rliPO

www.youtube.com/watch?v=Y-dmGhxyfpc

Maybe one of the students even has a CD with whale or dolphin music to bring along to the next lesson.

Activity 1

Take along some examples. A jigsaw puzzle, a picture of the Loch Ness Monster, etc.

Here are two riddles:

Q: Poor people have it. Rich people need it. If you eat it, you die. What is it?

A: Nothing.

or

Q: The maker doesn't want it, the buyer doesn't need it, the user doesn't see it. What is it?

A: A coffin.

More here: www.funology.com/riddles/

Activity 2

Before listening, talk about buried treasure generally. Has anybody ever used a metal detector? Does anybody know any stories about buried treasure?

You will find further information about the Beale Papers on the Internet.

Activity 3

The conversations use examples of clarifying understanding and asking for more information. You could get the students to read the dialogues as preparation for Activity 4.

Activity 4

Make sure the students can only see their page and not their partner's so they really have to ask for clarification and help with spelling in order to fill in their table.

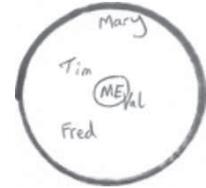
Topic Why friendships are good for you

Aim Identifying types of relationships through the language used

Warm Up

Draw the circle with ME in the middle on the board and add some names and demonstrate to the students how the activity works by getting them to ask you some questions.

This idea comes from the author Mark Powell.



Warm Up

Additionally, you may want to add the following idea.

The A.A. Milne children's story Winnie the Pooh includes the following dialogue:

"We'll be friends forever, won't we, Pooh?" asked Piglet.

"Even longer," Pooh answered.

Ask students to discuss this dialogue and the idea of being friends forever.

Activity 1

To start this off you could give an example: In the film Lord of the Rings, how does Sam show that he is Frodo's best friend? – By staying with him right to the end and helping him in difficult situations. Frodo also saves Sam's life when Sam goes into the water after him, see video clip below.

You could play these video clips of famous movie friendships. Get the students to pay attention to what makes each relationship special. Why are these people friends?

Forrest Gump:

<http://www.youtube.com/watch?v=tvKzyYy6qvY>

It's a Wonderful Life:

http://www.youtube.com/watch?v=0k_Vsmqf6X8

Beaches:

http://www.youtube.com/watch?v=bDHWnNRv_U

The Lord of the Rings:

http://www.youtube.com/watch?v=Z7Kg_CTJP6w

Part b: This could be any Harry Potter film.

Activity 2

You could point out that the speaker talks about buddies. This is North American for friends. The British equivalent is mates.

Part c: This could also be a class activity or pair activity.

You could also refer to the idea that having happy friends makes you happy because happiness spreads. See article:

<http://news.harvard.edu/gazette/story/2008/12/having-happy-friends-can-make-you-happy/>

Activity 3

Before playing these conversations, look at the possible speaker combinations and ask the students what they expect to be different.

Additional activity

There are many songs about friendship. You could listen to these songs/look at the texts:

Thank you for being a friend - Andrew Gold

With a little help from my friends - Beatles

You're my best friend - Queen

That's what friends are for - Dionne Warwick and Friends

Topic Apologizing / Suitable for Business English Classes

Aim Using the word "sorry" in various situations

Warm Up

Once the students have identified the words, check they know the meanings.

Activity 1

Get the students to comment on the pictures in detail. In the telc dual level oral exams, commenting on the situation in a picture is one of the tasks.

Discuss why the students can say one conversation is more formal than the others – it's an official meeting and the language used reflects this.

The students can turn to the audio scripts and read them. Maybe they can come up with their own similar dialogues typical for their daily work.

Activity 2

This is a very useful activity for the business world. After listening, ask your students if they have had these situations.

Point out that you can use "I'm afraid" or "I'm sorry" and that it is more informal to drop the "I'm" at the beginning. However, this use of "I'm afraid" is not the same as when you want to say you are frightened. Practise the intonation and make sure the students make no pause after "I'm afraid".

Part b: Analyse why people say sorry. Is this also the case for students with different cultural backgrounds?

Activity 3

Part a: Compare the lists in class.

Part b: Give an example first.

Part c: Brainstorm specific situations on the board. Example: Caller on a mobile on a train – bad line.

Topic Product descriptions

Aim Listening to interviews and marketing

Warm Up

Encourage the students to describe each product in such a way that it cannot be guessed immediately.

You can play for points. For each statement where nobody can guess the product the student gets a point, and the student also gets a point if someone makes a wrong guess. The student who guesses correctly gets a point.

Activity 1

Ask the students what kind of things they put on to wish lists. What would be the difference between the wish list of a child, a woman or a man?

Part b: To make the exercise more challenging, B2 students could shut their books and listen without having the aid of the words in the box.

Activity 2

Part b: When listening the second time, stop the recording after each speaker and discuss the speaker's expectations.

When the students read the audio script, they are reminding themselves of the expressions.

As an additional activity, to give students the possibility of using these expressions, get students to talk to each other about their next shopping trip.

Activity 3

Stop after each product to analyse how enthusiastic the speaker sounds and discuss the questions.

B2 listeners will probably be able to do Parts a and b after listening once.

Part c: Point out that there is no one way to say certain phrases.

Activity 4

If B1 students find 4b too difficult, play the recording again for them to mark the correct answer while they are listening.

Additional exercise

Students could describe an additional product that has been recently invented. They could do some Internet research for this as homework.

Topic Dealing with fear

Aim Taking notes

Warm up

You can mention to your students that these days the words film and movie are interchangeable. Since the students will be comparing films, you can remind them how the comparative works by writing scary, scarier, the scariest on the blackboard.

Activity 1

Strong B2 candidates may be able to do Parts a and b whilst listening only once. For B1 candidates, you may have to play the recording three times in total.

Activity 2

Here the students should not take any notes, just listen and get a general impression.

Activity 3

Before doing the listening exercise, look at the "sticky note" and talk about taking notes with your students. Do they agree with the tips, do they have any extra suggestions?

Encourage the students to note down as much as possible so that they have plenty of facts to talk about afterwards. For this exercise, you may need to play the recording twice for weaker students.

Activity 4

If you have a personal example, you could start off the discussion with this. You can either have a class discussion or divide the students into small groups.

Activity 5

This is something you could give your students for homework. Here is the link:
www.ted.com/talks/karen_thompson_walker_what_fear_can_teach_us.html

Topic Surprising experiences

Aim Understanding native speakers

Warm up

Share one or two examples of your own before asking the students to come up with ideas.

Activity 1

Point out that the students do not need to be able to use all the expressions that the class has collected. They should be able to recognize the most common ones when they hear them - that's all. If they want to improve their active speaking vocabulary, encourage them to choose one or two new expressions and practise using those instead of trying to accomplish too much at once.

Draw the students' attention to the information on the yellow "sticky note". Explain the general meaning of the expression "to pull someone's leg" and consider giving some examples:

A: Jim told me that he won the lottery.

B: You believed him? I'm pretty sure he was just pulling your leg.

A: Do you really want to move to New Zealand?

B: No, I was just pulling your leg. I'm not going anywhere.

Activity 2

For further practice: Ask the students to work in pairs and write a short dialogue in which Student A tells Student B about a surprising experience. Student B reacts to the news and expresses his or her surprise. When they are finished, the students can either read their dialogue to the class or do a role play without looking at the text.

Activity 3

Again, point out that the students do not need to be able to use the three expressions actively, especially if they have never heard them before. As a first step, it is sufficient to understand them.

Activity 4

After the students have completed Activity 4a, ask them if they had problems with any of the words in the box (or in the text) and, if necessary, provide further explanations or examples.

If the students have difficulty talking about their personal experiences spontaneously, give them some time to think about what they want to say first. Also, consider brainstorming some relevant words and expressions first.

Topic **Misunderstandings**

Aim **Asking for clarification**

Warm up

The idea is to have more than one message going around the class at the same time.

After everyone has written their sentence, get the class to sit or even stand in a circle. If the class is too big, divide into smaller groups.

Since it is not possible for all the messages to be passed round in one go, divide the students into A, B, A, B, etc. In round one, all the A students whisper their message to the B students and the messages are passed on clockwise until they have gone right round and then been compared. In round two, it is the turn of the B students to pass on their messages and the whole process is repeated again.

This is not a competition, but hopefully, an amusing warm up!

Activity 1

Voicemail messages are part of the telc listening subtest so this can be used as exam preparation.

Activity 2

As an introduction, ask the students when and how they last had a misunderstanding. Perhaps you can give an example yourself.

Extra Activity

You could get the students to practise using expressions with the verb "seem" with the following game. Make cards about specific situations where there has been a misunderstanding and then make cards with a possible answer to this misunderstanding, using the word 'seem'.

The students have to find the cards which match best for each situation (or fit best to each situation).

Example: *You have been shopping at the supermarket and bought the wrong things. / We seem to have misunderstood each other.*

Additional Activity

Dictate a difficult text to the class and get the students to interrupt if they don't understand something (Was that..? What was the last word? Did you say..? How do you spell that?)

Give the students a full version of the text at the end so they can check their versions against the original.

Topic Volunteering

Aim Discussing pros and cons, making suggestions

Warm Up

In order to help the students come up with ideas, you could write a few general categories on the board (e.g. animals, children, education, environment, homeless and housing, etc.) and ask them to think of specific examples for each category.

Activity 1

This task type can be found in dual-level examinations at levels A2-B1 and B1-B2 and can be used for exam preparation.

Activity 2

Depending on the interests of your students, you might want to discuss the topic of volunteer tourism or "voluntourism" further. Ask them to find additional examples of volunteer tourism and look at some websites of travel organizations that offer volunteer vacations.

Part c: Encourage the students to speculate about the type of volunteer work that might be good for Chris and Briana. They should use the information they have about the two people to make suggestions. For example: If they both like the idea of working with children, they could look for long-term volunteer opportunities in their home town. Maybe the children's ward at the local hospital needs volunteers.

Activity 3

Feel free to collect additional expressions in class and practise using them.

Activity 4

The students will get the most out of this activity if they can talk about volunteer opportunities that they are genuinely interested in. Please encourage them to come up with ideas of their own after they have read the examples in the book. If you want to offer additional support, consider collecting a variety of "volunteers wanted" ads prior to class and handing them out to your students.

Topic Disappointing experiences

Aim Describing a disappointing experience

Warm Up

The Warm up and most of the other activities in this unit have been set up in such a way that the students do not have to talk about personal disappointments if they don't want to. Use your judgement and invite your students to share personal stories if they'd like but don't push it.

Activity 1

You can use this activity (especially Part b) to talk further about different types of disappointments. In order to avoid getting too personal, you could simply ask them to comment on what each speaker said: Did he/she talk about a big disappointment or a small setback? How could he/she possibly deal with the situation? Etc.

Activity 2

This activity reminds the students of the difference between pairs of adjectives ending in -ed and -ing. If your students struggle with this grammar topic, you might want to give a few additional examples for "disappointed" and "disappointing". Otherwise consider drawing the students' attention to other pairs of adjectives such as "excited/exciting", "shocked/shocking", "bored/boring", "frustrated/frustrating", "annoyed/annoying" or "depressed/depressing". For the difference between "satisfied" and "satisfying", see Unit 14.

Activity 3

After the students have completed this activity, compare the answers in class and, if necessary listen to the recording again. Then, draw the students' attention to the expressions on the yellow "sticky note". Explain any expressions that the students are not familiar with and discuss in which contexts (formal or informal) they may be used. If the students know any additional expressions, add them to the list.

Activity 4

If the students feel that the question in Activity 4c is too personal, remind them that they can talk about small setbacks or disappointing experiences that are less personal (e.g. your favourite soccer team losing an important match). Consider preparing some examples to give them ideas. Alternatively, they could talk about disappointing experiences they had when they were kids. Perhaps they were disappointed because they were not allowed to stay up late and play with the big kids or because they didn't get the birthday present that they really wanted.

Activity 5

Depending on the language level and the interest of your students, discuss both questions or pick just one. The first question is more abstract and may therefore be more difficult to answer for some students. The second question should be manageable for everyone because the students can draw from their personal experiences.

Topic Robots and volunteers

Aim Understanding instructions

In this unit the aim is to encourage students to watch DVDs and films in English and make them aware of all the possibilities available on the Internet. Suggest watching films with English subtitles to make it easier to understand what the actors are saying.

Warm up

Have some pictures of household appliances to inspire your students!

Activity 1

There are lots of video clip adverts of automatic lawn mowers on the Internet. Try: <http://www.youtube.com/watch?v=-19jNcO18Lc>
You could also get the students to try and find some and compare the mowers advertised.

Activity 2

For documentaries on home robots go to the website of iRobot (www.irobot.com/us/learn/home) and be amazed at how easy our lives could be! There are some good video clips.

As homework, you could suggest that the students look for further adverts and video clips about robots and present them in the next lesson.

Activity 4

For names of other people, you could look at this website: http://www.adherents.com/people/100_heroes.html

After the students have done Part c, let them listen to the audio again so that they can understand the text better. Weaker students can read the audio script.

Mother Teresa is an interesting person to do further work on.

You can watch a two-minute documentary about her on the Nobel Prize website. www.nobelprize.org/mediaplayer/index.php?id=396

You could also use other material available on the website such as her acceptance speech where she quotes a Christian prayer: "The Prayer of St. Francis". Here are some lines that have universal relevance and could be used to practise opposites and expand vocabulary:

Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
Where there is sadness, joy.

Topic Different gratitude expressions and responses

Aim Saying thank you appropriately

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

Sociolinguistic appropriateness

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

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



Warm Up

Here are some additional expressions:

formal: I'm much obliged, thank you very much indeed

neutral: thanks a lot, many thanks, thanks ever so much

informal: thanks a bunch, ta.

Activity 1

Make sure the students understand why the one expression does not match the others

1. No, not at all. (Reacting to the request starting with: "Would you mind ...")
2. I would appreciate it if ... (Requesting someone to do something)
3. That's enough, thanks. (Telling someone to stop giving them any more of something)

Activity 2

If you have time, you could get your students to practise this language further with the following activity.

Act out some of the following situations with a partner, using different ways of saying "please and thank you". Take turns to ask for a favour, and being the one to do a favour.

- a) You want to bake muffins and realize you have run out of eggs, but the shops are closed so you need to borrow some from your neighbour.
- b) You are just about to leave your friend's house, when it suddenly starts to rain. You don't have an umbrella.
- c) You have a very important meeting tomorrow evening and need a babysitter.
- d) You invite a friend over for an afternoon snack. Your friend arrives with a home-made cake.

Activity 3 and Activity 4

To analyse why the language is more informal or not, you may want to use the audio script.

Activity 5

Before starting this activity, talk to the students about the different usages of saying thank you in their own language. Elicit that sometimes the speaker can be ironic/sarcastic or even critical.

Additional Activities

(Homework or lesson)

Video clips worth recommending to your students, also suitable for Business English:

1. The Importance of a Thank You

www.youtube.com/watch?v=7BzwVNOQ5Uo4

Ask the students what they think of thank-you notes.

2. The Power of Thank You. Derek Halpern talks about "the gratitude effect", arguing that saying "thank you" benefits you and the rest of the world.

www.youtube.com/watch?v=_8BzkDB9nAM

Topic Volunteering

Aim Taking notes and passing on information

Warm Up

Some examples of charity organizations:

- Wildlife conservation, pet and animal welfare
- Environmental conservation and protection, parks and nature reserves
- Disaster relief, humanitarian aid, campaigns for peace and human rights, child sponsorship
- Museums, libraries, historical societies, protection of historic monuments
- Hospitals, supporting the elderly, unemployed or people with disabilities, fighting diseases

Maybe your students have done voluntary work or know someone who is doing/has done voluntary work. Encourage them to share their stories.

The listed slogans are officially mission statements and vision statements.

Mission Statement (What You Do):

A one-sentence statement describing the reason an organization or program exists and used to help guide decisions about priorities, actions, and responsibilities.

Vision Statement (Desired End-State):

A one-sentence statement describing the clear and inspirational long-term desired change resulting from an organization's or program's work.

There are, of course, other charity slogans that can be used and plenty of websites that provide background information.

You could also show some charity logos like that of the Red Cross and see if your students recognize them.

Activity 1

Depending on your students' level you can play all three conversations without stopping or pause after each one and talk about it.

Activity 2

Weaker students may need some additional help. You could get them to work in pairs as there is then more chance that they can fill in all the gaps. You may want to play the recording a third time after the answers have been compared.

Activity 3

You can do this as a small group activity or as a class activity. You could also add some other ideas about changing the world. See:

<http://ourrevolution.co/2012/08/21-inspirational-quotes-about-changing-the-world/>

Additional Activity

Watch the video about Kelvin Doe, a young innovator from Sierra Leone:

<http://m.youtube.com/watch?v=XOLOLrUBRBY>

Take notes and discuss the video in pairs or small groups. Together answer the following questions:

What difficulties does he have in America?

What words would you use to describe Kelvin?

Topic Public announcements, news items

Aim Understanding announcement and news items

Warm Up

Depending on the time you want to spend on the Warm up, you can either discuss all three questions or just pick the one(s) that interest you the most. The first two questions in particular depend on the current news, and some news items lend themselves better to discussion than others.

Activity 1

This task type is typical of telc English examinations at levels A2-B1, B1 and B2 and can be used for exam preparation.

Activity 2

Depending on the interests of your students, this is a good opportunity to (a) teach some additional vocabulary about cars and driving or (b) talk about other differences between British and American English.

Activity 3

If you want to give your students a hint, you can remind them that this unit is about pessimism and that they are going to hear three pessimistic news items. Ask them to describe the pictures and come up with different ideas of what the news items might be about. It does not matter whether they are able to come up with the "correct" answer or not. The aim of this task is to get them to think creatively and to practise expressing different possibilities.

Activity 4

Feel free to discuss a topic that is currently in the news instead.

Topic	Job satisfaction
Aim	Understanding specific information

Warm Up

The question in the Warm up is fairly general so that college students or people who are between jobs can also contribute to the conversation. Depending on your group, decide whether it's appropriate to follow up with more personal questions about your students' job satisfaction.

Also possible: a discussion on how people feel when they get approval/recognition for something they have done (not necessarily just work).

Activity 1

In Activity 4c, the students may also write about situations outside of work. Consider brainstorming some ideas before they start writing (e.g. somebody won an award, passed an exam, cooked a fantastic dinner, redecorated the living room beautifully, etc.)

Activity 2

This activity is designed to help students become more familiar with words that are easily confused. For further practise, ask them to write additional sentences with the words "satisfying", "satisfied" and "satisfactory" and discuss them in class.

Activity 3

Part a is typical of telc examinations at levels A2-B1, B1 and B2 and can be used for exam preparation.

In addition to the discussion questions in Part b and Part c, you could also consider discussing some famous quotes about (work) satisfaction. Example: "Laziness may appear attractive, but work gives satisfaction." – Anne Frank. More examples can be found at www.brainyquote.com/quotes/keywords/satisfaction.html.

Activity 4

After listening to the recording, you may want to provide further information about Employee of the Month awards since not all students are familiar with the concept. You can find a brief definition at www.brainyquote.com/quotes/keywords/satisfaction.html.

Topic Welcoming people in different situations

Aim Understanding different meanings of the word “welcome”

Warm Up

The aim of this brief introductory activity is to make the students aware of the influence of intonation on a word or sentence. Consider giving additional examples to demonstrate how intonation can change the meaning of what a person says, even when the same words are used.

Activity 1

After completing this activity, ask the students if they can think of any additional examples of people saying “Welcome” and invite them to share personal stories.

Activity 2

Make sure that the students really understand the meaning and usage of the word welcome in each of the example sentences. If necessary, provide additional examples or ask the students to come up with examples of their own.

For further practise: This is also a good opportunity to talk about homonyms (words that are spelled and pronounced the same, but have different meanings). For a list of homonyms, see http://en.wikipedia.org/wiki/List_of_true_homonyms.

Activity 3

Since “You’re welcome to ...” is such an important phrase, the students should not only be able to understand it but also use it actively. Give further examples, if necessary, and look for spontaneous opportunities during classroom activities that will allow students to practise using this phrase.

Besides “You’re welcome to ...,” consider introducing some other expressions that are used to invite people to do something (e.g. Please help yourself to ..., Feel free to ...)

Activity 4

Part a is typical of telc examinations at levels A2-B1, B1 and B2 and can be used for exam preparation.

For further discussion: Ask the students about their experience with welcome speeches. Have they ever given a welcome speech themselves? If so, what was the occasion? How did they prepare for it?

Topic	Happy songs
Aim	Listening to radio programmes

Warm Up

You could lead into this by playing part of the song mentioned, or another song connected to happiness. Apart from the titles listed under Activity 2, other ideas for songs:

Get Happy – Frank Sinatra,
 She makes me happy – Rod Stewart,
 Happy – Pharrell Williams (song and text on YouTube: www.youtube.com/watch?v=jlgRTPglVal)
 Happy - the Rolling Stones
 I'm happy just to dance with you – the Beatles

Additional activity

Ask students if they can understand the lyrics of songs in English. Have they ever thought they knew a song's lyrics but then discovered that they were singing the wrong words? Possibly write on the board an example of a lyric that you yourself have misheard, alongside the real lyric. (There are also websites which give lists of funny misheard lyrics)

In pairs, they could each then write down some lines of songs in English which they think that they know, and then use any of the websites which give song lyrics to check if they are right or not.

Activity 1

Introduce by eliciting which radio stations the students listen to.

Check they know what a poll is.

Ask them when they last took part in a poll, if ever.

Activity 2

To lead in, you could ask students if DJs in their home countries/languages have certain words or phrases which they always use for certain types of song. Tell them that they will hear some of these in English in the first extract.

After completing Part b, ask students if they think there are any songs not in this Top Ten which should have been in there. Maybe some songs which they mentioned in the warm up?

Additional activity

You could work with the lyrics of one of the songs (available on the Internet).

Activity 3

To get the students talking, ask them if they like dancing, especially when they are happy, what kind of dance music they like, and what their favourite dance songs are.

Activity 4

After repeating the phrases heard, get the students to work with some of the expressions by writing down sentences that are true for themselves.

Final Additional activity

You could get the students to work in pairs and conduct a poll or survey of the favourite music/artists of the class. Once they have their questions ready, they can then interview their fellow students.

Topic	Culture shock
Aim	Understanding fairly long talks

Warm Up

If you wish to discuss other famous quotes about "home", you can find examples at www.brainyquote.com/quotes/topics/topic_home.html.

Alternative Warm up activity:

- Think of songs that have the word "home" in the title.
- Why are so many songs engaged with the idea of home? (Examples: *Homecoming* by Green Day, *Hometown Glory* by Adele, *Home Tonight* by Aerosmith, *Carry Me Home* by ACDC, *Come Home* by One Republic, *Come Home to Me* by Justin Bieber. If the class is full of young people, do the Warm up as a competition. The group with the most entries within a limited time chooses a YouTube video to watch.

Activity 1

For further practise or homework: Ask the students to use their ideas from the mind map in the Warm up to write their personal definition of "home" and then read it to the class.

Activity 2

Activity 2 introduces five important words that will appear in the audio texts in Activities 3 and 4, so please make sure to work through this exercise before moving on.

Activity 3 and Activity 4

The students will hear a two-part story about culture shock. Before listening to the recording, ask the students how they would define/describe culture shock and write down their definitions. After the students have completed Activity 4, go back to the definitions and compare them to the definitions provided in the recording.

Activity 3 is typical of telc examinations at levels A2-B1, B1 and B2 and can be used for exam preparation.

Activity 5

Question 1: If there are people in your class who do not have much travel experience, they could talk about somebody else's experiences instead. Perhaps a friend, or their son or daughter, or another close relative has spent some time abroad and told them about their experiences.

Question 2: If some of your students can't imagine moving to another country, ask them where they would like to go on vacation instead.

Topic	Funfairs
Aim	Vocabulary work

Warm Up

Make sure your students understand the word "tickled" as it will be used in Activity 1.

Activity 1

"Grin" could be seen as a synonym for smiling but it is also listed as a synonym for laughing. You might want to talk about the differences between the various ways of laughing.

B2 students may only need to listen to the recording once.

Activity 2

Ensure that the students recognise which parts of speech the new words are and practise pronunciation. You could also get them to write their own sentences using the new vocabulary.

Activity 3

The students are not likely to know the answers to the quiz questions but they will enjoy guessing. Many more facts can be found on the Internet if you wish to increase your knowledge of amusement parks to impress your students!

Activity 4 Part 1

Before listening to the recording, you could ask you students what they think will be mentioned in the interview. For weaker B1 students you may need to listen to the recording several times and you may need to pre-teach some words.

Activity 4 Part 2

Part a: Any expression that conveys pleasure or enjoyment should be considered a correct answer. Make sure they understand that 'to have a whale of a time' is idiomatic.

Part b: Now that the vocabulary for talking about amusement parks has been practised, invite the students to share their experiences with the class using these expressions

Part c: Possible answers: People enjoy the variety of rides. They can choose what they want to do because they have paid for the day and don't have to pay for each separate ride. They enjoy feeling the thrill and the excitement of moving so fast.

NOTE: *Teachers who do not want to use the recording and do Activity 4 can ask their students to talk about amusement parks generally and what they enjoy about them most.*

Extra activities

Students can use: <http://rcdb.com/rhr.htm> to research roller coasters.

www.igluccruise.com/theme-parks has some interesting facts nicely presented.

You could also show the students some videos of roller coasters on YouTube.

Topic Annoying habits

Aim Understanding gist and specific information

Warm Up

Ask the students if they can think of any particularly annoying habits that they would like to add to the list and discuss them in class.

Activity 1

This is an opportunity to talk about the relevance of idiomatic expressions in the English language. If necessary, explain what idioms are, why they are important and why many of them are difficult to understand. If you are interested in reading up on the topic of idioms, you can find plenty of information on the Internet (simply type in: why idiomatic expressions are important/difficult).

If the students are already fairly familiar with the expressions mentioned in the book, consider introducing a few additional ones (e.g. to give someone an earful, to rub someone the wrong way, to be in a huff, etc.). However, we recommend introducing idiomatic expressions slowly and carefully. Less is more in this case. At levels B1 and B2, the students are not expected to be able to use idiomatic expressions actively.

Activity 2

Pre-teach the term "pet peeve" and give a few examples.

For further practise or homework: If the students are interested in this topic, ask them to look for ranking lists on the Internet, e.g. www.telegraph.co.uk/news/picturegalleries/howaboutthat/6131208/The-100-most-annoying-things-poll.html

Activity 3

This is meant to be a fun activity. You can easily vary it by changing the categories, depending on the interests of your students (e.g. the most annoying things that parents / pets / etc. do). Remind your students that it's OK to generalize and work with stereotypes – it makes this activity more fun.

Topic Past decades – trends, fashion, events

Aim Understanding factual information and personal opinions

Warm Up

Option 1: Each group chooses a different decade and takes it in turns to tell the others what things they have listed about that particular decade.

Option 2: Each group tries to come up with ideas for the same decade. Then the students compare and discuss their ideas in class.

Activity 1

This is an opportunity to practise some less frequent vocabulary. Pick a topic that everybody is interested in (e.g. fashion of the 1960s) and collect relevant words (e.g. mini skirt, pillbox hat, etc.). If possible, bring pictures of celebrities wearing typical clothing and/or hair styles of that time period.

Activity 2

This activity gives students the opportunity to review some relevant vocabulary related to the topic of nostalgia. Before you start this activity, you might want to check whether the students remember the difference between “remind” and “remember” as these two words are easily confused. If necessary, explain the difference and give a few examples.

Activity 3

Part a is typical of telc dual-level examinations (A2-B1 and B1-B2) and can be used for exam preparation.

In Part b, also encourage your students to talk about their personal experiences.

Question 1: Can you think of a particular song that brings back strong memories of the past? If so, which? When did you hear it for the first time? What was the situation? Etc.

Question 2: List your top 10 inventions of all time and compare with others in the class (e.g. the TV, the laptop, the aeroplane.) What would your life be like without these inventions?

Activity 4

If necessary, explain the meaning of retro style before getting started on this activity: http://en.wikipedia.org/wiki/Retro_style.

Ask the students to make a few notes as this will help them when it's their turn to tell the rest of the class about their plans. Also, remind them to be as specific as possible, i.e. “disco music” or “the Bee Gees’ soundtrack to Saturday Night Fever, not just “music of the 70s”.

Activity 5

Draw the students' attention to the information on the yellow “sticky note” and ask them if they know any additional examples of loan words from other languages. If you want to provide some examples yourself, you can find plenty of ideas at http://en.wikipedia.org/wiki/Lists_of_English_words_by_country_or_language_of_origin.

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.