



ENGLISH PRACTICE MATERIAL

TEACHER'S MANUAL: LISTENING

A2·B1



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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Published by telc gGmbH, Frankfurt am Main, Germany
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First edition
© 2015 by telc gGmbH, Frankfurt am Main, Germany
Printed in Germany

ISBN 978-3-86375-288-0
Order number 5198-PrK-60010301

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The Teacher's Manual

This teacher's manual has been produced to support you in your planning of lessons using English Practice Material A2·B1. It includes suggestions on how to present the material, ideas for additional activities and further information on particular topics. You should use it as much or as little as you feel is necessary. Below are some general tips on using the four books.

American English vs. British English

English Practice Material A2·B1 has been written by experienced, native speakers of English from a variety of backgrounds. You will find both American English (AE) and British English (BE) expressions, phrases, vocabulary and spelling throughout the books. telc considers it essential to learning, that students are exposed to these differences. Both versions are correct and, as a teacher, you should feel comfortable teaching whichever version suits you.

Warm ups

Each unit in each of the books begins with a warm up exercise. This activity is always communicative (usually spoken) and usually conducted in pairs. The units have been constructed in such a way that the skill activities (i.e. listening in the Listening book) are interspersed with spoken communication activities. This varies the pace of the lesson and keeps students engaged. During the warm up phase you may need to give your own example to prompt students' thinking.

Talking about personal experiences

Much of the work at the A2·B1 level focuses on talking about personal experience. If students are uncomfortable sharing personal information or anecdotes, it is perfectly acceptable for them to talk about another person (e.g. a family member or friend).

Supplementing material

Each unit in English Practice Material A2·B1 includes a grammar point, however the focus of the material is skill practice. If you wish to practise a grammar point more thoroughly, it will be necessary to include complementary activities and exercises, either sourced from other publications or the Internet, or written by you.

Learner styles

Different learners respond to different types of activities. Learners can sometimes be categorised as visual, auditory, reading-writing or kinaesthetic (VARK) or a combination of all four aspects. When supplementing material (or when planning activities from the book), it may be useful to consider whether it is possible to present the material in a way that benefits a particular learner type. For more on learner styles, see: http://en.wikipedia.org/wiki/Learning_styles#Neil_Fleming.27s_VAK.2FVARK_model

Authentic material

Where possible, bring authentic material into the class. Students respond better to 'real' material, such as menus, magazines, photos or realia. You can use this authentic material to substitute or supplement the book content, as appropriate.

Links and video clips

Where links have been suggested in the teacher's manual, please check them to ensure that they work and that their content is suitable for your class. For links to video clips, it is essential that you watch the clips before showing them in class to ensure that their content and language is appropriate for your class. telc is not responsible for any external material suggested in this manual.

Pair checking

Checking work in pairs is an important stage in feeding back answers and ideas to the whole class. Students are more likely to be forthcoming if they have built their confidence by discussing their answers with a partner. For listening and reading activities, in particular, where students have worked alone on a task, try to include a quick pair check.

Writing in pairs

Students, especially at the lower levels, may lack confidence in writing. It is therefore sometimes useful for students to write a single text in pairs, combining their ideas and language to produce work that is of a higher quality. Where students are writing alone, it is important to give them time to brainstorm their ideas (ideally in pairs or small groups), especially at A2 level. You should also help them with vocabulary and suitable language.

Listening to audio recordings

The Listening, Speaking and Reading books include an audio CD. For lower levels, you may need to play a recording more than once and to pause the recording between questions. Moreover, you can always refer the students to the audioscript in the back of each book for them to read and listen simultaneously. Note: the CD for the Reading book contains the written texts in the book in audio form.

Photographs and pictures

Where students are required to describe a picture from the book (as practice for part 2 of the Speaking subtest of the A2-B1 exam), it may be helpful to copy and blow up the picture so that students can see the detail more clearly.

Internet access in the classroom

If you have access to the Internet in classroom, make use of this resource by showing video clips, looking at texts online or allowing students to use their smartphones to look for ideas on a particular topic.

Answer key

For many activities, answers can be found in the Answer Key at the back of the student book. For others, there may be multiple answers or no 'correct' answer. You should decide which answers are correct in the context of the activity.

telc A2-B1 online

An online platform to practise the skills and grammar presented in the books will be available on the telc website from September 2015. For more information: <https://campus.telc.net/>

Topic Hobbies

Grammar “Do” vs. “make”

Warm Up

Give students enough time to come up with three examples for each category. Possible answers: sports: football, basketball, volleyball, tennis | collecting things: stamps, sea shells, postcards, Smurfs | outdoor activities: hiking, going for a picnic, horse-riding, camping | arts and crafts: sewing, pottery, photography | games: chess, Monopoly, computer games | music: singing, playing the guitar, writing songs

Activity 1

The words in 1b may be new to the students. As the CEFR for this unit is guessing meaning, don't explain the words immediately. First ask the students to guess and then encourage those who *do* know, to define or mime the word for the others. Alternatively show a picture of a snorkeler and ask them to identify various pieces of equipment.

As there might be some confusion over the difference between snorkelling and scuba diving, you might want to look at the following website before class: www.diffen.com/difference/Scuba_Diving_vs_Snorkeling

Activity 2

Allow the students to listen to the recording as many times as they need to and encourage them to discuss the words in pairs.

Activity 3

Before letting the students look at the words, emphasise that they're not supposed to already know them. Allow the students to either write a definition in English or the translation in their own language. If you find that all the students know all the words, you could just move on to 3b. In part b, students have to summarise the content of the conversations.

Note: 'leash' = AE; 'lead' = BE.

CEFR Identifying cues and guessing the meaning

Aim Understand people talking about their hobbies

Activity 4

4b If you have quite strong students, you could ask them to try this activity without referring to the wordbox. However, if you feel that having to choose the correct tense is likely to distract them from choosing between 'make' and 'do', then permit them to use the box.

To extend this activity, you could introduce a number of fun games to practise 'make' vs. 'do'. You could cut up cards with the hobbies in this unit (e.g. yoga, pottery and others), and ask the students to sort them into two categories.

Or you could do a running game. Put the class into two teams and have each team nominate a 'runner'. Call out the name of an activity and have the runner run to one of two chairs labelled with 'do' and 'make'. If you choose to do this activity, make sure there's nothing for the runners to trip over or break on the way to the chairs!

Activity 5

You could do Activity 5a in pairs or as a whole class. If you do it as a whole class, encourage the other students to ask questions about their classmate's hobby. Hobbies are a topic in the A2 and A2-B1 Speaking subtests and often in the B1 Speaking subtest, so students need some practice in speaking about their own hobbies.

Remind the students to use the expressions from the lesson the next time they want to go out with an English-speaking friend.

Topic Boring Jobs / Coping with boredom at work

CEFR Overall listening comprehension

Grammar So / such

Aim Understand people's opinions

Warm Up

You could make this activity a competition and divide the group into teams. The team with the most ideas wins. Then discuss which professions are boring, as a whole class. Students are likely to disagree, so encourage them to debate as much as their language allows.

Activity 1

Students may not guess the job in picture A or C but should be encouraged to speculate about what the jobs *could* be.

Activity 2

Students can find this activity quite challenging as they need to work out how to use the different expressions. They might be inclined to say 'having nothing to do it's a bit boring' rather than 'is a bit boring'. Practise as a class before allowing the students to practise in pairs, then monitor closely to check they are using the language correctly.

To extend this activity, you could get students to brainstorm tasks from their own working life and practise using the expressions again. Students will obviously have different jobs, so you will need to be on-hand to provide vocabulary where necessary. You could group students by profession if you think that would be useful.

Language note: idioms can be tricky, so only do this activity with strong students. There are also other ways of expressing boredom: I'm bored/ it bores me to tears/ it's tedious/ bored out of my mind, etc.

Activity 3

3b This activity practises the skills needed for part 4 of the Listening subtest of the A2:B1 exam, where candidates have to match written statements of opinion to the person whose opinion it is. You may need to explain 'identify with'.

3c Ask students to notice that 'such' is followed by 'a' (/ 'an') if the noun is singular and no article if the noun is plural.

Activity 4

You may need to prepare this activity by getting the students to identify the adjectives and nouns in the sentences first.

You'll probably need to pre-teach 'monotonous'.

Additional activity

If you want to get the students really talking, save activity 3a until then end, then divide the class into two groups: 'fun jobs that are badly paid' vs. 'boring jobs that are well-paid' and have each group defend their side. Give them time to prepare their arguments. Make sure everyone in the class contributes to the discussion.

Topic	Dating*	CEFR	Listening to audio media and recordings
Grammar	Regular and irregular verbs in the simple past	Aim	Understand relevant information from short recorded passages

* Note about the unit: Dating can be a fun topic that really engages the students – they often have funny or heart-warming stories to tell. However, with some groups, the topic may be uncomfortable, especially Activity 5. Remember that students can always talk about the experiences of others, rather than their own, if they find doing so more comfortable.

Warm Up

Discuss the pros and cons of each method. Do the students have experience or know someone who has used a particularly dating method?

Activity 1

Ask some concept check questions to make sure the students understand the difference between appointment and date: e.g. Is an appointment romantic? Would I have a date or an appointment with my tax advisor?

1b You might need to pause the recording for each sentence so the students have a chance to write their answers in the gaps.

Activity 2

This activity practises the skills needed in part 4 of the A2-B1 Listening subtest: matching statements of opinion to speakers. A good technique for students to use is to underline the key words in the statements and think about what alternative expressions they might hear in the recording, e.g. 'find out what a person is like' is in the statement and 'get to know a person' is in the recording.

Note: expressions with 'date' tend (though not exclusively) to be AE. The BE equivalent is 'to go out with s.o.' (Tom is going out with Alex). This can mean either a single date or a long-term relationship (Tom and Alex have been going out for four years = BE; Tom and Alex have been dating for four years = AE).

Activity 3

There is an infinite supply of additional activities to practise past simple verbs: pelmanism (memory pairs), bingo, speaking topics in the past, etc. There are also plenty of online activities if you have access to an electronic whiteboard. Find an activity that you think would suit your class and use verbs from the unit as well as some of your own.

Activity 4

Both single-level telc exams (A2 and B1) contain listening exercises where students have to identify whether a statement is true or false. Play the recording twice and then ask students to compare their answers in pairs. If they seem to really be struggling, you could allow them to read the transcript while listening.

Activity 5

To get students to open up about personal stories, you may have to venture one of your own. Think about a date of yours that did not go so well or your earliest crush, especially if the focus of your crush was a popular TV star or someone unusual like a cartoon character.

Topic Overcoming shyness

Grammar Too / not enough

CEFR Propositional precision

Aim Understand enough to be able to talk about what you have heard

Warm Up

This exercise uses the second conditional. If this is something your students are not yet comfortable using, you could talk about previous experiences instead of hypothetical situations. If you, yourself, have experience of any of these situations (or something similar), start by telling them about it and encourage them to share their own stories.

Activity 1

Ensure that the students recognise that the structure is 'not... (adjective)... enough' (not, 'not enough confident'). Make sure that the students understand that they need to use an antonym to make their sentences with 'not enough' make sense. You could add your own example sentences if you feel that students need further practice.

Activity 2

2b The wording in the audio is slightly different from the wording in the textbook. For weaker students, you should point this out as they may find it distracting and you may need to play the recording twice.

Activity 3

Monitor the students to make sure that they're using the target structure correctly and using the correct form of 'to be'.

Activity 4

Max's story is based on real events.

4a The titles for the conversations are in the green box.

4b For weaker students, you may need to pause the recording after each question. Ask the students to check their answers together in pairs before feeding back to the whole class.

4c This activity requires students to summarise what they've heard. Try to get them to use the 'too' and 'not enough' structures in their summaries.

Activity 5

You can add more adjectives to this activity, especially if they are thematically relevant. Ask the students to write the adjectives they know on the board and then ask the class if they know the opposites. Getting students to learn the opposites of words they already know automatically doubles their vocabulary, which is great for both understanding and producing language.

Topic Difficulty saying 'no'

CEFR Understanding interaction between native speakers

Grammar Question tags experiences

Aim Follow informal conversations

Remember that the CEFR for this unit is 'understanding native speakers'. You should therefore emphasise that it is not essential for the students to understand every word the native speakers say, rather to follow the main topic and key points of a conversation. Following conversation between native speakers can be difficult as the phrasing is more natural and often informal. Native speakers often don't say the things that students expect them to! After listening to each of the conversations in the unit, you could look at the audioscript with the students and analyse it for key language.

Warm up

Have any of the students ever jumped off a high diving board? How was it?

Activity 1

You may need to pre-teach 'rude'. Ask the students whether they agree with the speaker. Do they experience the same problems themselves?

1b Other reasons include: not wanting to cause a fuss, fear of losing a job/friend, not wanting to appear different.

Activity 2

This activity practises the skills needed for true/false questions in the Listening subtests for the telc exams at levels A2, B1 and A2-B1. The A2-B1 test, in particular, features true/false questions in the context of 'everyday conversation'. Ensure that the students read the statements carefully and think about the information they're going to hear and how they can use it to determine whether the answer is true or false.

Activity 3

The two aspects of question tag formation to emphasise are:

- the tag question uses the same verb form as the original statement (e. g. This is your phone, isn't it?)
- the question tag needs to be positive for negative statements and negative for positive statements.

Activity 4

4b is a rather abstract exercise and students should be given plenty of time to brainstorm ideas.

Additional activity

You could write question tags on cards and then say a statement and get the students to grab the correct card to match the statement. This is a fun and competitive way for students to practise quick thinking.

Topic Situations that have turned out OK

CEFR Cooperating

Grammar Active listening/ echoing

Aim Practise techniques to indicate he / she is following

This unit is focused on techniques for maintaining and developing conversations. You can refer to the audioscript throughout the lesson as a model for the students to analyse and mimic.

Warm up

Ask the students how they feel when they experience relief. What kinds of feelings do they have and how do they feel in their bodies? You may need to explain the phrasal verb 'to turn out (well)'.

Activity 1

1a Play the whole recording once for the class so they can match the pictures to the conversations.

1b For A2 students pause the recording between conversations. They may also need you to play the recording again to get all the points.

Draw attention to the sticky note on intonation to show surprise or interest. It could be useful to play the recording again, while the students look at the audioscript. They could underline the part of the word on the audioscript showing the rise and fall of the voice.

1c This activity uses the same conversations from 1a and b.

Activity 2

2a Draw attention to the different ways of using 'really' (Really?/ Really!). Explain the difference and then drill the students' pronunciation of the two different examples. The students may feel a bit silly but it is still a useful exercise because, even though it may sound exaggerated or contrived in a class situation, it is an important part of natural speech and is key to maintaining the progression of conversations.

2b You could also suggest 'Yes, and...?'.

Activity 3

3b Students may benefit from a short brainstorming session if they don't want to use the examples in the table. Monitor closely to make sure the students are using the active listening strategies identified in the previous activity.

Topic BE vs. AE:
differences in vocabulary

Grammar “have” vs. “have got”

CEFR Listening to announcements
and instructions

Aim Become aware of the
differences between BE and AE

Warm up

Students who are good at discerning accents may also notice that British English includes more 'schwa' (ə) sounds than American English. American English also tends to include longer vowel sounds. The 'schwa' is the unstressed, neutral vowel sound in English, e.g. for brother we say broθə not broθ-err (broθ-ɜ), for 'cup of tea', we say 'cup əv tea'. The 'schwa' helps learners to sound more natural and helps them to identify words that don't sound the way they think they do, when they see them written.

Activity 1

1a Ask the students to think about the alternative words before you play the recording.

1b There are lots of suggested answers in the answer key of the students' book. It might be worth highlighting the difference between AE pants (trousers) and BE pants (underwear).

Activity 2

This activity is an example of the multiple choice questions in part 2 of the A2-B1 Listening subtest. Note that the questions use British English and the speakers are using American English. Explain to the students that, in this type of exercise, they will never hear exactly the same phrasing as in the questions, so they need to be prepared to listen for alternative words.

Activity 3

Note: the expression 'have got' is often used in British English. The American version is also sometimes used in Britain, so it can also be correct.

Note: the American English 'version' calls for questions using the auxiliary do/did, while the English version does not (e.g. 'Do you got a ticket?' would be incorrect, as would 'Have you a ticket?')

Note: the pronunciation of the British English 'have' in questions is unstressed so is 'həv', not hæv. Students may also need to listen for 'əv' from native speakers who often drop the 'h' altogether.

Activity 4

Work through the audioscript with the class and analyse it carefully, paying attention to the differences in expression.

Topic Never give up!

CEFR Listening to audio media and recordings

Grammar Hope plus present tense or will future

Aim Understand an interview

Warm Up

The illustration uses the idiom 'hope for the best and prepare for the worst'. Other examples could be: a relative in hospital, an important exam, rainy holidays

Activity 1

You may need to explain Alzheimer's, though it should be clear enough from the context. You could mention the idiom 'the glass is always half full/ empty'.

Activity 2

2b You could get the students to write their hopes on slips of paper and then pull them out of a hat. The other students could guess who the hope belongs to. If you're going to do this, you should explain it to the students so they don't write anything too personal or private.

Activity 3

3a This activity practises the skills needed for the true/false questions in the context of an interview in the Listening subtest of the B1 (part 2) exam. Ask the students to look at the statements and suggest alternative phrasing or words that they might hear in the recording.

3b This activity practises the skills needed for the multiple choice questions in part 2 of the A2-B1 Listening subtest.

Note that, because of the layout of this page, question 5 is on the right-hand side.

Activity 4

Suggestions for songs: Destiny's Child, *Survivor*; Journey, *Don't Stop Believing*; Katy Perry, *Firework*; Des'ree, *You Gotta Be*; Taylor Swift, *Shake it Off*, Survivor, *Eye of the Tiger* or *Defying Gravity* from the musical, *Wicked*.

You could even make a gap fill exercise with one of the songs. The Des'ree song is a good choice for this as the lyrics are reasonably clear for students at this level, the tune is upbeat and most of the students will probably know it. You can find the lyrics at: <http://www.azlyrics.com> or <http://www.metrolyrics.com>. The video is available: https://www.youtube.com/watch?v=pO40TcKa_5U

Topic “alone” vs. “lonely”

Grammar “by myself,
by yourself, etc.”

CEFR Overall spoken interaction

Aim Understand longer spoken
texts

Warm up

Ask the students to discuss the questions in pairs or small groups. Talk about your own experiences to promote sharing.

Activity 1

The vocabulary in this activity is B1 level so A2 students will need support when completing the matching exercises. Ask them to work in pairs.

Note that ‘loner’ can have negative connotations.

Activity 2

Explain to the students that some of the questions are true/false and some are multiple choice. Being able to switch between question types is a valuable skill, especially for part 3 of the Listening subtest for the A2·B1 exam where each dialogue has a true/false question and a multiple choice question. Before they listen, get the students to read the questions and think about alternative phrasing as they will not hear exactly the same wording.

2c You may need to explain the meaning of ‘sympathize’ especially as it is a false-friend in many languages. From www.cambridge.org: sympathize is “to understand and care about someone’s problems” (or viewpoint).

Activity 4

The Camino de Santiago is the route taken by pilgrims to the shrine of the apostle St James the Great in the Cathedral of Santiago de Compostela in north-western Spain. Many non-Christians also follow the route for spiritual reasons or as part of a retreat. Several hundred thousand people travel the route every year. You can find a map of the various routes on the internet and could bring it in for the class. They could plan a route from their hometown.

Would the students like to go on a pilgrimage? Why / why not?

Activity 5

What do the students think about the quote from Pablo Picasso? Are art and success only possible if the person experiences solitude?

Ask the students to discuss the questions in a and b in small groups. They could feed back their ideas to the whole class.

Topic Pride in daughter's achievement

Grammar Present perfect with for and since*

CEFR Identifying clues and guessing the meaning

Aim Understand voicemails

Warm Up

You could download some violin music to play at the beginning of the class, while the students are coming into the classroom or during the warm up. Ask them how it makes them feel. If you have a personal story about performing on stage, share it with the class, especially if it's amusing. Most people have a story, either about themselves or about someone close to them.

Activity 1

1a Many people play an instrument but have not had formal lessons. Make sure that the students know that it's ok to talk about this.

1b You may need to play the recording more than once.

1c Get the students to take notes while listening and then ask them to write full sentences on a separate piece of paper. This will prepare them for Activity 3, which also requires full sentences.

Activity 2

Note: the voicemails in this activity were recorded before Gwen's concert and time has elapsed between each of the messages.

This activity is practice for part 1 of the A2-B1 Listening exam, where candidates need to listen for instructions in voicemail messages. Ensure that the students read the options carefully before listening.

Emphasise that, when using the present perfect, the students should use 'since' with precise points in time and 'for' with time periods.

Activity 3

3a Get the students to write full sentences for their answers and then play the recording. Note that the recording only gives one version of the sentence. Explain to the students that several answers are possible and ask them to propose alternatives if they have them.

3b Monitor the pairs carefully to make sure they are using 'for' and 'since' correctly. More advanced students can ask additional questions.

Activity 4

Look at the present perfect sentences from the audioscript with the students. You may need to explain 'for ages' and 'past ten months'.

* Unit 3 (Reading) also focuses on the present perfect

Topic Ordering food (pizza delivery and restaurant)

Grammar “some” and “any”*

CEFR Understanding a native speaker interlocutor

Aim Practise communicating with restaurant staff

Warm Up

Depending on what time your class takes place (and how many students you have!), you could bring in some pizza for them. Choose a pizza with vegetarian-suitable toppings to appeal to most of the students and bring something else for those who really dislike pizza. If you get the opportunity beforehand, you could also ask the students to bring it themselves.

Activity 1

1a Note that the question is asking for the toppings Tess mentions, not the toppings Tessa chooses. She mentions a *lot* of different toppings but ultimately chooses quite a simple pizza. You will probably need to play the recording a couple of times or even more for A2 students.

1b Tess also mentions ‘shrimps’, which tends to be an AE word. In BE ‘prawns’ may also be used.

1c If possible, bring in some authentic pizza menus for the students to use. They will respond better to authentic material. Get them to ‘make a call’ to the pizza restaurant with a partner. Ordering pizza is more difficult than you might think as there are so many different questions that the restaurant staff can ask. If the students want their pizza delivered, they will also need to give an address and phone number and possibly spell their name.

Activity 2

The employee at Enzo's says ‘including tax’. In the US, products are often advertised without tax and tax is then added at the point of sale. Students should know that this happens to avoid unpleasant shocks! In the UK, this doesn't tend to happen as products are already listed with tax included.

Activity 3

Remember that we use ‘some’ for positive sentences (and when making a request in the form of a question) and ‘any’ for negative sentences or questions. ‘Some’ and ‘any’ can be used with both countable and uncountable nouns. The grammar in this activity is basic (‘some’ and ‘any’) so there is scope to add other language (‘a lot of’, ‘many’, ‘much’) to further the point.

* Unit 11 (Writing) addresses countable and uncountable nouns

Topic Burglaries
Grammar Learning to take notes

CEFR Note-taking
Aim Practise taking notes

Warm Up

The question in the warm up is deliberately asking students about someone they know, not themselves. If they have a personal story and are prepared to tell it, they will.

Activity 1

1b Some of the vocabulary is quite difficult so it may be valuable to ask students to share any definitions they have and then have flashcards as back-up if nobody knows the word.

Note: 'burgled' = BE; 'burglarized' = AE. We also talk about 'a break in' at someone's home for someone who has been burgled.

Activity 2

2a You may need to play the recording twice for A2 students as lots of words are mentioned.

2b Get the students to read the statements carefully and to think about alternative wording that they might hear in the recording.

Activity 3

3b The structure of the questions in this part of the activity is good practice for parts 1 and 3 of the A2-B1 Listening subtest, where candidates have to choose the ending of the sentence from three options. Again, get the students to read the statements carefully and to think about alternative wording that they might hear in the recording.

Activity 4

The CEFR for this unit is 'Note-taking'. Students need to practise their note-taking skills if they want to use English in the real world – for meetings, in lectures, etc. This is good practice for overall listening as they will be listening to determine what information is important and what can be ignored. Emphasise that they do not have to write in full sentences – single key words are important.

Activity 5

Get the students to compare their notes for the two other recordings. Did they include the same information? Did either miss something important? If you want the students to have more writing practice, you could get them to write up their notes for homework.

Additional activity

Discussion: In the UK and US there is often a neighbourhood watch system (neighborhood = AE). Do the students have a neighbourhood watch in their area? If so, are they members? If not, do they think it would be a good idea to have one? What are the potential problems with a neighbourhood watch? You can find more information here: http://en.wikipedia.org/wiki/Neighborhood_watch

Topic Travel worries: things that can go wrong on a trip

CEFR Listening to announcements and instructions

Grammar Phrasal verbs

Aim Understand announcements

This unit is structured like a trip through an airport and onto the plane. It practises the skills required for the CEFR on listening to announcements.

Warm Up

Share your own worries and experiences to encourage sharing among the students. This discussion can be very rich, both in terms of content and language, and students may be keen to talk a lot! If you hear some nice language, write it up on the board.

Activity 1

Many of the students will not know all the vocabulary so it's best if they work in pairs or small groups. You could ask the students to describe their routine when going through an airport to practise using the vocabulary.

Activity 2

Ask the students to read the statements carefully and to underline any key words. Play the recording and ask the students to compare their answers in pairs.

It's worth getting the students to read the audioscript through a few times so they get used to the kinds of phrases and questions they are likely to hear. You could get one of the students to read the part of the check-in agent and then the 'traveller'-student to respond without looking at the script. Then swap roles.

Activity 3

There are plenty of activities on phrasal verbs you can use to supplement this activity. To make this activity more kinaesthetic, you could put the two parts of the verbs on cards and get the students to match them.

Activity 4

This activity practises the skills required for part 2 of the A2-B1 exam where candidates have to listen to public announcements. It's best to go through the sections one-by-one to ensure that the students have understood.

Additional activity

If you think the students would benefit from additional practice, you can do an internet search for airport announcements. There are audio recordings and videos available, some of which include activities and exercises.

Topic Buckingham Palace
Garden Parties

Grammar Asking questions

CEFR Listening to audio media
and recordings

Aim Practise asking questions
about information heard

Warm Up

It might be useful to play the British national anthem for the students. Remind them to make changes to any pronouns in the text to change it from queen to king. You could also bring in a print-out of the two flags mentioned in the quiz: the Union Jack and the Royal Standard. Any other monarchy memorabilia that you might have would also make interesting talking points. Non-native speakers of English are often enthusiastic about the British monarchy so this topic might generate some interesting ideas and language.

Activity 1

There is plenty of information and factsheets on the internet about Buckingham Palace (see: http://www.royalcollection.org.uk/sites/default/files/Buckingham_Palace_Fact_Sheet.pdf). You could expand the quiz if you think that would be interesting. You could also print out the original questions from the book and stick them up on the walls and have the students go around in groups to think about the answers.

Notes on the quiz:

1 *Queen Victoria moved into the newly finished palace in 1837, though the core of the building (Buckingham House) was built in 1703, when it was owned by the Duke of Buckingham.*

4 *The guards' hats were traditionally made from Canadian black bear skin but the Ministry of Defence is currently in the process of phasing out the real fur in favour of a synthetic alternative.*

6 *The Union Jack (red, white and blue) flies over Buckingham Palace if the Queen is not in residence; the Royal Standard (red, yellow and blue, with four quadrants) flies when she is.*

Do an internet search for A.A. Milne's poem *Buckingham Palace*. It involves the character, Christopher Robin, of *Winnie the Pooh* fame.

Activity 2

For more information and a video about Buckingham Palace garden parties: <http://www.royal.gov.uk/RoyalEventsandCeremonies/GardenParties/WhathappensataGardenParty.aspx>

The students are likely to need a second play of the recording, especially if they are at the A2 level as the questions all demand numerical answers.

Point out the sticky note. In English, we use . (full stop) as the decimal point, not a comma (e.g. £13.04). We only use the comma when dividing numbers in thousands (e.g. £13,004).

Activity 4

If you don't want to do this activity orally, you could get the students to write their own quiz based on the information in all the recordings. Monitor closely to make sure that they are using the question words and auxiliaries properly. Once they have finished, they can ask other students their quiz questions and you could turn it into a full class competition.

Topic Shopping

CEFR Transactions to obtain goods and services

Grammar “want someone to do something”

Aim Practise skills for dealing with aspects of everyday living

Warm Up

You can just do a show of hands to see how many students enjoy shopping and then ask individual students why they like or don't like shopping.

Activity 1

1a If you wanted to extend this activity, you could assign the students one of the four questions and get them to survey their classmates. This would be a good opportunity to practise vocabulary to describe proportions (e.g. half of the students like to go shopping at the flea market, one in ten students likes to go shopping with their partner) when feeding back to the class.

Activity 2

Many of the words in this activity are likely to be new to the students. Get them to complete the sentences that they're sure about and then to make informed guesses for the remaining sentences.

Activity 3

The CEFR for this unit is completing transactions to obtain goods and services. The unit contains a number of model dialogues for shopping. You can turn to the audioscript and get the students to analyse it at any time. It's also worth getting the students to read the script out loud, taking turns to be the customer.

3b 'Do you want me to...' is a useful but not essential structure for students at this level. You could skip this activity if you have A2 students and think that they are likely to get confused.

3c This activity has some really useful phrases that the students should be encouraged to learn. They are absolutely crucial if students are to complete their transaction effectively.

Additional activity

Put the students into pairs and ask them to write a dialogue of a shopping transaction. If you want to challenge the students, give them a particular scenario to work from (e.g. returning an item, trying on a top, etc.). Get the students to practise reading their dialogue enough times that they are confident to 'perform' it for the rest of the class. If students want to stand up or use props, let them.

Topic I hate school

CEFR Listening to audio and media recordings

Grammar During and while

Aim Understand voicemail messages

Warm Up

Did the students ever use those reasons to avoid school themselves? How did their parents respond? Did the students enjoy school? Why/why not? What did they dislike in particular?

Activity 1

You will need to pre-teach 'dyslexia'. According to the British Dyslexia Association, dyslexia is defined as 'a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.' You may also need to explain the concept of 'truancy' (note: a truant/ to truant).

Note that 'bullying' is the correct English term for intimidating a person repeatedly – 'mobbing' is not correct.

This activity requires the students to practise their gist listening skills. Play the recording a second time for part b.

Activity 2

You can supplement additional material to reinforce the grammar point.

Activity 3

This activity has been structured in such a way as to provide a progressive narrative. Martin's story is told through the voicemails in this activity. Time elapses between the different messages.

The activity practises the skills required for part 1 of the Listening subtest of the A2-B1 exam. Candidates listen to a voicemail message to determine what action the candidate or another person needs to take. In the exam, the candidates only hear the messages once. Ask the students to read the sentence endings carefully and to think about alternative wording that they might hear in the recording.

Additional activity

Is bullying a common problem in schools in the students' countries? Has bullying got worse since their schooldays? How can schools deal with bullying? Students will share their experiences if they are comfortable doing so.

For more information on dyslexia:
<http://www.bdadyslexia.org.uk/>

Topic Illnesses and symptoms

CEFR Sociolinguistic appropriateness (using the right language in the right situation)

Grammar must + infinitive to express certainty

Aim Practise talking about health problems

The CEFR descriptor in the unit has been simplified. The complete descriptor is as follows:

- B1** Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.
- A2** Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc.



Warm Up

After the students have suggested other body parts, you could play a game of Simon Says. Search on the internet for full instructions if you're not familiar with the game. Simon Says is a really good game for energising the class as it is physically active and often very amusing.

If you have a really lively group that doesn't mind singing, you could try the singing and actions game 'Head, Shoulders, Knees and Toes': http://en.wikipedia.org/wiki/Head,_Shoulders,_Knees_and_Toes. You can add additional body parts to make it more interesting.

Activity 2

2a After listening to the speakers, the students could describe some symptoms from the list in Activity 1 and a partner can diagnose them with one of the five illnesses.

2b Emphasise that we only say 'cheer up' when the situation isn't serious and should be short-lived. It isn't very sympathetic to say 'cheer up' to someone who feels really ill.

Activity 3

In this activity we are using 'must' as a modal verb of deduction. Students may only know 'must' as an obligation. Explain that we use 'must' in this context to express that we're sure about something. Do the first question with the whole class as an example so the students are clear on the change in structure.

Additional activity

Brainstorm other situations that require us to feel sympathy (e.g. broken leg, fight with boyfriend, etc.). Choose an example and say a sentence to the whole class (e.g. I'm so sad. I had a fight with my boyfriend!) and see if they can respond sympathetically. Put the students into pairs and ask them to do the same, but this time the responder should come up with some advice (see also the Speaking unit for this emotion and unit 13 on Worry for use of 'should').

Topic Positive side of envy

CEFR Interviewing and being interviewed

Grammar Similes and wish in the present*

Aim Practise skills for interviewing

Warm up

Tell the students that they are not allowed to wish for more wishes!

Activity 1

Many of the examples are intuitive (e.g. as big as an elephant), while others need a bit more thinking about (e.g. as old as the hills). Get the students to do the obvious ones before moving on to the others.

Remind the students that the construction is 'as...as'. Explain that we use the construction stylistically to enrich our language and that it is quite a poetic way of speaking (which isn't to say that it's not common). Students should definitely be able to understand the construction, if not use it, themselves.

Activity 3

We use 'wish' + past tense to express how we would prefer a situation to be. The use of the past tense does not mean we are talking about a past situation. For additional practice of this point, you could supplement other material or use the sentences in Activity 2a (e.g. I feel as old as the hills. I wish I was/were 25 again.)

Activity 4

This activity is based on part 2 of the Listening subtest of the B1 exam, where candidates hear a fairly long interview and need to decide whether statements are true or false. Candidates hear this interview twice in the exam, so play this recording twice.

Activity 5

You could model this interview for the students. Example: Student A: Who are you envious of? Student B: I'm envious of people who can speak lots of languages. A: Why? B: Because they can travel all over the world and talk to people. And what makes you feel envious? A: My neighbour's garden. etc.

Additional activity

The song referred to in Activity 1, *Cold as Ice* by Foreigner can be found here: <https://www.youtube.com/watch?v=7IJWVmbq93w> (with lyrics). You can play this as part of Activity 1. Another really great song about similes is Lenka's *Everything at Once*. You could turn this song into a gap fill. Make a gap for each noun or adjective and before listening, see if the students can guess the word. Then play the recording (either with or without the lyrics, depending on the level of your class) so they can complete the gaps. There are plenty of examples in this song, so it's a really useful way of building vocabulary. The song is available here: <https://www.youtube.com/watch?v=V2AshX3tfHU> (with lyrics).

* Unit 12 (Reading) addresses 'wish' in the past

Topic Trust in the workplace

CEFR Formal discussions and meetings

Grammar "It's important (difficult / easy / necessary / etc.) to do sth."

Aim Practise following a discussion; understand changes of topic

Warm up

It would be helpful for you to give an example of someone you have worked with that you really respected. Talk about the positive qualities of this person: honesty, helpfulness, etc. This should give the students some ideas about whom they could choose and how to describe them. Invite the students to talk to the class about the colleague they have chosen.

Activity 1

Some of the vocabulary in this unit is likely to be difficult for A2 students. You may need to help students with the meanings of and concepts associated with some of the verbs and nouns in the boxes. Ask concept check questions to ensure that they've understood (especially 'spread rumors', 'play political games'). Part b of this activity will help to ensure that they appreciate which actions are positive and which are negative.

Note: 'rumor' = AE; 'rumour' = BE

Activity 2

The 'it' construction is very common in written English, especially in academic English, and students will benefit from practising its usage, even at this level. To extend the activity, the students can add other ideas to make additional sentences. Afterwards, go through the text to look at any new vocabulary (e.g. 'struggled', 'stormed in').

Activity 3

3a Give the students time to read the statements and to brainstorm alternative phrasing that they might hear in the recording.

3b Before beginning this part of the activity, it's important that you pre-teach or explain the meaning of 'integrity'. Draw the students' attention to the word cloud which contains synonyms for integrity. This word is important for the second part of the interview with Andrew Johnson.

Give the students plenty of time to read the questions. For lower level students, you can pause the recording between questions.

Activity 4

If your students are able to discuss these questions, monitor the groups to ensure that the students have the vocabulary and phrases they need to express themselves. Feed back to the class and make a note on the board of good ideas and language that you hear.

Topic Ways to calm down

CEFR Overall listening comprehension

Grammar Make and let

Aim Practise telling a partner to calm down

Warm Up

You will need to do some preparation for this warm up activity before class. The idea is to help the students to imagine a calm scenario, set in calm surroundings. Think about places that make you feel calm – the beach, a garden, on a mountain – and make a list of the sensory aspects of this place – sounds, smells, physical sensations, emotions. Either write in full or make notes so that you are able to describe the place in depth to create a full and calming image in the students' minds and a calm feeling in their bodies. Try to speak for three to five minutes to give the students the chance to immerse themselves.

Afterwards, 'wake' the students up and ask them how they feel. Where did they go in their minds? Was it a place they've been or an imagined place? Have any memories come up? What do they feel in their bodies – calmness, relaxation, pleasure? Have they been able to forget the stresses of the day using this technique?

Activity 1

1a This is an opportunity to do some practice of the skills required for the second part of the Speaking subtest of the A2·B1 exam in which candidates need to describe a picture in detail. They will use present simple to describe the objects in the picture and present continuous to explain what is happening in the picture. In picture C, the students are likely to also use compensation and/or circumlocution techniques (i.e. using vocabulary they already have to describe objects they don't know the precise word for). Monitor the pairs to listen for good language that you can then share with the class as a whole.

1c This activity uses gist listening skills. The students need to sum up what they've heard in the recording to choose a single title. Depending on how well they have absorbed the content of the recording in 1b, it may be necessary to play the recording again before the students choose the titles, rather than afterwards.

Activity 2

Draw the students' attention to the grammar box, which clearly explains the uses of 'make' and 'let'. After the students have completed the gaps, ask them to think of a few more sentences to describe the ways they try to relax, using 'make' or 'let'.

Activity 3

3a This activity is practice for part 3 of the Listening subtest of the A2·B1 exam. In this part of the exam candidates listen to a dialogue and have to answer a true/false question that focuses on the overall message of the recording and a multiple choice question that addresses a particular detail of the conversation. Make sure the students understand this difference and have an opportunity to read the true/false statement and multiple choice question carefully before listening.

3c Give the students sufficient time to think about how they want to role play the situation and to 'practise' before asking some of the groups to perform for the rest of the class.

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.