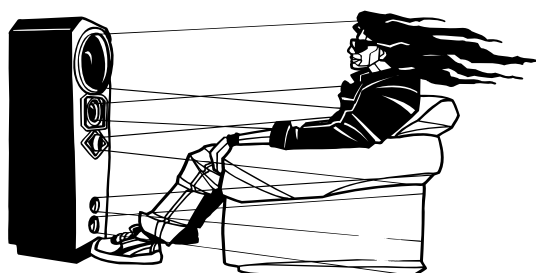


## Listening Comprehension Practice

### 1 Getting started

#### 1.1 Hearing - listening

<i>TO HEAR</i>	=	<i>HÖREN</i>
<i>TO LISTEN</i>	=	<i>ZUHÖREN</i>



Die Engländer unterscheiden ganz bewusst:

<i>Can you <b>hear</b> me?</i>	bedeutet also	<i>Spreche ich laut genug?</i>	= <i>akustisch</i>
<i><b>Listen</b> to me!</i>	heißt aber	<i>Höre mir genau zu.</i>	= <i>inhaltlich</i>

This is what you can hear every day:

- the radio that wakes you up
- your neighbours talking
- your family
- your friends at school
- the teacher
- TV



Du siehst also, wir sind von einer Fülle von *Geräuschen* umgeben, die wir zum Teil nicht bewusst wahrnehmen. Und doch - wir bekommen einige Informationen ganz nebenbei mit:

- eine wichtige Nachricht am frühen Morgen
- einzelne Wörter vom Nachbarn
- Gesprächsfetzen unterschiedlichster Art

Wir verstehen vielleicht nicht jedes einzelne Wort, weil wir nicht aufmerksam zugehört haben. Trotzdem verstehen wir den Zusammenhang. Das folgende Beispiel verdeutlicht dies.

Acht... ! A...ung! Da es jetzt sch... üb... ...Grad hat, fällt der  
Unt...cht heu... am Nachmi... aus.

Selbst der unaufmerksamste Schüler hat mitbekommen, dass der Unterricht wegen Hitze ausfällt. Warum?

1. Die Schlüsselwörter „jetzt, Grad, fällt ... aus“ sind vollständig *übertragen* worden. Aber diese Informations-Bruchteile genügen, um die gesamte Botschaft zu verstehen.
2. Die Wörter in Bruchstücken „Nachmi... Unt...cht“ lassen sich leicht durch den Zusammenhang erschließen und ergänzen.
3. Außerdem hast du schon gewisse Vorerfahrungen mit hohen Temperaturen am Vormittag gemacht und weißt, dass dann der Nachmittagsunterricht ausfallen kann.

Diese Bruchstücke im Zusammenhang ergeben die absolute Sicherheit:

## 1.4 Who and what?

### Listen to this! Exercise 3



Who is talking in the following conversations?

What are they talking about?

#### Step 1: Who? and What?

Who?  Bob and daughter  husband and wife  grandmother and aunt  
 What?  holidays  umbrella and showers  weather this morning

#### Step 2: Who? and What?

Who?  father and son  teacher and student  two students  
 What?  maths test  housework  homework

## 1.5 Listening for details. Who exactly?

Oft wollen wir über Personen noch Genaueres herausfinden:

- Alter
- Charaktereigenschaften
- Wohnort
- Aussehen
- Beruf

### Listen to this! Exercise 4



Now listen carefully to a more detailed description of a person.

#### Step 1: Who exactly?

Tick  the right person.



person #1



person #2



person #3

## Listen to this! Text 2

🎧 18

**Situation:**

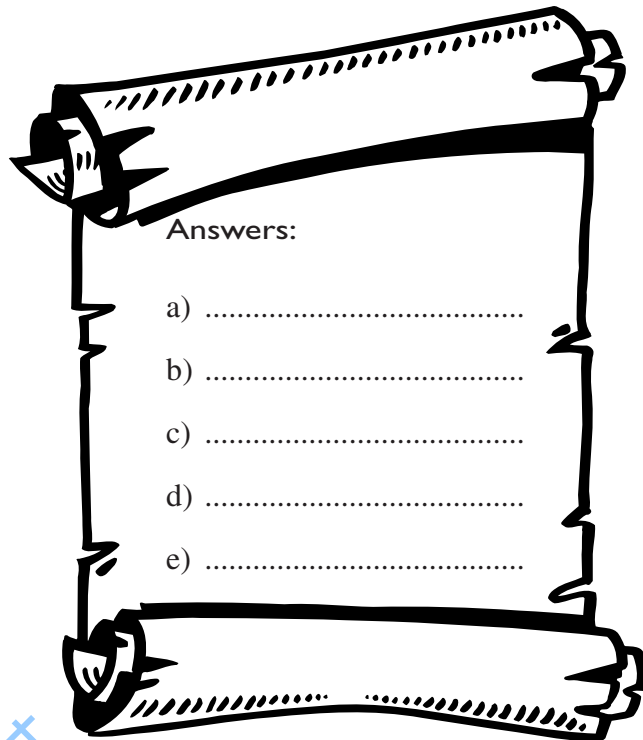
Ronald wants to visit the Continent. His dad tells him about his first Channel crossing many years ago.

Listen to the story.

Then write down short answers.

**Questions:**

- When was his first Channel crossing?
- How long did the crossing take him?
- Where was he sitting?
- What happened on that crossing?
- Why didn't he see the captain?

**Answers:**

- .....
- .....
- .....
- .....
- .....

## Listen to this! Text 3

🎧 19

**Situation:**

On the way to the ferry there is an announcement on the car radio.

What is the problem and what must they do to get to Dover in time for the ferry?

- |                                    |                          |            |                          |            |                          |        |
|------------------------------------|--------------------------|------------|--------------------------|------------|--------------------------|--------|
| 1. There is fog in many parts of   | <input type="checkbox"/> | England    | <input type="checkbox"/> | Canterbury | <input type="checkbox"/> | Kent   |
| 2. Ice is the reason for several   | <input type="checkbox"/> | incidents  | <input type="checkbox"/> | accidents  | <input type="checkbox"/> | dents  |
| 3. The M2 is blocked between       | <input type="checkbox"/> | exit 4     | <input type="checkbox"/> | exit 5     | <input type="checkbox"/> | exit 6 |
| and                                | <input type="checkbox"/> | exit 4     | <input type="checkbox"/> | exit 5     | <input type="checkbox"/> | exit 6 |
| 4. Drivers should take the         | <input type="checkbox"/> | M2         | <input type="checkbox"/> | A294       | <input type="checkbox"/> | A249   |
| 5. Then drivers should continue on | <input type="checkbox"/> | the old M2 | <input type="checkbox"/> | the old A2 | <input type="checkbox"/> | the A2 |

Listen to this! Text 3

🎧 29

**Situation:**

The weather tomorrow. The weather will be like this:

1. night cloudy but.....  
.....
2. tomorrow morning  
in the west: .....
3. tomorrow morning  
in the east: .....
4. the outlook: .....
5. a warning  
for drivers in: .....
6. be careful  
because of: .....
7. danger in the: ..... district
8. because of: .....

Listen to this! Text 4

🎧 30

**Situation:**

Here is the news.

1. time: .....
2. date: .....
3. oil tanker on: ..... near Land's End.
4. the tanker is losing: ..... of oil an hour.
5. Sandra wanted  
to swim the: ..... both ways.
6. weather: .....
- 7a. a lorry overturned: where: .....
- 7b. when: .....
8. Prime Minister
- 8a. had talks with: whom: .....
- 8b. where: .....

## 8 Tests

### 8.1 Test 1

Your friend Tim has got your MP3 player because his own one was broken. Now you need it again.

Write an e-mail to Tim.

- Ask for the MP3 player
- Say why and when you need it
- Ask him to recharge the MP3 player before he gives it back to you
- Tell him where you could meet him to give you back your MP3 player

Now put the verbs into their correct forms.

Hi Tim,

it . . . . . (*to be*) about time you . . . . . (*to give*) me back my MP3 player. You . . . . . already . . . . . (*to have*) it for four weeks.

I . . . . . (*to want*) it back because I . . . . . (*to be*) away on holiday soon and there I . . . . . (*to have*) time to listen to music, too.

Please . . . . . (*to recharge*) the battery of the player before you . . . . . (*to give*) it back to me.

I could . . . . . (*to meet*) you at the football ground on Thursday after your weekly training session.

See you then,

Tom