

The explosion - listening exercise

Name _____ Date _____

Listening skills

Listen to the news.

Then answer the questions.



1. When was the explosion?
2. Where did the explosion happen?
3. How many people were hurt?
4. What exploded?
5. What kind of factory was it?
6. Who do the police think started the fire?
7. What should you do if you saw anything?
8. When will the roads be open again?
9. What happened to the people living near the factory?

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1. Wednesday, in the morning, at lunch time, late at night

2. Darby, Digbeth, Darlington Dover

3. 2 5 8 6 7 9 11

4. a lorry a bus a factory a school

5. explosives clothing toy fireworks

6. arsonists astronauts army

7. the army the police the doctor phone the
pope.....

8. Friday Saturday Thursday Wednesday

9. they died they had to leave they went to hospital ?

The explosion - listening exercise

Name _____ Date _____



News report

There was an explosion late last night in the fireworks factory in Digbeth.

Nobody was in the building at the time but a couple out walking their dog were badly burned. It took firemen 6 hours to get the fire under control.

The police think that arsonists started the fire deliberately and they would like anyone who saw anything suspicious to call them on 426 4414 as soon as possible.

Digbeth has been closed off until Wednesday. 102 people living near the factory were evacuated.

Explosion – transcript, mapping and notes

Explosion

There was an explosion late last night in the fireworks factory in Digbeth. Nobody was in the building at the time but a couple out walking their dog were badly burned. It took firemen 6 hours to get the fire under control. The police think that arsonists started the fire deliberately and they would like anyone who saw anything suspicious to call them on 426 4414 as soon as possible. Digbeth has been closed off until Wednesday.

Entry Level Functional Skills English – speaking , listening and communication mapping

Entry Level 1 skill standard Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

- a) Understand the main points of short explanations ✓
- b) Understand and follow instructions
- c) Respond appropriately to comments and requests
- d) Make contributions to be understood
- e) Ask simple questions to obtain specific information

Entry Level 2 skill standard Participate in discussions / exchanges about familiar topics, making active contributions, with one or more people in familiar situations

- a) Identify the main points of short explanations and instructions ✓
- b) Make appropriate contributions that are clearly understood
- c) Express, simply, feelings or opinions and understand those expressed by others
- d) Communicate information so that the meaning is clear
- e) Ask and respond to straightforward questions
- f) Follow the gist of discussions

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Adult Literacy mapping

Entry 1

SLlr/E1.1 Listen for the gist of short explanations

(a) understand the difference between listening for gist and listening for specific details and know which one is applicable in a situation (b) use context clues and own experience to help understanding (c) understand how to register engagement or interest in a face-to-face exchange, e.g. by body language, eye contact, facial expression

SLlr/E1.2 Listen for detail using key words to extract some specific information

(a) understand the importance of identifying the listening purpose and why the detail is needed (b) understand that detail is obtained through listening for key words, e.g. names, places, times, dates, cost (c) understand the importance of repeated words and phrases (d) understand the difference between listening for detail face to face, where clarification can be sought, and listening to an impersonal announcement

Entry 2

SLlr/E2.2 listen for detail in short explanations and instructions

(a) understand that key words and phrases vary with context (b) recognise characteristic sequence markers and link words and use these to help follow order, e.g. *first of all, firstly, at the beginning, secondly, then, next, after a while, meanwhile, finally, last of all, in the end*, etc. (c) recognise and understand the importance of key words used in familiar contexts, e.g. related to employment, travel, education and training

SLlr/E2.3 listen for and identify the main points of short explanations or presentations

(a) understand that identifying the main points means making a judgement about which parts are more important than the rest (b) understand that it may be possible to identify the main points without remembering or understanding all the detail (c) understand that speakers often provide clues to the main points, e.g. by tone of voice or repetition

<http://www.excellencegateway.org.uk/page.aspx?o=sflcurriculum>

Notes: Page 1 – E2, Page 2 – E1, Page 3 – separate learner text (for use as a reading comprehension). Transcript best recorded and played back but can be read aloud.