

Poor Mum - listening exercise

Name _____ Date _____

Listening skills

Listen to the telephone conversation.
Then answer the questions.



1. Was it spring, summer, autumn or winter?
2. What is my name?
3. Who phoned me?
4. How was my mum hurt?
5. What did they think was wrong with her?
6. How did John feel do you think?
- 7 How did Mum feel do you think?
8. What ward was Mum in?
9. What is the hospital called?

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Then answer the questions.



1. Spring, Summer, Autumn, Winter.
2. John James Jim Jack
3. the school the police the paramedics
4. hit by a bus she slipped on ice she fell
5. broken arm, broken leg, broken tooth, broken rib
6. angry worried sorry happy in pain
7. angry worried sorry happy in pain
8. seven eight nine ten ?
9. Queen Elizabeth Princess Street King Edward's
10. 3 o'clock 1 o'clock 6 o'clock 8 o'clock

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Name _____ Date _____

Poor Mum



The phone rang. I picked it up. "Can I speak to Mr Jack Bradley?"

"Speaking" I replied.

The man told me he was from the hospital. My Mum was hit by a bus. There was ice on the road and the bus had skidded. They think her leg is broken.

"She is in ward 7 at Princess Street Hospital – you can visit between 4 and 6 every afternoon."

Poor Mum

The phone rang. I picked it up. "Can I speak to Mr Jack Bradley?" "Speaking" I replied. The man told me he was from the hospital. My Mum was hit by a bus. There was ice on the road and the bus had skidded. They think her leg is broken. "She is in ward 7 at Princess Street Hospital – you can visit between 4 and 6 every afternoon."

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.