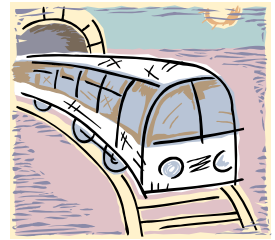


Trains - listening exercise

Name _____ Date _____

Listening skills

Listen to the announcement.
Then answer the questions.



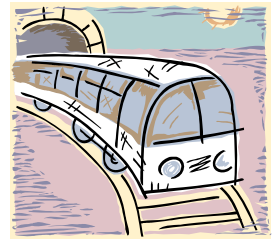
1. How late was the train?
2. What time of year do you think it was?
3. What platform was the train leaving from?
4. What time was the train due to leave?
5. Where was the train going?
6. How many stops were on the way?
7. What time did the train arrive in Bristol?
8. How could passengers travel to Bath?
9. Could people going to London get this train?

Trains - listening exercise

Name _____ Date _____

Listening skills

Listen to the announcement.
Then answer the questions.



1. 15mins 10mins 30mins 1 hour
2. Spring, Summer, Autumn, Winter.
3. 2 5 8 6 7 9 11
4. 1.30 2.30 3.30 4.30 5o'clock
5. Bristol Cheltenham Bath Worcester
6. 1 2 3 4 5 6 7 8 9
7. 3.10 4.10 5.10 6.10
8. by bus by plane by train by boat
9. yes no cannot tell ?

Trains - listening exercise

Name _____ Date _____



Trains

We apologise for the 10 minute delay due to ice on the track.

The train now standing at platform 7 is the 2.30pm to Bristol. It will be stopping at Worcester and Cheltenham. It will arrive in Bristol at 3.10pm.

Passengers for Bath can then get a bus outside the station.

Trains – transcript, mapping and notes

Trains

We apologise for the 10 minute delay due to ice on the track. The train now standing at platform 7 is the 2.30pm to Bristol. It will be stopping at Worcester and Cheltenham. It will arrive in Bristol at 3.10pm. Passengers for Bath can then get a bus outside the station.

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.