

Buying a ticket – listening tasks

Name _____ Date _____

E1

Listening Development

Listen to the recording at:

Website: https://padlet.com/liz_wood2/2h9xfgh4axtk **password:** esol

Padlet App: continue as guest / paste URL / password: esol

Buying a ticket

Recording: DfES Skills for Life, E1, Unit 4, p7

Section A. Listen to the recording without stopping it. Listen three times. Answer the questions.

1. Where is the woman? Tick one answer.

a) at the shopping centre ☐

b) at the bus station ☐

c) at the train station ☐

2. What does the woman want to buy?

3. Does she want single or return?

4. When is she coming back?

5. How much does she pay?

6. What time will she leave the station?

----- **fold here when you listen to section A** -----

Section B.

Listening and reading at the same time can help you to improve your listening and understanding.

Listen to the recording and put the conversation in the right order. Listen as many times as you want.

e.g. 1 h	a. Return.
2	b. £48.50
3	c. Can I have a ticket to Cardiff, please?
4	d. What time is the train please?
5	e. Sorry?
6	f. Here you are.
7	g. Are you coming back today?
8	h. Next, please.
9	i. Is that a day return?
10	j. There's your change and your ticket.
11	k. Single or return?
12	l. It's at 11.15.
13	m. No, I'm coming back on Monday. How much is it?

Buying a ticket – listening tasks

Name _____ Date _____

Transcript / answers

Source: DfES ESOL Skills for Life

E1 Unit 4 Buying a ticket

Pages 7 and 8

Activity A/B

Ticket clerk: Next, please.

Zareen: Can I have a ticket to Cardiff, please?

Ticket clerk: Single or return?

Zareen: Return.

Ticket clerk: Is that a day return?

Zareen: Sorry?

Ticket clerk: Are you coming back today?

Zareen: No, I'm coming back on Monday. How much is it?

Ticket clerk: £48.50.

Zareen: Here you are.

Ticket clerk: There's your change and ticket.

Zareen: What time is the train, please?

Ticket clerk: It's at 11:15.

Buying a ticket – listening tasks

Curriculum mapping and teaching notes

Teaching notes

This resource is based on the DfES ESOL Skills for Life recording 'Buying a ticket'. Section A provides ESOL exam practice questions (C&G style). Section B helps learners tune in to the sounds of English.

Section A can be completed in class and section B at home, or the whole sheet can be given for homework. Listening development at home enables learners to listen as often as they wish and tune in until they hear the text more clearly. Learners can use a phone, tablet or computer to log in to a Padlet page given on the worksheet. The password is: **esol**. The recording is in the E1 section (scroll down in Padlet to find the recording that corresponds with the worksheet).

In the next lesson the teacher can briefly go over the listening again, correcting answers and dealing with any issues arising (e.g. words it was difficult to catch, pronunciation, explaining examples of natural speech heard in the text). It can also be good for learners to listen again and simultaneously read the transcript. Then they can read the conversation together in pairs.


Editor's notes

The ESOL Skills for Life materials were published in 2003 (DfES). This resource uses audio from E1 Unit 4 (Local Transport, pages 7-8) which is still available, as a zip file, at:

<https://esol.excellencegateway.org.uk/content/etf683>

Buying a ticket

Activity A • Buying a ticket



1 Look at the tickets.

2 Listen. Which one is Zareen's ticket?

3 Listen again. What time is the train?

A Connect Rail south west
Thur 09.01.03 18:35
Adult Ticket single
from London to Manchester
£21.00
go by train

B Connect Rail south east
Thur 09.01.03 11:21
Adult Ticket return
from London to Bradford
£45.50
go by train

C Connect Rail south east
Thur 09.01.03 18:38
Adult Ticket return
from London to Cardiff
£40.50
go by train

4 Complete the sentences.

Zareen is going to She is travelling by

She has got a ticket. It cost £

The train is at

Activity B • Asking for a ticket

1 Look at Zareen's questions and match them with the reply.

Can I have a ticket to Cardiff, please?

How much is it?

What time is the train, please?


£48.50.

It's at 11:15.

Single or return?

2 Listen to the questions and practise saying them.

3 Look at this.



Remember

• When we don't understand a question we say 'Sorry?' and our voice goes up.

4 Your teacher will give you some information about trains. In pairs, practise buying a ticket. Remember to use 'Sorry?' if you don't understand.

The zip file contains:

7 audio tracks (you want track 31 – although it's much easier to use Padlet as suggested above).

A 19 page PDF of learner materials (see pages 7-8 for further linked activities)

A 13 page PDF with teacher notes.

This resource is also suitable for Entry Level 1 Functional English (see next page).

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Curriculum mapping and teaching notes

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Speaking, Listening and Communicating

✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher. → or ← = not the main objective but annotated to show progression across levels. *Content at each level subsumes and builds upon that at lower levels.*

Source: *Subject content functional skills: English. DfE (Feb 2018), <https://www.gov.uk/government/publications/functional-skills-subject-content-english>*

‘Speaking, listening and communicating’ within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include ‘virtual’ communication methods such as telephone or spoken web-based technologies. The terms ‘speaking, listening and communicating’ are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

Learning aims for Entry Level speaking, listening and communicating: Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
E1.1 Say the names of the letters of the alphabet E1.2 Identify and extract the main information from short statements and explanations ✓ E1.3 Follow single-step instructions, asking for them to be repeated if necessary E1.4 Make requests and ask straightforward questions using appropriate terms and registers ✓ E1.5 Respond to questions about specific information E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic ✓	E2.1 Identify and extract the main information and detail from short explanations ← E2.2 Make requests and ask clear questions appropriately in different contexts ← E2.3 Respond appropriately to straightforward questions E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics [was E3/L1] E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic [was E3]	E3.1 Identify and extract relevant information and detail in straightforward explanations ← E3.2 Make requests and ask concise questions using appropriate language in different contexts ← E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics E3.5 Follow and understand the main points of discussions E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
Scope of study should include: simple narratives, information and instructions, and short statements, explanations, discussions, questions and exchanges ✓	short narratives and explanations and instructions, discussions and straightforward information and instructions.	include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.

This resource also covers many Adult Literacy and Adult ESOL Curriculum elements

- <http://www.excellencegateway.org.uk/content/etf1286> (Adult Literacy)
- <http://www.excellencegateway.org.uk/content/etf1194> (Adult ESOL)