

Directions in Asda - listening exercise

Name _____ Date _____



You are in Asda. You ask for directions to find pasta.

The assistant says:

“Go straight along the frozen meat aisle to the end.

Turn left and carry straight on.

Turn right by the gravy powder.

Pasta is on the third set of shelves on the right.

The pasta comes in lots of shapes and colours. Apart from the usual white pasta, there is green pasta with spinach in it and red pasta with tomato in it. There is even some black pasta which has squid ink in it.”

Directions in Asda - listening exercise



Name _____ Date _____

Questions

1. Where are you?
2. What are you looking for?
3. Which aisle should you walk along?
4. What do you do when you get to the gravy powder?
5. Which set of shelves is the pasta on? The first on the right, the third on the left, or the third on the right?
6. What does the green pasta have in it to make it green?
7. What colour does the squid ink make the pasta?
8. How many different colours are mentioned here?

Directions in Asda - listening exercise

Curriculum mapping and notes

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Speaking, Listening and Communicating (comes into effect September 2019)

✓ = **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. |

Teaching notes:

- Transcript is best recorded onto a computer or phone and played back, but can be read aloud.
- Questions can be read aloud or handed out before (to encourage listening for key words) or after (to encourage general, careful listening) the listening exercise.
- Questions can be answered orally or in writing.
- Can also be used as a reading exercise.