


# Asking where things are – listening tasks

Name \_\_\_\_\_ Date \_\_\_\_\_

E2	<p><b>Listening Development</b>                  Listen to the recording at:  <b>Website:</b> <a href="https://padlet.com/liz_wood2/2h9xfgh4axtk">https://padlet.com/liz_wood2/2h9xfgh4axtk</a> <b>password:</b> esol  <b>Padlet App: (don't sign in)</b> continue as guest / paste URL / password: esol  <b>QR Code:</b> Scan with QR code reader or iPhone camera. Open URL. Padlet</p>	
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Asking where things are	Recording :DfES Skills for Life, E2, Unit 3, p9 Act A
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**Section A.** Listen to the recording without stopping it. Listen three times. Answer the questions.

1. Who is the speaker talking to?

- train passengers
- bus drivers
- bus passengers

2. Give information for the following services:

240 service Time: ..... Stand: .....

X25 service Time: ..... Stand: .....

26A service Time: ..... Stand: .....

180 Express Time: ..... Stand: .....

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

**Section B.**

Listen to the recording and tick the names of the **6 places** you hear in the recording. Listen as many times as you want.

Bolton	Skipton	Barmingham
Bilton	Skinton	Birmingham
Blackburn	Clitheroe	Givesbun
Blackbird	Clivroad	Gisburn

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## Curriculum mapping and teaching notes

### Teaching notes

This resource is based on the DfES ESOL Skills for Life E2 recording 'Asking where things are'. It gives exam practice questions (C&G style) in the first section and in the second section an activity to enable learners to tune in to the sounds of English. The first section can be completed in class and the second 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 QR code is an easy way to access the page on a phone using a QR code app or an iPhone camera, scanning the code. The password is: **esol**. The recording is in the E2 section. Scroll down to find the recording that corresponds with the worksheet.

The next lesson can involve listening again briefly, correcting answers and dealing with any issues arising with words it was difficult to catch or sound/letter correspondence which proved tricky. It can also be good for learners to listen again and read the tape script simultaneously.

### Editor's notes

#### Asking where things are

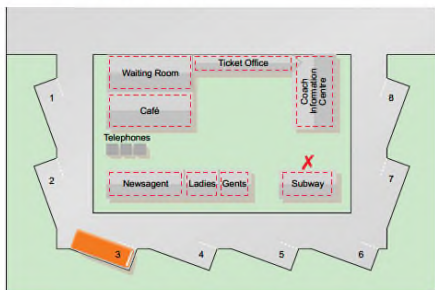
##### Activity A • Listening to public announcements

Shazia Ahmed is at the coach station. She's waiting for the coach to Birmingham. Listen to the announcements about the coaches. Fill in the missing information.

SERVICE	DESTINATION	STAND	DEPARTS
	BOLTON	2	
X25	SKIPTON		10:15
	BLACKBURN	5	
	BIRMINGHAM		11:05

##### Activity B • Speaking: asking for and giving directions

1 This is a plan of the coach station.



Shazia is standing at the subway. She wants to find the Waiting Room. This is how she asks for directions.

Ask where something is → A: Can you tell me where the Waiting Room is, please?  
Ask for clarification → B: Sorry?  
Repeat the question → A: Where's the Waiting Room, please?  
Check and answer the question → B: The Waiting Room? It's over there next to the Café.

2 Work in pairs. Practise asking for directions in the bus station.

50/E2.26, 3c; L1/E2.2a, 3c

E2 ESOL Unit 3 Page 9

The ESOL Skills for Life materials were published in 2003 (DfES). This resource uses audio from E2 Unit 3 (Getting around – asking where things are, page 9) which is still available, as a zip file, at:

<https://esol.excellencegateway.org.uk/content/etf701>

The zip file contains:

7 audio tracks (you want track 16 – although it's much easier to use Padlet as suggested above).

A 20 page PDF of learner materials (including the **tape scripts**). See page 9 for further linked activities)

A 12 page PDF with teacher notes.

- This resource is also suitable for Entry Level 1-2 Functional English (see next page).
- Please refer to the download page for this resource on [www.skillsworkshop.org](http://www.skillsworkshop.org) for detailed ESOL E2 mapping.

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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 <b>exchanges</b> 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	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
<b>Scope of study should include:</b>		
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)