


# Phoning about symptoms – listening tasks

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

<b>E3</b>	<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. <b>Padlet</b>	

Phoning about symptoms	Recording: DfES Skills for Life, E3, Unit 3, p7 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 telephone medical advice for? .....
2. How old is she? .....
3. What is her problem? .....
4. What symptoms does she have? .....
5. What does the man say the problem is? .....
6. What tablets should she take first? .....
7. Where should she buy the tablets? .....
8. What should she do in future? .....
9. Who is the caller talking to? Tick one answer.  
a) a chemist/pharmacist                       b) an NHS Direct advisor                       c) a GP

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

## Section B.

*When people speak at normal speed, they say some important words strongly and clearly but less important words sound weaker and quicker because parts of the word sound are missing, changed or joined together with other sounds.*

**Some of the clear, stressed words are given to you here. Fill in the gaps with the weaker or quicker words you can hear. Listen to the recording as many times as you want.**

The man has a standard English accent and the lady has a West Midlands accent.

**Nurse:** Well..... migraine. .... give.....  
..... paracetamol now .....go ..... chemist's later - .....  
tablets especially ..... migraine. Of course, ..... rest, preferably.....  
.....darkened room.

**Martha:** ..... take paracetamol now ..... then .....  
chemist's.

**Nurse:** That's right. .... remember ..... condition.....  
worse.....contact ..... GP.

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## Curriculum mapping and teaching notes

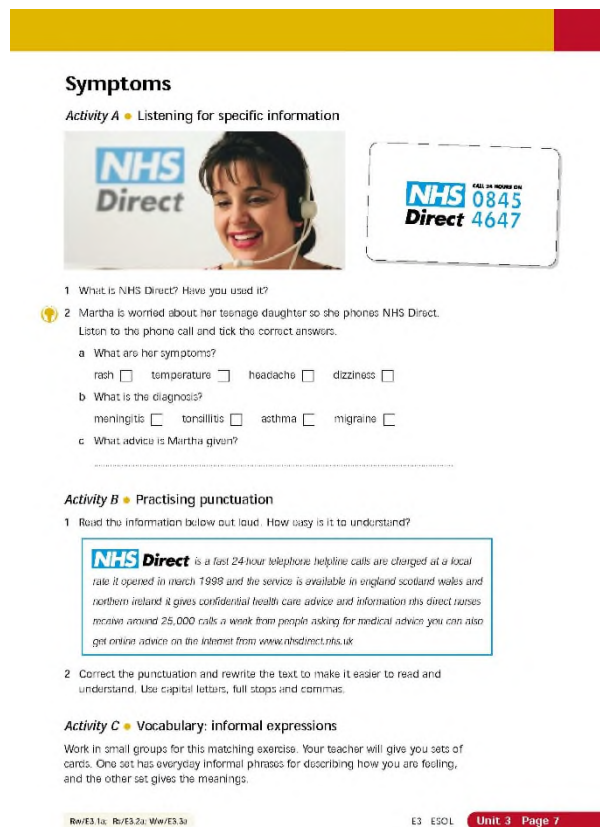
### Teaching notes

This resource is based on the DfES ESOL Skills for Life E3 recording 'Phoning about symptoms'. 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 E3 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, pronunciation and explaining examples of natural speech heard in the text. It can also be good for learners to listen again and read the tapescript simultaneously. Then they can read the conversation together in pairs.

### Editor's notes



**Symptoms**

Activity A • Listening for specific information

1 What is NHS Direct? Have you used it?

2 Martha is worried about her teenage daughter so she phones NHS Direct. Listen to the phone call and tick the correct answers.

a. What are her symptoms?  
rash  temperature  headache  dizziness

b. What is the diagnosis?  
meningitis  tonsillitis  asthma  migraine

c. What advice is Martha given?

Activity B • Practising punctuation

1 Read the information below out loud. How easy is it to understand?

**NHS Direct** is a fast 24-hour telephone helpline calls are charged at a local rate it opened in march 1999 and the service is available in england scotland wales and northern ireland it gives confidential health care advice and information this direct nurses receive around 25,000 calls a week from people asking for medical advice you can also get online advice on the internet from [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)

2 Correct the punctuation and rewrite the text to make it easier to read and understand. Use capital letters, full stops and commas.

Activity C • Vocabulary: informal expressions

Work in small groups for this matching exercise. Your teacher will give you sets of cards. One set has everyday informal phrases for describing how you are feeling, and the other set gives the meanings.

Rw/E3.1a; Rb/E3.2a; Ww/E3.3a

E3 ESOL Unit 3 Page 7

The ESOL Skills for Life materials were published in 2003 (DfES). This resource uses audio from E3 Unit 3 (Health Service – Symptoms, Activity A, page 7) which is still available, as a zip file, at:

<https://esol.excellencegateway.org.uk/content/etf783>

The zip file contains:

10 audio tracks. You want track 15 (15Track15.wma) – although it's much easier to use Padlet as suggested above.

A 21-page PDF of learner materials (including the **tape scripts**). See page 6 for further linked activities)

An 11-page PDF with teacher notes.

- This resource is also suitable for Entry Level 3 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 E3 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 → 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, <b>accounts, explanations, discussions, instructions, information</b> 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)