


Changes: radio interview – listening tasks

Name _____ Date _____

L1	Listening Development Listen to the recording at: Website: https://padlet.com/liz_wood2/2h9xfgh4axtk password: esol Padlet App: (don't sign in) continue as guest / paste URL / password: esol QR Code: Scan with QR code reader or iPhone camera. Open URL. Padlet	
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Changes in the UK – Radio interview 1	Recording: DfES Skills for Life, L1, Unit 1, p2 Act B
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Section A. Listen to the recording without stopping it. Listen three times. Answer the questions.

1. Which country are the speakers talking about?
2. How does the speaker feel now that she didn't feel before?
3. What didn't she lock in the past?
4. Who has an easier life now?
5. Why do they have a better life now?
6. What job would the lady in the interview like to have done?
7. How old was she when she got married?
8. What is the opinion of the speaker? Tick one answer.
 - Life is better now
 - Life is worse now
 - Some things are worse and some things aren't

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

Section B.

A. Listen to the recording as often as you want. Fill in the gaps with what you hear.
The speaker has a mild Northern accent.

Interviewer: So, do you think life in the UK is getting better or worse?

Woman:

1. You knowday.
2. I certainlywould.
3. I knowpolicewoman.

B. You hear the following phrases where the speaker emphasises a point. Put the phrases in the order you hear them in the text.

They **do** have I **do** feel There **just** weren't I **must** say **1**

There's no doubt about it

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Curriculum mapping and teaching notes

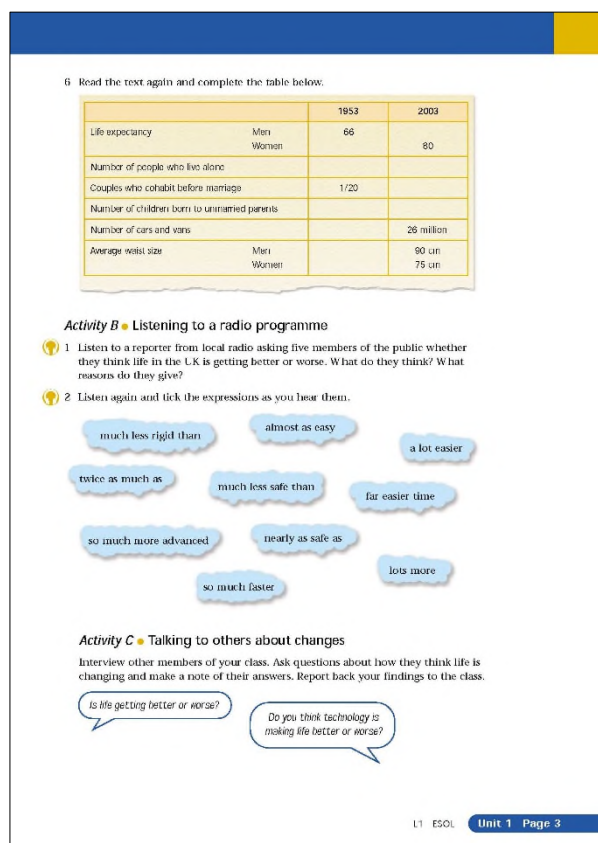
Teaching notes

This resource is based on the DfES ESOL Skills for Life L1 recording 'Changes interview 1'. 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 L1 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.

Editor's notes



6 Read the text again and complete the table below.

		1953	2003
Life expectancy	Men	66	
	Women		80
Number of people who live alone			
Couples who cohabit before marriage		1/20	
Number of children born to unmarried parents			
Number of cars and vans			26 million
Average road size	Men		90 cm
	Women		75 cm

Activity B • Listening to a radio programme

1 Listen to a reporter from local radio asking five members of the public whether they think life in the UK is getting better or worse. What do they think? What reasons do they give?

2 Listen again and tick the expressions as you hear them.

much less rigid than almost as easy a lot easier

twice as much as much less safe than far easier time

so much more advanced nearly as safe as

so much faster lots more

Activity C • Talking to others about changes

Interview other members of your class. Ask questions about how they think life is changing and make a note of their answers. Report back your findings to the class.

Is life getting better or worse?

Do you think technology is making life better or worse?

L1 ESOL Unit 1 Page 3

The ESOL Skills for Life materials were published in 2003 (DfES). This resource uses audio from L1 Unit 1 (Life in the UK – Changes, Activity B, page 2) which is still available as a zip file, at:

<https://esol.excellencegateway.org.uk/content/etf789>

The zip file contains:

16 audio tracks. You want track 01 (01Track1.wma) – although it's much easier to use Padlet as suggested above.

Note that 4 further radio interviews are available (Tracks 2-5 in the zip file).

A 23-page PDF of learner materials (including the **tape scripts**). See pages 1-3 for further linked activities)

A 12-page PDF with teacher notes.

- Section A of this resource is also suitable for Entry Level 3 / Level 1 Functional English (see next page).
- Please refer to the download page for this resource on www.skillsworkshop.org for detailed ESOL Level 1 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 2 (E2)	Entry Level 3 (E3)	Level 1 (L1)
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	L1.1 Identify relevant information and lines of argument in explanations or presentations ✓ L1.2 Make requests and ask relevant questions to obtain specific information in different contexts L1.3 Respond effectively to detailed questions L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 Express opinions and arguments and support them with evidence L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium ✓ L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection
Scope of study should include:		
short narratives, explanations & instructions, discussions and straightforward information and instructions.	include straightforward narratives, accounts, explanations , discussions, instructions, information & descriptions. ✓	narratives, explanations , discussions, instructions, information, descriptions and presentations all of varying lengths. ✓

This resource also covers several 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)