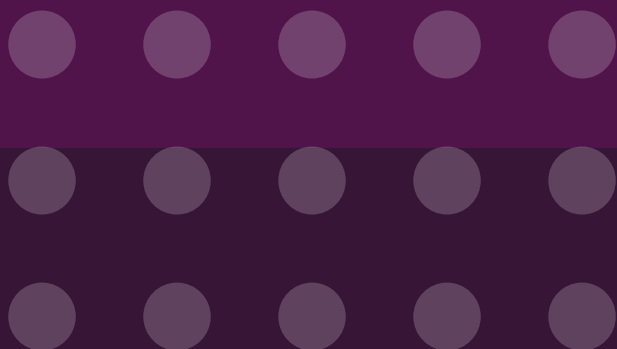


How to prepare for ESOL Skills for Life

Speaking and Listening Award – Entry 2



Contents

Trinity College London – ESOL Skills for Life	5	>
Framework for ESOL Skills for Life teaching and learning.....	5	>
Entry 2 Speaking and Interactive Listening	7	>
Teaching speaking and interactive listening at Entry 2.....	7	>
How speaking strategies develop across levels.....	7	>
Assessment categories for Entry 2 speaking and interactive listening.....	8	>
Progression of speaking and interactive listening strategies: Entry 1 to Level 2.....	9	>
Classroom resources – Entry 2 Speaking and Interactive Listening....	10	>
Authentic resources for classroom activities.....	10	>
Classroom-ready resources.....	11	>
How to adapt authentic resources at Entry 2	12	>
General teaching strategies for Entry 2 speaking and interactive listening.....	13	>
Entry 2 Speaking and Interactive Listening review	15	>
Task 1: Topic	15	>
Task 2: Role-play.....	18	>
Task 4: Discussion.....	21	>
Entry 2 Independent Listening	25	>
Understanding monologues and dialogues across levels	26	>
Teaching listening at Entry 2	26	>
Linking listening and speaking	27	>
How listening strategies develop across levels.....	28	>
Progression of independent listening strategies: Entry 1 to Level 2.....	29	>

Select the text, number or
arrows to jump to section 

Charity number England & Wales: 1014792 | Charity number Scotland: SC049143

Patron: HRH The Duke of Kent KG | trinitycollege.com

Copyright ©2026 Trinity College London | Published by Trinity College London
Online edition, September 2026

Contents

Classroom resources – Entry 2 Independent Listening	30	>
Authentic resources for classroom activities.....	30	>
Classroom-ready resources.....	31	>
How to adapt authentic resources at Entry 2	32	>
Glossary of listening subskills	33	>
Gist	33	>
Detail	34	>
Response	35	>
Complex detail	36	>
General teaching strategies for Entry 2 independent listening	38	>
Entry 2 Independent Listening – Practice Set	40	>
Task 3: Extract 1 – Monologue	40	>
Activity 3.1: Before you listen (prediction).....	40	>
Activity 3.2: Gist (Question 1).....	41	>
Activity 3.3: Detail (Question 2)	42	>
Activity 3.4: Detail (Question 3).....	42	>
Activity 3.5: Response (Question 4)	43	>
Activity 3.6: Full and partial answers	44	>
Activity 3.7: Real-life extension (speaking and listening).....	45	>
Task 3: Extract 2 – Dialogue.....	46	>
Activity 3.8: Before you listen (prediction).....	46	>
Activity 3.9: Gist (Question 5)	47	>
Activity 3.10: Detail (Question 6)	48	>
Activity 3.11: Detail (Question 7)	49	>
Activity 3.12: Complex detail (Question 8).....	50	>
Activity 3.13: Full and partial answers (exam awareness).....	51	>
Activity 3.14: Real-life extension (discussion).....	52	>

Select the text, number or
arrows to jump to section 

Contents

Appendix A: Monologue Activities 3.1-3.7	53	>
Appendix B: Monologue Model answers and transcript	55	>
Appendix C: Dialogue Activities 3.8-3.14	56	>
Appendix D: Dialogue Model answers and transcript	58	>

Select the text, number or
arrows to jump to section 

Trinity College London

ESOL Skills for Life

ESOL Skills for Life courses and assessments play an important role in supporting adults who want to live, work and study in the UK, as they reflect the real communication demands learners face every day. Trinity College London's ESOL Skills for Life qualifications are designed for a diverse test taker population, including migrants, refugees, international workers and parents returning to education, many of whom need English not only for employment but also for accessing services, building social connections and participating confidently in their communities.

Preparing for these exams encourages learners to develop practical reading, writing, speaking and listening skills that are not only assessed in the qualification but also essential for everyday life in the UK, including healthcare, housing, education and workplace communication. In this way, ESOL Skills for Life supports learners' progression from basic survival English towards fuller participation in UK society, helping them develop the independence, confidence and language skills needed not only to live in the UK but to thrive there. At Entry 2, the focus is on building confidence in everyday communication, taking part in simple social and practical interactions and beginning to communicate experiences, needs and plans more independently.

This guide has been produced to support teachers preparing learners for the Entry 2 Speaking and Listening award. It outlines the key speaking and listening skills and subskills assessed at this level and explains how they connect to real-life communication demands. The guide supports teachers in selecting and adapting classroom activities to practise these skills effectively. It also provides structured activities linked to the speaking and listening tasks in the Trinity ESOL Skills for Life test, helping teachers build learners' confidence, develop exam awareness and strengthen transferable communication skills.

Framework for ESOL Skills for Life teaching and learning

The ESOL Skills for Life examination suite has five levels mapped to the Adult ESOL Core Curriculum (AECC): Entry 1, Entry 2, Entry 3, Level 1 and Level 2. These levels provide a developmental framework for teaching and learning progression from beginner to advanced levels of competency in English.

Model of speaking and listening literacy (from the Adult ESOL Core Curriculum)

- Speak to communicate
- Engage in discussion
- Listen and respond – including interactive and independent listening skills

Literacy contexts (from the Adult Literacy Core Curriculum)

- Educational and training, in which a person is engaged in organised learning either in or outside an educational institution. This context can include all learning activities from academic studies to hobby courses.
- Domestic and everyday life, including a range of contexts a person can encounter in daily living, such as shopping or going to the dentist.

- ▶ Leisure, including socialising with friends, going to leisure facilities or attending organised events.
- ▶ Citizen and community, including participating in activities that are of interest to local communities, such as charity fundraising or expressing concern over council plans to reduce/remove services.
- ▶ Using ICT in social roles.
- ▶ Economic activity, including paid and unpaid work.

Entry 2 Speaking and Interactive Listening

Teaching speaking and interactive listening at Entry 2

At Entry 2, speaking should be taught as a tool for communication, not as a test of grammatical accuracy. The main goal is helping learners to communicate simple meaning clearly and take part in everyday interactions with growing confidence.

In most situations outside the classroom, successful communication depends on whether the speaker can be understood and can respond appropriately to familiar situations, rather than on perfect language use.

Teachers should focus on helping learners to:

- ▶ make themselves understood using simple language and short phrases
- ▶ use simple strategies if they do not know a word (for example, gestures, descriptions, simpler words)
- ▶ answer questions and respond to other speakers
- ▶ give slightly longer answers than single words or fixed phrases
- ▶ use language that is appropriate for familiar everyday situations.

The level of accuracy required depends on the purpose of the interaction:

- ▶ In informal conversations or discussions (for example, Task 4: Discussion), participation and clear meaning are more important than accuracy.
- ▶ In more practical situations (for example, Task 2: Role-play), learners may need greater clarity when asking for or giving information.

At Entry 2, learners benefit most from practice that builds confidence, supports repetition and recycling of useful language and encourages participation in simple, meaningful interaction.

How speaking strategies develop across levels

Across the ESOL Skills for Life Speaking and Listening awards, learners are not simply expected to speak more. They are expected to participate in a wider range of spoken interactions, respond more flexibly and develop their ideas with increasing clarity, accuracy and awareness of audience and purpose.

At Entry 1, speaking focuses on very basic communication and participation:

- ▶ giving short responses to simple, direct questions
- ▶ exchanging basic personal information and communicating immediate needs
- ▶ using familiar words, memorised phrases and very simple sentences
- ▶ relying heavily on support from the interlocutor to maintain interaction.

At Entry 2, learners begin to participate more actively in familiar interactions:

- ▶ giving short but more developed responses on familiar topics
- ▶ talking about simple past experiences, future plans and everyday situations
- ▶ asking and answering simple questions to continue interaction
- ▶ using familiar phrases and simple connected sentences with growing confidence.

At Entry 3, learners begin to take more control of spoken interaction:

- ▶ taking part in short discussions on familiar topics
- ▶ giving simple explanations and reasons
- ▶ responding to other speakers' ideas, not just answering questions
- ▶ beginning to organise what they say beyond single sentences.

At Level 1, speaking becomes more purposeful and developed:

- ▶ expressing opinions clearly and giving reasons to support them
- ▶ developing ideas over several turns
- ▶ adapting language depending on context (for example, formal/informal situations)
- ▶ maintaining interaction with less reliance on support.

At Level 2, speaking is extended, flexible and responsive:

- ▶ presenting and justifying viewpoints in a structured way
- ▶ responding spontaneously to others' contributions
- ▶ sustaining extended discussion and negotiation of meaning
- ▶ adapting language, tone and register to suit audience and purpose.

This progression means that teaching needs to move from supported, short exchanges towards independent, sustained interaction, where learners can both express and respond to ideas in a range of real-world contexts.

Assessment categories for Entry 2 speaking and interactive listening

These categories are assessed across the three speaking tasks, with different skills becoming more prominent depending on the task type.

Learning outcomes

1. Be able to obtain information from verbal communication
2. Be able to speak English to communicate
3. Be able to convey information
4. Be able to engage in discussion with others

Assessment criteria

- 1.1 Interactive listening
- 2.1 Pronunciation
- 3.2 Language range, accuracy and appropriacy
- 3.1 Coherence
- 3.2 Cohesion
- 4.1 Participation
- 4.2 Expressing opinions
- 4.3 Engaging with others

Progression of speaking and interactive listening strategies: Entry 1 to Level 2

Subskill	Entry 1	Entry 2	Entry 3	Level 1	Level 2
1.1 Interactive listening	Understand simple questions with support; respond to direct prompts	Understand simple spoken input and respond appropriately	Understand main points and respond appropriately in interaction; ask for clarification if needed	Understand detail and viewpoints; respond appropriately in a range of situations	Interpret meaning, tone and nuance; respond flexibly and appropriately
2.1 Pronunciation	Use basic pronunciation of familiar words; may need repetition	Pronounce familiar words clearly enough to be understood most of the time	Use pronunciation, stress and intonation to support meaning; generally understood without repetition	Use a wider range of pronunciation features to support meaning and clarity	Use clear and flexible pronunciation, stress and intonation to convey meaning and attitude
2.2 Language range, accuracy and appropriacy	Use very basic vocabulary and simple structures with limited control	Use familiar vocabulary and simple grammar with some control	Use simple language appropriate to context; attempt a range of structures; meaning generally clear	Use a wider range of vocabulary and structures with reasonable accuracy; adapt language to context	Use a broad and flexible range of language accurately and appropriately for different contexts
3.1 Coherence	Give very short responses; ideas may be unclear or incomplete	Give short responses with some relevant information	Give short explanations and descriptions with some detail; respond to questions with extended answers	Develop ideas clearly across several turns; give explanations and support ideas with reasons	Present clear, detailed information and develop ideas logically for a given purpose
3.2 Cohesion	Limited ability to link ideas	Use simple linking (for example, and) to connect ideas	Use simple linking words (for example, and, then, because) to connect ideas across sentences	Use a range of linking devices to organise speech clearly	Use a wide range of cohesive devices to structure extended spoken responses
4.1-4.3 Participation, Expressing opinions, Engaging with others	Respond to simple questions with support; limited interaction	Take part in simple exchanges; ask and answer basic questions	Take part in discussions; express simple opinions with reasons; ask questions and respond to others' ideas	Maintain interaction; express and support opinions; manage turn-taking and respond more flexibly	Sustain extended discussion; justify viewpoints; negotiate meaning and respond spontaneously

Classroom resources – Entry 2 Speaking and Interactive Listening

Authentic resources for classroom activities

Use real-life resources and materials that reflect the types of interactions learners need outside the classroom. At Entry 2, these should focus on familiar, everyday situations where learners exchange simple information, ask questions and talk about experiences or plans.

Examples of authentic materials:

- ▶ Appointment cards, tickets or simple booking information
- ▶ Text messages or short emails
- ▶ Posters, signs or simple adverts
- ▶ Menus, shopping lists or price labels
- ▶ Bus and train timetables
- ▶ Simple workplace or classroom notices

Example contexts:

- ▶ Workplace scenarios
 - asking about work times or duties
 - speaking to a supervisor or class teacher
 - asking simple questions or requesting help
- ▶ Service interactions
 - asking for information in shops or cafés
 - making or changing appointments
 - asking about products, prices or opening times
- ▶ Everyday conversations
 - talking about celebrations, meals or holidays
 - discussing weekend plans or free-time activities
 - talking about family, friends or daily routines
- ▶ Public information contexts
 - asking about travel or directions
 - discussing places to visit
 - planning simple activities or outings

Web resources

Short videos or audio clips can be used to introduce familiar topics and model simple everyday interaction. At Entry 2, these resources should be carefully selected so that learners can understand the main ideas and respond with confidence. These resources can support both speaking and listening development and are most effective when learners respond actively to what they hear through simple interaction and discussion.

At Entry 2, these should be:

- ▶ quite short (30-60 seconds)
- ▶ clearly structured and clearly spoken
- ▶ based on familiar everyday situations
- ▶ supported by visuals where possible.

Examples

- ▶ short clips showing everyday situations (for example, shopping, travel, ordering food)
- ▶ simple 'how to' or information videos
- ▶ short conversations about daily life or plans
- ▶ simple interviews or routine-based videos

How to use them

- ▶ pause and ask simple prediction questions
- ▶ use clips as models for pair conversations or role-plays
- ▶ ask learners simple personal-response questions (for example, likes, preferences, experiences)
- ▶ practise asking and answering follow-up questions
- ▶ use clips to introduce familiar situations for discussion or information exchange

Classroom-ready resources

(levels indicate the relevant section of the website for Entry 2)

- ▶ BBC Bitesize – short videos, everyday topics and simple discussion prompts
- ▶ Skillsworkshop ESOL (Entry 2) – structured speaking activities, role-plays and functional language practice
- ▶ BBC Learning English (easy) – short clips and simple dialogues for modelling everyday interaction
- ▶ ESL Discussion Topics (familiar topics) – simple prompts for pair and group discussion on familiar topics
- ▶ English Exercises (A2) – controlled speaking and vocabulary activities for practising simple opinions, past experiences and everyday situations

How to adapt authentic resources at Entry 2

At Entry 2, learners still need significant support to participate confidently in speaking tasks. Speaking activities should focus on familiar situations where learners can exchange simple information, ask and answer questions and give short personal responses.

Simplify the task, not the situation	Keep the context realistic but reduce the language demands and number of steps
Provide clear speaking goals	Tell learners exactly what they need to do: - ask and answer simple questions - give a short opinion or preference - describe a past event or future plan - exchange basic information
Pre-teach key language	Before the task, model and practise useful phrases: 'I went to...' 'I like... because...' 'Can I have...?' 'What time is...?'
Use prompts and support frames (then gradually remove support over time)	Give learners: - sentence starters - key vocabulary - pictures or visual prompts - simple role cards or model dialogues
Build in repetition and recycling	Repeat tasks with different partners or small changes. This helps learners: - build confidence - improve fluency - remember and reuse useful language
Add simple changes or new information	Keep tasks realistic by introducing small changes during activities. Learners practise: - responding to simple new information - asking follow-up questions - changing or adding information

Tip for teachers

Encourage learners to give slightly longer answers by adding one extra piece of information, a reason or a simple follow-up question.

General teaching strategies for Entry 2 speaking and interactive listening

Train learners to match the task to a speaking strategy

At Entry 2, learners are developing confidence in taking part in simple spoken interaction and need clear, repeatable strategies for different speaking tasks.

- Topic → prepare simple ideas before speaking; use basic linking (for example, then, because); talk about past experiences or plans using short, connected sentences
- Role-play → listen for key information; ask and answer simple questions; use everyday functional phrases (for example, 'Can I have...?', 'What time...?', 'I need...')
- Discussion → give a simple opinion or preference; respond to another speaker; ask basic follow-up questions to continue the interaction

Build interactive listening alongside speaking

Speaking tasks are not only about producing language. Learners also need to understand others and respond appropriately. Encourage learners to:

- listen for key words and simple information before responding
- show understanding through short responses and appropriate answers
- ask for repetition or clarification (for example, 'Sorry?', 'Can you repeat that?').

Encourage development beyond single words or fixed phrases:

At Entry 2, learners should begin moving from very short answers towards short, connected responses. Train learners to:

- add one extra detail or idea
- give a simple reason (for example, 'I like it because...')
- speak in short connected sentences rather than isolated words.

Support learners with useful speaking frameworks

Provide simple, repeatable structures to help learners organise what they say. These help learners build confidence and reduce hesitation. For example:

- Opinion + reason → 'I like... because...'
- Past experience → 'I went... It was...'
- Future plan → 'I'm going to...'
- Everyday transaction → 'Can I have...?'/ 'I'd like...'

Build confidence through repetition and modelling

Learners at this level benefit from hearing and practising models including:

- teacher modelling of short conversations and responses
- controlled pair practice before freer speaking
- repetition and recycling of useful phrases across different topics.

Build UK context familiarity

Use realistic, everyday speaking situations learners are likely to meet, such as:

- shopping or ordering food
- asking for information or directions
- speaking to teachers, reception staff or supervisors
- talking about celebrations, travel or daily routines
- making simple plans or arrangements.

Link speaking and listening practice

At Entry 2, learners are developing confidence in understanding simple spoken English and responding appropriately during interaction. Successful speaking activities also depend on learners listening carefully and reacting to what other people say.

Encourage learners to:

- listen for key information before responding
- respond directly to simple questions or comments
- show understanding through short responses and appropriate reactions
- ask simple follow-up or clarification questions
- notice and reuse useful phrases from listening activities.

After listening activities, learners can:

- continue a short conversation in pairs
- role-play a similar everyday situation
- ask and answer simple follow-up questions
- reuse useful functional language in speaking tasks.

This helps learners develop speaking and listening together in familiar, realistic communication situations.

Entry 2 Speaking and Interactive Listening review

Task 1: Topic

Learners choose a photo from the Trinity photobank or an object in advance and use it as a starting point for a conversation with the examiner for up to three minutes.

The object or photo acts as a prompt to talk about a familiar past event, experience or occasion and give simple personal information and opinions. Topic areas include:

- celebrations and special meals
- days out and events
- classes and training courses
- holidays and travel.

Learners may begin by saying what the picture represents to them or describing the event or experience connected to it (not simply describing the picture itself). They should then be prepared to answer simple questions and continue the conversation by giving short, connected answers and personal details. The task is interactive, so learners need to listen carefully, respond appropriately and maintain simple communication with the examiner.

It is important that learners choose a topic they feel comfortable and confident talking about so they can give personal information, talk about past experiences and respond naturally to follow-up questions.

Key skills at Entry 2:

- Answer questions using short, connected sentences rather than single words
- Give simple personal information and descriptions
- Talk about past experiences, events or plans
- Respond appropriately to questions and continue simple interaction
- Use familiar language to express simple opinions or preferences

What is being assessed

In this task, the assessment focuses on how effectively learners can take part in a simple conversation about a familiar topic and develop their responses beyond very short answers. The key areas are:

2.2 Language range, accuracy and appropriacy

Learners are expected to use simple spoken English appropriate to the topic and situation. Accuracy may not always be consistent, but communication should usually remain clear. This includes:

- using familiar vocabulary and straightforward grammatical structures
- talking about past events, experiences or plans using simple language
- choosing language that is appropriate for familiar everyday situations.

3.1 Coherence

Learners need to express their ideas clearly so the listener can follow the conversation. Responses should include some relevant detail and move beyond single-word answers. This includes:

- giving relevant answers to questions
- adding simple detail or explanation
- responding with short connected sentences rather than minimal responses.

3.2 Cohesion

Learners need to connect ideas in a simple, logical way so their responses are easier to follow. This includes:

- using simple linking and sequencing words (for example, and, then, because, after that)
- organising events or experiences in a simple order
- connecting ideas across more than one sentence where possible.

Sample photos



Past events/experiences	Feelings/opinions	Simple reflection/ comparison
- What did you do? - Where did you go? - Who did you go with? - What happened next? - What did you eat/see/do there?	- Did you enjoy it? Why? - What was your favourite part? - Was it good or difficult? - How did you feel? - Would you like to do it again?	- Do you do this often? - Was it different from other times? - Which did you like best? - Why was it special for you?

Classroom suggestions

1. Choosing and personalising a topic

Show learners a range of images (similar to the photobank) and ask them to choose one they can talk about comfortably. Support learners by asking simple guided questions and modelling possible answers.

Encourage learners to connect the picture to a real experience or event. Ask questions such as:

- ▶ *'What is the picture about?'*
- ▶ *'Have you done something similar?'*
- ▶ *'Why did you choose this picture?'*

Allow learners time to prepare simple notes before speaking.

2. Building short, connected answers

Give learners simple questions related to celebrations, holidays or days out (for example, *'Where did you go?'*, *'Who did you go with?'*, *'What did you do?'*). Model short answers and practise them together as a class. Train learners to:

- ▶ answer in short sentences, not single words
- ▶ add one extra detail
- ▶ use simple linkers such as *and*, *then*, *because*.

For example, *'I went to London with my family, and we visited a museum.'*

3. Teacher-led question and answer practice

Ask learners simple follow-up questions and encourage fuller responses. Gradually increase independence by moving from teacher-led practice to pair work. Focus on:

- ▶ answering clearly
- ▶ listening carefully to questions
- ▶ giving one or two extra details.

Useful questions include:

- ▶ *'What did you like?'*
- ▶ *'How did you feel?'*
- ▶ *'What happened next?'*

4. Sequencing past events

Give learners simple picture sequences or prompts linked to familiar experiences. Ask learners to describe events in order using time markers such as:

- ▶ *'First...'*
- ▶ *'Then...'*
- ▶ *'After that...'*

This helps learners organise simple longer responses.

5. Repeat and improve

Learners practise the same topic several times with different partners or with teacher support. Each time, encourage learners to:

- ▶ speak a little more confidently
- ▶ add more detail
- ▶ improve pronunciation and clarity
- ▶ respond more naturally to questions.

6. Responding to simple follow-up changes

During practice, the teacher adds a simple new question or small change to encourage flexibility. For example:

- ▶ *'Who did you go with?'*
- ▶ *'What did you do after that?'*
- ▶ *'Did you enjoy it?'*
- ▶ *'Would you like to go again?'*

Learners practise listening carefully and adapting their answers during interaction.

Task 2: Role-play

Learners take part in a one-to-one role-play with the examiner in a familiar everyday situation connected to education, training, work or social life.

The examiner takes on a role (for example, a shop assistant, a receptionist, a café worker or a teacher), and the learner must interact with them to ask for information, answer questions or complete a simple task.

The task is not known in advance. At Entry 2, the exchange lasts up to two minutes and requires learners to take part in a short interaction using simple questions, answers and everyday functional language.

The situations are familiar and practical, focusing on everyday communication learners may need outside the classroom. Learners may need to react to unexpected problems or changes that arise in the interaction.

Key skills:

- ▶ Ask simple questions to get information
- ▶ Respond appropriately to questions and instructions
- ▶ Use simple functional language (for example, requests, asking for help, checking information)
- ▶ Maintain a short interaction with support from the examiner
- ▶ Respond to simple new information or changes during the interaction

What is being assessed

In this task, the assessment focuses on how effectively learners can take part in a short everyday interaction, understand spoken input and respond appropriately to complete a simple task. The key areas are:

1.1 Interactive listening

Learners must listen carefully and respond appropriately during the interaction. This includes:

- ▶ understanding simple questions, instructions and requests
- ▶ responding in a way that shows understanding
- ▶ asking for repetition or clarification when needed (for example, 'Sorry?', 'Can you repeat that?').

2.1 Pronunciation

Learners need to speak clearly enough to be understood during interaction. There may be some mispronunciations, but communication should usually remain understandable. This includes:

- ▶ pronouncing familiar words clearly enough to communicate meaning
- ▶ using simple word and sentence stress
- ▶ using familiar intonation patterns for questions, requests and responses.

3.1 Coherence

Learners need to take part actively in the interaction and use spoken language to obtain information or complete a task. This includes:

- ▶ asking simple questions to get information
- ▶ making simple requests (for example, 'Can I have...?', 'I'd like...')
- ▶ asking for clarification or explanation when needed
- ▶ responding appropriately to continue the interaction.

4.3 Engaging with others

Learners need to interact with the other speaker to help continue the discussion. This includes:

- ▶ asking simple questions to get information
- ▶ asking for clarification or explanation when needed
- ▶ responding appropriately to another speaker's ideas
- ▶ helping to maintain a simple interaction and discussion.

Sample role-play prompts

Role-play prompt	You are in a shop. You want a job in the shop. I am the shop manager.
Examiner notes	▶ You do not have a vacancy for the job the candidate is interested in. Suggest an alternative. ▶ You do not have the shift pattern the candidate prefers. Suggest an alternative.

Classroom suggestions

1. Teacher-led role-play modelling

Introduce a simple everyday situation (for example, asking about a job, booking an appointment or asking for information). Model a short conversation with a stronger learner or with the whole class. After modelling, learners practise the same conversation in pairs with support.

Focus learners on:

- ▶ asking simple questions
- ▶ listening and responding appropriately
- ▶ using polite everyday phrases.

2. Question-building practice

Give learners a situation and key words (for example, job, time, pay, day). Support learners in building simple questions. Practise questions such as:

- ▶ 'Is there a job?'
- ▶ 'What time is the shift?'
- ▶ 'How much is the pay?'
- ▶ 'Which days do I work?'

Encourage clear pronunciation and question intonation.

3. Guided information gap activities

One learner has information the other needs. Begin with heavily supported tasks before moving to freer pair work. Provide model questions and support frames where needed.

Learners practise:

- ▶ asking questions to get information
- ▶ listening carefully to answers
- ▶ completing a simple task or form.

4. Functional language practice

Practise useful everyday phrases through repetition, substitution and short dialogues. Focus on:

- ▶ requests → 'Can I ask...?', 'Can you tell me...?'
- ▶ clarification → 'Sorry?', 'Can you repeat that?'
- ▶ responding → 'Yes, that's fine.', 'No problem.', 'I understand.'

Model pronunciation, stress and intonation clearly and encourage learners to repeat chorally before pair practice.

5. Role-plays with simple changes

Add one small change or problem during the interaction so learners practise responding flexibly. For example:

- ▶ the job is not available
- ▶ the shift is different
- ▶ the appointment time changes.

Learners practise:

- ▶ responding to new information
- ▶ asking simple follow-up questions
- ▶ accepting or suggesting alternatives.

6. Building confidence in interaction

Set simple goals during role-plays, such as:

- ▶ ask two questions
- ▶ give one piece of extra information
- ▶ respond without reading.

This helps learners:

- ▶ participate more actively
- ▶ build confidence in short interaction
- ▶ rely less on memorised dialogues.

Task 4: Discussion

Learners take part in a short discussion with another candidate. They are given a familiar topic by the examiner and asked to discuss it together.

At Entry 2, the discussion focuses on exchanging simple ideas, opinions and preferences about familiar everyday topics. The discussion is informal and collaborative, with learners responding to each other's ideas and keeping the conversation going with support from the examiner where needed.

Topics relate to everyday life:

- ▶ Interesting places to visit
- ▶ Free time activities
- ▶ Your plans for the future
- ▶ Celebrations and special occasions
- ▶ Interesting jobs
- ▶ Technology
- ▶ Rules and regulations

The task lasts up to three minutes and requires learners to take part actively by answering questions, giving simple opinions and responding appropriately to another speaker.

Key skills:

- ▶ Make simple contributions to a shared discussion
- ▶ Express simple opinions, preferences or plans
- ▶ Respond to another speaker's ideas or questions
- ▶ Ask simple questions to continue the interaction
- ▶ Give short reasons or explanations where possible

What is being assessed

In this task, the assessment focuses on how effectively learners can take part in a simple discussion on a familiar topic, respond to another speaker and express personal views clearly. The key areas are:

4.1 Participation

Learners need to take part actively in the discussion and respond to the other speaker's ideas. This includes:

- ▶ making relevant contributions to the topic
- ▶ following the main points of the discussion
- ▶ responding to what the other speaker says
- ▶ contributing more than once during the discussion.

4.2 Expressing opinions

Learners are expected to express simple opinions, preferences and feelings clearly. This includes:

- ▶ saying what they like or dislike
- ▶ expressing feelings or preferences
- ▶ talking about simple wishes or future plans
- ▶ giving a simple reason where possible.

4.3 Engaging with others

Learners need to interact with the other speaker to help continue the discussion. This includes:

- ▶ asking simple questions to get information
- ▶ asking for clarification or explanation when needed
- ▶ responding appropriately to another speaker's ideas
- ▶ helping to maintain simple interaction and discussion.

Sample role-play prompts

Discussion prompt	Please talk to each other about: Your plans for the future.
-------------------	--

Classroom suggestions

1. Teacher-led discussion practice

Introduce a familiar topic such as free time, celebrations or places to visit. Begin with whole-class discussion before moving to pair work. Model simple answers and encourage learners to add one extra detail or reason.

Ask simple questions such as:

- ▶ *'What do you like doing at the weekend?'*
- ▶ *'What is a good place to visit?'*
- ▶ *'What job would you like?'*

2. Guided pair discussions

Give learners simple discussion questions with support prompts. Encourage learners to take turns asking and answering questions. Focus on building confidence in simple interaction rather than long answers.

Provide prompts such as:

- ▶ *'I like... because...'*
- ▶ *'I want to...'*
- ▶ *'What about you?'*
- ▶ *'Do you like...?'*

3. Simple planning and choice tasks

Give learners a simple task linked to familiar topics, such as:

- ▶ choose a place to visit
- ▶ plan a celebration or meal
- ▶ decide on a free-time activity.

Learners practise:

- ▶ suggesting ideas
- ▶ expressing preferences
- ▶ agreeing or choosing between options.

4. Opinion and preference practice

Use pictures, short prompts or simple questions to help learners express likes, dislikes and feelings. For example:

- ▶ *'I like parks because they are relaxing.'*
- ▶ *'I don't like busy places.'*
- ▶ *'I'd like to visit London.'*

Encourage learners to add one simple reason where possible.

5. Listening and responding activities

Practise interactive listening through short pair tasks. One learner speaks and the other must:

- ▶ respond to the idea
- ▶ ask one simple follow-up question
- ▶ show agreement or disagreement.

This helps learners focus on interaction, not only producing language.

6. Building confidence in turn-taking

Teach and practise simple phrases that help learners continue discussion and involve the other speaker. Provide phrases such as:

- ▶ *'What do you think?'*
- ▶ *'Do you agree?'*
- ▶ *'That's good.'*
- ▶ *'Maybe we can...'*
- ▶ *'I like that idea.'*

Encourage learners to:

- ▶ respond more than once
- ▶ react to another speaker's ideas
- ▶ maintain simple discussion for a short time.

Entry 2 Independent Listening

At Entry 2, Independent Listening (Task 3) includes two extracts:

- ▶ Extract 1 – a monologue (one speaker)
- ▶ Extract 2 – a dialogue (two speakers).

The monologue builds on Entry 1 by including a wider range of spoken texts, such as TV or radio adverts, short presentations and pre-recorded telephone messages. The extract will usually include some element of explanation, information or instruction.

The monologue focuses on short spoken texts connected to familiar everyday life, such as simple announcements, messages, descriptions or short explanations. The speaker may talk about routines, plans, hobbies, work, family or everyday experiences and may include simple opinions or feelings.

The dialogue involves two people talking about a familiar situation or topic. Learners need to follow the main points of the conversation and understand simple information, opinions or preferences expressed by the speakers.

The extracts are not linked and may be on different topics, but both relate to concrete, familiar real-life situations. Each extract is approximately 55-70 words and is played twice.

Learners answer eight questions in total. They are given the four questions per extract before they listen, allowing them to focus on key information and listen with a clear purpose. The questions follow a consistent pattern and assess a range of listening skills, including:

- ▶ understanding the main idea or topic (gist)
- ▶ identifying key details
- ▶ recognising and responding to simple information
- ▶ understanding more than one piece of information and how ideas are connected.

Learners will receive full (2/2) or partial marks (1/2) depending on the completeness of the response. Two marks will be awarded when the answer is correct, clear and sufficiently detailed. Only one mark will be awarded where the answer is correct but incomplete or lacking precision.

Understanding monologues and dialogues across levels

In the ESOL Skills for Life Independent Listening tasks, learners listen to both monologues (one speaker) and dialogues (two speakers). These require slightly different listening skills, which develop across the levels

Text type	What learners must do	Features of Entry 2 texts
Monologues (one speaker)	- follow a single speaker's ideas - understand information presented in sequence - identify key points and supporting details - recognise opinions or attitudes	- short spoken texts with some simple explanation or instruction - focus on familiar topics such as work, family, hobbies or daily life - information may include simple opinions or feelings - identify main ideas and key details - ideas are usually presented in a clear sequence
Dialogues (two speakers)	- follow a conversation between speakers - identify who is speaking and what they mean - understand how speakers respond to and develop ideas - recognise agreement, disagreement and implied meaning	- short conversations on familiar topics and situations - conversations may include simple narrative, explanation or opinions - speakers exchange basic information, feelings or preferences - follow simple changes and responses between speakers

Teaching listening at Entry 2

For many teachers, listening can feel more difficult to teach than reading or speaking because learners cannot see the language and may feel they need to understand every word in order to succeed.

At Entry 2, it is important to help learners understand that listening is an active process. Learners do not need to understand every word. Instead, they need to focus on listening for the information needed to complete the task, such as the main topic, key details or simple opinions and preferences.

Listening lessons should move beyond simply playing a recording and checking answers. Effective teaching of listening at this level involves:

- preparing learners before listening (for example, introducing the topic or predicting possible language)

- ▶ setting a clear purpose for listening (for example, gist, detail, response)
- ▶ using more than one listen with different focuses
- ▶ helping learners identify what information helped them find the answer.

At Entry 2, learners still need significant support in developing listening confidence. Many learners may stop listening if they miss one or two words. Teachers can help learners by encouraging them to:

- ▶ listen for key words and familiar phrases
- ▶ focus on the general meaning of the message
- ▶ continue listening even if some information is unclear
- ▶ use context, pictures and situation to support understanding.

At this level, learners benefit from short, clear listening texts connected to familiar everyday situations such as shopping, travel, work, family life and appointments. Repetition, prediction and guided listening tasks help learners build confidence and develop more independent listening strategies.

Linking listening and speaking

Listening and speaking should not always be taught separately. In the Adult ESOL Core Curriculum, these skills are closely connected and reflect the way people communicate in everyday life.

In real situations, learners need to understand spoken information and respond appropriately during the interaction. Listening activities can therefore help learners develop speaking confidence, interaction skills and functional language.

At Entry 2, learners benefit from listening to short, clear conversations and noticing how speakers:

- ▶ ask and answer simple questions
- ▶ give basic information about everyday topics
- ▶ express likes, dislikes and preferences
- ▶ respond to requests, problems or changes.

Teachers can use recordings as models for:

- ▶ role-plays and short conversations
- ▶ pair question-and-answer activities
- ▶ practising simple follow-up questions
- ▶ recycling useful everyday functional language.

After listening, learners can:

- ▶ repeat or adapt useful phrases from the recording
- ▶ continue a short conversation with a partner
- ▶ role-play a similar everyday situation
- ▶ talk about their own experiences or preferences linked to the topic.

This helps learners build confidence in both understanding spoken English and responding appropriately in familiar everyday communication situations.

How listening strategies develop across levels

Across the ESOL Skills for Life Speaking and Listening exams, learners are not simply expected to understand more difficult spoken texts. They are expected to listen in different ways, using different strategies for different purposes, and to combine these strategies as tasks become longer, more detailed and less predictable. They will hear both monologues and dialogues at all levels.

At Entry 1, independent listening focuses mainly on understanding very simple, clearly stated information:

- ▶ recognising familiar words, names and everyday expressions
- ▶ understanding very short instructions and simple spoken messages
- ▶ listening for single key details such as time, place or number
- ▶ relying heavily on repetition, slow speech and familiar contextual or visual support.

At Entry 2, learners begin to listen more selectively and follow slightly longer spoken texts on familiar topics:

- ▶ understanding the main topic or situation
- ▶ identifying key details in short explanations or conversations
- ▶ understanding simple opinions, feelings and preferences
- ▶ beginning to connect more than one piece of information across a text or conversation.

By Entry 3, learners begin to take more control of their listening:

- ▶ following longer spoken texts on familiar topics
- ▶ identifying main ideas and key details
- ▶ understanding more than one piece of information and how ideas are connected
- ▶ beginning to interpret meaning that is not always stated directly.

At Level 1, listening becomes more selective and interpretative:

- ▶ understanding explanations, viewpoints and purpose
- ▶ identifying both main ideas and relevant supporting detail
- ▶ recognising implied meaning, attitude and intention
- ▶ interpreting opinions and responding appropriately in a range of situations.

At Level 2, listening is integrated, interpretative and evaluative:

- ▶ interpreting complex, less predictable spoken language across extended texts
- ▶ evaluating ideas, opinions, arguments and supporting evidence
- ▶ recognising tone, attitude, viewpoint and possible bias
- ▶ combining listening strategies flexibly to interpret extended spoken interaction and discussion.

This progression means that teaching needs to move from supported understanding of simple, clearly stated information towards independent, flexible listening, where learners can interpret meaning, follow connected ideas and respond appropriately in typical situations outside the classroom involving a single speaker or two speakers, even when they encounter changes, problems or unexpected information.

Progression of independent listening strategies: Entry 1 to Level 2

Subskill	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Gist	Recognise the general topic (for example, the place, the person, the purpose)	Identify the main idea of a short text	Understand the main idea of longer spoken texts, including simple explanations	Identify main ideas and purpose in longer spoken texts	Interpret overall meaning, including tone and purpose
Response	Respond to very simple questions (often one-word answers)	Respond to simple questions using key information	–	–	–
Detail	Identify single, clear facts (for example, a time, a place, a number)	Identify key information in short spoken texts	Identify relevant details within longer spoken texts	Select relevant detail to support understanding	Select precise detail within complex or less predictable texts
Complex detail	–	Begin to identify more than one piece of information	Understand linked details, sequences or conditions	Follow more complex explanations and relationships between ideas	Interpret detailed and layered information across extended texts
Inference	–	–	Begin to understand implied meaning (for example, feelings, simple intentions)	Identify implied meaning and attitude more consistently	Interpret nuanced or less explicit meaning
Evaluation	–	–	Recognise simple opinions or attitudes	Understand viewpoint, purpose and bias	Evaluate ideas, arguments and speaker stance

Classroom resources – Entry 2 Independent Listening

Authentic resources for classroom activities

Use authentic audio sources that reflect the types of listening learners will do outside the classroom. At Entry 2, these should be short, clear and strongly connected to familiar everyday situations.

Teachers can:

- ▶ use existing recordings (for example, announcements, short videos, voice messages)
- ▶ select or shorten simple sections of authentic audio
- ▶ record their own short dialogues or messages to control speed, language and clarity.

Examples of authentic audio sources

- ▶ Public announcements:
 - bus or train announcements, simple delay messages
- ▶ Service information:
 - appointment reminders, automated phone messages, shop information
- ▶ Local information:
 - event announcements, opening times, simple recorded information
- ▶ Everyday interactions:
 - conversations in shops, cafés, workplaces or classrooms
- ▶ Short instructional audio:
 - simple directions, how to do something, basic instructions

Types of listening tasks teachers can create

- ▶ Short recorded dialogues
 - asking for information, making arrangements, talking about plans
- ▶ Simple monologues
 - talking about routines, experiences or instructions
- ▶ Information-focused listening tasks
 - listening for times, prices, places or key details
- ▶ Paired listening activities
 - listen and compare answers or share information with a partner

Web resources

Short videos or audio clips can be used to introduce topics and model everyday spoken English. These resources can support both listening and speaking development and are most effective when learners actively respond to what they hear.

At Entry 2, these should be:

- ▶ short (30-60 seconds)
- ▶ clear and slow enough for learners to follow
- ▶ based on familiar everyday situations and routines.

Examples

- ▶ short videos showing everyday interactions (for example, shopping, travel, appointments)
- ▶ simple explainer videos (for example, how to travel somewhere, how to use a service)
- ▶ short clips about daily routines, hobbies or work
- ▶ simple interviews or conversations about familiar topics

How to use them

- ▶ pause and ask prediction questions
- ▶ use simple gist and detail listening tasks
- ▶ focus on key information (for example, a time, a place, a problem, a preference)
- ▶ ask learners which words or phrases helped them understand
- ▶ use clips as models for short role-plays or pair conversations

Classroom-ready resources

(levels indicate the relevant section of the website for Entry 2)

- ▶ BBC Bitesize – short videos and listening tasks linked to everyday topics and situations.
- ▶ Skillsworkshop ESOL (Entry 2) – structured listening activities with a clear functional skills focus.
- ▶ ELLLO (A2) – short dialogues and monologues with transcripts and simple comprehension tasks
- ▶ BBC Learning English (easy) – short clips with clear pronunciation and familiar topics.
- ▶ ESL Lounge (beginner/elementary) – controlled listening practice with simple comprehension questions.
- ▶ Listen A Minute – very short recordings suitable for gist and key detail practice.
- ▶ Talk English (basic) – short everyday dialogues for modelling conversation.
- ▶ Randall's ESL Cyber Listening Lab (easy) – graded listening tasks with scripts and quizzes.
- ▶ ESOL Courses (elementary) – structured listening activities with interactive practice.

How to adapt authentic resources at Entry 2

At Entry 2, authentic materials may need adaptation so learners can focus on the key listening skill rather than becoming overwhelmed by unfamiliar language.

Select short, clear sections of audio	Choose short extracts with clear pronunciation and familiar topics rather than using full recordings
Pre-teach essential vocabulary	Introduce a small number of important words or phrases before listening, especially key topic vocabulary
Provide a clear listening purpose	Give learners a simple task before listening, such as: ▶ <i>'What is the topic?'</i> ▶ <i>'Where are the speakers?'</i> ▶ <i>'What time is the appointment?'</i>
Use visual support	Support listening with pictures, simple prompts, key words or diagrams to help learners understand the context
Build listening in stages	Use more than one listening with different focuses: ▶ first listening → understand the main topic ▶ second listening → listen for key details
Repeat audio with a clear focus	Replay the recording with a different question or purpose each time so learners know what information to listen for

Tips for teachers

Train learners to listen for key words and important information rather than trying to understand every word.

Glossary of listening subskills

Gist

Definition

Listening for gist means understanding the main topic or general meaning of what is being said, without understanding every word. It answers questions like:

- ▶ What is this about?
- ▶ Who is this for?
- ▶ What are the speakers talking about?

What it looks like in Entry 2 Independent Listening

At Entry 2, learners need to identify the general topic or situation in short spoken texts connected to familiar everyday life.

Common question types include identifying:

- ▶ the topic of a conversation
- ▶ who a message is for
- ▶ the situation or context
- ▶ the general purpose of a spoken message.

Examples from the Entry 2 Independent Listening sample test

1. (Monologue) *'Who is this message for?'* (listen for key words that show who should pay attention to the message).
2. (Dialogue) *'What are the man and woman talking about?'* (listen for key words and ideas from both speakers that show the topic of the conversation).

Classroom/practice suggestions

1. Play several short recordings connected to familiar situations (for example, appointments, shopping, travel, work). Learners listen once and choose the topic from a list of options. Play the recording again and ask learners which words helped them decide.
2. Give learners pictures or topic cards before listening (for example, a doctor, a train station, a restaurant, a classroom). Learners listen and match each recording to the correct picture or topic. This helps learners use context and key vocabulary to identify gist.
3. Play a short dialogue and ask learners to answer a simple gist question, such as *'What are they talking about?'* or *'Where are they?'*. Learners compare answers in pairs before listening again to confirm.
4. Use short recordings and ask learners to write a very short summary (3-5 words). Focus on identifying the main topic rather than understanding every detail.

Common learner difficulties

- ▶ Trying to understand every word instead of focusing on the topic
- ▶ Stopping listening when they hear unfamiliar vocabulary
- ▶ Confusing one detail with the overall message
- ▶ Difficulty identifying the situation from short spoken texts

UK life examples

- ▶ Understanding who a recorded message is for
- ▶ Recognising the topic of a conversation in a shop or workplace
- ▶ Understanding the purpose of a simple announcement
- ▶ Following the topic of a short conversation about plans, travel or appointments

Why it matters for adult life in the UK

In everyday life, learners often need to understand the main point of spoken English quickly, even if they do not understand every word. Listening for gist helps learners follow conversations, recognise important information and respond appropriately in familiar situations such as work, travel, shopping and appointments.

Detail

Definition

Listening for detail means identifying specific, clearly stated information in what is being said. It answers questions like:

- ▶ What time is it?
- ▶ When does it happen?
- ▶ Why did something happen?
- ▶ What does the speaker want to do?

What it looks like in Entry 2 Independent Listening

At Entry 2, learners need to identify important information in short spoken texts and conversations connected to familiar everyday situations.

Common question types include identifying:

- ▶ times, dates and places
- ▶ reasons for simple situations or decisions
- ▶ what a speaker wants or plans to do
- ▶ key information in short announcements, messages or conversations.

At this level, the answer is still clearly stated, but learners may need to listen carefully across a short stretch of speech to identify the correct detail.

Examples from the Entry 2 Independent Listening sample test

1. (Monologue) *'When will the shop close?'* (listen for specific information such as closing time).
2. (Monologue) *'When does the supermarket open next?'* (listen for specific information such as an opening day or time or both).
3. (Dialogue) *'Why was the car cheap?'* (listen for the reason given in the conversation).
4. (Dialogue) *'What does the man want to do now?'* (listen for the speaker's plan or intention).

Classroom/practice suggestions

1. Play short recordings such as announcements, phone messages or conversations. Give learners one specific question before listening (for example, *'What time?'*, *'Why?'*, *'Where?'*). Learners listen and identify the key detail.
2. Before listening, ask learners to underline important words in the question such as time, reason, place or activity. Learners then listen only for the relevant information.
3. Play a short recording that includes similar information (for example, two different times or places). Learners choose the correct answer and explain which words helped them decide.
4. Use simple dialogues and ask learners to identify what a speaker wants, plans or decides to do. Encourage learners to listen for phrases such as *'I want to...'*, *'I'm going to...'* or *'because...'*.

Common learner difficulties

- ▶ Trying to understand every word instead of focusing on the question
- ▶ Missing key information because they lose concentration
- ▶ Confusing similar details such as numbers or times
- ▶ Not recognising common phrases used to express plans or reasons

UK life examples

- ▶ Understanding opening and closing times
- ▶ Listening for appointment times or travel information
- ▶ Understanding simple reasons or explanations in conversation
- ▶ Following basic workplace or service information

Why it matters for adult life in the UK

In everyday life, learners often need to identify important information quickly and accurately. Listening for detail helps learners follow instructions, understand plans and respond appropriately in situations such as shopping, travel, work and appointments.

Response

Definition

Listening for response means understanding what the listener is expected to do after hearing a message or announcement. It answers questions like:

- ▶ What should people do now?
- ▶ What action does the speaker want?
- ▶ What is the next step?

What it looks like in Entry 2 Independent Listening

At Entry 2, listening for response focuses on short monologues such as announcements, messages or simple instructions. Learners need to identify the action the speaker wants the listener to take.

Common question types include identifying:

- ▶ what people should do next
- ▶ what action is requested
- ▶ what instruction is being given
- ▶ how listeners should respond to the message.

At this level, the expected response is usually clearly stated and linked to simple instructional language.

Examples from the Entry 2 Independent Listening sample test

1. (Monologue) *'What should people do now?'* (listen for the instruction in the announcement and identify the action customers need to take).

Classroom/practice suggestions

1. Play short announcements or messages with clear instructions. Ask learners to answer: *'What should people do now?'*. Learners listen and choose the action from 2-3 options.
2. Give learners simple action cards before listening (for example, go to the checkout, wait here, call back, bring your ticket). Learners listen and hold up or choose the correct action.
3. Play a short message and ask learners to underline or repeat the instruction they heard. Focus on common instruction phrases such as *'please bring'*, *'please wait'*, *'call'*, *'go to'* or *'listen'*.
4. Use classroom announcements as practice. Give short spoken instructions and ask learners to say or show what they need to do next.

Common learner difficulties

- ▶ Listening for general topic but missing the instruction
- ▶ Confusing background information with the action required
- ▶ Not recognising polite instruction language, such as *'please bring'* or *'please go'*
- ▶ Missing time pressure or urgency in the message

UK life examples

- ▶ Understanding what to do after a shop or transport announcement
- ▶ Following instructions in a workplace or training setting
- ▶ Knowing what action to take after a voicemail or appointment message
- ▶ Responding appropriately to public information or service messages

Why it matters for adult life in the UK

In everyday life, learners often hear announcements or messages that require action. Listening for response helps learners understand what they need to do next, such as going to a checkout, attending an appointment, calling someone back or following workplace instructions.

Complex detail

Definition

Listening for complex detail means understanding more than one piece of information and how ideas are connected in what is being said.

It answers questions like:

- ▶ Why is this happening?
- ▶ What information explains the situation?
- ▶ How are the ideas connected?

What it looks like in Entry 2 Independent Listening

At Entry 2, listening for complex detail focuses on short dialogues where learners need to connect simple pieces of information across the conversation.

Common question types include identifying:

- ▶ simple reasons or explanations
- ▶ how one idea connects to another
- ▶ why a speaker feels a certain way
- ▶ information that is explained across more than one sentence or speaker turn.

At this level, learners may need to:

- ▶ listen across several parts of the conversation
- ▶ connect a situation with its explanation
- ▶ focus on key linking words such as *because*, *so* or *but*.

Examples from the Entry 2 Independent Listening sample test

1. (Dialogue) '*Why does the man feel tired?*' (listen for the explanation the man gives about travelling by bus and connect it to how he feels).

Classroom/practice suggestions

1. Play a short dialogue and ask learners a simple '*why*' question before listening. Learners listen for the explanation and identify the words that helped them find the answer.
2. Use short conversations where one speaker explains a problem or feeling. Learners match the feeling to the correct reason (for example, tired → long journey; happy → new job).
 - ▶ Play a dialogue and ask learners to identify what happens first and what happens next. Encourage learners to listen for linking words such as *because*, *so*, *then* or *but*.
3. Give learners 2-3 possible explanations before listening. Learners choose the correct answer, then listen again to confirm which information supports it.

Common learner difficulties

- ▶ Listening for only one detail and missing the explanation
- ▶ Not connecting ideas across different parts of the dialogue
- ▶ Missing linking words, such as *because* or *so*
- ▶ Confusing the main topic with the reason for it

UK life examples

- ▶ Understanding why somebody is late or tired
- ▶ Following simple explanations about travel or work problems
- ▶ Understanding reasons for changes to plans
- ▶ Following short conversations about everyday situations

Why it matters for adult life in the UK

In everyday communication, learners often need to understand not only what is happening but also why it is happening. Listening for complex detail helps learners follow explanations, understand problems and respond appropriately in everyday situations such as work, travel and social interaction.

General teaching strategies for Entry 2 independent listening**Train learners to match the question type to a listening strategy**

At Entry 2, learners are developing awareness that they can listen for different kinds of information. They need clear, simple and repeatable strategies.

- ▶ Gist → listen for key words, topic and situation; ask *'Who is it for?'* or *'What is this about?'*
- ▶ Detail → listen for specific information (for example, a time, a place, a price, a reason); focus on the question
- ▶ Response → listen for what the speaker wants people to do next
- ▶ Complex detail → listen for more than one piece of information and how they are connected in a short conversation

Train learners not to listen word by word

At Entry 2, learners may try to understand every word and may stop listening when they hear something unfamiliar. Encourage learners to:

- ▶ focus on key words and familiar phrases
- ▶ keep listening even if they miss some words
- ▶ use the situation, visuals or context to support understanding
- ▶ listen for the answer to the question, not every detail.

Build listening in stages

Use a clear listening routine to support comprehension:

- ▶ Before listening → predict the topic using pictures, key words or simple questions
- ▶ First listening → identify gist (What is this about? Who is it for?)
- ▶ Second listening → listen for key details or the action needed
- ▶ Third listening (if needed) → check answers and confirm understanding

Support learners with repeated listening and modelling

Learners benefit from hearing short texts more than once and knowing what to listen for each time.

- ▶ Repeat listening with a clear focus each time
- ▶ Model how to listen for key words
- ▶ Use simple tasks with the same recording before changing the task
- ▶ Give learners time to check and improve answers

Ask learners what they heard

At Entry 2, learners should begin to notice the words or phrases that helped them answer.

Use simple prompts such as:

- ▶ *'What word helped you?'*
- ▶ *'Did you hear a time/place/name?'*
- ▶ *'What did the speaker ask people to do?'*

Encourage learners to:

- ▶ repeat key words they heard
- ▶ point to or underline the answer where possible
- ▶ avoid guessing without listening for evidence.

Build UK context familiarity

Use short, realistic listening situations learners are likely to encounter, such as:

- ▶ supermarket, shop or transport announcements
- ▶ short conversations in shops, cafés, workplaces or classrooms
- ▶ appointment reminders and simple phone messages
- ▶ simple instructions and directions
- ▶ conversations about family, work, hobbies, plans or everyday routines.

Link listening and speaking practice

Use listening activities to help learners notice simple spoken interaction in real life. Encourage learners to:

- ▶ notice useful everyday phrases (for example, requests, greetings, questions, clarification)
- ▶ identify simple turn-taking in dialogues
- ▶ repeat or adapt useful phrases from recordings
- ▶ use listening texts as models for short role-plays and pair conversations.

After listening, learners can:

- ▶ continue a short conversation
- ▶ role-play a similar everyday situation
- ▶ ask and answer simple follow-up questions
- ▶ talk about their own experience or preference.

This helps learners develop both comprehension and interaction skills together in familiar communication situations.

Entry 2 Independent Listening – Practice Set

Task 3: Extract 1 – Monologue

Materials

- ▶ Extract 1 – Monologue: 'Supermarket'
- ▶ Appendices A–B

Time guide: 35-45 minutes (activities)

Assessment categories in Monologue: gist • detail • response

Activity 3.1: Before you listen (prediction)

Aim: Prepare learners to anticipate topic, situation and key vocabulary

Time: 5-7 minutes

Interaction: pairs → whole class

Step 1: Introduce key words

Using **Appendix A: Monologue**, ask learners:

- Where do people hear announcements?
- What announcements do you hear in supermarkets?

Elicit:

- opening times
- closing times
- checkouts
- special offers

Step 2: Focus on shopping language

Ask learners:

- What do people bring to a checkout?
- What do people do before a shop closes?

Elicit:

- items/shopping
- pay
- go to the checkout
- finish shopping

Step 3: Predict the content

Ask learners what information a supermarket announcement might include. Elicit ideas such as:

- closing time
- opening time
- instructions for customers

Step 4: Set the context

Explain that learners will hear a short supermarket announcement with information and instructions for customers.

Activity 3.2: Gist (Question 1)

Aim: Identify who a message is for

Time: 5–6 minutes

Interaction: pairs

Step 1: First listening

Play the recording once. Ask learners who this message is for.

Monologue

Good evening, customers. May I have your attention please.

This supermarket closes in 15 minutes.

Please bring your items to the checkout.

The checkouts will close at 6 o'clock.

The supermarket opens again on Monday at 8 o'clock.

Thank you for doing your shopping with us. Have a safe evening. We hope to see you again.

Learners discuss answers in pairs. Refer to *Appendix B: Monologue / Model answers and transcript* for answers to questions.

Step 2: Check understanding

Elicit correct answer(s):

- customers
- shoppers
- people shopping in the supermarket

Acceptable partial answer(s):

- people in a shop

Step 3: Listening strategy focus

Ask learners what words helped them.

Elicit:

- customers
- supermarket
- shopping

Explain that for gist, learners should:

- ▶ listen for key words
- ▶ identify the situation and audience
- ▶ not try to understand every word.

Activity 3.3: Detail (Question 2)

Aim: Identify specific information in a spoken text

Time: 5-7 minutes

Interaction: pairs

Step 1: Focus on the question

Write the question on the board: *'When will the shop close?'*

Ask learners to underline key words:

- when
- close

Step 2: Second listening

Play the recording again. Learners write their answers.

Step 3: Check answers

Elicit correct answer(s):

- 6 o'clock
- in 15 minutes

Accept partial answer(s):

- it is closing now
- very soon

Step 4: Listening strategy focus

Ask learners what words helped them. Elicit:

- closes in 15 minutes
- checkouts will close at 6 o'clock

Explain that detail questions require learners to:

- listen for exact information
- focus on times and numbers
- ignore information that is not relevant.

Activity 3.4: Detail (Question 3)

Aim: Identify key information in a short announcement

Time: 5-7 minutes

Interaction: pairs

Step 1: Focus on the question

Write the question on the board: *'When does the supermarket open next?'*

Ask learners what kind of information is needed.

Elicit:

- day
- time

Step 2: Third listening (focused)

Play the recording again. Learners listen for:

- the day
- the time.

Step 3: Check answers

Elicit correct answer(s):

- 8 o'clock on Monday
- Monday at 8 o'clock

Accept partial answer(s):

- Monday
- 8 o'clock

Step 4: Listening strategy focus

Ask learners what helped them identify the answer. Elicit:

- opens again
- Monday
- 8 o'clock

Explain that learners sometimes need:

- more than one piece of information
- to listen carefully for both day and time.

Activity 3.5: Response (Question 4)

Aim: Identify the action listeners should take

Time: 6-8 minutes

Interaction: pairs → whole class

Step 1: Focus on the question

Write the question on the board: *'What should people do now?'*

Ask learners if the speaker is giving information or instructions. Elicit:

- instructions

Step 2: Final listening

Ask learners to listen for:

- what customers should do
- the instruction in the message.

Play the recording again.

Step 3: Check answers

Elicit correct answer(s):

- bring their items to the checkout
- finish shopping

Accept partial answer(s):

- stop shopping

Step 4: Listening strategy focus

Ask learners what words helped them.

Elicit:

- please bring your items to the checkout

Explain that response questions ask learners to:

- listen for instructions or actions
- identify what people should do next.

Activity 3.6: Full and partial answers

Aim: Help learners understand the difference between full and partial answers

Time: 5-7 minutes

Interaction: pairs → whole class

Step 1: Present model answers

Write on the board:

- Monday
- Monday at 8 o'clock

Ask learners which answer is better. Why?

Elicit:

- the second answer is complete
- it gives both the day and the time

Explain that at Entry 2, full answers include all the important information, not just one detail.

Step 2: Compare full and partial answers

Write on the board:

- stop shopping
- bring items to the checkout

Ask learners which answer is clearer and more complete.

Elicit:

- the second answer explains exactly what customers should do

Explain that full answers often include the exact action or instruction from the recording.

Step 3: Improve answers

Give learners partial answers:

- people in a shop
- very soon
- Monday
- stop shopping

Learners work in pairs to improve them. Expected answers:

- customers/shoppers in a supermarket
- at 6 o'clock/in 15 minutes
- Monday at 8 o'clock
- bring items to the checkout/finish shopping

Step 4: Focus on key information

Ask learners what information is missing in the short answers. Elicit:

- time
- action
- clear instruction
- complete information

Explain that learners should listen for:

- the exact detail
- complete information
- the key instruction or action.

Step 5: Key message

Explain that full answers at Entry 2:

- include all the important information
- are clear and specific
- match the recording closely.

Activity 3.7: Real-life extension (speaking and listening)

Aim: Apply listening to real-life situations

Time: 8-10 minutes

Interaction: pairs → small groups

Step 1: Link to the listening

Ask learners:

- What information do people need in supermarkets?
- Why are announcements important?

Step 2: Give a similar situation

Tell learners they are in a supermarket before closing time.

Ask what they need to do.

Step 3: Pair discussion

Learners discuss:

- what they would buy quickly
- what they would do before the shop closes.

Encourage learners to use:

- I need to...
- I should...
- First... then...

Step 4: Add variation

Add a simple problem:

- you cannot find the checkout
- you forgot something
- the queue is very long

Learners discuss what they would do.

Step 5: Feedback and reflection

Elicit ideas from the class. Highlight:

- use of key vocabulary
- giving simple explanations
- responding to problems.

Explain that in real life, learners need to understand announcements, identify the important information and respond appropriately to instructions.

Task 3: Extract 2 – Dialogue**Materials**

- ▶ Extract 2 – Dialogue: 'New car'
- ▶ Appendices C-D

Time guide: 35-45 minutes (activities)

Assessment categories in Dialogue: gist • detail • complex detail

Activity 3.8: Before you listen (prediction)

Aim: Prepare learners for the topic and activate key vocabulary

Time: 5-7 minutes

Interaction: pairs → whole class

Step 1: Introduce the situation

Using **Appendix C: Dialogue**, ask learners:

- Do you know anyone with a car?
- Why do people want cars?

Elicit:

- work
- travel
- shopping
- family

Step 2: Focus on transport vocabulary

Ask learners:

- What transport do people use every day?
- What problems can happen with transport?

Elicit:

- bus
- car
- expensive
- slow
- busy

Step 3: Predict the conversation

Ask learners what people talk about when someone buys a new car.

Elicit ideas, such as:

- price
- old or new
- travel
- money

Step 4: Set the context

Explain that learners will hear a conversation about buying a car and travelling by bus.

Activity 3.9: Gist (Question 5)

Aim: Identify the main topic of a conversation

Time: 5-7 minutes

Interaction: pairs

Step 1: First listening

Play the recording once. Ask learners what the man and woman are talking about.

Dialogue

Man: *You are smiling. What are you so happy about?*

Woman: *I bought a car. I am very pleased with it.*

Man: *Wow, congratulations. Was it expensive?*

Woman: *No, it wasn't. It was quite cheap really because it is an old car. I bought it from a friend.*

Man: *Wow. I want to save money for a car, too. Now I get the bus. It is busy and slow, so I feel tired.*

Learners discuss in pairs. Refer to **Appendix D: Dialogue / Model answers and transcript** for answers to questions.

Step 2: Check answers

Elicit correct answer(s):

- the woman's new car
- the car she bought

Accept partial answer(s):

- the woman's car

Step 3: Listening strategy focus

Ask learners what words helped them.

Elicit:

- bought a car
- very pleased
- expensive/cheap

Explain that for gist in a dialogue, learners should:

- listen to both speakers
- focus on the shared topic
- listen for repeated key words.

Activity 3.10: Detail (Question 6)

Aim: Identify specific information in a dialogue

Time: 6-8 minutes

Interaction: pairs

Step 1: Focus on the question

Write the question on the board: *'Why was the car cheap?'*

Ask learners to underline:

- why
- cheap

Step 2: Second listening

Play the recording again. Learners write their answers.

Step 3: Check answers

Elicit correct answer(s):

- it was old and from a friend
- it was an old car from a friend

Accept partial answer(s):

- it was old
- it was from a friend

Step 4: Build exam awareness

Ask learners which answer is better and why. Explain that a full answer includes both important details.

Step 5: Listening strategy focus

Ask learners what words helped them.

Elicit:

- old car
- from a friend

Explain that some detail questions require:

- more than one piece of information
- careful listening across the sentence.

Activity 3.11: Detail (Question 7)

Aim: Identify a speaker's plan or intention

Time: 5-7 minutes

Interaction: pairs

Step 1: Focus on the question

Write the question on the board: *'What does the man want to do now?'*

Ask learners if they are listening for the past, present or future.

Elicit:

- future

Step 2: Third listening

Ask learners to listen for:

- what the man wants
- his plan.

Play the recording again.

Step 3: Check answers

Elicit correct answer(s):

- save money for a car
- he wants to save money for a car

Accept partial answer(s):

- get a car
- buy a car

Step 4: Listening strategy focus

Ask learners what words helped them.

Elicit:

- want to save money
- for a car

Explain that learners should listen for:

- want to
- going to
- future plans and intentions.

Activity 3.12: Complex detail (Question 8)

Aim: Understand connected information in a short conversation

Time: 6-8 minutes

Interaction: pairs → whole class

Step 1: Focus on the question

Write the question on the board: *'Why does the man feel tired?'*

Ask learners if they will need one idea or more than one idea. Explain that they need to connect information in the conversation.

Step 2: Final listening

Ask learners to listen for:

- the bus
- how the man feels
- the reason.

Play the recording again.

Step 3: Check answers

Elicit correct answer(s):

- the bus is busy and slow
- he feels tired because the bus is busy and slow

Accept partial answer(s):

- he gets the bus

Step 4: Build exam awareness

Ask learners which answer is more complete and why.

Elicit:

- the full answer explains the reason

Step 5: Listening strategy focus

Ask learners what words helped them.

Elicit:

- busy
- slow
- feel tired

Explain that for complex detail, learners need to:

- connect ideas together
- listen for explanations and reasons.

Activity 3.13: Full and partial answers (exam awareness)

Aim: Help learners understand how to improve answers for full marks

Time: 5-7 minutes

Interaction: pairs → whole class

Step 1: Present model answers

Write on the board:

- it was old
- it was old and from a friend

Ask which answer is better and why.

Elicit:

- the second answer is more complete

Step 2: Compare another example

Write on the board:

- get a car
- save money for a car

Ask which answer is more complete. Explain that full answers often include:

- the exact action
- the complete idea from the recording.

Step 3: Improve answers

Give learners partial answers:

- the woman's car
- it was old
- he gets the bus

Learners work in pairs to improve them.

Expected:

- the woman's new car
- it was old and from a friend
- the bus is busy and slow

Step 4: Focus on key information

Ask learners what extra information makes the answer better.

Elicit:

- reasons
- important details
- complete information

Step 5: Key message

Explain that full answers at Entry 2:

- include all the important information
- give the full reason or explanation
- match the recording clearly.

Activity 3.14: Real-life extension (discussion)

Aim: Apply listening to realistic situations and simple discussion

Time: 8-10 minutes

Interaction: pairs → small groups

Step 1: Link to the listening

Ask learners:

- Why did the woman buy the car?
- Why is the man unhappy with the bus?

Step 2: Give a similar situation

Tell learners they need to travel to work or college every day.

Ask what transport they can use.

Step 3: Pair discussion

Learners discuss:

- bus
- car
- walking
- bicycle.

Encourage learners to:

- give opinions
- give simple reasons.

Provide prompts:

- I like... because...
- It is cheap/fast/easy
- I don't like... because...

Step 4: Add variation

Introduce a small problem:

- the bus is late
- the car is expensive
- there is a lot of traffic

Learners discuss what they would do.

Step 5: Feedback and reflection

Elicit ideas from the class. Highlight:

- giving reasons
- responding to problems
- using transport vocabulary.

Explain that in real life learners need to:

- understand conversations
- follow reasons and explanations
- talk about everyday problems and plans.

Appendix A: Monologue | Activities 3.1-3.7

1. Before you listen, look at the key words:
supermarket – checkout – customers – Monday
What do you think this recording is about?

2. First listening – Gist
Who is this message for?
Listen for key words that show the place and the people listening.

3. Second listening – Detail
When will the shop close?
Listen for specific information such as times or numbers.

4. Third listening – Detail
When does the supermarket open next?
Listen for the day and the time.

5. Final listening – Response
What should people do now?
Listen for instructions or actions people should follow.

6. Improve your answers

Make these answers better by adding more information.

people in a shop → _____

Monday → _____

stop shopping → _____

7. Real-life link

Have you heard announcements in a supermarket, station or other public place? What information did you hear?

Appendix B: Monologue | Model answers and transcript

Remind learners that full answers for the monologue questions:

- include complete information (for example, both the day and time)
- use the exact instruction or key detail from the recording
- include more than one important detail where needed.

Question	Partial answer	Full answer
Who is this message for?	people in a shop	customers/shoppers
When will the shop close?	it is closing now/very soon	6 o'clock/in 15 minutes
When does the supermarket open next?	8 o'clock (in the morning) OR Monday	8 o'clock (in the morning) on Monday
What should people do now?	stop shopping	bring their items to the checkout/finish shopping

Transcript:

Good evening, customers. May I have your attention please.

This supermarket closes in 15 minutes.

Please bring your items to the checkout.

The checkouts will close at 6 o'clock.

The supermarket opens again on Monday at 8 o'clock.

Thank you for doing your shopping with us. Have a safe evening. We hope to see you again.

Appendix C: Dialogue | Activities 3.8-3.14

1. Before you listen, think about transport:

- How do people travel to work or go shopping?
- What problems can happen with buses or cars?

Write one idea:

2. First listening – Gist

What are the man and woman talking about?

Listen for key words from both speakers that show the topic.

3. Second listening – Detail

Why was the car cheap?

Listen for the reason and important details.

4. Third listening – Detail

What does the man want to do now?

Listen for what the man says about his plans or future intentions.

5. Final listening – Complex detail

Why does the man feel tired?

Listen for more than one idea and how they are connected.

6. Improve your answers

Make these answers better by adding more detail.

it was old → _____

get a car → _____

he gets the bus → _____

7. Real-life link

What transport do you usually use? What do you like or dislike about it?

Appendix D: Dialogue | Model answers and transcript

Remind learners that full answers for the dialogue questions:

- include all the important information from the conversation
- include more than one detail where needed
- give the complete reason or explanation, not just one part of the answer.

Question	Partial answer	Full answer
What are the man and woman talking about?	the woman's car	the woman's new car
Why was the car cheap?	it was old OR it was from a friend	it was old and from a friend
What does the man want to do now?	to get or buy a car	to save money for a car
Why does the man feel tired?	he gets the bus	the bus is busy and slow

Transcript:

Man: *You are smiling. What are you so happy about?*

Woman: **I bought a car.** *I am very pleased with it.*

Man: *Wow, congratulations. Was it expensive?*

Woman: *No, it wasn't. It was quite cheap really because it is an old car. I bought it from a friend.*

Man: *Wow. I want to save money for a car, too. Now I get the bus. It is busy and slow, so I feel tired.*