TRINITY
COLLEGE LONDON

How to prepare for

ESOL Skills for Life

Speaking and Listening Award – Entry 3

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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 3, the focus is on managing a wider range of everyday systems and moving towards entry into work and/or further education.

This guide has been produced to support teachers preparing learners for the Entry 3 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 3 Speaking and Interactive Listening

Teaching speaking and interactive listening at Entry 3

At Entry 3, speaking should be taught as a tool for communication, not as a test of grammatical accuracy. The goal should be communicating meaning clearly and responding appropriately in real-life situations.

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

Teachers should focus on helping learners to:

- make themselves understood, even if language is not fully accurate
- use workarounds to explain what they mean if they don't know a word
- respond to others and maintain interaction
- develop ideas beyond very short answers
- use language that is appropriate for the situation.

The level of accuracy required depends on the purpose of the interaction. For example:

- when chatting with friends or engaged in informal discussion (for example, Task 4: Discussion), fluency and participation are more important than accuracy
- when speaking in more formal situations (for example, Task 2: Role-play), greater clarity and control may be needed.

At Entry 3, learners benefit most from practice that builds confidence, encourages interaction and supports the development of clear, meaningful communication.

How speaking strategies develop across levels

Across the ESOL Skills for Life Speaking and Listening assessments, 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 3 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	Assessment criteria
1. Be able to obtain information from verbal communication	1.1 Interactive listening
2. Be able to speak English to communicate	2.1 Pronunciation 2.2 Language range, accuracy and appropriacy
3. Be able to convey information	3.1 Coherence 3.2 Cohesion
4. Be able to engage in discussion with others	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 3 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 and problems that can arise (for example, responding to unexpected issues). These can be turned into topic prompts, role-plays or discussion tasks.

Examples of authentic materials:

- Appointment cards, booking confirmations or reminder messages
- Emails or text messages (for example, from a school, workplace or service)
- Posters, flyers or event adverts
- Menus, price lists or booking forms
- Transport information (for example, timetables, delay notices, journey apps)
- Simple workplace documents (for example, rotas, notices, instructions)

Example contexts

- Workplace scenarios
  - asking about shifts, duties or schedules
  - speaking to a manager or colleague
  - asking for help or clarification
- Service interactions
  - booking appointments (for example, doctor, hairdresser)
  - asking for information in shops or cafés
  - speaking to reception staff
- Everyday conversations
  - talking about weekend plans or holidays
  - discussing food, hobbies or events
  - making arrangements with friends or classmates
- Public information contexts
  - discussing travel plans (for example, travelling by bus, travelling by train)
  - talking about events or activities in the community
  - planning visits (for example, to a museum, to a park, to the cinema)

Web resources

Short videos or audio clips can be used to introduce topics and model real-life situations. These resources can support both speaking and listening development and are most effective when learners respond to what they hear through discussion or interaction.

At Entry 3, these should be:

- short (30–90 seconds)
- clearly structured
- based on familiar situations.

Examples	How to use them
• short YouTube clips showing everyday situations (for example, ordering food, making plans) • simple explainer videos (for example, how to do something, where to go) • short interviews or 'day in the life' clips	• pause and ask prediction questions • use clips as models for role-play or pair conversations • ask learners to give opinions, preferences or personal responses • practise follow-up questions and turn-taking • use clips to introduce a problem or situation for discussion

Classroom-ready resources

(levels indicate the relevant section of the website for Entry 3)

- BBC Bitesize – short videos and prompts for discussion and role-play
- Skillsworkshop ESOL (Entry 3) – structured speaking activities and functional language practice
- BBC Learning English (easy, medium) – short clips and dialogues for modelling everyday interactions
- ESL Discussion Topics – simple prompts for pair and group discussion
- English Exercises (B1) – discussion questions for controlled practice giving opinions and reasons

How to adapt authentic resources at Entry 3

At Entry 3, learners need structured support to participate confidently in speaking tasks. Speaking activities should focus on meaningful interaction, where learners can practise responding, asking questions and developing ideas in realistic situations, including coping with unexpected changes.

Simplify the task, not the situation	Keep the context realistic, but limit the language demands (for example, focus on 2–3 key questions or decisions)
Provide clear speaking goals	Tell learners exactly what they need to do: ◗ ask 2 questions ◗ give 1 opinion and 1 reason ◗ make 1 suggestion
Pre-teach key language	Before the task, model useful phrases: ◗ 'Can you tell me...?' ◗ 'I think...' ◗ 'What about...?'
Use prompts and support frames (then gradually remove support over time)	Give learners: ◗ sentence starters ◗ key vocabulary ◗ simple role cards
Build in repetition and variation	Repeat the same task with different partners or small changes. This helps learners: ◗ build confidence ◗ improve fluency ◗ develop more natural responses
Respond to unexpected circumstances	Keep tasks realistic by adding small 'wrinkles' where things do not go as planned. Learners practise: ◗ responding to new information ◗ asking follow-up questions ◗ suggesting alternatives

Tip for teachers

Ask learners to extend their answers and respond fully to others by adding explanations, examples or follow-up questions.

General teaching strategies for Entry 3 speaking and interactive listening

Train learners to match the task to a speaking strategy

At Entry 3, learners are developing greater control over spoken communication and need clear, repeatable strategies for different types of speaking tasks.

- Topic → organise ideas before speaking; use simple linking (for example, and, because, then); give one or two details or reasons
- Role-play → listen carefully; ask questions to get information; use simple functional phrases (for example, *'Can you tell me…?', 'Where is…?'*)
- Discussion → respond to others' ideas; give an opinion and a simple reason; ask questions to continue the interaction

Build interactive listening alongside speaking

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

- listen for key information before responding
- show understanding (for example, short responses, relevant answers)
- ask for clarification (for example, *'Can you repeat that?', 'Sorry, I don't understand.'*).

Encourage development beyond short answers

A key shift at Entry 3 is moving from very short responses to slightly extended answers. Train learners to:

- add one extra piece of information (for example, *'I like football because it's fun'*)
- give a simple reason or example
- continue speaking for 2–3 short sentences.

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… I did… It was…'*
- Process → *'First… then… after that…'*

Build confidence through repetition and modelling

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

- teacher modelling of short answers, then expand them
- controlled pair practice before open discussion
- repetition of useful phrases across different topics.

Build UK context familiarity

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

- making an appointment or asking for help
- speaking to a colleague or supervisor
- asking questions in class or training
- talking about daily routines, travel or shopping
- informal conversations with friends or neighbours.

Link speaking and listening practice

At Entry 3, learners are developing confidence in understanding others and responding appropriately during interaction. Successful speaking activities also depend on learners listening actively and responding appropriately during interaction.

Encourage learners to:

- listen for key information before responding
- respond directly to what another speaker says
- show understanding through short responses and relevant answers
- ask simple follow-up or clarification questions
- notice and reuse useful phrases from listening activities.

After listening activities, learners can:

- continue the conversation in pairs
- role-play a similar situation
- respond to a new problem or question
- reuse useful functional language in discussion tasks.

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

Entry 3 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 three minutes.

The object or photo acts as a prompt to talk about a familiar topic, describing a past experience and giving their opinion. Topic areas include:

- special occasions and celebrations
- sporting activities
- days out and events
- journeys and holidays
- study or work events.

Learners may begin by saying why they chose the picture or object or what it represents to them (not describe the picture), then they should be prepared to respond to questions and develop ideas within a conversation. The task is interactive, so learners need to listen carefully and respond appropriately to the examiner's questions.

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

Key skills at Entry 3:

- Respond to questions with extended answers (not just single words)
- Give personal information and simple explanations
- Develop ideas across several turns in a conversation
- Maintain communication by responding appropriately to the examiner

What is being assessed

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

2.2 Language range, accuracy and appropriacy

Learners are expected to use simple spoken English that is appropriate for the topic and situation. Accuracy may not always be consistent, but meaning should be clear and communication should not break down. This includes:

- using familiar vocabulary and simple grammar accurately enough to be understood
- attempting to use a range of simple and some more complex structures where possible
- choosing language that fits the situation.

3.1 Coherence

Learners need to express their ideas clearly so that the listener can follow. Learners are expected to move beyond short responses and begin to develop their ideas in conversation.

This includes:

- giving relevant answers to questions
- including some personal detail or explanation
- responding with more than minimal answers.

3.2. Cohesion

Learners need to connect their ideas so their responses are easy to follow. Responses should show some connection and development, even if not fully organised. This includes:

- using simple linking words (for example, and, because, then)
- adding extra information when responding
- developing ideas across more than one sentence.

Sample photos





Detail	Feelings/opinions	Reflection
Can you tell me more?	*How did you feel?*	*Is it different now?*
What did you do next?	*Did you enjoy it? Why?*	*Do you do this often?*
Why did you choose that?	*What do you think about it?*	*Which do you prefer?*
What was your favourite part?	*Was it good or bad? Why?*	*Why is it important to you?*
What did you like most?	*Would you do it again? Why?*	

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 easily. Encourage learners to connect the image to their own past experience and to give their opinion, not just describe it. Ask them:

- Why did you choose this picture?
- What past experience does it remind you of?

2. Question and extended answer practice

Give learners simple questions (for example, *'What did you do?'*, *'How did you feel...?'*, *'What did you think about...?'*). Train learners to:

- answer in 2–3 sentences
- add one extra detail or reason (for example, *'I like football. Last weekend I played with my friends in the park and it was really fun.'*).

3. Build responses through follow-up questions

In pairs, one learner asks questions and the other answers. Focus on building longer responses across turns, not one long talk.

Teach learners to extend answers using linkers such as *because*, *and*, *then*.

4. Developing a conversation

Start with one question (for example, *'Did you like your last holiday?'*). This helps learners practise developing ideas naturally in conversation. Each learner must:

- answer
- add one new detail
- respond to the previous idea.

5. Repeat and improve

Learners practise the same topic with different partners. Each time, they should:

- give fuller answers
- improve clarity
- respond more naturally to questions.

6. Responding to follow-up changes

During practice, the teacher (or partner) adds a small, unexpected follow-up question such as:

- *'Did anything go wrong?'*
- *'Would you do it differently next time?'*
- *'What if you didn't have time?'*

Task 2: Role-play

Learners take part in a one-to-one role-play with the examiner in a more formal interaction, set in a familiar real-life context such as education, training, work or services.

The examiner takes on a role (for example, a café worker, a receptionist, a colleague), and the learner must interact with them to find information, evaluate options, complete a task or solve a simple problem.

The task is not known in advance. At Entry 3, the exchange lasts up to two minutes and requires learners to take an active role in the conversation by asking questions and responding appropriately and adapting to new information. This task reflects typical situations where things may not go exactly as expected, so learners need to respond flexibly.

Key skills:

- Ask questions to obtain information
- Respond appropriately to spoken input
- Use simple functional language (for example, requests, clarification)
- Maintain interaction and take some control of the conversation
- Adapt responses when new information or problems arise

What is being assessed

In this task, the assessment focuses on how effectively learners can manage a short, goal-focused interaction, using both speaking and listening skills. The key areas are:

1.1 Interactive listening

Learners must listen carefully and respond appropriately during the interaction. Learners are expected to respond to new or unexpected information and adjust their answers where needed. This includes:

- understanding key information in what the examiner says
- responding in a way that shows understanding
- asking for clarification when needed (for example, *'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 remain understandable without frequent repetition. This includes:

- pronouncing familiar words clearly
- using basic word stress and sentence stress
- using intonation to support meaning (for example, questions, requests).

2.2 Language range, accuracy and appropriacy

Learners are expected to use simple spoken English appropriate to the situation. Accuracy may vary, but language should be appropriate and support successful communication. This includes:

- using familiar vocabulary and simple grammatical structures
- using functional language for the task (for example, requests, questions, instructions)
- attempting to adapt language to the context (for example, polite forms).

4.3 Engaging with others

Learners need to take part actively and help move the interaction forward. This means taking some control of the interaction, not only responding and responding appropriately if plans change or a problem occurs. This includes:

- asking questions to obtain information
- making simple requests (for example, *'Can I...?', 'I'd like to...'*)
- participating in making arrangements or solving a problem.

Sample role-play prompts

Role-play prompt	You are in a department store. You want to buy a wedding present for a friend but aren't sure what to buy. I am the shop assistant.
Examiner notes	◗ You do not have the gift the candidate is interested in. Suggest an alternative. ◗ You do not have the model/colour/type the candidate prefers. Suggest an alternative.

Classroom suggestions

1. Controlled role-play with prompts

Give learners simple role cards with clear goals (for example, '*You want to book an appointment. Ask about the time and place.*').

Encourage learners to:

- ask at least 2–3 questions
- respond fully, not just '*yes/no*'.

2. Question-building practice

Give learners a situation and key words (for example, a time, a price, a location). Focus on accuracy and confidence in asking questions.

Learners practise forming questions:

- '*What time…?*'
- '*How much…?*'
- '*Where is…?*'

3. Information gap activities

One learner has information the other needs. This builds both interactive listening and control of conversation.

Learners must:

- ask questions
- listen carefully
- complete a task.

4. Functional language practice

Practise key phrases for:

- requests → '*Can you tell me…?*', '*I'd like to…*'
- clarification → '*Sorry?*', '*Can you repeat that?*'
- responding → '*Yes, that's fine.*', '*I don't understand.*'

Model pronunciation and intonation clearly.

5. Role-plays with a problem element

Add a small, unexpected change to the situation. This helps learners cope with real-life unpredictability and learn how to find solutions. For example:

- the time is not available
- the item is out of stock
- the service is delayed.

Learners practise:

- responding to new information
- asking follow-up questions
- suggesting alternatives.

6. Turn-taking and control practice

Set a goal: the learner must ask at least three questions during the interaction.

This reinforces:

- active participation
- taking control of the interaction.

Task 4: Discussion

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

At Entry 3, the discussion typically involves planning an event or making a decision in a more informal interaction such as a social, work or study-related context. Learners may need to respond to different opinions, change their ideas or suggest alternatives as the discussion develops.

The task lasts three minutes and requires learners to share ideas, respond to each other and work together to develop and agree on a simple outcome or plan.

Key skills:

- Make relevant contributions to a shared discussion
- Express simple opinions and give reasons
- Respond to what another speaker says
- Ask questions and help move the discussion forward

What is being assessed

In this task, the assessment focuses on how effectively learners can take part in informal interactions involving shared discussion and communication with others. The key areas are:

1.1 Interactive listening

Learners must listen carefully and respond appropriately during the discussion. Learners are expected to show understanding and react to what others say, not just repeat ideas. They may need to respond to new ideas or changes in the discussion as it develops.

This includes:

- understanding what the other speaker says
- responding in a relevant way
- asking for clarification if needed.

4.1 Participation

Learners need to take an active role in the discussion. They should contribute more than once and respond to others, not just speak in isolation. This includes:

- making relevant contributions to the topic
- responding to ideas from the other speaker
- showing they can follow the main points of the discussion.

4.2 Expressing opinions

Learners are expected to express simple views and preferences. Opinions should be clear and supported with a simple reason where possible. This includes:

- saying what they like or prefer (for example, *'I like…'*, *'I think…'*)
- giving a simple reason or explanation
- developing their opinions beyond single words.

4.3 Engaging with others

Learners need to interact with the other speaker to keep the discussion going, not just respond to questions. This includes:

- asking questions (for example, *'What do you think?'*)
- making suggestions or plans (for example, *'We can…'*, *'Let's…'*)
- responding to and building on others' ideas.

Sample discussion prompt

Discussion prompt	You have a new classmate who has just arrived in the UK. You want to organise a day out to help them get to know the area. Talk about the places you can go and plan the day together.

Classroom suggestions

1. Structured pair discussions

Give learners simple discussion questions (for example, *'What should we do at the weekend?'*). Focus on taking turns and responding.

Provide prompts such as:

- *'I think...'*
- *'I like... because...'*
- *'What about you?'*

2. Planning tasks (key to this level)

Give learners a task such as:

- plan a day out
- organise a small event
- decide what to buy or do.

Learners must:

- suggest ideas
- agree or disagree
- make a simple decision.

3. Turn-taking and interaction practice

Teach and practise simple phrases to encourage learners to involve the other speaker. This builds clear, simple argumentation/persuasion.

- *'What do you think?'*
- *'Do you agree?'*
- *'That's a good idea.'*

4. Opinion and reason practice

Give learners prompts such as:

- *'I like... because...'*
- *'I think... because...'*

Learners practise:

- giving an opinion
- adding one reason.

5. Listening and responding tasks

Highlight the importance of interactive listening, not just speaking. In pairs, one learner speaks and the other must:

- respond to the idea
- ask a follow-up question.

6. Responding to different ideas

In pairs or small groups, give learners a discussion task where they may not agree.
Learners practise:

- agreeing or disagreeing politely
- suggesting alternatives
- changing or adapting their ideas.

Provide phrases such as:

- *'I agree.'/'I don't agree.'*
- *'Maybe we can...'*
- *'That's a good idea, but...'*
- *'What about...?'*

Entry 3 Independent Listening

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

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

The monologue builds on Entry 2 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 dialogue involves two people discussing a topic or situation and may include giving opinions, making suggestions or responding to a problem. Learners need to follow how the speakers respond to each other and how ideas develop across the conversation.

The extracts are not linked and may be on different topics, but both relate to familiar, real-life situations. Each extract is approximately 70–100 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 (gist)
- identifying key and supporting details
- recognising opinions and attitudes
- understanding meaning that is not directly stated.

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, precise and sufficiently detailed. Only one mark will be awarded where the answer is correct but partial or imprecise.

Understanding monologues and dialogues across levels

In the ESOL Skills for Life 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 3 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	◗ longer spoken texts on familiar topics ◗ information includes main ideas and supporting detail ◗ ideas are connected across the text ◗ may include simple opinions or attitudes ◗ follow explanations and more developed ideas
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	◗ conversations with more than one idea ◗ learners track changes between speakers ◗ key details come from both speakers ◗ some implied meaning (for example, feelings or intentions)

Teaching listening at Entry 3

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

At Entry 3, 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 different types of information depending on the task, such as the main idea, specific details or the speaker's opinion.

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

- preparing learners before listening (for example, predicting topic or context)
- setting a clear purpose for each listen (for example, gist, detail, opinion)
- allowing more than one listen with different focuses
- helping learners reflect on how they found the answer.

At Entry 3, learners also need support in developing confidence. They may feel frustrated if they do not understand everything they hear. Teachers can help by encouraging learners to:

- focus on key words and overall meaning
- continue listening even if they miss some information
- use context and situation to support understanding.

By developing these strategies, learners become more independent and better able to cope with common listening situations where speech is not always clear, slow or predictable.

Linking listening and speaking

Listening and speaking should not always be taught separately. In the Adult ESOL Core Curriculum, these skills are closely linked and assessed together, reflecting the way people communicate in real-life situations.

In daily life, learners need to understand what someone says and respond appropriately at the same time. Listening activities can therefore also help learners develop speaking and interaction skills.

At Entry 3, learners benefit from listening to short, realistic conversations and noticing how speakers:

- ask and answer questions
- give simple opinions and reasons
- respond to problems or changes
- keep a conversation going.

Teachers can use recordings as models for:

- role-plays
- pair discussions
- asking follow-up questions
- practising useful functional language.

After listening, learners can:

- repeat or adapt useful phrases from the recording
- continue the conversation with a partner
- discuss what they would do in a similar situation.

This helps learners develop confidence in both understanding spoken English and responding appropriately in familiar real-life 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 3 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 3, these should be short, clear and based on familiar situations.

Teachers can:

- use existing recordings (for example, announcements, videos)
- adapt or shorten longer audio
- record their own dialogues or messages to control level and content.

Examples of authentic audio sources

- Public announcements
  - transport updates from TfL, National Rail, station announcements
- Service information
  - NHS videos, appointment systems, automated phone messages
- Local information
  - council updates, community event information
- Everyday interactions
  - conversations in shops, cafés, workplaces
- Short instructional audio
  - directions, how to do something, simple processes

Types of listening tasks teachers can create

- Short recorded dialogues
  - making an appointment, asking for information
- Simple monologues
  - describing an event, giving instructions
- Information-based tasks
  - listening for times, dates, locations
- Paired listening activities
  - listen and share information with a partner

Web resources

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

At Entry 3, these should be:

- short (30–90 seconds)
- clearly structured
- based on familiar situations.

Examples	How to use them
◗ short YouTube clips showing everyday situations (for example, cooking, travelling, daily routines) ◗ simple explainer videos (for example, how to get somewhere, how a service works) ◗ short interviews or 'day in the life' clips	◗ pause and ask prediction questions ◗ use gist and detail listening stages ◗ focus on key information (for example, time, problem, opinion) ◗ ask learners what words or phrases helped them understand ◗ use clips to introduce a situation for discussion or role-play

Classroom-ready resources

(levels indicate the relevant section of the website for Entry 3)

- BBC Bitesize – short videos and listening tasks linked to everyday topics
- Skillsworkshop ESOL (Entry 3) – structured listening tasks with a clear skills focus
- ELLLO (B1) – short monologues and dialogues with transcripts, audio and questions
- BBC Learning English (easy, medium) – short clips with clear pronunciation and everyday topics
- ESL Lounge (pre-intermediate) – controlled listening practice with comprehension questions
- Listen A Minute – very short recordings ideal for gist and detail practice
- Talk English (intermediate) – simple dialogues for modelling everyday conversations
- Randall's ESL Cyber Listening Lab (intermediate) – graded listening tasks with scripts and quizzes
- Luke's English Podcast (selected short clips only) – use short sections for higher Entry 3 learners
- ESOL Courses (pre-intermediate, intermediate) – structured listening activities with interactive tasks

How to adapt authentic resources at Entry 3

Authentic materials often need to be simplified to make them accessible at this level.

Shorten the audio	Focus on a short section rather than a full recording
Pre-teach key vocabulary	Introduce a small number of useful words
Provide a clear listening task	for example, *'What is it about?'*, *'What time is…?'*
Use visuals to support understanding	for example, pictures, key words, simple diagrams
Break the task into stages	First listen for gist, then listen for detail
Repeat the audio with a purpose	Give a different question for each listening

Tips for teachers

Train learners to listen for specific information rather than trying to understand every word.

Glossary of listening subskills

Gist

Definition

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

- What is this mainly about?
- What is happening in this situation?
- What is the speaker trying to do?

What it looks like in Entry 3 Independent Listening

Common question types include identifying:

- the main topic of a conversation
- the purpose of a spoken message (for example, giving information, asking for help)
- the situation or context.

Examples from the Entry 3 Independent Listening sample test

1. (Monologue) *'What is this advert for?'* (listen for key words that show the purpose of the message).
2. (Dialogue) *'What are the man and woman talking about?'* (listen for key words and phrases from both speakers that show the topic of the conversation).

Classroom/practice suggestions

1. Choose 4–6 short recordings (for example, announcements, short conversations or messages). Play each recording once and ask learners to write the main idea in 3–6 words (for example, *'doctor's appointment'*, *'train delay'*). Play the recordings again and allow learners to check or refine their answers. Review as a class and ask learners what key words or phrases helped them understand the gist.
2. Prepare a set of short recordings and a list of possible topics (for example, shopping, health, travel, work). Learners listen to each recording and match it to the correct topic. To increase challenge, include one extra topic that is not used. After checking answers, ask learners to explain how they knew, focusing on key words, context or tone.
3. Play a short recording and give learners 2–3 possible summaries. Learners choose the best answer, then listen again to confirm. Ask learners why the other options are not correct, helping them distinguish between the main idea and supporting details. This can be extended by asking learners to write their own short summary (5–8 words).

Common learner difficulties

- Trying to understand every word instead of focusing on the main idea
- Getting stuck on unknown vocabulary and missing the overall meaning
- Confusing detail with the main message
- Difficulty recognising the context of the situation

UK life examples

- Understanding the purpose of a voicemail message
- Recognising what a conversation is about in a shop or service
- Understanding the topic of a short announcement (for example, transport, appointments)
- Identifying what someone is talking about in a workplace conversation

Why it matters for adult life in the UK

In everyday life, learners often need to understand the general meaning of spoken English quickly, without hearing every detail. Listening for gist helps learners follow conversations, understand instructions and respond appropriately in real-life situations such as work, services and social interactions.

Detail

Definition

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

- What time is it?
- Where is it?
- What did the speaker say?
- What is the key information?

What it looks like in Entry 3 Independent Listening

At Entry 3, learners need to identify specific details in short spoken texts connected to everyday situations. Common question types include identifying:

- specific facts (for example, time, place, price, name)
- clearly stated information in a short spoken text
- clearly stated details in a conversation or message.

At this level, the answer is usually stated directly and does not require interpretation.

Examples from the Entry 3 Independent Listening sample test

1. (Monologue) *'When does the event start?'* (listen for specific information such as time or date).
2. (Dialogue) *'What is the problem with the bus?'* (listen for key details that explain the situation or problem).

Classroom/practice suggestions

1. Play a short recording (for example, a message, an announcement, a conversation) and ask learners to find specific information (for example, a time, a place, a name). Give learners a clear question before listening. Play the recording twice and ask learners to underline the word or phrase that gave them the answer.
2. Before listening, give learners a question and ask them to underline key words (for example, *'time'*, *'price'*, *'where'*). Play the recording and ask learners to listen only for that information. After listening, ask learners what word or phrase helped them identify the answer.

3. Play a short recording and provide 2–3 possible answers. Learners choose the correct option then listen again to confirm. Ask learners why the other options are incorrect, helping them focus on precise listening and avoid guessing.

Common learner difficulties

- Trying to understand everything instead of focusing on the key detail
- Missing the information because they do not recognise key words
- Confusing similar details (for example, numbers, times, places)
- Losing track of the question while listening

UK life examples

- Understanding the time of an appointment or meeting
- Listening for a platform number or departure time in transport announcements
- Identifying key information in a phone message
- Understanding details in workplace instructions

Why it matters for adult life in the UK

In everyday life, learners often need to listen for specific information in spoken English, such as times, places or instructions. Listening for detail helps learners complete tasks accurately, follow instructions and respond appropriately in situations such as work, travel and accessing services.

At Entry 3, learners begin to move from identifying single details towards understanding how details are connected, which is developed further in complex detail questions.

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:

- What else does the speaker say about this?
- What happens before or after?
- Why is this happening?

What it looks like in Entry 3 Independent Listening

Common question types include identifying:

- supporting information linked to the main idea
- more than one detail in a short spoken text
- sequences of information (for example, what happens first and next)
- simple reasons or explanations that are clearly stated.

Unlike simple detail questions, learners may need to:

- listen to a longer part of the spoken text
- hold more than one idea in mind
- recognise how pieces of information relate to each other.

Examples from the Entry 3 Independent Listening sample test

1. (Monologue) *'What has changed about the event this year?'* (listen for changes by comparing past and present information in the message).
2. (Dialogue) *'What does the woman think about the taxi?'* (listen for supporting detail that explains the speaker's opinion).

Classroom/practice suggestions

1. Play a short recording that includes two or more related details (for example, a plan with steps). Ask learners to answer two questions or complete a short sequence (for example, first, next). Play the recording twice and ask learners to explain how the information is connected.
2. Give learners a set of events or steps (for example, instructions or a daily routine) in the wrong order. Learners listen and put them in the correct order. After checking answers, ask learners which words helped them (for example, first, then, after that).
3. Play a short recording and ask learners why something happens (for example, *'Why is the meeting late?'*). Provide 2–3 options if needed. Learners listen again to confirm and explain which part of the recording gave the answer.

Common learner difficulties

- Focusing on one detail and missing other important information
- Difficulty remembering more than one piece of information
- Not recognising linking words (for example, *then, because, after*)
- Confusion between main idea and supporting detail

UK life examples

- Understanding instructions with more than one step (for example, at work or in training)
- Following a short explanation from a teacher or colleague
- Understanding why something is happening (for example, delays, changes to plans)
- Following simple directions or processes

Why it matters for adult life in the UK

In everyday life, learners often need to understand more than one piece of information at the same time and how ideas are connected. This is important when following instructions, understanding explanations and managing tasks that involve more than one step.

Evaluation

Definition

Listening for evaluation means making a judgement about what is heard, such as deciding how useful, appropriate or relevant the information is. It answers questions like:

- Is this useful or helpful?
- What is the speaker trying to achieve?
- Do I agree with this?

What it looks like in Entry 3 Independent Listening

Common question types include identifying:

- the purpose of a message and whether it is helpful
- simple opinions expressed by the speaker
- whether information is useful or relevant to a situation.

Evaluation at Entry 3 is limited and usually supported by clear context or options. Learners are not expected to give detailed analysis, but they should begin to think about how information is used.

Examples from the Entry 3 Independent Listening sample test

1. (Monologue) *'What advice would you give someone about travelling there, and why?'* (listen for the speaker's opinions and use them to form a judgement or recommendation).

Classroom/practice suggestions

1. Play a short recording (for example, advice or instructions) and ask learners if it is useful for a given situation. Provide a simple context if needed. After listening, ask learners to explain their answers using what they heard.
2. Play a short recording and ask learners if the speaker is giving an opinion or just information. If an opinion is present, ask what it is. Provide options if needed and ask learners what words helped them decide.
3. Play a short message and ask learners what the speaker is trying to do and whether the message is helpful. Learners choose from 2–3 options, then listen again to confirm. Discuss why some options are less suitable.

Common learner difficulties

- Confusing fact and opinion
- Focusing only on understanding words rather than judging meaning
- Difficulty deciding whether something is useful or relevant
- Uncertainty when there is no single clear answer

UK life examples

- Deciding whether advice from a colleague or service is useful
- Recognising opinions in conversations at work or in education
- Understanding the purpose of messages (for example, instructions, advice, information)
- Making simple judgements about information in everyday situations

Why it matters for adult life in the UK

In everyday life, learners need to decide whether information is useful, relevant or appropriate for their situation. Developing simple evaluation skills helps learners make informed decisions, understand others' opinions and respond more confidently in real-life communication.

Inference

Definition

Listening for inference means understanding meaning that is not stated directly but can be understood from what the speaker says. It answers questions like:

- What does the speaker mean?
- How does the speaker feel?
- What can we understand from this?

What it looks like in Entry 3 Independent Listening

Common question types include identifying:

- the speaker's feelings or attitude
- meaning that is suggested but not directly stated
- the speaker's intention.

Unlike detail questions, the answer is not stated directly and learners need to think about what the speaker is implying.

Examples from the Entry 3 Independent Listening sample test

1. (Dialogue) *'How does the man feel at the end of the conversation?'* (listen for tone and final comments that suggest the speaker's feeling).

Classroom/practice suggestions

1. Play a short recording and ask learners how the speaker feels. Provide 2–3 options if needed (for example, happy, tired, worried). Play the recording again and ask learners what words or tone helped them decide.
2. Play a short recording and ask learners a question such as *'What does the speaker mean?'* or *'Why are they saying this?'*. Provide simple options if needed. After listening, ask learners to explain their answers using clues from the recording.
3. Play a short recording and give learners 2–3 possible interpretations or situations. Learners choose the best answer, then listen again to confirm. Ask learners why the other options are not correct, focusing on tone, context and key phrases.

Common learner difficulties

- Focusing only on individual words and missing implied meaning
- Difficulty recognising tone or emotion in speech
- Expecting the answer to be stated directly
- Uncertainty when more than one answer seems possible

UK life examples

- Understanding how someone feels in a conversation (for example, at work or in a service)
- Recognising when someone is asking for help indirectly
- Understanding implied meaning in everyday interactions
- Interpreting tone in messages, conversations or instructions

Why it matters for adult life in the UK

In everyday communication, meaning is often implied rather than stated directly. Learners need to understand reasons, outcomes and implied meaning in order to respond appropriately and take part in real-life situations such as work, services and social interaction.

General teaching strategies for Entry 3 independent listening

Train learners to match the question type to a listening strategy

At Entry 3, learners are developing awareness of different ways of listening and need clear, repeatable strategies.

- Gist → listen for key words, topic and situation; do not focus on every word
- Detail → listen for specific information (for example, a time, a place, a number); focus on key words
- Complex detail → listen for more than one piece of information and how ideas are connected
- Evaluation → listen for purpose, opinion and usefulness of the message
- Inference → listen for tone, key phrases and context to understand meaning that is not directly stated

Train learners not to listen word by word

A key shift at Entry 3 is moving away from trying to understand every word. Encourage learners to:

- focus on key words and overall meaning
- keep listening even if they do not understand everything
- use context and situation to support understanding.

Build listening in stages

Use a clear listening routine to support comprehension:

- Before listening → predict topic using pictures or key words
- First listening → identify gist (What is this about?)
- Second listening → focus on specific information
- Third listening (if needed) → check answers and confirm understanding

Support learners with repeated listening and variation

Learners benefit from hearing texts more than once.

- Repeated listening with different focuses (gist → detail)
- Slightly varied tasks using the same recording
- Opportunities to check and refine answers

Always ask for evidence

A strong Entry 3 habit: *'What did you hear that helped you answer?'*. Encourage learners to:

- repeat or paraphrase key words they heard
- explain how they found the answer
- avoid guessing without listening carefully.

Build UK context familiarity

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

- announcements (transport, school, workplace)
- short conversations (shops, services, workplace)
- voicemail messages and reminders
- instructions and explanations
- simple discussions.

Link listening and speaking practice

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

- notice useful functional language (for example, requests, opinions, clarification)
- identify turn-taking and response patterns in dialogues
- repeat or adapt useful phrases from recordings
- use listening texts as models for role-plays and discussions.

After listening, learners can:

- continue the conversation
- role-play a similar situation
- respond to a new problem or change
- discuss what they would do in the same situation.

This helps learners develop both comprehension and interaction skills together.

Entry 3 Independent Listening – Practice Set

Task 3: Extract 1 – Monologue

Materials

- Extract 1 – Monologue: 'Saltport'
- Appendices A-B

Time guide: 40–50 minutes (activities)

Assessment categories in Monologue: gist • detail • complex detail • evaluation

Activity 3.1: Before you listen (prediction)

Aim: Activate background knowledge and prepare learners for the topic

Time: 5-7 minutes

Interaction: pairs → whole class

Step 1: Introduce key words

Write the following words on the board:

- family
- autumn
- Saltport
- fair

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

- What do you think this is about?
- Where is it?
- Who is it for?

Learners discuss in pairs, then share ideas with the class.

Step 2: Predict the content

Ask learners:

- What can you do at a fair?
- What do people usually say in an advert?

Explain that predicting helps learners focus when listening.

Activity 3.2: Gist (Question 1)

Aim: Identify the main purpose of the message

Time: 5–7 minutes

Interaction: pairs

Step 1: First listening

Play the recording once. Ask learners what the advert is for.

Monologue

Are you looking for some family entertainment this autumn? Well head to Saltport-on-the-Sea. With hook the duck, water slides, dodgem cars and the Ferris wheel, the Saltport Fair is back!

The fair will take place from the 10th to the 16th of September. It is now in a new location. It has moved from the school fields to Green's Field north of the town. This year parking is limited, but you can use our free bus service from town. Bring your family and bring your friends, too. You'll have a great time!

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):

- a fair
- Saltport Fair

Acceptable partial answer(s):

- an event in Saltport

Ask learners why 'an event in Saltport' is incomplete.

Step 3: Listening strategy focus

Ask learners what words helped them. Elicit samples such as:

- *'Saltport Fair'*
- *'family entertainment'*
- *'hook the duck, water slides…'*

Explain that for gist, they should listen for key words and repeated ideas, not every detail.

Activity 3.3: Detail (Question 2)

Aim: Identify specific information in a spoken text

Time: 6–8 minutes

Interaction: pairs

Step 1: Focus on the question

Write the question on the board: *'When does the event start?'*

Ask learners to underline the key words:

- when
- start

Explain that this helps learners listen for the correct information.

Step 2: Second listening

Play the recording again. Learners write their answers.

Step 3: Check answers

Elicit correct answer(s):

- (on the) 10th of September

Accept partial answer(s):

- September
- the 10th

Step 4: Build exam awareness

Ask learners which answer is better? Why?

Explain that a full answer should include all the information needed to attend the event, so both the date and the month would be required. Only one or the other is too vague.

Step 5: Listening strategy focus

Ask learners what words they heard about when the event starts.

Elicit:

- 10th
- September
- others (be sure to elicit all words to identify possible misunderstanding as well)

Explain that for detail questions, they should listen for specific information such as numbers, dates or names. And remember to listen for all the details, not just a single fact.

Activity 3.4: Complex detail (Question 3)

Aim: Understand linked information and how ideas connect in a spoken text

Time: 6–8 minutes

Interaction: pairs

Step 1: Focus on the question

Write the question on the board: *'What has changed about the event this year?'*

Ask learners if they are listening for one word or more information.

Explain that this is a complex detail question, so learners need to listen for more than one idea and understand how they are connected.

Step 2: Third listening (focused)

Tell learners to listen carefully for:

- past information (before)
- new information (now).

Play the recording again. Learners write their answers.

Step 3: Check answers

Elicit correct answer(s):

- the location has moved from the school fields to Green's Field

Accept partial answer(s):

- the location has changed

Step 4: Build exam awareness

Ask learners which answer is better? Why?

Explain that a full answer includes both the old and new information.

Step 5: Listening strategy focus

Ask learners what words helped them?

Elicit:

- *'moved from...'*
- *'to Green's Field'*

Explain that for complex detail, learners should listen for linking words (for example, from, to, because) and understand how ideas are connected.

Activity 3.5: Evaluation (Question 4)

Aim: Use information in the text to make a simple judgement or recommendation

Time: 7–9 minutes

Interaction: pairs → whole class

Step 1: Focus on the question

Write the question on the board: '*What advice would you give someone about travelling there, and why?*'

Ask learners if the answer is directly stated in the text or if they need to draw a conclusion from what is said.

Explain that this is an evaluation question and they need to use the information they hear to give advice.

Step 2: Listen again

Ask learners to listen for ideas related to:

- transport
- problems or suggestions.

Play the recording again. Learners write their answers.

Step 3: Elicit answers

Elicit correct answer(s):

- go by bus because it is free/parking is limited

Accept partial answer(s):

- go by bus

Step 4: Compare answers (key step)

Write on the board:

- go by bus
- go by bus because parking is limited

Ask learners which answer is better? Why?

Elicit possible answers, for example *'B is better because it gives a reason'*. Explain that for full marks, they must include both the answer and a reason.

Step 5: Listening strategy focus

Ask learners what words they heard related to transport.

Elicit:

- parking is limited
- free bus service
- others (be sure to elicit all words to identify possible misunderstanding as well)

Explain that for evaluation, learners listen for opinions, problems or useful information and use this to make a judgement.

Activity 3.6: Full and partial answers

Aim: Help learners understand how to improve their answers to achieve full marks

Time: 5–7 minutes

Interaction: pairs

Step 1: Present model answers

Write on the board:

- go by bus
- go by bus because parking is limited

Confirm which answer gets 2 marks and which gets 1 mark.

Step 2: Improve the answer

Ask learners how they can improve the short answer.

Explain that they should add a reason rather than just stating a simple fact.

Step 3: Practice

Give learners another example: *'The location has changed'*. Ask how they can make this better.

Expected:

- the location has changed from the school fields to Green's Field

Remind learners that at Entry 3, they need to give more than one piece of information to get full marks.

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

Aim: Apply listening to a real-life context and develop speaking skills

Time: 8–10 minutes

Interaction: pairs

Step 1: Link back to the listening

Ask learners:

- *'What was the problem in the listening?'*
- *'What advice did we give?'*

Step 2: Personalise (guided, not too open)

Ask learners to describe a similar situation:

- *'Have you ever had a problem with transport or plans?'*
- *'What happened?'*
- *'What did you do? Why?'*

Learners discuss in pairs.

Step 3: Focus on useful language

Encourage learners to:

- describe the problem
- explain what they decided to do
- give a reason.

Explain that in real life, learners will often face unexpected situations, and they need to understand the key information (for example, problems, changes, advice) and use it to make decisions and explain them.

Task 3: Extract 2 – Dialogue

Materials

- Extract 2 – Dialogue: 'Early Train'
- Appendices C-D

Time guide: 40–50 minutes (activities)

Assessment categories in Dialogue: gist • detail • complex detail • inference

Activity 3.8: Before you listen (prediction)

Aim: Prepare learners for the situation and activate relevant vocabulary

Time: 5–7 minutes

Interaction: pairs → whole class

Step 1: Introduce the situation

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

- *'How do you usually get to the train station?'*
- *'What transport can you use?'*

Elicit:

- bus
- taxi
- car

Step 2: Predict the problem

Ask learners what problems can happen with transport. Elicit examples such as:

- late
- expensive
- no bus
- too early

Step 3: Set the context

Explain that the listening is a conversation about travel plans and a problem.

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: *Okay, so we need to get to the train station early in the morning. What do you think is the best way to get there?*

Woman: *Well the number four bus goes there directly, but I don't think it goes there so early.*

Man: *No, our train is at 5.30am. Oh dear, that's awkward, isn't it? Do you think we will have to get a taxi?*

Woman: *What a waste of money. It will cost as much as the train ticket. Still, I don't really think we have a choice.*

Man: *Oh dear. This is my fault for booking a very early train.*

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):

- getting to the train station

Accept partial answer(s):

- catching a train

Step 3: Listening strategy focus

Ask learners what words helped them.

Elicit:

- train station
- bus
- taxi

Explain that for gist in a dialogue, learners should listen to both speakers and identify the shared topic.

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: *'What is the problem with the bus?'*

Ask learners to underline:

- problem
- bus

Step 2: Second listening

Play the recording again. Learners write their answers.

Step 3: Check answers

Elicit correct answer(s):

- it goes too late to catch the early train

Accept partial answer(s):

- it is too late

Step 4: Listening strategy focus

Ask learners what words helped them.

Elicit:

- doesn't go there so early
- others (be sure to elicit all words to identify possible misunderstanding as well)

Explain that for detail, learners should listen for key phrases that describe the problem.

Activity 3.11: Complex detail (Question 7)

Aim: Understand more than one idea and how they are connected

Time: 6–8 minutes

Interaction: pairs

Step 1: Focus on the question

Write the question on the board: *'What does the woman think about the taxi?'*

Ask learners if they are listening for one idea or more.

Explain that this question requires learners to understand both the opinion and the situation.

Step 2: Third listening

Ask learners to listen for:

- opinion
- reason

Play the recording again.

Step 3: Check answers

Elicit correct answer(s):

- it is expensive, but they have to get it
- others (be sure to elicit all words to identify possible misunderstanding as well)

Accept partial answer(s):

- it is too expensive
- they have to get it

Step 4: Build exam awareness

Ask learners which answer is better and why.

Explain that a full answer includes both ideas, an opinion and a situation.

Step 5: Listening strategy focus

Ask learners what words helped them.

Elicit:

- waste of money
- don't think we have a choice

Explain that for complex detail, learners need to combine information from different parts of the conversation.

Activity 3.12: Inference (Question 8)

Aim: Understand meaning that is not stated directly

Time: 7–9 minutes

Interaction: pairs → whole class

Step 1: Focus on the question

Write the question on the board: *'How does the man feel at the end of the conversation?'*

Ask learners if the speaker states the feeling directly. Explain that this is an inference question. Learners need to think about tone and meaning.

Step 2: Final listening

Ask learners to listen for:

- tone
- final comment.

Play the recording again.

Step 3: Check answers

Elicit correct answer(s):

- regretful/sorry/bad about his mistake
- others (be sure to elicit all words to identify possible misunderstanding as well)

Accept partial answer(s):

- bad

Step 4: Listening strategy focus

Ask learners what words helped them.

Elicit:

- this is my fault
- others (be sure to elicit all words to identify possible misunderstanding as well)

Explain that they should use key phrases and tone to understand feelings.

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:

- bad
- he feels bad because it is his fault

Ask:

- Which answer gets 2 marks? Why?
- Which gets 1 mark? Why

Step 2: Focus on why

Elicit correct answer(s):

- the second answer gives a reason

Explain that at Entry 3, a full answer should include both the idea and a reason or explanation.

Step 3: Improve answers

Give another example:

- it is too expensive

Ask learners how they can improve this.

Elicit:

- it is too expensive, but they have to get it
- others

Step 4: Practice

Give learners short answers:

- it is too late
- they have to get a taxi

Learners work in pairs to improve them.

Step 5: Key message

Explain that to get full marks, learners often need to combine ideas or add a reason, not just give a short answer.

Activity 3.14: Real-life extension (problem-solving discussion)

Aim: Apply listening to a realistic situation and develop interaction skills

Time: 8–10 minutes

Interaction: pairs → small groups

Step 1: Link to the listening

Ask learners:

- What was the problem in the conversation?
- What did they decide to do?

Step 2: Give a similar situation

Tell learners they need to catch an early train, but:

- the bus is too late
- taxis are expensive

Ask what they can do in that situation.

Step 3: Pair discussion

Learners discuss their answers in pairs. Encourage them to:

- suggest ideas
- give reasons
- respond to their partner.

Provide prompts if needed:

- *'We can...'*
- *'What about...?'*
- *'That's a good idea, but...'*

Step 4: Add variation (flexibility)

Introduce a change and ask learners to talk about what they would do:

- the taxi is not available
- a friend can help

Step 5: Feedback and reflection

Elicit ideas from the class. Highlight:

- different solutions
- use of reasons
- interaction between learners.

Explain that in real life situations, learners need to understand problems and options, then discuss and decide what to do with others.

Appendix A: Monologue | Activities 3.1–3.7

1. Before you listen, look at the key words:
   family – autumn – Saltport – fair
   What do you think this recording is about?

   _____

2. First listening – Gist
   What is this advert for?
   Listen for key words that show the purpose of the message.

   _____

   _____

3. Second listening – Detail
   When does the event start?
   Listen for specific information such as dates or times.

   _____

   _____

4. Third listening – Complex detail
   What has changed about the event this year?
   Listen for more than one idea and how they are connected.

   _____

   _____

5. Final listening – Evaluation
   What advice would you give someone about travelling there, and why?
   Listen for useful information and give a reason.

   _____

   _____

6. Improve your answers

Make these answers better by adding more detail or a reason.

go by bus → _____

the location has changed → _____

7. Real-life link

Have you ever had to change your plans (for example, travel, appointments)?

What happened? What did you do?

_____

_____

Appendix B: Monologue | Model answers and transcript

Remind learners that full answers for the monologue questions:

- include specific detail (for example, full date, both locations)
- include a reason or explanation.

Question	Partial answer	Full answer
What is this advert for?	an event in Saltport	a fair/Saltport Fair
When does the event start?	September OR the 10th	(on the) 10th of September
What has changed about the event this year?	the location has changed	the location has moved from the school fields to Green's Field
What advice would you give someone about travelling there, and why?	go by bus	go by bus because it is free and/or parking is limited

Transcript:

Are you looking for some **family entertainment** *this autumn? Well head to Saltport on the Sea. With hook the duck, water slides, dodgem cars and the Ferris wheel, the* **Saltport Fair** *is back!*

The fair will take place from the **10th to the 16th of September**. *It is now in a* **new location**. *It has* **moved from the school fields to Green's Field** *north of the town. This year* **parking is limited**, *but you can use our* **free bus service from town**. *Bring your family and bring your friends, too. You'll have a great time!*

Appendix C: Dialogue | Activities 3.8–3.14

1. Before you listen, think about travel:
   - How do you usually get to the train station?
   - What problems can happen with transport?

   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
   What is the problem with the bus?
   Listen for the problem or key detail.

   _____

   _____

4. Third listening – Complex detail
   What does the woman think about the taxi?
   Listen for the speaker's opinion and the situation (you may need two ideas).

   _____

   _____

5. Final listening – Inference
   How does the man feel at the end of the conversation?
   Listen for tone and final comments that show feeling.

   _____

   _____

6. Improve your answers

Make these answers better by adding more detail or a reason.

it is too expensive → _____

bad → _____

7. Real-life link

Have you ever had a problem with transport or plans? What happened? What did you do?

_____

_____

Appendix D: Dialogue | Model answers and transcript

Remind learners that full answers for the dialogue questions:

- include more than one idea
- include a reason or explanation.

Question	Partial answer	Full answer
What are they talking about?	catching a train	getting to the train station
What is the problem with the bus?	it is too late	it goes too late to catch the early train
What does the woman think about the taxi?	it is too expensive OR they have to get it	it is expensive, but she has to get it/they have no choice
How does the man feel?	bad	regretful/sorry/bad about his mistake

Transcript:

Man: *Okay, so we need to* **get to the train station early in the morning**. *What do you think is the best way to get there?*

Woman: *Well the number four bus goes there directly, but* **I don't think it goes there so early**.

Man: *No, our train is at 5.30am. Oh dear,* **that's awkward**, *isn't it?* **Do you think we will have to get a taxi?**

Woman: *What a* **waste of money**. *It will* **cost as much as the train ticket**. *Still,* **I don't really think we have a choice.**

Man: *Oh dear.* **This is my fault** *for booking a very early train.*