

Listening Resources

Introduction to the listening resources.

These listening resources have been designed for use with New to ESOL learners. Groups of these learners may typically exhibit a very broad range of oral skills in terms of their levels of speaking and listening in English. We have therefore endeavoured to ensure that the listening tasks in the resources range from those suited to beginner level learners to tasks that present a higher level of challenge.

The video recordings that form the resources are all authentic in the sense that the language is natural, unplanned and idiomatic. This, therefore, is similar to the language that New to ESOL learners will encounter in their everyday lives, and this underlies our approach of grading the tasks rather than the raw listening material. But we have also matched the content of the resources to some of the key vocabulary and topics in the existing New to ESOL materials: this means that while we have focused primarily on developing learners' listening skills per se, each listening task also presents an opportunity to reinforce some of the linguistic content of the relevant New to ESOL Topic or Unit.

Each section of the listening resources corresponds to one of the units in the original New to ESOL materials. The table below set out the various links. In each of the sections, there are a minimum of two listening tasks, the first of which is designed for beginner learners, and may only involve recognition or identification of key information or key words. The task(s) which follow(s) is/are aimed at learners whose listening skills are more advanced, but are also open to adaptation to suit particular groups of learners.

These listening resources supplement the resources from the original New to ESOL materials.

In many ways, the resources are an exemplar of how teachers may be able to create their own original listening/video resources for use with their own groups. These resources were all filmed in one location – Hastings – so learners in other regions would be better served by more locally relevant resources. A similar set of interviews, filmed by teachers on phones or tablets, could simply be substituted as the raw materials to be used with the same tasks for each unit.

Section	Title	New to ESOL Topic and Unit	Video Resource	YouTube links
1	<u>My home</u>	<u>Topic 1 Unit 1 My life now</u>	My home – all speakers My home – Claudine and Paul	https://youtu.be/l5_UZoWRFy8 https://youtu.be/ORq43rqUHZw
2	<u>My neighbourhood</u>	<u>Topic 2 Unit 4 Out and about</u>	My neighbourhood – all speakers My neighbourhood – Chris and Claudine	https://youtu.be/0TdhwzMackc https://youtu.be/IGU31W8m6G0
3	<u>Things I like doing</u>	<u>Topic 4 Unit 2 My interests</u>	Things I like doing – all speakers Things I like doing – Paul and Chris	https://youtu.be/PWbmrLr-61Q https://youtu.be/luWRonOsMWQ
4	<u>My occupation</u>	<u>Topic 4 Unit 3 Work</u>	My occupation – all speakers My occupation – Claudine and Francesca	https://youtu.be/y2ck70Pd1mY https://youtu.be/dltLgZcYHBg

5	<u>Keeping in touch</u>	<u>Topic 5 Keeping in touch</u>	Keeping in touch – all speakers	<u>https://youtu.be/OwMS2u40wvo</u>
	Listening Resources pack	All	All	N/a

LISTENING: MY HOME

TOPIC 1 UNIT 1: MY LIFE NOW

Overview of topic

Learners listen to and answer questions about people talking about their homes.

Listening skills

Learners listen for gist / key words: house, flat, pub, bedrooms, bathroom, lounge, dining room, garden

Learners listen for detail and question forms: *How many ...? What sort of ...? How long ...?*

Materials

Preparation	Listening resource pack 1.1.L1 and 1.1.L2 - (People and Homes) Print one set of A4 for display and 1 set of cards per person/pair.
Warmer	Resource 1.1.L1: Images of people - Rachel (interviewer) Claudine, Paul, Francesca and Chris.
Activity 1	Resources 1.1.L1 and 1.1.L2 (People and Homes) Video clip (all speakers) https://youtu.be/l5_UZoWRFy8
Activity 2	Video clip (Claudine and Paul) https://youtu.be/ORq43rqUHZw
Extension	Additional images Phones/ cameras/ handheld devices

Suggested approach

Warmer: Introducing the speakers

- Display A4 images of the 5 speakers on a whiteboard. Point to image of each and say: *This is (name)*. Ask learners to repeat the names (learners will need to become familiar with the characters for the listening activities).
- Do a quick memory check – give each learner a set of “people” image cards (Resource 1.1.L1). Say: *Where’s?* and prompt learners to hold matching card in air.
- Ask learners to take turns asking: *Where’s ...?* Introduce additional phrases according to the speaking skills of your learners: *Who’s got ...? Has anyone seen ...?*

Activity 1: Who lives where?

- Give out sets of “Homes” picture cards (Resource 1.1.L2). Check understanding of vocabulary items.
- 1st task: Ask learners to listen for “home” words and to hold up matching image card when they hear them.
- 2nd task: Give out “People” cards (Resource 1.1.L2). Learners listen and match people to the homes they live in.
- Check: Pick up and show one of the A4 “People” images and say: *(Name) lives in a ...* Drill the sentence as appropriate for the needs of your learners. Take the picture and stick it alongside the corresponding home.
- Show another “People” image and ask: *Where does... live?* Prompt a learner to take the image, stick it alongside corresponding “Home” image and make a statement: *(Name) lives in a ... He/she lives in a ...* Repeat until all cards are matched up.

Differentiation/localisation/extension

Source additional images to reflect your area (high-rise housing; cottage; terraced housing; caravan park).

Learners can use the images to make (or write) statements about their own/ others' homes *I live in a flat. Rahid lives in a hostel.*

Activity 2: How many...?

- 1st task: Play the clips of Claudine and Paul. Ask learners to listen for answers to specific questions: *How many bedrooms does Paul have? How many bathrooms does Claudine have? Does Paul have a garden? Does Claudine have a garden?*
- 2nd task. Ask learners to listen for questions. If they hear a question word, they should hold up their hand, then repeat the question. Learners who are more advanced speakers/listeners may be able to reproduce the question forms accurately: for learners who are less advanced, check on general understanding by repeating the question yourself, then prompting the learner to supply the answer.

Differentiation/localisation/extension

- If possible, make your own clips with local people and local accents.
- Devise and ask extension questions for learners who are more fluent. E.g *What does Claudine use her 5th bedroom for? What can Paul see from his flat?*
- Ask learners to interview one another about their own homes, using the questions identified in Activity 2. They could record themselves on smartphones or handheld devices for extra listening practice.

LISTENING: MY NEIGHBOURHOOD

TOPIC 2 UNIT 4: OUT AND ABOUT

Overview of topic

Learners listen to and answer questions about people talking about their local area.

Listening skills

Learners listen for key words: sea, landscape, park, live music, restaurants, beach

Learners listen for descriptive words and phrases: wonderful, amazing, beautiful, very good

Materials

Preparation	Listening resource pack 1.1.L1 and 2.4.L1 (People and Places) Print one set of A4 for display and 1 set of cards per person/pair.
Warmer	Resource 2.4.L1 Images of places: seaside, countryside, park, restaurant, beach
Activity 1	Video clip (all speakers) Resource 2.4.L2: Bingo (one copy per learner) https://youtu.be/0TdHWzMackc
Activity 2	Video clip (Chris and Claudine) Resource 2.4.L3: Speech bubbles (one set per learner) https://youtu.be/IGU31W8m6G0
Extension	Additional images and clips

Suggested approach

Warmer: Let's go to the ...

- Preview vocabulary. Spread out images (Resource 2.4.L1: seaside, countryside, park, restaurant, beach). Ask learners to take turns to pick up an image and name the place. Keep going until all images have been picked up. (Provide vocabulary yourself when necessary.)
- Display A4 images around the room. Ask everyone to stand up then say: *Let's go to the (place)* (or similar). Walk to the correct picture and wait until everyone is there. Repeat for all the pictures.
- Prompt individual learners to give instructions for the rest of the group to follow. Encourage learners with stronger speaking skills to use a range of structures: *Why don't we go to... Meet me at the ... See you at the ...* etc

Activity 1: What do they like?

- 1st task: Ask learners to listen and raise their hands when speakers talk about things they like about their local area.
- 2nd task: Give out Resource 2.4 L2 Bingo cards and counters – one set per person. Play the clip and instruct learners to listen and match learners to places. Ask them to shout “Bingo” when they have covered 4 places.
- Check – ask learner to make statements about speakers’ preferences. *E.g: Claudine likes the beach.*
- Continue to play clip until all counters have been used. (There are more people than places.) Ask checking questions as above, and repeat clip to clarify if necessary.
- Memory check: ask learners to show an image of a speaker and make a statement about something the speaker likes about their area. *E.g: This is Chris. He likes live music.*

Differentiation/localisation/extension

Source additional images to reflect your area (museums; parks; landmarks; mountains).

Learners can use the images to make statements about places they know, and give reasons. Ask prompt questions: *What do you like about it? What don't you like? Why?*

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Activity 2: Who said what?

- Show speech bubbles (Resource 4) and say each phrase several times.
- 1st task: Play the clips of Chris and Claudine. Ask learners to just listen for the phrases from the speech bubbles and to hold up the picture of the relevant phrase when they hear one.
- 2nd task: Stick images of Claudine and Chris to a whiteboard. Play the clips again and pause after each target phrase. Nominate a learner to take the correct phrase to the whiteboard and stick it by the speaker. Then ask checking questions according to the level of your learners: e.g *What was she talking about? What is wonderful?*

Differentiation/localisation/extension

- If possible, make your own clips with local people and local accents.
- For learners who can't read English, you may choose not to use the speech bubbles. You could pair learners, or help them link the colour of the written word to the target word
- Create additional speech bubbles using phrases from all 4 speakers.
- Talk to learners one-to-one about their own area, and use their responses to create language experience texts. Use the stems from Activity 2: *(Place name) is amazing/ beautiful/ busy. I like going to/ spending time in the (place).*

LISTENING: THINGS I LIKE DOING

TOPIC 4 UNIT 2: MY INTERESTS

Overview of topic

Learners listen to and answer questions about people talking about their hobbies and interests.

Listening skills

Learners listen for key words: swimming; origami; puzzles; travel; seeing bands; playing guitar; cooking; having parties; sailing; football

Learners listen for specific information

Materials

Preparation	Listening resource pack 1.1.L1: People Listening resource pack 3.2.L1: Activities Print one set of A4 for display and 1 set of cards per person/pair.
Warmer	Resource 1.1.L1: People
Activity 1	Resource 1.1.L1: People Resource 3.2.L1: Activities Video clip (all speakers) https://youtu.be/PWbmrLr-61Q
Activity 2	Video clips (Paul and Chris) https://youtu.be/IuWRonOsMWQ
Extension	Additional clips made locally

Suggested approach

Warmer: Introducing ...

- Divide group into 4 smaller groups and give each group an image of one of the speakers (Resource 1.1.L1).
- Allow time for learners to recall and discuss everything they know about this person (their job, home etc).
- Groups take turns "introducing" their character. *This is ... He lives in a ... etc*

Activity 1: Listen and check

- Prediction: Give each group a pack of Activities cards (Resource 3.2.L1) and ask them to choose the activities they think their speaker would like.

LISTENING: MY OCCUPATION

TOPIC 4 UNIT 3: WORK

- Check understanding of vocabulary – ask learners to feedback with simple statements: *e.g. I think Claudine likes ...*
- 1st task: Ask learners to listen, pausing after each speaker so learners can check and amend their predictions.
2nd task: Pause after each speaker and prompt learners from each group to make statements: *Tell me about (name)? What does he/she like/enjoy doing?*

Differentiation/localisation/extension

Source additional images to reflect your learners' interests (sports; crafts).

Learners can use the images to make statements about their own interests.

Ask prompt questions: *Do you like swimming? Why? Why not?*

Activity 2: Quiz time

- Ask learners to work in teams (3 - 4 people to a team.)
- Ask one question at a time then play the whole of the relevant clip. Give learners time to discuss then, after each question, ask one learner from each group to give a response.
- Suggested questions:
 - What three things does Paul like doing?
 - When does he swim?
 - Where does he swim?
 - What does Chris like doing?
 - How many boats does he have?
 - When does he play football?
- Challenge learners with more advanced skills to come up with their own questions for the clips.

Differentiation/localisation/extension

- If possible, make your own clips with local people and local accents.
- Add additional questions about other clips.
- Ask learners to interview one another about their hobbies and interests.

Overview of topic

Learners listen to and answer questions about people talking about their jobs.

Listening skills

Learners listen for key words: hairdresser; dance teacher; landlord; social worker; retired

Learners listen for specific information

Materials

Preparation	Listening resource pack 1.1.L1: People Listening resource pack 4.3.L1: Workplaces Print one set of A4 for display and 1 set of cards per person/pair Print one each of Resource 4.3.L2: True/False posters
Warmer	Resource 1.1.L1: People - Rachel (interviewer), Claudine, Paul, Francesca and Chris.
Activity 1	Resource 1.1.L1: People Resource 4.3.L1: Workplaces Video clip (all speakers) https://youtu.be/y2ck70Pd1mY Video clip (Claudine and Francesca) https://youtu.be/dltLgZcYHBg
Activity 2	Video clip (Claudine and Francesca) Resource 4.3.L2: True/False posters https://youtu.be/dltLgZcYHBg
Extension	Phones/ cameras/ handheld devices

Suggested approach

Warmer: Who works where?

- Display A4 images of the 5 speakers on a whiteboard.
- Give learners a pack of workplace cards (Resource 4.3.L1: Workplaces - one pack per 2/3 learners). (Note – there are more workplaces than images of people.) Check understanding of vocabulary.
- Ask learners to guess who works where. Allow discussion in own languages, then ask each group in turn: *Where does (name) work?* and ask them to stick workplace alongside relevant image.

Activity 1: Listen and check

- 1st task: Ask learners to listen and check their answers to the warmer activity. Pause after each speaker and invite learners to move pictures if necessary.
- 2nd task: Play the Claudine clip. Elicit the different job roles she talks about (retired, actor, model, social work) and clarify / pre-teach “retirement” and “children’s social worker” as necessary.
- Point to a “People” image and ask: *What is/was (name)’s job? Where does she /he work?* Ask additional questions as appropriate to the level of your group – e.g: *What does she/he do at work?*
- Invite learners to take turns to come to board and ask a question for rest of group to answer.

LISTENING: KEEPING IN TOUCH

TOPIC 5 UNIT 3: KEEPING IN TOUCH

Differentiation/localisation/extension

Source additional images to reflect the jobs in your area (manufacturing; agriculture etc).

Learners can use the images to make (or write) statements about their own/ others' jobs or job aspirations.

I work in a shop. Carmen works in a restaurant.

I want to work with children.

(Note: If you work with a group of learners who abide by strict cultural rules regarding alcohol, you may wish to substitute a different clip.)

Activity 2: True or false?

- Ask learners to stand together in middle of room. Stick Resource 4.3.L3 (True/False posters) on opposite walls. Make a series of true/false statements and ask learners to stand by the relevant poster. E.g: *Today is Wednesday. We all live in Spain.*
- 1st play: Make a series of true/false statements about Francesca. After each statement, play the video clip and pause at the relevant point. Prompt learners to stand by the relevant poster. Invite learners to correct false statements.
- Example statements:
 - *Francesca has been teaching for 15 years. (False)*
 - *Francesca teaches in the evening. (True)*
 - *Francesca doesn't teach children. (False)*
 - *She only teaches one style of dance. (False)*

Differentiation/localization/extension

- If possible, make your own clips with local people and local accents.
- Ask learners to make their own questions about the video clips, and ask and answer in pairs. They could record these for further practice.

Overview of topic

Learners listen to and answer questions about people talking about how they keep in touch with friends and family.

Listening skills

Learners listen for key words: grandmother, grandparents, cousins, names of countries

Learners listen for answers to Who/ Where/ How questions

Materials

Preparation	Listening resource pack 5.3.L1: Communication tools Print 1 set of cards per person/pair.
Warmer	Resource 5.3.L1: Communication tools
Activity 1	Resource 5.3.L1: Communication tools Video clip (all speakers) https://youtu.be/OwMS2u40wvo
Activity 2	Video clips (Francesca plus others appropriate) Link as above
Extension	Video clip (all speakers)

Suggested approach

Warmer: What do you use to keep in touch?

- Give each learner a pack of Resource 5.3.1: Communication tools cards.
- Ask to sort into three piles – Things I use a lot; Things I use sometimes; Things I never use.
- Lead a discussion on which tools people use most and why.

Activity 1: What does he/she use? (Listening for gist)

- Explain that the clip is about people keeping in touch with friends and family
- 1st task: Play the whole clip and ask learners to just listen. Then elicit any communication methods that they hear. Ask learners to hold up the matching card and name the method.
- 2nd task: Play again, pausing after each speaker. Ask: *What does (name) use to keep in touch?* Allow time for learners to discuss in pairs and replay each clip if necessary. Prompt learners to respond with full sentences.

Differentiation/localisation/extension

You may wish to select from the images rather than use all of them.

Extend the discussion by talking about the pros and cons of different methods.

Activity 2: Listening for detail

- Carry out a quick review of words for family relationships, using ideas from New to ESOL Topic 1 Unit 2 People in my life.
- 1st task: Play the clip (Francesca) and ask learners to listen for answers to the following questions.
 - **Who** does she keep in touch with?
 - **Where** do they live?
 - **How** do they keep in touch?

- Take feedback.
- 2nd task: Listen again to check responses. Ask additional questions to encourage learners to extend their replies, according to their level of spoken English. E.g. *What else did he/she say? What did he/she say about...?*
- Repeat with other clips, as appropriate for learners.

Differentiation/localisation/extension

If possible, make your own clips with local people and local accents.

Learners interview one another using Who, How, Where questions.

Learners pair up to show one another how to use different apps.