

## Listening to instructions: lesson plan

**Listening to instructions****Topic:** Employability**Level:** SfL Entry 2 / SQF National 3 / CEFR A2**Time:** 90 mins**Aims**

- To introduce receptive vocabulary commonly found in workplace instructions.
- To develop learners' gist and detailed listening skills when listening to a supervisor's instructions.
- To present and practise different ways of checking instructions and useful phrases to use when doing this.

**Introduction**

This lesson is based around employability and deals with language used in common workplace instructions such as *switch off the lights* and *lock the door*. Learners then practise listening skills in the context of listening to a supervisor explaining the procedure for shutting up an office at the end of the day. This is followed by a presentation of how to check instructions and learners practise giving and checking instructions with a partner. The setting is generic and it is intended that the language will be useful in a range of workplaces.

**You will need:**

**Worksheet 1** (image of someone closing up an office at the end of the working day): 1 copy to display either on paper or via data projector

**Worksheet 2** (vocab for instructions): 1 per learner and large copy to display

**Worksheet 3** (listening tasks): 1 per learner

**Worksheet 4** (checking instructions): 1 per learner

**Audio 1**

**Audio 2**

Copies of the audio transcript (optional – for weaker learners)

**Procedure****Lead-in (10 mins)**

- Show the picture from **Worksheet 1** and elicit what time of day it is and what is happening (someone closing up a shop at the end of the day).
- Ask what happens at the learners' place of study or workplaces when they close.
- Make a note of answers on the whiteboard.

**Alternative:** For more authenticity you could use a picture of the learners' place of study.

### Task 1 – Vocabulary pre-teaching (15 mins)

- Hand out **Worksheet 2** and ask the learners to fold over the words at the bottom.
- Explain that the pictures show things that happen in workplaces at the end of the day.
- Ask pairs to look at the pictures and say what is happening.
- Use the display copy to elicit learners' ideas.
- Accept any valid suggestions and supply the version used on the worksheet if needed.
- Ask learners to unfold the sheet and match the words at the bottom with the images.
- Check the answers as a class.

### Differentiation

- Pair less-confident and stronger learners together for support.
- Early finishers can hide the words again, look at the pictures and try to remember / write the words.

### Task 2 – Gist listening (10 mins)

- Hand out **Worksheet 3**.
- Explain that the learners are going to hear a supervisor telling a new employee what to do when closing up at the end of the day.
- Ask the learners to read the possible instructions in **Task 2**.
- Explain that learners need to listen and tick which instructions the supervisor gives.
- Play the audio.
- Ask learners to check answers in pairs and play the audio again with pauses if needed.
- Check answers as a class.
- While checking, draw learners' attention to the phrases used to tell the employee not to do something: *Don't worry about... Don't bother... Leave...*

### Differentiation:

- Allow less-confident learners to read the audio transcript while listening.

### Task 3 – Detailed listening (15 mins)

- Ask pairs to work together to answer the questions in **Task 3**.
- Play the audio again if necessary.

- Check the answers as a class.

**Differentiation:**

- Allow weaker learners to read the audio transcript while listening.
- With a group of weaker readers and writers you could ask the questions orally and nominate individuals to answer.

**Task 4 – Checking instructions (15 mins)**

- Ask the learners how they can check they understand the instructions (e.g. repeat them back; ask the supervisor to repeat them; ask questions).
- Ask the learners to look at **Task 4a** on **Worksheet 4** and see if any of their suggestions are included.
- Go through the strategies and use directed questioning to check understanding.
- Explain that they are going to hear an employee checking the instructions.
- Play **Audio 2** and ask the learners to tick the strategies used.
- Play the audio again, stopping after each example of a strategy to check the learners have identified it.
- Ask learners to look at **Task 4b** on **Worksheet 4** and play the audio again with pauses for the learners to write the missing words in the gaps.
- Ask learners to check answers as pairs and then as a class.
- Play the sentences in bold from **Task 4b** in isolation for the learners to repeat.

**Differentiation:**

- Provide weaker learners with the missing words so they only need to match the correct word to the gap.

**Task 5 – Freer practice of giving and checking instructions (15 mins)**

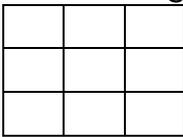
- Put the learners in threes and tell them that learner A is going to give a set of instructions to learner B. Learner C will see how learner B checks the instructions.
- Give some ideas for possible topics such as how to send a text message from their phone; what to do when opening up at their workplace; how to change a nappy etc.
- Give the learners a few minutes thinking time before As give Bs their instructions.
- Ask learner C to listen to how B checks the instructions and tick off any strategies they use from the list in **Task 4a**.
- Monitor and make a note of errors for delayed correction after the activity.
- Ask pairs to change roles and repeat.

**Differentiation**

- Group stronger learners together and push them to use more varied and formal vocabulary in their instructions.
- Group weaker learners together and give them a specific topic based on your knowledge of their life experience.

**Cooler – Noughts and crosses (10 mins)**

- Split the class into two teams, one noughts and the other crosses.
- Draw a large square on the board, split into 9 little squares:



- Write a word from the lesson in each of the squares.
- Teams take it in turns to agree an instruction which uses one of the words.
- If the instruction is accurate, replace the word with a O or a X, depending on which team it is.
- The first team to get three Os or Xs in a row wins.

**Extension activities / Homework**

- Ask learners to use their mobile phones to photograph any signs and notices giving instructions which they see in their place of study or workplace, and bring them to the next session to show the group and discuss what they mean.

### Audio 1 Transcript

**Supervisor:** When you finish, put the money in the safe and lock it. The key is in the desk drawer. Close all the doors and windows. Don't forget the bathroom window. That one is often open. Don't bother switching the computers off – sometimes they need to update. Don't worry about the answerphone – it comes on automatically after seven rings. Switch off the lights and set the alarm. The code is 1973. Remember you must swipe your card to sign out. Leave the car park gate. The shop next door closes late and they shut the gate.

### Audio 2 Transcript

**Employee:** So, have I got this right – I don't need to switch the computers off?

**Supervisor:** That's right.

**Employee:** And let me check – should I switch the answerphone on or not?

**Supervisor:** No. You don't need to.

**Employee:** Can you tell me again the code for the alarm?

**Supervisor:** 1973.

**Employee:** What's that? 90-73?

**Supervisor:** No. 1973 1-9-7-3.

**Employee:** Thanks. I've got it now. 1973.

**Answers****Task 1**

Pictures are numbered in the following order:

3; 6; 4; 2; 9; 7; 5; 1; 8.

**Task 2**

The supervisor asks the employee to:

- put the money in the safe
- lock the safe
- close the door
- close the window
- switch off the lights
- set the alarm
- sign out

**Task 3**

1. In the desk drawer.
2. The bathroom window.
3. Sometimes they need to update.
4. Seven.
5. 1973.
6. A shop.

**Task 4a**

The employee uses the following techniques:

- Repeat the instructions back
- Ask questions about the instructions
- Ask the person to repeat the instructions.

**Task 4b**

right; check; again; that.