

LISTENING | 01 OF 100

3 MIN | SOLO -> PAIRS

Listen for the Action



Listen for the Action is a listening routine built around spoken task instructions. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need spoken task instructions | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 02 OF 100

5 MIN | PAIRS

Sketch from a Description



Sketch from a Description is a listening routine built around a simple process or shape. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a simple process or shape | 5 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Mathematics Read a multi-step problem aloud. Learners note the quantities and units, then explain which operation the question requires.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 03 OF 100

7 MIN | PAIRS

Number the Steps



Number the Steps is a listening routine built around a short spoken method. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short spoken method | 7 min | Pairs

HOW TO RUN IT

- 1 Prepare a short oral explanation or set of instructions with a clear sequence. Give learners numbered cards or a simple note frame.
- 2 Learners listen once for the overall task and again to arrange steps or mark sequence words such as first, next and finally.
- 3 Pairs compare their sequence and explain which spoken clue helped them decide; replay any uncertain section.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 04 OF 100

9 MIN | SOLO -> PAIRS

Listen for the Cause



Listen for the Cause is a listening routine built around a spoken explanation. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a spoken explanation | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 05 OF 100

11 MIN | PAIRS

Catch the Key Terms



Catch the Key Terms is a listening routine built around a one-minute subject talk. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a one-minute subject talk | 11 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

English Read a short scene aloud. Learners note what a character says, what they do and one inference supported by both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

Dictate a Diagram

3 min · Pairs

Prepare

a labelled image

Teaching sequence

1. One partner reads a prepared description of a diagram while the other listens without seeing it.
2. The listener draws and labels the diagram, asking for clarification of a direction, position, value or unit.
3. Reveal the original and compare meaning, then swap roles with a fresh diagram.

Worked example

Describe a box with a 15 N upward arrow and a 10 N downward arrow. The listener draws the directions and labels the values before explaining the resultant.

Teacher prompt

Which direction or value do you need to confirm before you draw it?

Scaffold the language. Preserve the thinking.

LISTENING | 07 OF 100

5 MIN | SOLO -> PAIRS

Listen and Sort



Listen and Sort is a listening routine built around six spoken examples. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need six spoken examples | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 08 OF 100

7 MIN | PAIRS

Find the Changed Word



Find the Changed Word is a listening routine built around two similar explanations. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need two similar explanations | 7 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Mathematics Read a multi-step problem aloud. Learners note the quantities and units, then explain which operation the question requires.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 09 OF 100

9 MIN | PAIRS

Listen for Evidence



Listen for Evidence is a listening routine built around a claim with supporting details. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a claim with supporting details | 9 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 10 OF 100

11 MIN | SOLO -> PAIRS

Complete the Notes



Complete the Notes is a listening routine built around a short mini-lecture. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short mini-lecture | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Tell learners the listening purpose before a short explanation. Model notes that capture key ideas and relationships rather than every word.
- 2 Listen once for the main point and again for evidence, examples or sequence. Use a two-column note frame if helpful.
- 3 Pairs compare notes and produce a one-sentence summary; replay or restate one section to resolve a difference.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 11 OF 100

3 MIN | PAIRS

Draw the Route



Draw the Route is a listening routine built around spoken map directions. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need spoken map directions | 3 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

English Read a short scene aloud. Learners note what a character says, what they do and one inference supported by both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 12 OF 100

5 MIN | PAIRS

Listen for Sequence Words



Listen for Sequence Words is a listening routine built around a process explanation. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sequencing

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a process explanation | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a short oral explanation or set of instructions with a clear sequence. Give learners numbered cards or a simple note frame.
- 2 Learners listen once for the overall task and again to arrange steps or mark sequence words such as first, next and finally.
- 3 Pairs compare their sequence and explain which spoken clue helped them decide; replay any uncertain section.

TRY IT IN THIS SUBJECT

Design Explain a making process without showing it. Partners sequence the steps, ask for clarification and check the order by retelling.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 13 OF 100

7 MIN | SOLO -> PAIRS

Hear the Difference



Hear the Difference is a listening routine built around two pronunciations of technical terms. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need two pronunciations of technical terms | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

Note a Partner's Key Points

listening-14 | 9 min | Pairs

Teaching purpose

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

The activity

Before hearing a partner explanation, give learners a small table or sketch box. They listen, record key points and compare notes with a partner.

Teaching sequence

1. Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
2. Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
3. Check understanding with a short retelling or response supported by something the speaker said.

Subject example: Mathematics

One partner explains a solution aloud. The listener records the key quantities, units and steps, then reconstructs the method before checking the notes with the speaker.

Teacher prompt

Which words or detail did you hear that helped you decide?

LISTENING | 15 OF 100

11 MIN | PAIRS

Catch the Qualification



Catch the Qualification is a listening routine built around a cautious conclusion. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a cautious conclusion | 11 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 16 OF 100

3 MIN | SOLO -> PAIRS

Predict the Next Step



Predict the Next Step is a listening routine built around a worked solution. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a worked solution | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short oral explanation or set of instructions with a clear sequence. Give learners numbered cards or a simple note frame.
- 2 Learners listen once for the overall task and again to arrange steps or mark sequence words such as first, next and finally.
- 3 Pairs compare their sequence and explain which spoken clue helped them decide; replay any uncertain section.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 17 OF 100

5 MIN | PAIRS

Listen for the Contrast



Listen for the Contrast is a listening routine built around a comparison with however. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a comparison with however | 5 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

English Read a short scene aloud. Learners note what a character says, what they do and one inference supported by both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 18 OF 100

7 MIN | PAIRS

Follow the Demonstration



Follow the Demonstration is a listening routine built around a practical teacher demo. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a practical teacher demo | 7 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Design Explain a making process without showing it. Partners sequence the steps, ask for clarification and check the order by retelling.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 19 OF 100

9 MIN | SOLO -> PAIRS

Mark What You Hear



Mark What You Hear is a listening routine built around a printed transcript read aloud. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a printed transcript read aloud | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 20 OF 100

11 MIN | PAIRS

Listen for the Number and Unit



Listen for the Number and Unit is a listening routine built around a measurement report. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for detail

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a measurement report | 11 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Mathematics Read a multi-step problem aloud. Learners note the quantities and units, then explain which operation the question requires.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 21 OF 100

3 MIN | PAIRS

Choose the Best Summary



Choose the Best Summary is a listening routine built around three summaries of a short talk. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need three summaries of a short talk | 3 min | Pairs

HOW TO RUN IT

- 1 Play or read a short passage once. Ask learners to listen for the central idea without writing full sentences.
- 2 Partners take turns giving a brief retelling. The listener adds one missed detail and asks one clarifying question.
- 3 Check the summary against the source and identify which detail was essential to the meaning.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 22 OF 100

5 MIN | SOLO -> PAIRS

Listen for the Speaker's Claim



Listen for the Speaker's Claim is a listening routine built around a short audio source. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short audio source | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 23 OF 100

7 MIN | PAIRS

Rebuild the Spoken Explanation



Rebuild the Spoken Explanation is a listening routine built around four mixed note cards. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need four mixed note cards | 7 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

English Read a short scene aloud. Learners note what a character says, what they do and one inference supported by both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

Listen and Act on a Concept

listening-24 | 9 min | Pairs

Teaching purpose

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

The activity

Use a concept explanation for a listen-and-do task. Learners follow the spoken information, then explain which words or clues helped them.

Teaching sequence

1. Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
2. Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
3. Check understanding with a short retelling or response supported by something the speaker said.

Subject example: Design

Explain a making process without showing it. Partners sequence the steps, ask for clarification and check the order by retelling.

Teacher prompt

Which words or detail did you hear that helped you decide?

LISTENING | 25 OF 100

11 MIN | SOLO -> PAIRS

Spot the Missing Step



Spot the Missing Step is a listening routine built around a spoken procedure. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a spoken procedure | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short oral explanation or set of instructions with a clear sequence. Give learners numbered cards or a simple note frame.
- 2 Learners listen once for the overall task and again to arrange steps or mark sequence words such as first, next and finally.
- 3 Pairs compare their sequence and explain which spoken clue helped them decide; replay any uncertain section.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 26 OF 100

3 MIN | PAIRS

Listen and Complete a Table



Listen and Complete a Table is a listening routine built around a short results report. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short results report | 3 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Mathematics Read a multi-step problem aloud. Learners note the quantities and units, then explain which operation the question requires.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 27 OF 100

5 MIN | PAIRS

Two Speakers, One Topic



Two Speakers, One Topic is a listening routine built around two viewpoints. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need two viewpoints | 5 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 28 OF 100

7 MIN | SOLO -> PAIRS

Listen for the Reference Word



Listen for the Reference Word is a listening routine built around a short spoken passage. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short spoken passage | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 29 OF 100

9 MIN | PAIRS

Record a One-Line Summary



Record a One-Line Summary is a listening routine built around a short explanation. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short explanation | 9 min | Pairs

HOW TO RUN IT

- 1 Play or read a short passage once. Ask learners to listen for the central idea without writing full sentences.
- 2 Partners take turns giving a brief retelling. The listener adds one missed detail and asks one clarifying question.
- 3 Check the summary against the source and identify which detail was essential to the meaning.

TRY IT IN THIS SUBJECT

English Read a short scene aloud. Learners note what a character says, what they do and one inference supported by both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 30 OF 100

11 MIN | PAIRS

Follow a Verbal Comparison



Follow a Verbal Comparison is a listening routine built around two related cases. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need two related cases | 11 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Design Explain a making process without showing it. Partners sequence the steps, ask for clarification and check the order by retelling.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 31 OF 100

3 MIN | SOLO -> PAIRS

Listen for the Question



Listen for the Question is a listening routine built around a classroom discussion. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a classroom discussion | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening question and model how to note a speaker's claim separately from your own response.
- 2 Partner A explains an idea for a fixed time. Partner B listens, paraphrases the point and asks a follow-up before roles switch.
- 3 Ask each listener to report their partner's idea accurately and name one detail that supports it.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 32 OF 100

5 MIN | PAIRS

Identify Fact or Inference



Identify Fact or Inference is a listening routine built around a spoken conclusion. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a spoken conclusion | 5 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Mathematics Read a multi-step problem aloud. Learners note the quantities and units, then explain which operation the question requires.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 33 OF 100

7 MIN | PAIRS

Listen for the Correction



Listen for the Correction is a listening routine built around a self-corrected explanation. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a self-corrected explanation | 7 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 34 OF 100

9 MIN | SOLO -> PAIRS

Put the Audio in Order



Put the Audio in Order is a listening routine built around four sentence strips. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need four sentence strips | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short oral explanation or set of instructions with a clear sequence. Give learners numbered cards or a simple note frame.
- 2 Learners listen once for the overall task and again to arrange steps or mark sequence words such as first, next and finally.
- 3 Pairs compare their sequence and explain which spoken clue helped them decide; replay any uncertain section.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 35 OF 100

11 MIN | PAIRS

Listen for the Main Idea First



Listen for the Main Idea First is a listening routine built around a short lesson explanation. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short lesson explanation | 11 min | Pairs

HOW TO RUN IT

- 1 Play or read a short passage once. Ask learners to listen for the central idea without writing full sentences.
- 2 Partners take turns giving a brief retelling. The listener adds one missed detail and asks one clarifying question.
- 3 Check the summary against the source and identify which detail was essential to the meaning.

TRY IT IN THIS SUBJECT

English Read a short scene aloud. Learners note what a character says, what they do and one inference supported by both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 36 OF 100

3 MIN | PAIRS

Find the Detail That Changed



Find the Detail That Changed is a listening routine built around two versions of a result. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for detail

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need two versions of a result | 3 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Design Explain a making process without showing it. Partners sequence the steps, ask for clarification and check the order by retelling.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 37 OF 100

5 MIN | SOLO -> PAIRS

Follow a Verbal Model



Follow a Verbal Model is a listening routine built around a teacher think-aloud. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a teacher think-aloud | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 38 OF 100

7 MIN | PAIRS

Listen for the Relationship



Listen for the Relationship is a listening routine built around a description of a graph. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a description of a graph | 7 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Mathematics Read a multi-step problem aloud. Learners note the quantities and units, then explain which operation the question requires.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 39 OF 100

9 MIN | PAIRS

Catch the Command Word



Catch the Command Word is a listening routine built around an assessment prompt read aloud. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need an assessment prompt read aloud | 9 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 40 OF 100

11 MIN | SOLO -> PAIRS

Listen and Label



Listen and Label is a listening routine built around a blank diagram. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a blank diagram | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 41 OF 100

3 MIN | PAIRS

Note-Taking with Three Headings



Note-Taking with Three Headings is a listening routine built around a mini lesson. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a mini lesson | 3 min | Pairs

HOW TO RUN IT

- 1 Tell learners the listening purpose before a short explanation. Model notes that capture key ideas and relationships rather than every word.
- 2 Listen once for the main point and again for evidence, examples or sequence. Use a two-column note frame if helpful.
- 3 Pairs compare notes and produce a one-sentence summary; replay or restate one section to resolve a difference.

TRY IT IN THIS SUBJECT

English Read a short scene aloud. Learners note what a character says, what they do and one inference supported by both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 42 OF 100

5 MIN | PAIRS

Listen for What Is Uncertain



Listen for What Is Uncertain is a listening routine built around a report with a limitation. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a report with a limitation | 5 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Design Explain a making process without showing it. Partners sequence the steps, ask for clarification and check the order by retelling.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 43 OF 100

7 MIN | SOLO -> PAIRS

Partner Read-Back Check



Partner Read-Back Check is a listening routine built around a dictated explanation. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a dictated explanation | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening question and model how to note a speaker's claim separately from your own response.
- 2 Partner A explains an idea for a fixed time. Partner B listens, paraphrases the point and asks a follow-up before roles switch.
- 3 Ask each listener to report their partner's idea accurately and name one detail that supports it.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 44 OF 100

9 MIN | PAIRS

Listen for the Example and Non-Example



Listen for the Example and Non-Example is a listening routine built around a concept introduction. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a concept introduction | 9 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Mathematics Read a multi-step problem aloud. Learners note the quantities and units, then explain which operation the question requires.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 45 OF 100

11 MIN | PAIRS

Track Speaker Turns



Track Speaker Turns is a listening routine built around a short recorded discussion. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short recorded discussion | 11 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 46 OF 100

3 MIN | SOLO -> PAIRS

Listen, Then Choose a Solution



Listen, Then Choose a Solution is a listening routine built around a spoken problem. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a spoken problem | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 47 OF 100

5 MIN | PAIRS

Hear the Word Family



Hear the Word Family is a listening routine built around related terms in context. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need related terms in context | 5 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

English Read a short scene aloud. Learners note what a character says, what they do and one inference supported by both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 48 OF 100

7 MIN | PAIRS

Follow a Short Story of Change



Follow a Short Story of Change is a listening routine built around a sequence in geography or science. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sequencing

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a sequence in geography or science | 7 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Design Explain a making process without showing it. Partners sequence the steps, ask for clarification and check the order by retelling.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 49 OF 100

9 MIN | SOLO -> PAIRS

Listen for the Reason



Listen for the Reason is a listening routine built around a student answer. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a student answer | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Science Read a short explanation of a process twice. Learners note the sequence words, rebuild the process with a partner and check it against the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 50 OF 100

11 MIN | PAIRS

Catch the Summary Sentence



Catch the Summary Sentence is a listening routine built around a short presentation. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a short presentation | 11 min | Pairs

HOW TO RUN IT

- 1 Play or read a short passage once. Ask learners to listen for the central idea without writing full sentences.
- 2 Partners take turns giving a brief retelling. The listener adds one missed detail and asks one clarifying question.
- 3 Check the summary against the source and identify which detail was essential to the meaning.

TRY IT IN THIS SUBJECT

Mathematics Read a multi-step problem aloud. Learners note the quantities and units, then explain which operation the question requires.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 51 OF 100

3 MIN | PAIRS

Listen for What to Do Next



Listen for What to Do Next is a listening routine built around end-of-lesson instructions. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need end-of-lesson instructions | 3 min | Pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

History Play two short source accounts. Learners note the claim each speaker makes and one detail that supports it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 52 OF 100

5 MIN | SOLO -> PAIRS

One-Minute Listening Exit Ticket



One-Minute Listening Exit Ticket is a listening routine built around a final spoken recap. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A listening purpose and a second chance to check details help learners follow meaning without trying to capture every word.

What you need a final spoken recap | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a listening purpose and tell learners what information to notice. Provide a small note frame if useful.
- 2 Learners listen once for the main idea and again for a supporting detail, then compare notes with a partner.
- 3 Check understanding with a short retelling or response supported by something the speaker said.

TRY IT IN THIS SUBJECT

Geography Give a spoken weather forecast with a simple map. Learners listen for two locations and annotate the matching symbols.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which words or detail did you hear that helped you decide?"

LISTENING | 53 OF 100

4 MIN | PAIRS

Listen for the Shape of the Answer



Listen for the Shape of the Answer is a 4-minute listening routine. Listen for the speaker's main claim, supporting reasons and final qualification. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Speaker viewpoint

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need a short teacher explanation and three headings | 4 min | Pairs

HOW TO RUN IT

- 1 Set up a short teacher explanation and three headings; name the subject question and show a short model of the task.
- 2 Learners listen for the speaker's main claim, supporting reasons and final qualification. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Record the claim, two reasons and one qualification in a short explanation of adaptation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What in the example makes you say that?"

LISTENING | 54 OF 100

5 MIN | SOLO -> PAIRS

Audio Jigsaw Notes



Audio Jigsaw Notes is a 5-minute listening routine. Each group listens for a different strand of information and teaches it to the others. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Note-taking

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need three short audio clips or read-aloud sections | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up three short audio clips or read-aloud sections; name the subject question and show a short model of the task.
- 2 Learners each group listens for a different strand of information and teaches it to the others. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from History to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

History Groups listen for causes, experiences or consequences, then combine their notes into a fuller account.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

LISTENING | 55 OF 100

6 MIN | SMALL GROUPS

Listen, Pause, Predict



Listen, Pause, Predict is a 6-minute listening routine. Pause at a meaningful point and predict the next step using what has already been heard. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need short demonstration or recorded explanation | 6 min | Small groups

HOW TO RUN IT

- 1 Set up short demonstration or recorded explanation; name the subject question and show a short model of the task.
- 2 Learners pause at a meaningful point and predict the next step using what has already been heard. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Pause during a worked solution; predict the operation before the teacher continues.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"How would this change in a different subject example?"

LISTENING | 56 OF 100

7 MIN | PAIRS

Sound-to-Sequence Cards



Sound-to-Sequence Cards is a 7-minute listening routine. Listen for temporal signals and arrange picture or text cards in the order described. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Sequencing

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need sequence cards and a spoken explanation | 7 min | Pairs

HOW TO RUN IT

- 1 Set up sequence cards and a spoken explanation; name the subject question and show a short model of the task.
- 2 Learners listen for temporal signals and arrange picture or text cards in the order described. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Biology to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Biology Order the stages in a life cycle using clues such as first, later and eventually.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

LISTENING | 57 OF 100

8 MIN | SOLO -> PAIRS

One Speaker, Two Notes



One Speaker, Two Notes is an 8-minute listening routine. Listen once for the overall message and again for evidence, numbers or examples. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Listening for detail

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need short audio and two-column notes | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up short audio and two-column notes; name the subject question and show a short model of the task.
- 2 Learners listen once for the overall message and again for evidence, numbers or examples. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography First note the overall pattern in a climate report, then capture the figures that support it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

LISTENING | 58 OF 100

9 MIN | SMALL GROUPS

Listen for What Is Not Said



Listen for What Is Not Said is a 9-minute listening routine. Notice uncertainty, hesitation or missing evidence and distinguish it from a stated fact. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need short claim or audio extract | 9 min | Small groups

HOW TO RUN IT

- 1 Set up short claim or audio extract; name the subject question and show a short model of the task.
- 2 Learners notice uncertainty, hesitation or missing evidence and distinguish it from a stated fact. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Media studies to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Media studies Mark where a speaker offers an opinion without evidence and formulate a fair follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

LISTENING | 59 OF 100

4 MIN | PAIRS

Partner Dictation with Repair



Partner Dictation with Repair is a 4-minute listening routine. One learner dictates a description; the listener asks for clarification and checks the final version. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need diagram or short description | 4 min | Pairs

HOW TO RUN IT

- 1 Set up diagram or short description; name the subject question and show a short model of the task.
- 2 Learners one learner dictates a description; the listener asks for clarification and checks the final version. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Describe a labelled circuit; the listener asks about direction, component and connection.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What in the example makes you say that?"

LISTENING | 60 OF 100

5 MIN | SOLO -> PAIRS

Listen and Build the Diagram



Listen and Build the Diagram is a 5-minute listening routine. Add one part at a time as the speaker describes relationships between components. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Speaker viewpoint

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need blank diagram frame and spoken instructions | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up blank diagram frame and spoken instructions; name the subject question and show a short model of the task.
- 2 Learners add one part at a time as the speaker describes relationships between components. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Biology to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Biology Build a food web from oral descriptions of organisms and feeding relationships.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

LISTENING | 61 OF 100

6 MIN | SMALL GROUPS

Signal Word Tally



Signal Word Tally is a 6-minute listening routine. Track contrast, cause, example and conclusion words during a short explanation. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need listening grid with four signal types | 6 min | Small groups

HOW TO RUN IT

- 1 Set up listening grid with four signal types; name the subject question and show a short model of the task.
- 2 Learners track contrast, cause, example and conclusion words during a short explanation. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Tally how a speaker uses "however", "because" and "for example" to organise an argument.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"How would this change in a different subject example?"

LISTENING | 62 OF 100

7 MIN | PAIRS

The Changed Detail



The Changed Detail is a 7-minute listening routine. Listen to two similar descriptions and identify the single detail that changes the meaning. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Listening for detail

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need paired descriptions or read-alouds | 7 min | Pairs

HOW TO RUN IT

- 1 Set up paired descriptions or read-alouds; name the subject question and show a short model of the task.
- 2 Learners listen to two similar descriptions and identify the single detail that changes the meaning. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Hear two sets of instructions and spot which value, unit or condition differs.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

LISTENING | 63 OF 100

8 MIN | SOLO -> PAIRS

Listen for the Evidence Choice



Listen for the Evidence Choice is an 8-minute listening routine. Identify which source or observation a speaker uses to support a conclusion. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Speaker viewpoint

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need teacher think-aloud or student presentation | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up teacher think-aloud or student presentation; name the subject question and show a short model of the task.
- 2 Learners identify which source or observation a speaker uses to support a conclusion. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Note the observation behind a conclusion and decide whether it is relevant.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

LISTENING | 64 OF 100

9 MIN | SMALL GROUPS

Follow the Verbal Demonstration



Follow the Verbal Demonstration is a 9-minute listening routine. Listen for action verbs and equipment names, then perform the steps in order. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Sequencing

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need demonstration and action checklist | 9 min | Small groups

HOW TO RUN IT

- 1 Set up demonstration and action checklist; name the subject question and show a short model of the task.
- 2 Learners listen for action verbs and equipment names, then perform the steps in order. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Art to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Art Follow spoken instructions for a printmaking sequence and check each tool and action.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

LISTENING | 65 OF 100

4 MIN | PAIRS

Two Listeners, Two Purposes



Two Listeners, Two Purposes is a 4-minute listening routine. Listeners hear the same text for different purposes and compare the information they selected. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need short audio and paired focus cards | 4 min | Pairs

HOW TO RUN IT

- 1 Set up short audio and paired focus cards; name the subject question and show a short model of the task.
- 2 Learners listen to the same text for different purposes and compare the information they selected. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English One listener tracks character actions; another listens for changes in mood.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What in the example makes you say that?"

LISTENING | 66 OF 100

5 MIN | SOLO -> PAIRS

Listen, Sketch, Label



Listen, Sketch, Label is a 5-minute listening routine. Sketch the described object first, then add labels from a second listen. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need plain paper and short spoken description | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up plain paper and short spoken description; name the subject question and show a short model of the task.
- 2 Learners sketch the described object first, then add labels from a second listen. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Design technology to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Design technology Sketch a product from its dimensions and features, then add precise labels.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

LISTENING | 67 OF 100

6 MIN | SMALL GROUPS

Reason or Example?



Reason or Example? is a 6-minute listening routine. Sort spoken statements into reasons, examples and conclusions, then explain the sequence. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Sequencing

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need spoken argument and sorting grid | 6 min | Small groups

HOW TO RUN IT

- 1 Set up spoken argument and sorting grid; name the subject question and show a short model of the task.
- 2 Learners sort spoken statements into reasons, examples and conclusions, then explain the sequence. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Humanities to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Humanities Separate a historical claim from the evidence example and the final conclusion.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"How would this change in a different subject example?"

LISTENING | 68 OF 100

7 MIN | PAIRS

Listen for the Repair



Listen for the Repair is a 7-minute listening routine. Notice when a speaker corrects, clarifies or revises an earlier statement. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Speaker viewpoint

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need short explanation containing a self-correction | 7 min | Pairs

HOW TO RUN IT

- 1 Set up short explanation containing a self-correction; name the subject question and show a short model of the task.
- 2 Learners notice when a speaker corrects, clarifies or revises an earlier statement. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Record the corrected step in a solution and explain why the first statement changed.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

LISTENING | 69 OF 100

8 MIN | SOLO -> PAIRS

Replay Only the Useful Moment



Replay Only the Useful Moment is an 8-minute listening routine. Choose the short section worth replaying to answer a question, rather than replaying everything. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need short recorded explanation and question | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up short recorded explanation and question; name the subject question and show a short model of the task.
- 2 Learners choose the short section worth replaying to answer a question, rather than replaying everything. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Locate the explanation of a variable and replay only that segment to capture its definition.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

LISTENING | 70 OF 100

9 MIN | SMALL GROUPS

Listener Summary Swap



Listener Summary Swap is a 9-minute listening routine. Write a one-line summary, exchange it, and check whether the listener preserved the speaker's main point. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Speaker viewpoint

WHY IT HELPS

This gives listening a clear purpose and helps learners organise what they hear. A brief check, replay or response can build accuracy without asking them to process everything at once.

What you need short talk and summary slip | 9 min | Small groups

HOW TO RUN IT

- 1 Set up short talk and summary slip; name the subject question and show a short model of the task.
- 2 Learners write a one-line summary, exchange it, and check whether the listener preserved the speaker's main point. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Summarise a peer's interpretation, then ask the speaker to confirm or refine it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

LISTENING | 71 OF 100

5 MIN | PAIRS

Before the Audio: Predict



Use a title, image or key terms to predict the topic and write one question to listen for. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Pre-listening prediction | ★☆☆ Independent response

WHY IT HELPS

A clear prediction gives learners a listening purpose and activates relevant knowledge.

What you need a short audio, image or topic prompt | 5 min | Pairs

HOW TO RUN IT

- 1 Show the title or image without playing the audio.
- 2 Pairs predict the likely topic and note one clue behind their prediction.
- 3 Set one listening question, then return to the prediction after the first listen.

TRY IT IN THIS SUBJECT

Science Use a labelled diagram to predict what a short explanation of a water cycle will cover.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What clue shaped your prediction?"

LISTENING | 72 OF 100

7 MIN | SOLO -> PAIRS

Before the Audio: Sort Key Words



Learners sort a few essential words into known, unsure and new, then listen to check how they are used. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Pre-listening vocabulary | ★☆☆ Independent response

WHY IT HELPS

A small preview lowers avoidable vocabulary load without giving away the message.

What you need six to eight key words or images | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose no more than eight words needed to follow the input.
- 2 Learners sort them by confidence and predict two likely connections.
- 3 After listening, they revise the sort and explain one new connection.

TRY IT IN THIS SUBJECT

Geography Sort words for erosion, transport and deposition before hearing a river-process explanation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which word became clearer from the way the speaker used it?"

LISTENING | 73 OF 100

9 MIN | SMALL GROUPS

First Listen: Catch the Gist



Ask one broad question; learners listen once and choose the best main-idea summary. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Listening for gist | ★☆☆ Independent response

WHY IT HELPS

A gist listen trains learners to hold onto the overall message instead of chasing every word.

What you need a short spoken explanation or recording | 9 min | Small groups

HOW TO RUN IT

- 1 Provide a broad question with three plausible summaries.
- 2 Play or deliver the input once without pausing.
- 3 Learners choose a summary and name one clue that supports it.

TRY IT IN THIS SUBJECT

History Listen to a short account and decide whether it mainly explains a cause, an event or a consequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What was the speaker mainly trying to explain?"

LISTENING | 74 OF 100

11 MIN | PAIRS

Second Listen: Find the Detail



Learners listen again for named details, numbers or examples and record only the requested information. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Listening for detail | ★☆☆ Independent response

WHY IT HELPS

A narrow second-listen goal makes replay useful and keeps note-taking manageable.

What you need a short input and a three-item note grid | 11 min | Pairs

HOW TO RUN IT

- 1 Prepare a three-box grid with the exact details to catch.
- 2 Replay the input, pausing only at natural section breaks if needed.
- 3 Learners compare notes and identify the words or signals that helped.

TRY IT IN THIS SUBJECT

Mathematics Listen for the quantities in a worked problem and record the values with their units.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which detail answers each box in the grid?"

LISTENING | 75 OF 100

13 MIN | SOLO -> PAIRS

While Listening: Step Cards



Learners arrange process steps while they listen, then check the order against signal words. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Listening for sequence | ★☆☆ Independent response

WHY IT HELPS

Sequencing keeps attention on relationships and order during spoken explanations.

What you need four to six process cards | 13 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare image or text cards for the stages, shuffled.
- 2 Read or play the explanation once while learners order cards.
- 3 Listen again for first, next, after and finally; revise and justify the sequence.

TRY IT IN THIS SUBJECT

Food technology Order the steps in a safe preparation routine from spoken instructions.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which word told you the next step was coming?"

LISTENING | 76 OF 100

5 MIN | SMALL GROUPS

While Listening: Signal Word Hunt



Learners tally contrast, cause, example and sequence signals while listening. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Listening for discourse signals | ★☆☆ Independent response

WHY IT HELPS

Signal words help listeners predict how an explanation is organised.

What you need a short explanation with clear signposting | 5 min | Small groups

HOW TO RUN IT

- 1 Choose a short input containing several clear signposts.
- 2 Give listeners four symbols for cause, contrast, example and sequence.
- 3 After listening, compare tallies and connect each signal to the idea that followed.

TRY IT IN THIS SUBJECT

Science Listen for because, but and for example in a spoken explanation of results.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What kind of idea followed that signal?"

LISTENING | 77 OF 100

7 MIN | PAIRS

While Listening: Who Said What?



Learners match claims to speakers and mark one phrase that reveals each viewpoint. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Listening for speaker and viewpoint | ★☆☆ Independent response

WHY IT HELPS

Attributing ideas accurately helps learners follow discussion and compare perspectives.

What you need a dialogue or two short viewpoints | 7 min | Pairs

HOW TO RUN IT

- 1 Prepare a two-column speaker grid and one key question.
- 2 Listen once to identify who is speaking and the topic.
- 3 Listen again to match each claim to its speaker and note the supporting phrase.

TRY IT IN THIS SUBJECT

Humanities Match two speakers' views about a local planning decision to their reasons.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which phrase helped you identify the speaker's position?"

LISTENING | 78 OF 100

9 MIN | SOLO -> PAIRS

While Listening: Sketch the Explanation



Learners sketch arrows or a simple model while listening, then label the links they heard. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Listening for relationships | ★☆☆ Independent response

WHY IT HELPS

A quick visual model can hold relationships that are hard to capture in full notes.

What you need paper and a short explanation | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose an explanation with a small number of connected ideas.
- 2 Model a simple box-and-arrow layout before listening.
- 3 Learners draw the links, then replay to add or correct one connection.

TRY IT IN THIS SUBJECT

Biology Sketch how a change in light affects a plant's growth and label the spoken links.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which arrow represents a link the speaker actually explained?"

LISTENING | 79 OF 100

11 MIN | SMALL GROUPS

Listen, Pause, Paraphrase



After each chunk, learners say the point in their own words before the next part begins. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Listening and paraphrasing | ★☆☆ Independent response

WHY IT HELPS

Pausing to paraphrase helps listeners check meaning as the message unfolds.

What you need a short talk delivered in three chunks | 11 min | Small groups

HOW TO RUN IT

- 1 Divide a short explanation into three natural chunks.
- 2 After each chunk, give quiet thinking time and ask pairs to paraphrase.
- 3 Continue the input and let listeners revise their summary as new information arrives.

TRY IT IN THIS SUBJECT

English Paraphrase a character's motivation after each section of a short spoken analysis.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"How would you explain that point to someone who missed it?"

LISTENING | 80 OF 100

13 MIN | PAIRS

Listen for the Missing Step



Learners hear a process, identify a missing step and support their proposed link with what they heard. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Listening for implication | ★☆☆ Independent response

WHY IT HELPS

Listeners can use connected details to infer what a speaker has left implicit.

What you need a process explanation with one unstated link | 13 min | Pairs

HOW TO RUN IT

- 1 Choose an explanation with a clear but unstated causal link.
- 2 Learners note the stated stages during the first listen.
- 3 They propose the missing link and point to the spoken details that support it.

TRY IT IN THIS SUBJECT

Science Infer why cooling slows particle movement from the stated changes in energy and motion.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which spoken details make that link reasonable?"

LISTENING | 81 OF 100

5 MIN | SOLO -> PAIRS

After Listening: Evidence Response



Learners answer a subject question using one heard detail and explain how it supports the answer. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Post-listening response | ★☆☆ Independent response

WHY IT HELPS

A post-listening task turns comprehension into evidence-based subject thinking.

What you need a short input and one follow-up question | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a question that needs both the main point and one supporting detail.
- 2 Pairs compare what they heard and agree on the strongest detail.
- 3 Each learner writes or says an independent answer using that evidence.

TRY IT IN THIS SUBJECT

Geography Use a heard statistic and explanation to judge which area faces greater flood risk.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which detail from the speaker supports your answer?"

LISTENING | 82 OF 100

7 MIN | SMALL GROUPS

After Listening: Compare Notes



Partners compare notes, mark one gap and listen again only for the missing point. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Post-listening collaboration | ★☆☆ Independent response

WHY IT HELPS

Comparing notes reveals uncertainty and makes a targeted replay more purposeful.

What you need two sets of incomplete notes | 7 min | Small groups

HOW TO RUN IT

- 1 Give pairs different note grids with one missing item each.
- 2 They explain what they captured and identify the unresolved point.
- 3 Replay only the relevant section, then complete and check both grids.

TRY IT IN THIS SUBJECT

Mathematics Compare notes from a spoken worked solution and replay the step where methods differ.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"Which point did you need to hear again?"

LISTENING | 83 OF 100

8 MIN | SMALL GROUPS

Preview the Route



Preview the Route is a practical listening routine for pre-listening prediction. It takes about 8 min and uses a title and three key images.

SKILL FOCUS ★★☆☆ Pre-listening prediction

WHY IT HELPS

Prediction gives listeners a purpose and a framework for the first listen.

What you need a title and three key images | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a title and three key images and share the purpose: pre-listening prediction. Keep the source or subject question visible.
- 2 Inspect the title and images, predict the topic and arrange the images in a possible order. Listen once to check the route.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Predict the route of an explanation about how a delta forms.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about pre-listening prediction, and what evidence helped you decide?"

LISTENING | 84 OF 100

5 MIN | PAIRS

Listen for the Big Change



Listen for the Big Change is a practical listening routine for listening for gist. It takes about 5 min and uses a short explanation with a before-and-after.

SKILL FOCUS ★★☆☆ Listening for gist

WHY IT HELPS

A broad change question helps listeners attend to the message as a whole.

What you need a short explanation with a before-and-after | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a short explanation with a before-and-after and share the purpose: listening for gist. Keep the source or subject question visible.
- 2 Listen for what changes from the beginning to the end. Select a summary and name one clue.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Hear how a material changes as it is heated and cooled.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for gist, and what evidence helped you decide?"

LISTENING | 85 OF 100

7 MIN | SOLO -> PAIRS

Catch the Contrast



Catch the Contrast is a practical listening routine for listening for contrast. It takes about 7 min and uses two options or viewpoints in spoken input.

SKILL FOCUS ★★☆☆ Listening for contrast

WHY IT HELPS

Contrast markers signal where a speaker changes direction or compares ideas.

What you need two options or viewpoints in spoken input | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare two options or viewpoints in spoken input and share the purpose: listening for contrast. Keep the source or subject question visible.
- 2 Listen for but, however and unlike. Make a two-column note showing what differs.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Humanities Compare two spoken viewpoints on a local planning decision.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for contrast, and what evidence helped you decide?"

LISTENING | 86 OF 100

8 MIN | SMALL GROUPS

Listen and Label the Diagram



Listen and Label the Diagram is a practical listening routine for listening for spatial detail. It takes about 8 min and uses a blank diagram and spoken description.

SKILL FOCUS ★★☆☆ Listening for spatial detail

WHY IT HELPS

Linking spoken language to a visual supports attention to spatial detail.

What you need a blank diagram and spoken description | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a blank diagram and spoken description and share the purpose: listening for spatial detail. Keep the source or subject question visible.
- 2 Add labels or arrows as you listen. Replay once to check positions and relationships, then explain one connection.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Biology Label a simple diagram of the lungs from a short oral explanation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for spatial detail, and what evidence helped you decide?"

LISTENING | 87 OF 100

5 MIN | PAIRS

Number, Unit, Meaning



Number, Unit, Meaning is a practical listening routine for listening for quantities. It takes about 5 min and uses a short worked example.

SKILL FOCUS ★★☆☆ Listening for quantities

WHY IT HELPS

Numbers are easier to interpret when listeners retain their units and context.

What you need a short worked example | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a short worked example and share the purpose: listening for quantities. Keep the source or subject question visible.
- 2 Record each number with its unit and what it measures. Compare notes and correct any mismatch on a second listen.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Record values and units from a spoken explanation of speed.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for quantities, and what evidence helped you decide?"

LISTENING | 88 OF 100

7 MIN | SOLO -> PAIRS

Listen for the Speaker's Goal



Listen for the Speaker's Goal is a practical listening routine for identifying purpose. It takes about 7 min and uses a short announcement or explanation.

SKILL FOCUS ★★☆☆ Identifying purpose

WHY IT HELPS

Recognising purpose helps listeners interpret what details matter.

What you need a short announcement or explanation | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short announcement or explanation and share the purpose: identifying purpose. Keep the source or subject question visible.
- 2 Choose whether the speaker is explaining, persuading, instructing or reporting. Cite one phrase that signals the purpose.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

English Identify whether a spoken review mainly describes or persuades.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about identifying purpose, and what evidence helped you decide?"

LISTENING | 89 OF 100

8 MIN | SMALL GROUPS

Hold the First Point



Hold the First Point is a practical listening routine for listening memory. It takes about 8 min and uses a three-part explanation.

SKILL FOCUS ★★☆☆ Listening memory

WHY IT HELPS

Staging notes reduces the pressure to capture everything at once.

What you need a three-part explanation | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a three-part explanation and share the purpose: listening memory. Keep the source or subject question visible.
- 2 Note only the first key point on the first listen. On the second, add two supporting points and connect them.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

History Capture the main cause first, then add two details from an account.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening memory, and what evidence helped you decide?"

LISTENING | 90 OF 100

5 MIN | PAIRS

Pause and Predict the Next Step



Pause and Predict the Next Step is a practical listening routine for while-listening inference. It takes about 5 min and uses an explanation with clear sequence.

SKILL FOCUS ★★☆☆ While-listening inference

WHY IT HELPS

Prediction keeps listeners actively relating each new point to what came before.

What you need an explanation with clear sequence | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare an explanation with clear sequence and share the purpose: while-listening inference. Keep the source or subject question visible.
- 2 Pause at a natural point and predict what the speaker will explain next. Resume listening and revise the prediction.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Physics Predict the next stage in a demonstration of a simple force.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about while-listening inference, and what evidence helped you decide?"

LISTENING | 91 OF 100

7 MIN | SOLO -> PAIRS

Listen for the Example



Listen for the Example is a practical listening routine for listening for examples. It takes about 7 min and uses a spoken explanation with examples.

SKILL FOCUS ★★☆☆ Listening for examples

WHY IT HELPS

Examples help listeners connect an abstract idea to a specific case.

What you need a spoken explanation with examples | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a spoken explanation with examples and share the purpose: listening for examples. Keep the source or subject question visible.
- 2 Mark each example and the general idea it illustrates. Tell a partner how the example makes the idea clearer.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Match a spoken example to the rule for a number pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for examples, and what evidence helped you decide?"

LISTENING | 92 OF 100

8 MIN | SMALL GROUPS

Voice and Emphasis



Voice and Emphasis is a practical listening routine for listening for emphasis. It takes about 8 min and uses a short spoken explanation.

SKILL FOCUS ★★☆☆ Listening for emphasis

WHY IT HELPS

Voice cues can show which point a speaker considers especially important.

What you need a short spoken explanation | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a short spoken explanation and share the purpose: listening for emphasis. Keep the source or subject question visible.
- 2 Listen for pauses, stress and repeated words. Mark what the speaker emphasises and compare it with the main idea.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

English Notice how stress changes emphasis in a short spoken interpretation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for emphasis, and what evidence helped you decide?"

LISTENING | 93 OF 100

5 MIN | PAIRS

Listen for the Condition



Listen for the Condition is a practical listening routine for listening for qualification. It takes about 5 min and uses an explanation with if, unless or only when.

SKILL FOCUS ★★☆☆ Listening for qualification

WHY IT HELPS

Conditions often define the limits of a subject rule or claim.

What you need an explanation with if, unless or only when | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare an explanation with if, unless or only when and share the purpose: listening for qualification. Keep the source or subject question visible.
- 2 Record the main rule and the condition attached to it. Explain what changes if the condition is not met.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Listen for when a simple rule about dissolving applies.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for qualification, and what evidence helped you decide?"

LISTENING | 94 OF 100

7 MIN | SOLO -> PAIRS

Who, What, Why Grid



Who, What, Why Grid is a practical listening routine for listening for key information. It takes about 7 min and uses a short report or account.

SKILL FOCUS ★★☆☆ Listening for key information

WHY IT HELPS

A focused grid supports selective listening and useful replay.

What you need a short report or account | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short report or account and share the purpose: listening for key information. Keep the source or subject question visible.
- 2 Fill a three-box grid for people, event and reason. Listen again only for the box that remains uncertain.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

History Capture who acted, what changed and why in a short oral account.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for key information, and what evidence helped you decide?"

LISTENING | 95 OF 100

8 MIN | SMALL GROUPS

After Listening: Teach It Back



After Listening: Teach It Back is a practical listening routine for post-listening retell. It takes about 8 min and uses a short explanation and a partner.

SKILL FOCUS ★★☆☆ Post-listening retell

WHY IT HELPS

Teaching back reveals what listeners can organise and recall independently.

What you need a short explanation and a partner | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a short explanation and a partner and share the purpose: post-listening retell. Keep the source or subject question visible.
- 2 Retell the explanation to a partner without the recording. The listener checks one detail against notes or a visual.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Biology Retell how a simple food chain transfers energy.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about post-listening retell, and what evidence helped you decide?"

LISTENING | 96 OF 100

5 MIN | PAIRS

Compare Prediction and Message



Compare Prediction and Message is a practical listening routine for post-listening reflection. It takes about 5 min and uses a first prediction and a short audio.

SKILL FOCUS ★★☆☆ Post-listening reflection

WHY IT HELPS

Reflection helps learners notice how listening updates an initial idea.

What you need a first prediction and a short audio | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a first prediction and a short audio and share the purpose: post-listening reflection. Keep the source or subject question visible.
- 2 Return to the prediction. Mark one part confirmed and one part changed by the input, with evidence for each.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Compare a prediction about a weather pattern with a short forecast.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about post-listening reflection, and what evidence helped you decide?"

LISTENING | 97 OF 100

7 MIN | SOLO -> PAIRS

Listen, Choose, Justify



Listen, Choose, Justify is a practical listening routine for listening for decision evidence. It takes about 7 min and uses three options and spoken clues.

SKILL FOCUS ★★☆☆ Listening for decision evidence

WHY IT HELPS

Selecting and justifying an answer makes careful listening observable.

What you need three options and spoken clues | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare three options and spoken clues and share the purpose: listening for decision evidence. Keep the source or subject question visible.
- 2 Choose an option while listening, then note the clue that made it strongest. Explain why one alternative does not fit.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Choose a suitable material from spoken property clues.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for decision evidence, and what evidence helped you decide?"

LISTENING | 98 OF 100

8 MIN | SMALL GROUPS

Replay the Repair



Replay the Repair is a practical listening routine for listening for self-correction. It takes about 8 min and uses a speaker who revises a statement.

SKILL FOCUS ★★☆☆ Listening for self-correction

WHY IT HELPS

Noticing repair helps listeners track how a speaker clarifies meaning.

What you need a speaker who revises a statement | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a speaker who revises a statement and share the purpose: listening for self-correction. Keep the source or subject question visible.
- 2 Listen for a correction or restart. Record the first idea and the repaired idea, then explain which one stands.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Hear a worked solution where the speaker catches and fixes a calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for self-correction, and what evidence helped you decide?"

LISTENING | 99 OF 100

5 MIN | PAIRS

Sound to Sequence



Sound to Sequence is a practical listening routine for listening for order. It takes about 5 min and uses a process with five shuffled cards.

SKILL FOCUS ★★☆☆ Listening for order

WHY IT HELPS

Combining sequence cards with signal words supports both gist and detail.

What you need a process with five shuffled cards | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a process with five shuffled cards and share the purpose: listening for order. Keep the source or subject question visible.
- 2 Arrange cards during the first listen. On replay, mark the signal word that confirms each transition.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Food technology Order the spoken steps for a practical task and cite the transition words.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about listening for order, and what evidence helped you decide?"

LISTENING | 100 OF 100

7 MIN | SOLO -> PAIRS

After Listening: One Detail, One Question



After Listening: One Detail, One Question is a practical listening routine for post-listening response. It takes about 7 min and uses a short talk and a reflection card.

SKILL FOCUS ★★☆☆ Post-listening response

WHY IT HELPS

A brief response connects accurate recall to further inquiry.

What you need a short talk and a reflection card | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short talk and a reflection card and share the purpose: post-listening response. Keep the source or subject question visible.
- 2 Write one detail that stayed with you and one question the talk raised. Use the detail to explain why the question matters.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Art Record one detail about an artwork and a question about the artist's choice.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Set a listening purpose, allow a first listen for the main idea and replay a short section for detail.

CHECK LEARNING

Can each learner retell the key idea and identify one detail they heard?

TEACHER LANGUAGE

"What did you notice about post-listening response, and what evidence helped you decide?"