

Choose the message. Check the demand.

LS1 | Listening selection mini-pack | Teachers of adults and teens | 30-minute teacher trial

We want useful listening, not a memory contest with extra paperwork. This original pack gives us a selection checklist, one teacher-read message, two response routes and a record for the next decision. Suggested A2-B1 starting point; try it with your learners rather than treat that label as a guarantee.

Choose an outcome before a recording

Our example: understand a change to a study-group plan well enough to arrive at the right place and time. A learner can show understanding by pointing, selecting, saying or noting a few words. Spelling and full sentences are not the listening target.

Check separately	What we look for / a useful adjustment
Vocabulary	Which words carry the answer? Check café next door and half past with a different example beforehand if needed. Do not explain the actual meeting answers.
Delivery	Check sound quality, pace, pauses, reductions and number of speakers. Read naturally and clearly; time your own rehearsal. Keep full reads similar. Repair faulty sound before judging language understanding.
Length and density	Count information changes, not just words or seconds. Our message contains corrected plans, a request and a fallback. Use an excerpt if keeping all of that in mind obscures the chosen goal.
Familiarity	Do learners understand a study group, a voicemail and the idea of changing a plan? Give a brief context. Do not assume everyone knows cafés, libraries or local meeting customs.
Response demand	Do learners select two answers or recall and report six details? Check reading load, writing speed, distractors and memory delay. Simplify the response before deciding that the recording is too hard.

Our 30-minute teacher trial

0-5: choose the outcome and context. 5-10: rehearse the message and check equipment. 10-15: prepare a response route. 15-23: run the two listens, comparison and targeted replay. 23-30: check individual evidence and choose one adjustment. This is a planning trial, not a fixed lesson length.

Access is part of the plan

Ask what helps learners access sound and the response sheet. Offer a suitable position, volume, accessible print or agreed alternative. If a transcript is needed earlier, provide it and record that support. We are supporting participation, not administering a standardised test.

One message, two response routes

Teacher page | Original fictional voicemail | Keep the script off the learner sheet unless needed for access

Hi Jo, it's Kim. About our study group on Thursday: the library closes early, so let's meet in the café next door instead. Not the café opposite the station. Let's start at half past four, not four, because my class finishes late. Bring your notebook. You don't need to print the article; I'll bring copies. We can read together and choose two questions for Friday's class. Please send me a message before lunchtime on Thursday to say if you can come. If the café is full, we'll decide on another place when we meet.

How we deliver it

Introduce Jo receiving Kim's message about a study group on Thursday. Let learners read the task before listening. Read the whole message once naturally, allow individual answers then comparison, and read it again with similar wording and pace. Learners can request the sentence they need. Avoid theatrical stress on the answers. The script is controlled teacher-read practice, not an episode extract or an audio download.

Route A: lower response demand	Route B: higher response demand
Same message and delivery. Select the new place and time from a short set of choices. Prompts stay visible; no sentence writing.	Same message and delivery. Make keyword notes for a complete plan and pass it to an absent classmate. Six details must be selected and organised. Prompts stay visible.
Outcome: café next door to the library; 4.30. These are enough for our arrival goal.	Outcome: café next door to the library; Thursday at 4.30; notebook; Kim brings article copies; confirm before Thursday lunchtime; decide another place together if full.

Answer guidance and evidence

Route A: B and B. Place evidence: café next door instead. Time evidence: half past four, not four. Accept pointing, letters or spoken choices. Correct selection alone does not tell us whether the learner understood or guessed; ask what helped, and use another short example later.

Route B: café next door to the library, Thursday 4.30, notebook, Kim brings copies, message before lunchtime Thursday, decide another place when they meet if full. The alternative location is not specified. Accept equivalent wording and keyword notes. Do not mark harmless spelling as a listening error.

What have we changed?

The text, vocabulary, length, speaker and delivery stay the same. B requires more detail selection, memory, note-taking and reporting. Difficulty is relative to the learner and goal; B is not an official higher-level test. Use either route first according to need. A learner doing B after A has extra exposure, so the results cannot be treated as a fair level comparison.

Evidence, adjustment and next choice

Teacher record | One task result is a clue, not a diagnosis of a learner's level

A worked decision

Fictional example: Noor selects the right place and time in A. In B, Noor's notes give the correct place, time and notebook but omit the confirmation deadline. On a targeted replay, Noor says before lunchtime on Thursday correctly. We have evidence that Noor understood that detail on replay; we do not yet know why it was omitted earlier. Next time we keep the full message and delivery, use a shorter note grid and ask for an immediate keyword response to the deadline. We record the change and look again.

What we observe	What we check / change next
The sound is distorted or cuts out	Repair sound, move or change equipment. Repeat with working audio before interpreting a language difficulty.
A crucial word is unfamiliar	Check the word in another example. Revisit a short part of the message and record the help.
The written prompt is misunderstood	Explain the task with an unrelated example; offer pointing or speech. Check listening separately from reading.
A detail is understood on replay but missing in notes	Reduce response load or memory delay. Ask for that detail immediately. Do not automatically select easier vocabulary.
Individual evidence meets the chosen outcome	Try a fresh message with comparable response demands. Add one demand only if it serves the next learning goal.

Learners, chosen purpose and reason this text fits:

Text / length / delivery / essential vocabulary / familiar context:

Response route, access support and replays offered:

Individual evidence, uncertainty and one next adjustment:

Next step: a complete listening-to-speaking lesson

Use LSP1: Listening, a change of plan for a 45-minute lesson with a different original voicemail, learner sheets, answers and a changed-plan conversation. LS1 helps us choose and adapt; LSP1 supplies the longer lesson.

Gav and Em suggest: choose one useful outcome, check what made it difficult, then change one thing. We can learn more from a small, visible adjustment than from announcing that the whole class is bad at listening.