



BRITISH LEARNING CENTRE

CAMBRIDGE IGCSE · 0510 / 0511

# English as a Second Language

## Listening

---

Strategies, skills practice and exam-style listening exercises for Cambridge IGCSE English as a Second Language, with original audio scripts for a teacher or parent to read aloud, a two-part practice paper and full answers.

Name: .....

---

Key knowledge · Practice · Exam-style questions · Mark schemes

# How to use this workbook

1

## Key knowledge

Read the notes, worked examples and common mistakes.

2

## Practice

Build the skill on Sheet A.

3

## Exam-style

Answer exam-style questions on Sheet B. Marks are shown in [ ].

4

## Check & reflect

Mark your work with the mark scheme, then colour the tracker.

## My progress tracker

Colour each row: **Red** = not yet · **Amber** = nearly · **Green** = secure.

| #  | Exercise                                         | Topic · I can...                                                                                                                           | R | A | G |
|----|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1  | <b>L Ex 1–5</b><br>Core & Extended               | <b>Predicting answers before you listen</b><br>I can use the questions to predict the type of answer I will hear.                          |   |   |   |
| 2  | <b>L Ex 1, L Ex 2</b><br>Core & Extended         | <b>Spelling, numbers, dates and prices</b><br>I can write down names, dates, times, prices and phone numbers accurately.                   |   |   |   |
| 3  | <b>L Ex 1</b><br>Core & Extended                 | <b>Short announcements and messages</b><br>I can pick out key facts from short messages and write brief, accurate answers.                 |   |   |   |
| 4  | <b>L Ex 2</b><br>Core & Extended                 | <b>Short conversations: multiple choice</b><br>I can choose the correct option about facts, feelings and decisions in short conversations. |   |   |   |
| 5  | <b>L Ex 1, L Ex 2, L Ex 5</b><br>Core & Extended | <b>Spotting distractors</b><br>I can recognise when a speaker mentions, rejects or corrects information so I avoid traps.                  |   |   |   |
| 6  | <b>L Ex 3</b><br>Core & Extended                 | <b>Completing notes from a talk</b><br>I can complete notes with the exact words or numbers I hear in a talk.                              |   |   |   |
| 7  | <b>L Ex 4</b><br>Core & Extended                 | <b>Matching speakers to opinions</b><br>I can match each speaker to the opinion they express, ignoring ideas they mention but reject.      |   |   |   |
| 8  | <b>L Ex 5</b><br>Core & Extended                 | <b>Longer interviews: multiple choice</b><br>I can follow a longer interview and answer questions on details, opinions and reasons.        |   |   |   |
| 9  | <b>L Ex 3</b><br>Core & Extended                 | <b>Signposting in talks and lectures</b><br>I can use signpost words to follow the structure of a talk and complete notes.                 |   |   |   |
| 10 | <b>L Ex 1–5</b><br>Core & Extended               | <b>Accents and connected speech</b><br>I can understand fast, natural speech and speakers with different English accents.                  |   |   |   |
| 11 | <b>L Ex 1, L Ex 2</b><br>Core & Extended         | <b>Practice paper: Exercises 1 and 2</b><br>I can complete Exercises 1 and 2 of a listening paper under exam conditions.                   |   |   |   |
| 12 | <b>L Ex 3, L Ex 4, L Ex 5</b><br>Core & Extended | <b>Practice paper: Exercises 3, 4 and 5</b><br>I can complete the longer exercises of a listening paper under exam conditions.             |   |   |   |



CHECK

# Starting point check

## Starting point check

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ / 10

Answer these questions to find out what you already know about listening skills.

1 Which word signals a **contrast**?

☐ however ☐ furthermore ☐ for example ☐ firstly

2 Write *the twenty-first of March* as a short date.

3 Write *quarter to nine in the evening* as a time.

4 Which number has the stress on the **second** part: thir-TEEN or THIR-ty?

☐ 13 ☐ 30

5 What should you do **first** when the reading time starts?

☐ start guessing answers ☐ read the questions and underline key words  
☐ write your name on the answer sheet

6 "I was going to take the bus, but in the end I walked." How did the speaker travel?

☐ by bus ☐ on foot ☐ by car

7 What does *to sum up* signal?

☐ an example ☐ a summary ☐ a new point

8 Which pair of letters is often confused when names are spelled aloud?

☐ G and J ☐ K and S ☐ W and O

9 How many times do you hear each recording in the exam?

☐ once ☐ twice ☐ three times

10 Write *two thousand five hundred baht* in figures.

# Predicting answers before you listen

**I can...** use the questions to predict the type of answer I will hear.

Exercise: L Ex 1–5 · Core & Extended

In the exam you have time to read the questions before each recording. Use it well. Good listeners do not wait for the words to arrive — they **predict** what they will hear.

Ask: *Who is speaking, and where? What type of answer is missing? What other words might the speaker use?*

## Key points

- Underline the key words in each question (who, when, why, how much).
- Decide the **type** of answer: number, date, name, place, object or opinion.
- Read every option. Think how each one could be said in a different way.
- The speaker will usually **paraphrase**: *cheap* may become *it didn't cost much*.

## Key words

**predict**

**key word**

**context**

**synonym**

**paraphrase**

## Worked example

**Question:** *What time does the museum close on Saturdays?* A 4.00 B 5.30 C 6.00 D 7.30

Key words: **close, Saturdays**. Answer type: a time.

Predict: you will hear several times — opening times, weekday times, Sunday times.

You hear: *"We open at ten every day. On weekdays we close at half past five, but on Saturdays we stay open until six."*

**Answer: C.** 5.30 is the weekday time — a trap.

## Common mistakes

- Starting to listen without reading the questions first.
- Choosing the first option you hear — the speaker may correct it.
- Only listening for the exact words in the question, and missing a synonym.

**Exam tip:** Use the pause before each recording to underline key words and say the possible answers quietly in your head.

Questions 1–4: before you listen, decide what type of word fills each gap. Then listen and complete 5–11.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Gap 5 needs...

☐ a time   ☐ a price   ☐ a name

2 Gap 6 needs...

☐ a day of the week   ☐ a number for a date   ☐ a place

3 Gap 8 needs...

☐ an amount of money   ☐ a time   ☐ an object

4 Gap 9 needs...

☐ a number   ☐ a person   ☐ an object (noun)

5 On weekdays the centre opens at \_\_\_\_\_ a.m.

6 The main pool is closed on Wednesday \_\_\_\_\_ May.

7 The climbing course lasts \_\_\_\_\_ weeks.

8 The climbing course costs £\_\_\_\_\_.

9 Climbers must bring their own \_\_\_\_\_.

10 The badminton captain is Mrs \_\_\_\_\_.

11 Badminton costs £\_\_\_\_\_ per session.

Reflect:   ☐ Red — not yet   ☐ Amber — nearly   ☐ Green — secure

You will hear eight short recordings. For each question, choose the correct answer, A, B, C or D. You will hear each recording twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 What time will the coach leave? [1]

- ☐ A 7.15   ☐ B 7.30   ☐ C 7.45   ☐ D 8.00

2 What will Ana buy for Leo? [1]

- ☐ A a football   ☐ B a watch   ☐ C a book   ☐ D headphones

3 Where was Jai's phone? [1]

- ☐ A on the bus   ☐ B in the classroom   ☐ C in the library   ☐ D in the sports hall

4 What will the weather be like tomorrow afternoon? [1]

- ☐ A sunny   ☐ B windy   ☐ C rainy   ☐ D foggy

5 How much does the boy pay altogether? [1]

- ☐ A 225 baht   ☐ B 300 baht   ☐ C 450 baht   ☐ D 600 baht

6 Which subject does Mia find most difficult? [1]

- ☐ A maths   ☐ B history   ☐ C chemistry   ☐ D French

7 How will the family travel to the airport? [1]

- ☐ A by taxi   ☐ B by train   ☐ C by car   ☐ D by bus

8 Why did Priya join the volunteer group? [1]

- ☐ A to make new friends   ☐ B to help her university application  
☐ C to protect the environment   ☐ D because her teacher told her to

Reflect:   ☐ Red — not yet   ☐ Amber — nearly   ☐ Green — secure

## Spelling, numbers, dates and prices

**I can...** write down names, dates, times, prices and phone numbers accurately.

Exercise: L Ex 1, L Ex 2 · Core & Extended

Many listening answers depend on a number or a name. One wrong letter or digit can cost a mark, so you need to know exactly how English speakers say them.

Listen for the **stress**: *thirTEEN* (13) has the stress at the end, *THIRty* (30) at the start. When speakers spell names, they may say *double s* (ss). In phone numbers, 0 is often said *oh*.

### Key words

spell

date

price

stress

double

### Key points

- Dates: *the twenty-first of March* → **21 March** (or 21st March).
- Times: *quarter to nine* → **8.45**; *twenty past three* → **3.20**; add a.m. or p.m. if needed.
- Prices: *four pounds fifty* → **£4.50**; *two thousand five hundred baht* → **2,500 baht**.
- Letters that sound alike: A / E / I, G / J, B / P / V, M / N.
- Phone numbers: *oh-eight-one, double four seven* → **081 447**.

### Worked example

**You hear:** “*The course starts on the thirtieth — that’s three-oh — of June, at a quarter past nine, and costs one thousand two hundred and fifty baht.*”

Date: **30 June** (not 13 June — the speaker says “three-oh”).

Time: **9.15** (a.m.).

Price: **1,250 baht**.

### Common mistakes

- Confusing -teen and -ty numbers (14 / 40, 15 / 50).
- Writing the first number you hear when the speaker then corrects it.
- Forgetting capital letters on names, or writing *Wensday*, *Febuary*.

**Exam tip:** Learn the spelling of days, months and common words like *library*, *accommodation* and *necessary*. Spelling must be correct for names that are spelled out.

Listen to a parent booking a summer course. Complete the booking form.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Student's first name: \_\_\_\_\_

2 Surname: \_\_\_\_\_

3 Date of birth: \_\_\_\_\_ August 2011

4 Course starts: Monday \_\_\_\_\_ July

5 Course finishes: Friday \_\_\_\_\_ July

6 Class times: \_\_\_\_\_ to 12.45

7 Break at: \_\_\_\_\_

8 Full price: \_\_\_\_\_ baht

9 Discount price: \_\_\_\_\_ baht

10 Pay before: \_\_\_\_\_ June

11 Phone number: \_\_\_\_\_

12 Email: \_\_\_\_\_ @mailbox.com

13 Room number: \_\_\_\_\_

14 Bring: a dictionary and a \_\_\_\_\_

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

**Listen to a tour guide on a boat. Answer the questions using a word, a number or a short phrase. You will hear the recording twice.**

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

**1** How long does the crossing take? **[1]**

\_\_\_\_\_

**2** At what time will the boat arrive at the island? **[1]**

\_\_\_\_\_

**3** What is the guide's surname? **[1]**

\_\_\_\_\_

**4** From which pier does the return boat leave? **[1]**

\_\_\_\_\_

**5** By what time must passengers be at the pier? **[1]**

\_\_\_\_\_

**6** How long is the island? **[1]**

\_\_\_\_\_

**7** How much does it cost to hire a mask and fins? **[1]**

\_\_\_\_\_

**8** What is included in the 600-baht guided trip? **[1]**

\_\_\_\_\_

**9** What time does the café start serving lunch? **[1]**

\_\_\_\_\_

**10** On what date is the island festival? **[1]**

\_\_\_\_\_

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Short announcements and messages

**I can...** pick out key facts from short messages and write brief, accurate answers.

Exercise: L Ex 1 · Core & Extended

Short recordings — voicemails, announcements, radio notices — are packed with facts: who, what, when, where and why. Each recording is short, so you must be ready from the first word.

For short-answer questions, write only what is needed. One to three words is usually enough. You do not need full sentences, but your answer must be clear and spelled so the examiner can recognise it.

### Key words

**announcement**

**voicemail**

**detail**

**reason**

**instruction**

### Key points

- Before listening, identify the **question word**: *when* → time/day; *where* → place; *why* → reason.
- Changes are common: *has been moved to, instead, not ... but ...*.
- Reasons often follow *because, as, since, due to*.
- Instructions often start with a verb: *bring, remember, don't forget*.

### Worked example

**You hear:** *"Tonight's concert has been moved from the hall to the theatre because the hall is being painted."*

**Question:** Why has the concert been moved?

Question word: **why** → listen for a reason.

Signal word: *because*.

**Answer:** **the hall is being painted** (not "to the theatre" — that is *where*).

### Common mistakes

- Answering a different question (a place when the question asks for a reason).
- Copying the old information instead of the new arrangement.
- Writing a long answer that includes a wrong detail.

**Exam tip:** If you miss an answer, leave it and move on. You will hear the recording a second time.

Listen to four voicemail messages. Answer each question in a few words.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Message 1: When is the new appointment?

\_\_\_\_\_

2 Message 1: Why was the appointment changed?

\_\_\_\_\_

3 Message 2: Why is football practice cancelled?

\_\_\_\_\_

4 Message 2: When will the team train instead?

\_\_\_\_\_

5 Message 2: What should Sam bring?

\_\_\_\_\_

6 Message 3: Where can the book be collected?

\_\_\_\_\_

7 Message 3: How long will the library keep the book?

\_\_\_\_\_

8 Message 4: What time will Auntie Grace arrive?

\_\_\_\_\_

9 Message 4: Where should she be met?

\_\_\_\_\_

10 Message 4: Why is a car needed?

\_\_\_\_\_

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

You will hear four short recordings. Answer each question using a word, a number or a short phrase. You will hear each recording twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Recording 1: Where will the science fair take place? [1]

\_\_\_\_\_

2 Recording 1: Give **one** prize for the winner. [1]

\_\_\_\_\_

3 Recording 2: Which bus did the boy travel on? [1]

\_\_\_\_\_

4 Recording 2: What colour is the boy's bag? [1]

\_\_\_\_\_

5 Recording 2: What must he bring to collect the bag? [1]

\_\_\_\_\_

6 Recording 3: On which day is the castle closed? [1]

\_\_\_\_\_

7 Recording 3: Why should visitors wear comfortable shoes? [1]

\_\_\_\_\_

8 Recording 4: What time does the minibus leave? [1]

\_\_\_\_\_

9 Recording 4: What should the swimmers eat? Give **one** example. [1]

\_\_\_\_\_

10 Recording 4: What will happen to a swimmer without a team cap? [1]

\_\_\_\_\_

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Short conversations: multiple choice

**I can...** choose the correct option about facts, feelings and decisions in short conversations.

Exercise: L Ex 2 · Core & Extended

In short conversations, the questions often test more than facts. You may be asked how a speaker **feels**, what they **decide**, or what they **suggest**. The answer is rarely said in the same words as the option.

Listen to the whole conversation before you choose. Two people may discuss several ideas before they agree on one.

### Key words

gist

attitude

decision

option

infer

### Key points

- Feelings are shown by phrases, not labels: *I wasn't that impressed* = disappointed.
- Decisions come near the end: *OK, let's...*, *In that case...*, *I'll just...*
- Suggestions: *Why don't you...?*, *You could...*, *Maybe try...*
- Each wrong option is usually mentioned — but rejected, changed or belongs to the other speaker.
- Check **who** the question is about: the man or the woman?

### Worked example

**Girl:** "Shall we get the bus?" **Boy:** "It's such a nice day. Why don't we walk? It's only twenty minutes." **Girl:** "Go on, then."

**How will they travel? A by bus B on foot C by bike**

The bus is mentioned first — but the boy suggests walking.

*Go on, then* = the girl agrees.

**Answer: B**

### Common mistakes

- Choosing an option because you heard the same word.
- Answering about the wrong speaker.
- Deciding before the end, when the speakers change their plan.

**Exam tip:** On the first listening, choose your answer. On the second listening, check why each of the other two options is wrong.

**Listen to three short conversations. Tick the correct answer.**

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Conversation 1: How did Omar feel about the café?

- ☐ He loved it. ☐ He was disappointed. ☐ He thought it was too expensive.

2 Conversation 1: What was the main problem?

- ☐ The smoothies were bad. ☐ The food took a long time. ☐ It was closed.

3 Conversation 1: What does Omar suggest?

- ☐ going on a weekday ☐ going somewhere else ☐ booking a table

4 Conversation 2: Why does Hana want more time?

- ☐ She hasn't finished writing. ☐ Her printer is broken. ☐ She lost her photos.

5 Conversation 2: What does Mr Reed decide?

- ☐ Hana can have until Monday. ☐ Hana can send it by email by Friday.  
☐ Hana must print it at school.

6 Conversation 2: How does Hana feel when Mr Reed answers?

- ☐ surprised ☐ annoyed ☐ worried

7 Conversation 3: When will they go to the water park?

- ☐ Saturday ☐ Sunday morning ☐ Sunday afternoon

8 Conversation 3: Why not Sunday?

- ☐ Mei is busy and the park closes early. ☐ Tickets are cheaper on Saturday.  
☐ Mum can't drive on Sunday.

9 Conversation 3: What will Kai do tonight?

- ☐ buy the tickets ☐ check the prices online ☐ phone the water park

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

**You will hear four short conversations. For each question, choose the correct answer, A, B or C. You will hear each conversation twice.**

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

**1** Conversation 1: Why is Leo leaving drama club? **[1]**

☐ **A** He didn't enjoy it. ☐ **B** The rehearsals finish late. ☐ **C** It meets only once a week.

**2** Conversation 1: What made Leo interested in coding? **[1]**

☐ **A** a game his brother made ☐ **B** a teacher's suggestion ☐ **C** a musical at school

**3** Conversation 2: What is wrong with the jacket? **[1]**

☐ **A** It is the wrong size. ☐ **B** The zip is broken. ☐ **C** It is the wrong colour.

**4** Conversation 2: What does the customer decide to do? **[1]**

☐ **A** exchange it for another jacket ☐ **B** get her money back  
☐ **C** order the same jacket in the shop

**5** Conversation 3: What did Sam dislike about the documentary? **[1]**

☐ **A** the photography ☐ **B** the presenter ☐ **C** the subject

**6** Conversation 3: What will Sam do next? **[1]**

☐ **A** watch the programme again ☐ **B** complain to the TV channel  
☐ **C** find out more for an essay

**7** Conversation 4: Who will cook dinner? **[1]**

☐ **A** Mum ☐ **B** the son ☐ **C** nobody — they will order pizza

**8** Conversation 4: What will Mum buy? **[1]**

☐ **A** a pizza ☐ **B** pasta ☐ **C** cheese

**Reflect:** ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Spotting distractors

**I can...** recognise when a speaker mentions, rejects or corrects information so I avoid traps.

Exercise: L Ex 1, L Ex 2, L Ex 5 · Core & Extended

A **distractor** is a wrong option that you actually hear in the recording. Exam writers use them on purpose: if you only listen for words, you will fall into the trap. You must listen for **meaning**.

Distractors usually appear because the speaker changes a plan, corrects a mistake, talks about the past, or describes what someone else thinks.

## Key words

distractor

correction

contrast

negative

intention

## Key points

- Corrections: *actually, sorry, I mean..., no, wait...*
- Changed plans: *I was going to... but..., in the end, instead*
- Past vs now: *I used to..., last year..., these days...*
- Contrast: *but, however, although, to be honest*
- Other people's views: *Everyone thinks... but I...*

## Worked example

***"I was going to study French, and my mum wanted me to take Spanish, but in the end I chose Mandarin."***

**Which language did the speaker choose? A French B Spanish C Mandarin**

French = a plan that changed (*was going to*).

Spanish = someone else's wish.

*in the end* signals the real answer. **Answer: C**

## Common mistakes

- Choosing the first option you hear.
- Missing a short word like *not, never* or *used to*.
- Mixing up what the speaker thinks with what other people think.

**Exam tip:** When you hear an option, ask: is it *still true*, is it *the speaker's* view, and is it the *final* answer?

Listen to six mini-dialogues. Questions 1–6: tick the final answer. Questions 7–12: tick the words that warned you about the trap.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Dialogue 1: What time will they meet?

☐ 6.30   ☐ 7.00   ☐ 7.30

3 Dialogue 3: Where are the interviews now?

☐ third floor   ☐ fifth floor  
☐ ground floor

5 Dialogue 5: What will Chloe study?

☐ medicine   ☐ engineering  
☐ design

7 Signal in Dialogue 1:

☐ a bit early for me... Can we say  
☐ Let's meet   ☐ Fine

9 Signal in Dialogue 3:

☐ they've moved to   ☐ Take the lift  
☐ on your left

11 Signal in Dialogue 5:

☐ Everyone thinks... But I've decided  
☐ like my parents   ☐ I love designing

2 Dialogue 2: What does the customer order?

☐ chicken   ☐ fish   ☐ salad

4 Dialogue 4: Which instrument does Ravi play now?

☐ guitar   ☐ piano   ☐ drums

6 Dialogue 6: What colour is the woman's car?

☐ red   ☐ silver   ☐ white

8 Signal in Dialogue 2:

☐ Are you ready   ☐ Actually, no  
☐ I'd like

10 Signal in Dialogue 4:

☐ when I was younger  
☐ I used to... These days  
☐ aren't very happy

12 Signal in Dialogue 6:

☐ Is there a problem?  
☐ No, it's not... Mine's  
☐ Your lights are on

Reflect:   ☐ Red — not yet   ☐ Amber — nearly   ☐ Green — secure

You will hear five short recordings. For each question, choose the correct answer, A, B or C. You will hear each recording twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Recording 1: Where did the girl's family go on holiday? [1]

☐ A Japan ☐ B Vietnam ☐ C a beach resort in Thailand

2 Recording 1: What surprised her most? [1]

☐ A the heat ☐ B the friendly people ☐ C the rice fields

3 Recording 2: On which day are the classes held now? [1]

☐ A Monday ☐ B Wednesday ☐ C Friday

4 Recording 2: How much does the four-week course cost? [1]

☐ A 800 baht ☐ B 2,800 baht ☐ C 3,200 baht

5 Recording 3: Which laptop did the boy buy? [1]

☐ A the cheapest one ☐ B the mid-priced one ☐ C the most expensive one

6 Recording 4: How does the man travel to work now? [1]

☐ A by car ☐ B by bus ☐ C by bicycle

7 Recording 4: What does he say about cycling? [1]

☐ A It is much faster than the bus. ☐ B It costs him less. ☐ C It is very relaxing.

8 Recording 5: What kind of book is her favourite? [1]

☐ A a fantasy novel ☐ B a biography ☐ C a science textbook

9 Recording 5: Why did she first choose the book? [1]

☐ A a friend's advice ☐ B to help with schoolwork ☐ C a love of gorillas

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Completing notes from a talk

**I can...** complete notes with the exact words or numbers I hear in a talk.

Exercise: L Ex 3 · Core & Extended

Note completion trains the skill you need for longer talks (Exercise 3): following one speaker and catching facts in order. The notes are a summary, so the words around each gap are usually **different** from what you hear, but the missing word is normally the speaker's own word.

Use the headings to follow the talk. If you hear the speaker move to the next heading, you have missed a gap — move on.

### Key words

notes

gap

heading

word limit

grammar fit

### Key points

- Write 1–3 words or a number. Do not repeat words already in the notes.
- Check grammar: does the gap need a noun, a plural, a verb, an adjective?
- Gaps follow the order of the talk.
- Spelling must be recognisable; numbers can be written as figures.
- Read the whole sentence: *Hotels switch off lights after \_\_\_* needs a time.

### Worked example

**Notes:** *Main food of the turtles: \_\_\_ and fish*

**You hear:** *"Most of our turtles eat squid and fish."*

The gap needs a noun (a food).

"and fish" is already in the notes, so do not repeat it.

**Answer:** squid

### Common mistakes

- Writing a whole sentence instead of the key word.
- Writing a word that does not fit the grammar (*jellyfish* not *eat jellyfish*).
- Losing your place and leaving all the remaining gaps empty.

**Exam tip:** Read the notes before you listen and predict each answer type: number, date, noun, adjective.

Listen to a talk by a volunteer coordinator. Complete the notes with one, two or three words, or a number.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

- 1 Centre started in \_\_\_\_\_
- 2 Founded by local \_\_\_\_\_
- 3 Turtles cared for at one time: about \_\_\_\_\_
- 4 Most common injury caused by \_\_\_\_\_
- 5 Turtles mistake plastic bags for \_\_\_\_\_
- 6 Green turtles eat \_\_\_\_\_
- 7 Morning jobs: clean the tanks and \_\_\_\_\_
- 8 Nesting season: April to \_\_\_\_\_
- 9 Eggs protected from dogs and \_\_\_\_\_
- 10 Hotels switch off outside lights after \_\_\_\_\_
- 11 Volunteers must be at least \_\_\_\_\_ and able to swim
- 12 Training course: \_\_\_\_\_
- 13 Minimum stay: \_\_\_\_\_
- 14 Accommodation: wooden \_\_\_\_\_

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

You will hear a talk by a young inventor. Complete the notes with one, two or three words, or a number. You will hear the talk twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

- 1 Ama noticed the problem when she was ..... years old. [1]
- 2 Water wasted at school each week: about ..... [1]
- 3 First design used a ..... [1]
- 4 Final design uses a motion ..... [1]
- 5 Hardest part: making the device ..... [1]
- 6 Number of designs tested: ..... [1]
- 7 First taps fitted in the ..... bathrooms on the ground floor [1]
- 8 After three months, water use fell by nearly ..... [1]
- 9 Cost of each tap: about ..... [1]
- 10 Result in the national competition: ..... [1]
- 11 Next goal: share the design ..... [1]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Matching speakers to opinions

**I can...** match each speaker to the opinion they express, ignoring ideas they mention but reject.

Exercise: L Ex 4 · Core & Extended

In Exercise 4 you hear six speakers talking about the same topic. You match each speaker to one statement from a list of eight (A–H). Two statements are not used.

The statements are written in different words from what the speakers say. Speakers also mention ideas from **other** statements — often to disagree with them. So you must decide what each speaker **really thinks**.

### Key words

opinion

attitude

paraphrase

extra option

reject

### Key points

- Before listening, underline the key idea in each statement (*stress, family, career*).
- Think of paraphrases: *organise my time = plan, decide what to do each day*.
- Watch for other people's views: *my sister says... but I...*
- Each letter is used **once only**. Cross off letters as you use them.

### Worked example

**Statement:** *I was encouraged by someone in my family.*

**Speaker:** *"My friends thought it was a strange hobby, but Grandad bought me my first set of paints and told me to keep going."*

Friends = a distractor (they were not encouraging).

Grandad... told me to keep going = encouraged by family.

**Match.**

### Common mistakes

- Matching on one shared word instead of the whole opinion.
- Using the same letter twice.
- Choosing a statement that describes another person's view.

**Exam tip:** On the second listening, check your matches and make sure the two letters left over really do not fit any speaker.

Listen to four students. Question 1: write the letter (A–F) of each speaker's opinion. Two letters are not used. Then answer 2–6.

### Opinions

**A** Homework helps me remember what I learned in class.

**B** I would rather spend the time on sport or hobbies.

**C** Homework is only useful if teachers give feedback.

**D** Online homework is better than worksheets.

**E** Too much homework causes stress.

**F** Homework teaches you to organise your time.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Speaker 1 (Jun) \_\_\_\_\_ Speaker 2 (Fatima) \_\_\_\_\_ Speaker 3 (Lucas) \_\_\_\_\_  
Speaker 4 (Aiko) \_\_\_\_\_

2 Jun mentions someone who thinks homework is a waste of time. Who?  
☐ his sister ☐ his teacher ☐ his friend

3 Which word shows Fatima's feeling?  
☐ mind ☐ annoys ☐ improve

4 Lucas mentions football. Which statement does this **seem** to match, but doesn't?  
☐ B ☐ D ☐ F

5 Aiko mentions apps. Which statement does this **seem** to match, but doesn't?  
☐ A ☐ C ☐ D

6 Which two letters are not used?  
☐ B and D ☐ A and C ☐ E and F

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

You will hear six young people talking about learning a new skill. For Speakers 1–6, choose from the list (A–H) what each speaker says. Use each letter only once. There are two extra letters which you do not need. You will hear the recordings twice.

### Statements

**A** I learned more from my mistakes than from my successes.

**B** I was encouraged by someone in my family.

**C** I found it hard to find time to practise.

**D** I nearly gave up at the beginning.

**E** It has helped me make new friends.

**F** I learned it mainly from online videos.

**G** It has given me an idea for a future career.

**H** I was surprised by how quickly I improved.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

**1** Write the correct letter for each speaker.

**Speaker 1** ..... **[1]**

**Speaker 2** ..... **[1]**

**Speaker 3** ..... **[1]**

**Speaker 4** ..... **[1]**

**Speaker 5** ..... **[1]**

**Speaker 6** ..... **[1]**

**2** Speaker 4: Why didn't Ella take the school course? **[1]**

\_\_\_\_\_

**3** Speaker 6: How long was Omar's course? **[1]**

\_\_\_\_\_

**Reflect:** ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Longer interviews: multiple choice

**I can...** follow a longer interview and answer questions on details, opinions and reasons.

Exercise: L Ex 5 · Core & Extended

In Exercise 5 you hear an interview of about four minutes and answer eight multiple-choice questions. The interviewer's questions help you: each one introduces a new topic, and the answer to an exam question usually follows soon after.

Questions test facts, but also the guest's **opinions**, **feelings** and **reasons**. Listen carefully to what the guest says about their own experience.

### Key words

interview

interviewer

guest

opinion

reason

### Key points

- Use the interviewer's questions as signposts: *How did you start...?* → question about beginnings.
- The guest may repeat or disagree with the interviewer's words: *"That sounds frustrating."* *"Actually, I find it relaxing."*
- Options often contain words from the recording used in the wrong way.
- Questions follow the order of the interview.
- If you lose your place, listen for the next interviewer question and move on.

### Worked example

**Interviewer:** *That must be exhausting.* **Guest:** *People think so, but I actually find it energising.*  
How does the guest feel? A tired B energised C bored

*exhausting* is the interviewer's idea, not the guest's.

*but I actually* signals the guest's own view.

**Answer: B**

### Common mistakes

- Choosing the interviewer's opinion instead of the guest's.
- Spending too long on one question and missing the next two.
- Not reading all three options before the recording starts.

**Exam tip:** Before listening, turn each question into a short heading (*start, camera, kingfisher*). Tick each one as the interview moves on.

Listen to an interview with a young wildlife photographer. Questions 1–6: tick A, B or C.  
Questions 7–10: tick True or False.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 How did Daniel start taking photos?

- ☐ A with a phone    ☐ B with his parents' camera    ☐ C on a photography course

2 How did he get his first proper camera?

- ☐ A It was a birthday present.    ☐ B He saved up for it.    ☐ C He won it in a competition.

3 What does Daniel say about the kingfisher photo?

- ☐ A He was lucky.    ☐ B It took many visits.    ☐ C He took it on the first morning.

4 How does Daniel feel when waiting by the river?

- ☐ A bored    ☐ B relaxed    ☐ C frustrated

5 What is the biggest mistake, according to Daniel?

- ☐ A not reading enough    ☐ B buying expensive equipment too soon  
☐ C travelling too far

6 What will Daniel do next spring?

- ☐ A start university    ☐ B take photos for a magazine    ☐ C travel to Africa

7 Daniel came home with good photos most mornings.

- ☐ True    ☐ False

8 Daniel thinks knowing about animals matters more than equipment.

- ☐ True    ☐ False

9 Daniel has left university to work as a photographer.

- ☐ True    ☐ False

10 Daniel says you must travel to find interesting wildlife.

- ☐ True    ☐ False

Reflect:    ☐ Red — not yet    ☐ Amber — nearly    ☐ Green — secure

You will hear an interview with a food scientist. For each question, choose the correct answer, A, B or C. You will hear the interview twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 How did Lina become interested in insects as food? [1]

- ☐ A She took a course on it at university. ☐ B She ate some on a research trip.  
☐ C She read a book about it.

2 What did Lina think of the fried crickets? [1]

- ☐ A She enjoyed the taste. ☐ B They were too salty.  
☐ C She was too nervous to try them.

3 What does Lina think is the strongest reason to eat insects? [1]

- ☐ A They are high in protein. ☐ B They are better for the environment.  
☐ C They are cheaper than meat.

4 Why does her company not sell whole insects? [1]

- ☐ A They are too expensive to produce. ☐ B Many people don't want to eat them.  
☐ C They do not last long.

5 Who buys most of her company's products? [1]

- ☐ A sports people ☐ B parents ☐ C schools

6 Which part of her work does Lina enjoy most? [1]

- ☐ A testing recipes ☐ B visiting farms ☐ C working with teenagers

7 Why does the company label its products clearly? [1]

- ☐ A Some people are allergic. ☐ B The farms ask them to.  
☐ C To show the protein content.

8 What advice does Lina give? [1]

- ☐ A Study chemistry carefully. ☐ B Travel as much as possible.  
☐ C Start your own company.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Signposting in talks and lectures

**I can...** use signpost words to follow the structure of a talk and complete notes.

Exercise: L Ex 3 · Core & Extended

Speakers giving a talk use **signposts** — words and phrases that tell you where the talk is going. They are like road signs: they warn you that a new point, an example or a contrast is coming.

If you know the signposts, you can keep your place in a long talk and predict what kind of information comes next.

### Key points

- Sequence: *first of all, moving on to, the third and final point*
- Contrast: *however, on the other hand, in fact, although*
- Example: *for example, for instance, such as*
- Result: *as a result, this means that, that's why*
- Side comment and return: *by the way ... anyway, back to...*
- Summary: *to sum up, the most important thing is*

### Key words

|             |
|-------------|
| signpost    |
| sequence    |
| contrast    |
| consequence |
| summary     |

### Worked example

**"Many people think revision should be long. However, research shows short sessions work better."**  
What follows *however*?

*However* = contrast: the speaker is about to give a **different** idea.

So the answer to a question about research will come **after** *however*, not before.

### Common mistakes

- Writing the idea that comes before *however* instead of after it.
- Missing a new section because you did not notice *moving on*.
- Treating a side comment (*by the way*) as the main point.

**Exam tip:** Many answers come straight after a signpost. When you hear one, get ready to write.

Listen to a talk about revision. Questions 1–5: what does each signpost do? Questions 6–10: complete the notes.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 “First of all” ...

☐ introduces the first point   ☐ gives an example   ☐ gives a summary

2 “However” ...

☐ adds a similar idea   ☐ introduces a contrast   ☐ ends the talk

3 “Moving on to my second point” ...

☐ repeats a point   ☐ starts a new point   ☐ gives a reason

4 “As a result” ...

☐ introduces a consequence   ☐ introduces a new topic   ☐ asks a question

5 “Anyway, back to the main points” ...

☐ returns after a side comment   ☐ gives a summary   ☐ introduces a contrast

6 Short sessions over several weeks are called \_\_\_\_\_ practice.

7 Reading notes again and again is not very \_\_\_\_\_.

8 Flashcards: a question on one side and the \_\_\_\_\_ on the other.

9 While you sleep, your brain \_\_\_\_\_ information.

10 Most important: how you revise matters more than how \_\_\_\_\_ you revise.

Reflect:   ☐ Red — not yet   ☐ Amber — nearly   ☐ Green — secure

You will hear part of a lecture about urban heat islands. Complete the notes with one, two or three words, or a number. Then answer questions 11 and 12. You will hear the lecture twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

- 1 Cities are often warmer than the surrounding ..... [1]
- 2 Main cause: the building ..... used [1]
- 3 Asphalt: dark material used on ..... [1]
- 4 City nights can be up to ..... warmer [1]
- 5 Trees cool the air with shade and by releasing ..... [1]
- 6 Third cause: waste heat from cars and ..... [1]
- 7 Most at risk during heatwaves: elderly people and ..... [1]
- 8 Hotter cities use more ..... [1]
- 9 Cool roofs: painted ..... or other light colours [1]
- 10 Example of a city with gardens on buildings: ..... [1]
- 11 In what order does Dr Shah organise the lecture? [1]  
☐ A effects → causes → solutions ☐ B causes → effects → solutions  
☐ C solutions → causes → effects
- 12 What will next week's lecture be about? [1]  
☐ A air conditioners ☐ B pollution ☐ C climate change

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Accents and connected speech

**I can...** understand fast, natural speech and speakers with different English accents.

Exercise: L Ex 1–5 · Core & Extended

Real speakers do not pronounce every word clearly. Small words become weak, sounds join together, and some sounds disappear. This is called **connected speech**. The exam also uses speakers with a range of English accents — British, American, Australian, Indian, African and others.

You do not need to copy these features, but you must recognise them.

### Key words

**connected speech**

**weak form**

**linking**

**contraction**

**accent**

### Key points

- Weak forms: *to* → /tə/, *and* → /ən/, *for* → /fə/, *can* → /kən/.
- Linking: *an apple* → "a-napple"; *turn it off* → "tur-ni-toff".
- Joined forms: *going to* → "gonna", *want to* → "wanna", *got to* → "gotta", *did you* → "didja".
- Lost sounds: *next day* → "nex day"; *should have* → "should've".
- Vocabulary differs too: *flat* / *apartment*, *rubbish* / *trash*.

### Worked example

**You hear: "Whaddaya wanna do after school?"**

*Whaddaya* = **What do you**; *wanna* = **want to**.

Full sentence: **What do you want to do after school?**

### Common mistakes

- Panicking when you hear an unfamiliar accent and stopping listening.
- Missing *not* in contractions such as *can't* and *didn't*.
- Writing joined forms (*gonna*) in an answer instead of standard English.

**Exam tip:** Listen to podcasts and news from different English-speaking countries for ten minutes a day. Teachers: if possible, ask speakers with different accents to read the scripts in this unit.

Listen to two friends talking at natural speed. Write the missing words in full standard English.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

- 1 What \_\_\_\_\_ doing at the weekend?  
\_\_\_\_\_
- 2 I'm \_\_\_\_\_ stay in.  
\_\_\_\_\_
- 3 I've \_\_\_\_\_ finish my art project.  
\_\_\_\_\_
- 4 I should \_\_\_\_\_ started it last week.  
\_\_\_\_\_
- 5 Do \_\_\_\_\_ come round on Sunday?  
\_\_\_\_\_
- 6 That'd \_\_\_\_\_ great.  
\_\_\_\_\_
- 7 \_\_\_\_\_ send me your address?  
\_\_\_\_\_
- 8 Sure, give \_\_\_\_\_ a minute.  
\_\_\_\_\_
- 9 \_\_\_\_\_ get the message?  
\_\_\_\_\_
- 10 \_\_\_\_\_ know if you still want one.  
\_\_\_\_\_
- 11 Of course \_\_\_\_\_!  
\_\_\_\_\_
- 12 \_\_\_\_\_ worry about it.  
\_\_\_\_\_

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

You will hear four people talking about English in different countries. For each question, choose the correct answer, A, B or C. You will hear each speaker twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Speaker 1: In Scotland, "going for the messages" means... [1]

☐ A going shopping ☐ B collecting letters ☐ C sending text messages

2 Speaker 1: How long did it take Callum to get used to London English? [1]

☐ A about a week ☐ B about a term ☐ C a whole year

3 Speaker 2: What confused Jordan most in Manchester? [1]

☐ A the accent ☐ B the vocabulary ☐ C the sports

4 Speaker 2: In this context, "rubbish" means... [1]

☐ A poor-quality work ☐ B things you throw away ☐ C a type of bin

5 Speaker 3: Why was Australian English difficult for Priyanka at first? [1]

☐ A People spoke fast and shortened words. ☐ B People used words from Hindi.  
☐ C People spoke very quietly.

6 Speaker 3: What does "arvo" mean? [1]

☐ A evening ☐ B afternoon ☐ C breakfast

7 Speaker 4: In Nigerian English, "I'm coming" can mean... [1]

☐ A I'm on my way to you. ☐ B I'll be back in a moment. ☐ C I'm going to be late.

8 Speaker 4: What is Tunde's advice? [1]

☐ A Focus on the key words. ☐ B Copy the local accent.  
☐ C Ask people to speak slowly.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

## Practice paper: Exercises 1 and 2

**I can...** complete Exercises 1 and 2 of a listening paper under exam conditions.

Exercise: L Ex 1, L Ex 2 · Core & Extended

Units 11 and 12 together make a full practice listening paper in the style of the Cambridge IGCSE English as a Second Language Listening paper: **40 marks**, about **50 minutes**, every recording heard **twice**. In the exam you mark your answers on the question paper and then transfer them to an answer sheet at the end.

Do Unit 11 in one sitting, with each recording read twice.

## Key words

exam conditions

answer sheet

timing

second listening

## Key points

- **Exercise 1:** eight short recordings; one question each with four options (A–D). 8 marks.
- **Exercise 2:** five short recordings; two questions each with three options (A–C). 10 marks.
- **Exercise 3:** one talk; eight questions with three options. 8 marks.
- **Exercise 4:** six speakers matched to statements A–H (two extra). 6 marks.
- **Exercise 5:** one interview; eight questions with three options. 8 marks.

## How to use the reading time

**Question:** *What time does the swimming lesson start?* A 4.00 B 4.15 C 4.30 D 4.45

Before: underline **start**. Expect several times — a changed time, an end time.

First listening: choose. Second listening: check why the other three are wrong.

Then move straight on to the next question.

## Common mistakes

- Leaving an answer blank — there is no penalty for a wrong answer, so always choose.
- Still thinking about the last question when the next recording starts.
- Forgetting to transfer answers carefully to the answer sheet.

**Exam tip:** Time yourself: allow about 15 minutes for Unit 11. Mark it with the answer key, then note which question types you lost marks on.

You will hear eight short recordings. For each question, choose the correct answer, A, B, C or D. You will hear each recording twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 What does the girl need to buy? [1]

- ☐ A paintbrushes ☐ B glue ☐ C coloured pencils ☐ D scissors

2 Where will the speakers meet? [1]

- ☐ A at the station ☐ B outside the bank ☐ C at the park gates ☐ D at the café

3 What time does the swimming lesson start now? [1]

- ☐ A 4.00 ☐ B 4.15 ☐ C 4.30 ☐ D 4.45

4 What is the boy's favourite hobby? [1]

- ☐ A chess ☐ B video games ☐ C basketball ☐ D drawing

5 How much does the girl pay? [1]

- ☐ A 120 baht ☐ B 150 baht ☐ C 180 baht ☐ D 200 baht

6 What has the boy lost? [1]

- ☐ A his keys ☐ B his wallet ☐ C his phone ☐ D his glasses

7 What will the weather be like at the weekend? [1]

- ☐ A hot and sunny ☐ B cloudy and dry ☐ C stormy ☐ D cool and windy

8 What does the woman do now? [1]

- ☐ A She is a nurse. ☐ B She is a teacher. ☐ C She is a journalist. ☐ D She is a doctor.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

**You will hear five short recordings. For each question, choose the correct answer, A, B or C. You will hear each recording twice.**

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Recording 1: Why does Ben choose the national park? [1]

☐ A He loves walking. ☐ B He has seen the museum. ☐ C It starts later.

2 Recording 1: What is the reason Anya will go to the museum? [1]

☐ A her injured ankle ☐ B the early start ☐ C the photos

3 Recording 2: Why did the library open late? [1]

☐ A unfinished building work ☐ B late computers ☐ C a lack of staff

4 Recording 2: What can teenagers use for free? [1]

☐ A a recording studio ☐ B a café ☐ C a computer course

5 Recording 3: How did the screen break? [1]

☐ A The girl dropped the phone. ☐ B The girl sat on it. ☐ C It fell into water.

6 Recording 3: What does the father decide? [1]

☐ A buy a new phone ☐ B repair it, but she buys a case ☐ C make her pay for repairs

7 Recording 4: Who made the man start running? [1]

☐ A his friends ☐ B his doctor ☐ C his family

8 Recording 4: What did he find hardest? [1]

☐ A the race itself ☐ B training in bad weather ☐ C running in front of crowds

9 Recording 5: What is the problem with the project? [1]

☐ A a changed deadline ☐ B members who have not helped ☐ C lost work

**10** Recording 5: What will Ravi do tonight?

**[1]**

☐ **A** speak to the teacher   ☐ **B** send a list of tasks   ☐ **C** finish the work himself

---

**Reflect:**   ☐ Red — not yet   ☐ Amber — nearly   ☐ Green — secure

## Practice paper: Exercises 3, 4 and 5

**I can...** complete the longer exercises of a listening paper under exam conditions.

Exercise: L Ex 3, L Ex 4, L Ex 5 · Core & Extended

The second half of the paper uses longer recordings: a talk (Exercise 3), six speakers on one topic (Exercise 4) and an interview (Exercise 5). These test your ability to keep concentrating for several minutes and to understand opinions as well as facts.

Add your marks from Unit 11 and Unit 12 to get a score out of **40**.

## Key words

talk

matching

interview

concentration

checking

## Key points

- Exercise 3: use the questions as a map of the talk; answers come in order.
- Exercise 4: underline the key idea in each statement A–H; cross off letters as you use them.
- Exercise 5: the interviewer's questions tell you which exam question is next.
- Rough guide: 32+ = strong; 24–31 = secure; below 24 = revisit Units 4–9.

## Checking on the second listening

**First listening:** you chose **B** for a question about what the speaker *enjoys most*.

Second listening: do you hear *most*, *favourite*, *the best part*?

Are A and C mentioned? If so, why are they wrong — someone else's view, a past view, or just a fact?

Only change your answer if you heard clear evidence.

## Common mistakes

- Losing concentration in the middle of a long recording.
- Using the same letter twice in Exercise 4.
- Changing a correct answer without a good reason.

**Exam tip:** If you lose your place, do not panic. Listen for the next signpost or interviewer question and pick up from there.

You will hear a talk by a plant scientist about bamboo. For each question, choose the correct answer, A, B or C. You will hear the talk twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

- 1 According to Dr Nguyen, bamboo is... [1]  
☐ A a type of tree. ☐ B a type of grass. ☐ C a type of vegetable.
- 2 The stem she measured in Japan grew... [1]  
☐ A 91 cm in a day. ☐ B one metre in a day. ☐ C 91 cm in a week.
- 3 In ancient China, bamboo was used... [1]  
☐ A to make paper. ☐ B to write on. ☐ C to build bicycles.
- 4 Bamboo is used for scaffolding because it is... [1]  
☐ A cheap and easy to find. ☐ B light and strong. ☐ C attractive.
- 5 What is the main reason scientists are interested in bamboo? [1]  
☐ A It absorbs carbon dioxide. ☐ B It is used for furniture. ☐ C Pandas depend on it.
- 6 Which problem does Dr Nguyen mention? [1]  
☐ A Some types spread and take over. ☐ B It burns easily. ☐ C It grows only in Asia.
- 7 What is unusual about the way bamboo flowers? [1]  
☐ A It flowers every year. ☐ B Plants of one species flower at the same time.  
☐ C It only flowers in Japan.
- 8 What is Dr Nguyen's own research about? [1]  
☐ A protecting riverbanks ☐ B building houses ☐ C feeding pandas

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

You will hear six students talking about a school exchange trip abroad. For Speakers 1–6, choose from the list (A–H) what each speaker says. Use each letter only once. There are two extra letters which you do not need. You will hear the recordings twice.

### Statements

- A I was nervous about the language before I went.
- B The food was the biggest surprise.
- C I became more independent.
- D I want to go back there to study.
- E The school day was very different from mine.
- F I am still in contact with my host family.
- G I didn't enjoy it as much as I had expected.
- H It helped me understand my own culture better.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

1 Write the correct letter for each speaker.

- |                        |     |
|------------------------|-----|
| <b>Speaker 1</b> ..... | [1] |
| <b>Speaker 2</b> ..... | [1] |
| <b>Speaker 3</b> ..... | [1] |
| <b>Speaker 4</b> ..... | [1] |
| <b>Speaker 5</b> ..... | [1] |
| <b>Speaker 6</b> ..... | [1] |

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

You will hear an interview with a voice actor. For each question, choose the correct answer, A, B or C. You will hear the interview twice.

 **Listening:** ask a teacher or parent to read the script for this exercise aloud (Audio scripts, at the back of the book). Listen twice.

- 1 Why did Maya join the drama group? [1]  
☐ A She wanted to be an actor. ☐ B Her friend persuaded her.  
☐ C Her teacher asked her to.
- 2 What made Maya realise she enjoyed voice work? [1]  
☐ A recording adverts for a charity ☐ B playing a teapot in a cartoon  
☐ C watching animated films
- 3 How did the agencies respond to her recordings? [1]  
☐ A Most of them did not reply. ☐ B Many of them offered her work.  
☐ C They all said her voice was too ordinary.
- 4 What does Maya say about recording sessions? [1]  
☐ A They are very glamorous. ☐ B She often acts before the animation is finished.  
☐ C She always works with other actors.
- 5 What does Maya find hardest emotionally? [1]  
☐ A being rejected ☐ B losing her voice ☐ C working alone
- 6 Why does Maya enjoy recording audiobooks? [1]  
☐ A She plays all the characters. ☐ B They pay very well.  
☐ C She can record them at home.
- 7 What is Maya's opinion of computer-generated voices? [1]  
☐ A They will soon replace actors. ☐ B Listeners can still hear the difference.  
☐ C They are useful for practice.
- 8 What advice does Maya give? [1]  
☐ A Take singing lessons. ☐ B Read aloud and record yourself.  
☐ C Find an agent as soon as possible.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure



CHECK

# End-of-book check

## End-of-book check

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ / 10

Answer these questions to check what you have learned.

- 1 Which phrase introduces an **example**?  
☐ such as   ☐ as a result   ☐ to sum up   ☐ moving on
- 2 Write *the second of October* as a short date.
- 3 Write *half past six in the evening* as a time.
- 4 You hear "FIF-ty". Which number is it?  
☐ 15   ☐ 50
- 5 In Exercise 4 (six speakers, statements A–H), how many statements are not used?  
☐ none   ☐ one   ☐ two
- 6 The word *actually* often signals...  
☐ a correction or a surprise   ☐ a list   ☐ an example
- 7 Write *wanna* in standard English.
- 8 Which signpost tells you that a **new main point** is starting?  
☐ by the way   ☐ moving on to   ☐ for instance
- 9 When completing notes, you should usually write...  
☐ a full sentence   ☐ one to three words or a number   ☐ your own explanation
- 10 Write *four pounds ninety-nine* as a price.



FOR TEACHERS & PARENTS

## Audio scripts

Read each script aloud at a natural speed. Read it twice, pausing for 30 seconds between readings.

### Unit 1 · Sheet A — Riverside Sports Centre — recorded phone message

---

**Recorded voice:** Thank you for calling Riverside Sports Centre. We're open from half past six in the morning until ten o'clock at night, Monday to Friday, and from eight until six at weekends.

**Recorded voice:** Please note that the main pool will be closed for cleaning on Wednesday the fourteenth of May. The learner pool will stay open as usual, so children's lessons will go ahead.

**Recorded voice:** Our new beginners' climbing course starts on Saturday the seventeenth. It runs for six weeks and costs thirty-two pounds. That includes the hire of shoes and a helmet, but you'll need to bring your own water bottle — there's no drinking fountain on the climbing wall. Places are limited to ten per group, so please book early.

**Recorded voice:** If you'd like to join our badminton club, sessions are on Tuesday and Thursday evenings at seven. The club captain is Mrs Harding — that's H-A-R-D-I-N-G. Members pay four pounds fifty per session, and rackets can be borrowed from reception.

**Recorded voice:** Car parking is free for the first two hours. After that, it costs one pound per hour. And don't forget, our café on the first floor now serves hot breakfasts until eleven.

**Recorded voice:** For tennis court bookings, press two now. To speak to a receptionist, please stay on the line. Thank you for calling.

*[Recording 1]*

**Teacher:** Right, everyone, about Friday's trip to the aquarium. The letter says the coach leaves at quarter past seven, but the company has changed that. We'll now leave at quarter to eight, so please be in the car park by half past seven at the latest. We should be back by four.

*[Recording 2]*

**Ben:** Have you decided what to get Leo for his birthday?

**Ana:** Well, I was going to get him a football, but Grandma's already bought him one. A watch would be nice, but they're far too expensive. Oh — his headphones broke last week, so I'll get him a new pair.

**Ben:** What about a book? He reads a lot.

**Ana:** He's got hundreds! No, headphones it is.

*[Recording 3]*

**Mum:** Did you find your phone in the end?

**Jai:** Yes! I thought I'd left it on the bus, and I checked the classroom twice. In the end Mr Lee found it in the sports hall, under a bench. I must have dropped it after PE.

*[Recording 4]*

**Forecaster:** Tomorrow starts foggy along the coast, but that should clear by about ten. The afternoon will be bright and sunny for most of us, with just a light breeze. The rain won't arrive until Thursday.

*[Recording 5]*

**Boy:** Two tickets for the half past seven film, please.

**Cashier:** Adult tickets are three hundred baht each, but students pay two hundred and twenty-five. Have you got student cards?

**Boy:** Yes, we both have.

**Cashier:** Then that's four hundred and fifty, please.

*[Recording 6]*

**Mia:** People think maths is hard, but I actually love it. History's fine because I enjoy reading. Chemistry is the one I really struggle with — all those equations. French is getting easier now that we have a new teacher.

*[Recording 7]*

**Dad:** We were going to drive and leave the car at the airport, but the parking costs far too much. The train doesn't run that early, and the bus takes ages, so I've booked a taxi for five o'clock.

*[Recording 8]*

**Priya:** My teacher told me about the beach clean-up group, and yes, it'll look good on university applications, and I've met some lovely people. But honestly, I joined because I was shocked by the amount of plastic on our local beach. I wanted to do something about it.

## Unit 2 · Sheet A — Booking a summer course

---

**Receptionist:** Good morning, Coastal Language School. How can I help?

**Mr Okafor:** Hello. I'd like to book a place on the July writing course for my daughter.

**Receptionist:** Of course. What's her name?

**Mr Okafor:** Adaeze Okafor. That's A-D-A-E-Z-E, and Okafor is O-K-A-F-O-R.

**Receptionist:** Thank you. And her date of birth?

**Mr Okafor:** The thirtieth of August, two thousand and eleven.

**Receptionist:** Sorry — the thirteenth?

**Mr Okafor:** No, thirtieth. Three-oh.

**Receptionist:** Got it, thanks. So, the course starts on Monday the seventh of July and finishes on Friday the eighteenth. Classes run from nine fifteen until twelve forty-five, with a short break at eleven.

**Mr Okafor:** And how much is it?

**Receptionist:** It's eight thousand four hundred baht for the two weeks. But if you pay before the fifteenth of June, there's an early-booking discount, and it's seven thousand nine hundred.

**Mr Okafor:** We'll pay this week, then. Shall I give you a contact number?

**Receptionist:** Yes, please.

**Mr Okafor:** It's oh-eight-one, double four seven, two-six-nine-three.

**Receptionist:** Oh-eight-one, four-four-seven, two-six-nine-three. And an email address?

**Mr Okafor:** It's okaforfamily — all one word — at mailbox dot com.

**Receptionist:** Lovely. Adaeze will be in Room two-fourteen, on the second floor. Please ask her to bring a dictionary and a pencil case. We'll see her on the seventh!

## Unit 2 · Sheet B — Boat trip to Sapphire Island

---

**Guide:** Good morning, everyone, and welcome aboard the Sapphire Explorer. My name is Gemma Pryce — that's P-R-Y-C-E — and I'll be your guide today. The crossing takes about fifty minutes, so we should arrive at Sapphire Island at around ten twenty-five.

**Guide:** Now, a couple of important changes. Your ticket says the return boat leaves from Pier One. In fact, Pier One is being repaired, so we'll be leaving from Pier Three. Please be there by four fifteen — the boat won't wait!

**Guide:** When we arrive, you're free to explore. The island's only two point eight kilometres long, so you can walk around it easily. If you'd like to go snorkelling, you can hire a mask and fins from the beach hut for two hundred and fifty baht. Or, if you'd prefer a guided snorkelling trip with one of our instructors, that's six hundred baht, and the equipment is included.

**Guide:** Lunch is served at the Coral Café from twelve thirty. They do a great vegetarian curry, by the way.

**Guide:** And finally, if you're thinking of coming back, the island festival takes place on the twenty-second of November. It's wonderful, with music and lanterns, but the boats get very busy, so book early. Right — enjoy the trip!

## Unit 3 · Sheet A — Four voicemail messages

---

*[Message 1]*

**Receptionist:** Hello, this is a message for Kiran Shah from Smile Dental Clinic. Your appointment on Thursday has been moved to Friday at twenty past three, because Dr Malik is away at a conference. If that time isn't convenient, please call us back before Wednesday. Thank you.

*[Message 2]*

**Tom:** Hi Sam, it's Tom. Football practice tonight is cancelled because the pitch is flooded after all that rain. Coach says we'll train on Saturday morning instead, at nine. Bring your trainers, not your boots, because we'll be in the sports hall. See you!

*[Message 3]*

**Librarian:** Good afternoon, this is Westfield Library. The book you reserved, *The Silent Coast*, is now ready to collect from the front desk. We'll keep it for you for seven days. Please remember to bring your library card, as we can't lend books without it.

*[Message 4]*

**Auntie Grace:** Hi love, it's Auntie Grace. I'm arriving on the six-forty train, not the five-forty — I missed the earlier one, I'm afraid. Could you meet me at the north entrance? It's much easier to park there. Oh, and I've got a really big suitcase, so please bring the car, not your bike!

*[Recording 1]*

**Mr Fernandes:** Good morning, everyone. A reminder that the Year 10 science fair has moved from the hall to the gym, because the hall roof is being repaired. Entries must be handed in to Ms Patel by Thursday lunchtime. This year's winner will receive a voucher for the bookshop, and the best project will also be shown at the city science festival in March.

*[Recording 2]*

**Clerk:** Lost property, City Buses. How can I help?

**Boy:** Hi, I left my bag on the number forty-six bus this morning.

**Clerk:** OK. What colour is it?

**Boy:** It's dark green, with a red stripe on the front pocket. My laptop's inside.

**Clerk:** Yes, we've got one like that. You can collect it from the bus station office, but you'll need to bring some identification — a student card is fine.

*[Recording 3]*

**Recorded voice:** Welcome to the Hilltop Castle information line. The castle is open every day except Mondays. Guided tours start every hour from ten o'clock, and the last tour leaves at three. Tickets cost one hundred and fifty baht for adults, and children under twelve go free. Please wear comfortable shoes, as there are over two hundred steps up to the tower.

*[Recording 4]*

**Coach:** OK, swimmers, listen up. Tomorrow's competition starts at eight, so the minibus leaves school at six forty-five sharp. Don't eat a big breakfast — a banana or a piece of toast is enough. And remember your team cap. Anyone without one won't be allowed to race.

*[Conversation 1]*

**Lily:** Have you tried that new café on Beach Road yet?

**Omar:** Yeah, I went on Saturday with my cousin.

**Lily:** And? Everyone says it's amazing.

**Omar:** Honestly, I wasn't that impressed. The smoothies were nice, but we waited nearly forty minutes for our food, and it was really noisy.

**Lily:** Oh no. I was going to go there for my birthday.

**Omar:** Maybe try it on a weekday first. It might be quieter then.

*[Conversation 2]*

**Hana:** Excuse me, Mr Reed. Could I have a few more days for my history project?

**Mr Reed:** What's the problem, Hana?

**Hana:** I've finished the writing, but the printer at home has broken, and I need to print the photos in colour.

**Mr Reed:** Well, you could just email it to me. I don't mind a digital copy.

**Hana:** Oh, really? I thought it had to be on paper.

**Mr Reed:** Not this time. Just make sure it's in by Friday, as planned.

*[Conversation 3]*

**Kai:** Shall we go to the water park on Sunday?

**Mei:** I'd love to, but I've got a swimming competition in the morning. How about the afternoon?

**Kai:** The water park closes at four on Sundays, so there won't be much time. What about Saturday?

**Mei:** Saturday's fine. Mum said she'd drive us.

**Kai:** Great. I'll check the ticket prices online tonight.

*[Conversation 1]*

**Zara:** Are you signing up for drama club again this term?

**Leo:** I don't think so. I enjoyed it last year, but the rehearsals finish so late. I'm thinking about coding club instead.

**Zara:** Coding? I didn't know you were interested in that.

**Leo:** My older brother does it at university, and he showed me a game he made. It looked brilliant. And it's only one afternoon a week.

**Zara:** Well, I'm sticking with drama. Ms Clarke says we're doing a musical!

*[Conversation 2]*

**Assistant:** Hello, can I help?

**Customer:** Yes, I bought this jacket here last week, but the zip's broken already.

**Assistant:** Oh dear. Have you got the receipt?

**Customer:** Here it is.

**Assistant:** Thanks. I'm afraid we haven't got any more in your size. I can give you your money back, or you could choose something else.

**Customer:** Hmm. I really liked that style... I'll just take the refund, thanks. I'll look online.

*[Conversation 3]*

**Nadia:** Did you watch that documentary about the Arctic last night?

**Sam:** I did. The photography was stunning, but I found the presenter a bit annoying. He kept talking over the sounds of the animals.

**Nadia:** I didn't mind him. What shocked me was how fast the ice is melting.

**Sam:** Me too. I'm going to read more about it for my geography essay.

*[Conversation 4]*

**Mum:** Shall we order a pizza tonight?

**Son:** We had pizza on Friday. Can't we cook something?

**Mum:** I'd love to, but I won't get home until seven.

**Son:** I could make my pasta dish — I've made it loads of times. We've got everything except the cheese.

**Mum:** All right. I'll pick some up on the way home.

*[Dialogue 1]*

**Isla:** Let's meet outside the cinema at seven.

**Dev:** Seven's a bit early for me — I have a piano lesson until half six. Can we say half past?

**Isla:** Fine, half past seven, then.

*[Dialogue 2]*

**Waiter:** Are you ready to order?

**Customer:** Yes. I'd like the chicken, please. Actually, no — I'll have the fish. I had chicken yesterday.

*[Dialogue 3]*

**Receptionist:** The interviews were on the third floor, but they've moved to the fifth because of the building work. Take the lift on your left.

*[Dialogue 4]*

**Ravi:** I used to play the guitar when I was younger, but I got bored of it. These days I'm learning the drums. My neighbours aren't very happy!

*[Dialogue 5]*

**Chloe:** Everyone thinks I'm going to study medicine, like my parents. But I've decided on engineering. I love designing things.

*[Dialogue 6]*

**Mr Tan:** Excuse me, is this your car? The red one?

**Woman:** No, it's not the red one. Mine's the silver one next to it. Is there a problem?

**Mr Tan:** Your lights are on!

*[Recording 1]*

**Girl:** Last summer we were supposed to go to Japan, but my dad's passport had run out, so we ended up in Vietnam instead. I expected it to be really hot, and it was, but what surprised me most was how friendly everyone was. My sister wanted to go to the beach every day, but I preferred cycling round the rice fields.

*[Recording 2]*

**Presenter:** Fancy learning to cook Thai food? Our evening classes run every Wednesday. Last term they were on Mondays, but lots of you told us Wednesday works better. Each class costs eight hundred baht, or you can pay two thousand eight hundred for all four weeks. You don't need to bring anything — we provide aprons and ingredients. Classes fill up quickly, so please phone to book.

*[Recording 3]*

**Boy:** I nearly bought the cheapest laptop in the shop, because I didn't want to spend all my savings. But the assistant pointed out that its battery only lasts three hours, and I need it at school all day. The most expensive one was lovely and light, but I couldn't afford it. In the end I chose the one in the middle. It's a bit heavier, but the battery lasts ten hours.

*[Recording 4]*

**Man:** I used to drive to work, but the traffic got so bad it was taking me over an hour. I tried the bus for a while, but it was always crowded. Now I cycle. It takes about thirty-five minutes, which isn't much quicker than the bus, but I arrive feeling wide awake, and I've saved a fortune on petrol.

*[Recording 5]*

**Girl:** Everyone in my class loved the fantasy series we read last term, and I enjoyed it too. But my favourite book this year is actually a biography — the life of a scientist who studied gorillas. I picked it up because I thought it would help with my biology project. I didn't expect it to be exciting, but I couldn't put it down.

## Unit 6 · Sheet A — Sea Turtle Rescue Centre

---

**Nok:** Hello, everyone. My name's Nok, and I coordinate the volunteers at the Sea Turtle Rescue Centre on the east coast. I'd like to tell you a little about what we do.

**Nok:** The centre was set up in two thousand and nine by a group of local fishermen, who were worried about the falling number of turtles they saw at sea. Today we look after around forty injured turtles at any one time.

**Nok:** The most common injury we see is caused by fishing nets. Turtles get caught and can't reach the surface to breathe. The second biggest problem is plastic. Turtles often mistake plastic bags for jellyfish, which are one of their favourite foods.

**Nok:** Our volunteers do many different jobs. In the mornings, they clean the tanks and prepare food. Most turtles eat squid and fish, but our green turtles are vegetarian, so they get seaweed. In the afternoons, volunteers help with beach patrols. From April to September, which is the nesting season, they look for nests and protect the eggs from dogs and crabs.

**Nok:** When the baby turtles hatch, they have to reach the sea on their own. Bright lights from hotels and roads confuse them, so we ask hotels near the beach to switch off their outside lights after ten p.m.

**Nok:** If you'd like to volunteer, you need to be at least sixteen and able to swim. You don't need any experience — every volunteer does a three-day training course. Volunteers stay for a minimum of two weeks, and we provide simple accommodation in wooden huts near the beach. To apply, just fill in the form on our website. Thank you.

## Unit 6 · Sheet B — The smart tap

---

**Ama:** Hi, I'm Ama. Two years ago, when I was fifteen, I noticed that the taps in our school bathrooms were often left running. I did a quick survey and found that our school was wasting about three thousand litres of water every week. That's enough to fill around twenty bathtubs.

**Ama:** So I decided to design a tap that turns itself off. My first idea was to use a timer, but students found it annoying, because the water stopped while they were still washing. So I changed to a motion sensor, which only switches the water on when it detects hands.

**Ama:** The hardest part wasn't the electronics — my science teacher, Mr Boateng, helped me with that. It was making the device waterproof. I tested eleven different designs before I found one that worked.

**Ama:** We installed the first smart taps in the girls' bathrooms on the ground floor last January. After three months, water use in those bathrooms had fallen by nearly sixty per cent.

**Ama:** The project cost much less than people expect. Each tap costs about four hundred baht to make, and the parts are easy to find online.

**Ama:** Last year I entered the National Young Engineers competition and came second. The winner designed a solar-powered fridge, which was brilliant. My prize money is paying for smart taps in the boys' bathrooms too.

**Ama:** My next goal is to share the design for free, so any school can build its own. My advice? Start with a problem you can see every day.

## Unit 7 · Sheet A — Four students talk about homework

---

**Jun:** My older sister always says homework was a waste of time, but I don't agree. If I don't go over things at home, I've forgotten them by the next lesson. Doing a few exercises in the evening really makes it stick.

**Fatima:** I don't mind doing homework. What annoys me is when I spend two hours on an essay and it comes back with just a tick at the bottom. If nobody tells me what I did wrong, how am I supposed to improve?

**Lucas:** At my last school we had homework every night in every subject, and honestly, I couldn't sleep properly — I was always worrying about deadlines. Here we get much less, and I feel a lot calmer. I still play football three times a week, which helps too.

**Aiko:** Some people prefer apps and quizzes on their tablets, but I find it easier to work on paper. For me, the real value of homework is learning to plan. I've got a calendar on my wall, and every Sunday I decide what I'll do on each day.

## Unit 7 · Sheet B — Six young people talk about learning a new skill

---

*[Speaker 1]*

**Mateo:** I started cooking in the school holidays because I was bored. I watched a few videos, but to be honest, most of what I know comes from getting things wrong. I burnt so many meals! Each time I worked out what had happened, and now I hardly ever burn anything.

*[Speaker 2]*

**Sofia:** The first week of skateboarding was awful. I fell off every few seconds and my knees were covered in bruises. I told my friends I was going to stop. Then an older girl at the skatepark showed me how to stand properly, and everything changed. Now I'm there every weekend.

*[Speaker 3]*

**Arjun:** My grandfather gave me his old camera and spent hours showing me how to use it — light, focus, all of that. Without him I'd never have started. I'm not sure I'd want to do photography as a job, though. It's just something I love.

*[Speaker 4]*

**Ella:** I taught myself video editing almost entirely from online tutorials. There are thousands of them, and they're free. My school offered an editing course, but it clashed with my piano lessons, so that was never an option.

*[Speaker 5]*

**Nina:** I learned some sign language when a deaf student joined our class. She was already my friend — we'd sat together since Year 7. I expected it to take years, but within a couple of months I could follow most of what she said. I couldn't believe how fast it happened.

*[Speaker 6]*

**Omar:** I did a first aid course last summer, mainly because it was free at the community centre. Finding time to practise wasn't a problem — the course was only two Saturdays. But it turned out to be fascinating, and now I'm seriously thinking about training to be a paramedic.

**Presenter:** Today I'm talking to Daniel Kirk, who at just nineteen has won a major award for wildlife photography. Daniel, when did you first start taking pictures?

**Daniel:** I was about twelve. My parents had given me a phone for my birthday, and I started taking pictures of birds in our garden. I didn't have a proper camera until I was fifteen — I saved up for two years to buy it.

**Presenter:** Your winning photo shows a kingfisher diving into a river. How long did that take?

**Daniel:** People imagine I just got lucky, but I went to the same spot almost every morning for three months. I learned when the light was best and where the bird liked to sit. Most mornings I came home with nothing.

**Presenter:** That sounds frustrating.

**Daniel:** It can be, but I actually find it relaxing. Sitting quietly by a river at sunrise is the best part of my day, even without a good picture.

**Presenter:** What's the biggest mistake young photographers make?

**Daniel:** Buying expensive equipment too early. A good lens helps, of course, but knowing your subject matters much more. I read about animal behaviour all the time. If you understand an animal, you can predict what it'll do.

**Presenter:** Has winning the award changed your life?

**Daniel:** A bit. A magazine has asked me to photograph birds along the coast next spring, which is amazing. But I'm still studying biology at university. I don't want to rely only on photography for a living.

**Presenter:** And what's your advice for listeners?

**Daniel:** Start where you are. You don't need to travel to Africa. There's wildlife in every park, if you're patient enough to look.

**Presenter:** My guest today is Dr Lina Haddad, a food scientist who works with an unusual ingredient: insects. Lina, how did you get into this?

**Lina:** Completely by accident! I was studying plant nutrition at university, and I went on a research trip to northern Thailand. The family I stayed with served fried crickets as a snack. I was nervous, but they were delicious — a bit like crisps. I started reading about insects as food, and I never went back to plants.

**Presenter:** Why do you think insects are important?

**Lina:** Raising cattle needs huge amounts of land and water. Crickets need a tiny fraction of that. They're also very high in protein, but for me the environmental argument is the strongest one.

**Presenter:** Many people find the idea disgusting, though.

**Lina:** That's our biggest challenge. People happily eat prawns, which are actually quite similar to insects, but they won't touch a grasshopper. So we don't sell whole insects. We grind them into a fine powder and add it to pasta and biscuits. You can't tell it's there.

**Presenter:** Who buys your products?

**Lina:** At first we expected mainly sports people, because of the protein. In fact, our biggest customers are parents. They like the fact that the biscuits are healthy and low in sugar.

**Presenter:** What's a typical day like for you?

**Lina:** There isn't one! Some days I'm in the laboratory testing recipes; other days I'm visiting farms. The part I enjoy most is running workshops in schools. Teenagers are much more open-minded than adults.

**Presenter:** Are there any problems with insect farming?

**Lina:** Some. We need clear rules to make sure insects are farmed safely. And some people are allergic — especially people who can't eat shellfish. So we label everything very clearly.

**Presenter:** Finally, what would you say to a student who wants to work in food science?

**Lina:** Take chemistry seriously — it's at the heart of everything we do. And be curious. My whole career started with one snack.

**Mr Hughes:** Good afternoon. Today I want to talk about three ways to make your revision more effective.

**Mr Hughes:** First of all, let's look at timing. Many students leave revision until the last week. However, research shows that short sessions spread over several weeks work much better than long sessions at the end. This is called spaced practice.

**Mr Hughes:** Moving on to my second point: testing yourself. Reading your notes again and again feels useful, but in fact it isn't very effective. A far better method is to cover your notes and try to remember them, or to answer practice questions. For example, you could make flashcards with a question on one side and the answer on the other.

**Mr Hughes:** The third and final point is sleep. I know — it sounds boring! But it's actually crucial. While you sleep, your brain stores the information you learned that day. As a result, students who stay up all night before an exam often remember less, not more.

**Mr Hughes:** Oh, and by the way, don't forget to drink water. Even mild dehydration can affect your concentration. Anyway, back to the main points.

**Mr Hughes:** So, to sum up: spread your revision out, test yourself rather than rereading, and get enough sleep. The most important thing to remember is that how you revise matters more than how long you revise for. Good luck.

---

Unit 9 · Sheet B — Urban heat islands

---

**Dr Shah:** Good morning. Today's topic is the urban heat island — the reason cities are often several degrees warmer than the countryside around them. I'll explain the causes first, then the effects, and finally some solutions.

**Dr Shah:** Let's start with the causes. The main one is the materials we build with. Concrete and asphalt — the dark material used on roads — absorb heat during the day and release it slowly at night. That's why city nights can be up to five degrees warmer than rural ones. A second cause is the lack of trees. Trees cool the air by providing shade and by releasing water through their leaves. And thirdly, there's waste heat from cars and air conditioners. Ironically, the more air conditioners we use, the hotter the streets outside become.

**Dr Shah:** Now, what about the effects? The most serious is on health. During heatwaves, elderly people and young children are most at risk. There's also an effect on energy: hotter cities use more electricity, which increases pollution.

**Dr Shah:** So, what can be done? One solution is cool roofs — painting roofs white or other light colours, which reflect sunlight. In some cities this has reduced the temperature inside buildings by around two degrees. Another is green space. Singapore, for instance, has added gardens to the walls and roofs of tall buildings. A third idea is to change road surfaces to lighter materials.

**Dr Shah:** To sum up, urban heat islands are caused mainly by building materials, a lack of trees and waste heat — but there are practical solutions. Next week, we'll look at how all this links to climate change.

**Jess:** What are you doing at the weekend?

**Tom:** Not much. I'm going to stay in and catch up on some sleep. What about you?

**Jess:** I've got to finish my art project. I should have started it last week, but I didn't have time.

**Tom:** Do you want to come round on Sunday? We could work on it together.

**Jess:** That'd be great. Could you send me your address? I've forgotten it.

**Tom:** Sure, give me a minute. Did you get the message I sent you yesterday?

**Jess:** No, I didn't. What was it about?

**Tom:** Just the football tickets. Let me know if you still want one.

**Jess:** Of course I do! Tell me how much I owe you.

**Tom:** Don't worry about it. It's an early birthday present.

**Jess:** Seriously? Thanks, Tom. You're the best! What time does the match start, by the way?

**Tom:** Half past three, but we ought to get there early. It's going to be packed.

**Jess:** OK. Shall I ask my dad if he can give us a lift?

**Tom:** Would you? That'd be brilliant. Otherwise we'll have to get two buses.

**Jess:** I'll text him now. See you on Sunday, then!

*[Speaker 1 — Scottish accent if possible]*

**Callum:** I grew up in Glasgow, and when I first moved to London for university, people kept asking me to repeat myself. I'd say I was going for the messages — which in Scotland means going to the shops — and my flatmates thought I was going to collect letters! It took me about a term to get used to it. Now I switch between the two without thinking.

*[Speaker 2 — American accent if possible]*

**Jordan:** I'm from Chicago, and I'm on an exchange programme in Manchester. What confused me most wasn't the accent, it was the words. On my first day, a teacher told me to put my rubbish in the bin — I thought she meant my work was bad! Back home we say trash. And here football means soccer, which I'd sort of guessed.

*[Speaker 3 — Indian accent if possible]*

**Priyanka:** In Mumbai I went to an English-medium school, so English feels completely natural to me. When I visited my cousins in Australia, though, they talked so fast! And they shorten everything — arvo for afternoon, brekkie for breakfast. By the end of the holiday I was doing it too, which my parents found very funny.

*[Speaker 4 — Nigerian accent if possible]*

**Tunde:** I'm from Lagos. Nigerian English has its own expressions. We say "I'm coming" when we mean "wait, I'll be back in a moment". When I said that to my manager in Sydney, she stood at the door waiting for me! My advice for listening is: don't panic about accents. Focus on the key words, and you'll get used to the rhythm after a few days.

*[Recording 1]*

**Girl:** Mum, I need some things for art tomorrow.

**Mum:** Didn't you get new paintbrushes last week?

**Girl:** Yes, and Miss Lin's giving us glue and scissors. But I haven't got any coloured pencils — mine are all broken.

*[Recording 2]*

**Man:** Shall we meet at the station?

**Woman:** It's always so crowded there. How about the café opposite the bank?

**Man:** I'm not sure it's open on Sundays. Let's just meet by the park gates — we're walking that way anyway.

**Woman:** Fine. See you there.

*[Recording 3]*

**Receptionist:** The children's swimming lessons used to start at four, but because school finishes later this term, they now begin at a quarter past four.

**Mum:** And they last half an hour?

**Receptionist:** Forty-five minutes, actually.

*[Recording 4]*

**Boy:** I play basketball for the school team, but that's mainly because my friends do. I'm in the chess club too, and I play video games now and then. But what I really love is drawing — I can spend hours on one picture.

*[Recording 5]*

**Girl:** How much are these notebooks?

**Assistant:** A hundred and fifty baht each, or two for two hundred.

**Girl:** Just one, please. Oh — I've got a student card.

**Assistant:** Then you get thirty baht off. So that's a hundred and twenty.

*[Recording 6]*

**Boy:** Mum, I can't find my... no, wait, my keys are here in my pocket.

**Mum:** Is it your phone again? Or your wallet?

**Boy:** No, I've got both of those. It's my glasses! I had them on the bus this morning.

*[Recording 7]*

**Forecaster:** After a week of storms, things are finally calming down. Saturday and Sunday will be cloudy but dry, with temperatures a little lower than usual and hardly any wind. Don't expect sunshine until next Tuesday.

*[Recording 8]*

**Woman:** I trained as a nurse and worked in a hospital for six years. Then I taught biology for a while. Now I write about health for a national newspaper, full-time. I do miss the hospital sometimes, though.

*[Recording 1]*

**Anya:** Have you chosen which trip to sign up for — the science museum or the national park?

**Ben:** The park. I know it's an early start, but I've been to the museum twice already.

**Anya:** I'd actually prefer the park too, but there's a six-kilometre walk, and I've hurt my ankle. So it's the museum for me.

**Ben:** Oh, of course. Well, I'll take lots of photos for you.

*[Recording 2]*

**Presenter:** The new city library finally opens on Monday. It was meant to open last month, but the computers were delivered late. As well as books, there's a recording studio for teenagers, which you can book for free for up to two hours a week. And the library will be open until nine every evening.

*[Recording 3]*

**Girl:** Dad, my phone screen's cracked again. I dropped it at basketball.

**Dad:** Again? We only had it fixed in March.

**Girl:** I know. Can I get a new one?

**Dad:** No. We'll repair it one more time, but you're buying a proper case out of your pocket money.

**Girl:** That's fair.

*[Recording 4]*

**Man:** I'd always thought marathons were for professional athletes. But after my doctor told me to get fitter, I joined a running club, and within a year I'd signed up for one. The hardest part wasn't the race itself — the crowds kept me going. It was training through the rainy season. I finished in just under five hours.

*[Recording 5]*

**Kim:** How's the group project going?

**Ravi:** Not great. Two people haven't done anything, and the deadline's Thursday.

**Kim:** Have you told the teacher?

**Ravi:** Not yet. I'd rather sort it out ourselves first. I'm going to divide the rest of the work into four equal parts and send everyone a list tonight.

**Dr Nguyen:** Good morning. When most people think of bamboo, they think of pandas. But bamboo is one of the most useful plants on Earth, and I've spent fifteen years studying it.

**Dr Nguyen:** Let me start with a surprising fact. Bamboo is not a tree — it's actually a type of grass. Some species can grow almost a metre in a single day, which makes it the fastest-growing plant in the world. I once measured a stem in Japan that grew ninety-one centimetres in twenty-four hours.

**Dr Nguyen:** People have used bamboo for thousands of years. In ancient China, before paper became common, people wrote on strips of bamboo tied together. Today it's used for everything from furniture to bicycles. In parts of Asia, bamboo scaffolding is still used on tall buildings, because it's light, flexible and, for its weight, surprisingly strong.

**Dr Nguyen:** So why are scientists so interested? The main reason is the climate. Because it grows so fast, bamboo absorbs a lot of carbon dioxide. It also grows back after it's cut, so you don't need to replant it.

**Dr Nguyen:** However, bamboo isn't perfect. Some types spread very aggressively and can take over gardens and forests, pushing out other plants. And when bamboo products are shipped around the world, a lot of the environmental benefit is lost.

**Dr Nguyen:** One of the strangest things about bamboo is how it flowers. Many species flower only once every sixty to a hundred and twenty years — and all the plants of the same species flower at the same time, even in different countries. Scientists still don't fully understand how they do it.

**Dr Nguyen:** My own research focuses on using bamboo to protect riverbanks. Its roots form a thick network that holds the soil together and stops it washing away during floods. We've planted bamboo along three rivers in northern Vietnam, and so far the results are very encouraging.

*[Speaker 1]*

**Lucía:** I'd studied Korean for two years, so the language wasn't a worry. What really struck me was how long the school day was. Lessons went on until four, and then most students went to study centres until ten at night. At home in Madrid, I'm finished by three!

*[Speaker 2]*

**Tom:** The food in Bologna was incredible, just as everyone had told me it would be, so that was no surprise. But the best thing was my host family. They treated me like a son. We video-call every month, and they're coming to visit us at Christmas.

*[Speaker 3]*

**Nattapong:** At home my mum does everything for me — washing, cooking, even waking me up. In New Zealand, nobody did that! I had to organise my own timetable and catch two buses to school. I came back a different person. I even make my own breakfast now.

*[Speaker 4]*

**Sophie:** Everyone said it would be the best month of my life, so I suppose my hopes were too high. My host sister and I didn't really get on, and it rained almost every day. I learned a lot of French, but honestly, I was glad to come home.

*[Speaker 5]*

**Kenji:** People in Germany kept asking me about Japanese customs — why we take our shoes off indoors, why we bow. I realised I'd never really thought about it. I had to find answers, and I came home understanding where I come from much better.

*[Speaker 6]*

**Amara:** Before I left Lagos, I worried most about the cold — I'd never seen snow. It turned out to be the best part! I loved the university town in the Netherlands where I stayed so much that I'm now planning to apply there for my degree.

**Presenter:** My guest today is Maya Torres, a voice actor who has worked on cartoons, video games and audiobooks. Maya, did you always want to do this job?

**Maya:** Not at all. At school I wanted to be a vet! I was in the drama group, but only because my best friend dragged me along. Then our drama teacher asked me to record some radio adverts for a local charity, and I discovered I loved working with just my voice.

**Presenter:** How did you get your first professional job?

**Maya:** I sent recordings to about forty agencies. Only two replied, and one of them said my voice was "too ordinary". The other one took me on, and three months later I got a small part in a cartoon. I played a talking teapot.

**Presenter:** What's a typical recording session like?

**Maya:** People imagine it's glamorous, but usually it's just me in a small, dark booth with headphones on. Often the animation isn't finished, so I'm acting to a drawing, or even just a description. You have to use your imagination.

**Presenter:** What's the hardest part of the job?

**Maya:** Physically, looking after my voice. I can't shout at football matches, and if I get a cold I can lose a week's work. But emotionally, the hardest thing is rejection. You might go to twenty auditions and get one part.

**Presenter:** How do you deal with that?

**Maya:** I try not to take it personally — often they just want someone who sounds older or younger. And I keep busy. I record audiobooks between bigger projects, which I love, because I get to play every character.

**Presenter:** Has technology changed the industry?

**Maya:** Hugely. Many actors now have a studio at home, so you can work for companies abroad without travelling. Some people worry that computer-generated voices will replace us, but I think audiences can still hear the difference. Real emotion is hard to copy.

**Presenter:** And your advice for young people?

**Maya:** Read aloud every day — stories, news articles, anything. Record yourself and listen back. It's uncomfortable at first, but it's the quickest way to improve.



FOR TEACHERS & PARENTS

## Answers & mark schemes

Mark schemes list the points that earn marks and summarise the level descriptors for longer answers. Accept any valid answer that is supported by the text. Model answers show one possible response.

### Starting point check

- 1 however
- 2 21 March (accept 21st March)
- 3 8.45 p.m.
- 4 13
- 5 read the questions and underline key words
- 6 on foot
- 7 a summary
- 8 G and J
- 9 twice
- 10 2,500 baht

### Unit 1 · Sheet A — Predicting answers before you listen

- 1 a time
- 2 a number for a date
- 3 an amount of money
- 4 an object (noun)
- 5 6.30 (accept 6:30 / half past six)
- 6 14 / 14th
- 7 six / 6
- 8 32
- 9 water bottle
- 10 Harding (correct spelling required)
- 11 4.50

### Unit 1 · Sheet B — Predicting answers before you listen

- 1 C — "we'll now leave at quarter to eight"; 7.15 is the old time. [1]
- 2 D [1]
- 3 D [1]
- 4 A — fog is in the morning; rain is on Thursday. [1]
- 5 C —  $2 \times 225 = 450$ . [1]
- 6 C [1]
- 7 A [1]
- 8 C — "shocked by the amount of plastic... wanted to do something about it". [1]

### Unit 2 · Sheet A — Spelling, numbers, dates and prices

- 1 Adaeze
- 2 Okafor
- 3 30 / 30th (not 13)
- 4 7 / 7th
- 5 18 / 18th
- 6 9.15 (a.m.)
- 7 11 / 11.00 / eleven o'clock
- 8 8,400 (accept 8400)
- 9 7,900 (accept 7900)
- 10 15 / 15th
- 11 081 447 2693
- 12 okaforfamily
- 13 214
- 14 pencil case

### Unit 2 · Sheet B — Spelling, numbers, dates and prices

- 1 (about) 50 minutes [1]
- 2 10.25 (a.m.) (accept twenty-five past ten) [1]
- 3 Pryce (correct spelling only) [1]
- 4 Pier 3 / three (not Pier 1) [1]
- 5 4.15 (p.m.) [1]
- 6 2.8 km / kilometres (unit required) [1]
- 7 250 baht [1]
- 8 (the) equipment / mask and fins [1]
- 9 12.30 [1]
- 10 22 November (accept 22nd November / November 22) [1]

### Unit 3 · Sheet A — Short announcements and messages

- 1 Friday at 3.20 (both needed)
- 2 Dr Malik is away (at a conference)
- 3 the pitch is flooded
- 4 Saturday (morning) at 9 (a.m.)
- 5 trainers (not boots)
- 6 (from) the front desk
- 7 seven / 7 days
- 8 6.40
- 9 (at the) north entrance
- 10 she has a (really) big suitcase

### Unit 3 · Sheet B — Short announcements and messages

---

- 1 (in) the gym [1]
- 2 (bookshop) voucher OR project shown at the city science festival [1]
- 3 (number) 46 [1]
- 4 dark green (with a red stripe) [1]
- 5 identification / ID / (a) student card [1]
- 6 Monday(s) [1]
- 7 (over) 200 steps (up to the tower) [1]
- 8 6.45 (a.m.) [1]
- 9 a banana OR (a piece of) toast [1]
- 10 they won't be allowed to race / can't race [1]

### Unit 4 · Sheet A — Short conversations: multiple choice

---

- 1 He was disappointed.
- 2 The food took a long time.
- 3 going on a weekday
- 4 Her printer is broken.
- 5 Hana can send it by email by Friday.
- 6 surprised
- 7 Saturday
- 8 Mei is busy and the park closes early.
- 9 check the prices online

### Unit 4 · Sheet B — Short conversations: multiple choice

---

- 1 B [1]
- 2 A [1]
- 3 B [1]
- 4 B — "I'll just take the refund". [1]
- 5 B [1]
- 6 C [1]
- 7 B [1]
- 8 C — "I'll pick some up" — *some* = cheese. [1]

### Unit 5 · Sheet A — Spotting distractors

---

- 1 7.30
- 2 fish
- 3 fifth floor
- 4 drums
- 5 engineering
- 6 silver
- 7 a bit early for me... Can we say
- 8 Actually, no
- 9 they've moved to
- 10 I used to... These days
- 11 Everyone thinks... But I've decided
- 12 No, it's not... Mine's

### Unit 5 · Sheet B — Spotting distractors

---

- 1 B [1]
- 2 B [1]
- 3 B [1]
- 4 B — 3,200 (4 × 800) is a trap — the course price is given. [1]
- 5 B [1]
- 6 C [1]
- 7 B — "saved a fortune on petrol"; it "isn't much quicker". [1]
- 8 B [1]
- 9 B [1]

### Unit 6 · Sheet A — Completing notes from a talk

---

- 1 2009
- 2 fishermen
- 3 40 / forty
- 4 fishing nets
- 5 jellyfish
- 6 seaweed
- 7 prepare food
- 8 September
- 9 crabs
- 10 10 p.m. / ten (p.m.)
- 11 16 / sixteen
- 12 three days / 3 days
- 13 two weeks / 2 weeks
- 14 huts

### Unit 6 · Sheet B — Completing notes from a talk

---

- 1 15 / fifteen [1]
- 2 3,000 litres (unit required) [1]
- 3 timer [1]
- 4 sensor [1]
- 5 waterproof [1]
- 6 11 / eleven [1]
- 7 girls' (accept girls) [1]
- 8 60% / sixty per cent [1]
- 9 400 baht [1]
- 10 second (place) / 2nd [1]
- 11 for free / free [1]

### Unit 7 · Sheet A — Matching speakers to opinions

---

- 1 A; C; E; F
- 2 his sister
- 3 annoys
- 4 B
- 5 D
- 6 B and D

### Unit 7 · Sheet B — Matching speakers to opinions

---

- 1 **Speaker 1** A (videos mentioned = F is a distractor) [1] **Speaker 2** D [1] **Speaker 3** B (career rejected — not G) [1] **Speaker 4** F [1] **Speaker 5** H (already friends — not E) [1] **Speaker 6** G (time was not a problem — not C) [1]
- 2 it clashed with her piano lessons [1]
- 3 two Saturdays [1]

### Unit 8 · Sheet A — Longer interviews: multiple choice

---

- 1 A with a phone
- 2 B He saved up for it.
- 3 B It took many visits.
- 4 B relaxed
- 5 B buying expensive equipment too soon
- 6 B take photos for a magazine
- 7 False
- 8 True
- 9 False
- 10 False

### Unit 8 · Sheet B — Longer interviews: multiple choice

---

- 1 B [1]
- 2 A — "delicious — a bit like crisps"; she was nervous but ate them. [1]
- 3 B [1]
- 4 B [1]
- 5 B — sports people were *expected* — a distractor. [1]
- 6 C [1]
- 7 A [1]
- 8 A [1]

### Unit 9 · Sheet A — Signposting in talks and lectures

---

- 1 introduces the first point
- 2 introduces a contrast
- 3 starts a new point
- 4 introduces a consequence
- 5 returns after a side comment
- 6 spaced
- 7 effective
- 8 answer
- 9 stores
- 10 long

### Unit 9 · Sheet B — Signposting in talks and lectures

---

- 1 countryside [1]
- 2 materials [1]
- 3 roads [1]
- 4 5 / five degrees [1]
- 5 water [1]
- 6 air conditioners [1]
- 7 young children [1]
- 8 electricity [1]
- 9 white [1]
- 10 Singapore [1]
- 11 B — "the causes first, then the effects, and finally some solutions". [1]
- 12 C [1]

### Unit 10 · Sheet A — Accents and connected speech

---

- 1 are; you
- 2 going; to
- 3 got; to
- 4 have
- 5 you; want; to
- 6 be
- 7 Could; you
- 8 me
- 9 Did; you
- 10 Let; me
- 11 I; do
- 12 Don't (accept Do not)

### Unit 10 · Sheet B — Accents and connected speech

---

- 1 A [1]
- 2 B [1]
- 3 B [1]
- 4 B [1]
- 5 A [1]
- 6 B [1]
- 7 B [1]
- 8 A [1]

### Unit 11 · Sheet A — Practice paper: Exercises 1 and 2

---

- 1 C [1]
- 2 C [1]
- 3 B — 4.00 = old time; 4.45 = 4.00 + 45 min trap. [1]
- 4 D [1]
- 5 A — 150 – 30 = 120. [1]
- 6 D [1]
- 7 B [1]
- 8 C — "write about health for a national newspaper". [1]

### Unit 11 · Sheet B — Practice paper: Exercises 1 and 2

---

- 1 B [1]
- 2 A [1]
- 3 B [1]
- 4 A [1]
- 5 A [1]
- 6 B [1]
- 7 B [1]
- 8 B [1]
- 9 B [1]
- 10 B [1]

### Unit 12 · Sheet A — Practice paper: Exercises 3, 4 and 5

---

- 1 B [1]
- 2 A [1]
- 3 B — "wrote on strips of bamboo", *before* paper was common. [1]
- 4 B [1]
- 5 A [1]
- 6 A [1]
- 7 B [1]
- 8 A [1]

### Unit 12 · Sheet B — Practice paper: Exercises 3, 4 and 5

---

- 1 **Speaker 1** E (language not a worry — not A) [1] **Speaker 2** F (food no surprise — not B) [1] **Speaker 3** C [1]  
**Speaker 4** G [1] **Speaker 5** H [1] **Speaker 6** D (worried about the cold, not the language — not A). A and B are not used. [1]

### Unit 12 · Sheet C — Practice paper: Exercises 3, 4 and 5

---

- 1 B [1]
- 2 A [1]
- 3 A [1]
- 4 B [1]
- 5 A [1]
- 6 A [1]
- 7 B [1]
- 8 B [1]

### End-of-book check

---

- 1 such as
- 2 2 October (accept 2nd October)
- 3 6.30 p.m.
- 4 50
- 5 two
- 6 a correction or a surprise
- 7 want to
- 8 moving on to
- 9 one to three words or a number
- 10 £4.99