



BRITISH LEARNING CENTRE

PEARSON EDEXCEL INTERNATIONAL GCSE · 4ES1

English as a Second Language

Listening

Original practice for Paper 2 (Listening) of Pearson Edexcel International GCSE English as a Second Language (4ES1): four parts, 40 marks, each recording heard twice. Every recording is printed as a script at the back for a teacher or parent to read aloud.

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.

#	Paper / part	Topic · I can...	R	A	G
1	P2 Parts 1–4, AO3B	Prediction and preparation I can use reading time to predict the type and meaning of the answers I will hear.			
2	P2 Parts 1–4, AO3B	Numbers, dates and spelling I can accurately write down numbers, times, dates, prices and spelled words that I hear.			
3	P2 Parts 1–4, AO3A, AO3B	Connected speech I can understand natural fast speech with weak forms, contractions and linked words.			
4	P2 Parts 2 & 4, AO3A	Signposting language I can use signposting words to follow the structure of a talk and find the answers.			
5	P2 Part 1, AO3A, AO3D	Part 1: multiple matching I can match short monologues to statements by listening for the main idea, not single words.			
6	P2 Parts 1–3, AO3B	Short-answer questions I can give short, accurate answers to Wh- questions using no more than three words.			
7	P2 Parts 2 & 4, AO3B	Note and table completion I can complete notes and tables with accurate words and numbers from a recording.			
8	P2 Part 4, AO3B	Sentence completion I can use grammar and meaning clues to complete sentences correctly from an academic talk.			
9	P2 Parts 2 & 3, AO3B, AO3C	Multiple choice and distractors I can choose the correct option in multiple-choice questions and avoid distractors.			
10	P2 Part 3, AO3C, AO3D	Attitude and opinion I can identify speakers' opinions, feelings and agreement, both stated and implied.			
11	P2 Parts 1 & 2, AO3A–D	Practice paper: Parts 1 and 2 I can complete Parts 1 and 2 of a listening paper under exam conditions.			
12	P2 Parts 3 & 4, AO3A–D	Practice paper: Parts 3 and 4 I can complete Parts 3 and 4 of a listening paper under exam conditions.			



CHECK

Starting point check

Starting point check

Name _____ Date _____ Score _____ / 10

Choose or write the best answer. These questions check what you already know about listening exams.

- 1 How many parts are there in Paper 2 (Listening)?
☐ 2 ☐ 3 ☐ 4 ☐ 5
- 2 How many times do you hear each recording?
☐ once ☐ twice ☐ three times
- 3 What is the total mark for the listening paper?
☐ 30 ☐ 40 ☐ 50 ☐ 60
- 4 "Write no more than THREE words." Which answer breaks the rule?
☐ old station ☐ station ☐ the old railway station
- 5 Which pair of numbers is most often confused in listening?
☐ 13 and 30 ☐ 12 and 21 ☐ 7 and 70
- 6 In natural speech, *and* in "fish and chips" usually sounds like
☐ a strong 'and' ☐ a short 'n' ☐ 'end'
- 7 The signpost *however* introduces
☐ an example ☐ a contrast ☐ a summary
- 8 A distractor is
☐ a word that helps you find the answer
☐ information that is mentioned but is not the answer ☐ the title of the recording
- 9 What should you do before a recording starts?
☐ read the questions and underline key words ☐ write your answers
☐ close your eyes and relax
- 10 "Frankly, the food was hardly worth the money." The speaker feels
☐ satisfied ☐ disappointed ☐ excited

1

UNIT 1 · KEY KNOWLEDGE

Prediction and preparation

I can... use reading time to predict the type and meaning of the answers I will hear.

Paper / part: P2 Parts 1–4, AO3B

In Paper 2 you hear four recordings, each **twice**, and you have time to read the questions before each one. Good listeners use this time actively: they underline key words and predict what kind of answer fits each gap.

Ask: is the answer a number, a time, a name, a place, a noun or an adjective? What words might the speaker use instead of the words in the question (paraphrase)?

Key words

predict

key word

gap

paraphrase

distractor

Key points

- Questions follow the order of the recording.
- Underline the key words in each question before listening.
- Predict the **type** of answer: number, date, name, place, thing.
- Expect synonyms: *cheap* may be heard as *doesn't cost much*.
- Use the first listening to answer and the second to check.

Worked example

Notes: *The museum shop closes at*

Key words: **shop, closes.**

Prediction: a **time** (e.g. 5.30). Listen for *closes, shuts, until*.

Recording: "The museum's open until six, but the shop shuts half an hour earlier." → **5.30**

Common mistakes

- Waiting for the exact words of the question instead of listening for meaning.
- Writing the first number or name you hear — it may be a distractor.
- Leaving a gap empty: always write your best guess.

Exam tip: If you miss an answer, move on at once. You will hear the recording again.

Questions 1–8: before you listen, read the notes and predict the type of answer for each gap.
Questions 9–17: listen and complete the notes.

Riverside Community Garden — Open Day NOTES

Date: Saturday **(1)** May

Gates open: **(2)** a.m.

Use the entrance next to the **(3)** on Mill Lane

11.00: talk on growing **(4)**

Speaker: Dr Lena **(5)**

Children's workshop: making **(6)**

Bring your own **(7)**

Adult ticket: £**(8)**



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 (1) will probably be:

☐ a date ☐ a person ☐ a verb

2 Gap (2) will probably be:

☐ a time ☐ a price ☐ a place

3 Gap (3) will probably be:

☐ a place or building ☐ an adjective ☐ a number

4 Gap (4) will probably be:

☐ a plant or food ☐ a verb ending in -ing ☐ a time

5 Gap (5) will probably be:

☐ a surname ☐ a job ☐ a date

6 Gap (6) will probably be:
☐ a plural noun (things) ☐ an adverb ☐ a price

7 Gap (7) will probably be:
☐ an object ☐ a person ☐ a time

8 Gap (8) will probably be:
☐ a number ☐ a name ☐ a place

9 Now listen. Gap (1):

10 Gap (2):

11 Gap (3):

12 Gap (4):

13 Gap (5):

14 Gap (6):

15 Gap (7):

16 Gap (8):

17 Write down ONE piece of information you heard that was **not** the answer (a distractor).

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

You will hear an interview with the organiser of a volunteer programme. Read all the questions first. 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 Complete the notes. Write **no more than THREE words and/or a number** for each answer.

- (a) Age of volunteers: 14 to [1]
- (b) Bottles Nadia counted after the storm: more than [1]
- (c) Volunteers record every item in an [1]
- (d) Monthly activity: planting along the river [1]
- (e) Beach cleans finish at [1]
- (f) The programme provides gloves and [1]

2 For each question, write the correct letter A, B, C or D.

- (a) How many students were there when the programme started?
A 8 B 20 C 120 D 200 **Answer:** [1]
- (b) Volunteers must **not** wear
A hats. B strong shoes. C flip-flops. D gloves. **Answer:** [1]
- (c) Volunteers receive a certificate after
A 10 hours. B 20 hours. C 40 hours. D 100 hours. **Answer:** [1]
- (d) The most common item of rubbish is
A plastic bottles.
B broken glass.
C cigarette ends.
D plastic bags. **Answer:** [1]

3 Answer the questions. Write **no more than THREE words** for each answer.

- (a) Why do beach cleans start early? [1]
- (b) Who uses the information that volunteers record? [1]
- (c) What are two of the first volunteers now studying? [1]
- (d) Where will the second group open? [1]
- (e) Who must sign the form for volunteers under 16? [1]

4 Complete the sentences. Write **no more than THREE words and/or a number** for each answer.

(a) Many volunteers say the best part is making [1]

(b) The certificate is useful for [1]

(c) Nadia was surprised by the of rubbish. [1]

(d) Last year volunteers collected over cigarette ends. [1]

(e) The programme wants to teach younger children in [1]

(f) The safety talk lasts about [1]

5 Answer the questions.

(a) Name **two** things volunteers must bring. [2]

(b) Give **two** plans the programme has for the future. [2]

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

Numbers, dates and spelling

I can... accurately write down numbers, times, dates, prices and spelled words that I hear.

Paper / part: P2 Parts 1–4, AO3B

Many marks in Paper 2 depend on **exact detail**: a time, a price, a date or a name that is spelled out. A wrong digit or letter loses the mark, so these need special practice.

Speakers often change or correct information (*sorry, I mean...*). Always write the **final** version.

Key words

-teen / -ty

double

oh

spell

correction

Key points

- *thirTEEN* (stress at the end) vs *THIRty* (stress at the start).
- Phone numbers: *oh* = 0, *double six* = 66.
- Dates are said *the third of May*; write 3 May.
- Letters often confused: A/E/I, G/J, B/V/P, M/N.
- Numbers can be written as figures: 2,500 not two thousand five hundred.

Worked example

"The trip is on the fifteenth — oh no, wait, it's been moved to the sixteenth. Meet at quarter past eight." Write the date and time.

Ignore the first date: the speaker corrects it.

Date: **16th**

Time: **8.15**

Common mistakes

- Confusing 15 and 50, or 13 and 30.
- Writing a spelled name from memory instead of the letters you heard.
- Writing the first price before a discount is mentioned.

Exam tip: When a name is spelled out, write each letter as you hear it, then copy it neatly onto the answer line.

Listen to 16 short items. Write the number, date or word you hear.

 **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 Time the bus leaves:

2 Flat number:

3 Cost of the course:

4 Date of birthday:

5 Phone number:

6 Surname:

7 Postcode:

8 Year the school was built:

9 Students who walk:

10 Stadium capacity:

11 Email address:

12 Date of the meeting:

13 Time doors open:

14 Distance to the waterfall:

15 Street name:

16 Fraction of the class finished:

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

You will hear a phone call to a sports centre. Read all the questions first. 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 Complete the form. Write **no more than THREE words and/or a number** for each answer.

- (a) First name: [1]
- (b) Surname: [1]
- (c) Date of birth: [1]
- (d) Address: Flat, Seaview Court [1]
- (e) Street: Marina Road [1]
- (f) Mobile: [1]
- (g) Session day: [1]
- (h) Session time: [1]
- (i) Can swim: [1]
- (j) Emergency contact (first name): [1]

2 For each question, write the correct letter A, B, C or D.

- (a) Why can't Tomasz go on Tuesdays?
 A He has football.
 B He works.
 C The pool is closed.
 D It is too late. **Answer:** [1]
- (b) How much will Tomasz pay for membership?
 A £45 B £120 C £4.50 D £165 **Answer:** [1]
- (c) Which certificate does Tomasz have?
 A Level 2 B Level 3 C Level 4 D Level 400 **Answer:** [1]
- (d) How much is a swimming cap?
 A £4.15 B £4.50 C £14.50 D £40.50 **Answer:** [1]
- (e) When is the first session?
 A 5 February B 15 February C 9 January D 5 January **Answer:** [1]

3 Answer the questions. Write **no more than THREE words and/or a number**.

- (a)** What is the receptionist's name? **[1]**
- (b)** What time is the Tuesday session? **[1]**
- (c)** What is his mother's phone number? **[1]**
- (d)** How early should Tomasz arrive for his first session? **[1]**
- (e)** Why should he arrive early? **[1]**
- (f)** What is the name of the building where he lives? **[1]**
-

4 The receptionist's first notes contain four mistakes. Write the correct information.

- (a)** Name: Thomas Kowalczyk **[1]**
- (b)** Address: 92 Marina Road **[1]**
- (c)** Session: Tuesday **[1]**
- (d)** Payment: £45 per term **[1]**
-

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

Connected speech

I can... understand natural fast speech with weak forms, contractions and linked words.

Paper / part: P2 Parts 1–4, AO3A, AO3B

In natural speech, small grammar words are often **weak** and unstressed: *to* sounds like /tə/, *and* like 'n', *of* like 'ə'. Words also join together: *an_apple*, *did you* → *didja*.

Do not panic if you miss small words. Focus on the **stressed content words** (nouns, main verbs, numbers): they carry the meaning and usually the answer.

Key words

weak form

contraction

linking

stress

informal

Key points

- Contractions: *I'd*, *we'll*, *wasn't*, *should've*.
- Weak forms: *can* /kən/ vs *can't* /kɑ:nt/ — listen for the strong vowel.
- Linking: final consonant + vowel join: *turn_it_off*.
- Informal speech: *gonna*, *wanna*, *dunno*, *cos*.
- Stressed words = key information.

Worked example

You hear: "I'd've come if I'd known." Did the speaker come?

I'd've = I would have; *I'd known* = I had known.

This is a past conditional: something that did **not** happen.

Answer: **No** — the speaker didn't know, so didn't come.

Common mistakes

- Mishearing *can* as *can't* (and changing the meaning).
- Writing informal forms like *gonna* in a written answer.
- Stopping to work out one small word and missing the next answer.

Exam tip: In an answer, always write the full standard form: *going to*, not *gonna*.

Listen to the sentences, said at natural speed. Write the missing words (contractions count as one word).

 **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 We _____ better leave now or _____ miss the start.

2 I _____ told you about it earlier.

3 Do you want _____ cup _____ tea?

4 _____ been working there _____ ages.

5 What _____ you going _____ do at the weekend?

6 There _____ been a mistake.

7 Fish _____ chips is my favourite.

8 _____ get it?

9 I _____ come if _____ known.

10 They _____ afford it, _____ they?

11 Let's meet _____ Tuesday.

12 He _____ at home, _____ he?

13 You _____ bought it.

14 Not _____ all.

15 I'm _____ have to leave early.

16 _____ you pass me the salt?

17 What _____ you think _____ it?

18 We _____ have asked for directions.

19 Sentence 19: *dunno* =

20 *kinda* =

21 *gonna* =

22 *cos* =

23 *wanna* =

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

You will hear two friends, Mia and Jay, making plans. Read all the questions first. 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 Answer the questions. Write **no more than THREE words and/or a number**.

- (a) What time does the festival open? [1]
- (b) Why does Mia want to arrive later? [1]
- (c) Which bus will they take? [1]
- (d) Where does the number 46 go? [1]
- (e) Why can't Jay's dad drive them? [1]
- (f) Where will they meet? [1]

2 For each question, write the correct letter A, B, C or D.

- (a) Mia's cousin said the Korean stall was
A too expensive. B worth the wait. C closed. D disappointing. **Answer:** [1]
- (b) Jay would prefer to
A queue for an hour.
B try the Mexican stall.
C cook rice.
D go home early. **Answer:** [1]
- (c) What time does the cooking competition start?
A 10.00 B 11.30 C 2.00 D 4.00 **Answer:** [1]
- (d) What will Sam probably do?
A come to the festival
B not come
C enter the competition
D meet them at the library **Answer:** [1]

3 Complete the notes. Write **no more than THREE words and/or a number** for each answer.

- (a) Competition: teams of [1]
- (b) Must cook something with [1]
- (c) Time limit: [1]
- (d) Sign up online by [1]
- (e) Jay's job: [1]
- (f) Meeting time: [1]

4 What do these informal words and phrases mean in the conversation?

(a) *defo* [1]

(b) *I reckon* [1]

(c) *quid* [1]

(d) *I can't cook rice to save my life* [1]

(e) *twenty-ish* [1]

5 Answer the questions.

(a) Why should Jay bring cash? [1]

(b) How much does one plate of food cost? [1]

(c) How much is entry to the festival? [1]

(d) Why does Mia think Sam won't come? [1]

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

Signposting language

I can... use signposting words to follow the structure of a talk and find the answers.

Paper / part: P2 Parts 2 & 4, AO3A

Speakers in longer talks (Parts 2 and 4) use **signposts** to show where they are going. These words tell you that a new point — and often a new answer — is coming.

Contrast signposts such as *however*, *actually* and *in fact* are especially important: they often show that the information just before was **not** the answer.

Key words

signpost

sequence

contrast

addition

summary

Key points

- Sequence: *first of all*, *secondly*, *then*, *finally*.
- Addition: *also*, *what's more*, *on top of that*.
- Contrast: *however*, *but*, *actually*, *in fact*.
- Example: *for example*, *for instance*, *such as*.
- Change of topic / summary: *moving on to*, *turning to*, *to sum up*.

Worked example

"Many people think octopuses are solitary. In fact, some species live in groups." What does the speaker believe?

In fact corrects the belief that comes before it.

Answer: **some octopus species live in groups.**

Common mistakes

- Writing the idea that comes before *however* or *actually*.
- Losing your place: use signposts to check which question you are on.
- Ignoring the introduction, which often lists the sections of the talk.

Exam tip: Listen carefully to the introduction: speakers often say exactly how many points they will make.

Listen to a short talk about revision. Answer questions 1–8 about the signposts and 9–14 about the content.

 **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* signals

☐ the first point in a list ☐ a contrast ☐ a conclusion

2 *For example* signals

☐ an illustration ☐ a new topic ☐ a summary

3 *Secondly* signals

☐ the next point in a list ☐ an example ☐ a contrast

4 *However* signals

☐ a contrast ☐ an addition ☐ an example

5 *What's more* signals

☐ an addition ☐ a contrast ☐ the end of the talk

6 *Moving on to my final point* signals

☐ a change to the last topic ☐ an example ☐ a repetition

7 *In fact* (after "You might think...") signals

☐ correcting a belief ☐ giving an example ☐ adding a point

8 *To sum up* signals

☐ a summary ☐ a new idea ☐ a contrast

9 How many ways to revise are discussed?

10

Best length of a revision session:

11 Length of the break:

12 One of the least effective methods:

13 Hours of sleep teenagers need:

14 Topic for next week:

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

You will hear a talk about how cities deal with heat. Read all the questions first. 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** Which words does the speaker use to do each of these things? Write the signpost phrase. [1]
- (a) introduce the first section [1]
- (b) add another cause [1]
- (c) introduce the solutions [1]
- (d) introduce an important warning [1]
- (e) conclude the talk [1]
- 2** Complete the notes. Write **no more than THREE words and/or a number** for each answer. [1]
- (a) Cities can be up to hotter at night. [1]
- (b) Dark surfaces such as roads and absorb heat. [1]
- (c) push hot air onto the streets. [1]
- (d) White roofs lowered indoor temperatures by about [1]
- (e) Melbourne aims for tree cover ... [1]
- (f) ... by the year [1]
- (g) Seoul uncovered an old [1]
- (h) Seoul removed a to do this. [1]
- 3** For each question, write the correct letter A, B, C or D. [1]
- (a) What is the main reason cities are hotter?
 A air conditioners
 B dark surfaces release heat slowly
 C there are fewer trees
 D more people live there **Answer:** [1]
- (b) Which solution does the speaker find most exciting?
 A paint B trees C water D green roofs **Answer:** [1]
- (c) A white roof would not work well in a city that is
 A very hot. B cloudy. C crowded. D near the sea. **Answer:** [1]
- (d) In 2012 Melbourne's tree cover was about
 A 20%. B 40%. C 80%. D 7%. **Answer:** [1]

4 Answer the questions. Write **no more than THREE words and/or a number**.

- (a) How much cooler can the area by Seoul's river be? [1]
- (b) What could students ask their school to do? [1]
- (c) What project could students start? [1]
- (d) What simple action helps keep homes cool? [1]
- (e) In which country is Melbourne? [1]
- (f) What will the speaker do after the talk? [1]

5 Give **two** problems with the solutions the speaker describes. [2]

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

Part 1: multiple matching

I can... match short monologues to statements by listening for the main idea, not single words.

Paper / part: P2 Part 1, AO3A, AO3D

Part 1 usually begins with several short **monologues** (one person speaking). You match each speaker to a statement, such as their reason, feeling or opinion. There are more options than speakers.

The options are **paraphrased**: the speaker will not use the same words. Often a speaker mentions words from a wrong option on purpose — listen for the overall message.

Key words

gist

monologue

match

paraphrase

extra option

Key points

- Read all the options first and underline the key idea in each.
- Listen to the whole extract before choosing.
- Expect words from wrong options to be mentioned.
- Use the second listening to check and change answers.
- Each letter is used once only — cross them out.

Worked example

Options: A to save money · B to get fit. Speaker: "People think I cycle to school to save on bus fares, but really I just needed more exercise."

save on bus fares matches A — but it is what **people think**.

needed more exercise = *to get fit*.

Answer: **B**

Common mistakes

- Choosing an option because one word matches.
- Deciding too early, before the speaker has finished.
- Using the same letter twice.

Exam tip: Phrases like *people assume*, *actually* and *the real reason* often show the true answer.

Listen to five teenagers talking about an activity. Use the options in the box for questions 1–10, then answer questions 11–15.

Options BOX

Activities (questions 1–5): A photography · B drama · C basketball · D rock climbing · E guitar · F football coaching · G cooking

Reasons (questions 6–10): A to support a friend · B to spend less time on screens · C to prove someone wrong · D to help with future studies · E to learn a practical skill · F to become famous · G to meet new people

 **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 — activity:

2 Speaker 2 — activity:

3 Speaker 3 — activity:

4 Speaker 4 — activity:

5 Speaker 5 — activity:

6 Speaker 1 — reason:

7 Speaker 2 — reason:

8 Speaker 3 — reason:

9 Speaker 4 — reason:

10 Speaker 5 — reason:

11 Which TWO reasons are not used?

12 Speaker 3 mentions being famous. Why is reason F wrong?

13 Which speaker did not expect to enjoy the activity?

14 Which speaker mentions a younger family member?

15 Which speaker's friend now does a different activity?

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

You will hear five young people talking about a place where they stayed. Read all the questions first. 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** Which statement A–H matches each speaker? Use each letter once only. There are **three** extra letters.

	Statement
A	I would happily repeat the experience.
B	It did not match what I had expected.
C	I learnt something about myself.
D	It has given me an idea for my schoolwork.
E	It was good value for money.
F	I was frightened most of the time.
G	I wish I had gone with friends.
H	It was far too expensive.

Speaker 1 [1]

Speaker 2 [1]

Speaker 3 [1]

Speaker 4 [1]

Speaker 5 [1]

- 2** Answer the questions. Write **no more than THREE words and/or a number**.

(a) How high was the treehouse? [1]

(b) What did Maya's family use to read at night? [1]

(c) What was put on top of the ice beds? [1]

(d) What was the temperature in Omar's room? [1]

(e) How often did the ferry run? [1]

(f) How many extra days did Grace stay? [1]

(g) What did Grace watch during the extra days? [1]

(h) How many people were on the houseboat? [1]

(i) What did Ravi eat for breakfast? [1]

(j) How much did the capsule hotel cost per night? [1]

- 3** Which speaker (1–5) ...
- (a)** mentions an event that caused a delay? **[1]**
 - (b)** saw wild animals from the place where they slept? **[1]**
 - (c)** stayed there because of a family celebration? **[1]**
 - (d)** found it hard to sleep? **[1]**
 - (e)** says the place was very clean? **[1]**
-

- 4** Which words did the speaker use that mean ...
- (a)** "I would return immediately" (Speaker 1)? **[1]**
 - (b)** "one visit is sufficient" (Speaker 2)? **[1]**
 - (c)** "extremely clean" (Speaker 5)? **[1]**
 - (d)** "very cheap for what you get" (Speaker 5)? **[1]**
 - (e)** "full of people" (Speaker 4)? **[1]**
-

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

Short-answer questions

I can... give short, accurate answers to Wh- questions using no more than three words.

Paper / part: P2 Parts 1–3, AO3B

Short-answer questions test **detail**. The question word tells you what to listen for: *who* (person), *where* (place), *when* (time), *why* (reason), *how many* / *how much* (number or price).

Write only the key words. You do not need a full sentence, but you must stay within the word limit and spell common words recognisably.

Key words

question word

word limit

detail

spelling

order

Key points

- Underline the question word and the key noun.
- Answers come in the same order as the recording.
- Keep to the word limit: *the old fire station* = 4 words, so write *old fire station*.
- Don't add extra information that could be wrong.
- Numbers can be written as figures.

Worked example

Question: *Who repairs the items?* (no more than THREE words). **Recording:** "Twenty volunteers, many of them retired engineers, check and repair everything."

Question word *who* → a person or group.

Answer: **volunteers** (or **retired engineers**).

Not: *twenty volunteers who are retired* — too long and partly wrong.

Common mistakes

- Writing a full sentence and going over the word limit.
- Answering a different question word (a place for a *when* question).
- Adding a wrong detail to a correct answer.

Exam tip: Read your answer back against the question: does it make sense as a reply?

Questions 1–4: decide what kind of information each question asks for. Then listen to a radio report and answer questions 5–16 in no more than THREE 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 *Where* is the Library of Things? — asks for

☐ a place ☐ a time ☐ a person

2 *Who* had the original idea? — asks for

☐ a person or group ☐ a reason ☐ a number

3 *How much* does membership cost? — asks for

☐ a price ☐ a date ☐ a place

4 *Why* is sharing a drill sensible? — asks for

☐ a reason ☐ a person ☐ a time

5 Where is the Library of Things?

6 Who had the original idea?

7 How long is a drill used in its whole life?

8 How much does membership cost per year?

9 How many items can you borrow at a time?

10 How long can you keep an item?

11 How much does the carpet cleaner cost?

12 What is the most popular item?

13 Who checks and repairs the items?

14 On which days is it closed?

15 What will the children's section have?

16 What time does it close?

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

You will hear a student, Leo, talking to a careers adviser. Read all the questions first. 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 Answer the questions. Write **no more than THREE words and/or a number**.

- (a) In which month is the placement? [1]
- (b) How long is the placement? [1]
- (c) What job did Leo want to do before? [1]
- (d) What is the name of the architecture firm? [1]
- (e) How many students does the firm take each year? [1]
- (f) What did Bella help to design? [1]

2 Answer the questions. Write **no more than THREE words and/or a number**.

- (a) What is the maximum length of the letter? [1]
- (b) What is the deadline? [1]
- (c) What will Leo show as an example of design work? [1]
- (d) How long is the train journey? [1]
- (e) Who will Leo travel with? [1]
- (f) What does the firm provide for free? [1]

3 For each question, write the correct letter A, B, C or D.

(a) Leo's placement dates are

A 6–17 July. B 7–17 July. C 6–16 July. D 16–27 July. Answer: [1]

(b) The working day ends at

A 4.00. B 4.30. C 5.00. D 9.00. Answer: [1]

(c) On the first day Leo should wear

A jeans and trainers.

B smart casual clothes.

C a uniform.

D safety boots. Answer: [1]

(d) Brightbuild takes up to

A 1 student. B 3 students. C 5 students. D 15 students. Answer: [1]

(e) Leo decides to apply to

A Harlow and Finch only.

B Brightbuild only.

C both companies.

D neither company. Answer: [1]

4 Answer the questions.

(a) Why is Leo now interested in engineering or architecture? [1]

(b) Name **two** things Leo must send to Harlow and Finch. [2]

(c) Which train will Leo catch? [1]

(d) Will Leo be paid? [1]

(e) Give **two** ways the Brightbuild placement is different. [2]

(f) When should Leo see Mrs Patel again? [1]

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

Note and table completion

I can... complete notes and tables with accurate words and numbers from a recording.

Paper / part: P2 Parts 2 & 4, AO3B

Note and table completion tasks follow the **structure** of the recording. Headings and column titles tell you what kind of information is missing and help you keep your place.

The missing words are usually the **exact words** you hear, but the words around the gap are often paraphrased. Check spelling and the word limit.

Key words

notes

table

heading

column

word limit

Key points

- Read headings, row and column labels before you listen.
- In a table, read **across** each row: one row = one topic.
- The answer must fit grammatically into the notes.
- Do not repeat words already printed next to the gap.
- Figures (12.30, 40%) are fine and save time.

Worked example

Table row: *Giraffes* | **Feeding time:** | **Food:** **Recording:** "Feeding is at twelve thirty — not twelve, as it says on old maps. They love lettuce."

Feeding time: the speaker corrects *twelve* → **12.30**.

Food: **lettuce**.

Common mistakes

- Writing in the wrong row or column of a table.
- Copying the words next to the gap again (*air-filled air-filled tyres*).
- Going over the word limit.

Exam tip: Before listening, number the gaps in the order you expect to hear them — usually left to right, top to bottom.

Listen to a guide at a wildlife park. Complete the table in question 1, then answer questions 2–7.

 **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 Complete the table. Write **no more than THREE words and/or a number** for each answer.

Animal	Feeding time	Place	Food
Penguins	11.15	(1)	(2)
Giraffes	(3)	high platform	(4)
Otters	(5)	(6)	crab and small fish
Lions	3.45	(7)	—
Bats	(8)	(9)	(10)

[10]

- 2 What is the penguins' keeper called?

- 3 How much fish does each penguin eat a day?

- 4 On which days are the lions not fed?

- 5 How often does the train run?

- 6 What time does the park close?

- 7 What is not allowed in the Night House?

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

You will hear a museum talk about the history of the bicycle. Read all the questions first. 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 Complete the notes. Write **no more than THREE words and/or a number** for each answer.

- (a) First bicycle: invented in Germany in [1]
- (b) Inventor: Karl [1]
- (c) It had no [1]
- (d) Nickname: the [1]
- (e) Made almost entirely of [1]
- (f) 1860s 'boneshakers': uncomfortable because of [1]
- (g) Penny-farthing front wheel: sometimes over [1]
- (h) Riders often went over the [1]

2 Complete the table about the safety bicycle. Write **no more than THREE words and/or a number** for each answer.

Safety bicycle	Details
Inventor	John Kemp (a)
Country	(b)
Year	(c)
Wheels	both the (d)
Back wheel driven by	a (e)
Added a few years later	air-filled (f)

- (a) [1]
- (b) [1]
- (c) [1]
- (d) [1]
- (e) [1]
- (f) [1]

3 For each question, write the correct letter A, B, C or D.

(a) Penny-farthings were mainly ridden by

A working people. B women. C young, wealthy men. D children.

Answer:

[1]

(b) The safety bicycle helped working people to

A find work further away.

B buy cheaper clothes.

C travel abroad.

D build roads. Answer:

[1]

(c) Women's fashion changed because

A long skirts got caught in the chain.

B bikes became cheaper.

C trousers were fashionable in France.

D rules changed. Answer:

[1]

(d) In some European countries, electric bikes

A are banned.

B make up nearly half of new bike sales.

C are mostly imported from China.

D are slower than normal bikes. Answer:

[1]

4 Answer the questions. Write **no more than THREE words and/or a number**.

(a) What are 'bloomers'?

[1]

(b) How many bicycles are there in the world?

[1]

(c) Which country has several hundred million bicycles?

[1]

(d) Where can visitors see the museum's oldest bike?

[1]

(e) In which year was the oldest bike made?

[1]

(f) Why must visitors not touch it?

[1]

(g) Which modern bike is the hobby horse similar to?

[1]

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

Sentence completion

I can... use grammar and meaning clues to complete sentences correctly from an academic talk.

Paper / part: P2 Part 4, AO3B

In sentence completion, each sentence is a **paraphrase** of something in the recording, with one gap. The words before and after the gap tell you what kind of word is missing.

Look for grammar clues: *a/an/the* → noun; *very* → adjective; *it* *the brain* → verb. The completed sentence must be grammatically correct and true to the recording.

Key words

sentence

grammar clue

noun

adjective

academic

Key points

- Read the whole sentence, not just the words next to the gap.
- Decide: noun, verb, adjective or number?
- Singular or plural? Check *a* or *are*.
- Use the speaker's words, but keep within the word limit.
- Read your completed sentence: does it make sense?

Worked example

Sentence: *People yawn less when the outside air is very* **Recording:** "one study found that people yawn less when the air outside is very hot."

is very → an adjective is needed.

Answer: **hot**.

Not *hot air* (noun phrase — grammar does not fit).

Common mistakes

- Writing a word that is true but does not fit the grammar.
- Forgetting a plural -s (*shelf* instead of *shelves*).
- Repeating words already in the sentence.

Exam tip: The sentences are in the same order as the talk, so if you hear the answer to (c), you have missed (b); move on.

Questions 1–6: predict what kind of word fits each gap in questions 7–16. Then listen to a student presentation and complete sentences 7–16 (no more than THREE 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 Question 7 needs

☐ a length of time ☐ a verb ☐ an adjective

2 Question 9 needs

☐ a noun ☐ a verb ☐ a number

3 Question 11 needs

☐ a verb (present tense) ☐ a noun ☐ an adjective

4 Question 12 needs

☐ an adjective ☐ a noun ☐ a verb

5 Question 13 needs

☐ an adjective ☐ a time ☐ a person

6 Question 15 needs

☐ a noun (people) ☐ a verb ☐ a number

7 A typical yawn lasts around _____.

8 We yawn between five and _____ times a day.

9 The old theory said we yawned to get more _____.

10 This theory was tested in the _____.

11 Today many scientists think yawning _____ the brain.

12 People yawn less when the outside air is very _____.

13 Yawns are _____, which means they spread.

14 Children under about _____ rarely catch yawns.

15 We catch yawns more easily from _____ than from strangers.

16 Animals that yawn include dogs, cats, fish and _____.

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

You will hear a scientist giving a talk about vertical farming. Read all the questions first. 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** Complete the sentences. Write **no more than THREE words and/or a number** for each answer.

- (a) In vertical farms, crops grow on stacked on top of each other. [1]
- (b) Some farms are ten or twelve high. [1]
- (c) The lamps are usually a colour. [1]
- (d) Plants mainly use light. [1]
- (e) Growing plants with roots in nutrient-rich water is called [1]
- (f) In aeroponics, the roots are sprayed with a [1]
- (g) Vertical farms can use up to less water. [1]
- (h) Pesticides are not needed because cannot get in. [1]
- (i) Farms can be built in old warehouses or underground [1]
- (j) The food is fresher because it travels a shorter [1]

- 2** Complete the table. Write **no more than THREE words and/or a number** for each answer.

Topic	Information
Singapore	imports over (a) of its food
Dubai	one farm produces about (b) kg of (c) a year
Crops that work well	lettuce, (d) and strawberries
Crops too costly	(e) and (f)

- (a) [1]
- (b) [1]
- (c) [1]
- (d) [1]
- (e) [1]
- (f) [1]

3 For each question, write the correct letter A, B, C or D.

(a) According to the speaker, the main problem with vertical farms is

A water. B energy. C pests. D land. Answer:

[1]

(b) Food from vertical farms is expensive because

A land is expensive.

B the lights use a lot of electricity.

C transport costs are high.

D workers are well paid. Answer:

[1]

(c) The speaker believes vertical farms will

A soon replace ordinary farms.

B become a normal part of feeding cities.

C disappear in his lifetime.

D mainly grow wheat. Answer:

[1]

(d) This will become easier as

A solar power gets cheaper.

B pesticides improve.

C fields get larger.

D cities get smaller. Answer:

[1]

4 Answer the questions.

(a) What happens to the water in a vertical farm?

[1]

(b) Why does Singapore want to grow more food locally?

[1]

(c) Give **two** reasons why lettuce, herbs and strawberries are suitable.

[2]

(d) Apart from what a farm grows, what must students find out for homework?

[1]

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

Multiple choice and distractors

I can... choose the correct option in multiple-choice questions and avoid distractors.

Paper / part: P2 Parts 2 & 3, AO3B, AO3C

In multiple-choice questions, the recording usually mentions **more than one option**. Only one fully answers the question. The others are **distractors**: they are mentioned, but rejected, corrected, in the wrong time or said about someone else.

Read the stem carefully: *How did he travel?* is different from *How did he want to travel?*

Key words

option

distractor

correction

rejected

paraphrase

Key points

- Read the stem and all options before listening.
- Expect to hear words from every option.
- Listen for changes: *but, instead, actually, in the end*.
- Check who says it: the speaker's own view, or what *people think*?
- Decide after the speaker finishes the idea.

Worked example

How will the boy travel? A taxi B train C car. Recording: "Dad was going to drive you, but his car's at the garage." "I'll get a taxi." "No, too expensive — the train's quicker." "Fine, the train."

Car — rejected (car at the garage).

Taxi — rejected (too expensive).

Answer: **B** — the final decision.

Common mistakes

- Choosing the first option you hear mentioned.
- Missing a correction after *but* or *actually*.
- Confusing what the speaker *did* with what they *planned* to do.

Exam tip: When two options both seem possible, ask: which one answers **exactly** the question in the stem?

Listen to eight short conversations. Choose the correct answer for questions 1–8, then answer questions 9–15.

 **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 they meet?

☐ 6.00 ☐ 6.30 ☐ 7.00

2 What did the girl buy?

☐ a jacket ☐ a dress ☐ some trainers

3 How will the boy travel to the airport?

☐ by taxi ☐ by train ☐ by car

4 What is the weather forecast for tomorrow?

☐ sunny ☐ rainy ☐ windy

5 Which subject does Kai find most difficult?

☐ maths ☐ history ☐ French

6 Where were the keys?

☐ in the kitchen ☐ in the car ☐ in the bag

7 How much does the woman pay?

☐ £3 ☐ £12 ☐ £15

8 What does the woman think of the new café?

☐ too noisy ☐ too expensive ☐ very good

9 Conversation 1: why is 6.00 wrong?

10 Conversation 2: why didn't she buy trainers?

11 Conversation 3: why can't Dad drive?

12

Conversation 4: when will it be windy?

13 Conversation 5: why is maths no longer his worst subject?

14 Conversation 7: how much is the student discount?

15 Conversation 6 is an example of which type of distractor?

☐ places mentioned but rejected ☐ a price change ☐ a change of time

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

You will hear an interview with a young wildlife photographer. Read all the questions first. 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 For each question, write the correct letter A, B, C or D.

(a) Who first got Theo interested in photography?

A his father

B his grandmother

C his teacher

D his photography club **Answer:**

[1]

(b) Theo's father mainly photographs

A wildlife. **B** weddings. **C** sport. **D** birds. **Answer:**

[1]

(c) When did Theo start trying to photograph the kingfisher?

A in early spring

B the previous autumn

C in the summer

D when he was eight **Answer:**

[1]

(d) On one occasion when the bird appeared, Theo

A had the wrong light.

B had a dead battery.

C was not there.

D scared it away. **Answer:**

[1]

(e) Theo's camera was

A very expensive.

B borrowed from his club.

C bought second-hand.

D a gift from his grandmother. **Answer:**

[1]

(f) The most important piece of equipment was

A the camera. **B** the lens. **C** a hide. **D** a spare battery. **Answer:**

[1]

(g) How does Theo feel about a career in photography?

A determined **B** uncertain **C** negative **D** bored **Answer:**

[1]

(h) Theo's main advice is to

A buy a good camera.

B learn about the animal.

C join a club.

D travel abroad. **Answer:**

[1]

2 Complete the notes. Write **no more than THREE words and/or a number** for each answer.

- (a) Theo's age: [1]
- (b) The photo shows a [1]
- (c) ... diving into a [1]
- (d) Visits to the same spot: about [1]
- (e) A hide is like a tiny [1]
- (f) Prize: a trip to photograph [1]
- (g) ... in [1]
- (h) Exhibition starts in [1]

3 Answer the questions. Write **no more than THREE words and/or a number**.

- (a) How old was Theo when he first went birdwatching? [1]
- (b) What did his grandmother lend him? [1]
- (c) How did Theo pay for his camera? [1]
- (d) Where did Theo get the lens? [1]
- (e) What subject is Theo thinking of studying? [1]

4 Answer the questions.

- (a) Why is Theo unsure about becoming a professional? [1]
- (b) Give **two** things Theo learnt about the kingfisher's habits. [2]

- (c) When will the prize trip take place? [1]

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

Attitude and opinion

I can... identify speakers' opinions, feelings and agreement, both stated and implied.

Paper / part: P2 Part 3, AO3C, AO3D

Some questions ask how a speaker **feels** or what they **think**. The answer may be **stated** (*I love that idea*) or **implied** through tone and word choice (*Brilliant... third time this year* = sarcastic).

In conversations (Part 3), speakers negotiate: they agree, partly agree, disagree and sometimes change their minds. The final position may differ from the first.

Key words

attitude

opinion

imply

tone

agree / disagree

Key points

- Tone of voice: flat, rising, excited, annoyed.
- Attitude adverbs: *honestly, surprisingly, frankly, to be fair*.
- Partial agreement: *I see your point, but...; fair point, I suppose*.
- Strong disagreement: *absolutely not; no way*.
- Doubt: *I suppose; whether ... is another question*.

Worked example

"I'm still not completely convinced, but if they can promise it won't be freezing, I'd go along with it." What is the speaker's attitude?

not completely convinced → doubts remain.

I'd go along with it → he accepts.

Answer: **willing to accept, with conditions.**

Common mistakes

- Taking sarcastic words literally (*Brilliant!* = bad news).
- Choosing a speaker's first opinion when they change their mind later.
- Confusing what one speaker thinks with what the other thinks.

Exam tip: In feeling questions, the adjectives in the options are often not said. Listen to the whole extract and ask: positive, negative or mixed?

Listen to eight short extracts. Choose the best answer for questions 1–8, then write the words that show the attitude (9–14).

 **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 Extract 1: the girl is

☐ sarcastic ☐ delighted ☐ frightened

2 Extract 2: the boy feels

☐ relieved ☐ jealous ☐ bored

3 Extract 3: the woman is

☐ doubtful ☐ enthusiastic ☐ angry

4 Extract 4: the man is

☐ enthusiastic ☐ disappointed ☐ worried

5 Extract 5: the teenager is

☐ disappointed ☐ proud ☐ surprised

6 Extract 6: the teacher is

☐ firm ☐ amused ☐ uncertain

7 Extract 7: Speaker B

☐ agrees completely ☐ partly agrees ☐ disagrees completely

8 Extract 8: Speaker B

☐ agrees completely ☐ partly agrees ☐ disagrees completely

9 Extract 1 — words:

10

Extract 2 — words:

11 Extract 3 — words:

12 Extract 4 — words:

13 Extract 5 — words:

14 Extract 8 — words:

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

You will hear a teacher and two student representatives discussing an end-of-year trip. Read all the questions first. 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 For each question, write the correct letter A, B, C or D.

(a) At first, Jack thinks the theme park is

A too expensive.

B the obvious choice.

C boring.

D too crowded. **Answer:**

[1]

(b) Mei questions Jack's view because

A she doesn't like rides.

B last year's group had long queues.

C it's too far away.

D the trip is in August. **Answer:**

[1]

(c) Mei's main concern about Thunder Valley is

A cost. **B** safety. **C** queues. **D** distance. **Answer:**

[1]

(d) How does Jack react to Mei's concern?

A He ignores it.

B He accepts it, a little reluctantly.

C He gets angry.

D He changes the subject. **Answer:**

[1]

(e) Jack thinks the city trip would be

A educational. **B** boring. **C** too expensive. **D** exciting. **Answer:**

[1]

(f) At the end, Jack is

A enthusiastic about Lakeside.

B completely against Lakeside.

C willing to accept Lakeside, with conditions.

D in favour of the city. **Answer:**

[1]

2 Who expresses each view? Write **J** (Jack), **M** (Mei) or **C** (Ms Carter).

(a) Some students would hate the outdoor activities.

[1]

(b) The adventure centre would help students who don't usually mix.

[1]

(c) Museum visits don't feel like a reward.

[1]

(d) I personally enjoy museums.

[1]

(e) Lakeside is fair because everyone can take part.

[1]

(f) A joke about getting wet.

[1]

3 Complete the notes. Write **no more than THREE words and/or a number** for each answer.

- (a) Thunder Valley: including the coach [1]
- (b) Lakeside: [1]
- (c) ... including [1]
- (d) Activities: kayaking, and a team challenge [1]
- (e) City trip: [1]
- (f) Deposit: [1]
- (g) ... by [1]
-

4 Answer the questions. Write **no more than THREE words**.

- (a) What is Jack and Mei's role? [1]
- (b) When did last year's group visit the theme park? [1]
- (c) When would this year's trip take place? [1]
- (d) What would students wear for kayaking? [1]
- (e) What does Jack ask to add to the trip? [1]
- (f) Who will Ms Carter speak to about Lakeside? [1]
-

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

Practice paper: Parts 1 and 2

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

Paper / part: P2 Parts 1 & 2, AO3A–D

Units 11 and 12 form a complete **practice listening paper** in the style of 4ES1 Paper 2: four parts, 10 marks each, 40 marks in total. Each recording is heard **twice**.

Work in silence. Before each part, use the reading time to underline key words and predict answers. Do not pause the recording between the two listenings, except for a short gap.

Key words

exam conditions

timing

checking

transfer

Key points

- Part 1: short monologues — matching and short answers.
- Part 2: a longer recording — notes and multiple choice.
- Read the instructions: check the word limit for every task.
- Write clearly; spelling must be recognisable.
- Never leave a blank.

Exam routine

What should you do in the 30 seconds before a part begins?

- Read the instructions and the word limit.
- Underline key words in the first few questions.
- Predict the type of answer for each gap.

Common mistakes

- Not reading the instructions (e.g. using a letter twice in matching).
- Writing too much in short-answer questions.
- Spending the second listening on one difficult question.

Exam tip: Use the second listening to check every answer, not only the ones you missed.

You will hear five young people talking about learning a language. You will hear the recording twice. Answer all the questions.

 **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 Which statement A–H matches each speaker? Use each letter once only. There are **three** extra letters.

	Statement
A	A team activity helped me become more fluent.
B	My method didn't prepare me for real conversations.
C	I wanted to communicate properly with relatives.
D	A friendship made the language feel real.
E	I'm working towards an official qualification.
F	I learnt the language because of my job.
G	I find writing easier than speaking.
H	I gave up the language for a while.

Speaker 1 [1]

Speaker 2 [1]

Speaker 3 [1]

Speaker 4 [1]

Speaker 5 [1]

- 2 Answer the questions. Write **no more than THREE words and/or a number**.

(a) For how long did Hana hardly speak at school? [1]

(b) Which city did Marco visit? [1]

(c) On which day does Priya have classes? [1]

(d) What is the name of Tom's exchange partner? [1]

(e) What does Aiko print? [1]

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

You will hear a radio interview about a film festival. You will hear the recording twice. Answer all the questions.

 **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 Complete the notes. Write **no more than THREE words and/or a number** for each answer.

- (a) This is the festival. [1]
- (b) Number of films: [1]
- (c) Film-makers come from countries. [1]
- (d) Venue: the Old [1]
- (e) Dates: 9–11 [1]
- (f) Workshop: making films with just a [1]
- (g) Workshop leader's job: [1]
- (h) Maximum number of workshop places: [1]

2 For each question, write the correct letter A, B, C or D.

- (a) Which category had the most entries this year?
A comedy B documentary C animation D the environment **Answer: [1]**
- (b) The winner of Best Film will receive
A £2,000 in cash.
B a camera kit.
C free cinema tickets for a month.
D a job in television. **Answer: [1]**

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

Practice paper: Parts 3 and 4

I can... complete Parts 3 and 4 of a listening paper under exam conditions.

Paper / part: P2 Parts 3 & 4, AO3A–D

Part 3 is a **conversation**, often transactional (booking, enquiring, planning), where speakers ask, check and negotiate. Part 4 is usually an **academic talk** with more complex ideas and vocabulary.

Add your marks from Units 11 and 12 to get a total out of 40, then look back at the skills units for any task types where you lost marks.

Key words

conversation

lecture

table

self-assessment

Key points

- Part 3: follow questions and answers; information may be checked or changed.
- Part 4: use signposts to follow the structure of the talk.
- Tables: read across each row before you listen.
- Sentences: check grammar and spelling.
- Total for Units 11–12: 40 marks.

Self-assessment

After marking, how can you use your results?

- Count the marks lost in each task type.
- Lost marks on numbers? Revise Unit 2.
- Lost marks on multiple choice? Revise Unit 9. On opinion? Revise Unit 10.

Common mistakes

- Losing concentration in Part 4 because the topic is unfamiliar.
- Choosing an answer in Part 3 before the speakers finish negotiating.
- Not transferring answers clearly.

Exam tip: In Part 4, you don't need to know the topic: every answer is in the recording.

You will hear a student phoning a language school about a summer course. You will hear the recording twice. Answer all the questions.

 **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 Answer the questions. Write **no more than THREE words and/or a number**.

- (a) How many hours of lessons a week are there on the standard course? [1]
- (b) How long do Nina's parents want her to stay? [1]
- (c) What does the four-week option include? [1]
- (d) What does every student receive? [1]
- (e) Where do students eat lunch on weekdays? [1]

2 For each question, write the correct letter A, B, C or D.

- (a) Why does Nina choose the standard course?
 A It is cheaper.
 B She wants time to explore the city.
 C Her teacher recommends it.
 D It is shorter. **Answer:** [1]
- (b) Where will Nina stay?
 A in the student residence
 B with a host family
 C in a hotel
 D She hasn't decided. **Answer:** [1]
- (c) What should Nina write on the application form?
 A her age B her diet C her level D her teacher **Answer:** [1]
- (d) The certificate at the end of the course
 A is an official exam.
 B shows her level.
 C must be booked separately.
 D is given after the placement test. **Answer:** [1]
- (e) The deposit is refunded if Nina cancels
 A before 1 May B after 1 May C within 30 days D at any time **Answer:** [1]

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

You will hear part of a lecture about octopuses. You will hear the recording twice. Answer all the questions.

 **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 Complete the sentences. Write **no more than THREE words and/or a number** for each answer.

- (a) An octopus has eight arms, three hearts and blood. [1]
- (b) Its blood contains a substance based on [1]
- (c) About two thirds of its nerve cells are in its [1]
- (d) In aquariums, octopuses have learnt to open [1]
- (e) An octopus can fit through any hole bigger than its [1]
- (f) Octopuses can change the colour and the of their skin. [1]

- 2 Complete the table. Write **no more than THREE words and/or a number** for each answer.

Species	Lifespan	Other fact
Common octopus	(a)	female lays up to (b) eggs
Giant Pacific octopus	(c)	arm span of over (d)

- (a) [1]
- (b) [1]
- (c) [1]
- (d) [1]

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



CHECK

End-of-book check

End-of-book check

Name _____ Date _____ Score _____ / 10

Choose or write the best answer. Compare your score with the starting point check.

- 1 Which assessment objective is about a speaker's viewpoint and attitude?
☐ AO3A ☐ AO3B ☐ AO3C ☐ AO3D
- 2 Which part of Paper 2 is usually a talk on an academic topic?
☐ Part 1 ☐ Part 2 ☐ Part 3 ☐ Part 4
- 3 You hear "oh-seven-seven, double five". Write the digits.
- 4 Gap: "The festival takes place in the" — what type of word is needed?
☐ a noun (place) ☐ a verb ☐ an adjective
- 5 "I was going to take the bus, but in the end I walked." How did the speaker travel?
☐ by bus ☐ on foot ☐ by car
- 6 The signpost *Moving on to...* introduces
☐ a new topic ☐ an example ☐ a conclusion
- 7 "I see your point, but..." shows that the speaker
☐ agrees completely ☐ partly disagrees ☐ is confused
- 8 A name is spelled "G-E-O-R-G-I-A". Which is correct?
☐ Jeorgia ☐ Georgia ☐ Giorgia
- 9 In a written answer, *wanna* should be written as
- 10 You miss an answer during the first listening. What should you do?
☐ stop and wait for the second listening
☐ move on and try again on the second listening ☐ write nothing for the rest of the part



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 Community Garden

Presenter: And now some news for anyone who likes being outdoors. Here's Martin from Riverside Community Garden.

Martin: Thanks. Well, our Open Day is on Saturday the seventeenth of May. Some people thought it was the tenth, but that was last year's date, so please make a note: the seventeenth. The gates open at half past nine in the morning and we close at four.

Martin: Now, the garden is behind the library, so please don't go to the main gate on River Road — it's locked for repairs. Use the entrance by the library on Mill Lane instead.

Martin: At eleven o'clock there'll be a talk on growing tomatoes. We'd planned a talk on herbs, but our herb expert is away, so tomatoes it is! The talk will be given by Dr Lena Varga — that's V-A-R-G-A — who has worked with community gardens for twenty years.

Martin: For younger visitors, there's a workshop where children can make bird boxes. Last year it was flower pots, but this year we've chosen something for the birds.

Martin: We're trying to cut down on plastic, so we won't be giving out plastic cups. Please bring your own water bottle — we'll have free water to fill it up.

Martin: Tickets are three pounds for adults. Children under twelve get in free, and all the money goes towards a new greenhouse.

Presenter: That sounds lovely. Thanks, Martin.

Interviewer: Today I'm talking to Nadia Morales, who runs Coastline Volunteers, a programme for teenagers aged fourteen to eighteen. Nadia, how did it start?

Nadia: Five years ago I was walking on the beach after a storm and I counted more than two hundred plastic bottles in just one kilometre. I thought, young people could help with this. We started with eight students; now we have about a hundred and twenty.

Interviewer: What do volunteers actually do?

Nadia: Most people think it's only beach cleaning, and that is a big part. But volunteers also record what they collect. Every item goes into an app, so scientists at the university can see where the rubbish comes from. And on the second Sunday of each month, we plant mangrove trees along the river.

Interviewer: When do you meet?

Nadia: Beach cleans are every Saturday from seven until ten in the morning. We start early because by eleven it's far too hot.

Interviewer: Do volunteers need any equipment?

Nadia: We provide gloves and bags. Volunteers just need a hat, sun cream and strong shoes — not flip-flops, please, because there's often broken glass.

Interviewer: What do young people gain?

Nadia: Lots. Many say the best part is making friends from other schools. They also get a certificate after twenty hours, which looks good on university applications. And some discover a career — two of our first volunteers are now studying marine biology.

Interviewer: Has anything surprised you?

Nadia: Honestly, the type of rubbish. I expected bottles, but the most common item is actually cigarette ends. Last year we collected over nine thousand.

Interviewer: What's next?

Nadia: We're hoping to open a second group in the north of the city in September. We also want to visit primary schools to teach younger children about plastic.

Interviewer: How can listeners join?

Nadia: Fill in the form on our website. Anyone under sixteen needs a parent to sign it. Then come to a short safety talk, which takes about forty minutes.

Item 1. Woman: The bus leaves at quarter to eight.

Item 2. Man: My flat is number fifteen — not fifty, fifteen.

Item 3. Woman: The course costs eighty-nine pounds ninety-nine.

Item 4. Boy: My birthday's on the twenty-second of February.

Item 5. Girl: My number's oh-eight-one, double four, seven, two, nine, six.

Item 6. Man: My surname is Whitfield — W-H-I-T-F-I-E-L-D.

Item 7. Woman: The postcode is B-N-seven, two-J-Q.

Item 8. Man: The school was built in nineteen ninety-eight.

Item 9. Reporter: Around sixty per cent of students walk to school.

Item 10. Commentator: The stadium holds forty-three thousand five hundred people.

Item 11. Girl: My email is k dot morel at fastmail dot com. Morel is M-O-R-E-L.

Item 12. Teacher: The meeting is on Thursday the thirteenth... sorry, no, Thursday the fourteenth.

Item 13. Announcer: Doors open at twenty past six.

Item 14. Guide: The waterfall is about three and a half kilometres from here.

Item 15. Woman: I live on Gauthier Street. That's G-A-U-T-H-I-E-R.

Item 16. Teacher: Two thirds of the class have finished the project.

Receptionist: Good morning, Harbourside Sports Centre, Priya speaking.

Caller: Hi, I'd like to join the junior swimming club, please.

Receptionist: Of course. Can I take your full name?

Caller: Yes, it's Tomasz Kowalczyk. The surname is K-O-W-A-L-C-Z-Y-K.

Receptionist: And the first name — is that T-H-O-M-A-S?

Caller: No, it's the Polish spelling: T-O-M-A-S-Z.

Receptionist: Lovely. Date of birth?

Caller: The thirtieth of August, two thousand and ten.

Receptionist: And your address?

Caller: Flat fourteen, Seaview Court, eighty-two Marina Road.

Receptionist: Was that eighty-two or ninety-two?

Caller: Eighty-two. Eight, two.

Receptionist: Mobile number?

Caller: Oh-seven-nine-three-six, double six, one, four, oh, eight, five.

Receptionist: Which session would you like? We have Tuesdays at six fifteen or Thursdays at five thirty.

Caller: Tuesdays are bad — I've got football. Thursday, please.

Receptionist: Membership is forty-five pounds a term, or a hundred and twenty for the whole year.

Caller: I'll pay for the whole year.

Receptionist: Any swimming qualifications?

Caller: I've got my Level 3 certificate, and I can swim four hundred metres.

Receptionist: Great. You'll need a swimming cap — they're four pounds fifty at reception. Your first session is Thursday the fifth of February. And an emergency contact?

Caller: My mum, Ewa — E-W-A. Her number's oh-seven-seven-eight-eight, three-oh-two, five-one-nine.

Receptionist: Perfect. Please arrive fifteen minutes early for your first session so you can collect your membership card.

Note for the reader: say each sentence at natural speed, using contractions and weak forms.

1. We'd better leave now or we'll miss the start.

2. I should've told you about it earlier.

3. Do you want a cup of tea?

4. She's been working there for ages.

5. What are you going to do at the weekend?

6. There must've been a mistake.

7. Fish and chips is my favourite.

8. Did you get it?

9. I'd have come if I'd known.

10. They can't afford it, can they?

11. Let's meet next Tuesday.

12. He wasn't at home, was he?

13. You shouldn't have bought it.

14. Not at all.

15. I'm going to have to leave early.

16. Could you pass me the salt?

17. What do you think of it?

18. We ought to have asked for directions.

19. Teenager: I dunno, I'm kinda tired, but I'm gonna go anyway, cos I really wanna see the band.

Mia: Hey Jay, you still up for the food festival on Saturday?

Jay: Yeah, defo. What time d'you wanna go?

Mia: Well, it opens at ten, but I reckon we should get there around half eleven. It's gonna be packed first thing 'cos everyone wants the free samples.

Jay: Fair enough. How're we getting there? My dad can't drive us — he's working.

Mia: We could get the number twenty-six bus. It stops right outside the park gates.

Jay: Isn't it the forty-six?

Mia: No, the forty-six goes to the station. It's definitely the twenty-six.

Jay: OK. What d'you fancy eating?

Mia: Dunno... I've heard the Korean stall's amazing. My cousin went last year and said the queue was like an hour long, but it was worth it.

Jay: An hour? No way. I'm not waiting that long. I'd rather try the Mexican one.

Mia: We'll see. Oh, and there's a cooking competition at two. You've gotta sign up online by Thursday.

Jay: Should we enter?

Mia: Why not? It's teams of two, and you have to make something with rice in forty minutes.

Jay: I can't cook rice to save my life! I'd probably burn it.

Mia: That's why I'll do the cooking and you can do the chopping.

Jay: Deal. How much money should I bring?

Mia: Entry's free, but food's about five or six quid a plate, so bring twenty-ish. And most of the stalls don't take cards, so bring cash.

Jay: Got it. Shall I meet you at yours?

Mia: Nah, let's meet at the bus stop by the library at quarter to eleven.

Jay: Cool. Should I ask Sam too?

Mia: 'Course, but he'll only come if there's a football match on the big screen — and there isn't, so...

Jay: Ha, fair point. See you Saturday, then.

Speaker: Good afternoon, everyone. Today I'm going to talk about three ways to make your revision more effective.

Speaker: First of all, let's look at timing. Many students revise for three or four hours without a break, but research suggests that short sessions of about twenty-five minutes work much better. For example, you could revise for twenty-five minutes, then take a five-minute break.

Speaker: Secondly, I'd like to talk about testing yourself. Reading your notes again and again feels useful. However, it's actually one of the least effective methods. Instead, close your book and try to write down everything you remember. What's more, testing yourself shows you exactly which topics you need to work on.

Speaker: Moving on to my final point: sleep. You might think that staying up late is a good way to find extra time. In fact, the opposite is true. Your brain stores new information while you sleep, so teenagers need between eight and ten hours a night.

Speaker: So, to sum up: revise in short sessions, test yourself rather than rereading, and get enough sleep. Next week, we'll look at how to plan your time in the exam itself.

Unit 4 · Sheet B — Cooling hot cities

Dr Shah: Thank you for inviting me. My talk is about what we call the 'urban heat island' effect, and what cities are doing about it. I'll start by explaining the problem, then give some examples of solutions, and finally say what young people can do.

Dr Shah: So, first, the problem. Cities are often much hotter than the countryside around them — sometimes by as much as seven degrees at night. Why? The main reason is that dark surfaces like roads and roofs absorb heat during the day and release it slowly after sunset. On top of that, air conditioners push hot air out onto the streets, and there are fewer trees to provide shade.

Dr Shah: Now let's turn to the solutions. The first is surprisingly simple: paint. In some American cities, roofs have been painted white, which reflects sunlight. One study found this lowered temperatures inside buildings by around two degrees.

Dr Shah: A second approach is to plant more trees. Melbourne, in Australia, for instance, plans to cover forty per cent of the city with trees by 2040. That's nearly double what it had in 2012.

Dr Shah: The third solution, and in my view the most exciting, is water. Seoul removed a motorway and uncovered an old river beneath it. Today the area along the river can be up to five degrees cooler than nearby streets.

Dr Shah: However — and this is important — these solutions aren't cheap, and they don't work everywhere. A white roof is pointless in a city that's cloudy most of the year, for example.

Dr Shah: Finally, what can you do? You might think one person can't make a difference. Actually, small actions add up. You could ask your school to plant trees in the playground, or start a green roof project. Even closing the curtains during the hottest part of the day helps keep homes cool without air conditioning.

Dr Shah: To sum up, cities are getting hotter, but with smart design they can become cooler, greener places to live. Thank you — I'm happy to take questions.

Unit 5 · Sheet A — Why I chose my activity

Speaker 1 (Lucas): I joined the photography club last term. Honestly, I wasn't that interested in cameras — I was more into drawing. But my best friend had just moved to the school and didn't know anyone, so I went along to keep her company. Now I'm the one who's hooked, and she's left to do drama instead!

Speaker 2 (Aisha): Everyone assumes I play basketball because I'm tall. Actually, I took up rock climbing. My parents kept saying I spent far too long on my phone, and climbing is the one thing where you physically can't check it. Three hours on a wall and I don't even think about it.

Speaker 3 (Kenji): I've been learning the guitar for about a year. I'd love to say it's because I want to be famous, but the real reason is my older brother. He plays in a band and kept telling me I'd never manage it. I wanted to show him he was wrong — and last month I played on stage with him.

Speaker 4 (Sofia): I do volunteer coaching at a children's football club on Saturdays. I'm thinking of studying sports science at university, and my teacher said experience with young people would really help my application. To be honest, I didn't expect to enjoy it so much.

Speaker 5 (Daniel): Cooking club. Everyone laughs, but after my mum started working nights, I realised I couldn't live on toast for ever. I needed to learn how to make proper meals for myself and my little sister. Last week I made a curry from scratch.

Unit 5 · Sheet B — Unusual places to stay

Speaker 1 (Maya): Last summer my family stayed in a treehouse in Costa Rica. It was twelve metres above the ground, and you had to climb a rope ladder to get in, which my dad hated. The best moment was waking up to monkeys on the balcony. The worst? No electricity after nine at night, so we read by torchlight. I'd go back tomorrow.

Speaker 2 (Omar): We spent one night in an ice hotel in northern Sweden. Everything was made of ice, even the beds, although they put reindeer skins on top. The room was minus five degrees. I'd imagined it would be magical, but to be honest I was too cold to sleep and kept checking the time. I'm glad I tried it, but once is enough.

Speaker 3 (Grace): My grandparents rented an old lighthouse on a Scottish island for a week. The only way there was a small ferry that ran twice a day — and if the weather was bad, it didn't run at all. That actually happened, so we stayed two extra days! I didn't mind. We watched seals and played cards, and it made me realise how little I need my phone.

Speaker 4 (Ravi): For my cousin's wedding, we stayed on a houseboat in Kerala, in southern India. Twelve of us on one boat! It was crowded and noisy, but the cook made incredible food — fish curry for breakfast. What I loved most was floating past villages and seeing how people live by the water. I'm now planning a school geography project about it.

Speaker 5 (Lily): On a trip to Tokyo with my aunt, we slept in a capsule hotel. Each capsule is about the size of a single bed, with a curtain. My aunt was nervous it would feel like a coffin, but it was spotless and very quiet. It cost about thirty pounds a night, which in Tokyo is a bargain. I'd recommend it to anyone travelling on a budget.

Reporter: Good morning. I'm standing outside the old fire station in Westbrook, which this week opened as the town's first 'Library of Things'. Instead of books, people borrow everyday items — a drill, a tent, even a sewing machine. With me is the manager, Paul Reid.

Paul: Hi. The idea came from a group of students at Westbrook College. They found that most people use a drill for about thirteen minutes in its whole life, yet almost every home has one. So why not share?

Reporter: How does it work?

Paul: You join online for twelve pounds a year. Then you can borrow up to three items at a time, for one week. Most items cost nothing extra, but larger ones, like the carpet cleaner, cost two pounds a day.

Reporter: What's been most popular so far?

Paul: Surprisingly, not tools. It's the karaoke machine! It's been borrowed every weekend since we opened. Camping equipment is popular too.

Reporter: Who looks after the items?

Paul: We have twenty volunteers, many of them retired engineers, who check and repair everything when it comes back.

Reporter: Any plans for the future?

Paul: We'd like to open on Sundays — at the moment we close on Sundays and Mondays. And we hope to start a children's section with toys and games.

Reporter: Thanks, Paul. The Library of Things is open from ten till six, Tuesday to Saturday.

Mrs Patel: Come in, Leo. So you're looking for a work experience placement for July?

Leo: Yes. I need two weeks, from the sixth to the seventeenth.

Mrs Patel: And what are you interested in?

Leo: I used to want to be a vet, but I've realised I'm more interested in how things are built. So maybe engineering or architecture.

Mrs Patel: Good. We have a placement with Harlow and Finch, an architecture firm in the city centre. They take one student each year. Last year's student, Bella, said it was brilliant — she even helped design part of a school library.

Leo: That sounds perfect. What do I need to do to apply?

Mrs Patel: Send a CV and a short letter — no more than one page — explaining why you want the placement. The deadline is the twenty-eighth of March. They also want to see some examples of drawings or design work. It doesn't have to be professional; photos of models you've made would be fine.

Leo: I made a model bridge for my physics project. Could I use that?

Mrs Patel: Perfect. Now, the office is about fifty minutes away by train. Will that be a problem?

Leo: Not really. I can get the seven-fifteen train. My older sister travels that way to work, so I'd go with her.

Mrs Patel: Excellent. The working day is nine till half past four. You won't be paid, but they cover your lunch.

Leo: That's fine. Is there a dress code?

Mrs Patel: Smart casual — so no jeans or trainers, on the first day at least.

Leo: What if I don't get it?

Mrs Patel: There's a back-up: a construction company, Brightbuild, which takes up to five students. There's less design work and more time on building sites, so you'd need safety boots.

Leo: I'll apply for both, then.

Mrs Patel: Sensible. Come back on Friday and I'll check your letter before you send it.

Josh: Welcome to Greenhill Wildlife Park! I'm Josh, and I'll quickly tell you about today's feeding times so you don't miss anything.

Josh: We'll start with the penguins. They're fed at eleven fifteen at Penguin Beach, which is just past the café. Their keeper, Sarah, gives a short talk. They eat mostly herring — about two kilos each a day!

Josh: Next, the giraffes. Feeding is at twelve thirty — not twelve, as it says on some old maps. You can feed them yourselves from the high platform. The giraffes love lettuce, so we give you leaves to hold out.

Josh: After lunch, at two o'clock, it's the otters, down by the Lake Path. They're very playful and eat crab and small fish.

Josh: The big one, the lions, is at three forty-five at Lion Ridge. Please stay behind the glass. The lions aren't fed every day — they don't eat on Tuesdays or Fridays.

Josh: Finally, at half past four, it's the bats in the Night House. It's dark inside, so no flash photography, please. They eat fruit, especially bananas.

Josh: Oh, and one more thing: the miniature train runs every twenty minutes from the main gate, and it's free with your ticket. The park closes at half past five. Enjoy your day!

Unit 7 · Sheet B — A short history of the bicycle

Curator: Hello everyone, and welcome to this short talk on the history of the bicycle. The first machine most historians call a bicycle was invented in Germany in 1817 by a man called Karl Drais. It had two wheels but no pedals — riders pushed it along with their feet, a bit like a child's balance bike today. It was nicknamed the 'hobby horse', and it was made almost entirely of wood.

Curator: Pedals arrived in the 1860s in France. These bikes were called velocipedes, but people soon gave them another name — 'boneshakers' — because the iron tyres on cobbled streets made the ride extremely uncomfortable.

Curator: Then came the design you've probably seen in old photographs: the penny-farthing. The front wheel was huge — sometimes over one and a half metres high — because the pedals were attached directly to it, and a bigger wheel meant more speed. The problem was falling off. Riders often went over the handlebars, and these bikes were mostly ridden by young, wealthy men.

Curator: The real breakthrough came in 1885, when John Kemp Starley in England produced the 'safety bicycle'. It had two wheels of the same size and, crucially, a chain that drove the back wheel. Add air-filled rubber tyres, which appeared a few years later, and you have the basic shape of the bicycle we ride today.

Curator: The safety bicycle changed society. For the first time, ordinary working people could travel several kilometres to find work. It also gave women a new kind of freedom. Fashion even changed: long skirts got caught in the chain, so many women started wearing shorter skirts or 'bloomers' — loose trousers.

Curator: Today there are thought to be around one billion bicycles in the world, and China alone has several hundred million. Electric bikes are the fastest-growing area: in some European countries they now make up nearly half of all new bike sales.

Curator: Before you leave, do go and see our oldest bike, a hobby horse from 1820, in Gallery Two. Please don't touch it — the wood is very fragile. Thank you.

Unit 8 · Sheet A — Why do we yawn?

Ella: My presentation is about yawning — something we all do, but which scientists still argue about. A typical yawn lasts about six seconds, and on average we yawn between five and ten times a day.

Ella: For a long time, people believed we yawned because we needed more oxygen. However, experiments in the 1980s showed that breathing extra oxygen does not reduce yawning, so that idea has mostly been rejected.

Ella: A more popular theory today is that yawning cools the brain. When we yawn, we take in a large amount of air, which may lower the temperature of the blood going to the head. Supporting this, one study found that people yawn less when the air outside is very hot — because hot air can't cool anything down.

Ella: Yawning is also contagious. Just seeing, hearing or even reading about a yawn can make you do it — you might be yawning now! Interestingly, children under about four rarely catch yawns from others, and we're more likely to catch a yawn from family members than from strangers.

Ella: Finally, it isn't only humans. Dogs, cats, fish and even snakes yawn, although nobody knows if they do it for the same reasons. So next time you yawn in class, you can tell your teacher you're simply cooling your brain.

Dr Lee: Good morning. I'd like to talk about a kind of farming that doesn't need fields at all: vertical farming. In a vertical farm, crops grow indoors on shelves stacked on top of each other, sometimes ten or twelve levels high. Instead of sunlight, the plants get light from LED lamps, usually a pinkish-purple colour, because red and blue light are the colours plants use most.

Dr Lee: Most vertical farms don't use soil. Instead, plant roots hang in water containing nutrients — this is called hydroponics. Some farms go further and simply spray the roots with a fine mist. That method is called aeroponics.

Dr Lee: So why do it? The biggest advantage is water. A vertical farm can use up to ninety-five per cent less water than a traditional farm, because the water is collected and reused. Secondly, there's no need for pesticides, since insects can't get in. And because farms can be built inside cities — in old warehouses or even underground car parks — food travels a much shorter distance to the shops, so it's fresher.

Dr Lee: The largest vertical farms are in places where land is expensive or the climate is difficult. Singapore, for example, imports over ninety per cent of its food, so the government is keen to grow more locally. In Dubai, one farm produces about a million kilograms of leafy greens a year in the middle of the desert.

Dr Lee: However, there are problems. The main one is energy. All those lights use huge amounts of electricity, which makes the food expensive and, unless the power is renewable, not very green. Also, at the moment only certain crops make financial sense: lettuce, herbs and strawberries grow quickly and are light. Wheat or rice would be far too costly to grow this way.

Dr Lee: So will vertical farms replace ordinary farms? I don't think so — not in my lifetime. But I do believe they'll become a normal part of how cities feed themselves, especially as solar power gets cheaper.

Dr Lee: For homework, I'd like you to research one vertical farm and find out what it grows and where its energy comes from.

Conversation 1. Girl: Shall we meet at six outside the cinema? **Boy:** The film's at seven, so six is a bit early. What about half six? **Girl:** Half six it is.

Conversation 2. Girl: I went shopping for trainers, but they didn't have my size. I nearly bought a jacket, but it was too expensive, so I got this dress in the sale instead.

Conversation 3. Mother: Dad was going to drive you to the airport, but his car's at the garage. **Boy:** I'll get a taxi, then. **Mother:** No, that's too expensive — and the train's quicker anyway. **Boy:** Fine, the train.

Conversation 4. Presenter: Today has been warm and sunny, but that changes tonight. Tomorrow will be wet across the region, with heavy showers in the afternoon. Strong winds aren't expected until Thursday.

Conversation 5. Friend: Is maths still your worst subject? **Kai:** Not any more — I've got a tutor now. History's fine. It's French that's the problem — all those verb endings.

Conversation 6. Man: Have you seen my keys? I thought I left them in the kitchen. **Woman:** I checked there. Did you leave them in the car? **Man:** No, I locked it... oh, here they are, at the bottom of my bag.

Conversation 7. Woman: How much is a ticket? **Man:** Normally fifteen pounds, but students get three pounds off. **Woman:** I'm a student. **Man:** Then it's twelve, please.

Conversation 8. Man: Have you tried the new café? Everyone says it's expensive. **Woman:** It's not cheap, but honestly the food is so good that I don't mind. And it's much quieter than the old place.

Interviewer: My guest today is seventeen-year-old Theo Grant, who has just won the junior prize at the National Wildlife Photography Awards. Congratulations, Theo.

Theo: Thank you! I still can't quite believe it.

Interviewer: How did you get into photography?

Theo: People assume it was my dad, because he's a photographer, but he does weddings, and I've never found that very interesting. It was my grandmother. She took me birdwatching when I was about eight and lent me her old camera. I was hooked.

Interviewer: Tell us about the winning photo.

Theo: It's a kingfisher diving into a river, just as it hits the water. I took it near our house in early spring — March, I think — although I'd been trying since the previous autumn.

Interviewer: That's a long time for one picture!

Theo: It is. I went to the same spot about forty times. Most days, nothing happened. Some days the light was wrong. Once the bird appeared, but my battery was dead!

Interviewer: What equipment did you use?

Theo: People expect it to be really expensive, but it was a second-hand camera I bought with money from my summer job, and a lens I borrowed from my photography club. The most important thing wasn't the camera; it was a small hide — like a tiny tent — so the bird couldn't see me.

Interviewer: What does winning mean for you?

Theo: Well, the prize is a week-long trip to photograph puffins in Iceland next June. And the photo will be shown in an exhibition at the city museum from October.

Interviewer: Do you want to be a professional photographer?

Theo: Honestly, I'm not sure. It's very hard to earn a living. I'm thinking of studying zoology and keeping photography as something I love rather than a job. But who knows?

Interviewer: Any advice for young photographers?

Theo: Learn about the animal before you photograph it. Once I knew the kingfisher's habits — when it fed, which branch it liked — my chances went up enormously. Oh, and be patient. Really patient.

Extract 1. Girl (flat, annoyed voice): So the trip's been cancelled... again. Brilliant. That's the third time this year. Fantastic organisation.

Extract 2. Boy: I was sure I'd failed the chemistry test — I couldn't sleep all weekend. But I got a B! I can finally relax.

Extract 3. Woman: The new sports hall? Well, it looks nice, I suppose. Whether students will actually use it is another question.

Extract 4. Man: I've been to loads of concerts, but nothing like that. The energy, the lights — I'm already looking for tickets for next year!

Extract 5. Teenager: I'd hoped to get into the first team. I trained every day. The coach picked Ryan instead. Oh well.

Extract 6. Teacher: Let me be clear: phones stay in your bags. I won't say it again.

Extract 7. Speaker A: I think school should start at ten. Speaker B: I see what you mean about being tired, but then we'd finish really late.

Extract 8. Speaker A: Online lessons are just as good as real ones. Speaker B: Absolutely not. You can't ask questions in the same way.

Ms Carter: Right, you two are the student reps, so I need your views. The three options for the Year 10 trip are Thunder Valley theme park, the Lakeside adventure centre, or a day in the city with a museum visit.

Jack: Well, it's obvious, isn't it? Thunder Valley. Everyone would vote for it.

Mei: Would they, though? Last year's group went there, and half of them said the queues were so long they only got on four rides.

Jack: That was in August. We'd go in June, when it's quieter.

Ms Carter: It's also the most expensive — forty-two pounds, including the coach.

Mei: That's my main worry. Some families really can't afford that, and it isn't fair if people miss out.

Jack: Fair point, I suppose. What does Lakeside cost?

Ms Carter: Twenty-eight pounds, and that includes lunch. You'd do kayaking, climbing and a team challenge.

Mei: I love that idea. It's something you can't do every weekend, and it'd be good for people who don't usually mix.

Jack: Hmm. Kayaking in England in June? We'd freeze. And not everyone's sporty — some people would hate it.

Mei: They'd get wetsuits. And the instructors adapt everything, so you don't have to be good at sport.

Ms Carter: What about the city?

Jack: Honestly, museums are something we do with school all the time. It doesn't feel like a reward.

Mei: I actually quite like museums, but I agree it's not very exciting for a whole year group.

Ms Carter: The city trip is the cheapest — eighteen pounds.

Jack: Cheap, but boring. Sorry, Miss.

Ms Carter: (laughing) Noted. So where does that leave us?

Mei: I'd say Lakeside. It's affordable and everyone can take part.

Jack: I'm still not completely convinced, but if they can promise it won't be freezing, I'd go along with it. Could we have a barbecue at the end?

Ms Carter: I'll ask. I'll put Lakeside to the head teacher, then. We'll need a deposit of ten pounds by the twentieth of March.

Jack: And if it rains?

Ms Carter: Then you'll get wet, Jack!

Speaker 1 (Hana): I started learning Spanish when my family moved to Madrid for my mum's job. For the first three months I barely said a word at school — I was terrified of making mistakes. What changed things was joining the school volleyball team. Nobody cared about my grammar on the court, and I picked up so much just chatting at training.

Speaker 2 (Marco): I've done Japanese online for two years, mainly because I love anime. The app makes it feel like a game, and I've got a four-hundred-day streak. But last summer I visited Osaka and realised I couldn't follow a normal conversation. Apps are great for vocabulary, but they don't prepare you for real speed.

Speaker 3 (Priya): My grandparents only speak Tamil. Growing up, I could understand them, but I always answered in English. Last year I decided that was a bit sad, so I started Saturday classes. Now I can tell my grandmother stories. She laughs at my accent, but she's so proud.

Speaker 4 (Tom): Honestly, I chose German at school because my friends did. Then we had an exchange with a school in Hamburg, and my partner, Felix, was hilarious. We still message every week — mostly in German. That trip turned it from a school subject into something real.

Speaker 5 (Aiko): I teach myself Korean using songs. I print the lyrics, translate them line by line and then sing along — badly! My teacher says my speaking is better than my writing, which makes sense. I'm planning to take an official exam next spring, so I've started using a textbook as well.

Presenter: Next, the Riverside Youth Film Festival is back, and organiser Ben Okoye joins us. Ben, what's new this year?

Ben: Thanks. This is our fifth festival, and it's our biggest yet. We're showing sixty-two short films made by people aged thirteen to nineteen, from eleven countries.

Presenter: Where's it happening?

Ben: In previous years we used the college theatre, but we've outgrown it, so this year we're in the Old Corn Exchange in the town centre. It runs from Friday the ninth to Sunday the eleventh of May.

Presenter: What kinds of films are there?

Ben: Everything — comedy, documentary, animation. The category with the most entries this year was actually documentary. Young people want to tell real stories, especially about the environment.

Presenter: Are there any special events?

Ben: Yes. On Saturday morning there's a workshop on making films with just a phone. It's run by Lucy Tran, who works as a television editor. Places are limited to thirty, so book early.

Presenter: How much are tickets?

Ben: A day pass is eight pounds, or fifteen for the whole weekend. Under-sixteens get in for half price.

Presenter: And the prizes?

Ben: The winner of Best Film gets a camera kit worth two thousand pounds, and their film will be shown before the main film at the Regal Cinema for a month.

Presenter: What if listeners want to enter next year?

Ben: Films must be under ten minutes long. Entries open in October, and full details are on our website.

David: Edinburgh Summer English, David Hughes speaking.

Nina: Hello, I'm calling about the summer course for teenagers. I saw the advert online.

David: Great. We have two options: the standard course, which is fifteen hours of lessons a week, and the intensive course, which is twenty-five.

Nina: I think the standard one. I'd like time to explore the city too.

David: Very sensible. How long would you like to stay?

Nina: My parents said three weeks, but I'd really like four.

David: Well, the four-week option includes a weekend trip to the Highlands, so many students think it's better value.

Nina: Oh, that's good to know. I'll talk to my parents. What about accommodation?

David: You can stay with a host family or in our student residence. For under-sixteens we only offer host families.

Nina: I'm fifteen, so that's decided, then! Are the families far from the school?

David: Most are within thirty minutes by bus. We give every student a bus pass.

Nina: And meals?

David: Breakfast and dinner with the family. On weekdays, lunch is in the school canteen.

Nina: I'm vegetarian. Is that a problem?

David: Not at all. Just put it on the application form and we'll find a suitable family.

Nina: My teacher wants me to get a certificate. How does that work?

David: There's a placement test on the first morning, and at the end you receive a certificate showing your level. It isn't an official exam, though. If you want one of those, you'd need to book it separately.

Nina: OK. And how do I apply?

David: Online. There's a deposit of two hundred pounds, which we refund if you cancel before the first of May.

Nina: Thanks, that's really helpful.

Lecturer: Today's lecture is about one of the ocean's most remarkable animals: the octopus. Let's start with the body. An octopus has eight arms, three hearts and blue blood. The blue colour comes from a copper-based substance that carries oxygen well in cold water. Interestingly, about two thirds of an octopus's nerve cells are not in its brain but in its arms, which means each arm can, in a sense, act on its own.

Lecturer: Octopuses are famous for their intelligence. In aquariums they have learnt to open jars to get the food inside, and some have escaped from their tanks at night. One octopus in New Zealand reportedly squeezed through a gap and travelled down a drainpipe to the sea. Because they have no bones, an octopus can fit through any hole bigger than its beak — the only hard part of its body.

Lecturer: Their camouflage is extraordinary. Special skin cells allow them to change colour in less than a second, and they can even change the texture of their skin to look like rock or seaweed. Strangely, scientists believe most octopuses are colour-blind, so how they match colours so well is still a mystery.

Lecturer: Now, the life cycle. Most species live for only one to two years. A female common octopus lays up to half a million eggs and guards them without eating. After they hatch, she dies. The giant Pacific octopus lives a little longer, around three to five years, and can have an arm span of over four metres.

Lecturer: Finally, octopuses and humans. Octopus farming has been proposed in Spain, but many scientists oppose it, arguing that such intelligent, solitary animals would suffer in crowded tanks. In 2021, the UK government officially recognised octopuses as sentient beings — meaning they can feel pain.



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 4
- 2 twice
- 3 40
- 4 the old railway station
- 5 13 and 30
- 6 a short 'n'
- 7 a contrast
- 8 information that is mentioned but is not the answer
- 9 read the questions and underline key words
- 10 disappointed

Unit 1 · Sheet A — Prediction and preparation

- 1 a date
- 2 a time
- 3 a place or building
- 4 a plant or food
- 5 a surname
- 6 a plural noun (things)
- 7 an object
- 8 a number
- 9 17th / seventeenth (do not accept 10th)
- 10 9.30 (accept 9:30 / half past nine)
- 11 library (accept the library)
- 12 tomatoes (do not accept herbs)
- 13 Varga (correct spelling only)
- 14 bird boxes (accept birdboxes; do not accept flower pots)
- 15 water bottle (accept bottle)
- 16 3 (accept three)
- 17 Any one: the tenth (last year's date) / main gate on River Road / herbs / flower pots / plastic cups / four (closing time)

Unit 1 · Sheet B — Prediction and preparation

- 1 (a) 18 (accept eighteen) [1] (b) 200 (accept two hundred) [1] (c) app [1] (d) mangrove trees (accept mangroves) [1] (e) 10 a.m. (accept ten / 10) [1] (f) bags [1]
- 2 (a) A [1] (b) C [1] (c) B [1] (d) C [1]
- 3 (a) (by eleven) it's too hot (accept heat) [1] (b) scientists (at the university) (accept university scientists) [1] (c) marine biology [1] (d) (in the) north of the city (accept the north) [1] (e) a parent (accept parents) [1]
- 4 (a) friends (from other schools) [1] (b) university applications [1] (c) type [1] (d) 9,000 (accept nine thousand) [1] (e) primary schools [1] (f) 40 minutes (accept forty minutes) [1]
- 5 (a) any two of: a hat (1); sun cream (1); strong shoes (1) [2] (b) open a second group (in the north of the city) (1); visit primary schools / teach younger children about plastic (1) [2]

Unit 2 · Sheet A — Numbers, dates and spelling

- 1 7.45 (accept 7:45 / quarter to eight)
- 2 15 (not 50)
- 3 £89.99
- 4 22 February (accept 22nd Feb / 22/2)
- 5 081 447 296 (all 9 digits in order)
- 6 Whitfield
- 7 BN7 2JQ
- 8 1998
- 9 60%
- 10 43,500
- 11 k.morel@fastmail.com
- 12 Thursday 14th (not 13th)
- 13 6.20 (accept 6:20)
- 14 3.5 km (accept 3 1/2 km)
- 15 Gauthier (Street)
- 16 2/3

Unit 2 · Sheet B — Numbers, dates and spelling

- 1 (a) Tomasz (correct spelling only) [1] (b) Kowalczyk (correct spelling only) [1] (c) 30 August 2010 (accept 30/8/2010 / 30.08.10) [1] (d) 14 [1] (e) 82 (not 92) [1] (f) 07936 614085 [1] (g) Thursday (not Tuesday) [1] (h) 5.30 (accept 5:30 / half past five) [1] (i) 400 metres (accept 400 m) [1] (j) Ewa (correct spelling only) [1]
- 2 (a) A [1] (b) B [1] (c) B [1] (d) B [1] (e) A [1]
- 3 (a) Priya [1] (b) 6.15 (accept quarter past six) [1] (c) 07788 302519 [1] (d) 15 minutes (accept fifteen minutes) [1] (e) (to) collect (his) membership card [1] (f) Seaview Court [1]
- 4 (a) Tomasz [1] (b) 82 (Marina Road) [1] (c) Thursday [1] (d) £120 for the (whole) year [1]

Unit 3 · Sheet A — Connected speech

- 1 'd (had); we'll
- 2 should've (should have)
- 3 a; of
- 4 She's; for
- 5 are; to
- 6 must've (must have)
- 7 and
- 8 Did; you
- 9 'd have (would have); I'd (I had)
- 10 can't; can
- 11 next
- 12 wasn't; was
- 13 shouldn't; have
- 14 at
- 15 going; to
- 16 Could
- 17 do; of
- 18 ought; to
- 19 don't know
- 20 kind of
- 21 going to
- 22 because
- 23 want to

Unit 3 · Sheet B — Connected speech

- 1 (a) 10 (a.m.) (accept ten o'clock) [1] (b) (it will be) packed / crowded (first thing) (accept everyone wants free samples) [1] (c) (number) 26 [1] (d) (to the) station [1] (e) he's working [1] (f) bus stop (by the library) (accept by the library) [1]
- 2 (a) B [1] (b) B [1] (c) C [1] (d) B [1]
- 3 (a) 2 (accept two) [1] (b) rice [1] (c) 40 minutes (accept forty minutes) [1] (d) Thursday [1] (e) (the) chopping [1] (f) 10.45 (accept quarter to eleven) [1]
- 4 (a) definitely [1] (b) I think [1] (c) pounds (£) [1] (d) I'm very bad at cooking rice (oe) [1] (e) about / around twenty (pounds) [1]
- 5 (a) most stalls don't take cards [1] (b) £5–6 (accept five or six pounds) [1] (c) free / nothing [1] (d) there's no football match on the big screen (oe) [1]

Unit 4 · Sheet A — Signposting language

- 1 the first point in a list
- 2 an illustration
- 3 the next point in a list
- 4 a contrast
- 5 an addition
- 6 a change to the last topic
- 7 correcting a belief
- 8 a summary
- 9 3 (three)
- 10 25 minutes
- 11 5 minutes
- 12 reading notes again (accept rereading)
- 13 8–10
- 14 planning time in the exam (oe)

Unit 4 · Sheet B — Signposting language

- 1 (a) So, first, the problem (accept first) [1] (b) On top of that [1] (c) Now let's turn to (the solutions) [1] (d) However (— and this is important) [1] (e) To sum up [1]
- 2 (a) 7 degrees (accept seven degrees) [1] (b) roofs [1] (c) air conditioners [1] (d) 2 degrees (accept two degrees) [1] (e) 40% (accept forty per cent) [1] (f) 2040 [1] (g) river [1] (h) motorway [1]
- 3 (a) B [1] (b) C [1] (c) B [1] (d) A [1]
- 4 (a) (up to) 5 degrees [1] (b) plant trees (in the playground) [1] (c) a green roof (project) [1] (d) closing (the) curtains [1] (e) Australia [1] (f) take questions (accept answer questions) [1]
- 5 not cheap / expensive (1); don't work everywhere, e.g. white roofs in cloudy cities (1) [2]

Unit 5 · Sheet A — Part 1: multiple matching

- 1 A (photography)
- 2 D (rock climbing)
- 3 E (guitar)
- 4 F (football coaching)
- 5 G (cooking)
- 6 A (to support a friend)
- 7 B (less time on screens)
- 8 C (to prove someone wrong)
- 9 D (future studies)
- 10 E (a practical skill)
- 11 F and G
- 12 He says he'd love to say that, but the real reason is his brother / to show his brother he was wrong.
- 13 Speaker 4 (Sofia)
- 14 Speaker 5 (Daniel)
- 15 Speaker 1 (Lucas)

Unit 5 · Sheet B — Part 1: multiple matching

- 1 Speaker 1 A [1] Speaker 2 B [1] Speaker 3 C [1] Speaker 4 D [1] Speaker 5 E [1]**
- 2 (a)** 12 metres **[1]** **(b)** torches (accept torchlight) **[1]** **(c)** reindeer skins **[1]** **(d)** minus 5 degrees (accept -5 °C) **[1]** **(e)** twice a day **[1]** **(f)** 2 (two) **[1]** **(g)** seals **[1]** **(h)** 12 (twelve) **[1]** **(i)** fish curry **[1]** **(j)** (about) £30 **[1]**
- 3 (a)** 3 (Grace) **[1]** **(b)** 1 (Maya) **[1]** **(c)** 4 (Ravi) **[1]** **(d)** 2 (Omar) **[1]** **(e)** 5 (Lily) **[1]**
- 4 (a)** I'd go back tomorrow **[1]** **(b)** once is enough **[1]** **(c)** spotless **[1]** **(d)** a bargain **[1]** **(e)** crowded **[1]**

Unit 6 · Sheet A — Short-answer questions

- 1** a place
2 a person or group
3 a price
4 a reason
5 (in the) old fire station
6 (a group of) students (at Westbrook College)
7 (about) 13 minutes
8 £12
9 3 (three)
10 one week
11 £2 a day
12 (the) karaoke machine
13 volunteers (accept retired engineers)
14 Sunday and Monday
15 toys and games
16 6 (p.m.) (accept six)

Unit 6 · Sheet B — Short-answer questions

- 1 (a)** July **[1]** **(b)** two weeks **[1]** **(c)** (a) vet **[1]** **(d)** Harlow and Finch **[1]** **(e)** one **[1]** **(f)** (part of a) school library **[1]**
- 2 (a)** one page **[1]** **(b)** 28 March **[1]** **(c)** (photos of his) model bridge **[1]** **(d)** (about) 50 minutes **[1]** **(e)** his (older) sister **[1]** **(f)** lunch **[1]**
- 3 (a)** A **[1]** **(b)** B **[1]** **(c)** B **[1]** **(d)** C **[1]** **(e)** C **[1]**
- 4 (a)** (interested in) how things are built **[1]** **(b)** any two of: CV (1); letter (1); examples of drawings / design work (1) **[2]** **(c)** the 7.15 **[1]** **(d)** no **[1]** **(e)** less design work (1); more time on building sites / need safety boots (1) **[2]** **(f)** (on) Friday **[1]**

Unit 7 · Sheet A — Note and table completion

- 1** (1) Penguin Beach (2) herring (3) 12.30 (not 12.00) (4) lettuce (5) 2.00 / two o'clock (6) Lake Path (7) Lion Ridge (8) 4.30 (9) Night House (10) fruit (accept bananas) **[10]**
- 2** Sarah
- 3** (about) 2 kilos
- 4** Tuesday and Friday
- 5** every 20 minutes
- 6** 5.30
- 7** flash photography

Unit 7 · Sheet B — Note and table completion

- 1 (a)** 1817 **[1]** **(b)** Drais **[1]** **(c)** pedals **[1]** **(d)** hobby horse **[1]** **(e)** wood **[1]** **(f)** (the) iron tyres **[1]** **(g)** 1.5 metres (accept one and a half metres) **[1]** **(h)** handlebars **[1]**
- 2 (a)** Starley **[1]** **(b)** England **[1]** **(c)** 1885 **[1]** **(d)** same size **[1]** **(e)** chain **[1]** **(f)** rubber tyres (accept tyres) **[1]**
- 3 (a)** C **[1]** **(b)** A **[1]** **(c)** A **[1]** **(d)** B **[1]**
- 4 (a)** loose trousers **[1]** **(b)** (around) one billion **[1]** **(c)** China **[1]** **(d)** Gallery Two **[1]** **(e)** 1820 **[1]** **(f)** (the) wood is (very) fragile **[1]** **(g)** (a child's) balance bike **[1]**

Unit 8 · Sheet A — Sentence completion

- 1** a length of time
2 a noun
3 a verb (present tense)
4 an adjective
5 an adjective
6 a noun (people)
7 six seconds
8 ten
9 oxygen
10 1980s
11 cools
12 hot
13 contagious
14 four
15 family (members)
16 snakes

Unit 8 · Sheet B — Sentence completion

- 1 (a)** shelves **[1]** **(b)** levels **[1]** **(c)** pinkish-purple (accept pink / purple) **[1]** **(d)** red and blue **[1]** **(e)** hydroponics **[1]** **(f)** (fine) mist **[1]** **(g)** 95% (accept ninety-five per cent) **[1]** **(h)** insects **[1]** **(i)** car parks **[1]** **(j)** distance **[1]**
- 2 (a)** 90% (accept ninety per cent) **[1]** **(b)** a million (accept 1,000,000) **[1]** **(c)** leafy greens **[1]** **(d)** herbs **[1]** **(e)** wheat **[1]** **(f)** rice **[1]**
- 3 (a)** B **[1]** **(b)** B **[1]** **(c)** B **[1]** **(d)** A **[1]**
- 4 (a)** it is collected and reused **[1]** **(b)** it imports over 90% of its food (oe) **[1]** **(c)** grow quickly (1); are light (1) **[2]** **(d)** where its energy comes from **[1]**

Unit 9 · Sheet A — Multiple choice and distractors

- 1 6.30
- 2 a dress
- 3 by train
- 4 rainy
- 5 French
- 6 in the bag
- 7 £12
- 8 very good
- 9 too early (they agree on half six)
- 10 not her size (they didn't have her size)
- 11 his car is at the garage
- 12 Thursday
- 13 he has a tutor
- 14 £3
- 15 places mentioned but rejected

Unit 9 · Sheet B — Multiple choice and distractors

- 1 (a) B [1] (b) B [1] (c) B [1] (d) B [1] (e) C [1] (f) C [1] (g) B [1] (h) B [1]
- 2 (a) 17 [1] (b) kingfisher [1] (c) river [1] (d) 40 (accept forty) [1] (e) tent [1] (f) puffins [1] (g) Iceland [1] (h) October [1]
- 3 (a) (about) 8 [1] (b) her old camera [1] (c) (money from his) summer job [1] (d) (from his) photography club [1] (e) zoology [1]
- 4 (a) (it's) hard to earn a living (oe) [1] (b) when it fed (1); which branch it liked (1) [2] (c) next June [1]

Unit 10 · Sheet A — Attitude and opinion

- 1 sarcastic
- 2 relieved
- 3 doubtful
- 4 enthusiastic
- 5 disappointed
- 6 firm
- 7 partly agrees
- 8 disagrees completely
- 9 Brilliant / Fantastic organisation (said sarcastically)
- 10 I can finally relax
- 11 whether students will actually use it is another question (accept I suppose)
- 12 I'm already looking for tickets (accept nothing like that)
- 13 I'd hoped / Oh well
- 14 Absolutely not

Unit 10 · Sheet B — Attitude and opinion

- 1 (a) B [1] (b) B [1] (c) A [1] (d) B [1] (e) B [1] (f) C [1]
- 2 (a) J [1] (b) M [1] (c) J [1] (d) M [1] (e) M [1] (f) C [1]
- 3 (a) £42 [1] (b) £28 [1] (c) lunch [1] (d) climbing [1] (e) £18 [1] (f) £10 [1] (g) 20 March (accept 20th March) [1]
- 4 (a) student reps (accept representatives) [1]
(b) (in) August [1] (c) (in) June [1] (d) wetsuits [1] (e) a barbecue [1] (f) the head teacher [1]

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

- 1 Speaker 1 A [1] Speaker 2 B [1] Speaker 3 C [1] Speaker 4 D [1] Speaker 5 E [1]
- 2 (a) (the first) three months [1] (b) Osaka [1] (c) Saturday(s) [1] (d) Felix [1] (e) (song) lyrics [1]

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

- 1 (a) fifth (accept 5th) [1] (b) 62 [1] (c) 11 (eleven) [1] (d) Corn Exchange [1] (e) May [1] (f) phone [1] (g) television / TV editor [1] (h) 30 [1]
- 2 (a) B [1] (b) B [1]

Unit 12 · Sheet A — Practice paper: Parts 3 and 4

- 1 (a) 15 [1] (b) three weeks [1] (c) (a weekend) trip to the Highlands [1] (d) a bus pass [1] (e) (the) school canteen [1]
- 2 (a) B [1] (b) B [1] (c) B [1] (d) B [1] (e) A [1]

Unit 12 · Sheet B — Practice paper: Parts 3 and 4

- 1 (a) blue [1] (b) copper [1] (c) arms [1] (d) jars [1] (e) beak [1] (f) texture [1]
- 2 (a) 1–2 years (accept one to two years) [1] (b) half a million (accept 500,000) [1] (c) 3–5 years (accept three to five years) [1] (d) 4 metres (accept four metres) [1]

End-of-book check

- 1 AO3D
- 2 Part 4
- 3 07755
- 4 a noun (place)
- 5 on foot
- 6 a new topic
- 7 partly disagrees
- 8 Georgia
- 9 want to
- 10 move on and try again on the second listening