

Listening scripts and answers

TEACHER ONLY | Keep this page hidden during listening

Read each exchange naturally, using two voices if helpful. Ask the matching question on page 1. Read again on request. These are original classroom conversations, not official exam items. No recording is needed.

1. Coffee

A: Could we meet at four? B: I finish at four. Could we make it half past four? A: Yes, half past four works.

Answer: 4.30. Four is replaced by the later time.

2. Meeting

A: Let's use the blue room. B: Would the yellow room be better? A: No, it's too small. B: OK, blue it is.

Answer: Blue. Yellow is suggested but rejected.

3. Walk

A: Shall we meet at the park gate? B: Could we meet at the bus stop instead? A: Sure. We can walk from there.

Answer: Bus stop. They accept a different meeting place.

4. Parcel

A: Should I leave your parcel at the red door? B: No, that's next door. Mine is green. A: Right, green.

Answer: Green. Red is the neighbour's door.

5. Lunch

A: Let's share a pizza. B: Would you rather have soup? A: No, I'm really hungry. B: Me too. Pizza it is.

Answer: Pizza. Soup is the later suggestion, but neither chooses it.

6. Evening

A: Cinema first, then coffee? B: The film starts in an hour. Shall we go to the cafe first? A: Good idea.

Answer: Cafe first. They reverse the original order.

Fresh check: keep the text hidden

7. A: How about quarter past three? B: I can't get there until half past three. A: Fine, see you then.

Answer: 3.30; 3.15 is replaced.

8. A: Meet at the library? B: What about the station? A: I'm already at the library. B: OK, stay there.

Answer: Library; station is rejected.

Teacher notes and lesson plan

Outcome: follow an agreed plan, explain the choice and choose a useful practice target

Level: B1 core; support confident A2 learners with rehearsal and fewer cards.

Learners: Adults/teens. Time: About 40-50 minutes, plus optional short home practice.

Prepare: Give learners pages 1-3. Keep pages 4-5 private. For a short lesson use pages 1-2 only. For exam review also bring one marked task, its key/criteria and the provider's current guidance.

0-8 minutes | Pictures and language

Elicit possible plans from the pictures. Explain suggest/change/agree with the page 2 model.

Learners choose the forms on page 1. Key: a meet; b make; c use; d works. Check before speaking.

Ask learners to make a new suggestion.

8-18 | Listen and compare

Read the six page 4 exchanges with learner page 2 covered, so its model does not reveal answer 2.

Learners choose, compare and explain. Replay a difficult exchange. Show the script only after their listening attempt. Ask which words helped. Do not teach a first-number or last-number shortcut.

18-32 | Catch the change

Pairs prepare and perform for another pair, using page 2. Model the points first. Give listeners time to choose independently before comparing. A correct reason may be a simple paraphrase. If an invented conversation has no clear agreement, ask the speakers to clarify it; do not award guessing points. Use the two-person route for one-to-one teaching.

32-38 | Fresh check and feedback

Read items 7 and 8 without displaying the script. Ask for the final plan and reason. Note replays/prompts, discuss one useful phrase and repeat a speaking turn. These two items check this small classroom target; they do not establish general listening level or exam readiness.

38-50 | Choose a next step

Use page 3 with one game answer or the learner's marked exam task. Keep a strength, investigate one difficulty, then agree a target and exact materials for three short sessions. For a game target, learners can write new changes of plan and ask a partner to read them later. For an exam target, choose suitable new provider material and use its current instructions.

Support, online teaching and homework

Online: share pages 1-3 only; send picture choices privately for game turns. Allow notes, replays and pair rehearsal. Colour doors/rooms are also named in the text; read labels aloud if needed.

Homework: choose four questions from page 2 and record or write answers; or follow the agreed page 3 plan. Personal answers, game plans and study targets vary.

Use the evidence carefully

Extra time or a transcript can help investigate a difficulty; record the support. A low score alone does not identify its cause. Return to a fresh comparable task for the actual exam and record changed conditions. This pack supplies classroom practice and a review routine, not exam rules or score conversions.