The PrepEx Guide to TOEFL iBT

Listening and speaking script booklet

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Use with the exercises in the book

Free companion audio: prepex.ai/toefl/book/audio

This booklet contains all 57 listening and speaking script sets. It does not contain the book's exercises or answer keys. Find the matching exercise ID, such as L2-D.

For study partners: read only the spoken text. Do not read titles, speaker labels, question numbers or directions. Keep natural phrasing, preserve every turn, and do not explain words, add hints or repeat a prompt during the learner's first attempt. Follow the response windows printed with each set. Read the interview introduction before the questions.

For learners: keep this booklet closed until you have saved your first answers. The MP3 files provide an alternative to a partner reading aloud. These are book practice settings, not a timed official test simulation.

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L1-D | Diagnostic exchanges

Listen and Choose a Response · Diagnostic

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

Who has the notes from yesterday's seminar?

Question 2

I thought the gallery closed at five.

Question 3

Would you mind checking this total?

Question 4

Did you manage to speak to the tutor?

L2-D | A different kind of feedback

Listen to a Conversation · Diagnostic

Two students discuss feedback on a presentation.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Maya: I thought our presentation was clear, but the tutor said the example came too early.

Owen: Before we had explained what it was supposed to show?

Maya: Exactly. I do not think we need a different example.

Owen: Then let us move the explanation ahead of it and keep the details.

Maya: Yes. We can try that order in tomorrow's rehearsal.

L3-D | A different entrance

Listen to an Announcement · Diagnostic

An announcement to visitors at a community centre.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

The main entrance is closed while the door is being repaired. Please use the garden entrance on the east side. All activities will take place in their usual rooms. If you are attending the photography class, a volunteer will meet you at the garden entrance to show you the quickest route upstairs. The class itself will begin at the normal time.

L4-D | The purpose of a prototype

Listen to an Academic Talk · Diagnostic

A lecturer discusses design.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

When designers build a prototype, they do not always try to make a smaller version of the finished product. Often they want to answer one question. A cardboard model of a chair, for example, might help them judge its size in a room. It would be a poor way to test how much weight the chair can support. A second prototype, made from stronger material, could address that question. Notice that neither model is simply a failed chair. Each is a tool for investigating a particular property. Problems arise when a team forgets which question a prototype was built to answer. They may reject a useful design because a deliberately rough model looks unattractive, or approve a weak structure because the model has an impressive surface. Before evaluating the prototype, identify the decision it is meant to inform. Then judge the evidence it provides for that decision.

S1-D | Welcome to the community garden

Listen and Repeat · Diagnostic

You are learning the wording used while helping visitors or participants. Hear each sentence once and repeat it once.

Practice directions (not spoken)

Play one sentence once, then repeat it once. Allow 8 seconds for sentences 1–2, 10 for 3–5 and 12 for 6–7. Record yourself separately if you want to review your speech.

Sentence 1

You can enter through the garden gate.

Sentence 2

Please leave your bags on the covered bench.

Sentence 3

You can borrow a pair of gloves from the cupboard.

Sentence 4

The labels show which plants need water this morning.

Sentence 5

Return the tools to the shed when you have finished.

Sentence 6

Ask a volunteer about any plant you are unsure of before you remove it.

Sentence 7

Our record of the plants grown here will help next season's team plan their work.

S2-D | Learning something practical

Take an Interview · Diagnostic

You are taking part in a short interview. Listen to each question and record your response.

Practice directions (not spoken)

Play the introduction first. Then play each question once and respond immediately for up to 45 seconds. There is no separate preparation time. Use a separate recorder to save your responses.

Introduction

A researcher is asking about learning practical skills.

Question 1

Tell me about a practical skill you or someone you know learned recently. What made learning it useful?

Question 2

When learning a practical skill, do you prefer a demonstration or written instructions? Why?

Question 3

Some people think mistakes are the most useful part of learning. How far do you agree?

Question 4

Should schools give students more opportunities to learn practical skills alongside academic subjects? Explain your view.

L1-E1 | An indirect refusal

Listen and Choose a Response · Worked examples

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

Can you cover my desk while I take these boxes upstairs?

L1-E2 | A correction to an assumption

Listen and Choose a Response · Worked examples

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

So you have already submitted the application?

L1-G | Listen for the requested information

Listen and Choose a Response · Guided practice

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

How long have you been working on the exhibition?

Question 2

Is the small room available, or should we use the lounge?

Question 3

I cannot make out the name on this label.

L1-I1 | Independent exchanges 1

Listen and Choose a Response · Independent practice

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

Why was the rehearsal moved to the hall?

Question 2

Do you want the window left open?

Question 3

I was hoping to finish the report today.

Question 4

Which of these forms do returning students need?

Question 5

You have not seen my blue notebook, have you?

Question 6

Could we discuss the draft after lunch instead?

L1-I2 | Independent exchanges 2

Listen and Choose a Response · Independent practice

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

How did you hear about the volunteer programme?

Question 2

Are we supposed to bring our own paint?

Question 3

Shall I send the large file as an attachment?

Question 4

I did not expect the path to be this steep.

Question 5

Has the editor approved your changes yet?

Question 6

Would Thursday or Friday be better for the interview?

L2-E1 | A decision that changes

Listen to a Conversation · Worked examples

Two volunteers discuss a poster.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Leah: I have made the heading larger so people can read it from the doorway.

Ben: That helps, but the sign-up link is still tiny.

Leah: I thought people would come closer for the details.

Ben: Some may just photograph the poster on their way past.

Leah: Good point. I will enlarge the link too, even if I have to shorten the description.

L2-E2 | A useful disagreement

Listen to a Conversation · Worked examples

Two classmates choose material for a report.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Inez: This article supports our argument exactly. We should use it first.

Sam: Have you looked at when it was published? The policy changed after that.

Inez: So you think we should leave it out?

Sam: Not necessarily. It could help us explain why the policy changed. We just cannot use it as a description of the current situation.

Inez: Right. I will move it into the background section.

L2-G | Who will do what?

Listen to a Conversation · Guided practice

Two members of a club prepare an event.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Rae: I can introduce the speaker, but I will have to leave before the questions.

Kit: I was going to handle the microphone. I can stay and lead the questions as well.

Rae: That would help. Someone still needs to meet the speaker at reception.

Kit: I cannot do that while I am testing the sound.

Rae: Then I will arrive early and meet her before I do the introduction.

L2-I1 | An invitation reconsidered

Listen to a Conversation · Independent practice

Two neighbours discuss a community event.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Luis: Are you coming to the seed exchange? You do not need to bring seeds; beginners can come too.

Ana: I know. I was just worried that everyone would already know much more than I do.

Luis: There is a short introduction before the exchange starts. That is why I suggested we go early.

Ana: Oh, I thought you wanted extra time to choose seeds. In that case, I will come with you.

L2-I2 | A recording with a problem

Listen to a Conversation · Independent practice

Two students discuss an interview recording.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Noor: The interview is interesting, but the fan makes the last answer hard to hear.

Ellis: Could we remove the noise with editing software?

Noor: Maybe, although I do not want the words to sound distorted.

Ellis: Let us try a short section and compare it with the original. If it changes the voice too much, we can ask for that answer again.

Noor: Yes. I would rather make that decision after hearing the result.

L3-E1 | A change in emphasis

Listen to an Announcement · Worked examples

An instructor introduces a workshop.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Before we begin, a small change to today's workshop. We will spend less time on the software menus and more time editing a short recording together. The menu guide is available to take home, so you can consult it later. Please keep your headphones connected during the demonstration, but wait until I have played the example before trying the first edit yourself.

L3-E2 | An event for observers

Listen to an Announcement · Worked examples

An announcement at a student theatre.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Tonight's open rehearsal is a chance to see how a scene develops. You will hear the actors repeat passages and stop to discuss choices with the director. This is not the finished production, and the order may change as we work. Please save questions for the discussion at the end. You are welcome to leave quietly between scenes if you cannot stay for the whole session.

L3-G | What belongs to whom?

Listen to an Announcement · Guided practice

An announcement to participants in a campus walk.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Welcome to the campus walk. Please return the borrowed maps to this desk when we finish, but keep the small information cards inside them. Those cards list places you may want to visit later. We will stop at the library courtyard halfway through the walk. That will be the best opportunity for questions about individual courses, since our academic adviser will join us there.

L3-I1 | A call for contributions

Listen to an Announcement · Independent practice

A message from a local radio producer.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

We are collecting short accounts of places that matter to local residents. You do not need a dramatic story; an ordinary place with a personal connection is welcome. Send a brief description before recording anything. We will contact selected contributors to arrange an interview, so please include a way to reach you. The finished programme will combine several voices rather than devote an entire episode to each place.

L3-I2 | A temporary collection point

Listen to an Announcement · Independent practice

A message to library users.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

While the upstairs collection desk is being painted, reserved books can be collected from reception. Please bring your collection message, since the books will be arranged by reservation number rather than surname. Returns should still go into the usual box beside the stairs. Reception staff can hand over reserved items, but questions about extending a loan should go to the library team at the ground-floor desk.

L4-E1 | The movement of a sand dune

Listen to an Academic Talk · Worked examples

A lecturer explains a natural process.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

A sand dune can move even though it looks like a single solid hill. Wind carries grains up the side facing it. Some grains reach the crest and fall onto the sheltered side. Repeated movement of individual grains gradually shifts the shape and position of the dune. It is useful to distinguish the movement of material from the movement of the form. The dune does not slide across the ground as one rigid object. Instead, grains are removed from one part and added to another. Imagine repeatedly taking sand from the back of a small pile and placing it at the front. The pile's outline would advance even though its grains moved separately. Real dunes are more complicated because wind strength, direction and vegetation affect the process. Still, the simple example explains why a recognizable landform can travel through a landscape without remaining the same collection of grains in exactly the same arrangement.

L4-E2 | What a price includes

Listen to an Academic Talk · Worked examples

A lecturer discusses economic decisions.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

When comparing two prices, we need to ask what each price includes. Suppose a community hall charges one group a single fee that covers the room, chairs and cleaning. Another hall advertises a lower room fee but charges separately for chairs and cleaning. The lower advertised price does not necessarily mean a lower total cost. That seems obvious once the charges are listed, but the presentation can affect the first comparison people make. They may use the room fee as an anchor and treat the later charges as small additions. This does not mean separate pricing is always misleading. A group that brings its own chairs might benefit from paying only for what it uses. The relevant question is which services the particular group needs. To compare fairly, specify the same bundle of services for both halls, then calculate the total. A useful comparison matches the decision being made rather than simply selecting the smallest visible number.

L4-G | Why a wet surface cools

Listen to an Academic Talk · Guided practice

A lecturer explains evaporation and cooling.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

Think about stepping out of a swimming pool into moving air. You may feel cool even when the air is warm. Water on your skin is evaporating: some liquid water becomes water vapour. That change requires energy, which can be taken from the wet surface and its surroundings. As energy leaves your skin, your skin cools. The moving air helps carry water vapour away, allowing more evaporation. Humid air already contains a great deal of water vapour, so evaporation is more limited than it would be in drier air under otherwise similar conditions. This also explains why wet clothing can remain uncomfortable on a humid day. The water has less opportunity to evaporate and remove heat. The process connects a familiar sensation with a change of physical state: liquid water leaves the surface as a gas, taking energy with it.

L4-I1 | Where time is spent in a queue

Listen to an Academic Talk · Independent practice

A lecturer describes service design.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

A service can have a long queue even when each interaction at the main desk is brief. Imagine a desk where visitors first explain what they need, then search for documents in their bags, and finally complete a short transaction. The document search may occupy the desk while the staff member waits. One possible redesign is to provide clear preparation instructions before visitors reach the desk. This moves some work away from the point where only one person can be served at a time. It will help only if visitors understand what to prepare and can actually do it in advance. An instruction such as 'Have everything ready' is not enough when people do not know what everything means. Nor should a separate preparation stage become an unnecessary second queue. The aim is to remove a specific delay, not simply divide the existing process into more steps. Observing where time is spent gives a better basis for redesign than assuming the visible queue is caused by slow staff.

L4-I2 | The work done by a musical pause

Listen to an Academic Talk · Independent practice

A lecturer discusses music.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

Silence in a piece of music is not always an absence of activity. A pause can shape how listeners hear what comes before and after it. If a phrase stops just before a note that seems expected, the pause can prolong anticipation. When the next note arrives, its effect partly depends on that delay. In another context, a pause may separate two sections and help the listener recognize a new beginning. The physical event is similar: the performers briefly make no sound. Its musical function differs because of its position and the surrounding material. This is why counting the number of silent seconds does not explain the full effect. Performers also have to consider the phrase, the tempo and the space in which the music is heard. A pause that feels clear in one performance may feel abrupt or drawn out in another. To understand it, listen to the relationship it creates, rather than treating silence as an empty interval between the important parts.

S1-E1 | Preparing a small recording studio

Listen and Repeat · Worked examples

You are learning the wording used while helping visitors or participants. Hear each sentence once and repeat it once.

Practice directions (not spoken)

Play one sentence once, then repeat it once. Allow 8 seconds for sentences 1–2, 10 for 3–5 and 12 for 6–7. Record yourself separately if you want to review your speech.

Sentence 1

The studio is at the end of this corridor.

Sentence 2

Please close the door before we begin recording.

Sentence 3

The microphone should be about a hand’s width from your mouth.

Sentence 4

We will run a short test to check the sound level.

Sentence 5

Keep the cable clear of the wheels beneath your chair.

Sentence 6

If you need to stop, raise your hand and wait for the signal.

Sentence 7

After the final question, please stay quiet until the recording light has gone out.

S1-E2 | Helping at a community exhibition

Listen and Repeat · Worked examples

You are learning the wording used while helping visitors or participants. Hear each sentence once and repeat it once.

Practice directions (not spoken)

Play one sentence once, then repeat it once. Allow 8 seconds for sentences 1–2, 10 for 3–5 and 12 for 6–7. Record yourself separately if you want to review your speech.

Sentence 1

The exhibition opens at ten this morning.

Sentence 2

Our visitors can leave their coats near the door.

Sentence 3

Please give each group a copy of the room guide.

Sentence 4

The smaller prints are displayed along the back wall.

Sentence 5

You can ask the coordinator if a label is missing.

Sentence 6

Before moving any object, check that there is enough space on the table.

Sentence 7

When the last visitors have left, we will cover the displays and lock the side entrance.

S1-G | Joining a repair session

Listen and Repeat · Guided practice

You are learning the wording used while helping visitors or participants. Hear each sentence once and repeat it once.

Practice directions (not spoken)

Play one sentence once, then repeat it once. Allow 8 seconds for sentences 1–2, 10 for 3–5 and 12 for 6–7. Record yourself separately if you want to review your speech.

Sentence 1

Come through reception to reach the workshop.

Sentence 2

Your item belongs on the empty workbench.

Sentence 3

A volunteer will ask you to describe the problem.

Sentence 4

We cannot promise that every item can be repaired.

Sentence 5

Keep any loose parts together in the tray beside you.

Sentence 6

A volunteer will explain how to identify any replacement part that your item needs.

Sentence 7

Collect your item and all its loose parts, and leave the workbench clear for the next visitor.

S1-I1 | An outdoor learning centre

Listen and Repeat · Independent practice

You are learning the wording used while helping visitors or participants. Hear each sentence once and repeat it once.

Practice directions (not spoken)

Play one sentence once, then repeat it once. Allow 8 seconds for sentences 1–2, 10 for 3–5 and 12 for 6–7. Record yourself separately if you want to review your speech.

Sentence 1

We welcome school groups throughout the year.

Sentence 2

Meet us beside the wooden shelter.

Sentence 3

Please keep your water bottle with you during the walk.

Sentence 4

The guide will explain where the path becomes uneven.

Sentence 5

We will stop near the pond to look at the plants.

Sentence 6

A shorter route back to the centre is available if the weather changes suddenly.

Sentence 7

The group waiting beyond the small bridge will move ahead as soon as everyone has crossed safely.

S1-I2 | Preparing for a theatre event

Listen and Repeat · Independent practice

You are learning the wording used while helping visitors or participants. Hear each sentence once and repeat it once.

Practice directions (not spoken)

Play one sentence once, then repeat it once. Allow 8 seconds for sentences 1–2, 10 for 3–5 and 12 for 6–7. Record yourself separately if you want to review your speech.

Sentence 1

Enter on the left to reach the audience seats.

Sentence 2

Keep the central aisle clear at all times.

Sentence 3

The programmes are arranged on the table by the stairs.

Sentence 4

We will open the doors when the sound check is complete.

Sentence 5

Anyone arriving late should wait beside the reception desk.

Sentence 6

Visitors needing assistance can speak to the coordinator, who will be carrying a radio.

Sentence 7

Check beneath the seats for anything left behind, but keep the exit doors open until everyone has gone.

S2-E1 | Places for concentrated work

Take an Interview · Worked examples

You are taking part in a short interview. Listen to each question and record your response.

Practice directions (not spoken)

Play the introduction first. Then play each question once and respond immediately for up to 45 seconds. There is no separate preparation time. Use a separate recorder to save your responses.

Introduction

A researcher is asking about places where people work or study.

Question 1

Describe a place where you can concentrate well. What makes it suitable for you?

Question 2

Would you prefer to work in a completely quiet place or somewhere with a little background activity? Why?

Question 3

Do you think changing your study location can improve the quality of your work? Explain.

Question 4

If a university has limited space, should it prioritize quiet rooms or collaborative rooms? Why?

S2-E2 | Receiving useful feedback

Take an Interview · Worked examples

You are taking part in a short interview. Listen to each question and record your response.

Practice directions (not spoken)

Play the introduction first. Then play each question once and respond immediately for up to 45 seconds. There is no separate preparation time. Use a separate recorder to save your responses.

Introduction

A researcher is asking about feedback on work.

Question 1

Describe a time when someone gave you useful feedback. What did you do with it?

Question 2

Do you prefer to receive feedback in writing or in a conversation? Why?

Question 3

Is it more helpful to hear about strengths or weaknesses in a piece of work? Explain your view.

Question 4

Should people always act on feedback from someone more experienced? Why or why not?

S2-G | Organizing a shared activity

Take an Interview · Guided practice

You are taking part in a short interview. Listen to each question and record your response.

Practice directions (not spoken)

Play the introduction first. Then play each question once and respond immediately for up to 45 seconds. There is no separate preparation time. Use a separate recorder to save your responses.

Introduction

A researcher is asking about planning activities with other people.

Question 1

Tell me about an activity you helped organize. What was your responsibility?

Question 2

Would you rather have one person make the main decisions or have the whole group decide together? Why?

Question 3

What makes a plan useful when circumstances may change?

Question 4

Should volunteers be given detailed instructions or freedom to choose how they work? Explain.

S2-I1 | Using local services

Take an Interview · Independent practice

You are taking part in a short interview. Listen to each question and record your response.

Practice directions (not spoken)

Play the introduction first. Then play each question once and respond immediately for up to 45 seconds. There is no separate preparation time. Use a separate recorder to save your responses.

Introduction

A researcher is asking about services in the community.

Question 1

Describe a local service you use regularly. Why is it useful to you?

Question 2

Would you rather get help from a staff member or use a self-service system? Why?

Question 3

What should an organization consider before moving a service online?

Question 4

Should local services ask users for feedback after every visit? Explain your view.

S2-I2 | Choosing what to learn

Take an Interview · Independent practice

You are taking part in a short interview. Listen to each question and record your response.

Practice directions (not spoken)

Play the introduction first. Then play each question once and respond immediately for up to 45 seconds. There is no separate preparation time. Use a separate recorder to save your responses.

Introduction

A researcher is asking about learning outside formal courses.

Question 1

What is something you would like to learn outside your main work or studies? Why?

Question 2

Would you prefer to learn it alone or with a group? Explain.

Question 3

Do short online lessons make it easier for people to continue learning? Why or why not?

Question 4

Should employers give staff time to learn skills unrelated to their current jobs? Explain your view.

L1-M | Mixed exchanges

Listen and Choose a Response · Mixed practice

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

Where should I leave the borrowed projector?

Question 2

I am not sure the example supports your point.

Question 3

Have they announced who will lead the tour?

Question 4

Could you explain what you mean by "flexible hours"?

L2-M | A display for a different audience

Listen to a Conversation · Mixed practice

Two volunteers discuss access to an exhibition display.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Theo: The visitors liked the machine, but several said they couldn't read the labels from their chairs. Should we shorten the definitions?

Ada: The wording seemed clear when I read it to them. The labels are too high and the type is small.

Theo: We could put copies on the low table. Would that block the route to the machine?

Ada: Not if we use the table by the window. I'll check the route with the coordinator.

Theo: Then I'll make large-print copies, and we can test the position before the next group comes.

L3-M | An exhibition discussion

Listen to an Announcement · Mixed practice

An announcement before a gallery event.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

The artist will discuss three works from the exhibition this afternoon. The discussion is designed to explore her choices, so please look at the works first if you have time. You do not need to read the catalogue beforehand. We will provide a short list of further reading after the session for anyone who wants to investigate the subject in more depth. The talk begins beside the large blue canvas.

L4-M | How bread dough expands

Listen to an Academic Talk · Mixed practice

A lecturer explains a process in bread making.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

A piece of bread dough can grow larger while it rests, even though nobody adds more flour. In a typical wheat dough made with yeast, yeast uses sugars and produces carbon dioxide gas. The gas collects in small pockets inside the dough. Mixing and kneading help develop a stretchy network of gluten from proteins in the flour. That network holds much of the gas, so the pockets expand rather than immediately releasing everything into the air. Imagine a flexible container gradually filling with gas: its contents occupy more space, and its outside shape changes. During bread making, the dough is often allowed to rise, shaped, and then left to rise again. Shaping redistributes the gas and prepares the desired form. The later rise gives that shaped dough time to expand before baking. The enlarged loaf therefore depends on both gas production and a structure capable of retaining it.

S1-M | A shared kitchen orientation

Listen and Repeat · Mixed practice

You are learning the wording used while helping visitors or participants. Hear each sentence once and repeat it once.

Practice directions (not spoken)

Play one sentence once, then repeat it once. Allow 8 seconds for sentences 1–2, 10 for 3–5 and 12 for 6–7. Record yourself separately if you want to review your speech.

Sentence 1

Everyone on this floor shares the kitchen.

Sentence 2

Label any food you leave in the fridge.

Sentence 3

Clean the surface before you begin preparing a meal.

Sentence 4

The larger pans belong in the cupboard under the sink.

Sentence 5

You can report broken equipment using the form by the door.

Sentence 6

Spills on the floor must be cleaned up promptly because someone could easily slip.

Sentence 7

Leave the work area clean and check that the heat is off, even when another person is waiting to cook.

S2-M | Working with unfamiliar people

Take an Interview · Mixed practice

You are taking part in a short interview. Listen to each question and record your response.

Practice directions (not spoken)

Play the introduction first. Then play each question once and respond immediately for up to 45 seconds. There is no separate preparation time. Use a separate recorder to save your responses.

Introduction

A researcher is asking about collaboration.

Question 1

Describe an occasion when you worked with people you did not know well. What helped the group begin?

Question 2

Do you prefer to choose your teammates or have them assigned? Why?

Question 3

What is a useful way to handle disagreement in a group?

Question 4

Should a group leader always be the person with the most experience? Explain.

L1-F1 | Final test replies, module 1

Listen and Choose a Response · Final practice test

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

Who is arranging the transport for the trip?

Question 2

I thought you were taking the afternoon train.

Question 3

Can you lend me a pen for a moment?

Question 4

When did the museum start offering evening tours?

Question 5

Should we print the posters now or wait for the final wording?

Question 6

How much space does the display need?

Question 7

Did the parcel reach you in time?

Question 8

I can work on the text, but I cannot do the illustrations.

Question 9

Which entrance is open during the building work?

Question 10

You do not need the receipt back, do you?

Question 11

Would you rather explain the results or answer questions?

L2-F1 | A changed reservation

Listen to a Conversation · Final practice test

Two friends discuss a room booking.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Amir: The library says our usual room is unavailable, but they have offered the smaller one.

Bea: There will be six of us this time. Will it fit?

Amir: It seats eight, although it has no screen.

Bea: We only need to discuss the draft, so that should be fine.

Amir: Good. I will confirm it and tell everyone about the change.

L2-F2 | An unexpected result

Listen to a Conversation · Final practice test

Two classmates review a small survey.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

June: Most responses came from the morning class. I expected more from the evening group.

Pavel: Did they get the reminder? I only saw it on the morning noticeboard.

June: That might explain it. We should send the same reminder to both groups before comparing the totals.

Pavel: Agreed. Otherwise we may be comparing who saw the invitation rather than who was interested.

L2-F3 | The useful part of a review

Listen to a Conversation · Final practice test

Two writers discuss feedback.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Finn: The reviewer liked the characters but said the middle of the story dragged.

Lila: Did she say where she lost interest?

Finn: Around the long description of the journey.

Lila: Then try shortening that before you change the plot. The problem may be how long it takes to reach the next event.

Finn: That is a smaller change than I was planning. I will try it first.

L3-F1 | A workshop rearrangement

Listen to an Announcement · Final practice test

An announcement to a group of pottery students.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

The demonstration wheel is not working, so we will begin with hand-building today. The technician expects to repair the wheel during the break, and we will use it afterwards if it is ready. Please leave your finished pieces on the labelled shelf rather than taking them to the kiln room. Staff will move them once they have dried enough. Your name labels are on the table beside the door.

L4-F1 | Why seeds travel

Listen to an Academic Talk · Final practice test

A lecturer introduces seed dispersal.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

A plant cannot move to a new site when conditions become unsuitable, but its seeds can be transported away from it. Different structures assist this movement. Some seeds have surfaces that catch the wind; others are carried by animals, either on their bodies or after being eaten with fruit. Dispersal changes where a seed has the opportunity to grow. It does not ensure that the destination is suitable. A seed carried far from its parent may land on a surface where it cannot establish itself. Distance is therefore only one part of a successful outcome. The seed must also encounter conditions in which it can germinate and survive. After reaching a suitable place, a seed can begin the next stage of development. Germination produces a young plant that must then obtain enough resources to survive. Transport and establishment are linked stages in this life cycle: the journey creates an opportunity, and conditions at the destination determine whether that opportunity can be used.

L4-F2 | Adapting a factory for readers

Listen to an Academic Talk · Final practice test

A lecturer describes an imagined building conversion.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

Imagine a former factory being converted into a public library. The design team begins by planning how people will enter and move around. The old workers' entrance is at the rear, reached from a narrow lane, so the team adds a public entrance facing the main street. Next, the team places reading areas near the large windows. Those windows once lit the work floor; now they provide daylight for readers. The open middle of the building is divided with movable shelves, leaving space for activities to change over time. A beam from the earlier structure remains visible above the entrance, helping visitors recognize the building's industrial past. Finally, the team tests the layout with temporary furniture. If visitors have difficulty moving between the entrance and the shelves, the arrangement can still be adjusted before the permanent fittings arrive. In this imagined project, access, daylight and flexibility guide decisions at different stages of the conversion.

L1-F2 | Final test replies, module 2

Listen and Choose a Response · Final practice test

Hear each spoken prompt once, then choose its best reply before moving on.

Practice directions (not spoken)

Play one question once, then choose its reply in the book. Allow 20 seconds before starting the next clip.

Question 1

The draft seems much clearer now.

Question 2

How often does the shuttle run on weekends?

Question 3

Could I join the later workshop instead of the morning one?

Question 4

I cannot tell whether this figure is a three or an eight.

Question 5

Why did you leave out the final paragraph?

Question 6

Is this the version you want me to send?

Question 7

Could we lower the volume a little?

Question 8

Are you still planning to attend the lecture?

L2-F4 | A request with a limit

Listen to a Conversation · Final practice test

Two colleagues discuss a translation.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Mina: Could you check the translated notice? I want to know if it sounds natural.

Cal: I can check the English, but I do not read the original language.

Mina: That is fine. Someone else has checked the meaning. I need a reader who sees only what visitors will see.

Cal: In that case, send me the English version without the original beside it.

L2-F5 | A plan for the outdoor session

Listen to a Conversation · Final practice test

Two instructors discuss a class.

Practice directions (not spoken)

Play the complete conversation once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

Ezra: The forecast suggests rain. Should we move tomorrow's drawing session indoors now?

Sana: The covered courtyard would still let students draw the trees. The classroom would not.

Ezra: True, but the courtyard is noisy when deliveries arrive.

Sana: Those finish before our class starts. Let us use the courtyard and keep the classroom as a backup if the wind gets too strong.

Ezra: That works for me.

L3-F2 | An archive visit

Listen to an Announcement · Final practice test

A guide speaks to visitors in an archive.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

During the next part of the visit, we will show you how documents are stored. Photography is permitted in the display area, but please put your cameras away before we enter the storage room. Some documents there have not been cleared for reproduction. You may still take written notes. If you want an image of a particular document later, record its reference number and ask the reading-room staff about the request process.

L3-F3 | A revised meeting format

Listen to an Announcement · Final practice test

A message to a student association.

Practice directions (not spoken)

Play the announcement once. Then answer the written questions in order, allowing 20 seconds per question. The response timer shows the total time for this set.

Recording

For tomorrow's association meeting, please read the two proposals before you arrive. We will not ask their authors to repeat the full documents aloud. Instead, each author will briefly explain the main change they recommend, and we will use most of the meeting for questions and comparison. If you cannot attend, send your comments tonight so that the chair can include them in the discussion.

L4-F3 | What a control condition does

Listen to an Academic Talk · Final practice test

A lecturer explains an experimental comparison.

Practice directions (not spoken)

Play the talk once. Then answer the written questions in order, allowing 30 seconds per question. The response timer shows the total time for this set.

Recording

Suppose we want to test whether a new set of instructions helps people assemble a device. We give one group the new instructions and another group the existing version. The second group provides a comparison, often called a control condition. It helps us ask whether the new version makes a difference beyond what people can do with the existing guidance. But the label control does not automatically make the comparison fair. If the first group contains experienced users and the second contains beginners, a difference in performance could reflect experience rather than the instructions. We need to consider how the groups are formed and how the activity is conducted. The control condition is useful because of the comparison it enables, not because the word itself guarantees a sound design. When interpreting the result, ask which alternative explanations the design has addressed and which remain plausible. That question is more informative than simply checking whether a control group appears in the report.

S1-F | Helping with a book exchange

Listen and Repeat · Final practice test

You are learning the wording used while helping visitors or participants. Hear each sentence once and repeat it once.

Practice directions (not spoken)

Play one sentence once, then repeat it once. Allow 8 seconds for sentences 1–2, 10 for 3–5 and 12 for 6–7. Record yourself separately if you want to review your speech.

Sentence 1

Our book exchange is in the hall downstairs.

Sentence 2

Donated books go on the central table.

Sentence 3

Our volunteers will sort them before the doors open.

Sentence 4

The signs show where each group of books will be displayed.

Sentence 5

Visitors may take a book even if they have not brought one.

Sentence 6

Books with damaged covers should be placed in the box beneath the desk for a volunteer to check.

Sentence 7

The books remaining at the end of the event will be counted and packed ready for the next exchange.

S2-F | Keeping useful information

Take an Interview · Final practice test

You are taking part in a short interview. Listen to each question and record your response.

Practice directions (not spoken)

Play the introduction first. Then play each question once and respond immediately for up to 45 seconds. There is no separate preparation time. Use a separate recorder to save your responses.

Introduction

A researcher is asking how people record and retrieve information.

Question 1

Describe a way you keep track of information you need later. Why does it work for you?

Question 2

Do you prefer to keep notes on paper or digitally? Explain your preference.

Question 3

Some people save almost every document or message they receive. Do you think this is a useful habit? Why or why not?

Question 4

Should schools explicitly teach students how to organize digital information? Explain your view.