



ALBALAGH INTERNATIONAL PREMIUM COLLEGE ·
LONDON CAMPUS

The IEFC Listening Scripts

Every listening and model script in the programme, set to be read aloud.

There are no recordings. 120 scripts have been written and 0 audio files exist. Until that is decided, this book is how the material is heard.



IEFC Reference Library · First edition · 2026-08-17

60 listening scripts · 60 pronunciation models · 497 speaker cues

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HOW TO USE THIS BOOK

A performance script, not a transcript

This book is designed to be held open at the front of a room. Every cue is on its own line with the speaker in the margin, so the eye finds the next line without tracking back, and no script breaks across a page turn.

The pace is printed at the head of every script and it is not decorative. The single thing an untrained reader does wrong is read at their own speed: a Level I script at 90 words per minute sounds slow to the reader and is already fast to a learner three weeks into English.

What is at the head of each script

FIELD	WHAT IT TELLS YOU
Voices	How many speakers the script needs. Where there are two, one reader can take both by turning the page towards the class between speakers — or two teachers can share it.
Variety	The variety of English the script is written in. Declared, not incidental: this programme teaches British and American differences explicitly.
Pace	Target words per minute. Read to it.
Read time	How long the script takes at that pace, computed from its own word count. Not a recording length: nothing has been recorded.

WHAT IS NOT IN THIS BOOK, AND WHY IT IS ON THE TITLE PAGE

No audio. 120 scripts are written and 0 recordings exist, because recording requires a studio, voice casting for the declared variety and a budget — none of which is an editorial decision. No timecodes either: the cue timings in the database are empty for every one of the 497 cues, and printing a timecode for audio that does not exist would be inventing a measurement. The read times above are arithmetic on the word count and are labelled as such.

What is here

LEVEL	SCRIPTS	CUES	READING TIME	RECORDINGS
Level I A1	10	69	6:40	0
Level II A2	10	83	7:56	0
Level III B1	10	79	8:06	0
Level IV B2	10	88	7:51	0
Level V C1	10	90	7:52	0
Level VI C2	10	88	7:37	0
Total	60	497	46:02	0

The 60 pronunciation model scripts are printed in the Pronunciation Handbook, where the targets they model are explained, rather than repeated here. The Canon forbids a book repeating another.



Foundation Programme

10 SCRIPTS · 69 CUES · 6:40 OF READING AT THE STATED PACE

I.1

At the Language School Reception

Meeting People · Listening 1 — At the Language School Reception

VOICES 2

VARIETY BrE

PACE 90 wpm

READ TIME 0:35

Receptionist Good morning. Welcome to the school.

Sofia Good morning. My name is Sofia Rossi.

Receptionist Nice to meet you, Sofia. Where are you from?

Sofia I'm from Italy. I live in Rome.

Receptionist And how do you spell your family name?

Sofia R-O-S-S-I.

Receptionist Thank you. Your class is in room four.

WHAT THE CLASS IS LISTENING FOR · I.1.2 · 5 MIN

Listen to 3 short greeting exchanges at different times of day; identify the time-of-day greeting used in each.

I.2

Sofia's New Room

Everyday Objects & Places · Listening 2 — Sofia's New Room

VOICES 2

VARIETY BrE

PACE 92 wpm

READ TIME 0:40

Sofia Hello Amina! I'm in my new room.

Amina Oh, nice! Is it big?

Sofia It's small, but it's very comfortable. There is a bed near the window.

Amina And is there a desk?

Sofia Yes, there is. There are two chairs, too. And there's a big bookshelf.

Amina Are there any pictures on the wall?

Sofia No, there aren't. Not yet!

WHAT THE CLASS IS LISTENING FOR · I.2.2 · 5 MIN

Listen to a description of an unfamiliar room (read twice); tick which of 8 pictured objects are mentioned.

I.3

A Morning in the Okafor Family

Family & Routines · Listening 3 — A Morning in the Okafor Family

VOICES 1

VARIETY BrE

PACE 95 wpm

READ TIME 0:42

Chidi In my family, we get up early.**Chidi** My mother gets up at half past five. She makes breakfast.**Chidi** My father leaves the house at seven o'clock. He works in a bank.**Chidi** I get up at six. First I wash, then I have breakfast, and finally I walk to school.**Chidi** My sister watches television for ten minutes before school. She is always late!**WHAT THE CLASS IS LISTENING FOR · I.3.2 · 5 MIN**

Listen to a family description (4-5 sentences, read twice); complete a family-tree worksheet with names in the correct boxes.

I.4

At the Market

Food & Shopping · Listening 4 — At the Market

VOICES 2

VARIETY BrE

PACE 95 wpm

READ TIME 0:33

Seller Good morning! Can I help you?**Customer** Yes, please. I'd like some apples.**Seller** How many would you like?**Customer** Six, please. And is there any bread?**Seller** Yes, there is. Brown or white?**Customer** Brown, please. How much is that altogether?**Seller** That's four pounds fifty.**Customer** Here you are. Thank you!**WHAT THE CLASS IS LISTENING FOR · I.4.2 · 5 MIN**

Listen to a shopping-list dictation (6 items) and write down what's mentioned, noting countable vs. uncountable correctly.

I. 5

Finding the Library

Around Town · Listening 5 — Finding the Library

VOICES 2

VARIETY BrE

PACE 98 wpm

READ TIME 0:34

Visitor Excuse me, how do I get to the library?

Local The library? Go straight on to the traffic lights.

Local Then turn right into King Street.

Local The library is opposite the post office, next to a small cafe.

Visitor Is it far?

Local No, it's about five minutes' walk.

Visitor Thank you very much!

WHAT THE CLASS IS LISTENING FOR · I.5.2 · 5 MIN

Listen to 4 short location descriptions and identify which building on a map is described.

I. 6

The Lost Bag

Describing People & Things · Listening 6 — The Lost Bag

VOICES 2

VARIETY BrE

PACE 98 wpm

READ TIME 0:42

Clerk Good afternoon. How can I help?

Traveller I've lost my bag. I left it on the train.

Clerk Can you describe it?

Traveller Yes. It's a small black bag. It's not new — it's quite old.

Clerk Is there anything in it?

Traveller There's a red notebook and an old camera. And my glasses.

Clerk One moment. Is this it?

Traveller Yes! That's mine. Thank you so much.

WHAT THE CLASS IS LISTENING FOR · I.6.2 · 5 MIN

Listen to 3 short person descriptions and match each to the correct picture from a set of 5.

I.7

Amina's Weekend

Past Experiences · Listening 7 — Amina's Weekend

VOICES 2

VARIETY BrE

PACE 100 wpm

READ TIME 0:35

Kwame Hi Amina. Did you have a good weekend?**Amina** Yes, thanks! On Saturday I visited my grandmother.**Amina** We cooked together and talked for hours.**Amina** On Sunday morning I played football with my brother. Our team won.**Amina** Then it rained, so we went home early and watched a film.**Kwame** That sounds lovely. I studied all weekend!**WHAT THE CLASS IS LISTENING FOR · I.7.2 · 5 MIN**

Listen to someone describing their yesterday (6 sentences) and tick which of 8 activities they mention.

I.8

Saturday Plans

Plans & Abilities · Listening 8 — Saturday Plans

VOICES 2

VARIETY BrE

PACE 100 wpm

READ TIME 0:38

Marta What are you going to do on Saturday?**Leo** I'm going to visit my cousin in the morning.**Leo** In the afternoon I'm going to play tennis. Can you play?**Marta** No, I can't. But I can swim quite well.**Leo** Then we're going to go to the pool instead. Can you come at two?**Marta** Yes, I can. See you at two!**WHAT THE CLASS IS LISTENING FOR · I.8.2 · 5 MIN**

Listen to 4 short self-descriptions of ability and match each speaker to their abilities.

I.9

At the Pharmacy

Health & Feelings · Listening 9 — At the Pharmacy

VOICES 2
VARIETY BrE
PACE 98 wpm
READ TIME 0:44

- | | |
|-------------------|--|
| Pharmacist | Good morning. What's the matter? |
| Customer | I have a bad headache, and I feel very tired. |
| Pharmacist | Oh dear, I'm sorry to hear that. How long have you felt like this? |
| Customer | Since yesterday. My throat hurts too. |
| Pharmacist | You should drink plenty of water and rest today. |
| Pharmacist | You shouldn't go to work. Take these twice a day, after food. |
| Customer | Thank you. How much are they? |
| Pharmacist | Three pounds twenty. |

WHAT THE CLASS IS LISTENING FOR · I.9.2 · 5 MIN

Listen to 4 short exchanges about how someone is feeling and match each speaker to their correct ailment.

I.10

A Week at the School

Review & Consolidation · Listening 10 — A Week at the School

VOICES 1
VARIETY BrE
PACE 105 wpm
READ TIME 0:57

- | | |
|----------------------|--|
| Administrator | Good morning, everyone, and welcome to the school. |
| Administrator | My name is Grace, and I work in the main office. It's next to the library. |
| Administrator | Classes start at nine o'clock every day and finish at half past three. |
| Administrator | Last week the new students visited the city centre. They walked to the museum and had lunch in the park. |
| Administrator | On Friday there is going to be a welcome party. It starts at six. |
| Administrator | If you feel ill, you should tell your teacher. You shouldn't come to class. |
| Administrator | Are there any questions? My door is always open. |

WHAT THE CLASS IS LISTENING FOR · I.10.2 · 5 MIN

Listen to a single extended monologue (self-introduction, family, routine, weekend plans, a past holiday) — a cumulative listening task mirroring the mock exam.

Elementary Programme

10 SCRIPTS · 83 CUES · 7:56 OF READING AT THE STATED PACE

II.1

How Priya Became a Nurse

Life Stories · Listening 1 — How Priya Became a Nurse

VOICES 2
 VARIETY BrE
 PACE 105 wpm
 READ TIME 0:51

- Interviewer** Priya, how did you become a nurse?
- Priya** Well, I used to work in an office. I didn't enjoy it very much.
- Priya** One afternoon I was walking home when I saw an accident in the street.
- Priya** A woman was helping the injured man. She was completely calm.
- Priya** While I was watching her, I realised what I wanted to do.
- Priya** I started training the following year. That was eight years ago.
- Interviewer** And do you ever regret it?
- Priya** Never. It was the best decision I've made.

WHAT THE CLASS IS LISTENING FOR · II.1.2 · 5 MIN

Listen to a short narrated anecdote (5 sentences, mixing both tenses) and identify which actions were "background" and which were "events".

II.2

Missing the Connection

Travel & Transport · Listening 2 — Missing the Connection

VOICES 3
 VARIETY BrE
 PACE 108 wpm
 READ TIME 0:42

- Announcement** The sixteen forty service to Manchester has been delayed by thirty minutes.
- Traveller** Excuse me, I've missed my connection. What should I do?
- Assistant** Where are you travelling to?
- Traveller** To Leeds. My ticket was for the sixteen fifteen.
- Assistant** Don't worry. There's another train at seventeen thirty from platform thirteen.
- Traveller** Platform thirty?
- Assistant** Thirteen. One-three. Your ticket is still valid — just show it to the guard.
- Traveller** Thank you, that's a relief.

WHAT THE CLASS IS LISTENING FOR · II.2.2 · 5 MIN

Listen to two people comparing travel options (5-6 exchanges) and note which option they choose and why.

II.3

A First Day at Work

Work & Study · Listening 3 — A First Day at Work

VOICES 2

VARIETY BrE

PACE 108 wpm

READ TIME 0:57

Manager Welcome, Tomas. Let me explain how things work here.

Tomas Thank you. What time do I start?

Manager You start at half past eight and finish at five. You get an hour for lunch.

Manager In the morning you answer the phone and deal with emails.

Manager In the afternoon you work with Ana on the reports. She knows the system very well.

Tomas Do I need to wear a uniform?

Manager No, but we don't wear jeans. Smart casual is fine.

Tomas Understood. And who do I ask if I have a problem?

Manager Ask me, or Ana if I'm out.

WHAT THE CLASS IS LISTENING FOR · II.3.2 · 5 MIN

Listen to someone describing their week (mixing routine and temporary activities) and sort what they say into the two categories.

II.4

Choosing a Film

Likes, Dislikes & Opinions · Listening 4 — Choosing a Film

VOICES 3

VARIETY BrE

PACE 110 wpm

READ TIME 0:43

Yusuf Shall we watch the new science fiction film?

Lena Hmm. I'm not really keen on science fiction, to be honest.

Yusuf Really? I love it. What about you, Marco?

Marco I don't mind either way. I quite like comedies.

Lena I see your point about the special effects, but I find the stories quite weak.

Yusuf That's fair. Shall we compromise and watch the comedy?

Lena That sounds good to me.

Marco Fine by me. I'll make the popcorn.

WHAT THE CLASS IS LISTENING FOR · II.4.2 · 5 MIN

Listen to someone describing 5 preferences and note which activities they love/like/dislike/hate.

II.5

Arranging the Weekend

Making Plans · Listening 5 — Arranging the Weekend

VOICES 2

VARIETY BrE

PACE 110 wpm

READ TIME 0:43

- Sara** Are you doing anything on Saturday?
- Dan** I'm meeting my brother at eleven, but I'm free after that.
- Sara** Great. I'm going to visit the new gallery. Do you want to come?
- Dan** I'd love to. What time does it open?
- Sara** Ten, I think. Shall we meet at the entrance at half past twelve?
- Dan** Actually, let's make it one. My brother is always late.
- Sara** Fine. I'll text you if anything changes.
- Dan** Perfect. See you Saturday.

WHAT THE CLASS IS LISTENING FOR · II.5.2 · 5 MIN

Listen to 5 short exchanges and identify whether each speaker is making a spontaneous decision, stating a plan, or confirming an arrangement.

II.6

Two Flats

Homes & Neighbourhoods · Listening 6 — Two Flats

VOICES 2

VARIETY BrE

PACE 110 wpm

READ TIME 0:44

- Nadia** I've seen two flats and I can't decide.
- Friend** Tell me about them.
- Nadia** The first one is bigger and much brighter, but it's further from the station.
- Nadia** The second is smaller and a bit darker, but it's cheaper and it's only five minutes' walk.
- Friend** Which neighbourhood is nicer?
- Nadia** The second, definitely. It's quieter, and there's a lovely park nearby.
- Friend** Then the second sounds better overall.
- Nadia** I think you're right. It's the most sensible choice.

WHAT THE CLASS IS LISTENING FOR · II.6.2 · 5 MIN

Listen to someone describing their childhood neighbourhood (6 sentences) and complete a "then" picture-labelling worksheet.

11.7

A Check-Up

Food, Health & Habits · Listening 7 — A Check-Up

VOICES 2
VARIETY BrE
PACE 110 wpm
READ TIME 0:43

- Doctor** How have you been feeling generally?
- Patient** Quite tired, actually. I don't sleep very well.
- Doctor** How often do you exercise?
- Patient** Hardly ever. Maybe once a month.
- Doctor** And how much coffee do you drink?
- Patient** Four or five cups a day. Sometimes more.
- Doctor** That's probably part of the problem. Try to cut down gradually.
- Doctor** And you should walk for twenty minutes every day. It's simpler than joining a gym.
- Patient** I'll try. Thank you.

WHAT THE CLASS IS LISTENING FOR · 11.7.2 · 5 MIN

Listen to someone describing their weekly habits (6 sentences, varied frequency adverbs) and complete a frequency-grid worksheet.

11.8

A Complaint in a Shop

Shopping & Services · Listening 8 — A Complaint in a Shop

VOICES 2
VARIETY BrE
PACE 112 wpm
READ TIME 0:47

- Customer** Excuse me. I bought this kettle here last week and it's stopped working.
- Assistant** I'm sorry to hear that. Do you have the receipt?
- Customer** Yes, here it is.
- Assistant** Thank you. Would you like a refund or a replacement?
- Customer** I'd prefer a replacement, if you have the same model.
- Assistant** Let me check. I'm afraid we've sold out of that one.
- Customer** In that case, I'd rather have the refund, please.
- Assistant** Of course. It will go back onto your card within five working days.

WHAT THE CLASS IS LISTENING FOR · 11.8.2 · 5 MIN

Listen to a short fact-finding exchange (5-6 questions) about a purchase problem and complete a simple information-gathering form based on what's said.

II.9

The Night the Lights Went Out

Telling Stories · Listening 9 — The Night the Lights Went Out

VOICES 1
 VARIETY BrE
 PACE 112 wpm
 READ TIME 0:47

- Speaker** So, this happened about three years ago.
- Speaker** We were having dinner — my whole family, about ten of us.
- Speaker** Suddenly, all the lights went out. The whole street was dark.
- Speaker** Anyway, my uncle went to find candles, and while he was looking, he knocked over a jug of water.
- Speaker** So there we were, in the dark, completely soaked.
- Speaker** And then — you won't believe this — the lights came back on immediately.
- Speaker** Everyone just started laughing. We still talk about it.

WHAT THE CLASS IS LISTENING FOR · II.9.2 · 5 MIN

Listen to a short narrated story (7-8 sentences) and number a set of 6 picture panels in the correct order based on the sequencing connectors used.

II.10

The Student Radio Interview

Review & Consolidation · Listening 10 — The Student Radio Interview

VOICES 2
 VARIETY BrE
 PACE 115 wpm
 READ TIME 0:59

- Host** Welcome back. Today I'm talking to Elena. Elena, tell us about yourself.
- Elena** Hi! I'm from Seville, and I've been here for eight months.
- Host** What did you do before you came?
- Elena** I used to work in a bookshop. I enjoyed it, but I wanted to study.
- Host** How does life here compare with home?
- Elena** It's colder, obviously! And the city is bigger and much busier than Seville.
- Elena** But people are friendlier than I expected. That surprised me.
- Host** Any plans for the summer?
- Elena** I'm going to travel around Scotland with two friends. We're leaving on the fifteenth of July.
- Host** That sounds wonderful. Thanks for joining us, Elena.

WHAT THE CLASS IS LISTENING FOR · II.10.2 · 5 MIN

Listen to a single extended monologue (someone narrating a memorable past event, describing their job, giving an opinion on a topic, and mentioning weekend plans).

LEVEL III · B1

Intermediate Programme

10 SCRIPTS · 79 CUES · 8:06 OF READING AT THE STATED PACE

III.1

The Volunteer Coordinator

Present Perfect & Life Experience · Listening 1 — The Volunteer Coordinator

VOICES 2

VARIETY BrE

PAGE 120 wpm

READ TIME 0:43

Coordinator Have you done any volunteering before?

Applicant Yes, I have. I've worked with a literacy charity for about two years.

Coordinator And have you ever taught adults?

Applicant I taught a class of adults last summer, but I haven't done it since.

Coordinator What's been the most difficult part?

Applicant Honestly, learning not to fill silences. I used to answer my own questions.

Coordinator That's a very useful thing to have noticed.

Applicant It took me a long time. I still catch myself doing it.

WHAT THE CLASS IS LISTENING FOR · III.1.2 · 5 MIN

Listen to a short interview (6-7 exchanges) about life experiences and identify which questions use present perfect and which shift to past simple once a specific time is mentioned.

III.2

A Study Skills Seminar

Education & Learning · Listening 2 — A Study Skills Seminar

VOICES 1

VARIETY BrE

PACE 125 wpm

READ TIME 0:58

- Tutor** Right. Today I want to cover three things: how we forget, why re-reading fails, and what to do instead.
- Tutor** So, first, forgetting. Most of what you hear today will be gone within a week unless you do something about it.
- Tutor** That's not a failure of intelligence; it's simply how memory works.
- Tutor** Moving on to re-reading. Re-reading feels productive because the text becomes familiar.
- Tutor** But familiarity is not the same as recall, and that is precisely the trap.
- Tutor** Which brings me to my third point: testing yourself. Retrieving information strengthens it far more than reviewing it.
- Tutor** So the practical advice is simple. Close the book and try to write down what you remember. Then check.

WHAT THE CLASS IS LISTENING FOR · III.2.2 · 5 MIN

Listen to a student describing their course of study and complete a simple fact-grid worksheet.

III.3

The Pitch Feedback

Work, Careers & Entrepreneurship · Listening 3 — The Pitch Feedback

VOICES 2

VARIETY BrE

PACE 122 wpm

READ TIME 0:44

- Mentor** Thanks for that. There's a lot here that works.
- Entrepreneur** Thank you. Where would you push back?
- Mentor** Well, the problem you're solving is clear, which is more than most pitches manage.
- Mentor** I suppose my only real concern is the pricing. It feels slightly optimistic.
- Entrepreneur** Optimistic in what sense?
- Mentor** You're assuming customers switch within three months. I'd want to see evidence for that.
- Entrepreneur** That's fair. We based it on two interviews.
- Mentor** Then say so. A stated assumption is far stronger than a hidden one.

WHAT THE CLASS IS LISTENING FOR · III.3.2 · 5 MIN

Listen to someone describing their company's general policies (5-6 zero-conditional sentences) and complete a simple policy-summary worksheet.

III.4

Should Cities Ban Cars?

Opinions & Debate · Listening 4 — Should Cities Ban Cars?

VOICES 3
VARIETY BrE
PACE 125 wpm
READ TIME 0:42

Host	Rachel, you support car-free centres. Why?
Rachel	Because the air quality data is unambiguous. Cities that have done it breathe better.
Host	Sam?
Sam	I don't dispute the air quality. My worry is who it affects.
Sam	Delivery drivers and disabled residents can't simply cycle instead.
Rachel	That's a fair point, and any scheme has to carry exemptions for exactly those groups.
Rachel	But exemptions are a design problem, not a reason to abandon the policy.
Sam	Agreed — provided the exemptions are real and not just promised.

WHAT THE CLASS IS LISTENING FOR · III.4.2 · 5 MIN

Listen to someone giving a structured opinion and identify each of the three parts on a simple worksheet.

III.5

The Recycling Audit

Environment, Ethics & Global Citizenship · Listening 5 — The Recycling Audit

VOICES 2
VARIETY BrE
PACE 125 wpm
READ TIME 0:50

Officer	Thank you all for coming. I'll present the figures first, then what we think they mean.
Officer	Household recycling rose from thirty-one per cent to thirty-eight per cent last year.
Officer	Food waste collection, however, fell by about four per cent.
Officer	Now, in our view, the fall is explained by the change in collection days rather than by any loss of goodwill.
Officer	That is an interpretation, and I want to be clear it is not established fact.
Officer	We're proposing a return to weekly collection from April.
Resident	And if it doesn't improve?
Officer	Then our interpretation was wrong, and we'll say so.

WHAT THE CLASS IS LISTENING FOR · III.5.2 · 5 MIN

Listen to a short factual report (6-7 sentences, mostly passive voice) about an environmental process and complete a simple process-sequence worksheet.

III.6

Two Headlines, One Study

Technology & Media · Listening 6 — Two Headlines, One Study

VOICES 3
VARIETY BrE
PACE 125 wpm
READ TIME 0:48

Tutor Here are two reports of the same study. Listen for what changes.

Reader A A new study suggests that people who sleep less than six hours may be more likely to report low mood.

Reader B Scientists prove: lack of sleep causes depression.

Tutor Same research. Notice what happened to the hedges.

Tutor Suggests became prove. May be more likely to report became causes.

Tutor And a correlation between two things became a claim about cause.

Tutor The second headline is not a summary. It is a different claim.

Tutor Your task is not to distrust everything. It is to notice the swap.

WHAT THE CLASS IS LISTENING FOR · III.6.2 · 5 MIN

Listen to a short interview, then listen to someone reporting 5 statements from it, and check whether each reported statement accurately reflects what was actually said.

III.7

The Sleep Clinic

Health, Body & Mind · Listening 7 — The Sleep Clinic

VOICES 2
VARIETY BrE
PACE 125 wpm
READ TIME 0:49

Presenter So why do people wake at three in the morning?

Specialist It's usually not the waking that's the problem. Everyone wakes briefly several times a night.

Specialist The difference is what happens next. If you check the clock, you start calculating.

Specialist Four hours left. Then three. And that calculation must raise your alertness, which makes sleep less likely.

Presenter So the worry causes the insomnia, rather than the other way round?

Specialist Partly, yes. It can't be the whole story, but it's a large part of it.

Presenter What should people do?

Specialist Turn the clock away. It sounds trivial. It isn't.

WHAT THE CLASS IS LISTENING FOR · III.7.2 · 5 MIN

Listen to a short conversation in which two people make deductions about a third person's wellbeing and note which modal each speaker uses and why.

III.8

The Homestay Misunderstanding

Travel & Culture · Listening 8 — The Homestay Misunderstanding

VOICES 2

VARIETY BrE

PACE 125 wpm

READ TIME 0:48

Host Amir, can I have a quick word? Nothing serious.

Amir Of course. Is something wrong?

Host It's just that we tend to eat together at seven, and this week the food's gone cold a few times.

Amir Oh — I'm so sorry. I didn't realise it mattered. In my family people eat when they're hungry.

Host That makes complete sense. I should have explained rather than assumed.

Amir No, I should have asked. I'll text you if I'm going to be late.

Host That would be perfect. And honestly, it wasn't a complaint.

Amir It was a bit, though.

WHAT THE CLASS IS LISTENING FOR · III.8.2 · 5 MIN

Listen to someone describing a hypothetical travel dream (6-7 sentences, second conditional) and complete a simple "if / would" grid worksheet.

III.9

Referencing and the Missing Source

Academic Foundations · Listening 9 — Referencing and the Missing Source

VOICES 2

VARIETY BrE

PACE 128 wpm

READ TIME 0:54

Student I've used an idea but I can't find where I read it. What do I do?

Librarian First, don't panic, and don't guess a source. Guessing is worse than omitting.

Student Worse? Why?

Librarian Because a wrong citation sends your reader somewhere that doesn't support the claim. That damages trust more than a gap does.

Librarian If you genuinely can't trace it, either find a source that does support the point, or state the idea as your own reasoning.

Student And if I find the original later?

Librarian Add it. Referencing isn't a formality — it's how a reader checks you.

Student That's a much better reason than the one I was given at school.

WHAT THE CLASS IS LISTENING FOR · III.9.2 · 5 MIN

Listen to a short spoken explanation structured as a paragraph and identify each part on a simple worksheet.

III.10

The End-of-Term Panel

Review & Consolidation · Listening 10 — The End-of-Term Panel

VOICES 4

VARIETY BrE

PACE 130 wpm

READ TIME 0:50

Chair We've asked three people what they'd change about the course. Dr Osei?

Osei I'd extend the project work. Attendance has risen since we introduced it — about twelve per cent.

Marín I don't dispute the figure, but I suspect attendance rose for other reasons too.

Osei That's fair. It might be the timetable change rather than the projects.

Chair Ms Tanaka, you've taught the module twice now.

Tanaka I have, yes. My worry is workload. Students say they've enjoyed it, but several have told me they're exhausted.

Chair So the recommendation would be...?

Tanaka Keep the projects, halve the reading. If we don't, we'll lose the benefit to tiredness.

WHAT THE CLASS IS LISTENING FOR · III.10.2 · 5 MIN

Listen to a single extended talk (someone narrating an experience, describing their work, giving a reasoned opinion, and reporting something they read).

Upper Intermediate Programme

10 SCRIPTS · 88 CUES · 7:51 OF READING AT THE STATED PACE

IV.1

What I Would Have Done Differently

Advanced Present & Past Systems · Listening 1 — What I Would Have Done Differently

VOICES 1

VARIETY BrE

PAGE 135 wpm

READ TIME 0:43

- Speaker** By the time I took over, the team had already missed two deadlines.
- Speaker** I assumed they'd been badly managed. That assumption cost me six months.
- Speaker** What had actually happened was simpler: nobody had been told what success looked like.
- Speaker** I'd been solving the wrong problem, quite confidently, for half a year.
- Speaker** Looking back, I should have asked one question in week one — what does done mean?
- Speaker** I still think the diagnosis was reasonable given what I knew.
- Speaker** But reasonable and right aren't the same thing, and that's the lesson.

WHAT THE CLASS IS LISTENING FOR · IV.1.2 · 5 MIN

Listen to a short account with two past events told out of chronological order and reconstruct the actual chronological order on a simple timeline worksheet.

IV.2

A Thesis Tutorial

Academic Writing I · Listening 2 — A Thesis Tutorial

VOICES 2

VARIETY BrE

PACE 135 wpm

READ TIME 0:42

Tutor Read me your thesis statement as it stands.

Student This essay examines the effects of remote work on productivity.

Tutor Right. That's a topic, not a thesis. What do you actually claim?

Student That remote work increases productivity?

Tutor Better, but nobody would disagree with that as stated. Increases it for whom, and measured how?

Student For knowledge workers, measured by output rather than hours.

Tutor Now we're somewhere. That's arguable — which is the point. A thesis someone could contest is a thesis.

Student So if nobody could disagree, it isn't one.

Tutor Precisely.

WHAT THE CLASS IS LISTENING FOR · IV.2.2 · 5 MIN

Listen to someone outlining an essay plan aloud (thesis + 3 points + conclusion angle) and note each part on a simple outline worksheet.

IV.3

The Performance Conversation

The World of Work · Listening 3 — The Performance Conversation

VOICES 2

VARIETY BrE

PACE 135 wpm

READ TIME 0:46

Manager I want to talk about the last two client reports. Is now all right?

Employee Yes, of course.

Manager Both went out after the deadline. I'm not assuming I know why.

Employee The data came to me late both times. I should have flagged it.

Manager That's useful. So the issue isn't your work rate, it's the handover.

Employee I think so, yes. I didn't want to seem like I was blaming the data team.

Manager Raising a dependency isn't blame. If it happens again, tell me the same day.

Employee Understood. I'd rather have that conversation than this one.

Manager So would I.

WHAT THE CLASS IS LISTENING FOR · IV.3.2 · 5 MIN

Listen to someone reflecting on a career decision using third conditional and complete a simple "what happened / what might have happened instead" grid.

IV.4

The Steel and the Straw

Arguing a Position · Listening 4 — The Steel and the Straw

VOICES 2

VARIETY BrE

PAGE 138 wpm

READ TIME 0:51

- | | |
|----------------|---|
| Coach | Most people attack the worst version of the other side. It's easy and it's useless. |
| Coach | Take the argument against remote work. The weak version is: managers just want control. |
| Coach | Beat that and you've beaten nobody, because no serious opponent says it. |
| Coach | The strong version is: informal knowledge transfer happens in unplanned encounters, and remote work removes them. |
| Coach | That's a real claim, with evidence behind it, and it is much harder to answer. |
| Student | So we should argue against the harder one? |
| Coach | Always. If you can't state your opponent's case better than they can, you don't understand it yet. |
| Student | And if I do beat the strong version? |
| Coach | Then you've actually won something. |

WHAT THE CLASS IS LISTENING FOR · IV.4.2 · 5 MIN

Listen to a short structured argument including a concession and evaluate whether the concession is strong or weak.

The Trial That Was Stopped

Science, Technology & Ethics · Listening 5 — The Trial That Was Stopped

- | | |
|--------------------|--|
| Officer | The trial was suspended in March, and it's worth separating two different objections. |
| Officer | The first was procedural: consent forms had been translated but not back-translated. |
| Officer | That's fixable. It was fixed, in fact, within a fortnight. |
| Officer | The second objection was substantive. Participants were being offered payment well above local monthly wages. |
| Officer | The concern there isn't fraud. It's that a large enough incentive undermines the voluntariness consent depends on. |
| Interviewer | So the money made the consent less real? |
| Officer | That's the argument. It's contested, and reasonable people land differently on it. |
| Officer | But it can't be resolved by better paperwork, which is why the trial stayed suspended. |

WHAT THE CLASS IS LISTENING FOR · IV.5.2 · 5 MIN

Listen to a short news-style report about a technology issue and identify each passive construction and its tense/modal.

IV.6

Two Ways to Count the Poor

Global Issues · Listening 6 — Two Ways to Count the Poor

VOICES 3

VARIETY BrE

PACE 138 wpm

READ TIME 0:49

- | | |
|------------------|---|
| Presenter | The headline says poverty has fallen by a third. Is that right? |
| Ahmed | It's right on that measure. The measure is an absolute income threshold. |
| Ahmed | On that basis, yes — a substantial fall, and it's real. |
| Beatriz | It's real and it's incomplete. A relative measure shows almost no change. |
| Presenter | So which is correct? |
| Beatriz | Both, and that's the uncomfortable answer. They measure different things. |
| Ahmed | I'd agree with that. Absolute measures track whether people can eat. |
| Beatriz | And relative measures track whether they can participate. A society can feed people and still exclude them. |
| Presenter | So the headline isn't wrong, it's partial. |
| Beatriz | Which is the more dangerous kind of wrong. |

WHAT THE CLASS IS LISTENING FOR · IV.6.2 · 5 MIN

Listen to a short formal talk speculating about a global issue's causes and note each speculative expression and nominalised noun phrase used.

IV.7

The Anonymous Source

Media Literacy & Critical Reading · Listening 7 — The Anonymous Source

VOICES 2

VARIETY BrE

PACE 138 wpm

READ TIME 0:47

- | | |
|-----------------|---|
| Editor | Who told you the minister knew in advance? |
| Reporter | Two people in the department. Both independently. |
| Editor | Did either of them say the minister knew, or did they say the minister should have known? |
| Reporter | One said knew. The other said it would have been extraordinary if she hadn't. |
| Editor | Those aren't the same claim, and the second one isn't evidence. |
| Reporter | It's corroborating context. |
| Editor | It's an inference from a person who wasn't in the room. Write what the first source said, attribute it, and stop. |
| Reporter | That's a much weaker story. |
| Editor | It's a story we can stand up. The other one is a story we'd retract. |

WHAT THE CLASS IS LISTENING FOR · IV.7.2 · 5 MIN

Listen to a short persuasive speech excerpt and identify its tone and at least one rhetorical technique used.

IV.8

Splitting the Difference

Meetings & Negotiation · Listening 8 — Splitting the Difference

VOICES 2
VARIETY BrE
PACE 140 wpm
READ TIME 0:48

Okonjo Our position is that the rate has to rise by eight per cent.

Lindqvist We can't do eight. We could do four.

Okonjo Four doesn't cover our cost increase. What's driving your ceiling?

Lindqvist Our budget is fixed until April. It's a timing problem, not a value judgement.

Okonjo Then would you do eight from April, with four until then?

Lindqvist If you'll extend the term to three years, yes.

Okonjo Three years at eight from April. I can take that to my board.

Lindqvist Good. And to be clear — I'd have said no to eight today whatever you offered.

Okonjo I know. That's why I asked what was driving it.

WHAT THE CLASS IS LISTENING FOR · IV.8.2 · 5 MIN

Listen to a short professional account (6-7 sentences, mixing defining and non-defining relative clauses) and identify which type each clause is and why.

The Literature Review Supervision

Academic Writing II · Listening 9 — The Literature Review Supervision

- | | |
|-------------------|--|
| Supervisor | Your chapter reads as eight summaries in a row. That's not a review. |
| Student | But I've covered all the key sources. |
| Supervisor | Coverage isn't the problem. Organisation is. What are your sources disagreeing about? |
| Student | Mostly about whether the effect holds outside laboratory settings. |
| Supervisor | Then that's your section heading, and every source goes underneath it according to where it lands. |
| Student | So I organise by argument rather than by author. |
| Supervisor | Exactly. When a reader can't tell whose paragraph it is, you're synthesising. |
| Student | And the sources that don't fit any disagreement? |
| Supervisor | Ask whether they belong in the chapter at all. Usually they don't. |

WHAT THE CLASS IS LISTENING FOR · IV.9.2 · 5 MIN

Listen to someone verbally synthesising two sources and identify where they state agreement, disagreement, and their own overall conclusion.

The Faculty Review Board

Review & Consolidation · Listening 10 — The Faculty Review Board

Chair We're considering the proposal to make the research module compulsory. Dr Vance?

Vance The evidence is that students who took it optionally outperform those who didn't by a clear margin.

Ferreira That comparison is confounded. Students who chose it were already stronger.

Vance Accepted. I'd still argue the module does something, but I can't show how much from this data.

Chair Ms Adeyemi, on the procedural side?

Adeyemi If we make it compulsory, we need staffing approved before we advertise it. That hasn't been done.

Chair So the substantive case is unproven and the procedural condition is unmet.

Ferreira I'd support a pilot with random allocation. That would answer Dr Vance's question properly.

Chair Then that's the recommendation. Pilot next year, decision the year after.

WHAT THE CLASS IS LISTENING FOR · IV.10.2 · 5 MIN

Listen to a single extended talk (someone reflecting on a career change, arguing a position, and briefly speculating about a global issue).

Advanced Programme

10 SCRIPTS · 90 CUES · 7:52 OF READING AT THE STATED PACE

V.1

Reading the Room

Nuance & Idiom · Listening 1 — Reading the Room

VOICES 2

VARIETY BrE

PACE 145 wpm

READ TIME 0:36

Junior Do you think the board will approve it?

Senior They'll certainly give it a very thorough hearing.

Junior That's not quite a yes, is it?

Senior It's not quite a no either. Look — the paper is good. The timing is dreadful.

Junior Because of the budget round?

Senior Because of the budget round, and because Halloway's still smarting about the last one.

Junior So I should wait.

Senior I'd never tell you to wait. I'd simply observe that April is a much more forgiving month.

WHAT THE CLASS IS LISTENING FOR · V.1.2 · 5 MIN

Listen to someone reflecting using mixed conditionals and identify the time reference of each clause in each sentence.

The Viva Question

Academic Writing III · Listening 2 — The Viva Question

VOICES 2

VARIETY BrE

PACE 145 wpm

READ TIME 0:50

- | | |
|------------------|--|
| Examiner | Your sample is drawn entirely from one institution. Why should we generalise from it? |
| Candidate | We shouldn't, and I don't. Chapter six limits the claim to comparable institutions. |
| Examiner | Comparable on what dimension? |
| Candidate | Size, funding model, and intake profile. I set those out on page one hundred and four. |
| Examiner | Suppose intake profile is doing all the work. Your effect might be an artefact of selection. |
| Candidate | That's the strongest objection to the thesis, and I can't fully exclude it. |
| Candidate | What I can show is that the effect persists within intake bands, which narrows the space for that explanation. |
| Examiner | Narrows, but does not close. |
| Candidate | No. Closing it would need a multi-site design, which I recommend in chapter eight. |

WHAT THE CLASS IS LISTENING FOR · V.2.2 · 5 MIN

Listen to someone verbally synthesising three sources thematically and identify the theme, a convergence point, and the stated gap.

The Announcement Nobody Wanted

Director	I'll give you the decision first, then the reasoning, then take questions.
Director	We're closing the Bristol office at the end of the financial year.
Director	This was my recommendation and the board accepted it. I'm not going to hide behind them.
Director	The reasoning is that we cannot fund three sites at current occupancy, and Bristol is the least used.
Staff member	Least used because you cut the local team two years ago.
Director	That's a fair point and it's partly true. The cut made the occupancy problem worse.
Director	It doesn't change the arithmetic now, but you're right that we contributed to it.
Staff member	So what happens to us?
Director	Everyone is offered relocation or redundancy on enhanced terms. Details this afternoon, in writing.

WHAT THE CLASS IS LISTENING FOR · V.3.2 · 5 MIN

Listen to a short speech excerpt (6-7 sentences, including 2-3 inverted sentences) and identify each inversion and the emphasis it creates.

Why the Model Was Wrong

Complex Systems (Science, Economics, Policy) · Listening 4 — Why the Model Was Wrong

- Analyst A** The forecast was out by about forty per cent. I want to know whether that's the model or the inputs.
- Analyst B** Both, but not equally. The inputs were roughly right — within about five per cent.
- Analyst A** So the structure is wrong.
- Analyst B** The structure assumed demand responds to price with a one-month lag. In practice there's a feedback loop.
- Analyst B** Higher prices reduced demand, which reduced supply, which raised prices again.
- Analyst A** Which the model treats as independent.
- Analyst B** Exactly. It's not a calibration problem. You can't tune your way out of a missing relationship.
- Analyst A** How confident are you in that diagnosis?
- Analyst B** Fairly. I'd want to test it against the 2019 series before I'd commit to it in writing.

WHAT THE CLASS IS LISTENING FOR · V.4.2 · 5 MIN

Listen to a short technical policy briefing (6-7 sentences, heavily nominalised) and identify the underlying, simpler claims beneath the technical phrasing.

The Silence in the Meeting

Cross-Cultural Communication · Listening 5 — The Silence in the Meeting

Reid I thought that went badly. Nobody on the Tokyo side pushed back at all.

Sato They pushed back three times. You didn't hear it.

Reid When?

Sato When Watanabe-san said the schedule was ambitious. That was a no.

Sato And when he paused for four seconds before agreeing. That was a stronger no.

Reid I read the pause as thinking.

Sato It was thinking — about how to disagree without embarrassing you in front of your own team.

Reid So what should I have done?

Sato Asked him privately afterwards. He'd have told you plainly. He was waiting to be asked.

WHAT THE CLASS IS LISTENING FOR · V.5.2 · 5 MIN

Listen to a short exchange containing an indirect speech act and identify what's actually being requested or implied beneath the literal words.

Unpacking the Interview

Advanced Media & Discourse Analysis · Listening 6 — Unpacking the Interview

Analyst	Listen to three moves in ninety seconds. First, the reframe.
Interviewer	Will you resign if the report criticises you?
Minister	What matters to the public is that the report is published in full, and it will be.
Analyst	The question was about resignation. The answer is about publication. That's a reframe, not a lie.
Analyst	Second, the premise correction.
Interviewer	You were warned two years ago.
Minister	I was warned eleven months ago. The date matters, and I'll come to why.
Analyst	That's legitimate. A false premise should be corrected before it's answered.
Analyst	Third, the non-answer dressed as candour: I've been completely open about this throughout.
Analyst	That sounds like an answer. Notice it contains no information at all.

WHAT THE CLASS IS LISTENING FOR · V.6.2 · 5 MIN

Listen to a short persuasive talk excerpt (6-7 sentences, including 2-3 cleft sentences) and identify each cleft and what it emphasises.

Twelve Minutes, Then Questions

Research & Presentation · Listening 7 — Twelve Minutes, Then Questions

- Speaker** One argument today, in three steps: the effect is real, it's smaller than reported, and it's conditional.
- Speaker** That's the whole talk. The limitation, before anyone asks, is that my sample is urban only.
- Q1** Could you clarify what you mean by conditional?
- Speaker** Conditional on prior exposure. Without it, we see nothing. Next question.
- Q2** Have you read Ekstrom's 2024 paper?
- Speaker** I haven't. I'll read it this week and I'll write to you if it changes anything.
- Q3** Would your finding hold in rural populations?
- Speaker** That's outside what my data can support. I'd want to test it before answering.
- Chair** We'll leave it there. Thank you.

WHAT THE CLASS IS LISTENING FOR · V.7.2 · 5 MIN

Listen to a short complex argument (7-8 sentences, using several connectors from this module) and identify each connector and its structural function.

The Crisis Line

Professional Advocacy · Listening 8 — The Crisis Line

- | | |
|---------------------|--|
| Spokesperson | Here is what we know. At around six this morning a fault affected our payment system. |
| Spokesperson | Here is what we do not yet know: how many customers were affected, and whether any data was exposed. |
| Spokesperson | Here is what we are doing. The system is offline, an external firm is auditing it, and we have informed the regulator. |
| Spokesperson | You will hear from us again at four o'clock this afternoon, whether or not we have more to say. |
| Reporter | Isn't it true you were warned about this last year? |
| Spokesperson | I don't know whether that's true. If it is, it will be in the audit, and we'll publish the audit. |
| Reporter | So you might have ignored a warning. |
| Spokesperson | I'm not going to speculate about a document I haven't seen. I've told you what I'll do about it. |

WHAT THE CLASS IS LISTENING FOR · V.8.2 · 5 MIN

Listen to a short formal case statement (6-7 sentences, using advanced passive) and evaluate whether its claims sound proportionate to the evidence cited.

Two Drafts, One Argument

Style & Voice · Listening 9 — Two Drafts, One Argument

Editor Same argument, two drafts. Draft one.

Reader The implementation of the policy resulted in a reduction in participation among younger applicants.

Editor Draft two.

Reader When we introduced the policy, fewer young people applied.

Editor Identical claim. The first has twelve syllables of abstraction before it says anything.

Editor Notice also that draft one has no people in it. Implementation did it; participation happened.

Editor Draft two has us and them, and it takes responsibility by naming who acted.

Editor Nominalisation isn't a sin. But it hides agents, and hiding agents is sometimes the point.

Editor Ask of any sentence: who did what to whom? If you can't tell, decide whether that's deliberate.

WHAT THE CLASS IS LISTENING FOR · V.9.2 · 5 MIN

Listen to a wordy spoken explanation and a concise, edited version of the same content, identifying what changed.

The Advisory Board

Chair We have a recommendation to expand into two new markets. Views?

Nakamura The analysis is thorough. I'd want to understand the assumption about regulatory timelines.

Chair Which is that approval takes nine months.

Nakamura In one of the two markets, that would be unusually fast.

Okoro I'd put it more strongly. I've not seen it done under eighteen.

Chair So the model is out by roughly a year in one market.

Okoro Which changes the payback period from three years to something closer to five.

Nakamura I'm not opposed. I'm opposed to approving it on this arithmetic.

Chair Then we approve market one, defer market two pending regulatory advice, and revisit in the autumn.

Okoro That I can support.

WHAT THE CLASS IS LISTENING FOR · V.10.2 · 5 MIN

Listen to a single extended talk (someone building a case, qualifying claims, and handling a challenging question).

English Mastery Programme

10 SCRIPTS · 88 CUES · 7:37 OF READING AT THE STATED PACE

VI.1

The Executive Briefing

Mastery Diagnostic & Executive Leadership · Listening 1 — The Executive Briefing

VOICES 2

VARIETY BrE

PACE 155 wpm

READ TIME 0:40

- CEO** I'd recommend that the committee approve the restructure this month rather than next.
- Chair** Why the urgency?
- CEO** Because the uncertainty is costing us people. Three senior engineers have left since June.
- Chair** Some would say the restructure is what's driving them out.
- CEO** Some would, and I've heard it. My assessment is that it's the ambiguity, not the direction.
- CEO** I could be wrong about that. If I am, the decision was still mine and I'd own the consequence.
- Chair** It's essential that the staff hear this from you, not from a memo.
- CEO** Agreed. I'll do the all-hands myself on Thursday.

WHAT THE CLASS IS LISTENING FOR · VI.1.2 · 5 MIN

Listen to a formal board-meeting extract (6-8 sentences) containing several subjunctive constructions and transcribe the exact verb forms used, noting any "should"-alternatives.

VI.2

The Communiqué Negotiation

Diplomacy & International Relations · Listening 2 — The Communiqué Negotiation

VOICES 2
 VARIETY BrE
 PACE 152 wpm
 READ TIME 0:41

- Delegate A** My delegation would find it difficult to accept the current paragraph four.
- Delegate B** It would not be unhelpful to know which part.
- Delegate A** The word 'immediate'. We are not in a position to commit to a timetable.
- Delegate B** Would 'without undue delay' be more comfortable?
- Delegate A** It would be considerably more comfortable.
- Delegate B** Then may I suggest we set aside the adjective and ask what each of us needs the paragraph to achieve?
- Delegate A** We need to avoid a binding date before our own review concludes.
- Delegate B** And we need to be able to show movement. Those are not incompatible.
- Delegate A** No. They are not.

WHAT THE CLASS IS LISTENING FOR · VI.2.2 · 5 MIN

Listen to a short diplomatic exchange (6-8 turns) and write, in plain English, what each party's actual position is.

VI.3

The Board Challenges the Assumption

Global Business Strategy · Listening 3 — The Board Challenges the Assumption

VOICES 2
 VARIETY BrE
 PACE 155 wpm
 READ TIME 0:46

- Director** Three facts. Volume is down eleven per cent. Our price is unchanged. Competitor price fell nine per cent.
- Director** My inference is that we are losing volume to price, not to product.
- Director** My recommendation is a targeted discount in two segments, not across the board.
- Board member** What would have to be true for that inference to be wrong?
- Director** That the lost customers were leaving for features rather than cost. I've tested it: exit interviews say cost.
- Board member** Sample size?
- Director** Forty-one. Small. I'd call it indicative, not conclusive.
- Board member** Central to my concern is that a discount is very hard to reverse.
- Director** Agreed. That's why I've proposed it in two segments and for six months only.

WHAT THE CLASS IS LISTENING FOR · VI.3.2 · 5 MIN

Listen to a short strategy presentation extract and note each emphasis construction used and which element it foregrounds.

VI.4

Shall, Must and May

Public Policy · Listening 4 — Shall, Must and May

VOICES 2

VARIETY BrE

PACE 152 wpm

READ TIME 0:43

Official A Clause seven says the authority may require an inspection. Is that what we intend?

Official B We intended must. May confers discretion.

Official A Then it will be read as optional, and it will be litigated within a year.

Official B Agreed. But if we write must, we create a duty we cannot resource.

Official A Then the honest options are: must, with funding; may, with published criteria for when it is exercised; or shall, within a stated period.

Official B Assessed against enforceability, the second is weakest.

Official A Assessed against deliverability, the first is.

Official B Then it is a resourcing decision dressed as a drafting decision, and it should go to ministers as such.

WHAT THE CLASS IS LISTENING FOR · VI.4.2 · 5 MIN

Listen to a committee discussion of a draft provision and identify precisely which modal change is being proposed and what it would do to the provision's force.

Notwithstanding and Subject To

- | | |
|-----------------|---|
| Lecturer | Two phrases students confuse constantly. Subject to, and notwithstanding. |
| Lecturer | 'Subject to section nine' means section nine wins. Your clause yields. |
| Lecturer | 'Notwithstanding section nine' means your clause wins. Section nine yields. |
| Lecturer | They are opposites, and a drafting error between them reverses the provision entirely. |
| Lecturer | Now, critique. Take the strongest version of the opposing argument first. |
| Lecturer | The best case for the defendant is that the notice period was ambiguous and they acted in good faith. |
| Lecturer | That is a serious argument. My disagreement is not with the premise but with the scope. |
| Lecturer | Good faith excuses the delay. It does not excuse the failure to notify at all. |

WHAT THE CLASS IS LISTENING FOR · VI.5.2 · 5 MIN

Listen to a short exchange in which a drafting ambiguity is identified and resolved, and note precisely which word was at issue.

Were This to Succeed

Innovation & Emerging Technologies · Listening 6 — Were This to Succeed

- | | |
|-------------------|---|
| Researcher | Were this approach to work, it would reduce screening time from weeks to hours. |
| Panel | And should it not work? |
| Researcher | Then we will have established that the binding assumption is false, which is itself publishable. |
| Panel | What is your principal risk? |
| Researcher | The reagent supply. There is one manufacturer, and had they raised prices last year as expected, this proposal would not exist. |
| Panel | You're disclosing that rather than burying it. |
| Researcher | Because you would find it, and because a proposal claiming no risk tells you the applicant hasn't looked. |
| Panel | What would have to be true for the timeline to hold? |
| Researcher | Two things: reagent supply stable for eighteen months, and ethics approval by March. |

WHAT THE CLASS IS LISTENING FOR · VI.6.2 · 5 MIN

Listen to a technical explanation delivered to a general audience and identify one point where simplification was well-judged and one where it may have distorted.

The Interview That Turned

Media & Public Communication · Listening 7 — The Interview That Turned

- | | |
|--------------------|--|
| Interviewer | You've known about this fault for two years and done nothing. |
| CEO | Let me correct the premise. We've known for eleven months, and we issued a recall in the third month. |
| Interviewer | A recall that reached a fraction of customers. |
| CEO | That's true, and it's the part I'd defend least. Our contact data was poor. |
| Interviewer | So you failed. |
| CEO | On reaching customers, yes. On identifying the fault and acting, no. I'd rather be judged on both than on either. |
| Interviewer | What changes? |
| CEO | Three things: verified contact details at point of sale, a public register of open faults, and I've asked for the recall process to be audited externally. |
| Interviewer | And if the audit criticises you personally? |
| CEO | Then it will say so publicly, because I've asked for it to be published unedited. |

WHAT THE CLASS IS LISTENING FOR · VI.7.2 · 5 MIN

Listen to a speech extract and identify each rhetorical device and whether it earns its place.

The Reviewer's Objection

Research & Scholarship · Listening 8 — The Reviewer's Objection

- | | |
|-----------------|---|
| Reviewer | Your abstract says the intervention 'demonstrates' improved retention. Your data does not demonstrate that. |
| Author | You're right. The correct verb is 'is consistent with'. |
| Reviewer | Then why did you write demonstrates? |
| Author | Honestly? Because the abstract was written last, in a hurry, and stronger verbs feel like better writing. |
| Reviewer | They feel like better writing and they are worse scholarship. |
| Author | Agreed. I'll recalibrate the abstract and the discussion. |
| Reviewer | One more. You cite Aldridge as supporting your position. Aldridge is more equivocal than that. |
| Author | That's a fair reading. I'll change 'argues' to 'suggests' and quote the qualification directly. |

WHAT THE CLASS IS LISTENING FOR · VI.8.2 · 5 MIN

Listen to a researcher describing a finding twice — once to a specialist audience and once to a general one — and identify every point at which the hedging changes, then judge whether any of those changes altered the substance of the claim. **READING ACTIVITY** — extended reading & independent judgement (8 min): Read an adapted journal-article extract (220-260 words). Answer 2 literal comprehension questions and 2 independent-judgement questions ("Identify one claim whose strength exceeds its stated evidence. What is the strongest defensible version of that claim?").

Even If That Were True

Ethics & Responsible Leadership · Listening 9 — Even If That Were True

VOICES 3

VARIETY BrE

PACE 155 wpm

READ TIME 0:52

Chair We're deciding whether to publish the dataset. Dr Ibarra?

Ibarra Even though the consent forms permit it, I don't think permission settles it.

Osman Even if publication caused no identifiable harm, it would still breach what participants believed they agreed to.

Ibarra That's a different argument from mine, and it's worth saying so.

Ibarra I'm arguing from consequences. You're arguing from an obligation.

Osman Yes. And however strong the research case, I don't think the obligation yields to it.

Chair Let me summarise where you differ. You agree on the facts and disagree on what counts.

Ibarra That's fair. And I should say plainly what my position costs: if I'm right, some participants will feel deceived even though nothing improper occurred.

Chair Thank you. That's the most useful sentence anyone has said this morning.

WHAT THE CLASS IS LISTENING FOR · VI.9.2 · 5 MIN

Listen to two speakers disagreeing about the same case and identify the frame each is arguing from, then identify the moment at which one of them switches frames mid-argument without saying so.

READING ACTIVITY — extended reading & independent judgement (8 min): Read an ethical case commentary (220-260 words). Answer 2 literal questions and 2 independent-judgement questions ("Which frame does the author argue from? Reconstruct the strongest version of the argument from a different frame.").

The Oral Defence

Capstone — Global Challenges & Mastery Examination · Listening 10 — The Oral Defence

VOICES 3

VARIETY BrE

PACE 158 wpm

READ TIME 0:55

- | | |
|-------------------|--|
| Examiner A | Your portfolio argues that adaptation funding should be prioritised over mitigation. Defend the premise, not the conclusion. |
| Candidate | The premise is that near-term harm is already locked in, so some adaptation spending has a return mitigation cannot match. |
| Examiner A | That assumes the two compete for one budget. |
| Candidate | It does, and that's the weakest link. If they don't compete, my ranking is unnecessary rather than wrong. |
| Examiner B | Would your conclusion hold for a state with no coastline? |
| Candidate | That's outside what my evidence covers. I'd expect it to weaken, and I'd want to test it before saying so in print. |
| Examiner B | You could simply have said yes. |
| Candidate | I could. It wouldn't have been true. |
| Examiner A | Final question. What in your portfolio would you now withdraw? |
| Candidate | The policy brief's cost figure. I sourced it from a secondary summary and I've since found the original disagrees. |

WHAT THE CLASS IS LISTENING FOR · VI.10.2 · 8 MIN

Listen to two capstone presentations and identify, for each, the single question that would most damage it — then judge which presenter had already anticipated that question.

This publication in the AIPC Press record

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Place in the ecosystem

Issue	E01.R00.01 — edition 01, revision 00, impression 01
Family	IEFC Reference Library
What the family is for	Consulted rather than read through: grammar, vocabulary, pronunciation, listening scripts, glossary, cross-references.
Maturity	First edition
What that means	One edition issued. It has not been reviewed by anyone other than its makers, and a reader should weigh it accordingly.

Published beside this volume

- The IEFC Pronunciation Handbook
- A Grammar of the IEFC
- A Glossary of the IEFC
- The IEFC Companion

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