Listening Skills

IGCSE English ▪ Topic 9

IGCSE English

Three days mentioned: which answers the question?

A speaker mentions **three days**:

Thursday **Friday** **Tuesday**

Think

Would choosing the **first** or **last** day always work? What if one is an **old arrangement** and another a **different event**?

Today: track facts, attitudes, conditions and reasons, then justify choices against alternatives.

Verified 0510 listening format

Both editions	2024–2026 syllabus page 19 and 2027–2029 page 20: each recorded text is heard twice.
Questions	40 multiple-choice questions; select one option per question.
Transfer	June 2025 0510/21 allows six minutes for the separate answer sheet.
Follow instructions	Use the actual question, options and recording instructions rather than a memorised answer pattern.

Practice mode: scripts, not embedded audio

These are **original transcript-reasoning tasks**, not official exam recordings.

With a teacher reader

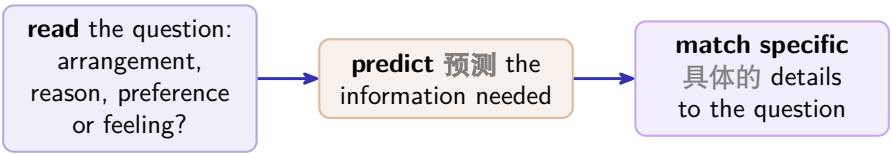
Keep scripts and solutions hidden. Read each script **twice** from the handout while projecting only its question and options. **Reveal** the text afterwards.

Without a reader

Analyse the transcript as text. That does **not** test listening speed or sound recognition.

1 Listening for facts

Catch the specific detail



- A **recording** 录音 may mention **several plausible options**: places, times, **directions** 方向
- **Hearing a word is not enough**: it must answer the actual question

Original task 1: this week's meeting

Question

Where and when is **this week's** club meeting?

A Thursday at 15:00 in Room 8.

B Friday at 15:00 in Room 12.

C Friday at 15:30 in Room 12.

Teacher-read rehearsal: keep this projected while script 1 is read **twice**. Choose before revealing the text.

Transcript 1: examine the whole message

Script 1: text reveal

"The poster says Thursday at three in Room 8, but that's last week's notice. This week's meeting is on Friday at half past three in Room 12. Bring your club form. Book collection is on Tuesday."

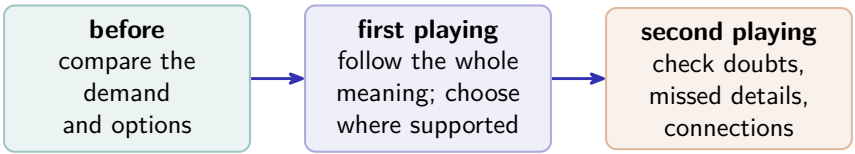
What is **current**? What is **old**? What concerns a **different event**?

This page is the text reveal, not an audio player.

Task 1: worked option check

✓ **C**: supported	Friday, half past three, Room 12 matches all three current details.
✗ **A**: old notice	Thursday, three, Room 8 belongs to last week.
✗ **B**: partly correct	Day and room match, but 15:00 changes the stated time.
Tuesday	Book collection is a different event; the last day mentioned is not the meeting day.

Use both playings to check evidence



- **Revise** if new evidence justifies it
- A first choice is not automatically right; an unusual-looking letter is **not a reason** to change it

Prepare, follow, then check

Prepare
Read the demand; compare options

First playing
Follow meaning; make supported choices

Second playing
Check doubts; revise with evidence

Use evidence to revise an uncertain answer. This is a flexible routine, not a guarantee about first choices.

Recorded speech has a purpose and context

> The studio illustrates recording. It supplies no answers to our fictional tasks.

2 Hearing opinions and attitudes

Interpret the account, not a single strong word

Opinion 观点 evaluates something.

Feelings 感受 and attitude 态度 concern how a speaker responds.

- A strong word may describe an **earlier worry** or **someone else's** view: who holds it, and does it change?
- "The food was fine" alone does **not** prove a complaint
- Context and real delivery matter; a transcript does not establish a particular **tone**

Original task 2: the workshop's effect

Question

How does the speaker feel **by the end**?

A sorry they attended.

B more confident about the skill.

C disappointed that everything was too easy.

Choose from teacher-read script 2 before revealing the text. Working alone: use the next transcript as reasoning practice.

Transcript 2: track the change

Script 2: text reveal

"I thought the workshop would be too advanced. The first task was hard, but the tutor showed each step, and by the end I could do it myself. I'd sign up again."

Your turn

1. How does the **earlier worry** relate to the **final response**?
2. Does "hard" by itself prove an overall **negative attitude**?

Task 2: worked reasoning

✓ **B**: supported	Independent completion and wanting to return support increased confidence.
✗ **A**: contradicted	Signing up again conflicts with regretting attendance here.
✗ **C**: contradicted	The first task was hard, not all too easy.
Change over time	The earlier worry is not the final response. Follow the whole account.

Connections help organise meaning

Ideas **connect** 连接 through **contrast**, **reasons**, **results** and **changes over time**.

but	**because**	**so**
earlier difficulty vs later support	explains a preference	introduces a result

> Listen to **content** as well as signal words: a signal word alone neither identifies the answer nor earns a mark.

Identify whose view the question tests

Several speakers may contribute. Use the actual words and context to identify the relevant view.

3 Listening between the lines

Original task 3: can the friend attend?

Question

A friend asks whether the speaker can attend a film tonight. What does the reply **suggest**?

A they cannot commit until checking a responsibility.

B they have bought a ticket.

C they dislike films.

Choose from teacher-read script 3 before the text reveal.

Transcript 3: an answer with a condition

Script 3: text reveal

"I'd like to come, but I'm looking after my little brother. If my aunt can arrive early, I might make it. I'll message you when I know."

Your turn

Which conclusion **follows**? Which would add an **unsupported fact**?

Wanting to attend and being **certain** of attending are different.

Task 3: infer only what is supported

✓ **A**: supported	The condition and later confirmation show uncertainty about availability.
✗ **B**: unsupported	No ticket purchase is mentioned.
✗ **C**: contradicted	The speaker says they would like to come.
Meaning	The reply suggests an uncertain commitment, not dislike or a confirmed booking.

Implied meaning needs evidence

Suggests 暗示 context supports it without a direct statement.

✓ infer the **smallest justified** conclusion

✗ invented motives, promises, extreme feelings

Tone, hesitation and emphasis add evidence in **real audio**. These written scripts do not establish a delivery or replace real-audio practice.

Contrast task: which event and which time?

Script

"The match was planned for Saturday, but it has moved to Sunday. Training is on Monday."

Your turn

1. When is the match **now**?
2. When was it **originally** planned?
3. What happens on **Monday**?

Answer all three before reviewing the diagram.

The question decides which day matters

Saturday
Original plan for the match

Sunday
Current match day after the change

Monday
Training, a different event

Sunday answers the current-match question. Monday is mentioned last but concerns training.

Distractors can fail in different ways

Old arrangement	Saturday is wrong for the current-match question, right for the original-plan question.
Different event	Monday is training, not the match.
Partial match	A meeting option can have the right room but the wrong time.
Overstatement	Wanting to attend a film does not mean a ticket is booked.

In **multiple-choice** 选择题 tasks, **distractors** 干扰项 need not appear first or be explicitly corrected.

Verified exam connection: later mention, different plan

June 2025 0510/21 Question 3

Where does a girl suggest meeting her sister **today**?

café	✓ bridge	swimming
an **earlier** arrangement	**today's** suggestion	a **future** occasion

The bridge answers today's question; the later swimming mention does not. Official scheme: **C**, the bridge option on the paper.

Read the actual **visual options** on the paper: our original tasks practise a method, not replace official questions.

4 Exam tips and independent practice

Answer and transfer carefully

- Read questions and options during the **preparation time**
- Follow **meaning, speaker and event**, not first/last-word rules
- In this format, **select an option** rather than write a name or time into a gap
- Use evidence to **eliminate** alternatives; never leave a question unanswered

Each correct answer earns **one mark**. Transfer by question number and shade **one letter only**, following the actual paper instructions.

Original independent task 4: the later train

Question

Why does the speaker prefer the **later** train?

A it is cheaper.

B it leaves time to finish a class.

C it arrives earlier.

Use teacher-read script 4 before the next text reveal, or analyse the transcript as reading-based practice.

Transcript 4: compare the alternatives

Script 4: text reveal

“The early train costs less, and it reaches the city before lunch. I still want the later one because my class finishes at ten, and I don’t want to leave halfway through.”

Your turn

1. Which train do the **cheaper fare** and **earlier arrival** describe?
2. Explain the **actual reason** for the speaker’s preference.

Check yourself

Answer B	Finishing the class explains the preference for the later train.
Reject A and C	They describe advantages of the early train, not the chosen one.
Review evidence	State what supports your answer and why each alternative fails.
Second playing	Identify the doubtful detail or connection you would check.

These scripts support reasoning and optional teacher-read rehearsal. Real audio is still needed for sound-recognition practice.