CAMBRIDGE English

Cambridge English Qualifications

C1 Advanced

Developing listening skills for Cambridge English Qualifications: A guide for teachers



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Who this guide is for

Just like official examiners, teachers also spend many hours evaluating learners' language skills. This guide is for you. With lots of practical tips and real examples, it will help you to develop your learners' listening skills in preparation for the Cambridge English C1 Advanced qualification.

About C1 Advanced

- ✔ One of the official Cambridge English Qualifications
- ✔ Tests reading, writing, speaking and listening skills, plus use of English
- ✔ Shows that learners have reached a very advanced level of English required in demanding academic and professional settings
- ✔ Comes after B2 First or B2 First for Schools and before C2 Proficiency
- ✔ Tests learners at **CEFR Level C1**
- ✔ Can be taken on paper or on a computer

You can find out more about our C1 Advanced qualification and other exams on our website. See cambridgeenglish.org/schools.

How to use this guide

To get the most from this guide:

- Try the practical ideas and reflect on how these techniques affect the processes of learning and teaching in your classroom.
- Discuss different approaches with learners in order to understand their preferences and needs, and to find out what approaches are most helpful to them.
- Reflect on your own listening skills, both in your first language and in any other languages that you speak. What do you find challenging? How do you overcome these challenges? Can you share any top tips with the learners in your own classroom?
- You can navigate the document by using the hyperlinks in the text and the buttons on each spread:

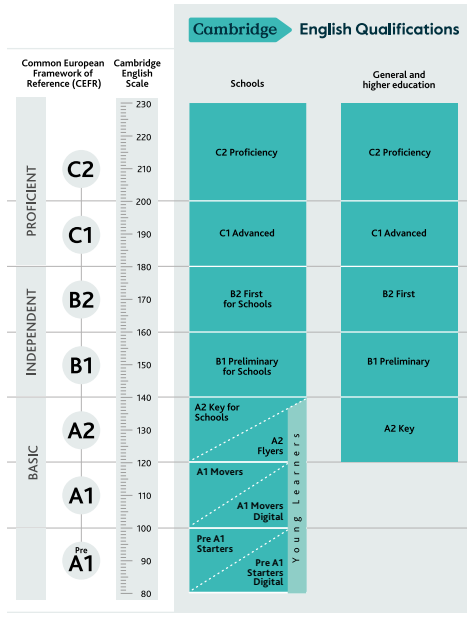
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There are also some other terms in this guide which are more widely used in the field of assessment. When these terms appear in this guide, you'll find an explanation nearby in a glossary box like this:

Key terminology

The **Common European Framework of Reference (CEFR)** is an international standard for describing language ability. It uses a six-point scale, from **A1** for beginners up to **C2** for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications.

CEFR scale





Key terminology

The study of listening is a specialist field and, like all specialist fields, there is some common terminology which might be unfamiliar or confusing. Learning to recognise these terms will help you to understand this guide, which will help you to develop your learners' listening skills.

What does effective listening involve?

When we achieve a very good level of listening in a particular language, we often forget how sophisticated this skill really is! The terms we use to describe the processes of listening are called sub-skills and they include:

Sub-skill	Definition	Example from everyday life	Which parts of the exam test this sub-skill?
Predicting	Thinking about what you are going to hear, based on what you know about the speaker, the topic and the context.	Your friend sends you a video from social media of an interview with an actor you both like. You immediately **think about other interviews** you've seen with this actor, what you already know about his latest film and what he might say about it in this interview.	Parts 1, 2, 3 and 4
Listening for gist	Understanding just the general topic of what you hear.	You are sitting in a park and you overhear friends talking. One of them is talking about a recent family event. It's not important that you **notice or remember all the details or words**, but it sounded like it was a very happy event.	Parts 1, 3 and 4

Sub-skill	Definition	Example from everyday life	Which parts of the exam test this sub-skill?
Listening for key information	Identifying specific words or phrases in what you hear.	You are waiting at the train station, listening to the announcement with information about which platform to go to. You **listen carefully** because you don't want to go to the wrong platform and miss your train.	Part 2
Listening for detailed understanding	Understanding the content of what you hear in depth, especially the opinions and attitudes of the speaker(s).	You want to take a friend to the cinema as a surprise for his birthday. You ask his sister which films she would recommend, since you like similar things and she will know if he's already seen them. You **listen carefully to her explanation** because you want to know what she thought of each film before you make a choice.	Parts 1, 3 and 4

Expert listeners can bring these four sub-skills together when they listen, so they can **recognise** what they hear and **understand** the meaning.

For example, imagine we are listening to someone describing a recent experience and we recognise the word *Unbelievable!* Our ability to match the sounds to the word is called **bottom-up processing**.

But the word *unbelievable* doesn't tell us much about the person's recent experience. Why were they so shocked? How did they feel? Angry? Amused? Disappointed? To understand what the speaker *means* when they use this word, we need to listen for more information, we need to know the **context** and **co-text**. This is called **top-down processing**.

Process	Definition	Example from everyday life
Bottom-up processing = recognising what you hear	Recognising small units (sounds), building them up into bigger units (words) and then bigger ones (phrases). Sometimes called 'decoding'.	You ask someone for an address and they tell you it's number 60. **You accurately identify the sounds and stress of the word** *sixty* and don't mishear it as *sixteen*.
Top-down processing = understanding the meaning of what you hear	Using **context** (knowledge of the world) and **co-text** (what the speaker has said so far) to help you understand words that are not clear.	You're watching a fashion programme on TV. You think you hear someone talking about *string*, *summer*, *autumn* and *winter*. You doubt that you heard the first word correctly – you're not sure if *string* is a word in English, but you know that *spring* is a word. And you know that it makes sense when talking about other seasons. You also know that in the world of fashion, clothing is often categorised by season. **You use this knowledge to make an educated guess:** the person probably said *spring*, not *string*.

Listening strategies learners can use to help them understand

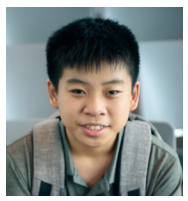
Expert listeners can automatically understand and interpret what someone is saying, but this can be very difficult for the learner, especially when their language level is low or if the context is unfamiliar. This means communication can break down so the learner might need to use different listening **strategies** to help them understand. For example:



Diego hears the key words *past*, *library*, *next* and *5 minutes* when he asks someone for directions. He **uses his knowledge of the world** and guesses that the speaker is telling him to continue walking for about 5 minutes and keep going when he passes the local library.



Mahtab knows about sports but only catches the words *team*, *lose*, *10* and *players*. She **uses her knowledge of the topic** to help her understand that the speaker is describing a football team who lost their match because they only had 10 players instead of 11.



Yinxuan isn't sure if the speaker said *a lot of fun* or *a lot of sun*. He **waits until the speaker has said a little bit more so he can check his ideas**, and one of these options suddenly makes more sense.



Jana hears a new word when her friend is talking: *I don't really like ??? but my dad says I should eat it because it's good for me!* She can **guess the meaning from the co-text** because her friend has been talking about healthy food.

Listening strategies like these help when the learner has difficulty understanding by working with what they were able to understand. Over time, the learner will become a more effective listener.

Key terminology

Some words have a strong form and a weak form. The **strong** form is how a word sounds when it's alone, with no other words around it. For example, the word *as* has the same vowel sound as the words *cat* and *man*. But small grammatical words like *as* are often difficult to hear in connected speech because the speaker puts more stress on words which carry more meaning, like nouns, verbs and adjectives. So words like *as* become **weak**, which means the word is not stressed and the vowel sound changes. This change can make the word more difficult to hear.



The challenges of listening in a second language

Listening can be difficult, even in our first language. It can be difficult to understand if someone is speaking quickly, or if they are using words we don't know, on an unfamiliar topic. Physical and environmental factors also make a difference: if we have hearing problems, if we can't see the speaker's face, if several people are speaking at the same time, or if there is a lot of background noise – all these things make it harder to understand what you hear. Listening in a different language can be even more difficult.

Challenges for the learner

In addition to the general challenges of listening, there are other factors which can affect learners' listening in a second language. Here are some of the challenges your learners are likely to face:

1. **Language level.** Do your learners have a wide knowledge of vocabulary, grammar or idioms?
2. **Awareness of pronunciation.** Can they recognise the words and structures they know when they hear them? Can they understand words and phrases in fast and fluent, connected speech?
3. **Experience and exposure to the language.** Are learners familiar with the speaker's accent? Have they heard it before? How is it similar to or different from their own accent?
4. **Knowledge of the topic.** Are learners listening to somebody talking about a specialist subject?
5. **Learner motivation.** Are learners interested in developing their skills in the second language? How confident are they about listening? Are they aware of their own strengths and weaknesses?

Challenges for the teacher

Teachers also have several practical challenges to manage:

1. **Time and space in the syllabus.** How much time do you have to develop learners' listening skills? How long is the course, and will the learners be able to see their progress over time? What are the learners' expectations?

1. **Access to resources.** What materials do you have? Do you have audio recordings with accompanying exercises? Are these suitable for the learners' level, the exam they're preparing for, improving their particular weaknesses, etc.?
2. **Giving feedback.** How can you give feedback to individual learners in a large class? What's the best way to give feedback? How can you make sure you're developing learners' ability to listen, and not just checking correct/incorrect answers?
3. **Technology.** What audio equipment do you have? Is the sound quality good enough for a large classroom? Are learners studying on their own devices? Are they using headphones? Are they studying online from home, perhaps with background noise, distractions or technology problems, which you can't control?

These are not complete lists, of course. Many teachers will be very familiar with the challenges mentioned here and can probably add a few more from their own experience!

The rest of this guide is designed to help you and your learners overcome these challenges and improve their listening skills. There are several practical activities, illustrated with examples from the Cambridge English C1 Advanced exam.

★ Top tips for developing learners' listening skills

The long-term goal of a learner is to become so comfortable with the different listening **sub-skills** in their second language that these become automatic, just like in their first language. This is a bigger challenge than just preparing for an exam, but the exam can provide structure and focus which will help both learners and their teachers. Developing listening skills is about helping learners to notice and practise all the small things which effective listeners do, and to use strategies to help them while their general listening abilities are improving.

General advice

✔ **Do ...** practise **bottom-up decoding skills** frequently. The best way to make these processes easier and more automatic is to practise little and often over a long time. You can do this by checking and drilling pronunciation every time you teach new words or grammar, or through techniques like dictation and focused listening.

✔ **Do ...** raise learners' awareness of how **top-down strategies** can help them understand more. You can practise these through techniques like using context to guess the meaning of unclear words.

✘ **Don't ...** focus *only* on meaning and language. It's also important to build learners' confidence in listening by praising their success and improving their self-awareness.

✔ **Do ...** encourage learners to listen for pleasure. Listening doesn't always have to mean listening *practice*. It could mean learners sharing songs or podcasts that they enjoy, for example.

★ Top tips for developing learners' listening skills

✔ **Do …** take a healthy approach to exam practice. It's important to practise exam tasks formally sometimes, but don't make exam practice the only listening work you do. Treat listening lessons as an opportunity to help learners understand their own strengths and weaknesses and how to use strategies to improve their understanding.

✔ **Do …** check learners' understanding thoroughly. In particular, ask them why wrong answers were wrong. Think about the pronunciation of the words they heard, discuss the distractors in the multiple-choice questions and work with the audioscript.

✔ **Do …** encourage learners to use a dictionary to check for meaning, use, synonyms, antonyms etc. You can give learners access to dictionaries in class during activities too. **Online dictionaries** also include recordings of pronunciation.

Before listening: preparing for the task

✔ **Do …** make sure learners understand what they have to do in the exam task and how to avoid silly mistakes. For example, teach them how to prepare for a specific question, to underline or highlight key words, to read multiple-choice options carefully and to be aware of distractors, which are designed to make them really listen and think. See **Activity 1** for an example of how to analyse exam questions carefully.

✘ **Don't …** just press *play* with no time to prepare. It's important to spend some time on pre-listening tasks so that learners are ready to listen. All four **activities** include ideas on how to generate interest in the task and topic before listening.

✔ **Do …** check the technology works before class. It's also helpful to have equipment which allows you to rewind just a few seconds so you can easily find and re-play the same very short section several times in a row.

While listening: how to conduct listening tasks

✔ **Do …** stay quiet while learners listen. Make sure they aren't distracted by your voice, by other learners or by background noise (if possible). After you press *play*, just let them listen and concentrate on the task.

✔ **Do …** wait a moment for learners to finish thinking and writing after you stop the recording. Don't press *stop* and then immediately begin speaking – this will quickly make learners forget what they just heard and focus on what you're saying instead.

✘ **Don't …** forget to **check** learners' predictions! When practising this sub-skill, it's important that learners have the chance to compare their first ideas with what they hear the next time they listen. This will help reveal any problems learners have with understanding, and help to identify what they need to practise to improve. See **Activities 1**, **2** and **3** for examples of using pre-listening stages to make and check predictions.

★ Top tips for developing learners' listening skills

✘ **Don't ...** interrupt a listening to check learners' pre-listening predictions. After the whole recording is finished, you can ask learners to compare and explain their predictions before you confirm if they were right.

✔ **Do ...** wait a moment for learners to finish thinking and writing after you stop the recording. Don't press *stop* and then immediately begin speaking – this will quickly make learners forget what they just heard and focus on what you're saying instead.

After listening: how to check understanding

✔ **Do ...** allow enough time for feedback, especially when deeper understanding is needed. It's especially important for learners to understand why wrong answers are wrong, and sometimes discussion about just one answer can take several minutes or require several opportunities to listen again.

✘ **Don't ...** simply accept the first answer that somebody offers in class. Often the strongest learner will answer, which can mean the class moves at the pace of the most able learner.

✔ **Do ...** take a range of answers from different learners before confirming which is correct. Ask several learners for their ideas, ask if they agree with each other, then play the recording again so they can listen and check their ideas. Finally, ask them if anyone wants to change their original answer before you confirm which is correct.

✘ **Don't ...** ask pupils to report how many answers they got right in the exercise. This doesn't tell you what specifically they are finding difficult and it can be very demotivating. It can also be embarrassing for a learner who found a task much harder than their peers.

✔ **Do ...** give learners the chance to compare their answers in pairs before you ask them what they wrote or chose. This can help learners who may not be very strong at listening, or if they are less confident. They won't feel so shy about sharing their ideas with the rest of the class.

✔ **Do ...** ask learners to justify their choices before you confirm which is correct. For example, ask what they heard that helped them to decide on the correct answer, or ask them to explain why one option is possible and another is impossible. See **Activities 1** and **3**, below, for an example of using feedback stages to explore learners' answer choices.

✔ **Do ...** experiment with tech tools like **Kahoot!** in order to get a whole-class view of the choices that learners made. This also avoids making learners who made an incorrect choice feel uncomfortable. An offline and tech-free alternative is for students to hold up a card or mini-whiteboard showing their answer while they close their eyes so they can't see the other learners' answers! Some learners find this adds an element of fun and mystery.

Preparing learners for the C1 Advanced Listening paper

The texts and tasks in Cambridge English Qualifications are designed to reflect real-world communication and to test learners' true abilities in English, so preparing learners for the Listening paper for our qualification shouldn't be very different from developing and assessing their listening skills in general. But of course, the tasks, assessment focus and timings for an exam are very specific and learners should have plenty of practice before they take the real exam.

To prepare for the C1 Advanced exam, learners will benefit from:

- plenty of practice, in class and at home, of listening to the kinds of formal and informal texts they will hear in the exam, including interviews and discussions of varying length, lectures, radio broadcasts, speeches and talks
- plenty of opportunities to hear different varieties and accents of English, different styles of speaking and speakers of different ages and backgrounds
- chances to practise exam tasks under timed conditions, just like in the real exam
- participating in regular classroom discussion activities in English
- making sure they can write clearly on the answer sheet so that examiners can read their answers easily.

They also need to understand:

- what they need to do in each task in the Listening paper
- the role of distractors in the exam and how these can lead to wrong answers
- their own strengths and weaknesses when listening
- how they can improve any areas of weakness
- what strategies they can use to overcome doubts or make intelligent guesses if they don't understand certain words or phrases that they hear.

★ Top tips

After doing practice tasks, get learners to record their results and their feelings in a personal learning diary. They should say what they did well and what they found more difficult. Then they can refer back to these notes later in their course in order to see their improvement and consider anything that they still find challenging.

How the exam is assessed

The C1 Advanced Listening paper has four parts and lasts for about 40 minutes in total, plus 5 minutes for candidates to transfer their answers to the answer sheet (if they're taking the paper-based test). Every audio recording in the exam is played twice.

	Task format	What the learner has to do	Which listening skills are being tested
Part 1	6 questions, each with 3 multiple-choice options	Listen to three, short, unrelated recordings between interacting speakers. Choose the correct option for each question. Each dialogue has two questions.	Listening for gist and detailed understanding
Part 2	8 sentences, each with 1 gap to fill	Listen to a monologue (about 3 minutes) and complete the gaps in eight sentences with information from the recording.	Listening for specific information
Part 3	6 questions, each with 4 multiple-choice options	Listen to an interview or exchange between two or more speakers (about 4 minutes) and identify attitudes, opinions, feelings, speaker purpose, function or main ideas.	Listening for gist and detailed understanding
Part 4	2 tasks. Each task has 5 questions and 8 multiple-choice options.	Listen to five, short, related monologues (about 30 seconds each) and choose the two correct options for each speaker.	Listening for gist and detailed understanding

Important note: The example exam tasks used in this guide are provided to give you and your learners an idea of the format of the exam and what is being tested in each part. The tasks have not been fully pretested and calibrated like our published exams. To assess your learners' readiness for a live exam use one of the official sample tests on **cambridgeenglish.org**, or one of our official **practice tests**. Go to our **Mock Test Toolkit** for tips on using sample tests.

Top tips

Part 2 is the only part which requires learners to do more than choose an option from the multiple-choice list. In Part 2, they must complete a gap with something they heard in the recording. When practising Part 2, make sure learners check each question carefully by highlighting key words. They should think about the grammar and context to help them have an idea about the type of word to listen for. For example, here the gap must be filled by a noun because it is a university subject, and it could be one word or a short phrase:

At university **(3)** ..... was the first subject Daniel studied.



Part 1: Task familiarisation

Check with learners what they know and can remember about the format of this part of the exam. You can either check with learners before you start Activity 1, or at a point in the lesson that you feel works best for your learners. Here are some helpful questions you can ask.

- How many recordings will you hear? (*Three*)
- How many multiple-choice questions are there for each recording? (*Two*)
- How many options are there for each question? (*Three*)
- What should you do before you listen? (*Read the question carefully and think about the topic. Highlight any key words in the task and think about other words speakers might use to express the same ideas.*)
- What should you do the first time you listen? (*Listen for the general ideas expressed by the speakers and try to choose one option for each question.*)
- What should you do the second time you listen? (*Check the options you chose and make a final choice.*)

Activity 1: Listening Part 1

Aims: To raise awareness of the format of this task; to practise listening for ideas rather than exact words.

Also useful for: Listening Part 3, Speaking Part 4 and (optional follow-up) Writing Part 2.

Preparation and equipment: Look at the task on **p. 36**. This activity focuses on just one question from a Listening Part 1 paper. However, you can repeat the steps for other questions from a complete exam task. Make copies of the task for learners. Read the highlighted audioscript and be prepared for when the correct or incorrect answers appear in the recording.

Steps: Prepare to listen

1. Put learners in pairs or small groups for a discussion on the topic of public transport. Give them some simple discussion prompts, similar to a Speaking Part 4 task:
   - How important is road safety in busy cities? Do you know of any local road safety campaigns? How effective are they?
   - Do you think it's important to encourage people to use more environmentally friendly modes of transport, such as cycling or walking? Why?
   - How important is it for people to understand safety statistics when deciding how to travel around a city?
   - What are some of the advantages and disadvantages of using a bicycle in a city? Why?

Top tip

Brainstorm or give learners some useful phrases for sharing opinions in this task, such as:

- In my view/opinion ...
- In my experience ...
- If you ask me ...
- I feel ...
- I agree that ... but ...
- How about you?
- Would you agree?

If possible, include some expressions used in the recording the learners are about to hear. Encourage learners to make a record of useful phrases in their notebooks for later reference.

Activity 1: Listening Part 1

Listening 1

2. Tell learners that, as they have just discussed the topic of public transport and exchanged opinions, they're now going to listen to two people talking. It's a Part 1 recording where two people discuss a report on the subject of transport in their city.
3. Ask learners to listen and make a note of the speakers' opinions and attitudes. Play the **recording**.
4. After listening, learners work in groups or pairs to compare the ideas expressed in the recording with their own ideas from their earlier discussion. How similar or different were they?

Adaptation

Listening once without the question or the multiple-choice options can help learners pay attention to what they hear, and not be too guided or distracted. First, encourage learners to discuss and think about the topic. Ask them to predict what they might hear, then let them listen to check their predictions. After they've tried to answer the questions this way, you can show them the question and the multiple-choice options and see if they find it easier to select the right one.

Exam strategy

Encourage learners to mark one answer to each question after the first listening in the actual exam, even if they're not sure it is correct. They can then use the second listening to confirm or amend their answer.

Activity 1: Listening Part 1

Listening 2

5. Give learners a copy of the **task**. Point out that they have already done some pre-listening preparation and listened once for a general idea.
6. Ask learners to work in pairs or small groups. They should look at the task, and highlight key words in the question and the multiple-choice options.
7. Encourage learners to brainstorm any words and phrases they heard the first time they listened that express similar ideas to the parts they highlighted in the question. Take whole-class feedback before listening again.
8. Learners listen to the **recording** for the second time and check their choices.
9. After listening, encourage learners to compare their choices with their partners. If they disagree, they should explain and justify their decisions with each other.
10. Before confirming the answer, take a quick survey with the class to find out which option most learners think is correct. If there is significant disagreement, ask them to justify their choices with reference to what they heard in the recording.
11. Confirm the correct answer (**C**) and explore the reasons why the other options are not correct, before listening for a third time to check.

Exam strategy

Most Part 1 questions test more than the literal meaning of words from the recording. Encourage learners to read the questions carefully before listening and think about what they are being asked to listen for, such as the speaker's purpose, attitudes or opinions, the gist of an argument, or perhaps whether or not the speakers agree about a certain point.

Activity 1: Listening Part 1

Listening 3

12. Refer learners to the annotated question and answer key. Key words in each of the multiple-choice options are highlighted in green. Key words to the correct answer in the question are highlighted in yellow.

Annotated question and answer key

You hear two people discussing a report on the subject of transport in their city.

The man feels that the report

✘ **A** is overly focused on issues of road safety.

✘ **B** presents statistical information in an accessible way.

✔ **C** doesn't always develop its argument coherently enough.

13. Play the **recording** for the third time. Ask learners to listen and think about the key words in the multiple-choice options. Ask them to make a note of key words and phrases that would suggest that options A and B are incorrect, and why option C is the correct answer.

14. Learners might wish to listen with a copy of the audioscript.

15. Pairs compare the words and phrases they heard that indicated the correct answer. Take whole-class feedback.

16. Refer to the annotated audioscript with key words highlighted as well as the answer key with explanation, to show why options A and B are incorrect, and why option C is the correct answer.

Annotated audioscript with key words highlighted

Key words are highlighted in green. The key words to the correct answer in the question are highlighted in yellow.

Male: What did you think of the report about commuting patterns in the city?

Female: Well, I was a bit angry to be honest. I felt it was advocating the use of environmentally unfriendly modes of transport and it was rather condescending when it came to walking and cycling, quoting all those figures about accidents and stuff.

Male: I found it tough going, wading through all the statistics and graphs. I lost the thread a bit in the middle. I agree that cycling should've been promoted more – after all, it's a much better use of road space. But I thought the safety issues the report flagged up were pertinent, especially about cyclists who don't adhere to the rules of the road – you know, cycling on pavements and stuff.

Female: I must admit that I've resorted to that occasionally to dodge congestion. I'm not condoning it or anything, but motorists break the law all the time too.

Activity 1: Listening Part 1

Answer key with explanation

The male speaker expressed that …	Decision about multiple-choice options	Key words from the script
The degree of focus on road safety was appropriate.	✘ **Option A** is a wrong answer. While the safety issues were relevant, the 'degree of focus' on road safety was less so and the report could have *made more of cycling*.	*cycling should've been promoted more – after all it's a much better use of road space.* *I thought the safety issues the report flagged up were pertinent, especially …*
The statistics were overwhelming.	✘ **Option B** is a wrong answer. There were so many statistics and graphs for the reader to work through (*wade through*) making the report difficult to read.	*I found it tough going, wading through all the statistics and graphs.*
The report was difficult to follow.	✔ **Option C** is the **right** answer. The speaker wasn't able to follow the argument because the statistics and graphs (*wade through*) presented in the middle of the report made the argument difficult to follow, so it was *not coherent enough*.	*I found it tough going, wading through all the statistics and graphs.* *I lost the thread a bit in the middle.*

Adaptation

For learners who need extra support, let them read the audioscript as they listen to the recording one final time. They can highlight or underline key words and phrases in the script to help them choose and explain which answers are correct.

Optional follow-up

Set learners a report-writing task in the style of Writing Part 2, either for homework or as a collaborative writing task in class. Check the attached **Writing Part 2 task** linked to Activity 1. You could also use a similar activity from the **teacher guide to assessing writing for C1 Advanced**.

Top tips

Remind your learners that they need to listen to the whole extract carefully before choosing their answers and not assume too soon that they have heard the correct answer. The two questions each have a different focus, so it's possible that information relevant to the answers could come from different parts of the recording. This means learners may not be able to answer the questions in sequence as they would in a longer text.



Part 2: Task familiarisation

Remember to check what learners know and can remember about the format of this part of the exam when you are preparing in class. You can either check with learners before you start Activity 2, or at a point in the lesson that you feel works best for your learners. Here are some helpful questions you can ask.

- How many sentences are there? (*Eight*)
- How many gaps are there? (*Eight*)
- Do the answers appear in the recording in the same order as in the task? (*Yes.*)
- In this part of the Listening paper, how many words can go in each gap? (*Up to three, but usually just one or two.*)
- What kinds of words go in the gaps? (*Usually things which give concrete information, often nouns or proper nouns.*)
- Should you change the words you hear to fill in the gaps? (*No. This task doesn't test learners' ability to paraphrase – they should simply write the actual words they hear.*)
- Should you write your answers in UPPER CASE/CAPITALS or lower case? (*Upper case.*)

Activity 2: Listening Part 2

Aims: To familiarise learners with the format of this task; to practise strategies for analysing the question before listening; to remind learners when not to paraphrase in the Listening paper of this exam.

Also useful for: Speaking Part 2, Writing Part 1 (see optional follow-up activity).

Preparation and equipment: Make copies of the **example exam task** for learners. Prepare two sets of pictures for the pre-listening speaking task, featuring pictures of things that are mentioned in the recording.

Steps: Prepare to listen

1. Raise learners' interest in the topic through discussion in pairs in the style of Speaking Part 2.

Top tip

It's important that learners use pre-listening preparation time wisely. One way of doing this is to give them pre-listening tasks in the classroom. Pre-listening tasks lead them to think about likely vocabulary and other language features associated with the topic and context. This is also a good opportunity to practise for Speaking Part 2 as part of the lesson.

Activity 2: Listening Part 2

2. For the topic of 'natural remedies', it can be helpful to find two sets of pictures online that represent some of the things mentioned in the recording. Follow these steps with the examiner script with learners:

Search online for three pictures to show to learners of: painkiller tablets, some herbs being mixed by a herbalist, someone putting oil on an insect bite.

'Student A, these pictures show different types of medical treatment. I'd like you to compare two of the pictures, and say why people might choose these medical treatments, and how popular you think they are in your country.'

Student A speaks for 1 minute.

'Thank you. Student B, which of these treatments do you think is most effective, and why?'

Search online for three pictures to show to learners of: soup, hot chocolate and honey.

'Student B, these pictures show three different foods that some people enjoy when they're feeling ill. I'd like you to compare two of the pictures, and say why you think people choose to eat these things when they're ill and how useful they are for fighting a common cold.'

Student B speaks for 1 minute.

'Thank you. Student A, which of these foods would you prefer if you were ill and why?'

Listening 1

3. Tell learners they're now going to listen to an expert talking about the same topic. This is a Listening Part 2 recording in which a scientist called Daniel Chan talks about his work on natural remedies.

4. Play the **recording**. Learners should listen and take brief notes to check if he mentions any of the ideas that came up in their discussion.

5. After listening, learners compare their ideas with a partner. Allow them time to respond to the speaker's ideas – did he say anything they found especially interesting, for example? What did they find interesting and why?

Exam strategy

Make your learners aware of how much they themselves bring to a listening task. Encourage them to make predictions about listening texts from their own experience and world knowledge. The exam task rubric (instructions at the beginning) provides information about the speaker, topic and context. Encourage your learners to use this information to help them tune into the text quickly when they hear it.

Activity 2: Listening Part 2

Listening 2

6. Write the following words on the board.

accountancy ginger
migration grapefruit honey
sticky mixtures painkillers
sunhat

7. Tell the learners you're going to do the Listening Part 2 task – but the 'wrong way round' because they have the answers to the questions on the board.
8. Give learners the **Part 2 task** supplied in the appendix. Ask them to read the task and highlight key words.
9. They have to listen and decide which word or phrase from the board goes in which gap.
10. Play the **recording**. Learners will probably find this step fairly easy, since they just heard the recording and they now have the task itself to help them – but this should help to build their confidence.

Top tip

For learners who need more support, or who are doing this task for the first time, it can help to give them the words exactly as they should go in the gaps. This will allow them to focus on listening for the correct *meaning* and not to worry about the correct *forms* (singular, plural, etc.). Later, when they're more confident, you can discuss the importance of writing the correct form exactly as learners hear it in the recording.

Top tip

Most questions in Part 2 will focus on concrete pieces of information (e.g. nouns, proper names, etc.). They will generally be single words or very short noun groups (e.g. adjective plus noun), and usually no more than three words are required.

Adaptation

1. **Word cloud** Instead of simply writing the words on the board in the order presented above, you could present them as a **word cloud**.
2. **Cut-out-and-move** You could also print or write them on pieces of paper. As learners listen they can move them into the correct order and then move them again later if they change their mind while listening.

See the **printable word cloud** and **printable word cards** for this activity.

Activity 2: Listening Part 2

Listening 3

11. Learners **listen** for the third time to check their answers and then compare with a partner.
12. Elicit the answers and write them on the board. If possible, project the task so you can complete the gaps together with the class. You can refer to the **annotated audioscript** with the answers highlighted. A clean copy of the **complete audioscript** is also supplied.
13. For each answer, check with learners: would any other answer be possible without changing the word Daniel says? For example, based on the recording, the first gap could be completed with *hat* rather than *sunhat*. See the full answer key below. (*Answer: yes, sometimes slight variations are acceptable. See the full answer key for examples of this for this sample task.*)
14. Remind learners that in the exam they should write their answers in UPPER CASE, not lower case.

Answer key

Question	Acceptable answers
1	(A) (SUN) HAT
2	(SOME) GINGER
3	ACCOUNTACY / ACCOUNTING
4	(A / SOME / THE) (LOCAL) HONEY
5	PAIN(-) KILLERS / PAIN REMEDIES
6	MIGRATION (FROM THE COUNTRYSIDE) LEAVING THE COUNTRYSIDE
7	STICKY MIXTURE(S)
8	(SOME) GRAPE(-) FRUIT

Exam strategy

When learners think they've heard an answer, they should write it down carefully and check the grammar is accurate according to what appears before and after the gap. For example, if they don't hear clearly whether a word is singular or plural, they should check the rest of the sentence to see which form is appropriate.

Optional follow-up

Set learners an essay task in the style of Writing Part 1, either for homework or as a collaborative writing task in class. Unlike in Listening Part 2, in this task, learners can (and should) paraphrase, using their own ideas and words instead of those in the recording. Check the attached **Writing Part 1 task** linked to Activity 2. You could also use a similar activity from the teacher's guide to assessing writing for C1 Advanced.

Top tips

Tell learners that in the exam, they *mustn't* change the words to fill the gaps. This type of activity raises their awareness of the permissible range of such variations, so they can feel confident when doing this task and focus appropriately on writing down accurate answers.

Part 3: Task familiarisation

Make time in class to check what learners know and can remember about the format of this part of the exam. You can either check with learners before you start Activity 3, or at a point in the lesson that you feel works best for your learners. Here are some helpful questions you can ask.

- How many speakers are there? (*Two, sometimes more*)
- How many questions are there? (*Six*)
- How many multiple-choice options are there for each question? (*Four*)
- What should you do the first time you listen? (*Listen for the general ideas expressed by the speakers and try to choose one option for each question.*)
- What should you do the second time you listen? (*Check the options you chose and make a final choice.*)

Activity 3: Listening Part 3

Aims: To practise listening to long texts for speakers' attitudes and opinions; to practise different ways of reporting these attitudes and opinions.

Also useful for: Listening Part 1.

Preparation and equipment: Make copies of the **question stems**, the example exam task with multiple-choice options and post-listening task for your learners. Read the audioscript and be prepared for when the correct or incorrect answers appear in the recording.

Steps: Prepare to listen

1. Raise learners' interest in the topic of 'green' architecture and renewable energy. Ask them what they already know about these topics and what they'd like to learn more about. For example, they might wonder about the following:
   - What is involved in being a 'green' architect?
   - Is 'green' architecture the future, or just a trend?
   - What's the difference between designing a 'green' building and any other building?

Adaptation

If you're teaching online, you could set questions like these as a brief 'web quest'. Learners spend a few minutes searching for information online linked to the topic of the recording, then work in groups to share what they found out.

Top tips

Part 3 is the longest part of the Listening paper. Plenty of regular exposure to longer interviews and discussions, such as radio programmes from media websites in English, will help your learners prepare. They should be exposed to varieties of English, to speakers of different ages and backgrounds, and to the language of different contexts, e.g. formal announcements, lectures, less formal talks, informal discussions, interviews, etc.

Activity 3: Listening Part 3

Listening 1

2. Tell learners they're now going to listen to two architecture graduates speaking about this topic. They should listen and find out if the speakers address any of the ideas they discussed. Ask them to listen for the speakers' attitudes to the work, and how many of their ideas from their discussion are mentioned in the recording.
3. Play the **recording** once. Learners listen and, if they wish, take brief notes.
4. After listening, in pairs, learners compare what they heard with a partner.
5. For feedback, write 'Imogen' and 'Stephen' at the top of the board. Leave a space under these names for notes.

Imogen	Stephen

6. Ask a few learners to report briefly to the class on each speaker: did these speakers address any of the questions the learners had before listening? How does Imogen feel about her work in general? And Stephen?

Listening 2

7. Now give learners the Listening 2 question stems from the Part 3 exam task. The aim is for learners to focus on what the speaker says, rather than the multiple-choice options. For example, the stems for Questions 1 and 2 are:

   1. When asked about what her job involves, Imogen reveals her …
   2. Imogen and Stephen both feel that a key element for success as a green architect is …

8. Give learners a moment to read these and to make brief notes if they wish, based on what they remember from the first listening.
9. Play the **recording** again. Learners listen for the answers to the question stems.
10. Give learners several minutes to compare their answers with a partner and to try to complete each question stem. Don't conduct feedback or check answers yet.

Exam strategy

In multiple-choice tasks, encourage learners to concentrate on the question stems, rather than the options in their preparation, so that they can listen for the answer in the text and then match this to the closest option.

Activity 3: Listening Part 3

Listening 3

11. Now give learners the **questions with multiple-choice options**. They should work with their partners and select which option they think is correct for each question. If they're not sure at this stage, that's OK, but they should make a note of which one or two options they think are best.

12. Play the **recording** a final time. Learners listen and check their ideas.

13. In pairs, learners make a final selection of the correct answer for each question.

14. Check answers as a whole class. First, take a vote on each answer to see which option most learners have chosen. If there is any disagreement, ask them to explain and justify their choices and try to agree.

15. Refer to **Listening Part 3 questions with answers and key information** from the audioscript.

Answer key

Speaker	Answer
1	D
2	B
3	C
4	B
5	A
6	D

Adaptation

For learners who need more support, let them choose from only two multiple-choice options instead of all four. (See the **adaptation** for this activity.)

Adaptation

For learners who need more support, they could refer to the **audioscript**, when checking and justifying their answers.

Exam strategy

Remind your learners that in long texts, the questions come in the same order as the information in the recording, and therefore reflect the structure of the text. Help them to identify discourse markers, interviewers' questions and other textual features that structure a text and are often reflected in the layout and wording of the task on the page.

Top tips

The multiple-choice questions in Part 3 use different words from the text. To prepare for this, learners should practise language for paraphrasing and reporting speakers' attitudes and opinions. This includes things like reporting verbs (e.g. *regrets*, *admits*, *resents*, etc.), adjectives and adverbs describing attitudes and feelings (e.g. *disappointed*, *frustrated*, *unexpected*, etc.), words used to report opinions (e.g. *insists*, *suggests*, *denies*, etc.), and degrees of certainty (e.g. *doubtful*, *convinced*, etc.).

Optional follow-up

To help learners follow the flow of ideas in the recording, give them the audioscript and let them listen again. Encourage them to look for words that connect ideas (in the script for this activity these include *though*, *also*, *but*, etc.) and words that connect sentences (pronouns, relative clauses, *that*, *these*, etc.). Encourage learners to draw a line under each part of the script as the speakers move on to the focus of the next question in the task.



Part 4: Task familiarisation

Remember to check what learners know about the format of this part of the exam when you are preparing in class. Talk about exam strategies for Part 4. If they're already familiar with this part of the exam, ask them what they find challenging. You can either check before you start Activity 4, or at a point in the lesson that you feel works best for your learners. Here are some helpful questions you can ask them.

- How many tasks are there? (*Two*)
- How many speakers will you hear in each task? (*Five*)
- How many extracts will you hear? (*Five*)
- How many multiple-choice options are there in each task? (*Eight*)
- So how many extra options are there, which do not match to any recording? (*Three per task.*)
- What strategies can you use, or are you aware of, for the Part 4 task?

Activity 4: Listening Part 4

Aims: To reflect on the effectiveness of different strategies for this part of the exam; to practise listening for gist; to familiarise learners with the format of this part.

Also useful for: Gist listening in all other parts of the exam, Speaking Part 3 (see post-listening task).

Preparation and equipment: Make copies of the example **Part 4 exam task** for learners. Read the audioscript and be prepared for when the correct or incorrect answers appear in the recording.

Steps: Prepare to listen

1. Generate interest in the topic of the listening by getting learners to brainstorm 5–10 common leisure pursuits. If necessary, prompt them with hints to include the things mentioned by the five speakers in the recording (*art*, *kayaking*, *gardening*, *music*, *puzzles*).
2. In pairs, learners compare ideas and discuss what they like or dislike about each of the leisure pursuits in their lists.
3. For feedback, pairs now work in small groups to compare leisure pursuits. They should discuss and choose one activity from their combined lists that they'd all like to try. Hold a class vote to find the most popular one.

Exam strategy

Research has shown that different candidates approach this task in different ways, with equal success, so it's best to avoid imposing one particular strategy on your learners. For example, classroom activities could focus on helping learners to identify the best method of approaching this task for themselves.

Exam strategy

Strategy A

1. Highlight key words in the questions for both tasks.
2. Use the first listening to answer Task one.
3. Use the second listening to answer Task two.

Strategy B

1. Highlight key words in the questions for both tasks.
2. Use the first listening to answer Tasks one and two.
3. Use the second listening to check your answers.

Exam strategy

Regardless of which strategy they use to choose the correct answers, learners should always be encouraged to think about the theme of the recordings before they listen. They should think about the kinds of attitudes and ideas that they expect to hear, as well as any relevant vocabulary.

Top tips

Remind learners that they must answer both tasks and that they will only hear the full series of recordings twice. There are two possible strategies they can adopt for Part 4.

Give learners the opportunity to try each approach while they are preparing for the exam.

It might be an idea to try strategy A the first time they practise, and then try strategy B the second time. Encourage learners to reflect and discuss which strategy they found to be the most effective for them. This will help them when they go into the exam because they will know how best to complete the task based on what works best for them.

Activity 4: Listening Part 4

Listening 1

4. Give learners the complete **Part 4 task**. Tell them to look at the questions, highlight key words in both tasks and prepare to listen.
5. Tell learners they should choose either strategy A, or strategy B. Explain that they will have a chance later to reflect on how effective they found their chosen strategy, and if they'd like to try something different in future. See excerpt over page.
6. Play the **recording**. Learners follow the second step of the exam strategy they have chosen.
7. If possible, pair learners who took the same strategy approach. After the first listening ask them to compare their ideas.

Activity 4: Listening Part 4

Part 4 excerpt

For questions **1–5**, choose from the list (**A–H**) what each speaker likes most about their leisure pursuit.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the drawback of their leisure pursuit each speaker mentions.

While you listen you must c

A an ongoing sense of achievement

B the level of concentration called for

C the possibilities of social interaction

D the excitement of a creative challenge

E the mental stimulation

F the chance to help others

G escape from everyday concerns

H the opportunity to gain qualifications

Speaker 1		**1**
Speaker 2		**2**
Speaker 3		**3**
Speaker 4		**4**
Speaker 5		**5**

A conditions affecting motivation

B a feeling of frustration

C distraction from more productive activities

D the amount of space needed

E the frequent injuries

F short-lived benefits

G equipment requiring expenditure

H the potential for disappointment

Speaker 1		**6**
Speaker 2		**7**
Speaker 3		**8**
Speaker 4		**9**
Speaker 5		**10**

Top tip

Remind learners that they should not choose an option just because they hear the same word or phrase in the recording. They should listen for the same idea.

Adaptation

For classes who need more support, remove the three extra options and let learners choose from only the five correct multiple-choice options instead of all eight. See the **adapted version** of the activity.

Activity 4: Listening Part 4

Listening 2 and 3

8. Strategy A – Remind learners who chose this strategy that they now need to complete Task two.
9. Strategy B – Remind learners who opted for this approach to listen and check their answers for both tasks. They can also listen for the answers to the questions that they didn't answer on the first listening. Play the **recording**.
10. Pair learners to compare their ideas. This time, it does not matter if the learners in a pair adopted the same or different strategy approaches. After listening twice they should all have answered both tasks.
11. **Listen** for the third time. Go through each question, checking which answer learners chose and confirming which is correct. If they disagree, ask them to justify their choices, but don't refer to the audioscript.
12. The answer key with an annotated **audioscript here**.

Top tips

In order to help your learners to develop the skill of gist listening, it may not always be helpful to go through the text with them afterwards, as close analysis of the language of the texts will not help them to develop the most appropriate listening strategies. As in Part 3, look for activities where learners can practise reporting attitudes and feelings.

Activity 4: Listening Part 4

After listening

13. If possible, pair learners with a partner who tried a different strategy.

14. Ask learners to think about the strategy they used. They should approach this discussion like a Speaking Part 3 task: first comparing the advantages and disadvantages of the different approaches, and then deciding which approach they felt was more effective. (They do not have to agree on this – it's alright if each learner finds a different approach more useful.)

15. Conduct feedback by inviting the whole class to listen and comment on each other's opinions.

Optional follow-up

To give learners more practice of expressing attitudes and feelings, run a discussion activity as follows:

1. Put learners into small groups and give them a topical question to discuss within their group, such as:
   - Have you ever witnessed a very unusual or dramatic event? What was it? How was it reported in the media? How did you feel?
   - Do you prefer reading in digital or print formats? Why? What are the advantages and disadvantages of each one? Which do you think will be most popular in 20 years' time?
   - Have you ever volunteered for a charity or local community group? Why do people do this kind of work? Does charitable work help or harm the people who do it and those who receive it? Why/how?
2. Create new groups with a representative from each group.
3. Brainstorm or supply useful language for learners to use when they report to their new group.
4. In their new groups, each learner has to report what the attitudes and feelings were from their original group.

As an extension, learners could write a newspaper article reporting on the class's views related to the topic.

Appendix

Activity 1: Listening Part 1

Prepare to listen discussion questions.

Discuss the following questions in pairs or small groups

- How important is road safety in busy cities? Do you know of any local road safety campaigns? How effective are they?
- Do you think it's important to encourage people to use more environmentally friendly modes of transport, such as cycling or walking? Why?
- How important is it for people to understand safety statistics when deciding how to travel around a city?
- What are some of the advantages and disadvantages of using a bicycle in a city? Why?

Activity 1: Listening Part 1 – Task

Part 1

Choose the answer (**A**, **B** or **C**) which fits best according to what you hear.

You hear two people discussing a report on the subject of transport in their city.

The man feels that the report

A is overly focused on issues of road safety.

B presents statistical information in an accessible way.

C doesn't always develop its argument coherently enough.

Activity 1: Listening Part 1 – Annotated question and answer key

Key words are highlighted in green. The key words to the correct answer in the question are highlighted in yellow.

Part 1

You hear two people discussing a report on the subject of transport in their city.

The man feels that the report

✘ **A** is overly focused on issues of road safety.

✘ **B** presents statistical information in an accessible way.

✔ **C** doesn't always develop its argument coherently enough.

Activity 1: Listening Part 1 – Audioscript

Male: What did you think of the report about commuting patterns in the city?

Female: Well, I was a bit angry to be honest. I felt it was advocating the use of environmentally unfriendly modes of transport and it was rather condescending when it came to walking and cycling, quoting all those figures about accidents and stuff.

Male: I found it tough going, wading through all the statistics and graphs. I lost the thread a bit in the middle. I agree that cycling should've been promoted more – after all, it's a much better use of road space. But I thought the safety issues the report flagged up were pertinent, especially about cyclists who don't adhere to the rules of the road – you know, cycling on pavements and stuff.

Female: I must admit that I've resorted to that occasionally to dodge congestion. I'm not condoning it or anything, but motorists break the law all the time too.

Male: Let's face it, commuters would be more prepared to give cycling a go if it wasn't perceived as hazardous. If they could store their bikes securely at work when they got there, that'd make a difference too, 'cos bike crime's on the rise.

Female: I wouldn't underestimate the contribution of the hassle factor. There's where to put your waterproofs and stuff when you arrive, even if you've got the security issue sorted.

Activity 1: Listening Part 1 – Annotated audioscript with key words highlight

Key words in each of the multiple-choice options are highlighted in green. Key words to the correct answer in the question are highlighted in yellow.

Male: What did you think of the report about commuting patterns in the city?

Female: Well, I was a bit angry to be honest. I felt it was advocating the use of environmentally unfriendly modes of transport and it was rather condescending when it came to walking and cycling, quoting all those figures about accidents and stuff.

Male: I found it tough going, wading through all the statistics and graphs. I lost the thread a bit in the middle. I agree that cycling should've been promoted more – after all, it's a much better use of road space. But I thought the safety issues the report flagged up were pertinent, especially about cyclists who don't adhere to the rules of the road – you know, cycling on pavements and stuff.

Female: I must admit that I've resorted to that occasionally to dodge congestion. I'm not condoning it or anything, but motorists break the law all the time too.

Male: Let's face it, commuters would be more prepared to give cycling a go if it wasn't perceived as hazardous. If they could store their bikes securely at work when they got there, that'd make a difference too, 'cos bike crime's on the rise.

Female: I wouldn't underestimate the contribution of the hassle factor. There's where to put your waterproofs and stuff when you arrive, even if you've got the security issue sorted.

Activity 1: Listening Part 1 – Answer key with explanation

The male speaker expressed that …	Decision about multiple-choice options	Key words from the script
The degree of focus on road safety was appropriate.	✘ **Option A** is a wrong answer. While the safety issues were relevant, the 'degree of focus' on road safety was less so and the report could have *made more of cycling*.	*cycling should've been promoted more – after all it's a much better use of road space.* *I thought the safety issues the report flagged up were pertinent, especially …*
The statistics were overwhelming.	✘ **Option B** is a wrong answer. There were so many statistics and graphs for the reader to work through (*wade through*) making the report difficult to read.	*I found it tough going, wading through all the statistics and graphs.*
The report was difficult to follow.	✔ **Option C** is the **right** answer. The speaker wasn't able to follow the argument because the statistics and graphs (*wade through*) presented in the middle of the report made the argument difficult to follow, so it was *not coherent enough*.	*I found it tough going, wading through all the statistics and graphs.* *I lost the thread a bit in the middle.*

Activity 1: Listening Part 1 – Optional follow-up writing task

Writing Part 2: Report

You have been speaking to staff and students about how they travel to school every day. In preparation for a review of school facilities, you have been asked to write a **report** to the principal.

Your report should **explain** how students and staff typically travel to school, **describe** any problems they have had, and **suggest** alternative transport modes or policies that would be suitable.

Write your report in **220–260 words**.

Teacher notes

- Reports are written for a superior (such as a boss or college principal) or a peer group (such as club members or colleagues).
- The content is somewhat factual and should draw on the prompts in the task, but learners can also use their own ideas and experience.
- Learners should do more than just describe. They may also need to evaluate the extent to which a particular aim has been achieved or to suggest an alternative course of action.
- They should use appropriate structure and language for a report, such as section headings, use of semi-formal style and useful language for making suggestions and recommendations.

Activity 2: Listening Part 2 – Task

Part 2

NATURAL REMEDIES

When Daniel was a child, his grandmother used leaves to make a **(1)** …… for him.

Daniel's grandmother used **(2)** …… as an additional ingredient in a health-giving soup.

At university, **(3)** …… was the first subject Daniel studied.

When doing research in Ecuador, Daniel was impressed by his host family's use of **(4)** …… to deal with bleeding.

Daniel says many of the modern drugs known as **(5)** …… were originally derived from plants.

Daniel singles out the process of **(6)** …… as the main cause of the loss of traditional remedies in Northern Europe.

Daniel uses the term **(7)** …… to describe the recipes he enjoys making most these days.

Daniel's hot chocolate recipe suggests **(8)** …… peel as an optional extra.

Activity 2: Listening Part 2 – Audioscript (complete)

Hi. My name's Daniel Chan and I present a TV series on natural remedies made from medicinal plants. I had an interesting childhood because my mother's British and my father Malaysian, so I was brought up within two cultures, living first in Malaysia.

That's where I grew close to my amazing grandmother. The plants in her tiny garden-patch were central to her life: we'd walk around in the mid-day heat and she'd suddenly rip some leaves off a palm-tree. Whatever was she making? ... a woven belt? ... a basket to carry the berries she'd found? A few minutes later she'd hand me a sunhat! That was her all over.

My grandmother used plants, like cucumber for a facepack, lavender oil as a treatment for insect-bites – or garlic for colds. She'd put ginger in chicken soup: and it was so powerful! When I came to the UK, I wasn't used to winter clothes. I'd go out just wearing a jacket and start sneezing ... then I'd remember my grandmother's remedy and prepare it myself – I soon revived!

That experience made me want to study Horticulture in the UK. My father, though, was totally against me being a 'gardener' so I took Accountancy instead. I did fine, but it didn't seem to be leading me anywhere; so I soon returned to university to do a new course – Ethnobotany – focusing on the relationship between people and plants in different cultures.

My research took me to South America, where I stayed happily with an Ecuadorian family. If one of the children had stomach ache, the mother always knew some amazing cure from her immediate environment, just as my grandmother had. Honey was her wonderful remedy for bleeding and aloe for burns.

The World Health Organization estimates eighty percent of the world's population relies on natural medicine for healthcare, using around fifty thousand plant species ... You might think it's ineffective compared to modern medicines; but up to fifty percent of these are based on chemicals first isolated in plants, like some painkillers – now made from chemicals, but first derived from trees.

In Malaysia, Western medicine's regarded as a supplement to traditional medicine, and they co-exist. Elsewhere, common knowledge has been lost. In nineteenth-century Northern Europe, the twin processes of industrialisation and mechanisation meant that knowledge of traditional medicine was lost, to be replaced by the mass production of chemically based drugs. But for me, migration was the key – it was leaving the countryside which separated people from their botanical heritage.

Making remedies is really fun for me. Cooking up the concoctions on TV or wherever is like going back to my grandmother's kitchen, stirring what I like to call sticky mixtures – that's such fun – or pouring out rainbow jellies and playing around with amazing smells and flavours. No need for expense – just use plants already growing in a window-box or pot – and these remedies work!

My life's really busy now: I'm both an ethnobotanist and a TV presenter so I never have a moment free. But what I do have is an amazing recipe for hot chocolate made with the peel of a grapefruit. People associate orange peel with chocolate, but this is just as good. I'm yet to try it with lemon peel! It relieves stress instantly so keeps me going.

Activity 2: Listening Part 2 – Audioscript (annotated with answers highlighted)

Hi. My name's Daniel Chan and I present a TV series on natural remedies made from medicinal plants. I had an interesting childhood because my mother's British and my father Malaysian, so I was brought up within two cultures, living first in Malaysia.

That's where I grew close to my amazing grandmother. The plants in her tiny garden-patch were central to her life: we'd walk around in the mid-day heat and she'd suddenly rip some leaves off a palm-tree. Whatever was she making? ... a woven belt? ... a basket to carry the berries she'd found? A few minutes later she'd hand me a sunhat! That was her all over.

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That experience made me want to study Horticulture in the UK. My father, though, was totally against me being a 'gardener' so I took Accountancy instead. I did fine, but it didn't seem to be leading me anywhere; so I soon returned to university to do a new course – Ethnobotany – focusing on the relationship between people and plants in different cultures.

My research took me to South America, where I stayed happily with an Ecuadorian family. If one of the children had stomach ache, the mother always knew some amazing cure from her immediate environment, just as my grandmother had. Honey was her wonderful remedy for bleeding and aloe for burns.

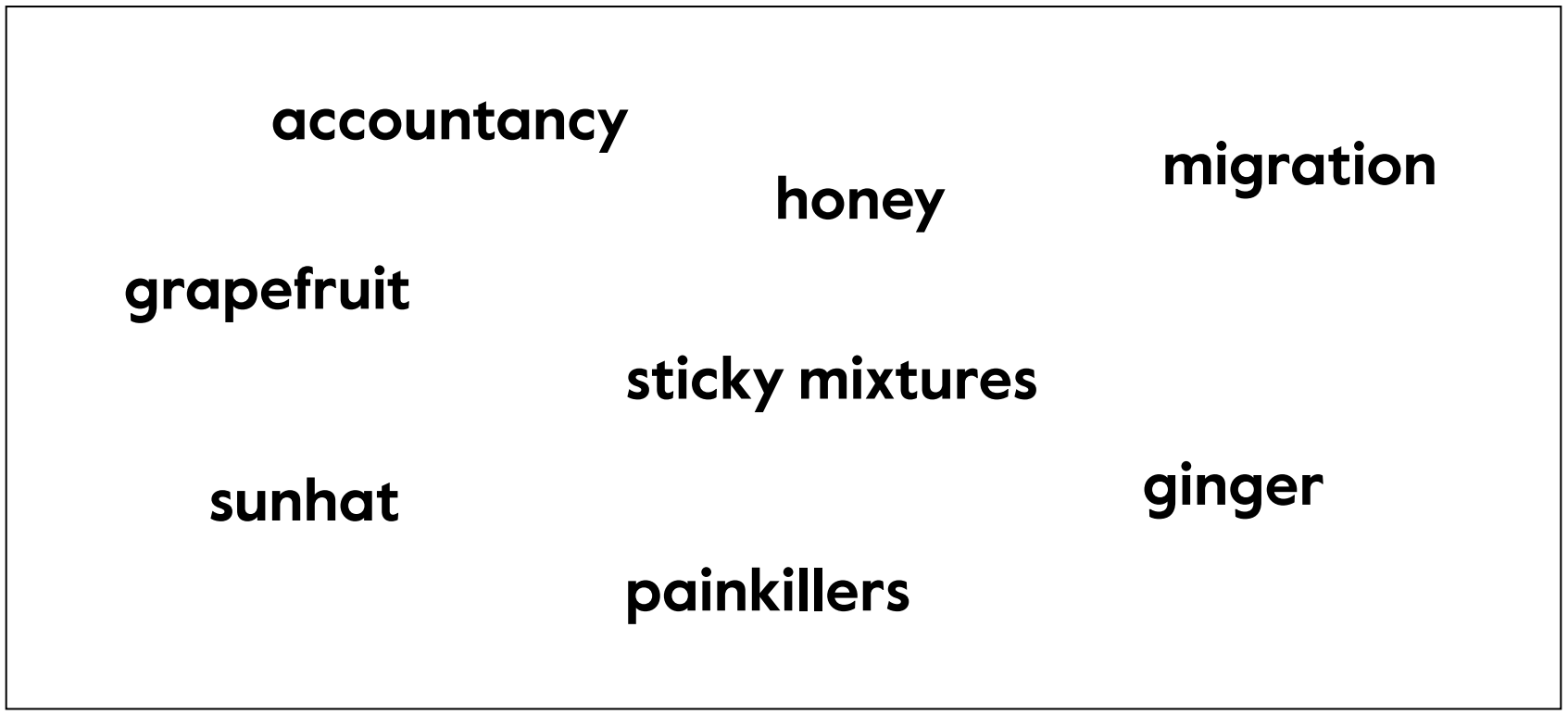
The World Health Organization estimates eighty percent of the world's population relies on natural medicine for healthcare, using around fifty thousand plant species ... You might think it's ineffective compared to modern medicines; but up to fifty percent of these are based on chemicals first isolated in plants, like some painkillers – now made from chemicals, but first derived from trees.

In Malaysia, Western medicine's regarded as a supplement to traditional medicine, and they co-exist. Elsewhere, common knowledge has been lost. In nineteenth-century Northern Europe, the twin processes of industrialisation and mechanisation meant that knowledge of traditional medicine was lost, to be replaced by the mass production of chemically based drugs. But for me, migration was the key – it was leaving the countryside which separated people from their botanical heritage.

Making remedies is really fun for me. Cooking up the concoctions on TV or wherever is like going back to my grandmother's kitchen, stirring what I like to call sticky mixtures – that's such fun – or pouring out rainbow jellies and playing around with amazing smells and flavours. No need for expense – just use plants already growing in a window-box or pot – and these remedies work!

My life's really busy now: I'm both an ethnobotanist and a TV presenter so I never have a moment free. But what I do have is an amazing recipe for hot chocolate made with the peel of a grapefruit. People associate orange peel with chocolate, but this is just as good. I'm yet to try it with lemon peel! It relieves stress instantly so keeps me going.

Activity 2: Listening Part 2 – Adaptation word cloud option



Activity 2: Listening Part 2 – Adaptation cut-out-and-move option

accountancy	migration
sticky mixtures	sunhat
ginger	grapefruit
honey	painkillers

Activity 2: Listening Part 2 – Optional follow-up writing task

First, check learners understand the purpose of Writing Part 1 (to highlight important issues about the topic; to give their position and to support this with clear points and reasons). Also check that learners are clear about how to organise their essay into paragraphs (including an introduction, clear development of ideas, and finally a conclusion). Then give them this writing task:

Your class has been listening to a scientist talking about using plants as natural remedies. You have made the notes below:

How can we make the most of plants?

- Natural remedies
- Clothing
- Innovative recipes

Some opinions mentioned in the recording:

- 'Medicine from plants is ineffective compared to modern medicines.'
- 'Cooking up the concoctions on TV is such fun.'
- 'In some cultures, plants are an essential part of daily life.'

Using the notes, write an essay discussing **two** uses of plants. You should **explain which uses are likely to be most important in future**, **giving reasons** for your answer.

You may make use of the opinions expressed in the scientist's talk, but you should use your own words as far as possible.

Write your essay in 220–260 words.

Activity 3: Listening Part 3 – Listening 2 question stems, with space for learners' notes

You will hear an interview with two architects called Imogen Atkin and Stephen Caulfield, who specialise in green architecture.

---

1 When asked about what her job involves, Imogen reveals her …

2 Imogen and Stephen both feel that a key element for success as a green architect is …

3 Stephen enjoys his work best when he designs a building which …

4 What do they both regard as a common misconception about their work?

5 Imogen thinks the main benefit of ongoing technological developments in her field will be …

6 In Stephen's opinion, aspiring green architects should …

Activity 3: Listening Part 3 – Complete exam task (with the multiple-choice options)

You will hear an interview with two architects called Imogen Atkin and Stephen Caulfield, who specialise in green architecture.

For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

---

1 When asked about what her job involves, Imogen reveals her

A frustration at the tight time pressures she has to face.
B irritation at the amount of marketing work expected of her.
C pleasure at the range of interesting customers she deals with.
D commitment to ensuring that her plans are correctly implemented.

2 Imogen and Stephen both feel that a key element for success as a green architect is

A recognising the value of doing basic duties when needed.
B being ready to adapt to changing circumstances.
C being able to interact effectively with others.
D realising that the clients' wishes come first.

3 Stephen enjoys his work best when he designs a building which

A is completed within the original budget.
B is singled out for praise by his peers.
C is attractive and fit for purpose.
D is finished well on schedule.

4 What do they both regard as a common misconception about their work?

A It's not necessary to do technical drawings by hand.
B Making changes to designs on screen is a very quick process.
C Ecologically friendly buildings are getting progressively cheaper.
D Environmental considerations necessarily place limits on creativity.

5 Imogen thinks the main benefit of ongoing technological developments in her field will be

A a more reliable product.
B faster communication systems.
C better links with partner organisations.
D the ability to work efficiently outside the office.

6 In Stephen's opinion, aspiring green architects should

A evaluate as many different approaches to building as possible.
B research the green credentials of potential employers.
C re-examine procedures that seem to be working well.
D seize any opportunity to get hands-on experience.

Activity 3: Listening Part 3 – Adaptation with two multiple-choice options per question (one correct, one incorrect)

You will hear an interview with two architects called Imogen Atkin and Stephen Caulfield, who specialise in green architecture.

For questions **1–6**, choose the answer which fits best according to what you hear.

---

1 When asked about what her job involves, Imogen reveals her

A frustration at the tight time pressures she has to face.

D commitment to ensuring that her plans are correctly implemented.

2 Imogen and Stephen both feel that a key element for success as a green architect is

B being ready to adapt to changing circumstances.

C being able to interact effectively with others.

3 Stephen enjoys his work best when he designs a building which

A is completed within the original budget.

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4 What do they both regard as a common misconception about their work?

B Making changes to designs on screen is a very quick process.

D Environmental considerations necessarily place limits on creativity.

5 Imogen thinks the main benefit of ongoing technological developments in her field will be

A a more reliable product.

C better links with partner organisations.

6 In Stephen's opinion, aspiring green architects should

A evaluate as many different approaches to building as possible.

D seize any opportunity to get hands-on experience.

Activity 3: Listening Part 3 – Audioscript (complete)

Interviewer: Today I'm talking to two architecture graduates, Imogen Atkin and Stephen Caulfield, who have chosen to specialise in 'green' architecture – that is designing buildings in accordance with ecological principles such as incorporating renewable energy sources or using sustainable timber for flooring. So, Imogen: what does your job actually involve on a daily basis?

Imogen: Well, because I work for a small company, I get to do loads of different things, often up against very tough deadlines – though I can honestly say these serve to focus my mind. I spend time meeting clients, of course, and drafting building plans in the light of this. The briefs I'm given vary enormously, which keeps me on my toes. Also, I'm known in the firm as a stickler. I like to see that every detail is carried through to the end product. Doubtless, builders feel I'm breathing down their necks, but it's essential. Increasingly, nowadays, too, I do promotional work like preparing photos for brochures, which I wasn't crazy about initially, but it's really grown on me – it's just another form of artistic output really.

Interviewer: Let's bring Stephen in here. What skills or personal qualities do you really think are needed in your work?

Stephen: There are so many! Being able to really listen to clients, while balancing that with the ability to explain the potential ecological impact of their ideas. Then ... being organised, open-minded and, of course, able to think on your feet, are things that go a long way in this field.

Interviewer: Imogen?

Imogen: In my view, it's the ability to multi-task and constantly prioritise, daily and even hourly, which counts. It's also crucial to have a can-do attitude and be able to think up 'green' fixes to problems that occur on building projects. But it's not just about having these innovative ideas, you have to accept that you must do whatever it takes to achieve them, however dull and routine parts of the processes are.

Interviewer: Interesting. So, Stephen, what do you enjoy most about your job?

Stephen: That's a tricky one. Of course it's a good feeling when a project comes in on time and without going over the projected costs. It's creating sustainable homes and workplaces that both do what's required and are aesthetically pleasing that does it for me though. And then as a result you get internal commendation from your boss and co-workers on a task well done. Any compliments from grateful clients are an added bonus.

Interviewer: Are there any common misconceptions about your type of work?

Imogen: Well, some people seem to think that since we draw up plans on computer, we can simply alter a design with a click of the mouse and then walk away. I wish it was that straightforward. As it is, it can take ages to incorporate even small amendments into the system.

Stephen: And so it's still useful to be able to sketch something on the spot to show clients or suppliers. Another thing people are convinced about is that sustainable design won't cost the same as conventional design. So it's part of our job to make clients aware that being green nowadays, though it demands fresh design concepts, needn't be a more expensive option.

Interviewer: So, Imogen, what changes do you expect to see in the future in your profession?

Imogen: Obviously, technology's constantly changing in our business, as it is everywhere else. We've got software now that allows us to talk to each other and work together virtually, wherever we happen to be, so we can liaise more easily with clients and partners. Then, because the work of the design team is becoming so integrated, there are bound to be fewer slip-ups. This is going to be the huge advantage for our clients in the future, with buildings offering far fewer nasty surprises.

Interviewer: And Stephen, what advice would you give to someone who's interested in working in your field?

Stephen: Get as much exposure to the day-to-day stuff as you can, whether through a short holiday placement in a design firm, or working as a labourer on a building site over the summer. And keep your eyes open – check out how the professionals do certain things, whether they're related to design techniques, how to treat clients, or handling on-site issues like late delivery of supplies, and then you can decide if it's right for you.

Activity 3: Listening Part 3 – Questions with answers and key information from the audioscript

Correct answers are shown in **bold and indicated with a green tick**. Key information from the audioscript is highlighted in green.

---

1 When asked about what her job involves, Imogen reveals her

✘ **A** frustration at the tight time pressures she has to face.
✘ **B** irritation at the amount of marketing work expected of her.
✘ **C** pleasure at the range of interesting customers she deals with.
✔ **D commitment to ensuring that her plans are correctly implemented.**

> **Imogen:** … I spend time meeting clients, of course, and drafting building plans in the light of this. The briefs I'm given vary enormously, which keeps me on my toes. Also, I'm known in the firm as a stickler. I like to see that every detail is carried through to the end product.

2 Imogen and Stephen both feel that a key element for success as a green architect is

✘ **A** recognising the value of doing basic duties when needed.
✔ **B being ready to adapt to changing circumstances.**
✘ **C** being able to interact effectively with others.
✘ **D** realising that the clients' wishes come first.

> **Stephen:** … Being able to really listen to clients, while balancing that with the ability to explain the potential ecological impact of their ideas. Then … being organised, open-minded and, of course, able to think on your feet, are things that go a long way in this field.

> **Imogen:** In my view, it's the ability to multi-task and constantly prioritise, daily and even hourly, which counts. It's also crucial to have a can-do attitude and be able to think up 'green' fixes to problems that occur on building projects.

3 Stephen enjoys his work best when he designs a building which

✘ **A** is completed within the original budget.
✘ **B** is singled out for praise by his peers.
✔ **C is attractive and fit for purpose.**
✘ **D** is finished well on schedule.

> **Stephen:** … It's creating sustainable homes and workplaces that both do what's required and are aesthetically pleasing that does it for me though. And then as a result you get internal commendation from your boss and co-workers on a task well done.

4 What do they both regard as a common misconception about their work?

✘ **A** It's not necessary to do technical drawings by hand.

✔ **B Making changes to designs on screen is a very quick process.**

✘ **C** Ecologically friendly buildings are getting progressively cheaper.

✘ **D** Environmental considerations necessarily place limits on creativity.

Imogen: Well, some people seem to think that since we draw up plans on computer, we can simply alter a design with a click of the mouse and then walk away. I wish it was that straightforward. As it is, it can take ages to incorporate even small amendments into the system.

Stephen: ... so it's still useful to be able to sketch something on the spot to show clients or suppliers. Another thing people are convinced about is that sustainable design ...

5 Imogen thinks the main benefit of ongoing technological developments in her field will be

✔ **A a more reliable product.**

✘ **B** faster communication systems.

✘ **C** better links with partner organisations.

✘ **D** the ability to work efficiently outside the office.

Imogen: ... Then, because the work of the design team is becoming so integrated, there are bound to be fewer slip-ups. This is going to be the huge advantage for our clients in the future, with buildings offering far fewer nasty surprises.

6 In Stephen's opinion, aspiring green architects should

✘ **A** evaluate as many different approaches to building as possible.

✘ **B** research the green credentials of potential employers.

✘ **C** re-examine procedures that seem to be working well.

✔ **D seize any opportunity to get hands-on experience.**

Stephen: Get as much exposure to the day-to-day stuff as you can, whether through a short holiday placement in a design firm, or working as a labourer on a building site over the summer. And keep your eyes open – check out how the professionals do certain things ...

Activity 4: Listening Part 4 – Task familiarisation discussion

Read the Part 4 exam task and then discuss the following questions with a partner.

- How many tasks are there?
- How many speakers will you hear in each task?
- How many extracts will you hear?
- How many multiple-choice options are there in each task?
- How many extra options are there, which do not match to any recording?

TASK ONE

For questions **1–5**, choose from the list (**A–H**) what each speaker likes most about their leisure pursuit.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the drawback of their leisure pursuit each speaker mentions.

While you listen you must complete both tasks.

A an ongoing sense of achievement

B the level of concentration called for

C the possibilities of social interaction

D the excitement of a creative challenge

E the mental stimulation

F the chance to help others

G escape from everyday concerns

H the opportunity to gain qualifications

Speaker 1		**1**
Speaker 2		**2**
Speaker 3		**3**
Speaker 4		**4**
Speaker 5		**5**

A conditions affecting motivation

B a feeling of frustration

C distraction from more productive activities

D the amount of space needed

E the frequent injuries

F short-lived benefits

G equipment requiring expenditure

H the potential for disappointment

Speaker 1		**6**
Speaker 2		**7**
Speaker 3		**8**
Speaker 4		**9**
Speaker 5		**10**

Activity 4: Listening Part 4 – Task familiarisation discussion

Strategy A	Strategy B
1. Highlight key words in the questions for both tasks. 2. Use the first listening to answer Task one. 3. Use the second listening to answer Task two.	1. Highlight key words in the questions for both tasks. 2. Use the first listening to answer Tasks one and two. 3. Use the second listening to check your answers.

Activity 4: Listening Part 4 – Exam Task one and Task two

TASK ONE

For questions **1–5**, choose from the list (**A–H**) what each speaker likes most about their leisure pursuit.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the drawback of their leisure pursuit each speaker mentions.

While you listen you must complete both tasks.

A an ongoing sense of achievement

B the level of concentration called for

C the possibilities of social interaction

D the excitement of a creative challenge

E the mental stimulation

F the chance to help others

G escape from everyday concerns

H the opportunity to gain qualifications

Speaker 1		**1**
Speaker 2		**2**
Speaker 3		**3**
Speaker 4		**4**
Speaker 5		**5**

A conditions affecting motivation

B a feeling of frustration

C distraction from more productive activities

D the amount of space needed

E the frequent injuries

F short-lived benefits

G equipment requiring expenditure

H the potential for disappointment

Speaker 1		**6**
Speaker 2		**7**
Speaker 3		**8**
Speaker 4		**9**
Speaker 5		**10**

Activity 4: Listening Part 4 – Adapted tasks with only five multiple-choice options

TASK ONE

For questions **1–5**, choose from the list (**A–H**) what each speaker likes most about their leisure pursuit.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the drawback of their leisure pursuit each speaker mentions.

While you listen you must complete both tasks.

A an ongoing sense of achievement

B the level of concentration called for

D the excitement of a creative challenge

E the mental stimulation

G escape from everyday concerns

Speaker 1		**1**
Speaker 2		**2**
Speaker 3		**3**
Speaker 4		**4**
Speaker 5		**5**

A conditions affecting motivation

B a feeling of frustration

C distraction from more productive activities

F short-lived benefits

H the potential for disappointment

Speaker 1		**6**
Speaker 2		**7**
Speaker 3		**8**
Speaker 4		**9**
Speaker 5		**10**

Activity 4: Listening Part 4 – Audioscript (complete)

Speaker 1

When I was in high school, I spent every free period in the art room. I remember one of our school projects was to make a sculpture taller than ourselves and I relished the chance to show what I could do. That opportunity for artistic experimentation was highly rewarding for me and gave me a love of pushing the boundaries. Occasionally these days I get a bit stuck in a rut and it drives me crazy if I keep churning out what I think is the same old stuff. So when the ideas do dry up, I try other arts and crafts or turn to the work of established artists for inspiration.

Speaker 2

I developed a love of kayaking after taking a course in it last summer. I got a real sense of freedom; a feeling of being at one with nature, but the biggest thrill came from the feeling of accomplishment at the end of my first outing and I still get that buzz every time. It isn't easy choosing a safe route down a river. You have to read the water for rocks and debris that can affect currents – river conditions can change with little warning and you have to be prepared for any eventuality and abandon a trip if things go against you. But there's no point in letting it get to you.

Speaker 3

Without hesitation I can say that the greatest de-stresser in my life has been my small vegetable patch. Five years ago when I had a job in advertising, I got embroiled in a really difficult project at work, and that's when I discovered that an hour or so with the spade helped me to put petty squabbles with colleagues into perspective. It's true that it's not always easy to force yourself out of the house and into the garden, particularly on cold, wet days, but I find that once I'm out there, I just don't want to stop. I can literally feel the tension fade away as I work.

Speaker 4

As a teenager I used to wander around the house doing a bit of homework in one room, then a bit more in the next, until I finally got it done. I'm the same now when I'm working. I find it really hard to sit still. It's just a way of dealing with excess energy. I suppose there is some element of keeping still when I'm playing my flute, but I quickly recognised that making music is what makes me feel at peace because it demands my full attention. I've realised that I have to break up the day with a variety of activities that will do that for me. The only thing is, as soon as I put the flute down, the restlessness returns.

Speaker 5

It's my partner's fault. He began doing puzzles and gave me a pointer or two as to how to go about solving them. I quickly became addicted and if it weren't for puzzles, I'd probably do more college work. I have a real passion for the difficult ones, the ones that involve some arithmetic. The downside is the way these puzzles absorb my attention. Though it is an inexpensive way to pass the time. I could make the excuse that my hobby keeps my mind active but of course, doing puzzles is a terrible waste of time – it won't pay the rent. But they make my life more enjoyable.

Activity 4: Listening Part 4 – Audioscript (complete highlighted audioscript with the answer key)

The key information for Task one is highlighted in yellow in the audioscript, and in green for Task two.

Speaker 1

When I was in high school, I spent every free period in the art room. I remember one of our school projects was to make a sculpture taller than ourselves and I relished the chance to show what I could do. That opportunity for artistic experimentation was highly rewarding for me and gave me a love of pushing the boundaries. Occasionally these days I get a bit stuck in a rut and it drives me crazy if I keep churning out what I think is the same old stuff. So when the ideas do dry up, I try other arts and crafts or turn to the work of established artists for inspiration.

Task one	
D	the excitement of a creative challenge
Task two	
B	the feeling of frustration

Speaker 2

I developed a love of kayaking after taking a course in it last summer. I got a real sense of freedom; a feeling of being at one with nature, but the biggest thrill came from the feeling of accomplishment at the end of my first outing and I still get that buzz every time. It isn't easy choosing a safe route down a river. You have to read the water for rocks and debris that can affect currents – river conditions can change with little warning and you have to be prepared for any eventuality and abandon a trip if things go against you. But there's no point in letting it get to you.

Task one	
A	an ongoing sense of achievement
Task two	
H	the potential for disappointment

Speaker 3

Without hesitation I can say that the greatest de-stresser in my life has been my small vegetable patch. Five years ago when I had a job in advertising, I got embroiled in a really difficult project at work, and that's when I discovered that an hour or so with the spade helped me to put petty squabbles with colleagues into perspective. It's true that it's not always easy to force yourself out of the house and into the garden, particularly on cold, wet days, but I find that once I'm out there, I just don't want to stop. I can literally feel the tension fade away as I work.

Task one	
G	escape from everyday concerns
Task two	
A	conditions affecting motivation

Speaker 4

As a teenager I used to wander around the house doing a bit of homework in one room, then a bit more in the next, until I finally got it done. I'm the same now when I'm working. I find it really hard to sit still. It's just a way of dealing with excess energy. I suppose there is some element of keeping still when I'm playing my flute, but I quickly recognised that making music is what makes me feel at peace because it demands my full attention. I've realised that I have to break up the day with a variety of activities that will do that for me. The only thing is, as soon as I put the flute down, the restlessness returns.

Task one	
B	the level of concentration called for
Task two	
F	short-lived benefits

Speaker 5

It's my partner's fault. He began doing puzzles and gave me a pointer or two as to how to go about solving them. I quickly became addicted and if it weren't for puzzles, I'd probably do more college work. I have a real passion for the difficult ones, the ones that involve some arithmetic. The downside is the way these puzzles absorb my attention. Though it is an inexpensive way to pass the time. I could make the excuse that my hobby keeps my mind active but of course, doing puzzles is a terrible waste of time – it won't pay the rent. But they make my life more enjoyable.

Task one	
E	the mental stimulation
Task two	
C	distraction from more productive activities

Answer keys

Activity 3 – Listening Part 3

Speaker	Answer
1	D
2	B
3	C
4	B
5	A
6	D

Activity 4 – Listening Part 4

Speakers	Task one	Task two
Speaker 1	D	B
Speaker 2	A	H
Speaker 3	G	A
Speaker 4	B	F
Speaker 5	E	C

Extra resources

You might find the following resources helpful for the development of listening skills, both in class and as independent self-study.

Lesson plans and resources for teachers

- A variety of free resources for preparing learners for Cambridge English Qualifications
- A guide to Integrating learning and assessment

Webinar recordings about developing listening skills

- Preparing students online for Cambridge English Listening exam papers (A2 Key, B1 Preliminary and C1 Advanced exams)
- Developing Listening skills

Learn more about research into second language learning

Field, J (2008) *Listening in the Language Classroom*, Cambridge University Press

Cambridge University Press has published over 20 free and easy-to-read research papers about second language learning and teaching. The following may be of particular interest:

- Giving feedback to language learners
- Specific Learning Difficulties in ELT
- Motivational aspects of using nearpeers as role models
- Personalization of language learning through mobile technologies
- Enhancing student interaction in the language classroom
- Phonics and literacy instruction for young learners in EFL
- The power of integrating learning and assessment

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