**Student’s Worksheet 1**

**One question multiple-matching task** – **tips**

**Exercise 1**

**Listen to the description of this task type and answer the questions below.**

1. How many speakers will you hear?
2. What is the connection between the speakers?
3. Does this task type always have the same question?
4. Is there a different question for each speaker?
5. Do you need to use all of the options?
6. Is it possible to have more than one answer for a speaker?
7. Do you have time to prepare for the task?
8. Do you have the opportunity to check your answer?

**Exercise 2**

**The table below gives some tips on how thinking about the language in the task will help when you are listening. Match the explanations and examples with the tip.**

|  |  |  |
| --- | --- | --- |
| **Language tips** | **How this may help** | **Example** |
| Look at adjectives and adverbs. |  |  |
| Think about alternative ways of expressing the same idea. |  |  |
| Think about opposites and negative structures. |  |  |

The speakers will use different words to the ones in the answer options to give the same meaning.

A *main benefit* of a course will be one that is *essential,* not just something that was *also included.*

The speakers may mention several points, but only one will be an exact match.

An opposite word for *objective* could be *emotional,* so *an emotional response was not required* has the same meaning as *I became objective.*

Another way of saying *express an idea* could be *get my message across.*

Putting an opposite word in a negative sentence is a way of saying the same thing.

**Student’s Worksheet 2**

**Language practice – alternative language**

**Exercise 1**

**Use the words in the box to complete the expressions which could indicate the main benefit of studying literature.**

stead grateful invaluable truth cornerstone

1. I’ll always be \_\_\_\_\_\_\_\_\_\_\_\_\_ to the course for making that clear to me.
2. You may think this is irrelevant, but nothing could be further from the \_\_\_\_\_\_\_\_\_\_\_\_\_ .
3. Learning how to do this was \_\_\_\_\_\_\_\_ for my future career.
4. Developing that technique has stood me in good \_\_\_\_\_\_\_\_ in my current job.
5. Studying literature was the \_\_\_\_\_\_\_\_ of everything I went on to do later in life.

**Exercise 2**

**Put the words and expressions below into the correct column in the table. You need to match meaning, not word type.**

train of thought reveal get my message across accept

emotional response published writing combine unquestioningly admire

those with vastly different experiences detached observation

insight superficial

|  |  |  |
| --- | --- | --- |
|  | **Similar meaning** | **Opposite meaning** |
| challenge |  |  |
| established writers’ work |  |  |
| understanding |  |  |
| other people |  |  |
| bring together |  |  |
| idea |  |  |
| express clearly |  |  |
| be objective |  |  |
| detect what is hidden |  |  |
| beneath the surface |  |  |

**Student’s Worksheet 3**

**Sample Linguaskill Listening task**

**Look at the question and options from a one question multi-matching listening task. Highlight the important words.**

**What does each person say was the main benefit to them of studying literature?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Speaker** | | | | |
|  |  | **1** | **2** | **3** | **4** | **5** |
| **A** | I learned to detect what was hidden beneath the surface. |  |  |  |  |  |
| **B** | It impressed a number of different employers. |  |  |  |  |  |
| **C** | It helped me to bring ideas together and express them clearly. |  |  |  |  |  |
| **D** | I gained the confidence to challenge established writers’ work. |  |  |  |  |  |
| **E** | It made me reconsider what to do with my life. |  |  |  |  |  |
| **F** | I became completely objective in my approach. |  |  |  |  |  |
| **G** | It revealed some solutions to common problems. |  |  |  |  |  |
| **H** | It led me to a greater understanding of other people. |  |  |  |  |  |