**Task Introduction**

- Listen and Read (Hotspots) tasks assess test takers’ listening and reading skills.
- These tasks are included at all levels of the test.
- Test takers are required to find differences between what they hear and what they read.
- These tasks test the abilities to read under timed conditions, to follow oral sequences of information, to match spoken information to written text, and to recognise the relationship between the spelling and pronunciation of a word.
- Test takers listen to a recording while reading a transcript of what is said. The transcript contains around 5–6 ‘errors’ – words which differ from what is said. Test takers should click these errors while listening or after the recording ends.
- Errors will be single words, not groups of words. Incorrect words do not appear next to each other.
- The passages that feature in this task are quite short: around 30–50 words at A1 and A2 levels; around 50–100 words at B1, B2, C1 and C2 levels.
- The recording could be part of a talk or conversation.
- There are 2–3 Listen and Read (Hotspots) tasks on each test.
- On screen, the task will look like this:

>
- The recording is played only once.
- The Audio Status box will count down from 10 seconds to zero and then the recording will play.
Task Introduction

- There is time after the recording ends to click on errors, but it is better to do so while listening.
- Words are highlighted in yellow when they are clicked on.
- They remain highlighted in yellow unless they are clicked on again.
- If test takers click on a word by mistake, they can click again to de-select it.
- Test takers should only select words that they are certain are incorrect. This task has negative marking – that is, points will be deducted if correct words are highlighted as being incorrect.
- At the end of the recording, once they have clicked on every error, test takers should click ‘Next’ to move to the next task.
Strategies for Success

- Skim the text before listening. Test takers only have 10 seconds before the recording begins. This is probably not enough time to read the whole text carefully. Skim it quickly to get a general sense of what it is about and focus on working out the pronunciation of the main content words.

- Make sure to start reading from the beginning of the text when the recording starts. Test takers should be focused on the first word when the 10-second countdown ends. This will allow them to start following along with the recording.

- Listen carefully. Test takers should concentrate on every word while listening. They should pay particular attention to the content words (nouns, verbs, adjectives and adverbs) as these are more likely to be where the errors that need to be clicked occur.

- Pay attention to the start of words. Some errors will involve a word of the recording being replaced by a word in the text that starts with a different first letter. Paying particular attention to the first letter/syllable of each word can help test takers to identify some errors.

- Look and listen for small differences. Some errors will involve small differences between what is said in the recording and what is written in the text. Test takers need to focus carefully, as some errors will involve minimal pairs – that is, words that differ in one small way, such as ‘ship’ and ‘shop’ or ‘right’ and ‘tight’.

- Be ready to click. Move the cursor along the words as you read. When you hear a word that does not match the text, click on that word in the text immediately.

- Do not get distracted. Some test takers get distracted, particularly when thinking about how a word is pronounced or when unsure whether a word is incorrect. Getting distracted can mean they miss incorrect words later in the transcript. Test takers should make sure they are always reading along as the passage is spoken. If there is something they want to come back to check or change, they have some time once the recording ends.
**Listen and Read (Hotspots): Activities for all learners**

The passages used in Listen and Read (Hotspots) tasks will vary in terms of length, vocabulary level and sentence complexity according to the level of the test. Test takers at lower levels will be listening to and reading passages that contain simpler sentences and more common words, and higher-level test takers will be dealing with longer passages containing more complex sentences and higher-level vocabulary. The length of passage in A1 and A2 level tests will be 30–50 words, while passages will be between 50 and 100 words in B1, B2, C1 and C2 tests.

To prepare for Listen and Read (Hotspots), all learners should be helped to understand the requirements of the task. They should all practise listening to short talks while reading the transcript of the talk. All learners should also be trying to build their vocabulary so that they are familiar with the words they hear on the recordings.

**Understanding the task**

After introducing the format of Listen and Read (Hotspots) tasks to your learners and explaining the Strategies for Success on page 1, check that they have understood by using the following comprehension questions and/or gap-fill summary.

**Multiple-Choice Questions**

1. Which skills do these tasks test?
2. How many incorrect words will there be in the transcript?
3. What should test takers do while listening to the recording?
4. Which words should test takers click on?
5. What happens to a word after it has been clicked?
6. What should test takers do if they have clicked a correct word by mistake?

**Answers:** 1) reading and listening 2) 5–6 3) read the transcript 4) errors/incorrect words/words different to recording 5) highlighted in yellow 6) click it again
Listen and Read (Hotspots): Activities for all learners

Gap-fill summary

During the 10-second count down before the recording begins, test takers should (i) ________ the text. It is important to be ready to begin (ii) ________ from the start of the text as soon as the (iii) ________ begins. Follow each word as it is (iv) ________ and do not get (v) ________ from reading the text. If necessary, there is time at the end of the recording to (iv) ________ incorrect words.

Word options

a) spoken   b) recording  c) reading  d) distracted  e) skim  f) select

Answers: (i) e – skim  (ii) c – reading  (iii) b – recording  (iv) a – spoken  (v) d – distracted  (vi) f – select

Talks with transcripts

Each section of activities here contains an example task that can be used for practice and in the final section there are more practice tasks, divided according to level from A2-C1. It is also sometimes a good idea to create your own additional practice tasks. The simplest and most effective way to do this for Listen and Read (Hotspots) tasks is to find online talks with transcripts. Type something like ‘Talks with transcript’ into a search engine and add a topic, such as ‘the environment’, that will interest and motivate your learners.

Once you have found a talk with a transcript, select a section of appropriate length: 30-50 words for A1 and A2 learners and between 50 and 100 words for B1-C2. Change around 5 words in the transcript; e.g. you could change ‘Many issues have been identified in this region’ to ‘Many issues have been identified in this area’ or ‘The article produced an angry response’ to ‘The article prompted an angry response’. Space the changes out. Don’t change more than one word in any sentence. Try to make the changes still sound plausible; i.e. learners shouldn’t be able to spot the incorrect words by just reading the text.

After you have produced the transcript with errors, give it you your learners. Then play the section of the recording and ask them to identify the errors.

Warning: Some online video platforms provide transcripts that have been generated automatically, rather than produced by a human. These can often include inaccuracies, so you should check them carefully against the recording before using them in class.
Listen and Read (Hotspots): Activities for A1/A2

English users at the A1 level should be able to understand short, simple texts, a single phrase at a time, and recognise familiar words and phrases. They should be able to follow speech that is slow and clearly articulated. At A2 level, learners should be able to understand texts on familiar matters that consist of high frequency everyday language. They can follow speech containing phrases and expressions related to personal and family information, shopping, local geography and employment, as long as it is clear and slow. Listen and Read (Hotspots) tasks test listening and reading skills. You can help your learners prepare for the test by using the A2 example task below and other practice tasks on page 6.

Audio_A2_118_1

Transcript

This is an announcement about the presentation in room 765. Mr Morris will talk about the school show, which is about animals in Africa this year. The school is doing this in November and Mr Morris is looking for actors today. Please go if you are interested.

On-screen text

This is an announcement about the presentation in room 759. Mr Morris will talk about the school concert, which is about life in Africa this year. The school is doing this in December and Mr Morris is looking for dancers today. Please go if you are interested.

On-screen text (with errors highlighted)

This is an announcement about the presentation in room 759. Mr Morris will talk about the school concert, which is about life in Africa this year. The school is doing this in December and Mr Morris is looking for dancers today. Please go if you are interested.
Listen and Read (Hotspots):
Activities for A1/A2

Minimal pairs (A1/A2 activities)

A minimal pair is a pair of words that only differ in one sound, such as ‘chip’ and ‘chap’. Working on minimal pairs can help lower-level learners come to recognise the sounds of English, and it can be especially useful to focus on vowel sounds. Working with minimal pairs is particularly useful when preparing for Listen and Read (Hotspots) tasks, as these can often involve distinguishing between two words that sound similar to each other.

One way to use minimal pairs is number dictation. Write a list of minimal pairs on the board like this:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>seat</td>
<td>Sit</td>
</tr>
<tr>
<td>wet</td>
<td>Wait</td>
</tr>
<tr>
<td>hard</td>
<td>Had</td>
</tr>
<tr>
<td>now</td>
<td>Know</td>
</tr>
<tr>
<td>bat</td>
<td>But</td>
</tr>
</tbody>
</table>

Read one word from each pair randomly selecting between the columns. Ask learners to write the column number for each word you say. For example, ‘seat’ ‘wet’ ‘had’ ‘know’ ‘bat’ would be ‘1,1,2,2,1’. Repeat the sequence if they are unsure and check whether they have the right numbers. Points could be awarded for correct sequences if you want to make things competitive.

Another way to use minimal pairs, and to get a class active and moving, is to link words to actions. For example, the words on the left in the table above could be ‘stand up’ words and those on the right could be ‘sit down’ words. You say a word and your learner need to stand up or sit down according to which column you have said a word from. To make this move fun, and to reduce the risk of learners copying each other when they don’t know, you could ask them to close their eyes before standing up or sitting down, and then to open their eyes to see what their classmates have done.
Listen and Read (Hotspots): Activities for A1/A2

Vocabulary Posters

To get A1 and A2 learners ready for Listen and Read (Hotspots) tasks, it is necessary both to increase the number of words that they know and to ensure that they actually ‘know’ words that they can already recognise in writing. Many learners are likely to have some familiarity with the meaning of a word in its written form but do not know how it is pronounced. Not knowing what a word sounds like in natural speech can make identifying errors in Listen and Read (Hotspots) tasks much more difficult.

Asking your learners to create vocabulary posters can be an effective way to identify any pronunciation difficulties they have with their existing vocabulary while also boost their vocabulary in certain topic areas.

1. Divide your learners into groups of 2-4.
2. Give each group a large piece of poster paper with an image of some kind. Give each group a different image. Good images to use would include city scenes, such as shopping centres, sports events and famous people.
3. Challenge students to write down as many words as they can related to the image without using a dictionary. Set a time limit.
4. Ask each group to display their image and word list to other groups when the time is up.
5. Groups should take it in turns to read their word list to the other groups. This will give you a chance to identify any pronunciation issues. You might want to ask higher-level students to give examples of how each word could be used in a sentence describing the image.
6. Now, give each group a dictionary or let them access an online dictionary on their phone.
7. Challenge each group to add 5-10 more words to their word list using the dictionary. Set another time limit.
8. Again, ask them to present their words to other groups.
9. Encourage learners to make note of new words that learners in other groups mention.

This activity can be effective with both bilingual and monolingual dictionaries. Make sure you let your learners know which kind you want them to use.

Follow up the vocabulary posters task with a productive writing activity to reinforce the new words. For example, you could ask learners to use the new vocabulary on their word lists to write a paragraph about their image.
Listen and Read (Hotspots): Activities for B1/B2

When listening, B1 learners can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated. They can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. B2 learners can understand standard spoken language on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. They can read with a large degree of independence, adapting style and speed of reading to different texts and purposes. Listen and Read (Hotspots) tasks test these listening and reading skills. You can help your learners prepare for the test by using the B1 example task below and other practice tasks on page 6.

Transcript
Welcome to Bridport everyone and welcome to our first Happy Place festival! This event brings together people of all ages and cultures to share their experiences of being positive, happy and healthy. We have the best British bands playing on various stages all weekend long. We also have amazing chefs creating the best dishes from all over this beautiful planet.

On-screen text
Welcome to Bridport everyone and welcome to our first Happy Place festival! This event brings together people of all ages and cultures to share their experiences of being positive, happy and healthy. We have the best British bands playing on various stages all weekend long. We also have amazing chefs creating the best dishes from all over this beautiful planet.

On-screen text (with errors highlighted)
Welcome to Bridport everyone and welcome to our first Happy Place festival! This occasion brings together people of all ages and cultures to share their experiences of being positive, happy and healthy. We have the best British groups playing on various stages all evening long. We also have amazing cooks creating the best dishes from all over this beautiful planet.
Listen and Read (Hotspots):
Activities for B1/B2

Vocabulary grab (syllable focus)

The ability to quickly recognise how many syllables a word contains can help test takers perform well in Listen and Read (Hotspots) tasks, as well as improve their overall listening comprehension and pronunciation. A good activity for building learners’ awareness of syllables is a vocabulary grab game, which can also be used for introducing and reinforcing new words. Vocabulary grab activities follow these steps:

- Produce sets of 10–30 words – one card per word – containing words that vary in number of syllables (e.g. 5 x one-syllable words; 5 x two-syllable words, 5 x three-syllable words, 5 x four-syllable words)
- Divide learners into pairs/small groups and give each pair/group a set of words. (It is not essential that each group has the same words as each other, but they need the same mixture of one/two/three/four syllable words.
- When you call out a number from 1–4, learners must race against their partner/group to grab a word with that number of syllables. When the first learner has grabbed a card, they must read it to their partner/group to confirm the number of syllables is correct. If it is, they get a point. If it isn’t, they lose one.
- You can introduce movement into this activity by having learners race across a room in order to grab words from a board or wall. You can also use the activity to focus on word meaning at the same time as syllable length by, for example, calling out “a one-syllable word that means ‘important’”.

Story writing

Story writing is an excellent way to help develop B1/B2 learners’ vocabulary, as they will want to communicate ideas that they don’t currently know the words to express. Story writing can also be used to help develop learners’ awareness of how words that are familiar to them in written form are actually pronounced.

- First, give learners a time limit appropriate to the group and tell them they need to write a short story containing at least one event. You can be more or less specific about the story’s topic, according to the needs of your group. For example, you may want to say “you have fifteen minutes to write a short story about what your favourite celebrity did last year” or you could simply say ‘about something that interests you’. At first, tell learners they cannot use a dictionary.
- Once the time limit is up, ask learners to read their story aloud to a partner. As they do so, move around checking their pronunciation and giving corrections/advice. Once they have each read their story, you may want to ask some of the students to read to the whole class or you could use some drilling to work on words they have had difficulty pronouncing.
Listen and Read (Hotspots): Activities for B1/B2

Story writing (continued)

• Next, tell learners they will be improving their stories by using a dictionary to add and replace vocabulary. You could distribute paper dictionaries or let learners use dictionaries on their phone. Explain that they should first try to add more descriptive language by inserting a certain number of adjectives and adverbs into their story. You could say, for example, one per sentence or two per paragraph, depending on your learners’ level.

• After learners have added descriptive words, ask them to try to replace some nouns and verbs they have used with appropriate, higher-level synonyms. For example, if they have written a story about someone ‘going on a trip’ they could use a dictionary to change this to something like ‘venturing out on an expedition’. Again, set learners a time limit and a specific target, such as replacing at least 5 words, for improving their stories.

• Once that time limit is up, have learners read their stories again to their partners. Before they do this, give them a little time to study/listen to the pronunciation of the new vocabulary with their dictionaries. You may want to award prizes for the best story, the funniest story or the story with the most advanced vocabulary etc.

This story writing activity is not only a good way to get learners ready for Listen and Read (Hotspots) tasks by improving their pronunciation and vocabulary, it is also a way for them to practise an important stage of process writing – drafting and then redrafting written work. Explain to learners that this is something that they should regularly try to do when producing stories, summaries and short essays.

Group reading quick change

Listen and Read (Hotspots) tasks require learners to concentrate fully on following the written text as they listen to the recording. This can be a hard task for some learners. To help them develop their concentration ability, group reading tasks can be very useful.

• Find an appropriate text and explain that one learner will be asked to begin reading before others are given a turn.

• Explain that, unlike group reading tasks they may be used to, the change of which learner is reading will happen mid-sentence not at the end of a sentence. Also explain that when you call out someone’s name, they must begin reading within 2 seconds.

• Ask the first learner to begin and after they have read 5-10 words shout out the name of another learner.

• Introduce some kind of penalty for beginning too slowly if you think it would be useful.

If you are working with a very large group, you might want to divide them up into groups of 5 or 6, with learners taking it in turns to take on the role of ‘teacher’ calling out the names of other members of their group.

The best texts to use for this activity are ones that are already familiar to learners or that are a little below their level. When changing readers, make sure the learner who will begin next is starting on a familiar word that they can read.
Listen and Read (Hotspots):
Activities for C1/C2

When listening, C1 learners can follow extended speech on abstract and complex topics. They can understand lengthy, detailed, complex texts, whether or not they relate to personal areas of speciality. C2 users have no difficulty in understanding any kind of spoken language delivered at fast native speed. They can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning. Listen and Read (Hotspots) tasks test these listening and reading skills. Use the example task below and others on page 6 to help your learners prepare.

Transcript

If you’ve ever found yourself bemoaning the fact that people don’t speak ‘correctly’ nowadays, then today’s show is for you! We’re discussing why languages tend to mutate over time. There are parallels to be drawn between biological and linguistic evolution. Evolutionary biology has shown that humans adapt to their environment by selecting the specific traits which will help them survive. Similarly, people’s use of language reflects the context within which they are operating. For various sociological reasons, certain words may become outdated and be replaced by other expressions. This often occurs as a result of exposure to different cultural influences.

On-screen text

If you’ve ever found yourself lamenting the fact that people don’t speak ‘correctly’ nowadays, then today’s show is for you! We’re discussing why languages tend to diverge over time. There are analogies to be drawn between biological and linguistic evolution. Evolutionary biology has shown that humans adapt to their environment by selecting the specific attributes which will help them survive. Similarly, people’s use of language reflects the context within which they are operating. For various sociological reasons, certain words may become obsolete and be replaced by other expressions. This often occurs as a result of exposure to different cultural influences.

On-screen text (with errors highlighted)

If you’ve ever found yourself lamenting the fact that people don’t speak ‘correctly’ nowadays, then today’s show is for you! We’re discussing why languages tend to diverge over time. There are analogies to be drawn between biological and linguistic evolution. Evolutionary biology has shown that humans adapt to their environment by selecting the specific attributes which will help them survive. Similarly, people’s use of language reflects the context within which they are operating. For various sociological reasons, certain words may become obsolete and be replaced by other expressions. This often occurs as a result of exposure to different cultural influences.
**Listen and Read (Hotspots):**

**Activities for C1/C2**

### Minimal pair/Synonym vocabulary races

Vocabulary races can help learners develop their language ability in many ways. Simply set a time limit and ask learners to race to create a list of as many of a certain kind of word as possible, or without a time limit, ask learners to create a list of a certain number of words of a certain type. For example, you could say “You have 3 minutes to write as many words that have a similar meaning to ‘excellent’ as possible” or “Let’s race to see who can write 10 words that rhyme with ‘best’.” To prepare learners for Listen and Read (Hotspots) tasks, vocabulary races that focus on higher-level synonyms or minimal pairs can be very effective. You can also use vocabulary races related to other work you are doing in class; e.g. “Let’s race to see who can write 10 words we studied last week.”

### Spot the mistake sentences

When preparing learners for Listen and Read (Hotspots) tasks, it is useful to make them aware of the kinds of errors they might encounter. These can include synonyms, minimal pairs, other similar sounding words, and other words that may change the meaning of the sentence but still fit grammatically. Show them the example task above, and others on page 6 of this document, and explain that they will be trying to create their own practice tasks in competition with their classmates.

- Ask each learner to write 3–5 sentences, each containing one error. They should write each sentence twice, on separate pieces of paper, with just one word differing between the two versions. (For higher-level learners, the 3–5 sentences could form one continuous text, like the real Listen and Read (Hotspots) tasks, but this is not necessary for this activity to work. It is quicker if you tell the students that the sentences can be about different topics.)

- Once the learners have produced their sentences, divide the group into pairs. They should give one version of each sentence to their partner, who should read it while the learner who wrote it reads out the other version.

- While listening to each other, learners should try to identify the errors in the way they would during Listen and Read (Hotspots) tasks. If they do so correctly, they get 1 point. If a learner cannot spot the error, the person who wrote the sentence gets 5 points. This will encourage learners to produce trickier sentences for each other.

If you have a group of learners who struggle to produce their own sentences for this task, you could ask them to extract sentences from a text and change one word. If some learners are finding the activity too easy, you could ask them to increase the speed they read aloud at. This can help learners to develop their speed-reading skills. It is important though that the reader makes sure all words are pronounced and stressed naturally when reading aloud more quickly.
**Listen and Read (Hotspots):**

**Activities for C1/C2**

**Auto generated subtitles**

Online video platforms often present content with automatically generated subtitles, as do some traditional television channels. Ask learners to listen while reading and to try identifying errors in the transcribed speech. Before setting the task, find one or two examples of subtitles with errors to show the whole class. Then, set the task as something for them to do on their phones in class or for them to do as homework. You can set up the task as a competition with the winner being the learner who finds the most errors.

Of course, there is a chance that learners will find videos with subtitles that do not contain errors. Don’t worry, this isn’t a problem. Listening to videos while reading accurate subtitles is still a good way for learners to prepare for Listen and Read (Hotspots) tasks. Suggest to them that, if they find a video that does not contain any errors in the first few minutes, that it might be worth them looking at a different video or using a different online platform. Typically subtitles for professionally produced videos are likely to be more accurate than those for amateur content. You may want to point learners towards particular videos if they are struggling to find errors.
Listen and Read (Hotspots):
Practice Tasks

A2

Audio script

We’re sorry that the sports centre is closed for six weeks. It will open again on 8th July. This is so we can build the new swimming pool. We are also changing the showers. We have sent letters to everyone about this and there is more information on our website.

On-screen text

We’re sorry that the sports centre is closed for seven weeks. It will open again on 8th June. This is so we can clean the new swimming pool. We are also changing the toilets. We have sent emails to everyone about this and there is more information on our website.

On-screen text (with errors in brackets)

We’re sorry that the sports centre is closed for {seven} weeks. It will open again on 8th {June}. This is so we can {clean} the new swimming pool. We are also changing the {toilets}. We have sent {emails} to everyone about this and there is more information on our website.

Audio script

Hi, it’s Amanda. It’s my birthday today, so I’m having a party this week. It’s on Friday May the fifth, and it starts at 6.30. My address is Flat 23, Luton Tower, and that’s on Bridge Street. It’s best to get there by bus. I hope you can come. Bye.

On-screen text

Hi, it’s Amanda. It’s my birthday tomorrow, so I’m having a party this month. It’s on Friday May the fifth, and it starts at 7.30. My address is Flat 23, Luton Tower, and that’s on Bridge Road. It’s best to get there by car. I hope you can come. Bye.

On-screen text (with errors in brackets)

Hi, it’s Amanda. It’s my birthday {tomorrow}, so I’m having a party this {month}. It’s on Friday May the fifth, and it starts at {7.30}. My address is Flat 23, Luton Tower, and that’s on Bridge {Road}. It’s best to get there by {car}. I hope you can come. Bye.
Listen and Read (Hotspots): Practice Tasks

A2

Audio_A2_118_4

Audio script
Good morning everyone. Please listen to this information. The train to London is ten minutes late. It will leave at eleven fifty. The train now at platform three is the eleven fifty-seven train to Birmingham. The next train to Manchester will be the twelve ten. Thank you.

On-screen text
Good morning everyone. Please listen to this news. The train to London is ten minutes early. It will leave at eleven fifty. The train now at platform three is the twelve fifty-seven train to Birmingham. The last train to Manchester will be the twelve fifteen. Thank you.

On-screen text (with errors in brackets)
Good morning everyone. Please listen to this {news}. The train to London is ten minutes (early). It will leave at eleven fifty. The train now at platform three is the (twelve) fifty-seven train to Birmingham. The (last) train to Manchester will be the (fifteen). Thank you.

Audio_A2_118_5

Audio script
Good morning. The 10.30 coach to London is going to depart soon. Please could all passengers go to the waiting area now. If you are travelling to Oxford, please go to the restaurant because this service is late today. Thank you.

On-screen text
Good morning. The 10.30 bus to London is going to leave soon. Please could all passengers go to the station area now. If you are going to Oxford, please go to the reception because this service is late today. Thank you.

On-screen text (with errors in brackets)
Good morning. The 10.30 {bus} to London is going to {leave} soon. Please could all passengers go to the {station} area now. If you are {going} to Oxford, please go to the {reception} because this service is late today. Thank you.
Listen and Read (Hotspots):
Practice Tasks

B1

Audio script
Welcome to our walking tour of the western hills. This tour will take us along some of the most beautiful paths in the hills. We won’t, however, be going too high up as there are also very dangerous trails up there. It may be a clear, sunny day down here right now but, later on, it could suddenly turn quite cloudy and dark even. Make sure you’ve packed some water, a jacket and a map. You’re going to need them. Okay, shall we begin?

On-screen text
Welcome to our biking tour of the western hills. This tour will take us along some of the most beautiful roads in the hills. We won’t, however, be going too high up as there are also very dangerous cliffs up there. It may be a clear, sunny day down here right now but, later on, it could suddenly turn quite cloudy and black even. Make sure you’ve packed some water, a coat and a map. You’re going to need them. Okay, shall we begin?

On-screen text (with errors in brackets)
Welcome to our {biking} tour of the western hills. This tour will take us along some of the most beautiful {roads} in the hills. We won’t, however, be going too high up as there are also very dangerous {cliffs} up there. It may be a clear, sunny day down here right now but, later on, it could suddenly turn quite cloudy and {black} even. Make sure you’ve packed some water, a {coat} and a map. You’re going to need them. Okay, shall we begin?
**Listen and Read (Hotspots): Practice Tasks**

**Audio script**

I love life at university! When I first moved to the campus, everything was a little scary. It was the first time I’d been away from home, living by myself. I got used to it quickly though. My favourite class this year is political science – the professor is really helpful. As we are moving towards the end of the academic year, I’m thinking about what courses to choose for next year. There are so many subjects that interest me.

**On-screen text**

I love life at university! When I first moved to the college, everything was a little scary. It was the first time I’d been away from home, living by myself. I got used to it quickly though. My favourite class this year is natural science – the professor is really wonderful. As we are moving towards the end of the university year, I’m thinking about what courses to choose for next year. There are so many topics that interest me.

**On-screen text (with errors in brackets)**

I love life at university! When I first moved to the (college), everything was a little scary. It was the first time I’d been away from home, living by myself. I got used to it quickly though. My favourite class this year is (natural) science – the professor is really (wonderful). As we are moving towards the end of the (university) year, I’m thinking about what courses to choose for next year. There are so many (topics) that interest me.
Listen and Read (Hotspots):
Practice Tasks

B1

Audio script

Hi Tim. I know we said we’d meet outside the town hall today, but I’m still busy at work. Could you meet me here instead? It’s a little difficult to find, but the most direct way is to go down the high street. As you approach the castle, you’ll see a shoe shop on your right. Turn down the little path and you’ll see a playground. Cross it, and my office is on the right-hand side of the tall, red building. See you soon!

On-screen text

Hi Tim. I know we said we’d meet outside the town house today, but I’m still busy at work. Could you meet me here instead? It’s a little difficult to find, but the most direct way is to go down the high street. As you reach the castle, you’ll see a shoe shop on your right. Turn down the little road and you’ll see a playground. Pass it, and my office is on the right-hand side of the small, red building. See you soon!

On-screen text (with errors in brackets)

Hi Tim. I know we said we’d meet outside the town {house} today, but I’m still busy at work. Could you meet me here instead? It’s a little difficult to find, but the most direct way is to go down the high street. As you {reach} the castle, you’ll see a shoe shop on your right. Turn down the little {road} and you’ll see a playground. {Pass} it, and my office is on the right-hand side of the {small}, red building. See you soon!
Listen and Read (Hotspots):
Practice Tasks

B1

Audio_B1_118_5

Audio script
Thank you for calling the customer services department of Williamson’s Car Insurance Company. Your call is important to us. All our assistants are currently busy. You are number 3 in a queue of 9 people waiting to be served. If you wish to update your car insurance, please select 1 on your phone. If you have a question about payment, please choose 2. For all other matters, please wait on the line until one of our members of staff becomes available. We would like to inform you that your call may be recorded for training purposes.

On-screen text
Thank you for calling the customer services department of Williamson’s Car Insurance Company. Your call is important to us. All our agents are currently busy. You are number 3 in a queue of 9 people waiting to be helped. If you wish to update your car insurance, please select 1 on your phone. If you have a question about payment, please choose 2. For all other subjects, please wait on the line until one of our members of staff becomes available. We would like to advise you that your call may be recorded for training projects.

On-screen text (with errors in brackets)
Thank you for calling the customer services department of Williamson’s Car Insurance Company. Your call is important to us. All our {agents} are currently busy. You are number 3 in a queue of 9 people waiting to be {helped}. If you wish to update your car insurance, please select 1 on your phone. If you have a question about payment, please choose 2. For all other {subjects}, please wait on the line until one of our members of staff becomes available. We would like to {advise} you that your call may be recorded for training {projects}.
Listen and Read (Hotspots):

**Practice Tasks**

**Audio script**

I’m calling the show to talk about the problems I’ve encountered since deciding to work from home. I honestly hadn’t expected it to be quite so challenging. For instance, it’s difficult to focus because there are so many distractions at home, especially from my children! I think it’s harder to be very productive when there’s no physical separation between your work and home life. When I used to go out to work, my work finished the moment I left the office. Now however, there are no specific boundaries, so switching off mentally is much harder. I’m constantly at work!

**On-screen text**

I’m calling the show to talk about the problems I’ve faced since deciding to work from home. I honestly hadn’t expected it to be quite so demanding. For instance, it’s difficult to focus because there are so many interruptions at home, especially from my children! I think it’s harder to be very efficient when there’s no physical separation between your work and home life. When I used to go out to work, my work finished the moment I left the office. Now however, there are no specific limits, so switching off mentally is much harder. I’m constantly at work!

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In this section of the museum, the first exhibit on the right is a vase. It was discovered near an ancient burial site near here. Experts have different opinions about its purpose. It was initially thought to be simply for transporting water. However, the detailed decorations may suggest that it was used during important ceremonies. Furthermore, if you look carefully, you’ll notice some images which have been painted over, thus adding to the mystery. This makes it hard for experts to determine the actual date of the vase.

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On-screen text

In this section of the museum, the first piece on the right is a vase. It was discovered near an ancient memorial site near here. Experts have different opinions about its purpose. It was originally thought to be simply for transporting water. However, the detailed decorations may suggest that it was used during important rituals. Furthermore, if you look carefully, you’ll notice some images which have been painted over, thus adding to the complexity. This makes it hard for experts to determine the actual date of the vase.

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Listen and Read (Hotspots): Practice Tasks

B2

Audio script

Today’s show explores the commercial realities of the art world. Artists are admired for their passion and creativity, but it would be wrong to assume that they pay no attention to business matters. After all, collectors are just as likely to purchase a piece for investment purposes as they are to buy something as a personal treat. Therefore, artists often employ promotional strategies to boost their brand. Specialist art agents can help with this and can also negotiate with clients. In addition, less well-known artists may have to take on projects which don’t necessarily represent their personal artistic style.

On-screen text

Today’s show explores the corporate realities of the art world. Artists are admired for their passion and creativity, but it would be wrong to presume that they pay no attention to business matters. After all, consumers are just as likely to purchase a piece for investment purposes as they are to buy something as a personal treat. Therefore, artists often employ marketing strategies to boost their brand. Specialist art agents can help with this and can also negotiate with clients. In addition, less well-known artists may have to take on projects which don’t necessarily reflect their personal artistic style.

On-screen text (with errors in brackets)

Today’s show explores the {corporate} realities of the art world. Artists are admired for their passion and creativity, but it would be wrong to {presume} that they pay no attention to business matters. After all, {consumers} are just as likely to purchase a piece for investment purposes as they are to buy something as a personal treat. Therefore, artists often employ {marketing} strategies to boost their brand. Specialist art agents can help with this and can also negotiate with clients. In addition, less well-known artists may have to take on projects which don’t necessarily {reflect} their personal artistic style.
Hello, this is Marie Jones calling from the College Admissions Office. I just wanted to check whether you needed any further assistance in order to complete your application. As you know, it will need to be submitted by the end of the month in order for you to be considered for a place. Demand for places is extremely high so we cannot accept any applications which are sent after the deadline. I’d be happy to answer any questions about the application process, but it’s also worth consulting the course webpage to find out more about entry requirements.

Hello, this is Marie Jones calling from the College Communications Office. I just wanted to check whether you needed any further support in order to complete your application. As you know, it will need to be registered by the end of the month in order for you to be considered for a place. Competition for places is extremely high so we cannot accept any applications which are sent after the deadline. I’d be happy to answer any questions about the application process, but it’s also worth consulting the course handbook to find out more about entry requirements.

Hello, this is Marie Jones calling from the College {Communications} Office. I just wanted to check whether you needed any further {support} in order to complete your application. As you know, it will need to be {registered} by the end of the month in order for you to be considered for a place. {Competition} for places is extremely high so we cannot accept any applications which are sent after the deadline. I’d be happy to answer any questions about the application process, but it’s also worth consulting the course {handbook} to find out more about entry requirements.
Welcome to the programme. Today we’re looking at how dietary factors can affect how well we sleep. Scientists have discovered a connection between sugar consumption and sleep quality. Sugar has been found to disrupt our sleep patterns, meaning that the overall quality of our sleep is poor. This obviously leaves us lacking energy the following day. It also affects the body’s ability to maintain a healthy balance of hormones. In particular, it inhibits the production of hormones which regulate appetite. So, when combined with feeling tired, it is no wonder that we then prefer more sugary food!

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Listen and Read (Hotspots):
Practice Tasks

Audio_C1_118_2

Audio script

I’m honoured to introduce our guest speaker, Dr Lizbeth Wilson. Dr Wilson’s contributions to archaeology cannot be overstated. For instance, she has helped transform the way archaeologists do fieldwork thanks to her pioneering use of radar technology. This evening, Dr Wilson is going to share with us some of the latest findings from the excavations she is currently leading in the Andes. Her talk will provide a fascinating insight into daily life in ancient Peruvian settlements, and we will also get a rare glimpse of some stunning sacrificial artefacts that her team has unearthed. Please welcome Dr Wilson!

On-screen text

I’m honoured to introduce our guest speaker, Dr Lizbeth Wilson. Dr Wilson’s contributions to archaeology cannot be {overestimated}. For instance, she has helped transform the way archaeologists do fieldwork thanks to her {ground-breaking} use of radar technology. This evening, Dr Wilson is going to share with us some of the latest findings from the {research} she is currently leading in the Andes. Her talk will provide a fascinating insight into daily life in ancient Peruvian {civilisations}, and we will also get a rare glimpse of some stunning {ceremonial} artefacts that her team has unearthed. Please welcome Dr Wilson!

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Listen and Read (Hotspots):

Practice Tasks

C1

Audio script

Today we’re discussing the benefits of introducing computer literacy classes at an early age. Did you know that our nation’s children lag behind their counterparts in other countries when it comes to basic IT skills? That’s according to a major quantitative study conducted across fifty countries. To address this issue, the government has unveiled plans to teach basic coding at kindergarten level. Educational experts have hailed this move as a step in the right direction. Research shows that teaching children the basics of computer languages enhances their analytical skills. Furthermore, it also cultivates creativity and curiosity in children.

On-screen text

Today we’re discussing the benefits of introducing computer programming classes at an early age. Did you know that our nation’s children trail behind their counterparts in other countries when it comes to basic IT skills? That’s according to a major qualitative study conducted across fifty countries. To address this issue, the government has unveiled plans to teach basic coding at kindergarten level. Educational experts have applauded this move as a step in the right direction. Research shows that teaching children the basics of computer languages enhances their analytical skills. Furthermore, it also fosters creativity and curiosity in children.

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**Listen and Read (Hotspots):**

_**Practice Tasks**_

**C1**

Audio script

Have you ever heard of de-extinction? It’s a term coined recently in the scientific community to describe the revival of extinct species. Having destroyed innumerable species over the years, humans are now trying to put right their mistakes. This new scientific movement has been initiated by growing awareness of the depletion in biodiversity on our fragile planet.

On-screen text

Have you ever heard of de-extinction? It’s a term formulated recently in the scientific community to describe the regeneration of extinct species. Having destroyed myriad species over the years, humans are now trying to put right their mistakes. This new scientific movement has been provoked by growing awareness of the decline in biodiversity on our fragile planet.

On-screen text (with errors in brackets)

Have you ever heard of de-extinction? It’s a term {formulated} recently in the scientific community to describe the {regeneration} of extinct species. Having destroyed {myriad} species over the years, humans are now trying to put right their mistakes. This new scientific movement has been {provoked} by growing awareness of the {decline} in biodiversity on our fragile planet.
Listen and Read (Hotspots):
Practice Tasks

C1

Audio script
I don’t resent the popularity of e-books; I just think a printed book’s capacity to delight will always exceed that of an electronic book. It is incontrovertible that an e-book just doesn’t have the unique smell or feel of a ‘real’ book. Nor can you lovingly stroke its cover. As far as I can see, the only area in which e-books can compete is the fact that you can download and start reading them instantly.

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I don’t {begrudge} the popularity of e-books; I just think a printed book’s capacity to delight will always {surpass} that of an electronic book. It is {indisputable} that an e-book just doesn’t have the unique smell or feel of a ‘real’ book. Nor can you lovingly {caress} its cover. As far as I can see, the only area in which e-books can compete is the fact that you can download and start reading them {forthwith}. 
Be yourself in English.