



**HỘI CÁC TRƯỜNG THPT CHUYÊN
KHU VỰC DUYÊN HẢI VÀ ĐỒNG BẰNG BẮC BỘ**

CHUYÊN ĐỀ HỘI THẢO KHOA HỌC

MÔN: TIẾNG ANH

RESEARCH PAPER

**HOW TO USE AI TOOLS AND APPLICATIONS IN DESIGNING LISTENING
EXERCISES BASED ON AUTHENTIC MATERIALS**

ABSTRACT

Listening is a vital yet challenging skill for English learners, particularly for high school students majoring in English who aim to reach advanced proficiency and succeed in national-level exams such as the National Excellent Students Exam. This paper explores the growing use of authentic materials—such as news reports, interviews, and podcasts—in designing effective listening exercises that reflect real-life language use. While authentic materials offer numerous benefits, including exposure to natural speech and varied accents, they also present challenges related to complexity, accessibility, and task design.

To address these challenges, the paper focuses on the practical integration of Artificial Intelligence (AI) tools in the process of designing listening tasks. It introduces strategies for using AI to select, adapt, and create exercises from authentic materials, including generating transcripts, simplifying content, creating comprehension questions, and mimicking Cambridge C2 Proficiency (CPE)-style listening tests. The study aims to support English teachers—particularly those in specialized Vietnamese high schools—by offering concrete, classroom-ready strategies that combine pedagogical principles with emerging technology. Ultimately, the paper highlights how AI and authentic materials can work together to create more realistic, engaging, and effective listening lessons for advanced learners.

TABLE OF CONTENTS

I. Introduction.....	2
II. Theoretical Framework.....	3
1. English Listening Skills and the Teaching of Listening.....	3
2. The Use of Authentic Materials for Teaching Listening.....	4
3. AI in Language Teaching and Listening Skill Development.....	5
III. Using AI tools to design listening exercises based on authentic materials.....	6
1. Creating transcripts.....	6
2. Providing samples.....	10
3. Designing listening tasks based on authentic materials.....	10
3.1. An overview of listening tasks in exams for English major students in Vietnam.....	10
3.2. Designing Part 1 – Listen and decide whether each statement is T, F or NG.....	11
3.3. Designing Part 2 – Listen and answer the questions (short answers).....	13
3.4. Designing Part 3 - CPE-like multiple-choice tasks.....	15
3.5. Designing Part 4 – Listen and fill in the blank - summary.....	24
3.6. Designing a multiple-matching listening exercise.....	26
III. Conclusion.....	30
REFERENCES.....	32
APPENDIX: LISTENING EXERCISE SAMPLES.....	33

I. Introduction

Listening is one of the four core skills in language learning, yet it is often the most challenging to teach and assess effectively. As many researchers have noted, listening is not a passive activity but a complex process that involves interpreting sounds, recognizing vocabulary and grammar structures, and making meaning in real time. In English learning, especially in settings where English is a foreign language, strong listening skills are essential not only for effective communication but also for supporting speaking, reading, and writing development.

For high school students majoring in English in Vietnam, listening is more than just an everyday skill—it is a key component of their academic performance and future language use. These students are often expected to reach upper-intermediate or even advanced proficiency levels by the end of Grade 12. A solid foundation in listening allows them to access authentic content, follow academic lectures, engage in discussions, and perform well in national-level exams. However, due to limited real-life exposure to English and the complexity of natural spoken language, listening remains one of the most difficult skills for both learners and teachers to master.

In recent years, the trend of using authentic materials as news reports, interviews, podcasts, and YouTube videos has become increasingly popular in English teaching, especially for developing listening skills. Authentic materials offer learners exposure to natural speech, a range of accents, real-world topics, and discourse features that are often missing from traditional textbook recordings. These resources not only reflect real-life communication but also help prepare students for advanced listening tasks that involve understanding implied meaning, speaker attitudes, and cultural references.

This shift toward authenticity is also reflected in national testing practices. In Vietnam's National Excellent Students Competition for English, listening tasks have become more complex, featuring longer and more realistic audio texts. In some cases, competition-level exams have even included recordings that are adapted from or inspired by authentic materials. As a result, there is growing pressure on teachers to move away from scripted audio and instead design listening exercises that mirror real-life language use.

Despite this progress, several challenges remain. First, finding high-quality, level-appropriate authentic materials that align with curriculum goals can be time-consuming. Second, creating transcripts, writing suitable questions, and ensuring task validity requires both pedagogical and technical skill. Many teachers may not have enough time or support to develop such materials from scratch. Third, evaluating listening comprehension—especially at higher levels—requires thoughtful task design that goes beyond simple multiple-choice questions.

At the same time, recent advances in Artificial Intelligence (AI) have opened up new possibilities for language teachers. With the help of AI tools, educators can now generate transcripts automatically, summarize audio content, identify keywords, and even create question types tailored to student needs. AI-powered applications such as speech-to-text converters, video editors, and large language models (like ChatGPT) can significantly reduce the workload involved in adapting authentic materials into classroom-ready exercises. However, while AI has

been used in many areas of language learning, such as vocabulary or grammar, its use in designing listening materials—especially for higher-level learners—is still underexplored.

This paper, titled “How to Use AI Tools and Applications in Designing Listening Exercises Based on Authentic Materials,” aims to fill this gap. It explores practical strategies for using AI tools in every step of the listening exercise design process—from selecting and transcribing authentic audio to designing effective tasks. By offering step-by-step guidance, examples, and tool suggestions, this study hopes to support English teachers—particularly those working with high school English majors in Vietnam—in making listening lessons more engaging, realistic, and effective. Ultimately, the paper contributes to a growing area of interest in modern language education: the intersection of authentic materials, AI technology, and learner-centered teaching.

II. Theoretical Framework

1. English Listening Skills and the Teaching of Listening

Listening is a key part of learning a second language and plays a major role in helping learners communicate effectively. As Vandergrift (2007) explains, listening is “a complex, active process of interpretation in which listeners match what they hear with what they already know.” In everyday communication, listening can make up over 40% of language use, making it the most commonly used of the four language skills (Rost, 2011). For a long time, however, listening was viewed as a passive activity and often overlooked in traditional language teaching. More recently, educators have paid much more attention to listening due to its importance in understanding messages, promoting independence in learners, and supporting real-world communication.

1.1. The Nature of Listening Comprehension

Understanding spoken language involves both bottom-up and top-down processing. Bottom-up processing is about recognizing sounds, words, and sentence structures, while top-down processing means using context, background knowledge, and prediction to make sense of what we hear (Field, 2008). Skilled listeners use both processes at the same time to understand speech, even when it’s unfamiliar or unclear.

For advanced learners, listening becomes more demanding because they have to understand not only the literal meaning but also the speaker’s intention, tone, and cultural references. These are essential skills for studying, working, and interacting in English-speaking environments.

1.2. Approaches to Teaching Listening

In the past, listening lessons often used scripted conversations and simple comprehension questions. But today’s methods are more interactive and strategy-focused. A common approach includes 3 stages:

Pre-listening: introduction of background knowledge, vocabulary, and setting goals.

While-listening: tasks focusing on identifying key points, specific details, or speakers’ attitude.

Post-listening: discussion, reflection, and follow-up activities to deepen understanding.

Vandergrift and Goh (2012) suggest teaching learners to manage their own listening process by planning, monitoring, and evaluating how they listen. This builds not only better comprehension but also learner independence.

Other methods such as task-based learning and content-based instruction also help develop listening skills, especially when technology is used to create engaging, real-world tasks. As learners improve, the materials and tasks should become more complex, covering a wide range of speech types and topics.

1.3. Challenges in Teaching Listening

Teaching listening is not easy. Unlike reading, spoken language disappears quickly and doesn't have visual support. Features like reduced forms, linking sounds, hesitations, or people talking over each other can make it difficult to follow. Also, different accents and informal language can be tricky, even for strong learners. Assessing listening is also challenging because it's hard to know exactly what learners have understood or guessed. Teachers need to design tasks carefully, use real-life materials, and help learners develop good listening strategies.

2. The Use of Authentic Materials for Teaching Listening

2.1. Definition of authentic materials

“Authentic materials” in English language teaching is quite a familiar and straightforward concept. Zazulak (2023) defined it as “any material written in English that was not created for intentional use in the English classroom”. This paper uses the same definition when referring to and discussing authentic materials.

2.2. Input Hypothesis & Natural Approach

Krashen's Input Hypothesis says that language is acquired when learners are exposed to input that's just a little above their current level ($i + 1$), in a relaxed environment. Authentic materials—like podcasts, interviews, and news clips—provide rich, natural input at native-speaker speed, which is helpful for learners who are ready for more advanced content.

2.3. Interaction Hypothesis

According to Long's Interaction Hypothesis, interacting and negotiating meaning can support language learning—even during listening. Tasks that encourage discussion and shared understanding help learners notice important language features and remember what they've heard more effectively.

2.4. Sociocultural Theory (Vygotsky)

Vygotsky's theory emphasizes learning through social interaction and support. When learners work with authentic listening materials together or with teacher guidance, they're able to perform better and develop a deeper understanding of the language.

2.5. Cognitive Load and Task-Based Frameworks

Task design plays an important role in how well learners handle listening activities. Skehan (1998) and Robinson (2001) suggest that we need to balance difficulty across language,

thinking, and communication. By breaking down authentic listening tasks into pre-, while-, and post-listening stages, teachers can make them more manageable and effective.

2.6. Listening Comprehension Models

Bialystok discusses the difference between conscious and unconscious knowledge to how learners first need to think about the language but can eventually understand it more automatically. Similarly, Nagle and Sanders say that listeners combine what they know with what they hear to make meaning—something especially relevant when using authentic materials.

2.7. Socio-Cognitive Validity in Listening

Weir (2005) highlights how important it is that listening tasks reflect real-world situations and thinking processes. Authentic materials do this well by mimicking the kinds of listening we do in daily life.

2.8. Framework for Task Design Around Authentic Materials

Gilmore (2007) points out that the value of authentic materials depends on how well tasks are designed. Good lessons should prepare learners before listening, support them while they listen, and encourage reflection or discussion afterward. This helps learners handle both the content and the difficulty of the material.

2.9. Benefits

Authentic materials have many advantages. They expose learners to natural speech, including informal expressions, pauses, and linked speech (Field, 2008). They also introduce different accents and styles, which prepares learners for real conversations (Gilmore, 2007).

These materials also help learners understand implied meaning and cultural references. According to Brown (1994), learning a language should include learning how it's used in real-life communication.

Finally, many students find authentic materials more interesting and motivating than textbook recordings. They often see them as more relevant and useful (Mishan, 2005).

2.10. Challenges

One downside is that authentic listening can be hard to understand. Fast speech, unclear pronunciation, and slang can overwhelm learners—even advanced ones (Gilmore, 2007; Field, 2008).

There's also the issue of cognitive load. If materials are too dense or not supported by clear tasks, learners may get frustrated (Nunan, 2004). In addition, unfamiliar accents can make it harder to follow the content at first. Lastly, it takes time and expertise for teachers to choose suitable materials and design lessons that are both challenging and accessible.

3. AI in Language Teaching and Listening Skill Development

In recent years, Artificial Intelligence (AI) has become a powerful tool in education, especially in language learning. Tools like intelligent tutors, voice recognition apps, and personalized platforms are now offering learners more flexible and engaging ways to study (Chatterjee &

Bhattacharjee, 2020).

But the use of AI in everyday classrooms is still quite new. Thanks to faster computers and online platforms, AI-based tools have only recently become widely used by teachers and students. Because of this, research into how AI actually affects learning, especially in listening—is still developing.

So far, most studies have focused on how AI can help with vocabulary, grammar, and pronunciation. But there's much less work on how it might support more complex listening skills, especially for advanced learners. These include understanding implied meaning, tone, and cultural references—things that are key to effective communication.

3.1. AI in Language Education: General Perspectives

AI tools like ChatGPT, Duolingo, and ELSA use technologies such as Natural Language Processing (NLP) and speech recognition to give learners personalized feedback and suggest suitable materials (Wang & Heffernan, 2009). These tools also encourage self-paced learning and adaptability based on learners' performances. As Kukulska (2020) notes, AI makes it possible to design learning experiences tailored to the context and needs of each individual.

3.2. AI and Listening Comprehension

AI can support listening development in many ways. It can:

- Provide transcripts, subtitles, and summaries of audio;
- Slow down playback or highlight key phrases;
- Analyze learner errors and recommend strategies;

However, current tools are not always built on solid teaching methods, and many are not designed with advanced learners in mind. Some popular platforms like YouGlish or VoiceTube are helpful but don't always support deeper listening skills like understanding discourse or pragmatics. There are still very few studies that directly measure how well AI helps learners improve higher-level listening comprehension, which leaves an important gap in the research.

3.3. Pedagogical and Ethical Considerations

When using AI, teachers need to think about issues like privacy and how student data is used. It's also important to remember that AI tools can't fully replace human interaction, especially for things like emotional tone, cultural understanding, or social awareness—areas that are vital in advanced listening. Instead, AI should be seen as a helpful support tool. When used alongside authentic materials and thoughtful teaching, it can provide extra practice, increase engagement, and help meet individual learning needs.

III. Using AI tools to design listening exercises based on authentic materials

1. Creating transcripts

As mentioned above, one challenge with adapting authentic materials for listening exercises is that many sources of such materials do not provide transcripts (such as YouTube videos and many news sites), while writing one manually would be too time-consuming and impractical. Therefore, AI can be of great help in helping teachers create a transcript for their listening tasks.

AI tools suggested:

Based on my personal experience of using AI tools for this purpose, the suggested tools are:

- For adding punctuations to a run-on text or one without punctuation: *AI Punctuation Adder*
- For creating Transcripts by using YouTube video links or uploading audio files: youtubetotranscript.com, app.aurisai.io, Riverside.com, veed.io

These tools are free to use and provide decent accuracy for the purpose of creating a transcript to design listening exercises.

1.1. Using the “Show transcript” feature on YouTube and AI tools

YouTube has introduced a relatively new feature called “Show transcript”, which provides transcripts for a lot of videos on this platform. These can be transcripts created by the video owners themselves, or auto-generated captions by YouTube. Figure 1a and 1b are examples of transcripts provided by this feature.

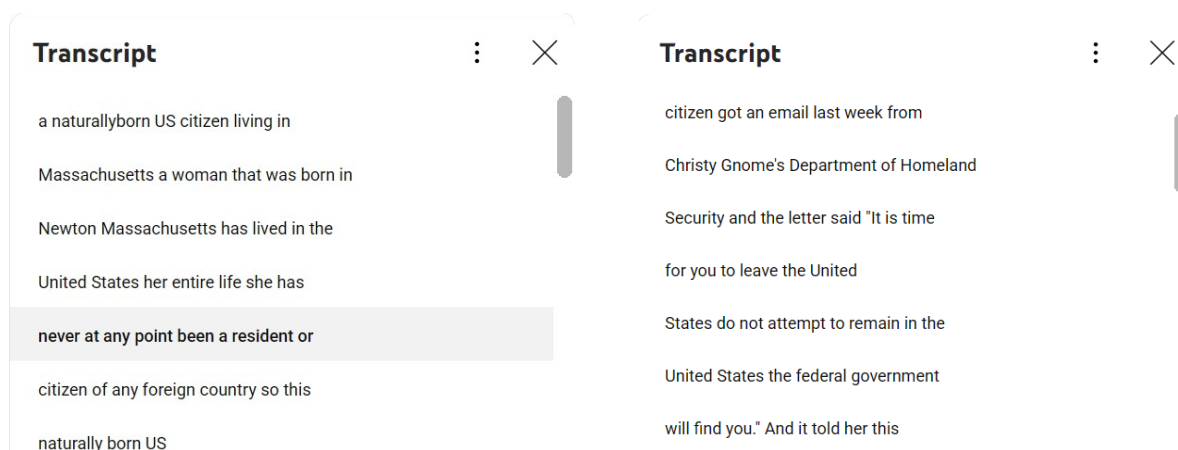


Figure 1a. The “Show transcript” feature on a video with captions provided by the video owners

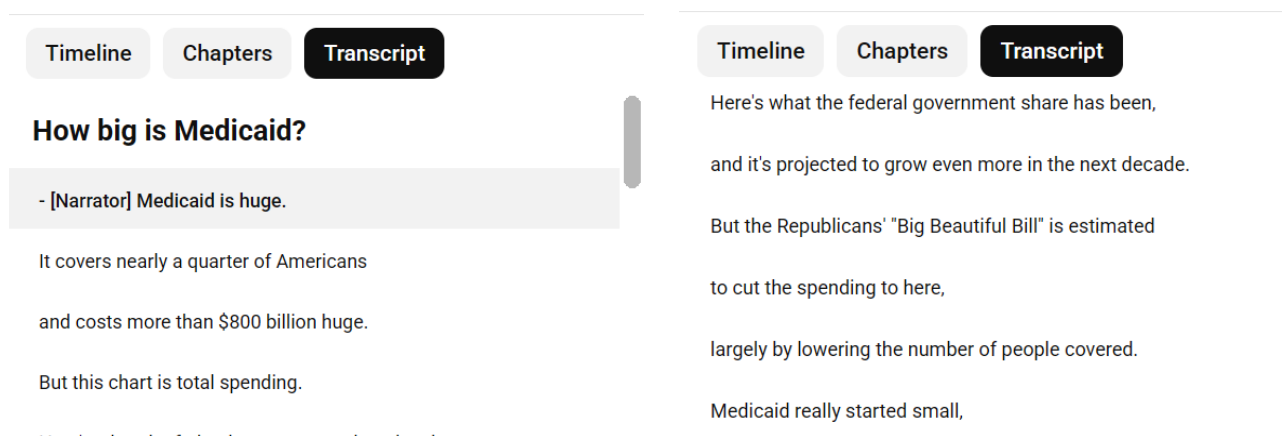


Figure 1b. The “Show transcript” feature on a video with auto-generated captions by YouTube

If the channel itself does not provide carefully-created captions, then this “Show transcript” feature will provide a transcript based on auto-generated captions by YouTube. As can be seen from these two examples, the auto-generated transcript is often of poorer quality, particularly

with the lack of punctuations which hinders comprehension and takes teachers a lot of time to edit themselves. Therefore, for videos of this kind, teachers can copy the auto-generated transcript and feed it to an auto-punctuating tool like AI Punctuation Adder. These tools can insert punctuations to a run-on paragraph with high precision, often over 80% precision, based on my experience of using these tools. While it is not perfect, this margin of error is generally sufficient to support comprehension of the materials' content, save time and effort for students, and provide reliable transcripts to explain the answer keys. Figure 2 compares Auto-generated transcript, Auto-generated transcript after using AI Punctuation Adder and Transcript provided by the video owner, from the same video on Youtube.

Auto-generated transcript	Auto-generated transcript + AI Punctuation Adder	Transcript provided by video owner
It is time for you to leave the United States that's the email that Nicole Micheroni got from the Department of Homeland Security just last week that email went on to say she had to leave within 7 days or quote "The government will find you." But here's the thing Micheroni is a US citizen born and raised in Massachusetts and an immigration attorney Nicole Micheroni joins me now uh so this would almost seem like crazy town but walk us through what happened and what DHS is saying which is as I understand it you have to leave >> it does seem like crazy town so I got an email from DHS on Friday morning I am an immigration attorney it came to my work email i get emails from DHS i get emails from ICE usually about clients this one was a little bit different because there was no client name on it there was no case number on it it was just my information and they were	It is time for you to leave the United States. That's the email that Nicole Micheroni got from the Department of Homeland Security just last week. That email went on to say she had to leave within 7 days or, quote, "The government will find you." But here's the thing: Micheroni is a US citizen, born and raised in Massachusetts, and an immigration attorney. Nicole Micheroni joins me now. Uh, so this would almost seem like crazy town, but walk us through what happened and what DHS is saying, which is, as I understand it, you have to leave. >> It does seem like crazy town. So I got an email from DHS on Friday morning. I am an immigration attorney. It came to my work email. I get emails from DHS, I get emails from ICE, usually about clients. This one was a little bit different because there was no client name on it, there was no case number on it, it was just my information and they were	It is time for you to leave the United States. That's the email Nicole Mascheroni got from The Department of Homeland Security just last week. That email went on to say she had to leave within 7days or, quote, the government will find you. But here's the thing. Mascheroni is a US citizen, born and raised in Massachusetts and an Immigration attorney. Nicole Mascheroni joins me now. So this would almost seem like crazy town. But walk us through what happened and what DHS is saying, which is, as i understand it, you have to leave. >> it does seem like crazy town. So i got an email from DHS on friday morning. I am an Immigration attorney. It came to my work email. I get emails from DHS. I get emails from ICE, usually about clients. This one was a little bit different because there was no client name on it. There was no case number on it. It was just

asking me to leave the United States	asking me to leave the United States.	my information, And they were asking me to leave the United States.
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Figure 2. A comparison of Auto-generated transcript, Auto-generated transcript after using AI Punctuation Adder and Transcript provided by the video owner, from the same Youtube video.

The advantage is that this method is convenient and offers decent accuracy. However, it still takes teachers some amount of time to edit the text, as the transcripts provided by YouTube are small, incomplete chunks of speech separated into a lot of lines.

1.2. Using AI transcribing tools

For many YouTube videos that still do not have the “Show transcript” feature, or materials on other sites that do not provide transcripts, using AI tools that automatically recognize speech and create a transcript would be the ideal option. Even for YouTube videos with the “Show transcript” feature available, test designers can still use this method to save editing time.

A simple search “AI transcription” on any web browser would return many results of useful AI tools for auto-transcription. Some suggested tools are Riverside, Auris AI (free) and Notta (paid). While paid tools might process the materials to create transcripts faster and more accurately, generally most free AI tools for this purpose offer acceptable accuracy. Figure 3 compares the transcript provided by the video owner and ones created by AI tools of the same video on YouTube.

Transcript provided by video owner	Transcript by app.aurisai.io	Transcript by Riverside.com
It is time for you to leave the united states. That's the email That nicole mascheroni got from the department of homeland Security just last week. That Email went on to say she had to Leave within seven days or, Quote, the government will find you. But here's the thing. Mascheroni is a us citizen, born and raised in Massachusetts and an Immigration attorney. Nicole Mascheroni joins me now. So this would almost seem like crazy town. But walk us through what happened and what DHS is saying, which	It is time for you to leave the United States. That's the email that Nicole Miceroni got from the Department of Homeland Security just last week. That email went on to say she had to leave within seven days or, quote, the government will find you. But here's the thing. Miceroni is a U.S. citizen born and raised in Massachusetts and an immigration attorney. Nicole Miceroni joins me now. So this would almost seem like a crazy town. But walk us through what happened and what DHS is saying, which is, as I	It is time for you to leave the United States. That's the email that Nicole Miceroni got from the Department of Homeland Security just last week. That email went on to say she had to leave within seven days or quote, the government will find you. But here's the thing, Miceroni is a US citizen, born and raised in Massachusetts and an immigration attorney. Nicole Miceroni joins me now. So this would almost seem like crazy town. But walk us through what happened and what DHS is saying, which is, as I

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Figure 3. A comparison of transcripts provided by the video owner and ones by 2 AI tools (Auris AI and Riverside) of the same video on YouTube.

This method has the benefits of being very convenient and time-saving, with decent precision. Common accuracies are often found in punctuation and the spelling of uncommon names, but generally these do not hinder comprehension and the validity of answer keys.

2. Providing samples

Before asking AI tools to help create listening tasks, test designers should provide the tools with some samples of each type of listening tasks first, which include Questions, Answer Keys and Transcript. This will help the AI tools understand the formats and types of knowledge tested in the task, and produce better results.

3. Designing listening tasks based on authentic materials AI tools suggested:

Based on my personal experience of using AI tools for this purpose, common generative AI tools like ChatGPT and DeepSeek are ideal to design these kinds of listening tests. The tools are familiar with most teachers, are free to use, and provide decent responses.

3.1. An overview of listening tasks in exams for English major students in Vietnam

The two most important and most prestigious competitions for English major students in gifted high schools in Vietnam are the National Excellent Students Competition and the competitions held between gifted high schools in the Red River Delta and others. Both of these competitions have adopted authentic materials in the test formats. Specifically, two or three out of the four listening tasks in each exam paper are adapted from authentic materials, while there is usually one non-authentic task using CAE/CPE multiple-choice listening questions.

Additionally, to better prepare students for these competitions, most school, city and province-level exams for excellent students also, to some extent, adopt this listening test format. Therefore, designing listening tasks based on authentic materials is of great importance and interest to English teachers, and utilizing AI tools can provide valuable assistance in this process.

Suitable source materials include, but not all, news, documentaries, educational contents, videos/podcasts about social or academic topics. The best AI tools for creating listening tasks are common AI chatbots like ChatGPT and Deepseek.

3.2. Designing Part 1 – Listen and decide whether each statement is T, F or NG

3.2.1. Procedure

- Step 1: choose appropriate materials
- Step 2: create a transcript
- Step 3: highlight important sentences/information that will be used to create questions
- Step 4: trim out unnecessary content to make sure the audio has the appropriate duration (if needed)
- Step 5: upload the finished transcript with highlighted words/phrases to the AI tools and type commands to ask it to generate statements for the T/F/NG exercise, answers and explanations.

It is also possible to **skip Step 3** and let AI tools choose what information to design questions by themselves.

Example:

“Here is the transcript of a recording about topic A...

As an English teacher for high school English major students in Vietnam, you must design a T/F/NG listening exercise (**Listen and decide whether each statement is True, False or Not Given**) with 5 statements.

The highlighted sentences in the transcript are used to design this exercise.

The exercise should be challenging enough for ESOL students at C1 level, and there can only be 1 correct answer for each blank”.

- Step 6: ask AI tools to make adjustments to the questions if you are not satisfied. Give specific comments to describe what you want

Examples:

+ The questions are not challenging enough: *rephrase this sentence and use more advanced language to make it more challenging*

+ The statements are too lengthy: *make the statements shorter and more concise, but still maintain advanced language so that they retain the high level of difficulty.*

- Step 7: teachers edit it for the last final time as they want and check carefully to make sure there is no problem.

3.2.2. A Sample True/False/Not Given task designed with the help of

ChatGPT. Transcript with highlighted information provided to ChatGPT

What Too Much Diet Soda Does To Your Body And Brain (*Insider Science*)

In the early 1960s, a new kind of beverage took the stage. It wasn't a new shape, or color, or flavor. No, this was diet soda. And it was awesome. With fewer calories and less sugar, diet soda promised to be a healthier alternative to regular soda. But like most promises in life that sound too good to be true, it probably is. Can you tell the difference between a class of regular and diet soda? Turns out, neither can your body. And that's where the trouble starts.

Until recently, everything we ate contained some amount of calories. When we ate something sweet, for example, the brain sent signals to our pancreas, which started producing insulin that stored the sugar molecules in our cells for energy. So when we drink diet soda, the sweetness tricks our body into thinking it's real sugar. But when those energy packed calories don't arrive, the insulin has nothing to store.

Scientists think that repeatedly tricking our body this way could explain why study after study keeps finding the same thing. That drinking diet soda is associated with metabolic syndrome. Metabolic syndrome is a mix of conditions that includes increased blood pressure, high blood sugar, and weight gain, which can increase the risk of diabetes, heart disease, and stroke. In fact, one study found that diet soda drinkers had a higher risk of stroke and dementia than regular soda drinkers. And for another eight -year -long study between 1979 and 1988, participants who started out at a normal weight and drank an average of 21 diet beverages a week faced double the risk of becoming overweight or obese by the end of the study, compared to people who avoided diet beverages completely.

And while drinking diet soda with a meal may sound like a tasty, calorie -free alternative to plain water, a growing body of research is starting to find that this may be the worst time to drink it. Because the fake calories in the diet soda could ultimately disrupt how many of the real calories we metabolize, potentially leaving excess calories behind that we then store as fat. Another issue could be the fact that artificial sweeteners in diet sodas can be tens to hundreds of times sweeter than sugar.

So when we taste it, our brains anticipate more calories than what we give it. It's like when you go to a party, expecting loads of food, and you end up with a handful of veggies and vegan cheese. You're left unsatisfied and angry. In the same way, artificial sweeteners can leave our brains wanting more, which studies have shown leads to increased appetite and potential weight gain in fruit flies, mice, and humans.

So if the reason you're drinking diet soda is to drop a few pounds, maybe just stick to water. Got any friends obsessed with diet soda? Share this video with them, and thanks for watching!

(sources <https://www.youtube.com/watch?v=1XAgqAk1i08>)

Questions generated by ChatGPT

Listen to a recording about health impacts of diet soda and decide whether these statements are True (T), False (F) or Not Given (NG)

1. While consumers cannot distinguish between regular and diet soda, their bodies have the capacity to do so.
2. Despite containing no calories, diet soda still prompts the pancreas to release energy-storing hormones.
3. People who consume no diet drinks have a very low risk of obesity, according to an eight-year research.
4. Chemical sugar's lesser effectiveness in sweetening drinks may affect the body's fat storage.
5. Regular consumption of diet beverages can result in higher food intake in animals and humans alike.

Key: 1. F 2. T 3. NG 4. F 5. T

See Appendix for a complete version of this listening exercise, along with more sample tasks.

3.3. Designing Part 2 – Listen and answer the questions (short answers)

Authentic materials are also suitable to design this kind of listening task.

3.3.1. Procedure:

- Step 1: choose appropriate materials
- Step 2: create a transcript
- Step 3: highlight important/challenging words and phrases to design the questions.
- Step 4: trim out unnecessary content to make sure the audio has the appropriate duration (if needed)
- Step 5: upload the finished transcript with highlighted words/phrases to the AI tools and type commands to ask it to generate the listening questions, answers and explanations.

Example:

“Here is the transcript of a recording about topic A...

As an English teacher for high school English major students in Vietnam, you must design a listening exercise (listen and answer each question with no more than ... words/number taken from the recording) by creating 5 questions that students can use words taken from the recording to write as short answers.

The highlighted words in the transcript are the correct answers that students need to give for each question.

The exercise should be challenging enough for ESOL students at C1 level, and there can only be 1 correct answer for each blank”.

- Step 6: ask AI tools to make adjustments to the questions if you are not satisfied. Give specific comments to describe what you want.

Examples:

- + The question is not challenging enough: *rephrase this sentence and use more advanced language to make it more challenging*
- + There might be more than one possible answer: *if the question is written this way, there could be another possible answer for it as "X". Please rewrite it so that "Y" would be the only possible answer.*
- + The questions are too lengthy and complicated/confusing: *make the question shorter and more concise, but still maintain advanced language so that they retain high level of difficulty*

- Step 7: teachers edit it for the last final time as they want and check carefully to make sure there is no problem.

3.3.2. A Sample listening task designed with the help of

ChatGPT Transcript with highlighted information provided to

ChatGPT

McDonald's earnings fall short as diners push back on rising prices (*Today*)

Fast foodies are fed up taking to social media to rant about what they see as non-value meals. \$17 for three filet of fishes at McDonald's? Are you kidding me? After two years of menu price hikes, big companies finally feeling the pushback from diners.

McDonald's profits falling short of expectations, a rare stumble for the Golden Arches. The CEO on Tuesday noting today's consumer is being picky about how they spend their money and the company needs to be laser focused on **affordability**.

"Has the consumer finally spoken and now they have to focus on value?" – "The consumer is frustrated by the prices they're paying at fast food restaurants and they are absolutely voting with their feet". Opting, he says, for Domino's or Burger King, which both exceeded expectations; or cooking at home where **food inflation** is cooling.

Inflation measuring food at home rose just 1 .2% in March versus a year ago, compared to 4 .2% for food away from home, which includes fast food. Those customers are **increasingly revolting** at repeated price increases.

Mother of five Latifah Henry says if prices get any higher, she'll skip the drive through. We're looking at like 10, 11, \$12 sometimes just for one meal. So that is kind of something where we're like, okay, do we really want to eat out at McDonald's for those prices or can we find somewhere that's, you know, a little higher quality that is pretty much a similar price.

And it's not just the burgers. Drinks have gone up to prices for Coca Cola, up 7% in North America. And two months ago, Wendy CEO fired up controversy when he told investors the hamburger chain would test **dynamic pricing** starting next year, changing prices at different times of the day.

In California, Chipotle, Chick -fil -A, Pizza Hut and Jack in the Box warned customers of higher prices ahead because of a **new \$20 minimum wage** for their workers. As for McDonald's, In an effort to calm customer concerns, it plans to test out a higher quality and bigger burger later this year.

(https://www.youtube.com/watch?v=nitIN_yxo-M)

Questions generated by ChatGPT

Part 2: For questions 6-10, listen to the recording and answer the questions. Write NO MORE THAN THREE WORDS AND/OR A NUMBER taken from the recording.

6. What factor must be given the highest priority, according to McDonald's CEO?

7. What factor is lower for home-cooking that drives people away from McDonald meals?

8. What phrase did the author use to describe consumers' reaction to the continuous price rise of McDonald's?

9. What did Wendy's CEO plan to test that could allow flexible charging of food throughout the day?

10. What did many fast food chains (such as Chipotle) attribute their increased price on?

Keys

6. affordability 7. food inflation 8. increasingly revolting 9. dynamic pricing

10. new minimum wage/\$20 minimum wage/new /\$20 minimum wage

(different possible answers added by test designer)

See Appendix for a complete version of this listening exercise, along with more sample tasks.

3.4. Designing Part 3 - CPE-like multiple-choice tasks

3.4.1. Feasibility of Authentic Materials for designing CPE-like multiple-choice tasks

In the exams for English major students, questions for this part are often taken from Part 3 - Listening of CAE and CPE books and materials. However, these simulated CAE and CPE sources are finite, and it is possible that some students have done almost all exercises from these available sources. In addition, taking exercises from actual CAE and CPE listening examinations is not possible and even violates copyrights.

Therefore, it is possible—and increasingly recommended—to adapt authentic materials into CPE (C2 Proficiency) Listening Part 3 tasks, particularly for high-level learners. Cambridge itself emphasizes the importance of exposing students to real-world English, and Part 3 (the long discussion/interview) can lend itself to adaptation from authentic audio.

Advantages of using authentic materials for CPE Listening Part 3

- Realistic Exposure to Language Use: Learners hear natural intonation, hesitation, filler words, and spontaneous speech patterns. This prepares students for real-life academic and professional listening situations.

- Rich, Varied Topics: Authentic content introduces current issues, global debates, expert interviews, and specialized vocabulary. This helps build topical knowledge and encourages critical thinking, a key part of the CPE.
- Closer Alignment with the CPE Level: CPE candidates are near-native speakers, so simplified textbook dialogues may underserve them. Authentic content often contains the nuance, inference, and complexity required at C2.

Challenges of using authentic materials for CPE Listening Part 3

Typical characteristics of CPE Listening Part 3 include:

- Information-dense: Each sentence can carry implications or key content.
- Inferential: Questions rarely test factual recall—they focus on attitude, intention, implication, or contrast.
- Trap-heavy: Distractors often repeat exact wording from the audio, but the correct answer requires deeper interpretation.
- Fast-moving: A 3- to 4-minute clip might include multiple perspectives, shifts in tone, subtle contrasts, and opinion changes.

Therefore, not all authentic materials can be suitable. Not all authentic materials are suitable: some may be too long, too fast, or contain irrelevant content. Background noise, poor audio quality, or unfocused conversation can affect comprehension. Only certain types are, and only when carefully curated. This requires careful selection and editing. Consequently, task design is often time-consuming. Teachers must write accurate, level-appropriate distractors, often involving inference and paraphrasing. It takes extra effort to ensure that only one answer is clearly correct, as required by Cambridge criteria.

To match the format and difficulty of CPE Part 3, the chosen material should ideally be:

- Format: A dialogue or interview involving 2+ speakers
- Length: 3–4 minutes (can be excerpted from longer content)
- Style: Formal to semi-formal, with some opinion, analysis, or explanation
- Topics suitable for C2 level: science, global health, technology, environment, culture, media, education, philosophy, etc.

Good authentic materials for this part are expert interviews or informed discussions where:

- Speakers respond to complex questions
- Speakers expressing different or nuanced viewpoints, or developing a shared idea in depth
- There's a clear exchange or contrast of views

In contrast, unsuitable authentic materials for this part are conversational podcasts that are:

- Too casual or tangential
- Filled with humor, in-jokes, or rambling stories
- Poorly structured or lacking contrast or opinion development

- Heavily scripted news reports or announcements, as these may lack spontaneity, inference, or attitudinal variation and feel too one-sided for a Part 3-style task

3.4.2. Procedure

- Step 1: choose appropriate materials
- Step 2: create a transcript
- Step 3: highlight important points to design the questions
- Step 4: trim out unnecessary content to make sure the audio has the appropriate duration (if needed)
- Step 5: upload the finished transcript with highlighted words/phrases to the AI tools and type commands to ask it to generate the listening questions, answers and explanations.

It is also possible to **skip Step 3** and let the AI tools choose what information to design questions by themselves.

Example:

“Here is the transcript of a recording about topic A...

As an English teacher for high school English major students in Vietnam, you must design a listening exercise (Listen and choose the answer A, B, C or D which best fits according to what you hear.) by creating 5 multiple-choice questions based on this text, modeling CPE listening part 3 format.

The highlighted words in the transcript are the correct answers that students need to fill in the blanks.

The exercise should be challenging enough for ESOL students at C1 level, and there can only be 1 correct answer for each blank”.

- Step 6: ask AI tools to make adjustments to the questions if you are not satisfied. Give specific comments to describe what you want

Examples:

+ The question is not challenging enough: *rephrase this option and use more advanced language to make it more challenging.*

+ There might be more than one possible answer: *In question 3, both B and C could be the correct options. Please rewrite it so that “B” would be the only possible answer.*

+ The options are too long or confusing: *Rephrase option A in question 1 to make it a little more straightforward and easier to comprehend.*

- Step 7: teachers edit it for the last final time as they want and check carefully to make sure there is no problem.

3.4.3. Example

As this is a relatively new approach to listening test designs, a detailed step-by-step instruction and examples will be provided below.

Steps	Details
Step 1: Choose materials	The chosen source is an interview titled “ Why rates of cancer among Millennials and Gen X are on the rise in America” by PBS News, between host William Brangham and Karen Knudsen, CEO of the American Cancer Society, to learn more about the shift to younger demographics of cancer rates and what can be done to address it. https://www.pbs.org/newshour/show/why-rates-of-cancer-among-millennials-and-gen-x-are-on-the-rise-in-america
Step 2: create a transcript	The website already provides a transcript for this interview.
Step 3: highlight key points to design questions	This interview is ideal for designing CPE-like listening tasks, as it includes 5 rounds of asking-answering questions between the host and the guests. Therefore, I decided to let ChatGPT create questions by itself.
Step 4: trim the audio	30 seconds at the start and the end of the interview is removed, and the remaining part is sped up to make it 5 minutes long.
Step 5: use AI tools to generate listening tasks	1. Give commands (contexts, requirements and audio transcript) <i>Here is the transcript of an interview between the host and the guest - a doctor, about rising cancer rates among young people. The interview includes 5 main rounds of question-answer, each time the host asks a key question and the guest answers it. Please design it into a CPE Listening Part 3-style task with 5 multiple-choice questions. Each question has 4 options: 1 correct answer and 3 plausible distractors designed to challenge ESOL students at C1+ levels. I also need the <u>answers and explanations</u>.</i> <i>“William Brangham: They're called early onset cancers, which means cancer among adults under 50, and they are on the rise. A groundbreaking report from the American Cancer Society looked at rates of 34 different kinds of cancer over several decades and found that 17 of them were more prevalent in millennials and Gen Xers. So what is going on here? Doctor Karen Knudsen is the CEO of the American Cancer Society. Doctor Knudsen, thank you so much for being here. I think the findings in this caught a lot of people by surprise. When you look at the overall study, what stands out most to you?</i> <i>Dr. Karen Knudsen, CEO, American Cancer Society: Well, you know, there are some surprises here, but in fact, we've been seeing some early</i>

indicators about this rise in cancers at an earlier age over the last several years, early onset colorectal cancer, I think, was the canary in the coal mine here, where we saw declining incidents in populations in the 65 and above, but rising in those that are 50 and younger. These are ages for which we previously not thought about someone being at risk for colorectal cancer.

So clearly, something is changing, and this new study highlights that with 50 percent as you said, of the studies that of the cancers that we looked at on the rise in Gen xers and Millennials as compared to Baby Boomers.

William Brangham: Do we know why this is happening? Because, again, the traditional I'm no oncologist, but the traditional understanding is older people tend to get more cancers. You get cancer as you get older. Why is this happening with younger people?

Karen Knudsen: So what that is true, not for all, but for most cancers, age is a risk factor. So that is without question, true. But when we look at these cancer rates, they are sometimes two to three times higher in incidence for the Gen X and Millennial population as compared to Baby Boomers. So we look at those data, we think that the typical risks are still at play. Obesity.

10 of those 17 cancers are linked to obesity. Lifestyle. So, sedentary lifestyle, of course, increases cancer risk alongside an unhealthy diet, lack of fruits, vegetables, grain fiber, et cetera. So we know that those typical cancer risks are at play. But there must be something else, because these rates are so different as compared to the previous generation, the baby boomers.

William Brangham: One of the things we also are concerned about is, if you get cancer, whether or not it ends up ending your life. What do we know about cancer death rates?

Karen Knudsen: That's right. So when we actually looked in these three different age populations, we could follow cancer mortality as well in a subset of them, and we saw five actually that were of increased mortality rates in Gen X and Millennial populations. It was liver cancer, specifically for women, uterine cancer, gallbladder cancer, testicular cancer, which is not a cancer of aging, and colorectal cancer, which we talked about.

So these leave then open questions for which more cancer research will be needed in order to address and we can speculate as to what are some of these additional exposures that someone may have been subject two, or could it be a compendium of exposures, diet and lifestyle? What I would

say is that what we know right now is of all the cancers that we track every year, our own research estimates that up to 40 percent of them are preventable due to behavior modification, things like having that healthy diet, staying active, maintaining a healthy body weight. Of course, don't smoke, limit alcohol and get screened. So we know that early detection saves lives, and that increase, that increased survivorship is, of course, something that is well within means for screenable cancers.

William Brangham: On that issue of screening, given what this study reflects, do you think we ought to be changing the guidance that we give to not just to doctors, but to individuals, as far as when you get checked? How often you get checked?

Karen Knudsen: Such an important question. So it's important to remember that screening is not just about your age, that's one portion, but it's also about your genetics, if you know it, your family history, your own medical history, and your risk of exposures. So never too early to, when you are at your physician, ask and take ownership of it on your own. What is the right screening plan for me, so that all of those different criteria can be taken into account.

Now, as relates to cancer screening guidelines, we of course, look at this regularly. We are in the process right now of rewriting our prostate cancer screening guideline, but we were the first at the American Cancer Society to drop first colonoscopy from age 50 for people of average risk to age 45 because of these trends of early onset.

So we will continue to monitor and determine whether or not the screening guidelines require additional modification the science will lead us.

William Brangham: Do you think younger people are getting the news about this? Do you feel like this message is percolating out into society?

Karen Knudsen: I think that they are and hearing reports like this can help them take agency over their own health, those prevention behaviors. We talked about how this discussion about screening, but also don't ignore symptoms. So if you're 44 years old and you're experiencing something that seems like it could be associated with colorectal cancer risk. Don't wait. Be seen and have that discussion with your physician, even if you're too young to technically have had your first colonoscopy. Don't ignore symptoms.

But it's also important to note that on balance, there's good news as well for cancers overall since 1991 which was the high water mark for cancer

in this country, we have reduced the overall cancer mortality rate by 33 percent so there is more hope than ever before, which is altogether more reason to not ignore symptoms, take agency over your own health, for prevention, but also having symptoms addressed.

William Brangham: *Like that there's at least a little bit of good news in that. Doctor Karen Knudsen, CEO of the American Cancer Society, thank you so much for joining us."*

2. ChatGPT's response:

Here is a CPE Listening Part 3 Task (Adapted from PBS NewsHour Interview):

You'll hear a radio interview with Dr. Karen Knudsen, CEO of the American Cancer Society, discussing the rising rates of early-onset cancer. For questions 1–5, choose the answer (A, B, C, or D) which fits best according to what you hear.

1. When asked about the overall findings of the new cancer study, Dr. Knudsen emphasizes that:

- A. researchers had long predicted an eventual rise in early-onset cancers.*
- B. colorectal cancer trends hinted at this shift before broader patterns emerged..*
- C. the results contradicted previous assumptions about cancer risk in younger adults.*
- D. the most surprising aspect was the number of cancer types involved.*

2. What is Dr. Knudsen's position regarding the causes behind the higher cancer rates among Gen X and Millennials?

- A. They stem entirely from well-known lifestyle and genetic risk factors.*
- B. The changes suggest exposure to risk factors that affect only younger people.*
- C. While known risks are involved, there are be other unexplained contributors.*
- D. Obesity alone likely accounts for most of the increase in early-onset cancers.*

3. What does Dr. Knudsen say about cancer mortality in younger adults?

- A. Mortality has increased across the board for all types of early-onset cancers.*
- B. Early cancer-screening technologies are already available for many different cancers.*

C. Early-onset cancers are more affected by genetics than by lifestyle factors.

D. Research hasn't yet shown a link between mortality and early-onset cancers.

4. According to Dr. Knudsen, how should people approach cancer screening?

A. Begin screenings strictly at the age recommended by national guidelines.

B. Rely on medical professionals to decide the right time for screening.

C. Seek early screening only if there's a strong family history of cancer.

D. Take personal responsibility for knowing when and what to screen for.

5. What is Dr. Knudsen's attitude toward younger people's awareness of these cancer trends?

A. She is skeptical about whether younger generations are engaging with the issue.

B. She believes awareness is growing and encourages proactive health behavior.

C. She worries that fear of cancer might discourage young people from screening.

D. She feels the media has exaggerated the level of risk for under-50s.

Answers and Explanations:

1 -B 2-C 3-B 4-D 5-B

Question 1:

B is correct. Dr. Knudsen explains that colorectal cancer was the first noticeable sign of an increase in cancer among younger adults — described metaphorically as the “canary in the coal mine”. This alerted researchers to investigate other cancer types.

A is inaccurate — she does not say this trend was predicted.

C is too strong — she doesn't say past assumptions were disproved.

D is a possible interpretation, but not emphasized as her key point.

Question 2:

C is correct. Dr. Knudsen acknowledges known factors like obesity, sedentary lifestyle, and poor diet, but stresses they don't fully explain the surge, suggesting that other causes may be at play.

A is too absolute.

B over-interprets what she said — she doesn't claim risks affect only young people.

D is too narrow and misleading.

Question 3:

	<i>B is correct. She clearly states death rates are increasing in specific cancers, naming 5 (including liver in women, uterine, etc.), showing young adults, especially women, are seeing worsening outcomes in some cases.</i> <i>A is incorrect — the increase is not across the board.</i> <i>C is not supported — she doesn't categorize them as unpreventable.</i> <i>D contradicts the main point she's making.</i> <i>A. Incorrect: She does not say that mortality has increased for all types of early-onset cancer — only some specific cancers</i> <i>C. Incorrect: She focuses on lifestyle and environmental exposures (diet, activity, alcohol, smoking), not genetics, as a contributor. No comparisons.</i> <i>D. Incorrect: The data does show a link between rising mortality and certain early-onset cancers. The statement here contradicts her point.</i> Question 4: <i>D is correct. Dr. Knudsen urges people to be proactive and ask doctors what screenings are appropriate based on personal risks, not just age.</i> <i>A ignores her point that age-based screening isn't sufficient.</i> <i>B underplays her emphasis on patient initiative.</i> <i>C is too narrow — she doesn't limit it to just family history.</i> Question 5: <i>B is correct. Dr. Knudsen encourages awareness and action. She says: "You're not too young. Don't wait. Be seen." That reflects a supportive, proactive tone.</i> <i>A is not mentioned.</i> <i>C is not implied.</i> <i>D contradicts her emphasis on the real and growing risk.</i>
Step 6: edit questions	The correct option (B) in question 1 is a bit too challenging/unclear. Therefore, I ask ChatGPT to rephrase the option. Request <i>Make the correct answer in question 1 a little easier and more straightforward.</i> ChatGPT's response <i>Absolutely! Here's a revised version of option B for question 1, which is a bit more accessible and direct: "B. early discoveries in colorectal cancer pointed researchers towards a broader trend."</i> This version is better, so I chose it to replace the original wording.
Step 7: final editing	Check everything (questions, answers, explanations and transcript) one last time to make sure no problems remain.

See Appendix for a complete version of this listening exercise, along with another CPE-like sample.

3.5. Designing Part 4 – Listen and fill in the blank - summary

3.5.1. Procedure:

- Step 1: choose appropriate materials
- Step 2: create a transcript
- Step 3: highlight important/challenging words and phrases to design the questions
- Step 4: trim out unnecessary content to make sure the audio has the appropriate duration (if needed)
- Step 5: upload the finished transcript with highlighted words/phrases to the AI tools and type commands to ask it to generate the listening questions.

Example:

“Here is the transcript of a recording about topic A...

As an English teacher for high school English major students in Vietnam, you must design a listening exercise (listen and fill in the blank with no more than ... words taken from the recording) by creating a summary of this transcript.

The highlighted words in the transcript are the correct answers that students need to fill in the blanks. The exercise should be challenging enough for ESOL students at C1 level, and there can only be 1 correct answer for each blank”.

- Step 6: ask AI tools to make adjustments to the questions if you are not satisfied. Give specific comments to describe what you want

Examples:

+ The question is not challenging enough: *rephrase this sentence and use more advanced language to make it more challenging*

+ There might be more than one possible answer: *if the question is written this way, there could be another possible answer for it as “X”. Please rewrite it so that “Y” would be the only possible answer.*

+ The summarized passage is too long: *make the text shorter and more concise, trim out some unnecessary details, but still maintain advanced language so that they retain the high level of difficulty, and make sure that the answers to fill in the blank are still the same.*

- Step 7: teachers edit it for the last final time as they want and check carefully to make sure there is no problem.

3.5.2. A Sample listening task designed with the help of ChatGPT

Transcript with highlighted information provided to ChatGPT

(The Surprising Reason We Eat Spicy Food – Be Smart

When we talk “spices” we’re talking more than just hot things. “Culinary spices” include dozens of aromatic plants and their seeds. Compare the number of spices in recipes far from the equator, to ones close to it. People in warm climates use way more spices even though northern countries have access to just as many herbs and veggies they could cook with. It’s something any food lover sort of intuitively knows, but have you ever wondered why people near the equator think spice is so nice?

*The history of spices extends far beyond the kitchen. To many peoples, they came to hold **monetary and cultural** value. When Alarich, leader of the Goths, besieged Rome in 408 BC, he demanded 3000 lbs. of pepper as ransom. Neolithic graves have turned up with spices in tow, and Egyptian scrolls from 1555 BC describe **adorning the deceased** with aromatic plants. Caring for the dead was thought to discourage spirits from sticking around, and a lot of those plants happened to preserve the bodies. The oldest example of spice use in cooking is 6,000-year-old pottery found with traces of garlic-mustard, a plant with otherwise **little-to-no nutritional value**.*

*But beyond the interesting smells and rich history, there’s a hugely important use for spices that might surprise you. They kill bacteria. Plant tissues – including those we use for spices – are full of phytochemicals, compounds which give many plants their flavor. Plants manufacture numerous chemicals to defend themselves from insects and microbes, by poisoning or ripping apart **foreign cells**. When these flavorful phytochemicals hit our food, they can have the same microbe-killing effects. The 30 most commonly used spices from recipes around the world all inhibit growth of some kind of bacteria, often the same ones that **cause foodborne illnesses**. Uncooked meats and cooked meat dishes stored at room temperature can build up massive bacterial populations in just hours. Places where food spoils faster use more bacteria-killing spices per recipe. And the spices used most often turn out to be the ones that are the strongest bacteria-killers.*

*There are exceptions to the geography/spice rule. Some neighboring countries, like Japan and Korea, can have wildly different spice habits despite having similar climates. Traditional Japanese recipes date back to a time when much of the meat and fish consumed in Japan was fresh and local, making **the preservation properties** of spices less essential. As a result, Korean meat recipes today typically call for more spices than Japanese ones.*

*Some theories point to spice use in hot climates to **increase perspiration** and cool the body by evaporation. If you’re about to leave that comment, spoiler alert: Very few spices actually make us sweat. And it’s probably a myth that people used spices to mask the smell and taste of spoiled meat before refrigeration, because these **antimicrobial spices** really only work their magic by keeping fresh meat fresh for longer.*

*Combining modern scientific knowledge with historical spice traditions has led to some interesting recent discoveries. Doctors have used a compound from **cinnamon bark** to ward off bacterial infections like MRSA, and in another experiment rosmarinic acid added to hamburger meat reduced the **level of carcinogens** after cooking. We may be entering a*

renaissance of plant-inspired medicine, but just like the actual Renaissance, there's plenty of bad science alongside the good stuff. So take outrageous spice claims with a grain of salt, because that essential oil could really just be snake oil.

Questions generated by ChatGPT

Part 4: For question 1-10, listen to a talk about the use of spices and complete the following summary. Write NO MORE THAN THREE WORDS taken from the recording for each blank.

- Culinary spices encompass a wide range of aromatic plants and seeds. People living in warmer regions tend to use significantly more spices than those in cooler climates. Spices have a rich history beyond cooking, holding (1) _____ significance in many ancient civilizations. For example, Ancient Egyptian texts describe using fragrant plants for (2) _____. The oldest known use of spices in food was found in 6,000-year-old pottery containing garlic-mustard, which has (3) _____.

- Spices are valued mainly for their ability to combat bacteria. Their strong flavors come from phytochemicals, natural compounds that defend plants by poisoning or disintegrating (4) _____. When added to food, these widely consumed spices inhibit the growth of bacteria that (5) _____. Interestingly, neighboring countries with similar climates may have different spice traditions. In Japan, the reliance on fresh, locally sourced proteins meant the (6) _____ of spices were less necessary in traditional cuisine than in Korea.

- Some theories suggest spices in hot climates help (7) _____, thus lowering body temperature through evaporation. In reality, few spices actually induce sweating. It's also unlikely that spices were used to mask the taste of spoiled meat, since (8) _____ can only prolong freshness, not reverse spoilage.

- Today, science continues to explore the benefits of traditional spices. For instance, compounds from (9) _____ have been used to fight MRSA infections, while rosmarinic acid has been proven to reduce the (10) _____ in cooked hamburger meat.

Keys

- | | |
|-------------------------------------|-----------------------------|
| (1) monetary and cultural | (2) adorning the deceased. |
| (3) little-to-no nutritional value. | (4) foreign cells |
| (5) cause foodborne illnesses. | (6) preservation properties |
| (7) increase perspiration | (8) antimicrobial spices |
| (9) cinnamon bark | (10) level of carcinogens |

3.6. Designing a multiple-matching listening exercise.

Figure 5 shows a new type of listening task (multiple-matching questions) recently appearing in Vietnam's 2024 National Excellent Students Competition for English.

Part 2. For questions 6 – 10, listen to a news report on sand crisis and match each number (6 – 10) in Column I with one letter (A – J) in Column II to make a correct statement according to what is stated or implied by the speaker(s). Write your answers in the corresponding numbered boxes provided.

Column I	Column II
6. Africa	A. is having geographical features damaged and removed due to sand extraction.
7. Sri Lanka	B. is imposing a strict prohibition on the extraction of sand from beaches and rivers.
8. The Mekong delta	C. is facing risks from wild animals as a result of sand removal.
9. The United Nations	D. is consuming sand at the rate of more than 37 pounds per person per day.
10. The world	E. is having rare reptiles swept away together with sand from the rivers.
	F. is being faced with agricultural problems due to excessive exploitation of sand.
	G. is facing threats from extreme weather phenomena, especially in its coastal areas.
	H. is exploiting and using sand in a more unregulated manner than water.
	I. is proposing reducing demand for mining sand by means of reusing and recycling.
	J. is facing the problem of fresh water getting undrinkable due to salinisation.

Figure 5 example of a multiple-matching listening task

3.6.1. How to choose appropriate materials

For designing similar multiple-matching listening tasks, designers need authentic audio sources that meet several key criteria: informational density, diverse topics, regional or thematic segmentation, and clear cause-effect or fact-detail structure.

Criteria	What to look for
Length	2–5 minutes, ideally with multiple examples or regions
Clarity	Moderately paced English, preferably with transcripts or subtitles
Segmentability	Mentions of several locations, people, or institutions that can be matched to facts
Rich content	Has numbers, causes/effects, contrasts, or expert opinions
Thematic relevance	Topics like climate, development, economy, education, or science work well

Suggested authentic sources:

BBC Learning English (especially News Report, 6 Minute English), NPR (National Public Radio), ABC News Australia, DW News (Deutsche Welle), Bloomberg Quicktake, The Guardian, PBS NewsHour

Example Topics: Water shortage in different countries; Global impacts of climate change; Case studies of urban pollution; How different nations tackle plastic waste

3.6.2. Procedure

- Step 1: choose appropriate materials
- Step 2: create a transcript
- Step 3: highlight important points to design the questions.
- Step 4: trim out unnecessary content to make sure the audio has the appropriate duration (if needed)

- Step 5: upload the finished transcript with highlighted words/phrases to the AI tools and type commands to ask it to generate the listening questions, answers and explanations.

It is also possible to **skip Step 3** and let the AI tools choose what information to design questions by themselves.

Example: (the sample exercise is uploaded to ChatGPT for it to analyze and understand the task formats and structures)

“Here is the transcript of a recording about topic A...

As an English teacher for high school English major students in Vietnam, you must design a multiple matching listening exercise (Listen and match the countries in column 1 with the correct information in column 2) similar to the provided sample task..

The highlighted information will be used to create the questions. There will be ... countries in column 1, and ... options in column 2).

The exercise should be challenging enough for ESOL students at C1 level”.

- Step 6: ask AI tools to make adjustments to the questions if you are not satisfied. Give specific comments to describe what you want

Examples:

+ The question is not challenging enough: *rephrase the options and use more advanced language to make it more challenging.*

+ There might be more than one possible answer: *For country A, both B and C could be the correct options. Please rewrite it so that “B” would be the only possible answer.*

+ The options are too long or confusing: *Rephrase option A to make it a little more straightforward and easier to comprehend.*

- Step 7: teachers edit it for the last final time as they want and check carefully to make sure there is no problem.

3.6.3. A sample multiple-matching listening task, created with the help of ChatGPT

For questions 1-5, listen to a report on foreign fashion brands in the US and match each brand (1-5) with one statement (A - I) according to what you hear.

Brands	Statements
1. Uniqlo	A. Its mass withdrawals from malls leave rooms for other brands to fill in.
2. Primark	B. Its early success paved the way for other foreign brands' penetration into the US market
3. H&M	C. Its brand recognition is greatly enhanced without depending on virality on social media.
4. Baby R' Us	D. Its business operation is still based on physical establishments rather than online outlets.
5. Zara	E. Its uniqueness lies in the way it distinguishes regular wearers from professional models.
	F. Its downfall opens up a new market niche for other brands to expand their product ranges
	G. Its increase in stock value fuels its plan for future expansions of retailing systems
	H. Its business in the US market has experienced multiple instances of devastating loss.
	I. Its strategies allow it to expand retailing space without increasing the number of outlets.

Answer Key: 1. H 2. D 3. B 4. F 5. I

Transcript

(How International Brands Like Primark, Uniqlo And Mango Won Over America – CNBC)

“From 2018 to 2023, there were nearly 19,000 U.S. store openings. About 30% of those were foreign -owned companies. The rise of foreign retailers is especially prevalent in American shopping malls. I just walked into Queens Center in New York, and the first thing I see is a Primark, which is next to a Zara, which is right across from an H&M. The U.S. is the number one consumer market. So to be here and to get it right means a lot, but you really need to get it right. So what makes the U.S. so appealing to these foreign brands, and why do shoppers love them so much?

*Primark opened its first store in Dublin back in 1969, where it is known as Penneys, a nod to the store's distinguishing low prices. The U.S. is over 330 million consumers, and what we saw very quickly was a customer base that was responding incredibly well. **Primark has no e-commerce business in the U.S., and it relies on large brick and mortar stores like this one in Queens, New York**, which is 37,000-square-feet of retail space. One of the reasons why Primark has been slow to expand online is because e-commerce is very expensive. It's a lot cheaper to have shoppers come to the store and take home what they buy. And so to keep margins up and prices low, their business model depends on being very efficient.*

But Primark is just one name amongst many focused on U.S. growth. Spanish retailer Mango and Canadian fashion brand Aritzia both made a splash in 2024. Mango grew its U.S. sales by 10% and announced a \$70 million expansion plan. Aritzia's stock price has soared over the past year as it grew U.S. revenue by 9% in fiscal 2024.

***While these brands are currently in the midst of expansion, H&M laid the groundwork years ago for many of these names now taking on the U.S. market.** H&M was really a trailblazer. It opened its first store about 25 years ago on New York's Fifth Avenue, and since then it's become a bit of a mall staple. It has about 500 stores across the country and has become a household name, similar to a Gap or an Old Navy.*

***Zara** is another name that was at the forefront of global retailers moving to the U.S. However, the brand has grown its store base far more slowly than H&M. **In fact, it's net U.S. store count has remained about the same over the past five years, but just looking at the number of stores doesn't tell the full story here.** They'll be expanding into these bigger flagship locations, and then those smaller stores that were existing in a given city, they might be actually closing them. Net, you still end up with more space and net the density of that space continues to increase every year.*

*One of the opportunities that these companies have seen in the U.S. is that department stores have weakened. This is not a new story, but as Macy's closes, about 150 of its namesake stores, not only is that leaving a big box in malls that in some cases Primark could move into, but it's also leaving some market share on the table that's free for the taking. **Another dynamic that could be appealing is the decline of baby and children's stores. Babies R Us***

and Bye Bye Baby, which is owned by Bed Bath and Beyond, both went out of business and that means that Primark sees opportunity to grow its baby and children's market, which it's been doing at many of its stores.

Social media has allowed brands with even a relatively small number of physical stores to flourish in the U.S. Take the Uniqlo shoulder bag, for example. "I am serious. It's so nice." Or the Aritzia super -puff. "It is the warmest jacket I've ever worn." Both companies cited social media virality as driving growth for these products in 2023, but one viral product does not keep a brand afloat. What it does create is brand awareness, which these companies can capitalize on by continuing to stay on top of trends.

Part of the appeal of these brands, whether it's Mango or Zara, is that they have a lot of off the runway looks if you look on their website or in their app. A lot of the pictures look like something you might find in Vogue. They're very fashion forward, tapping into that European ideal, that idea of being on the cutting edge of a trend, of looking like a model.

Despite its recent success, Uniqlo has had a bumpy road entering the U.S. After initially opening and closing stores in 2005 and 2006, it experienced some struggles again after reentering in 2011. In fiscal 2016, the company reported losses of around \$70 million related to asset retirement and store closures in the U.S. It was forced to reevaluate its strategy as it faced struggles with brand awareness and meeting the tastes of the American consumer. But today's retail landscape looks a bit different. I think fashion is becoming more homogeneous around the world, and there are fewer differences to kind of iron out between markets, and I think that's playing into these kinds of companies. So I think these probably stand a better chance than when we've seen in past years, past decades."

See Appendix for a complete version of this listening exercise, along with another sample.

III. Conclusion

Listening is one of the most important and also one of the most difficult skills for English learners, especially for students majoring in English at specialized high schools in Vietnam. As these learners aim to reach high levels of proficiency and succeed in national exams, they need more than just textbook-style recordings—they need to hear English as it is spoken in real life. Authentic materials, such as news reports, interviews, or podcasts, provide valuable exposure to natural language and help learners become familiar with different accents, tones, and speaking styles. However, using authentic materials effectively still presents many challenges, especially when it comes to adapting them to the classroom, creating transcripts, or designing questions that are both meaningful and level-appropriate.

This paper has explored how teachers can make use of AI tools to support the process of designing listening exercises based on authentic materials. From selecting and transcribing audio to generating questions and even suggesting listening strategies, AI tools offer practical support that can save time and improve the quality of listening tasks. These tools can help teachers create more realistic and engaging exercises while also meeting the demands of exams like the National Excellent Students Exam.

At the same time, the use of AI requires careful consideration. Not all tools are suitable for all learners, and it is still the teacher who must decide how to use these tools effectively. Teachers need to think about the learners' level, the difficulty of the materials, and the learning goals of the task. AI should be seen as a support tool, not a replacement for the teacher's role.

In short, this paper offers a set of strategies and examples to help teachers apply AI in a practical and thoughtful way when working with authentic materials. It aims to contribute to current teaching practice by helping educators design better listening lessons that are more authentic, more effective, and more aligned with real-world language use. As AI continues to develop, it holds great promise for language education—if used with care and creativity.

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APPENDIX: LISTENING EXERCISE SAMPLES

T, F or NG – Sample 1

Part 1. You will hear a talk about the health implications of diet soda. For questions 1-5, decide whether the following statements are True (T), False (F), or Not Given (NG)

1. While consumers cannot distinguish between regular and diet soda, their bodies have the capacity to do so.
2. Despite containing no calories, diet soda still prompts the pancreas to release energy-storing h.
3. People who consume no diet drinks have a very low risk of obesity, according to an eight-year research.
4. Chemical sugar's lesser effectiveness in sweetening drinks may affect the body's fat storage.
5. Regular consumption of diet beverages can result in higher food intake in animals and humans alike.

Audio link:

drive.google.com/file/d/1h8-wsHUEI1Ag4Td5LeppWgo1RhTeAMm/view?usp=sharing

Answer: 1. F 2. T 3. NG 4. F 5. T

Transcript

What Too Much Diet Soda Does To Your Body And Brain (Insider Science)

*In the early 1960s, a new kind of beverage took the stage. It wasn't a new shape, or color, or flavor. No, this was diet soda. And it was awesome. With fewer calories and less sugar, diet soda promised to be a healthier alternative to regular soda. But like most promises in life that sound too good to be true, it probably is. **Can you tell the difference between a class of regular and diet soda? Turns out, neither can your body.** And that's where the trouble starts.*

*Until recently, everything we ate contained some amount of calories. When we ate something sweet, for example, **the brain sent signals to our pancreas, which started producing insulin that stored the sugar molecules in our cells for energy.** So when we drink diet soda, the sweetness tricks our body into thinking it's real sugar.* But when those energy packed calories don't arrive, the insulin has nothing to store.

*Scientists think that repeatedly tricking our body this way could explain why study after study keeps finding the same thing. That drinking diet soda is associated with metabolic syndrome. Metabolic syndrome is a mix of conditions that includes increased blood pressure, high blood sugar, and weight gain, which can increase the risk of diabetes, heart disease, and stroke. In fact, one study found that diet soda drinkers had a higher risk of stroke and dementia than regular soda drinkers. **And for another eight -year -long study between 1979 and 1988, participants who started out at a normal weight and drank an average of 21 diet beverages a week faced double the risk of becoming overweight or obese by the end of the study, compared to people who avoided diet beverages completely.***

And while drinking diet soda with a meal may sound like a tasty, calorie -free alternative to plain water, a growing body of research is starting to find that this may be the worst time to drink it. Because the fake calories in the diet soda could ultimately disrupt how many of the real calories we metabolize, potentially leaving excess calories behind that we then store as fat. Another issue could be the fact that artificial sweeteners in diet sodas can be tens to hundreds of times sweeter than sugar.

So when we taste it, our brains anticipate more calories than what we give it. It's like when you go to a party, expecting loads of food, and you end up with a handful of veggies and vegan cheese. You're left unsatisfied and angry. In the same way, artificial sweeteners can leave our brains wanting more, which studies have shown leads to increased appetite and potential weight gain in fruit flies, mice, and humans.

So if the reason you're drinking diet soda is to drop a few pounds, maybe just stick to water. Got any friends obsessed with diet soda? Share this video with them, and thanks for watching!

T, F or NG – Sample 2

Part 1. You will hear a talk about The Turkey-Syria earthquake. For questions 1-5, decide whether the following statements are True (T), False (F), or Not Given (NG)

1. The recorded casualty number was shockingly high, given the earthquake's moderate magnitude.
2. The subsequent aftershocks occurred at greater depth than the first two earthquakes.
3. Houses built prior to 1999 were more susceptible to earthquake damage.
4. The huge population size of the affected area made early evacuation difficult.
5. The devastated transport infrastructure is another issue that hinder rescue attempts.

Audio link:

<https://drive.google.com/file/d/1pZNbqmUnjn94UagogYeKZIH0h7U9g3do/view?usp=sharing>

Answer:

1. F 2. NG 3. T 4. NG 5. T

Transcript

Thousands of people have been killed or injured after a 7.8 magnitude earthquake and major aftershocks hit Turkey and Syria. So how did it happen and why was it so bad? *Well, first of all, this earthquake was very powerful.* Magnitude 7.8, Turkey hasn't seen an earthquake of similar magnitude since 1939. Then there was a second aftershock, almost as powerful as the first. Both of those earthquakes were quite shallow, and that means more of the energy of the earthquake will be felt at the surface where it can damage structures and infrastructure.

And then there's the vulnerability of buildings themselves. Turkey upgraded its earthquake building codes after a major earthquake in the northwest of the *country in 1999, but buildings predating those codes or those built with substandard materials or not built so well, could have been vulnerable*

Typically major earthquakes are followed by a series of aftershocks, *but they tend to be diminishing magnitude and frequency as time goes by.* What's highly unusual about this earthquake is there was an aftershock of similar magnitude to the initial earthquake, with an epicenter that are 100 kilometres North of the first major earthquake.

Offers of help and rescue teams from around Europe, including the UK, are making their way to Turkey. *They face an enormous challenge because of the size of this earthquake, the fact it's happened in quite a populated area.* And also, these major aftershocks will have given a very wide geographic spread to the impact of this earthquake disaster. Typically, in these situations, roads and other infrastructure get damaged, which means getting around is hard.

Communications can be difficult as 4G networks get overwhelmed. It's also cold in parts of Turkey at the moment. Nighttime temperatures around the epicenter were down to -4 last night. *That's going to make rescue efforts harder, but also make their efforts much more urgent as they need to get to survivors in these freezing temperatures.*

Listening – Short answers – Sample 1

Part 2: For questions 6-10, listen to a news audio about McDonald's food price and answer the questions. Write NO MORE THAN THREE WORDS AND/OR A NUMBER taken from the recording.

6. What factor must be given the highest priority, according to McDonald's CEO?

7. What factor is lower for home-cooking that drives people away from McDonald meals?

8. What phrase did the author use to describe consumers' reaction to the continuous price rise of McDonald's?

9. What did Wendy's CEO plan to test that could allow flexible charging of food throughout the day?

10. What did many fast food chains (such as Chipotle) attribute their increased price on?

Audio link:

drive.google.com/file/d/17W2AN4ErI5JHR4yaQrH7MUuUNmmfhV80/view?usp=sharing

Answers:

6. affordability 7. food inflation 8. increasingly revolting 9. dynamic pricing
10. new minimum wage / \$20 minimum wage / new \$20 minimum wage

Transcript

McDonald's earnings fall short as diners push back on rising prices (Today)

Fast foodies are fed up taking to social media to rant about what they see as non-value meals. \$17 for three filet of fishes at McDonald's? Are you kidding me? After two years of menu price hikes, big companies finally feeling the pushback from diners.

*McDonald's profits falling short of expectations, a rare stumble for the Golden Arches. The CEO on Tuesday noting today's consumer is being picky about how they spend their money and the company needs to be laser focused on **affordability**.*

*"Has the consumer finally spoken and now they have to focus on value?" – "The consumer is frustrated by the prices they're paying at fast food restaurants and they are absolutely voting with their feet". Opting, he says, for Domino's or Burger King, which both exceeded expectations or cooking at home where **food inflation** is cooling.*

*Inflation measuring food at home rose just 1 .2% in March versus a year ago, compared to 4 .2% for food away from home, which includes fast food. Those customers are **increasingly revolting** at repeated price increases.*

Mother of five Latifah Henry says if prices get any higher, she'll skip the drive through. We're looking at like 10, 11, \$12 sometimes just for one meal. So that is kind of something where we're like, okay, do we really want to eat out at McDonald's for those prices or can we find somewhere that's, you know, a little higher quality that is pretty much a similar price.

And it's not just the burgers. Drinks have gone up to prices for Coca Cola, up 7% in North America. And two months ago, Wendy CEO fired up controversy when he told investors the hamburger chain would test dynamic pricing starting next year, changing prices at different times of the day.

In California, Chipotle, Chick -fil -A, Pizza Hut and Jack in the Box warned customers of higher prices ahead because of a new \$20 minimum wage for their workers. As for McDonald's, In an effort to calm customer concerns, it plans to test out a higher quality and bigger burger later this year.

Listen – Short answers – Sample 2

Part 2: For questions 6-10, listen to a news audio about Gen Z's job trends and answer the questions. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** taken from the recording.

6. Which 3 factors are people pondering about whether college education is worthwhile?

7. Instead of college, where else can young people go to if they desire a better career path?

8. According to Amanda, what might be the first to become redundant due to AI and automation?

9. Who in the studio expresses confidence regarding her job security, despite the threat of AI?

10. Which 2 industries are anticipated to be of particularly high demand in the near future?

Audio link:

drive.google.com/file/d/1QGkzv8A3E3oMDQMaD2V-5YeWFjd5rtEm/view?usp=sharing

Answers:	6. time, effort, debt	7. a trade school	8. entry-level jobs
	9. hair stylist	10. construction, clean energy	

Transcript

Gen Z pivots to blue-collar work as AI impacts job market – ABC News

Host: Well, a new article from Business Insider is shedding light on Gen Z's pivot from college to bluecollar jobs. From student debt to the rise in AI, how Americans are losing faith in the college degree. Amanda Hoover is here. She's the author of this article and is joining me now.

Amanda, thank you so much for for joining me to talk about this. This is so interesting. And you mentioned in the article just 22% of US adults say college was worth it if a student had to take out loans to attend. So how have those loans pushed Gen Z toward blue collar jobs?

Amanda: There's definitely a lot of young people that are looking at college and questioning is this worth it? You know the **time, the effort, but also the debt**. Um we see those numbers in the tens of thousands on average rising over time. So why not? Some young people are thinking, if I don't know what I want to do and I don't really want to go to college, like why force it? Why not find something that works better for me and maybe doesn't involve sitting at a desk all day or lets me be my own boss, right? They can go to **a trade school** or just get a certificate in some sort of field.

H: You also write in the article about how concerns about AI are a major factor in the careers people choose. So, what does it signify for the future? I mean I've heard people talk about this like AI is after your job or robots will take over. So what does that mean about the future and where we're headed?

A: Yes. So many jobs that were really looked at as lucrative and stable. You know, think about software engineering, consulting, even legal, marketing jobs. All of these are kind of at risk of automation. We don't know what's going to happen yet, but there's a concern that **entry-level jobs** will be the first to go. So then again, why take out tens of thousands of dollars in student loan debt if you're not going to have that safe cushion of these high-paying jobs? Instead, AI actually helps people in some of these trade jobs. Um, if they want to start their own business, it makes it easier to automate appointment scheduling. It makes it easier to craft emails, to do your own marketing materials if you don't have experience in that, or to send out emails to clients and figure out what to say as you're starting out. So, I spoke to some young business owners in landscaping, pressure washing who are like using AI to help them with some of this while running their own business and doing so quite successfully for very young people.

H: Yeah. And we met earlier in the hair and makeup room and I thought it was interesting because **our hair stylist** was saying AI is not going to take her job, but she'll stay employed. So, fields like that are kind of pretty stable, right? What would you say are some of the current fastest growing jobs and fields?

A: Yeah, there's expected job growth to outpace, you know, the averages in electricians, construction, HVAC servicing. There's going to be a lot of people retiring who work in these fields and an increased demand, especially with **construction and with clean energy** as well. Um, you know, there's these new jobs that are coming out and they don't require a traditional four-year college degree. Maybe some occasional training. Um, but they're things that are we're going to have a growing demand for and potentially a labor shortage. So, we can only expect maybe that wages might rise in these as well as there's more demand for people to come and work in these fields. Yeah, just a sign of the times, a different, different era.

H: Thank you so much for for joining us to talk about this. Senior correspondent at Business Insider, Amanda Hoover.

A: Thank you so much.

CPE-like Multiple-choice Sample 1

You'll hear a radio interview with Dr. Karen Knudsen, CEO of the American Cancer Society, discussing the rising rates of early-onset cancer. For questions 1–5, choose the answer (A, B, C, or D) which fits best according to what you hear.

1. Regarding the overall findings of the new cancer study, Dr. Knudsen emphasizes that

- A. Researchers had long predicted an eventual rise in early-onset cancers.
- B. Early discoveries in colorectal cancer pointed researchers towards a broader trend.
- C. The results contradicted previous assumptions about cancer risk in younger adults.
- D. The most surprising aspect was the number of cancer types involved.

2. What is Dr. Knudsen's position regarding the causes behind higher cancer rates among young people?

- A. They stem entirely from well-known lifestyle and genetic risk factors.
- B. The changes suggest exposure to risk factors that affect only younger people.
- C. While known risks are involved, there are other unexplained contributors.
- D. Obesity alone likely accounts for most of the increase in early-onset cancers.

3. What does Dr. Knudsen say about cancer mortality in younger adults?

- A. Mortality has increased across the board for all types of early-onset cancers.
- B. Early cancer-screening technologies are already available for many different cancers.
- C. Early-onset cancers are more affected by genetics than by lifestyle factors.
- D. Research hasn't yet shown a link between mortality and early-onset cancers.

4. According to Dr. Knudsen, how should people approach cancer screening?

- A. Begin screenings strictly at the age recommended by national guidelines.
- B. Rely on medical professionals to decide the right time for screening.
- C. Seek early screening only if there's a strong family history of cancer.
- D. Take personal responsibility for knowing when and what to screen for.

5. What did Dr. Knudsen imply about young people's attitudes towards new cancer trends?

- A. She is skeptical about whether younger generations are engaging with the issue.
- B. She believes awareness is growing and encourages proactive health behavior.
- C. She worries that fear of cancer might discourage young people from screening.
- D. She feels the media has exaggerated the level of risk for under-50s.

Audio link:

https://drive.google.com/file/d/1rz0aao23KLzDSdoa2CP1WV_6hem3wH6r/view?usp=sharing

Answers

1 -B 2-C 3-B 4-D 5-B

Transcript

William Brangham: They're called early onset cancers, which means cancer among adults under 50, and they are on the rise. A groundbreaking report from the American Cancer Society looked at rates of 34 different kinds of cancer over several decades and found that 17 of them were more prevalent in millennials and Gen Xers. So what is going on here? Doctor Karen Knudsen is the CEO of the American Cancer Society. Doctor Knudsen, thank you so much for being here. I think the findings in this caught a lot of people by surprise. When you look at the overall study, what stands out most to you?

Dr. Karen Knudsen, CEO, American Cancer Society: Well, you know, there are some surprises here, but in fact, we've been seeing some early indicators about this rise in cancers at an earlier age over the last several years, early onset colorectal cancer, I think, was the canary in the coal mine here, where we saw declining incidents in populations in the 65 and above, but rising in those that are 50 and younger. These are ages for which we previously not thought about someone being at risk for colorectal cancer.

So clearly, something is changing, and this new study highlights that with 50 percent as you said, of the studies that of the cancers that we looked at on the rise in Gen xers and Millennials as compared to Baby Boomers.

William Brangham: Do we know why this is happening? Because, again, the traditional I'm no oncologist, but the traditional understanding is older people tend to get more cancers. You get cancer as you get older. Why is this happening with younger people?

Karen Knudsen: So what that is true, not for all, but for most cancers, age is a risk factor. So that is without question, true. But when we look at these cancer rates, they are sometimes two to three times higher in incidence for the Gen X and Millennial population as compared to Baby Boomers. So we look at those data, we think that the typical risks are still at play. Obesity. 10 of those 17 cancers are linked to obesity. Lifestyle. So, sedentary lifestyle, of course, increases cancer risk alongside an unhealthy diet, lack of fruits, vegetables, grain fiber, et cetera. So we know that those typical cancer risks are at play. But there must be something else, because these rates are so different as compared to the previous generation, the baby boomers.

William Brangham: One of the things we also are concerned about is, if you get cancer, whether or not it ends up ending your life. What do we know about cancer death rates?

Karen Knudsen: That's right. So when we actually looked in these three different age populations, we could follow cancer mortality as well in a subset of them, and we saw five actually that were of increased mortality rates in Gen X and Millennial populations. It was liver cancer, specifically for women, uterine cancer, gallbladder cancer, testicular cancer, which is not a cancer of aging, and colorectal cancer, which we talked about.

So these leave then open questions for which more cancer research will be needed in order to address and we can speculate as to what are some of these additional exposures that someone may have been subject two, or could it be a compendium of exposures, diet and lifestyle? What I would say is that what we know right now is of all the cancers that we track every year, our own research estimates that up to 40 percent of them are preventable due to behavior modification, things like having that healthy diet, staying active, maintaining a healthy body weight. Of course, don't smoke, limit alcohol and get screened. So we know that early detection saves lives, and that increase, that increased survivorship is, of course, something that is well within means for screenable cancers.

William Brangham: On that issue of screening, given what this study reflects, do you think we ought to be changing the guidance that we give to not just to doctors, but to individuals, as far as when you get checked? How often you get checked?

Karen Knudsen: Such an important question. So it's important to remember that screening is not just about your age, that's one portion, but it's also about your genetics, if you know it, your family history, your own medical history, and your risk of exposures. So never too early to, when you are at your physician, ask and take ownership of it on your own. What is the right screening plan for me, so that all of those different criteria can be taken into account.

Now, as relates to cancer screening guidelines, we of course, look at this regularly. We are in the process right now of rewriting our prostate cancer screening guideline, but we were the first at the American Cancer Society to drop first colonoscopy from age 50 for people of average risk to age 45 because of these trends of early onset.

So we will continue to monitor and determine whether or not the screening guidelines require additional modification the science will lead us.

William Brangham: Do you think younger people are getting the news about this? Do you feel like this message is percolating out into society?

Karen Knudsen: I think that they are and hearing reports like this can help them take agency over their own health, those prevention behaviors. We talked about how this discussion about screening, but also don't ignore symptoms. So if you're 44 years old and you're experiencing something that seems like it could be associated with colorectal cancer risk. Don't wait. Be seen and have that discussion with your physician, even if you're too young to technically have had your first colonoscopy. Don't ignore symptoms.

But it's also important to note that on balance, there's good news as well for cancers overall since 1991 which was the high water mark for cancer in this country, we have reduced the overall cancer mortality rate by 33 percent so there is more hope than ever before, which is altogether more reason to not ignore symptoms, take agency over your own health, for prevention, but also having symptoms addressed.

William Brangham: Like that there's at least a little bit of good news in that. Doctor Karen Knudsen, CEO of the American Cancer Society, thank you so much for joining us."

CPE-like Multiple-choice Sample 2

You'll hear a radio interview with Salim Abdool Karim, Director of CAPRISA, discussing a breakthrough in HIV/AIDS medications. For questions 1–5, choose the answer (A, B, C, or D) which fits best according to what you hear.

- 1. What is Salim Abdool Karim's view on the trial results of lenacapavir?**
 - A. He is cautiously optimistic about its potential but remains reserved.
 - B. He believes they are unparalleled in his decades of medical career
 - C. He suspects the findings may be too good to be true.
 - D. He is surprised that an old drug class could be this effective.
- 2. Why does Karim believe lenacapavir could make a major impact in Africa?**
 - A. The drug is especially popular among people already living with HIV.
 - B. It avoids the need for regular testing or monitoring.
 - C. It targets the demographic most affected by the epidemic.
 - D. It works better in countries with weak healthcare systems.
- 3. What challenge does Karim associate with the daily use of oral HIV prevention drugs?**
 - A. Patients often stop taking it due to unpleasant side effects.
 - B. It is difficult for healthy individuals to remain consistent.
 - C. Most people are unaware of the importance of adherence.
 - D. Clinics rarely have enough supply to meet the demand.
- 4. What is said to be a key benefit of the twice-yearly injection format?**
 - A. It provides better immune system support.
 - B. It reduces the cost of treatment significantly.
 - C. It simplifies the patient's responsibility.
 - D. It lowers the dosage needed to prevent infection.
- 5. According to Karim, what is a major reason for dwindling public attention to AIDS?**
 - A. Most governments believe the disease is now under control.
 - B. Successes in the West have led to global complacency.
 - C. Funding has shifted entirely to new emerging diseases.
 - D. Other crises have drawn focus away from ongoing pandemics.

Audio link: <https://drive.google.com/file/d/1YOrr0a73cFThXs73rC1ZkCgXhEk99n5x/view?usp=sharing> **Answers:** 1 -B2-C 3-B 4-C 5-D

Transcript

The long fight against HIV/AIDS may get a powerful new weapon. A new drug taken by injection only twice a year shows great promise in preventing new HIV infections. That could have far-reaching impacts, especially in lower-income countries that are facing rising infection rates. William Brangham has the details.

WILLIAM BRANGHAM: *That's right. This drug is called lenacapavir. And it is made by the drugmaker Gilead, which recently said that in a clinical trial of 2,000 patients in South Africa and Uganda, not one person taking the drug was infected with HIV. So if this drug pans out as hoped, what*

would that mean for global HIV care? To understand that, we turn to one of the world's leading experts in HIV treatment and prevention. Salim Abdool Karim the head of CAPRISA, one of South Africa's top HIV/AIDS research centers

SALIM ABDOOL KARIM, Director, CAPRISA: Great to be here with you, William. Well, in my 40 years of doing AIDS research, I have never seen a result like this. Absolutely amazing to see a drug like this that provides 100 percent protection. So when you look at a drug like this, and given that it's in a completely new class of antiretrovirals, we do not have circulating resistance to this drug. And so we are seeing high levels of protection because it's not a drug that the virus has already been exposed to. But its potential as a highly efficacious prevention mechanism is enormous. Given that our goal is to try and end the AIDS pandemic by 2030, and this is ending it as a public health threat, we need to focus on the three key groups where HIV continues to be a major challenge. And those three groups are men who have sex with men, in particular, younger men who have sex with men, injecting drug users, and, in Africa, young women. Indeed, young women bear the brunt of the HIV pandemic in Africa. And the study was undertaken in exactly that group. And if we can get this drug rolled out to large numbers of high-risk women, we could make a huge dent on the pandemic.

WILLIAM BRANGHAM: But given that there is already a prevention pill, Truvada, or PrEP, as it is known, that people take every single day, why does this twice-a-year shot make such a difference?

SALIM ABDOOL KARIM: So, studies done with antiretrovirals taken as a daily tablet or daily pill have shown that we have a challenge in individuals maintaining the ongoing use of these drugs, what we refer to as adherence or compliance. The big challenge you have is that the individuals taking the drug are well and healthy people. They don't have HIV. So, it requires an extra moral effort for them to be able to remember that every day that they are at risk of HIV and they need to remember to take their tablets.

It also places an onus of the individuals to go to the hospital to collect the medications at a regular interval. And that becomes a high bar when we are dealing with people who are essentially well. The difference now is that, basically, individuals who are at risk need to think about their risk of HIV twice a year, and they need to make the effort to go to a clinic or a hospital to get this injection just once every six months. That sits a much lower bar. And, therefore, we think we will have better adherence and will lead to a larger number of patients taking it up and maintaining their long-term use of this injectable.

WILLIAM BRANGHAM: In the U.S. and certain parts of the West, new HIV infections, certainly deaths from AIDS, have really dropped off people's radar. I know that's not the case elsewhere in the country, certainly not where you are in South Africa. Can you remind us the challenges you still face fighting this pandemic?

SALIM ABDOOL KARIM: Well, the problem was that COVID-19 literally came in with such gusto that it consumed all of the world's attention. I think we're seeing that there's a lot of what I call fatigue, AIDS fatigue, people just tired of this problem. They moved on mentally, physically. And so the other pandemics that were occurring, they haven't gone away. They remain with us. And the three big pandemics are malaria, tuberculosis and HIV. And of those, in terms of HIV, in places, in many countries in Africa, AIDS remains one of the biggest challenges. In South Africa, it remains one of the top 10 causes of death. If you take at a global level, just last year, there were in the region of around one-and-a-half-million new infections. That's a lot of new infections still continuing at the global level.

WILLIAM BRANGHAM: All right, Salim Abdool Karim, the head of CAPRISA in South Africa, it is always good to see you. Thank you so much for being here.

Fill in the blanks - Sample 1

Part 4: For question 1-10, listen to a talk about the use of spices and complete the following summary. Write **NO MORE THAN THREE WORDS** taken from the recording for each blank.

- Culinary spices encompass a wide range of aromatic plants and seeds. People living in warmer regions tend to use significantly more spices than those in cooler climates. Spices have a rich history beyond cooking, holding (1) _____ significance in many ancient civilizations. For example, Ancient Egyptian texts describe using fragrant plants for (2) _____. The oldest known use of spices in food was found in 6,000-year-old pottery containing garlic-mustard, which has (3) _____.

- Spices are valued mainly for their ability to combat bacteria. Their strong flavors come from phytochemicals, natural compounds that defend plants by poisoning or disintegrating (4) _____. When added to food, these widely consumed spices inhibit the growth of bacteria that (5) _____. Interestingly, neighboring countries with similar climates may have different spice traditions. In Japan, the reliance on fresh, locally sourced proteins meant the (6) _____ of spices were less necessary in traditional cuisine than in Korea.

- Some theories suggest spices in hot climates help (7) _____, thus lowering body temperature through evaporation. In reality, few spices actually induce sweating. It's also unlikely that spices were used to mask the taste of spoiled meat, since (8) _____ can only prolong freshness, not reverse spoilage.

- Today, science continues to explore the benefits of traditional spices. For instance, compounds from (9) _____ have been used to fight MRSA infections, while rosmarinic acid has been proven to reduce the (10) _____ in cooked hamburger meat.

Audio links [https://drive.google.com/file/d/1wC_4VeeNGxIYsf_04N2sHVfbN9sTvJoX/](https://drive.google.com/file/d/1wC_4VeeNGxIYsf_04N2sHVfbN9sTvJoX/view?usp=sharing)

view?usp=sharing **Keys** (1) monetary and cultural (2) adorning the deceased.

(3) little-to-no nutritional value.

(4) foreign cells

(5) cause foodborne illnesses.

(6) preservation properties

(7) increase perspiration

(8) antimicrobial spices

(9) cinnamon bark

(10) level of carcinogens

Transcript

When we talk “spices” we’re talking more than just hot things. “Culinary spices” include dozens of aromatic plants and their seeds. Compare the number of spices in recipes far from the equator, to ones close to it. People in warm climates use way more spices even though northern countries have access to just as many herbs and veggies they could cook with. It’s something

any food lover sort of intuitively knows, but have you ever wondered why people near the equator think spice is so nice?

The history of spices extends far beyond the kitchen. To many peoples, they came to hold **monetary and cultural** value. When Alarich, leader of the Goths, besieged Rome in 408 BC, he demanded 3000 lbs. of pepper as ransom. Neolithic graves have turned up with spices in tow, and Egyptian scrolls from 1555 BC describe **adorning the deceased** with aromatic plants. Caring for the dead was thought to discourage spirits from sticking around, and a lot of those plants happened to preserve the bodies. The oldest example of spice use in cooking is 6,000-year-old pottery found with traces of garlic-mustard, a plant with otherwise **little-to-no nutritional value**.

But beyond the interesting smells and rich history, there's a hugely important use for spices that might surprise you. They kill bacteria. Plant tissues – including those we use for spices – are full of phytochemicals, compounds which give many plants their flavor. Plants manufacture numerous chemicals to defend themselves from insects and microbes, by poisoning or ripping apart **foreign cells**. When these flavorful phytochemicals hit our food, they can have the same microbe-killing effects. The 30 most commonly used spices from recipes around the world all inhibit growth of some kind of bacteria, often the same ones that **cause foodborne illnesses**. Uncooked meats and cooked meat dishes stored at room temperature can build up massive bacterial populations in just hours. Places where food spoils faster use more bacteria-killing spices per recipe. And the spices used most often turn out to be the ones that are the strongest bacteria-killers.

There are exceptions to the geography/spice rule. Some neighboring countries, like Japan and Korea, can have wildly different spice habits despite having similar climates. Traditional Japanese recipes date back to a time when much of the meat and fish consumed in Japan was fresh and local, making **the preservation properties** of spices less essential. As a result, Korean meat recipes today typically call for more spices than Japanese ones.

Some theories point to spice use in hot climates to **increase perspiration** and cool the body by evaporation. If you're about to leave that comment, spoiler alert: Very few spices actually make us sweat. And it's probably a myth that people used spices to mask the smell and taste of spoiled meat before refrigeration, because these **antimicrobial spices** really only work their magic by keeping fresh meat fresh for longer.

Combining modern scientific knowledge with historical spice traditions has led to some interesting recent discoveries. Doctors have used a compound from **cinnamon bark** to ward off bacterial infections like MRSA, and in another experiment rosmarinic acid added to hamburger meat reduced the **level of carcinogens** after cooking. We may be entering a renaissance of plant-inspired medicine, but just like the actual Renaissance, there's plenty of bad science alongside the good stuff. So take outrageous spice claims with a grain of salt, because that essential oil could really just be snake oil.

Fill in the blanks - Sample 2

Part 4: For question 1-10, listen to a talk about the fight against mosquitoes and complete the following summary. Write NO MORE THAN THREE WORDS taken from the recording for each blank.

Mosquitoes are the deadliest animals to humans, due to the pathogens they carry. However, only a small fraction of mosquito species are actually dangerous. Scientists are now exploring gene drives, a technology that overrides normal inheritance patterns. In standard reproduction, parental genes usually [1] _____, creating a roughly even DNA mix in offspring. However, the gene drive technology is able to [2] _____, guaranteeing the chance of selected traits being inherited and allowing for controlled research.

In a 2018 experiment, one engineered gene drive on mosquito eggs [3] _____, leading to population collapse. These experiments offer new hope in combating [4] _____, which continue to be major global health threats. Although insecticide-treated nets and vaccines have helped, growing [5] _____ is making traditional control methods less effective.

Gene drives might be used to reduce *Anopheles gambiae* populations, particularly in [6] _____, where malaria is most deadly. Reducing their numbers could potentially disrupt the [7] _____ and reduce infections. Still, scientists have concerns. For example, while very few [8] _____, the potential for unintended ecological consequences remains.

To investigate, researchers are studying the [9] _____ and _____ of insect-eating animals to assess environmental impact. There are also concerns that removing mosquitoes entirely might [10] _____ open for more dangerous species.

Audio link:

https://drive.google.com/file/d/1IEG8vRht51h3lsRvLvR_hRzoy3C-uKT1/view?usp=sharing

Answer

- | | | |
|--|--------------------------------|-------------------------|
| 1. recombine randomly | 2. thwart this process | 3. made females sterile |
| 4. mosquito-borne diseases | 5. insecticide resistance | 6. Equatorial Africa |
| 7. malaria transmission cycle | 8. mosquito species interbreed | |
| 9. feces, stomach contents / feces - stomach contents / feces + stomach contents | | |
| 10. leave a niche | | |

Transcript

Ethical dilemma: Should we get rid of mosquitoes?

Because of the pathogens they carry, mosquitoes are responsible for more human deaths every year than any other animal, including other humans. But very few of the 3,500 mosquito species actually transmit deadly diseases to humans. So what if we could get rid of the most lethal

mosquitoes? Over the last two decades, scientists have begun conducting experiments using engineered technologies called gene drives that could theoretically do just that. So, should we?

To begin grappling with this question, we have to get a sense of how the technology works. In the usual process of inheritance, the genomes of each parent “**recombine randomly**”. So their offspring end up with the DNA that’s a rough 50/50 mix from their parents. But gene drives “**thwart this process**” and ensure they’re passed on. Gene drives are found in nature but, using new gene-editing technology, scientists have also begun engineering them in contained labs.

For example, in a 2018 study, researchers injected a gene drive into mosquito eggs that “**made females sterile**” when they had two copies of the modified gene. Such a modification would usually disappear quickly. But it spread. With a near 100% inheritance rate, the gene spread through the population and within 12 generations almost all females were sterile, and the populations crashed. In 2020, the same team achieved a similar result with a gene drive that made populations male-only. Gene drives have proven powerful in the lab. So, implementing them in the wild is a big decision—one that’s being considered because of how the fight against “**mosquito-borne diseases**” is going.

Existing mosquito control measures, like insecticide-treated bed nets, helped reduce the number of deaths from malaria, the deadliest mosquito-borne disease, between 2000 and 2019. But fatalities have begun rising again. Many mosquitoes have developed “**insecticide resistance**”—and insecticides kill more than just mosquitoes. In addition to the first-ever malaria vaccine, approved in October of 2021, many see promise in gene drives. Experts are researching what it would look like to specifically target the deadliest mosquito populations with this technology.

Like *Anopheles gambiae*, for instance: the species overwhelmingly responsible for spreading malaria in “**Equatorial Africa**”, which experiences the vast majority of mosquito-related fatalities. The idea is that, when a gene-drive-affected population of *Anopheles gambiae* drops low enough, it would break the “**malaria transmission cycle**”. But before gene drive mosquitoes are actually released into the wild, some big questions need answers. Like, could gene drives cross into and cause the collapse of non-target species? It doesn’t seem that many “**mosquito species interbreed**”, making this unlikely, but scientists are conducting research to be certain. And how might a mosquito population’s collapse affect ecosystems?

One team is examining the “**feces and stomach contents**” of insectivores in Ghana to gauge the role of *Anopheles gambiae* in local food webs. And researchers are investigating whether suppressing populations could make other insects more vulnerable or “**leave a niche**” open that a harmful species could occupy. Scientists are also exploring alternatives to population collapse, like gene drives that instead make mosquitoes resistant to the malaria parasite. And others are developing countermeasures to reverse the effects of gene drives if needed.

Multiple Matching_Sample 1

For questions 1-5, listen to a news report on foreign fashion brands in the US and match each brand (1-5) with one statement (A - I) according to what is stated or implied by the speaker(s).

Brands	Statements
1. Uniqlo	A. Its mass withdrawals from malls leave rooms for other brands to fill in.
2. Primark	B. Its early success paved the way for other foreign brands' penetration into the US market
3. H&M	C. Its brand recognition is greatly enhanced without depending on virality on social media.
4. Baby R' Us	D. Its business operation is still based on physical establishments rather than online outlets.
5. Zara	E. Its uniqueness lies in the way it distinguishes regular wearers from professional models.
	F. Its downfall opens up a new market niche for other brands to expand their product ranges
	G. Its increase in stock value fuels its plan for future expansions of retailing systems
	H. Its business in the US market has experienced multiple instances of devastating loss.
	I. Its strategies allow it to expand retailing space without increasing the number of outlets.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Audio link:

<https://drive.google.com/file/d/161Rn80Mv-L27IAeiGXbUoNfO5boIR3J1/view?usp=sharing>

Answer Key: 1. H 2. D 3. B 4. F 5. I

Transcript

From 2018 to 2023, there were nearly 19,000 U.S. store openings. About 30% of those were foreign -owned companies. The rise of foreign retailers is especially prevalent in American shopping malls. I just walked into Queens Center in New York, and the first thing I see is a Primark, which is next to a Zara, which is right across from an H&M. The U.S. is the number one consumer market. So to be here and to get it right means a lot, but you really need to get it right. So what makes the U.S. so appealing to these foreign brands, and why do shoppers love them so much?

*Primark opened its first store in Dublin back in 1969, where it is known as Penneys, a nod to the store's distinguishing low prices. The U.S. is over 330 million consumers, and what we saw very quickly was a customer base that was responding incredibly well. **Primark has no e-commerce business in the U.S., and it relies on large brick and mortar stores like this one in Queens, New York,** which is 37,000-square-feet of retail space. One of the reasons why Primark has been slow to expand online is because e-commerce is very expensive. It's a lot cheaper to have shoppers come to the store and take home what they buy. And so to keep margins up and prices low, their business model depends on being very efficient. But Primark is just one name amongst many focused on U.S. growth. Spanish retailer Mango and Canadian fashion brand Aritzia both made a splash in 2024. Mango grew its U.S. sales by 10% and*

announced a \$70 million expansion plan. Aritzia's stock price has soared over the past year as it grew U.S. revenue by 9% in fiscal 2024.

While these brands are currently in the midst of expansion, **H&M** laid the groundwork years ago for many of these names now taking on the U.S. market. **H&M** was really a trailblazer. It opened its first store about 25 years ago on New York's Fifth Avenue, and since then it's become a bit of a mall staple. It has about 500 stores across the country and has become a household name, similar to a Gap or an Old Navy.

Zara is another name that was at the forefront of global retailers moving to the U.S. However, the brand has grown its store base far more slowly than **H&M**. In fact, its net U.S. store count has remained about the same over the past five years, but just looking at the number of stores doesn't tell the full story here. They'll be expanding into these bigger flagship locations, and then those smaller stores that were existing in a given city, they might be actually closing them. Net, you still end up with more space and net the density of that space continues to increase every year.

One of the opportunities that these companies have seen in the U.S. is that department stores have weakened. This is not a new story, but as Macy's closes, about 150 of its namesake stores, not only is that leaving a big box in malls that in some cases Primark could move into, but it's also leaving some market share on the table that's free for the taking. Another dynamic that could be appealing is the decline of baby and children's stores. **Babies R Us** and **Bye Bye Baby**, which is owned by **Bed Bath and Beyond**, both went out of business and that means that Primark sees opportunity to grow its baby and children's market, which it's been doing at many of its stores.

Social media has allowed brands with even a relatively small number of physical stores to flourish in the U.S. Take the **Uniqlo** shoulder bag, for example. "I am serious. It's so nice." Or the Aritzia super -puff. "It is the warmest jacket I've ever worn." Both companies cited social media virality as driving growth for these products in 2023, but one viral product does not keep a brand afloat. What it does create is brand awareness, which these companies can capitalize on by continuing to stay on top of trends.

Part of the appeal of these brands, whether it's Mango or Zara, is that they have a lot of off the runway looks if you look on their website or in their app. A lot of the pictures look like something you might find in *Vogue*. They're very fashion forward, tapping into that European ideal, that idea of being on the cutting edge of a trend, of looking like a model.

Despite its recent success, **Uniqlo** has had a bumpy road entering the U.S. After initially opening and closing stores in 2005 and 2006, it experienced some struggles again after reentering in 2011. In fiscal 2016, the company reported losses of around \$70 million related to asset retirement and store closures in the U.S. It was forced to reevaluate its strategy as it faced struggles with brand awareness and meeting the tastes of the American consumer. But today's retail landscape looks a bit different. I think fashion is becoming more homogeneous around the world, and there are fewer differences to kind of iron out between markets, and I think that's playing into these kind of companies. So I think these probably stand a better chance than when we've seen in past years, past decades.

Multiple Matching – Sample 2

For questions 1–5, listen to a news report on Trump’s tariffs and match each country (1–5) in Column I with one correct information (A–I) in Column II. Each option may be used only once. There are four extra options you will not use.

Column I	Column II
1. Malaysia	A. Sent its minister to negotiate but could not secure a deal.
2. Thailand	B. Is the only country in the region not facing any tariffs.
3. Indonesia	C. Will now pay 1% less tariff compared to previously announced.
4. Vietnam	D. Choose submission and dialogue rather than unilateral paybacks.
5. China	E. Is hoping for solutions through its minister’s ongoing trip to the US.
	F. Has agreed to let US companies invest in their aerial and energy industries.
	G. Successfully reduce tariff impact and strengthen ties with the US through several steps.
	H. Will face a 46% tariff despite its new trade agreement.
	I. Has become a focus of the US Secretary of State’s visit amid growing political tensions.

Audio link:

<https://drive.google.com/file/d/1n3BZF-4HEkFpaHNIjfecYNcF-uyfDar3/view?usp=sharing>

Answer Key & Explanations

Q	Country	Answer	Explanations
1	Malaysia	D	“Unilateral measures could disrupt business ... both countries; acknowledges trade imbalances and market access... believes constructive engagement and dialogue ... the best way forward...”
2	Thailand	A	“The finance minister... flew to Washington for talks but failed to reach an agreement.”
3	Indonesia	E	“Jakarta will ... safeguard national interest ... The country's coordinating minister for economic affairs, is visiting the US to meet with officials to discuss Trump's decision.”
4	Vietnam	G	“Vietnam... finalized a trade deal... PM attended golf resort event with Eric Trump... bought Boeing planes... increased LNG imports.”
5	China	I	“Rubio is known as a hardliner against China... visit... taken with China’s increasing assertiveness in mind.”

Transcript

Malaysia will face a 25% tariff, 1% higher than the rate announced in April. The country has expressed concerns that unilateral measures could disrupt business activities that benefit both countries. The Malaysian Trade Ministry says it acknowledges the concerns raised by the US regarding trade imbalances and market access. But the ministry says it believes constructive engagement and dialogue remain the best way forward. Malaysia is hosting a meeting of the Association of Southeast Asian Nations this week.

Trump's tariffs and their impact on regional economies are expected to be high on the agenda. Thailand will be slapped with a 36% tariff rate. The country's finance minister last week flew to Washington for talks but failed to reach an agreement. Thailand asked the US to review the rate and propose expanding imports of US energy resources and agricultural products. We discussed how we could work together and what kind of products we could import from the United States. The US side will consider the issue and work with us. Now, it's a matter of waiting for their response on the percentage.

Indonesia will face a 32% tariff. A statement said Jakarta will do its best to safeguard national interest going forward. The country's coordinating minister for economic affairs, Airlangga Hartarto, is visiting the US to meet with officials to discuss Trump's decision.

For its part, Vietnam last week became the second country after Britain to finalize a trade deal with the US. Trump announced that Vietnamese goods will only face a 20% levy, much lower than the 46% the country faced in April. Neither side has disclosed details of the agreement. Vietnam took steps to dodge the steep tariff hike. In May, the country's prime minister, Pham Minh Chinh, attended a groundbreaking ceremony for a luxury golf resort near the capital, Hanoi, with Trump's son, Eric. The prime minister urged local authorities to provide maximum support for the project. In addition, a Vietnamese airline company has decided to go ahead with a major purchase of Boeing aircraft while the country announced it will increase imports of liquified natural gas.

US Secretary of State Marco Rubio is traveling to Malaysia this week for a series of Austin meetings. It'll be his first trip to Asia since he assumed the post. The US State Department says Rubio will hold talks with the foreign ministers from ASEAN and other countries during his 4-day stay in the capital Kuala Lumpur since starting Tuesday. It says Rubio will stress America's commitment to the Indo-Pacific region and confirm that it will strengthen cooperation with regional countries.

Rubio is known as a hardliner against China and his visit to the region is apparently being taken with China's increasing assertiveness in mind. A senior State Department official says the key message that the secretary wants to deliver is that the US is committed to and is putting priority on the region because it's in America's interest. And that wraps up our bulletin. I'm Trantan.