



ESOL International
English Listening Examination
Level C1 Advanced

Texts to be used with the examination.

These will be recorded and sent to the centre on a disk prior to the examination.

Instructions are written in *underlined italics* and should not be recorded.

The recording must be played to learners in full from start to finish.



This is the NOCN ESOL International Advanced User Level C1 Listening examination.

Please check that your name and other details are on your mark sheet.

The invigilator will have explained how to fill in the mark sheet.

Do not write on your examination paper.

Put your answers on the mark sheet.

The Listening examination will now begin.

Part 1

You will hear ten sentences. Read the replies on your examination paper.

You have two minutes to read the replies on your examination paper.

Pause for two minutes

Listen to the sentences. You will hear the sentences in full twice. Choose the best reply for the situation.

You will then have two minutes to check your answers.

Play the sentences

1. Are you going anywhere else after you've been to Belgium?
2. They should be here soon. Their train arrived at 10am didn't it?
3. There are only 3 eggs left in the fridge, where have the others gone?
4. My neighbour is building a shed in his back garden.
5. What time does the exam start?
6. What do you think about this coat? Does it suit me?
7. The boiler has broken down. We need to call a plumber.
8. It's supposed to rain today. Do you think I should take an umbrella?
9. Have you fed the dog today? He looks hungry.
10. The road is blocked. We'll have to go the other way.

Pause for five seconds after the first reading

Now listen to the sentences again.

Play the sentences again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 2 – Conversations

You will hear two conversations. Read the questions and answers on your examination paper for both conversations. You have two minutes to read them.

Pause for two minutes

Listen to **Conversation 1**. You will hear the conversation twice. Answer the questions.

You will then have two minutes to check your answers.

Play the conversation

Elina: Good Morning. How can I help you?

Sacha: I'm looking for a bouquet of scented flowers for my mother's birthday.

Elina: Have you any particular flowers or colour theme in mind?

Sacha: Well, her favourite flowers are lilies because she loves flowers that have a strong smell. She's not keen on bold colours, she prefers pastel colours.

Elina: We have some pink and white lilies in the shop, and purple and white hyacinths. They would go together but I would suggest adding some other flowers as an accent colour in order to avoid too much of the same colour. Red carnations and roses?

Sacha: I like the idea of white with a touch of red.

Elina: Which accent flowers would you like?

Sacha: I'll have those you suggest. Maybe I'll have the pink lilies too. In fact, leave the white hyacinths and I'll take the pink and white lilies with the red roses and carnations, because the pink lilies are more pastel and I think she'll like them.

Elina: We can prepare the bouquet now for you if you wish to wait. Would you like us to add some ferns and gypsophila? Gypsophila are sprays of tiny white flowers on green stems.

Sacha: Yes please. How about a card, can I choose one I like?

Elina: They're on the stand by the counter.

Sacha: How much is that likely to cost altogether? Oh, and can I have the bouquet put in a vase?

Elina: Yes of course, any particular coloured vase? White, pink or plain clear glass?

Sacha: Just plain please, and I'll wait because I need them now.

Elina: That's 35 euros including the vase. I'm sure your mother will love the bouquet.

Pause for five seconds after the first reading.

Now listen to the conversation again.

Play the conversation again.

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading.

Part 2 – Conversations

Listen to **Conversation 2**. You will hear the conversation twice. Answer the questions.

You will then have two minutes to check your answers.

Play the conversation

May: Hi John, how are you getting on with your Italian classes?

John: Oh, slow progress I'm afraid. I mean the classes are all right, but I'm not enjoying them as much as I should. It's so difficult trying to remember everything. The problem is I don't get much chance to speak Italian with anyone outside class, so it's easy to forget what you've learned. It's all right in class, but if you get paired up with someone who really finds the language difficult, you can't make progress. On the other hand, if you get paired up with someone who's a really quick learner, you feel so silly because they talk too fast and you can't understand them.

May: Oh no, don't give up though because you've done really well so far. Just keep thinking about that Italian holiday we're planning to have.

John: I do. It's the only thing that's motivating me at the moment. I will carry on and see how I do in the exam, but I'm worrying about it.

May: When is the exam?

John: In a couple of weeks. Sometimes I feel like I've made real progress and then other times I just want to cry because I don't understand it.

May: Have you tried watching Italian films or going online and doing some listening exercises?

John: I've been online but I must admit I haven't tried watching any Italian films. That's a good idea. Perhaps I can see if there are any on YouTube. I don't really want to spend money buying films.

May: You'll find some on YouTube and they may have English translations as well. Just make sure you concentrate on listening and don't read the English subtitles too much. Anyway, well done for persevering. When we go to Italy in the Summer, you can translate for me!

John: Yes perhaps....

May: Well good luck! It sounds like you need it!

Pause for five seconds after the first reading

Now listen to the conversation again.

Play the conversation again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 3 – Debate and Discussion

You will now hear a debate and a discussion. You will hear them twice. You have two minutes to look at the questions for both the debate and the discussion.

Pause for two minutes

Now listen to the **Debate**. Record your answers on the mark sheet.

You will then have two minutes to check your answers.

Play the Debate

- Host:** Diabetes is on the increase but who is responsible for this? Are we educated enough about sugar and the damage it causes? Is this a government issue or should we take responsibility for ourselves and what we eat? Jean, you're a diabetic expert, what do you think?
- Jean:** Sugar is an addiction which can be controlled if we snack on fresh and dried fruit rather than refined sugary foods. However, even fruit contains natural sugar but this is better for you than refined sugar. The government needs to regulate the amount of sugar that companies add into foods that you wouldn't suspect contain sugar, for example tinned foods, ready-made meals, fruit juice and bread.
- Host:** Anne, you represent a fast food company. What is your view on this? Should the Government regulate sugar or should manufacturers take more responsibility for looking after the health of the general public?
- Anne:** We already operate within food safety guidelines issued by the Food Standards Agency, so we believe we are not doing anything wrong. There is an issue of obesity amongst adults and we recognise that obesity causes diabetes as well as other illnesses, but people should look after their own health and watch what they eat and how much they eat.
- Jean:** That's unfair because diabetes is not only about how much sugar you eat. It's a genetic illness too. Some people are prone to illnesses because they have genetically inherited particular genes from their parents.
- Anne:** I don't disagree with you, but we don't want to become a 'nanny' state where everyone is told what to eat all the time. People must make their own choices and our food labels state clearly what ingredients are in the food they buy, so they can make an informed choice.
- Host:** Well, we've run out of time. Thank you both for coming into the studio today and sharing your views.

Pause for five seconds after the first reading

Now listen to the debate again.

Play the debate again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

Part 3 – Debate and Discussion

Listen to the **Discussion**. You will hear it twice. Answer the questions.

You will then have two minutes to check your answers.

Play the discussion

- Chris:** Good morning listeners and welcome to our daily discussion. Today we're talking about schools and the time they allocate for sport and physical education on their timetables. Shirley, as a teacher, should children have more exercise and why are schools cutting PE classes?
- Shirley:** Yes, Chris. I have two children, and it does them good to get outside and run around in the fresh air. It seems most young people are the worst for not wanting to do anything more physical than get out of bed and log on to their computers or mobile phones. In the school I work for, we have cut PE classes purely for academic reasons. We are under so much pressure to get children through their exams.
- Chris:** Do schools make this decision or is it guidance from the Department of Education?
- Shirley:** Schools have the authority to change their teaching timetable so long as they are delivering the curriculum.
- Chris:** So, what can be done to address the issue of physical education?
- Shirley:** Well, not all children like sports but for those that do, we have found that our after school clubs are popular with kids and we have a lot of support from parents for these clubs.
- Chris:** Do you think this would work in other schools?
- Shirley:** I can't comment about all schools but in those schools that run after school clubs, their clubs have proven to be quite successful.
- Chris:** And what about those children who don't like sport but are still lacking physical activity?
- Shirley:** We have an after school aerobics club, a music club and dance classes. Of course, children can always go swimming in their own time, which is also a good way of exercising.
- Chris:** Well, I love music so I might just come and join you for one of your dance classes.
- Shirley:** You'd be very welcome Chris.
- Chris:** Thank you Shirley.

Pause for five seconds after the first reading

Now listen to the discussion again.

Play the discussion again

Now check your answers. You have two minutes to check your answers.

Pause for two minutes after the second reading

That is the end of the Listening examination. Please check your mark sheet is completed correctly. Put your pens down.

End of Examination

**NOCN ESOL International Examination Recording
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Listening Recordings**



PART OF **nocn** GROUP

NOCN Group
Acero Building
1 Concourse Way
Sheaf Street
Sheffield
S1 2BJ

E-mail: nocn@nocn.org.uk

Tel: 0300 999 1177