

**ESOL International  
English Listening Examination**

**Level C1 Advanced**

**Texts to be used with the examination.**

**The texts are to 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 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. The Listening examination will now begin.

**Part 1**

You will hear 10 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. Then you will have two minutes to check your answers.

**Record the sentences (three seconds between each sentence).**

1. I have a great story to tell you.
2. Tonight's my first performance.
3. I hear Jane and Pete are no longer together.
4. So, how did you do on your exam?
5. You don't look so good today.
6. I'd prefer to go on Sunday.
7. There's only one week before our summer holiday!
8. We don't have time to do it today.
9. She looks just like her dad.
10. What would you do in my place?

**Pause for five seconds after the first reading.**

Now listen to the sentences again.

**Record 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. Then you have two minutes to check the answers.

### **Record the conversation.**

Today in our programme we are talking to Sheila who began her career acting in an Australian soap opera. She then changed her career and had her first hit single in 1987. Her eponymous debut album was released the following year and went seven-times platinum. She's a Grammy award-winner and has completed 10 world tours.

#### **Sheila, which living person do you most admire and why?**

The amalgamation of my parents together; they are an amazing combination of sensible and liberal. I couldn't imagine my life without their sacrifice and singular support.

#### **What is the trait you most deplore in yourself?**

I am indecisive. I tend to over-analyze everything.

#### **What was your most embarrassing moment?**

I've had so many – let's start with some of my outfits from the late 80s.

#### **Property aside, what's the most expensive thing you've bought?**

My Ferrari which I bought in the 1990s.

#### **What is your most treasured possession?**

My blanket from when I was a child. It was a gift from my grandma for my fourth birthday. She knitted it herself.

#### **How do you relax?**

Every evening after a bath, I sit on the couch with my cat, Mittens, on my lap and watch TV.

**Thank you, Sheila.**

### **Pause for five seconds after the first reading.**

Now listen to the conversation again.

### **Record 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. Then you have two minutes to check the answers.

### **Record the conversation.**

**Host: In our programme today we are discussing the pros and cons of microwave cooking.**

Tracy: We are speaking about short electromagnetic waves that travel at the speed of light (about 300 000 km/s), which today are transmitted by radio and television signals, mobile phones, navigational and satellite systems and many other pieces of technological equipment, without which life would be unimaginable. As opposed to conventional ovens, where food that is well done on the outside may still be raw inside, microwave ovens cook from the inside out. Waves penetrate inside the food so all parts start to heat at the same time.

*Katherine: But you know that deep frozen food or larger pieces can be unequally heated so some parts of the food remain inadequately treated. Food heated in a microwave oven is in some way "radiated" or "poisoned". The harmful effect of these emissions has not been scientifically proven but it is difficult to predict the consequences of so much radiation after a couple of decades.*

Tracy: But as you are aware, Katherine, microwaves do have one universally acclaimed asset, though: they are energy efficient. The average microwave uses a third of the energy used by a conventional electric oven.

*Katherine: That's all very well, Tracy, but these energy savings are no doubt cancelled out by the energy needed to process, package and distribute these ready meals in the first place. And then there's all that energy required to produce the microwave oven in the first place.*

**Host: Overall, it's probably best to use a microwave in moderation - for occasional defrosting, or for a fast warm-through - but not for regularly cooking entire meals, when energy efficiency starts to be quickly reduced.**

### **Pause for five seconds after the first reading.**

Now listen to the conversation again.

### **Record 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 hear a debate and discussion. Read the questions and answers on your examination paper for both the debate and discussion. You have two minutes to read them.

#### **Pause for two minutes.**

Listen to the Debate. You will hear it twice. Answer the questions. Then you have two minutes to check the answers.

#### **Record the debate.**

**Interviewer:** Hello listeners. We would like to hear your views on whether children should have to wear school uniforms. On the line, our first listener, Chris from York. Hello Chris, what is your view?

**Chris:** Definitely, yes. Without uniforms kids can wear whatever they want, which is all well and good, but there is a lot of judging. A lot of kids will pick on others because of what they're wearing. But with uniforms, all of that is taken away because everyone will be wearing the same thing. I know you'll say but that's teaching them conformity. Well, it's not. It's teaching them respect and, to a certain degree, discipline. Kids who wear whatever they want tend to think they can get away with a lot more, because their teachers or school staff aren't as strict. But having them wear uniforms and enforcing it, you are showing them that that's not the case.

**Interviewer:** Thank you, Chris. Let's hear from Lesley in Nottingham.

**Lesley:** I don't like wearing my uniform. By requiring students to wear school uniforms, you - the schools and parents - are taking away not only our freedom to express ourselves, but you are also limiting our imagination. I also think that uniforms should be forbidden at school because it's a waste of parents' money. Uniforms shouldn't be obligatory for students. So, I don't like that.

**Interviewer:** And we have Sara from London.

**Sara:** I totally disagree. I want uniforms in school and the reason I want uniforms is because they save money. And before you say, "The uniform is expensive!" just think about the money you'll spend when you have to buy different clothes just so your child doesn't wear the same clothes every day because you know bullying can occur like that.

**Interviewer:** Thank you all for sharing your views with us.

#### **Pause for five seconds after the first reading.**

Now listen to the debate again.

#### **Record 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 – Discussion**

Listen to the Discussion. You will hear it twice. Answer the questions. Then you have two minutes to check the answers.

**Record the discussion.**

Planet Issues will discuss the problem of nuclear power. We have two guests invited: Lucy and George. Welcome to the programme. Lucy, could you start, please?

L: In my opinion it is unsafe and expensive. The 2011 Fukushima disaster showed the world that nuclear power is clearly fundamentally unsafe. The meltdown at the Fukushima Nuclear Power Plant was the worst since Chernobyl in Ukraine, 25 years earlier. Nuclear plants are also expensive to set up and decommission. In addition, the costs of storing radioactive waste (effectively, indefinitely) also have to be considered. If the money pumped into nuclear had been spent on renewables, then the pay-off would have been much greater per-euro invested.

G: *I'm sorry, Lucy but I have to disagree. The technology IS safe, and it's getting safer. Fukushima was an old plant, and the latest generation of nuclear reactor designs is much less likely to meltdown. In addition, earthquakes and tsunamis of the sort that caused the Fukushima disaster are much less common in Europe.*

L: Well, I think that renewables are ready to take over from nuclear. In fact, we could be producing 100% of our energy from renewables like wind by 2050. The technology is already ready for market – particularly if the subsidies for fossil fuels and nuclear are cut.

G: *Lucy, We need to use all of the energy sources we have, because renewables aren't yet able to take over from nuclear power. The alternatives to nuclear are coal and natural gas – including unconventional gas resources – and these would be (over the long-run) much more polluting and damaging than nuclear. Nuclear fusion would, potentially, solve all our energy needs. It's a valuable area of research that could guarantee abundant clean energy, so it's worth investing in the technology, continuing to use it and not abandoning it.*

**Pause for five seconds after the first reading.**

Now listen to the discussion again.

**Record 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**