

**ESOL International**  
**English Listening Examination**  
**Level C1 Advanced User**

**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 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 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. You will then have two minutes to check your answers.

**Play the sentences**

1. I wish I hadn't bought these shoes online. They're really uncomfortable.
2. I don't like social networking. What's your opinion?
3. Excuse me; do you have any books about European history?
4. Would you like spaghetti and meatballs for lunch?
5. I thought you should know, our teacher is giving us a test tomorrow.
6. I've got a lot of spare strawberries and I don't know what to do with them.
7. If I won the lottery I would travel around the world, what would you do?
8. Oh no! You've got a flat tyre. Is there a spare one in the boot?
9. I've been offered that job I applied for. I'm so excited, let's celebrate!
10. That was a terrible storm last night. I hardly slept at all.

**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.**

**Tammy:** Hi Yvonne, fancy meeting you here. How are you? I haven't seen you since your sister's birthday party.  
**Yvonne:** Tammy! How lovely to see you! Yes, I know; I've been out of the country working in the UK.  
**Tammy:** Really? That sounds interesting. What work were you doing in the UK?  
**Yvonne:** Well my boss thought it would be a good idea if I spent some time working in the UK banking sector. He said I would learn more about international banking but more importantly, improve my business English.  
**Tammy:** Wow. Lucky you! What did you think of the UK?  
**Yvonne:** Actually I had a good time. I was in London mostly and it's an incredibly interesting city. There were loads of things to see and do and I made some good English friends over there. I really liked it and am planning to go back in the summer for a holiday.  
**Tammy:** Yes I've heard all about the Tower of London and Big Ben. Did you visit the Tower?  
**Yvonne:** Yes I spent a whole day there. Did you know the Tower was a royal palace and six big, black birds called 'ravens' live there as guardians of the Tower and the legend is, if they ever leave then the Kingdom will fall.  
**Tammy:** I wonder if it that's true. The Queen's royal jewels are in the Tower aren't they?  
**Yvonne:** Yes, you should go. If you're free in the summer, we could travel abroad together with a few friends. It would be fun! I'll ask Ana if she wants to go with her boyfriend.  
**Tammy:** That's a great idea and I could ask Brian. He'd love to go.  
**Yvonne:** Is Brian still working as an engineer?  
**Tammy:** Yes, he's been working out on an oil rig in the Atlantic for the last two months. It's a big-earner so now we've been able to put a deposit down on a house. He should be back next month.  
**Yvonne:** It must be lonely; I guess you've missed him haven't you?  
**Tammy:** I've been able to do a lot of things without him under my feet. Anyway we talk every day and I've managed to finish writing my university thesis and hopefully I will finish up with a Degree in Art and Design.  
**Yvonne:** Well good luck with that. Are you still on the same old number?  
**Tammy:** Yes and the same email.  
**Yvonne:** I'm glad I bumped into you. I'll be in touch soon. See you later, bye.

**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.**

**Jana:** Hello could you help me please? I've seen this house for sale and would like to know more about it. Here is the address.

**Sara:** Oh yes, this is a lovely villa and only a 5-minute drive from the sea. It was built in 2005 and is newly decorated. The ground floor has a large lounge, dining area, kitchen and WC. Upstairs there are three bedrooms; one is very spacious with an en-suite WC, shower and its own balcony. It also has a large bathroom with toilet and walk-in shower.

**Jana:** You say it was built in 2005 - has it been well maintained or does it require some renovation?

**Sara:** Overall, it's been very well maintained. It's fully modernised and structurally sound. The property has had a new heating boiler fitted and the electrics are up-to-date. It's got wooden floors and is fully double glazed. The garden has some beautiful fruit trees, a barbecue area and garage.

**Jana:** I like the size of the gardens, and the villa sounds ideal for our family especially as we are due to have another baby soon. Is the property vacant at the moment? We are in the process of selling our apartment and must move out soon so we need somewhere to move into quite quickly.

**Sara:** The owners have recently moved out. They are an elderly couple, so their daughter is selling the property on their behalf. The villa has just gone on the market, but properties do sell quickly in that area, so the quicker you view the better really. Would you like to arrange a viewing?

**Jana:** Yes please. Have you had many viewings?

**Sara:** We've had two so far, but I am expecting a lot of interest. I have a viewing appointment free tomorrow morning at 11.30 if that's convenient.

**Jana:** That sounds great. By the way, my name is Jana Pawla.

**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 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.

**Debate.**

**James:** Good morning. Today's debate is children and mobile phones. Joining me is Emma; an English teacher from Apostols Andreas School. Emma, what is your view about children having mobile phones in school?

**Emma:** Well I teach 10 year olds and they all have a mobile phone. Whilst I believe phones are useful for children to call home in an emergency, phones encourage children to waste time. Children busy themselves playing online games and avoid interacting with friends face to face during playtime. They are growing up lacking social skills.

**James:** Isn't it important for children to become aware of the digital world and gain skills in using online networks?

**Emma:** There is plenty of time for that in high school. Younger children need social skills so when they get older they can communicate effectively with people in their everyday lives. We do not live in a virtual world; we need to remain grounded in order to live in the real world. I am not saying they can't have mobile phones, I just don't believe they should have them in school.

**James:** Many schools encourage children to study online and submit homework online. Aren't mobile phones useful as an educational tool?

**Emma:** If monitored carefully yes they are, but children tend to use Facebook on their phones when the teacher is busy with another child and a teacher literally needs to have 'eyes in the back of her or his head'. It can be very frustrating.

**James:** So how do you prevent this?

**Emma:** The only way to prevent this is to take the phones off children during school time. Some schools do this already and it has proved to be very effective in keeping children on track with their learning. Children access digital learning through classroom tablets and computers.

**James:** Well I guess this is a contentious issue and is likely to continue for some time. Thank you Emma.

**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 – 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.**

**Edward:** Hello Tessa. I'm concerned about the literacy level of our students and want to set up a school book club. I thought you would be the best person to manage it. Could we ask the students to complete a questionnaire about the kinds of books they like to read?

**Tessa:** A questionnaire is a good idea but not many young people read books nowadays. If we asked them what kinds of films they like to watch, that may give us a better idea about the genres they like and then we could find books to match those genres. For example, if they said fantasy films, we could include books about Harry Potter, Spider Man and the Hobbit.

**Edward:** That's a better idea. Could we run the book club in the library?

**Tessa:** I think we should avoid the library; it's quiet but too busy and distracting. We need a room with comfortable chairs. The common room would be more suitable, although there may be some noise from the music room next door.

**Edward:** Well, we'll have to timetable it on a day when the music club doesn't meet. Is lunchtime the best time?

**Tessa:** Yes, the music club doesn't meet on Tuesdays and Thursdays. Lunchtime is good. After school would be ideal but I doubt anyone would like to stay after school unless it's compulsory and that isn't what we want is it?

**Edward:** Not really. We need students to see this as a developmental opportunity to improve their literacy skills. I think it's also an excellent way of building friendly relationships within school.

**Tessa:** Is there a budget for this? We need to make sure we have the right books.

**Edward:** Yes, five hundred euros. Could you distribute the questionnaire this week and write to the parents explaining what we are planning to do?

**Tessa:** Sure. Thanks for asking me to organise it. I'm looking forward to it.

**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**

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