

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. When do we break up for the summer holidays?
2. Are you going to contribute to Simon's leaving gift?
3. I need to cancel my appointment today.
4. I'm going to be late to the party as there's so much traffic.
5. I should revise for my exam next week.
6. I haven't eaten out for such a long time.
7. Do you like your new gym?
8. Have you been to the local park before?
9. What colour cushions do you think we should get for the sofa?
10. Do you have any recommendations for car insurance?

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.

- Isabel:** Hi Alex, I'm so pleased we've both finally got time to catch up.
- Alex:** Hello Isabel. Me too. It feels like ages since we last saw each other.
- Isabel:** I know! I can't wait to hear all about your new job. What is it that you're doing now, Alex?
- Alex:** I'm working in the radiology department at the university hospital as a radiography assistant.
- Isabel:** Oh, I don't really know much about medicine. What happens in the radiology department?
- Alex:** It's where all the x-rays and scans take place. Like, if your doctor thinks you might have a broken bone, then you'd go to radiology for an x-ray.
- Isabel:** Right, so, do you get to see all the x-rays and scans take place?
- Alex:** Yes, and I help with positioning patients for their procedures and reassuring them if they feel nervous. Sometimes, I even get to go into the operating theatre if a surgeon needs an x-ray of a patient during surgery.
- Isabel:** Wow, so I guess no two days are ever the same for you. And how are the people you work with, as I can imagine it could be quite an intimidating environment?
- Alex:** It was at first, but they're all so friendly and approachable.
- Isabel:** And are you working full or part-time?
- Alex:** I'm working four days a week, so part-time. But last week, my manager said there might be a possibility to go full-time.
- Isabel:** That's exciting! And do you think there are opportunities to further your career?
- Alex:** Well, I've been thinking about that. I'd really like to become a qualified radiographer but, for the moment, I'm just focusing on gaining as much experience as I can.
- Isabel:** That sounds wise. You can use this time to get an insight into the role and discover what you enjoy.

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.

Agent: Good morning, this is Jack from International Removals speaking. How may I help you?
Customer: Hello. I'm calling because I'm moving house. I would like a quote on how much it will cost to ship my furniture and ten boxes from Strasbourg to London.
Agent: We can certainly help you with that. The first thing we would need you to do is to complete a packing list with a description of all your items and their estimated value. I can email that over to you now. What's your email address, please?
Customer: Sure, it's poppyjones@yarmail.com
Agent: Thank you, so that's P-O-P-E-E-J-O-N-E-S @yarmail.com?
Customer: No, it's P-O double P-Y.
Agent: My apologies, P-O-P-Y-J-O-N-E-S @yarmail.com.
Customer: Yes.
Agent: We also request that you complete a transfer of residence form, so your possessions are not charged at customs in Dover. I will email that document to you as well. Will there be anything fragile in your boxes?
Customer: Yes, I have a few fragile items.
Agent: Ok, you would need to ensure they are well wrapped in bubble wrap and remember to mark those boxes as 'fragile.'
Customer: OK. I can do that. Also, could I ask about packing my bed? Is it ok if I disassemble it and tape the slats together? I don't have a box for the bed.
Agent: That would be fine, as long as the parts are secured together and clearly labelled. We do have special, double-walled boxes for heavier pieces that we can provide to pack your bed in if you want.
Customer: That would be super, thank you. I'll complete the forms you've emailed me and get them back to you as soon as possible.
Agent: Great. If you need any assistance with completing those forms, please do not hesitate to contact us. So, if that's all for today, thank you for your call and have a good day.

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.

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| Presenter: | Funding for the arts in UK schools has been cut in recent years in favour of the STEM disciplines, which are Science, Technology, Engineering and Maths. Today, I'm here in the studio with Matt, an art teacher from London, to find out his view. Matt, welcome to the show. What do you think about the arts being cut? |
| Matt: | Well, I disagree with it. The arts develop skills such as creativity, confidence and self-expression. These skills are all highly valued by employers from all sectors. |
| Presenter: | I see your point, but with the technological progress society has been making over the last decade, STEM subjects are more important than ever, wouldn't you agree? |
| Matt: | Not completely. I believe that to address global challenges, the next generation needs to be able to think creatively and innovatively. |
| Presenter: | Interesting. Many people would argue that we've reached a turning point, and STEM-subjects are now in greater demand than arts-based subjects. |
| Matt: | I disagree. Let's not look at the arts and STEM disciplines as separate entities, but rather see how they're connected. |
| Presenter: | I see your point. So, if we took architecture for example, that's a subject that requires skills in both art and engineering, right? |
| Matt: | Exactly. Not every student performs well in STEM subjects. All students' individual wants and needs should be met in education. |
| Presenter: | I'm in agreement with you there. Perhaps, moving forward, the priority should be a focus on how we can combine an arts and STEM-based approach to learning. |
| Matt: | Yes, and something like that already exists. It's called STEAM. This stands for Science, Technology, Engineering, Art and Maths. |
| Presenter: | That sounds exciting and a development that educators should keep an eye out for in the future. Well, it's been great to have you on the show Matt. Thank you for your time. |

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.

Jess:	Hi Karam. Do you know much about fast fashion?
Karam:	Hi Jess. Isn't that when big retailers produce clothing quickly off the back of trends?
Jess:	Yes, it's clothing that's mass produced and cheap to buy.
Karam:	So, why are you asking me about fast fashion?
Jess:	Well, recently, I've been trying to live more sustainably, and when I thought about the clothes I wear, I realised I purchase a lot of fast fashion. Do you think I can live sustainably and still buy fast fashion?
Karam:	Hmm. I know that the manufacturing of it produces a lot of pollution and waste. I would say that's quite incompatible with the idea of sustainability.
Jess:	I think companies are becoming more aware, though. But there are still issues with the impact of dyeing and finishing, as well as yarn preparation and fibre production.
Karam:	I know, and another issue is that fast fashion is deliberately designed to not last for a long time, so that people buy more. I think this is quite unethical.
Jess:	Yes, but for people like me who are students, these types of clothes are affordable.
Karam:	I appreciate that, but if you're on a budget, then there's always the option of buying second-hand clothing. Then you can buy items that are not only of better quality, but also a good price.
Jess:	You're right! There are so many places to buy second-hand clothing from nowadays, like online apps and in charity shops.
Karam:	So, what do you think? Will you continue buying your clothes from fast fashion brands?
Jess:	I think ultimately, it's about balance. In the future, I may occasionally buy from those brands, if there's something I really like, but I think, I'll always look at the second-hand options available first.
Karam:	This discussion has really inspired me today. I think I'm going to start doing the same!

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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