

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 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. What is the weather like today?
2. When was the last time you went on holiday?
3. My sister has broken her leg.
4. I must make an appointment to see the hairdresser.
5. I'm hungry. Let's have lunch.
6. Excuse me; I'd like six stamps please.
7. I've got two tickets for next week's football game.
8. The jacket looks good on. It fits you really well.
9. I'm trying to write a letter but my spelling is not very good.
10. Have you got any blue towels?

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.

Customer: Hello, do you make personal celebration cakes? I need one for next Saturday.

Baker: What exactly are you looking for? A birthday cake, an anniversary cake, a wedding cake or a cake for another occasion? We can make any kind and size of cake you wish.

Customer: Well, I need a vegan, congratulatory sponge cake. You know, one without eggs in it. I'd like three layers, and the theme of the party is super-heroes. It's for someone who has just got a new job in America working for Universal Film Studios.

Baker: Really? Oh, you don't hear news like that very often.

Customer: The cake needs to be large, for about 30 adults. Also, could it have different flavoured layers? I thought we could have layers of vanilla, orange and a chocolate sponge on the top with orange and vanilla swirls. Orange and chocolate are delicious flavours together. I don't mind what filling goes in between the sponge layers.

Baker: We can do those flavours. I'd suggest a buttercream filling between the vanilla and orange layers and a chocolate buttercream between the orange and chocolate sponges.

Customer: Perfect. I'd like some sugar figures of superheroes made as well. Perhaps Batman, Iron Man, Superman and the green man: what's his name?

Baker: Oh you mean Shrek, no, not Shrek, the Hulk!

Customer: Yes, and the Silver Surfer, Spider Man and the characters from the Fantastic Four. There are so many super heroes, you could make 30 different ones, but especially the ones I've mentioned. Say, about 10cm high?

Baker: It'll be a challenge, but fun. I've never been asked to do that before. What about candles?

Customer: No thank you. How much will it all cost?

Baker: With the sugared super heroes, €135. I just need a deposit of €35.

Customer: Right. Will it have an iced top? I want the top to be iced the same colour as the top sponge.

Baker: Yes, we can do that for you. We're happy to help.

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.

- Friend 1:** Hi, how are you? I haven't seen you for a long time. What have you been doing?
- Friend 2:** Not much. I've given up my job working in the gym. Now I'm working as a swimming pool supervisor, which is much more fun. I meet so many different people. In the gym, I was bored meeting the same people all the time. Now I supervise three different pools and run swimming lessons for people of all ages. I use the pool as often as I like, and if I want to go to the gym, there is one next door and I have free membership.
- Friend 1:** That sounds like a much better job. Is that a tattoo you've got on your left arm?
- Friend 2:** Yes, I'd been thinking of having a tattoo for a long time so I got one last month. What do you think of it?
- Friend 1:** It's all right. I'm not a fan of tattoos. I wouldn't have one, but it's a beautiful piece of art. Why did you have an eagle?
- Friend 2:** Eagles are strong, intelligent, bold, and symbolise freedom. When I look at it, it gives me inspiration. If you had a tattoo, what would yours be?
- Friend 1:** Mmm, I don't know. I think I'd have an owl. Owls represent silence, intelligence and wisdom. It would remind me to think before I speak. It would have to be a small one, though.
- Friend 2:** I think I'll get a tiger put on my right arm. Tigers represent courage, strength, power and ambition. If you do decide to have a tattoo, my tattooist is very experienced and I have a discount voucher I can give you.
- Friend 1:** Thanks, I don't think I will though. How about I come to the swimming pool on Friday? We can have lunch.
- Friend 2:** What a good idea. I'll look forward to it. I break for lunch between one and two.

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.

Play the Debate.

- Host:** Social media has taken over our lives. It's used at work, in education and at home, but should it be banned in schools?
- Guest:** No, social media plays an important role in education.
- Host:** Really? So, Facebook is important for schools?
- Guest:** Facebook can engage parents in children's education. Parents can see what schools are doing and what extra-curricular activities are taking place, such as sport and drama clubs. Videos of school events can also be posted on Facebook with homework assignments and trivia tests.
- Host:** But can we use Facebook in the classroom? I mean, using Facebook in a classroom can be distracting. How do you monitor what children are doing? You could be giving them online tasks but they could be on Facebook messaging friends or playing games.
- Guest:** I agree, using Facebook during class time is not something I'd recommend, but I wouldn't disregard social media completely. YouTube has some fantastic educational videos.
- Host:** YouTube videos need to be carefully chosen if they are going to be used in the classroom for teaching. They need to be high quality, short, precise and relevant.
- Guest:** Yes, and there are some excellent videos that can explain mathematics, such as how fractions work. We can listen to poems, watch documentary clips about important world events, and upload video content for children to watch at home. Children can upload their own videos instead of delivering power point presentations.
- Host:** You make a good argument for using YouTube, but not every family has access to the internet. I don't think it should have a big role in the classroom or for homework assignments, however, I can see its advantages.
- Guest:** Schools are trying to ensure all children have access to computers at home, but, I agree, this doesn't mean that children can do online assignments without an internet connection. Perhaps, in the future, things will change and there will be a much larger role for online learning.
- Host:** Thank you.

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.

- Host:** Today we are talking about modern things that may become antiques of the future. What kinds of things are we likely to see in future museums?
- Guest:** Games, toys, books and gadgets are the most likely things. Especially, first edition or limited edition items.
- Host:** Let's talk about games. What kinds of games do you mean; board games or video games?
- Guest:** Board games mostly. An original version of a board game in pristine condition, and in its original packaging, is likely to be worth a lot of money in the future.
- Host:** Really? I've got some old games at home, but they're not in good condition. However, they are intact; nothing is missing. Are they likely to be worth anything?
- Guest:** Yes, if they are special editions, but a really tatty game isn't worth much. However, a museum might be interested in it if the game is rare to find. If you'd like to collect board games, there is often an opportunity to find limited edition games on eBay.
- Host:** I understand first edition books, are also collectable, but what about gadgets? I believe they could be possible antiques of the future because technology changes so quickly and trends change. I think Nintendo DS original release is worth keeping, as well as the 1st generation Apple Ipod.
- Guest:** I agree, and, believe it or not, Dyson's Supersonic hairdryer.
- Host:** A hairdryer? Really? I've also heard that some designer labelled clothing is collectable but I'm not sure if clothes could be classed as antiques of the future.
- Guest:** Yes, they can be. In the Victoria and Albert Museum in London, there are clothes on display that span five centuries dating from the 17th century to the 1960s.
- Host:** You also mentioned toys. I know robots, teddy bears and dolls resembling famous people are collectable.
- Guest:** They are, but we have to make sure they are rare to find. The less there is of something, the more collectable and valuable it becomes.

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 C1 Listening Examination



PART OF **nocn** GROUP

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

Email: nocn@nocn.org.uk

Tel: 0300 999 1177