

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

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. I'm bored, let's go out somewhere.
2. Have you ever been to Amsterdam?
3. Could you pass me the TV remote, please?
4. I've got to make an appointment to see the dentist.
5. I much prefer watching TV instead of going to the cinema, which do you prefer?
6. We can either have pizza or fish and chips for lunch.
7. Excuse me; have you got the 'Gladiator' film box set?
8. That bag looks heavy; shall I carry it for you?
9. Can I borrow your laptop, please? Mine isn't working.
10. Oh no! I've just remembered, I've got to go to the post office.

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.

Friend 1: Hi, how are you? How was your job interview?

Friend 2: What a fiasco! You know they advertised for a manager to run a sports shop? Well, they want me to run another shop as well, five miles away. That means starting at 7.30 in the morning and not finishing until 8 at night. Also, I'd have to work most evenings and weekends, because they are open seven days a week, it's too much! I can't do all that and travel between the shops as well! I'd have to get up at 5am every morning. Also, they only give four weeks' holiday a year.

Friend 1: That sounds dreadful. Did you accept the job?

Friend 2: No. I'm so disappointed. I'd have liked to run one of the shops, but not two!

Friend 1: You've made the right decision. I know it's tough being out of work, but at least you'll have some quality of life. We must work to live, not live to work. I've applied for a job at the local garden centre. It's part time, but it means I can concentrate on finishing my college course.

Friend 2: That sounds sensible. I've registered with a staffing agency and they've offered me some full-time IT work, which will tide me over until I can find something else.

Friend 1: Why don't we go out; my treat. Let's go bowling and have something to eat. I've just bought two new bowling balls and I want to try them out. I need to settle a score as well – you beat me last time, so I need to even up the odds.

Friend 2: All right, but I'll pay for my own meal. I'm not a charity case.

Friend 1: Okay, it's up to you. We can get in for free; I've got some complimentary tickets.

Friend 2: When do you want to go?

Friend 1: 6.30 tonight?

Friend 2: Sounds good, see you then. Bye.

Friend 1: 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.

- Manager:** Ah, good morning, please sit down. You've been working with us now for six months, how are you finding your new job?
- Employee:** I like the job I'm doing but, sometimes I find it a bit frustrating because I'd like to be able to work more on my own.
- Manager:** What do you mean?
- Employee:** Well, I'd like to work on my own project. I've got a university degree in IT and I've got some good ideas I'd like to share. When I joined the company, I was told I would have my own project but, so far, I've only been working under instructions from other people. I enjoy working in a team, but I'd like to lead my own team eventually.
- Manager:** We've been looking at something you can do. One of our clients wants someone to design a website for their new range of furniture. Would you be interested?
- Employee:** Absolutely!
- Manager:** The company is called 'Eco Oak' and they make and sell real wood furniture that's been ethically sourced from forests in Austria. They plant more trees than they cut down, so there is minimal damage to the environment. They want this to be the main selling point of their furniture.
- Employee:** What is the time-frame for the project?
- Manager:** You can start straight away. I'll email you the details. They want the website up and running within three months.
- Employee:** I'll need to meet with the company first. Is it possible for me to claim travel expenses? Only, I've been using my own car for business and it's costing me a fortune.
- Manager:** Yes, you need to submit a claim each month. We pay half a euro per kilometer, so add up the number of kilometers you do and fill in the claim form. We only pay for business trips, though, not travelling to and from work.
- Employee:** Great. I'm really looking forward to starting the project and I'll do my best to do a good job.

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:** Today we're talking about slang and whether it should be taught as standard language in classrooms. Joining me is Jo, a speech therapist. Jo, should it be taught in classrooms?
- Guest:** No, it might have common usage in everyday life, but, it should be banned from classrooms.
- Host:** Doesn't slang help us speak fluently? Pronouncing each and every word takes much longer than using slang, for instance, 'coz' instead of 'because' and 'wanna' instead of 'want to'.
- Guest:** I disagree, speaking slang doesn't save that much time. The real problem is young people not understanding what type of language to use in different social settings. Using slang at a job interview, for instance, is not a good idea, and can seem quite rude. Also, it encourages a use of incorrect grammar, and this is lazy.
- Host:** Well, slang is used on radio and TV. Most films and TV programmes use slang.
- Guest:** Yes, it seems to be the trend now. Years ago, people spoke much better. Standards have dropped. People don't care much now. I've always tried to avoid using slang, if possible. It's our duty to educate young people to speak politely and properly. One of the problems, I find, is that they are now beginning to write in slang.
- Host:** But, aren't emails, notes and text messages easier to write in slang?
- Guest:** I think it's ugly and clumsy. Writing emails, letters, essays and reports demands a good level of grammatically correct language. It reflects someone's education.
- Host:** I agree but, speaking slang is more problematic to correct.
- Guest:** Yes, it can be. It seems there are two languages; one for school and work, and another for talking to our friends. Separating the two can often become muddled.
- Host:** Language evolves over time and communication methods change. However, speaking and writing articulately in formal situations is essential if you want to get on in this world, but using slang doesn't mean someone is uneducated.
- Guest:** No, of course not.

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:** Rees, you work for the European Bank. Tell me, do we need cash or is it now obsolete?
- Guest:** We always need cash. We need coins for shopping trolleys, to donate to charity boxes, to pay for bus fares, unless we have a bus pass, and to give to children to buy snacks at school.
- Host:** I don't carry cash around with me, I usually pay by card because I can trace where my money goes. If I have a wallet load of cash, I tend to spend more money.
- Guest:** Cards are good, but not all shops accept them, and your identity can be stolen. Your PIN number can be copied. Cards are not 100% safe.
- Host:** Contactless payment with a card prevents that from happening. But, I agree it's worrying when you have to cancel your cards if someone steals your PIN or wallet. If I don't use my card, I use Sage or Paypal to pay for things online; they protect you from unauthorised payments.
- Guest:** But, unless you check your accounts, you don't always know if someone has hacked into them. Sometimes the bank contacts you if they suspect an unusual transaction.
- Host:** I think we'll become a cashless society eventually. I pay my window cleaner and for my milk delivery by bank transfer. We can even swipe our cards in some parking meters now, to buy a ticket.
- Guest:** Yes, we can pay by card at petrol stations too, but we still need a coin to put in the machine if we want to put air in our car tyres. Also, we need cash to buy things in markets and leave tips for waiters in restaurants. So, we need cash for some things. I like having cash, because I know how much I'm spending. I forget what I've bought online and payments don't always go through automatically, then I find I've overspent, so, I find it difficult to budget my money.
- Host:** True, I suppose cash is important.

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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