ESOL Unifiers

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 Unifiers 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. I've never been a morning person!
2. I wish I could be there with you.
3. I've made up my mind and I'm going to study abroad.
4. What do you like most about your job?
5. I'm afraid I'm not a good language learner.
6. I think she's very likely to win the first prize.
7. Our latest ad wasn't as good as I expected.
8. Do you think he's the right person for the job?
9. If I were you, I wouldn't share so much personal information online.
10. Don't be too cautious about saying what you think, will you?

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.

Rob:	Hi Vicky, have you had a chance to check out those office spaces yet?
Vicky:	Yes, Rob, I saw them all yesterday. I'm already leaning towards dropping one though.
Rob:	Which one's that?
Vicky:	The one on Crescent Road. It's tempting because of the low rent, but the space is far too restricted. We'd be squeezing into every corner, with no room for expansion.
Rob:	Exactly what I thought. It's not worth saving money if it means being cramped from day one. So, we're left with the High Street and the river options?
Vicky:	That's right. High Street is in a prime commercial location. It has an on-campus station, which is perfect for everyone commuting. Plus, the area's lively with cafés and shops, so people won't struggle to find places for lunch.
Rob:	Sounds ideal for day-to-day. But how's the actual space?
Vicky:	It's on one floor, high-spec with open-plan office accommodation, ideal for a growing and evolving business, but it's not exactly spacious. We'd be fine for the moment, but if the team grows, it could get tight fairly quickly. It's definitely not a long-term solution in terms of space.
Rob:	I see. And what about the one by the river?
Vicky:	That one's really prestigious. The office block itself is already situated in a vibrant hub, popular with a range of tech companies. It's perfect for meetings and would create a really professional atmosphere. But the downside is, it's further out, and it doesn't have excellent road connectivity, so traffic's pretty appalling during rush hour. I can't imagine the team being too keen on longer commutes.
Rob:	Yeah, that's a tough one. The space sounds like it ticks all the boxes, especially for meeting clients, but the location could be a dealbreaker.
Vicky:	Exactly. It's really a balance between space and accessibility. I think we need to see what the team prioritises before we make any final decisions.
Rob:	Agreed. Let's get their input and take it from there.

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.

Professor Sami:	Good afternoon, Sara. I've reviewed your proposal on energy diversification. It's a promising area, but we should refine your focus. Have you thought about how to narrow it down?
Sara:	Afternoon, Professor Sami. Yes, I have. I was considering looking at renewable resources in Saudi Arabia, but I need to be more specific.
Professor Sami:	Let's explore a few options. One possibility is examining solar energy's impact on providing electricity to rural areas in Saudi Arabia. This could be insightful, but might be challenging because rural infrastructure varies and finding reliable data might be difficult.
Sara:	I understand. Another option I've considered is the economic effects of integrating wind energy into the national grid. However, I'm concerned this might be too broad for my research scope.
Professor Sami:	You're right; wind energy integration could be complex and require a lot of data, especially when looking at economic effects and how it fits with existing infrastructure. Additionally, wind patterns and their impact on energy production could add to the complexity.
Sara:	I've also read a great deal about energy storage technologies. What do you think of this topic?
Professor Sami:	It's a relevant area and offers the chance to explore specific technologies and their role in supporting energy diversification. You could investigate advancements in energy storage solutions, such as lithium-ion batteries or flow batteries. However, you might face challenges with the fast pace of technological changes and finding the latest information.
Sara:	I think focusing on energy storage technologies could provide a more defined scope and practical data for analysis.
Professor Sami:	Precisely. Research on energy storage technologies would be a more feasible choice, offering significant insights into energy diversification. It aligns well with current trends and should provide ample data for a solid study.
Sara:	I'll proceed with this focus. Thank you for your guidance.
Professor Sami:	You're welcome, Sara. Have a productive 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 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.

Amit:	Welcome. Dr. Sophia Bell joins us for today's debate: Are relationship skills innate or learned? Dr. Bell, many argue that some people are born with a talent for connecting with others. What is your view?
Dr. Bell:	Undoubtedly, some individuals do have a natural ability, or develop such skills naturally, while others may not, due to factors such as cultural influences, emotional barriers and limited exposure. But, research clearly shows that relationship skills can be learned and improved through training and practice.
Amit:	Do you not think that these skills are an intuitive ability that cannot be taught? Can we see real-life evidence of this training in the work place?
Dr. Bell:	Yes. In professional settings, training programmes for interpersonal skills, like leadership development, have been highly effective. The results, such as improved collaboration, are clearly observable.
Amit:	If people fail to develop these skills, could it be due to a lack of innate ability? Engaging effortlessly can't always be replicated through learning, or are there other factors at play?
Dr. Bell:	The issue is usually more about inadequate training or lack of motivation. People may also struggle due to personal biases or resistance to change. However, with proper support and consistent effort, most individuals can make significant progress.
Amit:	I don't believe that those without a natural gift for relationships can truly reach the same level as those who seem naturally skilled.
Dr. Bell:	Research shows they can. Those who learn these skills often match or surpass naturally inclined individuals, especially in team dynamics and conflict resolution. Learned skills can be just as effective and adaptable as innate ones.
Amit:	That's a compelling point. But I feel that there's a ceiling for those who don't have that natural inclination.
Dr. Bell:	With the right approach, learned relationship skills can become highly effective, especially in structured environments. The key lies in dedication and practice, which often lead to better outcomes than relying on innate talent.

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.

Amit:	Priya, we were discussing careers earlier in the staff room, and I'm curious as to what you think is more important: a high salary or job satisfaction?
Priya:	Oh. That's a tough question. Personally, I'd say satisfaction is more important. You could be earning a lot, but if you're miserable at work, it's hard to stay motivated. Wouldn't you agree?
Amit:	I see your point, but the salary can't be overlooked. Financial security gives you a better quality of life, and that stability can make a job more enjoyable, don't you think?
Priya:	Stability is essential, but working solely for money can lead to burnout. I know people who are passionate about their work and they tend to be more engaged and fulfilled, regardless of what their employers pay them.
Amit:	Fair point, but earning well does reduce stress, doesn't it? If you don't have to worry about finances, you can focus more on your work, which can indirectly lead to greater satisfaction.
Priya:	True, but I've read research saying that after a certain point, earning more doesn't significantly increase happiness. It's that sense of purpose, of being engaged in meaningful work that has a lasting effect on well-being.
Amit:	But in fields like science or engineering, where years of study are required, shouldn't the financial rewards reflect the effort? If salaries weren't competitive, wouldn't it be difficult to attract talent?
Priya:	Sure, but for many in these fields, passion is the driving force. If money were the only motivator, people might choose different paths entirely.
Amit:	Yes, I suppose that's true. Ideally, there should be a balance. No one should have to choose between passion and fair compensation.
Priya:	Exactly, but if forced to choose, I'd still prioritise satisfaction. Long-term fulfilment can't be bought.
Amit:	I agree. Ultimately, it depends on individual priorities. I guess we're pretty good examples of that in our jobs.

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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