

# **Test and Train Practice Test 1**

## **C1 Advanced**

### **Listening**

Important note: a computer-based version of this paper is available in the 'Tests' area on Cambridge One.

# C1 Advanced Listening Test and Train Practice test 1 Audioscript

**This is the Cambridge English: Advanced Listening Test. I'm going to give you the instructions for this test.**

**I shall introduce each part of the test and give you time to look at the questions.**

**At the start of each piece you'll hear this sound:**

Tone

**You'll hear each piece twice.**

**Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.**

**There will now be a pause. Please ask any questions now, because you must not speak during the test.**

Pause

## **PART 1**

**Now open your question paper and look at Part 1.**

Pause

**You'll hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

### **Extract One**

**You hear two friends talking about travel and tourism.**

**Now look at questions one and two.**

Pause

**Man:** I just don't understand this fantasy that travel to remote places somehow enables you to overcome tough obstacles, when the reality is that the toughest part is the planning. Nowadays, nearly everyone can get away from their boring lives and explore previously inaccessible areas. And yet, people are still trying to outdo each other with their choice of destination.

**Woman:** Yes, travel doesn't have to take you out of your comfort zone, although it's enhanced by having some sort of clear goal. This fashion for posting photos of yourself in out-of-the-way places is just to suggest your life is far more glamorous and daring than that of your neighbours, who you imagine are always stuck at home.

**Man:** Well, my last trip was far from sophisticated; the 'five-star lodge' turned out to be a tent by the river! Getting there overland was a bit of a nightmare, but I appreciated the great lengths the organisers went to minimise our carbon footprint. It was great spending three weeks so close to nature – trouble is, as soon as I got back, it was like I'd never been away. I'll have to book another trip before long!

Pause

Tone

Repeat

Pause

**Extract Two**

**You hear part of an interview with a woman who is talking about becoming a journalist on a magazine.**

**Now look at questions three and four.**

Pause

Tone

**Interviewer:** What advice would you give to anyone considering a career in magazine journalism?

**Woman:** Read as much as you can and listen to people's conversations – all life is copy for articles. Think about which topics appeal to you and, more importantly, why. Being a good writer is a given, but that's only part of the equation. And while being open to original ideas is essential, they'll come to nothing if they aren't rooted in solid evidence – an aspect of the job that novices can fail to appreciate. It means being able to find what and who's involved and knowing what questions to ask. And being ruthlessly inquisitive.

**Int:** How did you feel about your first job; was it what you expected?

**Woman:** I went into a complex set-up where everything was fast paced but exciting. I'd come straight from uni, where I'd got a really good degree, so it was a shock to the system to find myself at the bottom of the food chain, where no matter how hard I worked, the stuff I'd produced always ended up being credited to someone senior. It soon dawned on me that I wasn't going to climb the ladder overnight. Despite this, it's turned out to be a great career though.

Pause

Tone

Pause

**Extract Three**

**You hear two people talking about working as a volunteer.**

**Now look at questions five and six.**

Pause

Tone

**Man:** Are you still working as a volunteer for that literacy skills programme? Do you mind me asking about it – only I was thinking about volunteering myself?

**Woman:** No, no, fire away.

**Man:** Well, why did you get into it in the first place?

**Woman:** You know, I only got to college myself because of that programme. I felt I owed it to them to help out. But I suppose people do it for all sorts of reasons – after all, it's all useful work experience, it helps your CV, and I suppose I've made some contacts if I do decide to become a teacher later. I'd like to say the idea of volunteering is all down to my parents. They didn't approve of charity though.

**Man:** Right ...

**Woman:** It's tricky though ... I've come across a lot of people who pretend they're doing something for others when it's really for them. Having said that, even if they are benefiting from volunteering, so are those they're helping. I don't buy the idea that people won't be much use if their heart's not truly in it.

Pause

Tone

Repeat

Pause

**That's the end of Part 1.**

**Now turn to Part 2.**

Pause

**PART 2**

**You'll hear an astronomer called James Cross giving a careers talk about his work.**

**For questions 7 – 14, complete the sentences with a word or short phrase.**

**You now have 45 seconds to look at Part 2.**

Pause

Tone

**James:**

Good morning, everyone. I'm James Cross, and I'm going to tell you about being an astronomer, as some of you may be interested in the job. Now, I knew from the age of 14 what I wanted to do. I'd watched spacecraft on TV being launched into space and that was all very impressive – that and a space camera I saw in a museum! They were nothing compared to a powerful telescope I saw being used, though, when I went on a school trip to a big observatory; it was being used to scan the skies, and that's what sparked my enthusiasm.

After that, I chose my college subjects carefully to prepare for a career in astronomy. Physics and Maths were a must, and at one stage Geology was under consideration, too – useful for studying the moon. Things like Chemistry and Biology are becoming increasingly useful, too.

And it's definitely the right job for me. There are so many thrills involved. For example, I monitor radio waves in space and what we call visible light. And it's not uncommon for me to be the first to observe galaxies out in space. That's a real privilege, I think.

I spend lots of time travelling and working in new labs, so I have to be very flexible in my approach. It can make the job feel rather insecure at times, though. Anyway, what I love is that even within one lab I'm collaborating with people from all corners of the planet, so it's extremely international – and overall, the work certainly fulfills my need for a job that's rarely predictable!

Of course, everyone hopes to discover something amazing while they're looking into the skies, and I've been involved with everything from a dramatic Mars landing to the Big Bang – and identified what all astronomers dream of, a huge explosion, light years away from Earth. Things like that don't happen every day, sadly, but I certainly won't forget it – it was a great moment.

That kind of event has led me on to my current area of research, which may seem strange for an astronomer because I'm examining the ocean floor, which is mainly made up of rock and sediment. I'm investigating whether there's evidence of radioactivity there, which could only have come from the disintegration of a star. I've already found signs of iron, which I want to look into further. So – exciting stuff!

People often ask what personal qualities are needed for this job, and I'd say it helps to be creative, and also curious – that's clearly important. And I think being methodical is probably the character trait that has been the most useful to me personally in my work.

In fact, it's important to build your expertise not just in your subject but generally. For example, there's always a need for marketing or financial ability if you want to move on into management, say. And I've also just had promotion because of my communication skills, which enable me to go out and give talks in schools, to publicise what astronomers do. So any questions?

Pause

**Now you'll hear Part 2 again.**

Tone

Repeat

Pause

**That's the end of Part 2.**

**Now turn to Part 3.**

Pause

**PART 3**

**You'll hear part of an interview with Amy Wright and Tom Barker, who have both turned their hobby of making furniture into a business.**

**For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.**

**You now have 70 seconds to look at Part 3.**

Pause

Tone

**Interviewer:** I'm with Amy Wright and Tom Barker, who both create hand-made furniture. Welcome.

**Man and Woman:** Thanks

**Interviewer:** Amy, tell us how you got interested in furniture.

**Woman:** Well, by chance, really! I was walking home when I spotted an old chair dumped by the road – completely bare apart from scraps of fabric on the frame. But it was a nice chair – antique, maybe 100 years old. So I got my husband to help me take it home – but then left it in my basement for ages until I'd plucked up enough courage to tackle it. After some information-packed online tutorials, I'd got the hang of how to restore it, and it was eventually finished. Not perfect by any means, but I was so satisfied with my efforts that that was it. I haven't stopped since!

**Interviewer:** So did you start attending woodwork classes?

**Woman:** Yes, and because I'm an art teacher myself I got into it quite easily and was soon happily spending hours working away at wooden joints! But it provided pure escape from issues that were preoccupying me, as it needed intense concentration to get something exactly right. I spent weeks working on a coffee table – not quite the degree of focus I usually give to housework, for example! But the hidden joints in furniture are sometimes the most structurally important, and it was all I could do to stop myself pointing them out proudly to friends.

**Interviewer:** And your father helped with a birthday present he gave you.

**Woman:** That's right. He's a brilliant craftsman – practically built the house my parents live in now. And asking for his advice, showing him my work and getting his encouragement to carry on improved our relationship. Anyway, he's always been thoughtful about gifts, and this one turned out to be a box of top-quality tools that I'd found hard to come by, all beautifully wrapped. Then he topped it off with a surprise visit – he lives a long distance away – to inspect what I'd done. And now I'm beginning to establish myself as a furniture maker, no one could be more delighted than him.

**Interviewer:** Now, Tom, you actually did a degree course in furniture making – so was the course worthwhile?

**Man:** Oh, absolutely. I couldn't have reached the level I have without it. It was well-taught, and in the workshop, I always experienced a certain calmness, as I knew exactly what I should be doing next, and more importantly to what purpose – rather comforting, as I'd worked in retail, an entirely different experience. And the time passed happily by as I'd take raw timber and smooth it down, concentrating on the tiny details of the job in hand. Miraculously, I never actually switched off to the point where I cut myself or something, but the risk was theoretically there, I guess!

**Interviewer:** So what sort of furniture did you make?

**Man:** One thing I made was a small oak cabinet. I was happy to be able to use hand tools to create something that looked good and had practical value. And somehow the fact that it wasn't quite level or absolutely square all contributed to its attractiveness for me. I think the other students didn't quite know what to make of it, though – even though they were very nice about it!

**Interviewer:** And people imagine craftsmen like you, producing hand-made furniture, lead an idyllic, independent life.

**Man:** Well, to an extent that's the case, otherwise people wouldn't opt for it. But there are downsides, of course. I've been lucky in managing to negotiate successfully with clients and produce what they're looking for. So my reputation has grown and I can charge more for the unique pieces I do now – they're labour-intensive, and it would be hard to cover costs otherwise. But I make lots of lower-priced chairs which are relatively easy to turn out. That income supports the more experimental things I do. The thing is, though, getting too tied into that stuff for financial reasons means it's hard to hang on to my creative ideals – the very reason I went into this in the first place.

**Interviewer:** So, a question for you both. Is there a ...

Pause

**Now you'll hear Part 3 again.**

Tone

Repeat

Pause

**That's the end of Part 3.**

**Now turn to Part 4.**



**PART 4**

**Part Four consists of two tasks.**

**You'll hear five short extracts in which people are talking about their career in teaching.**

**Look at Task One. For questions 21 – 25, choose from the list (A – H) the reason each speaker gives for becoming a teacher.**

**Now look at Task Two. For questions 26 – 30, choose from the list (A – H) what surprised each speaker about working as a teacher.**

**While you listen, you must complete both tasks.**

**You now have 45 seconds to look at Part 4.**

Pause

Tone

**Speaker 1:**

No matter how many books you read, nothing prepares you for your first lesson. I'd read all about managing behaviour and thought if I went into class full of confidence, everyone would just love me. It wasn't like that at all! Kids aren't robots. They're all unique and you can't simply control them, you need to build relationships. Thankfully, one of my teachers had understood this. I was a poor student at first, but Miss King could see something in me and didn't give up on me. Without people like her to guide me, I don't think I'd have made it. She made me want to give something back to society.

Pause

**Speaker 2:**

Waiting to teach your first lesson is always going to be terrifying. For one thing, it marks such a massive change: if you're like me, one minute you're a carefree student, the next an adult with all this responsibility for people's futures, for winning over the kids, getting them on board. I don't mind admitting it wasn't something I'd seen coming. I was on the verge of giving up – salary or no salary – when my mother reminded me why I actually went into teaching in the first place: for people to see that even if you're from the sort of background I'm from, you can be successful. She thought it was important to continue sharing that message.

Pause

**Speaker 3:**

Teaching runs in my family. I suppose everyone assumed I'd follow suit, but after getting involved in student journalism I decided to pursue that instead. When I graduated though, the reality was that finding decent jobs was difficult, and I didn't feel I was going anywhere. It wasn't that there weren't any jobs, but, until I saw that teacher recruitment ad, nothing much appealed. When you're at school, you hardly think about what happens behind the scenes, you know, lesson planning and marking, but you soon find out about it during training. Another thing, I naively expected the day to finish with the school bell, but the mountains of post-lesson paperwork showed how mistaken I was!

Pause

**Speaker 4:**

I'm the son and brother of teachers. Perhaps that's why I rebelled and joined the police. I guess it's ironic that I went into working in police training. It's sometimes seen as a career dead-end, but I found I loved the buzz in a training room. And I realised I could transfer the skills I developed there to being a school teacher, so I opted to switch careers – even though I was warned teaching wasn't an easy ride. I didn't regret the move, but I was struck by the demands on my own time and the fact I can never switch off. Fortunately, police work really gave me the confidence and practical experience to involve and get along with pupils.

Pause

**Speaker 5:**

In my early days of teaching, I could feel myself losing the words. It wasn't the subject matter – I was well prepared for that – it was having to stand in front of all of those young people. I hadn't anticipated that would be an issue – it was something I'd never stressed over in my old job in construction. I know some thought it was a mistake giving up a good job, but deep down, I wanted to try out other possibilities. I wasn't short of options, but one day, I bumped into a friend who teaches at a local college and that led to an invitation to lecture part-time on a course there. That's where it started.

Pause

**Now you'll hear Part 4 again.**

Tone

Repeat

Pause

**That's the end of Part 4.**

**There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.**

Pause

**You have one more minute left.**

Pause

**That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.**