

C1 Advanced Mock Test 2 Listening Audioscript

This is the C1 Advanced Listening Test. I'm going to give you the instructions for this test.

I'll 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 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

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

PART 1

Now open your question paper and look at Part 1.

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 a woman telling her friend about a dance course she has been attending.

Now look at Questions 1 and 2.

Tone

Man: I'm curious. Do a lot of older people go to your tap-dance course?

Woman: Well, there are some. It's supposed to strengthen your ankles, knees and hips and the older dancers there certainly look lean and lively. So, it shouldn't do me any harm. But there's a mix. Quite a few probably have rather hectic lives and do it to unwind from work, like me. Actually, I had some tap-dance classes when I was about ten. But I didn't get on with the teacher and that put me off it for ages. This is different though.

Man: How many classes have you been to?

Woman: Six. And I'm just starting to get the hang of it. You've got to focus all the time. I hadn't realized how mentally demanding it can be. The teacher makes us do the same steps over and over again – you have to do it for them to become automatic. I considered giving up after a couple of sessions as I thought I'd never learn, but I stuck at it and I'm glad I did.

Tone

Repeat

Extract Two **You hear part of an interview with the manager of a football team.**

Now look at questions three and four.

Tone

Interviewer: How do you feel about the team's progress this season?

Manager: Well, in terms of results and where we are in the league, we've advanced a bit on last year, though we haven't reached the targets we set ourselves. It's been nice to see some of our teenagers making their debuts, and though they've struggled a bit, the experience will be good for them. I'd say the biggest turnaround has been in the general mindset here – the players, the directors, the junior administrators, everyone. There's a sense of togetherness which was missing before.

Interviewer: On a different point, professional football has been criticized a lot in the media recently – financial problems, players getting into trouble, and so on. What are your views on this?

Manager: Football is only a sport, but with the amount of coverage it gets, it's easy to forget that. It's on TV, the radio, the internet, the newspapers – you can't get away from it. This makes life really difficult for the players. Like all young men, they're bound to make mistakes from time to time. They're fortunate to be earning a lot, but that doesn't mean they aren't entitled to a bit of privacy.

Tone

Repeat

Extract Three **You hear part of a radio discussion in which two people are reviewing a new computer game.**

Now look at questions five and six.

Tone

Man: The next game we tried out is called Pencil Adventures. The idea is you have a special multicoloured pencil you can use to draw different objects, which you use to overcome obstacles and solve puzzles through various levels of difficulty.

Woman: Yeah, though it says on the box that it's for anyone at any age, the likelihood is that it's kids that will really go for it. There's nothing wrong with that though, and like many other games in this genre already on the market, it's all about self-expression and invention.

Man: I also found I really had to pay attention to what I was doing once I'd moved up a couple of levels – the puzzles do require quite a bit of thought. I have to say, though, that some of the graphics were a bit lame. Also, the tunes got rather samey, once I'd been on it for a while.

Woman: I thought the music was quite amusing actually, though it's not usually my kind of thing. I must admit I wasn't too inspired by the look of the game, especially as it's a drawing game. I also wondered whether some of the puzzles were a bit too obvious.

Tone

Repeat

That's the end of Part 1.

PART 2**Now turn to Part 2.**

You'll hear a man called Sam Patterson giving a talk about his conservation work with a bird called the Floreana Mockingbird, found in the Galapagos Islands. 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

Sam:

My name's Sam Patterson, and I've just returned from Floreana Island in the Galapagos, where I've been involved in trying to save a particular species of bird. I originally graduated as a biologist, but after working in that field for a while as a press officer for a scientific organization, I then decided to try my hand as a freelance journalist. And that's how I'm still earning a living.

The job's brought me into contact with many scientific projects, one of which was a charity which approached me as it was looking for publicity to do with its conservation activities. And since I'd just finished working with a zoo on a similar project, I took on the job: to go to the Galapagos with their scientific adviser and see the work being done there.

The species I was concerned with is called the Floreana Mockingbird, which is facing total extinction on the island of Floreana. There may be several reasons for this decline, such as the introduction of predators like cats and disease from black rats. But another important factor has been the introduction of goats – animals brought in initially for domestic purposes, which have been responsible for the destruction of habitat favoured by the birds.

Before I left home, I was sent a lot of information to take in. For example, I'd been told we'd have to take extreme precautions not to bring in what the scientists referred to as 'foreign organisms' to the island, and that included examining all our equipment. And sure enough, when we first arrived on the island by boat, we had to have our clothing checked for anything that might subsequently prove harmful to the island, such as seeds or living things like ants or beetles in our luggage or equipment. It was clear this was a fragile ecosystem we were entering.

Of course, by then I was extremely curious to see the mockingbird, and I didn't have long to wait. It turned out to be quite a large brown bird with conspicuous dark patches, red-brown eyes, a long tail and a gracefully curved beak, which I was very taken with. I noticed it also had an alarmingly strident call for such a small bird!

News about the bird's situation wasn't all bad. We were told that although numbers had declined between 2003 and 2007, local weather conditions, specifically the unprecedented increase in the amount of rainfall, had caused the population to bounce back. It was clear, however, that any prolonged drought would be catastrophic.

Anyway, I'm pleased to report that measures are under way to continue to reintroduce the bird to its native island, but of course, there's work to do before other conservation projects can be embarked upon. One very important task is to conduct surveys on the island. These would be to establish the degree of local support. Without this, the success rate of projects will be considerably lower. An assessment is already being done as to the state of the current water supply, vital to any creature's survival.

Now, does anyone have any questions ...

Now you'll hear Part 2 again.

Tone

Repeat

That's the end of Part 2.

PART 3**Now turn to Part 3.**

You'll hear an interview with a man called Ben Carter and a woman called Karen Jones, whose work as underwater archaeologists involves exploration of shipwrecks. 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.

Tone

Interviewer: I'm with Ben Carter and Karen Jones, who are both underwater archaeologists diving to explore shipwrecks that are lying on the seabed. Welcome to both of you!

Ben, Karen: Thanks.

Interviewer: Ben, how did you get started in your career?

Ben: Well, when I first left school I had no idea what I wanted to do. But I'd always wanted to try scuba diving, and I was desperate to give it a go. And having tried it, I was instantly gripped. As my expertise grew, the idea of underwater archaeology became more and more attractive as I was passionate about history and ancient shipwrecks. And because I'd got great scores in all my subjects at school, I had high hopes of finding a course leading to a bright future researching shipwrecks – only to find that a suitable undergraduate programme just didn't exist anywhere! So instead I turned to some part-time college courses, for which I managed to get some funding.

Interviewer: And did that mode of study subsequently prove useful?

Ben: Well, to an extent, yes. I found it relatively easy to select my own personalized programme of courses, like History and Anthropology, although the ones I most disliked, such as Maths, were really in demand once I started my job hunt. And I'd spend literally hours searching for accounts of shipwrecks. That research did stand me in good stead once I'd embarked on my career though. And I still managed to fit in some expedition dives around them, which kept me sane!

Interviewer: I'm sure! And Karen, you worked on a major project last year, didn't you?

Karen: Yes, a wreck that was lying in mud on the seabed. We slowly excavated it until a good portion of it was uncovered, and then drew a map of it.

Interviewer: And how's that done?

Karen: Well, by physically taking measurements over a large number of dives, which can be both exciting and exhausting, and using the kind of tools that would be recognizable anywhere – tape measures and so on – nothing particularly sophisticated. We work in an effective and tightly-knit team and lay a baseline, and then measure pieces of the ship from that. Those are painstaking parts of the job as you have to be precise when you're recording the position of everything. And when you get it all right, it's a great feeling! Then, on the basis of those recordings, we create a scaled map, which helps the team excavate the area in groups.

Interviewer: So how do you go about locating the wrecks?

- Karen:** Well, by finding inconsistencies in the sea floor such as strange shapes in the sand that could turn out to be a ship or ancient weapons – or nothing at all! We scan the floor using sonar, and then it's just a question of literally digging up anything unusual and seeing if it leads anywhere. We initially found a hundred unexplained, buried shapes with this wreck and only one turned out to be anything – but it was a ship! Then the excitement mounts among the team as we're just one step away from holding ancient treasures in our hands, and becoming the first people to touch them for several centuries.
- Interviewer:** And you're both now working on the same project – a significant discovery underwater?
- Karen:** Yes, we've found what looks like a wooden ship several centuries old. So far we've pulled a single chest and a barrel up to the surface. Of course, centuries of seawater have taken their toll, so we haven't yet been able to date anything. And I'm absolutely itching to crack them open and see what's inside, but sudden exposure to air could totally ruin their contents. So the objects have to be carefully preserved, which could take months.
- Interviewer:** But what's your gut feeling about what you've found, both of you?
- Karen:** I'd like to believe it's what we'd hoped for – a pirate ship – which would've been a rare discovery! We'd originally thought this was a ship that had set off to rob distant cities, but I have to grudgingly admit there may be just too much stuff already on board for that to be the explanation. So bang goes that theory!
- Ben:** Indeed – just as you wouldn't turn up at a supermarket with a trunk full of food, so a pirate ship wouldn't go on a raid fully laden. But that doesn't diminish the importance of the find. If it's a merchant ship, as we believe, it'll still be packed to the gills with ancient objects ...
- Karen:** ... which will all further our knowledge of that period of history. And of course, hopefully that pirate ship is still lying out there waiting to be uncovered!
- Interviewer:** So Ben, has the job turned out to be ...

Now you'll hear Part 3 again.

Tone

Repeat

That's the end of Part 3.

PART 4**Now turn to Part 4.****Part 4 consists of two tasks.****You'll hear five short extracts in which university students are talking about a period of work placement they did as part of their course.****Look at Task 1. For questions 21 – 25, choose from the list (A – H) what led each speaker to do their particular work placement.****Now look at Task 2. For questions 26 – 30, choose from the list (A – H) what each speaker gained most from the experience.****While you listen you must complete both tasks.****You now have 45 seconds to look at Part 4.**

Tone

Speaker 1:

You had to set up your own work placement on my course. The tutor made it clear that was part of the challenge. It was all right for anyone with family connections, but for everyone else it meant knocking on doors. I hated that. If I hadn't bumped into someone who worked for the company at a party, I'd still be looking. Anyway, it wasn't the world's best placement – I was stuck on a desk, given dull work and got hardly any training. But I did see how things get done day-to-day, which you don't get on the course. Some classmates took the chance to line up a job for later, I came away knowing what to avoid!

Speaker 2:

I had a brilliant time on my work placement. The company had actually approached the university to offer places, which cut out the endless emails and internet searches some students had to resort to. I was lucky that my tutor put my name forward, because I could've gone into my uncle's company, but fortunately another guy in the course picked that one up – which was better all round. I don't think I'd have got such good experience with my uncle breathing down my neck all the time. As it was, I got to meet lots of people who might come in handy when I'm job hunting in the future, and that's a real bonus.

Speaker 3:

I was the last one in my class to fix up a placement. I'd answered advertisements, done the rounds of the agencies – you name it, I'd tried it, but I couldn't find the right thing. My tutor was beginning to lose patience! But I was right to hold out because it really was a positive experience and it was good to go somewhere endorsed by someone from a previous course. I feel I've really grown as a person as a result of being there, because I was a bit lacking in self-esteem before. I'd love to work for the company after I graduate, so I'm keeping an eye on the recruitment page on their website.

Speaker 4:

The thing about my placement was it really helped me see which way my career was heading. I'd never have chosen to do my dissertation on the subject of ongoing staff development if I hadn't seen how it was set up in the company I worked for that summer. I didn't get to attend the actual sessions, but I could see from what my workmates said that they'd really got lots out of them, both in terms of new skills and increased confidence in old ones. Thank goodness I'd clicked on the company's small ad on the college website. I was in two minds about it at the time, but I couldn't have asked for a better placement.

Speaker 5:

My placement was great for people watching. I mean there were some very talented staff in that office, but it was pretty cut-throat at times. I loved the professional development sessions – not because I learned much, but because they were so competitive! It was an eye opener. I'd ended up there because I'd got fed up with emailing all the companies thrown up by internet searches and getting nowhere. I decided that a much better idea would be to put an advertisement on my social-media page and wait for them to come to me. And, you know, it worked like a dream – in the end I was spoilt for choice!

Now you'll hear Part 4 again.

Tone

Repeat

That's the end of Part 4.

There'll now be a pause of five minutes for you to copy your answers on to 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.

You have one more minute left.

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