

## Prepare for exam success: C1 Advanced Self-Access Learning

### Listening Part 1: Multiple Choice

#### Summary

- Review the format of Part 1 of the Listening paper.
- Build your awareness of informal and colloquial English.
- Practise understanding how intonation and stress affect meaning.
- Explore strategies for making the most out of your listening exam practice.

#### Before you start, locate the audio you need for this lesson

You will need to download the audio you will be working with later in the lesson from Cambridge Exam Booster C1 Advanced. Follow these easy steps:

1. Click <https://www.cambridge.org/elt/blog/>
2. Type Cambridge Exam Booster C1 Advanced into the search field to access the ELT blog.
3. Scroll down the page to the blog post written by Joe Tearle.
4. Scroll down the blog post to Audio download, select the link and start the download.
5. You will be working with **Track 3** later in the lesson.

#### Introduction

In Listening Part 1 you hear a variety of dialogues or conversations. Let's start by thinking about your experience listening to and participating in conversations in English. Think about these questions regarding conversations in English:

- When was the last time you had a conversation in English?
- Who did you speak to?
- Was the conversation formal or informal?
- Have you ever accidentally eavesdropped on other people's conversations?
- Who were you eavesdropping on? Can you remember what were they talking about?

Now make a list in your notebook of the difficulties you have when you listen to a dialogue or conversation. Identify the aspects of listening you think you need to work on. Each time you listen, look back at your list to see whether you can see progress and improvement.

### Top tip! Make time to practise listening to English

Just like reading, speaking and writing, it takes time to develop listening skills, so make time and find opportunities to listen to English as often as you can.

#### Listen up!

Here are some ideas and suggestions for listening practice

a. Download and listen to podcasts in English on topics you find interesting. The more interested you are in the topic, the easier it is to understand. Check out **BBC Sounds**, you should be able to find something that interests you.

b. Watch up-to-date shows and films from a variety of English-speaking countries to increase your awareness of different accents and common informal or colloquial words and phrases that you may not hear often unless you interact with native speakers of English.

- As you watch, pay attention to every day informal scenes e.g. between friends or family members.
- Make a list in your notebook of useful and interesting new vocabulary and phrases you hear.

## Start with the Facts: Listening Part 1

**Step 1** What do you already know about the C1 Advanced Listening paper? Read and complete the text about Listening Part 1 with the correct words from the box.

twice	three	one	variety	two	five	six
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In Part 1, you will listen to (1) ..... short extracts in the form of dialogues. Each dialogue has (2)..... multiple choice questions for you to answer. There are (3)..... questions in total to answer in Part 1.

Each dialogue lasts about (4)..... minute. The texts will cover a (5)..... of topics, and there will be different voices (accents?) and styles of delivery. The questions may test your understanding of the gist or detail of what is said, including the speakers' attitudes and opinions.

You will hear the recording (6)..... You should write your answers on the question paper and you will have (7)..... minutes at the end to transfer them to the answer sheet. <sup>1</sup>

**Step 2** Find out more. Follow the link to the **C1 Advanced Handbook** for more detailed information about the exam. Scan the information on page 55 to find any answers you missed.

**Step 3** Check your answers in the Answer Key at the end of this document.

<sup>1</sup> Adapted from Exam Booster, © Cambridge University Press and UCLES 2018

## Vocabulary building: Informal and colloquial language

The dialogues in Listening Part 1 can be formal or informal. In this lesson, we are just going to focus on informal and colloquial language.

1. Listen to four short dialogues **here** and answer the questions on the screen that correspond to each dialogue.
2. Listen again for the colloquial language. Match the colloquial expressions to their meanings.

Dialogues – colloquial language	Meaning
1. gasping for (dialogue 1)	a) full of people or things
2. cheers (dialogue 1)	b) to spend a lot of money on something (especially things that are pleasant to have but that you don't need)
3. chock-a-block (dialogue 2)	c) used to say that something is very likely
4. splash out on (dialogue 3)	d) clothes or equipment
5. gear (dialogue 3)	e) thank you
6. no doubt (dialogue 3)	f) to want or need something very much

Check your answers to exercise 2 in the Answer Key.

3. Use the words from exercise 2 to complete the sentences.
  - a) \_\_\_\_\_ for helping out last night. I really appreciate it.
  - b) I don't have enough money \_\_\_\_\_ a new phone every year.
  - c) There's no way we'll get a table. The place is absolutely \_\_\_\_\_.
  - d) \_\_\_\_\_ James'll be there. He never misses a party.
  - e) I'm \_\_\_\_\_ a cigarette. Have you got any?
  - f) I got all the way to the gym and then realised I'd left my sports \_\_\_\_\_ at home.

Check your answers in the Answer Key.

### Top tip! Make sentences with new vocabulary

Recording new vocabulary with an example sentence can help you remember it. Writing personalised sentences is even better. If you are working with a study partner, you can also build in additional speaking practice to help you review new vocabulary by making questions to ask and answer with your partner using the new vocabulary. For example: When was the last time you visited somewhere that was *chock-a-block*?

What was the last item of clothing you *splashed out on*?

Now record the new vocabulary in your notebook or on vocabulary flashcards like the example below.

- Include enough information about the Meaning, Form and Use of each word. You can look this up in the **Cambridge Dictionary** online.
- Make each word more memorable by writing an example sentence about yourself or writing a question to ask your study partner.

### Example:

<b>to splash out</b> (on)	
<b>Meaning</b>	Definition: to spend a lot of money on buying things, especially things that are pleasant to have but that you do not need. <sup>2</sup>
<b>Form</b>	phrasal verb Spoken: main stress on 'out' Phonemic transcription: / ,splæʃ 'aʊt / Written: use with 'on'
<b>Use</b>	Informal Common combinations with other words: to splash out on a new car / a holiday. My sentence: Last week I splashed out on two new sweaters and a pair of boots.

## Pronunciation: Stressed words and meaning

It is possible to put additional stress on different words in a sentence to change its meaning. In the Listening paper, you may need to recognise this emphatic stress to understand the speaker's intention correctly.

1. Practise the different stress patterns by reading sentences 1-3 aloud. Place the emphasis on the stressed words. Why not record yourself on your phone, then listen back? This will help you to notice how the meaning changes.
2. Match each sentence to the correct meaning then check your answers in the Answer Key at the end of this document.
3. Which words do you think the speaker would stress in a) to c)?

1. <b>James</b> told me he finished the project yesterday.	a) I can't believe he only just started it yesterday!
2. James told me he <b>finished</b> the project yesterday.	b) He didn't tell me Jackie did most of the work!

<sup>2</sup> Source: **Cambridge Dictionary** online

3. James told me **he** finished the project yesterday.      c) No, Jackie didn't tell me. James told me himself.

4. Try this Stressed Words and Meaning **practice exercise** from the C1 Advanced Preparation website.

## Exam Practice Task

Now, let's put what we've learned into practice. In the next part of the lesson, you will be guided through an exam practice task following the 6 steps below.

### Top tips for Exam success! 6 steps for more effective Exam Practice

1. Read the question carefully and underline key words.
2. Complete the task under exam conditions.
3. Check your answers.
4. Exploit the audio script. Read and listen for pronunciation, intonation and stress patterns.
5. Reflect on the answers you missed.
6. Write a personalised study plan so you know what to work on next time you listen

## Step 2: Now attempt the task and try it under exam conditions.

1. Return to the audio you downloaded at the start of the lesson. Select Track 3.
2. Listen to the recording (Track 03) twice only.
3. Mark one answer to each question at the end of the first listening, even if you are not sure it is correct. The second listening can then be used to confirm this answer or not.
4. Do not use a dictionary.

## ADVANCED LISTENING

## PART 1



3

## Travel

## Exam task

1

Track 3 You will 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 students talking about spending a gap year in Australia before going to university.

1. The girl thinks most British teenagers she met chose Australia because of
  - A the variety of things to do and see there.
  - B the lack of difficulties presented by the language.
  - C the opportunities to visit Southeast Asia on the way.
2. What was the biggest issue the boy faced during his time in Australia?
  - A finding affordable accommodation
  - B having to do very long bus journeys
  - C getting suitable work to cover his costs

## Extract Two

You hear two friends discussing the purpose of travelling.

3. What does the man consider important when he travels?
  - A seeing as much as possible of a new place
  - B avoiding the routes taken by other travellers
  - C making friends with people from the country he is in
4. Why does the woman mention getting lost?
  - A to suggest that a difficulty can bring benefits
  - B to illustrate a risk of travelling in unfamiliar places
  - C to explain why people react to situations differently

## Extract Three

You hear two colleagues talking about a trip to a conference.

5. When discussing the talks they will give, they both
  - A plan to improve the presentation of the material for the talk.
  - B hope to get some feedback before giving the talk.
  - C feel a need to do some more practice of their talk.
6. What does the woman say about the trip?
  - A She is worried about what she needs to pack.
  - B She is satisfied with the travel arrangements.
  - C She is looking forward to being in a different environment.

### Step 3: Check your answers.

Now go to the Answer Key at the end of this document to check your answers.

**Top tip! Record and track your progress**

Keep a record in your notebook of the scores you get on any practice tasks or tests. If you do a complete listening practice test, you can find a guide to checking your score **here**. These scores will only be approximate but it is a useful way to check that your listening skills are improving.

If you got all of the answers correct, well done! It's still worth completing the exercises below as these include strategies to help you continue to improve.

### Get ready to reflect: Common problems and solutions

In order to *improve* your listening skills, it is important to understand why you missed a correct answer.

1. Look at the list of common problems learners experience with listening shown in **Table 1** below. Which of these problems have you experienced?
2. Now look at the suggested solutions to these problems in **Table 2**. There are three solutions to each problem. Match the solutions to the problems and write them in the Suggested Solutions column in Table 1 (or in your notebook).
3. Check your answers in the Answer Key. Can you think of any other solutions?

Problem	Suggested Solutions
1. I stopped paying attention.	
2. I lost focus because I was worrying about the previous answer/unknown word.	
3. There is a word I don't know in the question/answer.	
4. The speaker pronounced the word too quickly / I didn't recognise the pronunciation.	

**Table 1**

a) Take regular breaks.	b) Practise regularly to help you get used to this.	c) Try to avoid practising when you are tired.
d) Note down the stress pattern e.g. <u>arrive</u> .	e) Remember you will hear the recording twice.	f) Write questions using the new words to ask and answer with a study partner.
g) Write personalised sentences with the new words.	h) Pay attention to natural speech patterns. Watch this video on <b>linking</b> on the BBC Learning English pronunciation website to learn more.	i) Put away any distractions e.g. mobile phones.
j) Review the pronunciation of new words using the <b>Cambridge Dictionary</b> .	k) As a last resort, it is always worth having a guess.	l) Look up new words in the <b>Cambridge Dictionary</b> and record them in your notebook.

**Table 2**

### Step 5: Reflect on your answers

- 1) Now listen again and read too! Use the Audio Script below. Pay close attention to the sections of the audio script that give the answers to the Exam task. These are highlighted in **bold**.
- 2) Look at the problems again in Table 1 above and ask yourself why you missed any answers. Make a note in the Problems column below. Use Table 2 to help you complete the solutions column.

#	Answer	My answer	Problem	Solution
1	B			
2	C			
3	B			
4	A			
5	B			
6	C			

Audio Script

**Narrator: Track 3. Listening Part 1, Worksheet 3**

**Narrator: You will 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.**

**Narrator: Extract one. You hear two students talking about spending a gap year in Australia before going to university. Now look at questions one and two.**

**Woman:** During my gap year in Australia, I met so many other Brits my age doing the same thing before going to uni back in ~~the UK. They read in Southeast Asia, stopping off briefly in Thailand and Bali on the way...~~ really unmissable places with jaw-dropping scenery... .

**Man:** I made some good friends travelling in Australia in my gap year.

**Woman:** So often people claimed their main motivation for going was the unspoilt beaches, the wildlife, the rainforests – the endless sunshine. But that’s true for lots of destinations. I actually think **1) the major additional lure is that there’s one obstacle you don’t have to overcome... worrying about asking for directions or how to get around**, which could be pretty daunting if you’re staying somewhere for a while.

**Man:** It’s a massive country – and surprisingly pricey. I took the bus between cities – flying really defeats the object of travel – so much of the country’s character is revealed in those vast distances of pure nothingness. ... **2) I did struggle to make ends meet. I earned a bit doing bits and pieces of work here and there. It wasn’t easy to come by.** Rather than pay high rent, I stayed in basic hostels. But it was good. I kept bumping into the same people, all on a tight budget of course.

**Narrator:** Now listen again.

**Narrator: Extract two. You will hear two friends discussing the purpose of travelling. Now listen to questions three and four.**

**Woman:** You’re busy planning your next trip, Olly. Do you always feel a sense of purpose to your travels?

**Man:** To be honest, I might sometimes have ~~felt like that’s been~~ not often the case, but I do think **3) you need to get off the beaten track.** I try to go to new places. Once there, I’m a fan of just hanging out, and trying to get to understand the vibe of a place, and observe the way of life. I make a point of asking questions, so I can find places where I ~~or~~ what’s going on... rather than ticking it off as a place I’ve ‘done’ because I went on some amazing tour to a waterfall, or got a great picture of a tiger. You travel, what motivates you?

**Woman:** For me, it’s about stepping out of my comfort zone – travelling alone gives you experiences that teach you about yourself. **4) It’s funny how what might have been a really bad experience, say, getting lost or n** **things differently.** Having a story that ends up making your friends laugh, is quite cool really. Anyway, I’ve realised that although I’m pretty tough, tears come too easily when I’m tired and someone shouts at

me.

**Narrator:** Now listen again.

**Narrator:** Extract three. You will hear two colleagues talking about a trip to a conference. Now listen to questions five and six.

**Woman:** So, flying to Edinburgh tomorrow for the conference. I can't wait.

**Man:** Why so keen? We've both got to give talks tomorrow, that very afternoon.

**Woman:** I know. I should really be looking at my presentation, and going over my latest improvements, so I remember them. I've been through it quite thoroughly, so I'm happy that the slides won't need to be altered.

**Man:** You swore you'd listen to me go through mine one more time today.

**Woman:** There's no cause to doubt my word!

**Man:** You'd better not be joking about that!

**Woman:** On condition you listen to my delivery too.

**Man:** Sure. **5) Anyway, I've no intention of making any major adjustments, I'd just appreciate some constructive criticism about whether I'm pausing in the right places, or speaking too fast, you know the sort of thing.**

**Woman:** **5) Absolutely. That's what I need too.** It'll be a relief not to be stuck in this cramped office. The renovations to our old one must have been going on for at least two months now. **6) The prospect of getting away makes up for the weeks of preparation.** Anyway, I've made a point of packing light so as not to have to drag a heavy case onto the airport train. I'd far rather have taken a taxi there... If only I'd been in charge of organising things!

**Narrator:** Now listen again.

3

### Step 5: Make the most of the audio script

- 1) Use the audio script to read and listen as many times as you like – this will help you tune in to the stress patterns and pronunciation of English.
- 2) Use the **Cambridge Dictionary** online to look up any words you don't know.
- 3) Use some of the **Vocabulary building** strategies we looked at in the first part of the lesson to record new words.

## Step 6: Make a personalised study plan

### Top tip! Make a S.M.A.R.T action plan

Making an action plan is a good way to manage your study time and keep yourself motivated.

S.M.A.R.T stands for:

**Specific:** it isn't enough to say 'I will do more listening practice' – **what** will you listen to, **when** and **how often**?

**Measurable:** can you track how you have improved or what you have learned?

**Achievable:** how much time do you have for study? what resources are available to you?

**Relevant:** reflect on what you found difficult in this lesson – what do you need to focus on to improve?

**Time-based:** set yourself deadlines e.g. I will watch a film in English and do one practice exam task by [date].

Use the template below to write your S.M.A.R.T Action Plan. Use some of the ideas suggested in the lesson and your own ideas.

I need to work on...	I will...	By [date]
<p><b>Example:</b></p> <p>Building my vocabulary so there are fewer unknown words when I listen.</p>	<ul style="list-style-type: none"> <li>Look up the new words from this listening and record them in my notebook.</li> <li>Write questions using the new words to ask and answer with my study partner.</li> </ul>	<p>Today</p> <p>On Tuesday</p>

## Answer Key

### Start with the Facts: Listening Part 1 – Exercise 1

1) three 2) two 3) six 4) one 5) variety 6) twice 7) five

### Vocabulary building: informal and colloquial language - Exercise 2

1. gasping for (f)
2. cheers (e)
3. chock-a-block (a)
4. splash out on (b)
5. gear (d)
6. no doubt (c)

### Exercise 3

- a) **Cheers** for helping out last night. I really appreciate it.
- b) I don't have enough money **to splash out on** a new phone every year.
- c) There's no way we'll get a table. The place is absolutely **chock-a-block**.
- d) **No doubt** James'll be there. He never misses a party.
- e) I'm **gasping for** a cigarette. Have you got any?
- f) I got all the way to the gym and then realised I'd left my sports **gear** at home.

### Pronunciation: Stressed words and meaning – Exercise 1 and 3

1. <b>James</b> told me he finished the project yesterday.		a) I can't believe he only just <b>started</b> it yesterday!
2. James told me he <b>finished</b> the project yesterday.		b) He didn't tell me <b>Jackie</b> did most of the work!
3. James told me <b>he</b> finished the project yesterday.		c) No, <b>Jackie</b> didn't tell me. <b>James</b> told me himself.

### Step 3: Check your answers

1. B 2. C 3. B 4. A 5. B 6. C

**Get ready to reflect: Identifying common problems and solutions – Exercise 2**

Problem	Suggested Solutions
I stopped paying attention.	<ul style="list-style-type: none"> <li>• Take regular breaks.</li> <li>• Try to avoid practising when you are tired.</li> <li>• Put away any distractions e.g. mobile phones.</li> </ul>
I lost focus because I was worrying about the previous answer/unknown word.	<ul style="list-style-type: none"> <li>• Practise regularly to help you get used to this.</li> <li>• Remember you will hear the recording twice.</li> <li>• As a last resort, it is always worth having a guess.</li> </ul>
There is a word I don't know in the question/answer.	<ul style="list-style-type: none"> <li>• Look up new words in the <b>Cambridge Dictionary</b> and record them in your notebook.</li> <li>• Write personalised sentences with the new words</li> <li>• Write questions using the new words to ask and answer with a study partner.</li> </ul>
The speaker pronounced the word too quickly – I didn't recognise the pronunciation.	<ul style="list-style-type: none"> <li>• Review the pronunciation of new words using the <b>Cambridge Dictionary</b> online.</li> <li>• Note down the stress pattern e.g. <u>arrive</u>.</li> <li>• Pay attention to natural speech patterns. Watch this video on <b>linking</b> on the BBC Learning English pronunciation website to learn more about one of the most common features.</li> </ul>