

Exploring Skills for English Tests

Listening Part 2: C1 and C2

Format of the task

There are three parts to the C1 and C2 Listening test. In **Part 2**, candidates will listen to a conversation between two or three speakers (both male and female) of approximately 700-850 words for both C1 and C2 papers. Topics will be on any aspect of everyday life (including work) and appropriate in complexity for C1 and C2 level.

The type of questions found in this part consist of three sentence completions, focusing on the main message followed by seven multiple choice questions (MCQs). Candidate responses to sentence completion questions should be limited to one or two words and/or a number only. The focus of these questions will be on understanding of specific, detailed information, differing opinions, implicit attitudes and feelings, nuances and implied meaning, and relationships between speakers. Answers can come from both/all speakers. Candidates will need to answer the questions as they listen.

There will be time for candidates to read and check their answers. All audio recordings and questions are at C1 and C2 level. Candidates will hear this section played twice.

Skills/functions being assessed

- Focus on understanding of specific, detailed information, differing opinions, implicit attitudes and feelings, nuances and implied meaning, and relationships between speakers
- Following complex interactions between speakers including debates
- Understanding of implied meaning, identifying attitudes of speakers
- Understanding of detailed information

Tips for teachers

Provide candidates with:

- Practice in listening to a variety of recordings which explore arguments, opinions and various attitudes of speakers
- Skills to understand how informal and formal dialogues are organised within different relationships such as debates and differing opinions
- Strategies to exploit different audio and question types, especially gap filling exercises
- Practice in listening and identifying key messages, key information and factual
- Information, tone, feelings and opinions.

Tips for learners

- In preparation, listen to as many audio recordings in English as you can from a variety of sources
- Read the questions carefully before listening, noting key words and their position in the recordings
- Use the second listening to check your answers as some answers will be inferred
- Practise using cues in the text to help you identify meanings of words/phrases you don't know.
- Practice exercises where there are gaps to identify the relevant information, ideas and opinions
- Prepare by using the online Skills for English (SfE) practice tests

Sample C1/C2 Listening Part 2 Task

This is a short example extract from the type of recording and questions a candidate may encounter in Part 2.

(I = Interviewer (woman), Anthony Jones (AJ) = running coach (man))

In this part you will often hear a "directed interview" between an interviewer and an expert.

You will hear a beep each time to tell you that the recording is about to start.

I	Today, I have Anthony Jones with us, a running coach, to explain his latest book on long distance running. Hello Anthony. Tell me, where does your interest in running stem from?
AJ	Well Mary, I have been running competitively for over 30 years now. As a kid I was introduced to the sport by my father, and I went on to study sport at university - so it has been part of my daily and professional life. I have also been a coach for 20 years and have seen the evolution of training which has changed fundamentally due to changes in both Sports Science and in nutrition - which is why I wrote the book.
I	What would you say is the key message in the book?
AJ	Well, it's called <i>Running Free</i> and basically, it's a radical departure from what runners would normally incorporate into their, let's say traditional, training programmes. Most runners, like myself, normally use each session to push the body to its limit. What I'm trying to encourage with this new approach to running, is the exact opposite to what most athletes instinctively do, which is to train hard for the majority of sessions. I want them to go much slower, so that by localising the intensity of training there will be more opportunity for

Q1

Do not always listen for exact phrase matches.

Questions always run in the order that you hear them in the audio.

	<p>recovery to take place outside of the hard sessions. That is the crux of my approach.</p> <p>I also suggest replacing 30% of running with cross training in order to prevent injuries. Think of your body like a car, the more wear and tear it experiences the less it will last in the long run. By replacing running with non-impact cardiovascular activities it means that the body gets a rest from the normal impact of training by giving the muscles, tendons, bones, joints and ligaments a brief break. My approach is based very much on the Kenyan style of training that focuses on greater mileage but at slower speeds...</p>	Q2
1	Yes, I know that you have also published your findings and with the sports community...	Q3

For the first part of this section Listen to the first part of the interview and answer questions 1, 2 and 3. For questions 1, 2 and 3, write ONE WORD from the recording to fill each gap.

You have 20 seconds to read the questions.

1. Anthony Jones says that the _____ in Sports Science has altered training considerably.
2. He believes that _____ is the key to his methodology.
3. By reducing the amount of running it reduces the _____ on the body.

Answers:

1. evolution
2. recovery
3. impact

Synonyms are often used in many question types, for example "changes" and "evolution" in question 1.

Note: this sample task is for guidance purposes only. For examples of level-specific listening tasks, please refer to the Skills for English Practice Tests available through the Skills for English website at <https://skillsforenglish.com/language-learning/>