

**ESOL International  
English Listening Examination  
Level C2 Proficient**

**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 International Proficient User Level C2 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. What are your plans for the weekend?
2. Will you be going to the festival?
3. What time do you think we should book the table for?
4. Who can we ask about fixing the broken window?
5. I am not especially keen on red roses, sorry.
6. Are you hoping to get a promotion?
7. Where did you park the car?
8. What are you expecting to do with the dog while you are away?
9. I am not sure that goes there.
10. I promise, I do not have it!

### **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.

**Hairdresser:** Good afternoon, Sally's Hair and Beauty.  
**Customer:** Good afternoon, I would like to change an appointment please.  
**Hairdresser:** OK. What's your name please? And when was the appointment booked for?  
**Customer:** Joanna Gelding. My appointment was booked for 4:30 on Friday the 12<sup>th</sup> May.  
**Hairdresser:** Could you spell your surname please, as it doesn't seem to be on the system.  
**Customer:** Yes. It is G-E-L-D-I-N-G.  
**Hairdresser:** That's odd, there's no appointment for you on that date. What was the appointment for and who was it with?  
**Customer:** It was a cut and blow dry, with Clara.  
**Hairdresser:** I'm really sorry, but Clara has an appointment at 4:30pm with someone else.  
**Customer:** OK. Well, I wanted to make a change anyway, as I would like to have my hair highlighted and cut and blow dried. I was also hoping to get my nails done on the same day. Is there any availability on the 12<sup>th</sup> of May for all of this?  
**Hairdresser:** I can't do anything for colour and cuts in the afternoon as we're fully booked. But if you could do the morning we could fit you in. We could then do the nails after that.  
**Customer:** No, I can't do the morning on the Friday. Do you have any slots on Thursday instead?  
**Hairdresser:** Yes, but no appointments with Clara. Would you be happy for someone else to do your hair?  
**Customer:** I would prefer Clara. She knows how I like it cut. Is there any day that week she's in? I want it done that week as I have a party on Saturday.  
**Hairdresser:** We have Wednesday afternoon when Clara could do your hair. We have 4:50pm or 5:30pm. We would have to do the nails on Friday afternoon – but you can pick any time for that.  
**Customer:** OK that's fine. I'll have my hair done at 4:50pm then. I'll have the 2pm appointment for nails on Friday.  
**Hairdresser:** Those appointments are booked now. I'll send you a text message to confirm.

### 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.**

**Student:** Hi Mr Smith. Would I be able to talk to you about the essay we need to write please?  
**Mr Smith:** Absolutely. What do you need to know?  
**Student:** I don't know how I can make my chosen topic fit the title we have been given.  
**Mr Smith:** OK, what topic are you focusing on?  
**Student:** I wanted to focus on the characters in Shakespeare's play, Romeo and Juliet. I really like this play because there are so many elements to it. It's a tragic romance. Did you know that Westside Story is based on the play, Romeo and Juliet?  
**Mr Smith:** No, I didn't know that. It seems an interesting topic that you have chosen. You will be able to talk a lot about the relationships around these two Italian families. You can discuss the feuds between the two families, the Capulets and the Montagues.  
**Student:** What I am struggling with is the essay title. We have been given the title, Matriarchal Influence. I'm not sure how that fits in with my topic.  
**Mr Smith:** Well, matriarch means mother – a strong head of the house. You could refer to how the families influence decisions Romeo and Juliet made and how that impacted on their relationship. You can refer to the Matriarchal influence that way.  
**Student:** Oh, that makes sense. Thank you.  
**Mr Smith:** I think you've chosen a good play to write about. It's set in Verona. Have you ever been to Italy?  
**Student:** No, but I would love to go some time. I hope, once I've finished my course that I can take some time to travel with my friends. We're thinking about touring Europe.  
**Mr Smith:** You will really enjoy that. I also took some time out when I was your age and travelled. You learn a lot and gain lots of knowledge about different cultures and the way people live.  
**Student:** That sounds good. Thank you, for your help with the essay. I had better go and get started.

### **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 a 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. You will hear it twice. Answer the questions.

You will then have two minutes to check your answers.

#### Play the debate.

- Host:** Today we're debating whether parents should limit screen time for their teenagers. With us today is Liam Nelson, head of ScreenWatch. Could you outline your views Liam?
- Guest:** Happy to. At ScreenWatch we avoid the unfair belief that it is only young people who are glued to their screens. In reality, we are all guilty of scrolling socials, texting, and watching any of a multitude of platforms far more than is healthy for our minds, or our bodies, or the relationships we share with our loved ones.
- Host:** But, I at least know when to put my phone down so I have opportunities to talk with my family about their days.
- Guest:** Yes, I often hear parents say that they ask for no phones at the dinner table. But if that is the only time that you set aside to be present with those living in your homes, that is a sad situation. If everyone then jumps back on a device as soon as the meal is ended, that is not ideal. Also, lots of young people say mealtime conversations feel like an interrogation. Real conversations occur in moments when all parties are consciously present, enjoying one another's company. So, seeking out opportunities to make this happen is important.
- Host:** OK, but young people don't enjoy the things their parents want to do. And vice versa.
- Guest:** Yes sometimes parents have to work harder to find that common ground. You can ask your teenager what interests them. Maybe take them to see their favourite band, museum, photography show, football team etc. Mostly just try to be interested in them and encourage them to be open about the things they love. You won't get them entirely off of social media, but you can create more, rich moments of interaction if you take the first step to putting aside your devices, take an interest in and make yourself accessible to your child.
- Host:** Thank you for your advice.

#### 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.**

- Host:** Welcome to BBC radio. Today we are discussing the bane of procrastination. With us today is doctor, Sandra Bradley. Could you explain a bit about procrastination please?
- Guest:** Procrastination is where you keep delaying doing important things. Often these people find they cannot settle down to tasks, especially when they have many to do. Instead, they find themselves wandering off to make a cup of tea, scrolling on social media, or doing housework in order that they do not have to commit to the tasks that they should be doing. Most of us do this to some degree or other, but true procrastinators may find that they miss important deadlines or fail to get to appointments on time, or are not able to work at a consistently high standard because everything is last minute.
- Host:** Yes, I'm guilty of delaying dealing with tasks that I really do not like doing, like the ironing, or starting my Christmas shopping, but I think it must be terrible if you are unable to settle down to anything at school or at work.
- Guest:** Indeed, and it can be a significant cause of stress for individuals, who, despite good intentions, simply cannot focus on completing their pressing assignments. So, a couple of useful tips include: Make a list to prioritise tasks. Once you have identified those that are urgent or have inflexible deadlines, place them at the top of the list, allocating realistic time-frames for each. Split these tasks into smaller parts or sections, and give each part a timeframe and deadline. Tick off each completed task so you can track your achievements. Allow time to check and edit the completed tasks. Do not complete less important tasks before you have made progress on more pressing assignments. Eat well, rest well and sleep well to support concentration and focus.
- Host:** This is all good advice, thank you.
- Guest:** You're welcome.

#### **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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