

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. We must hurry up or we'll miss the train.
2. Would you be able to pick me up this evening?
3. What should we make for dinner tonight?
4. How long have you lived in London for?
5. Mike said he won't make it to our meeting today.
6. Would you give me some feedback on my CV please?
7. I'm nervous about starting my new job tomorrow.
8. I've decided to cancel my gym membership.
9. Next time you see Yasmin, please tell her I said hello.
10. Do you know any organisations looking for volunteers?

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.

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| Freddie: | Hey, Maja. How's it going with the essay we've got to write for our linguistics seminar? |
| Maja: | Hi Freddie. Alright. I'm just struggling with the referencing. |
| Freddie: | Oh, that can be a pain, right? |
| Maja: | What tools are you using to conduct your literature search? |
| Freddie: | Mostly digital libraries. I use them to search for relevant journal articles and book chapters. It's great being a student, because we get free access to lots of journals. |
| Maja: | Oh, I've just been looking at random websites. |
| Freddie: | You shouldn't do that, because you don't know how reliable the information is. It's better to use academic journals, because they've been peer-reviewed. |
| Maja: | Ok, thanks for the tip. On my last assignment, the lecturer said I included too many direct quotations, and I should paraphrase more. I don't really know how to do that. When you find a good source of information, how do you include it in your essay? |
| Freddie: | I try to paraphrase as much as I can. It's basically restating another person's ideas in your own words. Of course, you still need to include an in-text citation with the author's name and date of the publication you're referencing, and include a full reference list at the end. |
| Maja: | What techniques do you use for paraphrasing? I'm so nervous about citing something incorrectly and plagiarising by mistake! |
| Freddie: | As long as your reference allows the reader to trace back to the original author and publication, you'll be fine. I find it helps rereading a section of text, until I fully understand its meaning, then I try putting it into my own words. I also look for words where I can use synonyms. |
| Maja: | That's all really useful advice. Thanks Freddie. |
| Freddie: | No worries. Any time you need my help, just let me know. |
| Maja: | I will take you up on that offer, it's always good to talk things through. |

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.

Advisor:	Hello Jennifer, come in and sit down. So, you're here today to get some careers' advice. Is that correct?
Jennifer:	Yes, the sector I'd like to work in is healthcare, because I'm an empathetic person. I expect it'll be a fulfilling vocation, but I know it comes with some unique challenges.
Advisor:	It is and it will, as it's working in a patient facing role. So how would you describe your communication skills?
Jennifer:	I am an effective listener, but sometimes I struggle communicating with new people.
Advisor:	Liaising with patients and staff will be an important part of the job though. Perhaps you could go on the Effective Communication Course that we run? Do you prefer working in a team or independently?
Jennifer:	I'm definitely a solid team player, as I've always made positive contributions when collaborating on any course projects.
Advisor:	Excellent! Do you have any relevant work experience?
Jennifer:	Yes, I did a two-week placement earlier this year in a care home. I made tea for residents, played games with them and I was interested in watching the nurse deal with some debilitating conditions, while being respectful of the dignity and privacy of the residents.
Advisor:	What did you enjoy about that experience?
Jennifer:	It was fast-paced, no two days were the same. Although, I'd say I do prefer working with young children, more than the elderly.
Advisor:	Why do you prefer working with young children?
Jennifer:	Well, in the summertime, I usually work as an au pair for a couple of months abroad.
Advisor:	Ok, well have you ever considered a career in paediatric nursing? It's a nurse that specialises in caring for children. You could do a degree or a degree apprenticeship. Why don't you explore my suggestion, then we can schedule in another appointment for two weeks' time?
Jennifer:	That's a great idea. Thank you.

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.

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| Presenter: | School suspension rates in England have reached unprecedented levels, with a 9% increase in secondary schools since last year. Joining us in the studio is Joan, a secondary school educator. What are your thoughts on this headline? |
| Joan: | Personally, I believe that excluding students from the educational environment is an ineffective strategy for addressing behavioural issues. Numerous studies have demonstrated that students who experience suspensions exhibit diminished academic progress compared to their peers who remain in school throughout the year. |
| Presenter: | That is indeed alarming, but couldn't this phenomenon be attributed to other factors, such as socioeconomic background and a general lack of motivation? |
| Joan: | Certainly, there are many factors at play. However, removing a student from their learning environment often serves as a catalyst for increasing motivational issues. |
| Presenter: | I understand. There are those who argue that suspensions serve as a deterrent, warning other students about the consequences of inappropriate behaviour. Do you agree with this perspective? |
| Joan: | Based on my professional experience, the reality is that suspension often leads students to feel that they are unmanageable. This can result in heightened disruptive behaviour. When returning to school, these students frequently struggle with frustration due to the significant content they have missed. |
| Presenter: | One might argue that a student who has been suspended for a week has had ample time to engage in self-study. |
| Joan: | The crux of the matter is, that many suspended students lack supervision at home, so they often rely heavily on the support provided by their teachers. I advocate for keeping these students within the school environment, where they can work closely with specialist teachers. |
| Presenter: | That's a compelling argument. However, given the budget constraints schools operate under, is it feasible to fund such resources? |
| Joan: | I agree, there are funding issues. Nonetheless, engaging in these critical discussions shows progress and indicates that we are moving in the right direction. |

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.

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| Lara: | Hi Yulia. We had a meeting in the office today about areas in the business where we could save money. As we work with people from all over the world, one of the things we discussed was whether we should use machine translation instead of hiring human translators. |
| Yulia: | Oh, that's interesting Lara! I'm all for using artificial intelligence. I guess your manager is too, since it's low cost! |
| Lara: | Well, surprisingly, she wasn't. She said although it would save money, she isn't convinced it would be worth it. When we listen to someone speaking, we depend so heavily on the context. Artificial intelligence struggles to pick up on that. |
| Yulia: | Hmm. But using AI for translation would make communication accessible to everyone. For example, anyone in your company would be able to join an online meeting and then access real-time translated captions in their language. What if your company has a meeting with people who speak many different languages now. Do they book multiple translators? |
| Lara: | I see your point, but the machines translate language literally. If you translate a metaphor or an idiom, then it can sound really odd. Humans understand abstract language and translate it much more effectively. |
| Yulia: | I suppose you've got a point there. We communicate so much through our use of tone and intonation, don't we? Is AI developed enough to pick up on that kind of linguistic detail? |
| Lara: | That's the problem. That's why it's not as reliable as a human. |
| Yulia: | Using the machine is very speedy though. With human translators there is always a delay. |
| Lara: | True, but sometimes those real-time translations aren't very good, especially when the AI is translating audio, as it may transcribe the original audio incorrectly and include the mistakes. |
| Yulia: | So, what did your manager decide? |
| Lara: | Well, for now, we'll continue using humans, but she said we'll review the topic again in the future. |
| Yulia: | Maybe she's waiting to see how your competitors will approach it. |

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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