

**ESOL International
English Listening Examination**

Level C2 Proficient

Texts to be used with the examination

The texts are to 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.

**NOCN ESOL International Listening
Level C2 Proficient
LIVE WINTER 2016
Examination Recordings**



This is the NOCN ESOL International Proficient 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.

The Listening examination will now begin.

Part 1

You will hear 10 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. Then you will have two minutes to check your answers.

Record the sentences (three seconds between each sentence).

1. How have you been?
2. Did you take the bus?
3. Have you been waiting long?
4. What do you think about this dress?
5. Dinner will be ready in ten minutes.
6. What's this book about?
7. Would you like to come out with us tonight?
8. How is your new job going, so far?
9. I think that I've already been here.
10. That's not the way to the market!

Pause for five seconds after the first reading.

Now listen to the sentences again.

Record 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. Then you have two minutes to check the answers.

Record the conversation.

Mark - Hey Jenny, I've decided that I'm going to get a couple of dogs for my apartment!

Jenny - Ah, that's so cool, Mark! I'd love to have a dog again.

Mark - I know, I can't wait!

Jenny - So what breed are you thinking of getting?

Mark - Well I haven't decided yet. I was initially thinking of getting something small like a Yorkshire Terrier because they're cute and fun. But to be honest what I'd really like is a big, strong, intelligent dog. I'm thinking about getting a couple of Labradors.

Jenny - That's such a great idea! I love Labradors. But they do require a lot of attention and they eat so much food!

Mark - You're not kidding! I've been researching how to take care of them and it looks like they consume up to around two and a half thousand calories a day! That's the same as me!

Jenny - Yeah, they're not small, are they? That'll cost you a fair bit of money down the line, but just think about how much pleasure you will get from them.

Mark - I know, I'm so excited! We can take them to the park and have a kick about with my football. They never get bored of games. It's good for motivation for me to get back into my running too.

Jenny - I think pets are great because they just love you no matter what. I love relaxing on the sofa with them. They have so much affection.

Mark - I know what you mean. They're always there for you when you need them most, aren't they? They always listen and they're so understanding of any problems you have. If you like, you can come down to the dog shelter with me and help me choose them.

Jenny - That would be amazing!

Pause for five seconds after the first reading.

Now listen to the conversation again.

Record 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. Then you have two minutes to check the answers.

Record the conversation.

Studio - In our studio today, Alice Stevens, a 25-year-old entrepreneur who owns her own recruitment agency and is a millionaire will give advice on how to build a business. Welcome to the programme. Alice, what advice do you have for our audience?

Alice - Well building a business is a very lengthy process, but I have managed to compress this process into ten intense, highly focused days!

Studio - Wow! That's incredible! So how should we start day one?

Alice - Firstly you need to draw up a business plan – this is very important. Day 2 you will study the market, how your products or services compare with the current market. Identify your target audience including regulations and licensing requirements.

Studio - So you recommend only spending one day researching? That doesn't sound like very much.

Alice - However important research and planning can be, you don't want to overthink things.

Studio - I see. So how about day 3?

Alice - This is when you build your brand identity, name and logo.

Day 4: find yourself a solicitor or lawyer.

Day 5: set up your premises.

Day 6: tell everyone in your network that you're in business and that you have something unique to offer.

Studio - You make this sound so simple. I feel inspired to start up my own company!

Alice - That's the idea!

Day 7: you want to work the media, build websites and social media links.

Day 8: you're going to fake it to make it.

Day 9: you will work on your business.

Studio - I've just realised I wasn't taking notes, can you repeat that?

Alice - I'm afraid you're going to have to buy my book. For all of you that do have a pen and paper, you have reached day 10. Take a breath, thank everyone who's helped.

Studio - That sounds great. Thanks for your time.

Pause for five seconds after the first reading.

Now listen to the conversation again.

Record 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 hear a debate and a discussion. Read the questions and answers on your examination paper for both the debate and discussion. You have two minutes to read them.

Pause for two minutes.

Listen to the Debate. You will hear it twice. Answer the questions. Then you have two minutes to check the answers.

Record the debate.

- Host - Today we are going to discuss reality television and whether it does more harm than good. And in the studio with us is James Phillips - a TV critic - and radio broadcaster Andrea Simmons. James, could you start, please.
- James - Thank you. Originally reality TV could have been considered sophisticated entertainment. When *Big Brother* first started, people were fascinated with how certain personalities of everyday people would bond and they even had psychologists invited in to discuss the social dynamics of the household. Nowadays, the show is notorious for having the most extreme characters of all walks of life deliberately crammed together in order to get the most offensive situations – including fighting and people cheating on their partners. The problem is that as people are getting used to this genre, the shows are becoming more and more vulgar in order to continually shock viewers and get media coverage.
- Andrea - I don't think that these shows are becoming more offensive. What is changing is the mentality of the public. As time goes on, cultures change and things that we deemed taboo or offensive 20 years ago have now become acceptable in the eyes of the people.
- James - Despite how some people define 'acceptable' entertainment, we are creating a culture based on diminishing ethics and obsessing over fame. These programmes suggest that anyone can become famous just by getting on TV and 'being themselves', without working hard or having any particular talent.
- Andrea - I disagree. Reality TV does not discourage hard work or education, rather it creates a society whereby we have shared experiences and a strong sense of community. Reality programmes like *Survivor* play that role in contemporary society enhancing the shared experience with friends and family.
- Host – Thank you for your views, I hope that you, the listeners have enjoyed the debate.

Pause for five seconds after the first reading.

Now listen to the debate again.

Record 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 – Discussion

Listen to the Discussion. You will hear it twice. Answer the questions. Then you have two minutes to check the answers.

Record the discussion.

Host - Good afternoon everybody. Our discussion today is: Should 16 year olds be allowed to vote? Before the 1970s, the legal voting age was 21 in almost every country in Europe. Today, Austria is the only country in Europe that allows 16 year olds to vote in national elections.

Alena - We are having a big debate in my organisation about the vote being lowered to 16. I'm personally very much in favour of lowering the voting age to 16 and I don't think we should consider people under 16 as being 'less capable' of voting. The level of civic knowledge a citizen has is very subjective, but I think that as technology and education advances, the amount of knowledge available advances. Today's 16 year olds have access to ten times, or in some cases 100 times, as much information as their parents did at this age, so I think they can potentially have the civic knowledge they need to know what parties to vote for.

Aaron - I think the bigger question is how does lowering the voting age affect the way we understand the relationship between youth and adulthood? Because, I think the big problem is that across Europe the age of responsibility has been pushed upwards over the last 20 years or so, and it seems slightly counter intuitive to then lower the voting age to 16. However, I do think that votes at 16 will be introduced across Europe, but we will need to take our time and think about the full ramifications of this change.

Host - Thank you for your comments, it remains to be seen what the outcome will be as the voting age has been lowered for local elections in many countries. National debates are taking place on this issue across the EU, so it will be interesting to find out the outcome.

Pause for five seconds after the first reading.

Now listen to the discussion again.

Record 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