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 need to check if this work plan is effective.
2. If we miss the bus, we'll have to wait until the next one.
3. When was this organisation founded?
4. Hopefully it'll be done by next week.
5. She said you couldn't come to the party.
6. Do you think the report is wrong?
7. Didn't you say he's a student?
8. Do you comprehend what you need to do?
9. Is there anything I can do for her?
10. I think I'm going to be leading the meeting tomorrow.

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.

Driver:	Hi, I've taken the new racing car out on the track, but the strong winds at turn 7 are making it hard to control. What can we do about this issue? The rear also keeps sliding out when I take the corners, especially if I go a bit wide. The grip at the back of the car isn't consistent at all, and it's affecting my lap times.
Engineer:	Ok, we can modify the car's rear design to help with stability. I've been studying the data from practice. We can also adjust the rear wing angle to stop the rear sliding. How's the front of the car handling in these conditions? Are you getting enough grip there?
Driver:	The front grips well actually, but the back feels really unstable when I start turning. It's most noticeable in the fast corners. The S-shaped corners, in the middle section, are difficult to manage. The car's hard to control when changing direction quickly, and I'm constantly adjusting the steering.
Engineer:	Yes, that matches our test results from the wind tunnel. We'll improve the car's sides to help with airflow. How's the acceleration when you're coming out of corners?
Driver:	It varies quite a bit. Sometimes I can accelerate early, but other times the car just slips. The wind makes it really unpredictable, and I have to be extra careful.
Engineer:	We can add special brake vents to help with that. Are there any other particularly tricky spots on the track we should know about?
Driver:	Yes, the long right turn before the straight is really tough. The winds are strong there, and it's affecting my racing line.
Engineer:	That's an important section for lap times. We'll work on the bottom of the car to improve stability. Thanks for all this detailed feedback - it'll help us make the right adjustments.

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.

Professor:	Good afternoon, Mia. Thank you for coming in to discuss your recent essay. I understand you are disappointed with your mark.
Student:	Yes, Professor. I was quite surprised by the grade. I thought I'd done a good job.
Professor:	Well, Mia, your writing is indeed good. You have a strong command of language and your arguments are well articulated. However, the main issue is that you misunderstood the assignment prompt and wrote off topic. It is crucial to read the instructions carefully and ensure you are addressing the correct question.
Student:	I see. I was really focused on making my arguments clear, but I must have missed the main point.
Professor:	Well about being clear, actually your essay had some structural issues too. Your writing was rather all over the place! Your ideas need to flow more coherently, allowing the information to dovetail seamlessly. This helps maintain the reader's engagement and makes your arguments more persuasive.
Student:	That makes sense. I'll work on improving the structure and make sure each paragraph leads logically into the next. How will this assignment affect my final grade? I'm a bit worried I won't pass this module.
Professor:	This essay is one component of your overall assessment. While it has an impact, it won't drastically lower your final grade, as long as you perform well in other assignments and exams. Use this feedback to improve your future work.
Student:	Thank you, Professor. I will definitely take your advice. Is it possible to get feedback before submitting my next assignment?
Professor:	Absolutely, Mia. In fact, I encourage you to approach me with any drafts or questions before the submission deadline, rather than after you get your result. This way, we can address any issues early and ensure you're on the right track.
Student:	I appreciate that, Professor. I'll make sure to do that next time. Thank you for your time and feedback.

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.

Jai:	Today, we are debating whether university should be free and, if so, who should bear the cost of higher education. My name is Jai Simpson, and joining me to discuss this important topic is Naya Spooner. Naya, would you like to start?
Naya:	Thank you, Jai. Yes, I firmly believe that university education should be free. Over the last few decades, tuition fees have skyrocketed. This increase has changed the cost-benefit analysis of obtaining a degree. It used to be the path to professional success, but it's now questionable whether a university education is actually worth the financial burden.
Jai:	But there's no such thing as a free lunch, as the saying goes. If tuition fees are abolished, it would fall to the government to shoulder the cost. This would necessitate higher taxes, which ultimately places the financial burden on taxpayers, many of whom may not directly benefit from university education.
Naya:	That's a valid point, Jai. However, I argue that high tuition fees are discouraging bright young minds from applying to university in the first place. This is a significant loss of potential talent that could otherwise contribute greatly to society. We risk losing future innovators, leaders, and thinkers.
Jai:	While I agree that we need to nurture talent, we must also consider the practicalities. Here's an idea, perhaps we could implement a system where tuition fees are means-tested. Those who can afford to pay should do so, while those from lower-income backgrounds receive scholarships and bursaries. That way, we ensure that everyone has a fair chance at higher education without placing the entire burden on the taxpayer.
Naya:	That's an interesting proposal, Jai. It could strike a balance between accessibility and financial sustainability. By ensuring that only those who can afford to pay do so, we might be able to maintain high educational standards, while also providing opportunities for all students, regardless of their financial situation.

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.

Indi:	Welcome to today's episode of The Big Issue. My name is Indi, and joining me to discuss how AI is changing the way people study is Professor of Machine Learning, Tenzin Fabian. Tenzin, AI tools, such as ChatGPT, are becoming ever-present in daily life, helping with tasks in both work and study. What are your thoughts on this?
Tenzin:	Thanks, Indi. It's undeniable that AI tools have revolutionised the way we approach learning and work. Students are now using these tools to do research, draft essays, and even code software. This shift is significant, but it also raises concerns about traditional assessment methods. When students can complete assignments using AI, it undermines the authenticity of their work and makes it difficult to gauge their true understanding.
Indi:	I agree, Tenzin. However, isn't this just an extension of the tools we already use, like spellcheck and grammar checkers in word processors? These are considered acceptable, yet they also assist in completing tasks.
Tenzin:	That's a fair point, Indi. Spellcheck and grammar tools do aid in writing, but large language models, like ChatGPT, go beyond this fundamentally. They can generate entire essays or solve problems autonomously. This level of assistance blurs the line between helping and doing the work for the student. What's more, it's getting increasingly challenging to differentiate between human-made and AI-generated content, which poses a dilemma for educators.
Indi:	True, the sophistication of AI-generated content is a concern. Perhaps, instead of resisting this change, we need to adapt our assessment methods. If we can't distinguish between human and AI work in the future, we might have to accept AI's role and focus on evaluating students through other means, such as oral exams or practical assessments.
Tenzin:	Yes, in fact that might be our only option going forward. It would ensure that students understand the material at least. However, it would also mean rejecting digital forms of assessment entirely.

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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