

**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.

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. 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. You are soaked through!
2. It's getting late!
3. Why are you late?
4. Is your sister coming next week?
5. Have we got any milk left?
6. Have you read that book about the Middle Ages?
7. Was the plane delayed?
8. I don't feel too well.
9. We need to get up very early tomorrow.
10. Did you know Charles was in hospital?

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.

Today we are talking to Cyndi. In 1983 her debut album earned her a Grammy for best new artist and produced four top 10 singles. She has since sold 50m records.

What is your earliest memory?

Cyndi: I was about five, working with my grandmother in her garden. It was my favourite place to be. And when I was a kid, I ran everywhere, pretending I was in the Olympics; I would always sprint the last 20 metres home to win gold.

Where would you like to live?

C: Where I do live, New York City. There is no place like it in the world: the energy, people, sights and sounds. I have lived in a lot of places in the past including London, Rome, Paris, Moscow and Melbourne, but you just can't beat the Big Apple.

How do you like to relax?

C: I like to unwind by writing pages in my journal; it really helps me during particularly stressful times in my life as well as helps me to manage my stress levels. I also relax by spending the weekend in bed, watching old black-and-white movies on TV. I also like cycling.

What is your least appealing habit?

C: I am told by others that it annoys them that I am never on time, try as I may, so this is probably my least appealing habit because other people think so.

What is your most treasured possession?

C: I am not that attached to things, I never really have been, I am not a hoarder, I throw most things out when I start to feel cluttered, but I would be very sad to lose a large Russian icon I bought a few years back. And my grandmother's wedding ring, which I always wear is really important to me.

Which living person do you most admire, and why?

C: Anybody who fights for human rights or make the world a better place: nurses, doctors, teachers - these are the people who deserve the credit these days.

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.

CHERYL SMITH: Good morning and welcome to Celebrity Chat live with Cheryl Smith. Television today is full of so-called reality shows with talent contests, for the public and celebrities, home improvement shows and fly-on-the-wall documentaries that purport to display what life is like in the 21st century. However, does television sometimes take reality too far? Catherine Brown, columnist is here with me to chat about this.

CATHERINE BROWN: Good morning, Cheryl.

CS: Catherine, I know that you have done a lot of research into reality TV. There are widely opposing views on their impact on the public, what's your view of this?

CB: Well we must acknowledge that every country in the world is now producing reality TV of some description. It is a worldwide phenomenon. TV moguls such as Simon Cowell have identified a niche in the market which they intend to exploit to its full extent. UK TV has a plethora of reality TV shows such as Britain's Got Talent, Dancing on Ice, Celebrity Big Brother and The X factor as well as the controversial programmes such as Benefits Street. It has to be questioned whether those who take part in some of these shows are real celebrities or whether they are just attempting to resurrect their careers by appearing in the public eye. Often these are not A or B list celebrities, but Z list celebrities.

CS: So thinking about Benefits Street, for example. This portrays life in a street, where many of the householders are unemployed and receiving benefits. Surely you would be at least a little worried that the picture it portrays is biased?

CB: Well, I think this is the case. Channel 4, which produces the programme, has been inundated with complaints about the series. There is the occasional family that clearly wants to move away from the benefits trap and gain employment, but more often the picture that is shown portrays people who do not want to work and those with drug and alcohol problems. There has been so much controversy that some of those portrayed on the programme have been moved to a place of safety because of the aggravation that they have received following the broadcast of the programme.

CS: So what can we do about this? Should these programmes be taken off TV?

CB: I suppose that there are some successes. For example, some of the talent TV shows have produced new stars of the entertainment world such as One Direction, Leona Lewis and Susan Boyle. Susan Boyle in particular may never have become a household name within the UK if she had not taken part in Britain's Got Talent. But it must be questioned whether some of the other types of reality show such as Celebrity Big Brother do anything other than massage the egos of fading entertainers and sports stars.

CS: But obviously the public enjoy watching these types of programmes. Viewing figures remain high, perhaps inflated by the high around the notoriety of the programmes.

CB: I think you're right. Wherever there is a story, there will be viewers. I don't think we've seen the end of reality TV just yet. It will be interesting to see what the next generation of reality TV will bring.

CS: **All right. Catherine, thank you very much indeed for joining us.**

CB: Thank you.

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.

Mary: Our debate today is: Should organ donation be compulsory? In the studio we have Susan, John and Linda. Welcome to the programme.

John: Thank you, Mary. Well, I think, that we are under no obligation to help another. It may be because of religion or the fact you don't want your organs removed from your body. Organ donation is a choice and it shouldn't be compulsory. Will there be exemption clauses? What if you have rabies? If it's compulsory then it doesn't seem to exclude these people. We are given freedom of choice, take that away and you won't have a happy nation.

Linda: People on the 'Con' side keep throwing the words "compulsory" and "unconstitutional" around, but the heart of the matter we're trying to get at here isn't mandatory donation. It's more of an opt-out program. You can decide to opt out of donating your organs, or you can stay in the programme and donate them after your death. Your organs will have to be healthy and in good working order in order for them to be used in transplants. And honestly, organ donation isn't against any of the five major world religions, so if it's against your religion, you're in the minority. It's not unethical or unconstitutional either, because after you die, you're dead. Not to blunt the matter, but you won't need either your kidneys or your lungs when your body's in the ground and your soul is somewhere else.

Susan: The bottom line here is that making organ donation compulsory would be a huge violation of individual rights. Everyone has the right to make their own decisions and this includes the decision of what happens to their body after they die. But you need to ask yourself a question: Wouldn't you much rather your organs were put to use after you pass away than rot in the ground? Don't be selfish and give life when your own has ended.

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.

While there are numerous pros and cons of animal testing, the ethical aspect overshadows both of them, which means that emotion may be the ultimate determining factor in whether a person believes the benefits of animal testing outweigh the problems associated with the practice. In our studio we have Dr Green and Professor Smith discussing the issue. Dr Green:

G: The major pro for animal testing is that it aids researchers in finding drugs and treatments to improve health and medicine. Many medical treatments have been made possible by animal testing, including cancer and HIV drugs, insulin, antibiotics, vaccines and many more. It is for this reason that animal testing is considered vital for improving human health.

Prof: In animal testing, countless animals are experimented on and then die in vain. Others are injured and will still live the remainder of their lives in captivity. Another negative, regarding the issue of animal testing, is the price. Animal testing generally costs an enormous amount of money, as the animals must be fed, housed, cared for and treated with drugs or a similar experimental substance.

G: Let's look at another important aspect. Animal testing helps to ensure the safety of drugs and many other substances humans use or are exposed to regularly. Drugs in particular can carry significant dangers with their use but animal testing allows researchers to initially gauge the safety of drugs prior to commencing trials on humans. This means that human harm is reduced and human lives are saved.

Prof: But there is also the argument that the reaction of a drug in an animal's body is quite different from the reaction in a human. The main criticism here is that some believe animal testing is unreliable. Therefore, they won't react to the drugs in the same way compared to their potential reaction in a natural environment.

G: Scientists typically use animals for testing purposes because they are considered similar to humans. As such, researchers do recognise the limitations and differences but the testing is done on animals because they are thought to be the closest match and the best one with regards to applying this data to humans.

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