

**ESOL International  
English Listening Examination**

**Level B2 Independent User**

**Instructions to learners**

Check that you have the correct paper.

Please complete the information on the mark sheet.

Record your answers on the mark sheet.

Use black or blue ink. Do not use pencil.

Total marks available: 30

You have **30 minutes** to finish the examination.

**Part 1**

**You will hear 10 sentences twice. Choose the best answer in each situation.**

**Now look at the answers. You have two minutes to read the answers.**

Now listen to the sentences and select the best answer. Mark the answer on the mark sheet.

1.
  - a. Yes, can you turn it up?
  - b. No, can you turn it on?
  - c. Yes, can you turn it down?
  - d. Yes, can you switch it on?
  
2.
  - a. That is really exciting, well done.
  - b. That would have been useful.
  - c. That is not good news, is it?
  - d. That is not going to help at all.
  
3.
  - a. They won't stay there.
  - b. Yes, I don't feel like it.
  - c. It will soon finish.
  - d. Yes, let's go, quickly.
  
4.
  - a. It won't be good.
  - b. I need to look at them all.
  - c. I had to come early.
  - d. I must empty them all later.
  
5.
  - a. She might be lovely.
  - b. That would be lovely.
  - c. There would be lovely.
  - d. They think they are lovely.

6.           a. What's the point? I am already freezing warm.  
              b. What's the point? I am roasting cold already.  
              c. What's the point? I am already cold feeling.  
              d. What's the point? I am freezing cold already.
7.           a. I agree, it was wondering.  
              b. I agree, it was disgusting.  
              c. I agree, it was wonderful.  
              d. I agree, it was disgusted.
8.           a. It depends. If the weather is nice we can go.  
              b. It depends. If the weather would be nice I would go.  
              c. It depends. If the weather is more nice we can go.  
              d. It depends. If the weather be nice we would go.
9.           a. Thank you very much.  
              b. Were they ready?  
              c. I agree, it was pretty.  
              d. Oh, which one?
10.          a. Yes, I feel really excited.  
              b. Yes, I feel exhausted.  
              c. Yes, I feel very well.  
              d. Yes, I feel like doing that.

**Part 2**

You will now hear two conversations. You will hear them twice. You have two minutes to look at the questions for both conversations. Now listen to Conversation 1.

Record your answers to the questions on the mark sheet. Conversation 1

1. Why did Jane go to the dentist?
  - a. A filling
  - b. Antibiotics
  - c. A hospital visit
  - d. A check-up
  
2. Which tooth hurts?
  - a. At the top, on the left
  - b. At the bottom, on the right
  - c. At the top, on the right
  - d. At the bottom, on the left
  
3. When does Jane's tooth **not** hurt?
  - a. During the night
  - b. Early morning until lunch
  - c. Late morning until after lunch
  - d. In the evening, after a meal
  
4. What are Jane's main symptoms?
  - a. Pain and bleeding around the gums
  - b. Feeling sick and tired
  - c. A headache and bleeding around the gums
  - d. Feeling tired and coughing a lot
  
5. Which statement is **not** correct?
  - a. Jane is allergic to antibiotics.
  - b. Jane was rushed into hospital.
  - c. Jane was in hospital for 6 days.
  - d. Jane's records are up to date.

Listen to the conversation again and check your answers.

Now listen to Conversation 2.

Record your answers on the mark sheet.

Conversation 2

1. What gave Lisa the idea to start *Grow, Cook, Share*?
  - a. She wanted to make money.
  - b. Her need to recruit volunteers.
  - c. The community had nowhere to grow food.
  - d. Her love of gardening.
  
2. What is *Grow Cook Share*'s main aim?
  - a. To raise funds to give to local charities.
  - b. To enable people to grow and eat their own food.
  - c. To sell fruit and vegetables at community markets.
  - d. To support children with healthy eating.
  
3. Why did Lisa need to speak to traders local to the community?
  - a. To raise money to run *Grow Cook Share*.
  - b. To ask staff to join the scheme.
  - c. To arrange competitions for businesses.
  - d. To provide training for new volunteers.
  
4. What has been an added outcome of fund raising activities?
  - a. More vegetables have been given to families.
  - b. Lisa has been able to work less on the scheme.
  - c. More volunteers joining the scheme.
  - d. Less money has been made available for the year.
  
5. Lisa intends to provide training aimed at which age group?
  - a. Under 25s
  - b. Over 25s
  - c. Over 30s
  - d. Over 35s

Listen the conversation again and check your answers.

**Part 3**

You will now hear two radio broadcasts. You will hear them twice. You have two minutes to look at the questions for both radio broadcasts.

Now listen to Broadcast 1. Record your answers on the mark sheet.

Broadcast 1

1. What has breakfast been viewed as for a long time?
  - a. An unhealthy start to the day.
  - b. The most important meal of the day.
  - c. The best form of high calorie intake.
  - d. A cheap meal lasting a long time.
  
2. A word that could replace 'consumed' is:
  - a. fed
  - b. stopped
  - c. ate
  - d. gave
  
3. According to the broadcast, which statement about the research is true?
  - a. Breakfast became more important for busy people.
  - b. People who missed breakfast took in less calories per day.
  - c. Lunch became the most important meal of the day.
  - d. People who ate breakfast worked better for the whole day.
  
4. During the trial people who ate breakfast increasingly had:
  - a. greater weight loss from the start.
  - b. less energy and always felt tired.
  - c. increased heart rates and pulse readings.
  - d. more stable blood sugar readings.
  
5. What did the University of Alabama research conclude?
  - a. That eating breakfast helps you lose weight.
  - b. That a large fried breakfast lasts longest.
  - c. That having breakfast does not really help you lose weight.
  - d. That late lunches help improve your metabolism.

Listen to the broadcast again and check your answers.

Now listen to Broadcast 2.

Record your answers on the mark sheet.

Broadcast 2

1. What does the broadcast suggest is so astonishing?
  - a. The price of a house in the future for children born today.
  - b. The price of houses in certain areas of the country.
  - c. The very slow increase of property values.
  - d. The money available to children to buy houses.
  
2. Which statement is true?
  - a. Children will want to buy their first house at an average age of 40.
  - b. House prices increase by an average of 12.5% per year in most areas.
  - c. Less and less people are taking out mortgages of 30 years or more.
  - d. Parents will increasingly be asked to help their children financially.
  
3. The phrase 'soaring numbers' means:
  - a. high rise homes
  - b. increasing amounts
  - c. lesser costs
  - d. larger families
  
4. According to the broadcast, four out of five loans were not for:
  - a. working parents.
  - b. couples or families.
  - c. 30 years or more.
  - d. Couples with more than two children.
  
5. Mortgages generally tend to last for:
  - a. 20 years
  - b. 25 years
  - c. 30 years
  - d. 35 years

Listen to the broadcast again and check your answers.

**End of Examination for Listening - Level B2**

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### For Listening Paper

**Instructions:** Draw a line through either a, b, c or d to answer each question.  ~~b~~  
 If you change your mind black out the wrong answer  and choose a new one with a line. ~~b~~  
 If you think your first answer was right, black out the wrong answer and circle your first answer.

Insert Learner  
 Label Here

						NOCN Use Only
Part 1	1	a	b	c	d	
	2	a	b	c	d	
	3	a	b	c	d	
	4	a	b	c	d	
	5	a	b	c	d	
	6	a	b	c	d	
	7	a	b	c	d	
	8	a	b	c	d	
	9	a	b	c	d	
	10	a	b	c	d	
Part 2 Conversation 1	1	a	b	c	d	
	2	a	b	c	d	
	3	a	b	c	d	
	4	a	b	c	d	
	5	a	b	c	d	
Part 2 Conversation 2	1	a	b	c	d	
	2	a	b	c	d	
	3	a	b	c	d	
	4	a	b	c	d	
	5	a	b	c	d	
Part 3 Broadcast 1	1	a	b	c	d	
	2	a	b	c	d	
	3	a	b	c	d	
	4	a	b	c	d	
	5	a	b	c	d	
Part 3 Broadcast 2	1	a	b	c	d	
	2	a	b	c	d	
	3	a	b	c	d	
	4	a	b	c	d	
	5	a	b	c	d	
<b>Total Marks</b>						

Learner Signature \_\_\_\_\_

Date \_\_\_\_\_