

**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.

**NOCN ESOL International Listening
Level C2 Proficient LIVE Winter 2025
Examination Recordings**



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.** How long has he been here?
- 2.** I can't find my phone anywhere!
- 3.** Has your new neighbour moved in yet?
- 4.** I won't be buying a new car after all.
- 5.** Who ate all the spaghetti?
- 6.** Should I get the red ones?
- 7.** My teacher wants me to write another assignment.
- 8.** I haven't been invited to Rachael's party.
- 9.** Alfonso will definitely get into university.
- 10.** Shall I close the window?

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.

Sales person:	Good afternoon. How can I help you?
Customer:	Hello, I'm thinking of buying a new vehicle, perhaps an electric or a hybrid?
Sales person:	I'd be happy to help. We sell electric vehicles, known as EVs as well as traditional hybrid vehicles which do not need charging. Could you tell me a bit about your driving habits? For instance, how far do you typically drive each week?
Customer:	I commute about 40 miles a day during the week. Sometimes I take longer trips at the weekends. Altogether, I'd estimate I drive around 300 miles a week.
Sales person:	Given your commute, an electric vehicle could be an excellent option, especially if you have access to level 2 charging at home or work. Modern EVs, using lithium-ion batteries, typically have a range of up to 200 miles on a single charge, which would comfortably cover your daily drives.
Customer:	That's good to know, but I've heard it can be difficult to find charging stations in some areas.
Sales person:	That's a good point. The number of charging stations is increasing, especially in cities. For longer trips however, a hybrid car might offer more flexibility. Hybrids combine a petrol engine with an electric motor, so you could benefit from fuel efficiency, and it removes the worry of finding charging points. They are also cheaper to buy than EVs.
Customer:	I really want the convenience of not worrying about running out of charge. My priority is practicality and environmental impact, not price.
Sales person:	In that case, you may want to consider a plug-in hybrid electric vehicle, also known as PHEV. It has a larger lithium-ion battery than a traditional hybrid, giving you a range of 20 to 50 miles and for longer journeys, the petrol engine takes over.
Customer:	That sounds like the perfect option.

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.

Dentist:	Good morning, Sarah. How are you feeling today?
Patient:	Morning, Mr. Thompson. I'm doing alright. I'm just a bit nervous as I think my wisdom teeth are coming through.
Dentist:	It's understandable to feel nervous. Wisdom teeth can often cause issues if there isn't enough room for them to emerge properly. Have you been experiencing any discomfort?
Patient:	Not exactly pain, but I've noticed some pressure at the back of my jaw. I've also read that maintaining good dental hygiene is crucial.
Dentist:	Good oral hygiene is essential. Regular brushing, flossing, and using an antiseptic mouthwash can prevent infections. However, if your wisdom teeth are only partially erupted, they can be difficult to clean properly, which can lead to decay or even gum disease.
Patient:	That's a bit worrying. What are my options for dealing with them?
Dentist:	We could monitor them with regular check-ups and x-rays. If they do become problematic, we can discuss extraction. It's often easier to remove them before they're fully developed, which can make the procedure less complicated.
Patient:	What exactly does the extraction involve? I've heard different things.
Dentist:	It usually involves a local anaesthetic to numb the area and, if you're particularly anxious, sedation options are available. The procedure itself typically takes between 30 to 60 minutes, and recovery time can vary but is usually just a few days.
Patient:	That doesn't sound too bad. Should I change anything in my oral hygiene routine for now?
Dentist:	Continue with your current routine but pay extra attention to your back teeth. We could also consider more advanced options in the future, like professional cleanings or fluoride treatments, if needed.

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.

Alex: Welcome to our podcast, *The Athlete's view*. Today, we're examining the lasting legacy of the Olympics on the host cities. As usual, you'll be listening to champion gymnast, Emma Li.

Emma: And of course, former champion rower, Alex Jones. Alex, let's start with your perspective. What's your view on the legacy of the Olympic Games?

Alex: Well Emma, I genuinely believe that the Olympics bring significant long-term benefits to host cities. Take Barcelona in 1992 as a prime example. The Games transformed the city's infrastructure and boosted tourism. The investments in transport, public spaces, and sports facilities had an enduring impact, establishing Barcelona as a world-class tourist destination.

Emma: I absolutely see your point on most of that Alex, but I think the actual legacy is often overstated. Look at Rio 2016. Yes, there was a temporary increase in tourism and there were some infrastructure improvements, but a lot of it was left unfinished. The economic burden of hosting such a grand event can be crippling, especially for developing countries.

Alex: I think you could be focusing too much on the negatives there, Emma. Consider London 2012, for example. That was a massive success! It created jobs and opportunities that still benefit Londoners today.

Emma: Of course, and the increase in swimmers in the UK since 2012 is great, but London had substantial resources to manage its legacy. It took Canada 30 years to pay off their debt following the Montreal 1976 Olympics.

Alex: As ever Emma, it was lovely talking with you.

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.

Mr. Ball: Thank you for meeting with me, Ms. Ford. I understand the reasoning behind a smartphone ban but, as a parent, I rely on my daughter having her phone for safety reasons, especially since she commutes alone.

Ms. Ford: I understand, Mr. Ball. Safety is a top priority and many parents feel the same. However, smartphones often cause distractions.

Mr. Ball: That's fair, but wouldn't a structured phone policy work instead? Establishing specific usage guidelines could allow students to learn responsible phone management.

Ms. Ford: It's a good point, but enforcing guidelines is challenging. Our teachers already have extensive responsibilities and tracking phone use would take up time unnecessarily. A full ban helps students concentrate on their learning.

Mr. Ball: What about emergencies?

Ms. Ford: We've accounted for this. Students can store their phones in lockers and retrieve them if urgently needed. Staff are here to assist with emergency communication.

Mr. Ball: I see. But phone technology has educational benefits too.

Ms. Ford: Some apps are useful, but assuming responsible use isn't realistic. Studies link phones with reduced academic performance and eliminating them supports the students' focus.

Mr. Ball: But isn't self-regulation a skill that students need?

Ms. Ford: Absolutely, which is why we teach digital responsibility through structured lessons rather than unrestricted phone access. This approach also reduces cyberbullying risks.

Mr. Ball: I get it! Limiting access can actually create a more focused environment and prevent bullying.

Ms. Ford: Yes, exactly Mr Ball. It allows us to teach, and be free from constant distractions.

Mr. Ball: Thank you, Ms. Ford, for explaining the school's approach. I appreciate the thoughtfulness behind it and I feel reassured.

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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