

**ESOL International  
Sample English Listening Examination**

**Level C2 Proficient**

**Instructions to learners**

Check that you have the correct paper.

**DO NOT WRITE ON THIS PAPER.**

Please complete the information on the mark sheet.

Use black or blue ink. Do not use pencil.

Total marks available: 30

You have **45 minutes** to finish the examination.

**NOCN ESOL International Listening  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

**Part 1**

You will hear ten sentences twice. Choose the best reply in each situation.

Now look at the replies. You have two minutes to read the replies.

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

1.
  - a. Yes, I'm tired off.
  - b. Yes, I'm worn off.
  - c. Yes, I'm worn down.
  - d. Yes, I'm tired out.
  
2.
  - a. Don't worry, I'll see what I can do.
  - b. Don't worry, I've looked into them.
  - c. Don't worry, I'll check them out.
  - d. Don't worry, I'll make it up.
  
3.
  - a. Oh, I'm fed up with it.
  - b. I'm over the moon.
  - c. I'm surprised.
  - d. I can't wait.
  
4.
  - a. If I were you, I'd take it.
  - b. If I am you, I'd take it.
  - c. If I were you, I will take it.
  - d. If I was you I will take it.
  
5.
  - a. Should we have gone to the cinema?
  - b. We ought to go to the cinema?
  - c. Shall we going to the cinema?
  - d. Shall we go to the cinema?

**NOCN ESOL International Listening  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

6.           a. Two heads are better than one.  
              b. It's better to be safe than sorry.  
              c. Make hay when the sun shines.  
              d. Early bird catches the worm.
7.           a. Oh, no. I'd have visited him if I had.  
              b. Oh, no. I'd visit him if I did.  
              c. Oh, no. I'd have visited him if I was.  
              d. Oh, no. I'd visit him if I had.
8.           a. Oh, well. Not to worry.  
              b. Oh, what's wrong with him?  
              c. It is a lovely day, isn't it?  
              d. Does he need an umbrella?
9.           a. I can give you a drive.  
              b. I can give you a lift.  
              c. I can lift you up.  
              d. I can put you up.
10.          a. To get a grip of it.  
              b. To be up to time.  
              c. To be on time.  
              d. To keep up to date.

**NOCN ESOL International Listening  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**



**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.

**NOCN ESOL International Listening  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

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

Conversation 1

1. What is Dan most afraid of?
  - a. Being trapped in a lift
  - b. Being in prison
  - c. Being slapped by a doctor
  - d. Falling down
  
2. What is Dan's most precious item?
  - a. His nose
  - b. His vision
  - c. The family home in Canada
  - d. His car
  
3. According to the conversation, which statement is true?
  - a. Dan was a good student at school
  - b. Dan likes smelling lilies
  - c. Dan's job was killing rats
  - d. Dan lives in Canada
  
4. Dan achieved fame by:
  - a. Acting in films
  - b. Being a benefactor
  - c. Being a blues man
  - d. Surviving a 50 feet fall
  
5. Which of the following statements is true?
  - a. Dan would like to be a Superman
  - b. Dan would like to be able to see through solid objects
  - c. Dan would like to be able to fly
  - d. Dan does not like talking to himself

Now listen the conversation again and check your answers.

**NOCN ESOL International Listening  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

Now listen to Conversation 2. Record your answers on the mark sheet.

Conversation 2

1. What is Mrs Porter's most likely problem?
  - a. She has measles
  - b. She has cancer
  - c. She has eczema
  - d. She has rubella
  
2. The next step will be:
  - a. A biopsy
  - b. Taking a blood sample
  - c. Seeing a specialist
  - d. Going to hospital
  
3. How quickly will Mrs Porter get her results?
  - a. Overnight
  - b. In a week's time
  - c. In two weeks' time
  - d. In two days' time
  
4. Mrs Potter will need the biopsy because:
  - a. Dr Robinson thinks it might be cancer
  - b. Dr Robinson wants to exclude cancer
  - c. Dr Robinson does not know what to do
  - d. It will cure Mrs Porter's condition
  
5. The phrase 'baffled' used by Dr. Robinson means that:
  - a. Dr. Robinson is not sure how to diagnose Mrs Porter's problem
  - b. Mrs Porter suffers from a very mysterious condition
  - c. Mrs Porter's symptoms are amusing
  - d. Mr. Porter seems to be confused

Now listen the conversation again and check your answers.

**NOCN ESOL International Listening  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**



**Part 3**

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.

**NOCN ESOL International Listening  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

Now listen to the Debate. Record your answers on the mark sheet.

1. What item of news had an impact on Mrs Miliband's new appointment:
  - a. A break of a new military conflict
  - b. The end of the conflict in Afghanistan
  - c. Allegations of corruption of retired military officers
  - d. High military officers selling arms
  
2. What does MOD stand for:
  - a. Military of Defence
  - b. Ministry of Defence
  - c. Monitoring of Defence
  - d. Mentoring of Defence
  
3. Mrs Miliband maintains that:
  - a. Measures may have to be taken to ensure appropriate access is given to retired officers
  - b. Military officers are not subject to corruption
  - c. All allegations are not true
  - d. It is not her responsibility to deal with allegations
  
4. What position does George Osborne have:
  - a. Former Home Office Secretary
  - b. Chancellor
  - c. Prime Minister
  - d. Retired army officer
  
5. Mrs Miliband states that:
  - a. All soldiers will return to the UK from Afghanistan by the end of 2013
  - b. There will be no military conflicts after 2013
  - c. The majority of forces will return to the UK by 2013
  - d. Almost all soldiers will return to the UK from Afghanistan by the end of 2014

Listen to the debate again and check your answers.



Now listen to the Discussion. Record your answers on the mark sheet.

Discussion

1. The main focus of the discussion is on:
  - a. Changes to benefits affecting children
  - b. Changes to benefits affecting retired people
  - c. Changes to benefits affecting unemployed people
  - d. Changes to benefits affecting disabled people
  
2. Who will no longer receive Child Benefit at all?
  - a. Children of people with income above £60,000
  - b. Children of people with income above £50,000
  - c. Children of parents who do not claim any benefits
  - d. People with only one child
  
3. What does DLA stand for?
  - a. Disability Learning Allowance
  - b. Discomfort Living Allowance
  - c. Disability Living Allowance
  - d. Dangerous Living Allowance
  
4. Geraldine is concerned that:
  - a. Her DLA entitlement will change
  - b. Her grandson's DLA entitlement will change
  - c. Her daughter will not receive Child Benefit
  - d. Her son will not be entitled to motability

5. What will happen to disabled children after the age of 16 who are not in education?
- a. They will have to make a new claim themselves
  - b. They will not be entitled to benefits
  - c. They will have to go into employment
  - d. They will have to rely on their working parents

Listen to the discussion again and check your answers.

**End of Examination**

**NOCN ESOL International Listening  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**



NOCN  
The Quadrant  
Parkway Business Centre  
99 Parkway Avenue  
Sheffield  
S9 4WG  
UK

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

Tel: +44 (0) 114 2270500  
Fax: +44 (0) 114 2270501

**NOCN ESOL International**  
**Level C2 Proficient Paper AA**  
**Sample Listening Mark Sheet**

Learner Name \_\_\_\_\_

Learner Registration Number \_\_\_\_\_ Examination Date \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre Number \_\_\_\_\_

**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.

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<br>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<br>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<br>Debate         | 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<br>Discussion     | 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 \_\_\_\_\_

**ESOL International  
Sample English Reading Examination  
Level C2 Proficient**

**Instructions to learners**

Check that you have the correct paper.

Please complete the information on your mark sheet.

**DO NOT WRITE ON THIS PAPER.**

Use black or blue ink. Do not use a pencil.

You may **NOT** use a dictionary.

There are 30 questions in this examination.

You must attempt all the questions.

Record your answers on the mark sheet.

Total marks available: 30

You have **75 minutes** to finish the examination.

**Text 1**

**No proof coffee causes obesity and diabetes**

'Is your caffeine fix making you fat?' is the compelling question posed by the Mail Online website, which goes on to report that a study 'shows five cups of coffee a day could cause obesity.' But the study in question involved mice, not people, and a chemical found in coffee, not coffee itself. The research has explored the effects of a substance called chlorogenic acid (CGA), a component of coffee. The rodents were given CGA to see how it affected their fatness and glucose regulation, which is related to the risk of developing type 2 diabetes. Mice given a high-fat diet supplemented with CGA appeared to display signs of worse glucose regulation than those given the high-fat diet only, which suggests that consuming high levels of CGA may not be good for you. \_\_\_\_\_ this finding, the headline 'five cups of coffee a day could cause obesity' was way off the mark. The study only demonstrated that a high-fat diet made the mice fatter, but did not prove that CGA, and by association coffee, makes you fatter, as the headline implies. This study alone does not support the notion that coffee causes obesity. Still, drinking five or more cups of caffeinated coffee a day can lead to symptoms such as irritability and insomnia.

**What did the research involve?**

The researchers designed a study that involved giving male mice a controlled diet over a 12-week period. Mice were either given:

- a normal diet
- a high-fat diet, or
- a high-fat diet and CGA

The researchers say that they used CGA at a dose that would be realistically attainable through the diet (1g per kg of food), rather than an high experimental amount. In their article, they describe how people can obtain up to 1g of CGA from exceptionally the daily consumption of coffee, but do not specify how many cups or the

Strength of the coffee.

The researchers tested the effects of the three diets on the following measures of metabolic syndrome:

- high-fat diet-induced obesity – how fat the mice got due to their high-fat diet
- glucose intolerance – an umbrella term for blood glucose levels that are higher than normal
- insulin resistance – when the body fails to respond to the normal actions of the hormone insulin, which is essential for maintaining blood glucose levels within a normal range
- fatty acid oxidation – the process where fats are broken down for energy in a cell
- insulin signalling – essential for maintaining blood glucose levels within a normal range

Their analysis was appropriate and looked at whether the above measures of metabolic syndrome were influenced by the three different diets.

**What was the basic results?**

The study found that all the mice gained weight in the 12 weeks, with those on the normal diet gaining the least. Compared with mice on the normal diet, both groups on the high-fat diet gained significantly more weight, both with and without CGA. However, mice given the high-fat diet plus CGA were no slimmer than mice fed a high-fat diet only. This is interesting, as you can buy CGA extracts as a slimming aid, suggesting that it may be less effective than advertised. Mice given a high-fat diet plus CGA had increased insulin resistance (a bad sign) compared with mice fed a high-fat diet only, which theoretically suggests a higher risk of type 2 diabetes. Likewise, the livers of mice fed a high-fat diet supplemented with CGA appeared to \_\_\_\_\_ a poorer fatty acid oxidation process than those given just the high-fat diet.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43

**NOCN ESOL International Reading  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

1. According to the text, which of the following statements is true?
  - a. Study confirms that coffee is a cause of obesity
  - b. Study confirms that *CGA* affect glucose regulation in mice
  - c. Study confirms that *CGA* is harmless to people
  - d. Study confirms that coffee is harmless to mice
  
2. What is the effect of *CGA* administered to rodents?
  - a. They became obese
  - b. They developed diabetes
  - c. Their glucose regulation was worse
  - d. It had no effect on rodents
  
3. According to the article, the newspaper headline claims that:
  - a. Too much coffee will make you fat
  - b. Too much coffee may cause diabetes
  - c. *CGA* will make you fat
  - d. *CGA* may cause diabetes
  
4. Which of the following did the research involve?
  - a. Mice were given coffee and *CGA* only
  - b. A realistic dose of *CGA* was administered
  - c. The researchers tested the effects of obesity
  - d. The researchers tested the effects of the three diets on glucose regulation
  
5. The main purpose of the document is to:
  - a. Persuade the reader to drink less coffee
  - b. Explain the dangers of obesity
  - c. Present how caffeine may affect our body
  - d. Instruct the reader in maintaining a healthy lifestyle

**NOCN ESOL International Reading  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

6. There is a spelling mistake:
  - a. On line 11
  - b. On line 22
  - c. On line 31
  - d. On line 35
  
7. The word attainable in line 21 can be best replaced by:
  - a. Edible
  - b. Sustainable
  - c. Achievable
  - d. Consumable
  
8. A grammatical mistake has been made:
  - a. On line 4
  - b. On line 10
  - c. On line 35
  - d. On line 41
  
9. A missing word starting the sentence on line 9 is:
  - a. However
  - b. Despite
  - c. ~~In spite~~ Without
  - d. Therefore
  
10. What is a correct grammatical form of a verb missing on line 42?
  - a. Having
  - b. Has
  - c. Had
  - d. Have



**NOCN ESOL International Reading  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

**Text 2**

**Celebrate the 60th anniversary of the Queen's coronation:  
10 reasons why Heathrow should be renamed.**

Heathrow is modernizing. In the past few years it has opened new terminals four and five. What better way to signal this transformation than naming it after a person who soon will be the UK's longest serving Monarch?

So far the Palace of Westminster has named Big Ben's clock after her (the Elizabeth Tower now mirrors the Victoria Tower at the other end of the Palace of Westminster). And earlier this year foreign secretary William Hague renamed a slice of Antarctica as Queen Elizabeth Land to mark the Queen's 60 glorious years.

That's about it though for large scale monuments to her reign (a best of the rest list from the Cabinet Office includes the casting of some Diamond Jubilee bells, the naming of 60 Queen Elizabeth Diamond Jubilee Woods, the lighting of beacons, a children's play area, a new Diamond Jubilee Electric Pullman train, the "Queen Elizabeth II Diamond Jubilee Cup at the Hastings Music Festival" and various EIRR plaques in churches and benches).

But I have a better idea, one that will mean the Queen's name is remembered daily by Britons and visitors to this country alike, and which will allow Britain to start a new relationship with a major piece of unloved national infrastructure: Heathrow airport. If you think about it, naming Heathrow after our Queen makes sense.



|   |  |   |
|---|--|---|
| <p><b>1.</b> Victoria has a station, why can't Elizabeth have an Airport? Rail travel to Victorians was surely the air travel of the modern Elizabethan age. So why not name Heathrow after our Queen too?</p>                                    | <p><b>2.</b> Heathrow needs rebranding. The name, for many of us, is interchangeable with thoughts of being stranded here, staring at departure boards glowing red with delay signs.</p>   | <p>1<br/>2<br/>3<br/>4<br/>5<br/>6<br/>7<br/>8<br/>9<br/>10<br/>11<br/>12<br/>13<br/>14<br/>15<br/>16<br/>17<br/>18<br/>19<br/>20<br/>21<br/>22<br/>23<br/>24<br/>25<br/>26<br/>27<br/>28</p> |
| <p><b>3.</b> The life of the airport has mirrored the Queen's reign. The development of Heathrow started in 1944 eight years before the Queen ascended to the throne. She has lived and breathed the expansion of Heathrow through her reign.</p> | <p><b>4.</b> The Queen has a building named after her at Terminal 2 (the Queen's Building, which she opened herself). She also opened Terminal 5 herself.</p>  | <p>29<br/>30<br/>31<br/>32<br/>33</p>   |
| <p><b>5.</b> Heathrow is modernizing. In the past few years it has opened new terminals four and five. What better way to signal this transformation than naming it after a person who will soon be the UK's longest serving monarch?</p>         | <p><b>6.</b> Naming Heathrow after the Queen will make it harder for London Mayor (and possible future Tory Party leader) Boris Johnson to shut down Heathrow and open a new hub airport in the Thames estuary (the thinking is that the UK can only support one hub).</p> | <p>34<br/>35<br/>36<br/>37<br/>38<br/>39</p>  |
| <p><b>7.</b> Other airports have done it. If Liverpool has John Lennon, Belfast has George Best airport, Paris has Charles de Gaulle, and New York has JFK, why can't London have the Queen Elizabeth II airport?</p>                             | <p><b>8.</b> It will ____ tourism. The Royal family is our greatest export. Heathrow, in itself, is not. Surely people will feel better about flying to Queen Elizabeth II airport than plain old Heathrow?</p>  | <p>40<br/>41<br/>42<br/>43</p>  |
| <p><b>9.</b> It would mean that Heathrow was not named after Baroness Thatcher, as was suggested after her death in April.</p>  | <p><b>10.</b> It's a good idea.</p>  | <p>44<br/>45<br/>46</p>   |

**NOCN ESOL International Reading  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

11. Which landmark mentioned in the text is not named after the Queen?
- A piece of land
  - An electric train
  - Westminster Abbey
  - A tower
12. The tone of this document can be best described as:
- Analytical and scientific
  - Formal and explanatory
  - Light hearted and factual
  - Humorous and descriptive
13. One of the reasons Heathrow Airport should be renamed is:
- The Queen is the longest serving monarch
  - The Queen is the second longest serving monarch
  - Other airports are named after famous people
  - The Queen owns it
14. According to the text, Boris Johnson:
- Is currently a Mayor of London
  - Is currently a leader of the Tory Party
  - Will be a leader of the Tory party in the future
  - Wants to rename Heathrow
15. According to the text, which statement is true?
- Heathrow is a modern airport
  - The Tory party plans to close Heathrow down
  - The Royal family export many things
  - Heathrow has a bad name

**NOCN ESOL International Reading  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

16. A spelling mistake has been made:
- On line 5
  - On line 11
  - On line 21
  - On line 41
17. A word has been missed out in Reason 8. It is:
- Raise
  - Bring
  - Boost
  - Cause
18. A grammatical mistake has been made:
- On Line 16
  - On line 23
  - On line 25
  - On line 32
19. A 'hub airport' in reason 6 is understood as:
- Small airport
  - Large airport
  - Airport used as a transfer point
  - Important airport
20. Which word should always be spelt with a capital letter?
- Victorians
  - Queen
  - Leader
  - Tower

**Text 3**

**The Demise of Modern Foreign Languages**

Recent years have seen a considerable decrease in the uptake of Modern Foreign Languages in English schools. This trend became particularly apparent in 2004 following the Labour government's decision to make the study of MFL non-compulsory at GCSE level in state schools. Owing to the challenging nature of foreign languages as a discipline, even fewer students are choosing to pursue language studies. This trend clearly has long-term implications. Over the last decade, MFL departments in a number of universities throughout England have closed; continuing cuts in funding suggest that others will inevitably follow. By extension, in our increasingly global world, there is a risk that the next generation of native English speakers will lack both basic linguistic and intercultural competence and the much more advanced abilities required to become highly skilled language professionals such as translators and interpreters.

Once a classical tool for teaching and assessing language, translation decreased in popularity in the 1970s as it was commonly believed to be too teacher-centred and grammar-focused. This trend was reinforced by the 'cultural turn', which encouraged a more communicative approach in all disciplines, including language pedagogy. Nevertheless, in recent years, translation as a language-teaching strategy has begun to regain popularity.

Against this background, colleagues and I believed that it would be instructive to carry out a small scale study in this field. Its aim would be threefold: first, to determine if, and how, translation is currently employed as a strategy for teaching and assessing language at both GCSE and AS-/A2 levels; second, to explore whether using translation as a strategy for teaching and assessing French in secondary schools could help revive the popularity of the study of MFL in England; third, to begin to establish how this could be achieved.

The resulting study focuses on a number of state secondary schools in a city in England. In order to obtain concrete results, it centres on a teaching profile and on three questionnaires - for GCSE, AS and A2 levels respectively - which adopt a structured, multi-choice format. The responses which these four surveys generate are analysed quantitatively and initial responses to the study's key questions are provided.

**NOCN ESOL International Reading  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**

21. What is meant by the phrase 'non-compulsory'?
- You have to do it
  - You do not have to do it
  - You must not do it
  - You may do it with permission
22. Where would you likely to see the above text?
- In a professional magazine
  - In a textbook
  - In a local newspaper
  - In a national newspaper
23. The above text can be described as:
- Chatty and descriptive
  - Informal and persuasive
  - Formal and factual
  - Formal and instructive
24. According to the text, which statement is true?
- Translation as a method of language teaching is becoming popular again
  - Translation is considered to be an outdated method of teaching
  - Translation is no longer taught in schools
  - Native English speakers cannot be translators
25. The word 'quantitatively' relates to:
- The study
  - The number of schools
  - The number of responses
  - The number of surveys

Text 4

The *nuclear family* is the traditional family structure in the West. This term, originating in the 1950s, describes families consisting of a father, a mother, and their offspring. Under this structure, the family is seen as the basic unit in society; the father functions as the breadwinner and the mother as the homemaker. Nowadays, alternative family types are becoming more **prevalent**, such as single-parent families, families headed by same-sex parents, and extended families where families live with their kin, which may include several generations. Extended families are less common in North America, where it is not uncommon to place grandparents in retirement homes.

A Social Trends survey in 2009 reported radical changes in child rearing and marriage practices in the United Kingdom. Figures showed that while 30 percent of women under thirty had given birth by the age of 25, only 24 percent had tied the knot. This marked the first time childbirth had become the first major milestone in adult life, ahead of marriage. In 1971 in the U.K, 3/4 of women were married by the age of 25 and half were mothers.

Judging by the high rates of divorce and the increasing number of children born out of wedlock, it would appear that the family as an institution is in decline. American sociologist Stephanie Coontz believes so too, but for different reasons. Coontz points out that marriages are usually no longer arranged for political or economic reasons, and children are no longer required to contribute to the family income. The vast majority of marriages nowadays are founded on love. She believes this shift towards love and free choice has actually weakened both the family by making it optional and the bond between the husband and wife by making it contingent on emotional fulfilment.

26. The word 'offspring' used in the first paragraph can be best replaced with:
- Grandparents
  - Children
  - Ancestors
  - People who live under the same roof
27. The text suggests that:
- Only women used to have a paid work in the past
  - Both men and women used to work in the past
  - Only men used to have a paid work in the past
  - Men used to bring bread home
28. According to the text, which statement is true:
- Extended families means that other relatives live under the same roof
  - Extended families means that parents and children live under the same roof
  - Extended families means that grandparents contribute to bringing up children
  - Extended families means that grandparents live in care homes.
29. The phrase 'out of wedlock' could be best understood as:
- Children of the same sex parents
  - Children with a single parent
  - Children of parents who are divorced
  - Children of parents who are not married
30. The text suggests that in 2009:
- Only 30% of women in the UK got married
  - Only 30% of women had children
  - Only 24% of women having a child under 25 were married
  - 24 % of women under 25 had children

**End of Examination**

**NOCN ESOL International Reading  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**



NOCN  
The Quadrant  
Parkway Business Centre  
99 Parkway Avenue  
Sheffield  
S9 4WG  
UK

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

Tel: +44 (0) 114 2270500  
Fax: +44 (0) 114 2270501



**NOCN ESOL International**  
**Level C2 Proficient**  
**Sample Reading Mark Sheet**

Learner Name \_\_\_\_\_

Learner Registration Number \_\_\_\_\_ Examination Date \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre Number \_\_\_\_\_

**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. ■

NOCN Use Only

|                    |   |   |   |   |  |
|--------------------|---|---|---|---|--|
| 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 |  |
| 11                 | a | b | c | d |  |
| 12                 | a | b | c | d |  |
| 13                 | a | b | c | d |  |
| 14                 | a | b | c | d |  |
| 15                 | a | b | c | d |  |
| 16                 | a | b | c | d |  |
| 17                 | a | b | c | d |  |
| 18                 | a | b | c | d |  |
| 19                 | a | b | c | d |  |
| 20                 | a | b | c | d |  |
| 21                 | a | b | c | d |  |
| 22                 | a | b | c | d |  |
| 23                 | a | b | c | d |  |
| 24                 | a | b | c | d |  |
| 25                 | a | b | c | d |  |
| 26                 | a | b | c | d |  |
| 27                 | a | b | c | d |  |
| 28                 | a | b | c | d |  |
| 29                 | a | b | c | d |  |
| 30                 | a | b | c | d |  |
| <b>Total Marks</b> |   |   |   |   |  |

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

Date \_\_\_\_\_

**ESOL International  
Sample English Writing Examination**

**Level C2 Proficient**

**Learner name** \_\_\_\_\_

NOCN USE ONLY

**Learner registration number** \_\_\_\_\_

**Learner signature** \_\_\_\_\_

| Question | Mark |
|----------|------|
| 1        |      |
| 2        |      |
| Total    |      |

**Centre** \_\_\_\_\_

**Centre Number** \_\_\_\_\_

**Examination date** \_\_\_\_\_

**Instructions to learners**

Check that you have the correct paper. Please complete the information above.

Use black or blue ink. Do not use a pencil.

There are two tasks. You must attempt both tasks.

You may NOT use a dictionary.

Total marks available: 40

Allow time to check your work before the end of the examination.

You can ask for more writing paper if you need it.

You have **75 minutes** to finish the examination.

**NOCN ESOL International Writing  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**



**Formal Writing Task 1** - Allow around 35 minutes for this task

Write an article for a college newspaper about how you imagine the world will be in 50 years' time.

You could write about:

- What you might expect the technology to be like
- How society may have evolved
- How climate change will have impacted on the continents
- Whether you think life will have improved or not and why

Write 200-250 words.

You will be assessed on:

- content
- format and structure
- accuracy of the use of grammar and punctuation
- use of vocabulary for the specific context and purpose

(20 Marks)



**NOCN ESOL International Writing  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**



**Informal Writing Task 2** - Allow around 35 minutes for this task.

Write a letter to a friend from school describing an interesting film you have seen or a good book you have read recently. Persuade your friend to watch the film or read the book.

You could write:

- a summary of the book or film
- about the characters that were influential in the storyline
- about your feelings and emotions whilst reading the book or watching the film
- why your friend should watch the film or read the book, justifying your reasons

Write 250-300 words.

You will be assessed on:

- content
- format and structure
- accuracy of the use of grammar and punctuation
- use of vocabulary for the specific context and purpose

(20 Marks)



**Page Left Intentionally Blank**

**Page Left Intentionally Blank**



**NOCN ESOL International Writing  
Level C2 Proficient Paper AA  
Sample Examination Task Sheet**



NOCN  
The Quadrant  
Parkway Business Centre  
99 Parkway Avenue  
Sheffield  
S9 4WG  
UK

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

Tel: +44 (0) 114 2270500

Fax: +44 (0) 114 2270501

**ESOL International  
Sample English Speaking Examination**

**Level C2 Proficient**

**Instructions to interlocutor**

Add the learner's name to the attendance register.

Check the learner has an Entry form and take it from them.

Start the recording - do not stop the recording until the end of the examination.

Complete the examination sheet as the learner responds to the prompts.

**The learner must not see this paper.**

**NOCN ESOL International Speaking  
Level C2 Proficient Paper AA  
Sample Interlocutor Script**



***Interlocutor:***

**My name is..... and this is the NOCN Speaking Examination at Proficient Level C2.  
Today is ..... (date)**

**This is the NOCN ESOL International Speaking examination, (level), (date) for  
(learner's name).**

**NOCN ESOL International Speaking  
Level C2 Proficient Paper AA  
Sample Interlocutor Script**



**This is Part 1 of the Speaking Examination.**

**I am now going to ask you some questions.**

- 1. Can you tell me why you are learning English?**
- 2. Please tell me what would be your superpower and three things you would do if you had this superpower.**
- 3. If you could live anywhere, explain where you would live, and why?**
- 4. What job would you like to do in the future and why?**
- 5. Tell me three things people can do to stay healthy.**

**Thank the learner.**

**This is Part 2 of the Speaking Examination**

**Please listen carefully and tell me what you would say in these situations.**

**Situation 1: You are standing for president of your local photographic society. You are at a meeting where the candidates introduce themselves to members of the society. As one of the candidates you need to introduce yourself and explain why you are the right person for the position. What would you say?**

**Situation 2: You are at a school reunion and you meet a person who seems to know you very well, however you cannot remember his/her name and how you know each other. What would you say?**

**Thank the learner.**

**NOCN ESOL International Speaking  
Level C2 Proficient Paper AA  
Sample Interlocutor Script**



**This is Part 3 of the Speaking Examination.**

***Interlocutor:* You will now take part in a conversation.**

**You think that alternative health interventions like acupuncture or herbal medicine could be the answer to many health problems. Your friend, however, is not convinced it works at all. Speak to your friend and try to convince him/her it might be a good alternative to modern medicine. You will have two minutes to prepare your arguments. I will take the place of your friend.**

**Thank the learner.**

**End of Examination**