

ESOL International

English Listening Examination

Level C2 Proficient

Instructions to learners

Check that you have the correct paper.

Do not open the paper until you are told to do so.

Listen to the instructions.

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

You must not use a dictionary.

Total marks available: **31**

You have **40 minutes** to finish the examination.

Part 1

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

Now read the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.

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| <p>1. a. I drink a lot of coffee too.
b. Then you should see a doctor.
c. What symptoms do you have?</p> <p>2. a. Oh, then he's quite special.
b. What skill do you have?
c. Let's share it with the others.</p> <p>3. a. I wouldn't have done that either.
b. I didn't have to do that.
c. Why, what did I do wrong?</p> <p>4. a. His characters weren't very good!
b. That's right, I dislike his character.
c. He treated the others very well.</p> <p>5. a. Yes, she lives in our country.
b. Oh, she must have a really successful business.
c. Is she really the only one?</p> | <p>6. a. I know, it must be tough for you.
b. I can help you put it up.
c. Did the situation last long?</p> <p>7. a. I've got a brush for it right here.
b. No, it's not like Violet at all.
c. Yes, it's been a while since you played.</p> <p>8. a. No, the one on Baker Street has closed.
b. Yes, we've tried the onion loaf a few times.
c. We've an artisan baker that lives near us.</p> <p>9. a. Yes, he usually does show up early.
b. Oh, you shouldn't think that.
c. Can you get here early?</p> <p>10. a. Great, can we go to the restaurant today?
b. I'm not used to that part of town.
c. So, you mean it's not there anymore?</p> |
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Part 2

You will hear two conversations. You will hear them twice.

You have two minutes to read the questions and answers on your examination paper for both conversations.

Now listen to **Conversation 1**.

Record your answers on the mark sheet.

1. **Mrs Ferguson's husband dislikes city breaks because:**
 - a. They are too structured.
 - b. Museums are boring.
 - c. He dislikes fine dining.
2. **Which kind of holiday does Mrs Ferguson prefer?**
 - a. A relaxing beach holiday.
 - b. A cultural city break.
 - c. A mountain trek.
3. **What is Mrs Ferguson's final decision?**
 - a. She is still undecided.
 - b. She chooses a coastal excursion.
 - c. She chooses a city with nature nearby.
4. **Adventure does not have to be equal to:**
 - a. High altitude ascents.
 - b. Guided nature tours.
 - c. Gentle walks.
5. **What concern does Mrs Ferguson have about an active holiday?**
 - a. She doesn't like exploring.
 - b. It could be too physically demanding.
 - c. It lacks cultural attractions.

Now listen to the conversation again and check your answers.

Now listen to **Conversation 2**.

Record your answers on the mark sheet.

1. **Why does the app require a selfie?**
 - a. For facial recognition.
 - b. To create a profile picture.
 - c. For two-factor authentication.
2. **Why does Alex reject his mum's original password choice?**
 - a. It's too tricky.
 - b. It's too complex.
 - c. It's too easy to guess.
3. **What does the app send to their mum's email?**
 - a. A one-time passcode.
 - b. A verification link.
 - c. A password reminder.
4. **When creating a password which rules should you follow?**
 - a. Eight numbers and uppercase letters.
 - b. Lowercase letters and two numbers.
 - c. Eight characters and a symbol.
5. **What is Alex's Mum's reaction to the selfie?**
 - a. She likes how she looks.
 - b. She thinks it's efficient.
 - c. She wants it to be her profile picture.

Now listen to the conversation again and check your answers.

Part 3 – Debate and discussion

You will hear a debate and a discussion. You will hear them twice.

You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.

Now listen to the **debate**.

Record your answers on the mark sheet.

1. **What is Daniel's main argument?**
 - a. Social media should not be censored.
 - b. Misinformation is not a problem.
 - c. Social media should be treated differently.
2. **What is the host's concern?**
 - a. People are easily misled.
 - b. Controlling social media can be messy.
 - c. Fake news spreads quickly.
3. **What solution does Daniel suggest?**
 - a. Educating people to think critically.
 - b. Navigating social media.
 - c. Imposing strict rules.
4. **What does the host think social media should adhere to?**
 - a. Laws around financial gain.
 - b. Laws around false advertising and content.
 - c. Historic laws about gaining power.
5. **What does Daniel think could backfire?**
 - a. Filtering trust in society.
 - b. Putting limits on online content.
 - c. Public defence.
6. **Daniel thinks if one group controls information it would lead to:**
 - a. Health and safety.
 - b. A proven truth.
 - c. Biased decisions.

Listen to the debate again and check your answers.

Now listen to the **discussion**.

Record your answers on the mark sheet.

1. **What question does the host first raise about surveillance?**
 - a. Do people feel safer with CCTV?
 - b. Does CCTV help with traffic?
 - c. How does CCTV impact daily life?
2. **What evidence does Sarah use to justify surveillance?**
 - a. Safeguards are in place.
 - b. Accidents are identified more quickly.
 - c. Traffic signals reduce traffic.
3. **What is the discussion's final point?**
 - a. CCTV is beneficial when regulated.
 - b. People feel reassured by surveillance.
 - c. The flow of city life is slowed down by surveillance.
4. **The host raises the concern that:**
 - a. Cameras may malfunction.
 - b. The footage might be misused.
 - c. Retention periods are not limited.
5. **What does Sarah say about privacy?**
 - a. Network security gives authorised access.
 - b. The police control access to CCTV.
 - c. Data protection legislation governs access.

Listen to the discussion again and check your answers.

End of Examination.

ESOL International

English Reading Examination

Level C2 Proficient

Instructions to learners

Check that you have the correct paper.

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

You may **NOT** use a dictionary.

There are 31 questions in this examination.

You must attempt all the questions.

Record your answers on the mark sheet.

Total marks available: **31**

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

Text 1

Read the text. Answer the questions on your mark sheet.

Food Critics: True Mastery or Just Nonsense?	1
	2
For many, food critics appear to inhabit a world of exaggerated jargon. Phrases like	3
"earthy undertones", "a hint of citrus zest" or "a delicious savoury taste" often	4
sound more like poetry than genuine descriptions. This perception has led some to	5
dismiss food critics as mere snobs. However, a beginner's course in gastronomy can	6
reveal some of the true art and method behind this practice.	7
	8
A key part of gastronomy is the role of aroma and flavour. Smell plays a crucial role	9
in our ability to recognise taste, with the human nose capable of detecting	10
thousands of scents. When a chef carefully serves up a dish, they are not only	11
considering its visual appeal but also how its aromas will be released and	12
appreciated. These scents: whether smoky, spicy or herbal, offer the first clues to a	13
dish's particular qualities.	14
	15
Next comes the palate, which refers to the complex diversity of flavours and	16
sensations experienced when tasting food. Dishes can be rich, tangy or delicate,	17
among other descriptors. When critics make such characterisations, they are	18
recalling familiar flavours that spring to mind. This is not simply creative language; it	19
is because there is only a _____ range of tastes humans can identify. It is a way to	20
communicate the sensory experience what each food evokes.	21
	22
Becoming skilled in gastronomy helps people train their senses to notice and	23
describe these subtle differences. What may initially seem like exaggerated	24
nonsense is, in fact, a well-honed skill. By analysing a dish in the way that they do,	25
critics can help interpret the complexities of different cuisines, some of which have	26
been cherished for centuries.	27
	28
While the world of fine dining can seem exclusive, learning its language often unveils	29
the artistry behind it. Whether a connoisseur or a casual diner, food appreciation	30
offers a chance to explore a range of aromas and flavours that make each meal	31
unique.	32

- 1. Why is aroma important?**
 - a. It is the key part of gastronomy.
 - b. It helps chefs recall flavours.
 - c. It shows the true art of adding taste.
- 2. What is suggested about the language of food critics?**
 - a. It makes eating more delicate.
 - b. It is only useful for fine dining.
 - c. It reveals the artistry behind a dish.
- 3. Why are terms like 'rich' or 'tangy' used?**
 - a. To describe familiar flavours.
 - b. To confuse casual diners.
 - c. To use creative language.
- 4. How are food critics often viewed?**
 - a. As connoisseurs.
 - b. As snobs.
 - c. As chefs.
- 5. What does the palate refer to?**
 - a. The food's flavours.
 - b. The food's aroma.
 - c. The food's visual appeal.
- 6. There is a spelling mistake on:**
 - a. Line 5.
 - b. Line 17.
 - c. Line 29.
- 7. There is a punctuation error on:**
 - a. Line 6.
 - b. Line 13.
 - c. Line 16.
- 8. There is a grammar mistake on:**
 - a. Line 3.
 - b. Line 21.
 - c. Line 23.
- 9. The best word to replace 'interpret' on line 26 is:**
 - a. Enhance.
 - b. Challenge.
 - c. Clarify.
- 10. The best word to complete the sentence on line 20 is:**
 - a. Sparse.
 - b. Limited.
 - c. Bounded.

Text 2

Read the text. Answer the questions on your mark sheet.

Modern Development Versus Preserving Heritage	1
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Ancient cities such as Oxford, Rome and Athens face a serious dilemma in modern town planning: how to balance the need for development with the preservation of their priceless heritage. On the one hand, growing populations and rising living standards demand modern facilities, housing and economic opportunities. On the other, these cities possess an architectural and cultural legacy that is precisely what made them wonderful to begin with.	3
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Oxford illustrates this difficulty. Known for its iconic 'dreaming spires', the city has been acclaimed as a treasure of architectural beauty. Yet, in recent decades, development projects have threatened to disrupt its _____. For example, the construction of graduate housing has spoiled one of Oxford's most scenic views, supporting the views' of the preservationists. Similarly, plans for more large-scale student housing developments have raised concerns about destroying mature trees and the natural green backdrop that frames the city's skyline.	10
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Preservationists argue that cities like Oxford have being inherited from our ancestors. It is our responsibility to leave them undamaged to pass on to future generations, not for us to develop or destroy. They see the historical architecture, green spaces and cultural landscapes not merely as aesthetic, but central to the city's identity. For them, unchecked development risks turning such cities into soulless urban sprawl, identical to any other modern city.	18
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Advocates of development, however, maintain that cities must adapt to meet contemporary demands. In Oxford, a housing shortage drives prices to unaffordable levels, discouraging young families and professionals from settling in the area. Expanding student accommodation and modernising infrastructure are seen as essential for sustaining the city's growth and economic health.	25
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For Oxford and other historic cities, the ultimate question remains: how can these competing priorities be balanced? Striking this balance is not an easy task; it requires a deep respect for the heritage that makes these cities unique, ensuring they remain inspiring places for generations to come.	31
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| <p>11. What do preservationists believe about the historical architecture?</p> <ul style="list-style-type: none">a. It is central to identity.b. It is merely aesthetic.c. It limits development. <p>12. Which issue do historic cities face?</p> <ul style="list-style-type: none">a. Managing student housing.b. Balancing heritage and development.c. Lack of green spaces. <p>13. What is essential for the city's growth?</p> <ul style="list-style-type: none">a. Modern infrastructure.b. Preservation of architecture.c. Small scale developments. <p>14. Why was graduate housing criticised?</p> <ul style="list-style-type: none">a. It replaced green spaces.b. It ruined a picturesque view.c. It only housed students. <p>15. What do advocates of development believe?</p> <ul style="list-style-type: none">a. Preservation is important.b. Oxford is in bad economic health.c. Modern demands should be met. | <p>16. There is a spelling mistake on:</p> <ul style="list-style-type: none">a. Line 6.b. Line 22.c. Line 28. <p>17. There is a punctuation error on:</p> <ul style="list-style-type: none">a. Line 5.b. Line 14.c. Line 32. <p>18. There is a grammar mistake on:</p> <ul style="list-style-type: none">a. Line 7.b. Line 18.c. Line 29. <p>19. The best word to replace 'advocates' on line 25 is:</p> <ul style="list-style-type: none">a. Supporters.b. Sponsors.c. Opposers. <p>20. The best word to complete the sentence on line 12 is:</p> <ul style="list-style-type: none">a. Tension.b. Progress.c. Appearance. |
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Text 3

Read the text. Answer the questions on your mark sheet.

The Anthropocene: A New Time in Earth's History

Thanks to museums and a famous Hollywood film, most people know about the Jurassic period. Some curious people may also know the Cretaceous or Paleocene periods. These long periods lasted millions of years and were times when special animals lived on Earth, like dinosaurs and early mammals. Scientists study these periods to understand how life and the planet have changed over time. Now, scientists say we may be in a new period called the Anthropocene, which is different from all the others.

This new period is not about dinosaurs or mammals. It is about how humans are impacting and changing the Earth's geology and ecosystems in big ways. We can see this in the plastic found in the ground, the fast loss of animal species, and the radioactive materials from nuclear tests. These human-made signs are strong and clear. Some scientists say they are as important as the asteroid that ended the Cretaceous period. The Anthropocene shows how people are now a major force shaping the planet's future.

Not everyone agrees with the idea of the Anthropocene. Critics argue that it makes Earth's complex history too simple. Others question if humans really have the same power as big natural events like volcanoes or ice ages. Nonetheless, more people are accepting the idea, especially as climate change, pollution, and other problems caused by humans continue to grow and affect the world.

Interestingly, some people think the Anthropocene may already be ending. A science writer, James Lovelock, talks about a new time called the Novacene. In this time, artificial intelligence, rather than humans, becomes the dominant force shaping Earth's future. Whether this vision materialises remains to be seen, but the very suggestion underscores humanity's profound and lasting influence on our planet.

21. Critics argue that the concept of Anthropocene:

- a. Oversimplifies Earth's history.
- b. Cannot measure human impact.
- c. Denies that volcanoes are erupting.

22. What evidence supports the idea that the Anthropocene is a new geological period?

- a. The end of the Jurassic period.
- b. The asteroid impact that ended the Cretaceous period.
- c. The presence of plastics.

23. What makes the Anthropocene different from earlier geological periods?

- a. The dominance of dinosaurs.
- b. The strong impact of human activity on the planet.
- c. The emergence of mammals.

24. According to James Lovelock, what might come after the Anthropocene?

- a. A time when humans become extinct.
- b. A period dominated by natural events.
- c. A new age shaped by artificial intelligence.

25. What does the word 'anthropogenic' mean?

- a. Natural and not caused by humans.
- b. Caused by human actions or influence.
- c. Related to extinct species.

Text 4

Read the text. Answer the questions on your mark sheet

The UK Goes Coal-Free for the First Time Since the Industrial Revolution

In April 2017, Britain experienced its first full day without using coal to generate electricity since the 1880s. This historic moment marked a turning point for the UK, the birthplace of coal power, where coal had been the backbone of energy production since the Industrial Revolution. At its peak in the late 19th century, coal powered nearly all of the UK's homes, factories and businesses. By the first half of the 20th century, coal was used universally, but its dominance began to decline in the 1990s as natural gas emerged as a cleaner and more efficient alternative.

And yet, coal still accounted for 39% of the UK's electricity generation as recently as 2012. However, the rapid adoption of renewable energy sources such as wind and solar, alongside stricter climate targets, accelerated its decline. Renewables, which accounted for just 7% of electricity generation in 2010, grew to over 50% by early 2024. This dramatic shift is what enabled the UK to achieve occasional coal-free days from 2017 onwards.

By 2016, coal's share of electricity generation had dropped to 9%, down from 23% in 2013. The UK reached another historic milestone in September 2024 when its last coal-fired power station, Ratcliffe-on-Soar, closed after 57 years of operation. This closure ended the nation's 142-year reliance on coal, making the UK the first major economy to eliminate coal power entirely.

The UK's transition away from coal represents a major milestone in its commitment to combat climate change. By embracing renewable energy and phasing out the dirtiest fossil fuel, Britain has set a global benchmark for reducing greenhouse gas emissions and transforming its energy system.

26. In the UK's Industrial Revolution coal:

- a. Was rarely used to generate electricity.
- b. Powered nearly all homes, factories and businesses.
- c. Was replaced by natural gas.

27. The closure of the Ratcliffe-on-Soar station:

- a. Signalled a return to renewables as the main power source.
- b. Was the first coal-free day in the UK's history.
- c. Marked the end of Britain's use of coal for electricity generation.

28. By what year did renewables account for over 50% of the UK's electricity generation?

- a. 2010.
- b. 2017.
- c. 2024.

29. What was the contribution of coal to the UK's electricity mix in 2016?

- a. 9%.
- b. 23%.
- c. 39%.

30. Why is the UK's energy transition globally significant?

- a. It is embracing renewable energy and phasing out coal.
- b. Natural gas has emerged as a cleaner energy source.
- c. It's the first major economy to eliminate coal.

31. Since the Industrial Revolution, coal had been described as:

- a. The dominance of renewable energy.
- b. The backbone of energy production.
- c. The generator of a major economy.

End of Examination.

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ESOL International

Writing

Level C2 Proficient

Instructions to learners

Check that you have the correct paper.

You must write between 200 – 250 words for Task 1 and 250 – 300 words for Task 2.

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

You may **NOT** use a dictionary.

There are two tasks. You must attempt both tasks.

Formal writing Task 1, you must complete **either** Option 1 **OR** Option 2.

Informal writing Task 2, you must complete the set task.

Total marks available: **24**

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

You can ask for more writing paper if required.

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

Option 1 Formal Writing Task 1 – Allow 35 minutes for this task

A TV show set in your town portrayed your town inaccurately and you are concerned that it will create a misleading perception. Write a newspaper article detailing your opinions of the TV show and why you think it was inaccurate.

You could write about:

- what was incorrect about the portrayal of your town
- what qualities you think your town has
- how you would like your town to be perceived
- what you think the TV show creators should do about it.

OR

Option 2 Formal Writing Task 1 – Allow 35 minutes for this task

The council are redeveloping land in your town, they would like to hear your ideas as to what the community needs. Write an email explaining what could be built and the reasons why.

You could write about:

- what your proposals are for the land
- why you have suggested your idea for the development
- what the benefits of it to the community would be
- your opinion on being offered a voice by the council.

You must write 200 – 250 words.

(12 Marks)

Informal Writing Task 2 – Allow 35 minutes for this task

You joined an exchange programme last summer. You stayed with a student from another country and learned about their culture. Write a letter to the student to thank them and share what you learned.

You could write about:

- some new things you learned about their country
- aspects of their culture or country that you're still curious about
- any aspects of your own culture you think they might be interested in
- suggestions of countries for future programmes

You must write 250 – 300 words.

(12 Marks)

You will be assessed on:

- | | | |
|---|-----------------------------|----------------------------|
| • use of conjunctions,
adjectives and vocabulary | • content | • word order |
| | • use of appropriate tenses | • legibility of
writing |

End of Examination

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