

**ESOL International  
English Listening Examination**

**Level C1 Advanced**

**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: 31

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

**Part 1**

You will hear 10 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, it was very dulling.  
          b. Yes, it was very dull.  
          c. Yes, I was very dulled.
  
2.      a. He is just 8 weeks old.  
          b. He is 8 week olds.  
          c. He is just 8 week young.
  
3.      a. Yes, it is very colds.  
          b. Yes, it is not hots.  
          c. Yes, it is very cold.
  
4.      a. She is still aways on holiday.  
          b. She is still away on holiday.  
          c. She is stills away on holiday.
  
5.      a. This is ridiculous!  
          b. That was ridiculous!  
          c. This was ridiculous!

6.      a. Yes, there are many alternative ways to get there.  
          b. Yes, there are much alternatives way to get there.  
          c. Yes, there is much alternativing ways to get there.
7.      a. I am so pleasing, I passed!  
          b. I am so please, I passed!  
          c. I am so pleased, I passed!
8.      a. We will end up missed the start of the movie.  
          b. We will end up misses the start of the movie.  
          c. We will end up missing the start of the movie.
9.      a. It seems never-endings.  
          b. It seems never-ends.  
          c. It seems never-ending.
10.     a. He is too much to handle!  
          b. He is too many to handle!  
          c. He is too many to handles!

**Part 2 - Conversations**

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. Who works at Galaxy TV?**
  - a. Angela
  - b. Stephen
  - c. Layla
  
- 2. For how many weeks has the caller been experiencing problems?**
  - a. 3
  - b. 4
  - c. 5
  
- 3. What happens to Galaxy TV?**
  - a. It fizzles and turns off
  - b. It flickers and changes channels
  - c. It fusses and gets loud
  
- 4. Which new TV package did the caller recently purchase?**
  - a. Sports
  - b. Movies
  - c. BBC TV
  
- 5. How much will an aerial upgrade cost?**
  - a. £2
  - b. £20
  - c. £25

Listen to the conversation again and check your answers.

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

Conversation 2

- 1. What is the name of the person taking the questionnaire?**
  - a. Lucy
  - b. Layla
  - c. Does not state
  
- 2. Which playground is too far away for Lucy and her children?**
  - a. St Augustine's
  - b. Green Acre
  - c. Finchmore Street
  
- 3. What is discussed in the conversation?**
  - a. Buses and playgrounds
  - b. Buses and swimming pools
  - c. Playgrounds and cycle paths
  
- 4. Who takes the bus with Lucy every week?**
  - a. Her father
  - b. Her children
  - c. Her mother
  
- 5. Which roads were mentioned when discussing the bus route?**
  - a. Townsend Street/Greenmore Road
  - b. Finchmore Street/Townsend Avenue
  - c. Green Acre Road/Finchmore Road

Listen to the conversation again and check your answers.

**Part 3 - Debate and Discussion**

You will now hear a debate and discussion. You will hear them twice. You have two minutes to look at the questions for both the debate and the discussion. Now listen to the Debate. Record your answers to the questions on the mark sheet.

Debate

**1. What is the debate about?**

- a. The cost of bus travel.
- b. The cost of train travel.
- c. The cost of car travel.

**2. According to Leon, what is the problem?**

- a. The cost is too high.
- b. The cost is too low.
- c. The trains are not good for the environment.

**3. According to Annabelle, what is the problem?**

- a. Train travel is bad for the environment.
- b. Train travel is good for city-dwellers.
- c. Train travel is good for the environment.

**4. What issue does Leon have with Annabelle's suggestion?**

- a. The journeys are not as fun as taking the train.
- b. The journeys will take longer and train fares will increase anyway.
- c. Train costs will get lower and Leon's company will make less money.

**5. What is Leon trying to achieve for train travel?**

- a. Find a way to make journeys longer.
- b. Find a way to make journeys more affordable.
- c. Find a way to get rid of trains.

**6. According to Leon, what are the CEO's doing with the money?**

- a. "Spending it".
- b. "Lining their pockets".
- c. "Lining their socks".

Listen to the debate again and check your answers.

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

Discussion

**1. What isn't making enough money?**

- a. The staff
- b. The members party
- c. The Picasso exhibit

**2. Who is in the meeting?**

- a. Jane, David, Lisa
- b. Jane, Donald, Lucy
- c. James, Davina, Lisa

**3. How much money is left to raise?**

- a. £3000
- b. £200
- c. £2000

**4. What is Lisa worried about?**

- a. Organising a new event will be boring
- b. Organising a new event may cost even more money
- c. Organising a new event for Picasso won't interest people

**5. What is the outcome/solution?**

- a. Convince members at the next scheduled event to donate more
- b. Create a whole new event just for fundraising
- c. Consider new ideas as no others would work

Listen to the discussion again and check your answers.

**End of Examination for Listening - Level C1**



**ESOL International  
English Reading Examination**

**Level C1 Advanced**

**Instructions to learners**

Check that you have the correct paper.

Please complete the information on your mark sheet.

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

<b>London</b>	1
London doesn't hibernate in Winter – the fun just moves indoors to theatres, clubs and restaurants – but the arrival of Spring definitely witnesses a change of pace in the city. April's sweet showers herald the start of warmer weather and a host of outdoor events that see Londoners and visitors alike shedding their sweaters and enjoying the longer days.	2 3 4 5 6
London's green spaces look their best in Spring. Everybody's favourite floral indicators of the change in season are the daffodils and the best places to see them are St James's Park and Green Park, where hundreds of these yellow flowers cover the lawns. By the time the daffodils have faded, roses have taken their place, with the rose gardens in Regent's Park and Greenwich Park being the perfect places to treat your eyes and nose.	7 8 9 10 11 12
The world's greatest botanical gardens, at Kew, are worth a visit at any time of year, but Spring is when the bluebells bloom and over the Easter period the Gardens host an Easter egg hunt and chocolate-themed events.	13 14 15
The London Wetland Centre is a hub of activity in Spring as chicks hatch from their eggs to the delight of ornithologists and people who like cute baby birds. The centre also has guided tours and resident otter-observing sessions.	16 17 18
<b>A Tale of Two Cities</b>	19
London is as much about wide-open spaces and leafy escapes as it is high-density, sight-packed exploration. Central London is where you will find the major museums, galleries and most iconic sights, but visit Hampstead Heath or the new Queen Elizabeth Olympic Park to escape the crowds and view the city's greener shades up close. Or venture even further out to Kew Gardens, Richmond or Hampton Court Palace for excellent panoramas of riverside London.	20 21 22 23 24 25 26
<b>Diversity</b>	27
This city is very multicultural, with a third of all Londoners, foreign born, representing 270 different nationalities. What unites them and visitors alike is the English language, for this is both our tongue's birthplace and its epicentre. These cultures season the culinary aromas on London's street's, the often exotic clothing people wear and the music they listen to. London's diverse cultural dynamism makes it among the world's most international cities. And diversity reaches intrinsically British institutions too; the British and Victoria & Albert Museums have collections as varied as they are magnificent, while flavours at centuries-old Borough Market now run the full gourmet and cosmopolitan spectrum.	28 29 30 31 32 33 34 35 36 37 38

1. Choose alternative words for '*hibernate*' in line 2.
  - a. Hide/Sleep
  - b. Leave/Exit
  - c. Increase/get bigger
  
2. Define the term '*change of pace*' in line 4.
  - a. Change of direction
  - b. Change of speed
  - c. Change of face
  
3. What are the '*floral indicators*' of the season change?
  - a. Tulips
  - b. Roses
  - c. Daffodils
  
4. Which two parks are the best places to see the above flowers?
  - a. Regents Park and Green Park
  - b. Green Park and St James's Park
  - c. St James's Park and Regents Park
  
5. Where are the '*botanical gardens*' located?
  - a. Greenwich Park
  - b. Regents Park
  - c. Kew
  
6. What takes place every Spring at the London Wetland Centre?
  - a. The Rose Garden is in full bloom
  - b. An Easter egg hunt
  - c. Baby chicks are born
  
7. Define the term '*high-density*' in lines 20-21.
  - a. Having a low amount of something.
  - b. Having a high amount of something.
  - c. Having nothing at all.

**8. Where should you visit for '*excellent panoramas*'?**

- a. Hampton Court Palace
- b. Green Park
- c. Buckingham Palace

**9. In the final section on '*diversity*', on which line is punctuation misused?**

- a. 31
- b. 29
- c. 35

**10. Define the term '*cosmopolitan*'.**

- a. Uninteresting
- b. Glamorous
- c. Diverse

## Text 2

<b>The Galápagos Islands: Darwin's inspiration</b>	1
A dark, alien shape moved beneath the pier. Snake-like in its lateral movement, it cut an easy, tortuous line through the water. I watched, mesmerized, as it eased itself onto the shore where it paused, as if for breath, its claws and black spines glistening. With a heave of its belly it spat salt water from its nostrils. Grotesque, yet beautiful; deviant, yet perfectly adapted. What had emerged from the harbour was a lizard, a reptile that had, in a riposte to its land-loving ancestors, dragged itself back to the sea in search of food. Not a process of devolution, but a feat of evolutionary survival.	2 3 4 5 6 7 8 9 10
Marine iguanas are found only on the Galápagos Islands, a volcanic archipelago in the Pacific 600 miles off the Ecuadorean coast. Known as the place that helped to spawn Charles Darwin's theory of natural selection. The islands have an almost mythical status. They have even been charted in cyberspace: those who visit the islands this season will have had the chance to see them first on Google's Street View map.	11 12 13 14 15 16
So could these islands live up to their reputation? Darwin himself was not immediately impressed by all the wildlife he saw. In the notebook he kept to document his voyage aboard the Beagle, he described the marine iguana as "hideous-looking, stupid and sluggish in its movements". Little did he know then that this creature represented a triumph of life.	17 18 19 20 21
I set out to discover the islands in the same way as Darwin: by sailing boat. For the next six days my home was to be the 70ft La Encantada, or the Enchanted. There were 12 of us on board, plus four attentive crew members and an English-speaking guide. I fell under the spell of the Galápagos immediately. Within minutes of the start of our voyage, the abundance of wildlife was clear. A swirl of sea birds looped above us before plunging like a hail of missiles into the water. Brown pelicans, scooping low across the surface, joined in the frenzy, while frigate birds hovered ready to thieve a catch. A splash near the boat distracted me. Dolphins? No, the Galápagos are never that obvious: this was a manta ray, flashing its black-and-white belly as it flipped into the air. All this, and we had scarcely left the harbour.	22 23 24 25 26 27 28 29 30 31 32
From Rachel Hoyes' article, <i>The Galápagos Islands: Darwin's inspiration</i> , The Telegraph, April 2014.	33 34

11. On which line is there a spelling mistake?

- a. 4
- b. 18
- c. 28

12. The only place where Marine Iguanas are found is?

- a. On the Galapagos islands and Brazil
- b. On the Galapagos islands and Mexico
- c. On the Galapagos islands only

13. According to the text, was Darwin immediately impressed by the wildlife?

- a. No
- b. Yes
- c. It doesn't state

14. Below are synonyms for how Darwin described the Marine Iguana in the text above, choose the correct one.

- a. Pretty, smart and fast
- b. Fat, foolish and fast
- c. Ugly, unintelligent and slow

15. Define the term '*thieve the catch*'.

- a. Play around
- b. Catch a fish
- c. Catch a mate

### Text 3

It's 1:15 on a Monday afternoon and two dozen kids, mostly girls in brightly coloured leggings, are in the gymnastics studio at Asphalt Green on 90th Street and York Avenue, doing what kids in gymnastics classes do. They're stretching against a wall, palms pressed flat, arms overhead. They're jumping and fidgeting on a puffy mat as an instructor demonstrates tumbling moves. Up in the balcony, meanwhile, their moms are in semi-distracted kid-tending mode. With one eye, they're observing their blossoming Gabby Douglasses, while with the other they're reading their iPads, chatting with one another, keeping track of smaller children – or all of the above.

The scene is totally normal, except for one thing. It's a weekday. At lunch time. Aren't these kids supposed to be in school?

They are in school, sort of. These are homeschoolers. They can take gymnastics in the middle of the day because they don't leave their houses each morning, laden with backpacks and lunch, to spend six hours in classrooms down the block or in a different borough at what their parents call 'regular school'. Their mothers (and a few of their fathers) are their teachers and their principals, their recess monitors and their librarians, having taken over from New York City (or Dalton, or Sacred Heart) the responsibility for their children's education.

The term 'homeschool' used to evoke images of conservative Christians in the rural districts of western and southern states, who, in protest against secular education and the eroding morals of the nation's youth, took matters into their own hands. The earliest homeschooling resources — the curricula and the online networks and message boards — were developed by Christian activists. The internet was a boon for these parents, whose interests were aligned but who often lived hundreds of miles apart. "Do we want our children to be like the ultraliberal teachers that they have in public school," asked the vice-president of the Southern Baptist Convention in 2002, "or do we want them to be like their Christian parents?"

But in recent years, as the number of children being homeschooled has exploded from 1.1 million in 2003 to 1.5 million in 2007 (or nearly 3 percent of the school-age population), according to the U.S. Department of Education, so has the number of homeschoolers in American cities spiked. According to the department's most recent data, some 320,000 kids are being homeschooled in apartments and walk-ups, in brownstones and housing projects nationwide. There are homeschooling support groups providing resources, classes, and curriculum help. In New York City last year, 2,766 children were being homeschooled, up from 2,550 in 2010–11. (And that's a low estimate, according to New York homeschool advocates, because it doesn't include preschoolers or teenagers over 17.)

Adapted from <http://nymag.com/guides/everything/urban-homeschooling-2012-10/>

**16. Which fitness class is being described in the opening few sentences?**

- a. Tennis
- b. Gymnastics
- c. Running

**17. Choose an alternative word for 'demonstrates'.**

- a. Shows
- b. Exits
- c. Discusses

**18. Why is this scene in the opening paragraph unusual?**

- a. The children are supposed to be in school.
- b. The children are supposed to be playing tennis.
- c. The children are supposed to be with their parents.

**19. According to the text, which statement is true?**

- a. Homeschooled children don't have to carry a lot of things with them for their education.
- b. Homeschooled children are less likely to socialise properly.
- c. Homeschooled children do not attend fitness classes during the day.

**20. According to the text, who developed the earliest homeschooling resources?**

- a. New York City
- b. Christian Activists
- c. US Department for Education

**21. Does the internet help with homeschooling?**

- a. No
- b. Yes
- c. It is not mentioned

**22. Does the president decide on which curriculum the children follow?**



- a. Yes
- b. No
- c. It is not mentioned

**23. How many children are being homeschooled in America in 2007?**

- a. 2,550
- b. 1.1 million
- c. 1.5 million

**24. According to the text, which statement is true?**

- a. There are homeschooling support groups.
- b. There are special schools, just for homeschooled children.
- c. There are over 2,550 Christian children being homeschooled in America.

## **Text 4**

Deep within the inaccessible jungle of the southeast Indonesian province of Papua, about 150 kilometres inland from the Arafura Sea, lives the Korowai tribe – a clan totally isolated from the rest of the world. They are hunter-gatherers living in a small society of traditional family ties who need to share all they have in order to survive. Until their discovery by a Dutch missionary in 1974, the Korowai had hardly any contact with the outside world.

The Korowai people live in tree houses ranging in height from 6 to 12 meters, but some are as high as 35 meters above the ground. Usually the houses are built on a single tree but frequently the base of the house consists of several living trees, and additional support is derived from wooden poles. These tree houses protect families not only against swarms of mosquitoes below, but also ward off annoying neighbours and evil spirits.

To build a tree house, a sturdy Banyan tree is selected to function as the central pole. The top of the tree is then removed. The floor frame, made of branches, is constructed first and then covered with sago palm. The walls and roof are made with the same leaves. The frame of the house consists of branches fastened with rattan bindings. The flooring must be quite strong as the tree houses often accommodate as many as a dozen people. A dry tree trunk with notches is hung from the bottom of the tree house in order to get up to the house. This ladder shakes with each step and warns the inhabitants that a visitor is on his way up.

The Korowai are excellent hunter-gatherers and horticulturalists who practise shifting cultivation. Since the early 1990s some of them got involved with tour companies selling tours into the Korowai region and generating moderate cash income this way. To consider, they are same people who, less than two decades ago, never knew a world existed outside their jungle.

During the 90s, outsiders started exploiting the Korowai region in search of the valuable gaharu (Agarwood). In 1997, 1 kg of gaharu collected by a local Papuan would have a value of about \$4.00 when sold to a trader; the gaharu was eventually sold to Middle Eastern and European market for about \$1000 a kilo.

Several documentaries have been made about the Korowai people and countless articles written. In 1993, a film crew documented the Korowai tree house construction and the practice of cannibalism as a form of criminal justice. In 2011, the Korowai tribe was shown in the BBC documentary Human Planet.

25. Which statement matches the location of the tribe most accurately?
- They are close to a city and an ocean.
  - They are deep in the jungle, many kilometres away from the sea.
  - They are deep in the desert, thousands of kilometres from the sea.
26. According to the article, what do the treehouses protect the tribe people from?
- Evil spirits, hunters and insects
  - Annoying neighbours, insects and poisonous flowers
  - Mosquitoes, annoying neighbours and evil spirits
27. What type of tree is used to create the central pole?
- Sago
  - Banyan
  - Palm
28. How many people can one treehouse accommodate on average?
- a dozen
  - half a dozen
  - two dozen
29. The word '*exploiting*' is used in paragraph 5, what is the verb?
- Exploitative
  - Exploit
  - Exploitation
30. What happened in 1993 to the Korowai tribe?
- They were filmed in a documentary.
  - They began trading goods with Europe and the Middle East.
  - They were discovered by the Dutch missionary.
31. According to the text, which statement is true?
- The Korowai Tribe live in trees and create documentaries.
  - The Korowai Tribe build treehouses and sell them to tourists.
  - The Korowai Tribe live in treehouses and are hunter-gatherers.

**End of Examination for Reading – Level C1**

**ESOL International  
English Writing Examination**

**Level C1 Advanced**

**Instructions to learners**

Check that you have the correct paper.

You must write a minimum of 150 - 200 words for Task 1 and 250 - 300 words for Task 2.

Please complete the information on your answer booklet.

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

There are two tasks. You must attempt both tasks.

In Task 1 you must complete either Option 1 **or** Option 2 of the Formal Writing Task.

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.

**Option 1 Formal Writing Task 1** - Allow around 40 minutes for this task.

You and your family spent a weekend at a hotel where there were excellent sport facilities. You all enjoyed a good break and have decided to write to the manager to say thank you.

You could write about:

- The venue, your room or food.
- The sports facilities, stating which ones you enjoyed.
- The helpful and friendly staff.

Write 150-200 words.

**Option 2 Formal Writing Task 1** - Allow around 40 minutes for this task.

You helped to organise a children's tea party at a new nursery. The event was successful and the local newspaper has asked you to write a short review.

You could write about

- The venue, games and food served.
- How you organised it.
- Who helped you.
- Why it was successful.

Write 150-200 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
- legibility of writing

(20 Marks)

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

You are writing to a friend who lives in England. Your uncle got married last week and you want to tell your friend about the wedding.

You could write about:

- The wedding venue.
- The flowers and food.
- The people who attended.
- What you wore.
- What the bride and groom looked like.

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
- legibility of writing

(20 Marks)

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