

**ESOL International
English Listening Examination**

Level C2 Proficient

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. How extraordinary!
 - b. How embarrassed!
 - c. How embarrassing!

2.
 - a. Yes, it's out of date.
 - b. Yes, it's outdated.
 - c. Yes, it's old fashioned.

3.
 - a. He must made a mistake.
 - b. He must make a mistake.
 - c. He must have made a mistake.

4.
 - a. Yes, but I can't remember where is the reception.
 - b. Yes, but I can't remember where the reception is.
 - c. Yes, but I can't remember where are the reception.

5.
 - a. I'd rather you hadn't.
 - b. I'd rather you don't.
 - c. I'd rather you didn't.

6. a. He said he has trying to contact you.
b. He said he was tried to contact you.
c. He said he would try to contact you.
7. a. I will certainly look into it.
b. I will certainly look after it.
c. I will certainly look over it.
8. a. It's t-h-o-u-g-h-t.
b. It's f-o-u-g-h-t.
c. It's s-o-u-g-h-t.
9. a. Congratulations for your anniversary.
b. Congratulations on your anniversary.
c. Congratulations with your anniversary.
10. a. I burst into tears.
b. I burst into laugh.
c. I burst out laughing.

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. How did Mrs Sanders find out that her money was missing?

- a. She wanted to pay for an item in a shop.
- b. She wanted to pay for a meal.
- c. She wanted to pay for a drink.

2. What has Mrs. Sanders lost?

- a. Her passport.
- b. Her bag.
- c. Her purse.

3. This conversation suggests that Mrs. Sanders is:

- a. On holiday.
- b. On a business trip.
- c. Working for a hotel.

4. Where does this conversation take place?

- a. Police Station
- b. Hotel
- c. Bar

5. What does the receptionist suggest Mrs Sanders should do first?

- a. Search her room.
- b. Search the bar area.
- c. Contact her bank.

Listen to the conversation again and check your answers.

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

Conversation 2

- 1. Which sentence is true?**
 - a. Emily works as an archaeologist.
 - b. George is a university student.
 - c. Emily is a university student.

- 2. Which country particularly fascinates Emily?**
 - a. Rome
 - b. Greece
 - c. Crete

- 3. George's dream profession is to become:**
 - a. A teacher.
 - b. A physician.
 - c. A physicist.

- 4. What is the relationship between Emily and George?**
 - a. They used to go to school together.
 - b. They used to go work together.
 - c. They used to date.

- 5. How will Emily arrange their next meeting?**
 - a. She will send him an email.
 - b. She will contact him on Facebook.
 - c. She will send him a text message.

Listen to the conversation again and check your answers.

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

Debate

- 1. Mrs Robinson suggests that...**
 - a. Children may get bored with video games quicker than watching films.
 - b. Children may get bored with watching films quicker than playing video games.
 - c. Watching films has a greater impact than playing video games.

- 2. Mrs Robinson suggests that...**
 - a. All video games should be banned.
 - b. All violent video games should be banned.
 - c. Children who play violent video games become criminals.

- 3. According to Robert, which of the violent video games is the most criticised?**
 - a. Call of Duty
 - b. Military shooters
 - c. Fifa 2016

- 4. Robert suggests that action video games can...**
 - a. Improve self-discipline.
 - b. Improve motor-coordination skills.
 - c. Improve communication skills.

5. Professor Hardy thinks that...

- a. Children who play violent video games are more likely to commit crime.
- b. Children who play violent video games are more likely to harm others.
- c. Playing violent video games has short-term negative impact on child's behaviour.

6. This debate suggests that...

- a. Playing violent video games by the under-aged has got a detrimental long term impact on their behaviour.
- b. There is no scientific evidence linking long-term bad behaviour and violent video games.
- c. The majority of parents allow their children to play violent video games.

Listen to the Debate again and check your answers.

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

Discussion

- 1. Which listener would ban mobile phones at school?**
 - a. Only Kelly.
 - b. Only Martin.
 - c. Steve and Kelly.

- 2. What expressed argument is supporting a ban on using mobile phones at school?**
 - a. A mobile phone can ring during a lesson.
 - b. A mobile phone has Internet connection.
 - c. Parents have a direct contact with their child.

- 3. How does Kelly refer to mobile phones?**
 - a. Gadgets.
 - b. Toys.
 - c. Tools.

- 4. Which of the following statements is true about Martin?**
 - a. Martin thinks only teachers should have access to mobile phones.
 - b. Martin thinks mobile phone use at school cannot be controlled.
 - c. Martin would ban mobile phones during lessons.

- 5. Which statement is true, as presented in the discussion?**
 - a. All teachers are against using mobile phones at school.
 - b. Some teachers think having mobile phones can enhance learning.
 - c. All students should have a mobile phone on at all times for emergencies.

Listen to the Discussion again and check your answers.

End of Examination for Listening – Level C2

**ESOL International
English Reading Examination**

Level C2 Proficient

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.

1. **The text suggests that the study represents workers from:**
 - a. Germany only
 - b. The UK only
 - c. The UK and Germany

2. **According to the text, which statement is true?**
 - a. The study participants represented one organisation.
 - b. The study participants represented over a hundred different organisations from different countries.
 - c. The study participants represented fewer than a hundred different organisations from the same country.

3. **The text suggests, that the vast majority of participants were:**
 - a. Males
 - b. Females
 - c. Approximately 50:50 males and females.

4. **The newspaper quoted in the text implied that:**
 - a. The study carried out applied to all workers.
 - b. The study carried out applied to people employed on formal on-call contracts.
 - c. People should not be checking their messages out-of-hours.

5. **The text suggests that participants:**
 - a. Have not been contractually expected to receive any work related calls during a study period.
 - b. Have been contractually expected to receive work related calls during the whole study period.
 - c. Have been contractually expected to receive work related calls during their on-call days over the study period.

6. **The findings of the research suggests that:**
 - a. Males have more difficulties staying detached from work outside regular working hours.
 - b. Females have more difficulties staying detached from work outside regular working hours.
 - c. A clear break from work is necessary for one's wellbeing.

7. **A punctuation error has been made on:**
 - a. Line 1
 - b. Line 7
 - c. Line 22

8. **A spelling error has been made on:**
 - a. Line 8
 - b. Line 15
 - c. Line 23

9. **A grammatical mistake has been made on:**
 - a. Line 5
 - b. Line 10
 - c. Line 23

10. **A word has been deleted from line 9. It should be:**
 - a. However
 - b. Moreover
 - c. Also

11. **The word '*appears*' as used on line 11, can be best replaced by:**
 - a. Arrives
 - b. Comes
 - c. Seems

Text 2

Major 'shocks' to global food production will be three times more likely within 25 years because of an increase in extreme weather brought about by global warming, warns a new report.	1
The likelihood of such a shock, where production of the world's four major commodity crops – maize, soybean, wheat and rice – falls by 5-7%, is currently once in a century. But such an event will occur every 30 years or more by 2040, according to the study by the UK-US Taskforce on Extreme Weather and Global Food System Resilience.	2
Prof Tim Benton, professor of population ecology at the University of Ohio said that the compound effects of climate change and rising demand from a growing population could create a 'very frightening' situation.	3
"The food system is increasingly under pressure because demand is growing and our ability to supply it is much more constrained. On top of that we have climate change affecting where we can grow things."	4
"If we are coping with demand increases by sustainable intensification but then suddenly we have a catastrophic year and lose a significant chunk of the world's calories, everybody will feel it."	5
Such shocks could plausibly see the UN's food price index – which measures the international price of major commodities – rocket by 50%, based on an analysis of how the market would likely respond.	6
The report, which was supported by the Foreign and Commonwealth Office, stresses that extreme weather events such as floods or droughts are just as significant as rising average temperatures and rainfall.	7
Increased food production volatility will mostly affect developing countries experiencing high levels of poverty and political instability, such as countries in the Gulf or Sub-Saharan Africa. But while larger economies would be less directly impacted and more able to absorb rising food prices, he said "countries like the UK and the US are very much exposed to the indirect consequences". Such consequences could include the likely increased instability of countries in North Africa, where the inflation of food prices was a factor in causing the Arab Spring and which relies heavily on food imports.	8
As climate change causes temperatures to rise even higher in the second half of the century, even more serious food shocks – where production drops by up to 10% – are also likely to occur very more often by 2070.	9
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- 12. According to the text, what is the cause of extreme weather?**
- a. Food shocks
 - b. Population growth
 - c. Global warming
- 13. The text suggests that:**
- a. Rice is one of the main four food products.
 - b. Wheat is one of the main four food products.
 - c. Rice is a type of crop.
- 14. What is a 'drought', as used in the text?**
- a. A period of prolonged wet weather.
 - b. A result of climate change.
 - c. An example of extreme weather.
- 15. The text predicts a food crisis, due to:**
- a. Climate change only.
 - b. A combination of factors such as increasing demand and capacity of production.
 - c. Floods only.
- 16. The text suggests that food 'shock' happens when:**
- a. The production of four major crops falls.
 - b. There are many cases of extreme weather.
 - c. A flood occurs.
- 17. The text above was written to:**
- a. Instruct
 - b. Persuade
 - c. Inform
- 18. A word has been deleted from line 19. It should be:**
- a. As
 - b. So
 - c. Such

- 19. A spelling mistake has been made on:**
- a. Line 7
 - b. Line 14
 - c. Line 19
- 20. A grammatical error has been made on:**
- a. Line 22
 - b. Line 25
 - c. Line 29
- 21. A word has been spelt correctly but incorrectly used on:**
- a. Line 14
 - b. Line 18
 - c. Line 21

Text 3

Hot chilli pepper lovers, take a deep breath, grab some milk and prepare for meltdown: the Komodo Dragon has arrived.

The UK's hottest ever commercially grown chilli pepper goes on sale for the first time on supermarket shelves this week – and it is not for the faint-hearted.

Grown in Bedfordshire, the Komodo Dragon measures up to an eye-watering 1.4m Scoville units – the official measure of chilli potency. In comparison, the lively jalapeño pepper used in many pizza toppings measures a mere 3,500 Scovilles, while the very hot Scotch Bonnet is rated as up to 350,000 Scovilles.

Tesco chilli pepper buyer, Eleanor Mansell, said: "In recent years we've had the fearsome Dorset Naga, the searing Bhut Jolokia and the mouth-numbing Trinidad Scorpion. But they all pale in comparison with the UK's latest commercially grown chilli pepper – the mighty Komodo Dragon – which puts the others in the shade."

The Komodo Dragon is also unusual because it has a delayed reaction that lulls diners into a false sense of security. Mansell said: "At first you can taste a wonderful hot fruitiness, but then after about 10 seconds the full might of this little demon hits you and your whole mouth is aglow. This is definitely a chilli pepper for connoisseurs and for those who are experienced in eating super-hot food."

The Komodo Dragon is grown by the UK's largest producer of chillies, Salvatore Genovese, who has a seven-acre farm in Blunham, Bedfordshire. Currently in season, it will be on the shelves in 500 Tesco branches until November.

- 22. The text suggests that the Komodo Dragon is:**
- a. A lizard.
 - b. A dragon.
 - c. The hottest chilli grown in the UK.
- 23. What is a Scoville?**
- a. A type of chilli.
 - b. The measure of how hot chilli is.
 - c. The name of a chilli plantation.
- 24. Which is the hottest chilli mentioned in the text?**
- a. Jalapeno
 - b. Trinidad Scorpion
 - c. Komodo Dragon
- 25. The text suggests that the Komodo Dragon is:**
- a. For hot chilli lovers only.
 - b. For everyone.
 - c. Can be tasted straight away.
- 26. The text suggests that the Komodo Dragon will be available to buy:**
- a. Since November
 - b. Up until November
 - c. All year round

Text 4

Holiday destinations:

In Greece some islands fall easily into groups, others are left hanging and are gathered into more arbitrary designations. The latter is true of the north-east Aegean, which includes a hodgepodge of islands stretching from lush Samos in the south – just off the coast of Turkey – up to Thassos, 400km to the north and closer to Bulgaria than it is to Athens.

In between are an isolated stretch of islands, often far apart from each other and not well connected. Perhaps because of this, and the difficulty of labelling them easily together, these islands are often overlooked. For those prepared to travel a bit further afield, this is a bonus as, apart from midsummer, they tend to be uncrowded and unspoilt.

Samos is the nearest thing this group gets to ‘well-known destination’, but it is still more easily reached from Turkey than most of the rest of Greece. It does have its resorts but is big and diverse enough to still reward visitors. It is probably the most instantly attractive of the group.

Heading west, little Fourni is getting increasing recognition as an ‘unspoilt’ gem, and still deserves the reputation. Larger Ikaria is a different kettle of fish and, while not immediately pretty, is worth exploring: the locals have an independent and proud streak that sets them apart.

The second in our series on holidaying in the Greek islands focuses on where to stay and eat and what to see and do on some of the other islands.

Chios and Lesbos also hug the Turkish coast. The former has a long and often tragic history but hides many beautiful places away from its couple of beach resorts. Lesbos is one of the biggest of all the Greek islands, and a long visit and exploration will reveal why it is still beloved by artists, historians and modern Sapphos.

In the north is a scattering of volcanic islands that remain off-the-beaten track. Limnos has become trendy, especially among mainland Greeks, but remains beautiful and authentic. Samothrace is one of the most dramatic of the Greek islands and is home to a stunning and world-class ancient site. And if you want to see how Greeks party, Thassos is your place.

Adapted from: ‘Greek island holiday guide: the north-east Aegean’, Andrew Bostock, The Guardian, July 2015.
Found here: <http://www.msn.com/en-gb/travel/other/greek-island-holiday-guide-the-north-east-aegean/ar-AAdjv2>

27. **The text suggests that:**
- It is easier to get to some Greek islands from Turkey rather than Greece.
 - Some Greek islands are out of reach.
 - Some Greek islands can only be visited in summer.
28. **The word '*unspoilt*' as used in paragraph 4 can be understood as:**
- Not inhabited.
 - Not industrialised.
 - Uncivilised.
29. **Which statement is true about Icaria?**
- It has a variety of fish.
 - Speciality of its local cuisine is fish.
 - It is different from other islands.
30. **Which island should you visit if you are a lover of antiquity?**
- Chios
 - Samos
 - Samothrace
31. **According to the text, Limnos is:**
- A volcanic island.
 - Part of mainland Greece.
 - A good place to experience how Greeks party.

End of Examination for Reading - Level C2

**ESOL International
English Writing Examination**

Level C2 Proficient

Instructions to learners

Check that you have the correct paper.

You must write a minimum of 200 - 250 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.

Your local council has announced a competition for members of the community to suggest ideas on how to be more environmentally friendly. The ideas need to be presented in the form of a letter addressed to the council and the best letter will be published in a local newspaper. The prize for the winner will be an annual pass to a local gym.

Your ideas could include:

- What the individual could do. e.g.: recycling, re-using bags.
- What the council could do. e.g.: provide bins for recycling, re-use rubbish.
- What the state could do. e.g.: wind-turbines and other renewable energy.
- Give some of your own ideas.

Write 200-250 words.

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

You work for a two star hotel. They have the chance to become a three or four star hotel, if they improve their facilities. You have decided to write a letter to the hotel manager with your ideas for improvements.

Your ideas could include:

- Build an indoor swimming pool (state what facilities it would have).
- Build a new spa/gym.
- Improve the outdoor area for children (state what).
- Organise theme evenings.
- Equip all room with Wi-Fi/ TV.
- Your ideas.

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
- legibility of writing

(20 Marks)

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

You have won a holiday for 2 people to your chosen destination in Europe. Write a letter to your friend inviting him/her to go with you.

You could write about:

- How you won your prize.
- Where you would like to go.
- What you plan to do.
- Why you want him/her to go with you.

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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