

ESOL International

English Listening Examination

Level C1 Advanced

Instructions to learners

Check that you have the correct paper.

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

Complete the information above.

Listen to the instructions.

Use black or blue 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. Around the end of June.
b. We're going on holiday next week.
c. The holidays are six weeks long.</p> <p>2. a. I thought we could get him a book.
b. Yes, I'll transfer you £10 tonight.
c. Simon is leaving next Friday.</p> <p>3. a. We can book you in for today.
b. What time is your appointment, please?
c. Sorry, we have no availability today.</p> <p>4. a. It's great that you are able to come.
b. I need to buy a birthday cake.
c. OK, we'll see you when you arrive.</p> <p>5. a. The exam is on Monday, 5th June.
b. Do you want to revise together?
c. You will need a black pen.</p> | <p>6. a. Shall we go to a restaurant for dinner tomorrow?
b. The weekend's a good time to eat out.
c. Yesterday, I had chips for dinner.</p> <p>7. a. I never work out at the gym.
b. It's great. I like the fitness classes.
c. Do you go to the gym?</p> <p>8. a. We're in the park now.
b. I never go to the park.
c. I have been there once before.</p> <p>9. a. Is green your favourite colour?
b. Personally, I think green ones.
c. I have green cushions on my sofa.</p> <p>10. a. The car insurance costs £600 per year.
b. I would like to get a car, but I don't have a licence.
c. I could send you the details of my insurance company.</p> |
|--|--|

Part 2 - Conversations

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

You have two minutes to read the questions for both conversations.

Now listen to the conversation again and check your answers.

Now listen to **Conversation 1**.

Record your answers on the mark sheet.

Conversation 1

- 1. What is Alex's new job?**
 - a. Qualified radiographer.
 - b. Radiography assistant.
 - c. Medical assistant.
- 2. What does Alex do at work?**
 - a. Gives patients medicine.
 - b. Reassures nervous patients.
 - c. Transports patients to theatre.
- 3. What is Alex focusing on?**
 - a. Gaining experience.
 - b. Positioning patients.
 - c. Taking x-rays and scans.
- 4. How many days a week does Alex work?**
 - a. Two days.
 - b. Four days.
 - c. Five days.
- 5. What does Alex sometimes get to do at work?**
 - a. Go into the operating theatre.
 - b. Carry out x-rays on their own.
 - c. Mend broken bones.

Now listen to the conversation again and check your answers.

Now listen to **Conversation 2**.

Record your answers on the mark sheet.

Conversation 2

- 1. Why is the customer calling International Removals?**
 - a. To enquire about a quote for shipping.
 - b. To enquire about transport.
 - c. To enquire about an existing booking.
- 2. Which is the customer's correct email address?**
 - a. popeejones@yarmail.com
 - b. poppyjones@yarmail.com
 - c. poppijones@yarmail.com
- 3. Where is the customer moving to?**
 - a. Strasbourg.
 - b. Dover.
 - c. London.
- 4. What is one form the customer must complete?**
 - a. A transfer of residence form.
 - b. A transfer of goods form.
 - c. A possessions form.
- 5. What must the customer do with their bed?**
 - a. Mark it as fragile.
 - b. Secure the parts together.
 - c. Wrap it up in boxes.

Now listen to the conversation again and check your answers.

Part 3 – Debate and discussion

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

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 are the speakers debating?**
 - Whether the arts should be reduced in favour of STEM subjects.
 - Whether STEM subjects should be replaced by the arts.
 - Whether the arts are important to employers.
- 2. How does Matt say future generations need to think?**
 - Connectively.
 - Confidently.
 - Creatively.
- 3. Matt strongly believes that arts develop skills that are:**
 - Greatly valued by employers.
 - Addressing global challenges.
 - Favoured more than STEM disciplines.
- 4. What does Matt say should be met in education?**
 - Students' desire to express themselves.
 - Students' wish to be creative.
 - Students' wants and needs.
- 5. What do both speakers agree on?**
 - Arts and STEM should be combined.
 - Arts should be kept separate from STEM.
 - STEM subjects are in greater demand.
- 6. Which subject requires both STEM and the arts?**
 - Maths.
 - Architecture.
 - Technology.

Now listen to the debate again and check your answers.

Now listen to the **Discussion**.

Record your answers on the mark sheet.

- 1. What are Jess and Karam discussing?**
 - New trends.
 - Cheap clothing.
 - Their favourite brands.
- 2. Why is Jess asking Karam for advice?**
 - She is trying to live sustainably.
 - She is trying to live on a budget.
 - She dislikes fast fashion.
- 3. What does Karam say is an issue with fast fashion?**
 - It doesn't last long, so people buy more.
 - It is good quality, so people buy more.
 - People don't like buying second-hand clothing.
- 4. What does Jess say she'll do in the future?**
 - Only buy fast fashion clothing.
 - Prioritise second-hand options.
 - Mostly buy fast fashion items.
- 5. What issues do companies still have?**
 - Design production.
 - Washing of the clothes.
 - Yarn preparation.

Now listen to the discussion again and check your answers.

End of Examination

ESOL International

English Reading Examination

Level C1 Advanced

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.

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.

The role of doctors and nurses in the UK	1
	2
What is the difference between a doctor and a nurse! Let's begin by looking at a doctor's training, which is more extensive than a nurse's. Doctors are educated in understanding anatomy, physiology and the way different treatments work. This allows them to diagnose, organise investigations, and devise management plans for a variety of conditions. Therefore, doctors can direct patient care, and their decisions have an immense impact on how a patient progresses, especially once they work in senior positions such as consultants or General Practitioners (GPs). In some countries, GPs are called 'family doctors'. More traditionally, a doctor's role in medicine has been to assess and diagnose patients in order to create appropriate treatment or management plans, which a nurse then carries out.	3
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The _____ tasks of a nurse include spending time with patients to provide hands-on care. This may involve administering medication, performing bedside tests, and regularly monitoring the wellbeing of patients on wards. Like medicine, the field of nursing can have a variety of specialisms, including being a ward nurse, paediatric nurse or mental health nurse. Each speciality has its own unique tasks, responsibilities and required knowledge.	15
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Perhaps the ultimate different between being a doctor, compared to other vocations like nursing, is that doctors have the most responsibility and make decisions with more authority, especially once they become senior. There are also a few specific tasks, such as prescribing certain medications or performing surgical procedures, that can only be performed by doctors.	22
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Over time, these two jobs have become less mutually exclusive. Nurses today have more independence, particularly advanced nurse practitioners who can have prescribing capabilities and create their own management plans. This is a role that could be likened to a junior doctor in several ways, therefore, making it increasingly difficult to separate the fields of medicine and nursing.	28
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- 1. Which best describes the purpose of this text?**
 - a. It contrasts the role of doctors and nurses in the UK.
 - b. It explains the healthcare system in the UK.
 - c. It persuades readers to become doctors instead of nurses.
- 2. What can only be carried out by a doctor?**
 - a. Administering medication.
 - b. Performing surgical procedures.
 - c. Creating management plans.
- 3. What are GPs sometimes known as in other countries?**
 - a. Junior doctors.
 - b. Family doctors.
 - c. Seniors.
- 4. How does the writer describe the training of a doctor?**
 - a. Different.
 - b. Organised.
 - c. Extensive.
- 5. What is the main distinction between being a doctor and a nurse?**
 - a. Doctors have more responsibility.
 - b. Only nurses can administer medication.
 - c. Nurses make more decisions.
- 6. What is the meaning of 'immense' on line 8?**
 - a. Vast.
 - b. Costly.
 - c. Limited.
- 7. There is a punctuation mistake on:**
 - a. Line 3.
 - b. Line 11.
 - c. Line 16.
- 8. There is a grammar mistake on:**
 - a. Line 6.
 - b. Line 18.
 - c. Line 22.
- 9. The most suitable word to fill the gap on line 15 is:**
 - a. Key.
 - b. Few.
 - c. Smallest.
- 10. There is a spelling mistake on:**
 - a. Line 7.
 - b. Line 9.
 - c. Line 28.

Text 2

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

Dictionaries: Then and Now	1
	2
The earliest reference works that we might think of as dictionaries, date back more than 4,000 years. Tablets featuring lists of words have been found in the region we now know as Syria. These were created around 2300 BCE, during the time of the Akkadian Empire, an ancient civilisation. The tablets weren't truly dictionaries, but rather bilingual glossaries. It can be said that they were the earliest form of translation tools.	3
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The earliest monolingual dictionary that has survived is the Erya - a Chinese collection of brief notations, thought to date back to the third century BCE. It was essentially a dictionary, glossary, thesaurus and encyclopaedia in one work. The Erya contained 2,094 entries and was divided into nineteen sections by subject. The last seven sections covered flora and fauna, making the book an important natural history reference work. Its' author has never been confirmed, but the Erya has been credited by many to the Chinese philosopher, Confucius.	10
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Dictionaries have come a long way since the first examples were etched into stone tablets. Once limited in size and usually multilingual, they have become monolingual and much larger in scope. Now, dictionaries are build, not only to help humans, but to support computer software in producing accurate translations. It would be difficult to define exactly what a dictionary is, because dictionaries vary so greatly in their form, purpose and scope. While dictionaries are usually considered to be authoratative and factual, they are always, to some extent, subjective, because the information they contain has been researched and defined by humans.	18
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We understand now that all languages are fluid and _____ over time. The generally accepted meanings of words can change, new words are invented and words are borrowed from other languages. For example, the word 'ballet' comes from Italian. It can be assumed that no dictionary will ever be finished. It will always be a work in progress, whatever its form.	27
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11. **The writer states that tablets were the earliest forms of:**
 - a. Translation tools.
 - b. Brief notations.
 - c. Encyclopaedias.
12. **What is the name of the earliest surviving monolingual dictionary?**
 - a. The Tablet.
 - b. The Glossary.
 - c. The Erya.
13. **Where were the first examples of dictionaries found?**
 - a. Italy.
 - b. Syria.
 - c. China.
14. **How have dictionaries changed over time?**
 - a. They have become monolingual.
 - b. They are divided into nineteen sections.
 - c. They are usually multilingual.
15. **Which sections of the Erya is key to referencing natural history?**
 - a. The glossaries.
 - b. The last seven.
 - c. The first seven.
16. **There is a spelling mistake on:**
 - a. Line 11.
 - b. Line 24.
 - c. Line 27.
17. **There is a grammar mistake on:**
 - a. Line 3.
 - b. Line 13.
 - c. Line 20.
18. **Which word could replace 'credited' on line 15?**
 - a. Connected.
 - b. Given.
 - c. Rejected.
19. **The most suitable word to fill the gap on line 27 is:**
 - a. Retire.
 - b. Decline.
 - c. Evolve.
20. **There is a punctuation mistake on:**
 - a. Line 15.
 - b. Line 29.
 - c. Line 30.

Text 3

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

History's Most Iconic Hats

Historical headwear can reveal fascinating insights into our past. Head coverings worn for protection from the elements or for cultural or religious reasons stretch back to the dawn of humanity.

Worn at the very top of our body, hats have always held huge symbolic importance. From the laurel wreath on busts of Roman Emperor Augustus to Abraham Lincoln's stovepipe top hat, they can signify power and status, political allegiances, or simply sit upon and beautify the wearer.

From mortar boards thrown in the air at graduation ceremonies to bridal veils, what we wear on our heads can still carry important meanings. So, a glimpse at some of the most recognisable hats in history can illuminate wider stories about the past.

Woollen caps, such as the beanie, remain fashion staples every winter to keep us warm. But woollen hats have been both fashionable and practical since at least the medieval era. Wearing a woollen cap as a Tudor merchant made perfect sense, at a time when certain types of high-quality wool cost more than chiffon and silk. It became a symbol of the flourishing merchant class.

If there was a national symbol of Britain, surely it would be a combination of the bowler hat and the umbrella, with their connotations of city life and bad weather. But the hat was not originally intended for urban dwelling.

The company, Lock & Co. Hatters in St James claim to have invented the first bowler, also known as a coke, in 1849. Victorian nobleman, Edward Coke, requested a hard-wearing hat to protect the heads of his gamekeepers as they rode around his Norfolk estate. Their chief hatmaker, Thomas Bowler, came up with the design, so his name was given to the now infamous bowler hat.

21. What type of text is this?

- a. Factual.
- b. Argumentative.
- c. Biographical.

22. When did people start wearing woollen hats in England?

- a. In Roman times.
- b. In Medieval times.
- c. In the Victorian period.

23. Which material is cited as most expensive during Tudor times?

- a. Silk.
- b. Wool.
- c. Chiffon.

24. Hats can be a sign of:

- a. Stories about the past.
- b. Urban dwelling.
- c. Political allegiances.

25. What was the first bowler hat known as?

- a. A coke.
- b. A beanie.
- c. A mortar board.

Text 4

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

Birds-of-Paradise: Beauty Kings

In the rainforests of Papua New Guinea, an island country in the southwestern Pacific Ocean, male red birds-of-paradise gather to display. They look glorious in the morning sun: bright primary colours and with fine black tail feathers that coil behind them in ribbons. It's easy to see why early explorers mistook these birds for mythical creatures.

These male birds let out a screeching sound to show their presence. Their song echoes throughout the rainforest with each bird's call competing with the next. When a female finally appears, the males begin bobbing and strutting and waving their delicate wing feathers, each trying to secure the females' attention for himself.

In total, there are 39 species of birds-of-paradise, each one different from the next. They come in an amazing selection of colours, shapes and sizes, from the plain-looking paradise-crow to the fancy plumage of the Raggiana bird-of-paradise. Male birds-of-paradise are certainly magnificent to look at, but they are best known for their showy courtship displays which involve them dancing for female birds.

When a male bird dances, his moves are carefully choreographed to show off his precious plumage. The male bird-of-paradise works hard, tirelessly refining his moves until the female is impressed by his performance. In comparison, female birds are quite ordinary in their appearance and do not have colourful feathers like their male counterparts. Despite the impressiveness of the male's appearance, it is also impractical. Some male birds-of-paradise have excessively long tail feathers, which isn't always optimal for survival.

26. **What is the main point of the text?**
- Reporting changes to the birds' environment.
 - The findings of explorers in the rainforests.
 - Describing the habits of the male birds.
27. **How are female birds-of-paradise different to the males?**
- They are not as loud.
 - They are not as colourful.
 - They are a different shape.
28. **What can impact the male bird-of-paradise's survival?**
- Its feathers.
 - Its sound.
 - Its size.
29. **How are their black tail feathers described?**
- Almost mythical.
 - In ribbons.
 - Very delicate.
30. **What are male birds-of-paradise best known for?**
- Their colourful feathers.
 - Their screeching sound.
 - Their displays of courtship.
31. **The Raggiana bird-of-paradise:**
- Has very decorative plumage.
 - Is very plain-looking.
 - Has very delicate wing feathers.

End of Examination.



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ESOL International

English Writing Examination

Level C1 Advanced

Instructions to learners

Check that you have the correct paper.

Please complete the information above.

You must write between 150-200 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.

You have applied to do a course at your local college. There are two options available, face-to-face lessons on Tuesday evenings or online classes on Thursday evenings. Write an email to the college explaining which option you would prefer.

You could write about:

- which course you have applied for
- why you chose your preferred option
- why you did not choose the other option
- any questions you have about the course.

OR

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

Your city is hosting a ‘weekend of culture.’ The aim of the event is for people to learn about different cultures from across the world. Throughout the weekend there will be activities for people to take part in. Write a letter to the event organiser, Ms Jameson, about an activity you want to offer at the event.

You could write about:

- what the activity is
- what country or culture this activity is from
- why this activity would be interesting for others
- what resources you would need.

Write 150 - 200 words.

(12 Marks)

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

Write a blog that gives people advice on learning foreign languages. Write about your experience learning a new language and advise others on ways they can learn a language.

You could write about:

- where you learnt a new language
- what language you learnt and if it was easy or not
- what helped you learn the language
- what technology people can use to learn a new language.

Write 250 - 300 words.

(12 Marks)

You will be assessed on:

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

End of Examination Writing – Level C1



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