

**ESB Level 2 Certificate in ESOL  
International All Modes – (C1)  
500/3648/8**

**Contents of this Paper**

Section	Number of Questions	Weighting for Section
<b>Listening</b> Part One Section A Section B Part Two	 5 5 10	  20%
<b>Reading</b> Part One Part Two	 8 7	  20%
<b>Use of English</b> Part One Part Two Part Three Part Four	 15 15 10 10	  20%
<b>Writing</b>	1	20%

The remaining 20% is for your speaking test.

**Total time allowed: 2 hours 40 minutes. You should attempt all sections of this paper.**

**The use of dictionaries or notes or any electronic device is not permitted in this examination.**

**Put your answers for Listening, Reading and Use of English on the OPTICAL MARK FORM. Use the WRITING ANSWER BOOKLET for your answer to the Writing Section. This question paper WILL NOT BE MARKED.**

**DO NOT OPEN THE EXAMINATION PAPER UNTIL YOU ARE TOLD TO DO SO.**

**ESB C1 Level 2 Listening (Part One – Section A)**

You will hear John McDonald, a radio presenter, and Clive Hoffman, a university professor, talking about language learning.

For questions 1 – 5, choose the correct answer A, B or C.

You will hear Section A **TWICE**.

You have one minute to read the questions for Section A.

- 1. With regard to foreign languages, Clive**
  - A. has a high level of proficiency.
  - B. has researched the failures of learners.
  - C. considers himself inadequate.
  
- 2. According to Clive, the major benefit of language learning is related to**
  - A. delays in the onset of ageing.
  - B. improvements in brain function.
  - C. increases in life expectancy.
  
- 3. Clive's research proves that people who are fluent in foreign languages**
  - A. have added protection against dementia.
  - B. have better employment prospects.
  - C. are unaffected by problems such as memory loss.
  
- 4. Recent studies show that**
  - A. only young learners become fluent in a foreign language.
  - B. the ability to learn a new language is not related to age.
  - C. adults can learn new languages but never achieve fluency.
  
- 5. With regard to Clive's research, the presenter appears to be mostly**
  - A. intrigued.
  - B. dejected.
  - C. dispassionate.

**Remember to transfer your answers to the optical mark form.**

**ESB C1 Level 2 Listening (Part One – Section B)**

You will hear John McDonald, a radio presenter, and Karen Spencer, an expert in languages, talking about language learning.

For questions 6 – 10, choose the correct answer A, B or C.

You will hear Section B **TWICE**.

You have one minute to read the questions for Section B.

6. **The next goal in Karen's life is to**  
A. move to South Korea to learn the language.  
B. add another language to her current total.  
C. find a job where she can use her languages.
7. **Karen found**  
A. aspects of Russian very difficult.  
B. Chinese grammar very challenging.  
C. most European languages easy to learn.
8. **The presenter thinks people who learn difficult languages must be**  
A. motivated.  
B. tenacious.  
C. gifted.
9. **Karen became interested in Spanish**  
A. because she studied it at school.  
B. when she was still a child.  
C. due to family pressure.
10. **Karen learnt most of the languages she knows**  
A. when she was very young.  
B. during her years as a student.  
C. while she was living abroad.

**Remember to transfer your answers to the optical mark form.**

## **ESB C1 Level 2 Listening (Part Two)**

**Listen to three conversations and for questions 11 – 20, choose the correct answer A, B or C.**

**You will hear each conversation TWICE.**

**You have two minutes to read the questions for Part Two.**

### **Conversation One**

- 11. Robert calls Nicola**  
A. while he is on his way to meet her.  
B. in order to talk about work.  
C. because he wants to ask her out.
- 12. Nicola sounds unhappy because**  
A. Robert forgot their date.  
B. there are no taxis available.  
C. she is all on her own.
- 13. Robert's preferred method of getting to the restaurant is**  
A. on foot.  
B. by bus.  
C. by taxi.
- 14. At the end of the conversation, Robert**  
A. pays Nicola a compliment.  
B. makes a fool of himself.  
C. cancels the date with Nicola.

### **Conversation Two**

- 15. Julia sounds as if she**  
A. does not want to tell Aggie about her plans.  
B. is very happy to have bumped into Aggie.  
C. really wants to go out with Aggie later.
- 16. Aggie says that Pete**  
A. does not drink alcohol.  
B. is very keen on art.  
C. is something of a foodie.
- 17. Julia does not want to change the reservation because she**  
A. believes it is unfair to other customers.  
B. thinks Aggie's cousin will be annoyed.  
C. does not want Aggie to join her and her friends.

**Conversation Three**

**18. When Jenny mentions the dating websites, Mark implies that he**

- A. was reading them when she arrived.
- B. used to read them in the past.
- C. has never read them.

**19. Jenny believes that horoscopes are**

- A. dangerous.
- B. light-hearted fun.
- C. totally meaningless.

**20. At the end, the tone of the conversation sounds mainly**

- A. amicable.
- B. detached.
- C. hostile.

**Remember to transfer your answers to the optical mark form.**

## ESB C1 Level 2 Reading (Part One)

Read the following text about English spelling and pronunciation.  
For questions 21 – 28, choose the correct answer A, B, C or D.

### The Complexities of English

Learning any foreign language is never easy, but the annoying thing about learning English is that the difficulties caused by spelling and pronunciation are quite unnecessary. Attempting to spell and pronounce in English is like playing a computer game where, no matter what you do, you will eventually lose. Try the following and see how you get on! “*I thought it was tough to go through the thoroughfare*” or “*You sow the corn while I sew on these buttons*”. English textbooks are full of such traps to catch the unwary learner. English people themselves are just as likely to misspell words as the foreign learner. So, how did this chaotic mess come about?

A very brief history lesson might help to unravel the knot. When the Romans invaded Britain in the 1st century AD and displaced the Celtic tribes, they brought with them the Latin language and the Roman alphabet. In the 7th century, the Anglo-Saxons, who came from modern-day Germany arrived and brought their languages with them. From the 8th to the 9th century, first, the Vikings, or Norsemen, from Scandinavia and then, the Normans from France conquered Britain and all these invaders left their linguistic fingerprints on the English language. By the 1300s, something we can almost recognise as modern English emerged from this disparate mixture. But English didn't become fixed 700 years ago. It has continued to change and expand, absorbing and borrowing and creating words as it goes. What does all this have to do with spelling and pronunciation? When we ‘borrow’ words, they may well come from Latin, French, Norse or German and many other sources as well; but all these other languages have sounds which differ from the sounds of English. English has no fixed rules about how to pronounce or spell these foreign ‘borrowings’. For some words, we haven't changed the spelling, but we have changed the pronunciation, (e.g. the Germanic word, ‘*night*’, is pronounced ‘*nite*’ in English) or we kept the spelling and the pronunciation too, (e.g. *ballet*, a French word with a French pronunciation). In English, as in French, the final ‘t’ is silent. Are you confused, dear learner?

In past centuries, most people were illiterate. Books and manuscripts were all written by hand and then laboriously copied out and each scribe had his own individual system of spelling which varied from one part of the country to another. Even with the invention of printing in the 1450s, spelling remained completely random. It is only with the growth of literacy amongst the middle classes in the 18<sup>th</sup> century, that the need for standardisation became apparent and the first dictionaries were produced. The lexicographers collected all the available words and organised them into dictionaries but they made no attempt to bring spelling into line. The task was probably too daunting. So our modern spelling became fixed in the 18<sup>th</sup> century. Attempts, notably by Noah Webster who produced the first American dictionary in 1828, to reform English spelling met with **partial** success. In British English spelling, we have *colour*, *centre*, *programme* and in the American version, *color*, *center* and *program*. These French words are pronounced in the same way by both the English and the Americans but only the Americans have changed the spelling to make these words phonetic. Where is common sense to be found, Britain or America?

21. **According to the text, learners' problems with English spelling are**  
A. exaggerated out of all proportion.  
B. only experienced by some nationalities.  
C. more or less impossible to resolve.  
D. the fault of inadequate text books.
22. **The text states that**  
A. modern English contains elements of various languages.  
B. modern English is mixture of German and Norse.  
C. the influences on English are entirely European.  
D. Latin was the first language in Britain to have been written down.
23. **According to the text, words 'borrowed' from other languages**  
A. always retain their original spelling.  
B. usually take on a different pronunciation.  
C. are dealt with in an unsystematic way.  
D. became part of English a very long time ago.
24. **By looking at the evolution of English, one can**  
A. appreciate the importance of the invention of printing.  
B. see how close spelling and pronunciation are to each other.  
C. recognise the origin of non-English words.  
D. gain a greater understanding of English history.
25. **According to the author, the language spoken in Britain**  
A. in the 1300s is very similar to today's English.  
B. before the 1300s, was not English at all.  
C. was governed by very precise grammatical rules.  
D. has undergone many changes over the centuries.
26. **In the past, English spelling**  
A. had strictly controlled regional variations.  
B. was very loosely structured.  
C. assisted in the spread of literacy.  
D. was reformed by the dictionary compilers.
27. **'Partial' in the final paragraph can best be replaced in the text by**  
A. unfinished.  
B. biased.  
C. limited.  
D. incomplete.
28. **The question at the end of each paragraph suggests that, with regard to English spelling, the author**  
A. would like some changes to the present system.  
B. thinks the Americans have gone too far.  
C. is optimistic that change will happen in the future.  
D. believes traditions must be respected.

## **ESB C1 Level 2 Reading (Part Two)**

**Read the following text about a problem in space.  
For questions 29 – 35, choose the correct answer A, B, C or D.**

### **A New Problem in Space**

When we start imagining the possible hazards that face space missions, our minds immediately conjure up images of collisions with asteroids, technical malfunctions or attacks by aliens, but this is just science fiction. There is a real concrete peril that lurks in the darkness of space which is solely the result of human activity. We are now being called on to face a new challenge: how to deal with waste in space.

Since the start of the space age in the 1960s, there have been more than 5,000 launches of observation and communications satellites and, as a result, space is becoming increasingly congested. A substantial number of these satellites have long ago ceased to have any useful function, but they are still flying around up there and they have always been considered totally harmless. That is, until recently.

Now, the US Space Surveillance Network (SSN) is tracking tens of thousands of objects, all larger than a tennis ball, whizzing round above our heads, and it is suspected that there are one hundred million objects larger than 1mm in outer space. Due to their enormous orbital speed (27,000 km/h), each one of these objects carries with it the potential to damage or destroy the satellites that we now depend on.

Perhaps the most visible symptoms of the space junk problem are the regular collision avoidance manoeuvres being performed by the International Space Station (ISS), and the increasingly frequent and alarming need for its occupants to take shelter when a piece of junk is detected too late for the space station to take avoiding action. The ISS is intensely pressurised in order to provide life support systems and if it were punctured, then it would explode, much like sticking a needle into a balloon.

A piece of debris, usually a fragment from a satellite, coming close enough to pose a threat to the space station is known as a "red conjunction" and these near misses demonstrate the growing menace of space junk. Thanks to the hit film "Gravity", and the Oscar-nominated performance of Sandra Bullock, we can now readily appreciate the anxiety that must be felt by the astronauts and cosmonauts aboard the International Space Station whenever they receive such a "red conjunction" alert.

Concerns for the uncontrollable growth of space junk and the potential loss of key satellites that are essential to our high-tech life on Earth, have prompted scientists to look for ways to remove junk from space. This is no easy task, however, as it requires new technologies, new laws and, crucially, financial investment. The European Space Agency (ESA) is taking the lead, with a mission known as "e.Deorbit" which aims to remove a large, now obsolete European satellite from space. The mission is ambitious; numerous technologies have been developed and assessed, including a solution based on a harpoon. It is also not without risk, but a successful outcome will surely reassure the space industry that a technical solution to the space junk problem exists, even if the political, legal and financial issues have yet to be solved.

Adapted from: H. Lewis, *Trouble in orbit: the growing problem of space junk*, BBC, 5 August 2015



- 29. According to the article, space missions can be endangered by**
- A. collisions with asteroids.
  - B. alien interference.
  - C. space waste.
  - D. technical failure.
- 30. Space trash has been produced by**
- A. comets and asteroids.
  - B. explosions in space.
  - C. ineffective space missions.
  - D. redundant satellites.
- 31. According to the article, the junk objects orbiting in space**
- A. are small but deadly.
  - B. have caused serious problems.
  - C. could collide with Earth.
  - D. are all monitored by the SSN.
- 32. The author explains that the International Space Station (ISS)**
- A. has never been affected by space trash.
  - B. has been built to withstand the impact of debris.
  - C. is increasingly endangered by possible collisions.
  - D. has recently been damaged by a satellite fragment.
- 33. The author suggests that the film "Gravity" will**
- A. increase public sympathy for the ISS astronauts.
  - B. be treated seriously by the scientific community.
  - C. inspire young people to become astronauts.
  - D. establish the career of Sandra Bullock.
- 34. According to the author, the European Space Agency (ESA)**
- A. has already successfully removed a satellite from space.
  - B. is developing new technology to remove space trash.
  - C. does not consider space trash to be a serious threat.
  - D. has abandoned their mission because of lack of financial support.
- 35. In the last paragraph, the tone of the author sounds mostly**
- A. dismissive.
  - B. hopeful.
  - C. alarmed.
  - D. doubtful.

**Remember to transfer your answers to the optical mark form.**

**ESB C1 Level 2 Use of English (Part One)**

**For questions 36 – 50, choose the correct answer A, B, C or D.**

36. If you \_\_\_\_\_ a headache, you should take a painkiller.  
A. will have got                      C. have got  
B. had got                                D. had had
37. I need to get my photo \_\_\_\_\_ to apply for a new passport.  
A. take                                    C. made  
B. taken                                  D. make
38. You are walking too fast! I can't keep up \_\_\_\_\_ you.  
A. with                                    C. for  
B. on                                        D. by
39. John prefers reading books \_\_\_\_\_ watching films.  
A. to                                        C. that  
B. then                                    D. than
40. \_\_\_\_\_ he had studied in America, he went to live in the UK.  
A. After                                    C. During  
B. However                                D. While
41. He is definitely not \_\_\_\_\_ to study this summer.  
A. looking forward to having        C. to look forward to have  
B. looking forward to have         D. to look forward to having
42. You will never be happy in your life \_\_\_\_\_ you do what you like.  
A. otherwise                            C. without  
B. but                                        D. unless
43. I need to know to \_\_\_\_\_ this book belongs.  
A. which                                  C. whom  
B. whose                                  D. what
44. Paul has been \_\_\_\_\_ from climbing Mount Everest.  
A. convinced                            C. advised  
B. encouraged                            D. dissuaded
45. It's disappointing they haven't done nearly \_\_\_\_\_ I expected.  
A. as badly as                            C. as well as  
B. better than                             D. worse than

46. I would rather you \_\_\_\_\_ the baby just yet.  
A. don't wake                      C. weren't waking  
B. didn't wake                      D. aren't waking
47. If he hadn't been found guilty he \_\_\_\_\_ to jail.  
A. wouldn't go                      C. hadn't gone  
B. wouldn't have gone              D. won't have gone
48. You \_\_\_\_\_ have seen him because he was in New York.  
A. shouldn't                      C. can't  
B. wasn't                          D. needn't
49. She is always complaining so don't take any notice \_\_\_\_\_ her.  
A. with                              C. by  
B. to                                  D. of
50. It's about time we \_\_\_\_\_, it's getting really late!  
A. start                              C. will start  
B. started                          D. are starting

**Remember to transfer your answers to the optical mark form.**

**ESB C1 Level 2 Use of English (Part Two)**

For questions 51 – 65, choose the correct answer A, B, C or D.

51. It never crossed my \_\_\_\_\_ that I would win the prize.  
A. path C. mind  
B. fingers D. heart
52. In \_\_\_\_\_ of these proposals, we must change our strategy.  
A. vision C. view  
B. sight D. gaze
53. The teacher told the student to \_\_\_\_\_ his work.  
A. correct C. mend  
B. repair D. cure
54. That's a trick question, it's designed to \_\_\_\_\_ you up.  
A. trip C. push  
B. send D. eat
55. The meeting was \_\_\_\_\_ because the boss was taken ill.  
A. cut off C. cut short  
B. cut across D. cut through
56. I can't \_\_\_\_\_ the fact that this is our last day of school!  
A. take over C. finish off  
B. pass away D. get over
57. Are you feeling okay? You look a little \_\_\_\_\_.  
A. run under C. run out  
B. run down D. run over
58. The restaurant has just undergone a complete \_\_\_\_\_.  
A. make-over C. makeshift  
B. make-up D. make-believe
59. Michael is late! Do you think he is going to \_\_\_\_\_?  
A. turn up C. turn around  
B. turn over D. turn on
60. Please \_\_\_\_\_ your voice. I can't hear you.  
A. lift C. raise  
B. shout D. increase

61. The fence marks the \_\_\_\_\_ of their farm.  
A. boundary C. frame  
B. line D. bank
62. Don't give that toy to the baby because it's a choking \_\_\_\_\_.  
A. cause C. danger  
B. chance D. hazard
63. The police officer took the man \_\_\_\_\_ and asked him to describe the suspect.  
A. over C. aside  
B. along D. up
64. When her twins were born, Beth \_\_\_\_\_ a few tears.  
A. made C. dripped  
B. shed D. spilt
65. Most people are able to \_\_\_\_\_ between fact and fiction.  
A. disguise C. distinguish  
B. detect D. develop

Remember to transfer your answers to the optical mark form.

## ESB C1 Level 2 Use of English (Part Three)

For questions 66 – 75, read the text and for each gap choose the correct answer A, B, C or D.

### Deserts

Far from being barren wastelands, deserts are biologically rich habitats with a vast array of animals and plants that have (66) \_\_\_\_\_ well to the harsh conditions there. Deserts are among the planet's last remaining areas of total wilderness. Yet more than one billion people, one-sixth of the Earth's population, actually live in desert regions.

Deserts (67) \_\_\_\_\_ more than one fifth of the Earth's land mass, and they exist on every continent. A place that receives less than 25 centimetres of rain per year is considered a desert. Deserts are part of a wider classification of regions called 'dry lands'. These areas exist under a moisture deficit, which means they can frequently (68) \_\_\_\_\_ more moisture through evaporation than they receive from annual precipitation.

Despite the common conceptions of deserts as dry and hot, there are cold deserts as (69) \_\_\_\_\_. The largest hot desert in the world, North Africa's Sahara, reaches temperatures of up to 50°C during the day. Some deserts, (70) \_\_\_\_\_, are always cold, like the Gobi desert in Asia and the desert in the continent of Antarctica. (71) \_\_\_\_\_ many deserts are flat, some others are mountainous and only about 10 per cent of deserts are covered by sand dunes. The driest deserts get no (72) \_\_\_\_\_ than one centimetre of precipitation each year, and that is from condensed fog, not rain.

Desert animals have (73) \_\_\_\_\_ ways to keep themselves hydrated and to manage with less water. Camels, for example, can go for days without food and water. Many desert animals are nocturnal, coming (74) \_\_\_\_\_ to hunt only when the brutal sun has descended. Some animals, like the desert tortoise, spend much of their time underground. Most desert birds are nomadic, criss-crossing the skies in search of food. Desert plants may have to go without fresh water for years (75) \_\_\_\_\_ a time.

66.	A. altered B. changed	C. adapted D. grown
67.	A. inhabit B. reach	C. take D. cover
68.	A. create B. hold	C. lose D. drop
69.	A. well B. often	C. always D. shown
70.	A. although B. however	C. whatever D. whenever
71.	A. Because B. As	C. Despite D. Though
72.	A. more B. fewer	C. less D. greater
73.	A. abundance B. assortment	C. variety D. numerous
74.	A. ready B. then	C. alive D. out
75.	A. in B. at	C. on D. over

**Remember to transfer your answers to the optical mark form.**

## ESB C1 Level 2 Use of English (Part Four)

For questions 76 – 85, read the text and for each gap chose the correct answer A, B, C or D.

### The Popularity of the Pizza

There are not too many countries that can say their national dish has become an international phenomenon. Italy has two such dishes, pasta and, of course, pizza. Both are famous all over the world and have helped to make Italian food internationally renowned.

The modern pizza was (76) \_\_\_\_\_ invented in Naples (Italy), but the word 'pizza' is Greek in origin. It derives from a Greek word which was used to define a type of bread covered with oil, herbs and cheese, that was very (77) \_\_\_\_\_ in ancient Greece.

The first major (78) \_\_\_\_\_ that led to what we know now as pizza was the use of tomato as a topping. The (79) \_\_\_\_\_ of tomatoes into Italian cuisine happened in the 18th and early 19th centuries. Even though tomatoes reached Italy by the 1530s, it was widely thought that they were (80) \_\_\_\_\_ and possibly even poisonous and so they were grown only for decoration. However, the skilful cooks of Naples started using the (81) \_\_\_\_\_ poisonous fruit in many of their foods, including their early pizzas. The tomato was not (82) \_\_\_\_\_ after all!

Since that (83) \_\_\_\_\_ day, the world of Italian cuisine has never been the same. Even though pizza finds its origins among the poor people of Naples, once members of the local aristocracy tried pizza, they couldn't get enough of it. As pizza's popularity increased, street vendors gave way to actual shops where people could order a customised pizza with many different toppings. By 1830, the first pizza restaurant was opened in the city and its success was so huge that this venerable establishment is still producing (84) \_\_\_\_\_ culinary masterpieces today.

What is perhaps most (85) \_\_\_\_\_ is that the nationwide popularity of pizza only became widespread throughout Italy in the 1940s, three decades after it had been popularised by the Italian immigrants who had settled in America.



76.	A. original B. originally	C. originating D. originated
77.	A. uncommon B. common	C. uncommonly D. commonly
78.	A. innovation B. innovators	C. innovative D. innovatively
79.	A. introducing B. introducers	C. introduced D. introduction
80.	A. digestive B. indigestible	C. indigestive D. indigestion
81.	A. supposed B. supposedly	C. supposit D. supposition
82.	A. edible B. edibility	C. edibleness D. inedible
83.	A. fated B. fateful	C. fate D. fatal
84.	A. comparatively B. incomparable	C. comparable D. incomparably
85.	A. astonished B. astonishment	C. astonishingly D. astonishing

**Remember to transfer your answers to the optical mark form.**

## **ESB C1 Level 2 Writing**

Choose **ONE** of the following options. Write between 250 – 280 words in English. **USE THE SEPARATE WRITING ANSWER BOOKLET.**

1. We are always being encouraged to eat a healthy diet and take more exercise if we want to live a long and active life. Write an **essay** saying to what extent you follow this advice and what should be done, if anything, to persuade people to adopt a healthier lifestyle.
2. Your local city council wants to transform a green area near your house into a car park. Write an **email** to the council stating whether you support or oppose such a proposal and provide your reasons.
3. *'Sammy had no idea what was going to happen at the party, but he wasn't looking forward to it...'* Continue the **story** describing what happened to Sammy at the party.



**END OF PAPER**