

**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	5	20%
Section B	5	
Part Two	10	
<b>Reading</b>		
Part One	7	20%
Part Two	8	
<b>Use of English</b>		
Part One	15	20%
Part Two	15	
Part Three	10	
Part Four	10	
<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 Jane Simms, a radio presenter, interviewing Tom Jenkins, an interpreter, about his work.

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. Tom Jenkins**
  - A. excelled in all subjects at school.
  - B. was particularly good at languages.
  - C. had a parent who spoke Arabic.
  
- 2. Tom learned**
  - A. all his languages at school.
  - B. German and French at university.
  - C. a bit of Arabic from a friend.
  
- 3. Tom tells Jane that he**
  - A. decided on his career while on his placement.
  - B. combined Arabic with German at university.
  - C. knew what he wanted to do when he left school.
  
- 4. Jane thinks**
  - A. that Arabic is a popular university subject.
  - B. Tom made the wrong choice of subject at university.
  - C. that university courses in Arabic are hard to find.
  
- 5. Tom says he enjoyed his placement year because**
  - A. he got the opportunity to travel.
  - B. he was paid a good salary.
  - C. he made a lot of friends in the Middle East.

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

You will hear the second part of a radio programme about working as an interpreter for the United Nations.

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. Susan is curious about**  
A. interpreters' working hours.  
B. the danger of using the wrong language.  
C. the dominance of English at the United Nations.
- 7. Tom says that translators**  
A. can ask the speaker to slow down.  
B. have an exact copy of the speech.  
C. have to think really hard about what they say.
- 8. Douglas thinks that interpreters at the UN**  
A. all speak English.  
B. have to read from a translated script.  
C. sit next to the speakers.
- 9. The United Nations has**  
A. assemblies that only work from nine to five.  
B. single booths for the interpreters.  
C. other meetings as well as assemblies.
- 10. Tom says that**  
A. Geneva is a busy assembly with lots of stress.  
B. he was pleased to be sent to Geneva.  
C. the United Nations has two assemblies.

**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. Alan thinks that**
- A. they should arrive early.
  - B. there will be plenty of empty seats.
  - C. there will be no excitement at the ground.
- 12. Which of the following is correct?**
- A. They will have lunch before they leave home.
  - B. The train station is in the centre of town.
  - C. Alan has heard positive things about the café.
- 13. Heather and Alan**
- A. had good weather at the previous match.
  - B. are unlikely to get wet at this game.
  - C. are not happy about the new player.

### **Conversation Two**

- 14. Jason wants to book a room for**
- A. a dozen adults and children.
  - B. the day after his son's birthday.
  - C. his disabled son's birthday.
- 15. Happy Days Play Centre**
- A. cannot provide facilities for disabled people.
  - B. expects parents to organise games.
  - C. can provide entertainment for the party.
- 16. Jason would like to**
- A. know the cost of the party.
  - B. pay in full on the day of the party.
  - C. provide a birthday cake for his son.

### **Conversation Three**

- 17. Mary went to London hoping to**  
A. do lots of shopping.  
B. see The Phantom of the Opera.  
C. visit the Tower of London.
- 18. Alex tells Mary he**  
A. is a frequent visitor to London.  
B. only visits London in the summer.  
C. went to London a few years ago.
- 19. Regarding her London trip, Mary**  
A. made an advance booking.  
B. got the show tickets at a good price.  
C. was a little disappointed with the show.
- 20. Both Mary and Alex**  
A. have seen Cats the Musical.  
B. enjoyed visiting the Tower of London.  
C. have taken a river cruise.

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

## ESB C1 Level 2 Reading (Part One)

Read the text about orchids, and then for questions 21 – 27, choose the correct answer A, B, C or D.

### Orchids

Orchids are some of the most fascinating of all flowering plants, with amazing variations of shape and size. They are remarkably tough and have always had the capacity to inspire passion and, in some cases, obsession in plant lovers. The orchid family is one of the largest in the plant kingdom, with approximately 25,000 species found in the wild in all continents except Antarctica. They come in every imaginable colour: a multitude of pinks, purples and yellows, many with distinctive perfumes. The more exotic these flowers are, the happier the orchid lover will be. Plant breeders have vastly increased the range of orchids so that there are now more than 30,000 different varieties.

The history of orchid growing can be traced back to Ancient Greece but the real explosion of orchid collecting occurred by accident in the early 1800s in Europe. An English plant collector, William Cattley, received a batch of tropical plants and was **mystified** by some unusual plant material which had been used as packing to protect his botanical samples. Cattley was very curious, and so decided to try to grow this strange material, and after a few years, he got his first beautiful orchid blooms in 1818.

The interest in orchids reached its height in the 19<sup>th</sup> century when rich collectors sent orchid hunters on expeditions all over the world to harvest new varieties from the wild. Dealers in London traded them at high prices. Today, orchids are no longer just for the wealthy and are available in garden centres and even supermarkets. However, there are so many different types of orchids from so many different places, that knowing how to look after them can seem rather problematic.

The most important element in successful orchid growing is to make sure the roots get plenty of air. Because many orchids are air-loving, the roots are exposed to the atmosphere and not buried in the soil. Healthy roots are thick and white with pale green ends. Other orchids need soil, but keep their roots close to the surface to maintain the exchange between air and water. This enables the plant to absorb enough moisture without becoming too wet.

Orchids can grow in almost anything: rock, glass, clay, and even sliced car tyres. Growers experiment with a variety of organic and inorganic ingredients. They jealously guard their own 'secret' recipes, and observe carefully how the orchids react. One orchid enthusiast may swear by a particular growing method, while another would refuse to use it. It is often thought that orchid growing is very difficult but the opposite is true. Just take soil, air, water, a plastic or clay pot, even a basket and, as long as there is enough moisture in the environment, the orchid will grow happily ever after.

- 21. Orchids are**  
A. the largest plant family.  
B. found in every corner of the planet.  
C. great survivors.  
D. the world's bestselling plant.
- 22. Orchids**  
A. come in many different shades.  
B. never have any smell or scent.  
C. only flower in the wild.  
D. all grow to the same size.
- 23. Orchids were**  
A. first grown by the English.  
B. used as wrapping material.  
C. never grown in Europe before 1818.  
D. a common garden flower in Europe.
- 24. In paragraph two, mystified can be replaced in the text by**  
A. taken.  
B. frightened.  
C. upset.  
D. puzzled.
- 25. In the 19<sup>th</sup> century, orchids**  
A. were luxury items for rich people.  
B. could only be bought by dealers.  
C. were considered to be a food crop.  
D. were traded exclusively in London.
- 26. According to the text, the roots of the orchid**  
A. thrive in wet conditions.  
B. go deep into the ground.  
C. are a vivid green in colour.  
D. do best in a mixture of water and air.
- 27. When cultivating orchids, growers**  
A. always use rock, glass or clay.  
B. closely monitor the plants' condition.  
C. avoid the use of plastic pots.  
D. all use the same method of cultivation.

## ESB C1 Level 2 Reading (Part Two)

Read the following text about Japanese Puppet Theatre.  
For questions 28 – 35, choose the correct answer A, B, C or D.

### Japanese Puppet Theatre

Japanese theatre has a long and colourful history with many different traditions and art forms. One of these art forms is Bunraku, the traditional puppet theatre of Japan. This fascinating branch of theatre started as popular entertainment for the urban working classes of Osaka during the 16<sup>th</sup> century. It gradually developed into serious theatre during the late 17th century and became very popular throughout Japan. It is now recognised as a UNESCO Cultural Heritage.

Bunraku puppets are about a metre in size and it takes great skill and strength to operate them. Each puppet is operated by three people: a **principal** operator and two assistants. Strings are not used, but rather, the puppeteers (or operators) work together to move the limbs, eyelids, eyeballs, eyebrows and mouths of the puppets, so producing life-like actions and facial expressions. Becoming a master puppeteer is a long process, beginning with ten years spent operating the puppet's legs, followed by another ten on the left arm before being permitted to operate the right arm, head and eyebrows. The puppeteers are in full view of the audience all the time, but are dressed in black to indicate that they are to be regarded as 'invisible'. The head puppeteer is, however, always dressed in colourful clothing.

The story is narrated by a single person who also speaks the voices of all the puppets and, therefore, must have a wide range of vocal expressions to represent both male and female, and all ages. Four main elements comprise a Bunraku performance: the puppets themselves, the movements they make, the vocal delivery of the narrator, and the solo accompaniment by a three-stringed, guitar-like musical instrument called the *shamisen*. The speed of the story is dictated by the accompanying music from this instrument. It is delightful to watch the stylish puppets come to life as the performers create their intricate movements, matched with the narration and the music from the *shamisen*. Bunraku often depicts stories based on variations of similar themes such as classic tragic love stories, heroic legends and tales based on historical events.

Nowadays, Bunraku is mostly performed in modern theatres with western-style seats. The performance takes almost a whole day, usually divided into parts (one in the early afternoon and one towards the evening), and each part is further divided into acts. Tickets are usually sold per part, although in some cases they are also available per act. They typically cost between 30 and 50 euros. Unfortunately, the art of Bunraku has been losing popularity since the 1950s, and even with government funding, the art form faces a bleak future. The craftsmen who make the intricate puppets are dying out, and young people are not very interested in taking the time necessary to learn the ancient skills of the puppeteer. So, if you're interested in Bunraku, better to see a performance soon!



- 28. Bunraku began**  
A. in the 16<sup>th</sup> century for city dwellers.  
B. as a high art form in the 19th century.  
C. as the first form of Japanese theatre.  
D. as entertainment for the rich of Osaka.
- 29. In paragraph two, principal can best be replaced in the text by**  
A. essential.  
B. vital.  
C. main.  
D. central.
- 30. According to the text, the puppeteers**  
A. cannot be seen by the audience.  
B. are all dressed in black.  
C. take a long time to train.  
D. learn to operate the puppet's arms first.
- 31. The Bunraku story is**  
A. one continuous performance.  
B. told by multiple narrators.  
C. is usually based on family life.  
D. closely linked to the music.
- 32. The *shamisen***  
A. accompanies the speaker and the action.  
B. is used to indicate a change of scene.  
C. is played by the principal puppeteer.  
D. is similar to a modern-day violin.
- 33. Paragraph four gives an overview of the**  
A. organisation of the performance.  
B. sounds and music of the show.  
C. role of the main puppeteer.  
D. movements of the puppets.
- 34. The Bunraku audiences**  
A. must attend both morning and afternoon shows.  
B. travel to Osaka for performances.  
C. prefer traditional Japanese theatres.  
D. can purchase tickets for each act.
- 35. The writer indicates**  
A. there are still many people making the puppets.  
B. the Japanese government does not fund the theatres.  
C. the performances are not as popular as before.  
D. the tickets for the plays are hard to obtain.

**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. She \_\_\_\_\_ to the gym after her accident.  
A. stopped to go  
B. stopped going  
C. was stopped going  
D. was stopped in going
37. John has not arrived yet; he \_\_\_\_\_ caught the later train.  
A. might have  
B. can have  
C. should have  
D. shall have
38. I would rather you \_\_\_\_\_ too many snacks before dinner.  
A. didn't eat  
B. don't eat  
C. weren't eating  
D. aren't eating
39. By next May, I \_\_\_\_\_ living in London for two years.  
A. will have  
B. had been  
C. will have been  
D. have been
40. Having \_\_\_\_\_ the mirror, she expected seven years bad luck.  
A. broke  
B. braked  
C. break  
D. broken
41. You \_\_\_\_\_ smoke in here; it is forbidden.  
A. couldn't  
B. needn't  
C. shouldn't  
D. might not
42. Her wish was \_\_\_\_\_ a world-class runner.  
A. in becoming  
B. became  
C. to become  
D. becomes
43. You \_\_\_\_\_ have heard the news yet, I'm getting married!  
A. would  
B. will  
C. won't  
D. didn't
44. She accepted \_\_\_\_\_ school was the best choice for her.  
A. leave  
B. leaving  
C. to leave  
D. left
45. He is \_\_\_\_\_ the most handsome man I have ever seen!  
A. just  
B. such  
C. even  
D. so

Remember to transfer your answers to the optical mark form.

46. I have driven a racing car many times now so I \_\_\_\_\_ the incredible speeds.
- |                |               |
|----------------|---------------|
| A. get used to | C. am used to |
| B. used to     | D. use to     |
47. She regrets wearing her jeans. She \_\_\_\_\_ something more formal.
- |                     |                   |
|---------------------|-------------------|
| A. should wear      | C. will have worn |
| B. should have worn | D. would wear     |
48. Not knowing exactly \_\_\_\_\_, I refused to make any comment.
- |                    |                      |
|--------------------|----------------------|
| A. that happened   | C. of which happened |
| B. about happening | D. what had happened |
49. Now she is an adult, it's time she \_\_\_\_\_ to think for herself.
- |                |               |
|----------------|---------------|
| A. learnt      | C. has learnt |
| B. is learning | D. had learnt |
50. You look really tired. I think you \_\_\_\_\_ too hard!
- |                     |                      |
|---------------------|----------------------|
| A. has been working | C. have work         |
| B. had worked       | D. have been working |

**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. Be careful with that knife; it has a \_\_\_\_\_ blade.  
A. hard C. sharp  
B. wounding D. stinging
52. All the ice on the paths has made them very \_\_\_\_\_.  
A. slippery C. sloppy  
B. slithery D. sleazy
53. I just can't \_\_\_\_\_ him in a suit; he usually wears jeans.  
A. mirror C. resemble  
B. picture D. duplicate
54. I must stop giving biscuits to my dog; he is really \_\_\_\_\_.  
A. overheavy C. outsized  
B. overlarge D. overweight
55. I will have to ring the shop \_\_\_\_\_ the bill they sent me.  
A. relating C. resulting  
B. regarding D. replacing
56. I did not like his idea, but I had to \_\_\_\_\_ it.  
A. achieve C. deny  
B. accept D. decide
57. His behaviour is terrible; he should really learn some \_\_\_\_\_.  
A. manners C. mannerisms  
B. methods D. measures
58. The robber was told that he should \_\_\_\_\_ with the police.  
A. coordinate C. concede  
B. concern D. cooperate
59. Sadly, all the crops were \_\_\_\_\_ in the storm.  
A. deceased C. ruined  
B. lifeless D. extinct
60. The \_\_\_\_\_ of the task was just too much for the staff.  
A. amount C. total  
B. area D. size

Remember to transfer your answers to the optical mark form.

61. We must make this room brighter; it is looking very \_\_\_\_\_.
- |           |           |
|-----------|-----------|
| A. untidy | C. dull   |
| B. fresh  | D. broken |
62. My boss never seems to give a \_\_\_\_\_ answer to a question.
- |             |          |
|-------------|----------|
| A. straight | C. equal |
| B. indirect | D. level |
63. The twins are \_\_\_\_\_; you cannot tell them apart.
- |              |           |
|--------------|-----------|
| A. matched   | C. double |
| B. identical | D. paired |
64. It was very bad \_\_\_\_\_ that he was not selected for the team.
- |           |               |
|-----------|---------------|
| A. reason | C. misfortune |
| B. luck   | D. change     |
65. My new baby sister is absolutely \_\_\_\_\_.
- |             |                |
|-------------|----------------|
| A. adorable | C. picturesque |
| B. elegant  | D. vivid       |

**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.

#### Memories of Childhood Holidays

When I was a child, we'd always (66) \_\_\_\_\_ on holiday to Margate, a seaside town on the south coast of England where my uncle and aunt had a small hotel. We drove there in an old car with cases strapped on the back. The first (67) \_\_\_\_\_ of the sea was hugely exciting. This was followed closely by spotting my uncle who would be in his usual place on the bench under the clock tower.

The hotel where we stayed had four floors with a big central (68) \_\_\_\_\_. My uncle always reserved us the family room on the first floor. He sounded a bell to get everyone down to the dining (69) \_\_\_\_\_ for meals. Mealtimes were very quiet and we children had to "behave" and "empty our plates". My uncle was a (70) \_\_\_\_\_ of a clown. He was usually in the kitchen cooking the food, but he sometimes tried to lighten the atmosphere with jokes and magic tricks in the evenings.

We played all day on the beach and staying indoors was not (71) \_\_\_\_\_, even if the weather was bad. However, we could find (72) \_\_\_\_\_ at my grandmother's down the road if it rained. Sometimes we went to a café where my grandfather worked (73) \_\_\_\_\_ a waiter or we would go for walks along the seafront where you could have your photo taken. The gift shops and cafés all along the seafront were (74) \_\_\_\_\_ to us children, but my mum thought they were awful. At the end of the holiday, all the guests gathered at the entrance of the hotel for a (75) \_\_\_\_\_ photo before they went off home.

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

66. A. had gone B. gone	C. go D. going
67. A. show B. scene	C. display D. sight
68. A. steps B. stairs	C. staircase D. ladder
69. A. area B. region	C. zone D. sector
70. A. part B. piece	C. little D. bit
71. A. permitted B. enabled	C. authorised D. approved
72. A. safety B. shelter	C. shade D. shield
73. A. like B. as	C. to D. and
74. A. thrillers B. thrills	C. thrilling D. thrilled
75. A. group B. family	C. class D. team

**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 World's Oldest Marathon Runner**

The world's oldest marathon runner ran his last race recently at the age of 101. Fauja Singh finished the Hong Kong 10K run in a time of 1 hour, 32 minutes and 28 seconds. The Indian-born sportsman had said that he would finally hang up his trainers after (76) \_\_\_\_\_ completing the race in Hong Kong just before his 102nd birthday. Mr Singh (77) \_\_\_\_\_ up running to get over (78) \_\_\_\_\_ after he lost his wife and son in quick succession. After his wife's death he went to live with his other son in London and attended events organised by the Indian community, including (79) \_\_\_\_\_ meetings. There he met some marathon runners who encouraged him to try long-(80) \_\_\_\_\_ running. When he saw a marathon on TV for the first time, he decided he would give it a try. In 2004, at the age of 89, he ran the London marathon for the first time and went on to do eight (81) \_\_\_\_\_. Mr Singh has told journalists how running has changed his life, allowing him, an (82) \_\_\_\_\_ farmer who could not read, to travel the world, meet (83) \_\_\_\_\_ and stay in five-star hotels. Following his (84) \_\_\_\_\_ from racing, he said he hoped people would always remember him. He also wants people to continue to invite him to events rather (85) \_\_\_\_\_ forget him altogether just because he doesn't run anymore.

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



<b>76.</b>	A. success B. successfully	C. unsuccessfully D. succeeding
<b>77.</b>	A. took B. picked	C. got D. started
<b>78.</b>	A. depressed B. depressing	C. depressive D. depression
<b>79.</b>	A. athletic B. athletics	C. athleticism D. athletes
<b>80.</b>	A. distance B. distant	C. distances D. distantly
<b>81.</b>	A. times B. extra	C. more D. further
<b>82.</b>	A. educational B. educated	C. non-educational D. uneducated
<b>83.</b>	A. celebrity B. celebrate	C. celebrities D. celebrations
<b>84.</b>	A. retiring B. retired	C. retirement D. retire
<b>85.</b>	A. not B. than	C. to D. more

**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. Your school has decided to raise money for charity and has asked people to suggest how this could be done. Write an **email** to the Head Teacher giving your suggestions for raising money and stating which charity you would like to support and why.
2. *“As I entered the bank, I noticed that it was very quiet. There were two men and one woman standing at the counter, but I could not see any bank staff anywhere...”*  
Write a **story** about what happened next.
3. To what extent do celebrities have a responsibility to be good role models for young people? Write an **essay** stating your views and giving examples of good and bad celebrity role models.

**END OF PAPER**