

**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. Not at the moment.  
              b. Not bad.  
              c. It's not going right now.
  
2.           a. Yes, we get on just fine.  
              b. I have two sisters.  
              c. They're very well, thanks.
  
3.           a. He is sick.  
              b. I wonder why.  
              c. I'm not sure really.
  
4.           a. Yes, of course. Is this better?  
              b. I am speaking.  
              c. Yes, you're welcome.
  
5.           a. What time do you finish?  
              b. Where is that?  
              c. That sounds like a long day.
  
6.           a. Yes, that is wonderful.  
              b. Yes, that was wonderful.  
              c. Yes, that would be wonderful.

7.           a. Finally! That took a while.  
              b. When will she arrive?  
              c. She will take the bus.
8.           a. No, never.  
              b. No, not yet.  
              c. Yes, by Friday.
9.           a. I didn't do it.  
              b. When did you do it?  
              c. Why not?
10.          a. Congratulations!  
              b. He looks just like you.  
              c. Is it difficult?

**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. Has Susan been to the bistro?**

- a. No
- b. Yes, once
- c. She can't remember

**2. What mistake did the waitress make?**

- a. She forgot their order.
- b. She served food to the wrong table.
- c. She gave them the bill.

**3. The phrase '*leave a tip*' in the conversation means ...**

- a. give some advice.
- b. give some money for the service.
- c. say thank you.

**4. Lyndsey's steak was ...**

- a. undercooked then perfectly cooked.
- b. undercooked then overcooked.
- c. overcooked then undercooked.

**5. After speaking with Lyndsey, Susan will ...**

- a. not go to the bistro.
- b. think about going.
- c. go to the bistro tomorrow.

Listen to the conversation again and check your answers.

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

Conversation 2

**1. How many facts are there about running?**

- a. A huge amount of research.
- b. 11 science-based facts.
- c. An abundance of studies.

**2. What sensation can you experience after a long run?**

- a. Exhilarated
- b. Elated
- c. Lift your mood

**3. According to a recent study, what can running enhance?**

- a. Mental gains
- b. The human brain
- c. Short and long term memory

**4. What exercise can running be classed as ...**

- a. aerobic
- b. endurance
- c. cardiovascular

**5. According to an abundance of studies what does running help?**

- a. Memory
- b. Feel-good hormones
- c. Heart function

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. At the age of two, Adrian ...**

- a. decided to be vegetarian.
- b. tried meat for the first time.
- c. was taught about protein.

**2. A study from Harvard shows that ...**

- a. eating meat is safe in a balanced diet.
- b. eating meat for 20 years will kill you.
- c. eating just a little meat can have serious effects on your health.

**3. Adrian believes that ...**

- a. eating meat is a natural human desire.
- b. some people should be vegetarian.
- c. we should hunt for our meat.

**4. How many land animals are consumed for food each year?**

- a. 10,000.
- b. 20 million
- c. 50 billion

**5. Philippa believes that the health of the planet is the responsibility of ...**

- a. meat eaters
- b. everyone
- c. the government

**6. How many times do Adrian and Philippa agree?**

- a. They do not agree.
- b. 1 time
- c. 2 times

Listen to the Debate again and check your answers.

Now listen to the Discussion. Record your answers on the marksheet.

Discussion

- 1. According to this discussion, which sentence is true?**
  - a. The Internet became globally popular very quickly.
  - b. The Internet is only popular in western countries.
  - c. The Internet is very expensive.
  
- 2. According to the discussion, the Internet makes communication ...**
  - a. cheaper
  - b. more fun
  - c. faster and easier
  
- 3. Some people against the Internet believe that it ...**
  - a. makes more people socialise on Facebook.
  - b. encourages people to be less sociable.
  - c. causes violence.
  
- 4. Supporters of the Internet claim that the Internet ...**
  - a. makes it easier for people to express their opinions.
  - b. can make people famous.
  - c. makes it easy to become rich.
  
- 5. What is the concern about privacy?**
  - a. Everybody can see photos on Facebook.
  - b. Personal information can be stolen and used.
  - c. No information is private on the Internet.

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.

## Text 1

Read the text below and answer the questions.

<u>Five planets align: how to see this spectacular celestial show</u>	1
	2
Keen astronomers still have time to see the five planets Mercury, Venus, Mars, Jupiter and Saturn in the night sky in a rare alignment which has not happened for more than a decade.	3
The alignment was first visible in Britain just before dawn on Wednesday 20 <sup>th</sup> January and will continue until the morning of 20 <sup>th</sup> February.	4
	5
	6
	7
<u>How can I see the planets align?</u>	8
	9
The planets form a diagonal line from the Moon to the horizon and with clear skies and good eyesight, it should be visible with the naked eye. People hoping to catch a glimpse of the alignment should choose an open spot, away from tall buildings and city lights to avoid light pollution. Mercury will appear just three degrees above the horizon – the equivalent of three thumb widths with an outstretched arm – so will be the trickiest planet to spot.	10
	11
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	15
The best time to see the alignment is around 6.45 in the morning, just before dawn. It is best to try and see Venus, as it is the brightest, before looking for the rest of the planets.	16
	17
	18
Four of the five have already been visible in the early morning sky in recent weeks, but Mercury joined them for the first time on 20 <sup>th</sup> January.	19
	20
	21
Dr Robert Massey of the Royal Astronomical Society said spotting Mercury would be a challenge as it will be close to the horizon, but the other planets should be easy to see before dawn.	22
	23
	24
	25
“There will be a dance of the planets, and now is the time to get out and have a look”, said Dr Massey. “It will be well worth getting up for. People will struggle to see Mercury, it will probably just look like a star but if we get good weather we should be able to see Venus, Saturn Mars and Jupiter well. But people should have a go at seeing them altogether.”	26
	27
	28
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He added; “If you have binoculars you will be able to see Jupiter’s moons and the red tinge of Mars. You probably won’t be able to see Saturn’s rings but it will have a funny shape because of the rings.”	31
	32
	33
	34
<u>What if I miss the alignment?</u>	35
	36
If you fail to catch the alignment this month, it will be happen again in August of this year although the late days of summer are likely to make it even more difficult to see in Britain.	37
	38
After that, the five planets will not be seen together again until October 2018.	39
	40
	41

Astronomer Professor Alan Duffy, of the Swinburne University of Technology in Melbourne, is following the alignment in the southern hemisphere, where it is likely to be easier to spot.	42 43 44
Speaking about Britain he said: "The challenge is Mercury which will rise over the horizon at around 7am but will still be low to the ground as the morning begins and the rising _____ outshines it.	45 46 47 48
"It should be visible for the month so if you don't succeed at first, try again."	49 50

Adapted from the Telegraph: <http://www.telegraph.co.uk>

**1. What is visible in the night sky between 20<sup>th</sup> January and 20<sup>th</sup> February?**

- a. Five planets changing colours.
- b. Five planets joining in one line.
- c. Five planets disappearing.

**2. What is the best way to see the five planets?**

- a. Find a place away from the city late at night.
- b. Find a place near a city early in the morning.
- c. Find a place away from the city early in the morning.

**3. Dr Robert Massey says ...**

- a. Mercury will be difficult to see because it is near the horizon.
- b. Venus will be easy to see as it is far away from the horizon.
- c. Mercury is impossible to see with the naked eye.

**4. If you have binoculars, you might be able to see ...**

- a. all seven planets.
- b. Jupiter's moons and the red tinge of Mars.
- c. Jupiter's moons, mars and Saturn's rings.

**5. When will people next be able to see this display?**

- a. October 2018
- b. February 2016
- c. August 2016

**6. A punctuation error has been made on ...**

- a. line 28
- b. line 31
- c. line 33

**7. A spelling error has been made on ...**

- a. line 12
- b. line 13
- c. line 16

**8. A grammatical mistake has been made on ...**

- a. line 14
- b. line 22
- c. line 37

**9. A word has been deleted from line 47. It should be ...**

- a. world
- b. moons
- c. sunlight

**10. The word *'trickiest'* as used on line 14, can be best replaced by ...**

- a. easiest
- b. most difficult
- c. most beautiful

**Text 2**

<b>Five steps to mental well-being</b> Adapted from NHS Choices: <a href="http://www.nhs.uk">http://www.nhs.uk</a>	1
	2
There is evidence that suggests that there are five steps we can all take to improve our mental well-being. If you give them a try, you may feel happier, more positive and able to get the most from life.	3
	4
	5
	6
<b>What is mental well-being?</b>	7
	8
Sarah Stewart-Brown, professor of public health at the University of Warwick and a well-being expert, says: "Feeling happy is a part of mental well-being." The feelings of contentment, enjoyment, confidence and engagement with the world is all a part of mental well-being, along with self-esteem and self-confidence. The feeling that you can do the things you wants to do bring joy to you and those around you.	9
	10
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"Of course, good mental well-being does not mean that you never experience feelings or situations that you find difficult," says Professor Stewart-Brown. "But it does mean that you feel you have the resilience to cope when times are tougher than usual."	14
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	18
It can help to think about 'being-well' as something you do, rather than something you are. The more time and energy you put in, the more you are likely to get out of it. "No-one can give well-being to you. It's you who have to take action," says Professor Stewart-Brown.	19
	20
	21
	22
	23
According to research, following these five steps can really help to boost our mental well-being:	24
	25
	26
	27
1. Connect – communicate with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships.	28
	29
2. Be active – you dont have to go to the gym. Take a walk, go cycling or even play a game of football. Find an _____ that you enjoy and make it a part of your life.	30
	31
	32
3. Keep learning – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike?	33
	34
	35
4. Give to others – even the smallest act can count, weather it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental well-being and help you build new social networks.	36
	37
	38
5. Be mindful – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness 'mindfulness'. It can positively change the way you feel about life and how you approach challenges.	39
	40
	41
	42
Good luck with your endeavours!	43

11. **The purpose of this text is to ...**
- a. persuade people to achieve mental well-being.
  - b. inform people how to achieve mental well-being.
  - c. warn people about mental illnesses.
12. **The above text states that 'mental well-being' means ...**
- a. feeling happy.
  - b. feeling confident.
  - c. having multiple positive feelings.
13. **Professor Stewart-Brown argues mental well-being is ...**
- a. something you receive from others.
  - b. very difficult to achieve.
  - c. something you have to work for.
14. **One step to achieve mental well-being is ...**
- a. communicating more with the people around you.
  - b. overcoming your fears.
  - c. playing a musical instrument.
15. **What is meant by 'be mindful'?**
- a. Being more conscious of the present moment.
  - b. Being more careful.
  - c. Practising meditation.
16. **A punctuation error has been made on ...**
- a. line 9
  - b. line 22
  - c. line 30

**17. A word has been deleted from line 31. It should be ...**

- a. agenda
- b. activity
- c. atmosphere

**18. A spelling mistake has been made on ...**

- a. line 29
- b. line 34
- c. line 40

**19. A grammatical error has been made in ...**

- a. lines 12 - 13
- b. lines 15 - 16
- c. lines 20 - 21

**20. A word has been spelt correctly but incorrectly used on ...**

- a. line 16
- b. line 20
- c. line 36

### Text 3

#### **Japan's population declines for first time since 1920s**

Adapted from: <http://www.theguardian.com>

An official census has evidenced that Japan's population has fallen by almost one million. According to new statistics it is the first decline since official census records began in the 1920s.

The country lost 947,345 people, this is more than the population of San Francisco, between 2010 and 2015. The \_\_\_\_\_ of 0.7% to 127.1 million has been predicted by the government annually but the new statistics confirm the trend. It is an indication that as the nation gets older, and people have fewer children at a later age, that a demographic crisis is looming.

According to the United Nations, Japan's population is likely to shrink to 83 million by 2100, with 35% of them older than 65. Economists fear that the decline in population spells trouble for the world's most indebted economy.

Prime minister Shinzo Abe's government has tried to tackle the coming crisis by installing lawmaker Katsunobu Kato as the 'minister for 100 million active people'. Kato is tasked with stabilising Japan's birthrate at 1.8.

Experts, however, view the efforts as futile. "What they are talking about and what they are going to try and get minister Kato to do is not achievable," Michael Cucek, an assistant professor in the faculty of Social Science at Waseda University, told the Guardian.

"They have a goal of 1.8 births per woman, but to maintain a population of 100 million would require 2.1 births per woman," he added. For Cucek, the determining factor is that women are marrying later in Japan and only 2% of births take place out of wedlock.

According to the census in 39 areas of the country, the population has shrunk. Greater Tokyo, which continues to attract more residents, is now home to 28.4% of the population; the nation's nine major urban areas account for 53.9% of Japanese.

Rural areas, however, are migrating to the City. Fukushima, the site of the nuclear disaster in 2011, was among the worst hit regions. The entire Tohoku region in northern Japan, of which Fukushima is a part, saw a population decline of about 5%.



21. **The number of people in Japan has fallen by approximately ...**
- a. 1 million people
  - b. 100 million people
  - c. 127.1 million people
22. **What is the reason for the decline in population?**
- a. Fewer people are having babies at a later age.
  - b. People are living longer.
  - c. People are dying faster.
23. **What is the United Nations' prediction for 2100?**
- a. Japan's population will decrease by 35%.
  - b. Japan will have a population of 83 million.
  - c. Most Japanese people will be over the age of 65.
24. **Michael Cucek believes that the problem with Katsunobu Kato's goal is that ...**
- a. 1.8 babies per woman is not enough.
  - b. 2.1 babies per woman is not enough.
  - c. women are having babies too young in Japan.
25. **The text suggests that ...**
- a. more people are moving to rural areas.
  - b. more people are moving to urban areas.
  - c. Tokyo is the fastest shrinking city in Japan.
26. **There is a word missing from the second paragraph. It should be ...**
- a. number
  - b. total
  - c. decline

## Text 4

### Olympics Games 2016: Team of refugees set to compete in Rio

Adapted from: <https://www.washingtonpost.com>

A team made up exclusively of refugees is set to compete under the Olympic flag at this summer's Games in Rio de Janeiro. A shortlist of 43 sportsmen and women has been compiled, with the International Olympic Committee saying as many as 10 would get the go-ahead to take part at the Olympics.

Among those in contention is 17-year-old swimmer Yusra Mardini, who fled from Syria on an inflatable boat headed to the Greek Island of Lesbos from Turkey. When the boat started taking on water, Mardini and her sister Sarah got in the water and swam the vessel and the 20 people on board to safety.

Mardini, who now lives in Germany with her family, has since been one of a number of refugee athletes to receive funding from a £2 million International Olympic Committee scholarship fund specifically aimed at aiding refugees.

The team in Rio will be known as the Team of Refugee Olympic Athletes, International Olympic Committee president Thomas Bach announced this week, and will be the penultimate team into the Olympic Stadium before hosts Brazil.

"We have all been touched by the magnitude of this refugee crisis," Bach told reporters after a two-day International Olympic Committee executive board meeting in Lausanne. "By welcoming Refugee Olympic Athletes to the Olympic Games in Rio, we want to send a message of hope to all the refugees of the world. This team will be treated like all the other teams."

Bach stated "This team may end up between five and 10 people, we have no target, it depends very much on the sporting qualifications."

An Iranian refugee in Belgium is likely to be one of those on the Refugee Olympic Athletes team having qualified via a European tournament in January. Raheleh Asemani, who now works as a postwoman, explained: "Hope has carried me to the Olympics. Now I will give all I have to win."

Also in contention is Yolande Mabika, who escaped war in the Democratic Republic of Congo three years ago and sought asylum in Brazil. Of her hopes of competing under the International Olympic Committee flag, she said: "I cannot fight for my country. I will fight for the Olympics, I will fight for all the refugees in the world. Judo is my life. It helped me escape war, to take another path."

Mabika also said she hoped competing in Rio would enable her family to find her, she has had no contact with them for three years.

27. **The Refugee Olympic Athletes is a team composed of ...**
- a. exclusively refugees.
  - b. a mix of refugees and Brazilians.
  - c. 43 sportsmen and women.
28. **A £2 million International Olympic Committee fund was created to ...**
- a. advertise the refugee athletes.
  - b. improve the Olympic stadium.
  - c. aid the refugee athletes who are competing.
29. **Thomas Bach said that he wants to ...**
- a. solve the refugee crisis.
  - b. give hope to refugees all around the world.
  - c. make the Refugee Olympic Athletes the winning team of the Olympics.
30. **Raheleh Asemani ...**
- a. has a good chance of competing in the Olympics.
  - b. has no chance of competing in the Olympics.
  - c. will be a referee in the Olympics.
31. **Why is Yolande Mabika competing in the Olympics?**
- a. She wants to give hope to other refugees.
  - b. She hopes that her family will find her.
  - c. Both of the above.

**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.

You have been living in your neighbourhood for around one year but you still do not know many of the residents and you feel there is not a sense of community. Write a letter to the council suggesting that they organise a big meeting where the residents will have the chance to get to know each other. Explain why you think it is a good idea.

Your ideas could include:

- It will create a friendlier atmosphere in the neighbourhood.
- Residents will be able to make new contacts and help each other.
- This could be a fun event.

Write 200-250 words.

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

You regularly go to your local entertainment complex which includes a cinema, bowling arcade and restaurants. You enjoy going here but believe a lot of improvements could be made. Write to the owner of the complex suggesting the improvements you would like to see.

Your ideas could include:

- Cinema – changing the seats; lowering the price of the food and drink.
- Bowling arcade – offer deals to loyal customers; change the music.
- Restaurants – include an ‘all you can eat buffet’; create more offers.

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 1** – Allow around 35 minutes for this task.

You recently travelled around South America and supported English classes in a local school in Peru. You had an amazing experience helping at the school . Write a letter to a friend about that experience.

You could write about:

- The area.
- Your daily routine.
- Why you enjoy travelling.

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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