

ESOL International
English Listening Examination
Level C1 Advanced

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.

- | | |
|---|--|
| <p>1. a. Yes, it's at two o'clock.
b. No, but I think it's going to rain.
c. It was lovely weather yesterday.</p> <p>2. a. I would try again, if I were you.
b. I will come with you.
c. I would have tried harder.</p> <p>3. a. It's in the sale.
b. Yes, I think you are right.
c. Is it yours?</p> <p>4. a. We have plenty of time.
b. It is late.
c. We are worried.</p> <p>5. a. Yes, you should go now.
b. No, I've got to do my homework.
c. Yes, I like it very much.</p> | <p>6. a. It's at the cinema.
b. What time does it start?
c. It's boring.</p> <p>7. a. You have to turn left.
b. You have to arrive early.
c. You have to press this button.</p> <p>8. a. It's open this afternoon.
b. It's opposite the museum.
c. It's closed on Wednesday.</p> <p>9. a. Better luck next time.
b. Congratulations.
c. I hope you have passed.</p> <p>10. a. We will be late.
b. We will be on time.
c. We will have a good time.</p> |
|---|--|

Part 2

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.

- 1. Marie and Edward are:**
 - a. A hundred years old today
 - b. Over one hundred years old
 - c. Less than one hundred years old

- 2. How did Mary celebrate her birthday?**
 - a. She went to a party
 - b. She went out to a restaurant in the evening
 - c. She had lunch in town

- 3. How many messages did Edward receive?**
 - a. 125
 - b. 225
 - c. 250

- 4. What does Mary think is good about being so old?**
 - a. You can do what you like
 - b. You can drink what you like
 - c. You can live where you want

- 5. Why does she think things were harder when she was a child?**
 - a. She had to go to school by bus
 - b. She didn't go to school
 - c. She had to walk to school

Listen to the conversation again and check your answers.

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

- 1. Why does the receptionist apologise?**
 - a. The caller is angry
 - b. The caller had to wait
 - c. The surgery was closed

- 2. When is the first appointment with Doctor Elliot?**
 - a. 3 September
 - b. 13 September
 - c. 23 September

- 3. What is the matter with Mr Collins?**
 - a. He has a headache
 - b. He has been sick
 - c. He has a sore throat

- 4. What time is the emergency appointment?**
 - a. At three o'clock this afternoon
 - b. At two o'clock tomorrow
 - c. Half past three tomorrow afternoon

- 5. In what year was Mr Collins born?**
 - a. 1972
 - b. 1982
 - c. 1992

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. According to the statistics, young people are involved in what proportion of car accidents?**
 - a. A quarter.
 - b. A fifth.
 - c. A half.
- 2. Which best reflects the driving instructor's opinion on driving ability?**
 - a. Young people overestimate their ability.
 - b. Older drivers overestimate their ability.
 - c. Young and old drivers overestimate their ability.
- 3. Why is Jane glad that she has a car?**
 - a. She passed her test first time.
 - b. She feels more independent.
 - c. She feels lucky.
- 4. How many accidents has Martina had?**
 - a. Two or three.
 - b. Twenty or more.
 - c. She hasn't had any.
- 5. Martina says that when she drives:**
 - a. She is not very careful.
 - b. She doesn't drink alcohol.
 - c. She worries about accidents.
- 6. What advice does the presenter give to young drivers?**
 - a. Use your skills.
 - b. Pass your test.
 - c. Watch out for other young drivers.

Listen to the Debate again and check your answers.

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

Discussion

- 1. What does Claire say she wants to do today?**
 - a. She wants to go shopping.
 - b. She wants to see the sights.
 - c. She wants to go to a hotel.
- 2. Why does Claire not want to go to the cathedral?**
 - a. She doesn't like Harry Potter.
 - b. She doesn't like churches.
 - c. She doesn't like cultural things.
- 3. What might Claire do in the evening?**
 - a. Go to the university.
 - b. Go to the swimming pool.
 - c. Go to a restaurant.
- 4. What does the receptionist recommend as another place to visit?**
 - a. The castle.
 - b. The museum.
 - c. The market.
- 5. How long is the guided tour?**
 - a. 20 minutes.
 - b. 60 minutes.
 - c. 90 minutes.

Listen to the Discussion again and check your answers.

**End of Examination for Listening –
Level C1**

ESOL International
English Reading Examination
Level C1 Advanced

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>Does coffee save lives?</u>	1
	2
There has long been a sense that too much coffee was a bad thing, but researchers in the USA have discovered that the more you drink, the less likely you are to die from heart disease, diabetes, a stroke, infections, injuries and even suicide.	3
	4
	5
The first study, reported in The New York Times, involved 229,000 men and 173, 000 women aged 50 to 71, who were tracked between 1995 and 2008. During the period, some 52,000 of them died., coffee was linked to a higher risk of dying, but the researchers then discovered that coffee drinkers were more likely to smoke, abuse alcohol and eat a lot of red meat. Once these factors had been taken into account, a different picture emerged.	6
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The data showed that male coffee-drinkers (those who had two cups a day at the start of the study) were ten percent less likely to die than abstainers; women had a five percent reduced risk of death (which rose to sixteen percent among those who drank six cups a day).	12
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Researchers stressed that they had not established a causal link, but speculated that coffee might have unexplored health benefits. "We know that coffee has an effect on the brain, so that may play a role," said Dr Neal Freedman of the National Institutes of Health in Maryland.	16
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There is further good news for coffee lovers. A more recent study claims that there is growing evidence that coffee actually benefits the health and can help you live longer. The study was published by the American Heart Association. It looked at the coffee drinking habits of over 200,000 people who drinking between one and five cups of coffee a day. Researcher Dr Frank Hu said: "This study provides further evidence that moderate consumption of coffee may confer health benefits in terms of reducing premature death due to several diseases."	20
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Scientists have been working hard to analyse exactly what is in coffee that provides so many benefits to health. Dr Hu said it was still unclear precisely how elements within the coffee bean interact with the body. He said: "Coffee is a complex beverage. It's very difficult to pinpoint which component of coffee is responsible for which benefit." They also pointed out that while coffee seems to have health benefits, added ingredients, such as cream, sugar and certain types of sweeteners, do not.	27
	28
	29
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	31
	32

- 1. The text suggests that drinking coffee is now considered:**
 - a. Beneficial to the health.
 - b. Harmful to the health.
 - c. Neither good nor bad.

- 2. According to the text, which statement is true?**
 - a. Drinking coffee may cause heart disease.
 - b. Drinking coffee may prevent some diseases.
 - c. Drinking coffee may lead to suicide.

- 3. The word “abstainers” on line 13 can best be replaced with:**
 - a. People who drink a lot of coffee.
 - b. People who drink tea.
 - c. People who don’t drink any coffee.

- 4. The word “link” as used on line 16 means the same as:**
 - a. Connection.
 - b. Substance.
 - c. Effect.

- 5. The text suggests that drinking between one and five cups a day is:**
 - a. Too much.
 - b. A moderate amount.
 - c. Not enough.

- 6. The text suggests that coffee drinkers are more likely**
 - a. To smoke.
 - b. To eat too much.
 - c. To suffer bad health.

- 7. A punctuation error has been made on:**
 - a. Line 1.
 - b. Line 18.
 - c. Line 24.

- 8. A spelling error has been made on:**
 - a. Line 11.
 - b. Line 17.
 - c. Line 27.

- 9. A grammatical mistake has been made on:**
 - a. Line 6.
 - b. Line 23.
 - c. Line 30.

- 10. A word has been omitted from line 8. It should be:**
 - a. Finally
 - b. Additionally
 - c. Initially

- 11. The word “beverage” as used on line 29, can be best replaced by:**
 - a. Diet.
 - b. Drink.
 - c. Food.

Text 2

<u>The mystery of the Great Sphinx</u>	1
	2
One of the world’s most studied and visited monuments is the Great Sphinx, which is	3
located close to the Great Pyramid at Giza, on the west bank of the Nile and facing east,	4
sixteen kilometres from Cairo in Egypt. Carved in ancient times out of a single piece of	5
limestone, it is over sixty metres long and twenty metres high, and weighs hundreds of	6
tons. This extraordinary monument consists of the head of a man and the body of a	7
crouching lion, a combination which suggests strength and wisdom. Some experts believe	8
it may also have had wings.	9
	10
Over the years, some of its facial features have sustained damage. The smile, which some	11
people describe as mysterious, is in fact the result of erosion rather than design, and the	12
nose, which has long since been broken away, was probably the unfortunate victim of	13
invading soldiers’ target practice rather than anything else. At one time there was a	14
serpent on its forehead and a royal beard, a fragment of which exists today in a museum.	15
	16
But who built this monument which, unlike most of the others guarding significant places,	17
is not part of a pair but stands alone? Although the date of its construction is uncertain,	18
most Egyptologists agree that it was built by Pharaoh Khafra five thousand years ago, and	19
some believe that its head represents the pharaoh himself., some recent	20
commentators have speculated that it belonged to a much older civilisation which	21
disappeared in a legendary flood that is estimated to have destroyed everything in the	22
world over seven thousand years ago.	23
	24
These experts have tried to demonstrate that the weathering of the Sphinx was brought	25
about by water rather than wind and sand, and one has even suggested that it might have	26
been built on a much older site about twelve and a half thousand years ago.	27
	28
Whatever its origins, there is no doubt that to the Egyptians the Great Sphinx represents	29
the very essence of their country’s magnificent culture. It has become an emblem of	30
Egypt, frequently appearing on its stamps, coins and other official documents.	31

- 12. According to the text, when was the Great Sphinx built?**
- Over the years
 - In the fifth century
 - The date is not certain
- 13. According to the text, what has caused the mysterious smile?**
- It was carved like that
 - It has been worn away over time
 - It cannot be explained
- 14. According to the text, what was there at one time on the Sphinx's forehead?**
- A bear
 - A snake
 - A bird
- 15. The text suggests that the image of the Sphinx is used :**
- As a symbol of Egypt
 - As a portrait of a pharaoh
 - As a tourist attraction
- 16. According to the text, what may have happened about seven thousand years ago?**
- The Sphinx was constructed
 - The Sphinx was destroyed
 - The world was destroyed
- 17. The word "fragment" on line 15 could be replaced by:**
- Small piece
 - Example
 - Copy
- 18. A word has been deleted from line 20. It should be:**
- Although
 - However
 - Consequently
- 19. A spelling mistake has been made on:**
- Line 3
 - Line 9
 - Line 15
- 20. A grammatical error has been made on:**
- Line 1
 - Line 14
 - Line 17
- 21. A word that could replace "frequently" on line 31 is:**
- Usually
 - Often
 - Occasionally

Text 3

Magnificent locations for charity runs

If ever you needed a reason to run 10k, then this is it! Now in its fifth year, The Cancer Research UK fundraising series has proven to have staying-power in the ever-increasing and competitive world of the 10k charity run. Where else would you get the chance to run through the grounds of some of the most beautiful locations in the UK, whilst at the same time raising money for charity?

The 10k courses pass through gardens, parkland and woods, and include landscapes created by the famous eighteenth-century garden and landscape architect Capability Brown. With over thirty venues in the series, ranging from completely flat land to gentle slopes and challenging hills, there is bound to be one suitable for you, whether you are a complete novice or an experienced competitor.

In complete contrast to the type of location on offer for these charity runs, the entry process is entirely modern. It's online only, with no entries accepted on the day itself. The website contains all the information you need. All you have to do is choose a run suitable for your level and then you can go on to find tips on fundraising and collecting the money, you can download a training planner and get in contact with other runners.

The aim is to raise £3.8 million, which is no mean task in today's tough fundraising market, but the unique nature of the venues on offer, coupled with the opportunity to run in areas of the grounds where no runners have ventured before, adds to the appeal of this very special series of runs.

With the current series taking place in September and October, our target is to get 36,000 runners participating and raising money for Cancer Research UK. If you would like to sign up for an event, or simply want to find out more, please visit our website at:
www.cancerresearchuk10.co.uk.

- | | |
|--|--|
| <p>22. The text states that the charity run has been taking place for:</p> <ul style="list-style-type: none">a. More than six years.b. Five years.c. Less than four years. <p>23. According to the text, who was Capability Brown?</p> <ul style="list-style-type: none">a. A gardenerb. A garden designerc. A landowner <p>24. Which word in the text means "beginner"?</p> <ul style="list-style-type: none">a. Noviceb. Competitorc. Experienced | <p>25. According to the text, you can apply to take part in the run:</p> <ul style="list-style-type: none">a. At any time.b. Only on the day.c. Only before the day. <p>26. The text suggests that one of the main attractions of the run is:</p> <ul style="list-style-type: none">a. The beautiful locations.b. The chance to get fit.c. The contact with other runners. |
|--|--|

Text 4

Learning to cook

Jamie Oliver is a highly successful TV chef with a casual student image. It is largely because of him that many young people have discovered that cooking can be fun.

After an unexceptional school career, Jamie went on to study at a catering college, where he learnt most of the basics of his trade. However, it wasn't until he started to cook for a living and work alongside some of the very best chefs in London restaurants that he really discovered his talent. Of course, it was an advantage that long before that, from the age of eight, he had worked alongside his parents in their pub-restaurant. Jamie believes that if children are to learn to cook properly, they need to work with enthusiastic adults and be given the responsibility to prepare simple but tasty dishes.

In recent years, Jamie has done many things to help young people. One good example of this is his charity restaurant called "Fifteen" where he trains fifteen disadvantaged young people and turns them into great chefs. Following the success of the original restaurant in London, more "Fifteens" have opened around the globe and their chefs are cooking wonderful food.

Jamie Oliver has also become widely known for trying to change the eating habits of British schoolchildren. His recent high-profile campaign to get junk food taken off the menu in British schools and to get kids eating healthy food instead has had mixed success in spite of the fact that it had the support of the Government of the day. Part of the problem has been convincing parents that their children would be willing to eat something healthy in place of the usual stodge and chips. Perhaps he should direct his attention to re-educating the taste buds of the parents!

27. **The text suggests that Jamie Oliver:**
- Is smartly dressed.
 - Is casually dressed.
 - Is fashionably dressed.
28. **The word 'unexceptional' as used in paragraph 2 can be understood as:**
- Unusual.
 - Extraordinary.
 - Not very special.
29. **According to the text, Jamie became interested in cooking:**
- As a student.
 - As a child.
 - As a parent.
30. **Who benefitted from Jamie's "Fifteen" restaurants?**
- Charities.
 - Great chefs.
 - Young people.
31. **Why has Jamie's campaign to get schoolchildren eating more healthily not been fully successful, according to the text?**
- The Government did not support the campaign.
 - The children didn't support the campaign.
 - Some parents did not support the campaign.

End of Examination for Reading – Level C1

ESOL International
English Writing Examination
Level C1 Advanced

Instructions to learners

Check that you have the correct paper.

You must write a minimum of 150-200 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.

Formal writing Task 1, you must complete **either** Option 1 **OR** Option 2.

Informal writing Task 2, you must complete the set task.

You may NOT use a dictionary.

Total marks available: 40

Allow time to check your work before the end of the examination.

You can ask for more writing paper if you need it.

You have **75 minutes** to finish the examination.

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

Your local newspaper has printed a letter by a person complaining about young people today, in which he states that teenagers are lazy, rude and antisocial. You write a response to the editor of the newspaper, giving a more positive point of view. Your ideas could include:

- Why you disagree with the person's opinion
- What teenagers are really like, in your opinion
- Activities in which young people are involved
- What sort of things you are personally involved in
- Any of your own ideas

OR

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

You recently visited a theme park with your family. The experience was very disappointing because you found a lot wrong with the theme park. Write a letter to the manager to complain and to suggest some improvements that could be made.

You ideas could include:

- details of your visit
- the problems you had there
- how you felt about the experience
- your suggestions for ways in which the theme park could be improved

Write 150-200 words.

(20 Marks)

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

You recently went on holiday with your family. Write a letter to your pen friend telling him/her about where you went and what you did while you were on holiday.

You could write about:

- where you went for your holiday
- what you enjoyed about the holiday
- what you did while you were there
- the places you visited
- why you would recommend this place to your friend

Write 250-300 words.

(20 Marks)

You will be assessed on:

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

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