

**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 a pencil.

Total marks available: 31.

You have **40 minutes** to finish the examination.

Part 1

You will hear ten 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. They don't look alike.
 b. She does like her father.
 c. It's all that she likes.

2. a. It's a big decision.
 b. I'm totally undecided.
 c. What's the point of liking it?

3. a. It was mind-boggling.
 b. You can't believe that.
 c. I feel under the weather.

4. a. Really? He needs to go.
 b. Really? That's none of his business.
 c. It's that obvious, is it?

5. a. I hope it's tasty.
 b. I hope it's tasteful.
 c. I hope it's tasted.

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. **What does she say about nuts?**
 - a. They are all delicious.
 - b. They are rich in proteins.
 - c. Pistachios are tasty.

2. **Where were pistachios first grown?**
 - a. in Iran
 - b. in California
 - c. in the Middle East

3. **Which country holds the first place in pistachio harvests?**
 - a. California
 - b. Iran
 - c. the Middle East

4. **What does he say about his uncle?**
 - a. He is Iranian.
 - b. He owns 100,000 acres of pistachio trees.
 - c. He lives in California.

5. **When are pistachios ripe for picking?**
 - a. when it's grape-picking season
 - b. when the thin shell falls out
 - c. when the shell splits on its own

Listen to the conversation again and check your answers.

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

Conversation 2

1. **What must Vicky do?**
 - a. Have surgery on her leg.
 - b. Go back for another check-up in a year.
 - c. Get her weight down.

2. **What quality isn't attributed to pineapples?**
 - a. It helps leg pains.
 - b. It helps stomach pains.
 - c. It's good to clean the skin with.

3. **What does Bromelain do?**
 - a. It breaks down enzymes.
 - b. It breaks down small proteins.
 - c. It helps burn fat.

4. **What must Vicky do?**
 - a. Have yearly medical check-ups.
 - b. Reduce the size of her meals.
 - c. Break down her enzymes.

5. **Which of the following statements is true?**
 - a. George has put on weight too.
 - b. The pineapple originated on Guadalupe.
 - c. Bromelain is an enzyme.

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. **What is true about oil?**
 - a. It was the main energy source in the last century.
 - b. It cannot be replaced by gas.
 - c. There are more oil reserves than gas reserves.

2. **What does Jake Ham claim about natural gas?**
 - a. It is found where it is most needed.
 - b. Reserves are in abundance in most places.
 - c. It will probably replace oil this century.

3. **What responsibility do energy companies have?**
 - a. to enact long-term policies
 - b. to build LNG terminals
 - c. to operate safely

4. **What will using more natural gas lead to?**
 - a. cheaper transport costs
 - b. cheaper energy prices
 - c. complex storage units

5. **What does Susan maintain?**
 - a. Governments will have to build infrastructures to remove gas.
 - b. Gas facilities must be operated safely.
 - c. People won't want gas facilities built near them.

Listen to the Debate again and check your answers.

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

Discussion

1. **What is unique about this restaurant?**
 - a. It is for dieters only.
 - b. It serves an international cuisine.
 - c. The calorie count of each dish is 475 or less.

2. **What does Martha maintain?**
 - a. They are opening 4 restaurants in other states.
 - b. The desserts are the lowest calorie items on the menu.
 - c. They serve everyday American meals.

3. **Which of the following is NOT mentioned about the restaurant?**
 - a. It is not expensive.
 - b. They do not cook with fats.
 - c. They steam their vegetables.

4. **Which main dish has the fewest calories?**
 - a. roasted pork tenderloin
 - b. tomato-and-blue-cheese stack
 - c. stuffed mushrooms

5. ***'Lend flavour without adding the kilos' means ...***
 - a. it is flavourful because of the method of cooking.
 - b. tasty food is usually fattening.
 - c. it's tasty but not fattening.

Listen to the Discussion again and check your answers.

End of Examination

**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 article below and answer the questions.

Hard Labour	1
	2
Sweatshops are factories or workshops, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions, which is how the name “sweatshop” came about.	3 4 5 6
Many workplaces throughout history have been crowded, dangerous, low-paying and without job security; but the concept of a sweatshop originated between 1830 and 1850 as a specific type of workshop in London, England, for garment making.	7 8 9 10
Between 1850 and 1900, sweatshops attracted the rural poor to rapidly growing cities, and attracted immigrants to places such as London and New York City's garment district, located near the tenements of New York's Lower East Side. These sweatshops incurred criticism: labour leaders cited them as crowded, poorly ventilated, and prone to fires and rat infestations: in many cases, there were many workers crowded into small tenement rooms.	11 12 13 14 15 16
In the 1890s, a group calling itself the National Anti-Sweating League was formed in Melbourne, Australia and campaigned successfully for a minimum wage via trade boards. A group with the same name campaigned from 1906 in the UK, resulting in the Trade Boards Act 1909. In 1910, the International Ladies' Garment Workers' Union was founded to try to improve the condition of these workers.	17 18 19 20 21 22
More recently, the anti-globalisation movement has risen in opposition to corporate globalisation, a process by which multinational corporations move their operations overseas in order to lower their costs and increase profits. The anti-sweatshop movement has much in common with the anti-globalisation movement. Both consider sweatshops _____, and both have accused many companies (such as the Walt Disney Company, The Gap, and Nike) of using sweatshops. Some in these movements charge that neoliberal globalisation is similar to the sweating system, as multinational companies leap from one low-wage country to another searching for lower production costs.	23 24 25 26 27 28 29 30
Social critics complain that sweatshop workers often do not earn enough money to buy the products that they make, even though such items are often commonplace goods such as t-shirts, shoes, and toys. In 2003, Honduran garment factory workers were paid US\$0.24 for each \$50 Sean John sweatshirt, \$0.15 for each long-sleeved t-shirt, and only five cents for each short-sleeved shirt - less than one-half of one percent of the retail price. Even comparing international costs of living, the \$0.15 that a Honduran worker earned for the long-sleeved t-shirt was equal in purchasing power to \$0.50 in the United States.	31 32 33 34 35 36

1. **According to the article, which statement is true?**
 - a. The ladies' Garment Workers' Union was founded in Australia.
 - b. Labour leaders passed laws to improve conditions
 - c. Sweatshops attracted immigrants.

2. **What did the National Anti-Sweating League accomplish?**
 - a. A minimum wage was established.
 - b. They set up the Trade Boards Act.
 - c. Better clothes were being made.

3. **What does the article say about multinational companies?**
 - a. They treat their workers better.
 - b. They keep people employed.
 - c. They keep moving around to find cheaper labour.

4. **The text suggests that ...**
 - a. many well-known companies exploit workers.
 - b. we shouldn't buy some well-known products.
 - c. sweatshops keep prices low.

5. **When was the first Union established?**
 - a. 1890
 - b. 1900
 - c. 1910

6. **A grammatical error has been made on ...**
 - a. line 4
 - b. line 11
 - c. line 23

7. **A subject-verb error has been made on ...**
 - a. line 8
 - b. line 17
 - c. line 32

8. **A spelling error has been made on ...**
 - a. line 3
 - b. line 12
 - c. line 18

9. **A word has been correctly spelt but incorrectly used on ...**
 - a. line 7
 - b. line 14
 - c. line 27

10. **A word has been omitted on line 26. The missing word should be ...**
 - a. harming
 - b. harmed
 - c. harmful

Text 2

Read the article below and answer the questions.



A canoe is a lightweight narrow boat, typically pointed at both ends and open on top, propelled by one or more people seated or kneeling. In the UK, however, the term canoe is also commonly used for kayaks. The word canoe comes from the Carib kenu (dugout), via the Spanish canoa.

Constructed between 8200 and 7600 BCE, and found in the Netherlands, the Pesse canoe may be the oldest known canoe. Excavations in Denmark reveal the use of dugouts and paddles during the Ertebølle period (ca 5300 BC – 3950 BCE).

The remains of about 50 dugout canoes, some nearly 2,500 years old, have been found along a three-mile stretch of the Brivet River, a tributary of the Loire in central France. Discovered during dredging operations, the canoes were brought to the surface to be photographed, and then re-immersed in a nearby pool to await more thorough study.

Australian Aboriginal people made canoes using a variety of materials, including bark and hollowed out tree trunks. The indigenous people of the Amazon commonly used Hymenaea trees.

Many native peoples of the Americas built bark canoes. They were usually skinned with birch bark over a light wooden frame, but other types could be used if birch was scarce. At a typical length of 4.3 m (14 ft) and weight of 23 kg (50 lb), the canoes were light enough to be portaged, yet could carry a lot of cargo, even in shallow water. Although susceptible to damage from rocks, they are easily repaired. Their performance qualities were soon recognized by early European immigrants, and canoes played a key role in the exploration of North America. Galinee, a French missionary who explored the Great Lakes in 1669 declared: "The _____ of these canoes is great in these waters, full of cataracts or waterfalls, and rapids threw which it is impossible to take any boat. When you reach them you load canoe and baggage upon your shoulders and go overland until the navigation is good; and then you put your canoe back into the water, and embark again". American painter, author and traveller George Catlin wrote that the bark canoe was the most beautiful and light model of all the water crafts that ever were invented.

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11. **According to the article we can conclude that ...**
- a. canoes and kayaks are the same.
 - b. canoes were first used in the Netherlands.
 - c. canoes helped explore North America.
12. **The above text is likely to be found in ...**
- a. a local newspaper
 - b. a textbook
 - c. a leaflet
13. **Which of the following did George Catlin NOT do?**
- a. write books
 - b. paint pictures
 - c. canoe through North America
14. **Why were canoes so useful?**
- a. They were light and easy to carry when waters couldn't be navigated.
 - b. The waters were very shallow.
 - c. They were very strong.
15. **From what material did North American natives build their canoes?**
- a. hollowed out tree trunks
 - b. usually birch bark
 - c. wood

16. **A subject-verb agreement mistake has been made on ...**
a. line 3
b. line 15
c. line 24
17. **A word has been correctly spelt but incorrectly used on ...**
a. line 11
b. line 16
c. line 24
18. **A word has been missed on line 28. it is ...**
a. convenience
b. availability
c. presumption
19. **What is the meaning of the word '*portaged*'?**
a. dragged
b. submerged
c. carried
20. **A spelling mistake has been made on ...**
a. line 20
b. line 23
c. line 29

Text 3

Read the article below and answer the questions on the following page.

Saving Wildlife

The passenger pigeon is among the most famous of American birds, but not because of its beauty, or its 60-mile-an-hour-flight speed. Nor is it a cherished symbol of the country. No, we remember the passenger pigeon because of the largest-scale, human-caused extinction in history.

Possibly the most abundant bird ever to have existed, this gregarious pigeon once migrated in giant flocks that ranged in number from two to more than three billion, darkening the skies over eastern North America for days at a time. No wild bird in the world comes close to those numbers today. Yet 100 years ago this week, the very last pigeon of her kind died in her cage at the Cincinnati Zoo. Her name was Martha, and her death deserves our close attention today.

Mercilessly slaughtered by the tens of millions at breeding colonies in the North and at huge wintertime roosts in the South during the post-Civil War era, passenger pigeons were shipped by trainloads to dinner tables in homes and restaurants across the East. Their population fell from biblical numbers at mid-century to tiny, aimless flocks in 1890. By around 1900 the few birds that remained were all in captivity. The last male died in 1910, leaving Martha as a barren relic of past abundance.

It seems that whenever humans discover bounty, it is doomed to become a fleeting resource. The fate of cod fisheries in the 1900s mirrors that of the passenger pigeon a century before. Pacific Bluefin tuna, down 96 percent from their unfished numbers, may be next in line. Countless such examples exist around the world, but the good news is that we still have time to reflect on them before their populations dwindle down to their last respective Marthas. Let's hope that the extinction of the once abundant pigeon has taught us something.



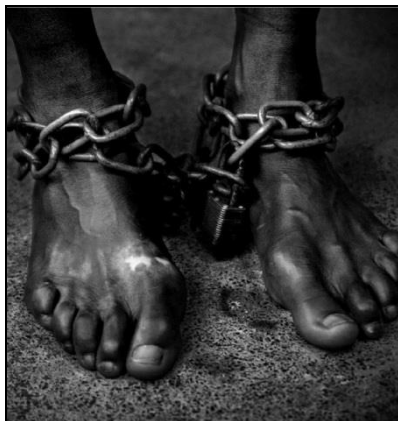
Martha, Smithsonian Institute

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21. **What does the text say about the passenger pigeon?**
- a. It is the fastest bird.
 - b. This species may have had the most number of birds.
 - c. It was considered a delicacy.
22. **What is meant by the word '*bounty*'?**
- a. abundance
 - b. prosperity
 - c. nourishment
23. **What is true about Martha?**
- a. She died last week.
 - b. She died 100 years ago.
 - c. She did not die in captivity.
24. **What does the text claim about humans?**
- a. We like to eat.
 - b. We are merciless.
 - c. We are destructive.
25. **The tone of the text can be described as ...**
- a. chatty and persuasive
 - b. informal and descriptive
 - c. formal and factual

Text 4

Read the article below and answer the questions.



Slavery

Slavery began even before man gave up his wandering pastoral life and settled down to till the soil. As an act of mercy, the vanquished of the battlefield with their wives and children, were made slaves rather than put to death. Sometimes men became slaves through inability to pay their debts; others were reduced to slavery through judicial sentence; among the ancient Germans, men at times gambled away their freedom at games of chance. In times of peace, when captives were few, a slave trade was set up which dealt in slaves of many nationalities and all ranks. Often a slave might be of higher education and birth than his master. Greeks enslaved Greeks, and were in turn

made to serve the Romans, who often used such slaves to tutor their children.

Countless captives were brought to Rome from Carthage, Spain, Gaul and Asia Minor, and many wealthy Roman estates could have anywhere from hundreds to thousands of slaves.

In Athens slaves were usually treated kindly, but under Roman rule brutal treatment was sanctioned by both law and custom, especially on the great estates, so that the slaves at times revolted against their masters.

During the Middle Ages, the chaos of invasion and frequent wars resulted in victorious parties again taking slaves. As a commonly traded commodity, like cattle, slaves had become a form of internal or trans-border currency. During the 15th century, the Portuguese pioneered in colonialism, starting with the exploration of the African coast. In 1452, Pope Nicholas V, granted the right to the Portuguese to reduce any "pagans and other non-believers" to hereditary slavery, which legalised the slave trade under Catholic belief at the time. Slavery was regarded as an old established and necessary institution which supplied Europe with the essential workforce.

In the 16th century, African slaves had replaced almost all other nationalities and religious enslaved groups in Europe. At this time the enslavement of Native Americans was carried out in Brazil, by the Portuguese.

After 1600, Britain and other European nations played a prominent role in the slave trade. In 1807 the Slave Trade Act banned slavery in the British Empire and in 1839 the world's oldest human rights organisation, Anti-Slavery International, was formed in Britain, to outlaw slavery in other countries.

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26. **According to the text, which statement is true?**
- a. All slaves were a by-product of war.
 - b. Slaves were more educated than their masters.
 - c. Slaves were a basic part of a nation's economy.
27. **According to the text ...**
- a. slavery was banned in England in 1839.
 - b. the Romans treated slaves humanely.
 - c. people were traded like animals.
28. **The word '*sanctioned*' means ...**
- a. applauded
 - b. authorised
 - c. enforced
29. **What revived slavery in the Middle Ages?**
- a. Portuguese exploration
 - b. the Catholic Church
 - c. the African Coast
30. **Where did slavery first come into being?**
- a. Ancient Greece
 - b. Carthage
 - c. It isn't clearly stated.
31. **What was the main source of slaves at the start of slavery?**
- a. Those who owed money became slaves.
 - b. Those who lost wars became slaves.
 - c. The ancient Germans became slaves if the court sentenced them.

End of Examination

**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 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 40 minutes for this task.

A local newspaper has asked readers to send in articles suggesting what each person can do to conserve even a little bit of energy. There is a 100 pound award for the most innovative suggestions and the article will be published on the front page of the paper.

You could write about:

- how most of us are not careful to conserve energy
- trying to save petrol by taking public transport
- using solar panels to light our homes
- how schools should educate children on energy consumption and make green schools

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

You have read an article about how many stray animals are looking for a home. Write an essay to put online, expressing the advantages of adopting a stray.

You could write about:

- live longer than dogs which are bred
- smarter than breed animals
- show their gratitude to their owners
- an animal gives you unlimited love and devotion

Write 200-250 words.

You will be assessed on:

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

(20 Marks)

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

Write to your pen pal explaining your new hobby - photography.

You could write:

- why you took up a hobby
- what you like to photograph
- what equipment you have at your disposal
- how such a hobby can become a career

Write 250 – 300 words.

You will be assessed on:

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

(20 Marks)

**ESOL International
English Speaking Examination**

Level C2 Independent User

Instructions

Please give the learner the correct sheets for the scenarios being used in the examination for Part Two and Part Three.

The learner must complete two scenarios for Part Two and one scenario for Part Three.

Do not allow the learner to take the prompt sheet from the room.

Do not allow the learner to see the additional prompt sheets for the scenarios not being used.

On the actual examination, the student

WILL NOT SEE

the 5 questions in Part 1

**NOCN ESOL International Speaking
Proficient Level C2
Examination Paper**



Interlocutor:

My name is _____ and this is the NOCN Speaking Examination at Proficient Level C2.

Today is _____ (date).

The learner's name is _____.

Please state your name for the recording: _____ (learner's name).

This is Part 1 of the Speaking Examination. (Approximately 2 minutes)

I am now going to ask you some questions.

- 1. Can you tell me the one thing you think the modern teenager should be without and why this is so?**
- 2. Do you think that you have to spend a lot of money on fashion to look good? Why/why not?**
- 3. Tell me three things you like best about school life.**
- 4. What would be the worst thing someone could do to you and why?**
- 5. Tell me three things you do that make you happy.**

Thank the learner.

This is Part 2 of the Speaking Examination. (Maximum 6 minutes)

Please listen carefully and tell me what you would say in these situations.

Situation 1: Your friend will be going to university in England. He/she doesn't know whether to live on the university campus or whether to rent an apartment. He/she asks for your advice. What would you say?

Situation 2: One of your friends has found a job in a small town 300 kilometres away. The money is not very good so he/she is not sure whether to accept or not. He/she wants your opinion. What would you say?

Situation 3: You want to buy a mobile phone for your mother. You don't have too much to pay, but you want good value for your money. You want the shop assistant to advise you. What would you say?

Thank the learner.

This is Part 3 of the Speaking Examination. (Approximately 7 minutes)

You will now take part in a conversation.

Scenario 1: You think that everyone deserves a second chance and that criminals can be rehabilitated. For this reason you support a programme that will teach specific job skills to people while in prison. Your friend is totally opposed to this money being spent on criminals. Speak to your friend and try to convince him/her how such a programme will benefit all of society. You will have two minutes to prepare your arguments. I will take the place of your friend.

Scenario 2: You think that before people travel abroad for tourism, they should first have travelled extensively and explored their own country. Your friend however, is not convinced that this is a good idea. Speak to your friend and try to convince him/her it might be a good way to increase the level of tourism at home. You will have two minutes to prepare your arguments. I will take the place of your friend.

Thank the learner.

End of Examination