

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

Contents of this Paper

Section	Number of Questions	Weighting for Section
Listening Part One Section A Section B Part Two	 5 5 10	 20%
Reading Part One Part Two	 8 7	 20%
Use of English Part One Part Two Part Three Part Four	 15 15 10 10	 20%
Writing	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 Peter Green, a radio presenter, interviewing Julia Hope, a retail expert, about why we give each other presents.

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. Peter wants to grasp**
 - A. Julia's role in purchasing.
 - B. the science behind shopping.
 - C. the reason we swap presents.

- 2. Primitive human behaviour formed**
 - A. the basis of exchanging presents.
 - B. the beginnings of nutrition.
 - C. complicated family bonds.

- 3. Julia says it is fine to ask someone for**
 - A. guidelines.
 - B. expenses.
 - C. targets.

- 4. On the issue of wrapping, Peter**
 - A. appears environmentally-unaware.
 - B. shows insensitivity to waste.
 - C. envisages some problems.

- 5. Julia uses chocolate to**
 - A. explain her tastes.
 - B. support a point.
 - C. clarify a problem.

Remember to transfer your answers to the optical mark form.

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

You will hear the radio presenter, Peter Green, with his second guest, Angela Hartnell, discussing more present-giving ideas.

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. Angela thinks her ideas**
A. are more conventional.
B. enhance Julia's.
C. create family links.
- 7. On her way to the charity shop, Angela realised she**
A. had had a good idea.
B. was about to lose her job.
C. had wasted a lot of her money.
- 8. Angela suggests friends could learn a**
A. musical instrument.
B. new skill.
C. foreign language.
- 9. Angela admits some of the experiences are**
A. too tough to plan for.
B. fairly inexpensive.
C. pretty costly.
- 10. Angela is asked if she has**
A. been a recipient.
B. accepted any funding.
C. experienced any danger.

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. Greta is**
A. nearly ready to leave.
B. sorting out utensils.
C. starting an assignment.
- 12. We learn that monkeys create friendships**
A. to be cooperative.
B. while they forage.
C. to reassure one another.
- 13. Greta points out that Cicero seems**
A. courageous.
B. trustworthy.
C. rational.

Conversation Two

- 14. Anna is surprised that Simon is**
A. decorating his flat.
B. ecologically minded.
C. recycling some clothes.
- 15. The old curtains might be used**
A. for making a variety of new clothes.
B. for wrapping up new furniture.
C. to put inside something else.
- 16. Simon has recently learnt that manufacturing**
A. plastic means we have fewer natural resources.
B. garments impacts on the world's resources.
C. textiles uses much less energy than making plastic.

Conversation Three

- 17. Because of his age, Antonio is**
A. suitable for the trek.
B. considered to be fit.
C. above the age range.
- 18. Emily says that fundraising**
A. takes stamina.
B. gives you a target.
C. attracts your attention.
- 19. Emily indicates that**
A. it is not a good idea to bring workmates.
B. trekking alone is prohibited.
C. Antonio can opt to trek in a group.
- 20. Emily does not**
A. allay Antonio's fears about first aid.
B. answer all Antonio's questions.
C. push Antonio to make a decision.

Remember to transfer your answers to the optical mark form.

ESB C1 Level 2 Reading (Part One)

Read the following text about daytime sleeping

For questions 21 – 28, choose the correct answer A, B, C or D.

Is It Time We Took A Nap?

Did you sleep well last night? Either way, it may surprise you that in the West, people have only relatively recently adapted to sleeping for a few hours during the night, as opposed to simply sleeping when they felt tired. This change in habit occurred around 200 years ago, and was principally because of the need to have workers to keep factories constantly operational. Everyone remembers being told to go to bed at what felt like an unreasonably early time. That, it turns out, was our parents' way of forcing us to adapt to this seemingly unnatural sleeping pattern, preparing us for the concept of the 'working day'.

Nevertheless, sleep patterns vary from country to country and person to person. Indeed, some people can sleep for hours on end, as soon as their head hits the pillow. Good for them! But I have often thought that such people must lead pretty boring lives. How a 21st-century, interesting lifestyle with all its stresses and worries can allow anyone to sleep perfectly is beyond me.

You have probably realised that I find sleep to be a fascinating subject. And, for those who are experts in it, it is also **lucrative**, with fortunes to be made advising people who suffer from restless nights and the resulting tiredness during the day. But is the answer to our sleep problems actually really simple?

Let's consider why we still insist on only sleeping at night and not taking a nap during the day. One unfortunate reason is that in many countries, this short daytime sleep unfairly carries an association with laziness. I strongly disagree with this. I used to take a short nap on my daily train commute, safe in the knowledge that I was not eating into work time or affecting my nocturnal sleep, although one too many missed stops made me realise I had to keep myself awake.

The good news for fans of napping is that change may be coming via Japan, where a daytime rest forms part of how things are done at work. This is enabled by 'sleep pods', special rest chairs which are starting to be seen as a possible long-term means of facilitating napping in the West, providing tired workers with a place to recharge. While this seems like a step in the right direction regarding working conditions, I fear they may be used to mask exploitation of employees by ultimately making them work longer hours.

What is really needed, to my mind, is a rethink in the way we see the act of napping. If the misconceptions around daytime sleeping were removed, people would not feel they had to fight against it. After all, tiredness is completely natural and should not be viewed as a problem to be fixed. Maybe the answer lies in revisiting the less 'strict' sleeping habits of our pre-industrialisation ancestors, combined with our more modern methods of managing a sensible sleep programme, such as having a coffee to help us stay awake.

Overall, the effects of having a short daytime sleep are positive, with the advantages for emotional well-being supported by various studies. Therefore, employers need to take a bold step and embrace napping culture. Perhaps if it were shown how exhaustion negatively affects employees, then things would be more likely to change for the better.

- 21. The writer suggests that**
A. employment changes have affected how we sleep.
B. globalisation leads to new sleeping habits.
C. it is not preferable to vary our hours of sleep.
D. childhood memories determine adult sleeping habits.
- 22. Regarding the value of uninterrupted sleep, the writer is**
A. envious.
B. doubtful.
C. persuaded.
D. interested.
- 23. In paragraph three, the word 'lucrative' could best be replaced by**
A. debatable.
B. affluent.
C. profitable.
D. uncomplicated.
- 24. The writer stopped napping in order to avoid**
A. losing working time.
B. projecting the wrong image.
C. problems whilst travelling.
D. ruining sleep patterns.
- 25. According to the text, sleep pods are a**
A. passing trend.
B. potential problem.
C. victory for workers' rights.
D. culturally-specific item.
- 26. According to the text, we should stop**
A. valuing the ability to go without sleep.
B. considering napping as a weakness.
C. relying on the consumption of caffeine.
D. holding on to ancient sleeping habits.
- 27. It is suggested that napping should be considered in terms of**
A. a promising area for future research.
B. the effects of workplace tiredness.
C. the result on mental health.
D. developing the quality of our work.
- 28. An alternative title for this article would be**
A. A Guide to the Art of Napping.
B. How Napping Changed the World.
C. Why You Should Resist Taking a Nap.
D. Why We've Got Napping Wrong.

Remember to transfer your answers to the optical mark form.

ESB C1 Level 2 Reading (Part Two)

Read the following text about pop art.

For questions 29 – 35, choose the correct answer A, B, C or D.

Pop Art

What is art? Is there such a thing as good art or bad art? Is art everything we perceive in our environment? These questions raise issues that cannot be resolved with ease. Some people may cite painting, music or sculpture as being art. Some may refer to particular artistic movements as being representative of good art, such as Renaissance or Romanticism. It is, and will always be, an extremely subjective topic.

An especially memorable art movement is that of pop art. It emerged in the 1950s and peaked in the 1960s in the United States and Britain, its inspiration being commercial and popular culture. At that time young artists felt that they could not relate to what they were taught about art so they used sources such as pop music, comics, advertising, packaging and movies as inspiration.

Pop artists took customary objects, for instance, bottles, glasses and flags as the focus of their work. They celebrated washing powder, soup cans and soft drink cans, turning what was common into icons. They often mass-produced popular images, sometimes using equipment rather than hand painting. Andy Warhol, however, was the artist who truly raised the profile of pop art. He is renowned for his large screen prints of Coca-Cola bottles, paintings of Campbell's soup tins and repeated images of 1950s film star Marilyn Monroe. These are all famous symbols of the 20th-century pop art movement.

Although the 1950s and 60s were a time of economic expansion in the USA, they were equally decades of social discontent and change around the world. All types of artists were using humour and innovative techniques to make those with power or wealth, such as politicians, and sometimes film stars, appear ridiculous. Pop art laughed at the established art world. In essence, they were rebelling against the **dominant** attitudes to art and culture and traditional views on what art should be. Pop artists' style distanced them from art that had preceded them.

Pop art was not just a North American and British art phenomenon. It spread around the globe with a broad range of artists working across Europe, Latin America, the Middle East and Asia, proving that the movement was not just western or male.

Art critics of the 1960s were disgusted by the pop artists' use of what they considered to be unworthy and 'low' subject matter. The critics disliked pop artists' seemingly uncritical use of the art that was created, and described it as lacking in aesthetics, vulgar and sensationalist. Other people disliked pop art for the reason that it was thought to be supportive of consumerism and catered to mass culture. However, this latter point could be one of the main reasons for its great success. It was art that was accessible to more people and easier to grasp than previous more abstract artistic movements, which were considered to be elitist and incomprehensible to ordinary people. There were very few fans of pop art in the critical art world, but those who did support it saw it as an art form that was democratic and one that did not discriminate.

- 29. In the first paragraph, the writer implies that**
- A. art can be problematic to define.
 - B. everything can be considered as art.
 - C. art is symbolic of different periods.
 - D. some styles of art are superior to others.
- 30. Pop art arose from a**
- A. misunderstanding of art of that period.
 - B. dislike of popular media culture.
 - C. desire to change perceptions of art.
 - D. lack of connection to art of that time.
- 31. The purpose of the third paragraph is to**
- A. emphasise the value of pop art.
 - B. outline what constitutes pop art.
 - C. praise the sources of pop art.
 - D. justify the interest in pop art.
- 32. In the 1950s and 60s, pop artists**
- A. were amused by social changes around them.
 - B. mocked international economic development.
 - C. showed disrespect towards prominent individuals.
 - D. tried to resist social and cultural changes.
- 33. In paragraph four, the word 'dominant' can best be replaced by**
- A. obsolete.
 - B. logical.
 - C. crucial.
 - D. major.
- 34. One criticism of pop art was that it**
- A. used inappropriate source material.
 - B. attracted too much negative attention.
 - C. promoted rebellious habits and behaviour.
 - D. could be easily copied and reproduced.
- 35. Supporters of pop art considered its value was in its**
- A. abstract presentation.
 - B. straightforward nature.
 - C. message to the elite.
 - D. success in the art world.

Remember to transfer your answers to the optical mark form.

ESB C1 Level 2 Use of English (Part One)

For questions 36 – 50, complete the sentences below by choosing the correct answer A, B, C or D.

- 36. The show _____ in five minutes so I didn't have time to buy tickets.**
A. began
B. was beginning
C. had begun
D. will begin
- 37. Please let him _____ as much freedom as possible.**
A. having
B. have
C. to have
D. have had
- 38. If you're correct, the report _____ provide some useful information.**
A. ought to
B. shall
C. has
D. might to
- 39. _____ has been agreed that we will meet next week.**
A. It
B. That
C. There
D. We
- 40. _____ I can do to help, just tell me.**
A. Something
B. Everything
C. Anything
D. All
- 41. Your views do not reflect _____ of the general public.**
A. ones
B. these
C. them
D. those
- 42. I think the new manager aims to _____ up the company.**
A. shake
B. mix
C. shiver
D. roll
- 43. Profits have risen, as shown in the graph _____.**
A. over
B. above
C. up
D. upon
- 44. As you _____ on the news last night, the thief has been caught.**
A. were seeing
B. will see
C. might see
D. will have seen
- 45. _____ any longer, I would have been exhausted.**
A. Had I played
B. Having played
C. By playing
D. Were I to play

46. **Social media is great, but how _____ communication?**
A. it affects C. it does affect
B. is it affecting D. it is affecting
47. _____ **we all want to be famous once upon a time?**
A. Didn't C. Haven't
B. Don't D. Wouldn't
48. **If a problem _____ occur, call the customer help desk.**
A. should C. will
B. can D. would
49. **Where _____? I was so worried!**
A. you were being C. you been
B. were you being D. have you been
50. _____ **you obey the rules, or I will have to report you.**
A. If C. Either
B. Or D. When

Remember to transfer your answers to the optical mark form.

ESB C1 Level 2 Use of English (Part Two)

For questions 51 – 65, complete the sentences below by choosing the correct answer A, B, C or D.

51. Different fashions can be _____ in different social groups.
A. watched C. beholden
B. glanced D. observed
52. Volunteers are required to _____ basic training.
A. action C. predicate
B. exercise D. undertake
53. What are the _____ of a formal education?
A. advances C. offerings
B. merits D. desserts
54. We're holding a fundraising event _____ disadvantaged children.
A. caused by C. in aid of
B. because of D. as benefits
55. Get rid of all the old _____ in the garage!
A. junk C. jumble
B. scrap D. jetsam
56. What do we know about the _____ of modern science?
A. breeding C. borne
B. outbreak D. birth
57. I am writing to express my _____ of your decision to close the park.
A. fault C. disapproval
B. discredit D. regret
58. The rising population led to the _____ of a new school.
A. premises C. initiation
B. foundation D. growth
59. Shall we eat at that new burger _____?
A. joint C. link
B. junction D. axis
60. The pile of books was a constant _____ of her need to study.
A. reminder C. recall
B. memory D. souvenir

61. The match ended in a _____.
- | | |
|-------------|------------|
| A. score | C. draw |
| B. constant | D. balance |
62. She was arrested on _____ of burglary.
- | | |
|------------|---------------|
| A. hint | C. suspicion |
| B. offence | D. suggestion |
63. My nephew's a real _____, always positive about the future.
- | | |
|-----------|------------------|
| A. hoper | C. perfectionist |
| B. wisher | D. optimist |
64. Overeating can have serious health _____.
- | | |
|--------------------|----------------|
| A. recommendations | C. compliments |
| B. implications | D. overtones |
65. The African lion is a powerful _____.
- | | |
|-------------|-----------|
| A. predator | C. stray |
| B. prey | D. vermin |

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.

Food Preservation

From the very beginnings of civilisation, human beings have used methods to preserve food. (66)_____ hunting communities needed ways to keep small quantities of food to take with them on their travels. As human societies became (67)_____ settled and agricultural, people required means of safely storing foods (68)_____. This enabled them to reduce the amount of time spent away from home looking for animals to hunt or plants to gather.

Preservation allowed groups to build up larger supplies of food to be consumed in the winter, when less fresh food was available, or when harvests failed (69)_____ natural disasters or social disturbance. Preserving processes created from necessity were later used to give variety to the diet, either by enabling societies (70)_____ food that did not grow in the immediate area, or by adding different flavours to basic foodstuffs. To this day, people may have a preference for pickled (71)_____ than fresh vegetables, or might choose salted over plain fish.

The earliest recorded method of food preservation was drying. The ancient Egyptians are known to have dried and stored grains, whilst in the Middle East as far (72)_____ as 12,000 BC, meat was cured by drying it in the sun and wind in order to prolong its lifespan.

Another age-old method of conserving food was salting. In areas with (73)_____ reserves of salt, such as Mesopotamia and parts of the Americas, it was found that this mineral, as well as being essential for human health and adding taste, could extend the length of time that vegetables, meat and fish stayed (74)_____.

It (75)_____ unclear whether more complex processes, such as fermentation, or the use of bacteria to make food last longer, were discovered intentionally, or by accident. However, it is known that the Chinese produced fermented cabbage in prehistoric times, as did the Romans, storing it in large earthenware pots in the time of Plinius.

66. A. First C. Debut
B. Early D. Starter

67. A. increasingly C. additional
B. extra D. moreover

68. A. bulky C. as bulk
B. bulk D. in bulk

69. A. according to C. result of
B. because D. due to

70. A. to enjoy C. enjoy
B. enjoying D. for enjoying

71. A. other C. instead
B. rather D. more

72. A. before C. back
B. ago D. away

73. A. considered C. considerate
B. considering D. considerable

74. A. eaten C. mature
B. edible D. suitable

75. A. remains C. still
B. exists D. yet

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 choose the correct answer A, B, C or D.

Rugby – A Short History

Rugby football, or simply 'rugby', as it is better known, is believed to have its (76)_____ in an English school for boys, in a town of the same name. However, its roots can in fact be (77)_____ much further back in time, to the Roman Empire and the game of 'harpastum', a word (78)_____ from the Greek for 'seize', suggesting that in this game, the ball was carried or handled.

In medieval times, a (79)_____ of what we now call football was played across England and Scotland. This game had more in common with conflict than sport and involved groups of men kicking or carrying a ball over territorial areas across towns and villages and over rivers and fields. So disruptive were these competitions that they were described as a 'devilish pastime' and banned.

In spite of the law, the game of football persisted, and on the (80)_____ of Rugby School, a form of the sport was played which involved catching, holding and throwing the ball as well as kicking it. However, running forwards whilst holding the ball was not permitted until one fateful day in 1823.

During this now famous 1823 match, legend has it that a schoolboy named Ellis caught the ball, and instead of running backwards in (81)_____ with the rules, advanced towards the (82)_____ with the ball in his hands. Despite this story of the game's evolution, running forwards with the ball only became an (83)_____ part of the game in 1841 when it entered the rule book.

Upon leaving Rugby School, many boys attended Oxford or Cambridge University, taking this (84)_____ version of football with them. One (85)_____ of this was that the game of rugby spread far and wide. The first universities' rugby match took place in 1872 and the game was further popularised overseas by route of foreign military service. Now, as is well known, rugby is a popular international sport.

76. A. original C. origins
B. originality D. originates

77. A. uncovered C. covered
B. recovered D. covering

78. A. derivation C. derivative
B. derived D. derivational

79. A. variable C. variegation
B. variation D. vary

80. A. situation C. site
B. worksite D. siting

81. A. accordion C. accord
B. according D. accordance

82. A. opposition C. opposing
B. opposite D. oppose

83. A. integrable C. integer
B. integral D. integrate

84. A. distinctive C. distinctly
B. distinguished D. distinctively

85. A. consequent C. consequence
B. consequential D. consequently

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 council has built a centre for tourists to experience local crafts and traditions. Write an **email** to the local council suggesting crafts and traditions to be included, giving reasons for your suggestions and saying how your choices would benefit the local community.
2. *'After sending the text message, I suddenly realised I had made a terrible mistake.'* Continue the **story** explaining what led you to write the message, what was in it, and describing the effects of your mistake.
3. Good parenting is so important to society that governments should offer parents training and pay them a salary. Write an **essay** saying whether you agree or disagree with this statement, giving reasons for your opinion.

END OF PAPER