

## English Speaking Board

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

#### Contents of this Paper

Section	Number of Questions	Weighting for Section
<b>Listening</b> Part One Section A Section B Part Two	  5 5 10	  20%
<b>Reading</b> Part One Part Two	 7 8	 20%
<b>Use of English</b> Part One Part Two Part Three Part Four Part Five	 10 10 10 10 10	 20%
<b>Writing</b>	1	20%

The remaining 20% is for your speaking test.

**Total Time Allowed: 2 hours and 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 Level 2 Listening (Part One – Section A)**

**You will hear Bill Hall, a lifeboat captain, talking about his job to Pauline Bailey, a radio presenter. 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. The Royal National Lifeboat Institute**

- A. receives large amounts of public money.
- B. relies on donations.
- C. offers a restricted service.

**2. According to Bill, a rescue is triggered by**

- A. the coast guards.
- B. the lifeboat men.
- C. a distress call.

**3. Bill states that lifeboat men**

- A. cannot have full-time jobs.
- B. do not get much sleep.
- C. are always on duty.

**4. According to the text, a rescue at sea requires**

- A. a coordinated effort by different groups of people.
- B. the use of the most modern technology.
- C. fearlessness on the part of the lifeboat crew.

**5. Bill tells Pauline that**

- A. his lifeboat crew are called out on a regular basis.
- B. all rescues are very time-consuming and dangerous.
- C. the work is not over once the rescue has been completed.

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

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

**You will hear Pauline Bailey, a radio presenter, talking to the historian, Geraldine Pierce, about a tragedy at sea. 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. The home port of the merchant ship, *Mexico*, was**

- A. Liverpool.
- B. Hamburg.
- C. Rio de Janeiro.

**7. According to Geraldine, the *Eliza***

- A. sank immediately.
- B. was thrown against the side of the *Mexico*.
- C. capsized.

**8. The St Annes lifeboat crew were**

- A. all lost without trace.
- B. found on the beach.
- C. believed to have drowned.

**9. When her crew were rescued, the *Mexico***

- A. had managed to free herself from the sandbank.
- B. was no longer upright in the water.
- C. was breaking up into pieces.

**10. According to the speaker the**

- A. amount of money raised for the families was unprecedented.
- B. plight of the families left the public unmoved.
- C. Royal National Lifeboat Institute is less important now than in the past.

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

## **ESB 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. The woman's memory of the train journey is**

- A. very precise.
- B. rather vague.
- C. patchy.

**12. The woman's bag can be described as**

- A. understated.
- B. eye-catching.
- C. inexpensive.

**13. The bag contained**

- A. a mobile phone.
- B. an important personal document.
- C. nothing of any value.

### **Conversation Two**

**14. Grandma wants to learn to text because**

- A. she is going on holiday.
- B. it will save money on phone calls.
- C. she would like to stay in touch with her family.

**15. Grandma's texting lesson is**

- A. a dismal failure.
- B. a partial success.
- C. an eventual success.

**16. Vanessa's manner can best be described as**

- A. patient.
- B. irritated.
- C. patronising.

### **Conversation Three**

**17. Michelle can be described as**

- A. a very experienced gardener.
- B. a complete beginner at gardening.
- C. not used to gardening on a large scale.

**18. Alison suggests that Michelle should consider**

- A. the reality of her situation.
- B. her student days.
- C. the family pets.

**19. Michelle decides to change her plans because of**

- A. her husband.
- B. the whole family.
- C. her sons.

**20. Michelle realises that her plans for the garden are**

- A. overambitious.
- B. overgrown.
- C. overconfident.

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

## ESB Level 2 Reading (Part One)

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

### Boxing and Boxers

Boxing, or fighting with your fists, is one of the oldest sports in the world as records dating back five millennia indicate. During the 7<sup>th</sup> and 8<sup>th</sup> centuries B.C. in Ancient Greece, boxing played an important role in the athletic and military training of young men as we can see from the frescos found in Minoan Crete which show youths fist-fighting with gloves. Boxing embodied the ideal image of the human form that the Greeks aspired to and the power, precision, speed and coordination needed to achieve success as a boxer were much admired. In 688 B.C. boxing competitions were included in the Olympic Games for the first time. The Romans used boxing as part of their military training and fights between professional boxers and gladiators, designed to quench the desire for violence exhibited by the masses, were held in arenas throughout the Roman Empire. Contests were brutal affairs and often ended in death or maiming. As the Empire declined so did boxing and it did not really surface again in any recognisable form until the early 18<sup>th</sup> century in England.

18<sup>th</sup> century bare-knuckle boxing, or prize fighting as it was known, featured two professional boxers who slugged it out in a **rudimentary** boxing ring set up in a field, until one man could no longer stand. Sometimes the contests lasted for up to sixty rounds and were hardly any less brutal than the fights of Ancient Rome. Prize fights were held at gambling venues and were of such dubious legitimacy that by the 1850s they were outlawed in England and much of USA. After this time the sport became more regulated with the number of rounds being fixed at a maximum of 12, the obligatory use of gloves and the establishment of the different weight categories such as heavyweight, middleweight and lightweight. In 1904, boxing became an Olympic sport once again and has remained so ever since.

Boxing has often provided an aspirational escape route from poverty and deprivation and successful boxers are amongst the highest paid sports professionals in the world. Perhaps the most famous fighter of all time was the black American, Muhammad Ali (originally Cassius Clay), who dominated the sport throughout the 1960s and 70s as world heavyweight champion. His fluid elegant style, lightning speed and agility and his habit of writing little poems to unnerve his opponent gave him an international profile unattained by any boxer before or since. Sadly, Muhammad Ali's current situation, confined to a wheelchair and hardly able to speak, reflects the darker side of boxing where constant blows to the head can lead to mental and physical infirmity.

Growing in popularity is women's boxing which initially attracted a lot of hostile media criticism and a certain amount of **disquiet** from the general public. Nowadays television exposure and a shift in social stereotyping has contributed to a growing fan base but the women's sport still lags far behind the men's in terms of sponsorship and popular appeal.

- 21. According to the passage, boxing has**
- A. become a very bloodthirsty spectacle.
  - B. only been appreciated for its entertainment value.
  - C. fulfilled various functions throughout its history.
  - D. always had an exclusive link to martial activity.
- 22. The writer states that the earliest spectators of boxing matches**
- A. were primarily interested in violence for its own sake.
  - B. appreciated the physical condition of the boxers.
  - C. came from the lowest strata of society.
  - D. regarded boxing as an essential preparation for war.
- 23. The writer suggests that boxing has**
- A. never been regarded as a respectable activity.
  - B. a history of unbroken continuity.
  - C. never been properly regulated.
  - D. seen fluctuations in popularity throughout its existence.
- 24. Rudimentary in paragraph 2 can best be replaced in the text by**
- A. underdeveloped.
  - B. elementary.
  - C. basic.
  - D. ancient.
- 25. According to the passage, modern boxing**
- A. is dominated by African-Americans.
  - B. leads to an unacceptable level of injury.
  - C. can be a passport to fame and fortune.
  - D. needs to be more tightly controlled.
- 26. The writer states that women's boxing is**
- A. now more favourably regarded than it was originally.
  - B. considered to be an unsuitable activity for women.
  - C. beginning to be taken seriously by sports commentators.
  - D. unlikely ever to have the same pull as men's boxing.
- 27. Disquiet in paragraph 4 can best be replaced in the text by**
- A. stress.
  - B. noise.
  - C. support.
  - D. unease.

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

## ESB Level 2 Reading (Part Two)

Read the text about London's blue plaques and for questions 28 – 35, choose the correct answer A, B, C or D.

### The Blue Plaques of London

Many visitors to London are intrigued by the blue circular ceramic plaques which adorn the facades of buildings all over the city. Closer inspection of the written inscriptions on the plaques reveals some interesting information as just two examples will show: 'Charles Dickens (1812 – 1870), novelist, lived here', 'Lord Byron (1788 – 1824), poet, lived here' and there are more than 800 others to consider. London's blue plaques are much more than a simple historical record of who did what and where; they can turn a simple walk down the street into an adventure! How do these plaques come to be here and who decides who will be commemorated from amongst the ranks of science, politics, art, literature, music, architecture, medicine, religion, engineering, exploration, soldiering and social reform?

A long-forgotten politician, William Ewart, came up with the idea in 1863. He suggested inscribing the names of famous people on the houses they had occupied in their lifetimes and the committee set up to oversee this activity still exists today. The main criterion for recognition by the committee, apart from being distinguished in your particular field, is that you must have been dead for at least twenty years. This helps to exclude the worst **excesses** of temporary fame, so there is no guarantee that David and Victoria Beckham will ever achieve blue plaque status!

Unfortunately a blue plaque does not necessarily mean that future generations will recognise you, however remarkable your achievements, but a bit of research by the casual passer-by can pay dividends. For instance, Mrs Lambert Chambers (1878 – 1960), is hardly a **household** name, yet she won the ladies tennis singles title at Wimbledon seven times between 1903 and 1914. In her ankle-length skirt and long-sleeved blouse, she was the Serena Williams of her day. Has anyone heard of Edward Johnston (1872 – 1944)? Probably not, but millions of Londoners and visitors see his work every day as he was the calligrapher who designed the iconic logo for the London Underground. We have all heard of Lord Byron but what about his daughter, Ada Lovelace (1815 – 1852), who was a brilliant mathematician at a time when such a subject was considered unsuitable for women. She collaborated with Charles Babbage, the inventor of the computer (and with a blue plaque of his own). Ada's contribution to Babbage's work makes her one of the world's first computer programmers. James Robinson (1813 – 1862), pioneered anaesthesia in dentistry and how very glad we are that he existed!

There are some buildings which boast of more than one plaque and a house in Brook Street has the most famous pairing of two blue plaques in the whole of London. The first commemorates George Frederick Handel (1732 – 1759), the German Baroque composer who settled in London and wrote music for the Royal Family. The second immortalises Jimi Hendrix (1942 – 1970), considered by many to be the greatest guitarist in the history of rock music.

So next time you are in London, keep an eye open for blue plaques. You never know what you are going to find!

**28. The writer states that the main purpose of the blue plaques is to**

- A. act as a boost for tourism.
- B. provide a historical record.
- C. celebrate the endeavours of previous generations.
- D. highlight artistic and literary achievement.

**29. Blue plaques**

- A. mean that one will never be forgotten.
- B. do not ensure that one will be forever remembered.
- C. are only erected a century after one's death.
- D. commemorate the living and the dead in equal measures.

**30. In paragraph 2, excesses can best be replaced in the text by**

- A. extremes.
- B. difficulties.
- C. limitations.
- D. exaggerations.

**31. The writer indicates that he**

- A. dislikes Victoria and David Beckham intensely.
- B. thinks it probable that the Beckhams will receive a plaque one day.
- C. will be disappointed if the Beckhams are not recognised.
- D. regards the Beckhams as representatives of the cult of celebrity.

**32. The examples cited in paragraph 3 suggest that**

- A. very ordinary people are commemorated by blue plaques.
- B. fame is transitory and does not last.
- C. plaques are awarded to men and women in equal numbers.
- D. being a member of a famous family helps you get a plaque.

**33. In paragraph 3, household can best be replaced in the text by**

- A. major.
- B. popular.
- C. renowned.
- D. well-known.

**34. The writer states that**

- A. there are other buildings with two plaques besides Brook Street.
- B. the Brook Street building is unique in having two plaques.
- C. two famous musicians living in the same house is very unusual.
- D. visitors to London should make a point of visiting Brook Street.

**35. The writer indicates that plaques provide visitors to London with**

- A. a chronological history of the capital.
- B. an insight into the British character.
- C. some fascinating discoveries.
- D. an opportunity to learn a lot about famous people.

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

## ESB Level 2 Use of English (Part One)

For questions 36 – 45, choose the correct answer A, B, C or D.

36. I'd rather the boss \_\_\_\_\_ about it before telling us that he wanted to cut our pay.  
A. was thinking  
B. had thought  
C. thinks  
D. has thought
37. Hurry up! You know she hates \_\_\_\_\_ waiting.  
A. to keep  
B. keeping  
C. being kept  
D. be kept
38. If she \_\_\_\_\_, she is married to a very wealthy man.  
A. is to be believed  
B. can believe  
C. is to believe  
D. believes
39. Anna, as I told you, this information is confidential, so we must keep it \_\_\_\_\_.  
A. for ourselves  
B. between ourselves  
C. among ourselves.  
D. by ourselves
40. He's been abroad for \_\_\_\_\_ time that we can hardly remember him.  
A. such long  
B. a long  
C. so long  
D. such a long
41. It's very late. It's time everyone \_\_\_\_\_ to bed!  
A. goes  
B. go  
C. went  
D. is going
42. Sarah was mugged in the street. It \_\_\_\_\_ terrifying.  
A. must have been  
B. might have been  
C. could be  
D. should be
43. Ian said he always \_\_\_\_\_ change his shoes when he went indoors.  
A. must  
B. had to  
C. should  
D. has to
44. I found \_\_\_\_\_ strange that she left without saying goodbye.  
A. her  
B. quite  
C. so  
D. it
45. What are you going to do \_\_\_\_\_ you don't get the job?  
A. supposed  
B. supposing  
C. suppose  
D. to suppose

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

## **ESB Level 2 Use of English (Part Two)**

**For questions 46 – 55, choose the correct answer A, B, C or D.**

46. **The engine of this car is built to a very high \_\_\_\_\_.**  
A. condition  
B. speed  
C. plan  
D. specification
47. **My father is going on a scientific \_\_\_\_\_ to Antarctica.**  
A. voyage  
B. expedition  
C. excursion  
D. journey
48. **My house is very \_\_\_\_\_ for my office. I can be at work in ten minutes.**  
A. convenient  
B. available  
C. suitable  
D. near
49. **The woman \_\_\_\_\_ that she had stolen the money.**  
A. refused  
B. rejected  
C. denied  
D. declined
50. **His family gave him a tremendous \_\_\_\_\_ at the airport.**  
A. send-off  
B. set-to  
C. set-up  
D. send-up
51. **I want a flat that is modern, comfortable and, \_\_\_\_\_, near the city centre.**  
A. above all  
B. over all  
C. first of all  
D. after all
52. **The cold winter made him feel very \_\_\_\_\_ and miserable.**  
A. worried  
B. depressed  
C. deprived  
D. disgusted
53. **He's very forceful and \_\_\_\_\_ every meeting, given the chance.**  
A. takes up  
B. takes down  
C. takes over  
D. takes off
54. **He went to the lawyer's office \_\_\_\_\_ finding his uncle's will.**  
A. by means of  
B. with the intention of  
C. in case of  
D. in the event of
55. **It's my parents' twenty-fifth wedding \_\_\_\_\_ next month.**  
A. commemoration  
B. celebration  
C. day  
D. anniversary

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

## ESB Level 2 Use of English (Part Three)

For questions 56 – 65, in the passage below, write ONE word in each blank space to make the passage grammatically correct and meaningful.

### A Leonardo da Vinci of my Very Own!

Maybe you've seen the enigmatic smile of the Mona Lisa as she gazes down at you (56)\_\_\_\_\_ the walls of the Louvre in Paris, or the Rembrandts in Amsterdam or the El Grecos in Madrid. You've seen and you've admired but you've never dreamt of owning such masterpieces.

Well now you (57)\_\_\_\_\_, thanks to the artists of Dafen Village in south China who (58)\_\_\_\_\_ production-line techniques to art. The Painting Village, as it is known, exists to supply old masters to the rest of the world. The artists make copies, not fakes, and no one pretends that their art is the real (59)\_\_\_\_\_. Bo Jin works in the corner of a pokey studio churning out Mona Lisas as (60)\_\_\_\_\_ as he can. He's produced over a hundred in the last two years. He is (61)\_\_\_\_\_ \$32 for each completed painting which sell for double that price in one of the 600 local (62)\_\_\_\_\_ galleries. 30 years (63)\_\_\_\_\_, Darfen was just a rural backwater but thanks to the amazing (64)\_\_\_\_\_ skills of a Hong Kong art dealer, the village now turns over \$30 million annually, mainly in export sales. There is a growing market for original art work but the main activity, the (65)\_\_\_\_\_ and butter of Dafen, is copying. If imitation is the sincerest form of flattery, then Darfen Village is the greatest tribute the old masters could have imagined!

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

## ESB Level 2 Use of English (Part Four)

For questions 66 – 75, read the text below and complete the gap with the correct form of the word at the end of the line. Do not write more than ONE word in each gap. Spelling mistakes will be penalised. Two examples are given below.

### The Aliens have Arrived!

Professor Moody of Yale University is a worried man. “They cause diseases, they devastate crops, they (0) destroy forests, impede waterways, they even modify the course of (00) evolution.”

0. DESTRUCTION

00. EVOLVE

What is it that is making the professor so anxious? He’s (66) \_\_\_\_\_ to the plants and animals which cause massive damage when they are transported to habitats other than their own. Human activity has contributed (67) \_\_\_\_\_ to the dispersal of species and the growth of transport and trade in modern times has (68) \_\_\_\_\_ the process. There are thought to be more than 11,000 alien species in Europe alone. Most fit happily into their new surroundings but a few cause significant (69) \_\_\_\_\_ to the local environment and become invasive species.

66. REFERENCE

67. INSIGNIFICANT

68. QUICK

69. HARMLESS

For example, the early (70) \_\_\_\_\_ who went to Australia took rabbits with them and, as no (71) \_\_\_\_\_ existed there to keep the rabbits under control, they devastated the sparse vegetation and almost destroyed the farming industry. In the Seychelles, European cats have been responsible for the decline of (72) \_\_\_\_\_ island birds. The South American water hyacinth, introduced into Lake Victoria in Africa, has caused massive damage by smothering the surface of the lake and (73) \_\_\_\_\_ the water of oxygen. According to Professor Moody, governments need to (74) \_\_\_\_\_ swiftly and develop (75) \_\_\_\_\_ to tackle the issue of alien invasion as soon as it occurs, rather than waiting for the migrant species to establish itself, by which time it may be too late.

70. SETTLE

71. PREDATION

72. NUMBER

73. STARVATION

74. ACTION

75. STRATEGIC

## ESB Level 2 Use of English (Part Five)

For questions 76 – 85, complete the second sentence in each pair below so that it means the same as the first one. In each case you must use the keyword given. Do not make any changes to the keyword and write no more than five words in total in each blank space. Contractions (e.g. *don't*) count as two words.

**Example** a) I think that punishing James for being late only once is unfair.

**Keyword: hard**

b) You are being too hard on James for being late only once.

**76.** a) Tony felt rather nervous as he had never been on a plane before.

**Keyword: time**

b) As it \_\_\_\_\_ he had ever been on a plane, Tony felt rather nervous.

**77.** a) Someone has stolen my daughter's car.

**Keyword: had**

b) My daughter has \_\_\_\_\_.

**78.** a) Everybody present found fault with the committee's decision.

**Keyword: Nobody**

b) \_\_\_\_\_ with the committee's decision.

**79.** a) It's very cold tonight. It would have been better if you had put on some warmer clothes before we came out.

**Keyword: should**

b) It's very cold tonight. You \_\_\_\_\_ some warmer clothes before we came out.

80. a) Hannah had already posted the letter when she realised that she had forgotten to put a stamp on it.

**Keyword: It**

b) \_\_\_\_\_ Hannah had already posted the letter that she realised she had forgotten to put a stamp on it.

81. a) I learned almost nothing even though I tried my hardest to understand the maths lecture.

**Keyword: despite**

b) I learned almost nothing \_\_\_\_\_ understand the maths lecture.

82. a) Robert started talking to the man sitting next to him on the train.

**Keyword: into**

b) Robert got \_\_\_\_\_ the man sitting next to him on the train.

83. a) Shelia complained the whole time we were on holiday.

**Keyword: nothing**

b) Shelia did \_\_\_\_\_ the whole time we were on holiday.

84. a) The head teacher said that Miriam had cheated in the exam.

**Keyword: accused**

b) The head teacher \_\_\_\_\_ in the exam.

85. a) Marcus very seldom gets up before 10 o'clock.

**Keyword: hardly**

b) Marcus \_\_\_\_\_ before 10 o'clock.

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

## ESB Level 2 Writing

Choose **ONE** of the following options. Write between 250 – 280 words in English. **USE THE SEPARATE WRITING ANSWER BOOKLET**

1. “*Examinations only really suit people who are good at taking exams!*”  
Write an **essay** comparing the benefits of examinations with other types of assessment (e.g. doing project work, presentations) and saying which you prefer and why.
2. Your school or college has launched an appeal to raise money for more computer equipment. Write a **letter** to a local business person requesting a donation and explaining why he or she should support the appeal and how students will benefit from the new equipment.
3. “*When I awoke it was dark outside and the train had stopped moving.*”  
Write a **story** beginning with the sentence above about an unexpected interruption to a journey.

**END OF PAPER**

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