



## English Speaking Board

**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	5	
Section B	5	
Part Two	10	20%
<b>Reading</b>		
Part One	7	
Part Two	8	20%
<b>Use of English</b>		
Part One	10	
Part Two	10	
Part Three	10	
Part Four	10	
Part Five	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.**

**Answers for the Listening, Reading and Use of English are to be put 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.**

## **C1 Listening (Part One – Section A)**

**You will hear Charlotte Jessop, a tour guide, talking to a group of visitors as she shows them round a famous house. For questions 1 – 5, choose the correct answer A, B or C according to what you hear. You will hear Section A TWICE. You have one minute to read the questions for Section A.**

- 1. The Buckhurst family**
  - A. have always lived in the same house.
  - B. acquired their money from an external source.
  - C. demolished their original house in order to build a new one.
  
- 2. Sir George Buckhurst was responsible for Shevron Hall's**
  - A. architecture.
  - B. grounds.
  - C. interior.
  
- 3. Sir George Buckhurst**
  - A. fell out with the artist, Verrio.
  - B. provided Verrio with board and lodging.
  - C. wanted Verrio to paint scenes of English country life.
  
- 4. Shevron Hall is the work of**
  - A. Italian artists and architects.
  - B. local artisans.
  - C. many different types of artists and craftsmen.
  
- 5. Sir Henry Buckhurst**
  - A. participated in country pursuits.
  - B. was a patron of the arts.
  - C. made extensive improvements to the house.

**Remember to transfer your answers onto the Optical Mark Form.**

**C1 Listening (Part One – Section B)**

**You will hear an interview between Charlotte Jessop, the tour guide and Simon Fox, a reporter from a local newspaper. For questions 6 – 10, choose the correct answer A, B or C according to what you hear. You will hear Section B TWICE. You have one minute to read the questions for Section B.**

- 6. Simon maintains that Shevron Hall**  
A. has a significance beyond the historic.  
B. has a minimal impact on the local community.  
 C. could become a major tourist attraction.
- 7. Charlotte states that the Buckhurst family**  
A. were reluctant to open their house to the public.  
B. decided to sell some of their land.  
C. felt inadequate in the face of competition.
- 8. Charlotte's responsibilities**  
A. focus on guided tours of the house.  
 B. are wide-ranging.  
C. give her time to pursue her own hobbies.
- 9. Charlotte feels**  
A. that she would like to get married at Shevron Hall.  
 B. overwhelmed by the number of visitors.  
C. personally committed to Shevron Hall.
- 10. Charlotte's attitude to Annabelle can best be summed up as**  
 A. detached.  
B. sympathetic.  
C. indulgent.

**Remember to transfer your answers onto the Optical Mark Form.**

## C1 Listening (Part Two)

**Listen to three conversations and answer questions 11 – 20 by choosing the correct answer A, B or C according to what you hear. You will hear each conversation TWICE. You have two minutes to read the questions.**

### Conversation One

11. **Jane Farrell's application for the job is**  
A. supported by Martin although with some reservations.  
B. discounted by Rosa.  
C. turned down flat by Martin and Rosa.
12. **Fiona Stewart can be described as**  
A. inarticulate.  
B. lacking in the relevant experience.  
C. too impressionable.
13. **Robert Willis has**  
A. a solid sales background.  
B. administrative experience.  
C. better academic qualifications than the other candidates.

### Conversation Two

14. **Sonia wants to improve her fitness**  
A. so she can wear fashionable clothes.  
B. purely on health grounds.  
C. for a variety of reasons.
15. **Sonia is initially reluctant to join the tennis club because she**  
A. has never played the game before.  
B. feels she will not be accepted.  
C. is aware of her limitations.
16. **Kate maintains that she**  
A. has made great strides with her tennis.  
B. will soon be playing in the tennis team.  
C. is disappointed with the social life at the club.

**Conversation Three**

- 17. Sandra flew to South Africa**  
A. on her own.  
B. with her family.  
C. as a member of a large party.
- 18. Jack tells Sandra that he**  
A. is planning to go to South Africa.  
B. knows South Africa very well.  
C. has never been to South Africa.
- 19. On her holiday, Sandra**  
A. was only based in Cape Town.  
B. travelled to various parts of the country.  
C. visited other African countries.
- 20. Jack says he**  
A. is impressed by Sandra's wild life photographs.  
B. does not recognise the animal in the picture.  
C. thinks the quality of Sandra's photographs is poor.

**Remember to transfer your answers onto the Optical Mark Form.**

## ESB Level 2 Reading (Part One)

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

### A Man to Remember

2009 marks the bi-centenary of Charles Darwin, the father of the theory of evolution. Amidst all the hype, you may not have noticed the celebrations in honour of another innovative thinker who was also born in 1809, Louis Braille, a Frenchman, who developed and gave his name to a system of reading and writing used by blind people the world over.

Braille is read by running the fingers over an arrangement of embossed points raised up on a paper surface and written by punching a series of dots into the back of a thick sheet of paper. How did this remarkable system come into existence?

Louis Braille was the son of a leather worker. At the age of three, playing in his father's workshop, Louis accidentally blinded himself with a sharp boring tool. Gifted and precocious, he won a scholarship in 1819 to the Institution for Blind Youth in Paris. Founded in 1785, the institution was the first of its kind in the world. Prior to that time, the blind were considered to be mostly uneducable. The school offered pupils trade and craft training and taught them to read by feeling round raised letters of the alphabet created by pressing shaped wire into the back of paper. The resulting books were huge and cumbersome and the school only possessed fourteen of them. Louis became frustrated by the slowness of the reading process and sought to find a more effective system of 'finger' reading and to develop a means of writing which was impossible for blind people at that time.

In 1821, a visit to the school by Charles Barbier, an army captain, gave Louis the incentive he needed. Barbier had invented a system of 'night writing', (not an unqualified success) based on a code of twelve raised dots on paper which facilitated night time communication on the battlefield without using a light and he believed that this could be adapted for use by the blind. Back in his father's workshop and encouraged by him, Louis, with Barbier's blessing, streamlined the system and produced an alphabet made up of varying combinations of six dots. Each cell of six dots, punched into paper, could be covered by a finger tip and this eliminated the moving of the fingers required by Barbier's twelve-dot system. It is ironic that Louis used the same sharp tools which had blinded him as a child to create a system which enabled the blind to have full access to literacy for the first time. Louis later developed notation for maths and music but sadly, he did not live to see Braille taught at the Institution during his lifetime. He died in 1852 at the age of 43.

However, Braille's invention revolutionised education for the blind and although modern technology has speeded up the system, it is still basically the same as when Louis created it as a young teenager, almost 200 years ago.

21. **The writer suggests that**
- A. Darwin does not deserve his fame.
  - B. Braille's bi-centenary is being ignored.
  - C. Braille's achievements far exceed Darwin's.
  - D. Braille has been overshadowed by his more famous contemporary.
22. **According to the text, Louis Braille was**
- A. largely without formal education.
  - B. from a middle-class background.
  - C. exceptionally talented at working with his hands.
  - D. hampered by the inadequacies of education for the blind.
23. **Cumbersome in paragraph 3 can best be replaced in the text by**
- A. unwieldy.
  - B. unmanageable.
  - C. uncontrollable.
  - D. uncontainable.
24. **A new system of reading and writing for the blind was needed as**
- A. the existing system was inadequate.
  - B. it was too difficult to teach the existing system.
  - C. it was difficult to write in the existing system.
  - D. a scholarship was available to the inventor of a new system.
25. **Barbier visited the Institution to demonstrate his system because**
- A. the army had rejected it.
  - B. the Institution was actively seeking a better method of teaching literacy.
  - C. he believed his invention had wider applications than just military.
  - D. he wanted to collaborate with Louis Braille.
26. **Braille developed his system**
- A. notwithstanding Barbier's objections.
  - B. with financial backing from his father.
  - C. with the full cooperation of Barbier.
  - D. with the approval of the Institution for Blind Youth.
27. **The writer suggests that Louis Braille**
- A. triumphed over adversity.
  - B. copied someone else's ideas.
  - C. was given full recognition in his own lifetime.
  - D. is just a historical footnote.

**Remember to transfer your answers onto the Optical Mark Form.**

## ESB Level 2 Reading (Part Two)

Read the text about hot air balloons and for questions 28 – 35, choose the correct answer A, B, C or D.

### Up and Away!

Who has not thrilled to the magnificent sight of a majestic hot air balloon silhouetted against a blue summer sky? However, these peaceful scenes belie a more aggressive reality which underpins the world of ballooning.

Despite the forgotten rivals who nearly pipped them to the post, the name most closely associated with the development of ballooning is that of the French Montgolfier brothers. In 1783, in front of a huge crowd, they launched a balloon, with farmyard animals as passengers, which stayed airborne for fifteen minutes before crashing to the ground. Later that year, having learnt some useful lessons, they successfully completed the first manned flight. Just two years later, a Frenchman and an American became the first people to fly across the English Channel. A jump of more than 200 years to 1987 takes us to Richard Branson and his Swedish co-pilot crossing the Atlantic. In 1991, the intrepid pair flew across the Pacific from Japan to Canada. Amidst fierce international competition, the first non-stop round the world flight was completed by a Swiss balloonist in nineteen days in 1999, smashing all previous distance records.

How exactly do these extraordinary structures work? The basic design has not changed much since the days of the Montgolfiers. A balloon is made up of three parts: the envelope; the actual balloon which holds the air, the fabric being a light-weight, strong, fire-resistant, synthetic material; the burner; the unit which propels the heat up inside the envelope; the basket; made of woven wicker where the passengers and pilot sit and the navigational and fire-fighting equipment is stowed. The burner uses propane gas to heat up the air in the envelope to generate lift. Raising the air temperature inside the envelope makes it lighter than the ambient air thus causing it to float. The pilot must keep firing the burner at regular intervals throughout the flight to ensure that the balloon remains stable. The more heat fired into the envelope, the faster the balloon rises. To get back to earth, the pilot opens the 'parachute valve', a circle of fabric in the top of the balloon, controlled by a cord which runs down into the basket. The pilot pulls the cord, allowing hot air to escape, reducing the inner air temperature and thus causing the balloon to descend. To manoeuvre horizontally, the pilot changes altitude to find an appropriate air current and the balloon then travels sideways on the wind.

Hot air ballooning has increased in popularity over recent years both as a sport and a commercial venture. It's even possible to get married in a hot air balloon! Balloon races often involve tasks such as changing elevation or landing on a specified target and the quest to break existing records for going higher and quicker and further than anyone else still presents an exciting prospect to dedicated balloonists.



28. According to the text, ballooning is
- A. dominated by the French.
  - B. international in its appeal.
  - C. still in its infancy.
  - D. marred by rivalry.
29. The writer suggests the first flight of the Montgolfier brothers was
- A. shrouded in secrecy.
  - B. beset with technical problems.
  - C. an unmitigated disaster.
  - D. a partial success.
30. The writer states that a modern hot air balloon
- A. works on relatively simple scientific principles.
  - B. would be unrecognisable to the Montgolfiers.
  - C. has numerous commercial applications.
  - D. does not require any special expertise to operate it.
31. Ambient in paragraph 3 can best be replaced in the text by
- A. external.
  - B. internal.
  - C. cold.
  - D. surrounding.
32. The writer implies that the biggest hazard facing balloonists is
- A. fire.
  - B. getting lost.
  - C. not being able to get down.
  - D. gas explosions.
33. According to the text, in many balloon races, competitors are required to
- A. arrive first at a specific destination.
  - B. reach a higher altitude than the other competitors.
  - C. demonstrate competence in precision movements.
  - D. stay afloat for the longest time.
34. Quest in paragraph 4 is closest in meaning to
- A. expedition.
  - B. intention.
  - C. challenge.
  - D. adventure.
35. Which word best describes the writer's feelings for balloons?
- A. fascinated.
  - B. besotted.
  - C. ensnared.
  - D. overawed.

Remember to transfer your answers onto 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. It's Anna's birthday tomorrow. She'd like to go out for a meal \_\_\_\_\_?  
A. do you think so?                      C. what do you think?  
B. don't you think?                      D. I think so?
37. Only by queuing for two hours \_\_\_\_\_ any chance of getting tickets.  
A. do you                                      C. have you  
B. can you                                      D. you have
38. The council was forced to cancel the concert, which \_\_\_\_\_ been held next week, when the main performers pulled out.  
A. should have to                          C. was to have  
B. had to have                                D. may have
39. Barbara wanted to decorate the bedroom but she \_\_\_\_\_ after all.  
A. didn't have it done                      C. must have it done  
B. did have it done                          D. might do it
40. Liz talks about her son as if \_\_\_\_\_ the cleverest child in the world!  
A. being                                        C. he were  
B. he had been                                D. he has been
41. You have succeeded \_\_\_\_\_ others have failed.  
A. where                                        C. so  
B. those                                         D. since
42. \_\_\_\_\_ rich, she is able to buy lots of designer clothes.  
A. As                                            C. While  
B. So                                              D. Being
43. Next month, the soldier \_\_\_\_\_ a medal for his bravery.  
A. will have given                          C. is to give  
B. is to be given                              D. has been given
44. He was just a guest but he behaved \_\_\_\_\_ he owned the place!  
A. as for                                        C. as it were  
B. as to                                         D. as if
45. She stopped \_\_\_\_\_ to her neighbour and told her all the latest gossip.  
A. to talk                                        C. talk  
B. talked                                        D. talking

**Remember to transfer your answers onto 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. I need a babysitter this evening. I don't \_\_\_\_\_ you could help me?  
A. believe  
B. think  
C. hope  
D. suppose
47. The camping trip in the desert will give you a \_\_\_\_\_ of Bedouin life.  
A. taste  
B. trial  
C. experience  
D. look
48. They have some very \_\_\_\_\_ friends who take them skiing every year.  
A. luxurious  
B. abundant  
C. well-to-do  
D. thriving
49. He gave the police a lot of \_\_\_\_\_ information so as to throw suspicion on other people.  
A. misleading  
B. deceptive  
C. tricky  
D. evasive
50. I had a bad cold at the weekend but fortunately I've managed to \_\_\_\_\_.  
A. put it off  
B. throw it off  
C. call it off  
D. show it off
51. 'I've got a place at medical school! It's a \_\_\_\_\_ come true!'  
A. hope  
B. dream  
C. desire  
D. prayer
52. Fred deceived us all but you managed to \_\_\_\_\_ him.  
A. fathom out  
B. look through  
C. see through  
D. get round
53. Helen wrote so \_\_\_\_\_ that the examiner could not read her answers.  
A. implausibly  
B. inelegantly  
C. illegibly  
D. inappropriately
54. Her grandfather had a very \_\_\_\_\_ career in the diplomatic service.  
A. famous  
B. distinguished  
C. esteemed  
D. accomplished
55. We had to wait for ages at the \_\_\_\_\_ between Poland and Ukraine.  
A. partition  
B. edge  
C. boundary  
D. border

**Remember to transfer your answers onto 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.

### To Tip or Not to Tip?

It's a familiar scenario: you're at the hairdresser's where, having been shampooed by a trainee, your hair stylist transforms you into a vision of loveliness. You go to the reception to pay your (56) \_\_\_\_\_: you tip the stylist but what (57) \_\_\_\_\_ the trainee? What about the doorman who hails a cab for you, the musicians at your daughter's wedding, the taxi driver, the porter who offers to (58) \_\_\_\_\_ your suitcases, the waiter in a restaurant? It really can be (59) \_\_\_\_\_ of a minefield even in your (60) \_\_\_\_\_ country. How much more so when you travel abroad! In France, for example, your restaurant bill will, by law, (61) \_\_\_\_\_ a 15% service charge. In Japan, to tip at all is considered the height of rudeness and an (62) \_\_\_\_\_ to the person offering the service. In China, as a foreigner, you'll be charged (63) \_\_\_\_\_ than the locals anyway, so bear that in (64) \_\_\_\_\_ before you decide to leave a tip. In the US it's considered impolite to leave coins (65) \_\_\_\_\_ than a note so the best advice is to do a bit of homework before you travel and also allow a little extra in your holiday budget for tips. It's easy when you know how and avoids embarrassment or causing offence.

**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.

**Sponsoring a Child**

Chi from Cambodia wants to (0) **LEARN** to read but the nearest school is over 40km away. Kodjo from Togo has to drink water from a (00) **POLLUTED** river. These are just two of 600 million children in the world who live on less than 70 cents a day. In Africa, Latin America and Asia, acute (66) \_\_\_\_\_ is depriving children of good health. They are dying (67) \_\_\_\_\_ from avoidable diseases spread through filthy water and from (68) \_\_\_\_\_. Their lack of education leaves them (69) \_\_\_\_\_ and unable to find long-term employment. (70) \_\_\_\_\_, at an early age, many have given up hope for a better future.

0. LEARNING

00. POLLUTION

66. POOR

67. NEED

68. NUTRIENTS

69. SKILLFUL

70. TRAGEDY

In an effort to help such children, sponsorship schemes have been (71) \_\_\_\_\_ which help not only the children in the developing world but also the communities they live in. This could mean providing an (72) \_\_\_\_\_ water supply, a school or medical centre or an income (73) \_\_\_\_\_ scheme that will enable families to be self-sufficient. Sponsors agree to provide a (74) \_\_\_\_\_ sum of money each month to fund all these worthwhile projects and many sponsors exchange letters and drawings with their sponsored child, following their progress and development and building up strong personal (75) \_\_\_\_\_ over the years.

71. ESTABLISHMENT

72. CONTAMINATE

73. GENERATION

74. IMMODESTY

75. TIED

**Remember to transfer your answers onto the Optical Mark Form.**

## 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) He was released from prison after serving his sentence.

**Keyword:** free

b) He was allowed \_\_\_\_\_ he had served his sentence.

77. a) A goal was not scored until the 72<sup>nd</sup> minute of the game.

**Keyword:** only

b) It \_\_\_\_\_ in the 72<sup>nd</sup> minute of the game that a goal was scored.

78. a) Sandra and I are very good friends and almost inseparable.

**Keyword:** sister

b) Sandra and I are very close. She is \_\_\_\_\_ to me.

79. a) Maybe I ought to come back later.

**Keyword:** better

b) Perhaps \_\_\_\_\_ I came back later.

80. a) I really hate that teacher. She humiliated me in front of the whole class!

**Keyword:** made

b) I really hate that teacher! She \_\_\_\_\_ in front of the whole class!

81. a) Although both Tracy and Sarah are good at Maths, Sarah is better at it than Tracy.

**Keyword:** capable

- b) Tracy and Sarah are both good at Maths but Sarah is \_\_\_\_\_ the two.

82. a) If we don't get some extra help we won't be able to finish the project on time.

**Keyword:** unless

- b) The project won't be finished on time \_\_\_\_\_ help.

83. a) We're a bit late because we were delayed by bad traffic.

**Keyword:** held

- b) We would have been here sooner but we \_\_\_\_\_ by bad traffic.

84. a) I'm really sorry you did not ask me to help you with your homework because I would have been able to help you.

**Keyword:** only

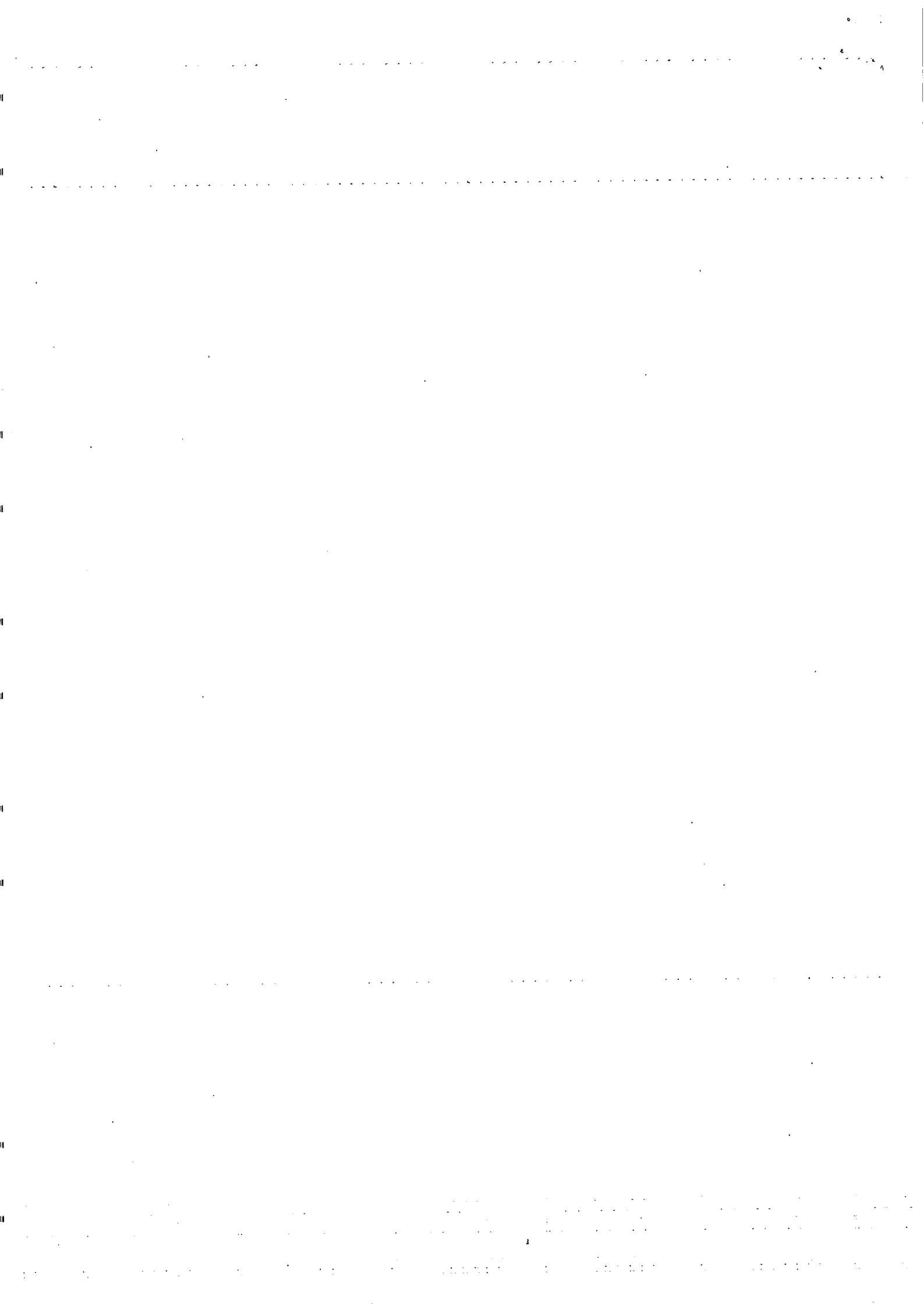
- b) I could have helped you with your homework \_\_\_\_\_ asked me.

85. a) I was too frightened of my French teacher to risk cheating in his tests.

**Keyword:** dared

- b) I was so scared of my French teacher that I would never \_\_\_\_\_ on my test.

**Remember to transfer your answers onto 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. "Smoking should be banned in all public places!"  
"Smokers should be left alone to enjoy their harmless activity."  
Write an **essay** presenting the arguments for and against smoking in public.
2. The Williamson family, whom you have known for some time, are planning to take a holiday in your country. The family consist of two grandparents, elderly but still interested in sightseeing, parents who enjoy good food and water sports and two teenage boys who are passionate about outdoor activities. Write a **letter** to Mr Williamson and suggest a holiday area in **YOUR** country which would suit all members of his family.
3. *I reached for my mobile phone and heard the faint voice of my friend saying "You've got to help me. Quick!" and then the phone went dead.* Write a **story** about what happened next.

**END OF PAPER**