



## LRN LEVEL 3 CERTIFICATE IN ESOL INTERNATIONAL (CEF C2)

### LEVEL C2

Duration: 35 minutes

**LISTENING  
SAMPLE PAPER**

#### CANDIDATE'S INFORMATION

FIRST NAME:

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FAMILY NAME:

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#### INSTRUCTIONS:

- Do not open this paper until you are told to do so.
- You will hear each Part of the Listening TWICE.
- Write your answers on the separate Answer Sheet.
- Answer **all** the questions.
- Use an HB pencil.
- You must ask any questions now as you cannot speak during the Exa

Listen to **10** short conversations. For questions **1-10**, choose the best answer (**A, B or C**). You will hear each conversation **TWICE**. You now have **2 minutes** to read the questions. Mark your answers on the separate Answer Sheet.

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**Jenny's hair**

1. The woman thinks that Jenny's hair was
  - A. electrifying.
  - B. the wrong colour.
  - C. worth looking at.

**An unusual pet**

2. What does the woman's pet generally eat?
  - A. Spiders and flies.
  - B. Just crisps.
  - C. A combination of foods.

**A job interview**

3. Christine tells Thomas that she
  - A. won the lottery.
  - B. got a job.
  - C. had much to drink.

**Julie's problem**

4. When Julie woke up this morning, she realised that
  - A. water was coming from the flat above.
  - B. she had overfilled the bath.
  - C. she had flooded the downstairs flat.

**An urgent message**

5. Pete left right after the History exam was over because he
  - A. didn't want to speak to Debbie.
  - B. had to assist his brother.
  - C. found the test difficult.

**Electricity problems**

6. What is **TRUE** about Tony?
  - A. He had paid the electricity bill.
  - B. He forgot to pay the electricity bill.
  - C. He wasn't responsible for paying the electricity bill.

**Garry's mother**

7. We can understand that
  - A. Tracy's mother will be staying with them.
  - B. Gary wants to clean the spare room.
  - C. Tracy wants to please her mother-in-law.

**Jill's report**

8. Which of the following statements is **FALSE**?
  - A. Jill hasn't made any notes for her report.
  - B. Jill has made arrangements for tonight.
  - C. Jill hasn't completed her report yet.

**A wedding**

9. It seems that
  - A. both wanted a quiet wedding.
  - B. the man is having second thoughts.
  - C. their parents are against their getting married.

**Change of plans**

10. Susan didn't go to the cinema last night because
  - A. she had to work at the hospital.
  - B. her husband had an accident.
  - C. it was raining.

Listen to **3** longer conversations. For questions **11-20**, choose the best answer (**A, B or C**).

You will hear each conversation **TWICE**. You now have **2 minutes** to read the questions.

Mark your answers on the separate Answer Sheet.

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### Two employees

11. Tracy
- A. has a permanent job in the company.
  - B. has just got fired.
  - C. is replacing someone who was pregnant.
12. Paul
- A. has been at the company for 6 months.
  - B. didn't like his previous job.
  - C. originally worked for a competitor.
13. Tracy says
- A. she calls people on the phone.
  - B. she doesn't have good speaking skills.
  - C. she is very happy with her job.
14. At the end of the conversation,
- A. Paul sounds disappointed.
  - B. Paul decides to go back to work.
  - C. They will go to the club together.

### Dave's problems

15. At the beginning of the conversation, we learn that
- A. Helen had a quiet night at home last night.
  - B. Helen was up this morning before Dave.
  - C. Helen and Dave are flatmates.
16. Dave won't go to the café with Helen because
- A. the flat was broken into.
  - B. he hasn't got any money.
  - C. he's going away this weekend.
17. Dave spent most of his money on
- A. buying a car.
  - B. replacing the petrol tank.
  - C. driving to the coast.
18. In the end, which job does Dave decide to apply for?
- A. the job in the aquarium
  - B. the job in the café
  - C. neither of them

### A survey

19. What does the conversation tell us about the woman?
- A. She wants to have a long conversation.
  - B. She's very selective when it comes to TV viewing.
  - C. She prefers programmes about other people's lives.
20. At the end of the conversation, the woman
- A. suggests that some aspects of TV are beneficial.
  - B. discusses her social activities with the man.
  - C. points out that TV often makes viewers sad.

Listen to an extract from a radio talk about the characteristics of an effective teacher. For questions **21-25**, choose the best answer (**A, B or C**). You will hear the extract **TWICE**. You now have **2 minutes** to look at the questions.

Mark your answers on the separate Answer Sheet.

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21. Which of the following statements is **FALSE** according to what is said at the beginning of the extract?
- A. Modern societies consider education essential.
  - B. Learning should take place only at school.
  - C. A good teacher encourages learning outside the classroom.
22. Teachers cannot transmit knowledge to learners if
- A. they lack effective teaching skills.
  - B. their subject is too difficult.
  - C. the school is not well-equipped.
23. According to the speaker, a good teacher is the one who
- A. sets strict assessment criteria.
  - B. takes into account all learners' needs.
  - C. encourages the motivated learners more.
24. The friendly environment good teachers create can
- A. boost the learners' personal growth.
  - B. inspire all the teaching staff.
  - C. discourage weak learners.
25. Committed teachers also emphasise
- A. the necessity of strict rules.
  - B. the significance of social values.
  - C. competition among learners.

**ANSWERS**

1	C	2	C
3	B	4	A
5	B	6	B
7	C	8	A
9	A	10	B
11	C	12	C
13	A	14	A
15	C	16	B
17	A	18	C
19	B	20	A
21	B	22	A
23	B	24	A
25	B		

Listen to **10** short conversations. For questions **1-10**, choose the best answer (**A, B or C**). You will hear each conversation **TWICE**. You now have **2 minutes** to read the questions.

Mark your answers on the separate Answer Sheet.

**1. Jenny's hair**

Man: I saw Jenny the other day. She seemed rather different.

Woman: Different? That's an understatement. Did you get a look at her hair? It looked like she'd put her finger in an electric socket. Whatever made her dye her hair white? It just looked so ....unnatural.

**2. An unusual pet**

Man: I just can't believe that you've got a lizard as a pet.

Woman: Yes, and it's very cute.

Man: And what do you feed it? Spiders and bugs, I guess.

Woman: Lizards eat all kinds of food, plant and animal, but generally, I give my lizard a mixture of fruit, dog-food and crisps.

**3. A job interview**

Thomas: What's that jolly look on your face, Christine?

Christine: I'm feeling like a million today. I had a job interview this morning. You can't believe how nervous I was before it started, but once it did, everything went like clockwork. And guess what! I joined the company.

Thomas: Great! That calls for a drink!

Christine: Definitely. And everything will be on me!

**4. Julie's problem**

Tom: How are things, Julie?

Julie: Not so good at the moment. When I woke up this morning, I noticed the ceiling in the hall was wet and there was water running down the walls.

Tom: There must have been a leak from the flat upstairs.

Julie: Good guess! They must have left the water running in the bathroom and went to work.

**5. An urgent message**

Pete: Hi, Debbie. It's Pete. How's it going?

Debbie: Pete, hi. Everything is fine. I'm glad you called. I've been meaning to call you and ask you why you ran out of the classroom as soon as the History exam was over. I really wanted to talk to you.

Pete: Sorry about that, but I received a message from my brother asking urgently for help.

**6. Electricity problems.**

Helen: What's wrong, Tony? You look, err ... a little upset.

Tony: Upset! That's not the word for it. I've just had an enormous row with someone at the electricity department. I can't believe they cut off the electricity of the whole building! As you can imagine, all the residents are furious and they're blaming me, of course.

Helen: Why? Was it your fault?

Tony: Well, to tell you the truth, yes. I was to have paid the electricity bill for the block, but I was under so much pressure that I neglected to do it.

### **7. Gary's mother**

Tracy: Well, come on Gary. Let's start clearing out the spare room of your junk. Your mother will be here in about two hours.

Gary: Well, Tracy, the children are on holiday so she could sleep in their room.

Tracy: You know your mum prefers the spare room and we don't want to make her unhappy, do we?

### **8. Jill's report**

Dave: Hi, Jill, how's the report coming along? Will it be ready on Friday?

Jill: Friday! This Friday? But Dave, I thought it was for next Friday. I haven't written it up yet. It's only in note form.

Dave: I can help you finish it tonight.

Jill: No, I can't tonight. I've already bought tickets for tonight's concert. I'm meeting my friends outside the stadium at 8 o'clock.

### **9. A wedding**

Woman: I can't believe that we're getting married in two weeks.

Man: Yes, and I'm getting butterflies just thinking about it.

Woman: You aren't having second thoughts, are you?

Man: Of course, not dear. It's just that we wanted a quiet wedding, but instead, our parents made us invite so many people!

### **10. Change of plans**

Peter: Hello, Susan. What did you think of the film last night?

Susan: To tell you the truth, Peter, we never got to the cinema.

Peter: Why not? What happened?

Susan: Just as we were leaving, my husband tripped and fell down the steps.

You see, it had been raining all evening and the steps were wet. Anyhow, I took him to hospital and the x-rays showed that his leg was broken.

Listen to **3** longer conversations. For questions **11-20**, choose the best answer (**A, B** or **C**).

You will hear each conversation **TWICE**. You have **2 minutes** to read the questions.

Mark your answer sheet on the separate Answer Sheet.

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### Two employees

Paul: Hi, I'm Paul.  
Tracy: Hi, Paul. My name's Tracy.  
Paul: You're new here aren't you?  
Tracy: Well, I'm not permanent.  
Paul: What happened? Was somebody fired?  
Tracy: Nah. I think somebody got maternity leave.  
Paul: Oh yeah. So did they move you here from another branch?  
Tracy: No, I'm temporary. I got the position through my agency.  
Paul: Oh, I see. How long are you here for?  
Tracy: 6 months. I've done a month already, so that's five left. What about you?  
Paul: I've been here about three years. But I've been in paper for about 5 years. Before this, I worked for Smith and Johnson.  
Tracy: That's the competitor, isn't it?  
Paul: Yeah. I left them. I got an offer here I couldn't refuse. More money! So what department are you working in?  
Tracy: Sales, or telephone marketing, as they like to call it. Not the best job I could have. And you?  
Paul: Warehouse. That's why we haven't met before. It's like different worlds; heaven and hell, so to speak.  
Tracy: Oh, aye. Hard work, isn't it?  
Paul: Well, it keeps me on my toes. You know what they say, healthy body, healthy mind.  
Tracy: I thought it was the other way round.  
Paul: Aye. Whatever! Anyway, some of us are thinking of popping down the pub later. Do you fancy coming along?  
Tracy: No, thanks. My boyfriend's coming round in a bit to pick me up. We'll probably go clubbing.  
Paul: Too bad. Anyway, bye for now, Tracy.  
Tracy: Yeah, see you round.

### Dave's problems

Helen: Hi, Dave. When did you get in?  
Dave: About an hour ago.  
Helen: I didn't hear you come in. Mind you, I was out till late last night. I don't think I would have noticed a herd of elephants.  
Dave: So what did you get up for, Helen?  
Helen: I'm meeting Mike and a few others down at the café later. Fancy coming?  
Dave: No, thanks. I'm flat broke. In fact, I wanted to get away this weekend, but I couldn't even afford the petrol. I just can't seem to make ends meet.  
Helen: What are you doing with that newspaper?  
Dave: I've got to get a part time job.  
Helen: Have you talked to student loans office?  
Dave: Yeah, but I've already used up my loan and they said they wouldn't give me anymore until next term.  
Helen: So, where did all your money go?  
Dave: Mostly on the car I bought. I'm not sure if it was a good move, but I need to get to the coast at weekends, whenever I can, so it seemed like a good idea at the time and I spent some on replacing the petrol tank.



Helen: Did you find a job in the paper?  
Dave: Not really. There's a job at the aquarium, which would be ideal for me, but it means working Saturdays and I don't want to give up my weekends.  
Helen: What about this part-time job at the café? You could get us free coffee.  
Dave: No. It says 'work lunchtimes and weekends'. I need something for a few evenings during the week.  
Helen: Here we go: part-time sales assistant in fish and chip take-away, four nights a week. That sounds perfect for you, you love handling fish.  
Dave: Helen, I don't think you're really helping me. What time did you say you were meeting Mike?

### **A survey**

Man: Excuse me, Madam. We are doing a survey on TV habits. Would you mind if I asked you a few questions?  
Woman: Oh! As long as it doesn't take too long. I haven't got much time.  
Man: It won't, Madam; just a few questions. First of all, how much television do you watch each week?  
Woman: Well, not very much. For one thing, I don't have a lot of time and secondly, most programmes are such poor quality. I probably watch about one or two hours a day.  
Man: What sort of programmes do you watch?  
Woman: Mostly, the news. I like to know what's going on in the world. I prefer watching the news on TV to reading about it in a newspaper. Then, if I have time, or something catches my eye, I might watch a documentary, or something historical or informative. If I'm interested in the subject, of course. I rarely watch films. I'd much rather go to the cinema.  
Man: So basically, you don't watch TV as a form of entertainment.  
Woman: Right, I would consider that to be a complete waste of time. There are so many other ways in which one can be entertained. Reading, listening to music, going out for a walk, visiting friends. In my opinion, television has taken over people's lives and I think that's rather sad.  
Man: So in your opinion, who might benefit from watching television?  
Woman: It's undoubtedly a great comfort to those who are elderly and live alone. And if you are selective, it can be informative and educational. Oh dear, look at the time. I'm sorry but I have to go now.  
Man: Well, thank you very much for your time.

Listen to an extract from a radio talk about the characteristics of an effective teacher. For questions **21-25**, choose the best answer (**A, B or C**). You will hear the extract **TWICE**. You now have **2 minutes** to look at the questions.

Mark your answers on the separate Answer Sheet.

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Modern societies place great emphasis on the importance of education. Although learning is a constant process, not only confined to the classroom, it takes a good teacher to assume responsibility for educating the young and encouraging learning outside the school environment.

What makes an effective teacher? For one thing, effective teachers are those who have a thorough grasp of their subject. Teachers cannot transmit knowledge to learners unless they themselves know their subject well and have effective teaching skills. That, of course, requires continual training and professional development. It also means that teachers set high educational standards, not only for the well-motivated learners, but also for the weaker and less interested ones. A good teacher takes each learner's needs and abilities into consideration and that helps them to design their lessons, organise learning activities and decide on assessment criteria.

Besides knowing and presenting their subject effectively, good teachers realise that their commitment goes beyond transmitting knowledge. They create a friendly and inspiring teaching environment which can encourage personal growth and development beyond the classroom walls. In addition, committed teachers stress the importance of social values such as those of discipline, cooperation and mutual respect.

To sum up, it is teachers with their expertise, knowledge and commitment who can ensure that learners not only acquire a sound body of knowledge, but also a set of values which can prepare them for their role as citizens.



**LRN LEVEL 3 CERTIFICATE IN ESOL INTERNATIONAL  
(CEF C2)**

**LEVEL C2**

**WRITING**

**SAMPLE PAPER**

Duration: 60 minutes

**CANDIDATE'S INFORMATION**

FIRST NAME:

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FAMILY NAME:

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**INSTRUCTIONS:**

- Do not open this Writing paper until you are told to do so.
- Do **TWO** Tasks.
- Write your Tasks in the Writing Booklet.
- Use an HB pencil.

Listen to the extract **on effective teacher**. **USE** the space provided below to take notes.  
**You can use** the information from the recording and the notes you have taken to write an **Essay** about the characteristics of an effective teacher.

Write your **Essay** in the **Writing Booklet Task 1**.

**Your notes will not be marked.**

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Take notes for the following information or for anything else you wish.

 Subject

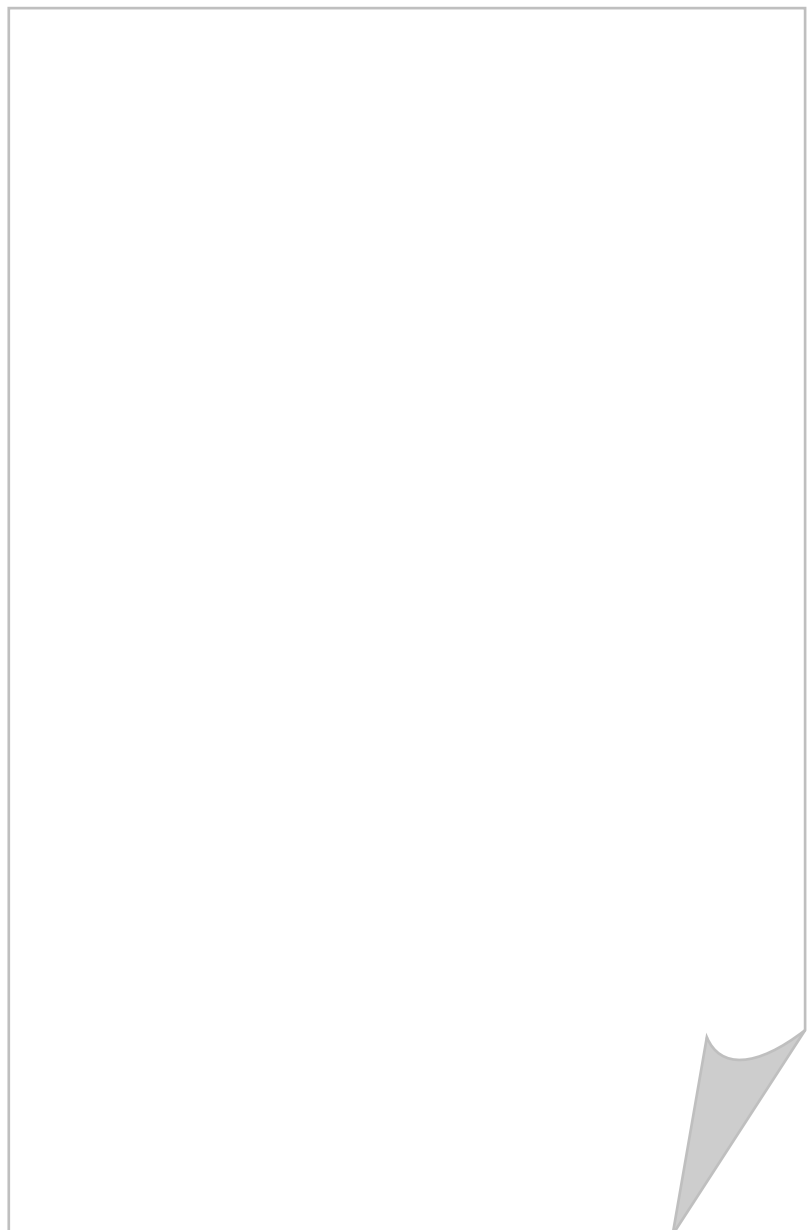
 Skills

 Standards

 Organising activities

 School environment

 Values



## **Task 1**

You must do **Task 1**.

Write an **Essay** on the following topic. Write your **Essay** in the space provided in the **Writing Booklet** in **200-250** words. You can use the notes you have taken.

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*"In your opinion, what are the characteristics of an effective teacher? Support your views".*

Choose **ONE** of the following Writing **Tasks**. Use the points given below each **Task**.

You may add your own points if you wish.

Write your **Task** in the space provided in the **Writing Booklet** in **250-300** words.

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### Task 2

It is well known that a lot of athletes take drugs to enhance their performance. Why, in your opinion, do they take drugs and what are the consequences? Use examples to support your views.

#### Reasons for taking drugs

- achieve a better record
- be able to perform longer
- use fame to earn money

#### Consequences

- be disqualified or banned
- be deprived of medals
- serious health problems

OR

### Task 3

Some countries in the world have set aside land to create national conservation parks. In your opinion, how important is it to have national conservation parks?

#### Protect wildlife

- offer refuge for wildlife
- give clean water and fresh air
- be a solution to deforestation

#### Become recreational areas

- explore nature
- enjoy the outdoors
- raise awareness of the environment

OR

### Task 4

Fast food restaurants are popular worldwide. In your opinion, what are the advantages and disadvantages of such restaurants? Support your views.

#### Advantages

- offer fast and on the go meals
- are easily accessible
- have lower prices

#### Disadvantages

- food high in fat
- food additives and preservatives
- weight and health issues



**Learning  
Resource Network**

**LRN LEVEL 3 CERTIFICATE IN ESOL INTERNATIONAL  
(CEF C2)**

**LEVEL C2**

**READING AND USE**

**SAMPLE PAPER**

**Duration: 60 minutes**

**CANDIDATE'S INFORMATION**

FIRST NAME:

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FAMILY NAME:

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**INSTRUCTIONS:**

- Do not open this paper until you are told to do so.
- Mark your answers on the separate Answer Sheet.
- Answer **all** the questions.
- Use an HB pencil.

Read the text below about *Anosmia* and then answer the questions that follow.

For questions **1-9**, choose the best answer (**A, B or C**).

Mark your answers on the separate Answer Sheet.

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### ***Anosmia***

Smell is one of the most direct and basic of the senses that most of us take for granted. Yet there are 200 medical conditions **associated with** olfactory changes and loss. Anosmia is an olfactory problem, either temporary or permanent, when people lack a sense of smell. It can result from a variety of conditions and is classified as a disability.

Researchers say that 2% of people lack the olfactory sense and that approximately 2 to 5 million adults suffer taste and smell related disorders in America alone. Anosmia which is a complete loss of the sense of smell, is the most serious, but not the only olfactory disorder. Dysosmia is anosmia for a specific odour, also known as 'specific anosmia' where certain smells cannot be detected. Parosmia is when a person has a distorted sense of smell, confusing smells with others. Phantosmia is when someone smells an odour which is not there, such as a 'phantom smell'. Presbyosmia is the decrease in the sense of smell that occurs with aging. A normal functioning olfactory sense is known as normosmia.

The causes of anosmia are varied and can be caused by nasal polyps, often associated with allergies. Other causes include: severe head injuries, including blows or concussion and damage to the olfactory nerve, which contains smell receptors. Sometimes it is genetic and is present from birth and is then known as congenital anosmia.

Anosmia can lead to a variety of **detrimental** effects. One serious result may be a loss of interest in food. There are only 6 distinctive tastes, including salty, sour, sweet, and bitter; much of which we recognise as taste is in fact flavour which is greatly diminished by the loss of the sense of smell. People with anosmia therefore cannot enjoy food as much as someone who can smell. This can easily lead to problems associated with weight loss.

There are also dangers associated with anosmia as it can hinder the detection of dangerous odours, such as gas, petrol or other harmful chemical substances. To safeguard against such threats, special precautions need to be taken including the installation of smoke and CO2 detectors in houses and a change from natural gas appliances to electricity. Also, care must be taken with toxic chemicals such as household cleaners and extra precautions must be considered when dealing with food, as spoiled food cannot be easily detected.

Smells are also associated with emotional states and sentimental memories. The loss of these associations can lead to a loss of libido and the feeling of depression.

Although anosmia is labelled a disability, sufferers do not always get the necessary treatment because it is regarded as a trivial problem compared to the loss of the other senses. In a recent study by the Anosmia Foundation, many sufferers reported harassment of one form or another, from practical jokes to difficulties in the workplace. A majority of sufferers felt isolated and said that the problem had a significant detrimental effect and set limits on what could be enjoyed in their lives.



1. Which of the following options can best replace the phrase **associated with** in the first paragraph?
  - A. interfered with
  - B. absorbed by
  - C. connected with
2. According to the text, anosmia
  - A. is only one of many smell disorders.
  - B. is not considered a disability.
  - C. lasts only for a short time.
3. Which of the statements below is **TRUE**?
  - A. Anosmia is the least severe of the olfactory disorders.
  - B. Dysosmia is difficult to detect.
  - C. A person with Phantosmia perceives imaginary smells.
4. Which of the following cannot cause anosmia?
  - A. a blow to the head
  - B. an infectious disease
  - C. pregnancy
5. The word **detrimental** in paragraph 4 is closest in meaning to
  - A. interrupting
  - B. unfavourable
  - C. beneficial
6. People with anosmia
  - A. may be indifferent to eating.
  - B. are likely to put on weight.
  - C. have a great appetite.
7. It is advisable for a person with anosmia to
  - A. take up smoking.
  - B. cook using natural gas.
  - C. be wary of foodstuffs.
8. Which of the following statements is **FALSE**?
  - A. A specific smell may make us feel depressed.
  - B. Emotional stress can cause anosmia.
  - C. Smells can bring back memories.
9. A recent study found that anosmia sufferers
  - A. took their disorder seriously.
  - B. often found themselves bothered in their job.
  - C. preferred to isolate themselves from other people.

Read the following two passages about *Pollution*.

For questions **10-20**, choose the best answer (**A, B or C**).

Mark your answers on the separate Answer Sheet.

## ***Pollution***

### ***Ocean Pollution: A Deadly Mess***

We are treating the oceans like trash bins: around 80 percent of marine litter originates on land, and most of that is plastic. Plastic that pollutes our oceans and waterways has severe impacts on our environment and our economy. Seabirds, whales and other marine life are eating plastic pollution and dying. Scientists are investigating the long-term impacts of toxic pollutants absorbed, transported, and consumed by fish and other marine life, including the deadly effects on human health.

### **Negative Impacts**

Plastic pollution affects every waterway, sea and ocean in the world. When we damage our water systems, we are putting our own well-being at risk. This pollution also has huge costs for taxpayers and local governments that must clean this trash off of beaches and streets to protect public health, prevent flooding from trash-blocked storm drains, and avoid lost tourism revenue from filthy beaches.

### **Solutions**

The most effective way to stop plastic pollution in our oceans is to make sure it never reaches the water \_\_\_\_\_. We all need to recycle and producers of single use plastic packaging need to do more too.

10. What does the author mean by '**We are treating the oceans like trash bins**'?
  - A. We don't understand the ocean.
  - B. We don't respect the ocean.
  - C. The ocean will destroy us.
11. What is **NOT** mentioned as an effect of sea pollution?
  - A. the overpopulation of the sea
  - B. the poisoning of human beings
  - C. the waste eaten by sea creatures
12. How does trash cause flooding?
  - A. by plugging up drains
  - B. by blocking beaches
  - C. by discouraging tourism
13. The phrase which best fits in the gap in the last paragraph is
  - A. for the time being.
  - B. to begin with.
  - C. despite this.

## ***Air Pollution***

Air pollution refers to the contamination of the air, **irrespective of** indoors or outside. A physical, biological or chemical alteration to the air in the atmosphere can be termed as pollution. It occurs when any harmful gases, dust or smoke enters into the atmosphere and makes it difficult for plants, animals and humans to survive as the air becomes dirty.

### ***Outdoor air pollution***

Outdoor air pollution is largely a consequence of the inefficient combustion of fuels for transport, power generation and other human activities like home heating and cooking. Urban outdoor air pollution is estimated to cause 1 million deaths worldwide per year. Children are particularly at risk, comprising 50% of these deaths.

### ***Indoor air pollution***

Indoor cooking and heating with bio-fuels produce high levels of pollutants that have deadly consequences. For example, **they** can lead to acute lower respiratory infections in children under age five and lung cancer in adults. Indoor air pollution is responsible for 2 million people dying annually, half of whom are children.

It is clear that the time for action has come. Measures must be taken before more lives are lost. Visit [www.stopairpollution.com](http://www.stopairpollution.com) for more information.

Questions **18-20** refer to **BOTH** Sections A and B.

14. The expression '**irrespective of**' in the first paragraph is closest to meaning to
- A. whether
  - B. solely
  - C. except
15. Pollution can be defined as
- A. a gas outside the atmosphere.
  - B. an alteration to plants and animals.
  - C. any harmful change to the air.
16. How many children die worldwide due to outdoor air pollution?
- A. 3 million
  - B. 1 million
  - C. 500,000
17. What does '**they**' refer to in the third paragraph?
- A. bio-fuels
  - B. pollutants
  - C. consequences
18. The purpose of these **TWO** passages is to
- A. inform
  - B. advertise
  - C. exaggerate
19. Money lost to businesses is mentioned in
- A. Passage A
  - B. Passage B
  - C. Passage A and B
20. A specific measure against pollution is mentioned in
- A. Passage A
  - B. Passage B
  - C. neither Passage A nor B

For questions **21-40**, choose the best answer (**A, B or C**).

Mark your answers on the separate Answer Sheet.

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21. The doctor \_\_\_\_\_ a full physical examination.
- A. made me to take
  - B. advised me taking
  - C. made me take
22. Her job means \_\_\_\_\_ long hours, even at weekends.
- A. working
  - B. to work
  - C. to be working
23. If I were you, I wouldn't wear that dress.  
The style is \_\_\_\_\_ old fashioned.
- A. such
  - B. unbelievable
  - C. rather
24. I'd rather \_\_\_\_\_ the truth when I asked him.
- A. him to have told me
  - B. he has told me
  - C. he had told me
25. Do you know a good mechanic where \_\_\_\_\_ get my car serviced?
- A. I can
  - B. should I
  - C. I ought
26. She never keeps her promises, nor \_\_\_\_\_ keeping it now.
- A. does she have any intention of
  - B. she is intending to
  - C. is her intention
27. I \_\_\_\_\_ absorbing all this new information.
- A. find difficult
  - B. have difficulty
  - C. thought it difficult

28. He prefers going to the countryside at weekends \_\_\_\_\_ staying in the city.
- A. rather than
  - B. to
  - C. than
29. Nobody managed to get a high score \_\_\_\_\_ Peter.
- A. other than
  - B. but for
  - C. beside
30. His condition is \_\_\_\_\_ worse than the doctors first thought.
- A. much more
  - B. even more
  - C. much
31. Do you know \_\_\_\_\_ ?
- A. that happened
  - B. what happened
  - C. what did it happen
32. The coach is \_\_\_\_\_ playing in tomorrow's game.
- A. opposes his
  - B. opposed to his
  - C. opposite his
33. I don't usually have much free time, but I wish I \_\_\_\_\_.
- A. do have
  - B. did
  - C. would have had
34. Organic produce \_\_\_\_\_ to be a healthier option.
- A. is consider
  - B. is considering
  - C. is considered
35. \_\_\_\_\_ much anxiety about the results.
- A. It seems to be
  - B. There seems to be
  - C. It seems there to be

36. How long ago \_\_\_\_\_ up your business?
- A. did you set
  - B. have you set
  - C. had you set
37. When he was young, he \_\_\_\_\_ along the beach.
- A. was used to walk
  - B. used to walk
  - C. used to walking
38. She has changed a lot since she \_\_\_\_\_ to the city.
- A. has moved
  - B. moved
  - C. would move
39. \_\_\_\_\_ all his homework, his parents would have let him go out.
- A. Had he done
  - B. Should he do
  - C. Unless he does
40. It's time she \_\_\_\_\_ a job.
- A. should find
  - B. found
  - C. finds

For questions **41-50**, fill in the gaps.

Write your answers on the separate Answer Sheet.

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### ***A Student Abroad***

Being a female (41)..... in a traditional family, I had never had many opportunities to make close friendships (42) ..... I went to study abroad. In the beginning, the fear of the unknown (43) ..... it extremely difficult for me to approach other students. However, I soon came to realise that my fear was unfounded. The first person (44) ..... I decided to open up to was my roommate, a shy girl from Taiwan. At first, I feared disclosing any personal information, but soon I overcame my inhibitions. Whenever we had free time, we (45)..... to each other endlessly about what life was like growing up as girls. One thing (46)..... definitely came out of our talking was that we both felt we (47)..... a lot of time and energy in internal conflicts during adolescence, trying to be sweet and passive children who had to (48)..... human qualities such as independence, anger and pride, qualities which were (49)..... as "male qualities" by our cultures. (50)..... all other students abroad, though, we finally had the chance to express ourselves and change the way we thought and felt about ourselves.

## ANSWERS

1	C	2	A	3	C
4	C	5	B	6	A
7	C	8	B	9	B
10	B	11	A	12	A
13	B	14	A	15	C
16	C	17	B	18	A
19	A	20	A	21	C
22	A	23	C	24	C
25	A	26	A	27	B
28	B	29	A	30	C
31	B	32	B	33	B
34	C	35	B	36	A
37	B	38	B	39	A
40	B	41	raised	42	until
43	made	44	who	45	talked
46	that	47	spent	48	suppress
49	regarded	50	like		





# Learning Resource Network

## LRN LEVEL 3 CERTIFICATE IN ESOL INTERNATIONAL (CEF C2)

**LEVEL C1**

**SPEAKING**

**SAMPLE PAPER**

**Duration: 18 minutes**

### EXAMINER'S INSTRUCTIONS

The following assessment is a **strict rubric** that cannot be changed. Sentences or vocabulary items **must not** be reformulated while attempting to communicate activities and concepts to candidates. Structures and vocabulary used have been carefully written to cover Level 2<sup>1</sup> and correlated to The Common European Framework of Languages (CEFR) from CEFR C2.

Examiners are advised to use a variety of non-verbal and naturally occurring communication prompts such as pointing, nodding, smiling, pausing / allowing enough time for candidates to produce sufficient responses.

Examiners must stay within the rubric and facilitate candidates who may be performing below or above the level expected through using the support prompts in the rubric. For those candidates above or at the required level, support prompts must only be used when required.

Examiners must assess ability in line with the Mark Scheme.

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<sup>1</sup>Level 3 = levels C2 / Proficiency on the CEFR

**Warm up Stage**

Duration: 4 minutes

**Examiner:** Good morning / Good afternoon. My name is .....

To Candidate A:           What's your name?  
                                  Where are you from?

To Candidate B:           What's your name?  
                                  Where are you from?

**Examiner:** In this part of the Test, I would like to ask you some personal questions.  
*The Examiner asks each Candidate one or more questions about the following topics.*

- hobbies
- free time activities
- school / college
- Job
- hometown or neighbourhood
- future plans

! No questions about their families are allowed.

**Prepared Topics – Individual Talks and Interaction**

Duration: 6 to 7 minutes

**Examiner:** In this part of the Test, each of you is going to talk for **2 minutes** about the topic you have already prepared for. After you have finished your talk, I will ask you some questions about what you have presented and then your partner/partners can express their points of view on the same topic.

 ***The Examiner shows them the list of topics and asks them which one they have prepared to talk about.***

**List of prepared topics:**

1. Why do young people want to lose weight?
2. Why is it important that schools teach foreign languages?
3. What can help a person to have a successful career?
4. What are some of the positive aspects of technology?
5. What can individuals do to help the environment?

**Examiner to Candidate A:** Which topic are you going to talk about?

Candidate A can speak for **2 minutes**

***The Examiner asks Candidate A questions on what he/she has said.***

**Examiner to Candidate B:** What do you think of this? or Do you agree or disagree with your partner?

*The Examiner prompts Candidates to engage in a conversation.*

Interaction: **2-3 minutes**

**Examiner to Candidate B:** Which topic are you going to talk about?

Candidate B can speak for **2 minutes**

***The Examiner asks Candidate B questions on what he/she has said.***

**Examiner to Candidate A:** What do you think of this? or Do you agree or disagree with your partner?

*The Examiner prompts Candidates to engage in a conversation.*

Interaction: **2-3 minutes**

**Examiner:** Thank you.

**Respond to a question and Interaction**

Duration: 6 to 7 minutes

**Examiner:** In this part of the Test, I will ask each of you to respond to a question. You may use the ideas given below the question and/or use your own ideas to answer the question. Your partner/partners will be asked to comment on what you have said and express their points of view as well.

➤ *The Examiner must choose a question related to what each Candidate talked about in Part 2 of the Test.*

➤ The Examiner tells each Candidate to look at the chosen question and the points below it. When the Candidate has finished talking about the question, the Examiner asks the other Candidate/Candidates to comment and express their points of view.

**1. It is dangerous to go on crash diets which are found on the Internet.**

- not prescribed by a doctor
- individual needs not taken into consideration
- health problems

**2. Learning more than one foreign language is essential nowadays.**

- education
- work
- communication

**3. Women may still face discrimination in the workplace.**

- top jobs not usually offered
- lower salaries
- not considered tough enough

**4. Technology has done more harm than good.**

- global warming
- replace human labour
- isolation

**5. Schools should make students aware of the environmental problems.**

- environmental issues important nowadays
- learn to take care of the environment
- such problems affect young people's lives

**Examiner:** Thank you. This is the end of the test.



## Candidate's Prompts

### Speaking Sample Paper

### Part 2

#### List of prepared topics:

1. Why do young people want to lose weight?
2. Why is it important that schools teach foreign languages?
3. What can help a person to have a successful career?
4. What are some of the positive aspects of technology?
5. What can individuals do to help the environment?

### Part 3

**1. It is dangerous to go on crash diets which are found on the Internet.**

- not prescribed by a doctor
- individual needs not taken into consideration
- health problems

**2. Learning more than one foreign language is essential nowadays.**

- education
- work
- communication

**3. Women may still face discrimination in the workplace.**

- top jobs not usually offered
- lower salaries
- not considered tough enough

**4. Technology has done more harm than good.**

- global warming
- replace human labour
- isolation

**5. Schools should make students aware of the environmental problems.**

- environmental issues important nowadays
- learn to take care of the environment
- such problems affect young people's lives

