

**International ESOL**  
**English for Speakers of Other**  
**Languages**  
 Expert Level – C1  
**Practice Paper 1**



8984-75-075  
 (EL-IESOL 5)

**City & Guilds new 2009 CEFR aligned Practice Paper**

**Candidate's name** (block letters please)

**Centre no**

**Date**

**Time allowed: 3 hours**

- Listening
- Reading
- Writing

**Instructions to Candidates**

- Answer all the questions.
- All your answers must be written in **ink** not pencil.

**For examiner's use only**

Parts	L1	L2	L3	L4	Total	R1	R2	R3	R4	Total	W1	W2	Total
Candidate's score													
RESULTS:	LISTENING					READING					WRITING		
OVERALL RESULT:													

**Listening Part 1**

You will hear eight short unfinished conversations. Choose the **best reply** to continue the conversation. Put a circle round the letter of the **best reply**. First, look at the example. You will hear the conversations twice.

Example:

Speaker 1: Are you sure this one will fit into the room?  
 Speaker 2: It's no bigger than the one we have now.  
 Speaker 1: You really should measure it.  
 Speaker 2: .....

- a) Why are you so surprised?
- b) You worry too much.
- c) I'll change it after I finish this one.
- d) I have it right here.

1. a) We can't assume we're over it yet.  
 b) Sooner or later we'll have to.  
 c) I think you've overstepped the mark.  
 d) I'm not going anywhere.
2. a) He could be on his way here now.  
 b) I think we made that very clear.  
 c) I'm sure he'll keep us informed.  
 d) It would have saved us some time.
3. a) That's the icing on the cake.  
 b) That's the least of her worries.  
 c) That's the best of her options.  
 d) That's the first of many.
4. a) So where do you suggest?  
 b) So how soon can you do it?  
 c) So what shall we take next?  
 d) So when would you be free?
5. a) It's nothing to do with you.  
 b) Well, you know it's a strange job.  
 c) Sort of dizzy and light headed.  
 d) You always ask the same question.
6. a) How should I go about this?  
 b) Oh, what happened in the end?  
 c) Haven't you read about her yet?  
 d) Oh, in what particular respect?

7. a) Yes, I'll see you tomorrow.  
b) Thanks. Same to you.  
c) Sorry. Thought you'd finished.  
d) Yes, I'll see what I can do.
8. a) I can't wait to try it.  
b) Maybe something else then.  
c) In that case, I'll take one.  
d) I've heard the news too.

*(Total: 8 marks)*

**Listening Part 2**

You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

**Conversation 1**

- 1.1 Adrian is trying to describe what
- a) he liked so much about the concert.
  - b) was missing from the concert.
  - c) he prefers about the band's CDs.
  - d) was different from the band's CDs.
- 1.2 Sue thinks George is disappointed because
- a) the band aren't as good as they were.
  - b) he expected more creativity.
  - c) the band performed better live.
  - d) the CDs are better than the live music.

**Conversation 2**

- 2.1 The main purpose of the meeting is to
- a) make Mike aware of his problem.
  - b) improve Mike's relationships with staff.
  - c) find out about Mike's personal problems.
  - d) express appreciation for Mike's work.
- 2.2 Mike thinks that Cheryl
- a) is always rude to him.
  - b) is under-qualified.
  - c) relies on him too much.
  - d) is very jealous of him.

**Conversation 3**

- 3.1 During the conversation, the travel agent
- a) recommends and reassures.
  - b) influences and persuades.
  - c) provides alternatives and informs.
  - d) apologises and makes an offer.
- 3.2 The travel agent believes that Morocco has
- a) retained its traditions over the years.
  - b) been seriously affected by global changes.
  - c) not adjusted its attitude towards tourists.
  - d) not come to terms with different cultures.

(Total: 6 marks)

**Listening Part 3**

You will hear a lecture in which a film historian talks about the origins of Hollywood. Listen to the lecture and complete the notes below. Write **short** answers (1-5 words). An example is done for you. At the end of the lecture you will have two minutes to read through and check your answers. You will hear the lecture twice.

You have one minute to look at the notes below.

**Beginnings**

William Dickson's position:  
*Edison's assistant*  
 -----

1. Quality of kinetoscope image :  
 -----

2. Genre of most early movies:  
 -----

3. The change Porter's 'story film' made:  
 -----

4. Edison's reaction to illegal kinetoscopes:  
 -----

**Going West**

5. California filmmaking season:  
 -----

6. Advantage of the Californian landscape:  
 -----

7. Actor's opinion of early cinema:  
 -----

8. Contemporary prediction of Hollywood's future:  
 -----

(Total: 8 marks)

**Listening Part 4**

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice.

You have two minutes to read through the questions below.

Example:

Mrs Smith is visiting the school because

- a) it's easy to talk to Mr Grant.
- b) she needs moral support.
- c) she needs practical help.
- d) she needs to make a complaint.

1. Before doing anything else, Mr Grant wants to
  - a) find out how the situation developed.
  - b) reassure Mrs Smith about the situation.
  - c) stop the situation getting worse.
  - d) explain what he intends to do.
2. Mrs Smith discovered that
  - a) Jack's classmates spent his money.
  - b) Jack was using his money to impress.
  - c) Jack wasn't using the money to buy lunch.
  - d) Jack's money was being stolen from class.
3. Mr Grant thinks Jack's case
  - a) is rather unusual.
  - b) is particularly cruel.
  - c) is in its early stages.
  - d) is fairly typical.
4. Mr Grant is
  - a) unwilling to identify the boys.
  - b) unwilling to take further action.
  - c) unable to identify the boys.
  - d) unable to investigate Jack's claim.
5. Mrs Smith is not really interested in
  - a) the causes of Jack's bullying.
  - b) who has been bullying Jack.
  - c) school action against the bullies.
  - d) who is telling the truth.
6. Mrs Smith agrees with Mr Grant about why Jack
  - a) has been acting strangely.
  - b) wants to stay at home.
  - c) told his mother about the bullies.
  - d) continues to be bullied.

7. Mrs Smith thinks the suggestion to talk to the boys' parents
- a) is potentially dangerous.
  - b) would not get a reaction.
  - c) may get results.
  - d) is not practical.
8. Mrs Smith's final reaction is of
- a) disappointment and anger.
  - b) resignation and acceptance.
  - c) frustration and threat.
  - d) determination and anxiety.

*(Total: 8 marks)*  
*(Total marks for Listening: 30)*

**Reading Part 1**

Read the following text then read the ten statements A–J. Five of these statements are correct according to the text. Tick (✓) the boxes of the correct sentences. Do **not** tick more than five boxes. Leave the other five boxes blank.

Burns came back at six o'clock, walking up the stairs unobserved, trailing mud, twigs and dead leaves. He was too tired to think. His legs ached; he was faint with hunger yet afraid to think of food. Sister Duffy caught him just as he was opening the door of his room and bore down on him, scolding and twittering like the small, dusty brown bird she so much resembled. She made him get undressed then and there and seemed to be proposing to towel him down herself, but he vetoed that. She left him alone but came back a few minutes later, laden with hot-water bottles and extra blankets, still inclined to scold, though when she saw how tired he looked, lying back against the pillows, she checked herself and only said ominously that Dr Rivers had been informed and would be up as soon as he was free.

I suppose I'm for it, Burns thought, but couldn't make the thought real. He folded his arms across his face and almost at once began drifting off to sleep. He was back in the wood, outside the circle now, but able to see himself inside it. His skin was tallow-white against the scurfy bark. A shaft of sunlight filtered through leaves, found one of the magpies, and its feathers shone sapphire, emerald, amethyst. There was no reason to go back, he thought. He could stay here forever.

When he opened his eyes, Rivers was sitting beside the bed. He's obviously been there some time, his glasses were in his lap, and one hand covered his eyes. The room was dark.

Rivers seemed to feel Burns watching him, because after a few moments he looked up and smiled.

'How long have I been asleep?'

'About an hour.'

'I've worried everybody, haven't I?'

'Never mind that. You're back, that's all that matters.'

All the way back to the hospital Burns had kept asking himself why he was going back. Now, waking up to find Rivers sitting by his bed, unaware of being observed, tired and patient, he realised he'd come back for this.

- A Burns had been in wet undergrowth.
- B Sister Duffy approached Burns in a welcoming manner.
- C Burns was so tired he was prepared for Sister Duffy to dry him.
- D When Sister Duffy returned she continued to tell Burns off.
- E Burns believed that Dr Rivers would punish him.
- F Burns dreamt about where he had been that afternoon.
- G Burns was awoken by Dr Rivers sitting on the bed.
- H Burns regretted causing concern to the staff.
- I Dr Rivers was a very relieved man.
- J Burns wished he had not returned to the hospital.


*(Total: 5 marks)*

**Reading Part 2**

Read the text and fill the gaps with the correct sentences A–H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

**Why do chief executives earn so much money?**

Whenever news of a corporate meltdown or scandal breaks, many people are astonished to learn exactly how much the chief executive officer (CEO) of that company actually earns. While the company itself may be in serious financial straits with its employees and/or investors, the CEO often escapes with a healthy severance package, known as a *golden parachute*, and begins work with another company within months. Many people wonder why CEOs make so much money.  1. One reason they do is the nature of the job behind the title.

While most employees and supervisors understand their particular responsibilities, a CEO needs to have a working knowledge of virtually every aspect of the company.  2. An ideal CEO is someone who has extensively studied the industry as a whole. He or she knows the inner workings of a specific company inside out and from top to bottom.  3. But without a dedicated CEO at the top, the company could easily lose its focus.

Another reason CEOs make so much money is the business concept of paying for performance. Stockholders and other investors want to see their company remain profitable year after year. CEOs who can successfully steer their companies through rough economic seas are often rewarded with substantial performance bonuses and other financial incentives to ensure their continued leadership and company loyalty.  4. This may be because they already have considerable personal wealth and ask only for a nominal annual salary for tax purposes.

The rejection of a standard salary does not mean the CEO of a successful company will go penniless, however. CEOs often earn more money through profit-sharing plans, performance bonuses and patent or licensing royalties. By not accepting a yearly salary from the company, a CEO can appear to be motivated by other reasons beside personal gain.

While many CEOs do make so much money from their company's performance, they also understand their skills and business acumen are in large demand in the marketplace.  5. Because of this constant demand and short supply of qualified CEOs, many companies pay incredibly high salaries in order to keep their top executives satisfied.

Overall, most CEOs make so much money because they have made numerous personal sacrifices over the years for the good of their companies and have earned the right to share in the profits.  6. .

- A A salary commensurate with this amount of expertise, education and vision may seem high to outsiders.
- B One thing is for sure, you won't find many CEOs with a job for life.
- C There are some CEOs who technically earn little or no money in actual salaries.
- D Some unscrupulous CEOs have no doubt exploited the system, but for others their salaries are commensurate with their level of responsibility.
- E Struggling companies routinely seek out talented CEOs to help them avoid financial collapse.
- F The answer is not always clear.
- G This offer may have to be matched or bettered in order to keep the CEO on board.
- H This kind of knowledge is not gathered overnight.

*(Total: 6 marks)*

### Reading Part 3

Read the four texts below. There are ten questions about the texts. Decide which text A, B, C or D tells you the answer to the question. The first one is done for you.

#### A

With their magnificent architecture and sophisticated knowledge of astronomy and mathematics, the Maya boasted one of the great cultures of the ancient world. Although they had not discovered the wheel and were without metal tools, the Maya constructed massive pyramids, temples and monuments of hewn stone. During its Classic period (250–950 A.D.), Maya civilisation reached a zenith, with a probable population of 13 million. Then, between about 750 and 950 A.D. their society imploded. The Maya abandoned densely populated urban centres, leaving their edifices to fall into ruin. The demise of Maya civilisation has been one of the great anthropological mysteries of modern times. What happened? In recent years, evidence has mounted that unusual shifts in atmospheric patterns took place near the end of the Classic Maya period, lending credence to the notion that climate, and specifically drought, played a hand in the decline of this ancient civilisation.

#### B

The north of Guatemala, known as El Petén, is an area of lush lowland jungle whose depths conceal countless Mayan ruins, half-buried and entwined by tree-roots and lianas. The most impressive and famous of these lost cities is Tikal; a stunning collection of mighty temples at the heart of a vast national park, which was once home to between 10,000 and 100,000 Mayans (though the rain forest makes it difficult to determine the real physical extent of the city). It is not only fascinating for its historic remains but is also a haven for wildlife. There is little to beat the experience of approaching temples towering above you as they rise from the forest floor through the tree canopy. Five main temples make up Tikal, which the fit and brave can climb for magnificent views, as well as thousands more structures still hidden under mounds of earth, awaiting discovery.

#### C

The modern Maya live in southeastern Mexico, Guatemala, Belize, Honduras, and El Salvador. Altogether, their homelands cover an area of approximately 125,000 square miles (323,750 square kilometers) with a varied terrain that encompasses both northern lowlands and southern highlands. Volcanic mountains dominate the highlands. The fertile soil of the traditional Mayan homeland of the highland valleys supports the largest segment of the Maya population. While many Maya have settled in cities—particularly Merida and Cancún—and adopted an urban lifestyle, most remain rural dwellers. Estimates of the Maya population range upward from 4 million. The true figure is probably between 8 and 10 million, including about half of Guatemala's total population of 10 million. Among the larger individual groups are about 750,000 Quiché (K'iche') in the midwestern highlands of Guatemala; 445,000 or more Cakchiquel in several Guatemalan departments (provinces); and over 500,000 Mam in southwestern Guatemala and southeastern Chiapas.

#### D

Jom works about 12 to 14 hours a day, and then brings his material to different suppliers and customers. Meeting his wife opened my mind to other cultures. She had walked to the small market and surprised me with some bottled water and crackers that they couldn't afford. I wondered why Jom wasn't wearing any real Mayan clothes. He said that other people were jealous of successful Mayans doing their craft. It left me concerned about their valuable culture, and how it would hold up in the future. We drove through Quetzaltenango, seeing many new buildings mixed with old markets. I saw ayabs selling their wares along with common vendors, and it was a fascinating sight. I hope that the new generation of Guatemalans and their government will help preserve the Mayan race and their culture because we can't afford to lose more chapters in the history of our planet.

**In which text does the writer:**

1. describe the Maya engineering achievements?
2. contrast the old and the new?
3. refer to buildings that are still to be seen by modern man?
4. refer to the adaptability of Mayans to change?
5. speculate about Mayan history?

<b>A</b>

**Which text is saying the following?**

6. The disappearance of a culture is always a possibility.
7. Physical geographical conditions make it impossible to be any more precise.
8. The majority of Mayans depend on agriculture.
9. It has always been in the Mayans' nature to be hospitable.
10. Lack of water may be to blame.


*(Total: 9 marks)*

**Reading Part 4**

Read the text and answer the questions. Put a circle round the letter of the correct answer.

## Why I think universities should ditch teaching

### Views from a disenchanted lecturer

In this paper I am going to expound on what might be considered a very radical view – that universities should ditch teaching!

The degree course used to strike me as a contract. They want to learn. We want to teach. Money is exchanged for wisdom imparted. In fact, in America this ancient symbiosis has become so explicitly contractual of late that I gather the teacher can now be sued if a student fails his course.

As someone who lectures only occasionally, I always bounce along to whichever college wants me in the naive belief that I will give and they will receive and that at the end of 50 minutes the world will be a wiser place.

But, say friends who have what these days pass for permanent jobs at various British universities, this is at best a simplistic view. None of these PhDs has any wish to teach. In fact, they would rather have nothing whatsoever to do with the student body, a body that is often unwashed, hung over and exhausted from working all night stacking shelves in the local supermarket. Indeed, I gather that these days the worst thing that can happen to academics is to have their job redesignated 'a teaching post'. Teaching is Siberia, the infinitely bleak internal exile of academia.

No kudos attaches to those who burn the midnight halogen lamps marking essays. One friend said she had a special look for an undergraduate who shuffles in to explain that he has been unable to deliver 2,000 words "because I was sittin' in front of the telly all day". The expression cultivates sternness to disguise the huge sense of relief that floods her at the prospect of one less piece of regurgitated nonsense to assess.

I had always thought that cynicism extended only to the senior common room. Recently, however, a report commissioned by the mobile telephone company Orange revealed that 41 per cent of males and 50 per cent of females starting university this year claimed that partying, clubbing and generally having a good time were what they were most looking forward to at university. And of the remainder, only 8 per cent embarked on tertiary education with anything approaching a keenness to learn, in preparation for the rigours of the competitive world we now live in.

We are left then with the bizarre spectacle of two wholly mismatched groups of people locked together for three years in a curious dance of deception: teachers, the majority of whom don't want to teach, and students, the majority of whom don't want to learn. Would it not be a great relief to all concerned if we blew the lid off this sham and let universities be what people on campus actually want them to be?

Academics would receive a monthly sum, most of which would be spent on paying their mortgages and their day to day living expenses, with the rest being put into pet research projects, while students would hand over their 'tuition fees' as the price of admission to the greatest party scene in town. Renaming the junior common room Club 18-21 and the SCR "Dunteachin" would be acts of simple honesty.

For those who object to this plan by saying that education at a university is vital if young people are going to stand any chance of getting good jobs, I would point to another rather alarming recent survey. This showed that media studies was the course most likely to guarantee a job in the 21st century. And what is media studies about? Sitting down in front of the telly all day.

1. The best summary of this passage is:

- a) Academics feel their main role is to research specific areas of interest and not waste their time teaching reluctant learners. Their investigative work is better appreciated than the effort they put into assessing student assignments. Students, on the other hand, feel that academics fail to provide them with an acceptable standard of tuition and so focus on their social life.
- b) The agreement between a university and its student body is like a contract; students pay for teaching and gain the necessary knowledge. But many academics refuse to honour their side of the contract and avoid teaching in favour of pursuing their own research interests. Their justification is that students have no intention of honouring their side of the contract anyway.
- c) Given that research shows that many students are not really interested in learning from academics and given that academics only teach because they are contractually obliged to do so and would rather be doing their research, why not abandon tuition altogether. The main objection to this would be the effect it may have on students' career prospects.

2. The passage develops in which of the following ways?

- a) Author's interpretation of course contract – academics' view – reasons for academic preferences – research on undergraduates – incompatibility – hypothetical scenario – effect on prospects.
- b) How degree courses should work – why they don't – why students don't like university – suggestions for change – post-graduate job prospects.
- c) Ideal tutor-student contract – the reality and reasons – two opposing views – what would happen if... – effect on job prospects.

3. How can the author's opening interpretation of a university course be described?

- a) Cynical.
- b) Naïve.
- c) Provocative.
- d) Unconventional.

4. How do academics believe their contribution to teaching is viewed by the university?

- a) More important than research.
- b) Key to the university success.
- c) Not acknowledged.
- d) Under-appreciated.

5. What is the academics' view of student assignments?

- a) Lacking in originality.
- b) Impossible to mark.
- c) Poorly presented.
- d) Very repetitive.

6. What is the author suggesting universities should do?

- a) Allow a little more flexibility.
- b) Adopt a drastic solution.
- c) Stick to their beliefs.
- d) Open up a debate.

7. What is the author's purpose in paragraph 6?

- a) To expose academics' poor working conditions.
- b) To make a judgement on the standard of undergraduates.
- c) To criticise the universities' role educational role.
- d) To exaggerate in order to recognise a problem.

8. What would be the result of the proposed plan for undergraduates?

- a) They would be poorly prepared for the outside world.
- b) They would have to start worrying about a career.
- c) It would make little difference to their lives.
- d) It would provide them with greater opportunities.

*(Total: 10 marks)*  
*(Total marks for Reading: 30)*

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