

ESB C1 Level 2 Reading (Part One)

Read the following text about English spelling and pronunciation.
For questions 21 – 28, choose the correct answer A, B, C or D.

The Complexities of English

Learning any foreign language is never easy, but the annoying thing about learning English is that the difficulties caused by spelling and pronunciation are quite unnecessary. Attempting to spell and pronounce in English is like playing a computer game where, no matter what you do, you will eventually lose. Try the following and see how you get on! *"I thought it was tough to go through the thoroughfare"* or *"You sow the corn while I sew on these buttons"*. English textbooks are full of such traps to catch the unwary learner. English people themselves are just as likely to misspell words as the foreign learner. So, how did this chaotic mess come about?

A very brief history lesson might help to unravel the knot. When the Romans invaded Britain in the 1st century AD and displaced the Celtic tribes, they brought with them the Latin language and the Roman alphabet. In the 7th century, the Anglo-Saxons, who came from modern-day Germany arrived and brought their languages with them. From the 8th to the 9th century, first, the Vikings, or Norsemen, from Scandinavia and then, the Normans from France conquered Britain and all these invaders left their linguistic fingerprints on the English language. By the 1300s, something we can almost recognise as modern English emerged from this disparate mixture. But English didn't become fixed 700 years ago. It has continued to change and expand, absorbing and borrowing and creating words as it goes. What does all this have to do with spelling and pronunciation? When we 'borrow' words, they may well come from Latin, French, Norse or German and many other sources as well; but all these other languages have sounds which differ from the sounds of English. English has no fixed rules about how to pronounce or spell these foreign 'borrowings'. For some words, we haven't changed the spelling, but we have changed the pronunciation, (e.g. the Germanic word, 'night', is pronounced 'nite' in English) or we kept the spelling and the pronunciation too, (e.g. *ballet*, a French word with a French pronunciation). In English, as in French, the final 't' is silent. Are you confused, dear learner?

In past centuries, most people were illiterate. Books and manuscripts were all written by hand and then laboriously copied out and each scribe had his own individual system of spelling which varied from one part of the country to another. Even with the invention of printing in the 1450s, spelling remained completely random. It is only with the growth of literacy amongst the middle classes in the 18th century, that the need for standardisation became apparent and the first dictionaries were produced. The lexicographers collected all the available words and organised them into dictionaries but they made no attempt to bring spelling into line. The task was probably too daunting. So our modern spelling became fixed in the 18th century. Attempts, notably by Noah Webster who produced the first American dictionary in 1828, to reform English spelling met with partial success. In British English spelling, we have *colour*, *centre*, *programme* and in the American version, *color*, *center* and *program*. These French words are pronounced in the same way by both the English and the Americans but only the Americans have changed the spelling to make these words phonetic. Where is common sense to be found, Britain or America?

21. **According to the text, learners' problems with English spelling are**
A. exaggerated out of all proportion.
B. only experienced by some nationalities.
C. more or less impossible to resolve.
D. the fault of inadequate text books.
22. **The text states that**
A. modern English contains elements of various languages.
B. modern English is mixture of German and Norse.
C. the influences on English are entirely European.
D. Latin was the first language in Britain to have been written down.
23. **According to the text, words 'borrowed' from other languages**
A. always retain their original spelling.
B. usually take on a different pronunciation.
C. are dealt with in an unsystematic way.
D. became part of English a very long time ago.
24. **By looking at the evolution of English, one can**
A. appreciate the importance of the invention of printing.
B. see how close spelling and pronunciation are to each other.
C. recognise the origin of non-English words.
D. gain a greater understanding of English history.
25. **According to the author, the language spoken in Britain**
A. in the 1300s is very similar to today's English.
B. before the 1300s, was not English at all.
C. was governed by very precise grammatical rules.
D. has undergone many changes over the centuries.
26. **In the past, English spelling**
A. had strictly controlled regional variations.
B. was very loosely structured.
C. assisted in the spread of literacy.
D. was reformed by the dictionary compilers.
27. **'Partial' in the final paragraph can best be replaced in the text by**
A. unfinished.
B. biased.
C. limited.
D. incomplete.
28. **The question at the end of each paragraph suggests that, with regard to English spelling, the author**
A. would like some changes to the present system.
B. thinks the Americans have gone too far.
C. is optimistic that change will happen in the future.
D. believes traditions must be respected.

ESB C1 Level 2 Reading (Part Two)

Read the following text about a problem in space.
For questions 29 – 35, choose the correct answer A, B, C or D.

A New Problem in Space

When we start imagining the possible hazards that face space missions, our minds immediately conjure up images of collisions with asteroids, technical malfunctions or attacks by aliens, but this is just science fiction. There is a real concrete peril that lurks in the darkness of space which is solely the result of human activity. We are now being called on to face a new challenge: how to deal with waste in space.

Since the start of the space age in the 1960s, there have been more than 5,000 launches of observation and communications satellites and, as a result, space is becoming increasingly congested. A substantial number of these satellites have long ago ceased to have any useful function, but they are still flying around up there and they have always been considered totally harmless. That is, until recently.

Now, the US Space Surveillance Network (SSN) is tracking tens of thousands of objects, all larger than a tennis ball, whizzing round above our heads, and it is suspected that there are one hundred million objects larger than 1mm in outer space. Due to their enormous orbital speed (27,000 km/h), each one of these objects carries with it the potential to damage or destroy the satellites that we now depend on.

Perhaps the most visible symptoms of the space junk problem are the regular collision avoidance manoeuvres being performed by the International Space Station (ISS), and the increasingly frequent and alarming need for its occupants to take shelter when a piece of junk is detected too late for the space station to take avoiding action. The ISS is intensely pressurised in order to provide life support systems and if it were punctured, then it would explode, much like sticking a needle into a balloon.

A piece of debris, usually a fragment from a satellite, coming close enough to pose a threat to the space station is known as a "red conjunction" and these near misses demonstrate the growing menace of space junk. Thanks to the hit film "Gravity", and the Oscar-nominated performance of Sandra Bullock, we can now readily appreciate the anxiety that must be felt by the astronauts and cosmonauts aboard the International Space Station whenever they receive such a "red conjunction" alert.

Concerns for the uncontrollable growth of space junk and the potential loss of key satellites that are essential to our high-tech life on Earth, have prompted scientists to look for ways to remove junk from space. This is no easy task, however, as it requires new technologies, new laws and, crucially, financial investment. The European Space Agency (ESA) is taking the lead, with a mission known as "e.Deorbit" which aims to remove a large, now obsolete European satellite from space. The mission is ambitious; numerous technologies have been developed and assessed, including a solution based on a harpoon. It is also not without risk, but a successful outcome will surely reassure the space industry that a technical solution to the space junk problem exists, even if the political, legal and financial issues have yet to be solved.

Adapted from: H. Lewis, *Trouble in orbit: the growing problem of space junk*, BBC, 5 August 2015

29. According to the article, space missions can be endangered by
- A. collisions with asteroids.
 - B. alien interference.
 - C. space waste.
 - D. technical failure.
30. Space trash has been produced by
- A. comets and asteroids.
 - B. explosions in space.
 - C. ineffective space missions.
 - D. redundant satellites.
31. According to the article, the junk objects orbiting in space
- A. are small but deadly.
 - B. have caused serious problems.
 - C. could collide with Earth.
 - D. are all monitored by the SSN.
32. The author explains that the International Space Station (ISS)
- A. has never been affected by space trash.
 - B. has been built to withstand the impact of debris.
 - C. is increasingly endangered by possible collisions.
 - D. has recently been damaged by a satellite fragment.
33. The author suggests that the film "Gravity" will
- A. increase public sympathy for the ISS astronauts.
 - B. be treated seriously by the scientific community.
 - C. inspire young people to become astronauts.
 - D. establish the career of Sandra Bullock.
34. According to the author, the European Space Agency (ESA)
- A. has already successfully removed a satellite from space.
 - B. is developing new technology to remove space trash.
 - C. does not consider space trash to be a serious threat.
 - D. has abandoned their mission because of lack of financial support.
35. In the last paragraph, the tone of the author sounds mostly
- A. dismissive.
 - B. hopeful.
 - C. alarmed.
 - D. doubtful.

Remember to transfer your answers to the optical mark form.

ESB C1 Level 2 Use of English (Part One)

For questions 36 – 50, choose the correct answer A, B, C or D.

36. If you _____ a headache, you should take a painkiller.
A. will have got C. have got
B. had got D. had had
37. I need to get my photo _____ to apply for a new passport.
A. take C. made
B. taken D. make
38. You are walking too fast! I can't keep up _____ you.
A. with C. for
B. on D. by
39. John prefers reading books _____ watching films.
A. to C. that
B. then D. than
40. _____ he had studied in America, he went to live in the UK.
A. After C. During
B. However D. While
41. He is definitely not _____ to study this summer.
A. looking forward to having C. to look forward to have
B. looking forward to have D. to look forward to having
42. You will never be happy in your life _____ you do what you like.
A. otherwise C. without
B. but D. unless
43. I need to know to _____ this book belongs.
A. which C. whom
B. whose D. what
44. Paul has been _____ from climbing Mount Everest.
A. convinced C. advised
B. encouraged D. dissuaded
45. It's disappointing they haven't done nearly _____ I expected.
A. as badly as C. as well as
B. better than D. worse than

46. I would rather you _____ the baby just yet.
A. don't wake C. weren't waking
B. didn't wake D. aren't waking
47. If he hadn't been found guilty he _____ to jail.
A. wouldn't go C. hadn't gone
B. wouldn't have gone D. won't have gone
48. You _____ have seen him because he was in New York.
A. shouldn't C. can't
B. wasn't D. needn't
49. She is always complaining so don't take any notice _____ her.
A. with C. by
B. to D. of
50. It's about time we _____, it's getting really late!
A. start C. will start
B. started D. are starting

Remember to transfer your answers to the optical mark form.

ESB C1 Level 2 Use of English (Part Two)

For questions 51 – 65, choose the correct answer A, B, C or D.

51. It never crossed my _____ that I would win the prize.
A. path C. mind
B. fingers D. heart
52. In _____ of these proposals, we must change our strategy.
A. vision C. view
B. sight D. gaze
53. The teacher told the student to _____ his work.
A. correct C. mend
B. repair D. cure
54. That's a trick question, it's designed to _____ you up.
A. trip C. push
B. send D. eat
55. The meeting was _____ because the boss was taken ill.
A. cut off C. cut short
B. cut across D. cut through
56. I can't _____ the fact that this is our last day of school!
A. take over C. finish off
B. pass away D. get over
57. Are you feeling okay? You look a little _____.
A. run under C. run out
B. run down D. run over
58. The restaurant has just undergone a complete _____.
A. make-over C. makeshift
B. make-up D. make-believe
59. Michael is late! Do you think he is going to _____?
A. turn up C. turn around
B. turn over D. turn on
60. Please _____ your voice. I can't hear you.
A. lift C. raise
B. shout D. increase

61. The fence marks the _____ of their farm.
A. boundary C. frame
B. line D. bank
62. Don't give that toy to the baby because it's a choking _____.
A. cause C. danger
B. chance D. hazard
63. The police officer took the man _____ and asked him to describe the suspect.
A. over C. aside
B. along D. up
64. When her twins were born, Beth _____ a few tears.
A. made C. dripped
B. shed D. spilt
65. Most people are able to _____ between fact and fiction.
A. disguise C. distinguish
B. detect D. develop

Remember to transfer your answers to the optical mark form.

ESB C1 Level 2 Use of English (Part Three)

For questions 66 – 75, read the text and for each gap choose the correct answer A, B, C or D.

Deserts

Far from being barren wastelands, deserts are biologically rich habitats with a vast array of animals and plants that have (66) _____ well to the harsh conditions there. Deserts are among the planet's last remaining areas of total wilderness. Yet more than one billion people, one-sixth of the Earth's population, actually live in desert regions.

Deserts (67) _____ more than one fifth of the Earth's land mass, and they exist on every continent. A place that receives less than 25 centimetres of rain per year is considered a desert. Deserts are part of a wider classification of regions called 'dry lands'. These areas exist under a moisture deficit, which means they can frequently (68) _____ more moisture through evaporation than they receive from annual precipitation.

Despite the common conceptions of deserts as dry and hot, there are cold deserts as (69) _____. The largest hot desert in the world, North Africa's Sahara, reaches temperatures of up to 50°C during the day. Some deserts, (70) _____, are always cold, like the Gobi desert in Asia and the desert in the continent of Antarctica. (71) _____ many deserts are flat, some others are mountainous and only about 10 per cent of deserts are covered by sand dunes. The driest deserts get no (72) _____ than one centimetre of precipitation each year, and that is from condensed fog, not rain.

Desert animals have (73) _____ ways to keep themselves hydrated and to manage with less water. Camels, for example, can go for days without food and water. Many desert animals are nocturnal, coming (74) _____ to hunt only when the brutal sun has descended. Some animals, like the desert tortoise, spend much of their time underground. Most desert birds are nomadic, criss-crossing the skies in search of food. Desert plants may have to go without fresh water for years (75) _____ a time.