

Succeed
in
NOCN

Proficient
Level C2



Andrew Betsis ELT

NOCN ESOL International Exams

NOCN ESOL International exams provide internationally recognised qualifications in English which are available and recognised worldwide. They are suitable for learners who are preparing for entry to higher education or professional employment in the UK or elsewhere.

NOCN ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR).

They offer a comprehensive test of English in four skills: spoken language, reading, writing and listening.

There are separate examinations in Listening, Reading, Writing and Speaking available through NOCN at six levels:

- **Beginner** (equivalent to A1 on the Common European Framework)
- **Improver** (equivalent to A2 on the Common European Framework)
- **Intermediate** (equivalent to B1 on the Common European Framework)
- **Independent User** (equivalent to B2 on the Common European Framework)
- **Advanced** (equivalent to C1 on the Common European Framework)
- **Proficient** (equivalent to C2 on the Common European Framework)

NOCN ESOL - Level C2 Proficient

PART	QUESTIONS/TIME		TASK TYPE	PASS MARK		
Listening	31	40 min.	10 sentences / questions	multiple choice questions (a, b, c)	16/31	
			2 dialogues with 5 questions			multiple choice questions (a, b, c)
			1 debate & 1 discussion with 6 and 5 questions respectively			multiple choice questions (a, b, c)
Reading	31	75 min.	Reading comprehension questions and questions related to error detection such as spelling, grammar, punctuation, syntax, synonyms, opposites or fill in a blank.	Text 1	multiple choice questions (a, b, c)	16/31
				Text 2	multiple choice questions (a, b, c)	
				Text 3	multiple choice questions (a, b, c)	
				Text 4	multiple choice questions (a, b, c)	
Writing	2	75 min.	2 Parts - For each part candidates must write one composition. Part 1 (formal): (choose between two topics) letter or email, article, report, description, argumentation Part 1 (informal): letter or email	TASK 1: 200 – 250 WORDS TASK 2: 250 – 300 WORDS Points range from 0-12	12/24	
Speaking		13 min.	Part 1: 5 personal questions Part 2: Candidates are asked how they will deal with and what they will say in 2 situations. The description of the situations and the key points are provided in writing. Part 3: Candidates are asked to develop a dialogue with the examiner based on a script (role play) 2 minutes preparation time is provided. Candidates can also keep notes.	It consists of 3 parts with an examiner and a candidate. Topics are taken from everyday situations.	17/33	

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How to use a QR code

This book has QR codes on some pages.

These instructions will show you how to use these QR codes, to enjoy the audio streaming of the recordings for the Listening activities.

What is a QR code?

A QR code is a two-dimensional barcode that can be 'read' using a special **FREE** app on any tablet or smartphone.

How do I use the QR code?

You will find the QR code on certain pages of the book. It looks like the one on this page. Use the QR reader app on your smartphone or tablet, and hold it over the QR code, lining up the corners on the screen with the corners of the QR code.

After two seconds, the reader should direct you to a webpage where the recording for the Listening activity can be listened to, via a web-based player.

The audio recording will now be played for you to listen.

Then you can answer the questions of the activity.



QR Codes
for the Listening Tasks
for audio streaming

TEST 1

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



1. **a.** I heard it was early September.
b. I bet it was very popular.
c. I'm not sure what I should buy.
2. **a.** Yes, I need to wear something elegant.
b. No, I can reach it from here.
c. Yes, I wasn't expecting to spend that much.
3. **a.** What time would be best for you?
b. All the tourists must be booking up the spaces!
c. Let's reserve a table in the patio area.
4. **a.** Would you like me to check the counter for it?
b. I'll put everything away now.
c. Those bottles are recyclable, I think.
5. **a.** The kitchen staff usually takes them home.
b. The kitchen staff added some new ingredients.
c. The kitchen staff have already left.
6. **a.** Sure. When will you be back?
b. The delivery fee includes the tracking service.
c. I think you ordered a lot.
7. **a.** Yes, I'll be here bright and early.
b. Not at all. I took some medicine.
c. That's fine. Have a good rest.
8. **a.** Did you have a certain film in mind?
b. Yes, I'd love to attend the concert.
c. Sorry, but I already saw it last week.
9. **a.** Yes. What is your price range?
b. Yes, I saved my digital photographs.
c. Yes. We can pose for a picture.
10. **a.** I can empty it anytime.
b. I'm just on my way out.
c. Are you still hungry?

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- What does Teresa need to buy before the trip?
 - sunscreen
 - ski goggles
 - gloves
- Why will Teresa probably not go to the resort's shop?
 - She is not impressed with the selection.
 - She thinks it is too expensive.
 - She will not have enough time.
- What is Teresa surprised about getting from the hotel?
 - a robe
 - a rose
 - a rope
- Why does Alice thank Teresa?
 - Teresa is driving both of them to the resort.
 - Teresa will pay for the room at the resort.
 - Teresa found a good price on accommodations.
- What do both Teresa and Alice want to do?
 - take a lot of things on the trip
 - take ski lessons at the resort
 - take a bus to the resort

Listen to the conversation again and check your answers.



Now listen to [Conversation 2](#). Record your answers on the mark sheet.

- Which carpet cleaner is used by professionals?
 - the Odessa model
 - the Conway model
 - the Rockford model
- What is available with all rentals this month?
 - a bottle of carpet shampoo
 - a discount on the rental fee
 - free delivery and pickup
- What is not something the employee asks the woman about?
 - the type of carpet she has
 - the age of her carpets
 - the size of her rooms
- Why does the employee recommend filling the water tank only halfway?
 - to keep it from being too heavy
 - to make the shampoo more concentrated
 - to lower the risk of spilling
- According to the employee, what can the woman do on the website?
 - watch instructional videos
 - reserve a machine
 - make a payment

Listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. What is the main point of this debate?
 - a. rude behaviour toward neighbours
 - b. rules in conservation areas**
 - c. improving the quality of old buildings

2. What does Armando mention about old buildings?
 - a. using them for government purposes
 - b. using them as models for new buildings**
 - c. using them for their original purpose**

3. What does Armando say about solar panels?
 - a. They are essential for future energy generation.
 - b. They should be installed if the owner wants them.
 - c. They should not be on historic buildings.**

4. What does Carrie think homeowners should do?
 - a. keep their neighbourhoods safe and clean
 - b. consider their neighbourhood's appearance**
 - c. consult neighbours before making changes

5. What problem with committee members is mentioned?
 - a. They are not experts.**
 - b. They face difficult decisions.
 - c. They take a long time to debate.

6. According to Armando, what is true about old buildings?
 - a. It can be costly to make them usable in the modern age.
 - b. It is our responsibility to save them for future generations.**
 - c. It is the government's job to contribute to their upkeep costs.

Listen to the Debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. What is the main point of the discussion?
 - a. the best way to find jobs on social media
 - b. promoting companies on social media
 - c. social media's effect on job hiring

2. According to the discussion, what do employers use social media for?
 - a. verifying the job history listed on the résumé
 - b. getting a sense of a job candidate's personality
 - c. checking for potential risks to the company

3. What does Anne recommend that job hunters do?
 - a. assess their social media accounts
 - b. create new social media accounts
 - c. delete their social media accounts

4. What benefit of social media for job hunters does Anne mention?
 - a. showing that they are well-connected in their field
 - b. building technical skills that are attractive to employers
 - c. informing colleagues that you are looking for a new job

5. According to the discussion, what is the effect of sharing details about your current employer?
 - a. It makes it easy for employers to get in touch with you.
 - b. It demonstrates your knowledge of the industry.
 - c. It signals that you do not take sensitive information seriously.

Listen to the Discussion again and check your answers.

Text 1

Read the text below and answer the questions.

Egyptians and Cats

If you've ever looked at Egyptian art, you have probably noticed that it often includes the depiction of cats. Cats appear on murals, clay pots, ivory statues, and more. Cats were highly respected in ancient Egypt for centuries. But why was this society so devoted to them?

Cats became domesticated in Egypt about 10,000 years ago, when wild cats started ^{wandering} wandered into small villages. They were attracted by rodents that got into grain supplies, and humans started feeding them and interacting with them more. However, the relationship between cats and humans in Egyptian society evolved as people started to believe in the divine energy of cats.

Much of our knowledge about the attitudes towards cats in ancient Egypt came from the historian Herodotus. His writings explain the common belief that cats held the divine essence of Bastet, the cat-headed goddess of fertility, pleasure, and music. The cult of Bastet took around 3,200 BCE., and the popularity of following Bastet resulted in strict rules regarding cats. Cats were to be revered and protected. In fact, someone who killed a cat, whether intentionally or not, was put to death. Necklaces with a pendant depicting a cat were often worn by both men and women because people believed it would make them lucky and prevent bad fortune from visiting their home. Cat necklaces and other charms were frequently given at the start of the new year.

Further proof of the importance of cats in Egyptian life is the remarkable discovery of ^{numerous} numerous mummified cats in ancient burial sites. Hundreds of thousands of them have been recovered by archaeologists, especially in worship sites honouring Bastet. The mummified cats were usually made by the priests working at the temples. They were sold to temple visitors, who believed that leaving such a gift would return some of Bastet's energy to her. Leaving the gift was often accompanied by a prayer asking the goddess for a blessing, further solidifying the status of cats in Egyptian society.

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1. The main purpose of this text is to:
 - a. Outline the significance of cats in Egyptian art.
 - b. Explain why cats were popular pets in Egypt.
 - c. Explore the devotion that Egyptians had to cats.

2. Who was Bastet?
 - a. An Egyptian goddess.
 - b. An Egyptian musician.
 - c. An Egyptian leader.

3. What did Herodotus provide?
 - a. A method for making cat mummies.
 - b. A written record of views about cats.
 - c. A painting depicting Bastet.

4. What is true about the penalty for killing a cat in ancient Egypt?
 - a. It was imposed even if not done on purpose.
 - b. It could include paying a fine to the temple.
 - c. It did not apply to cats that were not pets.

5. According to the text, what was thought to bring good luck?
 - a. Having a cat living in your home.
 - b. Petting a cat in the temple.
 - c. Wearing jewellery showing a cat.

6. What was the purpose of cat mummies?
 - a. To show appreciation to the priests.
 - b. To scare away evil spirits.
 - c. To return some power to Bastet.

7. There is a spelling mistake in:
 - a. Line 2.
 - b. Line 12.
 - c. Line 19.

8. There is a grammatical error in:
 - a. Line 5.
 - b. Line 13.
 - c. Line 15.

9. The most suitable word to complete the sentence in line 12 is:
 - a. Care.
 - b. Apart.
 - c. Hold.

10. What is the best word to replace 'recovered' in line 20?
 - a. Healed.
 - b. Unearthed.
 - c. Gained.

Text 2

Read the text below and answer the questions.

Doljanchi

Doljanchi is the Korean tradition of celebrating a child’s first birthday with a party to wish the child good fortune. The tradition dates back to the 18th century, when issues with food scarcity and a lack of healthcare in Korea resulted in an incredibly high infant mortality rate. Because of this, reaching the first year of life was an important milestone, and family members and neighbours shared in the joy of the child’s good health.

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Even though health outcomes in Korea have greatly improved since the early days of *doljanchi*, most parents still go all out for this party. They often rent a large event hall to hold the *doljanchi* and supply abundant food for guests, as well as a special table filled with items to demonstrate prosperity. Flowers are included on the table, but they are usually not real ones, as Koreans consider it inauspicious to celebrate the baby’s life while ending the life of another living thing.

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The main event at any *doljabi* is a custom known as *doljabi*, which is a fortune-telling game in which the child is placed in front of a variety of items that symbolise different careers or blessings. The first item that the child picks up is said to predict the child’s future. Traditional items include thread, a calligraphy brush, and coloured scrolls, which represent good health, wisdom, and a long life, respectively. A traditional *doljabi* set may feature items representing careers such as scholar or government official. However, as opinions about desirable careers have shifted over time, modern sets may have items for careers such as entertainer, judge, or sports star.

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Traditionally, the most common gift for this special occasion is a gold ring for the baby. At first, this may seem to be a very frivolous gift for a child. However, it has a practical aspect, as gold can hold its value and could be later sold to raise money for the child’s needs. These days, many guests prefer to give cash instead.

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11. Why did a baby's first year become a milestone in 18th-century Korea?
- a. Families could receive financial support from that age.
 - b. It was considered the end of the baby phase.
 - c. Many children did not make it to the first year.
12. Why are artificial flowers used on the table at a doljanchi party?
- a. Real flowers are too expensive.
 - b. Real flowers are considered unlucky.
 - c. Real flowers cannot be reused.
13. What is the meaning of thread in a doljabi set?
- a. Good health.
 - b. Wisdom.
 - c. A long life.
14. Why are some doljabi items different in modern times?
- a. The rules have been officially updated.
 - b. Societal preferences have evolved.
 - c. Ancient objects are hard to acquire.
15. What does the word 'custom' mean in line 13?
- a. Puzzle.
 - b. Pattern.
 - c. Practice.
16. There is a grammatical error in:
- a. Line 3.
 - b. Line 16.
 - c. Line 18.
17. There is a spelling mistake in:
- a. Line 11.
 - b. Line 18.
 - c. Line 21.
18. The best phrase to replace 'go all out' in line 8 is:
- a. Travel very far.
 - b. Make a great effort.
 - c. Take a major risk.
19. The best word to complete the sentence in line 22 is:
- a. Seeing.
 - b. Vision.
 - c. Glance.
20. Which of these best describes the style of the text?
- a. Informal and entertaining.
 - b. Informative and detailed.
 - c. Formal and instructive.

Text 3

Read the text below and answer the questions.

The Sunk Costs Fallacy

The 'sunk costs fallacy' is the tendency for people to continue with an option because they have already invested in it. It is most commonly associated with money. For example, if a company has spent a great deal on developing a new product, it may keep pushing the product on the market despite poor sales. Investments of time and energy can also fall foul of this fallacy, such as continuing to sit through a bad movie because you have already spent time watching the first part of it. The best thing to do in that situation would be to stop watching the movie and find a better way to spend your time, though few people do this.

When most people have an investment in a negative situation, they stick with it even though that is unlikely to result in an ideal outcome. This often happens because the person hopes to recover part of whatever has been invested. The belief is that if things turn around, the person can still come out ahead. Another motivation is that the person is reluctant to abandon a project or activity for fear of seeming to use resources carelessly.

Fortunately, getting caught in the sunk costs fallacy is not inevitable. Being aware of this phenomenon is already a good start. You may be able to recognise the problem earlier, leading to a lower investment of resources before abandoning the project or behaviour. It is also helpful to focus on your overall goal. This can ensure that you objectively weigh the pros and cons of continuing. With practice, it becomes easier to identify when you are making decisions based on past investments versus future gains.

21. The text above was written to:
- a. Persuade.
 - b. Entertain.
 - c. Explain.
22. According to the text, what statement about the sunk costs fallacy is true?
- a. It does not always apply to money.
 - b. It is becoming increasingly common.
 - c. It can have disastrous effects.
23. In the second paragraph, what does 'stick with it' (line 9) mean?
- a. Become joined.
 - b. Carry on.
 - c. Try to establish.
24. What is not mentioned as a reason for the sunk costs fallacy?
- a. Working to keep up with one's peers.
 - b. Trying to recoup an investment.
 - c. Avoiding the appearance of being wasteful.
25. According to the text, how can people avoid the sunk costs fallacy?
- a. By taking on fewer risks overall.
 - b. By remaining goal-oriented.
 - c. By practising organisational skills.

Text 4

Read the text below and answer the questions.

Bette Nesmith

Bette Nesmith, born Bette McMurry in 1924, grew up in Texas. She married Warren Nesmith and gave birth to a son in 1942. The couple later divorced, and after the death of Bette's father, she got a job as a secretary at a bank to help support her son and mother. She worked her way up to an executive secretary position, the highest possible role available to women in banking at the time.

One of the main duties of her job was to type up documents. However, technological advancements in the typewriter actually made her job more difficult. Fabric ribbons were replaced with carbon ribbons that produced letters that could not be easily erased without smearing. In addition, the new keypads were more sensitive, leading to more errors.

Fortunately, Bette came up with a way to overcome these challenges. In order to earn an additional income, she painted the bank's windows with different scenes for the holidays. She suddenly had an epiphany - painters do not use erasers; rather, they cover up their mistakes with more paint. She applied this idea to fixing typing mistakes and started to paint over her errors instead of retyping the entire page.

She used the correction paint at work for five years, without her boss noticing, and worked to make the product better. With assistance from her son's high school chemistry instructor, she was able to find a formula that realistically mimicked paper when dry. She marketed the product as *Mistake Out* and started selling it in 1956. The company initially operated at a loss, but it wasn't long before *Mistake Out* was in high demand. Bette later changed the name to *Liquid Paper*, the name by which it is still known. Bette sold the company in 1979 for \$47.5 million, and the product remains popular to this day.

26. What was special about Bette's job as an executive secretary?
- a. It was the highest position that a woman in banking could reach.
 - b. She was the first woman to hold the position.
 - c. She was hired despite not meeting all of the qualifications.
27. Why did using a typewriter become more challenging?
- a. Because the documents were in high demand.
 - b. Because people were not trained well.
 - c. Because of a change in components.
28. What did Bette do to make extra money?
- a. Painted the bank's windows.
 - b. Gave tours to people on holiday.
 - c. Taught classes at a high school.
29. Who helped Bette to improve her product?
- a. Her boss.
 - b. Her son's teacher.
 - c. Her son.
30. What is true about Bette's business?
- a. It had branches all over the country.
 - b. It was later purchased by the bank.
 - c. It did not make a profit at first.
31. When did Bette's company come under new ownership?
- a. In 1942.
 - b. In 1956.
 - c. In 1979.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1

Formal Writing Task 1 - Allow around 35 minutes for this task.

You reserved a hotel room for your family's upcoming holiday. However, when you received the email confirmation, you noticed that you've been assigned a single room instead of the double room you requested. There are no more double rooms available for your desired dates.

Write an email to the hotel.

You could write about:

- When you made the phone call and whom you spoke to
- What is wrong with the reservation
- Why you cannot use the current reservation
- What you expect to happen next

Write 200-250 words.

OR,

Option 2

Formal Writing Task 1 - Allow around 35 minutes for this task.

You work from home and need a reliable Internet connection for your work. Unfortunately, your Internet service cuts out frequently and unexpectedly. You called the customer service centre to cancel the contract but an agent there said you must pay a cancellation fee. Write a letter to the Internet service provider.

You could write about:

- Why you want to cancel the contract
- How the service has negatively affected you
- What you were told by the customer service centre
- What action you would like the company to take

Write 200-250 words.

Informal Writing Task 2 - Allow around 35 minutes for this task.

Write an email to a friend telling them about a job opening you heard about at your company. Suggest that your friend apply for the job.

You could write about:

- What the job involves
- Why you think your friend would be suited for the job
- Benefits of working at the company
- How much fun it would be to work together

Write about 250-300 words.

You will be assessed on:

- content
- format and structure
- accuracy in the use of grammar and punctuation
- use of vocabulary for the specific context and purpose

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination Proficient Level C2. Today is (date). The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination. (Approximately 3.5 minutes)

I am now going to ask you some questions. I would like you to answer in full sentences.

(Additional questions may be asked to prompt more in-depth responses.)

I am now going to ask you some questions.

1. Can you describe your home and tell me how long you have lived there?
 2. What is your favourite season of the year and why?
 3. What kind of movies do you like to watch and why?
 4. Would you prefer to drive to work or take public transportation and why?
 5. What are three reasons that you use your smartphone regularly?
- Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination. (Approximately 4 minutes)

The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Situation 1: You received a notice slip for a missed delivery, even though you were home all day and did not hear anyone knocking on the door. You call the delivery company to complain that the delivery person did not attempt to make the delivery correctly. What would you **say**? (Interlocutor may repeat or rephrase the question if necessary.)

Situation 2: You order a pasta dish at a restaurant but ask for no cheese because of an allergy. When the server brings the food, you see that it is covered in cheese. You speak to the server about the problem. What would you say? (Interlocutor may repeat or rephrase the question if necessary.)

Situation 3: Your friend informs you that they are thinking about quitting their job suddenly, without having another job lined up. You think this is a bad idea, so you talk to your friend about the situation. What would you say? (Interlocutor may repeat or rephrase the question if necessary.)

Situation 4: You previously viewed two flats for rent but want to return to both sites with your family members to help you decide which one to choose. You call the estate agent to explain your request. What do you say? (Interlocutor may repeat or rephrase the question if necessary.) Thank the learner.

Additional Prompts

Situation 1: The learner may be prompted to explain why they think the delivery person did not try to knock on the door, why the package is needed, and what inconvenience was caused by the situation.

Situation 2: The learner may be prompted to explain what was originally ordered and why, and to ask the server to resolve the problem. The learner may also suggest some sort of free item or bill discount because of the inconvenience.

Situation 3: The learner may be prompted to explain why it is a bad idea to quit the job now and what the friend should consider before making a change. The learner may also suggest ways to deal with the challenges of the job in the meantime.

Situation 4: The learner may be prompted to explain the reason for the additional visit, who will be joining the learner, and when the learner would like to make the visit to each flat.

Part 3

This is **Part 3** of the Speaking Examination. (Approximately 6 minutes)

The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Scenario 1: You invited a friend to a dinner party, and your friend accepted. Now it is the day of the dinner party and your friend says they do not feel like coming. You have already made the preparations for the dinner under the assumption that your friend would be there, and there are several people you want your friend to meet there. Persuade your friend to come to the dinner party. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 2: You want to go on a camping trip with some schoolmates this weekend, but your parents are nervous about your going out of town without them. Convince your parents to let you go. Explain your reasons for wanting to go, who will join you, and how you will be responsible. You will have two minutes to prepare the conversation. You may make notes. I will take the place of one of your parents.

Scenario 3: You want to borrow your cousin's car to help you move some items to your new house. However, the car is very new, and your cousin is worried about it getting damaged. Persuade your cousin to let you borrow the car. Explain what you will do to ensure there will be no damage to the car. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your cousin.

Scenario 4: You got a voucher for a two-for-one year-long membership at a local gym. You want to have your friend join with you and split the cost of the membership fees. Persuade your friend to join the gym. Explain the advantages of having a membership at the same gym and how the gym will help your friend meet their fitness goals. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

TEST 2

Practice Test 2

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



1. a. I think he got offered a job.
 b. You'll have a great holiday.
 c. We're staying here for now.
2. a. I love watching football and baseball.
 b. I enjoy eating international cuisine.
 c. I like dramas and action films.
3. a. How much did it cost?
 b. I can turn it on for you.
 c. Yes. It's still rather dark in here.
4. a. Maybe the time is inconvenient.
 b. I hope you learn a lot.
 c. The workshop lasts for two hours.
5. a. We have a lot more where that came from.
 b. That's probably why it's half empty.
 c. Yes. Let's have a picnic in the park.
6. a. The changing room is at the back.
 b. I think they look great on you.
 c. Yes. We have a variety of sizes.
7. a. The delivery will be sooner than that.
 b. Some of these items should be washed by hand.
 c. Well, this one has a two-year guarantee.
8. a. It's too crowded in here for my preference.
 b. Both the food and the service were excellent.
 c. Sorry, I forgot. I'll call right now.
9. a. I recently got my driving licence.
 b. A taxi, if you can afford it.
 c. You'll want a direct flight, I think.
10. a. Yes. I could use the extra money.
 b. Yes. That was a fun trip.
 c. Yes. I'm going to a party then.

Part 2

You will now hear two conversations. You will hear them twice. You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- Why is Harvey surprised?
 - Stuart told him the date of a concert has changed.
 - Stuart says he does not like the Melody Boys band.
 - Stuart has tickets to a sold-out concert.
- What is suggested about Stuart?
 - He is currently working for a radio station.
 - He is knowledgeable about classic movies.
 - He frequently goes to live concerts.
- What will Stuart do on 9th July?
 - entertain some family members
 - go on a business trip
 - start a new job.
- Who does Harvey plan to invite to the concert?
 - his parents
 - his girlfriend
 - his sister
- Why will Harvey visit a website?
 - to order a souvenir
 - to check seat locations
 - to get driving directions

Listen to the conversation again and check your answers.

Now listen to [Conversation 2](#). Record your answers on the mark sheet.



- Why does Greg want to change rooms?
 - He thought the room was not clean enough.
 - He was disturbed by traffic noises.
 - He wants to stay in a larger room.
- What is true about the courtyard?
 - It is for the hotel's guests only.
 - It has restricted access at certain times.
 - It is adjacent to a busy street.
- According to the employee, what caused a change in the room availability?
 - an expansion project
 - a computer error
 - a group cancellation
- What does Greg thank the employee for?
 - providing a free upgrade
 - explaining a policy
 - issuing a refund
- What will the employee give to Greg?
 - a museum map
 - a bus ticket
 - a taxi phone number

Listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. What is the main point of the debate?
 - a. problems with dogs being mistreated
 - b. how to prepare for dog ownership
 - c. whether areas should be off-limits to dogs

2. According to the debate, what is true about dogs?
 - a. They can suffer from depression just like humans can.
 - b. They are slightly less popular as pets than cats.
 - c. They have a positive effect on mental health.

3. What does Daniel believe?
 - a. There are not very many benefits to taking care of a dog.
 - b. There are already enough spaces available for dogs.
 - c. There are too many restrictions on where dogs can go.

4. Why are many councils changing their rules?
 - a. to promote outdoor activities
 - b. to prevent negative health effects
 - c. to keep parks from being overcrowded

5. What does Amy mention about dog owners?
 - a. It is difficult to monitor their behaviour.
 - b. The rule-making process should include them.
 - c. They keep each other from breaking the rules.

6. Why does Daniel mention speeding?
 - a. to indicate a possible danger to dogs
 - b. to give an example of a change that worked
 - c. to point out a flaw in Amy's argument

Listen to the Debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. What is the main topic of the discussion?
 - a. communication habits by culture
 - b. babies' communication skills**
 - c. modern forms of communication

2. According to the discussion, what do people misunderstand?
 - a. that some communication is better than none
 - b. that there are a lot of books about communication
 - c. that communication is not just speaking**

3. According to the discussion, how can parents support speech development?
 - a. by signing up for lessons
 - b. by paying attention**
 - c. by always speaking clearly

4. What does Sarah say is important?
 - a. allowing for natural variations**
 - b. changing the environment
 - c. tracking progress carefully

5. Which of these is true?
 - a. long-term outcomes can be very difficult to predict
 - b. late talkers are usually able to catch up to their peers**
 - c. more studies are needed to assess the skills

Listen to the Discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

Kintsugi

Kintsugi, which can be translated as 'golden joinery', is a Japanese art form employed when pottery is broken. Instead of repairing the pottery with a clear or colour-matched adhesive that will blend into the bowl, making the repair unnoticeable, Kintsugi takes the opposite approach. It aims to make the seams as conspicuous as possible, drawing attention to the cracks rather than hiding them.

The practice of Kintsugi has been employed for ^{centuries} centurys. However, its origins are unknown. One legend states that a Japanese military leader in the 1400s sent a cracked tea bowl away to be repaired. When he received it back, he was disappointed by the metal staples used to secure the bowl fragments to each other. He thought the new appearance of the bowl was **unsightly**, so he sought to develop a better method. By the early 1600s, pottery with the Kintsugi technique was commonly seen all over Japan. In fact, historical documents relay the story of a Japanese warrior who made a living by purposely breaking tea bowls he bought, repairing them using Kintsugi, and selling them on.

There are three main Kintsugi styles; ^{all of them} all of what use a lacquer made from tree sap that is then dusted with powdered gold, platinum, or silver. In the crack technique, which is the most popular technique, the fragments are simply reassembled with the additional vein of lacquer in between. The piece method involves making epoxy resin fragments to replace gaps from lost pieces. In the joint-call method, pieces from two distinctly different pottery works are rejoined to create a new item.

Not only is Kintsugi beautiful, but it also incorporates a number of concepts deeply connected with the Japanese culture - *wabi-sabi*, the philosophy of looking for beauty in the imperfect; *mushin*, the acceptance of change; and *mottainai*, the regret felt when something is wasted. The repaired pottery is new and beautiful, and does not need to be discarded.

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1. How does Kintsugi differ from most other pottery work?
 - a. It uses a variety of colours.
 - b. It emphasises damaged parts.**
 - c. It focuses on symmetrical shapes.

2. What is true about Kintsugi?
 - a. People are not sure how it started.**
 - b. People no longer know how to do it.
 - c. People think it takes a long time to learn.

3. What is suggested about Kintsugi tea bowls of the 1600s?
 - a. They were only used as decorative items.
 - b. There were few people who knew how to make them.
 - c. They were valued more than unbroken bowls.**

4. What is sprinkled on top of the lacquer when making Kintsugi?
 - a. hardened tree sap
 - b. powdered metal**
 - c. crushed pottery

5. What is true about the piece method?
 - a. It is used when parts are missing.**
 - b. It uses two different pieces of pottery.
 - c. It is the most common technique.

6. In the text, what concept is **not** described with a Japanese word?
 - a. feeling remorse about wastefulness
 - b. seeking beauty in flawed things
 - c. learning from one's mistakes**

7. There is a spelling mistake in:
 - a. Line 2.
 - b. Line 6.**
 - c. Line 9.

8. The word 'unsightly' in line 9 means:
 - a. Astonishing.
 - b. Invisible.
 - c. Hideous.**

9. There is a grammatical error in:
 - a. Line 1.
 - b. Line 8.
 - c. Line 14.**

10. Which of these best describes the style of the text?
 - a. formal and instructive
 - b. informative and detailed**
 - c. informal and entertaining

Text 2

Read the text. Answer the questions on your mark sheet.

Clothing in the Elizabethan Era

During the Elizabethan Era, a series of laws, called the Sumptuary laws, were passed in 1571. These laws dictated how people must dress. For example, anyone over the age of six was required to wear a woollen cap every Sunday and on some holidays. In addition, there were fabrics and colours that were either completely banned or that could not be worn by certain people. Purple or gold cloth, especially silk, was only to be used by the Queen and other members of the royal family. Aristocratic classes were allowed to wear opulent fabrics such as velvet and fur. These were unavailable to the lower classes due to the prohibitive cost and the formal regulations in place.

The Sumptuary laws were aimed at making it clear to which social group a person belonged, as many people believed that maintaining clearly-divided classes was a key component in keeping order. The ruling classes wanted to ensure they could tell a farmer from a count with only a quick look. In addition, Queen Elizabeth expressed concern that a great deal of money was being squandered on luxury items from overseas. She hoped to curb this extravagant spending and keep more money within the country to benefit the local economy.

When the new laws went into effect, the Queen expected everyone to be in compliance within twelve days. Those working in her court were the first to follow the new clothing rules, as they were the most visible to officials. Others in the noble classes were also very careful to adhere to the rules, which included a maximum clothing allowance of one hundred pounds annually, so as to stay in the Queen's good graces.

While fines could be imposed on **subjects** who did not follow the mandated dress code, the laws were difficult to enforce. They were eventually repealed, replacing with various protectionist laws.

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11. What is the main purpose of the text?
- a. to provide details of clothing laws of the Elizabethan era
 - b. to explain how people liked to dress in the Elizabethan era
 - c. to examine clothing's effect on the Elizabethan economy
12. What is true about caps during the Elizabethan era?
- a. They were required only on Sundays.
 - b. Children under five did not have to wear them.
 - c. Their material was provided by the Queen.
13. Which of these best describes the clothing of royalty?
- a. Their costs were reduced during the Elizabethan era.
 - b. Some colours were reserved for them.
 - c. Silk was almost always one of their fabrics.
14. What was one purpose of the Sumptuary laws?
- a. drawing distinctions between social classes
 - b. generating more money for the royal family
 - c. instilling a sense of national pride
15. According to the text, what was the Queen worried about?
- a. falling behind other countries
 - b. spending too much time on fashion
 - c. wasting money on foreign goods
16. Who first adopted the new practices?
- a. the local farmers
 - b. the Queen's close relatives
 - c. employees of the Queen's court
17. What is the best word to replace 'subjects' in line 22?
- a. topics
 - b. citizens
 - c. experts
18. There is a spelling mistake in:
- a. Line 6.
 - b. Line 10.
 - c. Line 13.
19. There is a grammatical error in:
- a. Line 2.
 - b. Line 12.
 - c. Line 23.
20. The most suitable word to complete the sentence in line 7 is:
- a. both
 - b. either
 - c. additionally

Text 3

Read the text. Answer the questions on your mark sheet.

Boxing Day

Boxing Day is a holiday celebrated the day after Christmas, on December 26th. Those who are new to this holiday may be surprised that it has nothing to do with the sport of boxing. Instead, the name of the holiday derives from a practice during Queen Victoria's reign, when the wealthy boxed up presents to give to the poor. Traditionally, Boxing Day was a day off for any servants in the household after having to make a lot of preparations in the run-up to Christmas.

The holiday is celebrated in countries such as the UK, Canada, Australia, and South Africa. In a few European countries, such as Poland, the Netherlands, and Germany, it is treated as an extension of Christmas Day. There are also religious connections to Boxing Day, as it is Saint Stephen's Day in Ireland and Spain's Catalonia region.

Many holidays are centred around food, and Boxing Day is no exception. However, in this case, the food is almost always the remains of the large Christmas meal from the day before. This is because there is often a lot of extra food from Christmas, and it is easy to simply reheat what is already on hand.

One common tradition on Boxing Day is watching football. Before television was invented, Christmas Day was a popular day for football matches, which people would attend in person. However, in the 1950s, people's feelings toward playing sport on Christmas Day shifted, and the holiday became more family-focused. As a result, football matches were moved to December 26th, making them a Boxing Day tradition ever since the last Christmas Day football match in 1957.

21. What does the word 'Boxing' in Boxing Day refer to?
- a. a sport
 - b. decorations
 - c. gifts
22. What did servants traditionally do on Boxing Day?
- a. prepared a special meal
 - b. took a break
 - c. visited poor families
23. Where is Boxing Day not celebrated as Saint Stephen's Day?
- a. Ireland
 - b. Spain
 - c. The Netherlands
24. According to the text, which sentence is true about Boxing Day?
- a. People do a lot of outdoor activities.
 - b. People often eat leftover food.
 - c. People prepare a lot for it.
25. What caused football matches to be moved from December 25th to 26th?
- a. a change in attitudes
 - b. the invention of television
 - c. a government regulation

Text 4

Read the text. Answer the questions on your mark sheet.

Mary Anning: Fossil Hunter

In Victorian England, there was a growing interest in the natural sciences, and many people took part in amateur scientific activities. In the field of palaeontology, Mary Anning made significant contributions throughout her life. Mary grew up in Lyme Regis in West Dorset, an area with substantial fossil deposits from the Triassic, Jurassic, and Cretaceous periods. Because of this, it was given the status of a UNESCO World Heritage Site. As fossils were commonly found in the area, Mary regularly collected them so she could sell them to help support her poor family. She learned the work from her father and did it from a young age, even carefully unearthing a dinosaur skull found by her brother, a task she carried out meticulously over a series of months at the age of twelve.

Throughout her life, Mary continued to collect fossils. Winter was the best time for this activity, as this was the time of year with the most landslides, which led to more exposure of the sedimentary rock of the cliffs, allowing many new fossils to be seen. The work during the winter months was particularly arduous and dangerous, but Mary continued steadfastly.

A number of Mary's findings ended up being important scientific discoveries. For example, she found the first complete set of bones for the Plesiosaurus, a large marine reptile, as well as Britain's first flying reptile, the Pterodactylus. Mary sketched detailed images of the fossils she found, and her work helped to prove the process of extinction.

Despite Mary's hard work and insights into the field, her work stayed mainly under the radar for much of her lifetime. Because she sold the items she found, they were not credited to her. However, she did have two fossil fish species named after her before her death in 1847. Today, the Lyme Regis Museum can be found on the site which used to house Mary's home and shop.

26. Why was the Lyme Regis area named a UNESCO World Heritage Site?
- a. its collection of fossilised remains
 - b. its outstanding natural beauty
 - c. its unique cultural events
27. What motivated Mary to hunt for fossils?
- a. advancing science
 - b. becoming famous
 - c. earning money
28. What benefit of fossil hunting in winter did Mary take advantage of?
- a. more exposed rock
 - b. fewer people on the beach
 - c. strong winds
29. According to the text, what skill did Mary have in addition to finding fossils?
- a. drawing
 - b. sculpting
 - c. singing
30. Mary's work was 'under the radar'. What does this mean in the text?
- a. It had low standards.
 - b. It went unnoticed.
 - c. It was being examined.
31. What used to be on the site of the Lyme Regis Museum?
- a. Mary's school
 - b. Mary's father's house
 - c. Mary's shop

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1

Formal Writing Task 1 - Allow around 35 minutes for this task.

You had new flooring installed in your home's living room two weeks ago. Today you realised that there is a noticeable gap between two of the pieces, which was not there before.

Write an email to the contractor who performed the work.

You could write about:

- When the work was completed
- What the problem with the flooring is
- What you think caused the problem
- What you expect to happen next.

Write 200-250 words.

OR,

Option 2

Formal Writing Task 1 - Allow around 35 minutes for this task.

You hired a catering company for your upcoming anniversary party. You had ordered vegetarian options for two of your guests, but when the caterer brought the food, all of the main dishes contained meat. Write an email to the catering company.

You could write about:

- What you originally ordered and why
- What happened on the day of the event
- How the problem affected your guests
- What actions you expect next and why.

Write 200-250 words.

Writing 2 Informal Writing - Task 2

Allow 35 minutes for this task. You must write the following Informal Writing task.

Write an email to a friend telling them that you have started taking online classes about business topics in the evenings.

You could write about:

- Why you are taking the classes
- How the classes will help your career
- What kinds of topics you are learning about
- What you like about the classes.

Write about 250-300 words.

You will be assessed on:

- content
- format and structure
- accuracy in the use of grammar and punctuation
- use of vocabulary for the specific context and purpose

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination Proficient Level C2. Today is (date). The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination. (Appr.3.5 minutes)
I am now going to ask you some questions. I would like you to answer in full sentences.

1. What hobbies do you like to do in your free time and why?
2. Do you prefer to go to bed early or stay up late? Why?
3. If you could live in any country in the world, where would it be? Why?
4. What are three skills that are important for workers to learn?
5. Would you rather play sport or watch sport? Why?

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination. (Appr.4 minutes)

The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Please listen carefully and tell me what you would say in these situations.

Situation 1: Your neighbours threw a party in their back garden last night and there was loud music playing late into the night. This morning, you found rubbish from the party in your garden. Speak to your neighbours about the problem. What would you say?

(Interlocutor may repeat or rephrase the question if necessary.)

Situation 2: You purchased some socks at a department store, but when you got home you realised that you bought the wrong size. You have not opened the package yet, but you lost the receipt. You would like to exchange them for the correct size. Speak to the manager about the situation. What would you say?

(Interlocutor may repeat or rephrase the question if necessary.)

Situation 3: Your friend is planning to go on holiday abroad. Give your friend some advice about the best way to choose the destination. You can talk about activities at the destination, costs, and flights. What would you say?

(Interlocutor may repeat or rephrase the question if necessary.)

Situation 4: You ordered some new glasses, and they were supposed to be ready within three business days. It has been a week and the eye clinic has still not contacted you about the glasses. Speak to the clinic employee to check on the status of your glasses. What would you say?

(Interlocutor may repeat or rephrase the question if necessary.)

Thank the learner.

Additional Prompts

Situation 1: The learner may be prompted to explain how the loud music negatively affected them, what was found in their back garden, what the neighbours should do now, and what the neighbours should do next time.

Situation 2: The learner may be prompted to explain what the problem with the socks is, how they made the mistake, and what they would like to do in order to resolve the situation.

Situation 3: The learner may be prompted to explain which activities they like, what costs may be incurred, and which airlines they recommend. Prompt the learner to support their advice with examples from their own holidays.

Situation 4: The learner may be prompted to explain when they ordered the glasses, when they were expecting them, and why it is inconvenient that they are not ready yet. The learner may be prompted to say that this has not happened before.

Part 3

This is **Part 3** of the Speaking Examination. (Appr.6 minutes)
The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Scenario 1: Your parents are going out of town for the weekend, staying at a hotel. While they are gone, they want you to stay with your grandparents. You want to stay by yourself at home instead. Persuade your parents to let you stay home alone. You will have two minutes to prepare the conversation. You may make notes. I will take the place of one of your parents.

Scenario 2: Your company is adding a break room for employees and your boss is looking for suggestions for what should be in the break room. Explain the kinds of furniture and other features you think would be most appreciated by the employees. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your boss.

Scenario 3: Your friend is considering buying a brand-new car and taking out a big loan to pay for it. You think it is a bad idea to get into debt, and you think your friend should buy a used car to keep costs down. Convince your friend to get a used car instead of a new one. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 4: A charity that you like is holding a 10K race to raise money for its organisation, and it needs volunteers to help on the race day. You want to help, but you think it would be more fun to do it with a friend. Explain to your friend why you want them to help and how it would benefit the charity. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Additional Prompts

Scenario 1:

What will you do if there is an emergency?

Do you plan to have friends over while we are gone?

What do you plan to do about meals?

Scenario 2:

What do we need for people to prepare food?

What kind of furniture would be best for the break room?

What are the pros and cons of having a TV in the break room?

Scenario 3:

I can afford the monthly payments on the loan, so what difference does it make?

Wouldn't a used car need a lot of expensive repairs?

Can't I get better technology in a new car?

Scenario 4:

How much time do I need to devote to volunteering?

What special skills will I need to volunteer?

What kinds of activities will be expected of me?

Thank the learner.

TEST 3

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



1.
 - a. I agree that it's an important project.
 - b. There's nothing wrong with my ears.
 - c. Why, is there a problem?
2.
 - a. Yes, this place is bigger than we need, isn't it?
 - b. Yes, it will be a bit cramped here when the baby comes.
 - c. Yes, are you the estate agent?
3.
 - a. It was pretty dark in there.
 - b. It must have been such a relief to her.
 - c. I'm sure she will be pleased when she finds out.
4.
 - a. Yes, we won't be allowed in otherwise.
 - b. I can't find my passport.
 - c. My name is Jason Browning.
5.
 - a. It was very interesting, wasn't it?
 - b. I'm an instructor.
 - c. You never pay attention, do you?
6.
 - a. I'll bake it tomorrow.
 - b. Actually, I won it in a raffle.
 - c. Yes, please. I'd love a piece.
7.
 - a. I might try in a minute.
 - b. I did try when he answered the phone.
 - c. I will next time I speak to him.
8.
 - a. Yes, I can help to repair it.
 - b. Yes, I knew a person could.
 - c. No, but it will soon mend.
9.
 - a. I have already given you a copy.
 - b. Why would I copy your work?
 - c. Yes, I have. I've got no copies.
10.
 - a. I'll have a look for it.
 - b. He has a unique style, doesn't he?
 - c. I don't think he trusts us.

Part 2

You will now hear two conversations. You will hear them twice. You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- Where was Grace born?
 - Paris
 - Los Angeles
 - London
- Which job did Grace Lawson have just before she started to write songs?
 - waitress
 - producer
 - singer
- According to the conversation, which statement is true?
 - Grace wants to be a successful singer.
 - Grace wants her lyrics to be sung in a particular way.
 - Grace likes to work with novelists.
- What is Grace looking for when she takes on a new singer?
 - previous success as a performer
 - a style that no one else likes
 - originality
- What is Grace's biggest regret?
 - not becoming a graduate
 - not having children
 - buying a big house

Listen to the conversation again and check your answers.

Now listen to [Conversation 2](#). Record your answers on the mark sheet.



- What is going to be looked at?
 - a hotel
 - a holiday rental home
 - a home abroad
- Which of these are not mentioned in the conversation about the viewing?
 - the parking
 - the views
 - the location
- Why is the present owner selling?
 - She wants to be near her family.
 - Her husband is ill.
 - She wants to buy a holiday home.
- It's likely that Mr and Mrs Dobbs will buy the villa for
 - £150,000.
 - £120,000.
 - £140,000.
- Which room needs to be renovated?
 - the living room
 - the kitchen
 - the shower room

Listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. According to the debate, which is true?
 - a. Most people support cycle lanes.
 - b. There have been very few reports about cycle lanes.
 - c. Cycle lanes are often a topic of discussion.

2. Which is the main topic of this debate?
 - a. deciding how much money to spend building cycle lanes
 - b. looking at attitudes towards cycle lanes
 - c. trying to prevent more cycle lanes being built

3. Which of the following is thought by some to be a negative effect of cycle lanes?
 - a. traffic jams
 - b. increase in fuel prices
 - c. increase in pedestrian injuries

4. Where were these negative attitudes started?
 - a. in newspapers
 - b. on the internet
 - c. on TV

5. What is true about London's cycle lanes?
 - a. They are closed at the weekends.
 - b. They are not as popular as they used to be.
 - c. They are well-used during peak commuting times.

6. What do the two speakers both agree on?
 - a. The claim that cycle lanes aren't used is false.
 - b. Taxi drivers put cyclists' lives at risk.
 - c. There are too many cycle lanes in central London.

Listen to the debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. What is the main point of this discussion?
 - a. how many people are homeless
 - b. what obligation we have to help the homeless**
 - c. how much money has already been spent on the homeless

2. Brian is now
 - a. working in social care.**
 - b. what obligation we have to help the homeless
 - c. still trying to beat his addiction.

3. According to the discussion, many homeless people
 - a. have never been employed.
 - b. have always been criminals.
 - c. have a serious health issue.**

4. Both guest speakers agree that
 - a. people with addictions will inevitably become homeless.
 - b. the cause of an individual's problem must be understood.**
 - c. addicts should not be re-homed until they are cured.

5. At the end of the debate, the speakers
 - a. agree to disagree.
 - b. disagree with the host.
 - c. come to the same conclusion.**

Listen to the discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

Writing a will

We spend our lives working to support ourselves and our loved ones. You may have a house or flat (in the UK or overseas), shares, savings, investments, as well as several personal possessions. All of these ^{valuable} assets are your 'estate'. Making a will ensures that when you die your estate is shared according to your wishes. It is vital for you to make a will whether you considering you have a lot of possessions and money or not. It is important to make a will because: are considering

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- if you die without a will, there are certain rules which dictate how the money, property or possessions should be allocated. This may not be the way that you would have wished your money and possessions to be distributed
- unmarried partners and partners who have not registered a civil partnership cannot inherit from each other unless there is a will, so the death of one partner may create serious financial problems for the remaining partner
- if you have children, you will need to make a will so that arrangements for the children can be made if either one or both parents die
- if your circumstances have changed, it is important that you make a will to ensure that your money and possessions are distributed as you wish. For example, if you have ^{separated} separated and your ex-partner now lives with someone else, you may want to change your will. If you are married or enter into a registered civil partnership, this will make any previous will you have made invalid.

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There is no need for a will to be drawn up or witnessed by a solicitor. If you wish to make a will yourself, you can do so. However, you should only consider doing this if the will is going to be straightforward.

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It is generally advisable to use a solicitor or to have a solicitor check a will you have drawn up to make sure it will have the effect you want. This is because it is easy to make mistakes and, if there are errors in the will, this can cause problems after your death. Sorting out misunderstandings and disputes after your death may _____ considerable legal costs, which will reduce the amount of money in the estate.

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1. The main purpose of this document is to
 - a. tell someone the cheapest way to write a will.
 - b. explain the benefits of writing a will.
 - c. discuss who should witness your will.

2. According to the article, your estate includes
 - a. everything that you own.
 - b. just housing or other buildings.
 - c. your house and money but not other possessions.

3. The text suggests that
 - a. you do not need a will if you don't own any property.
 - b. you do not need a will if you do not have any children.
 - c. a will is important even if you aren't wealthy.

4. The text recommends that
 - a. you have two different wills for ex- and current partners.
 - b. you keep your will up-to-date.
 - c. your children write a will.

5. What is said about solicitors?
 - a. They can help you to avoid problems in the future.
 - b. They usually charge too much and so they should be avoided.
 - c. You should only consult a reputable one.

6. The best word or phrase to replace 'assets' in line 3 is
 - a. responsibilities.
 - b. commitments.
 - c. valuables.

7. There is a spelling mistake on
 - a. line 3.
 - b. line 15.
 - c. line 19.

8. There is a grammatical error on
 - a. line 4.
 - b. line 17.
 - c. line 21.

9. The phrase completing the sentence in line 23 is
 - a. result in.
 - b. end up.
 - c. finish up.

10. How would you describe the style of the text?
 - a. factual and discouraging
 - b. instructive and entertaining
 - c. formal and informative

Text 2

Read the text. Answer the questions on your mark sheet.

The hovercraft

The first hovercraft was invented by the English inventor Christopher Cockerell in 1952. Several inventors before that date had attempted to build vehicles based on the 'ground effect' principle (the idea that trapping air between a fast-moving vehicle and the ground can give extra lift to this vehicle), but these efforts were of limited success.

Finnish engineer DI Toivo J. Kaario began to design an air cushion craft in 1931. He constructed and tested his craft, known as "surface glider". Kaario is believed to have designed and built the first operational ground effect vehicle, but his invention did not receive sufficient funds for further development.

In the US, during the Second World War, Charles J. Fletcher designed his 'Glidemobile' ^{which was} which he was a United States Navy Reservist. The design worked on the principle of trapping a constant airflow against a uniform surface (either the ground or water), providing anywhere from ten inches to two feet of lift to free it from the surface. Control of the craft would be achieved by the measured release of air. Shortly after being tested, the design was immediately ^{seized} appropriated by the United States Department of War and became classified. As such, Fletcher's work was largely unknown until a case was brought British Hovercraft Ltd v. The United States of America in which the British corporation claimed that its rights, coming from Sir Christopher Cockerell's patent, had been infringed.

In 1952, the British inventor Christopher Cockerell moved on to the idea of a deeper air cushion. He proved the principle of a vehicle suspended on a cushion of air blown out under pressure, making the vehicle easily mobile over most surfaces. The supporting air cushion would enable the vehicle to operate over soft mud, water and swamps, as well as on firm ground. Cockerell designed a working model vehicle based on his patent. Showing his model to the authorities led to it being put on the secret list as being of possible military use and therefore restricted. _____, to keep Britain in the lead in developments, in 1958 the National Research and Development Corporation took on his design and paid for an experimental vehicle to be built by Saunders-Roe. The craft was built to Cockerell's design and was launched in 1959 by making a crossing from France to the UK on the 50th anniversary of Bleriot's cross-Channel flight.

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11. According to the text, what is true of the 'ground effect' principle?
- a. It reduces the speed of a vehicle.
 - b. Air raises the vehicle to make it faster.**
 - c. The vehicle flies up high in the air.
12. According to the text, what problem did Kaario face?
- a. lack of finance**
 - b. insufficient knowledge to complete the project
 - c. lack of a suitable workshop
13. Fletcher's 'Glidemobile'
- a. was too unpredictable to work.
 - b. couldn't be raised high enough off the ground.
 - c. couldn't be used over a surface that varied in height.**
14. Fletcher became well known due to
- a. a legal battle.**
 - b. his friendship with Cockerell.
 - c. his distinguished military record.
15. Cockerell's hovercraft was launched
- a. on the anniversary of the first flight to the States.
 - b. on a significant day.**
 - c. alongside an historic flight.
16. There is a grammatical mistake on
- a. line 3.
 - b. line 9.**
 - c. line 25.
17. The best word to replace 'appropriated' in line 13 is
- a. seized.**
 - b. banned.
 - c. sold.
18. The best word to begin the sentence in line 22 is
- a. Despite
 - b. Although
 - c. However**
19. Which word should always be spelt with a capital letter?
- a. Corporation
 - b. National
 - c. British**
20. There is a punctuation mistake on
- a. line 4.
 - b. line 15.**
 - c. line 24.

Text 3

Read the text. Answer the questions on your mark sheet.

The Geminids

The Geminids are a meteor shower which occurs every December. NASA says astronomers think of it as one of the 'best and most reliable' showers of the year, but the shower actually did not start until very recently (in both astronomical and human terms). First reports of the shower were in the mid-1800s, but at the time there were only 10-20 meteors per hour. These days, it's more like 120 meteors at its peak. Astronomers are puzzled about the number of meteors being observed. While scientists have known for a generation about the source of the shower - an asteroid named 3200 *Phaethon* - the volume of the meteors is strange, taking into account the observed amount of debris. The Geminids appear to come from the constellation Gemini, but in reality it is fragments of 3200 Phaethon that cause the actual meteor shower. The asteroid has a debris trail in orbit around the sun. Once a year, Earth runs into this path, which intersects our planet's path through space.

The Infrared Astronomical Satellite first located the asteroid in 1983. Phaethon was named after the driver and sun god of Helios' chariot because it gets so close to the sun - within a distance of about 13 million miles (21 million kilometres), or only 14 percent of the distance between Earth and the sun.

When the Geminids are active, their peak can stretch for almost as long as Earth's 24-hour day. Also, they are visible earlier in the evening than other meteor showers, generally around 9 pm or 10 pm local time, according to NASA. As the meteor shower continues until dawn, the agency urges patience for those watching. The best chance of success is to get away from street lights, to spend at least 30 minutes outside before looking for meteors and to face south (the approximate direction of the point of origin) while looking at as much of the sky as possible. Sleeping bags or blankets may be useful in colder climates. The bright meteors may make some people think a rock will land nearby, but the shower won't produce meteorites (meteors that make it all the way to the ground). 'That's an illusion. It's exceedingly rare for a meteorite to land near an individual, and the Geminids won't produce meteorites. They will not make it to the ground. People don't have to worry about getting hit by falling Geminids,' a NASA spokesman commented.

21. According to the text, the Geminid meteor shower
- a. has only been visible for a few years.
 - b. is difficult to view.
 - c. is a relatively new sight in astronomical history.
22. According to the text, which statement is true?
- a. The large number of meteors is surprising.
 - b. The number of meteors is increasing all the time.
 - c. The meteors will soon start to decrease in number.
23. What is said about Phaethon in the text?
- a. It is a large planet.
 - b. It moves closely around the sun.
 - c. It is getting closer and closer to the Earth.
24. According to the text, which statement is false?
- a. Watching Geminids is potentially dangerous.
 - b. The Geminids are easier to see than other meteor showers.
 - c. You should give yourself time to adjust to meteor watching.
25. What is one characteristic of meteors?
- a. They eventually break up into meteorites.
 - b. They never make contact with Earth.
 - c. They can be seen at 30-minute intervals during a 24-hour period.

Text 4

Read the text. Answer the questions on your mark sheet.

Bruges

Bruges is a cosmopolitan city located in northern Belgium. It might be very small compared to other European cities but offers the kind of charms rarely available elsewhere. Bruges is a captivating stop on any tour of Europe. However, even by Belgian standards, Bruges has a notorious reputation for its weather. Compared to other western European cities, like Paris, the weather here is colder and damper. Even in July and August, average daily maximum temperatures rarely exceed 21° C (70° F) and rainfall averages 203 mm (8 in) a month. After October, the temperature drops off quite rapidly and winter months are very damp and chilly. This is why even the summer visitor should always be prepared for bad weather, and especially for some rain. Warm and sunny weather is unfortunately not constant even during this season. So this might understandably be a deal breaker for some.

As for transport, Bruges can easily be accessed through the airports of Brussels, Charleroi (Brussels South) and Lille, all having their own railway station. So getting to Bruges by train is by far the most convenient way. Travelling to Bruges on Belgium's excellent rail system is a natural choice, as trains to and from Brussels leave every 30 minutes during the day. Bruges is not the terminus though, so look for trains going to Oostende or Blankenberge instead. If you are to travel on the Eurostar that same day, you can get a cheap add-on ticket to 'Any Belgian Station'. Otherwise, buy a ticket when you get to the station. Have in mind that trains are often full to and from Bruges, especially during rush hours.

Do not be deterred from arriving in Bruges with a backpack; all but the most out-of-the-way hotels are accessible on foot. However, if you have a suitcase, you'd better take a taxi because the cobbled streets make the use of wheeled suitcases or carry-on bags very difficult. Another cheap option is the very frequent bus service from the station to Markt Square. Tickets can be purchased from the kiosk at the bus station outside the railway station.

26. The word 'charms' used in the first paragraph can be best replaced with
- culture.
 - attractions.
 - accommodation.
27. What can be said about Bruges?
- The climate is worse than elsewhere in Belgium.
 - Tourists are advised to visit in summer.
 - Some tourists might find it boring.
28. What does the writer say about travelling to Bruges?
- It is quite a distance by train.
 - It is possible to fly there directly.
 - The best method to get there is by train.
29. Why is it easy to travel by train to Bruges?
- There is a non-stop train to Bruges.
 - Many trains terminate there.
 - Trains stop there regularly in the daytime.
30. What should travellers do if visiting Bruges by train?
- They should buy a one-day travel ticket.
 - They should try and travel off-peak hours.
 - They should go by Eurostar.
31. According to the text which statement is true?
- It is better not to take a wheeled suitcase to Bruges.
 - Most hotels in Bruges are within walking distance.
 - It is inadvisable to take a backpack to Bruges.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1

Formal Writing Task 1 - Allow around 35 minutes for this task.

You have arranged a surprise anniversary party for your parents but when the confirmation form arrives it is all wrong. The food is not what you asked for and the time is wrong. Write an email to the booking company.

You could write about:

- what is wrong with the booking
- what needs to be changed
- what you expect to happen next

OR,

Option 2

Formal Writing Task 1 - Allow around 35 minutes for this task.

You have bought a new digital camera, but the flash doesn't work and it does not have a cable to connect it to your laptop. Write a letter to the manufacturer, complaining about the product.

You could write about:

- what the problem with the camera is
- how this has been inconvenient for you
- what action you expect and why

Write 200-250 words.

Informal Writing Task 2 - Allow around 35 minutes for this task.

Write an email to a friend about a new job that you have just started. It is your first job and you are very excited.

You could write about:

- what the job is
- what your responsibilities are
- what you find difficult
- who you are working with
- what you enjoyed most on your first day

Write about 250-300 words.

You will be assessed on:

- content
- use of appropriate tenses
- word order
- use of conjunctions, adjectives and vocabulary
- legibility of writing

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination Proficient Level C2. Today is (date). The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination. (Approximately 3.5 minutes)

I am now going to ask you some questions. I would like you to answer in full sentences.

1. Can you tell me how learning English has benefitted you?
2. Can you tell me three things you would like to change in your home that would benefit your family?
3. If you could meet any celebrity, who would it be and why?
4. Tell me three things you believe people can do to meet people and to be more sociable.
5. What has been the kindest thing that anyone has ever done for you and why?

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination. (Approximately 4 minutes)

The interlocutor chooses **two** of the situations per learner, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Please listen carefully and tell me what you would say in these situations.

Situation 1:

You have arranged for a cake to be made for a friend for their birthday. But the cake had the wrong name on it and was not a vanilla strawberry cake as you had asked. You contact the baker to complain.

What would you say?

Situation 2:

You are going to an interview to talk about yourself - where you are from and why you want to be a secretary to improve your English.

What would you say at the interview?

Situation 3:

You want to organise a day-trip for your friends. Think of places you could go, but there is not a lot of money for this trip so you must plan something affordable.

What would you say?

Situation 4:

You are on holiday and meet a person who lives in the same city as you, but you don't know each other. They ask you to talk about your friends and family and where you live.

What would you say?

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination. (Approximately 6 minutes)

The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Interlocutor: You will now take part in a conversation.

You will have two minutes to prepare the conversation. You may make notes.

Scenario 1:

You think that young children should be taken to meet old people and become their friends. But some of your friends do not agree with your idea. Convince your friends this is a good idea.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of another friend.

Scenario 2: You have heard that a new car park is going to be built where there is now a park. There is great concern that this will destroy a green space that is used by families. Your friend thinks that it is a brilliant idea because it will mean that they will be able to park closer to the shops and it will bring more trade to the town. Speak to your friend and try to convince him/her that the car park is a bad idea.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of your friend.

Scenario 3:

Your friend is very unfit and stressed. Try to convince them to take up a sport and tell them you are willing to try a new sport with them. Speak to your friend and try to convince him/her it might be a good way to get fit and to meet new people and have fun.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of your friend.

Thank the learner.

TEST 4

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



1.
 - a. Oh, did I look better then?
 - b. Do you think I am better, now?
 - c. I do feel a lot better, that's true.
2.
 - a. Oh, I do envy you!
 - b. Do you know what time you'll be there?
 - c. Yes, at 10 o'clock, I reckon.
3.
 - a. Why, do you have any idea?
 - b. Look, I'm sorry for what happened.
 - c. Could you tell me, then?
4.
 - a. Where have they gone, then?
 - b. Oh, I'm so glad to hear that!
 - c. Are they here already?
5.
 - a. I'll only give him this sandwich, then.
 - b. He'll enjoy these leftovers!
 - c. OK, if you tell me not to.
6.
 - a. No, I'm just standing here in line.
 - b. Yes, I think there's some space behind me.
 - c. Yes, I'm waiting to be served.
7.
 - a. Yes, I have three.
 - b. My wife inherited some money, you see.
 - c. Well, I don't get paid much, really.
8.
 - a. Maybe I'll ring for one, then.
 - b. That's fine. I'll come later.
 - c. Just a second!
9.
 - a. Like it? I loved it!
 - b. I'm looking forward to it.
 - c. I got it yesterday, thanks.
10.
 - a. It will soon be finished.
 - b. I certainly hope so!
 - c. Yes, if you think that would be OK.

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- Josh became a firefighter as
 - it was a childhood dream.
 - he wanted to change jobs.
 - he thought it would benefit his career.
- Why does Josh find his job rewarding?
 - He gets to feel like Superman.
 - He is able to go on school visits.
 - He likes making children happy.
- What does Josh do at work when he's not firefighting?
 - He watches TV.
 - He sits down and relaxes.
 - He catches up on general tasks.
- What is true about Josh, as a person?
 - He is practical at work and at home.
 - He is very adaptable.
 - He is very fond of animals, especially cats.
- What does Josh regret?
 - that he didn't become a firefighter sooner
 - that he started his career too early
 - that he can't try for a promotion

Listen to the conversation again and check your answers.

Now listen to [Conversation 2](#). Record your answers on the mark sheet.



- Mr. Holme believes that it is better to
 - ignore calls from salespeople.
 - disconnect the phone when salespeople call.
 - answer calls from salespeople, but not speak.
- Mr. Holme tells his wife
 - they should be ex-directory.
 - they should block calls that are from call centres.
 - he understands how she feels about sales calls.
- Mrs. Holme isn't interested in the salesman's deal
 - because she is too young to qualify.
 - as she doesn't buy anything over the phone.
 - because she thinks she is too old to qualify.
- Mrs. Holme does not reveal her age to the salesman
 - because she is sensitive about it.
 - as she wants to know if he knows it already.
 - because she thinks it is not appropriate.
- Mr. Holme thinks that his wife
 - is right in not revealing information to the salesman.
 - should not even speak to telephone salespeople.
 - should tell the truth about her age.

Listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. What is the purpose of the debate?
 - a. to determine the best approach to tackle psychological problems
 - b. to compare the merits of different psychotherapies
 - c. to decide when to resort to therapy to solve a problem

2. What does Anna believe?
 - a. Friends cannot resolve all problems.
 - b. As soon as a problem arises, it is best to consult a therapist.
 - c. Friends always provide better help than therapists.

3. According to Anna, life coaches and social workers
 - a. can never equal a therapist.
 - b. should never be a substituted for a therapist.
 - c. can occasionally help clients more than a therapist.

4. Anna thinks that before starting a course of therapy
 - a. clients should try out different therapists.
 - b. clients should ask friends to recommend a therapist.
 - c. clients should always visit a life coach first.

5. According to Anna, clients
 - a. can instinctively assess if a therapist is suitable.
 - b. should take a long time assessing a therapist's suitability.
 - c. should not change therapists.

6. Anna believes that a client's progress
 - a. should be assessed by both client and therapist.
 - b. is the responsibility of the client alone.
 - c. is the responsibility of the therapist alone.

Listen to the debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. What is the main point of the discussion?
 a. to suggest reasons for a gender gap in salaries
 b. to suggest better ways of negotiating salaries
 c. to explain differences between male and female workers

2. According to Harry, what is true?
 a. The gender gap in salaries is closing in all professions.
 b. The gender gap in traditionally 'male' professions has not changed.
 c. The gender gap in salaries is now closing in some professions.

3. Harry believes that women
 a. are as able as men in all professions.
 b. should be able to equal men in salaries.
 c. will never be paid the same as men, however well qualified they are.

4. Debbie believes that the gender gap is closing
 a. because women are gaining more work experience.
 b. as women are now better qualified.
 c. because women are negotiating salaries more aggressively.

5. At the end of the debate, Harry and Debbie agree that
 a. personality can determine how much you are paid.
 b. women never attempt to negotiate their salaries.
 c. women are no longer prepared to accept lower wages than men.

Listen to the discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

Subliminal Advertising: subliminal message

As Philip Merikle, Professor at the Department of Psychology, University of Waterloo, has very accurately pointed out '... over the years there have been literally hundreds of studies that show that considerable information, capable of informing decisions and guiding actions, is perceived even when observers do not experience any awareness of perceiving'. This is closely related to what is commonly referred to as 'subliminal advertising'. What exactly is subliminal advertising, though? Subliminal advertising is a method used to influence consumer behaviour at an unconscious level. A subliminal message is conveyed through visual images in a normal advert, which are so quickly flashed across the cinema screen so as not to be perceived consciously by the viewer.

perceived

The term subliminal message was popularised in the 1957 book entitled *'The Hidden Persuaders'*, by Vance Packard. The book cited a study that claimed subliminal advertising was employed to increase the sales of popcorn and Coca-Cola in cinemas. Later, however, the author of the study claimed that his research was not to be trusted, after all. However, a nagging anxiety about the supposed ^{believed} power of subliminal advertising has never gone away. Although such a method of advertising has been banned in the UK, ever since the mass panic back in 1957, still fears of mass brainwashing are more than prevalent at times.

The current consensus among advertising companies is that subliminal advertising is counterproductive, because many believe it would be a public relations disaster if its use were to be discovered. _____ have doubts about using it in marketing campaigns because of ethical considerations. Furthermore, most believe that such advertising is, in fact, ineffective.

Psychologists have long agreed that flashing words too quickly for the conscious mind to register them has only limited effects under lab conditions. When subliminal images have been found to influence subjects to choose certain product brands, it is because the products are already known and liked by them.

It is even less likely that the effectiveness of subliminal advertising would be as good or better, in real life conditions, since the affect ^{effect} of subliminal images on the viewer cannot be so well-regulated in a real cinema.

All in all, it seems, therefore, that public outrage over being unconsciously deceived by subliminal advertising is largely unfounded.

1. The main purpose of this text is to
 - a. reveal the deceit of product manufacturers.
 - b. show how gullible cinema-goers can be.
 - c. examine if subliminal advertising works.

2. The 1957 book *The Hidden Persuaders*
 - a. conclusively proved the effectiveness of subliminal advertising.
 - b. alerted the public to the existence of subliminal advertising.
 - c. was not taken seriously by the general public.

3. Nowadays, the public is
 - a. sceptical about the effects of subliminal advertising.
 - b. unaware of the effects of subliminal advertising.
 - c. still concerned about the effects of subliminal advertising.

4. Nowadays modern advertising companies
 - a. are keen to use subliminal advertising.
 - b. believe that subliminal advertising is ineffective.
 - c. think that subliminal advertising is not a moral issue.

5. According to the article, which statement is true?
 - a. Subliminal advertising has been effectively used in cinemas.
 - b. Subliminal advertising may only work under lab conditions.
 - c. Subliminal advertising is effective under any conditions.

6. The best word or phrase to replace 'supposed' in line 12 is
 - a. proven.
 - b. unlikely.
 - c. believed.

7. There is a spelling mistake on
 - a. line 2.
 - b. line 8.
 - c. line 12.

8. There is a grammatical error on
 - a. line 12.
 - b. line 17.
 - c. line 23.

9. The word/phrase beginning the sentence in line 16 is
 - a. A lot.
 - b. Many.
 - c. Lots.

10. How would you describe the style of the text?
 - a. factual and persuasive
 - b. informative but unconvincing
 - c. formal and cautionary

Text 2

Read the text. Answer the questions on your mark sheet.

Woodhenge

Woodhenge is an atmospheric site worth visiting, close to the more well-known Stonehenge in Wiltshire, South West England. Woodhenge is estimated to be around 4300 years old, dating back to Neolithic times. Originally, it was considered to be a large burial site until aerial photos revealed dark spots arranged in concentric rings. Excavation work revealed that these spots are empty holes that formerly held upright pieces of wood.

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The pieces of wood in the third ring seem to have been larger and more deeply set than the other's, so the posts may have been the uprights of a large roofed building with a small courtyard or lightwell in the centre. It is also quite likely that the site was completely open to the sky, with the posts being carved and painted like totem poles.

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What exactly the structure was for is _____. One clue as to its purpose was the discovery of a skull on the site, with wounds on it suggesting that it belonged to a sacrificial victim likely to have taken part in some type of religious ceremony. However, if the structure was indeed roofed, it may have served several functions, just as churches and cathedrals did in the Middle Ages.

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A structure similar with Woodhenge may also have stood at the centre of Stonehenge before the great stone circle and trilithons were erected. Traces of two more similar structures have been found within the large enclosure known as 'Durrington Walls' which is located just 230 feet (70 metres) to the north of Woodhenge.

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Research findings indicate that Woodhenge must have still been used around 1800 BC. During the Iron Age and Roman periods, however, there is enough evidence, collected from the surrounding area, that the use of Woodhenge continued, though beyond its supposedly ceremonial function. It is suggested that its banks and ditches served defensive purposes.

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All in all, though, it appears that structures like Woodhenge mark a particular stage in the evolution of human religious belief and community organisation - one that was to achieve its final and more permanent form at Stonehenge nearby.

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11. According to the text, Woodhenge
- a. was once a burial area in Neolithic times.
 - b. consisted of wooden posts that are still visible.
 - c. consisted of several rings of wooden posts.
12. One suggested function for Woodhenge, was that of
- a. a domestic residence.
 - b. a place of execution.
 - c. a place for public entertainment.
13. What was the original purpose of the posts?
- a. It is not known.
 - b. They were supports.
 - c. They were decorations.
14. It is possible that Stonehenge
- a. was built beside another wooden structure.
 - b. was originally made of wood.
 - c. was built around the site of a wooden structure.
15. According to the text, Woodhenge and similar structures
- a. tell us about ancient building methods.
 - b. were much stronger than Stonehenge.
 - c. are no longer standing.
16. There is a grammatical mistake on
- a. line 1.
 - b. line 14.
 - c. line 20.
17. The best word to replace 'wounds' in line 11 is
- a. patterns.
 - b. injuries.
 - c. material.
18. The best word to finish the sentence in line 10 is
- a. still a mystery.
 - b. yet a secret.
 - c. even unknown.
19. Which word should always be spelt with a capital letter?
- a. Stonehenge
 - b. Ages
 - c. Walls
20. There is a punctuation mistake in
- a. line 1.
 - b. line 6.
 - c. line 16.

Text 3

Read the text. Answer the questions on your mark sheet.

A novel postal system

Early in the 20th century, the Royal Mail was searching for a means of speeding up mail delivery. A subterranean freight train system, modelled on one in operation in Chicago, provided the answer. London's congested streets could be avoided to ensure a more rapid delivery service.

The railway's stations were built closer to the surface than the tunnels, which were dug at a depth of 70 feet below the surface. This allowed workers to bring mail more easily up to the surface and the incline also assisted in slowing trains on approaching stations and accelerating them away.

At its height, the system conveyed four million pieces of mail down a 6.5-mile underground stretch of track at speeds approaching 40 miles per hour with termini at Paddington and Whitechapel. As years went by, however, the mail volume dwindled and the railroad went bankrupt.

In 2003, the railroad was shut down and abandoned while many of the entry points were sealed off. It was long considered inaccessible, but after a group of youngsters found their way into the railroad others sought to find access. Since then, a few fearless adventure-seekers, cameras in hand, have made the trip underground. Gaining entry through mail sorting offices, explorers have walked through the tunnels and the ghost stations while trying to avoid being caught by security cameras.

Their footage reveals an empty, but still intact, world. Much of the rail equipment appears in working condition, sitting dormant as if waiting to deliver one last letter.

At the end of July 2017, the site was turned into a Postal Museum, which is open daily from 10 am to 5 pm. Tickets include entry to the Postal Museum itself, the Mail Rail permanent exhibitions, as well as any temporary exhibitions that may be housed. From 4th September 2017 visitors have been able to take a train ride down the old tunnels on miniature trains, for an extra charge. Access is also available to the special Sorted! play space for children to enjoy a unique 45-minute session in this postal-themed play area. For ticket prices and more information, one can visit their official website.

21. What was true about the Royal Mail train?
 a. It carried postal workers and letters.
 b. It was an underground train.
 c. It ran on a level track underground.
22. Why did the Royal Mail train stop running?
 a. It was not as efficient as in previous years.
 b. It was not making a profit.
 c. It was quicker to transport mail by other trains.
23. Which statement is true?
 a. Visitors can ride on the original mail train.
 b. The original railway has been adapted for modern commuter trains.
 c. Unsupervised access to the old railway is prohibited.
24. According to the text, the phrase 'at its height' means in paragraph 3
 a. at its highest point.
 b. when it was most used.
 c. at its top speed.
25. What was revealed by security cameras?
 a. The old railroad equipment might still function.
 b. Some letters were left undelivered in the old railroad.
 c. There is nothing left of the old postal railroad.

Text 4

Read the text. Answer the questions on your mark sheet.

The origin of the detective novel

Few would dispute that Edgar Allan Poe's *The Murders in the Rue Morgue*, was the blueprint for the first detective story. It is likely, though, that Voltaire's *Zadig* played a considerable role in helping formulate Poe's detective fiction. However, Poe must take full credit for putting all the ingredients of a detective novel together in his own highly-inventive way.

In Poe's crime classic, a brilliant detective is helped along by a devoted friend and colleague who chronicles the case. The police initially assume a position of scepticism and indifference, only to be humbled and amazed as the case is unfolded in front of them at the end. This scenario was to be repeated in subsequent detective story spin-offs by greater and lesser authors alike. Conan Doyle, for many, would fall into the former category, with his immortal literary creation of the brilliant detective, Sherlock Holmes.

Inevitably, perhaps, with the establishing of police forces around the world, it was only a matter of time before the appearance on the literary scene of 'memoirs' written by detectives who were real, even if their memoirs were fictional. The genre reached its peak with the advent of the 'yellowbacks' - so called because of their distinctive yellow covers. These cheaply-produced publications tended to appeal to readers looking for something to shock them. These publications were basically hack journalism, with little or no real literary merit.

This unsatisfactory situation was suitably addressed in 1859 by Wilkie Collins, with his classic novel, *The Woman in White*, a book which even now has withstood the test of time. This much-needed injection of quality writing did not spell the end of the 'pulp'. Such was the demand for crime and mystery amongst the public that publishers rushed to meet the demand, turning out masses of pulp titles with varying degrees of success. Most were actually one-shot publications of a disposable nature, even though some of them found commercial success. The most well-known of these might be *The Mystery of the Hansom Cab* by Fergus Hume. Still, there seems to be little to justify why it was so successful but one has to admit that successful it was, having sold 375,000 copies in Britain alone in 1898.

26. According to the text, which statement is true?
- The Murders in the Rue Morgue* was unlike any other story before it.
 - Poe was not a particularly influential writer.
 - 'The Murders in the Rue Morgue'* is now almost forgotten.
27. What often happens in detective fiction?
- A detective's friend solves a crime.
 - The police have a change of heart.
 - A detective works with the police.
28. How did Poe's novel influence other crime writers?
- They copied his literary style.
 - Many tried to rewrite his story.
 - They created similar fictional situations.
29. What can be said of 'yellowback' fiction?
- It was probably quite graphic in content.
 - It was produced by quality writers.
 - It was based on true-life stories.
30. What does the author say about Hume's novel?
- It achieved success due to its literary merit.
 - It was unaccountably well-received by readers.
 - It set the standard for later crime novels.
31. The phrase 'far from it' in paragraph 4 refers to the fact that
- quality writing replaced 'yellowbacks'.
 - the 'yellowbacks' became even more popular.
 - the 'yellowbacks' were inferior to quality novels.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1

Formal Writing Task 1 - Allow around 35 minutes for this task.

Your school is in need of improvement. You want to write a letter to your headteacher to discuss what can be done to make the school better.

You could write about:

- the lack of facilities
- the need for after-school clubs
- the need for improvement of the school's surroundings

OR,

Option 2

Formal Writing Task 1 - Allow around 35 minutes for this task.

A new restaurant has just opened in town. You feel as though it is an excellent addition to your town. Write an article for the local newspaper, reviewing your experience at the local restaurant.

You could write about:

- the food
- the service
- the prices

Write 200-250 words.

Informal Writing Task 2 - Allow around 35 minutes for this task.

You have recently been on a short trip and had a great time. Write an email to a friend about your visit to another country.

You could write about:

- where you went
- what you saw there
- things you did there
- what you enjoyed most about your visit
- why you think your friend would like it

Write about 250-300 words.

You will be assessed on:

- content
- use of appropriate tenses
- word order
- use of conjunctions, adjectives and vocabulary
- legibility of writing

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2.
Today is (date).
The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination.
(Approximately 3.5 minutes)

I am now going to ask you some questions.
I would like you to answer in full sentences.

1. What made you want to learn English?
2. Can you tell me about the most interesting person you have ever met?
3. If you could change anything about your schooldays, what would it be?
4. What do you think would make the world a better place, and why?
5. Tell me about the bravest thing you have ever done.

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination.
(Approximately 4 minutes)

*The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

Please listen carefully and tell me what you would say in these situations.

Situation 1:

Your local council organises a refuse collection for garden waste every fortnight. But they missed your last collection and your bin is now overflowing. You contact the council to complain.

What would you say?

Situation 2:

You are meeting an old family friend you have not seen since you were a child. You tell him/her about your family and life and the main events in your life since you last saw him/her.

What would you say to him/her?

Situation 3:

You want to arrange a leaving party for a popular work colleague. You want to make it a memorable occasion but at the same time you realise that most of your colleagues will not want to spend a lot.

What would you say to your colleagues?

Situation 4:

You meet up with someone who is planning to move to your neighbourhood. They would like to know what it is like to live there. *What would you say?*

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination.
(Approximately 6 minutes)

*The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario 1:

There are many beggars and homeless people in the city where you live. You would like to do something to help them, which would involve your friends in some form of volunteer work. You know, however, that some of your friends think that many homeless people do not want to work and are lazy. Convince your friends that your idea is a good one.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of another friend.

Scenario 2:

You have heard that there is a government proposal that the retirement age for women and men will be raised to 70 years old. You believe that this is fair. However, a male friend of yours, thinks that this is unfair, as the retirement age is high enough as it is. Speak to your friend and try to convince him that this is a good idea.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of your friend.

Scenario 3:

You want to go on a camping holiday in France with your best friend. However, he/she normally prefers to go on package holidays. Speak to your friend and try to convince him/her that camping would be more fun and that it would be a lot less expensive than a package holiday.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of your friend.

Thank the learner.

TEST 5

Practice Test 5

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



1.
 - a. Why, is it someone else's?
 - b. You knew it wasn't mine, then.
 - c. Well, I decided to treat myself.
2.
 - a. Only just, fortunately.
 - b. No, I finished after it.
 - c. I should have the time.
3.
 - a. Yes, I would be really embarrassed if I were her.
 - b. She can't have known we were going.
 - c. She wanted to, but she had another engagement.
4.
 - a. Yes, I think it's about time I did.
 - b. I don't know where one is.
 - c. Do you think that was the best job I had?
5.
 - a. No, I don't either.
 - b. Is that really her?
 - c. She does look familiar.
6.
 - a. I know how you feel - I'm just the same.
 - b. I'd really love to if I could.
 - c. That's because you pushed in.
7.
 - a. Yes, when did you ask me to do it?
 - b. OK, I'll do it later if you like.
 - c. I did it soon after you asked, actually.
8.
 - a. When did you hear it?
 - b. Yes, isn't it ridiculous!
 - c. So have I, to tell you the truth!
9.
 - a. Don't worry, that's OK.
 - b. I'll only give you a larger portion, then.
 - c. I'm surprised you feel like that.
10.
 - a. I'm not surprised you are angry.
 - b. Oh, it's probably something to do with her boyfriend.
 - c. Shall we try to find the solution together?

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- What has Jasmine **NOT** done in the last 10 years?
 - had a bestseller
 - given an interview
 - written a horror story
 - According to the interview, which statement is true?
 - As a child, Jasmine wanted to write like other writers.
 - Jasmine developed a love of writing when she grew up.
 - Jasmine was determined to become a better writer than those she read.
 - Who does she admire most?
 - her best friend, Maisie
 - people who work hard to become successful
 - anyone who writes for a living
 - What is her one regret?
 - marrying later in life
 - not starting a writing career earlier
 - not becoming an air steward or ballet dancer
 - What would Jasmine like to change about herself?
 - She would like to listen more to her friends' advice.
 - She would like to be less critical of herself and others.
 - She would like to be more adventurous.
- Listen to the conversation again and check your answers.*

Now listen to [Conversation 2](#). Record your answers on the mark sheet.



- Mr. Swinton regularly
 - flies Economy.
 - flies to New York.
 - flies in Business Class.
 - Mrs. Swinton accompanied her husband
 - on a business trip.
 - on a trip combining business and pleasure.
 - on a trip to celebrate her birthday.
 - Which statement is true about the Swinton family?
 - The daughter and son live and work in New York.
 - The daughter lives and works in New York.
 - Mr. and Mrs. Swinton regularly visit their children abroad.
 - Mrs. Swinton spent her time in New York
 - sightseeing.
 - shopping.
 - shopping and sightseeing.
 - The flight attendant
 - rarely goes on long-haul flights.
 - usually goes on domestic flights.
 - normally goes on long-haul flights.
- Listen to the conversation again and check your answers.*

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. According to the debate, Jules believes that
 - a. uniforms are becoming more popular.
 - b. wearing uniforms is not a sign of privilege.**
 - c. uniforms are more popular in state schools.

2. What is Jules' personal experience of wearing a uniform?
 - a. He found he was bullied less.
 - b. It gave him a sense of belonging.
 - c. It stopped him from being distracted.**

3. In Jules' opinion, can bullying be prevented?
 - a. Yes, if all students wear uniforms.
 - b. No, nothing can be done.
 - c. Yes, but only to a certain extent.**

4. What does Jules believe?
 - a. Students should have matching accessories.
 - b. Students need not be exactly identical, in uniform.**
 - c. Individual expression is more important than conformity.

5. How does Jules feel about his students wearing uniforms in public?
 - a. He is happy, as it publicises his school.
 - b. He is concerned about bad publicity for his school if students misbehave.
 - c. He is unconcerned, as he believes his students will not let his school down.**

6. What is the main point of the debate?
 - a. to persuade the listener that uniforms can be beneficial**
 - b. to highlight the problems of wearing uniforms
 - c. to show how fee-paying schools differ from state schools

Listen to the debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. Daniel says that the citizenship test
 - a. has been proven effective for its purpose.
 - b. encourages immigrants to accept UK culture.
 - c. can easily be changed to be more effective.

2. Penny believes that the test
 - a. is too random to be effective.
 - b. can help immigrants accept UK culture.
 - c. is easier for immigrants who have stayed longer in the UK.

3. Penny thinks it is unfair that the test
 - a. has not first been tested on British citizens.
 - b. is not taken by certain UK citizens.
 - c. is easier for some immigrants than others.

4. Daniel agrees with Penny that
 - a. the test is adequate as it is.
 - b. the test is far from perfect.
 - c. the test is unpopular amongst immigrants.

5. The main issue being discussed is
 - a. the problems immigrants have with integration.
 - b. the validity of the test.
 - c. how immigrants can achieve a better score on the test.

Listen to the discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

The Age of Ghosts

It was the Victorian era, of course, when ghosts were popularised, most notably in fiction as well as on stage, in photographs and in drawing room seances. Mary Louise Molesworth's *The Story of the Rippling Train*, published in 1887, has one of her characters, a certain Mrs. Snowdon, comment on the prevalence of ghosts in fiction; 'One hears nothing else nowadays,' she says. 1
2
3
4
commonness

What had raised all these apparitions from the dead? The most straightforward explanation is the rise of the periodical press. Ghost stories had traditionally been narrated, but publishers suddenly needed a mass of content and ghost stories were a perfect match - short, cheap, generic, repetitive and able to be cut quite easily to length. 5
6
7
8

The popular belief in ghosts was also strongly related to economic change. The Industrial Revolution led to a migration of workers from rural to urban areas and created a new middle class. They moved into houses that often had servants, many taken on around October or November, when the nights were drawing in - and new staff found themselves in a completely foreign house, seeing things everywhere, jumping at every noise. Their masters were not immune to being spooked by the odd noise, either; as servants were expected to be heard and not seen, this often led to strange noises being mistakenly explained as a ghostly presence. 9
10
11
12
13
14
15

Another factor contributing to the belief in ghosts was the use of gas lighting. The murky gloom around the immediate glare of the gas lamp could give rise to ghost sightings, with not much stretch of the imagination, whereas carbon monoxide emitted by the lamps could create hallucinations. 16
17
18

Sometimes, where imagination failed to conjure up the odd spirit, trickery would work instead, whether through staged ghost appearances in seances or faked photos of spirits. In the former instance, the medium, possibly with the aid of an accomplice, would send messages 'from the other side' _____. 19
20
21
Whilst in the latter instance, unprincipled photographers used tricks as double exposure to create images of departed loved ones appearing beside their gullible relatives. 22
23
delete 'as'

Whilst we might marvel at the credulity of the Victorians, advances in technology have done little to free us from a belief in the supernatural today. One only needs to look, for example, at the current popularity of mediums and the belief in horoscopes to realise little has changed. 24
25
26

1. What is the main purpose of the text?
 - a. to show how Victorians were scarcely deceived
 - b. to contrast Victorian culture with that of today
 - c. to account for the Victorians' obsession with ghosts

2. Why is there a reference to a Victorian author in the first paragraph?
 - a. to show that not everyone liked ghost stories
 - b. to illustrate how popular ghost stories had become
 - c. to show that ghost stories were mainly written by women

3. What is true, according to the text?
 - a. Victorian ghost stories were popular and well-written.
 - b. Before the Victorian era, ghost stories were unknown.
 - c. Ghost stories were highly marketable in the Victorian era.

4. In Victorian times, many 'hauntings' could be attributed to
 - a. servants being in unfamiliar surroundings.
 - b. masters playing tricks on their servants.
 - c. servants wanting to take revenge on their wealthy masters.

5. Nowadays, advances in technology have
 - a. not really affected our belief in the supernatural.
 - b. dispelled any belief in ghosts.
 - c. made us less likely to believe in the supernatural.

6. The best word or phrase to replace 'prevalence' in line 3 is
 - a. commonness.
 - b. reality.
 - c. interference.

7. There is a spelling mistake in
 - a. line 12.
 - b. line 18.
 - c. line 20.

8. There is a grammatical error on
 - a. line 3.
 - b. line 22.
 - c. line 25.

9. The phrase completing the sentence in line 21 is
 - a. to those present.
 - b. to show presence.
 - c. to those with presence.

10. How would you describe the style of the text?
 - a. informal and entertaining
 - b. formal and informative
 - c. persuasive and factual

Text 2

Read the text. Answer the questions on your mark sheet.

The London Eye

Every year, the London Eye features prominently in the capital's New Year's Eve celebrations, spitting forth plumes of fireworks that light up the night sky. In fact, it is such a part of the New Year's Eve festivities and such an iconic landmark that it is difficult to believe that it wasn't built until just before the turn of the last century.	1 2 3 4
Prior to its existence, a 40-car Ferris wheel had been built for the Empire of India Exhibition at Earls Court. However, within a decade it had been dismantled, with the advent of the Imperial Austrian Exhibition in 1906. In 1999, a giant Ferris wheel returned to the capital with the construction of the London Eye. Like the Earls Court Ferris wheel before it, it had been planned as a temporary structure but was granted an extended lease of life in 2006.	5 6 7 8 9
When it was build in 1999, the 443ft (135m) high wheel was the <u>world's tallest</u> . Subsequently, however, it was pushed into fourth place, surpassed by the 520ft (158m) Star of Nanchang in 2006, the 541ft (165m) high Singapore Flyer in 2008, and Las Vegas's 550ft (168m) High Roller, built in 2014. Unfortunately, the Eye, as it's popularly known, is rather used to being <u>toppled from first place</u> , it used to be London's highest public viewing point, too. The 804ft (245m) high observation deck on the 72nd floor of The Shard took away that accolade on 1 st February 2013.	10 11 12 13 14 15
Neither has the Eye hung onto its original name. Also known as the Millennium Wheel, its name has changed because of its various owners and sponsors over the years. In recent times, the ever-popular Coca-Cola company renamed the landmark, the 'Coca-Cola' London Eye, hoping to promote sales. The nickname, unsurprisingly, has failed _____, though.	16 17 18 19
Nonetheless, one cannot deny that this remarkable feat of design and engineering gave London's skyline a dramatic new addition and has been offering guests a new perspective on London ever since. Little wonder that it is the most popular tourist attraction in the United Kingdom, with over 3.75 million visitors every year.	20 21 22 23

11. In line one, the word 'prominently' means
a. in a not so visible position.
b. with an important role.
c. in a subtle way.
12. According to the text, which statement is true?
a. The London Eye is the tallest Ferris wheel in the world.
b. The London Eye is not as popular as it once was.
c. The London Eye was not built for an exhibition.
13. Originally, the London Eye was
a. meant to be taken down in 2006.
b. not intended to be a permanent fixture.
c. modelled on the Earls Court Ferris wheel.
14. The text states that the London Eye
a. is continually changing in appearance.
b. offers an aerial view second to none.
c. has been surpassed by other landmarks.
15. The London Eye has changed names
a. in response to popular demand.
b. for financial reasons.
c. to suit the times.
16. There is a grammatical mistake on
a. line 3.
b. line 8.
c. line 10.
17. The best word to replace 'accolade' in line 15 is
a. honour.
b. possibility.
c. decision.
18. The best phrase to complete the sentence in line 19 is
a. to catch on.
b. to rephrase.
c. to change.
19. What does the writer suggest about the London Eye?
a. Its popularity is hard to explain.
b. Its appeal is limited.
c. Its appeal is easy to understand.
20. There is a punctuation mistake on
a. line 12.
b. line 13.
c. line 16.

Text 3

Read the text. Answer the questions on your mark sheet.

The Museum of Everything

Nothing is quite what it seems with this museum. Known as 'the world's only itinerant institution for the untrained, undiscovered, unintentional and unclassifiable artists of modern times', the museum screams nonconformity. Clicking on the museum website only serves to reinforce this impression and gives a taste of what might be in store, if you visit the museum. The homepage, with plain black font and red highlighting on a bare white background is so basic as to be cutting edge, departing radically from the usual state-of-the-art websites that are everywhere on the internet. Clicking on a link, you follow a cartoon car, travelling along a crudely-drawn highway, marked with danger signs, knives and no-go areas until you arrive at the museum; it certainly serves as a warning to the curious.

It is easier, though, to arrive virtually at your destination than in reality. Although the website has a permanent gallery location, it later reveals that the museum, as such, has no fixed abode. Nevertheless, in nearly a decade of existence, it has staged pop-up shows in respected institutions such as the Tate Modern as well as more bohemian ones, such as a barber's shop. Currently, however, the museum is based in Mona, Australia.

All the exhibits, chosen by founder James Brett, are from artists outside mainstream art. Some would probably refer to this as 'outsider art', but Brett prefers the term 'non-academic art'. The collection is vast and mind-blowing in its extent. It is not the sort of collection you would go through in an hour. Some of the art on display includes a weird doll collection, intricate assemblies of components and parts, embroidery, handmade signs, decorative flints, woven figures and scarecrows.

Brett and a lot of the collectors who donate their artwork to the exhibition aren't from the visual arts but from applied arts - filmmakers, musicians or architects. As Brett explains, '... they are not restricted by the handcuffs of the canon, the weight of art history - that's been my greatest ally, and the greatest foe.' So no matter what some people may think, this museum certainly makes for interesting viewing; that's for sure.

21. Which statement about the museum website is true?
 a. It is more sophisticated than it first appears.
 b. It does not reflect the scientific nature of the museum.
 c. It is very state-of-the-art in its design.
22. According to the text, what kind of artists are exhibited?
 a. travelling artists
 b. both well-known and not so well-known artists
 c. those who defy convention
23. According to the text, what can be said about the museum?
 a. Its venue is constantly changing.
 b. It can largely be associated with mainstream culture.
 c. It is respected throughout the art world.
24. Why does Brett refer to 'the weight of art history'?
 a. to indicate how knowledge can be a restriction
 b. to show that his collectors are very knowledgeable
 c. to explain that there is a lot to know about art collecting
25. Which word could replace 'crudely' in the phrase 'crudely drawn' in paragraph one?
 a. poorly
 b. strangely
 c. amusingly

Text 4

Read the text. Answer the questions on your mark sheet.

The history of the maze

Mazes first appeared thousands of years ago, although the first mazes bore little resemblance to those most of us are familiar with today. Rather than being a 3-dimensional puzzle involving luck and ingenuity to find a way to the centre, the first mazes were really labyrinths, with a single winding path leading to a central point. The first recorded labyrinth was in the 5th century BC, in Egypt. However, by far the most famous labyrinth of antiquity was the Cretan Labyrinth, which according to Greek mythology housed the terrifying Minotaur at its centre. Later, the Romans often placed labyrinthine motifs on their streets or above their doorways, invariably accompanied by images of a Minotaur at the centre, as labyrinths were thought to have protective powers.

After the fall of the Roman Empire, most labyrinths took on a mainly religious nature. No longer were they three-dimensional walled structures; instead, they could be found painted on the floors and walls of religious buildings. Some believe that their winding path was meant to symbolise the difficult life of an early Christian, whilst others believe that the labyrinths were meant to show the complicated nature of sin. Still, others argued that the labyrinths were used to represent a sort of mini-pilgrimage to atone for a minor sin.

During the Middle Ages, labyrinths took on a secular function as they became a diversion for the aristocracy. As kings and queens built up elaborate gardens, they would often include some sort of hedge maze as an attraction for themselves and their guests.

Mazes are still a popular garden feature today. Most public mazes now exist in the form of hedge mazes or corn mazes, the latter being a distinctly American invention. England, for instance, with its long tradition of gardening, has 125 mazes open to the public.

26. What is true of the very first mazes?
 a. They had a religious significance.
 b. They shared a few similarities with modern ones.
 c. They were a lot easier to navigate.
27. How did later labyrinths change after the Roman Empire?
 a. They became a lot more complex.
 b. They were decorative not structural.
 c. They became unidirectional.
28. What might have been one function of pictorial labyrinths?
 a. to represent a spiritual journey.
 b. to depict someone's sins.
 c. to show pilgrim paths.
29. Which word can replace the word 'motifs' in the text?
 a. puzzles
 b. patterns
 c. models
30. What was the function of a maze in the Middle Ages?
 a. It was an amusing pastime
 b. It was a show of wealth
 c. It was a religious symbol
31. The phrase 'bore little resemblance' in paragraph one means that something
 a. was a bit different in appearance.
 b. was very different visually.
 c. had much in common.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1

Formal Writing Task 1 - Allow around 35 minutes for this task.

You regularly go to a shopping mall in your area. You usually enjoy your visit but you think there are improvements to be made. Write a letter to the owner of the mall suggesting the improvements you would like to see.

You could write about:

- cafes and restaurants: old-fashioned and unattractive
- cinema: too pricey and lack of certain snacks
- shops: no bookshops

OR,

Option 2

Formal Writing Task 1 - Allow around 35 minutes for this task.

Your school wants to become more environmentally friendly. The headteacher has asked the students to send in letters with their suggestions.

You could write about:

- recycling
- reusing of rainwater
- energy-saving lightbulbs

Write 200-250 words.

Informal Writing Task 2 - Allow around 35 minutes for this task.

Write an email to a friend describing how you spent your last birthday. A relative bought a special 'red-letter day experience' online for you so that you could do something unusual for the occasion.

You could write about:

- what the experience was
- where you went
- how you felt
- who came with you
- what you enjoyed most

Write about 250-300 words.

You will be assessed on:

- content
- use of appropriate tenses
- word order
- use of conjunctions, adjectives and vocabulary
- legibility of writing

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2. Today is (date).
The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination.
(Approximately 3.5 minutes)

I am now going to ask you some questions.
I would like you to answer in full sentences.

1. What do you like about studying English?
2. Can you tell me about someone you regard as a role model?
3. Would you rather be poor and happy or rich and unhappy, and why?
4. Tell me about someone who has made an impact on you and why.
5. Which historical era would you like to have lived in and why?

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination.
(Approximately 4 minutes)

*The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

Please listen carefully and tell me what you would say in these situations.

Situation 1:

In your neighbourhood, many walls are covered with graffiti and the area has been largely neglected. You contact the council to complain and ask for action to be taken.
What would you say?

Situation 2:

You know a young teenager who has done a lot for charity. You would like him/ her to be recognised for his/her contribution to charity and to receive a mention in your local newspaper.
What would you say to the newspaper editor?

Situation 3:

You would like to throw a Christmas party for all the people in your place of work. However, you need to convince members of staff that this is a good idea.
What would you say to the members of staff?

Situation 4:

You recently joined a slimming club. A friend of yours is interested in doing the same thing, but is unsure whether the club would suit him/her.
What would you say?

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination.
(Approximately 6 minutes)

*The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario 1:

You would like to take part in an organised clean-up of your local beach and involve one of your friends. You know, however, that the winter weather might put him/her off as well as the fact that he/she will not want to give up some of their weekend to take part. Convince your friend that your idea is a good one.

You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 2:

Your friend recently bought a real fur coat. However, you believe that wearing fur is cruel and that there are much better alternatives to wearing fur. Speak to your friend and try to convince them that wearing fur is not a good idea.

You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 3:

Your elderly relative is not interested in learning how to use the internet. He/She believes that it is unnecessary and that he/she can live without it. Speak to your relative and try to convince him/her that being able to use the internet would greatly improve his/her quality of life.

You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Thank the learner.

TEST 6

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



1. a. Yes, we can get some bargains online.
b. I would, if I weren't so much in debt.
c. Not if you don't want to go.
2. a. Well, I was really hungry!
b. I didn't really like them.
c. Yes, please. I can't resist biscuits!
3. a. I can understand why, though.
b. Yes, she was superb.
c. Yes, I was pleasantly surprised.
4. a. Indeed, it's quite cheap!
b. And what is that, then?
c. I couldn't agree more!
5. a. I don't think it will be that long.
b. Yes, since college.
c. Yes, I think for about 2 months.
6. a. Yes, it must be your eyesight.
b. Don't worry, I have a torch, here.
c. I'll turn off the light, then.
7. a. But I haven't seen it yet!
b. Yes, it looks perfect on you!
c. I suppose I could try it on.
8. a. Yes, she can't be middle-aged!
b. Really? I'm surprised!
c. But have you really thought about it?
9. a. Yes, they're too heavy to lift.
b. Of course I can!
c. I think the lift is out of order.
10. a. Why, what should I think?
b. Tell me what you're thinking.
c. Not a lot, to be honest.

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



1. Miles became a chocolate maker because
 - a. he has always loved chocolate.
 - b. it was something he always wanted to do.
 - c. of a chance event in his life.
2. Miles' ideas for his chocolate creations
 - a. are inspired by other chocolate makers.
 - b. are totally unique.
 - c. are often quite spontaneous.
3. Miles tends to
 - a. exercise a lot to prevent putting on weight.
 - b. eat a lot of his chocolate creations.
 - c. stick to eating the chocolate he likes.
4. Miles finds it easy to
 - a. be relaxed at work.
 - b. be very work-focused.
 - c. achieve a good work-life balance.
5. Mike hopes to
 - a. open up a chain of shops.
 - b. develop a new line of chocolates.
 - c. start a new online business.

Listen to the conversation again and check your answers.

Now listen to [Conversation 2](#). Record your answers on the mark sheet.



1. Jackie particularly dislikes online shopping
 - a. as ordered items are not always of good quality.
 - b. as ordered items can be replaced with other items.
 - c. as she doesn't like waiting for items to be delivered.
2. Toby and Jackie
 - a. both dislike instore shopping.
 - b. share a dislike of online shopping.
 - c. differ in their shopping preferences.
3. Toby, like Jackie,
 - a. is retired.
 - b. has a busy lifestyle.
 - c. is financially well-off.
4. Mrs. Fenwick is shopping instore because
 - a. she has forgotten to order some items online.
 - b. her last delivery order was missing some items.
 - c. she has had technical issues with her computer.
5. Mrs. Fenwick tells Jackie and Toby that
 - a. she likes to shop instore occasionally.
 - b. she always prefers to shop online.
 - c. it is sometimes better to shop instore.

Listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. What does Dave believe about robots?
 - a. Intelligent robots may control humans in the future.
 - b. Scientists will always be able to control robots.**
 - c. They are a serious threat to mankind.

2. In Dave's opinion, robots will
 - a. never be able to program themselves.**
 - b. soon have needs similar to ours.
 - c. have no limitations to their intelligence.

3. How does Dave think robots differ from humans?
 - a. They are not so complex in their thought processes.
 - b. Their actions are not motivated by a need to secure resources.**
 - c. They are a lot more rational than humans.

4. According to Dave, what can scientists do?
 - a. create robots that self-destruct when they become dangerous
 - b. programme robots to destroy any robots that become a threat
 - c. interfere with the functioning of rogue robots**

5. Dave claims that robots are
 - a. taking over jobs more quickly than first anticipated.
 - b. no match for humans in the workplace.
 - c. only a threat to manual workers.**

6. The purpose of the debate is to
 - a. raise awareness as to the dangers of robots.
 - b. illustrate how advanced robots have become.
 - c. reassure people that robots are not a threat to humanity.**

Listen to the debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. Simon thinks that working to pay off college fees
 - a. instils a sense of responsibility in a student.
 - b. does not make sense financially.**
 - c. wins parental respect for the child.

2. Deirdre thinks that working through college
 - a. makes students realise the need to earn a living.**
 - b. places an unfair burden on students.
 - c. is only necessary if a student's parents are poor.

3. According to Simon, if students work,
 - a. it can impact negatively on their education.**
 - b. they learn the value of money.
 - c. they can afford a few luxuries.

4. Simon believes that
 - a. more parents could finance their children through college.**
 - b. most parents refuse on principle to finance their children's education.
 - c. only wealthy parents can afford to finance their children's education.

5. What is the main point of the discussion?
 - a. to discuss the best jobs for students
 - b. to work out exactly how much money students need
 - c. to examine the pros and cons of working through college**

Listen to the discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

Computer Codes

You would have guessed that an advanced computer-generated algorithm would be encrypting your web traffic while you surf the Net. Actually, if the site you're visiting is encrypted by the cybersecurity company Cloudflare, your activity may be protected by nothing other than a wall of lava lamps. Yes, those coloured oil lamps that were so widespread in 1970s homes and which seemed to have been all but forgotten until now, that is.

Cloudflare, which is in charge of about 10 percent of international web traffic, including the websites for Uber and FitBit, has now installed a colourful wall of lava lamps in their San Francisco headquarters and are using the lamps to generate random computer codes. These random patterns prevent hackers from accessing data. As the lava lamps bubble and swivel, a video camera on the ceiling monitors their unpredictable changes and connects the footage to a computer, which converts the randomness into a virtually unhackable code.

But why use lava lamps for encryption instead of a code generated solely by computer? Since computer codes are created by machines with relatively predictable patterns, it is highly likely for hackers to guess their algorithms, which poses a security risk. Lava lamps, on the other hand, add to the equation the total randomness of the physical world, making it almost impossible for hackers to break _____ .

While you might think that the security centre of Cloudflare's headquarters would be kept secret and inaccessible to the public, it's actually possible for visitors to see these lava lamps in person. They can simply enter the lobby of Cloudflare's San Francisco headquarters and ask to see the lava lamp display.

It may seem bizarre that Cloudflare allows the general public to affect the video footage, but that's actually intentional. External disturbances like human ^{delete so} movement and changes in lighting from the nearby windows all work together to make the random code so harder to predict. So, by standing in front of the lava lamp display, people add an additional variable to the code, making it even harder to hack. In a way, by visiting Cloudflare's wall of lava lamps, you can play a role in making the internet more secure.

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1. The main purpose of the text is to
 - a. highlight security issues with the internet.
 - b. promote the security firm Cloudflare.
 - c. discuss a novel form of internet security.

2. Over 100 lava lamps have been placed in Cloudflare's headquarters
 - a. for security reasons only.
 - b. for decorative purposes alone.
 - c. for financial and security purposes.

3. Lava lamps create codes that are
 - a. virtually impossible to hack.
 - b. weaker than those generated purely by computers.
 - c. derived from computer-generated ones.

4. Public access to the lava lamps
 - a. is prohibited by Cloudflare.
 - b. is actively encouraged by Cloudflare.
 - c. is permitted only by appointment.

5. Lava lamp codes are affected by
 - a. external factors.
 - b. the activity of hackers.
 - c. monitors placed above the lamps.

6. The best word to replace 'prevent' in line 8 is
 - a. encourage.
 - b. confuse.
 - c. prohibit.

7. There is a spelling mistake in
 - a. line 9.
 - b. line 19.
 - c. line 21.

8. There is a grammatical error in
 - a. line 6.
 - b. line 16.
 - c. line 21.

9. The phrase completing the sentence in line 15 is:
 - a. through.
 - b. around.
 - c. over.

10. How would you describe the style of the text?
 - a. informative and semi-formal
 - b. descriptive and formal
 - c. persuasive and formal

Text 2

Read the text. Answer the questions on your mark sheet.

The Feast of Fools

The Feast of Fools was an unorthodox event in the medieval calendar, celebrating New Year's Day. Its purpose was to reverse power. During the festivities, those of lower status, or 'fools' were greatly respected, whilst high-ranking clergy members were demoted to the status of simple commoners.

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On this day, church officials participated in riotous celebrations unworthy of their status. According to an eyewitness of the time, on this day 'Priests and clerks may be seen wearing masks and monstrous visages at the hours of office. They dance in the choir dressed as women. They sing songs. They eat black puddings ... while the celebrant is saying mass. They play at dice... They run and leap through the church, without a blush at their own shame'.

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Officially banned in the 15th century, the Feast of Fools ^{has} have its origins 300 years before, in the 1100s, and continued as a tradition well into the 16th century. It was referred to in church documents criticising its excesses and in paintings showing streets full of merry chaos. Outside church doors, celebrations being held at the same time as ecclesiastical ones within the church were more irreverent. Unruly parades that featured cross-dressing took place as well as all kinds of mischief that would not usually be tolerated. Later, a fictionalised account appeared in Victor Hugo's famous 19th century novel, *The Hunchback of Notre-Dame*, where its protagonist, Quasimodo, joins the festivities and is crowned King of Fools.

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However, the Feast of Fools may never have been quite as unruly as was rumoured. _____ out, it would seem, as a much tamer liturgical celebration, which gained an extreme reputation for subversion. Furthermore, the inversion of power wasn't meant to bring down the more powerful clergy; ^{delete ;} so much as uplift the 'lower classes'. In fact, the 'fools' who played a prominent part in the festivities, were fools here in a particular biblical sense, people beloved of God precisely because they were of lower status.

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11. During the 'Feast of Fools'
- a. everyone disobeyed normal convention.
 - b. more people attended church.
 - c. only the clergy misbehaved.
12. Participants in the 'Feast of Fools'
- a. later regretted their actions.
 - b. were completely shameless.
 - c. were chosen for their lack of modesty.
13. Celebrations for the 'Feast of Fools'
- a. took place only inside churches.
 - b. were at their most chaotic outdoors.
 - c. took place at different times, in different places.
14. The 'Feast of Fools' was
- a. held over several centuries.
 - b. inspired by Victor Hugo's novel *The Hunchback of Notre-Dame*.
 - c. discontinued in the 15th century.
15. The idea behind the 'Feast of Fools' was
- a. to humiliate church officials.
 - b. to reverse roles in society.
 - c. to make fools of the poorest in society.
16. There is a grammatical mistake on
- a. line 5.
 - b. line 10.
 - c. line 19.
17. The best word to replace 'inversion' in line 20 is
- a. reversal.
 - b. demonstration.
 - c. discovery.
18. The best words to start the sentence in line 18 are
- a. It got.
 - b. It started
 - c. It brought.
19. Which statement is true about the Feast of Fools?
- a. The celebration became more religious over time.
 - b. The festivities got wilder over the years.
 - c. It was probably less chaotic than reported.
20. There is a punctuation mistake in
- a. line 2.
 - b. line 10.
 - c. line 20.

Text 3

Read the text. Answer the questions on your mark sheet.

A unique mushroom

From its great landmarks, like the Louvre, to its humbler domestic residences, Paris is built of local limestone, extracted from quarries that are located below the capital, like the holes in a Swiss cheese. When the quarries became abandoned, Parisians found various uses for them. In the late 1700s, they were used as a depository for the remains from the Holy Innocents Cemetery and as a hideout for the French Resistance, a couple of centuries later. One lesser-known use was for the cultivation of a unique species of mushroom.

Since the 17th century, gardeners had grown what would later become known as 'Paris mushrooms' in the gardens at Versailles. King Louis XIV was said to have been particularly fond of what was then known as the '*rose des pres*' or 'pink of the fields', so-named because of the mushrooms' pinkish colour. In the 19th century, however, the cultivation of these mushrooms moved underground, relocating to the Parisian quarries.

Accounts vary as to how this happened. One version, credits deserters of Napoleon's army with the cultivation of these subterranean mushrooms. Apparently, soldiers hiding underground, beneath Chaillot Hill, near the site of the Eiffel Tower, made a chance discovery; they found that their horses' manure - combined with the microclimate of the caves - allowed them to grow mushrooms, providing them with something to live on.

No matter how this discovery was made, it quickly caught on. Mushrooms still had their royal reputation from Louis' day, and demand was high. By 1880, more than 300 mushroom farmers worked in Parisian quarries to produce 1,000 tons of Paris mushrooms every year. Most of the quarries were not easily accessed by foot, so farmers used wooden ladders or pulley systems to lower themselves down in baskets. Once they were underground, they used hand-held lanterns in order to plant and gather mushrooms.

With the advent of the Paris metro system in the late 19th century, came the end of the Paris mushroom. Mushroom farmers abandoned the capital's tunnels in response to this massive building project. They moved from the rapidly-growing city to its outskirts, sometimes relocating as far as the Loire Valley quarries. Today, only five or so mushroom farmers remain in the region and none work underneath Paris.

21. 'Paris mushrooms' were first
 a. discovered in underground quarries.
 b. cultivated in the gardens at Versailles.
 c. grown by Parisians underground.
22. Louis XIV can be credited with
 a. naming the 'Paris mushrooms'.
 b. making 'Paris mushrooms' fashionable.
 c. the discovery of 'Paris mushrooms'.
23. The cultivation of 'Paris mushrooms' declined
 a. due to a change in culinary tastes.
 b. when the underground quarries became too crowded.
 c. with the introduction of underground trains.
24. What is the 'chance discovery' referred to, in paragraph three?
 a. the uncovering of the underground quarries
 b. that horses ate Parisian mushrooms
 c. realising certain factors promoted mushroom growth
25. The word 'relocating' in paragraph two can best be replaced by
 a. transferring.
 b. remaining.
 c. linking.

Text 4

Read the text. Answer the questions on your mark sheet.

The field of presidents

Tucked away in an unassuming field in Croaker, Virginia is perhaps the greatest presidential monument you've ever heard of. This private farm is home to 43 presidential busts that were originally crafted to be the centrepiece of Presidents' Park, an open-air museum in Williamsburg, Virginia that would rival anything found in Washington D.C. Today, though, they sit as collapsing giants waiting for a new home.

The park was originally the brainchild of Houston artist David Adickes, who was inspired after a visit to Mount Rushmore, South Dakota. Partnering with investor Everette 'Haley' Newman, he set about turning the park into a lasting monument for these larger-than-life politicians. When it opened in 2004, Presidents' Park featured a sculpture garden with every president from George Washington to George W. Bush, all meticulously crafted by Adickes and his team of sculptors. The busts ranged from 18 to 20 feet tall and weighed in at around 22,000 pounds.

Unfortunately, the \$10-million experiment that was Virginia's Presidents' Park wasn't long for this world; it was shut down in 2010 due to lack of visitors. Its location, adjacent to a highway and in an area obscured by woods and a motel, meant that the 20-foot presidential heads would remain no more than an obscure curiosity. Money got so tight towards the end for them to afford the \$60,000 to add a bust of Barack Obama.

After the park's closure, the heads were moved as a temporary measure to a farm in Croaker. It took nearly a week to move all 43 busts to their new location, and because of their immense size and weight, the move didn't go to plan. Cracked heads and damaged noses were just some of the injuries suffered during the \$50,000 relocation. Furthermore, it didn't help that the busts were in a dilapidated state before the move, due to weathering and years of neglect.

Though they've been at their new home since 2012, there are still no specific plans for the heads. Weather and nature have taken a considerable toll on the busts and a GoFundMe campaign to repair the statues and move them to a new museum has earned a trivial \$841 of its \$500,000 goal in 12 months.

26. The word 'unassuming' in the text can best be replaced with
 a. hidden.
 b. modest.
 c. wild.
27. What does the text suggest about the Field of Presidents?
 a. It is the location of a famous monument.
 b. A presidential monument was constructed on the site.
 c. It was never intended to be an exhibition site.
28. What is true about Presidents' Park?
 a. It was not intended to be a temporary attraction.
 b. It contained giant figures of US presidents.
 c. It was able to compete with other attractions in Washington D.C.
29. Which word in the text can be replaced by the word 'hidden'?
 a. ranged
 b. dilapidated
 c. obscured
30. Why didn't President's Park attract tourists?
 a. It was hidden from view.
 b. Few could afford to go there.
 c. Politicians didn't find it interesting.
31. The phrase 'the brainchild of' relates to
 a. an intelligent relative of David Adickes.
 b. the idea for the Presidents' Park.
 c. a childhood ambition.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1

Formal Writing Task 1 - Allow around 35 minutes for this task.

You recently went on holiday abroad and were extremely disappointed with the hotel and service. Write an email to the booking company.

You could write about:

- what was wrong with the hotel
- why the service was disappointing
- what action you expect the company to take

OR,

Option 2

Formal Writing Task 1 - Allow around 35 minutes for this task.

Your favourite tech magazine is asking its readers to send in articles reviewing any products they have recently bought. You have just got a new mobile phone and decide to write an article for the magazine.

You could write about:

- the phone's design
- the phone's characteristics
- who/what it is ideal for (e.g. teens / taking photos)

Write 200-250 words.

Informal Writing Task 2 - Allow around 35 minutes for this task.

Write an email to a friend describing your new life abroad. You haven't seen your friend since you left your home country a year ago and you want to tell him/her about what has happened to you since then.

You could write about:

- your working life
- your personal life
- who you have met
- where you are living now
- what you like/dislike about your new life

Write about 250-300 words.

You will be assessed on:

- content
- use of appropriate tenses
- word order
- use of conjunctions, adjectives and vocabulary
- legibility of writing

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2.

Today is (date).

The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination.
(Approximately 3.5 minutes)

I am now going to ask you some questions.
I would like you to answer in full sentences.

1. Tell me about something that is important to you and why.
2. Can you tell me about what makes you happy and why?
3. If you could choose any career, what would it be and why?
4. Which celebrity do you think is overrated and why?
5. If you had to move to another country, what would you miss most about your own country?

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination.
(Approximately 4 minutes)

*The interlocutor chooses **two** of the situations per learner, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

Please listen carefully and tell me what you would say in these situations.

Situation 1:

Every Christmas, your absent-minded great aunt sends you the same present. You don't want to hurt her feelings, but you don't want her to waste her money on buying something that she has already bought you several times before. You decide to call her and explain.

What would you say?

Situation 2:

You are abroad and have lost your passport. You need to fly home tomorrow. You will need to contact your embassy and get them to make the necessary arrangements for you.

What would you say?

Situation 3:

Your friend has been behaving very coldly towards you recently. You suspect you have offended him/her in some way. You decide to ring him/her up to ask for an explanation and to apologise if you have offended him/her.

What would you say?

Situation 4:

You have decided to get married abroad. This means that you can only invite closest friends and family. However, you bump into a good friend who has not been invited to the wedding. You want to explain your situation and not hurt his/her feelings.

What would you say?

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination.
(Approximately 6 minutes)

*The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario 1:

You do your very best to recycle your waste but some of your friends often do not bother to either recycle waste or to put different types of waste into the correct recycling bin. Convince your friends that they should recycle waste responsibly.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of another friend.

Scenario 2:

Your family wants to organise a big 80th birthday party for your grandmother. You know, however, that she hates big social occasions and would prefer a quiet party with just a few family members. Speak to your family and convince them that your idea is better.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of another friend.

Scenario 3:

Your aunt has recently been widowed and is feeling very lonely. You have recommended joining clubs or going on a dating site. However, your aunt is not convinced that these ideas will help. Speak to your aunt and convince her that it is a good idea to follow your suggestions.

You will have two minutes to prepare your arguments.

You may make notes. I will take the place of your friend.

Thank the learner.

TEST 7

Practice Test 7

Part 1

You will hear ten sentences twice.
Look at the answers. You have two minutes to read the answers.
Now listen to the sentences and choose the best answer.
Mark the answer on the mark sheet.



1. a. I did it for you, remember?
 b. Post it tomorrow, instead, then.
 c. At least you did post it.
2. a. Thank you for offering to do it!
 b. Yes, I'll get the gardener to do it.
 c. It never grows well in the winter.
3. a. Luckily, I still have time to revise.
 b. It wasn't necessary, after all.
 c. It's too late now for regrets.
4. a. Why, have you got another one?
 b. No, I don't have another shirt.
 c. Why, don't you like it?
5. a. Yes, we are both quite shy.
 b. Can you see him?
 c. You're not the first to mention it.
6. a. Fortunately not.
 b. No, here it is.
 c. Don't worry, I'll get there soon!
7. a. Yes, I don't fancy going out.
 b. Yes, let's go out for dinner.
 c. Yes, homemade cooking's always best!
8. a. No, I left it at home.
 b. Don't worry, I won't forget.
 c. No, of course not!
9. a. No, I went for a run, actually.
 b. Yes, I went last week.
 c. Yes, I'm just about to go for one now.
10. a. No, the colours don't match.
 b. No, I reckon it's too large.
 c. Why, did you try to put it on?

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



1. Anya believes that she
 - a. has just given her best performance.
 - b. is too old now to perform.
 - c. will soon need to retire.
2. Anya has not been able to
 - a. have a family because of her work.
 - b. realise all her career ambitions.
 - c. overcome her belief in superstitions.
3. What does Anya's husband dislike about her?
 - a. her interest in collecting things
 - b. her need for perfection
 - c. nothing - he thinks she's perfect
4. Anya most admires
 - a. Rudolf Nureyev and Margot Fonteyn.
 - b. her mother.
 - c. her husband.
5. What does Anya hope to do in the future?
 - a. relax and play bowls
 - b. continue dancing
 - c. teach ballet

Listen to the conversation again and check your answers.

Now listen to [Conversation 2](#). Record your answers on the mark sheet.



1. Harry is dressed in fancy dress
 - a. just like the other participants in the marathon.
 - b. as he's just come from a party.
 - c. as he made a mistake about the dress code.
2. Previously, Tanya
 - a. ran a marathon with Harry.
 - b. was unable to complete a marathon.
 - c. has only run one marathon.
3. The start of the marathon has been delayed
 - a. by an hour.
 - b. by half an hour.
 - c. until the arrival of all the participants.
4. After the marathon, Tanya and Harry
 - a. will be driving back home.
 - b. will walk home.
 - c. will be taken home.
5. The organiser of the marathon
 - a. has never run in an event.
 - b. is happy to be a spectator.
 - c. regrets not being able to run in the event.

Listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.
You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. Following a vegan diet
 - a. may not be beneficial to adults.
 - b. can be problematic for children.**
 - c. is becoming unfashionable.

2. Janine thinks that children
 - a. do not like eating vegan food.
 - b. do not get enough energy from a vegan diet.**
 - c. adapt to a vegan diet better than adults.

3. According to Janine, what do supplements contain?
 - a. oil
 - b. minerals**
 - c. energy

4. According to Janine, parents
 - a. fail to research vegan diets thoroughly.
 - b. are misled by information on the internet.**
 - c. fail to understand information on the internet.

5. Janine thinks that vegan diets are
 - a. unsuitable for certain age groups.**
 - b. ideal for children.
 - c. more readily accepted by certain age groups.

6. The purpose of this discussion is to
 - a. reveal the inadequacies in a vegan diet.
 - b. highlight how parents are failing their children.
 - c. give advice on how to follow a vegan diet safely.**

Listen to the debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. Tony believes that treating a pet like a human
 - a. is inconsistent with keeping a pet.
 - b. is natural and beneficial.
 - c. is good for pets.

2. Tony thinks that pet ownership
 - a. benefits both humans and their pets.
 - b. will not be regarded favourably in the future.
 - c. is not as cruel to animals as zoos and circuses.

3. In Vicky's opinion, pet ownership
 - a. will soon become a thing of the past.
 - b. is already being seen as unacceptable.
 - c. will be fashionable for a while yet.

4. Vicky believes that
 - a. it is more acceptable to keep some pets than others.
 - b. ownership of any pet is not acceptable.
 - c. children should be allowed to have pets.

5. The purpose of the debate is to
 - a. reveal forms of animal cruelty.
 - b. establish if pet ownership is cruel.
 - c. show how animals are exploited.

Listen to the discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

Graffiti

Graffiti invariably consists of a crude design or 'tag' spray-painted onto a wall in a rundown urban area. The normally dull colours in the poorly-executed 'designs' bring little visual relief to already depressed surroundings. Unfortunately, it is because such areas are neglected that they act as a magnet to vandals with a spray can and too much time _____ .

Those who support these urban vandals claim that their work brightens up otherwise ^{dull} dreary spots. That may be so, but only in very few cases. When the work is good, it's not actually graffiti; it's street art and there is an unbridgeable chasm between these two forms of expression.

Graffiti is never legal, whereas street art often is, street artists being assigned to brighten up designated areas by councils and businesses. But what about Banksy? I might hear you say. Isn't he a graffiti artist whose work is worth millions? And my answer to that is a resounding 'no'. Banksy might thrive in his persona of a rebel graffiti artist but in truth his work is highly sophisticated. Banksy is no more a graffiti artist ^{than} as your average underground train tagger is a street artist. The only overlap between the two is that Banksy and the tagger are both acting ^{illegally} illegally, despite the former's work being highly profitable; some of his work is now exhibited permanently in a London gallery.

The supporters of graffiti artists should also realise that the owners of the buildings they vandalise have no say in the matter; they just wake up to find their formerly whitewashed house or office has been covered in graffiti. How can anyone say that this is acceptable? It would be interesting to see whether those who do feel differently when confronted by paintwork on their own walls.

Finally, for those who argue that graffiti is a form of self-expression, well so is swearing in public and threatening passers-by with intimidating behaviour. And who would say the latter instances are acceptable?

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1. The main purpose of the text is to
 - a. examine the pros and cons of graffiti.
 - b. talk about the positive impact of graffiti.
 - c. criticise the practise of graffiti.

2. According to the author, graffiti art
 - a. can enhance rundown areas.
 - b. is typically dull and crude in design.
 - c. is executed by talented artists.

3. Based on the text, which statement is true?
 - a. Street art and graffiti have a lot in common.
 - b. There is a distinction between 'tagging' and street art.
 - c. Banksy's work can be classified as 'graffiti'.

4. Banksy sees himself as a
 - a. street artist.
 - b. graffiti artist.
 - c. serious artist.

5. In the author's opinion, graffiti is
 - a. a form of antisocial behaviour.
 - b. misunderstood by those who dislike it.
 - c. best appreciated in urban settings.

6. The best word to replace 'dreary' in line 5 is
 - a. isolated.
 - b. dull.
 - c. forgotten.

7. There is a spelling mistake in
 - a. line 3.
 - b. line 13.
 - c. line 20.

8. There is a grammatical error in
 - a. line 5.
 - b. line 12.
 - c. line 16.

9. The phrase completing the sentence in line 4 is
 - a. in their lives.
 - b. on their hands.
 - c. with their leisure.

10. How would you describe the style of the text?
 - a. factual and informative
 - b. persuasive and informative
 - c. informal and entertaining

Text 2

Read the text. Answer the questions on your mark sheet.

Collective nouns

From a 'pride of lions' to a 'murder of crows', many of the terms we use to describe a group of animals seem, at first glance, to be purely arbitrary. Why are geese in a gaggle? And are crows really murderous? Collective nouns are one of the most charming oddities of the English language. But have you ever stopped to wonder about the origin of such unusual terms?

Records show that the first collective nouns were typically ones for groups of animals and birds. A parliament of rooks, a murmuration of starlings, and an unkindness of ravens can each be traced back to the fifteenth century and publications known as *Books of Courtesy*. These publications advised on the various aspects of noble living and were designed to prevent young aristocrats from saying or doing something tactless when at court.

The earliest surviving document from these publications, *The Egerton Manuscript*, dates from around 1450 and is featuring a list of 106 collective nouns. A more influential book, published in 1486, was *The Book of St Albans* - a book on hunting. In the sixteenth century, the book was apparently reprinted many times over. This had the effect of keeping the lists of birds and beasts in the public consciousness - and the list was certainly extensive. In total, 164 collective nouns were featured, beginning with those describing the 'beasts of the chase', and extending to include a wide range of animals and birds and, intriguingly, an extensive array of human professions and types of person. Those describing animals and birds drew their inspiration from diverse sources, such as the characteristic behaviour of an animal ('a leap of leopards', 'a busyness of ferrets'), or the use to which they were put ('a yoke of oxen', 'a burden of mules').

Sadly, the majority of these terms have long ceased to be part of everyday usage, despite striking a colourful chord; a fall of woodcocks and a shrewdness of apes are now confined to reference books. Nevertheless, the coining of colourful collective nouns is not just an oddity _____. Terms, such as 'a stack of librarians', have entered modern usage: although, admittedly, they are somewhat tongue-in-cheek. Whether they stand the test of time is anyone's guess. That will ultimately be decided by the public and not the grammarians.

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11. The word 'diverse' means
- a. practical.
 - b. strange.
 - c. varied.
12. According to the text, collective nouns describing animals, at first glance, seem to
- a. be fairly logical.
 - b. be totally random.
 - c. be carefully chosen.
13. In the past, the collective terms for birds and beasts were well-known
- a. because they were so imaginative.
 - b. because they were used by young aristocrats.
 - c. because they were regularly published.
14. Some collective nouns to describe animals and birds
- a. were first created by young aristocrats.
 - b. were first recorded in reference books.
 - c. were first written down in court.
15. Which statement is true, according to the text?
- a. Some modern collective nouns are quite humorous.
 - b. Collective nouns have fallen out of fashion, today.
 - c. Only the more colourful collective nouns survive over time.
16. There is a grammatical mistake on
- a. line 2.
 - b. line 11.
 - c. line 24.
17. The best word to replace 'influential' in line 11 is
- a. useful.
 - b. informative.
 - c. important.
18. The best words to finish the sentence in line 22 are
- a. of the past.
 - b. too long ago.
 - c. in old times.
19. What is suggested about some modern collective nouns?
- a. They aren't as good as older ones.
 - b. They may not exist in the future.
 - c. They are more appropriate than past ones.
20. There is a punctuation mistake on
- a. line 6.
 - b. line 12.
 - c. line 23.

Text 3

Read the text. Answer the questions on your mark sheet.

The origin of croquet

Although its exact origins remain unclear, it is believed that croquet first emerged in 13th century France as an indoor game played during harsh weather. Known as 'paille-maille', meaning 'ball-mallet', this basic form of modern croquet was played by peasants using crudely fashioned mallets to hit wooden balls through hoops made of willow branches.

By the 17th-century, the sport had crossed the Channel to Britain, becoming the sport of aristocracy and the leisured classes. Its continued popularity was ensured by royal support as Charles II regularly participated in a game of pall-mall (the anglicised version of paille-maille) in St. James's Park. This boulevard was much frequented by strollers and soon any road for pleasant walks in the city became known as a 'mall'; a name that would later be adopted by modern retailers to describe any combination of shops with a covered walkway.

Pall-mall, however, bore only little resemblance to the much more regulated, modern game of croquet that emerged in the 1830s, in Ireland. Taking England by storm just over a couple of decades later, 'crooky', as it became known, replaced pall-mall in the affections of the British, although like the latter, it was chiefly a pursuit of the British leisured class.

By 1870, croquet had reached virtually all of the British colonies, where it continued to gain recognition until the turn of the century. Given the nature of Victorian courting codes, it is not surprising that young people, particularly women, enjoyed the game, as it gave them the opportunity to socialise without their chaperons being able to monitor them closely.

With the introduction of lawn tennis and the onset of World War I, the growth of croquet began to decline. But during the 1930s and 1940s, croquet enjoyed a rebirth, particularly with the 'literati' on the East Coast and the 'glitterati' on the West Coast of North America. After World War II, toy makers miniaturised the standard croquet set, simplified the rules and marketed croquet as a backyard 'children's game.'

Some decades later, croquet began its revitalisation as a competitive sport in the late 1970s and has continued to grow in popularity ever since.

21. Before the 1830s, games which were fore-runners of modern croquet had been played
- only in Ireland.
 - only by peasants.
 - by different ranks of society.
22. According to the text, the game 'pall-mall' was
- named after Charles II.
 - originally played indoors.
 - mostly played in St. James' Park.
23. Since the introduction of modern croquet in the 1830s,
- interest in croquet has been steady.
 - interest in croquet has steadily declined.
 - interest in croquet has fluctuated.
24. What is meant by the phrase 'taking England by storm' in paragraph three?
- causing a lot of English people to protest.
 - creating a significant impact on the English.
 - taking the English by surprise.
25. The phrase 'bore only little resemblance to' means
- had a lot in common with.
 - was only slightly similar to.
 - was quite unusual.

Text 4

Read the text. Answer the questions on your mark sheet.

The London Dungeon

Part of a small European chain of attractions that are each tailored to the local history of their city, the London Dungeon features dramatic and shocking recreations of such real-life horrors as a mad King Henry VIII, the Guy Fawkes Gunpowder plot and of course a fully explorable series of Whitechapel alleys stalked by Jack the Ripper. Covering events such as plague, torture and murder, the attraction is clearly interested more in scares than facts.

Originally, the exhibition was a more sedate, although still bloody, affair merely consisting of waxworks forming scenes that showed the darkest events in British history. The early characters that were featured included Boudica, Mary Tudor and Thomas Becket. From the late 1980s to mid-90s, under the ownership of the Kunick Leisure Group, the London Dungeon evolved to feature walk-through theatrical shows, such as the Great Fire of London and Jack the Ripper.

In 1997, the Dungeon, under the ownership of Vardon Attractions, underwent a major renovation. Visitors were no longer permitted to wander at their own pace through the museum; instead admissions to various parts of the Dungeon were limited for reasons of practicality as much as for dramatic effect. Rides such as 'Judgement Day', which could only accommodate a few visitors at a time, were all the more terrifying as passengers felt more isolated and helpless than they would have done if they had been in a large group.

With the advent of the millennium, the attraction changed ownership. Under Merlin Entertainments, increasingly actor-led segments were added during the following decade, such as the 'Labyrinth of the Lost' mirror maze and the 'Great Plague', and the attractions became increasingly macabre and sensational.

In its changing years, the London Dungeon has been subject to mixed responses from visitors and leisure critics. Whilst some have praised the attraction to the skies, others have been less charitable in their appraisal of the London Dungeon; the latter has been variously described as 'a highly advertised, over-priced haunted house' and an 'amateurish attraction', whilst the Rough Guide to Britain describes it as best enjoyed by 'young teenagers and the credulous'.

26. The word 'sedate' used in the second paragraph can be best replaced with
 a. unfashionable.
 b. dignified.
 c. select.
27. What is true about the London Dungeon?
 a. It features historical British and European figures.
 b. It focuses on events in European history.
 c. It is an experience unique to the UK.
28. What was true of the very first exhibition?
 a. There were many interactive exhibits.
 b. Compared to later years, it was slow-paced.
 c. There was no portrayal of violence.
29. Which word in the text can be replaced by the word 'naive'?
 a. helpless
 b. credulous
 c. charitable
30. Why was the attraction changed in 1997?
 a. to intensify the experience
 b. to increase ticket sales
 c. to simplify the exhibition layout
31. The phrase 'in its changing years' relates to
 a. a change of name.
 b. a change of location.
 c. a change of attractions available.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1

Formal Writing Task 1 - Allow around 35 minutes for this task.

You recently asked a wedding caterer to organise your wedding reception. However, when they email you the menu and seating arrangements, the menu does not cater for vegetarians as you had specified, and the seating is incorrect. Write an email to the company.

You could write about:

- what is wrong with the booking
- what needs to be changed
- what you expect to happen next

OR,

Option 2

Formal Writing Task 1 - Allow around 35 minutes for this task.

You local council has received some money in order to address some issues in the area. The mayor has asked local residents to send in their letters, explaining what they would like to change in their area.

You could write about:

- local parks and playgrounds
- public library and culture centre
- parking spaces

Write 200-250 words.

Informal Writing Task 2 - Allow around 35 minutes for this task.

Write an email to a friend describing a theatrical production you were involved with recently. You want to tell him/her about it as it was a new venture for you.

You could write about:

- the type of production
- who was involved
- what you did in the production
- how the audience reacted to it
- future plans for other productions

Write about 250-300 words.

You will be assessed on:

- content
- use of appropriate tenses
- word order
- use of conjunctions, adjectives and vocabulary
- legibility of writing

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2.
Today is (date).
The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination.
(Approximately 3.5 minutes)

I am now going to ask you some questions.
I would like you to answer in full sentences.

1. Do you think it is important to eat a healthy diet and why?
2. Can you tell me what qualities are important in a good friend and why?
3. If you could live in any country in the world, which would that be and why?
4. If you could be a celebrity for a day, who would you be and why?
5. Tell me what is your most treasured possession is and why.

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination. (Approximately 4 minutes)

The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Please listen carefully and tell me what you would say in these situations.

Situation 1:

You have booked tickets for the theatre and have just received them in the post. However, they have incorrect names on them and the tickets are for the wrong production. You contact the booking company to complain.
What would you say?

Situation 2:

You would like to start a social club in your area for people in your age group. You need to convince a local councillor that this is a good idea, so that you can get support for your scheme.
What would you say?

Situation 3:

You would like to organise an evening out with your work colleagues. Think about where you could go and what you could do.
What would you say to them?

Situation 4:

You would like to move out of the place where you are living, as you have recently got a new job and need to move away. You need to explain to the people you rent with, why you would like to leave.
What would you say?

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination.
(Approximately 6 minutes)

The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario 1:

You are going to have a gap year abroad, but you would like to do volunteer work during that time. However, your friends only want to travel and have fun during their gap year. Convince your friends that your idea is a good one.

*You will have two minutes to prepare your arguments.
You may make notes. I will take the place of another friend.*

Scenario 2:

Your aged mother is not well enough to do her own shopping anymore. You think that online shopping would be a good idea for her, but she is opposed to the idea. Convince your mother that your idea is a good one.

*You will have two minutes to prepare your arguments.
You may make notes. I will take the place of another friend.*

Scenario 3:

Your friend doesn't have a driving licence. He/She says that they work from home and so don't need one to travel to work. However, you think that your friend would benefit greatly from having a licence. Convince your friend that it would be a good idea to get one.

*You will have two minutes to prepare your arguments.
You may make notes. I will take the place of another friend.*

Thank the learner.

TEST 8

Practice Test 8

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



1.
 - a. That's why you're to blame.
 - b. I feel bad, nevertheless.**
 - c. At least you admit you were wrong.
2.
 - a. Well, I've got a cold, you see.
 - b. But I'm not hungry.
 - c. I know, it isn't my usual style.**
3.
 - a. Is he over there?
 - b. I'd appreciate that, thanks.**
 - c. Don't worry, I'll give him a call.
4.
 - a. Did you know, too, then?
 - b. I didn't want to upset you.**
 - c. What did I tell you, then?
5.
 - a. Yes, I expect it won't be good.
 - b. What do you expect to happen?
 - c. Let's hope so!**
6.
 - a. Yes, I can't bear it any longer.**
 - b. No, if you don't want to hear.
 - c. Yes, I'm being promoted!
7.
 - a. No, just my money back.
 - b. Yes, a replacement would be good.
 - c. I would, if you don't mind.**
8.
 - a. No, only when I eat out.
 - b. I agree, it was quite difficult.
 - c. No, I'm too clumsy.**
9.
 - a. No, I didn't have time.**
 - b. Yes, we aren't talking anymore.
 - c. Yes, but she was in a meeting.
10.
 - a. I rather hope so!
 - b. What did you think about it?
 - c. Yes, I was rather silly.**

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- How does Richard feel at the moment?
 - tired
 - healthy and relaxed
 - ill
- What is the worst that has happened to Richard on location?
 - He got bitten by a vampire bat.
 - He got a stomach upset.
 - He got a tropical disease.
- What does Richard regret?
 - missing his granddaughter's birth
 - missing his eldest daughter's wedding
 - missing his son's graduation ceremony
- How does Richard usually relax?
 - He goes to the gym.
 - He pursues a hobby.
 - He reads something interesting.
- If Richard left his current job, what would he do?
 - He would direct films.
 - He would be in a film.
 - He would retire.

Listen to the conversation again and check your answers.



Now listen to [Conversation 2](#). Record your answers on the mark sheet.

- Nick is unhappy about
 - his son wanting a licence.
 - working as a taxi driver.
 - giving his son lifts in his car.
- When was Kim's promise for?
 - Mark's graduation
 - Mark's birthday
 - Mark's wedding
- In Nick's opinion, driving a motorbike
 - is safer today than in the past.
 - is not necessarily safer today than in the past.
 - was safer in the past.
- What is Kim going to tell her son to do first?
 - get a job
 - get a driving licence
 - get a motorbike licence
- In Nick's opinion, what is unlikely to happen?
 - His son will give up the idea of a motorbike licence.
 - His son will get a job in the nearby village.
 - His son will get a driving licence.

Listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. Why are traditional textbooks being replaced?
 - a. They are less expensive than digital textbooks.
 - b. Children do not find them stimulating enough.
 - c. They are considered too old-fashioned.

2. According to Tracy, which statement is true about funding for schools?
 - a. Equal money is spent on digital and paper textbooks.
 - b. Digital books receive much less funding than paper textbooks.
 - c. Paper textbooks receive less funding than digital books.

3. Why does Tracy refer to library reference books?
 - a. to illustrate how research methods have evolved over time
 - b. to show the need to support research with valid material
 - c. to explain how old-fashioned research methods are still valid

4. How does Tracy react to the possibility that tablets will become obsolete?
 - a. She agrees that this a serious drawback to digital books.
 - b. She is unconcerned, believing that it isn't a problem in the long-term.
 - c. She dismisses this as being unlikely for a long while yet.

5. Why does Tracy make a reference to home computers?
 - a. to show how new technologies become cheaper over time
 - b. to illustrate how dependent people still are on them
 - c. to show how quickly home computers have become unfashionable

6. What is the purpose of this debate?
 - a. to discuss how different teachers are these days
 - b. to highlight failings in the educational system
 - c. to determine the effectiveness of digital textbooks

Listen to the debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. What is the reason for the housing crisis mentioned in the discussion?
 - a. inadequate housing
 - b. inflated prices**
 - c. overpopulation

2. How do young people deal with the crisis?
 - a. They buy houses outright.
 - b. They offer cash for houses.
 - c. They live in their family home.**

3. Why are young people unlikely to ever afford a house?
 - a. They aren't good at saving.
 - b. They give all their money to their parents for upkeep.
 - c. They can't keep up with rising house prices.**

4. What does the housing officer suggest that young people should do?
 - a. improve their self-esteem**
 - b. give up on trying to buy a house
 - c. get their parents to contribute to a deposit

5. What does Adam Carew believe will happen in the future?
 - a. Housing will become more affordable.
 - b. Wealthy foreigners will have bought all the cheaper houses available.
 - c. The housing problem will worsen.**

6. What should places of higher education do for students?
 - a. advise them on savings plans
 - b. advise them on film studies options
 - c. advise them to choose vocational degrees**

Listen to the Discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

Smartphones - the shock of the new?

Throughout the ages, anything novel has invariably aroused suspicion and incited rebellion in equal measure. Nor is it only the uneducated masses that strongly object to anything novel. Wise men, ancient and modern, are not immune to prejudice, either. Socrates, denounced the invention of writing as intensely as Erasmus did books, both believing the respective inventions would corrupt, leading to the deterioration of the mind.

Now, fast-forward to the modern day, and technology is again coming under fire. One of the more singularly-influential inventions of this millennium - in terms of ubiquity and usage - namely the smartphone, is now attracting unwelcome publicity. For its opponents, the smartphone is none other than a tool of destruction. Ironically, it's not the users so much as those responsible for creating the apps that are supported by the phones who are flagging up its dangers. It is this that should make us sit up and take notice; for this isn't any thoughtless rejection of modern technology.

What adds further weight to the claims that smartphones are not the mere diversion they are made out to be is the evidence pouring in from diverse professionals, ranging from psychologists and neuroscientists to health experts. And the evidence is alarming; smartphones have been singled out as causing anything from diminished attention span and a decline in IQ, to the breakdown of our ability to communicate with others. What's worse is that we're hooked on the same biological 'fix' that traps drug users in a vicious cycle of drug abuse. Using apps on the phone releases dopamine, the neurochemical in our brain that responds to stimulation and activates the reward system of the brain, leaving us begging for more.

Whilst the majority of smartphone users are unwittingly drawn into this cycle of stimulation and reward every time they click on an app, those behind smartphone technology have been cynically exploiting our biological addiction since the outset. It is only on account of former employees that have turned whistleblowers that we are now somewhat wiser.

Currently, there is a growing movement initiated by disillusioned tech experts to alert us to the dangers of smartphones. Nevertheless, it is likely to fall on deaf ears - most of us will be too absorbed in our smartphones to hear or care.

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1. The main purpose of this text is to
 - a. highlight the dangers of smartphones.
 - b. show how fears about smartphones are unfounded.
 - c. discuss the technical failings of smartphones.

2. According to the text, which statement is true?
 - a. Educated people are more accepting of novelty.
 - b. In the past, people were less tolerant of novelty than now.
 - c. People are as intolerant towards novelty as ever.

3. The negative publicity surrounding smartphones is believed by the author to
 - a. illustrate prejudice towards new technologies.
 - b. be fully justified.
 - c. undermine the greater dangers of drug addiction.

4. Most users of smartphones are
 - a. fully aware of their addiction to their phones.
 - b. completely unaware that they are addicted to their phones.
 - c. able to resist becoming addicted to their phones.

5. The author believes that attempts to alert the public as to the dangers of smartphones
 - a. will help users overcome their addiction to their phones.
 - b. will have little or no effect on phone usage.
 - c. will backfire on those who attempt to issue the warning.

6. The best word to replace 'denounced' in line 4 is
 - a. criticised.
 - b. approved.
 - c. complimented.

7. There is a spelling mistake on
 - a. line 6.
 - b. line 13.
 - c. line 23.

8. There is a grammatical error on
 - a. line 6.
 - b. line 21.
 - c. line 24.

9. There is a punctuation mistake on
 - a. line 4.
 - b. line 9.
 - c. line 23.

10. The tone of the text can be described as
 - a. informal and entertaining.
 - b. emotional and far-fetched.
 - c. formal and well-argued.

Text 2

Read the text. Answer the questions on your mark sheet.

Pirates

Cinematic portrayals of heroic pirates, typified by Johnny Depp's swaggering Captain Sparrow (<i>Pirates of the Caribbean</i>), have only served to glamorise the image of men who were little more than ruthless killers and robbers. Parents, too, buy into the lie of the stylish wanderer of the seas when they dress little boys as pirates for fun. A cute childish face in an oversized pirate hat also has the effect of mentally erasing any association with the character behind the costume. Centuries of bloodshed and barbarism <u>is</u> wiped from our consciousness as we focus on the child, rather than what he _____ .	1 2 3 4 5 6 7
Similarly, time has greatly made the pirates' atrocities seems relatively insignificant. One pirate, however, committed deeds so black that nothing has served to erase his acts of barbarism. He is, of course, Blackbeard, otherwise known as Edward Teach.	8 9 10
Blackbeard was a privateer, that is a legitimised pirate of the sea, acquiring other ships' bounties through fair means or foul. Bloodshed was par for the course and justified in the name of queen and country.	11 12 13
Blackbeard's career as an official pirate took off when he was decommissioned, following the end of the War of the Spanish Succession (1701-13). Working under pirate captain Benjamin Thornigold, Blackbeard continued in the only profession he had ever known, with increasing ruthlessness. Not long ^{delete (.)} after, Thornigold was to abandon his pirate life in exchange for a king's pardon. This proved a crucial moment in Blackbeard's career as he took over where Thornigold left off.	14 15 16 17 18
The following two years sealed Blackbeard's notoriety and infamy for posterity. Killing anyone who crossed swords with him, Blackbeard continued his reign of terror, his reputation furthered by his horrific appearance. Blackbeard grew his beard to an extreme length and he would even set fire to it on meeting his adversaries, to create the effect of a smouldering demon.	19 20 21 22
Finally, Blackbeard met his match in Lieutenant Robert Maynard. After boarding Maynard's ship, bitter hand-to-hand combat followed. Blackbeard and his men were defeated and the notorious pirate was killed, ending his reign of tyranny.	23 24 25

11. The word 'ruthless' means
a. somebody who seeks revenge.
b. somebody who is really cruel.
c. somebody who has no other choice.
12. The author believes that the modern day glamorous image of pirates is
a. an intrinsic part of our culture.
b. not acceptable any more.
c. quite harmless and can be amusing.
13. According to the text, privateers
a. were less ruthless than pirates.
b. acted illegally.
c. were given royal support.
14. Thornigold
a. tried to betray Blackbeard.
b. was Blackbeard's commander.
c. was removed from his position by Blackbeard.
15. The text states that Blackbeard
a. was essentially a pirate all his adult life.
b. was more fearsome than he looked.
c. wanted to renounce his life as a pirate.
16. There is a grammatical mistake on
a. line 6.
b. line 9.
c. line 24.
17. The best word to replace 'adversaries' in line 22 is
a. competitors.
b. crew.
c. enemies.
18. The best words to finish the sentence in line 7 are
a. is pretending.
b. stands for.
c. shows.
19. What does the text say about Lieutenant Maynard?
a. He was of equal rank to Blackbeard.
b. He was as able a fighter as Blackbeard.
c. He managed to intimidate Blackbeard.
20. There is a punctuation mistake on
a. line 9.
b. line 17.
c. line 24.

Text 3

Read the text. Answer the questions on your mark sheet.

Fingal's Cave, Scotland

Its cavernous interior, formed of towering, hexagonal columns of basalt, bears more than a passing resemblance to the iconic Giant's Causeway in Ireland. The similarity was not lost on the Ancient Celts who lived on either side of the Irish Sea, however.

This ancient race explained the virtually identical geological formations of the two landmarks in a mythical story which, while fanciful, was nevertheless an acknowledgement that the two formations were geologically linked. In the story, the rocks belonging to both iconic landmarks were said to be fragments of a giant's bridge, built to span the Irish Sea and allow one giant to fight his rival ever since.

Although the Celts had a rather aggressive reputation, it was tempered by their sense of artistry and romanticism. The latter was evident in their naming of the cave as the 'Cave of Melodies', setting the romantic tone for a place that has held a sense of mystery and romanticism over the generations, since its rediscovery in 1772.

Surprisingly, subsequent visits to the cave by the good and the great, Napoleon and Goethe being amongst its most illustrious visitors, did little to put it on the map. It took a visit by Mendelssohn over half a century later and a musical composition inspired by the cave, to place it in the public consciousness. A subsequent visit by Turner, who immortalised the cave in his painting, 'Staffa, Fingal's Cave', ensured the cave would become an attraction for artists of the time, known appropriately as the 'Romantics'.

Today the cave's fame has remained undiminished. It still serves to inspire a sense of awe and mystery, which even today fires the imagination of contemporary artists. Indeed, to reach the cave one has to be equipped with a sense of romanticism in order to negotiate the exhausting journey on public transport to the cave. However, even on successfully doing so, visitors may only get a tantalising glimpse of the cave from afar, boats are prohibited from entering the cave. Only the truly dedicated might attempt to hike to the cave from the island of Staffa, stepping across the giant basalt causeway leading to its entrance; but then one would have to be a true Romantic to do so.

21. The text states that the Celtic myth about Fingal's cave and the Giant's causeway shows
- the Celts' ignorance of these landmarks' geological significance.
 - the Celts knew the landmarks were geologically connected.
 - the Celts were more interested in myth-making than fact.
22. According to the text, the Celts' love of art
- helped tame their aggression.
 - competed with their love of warfare.
 - was destroyed by their warring nature.
23. What effect did the rediscovery of Fingal's Cave have?
- Its fame became quickly widespread.
 - It sparked only limited interest.
 - It immediately inspired many artistic works.
24. What is true about Fingal's Cave today?
- It no longer measures up to its reputation.
 - Access to the cave is permitted only on foot.
 - It is no longer a tourist destination.
25. In the phrase a 'tantalising glimpse' which word could best replace 'tantalising'?
- restricted
 - teasing
 - picturesque

Text 4

Read the text. Answer the questions on your mark sheet.

Punch and Judy

Children are no strangers to violence; they have experienced it in the gruesome tales of Roald Dahl and the Grimm brothers' fairytales. When deprived of literary or visual input, they will cheerfully indulge in acts of violence, pretending to be somebody else, enlisting their more-than-willing friends to help out. Little surprise then, that a puppet show, involving violence, has been a children's favourite since time immemorial. I refer, of course, to the success of the seaside Punch and Judy show.

Probably because, rather than in despite of, Punch's lack of political correctness, he has remained a firm favourite of children and adults, alike. First appearing on the London scene in the 17th century, as 'Pulcinello', Punch was a marionette rather than the glove puppet featuring in contemporary shows. As his name suggested, Pulcinello had Italian roots, being a rather disruptive character in the Italian pantomime, the *Commedia dell'arte*.

The passage of time saw no softening in the aggressive nature of Punch. In later shows, Punch would become the chief protagonist rather than a disruptive sidekick, as puppeteers abandoned marionette shows in favour of ones with glove puppets.

'Professors', namely the puppeteers performing Punch and Judy shows, followed a basic format where the story unfolded around Punch, his wife and baby, a policeman and a crocodile. Outside of that, professors could interpret the story liberally, some even including short breaks with Chinese jugglers and a boxing match. It is not recorded how the various formats were received by audiences, but the discarding of the extra acts over time, to focus only on Punch's antics, suggests that they were more distracting than entertaining.

Today Punch lives on, in seaside shows and in English culture. He was even recently named as one of the top 10 British icons alongside tea and Stonehenge. For visitors to Britain, looking for such a show, there is no better place to go than St Paul's Church, Covent Garden, in July. In this month, hundreds of professors gather with their Punch puppets in a somewhat irreverent meeting that makes the choice of venue even more absurd. But then again, maybe that's fully intended; Punch was never one to be respectful or one for compromise even at the best of times.

26. The word 'deprived of' used in the first paragraph can be best replaced with
a. denied.
 b. permitted.
 c. provided with.
27. What does the text suggest about children?
b. They are accustomed to violence.
 a. Some are more affected by violence.
 c. They are scared by violence.
28. According to the text, why does Punch continue to be popular?
b. He acts outside the bounds of common decency.
 a. He appeals to people's sense of right and wrong.
 c. He teaches children moral values.
29. The word 'irreverent' used in the final paragraph can be replaced by
c. disrespectful.
 a. disruptive.
 b. distracting.
30. How could the annual service for Punch puppets be described?
b. as somewhat disrespectful
 a. as respectful of its surroundings
 c. as quite theatrical in content
31. The phrase 'even more absurd' relates to
a. the contrast between the Covent Garden venue and its use.
 b. the number of professors and puppets gathered in the church.
 c. the fact that grown men are accompanying puppets to a church.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1

Formal Writing Task 1 - Allow around 35 minutes for this task.

You ordered a personalised gift of silver pens for a friend's birthday. However, when you receive the gift, they are initialled incorrectly, they are the wrong colour and they have not been gift-packaged as requested.

Write an email to the company responsible, complaining about the order.

You could write about:

- what is wrong with the order
- what needs to be changed
- what you expect to happen next

OR,

Option 2

Formal Writing Task 1 - Allow around 35 minutes for this task.

You recently booked an adventure holiday for yourself and a friend. However, when you receive confirmation details of the booking, the hotel and location are incorrect, as is the type of adventure holiday you booked.

Write a letter to the company complaining about the booking.

You could write about:

- what is wrong with the booking
- what holiday you wanted to book
- what action you expect and why

Write 200-250 words.

Informal Writing Task 2 - Allow around 35 minutes for this task.

Write an email to a friend telling them about a wonderful new leisure centre that's just opened in your town. Describe what it is like and why you liked it when you went there recently.

You could write about:

- the location
- the facilities
- the staff
- what the atmosphere is like
- what you liked most about it

Write about 250-300 words.

You will be assessed on:

- content
- use of appropriate tenses
- word order
- use of conjunctions, adjectives and vocabulary
- legibility of writing

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2. Today is (date). The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination. (Approximately 3.5 minutes)

I am now going to ask you some questions. I would like you to answer in full sentences.

1. Can you tell me about someone who is close to you and why?
2. Tell me about a place that is important to you and why.
3. Describe to me what would be your ideal day.
4. If you could change one thing in history, what would it be and why?
5. Tell me about the last time you felt a sense of achievement and why.

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination. (Approximately 4 minutes)

*The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

Please listen carefully and tell me what you would say in these situations.

Situation 1:

You are a dog owner and recently signed up for an agency that recruits dog walkers. You tried out a new dog walker last week, but he/she turned up late and was very unprofessional. You contact the agency to complain. *What would you say?*

Situation 2:

You have just joined a social club to meet new people. At the first meeting you are asked to stand up and talk about yourself and explain why you joined the club. *What would you say to all the other members?*

Situation 3:

A friend of yours recently told you that they want to sing on a talent show. You have heard them sing and know that they have neither the talent nor the personality to win. You don't want to upset your friend, but neither do you want them to embarrass themselves. *What would you say?*

Situation 4:

You recently hired an au pair. She is very good with your children, but you've noticed that one or two of your personal possessions have recently gone missing. You suspect she is to blame but don't want to accuse her directly of stealing. *What would you say?*

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination. (Approximately 6 minutes)

*The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet.*

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario 1:

You have noticed that a friend of yours has been very quiet recently and someone has told you that he/she is being bullied at school. You know your friend won't want to inform the Head of the school, but you are convinced that this is the right course of action. Speak to your friend and convince them that your approach is the best.

You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Scenario 2:

An uncle of yours likes spending a lot of money on shopping. However, he has recently spent so much that he cannot afford to pay his bills. You think he should stop shopping excessively. Speak to your uncle and convince him to stop buying things he doesn't need.

You will have two minutes to prepare your arguments. You may make notes. I will take the place of your uncle.

Scenario 3:

Your friend is rather overweight and is having difficulty playing sports because of this. You think that he/she should join a slimming club. However, your friend does not think that he/she has a problem. Speak to your friend and convince them that your idea is a good one.

You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Thank the learner.

TEST 9

Part 1

You will hear ten sentences twice. Choose the best reply in each situation.
 Now look at the answers. You have two minutes to read the answers.
 Now listen to the sentences and select the best reply.
 Mark the answer on the mark sheet.



- | | |
|---|---|
| <p>1. a. I didn't find it funny.
 b. I didn't believe it, either.
 c. I didn't think so.</p> <p>2. a. It's a nice perfume she wears.
 b. It's not nice to smell these roses.
 c. It's not fair, is it?</p> <p>3. a. He is rather tall.
 b. He is the same height.
 c. He respects her, too.</p> <p>4. a. No, I meant what I said.
 b. No, I didn't flatter it.
 c. No, did you think I would go there?</p> <p>5. a. That's kind of you!
 b. That's rude of you!
 c. That's not an accurate number.</p> | <p>6. a. Let's agree to drop in, then.
 b. Let's agree to differ, then.
 c. Let's agree to change my mind, then.</p> <p>7. a. Not if you don't pay attention.
 b. Not as modern as you think.
 c. Not if you make an effort.</p> <p>8. a. I guess I don't know my lines.
 b. I guess I'm too lenient.
 c. I guess I can't draw very well.</p> <p>9. a. I don't work in the fields.
 b. I don't work now.
 c. I don't know anyone who works.</p> <p>10. a. Yes, just after they closed.
 b. Yes, just in time.
 c. Yes, I got there a bit too late.</p> |
|---|---|

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers to the questions on the mark sheet.



- Who is Jules inspired by?
 - no one in particular
 - one particular chef
 - individual chefs
- What is most important for Jules?
 - presentation
 - smell
 - taste
- According to the conversation, which statement is true?
 - Jules likes his social life.
 - Jules likes not being married.
 - Jules likes having a supportive spouse.
- Why has Jules brought out a new book?
 - to introduce good quality, low-budget recipes
 - to introduce new recipes
 - to introduce people to cookery
- Which statement is true about Jules?
 - He always plans his life in detail.
 - He never makes long-term plans.
 - He usually prefers not to plan his life in detail.

Now listen to the conversation again and check your answers.

Now listen to [Conversation 2](#). Record your answers to the questions on the mark sheet.



- Orlando Maine works as
 - an inspirational speaker.
 - a marine environmentalist.
 - a diver and explorer.
- How can Maine's career best be described?
 - rising meteorically
 - on the decline
 - stabilised and successful
- What was the public response to Maine's first documentary?
 - overwhelmingly positive
 - fairly indifferent
 - generally positive
- How did suffering decompression sickness affect Maine?
 - It affected his confidence.
 - It caused long-term health problems.
 - It was only a short-term problem.
- What can be said of Maine's encounter with the shark?
 - It proved he was irresponsible.
 - It showed he and his crew were careless.
 - It proved to be a terrifying experience.

Now listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. According to the conversation, what is the public response to Jackie's campaign?
 - a. overwhelmingly supportive
 - b. somewhat mixed**
 - c. predominantly negative

2. How has Jackie responded to public attitudes?
 - a. She has welcomed the controversy.
 - b. She didn't know how to deal with the controversy.
 - c. She accepted public reaction.**

3. What will **NOT** form part of the anti-obesity campaign?
 - a. monitoring of parent diet and exercise regimes**
 - b. weighing of schoolchildren
 - c. educational campaigns for healthy eating

4. What is understood by 'incentives'?
 - a. bribes for children to start eating healthily
 - b. rewards for parents who encourage their children to eat healthily**
 - c. penalties for children failing to adopt health and diet regimes

5. Which statement, according to the anti-obesity campaigner, is true?
 - a. Parents refuse to eat healthily.
 - b. Parents' participation in the campaign will aid its success.**
 - c. Parents generally oppose the campaign.

Listen to the Debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. Bob's patients take part in Art Therapy as a form of
 - a. psychological assessment.
 - b. artistic expression.**
 - c. recreation.

2. What does Bob Reynolds like most about his work?
 - a. the stimulating work environment
 - b. visible improvements seen in participants**
 - c. the non-directive nature of his work

3. How can some of the centre's residents be described?
 - a. co-operative in Art Therapy sessions
 - b. extremely reluctant to participate in Art Therapy sessions**
 - c. aggressive towards the therapist

4. What job will Bob Reynolds probably be doing in 10 years' time?
 - a. the same job**
 - b. a job which is less demanding
 - c. a more creative job

5. Why is a public art project important, for Bob Reynolds?
 - a. to generate money for the centre
 - b. to help residents become more creative
 - c. to help residents work with the public**

6. How is Art Therapy generally regarded?
 - a. There is a certain amount of scepticism.**
 - b. There is universal acceptance of Art Therapy.
 - c. It is held in high regard by the medical profession.

Listen to the Discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

Moving Day

On every May Day for almost a century, dating from colonial times to just after World War II, the streets of New York bore witness to a mass exodus of people and belongings. Hordes of New Yorkers would throng the streets as they criss-crossed the city seeking fresh dwellings. This sudden outpouring of humanity and belongings onto the city streets were down to a quirk in New York law. This law stated that virtually all rental contracts expired on May 1st, resulting in a scarcely-navigable morass of humans, carts and livestock after 9am of the aforesaid date.

Such annual chaos was essentially set in motion every February 1st, a date also known as 'Rent Day'. On this day, landlords would give prior notice to their tenants of rent increases after the end of the quarter. Inflated rent after the designated quarter would necesitate the departure of many tenants. The latter would then spend the interim time between being issued notice for increased rent and the day on which it would come into effect (May 1st) searching for more affordable lodgings.

The need for the masses to moving all their worldly belongings collectively, on the same day, led to enterprising farmers from neighbouring states hiring out their farm wagons to transport goods. Extortionate prices charged for hiring out wagons could sometimes result in a tenant paying a farmer the total of a week's wages to transport their belongings. Inevitably, altercations arose between removal men and tenants over grossly-inflated removal fees. The upshot of such disputes often resulted in the deposition of the tenant's belongings at the Police Headquarters. To add insult to injury, the unfortunate tenant would then be made to pay extra for the compulsive detour!

The unscrupulous exploitation of tenants needing to move house on May 1st helped _____ the seeds for new legislation relating to the expiration of leases. Other factors, such as a shortage of removal workers during World War II, later came into play in the bringing in of such new legislation. The final death knell for the annual tradition of Moving Day was sounded by the advent of rent control and post-war housing shortage in 1945. From that year on, Moving Day soon became but a distant memory relegated to the dustbin of history.

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1. According to the text, which statement is true?
Participation in Moving Day was
 - a. a legal stipulation of rental contracts.
 - b. enforced by landlords.
 - c. a habitual routine for tenants.

2. What is the 'designated quarter'?
 - a. a 4-month period
 - b. a residential area
 - c. the period from February 1st to April 30th

3. The text suggests that the chaos of Moving Day
 - a. encouraged free enterprise.
 - b. was inconvenient to all.
 - c. was generally taken in goodwill.

4. Where might disputes over transportation of goods be resolved?
 - a. at the police station
 - b. at the landlord's house
 - c. in the street

5. What is the 'dustbin of history'?
 - a. a depository for unwanted articles
 - b. the storage place for newsworthy items
 - c. a collective depository for inconsequential events

6. A grammatical error has been made
 - a. in line 5.
 - b. in line 14.
 - c. in line 19.

7. A subject-verb error has been made
 - a. in line 4.
 - b. in line 8.
 - c. in line 17.

8. A spelling error has been made
 - a. in line 3.
 - b. in line 10.
 - c. in line 18.

9. A word has been spelt correctly but wrongly used
 - a. in line 9.
 - b. in line 16.
 - c. in line 20.

10. A word has been omitted in line 22.
The missing word should be
 - a. create.
 - b. sow.
 - c. dispel.

Text 2

Read the text. Answer the questions on your mark sheet.

Electric Fish

Lurking in the depths of the Southern Amazon river lie predators with a killing potential unique amongst vertebrates. As they manoeuvre stealthily through the muddy tributaries of the Amazon river, these predatory electric fish are capable of stunning their prey with a potent electrical voltage of a staggering 600 volts?

This formidable force at the disposal of the electric fish it owes its existence to the evolution of a simple muscle into an organ capable of generating an electrical field. This is event more astonishing given that 6 lineages of fish living in disparate environments, ranging from Amazonian tributaries to murky marine habitats, have independently evolved similar mechanisms. They are veritable living proof, in fact, of Darwin's theory of convergent evolution.

Originating from simple muscle cells, electrocytes evolved to form the lethal electric organ present in electric fish today. All muscle cells emit a small amount of voltage when contracted, so with the perfection of the evolutionary process spanning around a hundred million years, an electric organ was created. Such an organ is composed of larger cells, namely electrocytes, organised in sequence and capable of generating much higher voltages than those required to operate muscles. Concomitant with the evolution of electrocytes was the removal of the muscle cells' ability to contract and the redistribution of proteins in the cell membrane. The influx of ions across the cell membrane in the absence of muscle contraction allowed the generation of a massive flow of positive charge, thereby creating an electric current. The subsequent in-series alinement of electrocytes and unique polarity of each cell facilitated the summation of voltages, much akin to batteries stacked in series in a flashlight. A powerful electrical field _____ evolved which was also an efficient killing weapon.

Such a benefit conferred on electric fish may be utilised by humanity too, by synthetically recreating similar electrocyte cells. Current scientific research indicates that it may be possible to generate electrical power in bionic devices, thereby enabling movement in artificial limbs. The utilisation of the powerful current of electric fish for scientific purposes is certainly an advance on Victorian times. In those days, the curious would form a chain to experience the shock of an electric fish as a mild divertissement! At least, now we are reaping the benefits of advanced scientific knowledge to aid mankind in ways previously dismissed as being in the realms of science fiction.

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11. According to the article, we can conclude that the author is
- a. a travel writer.
 - b. a journalist.
 - c. a scientist.
12. The text above is likely to be found in
- a. a newspaper.
 - b. a textbook on the Amazon river.
 - c. a scientific journal.
13. Which of the following is not true of electrocytes?
- a. Their random positioning creates a powerful electric current.
 - b. Evolution has shaped their form.
 - c. Collectively, electrocytes generate a strong electric current.
14. According to the text,
- a. electrocytes have no adaptive value.
 - b. other vertebrates also stun prey using electrical fields.
 - c. understanding electrocyte functioning could achieve scientific breakthroughs.
15. Why is it significant that 6 lineages of fish possess electrocytes?
- a. It verifies previous hypotheses about evolution.
 - b. It shows that electrocytes are a common feature in Amazonian fish.
 - c. Scientists believed that fish were not capable of stunning prey.
16. A grammatical error has been made
- a. in line 1.
 - b. in line 3.
 - c. in line 6.
17. A word has been correctly spelt but wrongly used
- a. in line 2.
 - b. in line 7.
 - c. in line 13.
18. A word has been missed in line 22. It is
- a. evidently.
 - b. finally.
 - c. thereby.
19. There is a punctuation mistake in:
- a. Line 4.
 - b. Line 10.
 - c. Line 19.
20. A spelling mistake has been made in:
- a. Line 12.
 - b. Line 18.
 - c. Line 20.

Text 3

Read the text. Answer the questions on your mark sheet.

Fear of Clowns

The frequency of clown phobia

For the vast majority it would seem inconceivable that attending a performance with clowns at the Big Top could be an emotionally-fraught event. However, for a significant minority, who suffer from full-blown *coulrophobia* (fear of clowns, to you and me), that is exactly what it is. The prevalence of such coulrophobes, or 'clown-haters', in the population is reflected in the staggering 16,000 Internet sites dedicated to the phobia. Coulrophobes who may fear they suffer alone in their neurosis, can be psychologically bolstered by venturing onto the [Ihateclowns](#) website. This is a forum for fellow coulrophobes to vent their shared hatred of all things clown-like.

A scientific study reveals the true extent of clown phobia

For coulrophobes, clowns are anything but a laughing matter. Symptoms of coulrophobia range from irregular heartbeat to trembling, shortness of breath and anxiety. Whilst incomprehensible to non-sufferers, like myself, the fear is very real to a coulrophobe. A recent study by the University of Sheffield revealed almost epidemic-like proportions of coulrophobia amongst children, mirroring the incidence of coulrophobia in the adult population. The pilot study of 250 children had been undertaken to gauge children's reaction to a planned clown mural. Presumably the clown mural didn't go ahead then, and ubiquitous but less phobia-inducing depictions of rural scenes with children happily frolicking amongst flowers and butterflies were chosen instead.

It is necessary to search for the origins of clown phobia to understand it better

The Sheffield study is not unique, however. A recent BBC News report revealed that fear of clowns may be more ingrained than previously thought. However, it has to be asked, how can these superficially genial fellows of slapstick fame stir up such anxiety in the masses? And if such be the case, any adult taking a child on an outing to the Big Top is guilty of gross negligence, tantamount to child cruelty, if we are to give the Sheffield studies credence.

Possible explanations for clown phobia and cures

It is unlikely that the jovial court jester, the antecedent of the modern clown, could have been the source of coulrophobia. More likely suspects are the later, more sinister, evolutions of the clown as a serial killer, exemplified by Stephen King's 'It'. This psycho-clown did nothing to make children sleep tight at night. It is believed that childhood exposure to traumatic events is sufficient to induce a lifetime's fear of clowns. Such an early-induced phobia can only be remedied in later life through cognitive therapies where the sufferer is gradually exposed to the object of fear, i.e. a clown. A successful cure might be judged, therefore, by the subject's ability to sit through a complete circus clown routine. Until further research is carried out, however, the origin of coulrophobia will remain within the realms of speculation.

21. Why is the article divided into 4 sections?
a. The issues being discussed have changed.
b. There are four different narrators.
c. The time has changed.
22. What is meant by the word 'tantamount' in paragraph three?
a. Something is equivalent.
b. Something is surpassing.
c. Something of less value.
23. The Sheffield study suggests that
a. children do not lose their phobia when they become adults.
b. clown murals are popular in children's hospital wards.
c. children are rarely subjects of scientific study.
24. A similar study by the BBC revealed
a. a decline in the incidence of coulrophobia.
b. an increased incidence of coulrophobia.
c. that coulrophobia is more widespread than originally believed.
25. The tone of the text is
a. formal throughout and descriptive.
b. somewhat informal and tongue-in-cheek.
c. chatty and persuasive.

Text 4

Read the text. Answer the questions on your mark sheet.

A Spectacle of High Summer: Flying Ants

Arising suddenly as if from nowhere, winged ants take to the midsummer skies in their thousands. This annual synchronised mass exodus of ants from their colonies is not without purpose. Winged flight is the province alone of fertile females and males; the sterile female workers remain grounded unceremoniously as their fellow workers take flight to breed mid-air. The swarming of disparate colonies en masse guards against inbreeding, ensuring only the fittest genes will be perpetuated.

Natural Selection is in operation throughout the winged mating period. Fertile females whittle down the fittest males by mating only with those able to keep up with them. Nature, having selected only the fittest male genes, then sees fit to dispense with the male contingency of the ant population. Shortly after mating, the winged males die. It seems the males are a one-trick pony, not even equipped to eat. The odds, it would seem, are stacked against the male from early on.

Once they have mated, the fertile females, otherwise termed 'queens', attempt to start a new colony by excavating an underground chamber. This is not without its inherent dangers, however. Certain death will await any queen incautious or unheeding enough to establish a nest in close proximity to that of a rival colony. The chances of success are always remarkably slim: out of all the virgin queens sent out to start a new colony, only one will succeed.

The next six to eight weeks is a period of near-fasting, as the queen lives off the vestiges of her wings for energy during the egg-laying period. From then on for the next 15 years, the queen's sole duty will be to lay eggs. Unfertilised eggs will develop into males and fertilised ones into females that, unless given special treatment, will be sterile. Queens will then hatch out and become airborne to mate a year later, thus completing the breeding ritual. However, danger is always waiting in the wings. Mating queens will then have to run the gauntlet of predators, the most dangerous being the gull.

26. Where are you likely to find the text?
- a. in a newspaper
 - b. in a scientific journal**
 - c. in a leaflet
27. According to the text, which statement is true?
Swarming in ants is
- a. a rare occurrence.
 - b. an inexplicable phenomenon.
 - c. to ensure gene 'fitness'.**
28. The word 'unceremoniously' in paragraph one means that
- a. something happens abruptly.
 - b. something happens unpredictably.
 - c. something happens informally.**
29. What is a 'sole duty' in paragraph four?
- a. an obligation that must be carried out by a single person
 - b. a single obligation**
 - c. an enforced role
30. According to the text, what might be the reason for the unsuccessful establishment of a new ant colony?
- a. a lack of fertile males
 - b. an inappropriate location of the ant nest**
 - c. inclement weather
31. Feeding habits alter after mating in
- a. fertile male ants.
 - b. fertile female ants.
 - c. queen ants.**

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1 Formal Writing Task 1

Allow around 35 minutes for this task.

A local historical landmark is about to be demolished as it has fallen into disrepair. There are plans to build a shopping centre on the site. Write to your local council to explain why this is or is not a good idea.

You could write about:

- why it is necessary to preserve historical sites
- the advantages and disadvantages of building a new shopping centre
- how demolishing a landmark may be detrimental to the local community
- what effect the demolishing of a local landmark will have on the local community

Write 200-250 words.

OR,

In today's economic climate, many are struggling to find work. Do you think, therefore, that young people who go to university should study only for vocational degrees which lead to a job? Give your opinion.

You could write about:

- rising levels of unemployment
- how vocational degrees are more likely to lead to careers
- the overall benefits conferred by any degree on the students

Write 200-250 words.

Informal Writing Task 2

Allow 35 minutes for this task.

Write an e-mail to a friend to persuade him or her to take part in a fancy dress charity run for disadvantaged children. The event is to raise money for a school bus to take children on outings and excursions they would not normally otherwise be able to go on.

You could write about:

- the current situation of disadvantaged children
- how being able to get out more would improve the children's quality of life
- what excursions and outings could be organised
- the educational and social benefit of outings and excursions for children
- why your friend should take part in the event, justifying your reasons

Write about 250-300 words.

You will be assessed on:

- content
- format and structure
- accuracy in the use of grammar and punctuation
- use of vocabulary for the specific context and purpose

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2.
Today is (date).
The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination.
(Approximately 3.5 minutes)

I am now going to ask you some questions.
I would like you to answer in full sentences.

1. How do you imagine your life will be in 10 years' time?
2. If you could change 3 things about yourself or your life, what would they be?
3. If you could be a famous person for a day, who would you be and why?
4. Given a choice to travel anywhere in the world, where would you go and why?
5. Tell me 3 things we can all do to make the world a better place.

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination.
(Approximately 4 minutes)

*The interlocutor chooses **two** of the situations per learner, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.*

Please listen carefully and tell me what you would say in these situations.

Situation 1:

You have been asked to give a personal reference for a friend who is about to start a new job. You believe that she/he has all the personal qualities, as well as the necessary work experience, to be successful in this post.
What would you say?

(Interlocutor may repeat or rephrase the question if necessary.)

Situation 2:

You are at an airport and your luggage has been mislaid when you arrive at your destination. You suspect it may have got lost when you had a quick connection between flights.

What would you say to the airport staff?

(Interlocutor may repeat or rephrase the question if necessary.)

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination.
(Approximately 6 minutes)

*The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet.*

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario:

You think that experiments on live animals (vivisection) can never be justified. Your friend, however, believes that they are a necessary evil and that medical progress could never be made without them. Speak to your friend and try to convince him/her that vivisection causes only unnecessary suffering to animals and can never be justified.

*You will have two minutes to prepare your arguments.
I will take the place of your friend.*

Thank the learner.

TEST 10

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



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| <p>1. a. It was really my intention.
b. Sorry, it wasn't my intention.
c. I apologise for my intention.</p> | <p>6. a. But they're afraid of me!
b. But I'm afraid of them!
c. But I can't really stand for long.</p> |
| <p>2. a. Yes, she's difficult.
b. Yes, that won't be difficult.
c. Yes, this can't be really hard.</p> | <p>7. a. Why? Are you sick?
b. Why? Are you feeling better?
c. Why don't you like walking?</p> |
| <p>3. a. Me too!
b. I'm not lost yet.
c. What have you lost?</p> | <p>8. a. Do you really think so?
b. Do you think I'm not old enough?
c. Do you see how old I look?</p> |
| <p>4. a. Yes, I can.
b. Yes, I am!
c. Yes, I must go there.</p> | <p>9. a. No doubt about it!
b. I don't doubt her.
c. I do doubt him.</p> |
| <p>5. a. Yes, she really is!
b. Yes, she is your boss.
c. Yes, she's not my boss.</p> | <p>10. a. No, not quite.
b. Yes, quite enough.
c. Sorry, no updates yet.</p> |

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- What does Reynolds feel about her social life?
 - It is incompatible with her work.
 - She can combine it with work.
 - Working improves her social life.
- How does Reynolds view her TV work?
 - She finds it less stimulating than writing.
 - It is more predictable than writing.
 - It is her best-paid job.
- According to the conversation, which statement is true?
 - Being an agony aunt was a childhood dream.
 - Reynolds has always had clear career plans.
 - Reynolds' current career was not her first choice.
- What occupies Reynolds in her free time?
 - writing for her own pleasure
 - trying hard to unwind from work
 - watching TV and reading
- Which of the following statements is true about Reynolds?
 - A future career change is likely.
 - She has no social life.
 - Celebrity status is unappealing to her.

Now listen to the conversation again and check your answers.



Now listen to [Conversation 2](#). Record your answers on the mark sheet.

- Louis Jacques works as a
 - fashion reporter.
 - fashion designer.
 - celebrity stylist.
- How is Jacques inspired?
 - through celebrity-watching
 - by listening to music
 - by combining a range of ideas
- Jacques believes that the future of fashion
 - will hold few surprises.
 - will be shaped by materials.
 - is liable to change as designers become more innovative.
- What does Jacques believe about success?
 - It is unpredictable.
 - Success always comes through hard work.
 - Only the best achieve it.
- How does Jacques view failure?
 - as something he is unlikely to experience
 - as a proof of mediocrity
 - with a positive outlook

Now listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. Before starting the campaign, Zuckermann was
 - a. unknown
 - b. a film critic
 - c. an established public figure

2. According to the conversation, how has campaigning affected public opinion of Zuckermann?
 - a. The public opinion is now more positive.
 - b. The public opinion has become more negative.
 - c. There is no obvious fluctuation in public opinion.

3. What does Zuckermann believe about violence in the media?
 - a. It has the potential to incite violence.
 - b. It is less shocking than in real life.
 - c. It is now more shocking.

4. What is not true of copy-cat crimes?
 - a. They are practically unheard-of.
 - b. The perpetrators have previously watched violent films.
 - c. They often occur together.

5. Which statement, according to Zuckermann, is true?
 - a. The response to his campaign is mediocre.
 - b. There has been a severe public backlash to his campaign.
 - c. As yet, the public is unaware of his campaign.

Listen to the Debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. What is Stephanie Johnson's scheme?
 - a. an educational programme
 - b. a computer course
 - c. a fitness course

2. Why does Stephanie feel the scheme is important?
 - a. Fitness levels in teenagers have declined.
 - b. Teenagers as a whole are interested in fitness.
 - c. Teenagers need to have extracurricular activities.

3. How can teenagers learn about the scheme?
 - a. by participating in a one-day event
 - b. by making enquiries at their schools
 - c. by watching an educational film

4. What surprised Stephanie?
 - a. the unwillingness of schools to participate in her scheme
 - b. which sports teenagers choose to participate in
 - c. the immediate success of her scheme

5. What was the initial reaction to Stephanie's project?
 - a. indifference
 - b. unwillingness to participate
 - c. keen interest

6. What makes Stephanie happy?
 - a. teenagers who play computer games
 - b. teenagers who choose to play sports
 - c. teenagers who participate for a few weeks

Listen to the Discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

3D Printers

The 3D printer seems <u>set to have take</u> the world by storm. Previously confined to the realms of industry,	1
3D printing is poised to break into the mass market. No longer is the ability to replicate objects in 3D the	2
province alone of Sci-fi fantasies, such as Star Trek – in the not-too-distant future we will be able to	3
replicate forms and structures ranging from human organs to fighter planes.	4
The word 'printer' is in fact a misnomer, since 3D printers bear little resemblance to common-or-garden	5
printers. Notably, 3D printers vary immensely in size, their dimensions being dictated by the object they	6
are replicating from a 3D computer blueprint.	7
Whilst many variations on the production process exist, one method involves a nozzle spraying liquid	8
material into layers. An infinitely more well-honed process, aims laser beams at finely-powdered	9
material resulting in the fusion of the grains precisely at the point where the beams hit the grains. The	10
desired object is then painstakingly constructed layer upon layer, much akin to stacked apple slices, from	11
millions of layers, _____ a hundredth of a millimetre thick. Whilst speed of delivery may leave something to	12
be desired, the inexhaustible, even infinite variety of objects that can be produced from virtually every	13
type of known metal, more than compensate for other shortcomings of the 3D printing process.	14
An additional benefit of 3D printers is that they render normal aspects of manufacture seen on the	15
assembly line, such as assembly, screwing together, adhering and welding, essentially obsolete. 3D printers	16
obviate the need for manual workers or their robot counterparts by dint of the fact that all these	17
functions can be performed by a <u>singular</u> printing machine alone.	18
<u>This nascent digital technology seem</u> to be a burgeoning enterprise in Germany, where several market	19
leaders are dominating the 3D printing scene. Perplexingly, in such a potentially revolutionary field, there	20
is a dearth of companies currently dominating the market. In part this could be due to the demands on	21
space and time made by the process itself.	22
Whilst state-of-the-art 3D printers may seem unpromisingly cumbersome, one has only to hark back to	23
the 1970s to draw parallels with the emerging computer technology of the latter era and to take heart.	24
What <u>initially</u> seemed an invention doomed to become a historical anecdote came on in sudden leaps and	25
bounds to become the indispensable tool of the modern-day generation. It may only be a question of	26
time, therefore, before 3D printers follow suit and create their own mini Industrial Revolution.	27

1. According to the text which statement is true?
 - a. 3D printers are remarkably lightweight.
 - b. 3D printers have limited applications.
 - c. The introduction of 3D printers to the mass market is imminent.

2. What does 'common-or-garden' in line 5 mean?
 - a. Something is practical.
 - b. Something is ordinary.
 - c. Something is functional.

3. What is a 'burgeoning enterprise' in line 19?
 - a. a growing business
 - b. an influential business
 - c. an unexpectedly successful business

4. The text suggests that 3D printers manufacture goods that are
 - a. rather faulty.
 - b. somewhat laboriously.
 - c. superior in quality.

5. Where does 3D technology have an established market?
 - a. in Germany
 - b. amongst Star Trek fans
 - c. within the Sci-fi film industry

6. A grammatical error has been made
 - a. in line 1.
 - b. in line 6.
 - c. in line 18.

7. A subject-verb error has been made
 - a. in line 8.
 - b. in line 15.
 - c. in line 19.

8. A spelling error has been made
 - a. in line 4.
 - b. in line 9.
 - c. in line 25.

9. A word has been spelt correctly but wrongly used
 - a. in line 5.
 - b. in line 10.
 - c. in line 18.

10. A word has been omitted in line 12. The word should be
 - a. every.
 - b. which.
 - c. each.

Text 2

Read the text. Answer the questions on your mark sheet.

Carnivorous Plants Opt For Vegetarian Diet

High levels of nitrogen in Sweden are radically altering the diet of carnivorous plants, turning them vegetarian.

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Carnivorous plants conjure up the image of voracious flesh-eating entities, poised to annihilate swarms of unsuspecting insects that align on their fiendish traps. But raising levels of pollution across the northern hemisphere are now causing these flesh-eating plants to opt for, a vegetarian diet.

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From time immemorial carnivorous plants have trapped their prey using an array of diverse and intriguing devices. Highly-modified leaves form traps that imperil their prey by secretion of sticky substances, triggered traps or deadly pits filling with protein-digesting enzymes. Ingenious and, ultimately, lethal, these traps exist to obtain prey-derived nitrogen in otherwise nitrogen-deficient environments, such as bogs.

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A recent study, however, conducted by Jonathan Millet at Loughborough University in the UK, indicates that carnivorous plants in highly-polluted areas are changing their habits of several millennia. Nitrogen-rich acid rain arising from heavy industry is transforming nitrogen-depleted bogs, the natural habitat of carnivorous plants, such as the sun-dew plant and Venus fly-traps, into nitrogen-rich areas. The net result is that the insectivorous plants are shunning their normal fodder, instead deriving nitrogen from the soil.

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Dr. Millet's studies have provided conclusive proof that carnivorous plants are turning vegetarian by the isolation of nitrogen isotopes from Swedish bog plants. Biologically-sourced isotopes of nitrogen from insects differ in atomic weight from rain-borne isotopes of nitrogen. Experiments conducted by Millet demonstrate a significant proportion of non-insect derived nitrogen isotopes in carnivorous plants, thereby suggesting that substantial amounts of nitrogen are sourced from the soil rather than insects.

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Whilst the preference for soil-derived nitrogen aids energy conservation in carnivorous plants, Millet points out that in the long-run such a benefit could prove short-lived. Such plants 'still have to bear the residual costs of _____ carnivorous,' explains Millet, 'so it's quite likely we'll see less abundance and local extinctions of carnivorous species. The individual plants get bigger and fitter, but the species as a whole is less well adapted to high-nitrogen environments and will lose out over time.' It would seem that adaptation in the case of carnivorous plant species may well prove to be an evolutionary cul-de-sac.

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11. According to the article, we can conclude that the author is
a. a novelist.
b. an artist.
c. a scientist.
12. The above article is likely to be found in
a. a gardening magazine.
b. a periodical on ecology
c. a newspaper.
13. Which of the following is not true for carnivorous plants?
a. They can survive without nitrogen.
b. Their dietary habits are changing.
c. They are affected by pollution.
14. According to the text, nitrogen is
a. more prevalent in polluted areas.
b. toxic in large doses.
c. more readily available in the soil than the air.
15. What do Millet's studies demonstrate?
a. Carnivorous plants are on the increase.
b. There is a link between pollution and evolution.
c. Insects are a poor source of nitrogen.
16. A grammatical error has been made
a. in line 8.
b. in line 17.
c. in line 21.
17. A word has been correctly spelt but wrongly used
a. in line 4.
b. in line 6.
c. in line 13.
18. A word has been omitted in line 24. The word should be
a. eating.
b. becoming.
c. being.
19. There is a punctuation mistake on:
a. Line 5
b. Line 9
c. Line 24
20. A spelling mistake has been made
a. in line 3.
b. in line 9.
c. in line 15.

Text 3

Read the text. Answer the questions on your mark sheet.

The Psychology Of Queuing

This quintessentially English pastime is subject to a complex set of variables.

Unwritten rules

A tacit understanding exists as to the rules of queuing; woe betide anyone who infringes the unwritten law and queue-hops, they will be met by withering glares if not find themselves embroiled in outright altercations.

Intriguingly, the rules of queuing do not merely serve self-interest but transcend the individual. Failure to adhere to rules of queue formation, irrespective of whether this places any one individual at a disadvantage, will lead to a sense of outrage. Confirming the general dim view taken of any queue transgressions, a recent study revealed that individuals are just as affected by queue-hopping behind their place in the queue, as those jumping the queue ahead of them.

Fairness also dictates that the length of queue should be commensurate with the product of service for which we are waiting. The more valuable it is, the longer we should expect to wait for it. Hence the evolution of the express checkout in supermarkets, which allows the socially-sanctioned violation of the first come, first serve rule.

Time management

With the British spending an estimated 37 billion hours each year waiting in queues, companies now utilise devious methods to help defuse the emotional stress caused by queuing. From supermarkets to the air industry, psychological devices have been employed to make waiting more tolerable. Tired of being inundated with complaints by customers made to stand in queues too long, airports have devised a fiendish method to reduce queuing time and simultaneously increase customer satisfaction. The powers that be now ensure that time that would normally have been spent waiting for baggage is now taken up by walking longer distances from the arrival gate to baggage reclaim. Result?

Customer complaints over waiting time have fallen to near zero! Similarly, some businesses install mirrors by lifts, to divert customer attention from time spent waiting. Being able to preen in front of a mirror serves to distract customers waiting for tardy lifts.

It's not how long you wait that counts

However, it would seem that occupying the time of the individual is not all. The perception of the queuing process is all-important in ultimately determining customer satisfaction.

Disney, the universally-acknowledged master of applied-queuing psychology, overestimates ride times. Underlying this is the devastating logic that beating expectations can lead to greater customer satisfaction. It does and it works. The success of Disney's ploy, according to researchers Carmon and Kahnmann, lies in the fact that our memories of a queuing experience are strongly influenced by the final moments. A long wait that ends on a happy note is viewed more positively than a shorter wait that ends with a negative experience.

Constantly, it would seem, we are being manipulated to endure queuing. With ever more cunning methods being used to alleviate the painful process, we may actually even come to enjoy queuing!

21. Why is the article divided into 3 sections?
- a. The time has changed.
 - b. There are different narrators.
 - c. There is a topic change.
22. What is meant by the word 'tacit' in paragraph one?
- a. Something is implied.
 - b. Something is universal.
 - c. Something is diplomatic.
23. A recent study suggests that queue-hopping
- a. is viewed favourably.
 - b. affects everyone.
 - c. is rather irrational.
24. Carmon and Kahnmann's studies demonstrate that
- a. final moments determine queue tolerance.
 - b. longer waits are always viewed negatively.
 - c. businesses are indifferent to public perception of queuing.
25. The tone of the text is
- a. scientific and formal.
 - b. informal throughout.
 - c. formal but somewhat tongue-in-cheek.

Text 4

Read the text. Answer the questions on your mark sheet.

Formula One Drivers - A Flawed Personality?

Few sports could boast greater psychological highs and lows than Formula One racing. Drivers engage in a constant psychological struggle to counteract an inner mental turmoil of a gamut of human emotions. Jealousy, resentment, disappointment, anger and despair fester beneath an outward veneer of calm projected to the outside world. Small wonder, then, that there exists a widespread belief held by many that drivers have elements of schizophrenia, paranoia and/or various other personality disorders in their mental make-up.

A strong case can be made that some emotions and antisocial character traits such as rage, revenge, ruthlessness and hate, as manifested in ace drivers, are also indicators of mental illness. Such characteristics and emotions, whilst debilitating in other real-life situations, in Formula One racing may be necessary to fuel competitive fires to the levels necessary to excel in this sport. Hence the old adage, 'nice guys finish last'. Traits such as paranoia may serve to augment a feeling of rivalry already existent amongst Formula One participants and spur on drivers to outpace their rivals on the track.

Drivers that have notably excelled in Formula One, such as Nigel Mansell, seem to flourish in adversarial situations and channel their paranoia into a ruthless desire to beat any other contenders for the coveted title of champion. In some instances, drivers seem to even go out of their way to create difficulties when none exist, purely to engage more fully in the race. Teammates, the media, the FIA: none are immune to the capricious nature of drivers ready to vent their anger and frustration at any perceived failings in the team, car or track itself.

However, there is a fine line between the insatiable competitive streak that spurs drivers on to achieve great feats, and uncontrolled obsession. In the latter instance, the desire to outpace rivals may become so intense and uncontrollable that it endangers the driver's life, as well as the lives of his teammates. Racing obituaries testify to the sad fact that sometimes the need to win surpasses all sense of personal safety, ending in tragic fatalities.

26. In public, Formula One drivers
- a. conceal their true emotions.
 - b. are quick to show emotion.
 - c. experience a feeling of calm.
27. Where are you likely to find this text?
- a. in a car manual
 - b. in a scientific journal
 - c. in a magazine
28. According to the article, which statement is true?
- a. Formula One makes drivers paranoid.
 - b. A well-balanced personality makes a good driver.
 - c. Successful drivers are rarely stable.
29. The word 'insatiable' in paragraph four means that
- a. somebody is unsatisfied.
 - b. somebody is insane.
 - c. somebody is unpredictable.
30. What are 'adversarial situations' in paragraph three?
- a. unforeseen circumstances
 - b. competitive circumstances
 - c. hilarious situations
31. According to the text, competitive drivers
- a. rarely win.
 - b. sometimes risk death.
 - c. need therapy.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1 Formal Writing Task 1

Allow around 35 minutes for this task.

The local council is considering stopping the funding of the city's mobile library. This is a service designed for the elderly and disabled who could not otherwise access books.

Write to the council to explain why this is/isn't a good idea.

You could write about:

- how access to books for the elderly and disabled will be restricted
- what the possible consequences for the community would be
- the importance of improving the healthcare for the elderly and the disabled
- the benefits of the mobile library being kept open

Write 200-250 words.

OR,

Option 1 Formal Writing Task 1

Allow around 35 minutes for this task.

You have been asked to write a report for your school online newsletter on why it is necessary to maintain discipline in schools.

You could write about:

- disruptive and/or noisy pupils who prevent other students from learning
- why students need to learn discipline (to prepare themselves for their working lives)
- how a lack of discipline can lead to unpleasant situations like bullying

Write 200-250 words.

Informal Writing Task 2

Allow around 35 minutes for this task.

Write an e-mail to a friend to persuade him or her to take part in an amateur theatrical show to raise money for the renovation of your local village hall. The village hall, once renovated, could act as a community focal point for theatre and arts events as well as for informal parties and wedding receptions.

You could write about:

- How the renovated hall could create revenue for the village which could be used to improve village facilities.
- The possible advantages of the renovation for the community.
- The possible personal benefits through the participation in the play.

Write about 250-300 words.

You will be assessed on:

- content
- format and structure
- accuracy in the use of grammar and punctuation
- use of vocabulary for the specific context and purpose

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2.

Today is (date).

The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination.
(Approximately 3.5 minutes)

I am now going to ask you some questions.
I would like you to answer in full sentences.

1. Which family member are you closest to and why?
2. What was the proudest moment in your life?
3. What is your most important possession and why?
4. Describe your perfect day.
5. If you could change one thing about yourself, what would it be?

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination.
(Approximately 4 minutes)

The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Please listen carefully and tell me what you would say in these situations.

Situation 1:

You have been asked to make a speech for a popular teacher who is leaving your school and to give him/her a leaving present. Your teacher has always been an inspiration and a constant source of encouragement for you and other pupils.

What would you say?

(Interlocutor may repeat or rephrase the question if necessary.)

Situation 2:

You are in a restaurant and you have been extremely disappointed by the service and the quality of the food. The previous time you visited the restaurant both the service and the food were much better.

What would you say to the restaurant manager?

(Interlocutor may repeat or rephrase the question if necessary.)

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination.
(Approximately 6 minutes)

The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet.

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario:

You think that using methods to create renewable sources of energy - such as wind farms - are an absolute necessity for the survival of the planet. Your friend, however, is sceptical, believing that current methods used to create renewable sources of energy are costly and ineffective. Speak to your friend and try to convince him/her that such methods are not only useful, they are vital.

You will have two minutes to prepare your arguments.
I will take the place of your friend.

Thank the learner.

TEST 11

Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.



1. a. Rather you, than me!
 b. Rather me than you!
 c. I'd rather not.
2. a. I won't let you down!
 b. I won't let up!
 c. I won't let myself down!
3. a. I haven't come over it yet.
 b. I haven't come across it yet.
 c. I haven't come into it, yet.
4. a. Nor do I.
 b. Neither am I.
 c. Neither are you.
5. a. Yes, it's suitable to do that.
 b. Yes, it's not the right job.
 c. Yes, it's definitely for me.
6. a. She'll grow into it!
 b. She'll grow out of it!
 c. She'll grow up to it!
7. a. Yes, the artist's overrated!
 b. Yes, the artist's underrated!
 c. Yes, the artist's overstated!
8. a. Yes, it's written here in black and white.
 b. Yes, it's spoken without a doubt.
 c. Yes, it's read all over the place.
9. a. Don't put all your eggs in one basket!
 b. Don't put all your tools in one basket!
 c. Don't put all your tools in one box!
10. a. They haven't been getting about recently.
 b. They haven't been getting forward recently.
 c. They haven't been getting on recently.

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- Why did Tommy pursue football?
 - His teachers encouraged him.
 - Academic standards at his school were poor.
 - He was more gifted in sport than in his studies.
 - According to the conversation, which statement is true?
 - Tommy's family thinks him odd.
 - Tommy's family shares his talent.
 - Tommy, unlike his family, is not an academic.
 - What doesn't Tommy like about himself?
 - He is unfocused.
 - He is too focused at times.
 - He is still single.
 - Which of the following statements is true?
 - Tommy likes relaxing.
 - Tommy dislikes working out.
 - Tommy likes keeping active.
 - Why does Tommy want to be a trainer?
 - He envies young players.
 - He wants to prove he is still fit.
 - He likes a 'hands-on' role.
- Now listen to the conversation again and check your answers.



Now listen to [Conversation 2](#). Record your answers on the mark sheet.

- Chris is
 - a local dignitary.
 - a member of a TV film crew.
 - a transatlantic rower.
 - What challenge did Chris complete?
 - rowing solo over 4000 miles
 - rowing solo for 30 days
 - rowing solo 24 miles daily
 - What caused Chris to change course?
 - a lack of supplies
 - dehydration and illness
 - unpredictable weather
 - What did Chris do during a big storm?
 - He continued to row.
 - He retreated to his cabin.
 - He stayed above deck.
 - Chris feels that
 - mental challenges are easy to endure.
 - physical challenges are easy to endure.
 - mental and physical challenges are equally difficult.
- Now listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. According to the conversation, why might some UK residents be unhappy?
 - a. Higher incidences of crime occur in the UK.
 - b. Surveillance systems are inadequate.
 - c. CCTV cameras are ubiquitous.

2. The Chief Superintendent suggests that
 - a. CCTV footage is unlikely to lead to arrests.
 - b. CCTV cameras can never deter crimes.
 - c. CCTV cameras can prevent crimes.

3. Which disadvantage of CCTV cameras is not mentioned?
 - a. CCTV cameras are intrusive.
 - b. CCTV cameras can malfunction.
 - c. CCTV cameras cannot be constantly manned.

4. What is understood by 'an Englishman's home is his castle'?
 - a. Englishmen feel only a castle is like home.
 - b. English homes are highly fortified.
 - c. Home is like a refuge for the English.

5. What statement according to the Chief Superintendent is true?
 - a. CCTV cameras need updating.
 - b. There is a need for more CCTV cameras.
 - c. CCTV cameras are an unfortunate necessity.

Listen to the Debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. What are Angela's responsibilities?
 - a. hiring the cast
 - b. performing in productions
 - c. ensuring the production runs smoothly

2. What challenge do costumes pose for Angela?
 - a. Second-hand shops selling clothes are in short supply.
 - b. Authentic period clothing is difficult to obtain.
 - c. She struggles to find fashionable clothes.

3. What type of production does Angela like?
 - a. one with multiple-scene changes
 - b. one with few scene changes
 - c. a production with elaborate costumes

4. What is Angela's opinion of minimalist-style sets?
 - a. They can be hard to design.
 - b. They require many props.
 - c. They have some advantages.

5. What is Angela's working schedule?
 - a. from morning until 10.30pm
 - b. evenings only
 - c. no regular hours

6. Why is Angela happy at present to stay in her job?
 - a. She thinks a promotion is unlikely.
 - b. She doesn't feel confident enough to change jobs.
 - c. She is challenged enough in her current job.

Listen to the Discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

Sunflowers and their many uses

Their eye-catching blooms, combined with their height, make them the stars of the herbaceous border. However, there is more to annual sunflowers than meets the eye. From the life jackets of transatlantic liners to mopping up nuclear waste in Japan, their versatility is boundless.

Few realise that this commonplace bloom in modern-day gardens first was appeared on the scene 5000 years ago on the prairies of what would be the southern USA. The plant went on to become the staple diet of indigenous North Americans who utilised all parts of the plant for a multitude of purposes ranging from food to medicine. Sunflower seeds were ground for porridge, dye extracted from petals and the plant buds boiled and eaten like artichokes. Neither were the roots or leaves discarded; these were employed to treat such diverse afflictions as malaria and snake bites.

Seafarers have also reaped the benefits from this ostentatious plant. In bygone years, the inner stems were used as the primary flotation material in the early days of life jacket manufacturing. The pith of sunflower plants is one of the lightest of naturally-occurring substances, making the fibrous material ideal for life jackets. The cork-and-canvas predecessors of these more lightweight jackets had a nasty habit of snapping the necks of wearers jumping into the water from a height in excess _____ 3 metres, making them more of a curse than a blessing.

Alternative applications of sunflowers have not been confined to history, however. Currently, research are underway to breed a plant with increased amounts of naturally-occurring hypoallergenic latex. The relevance of such research cannot be underestimated. In a world where up to 8% of the population have a latex allergy that could prove fatal, the manufacture of hypoallergenic latex surgical gloves could be a life-saver.

Finally, sunflowers possess a remarkable ability to absorb radioactive ions and heavy metals. As a result, they have been planted on a massive scale to cleanse contaminated soil from Chernobyl and Fukushima, slowly but surely, converting toxic wasteland back into fertile farmland.

Majestic and efficacious in every way, sunflowers may yet have farther hidden uses that future generations will uncover. Be that as it may, the sunflower must classify as one of the most multi-functional plants grown today.

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1. What is meant by the phrase 'their versatility is boundless' (line 3)?
 - a. Their use is yet unknown.
 - b. They have seemingly infinite uses.**
 - c. Their ability to adapt is unrivalled.

2. Which part of the sunflower was used to treat ailments?
 - a. the seeds
 - b. the petals
 - c. the leaves**

3. What part of the sunflower aids flotation?
 - a. the inner stem**
 - b. the outer stem
 - c. oil extracted from petals

4. What does the phrase 'more of a curse than a blessing' in line 15 mean?
 - a. Something is of dubious benefit.**
 - b. Something is bringing bad luck.
 - c. Something is inadequate.

5. The text suggests that
 - a. sunflowers are sensitive to pollution.
 - b. sunflowers thrive on pollution.
 - c. pollution is substantially reduced by sunflowers.**

6. A grammatical error has been made
 - a. in line 4.**
 - b. in line 5.
 - c. in line 9.

7. A subject-verb error has been made
 - a. in line 1.
 - b. in line 3.
 - c. in line 17.**

8. A spelling error has been made
 - a. in line 6.**
 - b. in line 7.
 - c. in line 8.

9. A word has been spelt correctly but wrongly used
 - a. in line 11.
 - b. in line 13.
 - c. in line 24.**

10. A word has been omitted in line 14. The missing word should be
 - a. beyond.
 - b. above.
 - c. of.**

Text 2

Read the text. Answer the questions on your mark sheet.

The Origins of Language

A controversial new theory was proposed last May to explain the origins of human language.

1

The sheer diversity of human language, which is employed to articulate emotions from love to fear in widely varying levels of complexity, are unrivalled in the animal kingdom. Its richness is indisputable, wherever its actual origins are hotly contested and have long presented a conundrum for linguists and scientists alike.

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Now, a body of research scientists led by a linguist from the State of Massachusetts, Shigeru Miyagawa, has proposed that human language is an amalgam of two distinct language systems: the expressive and the lexical. The former is employed by songbirds for the attraction of mates or protection of territory, whilst the latter is evidenced in monkeys and corresponds to words in human language, such as 'leopard', 'snake' and 'eagle'.

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Human language is unique in ___ it combines both systems. The proposed 'integration hypothesis' is an attempt to elucidate this great universal mystery and explain the appearance of human language from apparently thin air 100,000 years ago. By proposing a merging of two already existent forms of communication, the theory perports to account for how, theoretically, an infinite number of meanings can be achieved in human language as compared to the more finite methods of communication exhibited elsewhere in the animal kingdom.

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But more to the point, how did these two systems merge? 'That's the million-dollar question,' says Miyagawa. Inherited expressive communication from birds has been ruled out. Birds and Man last shared a common ancestor millions of years ago, yet human language evolved comparatively recently along the evolutionary continuum. Partial confirmation of Miyagawa's theory has been obtained from studies of silvery gibbons, which do in fact exhibit expressive communication. Such an ability may also be latent in other mammals.

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Whilst a neat theory that makes sense across a number of competing ideas, Miyagawa's hypothesis for the evolution of human language remains controversial. The integration hypothesis is based largely on linguistics, but, fundamentally, language arises from biological processes. In the future, Miyagawa hopes to silence his critics by mapping expressive and linguistic language systems in the brain. For now, though, the origin of human language remains shrouded in mystery.

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11. According to the text, we can conclude that the author is
- a. a novelist.
 - b. a reporter.**
 - c. an anthropologist.
12. The above text is likely to be found in
- a. an encyclopedia.
 - b. a reference book.
 - c. a scientific journal.**
13. Which of the following is NOT true of human language?
- a. It is unique.
 - b. Its origin is open to conjecture.
 - c. Linguistic expression is finite.**
14. According to the text,
- a. Miyagawa's theory is not comprehensive.**
 - b. acceptance of Miyagawa's theory is universal.
 - c. expressive communication is unique to humans.
15. Why is expressive communication in silver gibbons significant?
- a. It is proof that gibbons possess high intellect.
 - b. It evidences a common linguistic evolution to Man.**
 - c. It disproves Miyagawa's hypothesis.
16. A subject-verb error has been made
- a. in line 3.**
 - b. in line 7.
 - c. in line 9.
17. A word has been correctly spelt but wrongly used
- a. in line 4.**
 - b. in line 6.
 - c. in line 8.
18. A word has been omitted in line 11. The missing word should be
- a. whereby.
 - b. that.**
 - c. which.
19. Which word should always be spelt with a capital letter?
- a. May
 - b. Massachusetts**
 - c. State
20. A spelling mistake has been made
- a. in line 14.**
 - b. in line 17.
 - c. in line 20.

Text 3

Read the text. Answer the questions on your mark sheet.

The perfect harmony of ocean bacteria

Synchronisation of cellular processes may be the key to survival in phytoplankton.

Attempts to study marine microorganisms

In a synchronised action, that most Olympic synchronised swimmers would envy, marine bacteria have been observed to regulate gene function to accord with the day-night cycle. Genes are quite literally switched off and on, depending on light intensity.

Hitherto, the workings of ocean bacteria at cellular level have evaded scientific scrutiny. Controlled studies of these microorganisms are hampered by the fact that these microorganisms cannot be cultivated in petri dishes with ease.

In order to try and shed light on the cellular processes of marine bacteria, research scientists dispatched a robot to sample bacteria from depths of up to 23 metres in the ocean around Hawaii. RNA was additionally extracted since the genetic coding, being a copy of cellular DNA, was believed capable of unlocking the key to cell functioning. On land the RNA fragments were pieced together on an oversized screen, in a method akin to assembling a billion-piece jigsaw puzzle. Comparison of the RNA snippets with known genomes from the bacteria *Archaea* helped scientists glean which genes were responsible for switching cells on and off.

Analysis and findings

Studies revealed a well-differentiated day-night cycle, as genes, in tightly coordinated metabolic waves, switched off and on in different bacterial species. Whilst it came as no surprise that phytoplankton, that survive on utilising solar energy for photosynthesis, might possess such a capability, the discovery that non-photosynthesising bacteria are similarly capable of controlling metabolic genes, was. Bacteria that thrive on metabolising carbon and nutrients from the ocean, in theory, at least have no need to co-ordinate cell function with the day-night cycle. This therefore begs the question, 'What evolutionary purpose could this possibly serve?' Scientists have already hypothesised as to why this might be the case.

The key to the puzzle is unlocked

Astonishingly, it would seem that synchronised coordination across ocean microorganisms permits non-photosynthesising species to utilise nutrients metabolised by those microorganisms that are capable of photosynthesis. Oceanographer Virginia Armbrust of the University of Washington has proposed that such an adaptation has occurred in non-light-harvesting bacteria as compensation for the deficiency in nutrients on the ocean bed. In an extreme type of symbiosis, these bacteria have evolved to sync their metabolisms with photosynthesising bacteria so as to live off the latter's metabolised nutrients.

Such highly-synchronised symbiosis would seem so far to be one of the most simple, yet sophisticated adaptations in existence. A fact made more staggering by the fact that it is exhibited by mere microbes.

21. Why is the article divided into 3 sections?
- a. The authors of each section are different.
 - b. The issues being discussed have changed.
 - c. Two of the sections challenge the hypotheses in the other one.
22. What is meant by the word 'snippets' in paragraph three?
- a. They are samples.
 - b. They are fragments.
 - c. They are puzzles.
23. The study of marine bacteria RNA suggests that
- a. cellular activity between species is synchronised.
 - b. sunlight depletes nutrients in the ocean.
 - c. all bacteria are capable of photosynthesis.
24. Virginia Armbrust proposes that
- a. bacteria are becoming less efficient at storing nutrients.
 - b. nutrient deficiency affects bacteria metabolism.
 - c. all marine bacteria have the ability to photosynthesise.
25. The tone of the text is
- a. formal and scientific.
 - b. chatty and persuasive.
 - c. informal.

Text 4

Read the text. Answer the questions on your mark sheet.

How sleep habits affect lying capacity

It has long been held that one is either a 'lark' or 'night owl', depending on what time of the day one surfaces from the bed covers. 'Larks' jump out of bed at the crack of dawn and are relentlessly cheerful despite the early hour. Their tardy counterparts, the 'night owls' tend, however, to rise later and sleep at correspondingly later hours. Until now, 'larks' have also been viewed as the virtuous ones and the 'owls' the more dissolute of the two character types. But so-called 'larks' may not hold the moral high ground much longer if a recent study is to be believed.

Researchers from Washington and Georgetown Universities have conducted a study that casts doubt on the 'lark-owl' stereotypes. In the recent study, 200 students were put through tests and games designed to measure their honesty. In addition, they were asked questions designed to ascertain if they were a lark or an owl. Both moral behaviours and character traits were therefore assessed.

The results of the study showed that larks were more disposed to cheat in the evening, when their mental capacities were at a lower ebb and they lacked the moral energy to resist temptation. Conversely, owls exhibited a tendency to lie in the morning when they were sleepy and generally much less alert.

It would seem, therefore, that dishonesty is balanced out between the two character types. Lying and other negative character traits are not the province of owls, alone. Such traits are just expressed at different times of the day, depending on whether you classify as a lark or an owl. Such findings may have major implications for the workplace, particularly in those fields of work where employees are engaged on a shift basis.

26. Where are you likely to find this text?
- a. in a magazine
 - b. in a leaflet
 - c. in a directory
27. The word 'dissolute' in line 5 means
- a. that someone is unprincipled.
 - b. that someone is fun-loving.
 - c. that someone is unpredictable.
28. According to the text, which statement is true?
- a. 'Larks' are better liars than 'owls'.
 - b. 'Owls' have been proved to be immoral.
 - c. 'Larks' are no more virtuous than 'owls'.
29. A recent study on 'larks' and 'owls'
- a. seemingly contradicts popular belief.
 - b. confirms popular belief.
 - c. has been inconclusive.
30. What makes both 'owls' and 'larks' lie?
- a. being in the workplace
 - b. a late start
 - c. a lack of energy
31. According to the text, which statement is true?
- a. Employers should know they must not employ 'owls'.
 - b. Employers should realise it is better not to employ 'larks'.
 - c. Employers should realise 'larks' and 'owls' should work different hours.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1 Formal Writing Task 1

Allow around 35 minutes for this task.

Your local council has asked city residents if they would like a monthly-only collection of recyclable materials. The idea behind this scheme is to save money. Write to the council to explain why this is/isn't a good idea.

You could write about:

- positive or negative consequences for the community
- what you expect the outcome of this act will be
- alternative ways of saving money for the community

Write 200-250 words.

OR,

Option 2 Formal Writing Task 1

Allow around 35 minutes for this task.

A well-known celebrity is going to visit your town. Write a formal letter to him/her saying why they should visit your school or college.

You could write about:

- how a visit by a celebrity would boost students' and even teachers' morale
- why meeting a celebrity would inspire students to achieve more in their lives
- how students would be motivated to work together to prepare for receiving a celebrity at their school/college

Write 200-250 words.

Informal Writing Task 2

Allow around 35 minutes for this task.

Write an e-mail to a friend to persuade him/her to participate in a talent show to raise money for charity. The event will showcase local talent at the same time as raising money for guide dogs for the blind.

You could write about:

- reasons to attend the event
- benefits of raising money for the charity
- personal benefits from participation

Write about 250-300 words.

You will be assessed on:

- content
- format and structure
- accuracy in the use of grammar and punctuation
- use of vocabulary for the specific context and purpose

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2.

Today is (date).

The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination.
(Approximately 3.5 minutes)

I am now going to ask you some questions.
I would like you to answer in full sentences.

1. What is your favourite form of entertainment and why?
2. Tell me 3 things you could not live without and why.
3. What is your favourite way to spend a day?
4. If you could go back to the past or forward to the future, which would you choose and why?
5. What type of animal makes the best pet? Why?

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination.
(Approximately 4 minutes)

The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Please listen carefully and tell me what you would say in these situations.

Situation 1:

You have been asked to make a speech at your best friend's wedding. You have shared both good and bad times together. She/He has been a great influence in your life.

What would you say?

(Interlocutor may repeat or rephrase the question if necessary.)

Situation 2:

You are about to go on a business trip when you realise your passport is due to expire. You need to arrange for a new passport quickly and explain why.

What would you say to the Passport Agency?

(Interlocutor may repeat or rephrase the question if necessary.)

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination.
(Approximately 6 minutes)

The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet.

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario:

You think that a recent proposal to raise the school leaving age to 18 cannot be justified. Your friend, however, believes that compulsory education until this age would benefit students and make them more employable. Speak to your friend and convince him/her that compulsory education until 18 years would not help those not academically gifted and would stop them finding valuable employment.

You will have two minutes to prepare your arguments.
I will take the place of your friend.

Thank the learner.

TEST 12



Part 1

You will hear ten sentences twice.

Look at the answers. You have two minutes to read the answers.

Now listen to the sentences and choose the best answer.

Mark the answer on the mark sheet.

1.
 - a. No, but I'll look over it now.
 - b. No, but I'll look around it now.
 - c. No, but I'll look it up now.
2.
 - a. Yes, just the other day.
 - b. Yes, almost the other day.
 - c. Yes, just the next day.
3.
 - a. Sorry, I've got your hands tied up.
 - b. Sorry I've got my hands tied up.
 - c. Sorry, I've got my hands tied.
4.
 - a. OK, I won't wait up.
 - b. OK, I won't wait for us.
 - c. OK, you won't wait.
5.
 - a. I think I'm carrying it off.
 - b. I think I'm up to it.
 - c. I think I'm carrying you all.
6.
 - a. I haven't heard everything.
 - b. I haven't heard anything.
 - c. I haven't heard of such results.
7.
 - a. Yes, I'm looking into it.
 - b. Yes, I'm looking forward to it.
 - c. Yes, I'm looking in advance for it.
8.
 - a. Oh, please don't let me down!
 - b. Oh, please don't come with me!
 - c. Oh, please let me come with you!
9.
 - a. Yes, I've heard he seems to be quite poor.
 - b. Yes, I've heard he's come into money.
 - c. Yes, I've heard he can't spend a lot.
10.
 - a. Don't take into account the date, please.
 - b. Don't make me change my dates, please.
 - c. Don't put yourself out on my account.

Part 2

You will now hear two conversations. You will hear them twice.
You have two minutes to look at the questions for both conversations.

Now listen to [Conversation 1](#). Record your answers on the mark sheet.



- According to the conversation, which statement is true?
 - Liz always wanted to write since she was a child.
 - Liz had a more fertile imagination as a child.
 - Liz decided to write when she was an adult.
- What does Liz find difficult about writing?
 - feeling a lack of support
 - trying to find inspiration
 - making characters credible
- What does Liz like to do in her spare time?
 - doing the gardening
 - writing gardening magazines
 - reading varied literature
- Why is Liz disinclined to plan her future?
 - She likes to be spontaneous.
 - She finds it difficult to be organised.
 - She feels her profession is too uncertain.
- Which of the following statements is true?
 - Liz is currently writing a children's book.
 - Liz is focusing on writing magazine features.
 - Liz has several projects running simultaneously.

Now listen to the conversation again and check your answers.



Now listen to [Conversation 2](#). Record your answers on the mark sheet.

- Tom Banks is
 - a local businessman.
 - a local councillor.
 - a graffiti artist.
- What is the public's reaction to Tom's work?
 - They are generally very hostile.
 - They are being won over.
 - Few appreciate his art.
- What was the reason for the old lady's objection?
 - She disliked murals.
 - Tom's style was too modern for her.
 - She disapproved of council funding for his project.
- What is the appeal of Tom's work?
 - It transcends class and culture.
 - It is heavily inspired by mainstream art.
 - It is esoteric in its nature.
- Tom feels that
 - his work is political in nature.
 - he owes a lot to nature for his inspiration.
 - his work is mainstream.

Now listen to the conversation again and check your answers.

Part 3 - Debate and discussion

You will hear a debate and a discussion.

You will hear them twice. You have two minutes to read the questions and answers on your examination paper for both the debate and discussion.



Now listen to the debate.

Record your answers on the mark sheet.

1. The Community Officer suggests that
 - a. community service saves public money.
 - b. not everyone is suited to community service.**
 - c. community service is a more costly option than prison.

2. According to the conversation, why is imprisoning minor offenders unwise?
 - a. The prisons are already overflowing.
 - b. It would make little difference.
 - c. Serious offenders might be a bad influence.**

3. Which aspect of community service is not mentioned?
 - a. helping the elderly
 - b. the necessity for constant policing of offenders
 - c. a reduced sentence for participating offenders**

4. What does the Community Officer mean by 'the scrutiny of the public eye'?
 - a. There is public criticism.
 - b. There is public watchfulness.**
 - c. There is approval by the public.

5. What statement, according to the Community Officer, is true?
 - a. Community service is beneficial to all criminals.
 - b. Those who do community service rarely reoffend.**
 - c. Hardened criminals can benefit from community service.

Listen to the Debate again and check your answers.

Now listen to the discussion.

Record your answers on the mark sheet.



1. What is the RSPCA?
 - a. a pet maintenance business
 - b. a social welfare organisation
 - c. a charity involved in animal welfare

2. How does Sally spend her day?
 - a. in the office, working 9-5
 - b. transporting animals and livestock around
 - c. working to protect animals

3. Why does Sally feel emotional, on occasion?
 - a. She is overworked.
 - b. She receives little co-operation from the public.
 - c. She hates seeing maltreated animals.

4. How does the public react to Sally's work?
 - a. They are very willing to help.
 - b. They disapprove of her approach to animal cruelty.
 - c. They neglect to get involved.

5. What does Sally feel is strange?
 - a. the lack of public concern
 - b. her own lack of a pet
 - c. the inability of pet owners to care for pets

6. Sally believes her job is
 - a. rather dull at times.
 - b. is often challenging.
 - c. similar to an office job.

Listen to the Discussion again and check your answers.

Text 1

Read the text. Answer the questions on your mark sheet.

The Art of Group Decision-Making

Many organisations foster group decision-making from the lower to the higher echelons of the corporate hierarchy to meet varied challenges. Groups working synergistically are held to arrive at decisions that are more accurate and creative than those made by individuals. The hand-me-down orders from 'on high' is speedily becoming a thing of the past thanks to savvy corporate committees.

Corporate staff, working together as a group, win out in the decision-making process over individuals for three main reasons. Firstly, groups bring more complete information and knowledge to a decision-making situation than any of the individuals seperately, proving the truth of the old saying, 'Two heads are better than one'. Secondly, a group guarantees diversity of views. This element of heterogeneity is more liable to stimulate the formation of more approaches and alternatives among group members. Thirdly, a group decision is more likely to achieve acceptance than one made by an individual since a technically-excellent decision may well fall flat when key players that are instrumental to its implementation are not involved in its development.

The case for group decision-making over decision-making at an individual level is, therefore, a powerful once. Admittedly, the advantages and disadvantages of decision-making at a group or individual level will weigh differently against each other in different situations, but the fact remains that decisions made by groups are much superior to those made of individuals.

Techniques that further increase the effectiveness of group decision-making are time-tested proven paths to coming up with creative and dynamic processes. Such techniques have been honed and refined over a period of fifty years of research and considerable knowledge exists as to how they work in group situations.

Brainstorming and the Nominal Group Technique are two such techniques that are prominently employed in group decision-making. Whilst not _____ opposed, the two techniques are very different. The former method is an open approach, where ideas are generated spontaneously and shared with the group, whilst the latter method adopts a fairly autonomous approach, ideas being presented formally and individually to the group in an orderly process and assessed on their own merit more as an individual rather than group exercise.

Whilst it is a moot point as to which process is more effective, no doubt exists as to the efficacy of group decision-making versus individual decision-making. It seems that group-decision making is unlikely to lose corporate favour in the near future.

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1. According to the text, which statement is true?
 - a. Input is more varied in group rather than individual decision-making.
 - b. Individuals oppose group decisions.
 - c. Groups are well-disposed to creative individuals.

2. What is 'Brainstorming' in line 20?
 - a. an attempt to highlight problems in a company
 - b. the singling out of a particular topic for discussion
 - c. an attempt to allow free-thinking

3. What is 'Nominal Group Technique' in line 20?
 - a. a decision-making process restricting group involvement
 - b. a decision-making process ignoring group involvement
 - c. a method dispensing with group input in decision-making

4. Where are ideas shared more informally?
 - a. in meetings guided by Nominal Group Technique
 - b. during the process of Brainstorming
 - c. in all committee meetings

5. The text suggests that
 - a. favouring group over individual decision-making is foolish.
 - b. emphasis on group decision-making is a passing trend.
 - c. group decisions are better than those made by individuals.

6. A grammatical error has been made
 - a. in line 1.
 - b. in line 10.
 - c. in line 16.

7. An error in subject-verb agreement has been made
 - a. in line 4.
 - b. in line 11.
 - c. in line 18.

8. A spelling error has been made
 - a. in line 2.
 - b. in line 7.
 - c. in line 17.

9. A word has been spelt correctly but wrongly used
 - a. in line 5.
 - b. in line 14.
 - c. in line 18.

10. A word has been omitted in line 21. The missing word should be
 - a. diametrically.
 - b. indefinitely.
 - c. diagonally.

Text 2

Read the text. Answer the questions on your mark sheet.

The History of Perfume

Refined over the millennia, perfume, the great mood-lifter, has found special favour with royalty and commoners alike since its introduction to Europe in the 14th century.

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When next you idly kill time trying out scents at the fragrance counter or dab on one of your favourite scents, have in mind that these fragrances are the product of millennia of experimentation and distillation processes.

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Chemical distillation processes to obtain scent, date back to Ancient Egypt. The Romans later refined the process, the word 'perfume' originating from the Latin 'per fumus' or 'through smoke'. It was on the island of Cyprus, however, that production of perfume occurred on an industrial scale. Excavations within the last decade has unearthed a factory with a surface area exceeding 4000m sq, which bears testimony to this fact.

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Whilst Asian countries went down the root of producing incense-based fragrances, European and Islamic countries favoured extraction and distillation methods to obtain perfume. The availability of a wide array of spices to Islamic traders and other key ingredients, native to the Middle East, placed Islamic cultures way ahead of the game in perfume production as compared to European cultures.

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In Europe, the first modern perfume made its debut with 'Hungary Water' in 1370, a scent favoured by the then Queen of Hungary. Regal endorsements of new perfumes followed. During the Renaissance, royalty and courtiers masked unsavoury odours resulting from a fashionable aversion to bathing, by the wearing of perfumes. The partiality of aristocracy and royalty for perfumes, however, was exploited by cunning assassins. Scented gloves, in vogue in the 17th century, became the means to dispose of unwanted nobility, the 'scent' in question also doubling as a poison. One ____ duchess was dispatched in this unsavoury manner of her penchant for wearing scented gloves.

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In the 19th century perfume underwent a sea change. Altered tastes and the development of modern chemistry laid the foundations of perfumery as we know it today. Alchemy gave way to chemistry and new fragrances were created. Neither the Industrial Revolution, nor the French Revolution in any way diminished public demand for fragrances. As if to make a point of the fact that the latter Revolution had not curbed appreciation of luxury goods, a perfume was even named 'Parfum à la Guillotine'.

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11. According to the text, we can conclude that the author is
- a. a travel writer.
 - b. a royalist.
 - c. a perfumer.
12. The above text is likely to be found in
- a. an advertisement.
 - b. a brochure.
 - c. a magazine.
13. Which of the following is not true of European perfumes?
- a. They are distilled fragrances.
 - b. They are incense-derived.
 - c. They were patronised by royalty.
14. According to the text, perfumes are
- a. waning in popularity.
 - b. as popular as ever.
 - c. less refined than in the past.
15. What has never been a use for perfume?
- a. a means to disguise bad smells
 - b. a means of assassination
 - c. a display of wealth
16. A subject-verb agreement mistake has been made
- a. in line 6.
 - b. in line 9.
 - c. in line 12.
17. A word has been correctly spelt but wrongly used
- a. in line 11.
 - b. in line 14.
 - c. in line 19.
18. A word has been missed in line 20. It is
- a. unskilled.
 - b. unwilling.
 - c. unwitting.
19. Which word should always be spelt with a capital letter?
- a. Ancient
 - b. Renaissance
 - c. Hungary
20. A spelling mistake has been made
- a. in line 13.
 - b. in line 15.
 - c. in line 16.

Text 3

Read the text. Answer the questions on your mark sheet.

Gondolas are a transport unique to Venice with a wealth of tradition behind them

History

Today's stream-lined gondola, manoeuvred by a single gondolier using a wooden pole, is a far cry from the original form, designed to be rowed by two gondoliers. Venetian boat-builder, Tramontin, is to be credited with the modern banana-shaped gondola design. In the 19th century, the eponymous boat-builder who still has boatyards in Venice named after him, raised the prow of the boat and 'ferro' (an ornament on the prow acting as a metal counterweight for gondoliers standing at the stern) and dispensed with the extra gondolier.

Caneletto's glorious depictions of a bygone Venice also reveal further departures from the original gondola design. Small, centrally-placed cabins or 'feizes' used to offer shade and discretion to clients. Shuttered blinds, the origin of today's Venetian blinds, allowed clients to remain completely incognito if so desired. Tourists concerned that the feizes restricted their views probably instigated the change. Vestigial summer awnings, known as 'tendalins', persisted for a few decades yet, until the 1950s when they were completely phased out.

The most remarkable transformation of gondolas, however, was effected by the historic sumptuary law of Venice. The law decreed that only black would be an acceptable colour for gondolas. Hitherto, gondolas had been painted every colour under the sun.

Structure

Wood for gondolas is sourced from as many as 8 different types of trees, and gondolas are composed of a standard 280 pieces. The oars are made from beechwood. The body of the gondola is purposely asymmetrical to help resist the tendency of the gondola to turn left on the forward stroke. The oar is held in place by a 'forcola' or oar lock. The lock permits the oar to turn through a variety of positions allowing for propulsion and reversal of the gondola, in addition to stopping and slowing down.

A common misconception exists that the gondola is paddled rather than rowed.

The iron prow-head or the 'fero da prora' is as symbolic as it is structural. The prow-head, which counterbalances the weight of the gondolier at the stern, consists of a long blade divided into 6 segments at the top. The segments symbolise the 6 'sestieri' of Venice. 5 of these are forward-pointing, whilst the 6th points backwards, representing the island of Giudecca. In addition, the long blade forms an 'S' shape that symbolises the sinuous shape of the Grand Canal, Venice's most iconic and busiest waterway.

Protocol

A strict code for gondoliers and design of gondolas exists that is enforced by the Institution for the Protection and Conservation of Gondolas and Gondoliers, headquartered in the historical centre of Venice. Any deviations from the traditional gondola design or behaviour and dress code of gondoliers are quickly addressed by this body, who maintain the code with an iron rule.

In the past, when gondolas were worked as a co-operative, individual owners were responsible for their gondola. Now, overall ownership, as well as greater power, has passed to the institute. With such a force of tradition behind it, the gondola and its associated traditions have changed little over the years. The only exception is the acceptance of Venice's first female gondolier last August.

21. Why is the text divided into 3 sections?
a. There are 3 separate parts on the same topic.
b. There are 3 narrators on the same topic.
c. There are 3 different topics but 1 narrator.
22. What is meant by the word 'vestigial' in paragraph two?
a. Something is a remnant.
b. Something is decorative.
c. Something is impressive.
23. A gondola is
a. operated by 2 oarsmen.
b. propelled by an oar.
c. rowed with 2 oars.
24. The text suggests that modern gondolas
a. are conservative in design.
b. are subject to fashion trends.
c. are owned by a co-operative.
25. The tone of the text can be described as
a. formal and factual.
b. amusing and informal.
c. chatty and persuasive.

Text 4

Read the text. Answer the questions on your mark sheet.

Birds of a Feather

Birds of a feather really do flock together. If recent scientific studies are to be believed, we are genetically similar to those we choose as our friends. Shared DNA is what will make us gravitate towards certain types and help cement friendships. Accordingly, those with dissimilar genotypes will have the opposite effect. A recent study conducted by Professor James Fowler revealed that 1% of genes were shared by friends; a significant percentage in terms of genetics.

Not only did the study reveal that friends shared an above-average similarity in genotype, but more astoundingly that friends are genetically as similar as fourth cousins. 'It is as if they shared a great-great-great-grandparent in common,' stated Fowler. Some of the genes that friends were more likely to have in common involved smell. According to Fowler, who conducted the study on 2000 participants, 'We tend to smell things the same way that our friends do'.

The findings suggest that certain smells draw us to particular places. Those with a similar genotype to us will similarly be attracted by the same smells. As Fowler goes on to elaborate 'You may really love the smell of coffee. And you are drawn to a place where other people have been drawn because they also love the smell of coffee.' Friendships then ensue with those with similar shared tastes.

Interestingly, with regard to immune systems, friends are wildly at variance with our own. Mirroring this finding, spouses similarly differ greatly in genes that control immunity. It has been hypothesised that spouses possess immune systems that fight off diseases that we would otherwise be susceptible to, and hence, we do not succumb to illnesses that we would be less well-equipped than our spouses to fight. Matthew Jackson of Stanford University believes that Fowler's study underlines the fact that not only physical but also subtle influences are operating in our selection of friends. 'It's as if we were surrounding ourselves with a new family,' states Fowler. 'It's the family we have chosen rather than the family we were born with.'

I.18

26. Where are you likely to find this text?
- a. in an encyclopedia
 - b. in a wedding venue catalogue
 - c. in a newspaper
27. What is a genotype?
- a. a group of physical characteristics
 - b. an organism's DNA
 - c. personality traits
28. What shared similarity between friends is mentioned in the text?
- a. an identical immune system
 - b. a love of drinking coffee
 - c. a sense of smell
29. According to the text, which statement is true?
- a. Friends share similar genes for smell and immunity.
 - b. Genes for immunity are dissimilar in our friends.
 - c. Spouses are likely to suffer similar illnesses.
30. The word 'succumb' in line 18 means that
- a. you are not immune to something.
 - b. you attract something.
 - c. you develop resistance to something.
31. Our choice of friends is
- a. a conscious choice to replace our family.
 - b. an unconscious choice to replace our family.
 - c. a selection process operating on many levels.

Writing

There are two tasks. You must attempt both tasks.

Formal Writing Task 1, you must complete either **Option 1** OR **Option 2**.

Informal Writing Task 2, you must complete the set task.

Option 1 Formal Writing Task 1

Allow around 35 minutes for this task.

The local council is considering building a bypass near your town. Write to the council to explain why this is/isn't a good idea.

You could write about:

- what you expect the impact of the bypass would be for your town
- the advantages and disadvantages of the bypass
- possible environmental consequences

Write 200-250 words.

OR,

Option 2 Formal Writing Task 1

Allow around 35 minutes for this task.

Many people refuse to give money to beggars or homeless people on the street. Do you think they are justified in doing so? Give your opinion.

You could write about:

- how homeless people/beggars often spend money on drugs and alcohol
- many 'beggars' are professional thieves who live off public sympathy
- why it is better to give money to recognised charities for the homeless to ensure money given is spent on worthy causes

Write 200-250 words.

Informal Writing Task 2

Allow around 35 minutes for this task.

Write an e-mail to a friend to persuade him/her to apply for a job advert that you have just seen. The job is for a volunteer working in a local charity shop. You feel that your friend, currently unemployed, would be ideal for the job and would benefit from working there.

You could write about:

- why it is important to do volunteer work
- why your friend is the perfect candidate for the job
- what the personal benefits of volunteer work are

Write about 250-300 words.

You will be assessed on:

- content
- format and structure
- accuracy in the use of grammar and punctuation
- use of vocabulary for the specific context and purpose

Speaking

Interlocutor: My name is and this is the NOCN Speaking Examination at Proficient Level C2.

Today is (date).

The learner's name is Please state your name for the recording (learner speaks name).

Part 1

This is **Part 1** of the Speaking Examination.

(Approximately 3.5 minutes)

I am now going to ask you some questions. I would like you to answer in full sentences.

1. What makes you happy/sad? Why?
2. What job would you like to do ideally and why?
3. Describe 3 types of animal that make a good pet and say why.
4. If you received a large sum of money how would you spend it?
5. What charity/cause do you believe is worth supporting? Why?

Thank the learner.

Part 2

This is **Part 2** of the Speaking Examination.

(Approximately 4 minutes)

The interlocutor chooses **two of the situations per learner**, making sure that a mix of situations are used across the learners being examined. For each of the situations being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Please listen carefully and tell me what you would say in these situations.

Situation 1:

You have just received promotion at work and now will be unable to go with your best friend on holiday as planned. The holiday is in 2 weeks' time.

What would you say to your friend?

(Interlocutor may repeat or rephrase the question if necessary.)

Situation 2:

You have been asked to speak at a local committee meeting about what it is like to live in your town. You love the cosmopolitan nature of your town and the buzzing nightlife but you feel that there is a need for more green spaces and facilities.

What would you say at the meeting?

(Interlocutor may repeat or rephrase the question if necessary.)

Thank the learner.

Part 3

This is **Part 3** of the Speaking Examination.
(Approximately 6 minutes)

The interlocutor chooses **one scenario per learner**, making sure that all scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet.

Interlocutor: You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Scenario:

You are thinking of taking a Gap Year. Your parents, however, believe that it is money wasted that could be better put towards university fees. They also think it could set you back in the job market as you will graduate a year later than your peers. Speak to your parents and convince them that a Gap Year would be worthwhile and would be a valuable learning experience that could better prepare you for university life.

*You will have two minutes to prepare your arguments.
I will take the place of your friend.*

Thank the learner.