

N.C.GRIVAS



10 PRACTICE TESTS



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Page 142, *The River of No Return* – courtesy of: NASA Earth Observatory – <https://earthobservatory.nasa.gov/>



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Introduction to the ESB C2

The **ESB C2** examination consists of five sections: **Speaking, Listening, Reading, Use of English** and **Writing**. The *speaking section* takes place separately; all of the other sections take place on the same day in a period of three hours with NO breaks.

The *listening section* comes first, and lasts approximately forty minutes. The rest of the examination can be completed in whatever order the candidate wishes.

All five sections carry equal weight in terms of marking, and are added together to produce the final score. This means that if a candidate does not do well in one section, it is still possible to pass by doing very well in the other sections. A pass mark is around 55%, depending on the difficulty of the paper.

The LISTENING section

Part 1 consists of two radio interviews. Each interview is followed by 5 three-option **MULTIPLE-CHOICE** questions.

In **Part 2**, candidates will hear three short conversations. Each conversation is followed by 3 or 4 three-option **MULTIPLE-CHOICE** questions.

All listening items are heard twice.

There are a total of twenty questions in the **LISTENING** section.

The READING section

Both **Part 1** and **Part 2** consist of a reading text followed by 7 or 8 four-option **MULTIPLE-CHOICE** questions.

Each Reading Text is no more than 600 words in length. The questions may be about detail, gist, tone or occasionally inference. There are also questions about vocabulary in context and reference words.

There are a total of fifteen questions in the **READING** section.

The USE OF ENGLISH section

Part 1 consists of 15 four-option **MULTIPLE-CHOICE** questions which test the candidate's knowledge of grammar.

Part 2 consists of 15 four-option **MULTIPLE-CHOICE** questions which test the candidate's knowledge of vocabulary, including prepositions, phrasal verbs, confusable words and collocations.

Both **Part 3** and **Part 4** are **MULTIPLE-CHOICE** cloze texts each with ten gaps. For each gap there is a choice of four options to choose from, which test candidate's knowledge of: vocabulary and grammar; collocations; prefixes and suffixes; negatives; comprehension at sentence and text level.

There are a total of fifty questions in the **USE OF ENGLISH** section.

The WRITING section

Candidates have a choice of three tasks: 1 – an **email** to someone you don't know, 2 - an **essay**, 3 - an **essay**. They must write **ONE** of these in **300-350 words**.

The SPEAKING examination

The **SPEAKING** examination is carried out with two candidates. It lasts for fifteen minutes and consists of three parts.

Part 1 lasts for three minutes. The interviewer asks each candidate personal questions about subjects like family, friends, where they live, and so on.

Part 2 lasts for six minutes. The candidates are asked to **discuss a topic**, using any of the eight prompts provided. The discussion only involves the two candidates, NOT the interviewer.

Part 3 lasts for six minutes. In this part, the interviewer asks the candidates questions on a different topic. Candidates are expected to answer the interviewer's questions and also respond to what their partner says.

Contents of the Paper

Section	Number of Questions	Weighting for Section
Listening		
Part One - Section A	5	20%
Section B	5	
Part Two	10	
Reading		
Part One	8	20%
Part Two	7	
Use of English		
Part One	15	20%
Part Two	15	
Part Three	10	
Part Four	10	
Writing	1	20%
Speaking	3 parts	20%

Total time allowed for the written exam: 3 hours

Listen to the first section of a radio programme in which a radio presenter talks to Dr Sam Evans about GM food. For questions 1-5, choose the correct answer A, B, or C. You will hear Section A **TWICE**. You have one minute to read the questions for Section A.

- 1 Dr Evans explains that GM foods**
- A survive harsh conditions.
 - B are favoured by intelligent people.
 - C receive limited scientific support.
- 2 Dr Evans says that health concerns about GM foods are**
- A malicious.
 - B significant.
 - C unfounded.
- 3 Plants will grow faster when**
- A less pesticides are used on them.
 - B they are cultivated on larger farms.
 - C their photosynthesis rate is increased.
- 4 What is Dr Evans's attitude towards traditional agriculture?**
- A It will be unaffected by climate change.
 - B It will not be sustainable in the future.
 - C It takes into account environmental issues.
- 5 Dr Evans claims that organic food is**
- A plain.
 - B pricey.
 - C unhealthy.

Listen to the second section of the radio programme in which the presenter talks to Dr Diana Price about GM food. For questions 6-10, choose the correct answer A, B, or C. You will hear Section B **TWICE**. You have one minute to read the questions for Section B.

- 6 Dr Price claims that GM crops have**
- A caused the appearance of new chemicals.
 - B not led to more food being grown.
 - C reduced pesticide usage.
- 7 Dr Price says that major companies in the agricultural industry**
- A are ignorant of health risks posed by GM seeds.
 - B have reduced the health hazards farmers face.
 - C conceal information about a dangerous substance.
- 8 Dr Price explains that the loss of natural organisms in the soil**
- A inhibits plants' ability to fight disease.
 - B pollutes underground water sources.
 - C activates a defence mechanism in plants.
- 9 Dr Price's reaction to the idea of GM food being necessary in the future is**
- A cautious.
 - B dismissive.
 - C evasive.
- 10 Dr Price hopes future solutions will**
- A focus on reducing food waste globally.
 - B combine GM and traditional methods.
 - C be based on systems present in nature.

Listen to three conversations. For questions 11-20, choose the correct answer A, B or C. You will hear each conversation **TWICE**. You have two minutes to read the questions for Part Two.

Conversation One

- 11 Ken's first reaction to Mary's suggestion is**
- A positive.
 - B sceptical.
 - C dispassionate.
- 12 What does Mary believe the resort's main advantage is?**
- A It has all the features of similar tourist resorts.
 - B It offers a range of activities.
 - C It is small and undeveloped.
- 13 Ken believes that a lot of tourists**
- A misunderstand some local traditions.
 - B visit places to increase their knowledge.
 - C fail to appreciate the local culture.
- 14 Mary describes the transport as**
- A mundane but practical.
 - B daunting but thrilling.
 - C hazardous but adventurous.

Conversation Two

- 15 Kim should have**
- A finished a first draft of the whole project.
 - B picked a simpler topic for her project.
 - C consulted the professor about the topic.
- 16 Professor Baily thinks Kim's idea is**
- A peculiar.
 - B original.
 - C impractical.
- 17 Professor Baily wants Kim to**
- A carry out further research.
 - B focus on government policy.
 - C interview the local mayor.

Conversation Three

18 How does Callum react to Becky's suggestion?

- A disapprovingly
- B ambiguously
- C serenely

19 Becky says a drawback of the event is its

- A format.
- B length.
- C performers.

20 By the end of the conversation, Callum's opinion has

- A changed completely.
- B changed a little.
- C not changed at all.

SAMPLE PAGES

Read the following text about Body Piercing. For questions 21-27, choose the correct answer A, B, C or D.

Body Piercing

It's not unusual to see young people sporting a range of body piercings these days, from pierced ears and noses to navels and tongues. Yet few people realise that the origins of body piercing date back thousands of years. There is evidence of body piercing from as far back as the 9th century BC, and the world's oldest mummified body, which is thought to be over 5,000 years old, actually had a pierced ear.

The reasons behind a lot of the body piercings throughout history are as varied as the people who used them. In many tribes, for example, piercings were used to indicate a person's status or social ranking. Warriors would use piercings to make them appear more **fierce** to their enemies. Primitive tribes thought that body piercings were magical, especially those in the ears; they believed that the metal they used warded off demons and evil spirits.

During the Middle Ages, when an individual's freedom to express themselves through adorning their body was inhibited, body piercing all but disappeared from Europe. However, the Renaissance period that followed saw a resurgence due to sailors and travellers encountering various tribes who practised the art of body piercing. Sailors would pierce their ears as they were led to believe that it would improve their eyesight. Also, if they were to die at sea and their body washed up on the shore somewhere, the jewellery in their ears would pay for their burial. However, body piercing was to be pushed into the shadows once again during Victorian times, when body 'modification' was frowned upon and those who practised it were viewed as primitive and uneducated, as no normal or decent person would consider piercing their own flesh. This conservative view was prevalent throughout Europe and body piercings came to be associated with undesirable people.

It was during the 1950s and 1960s, when many social perceptions were being questioned, that an opportunity arose to reintroduce body modification. Ironically, it was those undesirable members of society who pushed it to the forefront. Jim Ward is one of the names that is frequently associated with this 'Body Piercing Renaissance', although there were many others who also played a significant role in developing and expanding the art. The unique tastes of Ward's clients led him to explore the boundaries of body piercing. He wanted to know where jewellery could be placed on the body, how to do it as hygienically as possible and the type of jewellery to use to ensure the piercings would last and the client experience fewer complications. 'Gauntlet', which Ward opened towards the end of the seventies, was the first studio to deal only with body piercing, whereas previously it was carried out in tattoo parlours.

During the late 70s and early 80s, when punk rock was at its height, piercings were used as a means of affronting social norms, almost always using safety pins as opposed to body jewellery. By the eighties, it was no longer primitive tribes or undesirables who were keeping the art of body piercing alive, but businessmen, bankers, lawyers, actors, musicians and students. The nineties are often referred to as the golden decade of piercing when many of the biggest names in music adorned their bodies with a variety of piercings. The video for Aerosmith's 1993 hit *Cryin* is viewed by many as being a turning point as it showed how accessible and uncomplicated body piercing was. In the video, a not-yet-famous Alicia Silverstone is seen having her navel pierced and the video went on to win MTV's video of the year award.

- 21 In the first paragraph, the author suggests that body piercing**
- A is a relatively new development.
 - B has a long and rich history.
 - C is something young people invented.
 - D leaves little or no evidence behind.
- 22 The word fierce in paragraph two could best be replaced with**
- A irrational.
 - B elusive.
 - C ferocious.
 - D skilful.
- 23 In the text, it is stated that during the Middle Ages people**
- A in Europe discovered body piercing.
 - B had more freedom.
 - C were restricted in what they could do.
 - D looked abroad for fashion.
- 24 According to paragraph three, pierced ears**
- A could cover the cost of a sailor's funeral.
 - B led to a renewed interest in body piercing.
 - C would result in people dying at sea.
 - D allowed travellers and sailors to recognise each other.
- 25 During Victorian times, people who adorned their bodies**
- A were usually well-educated.
 - B outnumbered those who didn't.
 - C would likely be classed as socially unacceptable.
 - D were very conventional.
- 26 The author implies that prior to the 'Body Piercing Renaissance', piercings were**
- A done at the Gauntlet.
 - B complicated to perform.
 - C only for those with unique tastes.
 - D undertaken by a tattoo artist.
- 27 The text finally suggests that body piercing**
- A is just a means of getting back at society.
 - B is practised by people from all walks of life.
 - C made Alicia Silverstone famous.
 - D became less complicated after the release of Aerosmith's video.

Read the following text about showman Billy Smart. For questions 28-35, choose the correct answer A, B, C or D.

The Greatest Showman

William 'Billy' Smart was one of twenty-three children born into a fairground family from London. Born in 1894, Smart worked with his family on the fairgrounds of London and the South East from an early age up until his marriage to Dolly in 1925, after which he branched out with his brothers to set up his own fair. By the 1930s he was an established member of the fairground community in the South East and London area and travelled with up to ten rides, with some of his rides featuring alongside Bertram Mills' Circus at Olympia in 1939. More success followed in the war years when he operated some of London's largest morale-boosting Holiday at Home Fairs, supplying entertainment to a war-weary public. Although always interested in horses, and interested in circuses for some time, it was not until 1946 that Smart came across Cody's Circus and bought the big top. By the time he opened his New World Circus in 1946 he was fifty-two years old, following P.T. Barnum's example in taking on a second career as a circus proprietor.

Billy Smart's New World Circus made its debut at Southall Park, Middlesex, on 5 April 1946, for the first full season after the end of the war. The circus which he had purchased from Cody was run in conjunction with a travelling fun fair and at first, he was seen as an interloper by other more established circus showmen. By 1952, the fun fair, which had been increasingly overshadowed by the circus, disappeared to leave room for a bona fide menagerie. Three years later, the two-poler was replaced by a giant 6,000 seat, four-pole round big top with a hippodrome track around the ring, and a vast entrance tent, thus enabling the staging of spectacular parades, which became a Billy Smart's Circus trademark.

His greatest innovation was his relationship with the newly established television networks when he agreed for Billy Smart's Circus to be broadcast live by the BBC in 1947. Over the years, Billy Smart's Christmas Spectacular became a BBC holiday tradition, which ITV took over in 1979 and carried on until 1982.

A large part of the success of the circus was the showmanship that Billy brought to the operation of the circus, the large family he could draw upon to run the shows and his ability as a showman to market and capture opportunities to advertise. Whilst other circus proprietors were threatened by the rise in popularity of television and **shunned** the cameras, Billy Smart embraced them. Smart's Circus grew to be one of the largest in the world, touring every part of the British Isles, and with permanent quarters and an associated zoo at Winkfield, Berkshire, not far from where Smart began his fairground career. His success took the circus through twenty-six tenting tours, winter seasons, frequent TV appearances and the provision of animal acts to other circuses.

Smart died in his caravan on 25 September 1966, shortly after conducting the Romford Boys' Band in front of his mammoth circus tent at Ipswich, which had been set up that morning for a two-week stand. With his large Stetson hat, inevitable cigar and unique flair for self-promotion and publicity, Billy Smart was a showman of the highest order. One of his greatest stunts was when he rode an elephant through the streets of Mayfair and parked it at a meter before inserting a shilling!

Billy Smart was such a colourful character that on his death his lifelong friend Sir Billy Butlin described him as the greatest showman of our time and probably the last of the great showmen.

- 28 According to paragraph one, prior to marrying Dolly, Billy Smart**
- A set up a fair with his brothers.
 - B was involved in his family's business.
 - C had moved to London.
 - D had 23 children.
- 29 In the first paragraph, the author suggests that Billy Smart and P.T. Barnum**
- A followed similar career paths.
 - B were the same age.
 - C worked together.
 - D were related to one another.
- 30 According to paragraph two, what happened in 1952?**
- A The circus had its first complete season.
 - B The war ended.
 - C There was a shadow hanging over the circus.
 - D Smart's fun fair ceased to exist.
- 31 The author says that 1947 was significant because**
- A Smart took a holiday that Christmas.
 - B ITV took over Smart's circus.
 - C Smart's circus was aired live on television.
 - D the BBC and ITV worked together on the circus.
- 32 In paragraph four, the author implies that**
- A Smart's entire family ran the circus.
 - B other circus owners felt threatened by Smart.
 - C Smart embraced other circuses.
 - D Smart's acceptance of television aided in his success.
- 33 An alternative to shunned in paragraph four, might be**
- A accepted.
 - B avoided.
 - C embarrassed.
 - D defamed.
- 34 In addition to the circus, Smart also**
- A had ties to a zoo.
 - B had a temporary base in Berkshire.
 - C borrowed animals from other circuses.
 - D managed circuses all over the world.
- 35 Part of the reason for Smart's greatness was**
- A the fact that he was very talented at promoting his business.
 - B his large cowboy hat and cigar.
 - C his riding an elephant through the streets of Mayfair in London.
 - D his connection with the Romford Boys' Band.

For questions 36-50, complete the sentences below by choosing the correct answer A, B, C or D.

- 36 Once you using social media, it's difficult to stop.
 A will start C start
 B will be starting D are starting
- 37 If he hadn't taken the wrong turning, they by now.
 A would arrive C will have arrived
 B would have arrived D will arrive
- 38 The last time we spoke, he to the US on business.
 A has to travel C was to travel
 B will be travelling D would be travelling
- 39 Unfortunately, recyclable containers often away.
 A get thrown C had thrown
 B were thrown D been thrown
- 40 My parents object to a lot of time playing video games on schooldays.
 A me spend C spend
 B my spending D having spent
- 41 , I would seek professional advice as the matter is very serious.
 A Were you C Were I you
 B If were I you D Had I been you
- 42 You as well try to fix the laptop before throwing it away.
 A could C should
 B can D might
- 43 which dress to buy for her graduation, she bought them both.
 A Not knowing C Not known
 B Not having known D Not being known
- 44 I wish I the trainers online; it took three weeks for them to be delivered.
 A didn't order C wasn't ordering
 B wouldn't order D hadn't ordered
- 45 difficult the project may be, we'll manage to finish it on time.
 A However C Much
 B Despite D While
- 46 Why don't you get Simon you with the housework?
 A to help C helped
 B help D helping
- 47 There's a special system of writing for called Braille.
 A blind C the blind people
 B the blind D the blinds
- 48 I asked my parents for permission to have a party, but of them agreed.
 A none C neither
 B either D both
- 49 had I entered the house than the phone rang.
 A No sooner C Not only
 B At no time D Only when
- 50 Do you have anything to add before I announce the results?
 A farther C farthest
 B further D furthest

USE OF ENGLISH

PART TWO

For questions 51-65, complete the sentences below by choosing the correct answer A, B, C or D.

- 51 My grandmother always kept her house clean.
A spotlessly **C** refreshingly
B needlessly **D** comfortably
- 52 Perhaps you should bring the problem at the next meeting.
A out **C** round
B off **D** up
- 53 The film we went to see at the cinema last night was awful.
A positively **C** substantially
B negatively **D** significantly
- 54 The government has a new tax on fuel.
A imposed **C** impounded
B improvised **D** impoverished
- 55 The singer said the to his success was having the love and support of his family.
A reason **C** grounds
B key **D** basis
- 56 After yesterday's violent attack, there is likely to be a complete on gangs in the area.
A breakdown **C** countdown
B shutdown **D** crackdown
- 57 from being embarrassed about getting the actor's name wrong, the journalist continued to question him about his affair.
A Distant **C** Miles
B A long way **D** Far
- 58 Her name is on the of my tongue; I'm sure I'll remember it in a moment.
A end **C** tip
B edge **D** lip
- 59 The children got caught in the downpour and arrived home looking like drowned
A rats **C** cats
B kids **D** bats
- 60 You shouldn't your nose into other people's business all the time; it will get you into trouble.
A put **C** have
B stick **D** do
- 61 The meeting is for next Friday afternoon.
A scheduled **C** due
B timed **D** put on
- 62 They paid the actor a lot of money to their product.
A encompass **C** encircle
B enforce **D** endorse
- 63 I really must get to fixing that broken chair.
A across **C** through
B round **D** up
- 64 The deadline is Monday, so there's a distinct that we will have to work at the weekend to finish on time.
A chance **C** prospect
B option **D** possibility
- 65 George and his brother used to fight and nail to be the best at what they did.
A hand **C** tooth
B fist **D** finger

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

The Problem with Goldfish

Travelling fairs have long drawn people to them – the exciting atmosphere, noise and smells working their **(66)** , encouraging people to have a good time. However, it's not just the fairground rides that draw people's **(67)** , but also the numerous sideshows that accompany them. Sideshows offer a wide range of prizes for people to win, one of which is often a goldfish – an age-old tradition that **(68)** around for quite some time. A child's face lighting up when they are handed a small fish in a plastic bag containing water is a delight to see. But what happens to these fish once their new owners leave the fairground?

Goldfish won at a fairground don't usually survive very long as many of them are already in ill health due to not having been cared for properly. Placed in the hands of an inexperienced young child does little to help them recover. While some do actually go on to live fairly **(69)** lives, others are not quite so lucky and find themselves being thrown into the nearest large **(70)** of water such as a pond or lake. This in turn has created its own problems.

Discarded goldfish living in lakes and such is not a new problem and probably dates back **(71)** the 1800s when fairgrounds started the trend of giving them out as prizes. In the city of Burnsville, in the United States, the general public have been asked to **(72)** from throwing their unwanted goldfish into the local lake. A large group of goldfish, some the size of footballs, have completely taken over the lake. Apparently, they **(73)** to poor water quality and also uproot plants.

This is not just a problem in Burnsville, but throughout the world, so **(74)** so that goldfish are now considered an invasive species. In 2020 alone, between 30,000 to 50,000 abandoned goldfish were removed from just one county in Minnesota in the U.S. According to the U.S. Fish and Wildlife Service, the **(75)** caused by goldfish runs into billions of dollars each year.

- 66 A spell B magic C wonder D attraction
- 67 A minds B notice C awareness D attention
- 68 A has been B is C was D is being
- 69 A extended B long C far D lengthy
- 70 A piece B part C body D container
- 71 A from B in C to D between
- 72 A refrain B stop C prevent D cease
- 73 A contradict B contribute C contrast D contrive
- 74 A far B many C much D more
- 75 A harm B hurt C injury D damage

For questions 76-85, read the text below and for each gap choose the best answer A, B, C or D.

The Impact of Tourism

It appears that many people are no longer satisfied with a fortnight by the sea when it comes to their annual holiday. Instead, they go in search of ever more exotic and unusual destinations, failing to take into (76) the impact their presence will inevitably have on the local environment.

In part, this is fuelled by the fact that a vast number of people these days have more time on their hands and an income which allows them almost (77) options when it comes to foreign travel. While once only the most intrepid traveller would have ventured into the Amazon, there are now (78) tour operators offering trips to a variety of remote destinations. In their pursuit of pleasure, however, those taking advantage of such opportunities are (79) the price that will (80) have to be paid by the local environment.

As would be expected, an influx of visitors has a significant impact on a community. Accommodation has to be built and most people would expect basic amenities such as running water at the very least. Restaurants and shops catering to the tourist industry spring up and slowly the (81) begins to change. It may seem (82) at first, but any construction work encroaches on the surrounding environment, depriving wildlife of its natural habitat and possibly wiping out rare species of flowers. There is also an increased amount of rubbish to be disposed of and noise pollution generated by the transport demands of the burgeoning holiday resort. What was once a(n) (83) wilderness, therefore, undergoes rapid, (84) change.

The face of the landscape may be altered forever, but are there no benefits to (85) the obvious disadvantages? Well, the tourist industry does bring much needed money into the local community thus improving the quality of life for many individuals. In some areas, some of this income is actually channelled into setting up wildlife reserves and therefore benefits many species of animal which may otherwise face extinction.

Concerns about the effects of tourism on relatively untouched regions of the planet are justified. Perhaps if we can minimise the damage with careful management, then the situation may not be as hopeless as it seems.

- 76 **A** reconsider **B** considerate **C** inconsiderate **D** consideration
- 77 **A** limited **B** unlimited **C** limiting **D** limit
- 78 **A** countless **B** counting **C** countable **D** uncountable
- 79 **A** overlooking **B** overlaying **C** overriding **D** overpaying
- 80 **A** variably **B** variously **C** invariably **D** invariable
- 81 **A** landmark **B** landfall **C** landslide **D** landscape
- 82 **A** harmful **B** unharmed **C** harmless **D** harmlessly
- 83 **A** spoiler **B** unspoilt **C** spoiled **D** spoil
- 84 **A** irreversible **B** reversible **C** reversal **D** reverse
- 85 **A** upset **B** offset **C** outset **D** inset



WRITING

Choose **ONE** of the following options. Write between 300-350 words in English.

1. The Head Teacher at your local high school has written on the school's social media page expressing his concern that young people today struggle to pay attention in the classroom. Write an **email** to the Head Teacher regarding his concern and stating whether or not you find it valid. State what, if anything, can be done to solve the problem, both at school and at home.
2. Computer games are popular with children of all ages. However, many parents believe they have very little educational value and can be harmful to children. Write an **essay**, examining the positive and negative effects of computer games and how children are affected by them.
3. Popular TV series should be created in such a way that they educate viewers about important social issues. Write an **essay** stating to what extent you agree with this statement and discuss the effect it could have on the popularity of future series.



SPEAKING - INTRODUCTION

PART ONE

Answer the teacher's questions.

SAMPLE PAGES

Listen to your teacher.

Part 2

- Talk together about which of the following inventions have proved the most beneficial to us.

Car	Aeroplane
Telephone	Camera
Light bulb	Fridge
Television	Internet

- **And** tell each other how you think these inventions might change as technology advances.

Listen to your teacher.

SAMPLE PAGES

ESB C2 10 Practice Tests contains material which fully meets the requirements of the examination. The tests have been compiled following close evaluation of past examinations and sample material. The content, level and format of each test accurately reflect those of the examination.

- Listening tasks feature native English speakers talking at a normal rate and using a variety of accents.
- Reading texts have been taken from a variety of sources, covering a wide range of topics similar to those encountered in the examination.

Candidates are offered ample practice for the examination and have the opportunity both to familiarise themselves with the format and to improve their knowledge of the English language.

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