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Ready for Language Cert

Achiever



Teacher's Edition

Practice Tests



International ESOL (Listening, Reading, Writing) Practice Tests

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Introduction

LanguageCERT International ESOL Qualifications

ESOL (English for Speakers of Other Languages) International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and at the highest level (RQF level 3 / CEFR C2).

The aim of the LanguageCert International ESOL qualifications is to demonstrate a candidate's ability to communicate using the English language across the CEFR levels from A1 (Entry 1) to C2 (Level 3).

International ESOL (English for Speakers of Other Languages)

This range of qualifications offers a communicative approach to the testing of Listening, Reading and Writing at six levels. The LanguageCert International ESOL qualifications offer a comprehensive test of Listening, Reading and Writing skills in English which can either be taken as a stand-alone examination or a complement to the International ESOL (Speaking) examinations.

These qualifications and associated examinations have been mapped to the levels of the Common European Framework of Reference for Languages (CEFR) and are directly calibrated to the CEFR levels via the LanguageCert Item Difficulty (LID) scale using Rasch measurement statistical techniques. The names used for each level of the LanguageCert International ESOL qualifications and each level's correspondence to the Common European Framework of Reference (CEFR) and UK national levels are shown in the table below:

International ESOL Qualification Levels	Corresponding CEFR Levels	Equivalent UK (England and Wales) national levels
A1 Preliminary	A1 Breakthrough	Entry 1
A2 Access	A2 Waystage	Entry 2
B1 Achiever	B1 Threshold	Entry 3
B2 Communicator	B2 Vantage	Level 1
C1 Expert	C1 Effective Operational Proficiency	Level 2
C2 Mastery	C2 Mastery	Level 3

International ESOL (Speaking)

This range of qualifications complements the International ESOL series of qualifications for Listening, Reading and Writing. The International ESOL (Speaking) qualifications are assessed by separately administered spoken examinations and are available at the same levels as the International ESOL (Listening, Reading and Writing) qualifications.

International ESOL (Listening, Reading, Writing)

Duration of the exam

The levels chart below shows the six levels of the International ESOL (Listening, Reading and Writing) qualifications and the duration of each associated examination. All examinations test listening, reading and writing skills.

Examination Levels	Qualification Titles	Duration for Listening	Duration for Reading and Writing
A1 Preliminary (Entry 1)	LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading, Writing) (Preliminary A1)	about 20 minutes	1 hour 20 minutes
A2 Access (Entry 2)	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading, Writing) (Access A2)	ate in ESOL International) (Listening, Reading,	
B1 Achiever (Entry 3)	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing) (Achiever B1)	about 30 minutes	2 hours 10 minutes
B2 Communicator (Level 1)	LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing) (Communicator B2)	about 30 minutes	2 hours 10 minutes
C1 Expert (Level 2)	LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing) (Expert C1)	about 30 minutes	2 hours 40 minutes
C2 Mastery (Level 3)	LanguageCert Level 3 Certificate in ESOL International (Listening, Reading, Writing) (Mastery C2)	about 30 minutes	2 hours 40 minutes

Descriptions of competence at each level

LanguageCert and CEFR qualification level	Descriptor
Preliminary (A1)	 Can understand and use familiar everyday expressions and very basic phrases satisfying practical needs in connection with education, training and social roles. Can introduce him/herself and others. Can ask and answer questions about personal details such as possessions, address and people known. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Can read and understand short texts on familiar topics and obtain information from common signs and symbols. Can write short simple phrases and sentences in documents such as forms, lists and messages.
Access (A2)	 Can understand sentences and frequently-used expressions related to areas of most immediate relevance such as basic personal and family information, shopping, local geography, employment, education, training and social roles. Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters. Can engage in conversation to establish shared understanding about familiar topics. Can read, understand and obtain information from short documents, familiar sources, signs and symbols. Can write to communicate with some awareness of the intended audience.
Achiever (B1)	 Can understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training. Can convey information, feelings and opinions on familiar topics, using appropriate formality. Can engage in discussion in a familiar situation making relevant points and responding to reach a shared understanding. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce a simple connected text on topics which are familiar or of personal interest, adapting to the intended audience. Can describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.

LanguageCert and CEFR qualification level	Descriptor
Communicator (B2)	 Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can communicate with a degree of fluency and spontaneity that makes interaction quite possible without strain for either party. Can adapt to take account of the listener(s), the context and the medium. Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions. Can obtain information from different sources. Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options, varying length, format and style appropriate to purpose and audience.
Expert (C1)	 Can understand a wide range of demanding longer texts, both written and spoken, and recognise implicit meaning. Can use the language fluently and spontaneously without much obvious searching for expressions. Can respond to extended information and narratives, follow detailed explanations and complex instructions, adapting response to audience, medium and context. Can engage in discussion in a variety of situations making clear and effective contributions. Can use language flexibly and understand a range of texts of varying complexity and length for social, academic and professional purposes. Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.
Mastery (C2)	 Can understand with ease virtually everything heard or read. Can summarise information from different spoken or written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The above six descriptions are adapted from the global description of the Common European Framework of Reference for Languages.

Format and features of International ESOL suite of examinations – Achiever Level (B1)

Qualification Title: LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing) (Achiever B1)

Examination duration: Listening: about 30 minutes; Reading and Writing: 2 hours 10 minutes

Skill & Focus	Task	Format	Raw Marks
Listening 1 Understand context, meaning and function of a range of utterances.	Listen twice to seven short sentences: statement, explanation, description, instruction or question.	Three-option multiple choice question for each utterance to choose the appropriate response.	7
Listening 2 Identify a specific aspect of a conversation.	Listen twice to three short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions.	Two three-option multiple choice questions for each conversation.	6
Listening 3 Extract key information from a monologue to complete a task.	Listen twice to a radio broadcast, talk, narrative, presentation, etc. to identify specific information.	A note or message pad with seven headings and space to write the correct information for each heading.	7
Listening 4 Follow a discussion between two speakers.	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect.	Six three-option multiple choice question.	6
Reading 1 Understand the coherence and cohesion of a variety of authentic texts.	Five short texts each with one gap testing layout, lexis, cohesive devices, coherence.	Five three-option multiple choice questions for each text to complete each one correctly.	5
Reading 2 Understand how meaning is built up in a text.	One text with six sentences removed, e.g. topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea.	Choice of seven sentences to choose from to complete the six gaps.	6
Reading 3 Understand the purpose of text and to locate specific information.	Four texts, e.g. email, article, advert, etc. with a linked theme, but with a different purpose.	Seven multiple matching questions to identify information from the texts.	7
Reading 4 Understand specific information through detailed reading.	A continuous text: narrative, descriptive, expository, biographical, instructive.	Eight open-ended 'wh' questions requiring short answers.	8
Writing 1 Respond appropriately to a given text to produce a formal response for an intended public audience.	Instruction to write a response to a letter, poster, diary, timetable, leaflet, etc. for a specified reader and a clearly defined number of content points to be addressed.	70-100 words	12
Writing 2 Produce an informal letter to a friend.	Instruction to write a letter on a given topic of personal interest with two functions to be included, e.g. invite friend to stay, describe what you will do.	100-120 words	12

Syllabus

Introduction

The Syllabi show the standards which a learner must achieve to gain a pass in each of the six levels of the examination. For each level, Preliminary to Mastery, the standards are shown for Listening, Reading and Writing. The standards must be read in conjunction with the sections showing the grammar tested at each level and the functions and topics used and tested at each level. These follow the set of standards for each level.

The standards are cumulative. That is, an A2 candidate, for example, will be able to carry out the standards set out for A1 and A2. Similarly, a C2 candidate will be able to meet the standards of all lower levels (A1 – C1) in addition to the C2 standards.

For more information, see www.languagecert.org/en/Qualifications.

ACHIEVER LEVEL (B1)

Listening

The candidate will be able to:

- understand clearly articulated standard speech delivered relatively slowly;
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships;
- understand straightforward narratives, sequences, instructions, directions and explanations;
- identify the function of short utterances (see Grammar and Functions sections);
- follow the main points, speakers, purposes and attitudes in an extended discussion;
- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics.

Phonological features

The candidate will be able to:

- recognise stress and intonation in order to follow discourse;
- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation.

Range

The candidate will be able to:

- understand key grammatical forms used in common everyday contexts and situations;
- understand high frequency vocabulary and expressions relating to familiar and less familiar topics.

Understanding gist

The candidate will be able to:

• understand the main ideas in straightforward announcements, conversations and discussions on familiar and less familiar topics.

Understanding detail

The candidate will be able to:

 extract key information from announcements, conversations and discussions on familiar and less familiar topics.

Reading

The candidate will be able to:

- locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics;
- understand the main ideas in straightforward texts of more than one paragraph;
- locate and understand specific information in formal and informal real-life texts which may include graphics;
- understand the purpose of different texts;
- understand information or purpose which may not be expressed overtly;
- · understand a line of argument and conclusions clearly signalled in discursive text;
- understand feelings and opinions expressed in informal texts.

Range

The candidate will be able to:

- understand words relating to work, leisure and study;
- understand longer texts which may contain some complex structures.

Register

The candidate will be able to:

- understand the features which signal different levels of formality;
- understand features which indicate the purpose of a text.

Text structure

The candidate will be able to:

- recognise the purpose of texts through layout conventions, common signs and symbols;
- use organisational features of texts to locate information;
- understand the organisational, lexical and grammatical features of a text;
- recognise the common structure of paragraphing to build up meaning in a text;
- understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast.

Writing

The candidate will be able to:

- write straightforward connected texts on a range of familiar topics;
- write short simple formal letters to ask for and convey simple information;
- write short simple texts for practical purposes, e.g. instructions;
- write short informal letters on topics of personal interest and knowledge;
- write brief narratives and descriptions on straightforward topics;
- express opinions simply, giving supporting reasons;
- use correct punctuation in formal and informal texts;
- spell correctly the majority of common words and key words relating to work, study and leisure interests;
- use basic grammatical structures correctly, including conjunctions, connectives and discourse markers (errors do not impede a sympathetic reader's understanding);
- use vocabulary adequately to meet straightforward needs;
- communicate information and ideas with some adaptation to the intended reader;
- link a short linear sequence of ideas using discourse markers and conjunctions;
- demonstrate some awareness of conventions of an informal and formal letter.

Topics

ACHIEVER LEVEL (B1)

Personal identification

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language
- character, disposition

House and home, Environment

- accommodation, rooms
- furniture, bedclothes
- services
- amenities
- region
- flora and fauna
- types of accommodation
- cost

Daily life

- at home
- at work
- income
- prospects

Free time, Entertainment

- leisure
- hobbies and interests
- TV, radio, computer etc.
- · cinema, theatre
- intellectual pursuits
- sports
- press
- the Internet
- music
- holidays
- exhibitions, museums
- artistic pursuits

Places

- asking the way and giving directions
- location

Measures and shapes

- all digits and cardinal numbers
- telephone numbers
- height, length, weight, capacity, temperature, shape
- dates, times, days

Travel

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices
- entering and leaving a country

Relations with other people

- relationships
- correspondence
- behaviour
- invitations
- club membership
- government and politics
- crime and justice
- social affairs
- friends

Health and bodycare

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

Shopping

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

Food and drink

- types of food and drink
- eating and drinking out

Services

- post
- telephone
- banking

Introduction

- police
- hospital, surgery
- garage
- petrol station
- emergency

Language

- foreign language ability
- spelling and the alphabet

Weather

- obtain information from weather forecast
- climate and weather

Education

- schooling
- subjects
- qualifications

Functions ACHIEVER LEVEL (B1)

(see topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc.)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining daily routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten

- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear or worry
- giving reassurance
- expressing regret, sympathy
- offering and accepting an apology
- granting forgiveness
- expressing approval or appreciation
- expressing regret
- expressing indifference
- expressing and asking about approval or disapproval
- expressing moral obligation

Making things happen

- · responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving and asking for advice

- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to or rejecting suggestions with reason/alternative
- encouraging someone to do something
- making and agreeing on plans and arrangements
- reaching a compromise
- prohibiting someone from doing something
- making a complaint

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to introductions
- opening, closing a conversation
- congratulating someone
- praising someone

- paying a compliment
- asking someone's opinion
- indicating lack of understanding
- giving and asking for clarification or explanation of something
- confirming one's own or another's understanding
- asking someone to repeat a word, phrase or sentence
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- exemplifying or emphasising a point
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions

Grammar

PRELIMINARY (A1), ACCESS (A2) AND ACHIEVER (B1)

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Simple sentences	 word order in simple statements: subject-verb/ object/adverb/ adjective/prepositional phrase word order in instructions word order in questions there is/are + noun 	there was/were	 there has/have been there will be/there is going to be
Compound sentences		 use of conjunctions and/but/or word order subject-verb-(object) (+ and/but/or) + subject-verb-(object) 	
Complex sentences		 clauses of: time with when, before, after reason because, result so noun clause with that 	 word order in complex sentences complex sentences with one subordinate clause defining relative clauses with who, which, that clause as subject/object
Verb forms	Present reference: simple present tense of be/have/do and common regular verbs present continuous of common verbs have got Other: Yes/No questions question words: who/what/where/when/how much/how much/how many/how old auxiliary do for questions and negatives (positive questions only) short answers such as yes he does, no I haven't imperatives and negative imperatives contracted forms appropriate to this level let's + infinitive for suggestion	Present reference: simple present with no time focus present continuous to express continuity Past reference: past tense of regular and common irregular verbs with time markers Future reference: NP + be going to, present continuous and time markers Other: Iimited range of common verbs -ing form, such as like, go verb + to + infinitive such as want, hope very common phrasal verbs such as get up, get off questions such as what time, how often, why, which	Present/Past reference: present perfect with since, for, ever, never, yet, already, just Past reference: used to for regular actions in the past past continuous Future reference: future simple verb forms, NP + will Other: zero and 1st conditional range of verbs + -ing forms to + infinitive to express purpose common phrasal verbs and position of object pronouns, such as I looked it up question tags using all verbs appropriate at this level contracted forms appropriate to this level

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Verb forms		 simple question tags using all the verb forms at this level contracted forms appropriate to this level 	
Modals	Present reference: • can, can't (ability/inability, permission) and would like (request)	Modals and forms with similar meaning: • must (obligation) • mustn't (prohibition) • have to, had got to (need) • can, could (requests) • couldn't (impossibility) • may (permission) • single modal adverbs: possibly, probably, perhaps	Modals and forms with similar meaning: • should (obligation, advice) • might, may, will, probably (possibility and probability in the future) • would/should (advice) • need to (obligation) • needn't (lack of obligation) • will definitely (certainty in the future) • may I (asking for permission) • I'd rather (stating preference)
Nouns	 regular and common irregular plural forms very common uncountable nouns cardinal numbers 1-31 	 countable and uncountable nouns simple nouns phrases cardinal numbers up to 100, multiples of 100 	 noun phrases with preand post-modification such as fair-haired people with sensitive skin all cardinal numbers
Pronouns	personal - subject	object, reflexive	
Possessives	 possessive adjectives such as my, your, his, her, its, our, their use of 's, s' 	possessive pronouns such as <i>mine</i> , <i>yours</i> , whose	
Prepositions and prepositional phrases	 common prepositions such as at, in, on, under, next to, between, near, to, from prepositional phrases of place, time and movement, such as at home, on the left, on Monday, at six o'clock 	 prepositions of place, time and movement, such as before, after, towards, up, down, along, across, in front of, behind, opposite prepositional phrases of place and time, such as after dinner, before tea 	 wide range of prepositions, such as beyond, above, beneath, below prepositional phrases such as in her twenties, of average height, in the top right hand corner
Articles	definite, indefinite	 definite article zero article with uncountable nouns definite article with superlatives 	 definite article with post-modification, such as the present you gave me use of indefinite article in definitions, such as an architect is a person who designs buildings

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition	
Determiners	any, some, a lot of	 all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no 	a range of determiners, e.g. all the, most, both	
Adjectives	 common adjectives in front of a noun demonstrative adjectives this, that, these, those ordinal numbers 1-31 	 order of adjectives comparative, superlative, regular and common irregular forms use of <i>than</i> ordinal numbers up to 100 and multiples of 100 	 adjectives ending -ed + -ing such as tired and tiring comparative and superlative adjectives comparative structures, e.g. as as, is the same as, not so as, looks like/is like all ordinal numbers 	
Adverbs	simple adverbs of place, manner and time, such as here, slowly, now	 simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner position of adverbs and word order of adverbial phrases 	more complex adverbial phrases of time, place, frequency, manner, e.g. as soon as possible	
Intensifiers	• very, really	• quite, so, a bit	a range of intensifiers such as too, enough	
Punctuation	use of capital letters and full stops	use of question marks, exclamation marks, use of comma in lists	 use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks 	
Spelling	the correct spelling of personal keywords and familiar words	the correct spelling of most personal details and familiar common words	the correct spelling of common words and keywords relating to own work, leisure and study interests	
Discourse	sentence connectives: then, next	 adverbs to indicate sequence (first, finally) use of substitution (I think so, I hope so) markers to structure spoken discourse (right, well, OK) 	 markers to indicate addition (also), sequence (in the first place), contrast (on the other hand) markers to structure spoken discourse, (anyway, by the way) use of ellipsis in informal situations (got to go) use of vague language (I think, you know) 	

Overview of Assessment for International ESOL

Assessment of the International ESOL examination paper

All Examiners are approved by LanguageCert and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with CEFR levels and LanguageCert examination requirements.

The LanguageCert International ESOL suite of examinations is directly calibrated to the levels of the Common European Framework of Reference produced by the Council of Europe.

Overall Grades

International ESOL examinations are stringently assessed against the criteria as detailed in the syllabi. The grades awarded will be either **High Pass**, **Pass** or **Fail**.

IESOL skill	Maximum part marks	Total scaled score* per skill	Total marks	Grades
Listening	26	50		Fail 0-74
Reading	26	50	150	Pass 75-100
Writing	24	50		High Pass 101-150

The formula to translate part marks into the scaled score is as follows:

- Listening & Reading: Part marks × 1.923 = scaled score
- Writing: Part marks × 2.084 = scaled score

A High Pass is awarded when the candidate achieves an overall total of between 101 and 150 marks.

A Pass is awarded when the candidate achieves an overall total of between 75 and 100 marks.

A **Fail** is awarded when the candidate achieves an overall total of between 0 and 74 marks.

Depending on the exact difficulty of an individual test form/version, the above cut scores might have to be adjusted slightly.

Listening and Reading

- Raw Marks are awarded for the Listening and Reading Sections; the breakdown of these is shown per level, together with the minimum requirements for High Pass and Pass.
- The Listening and Reading questions are externally marked by LanguageCert markers against paper specific marking schemes.

Introduction

Writing

- Marks are awarded for the Writing tasks; the breakdown of these is shown per level, together with the minimum requirements for High Pass and Pass.
- The Writing tasks are marked against criteria aligned to the descriptors of the CEFR. These criteria are Task Fulfilment, Accuracy and range of Grammar, Accuracy and range of Vocabulary and Structure.

Criteria	Description
Task fulfilment	A measure of how far the candidate has achieved/addressed the task and whether or not the candidate has done what was asked.
Accuracy and range of grammar	A measure of the range, appropriacy and accuracy of grammar.
Accuracy and range of vocabulary	A measure of the range, accuracy and appropriacy of vocabulary as well as spelling accuracy.
Structure	A measure of how coherently ideas are linked together in the text and how accurate the punctuation is.

A mark is awarded on a scale from 0 to 3 for each criterion, depending on the candidate's performance. These marks are then added together to obtain an overall (raw) mark for that specific task.

LISTENING TIPS



- Answer all questions even if you are not sure of the right answer.
- You'll hear the recording twice, so don't worry if you miss something the first time you listen.
- The second time you hear the recording, listen carefully to choose the correct answer from the vocabulary and grammar: tense; auxiliary and modal verbs.

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 (A) I'll go and find it.
 - **B** You can borrow it.
 - C I didn't buy it.
- **2** A I thought they won.
 - B It was a bit boring.
 - C Only at the weekend.
- **3** A At around four.
 - **B** Only on Sunday.
 - C At the end of the street.
- 4 (A) Very well, thank you.
 - **B** I went to the cinema.
 - C They can't wait here.
- **5** A It's in the car.
 - (B) So am I.
 - C Last Thursday.
- **6** A Yes, please.
 - **B** Yes, it is.
 - C Yes, of course.
- **7** (A) Me too.
 - **B** Watch out.
 - C I think so.

LISTENING Part 2

Part 2

LISTENING TIPS

- In the time allowed before each recording, read the questions carefully to prepare for what you're going to hear.
- Identify the key words and concentrate on specific features of the conversation: who the speakers are and their relationship; where they are; why they are speaking; how they feel.
- In the first listening, choose your answers and in the second listening, check your answers.

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- 1 The speakers
 - A are father and son.
 - (B) are old friends.
 - C have never met before.
- 2 George is working in
 - A a school.
 - (B) a factory.
 - C an office.

Conversation 2

- 3 At the start of the conversation the man
 - A gets angry.
 - (B) apologises.
 - **C** is worried.
- 4 The man
 - A didn't pay for the shoes.
 - **B** returned them to the woman.
 - (C) made a mistake.

Conversation 3

- 5 The place where the speakers are in now is
 - A a furniture shop.
 - (B) a restaurant.
 - C a farm.
- 6 The man
 - A has never been to the building before.
 - **B** has bought some chairs there.
 - (C) went there when he was younger.

LISTENING TIPS



- Read all the written information. The questions give you hints about the listening text. After the first listening, look at the questions you haven't answered. Think about which words best complete the exercise using the key points: a place; a name; a number; an action; a description.
- Do not write more than three words in your answer.
- When you have finished, check your answers for content. Don't worry about your spelling unless a word is spelt for you.

10 03 You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.



LISTENING Part 4

Part 4

LISTENING TIPS

- Read the questions carefully to find out what topic the speaker will talk about.
- You are not expected to understand every word in the recording. Focus on the task and try to guess the meaning of unknown words from the context.
- In the first listening, choose your answers and in the second listening, check your answers.

4 You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- 1 The exhibition was in
 - A a royal palace
 - **B** a train station.
 - **c** a design museum.
- 2 They went to a display of clothes from
 - **A** the nineteenth century.
 - (B) the twentieth century.
 - **C** the twenty-first century.
- 3 Bob and Bruce thought the exhibition was
 - A tiring.
 - **B** boring.
 - (C) interesting.
- 4 Stella and Vicky were most interested in the clothes that were worn by
 - A rock stars.
 - **B** film actors.
 - C fashion designers.
- 5 Jack's ticket for the exhibition cost
 - (A) five pounds.
 - B ten pounds.
 - **C** fifteen pounds.
- 6 The exhibition isn't open on
 - A Monday morning.
 - **B** Wednesday afternoon.
 - (C) Sunday evening.

READING TIPS



- Make sure you have enough time to complete both the Reading and Writing parts: don't spend too much time on the Reading section.
- Think about the place the note or sign has come from. This will give you a context to interpret the message correctly.
- Use elimination if you need to. You can identify that an answer is correct by eliminating the incorrect answers.
- Do not choose two answers in a multiple-choice question.

Read the texts. Choose the correct answer to complete each text.

1

Health Centre Opening Hours

Monday to Friday: 08.00-20.00

Saturday: 08.30-13.00

If you need _____ appointment when the centre is closed, go to the hospital or telephone 999 for an ambulance.

A an important

B an emergency

C a special

Hi Jane,
Thanks very much for the lovely present!
My family and I went out for dinner yesterday evening and had a lovely meal.
I'm sorry you _____ come, but it'll be great to see you at the weekend.
Let's go shopping together on Saturday!

Amy

A couldn't

B shouldn't

C mustn't

3

TRAVEL NEWS

Traffic is very slow on the A303 near Exeter because of an accident.
______, the M5 is now open again and traffic is moving well in both directions.

A Although

B So

(C) However

4

SELF-SERVICE CAFÉ

- Go to the food counter
- Choose a starter, main course and dessert
- Take the food to the cashier
- •
- Find a table
- Enjoy your meal!

- A Start eating your meal
- **B** Look for a waiter
- C Pay with cash or by card

5

Summer Rice

Chop and fry a selection of vegetables. Cook the rice and put ______ in a bowl with the fried vegetables. Serve the dish with a green salad.

- A them
- **B** all
- **(C)** it

READING TIPS



- Look carefully at the sentences before and after the gap for language which links the text.
- When you have chosen the answer which you think best fits each gap, read the sentence again to make sure it makes sense.

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.

'Houston, we've had a problem'

On 11th April, 1970 a spacecraft left Kennedy Space Center. Its name was Apollo 13 and it was taking three astronauts to the Moon. Their names were James Lovell, Jack Swigert and Fred Haise. 1 C The other two astronauts were in space for the first time.

The spacecraft left Earth at the correct time (14.13) and everything went well until one of the engines stopped working two minutes early. **2** A The spacecraft was able to continue its journey.

Apollo 13 had three parts: Odyssey, Aquarius and a smaller section between these two parts. **3 G** On the evening of 13th April, Apollo 13 was about 320 kilometres from Earth and very near the Moon. **4 F** He tried to correct the problem, but there was a loud noise and lots more lights.

Jack Swigert told Mission Control in Houston: 'Houston, we've had a problem.'
They had to try not to use power from the spacecraft so that they could get home.

5 D They were very cold so they needed to eat more.

Everyone waited for news about the astronauts. **6** *E* They landed on the Pacific Ocean on 17th April, 1970.

- **A** However, there were no problems with the other three engines.
- **B** They wanted to arrive there the next day.
- **C** This was James Lovell's fourth flight into space.
- **D** It was a very difficult journey because they didn't have much food left.
- **E** Finally, after a long journey, they arrived home.
- **F** Suddenly, one of the astronauts saw an emergency light in the spacecraft.
- **G** The astronauts were in Odyssey.

Part 3

READING TIPS



- First read all the texts quickly to find out what they are about. Then read the questions and underline the key words.
- Don't make a quick decision. Scan the texts for the information you have underlined in the questions to find the answers.
- In this exercise, you can answer the questions in any order. Make sure you answer all the questions.

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

Α

Language Globe opened its third language school here last week. I think this is exactly what our town needs. The school will attract students from other countries and give people who live here the opportunity to learn a new language. Local families will be able to offer accommodation to students while they are studying here. It will be interesting to see if the school is a success. Please write and let me have your comments.

В

Our students can choose to learn a variety of languages, such as English, Spanish, French and Italian, on full-time or part-time courses. We offer lessons for all levels, from complete beginner to advanced. Classes are small with a maximum of six students per group. Our fees include lessons, a coursebook and a final report. For more information, contact us on: 00123 45654 or write to chrissi@langglobe.com

C

I've just finished the best language course I've ever attended! It was at that new learning centre in town. As you know, I need Spanish and French for my job, so the company paid for me to do an intensive Spanish course for a month every evening after work. I improved my speaking and learned how to write reports. I'm going to try a French course next! Why don't you come with me?

D

We are very happy to welcome you! We would like to make some important suggestions to help you while you are here. Try to speak the language you are studying with everyone in your class. Make clear notes in class and ask your teacher if you don't understand something. Study your coursebook in class and at home to revise new language and practise by using the exercises. Most importantly, enjoy your course!

Which text Α 1 has been written for a magazine? С 2 is part of a letter? Which text tells you someone has found an activity very useful? С 3 В 4 what is included in a course? Α 5 an organisation now has three schools? 6 how to study effectively? D students can stay with local families? 7 Α

Part 4

READING TIPS



- Make sure you read the whole text before answering the questions. You don't need to understand every word to complete the task.
- Read the questions carefully, then identify the parts of the text which give you the answer and underline them.
- Think about synonyms for words in the text and ways to express the same information in different words:

I hope you're **having a great time** in London. / I hope you're **enjoying yourself** in London.

everyone in the room / all the people in the room

Read the text and answer the questions. Use a maximum of three words for each answer.

Jane Austen

Jane Austen was a novelist. She wrote books that are mainly about the lives of people who were rich and came from a high social class. They were extremely well written and inform the readers about the way women thought and behaved at the time she was writing.

She was born on 16th December, 1775 in the south of England in a rural county called Hampshire. Her father was a priest and Jane was one of eight children. They were a very happy family. The family moved to the city of Bath in 1800 after her father retired. Sadly, her father died in 1805. Bath was a fashionable place to live because the thermal hot springs produced water that people believed was very good for their health. Although Jane only lived there for a relatively short period of time, she used the setting in many of her novels.

A year later, she went with her mother to live in a small village near to where she was born. While she was there she wrote her first novel. Her brother, Henry, helped her to find a publisher for it. The book, called *Sense and Sensibility*, came out in 1811. Her next novel, *Pride and Prejudice*, was published in January 1813. Jane was very happy with the book and later said she liked it more than any of the others. It was a huge success. The publisher wanted to make as much money as possible and very soon after brought out her third book, *Mansfield Park*. This was not Jane's favourite, but it became a best seller.

Jane continued writing and her next novel, *Emma*, was published by a different company called John Murray. At the same time as she was enjoying this success, Henry lost a lot of money through bad investments. The family were worried about money. Partly as a result of worrying, Jane became ill at the beginning of 1816. She continued to work but her health got worse. She died on 18th July 1817 in Winchester, a city in the same county as where she was born. Two other novels, *Persuasion* and *Northanger Abbey*, were published soon after she died. Another book, *Lady Susan*, was not published until 1871. Her work continues to be popular and books such as *Sense and Sensibility* are now successful films.

1	How many brothers and sisters did Jane have? seven
2	Where did Jane go to live in 1800? Bath
3	When was Jane Austen's first novel published?
4	Which of her novels did Jane like the most? Pride and Prejudice
5	Which company published <i>Emma</i> ?
6	Which member of Jane's family had financial difficulties? her brother (Henry)
7	In which county did Jane Austen die? Hampshire
8	How many of Jane Austen's novels were published during her lifetime?

WRITING Parts 1-2



WRITING TIPS

- Before the exam, prepare some useful phrases and expressions to use in the writing tasks.
- Read the instructions carefully and underline the words that tell you exactly what to do. Then answer the question.
- Plan before you start to write. This will allow you to present well-organised ideas in your answer.
- Do not write more than the word limit specified in the instructions.
- Make sure you have included all the information requested.
- Do not write in capital letters.
- Check your final version for grammar, spelling and punctuation.

Part 1

Read the following advertisement. Write an <u>email</u> to Mrs Brown, a teacher at the school.

- Suggest one activity that students could do at the club
- Tell her why you think this is a good idea
- Offer to design a poster for the club

Write between 70 and 100 words. Do not write an address.

New School Club!

We want to open an after-school club for all our students! Please give us your ideas for activities to make the club a success!

Write to Mrs Brown - English Department

Part 2

Write a <u>letter</u> to your friend about where you are working during the school holiday and why you are enjoying it.

Write between 100 and 120 words.

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- **1** (A) I'll try.
 - B I didn't hear it.
 - C I can go faster.
- 2 A You can pay later.
 - **B** It may be in the kitchen.
 - **C** I don't know the way.
- **3** A It arrives soon.
 - **B** He missed her too.
 - (C) I think so.
- 4 (A) Here you are.
 - **B** Yes, I have.
 - **C** No, it isn't.
- **5** A I didn't watch it.
 - **B** I couldn't believe it.
 - C I haven't got time.
- 6 A Neither do I.
 - **B** We can't have.
 - (C) I hope so too.
- **7 (A)** Sorry to disturb you.
 - **B** I'm on the phone.
 - **C** Please call later.

LISTENING Part 2

Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- 1 The man is
 - A happy.
 - **B** impatient.
 - C disappointed.
- 2 The man decides to
 - A order a dish which contains meat.
 - **B** order a dish which doesn't contain meat.
 - © go to another restaurant.

Conversation 2

- 3 The man wants to find out about
 - (A) how to save money.
 - **B** where to catch a train.
 - **C** places to visit.
- 4 At the end of the conversation the man seems to be
 - A angry.
 - B ungrateful.
 - (C) confused.

Conversation 3

- **5** Lesley is going to
 - (A) Cambridge.
 - **B** Paris.
 - C New York.
- 6 The speakers are going to meet again when they are
 - (A) at school.
 - **B** at university.
 - C on holiday.

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

SOCIAL ACTIVITIES

Information Sheet

- **1** Name of the organiser: <u>Tamlin</u>.
- **2** Club night is on: Tuesday
- 3 Club night venue: (the) student lounge
- 4 In the event of rain, food is available in: <u>(the) dining room</u>.
- 5 Club night finishes at: 22.00 / ten o'clock
- 6 Day trip on Saturday is to: (a) music festival.
- 7 To come to the club, students should: _____sign up

LISTENING Part 4

Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- 1 How is Bill travelling from the airport?
 - A by car
 - **(B)** by bus
 - **C** by train
- 2 Where is Bill going to meet Mrs Jackson?
 - A at her home
 - **B** on a bus
 - (c) in a car park
- **3** When is Bill coming to stay with Mrs Jackson?
 - A June
 - **B** July
 - (C) August
- 4 How does he feel about the arrangements for sharing a room?
 - **A** very upset
 - (B) a bit disappointed
 - **C** quite angry
- 5 What does Mrs Jackson say worries her students the most?
 - A travelling
 - **B** studying
 - **(C)** eating
- 6 Which meals does Mrs Jackson **not** provide at the weekend?
 - A breakfast and lunch
 - **B** breakfast and dinner
 - (C) lunch and dinner

Read the texts. Choose the correct answer to complete each text.

1

Restaurant Review

The Place is a new fish restaurant on Fleet Street.

______ the food is fresh and looks appetising, the prices are high. Lunchtime is the best time to go when they serve a free drink with the meal.

- **A** However
- **B** Although
- **C** Even

3

WINTER SALE!

Shoes and boots

Colours: black, brown, blue : 36, 37, 38, 39

Material: leather Price: £20-£30

- A Numbers
- **B** Styles
- (C) Sizes

2



Good morning, it's nine o'clock and here is the _____ news from the BBC. The tallest building in the world opened this morning. Hundreds of people were there to see it.

- A latest
- B last
- C today's

4

TOURIST INFORMATION

The oldest part of the city is where people used _____every day to buy food.

Nowadays, they go to the supermarket in the shopping centre.

- **A** go
- **B** going
- (c) to go

5

Lucy,

When you come to my house tomorrow, please could you _____ the history book I left in your room yesterday?
I think it's on the table next to the window. Thanks,

- Amy
- A take
- **B** carry
- **c** bring

Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.

Becoming a film-maker

Helen has always been good at art. When she was at school, her art teacher thought she could be famous one day.

1 F She enjoyed drawing and creating wonderful pictures in her free time. She decided to continue studying at university.

2 A Many parts of the course were new for Helen and she enjoyed learning something different.

In her final year, all the students had to produce a visual project. **3** B Helen created a film of a plant which grew bigger when anyone stood near it. The film was on a very tall screen, so the picture was very impressive.

Instead of looking for a job when she graduated, Helen studied for a master's degree in the same subject. **4 G** She had three part-time jobs while she was on the course because she had to buy expensive camera equipment to make the films. However, it was a good investment because she got part-time filming work while she was studying.

5 C At first, it was difficult to get full-time work. She filmed musicians and designed websites for companies. As she became more well-known, she was offered more work. Earlier this year, she produced a short film for a film festival in London. **6** E Now, she flies to a different country to film famous people. Her teacher at school was right about her being famous!

- A Instead of a traditional art course, she chose to study digital art.
- **B** Their work was shown to the university professors and the public in an exhibition.
- **C** After finishing university, Helen started working as a film producer.
- **D** It is difficult to find full-time work as a film producer.
- **E** The film was so successful that lots of people have offered her work.
- **F** This was because Helen was a talented artist.
- **G** This time, she studied film production in more detail than during her first course.

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

Α

We're looking for people with excellent communication skills. They must be friendly and helpful to everyone who comes to the studio. We need a full-time receptionist during our opening times (9.00 to 17.30) to welcome people and enrol them in our dance classes. We want three dance teachers who can teach a variety of dances.

If you are interested, please contact us: rosie@dancestudio.com.

В

OPENING NEXT MONTH!

Learn to dance at our new studio in Fleet Street. Our teachers are energetic and ready to teach you different dances.

If you buy our one-year membership card, your first course is half price. You will receive a 20% discount on any courses you book after that. Our café will serve tea, coffee, fresh fruit juice and sandwiches with a 10% discount for our members.

C

The other thing I wanted to tell you about is there's going to be a new dance studio near my house. It's the first one in this area, so I think it'll be very successful.

Do you remember that dance competition we did in Spain last year? You were really good! They're looking for dance teachers, so you should write to them.

Let me know what you think.

D

I am writing to tell you that
I am very worried about your
plans for a dance studio on the
second floor of my apartment
block. The lift will be busy all the
time going up and down to your
studio. The volume of the music
will be very high and your café
will be full of noisy people, too.
Please open your studio
somewhere else.

Which text

- **1** complains about something?
- 2 is making a suggestion to a friend?

D

С

Which text tells you

- **3** about opening hours?
- 4 there is a half-price offer and other discounts?
- 5 someone thinks the music will be loud?
- 6 there aren't any other studios nearby?
- 7 that four jobs are available?

Α

B D

С

Α

Part 4

Read the text and answer the questions. Use a maximum of three words for each answer.

'Two chocolate ice creams, please!'

When we ask for an ice cream in a shop, do we think about where ice cream originally came from? I don't. I just enjoy eating it! To be more exact, *ice cream* is usually made of milk or cream with sugar and different flavours, such as chocolate or strawberry, while *sorbet* contains water, sugar and fruit – often orange or lemon.

Ice cream isn't a new product. More than two thousand years ago in Greece, people began mixing snow, fruit and honey to make a sweet dessert. Early versions of ice cream were also made with fruit and other flavours by the Persians and later the Chinese, who added milk and rice to snow. In Ancient Rome about five hundred years after the production of the first ice cream, Emperor Nero asked for mountain ice to be collected and mixed with fruit. It was expensive to transport the ice from the mountains, so only the rich could eat this early dessert. In the sixteenth century, a sweet mixture of ice and fruit called *kulfi* was made in India. It was a popular and refreshing sorbet.

Ice cream and sorbet became well known throughout the world, including other European countries. In 1851, a Swiss man called Carlo Gatti travelled to London and started selling ice cream outside a station. Before this, people couldn't eat ice cream unless they were rich and had an ice house – a small building in their garden to keep ice. There weren't many refrigerators in those days!

During the twentieth century, the number of fridges increased and people were eating more ice cream. Companies began producing different flavours and new ice cream desserts were developed. They opened specialist shops selling only ice cream and sorbet where people could choose over thirty flavours – a different one every day of the month! We can now enjoy any kind of ice cream we want, from Neapolitan (chocolate, strawberry and vanilla) to lemon and lime sorbet. Delicious!

1	Where did people start making an ice dessert over a thousand years ago? in Greece
2	What did Chinese people add to snow to make ice cream? rice and milk
3	Who asked people to bring ice from the mountains? Emperor Nero
4	What is the name of the Indian dessert made of ice and fruit? kulfi
5	When did Carlo Gatti start selling ice cream in London?in 1851
6	Which country did Carlo Gatti come from? Switzerland
7	Where did people keep ice before there were fridges?
8	Which flavours are there in Neapolitan ice cream? chocolate, strawberry, vanilla

WRITING Parts 1-2

Part 1

Read the following advertisement in your local newspaper. Write an email to Jon.

- Tell him why you want to work there
- Explain what experience you have
- Ask him when you would need to start work

Write between 70 and 100 words. Do not write an address.

Do you love animals?

Do you like being outside?

Can you work seven days a week?

We are looking for students to work at the Animal Park for the summer.

The work is hard but you will look after our beautiful animals!

Write to: jon@animalpark.com

Part 2

Write a <u>letter</u> to a friend. Invite your friend to stay with you in your home town for a week and suggest what you can do together.

Write between 100 and 120 words.

1 You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- **1 (A)** They were in a sale.
 - B You didn't look.
 - C I can't see them.
- 2 A I'm not sure about it.
 - (B) I'm glad you enjoyed it.
 - C I'm sorry you can't eat it.
- 3 A Let me go.
 - **B** Let me try.
 - **C** Let me out.
- 4 (A) I'll ring her later.
 - **B** I can come too.
 - C I can't stay long.
- **5 A** Well played.
 - (B) Well done.
 - C Well said.
- **6 A** Yes, I have.
 - (B) Yes, most weekends.
 - **C** Yes, they are.
- **7** A I don't want to.
 - **B** I don't drive.
 - C I don't mind.

Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- 1 The conversation takes place
 - A in a campsite.
 - B on a beach.
 - C in a shop.
- 2 The woman is being
 - (A) helpful.
 - **B** unfriendly.
 - C impolite.

Conversation 2

- 3 The man is
 - A impolite.
 - **B** reassuring.
 - **C** frightened.
- 4 The man and woman
 - A met two days ago.
 - **B** are old friends.
 - (C) didn't know each other.

Conversation 3

- 5 During the summer, the woman wants to
 - A study.
 - B travel.
 - **C** work.
- 6 The man and the woman are
 - A lawyers.
 - (B) friends.
 - C competitors.

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Short Story Competition

- 1 Website to get competition details: <u>www.radiolala.com</u>.
- 2 Maximum age of competitors: 17 / seventeen .
- 3 Word limit: 1,000 / one thousand
- 4 Title of story: My dreams
- 5 Entries must be sent in by this date: 1st / first (of) December
- 6 Number of winners: 5 / five
- 7 Top prize: £ 500 / five hundred.

Part 4

12 You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- 1 What type of programme is Let's Make Music?
 - A a comedy show
 - (B) a talent show
 - **C** a drama production
- 2 Julie has
 - A never seen the programme before.
 - **B** watched the programme once.
 - **C** watched the programme every week.
- **3** What time does the programme finish?
 - **A** 9 p.m.
 - **B** 10 p.m.
 - (C) 11 p.m.
- 4 In the final, the singers perform a song
 - (A) they choose themselves.
 - **B** the judges choose for them.
 - **C** the viewers want them to sing.
- 5 Julie thinks that watching the final programme will be
 - A very boring.
 - **B** extremely exciting.
 - **(c)** quite enjoyable.
- **6** Before the programme starts, Julie is going to
 - A cook some food with Frank.
 - **B** go to a restaurant with Frank.
 - c eat the food Frank has bought.

Read the texts. Choose the correct answer to complete each text.

Jane,
Sorry, but I can't give you the book today because I'm reading it.
I'll finish it tomorrow and give it to you on Monday.
Thanks,
Emily

- A already
- B still C yet

3 SWIMMING CLUB RULES

The showers and changing rooms are for swimming club members only.

You cannot use them _____ you are a club

A if

member.

- **B** when
- c unless

5

- Do not talk loudly
- Switch off your phone
- Do not eat or drink
- (A) School Library
- **B** Supermarket
- C School café

2

Mum,

Can you _____ me some money so that I can get a new dress for the party?

I'll pay you back on Friday.

Thanks, *Marcie*

- A let
- **B** borrow
- (C) lend

4

Shopping Centre

The children's clothes shop is on the first floor the shoe shop which is on the ground floor.

- A below
- **B** over
- **C** above

Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.

A successful party!

Most people really enjoy parties, providing they are well organised and everyone likes each other! There is nothing more disappointing than a party where nobody is talking to each other. There are ways you can try to make a party work well.

You should start by thinking about a venue, date and times for the party. 2 C To keep costs down, people sometimes ask their guests to bring something to eat or drink, such as a cake or juice. 3 B A variety of food can make it more interesting, especially if your friends come from different parts of the world.

Once you've decided who's coming, you can think about the type of party you want to have. If it's a birthday party, you could have a theme where everyone wears the same colour. 4 D They can then choose different costumes which they can either make or hire. Beach parties are popular, easy to organise and to clean up afterwards. A picnic and barbecue are quite easy to prepare: everyone can help take the rubbish away at the end. 5 A

Try thinking of different ideas to make the party a success and ask people you invite for theirs. **6** G The most important thing of all is to have a wonderful time with family and friends!

- A It's also lovely to have a swim and sit in the sun.
- **B** People are usually happy to contribute something to the party.
- **C** Obviously, we also need to decide who to invite and how much we can pay for everything.
- **D** Many people enjoy going to a fancy-dress party.
- **E** So, I don't make a lot of sandwiches and cakes.
- **F** Even worse than that is if nobody comes at all!
- **G** Make sure you don't work so hard that you're too tired to enjoy yourself!

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

Α

The Open Market is the new food court which opened on the top floor of the shopping centre on Saturday. There is a wide variety of food in over a dozen cafés. I had to wait for ten minutes because it was lunchtime and full. The prices were low, but the quality of the food was the opposite!

Send me your comments if you go there: foodcritic@food.com.

В

I've got another idea for Saturday. Why don't we go to The Open Market?

It's that new food court I went to yesterday with some friends. It was busy and there were four of us, but we managed to get a table after a five-minute wait.

The vegetarian place (*Lime*) is opening soon, so we could try that. They're going to specialise in Asian food which we all like!

C

THE OPEN MARKET FOOD COURT

A new eating experience in the shopping centre!

We are looking forward to welcoming you to our wonderful selection of cafés, serving food from all over the world.

You can choose a starter, main course and dessert from several different cafés.

We're planning to open three more cafés soon. All the cafés in The Open Market accept credit cards and cash. D

I'm writing to thank you for the amazing meal I had at The Open Market food court on Monday. I went with a couple of friends and we all chose different things so that we could share. We had some fish, a curry and a green salad. However, we especially enjoyed the rice with seafood and vegetables.

We all hope that the food court will be a great success.

Which text

- **1** has been written as a magazine review?
- 2 is part of a letter of thanks?

Α

Which text tells you

- 3 about payment details?
- 4 the name of a café which isn't open yet?
- 5 there are more than twelve cafés in the food court?
- 6 someone went to eat there with three friends?
- **7** some customers tried each other's food?

С

В

R

D

Part 4

Read the text and answer the questions. Use a maximum of three words for each answer.

Dear Guest,

We are very pleased to hear that you have decided to stay in our accommodation on this small but beautiful island during your holiday. Here is some information to make your holiday as enjoyable and comfortable as possible. The easiest way to get here is to catch a ferry from the airport. They leave every twenty minutes. Both Line Blue and Line Yellow stop here. However, the Line Blue ferry stops in fewer places and so takes less time. We are not a hotel and so there is no 24-hour reception. Please let us know your arrival time so that there is someone to let you into the property. It would be helpful if you could send us a text as soon as you board the ferry. One of our staff will meet you at the ferry port and take you to where you will be staying.

Your flat is well equipped. There are TVs in the living room and both bedrooms with programmes in several languages. The Wi-Fi is free. Unfortunately, the broadband speed is relatively slow, so we recommend that you do not download films. The kitchen has everything you need for cooking and cleaning.

On the table in the living room, you will find a tourist guide. As you can see, there is plenty to do on our island. You should have a go at horse riding and wind surfing. There is a charge for these activities. The gym is free, so you can go there every day. Please check carefully where it is safe to swim. The rocks around the coast can cause injury especially if you jump or dive into the sea. Look carefully at the map and avoid places marked with a red triangle. We do not provide anything except coffee and milk, so you will probably need to go shopping. The nearest supermarket is only 300 metres away. It has a wide range of food including locally-grown fruit and vegetables.

At the end of your stay, you must check out by midday at the very latest. If you stay longer, you will have to pay an additional fee. We will phone on the morning of your departure to remind you.

We hope you have a wonderful time.

1	Which ferry should guests take to get to the island? (the) Blue Line
2	How should guests let the staff know their arrival time? send a text
3	How many televisions are there in the accommodation? 3 / three
4	Because of the Wi-Fi, what shouldn't you do? download films
5	Which facility do guests not have to pay to use? the gym
6	What indicates a place where swimming is dangerous? a red triangle
7	What will guests not need to buy at the supermarket? coffee and milk
8	What time should guests check out to avoid paying more? (by) midday

WRITING Parts 1-2

Part 1

Read the following leaflet about weekend courses. Write an <u>email</u> to the organiser, Mr Ruben.

- Tell him which course you would like to do
- Explain why you want to do it
- Ask him when the courses start

Write between 70 and 100 words. Do not write an address.

Holiday courses at New Town College!

We're offering one-week courses throughout the summer in:

- cooking
- painting
- computer skills
- writing
- photography

If you are interested, please contact me: ruben@courses.com.

Part 2

Write a <u>letter</u> to your teacher, Mrs Mitchell. Tell her about a summer job you have in your home town and why you think this experience will be useful for your studies.

Write between 100 and 120 words.

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- **1** A Sorry. I'll phone later.
 - **B** Sorry. I can't run any faster.
 - C Sorry. I'll try to be clearer.
- 2 A I thought it was too long.
 - **B** I thought I played very well.
 - **C** I thought you weren't coming.
- **3** A It's a very good idea.
 - (B) It's probably in your bag.
 - **C** It's the first turning on the left.
- 4 A Just you and me.
 - **B** Just a short walk.
 - **C** Just in time.
- **5** A Please hurry.
 - **B** Please sit down.
 - C Please do.
- **6 (A)** Certainly not.
 - **B** Next Thursday.
 - C Speak soon.
- **7** A In the living room.
 - **B** At about six.
 - C Nothing special.

Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- 1 The conversation takes place in
 - A a zoo.
 - **B** a station.
 - (c) a museum.
- 2 The woman gives the man information on
 - A when to go.
 - (B) where to go.
 - C how much to pay.

Conversation 2

- 3 The man and the woman went to
 - (A) a cinema.
 - **B** a restaurant.
 - C a hospital.
- 4 The man and the woman
 - (A) usually have different opinions.
 - **B** have never met before.
 - **C** always like the same things.

Conversation 3

- 5 Compared to where the man stayed before, the accommodation he has chosen will
 - A be less expensive.
 - (B) have better facilities.
 - C be closer to the town.
- 6 How does he feel about the choice he has made?
 - (A) happy
 - **B** unsure
 - C disappointed

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Sightseeing Tour

- 1 Current name of the building: O2 Arena .
- 2 Location: (in) Greenwich
- 3 Previous name of the building was: (the) Millennium Dome
- 4 Year it opened: 2000 / two thousand.
- **5** Examples of human activity on display during Millennium Exhibition: work, learning, play
- 6 Used in 2003 for a: Winter Wonderland Festival .
- 7 Olympic events staged in 2012: gymnastics and basketball

Part 4

16 You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- 1 How did John feel about his holiday?
 - (A) very satisfied
 - B quite unhappy
 - **C** a bit angry
- 2 How long did John have to wait to check in at the airport?
 - A forty minutes
 - **B** an hour
 - **c** fifteen minutes
- 3 What did John forget to take out of his suitcase?
 - A a book
 - **B** clothes
 - **(c)** a computer
- 4 Why were the seats next to John on the plane empty?
 - A The flight was not crowded.
 - **B** The seats were very expensive.
 - C Some people didn't get on the plane.
- 5 John's holiday accommodation was
 - A a hotel.
 - B a house.
 - c a tent.
- 6 How often would Mary want to go diving?
 - A every day
 - **B** occasionally
 - **(C)** never

Read the texts. Choose the correct answer to complete each text.

1

Welcome to our holiday park!
_____ the weather is sometimes rainy, there are plenty of indoor activities for you to enjoy!

- **A** However
- (B) Although
- **C** Even

3



Wooden table

Measurements:

45 cm high

90 cm long

55 cm

- A large
- **B** short
- **C** wide

5



Hi Jane,

Thanks for your email. I'm having a great holiday! It's ____ beautiful place.

I've taken lots of photos!

See you soon,

Mia

- **A** such
- (B) such a
- **C** so

2

Notice to passengers

Please remember

all your

luggage with you before leaving the aeroplane.

Thank you

- A take
- **B** taking
- c to take

4

Harry,

Can we meet for dinner tomorrow? There's a new restaurant in Broad Street specialises in

Japanese food. Let me know what you think!

Lily

- A what
- **B** where
- **C** which



Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.

Flowers for everyone!

Flora's Flowers is the prettiest shop in East Street. The flowers are fresh every day and you can smell the wonderful roses. 1 D People enjoy the smell of the perfume from all the fresh flowers every time they go shopping in East Street.

Flora decided to open a flower shop a few years ago. 2 C She used to help her dad do the gardening. He was a very good gardener and knew a lot about all the different trees and flowers that he grew. There was a big apple tree in the middle of the garden. 3 G It was in the autumn when it was starting to get colder, so the home-made apple pie she made was always welcome!

After university, Flora wanted to open a flower shop. 4 F At first, it was difficult for Flora to make any money because people didn't know about the shop. 5 A More and more customers came and bought all kinds of flowers for their own homes and for friends. Flora decided to expand her business, so she opened another shop in her home town. 6 B He knows more about flowers than Flora. He taught her everything about the flower business – her dad!

- A However, Flora's Flowers became more well known.
- **B** An excellent flower seller now works in her new shop.
- **C** She became interested in flowers when she was a child.
- **D** You don't have to go in to buy flowers you can just walk past.
- **E** It was the same as the garden at home.
- **F** She worked hard until she had enough money to buy one.
- **G** Flora loved watching the fruit fall onto the grass.

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

Α



English language students

We are very pleased to welcome you to the English Club here in Newton. We meet two or three times a week (sometimes more) to make friends and practise our English. Sometimes we go to the cinema or the theatre then discuss it afterwards in a local café. We have a party once a month. We're looking forward to seeing you!

Contact us: englishclub@newton.co.uk.

В

Hi Sophie,

Thanks for telling me about the English Club! I'd love to go with you. I've only been here for a few days, so it would be lovely to meet new people.
Can you give me the address of the café where you're meeting everyone next week? I also need to know which bus to take.

I'll phone you tomorrow, Amy

C

I am writing to complain about the party you had last Saturday in the park next to my house.

Two people from your English Club promised me and my neighbours that only six or seven people were going to the party. However, there were over twenty people there and they played loud music all evening until late, shouted and threw rubbish into my garden.

I hope this never happens again.

D

Thank you very much for the great time I had at the English Club during my stay here. It was so helpful to have an extra opportunity to practise my English.

I have some ideas for other activities. It would be lovely to spend the day at the beach or go to a concert.

I'm coming back next year, so I'll see you at the English Club then!

Which text

- 1 is from someone asking for information about the club?
- В
- 2 is giving suggestions to the English Club organisers?
- D

Which text tells you

3 someone is angry with the English Club?

С

4 the club meets at least twice a week?

- A
- 5 someone has recently arrived in the town?
- В
- 6 the English Club students enjoy talking about films?
- <u>A</u>
- 7 about someone's plans to return to the English Club?
- D

Part 4

Read the text and answer the questions. Use a maximum of three words for each answer.

STONEHENGE

In an area of southern England called Salisbury Plain is Stonehenge, a circle of huge stones. Many scientists and historians have studied the site but have still not come to any definite conclusions about exactly why people built it.

There are some facts about it they are certain about. People started building the circle approximately 5,000 years ago. It took about 1,000 years to complete in four stages. It was originally made with an outer circle of 30 standing stones which surrounded five huge stone arches. There were also two circles of smaller stones inside the outer ring.

The stones are huge and heavy. The Sarsens, which are the largest ones, are the same weight as four elephants and even the smaller Bluestones weigh as much as two cars. Geologists, who study rock formations, have identified that some of the smaller stones came from a place called the Preseli Hills over 225 kilometres away. The largest stones came from Salisbury Plain which was a distance of 30 kilometres from the site.

There have been many theories about how people at that time could have transported the stones. Some people have suggested that the only way they could have done it was with the help of a wizard, a person who can do magic. He was known as Merlin and appeared in many stories about the legendary King Arthur. A more realistic idea is that they were put on boats and floated down a river.

There is no definite agreement on why an ancient civilisation built Stonehenge. One idea is that they used it as a calendar because it shows when the longest and shortest days of the year are. Another suggestion is that it was a place where people came to get better from illnesses because of the monument's amazing powers. One other thought was that it was a place to worship the sun and moon gods.

Stonehenge annually attracts over a million visitors. The largest crowds are there on 21st June, the longest day, when over 20,000 people come to watch the sun rise. However, because of its popularity, there is concern that the stones might get damaged. As a result, people are not permitted to touch the stones.

1	What shape is Stonehenge? a circle
2	According to the text, which people are not sure about the origins of Stonehenge? scientists and historians
3	Approximately how many years did it take to build Stonehenge?
4	Which type of stone came the furthest from Stonehenge? the smaller stones / Bluestones
5	According to a legend, who might have helped to bring the stones from the Preseli Hills? Merlin, (a wizard)
6	How many reasons does the text give about the construction of Stonehenge? 3 / three
7	How many people come to see Stonehenge every year? over a million / 1,000,000
8	What are visitors to Stonehenge no longer allowed to do? touch the stones

WRITING Parts 1-2

Part 1

Read the following notice in your library. Write an email to the organiser, Mrs Green.

- Tell her what kind of food you like cooking
- Explain why you want to take the course
- Ask her what you need to bring to the classes

Write between 70 and 100 words. Do not write an address.

Learn to be a good cook!

Do you like cooking? Would you like to be a better cook? Come to our cookery classes on Saturday morning!

Look at our website for more information on the different types of food you can learn to cook.

Write to: mrsgreen@cooking.com.

Part 2

Write a <u>letter</u> to your friend giving advice on the best way of finding a summer holiday job and the advantages of working during the summer holiday.

Write between 100 and 120 words.

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 (A) I'm sorry, I can't change my plans.
 - **B** I didn't invite you.
 - **C** I have to leave early.
- 2 A I can't close it.
 - (B) I want some fresh air.
 - **C** I'm very sorry.
- **3** A It's easy to do.
 - **B** It's in a magazine.
 - C It's mine too.
- 4 A Turn it down.
 - **B** Nothing much.
 - **C** On Saturday.
- **5** A Yes, she's at the theatre.
 - B Yes, she's amazing.
 - **C** Yes, she's very late.
- 6 (A) I'm not sure.
 - **B** I've passed.
 - **C** I arrive tomorrow.
- **7** A At midnight.
 - **B** For an hour.
 - C By the cinema.

Part 2

18 You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- 1 In which of these subjects did the boy get the highest grade?
 - A art
 - **B** history
 - **C** maths
- 2 How did the boy feel about the grade he got in his geography exam?
 - A extremely disappointed
 - (B) quite happy
 - **C** very upset

Conversation 2

- 3 The boy arrived home
 - A before ten o'clock.
 - B at ten o'clock.
 - **c** after ten o'clock.
- 4 How does the woman feel?
 - A happy
 - (B) worried
 - **C** surprised

Conversation 3

- **5** The man and the woman
 - A are going to San Francisco together.
 - (B) have never been to San Francisco.
 - C go to San Francisco every year.
- 6 The man and the woman are
 - A at an airport.
 - **B** in a travel agent.
 - (C) in a bookshop.

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Coach trip

- **1** Driver's name: Robert.
- 2 Number of passengers: 59 / fifty-nine
- **3** Departure time: 9.30 / nine thirty
- 4 Arrival time in Stratford-upon-Avon: <u>11.15 / eleven fifteen</u>.
- 5 Place to have lunch: (a) park
- 6 Tourist attraction (after visiting Stratford): Warwick Castle ___.
- 7 Boat hire charge (for half an hour): £10 / ten pounds

Part 4

1 You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- 1 What doesn't Harry like about the opera?
 - A the clothes
 - **B** the performance
 - **(C)** the music
- 2 Where is the concert going to take place?
 - (A) in a park
 - **B** in a theatre
 - C in a school
- **3** Why **doesn't** Megan want to go to the cinema?
 - A She doesn't like the films.
 - **B** She wants to do something different.
 - **C** She prefers to watch films on TV.
- 4 What did Harry and Megan decide to do?
 - (A) Learn something new.
 - **B** Go to the ballet.
 - C Stay at home.
- 5 How does Megan feel about Harry's idea?
 - (A) She's interested.
 - B She's upset.
 - C She's angry.
- 6 Harry is going to meet Megan at
 - A seven o'clock.
 - **B** seven thirty.
 - C eight o'clock.

Read the texts. Choose the correct answer to complete each text.

1 66 Hi Amy,

I've just seen our new
English teacher!
_____ very friendly.
I'm sure we're going to
enjoy her lessons! See you
at school tomorrow.

Lucy

- A She looks like
- B She looks
- C She's looking

3 FRIDAY'S SCHOOL VISIT

The times for the school museum trip have changed from the afternoon to the morning. We plan to be back at school before lunchtime, so you _____ bring any food to the museum.

- A don't need
- B needn't to
- c needn't

Hi James,

I've had an invitation to Chrissi's party but it's the same day as the football match.

We don't have to go to the match,

?

Let me know what you think.

Sophie

2 CELEBRITY NEWS!!

A champion football player has told our reporter why he has decided to stop ______ for his famous team. He wants to change his career and teach English!

Read more on this story on page 22.

- A play
- **B** to play
- **C** playing

Rosie.

Please could you come to the meeting tomorrow at 10.00? We want to about the new

product.

Thanks, Helen

- **A** say
- **B**) talk
- C discuss
- A have we
- **B**) do we
- C don't we

Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.

Three artists, many skills

It seemed like a really good idea to open our own art shop. There were three of us, all friends from school who enjoy creating our own works of art. Last summer we decided to sell our products.

I'm Helen the painter. I spend hours using wonderful colours to paint pictures of the sea, the countryside and my friends! Lucy makes fantastic sculptures which she sells to local people who buy them to give as presents. Amy makes jewellery.

2 F I think she could sell it in some of the top-quality jewellery shops.

We found a shop in the old part of town. 3 A We had to paint the walls before it could be an art shop. After a lot of hard work, we finally opened the doors. 4 E They looked at my paintings, Lucy's sculptures and Amy's jewellery and bought lots of things.

By the end of the holidays, our shop was famous in the local area. **5** C It was important to make sure there was enough in the shop for people to buy. We had some very positive comments from our customers. **6** B Instead, we're going to continue working together all year round.

- A It was very small and quite dirty, so we had to spend hours cleaning it.
- **B** We've decided not to close the shop at the end of every summer.
- **C** We all worked hard on our different projects.
- **D** We wanted to make some money during the holidays.
- **E** People started to come in and they took an interest in our work.
- **F** It's wonderful because her designs are original and very beautiful.
- **G** However, we won't have to work throughout the year.

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

Α

Cool Clothes has just moved into the shopping centre. The official opening is this Saturday, but there was a press party for local newspapers and magazines yesterday evening. We all really liked the clothes and the calm, beautiful colours: the walls are blue and green with a very artistic window display of black and white dresses. The clothes are the work of local fashion designers.

@alanafashionmag

В

Hi, Helen.

As you know, it's my birthday in a couple of weeks and I'm having a party. I really want you to come!

My cousin, Rosie, is opening her new shop called Cool Clothes on Saturday. She's offered to let me have something new to wear for my birthday party!

Can you come with me to help me choose something? I'd love your advice.

See you soon, Amy

C

Cool Clothes is opening its doors on Saturday!

Come and see us on the 2nd Floor, Shop 12 in Jade Shopping Centre. Our doors open at 09.00 and for the first day we're offering a 10% discount on all items.

Local companies have designed our clothes which are all in a range of colours and sizes from small to extra large.

See you soon!

I work for Fashion Mag and was at your press event on Saturday.
I thought Cool Clothes was great.
I've looked at your website and I'd like a dress for a wedding. If the dress I order is too big or small, could I change it?

Thanks, Alana

Alana, If you order the wrong size, return it to us and we'll send you the correct size.

Rosie, Cool Clothes

Which text

- 1 contains an invitation to a party?
- 2 describes the appearance of the shop?

В

Α

Which text tells you

- **3** about buying clothes online?
- 4 a group of people felt very positive about Cool Clothes?
- 5 the exact location of Cool Clothes?
- **6** about the sizes available in Cool Clothes?
- 7 someone wants another person's opinion?

- D
- A
- С
- C B

Part 4

Read the text and answer the questions. Use a maximum of three words for each answer.

Ian Fleming

lan Fleming was a journalist and author who is best known for writing a series of novels about a British spy called James Bond. These books are still very popular and have been made into many successful and profitable films.

He was born in London in 1908. His father, Valentine, worked for a bank and the family was well off. Ian had an older brother, Peter, and two younger brothers, Michael and Richard. Although Ian's father died when he was only nine years old, there was enough money to send him to an expensive private school. He then went to a military academy. After he left there, he got a job working for a well-known newspaper. This helped him to develop his writing skills.

During the Second World War from 1939-1945, Fleming was employed by Naval Intelligence. This was another way of saying he was a spy! After the war finished, he went back to working for a newspaper and spent a lot of time on the West Indian island of Jamaica, where he had a house called *Goldeneye*. He married Anne Charteris in 1952 and they had a son called Caspar.

In the same year, he started writing his first book about James Bond called *Casino Royale*. His brother Peter sent it to a publisher and they agreed to print it. It came out in 1953 and was immediately successful. Fleming based a lot of the events in the story on his own experiences. However, the name James Bond comes from the author of a book called *Birds of the West Indies*.

Between 1953 and 1966, Fleming wrote twelve Bond novels including *Dr. No.* Although he did not write this until 1958, after *From Russia with Love,* it was the first of the books to become a film. It came out in 1962. Since then, films about James Bond have come out regularly and many different actors have played the character. In January 1964, Fleming went to stay at his house *Goldeneye* in Jamaica and completed *The Man with the Golden Gun.* When he was back in the UK, he started to feel unwell and died in August that year at the age of only 56.

1	How many sons did Valentine Fleming have? 4 / four
2	In which year did Valentine Fleming die?
3	Which organisation did Ian Fleming work for as a spy? Naval Intelligence
4	What was the name of Ian Fleming's wife? Anne Charteris
5	When did Ian Fleming start writing Casino Royale? 1952
6	Who wrote the book <i>Birds of the West Indies?</i> James Bond
7	Which book became the title of the first James Bond film?
8	In which country did Ian Fleming complete his final book? Jamaica

WRITING Parts 1-2

Part 1

Read the following notice in your local library. Write an <u>email</u> to the organiser, Mr Harris.

- Tell him why you think this is a good idea
- Explain what you can do to help
- Suggest a day you can meet the tourists

Write between 70 and 100 words. Do not write an address.

Tourists in our town!

We're looking for young people to do **one** of the following:

- give a short talk
- go on a walking tour
- take tourists to a local place of interest

Can you meet a small group of tourists one day next week?

Please contact mharris@touristinfocentre.com.

Part 2

Your friend has invited you to stay next weekend, but you can't go. Write a <u>letter</u> to your friend explaining why you can't go and suggest an alternative weekend.

Write between 100 and 120 words.

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- **1** A I didn't think so.
 - **B** At 8.30.
 - C It was great.
- 2 A It's here.
 - B Only once.
 - **C** A long time.
- 3 (A) I can't wait to see you.
 - **B** This is the first time.
 - **C** It's such a pity.
- **4 A** You don't understand.
 - **(B)** Not a word.
 - **C** No, you can't.
- **5** A I don't go there.
 - **B** I'm afraid not.
 - C I hope so.
- 6 A It's raining hard.
 - **B** We're at the front.
 - C Sorry, here it is.
- 7 A It's just left, I'm afraid.
 - **B** I missed you too.
 - C I wish I could come.

Part 2

1 You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- **1** What is the man going to do?
 - A Go on holiday.
 - **B** Start a new job.
 - **C** Go to college.
- 2 How does the woman feel?
 - A concerned
 - (B) delighted
 - **C** upset

Conversation 2

- 3 The man and the woman decide to
 - A spend a day at the beach.
 - **B** have lunch in a shopping centre.
 - c stay at home and watch TV.
- 4 How does the man feel about the decision they have taken?
 - A worried
 - (B)happy
 - **C** angry

Conversation 3

- 5 The man went into the café to
 - A meet a friend.
 - (B) have a meal.
 - **C** use his computer.
- 6 The man and the woman last met at
 - A a party.
 - **B** a beach.
 - (C) a stadium.

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

FILM SCREENING 1 Name of cinema: Art House . 2 In Screen One you can see: the latest films 3 In Screen Two you can see: animated films, cartoons 4 Number of films you can see with one ticket in Screen Three: 2 / two **5** Films in Screen Four are provided with: subtitles 6 The film in Screen Three starts at: 7.30 / seven thirty 7 Inside the cinema, customers cannot: eat or drink

LISTENING Part 4

Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- 1 John had his old computer for
 - A two years.
 - **B** three years.
 - **c** four years.
- 2 Compared to Pat's, John's new computer is
 - A faster.
 - **B** slower.
 - **C** the same speed.
- 3 When he opens his new computer, John
 - A needs to use two passwords.
 - **B** has to change his password.
 - **C** doesn't need a password.
- 4 What part of Pat's computer is different from John's?
 - A the screen
 - **(B)** the battery
 - C the colour
- 5 John wanted his new computer to be a different
 - (A) colour.
 - B weight.
 - C size.
- 6 Pat thinks that John's computer is
 - A out-of-date.
 - **B** suitable for him.
 - **C** the wrong colour.

Read the texts. Choose the correct answer to complete each text.

1

NOTICE TO STUDENTS

The library is closed today
_____ a problem with the security system.

A because

B because of

C because it is

3

Amy, when you meet me tomorrow, don't forget to _____ the bus outside the supermarket. Lucy

A go out

B) get off

C leave from

5

Welcome to the Tourist Information Centre

We have

- tickets
- maps
- postcards
- a money exchange service
- A passports
- **B** cameras
- (C) timetables

2

Mum,
I couldn't find the travel
book you wanted so I got
_____ one.
I hope you like it!
See you soon,

Gemma

A other

B) another

C an other

Dear customer,

We have tried to contact you about your computer problem, but we have had _____ reply. Please phone this number as soon as possible.

ABC Computer Services 01234 56789

A any

B) no

C a

READING Part 2

Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.

Fireworks, red envelopes and delicious food

Hong Kong, in south east Asia, is a busy, lively city. In fact, although there are extremely noisy streets and hundreds of high-rise buildings, there are also beautiful beaches and huge areas of countryside with paths where people enjoy walking.

Chinese New Year, also called the Lunar New Year and the Spring Festival, does not have a fixed date. It depends on when there is a full moon, so it is between the middle of January and the middle of February each year.

People visit their families, eat delicious food and give each other gifts of money in small red envelopes.
People buy red paper decorations and lights to put in their houses. In Hong Kong's Victoria Harbour, there are fantastic fireworks which thousands of people go to watch.

Each new year has a new name. There are twelve and they are all real animals (such as The Year of the Dog), except for The Year of the Dragon. **5** D People celebrate Chinese New Year all over the world.

In contrast to this lively festival, people also enjoy walking through country parks.

6 A There are fish restaurants where you can sit near the sea, eat local food and drink Chinese tea. Hong Kong's markets are very popular, especially the Night Market where tourists like to go to look for things to take home. People often buy tea, T-shirts – or New Year souvenirs!

- A You can also go by boat to one of the beaches.
- **B** Red is a very lucky colour in Chinese culture.
- **C** Some people think Hong Kong is only full of traffic and very tall buildings.
- **D** Shops decorate their windows with pictures of the animals.
- **E** The New Year holiday usually lasts fifteen to sixteen days.
- **F** Hong Kong also has some famous and interesting traditions.
- **G** People usually go home after this date.

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

Α

Creators is an artists' and writers' studio which has been in Fleet Street since the beginning of last year. You can paint in our art room where there are four large windows – and a lot of light!

Writers can work in our calm writing room on comfortable sofas or at tables and write books, short stories or poetry.

If you are interested, contact John or Jane (Directors) at creatorsstudio123.co.uk.

В

Thank you for your interest in Creators studio. We are very happy to invite you to paint or write in one of our wonderful rooms. We want everyone who comes to Creators to enjoy the experience, so please read this carefully. Make sure you switch off your mobile phone while you are in the studio. We also prefer you not to speak loudly. Welcome to our studio. Jane.

С

I think this is a great idea, Emi. I already know Creators, because I go there to write every Friday and Saturday! I've met a few people. If you come to the studio on Friday afternoon, I can introduce them to you. If you decide you like it, you can speak to John who's in charge of the art studio.

It will be a good opportunity to sell your paintings!

D

Creators is opening its doors to everyone this Saturday.
Please come and see the wonderful paintings which people have done for the studio's second exhibition.
You can also read some of the short stories and poems which local writers have produced.
You will be able to buy paintings on the day of the exhibition and talk to the writers about buying their work from bookshops.

Creators

Which text

- is part of a letter to an artist?
- **2** explains the rules at Creators?

- С
- В

Which text tells you

- **3** the studio is helping artists and writers to sell their work?
- D A

- 4 about the furniture in Creators?
- 5 how many exhibitions there have been at the studio?
- D C

6 the name of the art director at Creators?

Α

7 when the studio opened?

READING Part 4

Part 4

Read the text and answer the questions. Use a maximum of three words for each answer.

May Morning in Oxford

People have celebrated the first of May for thousands of years to welcome the start of spring when flowers and plants start to grow quickly again. There are different ways people enjoy this festival in many countries in northern Europe. A lovely way is to put a May basket with fruit and flowers in it outside your neighbour's house. Sadly, this act of generosity is now not done as frequently as it was. In Britain, one of the best known May Day celebrations is in the university city of Oxford.

Students, people from the town and tourists wake up very early or even stay up all night as this special day starts at six o'clock in the morning. A choir climbs to the top of a tower in one of the colleges and sings for seven minutes. This is followed by twenty minutes of bell ringing. The crowd then spreads out into the streets around the tower where cafés and restaurants offer a special May Day breakfast.

During the rest of the day, one of the most popular activities is Morris dancing. Men traditionally perform the dance. They wear mainly white clothes which have bells on them. These jingle as the men move. They each have a stick which they make a loud noise as they come together. Nobody is sure where this type of dancing came from. The most likely origin is Spain. There was a dance there called a *morisco* which people did at the time of the Moors. They were Islamic people, mainly from North Africa, who came into Spain in the eighth century and lived in many parts of the south of the country for hundreds of years. The spelling of *Moorish* and *Morris* is similar!

Most young people prefer to watch and dance to other types of music. Bands and groups perform in the city centre which has a very lively atmosphere. There are also May Balls. These are parties especially for students to celebrate the end of the academic year.

At one time it was popular for students to jump into the river that runs through the centre of Oxford. The water is not deep and the police have now stopped people doing it because they could easily injure themselves.

READING Part 4

1	What do May baskets contain?
2	According to the text, what do people in Oxford hear on May Day? the choir singing
3	How long does the bell ringing go on for on May Day morning?
4	What do people carry when they are performing a Morris dance?
5	In which country did people dance the <i>morisco</i> ? Spain
6	When did the Moors arrive in Spain? the eighth / 8th century
7	What do Oxford University students call their end-of-year parties? May Balls
8	What do the police think is dangerous to do in the river? to jump in

WRITING Parts 1-2

Part 1

Read the following notice in your local library. Write an <u>email</u> to the Head Librarian, Mr Simmons and say:

- which book you have especially enjoyed reading
- why you found the book enjoyable
- how you would encourage young people to read more library books

Write between 70 and 100 words. Do not write an address.

Thank you for coming to the library!

We would love to hear from you.

Please write and tell us about your favourite book and why you like coming to the library.

We want more young people to come to our library.

We hope to see you soon.

Part 2

You have recently moved to a new town. Write a <u>letter</u> to your cousin saying what you like about it and how you are going to make new friends there.

Write between 100 and 120 words.

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 A Sorry, I can't.
 - **B** Sorry to hear it.
 - **C** Sorry about that.
- 2 A She likes chocolate.
 - **B** She's very friendly.
 - **C** She's next door.
- **3** A Not now.
 - (B) Of course.
 - C He's late.
- **4** (**A**) I will.
 - B I am.
 - C I know.
- **5** A It didn't last.
 - **B** Ten days ago.
 - **C** She's on time.
- 6 (A) In the shop over there.
 - **B** In a few minutes' time.
 - **C** In your jacket pocket.
- **7** A I didn't go.
 - **B** I apologise.
 - C I missed you.

LISTENING Part 2

Part 2

1 You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- 1 The woman first saw the superheroes
 - A on television.
 - (B) in a comic.
 - **C** at the cinema.
- 2 The man thought the film was
 - A sad.
 - **B** enjoyable.
 - **C** boring.

Conversation 2

- 3 The girl's mother prefers travelling by
 - (A) plane.
 - **B** coach.
 - C car.
- 4 How does the girl feel about going on holiday this year?
 - (A) happy
 - **B** worried
 - C sad

Conversation 3

- 5 The woman is
 - A a customer.
 - (B) an employee.
 - C a designer.
- 6 The price of the shoes has
 - A gone up.
 - **B** stayed the same.
 - (C)gone down.

1 You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Cruise ship information

- 1 Name of ship: Sea Queen.
- 2 Emergency information passengers on the top deck must go to lifeboat station: A
- 3 Departure time: 7.30 / seven thirty
- 4 Best place to see views of the harbour: (the) Captain's Café
- 5 Weather forecast: <u>wet and windy</u>
- 6 Place where passengers can meet Betty Brown: (the) main ballroom.
- 7 Name of the ship's band: Ocean's Eight .

LISTENING Part 4

Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- 1 Steve is looking for a job because he wants to
 - A earn a lot of money.
 - **B** stop studying.
 - C learn about working.
- 2 What does Steve want to do in the future?
 - (A) Manage a hotel.
 - **B** Be a travel agent.
 - C Sell cars.
- 3 Why can't Steve work in a hotel office?
 - (A) He isn't old enough.
 - **B** There aren't any jobs available.
 - C He hasn't worked there before.
- 4 How does Steve feel about working in a kitchen?
 - A happy
 - **B** angry
 - **(C)** unsure
- 5 Where does Tracey suggest that Steve could work in the leisure centre?
 - A the gym
 - (B) the swimming pool
 - **C** the bowling alley
- 6 Steve likes the idea of working
 - A outside.
 - B inside.
 - C at home.

Read the texts. Choose the correct answer to complete each text.

Hi Jane,

I'm really sorry but

meet you
tomorrow because I'm
working until late.

(A) I can't

Megan

B I don'tC I'm not

HOTEL GUESTS

Please give your key to our receptionist before _____ the hotel.

Have a safe journey.

Anna Thornton - Manager

- A leave
- B to leave
- **(C)** leaving

3

5

3

CHEAP STUDENT FLAT

- Second floor of a modern building
- Near shops and the university
- Three double
- Fast internet connection
- A bedrooms
- **B** kitchens
- **C** bathrooms

2

Tina,
I'm going to be late so please could you clean the floor and put all _____ the bin?

Thanks, *Mum*

- A the rubbish in
- **B** rubbish in
- C the rubbish to

The doctor's surgery is closed.

Please come back tomorrow morning at 8.00 _____ you need an emergency appointment.

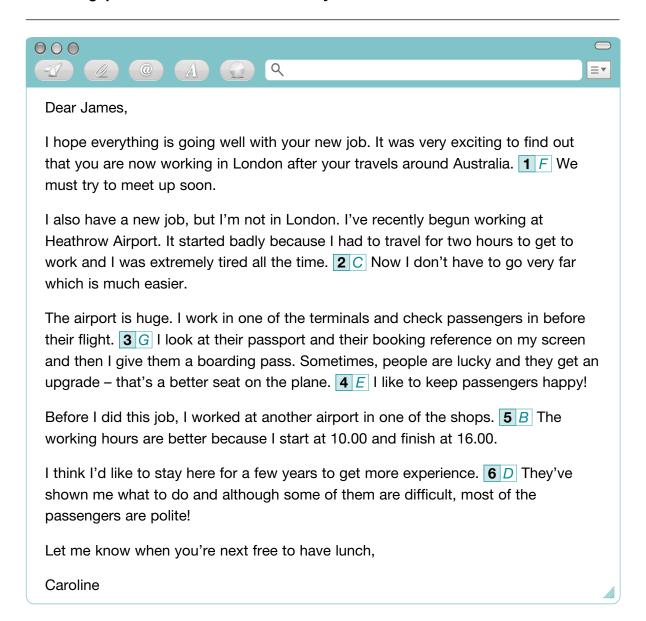
For emergencies phone 999.

- **A** until
- **B** although
- **C** unless

READING Part 2

Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.



- A The flights are usually very busy, especially during the holidays.
- **B** I enjoyed working there, but I prefer my new job because it's more interesting.
- **C** After a month, I decided to move to a new flat nearer the airport.
- **D** The people I'm working with are very friendly and helpful.
- **E** When that happens, the passenger is very happy and leaves my desk smiling.
- **F** I want to hear all about your wonderful adventures!
- **G** They come to my check-in desk when they arrive at the airport.

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

Α

It's time for this year's Summer Festival!

We're looking forward to seeing you in our village from 17th to 19th August to enjoy the live music from local musicians and delicious food, tea and coffee made by the Lemon Tree Café.

There is no entry charge and the festival is on from mid-morning until late evening.

Bring your umbrella in case it rains! See you there! В

Thank you very much for your email about taking part in the Summer Festival.

We have a stage and there will be electricity for your instruments and microphones. TV cameras will be filming the festival, so make sure you're ready to start playing between 18.00 and 19.00.

Let us know what type of music you play because we would like to have different styles of music this year.

C

As we only have one Summer Festival a year, I hope it is better this time. The organisers should think about everyone in the village. There are families with young children, teenagers and older people who all want to enjoy the music. Last year, the musicians played well but the music was all the same style. The food was good but there wasn't very much for vegetarians.

D

If you aren't doing anything on the 17th, would you like to come to the Summer Festival with me? I know it rained, but we had a good time last year, didn't we? My neighbour is one of the organisers and she's told me that it's going to be a bigger event this year with five bands and a lot more food! Hope you can come!

Which text

- 1 is an advertisement for the Summer Festival?
- A
- 2 suggests how the organisers can improve the festival?
- С

Which text tells you

3 what the musicians should do?

- В
- **4** what the weather was like at last year's festival?
- D
- 5 how often the Summer Festival takes place?
- С

6 that entrance to the festival is free?

 $\overline{}$

7 what equipment there will be?

В

READING Part 4

Part 4

Read the text and answer the questions. Use a maximum of three words for each answer.

A Short History of Tourism

Visiting other places for enjoyment is not a new idea. When rich young British men finished university at the beginning of June during the 17th and 18th centuries, they went on the Grand Tour. They travelled through France and then into Italy. Some Grand Tourists continued their journey to Greece and Turkey, but most went on to Germany and then back home. They travelled for several months to find out about other cultures. They visited art galleries where they saw paintings and statues which were in books at home so that they could imagine what they looked like in real life. They learned new languages and took dancing lessons. They were interested in fashion and bought expensive clothes. People saw how sophisticated they were and how much they knew about the places on their Grand Tour. Women did not go on the Grand Tour until the 19th century and they always went with an older person, usually a family member.

The Grand Tour was a popular subject for writers. The poet Lord Byron started his journey in 1809 and the novelist E.M. Forster wrote about a young woman and her aunt who visit the Italian city of Florence in *A Room with a View*.

However, the Grand Tour became less popular with the very rich in the 19th century because of new and cheaper ways to travel – trains and ships. People with less money who worked in factories and shops in towns and cities started going to seaside towns for a week or sometimes only for a day. They thought that the sea air was healthy, especially as the big cities were full of pollution from the factories.

In the 20th century, the holiday business really grew and the number of travel agents increased. The cost of flying came down so that most people could have a package holiday, which included the cost of a flight and a hotel. Tourists loved swimming in the warm sea and they also had food which was new and interesting. That is still true today. The places that people went to see during the Grand Tour continue to be popular holiday destinations, although people didn't use to book online in the 17th century!

READING Part 4

1	What type of British people went on the Grand Tour in the 17th and 18th centuries? <u>rich young men</u>
2	In which month did the Grand Tour start?
3	Which countries did Grand Tourists always visit? France and Italy
4	According to the text, who usually went with a young woman on the Grand Tour? a family member
5	Who is the author of <i>A Room with a View</i> ? <i>E.M. Foster</i>
6	Where did people with less money start going on holiday in the 19th century? to seaside towns
7	Which type of travel became cheaper in the 20th century?
8	What type of holiday includes transport and accommodation in the price? a package holiday

WRITING Parts 1-2

Part 1

Read the following advert on your school website. Write an <u>email</u> to Jane at *School Magazine*.

- Tell her what you would like to write about
- Explain your writing experience
- Ask her when she needs to have your magazine article

Write between 70 and 100 words. Do not write an address.

School Magazine needs you!

We are looking for students to write interesting articles for the school magazine. What could you write about? Have you written anything for another magazine?

Contact jane@studentmagarticle.com for more information.

Part 2

Write a <u>letter</u> to your local art gallery telling them why you enjoyed their last art exhibition and suggest how they could attract more people to their exhibition next month.

Write between 100 and 120 words.

LanguageCert
Achiever B1
Entry Level 3
International ESOL (Listening, Reading, Writing)
Practice Paper

Candidate's name (block letters please)		
Centre no	Date	

Time allowed:

- Listening about 30 minutes

- Reading and Writing 2 hours and 10 minutes

Instructions to Candidates

- An Answer Sheet will be provided.
- All answers must be transferred to the Answer Sheet.
- Please use a soft pencil (2B, HB).

LISTENING Part 1

Part 1

🚺 29 You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- (A) I'm OK, thank you for offering.
 - В Sorry, I'm not very strong.
 - C I don't know about that, I'm afraid.
- 2 Α That's not a problem, is it?
 - В Oh no, is it serious?
 - (C) That's amazing!
- 3 Α They can't be here.
 - В When did you meet them?
 - (C) Where did you last leave them?
- I'd rather watch a film.
 - He won't know about it.
 - С We'll probably get there.
- 5 (A) If you could.
 - В No, I don't like it.
 - С I can't help it.
- 6 Α I don't think so.
 - I've no idea.
 - That's the problem.
- Wait, I'll check.
 - It was on time. В
 - C OK, let's start.

10 Tou will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- 1 The girl mentions the new game because she
 - A thinks she is better than the boy.
 - **B** knows the boy has played it before.
 - (C) wants to compete against him.
- 2 The boy is
 - A bored with playing adventure games.
 - (B) excited about playing a new game.
 - **C** keen on beating the girl in a game.

Conversation 2

- **3** The speakers are talking about
 - (A) how they met a friend they have in common.
 - **B** why they are at a friend's party.
 - C who Nick's oldest friend is.
- 4 The speakers are probably going to
 - A university next year.
 - **B** have lunch at the girl's house.
 - (C) see their friend soon.

Conversation 3

- 5 The speakers are
 - A teacher and student.
 - (B) mother and son.
 - C friends from school.
- 6 The boy mentions Scott
 - A to show he is interested in his health.
 - **B** to invite him to dinner.
 - (C) to explain why he hasn't finished yet.

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Kenton Sports Centre

1	Sports centre especially suitable for:people over 65 / sixty-five
2	New sports centre near:(the) shopping centre
3	Years without a sports centre: 2 / two / a couple.
4	Swimming pool is opposite:(the) reception
5	Café closing time: 8 p.m. / eight
6	Who can advise people in the gym:(an expert) trainer
7	Future members must complete: (a) form

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- 1 Robin's mother believes that
 - (A) there is enough space in his room for his things.
 - **B** Robin's room is full of cupboards.
 - **C** he should reorganise his cupboards.
- 2 Robin doesn't want to throw away the old toy cars because
 - **A** he thinks they're still useful.
 - **B** he paid a lot for them.
 - **(C)** they are special to him.
- **3** Robin and his mother agree that
 - (A) the books are a happy memory.
 - **B** Robin does not need the books anymore.
 - **C** the charity shop wants the books.
- 4 Robin wants to keep his computer because he
 - A hopes he can fix it.
 - **B** needs it to build something.
 - **C** wants to learn more about computers.
- 5 Robin's mother suggests he gives his clothes away because
 - A they don't fit him.
 - (B) other people might need them more.
 - **C** they aren't fashionable.
- **6** What does Robin decide to do?
 - **A** Throw his clothes away.
 - B Choose the clothes he doesn't want.
 - C Give his bags away.

Read the texts. Choose the correct answer to complete each text.

1 Jamie, I left your dinner on the table. It's your favourite pizza. If you want to warm it up, use the oven. Don't forget! you put it in, take off the plastic cover! See you this evening. Kisses, Mum

Unless Before While

2 Hi Anna! I forgot to tell you in my last email that I've started learning German! will help me when I stay with my aunt and uncle in Berlin this summer. Bye for now, Alfred

Α They В These (c)This

3 The school trip is on Tuesday. We're leaving school at 8.30 a.m. Please remember to bring a snack and as there won't be a restaurant or café nearby. You should also bring a hat in case it's sunny.

some water some food a sandwich

4

Fire Door
Do not block
Use only in an emergency

A Do not touch

B Exit only

C Drive carefully

5

Product information

Keep in fridge. Serve cold with salad or vegetables.

This product may contain milk.

Use _____ the date on the bottom of the packet.

A)

3 at

until

by

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.

How to make a great video!

Firstly, choose suitable equipment. Use a smartphone if you want to carry it around easily.

1 D However, remember that while it's more practical because you normally have it with you, the sound and image quality may be lower than that of a real video camera.

If you really want the best quality picture and enough storage space, you'll need a video camera. **2 G** A camera will make transferring videos to your computer much easier. Another solution is to use the webcam on your laptop. However, the quality is not as good as that of smartphones or video cameras. **3** A

Another point to consider is sound quality. Although it isn't always necessary, good sound quality is important for the success of your video.

[4] B If you can find a reasonably-priced microphone which works well with your camera, the quality of your videos will improve enormously!

Don't forget! **5** C You may need to transfer them from your phone after recording if you don't want the memory to fill up very quickly. My last piece of advice is this! **6** F This will certainly make your videos more interesting.

- A However, if you can't afford to buy a smartphone or a video camera, it will do the job.
- **B** Therefore, using the sound recording device on your phone or camera isn't perfect.
- **C** Videos take up a lot of memory on your phone.
- **D** Most of them have a large memory card to store videos.
- **E** Think carefully about the kind of video you want to make.
- **F** Come up with a story and a plan before you start recording.
- **G** Just make sure the battery is charged.

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

Α

Yesterday I checked out the new shopping centre that's opened near the metro station. Lots of our classmates were there too. It's a great place. I'm thinking of having my birthday party in one of the cafés. Anyway, you should come with me next Saturday to see for yourself. We'll have loads of fun and maybe watch a film!

В

The new shopping centre opened on Saturday 5th.

Several celebrities came, lots of local people were there and the mayor made an excellent speech. We all celebrated with delicious food and drinks. The shopping centre manager offered the first hundred customers a 10% discount.

C

Welcome to our new shopping centre! We're now open and looking forward to serving you.

The wide variety of shops, excellent quality of the products and the friendly shop assistants will make your visit a wonderful experience!

Getting here is extremely easy and very cheap.

Park your car and then shop around, have a delicious snack or coffee at the excellent cafés and finish your day at the cinema! D

The shopping centre is open from 8.30 a.m. to 9.00 p.m. Access to the area is easy, either by metro (the Blue Line, get off at Peace Station) or by bus (number 423, bus stop 31). For those customers wishing to use their cars, there is an underground car park, which stays open from 7.00 a.m. to midnight. The hourly charge is 2 euros.

Which text

- is part of an advertisement?
- 2 gives people transport information?

<u>D</u>

Which text tells you

- **3** who attended a party?
- 4 how much parking in the shopping centre costs?
- 5 where some people were given a special price?
- **6** when someone is going to the shopping centre?
- 7 a good way to end your visit?

- В
- D B
- Α
- С

Read the text and answer the questions. Use a maximum of three words for each answer.

The History of Parkour and Free Running

Free running is a sport created by Sébastien Foucan, a Frenchman from Guadeloupe, who wrote a book on the subject. In 2003, Foucan's parkour group moved away, and that was when he started the sport of free running. Parkour, the sport of which free running is a 'child', has existed since the 1980s and was first developed to help soldiers train.

The difference between parkour and free running focuses more on the way athletes move. The tricks they can do are not so much about exercising or training. The expression 'free running' first appeared in the documentary *Jump London*. The name was suggested by G. Pelletier, who was working with Foucan at the time. In the documentary, free running was given as an English translation of parkour. The basic idea of free running is that people should show their feelings by moving easily in their environment; there are no limits on how to move. Foucan gives more details about the sport in his book.

In Europe, the idea of jumping and running over walls or from rooftops as a form of exercise or as a sport started when Georges Hébert noticed that people in some African countries were excellent athletes, although they had never had any training. He created the 'natural method' system to train people using the same ideas. His ideas eventually led to parkour, which is now used in military training.

A young man, Raymond Belle, used these techniques to become stronger and protect himself when he lost his family during a war. When he moved to France and started his own family, he passed the ideas and skills on to his son. Thirty years later, other young people became interested in the activities and a small group, which included Foucan, formed the Yamasaki. This group trained together for several years and in 1997, through David Belle's brother, they started to attract attention and were invited to perform at events. The Yamasaki eventually stopped working together as a group, because some members wanted to do things differently.

1	Why did Foucan start free running? his group moved
2	Which sport does 'free running' come from? parkour
3	Who gave Foucan the idea for the name of the sport? (G.) Pelletier
4	Where did Foucan mention his ideas about free running? in his book
5	Where did Hébert get his ideas for a new way of training?
6	Who did Raymond Belle teach? his son
7	What was the name of the team who followed Belle's ideas? (the) Yamasaki
8	When did parkour athletes first show their skills to an audience? in 1997

WRITING Parts 1-2

Part 1

Read the following announcement on your language school notice board. Write an email and say:

- why you are suitable for the job
- which sports you enjoy
- how you can make the school magazine better

Write between 70 and 100 words. Do not write an address.

WANTED Reporters for the school magazine!

Do you speak English well? Can you take good photos? Are you interested in sports?

We want to offer you a job!

Send your email to englisheditor@schoolmag.com to apply for the job.

Part 2

Write a letter to a British friend about how you met your best friend and what you do when you are together.

Write between 100 and 120 words.

Introduction to International ESOL (Speaking)

The aim of the LanguageCert International ESOL qualifications is to demonstrate a candidate's ability to communicate using the English language across the CEFR levels from A1 (Entry 1) to C2 (Level 3). The LanguageCert International ESOL (Speaking) qualifications offer a comprehensive test of spoken English which can either be a stand-alone examination or a complement to the International ESOL (Reading, Writing and Listening) examinations. The tasks in the examinations are designed to test the use of English in real-life situations. The Spoken ESOL series of graded examinations provides 'steps up the ladder' of proficiency and can motivate candidates who are attending courses over a long period to continue their studies. They are also suitable for candidates attending short courses in English. These examinations have been mapped to the levels of the Common European Framework of Reference for Languages (CEFR).

CEFR and alignment of International ESOL (Speaking) to the CEFR

The six levels of the LanguageCert International ESOL (Speaking) qualifications are linked to those of the Common European Framework of Reference for Languages developed by the Council of Europe. The comparative levels chart below shows how the levels relate to each other.

LanguageCert Levels	Common European Framework	Equivalent UK national levels (England and Wales)
A1 Preliminary	A1 Breakthrough	Entry 1
A2 Access	A2 Waystage	Entry 2
B1 Achiever	B1 Threshold	Entry 3
B2 Communicator	B2 Vantage	Level 1
C1 Expert	C1 Effective Operational Proficiency	Level 2
C2 Mastery	C2 Mastery	Level 3

Levels and duration of the exam

The levels chart below shows the six levels of the International ESOL (Speaking) qualifications and the duration of each associated examination. All examinations test speaking skills.

Examination Levels	Qualification Titles	Duration of Speaking Test
A1 - Preliminary - (Entry 1)	LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Speaking) (Preliminary A1)	6 minutes
A2 – Access – (Entry 2)	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Speaking) (Access A2)	9 minutes
B1 – Achiever – (Entry 3)	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Speaking) (Achiever B1)	12 minutes
B2 – Communicator – (Level 1)	LanguageCert Level 1 Certificate in ESOL International (Speaking) (Communicator B2)	13 minutes
C1 – Expert – (Level 2)	LanguageCert Level 2 Certificate in ESOL International (Speaking) (Expert C1)	15 minutes
C2 - Mastery - (Level 3)	LanguageCert Level 3 Certificate in ESOL International (Speaking) (Mastery C2)	17 minutes

Descriptions of competence at each level

CEFR qualification level	Descriptor
Preliminary (A1)	Can understand and use familiar everyday expressions and very basic phrases satisfying practical needs in connection with education, training and social roles.
	Can introduce him/herself and others and can ask and answer questions about personal details such as possessions, address and people known.
	Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
Access (A2)	Can understand sentences and frequently-used expressions related to areas of most immediate relevance such as basic personal and family information, shopping, local geography, employment, education, training and social roles.
	Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters.
	Can engage in conversation to establish shared understanding about familiar topics.
Achiever (B1)	Can understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training.
	Can convey information, feelings and opinions on familiar topics, using appropriate formality.
	Can engage in discussion in a familiar situation making relevant points and responding to reach a shared understanding.
	Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
	Can describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.

CEFR qualification level	Descriptor
Communicator (B2)	Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
	Can communicate with a degree of fluency and spontaneity that makes interaction quite possible without strain for either party.
	Can adapt to take account of the listener(s), the context and the medium.
	Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions.
	Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options.
Expert (C1)	Can use the language fluently and spontaneously without much obvious searching for expressions.
	Can respond to extended information and narratives, follow detailed explanations and complex instructions, adapting response to audience, medium and context.
	Can engage in discussion in a variety of situations making clear and effective contributions.
	Can use language flexibly.
	Can communicate ideas and opinions effectively, appropriate to purpose, content and audience.
Mastery (C2)	Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The above descriptors have been adapted from the global description of the Common European Framework of Reference for Languages.

Format and features of International ESOL (Speaking)

Qualification title: LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Speaking)

(Achiever B1)

Examination duration: 12 minutes

Skill & Focus	Task
Speaking Part 1 To communicate personal information. To give personal information. To express opinions and ideas.	 Give and spell name. Give country of origin. Answer five questions.
Speaking Part 2 To communicate appropriately in social situations. To communicate in real-life situations using a range of functional language to elicit or respond as appropriate.	Two or three situations are presented by the interlocutor at each level and candidates are required to respond to and initiate interactions.
Speaking Part 3 To exchange information and opinions. To exchange information to complete a simple task. To co-operate to reach agreement/decision.	Hold a short discussion to make a plan, arrange or decide something using visual prompts.
Speaking Part 4 To present a topic. To demonstrate the ability to use sentences and produce a piece of connected spoken English. To narrate, describe communicate ideas and express opinions.	 After 30 seconds of preparation time, talk about a topic provided by the interlocutor and answer follow-up questions — 1 and a half minutes.

Syllabus

ACHIEVER LEVEL (B1)

Speaking

The candidate will be able to:

- interact competently if not always accurately in everyday situation;
- communicate personal information, opinions and ideas and respond to those of others;
- communicate in a variety of social situations using an appropriate range of functional language;
- exchange information, feelings and opinions to perform a task;
- narrate, describe, explain and express opinions in extended speech related to familiar contexts;
- · contribute points to a simple discussion.

Pronunciation

The candidate will be able to:

pronounce the sounds of English sufficiently well to be generally understood and show a fair control
of stress and intonation patterns.

Accuracy

The candidate will be able to:

 display a good control of basic grammatical structures without impeding errors when dealing with familiar topics.

Range

The candidate will be able to:

- display an adequate range of vocabulary and expression to deal with familiar situations and topics;
- narrate using past tenses.

Register

The candidate will be able to:

- adopt a degree of formality appropriate to familiar circumstances;
- use appropriate phrases in familiar situations such as greeting and leave-taking.

Fluency

The candidate will be able to:

- initiate and follow the norms of turn-taking, prompt and manage the discourse with a degree of independence;
- connect descriptions, narratives and descriptions in simple ways;
- speak without undue hesitation unless searching for information, vocabulary or when reformulating.

Topics

ACHIEVER LEVEL (B1)

The candidate will be able to engage in spoken interaction on the following topics.

Personal identification

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language
- character, disposition

House and home, Environment

- accommodation, rooms
- furniture, bedclothes
- services
- amenities
- region
- flora and fauna
- types of accommodation
- cost

Daily life

- at home
- at work
- income
- prospects

Free time, Entertainment

- leisure
- hobbies and interests
- TV, radio, computer etc
- cinema, theatre
- intellectual pursuits
- sports
- press
- the Internet
- music
- holidays
- exhibitions, museums
- artistic pursuits

Places

- asking the way and giving directions
- location

Measures and shapes

- · all digits and cardinal numbers
- telephone numbers
- · height, length, weight, capacity, temperature
- dates, times, days
- shape

Travel

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices
- entering and leaving a country

Relations with other people

- relationships
- correspondence
- behaviour
- invitations
- club membership
- government and politics
- crime and justice
- social affairs
- friends

Health and bodycare

- parts of the body
- personal comfort
- hygiene
- · ailments, accidents
- medical services

Shopping

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

Food and drink

- types of food and drink
- · eating and drinking out

Services

- post
- telephone
- banking
- police
- hospital, surgery

- garage
- petrol station
- emergency

Language

- foreign language ability
- understanding, expression
- spelling and the alphabet

Weather

give information about the climate and weather

Education

- schooling
- subjects
- qualifications

Functions ACHIEVER LEVEL (B1)

(See topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area etc.)
- asking and answering questions for confirmation, information, identification
- · describing people, places, things
- correcting information
- explaining daily routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions

Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- stating and asking about one's ability or

- inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear or worry
- giving reassurance
- expressing regret, sympathy
- offering and accepting an apology
- granting forgiveness
- expressing approval or appreciation
- expressing regret
- expressing indifference
- expressing and asking about approval or disapproval
- · expressing moral obligation

Making things happen

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to or rejecting suggestions with reason/alternative

Introduction

- encouraging someone to do something
- making and agreeing plans and arrangements
- reaching a compromise
- prohibiting someone from doing something
- making a complaint
- Social contact
- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to introductions
- opening, closing a conversation
- congratulating someone
- praising someone
- paying a compliment
- asking someone's opinion
- indicating lack of understanding
- giving and asking for clarification or explanation of something

- confirming one's own or another's understanding
- asking someone to repeat a word, phrase or sentence
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- exemplifying or emphasising a point
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions

Grammar

PRELIMINARY (A1), ACCESS (A2) AND ACHIEVER (B1)

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Simple sentences	 word order in simple statements: subject-verb/ object/adverb/adjective/ prepositional phrase word order in instructions word order in questions there is/are + noun 	there was/were	 there has/have been there will be/there is going to be
Compound sentences		 use of conjunctions and/but/or word order subject-verb- (object) (+and/but/or) + subject-verb-(object) 	
Complex sentences		clauses of: - time with when, before, after - reason because, result so - noun clause with that	 word order in complex sentences complex sentences with one subordinate clause defining relative clauses with who, which, that clause as subject/object
Verb	Present reference: simple present tense of be/have/do and common regular verbs present continuous of common verbs have got Other: Yes/No questions question words: who/what/where/when/how much/how many/how old auxiliary do for questions and negatives (positive questions only) short answers such as yes he does, no I haven't imperatives contracted forms appropriate to this level let's + infinitive for suggestion	Present reference: simple present with no time focus present continuous to express continuity Past reference: past tense of regular and common irregular verbs with time markers Future reference: NP + be going to, present continuous and time markers Other: limited range of common verbs -ing form, such as like, go verb + to + infinitive such as want, hope very common phrasal verbs such as get up, get off questions such as what time, how often, why, which simple question tags using all the verb forms at this level contracted forms appropriate to this level	 present perfect with since, for, ever, never, yet, already, just Past reference: used to for regular actions in the past past continuous Future reference: future simple verb forms, NP + will Other: zero and 1st conditional range of verbs + -ing forms to + infinitive to express purpose common phrasal verbs and position of object pronouns, such as I looked it up simple reported/embedded statements and questions question tags using all verbs appropriate at this level contracted forms appropriate to this level

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Modals	can, can't (ability/inability, permission) and would like (request) request)	Modals and forms with similar meaning: • must (obligation) • mustn't (prohibition) • have to, had got to (need) • can, could (requests) • couldn't (impossibility) • may (permission) • single modal adverbs: possibly, probably, perhaps	Modals and forms with similar meaning: should (obligation, advice) might, may, will, probably (possibility and probability in the future) would/should (advice) need to (obligation) needn't (lack of obligation) will definitely (certainty in the future) may I (asking for permission) I'd rather (stating preference)
Nouns	 regular and common irregular plural forms very common uncountable nouns cardinal numbers 1-31 	 countable and uncountable nouns simple nouns phrases cardinal numbers up to 100, multiples of 100 	 noun phrases with preand post-modification such as fair-haired people with sensitive skin all cardinal numbers
Pronouns	personal – subject	object, reflexive	
Possessives	 possessive adjectives such as my, your, his, her, its, our, their use of 's, s' 	possessive pronouns such as mine, yours, whose	as Access
Prepositions and prepositional phrases	 common prepositions such as at, in, on, under, next to, between, near, to, from prepositional phrases of place, time and movement, such as at home, on the left, on Monday, at six o'clock 	 prepositions of place, time and movement, such as before, after, towards, up, down, along, across, in front of, behind, opposite prepositional phrases of place and time, such as after dinner, before tea 	 wide range of prepositions, such as beyond, above, beneath, below prepositional phrases such as in her twenties, of average height, in the top right hand corner
Articles	definite, indefinite	 definite article zero article with uncountable nouns definite article with superlatives 	 definite article with post-modification, such as the present you gave me use of indefinite article in definitions, such as an architect is a person who designs buildings
Determiners	• any, some, a lot of	 all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no 	a range of determiners, e.g. all the, most, both

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Adjectives	 common adjectives in front of a noun demonstrative adjectives this, that, these, those ordinal numbers 1-31 	 order of adjectives comparative, superlative, regular and common irregular forms use of than ordinal numbers up to 100 and multiples of 100 	 adjectives ending -ed + -ing such as tired and tiring comparative and superlative adjectives comparative structures, e.g. as as, is the same as, not so as, looks like/is like all ordinal numbers
Adverbs	simple adverbs of place, manner and time, such as here, slowly, now	 simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner position of adverbs and word order of adverbial phrases 	more complex adverbial phrases of time, place, frequency, manner, e.g. as soon as possible
Intensifiers	• very, really	• quite, so, a bit	a range of intensifiers such as too, enough
Punctuation	use of capital letters and full stops	use of question marks, exclamation marks, use of comma in lists	use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	the correct spelling of personal keywords and familiar words	the correct spelling of most personal details and familiar common words	the correct spelling of common words and keywords relating to own work, leisure and study interests
Discourse	sentence connectives: then, next	 adverbs to indicate sequence (first, finally) use of substitution (I think so, I hope so) markers to structure spoken discourse (right, well, OK) 	 markers to indicate addition (also), sequence (in the first place), contrast (on the other hand) markers to structure spoken discourse, (anyway, by the way) use of ellipsis in informal situations (got to go) use of vague language (I think, you know)

Assessment of the International ESOL (Speaking) examination

The focus of the four parts of spoken ESOL is the same at each level. The differences between the six levels are found in:

- the length of the test;
- the linguistic difficulty and complexity;
- the range of topics and functions;
- the nature of the tasks.

The speaking skills expected at each level are found in the syllabus.

Spoken ESOL examinations are assessed against the following four criteria (as detailed in the syllabus):

- Task Fulfilment and Coherence: the ability to manage the tasks adequately for the level and link the utterances into coherent speech;
- Accuracy and Range of Grammar: the ability to demonstrate a range and control of grammar;
- Accuracy and Range of Vocabulary: the ability to demonstrate a range and control of vocabulary;
- Pronunciation, Intonation and Fluency: the ability to connect utterances, maintain the flow and engage in effective communicative exchanges.

Each of the four parts of the test is given equal importance.

The grades awarded will be either High Pass, Pass or Fail.

Candidates are awarded a mark from 0 to 3 for each of the four criteria, so that the maximum raw marks they can get across the four parts of the test is 12.

Overall Result Determination

The maximum available raw marks for the International ESOL (Speaking) exam are 12, regardless of the level. There are three possible overall grades: High Pass, Pass and Fail. The table below shows what the requirements for each grade are.

International ESOL skill	Maximum raw marks	Total scaled score	Grades
Speaking	12	50	Fail 0-24 Pass 25-34 High Pass 35-50

The formula to translate part marks into the scaled score is as follows:

Part marks × 4.167 = scaled score

Depending on the exact difficulty of each test set, the cut scores might have to be slightly adjusted accordingly.

Performance Codes	
Speaking: High Pass	SHP
Speaking: Pass	SP
Speaking: Task fulfilment: Standard not met	STN
Speaking: Grammar: Standard not met	SGN
Speaking: Vocabulary: Standard not met	SVN
Speaking: Pronunciation, Intonation, Fluency: Standard not met	SPN

Feedback reports

Unsuccessful candidates will automatically receive a short feedback report designed to prepare them to retake an examination.

The assessment of the candidate is not carried out by the Interlocutor. The test is recorded, and the LanguageCert Marking Examiners listen to the recording and mark the candidate based on a set of criteria and descriptors of performance for each level.

International ESOL (Speaking): ACHIEVER - B1 - CEFR descriptors

Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
Accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
Range	Has enough language to get by, with sufficient vocabulary to express him/ herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
Phonology	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
Fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
Interaction	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Guided Test

SPEAKING Part 1

Interlocutor's instruction

Check that the recorder is on and working.

Test time: 12 minutes

I = InterlocutorC = Candidate

Part 1 (3 minutes)

SPEAKING TIPS

- Listen carefully and think before speaking. Make sure you answer the question.
- Don't be afraid to ask for clarification if you don't understand something. You can say: Could you repeat that?, Did you say/mean _____?
- Make sure you know how to answer questions such as how to spell your personal details.
- Don't panic if you think you have made a mistake. Correct it if you can or continue speaking. Relax, smile and enjoy the exam!
- LanguageCert International Spoken ESOL Exam, Achiever level, (give today's date). (Give candidate's name.) Exam begins. Hello. My name's (give full name). Can you spell your family name for me, please?
- **C** (Spells family name.)
- I Thank you. Which country are you from?
- C (Responds.)
- I Thank you. Now, Part One. I'm going to ask you some questions about yourself. (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, Your area'.)

Your area

- How is this region different from other parts of the country?
- Is this region a popular place for tourists to visit? Why?/Why not?
- What types of food do people in this region particularly enjoy?
- Would you ever like to live in a different region? Why?/Why not?

Press

- What types of magazines do you like to read? Why?
- Do you prefer to read newspapers online or on paper? Why?
- Do young people read the news more on social media than in newspapers?
 Why?/Why not?
- Would you like to become a reporter on a newspaper? Why?/Why not?

Transport

- What are the main advantages of travelling on public transport?
- What types of transport do you prefer to use?
- Are traffic jams a problem in the area where you live? Why?/Why not?
- What do you think is the safest form of transport? Why?

Food and drink

- Do you like cooking food for your friends?
- What is your favourite type of restaurant? Why?
- Do you ever watch TV programmes about food and drink? Why?/Why not?
- What did you have for lunch yesterday?

Entertainment

- Do you like reading books about detectives and criminals? Why?/Why not?
- Why do you think that TV programmes about crime are popular?
- Do you ever read true stories about crimes in a newspaper or magazine?
 Why?/Why not?
- What was the last film you saw which you really enjoyed?

C (Responds.)

I (Interlocutor makes **brief** responses and/or comments.) Thank you.

Part 2

(3 minutes)





SPEAKING TIPS

- Make sure you have understood which role you have to play in the situations.
 In the first situation the interlocutor speaks first and you respond. In the second situation the interlocutor asks you to start.
- Think of expressions you can use if you want some extra time to think of an answer: Let me see/think, That's an interesting idea/a good question, I'm not sure, Really? Well, I think...
- Don't be afraid to disagree. It's part of the test. Remember that the exam is testing your English, not your opinions!
- Make sure you move the conversation on. It is important to continue talking.
- I Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation. (*Choose a situation from A.*)

Α

- I'm a visitor to your town. I start.

 Excuse me, is there a post office near here?
- We're neighbours. I start.
 Thank you so much for lending me your bike. Is there anything I can do for you?
- We're friends. I start.
 It's a beautiful evening. What do you want to do?
- I'm your teacher. I start.
 Have you got any questions about our trip to the museum tomorrow?

C (Responds.)

I (Role-play the situation with the candidate – approximately two turns each.)

Second situation. (Choose one situation from **B**.)

В

- We're neighbours. Your cat is missing and you're looking for it. You start.
- We're friends. You've just come back from a holiday with your family. You start.
- I work in a train station. You want to get the cheapest ticket to London. You start.
- I'm your teacher. You want to go home early this afternoon. You start.

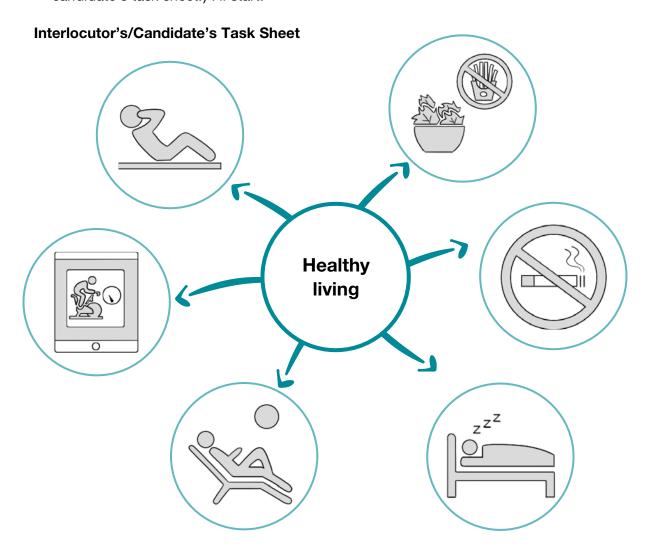
C (Initiates.)

Part 3 (3 minutes)

SPEAKING TIPS

- If you don't understand a question, ask: Could you ask me the question again?, Could you repeat that? I'm sorry, I don't understand. In a communicative situation, the person who asks for clarification will probably be more successful.
- Don't worry if you forget a word. Try to explain what you mean by using other words you are familiar with.
- Now, Part Three. We're going to discuss something together. We're designing a poster for our class to give students information on healthy living. We need to decide what to put in it.

Let's ask and answer questions to help us make some decisions. (Hand over candidate's task sheet.) I'll start.



Part 4

(3 minutes including follow-up questions)



SPEAKING TIPS

- In this part of the spoken exam you are going to talk on your own for one and a half minutes. Make sure you continue to speak for the full one and a half minutes.
- You have 30 seconds to make notes. Don't try to write full sentences to read out.
 Make notes using key words on the most important things you want to say. The notes you make are not assessed.
- When you finish speaking, the interlocutor will ask you some follow-up questions. Do not simply answer *Yes* or *No*. Give full answers.
- Before the exam, prepare some language to use to express your opinion, agree and disagree: I think/I don't think..., In my opinion..., I agree/I don't agree because...
- In Part Four you are going to talk on your own for one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A A film you would like to see at the cinema
- B How ways of shopping have changed
- C A memorable holiday
- I (Hand over piece of paper and pen/pencil.) You now have thirty seconds to write some notes to help you. So, your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.)
- I (Candidate's name), please start.
- C (Talks.)
- I (When the candidate has talked for a maximum of one and a half minutes, say, 'Thank you', and then ask some follow-up questions.)

Follow-up questions

A film you would like to see at the cinema

- How is watching a film at the cinema different from watching it at home?
- What can cinemas do to attract more customers?
- What types of film would you like to see more of in the future?
- Which actors do you like watching?

How ways of shopping have changed

- What are your favourite places to go shopping?
- Do you think that many shops will close because of online shopping in the next few years?
- Does advertising have an influence on the types of goods we buy?
- Do you prefer to buy things in a shop or online?

A memorable holiday

- Why is it important for people to have holidays?
- Do you think a holiday can ever be too long?
- How important is the weather when you go on holiday?
- Where would you next like to go on holiday?
- I Thank you, (give candidate's name). That is the end of the exam.

Interlocutor's instructions

Check that the recorder is on and working.

Test time: 12 minutes

I = Interlocutor **C** = Candidate

Part 1

(3 minutes)

- I LanguageCert International Spoken ESOL Exam, Achiever level, (give today's date). (Give candidate's name). Exam begins. Hello. My name's (give full name). Can you spell your family name for me, please?
- **C** (Spells family name.)
- I Thank you. Which country are you from?
- C (Responds.)
- I Thank you. Now, Part One. I'm going to ask you some questions about yourself. (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, 'Environment'.)

Environment

- Would you prefer to live in a town or in the countryside? Why?
- What are the advantages of living in a house?
- Why do many people like to live near the sea?
- Would you like to live in the mountains?

Daily life

- Where do you usually have lunch?
- Do you have to travel somewhere every day? Why?/Why not?
- What do you like doing in the evening?
- How often do you play sports?

Clothes and fashion

- In which types of shops do you buy clothes?
- Do you ever buy clothes online? Why?/Why not?

- Do fashion magazines help you to choose which clothes to buy?
- How often do you go clothes shopping?

Friends

- How do you usually keep in touch with your friends?
- Where do you like meeting your friends?
- Do you usually go on holiday with your family or your friends?
- How often do you see your friends?

Exhibitions and museums

- Do you like going to art exhibitions? Why?/Why not?
- Why is it important to have museums?
- What museums are there in the region where you live?
- Are there any exhibitions or museums you would like to visit? Why?/Why not?

- C (Responds.)
- I (Interlocutor makes brief responses and/or comments.) Thank you.

(3 minutes)

I Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation. (*Choose one situation from* **A**.)

Α

- I'm your neighbour. I can't find my bike. I start. Have you seen my bike?
- I'm your teacher. I start.
 Have you got any questions about your English homework?
- I'm a visitor to your town. I start.

 Excuse me, where is the best place to park my car?
- We're friends. I start.What shall we do this evening?

C (Responds.)

I (Role-play the situation with the candidate – approximately two turns each.)

Second situation. (Choose one situation from **B**.)

В

- I'm your teacher. You want to know when your maths exam is. You start.
- We're classmates. You want to borrow a textbook. You start.
- I'm your neighbour. You want to apologise for making a noise last night. You start.
- I'm a tourist. You see me looking at a map and want to help. You start.

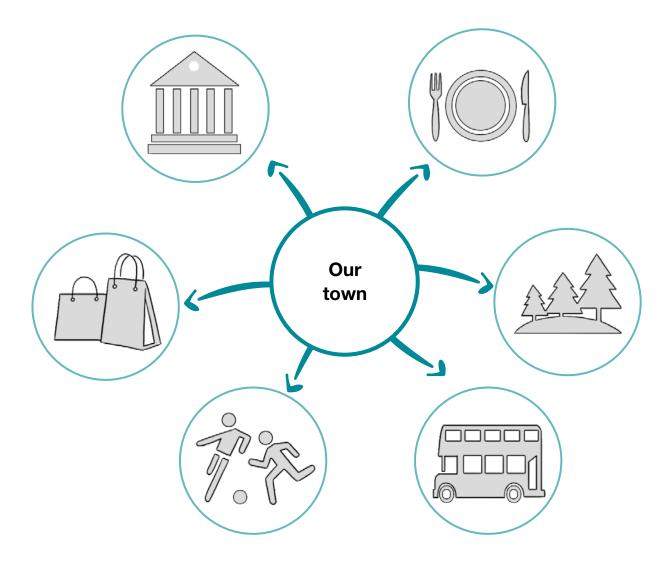
C (Initiates.)

Part 3 (3 minutes)

Now, Part Three. We're going to discuss something together.
We're designing a website for young people to give them information on where to go and what to do around town. We need to decide what to put in it.

Let's ask and answer questions to help us make some decisions. (Hand over candidate's task sheet.) I'll start.

Interlocutor's/Candidate's Task Sheet



(3 minutes including follow-up questions)

In Part Four you are going to talk on your own for one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A A film you really enjoyed
- B A city you would like to visit
- C Your favourite websites
- I (Hand over piece of paper and pen/pencil.) You now have thirty seconds to write some notes to help you. So, your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.) (Candidate's name), please start.
- C (Talks.)

Follow-up questions

A film you really enjoyed

- Where do you like watching films?
- Do you prefer to watch films on your own or with other people?
- What kinds of film do you like most?
- Do you prefer watching films at home or going to the cinema?

A city you would like to visit

- What are the main advantages of living in a big city?
- What do you look for when you visit a new city?
- Which city would you like to visit? Why?
- Do you prefer visiting a city or going to the countryside?

Your favourite websites

- How much time do you spend online every day?
- Do you think websites are the best places to get information?
- Is social media a good way to keep in contact with your friends and family?
- What are the main advantages of using the Internet?
- I Thank you, (give candidate's name). That is the end of the exam.

Interlocutor's instruction

Check that the recorder is on and working.

Test time: 12 minutes

I = InterlocutorC = Candidate

Part 1

(3 minutes)

- LanguageCert International Spoken ESOL Exam, Achiever level, (give today's date). (Give candidate's name.) Exam begins. Hello. My name's (give full name). Can you spell your family name for me, please?
- **C** (Spells family name.)
- I Thank you. Which country are you from?
- C (Responds.)
- I Thank you. Now, Part One. I'm going to ask you some questions about yourself. (Choose up to five questions, one from each of the different topic areas, as time allows Name the topic; e.g. 'Now, 'Amenities'.)

Amenities

- Do you ever go to a public swimming pool where you live? Why?/Why not?
- Do many people use the public library? Why?/Why not?
- What types of parks and open spaces are there in your area?
- Are there any amenities that are not available in the area where you live?

Artistic pursuits

- Do you enjoy painting or drawing pictures? Why?/Why not?
- What types of art gallery do you like to visit?
- Who is your favourite artist? Why?
- Is there any art technique you would like to learn? Why?/Why not?

Traffic

- Are there too many cars and lorries on the roads?
- Is there a lot of traffic in the area where you live? Why?/Why not?

- What can people do to reduce the number of cars in big cities?
- Why do people like to have a car?

Correspondence

- Do you ever write handwritten letters? Why?/Why not?
- Why do people like to send postcards when they are on holiday?
- When do you usually send cards to your family and friends?
- What is your favourite way of corresponding with people?

Shopping facilities

- What are the shopping facilities like in the area where you live?
- Do you like shopping in department stores and supermarkets or small shops?
- What do you usually buy when you go shopping?
- What other types of shops would you like to have where you live?

C (Responds.)

I (Interlocutor makes **brief** responses and/or comments.) Thank you.

(3 minutes)

I Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation. (*Choose one situation from* **A**.)

A

- We're friends. I've joined a new sports club. I start. Why don't you come with me to the sports club?
- I was your teacher last year. I start.
 Are you enjoying your new class?
- I work for the government. I am doing some research about your town. I start. How do young people usually spend their evenings?
- I'm your neighbour. I'm going away for a week. I start.

 Could you put out my rubbish bins when I'm away next week?

C (Responds.)

I (Role-play the situation with the candidate – approximately two turns each.)

Second situation. (Choose one situation from **B**.)

В

- I'm your sports trainer. You want advice on how to get fitter. You start.
- We're friends. You have tickets for a music festival and want to invite me.
 You start.
- We're classmates. We're waiting for a new maths teacher to arrive. You start.
- I work in a museum. You want to buy two tickets. You start.

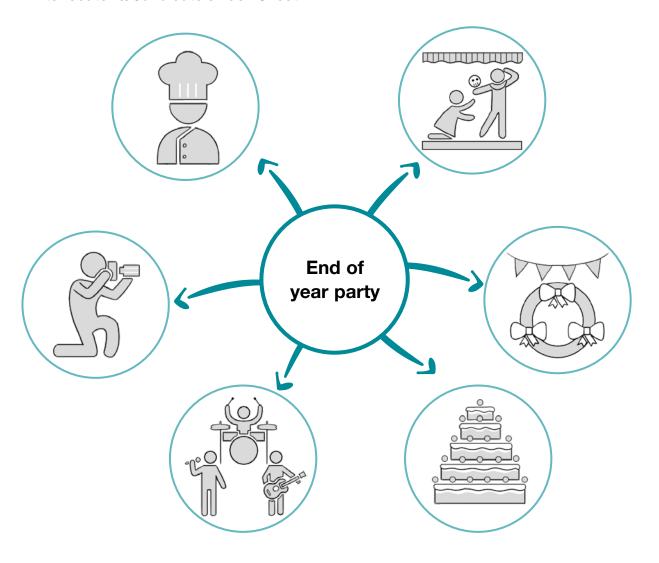
C (Initiates.)

Part 3 (3 minutes)

Now, Part Three. We're going to discuss something together. We're the organisers of a school party to celebrate the end of the year. We have a fixed amount of money and have to decide the best way to spend it to make the party memorable.

Let's ask and answer questions to help us make some decisions. (Hand over candidate's task sheet.) I'll start.

Interlocutor's/Candidate's Task Sheet



(3 minutes including follow-up questions)

In Part Four you are going to talk on your own for one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A A sports player you admire
- **B** Food that is special to your region
- C The home you live in
- I (Hand over piece of paper and pen/pencil.) You now have thirty seconds to write some notes to help you. So, your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.) (Candidate's name), please start.
- C (Talks.)

Follow-up questions

A sports player you admire

- What types of sport do you like watching on television?
- Would you like to be a professional sports player? Why?/Why not?
- Do you think some professional sports players are paid too much money?
- What do you need to do to be a good sports player?

Food that is special to your region

- What types of food do farmers grow in your region?
- Do you like to eat food that comes from different countries?
- Are fast-food restaurants popular in your region?
- What food do you like to eat on special occasions?

The home you live in

- Would you ever like to live in a different type of accommodation? Why?/Why not?
- What technology do you use in your home?
- Do you ever change the colours or furniture in your bedroom? Why?/Why not?
- Which is your favourite room? Why?
- I Thank you, (give candidate's name). That is the end of the exam.

Interlocutor's instruction

Check that the recorder is on and working.

Test time: 12 minutes

I = InterlocutorC = Candidate

Part 1

(3 minutes)

- LanguageCert International Spoken ESOL Exam, Achiever level, (give today's date). (Give candidate's name.) Exam begins. Hello. My name's (give full name). Can you spell your family name for me, please?
- **C** (Spells family name.)
- I Thank you. Which country are you from?
- C (Responds.)
- I Thank you. Now, Part One. I'm going to ask you some questions about yourself. (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, 'Education'.)

Education

- What do you remember most about the first school you went to?
- How did you feel when you changed school or had different teachers?
- What are the most important subjects to study at school? Why?
- What would you like to study in the future?

Food

- Do you enjoy eating out in restaurants? Why?/Why not?
- Is the food you eat at home always better than what they serve in restaurants? Why?/Why not?
- Who do you usually go with when you eat out?
- What are the main reasons for eating in a fast-food restaurant?

Music

 How often do you listen to music on the radio?

- Do you ever buy music on CD? Why?/Why not?
- What are your favourite types of music?
- When do you usually listen to music?

Trave

- Which public transport services do you use the most?
- What are the public transport services like in your area?
- What are the main advantages and disadvantages of travelling by bike?
- What is your favourite way of travelling? Why?

Club membership

- Why do people like to join a sports or social club?
- What types of club are there in your area?
- Is it possible to play a sport without being a member of a club?
- Have you ever joined a club? Why?/Why not?

C (Responds.)

I (Interlocutor makes **brief** responses and/or comments.) Thank you.

Part 2

(3 minutes)

I Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation. (*Choose one situation from* **A**.)

Α

- I'm your friend. I start.

 What can I buy my grandparents for their wedding anniversary?
- I'm a new classmate. I start.

 Where do you usually go at lunchtime?
- I'm a neighbour. I start.
 Can you help me move something in my garden?
- I'm a visitor. I start.
 Excuse me. Is it possible to travel on public transport after midnight?

C (Responds.)

I (Role-play the situation with the candidate – approximately two turns each.)

Second situation. (Choose one situation from **B**.)

B

- I'm your teacher. You've arrived late for the class. You start.
- I'm your friend. You like the new jacket I'm wearing. You start.
- I work in a sandwich shop. You want to buy your lunch. You start.
- I'm a visitor. I'm outside the tourist office which is closed. You start.

C (Initiates.)

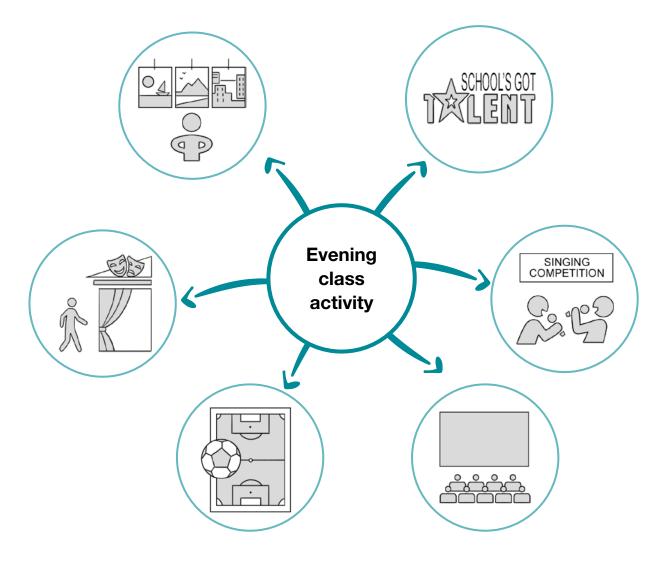
Part 3 (3 minutes)

I Now, Part Three. We're going to discuss something together.

Our teacher has asked us to plan a class weekend which will be enjoyable and will help with our education. She also wants us to organise a memorable evening. Here are some ideas to help us decide how to organise it.

Let's ask and answer questions to help us make some decisions. (Hand over candidate's task sheet.) I'll start.

Interlocutor's/Candidate's Task Sheet



(3 minutes including follow-up questions)

In Part Four you are going to talk on your own for one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A Your favourite television performer
- B The last book you read
- C A long journey
- I (Hand over piece of paper and pen/pencil.) You now have thirty seconds to write some notes to help you. So, your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.) (Candidate's name), please start.
- C (Talks.)

Follow-up questions

Your favourite television performer

- Which TV programmes are popular with young people?
- Can watching television ever be a waste of time?
- How many hours a day do you spend watching TV?
- What did you watch on TV last week?

The last book you read

- Do you prefer to read books on paper or on a screen?
- Who is your favourite author?
- Are there any books that you haven't been able to finish?
- Do you think people will read fewer books in the future?

A long journey

- What do you enjoy most when you are travelling?
- Do you prefer travelling in your own country or going abroad?
- Which countries would you like to visit?
- Which is your favourite way of travelling?
- I Thank you, (give candidate's name). That is the end of the exam.

Interlocutor's instruction

Check that the recorder is on and working.

Test time: 12 minutes

I = InterlocutorC = Candidate

Part 1

(3 minutes)

- LanguageCert International Spoken ESOL Exam, Achiever level, (give today's date). (Give candidate's name.) Exam begins. Hello. My name's (give full name). Can you spell your family name for me, please?
- **C** (Spells family name.)
- I Thank you. Which country are you from?
- C (Responds.)
- I Thank you. Now, Part One. I'm going to ask you some questions about yourself. (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, 'Accommodation, rooms and furniture'.)

Accommodation, rooms and furniture

- What type of accommodation do you live in?
- Would you prefer to live in a house or in a flat? Why?
- Do you like furniture that is modern? Why?/Why not?
- What will houses look like in the future?

Leisure

- Do you watch television every day? Why?/Why not?
- When do you like listening to the radio?
- Do you think you have enough leisure time? Why/Why not?
- What is your favourite way of relaxing?

Holidays

- What time of year do you prefer to go on holiday?
- How often do you go on holiday?

- What is the longest holiday you've had?
- Where would you like to go on your next holiday? Why?

Sports

- What sports do you like to play? Why?
- Are there any sports you prefer to watch rather than play? Why?
- Which sports players would you like to meet? Why?
- Is it better to watch a football match in a stadium or at home? Why?

Weather and climate

- What is your favourite type of weather? Why?
- Are weather forecasts usually accurate? Why?/Why not?
- Do you think that the climate is changing? Why?/Why not?
- How does the weather affect the way you feel?

C (Responds.)

I (Interlocutor makes **brief** responses and/or comments.) Thank you.

Part 2

(3 minutes)

I Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation. (*Choose one situation from* **A**.)

Α

- We're friends. I start.What's on at the cinema this evening?
- I work in a clothes shop. I start. What are you looking for?
- I'm a classmate. I start.
 Why have we got a different teacher today?
- I'm your new neighbour. I start.
 How long have you lived here?

C (Responds.)

I (Role-play the situation with the candidate – approximately two turns each.)

Second situation. (Choose one situation from **B**.)

В

- I work at the train station. You want to buy a ticket. You start.
- I'm your teacher. You aren't sure what time you're leaving for the school trip. You start.
- I'm your friend. You want to persuade me to come to the cinema. You start.
- I'm your neighbour. You want my help to move some furniture. You start.

C (Initiates.)

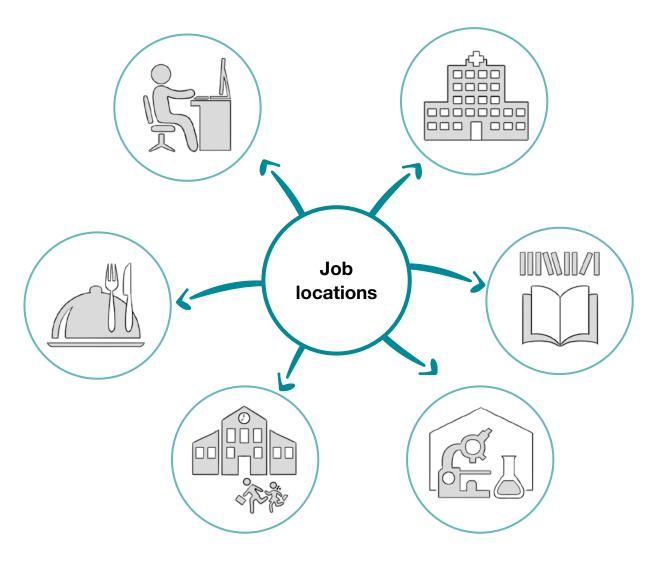
Part 3 (3 minutes)

I Now, Part Three. We're going to discuss something together.

We have the chance to spend a day watching people work in a different place to find out what the job is like. We have to decide which work place would be the most interesting to visit.

Let's ask and answer questions to help us make some decisions. (*Hand over candidate's task sheet.*) I'll start.

Interlocutor's/Candidate's Task Sheet



(3 minutes including follow-up questions)

In Part Four you are going to talk on your own for one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A A film you've seen more than once
- B A famous person you'd like to meet
- C The food you enjoy eating
- I (Hand over piece of paper and pen/pencil.) You now have thirty seconds to write some notes to help you. So, your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.) (Candidate's name), please start.
- C (Talks.)

Follow-up questions

A film you've seen more than once

- What do you like most about going to the cinema?
- How often do you watch films on your phone?
- Are films less enjoyable to watch on a small screen?
- Who do you like watching films with?

A famous person you'd like to meet

- Has social media made it easier for people to become famous?
- What makes famous people different from other people?
- Are there any famous people who aren't rich?
- Would you like to be famous?

The food you enjoy eating

- Has anyone taught you how to cook?
- Where do you like eating out?
- Who's your favourite cook?
- Are there any types of food you don't enjoy eating?
- I Thank you, (give candidate's name). That is the end of the exam.

Interlocutor's instruction

Check that the recorder is on and working.

Test time: 12 minutes

I = Interlocutor **C** = Candidate

Part 1

(3 minutes)

- I LanguageCert International Spoken ESOL Exam, Achiever level, (give today's date). (Give candidate's name.) Exam begins. Hello. My name's (give full name). Can you spell your family name for me, please?
- **C** (Spells family name.)
- I Thank you. Which country are you from?
- C (Responds.)
- I Thank you. Now, Part One. I'm going to ask you some questions about yourself. (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, 'Press'.)

Press

- How often do you read a newspaper?
- Do you prefer to read newspapers or magazines in your free time? Why?
- What is your favourite section of a newspaper? Why?
- What is the most interesting story you have read recently? Why?

Schooling

- What do you remember most about your first day at school?
- What is your favourite subject? Why?
- How often do you have to take an
- What types of qualification do you want to get?

Ailments and accidents

Do you go to school when you're unwell?

- How can we protect ourselves from getting a cold?
- What do you do if your friend is unwell?
- How can we prevent accidents at home?

Invitations

- What was the last invitation you had?
- Do you like getting invitations? Why?/Why not?
- Do you usually reply to invitations on social media? Why?/Why not?
- Do you ever get invitations by post?

Dates, times, days

- Do you usually get up at a different time at the weekend? Why?
- Do you find it is easy to remember important dates? Why?/Why not?
- What is your favourite day of the year?
- What were the dates of your last holiday?

C (Responds.)

I (Interlocutor makes **brief** responses and/or comments.) Thank you.

(3 minutes)

I Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation. (*Choose one situation from* **A**.)

Α

- I'm your friend. I start.What's on television this evening?
- I'm a new student. I start.
 Can you tell me where the library is?
- I'm your teacher. I asked you to finish a science report last week. I start. Why haven't you finished the science report?
- We're passengers on a bus. I start.
 Could I have a look at that magazine?

C (Responds.)

I (Role-play the situation with the candidate – approximately two turns each.)

Second situation. (Choose one situation from **B**.)

В

- We're neighbours. You want me to move my car. You start.
- I work in a restaurant. You think your bill for lunch is wrong. You start.
- I'm your teacher. You aren't feeling well. You start.
- I'm a visitor to your town. I look lost. You start.

C (Initiates.)

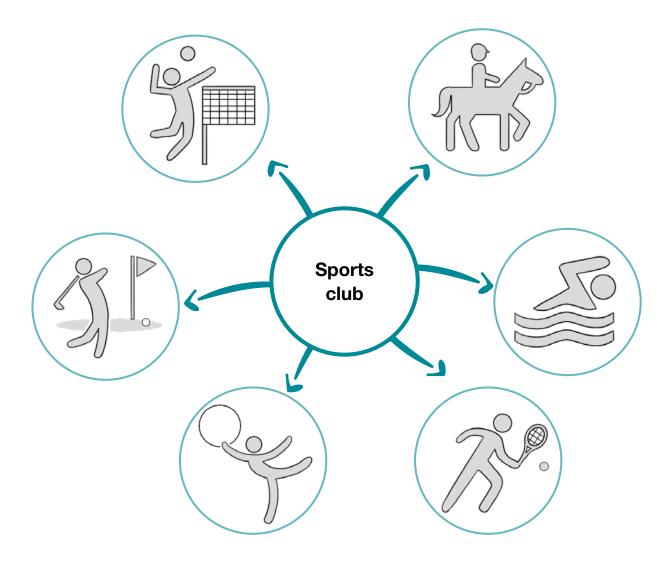
Part 3 (3 minutes)

I Now, Part Three. We're going to discuss something together.

We want to become members of a sports club and haven't decided which one to join.

Let's ask and answer questions to help us make some decisions. (Hand over candidate's task sheet.) I'll start.

Interlocutor's/Candidate's Task Sheet



(3 minutes including follow-up questions)

In Part Four you are going to talk on your own for one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A A memorable meal
- B Online games you enjoy
- C Your favourite types of music
- I (Hand over piece of paper and pen/pencil.) You now have thirty seconds to write some notes to help you. So, your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.) (Candidate's name), please start.
- C (Talks.)

Follow-up questions

A memorable meal

- What food do you like to eat on your birthday?
- Is there any food you don't like eating in a restaurant?
- How often do you cook a meal?
- Is there any food you ate when you were younger that you don't eat now?

Online games you enjoy

- When did you first start playing online games?
- In which ways have games changed since you first started playing?
- Do you prefer to play online games on your own or with other people?
- What will online games look like in the future?

Your favourite types of music

- Do you listen to different types of music now compared to when you were younger?
- How often do you go to live concerts?
- Do you prefer to stream music or buy CDs?
- Which musician would you like to meet?
- I Thank you, (give candidate's name). That is the end of the exam.

Interlocutor's instruction

Check that the recorder is on and working.

Test time: 12 minutes

I = InterlocutorC = Candidate

Part 1

(3 minutes)

- LanguageCert International Spoken ESOL Exam, Achiever level, (give today's date). (Give candidate's name.) Exam begins. Hello. My name's (give full name). Can you spell your family name for me, please?
- **C** (Spells family name.)
- I Thank you. Which country are you from?
- C (Responds.)
- I Thank you. Now, Part One. I'm going to ask you some questions about yourself. (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, 'Family'.)

Family

- Have you got a big family?
- What do you like doing with your family at the weekend?
- Who usually does the cooking in your family? Why?
- Do you prefer to go on holiday with your family or friends? Why?

Foreign language ability

- Why is it important to learn a foreign language?
- What makes learning a foreign language enjoyable?
- Do you ever read books in a foreign language? Why?/Why not?
- What other foreign language would you like to learn? Why?

Types of food and drink

- What's your favourite fast food?
- Do you think people will eat different types of food in the future? Why?/Why not?

- Do you always eat the same food as your family?
- What are your favourite drinks?

Exhibitions and museums

- Do you think people should pay to visit a museum? Why?/Why not?
- What did you see on your last visit to a museum?
- What museums can people visit in the area where you live?
- How do exhibitions and museums help people to learn about the past?

Travel and traffic

- How much time do you spend travelling during the week?
- Are there too many bikes on the roads? Why?
- How will the ways we travel change in the future?
- What usually causes traffic congestion in your area?

- C (Responds.)
- I (Interlocutor makes brief responses and/or comments.) Thank you.

(3 minutes)

I Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation. (*Choose one situation from* **A**.)

Δ

- I work at a train station. I start.
 Where do you want to go?
- I'm your friend. I start.
 What do you want to do on your birthday?
- I'm a tourist. I start.

 Excuse me. Where's the best place to go swimming near here?
- I'm your classmate. I start.
 Why did you come to school so early this morning?

C (Responds.)

I (Role-play the situation with the candidate – approximately two turns each.)

Second situation. (Choose one situation from **B**.)

В

- I'm your neighbour. You want to invite me to your party. You start.
- I'm your teacher. You've lost your school bag and want to report it. You start.
- I work in a gift shop. You want to buy a present for your grandmother. You start.
- I'm your friend. I haven't passed my exams. You start.

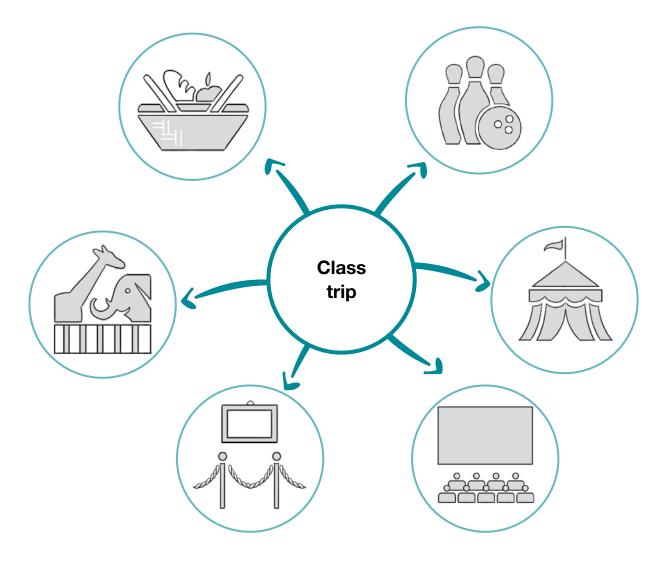
C (Initiates.)

Part 3 (3 minutes)

Now, Part Three. We're going to discuss something together.
Our teacher has asked us to plan a class trip to celebrate the end of term. We have to decide the best place to go.

Let's ask and answer questions to help us make some decisions. (Hand over candidate's task sheet.) I'll start.

Interlocutor's/Candidate's Task Sheet



Part 4

(3 minutes including follow-up questions)

In Part Four you are going to talk on your own for one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A A wonderful birthday
- B An important job
- My favourite room
- I (Hand over piece of paper and pen/pencil.) You now have thirty seconds to write some notes to help you. So, your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.) (Candidate's name), please start.
- C (Talks.)

Follow-up questions

A wonderful birthday

- Do you celebrate your birthday in the same way every year?
- Why do people like to send birthday cards?
- Do you buy birthday presents for your friends?
- Do you buy presents online or in shops?

An important job

- Is it more important to have qualifications or experience?
- Should people who do dangerous jobs be paid more money?
- Which people are underpaid for the job they do?
- How will the way we work change in the future?

My favourite room

- What sort of furniture do you like?
- Do you like to put posters or photographs on your bedroom wall?
- What can you see from your bedroom window?
- In which room do you usually do your homework?
- I Thank you, (give candidate's name). That is the end of the exam.

Language Official Test Cert SPEAKING Part 1

LanguageCert
Achiever B1
Entry Level 3
International ESOL (Speaking)
Practice Paper

Interlocutor's instruction

Check that the recorder is on and working.

Test time: 12 minutes

I = InterlocutorC = Candidate

Part 1

(3 minutes)

- LanguageCert International Spoken ESOL Exam, Access level, (give today's date), (give candidate's name). Exam begins.
 Hello. My name's (give full name). Can you spell your family name for me, please?
- **C** (Spells family name.)
- I Thank you. Which country are you from?
- C (Responds.)
- I Thank you. Now, Part One. I'm going to ask you some questions about yourself. (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic, e.g. 'Now, **Transport**'.)

Transport

- What types of public transport do you usually use?
- How do you usually go to school/work?
- What kind of public transport do you enjoy using?
- Is a bike a convenient way of getting around in your area?

Eating out

- Do you prefer eating at a restaurant or at home?
- Do you have a favourite place to eat with friends?
- Do you ever eat at a fast food restaurant?
- What are some disadvantages of eating out?

(continued)

School subjects

- What is your favourite school subject?
- Is there a subject at school that you don't really enjoy?
- What school subject would you enjoy teaching?
- What new subject would be a good idea for schools to teach?

Shopping

- What kind of things do you enjoy buying?
- Have you ever bought anything online?
- Is there a shopping centre in your area?
- Have you ever been to an open-air market?

The Internet

- Have you ever learnt anything online?
- · What is the most useful feature of the Internet for you?
- Do you mainly use the Internet on a mobile phone or a computer?
- Do you play online games with your friends?

C (Responds.)

I (Interlocutor makes brief responses and/or comments.) Thank you.

Part 2

(3 minutes)

I Now, Part Two. I'm going to read some situations. I want you to start or answer. First situation. (*Choose a situation from* **A**.)

Α

- I'm your coach. I start.

 Your time has improved a lot. Would you like to take part in the race next month?
- We're friends. We've been to the cinema together. I start.
 Did you like the film?
- We're classmates. I start.
 I haven't understood anything from this unit and there's a test next week!
- I'm your neighbour. I start.
 I'm away this weekend. Do you think you could feed my cat?

C (Responds.)

I (Role play the situation with candidate – approximately two turns each.)

Second situation. (Choose one situation from **B**.)

В

- I'm your friend. You didn't come to my party last Sunday. You start.
- You're a tourist in my town. You want to find a supermarket. You start.
- We're cousins. It's your mother's birthday and you want to find out if I've remembered it. You start.
- I'm your teacher. You need to leave 20 minutes early today. You start.

C (Initiates.)

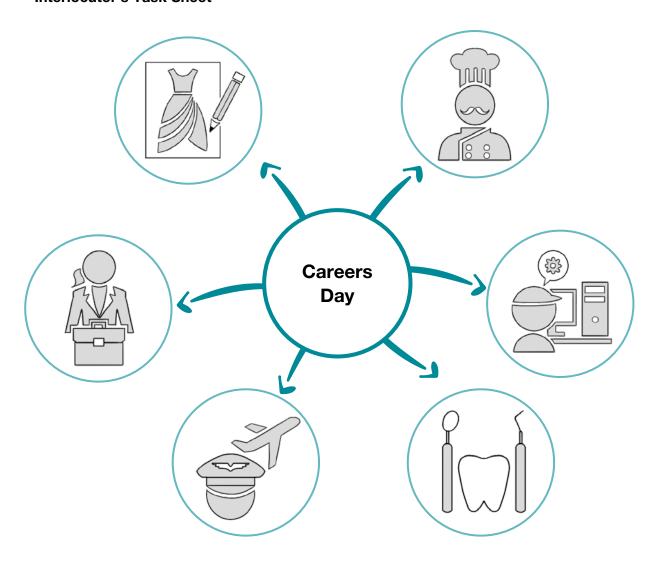
I (Role play the situation with the candidate – approximately two turns each.)
(Role play a third situation from **A** or **B** if time allows.) Thank you.

Part 3 (3 minutes)

- Now, Part Three. We're going to discuss something together.
 Our school is organising a Careers Day and is planning to invite some people to talk to the students about their jobs.
 - We have to decide together which would be the most interesting professions to invite to the event and give our reasons.

Let's ask and answer questions to help us make some decisions. (Hand over candidate's task sheet.) I'll start.

Interlocutor's Task Sheet



I Thank you. (Retrieve candidate's task sheet.)

SPEAKING Part 4

Part 4

(3 minutes including follow-up questions)

In Part Four you are going to talk on your own for one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A A sport you enjoy playing
- B Your favourite room at home
- Childhood friends
- I (Hand over piece of paper and pen/pencil.) You now have thirty seconds to write some notes to help you. So, your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.) (Candidate's name), please start.
- C (Talks.)

Follow-up questions

A sport you enjoy playing

- Have you ever taken part in a competition?
- How important is winning to you?
- Is there an athlete you admire?
- What sport do you find really boring?

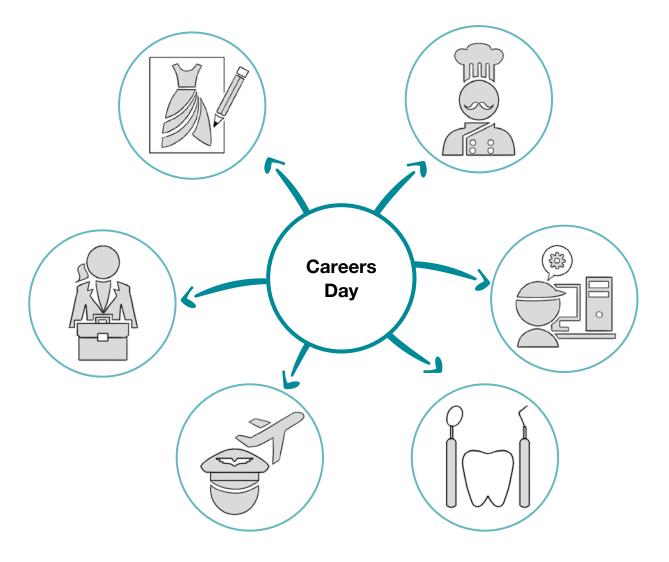
Your favourite room at home

- Have you ever created anything to decorate that room?
- Would you like to make any changes to it?
- Do you have a nice view from this room?
- What's your favourite memory of this room?

Childhood friends

- How do you make new friends?
- What are some of the reasons why people stop being friends?
- What makes a good friend?
- Can you be friends with someone who is very different from you?
- I Thank you, (give candidate's name). That is the end of the exam.

Candidate's Task Sheet for Part 3 (Candidate's copy)



1 Test 1 – Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 Have you got that book I lent you last week?
- 2 Did you enjoy the play?
- 3 You don't know where the bus stop is, do you?
- 4 How did lunch with your grandparents go?
- 5 I'm sorry you didn't pass your driving test.
- 6 Could you say that number again, please?
- 7 I'm so glad to see you again, after such a long time.

That is the end of Part One.

1 Test 1 – Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- A What's your son George doing these days?
- **B** He's finally got a job.
- A That's great. Is it what he wanted to do?
- **B** Well, he's always wanted to be a musician and sing in a band. But it's hard to earn enough money when you first start. So he gave that idea up and did something else.
- A What's that?
- **B** He's got a job in a car factory learning to be an engineer.
- **A** I'm surprised. He didn't enjoy doing maths and science when he was at school.
- **B** I know, but he wasn't happy about working in an office and he's going to get well paid!
- **A** Say 'hello' to him for me. We must all meet up soon.

Conversation 2

- A Good afternoon. I bought these shoes here last week and I'd like to return them. I'm so sorry but they're the wrong size.
- **B** Didn't you try them on when you were in the shop?
- A No, I'm afraid I didn't. It was my fault because I was in a hurry.
- **B** I see. It isn't a problem as long as you have the receipt.
- A The receipt? It's only a bit of paper and I'm sure I threw it away... Wait a minute. Let me check my bag again. Ah, here it is.
- **B** It's a receipt but not for this shop. This is a receipt from the shoe shop on the other side of the road!

Conversation 3

- **A** Have you ever been here before?
- **B** Yes, but not to have something to eat. When I was a child this was a farm. I think this used to be a big building where the farmer looked after the animals during the winter.
- A That's amazing. I first came here when it was a shop selling chairs and sofas.
- **B** I can remember that. I came to look at the furniture with my parents, but it was too expensive for them to buy. It's amazing how the building has changed.
- **A** I know! Are you ready to order? The waiter is coming.
- **B** The only thing that hasn't changed is the prices. The food on the menu is not cheap!

That is the end of Part Two.

📢 👊 Test 1 – Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Welcome to the Dolphin swimming club. We're very pleased to have new members and we want you to enjoy your time with us. Let me introduce myself. I'm the club secretary, Becki Davies - that's B-E-C-K-I not with a Y! D-A-V-I-E-S with an E and I'm responsible for organising the events and competitions which I hope you will take part in. I'm going to start by talking about the club's rules. We don't have many but I'm afraid we insist on them. First, about the pool... You must wear a hat. OK - I know some people don't like it but in this club you cannot swim without a hat! Second are the pool rules for safety. No running is allowed. We do not want any accidents!! Now some information about our pool opening times. There's a chart showing the times at the entrance to the pool, but it has a mistake. On Thursdays the pool is open until nine thirty in the evening - not seven thirty. Please remember that you must get out of the water at least ... umm ... fifteen minutes, no sorry, we changed it to twenty minutes before the pool closing time. Finally, the exciting part. Our next event for new members is a pool party! The fun starts next Saturday at seven thirty and finishes three hours later at ten thirty. This is a good opportunity to get to know each other and have a great time before we start training hard for the national swimming competition. There's plenty of time to enjoy the light show and music. The party finishes with a swimming display by our very own Dolphin Dancers. Enjoy!!

You now have thirty seconds to read through and check your answers.

That is the end of Part Three.

1 Test 1 - Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- **A** Good morning Jack. Did you have a good weekend?
- **B** It was quite tiring but very enjoyable. I took my class up to London by train.
- A Wow how did you get on?
- **B** Well, of course I wanted the students to have a great time and see the sights, but it was really an educational trip.
- A In what way? I hope you didn't just take them to some boring palace with pictures of old kings and queens and leave them there for the whole day.
- **B** Absolutely not! As you know, many of our students want to work in the fashion industry so I took them to a museum where there was an amazing display of designs from the twentieth century.
- A I thought kids today only liked clothes that are right up-to-date. Some of them won't even wear last year's fashions.
- **B** I was surprised, too. I thought some of the boys like Bob and Bruce might get bored and tired, but they were impressed – particularly by the clothes famous rock stars wore when they were performing!
- A What other types of fashion did they like?
- **B** Actually, it was the clothes from the nineteen fifties that famous film actors wore. Two of my students, Stella and Vicky, spent a lot of time doing drawings of the designs. They did them really well.
- A I'd like to see their drawings. Now you've told me about the exhibition, I'd love to see it. Was it expensive to get in?
- **B** Well, I got a group ticket which was five pounds per person. I think that the normal price is fifteen pounds for adults and ten pounds if you are under eighteen.
- A That sounds quite reasonable. One last thing is it open on Sunday? It's the only day I've got free.
- **B** I'm sure it is. Yes, I've got the opening times on my phone. Monday to Saturday from eight in the morning to eight in the evening and Sunday only from ten until four in the afternoon.
- A I'll just have to get there early!

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.

1 Test 2 – Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 Could you speak more slowly, please?
- 2 You don't know where I put my purse, do you?
- 3 Do you think she missed the train?
- 4 Can you show me what's in your bag?
- 5 How did you feel when you won the match?
- 6 I hope we can meet up again soon.
- 7 I think you've dialled the wrong number.

That is the end of Part One.

1 Test 2 – Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- A Do you want a table?
- **B** Yes just for me. I'm eating alone. What are today's specials?
- **A** They're written on the blackboard over there.
- **B** Thanks. I'll go and have a look.
- **A** OK let me know when you're ready.
- **B** Do all these dishes have meat in them?
- A Umm I think so... Yes, I'm sorry but all today's specials contain meat.
- **B** That's a shame. I never eat meat, so I'll have to try somewhere else.
- **A** I apologise that we didn't have what you wanted.

Conversation 2

- **A** Good afternoon. I'm going to London this Friday. What's the cheapest day return ticket?
- **B** What time are you travelling? You can only get a cheaper ticket if you travel after nine thirty in the morning.
- A OK what about coming back from London later in the day. Can I get any train?
- **B** If you buy this ticket you can't catch a train during the peak times between four and six thirty and you can't travel on the non-stop trains. You can use this ticket on any train that is not an express. Look at the display boards on the station platforms. They show when the train is an express.
- **A** It all appears to be very complicated to buy a train ticket but thank you for your help.

Conversation 3

- A Hi Lesley. You're leaving today, aren't you?
- **B** Yes I'm going to stay with my cousins. They're both studying at university in Cambridge. They've got a house there.
- A Lucky them.
- **B** Yeah it actually belongs to my aunt, but she's in New York at the moment. I'm only going for a week, but I'm looking forward to it.
- A It sounds like you're going to have a lot of fun. I won't see you for a while because I'm going to Paris before you get back.
- **B** Have fun, Jack. We'll have lots to talk about when the holidays are over and we're back at school.

That is the end of Part Two.

🔰 07 Test 2 – Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Good morning, everyone. My name is Tamlin. I'll spell it: T-A-M-L-I-N. I organise all the social activities during your summer course. My job is to make sure you have a brilliant time! You have a list of all the events in the welcome pack. Right - I'm going to run through some of the activities for week one. Tomorrow evening that's Tuesday - we have our club night. It's a chance for the staff and students to get to know each other. Come to the school at seven thirty and go to the student lounge - it's easy to find - on the ground floor next to the garden. You can dance to some great tunes and if the weather is good, there will be a barbeque outside. Even it if rains, you won't be hungry! There will be some delicious food in the dining room on the first floor. One more thing to remind you about club night: we must be out of the building by ten o'clock so that the cleaners can get the school ready for classes. Saturday is our trip day. Don't worry, we aren't going to spend three hours in a coach going to a boring building. We're off to a rock museum to look at lots of stones. No – I'm joking. We're going to a music festival where a lot of bands and singers from this area are playing. There are four stages where you can listen to different types of music: jazz, rock, pop and indie, so there's something for everyone. The coach leaves at ten in the morning. We'll be back here at around nine thirty in the evening. If you want to come, you must sign up before one o'clock on Thursday. It's easy. I'm always at the main desk during the coffee breaks.

You now have thirty seconds to read through and check your answers.

That is the end of Part Three.

1 Test 2 – Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- A Hello, Bill. I'm Mrs Jackson. I'm so glad we have the chance to speak on the phone before you come to stay with us.
- **B** Hello, Mrs Jackson. Thank you for phoning me. There are some guestions I'd like to ask.
- A Please feel free. We want to make you feel as comfortable as we can during your course.
- **B** Are you going to meet me at the airport?
- A No, I'm afraid not. Don't worry, you won't have to catch a train to get here. The college has organised a bus to bring you down. There will be someone holding the college flag who will meet you in the arrivals hall and tell you where to go. We're going to be in the college car park with all the other host families who are meeting the students off the bus.
- **B** OK that's great. Another question. Am I going to share a room?
- A Normally you would. The room is big enough for three students, but we usually only have two. There aren't so many students coming on your course in August June and July are much busier. So, you'll be on your own in the room.
- **B** That's a pity. I would like to have someone to talk to.
- A You can always talk to us.
- **B** Umm ... It would also be good to have someone my own age to talk to, but never mind. What about food and meal times?
- A Most of our students worry more about this than their lessons or the journey to get here. Well, during the week, I provide breakfast and give you a packed lunch to take to school. We also give you a meal in the evening, if you are not doing anything with the college. At the weekend, it's different. I like to take it easy, so I only make breakfast. You'll have to buy your own lunch and dinner, I'm afraid.
- **B** I'm sure it won't be a problem. Thank you for answering my questions.

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.

📢 🤫 Test 3 – Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 Your shoes look expensive.
- 2 Thank you for the delicious meal.
- 3 I can't open this bottle.
- 4 She isn't able to come to the phone now.
- 5 I've just passed my driving test.
- 6 Do you come here often?
- 7 What do you want to do tomorrow?

That is the end of Part One.

Test 3 – Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- A Excuse me, I'm looking for sun cream. Do you know where I can get it?
- **B** On the second floor, sir. You'll find a wide selection in the aisle next to the beach towels and swimwear.
- A Great, thanks. We're off on holiday tomorrow.
- **B** Lucky you. Where are you going?
- A Camping in Scotland.
- **B** I hope you have nice weather. It usually rains at this time of year.
- A I know but the forecast is very good that's why I need the sun cream!

Conversation 2

- A Sorry to disturb you. I don't usually knock on someone's door like this.
- **B** It's not a problem. Is there anything I can do? You seem a bit worried.
- A My cat disappeared last night, I've looked for it everywhere and I can't find it. It always comes back for its food in the evening. I don't know where it can be.
- **B** I haven't seen it, I'm afraid. If you like, I'll come and look for it. I'm sure it hasn't gone far.
- A You're so kind, especially as we haven't even been introduced. You only moved here a couple of days ago, didn't you?
- **B** Yes! It's great to be able to get to know you even in these difficult circumstances. I'll get my coat and we can go out and search for it. You mustn't worry. I'm sure there's a simple explanation.

Conversation 3

- A I'm looking for employment during the summer holidays and need to fill in the application forms. You're good at filling in documents. Can you help me?
- **B** What do you want to do?
- A I want to get experience in an office with a legal

- department. You know I want to be a lawyer.
- **B** Yes, you've told me many times! OK let me have a look. This form is quite easy to fill in apart from the last question. They want to know what special skills you have that will persuade the company to give you the job.
- A I hate having to write about myself.
- **B** I know it's difficult but start off by saying that you're very willing to listen and want to learn all about what goes on in the office.
- A Good idea!

That is the end of Part Two.

🚺 11 Test 3 – Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Welcome back to Radio La La – the station where we want to make your dreams come true! I'm Jo Jo and in the next hour I'll bring you lots of beautiful music and information about our brilliant new competition. This is the third year of our short story competition for all you young writers. All the details will be on our website which is: double you double you double you dot radiolala. That's all one word: radio L-A-L-A dot com. If you want to be the very first to know, listen carefully now. The competition is open to anyone under the age of seventeen, not eighteen like last year, on the thirty-first of August – sorry we're strict about that – no older than seventeen. The story must be fewer than one thousand words – it's a short story! The title of the story is: My Dreams.

Now here's how to send in the entry. It must be sent by email. We can't accept any entries sent in the post or delivered by hand. You must do it before the first of December. That date is absolutely final – please don't miss the deadline.

I nearly forgot to tell you about the prizes! The best five stories will be posted on our website and the writer of the story our judges like the most gets the top prize of five hundred pounds. That's a lot of money, so get creative right away!

You now have thirty seconds to read through and check your answers.

That is the end of Part Three.

🚺 12 Test 3 – Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- A Hi Frank.
- **B** Hi Julie. How are you?
- A Fine thanks. I just wanted to find out what you're doing this evening. Have you got anything planned?
- **B** You've obviously forgotten that it's the final of my favourite programme: Let's Make Music. The winner is going to be announced tonight. I'm staying in to watch it.
- A What time does it start?
- **B** At nine and as it's the final it goes on for two hours. I've got to see it live and find out who comes out on top. I've been watching it for the last thirteen weeks so I'm not going to miss it tonight! Why don't you watch it with me? The finalists have one last chance to impress the judges by singing a song that they choose. In the previous programmes they had to sing songs that the viewers of the programme wanted them to sing.
- **A** How many singers are in the final show?
- **B** There are now only four. After they've all sung their song, the judges choose two who have to leave and the two who are left sing one last time before one of them is crowned the Let's Make Music champion. I'm so excited! It's going to be a dramatic night.
- A I'm not quite as thrilled as you are but I'm sure it'll be fun when I start watching it.
- **B** You will. You're going to have a brilliant time. To make the most of it, come a bit earlier and we can have something to eat before it starts. I'm going to get us some delicious takeaway food.
- A That sounds like a good idea! Just remember I don't eat onions.
- **B** I know! See you at about seven.

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.

13 Test 4 – Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 Could you speak more slowly, please?
- 2 Did you think the play was good?
- 3 Have you got any idea where my phone is?
- 4 How far is the beach from here?
- **5** Would you mind if I open the window?
- 6 Are you going to apologise for what you said?
- **7** What's on television this evening?

That is the end of Part One.

1 Test 4 – Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- A Is this your first visit?
- **B** Yes. I've walked past here many times, but I've never been inside before. It's absolutely amazing. There's so much to see.

All the rooms are different. In here, I love the huge lights hanging from the ceiling and the paintings of birds and animals. The colours are fantastic.

- A There are also some sculptures of animals that you should have a look at. They're in the secret garden.
- **B** Is there a secret garden? How can I find it?
- A Go through the door straight ahead of you and then up the narrow staircase. It's at the very top. I promise you that it's well worth the climb.
- B I can't wait to see it.

Conversation 2

- **A** What did you think of it?
- **B** Well, I enjoyed it a lot more than I expected to.
- A I'm so happy that for once you liked my choice.
- **B** Well there were no car chases or fights. In fact, nobody got hurt and there was even a happy ending! The story was clever as well. You never knew what was going to happen next.
- A OK now it's your turn. You can decide where we're going to eat.
- **B** There's a place that only opened a couple of weeks ago. It's just around the corner. Let's go there. It's got food I like.

Conversation 3

- A Have you decided where you're going to stay?
- **B** I think so. I've looked at a couple of websites and there were a lot of great offers. I usually look at the prices first. The cheaper the better. But this time I didn't. The last time I went away, the place I chose was very good value for money and near shops and restaurants. However, a few things went wrong. The TV only had a few channels, the Wi-Fi was really slow, the coffee machine didn't work and the air conditioning was very noisy.
- A Why don't you read all the comments on the website message board and choose somewhere that's got some great reviews?
- **B** That's exactly what I did. I found somewhere that's not going to be as cheap as the last place, but it will be much more comfortable. I'll be able to drink good coffee, check my email quickly and sleep well!

That is the end of Part Two.

15 Test 4 – Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Good afternoon. My name is Mandy and I'm your guide for the tour around this amazing place. Please take notes of the information I'm going to give you because a lot of it is not available online.

The building that we are looking at is the Oh Two Arena. It's on the banks of the River Thames in Greenwich. I'll spell it: G-R-E-E-N-W-I-C-H. It used to be called the Millennium Dome because it was built to celebrate the start of the new millennium in two thousand. It opened just before that so that people could have a big party there on New Year's Eve. Inside there was a huge space with zones showing different types of human activity such as: work, learning and play. The exhibition was open for a year.

After it closed, it was going to become a stadium for a London football club, but there wasn't enough money to develop the site. In two thousand and three, it was used for a Winter Wonderland Festival. In two thousand and five, Oh Two, which is a telecommunications company, bought it to stage rock concerts, circus performances and other exciting events. In two thousand and twelve it was the Olympics venue for the gymnastic and basketball events.

You now have thirty seconds to read through and check your answers.

That is the end of Part Three.

🚺 16 Test 4 – Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- A Did you have a good holiday, John?
- **B** Yes thanks, Mary. It was much better than I expected. None of the things that I thought would go wrong actually did.
- A So what was your biggest concern?
- **B** It was probably the flights there and back. We flew out at the weekend, which is usually the busiest time at the airport. I thought we would have to queue for a long time to check in.
- A How long did you have to wait?
- **B** Only about a quarter of an hour. It took about forty

- minutes to get through all the security checks because you have to take electrical items out of your suitcase and I forgot to remove my laptop because it was between my shirts and I didn't see it.
- A That still seems quite quick. What about flying, did you get a good seat?
- **B** Yes. I was very lucky. The seats next to me were all empty and the flight attendant told me that the family who were going to sit there missed the flight. All the other seats were occupied but I felt like I was flying first class.
- **A** That's never happened to me! Did you stay in a nice place when you got there?
- B Yes, I was on a campsite. There are so many things that can go wrong but it all went very smoothly. I'm really glad I didn't stay in a hotel. The weather was excellent. It was sunny most of the time and it only rained a couple of times during the night. Oh yes there was just one day when it was very windy and I had to make sure the tent didn't blow down!
- A Were there lots of things to do?
- **B** Yes, I spent a lot of time under the water. I hired some equipment and went diving every day. The sea was very clear so I saw some amazing fish.
- A I'm afraid it's not my idea of fun. I don't like getting my hair wet and I just wouldn't do it! Anyway, I'm so happy you had a great time and got back safely.
- **B** Me too. It's lovely to be back.

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.

🚺 环 Test 5 – Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 I'm sorry you can't come to the party.
- **2** Why have you opened the window?
- 3 This is my favourite comedy programme.
- 4 What were you up to at the weekend?
- **5** I love watching her play.
- **6** When are you getting your exam results?
- 7 Where's the nearest bus stop?

That is the end of Part One.

1) 18 Test 5 – Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- A Did you get your exam results earlier today?
- **B** Yes, I did. The wait is finally over.
- **A** Were they what you expected?
- **B** I did quite well in most of my subjects. I got the top grade in both maths and biology. I also got very good marks in chemistry and physics. The scores weren't so high in history and geography, but they were still acceptable. I was only disappointed by the result of my art exam.
- **A** You're really good at painting and drawing. What happened?
- **B** I don't know. The grade was much lower than my teacher thought it would be.
- A Don't worry about it. You can relax now.

Conversation 2

- A What time did you get home last night?
- **B** I'm not sure. I didn't look at my watch.
- A That's not a very good excuse. You know we want you to come in by ten o'clock at the latest. What were you doing?
- **B** I met my friends in the park. We played football for a bit and then went for a walk by the river. It started to rain, so we went to a café and started chatting. I obviously didn't realise how late it was.
- **A** Make sure you're not late again because I get worried when I don't know where you are.
- **B** I'll do my best. Next time I go out, I'll send you a text to let you know where I am.

Conversation 3

- A Good afternoon. I'm going on holiday next week to San Francisco and...
- **B** San Francisco? I've never been but I'd love to go there. Sorry, what are you looking for?
- **A** This is my first visit as well, so I want an up-to-date guide that will give me the best information on where to go and what to do.
- B Look on the shelves over there. The guides are in alphabetical order so look under S. There's a new collection of short stories by a great writer who lives in San Francisco. I think you might enjoy it.
- A Thanks. I'll go and have a look after I've found what I came in for!
- **B** Have a wonderful time. You should have good weather at this time of the year.

That is the end of Part Two.

19 Test 5 – Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Welcome on board everyone. My name's Robert and I'm your driver on today's exciting coach trip. Before I switch on the engine and get us going, there are a few things I need to point out. Please listen carefully. I've got a full coach with fifty-nine people on board. There are no free seats. It makes it easier for me to check that everyone has got back on.

I like to be punctual, so we're leaving here at exactly nine thirty. We're heading north on the motorway and I expect to be at our first stop near Stratford-upon-Avon at about eleven fifteen. We're visiting a place called Anne Hathaway's Cottage. She was the wife of the famous writer, William Shakespeare. It's about one and a half kilometres outside Stratford. It's quite a small place so we only need to spend about forty-five minutes there. Please make sure you're back on the coach before twelve - midday. We then have a very short drive into Stratford. I'm going to park next to the Royal Shakespeare Theatre, so you should have no difficulty finding the coach when it's time to leave. There's a lovely park near there next to a river where you can sit and have lunch. Look out for the big white birds called 'swans' that swim on the river. They're very well known for stealing sandwiches! Have a good look round this historical place but please make sure you're back in the car park at or before two fifteen. That's when I'm leaving to take you to the wonderful Warwick Castle. It's spelt W-A-R-W-I-C-K but pronounced 'worik'. It's not a long drive and we should be there at two thirty. There's plenty to see and do. Climb to the top of the castle towers and then go down some very narrow steps because under the castle there's an old prison. It's dark and cold so don't spend too long there. Come back into the fresh air and hire a boat to go around the lake. It costs ten pounds for half an hour. Make sure you're back on the coach at five thirty so I can drive you safely home!

You now have thirty seconds to read through and check your answers.

That is the end of Part Three.

🚺 20 Test 5 – Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- A What do you want to do at the weekend, Harry?
- **B** Well, I've just been looking through the entertainment guide on my phone. There's a lot going on. I know you like going to the theatre but the plays that are on look really boring.

- A How about the opera? You love seeing people wearing amazing costumes and fighting each other!
- **B** I know I do, Megan. The only trouble is, I don't like the singing. It sounds awful!
- A If you prefer something different, we could go to a concert. There are quite a few on tonight around town.
- **B** Good idea. Look here's an open-air one where we can sit on the grass and listen to lots of different music rock, pop, jazz.
- A Let me see. There's only one problem. I don't think I can afford to buy a ticket. The price is very high.
- **B** Don't worry. I'll pay if you really want to go.
- A I do but I've just noticed. It's already sold out!!
- **B** I'm sorry. Let's think of something else.
- A When we can't find anything to do we usually end up at the cinema. I want to do something we haven't done before.
- **B** How about this? There's a class starting on Saturday for people who want to learn to dance. It's not the waltz or any of those old-fashioned ways of dancing. It's a type of dance that comes from Brazil. I saw it on TV during the carnival.
- A I like the sound of that. Let's give it a go. We'll have a much better time than just sitting around at home. When does it start?
- **B** At half past seven. No sorry, that's the class that's starting tonight. The one on Saturday begins at eight.
- A Great! Come to my house at seven and that will give us plenty of time to get there.
- **B** I'm really looking forward to it.

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.

🚺 21 Test 6 – Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 What did you think of the film?
- 2 How many times have you been there?
- **3** I'm so happy we can meet again soon.
- 4 Could you understand anything she said?
- 5 You don't know what the Wi-Fi code is, do you?
- 6 Can you let me have my umbrella back?
- 7 I hope we haven't missed our train.

That is the end of Part One.

1 Test 6 - Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- A I feel brilliant. I still can't believe that this has happened.
- **B** You really deserve it. I couldn't be happier for you. You had to work really hard, even during the holidays. You should feel very proud of what you did
- A Yes, I really am. There was a lot of competition from other really clever students, but I still got a place. It's like a dream come true.
- **B** When does your course start?
- **A** In a month's time, so I've got plenty of time to prepare by doing lots of reading.
- **B** Try to enjoy yourself as well!

Conversation 2

- **A** It's a shame about the weather today. I'm afraid going to the beach is out of the question.
- **B** You're right, but there are lots of things we can do instead. Any ideas?
- A How about the shopping centre? Everything is indoors and there's lots to see. We could spend the whole day looking around. There are also lots of nice places to have lunch in the food court.
- **B** Yes it's a possibility but it's Sunday and most of the shops aren't going to open.
- A Oh no! There's nothing worse than going to a place where almost everything is shut.
- **B** So, let's not go anywhere. There's a great film on later that I really want to see.
- A Good idea. This is the best place to spend a rainy day.

Conversation 3

- **A** Hello. What are you doing here? I haven't seen you for ages. How are you?
- **B** Fine thanks. This is a nice surprise. What about you?
- A The café at the station isn't open, so I came in here to wait for my train.
- **B** The food here gets really good reviews and I decided to give it a try. Also, there's no Wi-Fi here so I can enjoy eating without looking at any of my devices!
- A So when did we last meet?
- **B** Let me think. You didn't go to Jack's party at Christmas, did you?
- A No, I wasn't there. Umm I think it was when we

- went swimming in the sea with some of our friends from school.
- **B** That was a while ago. I'm sure we've met since then.
- A You're right. I remember. It was at a football match. Our team won and we were really happy.
- B Of course.

That is the end of Part Two.

1 Test 6 - Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words

You're through to the information line at the Art House cinema. Thank you for calling. We have four screens here that show different types of film. There is plenty of choice for all the family. Screen One shows the latest films. There is an excellent sound system so you'll be able to fully appreciate all the special effects. There is also a very wide screen to increase your enjoyment. Screen Two has animated films and cartoons that are especially suitable for a very young audience. Screen Three is for people who love old films from the golden age of cinema. There's always a great range of classic films that people loved when they first came out and are still popular now. On this screen you get a double bill. You can see two films for the price of one. The first one is what filmgoers used to call a B movie. It was often made with a low budget and shot in black and white, not colour. The second has films with some of the greatest actors from the past. Screen Four shows films that aren't in English. Don't worry if you don't know the language. There are subtitles that are very easy to read even from the back of the cinema.

We start our films at seven thirty except Screen Two where the film begins at five o'clock. If you arrive early, there's a lovely café and restaurant which is next to the box office. We have a wide range of healthy fruit juices and delicious ice cream. Please note that we don't allow our customers to bring any food or drink into the cinema. We think the sound of eating and drinking spoils the enjoyment for our audience.

You now have thirty seconds to read through and check your answers.

That is the end of Part Three.

1) 24 Test 6 – Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- A How are you getting on with your new computer, lohn?
- **B** I'm really happy with it, Pat. It's a pity I didn't get it a few weeks ago.
- **A** How long did you have your old one?
- **B** Let me think. I bought it about a year before I came to live in this flat and I've been here for nearly three years.
- A Wow. That means it was over four years old.

 I usually change mine at least every two years.
- **B** I should've done the same. The old one was really slow and took ages to download anything. This one is much faster. It's probably not quite as fast as the one you've got but you're a programmer and need something special!
- A Apart from the speed, is there anything else you like about it?
- B Yes. There are loads of things that are much better. I don't have to remember my password when I sign in. I can just switch the computer on, look at the screen and when it recognises my face, I log in immediately. I think it's a lot more secure than using a password. Someone hacked my old computer, so I had to change my password every couple of months. If I didn't use the correct one, I couldn't get in. It was very annoying!
- A I hate it when that happens, as well. What else do you like about it?
- **B** It's not nearly as heavy as the last one and the screen size is smaller. I take it with me wherever I go and I've noticed that it's much easier to carry. My screen is the same size as yours. I've had it on for over five hours without charging it up. It's got quite a long battery life.
- A I think mine can stay on for longer for eight to ten hours. But, it all sounds very good. There must be something you don't like.
- **B** The only thing I'm not so happy about is the colour. I had to get it in black. I really wanted one in silver but there weren't any available in that colour for over a month. I didn't want to wait that long.
- A My computer's black. I'm sure you'll get used to it! It's got all the latest features you need. It looks very modern and is definitely fast enough for all the things you need to do.

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.

🚺 25 Test 7 – Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 Would you mind looking after my suitcase?
- 2 What's your new teacher like?
- 3 I'm busy at the moment, so can you call back later?
- 4 Please let me know when you're on the train.
- 5 When was the last time you saw her?
- 6 You don't know where I can buy bus tickets, do you?
- 7 I'm so sorry I couldn't come to your party.

That is the end of Part One.

🚺 26 Test 7 – Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- A That was an amazing film.
- **B** I really enjoyed it! Did you know there was a TV series with the same superheroes as there are in the film? I think my grandparents used to watch it.
- A Yes, I remember. The programmes were in black and white. There was no colour TV in those days. The characters first appeared in colour in comics. I love the covers. The artists who drew the original pictures were amazing.
- **B** It was very different for the people who only knew them by reading the comics. They had to imagine what was happening.
- A I suppose we're really lucky to see our favourite superheroes saving the world in such incredible detail!
- **B** It's one of those films I can watch over and over again.

Conversation 2

- A Where are you going on holiday this year?
- **B** I'm not sure at the moment. My grandparents always come with us, but they don't like flying anymore.
- **A** There are lots of nice places you can get to by car or coach.
- **B** That's true, but unfortunately my mum is a terrible passenger and doesn't really like very long journeys. She's much happier when she's in the air!
- A Going on holiday with all the family can be difficult.
- **B** Exactly. I think my dad wants us to go camping because it's cheaper, but I don't think sleeping in a tent is much fun when you're older.

- A Are you still looking forward to it, wherever you go?
- **B** Of course! I know it sounds like we all want different things, but in the end, we always have a great time.

Conversation 3

- A Do you know what you're looking for?
- **B** Yes. I want to find some shoes which are stylish but comfortable. I've got to go to a job interview next week.
- A You'll need to look your best. How about these? We have them in range of colours including black. How about these ones in grey?
- **B** They're a bit boring but the blue ones look good. I like the designer.
- A Yes. This brand is excellent. Let me check the price for you. You're in luck. They're now half price in the sale
- **B** At that price, I'll have them. I know my size, so I don't need to try them on.
- A I'll get the box for you. You are sure to get the job when you wear them!

That is the end of Part Two.

🚺 27 Test 7 – Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Good afternoon. This is your captain speaking. Welcome aboard our wonderful cruise ship, the Sea Queen. All our crew are here to make your time with us enjoyable, relaxing and lots of fun. However, I'm also responsible for your safety, so please listen carefully to this information. In an emergency, we'll need to get you off the ship in lifeboats. Passengers who have a cabin on the top deck must go to lifeboat station A, on the middle deck lifeboat station B and the bottom deck to lifeboat station C. Please make sure you know exactly where to go.

The next important announcement is that we set sail at seven thirty this evening, not at six o'clock. There are wonderful views of the harbour and the best place to see them is from the window seats in the Captain's Café on the top deck.

I'm afraid that the weather for this evening is not as good as I'd like. It will be wet and windy, so wear warm clothes when you're out on deck.

We want to give you the opportunity to get to know each other as quickly as possible. On the first night, the ship's social organiser, the wonderful Betty Brown, will greet you and introduce you to other members of the crew in the main ballroom on the middle deck. Then the ship's band, Ocean's Eight, will play some

music to get you singing and dancing. We hope you have a wonderful time on board the Sea Queen.

You now have thirty seconds to read through and check your answers.

That is the end of Part Three.

🚺 28) Test 7 – Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- **A** Hello, Steve. My name is Tracey. You're looking for a holiday job, aren't you?
- **B** Yes, that's right. I'm still at school but want to get some work experience.
- A What do you want to do when you leave school?
- **B** My aim is to become the manager of a hotel. My dad's a car mechanic and my mum works in a shop. I want to do something completely different, where I can travel. Are there any vacancies working in a hotel office? I don't mind if they don't pay me very much.
- A Yes, there are a couple of jobs but I'm sorry, they only want someone who is over eighteen, so you'll have to wait another year to get it. However, I think I can find you a job working in a hotel kitchen.
- **B** A kitchen? I'm not sure I want to work there but what's the job?
- A Let me see. Kitchen cleaner. You have to clean the floors and the cookers, but you won't have to wash dishes. It's quite hard work but I'm sure you can learn a lot about what really happens in a hotel kitchen.
- **B** Is that all there is? It's not exactly what I was looking for.
- A Sorry, there are no other jobs in a hotel I can find. However, there is a job available in a leisure centre. The leisure centre has a gym and a swimming pool. They're looking for someone to work in the pool area with the swimmers, handing out and collecting towels. It's not the most interesting job in the world but you'll meet lots of people.
- **B** I'm sure I can do it, but could you please give me another choice?
- A OK. I have one more suggestion. There's a job in a park working with the head gardener to cut the grass, tidy the flower beds and pick up dead leaves.
- **B** I can definitely do that. I like the idea of working in the open air.
- **A** I'm pleased. I'll email the head gardener and arrange for you to go and see them.
- **B** Thanks. I'm going home now, so if you hear anything, please call me.

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.

1 Test 8 – Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

- 1 Your bags look heavy. Do you need any help?
- 2 Have you heard the news? Flora won the first prize.
- 3 Have you seen my keys anywhere? I've lost
- 4 I'm bored... how about going to Harry's party?
- 5 Would you like me to help you with that?
- 6 Why is he so upset?
- 7 What time does the concert start?

That is the end of Part One.

🚺 5 Test 8 – Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

- A I played that new online game I told you about last weekend. It's awesome! The graphics were amazing and the characters so realistic! You must register so we can play against each other.
- **B** Really? Is it that good? How much time have you spent on it? And what are the other players like? You know I like games to be fast and have lots of action and adventure!
- A Trust me, it has all of that! You're going to love it. And it's quite hard, too. You've never played anything like it before!
- **B** Great! I like games to be challenging! Otherwise, I get bored. OK, that's it then. When shall we play together? I want to learn the tricks first before I go online.
- A Hee hee! I'll beat you easily! I've already had lots of practice and I know all the little tricks.

Conversation 2

- A Hi Darren! I didn't expect to see you at Nick's party. Great to see you!
- **B** Yes, I've known Nick for ages. We played basketball together we were in the school team! How do you know him, Gina?

- A I've known him all my life. He's family to me! My brother, Kevin, and Nick used to hang out together when we were kids. Nick had lunch and stayed at our house all the time!
- **B** Wow! So, you're really old friends. I had no idea! He's such a nice guy, isn't he?
- **A** The best! I'm so happy he's going to university next year! He's worked really hard.
- **B** True! Let's go over there and say hi. We won't see him for quite a while.

Conversation 3

- A Jim, dinner's ready. Come downstairs with me.
- **B** Oh no! Is it dinner time already? I haven't finished my homework. What am I going to do? I've got so much work!
- A I thought you'd finished ages ago! What have you been doing all afternoon?
- **B** Scott was online, so we were chatting for a bit. I didn't realise it was this late... I'm sorry.
- A You know you aren't supposed to go online before you finish your school work. We've talked about this.
- **B** I know, but he missed school today and I just wanted to see if he's OK.
- **A** Come to the table now and we'll talk about it later. Everyone's waiting for us.

That is the end of Part Two.

√ 31 Test 8 – Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

Hello, and welcome to the new Kenton Sports Centre! Firstly, I'd like to thank our mayor, Ms Harrison, who helped us build this excellent, modern sports centre. This will be the perfect place for us all, but mostly for people over sixty-five who want to exercise and stay healthy!

As you may remember, the old sports centre was out of town and you could only get there by bus, but the new one is very close to the shopping centre, so we can actually walk here from all parts of town.

That's very good exercise too!

Now, follow me and I'll show you around the facilities. As you all know, it took a year and a half to build and as our old sports centre closed down a couple of years ago, there hasn't been anywhere for people to swim or exercise for the last two years.

Hmm... Well, the wait is over! As you go in, on your left is our new swimming pool, right across from the reception, and next to the café. Both will be open daily

from half past seven in the morning, but the swimming pool closes at seven in the evening. The café stays open for an hour longer, that is, until eight p.m. Erm... Now, as you walk along the corridor, the gym is on your right. For any advice on the best way to exercise, there will always be an expert trainer there to help you.

Finally, if you need help with subscriptions, go to the reception – our receptionist will explain how you can fill in a form if you want to apply for a membership. And if you could, please complete the questionnaire about extra facilities before you leave the centre.

You now have thirty seconds to read through and check your answers.

That is the end of Part Three.

1 Test 8 – Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

- A I really need to get some more shelves for my room, Mum! I have absolutely nowhere for my stuff. Look at all these things! Where am I going to put them?
- **B** What do you mean? Have you tried your cupboards and wardrobe, Robin? There's plenty of room there. Perhaps you could put everything in its place and tidy up a bit?
- A Mmm... I suppose so, but that's so boring, Mum! I don't want to spend so much time tidying up. Isn't there any other way?
- **B** I'm afraid not, Robin. Well, perhaps you could get rid of some of the things you don't use any more? How about those toy cars on the top shelf? You really are too old to have stuff like that in your room!
- A Mum! These aren't toys. They're my special collection of old model racing cars. They're important to me!
- B What are you going to do with your old desktop computer and screen? And what about those books next to them? You've hardly ever looked at them! If you give them away, you can make a lot of space. I'm sure the charity shop on Main Street will be very glad to have them!
- A These books were the first prize I won for that writing competition when I wrote the short story about a robot. They aren't very useful, but they're a nice memory. I don't want to give them away.
- **B** Yes, I do remember that story! It was so funny! What about the computer, then? What do you want it for? It doesn't even work!
- A I know, but I'm keeping it because I'm learning how to build computers I take things out and then I put

- them back in again to see if I can make them work. So, I actually need it to practise!
- B That's a good idea, Robin. Perhaps we need to find something else to give away. What about some of your old clothes? There are certainly some T-shirts and trousers you never wear any more you're too big for them! Why don't you choose which ones you don't want, and I'll take them down to the charity shop? They always need clothes.
- A What a great idea, Mum! Thanks, I'll start choosing what to give away right now. I'm sure I've got plenty of clothes I haven't worn in years! I'm glad we're giving them to the charity shop and not throwing them away. They'll be useful to someone else and I'll have more space!
- **B** Yes, they won't end up in the bin, which is good for the planet, and you'll do something good for other people as well. I'll get some bags to put them in!

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.

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Notes

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