

LanguageCert
General

**LanguageCert
General
Official
Practice Tests**

QR Codes for Audio Access

This book has QR codes on some pages.

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

How do I use the QR code?

1. Get a QR Code Reader: First, make sure you have a QR code reader app on your smartphone or tablet. If you don't have one, download it from your app store.
2. Scan the QR Code: Open the QR code reader app, use your camera to scan the QR code, and line it up with the code on your screen. After scanning, wait for a few seconds. You'll be taken to a webpage automatically.
3. Listen to the Recording: On the webpage, you'll find a player to listen to the recording. Press play to hear the audio.
4. Answer Questions: While the audio plays, you can listen and answer any questions related to the listening activity.



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Introduction to LanguageCert General

Why LanguageCert

LanguageCert

- is designed for test takers seeking to migrate for work or vocational purposes
- is a multi-level test covering CEFR levels A2 to C1, replicating real-life general English in use
- tests the language skills needed to live, work and study in an English-speaking environment.
- assesses all four language skills: listening, reading, writing and speaking.
- provides test takers with their results within five business days
- results are followed by the test taker's digital badge and certificate.

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About LanguageCert General

What the test aims to measure

LanguageCert General measures a range of English language skills and competences appropriate for personal, occupational and vocational contexts. It assesses the test taker's language proficiency across four levels (A2 to C1) that are aligned to the descriptions and levels of language proficiency as set out in the CEFR.

Who the test is for

The LanguageCert General test is aimed at test takers aged 17 years and above who are not native speakers of English and who seek to migrate in order to live, work or study in an English-speaking environment. It is designed for those test takers who need evidence of their English language level at CEFR levels A2, B1, B2 or C1.

Format of the test

Components	Duration	Structure
Listening	35 minutes (approx.)	4 parts / 30 items
Reading	50 minutes	5 parts / 30 items
Writing	45 minutes	2 parts / 2 tasks
Speaking	12 minutes (approx.)	4 parts / 4 tasks

The overall duration of the test is approximately 142 minutes.

How the test is scored

Test takers receive a score on the LanguageCert Global Scale (0-100) per skill as well as an overall score, which is the average of the four scores, and their CEFR level.

LanguageCert Global Scale	CEFR	LanguageCert General
75-89	C1	75+
60-74	B2	60-74
40-59	B1	40-59
20-39	A2	20-39
	A1	-

Test delivery

The LanguageCert General test is widely accessible through the LanguageCert Secure Test Centre Network which is operational in 110+ countries globally. For greater flexibility, the Speaking component and Listening, Reading, and Writing component can be taken on the same day or within 14 days of one another.

To take the next step on your English language journey, visit: www.languagecert.org to find out more about LanguageCert General and book your test.

Good luck!

LanguageCert
General

**Practice
Test 1**

LanguageCert General

LanguageCert General Test (Listening, Reading)

Test 1

Time allowed:

- Listening about 30 minutes
- Reading 50 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.

Listening: Part 1



You will hear some short conversations. You will hear each conversation twice.
Choose the correct answer to complete each conversation.

1.
 - a) Sounds perfect! I'll make some sandwiches.
 - b) It won't be any trouble.
 - c) I'm afraid I can't make it that day.

2.
 - a) That's not my fault.
 - b) I know. It will all be fine.
 - c) How far is that?

3.
 - a) I've already done that, but it's not helped much.
 - b) Right, I'll do that for you next time.
 - c) I don't know what to do first.

4.
 - a) No, I didn't realise that was necessary.
 - b) No, she couldn't come with me this time.
 - c) No, I'm making this trip on my own.

5.
 - a) That's OK. I don't mind walking.
 - b) Never mind then. Thanks.
 - c) I'll see if I can find it.

6.
 - a) I'm glad to be of help.
 - b) Hang on! I can give you an idea of the meaning.
 - c) Let's hope you can do better next time.

7.
 - a) I'd really like somewhere in the north of the city if possible.
 - b) It would be good to get something for around 600 a month.
 - c) What would you advise me to do in that case?



Listening: Part 2

You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

**Conversation 1**

You hear a student talking to a librarian.

8. To join the library, the student must
- show her student ID card.
 - complete a form.
 - give details of her course.
9. The librarian tells the student that
- she will have her library card the following day.
 - it is not very expensive to join the library.
 - her student ID card gives her access to the library building.

Conversation 2

You hear a student talking to his tutor at university.

10. What is the student's problem this term?
- He doesn't have time to do all the work.
 - The work is more difficult than before.
 - He is too tired to do the work.
11. The tutor advises the student to
- work fewer hours in his job.
 - change the type of course he takes.
 - give up his studies altogether.

Conversation 3

You hear a man talking to a woman who works at a railway station information desk.

12. In the first part of the conversation, the woman is trying to
- end the conversation as quickly as possible.
 - offer the man the best value for money.
 - explain the problems with the man's journey plans.
13. The man gives the impression that
- he doesn't really want to make the journey.
 - he cannot make the travel decision himself.
 - he is surprised at the price of the ticket.

Conversation 4

You hear two students talking about a joint project.

14. What do the students disagree about at the start of their conversation?
- a) what role they should each take
 - b) how long they should spend on each stage
 - c) the initial approach to the project
15. What do they agree to do in the end?
- a) to work separately then come together
 - b) to find out how the other groups are progressing
 - c) to complete the project in seven days

Conversation 5

You hear two friends discussing the day's work.

16. What does the woman have to do today?
- a) prepare the conference room for a board meeting
 - b) meet existing customers and get feedback
 - c) interview several people for a sales job
17. The man offers
- a) to find out the time of the board meeting.
 - b) to locate a suitable replacement venue.
 - c) to help the woman in her preparations.

Listening Part 3



You will hear the general manager of a large company welcoming a group of new employees. Complete the information on the notepad. Write short answers of **one to three words**. You will hear the person twice. You have 30 seconds to look at the notepad.

**INFORMATION FOR NEW SALES AND MARKETING STAFF**

Sales and Marketing offices are on the **(18)** floor.

(19) will be available for collection tomorrow morning at the front desk.

Refer to the joining pack for various company policies and procedures.

Get familiar with the **(20)** instructions on the notice in the office.

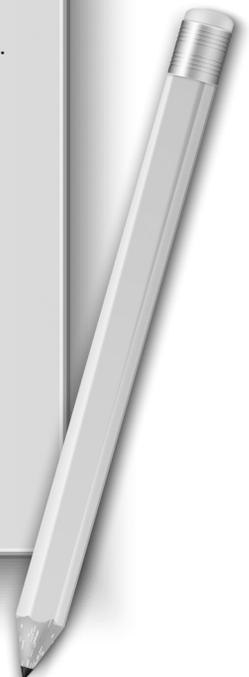
Tell the supervisor if a **(21)** is wanted as a workstation.

Free refreshments are available in the café plus items to purchase, but no **(22)** !

For any day-to-day work issues, talk to Mrs **(23)**

To qualify for a **(24)** , buy a monthly parking pass.

Get the access code for the secure bicycle storage area from the front desk.



Listening Part 4



You will hear an interview on a podcast with Dr Sarah Collins, an expert in healthy eating. You will hear the interview twice. Choose the correct answers. You have one minute to read through the questions below.



25. What is Dr Collins doing at the beginning of the interview?
- a) comparing two similar words
 - b) defining a word
 - c) giving an opinion
26. Dr Collins lists some of the popular diets of recent years in order to
- a) warn against following them.
 - b) explain how people benefit from them.
 - c) advise that they might not suit everyone.
27. Why does Dr Collins talk about the advert for a diet?
- a) She is explaining what she spends her time researching.
 - b) She is giving an example of an unrealistic claim.
 - c) She is pointing out how aggressive marketing can be.
28. According to Dr Collins, strict weight loss diets often lead to
- a) serious health problems over time.
 - b) people giving up completely.
 - c) repeated variations in weight.
29. When Dr Collins uses the phrase 'healthy fats', the interviewer
- a) feels it needs some explanation.
 - b) doesn't understand what she means.
 - c) questions whether such a thing exists.
30. What is Dr Collins' piece of advice to people who eat between meals?
- a) 'Change your mealtimes.'
 - b) 'Shop differently.'
 - c) 'Just stop doing that!'

My Notes

Reading Part 1a

Read the sentences below and decide which option (a, b, c or d) can best replace the word in **bold** so that the meaning of the sentence remains the same.

1. We expected to **land** at the airport at 8.00 p.m., but the flight took much longer.
 - a) get
 - b) arrive
 - c) reach
 - d) come

2. The small number of people who actually went to see it were very impressed by the **exhibitions** at the museum.
 - a) performances
 - b) shows
 - c) displays
 - d) presentations

3. The boy was not doing well in maths, so his parents organised lessons with a private **tutor**.
 - a) guide
 - b) teacher
 - c) lecturer
 - d) coach

4. **Essentially**, the new software update improves the overall performance and stability of the system.
 - a) Apparently
 - b) Naturally
 - c) Basically
 - d) Typically

5. The manager provided clear **guidance** to the employees about how best to do the task, and offered to check their progress throughout the day.
 - a) advice
 - b) assistance
 - c) leadership
 - d) wisdom

6. Since childhood, his passion for music has served as a constant motivation for him to **pursue** his dream to become a composer.
 - a) accompany
 - b) accept
 - c) encourage
 - d) follow

Reading Part 1b

Read the text and decide which option (a, b or c) best fits each gap.

The Benefits of Tourism

People often say that tourism damages communities and natural environments. However, the best type of tourism offers many advantages for both visitors and for the places they visit. Let's **(7)** some of these advantages.

Firstly, tourism can promote cultural understanding. When tourists travel to destinations, especially those far from home, they have the **(8)** to learn about local traditions, languages and customs. In the best cases, tourists develop a greater appreciation of different cultures.

Secondly, tourism helps economic growth. It **(9)** jobs for local businesses. Hotels, restaurants, gift shops and many other businesses make money from tourists.

(10) , tourism can improve the quality of life for local people. Better transport systems and public services, plus more leisure facilities, are good for both local people and visitors.

Finally, tourism can help communities to pay for the conservation of historic buildings and natural environments. As a result, local people can **(11)** their cultural heritage for future generations to enjoy.

7.
 - a) think
 - b) consider
 - c) wonder
8.
 - a) opportunity
 - b) benefit
 - c) arrangement
9.
 - a) invents
 - b) builds
 - c) creates
10.
 - a) Furthermore
 - b) Besides
 - c) Otherwise
11.
 - a) assure
 - b) preserve
 - c) obtain

Reading Part 2

Read the article from a newspaper. Use sentences A–G to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There is one extra sentence you will not need.

Books Are Good for You!

According to a recent study, children who read a lot grow up to be cleverer and have better mental health as teenagers. The research was led by the universities of Cambridge and Warwick. It found that reading more between the ages of two and nine was linked to significantly better academic performance at secondary school. **(12)** Moreover, they had fewer behavioural problems. An additional observation from the study was that these teenagers spent less time on their phones and less time watching TV. This is presumably because they still devoted a large portion of their leisure time to reading.

The study did not only look at self-reporting of reading habits and mental health by the children and teenagers themselves, or their parents. **(13)** Brain scans revealed that children who took up reading at a young age had bigger brains as teenagers. Perhaps surprisingly, reading appeared to boost the development of regions of the brain linked to overall mental health.

The study was published in the *Journal of Psychological Medicine*. **(14)** Its authors concluded with the request to parents to 'do their best to ensure children develop a joy of reading at an early age'. However, a professor at Cambridge commented that, 'Reading isn't just an enjoyable experience. **(15)** It's also linked to important factors in child development which are the basis of future learning and mental health.'

Half of the children involved in the study had not read books in their early childhood. The other half had spent between three and ten years reading for enjoyment. The groups were compared through a series of assessments when the children were aged between 11 and 13. **(16)** The results were then adjusted for other important factors such as family wealth. The study revealed that reading for pleasure at an early age was strongly linked to achievements beyond reading such as writing, speech and exam results at school.

Experts said the perfect amount of reading for pleasure as a young child was about 12 hours a week. **(17)** Reading for 20 hours or more a week meant that children probably did not exercise enough.

- A** If children read for significantly longer than this, their overall health appeared to decrease.
- B** It also considered objective scientific evidence.
- C** They added that policies which encouraged reading could help to reduce the mental health crisis that has appeared in children in recent years.
- D** It was based on data from more than 10,000 children in the United States.
- E** It's widely accepted that it inspires thinking and creativity, increases understanding of other people and reduces stress.
- F** Teenagers who loved reading books when they were younger were also happier overall and less likely to suffer from depression or anxiety.
- G** These included questionnaires and intelligence tests, and their academic results were considered.

Reading Part 3

Read the four texts about population ageing. There are seven questions about the texts. Which text gives you the answer to each question? Choose the correct text (A–D) for each question.

A

Some people believe that population ageing is a problem for the world which is as serious as climate change. There is certainly one clear similarity. In both cases, patterns which are already in existence will affect the future, even if we are able to make a major change in behaviour now. For example, our current use of fuels like oil, gas and coal will affect the atmosphere for hundreds of years to come, even if we stopped using the fuels completely tomorrow. Similarly, the number of women having children now and how long those children will live for will affect the structure of populations for at least the next generation or two.

B

Population ageing is the result of separate factors. The first is the number of children born to each woman around the world. UN research shows that, in 1950, women had, on average, five children. This average had fallen sharply, to three children, by the start of the 21st century. A further decline, to two children, is expected in the next 20 years. The second factor is how long the average person in a particular group lives. There are two main reasons for the rise in life expectancy. Firstly, it is the result of medical advances, with modern medicine dealing with many of the illnesses of old age. Secondly, there has been an increase in spending on health care. As this spending is linked to the increasing prosperity of a country, so people in developing areas will live longer as their wealth rises.

C

When I was young, I saw people over 60 as old, and with that view came the idea that they must be weak in mind and, because of long-term illness, an overall cost to society. Now I've reached 66 and started to draw my state pension, I feel as fit as when I was 20. I still work, as does my husband, and when we are not going to our part-time jobs, we look after the two young children of our daughter and her husband – which means, in turn, that they can continue to work more or less full time, with flexible working hours. I don't think we are a cost to society. Quite the opposite. I hope young people looking at older people nowadays appreciate this.

D

It is essential that we continue to review our state pension provision. It is worth noting that, when the first state pensions were paid to UK nationals in 1908, the age at which the payment started was 70. At that time, average life expectancy in the UK was around 45 for men and 50 for women, so the vast majority of people never received a single pension payment. The pension age now stands at 66 for both men and woman, but average life expectancy in the UK is now 81. It can therefore be seen that the average person in the UK will receive a state pension for 15 years or more. The country cannot afford to continue to make payments on this scale.

Which text:

18. details a change of opinion concerning ageing?
19. highlights two trends that result in an aging population?
20. describes a link between two separate global issues?
21. gives a historical perspective on the financial burden of having more senior citizens?
22. provides an example of older people being a benefit to society?
23. explains why people are, in general, living longer?
24. makes a case for a change to a welfare policy?

Reading Part 4

Read the text about a fire officer and answer the questions.

Gillian Moore – My Job as a Chief Fire Officer

Being a fire officer is wonderful. I have always been fascinated by fire and loved it when my father lit a bonfire in the garden. One of my most vivid childhood memories is of watching a terrible house fire in my neighbourhood. The bravery displayed by the firefighters that day was incredible, but more to the point, I saw how their bravery had led to people's lives being saved. At that moment, being a firefighter seemed a far more rewarding career than the one in law which I'd been considering.

After graduating in Fire Science and Emergency Management, I thought I would get a job easily, as I came out with a distinction. How wrong I was! It was tough. At that time female firefighters were not as common as they are now, but there was a growing recognition that the service needed more women. That's probably why they eventually hired me. After many applications, I finally got a job, and the strange thing is, it was in my hometown.

Going on to become the youngest Chief Fire Officer in the country was a tremendous honour, but I think I deserved it. I'd never stopped learning, taking every course I could: from human resource management and risk assessment, to new fire-fighting techniques and even high-speed driving. As a result, I rose steadily through the ranks, with my progress marked by the local press with stories about 'first woman to do this' and 'youngest person to do that', until I finally became Chief Fire Officer.

Daily life now is a blend of routine tasks and unexpected challenges. Most days consist of administrative duties and training sessions. However, the nature of the job means that the routine can quickly move into a very different situation. Firefighting is a dangerous profession, and I must always be prepared for the intense moments when lives could be lost. It's amazing how quickly a person can move from typing up a report to climbing into protective equipment.

The worst fire I have ever attended was a massive industrial fire that threatened an entire neighbourhood. The flames were fierce, and the smoke was thick. More people die from smoke in a fire than from the heat but fortunately, we have special equipment to deal with both. Actually, until I saw that house fire when I was a teenager, I hadn't realised that firefighters had to go inside burning buildings. I thought they just went up ladders and poured water on the flames. Anyway, during this awful industrial fire, my team went in and fought it for hours while I supervised. When they eventually got it under control, there was an enormous sense of achievement, and although the factory was destroyed, we could take comfort in the fact that the surrounding buildings were untouched.

In the future, I see technology playing an increasingly vital role in firefighting. Artificial intelligence may improve our ability to assess fire risk and advances in the use of robots will mean that firefighters will not have to risk their lives by going into burning buildings. However, with global warming affecting even areas which at present do not normally have really high temperatures, I believe fires, especially in forests and open country, will become more frequent.

25. Why did Gillian decide to become a fire fighter?
- a) It had always been her father's ambition for her.
 - b) She was inspired by an act of courage.
 - c) She thought she was better suited to it than being a lawyer.
26. Gillian thinks she got her first job because
- a) the fire service wanted a more diverse workforce.
 - b) her marks in her degree course were very good.
 - c) she was familiar with the area.
27. In paragraph three, Gillian makes it clear that
- a) she found it hard to absorb everything required of a firefighter.
 - b) she had many interests outside of the fire service.
 - c) her promotions attracted media interest.
28. According to the fourth paragraph, Gillian
- a) feels some parts of her job are boring.
 - b) finds the contrasts in her job thrilling.
 - c) is increasingly aware of the risks involved in her job.
29. At the worst fire Gillian has ever attended,
- a) she went up a ladder to fight the flames.
 - b) she had great difficulty breathing.
 - c) she was relieved that the fire was contained.
30. From her comments in the final paragraph, Gillian is confident that
- a) firefighting will become a safer profession.
 - b) technology will one day be able to prevent most fires.
 - c) techniques for fighting forest fires will be improved.

My Notes

LanguageCert General

LanguageCert General Test (Writing)

Test 1

Time allowed:

45 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.

Writing Part 1

You recently visited the City Museum. Write a review about it for a local tourism website. Mention:

- what you thought about the displays and the café
- how easy it was to book a guided tour
- who you would recommend the museum to.

Visit the City Museum this weekend!

Find out about the 1000-year history of the city and the people who lived here.

Our ten rooms contain displays of early pots and plates, furniture, clothes, and many beautiful works of art.

Entry to all ten rooms is free!

Don't forget to visit the café where you'll find a wide range of hot and cold drinks and snacks.

Guided tours are available – just book online before you come.

Write between 100 and 150 words.

Writing Part 2

Write a short story for a college magazine about an event which made someone feel nervous, but which turned out to be all right in the end. Describe why the person felt nervous and why he / she did not really need to worry.

Write between 150 and 200 words.

My Notes

LanguageCert
General

LanguageCert
General Test (Speaking)

Test 1

Test time:

about 12 minutes

I = Interlocutor

C = Candidate

Part 1 (2–3 minutes)

I: Hello. My name's *(give full name.)* And you are *(give candidate's full name)*, right?

C: *(Confirms.)*

I: Can you spell your surname for me, please?

C: *(Spells surname.)*

I: Thank you. Where are you from?

C: *(Responds.)*

I: Thank you. Exam begins. Language Cert General. *(Give today's date).* Now, Part One. I am going to ask you some questions about yourself and your ideas. *(Choose **up to five** questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, **Travel.**')*

Topics**Travel**

- How much travel do you do every week?
- What's your favourite way to travel? (Why?)
- How good is public transport in your area? (Why?)
- Do you often have to sit in traffic jams? (Why?)

Clothes

- Do you buy clothes because they are in fashion? (Why?/ Why not?)
- Where do you go shopping for clothes? (Why?)
- What do you usually wear during the week?
- Have you ever borrowed clothes from a friend? (Why?)

Holidays

- What was the best holiday you ever had? (Why?)
- Where would you like to go on holiday in future? (Why?)
- Why do you go on holiday?
- Who do you like going on holiday with?

Music

- How do you listen to music?
- How often do you go to music concerts?
- What's your favourite kind of music? (Why?)
- Are there any kinds of music that you really don't like? (Why?)

(continued)

Food and drink

- What did you eat for your main meal yesterday?
- How often do you eat food from another culture?
- How much junk food do you eat? (Why?)
- What food can you cook yourself?

C: *(Responds.)*

I: *(Interlocutor responds and/or comments **briefly**.)*

I: Thank you.

Part 2 (2 minutes)

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

A

- We're work colleagues. I start.
What are we supposed to be doing this morning?
- We're friends in a restaurant. I start.
What are you going to have?
- I'm your doctor. I start.
Where does it hurt?

C: (*Responds.*)

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

I: Second situation (*choose one situation from B*).

B

- We're strangers on a bus. You don't know where to get off. You start.
- I'm your boss. You need some time off work. You start.
- I'm on the information desk at a railway station. You want some information. You start.

C: (*Initiates.*)

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

I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

Part 3 (3–4 minutes)

I: Now, Part Three. You're going to read a short passage out loud. When you've finished, I'll ask you some questions about the topic of the passage.

(Share Candidate Task Sheet on screen.)

You now have 20 seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Continue recording.)

OK. Please start.

Interlocutor Task Sheet

Electric vehicles or EVs are generally considered greener than petrol engine cars. While the electricity which is used to charge them may come from coal, oil or gas, they produce zero emissions when in use. This means that they reduce air pollution in cities and the impact of climate change. Additionally, as renewable power sources become more common, their overall carbon footprint decreases. Furthermore, EVs tend to be more efficient than traditional forms of transport, resulting in lower energy consumption.

C: *(Talks.)*

I: Thank you. Now I'm going to ask you some questions.

(Ask one or more follow-up questions, as time allows.)

Follow-up questions:

- What is the main point being made in this passage?
- What should governments do to encourage the use of electric vehicles?
- What is your personal attitude to electric vehicles?

I: Thank you.

Part 4 (4 minutes including follow-up questions)

I: In Part Four you are going to talk on your own for about two minutes. Your topic is *(choose topic for candidate)*.

Topics

A The importance of learning new skills throughout your life

B Why some people enjoy extreme sports.

C A problem you had at school or work and how you dealt with it

I: You now have thirty seconds to write some notes to help you. So, your topic is *(repeat topic)*.
(Withdraw eye contact for thirty seconds. Continue recording.)

I: *(Candidate's name)*, please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)*

Follow-up questions**The importance of learning new skills throughout your life**

- What skills would older people benefit from learning? (Why?)
- Which skill would you like to learn next? (Why?)
- Do you think every child should be taught to play a musical instrument? (Why?/ Why not?)
- Should education be free even after you leave school? (Why? Why not?)

Why some people enjoy extreme sports

- Would you ever do an extreme sport?
- How can the danger of extreme sports be reduced?
- What happens to our bodies when we experience fear?
- How do people deal with fear in everyday life?

A problem you had at school or work and how you dealt with it

- What do you think causes most of the problems at school / at work?
- Can experiencing a problem ever be a good thing?
- What qualities do people who do stressful jobs need to have?
- Should you ever ignore a problem? (Why?/ Why not?)

I: Thank you. *(Give candidate's name)*. That is the end of the exam.

My Notes

LanguageCert
General

**Practice
Test 2**

LanguageCert General

LanguageCert General Test (Listening, Reading)

Test 2

Time allowed:

- Listening about 30 minutes
- Reading 50 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.

Listening: Part 1



You will hear some short conversations. You will hear each conversation twice.
Choose the correct answer to complete each conversation.

1. a) It's hard to do it sometimes.
b) I don't do that.
c) I'll try to do it later.
2. a) I didn't mean that.
b) You don't have to do that.
c) I'm afraid I don't know of anyone.
3. a) That's the way to do it.
b) Just press that button there.
c) OK. Make me a copy, too.
4. a) No problem.
b) No way.
c) I've no idea.
5. a) Is it necessary to make a choice at all?
b) Why not make a list of key things you're looking for?
c) I wouldn't worry about the difference.
6. a) The change was made quite a while ago, actually.
b) There's no requirement to stay on campus.
c) Perhaps it would be an idea to ask again.
7. a) Would it be possible for you to explain it to me?
b) Is there any chance that I could still check out some books?
c) So what would you recommend I should do?



Listening: Part 2

You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

**Conversation 1**

You hear two friends talking about a job offer.

8. What does the man suggest the woman should do?
- a) check the normal salary for the job offered
 - b) arrange her holiday as soon as possible
 - c) postpone when she takes up her new job
9. What do the man and woman agree about?
- a) She shouldn't take the job if there's a lot of weekend work.
 - b) They don't like having to work Saturday mornings.
 - c) She probably won't have to work every weekend.

Conversation 2

You hear two people talking about organising a meal for office colleagues.

10. What do the speakers need to make a decision about?
- a) where to hold the event
 - b) when to arrange the event for
 - c) how to contact the people coming to the event
11. How do the speakers feel about the event?
- a) worried that it will be like last time
 - b) pleased that everyone has agreed to attend
 - c) annoyed that some people have not accepted

Conversation 3

You hear a female tutor talking to a male student.

12. What is the tutor doing in the conversation?
- a) trying to find out the cause of a problem
 - b) highlighting the good parts of the student's work
 - c) pointing out the course requirements to the student
13. At the end of the conversation, the student seems to be
- a) anxious about getting the essay structure wrong again.
 - b) clear about the way to get better marks.
 - c) surprised about the way the tutor wants essays written.

Conversation 4

You hear two students talking about a presentation.

14. When discussing their presentation, the speakers reject
- a) inviting questions from the audience.
 - b) getting the audience to conduct an experiment.
 - c) giving the audience work to do in their own time.
15. The speakers agree to provide the audience with
- a) a list of references.
 - b) a link to the slide show file.
 - c) a paper copy of the presentation.

Conversation 5

You hear a drama teacher called Emily talking to a new colleague.

16. Why did Emily become a drama teacher?
- a) She couldn't get any acting jobs after finishing drama school.
 - b) It was something she always intended to do.
 - c) She decided to change jobs after doing performances in schools.
17. Emily thinks the most important part of her job is
- a) identifying children who have acting potential.
 - b) helping children to overcome shyness.
 - c) introducing children to great works of literature.

Listening Part 3



You will hear a manager from a city tour company giving some training to new employees. Complete the information on the notepad. Write short answers of **one to three words**. You will hear the person twice. You have 30 seconds to look at the notepad.



Training session: points to remember

- The company runs open-top, get-on, get-off city bus tours.
- Tour guides must know the **(18)** of all the important places in the city.
- All tour bus routes pass through **(19)**, with its outdoor market on Saturdays.
- The Old City centre is surrounded by **(20)**
Green Park offers a quiet escape from city life, with a lake, gardens and statues.
- This week, the Art Museum has an exhibition of work by **(21)** artists.
- One collection within the History Museum that's enjoyed by children is of **(22)**
- Tour guides can wear their own clothing, but no **(23)**
- For any problems with the schedule, see Mr **(24)**
- Interesting facts and personal stories are what make the tour memorable for tourists.



Listening Part 4



You will hear a radio interview with Julia Sanchez, a city planner, about a survey which she conducted. You will hear the interview twice. Choose the correct answers. You have one minute to read through the questions below.



25. How did Julia conduct the survey?
- a) through conversations
 - b) by post
 - c) online
26. Why did Julia conduct the survey?
- a) to deal with the worrying increase in complaints to the council
 - b) to get people's opinions before addressing the council on city spending
 - c) to secure public approval for a series of proposals made by the council
27. In the survey, city residents commented on
- a) how poor the roads from the suburbs were.
 - b) how infrequent buses were during rush hour.
 - c) how slowly commuter traffic moved.
28. The council faces difficulties meeting some demands because of
- a) the large number of organisations involved.
 - b) a lack of money for development.
 - c) the difficulty of understanding the requirements.
29. According to Julia, what is the council hoping to do about parking?
- a) create more car parks
 - b) let people park in more places
 - c) arrange a special price for city workers
30. How does the council hope to make more green spaces available?
- a) convert open ground in the city
 - b) knock down old housing areas
 - c) clean up old industrial sites

My Notes

Reading Part 1a

Read the sentences below and decide which option (a, b, c or d) can best replace the word in **bold** so that the meaning of the sentence remains the same.

1. The **sign** on the door at the back of the room said 'FIRE EXIT'.
 - a) notice
 - b) writing
 - c) letters
 - d) words

2. The man was very ill and had to take many different **tablets** every day.
 - a) medicines
 - b) aspirins
 - c) pills
 - d) prescriptions

3. Her car was in the garage, so she asked a colleague for a **ride**.
 - a) drive
 - b) lift
 - c) journey
 - d) run

4. I'm hoping that we will be able to move to the next **phase** of the project before the end of the week.
 - a) stage
 - b) episode
 - c) point
 - d) place

5. After originally opposing the proposal, the head of the council committee finally **signalled** that she was prepared to accept it.
 - a) pointed
 - b) proved
 - c) showed
 - d) indicated

6. The team of researchers continued with their fieldwork **irrespective** of the weather conditions, which gradually deteriorated throughout the day.
 - a) whatever
 - b) regardless
 - c) nonetheless
 - d) ignoring

Reading Part 1b

Read the text and decide which option (a, b or c) best fits each gap.

Faulty products: What are your rights as a customer in the UK?

When you buy something from a shop, you expect the product to be in perfect working order. For example, a laptop computer must work and must **(7)** to the internet correctly. If you think a product you have just bought is faulty in some way, you have the right to complain to the company you purchased the item from. However, make sure you know the **(8)**

In the UK, companies must deal with a product which does not work without asking you to pay anything. It depends on the problem, but you may be able to get the product **(9)** if you want another new one. You usually have to prove that the product is broken or doesn't work, so take photos or a video which **(10)** this. Some websites say that you must have a receipt for the product to prove that you bought it at that particular shop. But there are other **(11)** of doing this, such as providing a credit card statement.

7. a) join
b) connect
c) contact
8. a) law
b) rule
c) order
9. a) replaced
b) restored
c) refunded
10. a) reveals
b) demonstrates
c) exposes
11. a) techniques
b) approaches
c) means

Reading Part 2

Read the article from the website of a charity. Use sentences A–G to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There is one extra sentence you will not need.

The Wild Animal Conservation Programme

Do you love wild animals? Are you worried about the speed with which many of them are disappearing from our planet? Then you need to know about The Wild Animal Conservation Programme.

We are an international charity which aims to protect animals in the wild wherever they face dangers. It is a big job. **(12)** It may be people cutting down forests for wood or new farmland. It could be hunters killing animals for their skins or parts of their bodies. **(13)** It is, in some places, the effects of global warming, such as the melting of the ice under the animals' feet. In the last case, we need to relocate animals to areas not yet affected.

You can assist our organisation in its work by adopting a wild animal. All we ask for is £5 a month. **(14)** This month, choose from the list of animals given below, like the giant panda, the penguin or the snow leopard. When you adopt an animal, you get a soft toy of that animal. You also get a regular newsletter about the species. **(15)** We'll tell you how your donations are making a positive change!

Most of your money helps us to protect animals in their natural environments. This conservation work is extremely important and urgent. For example, 90% of the population of African elephants has disappeared since the 1920s and there are only about 450,000 of them left in the wild now. **(16)** We must find ways to stop this.

Some of the money we collect goes to assist the work of particular zoos. You may be surprised about our cooperation with these organisations, which are often criticised by animal charities. But when the number of animals of a particular species falls too low in the wild and no alternative habitats are available, the only way to preserve that species is to transport some of the creatures to a zoo. **(17)**

So adopt an animal today! Don't just worry about the problem. Be part of the solution.

- A** However, around 20,000 of these wonderful animals are still killed every year.
- B** Increasingly, it is pollution from industrial processes damaging the areas that endangered animals live in.
- C** It is a small amount, but you would be surprised what we can do with it.
- D** We need to conserve it to ensure that its plants and animals can survive.
- E** There are so many threats to habitat and to life itself.
- F** There, they can be looked after and perhaps even returned to the wild when conditions in their habitat improve.
- G** This will not contain just bad news, as we report on our successes too.

Reading Part 3

Read the four texts on computer games. There are seven questions about the texts. Which text gives you the answer to each question? Choose the correct text (A–D) for each question.

A

Computer games have come a long way since they first appeared in the 1970s. *Pong* was released in 1972, based on table tennis, or ping pong as it was often called at the time. It was for two players, and all they had to do was to prevent the ball – just a white dot moving on a grey screen – from hitting their side of the screen. People played it in public places of entertainment because nobody had a personal computer then. In the 1980s, the first generation of *Super Mario Brothers* appeared and, surprisingly, the game is still going strong in new forms 40 years later. Gradually, different types of games appeared, including some very popular fantasy games in which the players get completely involved in very realistic action, and games called ‘shoot ‘em up’ games, because all you have to do is kill ‘them, or ‘em’.

B

Computer games are so popular with teenagers today that it is right that we continue to research their effects. They can certainly improve problem-solving abilities and speed up reaction times. However, gaming can become an addiction and also lead to lack of exercise. In addition, many people point out that the violent behaviour required by players in certain types of games can suggest that violence is the best way to solve a problem. Working in the 1920s, the psychologist, Sigmund Freud, believed that if children saw violent behaviour, they tended to become less violent themselves, but more recent psychologists like John Bowlby have come to the opposite conclusion.

C

You will certainly learn a lot about our solar system as you fly around the planets at high speed in *Journey Into Space*. This fast ‘shoot ‘em up’ game sends players on a crazy journey, finding aliens and, of course, killing them. The wonderful visuals are sure to amaze a teenager as much as they did me, and the large number of levels will keep any player wanting to keep going. I didn’t get past Level 3 for ages, but gradually I learnt how to beat the creatures as they appeared from nowhere. But then I started to realise that the only task in the game is to kill aliens. There is no storyline and, for me, that is the most important part of the whole game-playing experience.

D

Learning through play has long been a key idea in educational psychology. It is an extension of 'learning by doing', which was recommended as the best method of instruction by Aristotle over 2,000 years ago. And if you are going to use play as a motivator, what better kind of play can any teenager have today than a computer game? Computers are extremely patient, so a student can practise for as long as necessary. They are also adaptable, matching activities to student level. The best kind of multiplayer games encourage people to work together. An extra bonus which has just been recognised in games involving players around the world is that it is possible that teenagers will gain some cross-cultural knowledge while interacting.

Which text:

18. defines a term used for some computer games?
19. presents two sides of a discussion about a current issue?
20. refers to an extremely old theory?
21. expresses pleasure and disappointment?
22. comments on the continued success of a particular game over several decades?
23. points out a possible advantage of multiplayer games in addition to teamwork?
24. explains why certain games may have a bad effect on teenagers?

Reading Part 4

Read the text about space exploration and answer the questions.

Space Exploration

Should governments be spending billions of pounds every year on space exploration? The answer to this question is perhaps no in every case, however rich the country is. But the argument is maybe even stronger in the case of a poorer country. Indeed, one of these less economically developed countries recently sent a spaceship to the Moon. It seems strange for a government to spend money collected in taxes from its own people in this way. However, there may be reasons why even poorer countries should invest in space exploration.

We cannot consider space exploration today without recognising that the development of the human race has been one long series of explorations. If humans did, indeed, first appear in Africa, and then spread around the world, that could be regarded as the first set of explorations. Then, when people ran out of land, or the climate changed, it is believed some of those people set off in small boats to see what was over the horizon. They started communities on islands hundreds of miles away. It seems that there is something in humans which demands exploration. So perhaps it would be wrong to deny current generations the opportunity to reach out into space.

Some people say that all the average person has got out of space exploration is their car's sat nav system. But those who have looked more closely into this issue disagree. They say that computers would not have developed so far and so fast if the organisations involved in space exploration, such as the American space agency NASA, had not demanded more and more technological advances. So our computers are perhaps space exploration's greatest legacy. However, it is worth noting that NASA did not put computers on its first manned spaceship, *Mercury*, in 1961. In fact, it launched many missions before computers became a necessary part of the equipment to get a spacecraft to the Moon and back.

One point often mentioned by NASA in its publicity is that a large number of young people are encouraged to become scientists and engineers because they are inspired by the idea of space travel. The respected journal *Nature* conducted a survey of scientists in 2009 which asked, 'Why did you want to become a scientist?' Half of those surveyed said it was because of witnessing the Moon flights when they were young. Rather stronger evidence comes from the National Science Foundation, which found that the percentage of graduates holding degrees in science and engineering reached its peak in the later 1960s. That was exactly the time when man first landed on the Moon. That percentage then started a decline which continued for decades.

The strongest argument against space exploration seems to me to be that we are turning space into a rubbish dump, except these 100 trillion bits of space rubbish are moving around the planet at the speed of a bullet. Clearly, one day there will be a serious collision between a spaceship and some space rubbish. In addition, a significant proportion is less than 600 kilometres above the surface, so it will start falling back to Earth over the next few years.

25. In the first paragraph, the writer refers to a recent space mission
- a) to ask whether the government concerned should have undertaken it.
 - b) to demonstrate how governments have to make difficult decisions.
 - c) to show that most people recognise the value of space exploration.
26. In the second paragraph, the writer is saying we need to explore space because
- a) climate change may make this planet uninhabitable.
 - b) humans naturally need to explore unknown areas.
 - c) there is nowhere left on Earth to explore.
27. According to the information in the third paragraph,
- a) people could not have gone into space without computers.
 - b) space exploration was a driving force for computer development.
 - c) very little everyday technology has come out of space exploration.
28. What is the main point being made in paragraph 4?
- a) Space exploration may not be as inspirational to young people as previously thought.
 - b) Scientific advances are only meaningful to the public if they can see them happening.
 - c) NASA is finding it increasingly difficult to attract the best science graduates.
29. What does the writer do in the final paragraph?
- a) explain why space is fast becoming a garbage dump
 - b) state the negative impact of space pollution on our health
 - c) point out that our actions are making an accident in space inevitable
30. How do you think the writer feels overall about space exploration?
- a) There have been no real benefits to it.
 - b) It is difficult to reach a conclusion about it.
 - c) Its value is often underappreciated.

My Notes

LanguageCert General

LanguageCert General Test (Writing)

Test 2

Time allowed:

45 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.

Writing Part 1

You recently visited a theme park. Write a review about it for a local tourism website. Mention:

- what you thought about the rides
- how safe you feel the theme park is
- who you would recommend the park to.

Visit *Our Wonderful World* theme park this summer!

Take our rides and travel around the wonderful world which we live in.

Go down our exciting water rides in a boat or in a rubber ring.

Follow our adventure route, solve the puzzles and win a prize.

Enjoy delicious food in our Rainforest Café!

Write between 100 and 150 words.

Writing Part 2

Write an email to an English-speaking friend advising him / her about a visit to your country. He / she wants to know if August is a good time to come and visit and what he / she should see while they are there.

Write between 150 and 200 words.

My Notes

LanguageCert
General

LanguageCert
General Test (Speaking)

Test 2

Test time:

about 12 minutes

I = Interlocutor

C = Candidate

Part 1 (2–3 minutes)

I: Hello. My name's *(give full name.)* And you are *(give candidate's full name)*, right?

C: *(Confirms.)*

I: Can you spell your surname for me, please?

C: *(Spells surname.)*

I: Thank you. Where are you from?

C: *(Responds.)*

I: Thank you. Exam begins. Language Cert General. *(Give today's date)*. Now, Part One. I am going to ask you some questions about yourself and your ideas. *(Choose **up to five** questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, **Jobs.**')*

Topics**Jobs**

- How long have you been in your present job?
- What is a good job, in your opinion? (Why?)
- Do you expect to stay in the same career? (Why/ Why not?)
- What would be your perfect job?

Daily routine

- How do you travel each day? (Why?)
- When do you usually go to bed? (Why?)
- Are you a morning person or an evening person?
- Tell me some of the things that you do every weekday.

Luck

- Do you believe in good luck and bad luck? (Why/ Why not?)
- Tell me something lucky which has happened to you.
- What things do people believe are lucky in your country? (Why?)
- Do you play games where luck is involved in winning? (Which games?)

Music

- How important is music in your life? (Why?/ Why not?)
- What is your favourite type of music? (Why?)
- Would you ever go to a music festival? (Why?/ Why not?)
- Do you play a musical instrument?

(continued)

National holidays

- What is the most important national holiday in your country? (Why?)
- What do people do on national holidays in your country? (Why?)
- Are national holidays more or less important now than in the past? (Why? / Why not?)
- What is the best national holiday you have ever had?

C: *(Responds.)*

I: *(Interlocutor responds and/or comments **briefly.**)*

I: Thank you.

Part 2 (2 minutes)

I: Now, Part Two. We're 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 start.
What shall we do this evening?
- We're colleagues. I start.
Have you been able to finish that report yet?
- We're at a bus stop. I start.
Excuse me. Do you know if the number 15 goes to the town centre?

C: (*Responds.*)

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

I: Second situation (*choose one situation from B*).

B

- I'm a shop assistant in a toy shop. You want some advice about a toy for a young child. You start.
- We're strangers in the street. You want directions to the museum. You start.
- I work at a railway station. You want some information about times of trains to London. You start.

C: (*Initiates.*)

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

I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

Part 3 (3–4 minutes)

I: Now, Part Three. You're going to read a short passage out loud. When you've finished, I'll ask you some questions about the topic of the passage.

(Share Candidate Task Sheet on screen.)

You now have 20 seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Continue recording.)

OK. Please start.

Interlocutor Task Sheet

Farmers have used natural selection for thousands of years to get more yield from their plants and livestock. By chance, they would notice that a certain type of wheat gave more flour for bread, or a particular cow produced more milk, and they would choose to reproduce from those plants and animals. This is genetic modification by accident. But recently, scientists have learnt how to modify the genes of living things like tomatoes so that they can resist pests or grow more quickly. However, there is opposition from many people to this scientific advance.

C: *(Talks.)*

I: Thank you. Now I'm going to ask you some questions.

(Ask one or more follow-up questions, as time allows.)

Follow-up questions:

- What is the main point being made in this passage?
- Why is there opposition to genetic modification?
- How do you feel about genetically modified plants and animals?

I: Thank you.

Part 4 (4 minutes including follow-up questions)

I: In Part Four you are going to talk on your own for about two minutes. Your topic is *(choose topic for candidate)*.

Topics**A Pets****B A terrible journey****C The importance of new technologies in our daily life**

I: You now have thirty seconds to write some notes to help you. So, your topic is *(repeat topic)*.
(Withdraw eye contact for thirty seconds. Continue recording.)

I: *(Candidate's name)*, please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)*

Follow-up questions**Pets**

- In your country, what is the attitude towards keeping pets?
- Why do you think people keep pets?
- Is keeping pets ever cruel? (Why?)
- Should people be allowed to keep wild animals as pets? (Why?/ Why not?)

A terrible journey

- Do you normally like travelling? (Why?/ Why not?)
- What is the most common cause of travel problems in your country?
- How could travel problems in your country be solved?
- How do people often react to travel delays and cancellations?

The importance of new technologies in our daily life

- Can you share a personal example of how a new technology has made your daily life better?
- How do you think new technologies will affect our lives in the future?
- Are there any worries about using new technologies every day?
- How can people learn about the latest technology and decide if it's right for them?

I: Thank you. *(Give candidate's name)*. That is the end of the exam.

My Notes

LanguageCert
General

**Practice
Test 3**

LanguageCert General

LanguageCert General Test (Listening, Reading)

Test 3

Time allowed:

- Listening about 30 minutes
- Reading 50 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.

Listening: Part 1



You will hear some short conversations. You will hear each conversation twice.
Choose the correct answer to complete each conversation.

1. a) Thank you very much.
b) Well, let's hope so.
c) Never mind.

2. a) If the phones come back on.
b) Definitely. I'll work late if necessary.
c) I can't do anything about that.

3. a) I don't know why, I'm afraid.
b) I might have to do that.
c) I'll do it if I feel better later.

4. a) Are they very close to the stage?
b) Why can I only have a few?
c) Unfortunately, I can't afford the time.

5. a) Assuming I get them.
b) I'll decide later.
c) Let's hope not.

6. a) Well, I wasn't sure how to present it.
b) Yes, I did a lot of research.
c) That's OK, you can show me it later.

7. a) I've already thought of that.
b) We could do that if you really want to.
c) You can say that again!



Listening: Part 2

You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

**Conversation 1**

You hear a female manager talking to a new worker.

8. What didn't the man know about?
- a) the weekly alarm testing
 - b) the key entry system
 - c) the emergency signal
9. Where should everyone meet if there is a fire?
- a) in the car park behind the building
 - b) in the park opposite the building
 - c) outside the coffee shop

Conversation 2

You hear a male tutor talking to a student called Alison.

10. What is the tutor saying about the student's last essay?
- a) It is easier to understand than her previous work.
 - b) He's pleased she met the deadline.
 - c) She needs to improve the presentation of trends.
11. The student agrees to
- a) put a list of book references at the end next time.
 - b) give more specific information about web research.
 - c) check spelling and grammar carefully.

Conversation 3

You hear two friends discussing a job interview.

12. What is the woman most worried about?
- a) her body language
 - b) her lack of experience
 - c) her qualifications
13. The man talks about job interviews he has had
- a) to show that each interview is different.
 - b) to indicate that interviewers are unpredictable.
 - c) to assure the woman that she will do well.

Conversation 4

You hear a man asking a woman for advice about his visa.

14. What does the woman say about visa extensions?
- a) The rules are not the same as they were last year.
 - b) Some types of visa have very complicated rules.
 - c) Applicants can stay while waiting for a decision.
15. At the end of the conversation, the man
- a) questions whether his friend's information is reliable.
 - b) agrees that he might need expert advice.
 - c) apologises for wasting the woman's time.

Conversation 5

You hear two students discussing a concept from a lecture.

16. What did the lecturer say about ants?
- a) They are more intelligent than people realise.
 - b) Their intelligence increases as they work together.
 - c) Their behaviour is largely dictated by chance.
17. What other example of a beneficial outcome from group behaviour did the lecturer mention?
- a) efficient temperature control
 - b) successful migration
 - c) danger avoidance

Listening Part 3



You will hear the general manager of an international hotel talking to a group of new receptionists. Complete the information on the notepad. Write short answers of **one to three words**. You will hear the person twice. You have 30 seconds to look at the notepad.



New Receptionists' Welcome Meeting

- The primary responsibility of receptionists is to be the main point of contact for guests.
- Receptionists have to deal with any **(18)** a guest may have.
- Reception is open 24/7, so receptionists work in shifts.
- If a receptionist can't do a shift, inform the **(19)** manager in advance.
- Salaries are paid on the last Friday of each month.
- Benefits include **(20)** and discounts at hotel shops.
- Hotel uniform must be worn, and only a minimum amount of **(21)** is allowed.
- Simon Hill will give an introduction to the **(22)** later today.
- Simon will also give some **(23)** training tomorrow morning.
- The goal of the hotel is Guest **(24)**, not just Guest Satisfaction.



Listening Part 4



You will hear an interview with Amelia Roberts, who is an expert in sales and marketing. You will hear the interview twice. Choose the correct answers. You have one minute to read through the questions below.



25. What does Amelia say about 'sales' and 'marketing'?
- a) They are two ways of referring to the same thing.
 - b) Marketing requires more creativity than sales.
 - c) The order in which the two activities occur can vary.
26. According to Amelia, what point was Henry Ford making when he talked about 'faster horses'?
- a) that people only understand new things in relation to existing things
 - b) that he welcomed people using the phrase to refer to his early cars
 - c) that they were the inspiration for his first motor car
27. Amelia thinks companies with declining sales should
- a) ask their customers what is wrong with the product.
 - b) focus on the products customers are buying instead.
 - c) spend more on promotional campaigns for their product.
28. Why does Amelia give the example of tractors?
- a) to show that customers often make purchases for strange reasons
 - b) to highlight the importance of colour when designing products
 - c) to indicate that the reason for competitive advantage is sometimes not obvious
29. How does the interviewer react to Amelia's example of buying an electric drill?
- a) He doesn't see the relevance immediately.
 - b) He asks for more examples.
 - c) He applies her point to another case.
30. What does Amelia think is the most important thing to consider in advertising?
- a) placing advertisements in the right location
 - b) giving customers the opportunity to tell others about their purchase
 - c) selecting the right retail price to attract customers

My Notes

Reading Part 1a

Read the sentences below and decide which option (a, b, c or d) can best replace the word in **bold** so that the meaning of the sentence remains the same.

1. I'm not actually hungry, but I really **fancy** something sweet, like an ice-cream.
 - a) choose
 - b) want
 - c) prefer
 - d) enjoy

2. Liam borrowed some of my textbooks yesterday, but he promised to **bring** them back today.
 - a) carry
 - b) fetch
 - c) give
 - d) return

3. Have you got time to **arrange** all the furniture in the meeting room before the senior managers arrive?
 - a) prepare
 - b) organise
 - c) lay
 - d) set

4. When the teacher announced that the next school trip would be to the zoo, the **entire** class was delighted.
 - a) whole
 - b) complete
 - c) total
 - d) thorough

5. After the storm passed, worried residents were **reassured** to hear on the news that there was no threat of further severe weather for the rest of the week.
 - a) relaxed
 - b) satisfied
 - c) relieved
 - d) reminded

6. There are many legends about the lost treasure which was **supposedly** hidden deep within the jungle, but no one has been able to find it, despite numerous expeditions.
 - a) inevitably
 - b) incidentally
 - c) seemingly
 - d) ultimately

Reading Part 1b

Read the text and decide which option (a, b or c) best fits each gap.

Giving tips in the UK

The key point about giving a tip for service in the UK is that there is no **(7)** rule. It is always the customer's decision whether or not to give a tip. Of course, this means it's good to know the normal behaviour in different situations.

In cafés and restaurants, a tip of around 10% of the total bill is common. Some places add a service charge to the total, so always check the bill to avoid paying twice for service. If the service has been bad, it is **(8)** in the UK to ask the waiter to take the service charge off before paying, though it is rarely done.

In a hotel, the person who carries your bags to and from your room will **(9)** a tip. In taxis, you might not be very popular with the driver unless you add 10% to the charge. In pubs and bars, giving tips is much less common, but telling the barperson to 'keep the **(10)**' if you give more than the amount on the bill, is a nice thing to do.

So remember, in the UK, giving a tip is a way of showing **(11)** for the service someone has given you, rather than something you always have to do.

7. a) strong
 b) strict
 c) hard

8. a) acceptable
 b) adequate
 c) average

9. a) hope
 b) wait
 c) expect

10. a) change
 b) coins
 c) rest

11. a) approval
 b) appreciation
 c) admiration

Reading Part 2

Read the article from a science website. Use sentences A–G to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There is one extra sentence you will not need.

The rise and rise of plastic

The word 'plastic' comes from a Greek word which means 'something that can be made into different shapes'. Early 'plastic' material was made from the horns of goats, cows and sheep.

(12) However, animal horns could never meet the demands of modern industrial production.

Man-made plastic from oil emerged as an industrial product in the middle of the 20th century. It quickly became crucial in various industries due to how easily it can be worked on and how long it lasts. **(13)** It is very hard to get rid of.

The first man-made plastic was Bakelite, invented in 1907. This substance was cheap to make. **(14)** It did not conduct electricity, unlike metals, so Bakelite quickly became the preferred material for light switches, electric sockets and cases for radios.

(15) However, it is now estimated that 9.5 billion metric tons of these new sorts have been produced since then, of which seven billion have become waste. Only 9% of that waste plastic is recycled and 12% is burnt, adding to global warming. The remaining 79% ends up in landfill or in the oceans, where it is the most immediate threat. **(16)** The huge amount of plastic floating around can be judged by one fact alone. There is now an island of plastic waste in the Pacific that is three times the size of France. And it's not the only one. Four others have formed in the world's seas.

Unfortunately, plastic production will continue to grow unless national governments act to limit it or control plastic use. The good news is that there is increasing action in various countries in this direction, including banning plastic shopping bags or forcing shops to charge for them. **(17)** Perhaps the most encouraging idea is that plastics can be made from plants. These 'bioplastics' have already been created, but more work is needed to ensure they can replace oil-based plastic for all its many uses.

- A** However, that second property is the key problem with plastic.
- B** It is eaten by sea creatures and often causes their deaths.
- C** It wasn't until the early 1950s that other types of plastic started to replace Bakelite.
- D** In addition, most plastic is produced by burning fossil fuels.
- E** There are also moves by the plastics industry itself towards more forms of recyclable plastic.
- F** They were heated and made into spoons, knives, cups and other items, including jewellery.
- G** This made it ideal for mass-produced items such as the newly invented telephone.

Reading Part 3

Read the four texts about UFOs. There are seven questions about the texts. Which text gives you the answer to each question? Choose the correct text (A–D) for each question.

A

I once watched a stage magician convince a large part of an audience that they could see an elephant on the stage. I was part of the audience and, although I could not see the elephant, my neighbours on either side claimed they could. I later learnt that what had happened was a version of auto-suggestion, where the magician kept calling upon people to say whether they could see a trunk, a pair of tusks, large ears, and so on, in front of the stage curtain. Gradually, people persuaded themselves they could, then their certainty, in turn, persuaded others that an elephant was there. Surely this is what happens when easily-influenced people read about creatures from another planet visiting Earth, then look up into the sky and believe they too see alien technology flying about in the form of UFOs.

B

I'm not the sort of person who believes in ghosts. Before last night, I didn't believe in flying objects from outer space either, but this morning I'm not so sure. I was walking the dog at about 9.30 in the evening when I saw a light in the sky. It was a 'UFO', (unidentified flying object), that didn't make any noise. It looked like nothing I'd seen before, not like any plane or helicopter. It had a soft light that made everything around it look weird. The object moved in ways that seemed impossible, like it was dancing with the stars. Then, all of a sudden, it disappeared really fast. I wasn't scared, but I was fascinated. This experience has made me want to learn more about what's out there in space.

C

Any object seen in the sky by one person or many people which cannot be identified at the time is an unidentified flying object (UFO). It does not have to be of alien origin. It may simply be that, at that precise moment, observers were not able to decide if it was a plane, a weather balloon, a kite or something else perfectly normal. It may also not be an object in the sky at all but, for example, a reflection of something on the ground, like streetlights. Another possibility was revealed when some remarkable photographs of apparent UFOs eventually turned out to be marks on the film. There was a fault in the camera that had been used to take them.

D

Objects in the sky are often termed unidentified flying objects (UFOs) because they seem to behave in ways which are thought to be impossible for any known plane or helicopter, or even the latest military aircraft. But the key word here is 'known'. Scientists often point out that, before new military aircraft are revealed to the public, there is a long period when they remain secret. Although this is quite a powerful argument, it has to be acknowledged that people have been reporting flying objects moving in strange ways for at least two thousand years, since 'ships in the sky' were reported by Livy, the Roman historian, in 218 BCE, and no experimental craft appeared later to explain those observations.

In which text does the writer:

18. argue for and against unidentified flying objects being advanced aircraft?
19. give an eye-witness account of an unidentified flying object?
20. admit to having changed their opinion about unidentified flying objects?
21. suggest why some people might be more likely to see unidentified flying objects than others?
22. indicate that sightings of unidentified flying objects have a long history?
23. list possible causes of reports of unidentified flying objects?
24. imply that he or she is hard to deceive?

Reading Part 4

Read the text about a drama teacher sharing her experiences and answer the questions.

Sheila Jones talks about her job as a drama teacher

It is a sad fact that the curriculum in many schools in the UK ignores drama in favour of subjects which are seen as more academic, such as History, Geography and Science. In addition, school timetables have traditionally recognised the need for physical activity to be part of each school week. That need has risen as many children do less exercise in their free time nowadays. Taken together, these elements deal with each child's mental and physical development, but what about their social development? I'm not saying that every child has to take part in school drama productions, although such activity would probably help to develop teamwork, but I do believe that drama at school can enable a child to develop confidence in dealing with everyday social situations.

The reason I feel so strongly about this is that weekly drama classes were not part of the timetable when I was in my last few years at school. Yes, there were annual productions of Shakespeare plays, but the auditions were awful: most people who wanted to take part were rejected because they looked or sounded wrong. I never even tried to get into one of those. I was far too shy to stand up on stage and allow people to criticise the way I looked or the way I spoke.

When I was 15, my older brother joined a youth theatre group in our nearest town. I just saw it as another example of how different he was from me. He made friends easily, moving between his mates in his rock-climbing group and friends who rode motorcycles. Meanwhile, I stayed at home in our little village, meeting hardly anyone in my leisure time.

Then, one day, my brother invited me to the youth theatre. I couldn't believe it! I assumed he would think I was an embarrassment to be seen with, an awkward girl too scared to speak to others. But he seemed to really want me to join. I later discovered that my mother had persuaded him to take me along as a desperate last attempt to get me out of the house. I still don't know how I got up the courage but, looking back, I realise that I knew that drastic measures were called for.

What happened next surprised me as much as my brother and my mother. I loved every minute of that first evening – pretending to be other people in situations other than my own. I think I talked to more strangers in those two hours than in the whole of my short life up to then. It was like I had been, since perhaps the age of 10 or 11, in that stage between caterpillar and butterfly, but it only took that evening for me to grow wings.

So, when I left school a few years later, instead of going to university, which is what everybody at school and at home had planned for me, I went to an arts college. There I did a three-year course in teaching drama at secondary school. I still love being a teacher and I realise that I'm lucky to work in a school that values drama. I just wish there were hundreds of other schools where teenagers could be exposed to the life-changing benefits of drama activities, like I was.

25. In the first paragraph, the writer suggests that
- a) physical education classes should be replaced by drama.
 - b) drama at school assists with social development.
 - c) school plays could be arranged for after-school sessions.
26. In the second paragraph, the writer makes it clear that, as a teenager
- a) she was not chosen for school plays she auditioned for.
 - b) she lacked the confidence required to be in a play.
 - c) she tended to react badly to criticism of her acting.
27. In the third paragraph, the writer compares
- a) her brother's personality with her own.
 - b) her life in the town and in the countryside.
 - c) her attitude towards adventure to that of her friends'.
28. Why does the writer now believe that she agreed to go to the youth theatre?
- a) because she wanted to please her mother
 - b) because she was genuinely shocked that her brother invited her
 - c) because she knew that she needed to do something to overcome her shyness
29. What is the significance of the butterfly in paragraph 5?
- a) It was the first role she had to play at the theatre group.
 - b) It represents the writer's transformation.
 - c) It suggests that her confidence didn't last long.
30. In the final paragraph, what does the writer say disappoints her?
- a) that she didn't go to university as expected
 - b) that she hasn't had a bigger impact on her students
 - c) that not enough schools have drama on the timetable

My Notes

LanguageCert General

LanguageCert General Test (Writing)

Test 3

Time allowed:

45 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.

Writing Part 1

You recently read the announcement below on your local council website. Write an email to the council. Mention:

- the new facilities
- the quality of products at the farmer’s market
- whether the free bus service works well.

**Moreton Town Centre
Improvements**

It is one year since we introduced some new facilities in the town centre. We would now like to hear how residents feel about these facilities, including the new children’s play area and new swimming pool in the leisure centre.

We would also like to know if we should continue with the farmer’s market every month and the free bus service from the out-of-town car park every Saturday.

The Town Council

Write between 100 and 150 words.

Writing Part 2

Write a short story for a college magazine about people moving to a new location. Explain why the people are moving and describe how they feel about the move.

Write between 150 and 200 words.

My Notes

LanguageCert
General**LanguageCert**
General Test (Speaking)**Test 3****Test time:**

about 12 minutes

I = Interlocutor

C = Candidate

Part 1 (2–3 minutes)

I: Hello. My name's *(give full name.)* And you are *(give candidate's full name)*, right?

C: *(Confirms.)*

I: Can you spell your surname for me, please?

C: *(Spells surname.)*

I: Thank you. Where are you from?

C: *(Responds.)*

I: Thank you. Exam begins. Language Cert General. *(Give today's date)*. Now, Part One. I am going to ask you some questions about yourself and your ideas. *(Choose **up to five** questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, **Leisure time.**')*

Topics**Leisure time**

- How much leisure time do you have during the week?
- Tell me about a leisure activity you have done recently.
- Have you changed the way you spend leisure time in the last few years? (Why?)
- What improvements in leisure facilities would you like to see in your local area? (Why?)

Friendship

- How important is it to have friends?
- Do you have the same friends that you had when you were at school? (Why?/ Why not?)
- Have you made any friends through social media?
- Can you describe one of your closest friends for me?

Lifestyle

- How do you try to stay fit and healthy?
- Do people in your country generally have a healthy lifestyle?
- Tell me something you would like to improve about your lifestyle.
- How do you achieve a balance between your home life and work / studies?

Travel

- How far do you normally have to travel every day? (Why?)
- What is your favourite method of transport? (Why?)
- Do many people use public transport in your hometown? (Why?/ Why not?)
- How often do you experience delays when you are travelling?

(continued)

Customs

- How important are traditional customs to you?
- Tell me about the biggest national holiday in your country.
- How do strangers greet each other in your country?
- Are any customs in your country beginning to die out? (Why?)

C: *(Responds.)*

I: *(Interlocutor responds and/or comments **briefly.**)*

I: Thank you.

Part 2 (2 minutes)

I: Now, Part Two. We're 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 start.
What shall we do this weekend?
- We're colleagues. I start.
Can you explain how this photocopier works?
- We're strangers on a train. I start.
Excuse me. Does this train stop at the next station?

C: (*Responds.*)

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

I: Second situation (*choose one situation from B*).

B

- I'm a shop assistant. You're looking for a birthday present for a child. You start.
- We're in a restaurant. I have just given you your bill and it's wrong. You start.
- You're my boss. I promised to finish a report today. You start.

C: (*Initiates.*)

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

I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

Part 3 (3–4 minutes)

I: Now, Part Three. You're going to read a short passage out loud. When you've finished, I'll ask you some questions about the topic of the passage.

(Share Candidate Task Sheet on screen.)

You now have 20 seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Continue recording.)

OK. Please start.

Interlocutor Task Sheet

There is a test called 'Life in the UK' which migrants need to pass before they can apply for citizenship. Applicants are tested on their knowledge of UK laws and the legal system, as well as on British history and geography. There are also questions on customs, working in the UK and the rights and responsibilities of citizens. The test must be completed within 45 minutes, and only those who achieve a score of at least 75% can proceed with their application.

C: *(Talks.)*

I: Thank you. Now I'm going to ask you some questions.

(Ask one or more follow-up questions, as time allows.)

Follow-up questions:

- What is this passage about?
- Why do you think governments require people to take these kinds of tests?
- How important is it for migrants to know about the history of a country they are migrating to?

I: Thank you.

Part 4 (4 minutes including follow-up questions)

I: In Part Four you are going to talk on your own for about two minutes. Your topic is *(choose topic for candidate)*.

Topics

A Learning a foreign language

B Pollution

C Fast food

I: You now have thirty seconds to write some notes to help you. So, your topic is *(repeat topic)*.
(Withdraw eye contact for thirty seconds. Continue recording.)

I: *(Candidate's name)*, please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)*

Follow-up questions**Learning a foreign language**

- Do you think your language is easy for foreigners to learn? (Why? / Why not?)
- What is the best way to become fluent in a foreign language?
- Can you only learn a foreign language well if you like the culture it comes from?
- Will AI translators mean that people won't have to learn foreign languages in the future?

Pollution

- How serious is the problem of pollution in your country?
- Do you think scientists will be able to find solutions to pollution in the future? (Why? / Why not?)
- What can individuals do about pollution in their local area?
- Will people ever live in a world which doesn't suffer from pollution? (Why? / Why not?)

Fast food

- Why has fast food become so popular around the world?
- What should parents do to control the amount of fast food which their children eat?
- Should schools ban fast food from their canteens? (Why?/ Why not?)
- To what extent is fast food responsible for obesity in the modern world?

I: Thank you. (*Give candidate's name*). That is the end of the exam.

My Notes

LanguageCert
General

**Practice
Test 4**

LanguageCert General

LanguageCert General Test (Listening, Reading)

Test 4

Time allowed:

- Listening about 30 minutes
- Reading 50 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.

Listening: Part 1



You will hear some short conversations. You will hear each conversation twice.
Choose the correct answer to complete each conversation.

1. a) Yes, it is.
b) OK. I'll buy it.
c) No, I'm not.

2. a) I'm not free for lunch .
b) Yes, please. It's Martin Davis.
c) Right. I'll call back later.

3. a) I think it's in the High Street.
b) I didn't really like it.
c) I've only got the title of the article, I'm afraid.

4. a) I will, thanks .
b) No, don't worry.
c) It's not a problem.

5. a) Right. I'll have a word with him.
b) I'll let him know you called.
c) He'll be in touch with you shortly.

6. a) What would you prefer to do next time?
b) Could you possibly give me a hand with the slides?
c) I don't mind working with you in the future.

7. a) You've got to ensure you can do those.
b) I don't think you should do that.
c) If I were you, I'd ask them.



Listening: Part 2

You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

**Conversation 1**

You hear two friends talking about the woman's job.

8. How does the woman feel about her new job?
- a) worried that she won't be able to do it well
 - b) pleased with the role she has been given
 - c) disappointed that she can't continue working from home
9. Where will the woman be next week?
- a) at a conference abroad
 - b) in the main offices of the company
 - c) on holiday

Conversation 2

You hear two students talking about presenting research results.

10. What are the students doing?
- a) choosing between two possible presentations
 - b) helping each other with their handouts
 - c) sharing their presentation content with each other
11. How do the students' presentations differ?
- a) One student isn't going to use slides.
 - b) One student isn't going to explain their research methods.
 - c) One student isn't going to provide a handout.

Conversation 3

You hear two friends talking about the man's job.

12. What happened when the man spoke to his boss?
- a) He wasn't able to fully explain the issue.
 - b) He got a positive response.
 - c) He became annoyed.
13. What is the man going to do now?
- a) He will start looking for another job.
 - b) He is going to ask again in a month.
 - c) He will speak to a more senior manager.

Conversation 4

You hear a woman who is looking for new accommodation.

14. What sort of accommodation is the woman looking for?
- a) somewhere with a garden
 - b) a flat with a balcony
 - c) a detached house
15. At the end of the conversation, the woman
- a) doesn't like the location of any of the available properties.
 - b) decides to discuss it further before she makes a decision.
 - c) realises how few places meet her requirements.

Conversation 5

You hear two students talking about their psychology course.

16. When discussing their course, the speakers agree that
- a) the essays need a lot of research.
 - b) the maths is difficult.
 - c) one of the lecturers is difficult to understand.
17. What does the female student advise the male student to do?
- a) to take an extra course
 - b) to stick to the deadlines
 - c) to write more complete notes

Listening: Part 3



You will hear a chief librarian giving an introductory talk to students employed to work as part-time library assistants. Complete the information on the notepad. Write short answers of **one to three words**. You will hear the person twice. You have 30 seconds to look at the notepad.



Introduction to library services and assistants' work

- The Chief Librarian is always ready to answer questions.
- The university library was established in **(18)**
- Librarians' main responsibility is to help library users find what they need.
- Librarians also select materials to remove from or add to the collection, based on user requests and the **(19)** that's available.
- Opening hours are 8.00–22.00, or 10.00– 18.00 at weekends, with later closing when there are **(20)** going on.
- The library mainly contains reference books.
- You can locate the **(21)** on the second floor, organised alphabetically.
- Assistants may have to work in the **(22)** Library, which is smaller and open during busy times.
- Library users can do printing, photocopying and **(23)** , normally at no charge.
- The online resources, including e-books, web articles and **(24)** are available 24/7.
- Library users must be quiet, especially in the study areas.



Listening: Part 4



You will hear part of a programme called Law Today in which eyewitness evidence is being discussed. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions below.



25. What problem with eyewitness evidence does Diana point out?
- the effect of particular words used to trigger recall
 - the tendency of witnesses to add details whenever they recall an event
 - the fact that witnesses sometimes want to be the centre of attention
26. According to Diana, using more subjective language when questioning eyewitnesses
- only makes a small difference to their evidence.
 - would not be allowed in court.
 - might be done deliberately by police officers.
27. Diana objects to Neil's point about weapons reducing the recall of detail because
- not enough studies have been done to prove the point.
 - the studies which showed an effect were poorly conducted.
 - the effect was only observed under experimental conditions.
28. What does Diana say about race and eyewitness evidence?
- There's little evidence that one race is better than another at recalling events
 - Identifying someone from a different race is affected by the witness's prejudices.
 - In a multicultural society, race isn't a barrier to accurate identification.
29. What do the speakers conclude about the relationship between confidence and accuracy?
- Confident older witnesses may provide more accurate statements
 - A person confident in their memory is usually believed in court.
 - Confidence comes from having a good memory in general.
30. The implication of the gorilla story is that
- a person who witnesses a crime may miss key details.
 - eyewitnesses focus on the most unusual part of an event.
 - you can only believe about 50% of what people say.

My Notes

Reading Part 1a

Read the sentences below and decide which option (a, b, c or d) can best replace the word in **bold** so that the meaning of the sentence remains the same.

1. I really wanted to go to the football match, but the **cost** of the tickets was too high.
 - a) money
 - b) bill
 - c) cash
 - d) price

2. The student **attempted** to solve the maths problem, but it was just too difficult.
 - a) checked
 - b) aimed
 - c) tried
 - d) tested

3. It was **obvious** that she was lying, as her story kept changing every time she spoke.
 - a) complete
 - b) full
 - c) clear
 - d) sure

4. The company experienced financial difficulties last year, and **moreover**, a drop in customer satisfaction.
 - a) additionally
 - b) further
 - c) besides
 - d) increasingly

5. She was delighted to have been promoted to her new **position** of Chief Financial Officer, and she had fully deserved it.
 - a) duty
 - b) work
 - c) post
 - d) location

6. Before it could get to trial, the case was dismissed due to a lack of evidence to support the **allegations** made about the company's behaviour.
 - a) implications
 - b) faults
 - c) accusations
 - d) propositions

Reading Part 1b

Read the text and decide which option (a, b or c) best fits each gap.

Getting around in Britain

Public transport in the UK is a well-developed system, offering efficient travel options for tourists. The network consists of buses, coaches and trains **(7)** major cities and towns across the country. The National Rail service operates an extensive train network and there are regular services between major urban centres. Furthermore, regional and local bus services are available in those areas with limited **(8)** to trains.

In the capital, the London Underground provides fast services to and from all parts of the city, with easy-to-read maps of the whole system. In addition, the famous red buses with two decks are a **(9)** part of the London travel network.

Of particular interest to London's tourists are the water taxis, which pass well-known places on the **(10)** of the River Thames, such as the Tower of London. Finally, the city's black taxis are all driven by professionals. Each driver knows exactly how to get anywhere in the capital in the most efficient **(11)**

7.
 - a) pairing
 - b) grouping
 - c) connecting
8.
 - a) access
 - b) opportunity
 - c) approach
9.
 - a) decisive
 - b) chief
 - c) prime
10.
 - a) banks
 - b) sides
 - c) edges
11.
 - a) method
 - b) way
 - c) route

Reading Part 2

Read the article from a science website. Use sentences A–G to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There is one extra sentence you will not need.

Thomas Midgley

Thomas Midgley was an American chemist. During his lifetime, he probably believed that he had created products which helped the world, but his contributions to the fields of chemistry and engineering later became known for their negative environmental impacts.

Midgley was born in 1889, at the beginning of the age of the motor vehicle. In the 1920s, Midgley started working on a problem that was common in car engines of that time. Sometimes, the fuel did not burn correctly within the motor. **(12)** Midgley tried hundreds of compounds to deal with the problem and eventually found that if you added one containing a small amount of the element lead (Pb) to the fuel, the problem was solved.

A new company called the Ethyl Corporation was formed to sell the new product. The company's name was a reference to the full chemical name of Midgley's fuel additive, tetraethyl lead (TEL). **(13)** Indeed, just one year after Midgley's discovery, the US Public Health Service said that lead was poisonous. However, little notice was taken of the warning and lead was added to petrol for the next 80 years. Looking back, it is astonishing that this continued when people were aware of the threat lead posed to human health. **(14)** But in the Ethyl Corporation's own factory, some workers died from it.

Although lead in petrol started to be banned from 2000 onwards, it has been estimated that around seven million kilos of lead were released into the atmosphere in the USA alone. This lead pollution has been linked with long-term health issues in children, and even to increased levels of violence. **(15)**

But Midgley's dubious achievements did not stop at leaded petrol. In the 1930s, he created a substance known as CFC, an abbreviation for "chlorofluorocarbon," which improved the performance of refrigerators and was also used in aerosol spray cans. **(16)** However, it was later realised that CFCs were extremely dangerous for the Earth's atmosphere. They created a hole in the ozone layer which let through harmful rays from the sun, leading to increased cases of skin cancers.

(17) Long before the dangers of CFCs were discovered, Midgley became ill with polio which left him disabled. After four years of living with his condition, he invented a system involving a harness and ropes which helped him to get up and do everyday tasks. It worked well until one day, in 1944, it went wrong and killed him.

- A** Midgley knew of the dangers of lead poisoning and took measures to protect himself.
- B** He received many awards for this particular discovery.
- C** If the issue got very serious, it could actually destroy the engine.
- D** Interestingly, it didn't contain the word lead, because people already had some idea that lead could be dangerous.
- E** As for Midgley himself, his death was as tragic as his effect on the world.
- F** Although the Ethyl Corporation made a lot of money from these products, it trades in other chemicals today.
- G** No wonder that *Time* magazine labelled leaded petrol as one of the 50 worst inventions of all time.

Reading Part 3

Read the four texts about friends. There are seven questions about the texts. Which text gives you the answer to each question? Choose the correct text (A–D) for each question.

A

Life coaching is the process where a trained coach helps people improve their lives. People who are involved in life coaching often say that there are two types of people, according to how they behave in relationships. They are either radiators or drains. In normal usage, a radiator is a device for giving out heat, whereas a drain is a hole through which water can run away. According to this analysis, people who are radiators give out energy, while drains take it away. Radiators listen and help with problems. Drains, on the other hand, take energy away from their friends. They think their problems are the most important and like to be the centre of attention. The key point is clearly that drains should become radiators, because everyone loves radiators.

B

The American educational psychologist, Robert L Selman said that people go through five stages in forming friendships as they grow up. At first children become friends simply because they are close to each other. Later, children begin to realise that they cannot achieve something without the help of another child, for example, when playing a game. Next, in Selman's analysis, is the stage in which friendship lasts only as long as the children agree on everything. This tends to continue until early teenage years. During the next stage, teenagers become very possessive and jealous of their friends. Finally, there is the fully adult stage of understanding that friendship involves acceptance. Selman points out that some people do not move through all the stages and become stuck at one of the earlier stages, even in adult life.

C

Friends was a popular American TV show which ran for 236 episodes, from 1994 to 2004. It was famous for its short scenes, each of which had at least one and usually several jokes, and its cast of excellent actors. But some people think the series had problems. They point out that the characters were all too similar, all being white and the same age. Some of the jokes made fun of serious things and the stories were often about the same romantic problems, so they got boring. Another criticism is that the characters didn't develop much over the years, which led to an unsatisfactory ending.

D

Once, I had a big issue with a close friend. The breakdown in our friendship happened because of constant misunderstandings between us. We had always disagreed about big issues in society. For instance, we had very different opinions about what should be happening in the world. But that had never come between us. Then, for some reason, we started to argue about behaviour – one of us coming late or forgetting to do something. Finally, we stopped talking. I felt hurt and confused, missing the good times we shared. Realising that our friendship was worth saving, I found the courage to apologise, and she immediately did the same, although we didn't really know what we were saying sorry for! Slowly, the wounds began to heal, and we started spending time together again. I actually think our friendship is stronger now!

Which text:

18. describes how a problem was resolved?
19. explains how the form friendship takes changes as people mature?
20. presents contrasting personality types and their impact on others?
21. lists several faults that have been highlighted about something?
22. says that not everyone goes on to establish proper, grown-up friendships?
23. states that if someone listens well, people will like them more?
24. mentions the topics that were a source of disagreement between two people?

Reading Part 4

Read the text about the Internet of Things and answer the questions.

The Internet of Things ... in the home

The Internet of Things (IoT) is a concept which will, supposedly, completely change the way we interact with the world around us. In our homes, for example, all our devices could be fitted with sensors and other technology to collect and exchange data over the internet. If it happens, so we are told, IoT will improve efficiency and convenience. However, before we go full speed ahead connecting everything to everything, we need to consider some concerns which the concept raises.

Interestingly, IoT in the home is a very different vision of the future from the one promoted in fiction ever since the word 'robot' was introduced to the world in 1920s by the Czech playwright, Karel Capek. The idea was constantly repeated that, in the future, all kitchen chores would be done by metal machines which looked, moved and even talked like humans. We are now told that IoT will make home life easier, but not with the machines that Capek imagined.

If you wanted a cup of coffee in 'robot world', your mechanical helper would perform all the tasks for you. But as I understand IoT, you would not be able to watch television while your coffee was made. The improvement in your home life would come from the fact that your smart coffee container would monitor how much coffee was left and order more when necessary. Your smart fridge would do the same with your milk supply. You would still have to do chores but not, perhaps, think so much about them.

Another attraction of IoT in the home is the idea that your house could become an efficient machine. Apparently, energy and water consumption would go down because of better monitoring. Food wastage would be reduced, it seems, because items would only be ordered when they were actually needed, and sensors could tell you when food needed to be consumed before it reached its use-by date. Supporters say the smart devices would learn your needs over time and anticipate them, ensuring that everything you wanted was always available. But do we want our every move to be monitored and every choice to be noted?

When robots were still the main idea for a wonderful future, the science fiction writer Isaac Asimov devised rules for robots which involved them not hurting humans and always obeying us. However, it is not enough to tell connected devices in the home to obey humans. They need to be told very clearly which humans to obey. If my front door lock obeys a voice instruction to open, I must make sure that only I can give it that instruction, otherwise I risk being burgled.

I'm reminded of a cartoon I once saw. A lazy employee is explaining to his boss why he hasn't completed a report. He's saying, 'I'm sorry. My pen crashed.' It's funny because it can't happen. But what if my pen is a special one, connected to the electronic paper I am trying to write on? What if, in my IoT home, my coffee container decides I have enough coffee when, in fact, I have run out? Or my fridge won't tell me that all the milk inside it is out of date? IoT in the home, it seems to me, takes decision-making away from the homeowner, and that could be annoying, or even dangerous.

25. It is clear from the first paragraph that the writer
- is not convinced that IoT is a realistic possibility.
 - thinks the dangers of IoT outweigh its benefits.
 - does not believe that we should carelessly adopt IoT.
26. Why does the writer talk about robots in paragraph two?
- to contrast IoT with previous ideas about the future.
 - to explain the way in which IoT will use robots in the home.
 - to make the point that house robots would actually be impractical.
27. What conclusion does the writer reach in paragraph three?
- Smart devices would do all the work in the kitchen.
 - IoT would take over mental tasks rather than physical ones.
 - IoT would merely result in having more time to watch TV.
28. In the fourth paragraph, the writer is
- admitting that some benefits might come from IoT in the home.
 - questioning whether we want to consider our homes as machines.
 - supporting claims which have been made for home IoT.
29. The writer quotes Asimov's rules of robotics to make the point that
- IoT devices might harm humans.
 - we already have a system to guide IoT development.
 - IoT needs to be made secure against dishonest individuals.
30. What is the writer saying in the final paragraph?
- We should not rely too much on technology.
 - Even simple things in life can go wrong.
 - IoT in the home risks making people lazy.

My Notes

LanguageCert General

LanguageCert General Test (Writing)

Test 4

Time allowed:

45 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.

Writing Part 1

You recently visited the South Quay Mall. Write a review for a city tourist website. Mention:

- the range of shops in the mall
- the quality of the facilities
- the ease of access for disabled people.

The South Quay Mall

Our wonderful new mall is now fully open in the South Quay area.

There are buses from all parts of the city to this new destination for shopping, having a snack or a delicious meal, or just meeting friends.

There is free parking, with a large area for disabled drivers. Our mall has been designed to be fully accessible for everyone, including wheelchair users.

See you soon!

Write between 100 and 150 words.

Writing Part 2

Write a short story for a college magazine about a frightening situation which ended well. Describe what happened and how the character in the story felt about the events.

Write between 150 and 200 words.

My Notes

LanguageCert
General**LanguageCert**
General Test (Speaking)**Test 4****Test time:**

about 12 minutes

I = Interlocutor

C = Candidate

Part 1 (2–3 minutes)

I: Hello. My name's *(give full name.)* And you are *(give candidate's full name)*, right?

C: *(Confirms.)*

I: Can you spell your surname for me, please?

C: *(Spells surname.)*

I: Thank you. Where are you from?

C: *(Responds.)*

I: Thank you. Exam begins. Language Cert General. *(Give today's date)*. Now, Part One. I am going to ask you some questions about yourself and your ideas. *(Choose **up to five** questions, one from each of the different topic areas, as time allows. Name the topic; e.g. 'Now, **The media.**')*

Topics**The media**

- Where do you get your world news from?
- How many social media platforms are you on?
- What type of TV programmes do you enjoy? (Why?)
- How careful are you about sharing details on the internet? (Why?/ Why not?)

Your culture

- How do you celebrate birthdays?
- Does your country have a national costume and have you ever worn it?
- Tell me about a national festival or celebration you enjoy.
- Do you carry or wear anything to bring you good luck? (What?)

Holidays

- What sort of holidays do you like? (Why?)
- Why do you need holidays?
- Tell me about the best holiday you've ever had.
- Where are you planning to go on your next holiday? (Why?)

Jobs around the home

- Which jobs do you usually do in your home?
- Which jobs do you hate doing in the home?
- Do you have a garden to look after?
- Do you make home improvements yourself?

(continued)

Meals

- What's your favourite type of food? (Why?)
- What sort of things can you cook?
- Tell me about the last time you had a special meal.
- What do you usually have for lunch? (Why?)

C: *(Responds.)*

I: *(Interlocutor responds and/or comments **briefly.**)*

I: Thank you.

Part 2 (2 minutes)

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

A

- We're friends in a coffee shop. I start.
What would you like to have?
- We're work colleagues. I start.
Do you know where we're meeting tomorrow?
- We're strangers in the street. I start.
Excuse me. Where's the nearest bank?

C: (*Responds.*)

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

I: Second situation (*choose one situation from B*).

B

- We're work colleagues. You're late for work. You start
- I'm a shop assistant. You want to return a faulty product. You start.
- We're in a museum. I'm a guide. You want some information. You start.

C: (*Initiates.*)

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

I: (*Role-play a third situation from A or B if time allows.*)

I: Thank you.

Part 3 (3–4 minutes)

I: Now, Part Three. You're going to read a short passage out loud. When you've finished, I'll ask you some questions about the topic of the passage.

(Share Candidate Task Sheet on screen.)

You now have 20 seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Continue recording.)

OK. Please start.

Interlocutor Task Sheet

Working from home has become increasingly common in recent years, especially with the rise of digital technology. Many people appreciate the flexibility and convenience it offers. They can create a comfortable workspace, avoid commuting, and often have more control over their schedules. However, remote work also comes with challenges, such as potential feelings of isolation and having a hard time separating work from personal life. As a result, it's important for individuals to find ways to stay connected with their colleagues and establish a healthy work-life balance.

C: *(Talks.)*

I: Thank you. Now I'm going to ask you some questions.

(Ask one or more follow-up questions, as time allows.)

Follow-up questions:

- What is the main point being made in this passage?
- How important is it for people to separate work from personal life? (Why?)
- Has digital technology changed the way we work in a positive or a negative way? (Why?/ Why not?)

I: Thank you.

Part 4 (4 minutes including follow-up questions)

I: In Part Four you are going to talk on your own for about two minutes. Your topic is *(choose topic for candidate)*.

Topics

- A Protecting the environment**
- B An important person in my country**
- C Space exploration**

I: You now have thirty seconds to write some notes to help you. So, your topic is *(repeat topic)*.
(Withdraw eye contact for thirty seconds. Continue recording.)

I: *(Candidate's name)*, please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)*

Follow-up questions**Protecting the environment**

- Will science eventually solve our environmental problems?
- In what way is your country dealing with environmental issues?
- What would you like to see national governments do about global warming?
- To what extent can individuals help protect the planet?

An important person in my country

- What sort of people are role models to young people in your country?
- Should we listen to what celebrities say about world issues? (Why?/ Why not?)
- Which person from another country do you admire? (Why?)
- Who should we admire more, doctors and scientists or actors and footballers? (Why?/ Why not?)

Space exploration

- Would you like to become an astronaut? (Why?/ Why not?)
- Will people ever be able to travel into space as tourists ?
- Do you think life exists on other planets? (Why?/ Why not?)
- Would the money used on space exploration be better spent on something else? (Why?/ Why not?)

I: Thank you. (*Give candidate's name*). That is the end of the exam.

LanguageCert
General

**LISTENING
TRANSCRIPTS**

Listening Audioscript
LanguageCert General

Practice Test 1

R: Listening - Part One

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

(10 seconds)

R: Conversation One

(Male and Female)

M: Are you free this weekend?

F: Well, I'm not doing anything on Sunday.

M: Let's meet in the park and have a picnic.

(5 seconds)

R: Conversation One

[REPEAT Conversation One]

(5 seconds)

R: Conversation Two

(Male and Female)

F: We don't seem to be getting very far with this project.

M: Oh, I don't know. I'm sure we'll be able to finish on time.

F: But we've got to put in the final report in one week!

(5 seconds)

R: Conversation Two

[REPEAT Conversation Two]

(5 seconds)

R: Conversation Three

(Male and Female)

M: I've noticed you're having problems with your essays.

F: Yes, I'm finding it difficult to put my thoughts together.

M: You should make an outline before you start writing.

(5 seconds)

R: Conversation Three

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

(Male and Female)

F: Good morning. May I see your passport and your travel documents?

M: Certainly. I'm here to visit my sister for a few weeks.

F: Are you travelling with anyone else?

(5 seconds)

R: Conversation Four

[REPEAT Conversation Four]

(5 seconds)

R: Conversation Five

(Male and Female)

M: You look lost! Can I offer any assistance?

F: That's really kind of you. I have to get to the museum.

M: I'm afraid it's quite a long way from here.

(5 seconds)

R: Conversation Five

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(Male and Female)

F: Can you help me with this email? You've studied Spanish, haven't you?

M: I'll try. Actually, that's Portuguese, but they're quite similar.

F: Of course. How stupid of me! I'll ask some one else.

(5 seconds)

R: Conversation Six

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(Male and Female)

M: Good afternoon. Welcome to Flats R Us. How can I help you?

F: I'm looking for a flat to rent for the next university year.

M: OK. Let's find something suitable for you. What sort of budget were you thinking of?

(5 seconds)

R: Conversation Seven

[REPEAT Conversation Seven]

(10 seconds)

R: That is the end of Part One.

R: Listening - Part Two

(2 seconds)

R: You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

(2 seconds)

R: Conversation One

(2 seconds)

R: You hear a student talking to a librarian.

(15 seconds)

(Male and Female)

F: Excuse me, I'm a new student here. Could you please explain the procedure for joining the

library? I'm on the psychology course. Here's my student ID card.

M: Actually, when you join the library, you get a library card.

F: OK. How do I get that?

M: You need to fill out a membership form.

F: Oh, right. Where can I find one of those?

M: They're on the table just over there.

F: How soon will I be given the card?

M: Well, the information has to be entered into the computer and checked before the card can be issued. But it never takes more than 24 hours. For now you can use your ID card to borrow books.

F: And which card do I use to get into the library? My ID card or my library card?

M: You won't need your ID card after you get your library card.

F: OK. Are there any fees for library membership?

M: No, it's free for all registered students. However, you may be charged for late book returns or lost items.

(2 seconds)

R: Conversation One

(2 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

R: You hear a student talking to his tutor at university.

(15 seconds)

(Male and Female)

M: I'm sorry to trouble you, but I've got a problem.

F: That's OK. Come in. What is it?

M: I'm finding it really hard to meet targets this term.

F: OK. But why's this term different? You didn't have a problem in the first term, did you?

M: No, everything was fine.

F: And I don't think the contents are any more difficult this term.

M: You're probably right, but I had to get a part-time job at the start of this term to be able to pay the rent.

F: Oh, I see. So you've had less time for your university work?

M: It's not about time.

F: So you still go to all the lectures and tutorials?

M: Yes. I just don't have any energy left when I get home to do the research and the essays.

F: Do you really have to do the part-time job?

M: I'm afraid so. Perhaps I should just stop trying to do the course.

F: I wouldn't do that if I were you. Perhaps, instead, you should transfer to a part-time course.

(2 seconds)

R: Conversation Two

(2 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

R: You hear a man talking to a woman who works at a railway station information desk.

(15 seconds)

(Male and Female)

M: Excuse me, can you help me? I'd like some information about return tickets to London, leaving Friday.

F: OK. When do you need to get to London? Tickets vary in price, but they're much more expensive for arrival in London before 10 a.m. on weekdays.

M: I'm quite flexible.

F: Right. And when would you like to return? The thing is, travelling at the weekend is cheaper than travelling on a weekday.

M: I could come back on Sunday rather than Monday.

F: OK. So shall I issue you with a three-day ticket, out Friday, arriving after 10 a.m., back Sunday anytime?

M: How much is that?

F: £83.50.

M: OK. I'll see if that's OK with my company. Can I get the ticket on the day?

F: Yes, of course.

M: OK. Thank you.

(2 seconds)

R: Conversation Three

(2 seconds)

[REPEAT Conversation Three]

(2 seconds)

R: Conversation Four

(2 seconds)

R: You hear two students talking about a joint project.

(15 seconds)

(Male and Female)

M: I've been thinking about our project. Why don't we start by gathering data?

F: Well, of course we need to do research, but what about brainstorming some ideas first? That way, we might be able to come up with something really ... you know ... innovative.

M: I see your point, but without data, we could spend a long time discussing things which don't relate to the real world at all. Let's find out what the data says first, then we can use it during the brainstorming phase.

F: I don't know. I think sometimes too much data gets in the way of creative ideas.

M: So what do you suggest? Maybe we should check what other groups are doing?

F: I think it's better if you start gathering data while I make a list of possible lines of argument.

M: OK. But it is supposed to be a joint project, so

we've got to be careful about going off on our own.

F: We can set a time limit of ... say ... a week for this first phase.

M: OK. That's the best of both approaches.

(2 seconds)

R: Conversation Four

(2 seconds)

[REPEAT Conversation Four]

(2 seconds)

R: Conversation Five

(2 seconds)

R: You hear two friends discussing the day's work.

(15 seconds)

(Male and Female)

M: You look busy! Are you getting ready for the board meeting?

F: The board meeting? Is that today?

M: It's in the conference room later this morning.

F: Nobody told me! I've arranged to meet a large group of people there in thirty minutes!

M: How long will your meeting take? Maybe you could finish before the board meeting starts.

F: Yes. That's a thought. I've asked my sales staff to talk to some people who have bought our products recently and find out what they think. I didn't say how long we'd be, but it shouldn't take more than an hour.

M: Let me find out if there's anywhere else you could use, in case it does go on for longer.

F: Would you? I've got so much to do. I'll see if I can split the group in two... maybe we could use two smaller rooms.

(2 seconds)

Conversation Five

(2 seconds)

[REPEAT Conversation Five]

(2 seconds)

R: That is the end of Part Two.

R: Listening - Part Three

R: You will hear the general manager of a large company welcoming a group of new employees.

Complete the information on the notepad. Write short answers of one to three words.

You will hear the person twice.

(30 seconds)

[beep]

(Male)

Welcome, everyone! I'm Lucas, the General Manager. I've just got a few things to say before you start work in your department, Sales and Marketing.

I'm meeting you today in our conference room here on the first floor. The second floor's for the Management offices, while your office is on the third floor – that's all Sales and Marketing.

Now, you're all wearing temporary passes at the moment, but you'll each be able to pick up your identity cards from the front desk when you arrive tomorrow morning. Use that to get through from the front desk to the lifts, and also to pass through the main door of Sales and Marketing. Don't lose it!

We have very strict policies here to keep you safe. In your joining pack, you have our health and safety procedures. Please read those in your own time. But more importantly, as soon as you get to the Sales and Marketing Office in a few minutes, take time to read the fire safety instructions carefully. They're on a notice beside the door. Make sure you know the different alarms and where to go in an emergency.

Your supervisor'll tell you which workstation you'll be working at. But we're very pleased to say that we've just purchased some standing desks. If you'd prefer to stand while you're in the office, ask for one of these. Research has shown that people are more efficient when using this equipment. They also feel healthier!

Now... there's a water cooler in your office. There are also drinks and snacks in the café on the ground floor. Tea, coffee, soft drinks, fruit and biscuits are free. Serve yourself to these items. You can also buy sandwiches and hot food from the counter. I'm very pleased to say we don't serve junk food here!

Now, we hope you won't encounter any problems working here. But if you need any help or advice on pay issues such as tax or pension payments, speak to Mrs Hughes – H-U-G-H-E-S – in the Human Resources Department on the Management floor. For anything to do with your work, talk

to Mrs Knightley – that's K-N-I-G-H-T-L-E-Y. She's your point of contact for day-to-day issues.

OK. Finally, transport. I'm afraid we don't have an employee car park as part of this building complex. But we do have an arrangement with the council for parking in the public car park... just a short distance from this building... at a fifty per cent discount. However, you must purchase a monthly pass to get this. You can buy one of these at the front desk.

Alternatively, if you prefer a healthy way to get to work, we have a secure bicycle storage area. Again, ask at the front desk and they'll give you a code to access that.

We're thrilled to have you with us. We're excited about the great things we'll achieve together. Thank you for choosing to be a part of our company.

(10 seconds)

[REPEAT Part 3]

(10 seconds)

R: That is the end of Part Three.

R: Listening - Part four

R: You will hear an interview on a podcast with Dr Sarah Collins, an expert in healthy eating.

R: You will hear the interview twice. Choose the correct answers.

You have one minute to read through the questions below.

(1 minute)

[beep]

(Male and Female)

M: On my podcast today, I'm speaking to an expert on healthy eating, Dr Sarah Collins. Thank you for joining me, Dr Collins.

F: Thank you for having me.

M: First, you can't pick up a magazine nowadays without finding information about a new diet. What's your opinion of diets? Are they always a bad thing?

F: Well, let's make sure we know what the term means first. The word 'diet' can be used in two different ways. It's all the types of food which a person eats regularly, or it's a limited set of food items, for example, to help you lose weight.

M: Right, so we must be careful to distinguish between these two meanings. But back to my question. Should people go on diets?

F: Possibly, if the diet has a basis in scientific fact. But over the years, there've been so many that haven't.

M: Can you give us some examples?

F: Well, there've been some fairly silly ones, like the Cabbage Soup Diet – you can guess the main food type for that one. That diet lacked some food types which are essential to humans. Or there was the Grapefruit Diet. The supporters of that one said that the chemicals in the fruit helped to burn fat. They didn't. There was even a diet based on eating a lot of fat. I've forgotten the name of that one. All of these would be harmful if you followed the strict instructions.

M: But there can be good diets?

F: Yes, indeed. Diets are good when they focus on whole foods which are rich in essential items for the human body – carbohydrates, proteins, vitamins and minerals.

M: So do you spend a lot of time analysing diets to see if they really work?

F: No, because most of them promise amazing results quickly. I read an advert the other day for a really expensive product you were supposed to eat instead of normal food. It stated 'Lose 5 kilos in a month.' That's impossible.

M: Can these strict weight-loss diets cause serious health issues?

F: It's rare, because people can't keep that kind of diet up for very long. But what often happens with people trying very strict diets is they go on and off them all the time.

M: Is that damaging for health?

F: Not in itself. But it often results in people gaining and losing weight all the time, which probably has a negative effect on their feelings about themselves. And of course, it makes it difficult to buy clothes of a suitable size.

M: OK. So, unfortunately we're running out of time. Can we end by thinking about the best way to ensure we're getting all the necessary things for our bodies?

F: It's really quite simple. Eat a wide variety of foods, including a range of fruit and vegetables, plus whole grains, lean proteins and healthy fats.

M: Now, some people might be surprised that you talk about 'healthy' fats when we've been told for years to be careful about how much fat we eat, in junk food, for example.

(5 seconds)

F: Well, it might sound odd, but avocados, nuts, salmon and lots of other things contain healthy fats. The body needs some fat content, but we generally take in too much of the unhealthy fats in things like bacon and sausages.

R: Conversation Two

(Male and Female)

F: The person sharing my flat wants to move out.

M: OK. We're almost out of time. One final piece of advice for our listeners?

M: Oh dear! So are you looking for someone to move in?

F: Well, I can't pay the rent on my own!

(5 seconds)

F: Yes. My patients often tell me they get hungry between mealtimes. There's no point in telling them to stop doing that because, if they could, they would! The key is to make sure that you've always got a healthy choice to fill your stomach, so when you go to the supermarket, buy healthy snacks, not chocolate bars, crisps and biscuits.

R: Conversation Two

[REPEAT Conversation Two]

(5 seconds)

(5 seconds)

[beep]

[REPEAT Part Four]

(10 seconds)

R: That is the end of Part Four.

R: Conversation Three

(Male and Female)

M: Can you help me with this photocopying machine?

F: Sure. What's the problem?

M: Is there any way to produce double-sided copies?

(5 seconds)

Practice Test 2

R: Listening - Part One

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

(10 seconds)

R: Conversation One

(Male and Female)

M: Do you have a job?

F: Yes, I work for a few hours in a shop after school.

M: Do you still do all your homework?

(5 seconds)

R: Conversation Three

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

(Male and Female)

F: I'm here for the conference.

M: Welcome. Do you need a ticket or do you have one already?

F: I was hoping I could get one now.

(5 seconds)

R: Conversation Four

[REPEAT Conversation Four]

(5 seconds)

R: Conversation One

[REPEAT Conversation One]

R: Conversation Five

(Male and Female)

M: I really can't decide between these two courses.

F: Well, which university is better as far as you can see?

M: They're so different, it's hard to choose between them.

(5 seconds)

R: Conversation Five

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(Male and Female)

F: You've been in Britain a while. Do I have to tell the authorities when I change accommodation?

M: No, that's no longer required.

F: Oh, right. I was talking to someone the other day who thought you still had to do it.

(5 seconds)

R: Conversation Six

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(Male and Female)

M: Excuse me, Miss. I'm afraid the library will be closing in 10 minutes.

F: Oh, I'm sorry! I completely lost track of time!

M: That's OK. I could see you were focused on your reading!

(5 seconds)

R: Conversation Seven

[REPEAT Conversation Seven]

(10 seconds)

R: That is the end of Part One.

R: Listening - Part Two

(2 seconds)

R: You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

(2 seconds)

R: Conversation One

(2 seconds)

R: You hear two friends talking about a job offer.

(15 seconds)

M: So, are you going to take the job?

F: I'm not sure. I'm worried that they're not paying enough for the position of manager.

M: But they said they'd review the salary after one year, didn't they?

F: Well, yes. But then there's my holiday. I haven't actually booked it yet. But I'd planned to take the last two weeks in August. And that's just after the job is supposed to start!

M: Oh, right. You could ask them if you could start later, at the beginning of September.

F: That's an idea. But then there's the question of working at the weekend.

M: Is that required?

F: They said 'sometimes', which I wouldn't mind, but it depends what that means.

M: Unfortunately, I have to work every Saturday morning. That's why I want to leave.

F: I know. I'd hate to do that.

(2 seconds)

R: Conversation One

(2 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

R: You hear two people talking about organising a meal for office colleagues.

(15 seconds)

(Male and Female)

M: We'd better send an email out soon telling people the date of the meal or some of them might not be free on that day.

F: True. People get booked up on Fridays quite a long time in advance. But we can't send out invitations until we know where we're going!

M: Well, we can talk about that now, because I've found out what the majority of people want.

F: How many have said they'd like to come?

M: Um ... seven ... well, nine with you and me. Three said definitely no and one's a maybe. And most want Spanish food if possible.

F: I'll phone a couple of places now and see if they have space for that Friday.

M: I just hope it'll be OK this year.

F: Well, it can't be as bad as last year, can it? Slow service, horrible food ...

M: Oh! Don't remind me! I wish we hadn't agreed to organise it again this year!

F: Me, too.

(2 seconds)

R: Conversation Two

(2 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

R: You hear a female tutor talking to a male student.

(15 seconds)

(Male and Female)

F: I'm sure you must be a little disappointed in the mark I gave you for your last essay.

M: Not really. I know it wasn't very good. The structure was poor, the presentation was bad ...

F: Well, perhaps, although I wasn't too worried about that, because there was a much more serious issue.

M: Oh. I'm not sure ...

F: Tom, it's clear from your essay that you did not do the reading research which I put at the end of the lecture handout. That's a basic part of studying on this course.

M: I thought I could just work from my lecture notes.

F: Each lecture is the starting point, not the complete information about a topic. The reading research will help you answer the essay question fully.

M: I didn't realise that. I thought you wanted our opinion on the essay question.

F: That part's fine, but it's only the final few paragraphs of the essay. You've got to get the main body right, with details of the topic and different opinions of experts.

M: OK, but could I send you an outline of my next essay before I start writing?

F: Sure. Good idea.

(2 seconds)

R: Conversation Three

(2 seconds)

[REPEAT Conversation Three]

(2 seconds)

R: Conversation Four

(2 seconds)

R: You hear two students talking about a presentation.

(15 seconds)

(Male and Female)

M: So, how shall we present our research to the rest of the students?

F: In a slide show, it's the most obvious. Although it takes ages to make the slides.

M: I was thinking more of a live experiment, with students predicting the results and then carrying it out in groups.

F: But we're only allowed 30 minutes to present our research, including questions and answers at the end.

M: True. OK. So, a quick slide show to provide the background, and then the experiment, but we only do it for all the audience to see.

F: That's good. Then we have to provide follow-up work for homework.
 M: We could put up a reading list on the slide show at the very end – all the stuff we referred to in our research.
 F: But then we'd have to send everyone the slide show file ... unless we turn the whole slide show into a series of handouts.
 M: That's too much printing. It'll take hours and cost a lot.
 F: So let's just print off the reading list slide as a handout.
 M: Cool!
 (2 seconds)

R: Conversation Four
 (2 seconds)

[REPEAT Conversation Four]
 (2 seconds)

R: Conversation Five
 (2 seconds)

R: You hear a drama teacher called Emily talking to a new colleague.
 (15 seconds)
 (Male and Female)

M: It was always natural for me to end up being a teacher, but you were a professional actor, weren't you, Emily?
 F: Well, I went to a drama school, but it didn't just offer professional acting training. In the last year, we followed a teacher training course too.
 M: Did you always want to be a drama teacher, then?
 F: No. I chose that school because it was close to my home. After completing the whole three years, I joined a theatre group which mainly performed in schools, and I loved the reactions of the kids – so much better than the average theatre audience.
 M: So you switched from acting to teaching...
 F: That's it, I saw an advert for a drama teacher in an inner-city school and I thought, 'Why not work with kids all the time?'
 M: What do you see as the role of drama in the school curriculum? Are you looking for the next Hollywood child star?
 F: Not at all. And I'm certainly not trying to make them love Shakespeare's plays – although it's

always a bonus when they do. I see the job as getting children to be able to socialise naturally, especially the ones who find it difficult to be themselves in public.
 (2 seconds)

Conversation Five
 (2 seconds)

[REPEAT Conversation Five]
 (2 seconds)

R: That is the end of Part Two.

R: Listening - Part Three

R: You will hear a manager from a city tour company giving some training to new employees.

Complete the information on the notepad.
 Write short answers of one to three words.

You will hear the person twice.

(30 seconds)
 (Female)

[beep]

Hi, everybody. I want to welcome all of you to our training session for new tour guides. I hope you're all looking forward to introducing tourists to the wonders of our city. Please take notes now, then do your own research on each area which I highlight today. Remember, as tour guides, you'll be travelling on our open-top buses. Tourists can get off and on at each stop. Your talk will help them decide where to spend their time.

We have several routes: blue, green, red and yellow. They each pass many important places. Make sure you know the history of each place. Keep in mind that tourists who come on our tours are eager to learn. Your knowledge, but even more your enthusiasm, will ensure that they have a good experience.

Let's start with an area that's on all the routes – Central Square. It's famous for its exciting atmosphere, day and night. It was originally built in the 19th century. If you're doing the Saturday tour, encourage tourists to visit the outdoor market stalls, which sell everything from clothes to food to hand-made gifts. It's also a good place to stop for a drink, with its many cafés and restaurants.

Also on all the routes is the old city centre which is contained within walls. Its ancient streets and well-preserved buildings take us back to the city's ori-

gins. Point out the magnificent concert hall and the picturesque old pubs, some of which go back to the 15th century.

Visitors must see Green Park. This area of calm in the centre of our city offers an escape from the noise and crowds. There is a charming lake, wonderful gardens and impressive statues. By the way, visitors like to know about the origins of the park, so do some research on that.

Next, the Art Museum has a vast collection of classical and modern works. These are from both local and international artists. There are also temporary exhibitions. This week, for example, the museum features artists from the 19th century.

The History Museum offers a journey through time, from the people who lived here centuries ago to recent developments. One particularly enjoyable feature for children is the collection of old toys.

Now, we don't have a uniform for our tour guides, so you can wear your own clothes, with one exception. Please do not come to work in trainers.

Finally, if you have any problems with your work schedule, the person to see is Mr Marx – that's M-A-R-X, not M-A-R-K-S.

Oh, and one more thing, tourists love interesting facts and personal stories. They really remember them, so if you want to make your talks really memorable, talk to Mrs Hughes – that's H-U-G-H-E-S – in the main office. She knows everything about this city!

(10 seconds)

[REPEAT Part 3]

(10 seconds)

R: That is the end of Part Three.

R: Listening - Part Four

R: You will hear a radio interview with Julia Sanchez, a city planner, about a survey which she conducted.

R: You will hear the interview twice. Choose the correct answers.

You have one minute to read through the questions below.

(1 minute)

[beep]

(Male and Female)

M: This morning, I'm speaking to a special guest, Julia Sanchez, who's a city planner for the city council. Welcome, Julia!

F: Thank you. It's great to be here.

M: Now, Julia, you recently conducted a survey for the council. Did you send out questionnaires or do it face-to-face in the streets, or what?

F: I used a website – it was the most efficient way. It enabled us to ask a large number of questions and we didn't have to type all the responses in ourselves.

M: What was the point of the survey? Were you showing local people the plans you and the council members had made?

F: Not exactly. I felt it was important to get the views of residents before I started talking to council members about spending city development money. I covered all the things which people have complained about to the council in recent months, with the most important areas first, in case people didn't complete the survey.

M: And did people respond well?

F: We received a tremendous response, with over 10,000 participants sharing their thoughts and suggestions. Firstly, many residents expressed their frustration with long commute times, whether by car or bus.

M: People have to be able to get into the centre from all the suburbs.

F: Absolutely, and there isn't a problem with roads into the centre. The city developed over the centuries, with main roads coming in from all directions.

M: If you can actually drive along them.

F: Exactly. There are plenty of buses, but they move too slowly. We need to reduce commuting time in the rush hour, but obviously, we don't want to raise speed limits.

M: I can see the problem. So, let's talk about the future. What is the council actually going to be able to do to address these demands? What are your recommendations as a city planner?

F: Well, it's very clear from the survey what the majority of people want, but the council definitely can't provide everything requested, even when the request itself is relatively simple.

M: I suppose there's just not enough money.

F: Actually, the council's well funded for the next few years, but many of the requests can only

be met if agreement can be reached with different groups of people. New green spaces with play areas involve a lot of discussions – with health and safety, risk management, the parking authorities, local environmentalists ...

M: Sounds complicated. Are there any specific initiatives?

F: We're starting with the easiest things, the ones that simply involve improving existing services – parking, for example.

M: The cost, you mean? There's no shortage of spaces, but parking in the city centre costs more than some shop workers earn in the day!

F: Well, that's not quite true, but people did complain a lot about parking. The leader of the council is going to talk to the companies which own the car parks and ask them for discounted rates for anyone working in the city. I advised her not to allow more on-street parking, because that just creates another problem. She agreed.

M: Going back to the request for more green spaces ...

F: That's a difficult one, as I said. We can't knock down a housing estate to create a park, obviously. There's no land left in the city that hasn't been built on, so we have to change the use of existing areas. Old factory sites look like good options, but sometimes they're an environmental nightmare.

M: Because of what the factory owners disposed of on the sites?

F: Exactly. After the buildings have been knocked down, the ground has to be tested for all kinds of pollution and, in many cases, cleaned thoroughly before the land can be put to any new use. But that's our only choice.

M: Thank you, Julia. Good luck with the projects.

F: Thank you for inviting me.

(5 seconds)

[beep]

[REPEAT Part Four]

(10 seconds)

R: That is the end of Part Four.

Practice Test 3

R: Listening - Part One

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

(10 seconds)

R: Conversation One

(Male and Female)

M: Are you looking for somewhere?

F: Yes, I am. Where's the post office?

M: It's over there, opposite the OneStop shop.

(5 seconds)

R: Conversation One

[REPEAT Conversation One]

(5 seconds)

R: Conversation Two

(Male and Female)

F: Have you finished that report for Head Office?

M: No, I haven't. I've been answering the phone all morning.

F: Will you be able to get it done by tomorrow?

(5 seconds)

R: Conversation Two

[REPEAT Conversation Two]

(5 seconds)

R: Conversation Three

(Male and Female)

M: Are you feeling OK, Jenny? You don't look well at all.

F: I've got a terrible headache. I think I might be getting flu.

M: Why don't you take the rest of the day off then?

(5 seconds)

R: Conversation Three

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

(Male and Female)

F: Good afternoon. How can I help?

M: Is it still possible to get tickets for tonight's performance?

F: We've got a few of the more expensive seats.

(5 seconds)

R: Conversation Four

[REPEAT Conversation Four]

(5 seconds)

R: Conversation Five

(Male and Female)

M: What are you planning on doing after you graduate?

F: I'd like to stay on and do a Masters degree, if they'll have me.

M: That won't be a problem then, given your grades so far.

(5 seconds)

R: Conversation Five

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(Male and Female)

F: I'm sorry, Mark, but you'll have to submit this essay again.

M: Oh, right. Is it too short?

F: It's not that. You haven't included a list of references.

(5 seconds)

R: Conversation Six

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(Male and Female)

M: What have you got planned for the weekend?

F: Nothing special, with the weather forecast being as awful as it is.

M: No, it's definitely not the right time of year to organise a barbecue!

(5 seconds)

R: Conversation Seven

[REPEAT Conversation Seven]

(10 seconds)

R: That is the end of Part One.

R: Listening - Part Two

(2 seconds)

R: You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

(2 seconds)

R: Conversation One

(2 seconds)

R: You hear a female manager talking to a new worker.

(15 seconds)

(Male and Female)

F: OK. So you've already got your ID card, which opens up all the emergency exits in this department.

M: Yes, and you told me about leaving the building immediately without taking bags if there's a fire.

F: Right. So let me just tell you about the alarm at 10.30 every Wednesday.

M: Yes, I know about that. It's when you check that everything's working.

F: Yes. It's three short sounds at that time. But if it's a long sound, it's a real warning.

M: Oh, I see. And we all go to the meeting point.

F: Yes. Don't use the lifts, of course, but go

straight down to the car park at the back of this building.

M: Sorry? We meet in the park? By the coffee shop?

F: No, that's opposite this building. Just wait by the cars.

M: Oh, right.

(2 seconds)

R: Conversation One

(2 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

R: You hear a male tutor talking to a student called Alison.

(15 seconds)

(Male and Female)

M: I just wanted to have a few words with you about your written work, Alison.

F: OK. Is there a problem with what I'm producing?

M: Well, you must try to hand the next piece in on time, but apart from that, the structure's getting better. In this, your most recent essay, I can follow the points you're making – much more so than in your work from the beginning of the semester. And the graphs showing year-on-year changes – they're done well too.

F: That's good.

M: Just make sure that you always say where you got your information from. Put everything in order at the end of the essay.

F: I thought I did that already?

M: You're fine when you're talking about books, but you must say *when* you got information from a website – the date, I mean.

F: Oh, right.

M: And I'm pleased you took my advice about switching on the spelling and grammar check!

F: Yes, that's been very helpful.

(2 seconds)

R: Conversation Two

(2 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

R: You hear two friends discussing a job interview.

(15 seconds)

(Male and Female)

M: How do you feel about your interview next week? Are you feeling confident?

F: I'm quite nervous actually, because I'd really like to get the job. I've read so much advice about how you should sit and what you should do with your hands and ...

M: Most of that's nonsense.

F: Yes, I know.

M: Just remember that you're exactly what they're looking for in terms of your degree.

F: But I've never done the job they're offering in that industry.

M: That doesn't matter nowadays. People move between industries all the time. Look, I've had so many interviews in my time, and they all seem to follow the same pattern if you're the right person for the job. They've already been through your CV carefully. That's why they've called you for interview. So the point of the interview isn't to ask you difficult questions, but just to check that you have the right personality and good communication skills – which you do have.

F: I hope you're right!

(2 seconds)

R: Conversation Three

(2 seconds)

[REPEAT Conversation Three]

(2 seconds)

R: Conversation Four

(2 seconds)

R: You hear a man asking a woman for advice about his visa.

(15 seconds)

(Male and Female)

M: My supervisor told me to come and see you about extending my visa.

F: Oh, dear. It's not really my field! My job is to help with things like tax and salaries.

M: Right. I thought you dealt with all employment matters.

F: To do with the company, yes.

M: OK. Thank you.

F: But just to say, I know that we've had quite a lot of lot people extending their visas in the last year or so. I think it's pretty straightforward. Your visa hasn't run out yet, has it?

M: No, it hasn't. But someone told me to apply a month or so before it ran out.

F: Yes, I've heard that. And I know you don't have to leave the country while you're waiting for a reply.

M: Yes, my friend told me that too. It's good to know.

F: Anyway, sorry I couldn't be of more help.

M: No, no. It's my mistake.

F: You probably need to see a lawyer. There's a good one in the high street.

M: That did cross my mind too. I pass their offices most days. Thanks.

(2 seconds)

R: Conversation Four

(2 seconds)

[REPEAT Conversation Four]

(2 seconds)

R: Conversation Five

(2 seconds)

R: You hear two students discussing a concept from a lecture.

(15 seconds)

(Male and Female)

M: I know what the lecturer said. I made notes! But it still doesn't make any sense to me. What was he saying about ants?

F: He said that behaviour *emerges* from the individual actions of each ant – like all going to a source of food.

M: So he was suggesting that things just happen to each individual ant, but in some strange way all those things come together and look like intelligent behaviour?

F: No, he distinguished between the individual intelligence of each creature, which is very low, and the intelligence of the group which emerges when they interact.

M: I think I needed a few more examples for me to understand. Are birds flying together to other regions in the winter the same thing? Or the way that groups of fish all move together when a predator appears?

F: He didn't touch on birds and fish, although they seem like good examples. The illustration he used was bees moving together or apart if it gets too cold or too hot in their living space.

M: Did he? I missed that.

(2 seconds)

Conversation Five

(2 seconds)

[REPEAT Conversation Five]

(2 seconds)

R: That is the end of Part Two.

R: Listening - Part Three

R: You will hear the general manager of an international hotel talking to a group of new receptionists.

Complete the information on the notepad.
Write short answers of one to three words.

You will hear the person twice.

(30 seconds)

[beep]

(Female)

Welcome to the International Hotel! We're delighted to have you on board. We believe that your skills and hard work will be valuable additions to our hotel.

As receptionists, your primary responsibility is to create a warm and welcoming atmosphere for our guests. The key point is, in a very real way, You are the hotel, because you're the first and then the main point of contact for guests, both in person and over the phone.

Additionally, you'll handle complaints in a professional and polite manner. Remember, they're a marketing opportunity! They're a chance to show a guest who's unhappy about something that we can put right anything which goes wrong.

Your work schedule will be based on shifts, because we provide 24/7 service at the reception. You'll receive a monthly work timetable and if you have to come late or you're unable to do your scheduled work, you must tell the front office manager, giving them as much advanced warning as possible. Any other work issues – see the HR manager.

Now, you've already been advised of your salary, which will be paid into your bank account on the last Friday of each month. In addition to your salary, you'll qualify for various benefits, such as health insurance and discounts at our hotel shops. You can check your terms and conditions of service for all the details.

Now, moving onto appearance. Looking professional is essential, so you'll be provided with a uniform, which you must wear when you're on duty. You can wear jewellery – but not too much and nothing big or bold – and your shoes must be dark – and definitely no trainers, please!

You'll follow a detailed training process during your first few weeks, when you'll always have an experienced member of staff by your side at reception. This training will cover hotel procedures, customer service and other relevant areas. First, you'll be introduced to the computer reservation system by Simon Hill after this meeting.

Simon's also responsible for training staff about disability awareness, and he'll give you some basic training in that tomorrow morning, before your first shift.

Put simply, our goal is to provide exceptional service that leaves a lasting impression on our guests. Always try to go beyond guests' expectations and ensure they have a memorable stay at our hotel. Guest Delight, we call it, not just Guest Satisfaction.

Once again, we welcome you to the International Hotel family.

(10 seconds)

[REPEAT Part 3]

(10 seconds)

R: That is the end of Part Three.

R: Listening - Part Four

R: You will hear an interview with Amelia Roberts, who is an expert in sales and marketing.

R: You will hear the interview twice. Choose the correct answers.

You have one minute to read through the questions below.

(1 minute)

[beep]

(Male and Female)

M: This week, I'm talking to an expert in sales and marketing, Amelia Roberts. Welcome, Amelia.

F: Hi!

M: Now, if our listeners are anything like me, they might think sales and marketing are just two words which mean the same.

F: Well, it sometimes seems like that. But I take quite an extreme view. I believe that sales involves getting people to buy things you've made, whereas marketing is about making things that people will buy.

- M: So in your definition, marketing should really come before selling then, before you make anything?
- F: With new products, yes. But with existing products, companies need to use marketing *after* sales to maybe change an old product to make it sell better. And, of course, with completely new products, you have a frame of reference issue.
- M: What does that mean?
- F: Well, for example, Henry Ford said that if you had asked people what they wanted before the invention of the motor car, they would probably have said 'faster horses'. You see, people see improvements in terms of existing products, whereas true inspiration moves outside that framework. Completely new products are actually very hard to sell!
- M: Fascinating. OK, getting back to everyday problems, what should a company do if sales of an existing product start going down?
- F: They must find out why their customers are unhappy.
- M: So they need to analyse customer complaints?
- F: Except that sales have gone down because fewer people are becoming customers. So it's more important to look at competing products and find out in what way they're different.
- M: I suppose you can't reach people who *didn't* buy your product.
- F: Exactly. And the customers you still have are probably satisfied, so they're not a useful source.
- M: So then do you change your product to match your competitors?
- F: In fact, that's quite a dangerous approach. There was a company which sold tractors. Their sales dipped so they started to make technical changes, like engine power and the number of gears. But sales continued to go down. Finally, they contacted a few customers who they'd lost and asked them what they liked about the other company's tractors.
- M: Was it something stupid?
- F: The majority said the other tractors were better because they were orange, not grey.
- M: As I said!
- F: Not really. They liked orange because they could spot them in distant fields on dull days. The thing which makes one product better than another is often difficult for manufacturers to see. Companies must always think about the purpose of their products. Remember, farmers don't want tractors.
- M: Sorry?!
- F: They want ploughed fields and planted crops, don't they? It's like most people don't want an electric drill.
- M: I want my electric drill!
- F: No, you don't. You want the holes your electric drill can make – so you can put up pictures on the wall, perhaps.
- M: Oh, I get it!
- F: Like people don't want a second-hand car. They want cheap personal transport to get to work or to the shops. Marketing's about selling benefits, not products.
- M: OK. So what's the most important thing for companies to remember when they're advertising their product? It sounds like it should always be about what it can do for customers.
- F: That is important, but marketing theory also teaches us that people don't want cheap products, but expensive products cheaply. So 'buy one, get one free' is often used to promote sales. But in the end, none of this works if you don't reach potential customers. So go where your potential customers go and put your adverts there – a website, a social media platform, a television channel.
- M: Very interesting, Amelia. Thank you very much.
- (5 seconds)
- [beep]
- [REPEAT Part Four]**
- (10 seconds)
- R: That is the end of Part Four.

Practice Test 4

R: Listening - Part One

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

(10 seconds)

R: Conversation One

(Male and Female)

M: That hat's really nice!

F: Do you think so? I'm not sure about it.

M: Yes, it looks good on you.

(5 seconds)

R: Conversation One

[REPEAT Conversation One]

(5 seconds)

R: Conversation Two

(Male and Female)

F: Good morning. Smith and Co. How can I help?

M: Is Mr Smith in, please?

F: I'm afraid he's out until 2.00.

(5 seconds)

R: Conversation Two

[REPEAT Conversation Two]

(5 seconds)

R: Conversation Three

(Male and Female)

M: Have you got your notes from the last lecture including the reading we need to do?

F: Yes, I have everything right here.

M: So, what was the address of that website the lecturer recommended?

(5 seconds)

R: Conversation Three

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

(Male and Female)

F: How do you find the work so far?

M: It was a bit confusing at first, but I think I'm beginning to understand everything.

F: That's good. Just ask if you need anything explained.

(5 seconds)

R: Conversation Four

[REPEAT Conversation Four]

(5 seconds)

R: Conversation Five

(Male and Female)

M: Could you help me with a problem at my accommodation?

F: Of course. That's what I'm here for.

M: I can't get the landlord to carry out some basic repairs.

(5 seconds)

R: Conversation Five

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(Male and Female)

F: So, are you completely ready for the presentation tomorrow?

M: No! I've got so much more to do, and I'm running out of time!

F: Is there anything I can do to help?

(5 seconds)

R: Conversation Six

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(Male and Female)

M: I just can't decide whether to take the job or not.

F: Would you be able to do your university work if you took it?

M: I could make it to the lectures, but there's also the essays.

(5 seconds)

R: Conversation Seven

[REPEAT Conversation Seven]

(10 seconds)

R: That is the end of Part One.

R: Listening - Part Two

(2 seconds)

R: You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

(2 seconds)

R: Conversation One

(2 seconds)

R: You hear two friends talking about the woman's job.

(15 seconds)

(Male and Female)

M: Is everything going OK with the job?

F: It's interesting. I wasn't sure at first that it was right for me, but as soon as I got through my first week, I felt better. It'll be good when they decide my exact job title, though.

M: How do you feel about getting on the train every morning once again?

F: Yes, that was a bit of a shock. I asked if I could work only two or three days a week in the office, like in my last job, but they said it wasn't possible at present.

M: Will you get the international travel you were hoping for?

F: Not sure. There's a conference somewhere exciting next week, but the general manager's going to that. I have to take her place at head office, which will be interesting.

M: You'll really get to know the company well.

F: Yes. But unfortunately, I had to cancel a week's holiday because of it.

(2 seconds)

R: Conversation One

(2 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

R: You hear two students talking about presenting research results.

(15 seconds)

(Male and Female)

M: So I thought I'd start with a slide showing the background to my study.

F: I'm going to do the same, but after I've introduced myself.

M: Oh, yes, of course. I plan to do that, too. *[slight laughter as speaking]* Tell everyone how clever I am.

F: *[short laughter]* I think I'll just stick to my name and my area of interest!

M: Then I'll go through the method I used and the results I got.

F: Right. Same here. I'm just not sure, in my case, that the results are very interesting.

M: Really. They sounded good to me.

F: OK. But not as interesting as yours. I can't even decide what to include on my handouts.

M: I'm not going to give out any. I think my final slide is enough.

F: Yes, yours is very clear.

M: So is yours.

(2 seconds)

R: Conversation Two

(2 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

R: You hear two friends talking about the man's job.

(15 seconds)

(Male and Female)

F: Did you speak to your boss about the possibility of promotion?

M: I did. I mentioned that I'd been at the company quite a long time now and I thought it was time that I was considered for the next level.

F: I hope you got the answer you wanted.

M: Yes, I did! In fact, she said that there's a restructuring of the department planned and she might be able to offer me something.

F: Oh, right. So did she immediately offer you a better position?

M: She said that's a long process, there were lots of factors involved and it would also need to be approved by the human resources department.

F: Well, that's encouraging, I suppose.

M: Do you really think so? She wasn't ready to discuss it more.

F: So what are you going to do? Just wait and see what happens? Perhaps you could raise it again in a few weeks.

M: Yeah, I'll give it another month and if the answer's no, I'll look for a new job. There are plenty of more senior management jobs out there for someone with my qualifications and experience.

(2 seconds)

R: Conversation Three

(2 seconds)

[REPEAT Conversation Three]

(2 seconds)

R: Conversation Four

(2 seconds)

R: You hear a woman who is looking for new accommodation.

(15 seconds)

(Male and Female)

M: Good morning, madam.

F: Good morning. I'm interested in renting a property for a minimum of six months.

M: OK. What sort of thing are you looking for – a flat, a house? And how about your price range?

F: Well, I've got two children, so I need an outside area for them to play in – not a balcony, of course! Just a bit of grass, some plants, you know...

M: Right. Well, this is a very nice property – detached, four bedrooms, two bathrooms.

F: No, I don't need anything that big. The two children share a bedroom because they're still very young.

M: So what about this one? It's semi-detached, but there's no problem with noise from the neighbours. Two bedrooms. Large lounge. It's on bus routes and near the metro.

F: Mmm. That looks promising. How much is it?

M: One thousand five hundred per month, one-month upfront payment, and a refundable month's deposit.

F: It's a bit expensive.

M: We have plenty of cheaper places.

F: No, it's OK. Give me the details and I'll talk to my husband.

(2 seconds)

R: Conversation Four

(2 seconds)

[REPEAT Conversation Four]

(2 seconds)

R: Conversation Five

(2 seconds)

R: You hear two students talking about their psychology course.

(15 seconds)

(Male and Female)

- F: Do you find it hard to follow some of the lectures?
- M: Well, the maths is challenging for me, but that's not Miss Jones's fault! I'm hopeless at maths.
- F: No, I'm fine with Miss Jones's lectures. The person I'm talking about is Mr Willis. I get completely lost sometimes and I have to check out some of the references he gives before I can get the point.
- M: Strange. I don't find that at all with him. The hardest thing for me is all the reading I have to do for each essay.
- F: Oh, yes. That's what I find hard too. But I've found a solution. I give myself a whole week just for research, and only then do I start writing.
- M: Yes, it's a good idea, but as I said, my real problem is not understanding the statistics in the research.
- F: Well, you know the university do weekly sessions in maths for psychology research, don't you?
- M: Really?
- F: You should try them out.

(2 seconds)

Conversation Five

(2 seconds)

[REPEAT Conversation Five]

(2 seconds)

R: That is the end of Part Two.

R: Listening - Part Three

R: You will hear a chief librarian giving an introductory talk to students employed to work as part-time library assistants.

Complete the information on the notepad.
Write short answers of one to three words.

You will hear the person twice.

(30 seconds)

[beep]

(Male)

Hello, and welcome to our university library! Today, I'm going to give you a brief introduction into how the library works and your roles here, but as Chief Librarian, my door's always open if you have questions later. Now, the library was founded in 1894 and in 1951 acquired its present building here at 95 St. Joseph Street. Within the library we organise

our reference books using the Dewey Decimal system named after an American librarian who invented the system in 1876.

Now, your main responsibility will be to assist our library users in locating the resources they need in our collection. Other, ongoing tasks include acquiring new materials and digital resources, cataloguing them, and maintaining the organisation of the library's collection. One of our critical responsibilities is deciding which materials to include or remove from the collection, and that's done by considering both user demand and budget limitations.

Right, so some basic information ... this main library's open from Monday to Friday, 8.00 a.m. to 10.00 p.m., and at the weekend from 10.00 a.m. to 6.00 p.m. But we extend those hours during the periods when exams are underway, so you may have to work later then.

The library's mostly for reference, but we do have a fiction section on the third floor. It's quite limited, but if a library user requests a particular title which isn't in our collection, we can order it from the main city library. Of course, as you probably already know because you use them for your own studies, we have a large number of journals which the library subscribes to. They're situated on the second floor, away from the reference books. These items are arranged alphabetically by title, and some of you may be spending quite a lot of your time in that section, keeping it all in order.

Now, as you know, this library's on the main campus, but we have a smaller one, the Johnson library, that's spelled J-O-H-N-S-O-N, on the secondary campus. It's only open in very busy periods, but you might be asked to work there sometimes.

As another part of your job, you'll also help users with printing, photocopying and scanning. We've got printers and copiers available on each floor and we don't normally charge for those services. Now, a new addition to our services is our twenty-four seven online resources... e-books, articles and research databases. It's a huge help, especially for those students who're having to do late-night study sessions as registered users can access the online resources from their own homes.

Now, while we want our library to be a friendly place, we also need to maintain an environment which is good for studying, so you'll need to remind users to keep the noise down, [fade] especially in the study areas.

(10 seconds)

[REPEAT Part 3]

(10 seconds)

R: That is the end of Part Three.

R: Listening - Part Four

R: You will hear part of a programme called Law Today in which eyewitness evidence is being discussed.

R: You will hear the discussion twice. Choose the correct answers.

You have one minute to read through the questions below.

(1 minute)

[beep]

(Male and Female)

M: Welcome to Law Today. I'm Neil Richards. This week, I'm focusing on eyewitness testimony. To explore this subject, I have law professor, Diana Wilding joining me. Now, why should we not believe eyewitness accounts of crimes or accidents? After all, the eyewitness was there.

F: I'm afraid there are several reasons. Let's start with memory reconstruction... the key point is that a memory is not the same as, say, a video of an event. All memory is reconstructed at the time we're asked to recall an event, and it may not be reconstructed correctly, even though the person's trying not to exaggerate their part in events or invent details. And it can be influenced by external factors. For example, the way a question's phrased can shape a person's recollection.

M: I guess the key research here is Loftus and Palmer. In that study eyewitnesses gave different accounts according to the questions put to them...

F: Yes, their participants were shown a video of a minor car accident and then asked one of several versions of the same basic question, How fast were the cars going when they hit each other?

M: ... or when they smashed into each other! They found that replacing that one neutral, more objective verb 'hit' with a strong verb 'smashed' increased the witnesses' estimates of the speed the cars were traveling at by about 20%, didn't they? That could result in a very different judgement in court...

F: ...But a question using smashed couldn't be asked in court. But it could be used, without any bad intention, by a police officer during an initial conversation for example, and then it

becomes fixed in the memory of the witness.

M: OK, so that's an external factor. What about internal factors? I remember several studies which showed that, when presented with an image of a criminal holding a weapon, people were less likely to accurately remember height, age, ethnic group and so on because they focused on the weapon.

F: But, actually, that doesn't seem to be the case in real-world situations. If anything, the presence of weapons in actual crimes make witnesses more conscious of details like age and race.

M: While we're talking about age and race, is there any evidence that they influence the reliability of eyewitness accounts?

F: Well, some may argue that accurately identifying individuals from racial backgrounds other than your own can be a bit tricky, but personally, I doubt it. Indeed, studies indicate that living in a diverse community can significantly enhance one's ability to recognise and remember information about individuals from various racial backgrounds.

M: What about the age of the witness? Can't that be a factor?

F: Not on its own. For example, an elderly person with reduced eyesight, may still be very confident that their visual memory's accurate. I see it in court all the time. And people on juries place great weight on confidence, they equate it with accuracy.

M: Surely, relying on how confident someone sounds is bound to lead to mistakes in legal cases. Although I can understand why witnesses who sound more confident seem more believable.

F: Yes, absolutely! Nonetheless, confidence alone doesn't guarantee the reliability of a witness's testimony.

M: Now, finally, I'd like to talk about what's known as 'inattention blindness'.

F: Yes, actually at my university we ask all first-year students to watch a video made by two researchers who looked into this phenomenon, Simons and Chabris. It's of people playing basketball, and the viewer has to count the number of passes of the ball made by one of the teams. Then, at the end, we ask how many students saw the gorilla.

M: Sorry? The gorilla?

F: Yes! During the basketball game, someone in a

gorilla suit comes and stands on the court. The first time I watched the video I completely missed the gorilla! On average, just under half don't notice it, even though it's so unusual. The point is... if you're paying very close attention to something, you can miss other things which come into view, however unusual they are.

(5 seconds)

[beep]

[REPEAT Part Four]

(10 seconds)

R: That is the end of Part Four.

LanguageCert
General

**ANSWER
KEY**

TEST 1**Listening Part 1**

1. a 2. b 3. a 4. c 5. a 6. b 7. b

*Total: 7 marks***Listening Part 2**8. b 9. a 10. c 11. b 12. b
13. b 14. c 15. a 16. b 17. b*Total: 10 marks***Listening Part 3**18. third / 3rd 19. identity / ID card
20. fire safety 21. standing desk
22. junk food 23. Knightley
24. (50%) discount*Total: 7 marks***Listening Part 4**

25. b 26. a 27. b 28. c 29. a 30. b

*Total: 6 marks***Reading Part 1a**

1. b 2. c 3. b 4. c 5. a 6. d

*Total: 6 marks***Reading Part 1b**

7. b 8. a 9. c 10. a 11. b

*Total: 5 marks***Reading Part 2**

12. F 13. B 14. D 15. E 16. G 17. A

*Total: 6 marks***Reading Part 3**

18. C 19. B 20. A 21. D 22. C 23. B 24. D

*Total: 7 marks***Reading Part 4**

25. b 26. a 27. c 28. b 29. c 30. a

*Total: 6 marks***TEST 2****Listening Part 1**

1. a 2. c 3. b 4. a 5. b 6. a 7. b

*Total: 7 marks***Listening Part 2**8. c 9. b 10. a 11. a 12. c
13. a 14. b 15. a 16. c 17. b*Total: 10 marks***Listening Part 3**18. history 19. Central Square
20. walls 21. 19th-century/ nineteenth century
22. (old) toys 23. trainers 24. Marx*Total: 7 marks***Listening Part 4**

25. c 26. b 27. c 28. a 29. c 30. c

*Total: 6 marks***Reading Part 1a**

1. a 2. c 3. b 4. a 5. d 6. b

*Total: 6 marks***Reading Part 1b**

7. b 8. a 9. a 10. b 11. c

*Total: 5 marks***Reading Part 2**

12. E 13. B 14. C 15. G 16. A 17. F

*Total: 6 marks***Reading Part 3**

18. A 19. B 20. D 21. C 22. A 23. D 24. B

*Total: 7 marks***Reading Part 4**

25. a 26. b 27. b 28. a 29. c 30. b

Total: 6 marks

TEST 3**Listening Part 1**

1. a 2. b 3. b 4. a 5. c 6. a 7. c

*Total: 7 marks***Listening Part 2**8. c 9. a 10. a 11. b 12. b
13. c 14. c 15. b 16. b 17. a*Total: 10 marks***Listening Part 3**18. complaint(s) 19. (front) office/ front-office
20. health insurance 21. jewellery / jewelry
22. (computer) reservation system
23. disability awareness 24. D/delight*Total: 7 marks***Listening Part 4**

25. c 26. a 27. b 28. c 29. a 30. a

*Total: 6 marks***Reading Part 1a**

1. b 2. c 3. b 4. a 5. c 6. c

*Total: 6 marks***Reading Part 1b**

7. b 8. a 9. c 10. a 11. b

*Total: 5 marks***Reading Part 2**

12. F 13. A 14. G 15. C 16. B 17. E

*Total: 6 marks***Reading Part 3**

18. D 19. B 20. B 21. A 22. D 23. C 24. A

*Total: 7 marks***Reading Part 4**

25. b 26. b 27. a 28. c 29. b 30. c

*Total: 6 marks***TEST 4****Listening Part 1**

1. b 2. c 3. c 4. a 5. a 6. b 7. a

*Total: 7 marks***Listening Part 2**8. c 9. b 10. c 11. c 12. b
13. b 14. a 15. b 16. a 17. a*Total: 10 marks***Listening Part 3**18. 1894 19. budget 20. exams
21. journals 22. Johnson 23. scanning
24. research databases*Total: 7 marks***Listening Part 4**

25. a 26. b 27. c 28. c 29. b 30. a

*Total: 6 marks***Reading Part 1a**

1. d 2. c 3. c 4. a 5. c 6. c

*Total: 6 marks***Reading Part 1b**

7. c 8. a 9. c 10. a 11. b

*Total: 5 marks***Reading Part 2**

12. C 13. D 14. A 15. G 16. B 17. E

*Total: 6 marks***Reading Part 3**

18. D 19. B 20. A 21. C 22. B 23. A 24. D

*Total: 7 marks***Reading Part 4**

25. c 26. a 27. b 28. b 29. c 30. a

Total: 6 marks

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**WRITING
SAMPLE
ANSWERS**

Writing Part 1

You recently visited the City Museum. Write a review about it for a local tourism website. Mention:

- what you thought about the displays and the cafe
- how easy it was to book a guided tour
- who you would recommend the museum to

Visit the City Museum this weekend!

Find out about the 1000-year history of the city and the people who lived here.

Our ten rooms contain displays of early pots and plates, furniture, clothes, and many beautiful works of art.

Entry to all ten rooms is free!

Don't forget to visit the café where you'll find a wide range of hot and cold drinks and snacks.

Guided tours are available – just book online before you come.

Write between 100 and 150 words.

Sample Answer

I am new to this city so this was my first visit to the museum. It certainly has an impressive range of items. I'm not particularly interested in ancient history so I didn't spend long looking at the kitchen stuff from 1000 years ago. But the furniture is interesting, and the costumes are wonderful.

After exploring the museum, I visited the attractive museum café. It offers a range of snacks and drinks. It was a sunny day so I was able to sit outside and reflect on what I had just seen. I would definitely recommend a visit to anyone interested in life in the past.

My only criticism concerns the guided tours. I'm a teacher and, after visiting the museum, I thought about taking my class of ten-year-old children. I tried to book a tour online, but the site kept crashing. The museum staff really need to sort this out.

Writing Part 2

Read the following statement and write about the topic.

Write a short story for a college magazine about an event which made someone feel nervous, but which turned out to be all right in the end. Describe why the person felt nervous and why he / she did not really need to worry.

Write between 150 and 200 words.

Sample Answer

It was Jenny's first day at her new secondary school and she was nervous. She wasn't worried about the work even though she knew it was going to be much harder than it had been at her primary school. No, what she was worried about was not knowing anyone. All her friends from primary school had gone on to other secondary schools.

She knew from experience that going to a new school was a difficult business. She had moved to new primary schools three times in the middle of term. The girls there had already made their friendship groups and she had been an outsider.

She was at the gates of the school now. There were already a lot of children going up the long drive to the front entrance of the school. She noticed something strange. Nobody was talking. There was no pushing or shouting or joking around. The atmosphere was different from schools she had been to before.

Suddenly, she understood. 'I'm so stupid! It's the same for all of us. We're all new! Probably no one has their old friends from their primary schools with them.' It was going to be all right after all.

Writing Part 1

You recently visited a theme park. Write a review about it for a local tourism website. Mention:

- what you thought about the rides
- how safe you feel the theme park is
- who you would recommend the park to

Visit *Our Wonderful World* theme park this summer!

Take our rides and travel around the wonderful world which we live in.

Go down our exciting water rides in a boat or in a rubber ring.

Follow our adventure route, solve the puzzles and win a prize.

Enjoy delicious food in our Rainforest Café!

Write between 100 and 150 words.

Sample Answer

I had never been to this park before, but I must say I was really impressed. Each ride has its own theme, starting with Dinosaur World and coming right up to date with Computer World. The water rides take you through the Ice Ages and the rise of the rainforests. But the best part for me was the adventure route. I was pleased to solve each puzzle and get a prize – just a certificate, actually!

The rides look scary, but everything I saw suggests that they are completely safe. The food in the café is good if not, perhaps, delicious. I couldn't eat much anyway after such an adventure. I didn't think this park was designed for adults, but I've changed my mind. Go if you are between nine and 90!

Writing Part 2

Write an email to an English-speaking friend advising him / her about a visit to your country. He / she wants to know if August is a good time to come and what he / she should see while they are there.

Write between 150 and 200 words.

Sample Answer

Dear Simon,

I'm so pleased to hear that you can come to my wonderful country after all these years. Now, you've asked about coming in August. Well, that's in summer and it's very hot, so spring or, second choice, autumn, is better. The very best month is May, when the temperature is comfortable, it hardly ever rains and all the trees are in flower. That's also the best month to come and stay with me, because I have no heating or air conditioning in my flat!

I'm afraid whenever you come I'm likely to be working during the week, but there is plenty for you to see. Firstly, we have an old castle which you can go round. It was never defeated in war, so it is still almost as it was 400 years ago. In fact, the museum staff who look after it have put furniture and paintings from the period in each room so that they look like they would have done in the 17th century.

There is also a museum and art gallery with wonderful stuff from the early days of the city. There are boat trips, guided tours and so much more. Just tell me the exact dates and I'll work out your whole schedule.

Writing Part 1

You recently read the announcement below on your local council website. Write an email to the council. Mention:

- the new facilities
- the quality of products at the farmer's market
- whether the free bus service works well

**Moreton Town Centre
Improvements**

It is one year since we introduced some new facilities in the town centre. We would now like to hear how residents feel about these facilities, including the new children's play area and new swimming pool in the leisure centre.

We would also like to know if we should continue with the farmer's market every month and the free bus service from the out-of-town car park every Saturday.

The Town Council

Write between 100 and 150 words.

Sample Answer

I have visited the town centre several times, and I think many of the new facilities are excellent. I particularly like the children's play area and the swimming pool, although the under-floor heating in the changing rooms was not working when I visited. I was told each time that it would be repaired soon, but that has still not happened.

The farmer's market is very good, including a wonderful butcher's stall. I wonder if it would be possible to make the market a weekly event instead of monthly? I'm sure there would be enough customers.

The one big criticism I have is about the bus service from the car park. I know it's free, but it should be more regular. At the moment, there is only one bus every 15 minutes, and because so many people are waiting for each one, it is often 30 minutes, or even 45, before you can get on.

Writing Part 2

Write a short story for a college magazine about people moving to a new location. Explain why the people are moving and describe how they feel about the move.

Write between 150 and 200 words.

Sample Answer

When his mother told him that the family were moving again, Karl was upset. This was the third time in five years, and he was angry to think that he would have to make new friends again. His parents' jobs with the National Space Administration, or NSA, meant that they had had to move the family to different remote locations at short notice. They had lived for one year in the desert in Australia and then gone for two years to an island off the coast of Scotland. Each time, their job was to set up a listening post to send and receive messages to and from the latest exploration spaceship. For some reason, the post had to be a long way from normal civilization, so the schools in each area were a little strange. But when Karl's parents explained to him where they were going this time, his anger disappeared. The new location was not another farm miles from anywhere, like before. This time, the family was moving to the Moon!

Writing Part 1

You recently visited the South Quay Mall. Write a review for city tourist website. Mention:

- the range of shops in the mall
- the quality of the facilities
- the ease of access for disabled people

The South Quay Mall

Our wonderful new mall is now fully open in the South Quay area.

There are buses from all parts of the city to this new destination for shopping, having a snack or a delicious meal, or just meeting friends.

There is free parking, with a large area for disabled drivers. Our mall has been designed to be fully accessible for everyone, including wheelchair users.

See you soon!

Write between 100 and 150 words.

Sample Answer

I visited the South Quay Mall at the weekend and I had a really good time.

This new mall has a much wider variety of shops than the previous one. It offers everything from fashionable clothes to cool gadgets and unique gifts. There are only a few empty units, and most have a 'Coming soon' sign, which is good to see.

The layout is clear, and there is a large map on every floor with all the facilities marked, plus a 'You are here' arrow on each map.

Getting around the mall is easy, and there are seats to rest, clean restrooms and a play area for kids. But what impressed me most was how the mall caters to disabled individuals with ramps, elevators and clear signs, making it easy for everyone to enjoy their visit.

I highly recommend a visit to this mall for a fantastic shopping experience that is accessible to all!

Writing Part 2

Write a short story for a college magazine about a frightening situation which ended well. Describe what happened and how the character in the story felt about the events.

Write between 150 and 200 words.

Sample Answer

Jack was on holiday with his parents in India. He loved wild animals and knew so much about them, but he had never seen any outside of a zoo. But now, he was staying in a hotel on the edge of a jungle. The next morning, they were due to go on safari, so Jack was having an early night. He was looking forward to getting into his bed, which was huge, with nets all around to protect the sleeper from mosquitoes. But the nets had not prevented a black and yellow snake from crawling into the bed earlier in the evening, curling up and going to sleep next to the pillows. Jack did not notice the animal until he got into bed and lay down, his face inches from the triangular head. Then he immediately recognised the creature as a krait, one of the most poisonous snakes in the world. He knew one bite would kill him. But Jack also knew that kraits were not usually dangerous at night and could be handled, so he didn't scream or shout for help. He carefully picked up the snake, climbed out of bed and threw the animal out of the window.

LanguageCert
General

**SPEAKING
SAMPLE
ANSWERS**

Practice Test 1**Sample Answers****Part 1 (3 minutes)****Topics****Travel**

I: How much travel do you do every week?

C: *I travel every day during the week to go to college. I use the local bus which takes about half an hour if the traffic isn't too bad. At the weekend I might go in the car with my family to the centre of town which only takes ten minutes.*

I: What's your favourite way to travel? (Why?)

C: *I prefer to travel by train because it is comfortable and I can read or use my tablet. Also the trains don't get stuck in traffic jams and are usually quite reliable. As well as this you can have a snack or a drink on the train.*

I: How good is public transport in your area? (Why?)

C: *Public transport in my area is really good. It isn't too expensive and there is a choice of buses, trams and trains. It's very easy to get anywhere in the city and you can travel almost 24 hours a day without any problems.*

I: Do you often have to sit in traffic jams? (Why?)

C: *I rarely have to sit in a traffic jam because I don't travel by car very often. Sometimes the bus to college gets stuck in traffic but for most of the journey there is a special bus lane that cars are not allowed to go in.*

Clothes

I: Do you buy clothes because they are in fashion? (Why?/ Why not?)

C: *Not really. I buy clothes that I like and feel comfortable in. Fashion trends come and go, but personal style is more important to me.*

I: Where do you go shopping for clothes? (Why?)

C: *I usually shop at a mix of stores, from local boutiques to department stores. It depends on what I'm looking for and my budget. Also if I just want something simple like a t-shirt, I shop online.*

I: What do you usually wear during the week?

C: *During the week I go to college and I usually wear jeans and a t-shirt or a jumper if it's cold. I wear casual clothes because that's what everyone else wears and I want to fit in. Also jeans are really comfortable.*

I: Have you ever borrowed clothes from a friend? (Why?)

C: *I don't really like wearing someone else's clothes but there have been a few times when I have been at a friend's house maybe for a barbecue and it has got cold in the evening and then I borrowed a jumper to keep warm.*

Holidays

I: What was the best holiday you ever had? (Why?)

C: *The best holiday I ever had was a trip to a tropical island. The beautiful beaches, clear waters, and relaxing atmosphere made it unforgettable.*

I: Where would you like to go on holiday in the future? (Why?)

C: *I'd love to visit Japan in the future. I'm fascinated by its rich culture, history, and delicious food. It would be an incredible experience.*

Holidays (continued)

I: Why do you go on holiday?

C: *I go on holiday to relax, explore new places, and take a break from my daily routine. It's a chance to rest and create wonderful memories.*

I: Who do you like going on holiday with?

C: *I enjoy going on holiday with friends or family. Sharing experiences with loved ones makes the trip more enjoyable and memorable.*

Music

I: How do you listen to music?

C: *I mostly listen to music on my smart phone or on my tablet. It's convenient and allows me to discover new songs easily.*

I: How often do you go to music concerts?

C: *I don't go to concerts often, maybe once or twice a year. It's a special treat to see my favourite artists perform live.*

I: What's your favourite kind of music? (Why?)

C: *I love classical music because it's so relaxing and the musicians are so clever. It helps me relax and focus, especially during busy days.*

I: Are there any kinds of music that you really don't like? (Why?)

C: *I'm not a big fan of heavy metal music because the loud music gives me a headache. I prefer music that is more relaxing and has interesting words.*

Food and Drink

I: What did you eat for your main meal yesterday?

C: *Yesterday, for my main meal, I had grilled chicken with roasted vegetables and a side salad. It was a balanced and healthy choice.*

I: How often do you eat food from another culture?

C: *I try to enjoy food from different cultures regularly. It's a great way to try new flavours and learn about different types of ingredients and ways of cooking.*

I: How much junk food do you eat? (Why?)

C: *I try to limit junk food to occasional treats. While it is tasty, it is often high in unhealthy ingredients and not the best choice for my health.*

I: What food can you cook yourself?

C: *I can cook a variety of dishes, from simple pasta and stir-fries to more complicated meals like lasagna and homemade pizza. Cooking at home allows me to control ingredients and make healthier choices.*

Part 2 (2 minutes)**A**

I: We're work colleagues. I start.

I: *What are we supposed to be doing this morning?*

C: *Oh, we have that team meeting at 10 AM in the conference room to discuss the new project.*

I: *Oh yes. Is there anything I need to prepare for it?*

C: *Can you make copies of the latest report and also make sure that the equipment is working in the conference room. I don't want a repeat of the last meeting.*

I: *What happened last time? I wasn't there.*

C: *There wasn't any electricity and we couldn't show any of the new information on the screen. I had to read everything from my tablet.*

I: We're friends in a restaurant. I start.

I: *What are you going to have?*

C: *I'm thinking of trying the pasta dish. How about you?*

I: *I might go for the steak; it looks delicious.*

C: *On the other hand I should have something healthy.*

I: *Are you on a diet?*

C: *Not exactly but I had a pizza yesterday and a burger the day before.*

I: I'm your doctor. I start.

I: *Where does it hurt?*

C: *I've been having this continuous headache for a few days, and it's getting worse.*

I: *I see. Are there any other symptoms?*

C: *Yes my eyes hurt too and I'm very tired.*

I: *I think you should go and have your eyes tested at the opticians. Come back and see me if they can't find a problem.*

C: *Ok I will. Thank you doctor.*

B

I: We're strangers on a bus. You don't know where to get off. You start.

C: *Excuse me. Do you know where I should get off for the Central Park stop? I'm new to this route.*

I: *It depends which part of the park you want.*

C: *I'm meeting a friend at the café by the big lake.*

I: *Ok then you need to get off by the second gate. I'll let you know when we're there.*

C: *Thank you, I appreciate it!*

I: *You're welcome.*

- I: I'm your boss. You need some time off work. You start.
- C: *Good morning. I wanted to talk to you. Actually, I need some time off next week for a family event. Is it possible to arrange that?*
- I: *Of course, let's discuss the dates and see who can do your work while you're away.*
- C: *Great, it's Friday the 5th. I will try to get all the important work done before I go.*
- I: *OK that shouldn't be too much of a problem then.*
- C: *I'll ask Joan to deal with any phone calls you get that day.*
- I: I'm on the information desk at a railway station. You want some information. You start.
- C: *Hi there, I'm looking for information on the next train to Manchester. Can you help me with that?*
- I: *Absolutely, the next train to Manchester is at 3:30 PM. Is there anything else you'd like to know?*
- C: *Yes, which platform does it leave from?*
- I: *Platform 5 which is right on the other side of the station so you'd better be quick. When are you coming back?*
- C: *Later on this evening so a return ticket please.*

Part 3

Follow-up questions:

- I: What is the main point being made in this passage?
- C: *The main point of this passage is that electric vehicles (EVs) are generally considered more environmentally friendlier than traditional petrol engine cars. While they may be charged using electricity from various sources, they produce zero emissions when in use, reducing air pollution and reducing the impact of climate change. As renewable energy sources become more available, the carbon footprint of EVs is expected to decrease further, making them a better option.*
- I: What should governments do to encourage the use of electric vehicles?
- C: *To encourage the use of electric vehicles, governments can do several things. These may include providing reasons to use electric vehicles such as reducing tax, creating plenty of places to charge electric vehicles, offering money to help buy electric vehicles and introducing stricter laws for traditional vehicles. Additionally, increasing public awareness and education about the benefits of EVs can also play a significant role in encouraging their use.*
- I: What is your personal attitude to electric vehicles?
- C: *I personally view electric vehicles positively due to their potential to reduce air pollution and greenhouse gas emissions. They are seen as a step towards more eco-friendly transportation. However, opinions on EVs can vary depending on things like access to charging facilities, how much they cost and individual preferences. Although to be honest I think if there was better public transport we wouldn't need to have a car at all.*

Part 4**A The importance of learning new skills throughout your life**

Learning new skills throughout life is essential for personal and professional development. It keeps our minds active, helps us adapt to change, and increases confidence. In an ever-changing world, lifelong learning is not just a choice but a necessity to succeed and react to what is going on in the world. Also when you learn something new it often gives you the opportunity to meet new people so it can be a very sociable thing to do.

B Why some people enjoy extreme sports.

People are drawn to extreme sports because they offer a unique mix of excitement, challenge, and self-discovery. These activities provide real physical and mental experiences, making individuals test their limits and deal with fear. The excitement and the opportunity to connect with nature and like-minded people make extreme sports an exciting and fulfilling activity for enthusiasts. I think that these days people are becoming more competitive and extreme sports fulfill that need to do more and to succeed in life.

C A problem you had at school or work and how you dealt with it

Facing challenges at school or work is inevitable, but how we deal with them matters. In my experience, coping with a project deadline at work required effective communication, teamwork, and the ability to make sure that everyone around me did what they needed to do on time. It taught me valuable lessons about problem-solving and the importance of getting assistance when needed. Such challenges, when managed well, not only resolve immediate issues but also encourage personal and professional growth.

Follow-up questions:**A The importance of learning new skills throughout your life**

- I: What skills would older people benefit from learning? (Why?)
- C: *Older people can benefit from learning computer skills, like using the internet and email, because it helps them stay in touch with family and friends and find information easily. Learning new skills keeps their minds active and helps them enjoy life more. It also stops them from feeling that the world is changing too fast for them to cope with and helps them to stay independent.*
- I: Which skill would you like to learn next? (Why?)
- C: *I would like to learn a new language because it would be exciting to communicate with people from different countries. It could also help me to get a better job either abroad or even in my own country if it is for an international company. Learning a language also makes your brain work better and helps you to remember things and focus on your work. Finally, of course it's great to be able to communicate with people in their own language when you travel abroad.*
- I: Do you think every child should be taught to play a musical instrument? (Why? / Why not?)
- C: *It's good for children to learn to play a musical instrument if they want to. It can help them be creative and disciplined. Also it is a unique opportunity that not many children are given. Everyone enjoys music and it brings people together. Also music might be something that children who are not academic could do well in so they will feel more confident about themselves. But on the other hand, playing a musical instrument should be a choice, not something every child must do.*
- I: Should education be free even after you leave school? (Why? Why not?)
- C: *Yes, education should be available for adults too. Lifelong learning is important because the world changes a lot, and people need new skills to find good jobs. It helps individuals and the country's economy. Also if everyone has the opportunity to learn new things they can improve their life in many different ways. For example they might learn to cook, learn a language, decorate a house or even learn how to use a computer or fix a broken car.*

B Why some people enjoy extreme sports

I: Would you ever do an extreme sport?

C: *I wouldn't do an extreme sport because I prefer activities that are not very risky. Extreme sports can be dangerous, and I like to stay safe. I think people often get injured doing extreme sports and this makes life more difficult for hospitals. Even worse, people sometimes die because they have done an activity that is too dangerous and maybe they didn't take the necessary precautions. I believe that there are plenty of activities that you can choose to do that are exciting without putting yourself in danger.*

I: How can the danger of extreme sports be reduced?

C: *Extreme sports can be safer with good training and the right equipment. You need to work with a professional teacher or instructor while you are gaining experience of an extreme sport. They will know exactly what you need in the way of protective clothing and also how things like the weather effect what you are doing. It's important to always follow safety rules and not take unnecessary risks.*

I: What happens to our bodies when we experience fear?

C: *When we feel fear, our bodies get ready to run or fight. Our heart beats faster, and we become more alert. It's our body's way of protecting us from danger. Some people find that they cannot move or do anything when they are frightened whereas others are ready to fight or face the situation that they are afraid of. I think everyone reacts differently to fear and it depends what the situation is and also who you are with.*

I: How do people deal with fear in everyday life?

C: *I think everyone is frightened of something. It might be that they are afraid of not doing well at work, school or college or it could be a phobia of something. That means they might be frightened of spiders, high places, flying in planes etc. Usually people just have to be brave and face their fear in these situations. People cope with fear by taking deep breaths, staying calm, and talking to someone they trust. Some people use meditation or other relaxation techniques. It helps them feel better when they're scared.*

C A problem you had at school or work and how you dealt with it

I: What do you think causes most of the problems at school / at work?

C: *Many problems at school or work happen because people don't communicate well or have different expectations. Sometimes, it's because there's not enough time or resources to do things properly. Other times it might be that people don't get on with their colleagues or school mates and it is very important to find ways to change this situation or everyone has a difficult time.*

I: Can experiencing a problem ever be a good thing?

C: *Yes, facing a problem can be a good thing because it helps us learn and become better at solving problems in the future. It's like practice for our brains. When you have solved a problem you feel better about yourself and more confident. This means that you are stronger in the future. It would be impossible to live a life that didn't have problems sometimes and in a way it would also be very boring.*

I: What qualities do people who do stressful jobs need to have?

C: *People in stressful jobs need to be strong and stay calm under pressure. They need to be able to stop and think and work out the best way to deal with a stressful job. They certainly have to be patient until their situation gets easier. They should also be good at managing their time and talking to others when they need help. At the end of the working day they need to be able to relax and not think about all the stress that they had at work.*

I: Should you ever ignore a problem? (Why? / Why not?)

C: *It's usually not a good idea to ignore a problem because it can get worse. It's better to try and solve it or get help from someone who can. Ignoring problems can make things harder later on. A problem doesn't usually disappear even if it seems to go away for a while. Also it will stay in your mind and worry you until you finally decide to deal with it and this will stop you doing other things well or relaxing.*

Practice Test 2**Part 1 (3 minutes)****Sample Answers****Topics****Jobs**

I: How long have you been in your present job?

C: *I've been in my current job for about five years now. It's been an important part of my career, and I've had the opportunity to grow and learn a lot during this time.*

I: What is a good job, in your opinion? (Why?)

C: *To me, a good job is one that not only pays the bills but also allows me to wake up in the morning excited to go to work. It's about having a positive work environment, supportive colleagues, opportunities for personal and professional growth, and a fair salary that reflects my skills and contributions.*

I: Do you expect to stay in the same career, e.g., IT, all your life? (Why / Why not?)

C: *I don't think I'll stay in the same career my whole life. While I enjoy my job, I believe life is full of opportunities to explore new interests and grow. It's important to be open to change as our interests and ambitions change.*

I: What would be your perfect job?

C: *My ideal job would be one that combines my interests with my skills. It would provide me with a sense of purpose and allow me to make a difference. A perfect job, for me, would also offer a healthy work-life balance, allowing me to spend quality time with my friends and family.*

Daily routine

I: How do you travel each day? (Why?)

C: *I usually drive to work because it's the most convenient and fastest option for me. Public transport is also available, but it takes longer, and I prefer the comfort of my car.*

I: When do you usually go to bed? (Why?)

C: *I typically go to bed around 10:30 pm. It gives me a full 7-8 hours of sleep, which I find helps me work and play during the day.*

I: Are you a morning person or an evening person?

C: *I consider myself more of a morning person. I feel most energetic and focused in the earlier hours of the day, so I like to deal with important tasks then. In the evening I just want to relax and watch TV or chat to my friends or family.*

I: Tell me some of the things that you do every weekday.

C: *On weekdays, I usually wake up, get ready for work, have breakfast, commute to the office, work on projects, have lunch with colleagues, attend meetings, and then return home in the evening. After that, I often exercise, prepare dinner, and relax with some reading or TV before bed.*

Luck

I: Do you believe in good luck and bad luck? (Why/Why not?)

C: *I think it is possible to have good and bad luck for example if you have an accident that someone else caused or if you are on holiday and the weather is terrible all week. Or you might win some money on the lottery. On the other hand I also believe that you can make your life better with the decisions you make and luck doesn't change your life then.*

I: Tell me about something lucky that has happened to you.

C: *Once I had an important interview to go to and the bus that I needed to get didn't arrive. Just at that moment a friend stopped in her car and asked if I wanted a lift. That was really lucky as I got to the interview on time and I got the job.*

Luck (continued)

- I: What things do people believe are lucky in your country? (Why?)
- C: *People in my country believe in some strange things for example on your birthday you may have candles on a cake and if you blow all of the candles out in one go you will be lucky because you have achieved something.*
- I: Do you play games where luck is involved in winning? (Which games?)
- C: *I like to play card games which involve some luck depending on which cards you get. But also you need to be clever to know what to do with the cards so it isn't completely about being lucky.*

Music

- I: How important is music in your life? (Why/Why not?)
- C: *Music is very important to me, in fact I play the guitar in a band in my free time. I use music to help me relax and to spend time with my friends writing songs and new tunes. I really don't think I could live without music.*
- I: What is your favourite type of music? (Why?)
- C: *I love rock music because I can sing to it and dance and all my problems disappear for a while. I really enjoy the sound of an electric guitar because it sounds like the guitar is singing if it is played well and I think this is exciting to listen to.*
- I: Would you ever go to a music festival? (Why/Why not?)
- C: *I have actually been to a music festival and I would go again because there were so many different singers and bands and everyone was really happy and dancing. I also made lots of new friends who I am still talking to and planning to go to another festival with them soon.*
- I: Do you play a musical instrument?
- C: *As I mentioned before I play the guitar. I have been learning since I was seven years old so I'm really good now and I play in a band. One day I would like to be a professional musician.*

National Holidays

- I: What is the most important national holiday in your country? (Why?)
- C: *I think Independence day is the most important holiday in my country as it makes us remember when we fought to save our country from the enemy. It shows that we can protect ourselves and that we should be proud of our country.*
- I: What do people do on national holidays in your country? (Why?)
- C: *When we have a national holiday everyone spends time with their family. We don't go to work and we eat a lot of delicious food including cakes. It is a time to be with the people that you love and celebrate.*
- I: Are national holidays more or less important now than in the past? (Why?)
- C: *I believe that national holidays will always be important because they usually remind us of important events or people and we should never forget these things. Also they bring friends and families together.*
- I: What is the best national holiday you have ever had?
- C: *I think the best national holiday I had was when I was visiting my American cousins for Thanksgiving. We ate so much food that I couldn't move from the sofa in the evening. We also played games and laughed very much.*

Part 2 (2 minutes)**A**

I: We're friends. I start.

I: *Hey, what shall we do this evening?*

C: *I don't know but I feel like going out.*

I: *We could go to the cinema and see that new thriller.*

C: *I'm not sure I feel like sitting in a cinema for two hours. What about going for a meal?*

I: *How about we grab dinner at that new Italian restaurant in town? I heard their pasta is amazing!*

C: *That sounds perfect! I'm in the mood for some good pasta.*

I: We're colleagues. I start.

I: *Have you been able to finish that report yet? We've nearly run out of time, and I wanted to check in on our progress.*

C: *Not quite done, but I'm making good progress. There are still a couple of things that need to be done.*

I: *Is there anything that I can help you with?*

C: *As soon as I've finished someone needs to copy it for everyone at the meeting.*

I: *Ok let me know when it is ready and I can do that for you. How many copies do we need?*

C: *There will be you and me and nine other people.*

I: *Great, so eleven of us in total. Leave it on my desk when it's done.*

I: We're at a bus stop. I start.

I: *Excuse me, do you know if the number 15 bus goes to the town centre? I'm new here and a bit lost.*

C: *Yes, it does. You're in luck; the next one should be here in about 10 minutes. Have you moved from far away?*

I: *Yes quite a long way. I used to live in a small village.*

C: *Do you like living in a large town?*

I: *Actually yes it's great to have everything you need close to your home and I'm really enjoying trying out all the restaurants.*

C: *If you like Mediterranean food you should try Steki. It's wonderful. Oh look here's my bus. Bye.*

I: *Second situation (choose one situation from B).*

B

I: I'm a shop assistant in a toy shop. You want some advice about a toy for a young child. You start.

C: *I am looking for a toy for a young child.*

I: *Hi there! I'd be happy to help you find a toy for a young child. Can you tell me their age and any interests they have?*

C: *They're turning 2 years old, and they love animals.*

I: *That's great! We have some adorable stuffed animal toys that are soft and safe for toddlers. They might really enjoy a cuddly plush animal friend.*

C: *That sounds nice. Thanks for your help!*

- I: We're strangers in the street. You want directions to the museum. You start.
- I: *Hi, sorry to bother you, but I'm trying to find the museum. Could you tell me which way I should go from here?*
- C: *Of course! Just keep walking straight down this street, then take a left and you'll see signs leading to the museum. But you need to be quick.*
- I: *Why is that? Does it close early?*
- C: *Yes it shuts at 2pm on a Wednesday.*
- I: *Oh. Well I've got nearly two hours then. Thank you so much! I appreciate your assistance.*
- C: *Yes and there's a wonderful café next door to it that I recommend after.*
- I: I work at a railway station. You want some information about times of trains to London. You start.
- I: *Hi, can you help me with some information? I need to know the train schedule to London. When is the next available train, and how often do they run?*
- C: *Sure, the next train to London departs in 30 minutes, and we have trains approximately every hour throughout the day. Is there a specific time you're aiming for?*
- I: *That works for me. I'll have a ticket for the next one please.*
- C: *Of course. Now what time are you coming back? Will it be during the rush hour?*
- I: *Oh no it won't be until about nine o'clock this evening.*
- C: *OK, you can buy a cheap day return ticket then. Here you are.*

Part 3

Follow-up questions:

- I: What is the main point being made in this passage?
- C: *The main idea in this passage is that farmers have been using natural selection for a very long time to make their plants and animals better. They did this by choosing the best ones to make more plants and animals. This happened by accident. But now, scientists have learned how to change the genes of living things like tomatoes on purpose to make them better, like making them resist bugs or grow faster. However, some people don't like this scientific progress.*
- I: Why is there opposition to genetic modification?
- C: *Some people are against genetic modification because they worry about possible problems and don't know what might happen in the future. They are concerned that changing genes might hurt the environment or people's health. Some people think we should be careful and really understand what could go wrong before we change genes in plants and animals.*
- I: How do you feel about genetically modified plants and animals?
- C: *Feelings about genetically modified plants and animals can be different from person to person. I personally feel hopeful and think it can help us have more food and use fewer chemicals. However, I can understand why other people worry and prefer to stick with natural farming. It's important to think about science and research to make good choices about genetically modified things. I think as long as it is carefully controlled it's a good thing generally.*

Part 4**A Pets**

For thousands of years, people all over the world have kept pets for many different reasons. Originally I think maybe people started to have dogs near their home to protect them from other wild animals or an enemy but now they are kept as part of the family. They keep you company and are very loving. They also play with you and make you laugh. This is especially important for people who live on their own so that they don't feel so lonely. Also having a pet can be good for your health as you need to take a dog for a walk every day. Having a pet teaches children how to look after something and to be responsible.

B A terrible journey

I think that everyone has had some terrible journeys in their life especially if you are travelling a long way as there are many things that can go wrong. These days there are risks of delays and even cancellations that can have a bad affect on your day or even a holiday. The weather often causes problems for people who are travelling somewhere but as well as this there are strikes and people get sick which means that a train or plane might be suddenly cancelled without any warning. Day to day problems also are common as roads are too busy and even trying to get to work can be difficult if you get stuck in a traffic jam.

C The importance of new technologies in our daily life

New technologies are very important in our everyday life. They're the tools that make things easier for us. Technology changes how we talk, do our jobs, learn things, and have fun. Talking to each other is really important, and technology has made it different. In the future, new technology will keep making our lives better. We might control our homes with our phones and even improve our health with help from technology. But we also need to be careful and use tech wisely, so our personal info stays safe. We're spending a lot more time on the internet these days, so our personal information could be at risk

Follow-up questions:**A Pets**

- I: In your country, what is the attitude towards keeping pets?
- C: *Thousands of people have a pet in my country and usually it is a cat or a dog. In the past people didn't use to look after their pets so well but now the government has passed laws that mean that pets are cared for properly.*
- I: Why do you think people keep pets?
- C: *Pets bring joy and companionship to our lives. They're like family members, offering comfort and unconditional love. Taking care of them can be a responsibility, but the happiness they give in return is worth it. Whether it's a cuddly cat or a playful dog, pets can make our days brighter.*
- I: Is keeping pets ever cruel? (Why?)
- C: *I think if a pet is looked after properly and people do research so that they know what their pet needs it is not cruel. However, they do need to be kept in the correct conditions depending on what animal or bird you have.*
- I: Should people be allowed to keep wild animals as pets? (Why? / Why not?)
- C: *I think that in no situation should a wild animal ever be kept as a pet. The word wild means that it is not a pet. Wild animals need to be free to live naturally and even in a zoo the animals are not treated like a pet. They are respected and live in as natural an environment as possible while at the same time being protected.*

B A terrible journey

I: Do you normally like travelling? (Why? / Why not?)

C: *I like travelling if it is on a train or a ferry boat because I can relax and be comfortable. However I hate travelling on a plane because I am frightened of flying and planes are uncomfortable and there are usually delays. Long car journeys can have similar problems because of traffic jams on busy roads.*

I: What is the most common cause of travel problems in your country?

C: *In my country there are lots of problems travelling by road because the roads are much too busy. When travelling by train the drivers are often on strike and so the trains may be cancelled without much warning. The airports are also too busy and most flights are delayed up to a point or even cancelled. Also the bad weather can cause many travel problems.*

I: How could travel problems in your country be solved?

C: *If more people used public transport instead of their car all the time the roads would be much better and not so busy. However, the government needs to make public transport cheaper and it needs to be available all over the country and not just in towns and cities.*

I: How do people often react to travel delays and cancellations?

C: *Naturally people get very upset and even angry when there are delays and cancellations and I can understand this feeling. If you have paid for a ticket you should be able to expect your train, plane, bus etc to arrive on time and you are relying on this to happen. People get upset because they cannot control the situation and it affects their day.*

C The importance of new technologies in our daily life

I: Can you share a personal example of how a new technology has made your daily life better?

C: *Smartphones are a great example. They've changed how I do things every day. I use my phone for calls, texts, and also to look up stuff. It's like having a small computer in my pocket. I can keep in touch with friends and family, check my schedule, and even get directions when I'm lost. The ability to have a GPS navigation system in my pocket has made travelling much more convenient. Additionally, the number of apps available for everything from fitness tracking to budget management have made our life easier!*

I: How do you think new technologies will affect our lives in the future?

C: *I think we'll see even more impressive inventions in the future. Imagine homes where you can control the lights, thermostat, and even your fridge with your phone. And doctors might use technology to help us stay healthier. Advancements in healthcare technology could really transform our lives. It's exciting how technology can change our daily routines.*

I: Are there any worries about using new technologies every day?

C: *Yes, there are some worries. For instance, we can get so caught up in using technology that we forget to spend time with people in real life. Technology addiction, can negatively impact our mental health and relationships. We need to find a balance between screen time and real-life in person communication. And there's also the concern about our personal info getting into the wrong hands when it's all online. So, we need to be careful.*

I: How can people learn about the latest technology and decide if it's right for them?

C: *People can keep up with technology by reading about it online or listening to podcasts. There are so many reliable technology websites available that we can use to get up to date information. They can also ask experts or even colleagues who know about new technologies for advice. And before buying something new, reading reviews and checking out what others say about it can help us make smart choices.*

Practice Test 3**Part 1 (3 minutes)****Sample Answers****Topics****Leisure Time**

I: How much leisure time do you have during the week?

C: *I usually have about 2-3 hours of leisure time on weekdays, and more on weekends. As a result I tend to do more fun and interesting things at the weekend.*

I: Tell me about a leisure activity you have done recently.

C: *Just last weekend, I went hiking with some friends. We explored a beautiful trail in the nearby forest, and it was a refreshing break from our daily routines. We saw lots of wild animals and beautiful plants and I will definitely do it again.*

I: Have you changed the way you spend leisure time in the last few years? (Why?)

C: *Yes, I have. A few years ago, I used to spend more time watching TV, but I wanted to be more active and social. So, I started doing outdoor activities and meeting friends more often. Now I want my leisure time to be interesting and also healthy.*

I: What improvements in leisure facilities would you like to see in your local area? (Why?)

C: *I'd love to see more parks and recreational areas. Having more green spaces in the city would encourage people to be outdoors, relax, and stay active. I also think there should be free gyms so that everyone can be healthy.*

Friendship

I: How important is it to have friends?

C: *Friends are very important to me. They provide support, companionship, and shared experiences that make life richer. Also sometimes there are things that you can talk about and do with friends that you can't share with your family.*

I: Do you have the same friends that you had when you were at school? (Why?/ Why not?)

C: *Some of my school friends are still close, but life has taken us in different directions, so I've made new friends along the way. It's essential to have a mix of old and new friendships. You change as you get older so it is only natural that some of your friendships will change too.*

I: Have you made any friends through social media?

C: *Yes, I have. I've connected with people who share my interests online, and some of them have become real-life friends after we got to know each other better. An example of this is a love of art and I have gone to exhibitions with people that I have met online.*

I: Can you describe one of your closest friends for me?

C: *One of my closest friends is incredibly loyal and always there when I need support. He has a great sense of humor, and we share many hobbies and interests, which makes our friendship even stronger. We also both love music and go to many gigs together. I can talk to him about anything because I trust him and I know he wants the best for me.*

Lifestyle

I: How do you try to stay fit and healthy?

C: *I make an effort to eat balanced meals and avoid too much junk food. I exercise regularly by going for walks and to the gym. I also try to get enough sleep and manage stress through relaxation techniques.*

Lifestyle (continued)

- I: Do people in your country generally have a healthy lifestyle?
- C: *It varies, but many people are becoming more health-conscious. There's a growing interest in fitness and healthier eating habits. I think that social media also makes it easier for people to learn how to be healthier.*
- I: Tell me something you would like to improve about your lifestyle.
- C: *I'd like to improve my time management skills. Sometimes, it's challenging to balance work and personal life effectively. I definitely spend too much time working so I need to find ways to relax and spend more time with my friends and family.*
- I: How do you achieve a balance between your home life and work/studies?
- C: *I try to organize my tasks for the day. When I'm at work or studying, I focus on that, and when I'm at home, I try to relax and spend quality time with family and friends. However it doesn't always happen that way especially if I am studying for exams at college.*

Travel

- I: How far do you normally have to travel every day? (Why?)
- C: *I typically commute about 20 miles to work. It's the distance between my home and my workplace. At the weekend I usually go into the town centre which is only three miles from my home so I often cycle there.*
- I: What is your favorite method of transport? (Why?)
- C: *I prefer taking the train because it's efficient and allows me to relax or read during the journey. Also you don't get stuck in a traffic jam which often happens if you travel by car or bus.*
- I: Do many people use public transport in your hometown? (Why?/ Why not?)
- C: *Yes, many people use public transport because it's convenient, helps reduce traffic congestion, and is more environmentally friendly. Also it is difficult to park in the towns and cities and the traffic jams are terrible in the rush hour.*
- I: How often do you experience delays when you are travelling?
- C: *Occasionally, I experience delays, especially during bad weather or when there are technical issues. It can be frustrating but is part of travel sometimes. Generally though, I find that when I'm travelling things are usually ok.*

Customs

- I: How important are traditional customs to you?
- C: *Traditional customs hold cultural significance and help us connect with our past, so they are meaningful to me. They are also educational and bring families and friends together in an enjoyable way.*
- I: Tell me about the biggest national holiday in your country.
- C: *The biggest national holiday in my country is Independence Day, celebrated with parades, fireworks, and patriotic events to celebrate our history and freedom. It is a day that is important for people of all ages and children especially enjoy it.*
- I: How do strangers greet each other in your country?
- C: *In my country, it's common to shake hands when meeting strangers. However, in some regions, people might use other forms of greeting like bows or cheek kisses.*

Customs (continued)

Are any customs in your country beginning to die out? (Why?)

C: *Yes, some customs are fading because of modernization and changes in lifestyle. For example, traditional costumes and certain traditions are less common among younger generations as they adapt to modern living.*

Part 2 (2 minutes)**A**

I: We're friends. I start.

I: *Hey, what shall we do this weekend?*

C: *How about going to that new art exhibition in town? I heard it's pretty cool.*

I: *That sounds like a great idea! Let's do it. What shall we do after?*

C: *We could look for something to wear to Jane's party next week.*

I: *Do you think we need to wear something smart?*

C: *Oh no I think it's a casual party but it's a good excuse to buy some new clothes, don't you think?*

I: We're colleagues. I start.

I: *Can you explain how this photocopier works?*

C: *Sure, it's quite simple. First, place the paper face-up in the tray. Then, select what you want to do on the control panel, and press the green button to start copying.*

I: *Thanks, that helps a lot! Also do you know where they keep the paper as it looks like it's nearly run out?*

C: *Oh yes it's in the cupboard over there and the ink is there too.*

I: *Great. Sorry to ask so many questions but I've only been working here a week.*

C: *No problem. Don't worry everyone is really friendly here.*

I: We're strangers on a train. I start.

I: *Excuse me. Does this train stop at the next station?*

C: *I'm afraid not it only stops at the main stations.*

I: *Oh no. I wanted the next station. What shall I do?*

C: *Don't worry, you can get off at the next stop and get the local train back.*

I: *Are there many local trains? I have an important meeting to go to.*

C: *Yes there are. I think there is one every 20 minutes so you should be ok.*

B

- I: I'm a shop assistant. You're looking for a birthday present for a child. You start.
- C: *Hi there! I'm looking for a birthday present for my niece, who's nearly six. Do you have any recommendations for toys or games?*
- I: *Absolutely! For a six-year-old, I'd suggest considering a fun board game or a colourful puzzle. Kids usually enjoy those, and they can be educational too.*
- C: *That sounds perfect. I'll have a look at the board games. Can you show me where they are?*
- I: *If you walk past the books here they are just behind them. We can gift wrap your present for you too if you like to make it look pretty.*
- C: *That would be perfect as I'm not very good at that kind of thing.*
- I: *Just choose the game you'd like to buy and I'll wrap it for you.*
-
- I: We're in a restaurant. I have just given you your bill, and it's wrong. You start.
- C: *Excuse me, there seems to be a mistake on the bill. It's showing an extra charge for the dessert we didn't order.*
- I: *Oh. Are you sure you didn't have a dessert?*
- C: *Of course we are sure. I think we would remember if we did.*
- I: *but it says on your bill that you did and two coffees.*
- C: *We had the coffees. I'm not arguing about that but we definitely didn't have dessert.*
- I: *Ok, I'll get you a new bill then.*
-
- I: You're my boss. I promised to finish a report today. You start.
- C: *I noticed you promised to finish the report today. How's the progress so far?*
- I: *I've made good progress, but I need a bit more time to review and finalize it. Is it possible to give it to you tomorrow morning?*
- C: *Well I can't say I'm happy about it. Why didn't you finish it on time?*
- I: *I had so much work to do I couldn't get everything done on time.*
- C: *Maybe we need to have a chat about your work. I have noticed you work very hard all the time.*
- I: *That might be a good idea as I'm getting very tired.*

Part 3**Follow-up questions:**

- I: What is this passage about?
- C: *This passage talks about a test called 'Life in the UK' that migrants must pass to become citizens in the United Kingdom. This test checks what they know about the UK's laws, history, geography, customs, work, and what citizens should do to fit in to British society. It says how someone can pass the test and what score they need to achieve this.*
- I: Why do you think governments require people to take these kinds of tests?
- C: *Governments want people to take tests like 'Life in the UK' to make sure new citizens understand the country's laws, culture, and history. It's important for newcomers to know their rights and duties as citizens and be part of the community they are joining. It also helps everyone get along better.*

- I: How important is it for migrants to know about the history of a country they are migrating to?
- C: *It's quite important for migrants to know about the history of the country they are moving to. It helps them understand the culture and history of their new home, which makes it easier to fit in and get along with others. Knowing the history also lets them be more active in their new community, make smart choices, and respect the country's values and traditions.*

Part 4

A Learning a foreign language

Learning a foreign language can be exciting and useful. It opens doors to new cultures, people, and opportunities. It can help you to get an interesting job and make travelling more fun. You can either join a class or teach yourself online or with books. While it can be challenging, it's worth the effort because it helps us communicate with more people and understand the world better.

B Pollution

Pollution is a big problem, and it harms our environment and health. Pollution is caused by a number of things such as industry, transport and heating our homes. We need to take action to reduce pollution by using cleaner energy, recycling, and being careful of our choices. It's important for a healthier planet and for future generations. Pollution is creating problems such as global warming and we need to change the way we live now and governments must take serious action too.

C Fast food

Fast food is convenient, but we should be careful about how much we eat. It's not always the healthiest option, and too much of it can lead to health problems. It's good for an occasional treat, but it's essential to have a balanced diet with more fruits and vegetables for our well-being. Children and teenagers in particular enjoy fast food so it is up to parents to educate them and encourage them to make healthier choices with what they eat to prevent problems as they get older.

Follow-up questions:

A Learning a foreign language

- I: Do you think your language is easy for foreigners to learn? (Why?/ Why not?)
- C: *Learning my language might be challenging for some because it has different rules and sounds. But with practice and good resources, anyone can learn it. Also my language has a different alphabet to many other countries and this makes it more difficult to learn.*
- I: What is the best way to become fluent in a foreign language?
- C: *The best way is to practice speaking and listening a lot. Classes, language apps, and talking with native speakers help. Also, it's great if you like the culture and people from that language, but it's not always a must.*
- I: Can you only learn a foreign language well if you like the culture it comes from?
- C: *Liking the culture can make learning a language more fun, but it's not the only way. Some people learn languages for work or travel, and that's okay too. Basically if you want to learn a language you have to work hard and practice a lot and it really doesn't matter if you know anything about the place it is spoken.*
- I: Will AI translators mean that people won't have to learn foreign languages in the future?
- C: *AI translators can help, but learning a language is more than just translating words. It's about understanding culture and connecting with people. So, learning languages will still be important and it allows people to do so much more in life whether it's for work, travel or just for fun.*

B Pollution

I: How serious is the problem of pollution in your country?

C: *Pollution is a concern in my country, especially in cities. We see problems like air and water pollution and litter on the land and in the sea. Industry and transport are the biggest problem but governments are beginning to take action to try to reduce this.*

I: Do you think scientists will be able to find solutions to pollution in the future?

C: *Yes, I believe scientists will find ways to reduce pollution. They are working on cleaner technologies and better waste management, which gives hope for a cleaner future. However, new technology can take a long time to develop and we need to take action now to reduce pollution quickly to save our planet.*

I: What can individuals do about pollution in their local area?

C: *Individuals can make a difference by using less plastic, recycling, conserving energy, and supporting eco-friendly practices. This can all be done by recycling as much as we can and not buying products that have lots of packaging. In our homes we should not use so much electricity and make sure that heat is not escaping from our homes in the winter. Small actions add up to help reduce pollution.*

I: Will people ever live in a world which doesn't suffer from pollution? (Why? / Why not?)

C: *It's a challenging goal, but we can work towards a cleaner world by changing our habits and using cleaner technologies. It might take time, but with effort, we can reduce pollution significantly. I don't believe that our modern lifestyles will make it possible to completely stop pollution unfortunately.*

C Fast food

I: Why has fast food become so popular around the world?

C: *Fast food is popular because it's quick, convenient, and often affordable. Busy lifestyles and marketing also contribute to its popularity. Often it tastes nice too so people will always want to eat it. Also people know exactly what they are getting with fast food so it feels like a safe option.*

I: What should parents do to control the amount of fast food which their children eat?

C: *Parents can limit fast food by cooking healthy meals at home, teaching kids about nutrition, and setting limits on how often they can have fast food. On the other hand parents should allow their kids to have fast food occasionally or they will feel that they are missing out.*

I: Should schools ban fast food from their canteens?

C: *Banning fast food in schools can be a good idea to promote healthier eating habits among students. Providing nutritious options is essential. Also fast food has been shown to make children more tired and stops them concentrating on their work whereas healthy food helps them to study and stay awake longer.*

I: To what extent is fast food responsible for obesity in the modern world?

C: *Fast food is a factor in obesity because it's often high in calories and low in nutrition. But it's not the only cause. A balanced diet and regular exercise are also important to prevent obesity. People spend way too much time sitting at a computer or watching TV these days and they tend to drive everywhere instead of walking. These are all problems that lead to obesity.*

Practice Test 4**Part 1 (3 minutes)****Sample Answers****Topics****The media**

I: Where do you get your world news from?

C: *I get my world news from TV and the internet. I like to know what's happening in different parts of the world. I used to read newspapers but I can get all the information I need for free online.*

I: How many social media platforms are you on?

C: *I'm on a few social media platforms, like Facebook and Instagram. It's a way to connect with friends and see what they're up to. I also find them quite entertaining and I play games on Facebook too.*

I: What type of TV programmes do you enjoy? (Why?)

C: *I enjoy watching comedies and nature shows on TV. Comedies make me laugh which is really important because I can sometimes feel quite stressed during the day. Documentaries about nature teach me about animals and the environment which is interesting.*

I: How careful are you about sharing details on the internet? (Why?/ Why not?)

C: *I'm careful about sharing personal information online because I want to protect my privacy. Not everyone online is trustworthy, so I only share what's necessary. Also you have to be very careful when you buy things because criminals can sometimes get your bank information and use it.*

Your culture

I: How do you celebrate birthdays?

C: *We celebrate birthdays with a party or get-together with family and friends. There's cake, presents, and singing to make it special. Sometimes we might go to a restaurant for a special treat or to the theatre or the cinema.*

I: Does your country have a national costume, and have you ever worn it?

C: *Yes, my country has a national costume, but I haven't worn it. It's worn on special occasions to show our culture. I like to see our national costume but I'm too shy to wear it myself.*

I: Tell me about a national festival or celebration you enjoy.

C: *I enjoy our New Year's celebration. It's a time for fireworks, music, and being with loved ones. It marks a fresh start and is a time of joy. There is something very special about counting the last seconds before a new year begins. It fills me with hope for the future.*

I: Do you carry or wear anything to bring you good luck? (What?)

C: *Sometimes, I carry a lucky charm or wear a piece of jewellery believed to bring good luck. It's a tradition in my family, and it makes me feel positive. I have a necklace with a lucky charm on it that my mother gave me when I was sixteen.*

Holidays

I: What sort of holidays do you like? (Why?)

C: *I like holidays where I can relax, like beach vacations or trips to peaceful nature spots. They help me recharge and escape from routine. I always want to escape from the city when I go away as I live and work in the city most of the year and I need a change.*

Holidays (continued)

- I: Why do you need holidays?
- C: *Holidays are needed to take a break from work or studies. They let me rest, explore new places, and spend time with loved ones. This is maybe the most important thing as you get the chance to make memories with people that you care about.*
- I: Tell me about the best holiday you've ever had.
- C: *The best holiday was when I visited a tropical island. The beaches were stunning, and I loved the local food and culture. It was a perfect getaway. I felt like I was in a movie as everything was perfect and the local people were really friendly all the time.*
- I: Where are you planning to go on your next holiday? (Why?)
- C: *I'm planning to visit a historical city on my next holiday because I enjoy learning about the past. Exploring old buildings and museums fascinates me, so it's a great choice. Also you really get the opportunity to understand the history and culture of a country by visiting its cities.*

Jobs around the home

- I: Which jobs do you usually do in your home?
- C: *I usually do tasks like cleaning, doing the dishes, and laundry. I also help with cooking and taking care of our dog and cat. I don't like washing up so I only do it when I really have to but I enjoy cutting the grass in the garden.*
- I: Which jobs do you hate doing in the home?
- C: *I don't enjoy tasks like cleaning the bathroom or work in the garden. They can be tiring and messy. I prefer to do jobs like tidying up and washing the clothes in the machine as they are easy jobs.*
- I: Do you have a garden to look after?
- C: *Yes, we have a small garden. I help with basic gardening tasks like watering plants and weeding. I think it makes a big difference if you have a garden as it is a place to sit in the fresh air and enjoy nature.*
- I: Do you make home improvements yourself?
- C: *I try to make some home improvements myself, like painting a room or fixing small things. But for bigger projects, I might call in professionals. I think it's nice if you can do things in your own home as it saves money too.*

Meals

- I: What's your favorite type of food? (Why?)
- C: *My favourite type of food is Italian because I love pasta and pizza. The flavors and variety of Italian dishes are delightful. I really like to choose my own pizza toppings too.*
- I: What sort of things can you cook?
- C: *I can cook simple meals like pasta, stir-fries, and grilled chicken. I'm still learning, but I enjoy trying new recipes. I have just started to learn how to bake biscuits and I want to learn how to make a cake soon.*
- I: Tell me about the last time you had a special meal.
- C: *The last special meal was on my birthday when I went to a nice restaurant. I had a delicious steak with chips and mushrooms and tomatoes. For dessert I had a delicious piece of chocolate cake and we drank some expensive wine. It was a wonderful meal.*
- I: What do you usually have for lunch? (Why?)
- C: *I usually have a sandwich or salad for lunch because it's quick and easy. It keeps me energized for the rest of the day without feeling too heavy. I usually have one piece of fruit too and a small bottle of water so that I don't get thirsty in the afternoon.*

Part 2 (2 minutes)**A**

- I: We are friends in a coffee shop. I start.
- I: *What would you like to have?*
- C: *Hi! I'll have a cappuccino, please. And maybe a slice of that delicious-looking chocolate cake.*
- I: *Great choice! I'm going for a latte and a muffin. So what have you been doing lately?*
- C: *I have been really busy at college as I have exams soon. What about you?*
- I: *I have been learning to drive.*
- C: *Wow that's exciting. I'd like to have driving lessons soon too when I have enough money saved up.*

- I: We're work colleagues. I start.
- I: *Do you know where we're meeting tomorrow?*
- C: *Good morning! Yes, we're meeting in the conference room on the third floor.*
- I: *What time do we need to be there?*
- C: *At ten o'clock but come five minutes earlier. Don't worry; I'll send you a reminder later today.*
- I: *Perfect, thanks! Oh and shall I arrange for us to have coffee brought to us?*
- C: *Good idea I think we are going to need it.*

- I: We're strangers in the street. I start.
- I: *Excuse me. Where's the nearest bank?*
- C: *Just continue straight down this road, take the first left, and you'll find the bank on the corner of Maple Street.*
- I: *Is it very far because I have a painful leg?*
- C: *No not really it's about a five minute walk.*
- I: *I can probably cope with that. Thank you so much! I appreciate your help.*
- C: *No problem. You're very welcome.*

B

- I: We're work colleagues. You're late for work. You start.
- I: *You're late for work.*
- C: *I know, I'm really sorry. There was an accident on the highway, and the traffic was terrible this morning.*
- I: *Why don't you get the metro to the office it's much easier?*
- C: *Maybe I should but isn't it expensive and crowded?*
- I: *It's not at all expensive but it is quite crowded but I usually get a seat.*
- C: *I think I'll give it a try tomorrow then.*

I: I'm a shop assistant. You want to return a faulty product. You start.

I: *Hi, I'd like to return this product. It's faulty.*

C: *I apologize for the inconvenience. Could you please show me the product and your receipt?*

I: *Sure, here it is. It stopped working after just a few days.*

C: *I'm sorry about that. Would you like another one or do you want to buy something else instead?*

I: *I don't trust this product now so I would prefer something else.*

C: *No problem but if it's more expensive you will have to pay the extra money.*

I: We're in a museum. I'm a guide. You want some information. You start.

I: *Hi, I'd like some information about this painting.*

C: *Of course, I'd be happy to help. This painting is called "Starry Night" by Vincent van Gogh. It's known for its swirling sky and bright stars. Is there anything specific you'd like to know about it?*

I: *Can you tell me more about the artist's life and inspiration for this painting?*

C: *Certainly! Vincent van Gogh painted "Starry Night" when he was inspired by the view from his window. What do you like most about it?*

I: *I like the bright colours and the stars in the sky.*

C: *There is more of his work in the next room that you might like too.*

Part 3

Follow-up questions:

I: What is the main point being made in this passage?

C: *The main point of this passage is that working from home has become more common due to digital technology, offering flexibility and convenience, but it also presents challenges like isolation and difficulty in maintaining a work-life balance. The passage says how important it is find ways to deal with the problems of working from home.*

I: How important is it for people to separate work from personal life? (Why?)

C: *It's essential for people to separate work from personal life because doing so helps maintain a healthy balance. When we keep our work and personal time apart, we prevent problems like being overtired and stress. It also allows us to enjoy our personal lives and relax, which makes us more productive during work hours.*

I: Has digital technology changed the way we work in a positive or a negative way? (Why?/ Why not?)

C: *Digital technology has changed the way we work in both positive and negative ways. On the positive side, it has given us the flexibility to work out of the workplace, making work easier and convenient. However, it can also be negative if it leads to overwork, isolation, and difficulty in working sensible hours. It largely depends on how we use technology and manage our work-life balance.*

Part 4**A Protecting the environment**

Protecting the environment is really important. We should all do our part to reduce pollution and save resources. It's like taking care of our home, Earth, so that future generations can enjoy clean air, water, and a healthy planet. Small actions like recycling and using less plastic can make a big difference. If we don't look after the environment better now there will be even bigger problems in the future. We need to act now before it is too late.

B An important person in my country

In my country, we have important people who make a big impact. They can be leaders, scientists, or artists who inspire us. They help shape our country's future and identity. We have a very famous scientist who helps to treat serious diseases like cancer and his work has saved the lives of thousands of people. He is famous all over the world and there is even a hospital that has been named after him.

C Space exploration

Space exploration is fascinating. It's like an adventure to discover new worlds beyond our own. Learning about planets, stars, and the universe helps us understand our place in the cosmos. It's exciting to think about humans traveling to space, and it might bring new knowledge and innovations to Earth. I think man will always try to explore space but I believe we may have got almost as far as it is possible to go now without it becoming too dangerous.

Follow-up questions:**A Protecting the environment**

- I: Will science eventually solve our environmental problems?
- C: *Science can certainly help, but it's not the only solution. We all need to take action too, like reducing waste and using clean energy. Science can guide us, but it's up to everyone to make a difference. A lot of the changes we need to make are very simple and we don't need science to help us make them immediately.*
- I: In what way is your country dealing with environmental issues?
- C: *In my country, we have laws to protect the environment, like recycling rules and limits on pollution. We're also using more renewable energy sources, which is a positive step. There are also controls in connection with tourism which has put the environment in danger because so many people come to our country every year especially in the summer.*
- I: What would you like to see national governments do about global warming?
- C: *I'd like governments to take global warming seriously and invest in clean energy and public transportation. They should also encourage people and businesses to reduce their carbon footprint. Industry and transport are the biggest causes of pollution and the government needs to act quickly to reduce this problem.*
- I: To what extent can individuals help protect the planet?
- C: *Individuals can do a lot! We can reduce, reuse, and recycle. We can save energy and water at home. We can use public transport or cycle or walk instead of using our cars so much. Also we shouldn't waste food and we should try to grow our own or buy from local producers. Every small action adds up to a healthier planet.*

B An important person in my country

I: What sort of people are role models to young people in your country?

C: *Young people often look up to leaders, scientists, and those who work for a better society. They admire those who make a positive impact. Also professional athletes set a good example and show young people how if they work hard they can achieve a lot. Unfortunately young people also look up to celebrities but often they are not good role models because they just want to be rich and famous.*

I: Should we listen to what celebrities say about world issues? (Why?/ Why not?)

C: *It's good to listen to celebrities, but we should also research and think for ourselves. Celebrities can raise awareness, but we need to make informed decisions. Often celebrities aren't experts in what they are talking about and so you should be careful and not believe everything they say.*

I: Which person from another country do you admire? (Why?)

C: *I admire Malala Yousafzai from Pakistan. She stood up for girls' education despite great challenges. Her bravery is inspiring. She risked her life to let the world know what problems there are in her country and is one of the bravest people in the world.*

I: Who should we admire more, doctors and scientists or actors and footballers? (Why?/ Why not?)

C: *We should admire both. Doctors and scientists contribute to our well-being and knowledge. They look to the future to make our world a better and safer place. Actors and footballers entertain and inspire us. We need time out to relax and have fun in order to stay healthy mentally. Everyone plays a role in our world.*

C Space exploration

I: Would you like to become an astronaut? (Why?/ Why not?)

C: *I think being an astronaut would be exciting, but it's a tough job. I wouldn't enjoy the training or the very difficult working conditions in a rocket. I'd prefer to learn about space and support space exploration from Earth.*

I: Will people ever be able to travel into space as tourists?

C: *It's becoming possible. Space tourism is starting, and in the future, more people might have the chance to experience space. Very rich people have already travelled into space but I don't think ordinary people will ever get the chance to do it.*

I: Do you think life exists on other planets? (Why?/ Why not?)

C: *It's possible. The universe is so big, there could be other life forms out there. We're still exploring, so who knows what we might discover. It seems likely that there must be some kind of life even if it is very small living plants or animals. I think there would need to be water for this to happen though.*

I: Would the money used on space exploration be better spent on something else? (Why?/ Why not?)

C: *Space exploration can lead to scientific discoveries and new technologies that benefit us on Earth. So, it's not just about space; it's about progress and knowledge. On the other hand there are so many hungry and sick people in the world that a big part of me thinks we should help them before we send more rockets into space.*