

English Speaking Board (ESB)

Certificate in ESOL International Level 1 (B2)

Written paper (Listening, Reading, Use of English and Writing): 2 hours and 30 minutes

Listening: Part One

You will hear an interview between Meg White, a radio presenter, and Alan Davies, an author and illustrator of children's books.

For questions 1–10, mark each statement **True** (T) or **False** (F).

You will hear the recording **TWICE**.

You now have one minute to read the questions for Part One.

Everyone's Reading It

- 1 Alan Davies is very famous. _____
- 2 *Pip and the Pumpkin* is now available in the city's bookshops. _____
- 3 The publisher is printing more copies of *Pip and the Pumpkin*. _____
- 4 Lots of children's books have been as successful as *Pip and the Pumpkin*. _____
- 5 *Pip and the Pumpkin* is funny, imaginative and exciting. _____
- 6 *Pip and the Pumpkin* is popular with adults as well. _____
- 7 Alan isn't going to write about Pip again. _____
- 8 Alan has won a prize for his artwork in *Pip and the Pumpkin*. _____
- 9 You can buy lots of different *Pip* products. _____
- 10 Alan is afraid that, after watching the film of *Pip*, children won't want to read the book. _____

Listening: Part Two – Section A

You will hear a conversation between Matt and John after a football game.
For questions 11–15, decide which is the correct answer, **A**, **B** or **C**.
You will hear the recording **TWICE**.
You have one minute to read the questions for Section A.

A Difficult Choice**11 John thanks Matt**

- A** for playing so well.
- B** because it's his last game.
- C** for congratulating him on playing well.

12 John's mum wants Jonno to stop

- A** playing football at the end of the school year.
- B** playing football for the rest of the school year.
- C** playing football at school.

13 John's parents are worried about

- A** the low marks he got at school recently.
- B** him getting injured when he's playing football.
- C** him wasting time at school.

14 Matt thinks John should

- A** talk to the coach about his problem.
- B** ask his coach to talk to his teachers.
- C** not waste time before and after training.

15 John says that

- A** his maths teacher doesn't understand him.
- B** he's been finding maths difficult lately.
- C** he's always found maths difficult.

Listening: Part Two – Section B

You will hear an interview between a television presenter, Julian Browne, and a travel writer, Nancy Fry.

For questions 16–20, decide which is the correct answer, A, B or C.

You will hear the recording **TWICE**.

You have one minute to read the questions for Section B.

A Professional Traveller**16 Nancy says that sometimes her job involves**

- A some boring times.
- B thinking of new countries to write about.
- C choosing where she would like to eat.

17 Nancy's job

- A does not involve visiting places of cultural interest.
- B involves writing about changes.
- C is to divide the guides into sections.

18 According to Nancy,

- A moving around so often is like being on holiday.
- B she never stays in hotels where the beds are uncomfortable.
- C the public often have an incorrect idea of what her job is like.

19 Nancy

- A thinks breakfasts at New York cafés are fantastic.
- B couldn't have breakfast where she expected to in New York.
- C says it's always difficult to find a good breakfast in New York.

20 Nancy thinks

- A she may decide to do a different job for the same company.
- B she'll do this job for another ten years.
- C she'll soon start travelling with someone else.

Reading: Part One

You are going to read a passage about board games. For questions **21–24**, match the headings (**A–G**) with the appropriate paragraph. The first heading has been done as an example. There are **TWO** headings which you do not need.

Fun For All

Example: B – Centuries of Enjoyment

My best memories of childhood are long winter evenings spent playing board games with friends and family. And now, my children are keen board game players. It comes as little surprise that forms of these games, which exist in every culture, date back to the ancient civilisations of Egypt, Persia, India, Greece and Rome. The small pieces and dice that have been unearthed by archaeologists and can be seen in museums make it clear that board games have provided fun for people for thousands of years. Not only do these artifacts prove the popularity of board games in ancient times, but they also show how little these games have changed since then.

21

Often, one of the first board games children learn how to play is Snakes and Ladders. This game is particularly suitable for young children because it requires few skills besides the ability to count. Also, it is usually played on a very attractive, colourful board. It is believed that Snakes and Ladders originated many centuries ago in India and that it was designed to teach young children about concepts of good and evil. When you throw the dice and land on a ladder, which represents 'good', you go forward in the game by going to the top of the ladder. If you land on the snake's head, which represents 'bad' or 'evil', you slide down the tail of the snake and fall behind in the game.

22

While Snakes and Ladders is a game of chance, many board games rely on a player's ability to make strategic decisions: in other words, plan a series of moves and work towards a final result. These more **challenging** games, which often require great skill, a good memory, patience and concentration, are called strategy games. The object of these games is generally for a player to cross a board or capture the other player's pieces. However, strategy games are not only played for recreation. Players can be deadly serious about their game, joining clubs, learning tactics from experts and playing in competitions.

23

Probably the two most famous strategy board games are chess and backgammon. Variations of the modern game of chess have existed in many countries for centuries. This skill-based game is believed to have originally represented a battle, in which players captured enemy soldiers with the winner finally defeating the king of the enemy army. Backgammon is thought to be older than chess and to have originated in Asia. Unlike chess, backgammon is a fast-paced game that relies on both skill and luck. Both games are certainly moving with the times. They can now be played online with opponents from anywhere in the world. Chess and backgammon can also be played against a computer using specially designed software.

24

Board games are certainly an important part of lots of people's lives and, in many cases, of a culture. Family members, young and old, play together as a way of bonding and sharing an enjoyable experience. Children are encouraged to play because these games help develop communication skills, friendships and mental ability. In some countries, visiting neighbourhood backgammon and chess cafés is a popular activity with students, the elderly and others. Some people play these games to **alleviate** stress, while others are highly competitive. It seems almost all of us can benefit from playing games.

A Something for Everyone

B Centuries of Enjoyment

C A Form of Self-expression

D A Good Way to Start

E Not Just Fun and Games

F Old Favourites

G Ancient Customs

For questions 25–30, choose the correct answer A, B, C or D.

25 According to the text, museums

- A are good places to visit on winter evenings.
- B can teach us about the pastimes of ancient peoples.
- C prove how funny some ancient cultures were.
- D often provide board games for children to play.

26 The game Snakes and Ladders

- A once had an educational function.
- B needs players who can not only count, but who have many other skills.
- C requires players to know what is good and bad.
- D is played only by young children.

27 A word similar in meaning to the word “challenging” in paragraph 3 is

- A entertaining.
- B original.
- C skilful.
- D demanding.

28 According to the text, backgammon and chess are similar because they

- A both involve an element of luck.
- B both represent a war or battle.
- C are both fast-paced games.
- D both require players to plan and make strategic decisions.

29 The author of the text believes board games

- A help family members become closer.
- B should be encouraged more in certain cultures.
- C should only be played by children.
- D are a waste of time for children.

30 The word closest in meaning to ‘alleviate’ [paragraph 5] is

- A generate
- B relieve
- C aggravate
- D increase

Reading: Part Two

You are going to read an article about living an environmentally friendly life. For questions 31–35, choose the correct answer, A, B, C or D.

Going Green And Staying Green

Nowadays, just about everybody feels guilty about contributing to the environmental problems that our planet is facing. However, although we feel guilt, we don't necessarily do anything about it! We all have excuses as to why we can't recycle, why we have to use our car and why we buy environmentally harmful products. Perhaps people do little or nothing to protect the environment because they are rather lazy, selfish or even ignorant. But that can be changed. Introduce a few basic environmentally friendly practices into your life, stick with them and slowly add to them. Soon you'll be doing your bit to help.

Let's start with water. Most people use water extremely wastefully. They don't seem to realise how much water they can save by introducing a few simple changes into their households. For example, turning off the tap while you're brushing your teeth, ensuring that none of the taps in your house drip and making sure the dishwasher and washing machine are full before you use them are easy and effective ways to save water. You can also introduce more water-saving routines such as recycling dishwashing water or buying a tank to collect rainwater. This water can then be used to water your garden.

Another way to help the environment is to avoid buying artificial fertiliser to feed your plants. It's not only expensive, but it may also be full of chemicals that could harm your health and the health of bees, birds, butterflies and other garden wildlife. Moreover, you've already got the perfect fertiliser in your kitchen. If you purchase a compost bin and recycle most of your kitchen waste, you can make your own wonderful, natural fertiliser. If you live in a flat, buy one of the small kitchen composters. They can reduce just about all food scraps to a liquid fertiliser. This is great for your plants, and you won't believe how much less rubbish you'll have to throw away.

You should also recycle whatever you can! Bottles, cans, boxes and plastic containers can be washed and put into the appropriate recycling bins. It's also helpful to buy drinks whose manufacturers give refunds on returned bottles, and to buy products that use recycled materials. And, if possible, dispose of batteries and electrical goods in the correct way. Remember, if they are thrown away with the normal household rubbish, they can harm the environment. If unwanted electrical goods are still in working order, give them to somebody who will use them. Finally, if you use your imagination, you can find different uses for many other things you may want to discard.

Of course, lots of us lead busy lives, and feel that we don't have time to get involved in saving the planet. Actually, simply reducing what we consume is the first step towards a greener life. Don't buy things you don't need. Choose better quality, well-designed products that are made to last. Buy products with simple or no packaging. Finally, if you become informed about environmental issues and learn how you, as an individual, can participate in protecting the environment, you can be sure that you are doing your part.

For questions 31–35, choose the correct answer A, B, C or D.

31 According to the text, most people

- A are very lazy and selfish.
- B feel guilty about protecting the environment.
- C feel bad because their actions harm the environment.
- D do everything they can to protect the environment.

32 Saving water at home

- A involves taking many complicated and difficult measures.
- B is not difficult to do.
- C can't be done without expensive equipment.
- D isn't worth trying to do.

33 Left-over food

- A can harm your health.
- B should be thrown out with the garbage.
- C can feed the wildlife in your garden.
- D can be turned into fertiliser.

34 Some manufacturers

- A give you money for taking their bottles back to the shop.
- B dispose of your batteries for you.
- C don't dispose of batteries correctly.
- D will help you sort out your recycling.

35 The writer of the text believes

- A everybody is too busy nowadays to worry about the environment.
- B people should think carefully about what they buy.
- C people need to force companies to be more environmentally friendly.
- D well-designed products don't usually have a long life.

Use of English: Part One

For questions 36–45, complete the sentences below by choosing the correct answer A, B, C or D.

36 Her sister is _____ lawyer in _____ United Kingdom.

- A a/a C the/the
B the/a D a/the

37 I don't think this restaurant is _____ better than that one.

- A no C more
B any D less

38 The children _____ their homework yet.

- A haven't finished C don't finish
B won't finish D hadn't finished

39 How about _____ a game of tennis?

- A to play C play
B playing D played

40 My dog, _____ is very big, is frightened of mice.

- A that C who
B whom D which

41 She left early, with the _____ of doing some shopping before the shops closed.

- A aim C view
B order D reason

42 That _____ be Brad! He's in hospital with a broken leg.

- A mustn't C can't
B doesn't have to D shouldn't

43 She talked _____ quickly for me to understand.

- A very C just as
B too D so

44 Gran _____ in this neighbourhood when she was a child.

- A would live C had been living
B was living D used to live

45 Peter feels very anxious _____ his driving test tomorrow.

- A about C for
B of D at

Use of English: Part Two

For questions 46–55, complete the sentences below by choosing the correct answer A, B, C or D.

46 Janet always _ _ _ _ a lot of photos when she is on holiday.

- A makes C takes
B does D throws

47 Mary and Bob believe that they should _ _ _ _ a good example to their children.

- A set C show
B make D follow

48 The teacher _ _ _ _ Tom of cheating in the exam.

- A blamed C claimed
B accused D confessed

49 My cousin works as a _ _ _ _ in a vegetarian café.

- A cooker C cuisine
B cookie D cook

50 He reads a lot of newspapers because he's interested in _ _ _ _ affairs.

- A current C latest
B recent D new

51 The brothers set _ _ _ _ their own business after they had finished college.

- A on C for
B toward D up

52 Could you _ _ _ _ me some money? I'll pay you back next week.

- A borrow C owe
B lend D spend

53 Martin came _ _ _ _ with flu and had to cancel his party.

- A over C up
B through D down

54 It was very _ _ _ _ of you to lose the key. Now we're locked out!

- A careless C considerate
B helpless D useless

55 Please wait here. The doctor will see you _ _ _ _ .

- A scarcely C shortly
B generally D nearly

Use of English: Part Three

For questions 56–65, read the text and for each gap, choose the correct answer A, B, C or D.

The Sydney Opera House

The Sydney Opera House in Australia is one of the most famous buildings in the world. This massive arts centre **(56)** _ _ _ _ beautifully into its setting on the waterfront at Sydney Harbour. Designed by Danish architect, Jørn Utzon, its huge curved roofs **(57)** _ _ _ _ people of the yachts which are constantly sailing by, or of an enormous, shiny white shell. The design and building of the basic structure took eight years to complete **(58)** _ _ _ _ the fact that it broke so many of the architectural rules of the time. The whole opera house took sixteen years to complete, finally opening in 1973. The Sydney Opera House **(59)** _ _ _ _ as one of the great masterpieces of human creativity, and in 2007 it was added to the UNESCO World Heritage List. Only the most outstanding buildings on Earth, such as the Taj Mahal, The Pyramids of Egypt and the Great Wall of China, are recognised in this way.

Unfortunately, there is a sad **(60)** _ _ _ _ to the story of the Sydney Opera House. Utzon never saw his masterpiece completed. His design was chosen from more than two hundred entries in an international competition. After winning the competition, Utzon continued developing and testing his designs. The design was so **(61)** _ _ _ _ of its time that new building techniques had to be developed with the help of some of the best engineers **(62)** _ _ _ _ the world. When a new government was elected, they questioned the amount of money and time that was being spent on the opera house, and even the design of the building **(63)** _ _ _ _ in for criticism. Utzon, **(64)** _ _ _ _ position had become impossible, resigned in 1966 and returned to Denmark. The building was completed **(65)** _ _ _ _ the direction of local architects.

56 A suits
B fits
C matches
D feels

57 A are reminding
B have been reminded
C will be reminding
D remind

58 A because
B except for
C due to
D since

59 A had described
B has been described
C was describing
D has described

60 A side
B view
C hand
D line

61 A forward
B before
C in front
D ahead

62 A of
B around
C from
D in

63 A came
B fell
C brought
D dropped

64 A when
B whose
C which
D where

65 A under
B during
C in
D for

Use of English: Part Four

For questions 66–70, complete the sentences below by choosing the correct answer A, B or C.

66 The hotels there weren't very good, but we found an _ _ _ _ one near the port.

A accepting

B accepted

C acceptable

67 The manager was so _ _ _ _ by the young man's work that he offered him a job.

A impressed

B impressive

C impressionable

68 It's not the most delicious meal I've ever had, but it's certainly very _ _ _ _ .

A tasteful

B tasty

C tasteless

69 The government set up a _ _ _ _ reserve to protect the local tigers.

A native

B natural

C nature

70 That jewellery is _ _ _ _ ; it's made of plastic and isn't worth anything.

A valueless

B invaluable

C valuable

Use of English: Part Five

For questions 71–75, choose the sentence **A**, **B**, **C** or **D** which is closest in meaning to the sentence given.

71 In order to reach the seaside by midday, they set off early.

- A They couldn't have got to the beach before midday.
- B They put off leaving home early so that they'd get to the beach after midday.
- C With the aim of getting to the beach before midday, they left home early.
- D Although they set off at midday, they didn't reach the seaside early.

72 In the end, I needn't have studied for the test.

- A I left studying for the test until it was too late.
- B I studied for the test, but found out later that it hadn't been necessary.
- C I didn't study for the test although I should have done.
- D I didn't study for the test until the very last moment.

73 Unless I turn up late, Charles is never angry.

- A Charles is never angry when I turn up late.
- B If Charles is angry, I'll turn up late.
- C Charles is only angry when I turn up late.
- D If only I hadn't turned up late and made Charles angry.

74 Julie will have her hair dyed, whatever Betty says.

- A Julie's going to dye her hair whatever colour Betty decides.
- B Betty's going to dye Julie's hair regardless of what Julie says.
- C The hairdresser will dye Julie's hair the colour Betty has chosen.
- D No matter what Betty says, Julie is going to get the hairdresser to dye her hair.

75 There was nothing anybody could do to stop the fire.

- A Everybody helped to stop the fire.
- B Nobody was able to do anything to stop the fire.
- C Anybody could have helped to stop the fire.
- D People were stopped from fighting the fire.

Writing

Choose **ONE** of the following options. Write between **120–150** words in English.

- 1** Nowadays, a lot of people feel that children spend far too much time doing screen-based activities such as watching TV and playing electronic games. Write an **essay** discussing the advantages and disadvantages of these types of pastimes.
- 2** Your friend, who lives in a different town, wants to take up a new sport. Write a **letter** to your friend describing two sports that interest you. Explain why you like them and what you think their good and bad points are. Include any other information that you think may be useful for, or of interest to, your friend. (You do not need to write out the address.)
- 3** Write a **story** about an exciting day. Begin the story with the line: *The note said, "Be at the bus stop at 6 pm and learn the secret." What did it mean and who sent it?.....*
Continue with the story.

Speaking Test (12 minutes)**Students' prompts****TOPIC – Food and Health****Part 2****Student A's Statement:**

- As a result of today's busy lifestyles, most people don't have time to prepare healthy homecooked meals, and instead live on junk food and pre-packaged foods.

Student B's Statement:

- Physical exercise is extremely important for both our physical and mental health, particularly in the stressful society we live in.

Part 1 – Introduction

Interview to elicit personal information

Students respond to the interlocutor and not to each other. The interview consists of a number of short turns with students being invited to respond alternately. Part 1 lasts for **3 minutes** divided equally between both students. In the event of three students, allow **4 minutes** divided equally between all students.

Interlocutor: **Good morning/afternoon.** *(Make a note of the time at this point as this is the official start of the test.)* **I am** *(interlocutor's name)* **and this is my colleague** *(assessor's name)*. **She/He will just be listening.**

Interlocutor: **What’s your name?** *(to Student A)* **And what’s your name?** *(to Student B)* **Thank you.**

First I’m going to ask you some questions about yourselves.

Interlocutor asks Students A and B a selection of questions from those below.

- **Tell us something about your home and your family.**
- **Describe what a normal school day is like for you.**
- **Tell us about an interesting holiday that you’ve had.**
- **What do/did you like most about your school? Why?**
- **Who do you spend your free time with? What things do you like to do in your free time?**
- **Do you enjoy cooking? What things can you cook?**
- **Can you remember your first day at school? What was it like?**
- **Where would you like to go for your next holiday? Why?**
- **Where do you think you will be living in five years’ time?**

Thank you.

TOPIC - Food and Health
Part 2 - Interactive Discussion

Students discuss a topic based on two prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion for **four minutes**. The interlocutor does not take part in the discussion. If students start to address the interlocutor directly, hand or other gestures should be used to indicate that the students should speak to each other.

Interlocutor:

Now in this part of the test, I am going to give both of you two written statements based on the same topic. I would like you to talk together for about four minutes using the statements to help you. You can add ideas of your own if you wish. I am just going to listen to you. You only have about four minutes so don't worry if I stop you and please speak so that we can both hear you.

(to both Students A and B) **Here are your statements. (Place a copy of the prompts (page 217) in the middle of the pair.)**
The topic is "Food and Health."

You may start when you are ready.

(after four minutes) **Thank you.**

(retrieve prompts)

Copy of Students' prompts**TOPIC – Food and Health**
Part 2**Student A's Statement:**

- As a result of today's busy lifestyles, most people don't have time to prepare healthy homecooked meals, and instead live on junk food and pre-packaged foods.

Student B's Statement:

- Physical exercise is extremely important for both our physical and mental health, particularly in the stressful society we live in.

Part 3 – Responding to Questions

A three-way discussion between interlocutor and students based on the topic from Part 2 of the test.

The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one student or throw the discussion open to both students. The interlocutor should encourage students to elaborate on, or react to, their partner’s response by verbal invitation (eg – What do you think? Do you agree?) or non-verbal gesture. Students should be given equal opportunities to speak, but the interlocutor may wish to give a student who has been rather reticent in earlier parts of the test a chance to redress the balance. This part of the test lasts about **five minutes**.

(interlocutor to both Students A and B) **We are going to talk together for about five minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is “Food and Health”, the same as in Part 2 of the test.**

- Do you think we know enough about the food we eat?
- Do you think people who live in the countryside have healthier lifestyles than people in cities? Why?
- At school, do you learn about how to lead a healthy life?
- How often do you visit the countryside?
- What things in your neighbourhood could endanger your health?
- Does the government have a responsibility to its citizens to provide health care?
- Does your government do enough to educate people about healthy living? What else could it do?
- Why do you think people are living longer even though many people’s lifestyles are less healthy than ever before?

Thank you. That is the end of the test.

Goodbye. *(Assessor and Interlocutor)*

Listening: Part One

You will hear an interview between Meg White, a radio presenter, and Alan Davies, an author and illustrator of children's books.

For questions 1–10, mark each statement **True (T)** or **False (F)**.

You will hear the recording **TWICE**.

You now have one minute to read the questions for Part One. (1 minute)

Everyone's Reading It

- W:** This evening, I'd like to welcome Alan Davies to our show. He's an award-winning author and illustrator of children's books. Good evening, Alan.
- M:** Good evening, Meg. It's a pleasure to be here.
- W:** Alan, most people probably don't know your name, but because of the success of *Pip and the Pumpkin*, just about everybody knows your work.
- M:** Yes, Meg. The book *Pip and the Pumpkin* has been amazingly successful. In fact, at present, you can't buy a copy anywhere in the city. It has completely sold out. But it should be back on the shelves soon; the publishers are reprinting at the moment.
- W:** Why is everyone talking about *Pip and the Pumpkin*? There are dozens of other fantastic children's books on the market, but few have become household names like *Pip*.
- M:** *Pip* seems to have just the right combination of fantasy, comedy and excitement for everyone. I always write with young readers in mind, but this book appeals to people of all ages. I was at a party the other night when a middle-aged man came up to me and told me how much he'd enjoyed reading *Pip*, and that he couldn't wait for the next book in the series. In fact, he now has his own copy because his granddaughter got so tired of him borrowing hers!
- W:** Well, I personally hope I'll be hearing a lot more about *Pip*!
- M:** Remember that, at the end of *Pip and the Pumpkin*, the main character, Pip, falls into a black hole and disappears. This, of course, is the beginning of a new adventure for him. And it's something I have already started working on.
- W:** But *Pip and the Pumpkin* isn't only a brilliant story. It's also a beautiful-looking book, and you have just been awarded the National Illustration Prize for the drawings. How does it feel to create such a fantastic world?
- M:** It feels pretty good, I have to say. That award is one of the greatest honours an artist of children's books can be given. You know, while I was creating Pip and his world, I became so involved that I felt as if I was part of that imaginary world; it was real to me.
- W:** But do you ever feel that you're losing control of *Pip and the Pumpkin*? We see *Pip* T-shirts, schoolbags, and pencil cases everywhere, and next year the first *Pip and the Pumpkin* film will be released. *Pip* has become big business. Doesn't this worry you?
- M:** Not at all! Anything that will make people more interested in reading and books has to be a good thing. Hopefully, *Pip* will make children want to read and perhaps even draw.
- W:** Thank you, Alan. I'm sure we're all looking forward to Pip's next adventure.

(3 seconds)

Now listen again.

(3 seconds)

This is the end of Listening Part 1. Now please turn to Part 2.

Listening: Part Two – Section A

You will hear a conversation between Matt and John after a football game.

For questions 11–15, decide which is the correct answer, **A**, **B** or **C**.

You will hear the recording **TWICE**.

You have one minute to read the questions for Section A. (1 minute)

A Difficult Choice

M: That was a great game, John. Well done!

J: I've tried talking to them. I told them I can concentrate on both things. I know that I just need to be more organised, but Mum doesn't believe me.

J: Thanks, mate. But it's probably going to be my last.

M: What are you talking about? You're our best player!

M: What about your dad?

J: Not for long. If my mum has anything to do with it, there'll be no more football for me until the end of the school year.

J: Well, he's hardly ever at home. He's really busy at work at the moment, but I do know that he was really proud of me when I became captain of the team this season.

M: I don't understand. Your parents have always supported you and the team.

M: I know. Your dad's almost always at our matches.

J: True, but that was before they saw my school marks from last term. Now they're really concerned.

However, you do spend a lot of time chatting before and after training, and you're always hanging around the club room. Why don't you work out a weekly programme and show it to your parents? It might convince them that you really mean what you say about studying harder.

M: That bad, huh?

J: Yep, and Mum blames football. She says that if I spent as much time studying as I do training, I'd be top of the class. She thinks I'm wasting my time on the football field, and hurting my chances of going to college when I finish school.

J: I guess that makes sense. Look, I was hoping that maybe you could help me with my maths. I used to be really good, but in the last few months I haven't understood anything the teacher has said.

M: There's got to be a solution. Football's your life, and you're really good at it. Have you sat down and talked to your parents? Maybe our coach could have a word with them.

M: Sure. We can start tomorrow after training. I'll come over to your place, OK?

(3 seconds)

Now listen again.

(3 seconds)

Listening: Part Two – Section B

You will hear an interview between a radio presenter, Julian Browne, and a travel writer, Nancy Fry. For questions 16–20, decide which is the correct answer, A, B or C. You will hear the recording **TWICE**. You have one minute to read the questions for Section B. (1 minute)

A Professional Traveller

- J:** Good evening and welcome to our show. Just about everyone loves visiting new places and having new experiences, so imagine having a job that pays you to do that. Sounds great, doesn't it? I'd like to welcome our guest tonight, travel writer Nancy Fry, who has just arrived back from touring the Indian subcontinent. Good evening, Nancy.
- N:** Good evening, Julian.
- J:** Is your job as glamorous as it seems?
- N:** It certainly has its glamorous moments, but it also has its less exciting times too; you know, hanging around in airports, waiting for buses and trains, and eating in places I wouldn't normally choose to eat in. You see, I work for a company that publishes travel guides. We produce guides to just about every country you can think of, and every three years we update these guides. That's my job.
- J:** Can you explain what you mean by "update"?
- N:** Well, our guides are divided into lots of sections, including tours, accommodation, restaurants, museums, art galleries, and so on. My job is to visit all the places mentioned in our guides and check whether what we wrote and recommended three years ago still applies today.
- J:** My goodness, you must stay in a lot of different hotels and eat in a lot of different restaurants!
- N:** I do, indeed. People often imagine that my life is one big holiday. This definitely isn't the case. It's very tiring packing up every few days and moving from one hotel to another, just to check if the beds are still comfortable, or the staff are still as friendly as they were three years ago. And lots of things do change; restaurants get new owners or change chefs, and hotels are renovated; some end up better and others worse! For example, three years ago, we raved about the breakfasts at a café in New York. Well, this year, when I turned up for breakfast, I discovered that the café is now only open late in the evening.
- J:** So this constant updating is really necessary?
- N:** Oh, it's essential, Julian. Our guides are popular because they're reliable. There are plenty of travel guides on the market, but they're only useful if they're up to date.
- J:** It seems to me that no one would ever give up a job like this, despite the difficulties.
- N:** Actually, I think I might have had enough. After all, I've been on the road for ten years now. I might just settle down to a desk job in our central office. Regular hours and a home life sound good after living out of a suitcase for so many years. Maybe it's time to give somebody else a go.
- J:** Thank you, Nancy, for joining us today ...

(3 seconds)

Now listen again.

(3 seconds)

This is the end of the listening section of the exam.