

City & Guilds

International ESOL

Communicator level: B2

Written Exam (Listening, Reading and Writing Sections): 2 hours and 30 minutes

Listening Part 1

You will hear eight short unfinished conversations. Choose the **best reply** to continue the conversation. Put a circle round the letter of the **best reply**. First, look at the example. You will hear the conversations twice.

Example:

Speaker 1: Are you sure we'll get there on time?

Speaker 2: Of course. I do this trip every day.

Speaker 1: We really should have left earlier, you know.

Speaker 2: -----

- a We couldn't do better.
- b Don't worry, we'll make it.
- c I'll make something else.
- d We'll never get there.

- | | |
|---|---|
| <p>1 a It'll be too late.
b We're too busy today, I'm afraid.
c It seems an impossibility.
d Sorry, she's out of the office today.</p> | <p>5 a I'm afraid I haven't.
b Not for a long time.
c You're welcome.
d Naturally.</p> |
| <p>2 a Please do your best.
b I'll only accept the best.
c How many problems have you found?
d You can leave it with me.</p> | <p>6 a You'll need it if you want a refund, I'm afraid.
b I don't understand your problem.
c Sorry, but I'll have to search your bag.
d You're bound to get another one.</p> |
| <p>3 a See you there then.
b Perhaps we'll find it somewhere.
c There never is.
d I'm sure there is.</p> | <p>7 a She doesn't believe me either.
b She didn't call you.
c First thing in the morning, I promise.
d I know. It's a difficult situation.</p> |
| <p>4 a But I'm already late for work.
b I can find the time for you.
c You should be more patient.
d I'm on my way.</p> | <p>8 a Give him a ring as soon as you can.
b I'll ring you when I'm free.
c Hold on please and I'll check his schedule.
d I'm sorry, the line's engaged.</p> |

(Total: 8 marks)

Listening Part 2

You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle round the letter of the correct answer. You will hear each conversation twice.

Conversation 1

1.1 The man and woman

- a are discussing their office hours.
- b can't make up their minds about what to cook for dinner.
- c are not happy with their jobs.
- d don't agree about dinner at first.

1.2 The man feels

- a relaxed.
- b misunderstood.
- c surprised.
- d sympathetic.

Conversation 2

2.1 The speakers are talking about

- a shoplifting.
- b kidnapping.
- c theft.
- d burglary.

2.2 The man and woman are

- a an athlete and a coach.
- b police officers.
- c colleagues.
- d a bank employee and a customer.

Conversation 3

3.1 The man is

- a at home.
- b in an art supply shop.
- c at an important event.
- d in a clothes shop.

3.2 The woman is

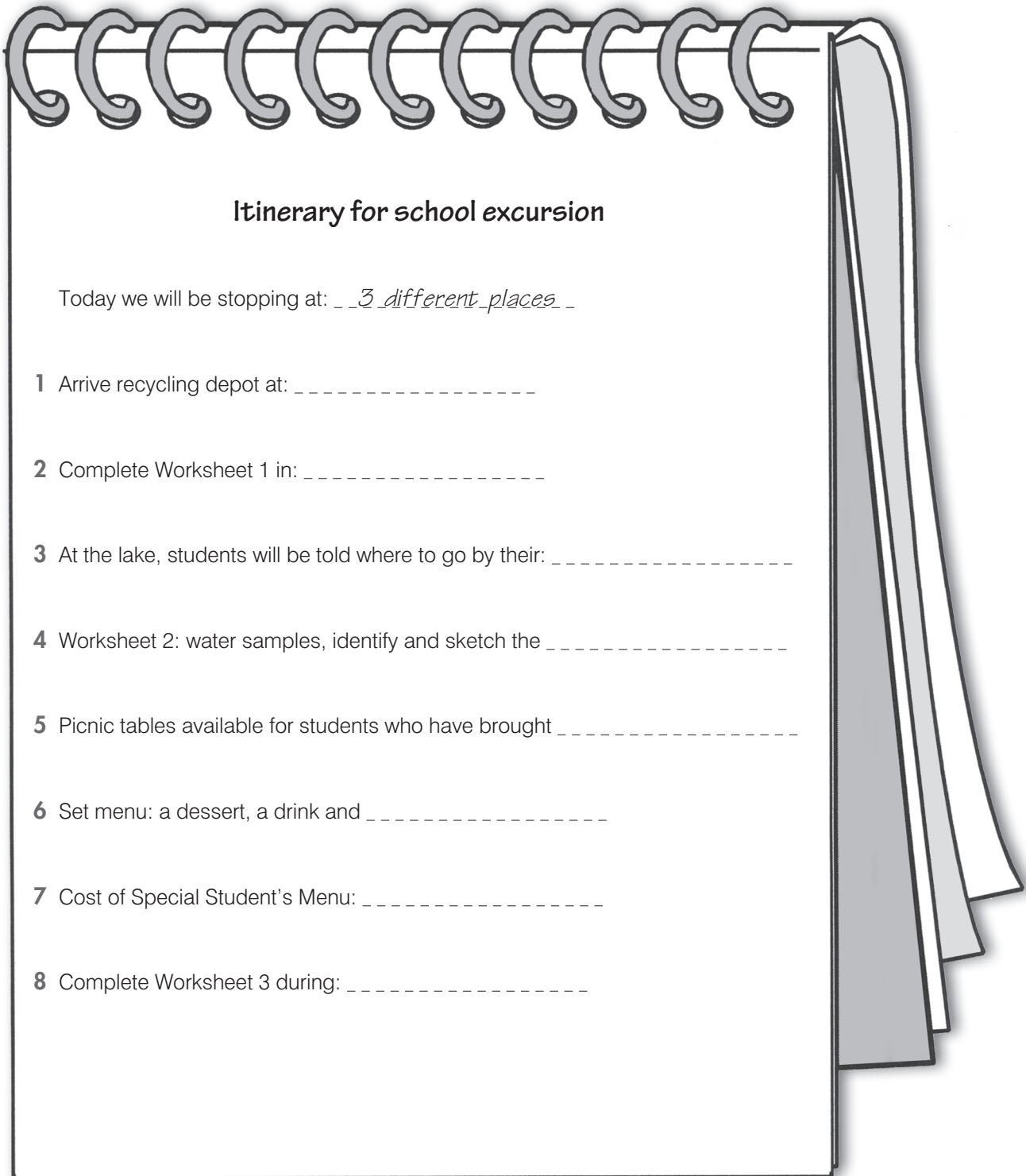
- a giving advice.
- b offering congratulations.
- c criticising.
- d asking for information.

(Total: 6 marks)

Listening Part 3

Listen to the message about a school excursion. Write **short** notes (1–5 words). An example is done for you. At the end of the message you will have two minutes to read through and check your answers. You will hear the message twice.

You have one minute to look at the notes below.



Itinerary for school excursion

Today we will be stopping at: 3 different places

- 1 Arrive recycling depot at: _____
- 2 Complete Worksheet 1 in: _____
- 3 At the lake, students will be told where to go by their: _____
- 4 Worksheet 2: water samples, identify and sketch the _____
- 5 Picnic tables available for students who have brought _____
- 6 Set menu: a dessert, a drink and _____
- 7 Cost of Special Student's Menu: _____
- 8 Complete Worksheet 3 during: _____

(Total: 8 marks)

Listening Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. First, look at the questions. An example is done for you. You will hear the conversation twice.

Example:

Joanna will be having her dinner at

- a school.
- b the pool.
- c home.
- d Zoe's house.

- 1 Why is Joanna's mother unsure of where her daughter is?
 - a Joanna wasn't sure about what she was going to do.
 - b Joanna's twelve, so doesn't need to keep her mother informed.
 - c Joanna's involved in lots of activities.
 - d Zoe's mother's not answering the phone.
- 2 Joanna's father thinks that buying his daughter a mobile phone will
 - a be less complicated than they think.
 - b be useful.
 - c cause him a lot of worry.
 - d upset their lives.
- 3 Joanna's mother believes that adults allowing children to have mobiles is
 - a amusing.
 - b healthy.
 - c irresponsible.
 - d sensible.
- 4 Joanna's mother thinks that most youngsters
 - a can't control their use of mobiles.
 - b use mobiles only in emergencies.
 - c only play games on mobiles.
 - d carry their mobiles, but never use them.
- 5 Bob discovered that Thomas played electronic games
 - a for three or four hours every day.
 - b at school.
 - c only on weekdays.
 - d when he should have been sleeping.
- 6 Lately, Joanna's mother has been worried about her daughter because Joanna
 - a no longer eats healthily.
 - b is obsessed with electronic games.
 - c hasn't had much energy or enthusiasm.
 - d has been spending all her free time with her friends.
- 7 Joanna's dad can't believe that his daughter, Mary and Sue
 - a could have disagreed.
 - b had ever been friends.
 - c shared each other's clothes.
 - d are still together.
- 8 The swimming camp might be good for Joanna because
 - a she can tell her coach how much she admires him.
 - b she'll have a break from her daily routine.
 - c she can do lots of activities.
 - d the weather will be nice.

(Total: 8 marks)

(Total marks for Listening: 30)

Reading Part 1

Read the text and complete the tasks that follow. Choose **a**, **b**, **c** or **d**. Put a circle round the most appropriate answer. An example is done for you.

Building a Better Life with Chocolate.

Sierra Leone is a small African country whose people are still suffering from the effects of a violent civil war that lasted for eleven years. Now, some years after the end of the war, a group of civilians are taking control of their lives and building a better future – with cocoa.

Before the war, cocoa, a local crop which is used to make chocolate, was usually sold to foreign traders. Unfortunately, these traders often tricked local people into selling their cocoa for ridiculously low prices, therefore ensuring a huge profit for themselves. For example, the buyers would visit villages during the dry months, “the hunger season”, and ‘lend’ families rice. When the cocoa crop was ready, the buyers would demand that the villagers give them one sack of cocoa for every sack of rice they had supplied. Of course, this was not a fair exchange but, with hungry families to feed and not knowing the world price of cocoa, the villagers were in no position to argue.

Now some Sierra Leonean cocoa growers have started to work together and to sell their cocoa themselves. They are learning from a cocoa co-operative in Ghana which, in one year, sold twenty million dollars’ worth of cocoa direct to chocolate manufacturers worldwide.

And, most importantly, a share of the profits went straight back to the farmers.

The Ghanaians advised the farmers from Sierra Leone to produce better quality cocoa so that they could sell it for a higher price. As a result, the farmers arranged to be taught good, modern agricultural production methods by the UN Food and Agriculture Organisation. In addition, they learnt how to farm without using chemical fertilisers and pesticides, so their cocoa can be called organic.

Now, the Sierra Leonean farmers have achieved their dream. They have sold a shipment of their high-quality cocoa directly to European chocolate makers. The farmers received an above-market price for their cocoa beans and have used some of the profits to build storage sheds and an office. One village has even hired a primary school teacher for its children.

The hard work is not over for these farmers, however. The foreign traders have a lot to lose and will take any opportunity to destroy the co-operative. But, with the benefits of direct selling improving the quality of villagers’ lives, hopefully farmers will support the Sierra Leone co-operative so that it will grow in strength and help provide a brighter future for local people.

Example:

- A group of people from Sierra Leone have
- a been controlling civilians' lives for some years.
 - b** decided to work towards improving their lives.
 - c suffered because their country was at war with another country.
 - d been suffering from the effects of war for eleven years.

1 Foreign traders tricked the farmers into

- a buying cocoa.
- b selling cocoa too cheaply.
- c lending them money.
- d taking orders for cocoa.

2 The cocoa farmers

- a needed money to buy rice.
- b were aware of world cocoa prices.
- c argued with the foreign traders.
- d paid for their food with cocoa.

3 The Ghana cocoa co-operative

- a made twenty million dollars' worth of chocolate.
- b makes sure farmers benefit from their cocoa crops.
- c is learning from the Sierra Leonean farmers.
- d is selling high-quality cocoa to the Sierra Leonean farmers.

4 The Sierra Leonean farmers improved

- a the UN Food and Agriculture Organisation's teaching methods.
- b the quality of their crops.
- c the chemical pesticides they used on their crops.
- d the UN Food and Agriculture Organisation's farms.

5 A dream came true for the Sierra Leonean farmers when they

- a built a storage shed for the chocolate makers.
- b produced cocoa of the highest quality.
- c sold their cocoa themselves.
- d sold directly to Ghanaian chocolate makers.

6 The foreign traders are

- a working hard to improve life for the farmers.
- b happy because the farmers can sell directly to chocolate makers.
- c not happy about losing control of the buying and selling of cocoa beans.
- d protecting the co-operative from destruction.

(Total: 6 marks)

Reading Part 2

Read the text and fill the gaps with sentences A–H. Write the letter of the missing sentence in the box in the correct gap. There are two extra sentences you will not need.

Specially for Kids

Until the 19th century, children were much more likely to listen to stories than to read them. Before then, few children's books existed. **1.** Nowadays, young readers have an almost infinite variety of books to choose from.

Books for the very young have large letters and use pictures to help tell the story. These pictures are frequently designed to teach such concepts as colours, shapes and the names of things. **2.** Created by talented artists, they can be extremely beautiful and imaginative.

Fairy tales have always been popular with children, but nowadays there are so many other genres available. **3.** Whether it is the amazing adventures of Alice in Wonderland, or of Harry Potter fighting evil in a world of witches and wizards, children love these wildly imaginative stories. **4.** This has made these books popular, even with those who don't normally read much.

School and adventure stories are another favourite with young readers. **5.** Perhaps this is because the readers and protagonists are a similar age and therefore have similar thoughts and feelings. Teenage fiction is also a genre in which readers can relate to the characters. Indeed, these stories may help readers deal with their own everyday problems.

One thing is certain: children's books are here to stay. The popularity of these books has never been greater, and children's authors are receiving recognition for their work. Worldwide, all sorts of prizes are awarded for the best books each year. **6.** Next time you're in a bookshop, be sure to visit the fascinating world of children's literature.

- A There is often something magical about the illustrations in a children's book.
- B And, of course, lots of these stories have now been made into blockbuster films.
- C And those that did exist were concerned with teaching morals and good behaviour.
- D Youngsters can often identify with the heroes in these types of story.
- E Fantasy, for example, never fails to attract youngsters.
- F Storytelling has a long and fascinating history.
- G There are awards for everything, from teenage fiction to pop-up picture books.
- H The British Library Association awards this prestigious prize annually.

(Total: 6 marks)

Reading Part 3

Read the four texts below. There are ten questions about the texts. Decide which text A, B, C or D tells you the answer to the question.

The first one is done for you.

A

Whether you're into horse riding or just need a well-earned break, Horseshoe Ranch is the place for you. This state-of-the-art complex is set in idyllic countryside, within easy walking distance of the mountains and the sea. All of our luxury log cabins have open fireplaces, Jacuzzis and internet access. In addition to horse riding, the complex offers archery, tennis, table tennis, a heated indoor swimming pool, a well-equipped gym and organised hiking tours. Be sure to book early to avoid disappointment.

B

Prices vary according to the season, the type of booking and the length of stay.

High season (May–Sept):	£100 per night
	£600 for seven nights
Low season (Oct–Apr):	£80 per night
	£500 for seven nights

Buffet breakfast is included in these prices.

There is a surcharge for horse riding instruction, but experienced riders can take horses out for free.

There are special discounts for group bookings. These can be arranged through our secretary.

While there is no booking fee, a fee will be charged for late cancellations. At least 48 hours' notice must be given to avoid having to pay the cancellation fee.

C

I've booked for three nights, but the secretary told me that we can extend our stay if we're really enjoying ourselves.

Anyway, if we leave town by eight in the morning, we will be at the ranch by lunchtime. The restaurant is apparently really good, so we can have lunch and then explore the place. There's so much to do that we won't have a minute to spare!

D

Thank you for your request for information about lessons for young beginners. We've recently begun a series of lessons for young children which are initially aimed at reducing any fears they might have when confronted with a pony. By the end of the lessons, the children will have learned to mount and dismount with ease, to sit, then walk and finally to trot comfortably.

This series of lessons was begun in response to requests from the public. We would appreciate any other feedback (positive or negative) that you can give us.

Which text:

- 1 provides information about accommodation charges?
- 2 asks for opinions on the ranch?
- 3 describes the facilities available to the public?
- 4 refers to how long it will take to get to the ranch?
- 5 informs you about the cheapest periods to stay at the ranch?

B

Which text gives you the answers to the following questions?

- 6 What is the best way to make sure the ranch has a vacancy for you?
- 7 What material was used in the construction of the accommodation?
- 8 What task requires learning things step by step?
- 9 Is it possible to stay longer than the period you've booked for?
- 10 Do you have to pay extra for your morning meal?

(Total: 9 marks)

Reading Part 4

Read the text and answer the questions. Write a maximum of five words for each answer.

An example is done for you.

Prehistoric Life

For millions of years, dinosaurs roamed the Earth. Palaeontologists, people who study prehistoric life, have discovered dinosaur remains all over the world, even in Antarctica. They were the dominant creatures on this planet from the late Triassic period (about 230 million years ago) until the end of the Cretaceous period about 160 million years later.

Every dinosaur fossil discovery teaches us more about these incredible creatures. Scientists now believe that there were more than 1,000 species of dinosaur. The word dinosaur may commonly conjure up an image of a gigantic killing machine. However, in reality, many dinosaurs were herbivores: in other words, they ate only plants. They also varied tremendously in size and shape. While some were, indeed, huge, the majority weren't any bigger than a human, and the smallest were about the same size as a pigeon.

In many ways, dinosaurs are similar to modern reptiles. However their closest living relatives are actually birds, which began to evolve at about the same time. Like birds and reptiles, dinosaurs laid their eggs in nests. The baby dinosaurs that hatched from these eggs would be cared for by a parent until they were capable of looking after themselves. It is believed that dinosaurs developed rapidly, and so they probably left the nest soon after hatching.

In several locations, dinosaur nests have been found close together, so it is thought that they nested in groups. Some dinosaurs displayed other types of social behaviour. For example, it is thought that some species of herbivorous dinosaurs lived in large herds in much the same way as Wildebeest and American bison do. Like these modern mammals, living in herds would have provided 'safety in numbers' from the predators that hunted them.

Perhaps the most famous of these hunters is the Tyrannosaurus rex. The Tyrannosaurus weighed up to six tonnes and walked on its large hind legs. Its sharp, curved teeth look like daggers and were ideal for cutting through skin and meat. In order to protect themselves from such predators, other dinosaurs developed 'weapons' and 'armour' of their own. The Euoplocephalus, for instance, had thick bony plates and spikes on its back, and a large shoulder spike for protection, in addition to a heavy bone club at the end of its tail which it could use to inflict serious damage on an attacker.

Dinosaurs then were clearly built for survival. However, about 65 million years ago, a mass extinction wiped almost all of them out. How this happened is still being debated, but many experts believe that it was caused by the collision of a large comet or asteroid with the Earth. This would have had a dramatic effect on the world's climate, and it is thought that the dinosaurs were unable to adapt, and so quickly died out.

Example:**Where have the remains of dinosaurs been found?***all over the world*

1 For how long were dinosaurs the world's dominant creatures?

2 What do many people picture when they hear the word 'dinosaur'?

3 What were most dinosaurs about the same size as?

4 Which modern creatures are most closely related to dinosaurs?

5 What did some herbivorous dinosaurs have in common with American bison?

6 According to the text, which is probably the best known dinosaur predator?

7 What part of its body could the Euoplocephalus use as a 'weapon'?

8 What do many scientists think hit the Earth 65 million years ago?

9 What would this event have caused a change in?

(Total: 9 marks)

(Total marks for Reading: 30)

Writing Part 1

You see the notice below at your local swimming pool. Write an **email** expressing your interest in becoming a volunteer.

- Say why you are interested in volunteering.
- Say what skills and qualities you have.
- Ask about when you will be needed.
- Ask about the training.

SWIMMING FOR THE DISABLED

Our organisation works with physically disabled children. We believe that all children should learn about water safety and have the opportunity to enjoy spending time in water.

Are you energetic, strong and reliable?

Do you have patience and a sense of humour?

Join us for a few hours each week and help disabled children experience a freedom of movement that they cannot experience on land. You'll be surprised how much fun we all have each week at the pool!

Experience is not needed as we will teach you everything you need to know.

Apply to Ms Lawrence (Coordinator): lrence@swd.com

Write between 100 and 150 words.

Writing Part 2

Your friend wants you to take up a sport together, but you are not interested in it. Write a **letter** persuading your friend to take up an activity that you'd like to do instead.

Write between 150 and 200 words.

Speaking Test: 10 minutes

Student's Task Sheet for Part Three



Tilly's Grill

Food

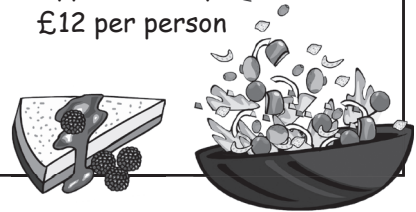
Grilled meats and sausages
Salad bar
(as much as you can eat)
Home-made desserts

Atmosphere

Live Rock music every
night
Dancing

Cost

Approximately
£12 per person



TEST TIME: 10 minutes

I = Interlocutor

S = Student

PART 1 (2 minutes)

I: Hello. My name's _____ (*give full name*). Can you spell your family name for me, please?

S: (*Spells family name.*)

I: Thank you. Where are you from?

S: (*Responds.*)

I: Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself and your ideas. All right? (*Choose **up to five** questions, one from each of the different topic areas, as time allows. Name the topic, eg 'Now, Home life'.*)

Topics

Home life

- What do you like most about your home?
- Can you tell me something about your family?
- What do you do with your family in the evenings?
- Where do you like to go with your family?

Work

- What job would you like to do? Why?
- Do you think English will help you get a job?
- Would you like to work in another country? Why/Why not?
- What things would you expect a 'good' job to offer you?

Leisure time

- Do you have any hobbies?
- Is there anything new that you would like to learn?
- Where do you like to spend your free time with your friends?
- Do you think everyone should have a hobby or an interest? Why/Why not?

Your area

- Can you describe your neighbourhood?
- Is there anything you would like to change about the neighbourhood you live in?
- Do many tourists visit your area? Why do you think that is?
- Would you like to move to another area? Why/Why not?

Sport

- Do you play any sports?
- Do you think it's important for people to play sport? Why/Why not?
- Is there a sport that you would like to learn? Why?
- What sport would you never do? Why?

S: (*Responds.*)

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

I: Thank you.

PART 2 (2 minutes)

I: Now, Part Two. I'm going to read some situations. I want you to start or respond as necessary.
First situation (*choose one situation from A*).

A

- I'm your best friend. I start.
Hi! Are you doing anything tonight?
- I'm your neighbour. I start.
I'm going on holiday for a week. Could you water my garden for me?
- I'm a tourist in your city. I start.
Excuse me, can you tell me what sights I should see in this city?
- I'm your sports coach. I start.
You need to come to training every night this week. Will that be a problem?

S: (*Responds.*)

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

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

B

- You're in a shop. I'm the manager. You want to return a bag that you bought. You start.
- I'm your teacher. You have to explain why you didn't do your homework. You start.
- You're in a restaurant. I'm the manager. There's a problem with your food. You start.
- You're in the park. You've lost your dog. Describe your dog. You start.

S: (*Initiates.*)

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

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

I: Thank you.

PART 3 (3 minutes)

I: Now, Part Three. In this part of the test we're going to discuss something together. I have some ideas and you have some different ones. All right?

We are looking for a good place to eat out with some friends at the weekend. Here's some information about a restaurant. *(Give student a copy of page 172.)* I have some information about a different restaurant. Let's ask and answer questions and decide where to go. Take twenty seconds to think about what you want to say. *(20 seconds.)* Why don't you start?

Interlocutor's Task Sheet

Punjab Indian Restaurant

Food

Wide variety of exotic, spicy food
Only fresh ingredients used
Vegetarian food available

Atmosphere

Traditional Indian décor
Indian background music

Cost

Approximately £20 per person
Special rates for large groups



I: Thank you.

Student's Task Sheet for Part Three (Interlocutor's copy)



Tilly's Grill

Food

Grilled meats and sausages
Salad bar
(as much as you can eat)
Home-made desserts

Atmosphere

Live Rock music every
night
Dancing

Cost

Approximately
£12 per person



PART 4 (3 minutes including follow-up questions)

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

Topics

- A** **The most important invention of the past 50 years.**
- B** **A person who has had a major influence on you.**
- C** **Your perfect holiday.**

I: First, think about it for thirty seconds and make some notes if you want. (*Hand over piece of paper and pen/pencil.*) So your topic is (*repeat topic*). All right? (*Withdraw eye contact for thirty seconds.*)

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

S: (*Talks for about one and a half minutes.*)

I: (*Choose follow-up questions.*)

Follow-up questions**The most important invention of the past 50 years**

- What device could you not live without? Why?
- Do you think people depend too much on modern technology?
- What are some of the disadvantages of modern technology?
- What qualities do you think someone needs to be a good inventor?

A person who has had a major influence on you

- Do sports stars and movie stars make good role models?
- What qualities do you think a good friend should have?
- Do you always listen to the advice people give you?
- What advice would you give to a young person growing up today?

Your perfect holiday

- Do you prefer to always go to the same place for holidays? Why/Why not?
- Which places would you like to travel to?
- In what ways does travel broaden the mind?
- How do you think your choice of holiday will change as you get older?

I: Thank you. That is the end of the test. (*Give student's name.*) End of test.

Listening Part 1

Part one, part one

You will hear eight short unfinished conversations. Choose the **best reply** to continue the conversation. Put a circle round the letter of the **best reply**. First look at the example. (15 seconds) You will hear the conversations twice.

Number one. Number one.

(6 seconds)

F: Can you pick up some bread for me?

M: The shops'll be closed by the time I leave the office.

F: Can't you pop out at lunchtime?

(Wait 10 seconds before repeating.)

Number two. Number two.

(6 seconds)

M: You'll have to leave it with me.

F: Of course, but I'll need it back by tonight.

M: I'll do what I can, but I just don't know what problems I might find.

(Wait 10 seconds before repeating.)

Number three. Number three.

(6 seconds)

M: Go straight ahead and turn left when you reach the square.

F: The square just past the bank?

M: There's no bank down there.

(Wait 10 seconds before repeating.)

Number four. Number four.

(6 seconds)

F: She shouldn't be much longer.

M: Perhaps I could see someone else.

F: But she's on her way. She'll be here any minute.

(Wait 10 seconds before repeating.)

Number five. Number five.

(6 seconds)

M: Mum, this is my coach, Andy Bostall.

F: I've heard so much about you!

M: All good, I hope.

(Wait 10 seconds before repeating.)

Number six. Number six.

(6 seconds)

F: The colour's all wrong and it's too big.

M: And do you have your receipt?

F: Wait a moment. I'm sure it's here somewhere.

(Wait 10 seconds before repeating.)

Number seven. Number seven.

(6 seconds)

M: This is the third time this week you haven't done your homework!

F: I'm sorry, but Mum's been sick and I've had to look after the baby.

M: Things can't go on like this. Can you get your mother to call me?

(Wait 10 seconds before repeating.)

Number eight. Number eight.

(6 seconds)

F: Hello, could I speak to the manager please?

M: I'm sorry, he's busy at the moment.

F: When's a good time to ring back?

(Wait 10 seconds before repeating.)

That is the end of Part One.

Listening Part 2

Part two, part two

You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One. (10 seconds)

Conversation One

- M:** What's for dinner? I'm starving!
- F:** There's some left-over spaghetti in the fridge.
- M:** Not again. That's the second time this week!
- F:** I know, but I was so busy today that I didn't have time to go shopping.
- M:** What do you mean? You don't work on Tuesdays.
- F:** That's typical. Just because I don't go to the office doesn't mean I sit at home relaxing and reading the newspaper like some people I know! Do you have any idea how much work is involved in keeping this big house and family in order?
- M:** Yes, alright. But your problem is that you don't know how much pressure I'm under at work. I need to have a good meal and then put my feet up. You could at least try to understand how I feel!
- F:** OK, OK. How about having a barbecue? There are some nice steaks and sausages in the freezer. I can defrost them in no time.

(Wait 10 seconds before repeating.)

(Wait 10 seconds before going on to the next conversation.)

Now look at the questions for Conversation Two. (10 seconds)

Conversation Two

- F:** Did you hear about Josie?
- M:** Yes, I still can't believe it! She was one of the best members of our team.
- F:** Well, that's what we all thought. Just imagine, all the time she was here, she was taking money out of the cash box.
- M:** There were thousands missing, apparently. It's amazing she didn't get found out sooner.
- F:** Not really. She was in charge of the department after all. There was nobody to check up on her.
- M:** Well she hasn't got much of a future now. She'll find it difficult to find another position in this town. In fact, she's lucky the boss decided not to press charges. She could have ended up in prison.

(Wait 10 seconds before repeating.)

(Wait 10 seconds before going on to the next conversation.)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation Three

- F:** Why don't you try this one? I think it would suit you.
- M:** Mmmm, I'm not really keen on that shape. I'd prefer something a little wider.
- F:** In that case, let's look at the new summer range. It's probably just what you're looking for. How about this one?
- M:** Yes, it's really nice. But I'm not sure it'll be suitable for the occasion. I can't wear anything too casual to an event like that.
- F:** It's bright, I agree, but the style is quite formal, and if you wear it with the right shirt and tie, I think it'd be perfect.
- M:** Well, perhaps you could help me coordinate the outfit. I'm not very good at that sort of thing.
- F:** Don't worry, lots of people have the same problem. OK, let's start over here.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Listening Part 3

Part three, part three

Listen to the message about a school excursion. Write **short** notes (1–5 words). An example is done for you. (30 seconds) At the end of the message you will have two minutes to read through and check your answers. You will hear the message twice.

You have one minute to look at the notes below.

(1 minute)

[beep]

Good morning everyone. If you could stop talking for just a few minutes, I'll give you a quick outline of today's activities. Everyone should have a copy of the science worksheets that your teachers handed out earlier. Today we'll be stopping at three different places, and you'll have to complete a worksheet at each place. Write your name and your class on the sheets now, and please try not to lose them because we haven't got many spare copies.

Our first stop will be the council recycling depot. It's a quarter to nine now, and it's only a short drive, so we should be there by nine o'clock. The depot manager has kindly offered to give us a guided tour of the depot and explain the recycling process that takes place in each section. We'll then relax in the staff cafeteria where you can fill in Worksheet 1 while you have something to drink. Please be back on the bus by 11:00 because we've got an hour's drive to our next destination, Morris Lake.

When we reach the lake, everyone should stay close to the bus and get into their groups: the groups we organised at school yesterday. Your group leader will then tell you which section of the lake to go to. When you get there, you'll take water samples and identify and sketch the local plants and wildlife. Detailed instructions are on Worksheet 2. Your teacher showed you how to take water samples in your class yesterday, so there shouldn't be any problems. Each group will be given a kit containing all the necessary equipment. Remember, the teachers are here to help you with any difficulties that you have. We've estimated that this activity should take about an hour and a half. By that time, we'll all be pretty hungry, so make sure you've packed up your kit and are back on the bus by two o'clock. We'll then take a short drive to the Miller's Table, where we'll stop for lunch for about an hour.

For those of you who have brought their own lunch, there are picnic tables to use in the garden. The café inside the Mill offers good food at cheap prices. The set menu includes a main course, dessert and a drink and costs £8. There's also a Special Student's Menu which is £2 cheaper. You're free until just before four. The miller has agreed to show us over his mill at 4pm. This is a real mediaeval mill that has only recently been restored. We'll see flour being produced in exactly the same way as it was six hundred years ago, using water power! Worksheet 3 is based on this flour-making process and should be completed during the tour.

I hope you enjoy the day. Has anyone got any questions?

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

[beep]

That is the end of Part Three.

Listening Part 4

Part four, part four

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. First, look at the questions. An example is done for you. (20 seconds) You will hear the conversation twice.

- M:** I thought Joanna would be home by now. Where is she?
- F:** Well, I'm not exactly sure. She had choir practice straight after school and then she was going to Zoe's house to work on a school project. Zoe's mum said she'd feed them because they need to eat early; they've got swimming at seven.
- M:** So you do know where she is.
- F:** At this exact moment? I can't be sure. But I know she'll be going to the pool with Zoe.
- M:** We really should know where our daughter is after school. After all, she *is* only twelve.
- F:** Look, Joanna's got a busy schedule, it's impossible to keep track of every moment. Do you want me to ring Zoe's mum to see if she's still there?
- M:** Don't worry. You know... I've been thinking for a while now that perhaps it's time we got Joanna a mobile phone. It would certainly make our lives less complicated if we weren't worrying about her whereabouts.
- F:** You've got to be joking! As far as I'm concerned, until we know the long-term effects of mobiles on our health, I won't give my child a mobile. In my view, parents who do that are acting irresponsibly. I know a lot of kids have them. I just can't see the sense in it.
- M:** Okay, but she wouldn't be on it all the time. She could just carry it with her so that we could contact her when we need to.
- F:** Be realistic. Kids become addicted; they just can't stop using them. If they're not ringing people, they're sending messages or playing games.
- M:** Now that we're on that subject, did you know that Bob's banned his son, Thomas, from playing any electronic games until his schoolwork improves?
- F:** That's pretty tough. Were his marks so bad?
- M:** Last term they were very disappointing, apparently. And he used to be such a good student. Bob blames it all on the fact that Thomas spent all his free time playing some sort of electronic game.
- F:** Surely it's the parents' job to restrict their kids' access to electronic games?
- M:** Yes, and Bob actually thought that he was, but he later found out that Thomas would start playing after the whole family had gone to bed! Can you imagine? He was playing until three or four in the morning when he had school the following day! No wonder his schoolwork suffered.
- F:** Luckily, Joanna doesn't seem so obsessed with that sort of thing. I'm worried about something else, though. Have you noticed how quiet she's been lately? She used to be so full of beans and now she can hardly drag herself off the couch.
- M:** She hasn't invited any friends over lately; I've noticed that. Is she having problems at school?
- F:** She doesn't really want to talk about it, but I heard that she had a big fight with Mary and Sue.
- M:** Impossible! The three of them were always together. They shared everything, even their clothes! I thought they were best friends.
- F:** Not any more. The fact that she won't talk to me about it worries me. She's taking it very badly. The three of them used to do everything together.
- M:** At least she's with Zoe tonight. I've always thought that those two have a lot in common, and she's a nice girl.
- F:** Yes, they're in the same class and they're both really keen on swimming. By the way, remember the swimming camp's next week.
- M:** Ooops, I'd forgotten all about that. It could be just what Joanna needs... to get away for a while. Her life's been pretty busy since she started high school, what with all the extra activities she does. Plus, she really admires her coach, so she might tell him about her problems. It's a nice evening. I think I'll pop down to the pool, pay for the camp and pick Joanna up.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.