LanguageCert
Academic

LanguageCert Academic Official Practice Tests

QR Codes for Audio Access

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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?

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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.
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Introduction to LanguageCert Academic

Why LanguageCert

LanguageCert

- is an Awarding Organisation recognised and regulated by Ofqual, an authority which regulates qualifications, exams and tests in England and internationally
- offers language qualifications that are globally recognised
- delivers language qualifications through a network of approved test centres globally
- administers its tests all year round
- ensures all qualifications are underpinned by rigorous, ongoing research and is constantly innovating to create the best test delivery experience, including being the first to develop remote proctoring to allow tests to be taken online securely.

Why LanguageCert Academic

LanguageCert Academic

- is designed specifically for higher education admissions
- is a multi-level test covering CEFR levels B1 to C2 to match the English language admission requirements of higher education institutions
- tests the language skills needed to succeed specifically in an English-medium academic setting, with real world tasks within an academic context
- 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

About LanguageCert Academic

What the test aims to measure

LanguageCert Academic measures a range of English language skills and competences appropriate for academic study in an English-medium setting. It assesses the test taker's language proficiency across four levels (B1 to C2) that are aligned to the descriptions and levels of language proficiency as set out in the CEFR.

Who the test is for

The LanguageCert Academic test is aimed at test takers aged 17 years and above who are not native speakers of English and who seek to study in higher education institutions where the medium of instruction is English. It is designed for those test takers who need evidence of their English language proficiency at CEFR levels B1, B2, C1 or C2.

Format of the test

Components	Duration	Structure
Listening	40 minutes (approx.)	4 parts / 30 items
Reading	50 minutes	5 parts / 30 items
Writing	50 minutes	2 parts / 2 tasks
Speaking	14 minutes (approx.)	4 parts / 4 tasks

The overall duration of the test is approximately 154 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 Academic
90-100	C2	90+
75-89	C1	75-89
60-74	B2	60-74
40-59	B1	40-59
20-39	A2	-
10-19	A1	-
0-9	Below A1	-

Test delivery

The LanguageCert Academic 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 Academic and book your test.

Good luck!

LanguageCert

Academic

Practice Test 1

LanguageCert Academic

LanguageCert
Academic Test (Listening, Reading)

Test 1

Time allowed:

- Listening about 40 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.

SCAN ME

1. a) The information is correct.
   b) You should go to bed earlier.
   c) I'm tired of going to lectures.

2. a) Do you mean adding facts and data and that kind of thing?
   b) But, I'm not sure that's true.
   c) They are all my own original ideas.

3. a) There's a good income to be made as a lawyer.
   b) True, I always look at both sides to every story now.
   c) You shouldn't make this situation more complicated than it is.

4. a) I'll help you as soon as I can.
   b) You can't blame me for trying, can you?
   c) I'm not the only one who does stuff like that.

5. a) You just need to break it down into manageable pieces.
   b) You are way too relaxed about your studies.
   c) It is good to start from scratch.

6. a) I'll try to bring as much as I can.
   b) I'll leave that up to you to arrange.
   c) I don't have anything of value anyway.

7. a) That's a bit far-fetched, isn't it?
   b) I'd sooner be living closer to my department.
   c) You're welcome to come over, you know.

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.

SCAN ME

Conversation 1

You hear two photography students called Bella and Simon talking about cameras.

8. When Bella explains that she's been using a high-definition camera,

   a) Simon sounds like he no longer likes her photos.
   b) Simon admits to being impressed.
   c) Simon claims no camera can have these features.

9. What does Bella imply about the high-definition images?

   a) Advanced applications might need to be used.
   b) You can only work on them from your laptop.
   c) They are more difficult to work with.

Conversation 2

You hear a university tutor talking to a student called Kelvin about a project.

10. The tutor is worried because Kelvin

    a) often hands in his projects late.
    b) can't decide on a suitable topic for his project.
    c) didn't start his project the right way.

11. What does the tutor point out about Kelvin's last assignment?

    a) Some of it was not appropriate.
    b) It was full of mistakes.
    c) The text was too long.

Conversation 3

You hear two students called Guy and Rebecca talking about a presentation they're preparing.

12. Guy reacts to Rebecca's comments by

    a) bringing her attention to how well the last presentation went.
    b) suggesting they consider their topic again.
    c) offering to take over managing the presentation.

13. The main point they want to make in their presentation on climate change is that

    a) certain governments should lead the way.
    b) each individual has a responsibility towards the planet.
    c) the future of the planet is in the hands of the youth of today.

Conversation 4

You hear two students, Nick and Gemma, talking about a student house.

14. What is Gemma's main hesitation about moving into the house?

    a) She won't have a good social life.
    b) She won't get on with her housemates.
    c) She might be distracted from her studies.

15. How does Nick address Gemma's main concern?

    a) He informs her of an agreement within the house.
    b) He promises to set up a study group in the house.
    c) He reassures her that guests are always welcome.

Conversation 5

You hear a mature student talking to a student finance advisor about a student loan.

16. The student has reservations about her ability to

    a) secure a part-time job.
    b) find a suitable bank account.
    c) cover her living costs.

17. The student was previously aware that she would

    a) need a letter of proof from her university.
    b) only have to start repaying her loan once she graduated.
    c) be required to pay interest from the date she received the loan.

Listening: Part 3

You hear a lecturer in environmental science giving a presentation to her tutor group. 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.

SCAN ME

The link between volcanic activity and global cooling

- Studies have shown that there is a tight relationship between global cooling and volcanic activity.
- Temperature decreases of up to 8° Celsius have occurred during several **(18)** ..... Ages.
- Volcanos release sulfur dioxide into the air which mixes with water to create sulfuric acid.
- Small droplets of sulfuric acid form a **(19)** ..... that covers the stratosphere and reflects sunlight, so cooling the planet.
- Drilling holes in glaciers to take out **(20)** ..... can provide scientists with information about when a volcanic eruption occurred.
- Gathering data from glaciers and trees may not offer accurate results.
- Researchers from Geneva turned to the work of monks living in the **(21)** ..... centuries, who recorded peculiar events observed in the sky.
- The moon's remarkable **(22)** ..... variations were particularly notable.
- The moon got particularly dark when volcanic **(23)** ..... was present in the atmosphere.
- The approach taken by the Geneva scientists is what is known as **(24)** ..... .

Listening: Part 4

You hear part of a podcast in which academics discuss recent marketing trends. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions below.

SCAN ME

25. When discussing the importance of marketing for businesses to be competitive, Anna and Ian agree that

a) poor marketing is better than no marketing at all.
b) it is impossible to sell a product without strong marketing.
c) there is the risk that marketing could have a negative impact.

26. On the issue of marketing needing to be current, Ian makes the point that

a) businesses can benefit greatly by hiring marketing experts.
b) advertisements are often rushed, which detracts from their quality.
c) marketers are sometimes too forward-thinking for the consumer.

27. Regarding the influencer marketing trend, Anna

a) is unconvinced about its value in certain markets.
b) comments that celebrities should also have expertise in the product.
c) believes its full potential has not yet been reached.

28. What does Ian say about the use of influencers?

a) The selection of the right influencer is vital.
b) The influencers mix in social circles that can profit the advertiser.
c) Most influencers are careful about which products they associate themselves with.

29. Why does Anna introduce the topic of micro-influencers?

a) To illustrate that there is an influencer marketing option to suit most companies.
b) To explain how the best-known influencers started out in marketing.
c) To stress the need for influencers to be honest and open.

30. What concerns both Anna and Ian about influencer marketing?

a) The influencer may not consistently reflect the values of the company and its products.
b) The relationship with the influencer tends to be short lived.
c) The realm within which influencer marketing operates is largely unregulated.

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. Although most people know that they **ought to** eat healthy food, many of them still eat junk food several times a week.
   a) could
   b) should
   c) must
   d) might

2. In an experiment, **precision** is very important when taking measurements, in order to get reliable results.
   a) truth
   b) detail
   c) accuracy
   d) reality

3. The college cafeteria is only for the use of administrative **personnel**.
   a) staff
   b) people
   c) crew
   d) team

4. As a result of global warming, many areas of the world are experiencing **abnormal** weather patterns, either in terms of temperature or rainfall.
   a) rare
   b) unusual
   c) special
   d) isolated

5. Despite the **seemingly** impossible deadline, the research team managed to finalise their proposal for a sustainable alternative energy solution by the due date.
   a) apparently
   b) clearly
   c) evidently
   d) supposedly

6. After analysing all the findings of the excavation, the archaeologists were able to **deduce** the date of the statue.
   a) conclude
   b) assess
   c) determine
   d) calculate

Reading Part 1b

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

What do people want from a job?

As part of my business degree, I have looked at a number of surveys to research what people want from a job. I have discovered that the majority of survey respondents want to do something where they can use their skills. Most people value fair pay and job security, although the latter is, in **(7)** ..... , quite rare in the modern world with the pace of technological change. Perhaps surprisingly, a large number of people are not interested in opportunities to **(8)** ..... within their organisation.

With job security becoming so rare, people are increasingly looking for career security instead. If their employer goes out of business or **(9)** ..... arises, they are able to get a similar job in a different sector, having built up a CV which shows both the hard and soft skills **(10)** ..... to the available jobs.

What is interesting about the most recent surveys is that they show far fewer gender differences than in the past, with men and women seeking very similar things in terms of job satisfaction. However, women often put **(11)** ..... on with their boss high on their list of priorities.

7. a) turn
   b) reality
   c) order

8. a) raise
   b) promote
   c) advance

9. a) dismissal
   b) retirement
   c) redundancy

10. a) relevant
    b) required
    c) significant

11. a) taking
    b) getting
    c) working

Reading Part 2

Read the article from a science journal. Use sentences A–H to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There are two extra sentences you will not need.

Insect communication

The study of insect communication has a very long history. The ancient Greek philosopher, Aristotle, lived around 350 BCE and noted in one of his books that insect behaviour was linked to the passing of messages. He went into some detail about the variety of methods used to convey information and coordinate activities. Many scientists have built on his early observations.

One of the most common ways insects communicate is through the release of substances called pheromones. **(12)** ..... . Pheromones can be detected by other insects of the same species.

Another method of communication among insects is through physical movement. Insects may use parts of their bodies in order to transmit messages. For example, a 20th-century Austrian biologist called Karl von Frisch discovered that honeybees perform a dance to communicate where favourite flowers can be found. **(13)** ..... . It is possible that von Frisch's discovery sparked greater interest in, and more intense study of communication methods between other species of insects.

In addition to chemical and physical communication, some insects also use sound to convey messages. For instance, crickets produce sounds by rubbing their wings together. **(14)** ..... . Other insects create movement of the air. For example, some beetles and ants create air movement by drumming on surfaces.

Social insects, particularly ants and bees, have highly organised societies and complex communication systems. **(15)** ..... . Ants, for example, leave scent trails using pheromones to guide other ants from the same colony to food sources. They can also communicate by touching each other with their antennae and by exchanging food.

The ability of insects to communicate effectively is crucial for their personal survival. **(16)** ..... . It plays a part in the chances of the colony reproducing successfully. These systems have evolved over millions of years to be highly efficient and specific to their ecological needs.

In conclusion, insects employ a range of communication methods, including chemical signals, physical interactions and sound or air movement. Understanding the complex communication systems of insects provides insights into their fascinating behaviours. It also highlights the importance of effective communication for the success of any social grouping **(17)** ..... . Failure to communicate effectively is the cause of so many of our problems, both personal and professional.

A Its direction and duration conveys important information about the distance and quality of the food which has been located.

B This is a lesson which can be transferred to human societies.

C When all the available food is used up, the scent trail gets weaker.

D These chemicals are used to attract mates, mark territory and signal danger or food sources.

E Like crickets, they can also use movement of the air.

F These two types of insects often use multiple methods to transmit information.

G These noises help males to attract females.

H It is also vital to that of their community.

Reading Part 3

Read the four texts below about the development of powered flight. 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

The Wright Brothers, Orville and Wilbur, are widely recognised as the first people to achieve powered flight. On December 17, 1903, in Kitty Hawk, North Carolina, they successfully flew their aircraft, the *Wright Flyer*, for approximately 12 seconds, during which they covered a distance of just under 27 metres at a maximum height of three metres. This apparently minor event is still seen as a historic achievement to this day because manned flight had been a goal for thousands of years. For the vast majority of that time, human power was used with no success. Then, in 1842, a British engineer fitted an engine to a flying machine, but the steam power produced was not sufficient to lift the machine off the ground. Other attempts at powered flight followed in the next 60 years, but the Wright Brothers were the first to achieve the longed-for goal.

B

One hundred and twenty years or so since the Wright Brothers made the first manned and powered flight, commercial air travel is extremely safe. It is unknown how many people died over the centuries striving for the secret of flight, but there are several documented cases of people throwing themselves off high places wearing cloth wings tied to their arms. The results were totally predictable. The simple fact is that bird wings are significantly larger relative to their body size than human arms. Additionally, bird bones are much lighter than human bones because they are hollow. Manned flight was not possible by the laws of physics until an external power source was fitted, which is what the Wright Brothers did with eventual success. Inevitably, in the early years of flying it was extremely dangerous to take to the air. Indeed, one of the Wright Brothers achieved another first five years after the historic flight, when Orville crashed his plane and killed his passenger, Thomas Selfridge – the first death in a plane crash.

C

'History is the lie that historians have agreed upon.' That is a slight misquotation from the great French writer and philosopher commonly known as Voltaire. The point is that there are often opposing views of what happened, who did it and when, even in a case such as the first manned powered flight. Sometimes it seems that the winner is the person who shouts the loudest. In the case of the Wright Brothers' achievement, Orville Wright himself played a role in discrediting the claims of Gustave Whitehead regarding his alleged earlier flights. After Whitehead's supporters began asserting that he had achieved powered flight first, Orville wrote a letter to the editor of *Aviation* magazine stating that there was no reliable evidence to support the claims. His view prevailed, and that view is supported by historians. However, some researchers are beginning to suggest that, as more and more documents appear on the web, the harder it will be to claim any event, however important, as the objective truth.

D

Ask a browser or an AI system who first achieved powered flight and you will be told that it was the Wright Brothers on December 17, 1903, often with details of the duration of flight in terms of time and distance, and height achieved. This precision suggests that there is absolutely no doubt for historians about the facts of the case. Dig a little deeper, however, and you will find a number of contenders, including Gustave Whitehead, a German immigrant to the United States, who supposedly flew his aircraft, the No. 21, in August 1901, two years before the Wright Brothers. Then there is New Zealand inventor Richard Pearse, who some believe flew his homemade aircraft, the *Pearse Flyer*, in New Zealand on March 31, 1903. His machine incorporated a steam-powered engine and a bird-like wing design. Then there are the Brazilians who claim one of their own, Alberto Santos-Dumont, as the first.

In which text does the writer:

18. describe attempts to cast doubt on the achievements of a rival inventor? ☐

19. explain why one version of events is most widely accepted? ☐

20. give details of the duration of a flight? ☐

21. mention an unfortunate fact? ☐

22. refer to several rivals for the honour of achieving powered flight? ☐

23. illustrate why so many individuals inevitably failed to fly? ☐

24. demonstrate a wider point about facts? ☐

Reading Part 4

Read the text about superstition and answer the questions.

Superstition

Superstition, the irrational belief in supernatural forces and their impact on human affairs, has persisted throughout history and across cultures. Despite advances in science and rational thought, superstitions continue to influence the behaviour of individuals and societies, sometimes with unfortunate results. Why are they still so widespread and so persistent? It seems that superstitions emerge in all human societies from a coming together of psychological, cultural and historical factors.

Firstly, humans have an innate desire to exert control over their environment, especially in uncertain or dangerous situations. Superstitions offer a perceived sense of control and give people the idea that they can find some degree of predictability amidst the unpredictable. In cases where the outcome cannot possibly be known, such as the result of an important job interview, anything which may be taken as a sign of good luck (such as a black cat crossing your path) can suggest success. So, if a (black) cat does cross the path of someone on their way to an interview, they might perform better than usual. That is because, having noticed the cat and being aware of its supposed significance, on a subconscious level, they believed the omen.

Secondly, humans evolved to look for order in the world around them, as this skill was crucial for survival in early human history. Understanding seasonal weather patterns, for example, enabled them to plan their agriculture. Aristotle, the ancient Greek philosopher, recognised this when he referred to man as 'a pattern maker'. However, this tendency to detect patterns can lead to false associations and beliefs, giving rise to superstitions. If a woman happened to be wearing a particular skirt when she passed an important exam, perhaps she would put it on the next time she really needed to succeed in something. The association of the skirt and the exam success is what psychologists call confirmation bias, which is the tendency to pay attention to cases which confirm an idea we previously held, but ignore or fail to notice times when outcomes go against what the superstition said should happen e.g. the times when the skirt failed to confer success.

One means by which superstitions get reinforced is through the media, both in factual reporting and fictional narrative. Newspapers and TV news channels love to find coincidences which appear to confirm one of a society's superstitious fears or hopes. A man who has a minor accident shortly after walking under a ladder is a better story to end a newscast with than a man who simply has an unfortunate accident. Similarly, comedy programmes in British society sometimes feature the (unlucky) number 13 to set up a cheap joke. It is unlikely that the superstition focused on in each instance is believed by the programme maker or the comedy scriptwriter, but it is a convenient device to frame a story and thus ensure that the superstition remains current in the society.

As soon as we are forced to confront a belief in a superstition, there is a tendency to see such a belief as necessarily a foolish, perhaps bad, thing. However, engaging in superstitious rituals can lessen anxiety. Such rituals can provide emotional support during challenging times, allowing for a sense of hope and optimism. In this way, they can be a coping mechanism, instilling confidence and boosting morale, even when there is no objective reason for such feelings. Many of the things in the future which the average human fears in normal everyday life never actually occur. So if superstition can stop people worrying about the future so much, it is, psychologically, a good thing. As Mark Twain once said, 'I have lived a life of troubles, most of which never happened.'

Superstitions often form part of shared cultural narratives. Children are introduced to common superstitions from an early age, being told, for example, to throw salt over the shoulder if any is spilt on the table, or to touch wood for good luck if they have just hoped for something good to happen. Once a superstition takes hold in a community, small or large, it becomes deeply embedded in cultural traditions, passed down through generations. Certainly, my children learnt many superstitions at home while growing up, as my wife and I did from our parents, though I am reasonably sure they did not believe in them any more than my wife and I do.

25. In the first paragraph, the writer makes it clear that the purpose of the article is to

a) explore particular superstitions that cut across several cultures.
b) determine how superstitions have developed over time.
c) analyse the extent to which science is undermining superstition.
d) establish why superstitions continue to exist around the world.

26. In the example in paragraph two, why might the interviewee do well, according to the writer?

a) because they were lucky
b) because they were superstitious
c) because they were the right person
d) because some chance events were lucky

27. In the third paragraph, the writer uses the example of the exam

a) to show that luck can be transferred between situations.
b) to highlight how selective proof for a superstition can be.
c) to demonstrate the limits of luck.
d) to point out that people only resort to superstitions for important events.

28. Paragraph four illustrates

a) how superstitions are kept alive in modern society.
b) the role of coincidence in the creation of superstition.
c) the chance that superstitions can affect the outcome of events.
d) how the media attempts to undermine superstitions.

29. The writer uses the Mark Twain quotation in paragraph five to emphasise his observation that

a) there are beneficial aspects of superstition.
b) superstitions are foolish.
c) pessimism is often not justified.
d) superstition can sometimes relieve troubles.

30. In the final paragraph, the writer implies that

a) even non-superstitious people pass superstitions on.
b) he and his wife are quite superstitious.
c) superstition is an essential part of any culture.
d) he has persuaded his children not to believe in superstitions.

My Notes

LanguageCert Academic

LanguageCert
Academic Test (Writing)

Test 1

Time allowed:

50 minutes

Instructions to candidates

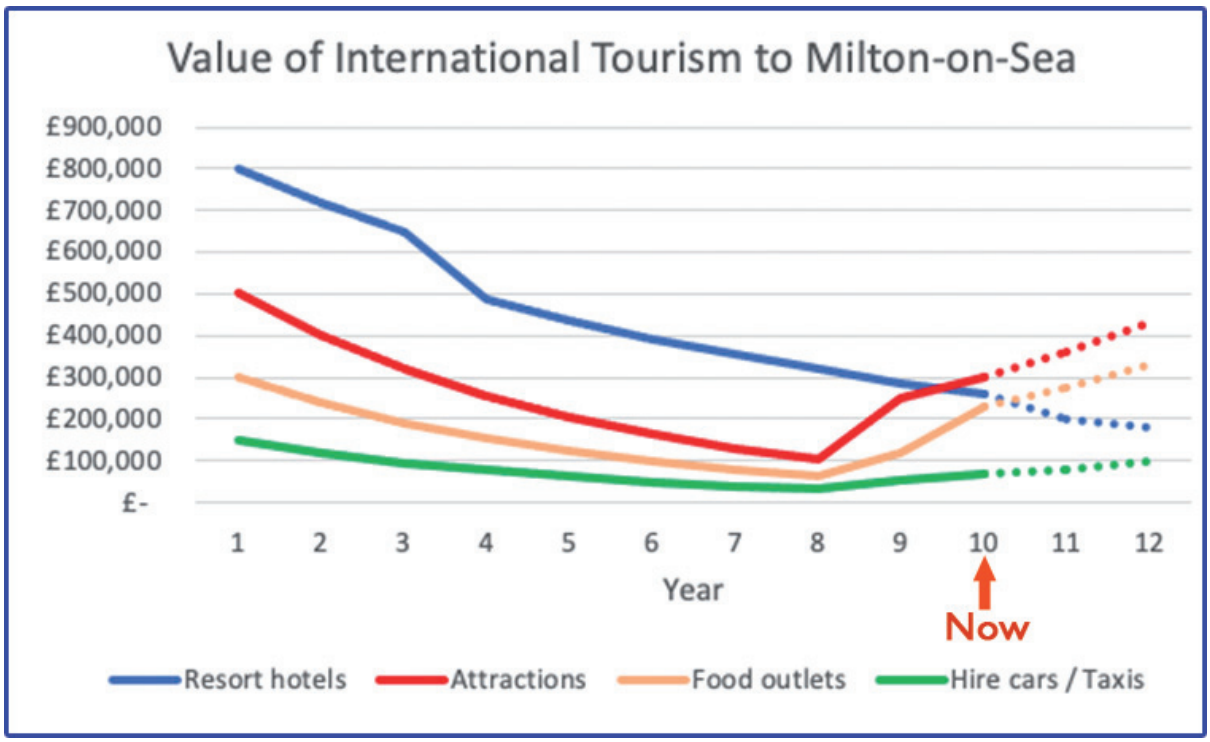
- Answer **all** the questions.
- Write your answers on the question paper.

Writing Part 1

The tourist board of Milton-on-Sea collects data to establish the value of international tourism to the town in four sectors. As part of a short course at Milton University, you have to write a report on the changing value of tourism. Use the information given below, which consists of a bar chart from the Environment Agency in England and three quotes from recent newspaper articles. Use the information given below, which consists of a graph showing where tourists spent money up to current Year 10 (with projections for Years 11 and 12) and a newspaper article from Year 8.

In your report, you should:

- describe the main trends in the past ten years
- give possible reasons for any change in trends since Year 8
- say whether you agree with the tourist board's predictions for Years 11 and 12.



> Milton-on-Sea resort hotels have reported fewer international guests in our area for the eighth year in a row, although it seems that the private holiday rental market, such as Air B and B, is booming. If Milton is to remain a top tourist destination, let's hope that the opening of a new theme park and the new high-speed train link with the capital will increase arrivals in the future.

Write between 150 and 200 words.

Writing Part 2

Read the following statement and write about the topic.

> It is likely that the current generation of school-aged children will spend more time during their life at leisure rather than at work. Because of this, schools should concentrate on teaching children creative skills such as art and music so that they can use their increased leisure time productively.

Discuss this view and give your own opinion.

Write about 250 words.

My Notes

LanguageCert Academic

LanguageCert
Academic Test (Speaking)

Test 1

Test time:

about 14 minutes

I = Interlocutor C = Candidate

Part 1 (3 minutes)

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

C: *(Confirms.)*

I: Thank you. 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. LanguageCert Academic. *(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, **Food** and **Drink**.')*

Topics

Food and Drink
- What's your favourite type of food? (Why?)
- Who does most of the cooking in your home? (Why?)
- What's your opinion about eating meat?
- Do you think it is important to be able to cook for yourself? (Why?/ Why not?)

Travel
- Which type of transport do you use most often? (Why?)
- Tell me about the furthest place you have ever travelled to.
- Where would you like to go to in the future? (Why?)
- How important do you think it is to learn to drive a car? (Why?)

Family Life
- Who do you spend the most time with in your family? (Why?)
- What jobs do you do regularly at home?
- Who makes most of the important decisions in your home? (Why?)
- How often does your family sit down together for a family meal?

Places and Location
- Do you live in a city or the countryside?
- Where is the best place to go for a walk where you live? (Why?)
- Where do you do most of your shopping?
- How safe do you feel in your neighbourhood?

(continued)

Environment

- What do you recycle regularly? (Why?)
- What do you believe are the main causes of pollution in your neighbourhood?
- How do you try to make your home more environmentally friendly?
- When you're supermarket shopping, do environmental issues affect your food choices? (Why?/ Why not?)

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 are classmates. I start.
  Shall we go on the student trip to the theatre next week?
- I'm one of your tutors. I start.
  Would you like to be involved in a college project to promote recycling in our local area?
- We are friends at college. I start.
  Which university club do you think I should join?

C: *(Responds.)*

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

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

B

- I work in a sports shop. You need to buy some sports kit as you have just joined the college athletics team. You start.
- We are housemates. You think we should invite some college friends to a party. You start.
- I am a student accommodation officer. You are finding it very difficult to find suitable accommodation near campus. 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 (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 1 on screen.)
You now have twenty seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Don't stop the recording.)

OK. Please start.

Interlocutor Task Sheet 1

This report examines the role of zoos in safeguarding endangered species. The world's leading zoos offer up-close encounters with some of the most fascinating creatures on the planet—an experience that few people would ever be able to experience otherwise. Modern zoos carefully recreate natural habitats and provide stimulating environments for the animals. The evolution of zoos has also included programmes dedicated to protecting endangered species. The best zoos in the world participate in Species Survival Plan Programs that involve educating the public, breeding in captivity, reintroducing animals to the wild and ensuring the survival of many of the world's rare and threatened species.

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 do you think is the main message of this text?
- What do you think people find attractive about zoos?
- How do you think zoos could be developed to provide a better experience for the animals there?

I: Thank you. *(Stop sharing Candidate Task Sheet 1 on screen.)*

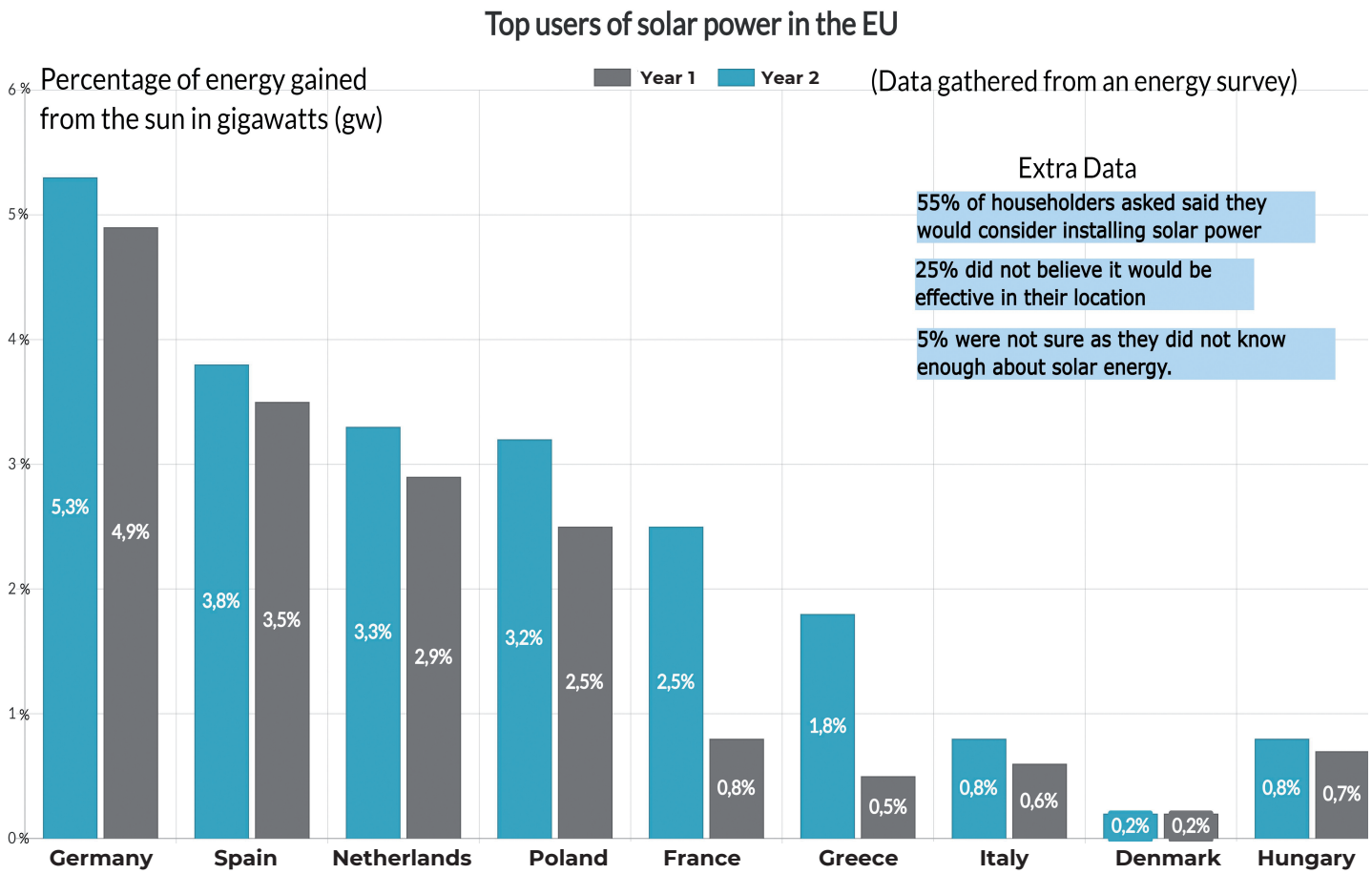
Part 4 (5 minutes)

I: In Part Four you are going to talk on your own for about two minutes on the topic of solar power use by country. Here is some information about the topic.

(Share Candidate Task Sheet 2 on screen)

You now have one minute to look at the information, then I'll ask you to talk about it. You can write some notes to help you.

Interlocutor Task Sheet 2



(Withdraw eye contact for one minute. Don't stop the recording.)

Ok, so now you have two minutes to talk about the topic. Please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say:* '**Thank you. Now I'm going to ask you some questions.**' *Ask one or more follow-up questions as time allows.)*

Follow-up questions:

- Which countries show the biggest changes in solar power use according to the graph?
- Is there anything that you find surprising about the information in the graph? (Why?)
- What types of green energy do you think will be used more in the future and why?

I: Thank you *(candidate's name)*. That is the end of the exam. *(Stop sharing Candidate Task Sheet 2 on screen.)*

LanguageCert
Academic

Practice Test 2

LanguageCert Academic

LanguageCert
Academic Test (Listening, Reading)

Test 2

Time allowed:

- Listening about 40 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.

SCAN ME

1. a) Yes, they were very quick actually.
   b) Yes, I'll answer the whole question next time.
   c) I really hope I can do as well as you.

2. a) Ok, but don't tell the other students.
   b) I'm afraid I'm not available.
   c) That's much later than I was hoping.

3. a) That's right, I don't want to be late again.
   b) Exactly, that last part wasn't really necessary.
   c) The truth is, he was completely right to do that.

4. a) That would be brilliant if you've got any helpful tips.
   b) I didn't get any assistance from anyone.
   c) That's the plan I like.

5. a) It's hard to focus when we are so tired.
   b) I honestly have no clue how we just did that.
   c) So why don't you research the data and I'll gather the images?

6. a) You could put it that way, I suppose
   b) I can't really see why I'm doing it now.
   c) It's my top priority for Monday morning.

7. a) You've got to put the work in to make the grade.
   b) I wouldn't bother if I were you.
   c) Well, it's back to the drawing board for you then.

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.

SCAN ME

Conversation 1

You hear two students talking about a project for their professor, Dr. James.

8. The student the girl spoke to while she was researching the project
   a) works in the library.
   b) was able to help her.
   c) was researching the same topic.

9. Both speakers agree that Dr James
   a) is too serious when he gives lectures.
   b) is very strict with students who don't meet deadlines.
   c) doesn't often hand out high grades.

Conversation 2

You will hear part of a meeting between a student called Mandy and her tutor.

10. How does Mandy feel about the meeting?
    a) She is looking forward to talking about her assignment.
    b) She thinks it's unnecessary.
    c) She wishes she could postpone it.

11. Mandy accepts her tutor's offer to give her
    a) some useful references.
    b) more time to complete the assignment.
    c) an example of how to present the additional data.

Conversation 3

You hear two students talking about a presentation they've just given.

12. Why did they choose this topic for their presentation?
    a) It was something they both knew a lot about.
    b) They thought it was an original idea.
    c) Their tutor had strongly recommended it.

13. What aspect of the presentation were they disappointed with?
    a) The number of students there.
    b) Their tutor's response.
    c) The audience's reaction.

Conversation 4

You hear a student talking to a member of the university Drama Club.

14. Why is Darren hesitating to join the Drama Club?

a) He's worried he might get nervous on stage.
b) He doesn't want to over-commit himself.
c) He dislikes certain types of performances.

15. How does Nina persuade Darren to join the club?

a) She points out a less obvious benefit.
b) She claims it will boost his confidence.
c) She says it's stressful but also challenging.

Conversation 5

You hear a university tutor talking to a student called Neil.

16. What does the tutor want to achieve by speaking to Neil?

a) To reassure Neil about something.
b) To make Neil aware of his many spelling mistakes.
c) To ask Neil to be more enthusiastic about his project.

17. Neil acknowledges that

a) he should double-check his work before he hands it in.
b) he may not use the most reliable sources when researching the topic.
c) he spends too much time on less relevant details.

Listening: Part 3

You will hear a science lecturer talking about the use of bacteria as an energy source. 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.

SCAN ME

Using bacteria as an energy source

- Scientists have learnt how to create 'cyborg' bacteria which can use sunlight to make energy.
- Bacteria are more efficient than plants at converting energy from the sun.
- The bacteria Moorella thermoacetica create a chemical compound which any cook would know as **(18)** ..... .
- Chemicals derived from these cyborg bacteria can be used to make a unique biodegradable **(19)** ..... .
- Scientists working under **(20)** ..... feed cadmium to the bacteria.
- The **(21)** ..... of the bacteria becomes covered in cadmium sulphide crystals which act like solar paneling.
- As energy is produced more efficiently than with other methods, the total **(22)** ..... of power generation might eventually reduce.
- The technology is relatively simple, requiring only outdoor water **(23)** ..... to hold the bacteria.
- Developing countries and **(24)** ..... could greatly benefit from this kind of energy production.
- This could be the alternative to fossil fuels that we urgently need in order to save our planet.

Listening: Part 4

You will hear a broadcast interview on the topic of true crime. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions below.

SCAN ME

25. In response to the presenter's suggestion that true crime documentaries are a form of entertainment, Dave

a) doubts if this applies to all crime programmes and documentaries.
b) states that while this may be the case, producers generally wouldn't admit it.
c) shows his disapproval of producers who create such programmes.

26. Dave refers to the UK TV programme, Crimewatch, to show

a) the way true crime reporting has changed over the years.
b) that viewers have a valid contribution to make in solving crime.
c) how audiences were better at solving crimes in the past.

27. Why does Tilly think women make up the majority of the true crime audience?

a) They are fascinated by solving complex crimes stories.
b) They find crime stories very exciting and captivating to watch.
c) They strongly identify with those who are the victims of crime.

28. When discussing modern true crime shows, what do Dave and Tilly say about the victims portrayed?

a) They are not given the respect they deserve.
b) They are happy to co-operate with producers.
c) They are unaware of how they come across on TV.

29. When presenting facts within true crime shows, Dave agrees with Tilly that producers

a) have to do extensive research for each programme.
b) may be highly subjective in their approach.
b) can focus too much on unimportant details.

30. When referring to media coverage of criminal trials, Tilly

a) is highly critical of the way most newspapers cover trials.
b) thinks that the laws protecting jury members are not adequately enforced.
c) questions how influential unofficial reporting is on those involved in a trial.

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 scientists were **criticised** in several newspaper articles for not explaining the dangers of the experiment in enough detail.

   a) blamed
   b) complained
   c) punished
   d) hurt

2. We cannot proceed with the project until we receive the final **approval** from the university chancellor, as her permission is required in advance.

   a) agreement
   b) recommendation
   c) suggestion
   d) licence

3. He was absent from the lecture today, **presumably** due to illness, as he had mentioned feeling unwell yesterday and left early.

   a) supposedly
   b) probably
   c) apparently
   d) necessarily

4. From a historical **viewpoint**, the events of that day can be seen to have had an impact on the lives of many people over the 20 years that followed.

   a) opinion
   b) attitude
   c) perspective
   d) aspect

5. The university team's series of wins have **restored** confidence both within the team and amongst the wider university community.

   a) rescued
   b) renewed
   c) recovered
   d) replaced

6. Despite the time **constraint**, she managed to complete the project ahead of schedule and within the budget which she had been allowed.

   a) inhibition
   b) pressure
   c) hold
   d) control

Reading Part 1b

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

The rise and fall of plastic

Plastic was once regarded as a revolutionary material. However, our attitude towards the material has changed radically. Over the course of the 20th century, we **(7)** ..... an almost unbelievable explosion in the use of plastics. Its wide range of uses, its long life and relative cheapness to produce made it an essential component in countless industries and products. Plastic became the basis of most packaging and found its way into construction, electronics and transportation. It is not an exaggeration to say that it **(8)** ..... the way we live and consume.

However, problems with plastic gradually began to **(9)** ..... Depending on the specific chemical composition of a plastic, it can take between 20 years and thousands of years to biodegrade. This means that most of the plastic ever thrown away and collected by refuse companies has stayed in the ground in landfills. Although plastic does not **(10)** ..... into small pieces quickly like other materials, it can react with rainwater and start to decompose, polluting the soil and local water sources near a landfill site.

The fall of plastic has been marked by a shift towards eco-friendly alternatives. Biodegradable materials, such as plant-based plastics, are becoming popular. Innovations in recycling technologies **(11)** ..... for the reuse of plastic waste, reducing its impact on the environment.

7. a) witnessed
   b) noted
   c) attended

8. a) rearranged
   b) transformed
   c) converted

9. a) rise
   b) proceed
   c) emerge

10. a) break down
    b) cut down
    c) come down

11. a) permit
    b) allow
    c) accept

Reading Part 2

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

Cause and Effect

Is there a cause for every effect? For centuries, philosophers have discussed this question. Two eminent 18th-century philosophers, David Hume and Immanuel Kant, argued back and forth about the nature of events. Are experience and observation an integral part of our knowledge of the world? Or can we know things simply by thinking about them? On the one hand, it seems self-evident that until we have seen the consequence of a particular action in nature, we cannot know what will happen. **(12)** ..... . But once an effect in nature is seen or experienced, can we induce a universal law, arguing from example to rule, that any similar cause will have a predictable similar effect?

Apples fall to the ground. **(13)** ..... . At the time of Hume and Kant, people were still struggling with the underlying science of gravity, but no observations were ever in conflict with the relationship, which Hume called a 'constant conjunction'. Kant said that the notion of cause and effect was the 'mechanism of nature', but he also said we could not know how it worked.

So causes have necessary effects and, in many cases, also contingent effects which have their own causes. I drop a glass and it falls. **(14)** ..... . The fall results in the contingent effect of the glass shattering, because glass, unlike apples, cannot absorb much energy before it fractures.

Science has moved on since the 18th century, and we are now close to understanding how many mechanisms in nature work. **(15)** ..... . Scientists in every discipline are solving the cause and effect relationship apparent in their fields. Astronomers, for example, are moving further and further back in time, from observable effects to theorised causes, to account for the formation of the universe.

But in many cases, each answer to 'why' leads to another question. **(16)** ..... . Why does an element behave in a certain way? Because of its atomic structure. But why do the atoms move with Brownian motion? Because the subatomic particles are in motion. Eventually, we get down to the level of quantum physics where, scientists tell us, an effect sometimes precedes its cause. This, of course, is a complete paradox.

A final thought. Can the effect sometimes be the cause? **(17)** ..... . The post asked readers to imagine a person is filling a sink with water. Even a child knows that this is done by controlling the tap with one's hand, gradually slowing the flow of water as the sink nears its capacity. But is the hand really controlling the tap, or is the flow of water controlling the hand? Some management theorists now say that effects in markets are the cause of business decisions rather than the other way round.

A A young child does not know, for example, that fire burns.

B An example appeared on the web recently involving an everyday task.

C It reinforces the statement attributed to the physicist Richard Feynman, that 'anyone who claims to understand quantum theory is either lying or crazy'.

D Perhaps the clearest example of this is in nuclear physics.

E The stock market is often given as an example of this phenomenon.

F They do not move sideways or fly off into space.

G Its downward progress is the necessary effect of gravity.

H We know what causes weather systems and why fossilised sea creatures can some times be found on top of mountains.

Reading Part 3

Read the four texts below about diets and food production. 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

The roots of vegetarianism can be traced back to ancient civilisations such as Ancient India and Greece, where certain philosophical and religious beliefs promoted non-violence and compassion towards animals. Aristotle, for example, ate meat because he believed animals existed to serve humans, but he acknowledged the merits of arguments against meat-eating. In the modern era, vegetarianism became more prominent in Europe and North America during the 18th and 19th centuries, driven by the same issues as in ancient cultures. The Vegetarian Society, established in 1847 in the United Kingdom, played a key role in promoting vegetarianism as a distinct movement. Over time, vegetarianism expanded globally, with individuals adopting plant-based diets for various reasons, including concerns about animal welfare. Today, vegetarianism continues to grow in popularity, with a greater emphasis on plant-based diets for personal health, animal rights and environmental sustainability.

B

Veganism for me is a lifestyle choice that rejects the use and consumption of animal products. As I understand it, its origins can be traced back to the mid-20th century. The term 'vegan' was coined in 1944 by Donald Watson from the letters at the beginning and ending of the word 'vegetarian'. The group he formed wanted to distinguish themselves from vegetarians who, self-evidently, did not eat meat but were happy to consume milk, butter, cheese and eggs. The rationale behind veganism stems principally from concerns for animal welfare. Even if an animal is not reared for food, farmed animals may well be ill-treated or killed unnecessarily in order to sustain food production. Although the majority group of meat-eaters have often claimed that vegetarian and vegan diets lack essential nutrients, there is evidence now that these dietary regimes actually lower the risk of contracting certain diseases.

C

Cows are induced to keep producing milk through a process known as lactation. It is naturally stimulated in cows after giving birth, as it is a biological mechanism to nourish their calves. Inevitably, this means that dairy cows need to become pregnant repeatedly. This is typically achieved artificially within a few months of a cow giving birth. In addition to ensuring this natural process is continuously in motion, milk production is maximised through various methods. Dairy cows are milked multiple times a day, usually two to three times, to stimulate milk production. This frequent milking signals to the cow's body that the milk needs to be replenished. Some dairy farmers may administer hormones to improve growth or to increase milk production. However, the use of these hormones is controversial and regulated differently in various countries. Finally, dairy cows are provided with a high-energy diet consisting of grains, grass and supplements to meet their nutritional needs and maintain high milk yields. The beautiful white liquid which so many people enjoy is won at the expense of submitting animals to a completely unnatural life.

D

Selective breeding has played a significant role in shaping the plants and animals aimed for consumption today. Over centuries, humans have deliberately chosen individuals with desirable traits to breed and propagate. In the case of plants, selective breeding has led to the creation of high-yielding crop varieties with increased natural resistance to pests and diseases. Crops like wheat, corn and rice have undergone extensive breeding programmes to enhance their productivity and adaptability to different climates. Similarly, fruits and vegetables have been selectively bred to improve taste, appearance and nutritional content. Animals raised for food have also been selectively bred for traits like faster growth, larger size, increased milk production and enhanced meat quality. The main issue that societies need to resolve now is whether is ethically and morally right, or even scientifically dangerous, to move from selective breeding, as the principal means of improving food production, to direct DNA modification of not only plants, but also farm animals.

In which text does the writer:

18. compare two similar dietary systems? ☐

19. link attitudes to meat-eating in different periods of history? ☐

20. contradict a widely held belief? ☐

21. detail ways in which yield is improved for one animal product? ☐

22. explain the derivation of a term? ☐

23. imply criticism of one specific farming practice? ☐

24. raise a controversial issue for the future? ☐

Reading Part 4

Read the text about narratives across cultures and answer the questions.

The Power of Storytelling

Throughout history, humans have been inherently drawn to storytelling. From ancient cave paintings to contemporary literature, storytelling seems to have played a significant role around the world. People from a range of disciplines have long questioned why all known cultures have included storytelling as one of their art forms. By examining the issue from a number of different perspectives, we will attempt to understand the power that narratives possess in human development.

Stories tap into fundamental aspects of human psychology, making them powerful tools for communication and connection. Literary critics have pointed out various results of engaging with narratives. For example, some say they make us feel love or hate for characters and involve us in their triumphs and disasters. Some point out that narratives take us to new worlds and allow us to forget our own lives for a period of time. Others say that they put the reader into the shoes of characters to see what life might be like for such people, thereby developing a deeper knowledge of the human condition. In my case, narratives have helped me to understand people I meet in real life and why they behave in certain ways because I have met their equivalents in great works of literature.

It is tempting to believe that all cultures tell the same kind of stories. In an experiment in the 1930s, Sir Frederic Bartlett, a British psychologist, set out to check the truth of this. He asked white Americans who spoke English to read a complicated Native American folk tale called *The War of the Ghosts* and later recall and retell the story from memory. He observed that as the participants recalled the story, they made changes and omissions, transforming the narrative to fit their own narrative frameworks. Bartlett concluded that the changes resulted in the story becoming more aligned with the cultural background of the white Americans in terms of characters, objects and plot lines. For others, his experiment demonstrated that recall is an active process, challenging the traditional view of memory as a passive recording of information.

We begin to consume narratives as very young children in the fairy stories or folk tales which we are first told by parents and carers and then read for ourselves. By their very nature, the stories are rich in moral lessons and always feature one or two characters who face challenges, make choices and ultimately succeed. Good always triumphs and, presumably, it is intentional that this should be the main lesson of the earliest narratives we are presented with. Even if they are set in a magical world of some sort, these stories also introduce children to the roles which are played by real-life people in the culture they are growing up in. Hidden within the simple plots, repetitive language, and recurring character types, there is always an element of threat. For instance, giants, wicked stepmothers, or trolls present challenges that the child must confront alongside the hero or heroine, who is typically safe in their own home, possibly in their own bed. Recently, there has been a movement to remove these elements on the grounds that they are frightening, missing the fact that this is the whole point. The stories were not written as language tools or to suggest mythical beings actually exist but to take children on a scary, imaginary journey and so prepare them for the journey of life.

Sociologists have pointed out another role of folk tales – the preserving and transmitting of customs across generations. Oral traditions and myths pass on cultural heritage, enabling the collective memory of a society to endure. However, until recently, the stories did not allow for social change.

Nowadays, I feel some narratives enable the rising generation to explore and examine norms and attitudes to others from different cultures and with different abilities. While the underlying plots are the same, some of the best children's fiction not only reflect cultural values today, but also plays an active role in shaping them.

Looking to the future, it seems to me that there is too much concern among educators about the medium by which people engage with narratives. Narratives started with cave paintings, telling the story of a successful hunt, perhaps, then came oral tradition, whereby stories were passed from generation to generation. It is possible that we are moving back to visual and oral dissemination of stories becoming more common than through the written word, but as I see it, that is entirely irrelevant to the purposes that storytelling serves, as detailed above.

25. What does the writer do in the first paragraph?

a) argues that storytelling has become increasingly important over time
b) states that the origin of storytelling is not currently known
c) lays out the order in which perspectives on storytelling will be assessed
d) prepares the reader for a discussion on the possible roles for narratives

26. In the second paragraph, the writer says that, for her, narratives

a) stimulate imagination.
b) develop empathy for others.
c) explain the motivation of others.
d) provide escape from the real world.

27. What did the outcome of the *The War of the Ghosts* experiment prove to Bartlett?

a) People are poor at remembering complex stories.
b) Narratives have different structures in different cultures.
c) People prefer stories from their own culture.
d) Remembering stories involves more than simple repetition.

28. The writer believes that the main purpose of fairy stories and folk tales is

a) to develop listening and reading skills.
b) to capture the imagination of the child.
c) to show children how to behave properly.
d) to teach children to confront fear.

29. In the fifth paragraph, what does the writer discern as a recent trend in narratives for children?

a) They deal with a wider range of themes.
b) They encourage children to think about diversity.
c) They no longer try to impose cultural norms.
d) They help children to understand their own heritage.

30. What is the writer's main point about storytelling in the final paragraph?

a) It does not matter how a person receives a story.
b) Reading will continue to decline, with unfortunate results.
c) New purposes for storytelling appear every few years.
d) Stories now are increasingly heard and seen rather than read.

My Notes

LanguageCert Academic

LanguageCert
Academic Test (Writing)

Test 2

Time allowed:

50 minutes

Instructions to candidates

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

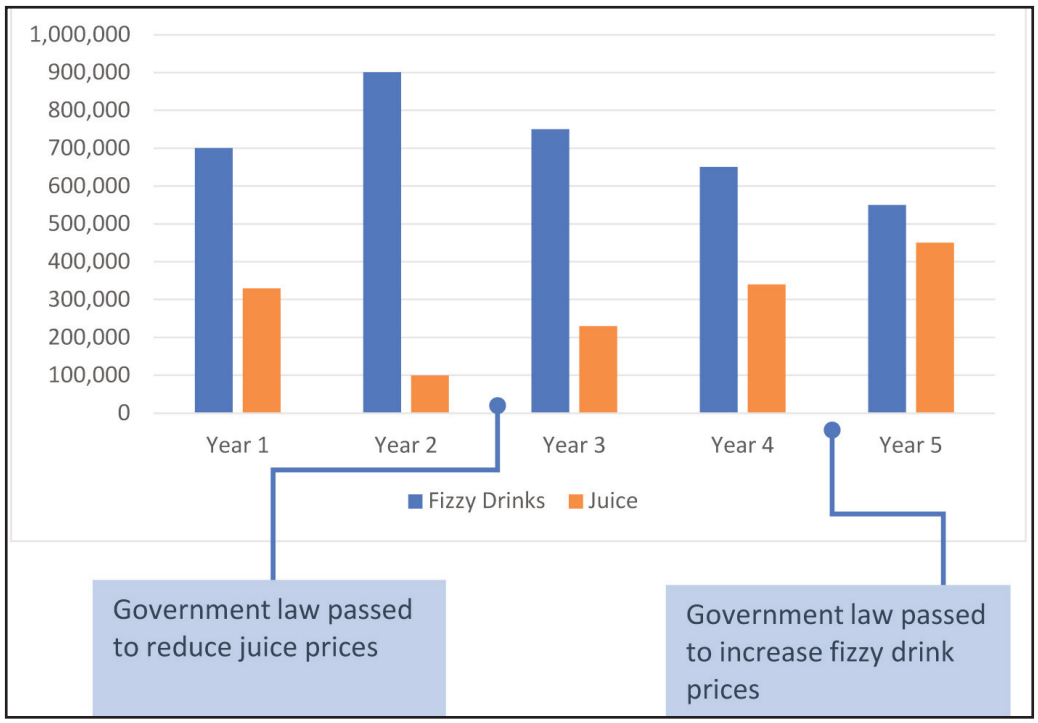
Writing Part 1

Official efforts have been made to reduce the sales of fizzy drinks in high schools by promoting healthier fruit juice. As part of an English course, you have to write a report on the changes in purchasing behaviour of high school students. Use the information given below, which consists of a chart showing the number of drinks sold in schools per week for the period Year 1 to Year 5 and information about developments that might have affected the purchasing behaviour.

In your report, you should:

- describe the main trends
- give possible reasons for these trends
- predict how purchasing behaviour is likely to change in the next five years.

Average number of cold drinks sold in high schools (per week)



Write between 150 and 200 words.

Writing Part 2

Read the following statement and write about the topic.

> The use of artificial intelligence (AI) in an educational setting is becoming a key issue. Some people say that AI is an excellent tool for learning. Others believe it is a way for students to avoid generating their own ideas.

Discuss both of these views and give your own opinion.

Write about 250 words.

My Notes

LanguageCert Academic

LanguageCert
Academic Test (Speaking)

Test 2

Test time:

about 14 minutes

I = Interlocutor C = Candidate

Part 1 (3 minutes)

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

C: *(Confirms.)*

I: Thank you. 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 Academic. *(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, **Reading**.')*

Topics

Reading
- What kind of things do you enjoy reading? (Why?)
- Would you ever choose a book just because you liked the picture on the cover? (Why?/ Why not?)
- Where do you get information about the news or current affairs? (Why?/ Why not?)
- Which one do you prefer, reading on a screen or from a physical printed book? (Why?)

Free time, Entertainment
- Tell me about a hobby that you would like to take up.
- What do you like to watch on TV? (Why?)
- Do you prefer to spend your free time alone or with other people? (Why?)
- How often do you spend your free time outside and what do you do?

Relations with other people
- Can you tell me about someone that you get on well with?
- How easy is it for you to make new friends?
- Do you always try to be polite to people? (Why?/ Why not?)
- Tell me about the different generations in your family.

Hometown or City
- If you could choose, would you live in a city or a village? (Why?)
- What could be done to improve your hometown?
- If you moved away from the place where you live, what would you miss most? (Why?)
- How easy is it to travel around your hometown?

(continued)

Technology and the internet

- Tell me about a piece of technology or a computer programme that you don't like using. (Why?)
- Can you share with me two devices in your home that you really like and use a lot?
- How different would your life be if there was no internet?
- How much time do you spend online each day? (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 college friends. I start.
  You know, they're looking for students to work part time in the university bar. Do you think I should apply?
- I'm a university tutor. I start.
  I really think you should become a student representative as you're so good at public speaking.
- I'm your roommate in a student house. I start.
  Our washing machine is broken, so we need to buy a new one.

C: *(Responds.)*

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

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

B

- I work in the college canteen and there is very little choice of vegetarian food for you to eat. You start.
- We're classmates. You want to help me with a project that I'm finding very difficult. You start.
- I work in the university gym. You want some information about becoming a member. 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 (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 1 on screen.)
You now have twenty seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Don't stop the recording.)

OK. Please start.

Interlocutor Task Sheet 1

Recent research has found that people are increasingly recognising the need to take environmental factors into account when choosing how to get about. In 2022, the number of international travellers who believed that it was important to select a responsible hotel brand exceeded 80 percent. However, trying to measure the cumulative effect that the tourism sector has on the climate crisis is problematic as, unlike most other businesses, there is no one clear product. It is a multi-faceted industry, including transportation, accommodation and tourist attractions. In fact, in the same year, a report stated that tourism-related transport alone created five percent of carbon dioxide emissions globally.

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 do you think is the main message in this text?
- What are some of the harmful aspects of tourism on the environment?
- How do you think tourism will change in the next thirty years?

I: Thank you. *(Stop sharing Candidate Task Sheet 1 on screen.)*

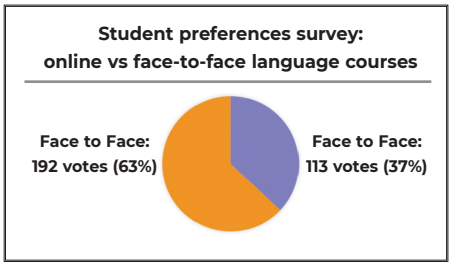
Part 4 (5 minutes)

I: In Part Four you are going to talk on your own for about two minutes on the topic of language learning. Here is some information about the topic.

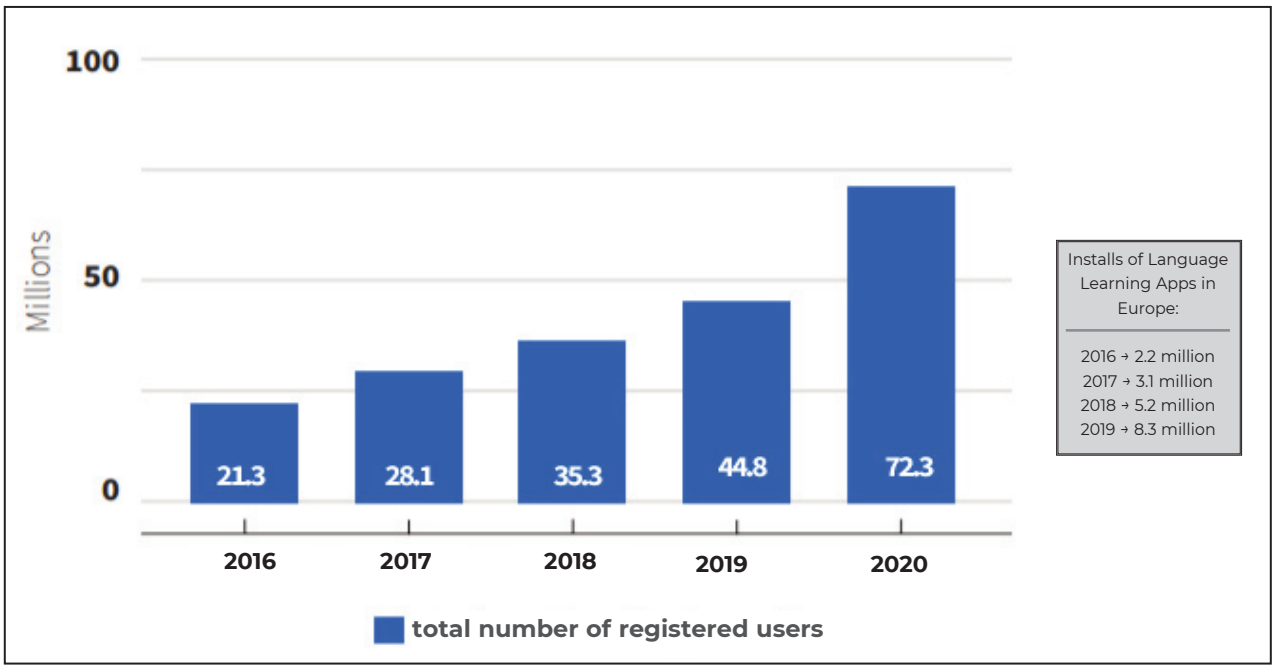
(Share Candidate Task Sheet 2 on screen)

You now have one minute to look at the information, then I'll ask you to talk about it. You can write some notes to help you.

Interlocutor Task Sheet 2



Number of language learners attending online courses in Europe



(Withdraw eye contact for one minute. Don't stop the recording.)

Ok, so now you have two minutes to talk about the topic. Please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say,* '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 trend in people using language learning apps in Europe?
- Why do you think increasing numbers of people are learning languages online despite saying they prefer face-to-face classes?
- Do you think that, in the future, we will need to learn other languages?

I: Thank you *(candidate's name)*. That is the end of the exam. *(Stop sharing Candidate Task Sheet 2 on screen.)*

LanguageCert

Academic

Practice Test 3

LanguageCert Academic

LanguageCert
Academic Test (Listening, Reading)

Test 3

Time allowed:

- Listening about 40 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.

SCAN ME

1. a) Well, I think that's right.
   b) Yes, but thanks for the offer.
   c) No, it's not really.

2. a) I just found this one particularly difficult .
   b) I wasn't expecting to see it.
   c) It's not something I normally ask for.

3. a) But that's what I'm trying to tell you!
   b) How about going back to the beginning?
   c) I can't figure out why you said this bit isn't relevant.

4. a) OK. Let's see if we can find somewhere suitable.
   b) How much did you say that came to?
   c) Yes, I really love doing that.

5. a) I'd rather fix it ourselves, if it's possible.
   b) I can't do that next week, I'm sorry to say.
   c) You've made your position clear already, haven't you?

6. a) That won't be necessary.
   b) Thanks for your understanding.
   c) But what are you going to do?

7. a) I don't want to talk about them anymore.
   b) We'll try to do it in the next few days.
   c) That's not necessarily a bad thing though, is it?

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.

SCAN ME

Conversation 1

You hear two students talking about lecture notes.

8. The speakers agree that
   a) they have both missed important information.
   b) they lost concentration during the lecture.
   c) the lecturer speaks too quickly.

9. What does the female student advise the male student to do?
   a) join her study group
   b) record lectures on his phone
   c) read around the subject before each lecture

Conversation 2

You hear two science students talking about presenting research findings.

10. Why does the woman object to the man's presentation idea?
    a) It is too old-fashioned.
    b) It will cost a lot of money.
    c) it doesn't give people enough time to absorb the information.

11. The woman accepts the man's idea when she realises
    a) posters are not visually appealing.
    b) slides can encourage more student involvement.
    c) the difficulties of making content for a poster.

Conversation 3

You hear a tutor talking to a student about his course.

12. How does the tutor react to the student's decision?
    a) She accepts that it is the best option.
    b) She argues that there are alternatives.
    c) She doesn't understand his reasoning.

13. The tutor and her student agree that
    a) he should switch to a different version of his current course.
    b) he should choose a course on a different subject
    c) he has no need to make any change at all.

Conversation 4

You hear a student talking to a university accommodation officer.

14. According to the woman, what's the primary reason for offering campus accommodation to all first-year students?

    a) It is easier for them to meet other students socially.
    b) It removes any concerns about independent living.
    c) It means they are close to all university facilities.

15. The student decides on campus accommodation because

    a) the rooms are usually quiet.
    b) there is a sense of community with other students.
    c) he doesn't want the distractions of everyday life.

Conversation 5

You hear two psychology students talking about their repetition of a well-known research study.

16. What are the students doing?

    a) querying some of the data
    b) expressing surprise at their research results
    c) criticising the experiment which they reproduced

17. The main conclusion the students come to is that

    a) the majority of people do what a group expects.
    b) results will vary greatly with different participants.
    c) conformity is a relatively new feature of modern life.

Listening: Part 3

You will hear a student making a presentation about the uses of bitumen. 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.

SCAN ME

The uses of bitumen through the ages

- Bitumen is a form of crude oil.
- Neanderthal hunting tools were made by attaching wooden **(18)** ..... to sharp stones with bitumen.
- In the Middle East around 3000 BCE, bitumen was used on boats to **(19)** ..... them.
- In Babylon, bitumen was used when building **(20)** ....., including those of the famous Hanging Gardens.
- Egyptians used bitumen in the embalming process.
- Evidence of the use of bitumen between the stones of the **(21)** ..... has been found in Egypt.
- Ancient Romans used a mixture of bitumen and sulphur to kill insects.
- Roman citizens may have used balls of this mixture to protect their **(22)** ..... from being damaged.
- Amongst other things, Persian doctors used bitumen on broken bones and to improve digestion.
- In North America, Native American tribes used bitumen for making **(23)** ..... .
- Since the late 18th century, bitumen has been vital in creating the **(24)** ..... in and between countries across the world.

Listening: Part 4

You will hear a podcast in which the book *Coming of Age in Samoa* is discussed. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions below.

25. Alice explains that in *Coming of Age in Samoa*, Margaret Mead argued that

a) Samoan adolescents moved into adulthood at a very young age.
b) there was no concept of adolescence in Samoan society.
c) the differences between adolescent experiences in Samoa and the West were notable.

26. Alice and Robert agree that Mead's work

a) challenged prevailing ideas in some areas of study.
b) provided a comprehensive understanding of cultural influences.
c) reinforced the idea that some social experiences were universal.

27. When Robert talks about 'binary notions', he is referring to

a) the differences between men and women.
b) the transformation from child to adult.
c) Western cultures and other cultures.

28. The two doctors agree that

a) the main problem with Mead's study was the small sample size.
b) Mead should not have generalised her findings so much.
c) we must take a wide view of complex social issues.

29. Why does Robert give the example of asking about drug-taking?

a) to highlight the difficulties of asking about controversial issues
b) to demonstrate that people under the influence of drugs are not always reliable
c) to show that people may exaggerate to enhance their reputation

30. What does Alice conclude about *Coming of Age in Samoa*?

a) It is rather outdated because later research has disproved the findings.
b) The book is still an influential addition to modern sociology.
c) It reminds us that we must use the correct approach to data gathering.

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 realised that the email from my tutor contained several urgent requests for information, so I **responded** to it immediately.

   a) spoke
   b) wrote
   c) replied
   d) answered

2. After the recent problems with dangerous chemicals in the water supply, the local council has **declared** that it is now safe to drink again.

   a) explained
   b) announced
   c) claimed
   d) insured

3. The customer couldn't get her money back because she didn't have any **proof** to show the assistant that she had purchased the item in that shop.

   a) support
   b) evidence
   c) confirmation
   d) case

4. The new smartphone boasts a large number of advanced **capabilities**, including a high-resolution camera and a powerful processing speed.

   a) capacities
   b) elements
   c) potentials
   d) features

5. The funding for biomedical research and innovation has increased **substantially** this year, thanks to the Medical Research Council and other national funding bodies.

   a) extensively
   b) largely
   c) greatly
   d) broadly

6. If you do not raise any objections to the proposals contained in this document before 30th June, you will be **deemed** to have accepted them.

   a) estimated
   b) presumed
   c) supposed
   d) suspected

Reading Part 1b

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

Self-driving cars

Cars driven by computer systems offer enhanced safety, reducing accidents caused by human error. For example, a study conducted by the Insurance Institute for Highway Safety estimated that widespread **(7)** ..... of self-driven vehicles could prevent up to 90% of car accidents in the United States. Self-driving cars can react faster than humans and avoid common human mistakes, such as driving while distracted by mobile phones. This could save **(8)** ..... lives and prevent injuries on the road.

Driverless cars can greatly improve the flow of vehicles. For instance, connected vehicles can communicate with each other, coordinating their movements and maintaining **(9)** ..... speeds, thus reducing the need for sudden stops. This can lead to smoother traffic patterns and reduce overall congestion.

However, safety risks associated with driverless cars are clearly indicated by incidents like the 2018 self-driving car accident in the USA, where a pedestrian on the pavement was **(10)** ..... struck. Such accidents highlight the need for strong safety measures, including fail-safe systems and thorough testing before introduction to ensure the **(11)** ..... of driverless vehicles.

7. a) acceptance
   b) adoption
   c) approval

8. a) countless
   b) limitless
   c) endless

9. a) expected
   b) dependable
   c) consistent

10. a) fatally
    b) deadly
    c) incurably

11. a) certainty
    b) honesty
    c) reliability

Reading Part 2

Read the text from a business management textbook. Use sentences A–H to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There are two extra sentences you will not need.

Vroom's theory of motivation at work

Anyone who wants to become a manager of an organisation needs to understand about motivation. An enormous amount of research has been done on this topic, particularly as it involves performance in the workplace. At various times, theories have been advanced and then replaced by others. For example, people in management once thought that workers had to be forced to work hard because most people hated work. **(12)** ..... . Both those ideas have largely been replaced by human resource management theory, which includes the work of a psychologist called Victor Vroom.

It remains clear that some people, men and women, are motivated to perform to their maximum in a work situation and others are not. However, Vroom suggested a very clear reason for this in a theory which he put forward in 1964. **(13)** ..... . His Expectancy Theory looked at the three key elements in any manager-worker relationship.

Since the theory appeared, there have been many experiments to investigate its validity. **(14)** ..... . When we examine how often they were brought up in research (more than 70 times), it becomes clear that most of the evidence supports his theory when we use statistical analysis. The only issue of significance is that there is a lack of the expected relationships in particular situations, for a reason which we shall see.

Vroom's theory involves three relationships. The first is between effort and performance. Vroom maintains that people will only be motivated to produce effort at work if they expect it to lead to better performance. In a large organisation, it may be hard to connect better performance to a specific individual. **(15)** ..... . For the theory to prove true, the relationship between effort and performance has to be obvious.

Vroom's second relationship is between performance and reward. A worker must believe that he or she will be adequately rewarded for performing at a particular level. **(16)** ..... . While in practice it is often a financial reward, it can also be recognition and praise from a manager in situations where the worker understands that a bonus or an increase in salary is not a possibility. However, if the improved performance is not recognised in any way, this second relationship breaks down.

Finally, we have the relationship between rewards and personal goals. For a worker to be motivated, there must be a clear relationship between the reward offered, as mentioned above, and what the worker wants to achieve at work. **(17)** ..... . Put simply, a reward, however generous, will not motivate unless it fits with the worker's goals.

A At that time, he was an associate professor at the Carnegie Institute of Technology, in the USA.

B And for a very long time, there was the belief that women were motivated by completely different workplace rewards than men.

C So, it is not clear to us whether Vroom did primary research involving studies and experiments before forming the theory.

D It may be imagined that we are only talking about money here.

E So if, for example, a worker is only interested in a higher position as a reward for improved performance, nothing else will do.

F Many of these have produced results which appear to confirm his principle.

G The belief that workers are not motivated by recognition, for example, until their more basic needs, such as safety and a reasonable wage, have been met, is still widely accepted.

H This may be one reason why Vroom's idea seems to hold up better in small companies.

Reading Part 3

Read the four texts below about decision-making. 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

Many people believe that there is only one way to make decisions, and that is to use logical analysis and objective reasoning. In this common view, decision-makers should carefully evaluate all available information, consider the potential outcomes and select the option that maximises their expected benefits. However, this approach assumes a large number of things about a situation in which a decision has to be taken. To be logical and objective, a person must be fully informed, have clear preferences and be able to accurately assess the probabilities of various outcomes. In the commercial world, this may well be the case. For example, a manager deciding which supplier to choose for a new component should be able to analyse factors such as cost, quality and reliability, weighing the pros and cons of each option to make an informed and rational decision. However, in personal life, most of the information which would make a decision fully objective is not available to the decision-maker, so this approach is not feasible.

B

In this book, the author talks about how we make decisions from a behavioural angle. It's cool to see how a psychologist looks at it, saying our decisions are often swayed by hidden thinking patterns, our feelings at the moment, and social influences. I found the idea of "heuristics" particularly eye-opening. These are mental shortcuts which allow us to solve a problem in the time available with just enough success that we are reasonably satisfied with the result. Apparently, people fall into two broad categories as to whether they're able to use a heuristic approach successfully. People called 'satisficers' set specific criteria and accept the first decision which comes along that satisfies all those to a reasonable extent, so I guess that means they use heuristics. 'Maximisers', on the other hand, strive to find the best possible outcome or choice, so they won't stop looking until all possible options have been considered. The writer doesn't make a value judgement, but I clearly see now which kind of decision-maker I am!

C

Culture's Consequences, by Geert Hofstede, details the ways in which cultural values, norms and beliefs affect decision-making to a crucial extent. Different cultures have distinct ways of making decisions which can be influenced by factors such as individualism versus collectivism and how much you want to avoid uncertainty. Cultural perspectives emphasise the importance of considering cultural contexts when analysing and understanding decision-making processes. They recognise that cultural factors can shape individuals' preferences, influence their risk tolerance and affect their perception of decision outcomes. For example, in a collective culture, such as many Asian cultures, decisions may be made after extensive consultation and consensus-building, prioritising harmony and group cohesion over individual preferences. Put simply, the criteria by which the success of a decision will be judged are affected by cultural norms. A final decision may not be of great benefit to the person who makes the decision, but it is deemed successful because it conforms to the expectations of the society.

D

In this fascinating programme, the presenter set out to make the case that people, particularly young people, are now far more likely to make a decision on the basis of the extent to which it is ethical than, perhaps, any generation before them. This is not, according to the presenter, because they are inherently more moral. It is because they are exposed to so much information about the effects of bad decisions in the past. Ethical decision-making involves evaluating options in terms of their alignment with ethical principles and values, such as fairness, justice and respect for the planet, and emphasises the need for decision-makers to take responsibility for the consequences of their choices beyond short-term gains or individual interests. For example, when a company's managers contemplate launching a new product, they need to assess its environmental footprint throughout its life cycle. This ensures their decision adheres to sustainability principles and minimises harm to local ecosystems and the planet.

In which text does the writer:

18. define a term related to a form of decision-making? ☐

19. detail the involvement of other people in making a choice? ☐

20. point out differences based on the age of the decision-maker? ☐

21. give a limitation to a particular approach to decision-making? ☐

22. highlight the fact that personal gain may not be the key factor in some decision-making? ☐

23. emphasise the lasting consequences of a decision beyond its immediate advantages? ☐

24. reach a conclusion about how they, personally, make decisions? ☐

Reading Part 4

Read the text about an approach to relationships and answer the questions.

The games we play are not always fun

Eric Berne was born in 1910 in Montreal, Canada. He moved to New York to train as a psychiatrist in the 1930s and was in high demand during the Second World War for the obvious reason that war impacts on mental health. At the end of the war, Berne moved to San Francisco, where he developed a new idea about everyday relationships. In 1964, he wrote a book called *The Games People Play* in which he stated that anyone can have mental health problems in their daily lives because of their relationships with other people.

Before Berne made this statement, most psychiatrists believed that all personal problems came from a person's mind. This was the view of Freud, who believed that experiences in early life, and in childhood particularly, had deep and lasting effects on people's minds and often led them to try not to remember unpleasant things which had happened to them, resulting in problems in their relationships with people. However, Berne's studies led him to believe that these arise because of the transactions between people themselves.

Berne pointed out that people often play games with the people around them on a day-to-day basis – with their friends, family and workmates. By definition, games are normally played for fun, but Berne's games are not fun. Berne said people make themselves feel better by making another person feel worse. Despite some early opposition, it is widely accepted today by professionals that people play these transactional games. Although it is clear that we have a huge number of transactions of many different kinds with a wide range of people every day, Berne believed that relationships always come down to just three possible behaviour patterns.

Firstly, according to Berne, during a transaction, a person can behave as a Parent. He explained that he saw a Parent as a person who can try to look after another person or try to control him or her. These are clearly the main roles that parents are expected to take when they are bringing up a child. Secondly, a person can act as a Child, in which role two possible reactions are again possible. A child can obey or rebel. Undoubtedly, the vast majority of children start by obeying their parents in everything when they are very young, but then begin to rebel, perhaps when they become teenagers, moving toward independence from their parents. Finally, a person can behave as an Adult. In Berne's system, Adults do not take on any of the roles of a Parent or a Child. They respond to whatever stimulus they receive in a rational way.

For example, imagine a conversation between a husband and a wife. They are both adults, of course, but either or both might not behave like an Adult in terms of Berne's characterisations. If the husband says, 'Have you seen my watch?', that could be the statement of an Adult. The wife might reply as an Adult with something like, 'It's in the bathroom.' Or, because of a cause unrelated to the question, such as anger with her husband for something which happened earlier in the day, she might behave like a Parent, saying, 'Why don't you look after your things properly?' She could even behave like a Child and say something like, 'I didn't take it,' even though the original statement held no suggestion of accusation. Inevitably, if a person acting as an Adult receives the response of a Parent or a Child, they might give up their behaviour appropriate to an Adult and respond in turn as a Parent or a Child, with something which causes further damage to the relationship. Clearly, responses which are not Adult can easily lead to a growth in disagreement between two people, whether a couple, friends or workmates, and perhaps, in the end, to a complete breakdown in a relationship.

Berne's theory has proved to be very powerful in mainstream therapy for mental health issues and is now frequently applied to areas of education and business management. But to my mind, it is also a powerful insight for anyone who wants to have better relationships in the home, in a social context or in the workplace. Before someone responds to a particular statement from a Parent, Child or Adult in any transaction, it's good for them to ask themselves, 'How can a person be an Adult in this conversation?' It seems that Adult responses have the best chance of ensuring that any relationship flourishes.

25. In the first paragraph, we learn that Berne's 1964 book

a) grew out of his experiences in San Francisco.
b) was about the mental health problems of soldiers.
c) built on Berne's previous work in psychiatry.
d) dealt with the mental health issues of ordinary people.

26. In the second paragraph, the writer

a) contrasts two theories.
b) shows how mental health issues might be influenced by childhood.
c) demonstrates support for Berne's theory.
d) criticises one of Freud's theories.

27. The writer implies in the third paragraph that

a) Berne's theory was controversial at first.
b) Berne was interested in three kinds of relationship.
c) Berne felt that people enjoyed the transactional games.
d) Berne's games only happened in close relationships.

28. What is the writer doing with regard to Berne's theory in the fourth paragraph?

a) reinforcing
b) justifying
c) defining
d) questioning

29. In the fifth paragraph, the writer uses an example

a) to indicate that Berne's ideas can be most readily applied to couples' therapy.
b) to show how Berne's theory can be used to understand certain behaviours.
c) to demonstrate how people can reduce the number of poor transactions.
d) to point out some limitations of Berne's theory.

30. What personal opinion does the writer express at the end of this article?

a) There is no limit to the situations to which Berne's theory can be applied.
b) You need to consider your role in any transaction.
c) It is impossible to always be able to take the role of Adult in a relationship.
d) It will always be difficult to find a good response to certain behaviours.

My Notes

LanguageCert Academic

LanguageCert
Academic Test (Writing)

Test 3

Time allowed:

50 minutes

Instructions to candidates

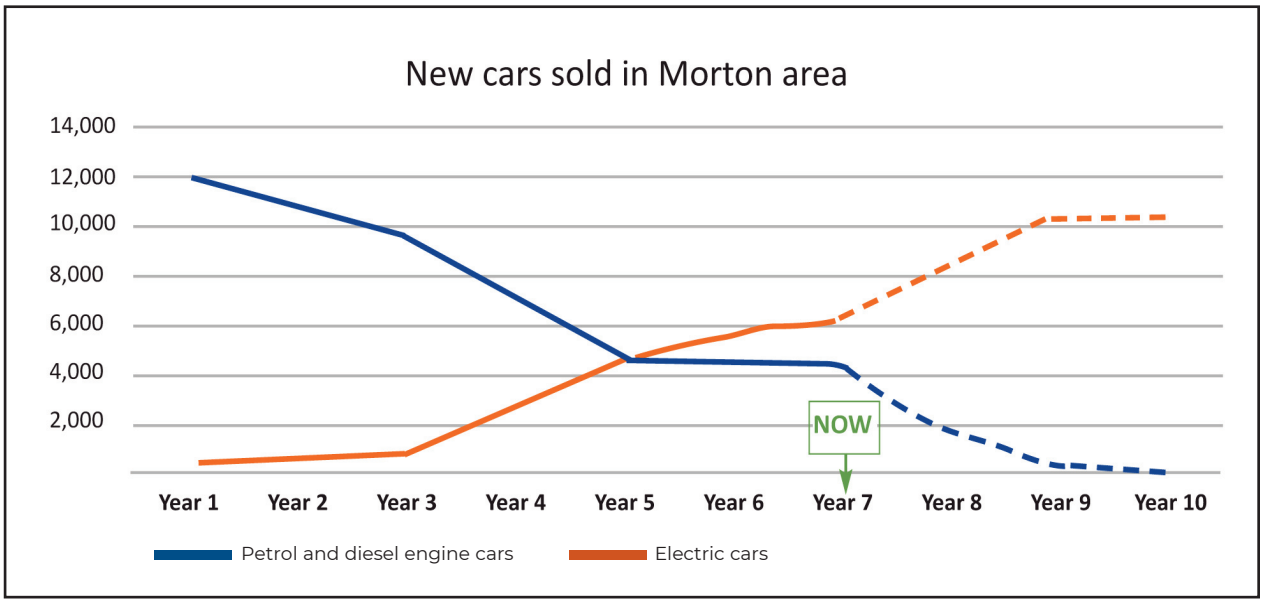
- Answer **all** the questions.
- Write your answers on the question paper.

Writing Part 1

The government wants to reduce the environmental damage of petrol and diesel engine cars and has taken measures to try to increase the sales of electric cars. As a student at Morton University, you have to write a report on the effectiveness of these measures in the Morton area. Use the information given below, which consists of a a graph showing sales of petrol and diesel cars against electric cars and a newspaper article.

In your report, you should:

- describe the main trends in the past seven years
- give possible reasons for the change in trends up to now (Year 7)
- say whether you agree with the predictions for the next three years.



The government has announced that 3 years from today, no new petrol and diesel-engine cars will be sold in the country. It was hoped that the £5,000 payment made to anyone who scrapped their old car and bought a new electric one would change purchasing patterns. But in the 4 years since the payments have been available, the change hasn't happened fast enough.

Write between 150 and 200 words.

Writing Part 2

Read the following statement and write about the topic.

> There is a lot of discussion about whether governments should allow genetically modified [GM] crops to be grown in their countries. Some people point out that GM crops grow faster, are more resistant to insects and are vital for feeding a growing world population. However, others believe that growing GM crops could negatively impact the environment and eating them could be harmful to humans.

Discuss both of these views and give your own opinion.

Write about 250 words.

My Notes

LanguageCert Academic

LanguageCert
Academic Test (Speaking)

Test 3

Test time:

about 14 minutes

I = Interlocutor C = Candidate

Part 1 (3 minutes)

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

C: *(Confirms.)*

I: Thank you. 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 Academic. *(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,* **Education***.')*

Topics

Education
- Can you tell me about a time when you really enjoyed learning something?
- Tell me about a teacher that you remember very well.
- Do you think it's better to go to university or get a job after school? (Why/ Why not?)
- Have you ever had remote, online lessons? (Why?)

Weather
- Which season do you like most? (Why?)
- Have you ever experienced very extreme weather?
- How does the weather affect how you feel?
- Do you listen to or watch the weather forecast every day? (Why?/ Why not?)

Learning Languages
- What do you find most difficult about learning a language? (Why?)
- Which language would you like to start to learn? (Why?)
- Would you ever go and stay in a country in order to learn the language? (Why?/ Why not?)
- Do you think it becomes more difficult to learn a new language when you get older? (Why/ Why not?)

Services
- What leisure facilities are there in your neighbourhood?
- How easy is it to get to a doctor or a hospital where you live?
- Do you think the police do a good job in your neighbourhood? (Why/Why not?)
- Are there any facilities for older people in your area?

(continued)

Daily life

- How are your weekends different from the weekdays?
- Do you feel that you generally have enough time to enjoy your life? (Why/Why not?)
- Do you expect your life to be easier or more difficult in the future? (Why?)
- Tell me about a daily task or routine that you believe is important to you.

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 sitting at the same table in the university canteen. I start.
  Hi. What do you think of the food they serve here?
- I'm a careers advisor. I start.
  Would you be interested in coming along to some careers talks?
- I'm your flatmate at university. I start.
  How do you get your college work done when you spend so much time on the internet?

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 the college accommodation officer. Your student house has got lots of problems. You start.
- We're university students. I'm stressed about buying so many course books. You start.
- I'm a sports coach at your college. You're interested in joining the basketball team. 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 (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 1 on screen.)
You now have twenty seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Don't stop the recording.)

OK. Please start.

Interlocutor Task Sheet 1

It seems that people are worried that they may appear to be incompetent if they ask for help or a second opinion, especially in a work environment. Psychologists have shown that although individuals can gain substantial benefits from exchanging information, many people are reluctant to seek advice from others. This fear, however, is misplaced and the realisation that asking for help is a good thing could be beneficial for many people. Research has demonstrated that people who ask for the opinions of others are seen to be more capable than those who do not. However, this is only the case when the advice seeker is tackling a challenging task.

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 message of this text?
- Why do you think that some people are better at asking for help than others?
- Why do people want to show they can do things on their own?

I: Thank you. *(Stop sharing Candidate Task Sheet 1 on screen.)*

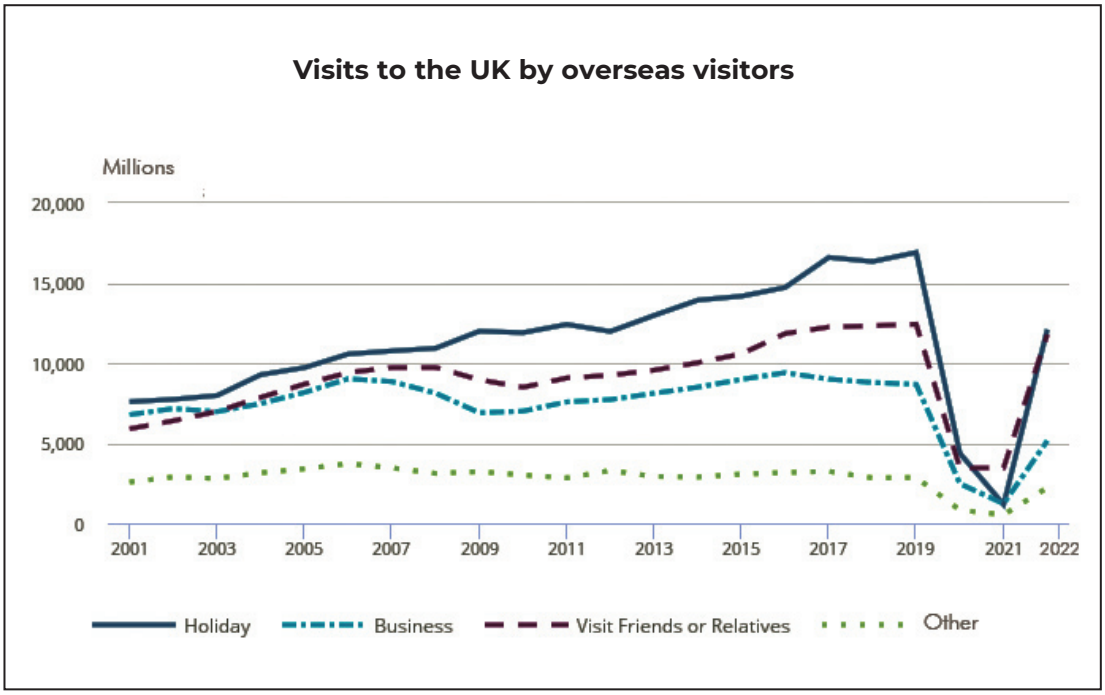
Part 4 (5 minutes)

I: In Part Four you are going to talk on your own for about two minutes on the topic of foreign visitors to the UK. Here is some information about the topic.Here is some information about the topic.

(Share Candidate Task Sheet 2 on screen)

You now have one minute to look at the information, then I'll ask you to talk about it. You can write some notes to help you.

Interlocutor Task Sheet 2



Nationalities of UK visitors in 2022:
(top 4):
American (USA) – 4.5 million
French – 3.7 million
German – 3.3 million
Spanish – 2.5 million

(These four countries have consistently been at the top of the list of visitors to the UK for the last ten years)

(Withdraw eye contact for one minute. Don't stop the recording.)

OK, so now you have two minutes to talk about the topic. Please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say,* '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 striking about the graph?
- What do you think might be the main reason for the 'other' group coming to the UK?
- How do you think travel has changed over the last two decades?

I: Thank you. *(candidate's name).* That is the end of the exam. *(Stop sharing Candidate Task Sheet 2 on screen.)*

LanguageCert

Academic

Practice Test 4

LanguageCert Academic

LanguageCert
Academic Test (Listening, Reading)

Test 4

Time allowed:

- Listening about 40 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.

SCAN ME

1. a) That's your job!
   b) Yes, I remember that well.
   c) Sorry. I forgot.

2. a) I'll be there soon.
   b) I'd really appreciate that.
   c) I'm afraid I can't make it then.

3. a) It's nice of you to say so.
   b) Well, you can't win them all.
   c) That's what I would do.

4. a) Yes, that's the most likely thing to happen.
   b) OK. Let me know if you think of anything.
   c) I guess I should turn off my phone more often.

5. a) I'm on campus in Block B at present.
   b) OK. I just thought I'd ask.
   c) I don't think that's good enough, really.

6. a) I work part-time at the bookshop, not at the library.
   b) Good thinking. Two heads are better than one.
   c) I'm sorry you can't make it.

7. a) I was afraid you might say that.
   b) But is it affordable?
   c) OK. Better luck next time.

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.

SCAN ME

Conversation 1

You hear two people discussing the first year at university.

8. What is the woman's main advice for someone starting university?
   a) to avoid dangerous situations.
   b) to create a schedule of activity.
   c) to not focus on university work only.

9. Why is the man happier at the end of the conversation?
   a) He discovers that can get help with academic writing.
   b) He learns that he will have the same tutor the woman had.
   c) He is no longer worried about the amount of reading expected of him.

Conversation 2

You hear two psychology students talking about a joint project they are working on.

10. The first thing the woman is going to do is
    a) collect data on the web.
    b) interview people.
    c) set up the required spreadsheets.

11. The woman suggests writing the report together
    a) in order to divide up the work equally.
    b) to ensure that they meet the deadline.
    c) so both their points of view are included.

Conversation 3

You hear a secondary student, called Michael, talking to his careers guidance officer.

12. What does the woman say about studying environmental science or ecology?
    a) Those courses have extremely interesting curricula.
    b) There is a lot of experimental work on those subjects.
    c) Job prospects are high for professionals in those fields.

13. The woman recommends that the student consider
    a) the quality of student accommodation at the university.
    b) what people say about the university.
    c) the location of the university.

Conversation 4

You hear two students talking about a university society.

14. Why does the woman initially believe that the Creative Minds society isn't suitable for her?

a) She doesn't think photography is covered by the society.
b) She isn't interested in a group which doesn't take photography seriously.
c) She hasn't got all her photography equipment with her at the university.

15. The woman is persuaded to go to the meeting because

a) she's keen to learn more about photographic theory.
b) she wants more input from professionals in photography.
c) she won't have to face unpleasant comments about her work.

Conversation 5

You hear two university students discussing a flat they have looked at.

16. At the start of the conversation, the two students do not have the same view of

a) the convenience and size of the flat.
b) the state of some of the fixtures and fittings.
c) the monthly cost.

17. By the end of the conversation, they have agreed

a) to take the flat because otherwise they might lose it.
b) to try to ensure that their concerns will be dealt with.
c) to make a table of the advantages and disadvantages of the flat.

Listening: Part 3

You will hear a student giving a presentation on the 17th-century English scientist, Robert Hooke. 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.

SCAN ME

The English Leonardo da Vinci

- Some people have called the 17th-century scientist, Robert Hooke, the English Leonardo da Vinci.
- As a child, Hooke made excellent drawings of items from **(18)** ..... and mechanical devices.
- At 30, Hooke produced *Micrographia*, which depicted things he had observed through his microscope.
- Some people found Hooke's drawings of **(19)** ..... , shown at 50 times their size, hard to believe.
- Hooke's study of cork led to the word **(20)** ..... being used as a basic unit in biology
- Despite doing great things in engineering, some unkind critics called Hooke a **(21)** ..... .
- Hooke said that light moved in waves and that there was gravity in space.
- Hooke claimed Newton stole his work on the movement of the **(22)** ..... when Newton was developing his theory of gravity.
- Hooke was in the Royal Society for 40 years and was in charge of the **(23)** ..... done there.
- Hooke was employed to **(24)** ..... London after the Great Fire and helped design new buildings.

Listening: Part 4

You will hear part of a tutorial in which the classic 19th-century novel, *Emma*, by the English writer Jane Austen, is being discussed. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions below.

SCAN ME

25. Alex begins the discussion by explaining that

a) he could not relate to the main character.
b) he lost interest in the main character towards the end of the novel.
c) the main character did not seem to be believable.

26. When Judith talks about Alex's 'basic premise', she means that Alex requires

a) the main character to start the action.
b) the main character of a novel to be likable.
c) novels to have a strong main character.

27. Which journey does Judith find interesting?

a) Emma's movement around her community
b) the different paths Emma and Mr Knightley take
c) the development of Emma's personal qualities

28. Judith believes the marriage of Emma and Mr Knightley was

a) a convenient way to conclude the novel.
b) the result of deep admiration between them.
c) the traditional way to end a love story.

29 . When discussing class and society, the two students agree that Austen

a) made social class an important element of the novel.
b) challenged the societal values of her day.
c) showed acceptance of the prevailing class relationships.

30. The two students disagree about

a) the writing in the descriptive passages.
b) the command of language.
c) the value of the dialogues.

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. As a result of his hard work, he was promoted to a new **position** in the Science Department, which pleased him greatly.

   a) business
   b) work
   c) appointment
   d) employment

2. It will be necessary to get a team of qualified engineers to **fit** the new equipment in the chemistry laboratory or we may face problems.

   a) fix
   b) place
   c) install
   d) replace

3. The new research paper **comprises** a comprehensive analysis of the data, outlining the main findings and presenting them in a clear and concise manner.

   a) composes
   b) contains
   c) consists
   d) complements

4. It is clear that we have to find alternatives to fossil fuels as the world will have **exhausted** these sources of energy by 2100.

   a) cleaned up
   b) done away with
   c) got through to
   d) run out of

5. No matter how carefully we plan, delays and unexpected obstacles **unavoidably** arise, requiring us to adapt our strategies and find alternative solutions.

   a) constantly
   b) inevitably
   c) incidentally
   d) subsequently

6. The discovery of water on Mars has resulted in renewed interest in space exploration and has **profound** implications for its future direction.

   a) formidable
   b) serious
   c) devastating
   d) utter

Reading Part 1b

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

Bird migration

Bird migration is a fascinating phenomenon observed in various species worldwide. It refers to the seasonal movement of birds from one region to another, typically covering long distances. Migration occurs in **(7)** ..... to changing environmental conditions such as temperature, food availability and breeding opportunities. Some species of migrating birds travel **(8)** ..... distances each year.

The Arctic tern is the seabird which holds the record for the longest migration route, travelling from its breeding grounds in the Arctic to its wintering grounds in the Antarctic. This round-trip journey **(9)** ..... over 44,000 miles, as these birds do not follow a straight course but take advantage of prevailing winds.

Ruby-throated hummingbirds, found in North America, are tiny creatures which **(10)** ..... a migration covering approximately 2,000 miles. What makes this journey impressive is that they navigate across the whole Gulf of Mexico in a non-stop flight.

However, the bar-tailed godwit, a wading bird which breeds in the Arctic, has the longest non-stop migration route of any bird species. **(11)** ..... , some individuals fly over 7,000 miles from Alaska to New Zealand across the Pacific Ocean in a single flight that can last up to eight days.

7. a) response
   b) reply
   c) answer

8. a) excellent
   b) remarkable
   c) marvellous

9. a) consists
   b) conveys
   c) comprises

10. a) undertake
    b) commit
    c) endeavour

11. a) Impossibly
    b) Incredibly
    c) Indefinitely

Reading Part 2

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

The real way to solve problems

There is a problem which has featured many times in various forms on websites which claim to teach logical thinking. It states that you are the only survivor of an airliner crash in the desert. The airliner is severely damaged, but you can access a lot of useful items. **(12)** ..... . However, the problem states that you can only carry three of them with you from the plane when you set out to walk to the town which you spotted 10 minutes before the crash.

The wording of this puzzle forces solvers to consider only a limited number of possible solutions by setting limits. **(13)** ..... . But in many cases, when those parameters are questioned, solutions start to appear. For example, in the case of the plane crash, airliners travel at a minimum of 600 kilometres an hour, so the town that you saw shortly before the crash is over 100 kilometres away across a desert with no roads or signposts. In addition, airliners are constantly tracked by air traffic control, even over deserts. **(14)** ..... . You can easily do this with stuff you find in the plane, such as a piece of metal, and you will almost certainly be saved.

The crashed plane puzzle is a perfect example of the cardinal error of identifying the wrong problem. **(15)** ..... Albert Einstein once supposedly said, 'If I had an hour to solve a problem, I would spend 55 minutes defining the problem, and only five minutes thinking of a solution.' **(16)** ..... However, defining the problem is often not so easy.

Sometimes people have solved problems by coming up with radically new solutions. There is a story that Henry Ford said, "If I'd asked people what they wanted before I designed the motor car, they would have said 'faster horses'". **(17)** ..... . Indeed, most people in Ford's time had no idea of motor cars, so they tried to solve the problem of faster travel in the only way they could conceive.

So the next time you have to solve a problem, make sure you have a clear idea of the problem you are actually trying to solve.

A This presumably means that people usually think about a solution to a problem within their current frame of reference.

B The human brain is often very good at this second part of the process.

C The correct focus should be on maximising your chances of being rescued, not selecting three things to help you cross a desert.

D It seems obvious to many people that they have to take the map, but of course, they don't actually know where they are.

E That will be much better than setting out across the desert, whatever you take with you.

F The list includes things like food, water, a map, a gun and so on.

G And these are presented as being fixed and not to be challenged.

H Therefore the best solution is to stay with the plane and draw a large 'SOS' in the sand.

Reading Part 3

Read the four texts below about walking. 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

FitWalk Navigator offers a fresh approach to fitness tracking. It has a clear set of basic screens which make it easy to get started. The app accurately tracks your steps, distance and calories burned, providing valuable insights into your daily activity. Its GPS feature is highly accurate, ensuring precise route tracking and location-based data. One impressive feature is the app's extensive library of walking routes, catering to various fitness levels and preferences. There are bound to be some great routes for you wherever you live. The app also allows you to connect with others who have the app, to share achievements and engage in friendly competitions. However, as I found, the app uses a lot of battery power, so you could find yourself, like me, in the middle of a great walk when your phone dies completely. Additionally, the wide range of features often makes it hard to find simple information while you're on the move. Not for the casual walker.

B

The idea of taking 10,000 steps a day as a fitness goal can be traced back to Dr Yoshiro Hatano, a Japanese researcher who proposed this target in the 1960s. Some say he did so as part of a marketing campaign for a new product, although he has said this was not the case, stating that the number represented a beneficial level of physical activity for the average person. However, the 10,000-step target may not be suitable for everyone. Exercise needs vary depending on factors such as age, fitness level and health conditions. Children require more than this level of activity, whereas it might be dangerous for elderly people. In 2004, two researchers called Tudor-Locke and Bassett introduced an index with targets for adults with different occupations. Others have now produced detailed targets for different ages, for example, 13,000 to 15,000 steps per day for boys aged six to 11, but 7,000 to 8,000 for adults between the ages of 20 and 65.

C

We usually take walking for granted but, as people who have tried to make walking robots have discovered, the movement is not as simple as it might appear. Two researchers called Wang and Srinivasan already knew that people walk in opposition – left leg, right arm, right leg, left arm – so they reasoned that the arms were the parts of the body which retained balance. They put motion sensors on people's feet, on arms and on pelvises – the central circle of bone from which the legs are suspended. Then they put the people on treadmills – the kind of machine you get in a gym – and filmed them walking. The researchers expected that the subjects would put each foot in the same place each time. However, the data revealed that they were placed slightly differently at each step. Walking is, it seems, actually a bit like falling down. With each step, we unbalance ourselves, but the pelvis adjusts the position of the upper body to compensate and stop us falling.

D

Despite science fiction films from the 1950s and 1960s and even science documentaries of the same period, most working robots in the modern age do not travel independently from place to place, performing different tasks. The vast majority perform one dedicated task, in one place – in car factories, for example. However, there are situations where one can envisage the real advantages of a truly mobile robot which can walk across broken ground or up steps into dangerous situations, to disable an explosive device, for example. But is this really achievable? If it is, it is likely that the robot will copy a method of walking employed by a living creature, either an animal or a human. Perhaps we will never have multi-function robots which can walk around and climb stairs. Nonetheless, research of this kind is important in the development of exoskeletons – external mechanical structures – which could enable people who are paralysed from the waist down to walk again. It will also help doctors see why elderly people are vulnerable to falls.

In which text does the writer:

18. illustrates how machines are currently used in industry? ☐

19. defines part of the human body? ☐

20. contains a personal denial of a claim? ☐

21. concerns a discovery about physical movement? ☐

22. includes a social aspect of walking? ☐

23. makes a criticism based on personal experience? ☐

24. advances a possible benefit of research? ☐

Reading Part 4

Read the text about narratives in literature and answer the questions.

Understanding Narratives

Whenever people read a novel or watch a film, they have to work out the role of each character in the unfolding story and see how they relate to each other. This complex process poses no difficulties for a native speaker of the language which the narrative is written in. It is very rare that people come out of a cinema or put down a novel and say, 'What was that all about?' Human adults are experts at understanding fictional narrative because we have encountered the code thousands of times since we first heard fairy tales.

According to Aristotle, all dramatic narrative is conflict. Coming up to date, the writer, Christopher Booker, has suggested that there are seven basic plots in narrative fiction in English, but they all involve conflict. In what are called 'rites of passage' stories, for example, teenagers are taken through formative episodes, emerging as adults at the end. The conflict here is between the main character and adult life. In other stories, it might be between a person and a single enemy. The French theorist, Levi-Strauss, suggested that all narratives have binary opposition, or two opposite parts, the most obvious ones being good and evil, right and wrong, strength and weakness, and youth and age.

Booker's seven plots include some very interesting basic ideas, but there is one which appeared centuries ago. It is the plot which he calls 'Man against Monster'. This was the basis of so many early stories from many different cultures in which the monster was a 'real' monster, with one eye, or snakes as hair, like Medusa, for example. This plot seems to have a lasting appeal, changing with each generation, with the monster becoming aliens in H.G. Wells's *The War of the Worlds*, or the government, as in Orwell's 1984, or abstract things, like big business. Stories with a message for the audience often use this plot today. It is even possible for the monster to be the main character.

The Russian theorist, Tzvetan Todorov, says that all narratives have stages. Firstly, the main character is living in a stable situation, married happily, successful at work or enjoying a perfect childhood. This is often exaggerated beyond normal human experience. Then an event occurs which turns the main character's life upside down. Next, the character recognises the need for action, acts and, at the end, order is restored. However, the main character has learnt something from the experience and there is a new state of order. Interestingly, Todorov makes no distinction between the narrative conventions in Russian and other languages. Other writers have found significant differences in different languages, which seems more likely to me.

The literary critic, Vladimir Propp, claims that the writer's control of a narrative is not restricted to conflict, overall structure and plots. According to him, the main characters perform roles, well-defined by convention. Firstly, there is the hero, whose role is to restore order, and a villain, a person who is very bad in some way. Another central character is the victim, threatened by the villain. Other characters who appear frequently in narrative include the dispatcher, who sends the hero on the journey, real or emotional, and the false hero who does not help in restoring order.

It may seem strange that, according to many researchers, the majority of human narratives have recurrent types of opposition, structure and characters. However, according to the widely accepted theory of the British philosopher, Frederick Bartlett, schema, or pictures, of real-world situations are vital in order to make sense of them. We need to know what is likely to happen when we step into a restaurant, an office or a church. We can extend this need for schema to fictional situations, although it seems likely that these differ from culture to culture. Stepping into an unknown situation, including the world of fiction, we need convention to guide us. Unless a narrative follows conventions, it will be hard for an audience to make sense of it.

25. The writer makes it clear in paragraph one that

a) the same narrative conventions occur throughout all types of fiction.
b) people gradually learn the separate conventions of novels and films.
c) the underlying rules of constructing stories are relatively simple.
d) the narrative code is the same in all known languages.

26. In paragraph two the writer

a) contrasts Aristotle's ideas with the ideas of others.
b) gives examples of one central convention.
c) distinguishes one type of fiction in English from others.
d) questions a commonly held belief about narratives.

27. The writer says that Booker's 'Man against Monster' plot

a) is not as popular today as in the past.
b) can take many forms.
c) is unlikely to remain so popular in the future.
d) always has a hero.

28. According to the information in paragraph four,

a) Todorov says the main character ends up back, more or less, where he or she started.
b) Todorov believes that narrative conventions are universal.
c) Todorov suggests narratives have three stages.
d) Todorov's analysis of narrative is accepted by the writer.

29. According to the writer, Propp believes that

a) conflict does not have to be involved in narrative.
b) writers now devise new roles for their characters.
c) the behaviour of various characters is fixed by convention.
d) the false hero is often really a villain.

30. The writer is saying in the final paragraph that

a) there is a relationship between the real world and fiction.
b) controversy exists about Bartlett's theory.
c) schema probably cross cultures.
d) only a few people have studied the conventions of narrative fiction.

My Notes

LanguageCert Academic

LanguageCert
Academic Test (Writing)

Test 4

Time allowed:

50 minutes

Instructions to candidates

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

Writing Part 1

The government has published data on the sale of plastic shopping bags – both single-use and reusable ones – in supermarkets in the Moreton area. As part of your pre-sessional academic writing course, write a report on the changes in sales of shopping bags and evaluate the success of the government's policies. Use the information given below, which consists of a graph showing sales of both types of shopping bags up to current Year 8 and some opinions from people living in the Moreton area.

In your report, you should:

- describe the main trends in the past eight years
- give possible reasons for the change in trends in those years
- say whether you agree with the government's predictions for years 9 and 10.

"Getting rid of plastic requires more than just banning plastic bags."

"I've got so many reusable bags at home! Charging for them is just a way of making people pay more for their shopping."

Write between 150 and 200 words.

Writing Part 2

Read the following statement and write about the topic.

> There is a lot of debate about the use of nuclear power to produce electricity. Some people say that only nuclear energy can supply a sustainable source of electricity in the future. Others say that nuclear power is too dangerous.

Discuss both of these views and give your own opinion.

Write about 250 words.

My Notes

LanguageCert Academic

LanguageCert
Academic Test (Speaking)

Test 4

Test time:

about 14 minutes

I = Interlocutor C = Candidate

Part 1 (3 minutes)

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

C: *(Confirms.)*

I: Thank you. 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 Academic. *(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, **Sport**.')*

Topics

Sport
- Tell me about a sport you enjoy playing.
- Do you prefer playing a team sport or exercising on your own? (Why?)
- What sport would you like to try in the future? (Why?)
- Which big sports event have you enjoyed watching?

House and home
- What do you like most about your home and why?
- If you could live anywhere, where would you choose? (Why?)
- Would you ever choose to live alone? (Why?/ Why not?)
- Would you prefer to live in a house or an apartment in the future? (Why?)

Entertainment
- Tell me about a singer you enjoy listening to.
- What was the last film that you watched?
- What programme or show do you regularly watch?
- When you were a child, did your parents decide what you could and couldn't watch on TV? (Why?)

Food and Drink
- What's your favourite restaurant? (Why?)
- Would you like to work as a chef? (Why?/ Why not?)
- How often do you buy takeaway meals? (Why?/ Why not?)
- Do you prefer to buy food in a big supermarket or a small shop? (Why?)

(continued)

Travel

- Where is the furthest you have travelled?
- How important is it to you to be able to drive a car? (Why?/ Why not?)
- How would you feel if you had to travel alone to a foreign country?
- Do you enjoy flying? (Why?/ Why not?)

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.
  I've been offered a place at two universities and I don't know which one to choose.
- I'm your housemate at college. I start.
  Shall we join the college Drama club or the Film club?
- I'm your tutor. I start.
  Would you mind showing the new students around the college?

C: *(Responds.)*

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

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

B

- I work in the college accommodation office. You want to change where you are living. You start.
- We're classmates. You want to encourage me to go on a college trip to an art gallery. You start
- I'm your college lecturer. You're worried that you've accidentally deleted your essay. 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 (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 1 on screen.)
You now have twenty seconds to look at the passage, then I'll ask you to read it out loud.

(Withdraw eye contact for twenty seconds. Don't stop the recording.)

OK. Please start.

Interlocutor Task Sheet 1

At present, the Amazon has a perfectly functioning water cycle, although some regions in the interior actually have too little precipitation for a tropical rainforest. The trees pull the groundwater upwards, it evaporates and rains down again over the huge forest area. However, this cycle could be permanently disrupted by further deforestation. The forest's unique ecosystem, that is home to 10 percent of all species, could be lost, along with its ability to absorb carbon dioxide. Indeed, should the rainforest be allowed to die, it would turn into savannah. This process would release as much CO2 as the entire world produces in seven years, changing the global climate irrevocably.

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 do you think is the main purpose of this text?
- What do you think can be done to protect forests?
- What are the main threats to the environment in your country?

I: Thank you. *(Stop sharing Candidate Task Sheet 1 on screen.)*

Part 4 (5 minutes)

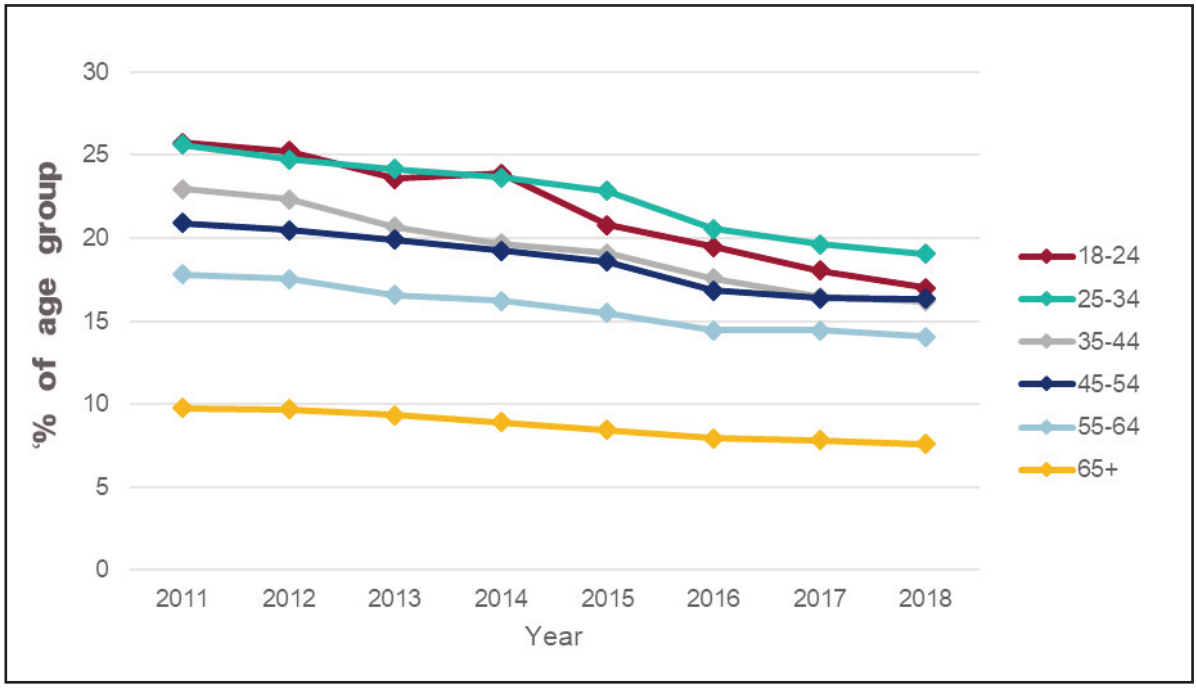
I: In Part Four you are going to talk on your own for about two minutes on the topic of smoking rates in England by age. Here is some information about the topic.

(Share Candidate Task Sheet 2 on screen)

You now have one minute to look at the information, then I'll ask you to talk about it. You can write some notes to help you.

Interlocutor Task Sheet 2

The proportion of the UK population who smoke, categorized by age



(Withdraw eye contact for one minute. Don't stop the recording.)

OK, so now you have two minutes to talk about the topic. Please start.

C: *(Talks.)*

I: *(When candidate has talked for a maximum of two minutes, say,* '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 trend relating to smoking habits in the UK?
- Why do you think there are so few smokers in the 65 plus year group?
- How do you think attitudes towards smoking will change in the future and why?

I: Thank you. *(candidate's name).* That is the end of the exam. *(Stop sharing Candidate Task Sheet 2 on screen.)*

LanguageCert
Academic

LISTENING TRANSCRIPTS

LanguageCert Academic Listening Audioscript

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: Can I borrow your notes from yesterday's lecture on the Amazon Rainforest?
F: But I saw you at the lecture!
M: I know but I fell asleep halfway through and I missed some of the information.

(5 seconds)

R: Conversation One

[REPEAT Conversation One]

(5 seconds)

R: Conversation Two

(Male and Female)

F: It's important that you expand on your ideas. That way you'll write enough words in your essays.
M: How do I go about doing that?
F: Well, give examples that support what you are saying.

(5 seconds)

R: Conversation Two

[REPEAT Conversation Two]

(5 seconds)

R: Conversation Three

(Male and Female)

M: How do you think studying law has affected you?
F: Well, it's been a challenging degree, to be honest.
M: It must have taught you how to analyse complicated situations.

(5 seconds)

R: Conversation Three

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

(Male and Female)

F: I'm sorry Rob but I don't think you're contributing enough to the study group.
M: How can you say that after all the notes I've just shared?
F: Yes, but you're nearly two weeks late handing them out.

(5 seconds)

R: Conversation Four

[REPEAT Conversation Four]

(5 seconds)

R: Conversation Five

(Male and Female)

M: This Physics exam material is really confusing me.
F: I don't understand why you are getting so stressed about it.
M: But whenever I open my books to study my mind goes blank.

(5 seconds)

R: Conversation Five

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(Male and Female)

F: Right, so Aslan, remember that on this research trip you're responsible for your own insurance.
M: I thought travel insurance was covered by the university.
F: Your travel and health are covered, but not your possessions.

(5 seconds)

R: Conversation Six

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(Male and Female)

M: It's really difficult to select which type of student accommodation to go for.
F: I agree as there are pros and cons to all of them.
M: I'm currently leaning more towards off-campus accommodation.

(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 photography students called Bella and Simon talking about cameras.

(15 seconds)

(Male and Female)

M: These new landscape images that you've taken are great, Bella.
F: Thanks, Simon. I've been experimenting with my new super high-definition camera and it's really exciting what it can do.
M: Really? I would never have thought you could get this kind of resolution from any camera. I mean, simple digital cameras have their merits, but this new Megapixel resolution technology brings photography to a whole new level.
F: I agree. I also think simple digital cameras are good but once you have a high-resolution image like this one on your laptop you can work on it in so many way without worrying about the image's pixel structure becoming visible. It certainly needs better software for the best results.
M: I guess you have a point. Maybe it's something that I should try myself. I mean, I like using my digital camera, but this new Megapixel camera is out of this world!
F: Well, if you're interested, I can tell you where I got mine from.
M: Thanks!

(10 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

R: You hear a university tutor talking to a student called Kelvin about a project.

(15 seconds)

(Female and Male)

F: Morning Kelvin, come in and have a seat. How are you today?
M: I'm fine, thanks. I guess you want to see me about the geography project.
F: Yes. I'm a bit concerned that you aren't going to complete it on time since you changed your topic two weeks into the assignment.
M: I know what you mean. Well, I was a bit bothered about that myself so I've been doing a lot of extra hours to catch up and I'm certain I'll meet the deadline now.
F: Ah, well done. I'd like you to send me what you've written so far.
M: But it's not in its final form yet and there will be mistakes so I don't want you to see it until I'm happy with it.
F: Don't worry. I understand that and I won't be marking it now. I just want to check that you're including the correct kind of information because your last project was beautifully done but unfortunately a large amount of text wasn't entirely relevant. You don't want to lose marks again, do you?
M: Oh, OK. I understand now. I'll send you through the first half of the project later on today. Shall I email it to you at the usual address?
F: Yes, that'll be perfect.

(10 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

R: You hear two students called Guy and Rebecca talking about a presentation they are preparing.

(15 seconds)

(Female and Male)

M: What's up Rebecca? You look really anxious.
F: I'm really stressed out. I don't think I'm the right person to organise our presentation. Maybe you should be in charge of it.
M: You must be joking. You are the most efficient person I know. I think we should stick with the procedure that we agreed on.
F: I'm still doubtful. I mean what if our argument isn't dynamic enough or convincing?
M: But you said the same before our last presentation and it turned out to be incredible. We got excellent feedback from it.
F: I guess so. So where do we go from here?
M: Just focus on the key point. We aren't interested in politics or blaming governments. As young people we want to emphasise that everyone, wealthy or poor, young or elderly, needs to play their part to bring climate change to an end.
F: OK, you have a valid point. Let's get on with our meeting with the others and finish our preparation.

(10 seconds)

[REPEAT Conversation Three]

(2 seconds)

R: Conversation Four

(2 seconds)

R: You hear two students, Nick and Gemma, talking about a student house.

(15 seconds)

(Female and Male)

M: So, Gemma, now that you've checked out the house, does it live up to your expectations? As you know we've only got one bedroom available and we have a few other applicants waiting to view it. I think you'd fit in really well, as we are a sociable bunch of people.
F: Yes, that's certainly the impression I get

from meeting everyone. It sounds like a real party house. The thing is..., I've got final exams at the end of this year so I'm going to need to really get down to some serious studying at home and I'm not sure it'll be a suitable environment for that.

M: It's funny you should say that because only last week we had a house meeting and decided we need to put more hours in with our college work than we did last year.

F: I'm not really into study groups, though. I prefer to work independently.

M: I totally get where you're coming from and, actually, we came up with the idea of quiet times in the house. It's been decided that there'll be no loud activities or visitors during those times.

F: Oh, OK. That sounds like a really cool idea. In that case I'd love to take you up on your offer.

(10 seconds)

[REPEAT Conversation Four]

(2 seconds)

R: Conversation Five

(2 seconds)

R: You hear a mature student talking to a student finance advisor about a student loan.

(15 seconds)

(Female and Male)

F: Excuse me. I'd like some information about applying for a student loan. I already have an account with you.

M: Certainly. Which university do you intend to study at?

F: Actually, I've already started my course. I'm just about to complete my first year.

M: Oh, usually students apply before they start.

F: I realise that but I've been running my own business while I'm an undergraduate. But I'm falling behind with my course work, and I feel that I ought to close down my business and concentrate on my studies. However, even with the part-time employment I've managed to find I may not be able to make ends meet.

M: Ah, I see. Right. Well, first of all we will need written evidence from whichever institution you're studying at to prove that you're a full-time student.

F: OK. I'll get on to that straightaway. Just to clarify though, I don't make any repayments until I've completed my studies, do I?

M: That's correct and you won't be charged interest on the loan until after graduation.

F: Oh really? That's good to hear.

(10 seconds)

[REPEAT Conversation Five]

(2 seconds)

R: That is the end of Part Two.

R: Listening - Part Three.

R: You hear a lecturer in environmental science giving a presentation to her tutor group.

R: Complete the information on the notepad. Write short answers of one to three words. You will hear the person twice. You have thirty seconds to look at the notepad.

(30 seconds)

[beep]

(Female)

F: The natural world has been a source of fascination throughout recorded history, and scholars have long attempted to find patterns and explanations for natural phenomena. But being able to find documented information is very hard as most records that have managed to survive centre around moon and star patterns. Recently though, researchers studying data gathered from European and Middle Eastern chronicles have found a relationship between volcanic eruptions and global cooling.

While most of us are aware of global warming, the phenomenon of global cooling is less familiar. What are known as Little Ice Ages have been noted as occurring in one-hundred-thousand-year cycles. During these cycles the Earth's temperature has fluctuated anywhere from 3 degrees to 8 degrees Celsius. Researchers' efforts to comprehend these periods lead to the conclusion that it was the change in sulfur dioxide levels in the Earth's climate that triggered these changes. How though did the levels change?

Well, when a volcano erupts, sulfur dioxide is released into the atmosphere. As sulfur dioxide enters the stratosphere it clings to water to form sulfuric acid. The stratosphere is covered in a haze of microscopic droplets of sulfuric acid, which reflects incoming solar radiation and cools the Earth's surface. The droplets, which are carried by winds and can remain in the stratosphere for up to three years, significantly cool the entire planet. Finding past volcanic activity through analysis of tree rings and ice sheets or glaciers has been one field of research to date that has yielded vital information about climatic change. Tree rings, that reflect a tree's annual growth, show chemical imbalances and scarring at the time of volcanic eruptions, while glaciers store greenhouse gases from such activity. Drilling into glaciers to extract what we call 'core samples', can reveal when an eruption took place based on where gases have accumulated within the icy glacier. Needless to say, these methods of determining historic periods of volcanic activity are laborious and costly, and generate somewhat imprecise data.

So what to do? Well, back in the past, Christian holy men, known as monks, chronicled virtually anything and everything from the trivial to the truly portentous, including lunar eclipses. In fact, the moon held a special fascination for them as accurate lunar observations were crucial for identifying when Easter would be held, along with other moveable feasts in the church calendar. This is why the medieval chronicles had such an attraction for researchers at the University of Geneva. In particular, they focused their attention on the twelfth and thirteenth century monastic chronicles where monks had unwittingly documented some of history's largest volcanic eruptions. Unusual changes in the colour of the moon were especially noteworthy for the monks. For example, a blood-red moon was, at the time, believed to predict the end of the world. In the monks' journals there were fifty-one lunar eclipses recorded, five of which were noted as being especially dark. These last entries were of particular interest to the researchers, since these observations coincided with volcanic eruptions that had already been linked to climatic disruption. The reason why the moon becomes especially dark at such times is because volcanic dust enters the atmosphere. This prevents sunlight shining onto the moon, making it seem to disappear completely.

The work of the Geneva scientists is an example of a multi-disciplinary approach as it brings together information from sources as diverse as medieval history, paleoclimatology and atmospheric physics. It's a painstaking process, a bit like putting together a gigantic jigsaw puzzle. What remains to be seen, though, is if the final piece of the puzzle has finally been put into place.

(10 seconds)

[REPEAT Part 3]

(10 seconds.)

R: That is the end of Part Three.

R: Listening - Part Four.

R: You hear part of a podcast in which academics discuss recent marketing trends.

R: You will hear the discussion twice.
Choose the correct answers.
You have one minute to read through the questions below.

(1 minute)

[beep]

(Presenter, Female, Male)

Presenter: Hi, I'm Julie Egan and today I'm discussing current marketing trends with my guests Dr Anna Robinson and Dr Ian Webber, both professors

of the Department of Business Studies at Capital University. Welcome to you both.

M and F: Hello.

Presenter: Anna, if we could start with you. How important is it to stay ahead of the marketing game if you want to ensure a competitive business?

F: Well, Julie, I always tell my business students that they should never underestimate the power of marketing. By that I mean that a marketing strategy can literally make or break a business. I'd go as far as saying that after customer or client service, marketing is the most strategic aspect of any business.

M: I'd second that. Just imagine you see an advertisement that you find offensive in some way. You certainly wouldn't consider buying that product or using that service, would you? There's a fine line between attracting customers and irritating people.

Presenter: And Ian, I imagine, like any aspect of business, marketing has to move with the times.

M: Absolutely. Staying idle won't cut it. But many businesses fall back on their marketing department's tried and tested methods when sales go down, not appreciating that what worked yesterday, may not apply to today's trends. Consumer needs evolve the same way the market does. So turning to a specialist marketing firm can really give them an edge.

Presenter: Anna, can you tell us a bit about influencer marketing that we hear so much about these days?

F: Ah yes, now you've brought up a pertinent point. Influencer marketing utilises certain individuals, often celebrities or experts in a particular field, to promote something, hence the term. Influencer marketing has really picked up and I predict this trend will develop in all sorts of new and interesting ways in the coming years.

Presenter: Ian, can you expand on this phenomenon?

M: Sure, it's not rocket science. When marketers are careful about how they collaborate with an influencer, companies can expand brand awareness and gain fans from the influencer's own audience. So, the choice of influencer and knowledge of the specific niche they can access is everything.

F: If I can just add something here, Julie. Your average business might think that it's all well and good talking about celebrity and expert influencers, but they don't come cheap. However, this is not necessarily an issue. If you can't stretch to hire a celebrity influencer with millions of followers you can still work with micro-influencers.

Presenter: Micro-influencers? Can you expand?

F: Yeah.... These are people who have an active social media presence of up to one hundred thousand followers and post content on a specific area, such as lifestyle, health or travel. They tend to have a loyal and engaged following that trusts their opinions and authenticity.

Presenter: There must be a downside to influencer marketing though? Tell me about some of the disadvantages. There've been instances of fake influencers, haven't there?

M: Well, it's down to the marketing firm to do due diligence... they need to fully research the influencer and what they stand for.

F: Exactly – and companies need to be aware that an influencer won't just be promoting one product, but many.

M: There aren't many rules in place at the moment concerning this kind of marketing...

F: ... Which makes it exciting...

M: ... but which also means one influencer may be promoting competing brands. And the turnover rate is too high – sadly influencers don't want to hang around talking about

the same product – they want to move on to the next big thing because it makes them look more relevant to their followers.

F: That **is** an issue – especially when a marketer has put so much effort into managing the influencer and making sure that they're on message. Although I think brand managers are getting better at setting out their expectations for the collaboration.

M: I think there's still room for improvement – there's a rather uneven approach to this aspect in the industry but I know that's because they're still finding their feet in this very different kind of marketing landscape.

(5 seconds)

[beep]

[REPEAT Part Four]

(10 seconds)

R: That is the end of Part Four.

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

(Female and Male)

M: What did you think about my comments on your last essay Paula?
F: They were very helpful, thank you.
M: So, you understand why you didn't quite get the grade that you were expecting?

(5 seconds)

R: Conversation One

[REPEAT Conversation One]

(5 seconds)

R: Conversation Two

(Female and Male)

F: I'm sorry these books are late but I've been sick.
M: Normally you'd have to pay a fine for each book.
F: They're only three days late. Couldn't you let me off just this one time?

(5 seconds)

[REPEAT Conversation Two]

(5 seconds)

R: Conversation Three

(Female and Male)

M: What did you think of that last lecture?
F: To be honest I thought it was a bit boring.
M: I agree. He could have made it about half an hour shorter.

(5 seconds)

R: Conversation Three

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

(Female and Male)

F: The thing is Ben, you're a good student but you need to improve your time management.
M: I know, that's always been my problem.
F: Well, I think we need to sort out a study plan to help you.

(5 seconds)

R: Conversation Four

[REPEAT Conversation Four]

(5 seconds)

R: Conversation Five

(Female and Male)

M: Ok, so how are we going to share the work load?
F: I think we both need to work to our strengths.
M: That makes a lot of sense.

(5 seconds)

R: Conversation Five

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(Female and Male)

F: Are you still having issues with your student accommodation?
M: The problems are never ending and the landlord refuses to cooperate with us.
F: It sounds like you need to get the university to put some pressure on him.

(5 seconds)

R: Conversation Six

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(Female and Male)

M: How long does it take you to write an essay?
F: As a rule of thumb, I'd say about two or three days.
M: Oh, so it's not just me then.

(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 students talking about a project for their professor, Dr James.

(15 seconds)

(Female and Male)

M: How did you get on in the library yesterday, Janice?
F: Actually, it was great - I met a student who's doing our course but in the year above us and he shared some useful information with me.
M: Really? That was lucky. Did you already know him then?
F: No but he could see that I was looking a bit confused in the Biology section and we just got chatting.
M: Typical you. You can start a friendship with anyone at any time. So, what did you get from the library?
F: Well, I printed off some interesting graphs about genetics that are exactly what we were talking about the other day. Look. So they should help us complete the final part of our project.

M: I am happy to hear that! We've only got three more days until the deadline and you know how Dr James is.
F: Tell me about it. Last time I handed in something late he gave me zero marks for it and he hadn't even looked at it. He needs to be a bit more flexible.
M: That's never going to happen but to be fair he does give good lectures.
F: Yes, I can't argue with that.

(10 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

R: You will hear part of a meeting between a student called Mandy and her tutor.

(15 seconds)

(Female and Male)

M: Hi Mandy, sorry about the delay I was on the phone. Now you know why I asked to see you this morning, don't you?
F: I guess it's to talk about my assignment but I'm actually doing ok with it so I don't think I need any help at the moment.
M: Ah well the thing is that the topics of the project have been changed slightly and your assignment doesn't quite fit the requirements.
F: Oh no, but I've already done quite a lot of research for it.
M: Don't panic. It's not a big change so the main part of your assignment is still appropriate but you do need to include some information about how social behaviour has changed in the last 20 years.
F: So, it's just a case of bringing it more up-to-date?
M: Exactly, and it doesn't need to be a huge amount of work but it will answer the question thoroughly and improve your grade. I've got a list of websites here that should provide you with all the data that you need if you'd like it.
F: Oh, that's a relief! Thank you.

(2 seconds)

(10 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

R: You hear two students talking about a presentation they've just given.

(15 seconds)

(Female and Male)

M: Well, that wasn't exactly how we thought it would go was it? I mean, I still think it was good to talk about something that was new and exciting for us and it's something that nobody else was dealing with in their presentations.
F: I agree but maybe we should have listened to Professor Fletcher's warning and presented something else. Not that he offered us any alternative ideas.
M: No, I don't think so. I mean, after all, it was our presentation and there was a good turnout, so people were interested in coming.
F: Yes, and to be fair at the end Professor Fletcher said we'd done a good job and not to be discouraged that the people who attended did not really ask any questions or interact with us much. He said that's often the case... he didn't think they were bored.
M: I think he's right and as long as we get a good grade for the work that's all that matters in the long run.
F: Absolutely, and it also helps us develop valuable skills along the way.
M: Right let's go and get some lunch. I'm hungry!

(10 seconds)

[REPEAT Conversation Three]
(2 seconds)

R: Conversation Four

(2 seconds)

R: You hear a student talking to a member of the university Drama Club.

(15 seconds)

(Female and Male)

F: Have you signed up for the Drama Club yet Darren?
M: No, I'm in two minds still.
F: You'd be great. You're such an outgoing person and we put on a variety of shows so there's something for everyone.
M: I know and I'm still really interested but I've got a lot on my plate at the moment with university work and a part-time job.
F: I admit that when we're rehearsing there's a lot to do but that's only really two or three times a year.
M: So, what do you get up to the rest of the time?
F: We have fun basically. Professional actors, singers and dancers come and teach us all sorts of things and - while it might not be the first thing you'd think of, it's a great way to let off steam.... you know get rid of some of the stress of studying by having a laugh. It's mostly about getting a good work - social life balance.
M: Um. Maybe I will join.

(10 seconds)

[REPEAT Conversation Four]

(2 seconds)

R: Conversation Five

(2 seconds)

R: You hear a university tutor talking to a student called Neil.

(15 seconds)

(Female and Male)

F: Hi Neil, have a seat.
M: Good morning. I'm anticipating that there was a problem with my latest essay. I tried really hard to make this one as good as I could.
F: No, no, it was a big improvement on the last two and I wanted to go through it with you to tell you why it's better that the previous essays.
M: Oh ok. I wasn't expecting that!
F: This essay's much more logical in its structure and has fewer spelling mistakes and grammar errors than before, which is good to see. You've made some interesting observations too.
M: Actually, I was really excited about the concept of contemporary art coming full circle with some of the ideas of the Renaissance and how.
F: Ok, just stop there a minute. That's something I wanted to mention. Your enthusiasm sometimes carries you away and your passion for the subject takes you off in the wrong direction. Do you understand what I'm saying?
M: Ah yes. I think I do. The problem is when I'm researching a subject all kinds of fascinating data come up on line and I get very involved and go off on a tangent.
F: Well, make sure to stay focused on your essay's main topic.

(10 seconds)

[REPEAT Conversation Five]

(2 seconds.)

R: That is the end of Part Two.

R: Listening Part Three

You will hear a science lecturer talking about the use of bacteria as an energy source. 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.

(30 seconds)

[beep]

(Male)
M: My presentation today is about a field of research that could result in a new way of providing energy using bacteria. These bacteria though are unlike anything known to man: they're cyborg bacteria. I'm sure you're all familiar with the term 'cyborg'. It's a creature or organism that is partly artificial. Until now, cyborgs have been restricted to the realm of science fiction - but no more! Scientists on the cutting edge of energy research have now created bacteria that can be artificially modified to harvest the energy in sunlight.

Plants are remarkably inefficient at utilising the sun's energy to create food sources such as starch, in the process of photosynthesis. In contrast, artificial photosynthetic systems using bacteria can harness up to 80% of the energy from sunlight. Given their greater potential for converting sunlight into energy, scientists focused on bacteria, specifically Moorella thermoacetica, as an energy source.

In nature, these bacteria produce the chemical, acetic acid, from carbon dioxide and water, without the need for sunlight. Acetic acid is the building block for fuels, pharmaceuticals and a range of products. It's also what we all know as 'vinegar' – something we're more used to sprinkling on our fish and chips! It's an amazing chemical. We can also use it to create a special kind of biodegradable plastic called polyhydroxybutyrate. This is a great product because it decomposes naturally as time goes by.

To boost the natural formation of acetic acid in Moorella thermoacetica, scientists induced the bacteria to synthesise acetic acid under laboratory conditions. To kickstart it all, they fed the bacteria cadmium, a metal that is toxic to most organisms. Since the bacteria have a natural defence to cadmium they convert it into crystals of cadmium sulphide, which are relatively harmless. These are then excreted onto the surface of the bacteria where they act like minute solar panels converting sunlight into energy which can be used for cellular functions, like the formation of acetic acid. The whole process from growing the bacteria, to adding the cadmium solution and producing artificial photosynthetic organisms, takes only a couple of days.

These nano solar panels perform significantly better than any man-made technology currently being used. They're not only six times more efficient than plants at converting sunlight into energy, but they are also four times more efficient than commercial solar panels, which could have a huge impact on the overall cost of energy generation.

What makes this research particularly exciting, is the comparative ease with which energy can be artificially harnessed from sunlight. Other techniques require expensive equipment including solid electrodes whereas this approach only requires the bacteria to be kept outside in tanks filled with water. Since the bacteria naturally replicate themselves, it's a very simple process. The application of this research to rural areas or the developing world is potentially a game-changer.

Despite the obvious advantages of this technology, researchers are the first to admit it is probably just a stepping stone to more efficient, advanced processes. What's sure though, is that the findings couldn't have come at a better time. The sooner an alternative to fossil fuels is found, the better, if we're to combat climate change and rising greenhouse gas emissions caused by the burning of coal and oil.

(10 seconds)

[REPEAT Part Three]

(10 seconds)

R: That is the end of Part Three.

R: Listening part four.

R: You will hear a broadcast interview on the topic of true crime.

R: You will hear the discussion twice. Choose the correct answers.
You have one minute to read through the questions below.

(1 minute)

[beep]

(Presenter, Female, Male)

Pres.: Today I'm discussing true crime shows with my guests, Dave Jenkins, Professor in Criminology at Central University and Tilly Renton, social media expert.

M and F. Hi.

Pres.: Well, it seems that the true crime genre is currently enjoying unprecedented popularity. Streaming networks are awash with investigative documentaries covering real-life crimes. Isn't this just another form of entertainment? Dave, what's your opinion?

M: (laughing) I think many producers of investigative TV programmes and documentaries might challenge the description of their productions as mere 'entertainment'. Even though to all intents and purposes, that's what they are. Blue Sky TV even goes as far as blatantly promising viewers a stream of - I'll just quote from my notes, here - 'addictive, emotionally-charged accounts of true crimes.'

Pres.: So, Tilly, what do you think is the appeal of true crime shows?

F: Viewers see themselves as armchair detectives. They're not just watching TV for entertainment, they actually convince themselves that they may solve a murder by tuning in.

M: And it's not always just wishful thinking, on the part of the audience. Let's not forget that back in the 80s and 90s, the UK weekly TV show, Crimewatch, had viewers to thank for helping solve many high profile-cases. A few of which, I'd like to add, had left the police baffled for years if not decades!

Pres.: Many viewers of true crime are women. Tilly-have you any idea why this might be?

F: On the face of it, it seems surprising. I mean, true crime reporting often includes violent images and upsetting stories which you'd think might deter a female audience. But the appeal I think lies in the fact that women can much better relate to those who have suffered at the hands of criminals since they may have had a similar experience themselves.

Pres.: And what's it like for the actual victims portrayed in today's true crime shows?

F: I wish I could say they were treated with compassion and understanding. But nowadays producers don't think twice about using sensitive footage of victims and their families if it suits them, more's the pity.

M: Yes, producers really have lost their moral compass when it comes to respecting the wishes of those impacted by crime.

Pres.: On the whole, would you say that in true crime, the facts are reported accurately?

F: I think it's fair to say that producers either consciously or unconsciously often shape their entire narrative around proving themselves right about a suspect.

M: And they may manipulate evidence by omission of facts or even by under-analysing them. By doing so they can easily convince viewers of their conclusion.

Pres.: And in your opinion Dave, could true crime documentaries and stories affect the outcome of a murder trial?

M: Certainly, that's not beyond the bounds of possibility if members of a jury surf the net prior to attending a court trial. By and large though, the traditional media, whether it's newspapers or broadcasting, plays by the rules; the same can't be said for the internet where information can be accessed 24/7.

F: Online reporting is, as you say, very accessible-it's also got the most up-to-date information so it pulls in the curious reader. But there's a growing view among lawyers and journalists that jury members can put media reports to one side when they're asked to deliver a verdict.

Pres.: Well, it's an interesting topic that merits more discussion than we've got time for today, unfortunately... *(fade)*

(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

(Female and Male)

M: Would you like a lift to the station?
F: No, it's OK. My bag's not heavy and it's only 10 minutes.
M: Well, if you're sure.

(5 seconds)

R: Conversation One

[REPEAT Conversation One]

(5 seconds)

R: Conversation Two

(Female and Male)

F: I heard that you got really good marks in the last test.
M: Yes, I was pleased – and a little surprised, to be honest.
F: Why were you surprised?

(5 seconds)

R: Conversation Two

[REPEAT Conversation Two]

(5 seconds)

R: Conversation Three

(Female and Male)

M: Morning, Jenny. How can I help you today?
F: I'm concerned about one of your comments on my last essay.
M: I see. Which specific point do you want to discuss?

(5 seconds)

R: Conversation Three

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

(Female and Male)

F: Hey, have you got accommodation for next term?
M: Not yet, I'm still looking. Why? Are you interested in sharing?
F: Definitely! It would be great to split the rent and the utilities.

(5 seconds)

R: Conversation Four

[REPEAT Conversation Four]

(5 seconds)

R: Conversation Five

(Female and Male)

M: I think we're missing something crucial for the presentation tomorrow.
F: OK. Let's run through it again and try to identify the issue.
M: Or we could show it to the rest of the group for comments?

(5 seconds)

R: Conversation Five

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(Female and Male)

F: Tom, I couldn't help noticing that you missed the tutorial yesterday.
M: Sorry, something came up and I couldn't make it.
F: OK, you can catch up on our discussion with the other students.

(5 seconds)

R: Conversation Six

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(Female and Male)

M: What's your take on the controversial theory that Professor Johnson presented?
F: It's stirring up a lot of debate, isn't it? Personally, I find it intriguing.
M: But it completely challenges a basic belief in our field.

(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 students talking about lecture notes.

(15 seconds)

(Female and Male)

M: I've just been going through my notes from the last lecture, and there are big gaps.
F: Yes, I've got the same problem. I think our whole group is suffering.
M: And it's not like I switched off during the lecture. I just couldn't follow the argument at some points.
F: Yes, it's crazy, isn't it? Even if you pay attention to every word, you miss things. And he doesn't mumble. Everything's clear.
M: Well, the words are, but not the sense! I'm really at a loss what to do. I've thought of recording everything. Are we allowed to use our phones for that?
F: I don't know. But anyway, that's not a very efficient approach. It would be like attending twice or three times as many lectures!
M: True. And there's no point in getting together with other people if, as you say, everyone's having the same problem.
F: I find that I understand far more if I've had time to research the topic in advance. You could try that, too.
M: Sounds sensible.

(10 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

R: You hear two science students talking about presenting research findings.

(15 seconds)

(Female and Male)

M: I think the best way to go is a traditional slide presentation – just graphs and charts and slides with bullet points.
F: Yes, but that way, they only get to see the information once, while we're presenting. And we can't print all our colour slides. Ink costs a fortune!
M: So what do you suggest instead?
F: I was thinking a poster presentation would be more permanent. People can read it in their own time. We could even encourage everyone to do the same and cover the

walls of our tutor room with posters.
M: OK, but it's hard to create an attractive poster, isn't it? I can't draw, and I don't think you can either!
F: Drawing isn't necessary. We can use print-outs from Word and Excel. It will be just as colourful as slides.
M: But with slides, we can reveal the bullet points one by one and ask the students to try to give the points before we reveal them.
F: That's a brilliant idea! Of course that's the best way! It turns the listeners into active participants, doesn't it? Why didn't I think of that?
M: It came to me as I was creating the first few slides.

(10 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

R: You hear a tutor talking to a student about his course.

(15 seconds)

(Female and Male)

M: May I have a word with you?
F: Of course, Michael. Come in. Have a seat. What can I do for you?
M: As I think you've seen from my essays, I'm having difficulty producing work to the correct standard for the degree programme. The simple fact is, I had to take a part-time job to get by financially, and it's taking so much of my time, and my energy, too. I'm going to have to abandon the course.
F: Oh, surely it doesn't have to come to that? I've noticed that you've missed a few lectures lately, but there are ways you can earn money and still continue studying.
M: I didn't think there was a part-time version of this programme.
F: Well, not of *this* course, but we offer this one online, and that way, you can attend lectures when you're free.
M: But it'll still be too much work, won't it?
F: Maybe not, because you can have up to five years to complete the online programme, rather than three.
M: That sounds fantastic! Can I switch or do I have to start again?
F: Ah, for that you'll have to talk to several people. I'll make a list.

(10 seconds)

[REPEAT Conversation Three]

(2 seconds)

Conversation Four

(2 seconds)

R: You hear a student talking to a university accommodation officer.

(15 seconds)

M: Hi, I understand I'm eligible for campus accommodation as a first-year student. Is that the case?
F: Yes, it is. We think it makes a lot of sense for first-years.
M: I suppose living on campus means I'm close to lecture halls, libraries, the canteen … and … well, other students.
F: Yes, you join the community more quickly. And it saves time that would otherwise be spent commuting.
M: So you recommend a campus room because of convenience?
F: Actually, we think the key point in your first year is that you should focus on your studies and not worry about utility bills and cooking and so on.
M: Right. But a campus room's more expensive than renting in the city, isn't it?
F: Yes, because in the city you can share costs with other students in a house or a flat.
M: I see. Are campus halls noisy?
F: Yes, that can be a consideration. But you can have the same issue in a student house or flat in the city.
M: I suppose that's true. I must say, the idea of not having to worry about cooking for myself and so on sounds appealing. For me, that outweighs any drawbacks.

(10 seconds)

[REPEAT Conversation Four]

R: Conversation Five

(2 seconds)

R: You hear two psychology students talking about their repetition of a well-known research study.

(15 seconds)

(Female and Male)

M: Although I know what the original research by Asch found, it's hard to believe that people are so desperate to agree with the opinions of other people, even when that opinion's clearly wrong!

F: I know. Like even if it's a matter of fact, like whether one line's longer or shorter than another line.

M: It's incredible. But what we found is almost exactly in line with Asch's results from the 1950s.

F: Well, on average, 70% of people agreed with the group in our research, rather than 75% in Asch's experiment, but that difference isn't significant. It suggests that any time you do the experiment under similar conditions, the result won't deviate too much.

M: I suppose we need to draw some conclusions. You spoke to the participants afterwards. What did they say?

F: Most of the people who went along with the wrong answers said they were too shy to stand up to the other people. They were afraid to be different.

M: I suppose, as many people have said, agreeing with your group's a survival instinct. You don't want to be left outside the protection of your group. It would have been physically dangerous in the past.

(10 *seconds)*

[REPEAT Conversation Five]
(2 seconds)

R: That is the end of Part Two.

R: Listening Part Three

You will hear a student making a presentation about the uses of bitumen.
Complete the information on the notepad.
Write short answers of one to three words.
You will hear the person twice.

(30 seconds)

[beep]

M: Today, I'm going to talk about some of the interesting things I've discovered about an oil product called bitumen. It seems that it's been in use for thousands of years for various purposes. The early uses of oil and bitumen reflect how creative and adaptable early humans and then ancient civilisations were in utilising the resources available to them.

Bitumen's a thick, sticky form of crude oil – the oil which comes out of the ground. It's so thick that it's in a semi-solid state, which means that it's an ideal substance to use as a natural glue. Archaeologists have found evidence that 50,000 years ago, early humans, known as Neanderthals, used bitumen to stick pointed stones to wooden handles to make hunting spears.

Coming forward to ancient civilisations, in the Middle East around 3000 BCE, the Sumerians, Assyrians and Babylonians used bitumen as a mortar to stick building bricks together and as a way to waterproof boats. The famous Hanging Gardens of Babylon, one of the Seven Wonders of the Ancient World, used bitumen in the construction of its terraces, presumably to prevent the water used to water the plants from washing them away.

Moving to ancient Egypt, bitumen was used in the embalming process. Embalming is the way the Egyptians preserved the bodies of the dead, which is one of the famous parts of their culture. Because the substance resists water, bitumen helped to protect the bodies from decay as they lay in their tombs.

Staying in ancient Egypt, bitumen was also used to seal the joints in the construction of the pyramids, and this is why we can still see some of these stone structures 5,000 years later.

In ancient Rome, the substance was used to kill insects. It was, apparently, mixed with sulphur when used for this purpose because, in this form, it emits a gas. However, I couldn't find out how they used the mixture exactly. Perhaps they had pots of it in their houses and public buildings. Or perhaps they used it in the same way that some people still do today – made into balls and put into wardrobes and clothes drawers to kill moths which love to eat wool and so on.

Bitumen was used in Persian medicine too, to treat a number of illnesses and complaints. Persian doctors recommended its use in cases of broken bones, to speed up repair. It was put onto a bandage which was then wrapped around the break. It was also used as a drink for people with breathing problems. The science behind its effects is now known. It works on the heart in a good way and gives people more strength. It also improves the digestion of food, which can be very important in recovery from severe illness.

In North America, Native American tribes used bitumen for many of the purposes already mentioned, but also as a base for paint. This further demonstrates the wide range of uses for bitumen products, but even more the fact that its many properties were discovered and put to use across widely separated continents and cultures.

Coming forward to the Industrial Revolution in the 18th century and beyond, bitumen played a crucial role in the expansion of infrastructure, particularly with the development of road networks. In fact, the ancient Greeks called bitumen 'asphaltos', and we still use the word 'asphalt' in English for this widely used material. It provides a long-lasting and smooth surface for vehicles to travel on.

Thank you for your attention, and I hope you now have a better understanding of the many uses of bitumen!

(10 seconds)

[REPEAT Part Three]

(10 seconds)

R: That is the end of Part Three.

R: Listening Part Four.

R: You will hear a podcast in which the book Coming of Age in Samoa is discussed.

R: You will hear the discussion twice. Choose the correct answers. You have one minute to read though the questions below.

(1 minute)

[beep]

Pres: Welcome to another episode of *Cultural Crossroads*, the podcast where we explore different societies, past and present. Today, I'm discussing the ground-breaking ethnographic work, *Coming of Age in Samoa*, by the American cultural anthropologist, Margaret Mead. And I'm joined by Dr Alice Thompson, a cultural anthropologist specialising in Pacific Island cultures, and Dr Robert Evans, a sociologist focusing on adolescence and identity development. Welcome, both of you.

F: Thank you for having us.

M: Absolutely.

Pres: Now, this particular study by Margaret Mead was published in 1928, but people in the field are still talking about it today. Alice, perhaps you could provide us with an overview of Mead's study and its significance?

F: Certainly. Margaret Mead conducted her research in Samoa, an island nation in the South Pacific. She aimed to explore the impact of culture on the experience of adolescence.

Pres: The effect which culture had?

F: Yes, exactly. After studying the society for some time, she argued that Samoan adolescents experienced a smooth transition into adulthood due to the relaxed social norms, in marked contrast to the anxieties commonly associated with Western adolescence.

M: And can I just say that Mead's findings had a profound impact on the field of sociology. By highlighting the role of cultural *context* in shaping adolescent development, she addressed the no-

tion of adolescence as a universally turbulent and stressful period and seemed to disprove it. Most people thought this was true at the time, because adolescence was viewed through Western eyes.

Pres: Fascinating. And did Mead's work influence the field of anthropology too Alice?

F: Indeed, it prompted scholars to consider for the first time the impact of cultural factors on many aspects of human life, including rites of passage and gender roles in society. She paved the way for more subtle and contextualised analyses of human behaviour.

M: Yes, that's right. Mead's work sparked important discussions. By highlighting the fluidity and relative ease with which both male and female Samoan teenagers navigated adolescence, she forced people to look again at the binary notions prevalent in Western society about these roles and questioned whether they applied to cultures seen as exotic by Westerners.

Pres: Now, I understand that Mead's work sparked significant debate and controversy. Robert, sticking with you for a minute, what were some of the criticisms directed at *Coming of Age in Samoa*?

M: I think the main criticism focused on Mead's methodology. Some argued that her research was based on a relatively small sample size.

F: In my opinion, her failure was when she claimed that her findings could be applied globally. She argued that her work indicated there might be no universal principles in human development and that it all relies on local culture.

M: Mmm. I'm not actually sure she meant that.

F: Well, whether that's true or not, it's important to acknowledge that Mead's work was conducted in a specific cultural and historical context. While her study remains influential, subsequent research has highlighted the need for a more wide-ranging understanding of Samoan culture and the complexities of adolescence across different societies.

M: Yes, that's absolutely right. Indeed, the study's limitations remind us of the importance of ongoing research and evolving perspectives.

P: Now, wasn't there some suggestion that some of Mead's participants may have lied to her in order to look interesting in the eyes of their peer group?

M: Yes, indeed. It's like if you ask teenage boys in a Western city in front of their friends if they have ever taken drugs. Boys with no experience of drug-taking may well say yes.

F: We must always try to avoid that effect when conducting studies of behaviour.

Pres: So, what lessons can we draw today from *Coming of Age in Samoa*? Have the findings been completely surpassed by later research or deeper understanding of different cultures? Alice?

F: No. I think Mead's work continues to remind us of the significant role culture plays in shaping human experiences, even if she got some of her conclusions about Samoa wrong.

M: Absolutely. But the flaws in Mead's research highlight the need for a rigorous methodology when we set out to discover the real nature of behaviour in another culture.

Pres: Thank you both very much.

(5 seconds)

[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

(Female and Male)

M: Could you please clear up the kitchen today? It's really messy.
F: Sure. I'll take care of it.
M: And could you also remember to put out the rubbish tomorrow?

(5 seconds)

R: Conversation One

[REPEAT Conversation One]

(5 seconds)

R: Conversation Two

(Female and Male)

F: Ben, I've noticed that your recent assignments have been below your usual standard.
M: Yeah, I've been feeling stressed with all the work lately.
F: OK. Let's schedule a meeting to discuss how I can support you better.

(5 seconds)

R: Conversation Two

[REPEAT Conversation Two]

(5 seconds)

R: Conversation Three

(Female and Male)

M: I heard you won first place in the art competition! Congratulations!
F: Yes! I can't believe it, although I worked really hard on that piece.
M: You totally deserved it.

(5 seconds)

R: Conversation Three

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

F: You seem to be struggling with time management, Liam. You need to create a schedule and stick to it.
M: But how do I stick to the schedule? That's my problem.
F: Minimising distractions is crucial.

(5 seconds)

R: Conversation Four

[REPEAT Conversation Four]

(5 seconds)

R: Conversation Five

(Female and Male)

M: Good morning. Welcome to Student Services. How can I assist you today?
F: I wanted to inquire about the possibility of changing my accommodation.
M: Right. Let me check the current availability.

(5 seconds)

R: Conversation Five

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(Female and Male)

F: I'm really stuck on this assignment.
M: I feel the same. Maybe we can brainstorm and bounce ideas off each other?
F: Right. Why don't we meet up at the library tomorrow and work on it together?

(5 seconds)

R: Conversation Six

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(Female and Male)

M: I checked out that prospective flat yesterday. It's really spacious and overlooks the park.
F: Does it have all the amenities we were after?
M: Well, it's got all the appliances, including a dishwasher.

(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 people discussing the first year at university.

(15 seconds)

(Female and Male)

F: Are you looking forward to starting university?
M: To be honest, I'm a bit nervous. As a second-year student, do you have any advice for me?
F: Let's see. Well, firstly, get involved in university life immediately. Join societies that match your interests. It's a great way to make friends quickly.
M: Right. But I'm worried about managing my time effectively.
F: It's good to be concerned because it's very important. You need to have a clear record of your lecture times and study hours and deadlines for university work. But above all, never forget to give some time for social activities and looking after yourself.
M: What do you mean? Personal safety?
F: Actually, I was thinking more about getting enough sleep, eating healthy meals and doing things to lower your stress level. All this will help you do better in your studies.
M: That makes sense. By the way, what should I do if I need help with my coursework? I guess the tutors will help?
F: Certainly! My tutor was amazing! And I know that your university can give you a hand with your academic skills... writing and reading and so on.
M: That's a relief! My reading skills are pretty good, but I was feeling stressed about my essay writing. I'm not sure it's good enough at the moment.

(10 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

R: You hear two psychology students talking about a joint project they are working on.

(15 seconds)

(Female and Male)

F: We need to figure out how to do this research project. Any thoughts on how we should approach it?
M: I think it's important to play to our strengths, so let's start by setting out the different components of the project and the skills required for each.
F: That sounds reasonable. So, we have data collection, then data analysis, and finally report writing.
M: Exactly. You have experience of data collection.
F: So do you.
M: Well, not as much, and I'm not comfortable doing it. If it was web research, it would be different.
F: But what are you going to do while I'm talking to the interviewees?
M: I can set up the spreadsheets to put the data in.
F: Oh, come on! I love doing spreadsheets!
M: OK. Let's do it the other way round.
F: No, fine. Stick to Plan A. And for the report writing, we could work together and divide it into sections. That way, we can both contribute our thoughts to the final report.
M: That works for me. We should also set deadlines for each phase of the project.
F: I agree. We don't want a last-minute rush.

(10 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

R: You hear a secondary student called Michael, talking to his careers guidance officer.

(15 seconds)

(Female and Male)

F: Hi. Have a seat. Do you want to talk about possible careers?
M: Yes and no. I'm in my last year here and I'm feeling stressed about choosing a university course.
F: Well, the first thing is to take some time to reflect on your interests, then think about your long-term goals. What subjects do you enjoy the most?
M: I've always been fascinated by science, and I enjoy conducting experiments. I'm also really interested in the environment.
F: So you could consider exploring the curriculum for courses in environmental science or ecology. You might find them particularly interesting.
M: Right. But I'm also concerned about future work opportunities.
F: That's an important consideration, but the demand for experts in those areas is growing all the time. Check out the number of job opportunities and the typical salaries you can expect. They're good now and they'll probably be even better by the time you graduate.
M: Is there anything else I should keep in mind while making this decision?
F: Think about factors like the university's reputation in the specific field, the available resources and the teaching facilities. It's also helpful to attend university open days or virtual events to get a feel for the campus, because you'll be living there for at least three years.
M: Thank you so much for your advice.
F: It's my job!

(10 seconds)

[REPEAT Conversation Three]

(2 seconds)

R: Conversation Four

(2 seconds)

R: You hear two students talking about a university society.

(15 seconds)

(Female and Male)

M: OK. So, I'm off to my society meeting now.
F: Which society's that?
M: Didn't I tell you about it? It's called Creative Minds. It's for people who love the arts, including painting, writing and music.
F: Sounds good. I wish there was a society like that for photography.
M: Oh, we have photographers, too. It's an art form, isn't it?
F: Not when people are just taking selfies with their mobile phones all the time, but I've spent a fortune on kit over the years.
M: So why not come along now if you're free? The meetings last two hours.
F: Not sure. What exactly do you do there? Is it lectures on theory from people working in the field?
M: It's more practical than that. We're given a subject at the beginning of each meeting and we have to produce something in our medium by the end. Well, *before* the end so that we can show it around and get comments.
F: The trouble is so often comments are really brutal, even when people aren't professionals.
M: The organiser reminds people before asking for feedback that it must be constructive. Personally, I think negative criticism can be good, too, but that's avoided.
F: OK. I'll go and get my camera!
M: Cool!

(10 seconds)

[REPEAT Conversation Four]

(2 seconds)

R: Conversation Five

(2 seconds)

R: You hear two university students discussing a flat they have looked at.

(15 seconds)

(Female and Male)

F: So, what did you think of that? As I see it, there's potential, but I'm also worried about a few things.
M: Really? I don't have any issues with the flat itself. It's close to the campus, there are shops nearby and it's on a regular direct bus route, which would make our daily commute much easier. Plus, it's very big.
F: Agreed, but the sofa and chairs are a bit old-fashioned, and the bathroom could use some renovation.
M: I didn't feel that. But I did note that the rent's a bit higher than we'd anticipated.
F: Yes, I was coming to that. However, on the bright side, the landlord seems willing to discuss any maintenance issues, so we should put together a list of issues and get a response before we come to a decision. Don't you agree?
M: In principle, but the flat may have been snapped up by other students by the time we've done all that.
F: I guess that's a chance we'll have to take.
M: OK. I'll get some paper.

(10 seconds)

[REPEAT Conversation Five]

(2 seconds)

R: That is the end of Part Two.

R: Listening Part Three

You will hear a student giving a presentation on the 17th-century English scientist, Robert Hooke.
Complete the information on the notepad.
Write short answers of one to three words.
You will hear the person twice.

(30 seconds)

[beep]

M: The 17th-century scientist, Robert Hooke, has been called the English Leonardo da Vinci by one of his biographers. Like the much more famous da Vinci from two centuries earlier, Hooke knew about many different areas of science, including biology, physics and astronomy. He was also an engineer.

Hooke was born on July 28, 1635, and he spent his early life observing everything around him and making excellent drawings of a wide range of things, from mechanical devices like clocks to things from nature like plants and animals. He was educated at an important English school and then went on to study at Oxford University, where he was able to listen to some of the leading scientists of his day.

When he was 30, Hooke produced a book called *Micrographia*, which was the first book to show drawings of things observed through a microscope. The device had been invented 60 years before, but it hadn't been used to record observations until Hooke's time.

Hooke's ability to make detailed drawings is one reason he's compared with da Vinci. da Vinci's drawings of the human skeleton, with all its muscles, showed people things they'd never seen before, while Hooke's illustrations of insects showed people a world that they'd not even known existed! Because they looked so incredible at 50 times their size, some people said that Hooke had invented them rather than drawn them from life.

It was in *Micrographia* that Hooke described the structure of the material cork. Looking at the material through his microscope, Hooke noticed that it consisted of a honeycomb structure. He coined the term 'cell' to describe the multiple parts of this structure, and the term was adopted as the name for the basic unit of a living thing.

Hooke's contributions to engineering were also revolutionary. His most famous law, the Law of Elasticity describes the relationship between the force applied to a spring and its movement. Hooke's work in clock-making using this law led to the development of more accurate timepieces. Once again, his achievements mirror those of da Vinci's in engineering. However, Hooke was sometimes disparagingly referred to as a mechanic by his critics, suggesting he was just an engineer, rather than a natural philosopher like Hooke's English rival, Isaac Newton.

It was an unfair characterisation. For example, in astronomy, Hooke made important advances. He proposed the theory that light moved in waves and said that there was gravity in space. This was an important understanding, but he isn't widely recognised for his ideas about gravity. Most people remember Sir Isaac Newton instead.

Hooke tried to deal with this issue during his lifetime. He said that Newton's theory of gravity was stolen and based on Hooke's own ideas about the movement of the planets, which Hooke had observed through his telescope. However, he lost the war of words with the more famous Newton, and this is probably why Hooke is little known by anyone outside of science today.

In his lifetime, however, Hooke was very well known. He was assistant to another great English scientist, Robert Boyle, who discovered important laws about the behaviour of gases. And he was also a longstanding member of the Royal Society. This was a group of the most important scientists and engineers in the country, and Hooke was central to the society - as its Curator he was responsible for creating and conducting experiments and demonstrating them to the society's members.

Beyond science, Hooke contributed to architecture, which again shows how similar he was to da Vinci. After the destruction caused by the Great Fire of London in 1666, Hooke was asked to survey the city and also played an important role in the city's rebuilding. He worked alongside Christopher Wren, another person known for his wide-ranging interests, knowledge and skills.

(10 seconds)

[REPEAT Part Three]

(10 seconds)

R: That is the end of Part Three.

R: Listening Part Four.

R: You will hear part of a tutorial in which the classic 19th-century novel, Emma, by the English writer Jane Austen, 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]

(Presenter, Female, Male)

Tutor: Hi, Alex. Hi, Judith. How are you two?

M/F: Fine, fine.

Tutor: We're here today to discuss *Emma*, by Jane Austen. Now, I've read both your essays on the novel, and it's clear that you hold very different views, so I want to explore those differences today and see if there are any points of agreement. Let's start with the main character, Emma herself. Alex, would you like to start?

M: Sure. I couldn't connect with Emma Woodhouse after the first couple of chapters. I think, in general, readers are supposed to associate with the main character in some way, aren't they? But she came across to me as too manipulative and self-centred … I can't see the appeal.

Tutor: OK. Judith. Reactions to that?

F: I think Alex's basic premise is wrong. The protagonist – the main character of a novel – sets the action of a novel or a play in motion. That's his or her role. We don't have to like the person.

M: Well, she certainly instigates everything by sticking her nose into the lives of the other characters without considering the consequences. Her actions cause unnecessary drama and heartache.

F: But that's the whole point of the novel. Her behaviour drives the action. If she weren't sticking her nose in, as you say, there wouldn't be a novel. Besides, throughout the course of the novel, in her relationship with Mr Knightley in particular, we witness her growth and self-realisation, which makes her life's journey so interesting, even though she never leaves the small community of Highbury.

Tutor: OK. Let's explore another major point of contention which you just touched on, Judith, the relationship between Emma and Mr Knightley. Alex, how did you perceive their relationship?

M: I felt it lacked depth and chemistry. Mr Knightley seemed more like a mentor to Emma, teaching her how to behave, rather than a romantic interest. When they eventually got together it felt forced, rather than a natural progression.

F: On the contrary, I believe Austen crafted a gentle romance between Emma and Mr Knightley so that she wasn't just tying up the loose ends in the final chapters. Their mutual respect laid the foundation for a deep and meaningful connection. To me, their eventual marriage felt like the perfect culmination of the love story, even if it has become a bit conventional in the centuries since.

Tutor: OK. Now, what about the theme of social class and its portrayal in *Emma*?

F: Well, it's central … it sheds light on the challenges and constraints which individuals faced during that era. Emma's privileged upbringing allowed her to navigate societal expectations more easily, but it also restricted her perspective.

M: Yes, the significance of social class is huge in the novel, but I believe Austen's portrayal reinforces the status quo rather than challenges it. The narrative seems to promote the idea that marrying within one's social circle is the ultimate goal for a woman.

Tutor: It's interesting how different readers interpret the same character and themes.

Let's discuss one final aspect: Austen's writing style. Alex, I assume you're not a fan?

M: Actually, I found Austen's intricate descriptions very interesting. And, of course, her use of language is wonderful in those parts. What I couldn't get into was the lengthy dialogues because, for me, they slowed down the pace of the story. I prefer a more concise and direct conversational style in a novel.

F: Well, of course, I thoroughly enjoyed her writing style and her selection of the perfect words in those long descriptions painted a vivid picture of the settings and characters. The dialogues are long but, for me, they add depth to the interactions and reveal subtle points about the relationships.

Tutor: OK. I'm not going to say what I think about all these points here, but you'll see when I return your essays early next week.

(5 seconds)

[REPEAT Part Four]

(10 seconds)

R: That is the end of Part Four.

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ANSWER KEY

TEST 1

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

Total: 7 marks

Listening Part 2
8. b 9. a 10. c 11. a 12. a
13. b 14. c 15. a 16. c 17. b

Total: 10 marks

Listening Part 3
18. little ice/Ice 19. haze
20. core samples 21. 12th and 13th/ twelfth and thirteenth
22. colour 23. dust
24. multi(-)disciplinary

Total: 7 marks

Listening Part 4
25. c 26. a 27. c 28. a 29. a 30. b

Total: 6 marks

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

Total: 6 marks

Reading Part 1b
7. b 8. c 9. c 10. a 11. b

Total: 5 marks

Reading Part 2
12. D 13. A 14. G 15. F 16. H 17. B

Total: 6 marks

Reading Part 3
18. C 19. C 20. A 21. B 22. D 23. B 24. C

Total: 7 marks

Reading Part 4
25. d 26. b 27. b 28. a 29. c 30. a

Total: 6 marks

TEST 2

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

Total: 7 marks

Listening Part 2
8. b 9. c 10. b 11. a 12. b
13. c 14. b 15. a 16. a 17. c

Total: 10 marks

Listening Part 3
18. vinegar 19. plastic
20. laboratory conditions 21. surface
22. cost 23. tanks 24. rural areas

Total: 7 marks

Listening Part 4
25. b 26. b 27. c 28. a 29. b 30. c

Total: 6 marks

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

Total: 6 marks

Reading Part 1b
7. a 8. b 9. c 10. a 11. b

Total: 5 marks

Reading Part 2
12. A 13. F 14. G 15. H 16. D 17. B

Total: 6 marks

Reading Part 3
18. B 19. A 20. B 21. C 22. B 23. C 24. D

Total: 7 marks

Reading Part 4
25. d 26. c 27. b 28. d 29. b 30. a

Total: 6 marks

TEST 3

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

Total: 7 marks

Listening Part 2
8. a 9. c 10. c 11. b 12. b
13. a 14. b 15. c 16. b 17. a

Total: 10 marks

Listening Part 3
18. handles 19. waterproof
20. terraces 21. pyramids
22. (wool) clothes 23. paint
24. road networks

Total: 7 marks

Listening Part 4
25. c 26. a 27. b 28. c 29. c 30. b

Total: 6 marks

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

Total: 6 marks

Reading Part 1b
7. b 8. a 9. c 10. a 11. c

Total: 5 marks

Reading Part 2
12. B 13. A 14. F 15. H 16. D 17. E

Total: 6 marks

Reading Part 3
18. B 19. C 20. D 21. A 22. C 23. D 24. B

Total: 7 marks

Reading Part 4
25. d 26. a 27. a 28. c 29. b 30. b

Total: 6 marks

TEST 4

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

Total: 7 marks

Listening Part 2
8. c 9. a 10. b 11. c 12. c
13. b 14. a 15. c 16. b 17. b

Total: 10 marks

Listening Part 3
18. nature 19. insects 20. cell
21. mechanic 22. planets 23. experiments
24. survey

Total: 7 marks

Listening Part 4
25. a 26. b 27. c 28. b 29. a 30. c

Total: 6 marks

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

Total: 6 marks

Reading Part 1b
7. a 8. b 9. c 10. a 11. b

Total: 5 marks

Reading Part 2
12. F 13. G 14. H 15. C 16. B 17. A

Total: 6 marks

Reading Part 3
18. D 19. C 20. B 21. C 22. A 23. A 24. D

Total: 7 marks

Reading Part 4
25. a 26. b 27. b 28. b 29. c 30. a

Total: 6 marks

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WRITING SAMPLE ANSWERS

Writing Part 1

The tourist board of Milton-on-Sea collects data to establish the value of international tourism to the town in four sectors. As part of a short course at Milton University, you have to write a report on the changing value of tourism. Use the information given below, which consists of a bar chart from the Environment Agency in England and three quotes from recent newspaper articles. Use the information given below, which consists of a graph showing where tourists spent money up to current Year 10 (with projections for Years 11 and 12) and a newspaper article from Year 8.

In your report, you should:

- describe the main trends in the past ten years
- give possible reasons for any change in trends since Year 8
- say whether you agree with the tourist board's predictions for Years 11 and 12.

Write between 150 and 200 words.

Sample Answer

As can be seen from the graph, income from international tourism fell in all four sectors from Year 1 to Year 8. Resort hotels in Milton-on-Sea used to receive the largest proportion of the money, but income fell from around £800,000 in Year 1 to around 350,000 in Year 8. Attractions and food outlets experienced the same trend, as did hire cars and taxis.

However, in Year 9, three of the four sectors saw a large rise in income. Presumably this was as a result of the opening of a new theme park and the new high-speed train link with the capital in Year 8. Although in Years 9 and 10, income for resort hotels continued to decline, all other tourist income sectors rose. Presumably many of the tourists coming to Milton-on-Sea because of improved rail transport stayed in private rental rather than resort hotels.

If the trend continues as the tourist board predicts, total income from all four sectors might increase to well over £1 million by the end of the next two years. I do not see any reason why this will not be the case. And if restrictions on the number of Airbnb rooms are put in place, then the resort hotel's income could well increase too.

Writing Part 2

Read the following statement and write about the topic.

> It is likely that the current generation of school-aged children will spend more time during their life at leisure rather than at work. Because of this, schools should concentrate on teaching children creative skills such as art and music so that they can use their increased leisure time productively.

Discuss this view and give your own opinion.

Write about 250 words.

Sample Answer

Education in the past was largely a way of preparing people for the world of work. Children were taught obedience and the importance of working hard. They also learnt the basic communication skills of reading and writing and some relatively simple arithmetic.

Many people involved in education today do not feel that approach is suitable for the modern world because today's school children are more likely to have more leisure time than previous generations have had. Work patterns and practices are not as rigid as in the past. Also, people are living longer and so retirement is longer. If individuals have continued with hobbies and sports from childhood, they are better equipped to fill their time when retired. Hobbies often involve other people so they are a good way of maintaining social connections, and sport keeps people fit.

Taking part in activities such as sports and the arts at school, can help personal growth, increase creativity, and provide valuable experiences beyond the world of work. Moreover, such activities can help students develop a sense of discipline, time management, and teamwork, which are essential skills for success in any area of life.

Of course, I do not believe that secondary schools should stop teaching basic subjects such as reading, writing and maths. However, they should offer a wide range of activities, possibly in after-school sessions, to encourage students to explore their interests and develop the additional personal skills which will help them make effective use of leisure time.

Writing Part 1

Official efforts have been made to reduce the sales of fizzy drinks in high schools by promoting healthier fruit juice. As part of an English course, you have to write a report on the changes in purchasing behaviour of high school students. Use the information given below, which consists of a chart showing the number of drinks sold in schools per week for the period Year 1 to Year 5 and information about developments that might have affected the purchasing behaviour.

In your report, you should:

- describe the main trends
- give possible reasons for these trends
- predict how purchasing behaviour is likely to change in the next five years.

Write between 150 and 200 words.

Sample Answer

As can be seen from the graph, sales of fizzy drinks had risen while juice sales had fallen steeply before the change in the law at the end of Year 2. It seems that as a result of the reduction in the price of juice, sales of fizzy drinks fell significantly in Year 3. Sales of juice, meanwhile, more than doubled. Both of these trends continued in Year 4 but it is clear that the government did not feel the movement was fast enough. At the end of Year 4, a law was passed increasing the price of fizzy drinks. This seems to have had the desired effect because, in Year 5, sales of juice nearly reached the same level as fizzy drinks. If the trends in the sales of both types of cold drink continues, in the next 5 years, sales of juice will far exceed that of fizzy drinks. However, it is likely that the changes will flatten out as price is not the only factor in determining cold drink choice.

Writing Part 2

Read the following statement and write about the topic.

> The use of artificial intelligence (AI) in an educational setting is becoming a key the issue. Some people say that AI is an excellent tool for learning. Others believe it is a way for students to avoid generating their own ideas

Discuss both of these views and give your own opinion.

Write about 250 words.

Sample Answer

Artificial intelligence (AI) in schools and higher education is being talked about a lot. Some people say it's good because it could help students find information for their studies more quickly. Others disagree, believing that it might make students lazy and stop them from thinking on their own.

The people who like AI in education say it is like a clever helper. They think that, because it is a learning system, it will gradually adjust to the level of each user. It will learn to provide information in the best way to suit the learner.

However, there are people who worry about using too much AI in education. They think if students always use AI, they might forget how to find information themselves and, perhaps even more importantly, how to come up their own ideas. They think AI could stop students from being creative.

In my opinion, it's good to use AI in all levels of education, but not too overuse it. AI can help students learn and find things, but teachers need to teach students how to think and learn on their own in addition. AI programs actually say they may get information wrong. They are also not completely up to date due to control on what data they can be given. It's important, therefore, to learn how to check if facts are right and whether it is the latest information about a topic.

Writing Part 1

The government wants to reduce the environmental damage of petrol and diesel engine cars and has taken measures to try to increase the sales of electric cars. As a student at Morton University, you have to write a report on the effectiveness of these measures in the Morton area. Use the information given below, which consists of a a graph showing sales of petrol and diesel cars against electric cars and a newspaper article.

In your report, you should:

- describe the main trends in the past seven years
- give possible reasons for the change in trends up to now (Year 7)
- say whether you agree with the predictions for the next three years.

Write between 150 and 200 words.

Sample Answer

The graph shows clearly that, even before government action in Year 3, there was a declining trend in the sale of petrol and diesel cars in favour of electric cars. Perhaps as a result of the government grants of £5,000 towards the purchase of an electric car, the existing trends accelerated from Year 3 so that in Year 5, the sales of electric cars exceeded those of new petrol -and diesel-engine cars. However, the trend flattened out in Year 6 and Year 7. Then came the announcement from the government that no new petrol or diesel cars could be sold after Year 10 and now there are predictions that the sales of electric cars will increase sharply as the downward trend in the sales of other cars accelerates.

If these patterns continue, it seems likely that electric cars will be at about 80% of total new car sales by the end of Year 9, and account for 100% of all new car sales by the end of Year 10.

Writing Part 2

Read the following statement and write about the topic.

> There is a lot of discussion about whether governments should allow genetically modified [GM] crops to be grown in their countries. Some people point out that GM crops grow faster, are more resistant to insects and are vital for feeding a growing world population. However, others believe that growing GM crops could negatively impact the environment and eating them could be harmful to humans.

Discuss both of these views and give your own opinion.

Write about 250 words.

Sample Answer

People are talking a lot about whether farmers should grow genetically modified (GM) crops.

The good thing about GM crops is that they could help farmers grow more food because they can grow faster, so produce more fruit or vegetables. In addition, GM crops can be made more resistant to insects which can destroy the crop. As a result, farmers would not have to use so many harmful chemicals on plants to ensure they survive insect attacks.

However, some people are frightened that GM crops might accidentally cause bad changes in animals that eat them, or even make people who eat them sick. They think these changes could spread in nature.

Governments need to think really hard before deciding to allow GM crops. Scientists need to do lots of tests to work out if GM crops are safe for the environment and for people to eat. I believe that they need to prove their results to the general public for GM crops to be widely accepted. Perhaps the answer is to have large-scale field trials with strict controls to prevent the crops being eaten by wild animals or seeds blowing into neighbouring areas.

One final point relates to the companies which produce GM crops. They should not be allowed to force farmers to take seeds only from them. Not only is this wrong from a commercial point of view, it is important for food security. For example, a variety of potatoes should be grown so that disease cannot destroy every plant of one species, as has happened in the past.

Writing Part 1

The government has published data on the sale of plastic shopping bags – both single-use and reusable ones – in supermarkets in the Moreton area. As part of your pre-sessional academic writing course, write a report on the changes in sales of shopping bags and evaluate the success of the government's policies. Use the information given below, which consists of a graph showing sales of both types of shopping bags up to current Year 8 and some opinions from people living in the Moreton area.

In your report, you should:

- describe the main trends in the past eight years
- give possible reasons for the change in trends in those years
- say whether you agree with the government's predictions for years 9 and 10.

Write between 150 and 200 words.

Sample Answer

The purchase of single-use plastic shopping bags in the Moreton area was already declining before the introduction of a 5p charge. During the same period, sales of reusable bags began to increase. Sales of single-use bags decreased from 70,000 to 65,000, while sales of reusable bags rose from around 3,000 to approximately 19,000.

After the introduction of the 5p charge, there was a significant shift in the sales of these two types of bags. In the following year, sales of reusable bags nearly matched those of single-use bags, reaching around 40,000 units. However, environmentally friendly bags did not manage to surpass single-use plastic bags in the subsequent two years. The government is now planning to double the price of the latter type to 10 pence in an effort to encourage people to use reusable bags.

The goal is that, within the next two years, reusable bags will almost completely replace single-use bags, but I think the government predictions are a bit optimistic. Some people resent paying for plastic bags and, while it's a worthwhile goal, it will be difficult to remove plastic completely from our lives.

Writing Part 2

Read the following statement and write about the topic.

> There is a lot of debate about the use of nuclear power to produce electricity. Some people say that only nuclear energy can supply a sustainable source of electricity in the future. Others say that nuclear power is too dangerous.

Discuss both of these views and give your own opinion.

Write about 250 words.

Sample Answer

The use of nuclear power for generating electricity is a topic that leads to very strong points of view. Some people believe that only nuclear energy can provide enough electricity for the future. They say that other green energy sources will always fall short.

On the other hand, there are those who oppose nuclear power due to safety concerns. They bring up accidents like Chernobyl and Fukushima, where serious harm was caused to the environment and people's health. These incidents show how risky nuclear technology can be. Some people say that safety measures have been improved since these accidents. However, critics worry that nothing built and operated by humans can ever be completely safe. People also mention how challenging it is to deal with the waste which a nuclear power station produces.

Another issue is the enormous cost of building nuclear power stations, but it could be said that all new technology is expensive. However, the long-term benefits of clean and sustainable energy sources like nuclear power often outweigh the initial costs. Additionally, advancements in technology may help reduce the expenses associated with nuclear power.

In my opinion, finding the right balance is very difficult. While nuclear power has its advantages in terms of energy production, we can't ignore its potential dangers. Safety measures and reactor designs have improved, but accidents are still possible. That's why we need to work on other green energy sources to see if they can become more efficient and more available around the world.

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SPEAKING SAMPLE ANSWERS

Practice Test 1
Sample Answers

Part 1 (3 minutes)
Topics

Food and Drink

I: What's your favourite type of food? (Why?)

C: *I really love Spanish tapas food and I have it whenever I can. I like the fact that with a tapas meal you have lots of different dishes and you share them.*

I: Who does most of the cooking in your home? (Why?)

C: *I suppose my family is quite traditional as my mother does the majority of the cooking in our house. Even though she works part-time she cooks the evening meal most days.*

I: What's your opinion about eating meat?

C: *I think we should include some meat in our diet because it contains protein and other nutrients our body needs., A healthy balanced diet should include a wide variety of foods such as fish, fruit and vegetables.*

I: Do you think it is important to be able to cook for yourself? (Why?/ Why not?)

C: *In my opinion every child should learn how to cook. Cooking is a basic life skill and it is something that will help them for the rest of their life.*

Travel

I: Which type of transport do you use most often? (Why?)

C: *The type of transport that I use regularly is the bus. I get the bus to and from college during the week and at the weekends I often get the bus into town with my friends.*

I: Tell me about the furthest place you have ever travelled to.

C: *Last summer I went to Cairns in Australia to visit my cousin. It took over a day to fly there so it was a really long journey.*

I: Where would you like to go to in the future? (Why?)

C: *I would love to go to New York one day. I have seen it in so many films and think it would be a great experience to look around such a famous city.*

I: How important do you think it is to learn to drive a car? (Why?)

C: *It's certainly very convenient to be able to drive a car especially if you live in an area where there is not much in the way of reliable public transport.*

Family Life

I: Who do you spend the most time with in your family? (Why?)

C: *That would be my sister because we go to school together during the week and at the weekends we often hang out in town with our friends or go to the cinema.*

I: What jobs do you do regularly at home?

C: *I don't have to do too much at home to be honest as my partner is home more than I am and she does a lot of the housework. I do most of the gardening however which I do at the weekends and I nearly always wash up after dinner and keep the kitchen clean and tidy.*

Family Life ***(continued)***

I: Who makes most of the important decisions in your home? (Why?)

C: *I would say that there isn't one main person who makes most of the decisions in our house. We both discuss issues together and then come to a decision. If we disagree about something we talk about it a bit more until we come to a compromise.*

I: How often does your family sit down together for a family meal?

C: *We try to eat together as often as we can, but it can be hard to have a family meal during the week because everybody is busy with work or school.*

Places and Location

I: Do you live in a city or the countryside?

C: *I live in a leafy part of the suburbs where the roads are fairly peaceful and all the houses have a garden. It's a pleasant area to live in because there isn't much traffic and it always feels safe.*

I: Where is the best place to go for a walk where you live? (Why?)

C: *Without doubt, the very best place to go walking in my neighbourhood is the local park. It's a big area with a wonderful lake in the middle of it that you can walk all the way around.*

I: Where do you do most of your shopping?

C: *I tend to go into the town centre to shop for clothes. Or if I need a supermarket I drive to the big one on the edge of town.*

I: How safe do you feel in your neighbourhood?

C: *I can honestly say that on the whole I feel very safe in my neighbourhood. The crime rate there is very low and I can't remember the last time I heard of anything bad happening. The only thing that happens occasionally is that young people put graffiti on the walls.*

Environment

I: What do you recycle regularly? (Why?)

C: *I try to be very good when it comes to recycling as I understand how important it is to protect our planet. Therefore I recycle all paper, glass, tin and plastic.*

I: What do you believe are the main causes of pollution in your neighbourhood?

C: *The main cause of pollution in the place where I live is the exhaust fumes from cars and other vehicles. The roads are too small for the volume of traffic and so there are many traffic jams.*

I: How do you try to make your home more environmentally friendly?

C: *I use solar panels but I'd love a small wind turbine. I also make sure that heat doesn't escape from the roof, windows and doors in the winter.*

I: When you're supermarket shopping, do environmental issues affect your food choices? (Why?/ Why not?)

C: *Yes. I try to choose products with eco-friendly packaging. The amount of plastic packaging on all products is excessive and unnecessary. Plastic is of course the worst thing although there is too much card and paper used too.*

Part 2 (2 minutes)

A

I: We are classmates. I start.

I: *Shall we go on the student trip to the theatre next week?*
C: *I'm quite interested, but is it very expensive?*
I: *Not really. It's just £10 for the coach fare.*
C: *Oh ok. That sounds good. I would really like to watch one of the famous musicals.*
I: *I'd like to go to the Phantom of the Opera. Are you interested in that?*
C: *Yes of course. That sounds exciting!*
I: *What about a boat trip on the river?*
C: *That would be brilliant and I think we would see lots of famous buildings then.*
I: *We'd need some lunch. What do you think we should eat?*
C: *How about fish and chips?*
I: *Excellent idea!*

I: *I'm one of your tutors. I start.*

I: *Would you like to be involved in a college project to promote recycling in our local area?*
C: *Yes, recycling is good for the environment. I'd love to help as much as I can.*
I: *We will try to get students engaged in the campus recycling programme. We are planning to organise an event at the college library and invite students to join.*
C: *That's a great idea!*
I: *We can also create a website to promote our project.*
C: *Yes. We could also do an email campaign to invite students to help with our project.*
i: *Yes. Let's try that!*

I: We are friends at college. I start.

I: *Which university club do you think I should join?*
C: *It depends on your interests. What are you interested in? Sports? Art?*
I: *I love theatre and acting. Is there a drama club in college?*
C: *Yes, there is. It can help you improve your acting skills. Why not try it and see what you think!*
I: *Do you know where I can apply to join the drama club?*
C: *Yes. You can find all the details on the college website. You can submit your application online.*

B

I: I work in a sports shop. You need to buy some sports kit as you have just joined the college athletics team. You start.

C: *Oh hi, I've just joined the college athletics team and I need to buy some sportswear.*

I: *Ok. What do you have already?*

C: *Well nothing really. That's the problem. I need trainers, shorts and some tops.*

I: *Ok, well we have everything here. What size shoes do you wear and what colour do you like?*

C: *I'm a size 11 and I think black trainers are best as white ones get too dirty. Are they very expensive?*

I: *We have a variety of prices.*

C: *Can I try some on?*

I: *Of course and then we can find you some shorts and tops.*

I: We are housemates. You think we should invite some college friends to a party. You start.

C: *I think we should have a party at our house to have some fun after all the studying we've been doing lately. What do you think?*

I: *That sounds like a good idea to me. Who should we invite?*

C: *Some of our classmates and I thought I would invite my sister too. What about you? Is there any one else you think would like to come?*

I: *Maybe the neighbours so that they don't complain to the landlord about the noise.*

C: *Ah, yes. That's a good idea. They aren't much older than us so hopefully they'd like to come. What about food?*

I: *We can't afford to spend too much, can we?*

C: *No. Why don't we ask everyone to bring something to eat with them and a drink or two? That way it won't be too expensive.*

I: *That's a good idea. How are we going to let everyone know?*

C: *I'll set up a Face Book group and invite everyone.*

I: *OK. I'll leave that with you then.*

I: I am a student accommodation officer. You are finding it very difficult to find suitable accommodation near campus. You start.

C: *Hi. It seems there is a shortage of housing for students in our city. Do you know if there are any available houses or flats?*

I: *I think there are some near campus. Let me check our updated list.*

C: *Thanks! It would be nice if I can find a place near the campus in the city centre. I can't find any in the city centre. They are all further out. And most of them are quite expensive to rent!*

I: *How about finding a house in the suburbs?*

C: *Oh. Well! If there aren't any other options I guess I could stay there.*

I: *And the rent won't be that high!*

C: *That's also very important!*

I: *Can you fill in this form with your name, email and phone number and I will send you all the available houses by email.*

C: *Thanks, you've been really helpful.*

Part 3

Follow-up questions:

I: What do you think is the main message of this text?

C: *I believe this text is intended to inform people of the value of modern zoos and how they work hard to protect many different species of wildlife across the world. It stresses how attitudes have changed towards endangered species and how modern zoos are now an important part of animal conservation.*

I: What do you think people find attractive about zoos?

C: *Zoos are definitely a popular attraction as they are of interest to people of all ages and social backgrounds. People are interested in how wild animals live and their individual characteristics. Also people find them educational and so they are particularly popular with groups of schoolchildren. As well as this, many of the animals are funny and entertaining to watch and zoos offer the chance to watch so many amazing creatures in a safe environment.*

I: How do you think zoos could be developed to provide a better experience for the animals there?

C: *As the text says, zoos have already changed a great deal. I believe in the future zoos will continue their valuable breeding and conservation programmes but I also think they will need to attract even more visitors to create enough funding. In order to achieve this they might introduce more interactive activities for visitors and more virtual reality exhibits. Also I hope they will work even more closely with governments around the world to ensure that animals are observed, protected and looked after in their natural habitats as much as possible.*

Part 4

C: *This graph gives us interesting data about the use of solar power in EU countries. The data compares how the use of solar power has changed in just two years. Most EU countries have increased their use of solar energy. None of the countries has reduced their use of solar power which is not surprising when the world is trying to reduce global warming. In some countries the increase is extremely small whereas in others there is a significant increase in solar energy. In Denmark surprisingly there was no increase. The graph certainly proves that the trend towards renewable energy is going in the right direction at least. We can also see that the majority of people are interested in solar power, although many do not believe it would produce enough energy where they live. It also seems that more people need to be educated about the benefits of solar power.*

Follow-up questions:

I: Which countries show the biggest changes in solar power use according to the graph?

C: *Greece, France and Poland are the countries that show a fairly large jump in use although they are still lower overall than Germany and Spain.*

I: Is there anything that you find surprising about the information in the graph? (Why?)

C: *I am quite surprised that some countries such as Greece and Italy don't use more solar power. However, having said that, it could be that their populations are smaller than those of other EU countries such as Germany and Spain. Also the fact that Denmark has stayed the same is surprising considering the need for green energy but this may be partly due to the climate there.*

I: What types of green energy do you think will be used more in the future and why?

C: *I believe that in the future there will be a big surge in renewable energy. Solar, wind and hydro power are the obvious sources that are already being used to a large extent globally and these will surely continue to be developed over larger areas. In theory, governments worldwide are committed to this but many seem very slow to actually take positive steps to protect our planet and reduce global warming.*

Practice Test 2
Sample Answers

Part 1 (3 minutes)

Topics

Reading

I: What kind of things do you enjoy reading (Why?)

C: *I really enjoy reading nature magazines and anything to do with the environment. I get the National Geographic magazine every month because it has wonderful photographs in it and interesting articles. I'm also quite interested in reading about what's going on around the world.*

I: Would you ever choose a book just because you liked the picture on the cover? (Why?/ Why not?)

C: *I often pick up a book in a shop because the cover looks interesting or attractive. However I always read the information on the back and have a look inside the book before I decide if I want to buy it or not. I don't think I would ever actually buy a book just because I have been drawn to the cover.*

I: Where do you get information about the news or current affairs? (Why?/ Why not?)

C: *I usually get news and information about what's happening in the world from different sources. I might watch the news on TV, read newspapers, or check news websites on the internet. Sometimes, I also hear about current events from friends and family. It's important to know what's going on in the world because it helps me stay informed and make decisions about things that matter.*

I: Which one do you prefer, reading on a screen or from a physical printed book? (Why?)

C: *I prefer reading on my mobile device. It's convenient because I can carry many books in one place, and I can read wherever I am. Plus, I can adjust the text size and have a built-in dictionary to look up words. While I like physical books too, my mobile is more practical for me.*

Free time, Entertainment

I: Tell me about a hobby that you would like to take up.

C: *I would really like to learn to be a better photographer. I think photography is a hobby that every one can try as it doesn't matter where you live, you can find something interesting to take photos of. I like to be outdoors so photography would be the perfect hobby for me as I could take pictures of plants and flowers and interesting landscapes.*

I: What do you like to watch on TV? (Why)

C: *It depends on the mood I am in. If I want to just relax and not use my brain too much I prefer to see a comedy or some kind of movie but if I am feeling more awake I enjoy documentaries and dramas. I also try to watch the news every evening as I think it's important to keep up with current affairs.*

I: Do you prefer to spend your free time alone or with other people? (Why?)

C: *On the whole I enjoy spending my free time with my friends or family as it's so much nicer to do fun and relaxing things with other people in order to share the experience. Having said that, there are times especially after a busy day, that I enjoy my own company and I might just want to sit in my favourite chair and quietly read a book or listen to music.*

I: How often do you spend your free time outside and what do you do?

C: *Depending on the weather and the season, I usually like to go out into the fresh air when I have the time. I love going for long country walks and playing basketball and tennis. On the other hand, if the weather is unpleasant I really enjoy playing computer games at home or watching a film on TV.*

Relations with other people

I: Can you tell me about someone that you get on well with?

C: *Someone that I really enjoy spending time with is my neighbour. We are approximately the same age and have lots of shared interests. She has travelled to many different countries and I love to hear her stories about the places she has visited. We get on so well that we are currently planning a trip around Europe together. Most of all I like her sense of humour and we laugh a lot when we are together.*

I: How easy is it for you to make new friends?

C: *It depends. Sometimes, it's pretty easy for me to make new friends because I'm friendly and open to meeting people. But other times, it can be a bit challenging if I'm in a new place or feeling a bit shy. Overall, I'd say I'm okay at making new friends.*

I: Do you always try to be polite to people? (Why?/ Why not?)

C: *I agree with this one hundred percent as good manners show what kind of person you are. Even if someone is not friendly or polite to you, it is much better to behave well towards them as this makes you the stronger person. Also you never know what someone is going through in their life and if you are polite and kind to them you may help to make them feel better and they will respect you.*

I: Tell me about the different generations in your family.

C: *In my family, we have different generations. There are the older ones, like my grandparents, who are from a different time and have a lot of wisdom. Then, there are my parents' generation, who are adults and take care of the family. I'm part of the younger generation, and there are kids in my family who are even younger. We all have different ages and experiences, but we're all part of the same family.*

Hometown or City

I: If you could choose, would you live in a city or a village? (Why?)

C: *I prefer to live in a city or at least a large town as I like to have everything I need on my doorstep. I enjoy going out and doing lots of different things and in a city you have all the facilities you need. Also you can choose from many different forms of entertainment such as the cinema, theatre and restaurants and bars. Finally there is more employment in a city than in the countryside.*

I: What could be done to improve your hometown?

C: *I think my hometown is quite a pleasant place to live generally but it would be nice if there were more leisure facilities. We don't have an indoor swimming pool or a modern gym. There is a beautiful park where you can go jogging but that's not so nice in the winter. Also I wish there were a few more restaurants and bars to choose from.*

I: If you moved away from the place where you live, what would you miss most? (Why?)

C: *I live in a very beautiful area and I would really miss going for long country walks if I moved away. There are so many places to walk to near my home. You can choose from walks in the woods or by the coast and the sea. I don't think there can be many places that have more wildlife that we do and I would miss that very much if I lived somewhere else.*

I: How easy is it to travel around your hometown?

C: *We have a very good and reliable public transport system where I live. There are buses that go to just about every part of the city and trains that can take you further away. There are also two big taxi companies which work all day and all night. This means that you can go wherever you want and whenever you want very easily.*

Technology and the internet

I: Tell me about a piece of technology or a computer programme that you don't like using. (Why?)

C: *I don't like using a certain computer program for work because it's really complicated. It makes my tasks harder instead of easier. I prefer simpler programs that are easier to understand and use, so I can get my work done without too much frustration. Also, this program often crashes, causing me to lose my work and causing more frustration.*

I: Can you share with me two devices in your home that you really like and use a lot?

C: *I can't imagine living without a TV and a kettle. I often have the TV on when I am home alone even if I'm not actually watching it. The background noise keeps me company and sometimes I use it to listen to music. As for the kettle; I like tea and coffee and I drink them throughout the day especially in the winter so it is very convenient to switch on the kettle and in a minute or two there is plenty of hot water.*

I: How different would your life be if there was no internet?

C: *On the odd occasion when the internet isn't working in my house I usually feel quite frustrated at first as I love to work online and surf the net or play games. However, I soon find other things to do and therefore without the internet I would probably be a lot more productive. Also I strongly believe that people would be more sociable without the internet and I would probably spend a lot more quality time with my friends and family if it no longer existed.*

I: How much time do you spend online each day? (Why?)

C: *I spend about a couple of hours online every day. I use the internet for various things like work, checking emails, and staying connected with friends and family. Sometimes, on weekends, I might spend a bit more time online for entertainment or to learn new things. I'm aware that I should engage in more physical activity rather than spending time on the internet.*

Part 2 (2 minutes)

A

I: We're college friends. I start.

I: *You know they're looking for students to work part time in the university bar. Do you think I should apply?*

C: *Yes, I think you'd really enjoy it and it's a great way to meet new people.*

I: *I'm a bit worried it might affect my studies though.*

C: *Well you don't have to do many shifts a week, just enough to earn a bit of extra money.*

I: *Hmm. I could do with some more money. Do you think the pay will be good?*

C: *I doubt if it will be brilliant but at least it's convenient as you can easily walk to work.*

I: *That's a good point. I think I'll go for it.*

I: We're college friends. I start.

I: *I really think you should become a student representative as you're so good at public speaking.*

C: *Do you think so? It's not really something I've considered before but it sounds interesting.*

I: *It is interesting. There are lots of different things involved such as helping students with various problems.*

C: *Do you mean like problems with their accommodation or social life or more academic issues?*

I: *Both. But don't worry; you don't have to have all the answers as you have a team of people that you can go to for advice or that you can refer them to. Would you like some more information?*

C: *Yes I think I would. Will it take up a lot of my time though as I have to study a lot?*

I: *No, just a few hours a week. You could manage that couldn't you? You actually get paid a small amount too.*

C: *Oh, really! I'd definitely like some more information then.*

I: I'm your roommate in a student house. I start.

I: *Our washing machine is broken, so we need to buy a new one.*
C: *Oh no, that's unfortunate. Do you know what happened to it?*
I: *I'm not sure, but it started making strange noises during the last cycle, and now it won't turn on.*
C: *That doesn't sound good. Let's check if it's still under warranty. Maybe we can get it repaired or replaced for free.*
I: *I already checked, but unfortunately, the warranty expired last year.*
C: *Okay, no worries. We'll have to shop for a new one then. I think one with a larger capacity would be nice, and if it's energy-efficient, that's even better.*

B

I: I work in the college canteen and there is very little choice of vegetarian food for you to eat. You start.

C: *I'm sorry to ask again, but is there any vegetarian food on the menu today?*
I: *There are two salad options. Don't you like salad?*
C: *Well, I do but not on a cold day like today and that's all that was on the menu yesterday. Don't you have any hot vegetarian food?*
I: *We did have a small amount of spinach pie but it sold out very quickly.*
C: *Well that's because so many students are vegetarian now. Surely you could have more vegetarian food on offer every day and something more interesting than salad.*
I: *You're right. You aren't the first person to complain. I will mention it to the kitchen manager.*
C: *That would be really good. Thanks.*

I: We're classmates. You want to help me with a project that I'm finding very difficult. You start.

C: *I noticed you've been struggling with the project. Is there anything specific that's causing difficulty?*
I: *Yeah, it's just hard to find reliable sources for the research part, and I'm not sure how to structure it.*
C: *I can help with that. Let's start by brainstorming some keywords for your research, and I can show you how to use online databases effectively.*
I: *That would be great, thanks!*

I: I work in the university gym. You want some information about becoming a member. You start.

C: *Hi. I'm interested in joining the gym. Can you give me some information please?*
I: *Yes, of course. What kind of membership are you interested in? We have some different options.*
C: *Oh, I'm not sure. What are the options?*
I: *Full membership gives you unlimited use of all the facilities including the pool and all the extra classes. That costs £60 a month.*
C: *That's quite expensive. What are the cheaper options?*
I: *For £30 a month you get to use the gym and the pool but you have to pay extra for classes.*
C: *That sounds good to me.*

Part 3

Follow-up questions:

I: What do you think is the main message in this text?

C: *This text discusses the impact of tourism on the environment and illustrates how attitudes to tourism are changing as people become more aware of climate change and threats to the environment. It shows that tourists are becoming more responsible and are trying to minimise any harm they may cause during their holiday. It also points out how difficult it is to accurately assess the whole impact of tourism and its many different aspects.*

I: What are some of the harmful aspects of tourism on the environment?

C: *There are many ways that tourism can have a negative impact on the environment. Firstly and maybe the most obvious is travel as people use cars, ships and planes to get to their holiday destination. All these forms of transport cause huge amounts of pollution. Then the fact that thousands of people descend on an area means that the area may become overdeveloped and the natural environment is damaged or destroyed.*

I: How do you think tourism will change in the next thirty years?

C: *In the next thirty years, tourism might change a lot. People might travel more to eco-friendly places to protect the environment. Also, technology could make travelling easier, like using virtual reality to explore destinations before going. And safety might be even more important, with better health measures for travellers.*

Part 4

C: *Based on the data from the graph, in 2016, approximately 21 million people in Europe were participating in online language courses, and this number increased by about 7 million each year for the next two years. In 2017, there were approximately 28 million users, and by 2019, the figure had reached a record high of 44 million users. Similarly, the usage of language apps showed a consistent upward trend. According to a student survey, the majority (63%) preferred traditional face-to-face teaching over online learning.*

Follow-up questions:

I: What is the trend in people using language learning apps in Europe?

C: *From 2016 to 2019, the use of language learning apps in Europe grew steadily. It began with about 2 million installs in 2016, rose to 3.1 million in 2017, jumped to 5.2 million in 2018, and reached its highest point with 8.3 million installs in 2019. This indicates increasing interest in language apps, due to the need for language skills, and easy access to mobile learning. The trend shows a strong demand for these apps in Europe during this period.*

I: Why do you think increasing numbers of people are learning languages online despite saying they prefer face-to-face classes?

C: *Some language learners like learning languages online or with apps because it's convenient. They can study whenever and wherever they want. It's also interactive, with games and quizzes that make learning fun. Plus, there are many resources available, and it's often more affordable than in-person courses or buying books.*

I: Do you think that, in the future, we will need to learn other languages?

C: *I think that in the future, we might not need to learn languages because we will all be able to use technology that translates things for us. At the moment you can get apps on your phone that do this but in future we might be able to implant the technology in our bodies and be able to understand every language!*

Practice Test 3
Sample Answers

Part 1 (3 minutes)

Topics

Education

I: Can you tell me about a time when you really enjoyed learning something?

C: *When I was sixteen, gave me a pottery class as a present, and I learned to make a pot with a professional artist. It was a lot of fun, and we laughed because things went wrong sometimes, but in the end, I managed to make a fruit bowl.*

I: Tell me about a teacher that you remember very well.

C: *That would be my primary school teacher, Mr Harding. He was very friendly but at the same time he could always keep the children under control. He made all the lessons interesting and he used to tell us stories about all the places he had travelled to.*

I: Do you think it's better to go to university or get a job after school? (Why?/ Why not?)

C: *This is a difficult question to answer because I can see that there are advantages to both choices. For me though I believe that people who go to university end up with more career choices and also get the chance to leave home and become independent in a supportive environment.*

I: Have you ever had remote, online lessons? (Why?)

C: *Yes, I did online Spanish lessons, and they really helped me get better at Spanish. I did them because my schedule was too busy for in-person lessons.*

Weather

I: Which season do you like most? (Why?)

C: *I think I am unusual because I like winter and most people I know love summer. I love winter because it's not too hot so it's easier to get on with things. I enjoy putting my winter clothes on and going for long walks. Also, in the winter, I usually go on a skiing holiday with my family and that's my favourite thing to do.*

I: Have you ever experienced very extreme weather?

C: *I do not have personal experiences, but there were recent serious flooding events in some areas of my city, which resulted in the destruction of many buildings, although not in the area where I live*

I: How does the weather affect how you feel?

C: *When it is warm and sunny I feel positive and relaxed. When the weather is cold and wet and gray I actually feel quite depressed. I think like most people the weather has a big impact on how I feel. If I'm stressed or tired a blue sky always makes me feel a lot better and more able to cope with things.*

I: Do you listen to or watch the weather forecast every day? (Why?/ Why not?)

C: *Actually, to be honest, I think I'm a bit obsessed with the weather forecast. My friends laugh at me because I always know what the forecast is for the next few days. I don't know why I'm so interested in the weather. Maybe it's because I like to have my days planned and organised and the weather makes a big difference to what I do every day.*

Learning Languages

I: What do you find most difficult about learning a language? (Why?)

C: *For me, the most challenging thing about learning a language is actually trying to speak. I get very nervous about speaking because I know I'm making lots of mistakes and I worry what people will think about me. I don't mind writing so much and I enjoy reading because that is where I learn lots of new phrases and words.*

I: Which language would you like to start to learn? (Why?)

C: *I think Spanish would be a good language to learn because it is spoken in many different parts of the world, so it would be useful. Apart from this, I think it is a beautiful language and I often listen to songs that have Spanish lyrics. I would like to go to South America in the future and many people speak Spanish there and it would help me to make new friends.*

I: Would you ever go and stay in a country in order to learn the language? (Why?/ Why not?)

C: *Yes, I would consider going to another country to learn their language. It can be a great way to really understand and speak the language well. Being in that country helps you practice every day and learn about their culture too. However, it also depends on factors like time, money, and personal circumstances. So, I would think about it carefully before deciding.*

I: Do you think it becomes more difficult to learn a new language when you get older? (Why/ Why not?)

C: *I have read articles that suggest that children pick up a new language faster than adults do but I believe that it is more to do with the character of the learner and the situation they are in. For example, if someone wants to learn a language and they have plenty of exposure to it I believe they will learn no matter what their age is.*

Services

I: What leisure facilities are there in your neighbourhood?

C: *We have quite a lot of leisure facilities in my neighbourhood. There is a fantastic leisure centre to start with. It has a swimming pool, a well-equipped gym, a sports hall and a café. We also have a modern shopping centre with all the shops you could need. Lastly, there is an entertainment centre with a cinema, theatre, bowling alley and lots of places to eat and drink.*

I: How easy is it to get to a doctor or a hospital where you live?

C: *I live in a rural area and therefore it can be quite difficult to get to see a doctor or to go to the hospital. The nearest doctor is about five miles away so you need a car to get there. The hospital is nearly twelve miles from my village and although there is a bus that takes you there it does not run at night.*

I: Do you think the police do a good job in your neighbourhood? (Why/ Why not?)

C: *Generally speaking I think the majority of police officers do a very good job even though their job can be really difficult and stressful at times. However, I do not think there are enough police officers to cope with the amount of crime on our streets and this means that if you need help you may not get it very quickly and this is a big problem.*

I: Are there any facilities for older people in your area?

C: *There are some day centres where older people can go and have a hot meal and do all sorts of activities. In these centres there is always a doctor so they also have medical care in case they have health problems.*

Daily life

I: How are your weekends different from the weekdays?

C: *I love the weekends because I don't have to go to college and study all day. I usually get up later than I do during the week. Then I have a leisurely breakfast and catch up with my friends on social media. Often I play some sport and go for a coffee with my friends. On Sundays, I generally spend time relaxing and eating with my family.*

I: Do you feel that you generally have enough time to enjoy your life? (Why/ Why not?)

C: *Although I work hard I think that I have a good work and fun balance in my life. I enjoy my job anyway, so I don't mind going to work. In the evenings I like to watch TV or play computer games. At the weekends I relax with my friends and family and usually do some kind of sport. All in all, I think I have plenty of time and opportunities to enjoy my life.*

I: Do you expect your life to be easier or more difficult in the future? (Why?)

C: *I don't think it's a case of it being easier or more difficult as there will always be responsibilities and challenges in life. Instead, I think I might cope with things better as I become more experienced. I suppose in some ways that means it might be easier but I find that as I get older I get braver and take more risks and that can make life more difficult.*

I: Tell me about a daily task or routine that you believe is important to you.

C: *Every day I visit my grandmother for an hour to check that she is OK as she lives on her own now and she is in her early eighties. We have a cup of coffee together and a chat I see if she needs any help with anything. It's an important part of my daily routine as we enjoy each other's company and we look forward to seeing each other.*

Part 2 (2 minutes)

A

I: We're sitting at the same table in the university canteen. I start

I: *Hi. What do you think of the food they serve here?*

C: *Well, to be honest, it's not always nice. Some days it's surprisingly good, and other days... not so much. How about you?*

I: *I agree, it can be a bit inconsistent. But I've found a couple of dishes that I really like. Have you tried their pasta? It's not bad.*

C: *Yes, I've had their pasta before. It's one of the safer options here. I'm a fan of their sandwiches, though. The chicken club sandwich is usually pretty good.*

I: *That sounds good! I'll have to give it a try next time. By the way, have you found any good off-campus places to eat around here?*

C: *There is a place but it's quite far from here!*

I: I'm a careers advisor. I start.

I: *Would you be interested in coming along to some careers talks?*

C: *Oh, that sounds interesting. What kind of careers talks are you organising?*

I: *We have a range of sessions planned, including alumni panels and discussions focused on specific industries. It's a great opportunity to learn from professionals and get insights into different career paths. Plus, it's a chance to network.*

C: *Networking is always valuable. I'd be up for it. When and where are these talks happening?*

I: *Great! I'll send you the schedule and locations. They usually take place in the evenings after classes. Is there a particular career field you're curious about?*

C: *Well, I'm studying economics, so I'd love to hear from professionals in finance or economics-related careers.*

I: *Perfect!*

I: I'm your flatmate at university. I start.

I: *How do you get your college work done when you spend so much time on the internet?*
C: *But I'm not playing games or looking on social media all the time. I do lots of research online too, so I am working.*
I: *Whenever I walk past you seem to be looking at videos on YouTube.*
C: *Well, sometimes I watch a video just to have a five-minute break while I'm studying. I can't work all the time, can I?*
I: *No that's a good point. So, are there particular websites you look at when you're researching something?*
C: *Well, a lot of the time I'm logged onto the university library site – I can access everything I need there. But I also subscribe to a couple of news sites.*

B

I: I'm the college accommodation officer. Your student house has got lots of problems. You start.

C: *Hi, I want to report several problems with my student accommodation.*
I: *Well, you've come to the right place. What's the problem?*
C: *First of all our heating doesn't work properly. Sometimes it starts to work but then it stops again for no reason.*
I: *OK. What else? You said there are several things wrong.*
C: *We have a similar problem with the hot water. We never know if we are going to have any or not.*
I: *Hmm, it sounds like there might be a problem with the electrics.*

I: We're university students. I'm stressed about buying so many course books. You start.

C: *I am really worried because our textbooks seem to be quite expensive.*
I: *Have you checked if there are any digital versions or used books available? Maybe that's a good alternative!*
C: *Yes, I've been looking into it. Some of my professors recommended digital copies, but I prefer having physical books. It's just that the cost of them adds up so quickly.*
I: *I understand your preference for physical books; there's something about holding a real book that's comforting. But you're right, the costs can be overwhelming. Have you explored any online market places or textbook rental services?*
C: *True, that would probably be more budget-friendly.*
I: *I've been checking out a few rental options, but I'm worried about the return deadlines and potential damages.*

I: I'm a sports coach at your college. You're interested in joining the basketball team. You start.

C: *Hello I'm really interested in joining the basketball team. Can you tell me what I need to do to apply or can I just sign up for the team?*
I: Ok, have you played much before? Have you been in a team?
C: Not exactly. I mean not in an official team although I played a lot at school and I play all the time with my friends so I think I'm quite good and I know all the rules of course.
I: Right well that's a good start but you do need to have a trial session with me where I assess how good you are. Can you come to the practice session on Thursday evening at 6 pm?
C: Yes, of course, I'd love to.

Part 3

Follow-up questions:

I: What is the main message of this text?

C: *This text discusses the issue of how people tend to feel about asking for advice and help especially in the workplace. It discusses why people are reluctant to get the opinion of others and how they are perceived in reality.*

I: Why do you think that some people are better at asking for help than others?

C: *Many people believe that asking for help from others is a sign of weakness and that they should deal with difficult situations on their own to prove how capable and strong they are. On the other hand, other people realise that valuable help and information can be gained from other people and that everything is a learning process.*

I: Why do people want to show they can do things on their own?

C: *People like to show they can do things by themselves because it makes them feel capable and strong. When they can handle tasks or solve problems independently, it makes them proud and confident. It's like when you learn to tie your shoes or ride a bike without help – it feels great to know you can do it on your own. Being able to do things independently also gives people a sense of freedom and control over their lives.*

Part 4

C: *This is an interesting chart as it shows the trend of overseas visitors to the UK most and the reasons for their visit. The information focuses on three main reasons; holiday, business or visiting friends and family plus there are some other various reasons. Every year there was a steady increase of visitors to the UK. In 2001 there were about 7.5 million holiday visitors, 7 million business visitors, about 6 million visiting friends and relatives and about 2.5 million visiting for other purposes. Every year the number of visitors went up until the end of 2019 when there was a sudden drop and then even lower in 2020. Then in 2021 numbers gradually started going up again. The data also gives us information about which are the top four nationalities that visited the UK in 2022; the US, France, Germany and Spain. The information does not specify why these nations are such regular visitors to the UK however.*

Follow-up questions:

I: What is striking about the graph?

C: *Between 2019 and 2021, there was a significant drop in the number of visitors coming to the UK. Typically, such significant changes are caused by major events, such as natural disasters or financial crises. In this case, it was Covid. Another interesting point is that the same four countries consistently rank at the top of the list when it comes to overseas visitors to the UK: France, Germany, Spain, and the USA. Of course, three of them are geographically close, while visitors from the USA might have family ties to the UK and of course, US visitors have the advantage of speaking English, which can make things much easier for them when in the UK.*

I: What do you think might be the main reason for the 'other' group coming to the UK?

C: *People come to the UK for different reasons besides holidays, work, or seeing family. Some come to study at good universities, some need medical help, and others seek safety as refugees. People also come to enjoy the culture, retire, or volunteer. Some visit for sports events or to attend conferences. It depends on what they need or want to do in the UK.*

I: How do you think travel has changed over the last two decades?

C: *I believe that in recent history travel has changed tremendously and mainly due to the Internet. People can easily find out about other countries online and even plan and book their holiday or journey. Also it has become easier to fly to most parts of the world or take a cruise. Business travel has also increased and more people work in other countries. Many students like to study abroad now too and people often go to international conferences.*

Practice Test 4
Sample Answers
Part 1 (3 minutes)
Topics

Sport

I: Tell me about a sport you enjoy playing.

C: *I really enjoy playing tennis because it can be a really fast and challenging game. Sometimes the ball moves really fast and you have to run to hit it with your racket. I like it when I can hit the ball just inside the line and the other person thinks it is going to go out but it doesn't and I win the point. The only problem is that there is nowhere to play tennis close to my house so I have to get the bus.*

I: Do you prefer playing a team sport or exercising on your own? (Why?)

C: *I prefer to exercise on my own because I am not a very competitive person. I love to go running on a sunny day in the park or in the countryside because it makes me feel relaxed. The thing I don't like about team sports is that everyone wants to win and then it isn't much fun because people get very serious about it.*

I: What sport would you like to try in the future? (Why?)

C: *I would really like to learn how to ski. I think it would be wonderful to be on a snowy mountain in a beautiful place like Switzerland or Austria. It must feel like you are flying when you go very fast on the snow. I think it is a difficult sport to learn however and you must have lessons with a teacher who knows what they are doing. I wouldn't want to break a leg.*

I: Which big sports event have you enjoyed watching?

C: *Nowadays, thanks to TV coverage, we can watch great sports events from home. I liked watching the Olympics in Beijing, China, because it was an amazing display of talented athletes and a chance for people from different places to get together. The start of the Olympics is always impressive, and the sports are super competitive. It wasn't just about the games; it also showed us the culture and traditions of China. Beijing, with its long history, made the Olympics special*

House and home

I: What do you like most about your home and why?

C: *The thing I like most about my home is the kitchen. This is the room where we all sit together to eat and talk to each other. We have a big kitchen with a table where we can sit and eat but often we just sit at the kitchen table and have a chat with a cup of coffee. I don't know why but this room is where we seem to discuss our problems and make plans for the future. It's a very important room.*

I: If you could live anywhere, where would you choose? (Why?)

C: *If I could choose where to live, it would be somewhere by the sea in a small town or village. I would love to be able to look out of the window every day and see the sea. I would like to live close to other houses but not too many so that it would be a quiet and peaceful place but I could have friends around me. I don't have a particular place that I'm thinking of but I know that when I find it I will know it is the perfect place to live.*

I: Would you ever choose to live alone? (Why?/ Why not?)

C: *I have never lived on my own but I think it would be nice to do whatever you want, whenever you want without having to think about other people. For example, I could do a puzzle on the table and leave it there for as long as I wanted to. I could spend an hour in the bath listening to music and nobody would mind. I think I would get lonely though so I would invite my friends around often.*

I: Would you prefer to live in a house or an apartment in the future? (Why?)

C: *I would definitely prefer to live in a house rather than an apartment because it is really lovely to have a garden outside your house that you can sit in whenever you want to. Also if you live in an apartment you might have noisy neighbours above or below you or you might not like them very much. As well as this I have two cats and a dog and I think it is better for them to have a house to live in where there is more space for them to play.*

Entertainment

I: Tell me about a singer you enjoy listening to.

C: *I love listening to the songs of Taylor Swift. She is a very talented singer and she writes a lot of her own songs. Sometimes they are songs that I like to dance to and other times they are love songs and quite sad. The words in her songs are very clever and always have a story in them about what is happening in her life. Also, even though she is rich and famous, I believe she is still a nice person.*

I: What was the last film that you watched?

C: *The last film that I watched was called 'Hallelujah' and it was about an old people's home. It had some really good actors in it. The story was both funny and sad but I think it was a clever film as it made me realise how difficult life can be when you get older. It had a very surprising ending which was also very sad. It wasn't at all like I thought it was going to be but I wasn't disappointed.*

I: What programme or show do you regularly watch?

C: *I try to watch the news every evening so that I know what is going on in the world and I like to see the weather forecast at the end of the news. I also really enjoy watching football and basketball especially if it is my favourite team playing.*

I: When you were a child, did your parents decide what you could and couldn't watch on TV? (Why?)

C: *When I was a child, my parents had some rules about what I could watch on TV. They did it to make sure I saw content appropriate for my age. It was all about protecting me from things that might be too mature or disturbing for a young mind. Looking back, I appreciate their guidance in helping me make responsible viewing choices.*

Food and Drink

I: What's your favourite restaurant? (Why?)

C: *My favourite restaurant is a small Turkish restaurant called 'Layla'. It belongs to a Turkish family and the mother and father are the chefs. Other people in the family are the waiters and look after the customers. The restaurant is beautifully decorated with pictures of Turkey on the wall and comfortable chairs and tables. The food is delicious but it is quite expensive so we don't go there very often.*

I: Would you like to work as a chef? (Why?/ Why not?)

C: *I don't think I would want to work as a chef because although I like cooking and I love eating food I think that being a chef is a stressful job. Sometimes you might get lots of food orders at the same time and have to cook different food for everyone. People always want to have their food quickly and com plain to the chef if anything isn't perfect. I think a kitchen can be a dangerous place too as you might burn yourself or cut yourself if you are rushing.*

I: How often do you buy takeaway meals? (Why?/ Why not?)

C: *Although I like takeaway meals I try not to buy them very often as they are usually not very healthy. However, if I have had a very busy day and I am too tired to cook I might order a pizza or a burger to be delivered to my home. Also, when I have friends at my house to watch a movie we usually get a takeaway then because no one wants to cook when they are relaxing and having fun.*

I: Do you prefer to buy food in a big supermarket or a small shop? (Why?)

C: *Although I think it is good to support small shops, I prefer to buy food from a supermarket because it is more convenient. Everything you need is in one shop so you save a lot of time. Also, supermarkets are usually cheaper than small shops and they often have special offers on cheap food. If I only need one or two things I usually go to the small shop in my road because it is quicker and I haven't got too much to carry so I don't need to use my car.*

Travel

I: Where is the furthest you have travelled?

C: *Two years ago I went to Cairns in Australia to visit my aunt and uncle. It was such a long journey that I thought it would never end. It took more than a day to fly there and we had to stop in Singapore for a few hours and then get another plane to Australia. I watched a few movies on the plane and I slept for a few hours. Although it was wonderful to see my family I don't think I want to do such a long journey again as it was boring and I was very tired.*

I: How important is it to you to be able to drive a car? (Why?/ Why not?)

C: *I'm not old enough to drive a car yet but when I am eighteen I want to learn because if you can drive you can do more things. It would be nice to drive to the shops whenever I wanted to or just go for a drive in the countryside. Also, if you can drive you have more work opportunities and can travel to work. Actually, I would quite like to be a bus driver so that I am out and about all day so I definitely need to drive to do that.*

I: How would you feel if you had to travel alone to a foreign country?

C: *I think if I had to travel on my own to a foreign country I would feel a bit frightened but also very excited. I would make sure that I found out a lot about the place that I was going to and to be aware of any dangers or problems that there might be. Also, I would learn some of the local language and take a phrasebook with me. I would always prefer to travel abroad with someone else to keep me company but I am sure I would make new friends quickly.*

I: Do you enjoy flying? (Why?/ Why not?)

C: *I love flying by plane because it's fast and efficient, allowing you to reach distant destinations with comfort. The view from the plane is often spectacular, and most people know it's a very safe way to travel. You can reach the other side of the world in just a few hours! Modern planes are so comfort able and they even offer internet access!*

Part 2 (2 minutes)

A

I: We're friends. I start.

I: *I've been offered a place at two universities and I don't know which one to choose.*
C: *That's a nice problem to have, isn't it?*
I: *Yes, I suppose it is but what shall I do?*
C: *Are they both offering you the course you want?*
I: *Yes but one is in a town close to home and the other is in a city a long way from here.*

I: I'm your housemate at college. I start.

I: *Shall we join the college Drama club or the Film club?*
C: *Well the problem is that I don't know how to act.*
I: *That doesn't matter they will teach us. Anyway, it's not just acting, they'll need people for other things, won't they, like lights?*
C: *I guess so. They will need people to make costumes and someone has to do the music and sound.*
I: *That's right. What would you like to do if you don't want to act?*
C: *I'm interested in making costumes or maybe painting pictures for the stage.*

I: I'm your tutor. I start.

I: *Would you mind showing the new students around the college?*
C: *No, of course I don't mind.*
I: *Good. They need to know where the lecture rooms are. What else do you think they need to know?*
C: *Well, they will need to know where the library is and the canteen. That's one of the most important places for students you know.*
I: *OK, and what do you think they need to know about student life?*
C: *I suppose they will want to know about clubs and societies and maybe the gym.*

B

I: I work in the college accommodation office. You want to change where you are living. You start.

C: *Hi, I wondered if I could talk to you about my student accommodation.*
I: *Of course. How can I help?*
C: *Well, at the moment I am living in a shared student house but I'm not very happy there.*
I: *Oh, I'm sorry to hear that. What's the problem? Don't you get on with your housemates?*
C: *I do, and they are very friendly, but they are not in their final year like I am and they have parties all the time. It's difficult for me to study at home with all the noise and people.*
I: *We have a special accommodation block of student rooms for final-year students on campus. I'll give you all the details and then you can decide what you want to do.*

I: We're classmates. You want to encourage me to go on a college trip to an art gallery. You start.

C: *Hi, are you going on the college trip to see that big exhibition?*
I: *I don't know anything about it. What's the exhibition?*
C: *It's a big show of art by students from universities around the country. It's had really good reviews.*
I: *It sounds interesting. When is the trip?*
C: *It's next Friday morning. The coach leaves the university at 9 am.*
I: *Don't we have a lecture on Friday morning or is that the one they had to cancel?*
C: *Yes, that's right. They moved it to a week on Wednesday. So why don't you come to the exhibition with me?*
I: *Oh OK. I will then!*

I: I'm your college lecturer. You're worried that you've accidentally deleted your essay. You start.

C: *Good morning. I'm afraid I have a problem with my History essay.*
I: *Don't worry you have until the end of tomorrow. You aren't late yet.*
C: *No, that's not the problem. I have finished the essay but there seems to be a problem with my laptop and I can't find the essay anywhere on it.*
I: *It can't have just disappeared.*
C: *Well it has. I've looked through all my documents and files and can't find it. I'm worried that I've accidentally deleted it. How can I find it?*
I: *I'm not very good with the technical issues either, but if you take it to the IT department I'm sure they will find it for you.*
C: *Oh that's a great idea. Thank you so much!*

Part 3

Follow-up questions:

I: What do you think is the main purpose of this text?

C: *This text aims to highlight the problem of deforestation in the Amazon Rainforest and the impact this has on the environment, not only locally but globally too. It describes the natural cycle by which the trees in the Amazon pull water from the ground which goes into the air and returns as rain and warns that this cycle is being damaged by deforestation. The text then goes on to explain the consequences of this and how if areas of the forest turn into desert huge amounts of* CO^2 *would be released into the atmosphere. This warning extends to the possible loss of species that currently call the Amazon Rainforest home. It is a concerning text that should send alarm bells ringing around the world as it ultimately affects us all.*

I: What do you think can be done to protect forests?

C: *In my opinion, there is a lot that can be done to protect forests all over the world but the main input has to come from governments. Firstly there need to be much stricter laws that protect trees in general on a large and smaller scale. If people break these laws the punishments should be severe such as a prison sentence and large fines. Also, more trees should be planted to replace trees that have died or been cut down. When areas are developed there must be a policy of planting new trees around and on the development to create a balance between construction and natural life. Finally, if more paper and cardboard is recycled fewer trees will need to be cut down.*

I: What are the main threats to the environment in your country?

C: *There are several threats to the environment in my country. The main threat is air pollution from industry and exhaust fumes. As well as this, the rivers are polluted by industry and waste that is allowed to go into the water. The sea and beaches are contaminated with fuel and rubbish from ships and boats as well as the litter left behind by careless tourists. Many areas are developed to build new houses and other buildings and this leads to a loss of natural habitat for wildlife and inevitably endangers many species of plants and animals.*

Part 4

C: *From the information in the graph, we can understand the smoking habits of the adult UK population. The graph provides details on the proportion of people in England who smoke, based on age smoke in England based on age. The graph displays data from 2011 up until 2018. The general trend is that the overall smoking population has been decreasing over the years. The major percentage of smokers is aged 18-24 and 25-34, both of which also show the greatest decrease in smoking after 2014. The lowest smoking percentages were found in the 65+ population, followed by the 55-64 age group, which also has smaller numbers. It is not surprising that these age groups have fewer smokers, as health problems due to smoking tend to catch up with older people.*

Follow-up questions:

I: What is the recent trend relating to smoking habits in the UK by age?

C: *There has been a clear decline in the number of people who smoke in the UK over the last year. There is a definite decline every year, which shows a dramatic change in attitude towards smoking. The use of e-cigarettes has probably assisted this change but it could also be that there are less public places that allow smoking and people are more health aware these days.*

I: Why do you think there are so few smokers in the 65 plus year group?

C: *I think there are a number of reasons why older people choose not to smoke. Of course, health issues must be a major factor as people who have smoked when they were younger are highly likely to have serious health problems as they get older. This in turn will cause many of them to quit. Another possibility is that once someone retires they may have less money to waste on expensive cigarettes and they choose to spend their money more wisely.*

I: How do you think attitudes towards smoking will change in the future and why?

C: *Considering recent smoking trends, I believe that people will continue to give up smoking or even better not start to smoke in the first place. There can be few people in the world who do not know the health issues caused as a direct result of smoking. Also, as far as young people are concerned it used to be seen as an image of maturity to smoke but these days young people are wiser and better informed and are more focused on leading a healthier life. I think smoking will also be completely banned in all public places in the future, even outside bars and restaurants and this will make a big difference to social smokers. Finally with the cost of living going up so much people will simply not be able to afford to buy nicotine.*