



Total marks available: 31

You have **35 minutes** to finish the examination.

## PART 1

You will hear 10 sentences twice. Choose the best answer in each situation.

Now look at the answers. You have two minutes to read the answers.

Now listen to the sentences and select the best answer.

1. a. He's been over the weather recently.  
b. He's been under the weather recently.  
c. He's been under a cloud recently.
2. a. It had a happy end.  
b. Yes, very much so.  
c. I'm very happy about it.
3. a. I waited here for him.  
b. Absolutely ages!  
c. Yes, I have been waiting for him.
4. a. I'm thinking about visiting my aunt.  
b. I'm up at nine o'clock.  
c. I don't have time for that this weekend.
5. a. I didn't have an accident.  
b. When did you have an accident?  
c. Why not?
6. a. I'm shattered.  
b. It's a long journey.  
c. I arrived as soon as I could.
7. a. How is she?  
b. I'm not feeling fine.  
c. Everything's fine, I'm just tired.
8. a. Why don't you put a jacket on?  
b. Why don't you open a window?  
c. Why don't you have a hot shower?
9. a. She lives with her parents.  
b. She's living in a flat in London.  
c. She's actually an architect.
10. a. I burst into crying.  
b. I burst into laugh.  
c. I burst out laughing.

## PART 2

You will hear two conversations. You will hear them twice.  
You have two minutes to look at the questions for both conversations.

Now listen to **Conversation 1**.

1. **What is Professor Campbell going to do?**
  - a. explain how strong hurricanes are
  - b. provide information on how hurricanes get their names
  - c. explain how light affects hurricanes
  
2. **What do most people find easier to recall?**
  - a. names
  - b. numbers
  - c. weather terms
  
3. **According to the conversation, which statement is true?**
  - a. Only women's names are used for storms.
  - b. Storm names are taken from an alphabetical list.
  - c. Male names have always been used for storms.
  
4. **Why was the name Katrina removed from the list?**
  - a. The name had been used before.
  - b. It was connected to Storm Sandy.
  - c. It was considered to have been a lethal storm.
  
5. **What did people in the UK do?**
  - a. They learnt about severe weather.
  - b. They suggested that storms be named.
  - c. They suggested names for storms.

**Listen to the conversation again and check your answers.**

Now listen to **Conversation 2**.

1. **What is true about the two museums?**
  - a. They are two of the best and most important museums in Britain.
  - b. They don't get along and often fight.
  - c. They are well known by their abbreviations.
  
2. **What can be said about Andy?**
  - a. At first, he is confused.
  - b. At first, he has no idea what a museum is.
  - c. At first, he thinks the museums are right.
  
3. **What started the duel between the museums?**
  - a. the dinosaurs at the Natural History Museum
  - b. the curator at the Natural History Museum
  - c. a question on *Twitter*
  
4. **Which statement is true?**
  - a. The duel was very informative for followers.
  - b. The duel was very serious.
  - c. The duel continued for days.
  
5. **Who first suggested ending the duel?**
  - a. the Science Museum
  - b. the Natural History Museum
  - c. Joanne and Andy

**Listen to the conversation again and check your answers.**

## PART 3

You will hear a debate and discussion. Read the questions and answers for both the debate and the discussion.

Now listen to **the debate**.

1. What are Sarah Wilcox and Tony Andrews both involved in?
  - a. the Olympics
  - b. the 2020 Games in Tokyo
  - c. sports
  
2. What does Professor Andrews say about some of the new sports?
  - a. They will interest younger people.
  - b. They are similar to the pentathlon.
  - c. They are better than BMX and snowboarding.
  
3. What was Sarah's main objection to the new sports?
  - a. They have been pushing to get into the Olympics for many years.
  - b. They are very exclusive sports.
  - c. There are other, worthier sports that could have been included instead.
  
4. According to the professor, new Olympic sports will
  - a. not be profitable.
  - b. receive more financial support.
  - c. see an increase in participants.
  
5. What is said about baseball?
  - a. It used to be an Olympic sport.
  - b. It should become an Olympic sport.
  - c. It will not be seen at the Tokyo Games.
  
6. At the end of the debate, Professor Andrews:
  - a. completely agrees with Sarah Wilcox.
  - b. agrees with Sarah Wilcox to some extent.
  - c. totally disagrees with Sarah Wilcox.

Listen to the debate again and check your answers.

Now listen to **the discussion**.

1. What is *Trip Advisor*?
  - a. a foreign travel advice site
  - b. a leading travel site
  - c. a government travel advice department
  
2. Why has the government decided to do something about fake claims?
  - a. because more people are getting sick
  - b. because the number of claims has suddenly risen
  - c. because they were asked to step in
  
3. What do people who make false claims hope to do?
  - a. to get some of the cost of their holiday back
  - b. to increase the cost of package holidays
  - c. to go away during the peak season
  
4. Which is true?
  - a. Most of the claims are genuine.
  - b. In order to claim you need to leave a review.
  - c. False claims result in negative reviews.
  
5. What does the government hope to do?
  - a. cover legal costs abroad
  - b. set a maximum amount that can be paid out
  - c. dispute the number of claims

Listen to the discussion again and check your answers.

There are 31 questions in this examination.

You must attempt all the questions.

Total marks available: 31

You have **75 minutes** to finish the examination.

## TEXT 1

**Town squares**, often hailed as one of the greatest inventions of the European city, have been around for more than 2,000 years. These man-made outdoor spaces, which are one of the most distinguishing characteristics of most European towns and cities, are now commonplace in virtually all cultures around the world.

Town squares started to appear as ancient social groups began to establish permanent settlements, as they slowly moved away from their hunter-gatherer existence. These permanent destinations were to become the new driving force behind travel. The settlements were usually located at intersections – the places where well-travelled roads connected. It was the crossroads of these intersections that would become the town square.

It was man's need to trade, to barter, to exchange information and to see and be seen that ultimately led to the creation of town squares. These were places where you could find all that you needed: a bed for the night, information about what lay on the road ahead, provisions for the rest of your journey. In addition, they presented traders with an opportunity to display their merchandise, providing them with an endless stream of potential customers. They were also an ideal place for the exchange of ideas and conversation. These town squares fostered the development of community, culture and democracy and were quite likely significant in the nurturing of many formative ideas in prehistory.

However, during a period of growth in the last century, developers became more focused on new building technology and efficiency rather than the urban landscape, and the town square was seemingly overlooked in the planning and rejuvenation of many towns and cities. It wasn't long though before the anonymous and impersonal streets and parks surrounding these new developments made planners conscious of the fact that something was missing. There were no longer a meeting place for dialogue and discussion, no focal point within the community. Planners and designers soon came to realise that town squares encourage sociability and sociability makes for more democratic relations.

Thankfully, the town square has returned to the tool kit of planners and designers and remains a standard component of urban settings around the world.

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1. **According to the article, which statement is true?**
  - a. Town squares are found only in Europe.
  - b. Town squares can be found all around the world.
  - c. Every town and city has a town square.
  
2. **What caused people to travel more?**
  - a. permanent destinations
  - b. town squares
  - c. well-travelled roads
  
3. **What did traders like about town squares?**
  - a. They could buy their merchandise there.
  - b. They gave them plenty of ideas.
  - c. There were always plenty of customers.
  
4. **The text suggests that in the previous century developers**
  - a. didn't like town squares.
  - b. forgot about town squares.
  - c. focused mainly on town squares.
  
5. **What did planners and designers eventually realise?**
  - a. They needed to have a meeting about town squares.
  - b. Town squares are a focal point for local residents.
  - c. Local communities don't like parks.
  
6. **The best word or phrase to replace 'permanent' in line 7 is:**
  - a. lasting
  - b. temporary
  - c. well-built
  
7. **There is a grammatical error on:**
  - a. line 14
  - b. line 21
  - c. line 24
  
8. **There is a spelling mistake on:**
  - a. line 12
  - b. line 16
  - c. line 20
  
9. **A punctuation error has been made on:**
  - a. line 12
  - b. line 17
  - c. line 23
  
10. **How would you describe the style of the text?**
  - a. Informative and persuasive.
  - b. Formal and instructive.
  - c. Factual and informative.

**TEXT 2**

Electric cars are still a relatively new concept in the motoring world, but more and more of them are beginning to appear on our roads. The idea behind electric vehicles (EVs) are to provide a cleaner, more efficient form of transport. However, as with all things, there is both a positive and negative side to owning an EV.

It has to be said that EVs provide a much improved ride quality as they are incredibly quiet and extremely smooth. They are also surprisingly responsive, delivering an exhilarating driving experience that will satisfy even the most ardent supporter of petrol engines. In most areas of the world, electricity is relatively cheap, making an EV far more economical ..... Drivers of EVs are no longer dependent on petrol stations as the vehicle is charged at home. Charging stations can also be found in places such as supermarket car parks, allowing drivers to give their vehicles a top up while they are otherwise engaged. In addition, as EVs have no exhaust system and do not require oil changes, maintenance costs are also greatly reduced.

On the other hand, EVs are still significantly more expensive than their petroleum-powered counterparts, but with more and more manufacturers slowly phasing out petrol and diesel cars and moving over to EVs, this is likely to change. However, the biggest downside to owning an EV is battery life. The lithium battery that is used to power an electric vehicle, which is basically the same as that used to power smart phones, tablets and laptops, can only hold a limited amount of electricity. In most models this is sufficient to cover journeys of around 100 miles before recharging is required. While this distance is adequate for a good number of drivers, it can be a deterrent for anyone who regularly makes longer trips. Also, battery life is affected by colder temperatures, mainly due to heating being used in the vehicle, and the use of headlights. Furthermore, the cost of a replacement battery is likely to set you back a staggering £12,000. Much research is being done into how to lower this cost and to extend the range of the battery, but the results of this are still some way off and it will be quite some time before drivers of EVs will benefit from it.

No matter how you look at it, though, electric cars are the way forward and will play a major part in helping us preserve our imperilled planet.

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11. What can drivers do while their vehicle is charging?  
a. go to the petrol station  
b. wait in the car park  
c. go shopping
12. The main problem with electrical vehicles is  
a. battery life.  
b. finding a charging station.  
c. there are not many on the roads.
13. Battery life can be affected by  
a. heat from the sun.  
b. driving at night.  
c. not warming the vehicle up before driving.
14. Research is being done into  
a. improving battery life.  
b. improving the charging costs.  
c. improving the lives of drivers.
15. According to the text, which statement is true?  
a. Electric vehicles are cheaper than other cars.  
b. Electric vehicles are perfect for long trips.  
c. Electric vehicles are better for the planet.
16. The best words to finish a sentence in line 9 are:  
a. to support  
b. to run  
c. to go
17. A word has been spelt correctly but used incorrectly on:  
a. line 6  
b. line 14  
c. line 24
18. There is a grammatical error on:  
a. line 2  
b. line 16  
c. line 26
19. The word 'staggering' on line 22 can be replaced with:  
a. astonishing  
b. stumbling  
c. enormous
20. A spelling mistake has been made on:  
a. line 7  
b. line 17  
c. line 21

## TEXT 3

**What is a fogbow?**

As the name might suggest, a *fogbow* is the name given to a phenomenon created by the same process of refraction and reflection that creates rainbows, but formed instead by the water droplets in fog, mist or cloud, rather than raindrops.

A fogbow is similar in some respects to a traditional rainbow. It forms from sunlight interacting with water droplets contained in fog, mist or cloud rather than interacting with raindrops as it does in a classical rainbow. These water droplets are much smaller than raindrops, nearly always less than 0.1mm in diameter.

These tiny droplets cause the light to undergo different physical processes, most notably diffraction, which leads to fogbows appearing to be devoid of colour. It is for this reason that fogbows are sometimes known as white rainbows.

Fogbows are often seen alongside another optical phenomenon, also caused by diffraction, called a 'glory'. A glory is a sequence of multiple, pale-coloured rings at the bow's centre.

**How fogbows are formed**

The elements that make up a fogbow are the same as for a rainbow – sunlight at the observer's back, and water droplets in front. The water droplets that make up fog are so tiny compared to raindrops, between 10 and 1000 times smaller, that while the light still reflects from the water droplet back towards the observer, the process of diffraction of the light by the droplet becomes a dominant effect.

The process of diffraction broadens the reflected beam of light which smears out the colours which give the characteristic ghostly white, or very faintly coloured fogbow. This also makes the fogbow much broader than a rainbow.

The fog bank has to be relatively diffused and thin to allow the light to pass through the droplets and create the effect. Fogbows are large, almost as big as rainbows.

A similar effect can also be seen from aircraft in cloud droplets, when they're known as cloud bows.

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21. **What is the main purpose of the text?**
- to encourage people to look for fogbows
  - to inform people about how fogbows are formed
  - to compare rainbows and fogbows
22. **What does sunlight interact with to form a rainbow?**
- water droplets
  - fog, mist or cloud
  - raindrops
23. **What are fogbows also known as?**
- rainbows
  - white rainbows
  - diffraction
24. **Fogbows and rainbows are formed from the same**
- elements.
  - water droplets.
  - sunlight.
25. **Fogbows are**
- not as broad as rainbows.
  - smaller than rainbows.
  - bigger than rainbows.

## TEXT 4

**What is a Mediterranean diet?**

A Mediterranean diet incorporates the traditional healthy living habits of people from countries bordering the Mediterranean Sea, including Italy, France, Greece and Spain.

Mediterranean cuisine varies by region and has a range of definitions, but is largely based on vegetables, fruits, nuts, beans, cereal grains, olive oil and fish.

The Mediterranean diet has been associated with good health, including a healthier heart. A 2013 study found that people following a Mediterranean diet had a 30% lower risk of heart disease and stroke.

You can make your diet more Mediterranean-style by:

- eating plenty of starchy foods, such as bread and pasta
- eating plenty of fruit and vegetables
- eating some fish
- eating less meat
- choosing products made from vegetable and plant oils, such as olive oil

The diet is similar to the government's healthy eating advice set out in the *Eatwell Guide*, which shows the foods needed for a balanced, healthy diet.

The Eatwell Guide shows how much you should eat of each food group.

This includes everything you eat during the day, including snacks. So, try to stick to these guidelines:

- Base your meals on starchy carbohydrates, such as bread, pasta, rice or potatoes. Choose wholegrain varieties wherever you can, or eat potatoes with their skins on for more fibre.
- Eat at least five portions of a variety of fruit and vegetables a day.
- Choose some lean protein, which can be meat, fish, eggs, beans or pulses and other non-dairy sources.
- Include some milk and dairy foods, such as cheese and yoghurt. These are great sources of protein and calcium.
- Have only a small amount of foods high in fat and / or sugar, or eat them less often.

It's a good idea to try to get this balance right every day, but you don't need to do it at every meal. You might find it easier to get the balance right over a longer period, such as over the course of a week.

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26. Who would most likely have a Mediterranean diet?
- an Englishman
  - an Italian
  - a German
27. A Mediterranean diet reduces the risk of you having
- a heart attack.
  - good health.
  - 30% less heart disease.
28. What does a Mediterranean diet not contain a lot of?
- olive oil
  - meat
  - nuts
29. When following a Mediterranean diet, you should eat a lot of
- sugar.
  - vegetables.
  - meat.
30. What can be said about the Eatwell Guide?
- It advises against the Mediterranean diet.
  - It tells us what government employees eat.
  - It recommends foods included in a Mediterranean diet.
31. Not every meal needs to be
- eaten.
  - skipped.
  - balanced.

There are two tasks. You must attempt both Tasks.

Formal Writing Task 1, you must complete **either** Option 1 **OR** Option 2.

Informal Writing Task 2, you must complete the set Task.

Total marks available: 24

You have **75 minutes** to finish the examination.

## Option 1 Formal Writing Task 1 – Allow around 35 minutes for this task

You ordered some flowers for your mother for her birthday. However, the flowers were delivered a day late and they were in a very poor condition, most of them having wilted. Write a letter to the florist's.

You could write about:

- the late delivery and the condition of the flowers
- how disappointed both you and your mother were
- what action you expect the florist's to take, and why

**OR**

## Option 2 Formal Writing Task 1 – Allow around 35 minutes for this task

The people in your area have to cross a very busy main road if they want to get to the local school, shopping facilities and other amenities. This is particularly dangerous, especially for parents with young children and elderly people. Write a letter to your local council with solutions to the problem.

You could write about:

- a footbridge over the road
- a subway under the road
- a pelican crossing
- your own ideas

Write 200-250 words.

(12 Marks)

## \* Informal Writing Task 2 – Allow around 35 minutes for this task

You have decided to apply for a summer job at a children's summer camp. The camp is on an island. Write an email to a friend telling them about the job and persuade him / her to also apply.

You could write about:

- what the job entails
- where you will be staying
- the benefit of doing this job
- why you think your friend should also apply

Write 250-300 words.

(12 Marks)

**You will be assessed on:**

- content
- use of conjunctions, adjectives and vocabulary
- use of appropriate tenses
- legibility of writing
- word order

# Practice Test 1 | Speaking

## PART 1 (Approximately 2 minutes)

Your teacher will ask you some questions. Answer in full sentences.

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## PART 2 (Approximately 6 minutes)

Follow your teacher's instructions.

- Situation 1:** Your friend wants to visit one of the Greek islands with you but is afraid of going on the boat as he is not a very good swimmer. You want to convince him to go. What would you say?
- Situation 2:** A group of friends is waiting for you outside the cinema, but you are stuck in traffic and will be at least twenty minutes late. You need to explain and apologise. What would you say?
- Situation 3:** You are working as a receptionist in a hotel. A customer complains that the television in their room is not working. You need to apologise and offer a solution. What would you say?
- Situation 4:** Your friend has been studying very hard recently and has just finished her final exams. You want her to go away with you for the weekend to relax and have some fun. What would you say?

**PART 3** (Approximately 6 minutes)

Follow your teacher's instructions.

- Scenario 1:** You believe that university education should be free. However, your friend disagrees and thinks it is only right that people have to pay to attend university. Convince your friend that a free university education would be better for everyone. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.
- Scenario 2:** You have organised a surprise party for your friend who has invited you to go to the cinema with them that same evening. You need to decline the invitation but you cannot reveal the real reason why you cannot go. Make sure that your friend does not make alternative arrangements for that evening. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.
- Scenario 3:** You think that restaurants, cafés and supermarkets should give any fresh food that is not sold by the end of the day to charities who can distribute it to homeless people. A number of your friends do not agree with your suggestion. Convince your friends that it is a good idea. You will have two minutes to prepare your arguments. You may make notes. I will take the place of one of your friends.

You may use this space to make notes.