

**LanguageCert
Communicator B2
Level 1
International ESOL for Schools
(Listening, Reading, Writing)
Practice Paper 3**

Candidate's name (block letters please)

Centre no

Date

Time allowed:

- | | |
|-----------------------|------------------------|
| - Listening | about 30 minutes |
| - Reading and Writing | 2 hours and 10 minutes |

Instructions to Candidates

- An Answer Sheet will be provided.
- All answers must be transferred to the Answer Sheet.
- Please use a soft pencil (2B, HB).

Listening Part 1

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

1. a) Do you have any idea which channel it was on?
b) Where exactly did you see that?
c) Why didn't you think to get it for me?
2. a) What did you think was wrong with it?
b) I'm not sure I could afford that.
c) Yes, I remember when we went there.
3. a) Yes, it's fine.
b) What's the right temperature, then?
c) I'll guess the rest.
4. a) I'm sorry if I've upset you in some way.
b) Well, if that's the case, let's not bother about it.
c) That's why we should do something different.
5. a) I'd really appreciate that.
b) OK. Where would you like me to start?
c) I'm not really in a position to talk about that.
6. a) My team lost again – and we were at home!
b) I'm fine now that I've eaten.
c) Yes, it's my fault entirely.
7. a) I'm so grateful to you for your concern.
b) That would certainly make a change.
c) I don't think anything will be open then.

Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

1. As they were leaving the football stadium, the speakers agreed that
 - a) the weather was better than forecast.
 - b) their team managed to perform satisfactorily.
 - c) the team usually performs poorly.
2. Why didn't the woman go to the rearranged match last week?
 - a) She had too much work to do.
 - b) The man didn't tell her about it.
 - c) She forgot to put it in her diary.

Conversation 2

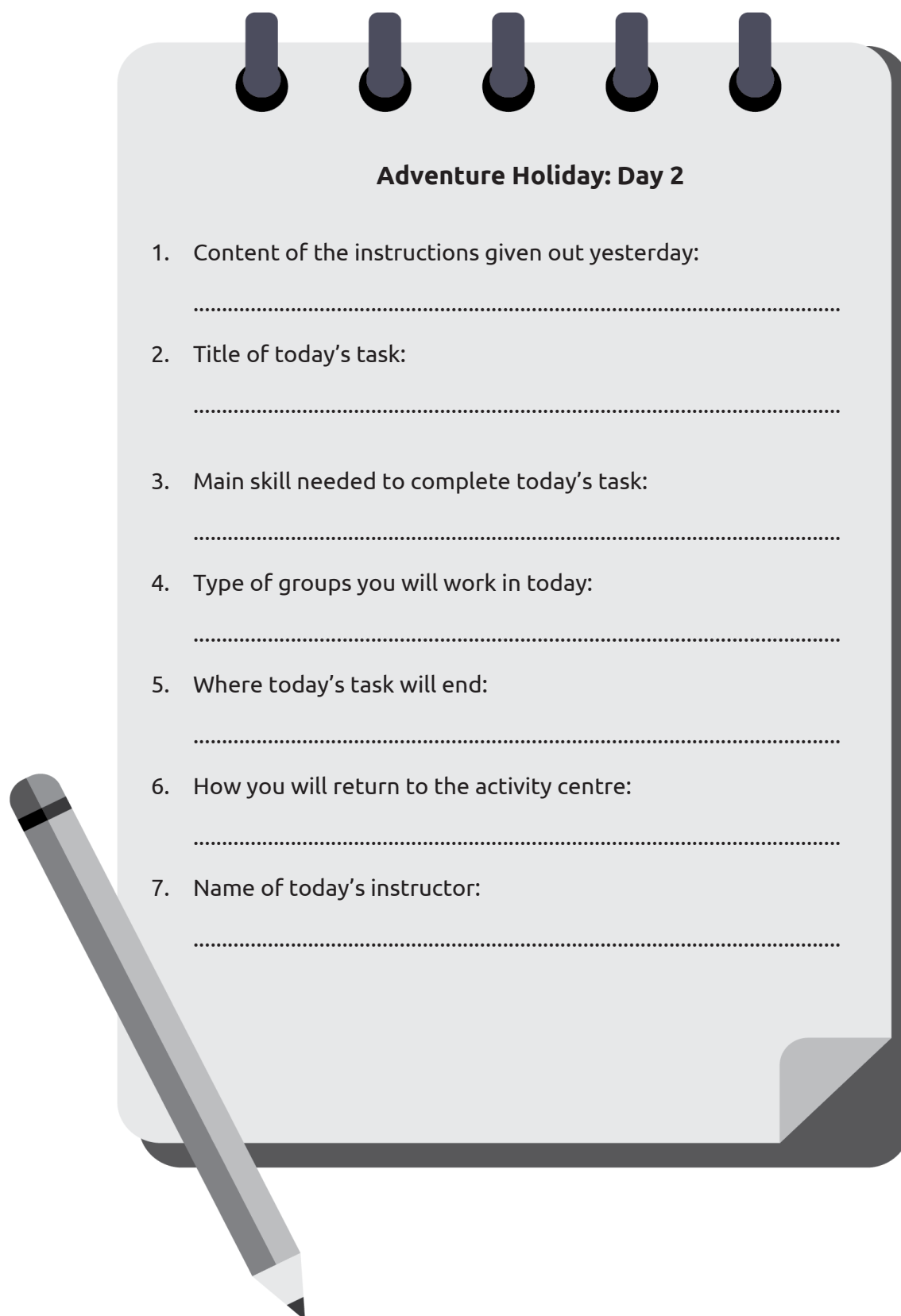
3. The girl
 - a) plans on becoming a vet.
 - b) wants to take a gap year before university.
 - c) likes the idea of earning a proper salary.
4. What does the boy do at the end of the conversation?
 - a) He offers the girl an alternative plan.
 - b) He succeeds in persuading the girl to change her plans.
 - c) He suggests they delay their education.

Conversation 3

5. Why does the boy want to go to the shops?
 - a) He needs to buy a present.
 - b) He's meeting some friends there.
 - c) He doesn't have anything better to do.
6. The girl
 - a) agrees to go to the shops with him.
 - b) doesn't have any spare money.
 - c) was already planning to go shopping.

Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to five words.



Adventure Holiday: Day 2

1. Content of the instructions given out yesterday:
.....
2. Title of today's task:
.....
3. Main skill needed to complete today's task:
.....
4. Type of groups you will work in today:
.....
5. Where today's task will end:
.....
6. How you will return to the activity centre:
.....
7. Name of today's instructor:
.....

Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

1. Amelia suggests promoting their school drama club by
 - a) putting up posters around the school.
 - b) making a public announcement.
 - c) talking to the people who they would like to join.

2. According to the speakers, the main aim of the club should be
 - a) performing plays.
 - b) teaching acting skills.
 - c) improving social skills.

3. What is Oliver most worried about, with regard to the club?
 - a) not getting enough young children to join
 - b) being unable to cover the cost of putting on a play
 - c) people not attending on a regular basis

4. The speakers have agreed that the drama club meeting will
 - a) be divided into two parts.
 - b) always begin with a fun activity.
 - c) be led by a different person each time.

5. Amelia isn't sure about play readings because
 - a) they might make meetings seem like English lessons.
 - b) some good actors are very bad at reading.
 - c) scripts are not intended to be read but performed.

6. How do the speakers decide to do performances by the drama club?
 - a) They will make some meetings open to the public.
 - b) They will ask if they can perform at school assemblies.
 - c) They will use the school hall for an annual production.

Reading Part 1

Read the text and the questions. Choose the correct answer for each question.

Whales and their songs

Whales are some of the most fascinating creatures in the ocean. These majestic mammals can be found in every ocean on Earth, and they come in various shapes and sizes. The blue whale, at 30 metres long and 180 metric tons, is the largest animal on the planet, having the weight of over 30 elephants. There is also the humpback whale, the orca, or killer whale, the baleen and many, many more. Despite their differences, one thing whales have in common is their ability to produce sounds. However, only the sounds of certain species can be termed 'songs'.

The primary purpose of whale song seems to be contact over long distances. Perhaps surprisingly, sound travels faster and farther in water than in air. Research suggests that whales use sound to understand their surroundings better, similar to how we know bats use echolocation. This presumably helps whales, in the same way as bats, to find things to eat, to avoid obstacles and to stay together as a group.

Whales produce sounds in various ways, depending on the species. Toothed whales, like dolphins and orcas, produce clicks and whistles by pushing air through structures in their heads. The structures can be moved to produce different noises. This is similar to the way our lips and our tongue vary the output in human languages. Baleen whales, such as the blue whale and humpback whale, use part of their throat to turn air into low-frequency sounds that can travel incredibly long distances underwater.

Although whale song and human language share some purposes, the sounds produced by whales are different from human language in many ways. Whales do not appear to have a vocabulary of sounds representing individual items like 'fish' or actions like 'swim.' In addition, while whale song has structure, like bird song, it does not seem to have rules about the order of sounds in the way that a human language does. Finally, it is likely that whales cannot convey ideas about the past or the future – their songs appear to concern only how they feel in their immediate physical environment and where that is.

Unfortunately, modern human activities interfere with whale communication. Ships, submarines and industrial activities create a lot of underwater noise which can drown out the sounds which whales rely on to communicate. Another issue is the use of sonar by military vessels. Sonar waves can be very loud and disorienting for whales, sometimes causing them to move too close to the coast and end up on beaches. In addition, the sensitive ears of whales can be damaged by underwater signals from ships, as happened in the Bahamas in 2000, when 17 dead whales were found to have severe damage around the ears and to the brain following an exercise by the US Navy in the area. As a result, exercises are now held well away from areas which whales are known to inhabit, and ships use lower-strength underwater signals.

1. In the first paragraph, the writer
 - a) compares one species of whale to a land animal.
 - b) lists the whale species which are capable of song.
 - c) gives information about the shape and size of different whale species.

2. What sort of information about whale song does paragraph 2 mainly contain?
 - a) proven facts
 - b) current theories
 - c) individual opinions

3. According to the writer, both humans and whales
 - a) are influenced by the noises made within their social group.
 - b) produce a similarly wide range of sounds.
 - c) rely on slight physical changes to alter the sounds they make.

4. In paragraph 4, which of these does the writer imply a whale **cannot** do through song?
 - a) express fear
 - b) give their location
 - c) communicate a plan

5. The writer points out that
 - a) navies have not acted to prevent whales from experiencing problems with sonar waves.
 - b) sound made by military ships can cause whale deaths.
 - c) whale song is unaffected by underwater ship noise

6. Which option best summarises the writer's main point?
 - a) Human activities are hurting whale communication.
 - b) We do not understand how whales are able to make so many sounds.
 - c) Human activity will eventually prevent whales from communicating in song.

Reading Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There is one extra sentence you will not need.

Get moving!

In today's world, fitness apps on our smartphones and smartwatches remind us to move, exercise and stay active. But have you ever wondered why movement is so important for our health? Let's explore the three essential types of movement our bodies need.

(1)

The first of these are the small but important actions we do on a daily basis. Walking helps to strengthen the heart and lower blood pressure. **(2)** But it is not the only daily exercise we need. Stretching and bending keep our joints and muscles active, preventing stiffness. To stay healthy, try to include these movements throughout your day too. **(3)** Use these moments to stretch and move around. Start your day with a few minutes of stretching.

(4) They are important for building strength, endurance and heart health. They reduce stress and anxiety and increase energy levels. Experts say teens should get at least 60 minutes of this kind of activity each day. This can be through sports, gym workouts or any activity that gets your heart rate up. If you like team sports like soccer, basketball or volleyball, join a school team or a local club. **(5)** Try different activities to keep things interesting.

Finally, social movements involve interacting with others. Movement of this kind is important for mental health. It helps build social skills, create a sense of community and provide emotional support. It sometimes involves the other two types of movement.

(6) Aim to engage in social activities several times a week to build and keep connections. Join clubs, sports teams or interest groups that meet regularly. Combine exercise with social time by inviting friends for a jog, a bike ride or a dance class.

- A Athletic movements are more intense activities, like playing sports, running or cycling.
- B For example, group sports combine social movement with athletic movement.
- C You can track some of these movements on your smartphone, but not all yet.
- D If those aren't your thing, have a go at running, cycling or swimming.
- E It also burns calories, which helps maintain or lose weight.
- F Take breaks every hour if you're sitting for long periods.
- G These can be broadly classified as every-day, athletic and social.

Reading Part 3

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A–D) for each question.

A.

Do you want to help your community? Join our charity centre as a volunteer! We need friendly people to help with different tasks like working in our shop, delivering meals to people's homes and collecting and sorting donations. Your help will support those in need. You don't need any experience, just a kind heart and a positive attitude. We offer flexible hours to fit your schedule. Make a big difference by giving your time and skills, and feel better about your own life. For more information, visit our website or call us at 0330 678549. Volunteer today!

B.

Volunteering helps both the people in need and the volunteers. Studies show that helping others can make volunteers happier and more satisfied with life. When people do good deeds, their brains release endorphins, which make them feel good. This feeling is often called a "helper's high". Volunteering can also reduce stress and help fight depression. It gives people a sense of purpose and helps them connect with others. Overall, volunteering is good for both your mind and your community.

C.

Before I found your centre in Western Road, I was going through very hard times. I had lost my job and felt hopeless. Your support and the volunteering programme have changed my life. Delivering meals and working in the shop gave me a new purpose and helped me regain my confidence. Now, I have a new job and feel much better about the future. Your kindness and support put me back on my feet. Thank you for everything you have done for me.

D.

Welcome to our volunteer team! When sorting donations, first check each item for any damage or stains. Dispose of broken or dirty items in the designated bins. Next, separate the items into categories such as clothes, books, toys and household goods. For pricing, use the pricing guide provided. You can also look at similar items in the shop for pricing ideas. As for giving items away, you must always check with the manager before doing this. If you have any questions or need assistance, please ask the team leader. Thank you for helping us support our community!

Which text:

1.	gives instructions on how to do something?	
2.	aims to attract people who have some time to spare?	
3.	includes a personal experience?	

Which text provides the answers to the following questions?

4.	How did someone find a new sense of direction in life?	
5.	What do volunteers need permission for?	
6.	What is the name of the chemical that can improve someone's mood?	
7.	What kind of personality does one organisation like its volunteers to have?	

Reading Part 4

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

The Evolution of Grains

Grains have been important food crops to human civilization for thousands of years. When early humans discovered how to turn wild grasses, the origins of all grains, into a farmed crop, it was the start of civilization.

The story of grain farming starts around 10,000 years ago. Before then, groups of humans moved from place to place, following animals or the changing seasons, but once people began to grow food, settled communities started to appear. Archaeologists have found traces of a grain called barley in one of these communities. It was a good choice because it is easy to harvest and can be stored for long periods.

Another key part of early farming was wheat. Although early humans could not have known it, the grain provides essential elements of a healthy diet, including carbohydrates, proteins, and vitamins. The farming of this grain spread widely over the centuries, and so by the time of the ancient Egyptians, it was the main grain crop, used to make bread.

In Asia, rice became a vital crop, especially in areas with plenty of water. The farming of rice is believed to have started in the Yangtze river valley in China around 8,000 years ago. Rice farming needed different techniques compared with other grains, as it grew best in flooded fields. This method not only provided the necessary water for the rice plants but also helped kill weeds, plants which would otherwise restrict the growth of the rice but were not adapted to extremely wet conditions.

A grain called maize was first grown in the Americas, particularly in present-day Mexico, around 9,000 years ago. The native peoples developed advanced methods for growing the crop, also known as corn, which became a central part of their diet. Its ability to grow in various climates and soil types allowed it to spread throughout North and South America from its starting point, and it played a crucial role in the development of powerful civilizations such as the Aztecs and the Mayans.

The Industrial Revolution in Europe and North America in the 18th and 19th centuries brought big advancements in agriculture, including the introduction of machines into farming. For example, the invention of the mechanical reaper by Cyrus McCormick in 1831, a machine for cutting ripe crops, changed harvesting, greatly increasing efficiency and production.

In more recent times, we have the appearance of 'Miracle Rice' in the 1960s, or IR8 as it was called by the institute in the Philippines which developed it. It acquired its popularity because it could produce 10 times the amount of rice per plant than traditional varieties. This plant is credited with reducing hunger in many parts of the world, but its resistance to disease was not as high as the older grains.

1. Which type of plant do all grains come from?

2. Which grain has been discovered in the remains of a community from 10,000 years ago?

3. Which grain crop did the Ancient Egyptians grow?

4. What did the method of rice farming prevent from growing?

5. What is an alternative name for corn?

6. What 1831 invention made collecting ripe plants easier?

7. What disadvantage did IR8 rice have?

Writing Part 1

Read the notice which has appeared on your school notice board. Write an email in reply.

Say:

- how you use public transport at the moment
- what the council should do first to improve public transport
- what effect your improvement would have.

Write between 100 and 150 words.

Our local council has asked teenagers for suggestions for improving public transport in this city. Please, send your ideas by email to me and I will pass the best ones on to the head of the council.

Mrs Clarke
Head of Senior School

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Writing Part 2

Write a short story for your school magazine with the title *'The Lost Phone'*. Describe how the phone was lost and what happened as a result.

Write between 150 and 200 words.

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