

**LanguageCert
Communicator B2
Level 1
International ESOL for Schools
(Listening, Reading, Writing)
Practice Paper 2**

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) There'll be another one along in a minute.
b) I'll see if I can do that.
c) Never mind what I said before.
2. a) What would you like to do instead?
b) It's great on a hot day.
c) I'd love to help, but I can't.
3. a) I'm pretty sure we don't, but I'll look.
b) It's not what I normally do.
c) I can't at the moment, but I'll try later.
4. a) I don't know where to go.
b) I wish I could do that.
c) Do you think it's broken?
5. a) On second thoughts, I'd prefer the beach.
b) They would have to, some time or other.
c) It's not something I'm interested in.
6. a) What a shame!
b) Yes, I'd like to go then.
c) Before or after 10 a.m.?
7. a) I'll try to find out and get back to you.
b) No doubt that's true.
c) Oh, right. That one's no distance at all.

Listening Part 2

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

Conversation 1

1. What is different about this journey for the two speakers?
 - a) They are unable to travel home on their own.
 - b) They are both heading to the same destination.
 - c) They need to travel to Moreton Station by car.
2. During the conversation, the girl
 - a) is concerned that they might get to her house late.
 - b) is doubtful about whether the evening will be a success.
 - c) is convinced that she has forgotten something.

Conversation 2

3. When talking about the documentary series about art, the man says
 - a) he wasn't keen on the topic covered this week.
 - b) he doesn't like the presenter.
 - c) he isn't planning to carry on watching it.
4. During the conversation, the woman
 - a) persuades the man to be less critical.
 - b) explains why artists rejected certain types of painting.
 - c) points out that the man's opinion is unusual.

Conversation 3

5. It is clear from the man's reaction to the girl's result in the race that
 - a) he has confidence in her abilities.
 - b) he is concerned that the photographer distracted her.
 - c) he feels she needs to control her speed more effectively.
6. At the end of the conversation, the man
 - a) advises the girl about what she should do next.
 - b) apologises to the girl in case something happens.
 - c) offers to take the girl for medical help.

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.

The Global Citizenship Programme for teenagers

1. When the programme officially started:
.....
2. Number of certificates awarded to date:
.....
3. What applicants must be in order to get onto the programme:
.....
4. How long the programme lasts:
.....
5. Type of institutions that operate as centres for this programme:
.....
6. Name of our local centre:
.....
7. When the next course at the local centre will begin:
.....

Listening Part 4

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

1. When deciding on their project for the Science Fair, the speakers
 - a) adapt the idea of making a model.
 - b) agree that their topic will be an original one.
 - c) consider checking what other people are doing.

2. What do they agree about collecting information?
 - a) It will be necessary to get a large amount.
 - b) The quality of the information is more important than the quantity.
 - c) They should put a time limit on the activity.

3. What has impressed the boy about presentations at the Science Fair in the past?
 - a) the attractive visuals
 - b) the interactive elements
 - c) the informed presenters

4. How does the boy react to the girl's worry about the project?
 - a) He assures her that everything will work well.
 - b) He points out a way of dealing with it.
 - c) He agrees that it's a serious issue.

5. What additional technical support or equipment will the speakers need for the Science Fair?
 - a) the equipment they require
 - b) if audio-visual support equipment is needed
 - c) whether they wish to access the internet

6. What do they decide to do at the end of the conversation?
 - a) meet again the following day
 - b) do some initial research alone and report back
 - c) plan the project calendar immediately

Reading Part 1

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

Getting to the Top

This week, I want to tell you about an amazing teenager called Malavath Poorna. She was born and grew up in a small village in central India. I'm sure that when she was growing up in her family's simple home, surrounded by fields and forests, she never imagined she would one day stand on top of the world.

In her village of Pakala, her parents were agricultural workers, in the fields from sunrise to sunset. From her parents, it seems she learnt the value of hard work and never giving up. As a primary schoolchild, she won a place at a residential school in the city of Hyderabad. It was over 100 kilometres away, but Malavath was looking for an opportunity to prove herself, and this far-off school was part of the road to the future.

Malavath did well at the school despite her often hearing that girls can't do a lot of things which boys do every day. She wanted to prove that girls can do anything. The sky was the limit. So she was delighted when, just after she became a teenager, the secretary of her school, Dr Kumar, had the opportunity to send a girl with good athletic skills on a mountaineering course, and chose Malavath.

Malavath and the other participants were taken to a camp in Darjeeling, where they learnt the basics of mountaineering. Then she went with the others to Ladakh, in the north of India. There were times when the cold, the physical strain and the sickness which comes from being high up in the mountains were enough to make a teenager give up. But she did not, taking encouragement from the trainers, who were strict but kind, but most of all putting up with everything because of the example of her mother and father and what they had taught her.

After months of training, Malavath was ready for the real challenge – climbing Mount Everest, the highest mountain in the world. Her group flew to Nepal and saw the mountain in real life for the first time. She said, 'It's not that tall'. Soon, they started their journey from the base camp. The beauty of the mountains was breathtaking, but so was the danger. They moved slowly, getting used to the conditions. Every step was a test of their ability to survive. The higher they climbed, the colder and more difficult it became, but it seems that the challenging nature of the task somehow increased her determination to succeed.

The next day, they made their final push to the top of the mountain. The night before, Malavath could hardly sleep, thinking about what lay ahead. As she climbed, the air grew thinner, so every breath became a struggle. But when she finally reached the summit, all the pain and effort melted away. Standing on top of Mount Everest, at 13 years and 11 months old, just one month older than Jordan Romero, the youngest boy to achieve the same thing, she looked out over the scene so often photographed by all those people older than herself and Jordan.

Returning home, Malavath was greeted as a hero. Her village celebrated what she had done, and she became a symbol of hope and possibility for many young girls, not just from her area or even her country. She has since shared her story at schools and events, encouraging others to dream big and work hard. Climbing Everest was not just a personal victory. It was a message to everyone that, no matter what your background is, you can achieve great things with determination and courage.

1. As a primary schoolchild, Malavath
 - a) found it hard to learn new things.
 - b) had a difficult journey to school every day.
 - c) saw learning as the key to progress.

2. Malavath was accepted on the mountaineering course because
 - a) she was good at sports.
 - b) her school grades were high.
 - c) her parents were friends with Dr Kumar.

3. At the camp in Ladakh,
 - a) her parents were her inspiration.
 - b) she was not able to do some of the activities.
 - c) the people in charge did not treat her well.

4. How did Malavath feel about her progress from the base camp at Everest?
 - a) She gradually lost confidence in her ability.
 - b) All the problems increased her intention to succeed.
 - c) The climb was much easier than she expected.

5. When Malavath reached the top of Mount Everest,
 - a) she met a young boy who had just finished the same climb.
 - b) she became the youngest female to climb the mountain.
 - c) she was surprised at how different the view was from the photographs.

6. What is the message of the story?
 - a) It is important to set yourself physical challenges.
 - b) Some people will achieve great things in their lives.
 - c) We all have to climb mountains of one kind or another.

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.

How to get into a top university

It isn't easy to get into Oxford, Cambridge, Harvard or any of the other top universities around the world. Of course, you have to be very good in your chosen subject, but that is not enough. You need to plan carefully, step by step, and you need to start now.

Obviously, you must focus on your academic subjects. Choose subjects that you enjoy.

(1) So, you need to aim for high grades in those subjects rather than less challenging ones. This suggests that you are capable of handling university-level work.

(2) Top universities want students who are well-rounded. This means that admissions officers are interested in more than just your grades. Join local clubs or sports teams or volunteer in your community. Depending on what you do, these activities can show that you are a team player who works well with others. Take on leadership whenever you can, like being the captain of a team or the president of a club. **(3)**

Third, start developing personal interests which have nothing to do with school subjects. Developing a passion for one hobby which you become expert in shows that you can remain committed to something over a period of time. **(4)** You need to show that you are not going to do that.

These points help to build a strong CV, which is what you will use as part of your application to universities. Keep track of all your achievements, activities and work experience. Write them down and keep them updated. **(5)** This will help you write a strong personal statement and show the admissions officers why you are a great candidate.

Finally, many really top universities have their own entrance exams which you must pass to even be considered for admission. Some are in critical thinking, while others ask you to demonstrate your understanding of various points of view about global issues.

(6) But even more to the point, read the news from a good news website every day and make sure you understand the issues which are presented and discussed.

- A Get copies of the university's past papers and work through them.
- B Many university students drop out after only a few months of their course when the going gets tough.
- C Find out exactly what is involved in particular courses at different universities.
- D Next, think about your activities outside of regular school time.
- E These sorts of roles will make your application stand out.
- F But when making your selection, be aware that top universities look for students who do very well in difficult subjects.
- G When the time comes to apply, you will have a detailed record of all the things you have done.

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.

This reporter has been told that the planned festival on Southbourne will go ahead over three days in July, despite objections from local inhabitants. Apparently, the council has rejected the claims that the loud music and large numbers of visitors will disturb the farm animals as well as the villagers in Southbourne and Emsworth. However, it is hard to see how some issues will not arise if, as the organisers hope, they attract over 10,000 people during the three days. On the plus side, all money made will go to improvements to the Southbourne Community Centre and to the Emsworth Agricultural College in the form of grants for students who need financial assistance.

B.

Come to Southbourne on July 3rd to 5th to enjoy top bands, wonderful food and drink, games and so much more. Our lineup includes Soft Love on the Tuesday, Miradora on the Wednesday and Space Journey on the last day. Please check our website after 5th May. All parts of the festival site can be accessed by wheelchair users. Children under 16 are admitted accompanied by an adult. Note: Our festival is a non-profit organisation.

C.

Sometimes it is hard to see how words have acquired their meanings over the years. This is not the case with 'festival'. The central element of a festival of any kind through the long history of events is a feast (big meal) enjoyed by a large number of people. Such feasts were common in medieval England, where the normal farm worker had a very hard life, except on, according to some sources, the hundred or so days a year when some excuse could be found, religious, work-related or connected with the seasons, to enjoy a fun day with one's neighbours.

D.

Although I had never been to a music festival, when I heard that some of my favourite bands were going to be at a festival a hundred miles away, I immediately booked tickets for myself and a friend. One hundred and fifty pounds seemed a lot to pay to park in our camper van, but we could have stayed in a tent and got in for fifty, so I guess that's fair enough. I could go on about staying in a camper on the site, the problems of getting power and the fact that the toilet block was always impossibly busy. But what about the music? Unbelievable! A true 'feastival' of music, as I could perhaps call it! The 9,000 or so who made it loved every minute.

Which text:

1.	explains the origins of something?	
2.	is trying to persuade people to do something?	
3.	describes a personal experience?	

Which text provides the answers to the following questions?

4.	How much of the festival is open to people with disabilities?	
5.	What reasons did people use for having time off work in order to celebrate?	
6.	How much will people attending the festival for several days pay?	
7.	What will the profits from the festival be used for?	

Reading Part 4

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

The oldest living things on Earth

Scientists often talk about how long an existing species has been on the planet. For example, for a long time it was thought that a type of shrimp held the record, at 220 million years old, but now it is clear that a type of fish called a coelacanth is older, having been around for about 400 million years. The reason it was not awarded the record until 1938 is that scientists thought it was extinct, disappearing from the planet with the dinosaurs, but in that year, a living specimen was caught off the coast of Africa.

But what about individual members of a species of animal or plant? Which animals and plants hold the records there? Among birds, Wisdom, the world's oldest confirmed bird in the wild, is at least 70 years old. She was ringed on the leg in 1956, and since then, this albatross has flown more than three million miles! In between each yearly migration across oceans, she returns to Midway Atoll every year to raise her chicks. In contrast, on land, the record holder amongst the animals seems to be Jonathan, a giant tortoise. Living on St. Helena, in the South Atlantic near Ascension Island, he is thought to be over 190 years old. But he wasn't born on **that island**; he was taken there in 1882 from the Seychelles in the Indian Ocean.

Switching from animals for a moment, there are several extremely ancient examples from the world of plants. Celebrated in Germany as the Thousand Year Rose, there is a bush that is thought to have been established by King Louis the Pious in 815. That's 815, not 1815. According to legend, Hildesheim Cathedral, which it grows against, will survive as long as the plant does. The fact that the building was not destroyed by bombing in World War II gives support to the legend for some locals.

The German rose bush grew wild, but there is a tree in Sri Lanka which history records was grown from a cutting planted about 2,300 years ago. It is a kind of fig tree, and it was supposedly taken from the original tree in India under which Buddha, a religious leader of the 5th or 6th century BCE, sat and thought. The cutting was taken to its current location in around 250 BCE. Today, people of many different religions visit the place, especially on full moon days, to worship there.

Buddha's tree no longer produces figs, but there is an even older tree on the planet which still has fruits every year. Scientists do not know if it was planted or self-seeded 2,300 years ago, but this tree, which is growing on the island of Crete, produces a yearly crop of olives to this day.

Volcano sponges in Antarctica are conical in shape, hence the name 'volcano'. They exist in large numbers in the chilly waters around McMurdo Sound in Antarctica, and their estimated age is 150,000 years. While there is no direct evidence for the age of this living thing, scientists have used the average speed of growth to calculate their age from their current size.

1. What did scientists think about the coelacanth before 1938?

2. During which activity has Wisdom flown a total of three million miles?

3. In the second paragraph, what does **that island** refer to?

4. What protected Hildesheim Cathedral during World War II, according to some people?

5. Which country do people say the cutting of the famous Sri Lankan tree came from?

6. How is the tree on Crete different from the one in Sri Lanka?

7. What method did scientists use to estimate the age of volcano sponges?

Writing Part 1

You've recently visited the new water sports centre in town. Write a review of the centre for your school magazine commenting on:

- the range of sports on offer
- the quality of the facilities
- whether the centre is good value for money

Write between 100 and 150 words.

Bournemouth Water Sports Centre!

Now fully open!

Come for a couple of hours, or stay the whole day!

We have something for everyone who loves to play with water and in water.

- A full-size swimming pool with an area for diving
- A range of rides which all involve water
- Surfing and water skiing for thrill-seekers
- Kayaking and paddle boarding for a more relaxed experience
- A café and juice bar and much, much more!

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Writing Part 2

You recently had a very interesting experience. Write an email to an English-speaking friend, explaining what happened, why it was interesting and whether you would like to repeat the experience.

Write between 150 and 200 words.

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