

International ESOL
English for Speakers of Other
Languages
 Communicator Level – B2
Practice Paper 2



8984-74-074
 (EL-IESOL 4)

City & Guilds new 2009 CEFR aligned Practice Paper

Candidate's name (block letters please)

Centre no **Date**

Time allowed: 2 hours and 30 minutes

- Listening
- Reading
- Writing

Instructions to Candidates

- Answer all the questions.
- All your answers must be written in **ink** not pencil.

For examiner's use only

Parts	L1	L2	L3	L4	Total	R1	R2	R3	R4	Total	W1	W2	Total
Candidate's score													
RESULTS:	LISTENING					READING					WRITING		
OVERALL RESULT:													

Listening Part 1

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

Example:

Speaker 1: Are you sure this one will fit into the room?

Speaker 2: It's no bigger than the one we have now.

Speaker 1: You really should measure it.

Speaker 2:

- a) Why are you so surprised?
- b) You worry too much.
- c) I'll change it after I finish this one.
- d) I have it right here.

1.
 - a) No, I like that one.
 - b) I like the white one.
 - c) I'm not very sure.
 - d) No, not really.
2.
 - a) It's my first choice.
 - b) I really want to go to Spain.
 - c) I suppose so.
 - d) I really doubt it.
3.
 - a) I'm not going to go.
 - b) I think you should be careful.
 - c) That would be fortunate.
 - d) That's a lost cause.
4.
 - a) Pleased to meet you.
 - b) You didn't interview me.
 - c) I haven't met you yet.
 - d) I work in Accounts.
5.
 - a) It is rather boring.
 - b) Not at all, please do go on.
 - c) It depends on the time.
 - d) It's not very helpful.
6.
 - a) OK, bye for now.
 - b) I do need to know the price.
 - c) You can ring me back.
 - d) That's not very useful.

7. a) I can look it up for you if you like.
 b) I can't help that much on this one.
 c) For when you forget someone's birthday.
 d) They must all be labelled somehow.
8. a) I'm afraid you'll learn the hard way.
 b) No problem. I'll do it for you this time.
 c) You could have thought ahead.
 d) Don't worry – no real harm done.

(Total: 8 marks)

Listening Part 2

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

Conversation 1

- 1.1 What are the two people discussing?
- a) Their differences in taste.
 - b) The woman's mature personality.
 - c) How to make life interesting.
 - d) To make room for meeting friends.
- 1.2 What does the woman think of the man?
- a) He's full of inspiration.
 - b) He has a sparkling personality.
 - c) He likes sitting around too much.
 - d) He's a bit unexciting.

Conversation 2

- 2.1 What is the relationship between the speakers?
- a) Husband and wife.
 - b) Both teachers.
 - c) Both cleaners.
 - d) Mother and son.
- 2.2 What is the woman's opinion about recycling?
- a) It won't save the planet.
 - b) It should be abandoned.
 - c) It's a worthwhile exercise.
 - d) It's always unhygienic.

Conversation 3

- 3.1 Where are the speakers?
- a) On the beach.
 - b) In a hotel.
 - c) In a café.
 - d) On a yacht.
- 3.2 How does the woman react to the man's suggestions?
- a) She's not entirely convinced.
 - b) She thinks his ideas are stupid.
 - c) She doesn't think he's serious.
 - d) She agrees wholeheartedly.

(Total: 6 marks)

Listening Part 3

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

You have one minute to look at the notes below.

Big Ben

Big Ben refers to:
bell

1. Name can also refer to:
.....

2. Construction material at top:
.....

3. Access to the top by:
.....

4. Tower's vertical shift due to:
.....

5. Age of Big Ben:
.....

6. Country of largest four-faced clock:
.....

7. Old penny alters time by:
.....

8. Clock parts damaged by war:
.....

(Total: 8 marks)

Listening Part 4

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

Example:

The speakers

- a) disagreed that they'd enjoyed themselves.
- b) agreed that they'd enjoyed themselves.
- c) both thought what they had seen was funny.
- d) both thought what they had seen was good.

1. Sue thinks success can be measured by
 - a) the reaction of an audience.
 - b) defining what success means.
 - c) how much she enjoys something.
 - d) judging people's movements.
2. Sue thought the costumes were
 - a) tasteful and authentic.
 - b) tasteless but authentic.
 - c) not typical of the seventies.
 - d) not made of the right material.
3. Tony's main criticism is that the production
 - a) was not entertaining enough.
 - b) had too many songs and dances.
 - c) had a soppy romantic plot.
 - d) was not well thought out.
4. Sue's reaction to Tony's comments about the plot is that she
 - a) doesn't believe him.
 - b) thinks he's too critical.
 - c) agrees with him.
 - d) thinks he's too complimentary.
5. Tony prefers plots that are
 - a) to the point.
 - b) down to earth.
 - c) very romantic.
 - d) well-structured.
6. Tony and Sue
 - a) have the same taste in entertainment.
 - b) prefer the theatre to concerts.
 - c) have different views on entertainment value.
 - d) prefer classical to popular music.

7. Why does Sue believe the show is a hit?
- a) It's full of lovely popular songs.
 - b) People like songs of the seventies.
 - c) It's designed to be popular entertainment.
 - d) People respond positively to it.
8. What do Tony and Sue agree in the end that the musical is?
- a) Lacking in depth.
 - b) Worth recommending.
 - c) Not true to life.
 - d) Not sufficiently classical.

(Total: 8 marks)

Reading Part 1

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

Hundreds of rare sand lizards to be released

Hundreds of sand lizards are to be released into the wild as part of an attempt to ensure the survival of threatened reptile and amphibian species in Britain.

Lacerta agilis was once a common sight in dunes and on heathland. Males were particularly distinctive, with their striking green flanks. Over the past 100 years, however, the species disappeared in many English counties, especially in the south, as housing development destroyed habitats. Declines of up to 90 per cent were also seen in parts of the north.

Conservationists estimate that there are now fewer than 300 locations in the country where they are still thriving. These remaining colonies are mostly found on small fragmented areas of heath or dune in isolated areas surrounded by woodlands.

In an attempt to restore Britain's rarest lizard, the species is to be re-introduced at five sites in the south. The first release of 80 baby lizards, which have been reared in hatcheries, is to take place today at a nature reserve in Surrey. The breeders have had to minimise contact with the animals to prevent them becoming too tame, which would leave them at risk of being eaten by their main enemy, the smooth snake, another threatened species. During the next two weeks 320 more lizards are also to be introduced on other nature reserves.

Native frogs, toads, newts and snakes have also suffered decline due to intensive farming practices. A spokesman for Amphibian and Reptile Conservation (ARC) said, 'These lizards needed channels of sand to lay eggs and without them could not survive. The problem was really down to ignorance, and people were not aware how best to manage these habitats and allow development on dunes and heathland.' Nick Moulton, who is co-ordinating the releases for ARC, said, 'It is great to see them going back, now safely protected where they belong.'

ARC, which was formed by a merger of the charities Froglife and the Herpetological Conservation Trust, has a three-year partnership to release threatened species with Natural England, the Government's wildlife advisers. Tom Tew, chief scientist at Natural England, said, 'Reptiles and amphibians are coming under pressure from an increasing number of factors, including habitat loss and disease. This important re-introduction programme is an example of the action that is being taken to reverse the decline in England's biodiversity and to conserve the habitats that our unique wildlife relies on.'

Example:

What is notable about male sand lizards?

- a) Their special appearance.
- b) Their incredible speed.
- c) Their distinctive habitat.
- d) Their large numbers.

1. Why sand lizards disappeared in the south?

- a) All the countryside has disappeared.
- b) They died out over a century ago.
- c) The places where they lived were built over.
- d) Their species have been destroyed.

2. Where can surviving lizards be found?

- a) In conservation areas.
- b) In distant colonies.
- c) In new forests.
- d) In remote spots.

3. The baby lizards were born

- a) throughout the UK.
- b) in captivity.
- c) on a nature reserve.
- d) in controlled conditions.

4. The lizard breeders

- a) released snakes alongside lizards.
- b) touch them as little as possible.
- c) want to reduce snake numbers.
- d) were unable to tame them.

5. How are sand channels used?

- a) As survival routes.
- b) For camouflage purposes.
- c) As nesting places.
- d) For food sources.

6. What is Tew's main point about this programme?

- a) It shows how situations can be improved.
- b) It puts too much pressure on wildlife.
- c) Partnerships are promoting wildlife protection.
- d) The importance of preservation is highlighted.

(Total: 6 marks)

Reading Part 2

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

People's chef

Is Jamie Oliver a national treasure? This young exuberant chef, who left school without any academic qualifications, burst onto British TV screens a decade ago. He was bubbling with enthusiasm, but perhaps a little annoying.

1. Maybe this was because he seemed too much of a do-gooder: the golden boy, who liked to visit his grandma and spoke readily of his love for his wife, Jools. 2. This is probably thanks to his willingness to receive sponsorship from one of Britain's leading supermarket chains, and his unwillingness to cook with food not locally and organically sourced.

3. He has recently officially become Britain's bestselling author. He has defeated not only the literary efforts of authors such as Khaled Hosseini and JK Rowling, but has also outsold those of his fellow celebrity chefs. 4. More than a mere celebrity chef, he has become the 'Chosen One'. He holds meetings with the Prime Minister. He changes supermarket policy. He cooks for heads of state and Hollywood stars. 5. He has his own magazine, a website, a blog, and his shows are broadcast in many countries overseas.

Oliver might still have his critics, but it appears they are seriously outnumbered these days.

6. He is a chef who is on our side, who has used his position of power to expose injustices and to educate. He is a man who surely has the makings of a proper national treasure for the UK.

- A He has been criticised too for being both a hypocrite and a food snob.
- B In truth, there have been times when people really disliked Jamie Oliver.
- C Jamie Oliver has not so far regained his popularity over time.
- D Oliver still can't compete with other celebrities.
- E At last, a majority has come to recognise that he is one of the good guys.
- F Oliver is now, without doubt, the country's leading 'foodie'.
- G Sales of Oliver's latest cookbook appear to point to his return to favour.
- H Today, Jamie Oliver's media influence is far-reaching.

(Total: 6 marks)

Reading Part 3

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

A

Volunteers from Swindon spend prize money to help wildlife. Not only did they work hard to earn their Quality of Life Award, but a dedicated group of Swindon conservation volunteers has worked just as hard to spend their prize money helping wildlife. In particular, they are hoping to invest in a new bee-keeping scheme to help the declining local bee community. If you are interested in getting involved, please contact www.witshirewildlife.org. There will also be an interesting talk on honey making in Swindon on Friday 27th and honey tasting to follow.

B

Blakehill Conservation Volunteers – Conservation Task
Wasteland – Cricklade – 10am-4pm Sun 22, Mon 23 and Tue 24
 Birds of Maryland and Coffee – Illustrated Talk
The Memorial Hall, Station Road, Wootton Bassett – 7.30pm Wed 25
 Smallbrook Meadows Conservation Volunteers – Conservation Task
Warminster – 10am-3pm Thu 26
 A Year in the Life of Bee – Talk
Wesley Hall, Pewsey – 7.30pm Fri 27
 Jones's Mill Conservation Volunteers – Conservation Task
New breeds, Pewsey – 10am-12.30pm Sat 28

C

I'm writing to say that we all very much enjoyed your excellent talk about a year in the life of the bee. So much so that I would like some information about volunteering and training courses on keeping bees. I'd appreciate it if you could let me know of any associations locally where I could do some voluntary work. I'm afraid I couldn't stay to speak to you after the talk on Friday. I look forward to hearing from you soon.

D

Where have all the bees gone? What can we do about it?
 If these are questions that concern you, why not enrol in our new bee-keeping courses at Marlborough Library?
 Complete beginners and those with some experience equally welcome.
 Course starts on Friday April 24th
 Times: 7.00 pm to 8.30 pm
 Cost £75 for 6 weeks introductory course (no concessions possible).
 Those interested in gaining practical experience will be able to take up voluntary placements at the end of the course.
 For more information, telephone Dot on: 01381 725670

Which text:

1. is an advertisement?
2. asks for information?
3. provides details of a course?
4. invites readers to volunteer?
5. gives the date and time of the talks?

D

Which text gives you the answers to the following questions?

6. Where will the talk about bees take place?
7. How long does a bee-keeping course last?
8. What were winners given?
9. How successful was the bee talk?
10. What other wildlife events are scheduled?

(Total: 9 marks)

Reading Part 4

Read the text and answer the questions. **Write a maximum of five words for each answer.** An example is done for you.

High-speed rail in Spain

Ana Portet had an unusual commute to work today. At half-seven in the morning she popped down to Sants railway station in Barcelona. At half-ten she was in a meeting with colleagues from her firm, 315 miles away in Madrid.

'I'll be back in Barcelona by half five,' she said, as her early afternoon bullet train flew back along the new high-speed tracks at up to 210mph. 'It's so quick, sometimes you're there before you've even noticed.' Portet is one of hundreds of thousands of travellers who have migrated from the world's busiest air shuttle, linking Madrid and Barcelona, to what is now Spain's most popular train, the high-speed AVE.

The AVE delivers its passengers to the heart of Barcelona in just two hours and thirty minutes. With Madrid's station a short walk from the Prado museum, the journey is from one city centre to another. Furthermore, the high-speed train does this in punctual, problem-free, elegant style. High-speed trains pulled by aerodynamic engines with noses shaped like a duck-billed platypus are grounding aircraft across Spain. The year-old Barcelona-Madrid line has already taken 46% of the traffic – stealing most of it from fuel-guzzling, carbon-emitting aircraft. As the high-speed rail network spreads a web of tracks across Spain, it threatens to relegate domestic air travel to a distant second place.

A high-speed network is not designed overnight. Spain's AVE story started in the 1980s, when the Prime Minister commissioned a line between Madrid and Seville. The project was greeted with a certain amount of scorn. Why was sleepy Seville getting the line and not busy Barcelona? Some saw it as an expensive white elephant. The line, however, was a spectacular success. Remote Seville was suddenly two-and-a-half hours from Madrid.

Previously, the choice on the Madrid-Seville run was between a hot, tiring six-hour coach journey or a flight often subject to delay. Seventeen years later, only one traveller in ten takes the plane to Seville. Nearly all the rest go by a train that is 99% punctual. The Seville line proved high-speed trains could be the answer to some of Spain's most enduring problems. A country almost two-and-a-half times the size of Britain, it is traversed by mountain ranges and wide rivers that act as barriers to communication. EU funds were used to help railways bulldoze their way through. Spain's vast open spaces and fuss-free approach to planning meant a high-speed network could expand fast. Budget airlines offer cheaper prices but the regular air shuttle cannot compete, except on time. The high-speed train network also helps Spain control carbon emissions, with passengers on the Madrid-Barcelona line cutting their own emissions by 83% on the trip.

Example:

Where does Ana Portet live?

Barcelona

1. How did Ana Portet travel to other cities in the past?

2. How long does the train journey from Madrid to Barcelona take?

3. Where are Barcelona and Madrid's AVE stations?

4. What effect are high speed trains having on air travel?

5. What is predicted will happen to Spain's railways?

6. What was the initial reaction to the Madrid-Seville high-speed link?

7. What two advantages does the Seville train have over coach and plane?

8. Which geographical features pose problems to travel in Spain?

9. What, excluding time and price, is the advantage of rail travel?

(Total: 9 marks)
(Total marks for Reading: 30)

