
HellenicAmericanUniversity

ABLE

Assessment Board for
Language Examinations

Level B2

**Sample Test
2018**

Test Booklet

Material developed by Hellenic American University,
Office for Language Assessment.

FREE OF CHARGE

FORMAT AND CONTENT

The **Hellenic American University Assessment Board for Language Examinations: Level B2 (ABLE B2)** examination comprises four sections: a Listening Section with 30 items, a Reading and Use of Language (RUL) Section with 50 items, a Writing Section with a choice of one out of two tasks, and a Speaking Section with three tasks.

The examination begins with the Listening and RUL Sections, followed by the Writing Section. Candidates have a short break between each Section. The Speaking Section is administered separately.

All Parts of the Listening Section are heard twice. Candidates have one minute before each Part begins in order to read the questions and answer choices.

LISTENING SECTION

Time: 35 minutes approx.

Number of questions: 30

Number of Parts: 4

PART	NO. OF QUESTIONS	FOCUS	FORMAT
PART 1	10	Listening for gist/specific information/opinion/attitude/	Conversations between friends/parents/teachers: 10 short dialogues heard twice with 1 question per dialogue – candidates choose the correct answer choice from 3 short written options
PART 2	10	Listening for specific information	Interview: 1 dialogue heard twice 10 interview questions - candidates choose the correct answer choice from 5 short written options in order to complete a questionnaire
PART 3	5	Listening for gist and understanding the main points in a discussion	Discussion/disagreement: 1 dialogue between 2 speakers heard twice with 5 questions – candidates use the information they hear to choose the correct answer choice from 3 short written options. Question 1: identifying topic of conversation Questions 2-5: identifying advantages vs. disadvantages or argument for vs. argument against in a discussion
PART 4	5	Listening for gist/specific information and understanding processes	Presentation/talk: 1 long monologue heard twice with 5 questions – candidates use the information they hear to choose the correct answer choice from 3 short written options

READING & USE OF LANGUAGE SECTION

Time: 75 minutes

Number of questions: 50

Number of tasks: 5

TASK	NO. OF QUESTIONS	FOCUS	FORMAT
Task 1	15	Editing skills: identifying the grammatical accuracy of each sentence	<p>15 short sentences – 6 sentences contain errors. Candidates decide which sentences are grammatically correct or incorrect</p> <p>The following 15 grammatical phenomena are tested, with 1 item on each:</p> <ol style="list-style-type: none"> 1. Passive voice 2. Reported speech 3. Wishes & regrets 4. Conditionals 5. Use of gerund vs infinitive (e.g. skiing can be dangerous vs it can be dangerous to ski) 6. Specific grammar associated with certain verbs (gerund/infinitive/etc.) 7. Prepositions/particles associated with verbs 8. Prepositions/particles used in expressions 9. Present & past tenses 10. Future, including functions (promises, predictions, etc.) 11. Tenses after time expressions 12. Modals 13. Relative clauses 14. Quantifiers & modifiers 15. Comparatives & superlatives
Task 2	10	Discourse/grammar/vocabulary, including common phrasal verbs, relative pronouns, connectors, time adverbials, etc.	2 short cloze texts, each with 5 multiple-choice questions with 4 answer choices
Task 3	10	Skimming & scanning	5 internet texts about a topic - 10 multiple-choice questions with 5 answer choices
Task 4	8	<p>Questions 1-6: reading for detail</p> <p>Questions 7-8: identifying the meaning of a word or phrase</p>	4 short reviews: 8 multiple-choice questions with 4 answer choices
Task 5	7	<p>Question 1: identifying the gist of the whole text</p> <p>Questions 2-5: identifying the gist of paragraphs</p> <p>Questions 6-7: referring expressions (such as pronouns, etc.)</p>	1 long text with 6 paragraphs describing either a process or cause & effect or advantages & disadvantages – candidates choose the correct option from 4 answer choices

WRITING SECTION

Time: 40 minutes

Number of tasks: Candidates choose one of two possible Tasks

TASK	FORMAT
Task 1	Providing a description
Task 2	Giving advice

SPEAKING SECTION

Time: 8 minutes approx.

Number of tasks: 3

TASK	FORMAT
Task 1	Answering personal questions
Task 2	Understanding and providing information in an information gap activity with the examiner
Task 3	Follow-up questions about the topic

Scoring

Scaled scores are given for each of the four sections: Listening, Reading and Use of Language, Writing, and Speaking. The overall result is calculated through aggregate scoring of the four sections. Candidates receive a Pass if they achieve an overall scale score of 55 percent.

The Writing Section

The Writing Section is scored out of a total of 15 marks. There are three criteria: Task Completion, Organization, and Linguistic Resources. Each criterion provides between one and five marks. Candidates who receive a total of eight or more marks are awarded a Pass for this section of the test.

The Speaking Section

The Speaking Section is scored out of a total of 15 marks. There are three criteria: Task Completion, Fluency and Interaction, and Linguistic Resources. Each criterion provides between one and five marks. Candidates who receive a total of eight or more marks are awarded a Pass for this section of the test.

Listening Section

The Listening Section (items 1-30) comprises four parts. You will hear each of the parts twice.

Part 1

In this part of the Listening Section (items 1-10), you will hear ten conversations. Each conversation is accompanied by one question. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear, and on the separate answer sheet, darken the appropriate circle. The questions will not be read aloud. You will hear the conversations **twice**.

You now have one minute to read the questions and answer choices before the conversations begin.

1. The following is a conversation between two friends.

Who will the woman meet on Friday?

- A. a famous musician
- B. a newspaper journalist
- C. a TV interviewer

2. The following is a conversation between two students.

What opinion does the man express?

- A. Mr. Branson gives good advice.
- B. The students have too much homework.
- C. Ms. Roberts is a better teacher than Mr. Branson.

3. The following is a conversation between two friends.

What will the man do on Saturday?

- A. sell tickets before a game
- B. take part in a basketball match
- C. volunteer at a sports event

4. The following is a conversation between two friends.

What pet will the woman probably get?

- A. a dog
- B. a cat
- C. a hamster

5. The following is a conversation between two friends in a shop.

What will the woman probably buy today?

- A. an expensive phone
- B. a small phone
- C. a new laptop

6. The following is a conversation between two teachers.

What does the man say the boys must wear at Graduation?

- A. sneakers
- B. ties
- C. jackets

7. The following is a conversation between two students.

What will probably happen next?

- A. The woman will speak to Paul.
- B. Marcy will give the woman some books.
- C. Paul's sister will phone the woman.

8. The following is a telephone conversation.

What does the man want to do?

- A. buy a large apartment
- B. see an empty apartment
- C. rent an apartment with furniture

9. The following is a conversation between two friends.

What is the woman's opinion about the novel?

- A. Some of the dialogues are funny.
- B. There is too much action.
- C. The story is difficult to understand.

10. The following is a conversation between two friends.

What will they do tomorrow?

- A. practice parking a car
- B. study street signs together
- C. go for a drive in the morning

Part 2

In this part of the Listening Section (items 11-20), you will hear an interview carried out in order to complete a questionnaire. The questionnaire comprises ten questions. For each question there are five answer choices, A, B, C, D, and E. As you listen, choose the answer choice which best answers each question according to what you hear, and on the separate answer sheet, darken the appropriate circle. The questions will not be read aloud. You will hear the interview **twice**.

You now have one minute to read the questions and answer choices before the interview begins.

Survey on Healthy Lifestyles

Place: Concord, NH

Name of participant: Martha

11. Which age group do you belong to?

- A. under 18 B. 18-30 C. 31-40 D. 41-50 E. over 51

12. How often do you do any exercise?

- A. never B. once a week C. twice a week D. 3 times a week E. every day

13. If you exercise, what kinds of physical activity do you usually do?

- A. running B. swimming C. cycling D. working out at the gym E. team sports

14. How would you rate the intensity of the exercise you do on a scale of 1 (low intensity) to 5 (high intensity)?

- A. 1 B. 2 C. 3 D. 4 E. 5

15. Do you follow a special diet?

- A. no special diet B. low calorie diet C. high protein diet D. vegetarian E. vegan

16. How often do you usually cook your own meals?

- A. every day B. most days C. several times a week D. only at weekends E. not very often

17. How often do you experience stress?

- A. never B. rarely C. sometimes D. often E. continuously

18. How many hours sleep do you usually get?

- A. fewer than 6 hours B. about 6 hours C. about 7 hours D. about 8 hours E. more than 8 hours

19. What is your overall level of satisfaction with your current level of health and fitness?

- A. 1 B. 2 C. 3 D. 4 E. 5

20. What changes are you thinking of making to your lifestyle to become healthier?

- A. none B. change diet C. more exercise D. more relaxation E. stopping unhealthy habits

Part 3

*In this part of the Listening Section (items 21-25), you will hear a discussion between two people, accompanied by five questions about what was said. For each question there are three answer choices, A, B, or C. As you listen, choose the answer choice which best answers each question according to what you hear, and on the separate answer sheet, darken the appropriate circle. The questions will not be read aloud. You will hear the discussion **twice**.*

You now have one minute to read the questions and answer choices before the discussion begins.

21. What are the man and the woman mainly discussing?

- A. the best location for a new stadium
- B. the best solution for traffic problems
- C. the best place to live in the town

22. Why is the woman concerned about a downtown location for the stadium?

- A. There is not enough public transport in the town.
- B. There is no metro system in Los Angeles.
- C. There will be too much traffic on match days.

23. What does the woman say is one of the advantages of the Jamestown suburb?

- A. Very few cars enter this area.
- B. There is a river near this area.
- C. This area can be reached by train.

24. What problem does the man mention about the Jamestown suburb?

- A. This area is home to many residents.
- B. There is already a stadium in this area.
- C. Traffic problems are common in this area.

25. What do the man and the woman agree about?

- A. There will be no delays for commuters.
- B. People should not lose their homes.
- C. The stadium must not be very large.

Part 4

In this part of the Listening Section (items 26-30), you will hear a talk, accompanied by five questions about what was said. For each question there are three answer choices, A, B, or C. As you listen, choose the answer choice which best answers each question according to what you hear, and on the separate answer sheet, darken the appropriate circle. The questions will not be read aloud. You will hear the talk twice.

You now have one minute to read the questions and answer choices before the talk begins.

26. Who is the speaker?

- A. an artist who has an exhibition at the gallery
- B. a historian who specializes in early photography
- C. a technician who is explaining photographic processes

27. What is a 'daguerreotype'?

- A. a type of exhibition
- B. a type of photograph
- C. a type of camera

28. What is the first step when making a daguerreotype?

- A. making a hole in a wooden box
- B. spraying chemicals onto a glass
- C. covering a silver plate with powder

29. According to the speaker, what is the biggest drawback with daguerreotypes?

- A. It takes a long time to form an image.
- B. Special chemicals are needed.
- C. The images can be damaged easily.

30. What is one reason the speaker decided to work with daguerreotypes?

- A. She does not like using modern digital cameras.
- B. She wanted to make pictures with a lot of detail.
- C. She hoped to copy artists in her field.

End of the Listening Section

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Reading and Use of Language Section

The Reading and Use of Language Section comprises 5 tasks and 50 items, numbered 31-80. All items have only one correct answer and are worth one mark. Mark all your answers on the separate answer sheet. You will have 75 minutes to complete the Reading and Use of Language Section.

Task 1

For items 31-45, fifteen sentences have been taken from students' writing. **Six** sentences contain errors. Decide which sentences are grammatically correct, paying attention to the underlined part in each sentence.

If the sentence is grammatically **correct**, choose **C**.

If the sentence is grammatically **incorrect**, choose **I**.

Darken the appropriate circle for each answer on the separate answer sheet.

31. The application form for the Starrz Talent Competition must have handed in by April 17.
32. I promised my mother I would buy some milk on my way home.
33. I wish I had spent more time practicing piano before the competition.
34. Martine would never have won the marathon if she hadn't kept training every day.
35. I try to finish all my assignments by the early evening, because doing them late at night makes me tired next day.
36. The Main Street Coffee Shop has stopped to sell drinks in plastic cups and now uses paper cups instead.
37. Car manufacturers are trying to replace petrol and diesel to other sources of energy.
38. We usually reply to customers' emails within three days.
39. Sarah is going to karate classes for three years, but she has given it up now because of work.
40. Where will you be staying when you go to L.A. next month?
41. I've agreed to look after Barbara's dog until she will get back from holiday.
42. Could you please tidy up all the mess in the kitchen?
43. My cousin's the really tall boy who's standing next to George in the picture.
44. Most of the tickets for the play have sold out, but there are still few seats left.
45. When there's a lot of traffic downtown, it's usually quicker to walk than to get the bus.

Task 2

Each of the two texts below has five gaps. For items 46-55, read the texts and choose from A, B, C, or D the option which best completes each of the gaps.

TEXT A

Some people seem to attract mosquitoes all the time. Others rarely **46** _____ bitten at all. For decades, scientists have been trying to find out why.

Some people are lucky. Their bodies produce chemicals **47** _____ have a smell that mosquitoes find disgusting. The chemicals cannot be smelled by humans, but their odor is strong **48** _____ to prevent mosquitoes from approaching.

These chemicals could be used to make mosquito repellents. If your body doesn't produce the necessary chemicals naturally, **49** _____ you should buy some of the new artificial repellent cream and rub it onto **50** _____.

46. A. can C. have

B. be D. get

47. A. who C. whose

B. which D. their

48. A. so C. enough

B. as D. that

49. A. but C. what

B. then D. only

50. A. those C. yours

B. them D. yourself

TEXT B

King penguins live on islands in the southern parts of the Indian and Atlantic Oceans. In the sea around the islands, **51** _____ water from the south mixes with warmer water from the north. This makes the temperature there perfect, **52** _____ thousands of penguins to inhabit the islands.

Penguins' bodies are mostly black, with a white chest. Black feathers contain a substance called 'melanin', which some birds **53** _____ possess in unusually high amounts. Rarely, a penguin is born with so much melanin that it has hardly **54** _____ white feathers at all. But an all-black penguin **55** _____ only once been seen.

51. A. current C. clear

B. cold D. clean

52. A. letting C. managing

B. allowing D. preventing

53. A. have C. may

B. are D. would

54. A. some C. not

B. the D. any

55. A. has C. was

B. did D. could

Task 3

Ten people are searching an Internet site which has advertisements and reviews about camps for a vacation. Five of the texts they found are on the opposite page. Read the ten questions below, items 56-65, and decide which camp is suitable for each person, choosing from A, B, C, D, or E. Mark your answers on the separate answer sheet.

Which camp should each person choose?

56. Alex would like to earn credit for a school or college program.

57. Mary would like to learn canoeing with her family.

58. Brian wants something energetic to do in June.

59. Carlos would prefer to be involved in wildlife protection.

60. Paul only has time for a camp that lasts less than a week.

61. Naomi would prefer to stay in a hotel.

62. Lucy is trying to find a camp for her children where they can learn crafts.

63. Janet is looking for the cheapest camp for her 10-year-old daughter.

64. Josh is interested in improving his fitness in August.

65. Caroline wants to go somewhere outdoors in July.

Vacation Camps

A. Lake Idaho Camp

When: 2 weeks in July

Join our fun-filled camp on the banks of Lake Idaho! You can take part in exciting water sports, including canoeing, swimming, and wind sailing. All equipment is provided. Our highly qualified instructors lead groups for all levels, including beginners. In the evenings, we organize campfire activities for children, with singing, drama, and story-telling, while adults can explore the nearby town of St. Albans.

Cost: \$400, including all your delicious, healthy meals, provided by our camp catering.

B. Everwell Forest Camp

When: 1 week in August

Teachers Matt and Alice Branson run our camp in the Everwell Forest. Open to children 8 - 12 years of age, the camp also offers participants the chance to try various arts and crafts, including painting, pottery, and woodwork. Places are limited to 20, so early booking is advised.

Cost: \$150, including all meals.

C. Happy Shells Camp

When: 3 weeks in August

Happy Shells volunteer organization is looking for young people aged 15 - 20 to join our camp on the Florida coast. Participants will help to build protective fences around the nests of sea turtles which come to the beaches during the summer to lay their eggs. At the end of the camp, participants receive a certificate that can be used for credit on high school and college courses.

Cost: \$120 per week to cover food and accommodation.

D. Powerhouse Boot Camp

When: 2 weeks in July or August

Review: by Martha Graham
Having just spent the last five weeks studying for my final exams, I felt I was really in need of some excitement and physical activity. So, when a friend told me about Powerhouse Boot Camp, I immediately decided to check it out.

The name of the event could give some people the wrong idea. Participants actually stay in a hotel, not an outdoor camp. But it definitely is an intensive course of physical training. If you want to get into shape fast, Powerhouse Boot Camp is for you.

Cost: \$520 for two weeks.

E. Peaks Hiking Camp

When: June 5 – June 9

Peaks Hiking Camp will be taking place again this June.

Our participants will meet at the Pikestaff Inn on June 5, at 10 am. We will then hike to the fabulous locations around the Peaks area, returning on June 9. Please be reminded that you must bring your own camping and hiking equipment. We will enjoy our meals at popular restaurants along our route.

To ensure maximum safety during hiking, we cannot accept applications from families with children younger than 12 years old and places at the camp are limited to 30 people.

Cost: participation is free of charge

Task 4

You are thinking of buying a SW778A coffee machine as a present for your aunt and uncle. Before you place your order, you are carefully reading some of the online customer reviews. The reviews are followed by eight questions, items 66-73. For each question, choose the answer choice from A, B, C, or D which best answers each question, using the information from the texts. Mark all your answers on the separate answer sheet.

Peter Green, Iowa

Six months ago, I decided to buy the SW778A coffee machine. It's not so expensive compared to other machines and it's compact, so it takes up less kitchen space. I found it simple to use and maintain, but only after taking the time to read the manual thoroughly. It's a very flexible machine which allows you to choose the temperature and strength of your coffee. My only **gripe** is that when the steam handle broke, despite four attempts to contact customer service, I received no replies. Even so, I'd say that the SW778A has been worth the price. The coffee is always fantastic, and the machine looks beautiful.

Sara Petrovic, Alabama

This is my second SW778A coffee machine. The first one made excellent coffee and looked lovely in the kitchen, but after only two months, the steam handle broke. I began having issues with my replacement four days after using it. I called customer service who were really unhelpful. I then emailed them three times but received only one response from them. They email you from a no response address so communication with their customer service department is difficult. In my opinion, value for money is definitely not there and their customer service is as poor as the quality of this machine.

Aaron Blume, Rhode Island

After doing a lot of online research, we decided that the SW778A was the best machine for our needs, even though it was expensive. When delivery day came, we plugged in the machine, and... nothing happened! Of course, this happened on a Friday evening and their customer service only operates Monday-Friday during business hours, which is very **tiresome**. Fortunately, we were able to get a replacement the following week and this one worked from the first try. When you start using it, I really suggest you read the manual, otherwise nothing makes any sense. We like it that this machine is so compact and makes such amazing coffee. We've recovered from our initial disappointment and are now pleased with our purchase.

Kathrine O'Connor, Pennsylvania

The SW778A machine we have now makes great coffee and is very well designed. We would have a higher opinion of it if our first machine had worked as well as the second does! The best thing about this coffee maker is the coffee: flavorful and intense. There are also many well-designed features that make it extremely flexible. However, the first machine we received failed completely the first day we had it and customer service took a long time to reply to our emails, which was very stressful. We love our second machine, though!

66. Which person appears to have been most satisfied with the SW778A?

- A. Peter Green
- B. Sara Petrovic
- C. Aaron Blume
- D. Kathrine O'Connor

67. What do all of the reviewers appear to have a problem with?

- A. customer service
- B. the steam handle
- C. the price
- D. their first machine

68. What do some of the reviewers advise people to do?

- A. to clean the machine carefully
- B. to read the manual carefully
- C. to purchase a different machine
- D. to place the SW778A in the kitchen

69. How many of the reviewers changed their opinion of the machine?

- A. 1
- B. 2
- C. 3
- D. 4

70. Which person is probably not using the SW778A now?

- A. Peter Green
- B. Sara Petrovic
- C. Aaron Blume
- D. Kathrine O'Connor

71. What do all of the reviewers say about the SW778A?

- A. It is very small.
- B. It looks beautiful.
- C. It makes good coffee.
- D. It is easy to use.

72. Which word could replace 'gripe' in Peter Green's review?

- A. disagreement
- B. complaint
- C. opinion
- D. discussion

73. Which word could replace 'tiresome' in Aaron Blume's review?

- A. exhausting
- B. convenient
- C. grateful
- D. annoying

Task 5

For items 74-80, read the text and choose the best answer choice from A, B, C, and D to the 7 questions which follow. Mark all your answers on the separate answer sheet.

In the US, high school districts each decide on a time when all their schools must start their lessons in the morning. Until now, most have kept to early starting times of 7.30 – 8 am. Claiming that this is much too early, however, many people are calling for districts to change their schedules so that high school students can start their day later in the morning.

There are many benefits gained by doing **this**, all of them supported by a considerable amount of research. According to neurologists, teenagers' brains are biologically programmed to make them sleep and wake later in the day. Even if teens are in bed early, they will be unable to sleep properly, while even if they are at their school desks at 8 am, they will still be only half awake.

Studies show that students who are not fully awake in morning classes find it harder to focus and suffer a drop in academic performance, whereas students who start school later achieve better grades. Studies also show that in districts where a later high school schedule has been adopted, there are much fewer car accidents involving teen drivers. Since the US permits people to begin driving as early as sixteen, it is highly important that US teens be allowed to sleep properly, so that they are fully awake and alert when they are in the driving seat. In US districts where no change has yet been made to the daily high school timetable, these drivers have a longer reaction time and are unable to focus on the road – **they** are, in other words, too tired to handle a vehicle safely.

Nevertheless, there are many who are convinced that later high school starting times would bring serious disadvantages, since this would also involve letting teens out of school later as well. Many working parents with children of different ages rely on their teenage kids to look after their younger siblings after school. But if these teens are still in school when their younger brothers and sisters return home, the parents' only option will be to arrange for expensive babysitters.

High school students themselves, meanwhile, might be negatively affected by the switch to a later end to the school day, particularly if they take part in school sports. For sports teams, an earlier end to the school day is welcomed, particularly during winter, as it means that after-school training sessions can start earlier and end while it is still light outside. A later end to the school day, however, would mean less time for training before nightfall.

The debate about whether to allow high school students to start their day at a later time looks likely to continue. However, it seems clear that better academic performance and a reduction in the number of road accidents are more important than any inconvenience for parents and high school sports teams. This argument is gaining supporters, but will defenders of the existing high school schedule be convinced? We can only hope so.

74. What is the text *mainly* about?

- A. Why teenagers wake up later in the morning.
- B. Whether schools should start class after 8:00.
- C. What age is suitable for students to learn to drive.
- D. How school influences teenagers' behavior.

75. Why does the writer mention neurologists?

- A. They carry out research into brain activity.
- B. They can influence sleep schedules.
- C. They claim teenagers wake up later.
- D. They have discovered that children sleep at school.

76. What does the writer say about car driving and academic performance?

- A. Both improve as people get older.
- B. Both are affected by waking up early.
- C. Students should focus more on their studies.
- D. Driving makes students too tired to study.

77. What problem could a later school schedule cause for parents?

- A. It may cause them greater expense.
- B. It may mean young children leaving school later.
- C. It may stop teenagers from working after school.
- D. It may result in parents leaving their work earlier.

78. What appears to be the writer's opinion?

- A. It is important to discuss other options.
- B. Too many people are arguing about the issue.
- C. It is better to allow teenagers to start class later.
- D. Defenders of the current system will prevent any change.

79. What does the word 'this' in the first sentence of the second paragraph refer to?

- A. the idea that schools should decide their own starting times
- B. the way that US school districts have to set their timetables
- C. the fact that high schools should begin morning classes later
- D. the suggestion that school starting times should be researched

80. What does the word 'they' in the third sentence of the third paragraph refer to?

- A. parents of sixteen-year-olds in the US
- B. high school students who drive
- C. students who start school later
- D. drivers in high school districts

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Writing Section

There are two Tasks in the Writing Section. Task 1 asks you to provide a description, while Task 2 asks you to give some advice. Choose only **ONE** of the Tasks. You should write about one page.

Task 1: Providing a Description

You are emailing a friend who has asked you about your favorite vacation. Describe the best vacation you have ever had. Your email should include:

- where it was
- who was with you
- what you did
- why it was so enjoyable

Start your email with: "*Hi Katy,*" and end with: "*Take care,*" and your first name.

Task 2: Giving some Advice

Your cousin Antony lives in Australia. He is going to visit your country for a short vacation with some of his friends. He has emailed you to ask whether he should stay in the capital city or go to a village by the sea. Decide which option would be better and write to him with some advice. Your email should include:

- an introduction
- at least two advantages of the place you chose
- at least two disadvantages of the place you did not choose
- a conclusion

Start your email with: "*Hi Antony,*" and end with: "*See you soon,*" and your first name.

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Speaking Section (8 minutes approx.)

Examiner's Booklet

Introduction

Hello and welcome. My name's (*Examiner's first name*) and what's your name? (*Examiner checks ID and Registration Form.*) And your Registration Number is... (*Examiner reads out number.*)

Thank you. There are three tasks in the Speaking Section. First, I'll ask a few questions about you. Then we'll take part in a short role play. Finally, I'll ask you a few general questions about the topic. Are you ready to begin?

Task 1: Getting to Know You (1-2 minutes)

(Examiner asks a selection of the questions below, taking care not to exceed the time limit.)

So, (*name of candidate*):

- Where do you live? Do you like it there? Why or why not?
- What do you like about your school or work?
- Do you have any hobbies? What hobbies do you have? Do you do them with family or friends?
- What about the future – what are your ambitions?

Task 2: Role Play (2-4 minutes)

In this part of the Speaking Section, we are going to take part in a role play. (*Examiner gives the candidate a handout.*)

I am a tourist. I have asked you to help me choose a hotel. In your area, there are two hotels: the Galaxy Hotel and the Riomar Hotel. Information about both hotels is on your handout. Ask me the following questions:

- Would you prefer to stay in an expensive hotel? **1**
- Would you like a room with sea views? **2**
- What facilities would you like your hotel to have? **3**
- Would you like a hotel near the beach? **4**

When you have heard the information, advise me which hotel would be more suitable for me, using the information on your handout. Remember to say why you recommend one of the hotels and not the other one. Do not worry if you cannot remember all the information I gave you - you can ask me to remind you. Please take a moment to read the information about the hotels.

(Examiner allows the candidate sufficient time to read the information on the handout, but not longer than one minute. If the candidate has any questions about vocabulary, these can be answered.)

Please ask me your questions.

*(Examiner answers the candidate's questions using the information in the box below **only** – Examiner does **not** invent any extra information.)*

Information for Examiner's role as a tourist

- I would prefer not to pay too much **1**
- I would like a room with a sea view **2**
- I enjoy a big breakfast **3**
- I need somewhere to park a car **3**
- I prefer swimming in a swimming pool **3**
- I don't want to walk far to the beach **4**

So, now that I've answered your questions, which hotel do you think would be better for me, and why do you not recommend the other one?

(Examiner gives the candidate time to reply, reminding the candidate to speak about the other option, if necessary.)

Information on candidate's handout

Galaxy Hotel

- quite expensive
- no rooms with sea views available for tonight
- breakfast not included in the price
- no parking lot
- no swimming pool
- just ten minutes' walk from the beach

Riomar Hotel

- very reasonable prices
- one room available with fantastic sea views
- breakfast included in the price
- large parking lot
- beautiful swimming pool
- just one minute's walk from the beach

Task 3: Questions about the Topic (2-4 minutes)

(Examiner asks a selection of the questions below, taking care not to exceed the time limit.)

Now, I'm going to ask you a few general questions about the topic:

- If you were the tourist, which of the two hotels would you choose and why?
- Would you prefer to stay in a hotel or a friend's house and why?
- Would you like to work in the tourist industry? Why or why not?
- Do you think tourism is important for your country? What are the benefits and drawbacks?

Thank you for your answers. *(Examiner ends the conversation in a friendly manner, while checking that all materials have been returned.)*

Speaking Section

Candidate's Handout

Task 2: Role Play

In this part of the Speaking Section, we are going to take part in a role play.

I am a tourist. I have asked you to help me choose a hotel. In your area, there are two hotels: the Galaxy Hotel and the Riomar Hotel. Information about both hotels is on your handout. Ask me the following questions:

- Would you prefer to stay in an expensive hotel?
- Would you like a room with sea views?
- What facilities would you like your hotel to have?
- Would you like a hotel near the beach?

When you have heard the information, advise me which hotel would be more suitable for me, using the information on your handout. Remember to say why you recommend one of the hotels and not the other one. Do not worry if you cannot remember all the information I gave you - you can ask me to remind you. Please take a moment to read the information about the hotels.

Galaxy Hotel

- quite expensive
- no rooms with sea views available for tonight
- breakfast not included in the price
- no parking lot
- no swimming pool
- just ten minutes' walk from the beach

Riomar Hotel

- very reasonable prices
- one room available with fantastic sea views
- breakfast included in the price
- large parking lot
- beautiful swimming pool
- just one minute's walk from the beach

Please ask me your questions.

So, now that I've answered your questions, which hotel do you think would be better for me, and why do you not recommend the other one?

TRANSCRIPT

Listening Section

The Listening Section (items 1-30) comprises four parts. You will hear each of the parts twice.

Part 1

*In this part of the Listening Section (items 1-10), you will hear ten conversations. Each conversation is accompanied by one question. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear, and on the separate answer sheet, darken the appropriate circle. The questions will not be read aloud. You will hear the conversations **twice**.*

You now have one minute to read the questions and answer choices before the conversations begin.

Now you will hear the conversations.

Number 1. The following is a conversation between two friends.

M: I hear you're going to be interviewed on Friday!

W: Yes, I'm going to the Plaza Hotel to meet Cary Devlin from the Morning Post newspaper. She's doing an article about my father – as you know, he was a famous singer. Well, she wants to know what he was like as a person.

M: I'll look forward to reading that. I'm a huge fan of your father's music. Are you nervous about the interview?

W: No, not at all. It's not being filmed for TV or anything like that, so I don't have to look my best.

Number 2. The following is a conversation between two students.

M: I'm so glad vacation is coming up. Mr. Branson really believes in hard work!

W: That's true. Since he took over from Ms. Roberts, my homework tasks seem to have doubled. But at least my grades are going up as well.

M: Yeah, mine too! Mr. Branson's feedback is so useful. He checks the first draft of my assignment and then gives me useful tips. That way I make the final version better and get better grades!

Number 3. The following is a conversation between two friends.

W: I'm going to the big basketball game on Saturday with Antony and Darren. We have a spare ticket, if you'd like to come with us?

M: Actually, I'm already going. I'll be one of the volunteers on the 'Save the Children' stand before the game. We're selling T-shirts to the fans, to raise money.

W: Good for you!

M: Thanks. And then I'll get to see the game for free. The team saves a few seats for volunteers, as a reward. So, once we've packed away the stand, we'll go inside and watch some of the action.

Number 4. The following is a conversation between two friends.

W: Look at that cute dog over there! I'd love to get a dog. He'd be so much fun to play with!

M: I love dogs too. But are you sure you want one? Dogs need a lot of looking after and you have to take them for walks at least once a day. Aren't you the person who can't get off the couch?

W: You might be right. Even my mother's cat's annoying sometimes. Maybe I should get a hamster instead. Actually, that's not a bad idea – they're even cuter than dogs!

Number 5. The following is a conversation between two friends in a shop.

W: I've heard this phone has a fantastic camera. It's so expensive, though.

M: Are you sure you need such a good camera? That phone over there is much cheaper and it's much smaller. You can easily fit it into your pocket.

W: Well, cheap is good, but I don't really like the size. I always keep my phone in my bag, anyway. No, I think I prefer the first one and I'll just have to wait a couple of months to buy a new laptop.

Number 6. The following is a conversation between two teachers.

M: This school year has just gone by so fast! It's only a couple of weeks until Graduation.

W: Please remind the students that they have to dress smartly for the event this year. Last year, there were at least three people who tried to get in wearing sneakers.

M: I remember! I've told all the boys they need to wear shirts and ties, but they won't need jackets.

Number 7. The following is a conversation between two students.

W: Have you any idea what time Paul will be here?
He has my books and he promised to be here by now.

M: No, I didn't think he was coming today. Isn't he out of town with his parents? Why don't you give him a call?

W: He changed his number and I don't have his new one. Ah... I don't know. I'll call his sister.

M: No need. There's Marcy now... and she's carrying your books!

Number 8. The following is a telephone conversation.

M: Hi. I'm calling about the apartment you have for rent. The one on Thompson Avenue. Is it still available?

W: It sure is. You're welcome to come and see it. The previous tenant moved out last week, so it's already empty.

M: Empty? Oh... I thought the apartment had furniture.

W: Sorry, no. But I have another apartment in the same building that has. It's smaller and a little more expensive. Would that interest you?

Number 9. The following is a conversation between two friends.

W: I didn't really do much last night. I just stayed home and read that book you lent me. It wasn't... bad.

M: Hmm... It doesn't sound like you were impressed. I love comic novels, but I guess they're not really your favorite type of book.

W: No, it's not that. I loved some of the dialogues – I laughed out loud at some really humorous parts. But I prefer novels where more happens. There didn't seem to be much going on in this story.

Number 10. The following is a conversation between two friends.

M: So how are the driving lessons going? You must be almost ready to take your test, right?

W: Well, I have no trouble actually driving the car. I've gotten used to all the controls and I can handle parking just fine. But I don't remember what all the street signs mean. I only needed to know two of them to pass the written test here in New York, but I don't feel safe without knowing all of them.

M: I had the same problem. Why don't we meet up tomorrow morning? Bring your textbook and

I'll help you go through the signs and give you some tips on remembering them.

W: That'll be a great help. Thanks!

Now you will hear the conversations again.

End of Part 1

Part 2

*In this part of the Listening Section (items 11-20), you will hear an interview carried out in order to complete a questionnaire. The questionnaire comprises ten questions. For each question there are five answer choices, A, B, C, D, and E. As you listen, choose the answer choice which best answers each question according to what you hear, and on the separate answer sheet, darken the appropriate circle. The questions will not be read aloud. You will hear the interview **twice**.*

You now have one minute to read the questions and answer choices before the interview begins.

Now you will hear the interview.

M: Excuse me, ma'am. I'm doing a survey on healthy lifestyles. I wonder if you have a few moments to answer some questions?

W: Well... ok, why not?

M: Thank you. Can I just have your first name, please?

W: Sure. It's Martha.

M: Thank you. And can you tell me which age group you're in?

W: I don't really want to say my age, if you don't mind.

M: Oh. Um... if you look here, it's only general age groups – shall I put 31-40?

W: That's very kind, but it'll have to be the 41-50 group.

M: Thank you. Now, the first part of the survey is about exercise. How often do you do any exercise?

W: Well... I used to go to the gym at least three times a week, and sometimes every day. But since I got my new job last year, I've been traveling a lot on business trips. That's made it difficult to follow my old routine. Still, I try to get at least a half-hour of exercise, about twice a week.

M: OK. And what kind of exercise is that?

W: Well, as I said I used to work out at the gym, but now I just do some running in the morning.

I'd like to cycle to work, but it's too dangerous on the roads.

M: OK. And how would you describe the kind of exercise you do? On a scale of 1 through 5 – five being the highest – how intensely do you work out?

W: Hmm... Well, I'd say I'm a 4. I want to exercise energetically enough to get all the benefits. But at the same time, I don't want to exhaust myself or get an injury.

M: Now, I'd like to ask you about your diet. Firstly, do you follow any kind of specific diet? For health reasons, or anything like that?

W: Actually, I gave up eating meat about two years ago. At that time, I wanted to lose weight, and I'd heard a vegetarian diet is good for that. I couldn't be vegan, though – I love cheese and eggs too much!

M: OK. And how often do you prepare meals at home?

W: Well, as I mentioned before, my current job means that I often have to spend time travelling away from home. So I get less chance to prepare my own meals than I'd like.

M: So, would you say you cook your own meals several times a week, or only on the weekends?

W: Well, I'd like to cook on the weekends, but usually I'm catching up with friends and we eat out a lot.

M: So, I'll put 'not very often' then.

W: No, no. I usually cook a couple of times during the week.

M: Ok. So, now I'd like to ask you about other factors that affect your state of health. Would you say you experience stress often?

W: All the time! Since I started my new job last year, my workload has really gone up. And I'm still quite new to it, so it's constantly stressful.

M: Ok. And does that make it difficult for you to sleep?

W: This might sound strange, but it really doesn't. I know many people find it hard to get enough sleep when they're stressed. But if I don't get about eight hours sleep, my concentration and job performance suffer. No more than eight hours, though – I don't have time!

M: Now, the last couple of questions. On a scale of one through five – five being the highest – how would you rate your overall level of satisfaction with your current state of health and fitness?

W: Um... I'm quite a critical person, so I'd be tempted to give myself a low rating, like a '2'

or a '3'. But when I compare myself to other people my age who never get off the couch, I think I deserve a '5'.

M: OK, I'll put 5 then. And finally: Are you thinking about making any changes in your lifestyle, in order to improve your health?

W: You mean like taking up a new form of exercise? When you reach my age, big life changes aren't easy. I think it's unlikely I'll change anything about my lifestyle right now. Besides, my state of health really isn't too bad – so, why change?

M: Well, thank you very much for helping with the survey.

W: You're welcome.

Now you will hear the interview again.

End of Part 2

Part 3

*In this part of the Listening Section (items 21-25), you will hear a discussion between two people, accompanied by five questions about what was said. For each question there are three answer choices, A, B, or C. As you listen, choose the answer choice which best answers each question according to what you hear, and on the separate answer sheet, darken the appropriate circle. The questions will not be read aloud. You will hear the discussion **twice**.*

You now have one minute to read the questions and answer choices before the discussion begins.

Now you will hear the discussion.

M: Did you hear the news this morning? About the new soccer stadium that's going to be built? Finally, the Red Stars are going to get their own stadium!

W: Wow, that's great news!

M: It's about time the Red Stars got their own stadium. And right in the center of the downtown area, too! Downtown Concord is full of restaurants and parks. That's why I love living there. Families can come and see a Red Stars game and also enjoy a relaxing day out together.

W: You think downtown is the best location? If you ask me, it's crazy to build a large stadium like that in the center of our town. Imagine the chaos there'll be on the roads on match

day, when all the fans drive to the stadium. And the situation won't be any better on public transport, either. When I used to live in downtown Los Angeles, it was impossible to get the metro home from work when there was any kind of game on.

M: So, what would you suggest? That the Red Stars should go on sharing the Elmwood Stadium? I thought you said it was right for a soccer team to have its own stadium?

W: Of course it is. The Red Stars *should* have a new stadium of their own. But don't you think there are better places to build it? What about further up the river, in the Jamestown suburb? The Highway goes through that area, so fans wouldn't have to take their cars through the center of the town on their way to see games. Plus, there's a main-line train station, so there'd be no need for them to crowd into the metro system, either.

M: But there are so many houses in the Jamestown area. How would you feel if the house you'd been living in for years had to be destroyed to make room for a huge new stadium? For me, occasional delays for commuters in the center of town are not a big problem if it means saving people's homes.

W: I take your point. I guess that's a sacrifice worth making to protect people's homes. But I still don't think we commuters should have to put up with more traffic and delays.

Now you will hear the discussion again.

End of Part 3

Part 4

*In this part of the Listening Section (items 26-30), you will hear a talk, accompanied by five questions about what was said. For each question there are three answer choices, A, B, or C. As you listen, choose the answer choice which best answers each question according to what you hear and on the separate answer sheet, darken the appropriate circle. The questions will not be read aloud. You will hear the talk **twice**.*

You now have one minute to read the questions and answer choices before the talk begins.

Now you will hear the talk.

W: Good evening, ladies and gentlemen! Thank you for coming to the opening of my new

exhibition, called 'A Changing Country'. Before you go into the gallery, I'd like to say a few words about the exhibition and the technology behind the pictures you'll see this evening.

Now, most of you know me as an artist, but in this exhibition of my work, you won't be seeing paintings or drawings. Instead, I've been working with an old type of photographic image called a 'daguerreotype'. This technology was invented by Louis-Jacques-Mandé Daguerre in 1839, but it wasn't in use for long, and by 1860, it had been replaced by less expensive photographic processes.

So how do you make daguerreotype images? Well, first you take a thin silver plate and you cover it with a powder that is sensitive to light. Then you put the plate inside a wooden box which has a small hole in the front to let the light into it. When you place the box in front of whatever you want to take a picture of, an image forms on the silver plate. You remove the plate from the camera and spray it with special chemicals to fix the image. Finally, you need to put the plate beneath a protective glass covering.

So, making a daguerreotype isn't easy, because you need all sorts of expensive materials, such as a silver plate. And these images are complicated to produce – as you can probably understand from my brief description of the process. But the greatest problem is that the images are easily damaged. If anything touches the powder on the surface of the silver plate, the image can be destroyed.

Many of you are probably wondering why I decided to use this expensive and difficult technique for my new project. The answer is that daguerreotype photography is absolutely beautiful! The amount of detail that a photographer can get by using this technique is just amazing. Even tiny objects in the background can be seen clearly. Not even the most powerful of today's digital cameras can produce pictures as detailed. And this explains why many artists, including me, have started making use of this early photographic method.

So, thank you once again for attending tonight's opening. Please enjoy the exhibition.

Now you will hear the talk again.

End of Part 4. End of the Listening Section.

KEY

LISTENING

1. B
2. A
3. C
4. C
5. A
6. B
7. B
8. C
9. A
10. B
11. D
12. C
13. A
14. D
15. D
16. C
17. E
18. D
19. E
20. A
21. A
22. C
23. C
24. A
25. B
26. A
27. B
28. C
29. C
30. B

READING & USE OF LANGUAGE

- | | |
|-------|-------|
| 31. I | 61. D |
| 32. C | 62. B |
| 33. C | 63. B |
| 34. C | 64. D |
| 35. C | 65. A |
| 36. I | 66. A |
| 37. I | 67. A |
| 38. C | 68. B |
| 39. I | 69. C |
| 40. C | 70. B |
| 41. I | 71. C |
| 42. C | 72. B |
| 43. C | 73. D |
| 44. I | 74. B |
| 45. C | 75. C |
| 46. D | 76. B |
| 47. B | 77. A |
| 48. C | 78. C |
| 49. B | 79. C |
| 50. D | 80. B |
| 51. B | |
| 52. B | |
| 53. C | |
| 54. D | |
| 55. A | |
| 56. C | |
| 57. A | |
| 58. E | |
| 59. C | |
| 60. E | |



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