



Practice Test 2

Level C1

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Introduction to Skills for English

About Skills for English

Skills for English is a qualification that enables you to demonstrate your knowledge of the English language for a range of purposes, including work, study or settlement. *Skills for English* tests make the process of taking a test and gaining an English language qualification as easy and convenient as possible.

Skills for English: SELT is a Secure English Language Test approved by the UK Home Office for UK Visa purposes. You take the level you need for your required visa, making the test quick and convenient. *Skills for English: SELT* is available to take in our network of test centres in over 120 countries.

Skills for English: Global is an SQA-assured test that you can take at your chosen level. You can take the test at home, using our secure online remote proctoring. *Skills for English: Global* is ideal for academic applications or professional development.

Skills for English provides an accurate measure of language proficiency through practical and realistic tasks that you would expect to undertake in an English-speaking environment. You choose the test level you require, from A1 (beginner) to C2 (proficient). That way, you know you are preparing for, and taking, the level of test you need for your chosen purpose

All *Skills for English* tests use computer-based delivery for all skills. Reading and listening are automatically marked during the test session itself; speaking and writing are marked by professional markers (who have no access to your personal details) after you have finished. You move through each of the skills sections in a single test session, at home or in a test centre, then receive your results in as little as three days. When you receive your results, you will be given details of the individual outcome (pass/fail) for each skill taken, plus your overall test outcome (also pass/fail). You need to pass each of the skills taken to pass the test overall.

The Skills for English Practice Tests

Two sets of digital practice tests are available on the *Skills for English* website for people preparing to take the *Skills for English: SELT* and *Skills for English: Global* tests. Both practice tests are delivered on our testing platform and will give you a good idea of what to expect on test day. They cover all 6 levels of our tests and can be accessed by going to www.skillsforenglish.com

This booklet is a documented version of Practice Test 2, which is available on our website. It covers exactly the same material but is in a different format to help with your test

preparation activities. A separate booklet is available for each level of the test and can be used for both *Skills for English: SELT* and *Skills for English: Global* test preparation.

We ensure that *Skills for English* tests cover a variety of everyday contexts and scenarios including life, work and study. The contexts and scenarios in our practice tests are varied and representative of what you may see in our tests.

What is included in this document?

This document contains all the tasks which you will see at a given level on the *Skills for English* practice test pages for Practice Test 2. It covers all aspects of the test including:

- Speaking test questions and tasks
- Speaking sample answers and comments
- Scripts, questions and answers for the Listening tests

At B1 and above these documents also include:

- Reading texts, questions and answers
- Writing tasks
- Writing sample answers and comments

The commentary on the sample answers for Speaking and Writing tests will show you why each sample is an example of a good response.

How you can use this document

You can use this document in a variety of ways:

Test takers: you can use the information in this document alongside the digital practice tests on our website. We would suggest that you *always* try out the digital practice test as it will give you a good idea of what to expect on your test day. You can use this document to support any further preparation work you may want to do, for example to check on questions you may have missed or to reflect on your own performance.

Teachers and training providers: you can use the information in this document to support any training or practice work you may be doing with your students as well as any materials you may be developing for work in the classroom. This document will allow you to focus on specific parts or questions in the *Skills for English* tests and concentrate your student preparation on specific aspects of the tests.

For a full range of preparation and practice resources, visit www.skillsforenglish.com

Practice Test 2: C1 Speaking Test

There are 3 parts to this test.

All your answers are recorded.

Speaking: Part 1

In part 1, there are 5 questions about yourself.

Part 1 is not assessed.

After each question, you will hear a beep.

Answer the questions after each beep.

You will have 10 seconds to answer each question.

1. What is your name?
BEEP
2. Can you spell your first name please?
BEEP
3. Where are you from?
BEEP
4. What is your date of birth?
BEEP
5. What do you do?
BEEP

That is the end of part 1.

Speaking: Part 2

In part 2 there are questions about 2 topics.

You will answer 5 questions about each topic.

Remember to answer the questions after each beep.

You will have up to 40 seconds to answer each question.

Now I am going to ask you some questions about homes and places where people live.

Remember to answer the questions after each beep.

1. Where do you think you might be living in five years' time, and why?

BEEP

2. In your opinion, what are the key considerations when choosing a house or flat to live in?

BEEP

3. In what ways has the place where you live changed over the last 10 years?

BEEP

4. What improvements do you think should be made to where you live in the future to make it a better place for people of different ages?

BEEP

5. What do you consider to be the advantages and disadvantages of living in an urban compared with a rural environment?

BEEP

Now I am going to ask you about learning a foreign language.

Remember to answer the questions after each beep.

1. How important is it to learn a foreign language nowadays?

BEEP

2. In your opinion, what are some of the best ways to learn a foreign language?

BEEP

3. When learning a foreign language, how important is it to learn about the culture of the people who speak that language? Why?

BEEP

4. What makes a good learner?

BEEP

5. What advantages and disadvantages might there be of having a single language for international communication?

BEEP

That is the end of part 2.

Speaking: Part 3

In part 3 you will talk about a subject on a role card.

The words on the role card will help you.

You can say more things if you like but you must say something about each point on the role card.

You have 1 minute to look at the role card.

In part 3, you have up to 5 minutes to speak.

Please remember to always check the *Skills for English* website for the latest version of your test specification.

Role Card: Presentation to a community group about how local businesses can become more environmentally friendly.

- Explain how you first became interested in environmental issues.
- Give some reasons why you believe it is important to protect the environment.
- Give some practical suggestions for ways in which local businesses can become more environmentally friendly.
- Describe the challenges that local businesses may face when trying to become more environmentally friendly.
- How could a change in the approach of one local business be expanded to the wider community?

That is the end of the C1 Speaking test.

Sample answers and comments

The following pages provide you with a transcript of model answers for a strong pass at C1 for Speaking Part 2 and Speaking Part 3. Note: Part 1 of the Speaking test is not assessed.

The comments show why these answers result in a strong pass.

Sample Answers

Speaking Part 2: Homes and places where people live

- 1. In five years' time, I will have retired, and I hope to have moved from the city to live in the country. I would prefer somewhere rural, where I will be able to have a house with a garden and dogs. I can't have any dogs or any other pets at the moment because I live in the middle of a busy city and am in a flat, so have no outside space.*
- 2. For me the key consideration is practicality. Is my choice of location close to the places I need to go to regularly, work, family, shops, doctors, schools and so on? Different things were important when I was younger – like being in the vicinity of the school to make it possible for the children to walk rather than have to catch the bus. Nowadays, it's more important for me to be closer to my office so that I don't waste time on public transport.*
- 3. Over the last year, the city seems to have become busier and so much bigger. There are more people on the pavements, more cars on the street, and although there are more buses and, now we have a tram line, it's no faster getting about or going from one side of the city to the other. They also keep building on the periphery and small villages which once had character of their own are now lost in the bigger metropolis.*
- 4. Local councils should stop building and making the city bigger and bigger. They should also consider ways in which they can reduce private transport in the city centre either by banning cars or making it safer for cyclists by building cycle routes away from main roads. I know this isn't easy to do but at least the council should try. Perhaps they could limit each household to just one car and that would reduce the number of vehicles on the road immediately. Some larger families with grown up children have 4 or 5 cars – one for each individual.*
- 5. Living in the city has been great so far. I have loved having access to theatres, concert halls and art galleries. The culture that is available to large city dwellers is just amazing. Large cities also attract a more diverse community of people who all mix together – people from different countries and backgrounds. For me, this has been the main advantage. As I get older though, I can see the advantages of a more quiet, sedate rural life, with more space, fewer people and a more relaxed environment, where I am close to nature and will have the time to enjoy it.*

Speaking Part 2: Learning a foreign language

1. *It has always been beneficial for children to learn a foreign language. I don't know that it is more important today, though I can see the benefits if you are working for an international organisation as I am. However, many of my colleagues are fluent in English which reduces the need for me to learn a foreign language. It's not great but it is what it is. Other than that, learning a foreign language becomes a hobby or something to take up as part of your holiday preparations.*
2. *For me the best way to learn a foreign language is to actually go and live in that country. It is so much easier to absorb the language when you are surrounded by it. Watching movies, going to classes, reading magazines and newspapers can all help but they require a certain level of effort whereas if you live in that country, you feel the need to learn to be able to function, and the learning can become more automatic and seem less arduous.*
3. *I suppose it depends on the reasons for learning a foreign language. Sometimes the reasons are purely practical. You may have taken on a new project and your colleagues are all based in another country, and if you could just speak a little bit of the language, things would work more smoothly. In such cases, it may not be useful to also learn about the culture of that country unless you are really interested. However, I do think it's imperative that children learn foreign languages at school from an early age and are exposed to different cultures. That way they can grow up being curious about other people, where they live and how they live.*
4. *A good learner is someone who is dedicated to learning, no matter what subject. To be a good learner, you have to have a curious mind and be intrigued by things you don't know. Then learning becomes a joy rather than a chore.*
5. *We can all see the advantages for commerce and business of everyone being able to speak English. It's everywhere. It makes international business run much more smoothly, as companies are able to communicate with each other across boundaries easily. However, this dominance of English has meant that businesses and companies have also come to function in a similar way. I don't know that those cultural values exist any longer that were clearly defined and lived on in the language of each country. I think it's sad that some languages are disappearing.*

Speaking Part 3: Presenting to a community group about how local businesses can become more environmentally friendly

I first became interested in environmental issues when I was a student at school. We began collecting and recycling paper as part of a class project and then expanded to regular school trips to the local beach where we would collect rubbish and analyse what we had found. We would then create charts and graphs in order to track the kind of rubbish that was being washed onto the shore.

I think it is essential to protect the environment. Without the natural world we lose some of the sparkle in our lives. Without the natural world, I am not sure where humanity would be and what it would become. Without the natural world, we have nothing, no food, no medicine, to fauna or flora, nothing. What's more we are a part of the natural world and a clear participant and have a stake in its survival as we depend on it for our own survival.

I think a few of the local businesses near where I live have already started taking action to become more environmentally friendly. For one thing this is about projecting a particular image and advertising. It's one way for them to differentiate themselves within a small community. I think one thing that they could do is work more closely together. They could share some of their current resources so that they are not all investing in the same resources individually. There may be savings to be made if businesses work together. They could also help each other with things like recycling, for example, together they could invest in a larger recycling bin. Finally, by working together they could find ways of encouraging their customers to become more knowledgeable and therefore more environmentally friendly. For example, one of the local businesses in my town has started selling reusable cloth shopping bags. You can wash and reuse them as many times as you like. However, I think there is an opportunity lost here, because the 2 or 3 shops, based on the same side of the street could work together to encourage more people to use the cloth bags, by offering discounts to anyone who comes in with a cloth bag for example. It's a small step but an important one.

However, I am conscious that becoming environmentally friendly is also challenging. It takes time and effort that many small business owners don't have. It means thinking about every aspect of your business and finding ways of changing what you do, changing your business model. It may mean changing the products that you supply in order to acquire them from a more sustainable source. It may mean selling a more limited range of local products which haven't travelled as far and don't have as big a carbon footprint.

Finally, how can the approach in one business be expanded to others? I think the biggest influencer here is the consumer. Consumers have great power to change the way local businesses work because they have a choice in the businesses that they support. By educating the consumer better, we can put pressure on those businesses who are lagging behind, because they will see their customers taking their business elsewhere, specifically because they are looking for a company that is more environmentally friendly. They are choosing where to spend their money more carefully, and for me that is a very powerful tool. So, if just one local business changes and can succeed when in competition with other businesses in the vicinity, then that can act as the most powerful evidence of how changing your business model can lead to success. Thank you.

Comments

This is an example of a good response at C1.

The candidate is able to address all the questions in Part 2 in depth and talk about abstract and complex topics such as rural and city life, language learning and how local businesses can become environmentally friendly. The candidate also provides extra information, expands on their answers, and provides examples from their own experience.

In Part 2, the candidate is able to talk about their future plans and hypothesize. They are also able to reflect on changes in the past and suggest improvements. They can talk about language learning, how to go about learning a foreign language and the impact on international communication.

In Part 3, the candidate is able to present on a complex topic at length and give reasons for their opinions and views. The topic may be unfamiliar but at C1 candidates should be able to talk about topics that they are less familiar with, justify their views, describe possible situations and present solutions to problems.

The language is appropriate at C1 level and the candidate is able to show a wide range of vocabulary and phrases used correctly. The candidate responses are detailed and ideas are presented in a structured way. The candidate is able speak at some length in Part 3.

The response is also accurate with a mix of simple and complex sentence structures. There are no errors.

Practice Test 2: C1 Listening Test

There are 3 parts to the listening test.

You will answer 10 questions in each part.

You will hear each recording twice.

Listening: Part 1

You will hear 5 short recordings.

For each question, 1 to 10, choose the correct answer.

You will hear each recording twice.

You will hear a beep each time to tell you that the recording is about to start.

Questions 1 and 2

1. Who do the speakers think would benefit most from having subtitles on all children's TV programmes?
 - a. Children who dislike reading otherwise.
 - b. Children whose first language is not English.
 - c. Children with hearing impairments.

2. What is the man's opinion about having subtitles on children's TV programmes?
 - a. Broadcasters should turn them on automatically.
 - b. They would be useful for educational programmes.
 - c. Children may find them annoying.

Questions 3 and 4

3. What do **both** speakers think of people who are attracted to island living?
 - a. They think they may find it a disappointment.
 - b. They understand their desire for change.
 - c. They admire them for their spirit of adventure.

4. What would put the man off living on a remote island?
 - a. The harsh weather conditions.
 - b. The sense of not belonging.
 - c. The difficulty of getting off the island.

Questions 5 and 6

5. What complaint does the man make about the introduction of the clean air zone?
 - a. There has been a lack of consultation.
 - b. The pace of change is unacceptable.
 - c. No funding is available to support businesses.
6. What does the man say about the vans owned by his company?
 - a. Less polluting replacements are unavailable for some of them.
 - b. Some of them will have to be sold so drivers may lose their jobs.
 - c. Modifying some of them to meet the new specifications is too expensive.

Questions 7 and 8

7. What advice does the woman give about answering awkward questions?
 - a. Make sure you remain calm under pressure.
 - b. Provide supporting evidence for any statements you make.
 - c. Be prepared to admit you don't know something.
8. The man suggests he could answer a question about dealing with conflict
 - a. by explaining how important it is for people to stand up for themselves.
 - b. by saying he would ask for help from experts in the organisation.
 - c. by claiming that he prefers to find agreement through compromise.

Questions 9 and 10

9. The speakers prefer reading a print newspaper to an online one because
- they find getting to the end of an edition satisfying.
 - they find it's easier to browse for the most appealing content.
 - they find it a more absorbing reading experience.
10. What change does the woman foresee?
- There will be less demand for daily print newspapers.
 - Younger generations will start to appreciate print newspapers.
 - Printed newspapers will change to attract a more diverse audience.

That is the end of part 1.

Listening: Part 2

You will hear a radio discussion between a forester and an ecologist on the topic of rewilding parts of Scotland.

Listen to the first part of the discussion and answer questions 1, 2 and 3.

For questions 1, 2 and 3, write **NO MORE THAN ONE WORD AND/ OR A NUMBER** from the recording to fill each gap. Your spelling must be accurate.

You will hear the recording twice.

You will hear a beep each time to tell you that the recording is about to start.

You have 20 seconds to read questions 1, 2 and 3.

1. The aim of rewilding is to enable ecosystems to thrive with minimal _____ .
2. Rewilding projects in Scotland are mainly initiated by _____ .
3. The number of native trees planted in Scotland last year was _____ .

Now listen to the rest of the conversation and answer questions 4 to 10.

For questions 4 to 10, choose the correct answer, a, b or c.

You will hear the recording twice.

You will hear a beep each time to tell you that the recording is about to start.

You have 40 seconds to read questions 4 to 10.

4. What point is made about the Dundreggan Estate?
 - a. It was an obvious choice for rewilding.
 - b. Rare species of native trees had survived there.
 - c. Its landscape is a result of human activity.
5. What problem with the rewilding movement do the speakers mention?
 - a. The concept is difficult for people to understand.
 - b. Other important issues are being neglected.
 - c. The media have been unsupportive.
6. According to Mark, what is the attitude of most rural communities to rewilding?
 - a. There is distrust about the motives behind it.
 - b. There is recognition that existing practices have to change.
 - c. There is dissatisfaction with the payments they will receive.

7. What point is made about traditional sheep farming?
- a. It is declining more rapidly than expected.
 - b. Its impact on climate change is increasing.
 - c. It is difficult to make a living without financial support.
8. The speakers say they were surprised by the resistance to rewilding shown by
- a. ramblers.
 - b. anglers.
 - c. deer hunters.
9. What does Mark say about the reintroduction of golden eagles?
- a. It has significantly increased visitors to the area.
 - b. It is causing less harm to livestock than expected.
 - c. It proves that the habitat has already recovered.
10. Why does Mary Cox mention Poland and Portugal?
- a. To highlight similarities in public opinion in different countries.
 - b. To provide examples in support of the introduction of wolves in Scotland.
 - c. To show her disagreement with arguments put forward by some supporters.

That is the end of part 2.

Listening: Part 3

Listen to a journalist talking on a local radio programme about creating child-friendly cities. For each question, 1 to 10, choose **ONE WORD ONLY** from the recording to complete the notes. Your spelling must be accurate.

You will hear the recording twice.

You will hear a beep each time to tell you that the recording is about to start.

You have 1 minute to read the questions.

Creating a child-friendly city

Aims:

- to put children's (1)_____ at the centre of city planning
- to make sure children have a (2)_____ in decision-making
- to give children greater (3)_____ around the city

How to achieve aims:

- create spaces that integrates the child's perspective (e.g. a (4)_____ which can be used to play on)
- reduce traffic to give parents the (5)_____ to allow children to play in the street
- improve street layout and infrastructure to make (6)_____ easier for children

Benefits:

- parents will experience less (7)_____
- pedestrianising streets provides better access for users of (8)_____
- entire communities are helped by (9)_____ which focus on child safety
- older generations (10) _____ more with younger ones

That is the end of the listening test.

Listening Scripts

Part 1

Questions 1 and 2

You will hear a husband and wife discussing an idea to improve children's reading skills.

Speaker 1	What do you think of this new idea of programme makers putting subtitles on all children's TV programmes? This article says it's really beneficial for young children's reading.
Speaker 2	You mean so they can read and listen at the same time? Mmm. I suppose it makes sense. But what about when there's loads of dialogue? A lot of kids wouldn't be able to read fast enough to keep up, especially if they're struggling with reading anyway. It might put them off reading even more. Although, I imagine it would make a big difference to kids who don't speak English at home – especially if their parents aren't fluent and are therefore not confident about reading to their kids.
Speaker 1	True. And also it would be good from the point of view of inclusivity. I mean for deaf kids. Wouldn't they rely on subtitles? If they're available, that is.
Speaker 2	Actually, modern TVs have the subtitle option for all programmes, don't they? Surely they could have that switched on if they wanted, so I can't see it adding much for them.
Speaker 1	Mmm. In any case, for most cartoons it's pretty clear what's happening because they're mainly a visual experience. Subtitles would be a bit pointless – I expect most kids wouldn't bother reading them. But the article's saying that all channels should have them on by default, to support children's learning. My feeling is that they might really irritate kids and ruin their enjoyment.
Speaker 2	I'm sure they'd barely notice them after the novelty wore off!

Questions 3 and 4

You will hear two friends discussing living on a remote island off the coast of Scotland.

Speaker 1	How would you feel about going to live on one of the islands? Apparently the local community on Rum are encouraging young families to set up
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	home on the island – they're especially interested in people with useful skills like plumbing or nursing which are in short supply.
Speaker 2	Mmm. I'm kind of tempted. I mean the idea of being surrounded by fantastic scenery, the lack of pollution – all that <i>is</i> very appealing. Especially to people who feel trapped by their circumstances and long to experience living with the great outdoors on their doorstep.
Speaker 1	I couldn't think of anything worse. That kind of life's not for everyone. If a family who'd been living in a tiny city flat moved to somewhere like that, it'd be a real culture shock – all the space and freedom for the kids wouldn't be enough to compensate for that. They'd be giving up so much and it might turn out to be just an escapist fantasy.
Speaker 2	Yeah, imagine being a teenager on an island with a population of 40! There are definitely downsides which some people considering the move might not take into account. The constant wind and rain affecting ferries, for example. That would be an issue for me – though not necessarily a deal breaker. I'd be more concerned about making such a massive move, then not fitting in – that's what'd make me think twice – always being an outsider. Still, I'd give anything to be there now for a break.
Speaker 1	Me too.

Questions 5 and 6

You will hear the manager of a delivery firm talking on the radio about the introduction of a clean air zone, which places restrictions on vehicles entering a city.

Speaker 1	<p>We're certainly not against the idea of a clean air zone, but we're extremely worried that the current proposed time scale for its implementation is unsatisfactory. I mean, like most businesses, we're committed to doing our bit to reduce emissions – as we've told the authorities in various meetings about the proposed scheme. Plus, we've already taken advantage of government subsidies for electric vehicles. Already, two thirds of our fleet are compliant with the new regulations, and we'd obviously be getting rid of the older non-compliant ones anyway, as they come to the end of their shelf life – but that won't be before the clean air zone comes into force.</p> <p>It's delivery firms like ours that will be hardest hit. Along with many other businesses in our situation, we won't be able to absorb the extra costs</p>
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	involved. To purchase dozens of new vans would cost us over a million pounds. And for our larger ones there's currently no cleaner alternative anyway - which will mean, if we want to continue using these vehicles, paying hundreds of pounds in daily charges to enter the clean air zone. You can drive into the city free between 8pm and 7am, but for our type of business this just isn't viable. There'll inevitably be a negative impact on the local economy as well when the streets get quieter, and jobs may well be lost as a result.
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Question 7 and 8

You will hear a woman giving advice to a man about dealing with job interview questions.

Speaker 1	What I'm not sure about is how to handle the awkward questions interviewers sometimes ask – like 'how do you deal with conflict?'
Speaker 2	Oh yeah, that's an old favourite. It's worth having prepared answers so they don't catch you off guard and it's good to work out what interviewers are actually looking for when they ask these types of questions. In this case, what they want to know is – are you the type of person who's good at conflict resolution? Or are you the type of person who takes offence, gets defensive and escalates difficult situations?
Speaker 1	So basically am I able to get on with people I don't necessarily see eye-to-eye with?
Speaker 2	Exactly. And always back up what you say with concrete examples. With someone your age who doesn't have a lot of experience of being in a team with work colleagues, it's fine to talk about any tension that may have arisen with sports team members or people you've travelled with – you know – where there might have been differences of opinion about tactics or money or whatever.
Speaker 1	Right OK. The problem is that really, I'm the type of person who goes out of their way to avoid conflict wherever possible. I know all the experts would tell me I need to put a positive spin on this, so perhaps I could say that in difficult situations I always try to build consensus through negotiation, rather than trying to impose my own views on the group.
Speaker 2	Good answer.

Questions 9 and 10

You will hear two friends discussing print newspapers.

Speaker 1	Did you hear that The South Side newspaper is only going to be available online soon? I feel quite sad about that. I think it'd be disastrous if all print newspapers died out.
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Speaker 2	Yeah, me too. There's nothing quite like getting stuck into a newspaper over a long lazy weekend brunch, working your way slowly through all the sections. It's something I really look forward to. I mean online is fine for getting breaking headlines but it's hard to take in things like long leader opinion columns. I tend to skim through them online and at the end find I've no idea what I've just been reading!
Speaker 1	I know exactly what you mean – reading an actual newspaper is simply far more engaging and pleasurable.
Speaker 2	It's such a luxury to have the time to focus on issues in-depth. But there's no doubt a huge shift has happened in reading habits in recent years. Most people under 30 wouldn't dream of buying a newspaper when they can get up-to-the-minute news without paying a penny. And even I hardly ever buy a paper during the week now – just on Sundays – and I think that's an ongoing general trend. But on the other hand, I think print will evolve and find its niche eventually.
Speaker 1	I hope you're right but I'm not so sure.

Part 2

Speaker 1	Welcome to the Green Matters podcast. My name's Mary Cox and I'm an ecologist working on environmental campaigns. Today we're talking about rewilding in Scotland. I've invited Mark Douglas, a forester who's working on rewilding projects in the Highlands, to discuss this with me. But before we start, can I ask you to give our listeners a bit of background.
Speaker 2	Right. Well, the first thing to clarify is what the aim of rewilding is. Basically, the idea is that conservation of the land should no longer be about protecting particular species or areas, but focus instead on rebuilding ecosystems that can sustain themselves with as little intervention as possible.
Speaker 1	Right, and the interesting thing is that rewilding here is growing in a fairly random, organic fashion, not driven initially by the government as in other countries, but by very wealthy landowners each in possession of thousands of acres.
Speaker 2	Correct. Although Scottish Forestry is playing its part. It's set an annual target of three to five thousand hectares of native trees to be planted, which in the past twelve months amounted to 9 million. That makes up about 40% out of the 22 million trees planted in total in Scotland last year. And we expect that figure to rise annually.

Speaker 1	Can we talk a bit more about where these rewilding projects are taking place and why they've been chosen?
Speaker 2	Yes – well rewilding sites are aiming to restore native forests which once covered most of Scotland. On Dundreggan Estate, for example, before it was rewilded, there was just a tiny remnant of ancient woodland but the rest of it was dominated by heathland – which many people consider to be typically Scottish. In fact, it's the legacy of centuries of over-grazing by introduced sheep, cattle and deer. And, of course, settlers felling trees for timber and to create farmland.
Speaker 1	Isn't that re-wilding site right next to Loch Ness?
Speaker 2	It is – iconic Scottish scenery. But being a beauty spot isn't one of the criteria for picking a re-wilding site.
Speaker 1	I see ... now, it's fair to say the rewilding movement has hit a few problems lately.
Speaker 2	Mmm, there are one or two issues, yes. But on the positive side most of the publicity in the press has largely been in its favour – and most people, once they understand what's involved, generally get the idea.
Speaker 1	There are various drives against it, though. Some campaigners feel that there are more urgent priorities, I mean, we're not going to see the full

	benefits of rewilding for several decades – so they argue that resources are being directed away from things like wind farms.
Speaker 2	Mmm (<i>agreeing</i>). But it's people in rural communities who're directly affected who've raised the most objections. Farmers have been the most vocal – but I think their anger's evaporating slightly now that compensation schemes have been agreed. However, the prevailing sentiment among landowners is that rewilding is being pushed by those who are more interested in putting a stop to grouse shooting than in ecology – even though rural communities depend on the sport for their livelihoods.
Speaker 1	But can you say more about how farming is affected? Traditional sheep farming's still a massive industry in these areas.
Speaker 2	Mmm. In fact, it's no longer a viable option without subsidies from the government. I also think there's plenty of opportunity for rewilding because many farmers will want to diversify. Attitudes to meat eating are changing rapidly and methane emissions from sheep are a huge problem.
Speaker 1	Mmm, it's still not the greatest contributor to greenhouse gas emissions – that's actually transport.
Speaker 2	True. Anyway, other users of the countryside are opposed to rewilding too.
Speaker 1	Right. There's the powerful deer-hunting lobby of course – which you'd obviously expect – as rewilding will mean a drastic drop in red deer populations.
Speaker 2	And then there are the ramblers. I'd never have put them on that side of the argument, but they're worried rewilding will mean restrictions in some areas for walkers -
Speaker 1	Normally they're all in favour of conservation projects.
Speaker 2	Precisely. And anglers are another group – they've always had concerns about the impact of beaver reintroduction on salmon populations – despite several studies showing these concerns are unfounded.
Speaker 1	Yes. Now tell us about the success of some rewilding projects. Golden eagles would be at the top of the list, I'd imagine?
Speaker 2	Oh, definitely. Their presence indicates that abundant prey is available, which means that the health and balance of the natural environment is on the way to being restored. The fears that they'd be a threat to livestock were overly pessimistic– and ultimately local economies will be better off because the presence of golden eagles will stimulate ecotourism.
Speaker 1	I'm not sure people will be so keen on wolves returning to Scotland, though.
Speaker 2	I think it's premature to even discuss it. We're a very long way from that point. And the very idea is enough to turn some people off rewilding.

Speaker 1	People who do advocate wolf reintroduction cite places like Poland or even Portugal, but they're not really relevant to our situation. OK I'd like to move on now to talk about the project you're currently involved with...[fade]
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Part 3

<p>Speaker 1</p>	<p>The idea of creating child-friendly cities is catching on in many countries around the world. In many UK cities, local authorities, landscape architects, developers, and community organisations are working together to gain official recognition as a Child Friendly City. But what does this mean in practice?</p> <p>It basically involves a complete re-think in the way cities are designed and services provided. A child-friendly approach aims to ensure that everyone involved in urban planning places the welfare of children at the heart of everything they do. It's not about making sure there are enough child-friendly spaces such as playgrounds – but making sure <u>all</u> outdoor areas in a city are child friendly. This means getting children involved in decisions that affect them and letting their voice be heard regarding what they want their streets to look like. In cities such as Vauban in Germany, where this kind of approach has been very successful, it's resulted in cleaner, greener, safer streets. One of the key aspirations is also to make sure children feel they have more freedom. Many studies have shown this is important for their sense of wellbeing.</p> <p>So how do you go about achieving these aims? One of the first things planners need to consider is how to integrate a child's perspective into every aspect of design, so that it has a multi-functional purpose. This can be something as simple as a bench, which isn't just for sitting on, but doubles as something for children to crawl under or climb over. It keeps the children occupied without parents having to find a dedicated play area with a climbing frame or a slide for them, and encourages parents to spend more time outdoors in the streets with their children.</p> <p>In most British cities, you don't see many children playing unsupervised on the street. And this is mainly because of parents' worries about traffic accidents and health risks from pollution. Allowing less traffic in residential areas decreases these concerns and builds their confidence in the streets being a safe place to play.</p> <p>Encouraging children to spend more time outdoors unsupervised means they need to learn how to find their way around. Thinking about street layout and infrastructure from a child's point of view is therefore very important because it will help children get better at navigating. This will stop them from being so</p>
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dependent on their parents and give them a better sense of their neighbourhood.

These measures don't come cheap, but the benefits are surely worth it. Children obviously benefit but so do their parents. Not having to juggle work and other responsibilities with constantly driving children to school or to see their friends takes some of the pressure off.

Pedestrianising roads is another way of making outdoor areas child-friendly. This obviously makes them far safer, but it also encourages kids to get on their bikes, skates and scooters – as well as creating plenty of space for those in wheelchairs, making them feel less vulnerable.

It's clear that child-friendly policies benefit the whole community. A city neighbourhood which is suited to the needs of families with young children becomes a desirable place to live and so results in being one where businesses can thrive. And this means for families, trips to large shopping centres no longer become necessary, or even desirable, as everything's available locally on their doorstep.

Advocates of child-friendly cities argue that this approach to urban design is a way of providing better outcomes for all generations of people who live, work and play in cities. Designing places where citizens of all ages feel they are welcome and provided for means there's greater opportunity for them to interact — something which older people, in particular, often feel is missing from their day-to-day lives.

Answer key

Part 1

1. b
2. c
3. a
4. b
5. b
6. a
7. b
8. c
9. c
10. a

Part 2

1. intervention
2. land-owners / landowners
3. 9 million
4. c
5. b
6. a
7. c
8. a
9. b
10. c

Part 3

1. welfare
2. voice
3. freedom
4. bench
5. confidence
6. navigating
7. pressure
8. wheelchairs
9. businesses
10. interact

Practice Test 2: C1 Reading Test

There are 3 parts to the reading test.

You will answer 10 questions in each part.

You have 1 hour and 15 minutes for the reading test.

Reading: Part 1

Read each short text and answer the questions that follow. For each question, choose the correct answer, a, b or c.

Text for questions 1 and 2

[Magazine article]

Natural History

Have you ever passed through the fossil collection at a museum with barely a glance at the exhibits? Perhaps you skipped past them in order to find the sections devoted to various ancient civilisations, such as household pottery, traditional costumes or invaluable jewellery? Admittedly, for the majority of visitors, immediately recognisable objects are the top priority, and fossils fall by the wayside. However, dusty little fossils are far from dull, even if it takes us more time to appreciate their significance.

If you thought that studying ancient fossils was solely of interest to academics and with limited practical use in everyday life, think again. By studying these ancient traces of plant and animal life preserved in layers of rock, scientists can actually unlock vital clues about our planet.

Thanks to cutting-edge technology and 3D modelling techniques, scientists can analyse ancient plants and organisms to discover the climate conditions of the time. For instance, they can now identify with remarkable accuracy how carbon dioxide levels have altered over many thousands of years. Such research enables experts to measure environmental trends and patterns. It reveals not only how the climate has changed over time, but the effects of this on various species, showing how they have adapted, evolved or indeed died out as a result of environmental changes.

That scientists are able to gather so much data from such tiny fossil specimens is impressive in itself. But make no mistake; the study of fossils should not be viewed as simply an attempt to understand our past. It can also help experts predict how life on Earth may change if global temperatures continue to rise, which is of course a matter of contemporary importance. Therefore, uncovering our past may well be the key to revealing what is to come.

Questions 1 and 2

1. In the first paragraph, the writer suggests people are more interested in objects that
 - a. are of social significance.
 - b. are unfamiliar.
 - c. have modern origins.

2. According to the text, the use of technology
 - a. is particularly helpful for the analysis of plant fossils.
 - b. can lead to inaccurate results for some species.
 - c. can aid future scientific discoveries.

Text for questions 3 and 4

[Job advertisement]

East Carston Local Health Authority
"Passionate About People"
Speech Therapy Community Officers
Various locations across the East Carston region.

East Carston Local Health Authority delivers healthcare services to clinics, hospitals and community programmes across the region. With more government funding now available, we invite highly-motivated applicants to take their first steps into a fulfilling career in speech therapy.

About the Role

You will provide administrative support to the speech therapy team and provide the initial point of contact with clients. You will attend regular team meetings, and be responsible for the secure filing of confidential client records and case reports. You may occasionally be required to travel off-site with a speech therapist to provide practical support during client visits. Community Officers will also have the opportunity to participate in initial speech therapy training. Subject to management approval, you will be supported by the Authority should you wish to study for a professional qualification.

About You

We seek flexible, highly-organised, IT-confident individuals who can show the utmost sensitivity when dealing with clients. Applications from recent graduates of any discipline are welcomed. Prior administrative experience would be an advantage, regardless of the sector or industry. While primarily an administrative role, it is anticipated that the Community Officer position will serve as an entry point for individuals hoping to enter a speech therapy career but who lack recognised qualifications in the field.

Benefits

Starting salary of £22,000, rising by 2.5% after six months. Annual raises are calculated on a cost-of-living basis in line with inflation. Performance-related bonuses are based on manager evaluations. Additional professional development grants are available for official accreditation or other Authority-approved training. Community Officers are entitled to claim for certain expenses incurred during off-site visits. 21 days' holiday per year.

Interviews will be held in the week beginning 2nd April.

Questions 3 and 4

3. The advertisement suggests that the position would
 - a. require extensive medical training.
 - b. involve a significant amount of commuting.
 - c. open up considerable opportunities for certification.

4. What financial information is specified in the advertisement?
 - a. The amount of funding given to staff for training purposes.
 - b. The criteria used to determine yearly salary increases.
 - c. The types of allowable expenses covered when travelling off-site.

Texts for Questions 5 and 6

[Company website]

Corporate Social Responsibility: Our Commitment to People and Planet

As a company with a proven track record of innovation in fashion, we take our environmental responsibilities seriously. We simply refuse to stand by and watch as the planet's natural resources are wasted or polluted.

The lead we have taken in sustainable production practices has contributed to a genuine shift in the way the fashion industry engages with the planet.

As proud supporters of eco-fashion, we have switched to organic cotton across our entire product range. We have also consistently championed the use of biodegradable and recycled materials in both our products and packaging, and we are on course to be carbon neutral within five years. We continue to collaborate with environmental organisations to protect natural habitats and wildlife near our production facilities.

While we are proud of what we have already achieved, we recognise that sustainability goes beyond protecting nature. Feedback is at the heart of everything we do, and we have listened – both to our valued customers and our international partners. Following a comprehensive review of our overseas operations, we have established new procedures to promote the welfare of all staff.

Consultation with all our business partners has helped us develop new initiatives designed to ensure the highest standards of safety, professional training and working conditions.

We were the first fashion company to publish transparent reports every quarter highlighting full details of our business practices. No other company in our industry is as honest about how their business operates. But actions speak louder than words. We celebrate our strengths but are open about the areas where improvements are needed. We promise that we are taking every step to address these shortcomings. We are responsible not only to our business partners and consumers, but above all, to the planet.

Questions 5 and 6

5. It can be understood that the company has received criticism for its
 - a. international employment practices.
 - b. lack of engagement with consumers.
 - c. poor use of natural resources.

6. The purpose of the final paragraph is to
 - a. explain which areas the company intends to focus on.
 - b. persuade readers that the company can be trusted.
 - c. highlight the differences between the company and its rivals.

Texts for Questions 7 and 8

[Flyer]

Caldwell Community Group

If you've ever thought that nobody cares about the community anymore, the Caldwell Community Group (CCG) is here to prove you wrong! The greatest asset we have in Caldwell is all the amazing people who live here. We're best placed to understand the needs of the local area, and we can lend a hand to address issues that can be resolved quickly and without official action. Instead of complaining about the council cuts in public transport, or their lack of investment in local amenities, we've decided to bring the community together and help us share our resources. If that sounds like something you'd like to get involved in, read on!

CCG is a new neighbourhood scheme which provides support services for those in need in the Caldwell area. Whether it's a lift to a hospital appointment, help with shopping for housebound residents, or simply a friendly chat, CCG volunteers are ready to help.

In the coming months, we're looking to extend our reach to help even more people. Based on suggestions from local residents, we'll be running sports and cultural events for local children.

None of this would be possible without your support. Even if you can only spare a few hours a week, we'd love you to get involved in the CCG. There are many ways you can help, some of which can even be done from the comfort of your own home. And if you have a particular area of know-how that you'd be willing to share with us, even better! We're also open to recommendations on ways to improve our services. Your ideas can help us achieve even more!

To find out more about ways to join us, please visit our website or call Claire Simpkins on 01753 212420.

Questions 7 and 8

7. The flyer states that the local authorities
- are unaware of problems affecting the local community.
 - have provided insufficient funding in the local area.
 - take too long to respond to complaints by local residents.
8. The main aim of the flyer is to
- encourage people to volunteer their time for the CCG.
 - inform people about the services offered by the CCG.
 - request feedback on the activities organised by the CCG.

Text for Questions 9 and 10

[Website discussion forum thread]

Re: Park and Ride Proposal

I'm afraid I don't have much sympathy for suburban residents who are opposed to the park and ride scheme. It's always the same. People are quick to complain that the council isn't doing enough for our city, but when they're presented with a proposition that could genuinely transform our city for the better, they oppose it because it's right on their doorstep. It's so frustrating. Why can't they see the bigger picture?

It was the same with the waste treatment plant over in Hampwell. We all know how much of a problem rubbish has become. The Hampwell site on the old industrial estate was the perfect location for a bigger waste processing plant. In fact, it was actually the only workable option. And what happened? Residents campaigned to block the move because they feared the plant would inconvenience them. It wouldn't have been anywhere near them! They demanded that the council tackled waste in the city, just elsewhere.

If you think I'm saying this because I have a commercial interest in Park and Ride, well, that's not true. As a city centre business owner, of course I'm in favour of anything that encourages more people to visit. But this is about improving the quality of life for everyone. We cannot continue as we are at present.

The traffic congestion in the city is appalling. Parking charges don't put people off driving into town. This scheme will provide motorists with a stress-free alternative, while reducing pollution. Of course, we have to keep pushing the council to improve the public transport options in the city,

too. The council has to cater for the needs of everyone. In fact, I'd personally welcome more bus and cycle lanes in the city. But the park and ride scheme's still vital.

Questions 9 and 10

9. The writer mentions waste treatment to make the point that residents
- misunderstand the government's intentions.
 - have a selfish attitude to city planning.
 - fail to express their views.
10. What is the writer's opinion about the park and ride proposal?
- The main benefits will be for local businesses.
 - It will be more popular than investing in public transport.
 - It will make the city more pleasant for everyone.

Reading: Part 2

Read this information from an events website and answer questions 1 to 10. For questions 1 to 10, complete the sentences with **ONE WORD** from the text.

Calling All Creative People!

The vibrant and cosmopolitan Blockhurst Summer Festival is back, and promises to be the most innovative one yet! From its humble beginnings as a fair for handicrafts, the festival has evolved into a celebration of culture. Now in its fiftieth year, the festival has become a major highlight in the region's cultural calendar. Click on the gallery below to see photos of previous editions of the festival.

Building on the success of last year's thematic focus on wildlife, this year the festival celebrates the concept of water in various forms throughout the festival's cultural programme and live events. We feel this theme is a fitting way to celebrate Blockhurst's historic links to sailing.

The street market will be bigger than ever this year. From traditional crafts to pop-up restaurants, businesses from all over the country do considerable trade during the festival. Inevitably, commercial stalls at the festival come at a price. In particular, sites for selling products at the street market are much in demand. Since competition is usually very fierce, don't wait too long to submit a request for a site. Applications can be made by downloading and completing a form [here](#).

Please note that rather than allocating on a first-come, first-served basis, the festival committee is responsible for selecting which vendors will be allowed to trade at the market and other festival venues. As keen supporters of independent businesses and arts and crafts, priority will be given to applicants whose businesses are in line with the values of our event. For more information about our commitment to fair trade, click [here](#) for our sales and products guidelines.

The summer festival is a true celebration of art, culture and creativity. Along with the customary art exhibition, street procession and live performance space, this year also boasts a fashion parade. This is an invaluable opportunity for budding designers to raise their profile and showcase their creations. Submissions for the show will be selected by our panel. For more details about how to apply, please click [here](#).

One of the most popular events at the festival is the world music show, featuring performances from international artists of various music genres. This is an open-air concert held in the

beautiful, landscaped gardens of Blockhurst Hall. Tickets are available online here. All proceeds are distributed amongst selected international charities.

As ever, we are grateful for the aid we receive from the town. From the financial assistance of local businesses to the help with planning provided by the university, the festival truly is a communal effort. As in previous years, corporate sponsorship is available in different price tiers. The highest of these enables companies to have their corporate logos featured prominently across all festival promotional materials. For more details, please contact Sasha Harding on 017855 398819.

Volunteers are another integral part of the festival's success. It's satisfying to see that many people willingly return year-on-year to lend a hand, but we're always keen to enlist the help of new volunteers. Volunteers can work in a number of roles. Depending on your skills and preferences, you may help set up performance spaces, give information to festival goers, help ensure safe crowd management or even provide first-aid services. To ensure that volunteers have everything they need before they start at the festival, all volunteers are required to attend interviews which take place in the week before the festival. This is followed by a compulsory induction session which is a great way to meet other festival volunteers and is also your opportunity to sign up for the specific events you'd like to help with. We cannot guarantee that you'll be assigned your preferred role, but we do our best to allocate work fairly.

So, what are you waiting for? Whether your interest is creative, commercial or volunteering, we'd love to hear from you!

Glossary

Vendor: A person or company that sells goods or services.

For questions 1 to 10, complete the sentences with **ONE WORD** from the text.

Blockhurst Summer Festival: Notes

About the Festival

- Originally devoted to (1) _____, the festival has become an important regional event.
- The festival organises activities based around a particular theme, this year's being (2) _____.

Street Market

- Due to the success of the street market, interested businesses should apply early for a/an (3) _____ to avoid disappointment.
- Traders are required to demonstrate that they reflect the (4) _____ of the festival.

What's On

- The festival comprises many different types of performance, including a/an (5) _____ show for the first time this year.
- Being able to (6) _____ their work at the festival is a wonderful opportunity for people interested in a design career.
- Charitable organisations receive a portion of the (7) _____ from the concert.

Getting Involved

- The festival receives (8) _____ assistance from a higher education institution.
- Companies can select from different levels of (9) _____ to support the festival.
- Before duties are assigned, a/an (10) _____ is obligatory for all volunteers.

Reading: Part 3

Read the blog post about school food and answer questions 1 to 10.

Food for Thought

A) Regular readers of this blog will know that I often discuss primary education, although with my “parent hat” on rather than in my professional capacity as an academic in the senior phase of secondary education, where issues are more complex and their impact more wide-ranging. Having three children myself, I don’t hesitate in disapproving of government policies that I view as getting in the way of pupils’ learning. I have enormous respect for people in the teaching profession, which is why I’m usually reluctant to name and shame or single out individual schools in this blog. However, today’s post is directly inspired by the canteen at my children’s school.

B) When my children begged me to let them buy lunch from the school canteen like all their friends, I agonised over whether to agree. I didn’t want them to be left out by having to eat food from home while their peers got to choose their own food. And admittedly, for many busy working parents, preparing nutritious, budget-friendly and appetising lunches can be challenging, not to mention time-consuming. But how can we be sure that children will eat properly at school? In the end, I agreed to my kids’ request as I wanted to give them greater responsibility. It seemed like the perfect opportunity for them to use their initiative to make healthy food choices rather than wasting their lunch money.

C) But children can only develop when the conditions are favourable. Just watch how adult ducks take care of their young. Natural instinct may help ducklings initially take to the water, but significantly, the adults still guide them and show them how to navigate away from danger. An odd example perhaps, but schools should be doing the same. I was disappointed to learn that the way the school canteen operates actually prevents children from making smart choices. It’s a terrible example to set, and potentially a form of neglect on the part of the school. I don’t say this lightly. Schools have a responsibility to facilitate growth in pupils by providing the conditions that will help them succeed rather than fail.

D) We all know that nutrition in the form of a balanced diet and satisfying meals plays an essential role in children’s development. For instance, vitamins and minerals are known to support brain development. In contrast, poor nutrition or insufficient food can have negative effects on people’s energy levels, which in turn affects their ability to focus or perhaps process information. In this instance, we really do get out what we put in.

E) With all of this in mind, I'm disgusted with the lunch options available to pupils at my children's school. Not only does the school overcharge for tiny portions, but the selection of food is minimal. I wouldn't mind so much if the options were nourishing, but by all accounts, they have little nutritional value, and are instead processed junk. When even my children complain about the lack of vegetables or fresh food on offer, the situation must indeed be desperate. Even worse, the canteen makes no attempt to cater for the numerous pupils with special dietary requirements. These children's real needs are simply not being met. Inevitably, most children resort to filling up with sugary or salty snacks instead.

F) Worryingly, I'm not alone in these frustrations. Many friends and colleagues have shared similar views about the lunch provision in their children's schools. But to be clear, our concerns don't stem from a misguided sense of sentimental longing for the traditional meals that have largely disappeared from school canteens in this country. I actually remember disliking many of the meals that used to be served up when I was a child. But even so, at least school food used to be filling and nutritious. That simply isn't the case nowadays.

G) Perhaps schools believe that convenience food is the easiest way to feed large numbers of children in limited time. Yet I refuse to believe that this is the best that schools can offer, especially when freshly-prepared healthy meals are often cheaper to make. Fortunately, there are signs that schools are starting to take note. For instance, last month a school in my local area agreed to provide vegetarian options for pupils. What's particularly encouraging is that it was a student-led campaign that brought about the change. I'm convinced that if enough of us raise our objections, schools will respond accordingly. What do you think? Do you agree? Comment below!

For questions 1 to 4, choose the correct answer a, b or c.

1. In paragraph A, the writer suggests that they
 - a. are hesitant to criticise people working in education.
 - b. find it difficult to write about educational matters.
 - c. usually blog about later stages of school education.

2. What was the main reason for the writer agreeing to let their children use the school canteen?
 - a. It was more convenient than preparing food for their children.
 - b. It would help their children become more independent.
 - c. Their children wanted to fit in with the other pupils.

3. Why does the writer use the example of ducks?
 - a. To make a comparison between learned habits and innate behaviour.
 - b. To argue in favour of learning through experience.
 - c. To illustrate the importance of a supportive learning environment.

4. It is implied that the writer's children
 - a. have a tendency to favour unhealthy food.
 - b. are difficult to please at mealtimes.
 - c. eat too little during the school day.

For questions 5 to 10, choose the most suitable heading I to VIII for paragraphs **B** to **G**. There are two extra headings you do not need.

5. Paragraph B
6. Paragraph C
7. Paragraph D
8. Paragraph E
9. Paragraph F
10. Paragraph G

List of headings

- I. Why schools have a duty of care
- II. A worsening problem
- III. A problem shared is a problem halved
- IV. Changing tastes
- V. Food for learning
- VI. Cause for optimism
- VII. A parental dilemma
- VIII. An unacceptable situation

Answer key

Part 1

1. a
2. c
3. c
4. b
5. a
6. b
7. b
8. a
9. b
10. c

Part 2

1. handicrafts
2. water
3. site
4. values
5. fashion
6. showcase
7. proceeds
8. planning
9. sponsorship
10. induction

Part 3

1. a
2. b
3. c
4. a
5. VII
6. I
7. V
8. VIII
9. II
10. VI

Practice Test 2: C1 Writing Test

There are 2 parts to this test.

You must write a response to the task in both part 1 and part 2.

You have 1 hour for the C1 Writing Test.

We recommend you spend 20 minutes on Part 1 and 40 minutes on Part 2.

Writing: Part 1

Your town council has received a proposal from a property company to replace the town's old library building with a new hotel. You disagree with the proposal.

Write an email to the council giving your opinions on the subject.

In your email:

- say why you dislike the company's proposal
- suggest ways of using the old library building
- give your views on the value of keeping old buildings

Write your email here. You should write between 150 and 200 words.

Part 1 sample answer

Dear Sir

I'm writing about the proposal to destroy the old library building and build a hotel instead. I don't object to you selling the building, but you can't allow it to be demolished. It is one of the most aesthetically pleasing buildings in the town and many people have happy memories of using it when it was a library. Do we really need another hotel? It is painfully obvious that the ones that already exist are often practically empty.

One option could be to keep the building and turn it into apartments. However, it would be expensive to convert and wouldn't benefit many people. My preference would be to transform it into something for the whole community. I suggest turning it into an arts centre, where people could enjoy theatre, music and art exhibitions, or simply meet over coffee. That would be popular for everyone and would require relatively few changes inside.

Too many towns have allowed beautiful old buildings to be destroyed and replaced with modern ones which are often hideous. There is room for modern buildings of course but our history and culture must not be obliterated by modernisation.

Yours,
Adam Johnson

[194 words]

Comments

The response addresses all aspects of the task and follows accepted conventions for an email. The response is also well structured, with paragraphs focusing on specific elements of the task and addressing bullet points in turn. The candidate introduces the topic and says why they are writing the email and they explain why they dislike the proposal in the first paragraph, they give suggestions in the second paragraph, and present their views in the third.

The response is highly accurate with complex grammatical structures used to communicate the message. The candidate uses modal verbs to talk about possible solutions and to make tentative suggestions (*One option could be, My preference would be*) as well as using a rhetorical question (*Do we really need another hotel?*) which makes their response interesting to the reader.

The candidate shows good use of a wide range of relevant vocabulary (*demolished, aesthetically pleasing, painfully obvious, convert, hideous, obliterated, modernisation*) and sentences are well-linked using a variety of approaches: *the ones that already exist, one option could be, however, where people could enjoy, but.*

Spelling and punctuation are correct.

This is an example of a good response to this task.

Writing: Part 2

Although working from home is welcomed by many members of the labour force, there may be disadvantages for some companies.

What might these disadvantages be?

What can companies do to minimise them?

Write your answer here. You should write between 250 and 300 words.

Part 2 sample answer

One of the most significant changes to society recently has been the increase in the number of people working from home. Much of the debate surrounding this focuses on the advantages that homeworking brings to employees and companies. True, the possible drawbacks for employees are sometimes also mentioned, but the possible disadvantages for employers are hardly ever talked about. But what are these disadvantages? They seem to revolve around the negative effects on the workforce and their implications for the company.

First and foremost, the absence of the scheduled working day in an office may prevent senior management from monitoring the workforce properly and stepping in where necessary. Alongside this, the conventional working day also promotes self-discipline amongst employees. Without it, some people working from home have admitted to poor time management, often putting off start time for a number of hours. There are also distractions at home, such as TV, or children wanting your time during school holidays.

It is also likely that the effectiveness of teamwork is diminished somewhat through working from home. Not only can this affect decision-making at junior and senior levels, but it may also deprive workers of the much-needed support that they get from colleagues on an emotional and practical level. So, a company may end up with a team which is both less competent and less motivated.

I think the answer is to find a way to combine working from home with working from the office. This could be done by establishing whole-team contact sessions, either face to face or online, as well as agreed homeworking procedures on working hours, working space and break times. This, I am sure, will remove most of the problems mentioned above without losing the obvious benefits of homeworking.

[291 words]

Comments

This is an example of a good response. The candidate addresses all the requirements of the task in full. The response is well-structured with each paragraph addressing a specific point. Ideas are well organised using a variety of cohesive devices (*First and foremost, Alongside this, Not only...but also, So*).

The grammar is highly accurate: the candidate shows good control over a variety of complex sentences. Punctuation and spelling are also accurate.

The candidate uses a wide range of relevant vocabulary appropriately and accurately (*debate, drawbacks, implications, prevent, conventional, promotes, distractions, diminished somewhat, deprive*). The candidate is also able to use language in a sophisticated way, creating long strings of noun phrases (*the absence of the scheduled working day in an office, whole-team contact sessions*).



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