TEST 1

PART I LISTENING

PART I

You will hear ten sentences twice. Choose the best answer in each situation.
Now read the answers. You have two minutes to read the answers.
Now listen to the sentences and choose the best answer.

1. Our train is leaving from platform 9.

a. Let's go, do we?
b. Let's go, shall we?
c. Let's go, will we?

2. We are due to arrive at noon.

a. What time do we set away?
b. What time do we set of?
c. What time do we set off?

3. I finally got my degree, didn't I just?

a. Congratulations for your graduation.
b. Congratulations on your graduation.
c. Congratulation with your graduation.

4. Is Nick's wedding this Sunday?

a. Yes, but I can't remember where is the reception.
b. Yes, but I can't remember where the reception is.
c. Yes, but I can't remember where are the reception.

5. I'm thinking of going on holiday on my own this year.

a. I'd rather you hadn't.
b. I'd rather you don't.
c. I'd rather you didn't.

6. Nobody told me Nick was in town last week.

a. I wish I knew.
b. I wish I had known.
c. I wish if I knew.

7. This man has such a quiet voice.

a. I didn't hear what he said.
b. I didn't hear what did he say.
c. I didn't hear what he says.

8. Superbowl's final is on tonight!

a. Great. I'm really looking to it.
b. Great. I'm really looking forward it.
c. Great. I'm really looking forward to it.

9. Have you seen our cousin lately?

a. Yes, I ran into him at the bank, last week.
b. Yes, I ran over him at the bank, last week.
c. Yes, I ran up him at the bank, last week.

10. I don't enjoy this at all.

a. Me, too.
b. Me, neither.
c. Me, either.

Listen to the sentences again and check your answers.

TEST 1

PART 2 LISTENING

PART 2

You will hear two conversations. You will hear them twice.
You have two minutes to read the questions and answers on your examination paper for both conversations.

Now listen to **Conversation 1**.
Record your answers to the questions.

1. What is the conversation about?
a. Upcoming elections.
b. A phone lottery.
c. A survey.

2. What is the woman dissatisfied about?
a. The elderly being neglected.
b. The government's handling of things.
c. Other people voting.

3. What does she say about nowadays' people?
a. They are lazy.
b. They never go on strike.
c. They like working.

4. What is said about young people?
a. They don't have free education.
b. They refuse free education.
c. They get free education.

5. She thinks that the mayor:
a. Doesn't care about the elderly.
b. Is very concerned about the elderly.
c. Is rather worried about the elderly.

Now listen to **Conversation 2.**
Record your answers to the questions.

1. According to Dr Darlington, boredom and jobs with increased responsibility can lead to:
a. Physical weakness.
b. Chronic depression.
c. Difficulties in performing routine tasks.

2. What causes us boredom?
a. Problems at work.
b. A combination of factors.
c. An unchanging diet.

3. Which of the following is suggested as a way to introduce change in your life?
a. Taking up a hobby.
b. Keeping a routine.
c. Staying at home more often.

4. Apart from change, how can we renew ourselves?
a. By learning to relax.
b. By having a negative attitude.
c. By having a positive attitude.

5. It appears that one of the reasons Dr Darlington appeared on this programme was to:
a. Promote a book.
b. Encourage travel in the Far East.
c. Defend himself against his critics.

Listen to the conversation again and check your answers.

PART 3 LISTENING

PART 3

You will hear a debate and a discussion. You will hear them twice.
You have two minutes to read the questions and answers on your examination paper for both the debate and the discussion.

Now listen to the **Debate.**
Record your answers to the questions.

1. Why did women stop being deployed?
a. The men's authority was undermined.
b. They were better suited to other tasks.
c. It was not acceptable to Israeli society.

2. Ronald thinks women should be accepted as members of the armed forces because:
a. It is a matter of national pride.
b. That's what women want.
c. The British army is dwindling in size.

3. What does Clive argue?
a. That women could improve morale in a fighting unit.
b. That women find it hard to leave their families.
c. That discipline is a problem when sexes are mixed.

4. What is suggested about women during the debate?
a. They are unwilling to join the Royal Navy.
b. They are not allowed to join the armed forces.
c. They are not brave enough to fight in close combat.

5. The most important consideration in Clive's argument is:
a. To respect women's rights.
b. To have top-class armed forces.
c. Not to let politics interfere.

6. By the end of the discussion, Ronald:
a. Is not quite so sure of Clive's argument.
b. Is in complete agreement with Clive.
c. Finds Clive's argument does not hold water.

Now listen to the **Discussion.**
Record your answers to the questions.

1. What does 'self-confessed' mean?
a. Admitting to having a characteristic that is considered to be bad.
b. Admitting to doing bad things.
c. Admitting to being able to do harm.

2. What is the origin of the word 'paparazzi'?
a. Italian, meaning singing insects.
b. Italian, meaning worse than pests.
c. Italian, meaning insects that are noisy.

3. By questioning where the first caller got his magazine, Don is suggesting that the man:
a. Has done something wrong.
b. Stole it.
c. Is being hypocritical.

4. What point does Don actually concede?
a. Some paparazzi provoke celebrities to get a good photo.
b. Paparazzi were responsible for Princess Diana's death.
c. Paparazzi represent a recent social trend.

5. In responding to the last caller, both Kenneth and Don:
a. Take him seriously.
b. Humour him.
c. Sound embarrassed.

(31 marks)

Listen to the debate again and check your answers. **Listen to the discussion again and check your answers.**

TEST 1

TEXT 1 READING

Read the text below and answer the questions.

COFFEE

This important and valuable product of 'Coffea arabica', a Rubiaceous plant indigenous to modern-day Ethiopia, was originally cultivated in the southern parts of the Arabian peninsular.[2] The name is either derived from Arabic or can be traced to Kaffa, a province in Ethiopia, in which the tree grows wild. The genus 'Coffea', to which the common coffee tree belongs, contains about 25 species, mainly African.

The common Arabian coffee shrub is an evergreen plant[8] which under natural conditions grows to a height of from 18 to 20 feet, with smooth and shining leaves. The flowers are pure white in colour, with a rich fragrant odour, and the plants in blossom have a lovely and attractive appearance. The seeds are of a soft, semitranslucent, bluish or greenish colour, hard and tough in texture. The regions best adapted for the cultivation of coffee are well-watered mountain slopes at an elevation ranging from 1000 to 4000 feet above sea level, within the tropics, and possessing a mean annual temperature of about 20 Celsius.[3]

The use of coffee in Ethiopia was recorded in the 15th century, and was then stated to have been practised from time immemorial.[10] Neighbouring countries, however, appear to have been quite ignorant of its value. Its physiological action in dissipating drowsiness and preventing sleep was taken advantage of in connection with the prolonged religious service of Muslims, and its use as a devotional anti-soporific stirred up fierce opposition on the part of the strictly orthodox and conservative section of the priests who considered it an intoxicating beverage. Notwithstanding threats of divine retribution, the coffee-drinking habit spread rapidly among the Arabian Muslims, and the growth of coffee and its use as a national beverage became as inseparably connected with Arabia as tea is with China.

Towards the close of the 16th century the use of coffee were[7] recorded by a European resident in Egypt, and about this time it came into general use in the near East. The appreciation of coffee as a beverage in Europe dates from the 17th century. 'Coffee houses' were soon instituted, the first being opened in Constantinople and Venice.[4] In London coffee houses date from 1652,[5] when one was opened in St Michael's Alley, Cornhill. They soon became popular, and the role played by them in the social life of the 17th and 18th centuries is well known. Germany, France, Sweden and other countries adopted them at about the same time as Britain. In Europe, as in Arabia, coffee at first became popular in the face of various adverse and even prohibitive restrictions. In England Charles II endeavoured to supress[6] coffee houses on the grounds that they were centres of political agitation, his royal proclamation stating that they were used by disaffected persons 'who devised and spread false, malicious and scandalous reports, to the .....[9] of His Majesty's government, and to the disturbance of the peace and quiet of the nation'.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38

questions

READING

1. **What is the main purpose of the text?**
   a. To encourage people to consume coffee.
   b. To praise the benefits of coffee.
   c. To provide a historical background of coffee.
2. **What is implied about the origin of coffee in the first paragraph?**
   a. It was first found in Asia.
   b. It was originally cultivated in Africa.
   c. It was found in all continents.
3. **What are the best weather conditions for the cultivation of coffee seeds?**
   a. Tropical temperature.
   b. Mild weather with plenty of rainfall.
   c. Seaside places.
4. **Where did the first coffee houses open?**
   a. Egypt.
   b. Arabia.
   c. Italy.
5. **When was coffee made popular in England?**
   a. During the 15th century.
   b. Early 16th century.
   c. Mid-17th century.
6. **There is a spelling error on:**
   a. Line 9.
   b. Line 19.
   c. Line 35. (suppress)
7. **There is a grammar error on:**
   a. Line 13.
   b. Line 26. (was)
   c. Line 30.
8. **There is a punctuation error on:**
   a. Line 8. (,)
   b. Line 18.
   c. Line 29.
9. **The best word to complete the sentence on line 37 is:**
   a. Aggravation.
   b. Notoriety.
   c. Defamation.
10. **The best word to replace 'time immemorial' on line 17 is:**
    a. The beginning of time.
    b. Infinity.
    c. Time needed.

TEXT 2 READING

Read the text below and answer the questions.

THE HISTORY OF BEEKEEPING [11]

Beekeeping, or the cultivation of the honey bee as a source of income, is known to have existed from the more [19] ancient times. Poets, philosophers, historians and naturalists have eulogised the bee as unique among insects, endowed by nature with wondrous gifts beneficial to humankind in a greater ..... [17] than any other creature of the insect world. We are told that some of these ancient scientists passed years of their lives studying the wonders of bee life, and left accurate records of their observations, which on many points agree with the investigations of later observers. According to our earliest historical records, a colony of bees has always been recognised as a highly structured society [12] with a government run by a chief or ruler. Indeed, on the sarcophagus containing the mummified remains of Mykerinos (now in the British Museum and dating back to 3633 years BC) there is a hieroglyphic bee representing the king of Lower Egypt.

Almost, [20] every aspect of the practice of beekeeping has been revolutionised compared with the methods used in the 19th century. In the past, it was considered a homely rural occupation comparable to that of the country housewife who carries a few eggs in her basket to the market town weekly. Today it is regarded as a pursuit of considerable importance. Remarkable progress has also been made in the art of queen rearing, and in improving the common or native bee by judicious crossing with the best foreign races, selected mainly for hardiness, working qualities and the prolific capacity of their queens. [13] American bee breeders are particularly prominent in this respect. They have extensive apiaries exclusively devoted to the business of rearing queens by the thousand for sale and export.

In Europe queen-rearing apiaries are also plentiful. In England in particular, some beekeepers include queen rearing as part of their business, while some of the larger apiaries are exclusively devoted to the rearing of queen bees according to the latest scientific system and to breeding by selection. So, it is no surprise that they choose those races that are most suited to the climate of the country. [14]

Extensive apiaries have been established on the American continent, some containing from 2000 to 3500 colonies of bees and yielding hundreds of tons of honey yearly. An amazing fact considering that a beekeeper of former days would be very pleased with an average of 20 to 25 kilos per hive. The consumption of honey as an article of food has also largely increased in recent years. Approximately 150 million kilos of honey are consumed annualy [16] in the United States alone. [15] Many of the larger bee farmers of the United States of America and Canada harvest from 50,000 to 60,000 kilos of honey in a single season, and some of them sell the whole crop directly to consumers. It may be safely said that the value of the bee to the fruit grower and the market gardener has been proved beyond dispute. [18]

questions

READING

11. What is the main purpose of the text?
- **a.** To inform the reader about beekeeping.
- **b.** To instruct the reader to eat honey.
- **c.** To persuade the reader to buy more honey.

12. What does the text suggest about bee colonies in the first paragraph?
- **a.** They were aggressive.
- **b.** They were disciplined.
- **c.** They were prolific.

13. What is the difference between 19th century's and modern beekeeping?
- **a.** It has become less important.
- **b.** The resulting product is of lesser quality.
- **c.** Crossbreeding bees has progressed a lot.

14. According to paragraph 3, which statement is true?
- **a.** Hybridising is solely used in the USA.
- **b.** Different bee types belong to different climates.
- **c.** Queen rearing is less common in Britain.

15. How much honey do Americans eat every year?
- **a.** About 150 million kilos.
- **b.** Approximately 60,000 kilos.
- **c.** 20-25 kilos per person.

16. Which line has a spelling mistake?
- **a.** Line 11.
- **b.** Line 14.
- **c.** Line 35. (annually)

17. The best word to complete the sentence on line 5 is:
- **a.** Degree.
- **b.** Point.
- **c.** Rate.

18. The best word to replace the word 'dispute' on line 39 is:
- **a.** Doubt.
- **b.** Reach.
- **c.** Conflict.

19. There is a grammar mistake on:
- **a.** Line 3. (most)
- **b.** Line 17.
- **c.** Line 26.

20. There is a punctuation mistake on:
- **a.** Line 14. (.)
- **b.** Line 27.
- **c.** Line 33.

TEXT 3 READING

Read the text below and answer the questions.

ELEMENTS OF CRIMINAL RESPONSIBILITY

In all systems of criminal law it is found necessary to determine the criterion of criminal responsibility, the mental elements of crime, the degrees of criminality and the point at which the line is to be drawn between intending and committing. The full definition of every crime contains expressly or by implication a reference to a state of mind. Moreover, in all systems of criminal law, competent age, sanity and some degree of freedom from coercion are assumed to be essential to criminality. And it is also generally recognised that an act is not a crime if done by pure accident[21] or in an honest and reasonable belief in circumstances which, if true, would make it innocent. An example of such a case is when a married person marries again in the honest and reasonable, but mistaken belief, that the former spouse is dead.

Besides the elements essential to constituting crime generally, particular mental elements, which may differ widely, are involved in the definition of particular crimes. The prohibition of the law against a particular act may be absolute for all persons who are not infants or mentally ill. As a general rule of English law, it is enough to prove that the criminal acts were committed by the accused,[22] and to leave them to rebut the presumption that they intended the natural consequences of the acts by showing facts justifying or excusing them or otherwise making them not liable. Children are conclusively persuaded to be incapable of crime up to seven years of age.[23] And from seven to fourteen the presumption is against the capacity, but is not absolute.

Until 1883, insanity used to be an absolute answer to an accusation of crime. Since then, however, where a relevant type of mental illness is proved to have existed at the time of the criminal acts, the accused is found guilty of the acts but not responsible for them, and is instead treated for their mental illness.[24] There used to be a very chauvinistic presumption that a married woman committing certain crimes in the presence of her husband did so under his coercion. As you can imagine, this has been scrapped.

English criminal law punishes attempts to commit crime if the attempt passes from the stage of intention to the stage of action, when the completion of the full offence is prevented by something other than the will of the accused. Except in the case of attempting to commit murder, which is a felony,[25] attempts to commit a crime are punished. People who persuade others to commit crimes are also punished.[26] If the attempt to persuade the other person fails, it is treated as a separate offence. And if the offence is committed as a result of the persuasion, it is treated as the offence of being an 'accessory' to the crime.[26]

questions

READING

21. According to the text, which statement is true?
a. A crime is not punishable if committed accidentally.
b. Mentally ill people are held responsible in some cases.
c. Intending and committing a crime are equal crimes.

22. When is a person charged with a crime?
a. If he is accused or suspected of a crime.
b. If it is proven he has committed it.
c. If there is clear intention of committing it.

23. At what age can a child be presumed incapable of committing a crime?
a. Before the age of 7.
b. From 7-14 years old.
c. Until he becomes 18.

24. A criminal who was mad after 1883:
a. Was sent for treatment to an asylum.
b. Was moved to a designated prison.
c. Was acquitted due to insanity.

25. The English criminal law states that attempting to kill:
a. Is the same as persuading someone to steal.
b. Carries the same gravity as attempting to do any other crime.
c. Is different than attempting any other crime.

26. What is being an 'accessory' to a crime?
a. Considering to commit a crime.
b. Pushing someone to act criminally.
c. Failing to persuade someone to commit a felony.

TEXT 4 READING

Read the text below and answer the questions.

THE GAME OF CRICKET

Cricket is an open-air game[28] played with bats (long wooden sticks with a special shape), a ball and wickets (two sets of three wooden sticks that are stuck in the ground, with two short sticks or 'bails' bridging across them) by two teams of eleven players each. The batsman (the person who is trying to hit the ball with a bat) defends their wicket against the ball which is bowled (thrown in a particular way) by a player of the opposing side (the bowler), who is trying to hit the wicket. The other players of the bowler's team are stationed about the field in order to catch or stop the ball when it is hit by the batsman. When the batsman hits the ball, they run from one wicket to the other, as many times as they can, until the ball is fielded by the other team. Each time they complete this distance, it is called a 'run'.

It should be noted that the term 'wicket' is used by cricketers in a number of different senses. Besides being the name given to the set of three stumps when pitched for a match, it is also applied to that portion of the ground, on which the stumps are pitched, as when it is described as being a 'sticky wicket'. In several idiomatic expressions it also signifies the getting out of a batsman or, indeed, the actual batsman. The side which scores the greater total number of runs wins the match.[27] Traditionally each side has two innings (the period of time when a team or a player bats) taken alternately, and lasts from between three to five days,[29] but more modern versions of the game involve just one inning for each team and last one or even half a day.

Modern cricket is invariably played on turf (grass) wickets, but in the past, especially outside Britain, matting wickets are often employed, and sometimes matches have taken place on sand, earth and other surfaces. The oldest form of the game is probably single wicket, which consists of one batsman defending one wicket. This way of playing the game has now become obsolete but it used to be very popular in the distant past when matches were played for money.[30] In such games, they used to have four or five, or perhaps only one or two players on a side. Also in the past, matches between an unequal number of players were sometimes arranged, but mainly in the case of local sides against touring teams, or youth teams playing against eleven experienced cricketers.

In any case, at least two umpires (the person who makes sure the rules are followed) are always appointed. Two scorers (a person who keeps an official record of the points won) are officially recognised.[31] All the arrangements as to scoreboards, and accommodation for players, members of the club and general spectators, vary considerably according to local requirements.

questions

READING

27. According to the text, what is the objective of the game?
a. The team with longer innings, wins.
b. The team which has more runs, wins.
c. The team which lasts more days, wins.

28. Which statement is true?
a. Cricket is played only outdoors.
b. Cricket is played only in England.
c. Cricket is a new game.

29. What is the maximum duration of a cricket match?
a. 3 days.
b. 1 day.
c. 5 days.

30. What is implied in paragraph 3 about the older form of the game?
a. It was played for money.
b. It used to be unfair.
c. Anybody could take part in it.

31. What is the difference between a scorer and a player?
a. A scorer provides the resulting points.
b. A scorer is involved if necessary.
c. A player doesn't follow rules.

(31 marks)

TEST 1

TASK 1

WRITING

Option 1 <u>Formal</u> Writing Task 1 - Allow 35 minutes for this task.

Your school has decided to remodel the dining hall and has asked students to submit, via email, some ideas about it, in order to create the ideal environment for everyone. Write an email to the school board suggesting your ideas.

You could write about:

• what the topic of your email is

• the importance of a well-lighted place

• why fresh air is necessary

• why a practical design is significant.

OR

Option 2 <u>Formal</u> Writing Task 1 - Allow 35 minutes for this task.

A new Art & History Museum has just been built in your area. Write an article for a magazine, reviewing your experience of the opening.

You could write about:

• the importance of history

• the collection of significant art works

• a short narrative of your recent visit

• any exhibits that impressed you.

You must write 200-250 words.

You will be assessed on:

- **content**
- **use of conjunctions, adjectives and vocabulary**
- **use of appropriate tenses**
- **legibility of writing**
- **word order**

(12 marks)

TASK 2

WRITING

<u>Informal</u> Writing Task 2 - Allow 35 minutes for this task.

Write a letter to a friend to raise his or her awareness of the refugees in your country. You are thinking of volunteering with your local council to accommodate them by providing them with food and shelter. Persuade your friend to join you as a volunteer.

You could write about:

- the current situation in your area and how you feel about it
- what actions will be taken for accomodation/food
- how the refugees will benefit
- why your friend should volunteer.

You must write 250-300 words.

You will be assessed on:

- **content**
- **use of conjunctions, adjectives and vocabulary**
- **use of appropriate tenses**
- **legibility of writing**
- **word order**

(12 marks)

TEST 1

PART 1 SPEAKING

Interlocutor: My name is……..and this is the NOCN Speaking Examination at Proficient Level C2. Today is …… (date). The learner's name is …….. Please state your name for the recording …….. (learner's name).

PART 1

This is Part 1 of the Speaking Examination. (approximately 3.5 minutes)

1. Would you ever consider living or studying abroad? Why?

2. Please tell me three popular customs or celebrations in your country. Explain.

3. How important is your family to you? Why?

4. Do children tell more lies these days than in the past? Explain.

5. Please tell me three things that bring greater happiness. Explain.

I am now going to ask you some questions. Please reply in full sentences.

(Additional questions may be asked to prompt deeper responses.)

Additional prompts allowed:

In Part 1, the interlocutor may ask additional questions to probe or clarify, e.g. to extend the learner's answer if they have just given very short answers or to check that they have understood what the learner has said. The questions may be rephrased slightly to ensure that, in questions where there are two parts, the learner responds fully.

The interlocutor may also give an example if it is clear that the learner is struggling to think of ideas. For example, in question 5 responses could include: strong relationships, physical and mental health, or work/school-life balance. Interlocutors should be aiming to guide the learner towards language structures expected at this level.

Thank the learner.

PART 2 SPEAKING

PART 2

This is Part 2 of the Speaking Examination. (approximately 4 minutes)

Situation 1: You have arrived late for a job interview. You need to apologise to the Head of Staff and give reasons why you were late. What would you say?

Situation 2: Your friend always seems to be feeling ill. He gets tired very easily and is always getting colds and illnesses. Call your friend with advice on how to feel better and deal with their problem. What would you say?

Situation 3: You are in a store that sells laptops. You were given a laptop as a birthday present, but there seems to be a problem with its battery. Explain the situation to the shop assistant. What would you say?

Situation 4: Your best friend wants to dye her hair to make herself popular among her schoolmates. She is asking for advice. What would you say?

*The interlocutor chooses **two situations** per learner, making sure that a mix of situations are used across the learners being examined.*

Please listen carefully and tell me what you would say in these situations.

(Interlocutor may repeat or rephrase the question, if necessary.)

Additional prompts allowed:

*It is expected that the learner gives a **minimum of four sentences** to respond to each situation, including at least one complex sentence. The interlocutor may ask supplementary questions to gain a sufficiently detailed response. If the vocabulary used is not understood by the learner, the interlocutor may explain the concept.*

***Situation 1:** The learner may be prompted to explain what caused the delay, what means of transport they used etc.*

***Situation 2:** The learner may be prompted to suggest to their friend that he change his diet and follow an exercise program to build up his stamina and strength.*

***Situation 3:** The learner may be prompted to explain that the laptop is brand new and kindly request it to be fixed or even replaced.*

***Situation 4:** The learner may be prompted to be honest to their friend and tell her that it will look really bad on her. Suggest other ways to be sociable and make new friends.*

Thank the learner.

PART 3 SPEAKING

PART 3

This is Part 3 of the Speaking Examination. (approximately 6 minutes)

Scenario 1: Your friend is starting college soon and is thinking of buying a motorbike. You believe that he should buy a car instead. Try to convince your friend that your idea is better. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 2: Your friend has just graduated from a business school and she wants to work for a big international company. You believe that she should start her own business. Convince your friend to set up her own business. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

Scenario 3: You work for the local council and you have received a grant to spend in your area. You think that the money should be spent on building a big park, including a playground and sports fields, but you need to convince other council members. You will have two minutes to prepare your arguments. You may make notes. I will play the role of the council employee.

*The interlocutor chooses **one scenario** per learner, making sure that all scenarios are used across the learners being examined.*

You will now take part in a conversation. You will have two minutes to prepare the conversation. You may make notes.

Additional information:

*There should be a minimum of **eight exchanges** to ensure that the learner has considered a number of options and put across sufficient arguments. If the learner does not understand a word or phrase, the interlocutor may explain the concept. Other ideas that the interlocutor may use for each scenario include:*

Scenario 1:
- *It's more fuel efficient and economical to buy and run.*
- *The motorbike is easier to park.*
- *It doesn't get stuck in traffic.*

Scenario 2:
- *You don't have the experience to run a business.*
- *Do you have enough money to set up a business?*
- *Flexible working hours.*

Scenario 3:
- *It won't benefit the whole community.*
- *It costs too much money to build and maintain.*
- *It will be destroyed soon.*
- *Building a hospital would be more beneficial.*

Thank the learner.

(33 marks)