

LanguageCert
Communicator B2
Level 1
International ESOL for Schools
(Listening, Reading, Writing)
Practice Paper 3

Listening Script

NB Read out the text which is not in italics. Read at normal speed making it sound as much like spoken English (rather than English which is read aloud) as possible.

Listening part one.

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation. *(4 seconds)*

Number one. *(4 seconds)*

M: Did you manage to catch that superb film last night?
F: No, I didn't get to see anything on TV at all.
M: I believe the title's Blue Lights, or something like that.

(Wait 4 seconds before repeating.)

Number one. *(4 seconds)*

M: Did you manage to catch that superb film last night?
F: No, I didn't get to see anything on TV at all.
M: I believe the title's Blue Lights, or something like that.

(4 seconds)

Number two. *(4 seconds)*

F: Shall we grab a bite to eat?
M: What do you have in mind, a burger or something?
F: I was thinking more of checking out that new Thai street food place in the High Street.

(Wait 4 seconds before repeating.)

Number two. *(4 seconds)*

F: Shall we grab a bite to eat?
M: What do you have in mind, a burger or something?
F: I was thinking more of checking out that new Thai street food place in the High Street.

(4 seconds)

Number three. (4 seconds)

F: So, first turn the left knob to 'fan oven'. The symbol's like a cross.
M: OK. Then, I set the temperature to 350, don't I?
F: No! You don't want to burn the food, do you?

(Wait 4 seconds before repeating.)

Number three. (4 seconds)

F: So, first turn the left knob to 'fan oven'. The symbol's like a cross.
M: OK. Then, I set the temperature to 350, don't I?
F: No! You don't want to burn the food, do you?

(4 seconds)

Number four. (4 seconds)

F: How do you think we should do the presentation?
M: Well, as a student, I hate sitting through hundreds of slides.
F: But that's the way most of our classmates are going to show their results.

(Wait 4 seconds before repeating.)

Number four. (4 seconds)

F: How do you think we should do the presentation?
M: Well, as a student, I hate sitting through hundreds of slides.
F: But that's the way most of our classmates are going to show their results.

(4 seconds)

Number five. (4 seconds)

M: How did you hear about the job here?
F: I just saw the advert in the shop window as I was passing.
M: Oh, right. So, let's start with some information about you.

(Wait 4 seconds before repeating.)

Number five. (4 seconds)

M: How did you hear about the job here?
F: I just saw the advert in the shop window as I was passing.
M: Oh, right. So, let's start with some information about you.

(4 seconds)

Number six.

(4 seconds)

F: You look fed up. What's the matter?

M: Oh, it's nothing.

F: But you're obviously feeling miserable. Tell me what's wrong.

(Wait 4 seconds before repeating.)

Number six.

(4 seconds)

F: You look fed up. What's the matter?

M: Oh, it's nothing.

F: But you're obviously feeling miserable. Tell me what's wrong.

(4 seconds)

Number seven.

(4 seconds)

M: What do you think about us going abroad this year?

F: Instead of our usual holiday at Grandma's, you mean?

M: Yes. Your father and I fancy exploring Italy.

(Wait 4 seconds before repeating.)

Number seven.

(4 seconds)

M: What do you think about us going abroad this year?

F: Instead of our usual holiday at Grandma's, you mean?

M: Yes. Your father and I fancy exploring Italy.

(4 seconds)

That is the end of Part One.

Listening part two.

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation. (4 seconds)

Conversation One

M: Well, that wasn't as bad as I'd thought.

F: Apart from the endless rain and extreme cold.

M: Why do you expect anything else in late December in this country? But anyway, leaving that aside, they played well, didn't they?

F: Really? They were lucky not to be three down at half time. But they got there in the end, I suppose.

M: Yes, indeed. But you should have seen them last week. They were tremendous. Shame you had too much college work.

F: I always have too much, but I would have come if I'd known. It was changed at the last minute, wasn't it, so it wasn't in my calendar.

M: Ah, yes, of course. I completely forgot to let you know.

(Wait 4 seconds before repeating.)

(Wait 4 seconds before going onto the next conversation.)

Conversation Two

M: You've got it in mind to go on to higher education after secondary school, haven't you?

F: It's funny. The manager of the riding school where I work at weekends asked me the same question last week. She knows that I want a career working with animals, and she said that as soon as I finished school, there'd be a job for me, full-time.

M: But aren't you going to study animal medicine or something?

F: It's called veterinary science, actually, but I've changed my mind about that recently. It's just too many years of further study before I start earning real money. It doesn't appeal to me anymore. What about you?

M: I definitely want to get a degree, but I'd like to take a break for a year. Go to Indonesia or somewhere for a while.

F: Sounds fun. I've never thought about doing that.

M: Hey, here's a thought! Would your manager hold the job for a while? If so, perhaps we could travel together!

F: Wow! That's worth thinking about!

(Wait 4 seconds before repeating.)

(Wait 4 seconds before going onto the next conversation.)

Conversation Three

- F: So, what shall we do this afternoon? It's your birthday weekend. I thought maybe you'd want to spend most of the time hanging out with your friends in the shopping centre.
- M: I only do that when I haven't got a better offer! Although I do need to go to the mall at some point today and get something for Mike.
- F: Oh, of course, it's his birthday, too. Oh, no! I should have got him something, shouldn't I?
- M: No, it's fine! You hardly know him since we don't spend any time together now. Anyway, back to today. We could catch a film first or go to the beach.
- F: I'd rather go to the beach. It's cheaper. I'm not feeling very rich after getting you that surfing T-shirt.
- M: So, you weren't going to get me something else as a surprise?
- F: No, and I don't even want to go window shopping today. Let's spend the afternoon on the beach and then, I'll get the bus home.

(Wait 4 seconds before repeating.)

(4 seconds.)

That is the end of Part Two.

Listening part three.

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to five words. *(20 seconds.)*

Morning, everyone! I hope you enjoyed your first day. First, let me give you some feedback on yesterday's adventure. We sent you out on your own with just a compass and instructions on distance and direction, how far to go each time before turning left or right. You all did well and everyone made it to the meeting point within the time limit although extra guidance was needed for two of you. Try to do better today.

We called yesterday's task: North, South, East, West because that is really all you needed to keep in mind but today's task is much more challenging. This time, the task is called: "Survival" because you have to live for a period of time without food or drink. Of course, you will stuff in your packs because otherwise it would break our safety rules, but the task is to find your way to the places for refreshments, and not use any of the food and drink which you set out with.

And another thing today. You must not use your mobile phone. Of course, you must carry it, again for safety reasons, but you are forbidden from using it, because there are still many exciting parts of the world to explore which have no phone signal. So, the key to success today is an old-fashioned one – it's simply reading a map. We will teach you what all the symbols mean before you set out in case you don't know them already.

By the way, we change the way people take part in the adventures each day. Yesterday, you were alone, but today, you will be in pairs and tomorrow, in teams.

Now, just to explain the procedure for today. We will not appoint a leader, so you will share the responsibility for achieving the task. This will not end at an easy destination, like a village post office or a small railway station or a crossroads, but at a signpost, which has the names of particular places on it and distances. You will be given a photo of it as you set out.

By the way, you don't have to walk back to the activity centre today. We often arrange transport back at the end of our tasks – usually bicycles, actually, so still exercise, but this time when you reach the correct place, you will see our camp bus.

And here's the final point for today. As you know now, there are four instructors at the activity centre and each one is responsible for different tasks. You met Miss Brown yesterday for the compass task but today, you will be in the capable hands of Mr Green and tomorrow, it's Mrs Johnson's turn. OK. Good luck, everyone and see you tonight – if you get to the correct destination!

(Wait 5 seconds before repeating.)

(10 seconds.)

You now have thirty seconds to read through and check your answers.
(30 seconds.)

That is the end of Part Three.

Listening part four.

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.
(20 seconds.)

- F: I can't believe it, Oliver! The head has just agreed to our proposal! We're actually going to start our very own drama club!
- M: I know, Amelia. But did you see that she was uncertain at first?
- F: Until you told her about all your experience with the town youth theatre.
- M: Yes, I reckon that helped. But she did mention how hard it is to attract people to a new club.
- F: So, that's our first challenge.
- M: But it shouldn't be too difficult. We'll just tell all the people who've already said they're interested to come along next week. She agreed to Wednesdays at four o'clock, didn't she?
- F: Yes. But we don't want the club to just be full of our friends, do we?
- M: OK. Well, we can photocopy some adverts and stick them up in the corridors.
- F: Nobody reads those! Let's go back to the head and ask if we can tell everybody about the club on Wednesday morning during assembly.
- M: OK. Sounds good.
- F: What about that point when she asked what we were actually going to do at the club? We looked at each other and ...
- M: I know! We should have been ready for that.
- F: Well, we were really. When she asked which plays we'd be putting on, we both started to say that wasn't the point.
- M: Then, she thought we were going to teach voice control and how to learn lines.
- F: What swung it was when you said that you'd learnt how to socialise properly after joining the town youth theatre at fourteen. And that's what we really want our club to be about.
- M: Yes, she was immediately committed to supporting it from then on.
- F: But she did want a spread of ages, didn't she? Not just people from the last few years of school.
- M: She did. But once we get the message out, I think we'll be turning kids of all ages away.
- F: Well, maybe, but not everyone will come every week, so I expect we'll manage.
- M: I was just shocked to discover that there's no money for school clubs and we can't charge students for something on school premises. What are we going to do when we want costumes or a set built?
- F: The kind of people who want to join a drama club will be willing to make stuff or find it, and they'll do it without expecting any money – maybe even use their own money.
- M: I hope you're right.
- F: Now, if we're really going to start next Wednesday, we need to think about the structure of the meetings.

(continued)

- M: Haven't we already agreed that we'll take it in turns to lead the sessions? And each time, we'll do general activities before the break and then, work on scripts after the break. We'll warm people up and then get them ready to get into actual scenes.
- F: OK, yes, that's right, but when you say 'work on scripts', do you mean play readings?
- M: Not exactly. We don't want the club to turn into another English lesson – people reading stuff out badly because they don't understand it.
- F: Right, But it's more than that, isn't it? I think it's more that plays only come to life when you act them out. Plays aren't novels. They are interactions between people.
- M: Exactly. So, I'm talking about putting the people into small groups or pairs and then asking them to rehearse a short scene from a well-known play until they're ready to perform in front of the group.
- F: Talking about performing, do you think we should put something on in the hall every year?
- M: What? Like a second school play? Absolutely not!
- F: Good, because I was thinking more about presenting now and then first thing in the morning – ten-, fifteen-minute productions with just a few of the club members each time.
- M: Maybe, but ...
- F: It's a bit like forcing the kids to watch us, isn't it?
- M: Yes, that would be my concern with that idea.
- F: So, what about just announcing every now and then that anyone can come along on a Wednesday after school and see what we're working on?
- M: In an informal way.
- F: Exactly.

(Wait 5 seconds before repeating.)

(5 seconds)

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.