

LanguageCert
Communicator B2
Level 1
International ESOL for Schools
(Listening, Reading, Writing)
Practice Paper 2

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: Come on! We can just catch it if we hurry.
F: We'll never get to the stop in time!
M: OK, you're right! It's pulling away!

(Wait 4 seconds before repeating.)

Number one. *(4 seconds)*

M: Come on! We can just catch it if we hurry.
F: We'll never get to the stop in time!
M: OK, you're right! It's pulling away!

(4 seconds)

Number two. *(4 seconds)*

F: Can I get you something while I'm at the counter?
M: I'll have another cola.
F: I don't know how you can drink that stuff.

(Wait 4 seconds before repeating.)

Number two. *(4 seconds)*

F: Can I get you something while I'm at the counter?
M: I'll have another cola.
F: I don't know how you can drink that stuff.

(4 seconds)

Number three.

(4 seconds)

M: Have you got these in a size six?

F: Let me check in the back.

M: And could you see if you've got the same size in these boots?

(Wait 4 seconds before repeating.)

Number three.

(4 seconds)

M: Have you got these in a size six?

F: Let me check in the back.

M: And could you see if you've got the same size in these boots?

(4 seconds)

Number four.

(4 seconds)

F: Does it hurt if I do this?

M: Yes, that's really painful!

F: It's certainly very bruised.

(Wait 4 seconds before repeating.)

Number four.

(4 seconds)

F: Does it hurt if I do this?

M: Yes, that's really painful!

F: It's certainly very bruised.

(4 seconds)

Number five.

(4 seconds)

M: What do you think about having a picnic at the weekend?

F: Great idea. Shall we invite the gang?

M: Sure. We could go to the park. That's easy for all of them to get to.

(Wait 4 seconds before repeating.)

Number five.

(4 seconds)

M: What do you think about having a picnic at the weekend?

F: Great idea. Shall we invite the gang?

M: Sure. We could go to the park. That's easy for all of them to get to.

(4 seconds)

Number six.

(4 seconds)

F: How much is a return ticket to Green Park?

M: Are you going to travel immediately?

F: No, it'll probably be Thursday or Friday.

(Wait 4 seconds before repeating.)

Number six.

(4 seconds)

F: How much is a return ticket to Green Park?

M: Are you going to travel immediately?

F: No, it'll probably be Thursday or Friday.

(4 seconds)

Number seven.

(4 seconds)

M: Would you mind telling me the way to the sports centre?

F: If you mean the one near the bus station, it's a bit of a walk from here.

M: I'm not sure. It's called something like The Littledown or The Littleton.

(Wait 4 seconds before repeating.)

Number seven.

(4 seconds)

M: Would you mind telling me the way to the sports centre?

F: If you mean the one near the bus station, it's a bit of a walk from here.

M: I'm not sure. It's called something like The Littledown or The Littleton.

(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: How much farther is it? It seems to have taken ages.
- F: I don't know exactly. My mother always picks me up after school, so I've never done this before.
- M: My father usually comes and picks me up, but today he couldn't make it. Why couldn't she pick you up this afternoon?
- F: She had some business meeting. Oh, right. We're coming in to Moreton Station, so it's not far now.
- M: Will she be able to get home in time for your party? I'm looking forward to it.
- F: She might not make it for the start of the party. But we got everything ready at the weekend, so there won't be much to do when we get there. The only thing is ...
- M: What?
- F: I can't help feeling that I was supposed to pick something up on my way home.

(Wait 4 seconds before repeating.)

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

Conversation Two

- F: What did you think of this week's episode?
- M: To be honest, I didn't like it as much as the week before. I mean, it was just as well put together as ever. And the woman who introduces it and describes all the images was as good as always.
- F: So was it the artist you didn't like?
- M: I just don't get that kind of art. I like to be able to recognise what I'm looking at. And the worst thing is, she's going to continue talking about that guy next week!
- F: I'd like to say you're wrong about him, but the truth is, I think the majority of people probably share your view of abstract painting. The thing is, art had to move on from the pure representation of people and animals and landscapes.
- M: Did it? Why?
- F: Because art must be original to be truly creative, and we already had masterpieces of portraits and so on. Abstract art isn't trying to show you the world as it is, but as the artist sees it.
- M: That's certainly not how I see it!

(Wait 4 seconds before repeating.)

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

Conversation Three

M: Hi. How are you feeling?

F: I'm fine. A little out of breath, but apart from that ...

M: I had every faith in you breaking the school record, your times around the track have been getting faster and faster all year.

F: Yeah, right. Do you think the photographer for the local newspaper got a good shot of the finish? It'd be cool to be on their website tomorrow!

M: I don't know. I saw your parents with their camera phones, though, so I guess they've got you on film!

F: OK. Ehm, must go. I need to do some cooling-down exercises now. I'll see you later at the presentation.

M: I'll try and make it, but I might have to take one of the other kids to hospital if the nurse thinks it's necessary. The girl fell on the last bend. I don't know if you realised. Anyway, sorry if I miss it.

F: No problem.

(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.)

I'm sure you all know what a citizen is. At its simplest, a citizen is a person who has the right to live in a particular country. However, when we move from talking about citizens to talking about citizenship, we normally mean something more than just the right to live somewhere. We mean being the kind of person who behaves in a way which is helpful to the community we live in. In other words, it's about giving something back to the community which supports us. And, with the world becoming more and more a kind of global village, with people connecting to each other in every country, we can now talk about global citizenship. And that is the aim of our programme. We teach young people to understand their responsibility, not just to the small community in which they live, but to the world as a community. The programme officially started five years ago, and since then, it has been successfully running, impacting the lives of many young people around the world.

There are a number of these programmes in different countries which, every year, give certificates to teenagers who have successfully completed the programmes. The programme which I run has awarded over 200 certificates each year since we started five years ago. The total is actually one thousand one hundred and five certificates. Those people are now much more aware of world needs.

So, let me tell you about our programme and you can see if it is suitable for you. Participation is limited to secondary students only at the time of your application, although you can be nineteen by the time you complete the programme, which lasts for a total of four months.

During those four months, you will be asked to consider a large number of key issues, such as helping communities develop without damaging their local environment or the planet as whole, while understanding the importance of respecting differences between people who live in the same community. Overall, the course consists of four elements, one for each month.

Now, schools like yours don't run these programmes, which are only offered by universities and colleges up and down the country. This can be a problem if the closest centre is a long way away, so we are encouraging more and more educational institutions to join with us, but the good news for you is that Westfield College in this city has just become the latest place, so you have a local centre just a couple of miles from here.

You must be willing to contribute several hours every week to the programme during the course. Each centre runs classes on two evenings a week, which are Tuesdays and Fridays in the case of your local centre, and if you're really keen to get started then the earliest date is in February, on the course that runs through till April. Or, if you can't manage that one, September to December. The application deadline for the next course is October the eleventh.

(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.)

- M: OK. Look, Suzie, time's getting on. We've really got to start thinking about our project for the Science Fair.
- F: Yeah, I know, Matt. I guess I've been putting it off. So, let's see ... um ... I don't know. Oh, what about something involving renewable energy? It's a hot topic, and I'm sure there must be loads of interesting things we could explore.
- M: Well, I suppose we could look into solar panels or wind turbines. But don't you think a lot of people will be doing something on energy?
- F: That's a point. Mmm. If we went ahead, we'd have to do something that no one else will have thought of. Like making a model house to show how renewable energy can be stored and used efficiently in homes.
- M: What? How would we get the materials for that?
- F: OK. So ... we don't build it. We write a program that **behaves** like a smart home. I reckon my programming skills are up to that.
- M: Really? Yes, that would be great! Obviously, you'll need loads of information to feed into your program, won't you?
- F: Well, yes, and from reliable sources, not just off some website. But the key thing is that we mustn't let that stage go on forever or we'll never produce something to present on the day.
- M: True. So, let's put a cut-off point on the project calendar. Now, you mentioned the presentation. How should we do it? We can't just have a spreadsheet or a lot of statistics.
- F: But the statistics – whatever they turn out to be – are central to the project, surely?
- M: To the **project**, but not to the **presentation**. I've been to several of these fairs, and you don't get the audience involved when people are just talking about what they discovered.
- F: But I'm not sure we can have pictures of a spreadsheet!
- M: No, that sort of thing doesn't really work either, because there are so many stunning images all around. What you need is something for people to actually **do**.
- F: Right! So they can put in their own data and see what happens, for example?
- M: Exactly!
- F: OK. I can make a program that works like that.
- M: Excellent.
- F: But you know, we should consider one possibility which is a bit worrying.
- M: What's that? I'm sure we'll get enough data, and I fully expect your wonderful program to work on the day!

(continued)

- F: Me, too. But what if, in the end, all that data doesn't show anything interesting? Like, it turns out that we don't get enough sun in this country to produce a zero-energy house?
- M: That's fine. Then, maybe, we include lots of suggestions about adding wind turbines, for example.
- F: Yes, that would work, I guess. OK. So what else do we need to consider?
- M: Well, we have to tell the organisers in a couple of days what we need in the hall on the day.
- F: Well, each team gets a large table and two chairs with display boards behind the table.
- M: I know, and we won't need to get online, will we? Everything will be on your laptop.
- F: Right, but we **will** need to show the output on a big screen.
- M: OK. So, we tell them that. Right, is that it? Can I go home now? I am free some time tomorrow.
- F: Me, too. I think we need to be very clear about project objectives before we each go off on our own hunting for information, but ...
- M: What?
- F: I'd like to get the work timetable down on paper **now**. I just want to be sure we'll have time to do everything.
- M: OK. Let's do it on your laptop and then you can email it to me.

(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.