

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

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: Check **out** my new **gadget**!
F: Um..., but **what** is it? I don't get it?!
M: S' **smart watch** - does loads of things! S'**amazing**!

(Wait 4 seconds before repeating.)

Number one. *(4 seconds)*

M: Check **out** my new **gadget**!
F: Um..., but **what** is it? I don't get it?!
M: S' **smart watch** - does loads of things! S'**amazing**!

(4 seconds)

Number two. *(4 seconds)*

F: Have you finished with that book of mine yet?
M: Oh, I really need to talk to you about that.
F: What's the problem then?

(Wait 4 seconds before repeating.)

Number two. *(4 seconds)*

F: Have you finished with that book of mine yet?
M: Oh, I really need to talk to you about that.
F: What's the problem then?

(4 seconds)

Number three.

(4 seconds)

- F: Erm, dad, you've had a word with Mum, haven't you?
M: Err...? What about?
F: Me going to that disco! Surely you've managed to reach a decision by now.

(Wait 4 seconds before repeating.)

Number three.

(4 seconds)

- F: Erm, dad, you've had a word with Mum, haven't you?
M: Err...? What about?
F: Me going to that disco! Surely you've managed to reach a decision by now.

(4 seconds)

Number four.

(4 seconds)

- M: This article is about that actress you love.
F: Ooh! What does it say?
M: Says she was first discovered in our local theatre.

(Wait 4 seconds before repeating.)

Number four.

(4 seconds)

- M: This article is about that actress you love.
F: Ooh! What does it say?
M: Says she was first discovered in our local theatre.

(4 seconds)

Number five.

(4 seconds)

- F: Mike, I really don't know what I'd've done without you!
M: Oh, no... please it was nothing!
F: Well, I really can't thank you enough!

(Wait 4 seconds before repeating.)

Number five.

(4 seconds)

- F: Mike, I really don't know what I'd've done without you!
M: Oh, no... please it was nothing!
F: Well, I really can't thank you enough!

(4 seconds)

Number six.

(4 seconds)

F: Why d'you look so upset?
M: I have no clean shirt to wear for Monday!
F: Mum will be back tonight, don't worry.

(Wait 4 seconds before repeating.)

Number six.

(4 seconds)

F: Why d'you look so upset?
M: I have no clean shirt to wear for Monday!
F: Mum will be back tonight, don't worry.

(4 seconds)

Number seven.

(4 seconds)

M: So...you're looking for an English class?
F: I wondered about the Beginners on Tuesdays.
M: Oh – I think you'd cope with higher than **that**.

(Wait 4 seconds before repeating.)

Number seven.

(4 seconds)

M: So...you're looking for an English class?
F: I wondered about the Beginners on Tuesdays.
M: Oh – I think you'd cope with higher than **that**.

(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

- F: Hi Seldon, have you gone through the latest issue of our school newspaper?
- M: Hi, Becky! Yes, I have, I've read your article about the planets, really interesting. Good job!
- F: Thanks! But I didn't find any writing of yours. Weren't you doing some research on robots?
- M: Yeah, you're right, but I didn't submit it in the end. I had to study for a test. I'll work on the final paragraph and you should see it in next month's issue.
- F: Great! Which part of the newspaper did you like the most? I'm always keen on reading the interviews!
- M: I really enjoy the short stories. I can't get enough of them every time!
- F: Really? I don't find them very realistic.
- M: That's exactly what I love about them! They're so funny!

(Wait 4 seconds before repeating.)

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

Conversation Two

- M: Wow! That was just totally amazing, wasn't it?
- F: What? Standing outside in the rain and having to pay twenty pounds for the privilege? And why did they have to play so loud?
- M: Oh come on. Don't be like that – the first half was excellent, especially the last three numbers. The guy playing bass guitar was brilliant. In fact I thought they all were.
- F: Well, I'm sorry, but I thought they were terrible – and the sound system too. Whatever possessed you to bring me along? Twenty pounds!! What a waste!
- M: Oh for goodness' sake, stop going on. I'll give you back the money if you want. I thought you'd enjoy it. Now please don't spoil it for me.

(Wait 4 seconds before repeating.)

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

Conversation Three

- M: Oh! Wow! Hey, Martha, check out this **flower**! It's **awesome**! Look at the **colours**! And the **smell**...!
- F: Great, isn't it? It's a wild rose! They grow here, and in spring they're an amazing sight!
- M: How come you know so much about strange stuff like this? I'd never realised ...
- F: Oh, it's my hobby, I'm very much into local wild flowers and animals. I've even got a blog going!
- M: Really! Wow! I've got a blog, too! So what exactly d'you do with yours? Do you take photos and post them online?
- F: Not just that, I also use it to organise guided tours. **No!** What are you **doing**? **Don't pick** it!
- M: Sorry, I didn't know! Don't be angry! I didn't mean any harm, it's just it was pretty! I wanted to see it up close!
- F: I know, but we **shouldn't** - wild flowers're there for everybody to enjoy!

(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)

- M: Next in our series of summer camps' presentations is Academy School in Devon. Today we have with us Linda Larson, Course Director at Academy School. Hello, Linda, and thank you for coming to the show!
- F: Hello, John, thanks for inviting me!
- M: So, Linda, tell us a bit about the courses.
- F: Well, John, I'm proud to say that Academy School runs ten-plus different camps over the summer, with activities ranging from dance to debating. This year we're adding sailing and hockey, while rugby will be offered in more camps than last year. All courses combine an academic programme with social activities, plus recreational excursions.
- M: Sounds like you keep your students busy! How old are they?
- F: The courses are aimed at children between seven and fourteen, but surprisingly this year we've had enquiries from students up to eighteen. The programme has expanded from its beginnings fifteen years ago and now caters for around seven to eight hundred children.
- M: Wow, that's an impressive number of students! Where d'they all sleep?
- F: We have a range of different sizes of rooms, but we don't generally suggest single rooms. It's nice to have some privacy, but we highly recommend sharing a double room as students can practice speaking English with their new friends! We also offer dormitories for up to five sharing.
- M: And what about the lessons?
- F: In our English classes, students develop their language skills while discussing topics that interest them. They take part in class discussions and other activities that make learning enjoyable and fun. We also have project classes, where students use English to work on a project together with their classmates. The most popular project is creating a school magazine, but students can also choose to make a local guidebook for future students or to prepare a presentation on their hometown, and many more.
- M: Apart from the lessons, what can the students do at the camp?
- F: We've organised a very lively social programme. There's a different activity every night, such as quiz night or fashion show. Every week there's a disco night, and there's a party at the end of the course. Making friends and having fun is very much part of the experience.
- M: You mentioned excursions, too...?
- F: Yes, the school's location means many beautiful areas are within easy reach. For example, on the trip to Exmoor students can explore Exmoor National Park, and it only takes twenty minutes to get there. There's also a trip to London, where the students visit museums, go sightseeing, and of course, they can go shopping.
- M: I must admit it all sounds really exciting! Do your students feel the same?

(continued)

F: *(laughs)* We surely hope so! Well, some may feel homesick in the beginning. But by the end of the course, they all make friends and don't want to leave! The majority return the following summer, so that's proof that they had a great time!

M: I'm sure about that! And now, a message from our sponsor... *(fade)*

(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: So, it's going to be the two of us doing the photography project together! I love doing project work, Neil! I'm so excited!
- M: Yes, it sounds fun. I'm just a bit concerned, Jane. To tell you the truth, the previous time I was involved in a project, there was a lot of wasted time. In the end, we had to do all the work in one day.
- F: I know what you mean; the meetings could easily turn into chatting instead of studying and doing any work! We'll just have to decide on a plan before we start, so that we can make sure we don't fall behind. That's what we did with Bill for the history project, and it was a piece of cake. Not to mention the high grade!
- M: Yes, I suppose you're right. So, what's the next step? Should we think of a title for our work? How about "Urban Landscapes"? Not bad, huh? It's also a song.
- F: "Urban Landscapes" ... I quite like the sound of it! It might be better, though, to think of a title after we have an actual photograph to match it to! Don't you think so?
- M: I guess we can keep it for now. It won't be difficult to change it later.
- F: OK... so, on Saturday morning, we could go around different parts of the city and explore them with our cameras...
- M: ...yes, let's go separately so that we can collect a range of different views and perspectives. I'll focus on buildings and you can focus on people and nature.
- F: Great, then we can meet after lunch and go through them together and see if we have a suitable one for the project. Then, the next day, we can do some photo editing on my sister's computer. I always use it for my photos; she has amazing programmes!
- M: OK, that leaves us with Monday and Tuesday to do some writing. Actually, it may be nice to do some research first. You know, find out some things about the history of the place we choose, and write something about the area.
- F: Wow! You're good at this! How about we check the internet and make some notes about the city in general, and I can go to the library after school, see if I can find any other resources there, to draw some information from.
- M: Like what?
- F: Well, I don't know, some books with some older photos of the same area in the past years?
- M: Yes, that's great. I think the teacher will appreciate some background information, even though she did say it is optional.
- F: Oh, I think it's gonna be a success!
- M: Plus, a high mark wouldn't hurt! The maths test didn't go that well yesterday.
- F: What happened? I thought you liked maths!

(continued)

- M: Well, I do, but I was absent when Mr Morrison was explaining that unit, so I couldn't keep up with the class afterwards.
- F: Mmmm, I didn't find it very difficult, but, to be honest, I asked my sister to help me with some exercises while I was studying. She's really good at maths, you know - she could help you with some extra lessons if you want.
- M: I don't know... I mean she's great, but I barely know her.
- F: Oh, come on- don't be shy. You've seen her so many times at school. She's top of her class, I'm sure she'd be glad to help.
- M: Errr, you reckon? OK, just ask her first and let me know if she manages to find some time for me.
- F: No problem!

(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.