

**LANGUAGECERT**  
**International ESOL**  
**Communicator Level – B2**  
**Practice Paper 2 – 2016**

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.*

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**Part one, part one.**

You will hear seven short unfinished conversations. Choose the **best reply** to continue the conversation. Put a circle round the letter of the **best reply**. Look at the example. (15 seconds.) You will hear the conversations twice.

Number one. Number one. (6 seconds)

F: I **must** get the car serviced soon.

M: Anything wrong with it?

F: *[extend with emphasis]* **No**... just needs a regular check.

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

Number two. Number two. (6 seconds)

M: *[with enthusiasm]* **Great** film – perfect for kids.

F: But **you** enjoyed it too?

M: *[definitely]* **Yeah!** Actually, it would suit any age.

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

Number three. Number three. (6 seconds)

F: *[excitedly, trying to get M's attention]* Ooh! Look at that! There – out of the train window!  
*[disappointed]*  
Oh, you've missed it!

M: Sssh! *[intently]* I'm trying to read my newspaper.

F: It can't be more interesting than what I've just seen.

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

Number four. Number four.

(6 seconds)

M: I feel really sorry for Josie and Mike.

F: Why? What's the matter?

M: They can't find anywhere nearby they can afford to rent.

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

Number five. Number five.

(6 seconds)

F: I don't want to leave the packing till tomorrow.

M: *[placatory as if this is a frequent occurrence]* But we've got **plenty** of time.

F: *[anxiously]* We've got to be at the airport by midday, you know.

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

Number six. Number six.

(6 seconds)

F: This article is about that actress you love.

M: *[excited]* Ooh! What does it say?

F: Says she was first discovered in our local theatre.

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

Number seven. Number seven.

(6 seconds)

F: *[formal interview situation]* So what do you think you can bring to the role?

M: *[with careful consideration]* Well... I'm hard-working... loyal... always on time...

F: *[unconvinced]* Mm... not **always**...

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

That is the end of Part One.

**Part two, part two.**

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One. (10 seconds.)

**Conversation One**

- F: Mr Price? Do come in.
- M: Thanks. Right. Do you want the whole place decorated?
- F: No, just the living room for the moment. A lot depends on your estimate for the job.
- M: And have you had any thoughts about what colour you want?
- F: Well, I've been thinking of blue, but I'm not entirely certain. I hoped you might be able to give me some suggestions.
- M: Mmm it's quite a dark room, isn't it? How about a pale yellow? It would lighten the room no end and go well with your carpet too.
- F: D'you know? I hadn't considered that but I think you're right. I also wanted to ask you about what would be best for the ceiling.

*(Wait 10 seconds before repeating.)*

*(Wait 10 seconds before going onto the next conversation.)*

Now, look at the questions for Conversation Two. (10 seconds.)

**Conversation Two**

- F: So Paul, why did you want to see me?
- M: I think you know perfectly well, Gina. I assume it was you who decided to promote Leah to head of department.
- F: It wasn't just my decision Paul, as you know. But yes, we thought she was the right person for the role. Time will tell.
- M: How can you say that, when she's hardly been here five minutes? And before the summer you told me that you'd back my application for the post. That's the thing that really gets to me. The way you've changed your mind.
- F: Well I'm sorry you feel like that but situations change, Paul, we all know that. And Leah is, exceptional. We're lucky to have her. I can understand how you feel, but I hope you'll be able to work together.

*(Wait 10 seconds before repeating.)*

*(Wait 10 seconds before going onto the next conversation.)*

Now, look at the questions for Conversation Three. (10 seconds.)

### Conversation Three

- 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 10 seconds before repeating.)*

*(10 seconds.)*

That is the end of Part Two.

### Part three, part three.

Listen to the person talking and complete the information on the notepad. Write **short** answers of one to five words. You will hear the person twice. At the end you will have two minutes to read through and check your answers.

You have one minute to look at the notepad. The first one is an example.

*(1 minute.)*

*[beep]*

Hello everyone.

Now I'd like you all to listen carefully to the following information about the social activities programme for this coming week. That's from the fifth to the eleventh of October. Sorry I can't give you the programme as usual, because the photocopier's not working this morning. So, if you don't mind, can you all take down notes please? Ok, let's start with Monday. As you know, we planned a barbecue, but the forecast's not looking good, so we're having a Quiz Night instead – which should be good fun and have you all digging deep for those hidden bits of general knowledge! The forecast for next week's better, so we can have the barbecue some time then.

We're going ahead with the judo class on Wednesday afternoon at the sports centre. This is what we call a 'taster class', so even if you're a complete beginner, you'll be welcome. I think it was advertised on the notice-board as being five pounds, but in fact it's seven. This includes travel to and from the centre, insurance, renting the sports kit and excellent shower facilities – so it's a good deal. Can you add your name to the list, if you're interested?

So, let me see, yes, next up is Film Club night. *[slight pause]* Right. So, because of a clash with the tennis tournament we've planned, which is on the eighth of October, that's Thursday - our usual film night - film club this week will be on Wednesday, the seventh. We can't change the tennis because we've already arranged the date with three other schools. And, film night will be the same time as always but the screening won't be in the Dining Hall – we're moving it to the Students' Common Room. Now we've got all the new comfortable furniture in place, we thought we'd make the most of it! This week's offering is 'Billy Brook's Japanese Adventure!' And there'll be a talk beforehand about the director, Chen Green, his art and his early years growing up in China.

And, lastly, I'm pleased to say that arrangements for the weekend trip have now been finalised. Looks like the weather's going to be fine too, so we should have a great time. We're going to Lake Canlock *[Slight pause as if responding to someone's question]* – yes, sorry, that's spelt C-A-N-L-O-C-K. – It's set in stunning countryside, and we'll make sure there is chance for all you photographers to practise what we were studying at last week's photography club session. Can all of you who're interested stay behind after this for the details? Most especially - what you'll need to take with you on the trip. But I need to tell you right now that it's an early start – the coach'll be leaving from the main gates at 6 o'clock sharp on Saturday morning – so it probably won't appeal to the night owls among you! OK, right I think that's just about everything.

*(Wait 10 seconds before repeating.)*

*(10 seconds.)*

You will now have two minutes to read through and check your answers.

*(2 minutes.)*

*[beep]*

That is the end of Part Three.

#### Part four, part four.

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. Look at the questions. An example is done for you. (20 seconds.) You will hear the conversation twice.

- M: So have you heard about this amazingly generous money donated by one of our ex—students, Penny?
- F: Yes, Richard Judd. It's brilliant isn't it, Jeff?
- M: Were you on the teaching staff like me when Richard Judd was studying here?
- F: Errm, from what I remember he left for art college the summer before I started. Looking forward to meeting him now, though.
- M: Oh, such a nice guy, really. I loved teaching him. And this donation is so generous, I mean, he's not as rich as all that.
- F: I know, but apparently he said he wanted to give the school something back for all the encouragement and help he was given when he was here.
- M: Yes, which makes me determined to make the best use of the money, not just invest it in the bank but not just spend it on lots of different little things either... You know, so there's nothing really to show for it.
- F: Oh, exactly, Jeff. What about the feedback from students' parents – you know the questionnaire you sent them over half – term.
- M: Oh well, not too many surprises there. More computers, books, that sort of thing, nothing very exciting, although all very necessary of course.
- F: Mmmm... I know what you mean – we want something permanent, that everyone would like, that's what Richard would want I'm sure...
- M: ...which is why, Penny, I was wondering about a water fountain. Everyone appreciates the calming effect of water, children especially. We could just watch it and lose all the stress...
- F: A fountain! You must be joking!
- M: Why not? Not very big or deep or anything – it wouldn't be dangerous, and if we choose the right one, it could be really attractive.
- F: No, no, I didn't mean that. But just think of all the coke cans and crisp packets floating about in it. The kids just couldn't resist dropping stuff in, it would just become an alternative bin.
- M: Mmmm... hadn't really considered that actually. Another idea we've been asked to consider comes from the English and drama department, a brilliant idea – for a new school theatre...
- F: *[laughs]* Well, I know Richard's been generous but not that much! It would cost a fortune! I agree it would be great and we do have the space for one, but it'll have to wait, I'm afraid.
- M: Yes, I know – I'm sure it'll happen one day. And hang on *[slight pause]* – yes, the final idea, a sculpture comes from the students themselves, who were asked to suggest ideas to their teachers.
- F: *[incredulously laughing]* What?

M:	I know, I couldn't believe it either. Quite impressive really, but their feelings are that as Richard is an artist, well, what better way to spend the money than on a piece of art.
F:	Now that <i>is</i> a great idea!
M:	The students thought about having it in the art room as a kind of inspiration. I mean it's a huge place.
F:	Oh no! It shouldn't be hidden – just for the select few - I mean we don't all study art, do we? [thinking] Depends what material it would be made of, of course, but I think somewhere like outside the school's main entrance. That would be..
M:	[butting in] We'd have to decide who we'd get to make it. And the subject of course. I love modern art, but not anything abstract, rather something you can really see...
F:	[butting in] I think that's a bit of an unfair statement, Jeff, isn't it? Some abstract art is fantastic and some traditional stuff is just awful. It's like everything, modern architecture for example – some's good, some's not.
M:	Well anyway, that's a long way in the future. We'll need to discuss all the ideas and put them to both the teaching and student committees...

*(Wait 10 seconds before repeating.)*

*(10 seconds.)*

That is the end of Part Four.

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