

Listening (Script)

Listening. The listening test consists of two tasks.

Task 1. You are going to listen to 5 different people talking about eating in and eating out. Listen and match the speakers from 1 to 5 to the pictures from A to F. There is one extra letter which you do not need to use. Then match the speakers from 1 to 5 to the descriptions from a to f. There is one extra letter which you do not need to use. You have 40 seconds to read the task. [pause 40 sec] Now we are ready to start. You will hear each speaker twice.

Speaker 1. I used to go there a lot but the last time I ordered a steak, it was hardly cooked at all. Anyway, when I asked one of the staff if I could, you know, have it cooked a bit more he said that I'd asked for it rare – you know as though it was my fault. I told him it was more like raw than rare. Of course he took his revenge – when he brought it back it was so well-done I could hardly cut it. I won't be going there again.

Speaker 2. It's often a problem when I go out because I am not used to eating hot, spicy food. I prefer, you know, plain home cooking – if it's too spicy, well, it upsets my stomach. A Chinese takeaway, you know, sweet and sour, that's OK, but on the whole I'd rather have something plain and bland... you know ... quite unadventurous. So, as I was telling you ... we went to this Indian restaurant and I ordered the mildest curry on the menu but it was still far too hot for me. I couldn't eat it!

Speaker 3. Well, I don't like to give away my secrets, but it's quite simple really. I prefer to use low fat cream for this. So what you do is ... when the pasta is cooked you mix in the egg and cream mix – it'll cook on its own without going back on the heat. Stir in the chopped up bacon pieces ... like so. And then sprinkle on some fresh basil to decorate it. Food has got to look good too – tasty and tasteful – that's what I always say. We eat with our eyes as much as with our mouths! If you don't have basil you can use parsley – only use the leaves though because the rest is bitter.

Speaker 4. Well in those days they would work in the fields harvesting the corn by hand, and then they'd come in for a simple meal at lunchtime. It was a tradition that the farmer and workers ate together. The farmer used to sit here at the end of this long table. Meals were quick because they had to get back to work. Usually there would be soup and bread and cheese. Anyway, once the farmer closed up his knife, well, that was the end of the meal. Everybody had to get up and get back to work – even if they hadn't finished eating! There were no arguments about that back then.

Speaker 5. To begin with the waiter brought us a tasty salad, with locally produced cheese. Then there was fish and a fabulous stew. There was a different wine for each course – dry white with the fish, red with the meat. I drank lots of water. I always drink still – sparkling makes me too full. Finally, there was a delicious dessert with a sweet white wine. At the end I felt like, you know, one of those snakes which can swallow a whole sheep! All the same, I could get used to eating like that!

This is the end of task 1.

Task 2. Listen to the lecture in a music school and do the tasks below. You have 60 seconds to read the task.

Now we are ready to start. You will hear the recording twice.

Learning to play a musical instrument is one of the best experiences that a young child can have. Learning to play music begins with listening to others play music. A child's first experience with playing an instrument should be by ear, without the distraction of printed music. Playing by ear is the natural beginning for children. The ability to play by ear will help them throughout their lives, and it also enriches the experience of music making. But children should eventually learn to read music. So, when is the right time? And what's the best way for a child to learn how to read music?

A lot of children start playing an instrument at the age of eight or nine. It's best for them to spend a couple of years playing by ear before the teacher introduces notation – printed music. Children should first be able to feel that their instrument is a part of them. Playing by ear is the best way for children to become comfortable with their instrument.

The teacher should introduce notation only when the child is ready. The right time is when the child feels a need for notation. This might be when the child has learned so many pieces it's sort of difficult to remember them all. Then the teacher can present the printed music as a memory aid, so learning to read music has a practical purpose and isn't just a meaningless task.

A good time to teach notation is when a group of children play together. The printed score is a way to help them sort of keep track of who plays what and when. The score will organize their cooperative effort in a way that makes sense to them.

Another good time is when the child wants to play music that's so complex it would be difficult to learn by ear. In this case, learning to read music is a natural step toward playing the

music the child wants to play. The teacher should play the score for the child the first time through, and demonstrate how the notes on the page are transformed into music. The child listens as he or she looks at the printed notes. This way, the child can begin to see how the notes represent the sound and a printed score becomes a piece of music. As the child listens – and maybe plays along – he or she begins to understand the shape of the new piece.

For students who play a chord-producing instrument – the guitar, for example – a natural first step toward reading music is playing by chord symbols. Chord symbols are found in a lot of different styles of music – like pop and jazz - and at various levels of difficulty. Chord symbols are a simple form of written music – they are kind of a halfway point between playing by ear and reading a standard musical score.

After children can play by ear, and then by chord symbols, the next step is to read standard music notation. Although that's the natural order for children to learn, it doesn't mean that each successive step is better than the one that came before. The three methods of playing music – playing by ear, playing chords, and playing by standard notation – are all valuable in their own way. Some children will always prefer to play by ear. Other will like chord playing and have no desire to learn another method. And still other will find their musical home in the tradition of note reading. It's the job of the music teacher to fit the method to the needs of the students.

This is the end of the listening task. Now transfer your answers to the answer sheet.