

MSU-CELC PRACTICE TEST 3 (Revised Format)_Listening Script

Part 1: Short Conversations

1. The concert

- F: Dad, I need a check for twenty-eight dollars made out to Children's Singing Group.
M: What for?
F: It's for the choir club. It's due today. Don't you remember? We're singing at the city concert hall, and we have to pay for our new T-shirts and the bus.
M: Oh yeah, sorry about that. I'll write the check now.

2. Sitting by the pool

- M: I'm going up to the snack bar. Do you want anything to eat?
F: No, but I would love a bottle of water.
M: Well, good news. That's exactly what I was going to get. How about I get a big bottle for us to share?
F: That would be fine. In the meantime, I'm going to jump in the pool for a minute while you're gone.

3. Looking for keys

- F: Hey, dad—where are your car keys?
M: They're on the kitchen counter next to the microwave. Why?
F: Well, I was going to borrow your car. Is that okay?
M: Sure, that's fine. But next time, ask for permission first, *then* ask me where the keys are.

4. Grocery store check out

- M: That'll be \$14.82, please.
F: That's funny. I thought this meat was on sale, but it looks like it rang up for the regular price.
M: Oh, I'm sorry. The discount from the meat department this week is for beef only, not chicken.
F: Oh, OK, the sign back there wasn't very clear.

5. Using the computer

- F: Hey there, Kevin. Are you working on homework online?
M: No Mom, I'm replying to a message from Aunt Barb. She wanted to hear about our vacation last week.
F: That's nice of you. Do you want to get some lunch in a little bit or do you have plans with your friend again?
M: No, Jason's busy today. I'll be done in just a minute.

6. A schedule change

- M: Lisa, can you stay until midnight tonight?
F: Um, sure. I'll have to make a phone call, but it's no problem.
M: Great, thanks. Stephanie is sick, and I need another server for the dinner shift.
F: That's fine—I don't mind. I could use the extra money anyway.

7. Geography project

- M: Hi Jennifer, do you have a minute?

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F: Sure, Bill. What's up?

M: Well, I've been having trouble finding good maps for our geography project. All the maps have too much detail and too much writing. When we present to the class, it's going to be confusing for everybody unless we simplify things.

F: I agree. I found a few map sites online the other day. I'm pretty sure I can find some that don't have too much information.

8. Evening entertainment

M: Do you want to watch a movie tonight?

F: I don't know. It's a little late. How about tomorrow night instead?

M: If you get tired, we can watch part of it tonight and the rest tomorrow.

F: I'd rather not. Maybe, we can just catch a TV show or two. That won't take as long.

Part 2: Longer Conversations

9-12 Guitar lessons

F: Hey Tyler, how are your guitar lessons going?

M: Good. I feel like I'm starting to get a little better.

F: Cool. Are you learning some new songs? Before you started your lessons, I remember you said you only knew a couple.

M: Yeah. I'm working on it. I'd say I've got about six or seven now, and it's feeling more natural. When I started, I would see the notes written on the page, and it would take a second to think about where to put my fingers, but now it's becoming more and more automatic.

F: That's great. It seems like you're really enjoying it.

M: Yeah. It takes my mind off of school and everything.

F: That's good. So can you play a song for me?

M: I can, but your choices are going to be pretty limited. I still don't know that many.

F: That's okay.

M: Umm, alright, how about "Country Roads," by John Denver? Do you mind singing it, though? I can't really play and sing at the same time yet.

13-15 Calling about a bill

F: Hello, River Light and Power. This is Joni, how may I help you?

M: Hello, I'm calling about account number 4322. I'm afraid I was charged twice for last month's electric bill and I'd like to resolve that.

F: Hmm. I'm pulling up your account now. Well, I only see one bill for last month. It was for 87 dollars. So are you saying that bill is incorrect?

M: No—I assume it's correct. The problem is that I have electronic billing set up, and your system took the 87 dollars out of my account twice.

F: Ohh—I see. Then that record will be in our accounts system, rather than our billing system. I'm sorry but I'll have to transfer you.

M: (*sigh*) Well that's an inconvenient way to organize your company.

Part 3: Extended Discourse

16-22 Becoming a writing tutor

Good afternoon students of Capdale High. Let me just say that by being here today, and by volunteering to help your fellow students, you are contributing to making Capdale High a better, more helpful community, and giving Capdale students the chance to be more effective, confident communicators.

Being a writing tutor represents a real commitment, and I want to explain exactly what is required so you can make a decision about whether or not you will be able to participate. While we do appreciate your willingness to help, there is a lot of training required and a limited number of slots, so we do want to make sure that we have volunteers who can commit to the position. I should say that even if you decide that you can't participate this semester; you will have an opportunity to join every semester, so you might want to come back if you can't do it this time around.

First, you must agree to spend one hour after school at least two days a week. Now, there will be some times available during the school day as well, during free and study periods, but we cannot guarantee that you will be assigned one of those in-school time slots. Since you are required to work two hours a week, you must be willing to work two afternoons if that is required.

You must also be a student in good standing, which means that you are passing all your classes and have fewer than 2 absences in the previous semester. You don't have to have perfect grades, but you do have to be a responsible student. This rule is in place for two, related reasons. The first is for the students you are working with. We hope that this position is a leadership position in the school, and we want the volunteers working here to set an example of how dedicated students should act. The second reason is for your own success. We have tried to balance the time commitment, but there is in fact a significant time commitment associated with the position. In addition to the two hours you are required to work each week, there are additional trainings and program meetings throughout the semester. We of course want you to focus on your own studies first, so we need to know that you can handle your own work before giving you more!

Also, I have received emails from several of you worried about your ability to do this job, so I want to take a moment and discuss some things that are NOT required to do this job. First—you do not have to be a great writer. It is true that you are volunteering to help struggling students with their writing, but you can do so even if you are not the best writer in your class. In fact, students who have struggled with their own writing often have developed effective strategies and can understand other students' difficulties better than students to whom writing comes naturally.

Second, you do not have to be experts in grammar or spelling. Your job is NOT to be an editor. You do not have to correct every mistake a student makes. Instead, you will be acting as an interested classmate that a student can discuss their ideas with and talk about areas of an assignment that are giving them difficulty. You need to be engaged, interested, and willing to help, but you don't have to be an expert.

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So, while you do have to be a student in good standing with enough free time to participate in the program, you do not have to be a perfect student or a perfect writer. I hope this clears up a few questions. Now let's get on with the training!

23-30 An improved student

F: Hi, Collin. How are you?

M: I'm great, actually. Do you know why? Because Chris Winfield is actually making progress in my class, and it's really satisfying to see.

F: Huh! Chris has been doing a lot better in my class lately, too. What do you think the reason is?

M: Well, I'd love to believe that it's because of my great lessons, but I think it's mostly a question of confidence. Chris finally seems to realize that he's capable of doing excellent work. I don't think he felt that way a few months ago.

F: Hmm, I don't know. Do you really think a student's confidence can just go up like that? I thought maybe that something had been going on in his personal life a few months back, and I'm wondering if it's all resolved.

M: You know, I had considered that, but his attitude never really changed all that much. He's always been the same old Chris—a good kid, kind and friendly to his classmates—I feel like his personality is the same. Now he just knows that if he actually puts in the time and effort that he can ace my vocabulary quizzes. Do you know he actually used the word “deleterious” in a conversation with me one day? Haha! And he used it correctly. I guess my lessons are working for him.

F: That's funny—I thought your students only learned those words to pass their college entrance exams.

M: No, Kathy, some of them really use the new words they learn in their everyday speech. It's the one thing that I teach that you can see proof of in the short term. I mean—no kid is going to spontaneously say what a metaphor is while he's waiting for the bus or explain the major elements of a story while he's at sports practice. But they can, and do, use new words!

F: That makes sense. You know, his test scores have just been getting better and better. He's among the most successful students in my math class. He really “gets” it—and the best part is, he helps other students. No other student I have does that. I've always said that students can sometimes be better teachers than teachers themselves! Some of my kids will just tune me out, look out the window. But when Chris explains something to Mike—you know, Mike Wilkenson—the lesson just sinks in.

M: Wonderful! That's what I like to hear. You know, I've met Chris's parents, and they're wonderful people. I think they encourage him without pressuring him, so he's really lucky that way.

F: Yeah, he is. I've known students with a lot of natural intelligence. But I would take a student like Chris *any day* over a super-smart kid. He works hard and seems to get satisfaction just from doing a task. Is he like that in your class?

M: Oh, definitely. You should see him buzz through a book when I assign a novel in class. I used to think that he didn't take it seriously—you know, reading every other page or something like that. But I realized that he just really enjoys reading, and he can finish a book in a week. It takes my other students two or three weeks, usually.

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F: Well, I think Chris is going to be in great shape academically if he continues what he's doing. I'm really proud of him.