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College of Humanities and Social Sciences

AUDIOBOOKS FOR FOREIGN LANGUAGE PROFICIENCY

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Master of Arts in Teaching English as a Foreign Language

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DEDICATION

To my mother

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ABSTRACT

The ongoing development of technologies makes the language teachers implement technology in the teaching and learning process. One of them is the use of audio books for foreign language proficiency introduced in this paper.

This study shows the results of the research conducted with Armenian students who learn English for communicative and general purposes. The courses are organized by the American University of Armenia which is called Experimental English Classes (EEC). The data for the related research questions were collected via pre and post tests. The data was has been analyzed through the SPSS package.

The analysis of the data, collected from the tests revealed that audio books may have significant positive effect on the improvement of learners' foreign language proficiency.

CHAPTER ONE: INTRODUCTION

This thesis aims to study the effect of audio books (which are also known as talking books or narrated books) on foreign language proficiency. The text of a book which is read aloud and recorded has been for a very long time very useful and favorite tool for making books and other texts available for people with reading disabilities or illnesses such as blindness or low vision (Engelen, 2008).

According to Engelen (2008), even a few years ago the books were produced for that purpose only. Then people began to use audio books for learning or improving a foreign language. In most of Armenian schools and institutions, where people learn foreign languages the concentration is mostly on grammar and there is a lack of activities which improve especially listening skills. This study aimed to find out the effectiveness of audio books in the language learning process of EFL learners.

1.1 Purpose of the Study

Language should be improved in all its aspects: reading, speaking, listening and writing. Armenians live in a nonnative environment, so they can improve their listening skills and they can acquire new vocabulary by listening or reading audio books. For this purpose it is interesting and very significant to study and know how to use audio books to have better effect. The following research tries to find the answers to the following questions:

1.2 Research Questions

1. How could audio books improve foreign language proficiency better?

- Should students only listen to the audio books?
- Should students read the books (without listening)?
- Should the students listen and read the books at the same time?

Many students consider it to be challenging to listen and understand L2 for a long time. Nowadays there are so many books for language learning with CDs, which also have listening tasks for improving listening skills. They are very productive for learners, but the length of the listening tasks are short and sometimes it is not enough to improve listening skills to listen and understand longer conversations or information. So audio books can be good solution to fulfill this purpose providing students to listen to longer speech and gradually learn to comprehend it. Moreover, students get informed of the books and have access to literature in a new way.

Books contain a whole story and the chapters are connected with both meaning and the style of speech. The chapters continue each other's thoughts and it is a good reason to keep listeners engaged and interested to know the end of the story.

Audio versions of the books can also help students to acquire the right pronunciation of the words. The teacher can ask the students to listen to the audio book at home. The students can also hear at the classroom and then ask them to create an illustration based on the parts they listened to.

1.3 Significance of the study

This thesis aims to study which method gives better results for students to improve foreign language proficiency:

- Listening to the audio books only
- Listening to the audio books and reading the same books
- Reading the books.

The research was conducted to find out whether audio books are effective for the improvement of listening and reading skills of Armenian students studying in EEC.

1.4. The thesis structure

In this thesis there are presented four chapters:

- Chapter two contains the review of the literature revealing the background information about audio books.
- Chapter three presents the methodology that includes information about the research, instrumentation for data collection and procedure.
- Chapter four shows the analysis of the quantitative data, which tries to find the answers to the research question.
- Chapter five summarizes the findings, presents the implications of the study, introduces some limitations and delimitations and gives ideas for the further research.

CHAPTER TWO: LITERATURE REVIEW

In this chapter will look at the research done to see the usefulness of audio books on foreign language learners' proficiency compared with reading the books and audio books.

2.1. What is an Audio book?

Audio books, which are also called narrated books or spoken books, have a great demand nowadays. They are the recordings of the books read aloud. Audio books are excellent tools to develop listening and speaking skills, as well as to enlarge word-stock. They are offered as an alternative to printed books or materials. They are offered to the people of special needs and foreign language learners. According to Milani, Lorusso & Molteni (2009), audio books were experienced with the people who suffer from dyslexia to see whether it improves their speaking skills or not. The audio books first were produced for people who had some difficulties to read, e.g. for dyslexic or blind people. Alexander-Passe (2006).

Engelen (2008) states that then it became popular and many people started to use them. It becomes a habit for people to listen instead of read the books. The narrator of the book must read them in a way to bring the books to life and to transfer the right intention of the author in terms of humor, drama, ignorance etc. (Mandell, 2010).

Audio books provide reinforcement of hearing the sounds, pronunciation and seeing the words printed. They are very useful especially for foreign language learners. Also students who have difficulties to read can listen to the books to participate in

classroom discussions. Every student can be inspired by the listening instead of reading. (Robinson, 2008).

2.2. How to Find Audio books

There are many companies which record books which people can purchase and use for different purposes. There are also freely available downloadable audio books for public domain. (J. Engelen, 2008; V. Horn, 2007). Engelen (2008) explains that studies in Belgium and Netherlands show that customers prefer to download audio books and very few of them buy the audio books. Many libraries nowadays have shown great interest to add audio books in their collections.

Among different audio book formats (CDs, cassettes, downloadable format etc.) the most common format is the downloadable digital one. (J. Engelen, 2008). According to Furini (2007) the audio book industries are moving from audio books to audio book digital format. It is a good change as the books will have lower cost in this case and people can download the books wherever they are and whenever they want. In the article by Horn (2007) it is stated about many different audio book productions: Daisy, LibriVox and the site www.audible.org. The audio book production called “LibriVox” also products audio books for public domain. The aim of this production is to donate free audio books for people of all ages. It is a nonprofit and non commercial. It is powered by volunteers and all volunteers round the world are welcome by this production

to donate recordings or to read books. There are many more audio books which product audio books both for blind or dyslexic people and for foreign language learning purposes.

Moyer (2012) states, that during last ten years audio books appeared in library collections. They can also be found in academic libraries. According to Farrell (2010), audio books were first suggested to the public libraries in 2004. Nowadays audio books are also available in the public libraries. Audio books are used in many schools, colleges and universities by many second or foreign language teachers. They always have successful results providing a way for the learners to improve listening and speaking skills as well as to access literature and to enjoy the books. (Bertolucci, 2008).

2.3. Types of Audio Books

Audio recordings can be distinguished according to two types: narration done by the **human voice** or by a **computer**. Even though there are so many high quality text-to-speech software available nowadays everyone agrees that human voice recordings are much more preferable. In contrast to this idea stated by Engelen (2008), Sha (2010) defines the advantages of synthesized voice which are the following:

- Computerize voice gives chance to the instructors to be far more flexibility and authoring audio materials.
- Computerized voice provides very comfortable speech rate for learners.
- Synthesized materials are cheap and easy to find.

As Sha (2010) states, the disadvantage of synthetic materials is the lack of naturalness, pleasantness and clarity. Though, as a matter of fact, some learners of English, especially the beginners do not distinguish the difference between human voice and a computer voice.

There are many advantages for downloadable format libraries: E.g. speed, saving time, etc. The format of the audio books changed over the years from cassettes to CDs then MP3. Nowadays IPODs are the most common line of moveable media players. The price of downloadable books can vary from 25\$ to 100\$ depending on the length and publisher. (Farrell, 2010).

A study estimates that listening occupies half of the student's time at school, even though many students have some difficulties to listen affectively. Research shows that listening skills can be taught while listening abilities improve with age. (Farwell, 2010).

There is a common issue among learners and it is obvious in every educational environment e.g. in the kindergarten, schools, universities etc, students cannot or do not like listening without pictures. Many experienced teachers state that students always complaint that they cannot listen without pictures. The children who grow up listening to radios and reading gradually lean to create mental pictures. They do not have any problems to visualize something in their minds. This problem did not exist before television. (Farrell, 2010).

The Milken Family Foundation examined the influences of audio books on children's reading ability and found that programs which contained the use of audio books

improved children's reading skill more than programs that did not use them. (Serafini, 2004). Serafini (2004) also cited, that teachers and parents are encouraged to use audio books because they:

- Introduce readers to new vocabulary. As new words are heard in the context of a story they become part of a child's oral and written vocabularies.
- Improves the ability of fluent reading and phrasing correctly.
- Gives opportunities for readers to discuss literature.

Reading comprehension is enhanced through discussion, and audio books give a chance for classes to discuss these stories.

- Sustains the intensive readers. As developing readers listen to audio books and follow along with a printed version of the story, they learn to match the pronunciation of the language to their written counterparts. This matching of sounds to symbols is the basis for reading instruction.
- Involve children into the world of reading and literature. One of the most important roles of instructor and librarians is to introduce children to the literature. (Serafini, 2004).

Acapela voices are inspiring, when native speakers record them. 'The Lucy British voice is one of the best synthetic voices ever which is available for any kind of computer.

Walfson (2008) refers to the benefits of the audio books. He considers them similar to that of reading aloud. Audio books can model reading, encourage oral language usage and increase comprehension. Using audio books promote the development of all

four language aspects: phonological, semantic, systematic and pragmatic. To improve comprehension the students can also adjust the pace of the narrator to be more engaged. Skills and strategies that could be introduced to improve comprehension include: setting up knowledge acquired in the past, using context hints for word-stock improvement, reminding accuracy, identifying main idea, and making conclusions, guessing, visualizing, using graphic organizers, comparing and contrasting, understanding cause and effects, classifying and making text synthesis.

2.4. Use of Audio Books in Teaching and Learning

Wolfson (2008) states that the positive effect of using audio books is not guaranteed only by only listening. There were instructors who worked for a long time to make audio books productive for their students. This may be done by using them for introducing a story, give support for second-language learners or remedial readers, and develop a reader's listening skills as a motivational for learners.

As Sha (2010) defines, the teaching of listening skills is mostly associated with audio technology, as it is difficult to find a language instructor who does not use audio recordings in the teaching period. When studying the audio materials used in the classroom for improving listening comprehension, we cannot find any lasting or universal validity in a single recording but highly customized materials especially for a target group of learners, or the same group at different stages. Sha (2010) also states, that audio

materials are designed to measure how well the students can comprehend short samples of speech. They are very suitable to use for the tests in the language laboratories but they do not resample natural speech. The spontaneity, redundancy, hesitations, incorrect starts and grammatically incorrect forms, all of which form such an important part of real-life speech, are generally absent from these types of items simply because they have been prepared primarily as written language to be read aloud. Cheng-Lin & Yi Jung-Lill (2009) cited that teachers are recommended to use the technology as an encouraging tool to change students' negative attitudes toward reading in a foreign language, and the appearance of texts with multimedia support or e-books may account for the changes. The main reason that e-books changed the nature of reading are in multimedia features, such as oral reading, highlighting, visuals, and music/sound effects, all of which are impossible with printed ones. Audio books can be used to:

- Introduce students to books of different levels.
- Imitate and acquire good interpretive reading
- Improve listening comprehension
- Highlight the humor in books
- Introduce new genres that students may not be familiar with
- Introduce new vocabulary or difficult proper names or locales
- Sidestep unfamiliar dialects or accents, Old English, and old literary genres.
- Introduce a read-aloud model

- Make connections to essential topics of discussion for parents and children who can listen together while watching sport, music lessons, or on holidays.
- Recapture "the essence and the delights of hearing stories beautifully told by extraordinarily talented storytellers". (Baskin & Harris, 1995 cited in Denise Johnson, 2012)

2.5. Audio Books in Research

Moody (2003) also states, that good listening ability is actually a predictor of academic success. Children who are generally slow at processing language are likely to experience difficulty building meaning from sound patterns, reading print, utilizing and matching up information and remembering it for any period of time. Well-accepted children tend to be better listeners than rejected children, suggesting that listening skills build social skills as well as promote academic growth. All evidence points to the fact that good listeners have an advantage early in life, and that this ability can be developed through conscious effort. Recent developments in our technologies have created new opportunities for teaching and learning listening skills. The spoken word recording has become extremely popular—not in competition with books, but as a new literary vehicle to be offered as a supplement or companion to the printed book.

According to Sha (2010), an essential problem in audio material production, often encountered by language instructors, is the speech rate. The idea is commonly known that

in foreign language teaching, a reduced speech rate may ease the understanding the listening materials. If the speech rate is slowed down to around 127 words per minute, the lower intermediate learner's skills in listening comprehension improve. It is preferred that the normal range in speech rate be between 100–150 words per minute. In the listening materials numbers often times cause problems as they are hard to comprehend in foreign language. E.g. the numeral '1997' will be read out loud as 'one thousand nine hundred and minty seven', instead it is better to simplify them for the listeners pronouncing them like 'nineteen ninety seven'. Sometimes a single punctuation mark would reshape the whole contour of the intonation for a sentence: wh-questions always had an unnatural rising intonation and when a full stop replaced the question mark, the intonation became perfectly natural.

After a research with the fifth grade students, Cooper (2011) cited, that recorded Books allowed students to read high level and understand at a higher level. Students showed more interest towards literature and reading. They developed favorite writers, favorite books and greater knowledge as a reader and Fues (2009) noted, that this new digital format appeals to students as they exercise, go to school events by bus or walk down the street. It also appeals to the visually impaired, and is engaging to all reading levels. It allows following along in the book while listening, as well. "Play ways are an exciting way to get students interested in books and reading—with their ears." (Fues, 2009).

According to Moody (2003,) listening skills can be taught. While listening ability is being improved with age, young people who have benefit of *structured listening experiences* have performance marks much higher than their classmates who do not receive any structured lessons. Listening to books read aloud regularly is strongly related to early success in reading in first and second grade. Montgomery (2009) reports that poor readers often have a “global/tactile/kinesthetic” reading style, best addressed through holistic reading methods (1990, p. 26). For these learners, listening to stories recorded at a slower-than-usual pace (the recorded book method) reduces much of the stress involved in reading and has been found to increase fluency and comprehension.

Audio models provide a form of scaffolding that enables the learners to read material that is harder and to concentrate on meaning. Students able of independent reading (grades 2-12 and beyond) may improve foreign language skills by using books and audio books. A second language learner has to develop listening skills for differentiating between the sounds of a language before understanding them. Improving effective listening skills is important to learn and create a basis for speaking, reading and writing.(Montgomery, 2009).

The author also defined, that Audio recordings of fluent English in the home environment encourage parents’ attention for the learners’ reading improvement and provide an opportunity for parents who do not speak English to take part as a partner/learner in their children’s home reading. English words which are read aloud in student homes appear to capture the attention of others and to Use Audio Books to

Improve Reading and Academic increase the social interaction related to books—
important to progress in learning to read.

Serafini (2004) cited that experts agree that reading aloud is one of the most important activities for developing up to advanced reading skills. The way to become a reader begins with hearing stories read aloud. In fact, a Commission on Reading report entitled “Becoming a Nation of Readers” states, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” In his article entitled “An Educator’s Guide to Utilizing Audio books in the Classroom”? Children of varying reading abilities often want to read the same book together and discuss it in a book club. Many struggling readers would be left behind without some support for their independent reading of stories. Audio books help readers understand the text and discuss the book with their classmates. Audio books level the playing field encouraging readers to participate in discussions.

Greenfield (2008) interprets the results of a case study carried out in Hong Kong, stating that students are more enthusiastic while they see computers integrated in their learning process. The most common reasons given were that computers are more useful and interesting. It improves students’ attitude towards learning in an enjoyable way. So integrating audio books in students syllabus may be both useful and motivation for them to learn.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

In this methodology section, information about the participants in the current quasi-experimental research will be presented, as well as information about the data collection method and the procedure we used to analyze the data.

3.2. Setting and participants

This study was conducted with Armenian students who learn English for communicative and general purposes. The courses are organized by the American University of Armenia which are called English Experimental course (EEC). These courses are for all schoolchildren who want to develop their English language proficiency. EEC offers classes for learners from beginner to upper-intermediate level. The present study includes three groups of students aged 13-15. For this research have recruited over 37 students (12-13 members in each group) at intermediate level.

3.3. Treatment

The first group of students was given the audio files of the stories to listen to at home. They listened to 1 story per two weeks. The second group had the stories to read. They were not given the audio files of the stories to listen to as they were supposed to do

only reading. The third group was provided with both audio files and the hard copies of the books to listen to and to read at the same time.

3.4. Materials

For this research we used 4 stories from the book called “Tasty tales” by Frank Brennan.

The stories were the following:

- Full English Breakfast
- A little pot of honey
- Kung fu spice
- Fugu

For the discussion the students were asked comprehensive questions formed by the teacher which raised a discussion about the story.

3.5. Instruments and Procedure

The research lasted 10 weeks.

WEEK ONE: PRE-TEST: Key English Tests (KET) Test 1. Reading and listening parts.

The students took pre test which is taken from Key English Test book (KET), which is an examination test from the University of Cambridge. The test was given to the

students to decide their level of proficiency before the research. They did the reading and listening parts of the test.

WEEK TWO-WEEK NINE: 4 stories from the book called “Tasty Tales” by Frank Brennan.

The students read or listen to 4 stories from the book: 1 story per two weeks. Once in two weeks, when the students had finished listening or reading 1 story of the book, there was a discussion with the groups to check their comprehension.

Week 3: Discussion of the first story. “Full English Breakfast”

Week 5: Discussion of the second story. “The little pot of honey”

Week 7: Discussion of the third story. “Kung fu spice”

Week 9: Discussion of the fourth story. “Fugu”

The stories were at the intermediate level and each story contained approximately 2000-2200 words. The teacher formed different comprehensive questions which also included pair work and group work to engage the students to participate in discussions. By observation we tried to find out how engaged the students were and how comprehensible the books were. Besides we also saw their progress of foreign language proficiency each week through the discussions.

WEEK TEN: POST TEST Key English Tests (KET), Test 2. Reading and listening parts. The students took post test Key English Tests (KET). The test were given to the students to decide their progress after the research and comparing the results of three

groups to decide which group has the highest progress. They did the reading and listening parts of the test.

3.5. Data Analysis

For analyzing the data of the research we used of pre - and post - test results, which were administered to three groups before and after the treatment. Three groups took the pre-test at the beginning of the study and then at the end they took the post- test. As the number of students was small (37 students) , the research was quasi- focus, the non-parametric Wilcoxon Signed Ranks Tests were used within group comparisons of the three sets of scores for the three groups , and Kruskal - Wallis Test and Mann- Whitney Test were used for between group comparisons. Mann – Whitney U Test is used to test the differences between two independent groups on a continuing measure.

CHAPTER FOUR: RESULTS

The first set of data for the current study was collected with the help of pre - and post - test results

the research was quasi- focus, the non- parametric Wilcoxon Signed Ranks Tests were used within group comparisons of the three sets of scores for the three groups , and Kruskal - Wallis Test and Mann- Whitney Test were used for between group comparisonsMann – Whitney U Test is used to test the differences between to independent groups on a continues measure. This test is the non- parametric alternative to the T –test for independent samples (Pallant, 2007). Instead of comparing means of the two groups, as in the case of the T- test, the Mann- Whitney U Test actually compares medians. It converts the scores on the continuous variable to ranks, across the two groups. It then evaluates whether the ranks for the two groups differ significantly. As scores are converted to ranks, the actual distribution of the scores does not matter.

4.1. Pre and post tests' analysis

Table 0. Descriptive in a table with means

	“Reading” group № 13		“Listening” group № 12		“Reading-listening” group № 12		Total № 37	
	Means	Standard deviation	Means	Standard deviation	Means	Standard deviation	Means	Standard deviation
Pre- Listening	22.23	6.5	10.9	4.5	18.4	9.6		
Post- Listening	26.17	3.7	21.25	4.9	22	2.1		
Pre-Reading	10.7	3.7	10.9	5.07	11.50	4.3		
Post- Reading	21	3.2	23	2.6	23	4		
Pre-Total							33	6.8
Post-Total							47.15	3

Table 1. Kruskal –Wallis of pre -and post- test scores of three groups

	X²	df	p
Pre-reading	.329	2	.848
Pre-listening	12.13	2	.002
Pre-total	11.7	2	.003
Post-reading	3.52	2	.171
Post-listening	9.9	2	.007
Post-total	2.4	2	.300

Looking at the *Table 1* we can see the total scores of pre and post tests of three groups. It indicates that there was significant difference between the pre and post tests in all three groups.

Table 2. Mann-Whitney U test results between group comparisons

	“Listening vs Reading” Group	“Reading vs Reading-listening” group	“Listening vs Reading- listening” group
Pre-total	$U=20.000$ $Z=-3.16$	$U=61.5$ $Z=-.899$	$U=27.5$ $Z=-2.6$
Pre-Listening	$U=17.5$ $Z=-3.3$	$U=55.5$ $Z=1.227$	$U=31$ $Z=-2.4$
Post-Listening	$U=35.5$ $Z=-2.3$	$U=22$ $Z=-3.083$	$U=62$ $Z=-581$

In the *Table 2* we can see Mann-Whitney U test results of the listening skills between 3 groups. It also reports the total results of listening part of the test.

Table 3. Willcoxon signed ranks tests.

	“Reading” group № 13	“Listening” group № 12	“Reading-Listening” group № 12
Pre-Post Listening	$Z=-2.21$ $P=.027$	$Z=3.063$ $P=.002$	$Z= -1.231$ $P=.218$
Pre-Post Reading	$Z=-3.1$ $P=.001$	$Z= -3.061$ $P=.002$	$Z=-2.984$ $P=.003$

In the Willcoxon signed Ranks Test in *Table 3*, it is carried out the comparison of pre post test results for both reading and listening performances. According to the results we can see significant positive difference between pre and post tests in all three groups.

Table 4: Cohen’s Effect size

	“Reading” group	“Listening” group	“Reading- Listening”
r	0.63	.002	0.62

According Cohen’s (1988) guidelines the value of small effect size $r=0.10$; medium= 0.30 ; large= 0.50 . As we see in the *Table 4* there is large effect in all three groups after using the audio books.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

In this chapter it is briefly presented the findings and discussion and implications from based on the results. It also includes delimitations and limitations of the research and gives some suggestions for further research. This study was set up to try to find the answers of the following research question:

How could audio books improve foreign language proficiency?

- Listening to the audio books.
- Reading the books (without listening).
- Listening and reading the books at the same time.

Through the research it became clear that “There is significant positive effect in 3 groups equally after the research”, but the most positive effect is significant in the group where the students did only the listening part of the stories.

5.1. Discussion and Findings

The data taken out of the study were quasi-experimental collected through pre and posttests. The reason of conducting quasi-experimental research was the fact that the students were not chosen randomly. The result analysis reveals that audio books had significant positive effect on students’ foreign language proficiency. All 3 groups showed equal progress at the end of the study, as the results of the posttests showed that these 3

groups become equal in terms of English language proficiency after the study. However, the results of the pre test showed, that listening group although being at the same level (communication 3) had lower scores than those in other two groups. Nevertheless, at the end of the research the results of the posttests revealed that the levels of all 3 groups became equal.

According to these results, the answer of the research question is the following. Firstly, there is a significant positive effect in all 3 groups. Secondly, the 'listening' group had the most progress, compared to the 'reading' and 'reading-listening' groups, as it has lower pre-test results before the research.

5.2 Implication

The results of this research suggested that using audio books for foreign language proficiency may be an effective and useful tool. They were very enjoyable for the students as they could use them out of class and approach them as both interesting and useful tool to develop foreign languages. The audio books were easy to download and listen to them also on the transport or while walking. Many teachers state that students like listening to audio books more than reading as listening is more motivating and interesting for them. Besides many teachers and students consider listening to the native speakers motivating to learn many linguistic features at the same time, for example

pronunciation, vocabulary etc. It is very important as Armenia is a nonnative speaking environment.

This is the reason that foreign language teachers are advised to integrate audio books in the language learning process, especially for developing listening skills, especially in case they are very easy to find nowadays from almost all the bookshops and libraries or download. It means that language learners can use them any time and how many times they want.

5.3 Limitations & delimitations

The limitations of this study are the followings:

- The research used limited number of audio stories. (4 stories)
- The research is limited to available short period of time (10 weeks).
- The sample size of the students was small (12-13 students in each group).
- Inability to randomize the participants.

Delimitations of the study are that it engaged students from a certain proficiency level, age, group and settings.

5.4 Suggestions

This study was conducted for a certain level of students and settings and it is required to pay attention to the limitations of the study.

1. The research would be more beneficial if further research includes larger amount of participants.
2. It will also be interesting to conduct the same research with different proficiency level students.
3. The duration of the study should be longer than 10 weeks.

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PART 2

QUESTIONS 6–10

Read the sentences about working in a library.
 Choose the best word (A, B or C) for each space.
 For questions 6–10, mark A, B or C on your answer sheet.



Example:

0 Elena a Saturday job working in a library a few months ago.

- A got B became C was

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 On Saturdays, a lot of people visit the library where Elena works and it is always

- A busy B heavy C strong

7 'The job is because I meet a lot of different people,' Elena says.

- A friendly B interesting C favourite

8 Her job is to all the books when people bring them back.

- A look B watch C check

9 Elena has to put all the books back on the shelf.

- A good B possible C right

10 Sometimes people to return their books on time.

- A think B forget C mind

PART 3

QUESTIONS 11–15

Complete the five conversations.

For questions 11–15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Where do you come from?



- A** New York.
- B** School.
- C** Home.

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Have a good holiday.

- A** Thanks, I will.
- B** I think so.
- C** Yes, very much.

12 What about going shopping this afternoon?

- A** I'm too tired!
- B** What a pity!
- C** That's not right!

13 I can't do my homework.

- A** Can you be careful?
- B** You can't have that.
- C** Of course you can.

14 Which of the boys is your friend?

- A** He says I'm right.
- B** Yes he is, isn't he?
- C** That one over there.

15 I've waited here for two hours!

- A** Yes you do.
- B** I'm sorry about that.
- C** It didn't matter.

QUESTIONS 16–20

Complete the conversation about a game of tennis.

What does Juan say to Rob?

For questions 16–20, mark the correct letter A–H on your answer sheet.

Example:

Rob: Are you free on Saturday afternoon?

Juan: 0 **D**

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rob: Would you like to play tennis?

Juan: **16**

Rob: Yes, at the sports centre at 3 o'clock.

Juan: **17**

Rob: That's OK. You'll be fine!

Juan: **18**

Rob: About an hour should be enough.
We can stop if we get tired.

Juan: **19**

Rob: Your house is nearer to the sports
centre so I'll see you there at 2.30.
We can go in my car.

Juan: **20**

Rob: No problem. It'll be fun.

- A** Are you a good player?
- B** Great! Then we won't have to walk back. Thanks very much.
- C** OK. Have you booked somewhere to play?
- D** Yes. I'm not doing anything.
- E** Alright. Where shall I meet you?
- F** You know I haven't played for a long time.
- G** It's not expensive to play.
- H** How long are we going to play for?

PART 4

QUESTIONS 21–27

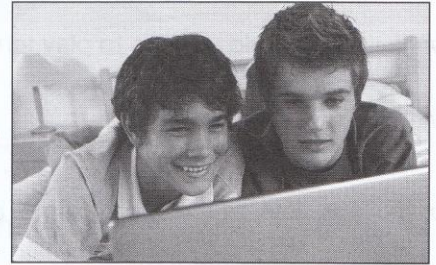
Read the article about two Canadian boys.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21–27, mark A, B or C on your answer sheet.

A great idea!



Frazer and Peter are two 14-year-old boys who grew up in the same small Canadian town. They have always been friends and classmates. Like all their other friends, they enjoy going fishing or swimming at weekends. But for the last few months, they've spent every weekend in Peter's room working on his laptop. This isn't because they have a lot of homework. They have made a new computer word game.

The idea for the game came from Frazer's little brother, Kevin, who had problems with his reading. Kevin learns words more easily by seeing pictures and hearing information than he does by reading. His brother wanted to help. Frazer and Peter worked together for over 200 hours to make a computer game and now it's ready to use. It's a speaking and picture game. For example, if you look at the word 'hat', there's a drawing of a hat next to it and you can hear Peter saying 'Hat! Hat!' at the same time.

The two boys have won a lot of prizes for their computer game and it will soon be on sale around the world. Many schools are interested in buying it.

Example:

0 Peter and Frazer are both teenagers.

- A Right B Wrong C Doesn't say

Answer:

0

A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 Peter and Frazer go to the same school in Canada.

- A Right B Wrong C Doesn't say

22 Peter and Frazer like doing different sports to their friends.

- A Right B Wrong C Doesn't say

23 For the past few months, the boys have spent most of their time outside.

- A Right B Wrong C Doesn't say

24 Peter and Frazer prefer playing computer games to doing their homework.

- A Right B Wrong C Doesn't say

25 It took less than 200 hours to finish the new computer game.

- A Right B Wrong C Doesn't say

26 In the computer game, you see a picture of a word and hear it spoken.

- A Right B Wrong C Doesn't say

27 Students in other countries have said they would like to use the computer game.

- A Right B Wrong C Doesn't say

PART 5

QUESTIONS 28–35

Read the article about parrots.

Choose the best word (A, B or C) for each space.

For questions 28–35, mark A, B or C on your answer sheet.

Parrots

Perhaps you have seen (0) beautiful birds, with their lovely colours and long tails in the forest or in the zoo. Parrots are (28) in countries like Brazil, Australia and India. They usually live in large groups and (29) they like to eat fruit, they are (30) a problem for farmers.



(31) are many different kinds of parrots, but they all have strong beaks and feet, which they use (32) climbing and holding food. The biggest birds (33) live for up to 80 years.

They are (34) noisy, but they are clever birds and it is easy to teach them to talk. Some zoos have parrot shows, where you can see the birds (35) things they have learned.

Example:

0 A this B these C them

Answer:

0	A	B	C
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28 A finds B find C found

29 A so B that C because

30 A somewhere B sometimes C something

31 A Here B They C There

32 A for B by C with

33 A can B did C are

34 A more B very C much

35 A done B doing C does

PAPER 2 LISTENING (approximately 30 minutes including 8 minutes transfer time)

PART 1

QUESTIONS 1-5

You will hear five short conversations.

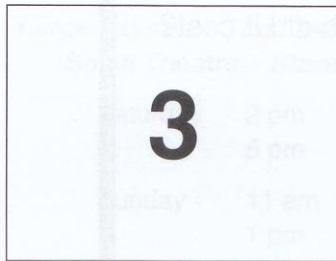
You will hear each conversation twice.

There is one question for each conversation.

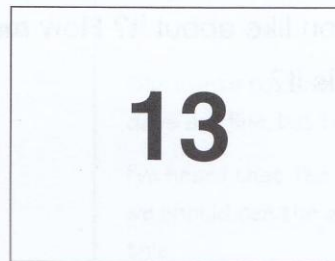
For questions 1-5, put a tick (✓) under the right answer.

Example:

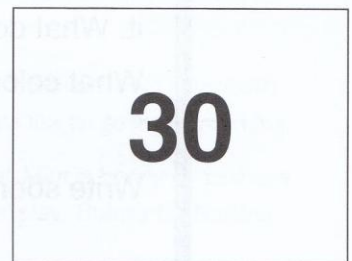
0 How many people were at the meeting?



A



B



C

1 How will Jill go to the football match?



A

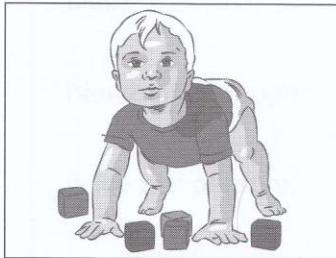


B



C

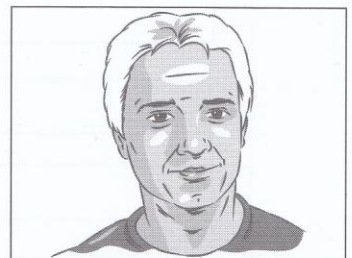
2 Who's going to visit the woman?



A



B



C

3 What will Ruby do tonight?



A



B

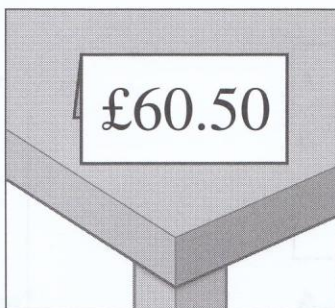


C

4 How much did the woman's desk cost?



A

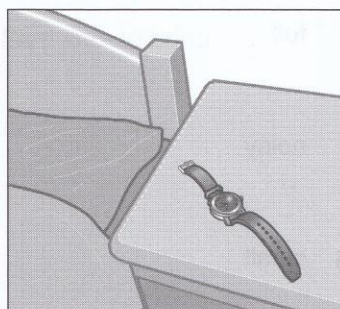


B

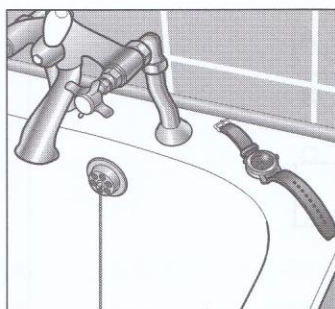


C

5 Where is the man's watch?



A



B



C

PART 2

QUESTIONS 6–10

Listen to Lena talking to a friend about some restaurants.

What is the problem with each one?

For questions 6–10, write a letter A–H next to each restaurant.

You will hear the conversation twice.

Example:

0 Rose Garden

B

Restaurants

Problems

6 Carla's Café

7 Pizza Place

8 Curry House

9 Captain Crab

10 Carlton Hotel

A closed

B cold

C dark

D expensive

E full

F noisy

G small

H unfriendly

PART 3**QUESTIONS 11–15**

Listen to Helen talking to her friend, Sam, about being in a rock band.

For questions 11–15, tick (✓) A, B or C.

You will hear the conversation twice.

Example:

- 0 In Nick's band, Helen
- | | | |
|---|-------------------|-------------------------------------|
| A | plays the guitar. | <input type="checkbox"/> |
| B | sings. | <input checked="" type="checkbox"/> |
| C | plays the drums. | <input type="checkbox"/> |
-

- 11 Sam agrees to play the guitar on
- | | | |
|---|------------|--------------------------|
| A | Wednesday. | <input type="checkbox"/> |
| B | Thursday. | <input type="checkbox"/> |
| C | Friday. | <input type="checkbox"/> |

- 12 Where does Nick's band practise?
- | | | |
|---|-------------------|--------------------------|
| A | in a garage | <input type="checkbox"/> |
| B | at Helen's flat | <input type="checkbox"/> |
| C | in Nick's bedroom | <input type="checkbox"/> |

- 13 Sam should bring
- | | | |
|---|-------------|--------------------------|
| A | sandwiches. | <input type="checkbox"/> |
| B | CDs. | <input type="checkbox"/> |
| C | a sweater. | <input type="checkbox"/> |

Test 1

- 14 The band will next play at
- A a party.
 - B a club.
 - C a college.
- 15 How much does Helen earn, per night, in the band?
- A £10
 - B £25
 - C £110

PART 4

QUESTIONS 16–20

You will hear a man talking on the telephone about a party.

Listen and complete questions 16–20.

You will hear the conversation twice.

**Party for old
school friends**

For pupils from:

Romford School

Date of party:

16

..... September

Day of party:

17

Place:

Margaret's house

Margaret's new surname:

18

Margaret's address:

19

11 Road

Bring:

20

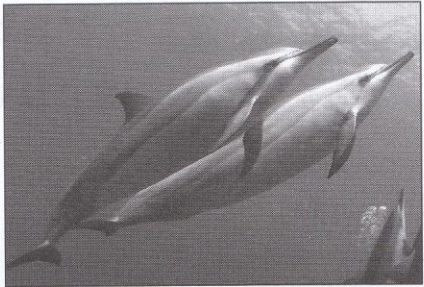
PART 5

QUESTIONS 21–25

You will hear some information about a place called Sea World.

Listen and complete questions 21–25.

You will hear the information twice.

<h1>Sea World</h1>		
Open:	Tuesday–Sunday	
Closed during month of:	21	<input type="text"/>
Watch a film about the sea in:	22	The..... Centre
Dolphin show starts at:	23 p.m.
Shop sells:	24 and books
Child's ticket costs:	25	£ <input type="text"/>

You now have 8 minutes to write your answers on the answer sheet.

PART 2

QUESTIONS 6–10

Read the sentences about a lake.

Choose the best word (A, B or C) for each space.

For questions 6–10, mark A, B or C on your answer sheet.



Example:

0 On sunny afternoons, Maria likes to around the lake near her house.

- A visit B arrive C walk

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6 Maria likes to a lot of time at the lake.

- A spend B keep C stay

7 The water there is warm and beautifully

- A light B clear C nice

8 In the summer, Maria sometimes swimming in the lake.

- A goes B plays C wants

9 Some beautiful flowers near the lake.

- A stand B live C grow

10 When she goes to the lake, Maria usually takes some with her.

- A food B meal C dish

PART 3

QUESTIONS 11–15

Complete the five conversations.

For questions 11–15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Where do you come from?



A New York.

B School.

C Home.

Answer:

0

A **B** **C**

- 11 Shall we invite Mary to stay next weekend? **A** You decide.
B It's for you.
C You make it.
- 12 When can we meet again? **A** When are you free?
B It was two days ago.
C Can you help me?
- 13 Why don't we eat out in a restaurant tonight? **A** That's a good idea.
B I hope so.
C What a pity.
- 14 We'll have to meet outside the stadium. **A** Can you do it?
B Have you?
C At what time?
- 15 Can I try this shoe in a larger size, please? **A** That'll be very nice.
B Let me check for you.
C I can't understand it.

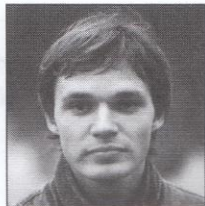
PART 4

QUESTIONS 21–27

Read the article about three piano players.

For questions 21–27, mark A, B or C on your answer sheet.

Piano players – when they were young



Ivan Petrov

Ivan was born on a farm in Russia, but from the age of twelve to eighteen he studied in Poland. His first music teacher couldn't play the piano but taught him and his sister songs from the opera. His mother began to teach him the piano when he was six. At ten, he decided that he wanted to write music too, and he soon started on his first song.



Oleg Gagarin

Oleg was the youngest of five children and when he was four years old his father, who liked playing the piano, taught him some traditional Russian music. When he was six, he started having lessons with a piano teacher who lived in the same city. Oleg soon began to win prizes for his piano playing. At the age of fourteen, he went to a music college in Austria for two years. Later, he returned home to Russia.



Josef Heptmann

Josef's father was German but he taught music in Poland where Josef was born. The family moved to Germany when Josef was two, and a year later he started playing the piano. He gave his first concert when he was six. At ten, he gave fifty-two concerts in two months during a trip to England! Josef always liked music but he was also interested in physics and languages. He is too busy now but one day he would like to write his own music.

Example:

- 0 Who lived in the countryside when he was young?
- A Ivan
B Oleg
C Josef

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 21 Who had more than one sister or brother?
- A Ivan
B Oleg
C Josef
- 22 Who enjoyed other subjects as well as music?
- A Ivan
B Oleg
C Josef
- 23 Who studied in another country for two years?
- A Ivan
B Oleg
C Josef
- 24 Who was the youngest to begin playing the piano?
- A Ivan
B Oleg
C Josef
- 25 Who had music lessons with someone who wasn't a piano player?
- A Ivan
B Oleg
C Josef
- 26 Who did well in music competitions?
- A Ivan
B Oleg
C Josef
- 27 Who also wrote music?
- A Ivan
B Oleg
C Josef

PART 5

QUESTIONS 28–35

Read the article about horse racing.

Choose the best word (A, B or C) for each space.

For questions 28–35, mark A, B or C on your answer sheet.

The history of horse racing



From the first history books (0) written, it is clear that horse racing has always (28) an important sport. It started in Central Asia about 4,500 years (29) and was a favourite sport in both Greek and Roman times.

Modern horse racing began when Arab horses were brought to Europe (30) the 12th century. At first, races were long and (31) just two horses, but at the beginning of the 18th century this changed. Races became (32) shorter and had several horses running against (33) other.

Today, horse racing (34) watched by more people than (35) other sport in the USA, except baseball. It is also very popular in other parts of the world.

Example:

- 0 A already B ever C then

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 28 A be B being C been

- 29 A before B yet C ago

- 30 A in B on C for

- 31 A opposite B through C between

- 32 A many B much C most

- 33 A one B each C every

- 34 A is B are C was

- 35 A some B any C all

PAPER 2 LISTENING (approximately 30 minutes including 8 minutes transfer time)

PART 1

QUESTIONS 1-5

You will hear five short conversations.

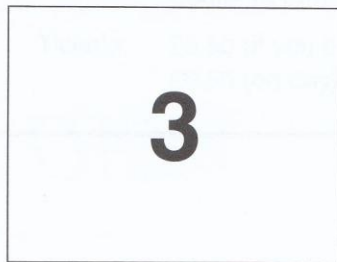
You will hear each conversation twice.

There is one question for each conversation.

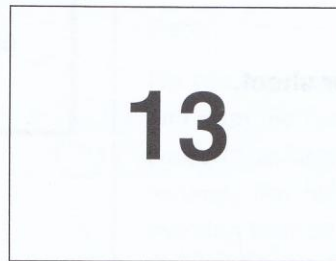
For questions 1-5, put a tick (✓) under the right answer.

Example:

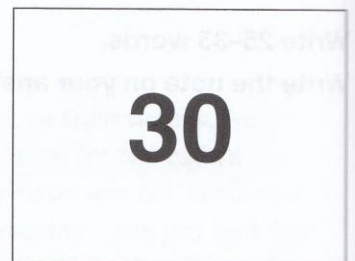
0 How many people were at the meeting?



A

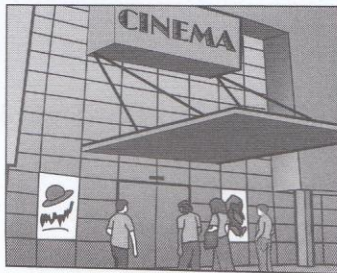


B

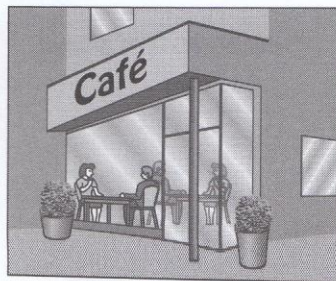


C

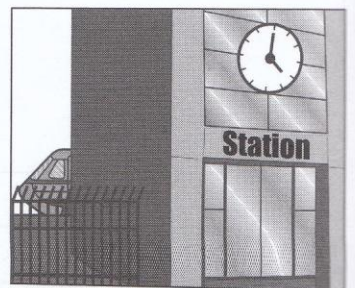
1 Where will the man and woman meet?



A

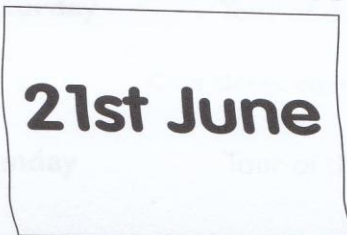


B

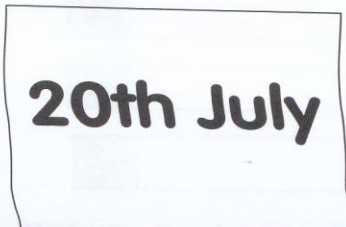


C

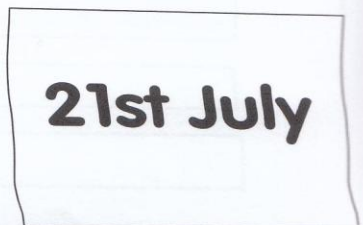
2 What's the date of Emma's birthday party?



A

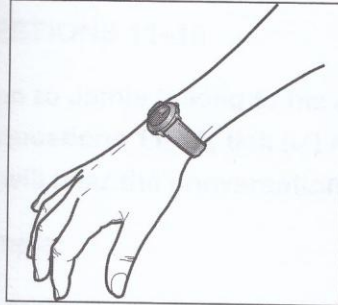


B

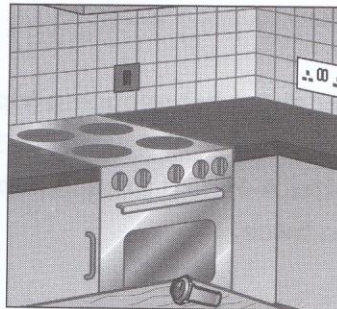


C

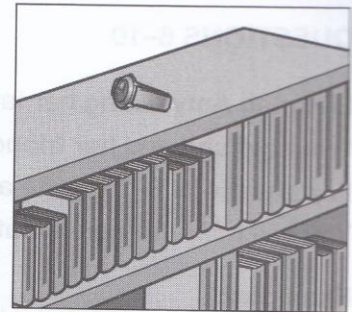
3 Where is Norah's watch?



A



B



C

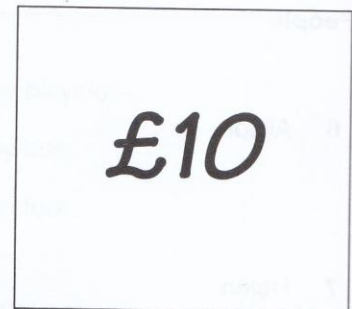
4 How much is a ticket for tonight's match?



A

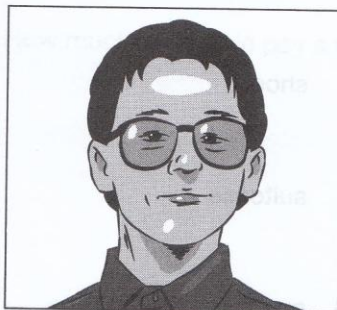


B

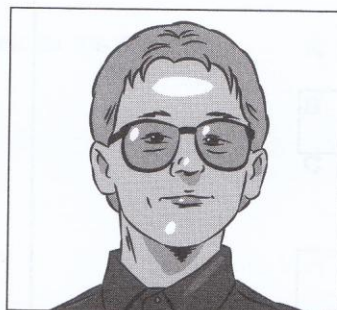


C

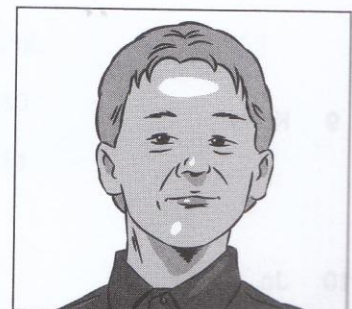
5 Which is the boy's brother?



A



B



C

PART 2

QUESTIONS 6–10

Listen to Amy telling her father about her shopping trip.

What did she and her friends buy?

For questions 6–10, write a letter A–H next to each person.

You will hear the conversation twice.

Example:

0 Amy H

People

6 Alison

7 Helen

8 Lucy

9 Kerry

10 Jo

Things they bought

A CD

B magazine

C mobile phone

D picture

E shoes

F suitcase

G sweater

H video

PART 3

QUESTIONS 11–15

Listen to Jamie talking to his mother about a flat.

For questions 11–15, tick (✓) A, B or C.

You will hear the conversation twice.

Example:

- 0 At the moment, Jamie is living
- A at home.
 - B in the university.
 - C in a flat.

-
- 11 Jamie will go to university from the new flat
- A by bicycle.
 - B by bus.
 - C on foot.

- 12 The new flat is
- A over a shop.
 - B on a noisy road.
 - C next to a café.

- 13 How much will Jamie pay a week for the flat?
- A £200
 - B £40
 - C £14

Test 2

14 What **doesn't** the flat have?

A a cooker

B a fridge

C a washing machine

15 Jamie agrees to move into the new flat on

A Saturday.

B Sunday.

C Monday.

PART 4

QUESTIONS 16-20

You will hear a woman asking about tickets for the theatre.

Listen and complete questions 16-20.

You will hear the conversation twice.

Theatre tickets

Name of theatre:

Queen's

There are tickets for show on:

16

..... evening

Price for one ticket:

17

£

Get tickets from ticket office in:

18

..... Road

Show starts at:

19

..... p.m.

Bus number:

20

PART 5

QUESTIONS 21–25

You will hear some information about a competition to win a holiday.

Listen and complete questions 21–25.

You will hear the information twice.

Holiday competition

Win a holiday in:

Scotland

Number of nights:

21

Name of hotel:

22

..... Hotel

At hotel, you can play:

23

Call The Travel Programme

Phone before midnight on:

24

Phone number:

25

You now have 8 minutes to write your answers on the answer sheet.

QUESTIONS 16–20

Complete the conversation between Kate and her mother.

What does Kate say to her mother?

For questions 16–20, mark the correct letter A–H on your answer sheet.

Example:

Mother: Kate, please stop watching TV now and do your homework.

Kate: 0 **D**

Answer: 0

A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mother: Sorry. You've got a lot to do tonight. Remember?

Kate: 16

Mother: That's good. You can help me later, then.

Kate: 17

Mother: I'm making a cake for Grandma's birthday. You can help with it.

Kate: 18

Mother: Let's try something different. A lemon one perhaps, if we've got enough lemons.

Kate: 19

Mother: Good. I think I've got everything else we need.

Kate: 20

Mother: I'll do that. You finish your homework!

A Are you sure? Shall I check?

B I've done some of the homework already, Mum.

C Great! A chocolate one like last year?

D Just another half hour, Mum. Please.

E Oh. What do you want me to do?

F I made Grandma a birthday card.

G Can you do that next?

H There are some in the fridge.

Appendix C

Comprehensive questions for the stories

Story 1: “Full English Breakfast” by Frank Brennan

1. Describe Aunt Brenda’s hotel.
2. What do you know about Aunt Brenda?
3. What does the English breakfast include?
4. Why didn’t Mr. Brenda eat the sausages?
5. What did Brenda do to persuade Mr. Dunn to eat sausages?
6. Did Mr. Dunn agree?
7. Who helped Mrs. Brenda to persuade Mr. Dunn to eat the sausages?
8. When he ate the sausages what happened?
9. What did the people of the hotel see when they went out of the hotel?
10. Did this incident change Mrs. Brenda’s personality, if yes how?

Story 2: “A little pot of honey” by Frank Brennan

1. How did Chinese soldiers fight the foreigners?
2. What did the old man see in the room?
3. Why was the man sad?
4. In what way was the honey special?
5. What was Jack and his friends’ problem during the football matches?
6. Describe Rex Coulter.

7. Describe the house at the other side of the town.
8. How did Jack find the honey?
9. How did he know that the honey was special?
10. What happened the next morning, when Jack saw Rex?
11. Before starting the wrestling, what happened?
12. What did Jack do at that time?
13. In the stadium, why was Rex crying?

Story 3: “Kung Fu spice” by Frank Brennan

1. How was Alex feeling at the beginning of the story and why?
2. What did he want to become?
3. What did his father say about it?
4. When did the grandmother visit them?
5. When did they make most money?
6. Why did grandmother mention about Uncle Tom?
7. Can you speak about Uncle Tom, what kind of man was he?
8. What did the uncle teach Alex to do?
9. Where was Alex invited to and why?
10. What was kung fu spice and what was its advantage?
11. What was written in the letter written by the uncle?

Story 4: “Fugu” by Frank Brennan

1. Who was Taro Yamada, describe him.
2. What was “fugu”?
3. Describe the restaurant Taro was working at.
4. Who was Iku and why was she surprised?
5. Why do people eat fugu?
6. Why didn't taro accept the job offer from Tokyo?
7. Why did one of the gangsters have only half a finger?
8. Why did the gangster make Taro eat fugu before they tried it?
9. What does Anzu mean when she says. “He knew exactly what he was doing”?
10. Why did Taro die?