

LanguageCert
Academic Test (Listening, Reading)
Test 3

Candidate's name (block letters please)

Centre no

Date

Time allowed:

- Listening about 40 minutes
- Reading 50 minutes

Instructions to candidates

- Answer **all** the questions.
- Write your answers on the question paper.
- All your answers must be written in **black or blue ink**, NOT pencil.

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Listening Part 1

You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

1. a) I can't really see why.
 b) Oh, I'd be so grateful.
 c) I understand – not to worry.

2. a) I guess that might be one way of solving it.
 b) That's definitely worth thinking about, thanks.
 c) Yeah, I'm trying not to let it get on my nerves.

3. a) Well, why not give it a try?
 b) There's no question about that.
 c) Don't worry, it'll be fine once you're there.

4. a) Do you think that's likely?
 b) What's that got to do with it?
 c) Can you face doing that?

5. a) Yes, no doubt they are.
 b) Quite the reverse, actually.
 c) It's all very well to say that.

6. a) I suspect you're right.
 b) You could put it that way.
 c) There's no harm in asking.

7. a) It's got to be addressed somehow.
 b) We'll have to account for it, I guess.
 c) I'm just saying it's out of the question.

Listening Part 2

You will hear five conversations. Listen to the conversations and answer the questions. Choose the correct answer. You will hear each conversation twice.

Conversation 1

You hear two business students talking about an opportunity to study abroad.

8. What does the man say about studying abroad?
- a) He's worried he won't enjoy it very much.
 - b) He doesn't think it will be very educational.
 - c) He thinks he's missed the deadline to apply.
9. The woman thinks the advantage of studying abroad is
- a) gaining an awareness of cultural differences.
 - b) having the chance to make useful contacts.
 - c) Being able to attract a higher salary.

Conversation 2

You hear two medical students talking about a course assignment.

10. The man thinks that when the woman was writing her patient leaflet,
- a) she left out some crucial information.
 - b) she failed to consider who it was intended for.
 - c) she selected an inappropriate condition to write about.
11. The man accepts the woman's point that some people
- a) want things explaining more than once.
 - b) may turn to the internet in frustration.
 - c) have a greater need for facts than others.

Conversation 3

You hear a student telling a friend about her new accommodation.

12. What does she say about her room?
- a) She accepts it has one advantage.
 - b) She's annoyed that she had to take it.
 - c) She's surprised nobody warned her about it.
13. Her friend advises her to
- a) look for a new place to live.
 - b) make the most of the situation.
 - c) persuade someone to swap with her.

Conversation 4

You hear a sports-science student telling a friend about his next research project.

14. What is the man going to focus on in his project?
- a) how the health benefits of yoga compare with those of other sports
 - b) whether a particular yoga technique is useful in day-to-day life
 - c) which aspects of yoga practice are most beneficial
15. What does he say about the data-collection methods he could use?
- a) Selecting one has proved harder than he expected.
 - b) He may lack the skill to use his preferred one.
 - c) The simplest ones are often the best.

Conversation 5

You hear a university teacher talking to a student about her research.

16. How does the student feel about her progress?
- a) She's unsure why it's been so poor.
 - b) She's ashamed by how slow it's been.
 - c) She's hopeful she's about to turn a corner.
17. What does the teacher most want to see evidence of in her literature review?
- a) a clear structure
 - b) thorough analysis
 - c) original thinking

Listening Part 3

You will hear a student giving a presentation about an archaeological excavation at an Ancient Roman villa. Complete the information on the notepad. Write short answers of **one to three words**. You will hear the presentation twice. You have 30 seconds to look at the notepad.

Archaeology research project at an Ancient Roman villa

- The villa was first discovered in the 1920s and was turned into a tourist attraction.
- In 1957, the site was reburied, but now an archaeological trust is re-examining it.
- As a result of ongoing **(18)**..... , the villa is at risk of destruction.
- The number of rooms in the villa devoted to **(19)**..... was exceptionally high.
- In 1924, a **(20)**..... was built over the mosaic to protect it.
- The part of the mosaic that is in better condition than expected is the **(21)**.....
- Finding **(22)**..... at the villa confirmed that the occupant was an important member of society.
- Plans are in place to allow **(23)**..... to view the mosaic before it is reburied.
- Excavators in the 1920s failed to identify the existence of buildings constructed of **(24)**.....

Listening Part 4

You hear part of a podcast discussion about how the findings of scientific research are reported in the media. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions.

25. What does Peter say about press releases issued by university press officers?

- a) The tone they take varies enormously from university to university.
- b) It's not in the university's best interests for them to be too over the top.
- c) Some press officers misunderstand their fundamental purpose.

26. What is Peter's concern about the first few lines of press releases?

- a) More effort goes into writing them than into the rest of the text.
- b) The influence they have on readers isn't appreciated by press officers.
- c) Inaccuracies in them seem to stick in people's memories for a long time.

27. What does Marion feel is lacking from press releases about scientific findings?

- a) evidence to support the claims being made
- b) warnings about the limitations of the study
- c) information that puts the findings into context

28. What do Peter and Marion agree about the overhyping of study results?

- a) Preventing it involves controlling many variables.
- b) There's no need for it to happen as often as it does.
- c) Scientists need to monitor it and intervene if necessary.

29. Marion says that when dealing with science press releases, journalists

- a) accept them with little scrutiny.
- b) are wary of challenging them.
- c) treat them as low priority.

30. What is Marion's feeling about science media centres?

- a) She's convinced they're superior to any other solution.
- b) She can't understand why they're not more popular.
- c) She's keen to confirm her suspicion that they are effective.

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Reading Part 1a

Read the sentences below and decide which option (a, b, c or d) can best replace the word in **bold** so that the meaning of the sentence remains the same.

1. In attempting to understand modern culture, we must begin by learning about the beliefs and habits of **past** civilizations.
 - a) final
 - b) ended
 - c) gone
 - d) earlier

2. A major step forward in the science of rocket design could **enable** humans to go deeper into space than ever before.
 - a) qualify
 - b) grant
 - c) allow
 - d) authorise

3. There's a **concern** that if too much tree planting takes place, then the amount of land available for farming will be reduced.
 - a) stress
 - b) fright
 - c) shock
 - d) fear

4. **Despite** the clumsiness of the prose, Morton's book on the genesis of glaciers is a welcome addition to the field.
 - a) Nevertheless
 - b) Notwithstanding
 - c) Regardless
 - d) Irrespective

5. History as an academic field operates in a way not dissimilar to science, in that it **seeks** to establish objective facts.
 - a) attempts
 - b) searches
 - c) engages
 - d) assumes

6. A report has been published with the aim of **allaying** public concern over the safety of the proposed oil exploration project.
 - a) deducting
 - b) dwindling
 - c) lessening
 - d) dropping

Reading Part 1b

Read the text and decide which option (a, b or c) best fits each gap.

Recognition of prior learning at Harrison University College

If you have previously studied at university level, you may be able to get credit for this on your study programme at Harrison University College (HUC).

The Recognition of Prior Certified Learning (RPCL) is the process by which certificated learning from another institution is credited towards an HUC award. The prior certification must be an award given by a **(7)**..... academic institution as a result of a rigorously assessed learning experience.

An example of how this would work is if you have previously passed a module that had similar **(8)**..... to one you could take at HUC. You may be awarded 20 Recognition of Prior Learning (RPL) credits for your HUC module, and would be **(9)**..... from the requirement to complete this module within your HUC programme.

The maximum number of credits **(10)**..... at another institution permissible for RPCL credits varies depending on the HUC award in question. Please see the information **(11)**..... to your award (Foundation Certificate, Master's Degree, Postgraduate Diploma, etc.) for further details.

7. a) documented
 b) recognised
 c) celebrated

8. a) content
 b) ingredient
 c) matter

9. a) immune
 b) exempt
 c) aside

10. a) retrieved
 b) gathered
 c) acquired

11. a) peculiar
 b) specific
 c) distinctive

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Reading Part 2

Read the article from a science journal. Use sentences A-H to complete the text. Choose the correct sentence for each gap. Write the letter of the missing sentence in the gap. There are two extra sentences you will not need.

Passion for possessions

Psychologist Anna Tomkins believes that ownership of objects plays a critical role in human identity.

Our predilection for object ownership seems to be a uniquely human trait. It is true that other primates have been observed in the wild fashioning basic tools out of sticks or stones for cracking nuts or prodding termite hills. **(12)**..... Some animals, notably a number of different bird species, collect objects, but this type of collecting seems purely instinctual. In contrast, humans produce, collect, contemplate, exchange, value and even adore objects for their own sake.

Early evidence of this is a 70,000-year-old block of ochre engraved with crosses found in the Western Cape of South Africa, most likely a piece of art or possibly a sacred object. It's clear that a considerable amount of time and effort must have gone into making it. **(13)**..... After all, the hours devoted to creating them would mean less time available for activities vital for survival such as foraging or hunting.

Needless to say, we live in a very different world today. Manufacturing technologies have all but replaced the need for us to make our own things, and we are said to live in a disposable age. Nevertheless, we still retain a need for ownership, and forge emotional attachments with objects that extend far beyond their functional use or market value. It's a phenomenon that appears early in development. **(14)**..... These precious items, no matter how tatty they become, are considered unique and irreplaceable: they cannot be swapped for identical copies or newer versions, and bonding with more than one item is rare.

Probably all of us own things to which we are sentimentally attached for one reason or another. However, possessions have another purpose – they can also serve as an expression of personality, taste or status. **(15)**..... Advertisers have been exploiting this for years. They understand that consumers identify with brands and that creating a strong brand image for a product will make it more saleable.

Professor of Marketing, Russell W. Belk of York University in Canada calls this materialist perspective the 'extended self.' According to this theory, someone's possessions are a very important part of their sense of identity. This explains why some of us react to the loss of, or damage to, our belongings as if it were a personal tragedy. **(16)**..... However, on a psychological level, it is perfectly rational.

In my lab, we are investigating children's attitudes toward ownership. We know that young children see ownership as limited to their own possessions, whereas adults respect the belongings of others. We are trying to clarify exactly when in childhood the more mature understanding of ownership develops. **(17)**..... Understanding this matters because our deep-seated human need to own things is a crucial psychological process that shapes the way we view ourselves and others.

- A** Many children become inseparable from objects such as stuffed toys or blankets.
- B** Asking participants to do this should have proved whether valuing objects is a basic part of human cognition.
- C** Getting a sense of the timing of this transition may bring us closer to the origins of our conventions about who owns what.
- D** However, these artefacts are often discarded after they have served their temporary function.
- E** That is, individuals choose to acquire things they believe reflect qualities they would like to be associated with.
- F** What is more, simply choosing an object endows it with more worth, in our mind, than an identical object we did not select.
- G** From the point of view of an outsider, this may look like a silly overreaction.
- H** This tells us a great deal about how highly such items must have been valued.

Reading Part 3

Read the four texts about the saying 'Good artists borrow, great artists steal.' There are seven questions about the texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

A

Pablo Picasso, the influential 20th century artist is widely quoted as having said that 'good artists borrow, great artists steal.' Whether or not Picasso was truly the first person to voice this idea is in some dispute, but what cannot be denied is that existing ideas feed into the creation of new ones. Shakespeare, widely regarded as the greatest writer in the English language, routinely stole plotlines and even whole scenes from other writers for his own plays. The thematic and technical similarities that characterize art movements are due in large measure to deliberate imitation of seminal works of art. Regardless of the origins of the quote, I find the choice of words rather curious. Surely the idea of stealing is misplaced here, given that my use of your idea in no way denies you the use of your idea, and may even lead me to create new ideas that you will benefit from.

B

This saying is often on the lips of artists, thinkers, filmmakers and even internet T-shirt designers. Unfortunately, the second part of the quote is taken by some as license to plagiarize, but that is a misinterpretation of its meaning. The saying is, at its root, about finding inspiration in the work of others, and then using it as a starting point for original output. Artists may recontextualize, remix, substitute, or otherwise mashup existing work to create something new. So, what makes this 'stealing'? It's that instead of just imitating something—which only serves to remind people of the superior original—you change it with your own compelling ideas. When you've elevated someone's idea, an informed audience could look at both works and say yours explores a certain idea better. In a sense you own that idea now and can therefore be said to have stolen it.

C

You've probably heard a version of this saying, which has been said in slightly different ways by many great creatives, including T. S. Eliot, Pablo Picasso, and even the tech inventor Steve Jobs. It has almost reached the status of internet meme these days. The problem is that the original context of quotes like these is often absent, and that is crucial for understanding the meaning – which is emphatically not about endorsing plagiarism.

For me, the only ideas that are up for grabs are famous images or stories that are already in the public domain, and which to some extent we all have in our consciousness. Sometimes these retellings, or 'thefts' if you like, allow authors from marginalized backgrounds to redress some of the outdated and offensive material found in classic literature. What's important is that artists 'stealing' in this way wear their influences openly, and do not try to hide anything.

D

This saying has been echoed throughout history by many masters, proving its wisdom. What it tells us is that there is no such thing as an original idea, but this is a notion modern young artists resent. For them, the recipe for success would seem to involve finding something that's never been done before. Perhaps this is understandable in an era where trends are endlessly revolving doors – the same music beats, fashion trends and fictional tropes endlessly ebbing and flowing. However, the practised artist does not mistake originality for success. They understand that all forms of art are made to be consumed and no one is interested in consuming something completely unrecognisable. This is why no art should be made in a vacuum. It requires context, experience and intention to make it worth expressing.

In which text does the writer say the following?

- | | | |
|-----|--|--------------------------|
| 18. | Bringing a masterpiece from the past up to date can allow unacceptable content to be removed. | ☐ |
| 19. | Some people incorrectly believe that novelty is something to be aimed for when making art. | ☐ |
| 20. | There are those who use the saying 'Great artists steal' to defend their dishonest use of another's work. | ☐ |
| 21. | The origin of the quote, 'Good artists borrow, great artists steal' is uncertain. | ☐ |
| 22. | Taking an idea from someone else can be a legitimate creative activity as long as the idea is transformed in some way. | ☐ |
| 23. | It is puzzling that the use of another's ideas should be characterised as theft. | ☐ |
| 24. | The reworking of existing ideas is justifiable as long as the sources are familiar to the audience. | ☐ |

Reading Part 4

Read the article about intelligence and ageing and answer the questions.

When does intelligence peak?

As people get older, they may feel as though their intelligence is rapidly declining. However, research on the topic suggests some really interesting variations. In one large series of studies, Joshua Hartshorne and Laura Germine from the Department of Psychology at Harvard University presented evidence from 48,537 people from standardized IQ and memory tests. The results revealed that processing speed and short-term memory for family pictures and stories peak and begin to decline around high school graduation; some visual-spatial and abstract reasoning abilities plateau in early adulthood, beginning to decline in the 30s; and, still, other cognitive functions, such as vocabulary and general information, do not peak until people reach their 40s or later.

The picture gets even more complicated, however, once we take into account the 'dark matter' of intelligence. In the intelligence field, there is a distinction between 'fluid' intelligence (abstract reasoning and pattern detection) and 'crystallized' intelligence (vocabulary and general knowledge). But domain-specific knowledge – the dark matter of intelligence – is not identical to either fluid or crystallized intelligence. Most IQ tests, which were only ever designed for testing schoolchildren, do not include the rich depth of knowledge acquired after extensive immersion in a field. So, while it is true that, when measured by the standards of youth, middle-aged adults might not be as 'intelligent' as young adults, once dark matter is taken into account, middle-aged adults might well be **up to par**.

Professor Phillip Ackerman from the Georgia Institute of Technology wonders whether we should be judging adult intelligence by the same standard we judge childhood intelligence. To dive deeper into this question, Ackerman administered a wide variety of domain-specific knowledge tests to 288 adults who were educated to college level and between the ages of 21 and 62. Domains included art, music, world literature, biology, physics, psychology, technology, law, astronomy and electronics. Ackerman found that in general, middle-aged adults are more knowledgeable in many domains compared with younger adults. As for the implications of this finding, his paper states: 'Many intellectually demanding tasks in the real world cannot be accomplished without a vast repertoire of declarative knowledge and procedural skills.' Using an example from academia and how several years of intense study and empirical research experience are required before even the best college student could be expected to deliver a flawless doctoral thesis defense, he argues: 'knowledge does not compensate for a declining adult intelligence; it is intelligence!'

There was an important exception to Ackerman's finding, however. All three science-related tests were negatively associated with age. Tellingly, these three tests were most strongly correlated with fluid intelligence. Nevertheless, on the whole, these results should be considered good news for older adults. Unless you are trying to win the Nobel Prize for Physics at a very old age, there are a lot of domains of knowledge that you can continue to learn in throughout your life. What is more, Ackerman found that certain measures of personality, such as intellectual curiosity, were related to domain-specific knowledge above and beyond the effects of standard measures of intelligence.

And if you do want to maintain your fluid intelligence as long as possible, there is recent research suggesting that having a greater purpose in life can help protect against cognitive decline among older adults. Professor Giyeon Kim and her colleagues at Chung-Ang University in the Republic of Korea looked at various aspects of purpose, including: whether one cares about the future and whether one has a good sense of what one wishes to accomplish in the future. They found that purpose in life acted

as a protective factor against cognitive decline and have argued that it could be used as a treatment technique for cognitive decline in clinical settings.

Their research adds to a growing literature showing the many benefits of maintaining a purpose in life for health and well-being. Greater purpose in life has been linked to increased longevity, reduced risk of stroke and cardiovascular problems, and fewer incidences of sleep disturbance. One study done over a 10-year period found that increased meaning in life was associated with lower allostatic load (the wear and tear on the body). This is important considering that allostatic load has also been positively linked with increased risk of diseases, mortality and cognitive decline. The good news for older adults is that not only can they continue to acquire domain-specific knowledge into older age, but purpose in life is also modifiable.

25. What can be concluded from the Hartshorne and Germine's research?
- a) that a true picture of intelligence would require more participants
 - b) that certain types of intelligence seem to pass from one generation to another
 - c) that humans cannot perform at their highest on all cognitive tasks simultaneously
 - d) that intelligence breaks down into more distinct areas than was previously thought
26. The phrase 'up to par' is used in the second paragraph to argue that
- a) conventional knowledge tests are not as effective as problem-solving tests.
 - b) measuring knowledge presents specific challenges as knowledge is not finite.
 - c) a standardised measure of intelligence across age groups should be introduced.
 - d) older and younger adults could be viewed as equally intelligent if expertise were included.
27. What do we learn about Professor Ackerman's research study in the third paragraph?
- a) The participants all had to meet certain criteria.
 - b) It was on a scale that had not been attempted before.
 - c) It was largely concerned with cognitive development over time.
 - d) The participants were able to select which knowledge tests they did.
28. During his research, Ackerman found evidence confirming the belief that
- a) certain types of intelligence are not compatible.
 - b) scientific genius is more often encountered in the young.
 - c) there is a point in life when it becomes harder to absorb new information.
 - d) educating the young brings more benefits to society than educating older adults.
29. Professor Kim's investigation of cognitive decline in older adults
- a) has been successful in verifying that it has multiple causes.
 - b) has forced doctors to reassess how they question those suffering from it.
 - c) has led to the suggestion that it might be slowed by using certain interventions.
 - d) has raised the question of whether it is treated differently in different cultural contexts.

30. In the final paragraph, the writer emphasises that

- a) everyone has a part to play in maintaining their own health.
- b) patience is required when hoping to see the benefits of anti-ageing therapies.
- c) a good mental outlook while ageing can counter many of its negative physical aspects.
- d) further studies into the link between good health and a sense of purpose are needed.

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