

LanguageCert
 Academic Test (Listening, Reading)
 Practice Paper 1

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.

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) They need to pay more attention.
 - b) Let's make sure we take advantage of that.
 - c) I'm afraid I can't tell you.

2.
 - a) OK, I expect it's there now.
 - b) As far as I know, everything was correct.
 - c) I wouldn't say so... I find it really absorbing.

3.
 - a) Would it have to take that long?
 - b) It means everything to me, I can assure you.
 - c) In actual fact, it's almost done.

4.
 - a) In that case, I'll get down to it this afternoon.
 - b) It's just the logical conclusion, isn't it?
 - c) Please, don't change the subject!

5.
 - a) As a rule of thumb it takes about fifteen minutes.
 - b) As usual, that's easier said than done.
 - c) As long as he doesn't ask me something out of the blue!

6.
 - a) You need to talk him out of it.
 - b) Would you rather I do it instead?
 - c) There's little comfort to be had in that!

7.
 - a) Are you going for good?
 - b) In that case, count me in.
 - c) There's no clear basis for that.

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 a university tutor talking to a student called Jessica.

8. When the tutor asks to speak with Jessica,
- a) she assumes it is about some unfinished work.
 - b) she says that she is free to meet him tomorrow.
 - c) she reminds him that she will be late for her next lecture.
9. Jessica accepts her tutor's offer to
- a) look at her report immediately.
 - b) send her an example work schedule.
 - c) sign her up for some study skills sessions.

Conversation 2

You hear a student talking to a university employee about her accommodation fees.

10. How does the student feel about the letter she's received?
- a) determined to find out why she got it
 - b) embarrassed because it's not the first letter she's had
 - c) confused about why it was sent to her old address
11. The university employee offers to
- a) contact the student's bank.
 - b) check the office records.
 - c) speak to her family.

Conversation 3

You hear a university tutor talking to a student called Ned.

12. What is the tutor aiming to achieve in this meeting?
- a) to encourage Ned to think about his goals
 - b) to stop Ned repeating the same mistakes in his work
 - c) to persuade Ned to try working with others
13. Ned is aware that, in his work, he sometimes fails to
- a) select the best points to make.
 - b) spend enough time on his research.
 - c) go to a wide enough range of source texts.

Conversation 4

You hear two friends talking about a technology magazine.

14. What do they agree about face recognition technology?
- a) It should be used more widely.
 - b) It might be useful in certain situations.
 - c) It's something people need to be concerned about.
15. What opinion do they share about the magazine?
- a) The articles make you think.
 - b) The interactive section is best.
 - c) The topics it deals with have wide appeal.

Conversation 5

You hear two students talking about an article they've read.

16. The woman's initial reaction to the content of the article reveals her
- a) wrong assumptions about the research findings.
 - b) lack of faith in the research methodology used.
 - c) frustration at the attitude of the researchers.
17. The man feels that the experiment needs
- a) to include other variables.
 - b) to reach a far wider audience.
 - c) to be repeated on a much larger scale.

Listening Part 3

You hear an Environmental Science student giving a presentation to her tutor group. Complete the information on the notepad. Write short answers of **one to three words**. You will hear the person twice. You have 30 seconds to look at the notepad.

Research into the number of ancient trees in England

- Conservationists want a more complete register of England's ancient trees to help protect them.
- The register will record the location and the **(18)**..... of each ancient tree.
- Ancient trees currently have no legal protection unless a **(19)**..... is in place.
- A tree is judged to be ancient when compared with examples from the same **(20)**.....
- One common feature of an ancient tree is a **(21)**..... that is hollow in places.
- Their cultural importance often results in ancient trees becoming popular **(22)**.....
- The researchers use mathematical modelling to eventually produce a **(23)**..... showing ancient tree distribution.
- The researchers tried to reduce sampling bias and tested several models.
- The reliability of each model was tested by asking **(24)**..... to survey 1km square grids.
- The research suggests there are up to ten times as many ancient trees than currently recorded.

Listening Part 4

You hear part of a podcast discussion about the work of Dr Alice Gorman and the archaeology of space exploration. You will hear the discussion twice. Choose the correct answers. You have one minute to read through the questions.

25. Tanya points out that when Dr Gorman first started thinking about man-made objects in space

- a) she was in a job where her abilities weren't being fully exploited.
- b) she already possessed the tools she would need to study them.
- c) she briefly experienced a small crisis of confidence.

26. According to Ken, what mistaken belief did Dr Gorman start out with?

- a) She was the only one who had thought of studying space artefacts.
- b) She would be able to readily access most of the data she needed.
- c) Her efforts would be fully backed by the relevant space agencies.

27. Tanya tells the story of the Indonesian satellite to illustrate

- a) the fact that communication is a recurring theme in archaeology.
- b) the international fashion for launching satellites in the 1970s.
- c) the symbolic nature of certain man-made objects in space.

28. What point does Ken make when discussing the need for space archaeology?

- a) Efforts are needed to prevent space becoming the realm of the privileged few.
- b) The majority of people appreciate the benefits space exploration offers.
- c) Archaeologists are restricted by having to work within rules set by government bodies.

29. When the US space agency NASA advertised for astronauts, the space archaeologist, Justin Walsh responded with

- a) surprise at the space agency's narrow-minded attitude.
- b) annoyance at NASA's unwillingness to question man's place in outer space.
- c) determination to get a humanities perspective included on the programme.

30. Talking about the ISS, Ken and Tanya agree that it's surprising that

- a) its inhabitants were so alike from the outset.
- b) nobody saw the value of studying everyday life there.
- c) life on board seems to have been relatively unregulated.

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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(s) in **bold** so that the meaning of the sentence remains the same.

1. There's no **question** that as science and technology advance, the world as we know it will change in ways we cannot imagine.
 - a) matter
 - b) doubt
 - c) idea
 - d) issue

2. The use of technology in education has increased enormously in the last decade and now impacts on many **facets** of academic study, such as online teaching and internet research.
 - a) conditions
 - b) senses
 - c) aspects
 - d) sides

3. The research expedition encountered very **changeable** weather, a mix of cold, wet days and hot, sunny weather.
 - a) unpredictable
 - b) alternative
 - c) inaccessible
 - d) flexible

4. The market researchers **altered** the data to make the product appear more popular than it actually was.
 - a) influenced
 - b) conducted
 - c) guided
 - d) manipulated

5. The main problem with designing 'smart' artificial intelligence systems is that they could **trigger** an explosion of intelligence that would quickly surpass human intellect.
 - a) stand for
 - b) call upon
 - c) bring about
 - d) take up

6. Following the 1988 games, the organisers eventually **bowed** to mounting pressure and decided to allow professional athletes to compete in most categories in future.
- a) tore in
 - b) caved in
 - c) butted in
 - d) chipped in

Reading Part 1b

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

The Power of Dance

Dance has always played a significant role in human society. Brain-imaging studies of newborn babies have shown that they can already perceive rhythm, whilst the ability to move in time to music has been observed in babies from the age of five months. From then **(7)**....., moving to music seems to make the individual feel good.

According to neurological studies, this is because the human brain is essentially a predictive machine that constantly guesses what's going to happen next and then derives pleasure from **(8)**..... a successful prediction. A regular beat is therefore **(9)**..... satisfying because those predictions become much easier, and the 'feel-good factor' is thereby increased.

That's why moving to music can make people happy even if they're alone. But dancing in the company of others takes things to the next **(10)**..... . This is because the pleasure of social bonding is added to the **(11)**....., which goes some way to explaining why dance features so prominently in many traditional social gatherings and rituals, as well as playing such an important role in modern lifestyles.

7. a) onwards
 b) forwards
 c) upwards
8. a) getting
 b) having
 c) making
9. a) highly
 b) strongly
 c) widely
10. a) phase
 b) level
 c) grade
11. a) mix
 b) blend
 c) recipe

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Reading Part 2

Read the article from an international news magazine. 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.

Researching wildlife in an area of ocean likely to be affected by deep-sea mining

I'm on board a research cruise ship in the middle of the equatorial Pacific Ocean, the Clarion-Clipperton Zone, to be exact. My research team is one among many. Various groups are surveying the environmental condition of the seas, obtaining data for different organisations. We are sending a remotely operated vehicle 4.5 kilometres down to a flat abyssal plain never explored before.

As deep-sea biologists, we're privileged to discover new species and habitats on these research cruises. And this trip is no exception. We are recording an anemone-like animal with three-metre tentacles, plus purple and yellow sea cucumbers and flower-like glass sponges.

(12)..... It's an understandable reaction for a marine biologist working in an area that may be forever changed within the next few decades. As demand for metals increases, such resources are being sought in ever more remote places, and mining will soon be taking place in the deep ocean. We're here to find out more about wildlife in an area of ocean likely to be affected.

There are three types of resources being sought from deep-sea habitats: polymetallic nodules on abyssal plains (in the area we're covering), polymetallic sulphides at hydrothermal vents, and cobalt-rich seamounts throughout the global ocean. Already, 29 exploration permits have been granted by the International Seabed Authority (ISA). **(13)**..... Mining is close to happening; exploration regulations are currently being prepared.

The data we've been collecting is ready. We return home to our laboratories to continue working on the samples. **(14)**..... For instance, we discover that there are at least 1,000 species of fauna, 90 per cent of them new to science, in a city-sized area in the eastern Clarion-Clipperton Zone. As for the hydrothermal vents – they provide habitat to species not seen elsewhere on the planet.

Yet our discoveries are also a cause for concern. Deep-sea mining will result in local extinctions of many creatures, leaving little possibility for their quick re-establishment. **(15)**..... Mining will also disturb large areas of the seafloor significantly. There will also be major changes to the geochemistry of the ocean's food webs. And there are bigger questions, too. The oceans are experiencing stress from all angles: pollution, fishing, nutrient loading and climate change. **(16)**.....

Despite this threat, the various endangered habitats have been greatly under-explored. We know little about the species there and how they might cope with the impact of mining activities. At least our three-month voyage has hopefully improved the situation. **(17)**..... Nevertheless, our research means that there will be a solid starting point to measure future change against. It's critical that regulators appreciate the best scientific predictions of mining impacts and move forward with caution.

- A These problems are long-standing and ocean-wide, and how mining will worsen them is not yet understood.
- B Failure to do this could potentially change the world's oceans beyond repair.
- C After all, there are many such benefits that the deep sea provides for humanity.
- D We may only have sampled the seafloor of one small part of the Pacific Ocean, it's true.
- E This body authorises such activity across 1.5 million square kilometres of the world's seafloor.
- F Around vents, this could take decades or more; with nodules, millions of years.
- G However, as incredible as all this is, I can't help but feel some sadness.
- H And initially, the results we get from this analysis are very exciting.

Reading Part 3

Read the four texts about electricity generation and storage. 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

Zachary Favors, a graduate student at University of California Riverside, drew inspiration for replacing graphite with silicone at a battery's anode while he was resting on the sand at the beach. Sand is primarily made up of quartz (silicon dioxide) but concentrations vary depending on the deposit. Favors found a quartz-rich site in Texas, drew some samples and enlisted the help of two of his engineering professors. Together they milled the sand until it was extremely fine, before taking the tiny granules through a purification process. The purified quartz was then mixed with salt and magnesium and heated. The salt acts like a heat absorber, while the magnesium removes the oxygen, leaving pure silicon instead. To test the resulting powder, the researchers built a coin-sized battery. Performance tests reveal the silicon-anode lithium-ion battery lasts up to three times longer than those using graphite, which could dramatically change how our smartphones and other battery-powered gadgets are employed.

B

Wind and solar power generation differ from conventional thermal power due to their intermittent supply; this type of renewable electricity generation is strictly weather dependent and cannot be regulated to match the demand for electricity. In general, there are four strategies to reduce the impact of this. First, flexible supply: intermittent supply can be counteracted by production from flexible electricity technologies, such as fossil-based thermal power and hydropower. Second, demand management: demand can be shifted over time or curtailed. Third, energy storage: in periods with a net surplus of electricity, the excess can be stored, for example, in batteries, or used to produce hydrogen. Then, in periods with a net deficit of electricity, batteries can be discharged, or hydrogen can be used to produce electricity. Finally, trade: any immediate mismatch between production and load in a country can be evened out through trade, with the net surplus in electricity in one country exported to countries with a net deficit.

C

Currently, most batteries are made with lithium. These are expensive, have a large carbon footprint, and are incompatible with the requirement for long-term power storage. But in the Finnish town of Kankaanpää, a team of engineers has completed the first commercial installation of a battery made from sand that they believe can solve the storage problem in a low-cost, low-impact way. "Whenever there's a surge of available green electricity, we want to be able to get it into storage really quickly," said Markku Ylönen, one of the two founders of Polar Night Energy. His company's 4x7 metre steel container houses hundreds of tonnes of sand which can be heated to 500°C and remain at that temperature for several months, storing energy for use in the local district heating system whenever there is a dip in renewable energy production. Now, authorities want to scale up the system to one thousand times bigger.

D

According to research from investment and property management company, Lane Clark & Peacock, enough renewable power to supply 800,000 British homes went to waste in 2020 and 2021 when the national grid, the network responsible for the transmission of power around the UK, asked wind farms to switch off. The practice of switching off (curtailment) occurs when wind energy is available but cannot be used due to transmission constraints. These constraints include the insufficient ability to transport energy to the areas with greatest demand, or the risk of overloading equipment. At these times, gas plants are used to balance electricity supply across the grid, and wind power generating companies are paid compensation for lying idle. Wind power has increased significantly over the last decade but, regrettably, investment in the processes and infrastructure needed to support this expansion has not kept pace. The financial and environmental costs of curtailment make a strong case for the development of long duration energy storage facilities for those periods when renewable generation outstrips demand.

In which text does the writer:

18. express some frustration with the way one potential power supply has been under-exploited? ☐
19. list the deficiencies of a particular type of battery? ☐
20. explore various measures for offsetting unreliable green electricity production? ☐
21. go through the stages required in the production of a substance used in batteries? ☐
22. suggest that an improvement to everyday technological devices is on the horizon? ☐
23. make reference to an international market for energy from renewable sources? ☐
24. report a disparity between one nation's wish to exploit green energy and the technological means to realise that aim? ☐

Reading Part 4

Read the article about language preservation and answer the questions.

Why are languages worth preserving?

I met Ariepe, the last speaker of Naati, on a beach on Malekula, an island in the South Pacific nation of Vanuatu. He fears that with his death, Naati will soon disappear. Naati's predicament is not unique. Of the roughly 7,000 languages spoken on the planet today, 50 to 90 per cent are considered vulnerable to extinction by the century's end. Should Naati's fate concern the world? Ariepe doesn't need Naati to communicate. Like many speakers of endangered languages, he's fluent in an impressive number of languages, including several native to his island, as well as the national language. If we're heading toward a future in which we all speak one of a few large languages, couldn't this be a way to facilitate communication and level the playing field across nations? Is the desire to save these smaller languages purely sentimental – a romantic notion fostered by scholars in ivory towers untouched by the exhausting rush toward globalization?

I argue "no". As a linguist who's worked with endangered language communities in Canada and the Asia-Pacific, I know that language loss is a critical problem. Consider the injustices and persecutions that have happened over history to people whose language has been forcibly taken from them – including school children banned from using theirs – and supplanted by one of the larger, ostensibly easier and more practical languages. The response of these people hasn't been to celebrate the subsequent generations who speak English, Spanish, Swahili, or whatever the language of power might be. Rather, they fight back against the theft of their linguistic heritage.

Today, despite scarce resources, indigenous Canadian communities are making huge investments in reclaiming their languages. For instance, at the "language nest" in Tyendinaga Mohawk Territory in Ontario, children are exposed only to Mohawk throughout the day. Language is the glue that binds communities together. Language loss is a loss of community heritage – from histories and ancestral lineages known only through oral storytelling, to knowledge of plants and practices codified through words unwritten and untranslated. Lulamogi speakers in Uganda, for example, worry that as people forget the dozens of terms that describe methods of trapping and eating white ants – such as okukunia, okutegerera, and okubuutira – they will forget this important practice.

The disappearance of a language may seem like an unfortunate loss only to the people involved. However, the impact for all of us is real and substantial. This impact goes beyond the losses of particular bits of information, like indigenous names for medicinal plants yet to be classified by scientists outside a community, or concepts and worldviews reflected in the words and structures of one language that don't have parallels in another. Understanding language is vital to understanding human cognition. Each language is a piece of the **puzzle** that we need in order to determine how language works in the mind. With each missing piece, linguists like myself are further from seeing the full picture.

Languages may appear to differ wildly from one another, but they're all variations on a theme. Your language may have "tall trees" or "trees tall." It may ask, "Where is the dog?" or "The dog is where?" Regardless of whether your language is spoken or signed, it draws on a limited set of forms and structures, and it uses them in consistent, predictable ways. The remarkable similarities across languages suggest that there is some cognitive capacity that underlies all human language, directing how language develops and setting the boundaries for what is possible. The goal of contemporary linguistics is to describe and model this system – in essence, to figure out how language works.

All this analyzing is far from an esoteric academic exercise; it has real implications for our lives. The more we understand about how language functions, the better equipped we are to improve our therapies for communication disorders and our methods for language teaching. Meanwhile, research on sound patterns is used in creating speech synthesis software, while models of grammatical structure aid in developing linguistic components for artificial intelligence. Observations about the strikingly similar ways that children acquire language provide insight into how the brain develops. Psycholinguistic experiments involving language production, comprehension, and recall tasks reveal clues to how the mind organizes information. Early models of grammar were based primarily on a few large, mostly European, languages that Western scholars knew or could easily access. Imagine the deficiencies if the research stopped there. It would be like basing an understanding of plants on a neighborhood vegetable garden or of animals on a trip to the local zoo.

25. What is the writer doing in the first paragraph?
- a) preparing the reader for an uncomfortable truth
 - b) picking up on contradictions in certain opinions
 - c) conceding that others have a fair point
 - d) presenting some arguments he will go on to reject
26. What point is the writer making about the indigenous communities mentioned in the second paragraph?
- a) They are not persuaded by claims about the usefulness of languages.
 - b) They have historically struggled to find a common voice.
 - c) The younger generations are more open to linguistic change.
 - d) Their sense of mistreatment is strongly reflected in their languages.
27. The writer suggests that speakers of both Mohawk and Lulamogi use language as a way of
- a) explaining their ethical choices.
 - b) preserving elements of their culture.
 - c) expressing their innermost feelings.
 - d) committing themselves to a future action.
28. The writer uses the image of a '**puzzle**' in the fourth paragraph to highlight
- a) the unusual range of connections that exist between languages.
 - b) the challenge that linguists face in recreating lost languages.
 - c) the difficulty of identifying a common ancestry for all languages.
 - d) the value of all languages to the study of linguistics.
29. In the fifth paragraph, the writer makes the point that
- a) many words are remarkably similar within language families.
 - b) the forms of a language aren't as random and chaotic as they might seem.
 - c) grammatical rules are merely attempts to describe systematic patterns.
 - d) written language typically involves a stylistic change from spoken language.
30. In the last paragraph, the writer is saying that
- a) early researchers studied languages on the basis of their similarity to English.
 - b) indigenous languages are of particular interest to developers of digital technology.
 - c) the optimum language analysis would draw on the broadest range of language groups.
 - d) the discipline of psycholinguistics is the most fascinating branch of language study today.