

LanguageCert

Academic Test (Listening, Reading)

Practice Paper 1

Tapescript

R: Listening Part One
You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.

(10 seconds)

R: Conversation One

(2 seconds)

F: Have you had the text about the geography field trip to Alaska?

M: Did they announce that already?

F: Yeah. And there is a discount if you sign up early.

(5 seconds)

R: Conversation One

(2 seconds)

[REPEAT Conversation One]

(5 seconds)

R: Conversation Two

(2 seconds)

M: Well done on the data analysis you did.

F: Thanks! I took special care to double-check it all.

M: But your heart doesn't seem to be so much in the lab work, am I right?

(5 seconds)

R: Conversation Two

(2 seconds)

[REPEAT Conversation Two]

(5 seconds)

R: Conversation Three

(2 seconds)

F: Can you give me a quick update on your end-of-year paper, please?

M: Well, I'm sticking with the research topic we talked about.

F: So, did you do your summary yet?

(5 seconds)

R: Conversation Three

(2 seconds)

[REPEAT Conversation Three]

(5 seconds)

R: Conversation Four

(2 seconds)

M: I'd say we're on track to hit our history project deadline.

F: Great! But I'm conscious of the fact that you've done most of it.

M: The summary and list of references still need to be done.

(5 seconds)

R: Conversation Four

(2 seconds)

[REPEAT Conversation Four]

(5 seconds)

R: Conversation Five

(2 seconds)

F: How well-prepared are you for the tutorial with Professor Tompkins tomorrow?

M: I just need to brush up on a couple of things.

F: Overall, you'd say you're on top of it?

(5 seconds)

R: Conversation Five

(2 seconds)

[REPEAT Conversation Five]

(5 seconds)

R: Conversation Six

(2 seconds)

F: Adam — in my tutorial group — is determined to keep his part-time job.

M: What? Even with so many essays to finish this semester?

F: He seems to relish the challenge, but it will be so detrimental to his studies.

(5 seconds)

R: Conversation Six

(2 seconds)

[REPEAT Conversation Six]

(5 seconds)

R: Conversation Seven

(2 seconds)

F: Are you up for coming along to the university quiz tonight?

M: Oh, I wasn't planning to.

F: It's in aid of the children's hospital. It's a really good cause...

(5 seconds)

R: Conversation Seven

(2 seconds)

[REPEAT Conversation Seven]

(10 seconds)

R: That is the end of Part One.

R: Listening Part Two.

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

(2 seconds)

R: Conversation One

(2 seconds)

R: You hear a university tutor talking to a student called Jessica.

(15 seconds)

M: Jessica, can I have a quick word, please, before you go?

F: Uhm, sure... If you wanna know where I'm at with my book report, I'll get it to you by the end of tomorrow, guaranteed. I'll e-mail it to you after the lecture. I know I should have asked for an extension.

M: Hold on. Actually, Jessica, it's about more than that. This isn't a new thing. I've noticed a pattern developing and I'm worried that you're not managing your time effectively.

F: Yeah, I know, I just didn't realise how busy the fall semester would be.

M: But there's something we can do about it. How about I put you down for a short time management course? Something to help you get back on schedule. I think it could really help.

F: That sounds cool. Thanks!

(10 seconds)

[REPEAT Conversation One]

(2 seconds)

R: Conversation Two

(2 seconds)

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

(15 seconds)

F: Hi. I got this letter about nonpayment of my accommodation fees. Should I speak with you or... this isn't the first time I've been in here about this issue, so maybe I should speak with Mr Gonzalez? I spoke with him before. I really wanna figure out what's going on.

M: Mr Gonzalez isn't working today, but I should be able to help. Can you tell me what the issue is?

F: Well, it seems that your system's generating automatic letters to me saying that I haven't paid, but I have! I've got copies of my bank statements right here! Last night, I called my parents to tell them I'd received yet another letter and they said I should come into the office today.

M: Your parents are correct. OK, so... let's think what we can do going forward. The obvious thing is to see exactly what we have on our system about you. Can you give me your last name and initials? And I'll also need your student registration number. Could I take your account details from your bank statement, please?

(10 seconds)

[REPEAT Conversation Two]

(2 seconds)

R: Conversation Three

(2 seconds)

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

(15 seconds)

F: Come in, Ned. I just wanted a quick catch up before you go off on your break.

M: Oh... OK! Thanks.

F: All things considered, I'd say it's been a pretty successful year for you. Would you agree?

M: Erm, more or less. I could have done better on that first paper.

F: Don't be put off. I tend to over-comment at the beginning of the course on positives as well as errors. The number of negative comments will reduce. The only thing I'd say is that you should collaborate more with your fellow students. I know I always give you the option, but you always choose to work independently. I'd like you to not do that next time. Is that OK?

M: OK. Yeah, I'll do that.

F: That's mainly what I wanted to say. Is there anything you want to ask me?

M: Oh, well. It's something you've noted a few times on my work, about picking the wrong case studies. I read all the articles you say we should, but then it's like, I've got too many possibilities, and I don't know what's important to include and what's not.

(10 seconds)

[REPEAT Conversation Three]

(2 seconds)

R: Conversation Four

(2 seconds)

R: You hear two friends talking about a technology magazine.

(15 seconds)

F: Did you like that magazine? I thought the article on face recognition technology was fascinating. I know some people find it worrying, but it could mean an end to all those queues at airports.

M: Well, I'd have no argument with that, but I'm not so keen on the idea of everyone having access to it. OK, for the border police, maybe, but not commercial users. So yeah, the magazine's certainly worth getting it. It's thought-provoking stuff.

F: And the other great bits, the blog! Hearing what everyone's got to say about the articles.

M: I'll hardly ever look at stuff like that. I mean, it'd be great to discuss the articles with friends like you, but I don't care what complete strangers think about them.

F: Well, if you only talk to your friends, you're gonna miss out on a lot of new ideas that are out there.

M: No one. I'll get those from the magazine itself. That's what I'll buy it for.

(10 seconds)

[REPEAT Conversation Four]

(2 seconds)

R: Conversation Five

(2 seconds)

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

(15 seconds)

F: Did you read that article about Einstein our tutor recommended? I didn't get round to it, what with one thing and another.

M: Well, I did, and it wasn't actually about Einstein. What these researchers in Barcelona did was they got 30 young men to take part in a VR experiment. Half saw themselves as a generic male face, the other half in the face and body of Albert Einstein. You know, that famous photo of him as an old chap with the fuzzy hair.

F: Let me guess. The Einstein group felt more intelligent?

M: More subtle than that, actually. After the experience, they did tests to measure a range of things, like guys who'd exhibited low esteem at the start but played Einstein on the VR platform, demonstrated not only higher self-esteem, but better cognitive function afterwards.

F: So, I was right! Sounds a bit farfetched to me. Now, if their views of the elderly had become more positive, it'd be more intriguing.

M: Well, actually that was the third measure and that's exactly what did happen. I mean, if the results can be replicated with increased numbers of subjects, the findings could have both educational and therapeutic applications. You ought to read it!

(10 seconds)

[REPEAT Conversation Five]

(2 seconds.)

R: That is the end of Part Two.

R: Listening Part Three.

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.

(30 seconds)

[beep]

F: My presentation today is about a recent study into the number of ancient trees estimated to exist in England. Some of you may be familiar with this University of Nottingham lead study, but for those of you that aren't, you might be wondering why these trees need identifying in the first place.

Well, previously, the conservation charity "The Woodland Trust" and its partners had managed to record the location of some 180,000 ancient trees in England. But they were aware that this wasn't a complete record. The issue for conservationists is, if they don't know where the other ancient trees are, then it's far harder to protect them, especially from huge infrastructure projects, like the building of high-speed rail lines. The hope is that any future register of ancient trees will know both where they are and also what condition they're in. It may surprise you, but most ancient trees aren't protected by any policy or legislation in England. The only protection they might have is if they're known about and a tree preservation order has been filed, or if they grow within a larger protected wildlife site.

So, how old does a tree need to be in order to be deemed ancient? Well, it's not as simple as saying anything originating from the 17th century as ancient. A birch tree, which grows quickly, could be classed as ancient at 150, whereas a slow-growing new tree in the same wood might only get that designation at 800 years. It all comes down to the species. So, an oak, for instance, has to be exceptionally old relative to other oaks in order to be called ancient.

But ancient trees do share certain characteristics. There are often other organisms, such as fungi or plants growing on them. Plus, they may have a trunk that isn't completely solid along its length but has voids and empty spaces, which may house animals. Plus, there's frequently deadwood in the canopy. These trees are valuable natural assets for wildlife. They also play a part in the country's national heritage. And some of these historically linked trees end up being in busy tourist spots, such as the major oak in Sherwood Forest in Nottinghamshire.

Building on the work done by the Woodland Trust, University of Nottingham researchers turned to mathematical models with the aim of predicting the distribution of ancient trees across England, then checking their predictions to ultimately place them on a map. The team were aware that there was likely to be what's known as sampling bias. This is when the tree locations recorded reflect where people chose to look for them, rather than where the trees might actually be. To combat this bias, several of the models they trialed used predictors, such as distance from cities, distance from roads and population density, to help distinguish between places where people are unlikely to have looked for trees and places that really don't have any.

To select the model that was most reflective of real tree distribution, the researchers recruited volunteers to carry out surveys to locate the trees predicted by each model. They surveyed randomly selected one-kilometre square grids as thoroughly as possible, to find all the ancient trees in that square, with the findings compared against the modelling predictions, to discover the most reliable model. The numbers recorded during these surveys indicate that there could be around eight to ten times as many ancient trees in England than are currently known about. That's anything from 1.7 to 2.1 million. It's amazing to think that most of England's ancient trees still haven't been found. So, ... [fade]

(10 seconds)

[beep]

[REPEAT Part 3]

(10 seconds.)

R: That is the end of Part Three.

R: Listening Part Four.

You hear part of a podcast discussion about the work of Doctor 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 below.

(1 minute)

[beep]

M1: Today, I'm discussing the work of Doctor Alice Gorman and other space archaeologists. With my guests, Doctor Tanya Boyd and Doctor Ken Wilson from the Department of Archaeology and Anthropology at Sydney University.

F: Hi.

M2: Hi.

M1: Tanya, I believe this story starts in Australia, when the archaeologist Alice Gorman was working as a consultant on issues related to Aboriginal heritage.

F: Yes, Gorman was in Central Queensland and one evening, as she was looking at the night sky, she had a revelation. A bolt from the blue. There weren't just stars up there. There was also space junk floating around, and some of it was reasonably old and might have heritage value.

M1: But how did Gorman go about assessing that value?

F: With the principles she was using to assess Aboriginal sites in Queensland. Do they have historic and social significance? Scientific, spiritual, and aesthetic significance. There's no distinction between the two.

M2: At the time Gorman began her space archaeology research, there was no introduction to space archaeology textbook or anything like that. So, she started learning the histories of the Soviets and American space programmes, and even found databases that document all the satellites that have ever been launched. She thought she was unique in seeing the research potential. However, she eventually learned that she wasn't alone in the universe of space archaeology. There were two other Australians, and in the USA, there was Doctor Beth O'Leary.

M1: And Gorman started to find deeply human stories behind the so-called "space junk".

F: Mmm, one example's Indonesia's Palapa A1 satellite. It was identical to most other telecom satellites at the time, but for Indonesia back in 1976, its launch was an attempt to unite an archipelago of hundreds of islands with different languages and cultural traditions. So, not a piece of junk at all, but a powerful sign of aspirational nationhood. A space archaeologist's job is to stop people thinking of things as just bits of random metal floating around up there because they can represent our hopes and dreams, and there is much part of our heritage as anything on Earth.

M1: Do you share Gorman's strong convictions about the need for space archaeology? Ken.

M2: Gorman's stated that she wants to connect people to space, so they feel like they have the right to have a say in future directions in space technology. Space exploration's already moving away from government-funded projects to becoming the preserve of the elites, but we're not quite there yet. And, if we want to prevent this from happening — and I'd suggest that most people don't want just the poor left on Earth, while private corporations head into space and make massive amounts of money — then we can't sit back idly.

M1: But there are barriers.

F: A case in point. In 2015, another space archaeologist, Justin Walsh, happened to see that the US space agency, NASA, was asking for applications for its next cohort of astronauts. But, looking at the requirements Walsh saw, one of them is a STEM degree.

M1: That's science, technology, engineering and maths.

F: Mmm... But NASA also state what kinds of degrees are not qualifying, and included in that are social sciences and even more explicitly, geography, anthropology and archaeology.

- M1: NASA closed the door on having an archaeologist in space.
- F: Yeah, but Walsh knew that NASA was thinking about long duration space flights, while never really considering the implications of stuffing a small group of people into a tiny living space for months or even years at a time. Not to be beaten, he started thinking 'How can I demonstrate the utility of a social sciences approach?'
- M1: So, is this how the ISS archaeological project was born?
- M2: Yes, Walsh pitched the idea to Alice Gorman, who was a colleague. The ISS — that's the International Space Station — has been continuously occupied since November 2000, which makes it the most significant human experiment in living in space.
- F: Or, as Worshin-Gorman have described it, a micro-society in a mini world.
- M1: And Walsh wanted Gorman to study it along with him.
- F: It's quite remarkable that nobody conceived of doing this before, but that's always the way with these things, isn't it?
- M1: They're never obvious until they're spelled out.
- M2: So, what happened then? Did ... [fade]

(5 seconds)

[beep]

[REPEAT Part Four]

(10 seconds.)

- R: That is the end of Part Four.