

EAP Listening Exam Preparation 2

Listening Exam Audio Script

Instructor:

This is the English for Academic Purposes Listening Examination. The test consists of four sections. For each section, you will be given time to read the questions before you listen to the recordings. You should answer the questions as you listen.

At the end of Section Four you will be given ten minutes to transfer your answers onto an answer sheet.

Now turn to Section One.

Instructor: Section One.

You will hear a conversation between a student, Sam, and a student exchange advisor.

As you listen to the conversation, answer questions 1- 9. You will hear the recording twice. You now have 2 minutes to look at the questions.

(2 minutes pause, beep.)

Instructor: Listen to the conversation now.

Sam: Hello, I'm Sam Evans. I have an appointment at eleven.

Officer: Morning, Sam. I'm Judy Groves, the student exchange advisor. Take a seat, please.

Sam: Thanks.

Officer: Right, Sam. So you're interested in the exchange programme?

Sam: Yes. I'd really like to study overseas for a while. Apart from being an exciting thing to do, my family tell me that ¹employers prefer graduates with some international experience.

Officer: Yes, true. OK, I'm just looking at your records here... you're studying mechanical engineering, right?

Sam: Actually I'm on the ²general engineering degree.

Officer: Oh right. And what year are you in at the moment?

Sam: I've just started year two.

Officer: I see, and have you thought about how long you would like to spend on an exchange? Some students go for a few months and some opt to stay for a couple of years. It's quite flexible.

Sam: Oh, ideally ³twelve months, I think.

Officer: OK.... and do you have any ideas where you might go? I imagine you've already done a bit of research about the options available, so you'll know we have strong links with engineering universities in Germany, Sweden and

Sam: Yes, Sweden certainly sounds like an interesting choice, but actually I'd ⁴prefer Russia, if possible....

Officer: Ok, that's great – we have a few options there, actually.

Sam: Yeah – I haven't settled on one for sure just yet.

Officer: That's fine. I recommend you attend one of our information sessions – this is where you can find out about all the exchange options that are available, and you can ask questions, of course.

Sam: Sounds very useful.

Officer: Yes. We also strongly advise students to look at our partner universities' websites and find out about the courses on offer, not just things like the price of accommodation and social activities. ⁵You don't want to end up studying subjects that are not relevant to your degree.

Sam: So I need to check which course and host university seems right for me?

Officer: Exactly. Collect as much information as possible and think very carefully before making a decision.

Sam: Yes, that makes sense.

Officer: ⁶When you've decided where you'd like to go, you need to complete an application form and return it to me before November 30th. That's the deadline for the next round of applications.

Sam: OK. Do I need anything from my tutors – to support my application?

Officer: Well in your case, Sam, an academic reference won't be necessary. I can see your grades on the system, and you're doing very well.

Sam: Oh that's good. And when will I know if I've been accepted?

Officer: Successful applicants will receive a confirmation letter from the host university by the end of ⁷January containing all the programme dates and details.

Sam: I see. Well that seems clear enough. But how likely am I to get a place?

Officer: Well, it depends on how many applicants we have - and on our ⁸budget, of course. Exchange costs vary enormously for the university and students...

Sam: Right, of course.

Officer: But this year's target for the number of student exchanges has increased by 15%, which is good news!

Sam: Sure. Is there anything else?

Officer: At this point, no, but if you *are* accepted, you'll need to sort out practical things like accommodation, medical cover, a ⁹visa, and so on. But we'll help you with all that when the time comes.

Sam: Great! Thanks very much, you've been really helpful...(fade out)

(beep)

Instructor: Now listen again.

(REPEAT SECTION 1)

(Beep)

Instructor: This is the end of Section One. You now have 30 seconds to check your answers.

(30 seconds pause, beep)

Instructor: Now turn to Section Two.

Instructor: Section Two. You will hear a speaker making announcements about the student services team. As you listen, answer questions 10 to 19. You will hear the recording twice. You now have 2 minutes to look at the questions.

(2 minutes pause, beep.)

Instructor: Listen to the speaker now.

Speaker:

Hello, I'm Matt from the Student Services team. I'm here to explain what our team does. OK, one of our priorities is helping new students settle in when they arrive, but one aspect of this we don't deal with is housing. The accommodation office is the best place to take your housing questions. ¹⁰An important area we *do* help with is

academic support; we've taken over this role from the library staff, who managed this previously. So, how can we help you with your studies? Well, we hold weekly drop-in sessions where you can talk with an advisor, and we also run regular workshops. Each workshop examines a different topic, such as 'research methods' or 'academic writing'.

OK, another thing is student visas. As you know, applying for visa extensions can be tricky, so come and ¹¹ speak to the team if you need guidance when filling in your paperwork. Although your details are on our system, you are responsible for checking your own passports and taking action if you see the visa expiry date is approaching, so please don't get caught out!

OK, moving on to social activities. To help you enjoy a varied social life, we've created a website called 'Student Society'. It'll ¹² keep you up-to-date with what's going on, both on and off campus. OK, so when you open the site you'll see four tabs. For regular weekly events, select the 'what's on' tab, and click on the days. Here you'll find on-campus university events. If you want to know what's happening in and around the city, click the 'City Life' tab, where you'll see ¹³ details of cultural and sporting events, shows, etc., for each week.

There are two other tabs. ¹⁴ By clicking the 'I'm In' tab you'll be able to follow links to the pages of each of the 30 university social clubs. And finally, the 'Big Picture' tab gives you an overview of what's planned throughout the academic year.

Well that's a short summary of the team's main responsibilities, but that's not all we do, so I'm going to say a bit more now about the team's general support role. We're here to support you so even if we can't assist directly, ¹⁵ we'll be able to point you in the direction of someone who can.

We're based in the Driscoll Building, and we're open weekdays from 8.30am to 5pm, so you can just turn up and speak to someone or contact us by phone or email – those details are here on this leaflet. You'll also find instructions for online booking for the workshops I mentioned earlier. ¹⁶ Numbers for these are limited and they're always popular, so I strongly recommend you reserve a place. As for the ¹⁷ drop-in sessions, they're every Tuesday in term time from 1pm to 5pm on the ground floor. Don't worry if you have classes then, or you can only see us in the mornings - you can still make a private appointment when it suits you.

I expect you're wondering what kind of queries we deal with. Well, aside from study-related issues, ¹⁸ the most common problem we advise on is money management and debt, so if you're in trouble with that kind of thing, come and see us without delay. Another concern is homesickness. Don't struggle on if you're feeling lonely - talk to an advisor as soon as possible. And let me assure you that we're all trained and that ¹⁹ anything you tell us is in complete confidence – we won't share information with university tutors or your family unless you give your consent for us to do so.

Ok so I hope you've got a picture of the Student Services team and understand how we can support you (fade).....

(beep)

Instructor: Now listen again.

(REPEAT SECTION 2)

(Beep)

Instructor: This is the end of Section Two. You now have thirty seconds to check your answers.

(2 minutes pause, beep.)

Instructor: Now turn to Section Three.

Instructor: Section Three. You will hear two students, Aisha and Paul, discussing the topic of population trends with their tutor. As you listen answer questions 20 – 31. You will hear the recording TWICE. You now have 2 minutes to look at the questions.

(2 minutes pause, beep.)

Instructor: *Listen to the discussion now.*

- Tutor:** OK, I'd like to hear about your project. The topic you've chosen for your presentation is population trends, right?
- Aisha:** That's right. Our idea is to focus on population in a particular place and describe how it changes over a specific time period.
- Tutor:** That sounds good. Tell me more.
- Aisha:** Well, ²⁰the most time-consuming thing is doing the initial research and data collection, so we picked a place we've already got some data on.
- Paul:** Yes, we decided to focus on population trends in Mexico - we touched on that in last year's lectures.
- Tutor:** OK, fine.
- Paul:** ²³And as for the timeframe, we decided to look at the last hundred years or so. There's a lot of statistics, graphs and reports that give us a good overview of trends in that period.
- Aisha:** And, just to go over the basics, we've discovered the population in 1900 was 13.6 million and now it's 129 million! In fact ²¹Mexico's currently the tenth most populous country in the world, compared with being the sixteenth in the 1950's.
- Paul:** And as for population density, that's gone up from 17 people per square kilometre in 1955 to 66 per square kilometre in 2015.
- Aisha:** A huge increase, and there's a whole range of reasons for it. Also I've found that nowadays, around 78% of the population is located in urban areas, whereas in the past the greatest distribution was in agricultural areas.
- Paul:** That's right, but a major factor is immigration. People may find it surprising, but ²⁴the twentieth century saw a huge number of immigrants from all over the world settling in Mexico. In the early 1900's a lot of Europeans arrived, especially from France, Italy and Germany. Then in the 1960's there was a wave from China and South Korea, followed in the 70's and 80's by an influx of refugees from Latin American countries like Chile and Argentina and from Central America – Nicaragua, for one.
- Aisha:** Another interesting statistic is that over a quarter of all American citizens living outside the USA are in Mexico. It seems ²²it's become a really popular destination for retired people from the States, and, of course, many others migrate there to work, usually on account of their companies relocating there.
- Paul:** Yeah but despite all that, Mexico actually has a negative rate of net migration - ²⁵more people leave the country than migrate to it.
- Tutor:** Yes. Right, we need to move on to your presentation soon. But first, I just want to pick up on a couple of points. First, what exactly accounts for the rise in population?
- Aisha:** I guess it's similar to other parts of the world. Increased life expectancy, better living standards, higher birth rate and so on.

Paul: Actually, I think what's changed is education about diet and health care – leading ²⁶to a greater number of children reaching adulthood than ever before. According to this graph the birth rate has actually remained pretty stable during this period.

Tutor: OK. I recommend that you always ²⁷check the facts. Don't jump to conclusions. Your assertions have to be evidence-based. If you do that, it should ensure a really good presentation.

Aisha: Well, I hope so, but we're not just being assessed on content, are we?

Tutor: You're right. For the presentation, ²⁸marks will be awarded in equal measure for how you deliver it, what you cover and how you organise the information.

Aisha: OK. So we need to pay attention to those aspects.

Tutor: Have you thought about how to divide it up? You both have to present, so you could deliver it together, as a kind of dialogue. That can work well.

Paul: Hmmm, I think it's easier if we ²⁹just deliver half each, don't you?

Aisha: Definitely. I'll start if you like. Let's get together after this and plan. Then we can get going on the visuals.

Paul: Sure. I suspect we've got more interesting data than we can get through in fifteen minutes.³⁰ My worry is not the standing up and talking to an audience, but whether we'll get all the key points across. It'd be a shame to leave things out.

Aisha: I can't say I share your confidence about public speaking; I'll certainly need to rehearse beforehand, work on things like eye contact and body language. Whenever I'm nervous, I tend to ³¹talk too fast. That's my main concern because it makes it hard for the audience to follow.

Tutor: Well, you seem to be...(fade)

(beep)

Instructor: Now listen again.

(REPEAT SECTION 3)

(beep)

Instructor: This is the end of Section Three. You now have thirty seconds to check your answers.

(30 seconds pause, beep.)

Instructor: Now turn to Section Four.

Instructor: Section Four. You will hear a lecture about the processes of healing. As you listen answer questions 32 – 45. You will hear the recording TWICE. You now have 2 minutes to look at the questions.

(2 minutes pause, beep.)

Instructor: Listen to the lecture now.

Lecturer: OK the main focus of this lecture is on how the human body recovers after damage or disease. In the first part we're going to focus specifically on how the *skin* heals and I'll talk you through that now.

OK, the first thing to note is that the skin recovers in a process of four stages. We'll start at the point when an ³²injury happens - let's say a piece of broken glass cuts the skin. As soon as the skin is pierced, the body initiates stage one of the healing process. This is known as hemostasis. Things happen quickly - within minutes, blood cells called

platelets begin to stick to the area. The platelets then change shape and begin to release ³³chemicals, which act like glue, making the platelets combine together. The reason this happens is to cause the blood to clot. Without it, the broken blood vessels would continue bleeding. So that's phase one.

The next stage is inflammation. Cells called PMNs arrive at the wound in large numbers and are the most common cells around the damaged area for about 48 hours. The job of PMNs is to ³⁴kill bacteria. These cells release enzymes that cleanse the wound. PMNs, however, only live for about two days. They are replaced by other cells called macrophages, which have a different function. What the macrophage cells do is release substances which prompt the growth of ³⁵new tissue. This happens during the third and fourth days of the wound. These changes indicate the end of the second phase and the start of the third, proliferation.

During proliferation, two key things take place. First, the wound ³⁶contracts, and then new cells are produced which start to cover the damaged area. Cells known as myofibroblasts help to decrease the size of the wound, and when this is complete, the final stage of healing can begin.

Phase four is called maturation. At this point, a structural ³⁷protein called collagen appears, which remodels the skin cells. Finally, cells that contributed to the healing process, and are no longer necessary, start to die off. By this stage, the wound has healed but may still be sensitive.... So, that's the process.

Now, let's broaden the scope and consider a few factors that interfere with, or slow down, the healing process. Let's start with alcohol. It might be viewed by some as having a relaxing or beneficial effect; ³⁸however, there is evidence that sustained use of alcohol can in some cases promote infection in wounds – we will examine the reasons for this later in the course. Another example of how our lifestyle choices might impact recovery is weight. ³⁹Those who are significantly overweight generally have a slower rate of healing. One reason is that the adipose tissue, which is used for storage of fat, has a reduced blood supply. And since it is the blood which contains and transports the body's natural medication to the places that need it, this process is slowed by the excess of stored fat. A further instance of lifestyle-related impact is ⁴⁰poor diet, which can also result in a diminished ability to heal. Patients with chronic diseases or wounds require a range of nutrients; without a healthy balanced diet they may not receive all the necessary nutrition to heal as well as they should.

However, it's not only what we do to ourselves that interferes with healing but, at times, our own systems might undermine it. An example of this is during ⁴¹adolescence, when hormone levels are not stable or balanced. This adversely impacts on cell growth and impairs the body's ability to produce new cells. Similarly, sufferers of ⁴²diabetes typically heal more slowly and less effectively. This is because elevated blood sugar levels cause the blood vessels to narrow, which hinders the transport of oxygen and nutrients to the wound. And finally, ⁴³stress is a major factor. It doesn't directly interfere with the healing process but it causes anxiety, depression, and so on, which over time can weaken the body's immune system and, as a result, its ability to heal.

OK, to conclude, let's turn our attention briefly to a specific section of the population – the elderly. Age-related differences in wound healing have been clearly documented, and although ⁴⁴most wounds in the elderly will heal eventually, the process is delayed and less effective. As people grow older, their skin loses elasticity, and, in fact, wound healing times in the elderly can be up to four times those observed in younger adults. However, recent research into enhancing wound healing has ⁴⁵delivered some hopeful results for elderly patients. It seems that regular exercise can speed up the wound recovery process in older adults, women especially, by as much as 25 percent. So that is quite significant. Anyway, let's wind this up now... questions, anyone?...*(fade out)*.

(beep)

Instructor: Now listen again.

(REPEAT SECTION 4)

(beep)

Instructor: *This is the end of Section Four. You now have thirty seconds to check your answers.*

(30 seconds pause, beep.)

Instructor: *You now have ten minutes to transfer your answers onto your answer sheet. At the end of the ten-minute period you will hear a beep.*

(10 minutes pause, beep.)

Instructor: *This is the end of the exam. Please stop writing now.*