

**LanguageCert Test of English (LTE)
A1-C2 examination
Listening & Reading
Practice Paper 2**

Listening Script

Listening Part 1 *(2 seconds)*

You will hear some sentences. You will hear each sentence twice. Choose the correct answers.

(2 seconds)

Number one *(2 seconds)*

I can meet you at two in the afternoon. [U.S. accent] *(2 seconds)*

I can meet you at two in the afternoon. [U.S. accent] *(2 seconds)*

Number two *(2 seconds)*

The factory's called Bekway – that's spelled B-E-K-W-A-Y. [U.K. accent] *(2 seconds)*

The factory's called Bekway – that's spelled B-E-K-W-A-Y. [U.K. accent] *(2 seconds)*

Number three *(2 seconds)*

Maggie is driving a bus. [U.S. accent] *(2 seconds)*

Maggie is driving a bus. [U.S. accent] *(2 seconds)*

Number four *(2 seconds)*

This week, all books are seven dollars fifty, down from eight ninety-nine. [U.S. accent] *(2 seconds)*

This week, all books are seven dollars fifty, down from eight ninety-nine. [U.S. accent] *(2 seconds)*

Number five *(2 seconds)*

Mr. Hardy's on holiday on the seventh and available on the eleventh but not the tenth. [U.K. accent] *(2 seconds)*

Mr. Hardy's on holiday on the seventh and available on the eleventh but not the tenth. [U.K. accent] *(2 seconds)*

Number six

Why don't I give you my business card and then you can call me. [U.K. accent]

(2 seconds)

Why don't I give you my business card and then you can call me. [U.K. accent]

(2 seconds)

(2 seconds)

Number seven

James looks so different in jeans and a jacket ... better than in his usual suit and necktie. [U.S. accent]

(2 seconds)

James looks so different in jeans and a jacket ... better than in his usual suit and necktie. [U.S. accent]

(2 seconds)

(2 seconds)

Number eight

I'm not coming to the movies, I'm going to the stadium for the game. [U.S. accent]

(2 seconds)

I'm not coming to the movies, I'm going to the stadium for the game. [U.S. accent]

(2 seconds)

(2 seconds)

That is the end of Part 1.

Listening Part 2a

(2 seconds)

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

(2 seconds)

Number one

(2 seconds)

[U.K. accent]: What would you like for your leaving present?

(4 seconds)

[U.K. accent]: What would you like for your leaving present?

(4 seconds)

Number two

(2 seconds)

[U.S. accent]: We can meet after lunch.

(4 seconds)

[U.S. accent]: We can meet after lunch.

(4 seconds)

Number three

(2 seconds)

[U.K. accent]: Can you call me as soon as he becomes available?

(4 seconds)

[U.K. accent]: Can you call me as soon as he becomes available?

(4 seconds)

Number four

(2 seconds)

[U.S. accent]: Do you have many business contacts in the area?

(4 seconds)

[U.S. accent]: Do you have many business contacts in the area?

(4 seconds)

Number five

(2 seconds)

[Australian accent]: Let me know what you think of the report.

(4 seconds)

[Australian accent]: Let me know what you think of the report.

(2 seconds)

That is the end of Part 2a.

Listening Part 2b

(2 seconds)

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

(2 seconds)

Number one

(2 seconds)

[U.K. accent]

F: Is that a text from Kayla? I hope all's well.

M: Believe it or not, she's left her job!

F: Wow, I didn't expect that.

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number two

(2 seconds)

[U.S. accent]

M: Do you think it's worth me applying for that job Josh told me about?

F: I'd take advantage of the fact that it hasn't been advertised yet.

M: What do you mean?

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number three

(2 seconds)

[New Zealand accent]

F: Have you got work plans... like doing some skills training?

M: Actually, I'm thinking of going part time and studying film-making.

F: Why would you do that? You're a qualified accountant!

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number four

(2 seconds)

[U.S. accent]

M: I'd appreciate it if you could let me know if you're gonna be late.

F: Didn't you get my email this morning?

M: Not as far as I know.

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number five

(2 seconds)

[U.S. accent]

F: There's been a sharp rise in Bentley Inc's profits.

M: Well, that's probably due to the exchange rate – the dollar isn't as strong...

F: So it's not about how productive they are?

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number six

(2 seconds)

[U.K. accent]

M: The statistics course you're taking ... d'you think it's aimed at the right level?

F: Aside from one of the units, it's pretty advanced stuff.

M: So it's to be avoided then?

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number seven

(2 seconds)

[U.S. accent]

F: I can't face the second interview – Mary Pattenski's leading it.

M: She's got a reputation for being tough but she's fine, honestly.

F: So, I should go for it then?

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number eight

(2 seconds)

[U.S. accent]

M: Do you know who's authorized to sign these expense forms?

F: I am, but you need to check that they don't exceed the maximum allowance.

M: I didn't know there was one!

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number nine

(2 seconds)

[U.K. accent]

F: Is it just me or do you think that presentation fell completely flat?

M: I'm not quite sure what happened. Maybe the focus was wrong or something...

F: I really expected more from Brian. He's usually so good.

(Wait 5 seconds before repeating.)

(Wait 5 seconds before going onto the next conversation.)

Number ten

(2 seconds)

[U.S. accent]

F: I really believe Kevin'll do anything to get promoted! He's going round the office telling everyone he won the Kingsgate contract, not me!

M: Up to his usual tricks then!

F: There's got to be some way to put a stop to him!

(Wait 5 seconds before repeating.)

(2 seconds)

That is the end of Part 2b.

Listening Part 3

(2 seconds)

You will hear some short conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

(2 seconds)

Conversation One

(15 seconds)

You hear a man talking to his line manager, Amanda, about his work.

(2 seconds)

[M: US, 20s – F: US, early 30s]

M: Amanda? Could I speak with you?

F: Of course. Is something wrong?

M: I'm sorry, I feel stupid but ... I'm working on the Lexington project and there are so many parts to it that I'm finding it hard to organize myself...

F: Well, I'm pleased you mention it – I was just about to email you, but I got distracted. That happens a lot! Anyway, it sounds like you need to get a better system together, to manage your work.

M: Exactly!

F: Let me show you what I do – here, you see – nine things to complete today – this is the main one, it'll take the longest, then I have three that are kinda medium-sized – an hour or less – then the final five should take just a few minutes each... Break the project down into sections, and be realistic about what you can achieve.

(Wait 2 seconds before repeating.)

(Wait 2 seconds before going onto the next conversation.)

Conversation Two

(15 seconds)

You hear two work colleagues talking about dressing for a job interview.

(2 seconds)

[M: US, 20s – F: US, 20s]

- M: Bonny? What does business casual mean? That's the dress policy where I'm interviewing at next week... Can I wear anything?
- F: Do **not** wear jeans Greg! The company are only two blocks away, right? Why don't we walk over in our lunchbreak? We'll see what their staff wear, and then you can just take it up a level, style-wise, for the interview.
- M: Good idea. I mean, of course I have a good suit, but I want to look like someone they'd employ. I've seen people make terrible mistakes at interviews. The one that really gets me is when a guy wears a suit that belongs in a nightclub, not an office. You know the suits I mean?
- F: What the shiny ones?
- M: Yeah! That's ok for your shoes, but not a suit!
- F: I don't like colourful neckties – keep it simple I say.

(Wait 2 seconds before repeating.)

(Wait 2 seconds before going onto the next conversation.)

Conversation Three

(15 seconds)

You hear two senior managers talking about a visit from a manufacturing quality inspector.

[M: US, 40s – F: US, 40s]

(2 seconds)

- | | |
|----|--|
| M: | I just heard, a manufacturing quality inspector's due here on the fifteenth of July. |
| F: | Really? Ok, that gives us, what? Five weeks to prepare? That should be plenty. In my training session we role played two weeks' notice, so this is good. |
| M: | The initial thing's to get the message out to all the heads of the production teams, the rest of the senior team... |
| F: | ...and all our subject matter experts. |
| M: | Yeah, then we can meet to discuss how we're going to go forward. |
| F: | And I think I already sense where we might risk falling down... our new head of quality assurance only just got promoted – this'll be his first inspection for us. |
| M: | All we can do is support him one hundred percent... make sure the paperwork's in order... |
| F: | ...and stop the Head of Production going on vacation! He'll have to reschedule. He needs to be here to deliver the introductory presentation. We want to make a good first impression. |

(Wait 2 seconds before repeating.)

(Wait 2 seconds before going onto the next conversation.)

Conversation Four

(15 seconds)

You hear a designer called Dan talking to a client called Renee about her office furniture.

[M: US, 30s – F: UK, 30s]

(2 seconds)

- M: Ok Renee, I'll get straight to the point... you've got a **big** office. To furnish it with the range you prefer would break anybody's credit card.
- F: But Dan, the look has to be right... we're in the fashion industry after all.
- M: Look at these photos. They're the fittings from the Soames headquarters on fifth. I have a contact there, and he says if I can get there by the end of tomorrow, I can have everything! They're refurbishing, but what they're getting rid of looks brand new!
- F: So we could have all **this**?
- M: At an amazing price!
- F: [*still looking through the photos*] Let me think... it's a bit grand and, I mean, it would need to be adapted – it's not designed specifically for this space... [*starts to sound excited*] but hey, we're creative people, we could change it around. In fact, we could have quite a lot of fun with it...
- M: Use some of the money you save to hire a good carpenter and I've got some cool fabrics we could use on the chairs...

(Wait 2 seconds before repeating.)

(Wait 2 seconds before going onto the next conversation.)

Conversation Five

(15 seconds)

You hear a manager called Helen talking to her boss about customer complaints. *(2 seconds)*

[M: US, 40s – F: US, early 30s]

- M: Hi Helen. So are your MBA studies giving you any useful insight into customer service by any chance?
- F: Actually, the unit I'm doing now is on customer service and it's fascinating...
- M: Yeah?
- F: ...Yeah, and I've given our customer complaints process a really close look and listened to some recordings of customer calls – there are thousands made every year...
- M: Really?
- F: Yeah... generally staff are very sympathetic and good at defusing difficult situations, and calming agitated customers... but when I tried to drill down and find out exactly what the issues were in each case, I found the collected data was too general. The boxes they have to tick don't give the full picture...
- M: Ah, that's interesting and kind of confirms what I was worried about – we're missing out on gathering some useful stuff there.
- F: Exactly – it's the kind of data that we'd pay thousands for, for some outside marketing company to come and tell us.
- M: So we need to amend the forms, to let the staff paint a more detailed picture...?
- F: Why stop there? Why not give our complaints policy a comprehensive overhaul? It's probably due one.
- M: Well, you'd have to head it up.
- F: I'd be happy to.

(Wait 2 seconds before repeating.)

(Wait 2 seconds before going onto the next conversation.)

Conversation Six

(15 seconds)

You hear two junior managers talking about a reverse mentoring programme between senior executives and junior managers.

(2 seconds)

[M: US, 30s – F: US, 30s]

M: Something interesting came up in my departmental meeting.

F: What?

M: Reverse mentoring. Statistics show very few new graduates enter our sector, and those who **do** leave quite quickly. My department head thinks reverse mentoring could help the firm keep young talent. I'll reserve judgement on that...

F: ...so wait! By reverse mentoring you mean junior managers get to tell senior ones how to do stuff?! [surprise]

M: My impression is it's more mutually beneficial than that, but in essence yes, a younger manager pairs up with an executive to give them the younger person's view on strategic and cultural issues.

F: Wow, think of the influence we'd have!

M: Maybe that's a **bit** naïve. We'd definitely gain from their experience, and then most probably help them get to grips with various digital platforms... social media in particular. Our generation understands it, theirs doesn't.

F: But still, I wouldn't mind mentoring – although it'd be intimidating... I'd have to keep in mind that reversing the traditional roles makes senior managers vulnerable... revealing a lack of knowledge to a junior's a tough call. They'd need to trust you. Would **you** be comfortable mentoring an executive?

M: I don't have the right qualities, but you're confident enough.

F: I'd want some training beforehand... to give me a starting point... but (fade)

(Wait 2 seconds before repeating.)

(2 seconds)

That is the end of Part 3.

Listening part 4

(2 seconds)

You will hear the recordings twice. Choose the correct answers.

(30 seconds)

You hear a radio interview with a Business Communications Skills expert called John Bradshaw.

[F: UK, 30s – M: UK, 40s]

(2 seconds)

- F: Today in the studio we have John Bradshaw, a business communication skills expert. So first of all John... What'll help me perform better in business meetings?
- M: Well, I'm sure you're always well prepared... one thing that might help if you're less confident is to make notes as people speak – then you'll remember what **you** want to say when there's room for comments later. Of course, making your point as the discussion's actually going along is fine, although you don't want to do that too much – it could sound like you're interrupting people.
- F: Is being a good speaker all about confidence?
- M: Actually, listening's more important... it's how you have a proper conversation. And your body language, and making eye contact help show you're paying attention. But, people who are confident about speaking and presenting aren't always the best communicators when it comes to the written word. They're separate skills.
- F: Well, yes, let's move on to business writing, emails in particular...
- M: It's interesting, but people often don't realise that they should be as careful about using formal and correct language in business emails as they would be in a business letter. And sometimes an email just isn't enough, especially business emails on more sensitive issues. It's good to follow up with a call or face-to-face chat, so you know they've understood you.
- F: Any advice for practising these skills?
- M: Get everyone together – find a big space... set enjoyable tasks... make everyone laugh from the beginning. If they're feeling comfortable, they're more likely to be ok about making mistakes, and therefore learn more effectively.
- F: And communication skills aren't just for junior staff...
- M: Definitely not. Take the company Mainway. The owner told his senior managers about his plans to restructure, but then nothing happened for **five** months. In that period, staff began talking and getting worried about their jobs – some even left. Actually, only minor changes were ever intended, but not telling everyone that from the beginning was an expensive mistake.
- F: So managers need to...(fade)

(Wait 15 seconds before repeating.)

(Wait 40 seconds before going onto the next conversation.)

You hear a customer support manager called Elsa, talking to another manager called Connor, about her performance review. (2 seconds)

[F: UK, 30s – M: UK, 30s]

- F: I'm glad you suggested having coffee, Connor. It's been mad preparing for my performance review.
- M: I'm not a fan of those, Elsa!
- F: No? They're not all about what went wrong...
- M: ...but at the management level we're at, reviews feel artificial. They change the relationship between two managers who usually have more or less similar status into a kind of teacher-student relationship.
- F: But, my line-manager John is all about the positive and he knows so much...
- M: But our line-managers aren't necessarily smarter or more capable than us! I suppose a plus point is that you get space for some reflection and an overview of all that's happened...
- F: Exactly, reviews put things in context – where I've been... where I'm going. I realise reviews aren't perfect. I mean, there's the goal-setting element... One of my goals was to reduce the average waiting time for customers calling customer support... cut it in half to two minutes.
- M: Wow – that's ambitious!
- F: I know, but I thought: ok – It's a great way to improve company performance. I've got it down to just **over** two minutes but that was the result of hiring extra reps, giving more training... but, what's actually a **great** achievement, looks like a **mised** objective on paper!
- M: Oh no!
- F: But John'll see customer satisfaction's improved... and some 'step-up' training I've introduced is taking my representatives from level 1 to level 2, so they can take on more calls.
- M: Great.
- F: But I agreed to John's suggestion that, to measure the success of the 'step up' training, representatives should be able to handle a full volume of calls within four weeks of their training.
- M: How's that gone?
- F: Well, I **now** see that four-weeks was so arbitrary: why four weeks? Why not six? The newly-trained reps are doing great, but I shouldn't have tied **their** performance to such a strict deadline... all I did was put pressure on them... it makes me feel I'm not a good supervisor.
- M: Don't be hard on yourself – the goal wasn't your idea.
- F: Well...

M: I guess there's a lesson to learn here... not to take a goal at face value, but to question it. What are the implications? We line-manage people ourselves, so we need to remember that goal-setting's a real skill, and bad goals can impact on someone's daily work in ways we never planned.

(Wait 15 seconds before repeating.)

(Wait 40 seconds before going onto the next conversation.)

You hear a careers expert called Josh Krasnik giving a talk to some undergraduates.

[M: US, 30s F: US, early 20s]

(2 seconds)

F: Tonight we'll hear from Josh Krasnik, who specialises in careers advice for undergraduates. Welcome Josh.

M: Thank you Makayla.

F: So, this evening Josh you're talking about the skills new graduates need in the workplace...

M: Exactly. Now there's something really important to realise... you're probably aware that thirty-five percent of the US population has received at least four years college education, but while this might be the most educated population ever, college degree programs are failing to keep pace with changes out in the real world. To be brutally honest, you're being prepared for jobs that might not exist next year, and the skills gaps are widening!

F: Wow, that's **not** what we want to hear...

M: Well, the truth is that this is gonna become more problematic as more work tasks are automated. It's not all doom and gloom though ... yes, automation may result in you guys having to do higher-value work earlier in your careers, as machines take over mundane tasks, but this might actually suit you. As a group you tend to demand more autonomy and responsibility. And you're gonna need to get prepared for what lies ahead: increasing numbers of employers are gonna require exceptional soft skills – the ability to write, listen and communicate effectively will be paramount.

The good news is that as new graduates you'll be well-qualified to bridge your own skills gaps. The under-30s demographic are known to be more demanding and anxious. But, you're also curious, and far more focused on agency, self-direction, and self-development and have a healthy disregard for the old structures that used to govern career progress. You know your careers will meander through multiple roles and industries, and you're motivated to keep moving forward.

F: Are you suggesting that we're our own solution?

M: The way you'll solve the skills dilemma is through smart, iterative skills acquisition that's sensibly and loosely guided by your requirements. As new graduates you'll already have the foundation of a college degree, so building new skills doesn't have to take the path of heavy-duty, multi-year qualifications – they're too cumbersome. Instead, you can access the near-infinite resources online.

F: But don't employers have a part to play?

M: Many companies offer training as a way to attract the best talent. And progressive employers are providing new hires with excellent resources ... for example, technologies that quickly assess skills gaps, or help set and track learning goals. They're also encouraging

peer learning. You don't need a class to start learning something new, you just need to seek out expertise from your colleagues. These companies recognize the business case for reskilling over recruiting ... the expense of reskilling is far lower than letting workers go and hiring replacements. They get a stronger workforce, and it helps their bottom line.

(Wait 15 seconds before repeating.)

(2 seconds)

That is the end of the Listening section.