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**SELF-STUDY GUIDE**

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**GlobalELT**  
ENGLISH LANGUAGE TEACHING BOOKS

# LanguageCert - Level C2

## AUDIOSCRIPTS

### TEST 1

#### Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds.) If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

Wow, what a day! But I suppose all is well that ends well, as they say!  
Wow, what a day! But I suppose all is well that ends well, as they say!  
(10 seconds)

Number two. Number two. (6 seconds)

Jessica's such a hard worker; I'm sure she'll pull through.  
Jessica's such a hard worker; I'm sure she'll pull through.  
(10 seconds)

Number three. Number three. (6 seconds)

There is no excuse for dishonesty!  
There is no excuse for dishonesty!  
(10 seconds)

Number four. Number four. (6 seconds)

Did you say it was a black leather handbag that you lost?  
Did you say it was a black leather handbag that you lost?  
(10 seconds)

Number five. Number five. (6 seconds)

Thanks so much for hosting us, we've had a lovely weekend!  
Thanks so much for hosting us, we've had a lovely weekend!  
(10 seconds)

Number six. Number six. (6 seconds)

Bob is being so unreasonable; it's just not like him!  
Bob is being so unreasonable; it's just not like him!  
(10 seconds)

That is the end of Part One.

#### Part two, part two.

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation 1. (10 seconds)

##### Conversation 1

**M:** What are you going to do your dissertation on? Have you decided yet?

**F:** Yeah, I've known for months really. I'm going to write about the role of the Jester or Fool in Shakespeare's plays. Really, those are the characters that interest me, so it was an easy choice.

**M:** Lucky you. I'm a bit stuck. Can't make up my mind.

**F:** Uh oh. We've only got a week left before we put in the proposal for our teacher to approve! I've already half finished my proposal, and I'm feeling a bit panicky. You'd better hurry and decide!

**M:** Well, how do you think I feel!

**F:** I would be a wreck! But what's the problem? Why can't you decide on something?

**M:** Well, I wanted to write on *The Woodlanders* by Thomas Hardy,

because, well, it's just a brilliant, really unique, book. I took lots of detailed notes, but I just can't come up with a subject that I can write enough about. I've thought of doing something else, but I really would prefer to write on something I'm interested in, something that means something to me, you know?

**F:** So, why is *The Woodlanders* such a special book?

**M:** Mostly the fact that Hardy is writing about the ordinary, working class people. His writing is more or less the only example of this we have - everyone else from his time is writing about the upper classes...

**F:** Well, there's your topic, I think!

**M:** What?

**F:** Why don't you write about that - about what you just told me?

**M:** But how? I mean, we have to have thesis statements, and topic sentences, and quote examples and all that. I mean, I can't just write down 20 pages of my opinions.

**F:** What about doing a comparison between one of Hardy's characters, and another character from a different writer that is in a similar life situation?

**M:** Oh, you mean compare what happened to them in relation to their social class!

**F:** Yes!

**M:** Okay, thanks, I'm off to go see if this will work!

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

##### Conversation 2

**F:** I'm afraid the copy machine is on its last legs. There's no way around it; we're going to have to replace it.

**M:** Uh oh. I don't think Mr. Roberts is going to be too happy with that. He'll likely just have them fix it again.

**F:** ... and again, and again, and again ...

**M:** You know that's how things work around here.

**F:** Yes, indeed, but the fellow who was here to repair it said we shouldn't bother. He said the copier was just going to eat money from now on. It would be cheaper to replace it. I asked him to tell Mr. Roberts himself, because he won't believe me if I tell him. I hope it will work. And, remember last Friday we couldn't do anything because we needed that copier? Well, we basically lost the afternoon, didn't we? And I know Mr. Roberts made a note of that! You know how it kills him to pay us for not working at one hundred percent efficiency! Anyway, I think we might just have a chance this time of getting it replaced.

**M:** Hmm. Maybe you're right. Do you think he'll ask for input on what to get, in that case? Or, will a new one just appear one morning?

**F:** Well, I'm sure he won't be asking me about it. I have no idea! Do you have opinions about what copier we should end up with?

**M:** Well, yes. To some extent. For example it should have good options with double page copying. I don't want to put each document through twice.

**F:** Yes, that would be nice. You know, you should have a word with George then. If anyone gets consulted about the purchase it will be him. I'd make sure he knows what you think is important, and then I'm sure he will do his best to make Mr. Roberts see.

**M:** Good idea. I think I'll just stroll around the office and see if anyone else has copier needs and opinions, then go and have a word with George, just in case.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

**Conversation 3**

**M:** I've got an idea; why don't we go to the opera tonight instead of renting a DVD?

**F:** Bill, I'm exhausted. You know, any other night I'd say it was a fantastic idea, but I'm just not up to it tonight.

**M:** But, surely it would be relaxing! Get out, see a show, maybe have a walk in the city centre afterwards. I'm not asking you to perform an opera after all! Just go and watch!

**F:** Ha ha, well, still! First of all I'd have to take a shower and get dressed up.

**M:** You wouldn't need to shower, just put on a skirt and some heels.

**F:** Bill, I've just been to the gym. I would definitely need to shower! Then, besides, opera's not mindless entertainment. I'd have to listen rather closely to follow what's going on. And it's intense too, not generally comedy you know! I doubt, somehow, that the audience ends up relaxed. Stimulated maybe, entertained, surely, but relaxed? I doubt it.

**M:** True, that. But I know you, if you're tired enough you'll sleep through action films, horror movies, anything!

**F:** Well, I'd hate to go and doze off half way through! That's even worse! What an experience to miss! I'd feel so foolish! The opera's not cheap, either. If I sleep through a DVD, well, I've only wasted 2 pounds. If I sleep through the opera, that would be 50 pounds, right?

**M:** But remember, Maria said she could get us in half price since she is working on stage designs at the opera house. I think we need to take advantage of this and do something we might not normally do.

**F:** But I agree! I would love to go, just not tonight! Let's go one night next week. I'll be past my deadline at work, and I'll have a chance of enjoying the experience.

**M:** Alright then, shall we go and pick up a DVD? Are you ready?

**F:** Surely you can go and choose one without me, can't you? Please? I just don't feel like leaving the sofa.

**M:** Alright, but no complaining about what I choose!

**F:** I wouldn't do that, don't worry. I'm just going to sleep through it, remember!

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

That is the end of Part Two.

**Part three, part three.**

Listen to the person talking and complete the information on the notepad. Write **short** answers of one to five words. You will hear the person twice. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example. *(1 minute)*

*[beep]*

Charles Rennie Mackintosh was born one of eleven children in the Townhead area of Glasgow, close to Glasgow Cathedral. From these beginnings, he has become one of the most celebrated architects of his generation.

Mackintosh's career began when he was apprenticed to a local architect, John Hutchison, but in 1889 he transferred to the larger, more established city practice of Honeyman and Keppie. To complement his architectural apprenticeship, Mackintosh enrolled for evening classes at the Glasgow School of Art where he pursued various drawing programmes. Here, under the watchful eye of the headmaster Francis Newbery, his talents flourished and in the School's library he was able to consult the latest architecture and design journals. He won numerous student prizes and competitions including the prestigious *Alexander Thomson Travelling Studentship* in 1890 that allowed him to undertake an architectural tour of Italy.

He met Margaret Macdonald, his future wife, at Glasgow School of Art and much of what can be seen in the buildings and collections involves their artistic collaboration.

In 1896 Mackintosh gained his most substantial commission, to design a new building for the Glasgow School of Art. This was to be his masterwork. Most dramatic of all the interiors was the new Library which was a complex space of timber posts and beams. Its construction owed much to traditional Japanese domestic interiors but ultimately the building was an eclectic mix of styles and influences.

In Europe, the originality of Mackintosh's style was quickly appreciated and in Germany, and particularly in Austria, he received the acclaim and recognition for his designs that he was never truly to gain at home. He contributed to the 8<sup>th</sup> Vienna Secession and participated in international exhibitions in Turin, Moscow and elsewhere.

Throughout his career, Mackintosh relied on just a handful of patrons and supporters. The Glasgow businesswoman Catherine Cranston proved to be one of his most influential and her series of tearoom interiors provided him with a virtual freedom to experiment. Responsible for their 'total design', Mackintosh provided the tearooms with furniture, including his signature dramatic high-back chairs, light fittings, wall decorations and even the cutlery.

For many people, Charles Rennie Mackintosh is most closely associated with the design and manufacture of furniture. His earliest designs show a strong affinity to the arts and crafts movement whilst his final designs are a clear precursor to the art deco movement. He was also a skilled artist. His earliest paintings and sketches were often the inspiration for his work as a three dimensional designer. At the end of his career, Mackintosh returned to painting with a series of competent watercolours based on the landscape around France.

*(Wait 10 seconds before repeating.)*

*(10 seconds)*

You will now have two minutes to read through and check your answers.

*(2 minutes)*

That is the end of Part Three.

**Part four, part four.**

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. *(20 seconds)* You will hear the conversation twice. You have two minutes to read through the questions. *(2 minutes)*

*[beep]*

**J:** Hello, and welcome to our weekly programme, *Health Legislation*, where we explore health research in the context of society. I'm Jane Green, and today we have two speakers here to discuss a very sensitive issue for many people - public smoking. Is it everyone's right, or is it criminal? We have Ben here, from the organisation called *Choices*, which aims to keep people informed and thinking about their individual rights, and Mary Ann who is part of a public health think tank. Thanks to both of you for coming today!

**M:** It's a pleasure.

**B:** Thank you.

**J:** Today our topic is the smoking ban. A rather contentious issue, as we all know.

**B:** It certainly is contentious. I've seen more people angry about discussions of this topic than any of the other issues our organisation deals with. For some, a ban on smoking indoors may sound good. And certainly something must be done to stem what is essentially an epidemic that is damaging our citizens. Despite this, the anti-smoking legislation that has been passed recently marks a dark moment for the relationship between the state and the individual.

**J:** Why is that, Ben?

**B:** This ban on smoking indoors infringes on a number of basic rights that should not be ignored when dealing with smokers. The first of which is minority rights. A minority is not necessarily a group of