IQM3001

LEVEL 3 · CONTROLLED STAFF DOCUMENT

English for Academic Purposes

Listening Examination Paper 1

STAFF ONLY · Audio production transcript

Duration
50 minutes including 10 minutes for transfer

Total marks
50

Assessment window
Sample assessment

Assessment set Set S of 2026

Audience
Audio producer and assessment staff

Release timing
exam release

Audio identity

Approved associated recording: IQM3001_A1_LIS_2026-A_AUDIO_v2.1.mp3. Approval was confirmed by Laura Scullion Hall on 4 October 2026.

The version 1 audio is superseded by these transcript changes and must not be used with this paper.

Assessment duration: 50 minutes, including the final 10 minutes for transfer. The associated recording has a technical runtime of 50 minutes 0.048 seconds. The timings below describe the production sequence.

Production and review

The existing version 2.1 recording is approved for use with the approved transcript, question paper and answer key, following the approval confirmed by Laura Scullion Hall on 4 October 2026. The approved issue filename is IQM3001_A1_LIS_2026-A_AUDIO_v2.1.mp3. The required play counts and final 10-minute transfer period are retained.

00:00 to 00:38 Daniel opening

IQM3001. English for Academic Purposes. Sample listening assessment. Set S of 2026. This recording includes all reading time, pauses and ten minutes for transferring answers. Answer every question. Each question is worth one mark. Write final answers on the separate answer grid. Sections one and two are played once. The mini lecture in section three is played twice. You may write notes on the supplied paper. Do not use a dictionary. The people and projects in this recording are fictional examples created for this assessment.

00:38 to 00:53: reading, response or review time (opening-response-time).

00:53 to 01:12 Daniel pairs-instructions

Section one, part one. Questions one to ten. Choose the word you hear. Each question has two choices. First, an example. The sentence is: Please close the door. The answer is door, not floor. You now have one minute to read questions one to ten.

01:12 to 02:12: reading, response or review time (pairs-instructions-response-time).

02:12 to 02:16 Daniel pair-1

1. The sheet was beside the window.

02:16 to 02:28: reading, response or review time (pair-1-response-time).

02:28 to 02:31 Daniel pair-2

2. They could see the ship from the road.

02:31 to 02:43: reading, response or review time (pair-2-response-time).

02:43 to 02:47 Daniel pair-3

3. We discussed the walk after lunch.

02:47 to 02:59: reading, response or review time (pair-3-response-time).

02:59 to 03:02 Daniel pair-4

4. She placed the pen on the table.

03:02 to 03:14: reading, response or review time (pair-4-response-time).

03:14 to 03:17 Daniel pair-5

5. The tutor mentioned the chart yesterday.

03:17 to 03:29: reading, response or review time (pair-5-response-time).

03:29 to 03:32 Daniel pair-6

6. The water looked clear.

03:32 to 03:44: reading, response or review time (pair-6-response-time).

03:44 to 03:48 Daniel pair-7

7. I could hear the fan.

03:48 to 04:00: reading, response or review time (pair-7-response-time).

04:00 to 04:03 Daniel pair-8

8. They stopped beside the hall.

04:03 to 04:15: reading, response or review time (pair-8-response-time).

04:15 to 04:17 Daniel pair-9

9. The file was on the desk.

04:17 to 04:29: reading, response or review time (pair-9-response-time).

04:29 to 04:33 Daniel pair-10

10. The stage was described in detail.

04:33 to 04:45: reading, response or review time (pair-10-response-time).

04:45 to 06:40: reading, response or review time (pair-10-review-time).

06:40 to 06:55 Daniel prediction-instructions

Part two. Questions eleven to fifteen. You will hear five unfinished sentences. Write one word that completes each sentence logically. The final word is not spoken. You may use an answer that expresses the same appropriate meaning.

06:55 to 07:15: reading, response or review time (prediction-instructions-response-time).

07:15 to 07:21 Daniel prediction-11

11. Before the library book becomes overdue, you should return it or ask to

07:21 to 07:39: reading, response or review time (prediction-11-response-time).

07:39 to 07:44 Daniel prediction-12

12. To compare the two arguments fairly, consider both their similarities and their

07:44 to 08:02: reading, response or review time (prediction-12-response-time).

08:02 to 08:08 Daniel prediction-13

13. The seminar starts at ten, so arriving at ten thirty would make you

08:08 to 08:26: reading, response or review time (prediction-13-response-time).

08:26 to 08:31 Daniel prediction-14

14. The quotation is not my own wording, so I must identify its

08:31 to 08:49: reading, response or review time (prediction-14-response-time).

08:49 to 08:55 Daniel prediction-15

15. The diagram is difficult to read because the printed labels are too

08:55 to 09:13: reading, response or review time (prediction-15-response-time).

09:13 to 09:40: reading, response or review time (prediction-15-review-time).

09:40 to 09:53 Daniel gap-instructions

Part three. Questions sixteen to twenty. Complete the five gaps using words from the box. Use each word no more than once. There are three extra words. You now have one minute to read the task.

09:53 to 10:53: reading, response or review time (gap-instructions-response-time).

10:53 to 12:14 Daniel equipment-exchange

The student equipment exchange will open in October. It is an original project run by students, but a member of staff will supervise the storage room. Students may donate useful equipment that they no longer need. The organisers will inspect each item before adding it to the exchange. They will not accept an item simply because it looks new. Safety and working condition matter more than appearance. To borrow an item, students must complete a short form. The organisers will ask for a university email address, rather than a home address. This reduces the personal information they collect. Borrowers will receive a receipt showing when the item should be returned. If an item stops working, the borrower should report the problem immediately. They should not attempt a repair. During the first month the team will keep a record of requests that cannot be met. They will use that information to decide which items to seek next. The aim is to reduce unnecessary purchases while making essential equipment easier to obtain. The team cannot promise that every request will be fulfilled. Some items may be unavailable, and specialist equipment may be outside the scope of the scheme. Clear information about these limits will be displayed beside the borrowing form.

12:14 to 12:54: reading, response or review time (equipment-exchange-response-time).

12:54 to 13:20: reading, response or review time (equipment-exchange-review-time).

13:20 to 13:36 Daniel table-instructions

Section two, part one. Questions twenty-one to twenty-five. You will hear the first part of a talk about a campus travel study. Complete the table. Write no more than TWO words and/or a number for each answer. You have one minute to read the table.

13:36 to 14:36: reading, response or review time (table-instructions-response-time).

14:36 to 16:39 Daniel travel-study-part-one

Good morning. I am going to explain our fictional campus travel study, then discuss how we will interpret the results. We want to understand the practical choices students make on their journeys to campus. We are not trying to prove that one kind of transport is always best. The study will begin on the third of November. A practice session will take place the previous week, but that session is for training and will not be included in the results. During the main study, each participant will complete a travel diary for seven days. We chose a full week so that the diary can include days without classes as well as teaching days. Please record a day even if you stay at home. We need that information to understand the pattern of journeys. Each diary entry should state the travel method and the journey

time. We will measure journey time in minutes, from leaving home to arriving at the campus entrance. Do not record only the time on a bus or train. Waiting and walking are part of the journey too. If you make several journeys on one day, record them separately. The coordinator will answer questions in Room sixteen. That is the room beside the main staircase, not the computer room at the end of the corridor. You may also contact the coordinator by university email. Completed diaries should be returned by the fourteenth of November. Returning them earlier is fine if all seven days have been completed. Please do not extend the study beyond seven days in an attempt to make your diary more useful. Consistency matters here. We will remove names before the research team examines the diary entries. The team will use a participant code to link entries from the same person. Participation is voluntary, and deciding not to take part will not affect access to campus services. These arrangements are designed to make the instructions clear and to avoid collecting personal details that the research question does not require.

16:39 to 17:24: reading, response or review time (travel-study-part-one-response-time).

17:24 to 17:50: reading, response or review time (travel-study-part-one-review-time).

17:50 to 18:00 Daniel mc-instructions

Questions twenty-six to thirty. You will hear the second part of the same talk. Choose A, B or C for each question. You have one minute to read the questions.

18:00 to 19:00: reading, response or review time (mc-instructions-response-time).

19:00 to 21:23 Daniel travel-study-part-two

Now I will explain the limits of the study. We are recruiting volunteers through a student notice. This is convenient, but it creates a problem. People who are especially interested in travel may be more likely to volunteer than other students. Their experiences could differ from those of students who do not see the notice or choose not to respond. We must therefore be careful about describing the results as a picture of the whole student population. A large number of responses would not automatically remove this problem. We also need to think about weather. A rainy week could change the transport people choose or make journeys slower. We will record the weather during the study so that we can consider it when interpreting the diaries. We are not recording weather because we expect it to explain every delay. It is one possible influence among several. When we calculate journey times, we will begin by looking at the distribution, rather than reporting an average immediately. Imagine that most journeys take twenty minutes but one takes two hours because a train is cancelled. That unusually long journey can pull the mean upwards. The median may provide a more useful description of a typical journey in that situation, although the cancelled train is still important evidence. We should not delete it simply because it is inconvenient. Next, the diary has an optional comment box. Numbers tell us how long a journey took, but they may not explain why. A comment might mention a missed connection, difficulty finding a bicycle space, or a timetable that does not fit a class. Such comments can help us interpret patterns and suggest questions for a later study. They are not a substitute for the measured times. Finally, the study can inform a campus travel discussion, but it cannot establish that a proposed policy will work. We have not randomly assigned people to different travel arrangements, and we are observing only one week. A sensible next step would be to share the findings with students, examine possible changes and test a small pilot before making a major commitment. We should present conclusions that fit the evidence, including its limitations. Useful research does not need to answer every question at once.

21:23 to 22:08: reading, response or review time (travel-study-part-two-response-time).

22:08 to 22:10: reading, response or review time (travel-study-part-two-review-time).

22:10 to 22:35 Daniel conversation-instructions

Section two, part two. Questions thirty-one to forty. You will hear two students discussing field visits. For questions thirty-one to thirty-five, put the five topics in the order they are first discussed. Choose five letters from A to G. Two topics are not discussed. Then answer True or False for questions thirty-six to forty. You have two minutes to read both tasks.

22:35 to 24:35: reading, response or review time (conversation-instructions-response-time).

24:35 to 24:59 Daniel conversation-1

We need to prepare a proposal for making our department’s field visits easier to access. Let us begin with travel costs. The department currently asks students to pay for transport before claiming the money back. Even when the claim is approved, that delay can be difficult for someone who cannot afford the initial payment. I think we should examine a direct booking system.

24:59 to 25:00: reading, response or review time (conversation-1-response-time).

25:00 to 25:18 Samantha conversation-2

I agree. The total price matters, but so does when a student has to pay it. A direct booking system could remove the need to find money in advance. We would still need a way to change a booking if a student’s circumstances change. Otherwise a more affordable system could become less flexible.

25:18 to 25:19: reading, response or review time (conversation-2-response-time).

25:19 to 25:34 Daniel conversation-3

The second issue is caring responsibilities. A student who cares for a relative may need more notice before a visit. Publishing dates early could help, but it would not remove every difficulty. Some responsibilities are unpredictable.

25:34 to 25:35: reading, response or review time (conversation-3-response-time).

25:35 to 25:56 Samantha conversation-4

Yes. We should avoid assuming that early notice solves everything. A clear contact route would allow students to discuss a difficulty privately. They should not have to explain personal circumstances in front of the whole class. The proposal could offer more than one way to achieve the relevant learning outcome, where the assessment rules allow that.

25:56 to 25:57: reading, response or review time (conversation-4-response-time).

25:57 to 26:15 Daniel conversation-5

Let us turn to equipment. Students sometimes buy items they will use only once or twice. An equipment loan scheme could help. The department would need to check that items are safe and explain how to return them. It should not simply collect unwanted equipment and hand it out without checking it.

26:15 to 26:16: reading, response or review time (conversation-5-response-time).

26:16 to 26:34 Samantha conversation-6

A loan scheme sounds practical, but we should record requests that cannot be met. Otherwise we might think the scheme was successful because all the available items were borrowed, while overlooking students who could not find what they needed. We should also check whether the collection times fit students’ timetables.

26:34 to 26:35: reading, response or review time (conversation-6-response-time).

26:35 to 26:53 Daniel conversation-7

The fourth area is preparation information. At present, different tutors send different messages. I suggest a shared checklist that explains the purpose of the visit, the timetable, what to bring and who to contact. It should be available in an accessible digital format.

26:53 to 26:54: reading, response or review time (conversation-7-response-time).

26:54 to 27:13 Samantha conversation-8

That would make essential information easier to find. Still, a checklist should support a conversation rather than replace one. Students need a chance to ask questions. We could offer a short question session and keep a written record of the practical answers so that students who cannot attend have access to them too.

27:13 to 27:14: reading, response or review time (conversation-8-response-time).

27:14 to 27:30 Daniel conversation-9

Finally, how should we evaluate the pilot? Counting the number of students who attend is useful, but it will not tell us whether they could participate fully. We should also ask about the experience of the visit and whether the practical arrangements supported learning.

27:30 to 27:31: reading, response or review time (conversation-9-response-time).

27:31 to 27:47 Samantha conversation-10

And we need to hear from students who decide not to attend. If we ask only those who join the visit, we miss some of the barriers. An anonymous feedback route may help people explain a problem, although we should not promise that every suggestion can be adopted.

27:47 to 27:48: reading, response or review time (conversation-10-response-time).

27:48 to 28:02 Daniel conversation-11

So our proposal will cover these five areas in the order we discussed them. We have not agreed a complete budget today. We should ask the department to estimate the cost of the direct booking and loan arrangements before the pilot begins.

28:02 to 28:03: reading, response or review time (conversation-11-response-time).

28:03 to 28:15 Samantha conversation-12

Agreed. We can recommend a small pilot and a review, rather than claiming our ideas have already solved the problem. The department should explain what it changes after the review and why.

28:15 to 29:05: reading, response or review time (conversation-12-response-time).

29:05 to 30:20: reading, response or review time (conversation-12-review-time).

30:20 to 30:44 Daniel lecture-instructions

Section three. Questions forty-one to fifty. You will hear a mini lecture twice. On the first playing, listen and make notes. On the second playing, complete your answers. Questions forty-one to forty-five are True or False. For questions forty-six to fifty, write no more than TWO words from the recording. You have one minute to read the questions.

30:44 to 31:44: reading, response or review time (lecture-instructions-response-time).

31:44 to 35:04 Daniel lecture-first

Today I want to discuss how a university might evaluate a new quiet study room. This is a fictional case designed to illustrate research choices. Imagine that a university opens a room with individual desks, reliable power sockets and a rule against conversation. The room is popular during the first week. Can we conclude that it improves learning? Not yet. Popularity is useful information, but it is not the same as evidence of learning. A busy room may be convenient, comfortable or close to a café. None of those explanations should be dismissed, but they answer different questions. The first step is to define what we want to understand. We might ask whether students can begin work more easily, whether interruptions decrease, or whether the room is accessible to the people who need it. A clear question helps us choose appropriate evidence. We could begin with occupancy counts. These tell us how many desks are in use at different times. Counts can reveal a pattern, such as heavy use before an examination period. They cannot tell us why an individual student chose the room or whether the student completed useful work. We should therefore combine counts with other evidence. Short voluntary comments could help explain how the room is used. For example, students might say that predictable silence makes it easier to start a difficult reading task. Others might find complete silence uncomfortable or need a space where they can discuss ideas. Different preferences do not mean one group is studying properly and another is not. We need to consider whether the campus offers suitable choices. Observation is another possible method, but it requires care. Researchers should explain what they are observing and avoid recording identifiable details that the question does not require. In this case, the study does not need names or photographs of students. It needs information about patterns of use. We must also decide when to collect information. If we examine only one busy week, we may mistake an unusual period for a normal pattern. A comparison across several weeks could help, although changes in workload or teaching schedules would still need to be considered. More data do not remove the need for careful interpretation. After the initial review, the university could test a small change. Suppose comments suggest that students lose time looking for available desks. A simple sign showing whether desks are available might help. The team could test the sign, collect the same kinds of evidence again and ask whether the change addressed the original problem. It should not add a sign merely because signs are easy to produce. The intervention should follow the evidence. Finally, evaluation should lead to a clear explanation of decisions. The university might keep the room, change a booking rule or provide a different kind of space nearby. It should explain which evidence informed the decision and what remains uncertain. Evaluation is useful when it connects a question, a method and a practical decision. It is less useful when it collects numbers without a reason for using them.

35:04 to 35:09: reading, response or review time (lecture-first-response-time).

35:09 to 35:11 Daniel lecture-repeat

You will now hear the lecture again.

35:11 to 35:13: reading, response or review time (lecture-repeat-response-time).

35:13 to 38:33 Daniel lecture-second

Today I want to discuss how a university might evaluate a new quiet study room. This is a fictional case designed to illustrate research choices. Imagine that a university opens a room with individual desks, reliable power sockets and a rule against conversation. The room is popular during the first week. Can we conclude that it improves learning? Not yet. Popularity is useful information, but it is not the same as evidence of learning. A busy room may be convenient, comfortable or close to a café. None of those explanations should be dismissed, but they answer different questions. The first step is to define what we want to understand. We might ask whether students can begin work more easily, whether interruptions decrease, or whether the room is accessible to the people who need it. A clear question helps us choose appropriate evidence. We could begin with occupancy counts.

These tell us how many desks are in use at different times. Counts can reveal a pattern, such as heavy use before an examination period. They cannot tell us why an individual student chose the room or whether the student completed useful work. We should therefore combine counts with other evidence. Short voluntary comments could help explain how the room is used. For example, students might say that predictable silence makes it easier to start a difficult reading task. Others might find complete silence uncomfortable or need a space where they can discuss ideas. Different preferences do not mean one group is studying properly and another is not. We need to consider whether the campus offers suitable choices. Observation is another possible method, but it requires care. Researchers should explain what they are observing and avoid recording identifiable details that the question does not require. In this case, the study does not need names or photographs of students. It needs information about patterns of use. We must also decide when to collect information. If we examine only one busy week, we may mistake an unusual period for a normal pattern. A comparison across several weeks could help, although changes in workload or teaching schedules would still need to be considered. More data do not remove the need for careful interpretation. After the initial review, the university could test a small change. Suppose comments suggest that students lose time looking for available desks. A simple sign showing whether desks are available might help. The team could test the sign, collect the same kinds of evidence again and ask whether the change addressed the original problem. It should not add a sign merely because signs are easy to produce. The intervention should follow the evidence. Finally, evaluation should lead to a clear explanation of decisions. The university might keep the room, change a booking rule or provide a different kind of space nearby. It should explain which evidence informed the decision and what remains uncertain. Evaluation is useful when it connects a question, a method and a practical decision. It is less useful when it collects numbers without a reason for using them.

38:33 to 39:33: reading, response or review time (lecture-second-response-time).

39:33 to 39:44 Daniel transfer-intro

That is the end of the listening material. Check your answers in your question paper while you wait for the instruction to transfer. You must put every final answer on the separate answer grid.

39:44 to 40:00: reading, response or review time (pre-transfer-review).

40:00 to 40:08 Daniel transfer-start

You now have ten minutes to transfer your answers to the separate answer grid. Check that you have recorded one answer for every question.

40:08 to 45:00: reading, response or review time (transfer-first-half).

45:00 to 45:05 Daniel five-minute-warning

You have five minutes remaining. Continue transferring and checking your answers.

45:05 to 49:55: reading, response or review time (transfer-second-half).

49:55 to 50:00 Daniel end

The listening assessment has ended. Stop writing and wait for the invigilator.