

# TEST 04 - LISTENING

NAME:.....

# Test 4

## LISTENING

### SECTION 1 Questions 1–10

Questions 1–6

Complete the table below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

| Community Centre Evening Classes |  |                                 |                                    |                             |
|----------------------------------|--|---------------------------------|------------------------------------|-----------------------------|
| Class                            | Where  | When                            | What to bring                      | Cost                        |
| Painting with watercolours       | <i>Example</i><br>in the ..... hall .....              | at 1 .....<br>pm on<br>Tuesdays | water jar and<br>set of<br>2 ..... | £45 – four<br>classes       |
| Maori language                   | the small room<br>at the<br>3 ..... of<br>the building | starts in<br>4 .....            | small recorder                     | £40 – five<br>classes       |
| Digital photography              | room 9   | 6 pm<br>Wednesday<br>evenings   | the 5 .....<br>for the camera      | 6 £..... –<br>eight classes |

Questions 7–10

Complete the sentences below.

Write **ONE WORD ONLY** for each answer.

- 7 The watercolours class suits people who are .....
- 8 To find out about the Maori language class, contact Jason .....
- 9 For the photography class, check the ..... for the camera.
- 10 There is a trip to a local ..... in the final week of the photography class.

**SECTION 2 Questions 11–20**

Questions 11 and 12

Choose **TWO** letters, **A–E**.Which **TWO** tasks will the volunteers in Group A be responsible for?

- A** widening pathways
- B** planting trees
- C** picking up rubbish
- D** putting up signs
- E** building fences

Questions 13 and 14

Choose **TWO** letters, **A–E**.Which **TWO** items should volunteers in Group A bring with them?

- A** food and water
- B** boots
- C** gloves
- D** raincoats
- E** their own tools

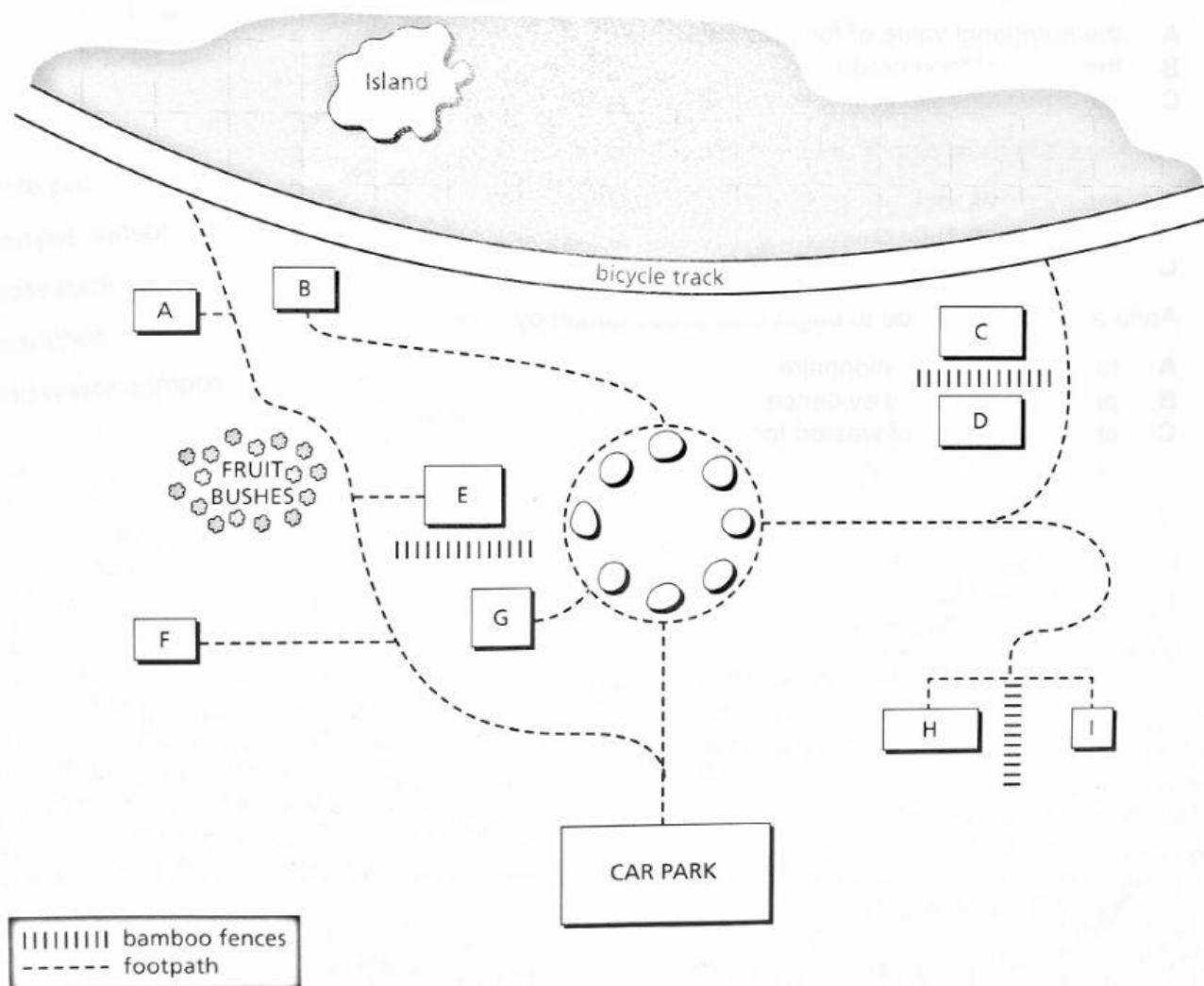
## Questions 15–20

Label the plan below.

Write the correct letter, A–I, next to Questions 15–20.

- 15 Vegetable beds .....
- 16 Bee hives .....
- 17 Seating .....
- 18 Adventure playground .....
- 19 Sand area .....
- 20 Pond .....

## Hadley Park Community Gardens Project



### SECTION 3      Questions 21–30

#### Questions 21–25

Choose the correct letter, **A**, **B** or **C**.

### Food Waste

- 21 What point does Robert make about the 2013 study in Britain?
- A** It focused more on packaging than wasted food.
  - B** It proved that households produced more waste than restaurants.
  - C** It included liquid waste as well as solid waste.
- 22 The speakers agree that food waste reports should emphasise the connection between carbon dioxide emissions and
- A** food production.
  - B** transport of food to landfill sites.
  - C** distribution of food products.
- 23 Television programmes now tend to focus on
- A** the nutritional value of food products.
  - B** the origin of food products.
  - C** the chemicals found in food products.
- 24 For Anna, the most significant point about food waste is
- A** the moral aspect.
  - B** the environmental impact.
  - C** the economic effect.
- 25 Anna and Robert decide to begin their presentation by
- A** handing out a questionnaire.
  - B** providing statistical evidence.
  - C** showing images of wasted food.

## Questions 26–30

What advantage do the speakers identify for each of the following projects?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 26–30.

**Advantages**

- A** It should save time.
- B** It will create new jobs.
- C** It will benefit local communities.
- D** It will make money.
- E** It will encourage personal responsibility.
- F** It will be easy to advertise.
- G** It will involve very little cost.

**Projects**

- 26** edible patch .....
- 27** ripeness sensor .....
- 28** waste tracking technology .....
- 29** smartphone application .....
- 30** food waste composting .....



## SECTION 4 Questions 31–40

Complete the notes below.

Write **ONE WORD** for each answer.

### Kite-making by the Maori people of New Zealand

#### Making and appearance of the kites

- The priests who made the kites had rules for size and scale
- 31 ..... was not allowed during a kite's preparation

#### Kites:

- often represented a bird, a god, or a 32 .....
- had frames that were decorated with grasses and 33 .....
- had a line of noisy 34 ..... attached to them.
- could be triangular, rectangular or 35 ..... shaped.
- had patterns made from clay mixed with 36 ..... oil.
- sometimes had human-head masks with 37 ..... and a tattoo.

#### Purpose and function of kites:

- a way of sending 38 ..... to the gods
- a way of telling other villages that a 39 ..... was necessary
- a means of 40 ..... if enemies were coming.