

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> in the hall	at 1 pm on Tuesdays	water jar and set of 2	£45 – four classes
Maori language	the small room at the 3 of the building	starts in 4	small recorder	£40 – five classes
Digital photography	room 9	6 pm Wednesday evenings	the 5 for the camera	6 £..... – 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

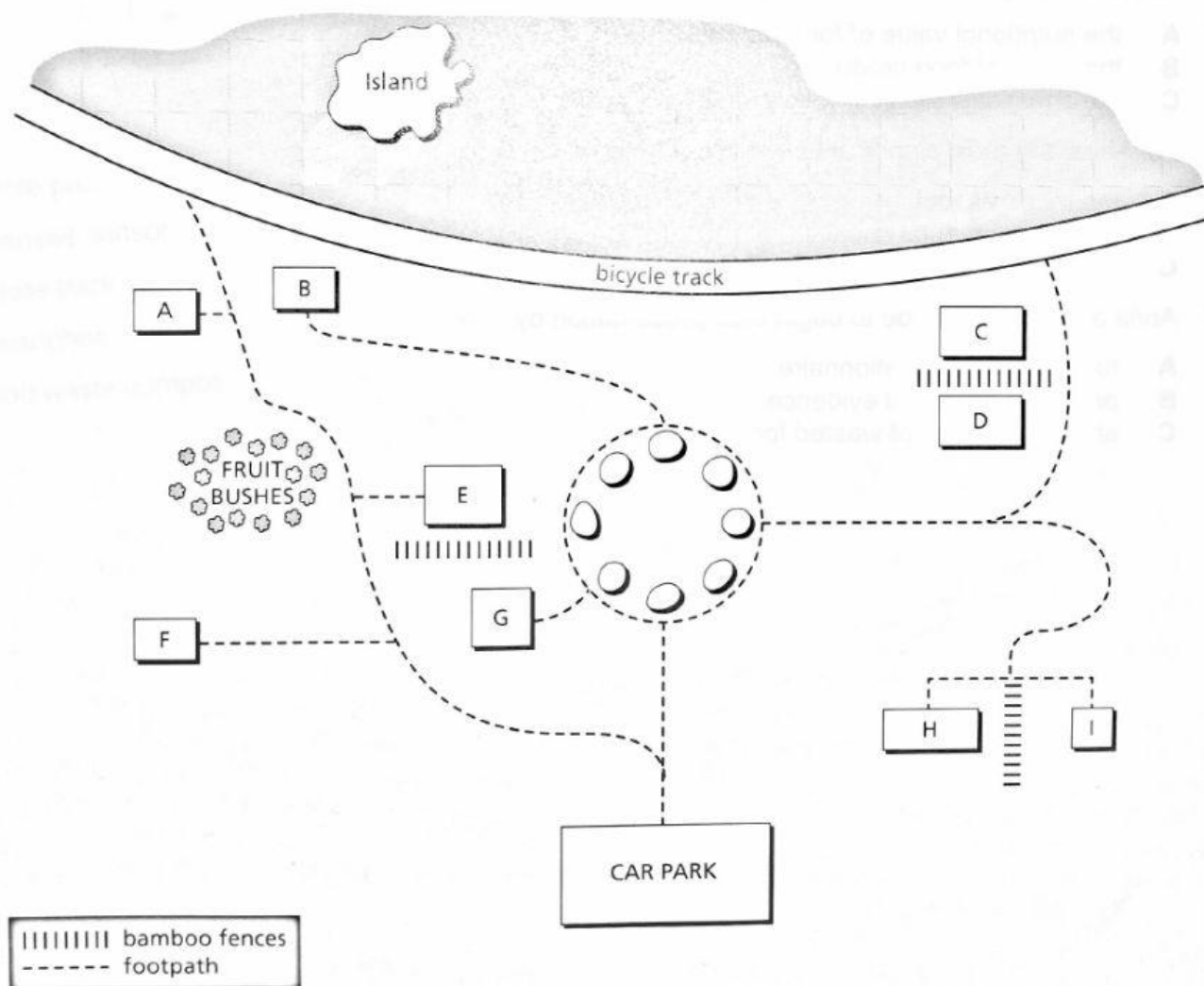
Questions 15–20

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.