Candidate Name

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

Listening

Time Approximately 30 minutes (plus 10 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in this question paper.

INFORMATION FOR CANDIDATES

There are **four** parts to the test.

You will hear each part **once** only.

There are **40** questions.

Each question carries one mark.

For each part of the test, there will be time for you to look through the questions and time for you to check your answers.

BRITISH COUNCIL
IELTS AUSTRALIA
UNIVERSITY of CAMBRIDGE ESOL Examinations

LIVEWORKSHEETS

LISTENING

SECTION 1 *Questions 1–10*

Complete the notes below.

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

Hilary Lodge Retirement Home

Example

The name of the ....manager.... is Cathy

Activities programme involving volunteers

Monday evenings: computer training

- Training needed in how to produce **1** .....

Tuesday afternoons: singing

- The home has a **2** ..... and someone to play it

Thursday mornings: growing **3** .....

- The home doesn't have many **4** ..... for gardening

Once a month: meeting for volunteers and staff

Interview

- Go in on **5** ....., any time
- Interview with assistant called **6** .....
- Address of home: 73 **7** ..... Road

'Open house' days

- Agreed to help on **8** .....
- Will show visitors where to **9** .....
- Possibility of talking to a **10** ..... reporter

LIVEWORKSHEETS

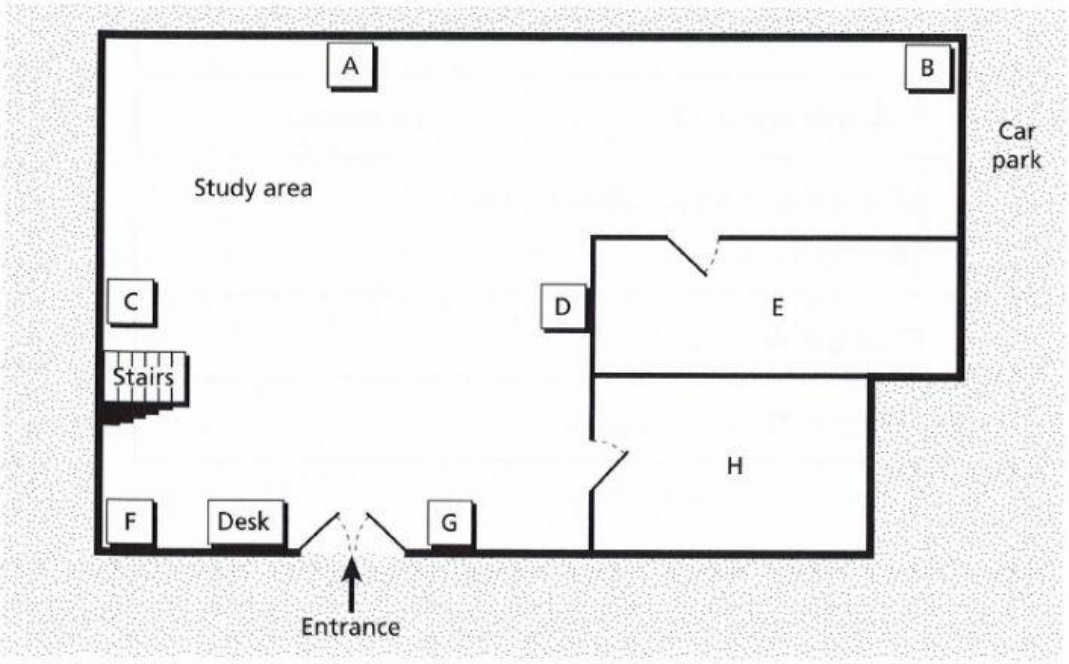
SECTION 2 *Questions 11–20*

Questions 11–15

Label the plan below.

*Write the correct letter, **A–H**, next to Questions 11–15.*

Plan of Learning Resource Centre (Ground Floor)



11 Newspapers .....

12 Computers .....

13 Photocopier .....

14 Café .....

15 Sports books .....

LIVEWORKSHEETS

Questions 16–20

Complete the table below.

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

New staff responsibilities

Name	New responsibility
Jenny Reed	Buying **16** ..... for the Centre
Phil Penshurst	Help with writing **17** ..... for courses
Tom Salisbury	Information on topics related to the **18** .....
Saeed Aktar	Finding a **19** .....
Shilpa Desai	Help with **20** .....

LIVEWORKSHEETS

SECTION 3 *Questions 21–30*

Questions 21–27

What helped Stewart with each of the following stages in making his training film for museum employees?

*Choose **SEVEN** answers from the box and write the correct letter, **A–I**, next to Questions 21–27.*

What helped Stewart

A advice from friends

B information on a website

C being allowed extra time

D meeting a professional film maker

E good weather conditions

F getting a better computer

G support of a manager

H help from a family member

I work on a previous assignment

Stages in making the training film for museum employees

21 finding a location .....

22 deciding on equipment .....

23 writing the script .....

24 casting .....

25 filming .....

26 editing .....

27 designing the DVD cover .....

LIVEWORKSHEETS

Questions 28–30

Complete the notes below.

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

Stewart's work placement: benefits to the Central Museum Association

- his understanding of the Association's **28** .....
- the reduction in expense
- increased co-operation between **29** .....
- continuous **30** ..... which led to a better product
- ideas for distribution of the film

LIVEWORKSHEETS

SECTION 4 *Questions 31–40*

Complete the notes below.

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

New Caledonian crows and the use of tools

Examples of animals using tools

- some chimpanzees use stones to break nuts
- Betty (New Caledonian crow) made a

  31 ..... out of wire to move a bucket of food
- Barney (New Caledonian crow) used sticks to find food

New Zealand and Oxford experiment

- three stages: crows needed to move a **32** ..... in order to reach a short stick; then use the short stick to reach a long stick; then use the long stick to reach food

Oxford research

- crows used sticks to investigate whether there was any **33** ..... from an object
- research was inspired by seeing crows using tools on a piece of cloth to investigate a spider design
- Barney used a stick to investigate a snake made of **34** .....
- Pierre used a stick to investigate a **35** .....
- Corbeau used a stick to investigate a metal toad
- the crows only used sticks for the first contact

Conclusions of above research

- ability to plan provides interesting evidence of the birds' cognition
- unclear whether this is evidence of the birds' **36** .....

Exeter and Oxford research in New Caledonia

- scientists have attached very small cameras to birds' **37** .....
- food in the form of beetle larvae provides plenty of **38** ..... for the birds
- larvae's specific **39** ..... composition can be identified in birds that feed on them
- scientists will analyse what the birds include in their **40** .....

LIVEWORKSHEETS