

Advanced

Listening

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Sample Test 2

Time Approximately 40 minutes (including 5 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

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

Write your name, centre number and candidate number on your answer sheet if they are not already there.

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 5 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 both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

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.

Part 1

You will hear three different extracts. For questions **1 – 6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two students talking about a work-experience scheme they took part in.

- 1** Why does the girl regret her choice of company?
- A** The office was poorly equipped.
 - B** The staff tended to ignore her.
 - C** The work lacked variety.
- 2** They both think that the work-experience scheme has
- A** been good preparation for a future job.
 - B** made them appreciate student life more.
 - C** taught them a lot about the business world.

Extract Two

You hear part of a discussion programme in which two journalists are talking about the world's wetlands.

- 3** What does the man think about wetlands?
- A** They would benefit from more visitors.
 - B** Their beauty is artistically important.
 - C** They serve only a limited purpose.
- 4** What is the woman doing?
- A** explaining how easily wetlands can be restored
 - B** suggesting why wetlands are disappearing
 - C** describing the way wetlands are exploited

Extract Three

You overhear a woman showing a friend one of her childhood photos.

- 5 What point is she making about the photo?
- A It is an accurate portrait of her family life then.
 - B It looks more posed than she remembers.
 - C It perfectly captures a brief moment.
- 6 As a result of looking at the photo, she realises that
- A possessions acquire a significance beyond their practical usefulness.
 - B it's a mistake to become too attached to objects.
 - C objects from that era lasted longer.

Part 2

You will hear a chemical engineering student called Jack Byers talking about his course and a research project he took part in during his summer vacation. For questions **7 – 14**, complete the sentences with a word or short phrase.

JACK'S VACATION PROJECT

Jack says it was his special interest in the issue of **(7)**
that led him to choose his degree subject.

Jack thinks he'll be reluctant to work in the **(8)**industry in the future,
due to his interest in conservation.

Jack hopes that his future work will help various **(9)**
to be processed in a better way.

Jack says that people sometimes mistake pieces of plastic on beaches
for **(10)**

Jack says that plastic on beaches which is **(11)**in colour
has usually been in the sea longest.

Jack uses the term **(12)**plastics
when talking about the kind of items he thinks should be eliminated.

Jack thought that part of a **(13)**
was the most interesting piece of rubbish he found during the project.

While cleaning the beach, Jack was asked to examine the **(14)**
which was lying on the sand.

Part 3

You will hear part of an interview with two sports psychologists called Tessa Paine and Ryan Moss. For questions **15 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

- 15** Tessa feels that it's important to teach runners meditation strategies because these
- A** allow energy to be conserved.
 - B** promote a focus on good technique.
 - C** encourage an open-minded attitude.
 - D** prevent past anxieties affecting performance.
- 16** Ryan believes that many kids in the USA stop participating in sport because
- A** their parents don't follow their progress keenly enough.
 - B** they find less active leisure pursuits more appealing.
 - C** they feel under too much pressure to win.
 - D** their peers begin to lose interest in it.
- 17** When asked about elite high-school programmes, Ryan reveals that he's
- A** confident that they will achieve a lasting effect.
 - B** unsure whether they will improve the reputation of coaching.
 - C** pleased that they may involve more young people in running.
 - D** concerned how little attention they pay to less able participants.
- 18** What has Tessa learned through her own experience of running races?
- A** Competitors can be seen as an asset.
 - B** Competition is needed in all aspects of life.
 - C** Winning is the primary goal of human activities.
 - D** Winners should take responsibility for their actions.
- 19** What is the focus of Tessa's recent book on sports psychology?
- A** a re-evaluation of how to design a stimulating exercise routine
 - B** an analysis of ways to improve a sportsperson's morale
 - C** a short account of how a common concept evolved
 - D** an overview of the latest thinking in the subject
- 20** Tessa and Ryan agree that a real champion is someone who
- A** isn't afraid of taking a chance.
 - B** gives up everything for their sport.
 - C** practises until perfection is reached.
 - D** doesn't resent other people's triumphs.

Part 4

You will hear five short extracts in which people are talking about evening courses they attended.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) each speaker's main reason for attending the course.

- A** to take on a new challenge
- B** to improve job prospects
- C** to impress a family member
- D** to build on existing skills
- E** to have a better social life
- F** to keep someone company
- G** to prove someone wrong
- H** to explore a new environment

Speaker 1 **21**

Speaker 2 **22**

Speaker 3 **23**

Speaker 4 **24**

Speaker 5 **25**

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) what surprised each speaker about the course they did.

- A** the chance to make useful contacts
- B** the unexpected extra costs
- C** the teaching methods used
- D** the venues for the classes
- E** the rate of progress achieved
- F** the attitude of other participants
- G** the relevance to other activities
- H** the possibilities for further study

Speaker 1 **26**

Speaker 2 **27**

Speaker 3 **28**

Speaker 4 **29**

Speaker 5 **30**

While you listen you must complete both tasks.