

Test 2

LISTENING

PART 1 Questions 1–10

Questions 1–4

Complete the table below.

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

Festival information		
Date	Type of event	Details
17th	a concert	performers from Canada
18th	a ballet	company called 1
19th–20th (afternoon)	a play	type of play: a comedy called <i>Jemima</i> has had a good 2
20th (evening)	a 3 show	show is called 4

Questions 5–10

Complete the notes below.

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

<p>Workshops</p> <ul style="list-style-type: none">• Making 5 food• (children only) Making 6• (adults only) Making toys from 7 using various tools <p>Outdoor activities</p> <ul style="list-style-type: none">• Swimming in the 8• Walking in the woods, led by an expert on 9 <p>See the festival organiser's 10 for more information</p>
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PART 2 Questions 11–20

Questions 11–14

Choose the correct letter, A, B or C.

Minster Park

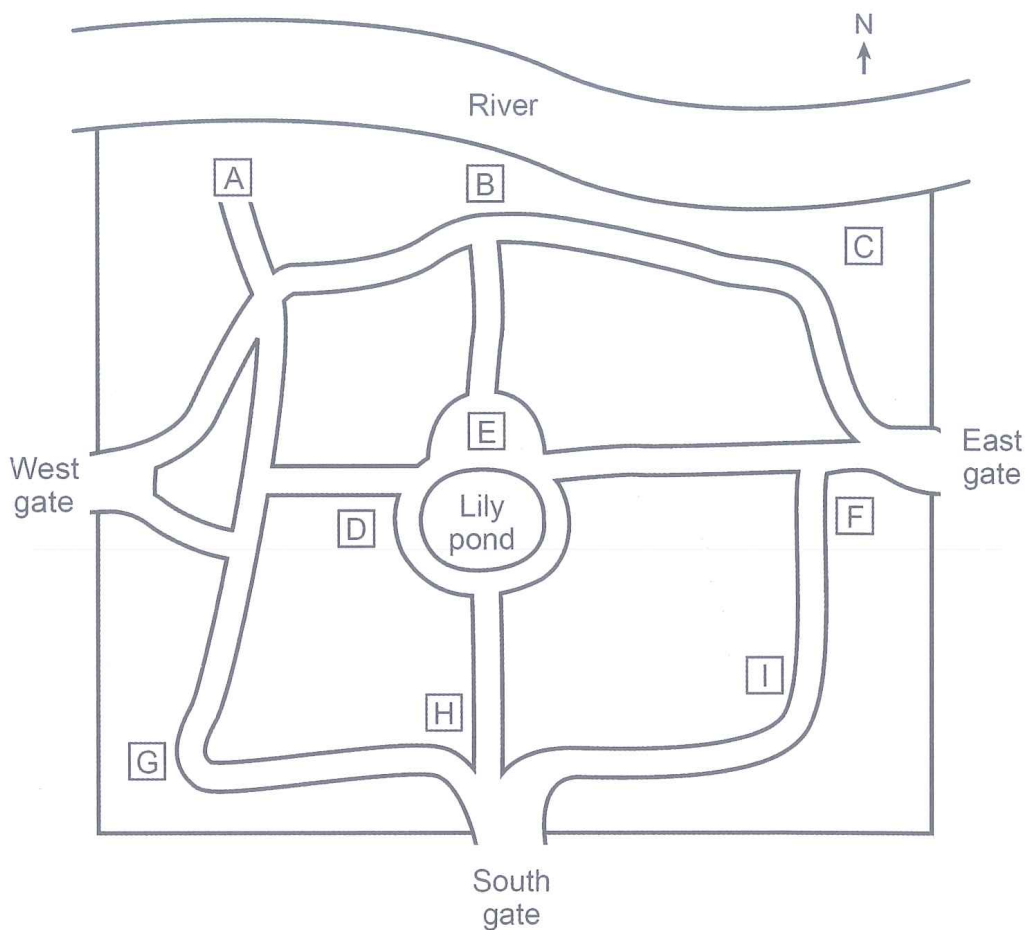
- 11** The park was originally established
- A** as an amenity provided by the city council.
 - B** as land belonging to a private house.
 - C** as a shared area set up by the local community.
- 12** Why is there a statue of Diane Gosforth in the park?
- A** She was a resident who helped to lead a campaign.
 - B** She was a council member responsible for giving the public access.
 - C** She was a senior worker at the park for many years.
- 13** During the First World War, the park was mainly used for
- A** exercises by troops.
 - B** growing vegetables.
 - C** public meetings.
- 14** When did the physical transformation of the park begin?
- A** 2013
 - B** 2015
 - C** 2016

Questions 15–20

Label the map below.

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

Minster Park



- 15 statue of Diane Gosforth
- 16 wooden sculptures
- 17 playground
- 18 maze
- 19 tennis courts
- 20 fitness area

Test 2

PART 3 **Questions 21–30**

Questions 21 and 22

Choose **TWO** letters, **A–E**.

Which **TWO** groups of people is the display primarily intended for?

- A** students from the English department
- B** residents of the local area
- C** the university's teaching staff
- D** potential new students
- E** students from other departments

Questions 23 and 24

Choose **TWO** letters, **A–E**.

What are Cathy and Graham's **TWO** reasons for choosing the novelist Charles Dickens?

- A** His speeches inspired others to try to improve society.
- B** He used his publications to draw attention to social problems.
- C** His novels are well-known now.
- D** He was consulted on a number of social issues.
- E** His reputation has changed in recent times.

Questions 25–30

What topic do Cathy and Graham choose to illustrate with each novel?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 25–30.

- | Topics | |
|----------|-------------------|
| A | poverty |
| B | education |
| C | Dickens's travels |
| D | entertainment |
| E | crime and the law |
| F | wealth |
| G | medicine |
| H | a woman's life |

Novels by Dickens

- | | | |
|-----------|----------------------------|-------|
| 25 | <i>The Pickwick Papers</i> | |
| 26 | <i>Oliver Twist</i> | |
| 27 | <i>Nicholas Nickleby</i> | |
| 28 | <i>Martin Chuzzlewit</i> | |
| 29 | <i>Bleak House</i> | |
| 30 | <i>Little Dorrit</i> | |

PART 4 Questions 31–40

Complete the notes below.

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

Agricultural programme in Mozambique

How the programme was organised

- It focused on a dry and arid region in Chicualacuala district, near the Limpopo River.
- People depended on the forest to provide charcoal as a source of income.
- **31** was seen as the main priority to ensure the supply of water.
- Most of the work organised by farmers' associations was done by **32**
- Fenced areas were created to keep animals away from crops.
- The programme provided
 - **33** for the fences
 - **34** for suitable crops
 - water pumps.
- The farmers provided
 - labour
 - **35** for the fences on their land.

Further developments

- The marketing of produce was sometimes difficult due to lack of **36**
- Training was therefore provided in methods of food **37**
- Farmers made special places where **38** could be kept.
- Local people later suggested keeping **39**

Evaluation and lessons learned

- Agricultural production increased, improving incomes and food security.
- Enough time must be allowed, particularly for the **40** phase of the programme.