

## Questions 1–10

## Tip strip

## Questions 1–10

- When you read task instructions, always underline how many words are allowed for each answer. Never write more than the maximum stated, though you can use fewer. In this task, the maximum number of words you can use is two, but many of the answers are just one word.
- Only write down words you hear, in the form you hear them. If you need to change the form of a word to make it fit grammatically, then it's incorrect.

## Example

For Section 1 only, you will be given an example and you will hear the first few lines twice. After that you will only hear the recording once.

## Question 1

Listen for a phrase which means the same as 'occupation'.

## Question 4

You will hear several numbers mentioned. Don't just write down the first number you hear – wait until the woman confirms how many years she has been a member.

## Questions 1–10

Complete the form below.

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

Health club customer research	
Example	Answer
Name:	Selina Thompson
Occupation:	1 .....
Age group:	2 .....
Type of membership:	3 .....
Length of membership:	4 ..... years
Why joined:	Recommended by a 5 .....
Visits to club per month:	Eight (on an average) .....
Facility used most:	6 .....
Facility not used (If any):	Tennis courts (because reluctant to 7 .....
Suggestions for improvements:	Have more 8 .....
	Install 9 ..... in the gym.
	Open 10 ..... later at weekends.

## Tip strip

## Question 6 and Question 9

Listen to both speakers. Most of the answers are supplied by the woman, but not all of them. For Questions 6 and 9, the man suggests something and the woman agrees.

## Question 8

Be careful with answers which require plural

endings. You will not get a mark if you leave off the 's'.

## Questions 8–10

There are three suggestions for improvements listed. Carefully read the words given for each bullet point: this will tell you where to note each suggested improvement. You will lose a mark if you do not put the word in the correct gap.

## Questions 11–20

## Tip strip

## Questions 11–16

- As with all flow chart tasks, listen carefully for the words and phrases which signal the beginning of each new stage in the sequence.
- For this type of question, check how many extra options are given: in this case, there is just ONE.
- In these tasks, options are only used once. (In tasks where you can use options more than once, the instructions will clearly state this.)

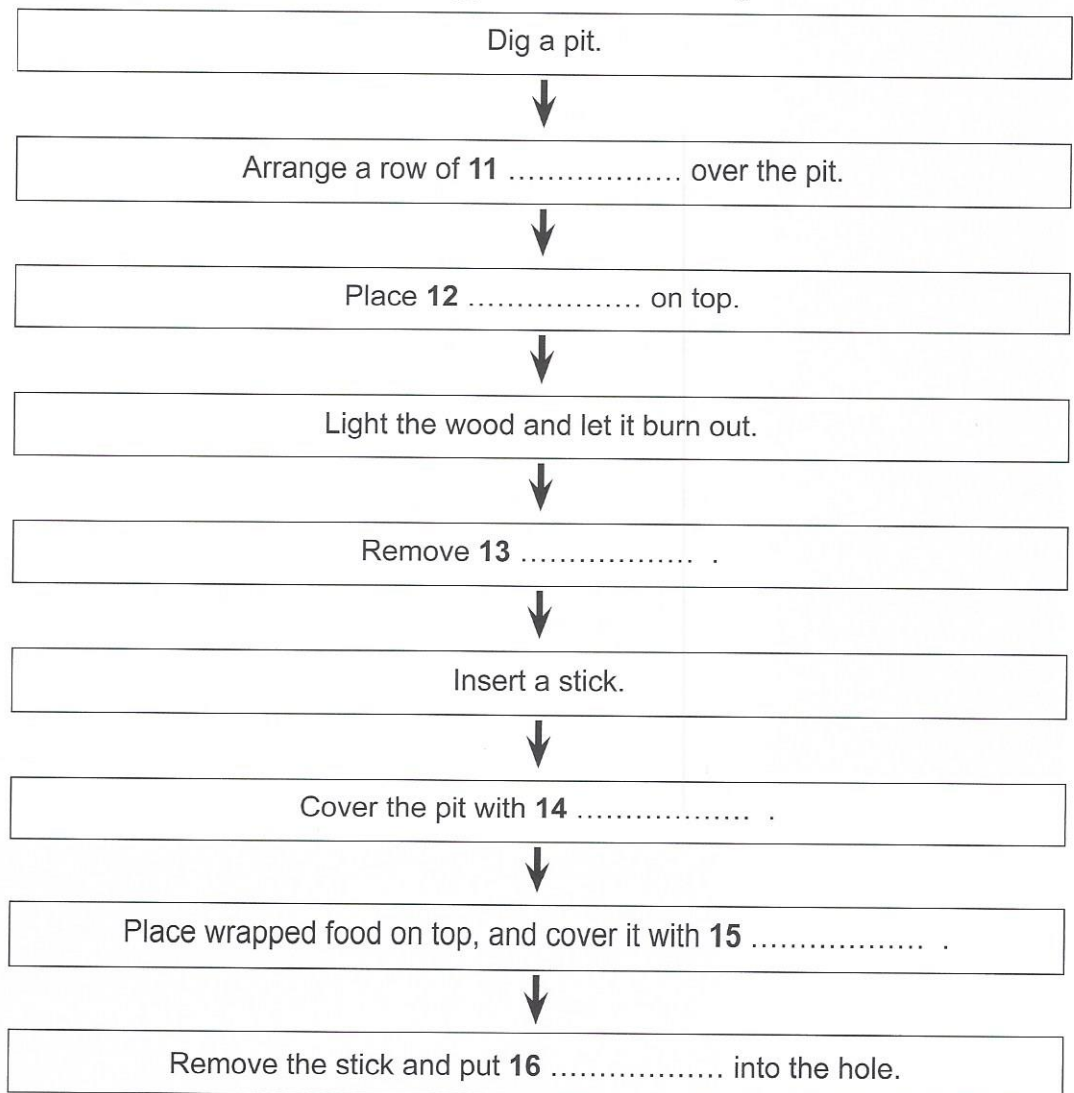
## Questions 11–16

Complete the flow chart below.

Choose **SIX** answers from the box and write the correct letter, **A–G**, next to questions 11–16.

<b>A</b> air	<b>B</b> ash	<b>C</b> earth	<b>D</b> grass
<b>E</b> sticks	<b>F</b> stones	<b>G</b> water	

## Making a steam pit



Questions 17–18

**Tip strip**

**Questions 17–20**

- In this type of multiple-choice item, you must choose **TWO** options from a list of five.
- The options might not be in the same order as the information in the recording.

Choose **TWO** letters, **A–E**.

Which **TWO** characteristics apply to the bamboo oven?

- A** It's suitable for windy weather.
- B** The fire is lit below the bottom end of the bamboo.
- C** The bamboo is cut into equal lengths.
- D** The oven hangs from a stick.
- E** It cooks food by steaming it.

Questions 19–20

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of advice does the speaker give about eating wild fungi?

- A** Cooking doesn't make poisonous fungi edible.
- B** Edible wild fungi can be eaten without cooking.
- C** Wild fungi are highly nutritious.
- D** Some edible fungi look very similar to poisonous varieties.
- E** Fungi which cannot be identified should only be eaten in small quantities.



**Tip strip****Questions 21–30**

- For these questions it is important to know who is talking – their names and roles. Listen to the context information given at the beginning of this section: Phoebe is the young female student and Tony is her male tutor. (Note that this information is only spoken – it is not written on the answer paper.)
- For **Questions 21–24**, listen for what Phoebe does/thinks. For **Question 25**, listen for what Tony thinks.

**Question 24**

Listen for a paraphrase of 'flexibility'.

**Questions 21–30***Questions 21–25*

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

**Research project on attitudes towards study**

- 21** Phoebe's main reason for choosing her topic was that
- A** her classmates had been very interested in it.
  - B** it would help prepare her for her first teaching post.
  - C** she had been inspired by a particular book.
- 22** Phoebe's main research question related to
- A** the effect of teacher discipline.
  - B** the variety of learning activities.
  - C** levels of pupil confidence.
- 23** Phoebe was most surprised by her finding that
- A** gender did not influence behaviour significantly.
  - B** girls were more negative about school than boys.
  - C** boys were more talkative than girls in class.
- 24** Regarding teaching, Phoebe says she has learned that
- A** teachers should be flexible in their lesson planning.
  - B** brighter children learn from supporting weaker ones.
  - C** children vary from each other in unpredictable ways.
- 25** Tony is particularly impressed by Phoebe's ability to
- A** recognise the limitations of such small-scale research.
  - B** reflect on her own research experience in an interesting way.
  - C** design her research in such a way as to minimise difficulties.

### Questions 26–30

#### Tip strip

##### Questions 26–30

- For matching exercises like these, it is important to be clear on the specific task. In this case you must listen for what is DIFFICULT about each of the five research techniques. The focus will also be indicated in the heading of the box: 'Difficulties'.

What did Phoebe find difficult about the different research techniques she used?

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

#### Difficulties

- A** Obtaining permission
- B** Deciding on a suitable focus
- C** Concentrating while gathering data
- D** Working collaboratively
- E** Processing data she had gathered
- F** Finding a suitable time to conduct the research
- G** Getting hold of suitable equipment

#### Research techniques

- 26** Observing lessons .....
- 27** Interviewing teachers .....
- 28** Interviewing pupils .....
- 29** Using questionnaires .....
- 30** Taking photographs .....

**Questions 31–40****Questions 31–40**

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

**Saving the juniper plant****Tip strip****Question 31**

Listen for a synonym for 'colonise'.

**Question 32**

Listen for a synonym for 'illegal'.

**Question 37**

Listen for a synonym for 'rapid'.

**Question 38**

Listen for a synonym for 'novel'.

**Background**

**31** Juniper was one of the first plants to colonise Britain after the last .....

**32** Its smoke is virtually ....., so juniper wood was used as fuel in illegal activities.

**33** Oils from the plant were used to prevent ..... spreading.

**34** Nowadays, its berries are widely used to ..... food and drink.

**Ecology**

**35** Juniper plants also support several species of insects and .....

**Problems**

**36** In current juniper populations, ratios of the ..... are poor.

**37** Many of the bushes in each group are of the same age so ..... of whole populations is rapid.

**Solutions**

**38** Plantlife is trialling novel techniques across ..... areas of England.

**39** One measure is to introduce ..... for seedlings.

**40** A further step is to plant ..... from healthy bushes.

**Tip strip****Questions 31–40**

- Section 4 of the listening paper is a presentation or lecture. Read the heading and listen carefully to the information given at the beginning of the recording. It tells you who is talking and his/her general subject or field. Also the first part of the lecture itself often gives useful information about the focus.
- The field of this presentation is Environmental Science – knowing this will help you predict

what will be important to the speaker: the destruction of an ancient species of plant and ways to protect it.

- Read the sub-headings on the answer sheet. The speaker will clearly state when he/she is changing to a new sub-section. He/She will either mention the word in the heading or give a close paraphrase. Listen for structuring phrases such as 'Turning now to ...' or a rhetorical question such as 'Why is the juniper plant declining ...?'