LISTENING (approximately 40 minutes)

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 a trainee teacher called Susanna talking to her tutor.

1 What point does the tutor make about a teacher's attitude?

    A A good teacher can put any subject across effectively.

    B Students will pick up on a teacher's commitment.

    C There's little point in a teacher trying to fake passion for a subject.

2 What is Susanna doing?

    A complaining about her students' lack of enthusiasm

    B proposing ways of making her subject more appealing

    C asking for ideas about exercises her students could do

Extract Two

You hear a student called Sam telling his friend Ella about a concert he's been to.

3 Sam is trying to

    A suggest how the visual impact could have been improved.

    B challenge Ella's preconceptions about the music.

    C persuade Ella to go to a similar one in the future.

4 In Sam's opinion, what makes the performer stand out?

    A the influence her academic background has on her music

    B the instinctive way she responds to her audience

    C the high level of stage presence she displays

Extract Three

You hear a woman telling her friend about new policies adopted by her company.

5   Staff have been planting trees in order to

   A   promote a desirable image.

   B   encourage a spirit of mutual co-operation.

   C   compensate for environmental damage.

6   The company was surprised that its remote working initiative resulted in

   A   more appreciative customers.

   B   a better standard of new recruits.

   C   a more motivated workforce.

Part 2

You will hear a scientist called Jim Weller giving a talk about some robots he has created and how they function like insects called termites. For questions **7–14**, complete the sentences with a word or short phrase.

Robots Like Termites

Jim says termites differ from bees in that a **(7)** ....

is not responsible for organising their building work.

Jim uses the word **(8)** .... to refer to the group of robots

he's created to function as independent units.

Jim observed termites depositing partially consumed **(9)** ....

in shared habitats, which activated a response from other termites.

Jim states that the robots receive **(10)** .... to help them correct any

errors they make.

Jim got a single robot to finish the construction of a **(11)** .... when publicly

demonstrating how simple structure building is performed.

Jim predicts that his robots will soon be able to move **(12)** .... into

position to help people cope with the threat of floods.

Jim compares both termites and his robots to brain cells, in that they all create a

superior form of **(13)** ....

A group of Turkish researchers has observed Jim's work in the hope of coming up with a

(14) .... they can learn from.

Part 3

You will hear an interview in which a historian called Mark Connor and a writer called Judith Monroe are talking about the history of the underground railway in London. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

15 Mark says that the problems which led to the creation of the railway
    A resulted from poor urban planning.
    B were similar to those we have today.
    C typified the thinking of their age.
    D only had one possible solution.

16 Judith believes that the engineering methods used to make the first tunnel
    A worked surprisingly quickly.
    B were too basic to be efficient.
    C caused a minimum amount of disruption.
    D resulted in the loss of too many homes.

17 How does Mark feel about the public reaction when the first underground line opened?
    A disappointed by their reluctance to go underground
    B struck by their willingness to tolerate lengthy journeys
    C amused by their unfounded fears
    D impressed by their general enthusiasm

18 Judith and Mark both say that, during the early years of its construction, the railway
    A created many jobs for people.
    B had a big influence on urban development.
    C inspired imitators all over the world.
    D made national heroes of its developers.

19 Judith compares certain underground stations to a classic film in that
    A they are designed in the style of a particular era.
    B they give a feeling of being in a cinema.
    C they are a product of the same creative vision.
    D they give a similar sense of size and excitement.

20 What does Mark think about the railway map?
    A It has come to represent the city.
    B It can confuse people unfamiliar with its format.
    C It encourages people to use the underground.
    D It is well designed for something so inexpensive.

Part 4

You will hear five short extracts in which people are talking about visits they have made to museums.

TASK ONE

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

TASK TWO

For questions **26–30**, choose from the list (**A–H**) what impressed each speaker most about the museum.

While you listen, you must complete both tasks.

A to record certain images		**A** the helpfulness of the staff
B to view a particular exhibit	Speaker 1 ⬜ 21	**B** the relevance to local life	Speaker 1 ⬜ 26
C to listen to a lecture	Speaker 2 ⬜ 22	**C** the effective audio-guide	Speaker 2 ⬜ 27
D to follow up on a recommendation	Speaker 3 ⬜ 23	**D** the international appeal	Speaker 3 ⬜ 28
E to check some data	Speaker 4 ⬜ 24	**E** the diversity of the items on show	Speaker 4 ⬜ 29
F to do some research	Speaker 5 ⬜ 25	**F** the comprehensive information supplied	Speaker 5 ⬜ 30
G to see recent renovations		**G** the opportunities for interaction
H to seek expert opinion		**H** the authentic reconstructions