

CAMBRIDGE IELTS LISTENING BOOK 18 TEST 2

PART 1 Questions 1–10

Questions 1–5

Complete the notes below.

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

Working at Milo's Restaurants

Benefits

- 1 provided for all staff
- 2 during weekdays at all Milo's Restaurants
- 3 provided after midnight

Person specification

- must be prepared to work well in a team
- must care about maintaining a high standard of 4
- must have a qualification in 5

Questions 6–10

Complete the table below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Location	Job title	Responsibilities include	Pay and conditions
6 Street	Breakfast supervisor	Checking portions, etc. are correct Making sure 7 is clean	Starting salary 8 £ per hour Start work at 5.30 a.m.
City Road	Junior chef	Supporting senior chefs Maintaining stock and organising 9	Annual salary £23,000 No work on a 10 once a month

PART 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

What are the **TWO** main reasons why this site has been chosen for the housing development?

- A** It has suitable geographical features.
- B** There is easy access to local facilities.
- C** It has good connections with the airport.
- D** The land is of little agricultural value.
- E** It will be convenient for workers.

Questions 13 and 14

Choose **TWO** letters, **A–E**.

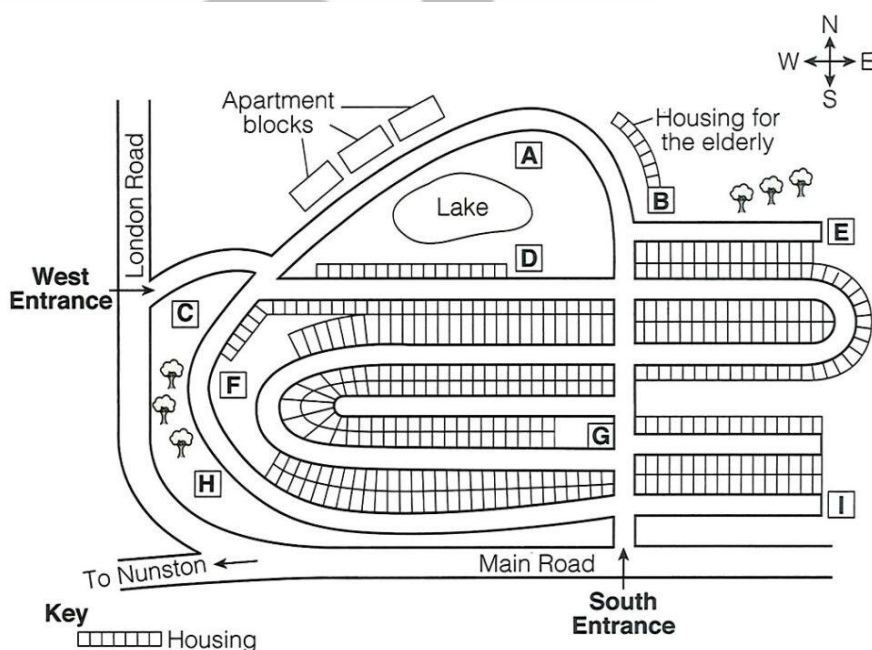
Which **TWO** aspects of the planned housing development have people given positive feedback about?

- A** the facilities for cyclists
- B** the impact on the environment
- C** the encouragement of good relations between residents
- D** the low cost of all the accommodation
- E** the rural location

Questions 15–20

Label the map below.

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



- | | | | |
|-------------------------|-------|----------------------------|-------|
| 15 School | | 18 Community centre | |
| 16 Sports centre | | 19 Supermarket | |
| 17 Clinic | | 20 Playground | |

PART 3 Questions 21–30

Questions 21–24

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

- 21** Why do the students think the Laki eruption of 1783 is so important?
- A** It was the most severe eruption in modern times.
 - B** It led to the formal study of volcanoes.
 - C** It had a profound effect on society.
- 22** What surprised Adam about observations made at the time?
- A** the number of places producing them
 - B** the contradictions in them
 - C** the lack of scientific data to support them
- 23** According to Michelle, what did the contemporary sources say about the Laki haze?
- A** People thought it was similar to ordinary fog.
 - B** It was associated with health issues.
 - C** It completely blocked out the sun for weeks.
- 24** Adam corrects Michelle when she claims that Benjamin Franklin
- A** came to the wrong conclusion about the cause of the haze.
 - B** was the first to identify the reason for the haze.
 - C** supported the opinions of other observers about the haze.

Questions 25 and 26

Choose **TWO** letters, **A–E**.

Which **TWO** issues following the Laki eruption surprised the students?

- A** how widespread the effects were
- B** how long-lasting the effects were
- C** the number of deaths it caused
- D** the speed at which the volcanic ash cloud spread
- E** how people ignored the warning signs

Questions 27–30

What comment do the students make about the impact of the Laki eruption on the following countries?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 27–30.

Comments

- A** This country suffered the most severe loss of life.
- B** The impact on agriculture was predictable.
- C** There was a significant increase in deaths of young people.
- D** Animals suffered from a sickness.
- E** This country saw the highest rise in food prices in the world.
- F** It caused a particularly harsh winter.

Countries

- 27** Iceland
- 28** Egypt

- 29** UK
- 30** USA

PART 4 Questions 31–40

Complete the notes below.

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

Pockets

Reason for choice of subject

- They are **31** but can be overlooked by consumers and designers.

Pockets in men's clothes

- Men started to wear **32** in the 18th century.
- A **33** sewed pockets into the lining of the garments.
- The wearer could use the pockets for small items.
- Bigger pockets might be made for men who belonged to a certain type of **34**

Pockets in women's clothes

- Women's pockets were less **35** than men's.
- Women were very concerned about pickpockets.
- Pockets were produced in pairs using **36** to link them together.
- Pockets hung from the women's **37** under skirts and petticoats.
- Items such as **38** could be reached through a gap in the material.
- Pockets, of various sizes, stayed inside clothing for many decades.
- When dresses changed shape, hidden pockets had a negative effect on the **39** of women.
- Bags called 'pouches' became popular, before women carried a **40**