CAMBRIDGE

IELTS

GENERAL TRAINING 17

WITH ANSWERS

AUTHENTIC PRACTICE TESTS

WITH AUDIO

WITH RESOURCE BANK

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Introduction

Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge University Press & Assessment. They are the perfect way to practise – EXACTLY like the real exam.

Why are they unique?

All our authentic practice tests go through the same design process as the IELTS test. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can practise these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

Further information

IELTS is jointly managed by the British Council, IDP: IELTS Australia and Cambridge University Press & Assessment. Further information can be found on the IELTS official website at ielts.org.

WHAT IS THE TEST FORMAT?

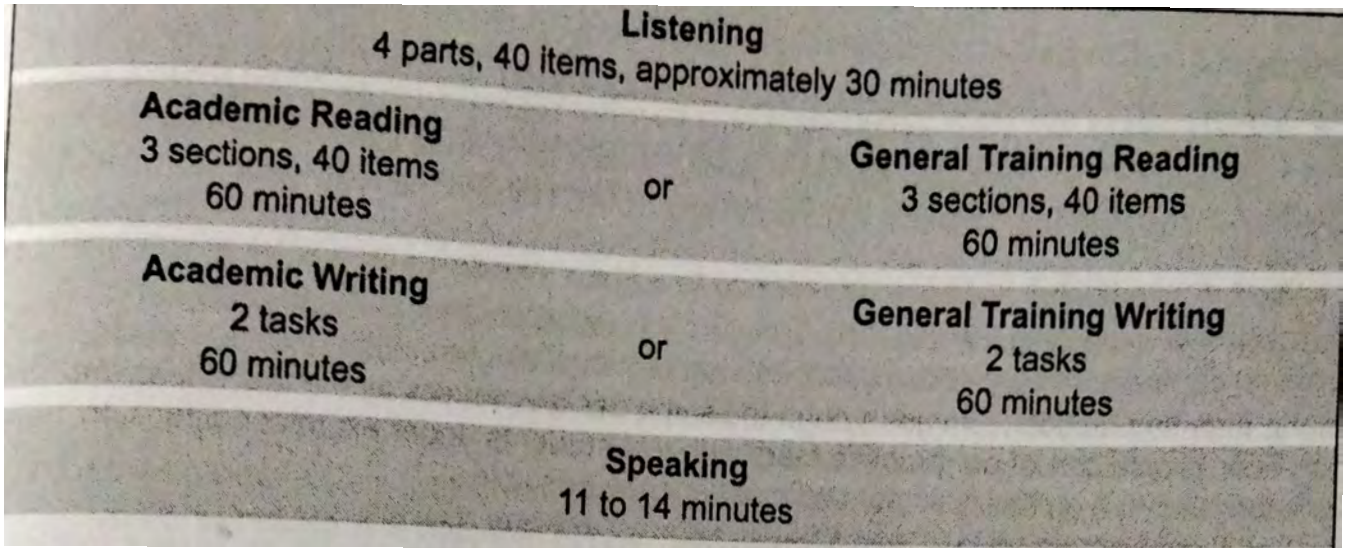
IELTS consists of four components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

Academic
For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.

General Training
For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study below degree level.

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The test components are taken in the following order:



Total Test Time
2 hours 44 minutes

GENERAL TRAINING TEST FORMAT

Listening

This test consists of four parts, each with ten questions. The first two parts are concerned with social needs. The first part is a conversation between two speakers and the second part is a monologue. The final two parts are concerned with situations related to educational or training contexts. The third part is a conversation between up to four people and the fourth part is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flowchart completion, summary completion, sentence completion and short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Reading

This test consists of three sections with 40 questions. The texts are taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the work context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying the writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence

completion, summary completion, note completion, table completion, flowchart completion diagram-label completion and short-answer questions.

Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

In Task 1, candidates are asked to respond to a given situation with a letter requesting information or explaining the situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2, candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, and to evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style. More information on assessing the Writing test, including Writing assessment criteria (public version), is available at ielts.org.

Speaking

This test takes between 11 and 14 minutes and is conducted by a trained examiner. There are three parts:

Part 1

The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

Part 2

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two questions on the same topic.

Part 3

The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking assessment criteria (public version), is available at ielts.org.

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HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English-language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

9 ***Expert user*** *– Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.*

8 ***Very good user*** *– Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.*

7 ***Good user*** *– Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.*

6 ***Competent user*** *– Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.*

5 ***Modest user*** *– Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.*

4 ***Limited user*** *– Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.*

3 ***Extremely limited user*** *– Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.*

2 ***Intermittent user*** *– Has great difficulty understanding spoken and written English.*

1 ***Non-user*** *– Essentially has no ability to use the language beyond possibly a few isolated words.*

0 ***Did not attempt the test*** *– Did not answer the questions.*

MARKING THE PRACTICE TESTS

Listening and Reading

The answer keys are on pages 123–130.
Each question in the Listening and Reading tests is worth one mark.

Questions which require letter / Roman numeral answers

For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral, you should write only one answer. If you have written more letters or numerals than are required the answer must be marked wrong.

Questions which require answers in the form of words or numbers

- Answers may be written in upper or lower case.
- Words in brackets are *optional* – they are correct, but not necessary.
- Alternative answers are separated by a slash (*/*).
- If you are asked to write an answer using a certain number of words and/or (a) number(s) you will be penalised if you exceed this. For example, if a question specifies an answer using NO MORE THAN THREE WORDS and the correct answer is 'black leather coat' the answer 'coat of black leather' is *incorrect*.
- In questions where you are expected to complete a gap, you should only transfer the necessary missing word(s) onto the answer sheet. For example, to complete 'in the ...', where the correct answer is 'morning', the answer 'in the morning' would be *incorrect*.
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the answer key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the answer key.

Writing

The sample answers are on pages 131–140. It is not possible for you to give yourself a mark for the Writing tasks. We have provided sample answers (written by candidates), showing their score and the examiners' comments. These sample answers will give you an insight into what is required for the Writing test.

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Test 1

LISTENING



PART 1 *Questions 1–10*

Complete the notes below.

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

Buckworth Conservation Group

Regular activities

Beach

- making sure the beach does not have 1 _____ on it
- no 2 _____

Nature reserve

- maintaining paths
- nesting boxes for birds installed
- next task is taking action to attract 3 _____ to the place
- identifying types of 4 _____
- building a new 5 _____

Forthcoming events

Saturday

- meet at Dunsmore Beach car park
- walk across the sands and reach the 6 _____
- take a picnic
- wear appropriate 7 _____

Woodwork session

- suitable for 8 _____ to participate in
- making 9 _____ out of wood
- 17th, from 10 a.m. to 3 p.m.
- cost of session (no camping): 10 £ _____

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PART 2 Questions 11–20

Questions 11–14

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

Listening test audio

Boat trip round Tasmania

11 What is the maximum number of people who can stand on each side of the boat?

A 9
B 15
C 18

12 What colour are the tour boats?

A dark red
B jet black
C light green

13 Which lunchbox is suitable for someone who doesn't eat meat or fish?

A Lunchbox 1
B Lunchbox 2
C Lunchbox 3

14 What should people do with their litter?

A take it home
B hand it to a member of staff
C put it in the bins provided on the boat

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Questions 15 and 16

*Choose **TWO** letters, **A–E**.*

Which **TWO** features of the lighthouse does Lou mention?

A why it was built
B who built it
C how long it took to build
D who staffed it
E what it was built with

Questions 17 and 18

*Choose **TWO** letters, **A–E**.*

Which **TWO** types of creature might come close to the boat?

A sea eagles
B fur seals
C dolphins
D whales
E penguins

Questions 19 and 20

*Choose **TWO** letters, **A–E**.*

Which **TWO** points does Lou make about the caves?

A Only large tourist boats can visit them.
B The entrances to them are often blocked.
C It is too dangerous for individuals to go near them.
D Someone will explain what is inside them.
E They cannot be reached on foot.

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PART 3 *Questions 21–30*

Questions 21–26

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



Work experience for veterinary science students

21 What problem did both Diana and Tim have when arranging their work experience?

A making initial contact with suitable farms
B organising transport to and from the farm
C finding a placement for the required length of time

22 Tim was pleased to be able to help

A a lamb that had a broken leg.
B a sheep that was having difficulty giving birth.
C a newly born lamb that was having trouble feeding.

23 Diana says the sheep on her farm

A were of various different varieties.
B were mainly reared for their meat.
C had better quality wool than sheep on the hills.

24 What did the students learn about adding supplements to chicken feed?

A These should only be given if specially needed.
B It is worth paying extra for the most effective ones.
C The amount given at one time should be limited.

25 What happened when Diana was working with dairy cows?

A She identified some cows incorrectly.
B She accidentally threw some milk away.
C She made a mistake when storing milk.

26 What did both farmers mention about vets and farming?

A Vets are failing to cope with some aspects of animal health.
B There needs to be a fundamental change in the training of vets.
C Some jobs could be done by the farmer rather than by a vet.

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Questions 27–30

What opinion do the students give about each of the following modules on their veterinary science course?

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

Opinions

A Tim found this easier than expected.

B Tim thought this was not very clearly organised.

C Diana may do some further study on this.

D They both found the reading required for this was difficult.

E Tim was shocked at something he learned on this module.

F They were both surprised how little is known about some aspects of this.

Modules on Veterinary Science course

27 Medical terminology .....

28 Diet and nutrition .....

29 Animal disease .....

30 Wildlife medication .....

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PART 4 Questions 31–40

Complete the notes below.

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



Labyrinths

Definition

- a winding spiral path leading to a central area

Labyrinths compared with mazes

- Mazes are a type of **31** .....
  - **32** ..... is needed to navigate through a maze
  - the word 'maze' is derived from a word meaning a feeling of **33** .....
- Labyrinths represent a journey through life
  - they have frequently been used in **34** ..... and prayer

Early examples of the labyrinth spiral

- Ancient carvings on **35** ..... have been found across many cultures
- The Pima, a Native American tribe, wove the symbol on baskets
- Ancient Greeks used the symbol on **36** .....

Walking labyrinths

- The largest surviving example of a turf labyrinth once had a big **37** ..... at its centre

Labyrinths nowadays

- Believed to have a beneficial impact on mental and physical health, e.g., walking a maze can reduce a person's **38** ..... rate
- Used in medical and health and fitness settings and also prisons
- Popular with patients, visitors and staff in hospitals
  - patients who can't walk can use 'finger labyrinths' made from **39** .....
  - research has shown that Alzheimer's sufferers experience less **40** .....

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READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–5.

Arriving in Singapore by plane

Baggage claim

You can refer to the flight information television screens on Level Two for the allocation of your baggage claim belt. Free trolleys are available near all baggage claim belts and our friendly porters are at your service on request. Should you require their assistance with carrying luggage, please ask at the Information Desk. You can proceed to the Lost and Found Counter for advice if you cannot find your baggage or would like to report damaged baggage.

Customs clearance

Please use the Green Channel for your baggage clearance if you do not have controlled or prohibited items to declare, or have not exceeded your Duty-Free Concession. Please use the Red Channel if you have items to declare or are in doubt.

Hotel reservations

You can make these at the Hotel Reservation Counter with a S$10.00 per reservation deposit, deductible from your hotel bill at the end of your stay. These counters do not handle the transit hotels. For these, go to the Reception Desk on Level Three.

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Questions 1–5

Which places would you go to in the following situations?

*Match each statement with the correct place, **A–H**.*

*Write the correct letter, **A–H**, in boxes 1–5 on your answer sheet.*

1 You find after your flight that your suitcase has split.

2 You want to reserve a room at a transit hotel.

3 You are not sure if you have bought too much in the duty-free shop.

4 You are not sure where to collect your luggage after your flight.

5 You need someone to help you with your suitcases.

List of Places

A	Information Desk
B	Hotel Reservation Counter
C	Lost and Found Counter
D	Red Channel
E	Green Channel
F	Level Two
G	Reception Desk
H	Baggage Claim Belt

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Read the text below and answer Questions 6–10.

Singapore Airport

Goods and Services Tax (GST) relief

A 3% Goods and Services Tax (GST) is levied on the sale of all goods imported into Singapore. If you are a visitor, returning citizen or permanent resident of Singapore, you may be granted GST relief under certain conditions.

Tax-free shopping

As a tourist or visitor, you can apply for a refund at Customs of the 3% GST on goods purchased during your stay in Singapore, provided you:

- shop at stores with the 'Tax Free Shopping' logo
- spend a minimum amount of S$100 at any one shop, and at least S$300 in total
- obtain a Global Refund Cheque from the place of purchase.

When collecting your refund you have several choices – cash, bank cheque, or Changi Airport Shopping Voucher, which comes with an additional 10% in value.

Please note that a handling fee will be deducted from the GST amount for the refund service.

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Questions 6–10

Do the following statements agree with the information given in the text on page 18?

In boxes 6–10 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

6 Everyone is obliged to pay 3% tax on goods they bring into Singapore.

7 You can only reclaim tax on purchases made in certain shops.

8 If you have spent a total of S$150 on your purchases, you can get a tax refund.

9 You have to reclaim your tax within a certain amount of time.

10 You will be charged a certain amount for administration when you get the tax back.

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Read the text below and answer Questions 11–14.

Singapore Guide

A walk around the Orchard Road district

The route begins just opposite the Orchard MRT station at the Singapore Marriott Hotel. This eye-catching landmark has a distinctive Chinese-styled green roof and red pillars.

In 1958 a former lace-pedlar, C. K. Tang, foresaw that the area could become a bustling shopping centre, since residents in the neighbouring Tanglin district had to pass en route to work at the commercial centre, Raffles Place. So with roof tiles brought in from his hometown in the Swatow province of China, Tang built a department store on what was then a cheap, isolated plot of land. The plot faced a cemetery, which is considered a bad omen in Chinese culture. His foresight paid off. Today, Tangs is one of Singapore's most prominent and recognised home-grown department stores, proudly showcasing local fashion and household products. Even when the original building was torn down in 1982 to give way to the present superstore and skyscraper hotel, it retained its unique Chinese architecture.

From the foyer at Tangs, turn left to Lucky Plaza. One of the oldest along Orchard Road, this mall is a perennial favourite with shoppers. Be amazed by the staggering array of cosmetics, jewellery, leather goods and hi-fi equipment. Prices, though, are not always fixed, so bring along a good set of bargaining skills.

Coming out of Lucky Plaza, continue along Orchard Road and enter the Paragon Shopping Centre. Apart from a wide range of shops and restaurants, there is also a Singapore Airlines Service Centre to facilitate bookings and offer information to tourists. Also available are a number of computer terminals for self-booking. Check out the life-sized sculptures by a well-known Taiwanese sculptor, Sun Yu-li, outside the shopping centre. These were inspired by depictions of life in rock paintings dating back 20,000 years ago in Inner Mongolia.

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Questions 11–14

Complete the sentences below.

Choose ***NO MORE THAN THREE WORDS*** *from the text for each answer.*

Write your answers in boxes 11–14 on your answer sheet.

11 The Singapore Marriott Hotel is described as an ..... .

12 The land that Tang bought was located opposite a ..... .

13 The ..... of the new Tang building is very similar to that of the original building.

14 Access to several ..... at the Singapore Airlines Service Centre means that you don't need to wait for assistance.

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SECTION 2 *Questions 15–27*

Read the text below and answer Questions 15–20.

Writing a personal CV that will attract employers

You are unique. No-one has the same behavioural make-up that you have. Likewise, everyone's career history is also unique. Why is it then that a great many CVs are mostly descriptions of past jobs or standard CV templates and give away very little about the individual behind the CV? It's almost as if the majority of job seekers are afraid to let their own personality shine through.

Perhaps in a corporate world where everyone feels they have to have the same professional image – dress in dark, formal suits, for example – the same is subconsciously felt to be true for CV writing. But there's a difficulty here: you want your CV to stand out and yet at the same time are afraid of saying anything that might make you stand out? The problem with the above thinking is painfully clear. Your CV will be dull, and likely to be swiftly passed over by an employer. Surely it is much better to be brave? To define your personal brand, as marketers might say. This isn't about making unsupportable statements: it's about choosing words that describe the qualities that drive your success. In short, what makes you good at your job.

Writing about oneself can sometimes be difficult. It involves the ability to see yourself from different people's viewpoints. Working with a professional CV writer is one way to achieve that and to present your character positively within a CV. Asking a colleague that you trust is also a good way to find out how others see your strengths.

Try not to use classic recruitment clichés. Everyone says they have great 'communication' or 'organisational' skills. This gets ignored by recruiters. So, instead think carefully about who you are and what you bring and then try to describe yourself. In that way you give recruiters something original to engage with, something that grabs their attention.

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Questions 15–20

Complete the sentences below.

Choose ***ONE WORD ONLY*** *from the text for each answer.*

Write your answers in boxes 15–20 on your answer sheet.

15 Many job applicants do not dare to reveal in a CV what their real ..... is.

16 If applicants do not include what makes them distinctive, their CVs are likely to appear ..... to the reader.

17 Applicants need to find ways to define the ..... that make them do well in their work.

18 It can be helpful for applicants to try to base a consideration of themselves on the ..... of others.

19 Requesting the input of a dependable ..... can help an applicant work out their own good points.

20 It is best to avoid the ..... used by many applicants when describing themselves in a CV.

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Read the text below and answer Questions 21–27.

The value of being organised at work

Being organised is one of the most effective skills a businessperson can acquire because when we're organised, we think more clearly. We're in tune with our targets and know how to reach them. Here are my top tips to bring order to your business life:

Organise your workspace

Don't underestimate time lost or stress caused from an inefficient working environment. To restore order:

- Cut down documents and stationery to the bare essentials. Be ruthless and remove anything that doesn't directly serve a function in your day-to-day activity. One or two carefully selected photos to make your desk feel like home are fine, but avoid too many.
- Create locations where you will keep all your work materials to make retrieval easy. Do this logically based on where you tend to use the items; for example, store spare copy paper near the printer. Move outside your immediate reach anything you use infrequently. Always return items once you have used them so they'll be where you expect them next time.
- Frustration ensues when you're searching for a client proposal, but it's buried among random papers. Eliminate desktop chaos by using trays, magazine files, or whatever you fancy and add clear labels such as 'In', 'Out', 'For Action', 'Current Projects' or other relevant categories.
- Be brutally honest about what you must keep. Studies suggest that 80% of what we file is never accessed again. Ask: do I know of a tax or legal requirement for retaining it? Why would this be important to me in future? Avoid 'miscellaneous' as a category – you won't remember what's in there.

Effective planning

Plan your work; work your plan. Time spent planning saves untold hours in execution. Implementing regular planning strategies will sharpen your focus, thereby keeping you on track with your work.

Start planning today for tomorrow. Near the close of each work day, implement a 10- to 15-minute routine to wrap up loose ends and prioritise key tasks. A good plan for tomorrow allows you to clear your head and enjoy your evening.

Once a week, ring-fence a 60- to 90-minute appointment with yourself for larger scale planning. Use the time to do research or any of the thinking that normally takes a back seat.

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Questions 21–27

Complete the notes below.

Choose ***ONE WORD ONLY*** *from the text for each answer.*

Write your answers in boxes 21–27 on your answer sheet.

How to become more organised at work

Maintaining order in the work area involves

- keeping the minimum amount of necessary **21** ..... and paperwork
- restricting the number of personal **22** ..... on the work surface
- deciding on sensible **23** ..... for things that are needed regularly or hardly ever
- placing containers on the desk identified by **24** ..... to organise on-going paperwork
- storing documents if there is an official **25** ..... to do so

Planning ahead is important because

- in general, it will improve the employee's **26** ..... on work
- thinking about the next day's work ensures important **27** ..... are given due attention

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SECTION 3 *Questions 28–40*

Read the text on pages 27 and 28 and answer Questions 28–40.

Questions 28–32

The text on pages *27 and 28* has five sections, **A–E**.

Choose the correct heading for each section from the list of headings below.

*Write the correct number, **i–viii**, in boxes 28–32 on your answer sheet.*

List of Headings

A controversy over two versions of an invention
ii The need to mine deeper for good quality coal
iii Growing awareness of the need to improve conditions for miners
iv A new danger caused by developments in mining
v The impact of poor air quality in mines on miners' health
vi Early attempts to provide lighting without flames
vii A demand by miners for new technology
viii A person whose work never received full recognition

28 Section **A**
29 Section **B**
30 Section **C**
31 Section **D**
32 Section **E**

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A significant development in mining safety

A Coal has been used as a source of fuel for over 5,000 years, but for most of that time it was probably gathered from places where it was exposed on the surface of the ground. It is possible that the Romans undertook some mining, but coal mines across Europe largely date from the 13th century. Thereafter coal production increased steadily and it gradually replaced charcoal and wood as a source of heat and energy.

Initially, coal mines were fairly shallow, but they quickly reached the point where artificial lighting was necessary. At first the lights used would have been no different from those used domestically – candles and simple oil lamps. But as coal mines became deeper, miners encountered a new and terrible problem – firedamp. This was a natural gas, principally consisting of methane, that exploded on contact with a naked flame. The first known major firedamp explosion, which killed 99 people, took place in Belgium in 1514 and as new technology was used to mine at increasingly deep levels, the problem got worse.

B The simplest solution was to improve the ventilation of the mine. Many mines had only one shaft leading from the surface down to the working area below. Ventilation could be improved to some extent by dividing this into a downcast (bringing in fresh air) and an upcast (returning foul air and firedamp to the surface).

But what was really needed was a safe lamp that could not ignite firedamp. The earliest forms of safety lighting sought to produce light without using a naked flame. One early method tried to utilise the fact that skins removed from decaying fish contain the element phosphorus, which emits light in the form of phosphorescence. Unfortunately, this phosphorus is highly toxic, flammable and can self-ignite – hardly desirable properties in a safety light.

An alternative was a device invented in about 1750, consisting of a flint which struck against a piece of iron when a handle was turned, creating a shower of sparks which lit up the surrounding area. These were believed to be too cool to ignite firedamp. This device had major drawbacks – extra manpower had to be used to operate it continuously, and it also required regular maintenance and replacement. But worst of all, it was not in fact safe, and numerous accidents were caused when the sparks ignited firedamp. Nonetheless, it was considered to be the least dangerous form of lighting at the time.

C By about 1810 the problem was becoming acute, and in some cases there was no alternative to working in the dark. Some mines were being forced to stop production, with serious economic consequences for the mine owners and local communities. The general response, however, was to keep going and reluctantly accept the inevitable deaths from ignition of firedamp as a regrettable, but not especially remarkable, consequence of coal mining.

The miners themselves could do little – they were largely illiterate, and depended on the mine owners for a livelihood. However, the clerical, medical and legal professions were beginning to take notice. After 92 men and boys were killed in 1812 by an explosion at Felling Colliery in northern England, several professional people took action and a society was set up to raise funds for the discovery of new methods of lighting and ventilating mines. The first report of the society stated, 'It is to scientific men only that we must look up for assistance in providing a cheap and effectual remedy.'

D As the leading chemist of the day, and an expert on gases, Sir Humphrey Davy was a natural choice from whom to seek help, and he was approached by the society in 1815. The general belief nowadays is that he was the inventor of the first miners' safety lamp, in which the flame was enclosed by a mesh screen containing very small holes. Air could enter the lamp through the holes, but they were too small to allow the flame of the lamp to pass through them and ignite any firedamp present in the mine tunnels. Davy presented a paper describing the lamp in November 1815, and it was trialled in January 1816. However, a few weeks prior to Davy's presentation, an engineer called George Stephenson had independently designed and demonstrated a lamp based on the same scientific principles. After much discussion and argument, he was eventually recognised as deserving equal credit for the discovery, but the time needed for this recognition to be given meant that the miners' safety lamp had already been called the 'Davy lamp', and it is still called that today.

E But in fact, the real inventor of the safety lamp was a man called Dr William Reid Clanny, who in 1813 had been awarded a silver medal by the Royal Society of Arts, Manufacturers and Commerce for his own version of a safety lamp. Clanny's first lamp did not fulfil the needs of the ordinary working miner as it was rather heavy and cumbersome. But rather than seeking to glory in his achievement, he recognised its deficiencies and continued to work to improve it, as well as sharing his knowledge with others. George Stephenson acknowledged a debt to Clanny's research, and Humphrey Davy visited him in 1815 shortly before completing the design for his own safety lamp but to this day Dr Clanny remains a forgotten hero.

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Questions 33–36

Complete the summary below.

*Choose **ONE WORD ONLY** from the text for each answer.*

Write your answers in boxes 33–36 on your answer sheet.

The problem of providing artificial lighting in coal mines

Coal mines in Europe only really developed from the 13th century. As they became deeper, the methods used for lighting them created a serious risk of **33** ..... due to the presence of firedamp. One solution was to improve ventilation by separating the **34** ..... into two parts. However, better lighting was also needed. One suggestion was to use a chemical found in the skins of fish, but this was found to be unsafe. Another possibility was a device which created **35** ..... , as it was believed these would not ignite the gas. However, this required additional **36** ..... as well as maintenance and replacement, and it was also unsafe.

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Questions 37–40

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

Write the correct letter in boxes 37–40 on your answer sheet.

37 What does the writer say about mine owners in 1810?

A Most of them disregarded safety issues.
B They were criticised for conditions in the mines.
C Most of them used unfair pressure to keep mines open.
D They were unaware of how dangerous the mines were.

38 According to the writer, what was the significance of the explosion at Felling Colliery in 1812?

A It led to increased legal protection for miners.
B It led to a change in public attitudes to mining safety.
C It demonstrated the lack of concern of certain groups towards the miners.
D It started a movement to give miners proper training in safety procedures.

39 The lamp presented by Davy was safer than previous methods of lighting because its flame

A could not remain alight for a long time.
B did not get large enough to ignite the firedamp.
C did not have any contact with the air.
D could not pass beyond the mesh screen.

40 What does the writer say about Davy and Stephenson?

A Davy refused to accept Stephenson's work as it had not been fully trialled.
B Davy insisted on the safety lamp being named after him rather than Stephenson.
C Stephenson claimed Davy's work was based on false principles.
D Stephenson produced a working example of a safety lamp before Davy.

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WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Your English-speaking friend who lives in your town has asked for your advice about learning a new sport.

Write an email to your friend. In your email

- ***recommend a new sport that would be suitable for your friend to learn***
- ***explain how your friend could learn this sport***
- ***suggest that you both learn this sport together.***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear .....,

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WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***In the future, people may no longer be able to pay for things in shops using cash. All payments may have to be made by card or using phones.***
>
> ***Do you think this will happen one day?***
>
> ***Why do you think some people might not be happy to give up using cash?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

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SPEAKING

PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.



EXAMPLE

History

- What did you study in history lessons when you were at school?
- Did you enjoy studying history at school? [Why/Why not?]
- How often do you watch TV programmes about history now? [Why/Why not?]
- What period in history would you like to learn more about? [Why?]

PART 2

Describe the neighbourhood you lived in when you were a child.

You should say:
where in your town/city the neighbourhood was
what kind of people lived there
what it was like to live in this neighbourhood

and explain whether you would like to live in this neighbourhood in the future.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

Neighbours

Example questions:
What sort of things can neighbours do to help each other?
How well do people generally know their neighbours in your country?
How important do you think it is to have good neighbours?

Facilities in cities

Example questions:
Which facilities are most important to people living in cities?
How does shopping in small local shops differ from shopping in large city centre shops?
Do you think that children should always go to the school nearest to where they live?

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Test 2

LISTENING

PART 1 *Questions 1–10*



Questions 1–7

Complete the notes below.

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

Opportunities for voluntary work in Southoe village

Library

- Help with **1** ..... books (times to be arranged)
- Help needed to keep **2** ..... of books up to date
- Library is in the **3** ..... Room in the village hall

Lunch club

- Help by providing **4** .....
- Help with hobbies such as **5** .....

Help for individuals needed next week

- Taking Mrs Carroll to **6** .....
- Work in the **7** ..... at Mr Selsbury's house

Questions 8–10

Complete the table below.

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

Village social events			
Date	**Event**	**Location**	**Help needed**
19 Oct	**8**	Village hall	providing refreshments
18 Nov	dance	Village hall	checking **9** .....
31 Dec	New Year's Eve party	Mountfort Hotel	designing the **10** .....

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PART 2 Questions 11–20



Questions 11–14

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

Oniton Hall

11 Many past owners made changes to

- **A** the gardens.
- **B** the house.
- **C** the farm.

12 Sir Edward Downes built Oniton Hall because he wanted

- **A** a place for discussing politics.
- **B** a place to display his wealth.
- **C** a place for artists and writers.

13 Visitors can learn about the work of servants in the past from

- **A** audio guides.
- **B** photographs.
- **C** people in costume.

14 What is new for children at Oniton Hall?

- **A** clothes for dressing up
- **B** mini tractors
- **C** the adventure playground

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Questions 15–20

Which activity is offered at each of the following locations on the farm?

*Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 15–20.*

Activities	
A	shopping
B	watching cows being milked
C	seeing old farming equipment
D	eating and drinking
E	starting a trip
F	seeing rare breeds of animals
G	helping to look after animals
H	using farming tools

	Locations on the farm	
15	dairy	.....
16	large barn	.....
17	small barn	.....
18	stables	.....
19	shed	.....
20	parkland	.....

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PART 3 Questions 21–30



Questions 21 and 22

*Choose **TWO** letters, **A–E**.*

Which **TWO** things do the students agree they need to include in their reviews of *Romeo and Juliet*?

A analysis of the text
B a summary of the plot
C a description of the theatre
D a personal reaction
E a reference to particular scenes

Questions 23–27

Which opinion do the speakers give about each of the following aspects of The Emporium's production of *Romeo and Juliet*?

*Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 23–27.*

Opinions

A They both expected this to be more traditional.
B They both thought this was original.
C They agree this created the right atmosphere.
D They agree this was a major strength.
E They were both disappointed by this.
F They disagree about why this was an issue.
G They disagree about how this could be improved.

Aspects of the production

23 the set .....
24 the lighting .....
25 the costume design .....
26 the music .....
27 the actors' delivery .....

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Questions 28–30

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

28 The students think the story of *Romeo and Juliet* is still relevant for young people today because

A it illustrates how easily conflict can start.
B it deals with problems that families experience.
C it teaches them about relationships.

29 The students found watching *Romeo and Juliet* in another language

A frustrating.
B demanding.
C moving.

30 Why do the students think Shakespeare's plays have such international appeal?

A The stories are exciting.
B There are recognisable characters.
C They can be interpreted in many ways.

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PART 4 Questions 31–40

Complete the notes below.

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



The impact of digital technology on the Icelandic language

The Icelandic language

- has approximately **31** ..... speakers
- has a **32** ..... that is still growing
- has not changed a lot over the last thousand years
- has its own words for computer-based concepts, such as web browser and **33** .....

Young speakers

- are big users of digital technology, such as **34** .....
- are becoming **35** ..... very quickly
- are having discussions using only English while they are in the **36** ..... at school
- are better able to identify the content of a **37** ..... in English than Icelandic

Technology and internet companies

- write very little in Icelandic because of the small number of speakers and because of how complicated its **38** ..... is

The Icelandic government

- has set up a fund to support the production of more digital content in the language
- believes that Icelandic has a secure future
- is worried that young Icelanders may lose their **39** ..... as Icelanders
- is worried about the consequences of children not being **40** ..... in either Icelandic or English

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READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–5.

Want to rent a property?

Here is a brief description of some rental property agencies to choose from

A Aynho Properties

With over 50 years' experience, we offer a comprehensive sales and lettings service. Our firm has been based in Shipton Street since its foundation and so we have a thorough knowledge of the surrounding neighbourhood. Our staff make every effort to match clients' needs to an appropriate property, whether you are looking to rent an apartment, a bungalow or a house.

B Danesdale Agency

As soon as you walk in our door, we will make every effort to find the right flat for you to rent. Everything we do is based on good practice – you supply written references and pay the rent on time, and in return we'll visit the property every four months to ensure it is maintained and that any necessary repairs are done.

C Jakesford Properties

As a family-run business with over 20 years' experience in the property market, we pride ourselves on treating every client with kindness and consideration. The landlords on our books have been selected with great care so that you can be sure they will look after your interests. Thousands of customers from all over the world have written to us to express their appreciation for the service we have offered them.

D Kasama Letting

Our highly experienced team works hard to provide peace of mind for both tenants and landlords. James Kettering, our customer liaison officer, is always at the end of the phone to answer any queries you may have. We also have an administration officer, who deals with contracts, rents and personal queries.

E Leftfield Letting

While the main objective of some letting agents is to get as much money as possible for their properties, we aim to secure a fair deal for tenants and a trouble-free service for landlords. We use modern marketing techniques that include price comparisons for similar properties with other agencies in the area so that you can make a fully informed decision.

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Questions 1–5

Look at the five descriptions of rental property agencies, ***A–E****, on page 40.*

For which agency are the following statements true?

Write the correct letter, ***A–E****, in boxes* ***1–5*** *on your answer sheet.*

1 The agency expects customers to provide letters of recommendation.

2 The agency provides certain information on properties held by its competitors.

3 The agency began business in its present location.

4 Employees have specific roles at the agency.

5 The agency carefully chooses the property owners that it works with.

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Read the text below and answer Questions 6–14.

Cycle lights

What are the legal requirements?

You must have approved front and rear lights that are lit, clean and working properly when cycling between sunset and sunrise. It's no defence to say that it was past sunset but not yet dark. The legal lighting obligations for cyclists are determined by sunset and sunrise times – not the 'hours of darkness', which start 30 minutes after the former, end 30 minutes before the latter and dictate when motorists must switch from sidelights to headlights.

Cycling UK's guide to cycling regulations explains the Road Vehicles Lighting Regulations in detail, but in summary you need a white light at the front and a red light at the rear, visible from the front and rear respectively and fixed to your bike. A light obscured by a saddlebag isn't legal and neither is a torch on your head, though there's nothing to stop you using a head-torch as an additional light.

The regulations also now allow flashing lights, provided they flash between 60 and 240 times per minute. The legal requirements for reflectors include a red rear reflector and four amber pedal reflectors, one at the front and rear of each pedal. Common sense might suggest that a reflective heel strip or ankle band could replace an amber pedal reflector, but unfortunately these do not meet the legal requirements. This is an annoying problem for riders who use bikes where the feet are attached to the pedals and cannot slip. These pedals are not designed with enough space to accommodate reflectors and make this an area of legislation in need of change.

Unlike with other vehicles, lights are not a legal requirement for cyclists when there is seriously reduced visibility during the daytime, although we wouldn't recommend cycling through dense fog without lighting up.

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Questions 6–14

Do the following statements agree with the information given in the text on page 42?

In boxes 6–14 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

6 It is illegal to cycle after sunset without bike lights.

7 Front and rear lights can be attached to the rider.

8 A torch worn on a cyclist's head must be white.

9 There are some legal restrictions on flashing lights.

10 Reflectors are most commonly available in packs of four.

11 Reflective heel strips are allowed instead of pedal reflectors.

12 The law concerning the design of pedals is unsatisfactory.

13 Cycling during the daytime is safer than cycling at night.

14 It is against the law to cycle in daytime fog without lights.

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SECTION 2 *Questions 15–27*

Read the text below and answer Questions 15–20.

Maintaining a safe environment for employees working on computers

Under health and safety law, you must ensure that the working environment meets certain minimum requirements

Workstation furniture

The work desk or work surface should be big enough to allow the user to arrange the screen, keyboard and documents, etc. in a flexible way. It should be stable and positioned so that it's comfortable when an employee uses a document holder, but also big enough to let the user work comfortably and to alter their position.

The working environment

You need to assess noise levels. The equipment shouldn't be so noisy that it distracts the user. If you can't use quieter equipment, consider soundproofing or moving the equipment. You could use partitions between noisy equipment and the rest of the workstation as an alternative.

Lighting is also an important consideration. Surrounding windows must have curtains or blinds which users can adjust to prevent reflected glare. If needed, provide users with lighting appropriate to their tasks and particular workstation. Users should have control over their lighting to prevent reflected glare.

Temperature-wise, the equipment should not give out so much heat that the user becomes uncomfortable, so monitor this. It's also important that you maintain ventilation, and you control humidity so that it is at a level which keeps the user comfortable.

Task design and rest breaks

Good design of the task can be as important as the right choice of furniture and equipment. Whenever possible you should design jobs so that employees have a mix of activities and some control over which tasks they perform and when. You should match staffing levels to workload so that individuals are neither overworked nor underworked and give employees some say in the way work is carried out and the planning that goes into it.

An employee's need for rest breaks will vary depending on the type of work they are doing and how intensely they are working. As a general rule, however, short, frequent breaks are better than longer, less frequent ones. A 5–10-minute break after 50–60 minutes' work is better than a 15–20-minute break after two hours. The employee should, at times, have a choice over when to take breaks and they should be encouraged to do non-work activities during their break, ideally away from the workstation.

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Questions 15–20

Complete the notes below.

Choose ***ONE WORD ONLY*** *from the text for each answer.*

Write your answers in boxes 15–20 on your answer sheet.

Furniture

Desk size should facilitate

- the flexible arrangement of computer items
- the easy use of a holder for documents
- change in the user's **15** .....

Environment

Employers should

- move, soundproof, or separate noisy equipment using **16** .....
- reduce glare from nearby **17** ..... e.g., using adjustable blinds
- provide suitable lighting
- ensure a comfortable temperature
  - check **18** ..... from equipment
  - check air flow and quality in working area

Tasks and breaks

Employees should have

- a variety of tasks to choose from
- a fair workload
- An input into task achievement and **19** .....
- regular, short breaks, at times of their own **20** .....
- breaks not located at their workstation

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Read the text below and answer Questions 21–27.

Using portable ladders

Workers use portable ladders for a variety of jobs outside, such as first- and second-floor window cleaning and building repairs

Employers need to oversee all ladders that are owned by their company. Detailed visual inspections should be carried out on a regular basis, and they should have an up-to-date record of these. Before starting a job, employers are also responsible for ensuring any ladder is the right length to meet the needs of the task; reaching out from the very top of a ladder is highly dangerous. Once you get a ladder, you, as user of the ladder, should conduct a pre-use check each working day. Conducting pre-use checks should have been part of your training and should be done in accordance with the manufacturer's guidelines. When doing a check, it is important to focus on the steps and make sure they are not loose as this could cause an accident. Similarly, a cracked joint in the ladder could cause it to fail.

Almost all falls from ladders happen because the ladder moves unexpectedly. The key factor in preventing falls from ladders is to ensure your ladder is stable whilst being used. First, make sure that you choose level ground on which to set up your ladder. There are specially designed tools you can use to ensure this – don't just use a piece of wood. Second, check the ground surface is dirt-free and solid, so the feet can grip and the ladder doesn't sink.

Before you go up your ladder, look at the surrounding environment. Make sure the ladder cannot be struck by vehicles. If necessary, safeguard the area by placing red and white cones around it. Ensure it will not be pushed over by other hazards such as opening doors. Doors and windows may need to be secured where possible. Finally, think about the hazards to the general public and make sure they cannot walk underneath it or get too near to it. A 'danger' sign at the base is often the best way of doing this.

To secure the ladder, tie it to a suitable point, such as a window or railing, making sure both sides are attached. Where this is not practical, secure it to the wall near the base of the ladder with ties; avoid using blocks to wedge the ladder in place as they can easily move.

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Questions 21–27

Complete the sentences below.

Choose ***ONE WORD ONLY*** *from the text for each answer.*

Write your answers in boxes 21–27 on your answer sheet.

Safe ladder use

21 Employers should keep a ..... of ladder safety inspections.

22 Employers should check the ..... of a ladder is suitable for the job.

23 The ..... and joints of the ladder need particularly close inspection.

24 Make sure the ..... of the ladder are resting on a clean, hard surface.

25 Protect the ladder from vehicles by using ..... .

26 Use a ..... to keep people away from the ladder.

27 Keep the ladder in place using ties, rather than ..... .

→ p. 126

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SECTION 3 *Questions 28–40*

Read the text below and answer Questions 28–40.

The story of the Fosbury Flop

A On October 20, 1968, a 21-year-old university student from the USA called Dick Fosbury completely transformed the sport of high jumping with a gold-medal and Olympic-record jump of 2.24 meters at the Mexico City games. Fosbury accomplished this fabulous feat by sailing over the crossbar head first and backward! As colorfully described that day by the *Los Angeles Times*, "Fosbury goes over the bar like a guy being pushed out of a 30-story window."

B At first, when asked about how this unorthodox manoeuvre originated, Fosbury would joke with sportswriters, informing some that, because of his university background in physics and engineering, he had initially designed the Flop on paper, and telling others that he had accidentally discovered this technique when he once tripped and fell backward on his take-off. However, in later interviews, Fosbury revealed that the technique actually unfolded over many years and involved countless trials and errors. "It was simply a natural technique that evolved," he said. "I never thought about how to change it, and I'm sure my coach was going crazy because it kept evolving. I didn't know anyone else in the world would be able to use it."

C Fosbury explained that when he first learned to high jump at the age of 10 or 11, he tried jumping with the "scissors" style. He said, "I used that style until I went into high school, where my coach explained that I was never going to get anywhere with that technique. He started me with the 'belly roll' technique. However, I was really lousy with that style. I expressed my frustration to coach and he said that if I really wanted, I could still use the 'scissors.'"

So, in his next competition, Fosbury went back to the "scissors" style. He explained: "As the bar was raised each time, I began to lift my hips up and my shoulders went back in reaction to that. At the end of the competition, I had improved my best by 15 cm to 1 m 78 and even placed third! The next two years in high school with my curved approach, I began to lead with my shoulder and eventually was going over head first like today's Floppers."

D In this way, the Flop evolved, not from design, but from a trial-and-error process which combined repeated effort with the biomechanics of Fosbury's gangling 1 m 93 physique. *Sports Illustrated* writer Richard Hoffer wrote: "It was on-site engineering, his body and mind working together, making reflexive adjustments with only one goal, getting over the bar." Hoffer explained that although Fosbury's arms and legs seemed to be all over the place, those movements that served to get him a centimeter higher were retained, while the others were gradually eliminated as the technique evolved.

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E What did Fosbury think of the seeming awkwardness of his Flop? "I believe that the Flop was a natural style," he said, "And I was just the first to find it. I can say that because the Canadian jumper Debbie Brill was a few years younger than I was and also developed the same technique, only a few years after me and without ever having seen me."

A striking coincidence? Yes, indeed. But, perhaps not as striking as the fact that a high school student called Bruce Quande was photographed on May 24, 1963 flopping backward over the crossbar. This was the same month that Fosbury recalls having flopped for the first time in the competition when he was at high school!

F But completing the Flop successfully was only half the battle; the return to earth still had to be negotiated. Few would even consider such an experiment knowing they'd have to land on their necks. When Fosbury was jumping in high school, he had to land in pits which were filled with wood chips, sawdust, or sand. On one occasion, Fosbury hit his head on the wooden border of the pit. Another time he landed totally out of the pit, flat on his back, knocking the wind out of him. The next year, Fosbury's high school became the first in the region to install foam rubber in its high jump pit, thereby cushioning the jumper's fall and encouraging the use of the potentially dangerous Flop. The Fosbury Flop and cushioned landing areas thus appear to have co-evolved.

G Fosbury explains how he came to name the Flop. "I'm very proud that I received the naming rights. But the term by which the style is known did not appear overnight. To tell the truth, the first time that I was interviewed and asked 'What do you call this?' I used my engineering analytical side and I referred to it as a 'back lay-out.' It was not interesting, and the journalist didn't even write it down. I noted this. The next time that I was interviewed, that's when I said: 'Well, at home in my town they call it the Fosbury Flop' – and everyone wrote it down. I was the first one to call it that, but it came from a caption on a newspaper photo that said: 'Fosbury flops over bar.' The context was that our town was on a river, very popular for fishing, an hour from the Pacific Ocean. And when you land a fish on the bank, it's flopping. That's the action, and so it's a good description by a journalist, and I remembered it."

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Questions 28–32

The text on pages 48 and 49 has seven sections, **A–G**.

Which section mentions the following?

*Write the correct letter, **A–G**, in boxes 28–32 on your answer sheet.*

NB *You may use any letter more than once.*

28 a suggestion that Fosbury should change his way of jumping

29 a reference to an opportunity offered to Fosbury that made him feel honoured

30 a reference to the fact that Fosbury was a very influential high jumper

31 conflicting explanations given by Fosbury for the way the idea for the Fosbury Flop began

32 a reference to a time when Fosbury was dissatisfied with his athletic performance

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Questions 33–36

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

Write the correct letter in boxes 33–36 on your answer sheet.

33 When interviewed about his development of the Fosbury Flop, Dick Fosbury

A always insisted that he had carefully designed it on scientific principles.
B said he wanted to develop a technique that only he could use.
C claimed it was inspired by an injury he suffered while making a jump.
D stated that it had been done gradually without any overall plan.

34 Fosbury achieved a sudden improvement in the height he could jump when he

A started to adapt the 'scissors' technique.
B became much more determined to win competitions.
C decided to abandon the 'scissors' technique.
D found a new way of using the 'belly roll' style.

35 When describing the way that Fosbury's jump evolved, Richard Hoffer stressed that

A Fosbury's height slowed down his progress.
B the process was more controlled than it appeared.
C Fosbury was not really aware of his own technique.
D the process included specialist input from engineers.

36 Fosbury defended his idea that his style of jumping was 'natural' by pointing out that

A it was achievable by younger jumpers.
B it was copied successfully by other athletes.
C it was achievable without any special training.
D it was independently discovered by other athletes.

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Questions 37–40

Complete the summary below.

*Choose **NO MORE THAN TWO WORDS** from the text for each answer.*

Write your answers in boxes 37–40 on your answer sheet.

How the Fosbury Flop got its name

When first interviewed, Fosbury called his jumping style a **37** ....., but he realised that this had not made an impression on the **38** ..... . In his next interview, he used a name taken from the description given to a newspaper photo – and this was the name that everyone noted. He says the name was appropriate because his town is near a **39** ..... and a **40** ..... does a similar type of 'flopping' movement when brought to land.

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WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The parents of your Australian friend Chris have invited you to a surprise birthday party for him/her.

Write a letter to Chris's parents. In your letter

- ***say why you think Chris will enjoy the surprise party***
- ***explain why you won't be able to attend the party***
- ***give details of a plan to see Chris at a different time.***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Mr and Mrs Collins,

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WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***In some countries, more and more people are hiring a personal fitness trainer, rather than playing sports or doing exercise classes.***
>
> ***What are the reasons for this?***
>
> ***Is this a positive or a negative development?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

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SPEAKING

PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

EXAMPLE

Reading

- Did you have a favourite book when you were a child? [Why/Why not?]
- How much reading do you do for your work/studies? [Why/Why not?]
- What kinds of books do you read for pleasure? [Why/Why not?]
- Do you prefer to read a newspaper or a magazine online, or to buy a copy? [Why?]

PART 2

Describe a big city you would like to visit.

You should say:
which big city you would like to visit
how you would travel there
what you would do there

and explain why you would like to visit this big city.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

Visiting cities on holiday

Example questions:
What are the most interesting things to do while visiting cities on holiday?
Why can it be expensive to visit cities on holiday?
Do you think it is better to visit cities alone or in a group with friends?

The growth of cities

Example questions:
Why have cities increased in size in recent years?
What are the challenges created by ever-growing cities?
In what ways do you think cities of the future will be different to cities today?

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Test 3

LISTENING

PART 1 *Questions 1–10*



Complete the notes below.

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

Advice on surfing holidays

Jack's advice

- Recommends surfing for **1** ..... holidays in the summer
- Need to be quite **2** .....

Irish surfing locations

- County Clare
  - Lahinch has some good quality **3** ..... and surf schools
  - There are famous cliffs nearby
- County Mayo
  - Good surf school at **4** ..... beach
  - Surf camp lasts for one **5** .....
  - Can also explore the local **6** ..... by kayak

Weather

- Best month to go: **7** .....
- Average temperature in summer: approx. **8** ..... degrees

Costs

- Equipment
  - Wetsuit and surfboard: **9** ..... euros per day
  - Also advisable to hire **10** ..... for warmth

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PART 2 Questions 11–20



Questions 11 and 12

Choose **TWO** *letters,* **A–E.**

Which **TWO** facts are given about the school's extended hours childcare service?

A It started recently.
B More children attend after school than before school.
C An average of 50 children attend in the mornings.
D A child cannot attend both the before and after school sessions.
E The maximum number of children who can attend is 70.

Questions 13–15

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

13 How much does childcare cost for a complete afternoon session per child?

A £3.50
B £5.70
C £7.20

14 What does the manager say about food?

A Children with allergies should bring their own food.
B Children may bring healthy snacks with them.
C Children are given a proper meal at 5 p.m.

15 What is different about arrangements in the school holidays?

A Children from other schools can attend.
B Older children can attend.
C A greater number of children can attend.

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Questions 16–20

What information is given about each of the following activities on offer?

*Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 16–20.*

	Information
A	has limited availability
B	is no longer available
C	is for over 8s only
D	requires help from parents
E	involves an additional fee
F	is a new activity
G	was requested by children

	Activities	
16	Spanish	.....
17	Music	.....
18	Painting	.....
19	Yoga	.....
20	Cooking	.....

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PART 3 Questions 21–30

Questions 21–24

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



Holly's Work Placement Tutorial

21 Holly has chosen the Orion Stadium placement because

- **A** it involves children.
- **B** it is outdoors.
- **C** it sounds like fun.

22 Which aspect of safety does Dr Green emphasise most?

- **A** ensuring children stay in the stadium
- **B** checking the equipment children will use
- **C** removing obstacles in changing rooms

23 What does Dr Green say about the spectators?

- **A** They can be hard to manage.
- **B** They make useful volunteers.
- **C** They shouldn't take photographs.

24 What has affected the schedule in the past?

- **A** bad weather
- **B** an injury
- **C** extra time

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Questions 25–30

What do Holly and her tutor agree is an important aspect of each of the following events management skills?

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

Important aspects	
A	being flexible
B	focusing on details
C	having a smart appearance
D	hiding your emotions
E	relying on experts
F	trusting your own views
G	doing one thing at a time
H	thinking of the future

Events management skills

25 Communication .....

26 Organisation .....

27 Time management .....

28 Creativity .....

29 Leadership .....

30 Networking .....

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PART 4 Questions 31–40

Complete the notes below.

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



Bird Migration Theory

Most birds are believed to migrate seasonally.

Hibernation theory

- It was believed that birds hibernated underwater or buried themselves in **31** .....
- This theory was later disproved by experiments on caged birds.

Transmutation theory

- Aristotle believed birds changed from one species into another in summer and winter.
  - In autumn he observed that redstarts experience the loss of **32** ..... and thought they then turned into robins.
  - Aristotle's assumptions were logical because the two species of birds had a similar **33** .....

17th century

- Charles Morton popularised the idea that birds fly to the **34** ..... in winter.

Scientific developments

- In 1822, a stork was killed in Germany which had an African spear in its **35** .....
  - previously there had been no **36** ..... that storks migrate to Africa
- Little was known about the **37** ..... and journeys of migrating birds until the practice of ringing was established.
  - It was thought large birds carried small birds on some journeys because they were considered incapable of travelling across huge **38** .....
  - Ringing depended on what is called the **39** '.....' of dead birds.
- In 1931, the first **40** ..... to show the migration of European birds was printed.

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READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–6.

Local countryside walks

The following walks have coloured marker posts to guide you

A Grove Mill

Take either the yellow path or the blue path – both eventually come out at the Old Water Mill and are at about the same level of difficulty. There is a shallow stream which runs alongside the yellow path. Dogs enjoy a swim here if it's hot, and there are trees to help keep you cool while you wait.

B Blackhill Trail

Follow the marker posts carefully as you make your way through some dense forest. If you take a wrong turn, as walkers often do, your walk could end up being a lot longer than you expected. The sun may be shining, but there is plenty of damp undergrowth, so wear a tough pair of hiking boots if you don't want your feet to get wet. It isn't advisable to take small dogs on this trail.

C Fern Way

The route is winding but fairly flat and doesn't require any special footwear or equipment. It is accessed by a gate with a strong bolt to keep sheep and cows in the field. The path is lined on both sides by firs and some majestic redwoods that date back to the nineteenth century. There are benches along the way, where you can rest and admire the beauty of the area.

D Bay Red Valley

Be prepared to go up and down a bit on this route. The first section is uphill, then the path flattens out – but not for long, so you need to be fairly fit. The exercise is worth it, though, as there are some spectacular views across the valley. There is a viewing platform, from which you may be lucky enough to see one of the herds of deer that roam the area.

E Brownwater Trail

A circular path will take you past tree and plant species from around the world that are cared for by a dedicated team of volunteers. If you bring your dog, keep it on a lead as the smaller shrubs can be easily destroyed. The path itself is open and unprotected, so be sure to wear a hat or you could get sunburnt.

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Questions 1–6

*Look at the five descriptions of walks, **A–E**, on page 62.*

For which walk are the following statements true?

*Write the correct letter, **A–E**, in boxes 1–6 on your answer sheet.*

NB *You may use any letter more than once.*

1 There is very little shade.

2 There are some steep sections.

3 There is a choice of route on this walk.

4 There is a special site for watching wildlife.

5 Dogs must not be allowed to run freely.

6 You can sit down in several places.

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Read the text below and answer Questions 7–14.

Poppi Properties

Review by Sally Hanugoldi

I have had a terrible experience with Poppi Properties and as an ex-tenant, I advise you to go elsewhere if you want to rent or buy a property – as I have now done. When I initially viewed my Poppi Properties flat, I was accompanied by Lillee Eggerton, one of the two staff who run the company. The flat was located close to the office where I have been working for the past year, so I went there before the working day had begun. I knew immediately that it was the right property for me because of the convenient location, and a few days later I paid the deposit and the first two months' rent. The flat was on the 12th floor, which I admit was a surprise to me as I thought it was lower when I first read about it, but Lillee was very encouraging, and I felt confident that I was making the right choice. At this point, she was professional and kind, but once I had moved into the property, I discovered that she was far less approachable than she had been during the viewing period and whenever I tried to contact her, she was unavailable.

At the start of my tenancy, a number of issues were unsatisfactory in the property. For example, as a new tenant, you have a right to expect your flat to be clean. In fact, carpets should be professionally cleaned, but mine had not even been hoovered. I had hoped that this problem would be addressed quickly, but nothing happened and so I did the job myself. Similarly, the oven worked when I switched it on, but it was black inside and smelt horrible. The company did nothing, so in the end I just avoided using the oven while I lived there. Several times, I asked to speak to the landlord directly but was told this was not possible. No one should have to put up with these problems, particularly when Poppi Properties charge such high rents!

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Questions 7–14

Do the following statements agree with the information given in the text on page 64?

In boxes 7–14 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

7 Sally Hanugoldi is still renting a property with Poppi Properties.

8 Sally Hanugoldi was the first person to view the flat.

9 Sally made a quick decision to rent the property.

10 The flat was on a lower level than Sally had expected.

11 Lillee's behaviour towards Sally changed over time.

12 The flat that Sally rented from Poppi Properties was unfurnished.

13 Sally employed someone to clean her carpets.

14 The landlord raised Sally's rent while she was living in the flat.

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SECTION 2 *Questions 15–27*

Read the text below and answer Questions 15–21.

Procedure for making a complaint at work

If you have a problem or complaint at work, you might want to take this up with your employer. This is called 'raising a grievance'.

Often the best way to sort out a problem is to request an informal meeting with your immediate manager to explain your concerns. You may find it is possible to sort the problem out in this way without having to take any further action. However, if you do not feel your problem has been solved, you may decide to raise a formal grievance. In this case you should first try to find out your company's grievance procedure. You should be able to find details of this in your Company Handbook, HR or Personnel manual, or on your company's HR intranet site.

The next step will probably be to write to your employer. Explain your problem, and if you can think of a possible solution for resolving it, give details of this. When you have written your letter, check that you have written the date, and retain a copy so that you have a record of what you wrote. Your employer should arrange an initial meeting at a reasonable time and place to discuss your grievance. You are entitled to ask either a colleague from work or a trade union representative to go to the meeting with you. After the meeting, your employer should write to you, telling you what they have decided to do about your grievance.

If you don't agree with your employer's decision, you have the right to appeal against it. This must be done in writing. A further meeting should then be called, which should be led by a more senior manager if possible. If you are still not satisfied with the decision made at this meeting, you may consider whether one way to solve the problem might be through mediation. This may be done inside the company or by an external agent. Alternatively, you can make an employment tribunal claim. You must do this no more than three months after the time when the event you are complaining about happened. If your application is received after this time limit, the tribunal will not usually accept it.

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Questions 15–21

Complete the flowchart below.

Choose ***ONE WORD AND/OR A NUMBER*** *from the text for each answer.*

Write your answers in boxes 15–21 on your answer sheet.

Raising a grievance at work

Ask to see your immediate manager on an **15** ..... basis.

↓

If not satisfied, find details of your company's grievance procedure.
This may be in a handbook, a **16** ..... or on an intranet site.

↓

Write to your employer with details of your complaint.
You may also suggest a **17** .....
Make sure there is a date on your letter and keep a copy.

↓

Your employer should hold a meeting.
You have the right to be accompanied by a **18** ..... or a trade union representative.

↓

Your employer should then inform you of the decision in writing.
If you are not happy with the decision, you can appeal in writing.

↓

Your employer should then arrange a further meeting.
Where possible, this should be led by a manager who is **19** ..... to the previous one.

↓

If you are still not happy with the decision, you can

- think about the possibility of **20** .....
- make an employment tribunal claim. This must be done within **21** ..... of the date of the event.

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Read the text below and answer Questions 22–27.

Driving a taxi or private hire vehicle

Taxis are an important part of any town or city's transport system. Taxis have a licence plate and roof sign that states they are a taxi. As a taxi driver you might be booked in advance, wait on a taxi rank or pick up passengers while on the move. You could combine normal 'pick-up' jobs with prearranged contracts such as regular trips for schoolchildren or those unable to drive. You might also make longer-distance trips such as taking people to airports. The other type of passenger transport is a private hire vehicle. As a private hire driver, you can only collect passengers who have pre-booked through your operator. You cannot be flagged down in the street.

When working in a taxi or private hire vehicle, you would:

- take job details over the radio from the operator at the office or by an in-car computer
- help to load and unload passengers' luggage
- assist passengers with any physical conditions that make it difficult for them to get in and out of the vehicle
- take payments
- keep the vehicle clean and roadworthy
- keep accounts and records, if self-employed.

Working conditions and skills

You would spend most of your time on the road, sometimes in heavy traffic, and you would be constantly on the move. The job allows you to choose your hours, but you will find more work in the evenings. You would work between 40 and 60 hours a week if full time. In the UK, 17% of taxi drivers are employed full time, 17% are employed part time and 66% are self-employed. As well as being a skilled driver, you need to be good at communicating with people and helping customers. You must be tactful when dealing with problems and have good time management and numeracy skills.

Requirements

You will need a special licence from your local authority to be a taxi driver or private car hire driver. For this, you usually need to be over 21 years old, to have a clean current driving licence and to have been driving for at least 12 months. You may also need to pass a test of knowledge about the local geography. If you are using your own vehicle, it will also need a special licence.

Many employers value additional driver training which could include the Advanced Driving Test offered by the Institute of Advanced Motorists. Evidence of basic mechanical skills, such as RQF level 4, would also be welcome.

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Questions 22–27

Complete the sentences below.

Choose ***ONE WORD ONLY*** *from the text for each answer.*

Write your answers in boxes 22–27 on your answer sheet.

22 Private hire drivers only take passengers by arrangement with an ..... .

23 A driver's job may involve helping those with ..... problems.

24 Working hours for drivers may vary, but the greatest demand is in the ..... .

25 The majority of drivers are ..... .

26 A driver needs to be familiar with the ..... of the area.

27 It may be useful if a driver has evidence of some ..... ability.

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SECTION 3 *Questions 28–40*

Read the text on pages 71 and 72 and answer Questions 28–40.

Questions 28–33

The text on pages *71 and 72* has six paragraphs, **A–F**.

Choose the correct heading for each paragraph from the list of headings below.

*Write the correct number, **i–vii**, in boxes 28–33 on your answer sheet.*

List of Headings

- **i** The extra time is worth it
- **ii** The preferred rhubarb for consumers
- **iii** Yorkshire's declining air quality
- **iv** Observing the selection process
- **v** Suggesting a possible beginning
- **vi** A long-standing family business
- **vii** The best region for forced rhubarb

28 Paragraph **A**

29 Paragraph **B**

30 Paragraph **C**

31 Paragraph **D**

32 Paragraph **E**

33 Paragraph **F**

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Forced rhubarb

Rhubarb has large fan-shaped leaves and long, green edible stalks, which are commonly cooked with sugar to make pies and other desserts. One type of rhubarb is grown in the dark to produce longer, rosier stalks and this is called 'forced rhubarb'

A In the north of England, a cold winter is good news for some, and not just snowmen and woolly hat makers. According to Yorkshire farmer David Westwood, this year's forced rhubarb is the best for years. Westwood, a softly spoken Yorkshireman, should know. He's been growing and selling rhubarb for 62 years, since he started picking on the farm aged 11. His son Jonathan works on the farm too, making him the sixth generation of the Westwoods to grow the pink stems or 'petioles' as they are otherwise known.

B We meet at his farm, a few miles from the city of Wakefield, which with the cities of Bradford and Leeds form the three points of the Rhubarb Triangle, the heart of the British rhubarb industry. 'It doesn't grow as well anywhere else,' insists Westwood. He has a number of theories as to why this is. The loam soil on a clay base is perfect for the roots or 'crowns' which rhubarb grows from. In Victorian times – the mid-to-late 1800s – when rhubarb's popularity was at its peak, the local coal mines provided cheap fuel for heating the sheds, a crucial part of the forcing process, which involves depriving the plants of light as they develop. At the same time, the effluence from the industry enriched the soil for farmers. On top of that, according to Westwood, the high levels of pollution in the air would have been ideal for the rhubarb, as 'rhubarb loves soot'.

C Westwood's farm produces both the greenish outdoor rhubarb, the kind that grows well in gardens all over the country, and the startlingly pink forced rhubarb. It's this that is the 'cream of the crop', the upper class of the rhubarb family. Forced rhubarb is the one that's most likely to convert rhubarb-haters who've been traumatised by harshly flavoured school pies made from green overgrown outdoor stems. The slender magenta spears, with a sherbet-tangy flavour and delicate texture, are a far cry from that coarse, bitter stuff. It's also a rare local fruit (although technically a vegetable) at a time when imports dominate, and a welcome splash of colour in the drab winter months. No wonder chefs and food writers have fallen in love with forced rhubarb all over again. It's enjoying a remarkable renaissance, for only 20 years ago it was in such decline that Westwood, one of the last 12 growers left from a peak of 200, was considering abandoning it.

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D There are certainly simpler ways to grow food. First the plant roots, or crowns, are grown outside for more than two years. Then, at the start of their third winter, they are left in the ground until it is cold enough to break the crowns' dormancy. This is one of the factors that gives British rhubarb the edge over imports from the Netherlands, which arrive in the country a scene-stealing couple of weeks before the Yorkshire crop. To bring them to market that early, the Dutch crowns are fed with gibberellic acid, to replace the hormones naturally generated by a period of cold weather. Westwood is relaxed on the subject of the imported rhubarb, remarking only: 'It's good-looking all right, but the flavour's nowhere near.' Back in Yorkshire, sometime around the middle of November, the crowns are dug up, transferred to sheds with earthen floors, and watered in. The light is blocked out completely and the heating is turned on. In the warm and dark, the shoots appear so quickly that the buds can be heard gently popping. Within three weeks or so, the first round of picking, or 'pulling' as it's known, can begin.

E In Westwood's 1920s rhubarb sheds, it is pitch black. I slip and slide on the narrow troughs that serve as paths between the beds of rhubarb crowns. It's a relief when a team of 'pullers' arrive, all local men, some of whom have been working for Westwood for 40 years. Each carries a sturdy candle, and their pale, flickering light reveals a sea of yellow leaves stretching 40 metres to the far wall. The men walk the beds plucking the satiny stems expertly, choosing only the ones that have reached the length of an arm. Then, cradling the fuchsia pink bundles in their arms, they move on to the next patch. It's an extraordinary sight in this age of mechanised, computerised agriculture. 'The pulling's done much the same way as it always has been,' Westwood says. 'Electric light spoils the colour.' A labour-intensive process, it goes some way to explain the admittedly eye-watering price of the best forced rhubarb – that and the heating, now from oil or propane rather than coal.

F So how was this arcane cold-dark-heat process, in use since Victorian times, discovered? Westwood's story is appealingly earthy. A gardener threw an old crown onto the horse stable muck pile. The manure was hot, and the plant was soon covered. The stable boy must have been puzzled by the startling pink spears that came pushing through the dirt a week or two later, but happily he had the good sense to gather them. Where there's muck there's money – and good eating indeed.

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Questions 34–36

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

Write the correct letter in boxes 34–36 on your answer sheet.

34 What aspect of forced rhubarb does the writer praise in Paragraph C?

- **A** its suitability for pies
- **B** the smoothness of its stems
- **C** its superiority over other types of rhubarb
- **D** the number of places it can be successfully grown

35 Why does the writer think forced rhubarb has become more popular among cooking experts?

- **A** It is cheap and easy to grow.
- **B** It is attractive and pleasant to eat.
- **C** Local farmers are producing more of it.
- **D** Imported varieties are in limited supply.

36 In the final paragraph, the writer suggests that forced rhubarb was first produced

- **A** by accident.
- **B** as animal feed.
- **C** through trial and error.
- **D** while growing something else.

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Questions 37–40

Complete the summary below.

*Choose **ONE WORD ONLY** from the text for each answer.*

Write your answers in boxes 37–40 on your answer sheet.

Growing forced rhubarb

During November, rhubarb crowns are removed from the soil and replanted in dark sheds that have plenty of heating. These conditions encourage such fast growth that the buds make a **37** ..... sound as the pink stalks appear.

The growing period lasts around three weeks. After that, the rhubarb can be picked by a group of people known as **38** ..... . They use a **39** ..... to inspect the stems and to make sure they are as long as a human **40** ....., before handling them with expert skill.

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WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently booked a part-time course at a college. You now need to cancel your booking.

Write a letter to the college administrator. In your letter

- ***say which part-time course you booked***
- ***explain why you need to cancel your booking***
- ***ask about booking a different course***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

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WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***It is better to buy just a few expensive clothes, rather than lots of cheaper clothes.***
>
> ***Do you agree or disagree?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

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SPEAKING

PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

EXAMPLE

Drinks

- What do you like to drink with your dinner? [Why?]
- Do you drink a lot of water every day? [Why/Why not?]
- Do you prefer drinking tea or coffee? [Why?]
- If people visit you in your home, what do you usually offer them to drink? [Why/Why not?]

PART 2

Describe a monument (e.g., a statue or sculpture) that you like.

You should say:
what this monument is
where this monument is
what it looks like

and explain why you like this monument.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

Public monuments

Example questions:
What kinds of monuments do tourists in your country enjoy visiting?
Why do you think there are often statues of famous people in public places?
Do you agree that old monuments and buildings should always be preserved?

Architecture

Example questions:
Why is architecture such a popular university subject?
In what ways has the design of homes changed in recent years?
To what extent does the design of buildings affect people's moods?

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Test 4

LISTENING

PART 1 *Questions 1–10*



Complete the notes below.

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

Easy Life Cleaning Services

Basic cleaning package offered

- Cleaning all surfaces
- Cleaning the **1** _____ throughout the apartment
- Cleaning shower, sinks, toilet etc.

Additional services agreed

- Every week
  - Cleaning the **2** _____
  - Ironing clothes – **3** _____ only
- Every month
  - Cleaning all the **4** _____ from the inside
  - Washing down the **5** _____

Other possibilities

- They can organise a plumber or an **6** _____ if necessary.
- A special cleaning service is available for customers who are allergic to **7** _____

Information on the cleaners

- Before being hired, all cleaners have a background check carried out by the **8** _____
- References are required.
- All cleaners are given **9** _____ for two weeks.
- Customers send a **10** _____ after each visit.
- Usually, each customer has one regular cleaner.

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PART 2 Questions 11–20



Questions 11–14

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

11 Many hotel managers are unaware that their staff often leave because of

- **A** a lack of training.
- **B** long hours.
- **C** low pay.

12 What is the impact of high staff turnover on managers?

- **A** an increased workload
- **B** low morale
- **C** an inability to meet targets

13 What mistake should managers always avoid?

- **A** failing to treat staff equally
- **B** reorganising shifts without warning
- **C** neglecting to have enough staff during busy periods

14 What unexpected benefit did Dunwich Hotel notice after improving staff retention rates?

- **A** a fall in customer complaints
- **B** an increase in loyalty club membership
- **C** a rise in spending per customer

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Questions 15–20

Which way of reducing staff turnover was used in each of the following hotels?

*Write the correct letter, **A**, **B** or **C**, next to Questions 15–20.*

	Ways of reducing staff turnover
A	improving relationships and teamwork
B	offering incentives and financial benefits
C	providing career opportunities

	Hotels	
15	The Sun Club	.....
16	The Portland	.....
17	Bluewater Hotels	.....
18	Pentlow Hotels	.....
19	Green Planet	.....
20	The Amesbury	.....

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PART 3 Questions 21–30



Questions 21–22

*Choose **TWO** letters, **A–E**.*

Which **TWO** points do Thomas and Jeanne make about Thomas's sporting activities at school?

A He should have felt more positive about them.
B The training was too challenging for him.
C He could have worked harder at them.
D His parents were disappointed in him.
E His fellow students admired him.

Questions 23 and 24

*Choose **TWO** letters, **A–E**.*

Which **TWO** feelings did Thomas experience when he was in Kenya?

A disbelief
B relief
C stress
D gratitude
E homesickness

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Questions 25–30

What comment do the students make about the development of each of the following items of sporting equipment?

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

Comments about the development of the equipment

A It could cause excessive sweating.

B The material was being mass produced for another purpose.

C People often needed to make their own.

D It often had to be replaced.

E The material was expensive.

F It was unpopular among spectators.

G It caused injuries.

H No one using it liked it at first.

Items of sporting equipment

25 the table tennis bat .....

26 the cricket helmet .....

27 the cycle helmet .....

28 the golf club .....

29 the hockey stick .....

30 the football .....

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PART 4 Questions 31–40

Complete the notes below.

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



Maple syrup

What is maple syrup?

- made from the sap of the maple tree
- added to food or used in cooking
- colour described as **31** .....
- very **32** ..... compared to refined sugar

The maple tree

- has many species
- needs sunny days and cool nights
- maple leaf has been on the Canadian flag since 1964
- needs moist soil but does not need fertiliser as well
- best growing conditions and **33** ..... are in Canada and North America

Early maple sugar producers

- made holes in the tree trunks
- used hot **34** ..... to heat the sap
- used tree bark to make containers for collection
- sweetened food and drink with sugar

Today's maple syrup

The trees

- Tree trunks may not have the correct **35** ..... until they have been growing for 40 years.
- The changing temperature and movement of water within the tree produces the sap.

The production

- A tap is drilled into the trunk and a **36** ..... carries the sap into a bucket.
- Large pans of sap called evaporators are heated by means of a **37** .....
- A lot of **38** ..... is produced during the evaporation process.
- 'Sugar sand' is removed because it makes the syrup look **39** ..... and affects the taste.
- The syrup is ready for use.
- A huge quantity of sap is needed to make a **40** ..... of maple syrup.

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READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–7.

Outdoor activities for all the family

A Perry Forest

Our walks cater for all ages and all degrees of fitness, and are suitable for children as well as adults. Every Saturday and Sunday throughout the year our experts lead several walks. So whether you want a short stroll on level ground, or a more challenging walk to the top of Shepherds Hill, we have something for you.

B Pugsley Beach Nature Reserve

The reserve has plenty of wildlife, whatever the time of year, with its numerous species of birds, and plants that grow hardly anywhere else, but the autumn is when hundreds of grey seals arrive on the beach to have their young. The covered viewing area offers spectacular close-up views of all this, and hot drinks and snacks are available to help you keep warm.

C Marston Hall

If you ever wonder what wildlife trusts do for the environment, come to Marston Hall, where our rangers will show you how they manage wildlife habitats, from providing feeding boxes for squirrels to creating ponds for frogs and many other creatures. They'll also take you on a short walk through the ancient pine forest in search of animal tracks and signs.

D Craven Discovery Centre

Here at the discovery centre, youngsters are introduced to the animals in our petting zoo, where they can stroke or feed the sheep, rabbits, ponies and other residents. Then they're taken on a walk through the wood. Meanwhile, the adults can take part in one of our woodland activities, such as learning basic woodworking skills.

E Shelford Family Wild Outing

Go birdwatching or catch insects as daylight fades, then have a gentle jog along the River Wale by moonlight, and end by toasting marshmallows on a campfire. It's all part of a Family Wild Outing in Shelford, organised by the local wildlife trust. Ideal for both adults and children.

F Garston Park

Come to Garston Park when the sun has set and explore the solar system. Ideal for children – and their parents – who are interested in astronomy. Our experts will help you to find your way among the stars, and then we gather in the visitor centre for refreshments. Please note that events are cancelled if the weather is cloudy.

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Questions 1–7

The text on page 84 has six advertisements, **A–F**.

Which advertisement mentions the following?

*Write the correct letter, **A–F**, in boxes 1–7 on your answer sheet.*

NB You may use any letter more than once.

1 running in the evening

2 seeing newborn animals

3 parents and children doing different activities at the same time

4 choosing from alternative routes

5 learning about how other people help animals

6 an event occurring only at a certain time of the year

7 identifying where animals have been

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Read the text below and answer Questions 8–14.

Hinchingbrooke School Sixth Form

Hinchingbrooke School consists of the lower school, for students aged 11 to 16, and the sixth form, for ages 16 to 18+. In the sixth form we provide a strong programme of guidance for students, whether they are planning on going to university, into training or straight into the workplace. We have a high rate of success with applications to universities, including growing success in recent years for medical school applicants.

While the majority of sixth-form students enter from the lower school, recent significant expansion of the sixth form is largely the result of an increase in applicants from other schools in the area. We pride ourselves on giving these external students a particularly warm welcome. We welcome your interest in joining our sixth form and look forward to offering you a place if you satisfy our minimum entry requirements.

If you are an internal student, please apply through the MyChoice16 application system. This is also where external students need to view course information. If you are an external student whose current school does not use MyChoice16 for online applications, please see our website for an application form to the school. We hold an annual Open Evening in the autumn term when you can come and view our facilities and ask any questions you may have.

Care, guidance and support in the sixth form at Hinchingbrooke is something of which we are very proud, and each of our students is treated as an individual. You will be assigned a professional sixth-form tutor who will provide you with support and guidance, and will be responsible for helping you make sensible choices about your future career path.

You will meet with your tutor at a fixed time every fortnight to discuss progress and any concerns you or your subject teachers may have about your effort and achievement. You will also set targets for yourself, in agreement with your tutor and subject teachers, and your progress towards achieving these targets will be monitored in your tutor meetings.

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Questions 8–14

Do the following statements agree with the information given in the text on page 86?

In boxes 8–14 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

8 Some sixth-form students intend to start work immediately after leaving school.

9 An increasing number of students are accepted at medical school.

10 Most sixth-form students come from other schools.

11 External applicants have an interview before they can be accepted.

12 Applications to the sixth form can only be made through the MyChoice16 website.

13 External applicants can talk to current students at the Open Evening.

14 Students meet their tutor whenever one of them requests a meeting.

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SECTION 2 *Questions 15–27*

Read the text below and answer Questions 15–21.

Tree cutters at work

Tree surgeon Ivars Balodis describes the teamwork involved in cutting down a large tree

Today the tree-cutting team consists of myself, Gary and Mikael. We're going to cut down a tall tree that is inside the boundary of a busy timber yard. It's Saturday – not a working day for the yard – and it is far easier to remove a tree when no-one else is around. As supervisor, I first pop into our office to sort out the paperwork for the day, which includes the risk assessments. Then I look at the most up-to-date weather forecast as wind and rain make our job much more difficult. Luckily, we've picked a good day.

Next, we load up the equipment – things like petrol-driven chainsaws of varying sizes, helmets and waterproofs, spades, rakes and other tools, etc. must all go on the truck before the three of us set off. On arrival at the site, we have a quick discussion on the procedure for the day. After that, one of us – today it's Gary – goes up the tree to quickly select his anchor point. This is the position from which he'll cut down the tree. It must be high enough to enable access throughout the tree's branches, but also have sufficient strength to support the climber. The first few big branches can be cut from the tree in large pieces and dropped into the yard, so we make good progress during the morning and start our wood pile there.

Having removed the more accessible branches, we have lunch and then set up a simple system to reach the smaller upper branches. This involves placing a pulley in the tree and using thick rope to drag the branches down. When they're cut, these will fall further away – outside the boundary of the yard. On the other side of the perimeter fence is a wide grass verge and then a footpath, where I set up a number of signs to alert the public to our activities. Working alongside a road requires vigilance, so I monitor the movements of pedestrians, and as Gary starts work, I watch what he's doing, so I can to Mikael, who cuts them up and feeds the machine that dices them into very small pieces called wood chippings.

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Questions 15–21

Complete the flowchart below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 15–21 on your answer sheet.

Cutting down a big tree

The site supervisor checks the paperwork and the latest information on the weather first.

↓

Chainsaws, clothing and all **15** _____ are then loaded onto the lorry.

↓

The team talk briefly at the site about the overall **16** _____ before the work begins.

↓

The climber's anchor point must have the necessary height and **17** _____ for the job.

↓

The first branches are cut and placed in a pile in the yard.

↓

A pulley and some **18** _____ assist in the removal of the top branches.

↓

At this point, signs are placed on the **19** _____ .

↓

For safety, the actions of both the tree cutter and **20** _____ must be regularly checked.

↓

A special machine creates **21** _____ out of some of the wood.

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Read the text below and answer Questions 22–27.

Plumbing skills

Plumbers install and repair the equipment and pipes needed to carry water, gas and waste in homes and other buildings.

In a residential building, such as a block of flats, underfloor jobs that involve plumbing, mechanical and electrical systems are common. They may need to take place in a narrow space that is often only about 35 centimetres deep. In addition, the floors are typically covered with a wood product, engineered to resemble solid wood, that has very strict criteria as far as drilling and cutting are concerned. The plumber cannot just go in and cut holes and lay pipes. He must first think about what he is doing, read and understand the cutting chart that accompanies each of his tools and visualise how his work will impact on other tradespeople, before proceeding.

Commercial plumbers working on office buildings, hotels, restaurants, etc. have the same issues and co-ordination problems as residential plumbers, but often have to install equipment that is more sophisticated. This is because it forms part of integrated systems where mechanical work and plumbing work are combined. The equipment will have specific installation instructions, so it is critical that the plumber has the cognitive ability to understand these. In addition, often the structures are complex, and the floors and walls must be X-rayed prior to drilling in order to avoid hitting key elements such as reinforcing steel.

Service plumbers go in where others have been and often face situations where they must troubleshoot various possible causes of a plumbing problem. In order to do this effectively, they must have complete knowledge of, say, a customer's shower unit they are servicing, even if they did not install it! They must have the ability to translate the symptoms they can see, such as leaks and blockages, into the actual problem and then take the appropriate action to rectify the issue in a fast and cost-effective way. Often service plumbers encounter residential or commercial customers who are either facing great inconvenience or have had their operations severely disrupted because of a plumbing issue. Successful service plumbers not only need good mechanical skills, but they typically need very good people skills to provide the necessary support.

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Questions 22–27

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes 22–27 on your answer sheet.

The work of plumbers		
Type of plumber	**Work-related issues**	**Skills/Actions needed**
Residential	• Working underfloor in a **22** _____ area • Dealing with a wood product	• Plan carefully • Always use the appropriate **23** _____ for each tool • Consider how different **24** _____ will be affected
Commercial	• Working with advanced equipment designed for integrated systems	• Fully comprehend instructions • Take images of structures to locate important materials like **25** _____
Service	• Diagnosing problems and their causes • Fully understanding something someone else installed, e.g., a shower unit • Providing quick, **26** _____ solutions	• Deal well with people who have a lot of **27** _____ or disruption as a result of their problems

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SECTION 3 *Questions 28–40*

Read the text below and answer Questions 28–36.

Why it is important to save species like the dormouse

A scheme to save the dormouse, a tiny woodland mammal, from extinction could lead to the reintroduction of larger lost species such as the wolf and sea eagle to the UK

More than 100 years after they were last recorded by naturalists in the Wensleydale valley in northern England, rare dormice have returned to a secret woodland location there. Twenty breeding pairs of rare hazel dormice were recently reintroduced as part of a national scheme to reverse the decline of one of Britain's most threatened mammals. This reintroduction, led by the People's Trust for Endangered Species (PTES) and supported by a coalition of conservation groups, is the 22nd in the last 23 years. Dormice depend on well-managed woodlands and healthy, connected hedgerows for their survival. But changes in land use since the 1940s have been so drastic that the dormice that remain have limited living space and are increasingly isolated.

Ahead of the release, the PTES found a site of dense, good-quality woodland while the captive-bred dormice waited in quarantine. After examination by vets, the dormice were placed in their 'soft release' accommodation in pairs. This consisted of secure wooden boxes fitted to trees and surrounded by a metre-square cage. For 10 days, the dormice were checked and given food daily, then a small opening was made, allowing them the freedom to explore, while retaining the security of the cage. Everything was removed in October, when the animals started preparing to go into hibernation for the winter.

'The hope is that we have a free-living population in the wood, but we won't know how they have fared until next year,' said Ian White of the PTES. Unsuitable habitat, captive-bred animals and incorrect management could all ruin the chances of success of such schemes. However, a distinctive factor of this release, White explained, is the intention of linking up with another released dormouse population three miles away by managing the land between. The goal is to create a wider landscape for dormice and that will make the population more robust.

Woodlands were traditionally managed through regularly cutting back certain trees to ground level to stimulate growth and provide firewood or timber for local residents. This system was known as coppicing, and as an added bonus it happened to provide varied food and plenty of light for dormice. But the practice has been largely lost, with much remaining woodland sliced up by roads, railways and fields. England also had more than 50% of its hedgerows dug up between 1946 and 1993 as small fields were combined to make larger ones and farmland was sold for building projects. All this has had an adverse effect on dormouse populations.

'It's very important that we reintroduce the dormouse because they are a good species to

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get people involved with conservation,' said White. 'They are a fascinating species that is rare but you can still see. They promote good woodland management and what's good for dormice is good for a large range of species ...'

Helen Meech, the director of Rewilding Britain, an organisation campaigning to restore lost species and habitats to the British countryside, said that such reintroductions would increase people's familiarity with living with more wild animals once again. People's everyday wildlife experience is becoming limited to seeing grey squirrels and pigeons, she explained. 'We are increasingly disconnected from nature. In 30 to 40 years' time, we might get to the point where we can start to think about bringing back wolves, bison or moose, but let's start with species that will have a lighter impact for now.'

Over centuries, Britain has lost many key species that are critical for healthy ecosystems. Here are some of the species conservationists have reintroduced or are proposing to reintroduce ...

The lynx is believed to have disappeared from Britain about 1,000 years ago. Experts say it would help control the fast-growing population of red deer, allowing forests to regenerate and support greater biodiversity. The preference of the lynx, a shy animal, to stay in its woodland habitat would make a threat to livestock or humans unlikely.

After an absence of 400 years, beavers are back in Britain. The Devon Beaver project cites improvements in biodiversity and water after the reintroduction of a pair near Okehampton in 2011. Scotland's first reintroduction, in Knapdale forest in 2009, was hailed an 'outstanding success', but an unlicensed free-living population in the river Tay has caused problems.

Lost to Britain in the 1700s, the wolf is the most controversial species proposed for reintroduction given its potential to kill agricultural livestock. But they are critical to the restoration of ecosystems that have been overgrazed by deer. Despite their fearsome reputation, they present a low risk to people. Because of the space a wolf population would need, the Scottish Highlands would be an obvious place for their reintroduction and could generate millions of pounds in tourism.

The sea eagle, also known as the white-tailed eagle, was driven to extinction in Britain earlier this century. A reintroduction programme has seen it return to the Inner Hebrides island of Mull. Proposals to bring it back to the east of England failed following concerns from landowners about the threat to livestock. Successful schemes in Europe have offered compensation for this.

Then there is the wild boar which disappeared in the 13th century because of hunting. They increase biodiversity and create space for trees and plants to grow, but can cause damage to crops and gardens. The species has been quietly re-establishing itself in the woodlands of Britain for several decades.

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Questions 28–31

Complete the summary below.

*Choose **ONE WORD ONLY** from the text for each answer.*

Write your answers in boxes 28–31 on your answer sheet.

The procedure for the dormouse reintroduction in Wensleydale

It was necessary to do some preparation before the 40 dormice could be released in Wensleydale. First, members of the PTES had to choose a suitable wooded area for them. Then **28** ..... gave them a thorough check. The team divided the animals into **29** ..... before introducing them to their temporary tree homes. These were boxes which were enclosed by cages. Initially, the dormice could not get out, but the team brought **30** ..... on a regular basis.

Once the dormice got used to their new environment, a gap was cut in the netting so they could go out and return when they wanted. Then, before the animals were ready to start their annual **31** ..... in the autumn, the team took their temporary homes away; they intend to return and review the success of the project next year.

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Questions 32–36

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

Write the correct letter in boxes 32–36 on your answer sheet.

32 Ian White says that one aim of releasing 40 dormice in Wensleydale is to

- A allow the public to observe the animals in the future.
- B test whether the area is sufficient for a large group.
- C experiment with new methods of caring for them.
- D get the group to mix with others that live nearby.

33 Coppicing is mentioned in the fourth paragraph as an example of

- A how changes in their natural habitat have affected dormouse numbers.
- B what was often done in woodland in the past to help dormice survive.
- C the relative importance of woodland and hedges in the countryside.
- D the particular types of trees that grow best in the English climate.

34 Why does Ian White support the widespread reintroduction of dormice?

- A They are animals that can easily be bred in captivity.
- B The steps taken to help them will also benefit many other animals.
- C The public will be more likely to go for walks in woods and fields.
- D They are animals that should particularly attract younger children.

35 What does Helen Meech hope that the dormice project will lead to?

- A an increase in the populations of the most common species
- B a public who are used to sharing their environment with wildlife
- C a general awareness of the need to reintroduce larger animals soon
- D a willingness to spend time improving natural landscapes in the UK

36 What is suggested about wolves returning to the UK?

- A The best solution would be to keep them in a secure wildlife park.
- B They would definitely need to be kept far away from humans.
- C There is only one area of the UK which would accept them.
- D Their presence could revive some damaged environments.

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Questions 37–40

Look at the following statements (Questions 37–40) and the list of animals below.

Match each statement with the correct animal, ***A–E****.*

Write the correct letter, ***A–E****, in boxes 37–40 on your answer sheet.*

37 This species has already begun to settle in the UK without human assistance.

38 This species would be particularly suitable for reintroduction as it is unlikely to try to come into contact with people.

39 It is possible that reintroducing this species could bring considerable financial benefits to one area.

40 Some countries which have already reintroduced this species have systems to repay farmers if it kills any of their animals.

List of Animals

A The lynx

B The beaver

C The wolf

D The sea eagle

E The wild boar

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WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You have bought some clothing online and are not satisfied with your purchase.

Write a letter to the company that you bought the clothing from. In your email

- ***give details of the purchase***
- ***describe the problem***
- ***explain why you need a replacement urgently***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

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WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Some people think that it's a good idea to socialise with work colleagues during evenings and weekends. Other people think it's important to keep working life completely separate from social life.***
>
> ***Discuss both these views and give your own opinion.***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

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SPEAKING

PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

EXAMPLE

Maps

- Do you think it's better to use a paper map or a map on your phone? [Why?]
- When was the last time you needed to use a map? [Why/Why not?]
- If you visit a new city, do you always use a map to find your way around? [Why/Why not?]
- In general, do you find it easy to read maps? [Why/Why not?]

PART 2

Describe an occasion when you had to do something in a hurry.

You should say:
what you had to do
why you had to do this in a hurry
how well you did this

and explain how you felt about having to do this in a hurry.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

Arriving late

Example questions:
Do you think it's OK to arrive late when meeting a friend?
What should happen to people who arrive late for work?
Can you suggest how people can make sure they don't arrive late?

Managing study time

Example questions:
Is it better to study for long periods or in shorter blocks of time?
What are the likely effects of students not managing their study time well?
How important is it for students to have enough leisure time?

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Audioscripts

TEST 1

PART 1

PETER: Hello?

JAN: Oh hello. My name's Jan. Are you the right person to talk to about the Buckworth Conservation Group?

PETER: Yes, I'm Peter. I'm the secretary.

JAN: Good. I've just moved to this area, and I'm interested in getting involved. I was in a similar group where I used to live. Could you tell me something about your activities, please?

PETER: Of course. Well, we have a mixture of regular activities and special events. One of the regular ones is trying to keep the beach free of <u>litter</u>. A few of us spend a couple of hours a month on it, and it's awful how much there is to clear. I wish people would be more responsible and take it home with them. Q1

JAN: I totally agree. I'd be happy to help with that. Is it OK to take <u>dogs</u>? Q2

PETER: I'm afraid not, as they're banned from the beach itself. You can take them along the cliffs, though. And children are welcome.

JAN: Right.

PETER: We also manage a nature reserve, and there's a lot to do there all year round. For example, because it's a popular place to visit, we spend a lot of time looking after the paths and making sure they're in good condition for walking.

JAN: I could certainly help with that.

PETER: Good. And we have a programme of creating new habitats there. We've just finished making and installing nesting boxes for birds to use, and next we're going to work on encouraging <u>insects</u> – they're important for the biodiversity of the reserve. Q3

JAN: They certainly are.

PETER: Oh, and we're also running a project to identify the different species of <u>butterflies</u> that visit the reserve. You might be interested in taking part in that. Q4

JAN: Sure. I was involved in something similar where I used to live, counting all the species of moths. I'd enjoy that.

PETER: Another job we're doing at the reserve is replacing the <u>wall</u> on the southern side, between the parking area and our woodshed. It was badly damaged in a storm last month. Q5

JAN: OK.

PETER: Then as I said, we have a programme of events as well, both at the weekend, and during the week.

JAN: Right. I presume you have guided walks? I'd like to get to know the local countryside, as I'm new to the area.

PETER: Yes, we do. The next walk is to Ruston Island, a week on Saturday. We'll be meeting in the car park at Dunsmore Beach at low tide – that's when the sands are dry enough for us to walk to the <u>island</u> without getting wet. Q6

JAN: Sounds good.

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PETER: The island's a great place to explore. It's quite small, and it's got a range of habitats. It's also an ideal location for seeing seals just off the coast, or even on the beach.

JAN: OK. And is there anything we should bring, like a picnic, for instance?

PETER: Yes, do bring one, as it's a full-day walk. And of course it'll be wet walking across and back, so make sure your boots are waterproof.

JAN: I must buy a new pair – there's a hole in one of my current ones! Well, I'd definitely like to come on the walk. *Q7*

PETER: Great. Then later this month we're having a one-day woodwork session in Hopton Wood.

JAN: I've never tried that before. Is it OK for beginners to take part?

PETER: Definitely. There'll be a couple of experts leading the session, and we keep the number of participants down, so you'll get as much help as you need. *Q8*

JAN: Excellent! I'd love to be able to make chairs.

PETER: That's probably too ambitious for one day! You'll be starting with wooden spoons, and of course learning how to use the tools. And anything you make is yours to take home with you. *Q9*

JAN: That sounds like fun. When is it?

PETER: It's on the 17th, from 10 am until 3. There's a charge of £35, including lunch, or £40 if you want to camp in the wood. *Q10*

JAN: I should think I'll come home the same day. Well, I'd certainly like to join the group.

PART 2

So, hello everyone. My name's Lou Miller and I'm going to be your tour guide today as we take this fantastic boat trip around the Tasmanian coast. Before we set off, I just want to tell you a few things about our journey.

Our boats aren't huge as you can see. We already have three staff members on board and on top of that, we can transport a further fifteen people – that's you – around the coastline. But please note if there are more than nine people on either side of the boat, we'll move some of you over, otherwise all eighteen of us will end up in the sea! *Q11*

We've recently upgraded all our boats. They used to be jet black, but our new ones now have these comfortable dark red seats and a light-green exterior in order to stand out from others and help promote our company. This gives our boats a rather unique appearance, don't you think? *Q12*

We offer you a free lunchbox during the trip and we have three types. Lunchbox 1 contains ham and tomato sandwiches. Lunchbox 2 contains a cheddar cheese roll and Lunchbox 3 is salad-based and also contains eggs and tuna. All three lunchboxes also have a packet of crisps and chocolate bar inside. Please let staff know which lunchbox you prefer. *Q13*

I'm sure I don't have to ask you not to throw anything into the sea. We don't have any bins to put litter in, but Jess, myself or Ray, our other guide, will collect it from you after lunch and put it all in a large plastic sack. *Q14*

The engine on the boat makes quite a lot of noise so before we head off, let me tell you a few things about what you're going to see.

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This area is famous for its ancient lighthouse, which you'll see from the boat as we turn past the first little island. It was built in 1838 to protect sailors as a number of shipwrecks had led to significant loss of life. The construction itself was complicated as some of the original drawings kept by the local council show. It sits right on top of the cliffs in a very isolated spot. In the nineteenth century there were many jobs there, such as polishing the brass lamps, chopping firewood and cleaning windows, that kept lighthouse keepers busy. These workers were mainly prison convicts until the middle of that century when ordinary families willing to live in such circumstances took over. Q15/16 Q15/16

Some of you have asked me what creatures we can expect to see. I know everyone loves the penguins, but they're very shy and, unfortunately, tend to hide from passing boats, but you might see birds in the distance, such as sea eagles, flying around the cliff edges where they nest. When we get to the rocky area inhabited by fur seals, we'll stop and watch them swimming around the coast. They're inquisitive creatures so don't be surprised if one pops up right in front of you. Their predators, orca whales, hunt along the coastline too, but spotting one of these is rare. Dolphins, on the other hand, can sometimes approach on their own or in groups as they ride the waves beside us. Q17/18 Q17/18

Lastly, I want to mention the caves. Tasmania is famous for its caves and the ones we'll pass by are so amazing that people are lost for words when they see them. They can only be approached by sea, but if you feel that you want to see more than we're able to show you, then you can take a kayak into the area on another day and one of our staff will give you more information on that. What we'll do is to go through a narrow channel, past some incredible rock formations and from there we'll be able to see the openings to the caves, and at that point we'll talk to you about what lies beyond. Q19/20 Q19/20

PART 3

DIANA: So, Tim, we have to do a short summary of our work experience on a farm.

TIM: Right. My farm was great, but arranging the work experience was hard. One problem was it was miles away and I don't drive. And also, I'd really wanted a placement for a month, but I could only get one for two weeks. Q21

DIANA: I was lucky, the farmer let me stay on the farm so I didn't have to travel. But finding the right sort of farm to apply to wasn't easy.

TIM: No, they don't seem to have websites, do they. I found mine through a friend of my mother's, but it wasn't easy.

DIANA: No.

TIM: My farm was mostly livestock, especially sheep. I really enjoyed helping out with them. I was up most of one night helping a sheep deliver a lamb … Q22

DIANA: On your own?

TIM: No, the farmer was there, and he told me what to do. It wasn't a straightforward birth, but I managed. It was a great feeling to see the lamb stagger to its feet and start feeding almost straightaway, and to know that it was OK.

DIANA: Mm.

TIM: Then another time a lamb had broken its leg, and they got the vet in to set it, and he talked me through what he was doing. That was really useful.

DIANA: Yes, my farm had sheep too. The farm was in a valley and they had a lowland breed called Suffolks, although the farmer said they'd had other breeds in the past.

TIM: So were they bred for their meat?

DIANA: Mostly, yes. They're quite big and solid. Q23

TIM: My farm was up in the hills and they had a different breed of sheep, they were Cheviots.

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DIANA: Oh, I heard their wool's really sought after.
TIM: Yes. It's very hardwearing and they use it for carpets.
DIANA: Right.
TIM: I was interested in the amount of supplements they add to animals' feed nowadays. Like, even the chickens got extra vitamins and electrolytes in their feed.
DIANA: Yes, I found that too. And they're not cheap. But my farmer said some are overpriced for what they are. And he didn't give them as a matter of routine, just at times when the chickens seemed to particularly require them. Q24
TIM: Yes, mine said the same. He said certain breeds of chickens might need more supplements than the others, but the cheap and expensive ones are all basically the same.
DIANA: Mm.
TIM: So did your farm have any other livestock, Diana?
DIANA: Yes, dairy cows. I made a really embarrassing mistake when I was working in the milk shed. Some cows had been treated with antibiotics, so their milk wasn't suitable for human consumption, and it had to be put in a separate container. But I got mixed up, and I poured some milk from the wrong cow in with the milk for humans, so the whole lot had to be thrown away. Q25 The farmer wasn't too happy with me.
TIM: I asked my farmer how much he depended on the vet to deal with health problems. I'd read reports that the livestock's health is being affected as farmers are under pressure to increase production. Well, he didn't agree with that, but he said that actually some of the stuff the vets do, like minor operations, he'd be quite capable of doing himself. Q26
DIANA: Yeah. My farmer said the same. But he reckons vets' skills are still needed.

DIANA: Now we've got to give a bit of feedback about last term's modules – just short comments, apparently. Shall we do that now?
TIM: OK. So medical terminology.
DIANA: Well, my heart sank when I saw that, especially right at the beginning of the course. And I did struggle with it.
TIM: I'd thought it'd be hard, but actually I found it all quite straightforward. Q27 What did you think about diet and nutrition?
DIANA: OK, I suppose.
TIM: Do you remember what they told us about pet food and the fact that there's such limited checking into whether or not it's contaminated? I mean in comparison with the checks on food for humans – I thought that was terrible. Q28
DIANA: Mm. I think the module that really impressed me was the animal disease one, when we looked at domesticated animals in different parts of the world, like camels and water buffalo and alpaca. The economies of so many countries depend on these, but scientists don't know much about the diseases that affect them. Q29
TIM: Yes, I thought they'd know a lot about ways of controlling and eradicating those diseases, but that's not the case at all.
I loved the wildlife medication unit. Things like helping birds that have been caught in oil spills. That's something I hadn't thought about before.
DIANA: Yeah, I thought I might write my dissertation on something connected with that. Q30
TIM: Right. So …

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PART 4

Labyrinths have existed for well over 4,000 years. Labyrinths and labyrinthine symbols have been found in regions as diverse as modern-day Turkey, Ireland, Greece, and India. There are various designs of labyrinth but what they all have in common is a winding spiral path which leads to a central area. There is one starting point at the entrance and the goal is to reach the central area. Finding your way through a labyrinth involves many twists and turns, but it's not possible to get lost as there is only one single path.

In modern times, the word labyrinth has taken on a different meaning and is often used as a synonym for a maze. A maze is quite different as it is a kind of puzzle with an intricate network of paths. Mazes became fashionable in the 15th and 16th centuries in Europe, and can still be found in the gardens of great houses and palaces. The paths are usually surrounded by thick, high hedges so that it's not possible to see over them. Entering a maze usually involves getting lost a few times before using logic to work out the pattern and find your way to the centre and then out again. There are lots of dead ends and paths which lead you back to where you started. The word 'maze' is believed to come from a Scandinavian word for a state of confusion. This is where the word 'amazing' comes from. Q31 Q32 Q33

Labyrinths, on the other hand, have a very different function. Although people now often refer to things they find complicated as labyrinths, this is not how they were seen in the past. The winding spiral of the labyrinth has been used for centuries as a metaphor for life's journey. It served as a spiritual reminder that there is purpose and meaning to our lives and helped to give people a sense of direction. Labyrinths are thought to encourage a feeling of calm and have been used as a meditation and prayer tool in many cultures over many centuries. Q34

The earliest examples of the labyrinth spiral pattern have been found carved into stone, from Sardinia to Scandinavia, from Arizona to India to Africa. In Europe, these spiral carvings date from the late Bronze Age. The Native American Pima tribe wove baskets with a circular labyrinth design that depicted their own cosmology. In Ancient Greece, the labyrinth spiral was used on coins around four thousand years ago. Labyrinths made of mosaics were commonly found in bathhouses, villas and tombs throughout the Roman Empire. Q35 Q36

In Northern Europe, there were actual physical labyrinths designed for walking on. These were cut into the turf or grass, usually in a circular pattern. The origin of these walking labyrinths remains unclear, but they were probably used for fertility rites which may date back thousands of years. Eleven examples of turf labyrinths survive today, including the largest one at Saffron Walden, England, which used to have a large tree in the middle of it. Q37

More recently labyrinths have experienced something of a revival. Some believe that walking a labyrinth promotes healing and mindfulness, and there are those who believe in its emotional and physical benefits, which include slower breathing and a restored sense of balance and perspective. This idea has become so popular that labyrinths have been laid into the floors of spas, wellness centres and even prisons in recent years. Q38

A pamphlet at Colorado Children's Hospital informs patients that 'walking a labyrinth can often calm people in the midst of a crisis'. And apparently, it's not only patients who benefit. Many visitors find walking a labyrinth less stressful than sitting in a corridor or waiting room. Some doctors even walk the labyrinth during their breaks. In some hospitals, patients who can't walk can have a paper 'finger labyrinth' brought to their bed. The science behind the theory is a little sketchy, but there are dozens of small-scale studies which support claims about the benefits of labyrinths. For example, one study found that walking a labyrinth provided 'short-term calming, relaxation, and relief from anxiety' for Alzheimer's patients. Q39 Q40

So, what is it about labyrinths that makes their appeal so universal? Well,

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TEST 2

PART 1

JANE: Hello, Jane Fairbanks speaking.

FRANK: Oh, good morning. My name's Frank Pritchard. I've just retired and moved to Southoe. I'd like to become a volunteer, and I gather you co-ordinate voluntary work in the village.

JANE: That's right.

FRANK: What sort of thing could I do?

JANE: Well, we need help with the village library. We borrow books from the town library, and individuals also donate them. So, one thing you could do is get involved in collecting them – if you've got a car, that is.

FRANK: Yes, that's no problem. *Q1*

JANE: The times are pretty flexible so we can arrange it to suit you. Another thing is the records that we keep of the books we're given, and those we borrow and need to return to the town library. It would be very useful to have another person to help keep them up to date. *Q2*

FRANK: Right. I'm used to working on a computer – I presume they're computerised?

JANE: Oh yes.

FRANK: Is the library purpose-built? I haven't noticed it when I've walked round the village.

JANE: No, we simply have the use of a room in the village hall, the West Room. It's on the left as you go in. *Q3*

FRANK: I must go and have a look inside the hall.

JANE: Yes, it's a nice building.

FRANK: Do you run a lunch club in the village for elderly people? I know a lot of places do.

JANE: Yes, we have a very successful club.

FRANK: I could help with transport, if that's of any use. *Q4*

JANE: Ooo definitely. People come to the club from neighbouring villages, and we're always in need of more drivers.

FRANK: And does the club have groups that focus on a particular hobby, too? I could get involved in one or two, particularly if there are any art groups. *Q5*

JANE: Excellent. I'll find out where we need help and get back to you.

FRANK: Fine. What about help for individual residents. Do you arrange that at all?

JANE: Yes, we do it as a one-off. In fact, there's Mrs Carroll. She needs a lift to the hospital next week, and we're struggling to find someone. *Q6*

FRANK: When's her appointment?

JANE: On Tuesday. It would take the whole morning.

FRANK: I could do that.

JANE: Oh, that would be great. Thank you. And also, next week, we're arranging to have some work done to Mr Selsbury's house before he moves, as he isn't healthy enough to do it himself. We've got some people to decorate his kitchen, but if you could do some weeding in his garden, that would be wonderful. *Q7*

FRANK: OK. I'd enjoy that. And presumably the day and time are flexible.

JANE: Oh yes. Just say when would suit you best, and we'll let Mr Selsbury know.

FRANK: Good.

JANE: The volunteers group also organises monthly social events, which is a great way to meet other people, of course.

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FRANK: Uhuh.
JANE: So next month, on the 19th of October, we're holding a quiz – a couple of residents are great at planning unusual ones, and we always fill the village hall. Q8
FRANK: That sounds like fun. Can I do anything to help?
JANE: Well, because of the number of people, we need plenty of refreshments for halfway through. So, if you could provide any, we'd be grateful.
FRANK: I'm sure I could. I'll think about what to make, and let you know.
JANE: Thank you. Then on November the 18th, we're holding a dance, also in the village hall. We've booked a band that specialises in music of the 1930s – they've been before, and we've had a lot of requests to bring them back.
FRANK: I'm not really a dancer, but I'd like to do something to help.
JANE: Well, we sell tickets in advance, and having an extra person to check them at the door, as people arrive, would be good – it can be quite a bottleneck if everyone arrives at once! Q9
FRANK: OK, I'm happy with that.
JANE: We're also arranging a New Year's Eve party. We're expecting that to be a really big event, so instead of the village hall, it'll be held in the Mountfort Hotel.
FRANK: The ...?
JANE: Mountfort. M-O-U-N-T-F-O-R-T Hotel. It isn't in Southoe itself, but it's only a couple of miles away. The hotel will be providing dinner and we've booked a band. The one thing we haven't got yet is a poster. That isn't something you could do, by any chance, is it? Q10
FRANK: Well actually, yes. Before I retired I was a graphic designer, so that's right up my street.
JANE: Oh perfect! I'll give you the details, and then perhaps you could send me a draft ...
FRANK: Of course.

PART 2

Good morning, and welcome to Oniton Hall, one of the largest estates in the area. My name's Nick, and I'm one of the guides. I'll give you a brief introduction to the estate while you're sitting down, and then we'll walk round.

The estate consists of the house, gardens, parkland and farm, and it dates back to the fourteenth century. The original house was replaced in the late seventeenth century, and of course it has had a large number of owners. Almost all of them have left their mark, generally by adding new rooms, like the ballroom and conservatory, or by demolishing others. Q11 The farm looks much as it's always done, although the current owner has done a great deal of work to the flower beds.

In the seventeenth century, the estate was owned by a very wealthy man called Sir Edward Downes. His intention was to escape from the world of politics, after years as an active politician, and to build a new house worthy of his big collection of books, paintings and sculptures. He broke off contact with his former political allies, and hosted meetings of creative and literary people, like painters and poets. Q12 Unusually for his time, he didn't care whether his guests were rich or poor, as long as they had talent.

Big houses like Oniton had dozens of servants until the 1920s or 30s, and we've tried to show what their working lives were like. Photographs of course don't give much of an idea, so instead, as you go round the house, you'll see volunteers dressed up as nineteenth-century servants, Q13 going about their work. They'll explain what they're doing, and tell you their recipes, or what tools they're using. We've just introduced this feature to replace the audio guide we used to have available.

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I see there are a number of children here with you today. Well, we have several activities specially for children, like dressing up in the sorts of clothes that children wore in the past, and as it's a fine day, some of you will probably want to play in the adventure playground. Our latest addition is child-sized tractors, that you can drive around the grounds. Q14

We'll also be going into the farm that's part of the estate, where there's plenty to do. Most of the buildings date from the eighteenth century, so you can really step back into an agricultural past.

Until recently, the dairy was where milk from the cows was turned into cheese. It's now the place to go for lunch, or afternoon tea, or just a cup of coffee and a slice of homemade cake. Q15

The big stone building that dominates the farm is the large barn, and in here is our collection of agricultural tools. These were used in the past to plough the earth, sow seeds, make gates, and much more. Q16

There's a small barn, also made of stone, where you can groom the donkeys and horses, to keep their coats clean. They really seem to enjoy having it done, and children love grooming them. Q17

The horses no longer live in the stables, which instead is the place to go to buy gifts, books, our own jams and pickles, and clothes and blankets made of wool from our sheep. Q18

Outside the shed, which is the only brick building, you can climb into a horse-drawn carriage for a lovely, relaxing tour of the park and farm. The carriages are well over a hundred years old. Q19

And finally, the parkland, which was laid out in the eighteenth century, with a lake and trees that are now well established. You'll see types of cattle and sheep that are hardly ever found on farms these days. We're helping to preserve them, to stop their numbers falling further. Q20

OK, well if you'd like to come with me ...

PART 3

ED: Did you make notes while you were watching the performances of *Romeo and Juliet*, Gemma?

GEMMA: Yes, I did. I found it quite hard though. I kept getting too involved in the play.

ED: Me too. I ended up not taking notes. I wrote down my impressions when I got home. Do you mind if I check a few things with you? In case I've missed anything. And I've also got some questions about our assignment.

GEMMA: No, it's good to talk things through. I may have missed things too.

ED: OK great. So first of all, I'm not sure how much information we should include in our reviews.

GEMMA: Right. Well, I don't think we need to describe what happens. Especially as *Romeo and Juliet* is one of Shakespeare's most well-known plays.

ED: Yeah, everyone knows the story. In an essay we'd focus on the poetry and Shakespeare's use of imagery etc., but that isn't really relevant in a review. We're supposed to focus on how effective this particular production is.

GEMMA: Mmm. We should say what made it a success or a failure.

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ED: And part of that means talking about the emotional impact the performance had on us. I think that's important. Q21/22

GEMMA: Yes. And we should definitely mention how well the director handled important bits of the play – like when Romeo climbs onto Juliet's balcony. Q21/22

ED: And the fight between Mercutio and Tybalt.

GEMMA: Yes. It would also be interesting to mention the theatre space and how the director used it but I don't think we'll have space in 800 words.

ED: No. OK. That all sounds quite straightforward.

ED: So what about The Emporium Theatre's production of the play?

GEMMA: I thought some things worked really well but there were some problems too.

ED: Yeah. What about the set, for example?

GEMMA: I think it was visually really stunning. I'd say that was probably the most memorable thing about this production. Q23

ED: You're right. The set design was really amazing, but actually I have seen similar ideas used in other productions.

GEMMA: What about the lighting? Some of the scenes were so dimly lit it was quite hard to see.

ED: I didn't *dislike* it. It helped to change the mood of the quieter scenes. Q24

GEMMA: That's a good point.

ED: What did you think of the costumes?

GEMMA: I was a bit surprised by the contemporary dress, I must say. Q25

ED: Yeah – I think it worked well, but I had assumed it would be more conventional.

GEMMA: Me too. I liked the music at the beginning and I thought the musicians were brilliant, but I thought they were wasted because the music didn't have much impact in Acts 2 and 3. Q26

ED: Yes – that was a shame.

GEMMA: One problem with this production was that the actors didn't deliver the lines that well. They were speaking too fast. Q27

ED: It was a problem I agree, but I thought it was because they weren't speaking loudly enough – especially at key points in the play.

GEMMA: I actually didn't have a problem with that.

ED: It's been an interesting experience watching different versions of *Romeo and Juliet*, hasn't it?

GEMMA: Definitely. It's made me realise how relevant the play still is.

ED: Right. I mean a lot's changed since Shakespeare's time, but in many ways nothing's changed. There are always disagreements and tension between teenagers and their parents. Q28

GEMMA: Yes, that's something all young people can relate to – more than the violence and the extreme emotions in the play.

ED: How did you find watching it in translation?

GEMMA: Really interesting. I expected to find it more challenging, but I could follow the story pretty well.

ED: I stopped worrying about not being able to understand all the words and focused on the actors' expressions. The ending was pretty powerful. Q29

GEMMA: Yes. That somehow intensified the emotion for me.

ED: Did you know Shakespeare's been translated into more languages than any other writer?

GEMMA: What's the reason for his international appeal, do you think?

ED: I was reading that it's because his plays are about basic themes that people everywhere are familiar with.

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GEMMA: Yeah, and they can also be understood on different levels. The characters have such depth. Q30

ED: Right – which allows directors to experiment and find new angles.

GEMMA: That's really important because ...

PART 4

Right, everyone, let's make a start. Over the past few sessions, we've been considering the reasons why some world languages are in decline, and today I'm going to introduce another factor that affects languages, and the speakers of those languages, and that's technology and, in particular, digital technology. In order to illustrate its effect, I'm going to focus on the Icelandic language, which is spoken by around 321,000 people, most of whom live in Iceland – an island in the North Atlantic Ocean. Q31

The problem for this language is not the number of speakers – even though this number is small. Nor is it about losing words to other languages, such as English. In fact, the vocabulary of Icelandic is continually increasing because when speakers need a new word for something, they tend to create one, rather than borrowing from another language. All this makes Icelandic quite a special language – it's changed very little in the past millennium, yet it can handle twenty-first-century concepts related to the use of computers and digital technology. Take, for example, the word for web browser ... this is *vafri* in Icelandic, which comes from the verb 'to wander'. I can't think of a more appropriate term because that's exactly what you do mentally when you browse the internet. Then there's an Icelandic word for podcast – which is too hard to pronounce! And so on. Q32 Q33

Icelandic, then, is alive and growing, but – and it's a big but – young Icelanders spend a great deal of time in the digital world and this world is predominantly English. Think about smartphones. They didn't even exist until comparatively recently, but today young people use them all the time to read books, watch TV or films, play games, listen to music, and so on. Obviously, this is a good thing in many respects because it promotes their bilingual skills, but the extent of the influence of English in the virtual world is staggering and it's all happening really fast. Q34 Q35

For their parents and grandparents, the change is less concerning because they already have their native-speaker skills in Icelandic. But for young speakers – well, the outcome is a little troubling. For example, teachers have found that playground conversations in Icelandic secondary schools can be conducted entirely in English, while teachers of much younger children have reported situations where their classes find it easier to say what is in a picture using English, rather than Icelandic. The very real and worrying consequence of all this is that the *young* generation in Iceland is at risk of losing its mother tongue. Q36 Q37

Of course, this is happening to other European languages too, but while internet companies might be willing to offer, say, French options in their systems, it's much harder for them to justify the expense of doing the same for a language that has a population the size of a French town, such as Nice. The other drawback of Icelandic is the grammar, which is significantly more complex than in most languages. At the moment, the tech giants are simply not interested in tackling this. Q38

So, what is the Icelandic government doing about this? Well, large sums of money are being allocated to a language technology fund that it is hoped will lead to the development of Icelandic sourced apps and other social media and digital systems, but clearly this is going to be an uphill struggle.

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On the positive side, they know that Icelandic is still the official language of education and government. It has survived for well over a thousand years and the experts predict that its future in this nation state is sound and will continue to be so. However, there's no doubt that it's becoming an inevitable second choice in young people's lives.

This raises important questions. When you consider how much of the past is tied up in a language, will young Icelanders lose their sense of their own identity? Another issue that concerns the government of Iceland is this. If children are learning two languages through different routes, neither of which they are fully fluent in, will they be able to express themselves properly? Q39 Q40

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TEST 3

PART 1

WOMAN: Jack, I'm thinking of taking the kids to the seaside on a surfing holiday this summer and I wanted to ask your advice – as I know you're such an expert.

JACK: Well, I don't know about that, but yes, I've done a bit of surfing over the years. I'd thoroughly recommend it. I think it's the kind of holiday all the family can enjoy together. The thing about surfing is that it's great for all ages and all abilities. My youngest started when he was only three! *Q1*

WOMAN: Wow! But it's quite physically demanding, isn't it? I've heard you need to be pretty fit. *Q2*

JACK: Yes. You'll certainly learn more quickly and won't tire as easily.

WOMAN: Well – that should be OK for us. You've been surfing a few times in Ireland, haven't you?

JACK: Yes. There's some great surfing there, which people don't always realise.

WOMAN: And which locations would you recommend? – there seem to be quite a few.

JACK: Yes, there are loads. Last year we went to County Donegal. There are several great places to surf there.

WOMAN: What about in County Clare? I read that's also really good for surfing.

JACK: Yes, it is. I've been there a few times. Most people go to Lahinch. My kids love it there. The waves aren't too challenging and the town is very lively.

WOMAN: Are there good hotels there? *Q3*

JACK: Yes – some very nice ones and there are also a few basic hostels and campsites. It's great if you need lessons as the surf schools are excellent.

WOMAN: Sounds good.

JACK: Yes and there's lots to see in the area – like those well-known cliffs – … I've forgotten the name of them …

WOMAN: Oh don't worry – I can look them up.

JACK: I've also been surfing in County Mayo, which is less well-known for surfing, but we had a really good time. That was a few years ago when the kids were younger. There's a good surf school at Carrowniskey beach. *Q4*

WOMAN: How do you spell that?

JACK: C-A-double R-O-W-N-I-S-K-E-Y

WOMAN: OK.

JACK: I put the kids into the surf camp they run during the summer for 10–16 year olds.

WOMAN: Oh right. How long was that for?

JACK: Three hours every day for a week. It was perfect – they were so tired out after that. *Q5*

WOMAN: I can imagine.

JACK: One thing we did while the kids were surfing was to rent some kayaks to have a look around the bay which is nearby. It's really beautiful. *Q6*

WOMAN: Oh, I'd love to do that.

WOMAN: Now the only time I went to Ireland it rained practically every day.

JACK: Mmm yes – that can be a problem – but you can surf in the rain, you know.

WOMAN: It doesn't have the same appeal, somehow.

JACK: Well, the weather's been fine the last couple of years when I've been there, but actually, it tends to rain more in August than in the spring or autumn. September's my favourite month because the water is warmer then. *Q7*

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WOMAN: The only problem is that the kids are back to school then.
JACK: I know. But one good thing about Irish summers is that it doesn't get *too* hot. The average temperature is about 19 degrees and it usually doesn't go above 25 degrees. Q8
WOMAN: That sounds alright. Now what about costs?
JACK: Surfing is a pretty cheap holiday really – the only cost is the hire of equipment. You can expect to pay a daily rate of about 30 euros for the hire of a wetsuit and board – but you can save about 40 euros if you hire by the week. Q9
WOMAN: That's not too bad.
JACK: No. It's important to make sure you get good quality wetsuits – you'll all get too cold if you don't. And make sure you also get boots. They keep your feet warm and it's easier to surf with them on too. Q10
WOMAN: OK. Well, thanks very much …

PART 2

Good afternoon. My name's Mrs Carter and I run the before and after school extended hours childcare service. I hope you've had a chance to have a good look around the school and talk to staff and pupils. I know that many of you are interested in using our childcare service when your child joins the school, and perhaps you already know something about it, but for those that don't, I'll go through the main details now.

We offer childcare for children from the ages of four to eleven both before and after school. I know that many parents who work find this service invaluable. You can leave your child with us safe in the knowledge that they will be extremely well cared for.

We are insured to provide care for up to 70 children, although we rarely have this many attending at any one session. I think we generally expect around 50–60 children for the afternoon sessions and about half that number for the breakfast sessions. Q11/12 Q11/12 Although we currently do have 70 children registered with us, not all of these attend every day. It's ten years since we began offering an extended hours service and we've come a long way during that time. When we first opened, we only had about 20 children attending regularly.

We try to keep our costs as low as we can and we think we provide very good value for money. For the afternoon sessions, which run from 3.30 until 6 p.m., it's £7.20. Q13 But if you prefer, you can pay for one hour only, which costs £3.50, or two hours which costs £5.70.

The cost of the childcare includes food and snacks. They'll be given breakfast in the morning and in the afternoon, a healthy snack as soon as they finish school. At 5 p.m. children are given something more substantial, such as pasta or a casserole. Q14 Please inform us of any allergies that your child might have and we'll make sure they're offered a suitable alternative.

As you may know, the childcare service runs through the school holidays from 8 a.m. to 6 p.m. We offer a really varied and exciting programme to keep the children entertained – we don't want them to feel as if they are still at school! It will also feel different because they'll get the chance to make new friends with children from other schools – spaces are available for them Q15 because a lot of our term-time children don't always attend during the holiday. In the past, parents have asked if children over the age of 11 are allowed to come with their younger brothers and sisters – but I'm afraid we're unable to do this because of the type of insurance we have.

So now let me tell you about some of the activities that your child can do during the after-school sessions. As well as being able to use the playground equipment, computers and

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the library, there is usually at least one 'special' activity that children can do each day. For example, Spanish. We have a specialist teacher coming in every Thursday to give a basic introduction to the language through games and songs. She does two sessions: one for the over 8s and one for the younger children. This is the only activity which we have to make an extra charge for – but it's well worth it. Q16

Once a week the children have the opportunity to do some music. We're very lucky that one of our staff is a member of a folk band. On Mondays, she teaches singing and percussion to groups of children. We do rely on parental support for this, so if any of you sing or play an instrument and would be prepared to help out at these sessions, we'd be delighted. Q17

Painting continues to be one of the most popular activities. To begin with we weren't keen on offering this because of the extra mess involved, but children kept asking if they could do some art and so we finally gave in. Art is great for helping the children to relax after working hard at school all day. Q18

Yoga is something that we've been meaning to introduce for some time but haven't been able to find anyone available to teach it – until now that is. So we'll see how this goes. Hopefully, children will benefit in all sorts of ways from this. Q19

Cooking is another popular activity. They make a different sort of cake, or pizza or bread each week. Although the younger children love doing it, we found that the mess was just too much, so we've decided to restrict this to the over 8s, as they are better able to clean up after themselves. Q20

PART 3

HOLLY: Hello Dr Green – I'm here to talk to you about my work placement.

TUTOR: Oh yes, it's Holly, isn't it?

HOLLY: Yes.

TUTOR: So, which work placement have you chosen?

HOLLY: I decided to go for the Orion Stadium placement. The event I'll be managing is one where I'm helping to set up a sports competition for primary school children.

TUTOR: Yup. That's always a popular placement – even though it can be tougher than you think working with children.

HOLLY: I know, but it's the fresh air that attracts me – organising something indoors doesn't have the same appeal, even though it might be fun. Q21

TUTOR: OK, so obviously safety's going to be one of your key concerns for this event.

HOLLY: Yes, I've already thought about that. I'll need to make sure none of the equipment's damaged.

TUTOR: Ah well, you'll be working with schools, so the equipment will be their responsibility. However, the grounds and what goes on there will be yours.

HOLLY: Oh I see – that'll include keeping everyone within the boundary once they're in their kit and on the field? Q22

TUTOR: Exactly – you'll need to inspect areas like changing rooms as well for anything someone can trip over, but your main priority will be not to lose anyone!

HOLLY: Right. I'll need staff to help with that.

TUTOR: And don't forget about the spectators.

HOLLY: Mmm. I was thinking that many of them will be parents, who could help run the event.

TUTOR: I wouldn't rely on that. They'll be more interested in filming their children than volunteering.

HOLLY: I'll need to make sure they don't interfere with events doing that!

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TUTOR: And that's not always easy, especially when a proud parent's trying to get a snap of their child and you want them to move elsewhere. Q23

HOLLY: OK. What about the scheduling?

TUTOR: With sporting events there are all sorts of things that can alter the timetable – like rain, for instance – though so far, we've always been lucky with that.

HOLLY: Yeah, and I was thinking about what to do if someone got hurt as well. I know that last year that caused a terrible delay. Q24

TUTOR: You have to be prepared for such things.

HOLLY: Oh. What if a match ends in a draw – do you let the teams keep going until someone wins?

TUTOR: That'll be up to you – and again, you need to plan for it.

HOLLY: Right.

TUTOR: Now, the aim of your work placement is to give you the opportunity to develop the skills that an events manager needs. So, let's talk about those a bit.

HOLLY: Well, I think my communication skills are pretty good. I can talk on the phone to people and book venues and that kind of thing.

TUTOR: Good – just remember it isn't only about what you say. If you meet someone face-to-face and want to persuade them to be a sponsor, for example … Q25

HOLLY: Oh, I'll dress up for that! Sure.

TUTOR: Good. Let's go on to think about your organisational skills. You're working in a very people-based industry and that means things won't always go to plan.

HOLLY: I guess it's being prepared to make changes that matters. Q26

TUTOR: That's right. You may have to make an on-the-spot change to a timetable because of a problem you hadn't anticipated …

HOLLY: … just do it! OK.

TUTOR: How's your time management these days?

HOLLY: I'm working on it – I'm certainly better when I have a deadline, which is why this work suits me.

TUTOR: Yes, but it's how you respond as that deadline approaches! Q27

HOLLY: I know I've got to look calm even if I'm in a panic.

TUTOR: Just think to yourself – no one must know I'm under pressure.

HOLLY: Yeah – even though I'm multi-tasking like crazy!

TUTOR: Another skill that events managers need is creativity. Often your client has what we call the 'big picture' idea, but it's up to the events manager to think of all the fine points that go to making it work. Q28

HOLLY: Right, so I need to listen carefully to that idea and then fill in all the gaps.

TUTOR: That's right. And you'll have a team working under you, so another key skill is leadership. Your team may have lots of ideas too, but you've got to make the ultimate choices. Do we have refreshments inside or out, for example?

HOLLY: Isn't it better to be democratic?

TUTOR: It's a nice idea, but you have the ultimate responsibility. So, believe in what you think best. Be prepared to say 'yes', that's a good idea but it won't work here. Q29

HOLLY: I see what you mean. What about the networking side of things? I know it's an area that a lot of students worry about because we don't have much experience to offer others.

TUTOR: But even without it – you can still be an interesting person with useful ideas. And the more people you impress, the better.

HOLLY: I guess that will help me when I apply for a real job.

TUTOR: Exactly – think ahead – remember what your ambitions are and keep them in mind. Q30

HOLLY: Definitely.

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PART 4

Scientists believe that a majority of the earth's bird population migrate in some fashion or other. Some travel seasonally for relatively short distances, such as birds that move from their winter habitats in lowlands to mountain tops for the summers. Others, like the Arctic Tern, travel more than 25,000 miles seasonally between the northern and southern poles. Bird migration has been studied over many centuries through a variety of observations.

But until relatively recently, where birds went to in the winter was considered something of a mystery. The lack of modern science and technology led to many theories that we now recognize as error-filled and even somewhat amusing. Take hibernation theory for example – two thousand years ago, it was commonly believed that when birds left an area, they went underwater to hibernate in the seas and oceans. Another theory for the regular appearance and disappearance of birds was that they spent winter hidden in mud till the weather changed and food became abundant again. The theory that some birds hibernate persisted until experiments were done on caged birds in the 1940s which demonstrated that birds have no hibernation instinct. Q31

One of the earliest naturalists and philosophers from ancient Greece was Aristotle who was the first writer to discuss the disappearance and reappearance of some bird species at certain times of year. He developed the theory of transmutation, the seasonal change of one species into another, by observing redstarts and robins. He observed that in the autumn, small birds called 'redstarts' began to lose their feathers, which convinced Aristotle that they changed into robins for the winter, and back into redstarts in the summer. These assumptions are understandable given that this pair of species are similar in shape, but are a classic example of an incorrect interpretation based on correct observations. Q32 Q33

The most bizarre theory was put forward by an English amateur scientist, Charles Morton, in the seventeenth century. He wrote a surprisingly well-regarded paper claiming that birds migrate to the moon and back every year. He came to this conclusion as the only logical explanation for the total disappearance of some species. Q34

One of the key moments in the development of migration theory came in 1822 when a white stork was shot in Germany. This particular stork made history because of the long spear in its neck which incredibly had not killed it – everyone immediately realised this spear was definitely not European. It turned out to be a spear from a tribe in Central Africa. This was a truly defining moment in the history of ornithology because it was the first evidence that storks spend their winters in sub-Saharan Africa. You can still see the 'arrow stork' in the Zoological Collection of the University of Rostock in Germany. Q35 Q36

People gradually became aware that European birds moved south in autumn and north in summer but didn't know much about it until the practice of catching birds and putting rings on their legs became established. Before this, very little information was available about the actual destinations of particular species and how they travelled there. People speculated that larger birds provided a kind of taxi service for smaller birds by carrying them on their backs. This idea came about because it seemed impossible that small birds weighing only a few grams could fly over vast oceans. This idea was supported by observations of bird behaviour such as the harassment of larger birds by smaller birds. Q37 Q38

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The development of bird ringing, by a Danish schoolteacher, Hans Christian Cornelius Mortensen, made many discoveries possible. This is still common practice today and relies upon what is known as 'recovery' – this is when ringed birds are found dead in the place they have migrated to, and identified. Huge amounts of data were gathered in the early part of the twentieth century and for the first time in history people understood where birds actually went to in winter. In 1931, an atlas was published showing where the most common species of European birds migrated to. More recent theories about bird migration …

Q39

Q40

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TEST 4

PART 1

JACINTA: Hello, Easy Life Cleaning Services, Jacinta speaking.

CLIENT: Oh hello. I'm looking for a cleaning service for my apartment – do you do domestic cleaning?

JACINTA: Sure.

CLIENT: Well, it's just a one-bedroom flat. Do you have a basic cleaning package?

JACINTA: Yes. For a one-bedroom flat we're probably looking at about two hours for a clean. So we'd do a thorough clean of all surfaces in each room, and polish them where necessary. Does your apartment have carpets?

CLIENT: No, I don't have any, but the floor would need cleaning.

JACINTA: Of course – we'd do that in every room. And we'd do a thorough clean of the kitchen and bathroom. Q1

CLIENT: OK.

JACINTA: Then we have some additional services which you can request if you want – so for example, we can clean your oven for you every week.

CLIENT: Actually, I hardly ever use that, but can you do the fridge?

JACINTA: Sure. Would you like that done every week? Q2

CLIENT: Yes, definitely. And would ironing clothes be an additional service you can do?

JACINTA: Yes, of course.

CLIENT: It wouldn't be much, just my shirts for work that week.

JACINTA: That's fine. And we could also clean your microwave if you want. Q3

CLIENT: No, I wipe that out pretty regularly so there's no need for that.

JACINTA: We also offer additional services that you might want a bit less often, say every month. So for example, if the inside of your windows need cleaning, we could do that. Q4

CLIENT: Yes, that'd be good. I'm on the fifteenth floor, so the outside gets done regularly by specialists, but the inside does get a bit grubby.

JACINTA: And we could arrange for your curtains to get cleaned if necessary.

CLIENT: No, they're OK. But would you be able to do something about the balcony? It's quite small and I don't use it much, but it could do with a wash every month or so. Q5

JACINTA: Yes, we can get the pressure washer onto that.

JACINTA: Now if you're interested, we do offer some other possibilities to do with general maintenance. For example, if you have a problem with water and you need a plumber in a hurry, we can put you in touch with a reliable one who can come out straightaway. And the same thing if you need an electrician. Q6

CLIENT: Right. That's good to know. I've only just moved here so I don't have any of those sorts of contacts.

JACINTA: And I don't know if this is of interest to you, but we also offer a special vacuum cleaning system which can improve the indoor air quality of your home by capturing up to 99% of all the dust in the air. So if you're troubled by allergies, this can make a big difference. Q7

CLIENT: Right. In fact, I don't have that sort of problem, but I'll bear it in mind. Now can you tell me a bit about your cleaning staff?

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JACINTA: Of course. So all our cleaners are very carefully selected. When they apply to us, they have to undergo a security check with the police to make sure they don't have any sort of criminal background, and, of course, they have to provide references as well. Then if we think they might be suitable for the job, we give them training for it. That lasts for two weeks so it's very thorough, and at the end of it, they have a test. If they pass that, we take them on, but we monitor them very carefully – we ask all our clients to complete a review of their performance after every visit and to email it to us. So we can pick up any problems straightaway and deal with them. Q8 Q9 Q10

CLIENT: OK, well that all sounds good. And will I always have the same cleaner?

JACINTA: Yes, we do our best to organise it that way, and we usually manage it.

CLIENT: Good. That's fine. Right, so I'd like to go ahead and ...

PART 2

As many of you here today have worked in the hotel industry for some time, I'm sure you have experienced the problem of high staff turnover in your hotels. Every hotel relies on having loyal and experienced members of staff who make sure that everything runs smoothly. If staff are constantly changing, it can make life difficult for everyone. But why do staff leave frequently in many hotels? Of course, many hotel jobs, such as cleaning, are low-skilled and are not well-paid. A lot of managers think it's this and the long hours that are the main causes of high staff turnover – but what they don't realise is that it's the lack of training in many hotel jobs which is a huge factor. Q11

So, what kind of problems does a high turnover of staff cause? Well, having to recruit new staff all the time can be very time-consuming, and managers may have to cover some duties while waiting for new staff to arrive. This means they don't have time to think about less immediate problems such as how to improve their service. When staff leave, it can also severely affect the colleagues they leave behind. It has a negative effect on remaining staff, who may start to feel that they too should be thinking about leaving. Q12

So, what can be done to change this situation? Firstly, managers should stop making basic errors which leave their staff feeling upset and resentful. When organising shifts, for example, make sure you never give certain staff preferential treatment. All staff should be given some choice about when they work, and everyone should have to work some evening and weekend shifts. If you treat staff fairly, they'll be more likely to step in and help when extra staff are needed. Q13

Keeping staff happy has other tangible benefits for the business. Take the Dunwich Hotel as an example. It had been experiencing a problem with staff complaints and in order to deal with this, invested in staff training and improved staff conditions. Not only did the level of complaints fall, but they also noticed a significant increase in the amount each customer spent during their stay. They have now introduced a customer loyalty scheme which is going really well. Q14

Now I'd like to look at some ways you can reduce staff turnover in your hotels, and I'll do this by giving some examples of hotels where I've done some training recently.

The Sun Club received feedback which showed that staff thought managers didn't value their opinions. They weren't made to feel they were partners who were contributing to the success of the business as a whole. This situation has changed. Junior staff at all levels are regularly invited to meetings where their ideas are welcomed. Q15

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A year ago, The Portland recognised the need to invest in staff retention. Their first step was to introduce a scheme for recognising talent amongst their employees. The hope is that organising training for individuals with management potential will encourage them to stay with the business. Q16

At Bluewater, managers decided to recognise 50 high achievers from across the company's huge hotel chain. As a reward, they're sent on an all-expenses-paid trip abroad every year. Fun is an important element in the trips, but there's also the opportunity to learn something useful. This year's trip included a visit to a brewery, where staff learned about the new beer that would be served in the hotel. Q17

Pentlow Hotels identified that retention of junior reception staff was an issue. In order to encourage them to see that working in a hotel could be worthwhile and rewarding, with good prospects, they introduced a management programme. These staff were given additional responsibilities and the chance to work in various roles in the hotel. Q18

Green Planet wanted to be seen as a caring employer. To make life easier for staff, many of whom had childcare responsibilities, the hotel began issuing vouchers to help cover the cost of childcare. Q19

Louise Marsh at The Amesbury has one of the best staff retention rates in the business. Since she joined the company, she has made a huge effort to achieve this by creating a co-operative and supportive environment. For her, the staff are part of a large family where everyone is valued. Q20

OK, now I'd like to ...

PART 3

JEANNE: Hi Thomas, how are you enjoying the course so far?

THOMAS: Yeah, I think it's good.

JEANNE: Remind me – why did you decide to study sports science? Didn't you want to be a professional athlete when you were at school?

THOMAS: Yeah – that was my goal, and all my classmates assumed I would achieve it; they thought I was brilliant. Q21/22

JEANNE: That must have been a nice feeling.

THOMAS: Mm, I thought I could win anything. There was no one who could run faster than me.

JEANNE: Exactly – so what happened? Did your mum and dad want you to be more 'academic'?

THOMAS: Not at all. Perhaps they should have pushed me harder, though. Q21/22

JEANNE: What do you mean?

THOMAS: I think I should have practised more.

JEANNE: What makes you say that?

THOMAS: Well, I went out to Kenya for a couple of weeks to train ...

JEANNE: Really! I didn't know that.

THOMAS: I was chosen to go there out of loads of kids and run with some of the top teenage athletes in the world. And ... I was so calm about it. I just kept thinking how fortunate I was. What a great chance this was! Everyone back home was so proud of me. But once we started competing, I very quickly realised I wasn't good enough. Q23/24

JEANNE: That must have been a huge shock.

THOMAS: I thought 'this can't be happening'! I was used to winning. Q23/24

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JEANNE: I'm sorry to hear that.
THOMAS: It's OK. I'm over it now and I think it's much better to do a university course and this one has such a variety of sports-related areas. It's going to be good.
JEANNE: Oh, I agree – I chose it because of that.

THOMAS: So Jeanne – have you thought of any ideas for the discussion session next week on technology and sport?
JEANNE: We have to cover more than one sport, don't we?
THOMAS: Yeah.
JEANNE: You know – we always think technology is about the future, but we could gather some ideas about past developments in sport.
THOMAS: Look at early types of equipment perhaps?
Uh, I remember reading something about table tennis bats once – how they ended up being covered with pimpled rubber.
JEANNE: Cos they were just wooden at first, I'd imagine.
THOMAS: Yeah. In about the 1920s, a factory was making rolls of the rubber in bulk for something like horse harnesses. Q25
JEANNE: Really!
THOMAS: Yeah – and someone realised that it'd make a perfect covering for the wooden bats.
JEANNE: So what about cricket – that's had a few innovative changes. Maybe the pads they wear on their legs?
THOMAS: I don't think they've changed much but, I'm just looking on the internet ... and it says that when the first cricket *helmet* came in, in 1978, the Australian batsman who first wore it was booed and jeered by people watching because it was so ugly! Q26
JEANNE: Wow, players have to protect themselves from getting hurt! I mean everyone wears one now.
THOMAS: Mm, unlike the cycle helmet.
JEANNE: Well, unless you're a professional, but you're right, many ordinary bikers don't wear a helmet.
THOMAS: Hey, look at these pictures of original helmet designs. This one looks like an upside-down bowl!
JEANNE: Yet, the woman's laughing – she's so proud to be wearing it!
THOMAS: It says serious cyclists ended up with wet hair from all the hard exercise. Q27
JEANNE: I guess that's why they have large air vents in them now so that the skin can breathe more easily.
THOMAS: OK, so we've done helmets. What about golf balls or better still golf *clubs* – they've changed a lot.
JEANNE: Yeah – I remember my great grandfather telling me that because a club was made entirely of wood, it would easily break and players had to get another. Q28
THOMAS: There's no wood at all in them now, is there?
JEANNE: No – they're much more powerful.
THOMAS: The same must be true of hockey sticks.
JEANNE: I don't think so because players still use wooden sticks today. What it does say here, though, is that when the game started you had to produce a stick yourself. Q29
THOMAS: I guess they just weren't being manufactured. So, one more perhaps. What about football?
JEANNE: Well, I know the first balls were made of animal skin.
THOMAS: Yeah, they covered them with pieces of leather that were stitched together, but ... the balls let in water when it rained.
JEANNE: Oh, that would have made them much heavier.

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THOMAS: That's right. You can imagine the damage to players' necks when the ball was headed. Q30

JEANNE: How painful that must have been!

THOMAS: Yeah, well, I think we can put together some useful ideas ...

PART 4

Hello everyone. Today we're going to look at another natural food product and that's maple syrup. What is this exactly? Well, maple syrup looks rather like clear honey, but it's not made by bees; it's produced from the plant fluid – or sap – inside the maple tree and that makes maple syrup a very natural product. Maple syrup is a thick, golden, sweet-tasting liquid that Q31 can be bought in bottles or jars and poured onto food such as waffles and ice cream or used in the baking of cakes and pastries. It contains no preservatives or added ingredients, and it Q32 provides a healthy alternative to refined sugar.

Let's just talk a bit about the maple tree itself, which is where maple syrup comes from. So, there are many species of maple tree, and they'll grow without fertilizer in areas where there's plenty of moisture in the soil. However, they'll only do this if another important criterion is fulfilled, which is that they must have full or partial sun exposure during the day and very cool nights – and I'll talk more about that in a minute. There are only certain parts of the world that provide all these conditions: one is Canada, and by that, I mean all parts of Canada, and the other is the north-eastern states of North America. In these areas, the climate suits the trees Q33 perfectly. In fact, Canada produces over two-thirds of the world's maple syrup, which is why the five-pointed maple leaf is a Canadian symbol and has featured on the flag since 1964.

So how did maple syrup production begin? Well, long before Europeans settled in these parts of the world, the indigenous communities had started producing maple sugar. They bored holes in the trunks of maple trees and used containers made of tree bark to collect the liquid sap as it poured out. As they were unable to keep the liquid for any length of time – they didn't have storage facilities in those days – they boiled the liquid by placing pieces of rock Q34 that had become scorching hot from the sun into the sap. They did this until it turned into sugar, and they were then able to use this to sweeten their food and drinks. Since that time, improvements have been made to the process, but it has changed very little overall.

So let's look at the production of maple syrup today. Clearly, the maple forests are a valuable resource in many Canadian and North American communities. The trees have to be well looked after and they cannot be used to make syrup until the trunks reach a diameter of Q35 around 25 centimetres. This can take anything up to 40 years. As I've already mentioned, maple trees need the right conditions to grow and also to produce sap. Why is this? Well, what happens is that during a cold night, the tree absorbs water from the soil, and that rises through the tree's vascular system. But then in the warmer daytime, the change in temperature causes the water to be pushed back down to the bottom of the tree. This continual movement – up and down – leads to the formation of the sap needed for maple syrup production.

When the tree is ready, it can be tapped and this involves drilling a small hole into the trunk Q36 and inserting a tube into it that ends in a bucket. The trees can often take several taps, though the workers take care not to cause any damage to the healthy growth of the tree itself. The sap that comes out of the trees consists of 98 percent water and 2 percent sugar and other nutrients. It has to be boiled so that much of that water evaporates, and this process has to take place immediately, using what are called evaporators. These are basically Q37 extremely large pans – the sap is poured into these, a fire is built and then it's brought

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heated until the sap boils. As it does this, the water evaporates, and the syrup begins to form. The evaporation process creates large quantities of steam, and the sap becomes thicker and denser, and, at just the right moment, when the sap is thick enough to be called maple syrup, the worker removes it from the heat. After this process, something called 'sugar sand' has to be filtered out as this builds up during the boiling and gives the syrup a cloudy appearance and a slightly gritty taste. Once this has been done, the syrup is ready to be packaged so that it can be used for a whole variety of products. It takes 40 litres of sap to produce one litre of maple syrup so you can get an idea of how much is needed!

Q38

Q39

Q40

So that's the basic process. In places like Quebec where ...

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Listening and Reading answer keys

TEST 1

LISTENING



Answer key with extra explanations in Resource Bank

Part 1, Questions 1–10

1 litter
2 dogs
3 insects
4 butterflies
5 wall
6 island
7 boots
8 beginners
9 spoons
10 35 / thirty five

Part 2, Questions 11–20

11 A
12 C
13 B
14 B
15&16 *IN EITHER ORDER*
A
D
17&18 *IN EITHER ORDER*
B
C
19&20 *IN EITHER ORDER*
D
E

Part 3, Questions 21–30

21 A
22 B
23 B
24 A
25 C
26 C
27 A
28 E
29 F
30 C

Part 4, Questions 31–40

31 puzzle
32 logic
33 confusion
34 meditation
35 stone
36 coins
37 tree
38 breathing
39 paper
40 anxiety

If you score ...

1–15	16–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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TEST 1

READING



Answer key with extra explanations in Resource Bank

Reading Section 1, Questions 1–14

1 C
2 G
3 D
4 F
5 A
6 FALSE
7 TRUE
8 FALSE
9 NOT GIVEN
10 TRUE
11 eye-catching landmark
12 cemetery
13 (unique) (Chinese) architecture
14 (self-booking) computer terminals / terminals for self-booking

Reading Section 2, Questions 15–27

15 personality
16 dull
17 qualities
18 viewpoints
19 colleague
20 clichés / cliches
21 stationery
22 photos
23 locations
24 labels
25 requirement
26 focus
27 tasks

Reading Section 3, Questions 28–40

28 iv
29 vi
30 iii
31 i
32 viii
33 explosion
34 shaft
35 sparks
36 manpower
37 A
38 B
39 D
40 D

If you score ...

1–25	26–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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TEST 2

LISTENING



Answer key with extra explanations in Resource Bank

Part 1, Questions 1–10

1 collecting
2 records
3 West
4 transport
5 art
6 hospital
7 garden
8 quiz
9 tickets
10 poster

Part 2, Questions 11–20

11 B
12 C
13 C
14 B
15 D
16 C
17 G
18 A
19 E
20 F

Part 3, Questions 21–30

21&22 *IN EITHER ORDER*
D
E
23 D
24 C
25 A
26 E
27 F
28 B
29 C
30 C

Part 4, Questions 31–40

31 321,000
32 vocabulary
33 podcast
34 smartphones
35 bilingual
36 playground
37 picture
38 grammar
39 identity
40 fluent

If you score ...

1–18	19–28	29–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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TEST 2

READING



Answer key with extra explanations in Resource Bank

Reading Section 1, Questions 1–14

1 B
2 E
3 A
4 D
5 C
6 TRUE
7 FALSE
8 NOT GIVEN
9 TRUE
10 NOT GIVEN
11 FALSE
12 TRUE
13 NOT GIVEN
14 FALSE

Reading Section 2, Questions 15–27

15 position
16 partitions
17 windows
18 heat
19 planning
20 choice
21 record
22 length
23 steps
24 feet
25 cones
26 sign
27 blocks

Reading Section 3, Questions 28–40

28 C
29 G
30 A
31 B
32 C
33 D
34 A
35 B
36 D
37 back layout
38 journalist
39 river
40 fish

If you score ...

1–25	26–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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TEST 3

LISTENING



Answer key with extra explanations in Resource Bank

Part 1, Questions 1–10

1 family
2 fit
3 hotels
4 Carrowniskey
5 week
6 bay
7 September
8 19 / nineteen
9 30 / thirty
10 boots

Part 2, Questions 11–20

11&12 *IN EITHER ORDER*
B
E
13 C
14 C
15 A
16 E
17 D
18 G
19 F
20 C

Part 3, Questions 21–30

21 B
22 A
23 A
24 B
25 C
26 A
27 D
28 B
29 F
30 H

Part 4, Questions 31–40

31 mud
32 feathers
33 shape
34 moon
35 neck
36 evidence
37 destinations
38 oceans
39 recovery
40 atlas

If you score ...

1–17	18–26	27–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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TEST 3

READING



Answer key with extra explanations in Resource Bank

Reading Section 1, Questions 1–14

1 E
2 D
3 A
4 D
5 E
6 C
7 FALSE
8 NOT GIVEN
9 TRUE
10 FALSE
11 TRUE
12 NOT GIVEN
13 FALSE
14 NOT GIVEN

Reading Section 2, Questions 15–27

15 informal
16 manual
17 solution
18 colleague
19 senior
20 mediation
21 3 / three months
22 operator
23 physical
24 evenings
25 self-employed
26 geography
27 mechanical

Reading Section 3, Questions 28–40

28 vi
29 vii
30 ii
31 i
32 iv
33 v
34 C
35 B
36 A
37 popping
38 pullers
39 candle
40 arm

If you score ...

1–26	27–33	34–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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TEST 4

LISTENING



Answer key with extra explanations in Resource Bank

Part 1, Questions 1–10

1 floor(s)
2 fridge
3 shirts
4 windows
5 balcony
6 electrician
7 dust
8 police
9 training
10 review

Part 2, Questions 11–20

11 A
12 A
13 A
14 C
15 A
16 C
17 B
18 C
19 B
20 A

Part 3, Questions 21–30

21&22 *IN EITHER ORDER*
C
E
23&24 *IN EITHER ORDER*
A
D
25 B
26 F
27 A
28 D
29 C
30 G

Part 4, Questions 31–40

31 golden
32 healthy
33 climate
34 rock(s)
35 diameter
36 tube
37 fire
38 steam
39 cloudy
40 litre / liter

If you score ...

1–17	18–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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TEST 4

READING



Answer key with extra explanations in Resource Bank

Reading Section 1, Questions 1–14

1 E
2 B
3 D
4 A
5 C
6 B
7 C
8 TRUE
9 TRUE
10 FALSE
11 NOT GIVEN
12 FALSE
13 NOT GIVEN
14 FALSE

Reading Section 2, Questions 15–27

15 tools
16 procedure
17 strength
18 rope
19 footpath
20 pedestrians
21 chippings
22 narrow
23 cutting chart
24 tradespeople
25 (reinforcing) steel
26 cost-effective
27 inconvenience

Reading Section 3, Questions 28–40

28 vets
29 pairs
30 food
31 hibernation
32 D
33 A
34 B
35 B
36 D
37 E
38 A
39 C
40 D

If you score ...

1–24	25–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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Sample Writing answers



Additional sample Writing answers in Resource Bank

TEST 1, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.0** score.

Dear Vanessa,

I am very glad to write this letter for you. I recognised that you are looking for an advice about a new sport to learn. Well, I would suggest you a very popular sport in my town, which is basketball. All my friends are interested in this activity. Indeed, there is a great club around my house where they perfectly teach how to play this sport. You can register and start your sessions right away. You will be introduced to all the informations: rules, movements, tricks and so on. I am sure you will enjoy it and I believe that playing basketball would suit you well as you have the physical potential for it.

I personally am a huge fan of basketball, but I have not had the opportunity to learn it. So, I think I might join you to the club if you consider my advice to you. That would be a wonderful idea!

I hope my letter will satisfie your needs and I will be looking foreward to recieving your answer.

Take care,

You friend

Here is the examiner's comment:

> This response addresses the task and covers all three points. The sport chosen is basketball and the way to learn would be by joining a local club. The third point is not presented as clearly. The expression [*join you to the club*] does not fully indicate that the plan is to 'learn this sport together'. To improve this response, the third point should be more clearly presented.
>
> There is also inconsistency in tone at the end where [*satisfie your needs*] sounds too formal for a letter to a friend. Ideas are logically organised with some effective use of cohesive devices [*Well* | *which* | *where* | *but* | *So*].
>
> The range of vocabulary is adequate with some less common items [*physical potential* | *had the opportunity*], but a greater range would be needed to score more highly. This response includes sentences with multiple clauses including [*but* | *if*] and a range of tenses. However, there are more than a few errors [*for you* / to you | *an advice* / advice | *suggest you* / suggest] which detract from the overall score.

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TEST 1, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 7.0** score.

Technology has found its way into every aspect of our lives, including the way we pay for things in shops. Following this trend, I believe we will not need to use cash in the future.

First of all, generations that have grown with technology, have become dependant on multiple devices to perform even the simplest tasks. Millennials and people from the 'y' generation can be seen holding their phones at all times, which makes it easier for them to process payments with something they already have on their hands.

Moreover, as fashion is also playing a very important role in our society, being able to process payments with an electronic device as a card, is not only saving us time in counting cash, but also space when it comes to carrying thing. As a plus, it gets rid of the jinggling sound of coins in our bags. This can be seen on a day to day basis when both, men and women, are getting ready to go out. Taking only their phone, a couple of cards and their keys.

However, for some people this might not be functional as it brings extra charges on our accounts for using eftpos machines.

To conclude, even though there are both advocates and detractors for giving up using cash, I believe that our obsession with technology is a slippery slope that will eventually end on us giving up cash.

Here is the examiner's comment:

> This is a strong response overall. The first part of the task is fully addressed, but the second part, the reasons for some people being unhappy, is less well covered. To improve this response, more than one reason should be given for why some people are unhappy with this change.
>
> Ideas are arranged logically; however, paragraphing is not used appropriately. The fourth and fifth paragraphs have only one sentence. Other aspects of cohesion are good, with linking devices at the start of sentences [*Moreover* | *As a plus*] and within sentences [*which* | *when* | *even though*] and some effective uses of referencing [*our* | *their* | *this*].
>
> The use of vocabulary is precise [*found its way* | *following this trend* | *process payments* | *obsession with technology … slippery slope*] with rare errors in spelling [*dependant* / dependent | *jinggling* / jingling] or collocation [*end on us* / end with us]. Sentences are mainly error-free and there are a variety of verb structures: modals, perfect tenses and future structures.
>
> To improve this response, the second part of the task, about why some people would be unhappy in a society without cash, should be more fully addressed. Paragraphing could also be more appropriate. The response is slightly shorter than the required 250 words.

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TEST 2, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 5.0** score.

Dear Mr and Mrs Collins,

I hope you are well both of you. I am writing to chris's parents because they celebrate my friend surprise birthday party.

Yes, I think chris will very happy because he is feeling good. His birthday celebration some different types of give party. because he is coming from india sometimes so, he will enjoy this party.

I do not able to party because my father was heart attack in two days. I am going to Dehli and he is not well and Doctor says my father have a done angioplasty. So I have here in ten days. then I will come home together my father.

Let you know about I am meet chris after sometime and when my father is well then I will meet you and together with travelling outside. I have many planned but this time I am not able to meet you as well as I will meet you soon chris.

I look forward to hearing from you.

Yours sincerely,

Here is the examiner's comment:

This letter addresses each of the bullet points. There is some detail on why the candidate will not be able to attend the party. More information could be given about why Chris will enjoy the party and the plan to see Chris as these points are less clear.

Ideas are arranged in the order of the bullet points so the reader can follow them in this letter, but the lack of cohesive devices mean progression is not clear.

Vocabulary is minimally adequate. There are some accurate examples [*heart attack* | *angioplasty*] but the range is limited and errors in word choice [*give party* | *have here in ten days* / am here for ten days] do cause some difficulty.

Sentence structures are limited and there are many errors [*types of give party* | *have a done* | *I do not able*] which cause difficulty for the reader.

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TEST 2, WRITING TASK 2

This is an answer written by a candidate who achieved a Band 7.0 score.

The practice of training physically with personal fitness guides is getting increasingly common in some nations. Therefore playing sports or taking part in physical exercise courses are less preferred. From my perspective, this acts as a desirable development as it provides people with a multitude of benefits.

The growing need for personal trainers can be attributed to the following reasons. Firstly, due to the speedy pace of modern life, people are getting busier with their jobs as well as basic daily chores such as housework. As a result, taking part in a mutual exercise classes is quite impossible for busy people, as they can hardly flexify themselves with the schedules of other class members. Hiring a personal trainer seems to be the most appropriate resolution to the problem, since people will no longer depend on others' timetable and they can do exercise with their trainers whenever they have free time. Secondly, joining a mutual class offers people few opportunities to have private conversations with the teachers. The reason is that there are often a large number of learners in a class and teachers can hardly answer all members' questions. Unlikewise, personal trainers are responsible for one student per class, which enables students to have more time to consult their teachers.

The increasing demand for personal trainer has made significant improvements to modern people's lives. It is a new and suitable way of managing time efficiently, especially for those who have a little fund of time.

In conclusion, I hold a strong belief that hiring personal fitness trainer, which is time-saving and of remarkable convenience, has made positive changes to the way people doing exercise.

Here is the examiner's comment:

> This response presents the position clearly, that this is a positive development overall. The first question is fully addressed, and the reasons presented include the fast pace of life, busy jobs, daily chores and the inability to fit in with the schedules of other people. For a stronger response, more could be written about the second part of the question, on why this is a positive development.
>
> Ideas and information are logically organised but paragraphing could be used more appropriately, as the third paragraph is not well developed.
>
> Vocabulary is the strongest feature and is fluently and flexibly used, with some precise meanings [*multitude of benefits* | *consult their teachers*], but occasional inaccuracies in word choice [*mutual* / group | *flexify themselves with* / fit in with?] or collocation [*fund of time*] remain. There are also a variety of complex grammatical structures with multi-clause sentences and frequent error-free sentences.

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TEST 3, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.0** score.

Dear Sir or Madam,

My name is Gonzalo and as you already know I have booked in one of your part-time courses, Business Administration. I would like to know if there is a possibility to change my course.

I chose this program because I wanted to improve my knowledge on that specific area, as you know I have been working for 10 years to have my job. However, recently a great friend offered me a opportunity to work as a graphic designer in his own company. To be honest, I am about to make the biggest change in my career ever.

The main reason why I am getting in contact with you is because I need to change my program and find a new one in my new area. Is there any necessary arrangements for booking a different course? Should I pay an extra fee to be able to change? How exactly works to change to a different course? Those are my questions and I am need of some guidance.

Best regards!

Here is the examiner's comment:

This is a good response which addresses all three bullet points. Details about the course and the reasons for the cancellation are given. There are also several questions that ask about booking another course. The correct format for a letter is used, but there is a change in tone in the closing formula [*Best regards*!] which is too informal for this context.

Ideas are logically organised into three paragraphs, addressing each point in turn. Cohesive devices are used [*However* | *To be honest*] with some effective referencing [*on that specific area* | *my course* | *his own company*].

The range of vocabulary is adequate with some attempts at less common items [*necessary arrangements* | *need … some guidance*], but a wider range would be needed to score more highly. This response includes sentences with multiple clauses including [*if*] and a range of tenses and question forms. However, there are more than a few errors [*Is there* / Are there | *I am need of* / I am in need of] which lower the overall score.

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TEST 3, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 7.0** score.

The clothing and fashion market in one of the largest in options and price level. It is possible to find a wild range of stores and manufacturers across the cities and malls all around. However, what are the quality offered and what is the budget people are willing to spend on it? In which situation expensive tailored clothing are better than cheapen numerous clothes?

Some say that prioritising quality is always better, as well as having exclusivity. Needless to say that having a good wardrobe with high quality clothing is a dream for most women, since our attires are way more demanding than the simplicity of male style. In my opinion, is a wonderful feeling to purchase something of greater price as one can be sure about the durability and clear better appearance of the product.

The second option, having the capability of purchasing clothes in big quantities for a lower price, has its downsides. One of them is that quality is not the main concern, whenever in a popular store is possible to find objective peaces among the piles. Another point is durability, the bigger the role the less the products will last. Every laundry load is a struggle with pieces loosing color and fabric thickness. It is also valid to point out that they are made in large scale and it is not difficult to see random people wearing the same shirt. In the long term people will spend around the same amount of money replacing their low cost clothes, what refutates the positive side of spending less.

In conclusion, good quality clothing under higher price basis can be of advantage in many ways in comparison to more popular and less expensive products.

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Here is the examiner's comment:

This is a strong response. Both parts of the question are addressed and it is clear that the option of buying fewer expensive clothes is preferred. The candidate emphasises the quality, exclusivity and durability of expensive clothing, and presents the downsides of cheaper clothing. Ideas are logically organised with clear progression through the paragraphing. The second paragraph addresses the benefits of buying expensive clothes and the third paragraph addresses the benefits of cheaper clothes. A range of cohesive devices is used appropriately, with linking devices [*Needless to say that* | *In my opinion*] and referencing [*our* | *they* | *their*].

Some consideration of any disadvantages of expensive clothes or any advantages of cheaper ones would improve the score for this task.

There is some flexibility and precision in the vocabulary used [*prioritising quality* | *having exclusivity*], but there are a few errors in word choice [*wild range* / wide range | *attires … demanding* / outfits ... ? | *greater* / higher | *role* / ? | *objective* / quality? | *refutates* / refutes? counteracts] and one spelling error with the homophone [*peaces* / pieces]. Greater control of word choice would improve this score. A variety of complex structures are used with frequent error-free sentences, but a few errors remain [*are the quality* / is the quality].

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TEST 4, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 5.5** score.

Dear Sir or Madam

My name is Sam I broght throght your websit a suit for my sister wedding, two day ago I got the suit I order and I was so happy because it's arrived on time.

When I open the box with the suit I decided to try it to make sure I got the right size and it's fit me, unfortunately when I try it I found out the top part of the suit it to small and the fonts is to big. What mean I can't wear it at all and also mean I need to packet and send it bake to you and with again for the right size.

I need to replace it as soon as possible because my sister wedding is in two weeks time in Greece and I flying there next Tuesday which mean I have less then a week to get my right order with the right size and make sure its fits me and fly there.

I appreciate your awarnec for the short time from we have case mistak is happened to help be ready to my sister wedding.

Kind regards

Here is the examiner's comment:

> The response covers all three points in the question. The problem is with a suit, and specifically the size. The candidate explains the urgency of getting a replacement: he needs it for his sister's wedding in two weeks. The tone is generally appropriate and all the requirements of the task are addressed.
>
> Ideas are arranged in the order of the question so there is a clear overall progression. There is some effective use of cohesive devices [*unfortunately* | *also*] and referencing [*which mean*]; however, there are numerous faulty examples [*What mean* / This means] which affect the score.
>
> There is an adequate range of vocabulary with some examples of less common terms [*make sure* | *need to replace it*]; however, the errors in word choice [*packet* / pack it | *bake* / back | *fonts* / ? | *then* / than] and spelling [*broght throght your websit* / bought through your website | *awarnec* / awareness | *mistak* / mistake] reduce the score. Similarly, the errors in sentence structure reduce the score. There are no correct sentences in this response; although it is written mainly in the present tense, present-tense verb structures are sometimes not appropriate [*open* / opened | *it to small* / was too small] and auxiliary verbs are faulty [*it's fit me* / it fitted me | *its fits me* / it fits me].
>
> To achieve a higher score, the candidate would need to reduce the number of errors in vocabulary and sentence structure.

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TEST 4, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 6.5** score.

Since our job take the majority of our daytime (or nighttime, that's depend on the job) our colleagues are a important part of our social life. We see them everyday and we usually have to interact with them many times. Do those interactions have to stay strictly professionnal or is it better including them in our private life?

First, that's depend on everyone's personnality. Some people are good to keep distance during the working time's interaction, keep neutral conversations and separate clearly the private life and professionnal life. On a other side, some people can't control it and their personnality will push them to be friendly with people who they get along with or be distant to people with who they feel inconfortable.

In fact, it is important to feel good at work. A heavy atmosphere caused by tensions between coworkers could effect very badly out life even when we come back home.

Socialize with the work colleagues in the free time can be a good occasion to know people better, away from the working stress and pressure. We can discover another part of their personnality, hobbies, or personnal problems and then we can be more able to understand them during hard time at work.

Of course sometime in an other hand some matters can appear when the line between private and professionnal life start to be fuzzy. For example, when two coworkers become a couple and continue to work together or when a friendship between two coworkers can be gossips' start point.

But since we are all humans with our own sensitive points, it is important to be to keep a good atmosphere at work by speaking out all the problems to release all the tensions. Communication is the key but also sharing a good time with coworkers away from work can be a nice way to understand more each other.

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Here is the examiner's comment:

This is a good response. Ideas are presented on both sides and there is a clear opinion at the end. The desire to socialise is related to personality; some people would rather keep their distance, others are always friendly. The candidate presents the advantages (improved working atmosphere and better understanding) and the disadvantages (relationships that get too close).

The response is logically organised. There is a range of linking devices [*First | In fact | Of course*] with some errors [*On a other side* / On the other hand]. Cohesive devices within sentences are used effectively for referencing [*some people ... their | them | they | each other*]. Paragraphing is not always logical; the third paragraph is very short and could be usefully joined to the fourth paragraph.

Vocabulary demonstrates an appropriate writing style, with collocation [*strictly professionnal | get along with | tensions between coworkers | release all the tensions*]. There are errors in spelling, but they tend to be the same errors for the same words [*professionnal* / professional] twice and [*personnality* / personality] three times. There are some errors in word choice [*speaking out* | talking about], but they do not impede communication. There are a variety of complex structures and many sentences with multiple clauses.

To improve the response, paragraphing could be more logical and there should be fewer errors in vocabulary and sentence structure.

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sample answer sheets

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IELTS Listening Answer Sheet

Candidate Name

Candidate No. Centre No.

Test Date Day Month Year

Listening Listening Listening Listening Listening Listening Listening

1		21	
2		22	
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19		39	
20		40	

Marker 2 Signature: Marker 1 Signature: Listening Total:

20656

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BRITISH COUNCIL idp Cambridge Assessment English

IELTS Reading Answer Sheet

Candidate Name

Candidate No. | Centre No.

Test Module ☐ Academic ☐ General Training Test Date Day Month Year

Reading Reading Reading Reading Reading Reading Reading

		Marker use only			Marker use only
1		1 ✓ ✗	21		21 ✓ ✗
2		2 ✓ ✗	22		22 ✓ ✗
3		3 ✓ ✗	23		23 ✓ ✗
4		4 ✓ ✗	24		24 ✓ ✗
5		5 ✓ ✗	25		25 ✓ ✗
6		6 ✓ ✗	26		26 ✓ ✗
7		7 ✓ ✗	27		27 ✓ ✗
8		8 ✓ ✗	28		28 ✓ ✗
9		9 ✓ ✗	29		29 ✓ ✗
10		10 ✓ ✗	30		30 ✓ ✗
11		11 ✓ ✗	31		31 ✓ ✗
12		12 ✓ ✗	32		32 ✓ ✗
13		13 ✓ ✗	33		33 ✓ ✗
14		14 ✓ ✗	34		34 ✓ ✗
15		15 ✓ ✗	35		35 ✓ ✗
16		16 ✓ ✗	36		36 ✓ ✗
17		17 ✓ ✗	37		37 ✓ ✗
18		18 ✓ ✗	38		38 ✓ ✗
19		19 ✓ ✗	39		39 ✓ ✗
20		20 ✓ ✗	40		40 ✓ ✗

Marker 2 Signature: Marker 1 Signature: Reading Total:

61788

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BRITISH COUNCIL idp Cambridge Assessment English

IELTS Writing Answer Sheet - TASK 1

Candidate Name

Candidate No. Centre No.

Test Module ☐ Academic ☐ General Training Test Date Day Month Year

If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using. Sheet of

Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1

Do not write below this line

Do not write in this area. Please continue your answer on the other side of this sheet.

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BRITISH COUNCIL idp Cambridge Assessment English

IELTS Writing Answer Sheet - TASK 2

Candidate Name

Candidate No. Centre No.

Test Module ☐ Academic ☐ General Training Test Date Day Month Year

If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using: Sheet of

Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2

Do not write below this line

Do not write in this area. Please continue your answer on the other side of this sheet.

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