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IELTS 11

GENERAL TRAINING

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS



With MP3 CD



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Test 1

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

HIRING A PUBLIC ROOM

Example

- the Main Hall – seats 200

Room and cost

- the 1 Room – seats 100
- Cost of Main Hall for Saturday evening: 2 £
+ £250 deposit (3 payment is required)
- Cost includes use of tables and chairs and also 4
- Additional charge for use of the kitchen: £25

Before the event

- Will need a 5 licence
- Need to contact caretaker (Mr Evans) in advance to arrange
6

During the event

- The building is no smoking
- The band should use the 7 door at the back
- Don't touch the system that controls the volume
- For microphones, contact the caretaker

After the event

- Need to know the **8** for the cleaning cupboard
- The **9** must be washed and rubbish placed in black bags
- All **10** must be taken down
- Chairs and tables must be piled up

SECTION 2 **Questions 11–20**

Questions 11–14

Complete the notes below.

Write **ONE WORD** for each answer.

Fiddy Working Heritage Farm

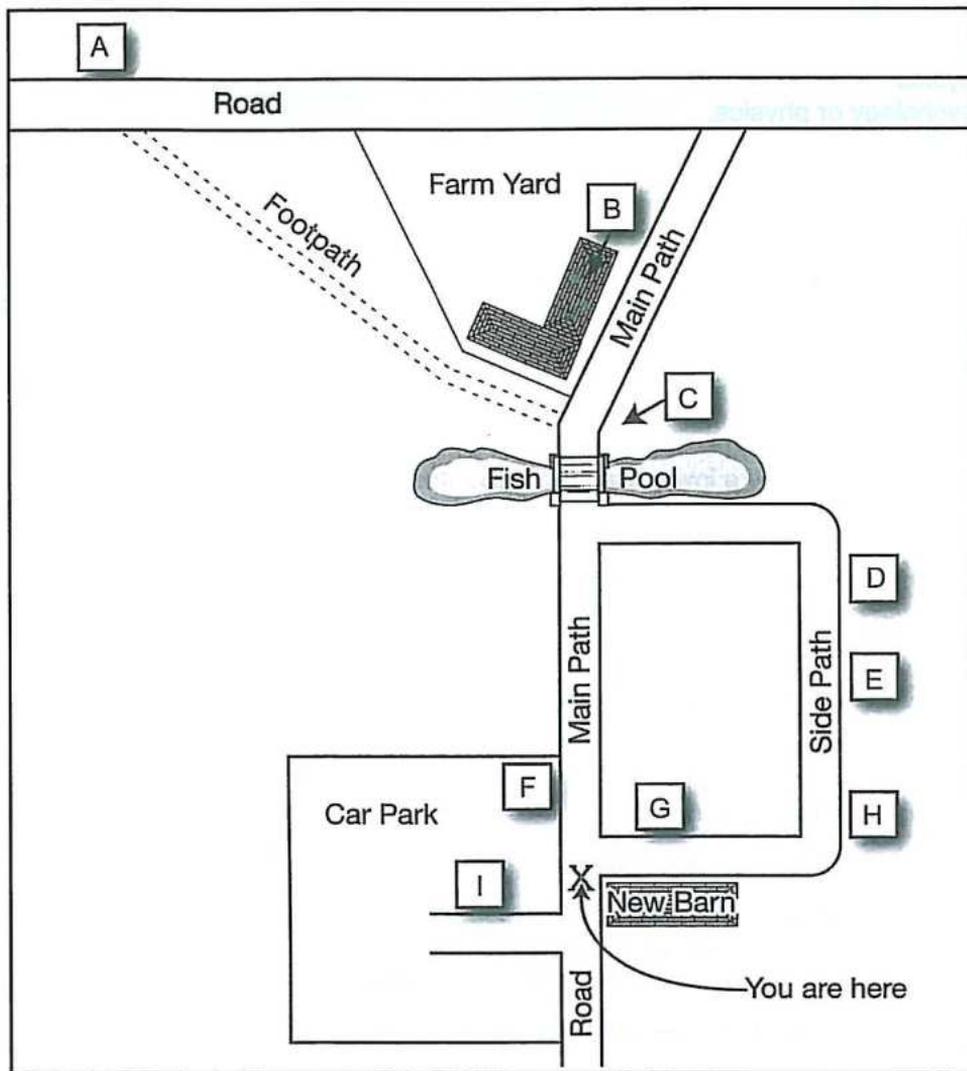
Advice about visiting the farm

Visitors should

- take care not to harm any **11**
- not touch any **12**
- wear **13**
- not bring **14** into the farm, with certain exceptions

Questions 15–20

Label the map below.

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

15 Scarecrow

18 Black Barn

16 Maze

19 Covered picnic area

17 Café

20 Fiddly House

SECTION 3 Questions 21–30

Choose the correct letter, A, B or C.

Study on Gender in Physics

- 21 The students in Akira Miyake's study were all majoring in
- A physics.
 - B psychology or physics.
 - C science, technology, engineering or mathematics.
- 22 The aim of Miyake's study was to investigate
- A what kind of women choose to study physics.
 - B a way of improving women's performance in physics.
 - C whether fewer women than men study physics at college.
- 23 The female physics students were wrong to believe that
- A the teachers marked them in an unfair way.
 - B the male students expected them to do badly.
 - C their test results were lower than the male students'.
- 24 Miyake's team asked the students to write about
- A what they enjoyed about studying physics.
 - B the successful experiences of other people.
 - C something that was important to them personally.
- 25 What was the aim of the writing exercise done by the subjects?
- A to reduce stress
 - B to strengthen verbal ability
 - C to encourage logical thinking
- 26 What surprised the researchers about the study?
- A how few students managed to get A grades
 - B the positive impact it had on physics results for women
 - C the difference between male and female performance
- 27 Greg and Lisa think Miyake's results could have been affected by
- A the length of the writing task.
 - B the number of students who took part.
 - C the information the students were given.

- 28 Greg and Lisa decide that in their own project, they will compare the effects of
- A two different writing tasks.
 - B a writing task with an oral task.
 - C two different oral tasks.
- 29 The main finding of Smolinsky's research was that class teamwork activities
- A were most effective when done by all-women groups.
 - B had no effect on the performance of men or women.
 - C improved the results of men more than of women.
- 30 What will Lisa and Greg do next?
- A talk to a professor
 - B observe a science class
 - C look at the science timetable

SECTION 4 Questions 31–40

Complete the notes below.

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

Ocean Biodiversity

Biodiversity hotspots

- areas containing many different species
- important for locating targets for 31
- at first only identified on land

Boris Worm, 2005

- identified hotspots for large ocean predators, e.g. sharks
- found that ocean hotspots:
 - were not always rich in 32
 - had higher temperatures at the 33
 - had sufficient 34 in the water

Lisa Ballance, 2007

- looked for hotspots for marine 35
- found these were all located where ocean currents meet

Census of Marine Life

- found new ocean species living:
 - under the 36
 - near volcanoes on the ocean floor

Global Marine Species Assessment

- want to list endangered ocean species, considering:
 - population size
 - geographical distribution
 - rate of **37**
- Aim: to assess 20,000 species and make a distribution **38** for each one

Recommendations to retain ocean biodiversity

- increase the number of ocean reserves
- establish **39** corridors (e.g. for turtles)
- reduce fishing quotas
- catch fish only for the purpose of **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–5.

Is Your Child at School Today?

School Attendance Information for Parents/Carers

Introduction

Receiving a good full-time education will give your child the best possible start in life. Attending school regularly and punctually is essential if children are to make the most of the opportunities available to them. The law says that parents must ensure that their child regularly attends the school where he/she is registered.

What you can do to help

- Make sure your child arrives at school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption. If your child arrives after the register has closed without a good reason, this will be recorded as an 'unauthorised' absence for that session.
- If your child has to miss school it is vital that you let the school know why, preferably on the first morning of absence. (Your child's school will have an attendance policy explaining how this should be done.)
- If you know or think that your child is having difficulties attending school you should contact the school. It is better to do this sooner rather than later, as most problems can be dealt with very quickly.

Authorised and Unauthorised Absence

If your child is absent and the school either does not receive an explanation from you, or considers the explanation unsatisfactory, it will record your child's absence as 'unauthorised', that is, as truancy.

Most absences for acceptable reasons will be authorised by your child's school:

- Sickness
- Unavoidable medical or dental appointments (if possible, arrange these for after school or during school holidays)
- An interview with a prospective employer or college

- Exceptional family circumstances, such as bereavement
- Days of religious observance.

Your child's school will not authorise absence for the following reasons:

- Shopping during school hours
- Day trips
- Holidays which have not been agreed
- Birthdays
- Looking after brothers or sisters or ill relatives.

Test 1

Questions 1–5

Do the following statements agree with the information given in the text on pages 18 and 19?

In boxes 1–5 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

- 1 Children must go to the school where they are registered.
- 2 All arrivals after the register has closed are recorded as 'unauthorised' absences.
- 3 If your child is absent from school, you must send the school a letter to explain why.
- 4 Staff who think a child is having difficulties at school will contact the parents.
- 5 Schools will contact other authorities about children who take frequent unauthorised absences.

Read the text below and answer Questions 6–14.

HOLIDAY APARTMENTS TO LET

- A** Sleeps 2–3. One-bedroom apartment with uninterrupted sea views. This is a small first floor apartment in a well-established apartment complex containing a range of leisure facilities and a supermarket for residents. On the edge of the town but close to cafés and restaurants. On-street parking is generally available.
- B** Sleeps 2–4. Spacious one-bedroom apartment in a complex that has only just opened, five minutes' walk from the sea. Private parking in front of building. It is located in a quiet, unspoilt village with a local market, banks, cafés and restaurants. There are some fabulous championship golf courses within easy walking distance.
- C** Sleeps 2+child. One-bedroom cottage (child's bed can also be provided), large terrace with uninterrupted views of the river and mountains. A truly peaceful location in a picturesque village, but less than ten minutes' drive from the coast and all the amenities of a town. Owners live nearby and are happy to help in any way they can.
- D** Sleeps 2–5. Two-bedroom apartment in a complex with its own pool and beautiful views of the national park. A peaceful location just 3 km from the town centre, where there are plenty of shops and excellent sports facilities. Superb local golf courses within easy reach.
- E** Sleeps 2–4. Modern one-bedroom first floor apartment in house, owners resident on ground floor. This great location offers easy access to all that this fantastic town has to offer, a few minutes' drive from its supermarket, bank, cafés, restaurants. The ferry to the island beach leaves from 100 m away. Ten minutes walk from the new shopping centre, which has many shops, food hall, cinema and multi-storey car park.
- F** Sleeps 2. One-bedroom first floor apartment. Beautifully furnished, offering a high standard of comfort. Situated in a peaceful location on the edge of an inland village, with attractive views of the golf course. Many restaurants, bars, shops etc. are within easy walking distance. Garage available by arrangement with the owners.
- G** Sleeps 2–4. Two-bedroom apartment in central location in busy street with shops, restaurants etc. not far from the beach. The town has ideal facilities for holidays all year round, including swimming pool, tennis courts and golf course.

Questions 6–14

The text on page 21 has seven sections, **A–G**.

For which apartment are the following statements true?

Write the correct letter, **A–G**, in boxes 6–14 on your answer sheet.

NB You may use any letter more than once.

- 6 It overlooks a golf course.
- 7 It has its own parking space.
- 8 It is in the centre of a town.
- 9 The sea can be seen from it.
- 10 There is a swimming pool for residents of the apartment complex.
- 11 It is in a new apartment complex.
- 12 It is part of an apartment complex with its own supermarket.
- 13 It has a private outdoor area where you can sit.
- 14 The owners will organise parking on request.

SECTION 2 **Questions 15–27**

Read the text below and answer Questions 15–21.

GZJ Travel - Recruitment Info

We're looking for keen and effective people who are passionate about travel to work as Travel Sales Consultants in our rapidly-growing team. Our recruitment process has five stages. Here's how it works:

The first stage is to use our online application form to apply for a current vacancy. This is your chance to tell us about yourself, and the qualities and experience you have that make you the ideal person for the job. For the Travel Sales Consultant role, you'll need to provide us with evidence that you have extensive experience in a marketing environment, as well as a solid academic background. If you're interested in a career as a Corporate Travel Consultant, you'll need at least one year's experience as a Travel Consultant.

If you reach Stage Two, we'll arrange a telephone discussion, where you can find out more about us, including the rewards on offer. For instance, once a year we like to acknowledge outstanding efforts and celebrate successes with our co-workers, and we have prize-giving ceremonies designed to do just this.

In Stage Three we'll be able to give you more information about GZJ Travel, and find out more about you, at an interview which you'll attend with a small group of other applicants. We'll be asking you about your ambitions and of course your sales ability, the most vital quality for our business. You'll also be required to complete a psychometric test so we can find out more about your working style and characteristics. We'll also tell you about some of the perks – for example, as a Flight Center employee you can take advantage of the free consultations conducted by our in-house health and wellbeing team, Healthwise.

Next, in Stage Four, you'll be introduced to the Area Leader and you'll also visit one of our shops, where you'll meet the team and find out more about the sort of work that's involved. If you successfully pass Stage Four, you've reached the final stage of the process and we'll be in touch with a job offer! And if you accept, we'll book you into our Learning Center to get your training under way as soon as possible. Careerwise, the department responsible for the training, will then organise individual coaching to assist in setting goals for your career path.

Questions 15–21

Complete the flow-chart below.

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

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

GZJ Travel – Recruitment Process

Stage One – Application form

- Go online and apply for jobs advertised
- Give proof of achievements so far both in education and in a
15

(Note: additional requirements for applicants interested in the role of
16



Stage Two – Telephone discussion

- More information given about company and the 17 you could receive
- Information about annual event, where prizes are given to those who have made
18



Stage Three – Group interview

- Chance to tell us about how good you are at selling, and also about the
19 you have
- Take part in a 20 (used to learn about your way of working)
- Information given on benefits (e.g. health consultations)



Stage Four – Individual interview

- Meet a manager, and the 21 working in a particular store



Stage Five – Job offer

- Job offer sent out to successful applicants

Read the text below and answer Questions 22–27.

Hilton Laboratory

Health and safety in the workplace

Personal safety

You must be familiar with the emergency procedures in your building so that you know what to do in the event of fire, spillages or other accidents. Do not enter restricted areas without authorisation, and at all times observe the warnings given. Do not wedge open fire doors or tamper with door closures, and do not block doorways, corridors or stairs, as obstructions may affect access in the event of a fire. Avoid leaving drawers and doors open unnecessarily and do not trail cables or flexes across the floor.

How to dispose of rubbish safely

We aim to protect the environment by saving and recycling glass, waste paper, and an increasing range of other materials. It is important to check materials carefully for contamination before placing them in recycling containers. Never put sharp objects such as razor blades or broken glass into waste bins without having wrapped the items carefully to protect those emptying the bins. Other waste procedures may vary – contact your Building Manager or Divisional Safety Officer for advice with regard to your particular department.

How to handle heavy objects

Make sure that shelves are not overloaded and that glass and heavy objects are stored at working height where they will be easier to reach. Use steps or ladders to reach items at height; never climb on benches, tables or chairs. Never move anything that is beyond your capability. Wherever possible you should use the trolleys provided in the workplace to do the job for you. If repetitive manual operations are routine in your work, your department will ensure you receive appropriate instruction on safe working practices and posture.

Staying alert

If you become mentally or physically tired during the working day, and find that you're feeling drowsy or not concentrating properly, you could be at risk of causing an accident or making a mistake that could harm you or your colleagues. To prevent this, make sure that you take regular breaks when necessary.

Test 1

Questions 22–27

Complete the sentences below.

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

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

- 22 There are certain places in the building that staff should avoid unless they have
- 23 To ensure people can get out easily, it is important that there are no to exits.
- 24 Items which could cause injury must be before they are disposed of.
- 25 Not all departments have the same system for dealing with, so you need to check before throwing things away.
- 26 are available to make tasks which require moving objects easier.
- 27 You should have while you are working.

SECTION 3 Questions 28–40**Questions 28–34**

The text on pages 28 and 29 has seven sections, **A–G**.

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

Write the correct number **i–x**, in boxes 28–34 on your answer sheet.

List of Headings

- i** A decrease in the zebra population
- ii** An obstruction on the traditional route
- iii** An unknown species
- iv** Some confusing information
- v** Staying permanently in the Makgadikgadi
- vi** Nearly a record in the zebra world
- vii** Three different ways of living
- viii** The original aim of the work
- ix** How was the information passed on?
- x** Why it is important to study zebras

- 28 Section **A**
- 29 Section **B**
- 30 Section **C**
- 31 Section **D**
- 32 Section **E**
- 33 Section **F**
- 34 Section **G**

The Zebras' long walk across Africa

James Gifford investigates some interesting new research into migration patterns of zebras living in Botswana in southern Africa

A

For any animal to travel over 270 km in Botswana partly across the sand and low bush terrain of the Kalahari Desert is a remarkable achievement. But to do so in 11 days and without any obvious motivation, as this zebra population does, is quite extraordinary. On average their journey involves an exhausting round-trip of 588 km – between the Makgadikgadi salt pan area and the Okavango river – making it second only to the great trek undertaken by the zebra herds in the Serengeti National Park. However, what is even more incredible still in my view is that until recently it was completely unheard of.

B

Hattie Bartlam, a researcher, discovered this migration while she was tracking zebra groups, officially known as harems, by the Okavango river for her PhD. Each harem consists of a stallion and his seven or eight mares with juvenile foals. There is no loyalty between zebras beyond this social group, though harems often gather together into so-called herds. For her study, Hattie had planned to compare the small-scale movement patterns of 11 different zebra herds in the area.

C

In December, when the annual rains had transformed the roads into rivers, Hattie was, therefore, more than a little surprised when she checked the data sent by the radio collars she fits to the zebras she is tracking to find that six of the harems were 270 km away on the edge of the Makgadikgadi, a huge mineral-rich area where salt has collected over the years as water evaporates in the heat. Then, when the last of the moisture from the rains had disappeared in May the following year, five of those harems came wearily back to the Okavango. This raised the question: why, despite a plentiful supply of food and water, were the zebras being drawn eastwards to the salt pans? Even more difficult to understand was what made six of the groups travel so far, while the other five remained by the Okavango.

D

This discovery created quite a buzz in the research community. I decided to visit Hattie and she explained that a century ago the large number of Botswana's zebra and wildebeest herds and the resulting competition for grass made migration essential. One of the migration tracks went from the Okavango to Makgadikgadi. But in the late 1960s, giant fences were put up to stop foot and mouth and other diseases spreading between wildlife

and domestic cattle. One of these went across the migration track. Though the animals could get round the obstacle, each leg of their journey would now be 200 km longer – an impossible distance given the lack of permanent water on the extended route. Even today, with the fence gone (it was taken down in 2004), there is dangerously little drinking water to support the zebras on the return journey to the Okavango.

E

As a zebra can live up to 20 years, the migration must have skipped at least one generation during the 40 or so years that the fences were up. This prompts another question: it has always been assumed that the young of social herbivores like zebras learn migratory behaviour from their parents, so how did the latest generation learn when and where to go? Not from their parents, who were prevented from migrating. Did they follow another species, such as elephants? We may never know.

F

Hattie's data points to the conclusion that there are several zebra populations adopting different behaviour. The first, like the vast majority of the Okavango zebras, take it easy, spending the entire year by the river. The second group, 15,000–20,000 strong, work a bit harder. They divide their time between the Makgadikgadi salt pans and the Boteti River, which is reasonably near by. They sometimes struggle to find water in the Boteti area during the dry season, often moving 30 km in search of fresh grazing. Their reward: the juicy grass around the Makgadikgadi after the rains. The final group of zebras, whose numbers are more modest (though as yet unknown), must surely be considered as among the animal kingdom's most remarkable athletes. By moving between the Okavango and the salt pans, they enjoy the best of both worlds. But the price they pay is an extraordinary journey across Botswana.

G

Endangered species naturally tend to grab the headlines, so it's refreshing for a relatively abundant animal like the zebra to be the centre of attention for once. Zebras are a vital part of the food chain: understanding their migration in turn helps us to interpret the movements of their predators, and Hattie's research has shed light on the impact of fences on migratory animals. So what triggered her interest in zebras? She explains that it is easier to get funding to study exciting animals like lions. Crucial as that undoubtedly is, she believes that herbivores like zebras are key to understanding any ecosystem. The scientific community is fortunate that people like Hattie are willing to take the hard option.

Questions 35–37

Complete the summary below.

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

Write your answers in boxes 35–37 on your answer sheet.

Social behaviour in zebras

Zebras tend to live together in small units, which experts call **35** Here, a male zebra has charge of a number of adult **36** and their young. These units sometimes assemble in bigger groupings or **37**, but it is still clear that the zebras' loyalty only extends to the small unit they live in.

Questions 38–40

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

Write the correct letter in boxes 38–40 on your answer sheet.

- 38** How did Hattie feel when she heard some of the zebras had travelled so far?
- A** annoyed because she would have to follow them to Makgadikgadi
 - B** disappointed that not all of them made it back to Okavango
 - C** frustrated as the rains had made the roads unusable
 - D** unsure as to their real motivation for going
- 39** When describing the different Botswana zebra populations, the writer indicates
- A** his admiration for the ones who migrate the furthest distance.
 - B** his sympathy for the ones who stay by the Okavango River.
 - C** his disbelief that those by the Boteti have difficulty finding food.
 - D** his anxiety that their migration patterns may not be able to continue.
- 40** What does the writer suggest in the final paragraph?
- A** Too much time has been wasted on research into the predators like lions.
 - B** It is sometimes necessary to go against the trend in research matters.
 - C** Research will result in a ban on fences in areas where zebras live.
 - D** Research into animals which are not endangered will increase.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently received a letter from a friend asking for advice about whether to go to college or to try to get a job. You think he/she should get a job.

Write a letter to this friend. In your letter

- ***say why he/she would not enjoy going to college***
- ***explain why getting a job is a good idea for him/her***
- ***suggest types of job that would be suitable for him/her***

Write at least 150 words.

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

Begin your letter as follows:

Dear ,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Employers sometimes ask people applying for jobs for personal information, such as their hobbies and interests, and whether they are married or single. Some people say that this information may be relevant and useful. Others disagree.

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.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Food and cooking

- What sorts of food do you like eating most? [Why?]
- Who normally does the cooking in your home? [Why/Why not?]
- Do you watch cookery programmes on TV? [Why/Why not?]
- In general, do you prefer eating out or eating at home? [Why?]

PART 2

Describe a house/apartment that someone you know lives in.

You should say:

**whose house/apartment this is
where the house/apartment is
what it looks like inside
and explain what you like or dislike
about this person's house/apartment.**

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:

Different types of home

Example questions:

What kinds of home are most popular in your country? Why is this?

What do you think are the advantages of living in a house rather than an apartment?

Do you think that everyone would like to live in a larger home? Why is that?

Finding a place to live

Example questions:

How easy is it to find a place to live in your country?

Do you think it's better to rent or to buy a place to live in? Why?

Do you agree that there is a right age for young adults to stop living with their parents? Why is that?

Test 2

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

Enquiry about joining Youth Council

Example

Name: Roger..... Brown.....

Age: 18

Currently staying in a 1 during the week

Postal address: 2 17, Street, Stamford, Lincs

Postcode: 3

Occupation: student and part-time job as a 4

Studying 5 (major subject) and history (minor subject)

Hobbies: does a lot of 6, and is interested in the

7

On Youth Council, wants to work with young people who are

8

Will come to talk to the Elections Officer next Monday at

9 pm

Mobile number: **10**

SECTION 2 **Questions 11–20****New staff at theatre**

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** changes have been made so far during the refurbishment of the theatre?

- A** Some rooms now have a different use.
- B** A different type of seating has been installed.
- C** An elevator has been installed.
- D** The outside of the building has been repaired.
- E** Extra seats have been added.

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** facilities does the theatre currently offer to the public?

- A** rooms for hire
- B** backstage tours
- C** hire of costumes
- D** a bookshop
- E** a café

Questions 15 and 16

Choose **TWO** letters, **A–E**.

Which **TWO** workshops does the theatre currently offer?

- A** sound
- B** acting
- C** making puppets
- D** make-up
- E** lighting

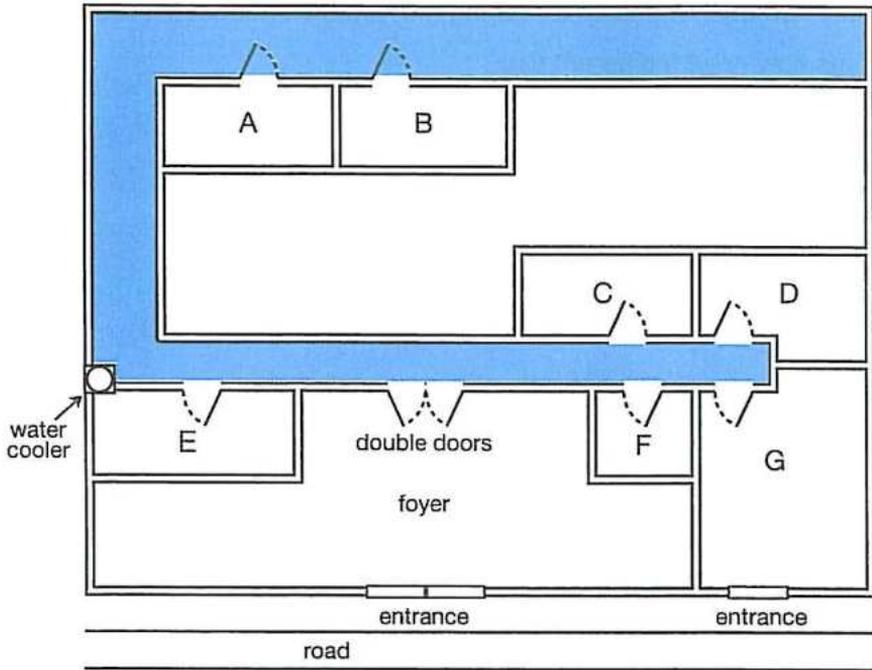
Test 2

Questions 17–20

Label the plan below.

Write the correct letter, **A–G**, next to Questions 17–20.

Ground floor plan of theatre



- 17 box office
- 18 theatre manager's office
- 19 lighting box
- 20 artistic director's office

SECTION 3 Questions 21–30*Questions 21–26*

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

Rocky Bay field trip

- 21 What do the students agree should be included in their aims?
- A** factors affecting where organisms live
 - B** the need to preserve endangered species
 - C** techniques for classifying different organisms
- 22 What equipment did they forget to take on the Field Trip?
- A** string
 - B** a compass
 - C** a ruler
- 23 In Helen's procedure section, Colin suggests a change in
- A** the order in which information is given.
 - B** the way the information is divided up.
 - C** the amount of information provided.
- 24 What do they say about the method they used to measure wave speed?
- A** It provided accurate results.
 - B** It was simple to carry out.
 - C** It required special equipment.
- 25 What mistake did Helen make when first drawing the map?
- A** She chose the wrong scale.
 - B** She stood in the wrong place.
 - C** She did it at the wrong time.
- 26 What do they decide to do next with their map?
- A** scan it onto a computer
 - B** check it using photographs
 - C** add information from the internet

Test 2

Questions 27 and 28

Choose **TWO** letters, **A–E**.

Which **TWO** problems affecting organisms in the splash zone are mentioned?

- A lack of water
- B strong winds
- C lack of food
- D high temperatures
- E large waves

Questions 29 and 30

Choose **TWO** letters, **A–E**.

Which **TWO** reasons for possible error will they include in their report?

- A inaccurate records of the habitat of organisms
- B influence on behaviour of organisms by observer
- C incorrect identification of some organisms
- D making generalisations from a small sample
- E missing some organisms when counting

SECTION 4 Questions 31–40

Complete the notes below.

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

DESIGNING A PUBLIC BUILDING: THE TAYLOR CONCERT HALL

Introduction

The designer of a public building may need to consider the building's:

- function
- physical and **31** context
- symbolic meaning

Location and concept of the Concert Hall

On the site of a disused **32**

Beside a **33**

The design is based on the concept of a mystery

Building design

It's approached by a **34** for pedestrians

The building is the shape of a **35**

One exterior wall acts as a large **36**

In the auditorium:

- the floor is built on huge pads made of **37**
- the walls are made of local wood and are **38** in shape
- ceiling panels and **39** on walls allow adjustment of acoustics

Evaluation

Some critics say the **40** style of the building is inappropriate

READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–6.

Sustainable School Travel Strategy

Over the last 20 years, the number of children being driven to school in England has doubled. National data suggests that one in five cars on the road at 8.50 am is engaged in the school run. Children are subject to up to 3.9 times more pollution in a car that is standing in traffic than when walking or cycling to school. Reducing cars around schools makes them safer places, and walking and cycling are better for health and the environment. It has been noted by teachers that children engaging in active travel arrive at school more alert and ready to learn.

The County Council has a strong commitment to supporting and promoting sustainable school travel. We collect data annually about how pupils get to school, and our report on the Sustainable School Travel Strategy sets out in detail what we have achieved so far and what we intend to do in the future. Different parts of the County Council are working together to address the actions identified in the strategy, and we are proud that we have been able to reduce the number of cars on the daily school run by an average of 1% in each of the last three years, which is equivalent to taking approximately 175 cars off the road annually, despite an increase in pupil numbers.

All schools have a School Travel Plan, which sets out how the school and the Council can collaborate to help reduce travel to school by car and encourage the use of public transport. Contact your school to find out what they are doing as part of their School Travel Plan to help you get your child to school in a sustainable, safe way.

Test 2

Questions 1–6

Do the following statements agree with the information given in the text on page 41?

In boxes 1–6 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

- 1 More children are injured when walking or cycling to school than when travelling by car.
- 2 Children who are driven to school are more ready to learn than those who walk or cycle.
- 3 Every year the Council gathers information about travel to schools.
- 4 The Council is disappointed with the small reduction in the number of cars taking children to school.
- 5 The number of children in schools has risen in recent years.
- 6 Parents can get help with paying for their children to travel to school by public transport.

Read the text below and answer Questions 7–14.

Flu: the facts

- A** Flu (influenza) is an acute viral respiratory infection. It spreads easily from person to person: at home, at school, at work, at the supermarket or on the train.
- B** It gets passed on when someone who already has flu coughs or sneezes and is transmitted through the air by droplets, or it can be spread by hands infected by the virus.
- C** Symptoms can include fever, chills, headache, muscle pain, extreme fatigue, a dry cough, sore throat and stuffy nose. Most people will recover within a week but flu can cause severe illness or even death in people at high risk. It is estimated that 18,500–24,800 deaths in England and Wales are attributable to influenza infections annually.
- D** Vaccination is the most effective way to prevent infection. Although anyone can catch flu, certain people are at greater risk from the implications of flu, as their bodies may not be able to fight the virus. If you are over 65 years old, or suffer from asthma, diabetes, or certain other conditions, you are considered at greater risk from flu and the implications can be serious. If you fall into one of these 'at-risk' groups, are pregnant or a carer, you are eligible for a free flu vaccination.
- E** If you are not eligible for a free flu vaccination, you can still protect yourself and those around you from flu by getting a flu vaccination at a local pharmacy.
- F** About seven to ten days after vaccination, your body makes antibodies that help to protect you against any similar viruses that may infect you. This protection lasts about a year.
- G** A flu vaccination contains inactivated, killed virus strains so it can't give you the flu. However, a flu vaccination can take up to two weeks to begin working, so it is possible to catch flu in this period.
- H** A flu vaccination is designed to protect you against the most common and potent strains of flu circulating so there is a small chance you could catch a strain of flu not contained in the flu vaccine.
- I** The influenza virus is constantly changing and vaccines are developed to protect against the predicted strains each year so it is important to get vaccinated against the latest strains.

Speak to your GP or nurse today to book your flu vaccination.

Test 2

Questions 7–14

The text on page 43 has nine sections, A–I.

Which sections contain the following information?

Write the correct letter, A–H, in boxes 7–14 on your answer sheet.

NB You may use any answer more than once.

- 7 examples of people who are likely to be particularly badly affected by flu
- 8 how to get a vaccination if you choose to pay for it
- 9 why new vaccines become available
- 10 how long a vaccine remains effective
- 11 reference to the possibility of catching a different type of flu from the ones in the vaccine
- 12 categories of people who do not have to pay for vaccination
- 13 information about what a vaccine consists of
- 14 signs that you might have flu

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–22.

Tips for giving an effective business presentation

Preparation

Get someone else to evaluate your performance and highlight your best skills. For example, go through your presentation in front of a colleague or relative. Think about who your audience is and what you want them to get out of the presentation. Think about content and style.

Go into the presentation room and try out any moves you may have to make, e.g. getting up from your chair and moving to the podium. Errors in the first 20 seconds can be very disorientating.

Familiarise yourself with the electronic equipment before the presentation and also have a backup plan in mind, should there be an unexpected problem like a power cut.

Dealing with presentation nervousness

A certain amount of nervousness is vital for a good presentation. The added adrenaline will keep your faculties sharp and give your presentation skills extra force. This can, however, result in tension in the upper chest. Concentrate on your breathing. Slow it right down and this will relax you. Strangely, having something to pick up and put down tends to help you do this.

It may seem an odd idea, but we seem to feel calmer when we engage in what's referred to as a displacement activity, like clicking a pen or fiddling with jewellery. A limited amount of this will not be too obvious and can make you feel more secure at the start.

Interacting with your audience

Think of your presentation as a conversation with your audience. They may not actually say anything, but make them feel consulted, questioned, challenged, then they will stay awake and attentive.

Engage with your present audience, not the one you have prepared for. Keep looking for reactions to your ideas and respond to them. If your audience doesn't appear to be following you, find another way to get your ideas across. If you don't interact, you might as well send a video recording of your presentation instead!

Structuring effective presentations

Effective presentations are full of examples. These help your listeners to see more clearly what you mean. It's quicker and more colourful. Stick to the point using three or four main ideas. For any subsidiary information that you cannot present in 20 minutes, try another medium, such as handouts.

End as if your presentation has gone well. Do this even if you feel you've presented badly. And anyway a good finish will get you some applause – and you deserve it!

Test 2

Questions 15–22

Complete the sentences below.

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

Write your answers in boxes 15–22 on your answer sheet.

- 15 Practising your presentation on a or a family member is helpful.
- 16 Be prepared for a problem such as a
- 17 One way to overcome pre-presentation nerves is to make your less rapid.
- 18 It is acceptable to do something called a at the start of the presentation to reassure you.
- 19 Your presentation should be like a with the people who have come to hear you.
- 20 Check constantly for to the points you are making.
- 21 Make sure you use plenty of to communicate your message effectively.
- 22 To keep the presentation short, use things like to provide extra details.

Read the text below and answer Questions 23–27.

How to get a job in journalism

You can get a good qualification in journalism, but what employers actually want is practical, rather than theoretical, knowledge. There's no substitute for creating real stories that have to be handed in by strict deadlines. So write for your school magazine, then maybe try your hand at editing. Once you've done that for a while, start requesting internships in newspapers in the area. These are generally short-term and unpaid, but they're definitely worthwhile, since, instead of providing you with money, they'll teach you the skills that every twenty-first century journalist has to have, like laying out articles, creating web pages, taking good digital pictures and so on.

Most reporters keep a copy of every story they've had published, from secondary school onwards. They're called cuttings, and you need them to get a job – indeed a few impressive ones can be the deciding factor in whether you're appointed or not. So start creating a portfolio now that will show off your developing talent.

It seems obvious – research is an important part of an effective job hunt. But it's surprising how many would-be journalists do little or none. If you're thorough, it can help you decide whether the job you're thinking about applying for is right for you. And nothing impresses an editor more than an applicant who knows a lot about the paper.

There are two more elements to an application – your covering letter and curriculum vitae. However, your CV is the thing that will attract an editor's attention first, so get it right. The key words are brevity, (no more than one page) accuracy (absolutely no spelling or typing errors) and clarity (it should be easy to follow).

In journalism, good writing skills are essential, so it's critical that the style of your letter is appropriate. And, make sure it conveys your love of journalism and your eagerness to do the work.

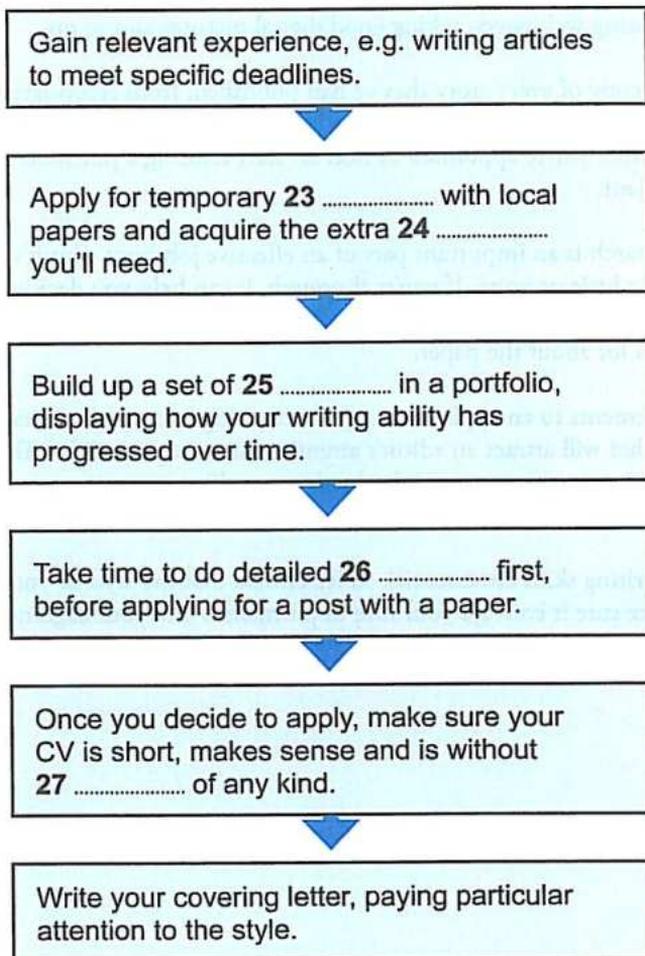
Questions 23–27

Complete the flow chart below.

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

Write your answers in boxes 23–27 on your answer sheet.

Getting a job in journalism



SECTION 3 Questions 28–40**Questions 28–35**

The text on pages 50 and 51 has eight sections, **A–H**.

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

Write the correct number **i–x**, in boxes 28–35 on your answer sheet.

List of Headings

- i** Why Perriss chose a career in supermarkets
- ii** Preparing for customers to arrive
- iii** Helping staff to develop
- iv** Demonstrating a different way of organising a store
- v** The benefit of accurate forecasting
- vi** Keeping everything running as smoothly as possible
- vii** Making sure the items on sale are good enough
- viii** Noticing when customers need assistance
- ix** How do staff feel about Perriss?
- x** Perriss's early career

- 28 Section **A**
- 29 Section **B**
- 30 Section **C**
- 31 Section **D**
- 32 Section **E**
- 33 Section **F**
- 34 Section **G**
- 35 Section **H**

What is it like to run a large supermarket?

Jill Insley finds out

A

You can't beat really good service. I've been shopping in the Thamesmead branch of supermarket chain Morrisons, in south-east London, and I've experienced at first hand, the store's latest maxim for improving the shopping experience – help, offer, thank. This involves identifying customers who might need help, greeting them, asking what they need, providing it, thanking them and leaving them in peace. If they don't look like they want help, they'll be left alone. But if they're standing looking lost and perplexed, a member of staff will approach them. Staff are expected to be friendly to everyone. My checkout assistant has certainly said something to amuse the woman in front of me, she's smiling as she leaves. Adrian Perriss, manager of the branch, has discussed the approach with each of his 387 staff. He says it's about recognising that someone needs help, not being a nuisance to them. When he's in another store, he's irritated by someone saying, 'Can I help you?' when he's only just walked in to have a quick look at the products.

B

How anyone can be friendly and enthusiastic when they start work at dawn beats me. The store opens at 7 am, Monday to Saturday, meaning that some staff, including Perriss, have to be here at 6 am to make sure it's clean, safe and stocked up for the morning rush. Sometimes he walks in at 6 am and thinks they're never going to be ready on time – but they always are. There's so much going on overnight – 20 people working on unloading three enormous trailers full of groceries.

C

Perriss has worked in supermarkets since 1982, when he became a trolley boy on a weekly salary of £76. 'It was less money than my previous job, but I loved it. It was different and diverse. I was doing trolleys, portering, bread, cakes, dairy and general maintenance.' After a period in the produce department, looking after the fruit and vegetables, he was made produce manager, then assistant store manager, before reaching the top job in 1998. This involved intensive training and assessment through the company's future store manager programme, learning how to analyse and prioritise sales, wastage, recruitment and many other issues. Perriss' first stop as store manager was at a store which was closed soon afterwards – though he was not to blame.

D

Despite the disappointing start, his career went from strength to strength and he was put in charge of launching new stores and heading up a 'concept' store, where the then new ideas of preparing and cooking pizzas in store, and having a proper florist, and fruit and vegetable 'markets' were trialled. All Morrisons' managers from the whole country spent three days there to see the new concept. 'That was hard work,' he says, 'long days, seven days a week, for about a year.'

E

Although he oversees a store with a large turnover, there is a strongly practical aspect to Perriss's job. As we walk around, he chats to all the staff while checking the layout of their counters and the quality of the produce. He examines the baking potato shelf and rejects three, one that has split virtually in half and two that are beginning to go green. He then pulls out a lemon that looks fine to me. When I ask why, he picks up a second lemon and says: 'Close your eyes and just feel and tell me which you would keep.' I do and realise that while one is firm and hard, the other is going a bit squashy.

F

Despite eagle-eyed Perriss pulling out fruit and veg that most of us would buy without a second thought, the wastage each week is tiny: produce worth £4,200 is marked down for a quick sale, and only £400-worth is scrapped. This, he explains, is down to Morrisons' method of ordering, still done manually rather than by computer. Department heads know exactly how much they've sold that day and how much they're likely to sell the next, based on sales records and allowing for influences such as the weather.

G

Perriss is in charge of 1,000 man-hours a week across the store. To help him, he has a key team of four, who each have direct responsibility for different departments. He is keen to hear what staff think. He recently held a 'talent' day, inviting employees interested in moving to a new job within the store to come and talk to him about why they thought they should be promoted, and discuss how to go about it. 'We had twenty-three people come through the door, people wanting to talk about progression,' he says. 'What do they need to do to become a supervisor? Twenty-three people will be better members of staff as a result of that talk.'

H

His favourite department is fish, which has a 4 m-long counter run by Debbie and Angela, who are busy having a discussion about how to cook a particular fish with a customer. But it is one of just 20 or so departments around the store and Perriss admits the pressure of making sure he knows what's happening on them all can be intense. 'You have to do so much and there could be something wrong with every single one, every day,' he says. 'You've got to minimise those things and shrink them into perspective. You've got to love the job.' And Perriss certainly does.

Test 2

Questions 36–40

Do the following statements agree with the information given in the text on pages 50 and 51?

In boxes 36–40 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

- 36 Perriss encourages staff to offer help to all customers.
- 37 Perriss is sometimes worried that customers will arrive before the store is ready for them.
- 38 When Perriss first became a store manager, he knew the store was going to close.
- 39 On average, produce worth £4,200 is thrown away every week.
- 40 Perriss was surprised how many staff asked about promotion on the 'talent' day.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently attended a meeting at a hotel. When you returned home, you found you had left some important papers at the hotel.

Write a letter to the manager of the hotel. In your letter

- *say where you think you left the papers*
- *explain why they are so important*
- *tell the manager what you want him/her to do*

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people say that in all levels of education, from primary schools to universities, too much time is spent on learning facts and not enough on learning practical skills.

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.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Friends

- How often do you go out with friends? [Why/Why not?]
- Tell me about your best friend at school.
- How friendly are you with your neighbours? [Why/Why not?]
- Which is more important to you, friends or family? [Why?]

PART 2

Describe a writer you would like to meet.

You should say:

who the writer is

what you know about this writer already

what you would like to find out about

him/her

and explain why you would like to meet this writer.

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:

Reading and children

Example questions:

What kinds of book are most popular with children in your country? Why do you think that is?

Why do you think some children do not read books very often?

How do you think children can be encouraged to read more?

Reading for different purposes

Example questions:

Are there any occasions when reading at speed is a useful skill to have? What are they?

Are there any jobs where people need to read a lot? What are they?

Do you think that reading novels is more interesting than reading factual books?

Why is that?

Test 3

LISTENING

SECTION 1 Questions 1–10

Questions 1–6

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

Free activities in the Burnham area

Example

The caller wants to find out about events on

- A** 27 June.
- B** 28 June.
- C** 29 June.

- 1 The 'Family Welcome' event in the art gallery begins at
 - A** 10 am.
 - B** 10.30 am.
 - C** 2 pm.
- 2 The film that is now shown in the 'Family Welcome' event is about
 - A** sculpture.
 - B** painting.
 - C** ceramics.
- 3 When do most of the free concerts take place?
 - A** in the morning
 - B** at lunchtime
 - C** in the evening
- 4 Where will the 4 pm concert of Latin American music take place?
 - A** in a museum
 - B** in a theatre
 - C** in a library
- 5 The boat race begins at
 - A** Summer Pool.
 - B** Charlesworth Bridge.
 - C** Offord Marina.
- 6 One of the boat race teams
 - A** won a regional competition earlier this year.
 - B** has represented the region in a national competition.
 - C** has won several regional competitions.

Questions 7–10

Complete the sentences below.

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

Paxton Nature Reserve

- 7 Paxton is a good place for seeing rare all year round.
- 8 This is a particularly good time for seeing certain unusual
- 9 Visitors will be able to learn about and then collect some.
- 10 Part of the has been made suitable for swimming.

SECTION 2 Questions 11–20*Questions 11–15*

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

Changes in Barford over the last 50 years

- 11 In Shona's opinion, why do fewer people use buses in Barford these days?
- A** The buses are old and uncomfortable.
 - B** Fares have gone up too much.
 - C** There are not so many bus routes.
- 12 What change in the road network is known to have benefited the town most?
- A** the construction of a bypass
 - B** the development of cycle paths
 - C** the banning of cars from certain streets
- 13 What is the problem affecting shopping in the town centre?
- A** lack of parking spaces
 - B** lack of major retailers
 - C** lack of restaurants and cafés
- 14 What does Shona say about medical facilities in Barford?
- A** There is no hospital.
 - B** New medical practices are planned.
 - C** The number of dentists is too low.
- 15 The largest number of people are employed in
- A** manufacturing.
 - B** services.
 - C** education.

Questions 16–20

What is planned for each of the following facilities?

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

Plans

- A** It will move to a new location.
- B** It will have its opening hours extended.
- C** It will be refurbished.
- D** It will be used for a different purpose.
- E** It will have its opening hours reduced.
- F** It will have new management.
- G** It will be expanded.

Facilities

- 16 railway station car park
- 17 cinema
- 18 indoor market
- 19 library
- 20 nature reserve

SECTION 3 **Questions 21–30**

Questions 21–26

Complete the table below.

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

Subject of drawing	Change to be made
A 21 surrounded by trees	Add Malcolm and a 22 noticing him
People who are 23 outside the forest	Add Malcolm sitting on a tree trunk and 24
Ice-skaters on 25 covered with ice	Add a 26 for each person

Test 3

Questions 27–30

Who is going to write each of the following parts of the report?

Write the correct letter, **A–D**, next to Questions 27–30.

- | | |
|----------|--------------------------|
| A | Helen only |
| B | Jeremy only |
| C | both Helen and Jeremy |
| D | neither Helen nor Jeremy |

Parts of the report

- 27 how they planned the project
- 28 how they had ideas for their stories
- 29 an interpretation of their stories
- 30 comments on the illustrations

SECTION 4 Questions 31–40

Complete the notes below.

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

ETHNOGRAPHY IN BUSINESS

Ethnography: research which explores human cultures

It can be used in business:

- to investigate customer needs and **31**
- to help companies develop new designs

Examples of ethnographic research in business

Kitchen equipment

- Researchers found that cooks could not easily see the **32** in measuring cups.

Cell phones

- In Uganda, customers paid to use the cell phones of entrepreneurs.
- These customers wanted to check the **33** used.

Computer companies

- There was a need to develop **34** to improve communication between system administrators and colleagues.

Hospitals

- Nurses needed to access information about **35** in different parts of the hospital.

Airlines

- Respondents recorded information about their **36** while travelling.

Principles of ethnographic research in business

- The researcher does not start off with a hypothesis.
- Participants may be selected by criteria such as age, **37** or product used.
- The participants must feel **38** about taking part in the research.
- There is usually direct **39** of the participants.
- The interview is guided by the participant.
- A lot of time is needed for the **40** of the data.
- Researchers look for a meaningful pattern in the data.

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–6.

Summer activities at London's Kew Gardens

- A** Climb up to the walkway among the trees, 18 metres above the ground, for a spectacular experience. Feel as tall as the trees and enjoy a bird's-eye view over the gardens.
- B** The Nash Conservatory displays stunning images from leading wildlife photographer Heather Angel. Each photograph explores the wealth of biodiversity at Kew Gardens, from foxes to birds, tiny insects to towering trees.
- C** A world of pollination comes to life in the Princess of Wales Conservatory. Find yourself in a tropical environment whilst walking through clouds of colourful butterflies as they fly around the Conservatory! Come face-to-face with gigantic sculptures of insects, birds and bats, which will help tell the fascinating stories of how they interact with plants.
- D** An extraordinary sound installation created by Chris Watson. On the hour throughout the day, the Palm House is filled with the sound of the dawn and dusk choruses of birds that live in the Central and South American rainforests.
- E** Come and see the fantastic outdoor exhibition of garden, wildlife and botanical photography. Walk amongst enlarged photographs and admire the wonderful garden photos – all taken by children aged 16 and under from all round the country. If you are in this age category and fancy yourself as a photographer, then you can enter for the next show!
- F** Young explorers can discover the new children's outdoor play area, shaped like a plant, in Kew's magical Conservation Area. As you journey through this interactive landscape, discover the functions of every part of a plant. Tunnel through giant roots, get lost among the leaves and hide amongst the large fungi, whilst solving puzzles along the way!
- G** What is biodiversity all about? Did you know that every breath we take and every move we make depends on plants? Take a guided tour to discover what biodiversity means and why it matters so much.
- H** Visit our exciting and colourful exhibition of South American botanical paintings, which brings the continent's exotic and lush plants to life in works from two hundred years ago and from this century.

Test 3

Questions 1–6

The text on page 63 has eight sections, A–H.

Which sections contain the following information?

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

- 1 learning what all the different sections of a plant do
- 2 seeing art showing plants from a different part of the world
- 3 the possibility of having your work exhibited
- 4 learning about why human beings need plants
- 5 something that happens daily at the same times
- 6 learning about the relationship between various creatures, insects and plants

Read the text below and answer Questions 7–14.

City Park and Ride

We have six purpose-built Park and Ride sites serving the city, more than almost anywhere else in the UK. Established for over 40 years, they provide around 5,000 parking spaces for cars. The sites are located on the main routes into the city centre. More than 3,000,000 passengers a year take a bus from a Park and Ride site into the city, reducing congestion and helping to improve the air quality in the city centre.

Parking at the sites is available only for those travelling from the site on a Park and Ride or other scheduled bus service, and is free. No overnight parking is permitted. Heavy goods vehicles are not permitted at the Park and Ride site at any time.

It's simple to use. Just park your car and buy your bus ticket from the bus driver, with the correct money if possible. An individual adult daily return purchased prior to 12:30 hrs for use that day costs £2.40. If purchased after 12:30 hrs it costs £2.10.

Up to four children under 16 travel free with an adult or concessionary pass holder. The return fare for unaccompanied children under 16 is £1.10.

Cycle and Ride for just £1.10 a day. Just park your cycle, motorcycle or scooter in the allocated space, and buy your ticket from the site office. You may be asked to provide evidence that you have travelled to the Park and Ride site by cycle, motorcycle or scooter.

Return tickets for concessionary bus pass holders cost £1 after 09:30 Monday to Friday and any time at weekend or bank holidays (when open). At other times there is no reduction for holders of concessionary bus passes.

Test 3

Questions 7–14

Do the following statements agree with the information given in the text on page 65?

In boxes 7–14 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 7 This was one of the first UK cities to introduce a Park and Ride scheme.
- 8 The amount of congestion in the city centre has fallen.
- 9 There is a special section of the car park for heavy goods vehicles.
- 10 Bus drivers do not give change so you must have the correct money for a ticket.
- 11 Ticket prices vary depending on the time of day.
- 12 Children under 16 travelling alone are allowed free travel.
- 13 The space for cycles, motorcycles and scooters is close to the site office.
- 14 People with concessionary bus passes must pay the full fare to travel at certain times.

SECTION 2 **Questions 15–27**

Read the text below and answer Questions 15–20.

HOW TO ORGANISE A SUCCESSFUL BUSINESS CONFERENCE

To start with

Advance planning is the key to a hassle-free conference. The key players of a successful conference are the delegates, so identify the audience and then tailor the programme you are planning to their particular needs.

Where and when

The date and venue should then be chosen. These are often interdependent, and when choosing the date take into account the timing of similar regular events which may clash. Also consider holiday periods which may mean that people are away and so will not be able to attend.

When choosing a venue, check how easy it is to reach by train and plane etc. and the availability of parking for those driving. Visit the venue personally: consider the size of the main lecture hall and whether it is big enough for the anticipated number of delegates, then look into the potential of having breakout areas for separating into a number of groups for discussions. Then check whether there is a suitable lounge area for the tea/coffee breaks and an exhibition space for display stands if required.

Who

The next stage is to choose the speakers and invite them, making sure you give them ample notice so they are more likely to be available. Ask only those people that you know speak well. Do not try and speak yourself in addition to organising the conference, as this will be too demanding.

Contacting people

Let people know the date and venue by an early mailshot. This allows them, if they are interested, to put the date into their diaries. At the same time, contact all the speakers again, confirming their particular topic, the audio-visual aids which will be available and finding out their accommodation requirements. Ask them to provide a written summary of their presentation for distribution to delegates at the conference.

Final arrangements

Approximately 4–5 weeks before the conference, confirm the provisional numbers with the venue. Contact them again about two weeks prior to the conference to confirm final numbers, decide on menus and finalise the arrangements.

Prepare delegate packs to include a name badge, delegate list and programme. The venue should provide pads of paper and pens. Then prepare questionnaires for all delegates to complete at the end of the conference. Their responses will enable you to gauge the success of the conference and start planning the next one!

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.

ORGANISING A BUSINESS CONFERENCE

First steps:

- decide who the conference is for
- ensure the programme fulfils delegates' requirements

Venue and timing:

- try to avoid scheduling the conference during **15** times or when other annual conferences occur
- check accessibility by different modes of transport
- choose a place with a large hall and also **16** spaces for smaller meetings

Speakers:

- choose appropriate speakers
- give the speakers as much **17** as possible

Communication:

- send out a mailshot to potential delegates
- confirm individual details with speakers, check if they will need accommodation and request a **18** of their presentation

Final tasks:

- give the venue precise numbers of attendees
- make sure each person attending receives information about the conference and a **19** for identification
- use **20** to get opinions on the conference

Read the text below and answer Questions 21–27.

How to deal with the annual performance appraisal

The annual performance appraisal can help improve your productivity and provide a foundation for your work priorities. It is, however, critical to have the right attitude and approach. Knowing what areas your superiors see as your weaknesses is the most direct way of increasing the likelihood of being considered for promotion, if that is what you are looking for.

Preparation

Send your boss a summary of your achievements. Reminding your boss of activities, special assignments you did, and projects you were in charge of helps him or her create a more accurate performance appraisal. Consider keeping notes of these on a regular basis to make it easier to provide the data when required.

Create a list of questions you would like to discuss during your appraisal. This one-on-one time with your boss is an excellent opportunity to ask him or her about your role in the company, request any additional responsibilities you would like and clarify your priorities. But it is best to focus your attention around personal and professional improvements, rather than financial considerations, such as an increase in salary.

During the appraisal

Present a positive attitude as soon as you enter the appraisal room. This approach may lead to a more constructive discussion of review items. Avoid taking any negative assessments that are offered as a personal attack, but rather try to take them on board calmly, because if you put the failings right you will improve your performance. A realistic assessment of your strengths and weaknesses can be one of the most beneficial ways of helping you advance in the company.

After the appraisal

Create a list of personal goals based on your performance appraisal. Make the items detailed and measurable if possible. Send this list to your boss so he or she knows you took the appraisal seriously. Use this list to help achieve higher scores on your next performance appraisal. Six months after the appraisal, ask for a mid-term review with your boss to discuss your progress. This session should be more relaxed and informal than the official review. Ask for more feedback to help you improve. Checking in with your boss helps him or her remember your dedication as far as your job is concerned, and may help remove any criticisms before they become a review point on your next formal appraisal.

Test 3

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.

- 21 By learning at an appraisal what areas of work need improving, staff can improve their chances of getting
- 22 It is important to think of some that can be used during the appraisal.
- 23 The appraisal can be a good time to ask the boss for extra
- 24 React to any criticism.
- 25 It is helpful to identify a number of individual arising from the appraisal comments.
- 26 Staff can request a meeting half-way through the year to look at the which has been achieved.
- 27 If staff act on any appraisal comments, they will demonstrate their to their work.

SECTION 3 **Questions 28–40****Questions 28–33**

The text on pages 72 and 73 has six sections, **A–F**.

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

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

List of Headings

- i** Gaining public recognition
- ii** Reasons for continuing to make the long journey
- iii** A disappointment followed by desirable outcomes
- iv** The main stages of the plan
- v** A growth in the number of natural predators
- vi** Increasing threats
- vii** A very unusual feature of these birds
- viii** Cautious optimism

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

Efforts to save a special bird – the spoon-billed sandpiper

Last year an international team of ornithologists devised a bold plan to rescue one of the world's rarest birds. Gerrit Vyn reports.

- A** At first glance the spoon-billed sandpiper resembles other small migratory birds of the sandpiper family that breed across the Arctic. But it is the only one to have developed a flattened bill that flares out into a 'spoon' at the end, and that makes it special. If it becomes extinct, thousands of years of evolution will come to an end, which would be a real tragedy.

The bird's Russian name, kulik-lopaten, means 'shovel beak', which is an apt description of a remarkable structure. The bill is 19 mm long and 10 mm wide near the tip and the edges are lined with sharp serrations, called papillae. Theories have varied as to how the bill functions; one suggestion is that the sandpiper sweeps it through the water in a similar fashion to its larger namesake, the spoonbill. But Nigel Clark, a leading authority on the sandpiper, says the comparison is misleading.

- B** Until a few years ago, the spoon-billed sandpiper had never been fully documented, which added to its fascination. But an air of mystery is not helpful if you're a Critically Endangered species. So the organisation 'Birds Russia' decided to produce a photographic and audio record of this imperilled bird with the help of experts round the world. In May of last year, I joined the international expedition to one of the species' last breeding strongholds in North-East Russia. The primary aim of the two-and-a-half month expedition, however, was to collect eggs from wild sandpipers; those eggs would then be hatched in captivity nearby. Later, the chicks would be flown to the Wildfowl and Wetlands Trust (WWT) headquarters at Slimbridge in the UK, in order to establish a small, self-sustaining population there. These birds would provide a 'safety net', an insurance policy against the wild birds dying out.
- C** You might wonder why birds like the spoon-billed sandpiper travel such great distances, about 8,000 km in total, from their wintering grounds on the tropical coasts of Bangladesh, Burma and Vietnam in South-East Asia to breed on the low land, commonly called tundra, in North-East Russia, but from the birds' point of view it is worth it. Though they often arrive to find hostile, wintry weather while they are finding their mates and making their nests, there are relatively few predators there, and the abundance of insects that emerge during the brief but intense Arctic summer creates ideal conditions for raising their chicks.
- D** Two main factors are responsible for the sandpiper's recent rapid decline: the ongoing destruction of stopover habitat on its migration route and hunting on its wintering grounds. The development of new industrial cities is destroying former tidal areas, where sandpipers and other migratory birds used to rest and refuel. Subsistence hunting is certainly a hazard in some Asian countries, where hunters trap birds for food. Conservationists are targeting this problem with small-scale interventions. For example, hunters from 40 villages have been given alternative

sources of income, such as cool boxes in which they can take fish to sell at markets, in return for a halt to the bird-netting.

- E Once the expedition team had reached its destination, it was seven days before we spotted the first sandpiper. In the following days, more began to arrive and the males' song was heard, advertising their patches of territory to potential mates. As the sandpipers paired up, the song gave way to the quiet of egg-laying and incubation. In total nine nests were found. The first one was lost to a predator, along with the female attending it. This was a stark reminder of the vulnerability of a tiny population to natural events, such as storms or predation.

The team then selected donor nests and transferred the eggs to specially prepared incubators. They collected 20 eggs in all, taking entire clutches each time – it was early in the breeding season, so the females were likely to lay replacements. Then 50 days after our arrival, the moment arrived: I witnessed my first wild spoon-billed sandpipers hatch. I had been lying inside a wind-battered hide for 36 hours when I saw the first tiny chicks emerge from the eggs. Having hidden a microphone near the nest, I could also just hear their first calls. Later, I watched them stumbling through the 15 cm-high jungle of grasses on comically oversized legs and feet. But my joy was tempered by concern. Difficulties on their migration route and in their wintering areas meant that other tiny creatures like these faced immense dangers.

- F The complex rescue plan does give some grounds for hope. Young chicks were flown to WWT Slimbridge last year and again this summer. A high-tech biosecure unit has been built for them there. It is divided in two, with the older birds in one section and this year's chicks in the other. To minimise the risk of infections, staff change into full-body overalls and rubber shoes and wash their hands before entering. Hygiene is crucial: even a single strand of human hair could harm the chicks by becoming twisted round their legs or bills. The rescue plan's final stage, once the captive flock has built up sufficiently, will be to fly eggs back to Russia, to release the chicks there. It's a gamble, but when the survival of a species this special is at stake, you have to try.

Questions 34–37

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

Write the correct letter in boxes 34–37 on your answer sheet.

- 34 What was the main purpose of the international expedition?
- A** to add sandpiper eggs to an international frozen egg bank
 - B** to maintain a small group of sandpipers for future generations
 - C** to make an audiovisual record of the Russian sandpiper colony
 - D** to protect a colony of wild sandpipers through a breeding season
- 35 What do we learn about the drop in the sandpiper population?
- A** The birds are increasingly being hunted on their way north to Russia.
 - B** Scientists are managing to reduce deaths from netting considerably.
 - C** Efforts are being made to protect some of their coastal habitat sites.
 - D** Economic growth is one of the underlying causes of the decline.
- 36 Which feeling did the writer express when the sandpiper chicks hatched?
- A** relief that his long wait was over
 - B** surprise at the sound of their song
 - C** worry about birds of the same species
 - D** amazement that they could walk so soon
- 37 The writer describes the sandpipers' unit at WWT Slimbridge to emphasise
- A** how much care is being devoted to their welfare.
 - B** how much money is being spent on the project.
 - C** his surprise at how fragile the young birds are.
 - D** his confidence in the technology available.

Questions 38–40

Complete the summary below.

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

Write your answers in boxes 38–40 on your answer sheet.

The life cycle of the spoon-billed sandpiper

In early spring, spoon-billed sandpipers return to their breeding grounds in Russia in the area known as **38** Although the weather there is often very harsh to begin with, there are obvious advantages to the sandpipers. There is above all a plentiful supply of **39** , and this makes it possible for the sandpiper chicks to develop well. The lack of **40** is another definite advantage. As a result, a good proportion of the chicks grow up to face the long flight to the South-East Asian coasts.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Your local council is considering closing a sports and leisure centre that it runs, in order to save money.

Write a letter to the local council. In your letter

- ***give details of how you and your friends or family use the centre***
- ***explain why the sports and leisure centre is important for the local community***
- ***describe the possible effects on local people if the centre closes***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

News stories on TV and in newspapers are very often accompanied by pictures.

Some people say that these pictures are more effective than words.

What is your opinion about this?

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

Write at least 250 words.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Photographs

- What type of photos do you like taking? [Why/Why not?]
- What do you do with photos you take? [Why/Why not?]
- When you visit other places, do you take photos or buy postcards? [Why/Why not?]
- Do you like people taking photos of you? [Why/Why not?]

PART 2

Describe a day when you thought the weather was perfect.

You should say:

where you were on this day

what the weather was like on this day

what you did during the day

and explain why you thought the weather was perfect on this day.

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:

Types of weather

Example questions:

What types of weather do people in your country dislike most? Why is that?

What jobs can be affected by different weather conditions? Why?

Are there any important festivals in your country that celebrate a season or type of weather?

Weather forecasts

Example questions:

How important do you think it is for everyone to check what the next day's weather will be? Why?

What is the best way to get accurate information about the weather?

How easy or difficult is it to predict the weather in your country? Why is that?

Test 4

LISTENING

SECTION 1 Questions 1–10

Questions 1–7

Complete the table below.

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

Event	Cost	Venue	Notes
Jazz band	<i>Example</i> Tickets available for £15.....	The 1 school	Also appearing: Carolyn Hart (plays the 2)
Duck races	£1 per duck	Start behind the 3	Prize: tickets for 4 held at the end of the festival. Ducks can be bought in the 5
Flower show	Free	6 Hall	Prizes presented at 5 pm by a well-known 7

Questions 8–10

Who is each play suitable for?

Write the correct letter, **A**, **B** or **C**, next to Questions 8–10.

- | | |
|----------|---------------------------------|
| A | mainly for children |
| B | mainly for adults |
| C | suitable for people of all ages |

Plays

- 8 The Mystery of Muldoon
- 9 Fire and Flood
- 10 Silly Sailor

SECTION 2 Questions 11–20

Questions 11–16

What does the speaker say about each of the following collections?

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

Comments

- A** was given by one person
- B** was recently publicised in the media
- C** includes some items given by members of the public
- D** includes some items given by the artists
- E** includes the most popular exhibits in the museum
- F** is the largest of its kind in the country
- G** has had some of its contents relocated

Collections

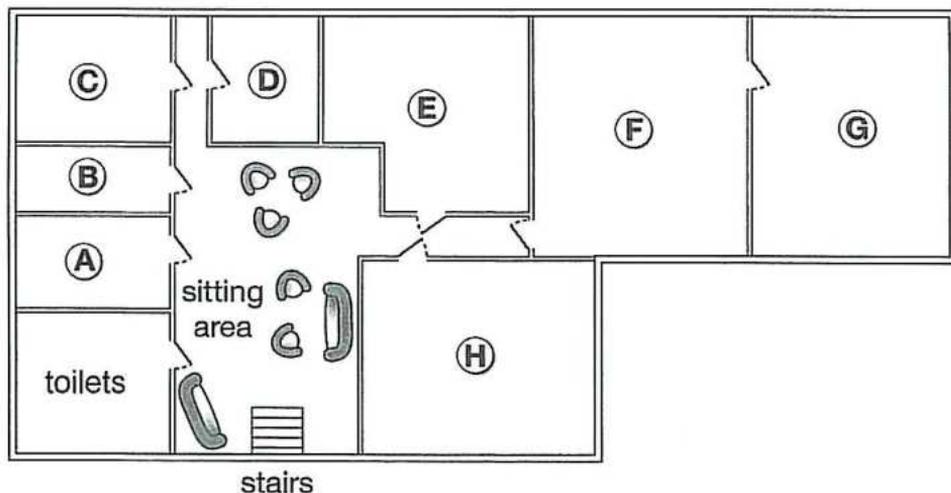
- 11 20th- and 21st-century paintings
- 12 19th-century paintings
- 13 Sculptures
- 14 'Around the world' exhibition
- 15 Coins
- 16 Porcelain and glass

Questions 17–20

Label the plan below.

Write the correct letter, **A–H**, next to Questions 17–20.

Basement of museum



- 17 restaurant
- 18 café
- 19 baby-changing facilities
- 20 cloakroom

SECTION 3 Questions 21–30

Questions 21 and 22

Choose **TWO** letters, **A–E**.

Which **TWO** characteristics were shared by the subjects of Joanna's psychology study?

- A They had all won prizes for their music.
- B They had all made music recordings.
- C They were all under 27 years old.
- D They had all toured internationally.
- E They all played a string instrument.

Questions 23 and 24

Choose **TWO** letters, **A–E**.

Which **TWO** points does Joanna make about her use of telephone interviews?

- A It meant rich data could be collected.
- B It allowed the involvement of top performers.
- C It led to a stressful atmosphere at times.
- D It meant interview times had to be limited.
- E It caused some technical problems.

Questions 25 and 26

Choose **TWO** letters, **A–E**.

Which **TWO** topics did Joanna originally intend to investigate in her research?

- A regulations concerning concert dress
- B audience reactions to the dress of performers
- C changes in performer attitudes to concert dress
- D how choice of dress relates to performer roles
- E links between musical instrument and dress choice

Questions 27–30

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

- 27 Joanna concentrated on women performers because
- A** women are more influenced by fashion.
 - B** women's dress has led to more controversy.
 - C** women's code of dress is less strict than men's.
- 28 Mike Frost's article suggests that in popular music, women's dress is affected by
- A** their wish to be taken seriously.
 - B** their tendency to copy each other.
 - C** their reaction to the masculine nature of the music.
- 29 What did Joanna's subjects say about the audience at a performance?
- A** The musicians' choice of clothing is linked to respect for the audience.
 - B** The clothing should not distract the audience from the music.
 - C** The audience should make the effort to dress appropriately.
- 30 According to the speakers, musicians could learn from sports scientists about
- A** the importance of clothing for physical freedom.
 - B** the part played by clothing in improving performance.
 - C** the way clothing may protect against physical injury.

SECTION 4 Questions 31–40

Complete the notes below.

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

The use of soil to reduce carbon dioxide (CO₂) in the atmosphere

Rattan Lal:

- Claims that 13% of CO₂ in the atmosphere could be absorbed by agricultural soils
- Erosion is more likely in soil that is **31**
- Lal found soil in Africa that was very **32**
- It was suggested that carbon from soil was entering the atmosphere

Soil and carbon:

- plants turn CO₂ from the air into carbon-based substances such as **33**
- some CO₂ moves from the **34** of plants to microbes in the soil
- carbon was lost from the soil when agriculture was invented

Regenerative agriculture:

- uses established practices to make sure soil remains fertile and **35**
- e.g. through year-round planting and increasing the **36** of plants that are grown

California study:

- taking place on a big **37** farm
- uses compost made from waste from agriculture and **38**

Australia study:

- aims to increase soil carbon by using **39** that are always green

Future developments may include:

- reducing the amount of fertilizer used in farming
- giving farmers **40** for carbon storage, as well as their produce

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Visitor attractions in southern England

A Blackthorn Castle

This famous, historically accurate, reconstructed castle and village enables visitors to travel back in time. Explore the grounds and experience the atmosphere of an ancient lifestyle. In the fields you can see the type of sheep that the original inhabitants of the castle probably kept. Homemade snacks are on sale.

B Withney Wetland Centre

Visitors will enjoy a visit to Withney whatever the season. In winter, for example, they can watch from the centrally heated observatory as thousands of swans feed on the water. Trained wardens give informative talks or lead guided walks round the site. The visitors' centre may also be hired for private or corporate events.

C Headley Hall

Headley Hall is a large seventeenth-century country house, preserved as it was when it was built. Take time to admire the various works of art displayed, and visit the huge kitchen complete with period equipment – demonstrations are given at weekends. In the park there is space for the younger visitors to run around, and picnic tables are available.

D Lewis House

Lewis House is the birthplace of Frank Lewis, a renowned painter of the eighteenth century. More of his works are on display here than anywhere else in the world. Visitors can see Lewis's studio and some of the articles he used on a daily basis.

E Canford Wildlife Centre

At Canford we have a new walk-through exhibit called Island Magic. Here visitors can observe many species from the tropical island of Madagascar and read about some of the urgent conservation projects that are taking place there to save endangered species from extinction.

F Oakwell Museum

This is an ideal venue for families. They can visit the childhood gallery with its large playroom, and listen to stories told by actors dressed in the costumes of a hundred years ago. They can also enjoy the popular games and wooden animals of that period.

Questions 1–7

Look at the six visitor attractions in southern England, A–F, on pages 85 and 86.

For which visitor attraction are the following statements true?

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

NB You may use any letter more than once.

- 1 Visitors can look at animals from another part of the world.
- 2 People can hold a business conference in this place.
- 3 Visitors can find out what toys were used in the last century.
- 4 Activities are available all year round here.
- 5 You can buy light meals here.
- 6 Visitors can see how food was prepared in the past.
- 7 You can visit modern imitations of old buildings here.

Read the text below and answer Questions 8–14.

Paragliding in Australia

What is paragliding?

Paragliding is a kind of flying, but instead of the wing being made of metal, wood or plastic, it is made of nylon or polyester. The wing (known as a canopy) is attached to a harness by lines, not dissimilar to a parachute. The harness is where the pilots sit – and they report that it outperforms a parachute in terms of comfort.

Is it safe?

Like sailing and deep-sea diving, paragliding is as safe as the person doing it. The big advantage is that it's probably the slowest form of aviation, so if you do crash you'll hit the ground quite gently!

Where do I learn?

There are lots of schools, mainly based inland by appropriate hills or mountains, and there are also schools on the coast near spectacular cliffs. These are very attractive, though the prospect of landing in the sea seems to dissuade beginners! All schools will show you within a couple of days how to inflate the canopy, launch and land. They use radio instruction, tandem flying practice and schoolroom theory sessions to help you get the most from paragliding. It takes about seven days to get your basic licence; then you're free to fly independently at sites across Australia.

What do I need?

Pilots normally wear warm clothes, in case they get very high up, and a helmet in case they stumble on landing. In terms of gear, schools supply basic training, canopies, harnesses, etc. However, you'll probably want to buy your own more sophisticated equipment, which you'll be able to choose much better once you've tried some out on your course.

Who can do it?

There's no upper age limit provided your instructor deems you capable, but the youngest anybody can paraglide is 14. Anybody with good eyesight and good balance is a potential paraglider pilot. It's a very relaxed sport as you're mostly sitting down. You'll probably experience pain in some muscles you didn't know you had whilst learning, but many of those will be due to the walk up the training hill to launch. Flying a paraglider is a great sport. We hope to see you in the air with us this season!

Questions 8–14

Do the following statements agree with the information given in the text on page 88?

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 A paraglider is more comfortable than a parachute.
- 9 Most paragliding schools are situated by the sea.
- 10 Learners must pass a theory test in order to get their licence.
- 11 Learners are able to paraglide unaccompanied after a week's course.
- 12 It is advisable to purchase some equipment before you do your training.
- 13 Fit people of any age can take up paragliding.
- 14 The preliminary uphill walk may strain some of your muscles.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

How to prepare for an interview

Why prepare?

There are three main reasons.

- One:** Although you can't guess every question you might be asked, if you are prepared you can tailor your answers to fit.
- Two:** If you're well prepared, you will have more confidence and this will affect the way you come across.
- Three:** Attitude matters. Prospective employers will choose a not-quite-perfect but willing candidate over a brilliant one who obviously isn't bothered.

What to prepare?

Find out about the organisation

- Visit the website and read any materials that you have been sent. If nothing has been sent, phone the company to ask for any reading matter they may have.
- Talk to anyone you know who works there already.

Find out about the job

- Ask for a job description or specification. This will tell you the duties that go with the job.
- Talk to anyone you know who is familiar with the work you may be doing.

Find out what the employer is looking for

- Make a list of the skills specified in the job advertisement.
- Think of examples to back up claims that you have these skills.

You can then answer most of the questions that will come up, such as 'Tell me more about how you work in a team'.

Add in a few 'lessons learned' – what you did and how you might have done it better. You can also outline any voluntary work you have done for a charity, or any experience of paid work in an unrelated sector.

Preparing for other kinds of questions

Interviewers are also looking for someone who is likely to stay with the organisation and progress within it. Prepare to answer questions about your ambitions for the future.

You may also be asked to account for gaps in your career history, if you have any. Be positive and accentuate the learning or experience you gained during these periods.

Preparing your own questions

- **Do** ask technical questions about software, systems and structures and how things are done.
- **Do** ask about possibilities for training.
- **Don't** ask about salary unless you have been offered the job.

When you've prepared as much as this, you've got a good chance of success.

Good luck!

Questions 15–21

Complete the sentences below.

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

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

- 15 By preparing for your interview, you will gain which will help you present yourself well.
- 16 Read through any documents you have received about the company and also go to their
- 17 Check the job description to find out what are involved in the post you have applied for.
- 18 Interviewers may be interested to hear about any unpaid help you have given to a
- 19 Be ready to talk about your for the development of your career.
- 20 Explain any that there are in your work record and clarify how you used the time to improve your skills.
- 21 Questions about should be delayed until a later stage.

Read the text below and answer Questions 22–27.

Setting up your own business

Here are some ideas about how you should start:

Know your market

So you know what you want to sell – the most important thing is that it should be something that people want to buy. Start by thinking about who your target customers are. Are they people who live locally? Are they a particular group of people?

Now look at your competitors. What is different about what you will be doing and how will you persuade people to come to you instead of going to someone who is already established?

How will you reach the customers?

Will you promote your product by phoning people, or visiting local traders, or advertising in magazines or online? Will your delivery system be direct or through shops?

How will your business work?

Now think about what your business needs to succeed. Do you need to look for premises or can you work from home? Do you need to invest in manufacturing equipment to start with?

Is the business something that you can do on your own, or if you get more work will you be looking to recruit staff? If so, what skills would they need?

Whether you're a sole operator or are looking to recruit a team, effective management is essential.

The law regulates how companies are run and you need to set aside the time to see that this is done properly, in relation to issues like accounting, insurance and tax.

The money!

As you are working out the prices for your products, you need to make sure you build in all your costs. Remember you will probably need help from an accountant at least once a year, so build that in too, and do a forecast of how much money you think will flow in and out of the business.

Look at what you expect to happen over the next three years – and work out what you need to do to break even, as well as the turnover that you hope to achieve to give you a profit. If you think you will need to find some funding to help get the business off the ground, how much will you need and who will you approach to get it?

Your business plan

Now write it all up and call it a business plan.

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.

Step 1:

Decide who you are going to sell to and compare yourself with the **22** you are going to have.

Step 2:

Consider how you will market your product and your method of **23**

Step 3:

Decide if you will have to find **24** to work in, or buy equipment.

Step 4:

Think whether you will need to take on staff as your business grows.

Step 5:

Make sure you deal with the accounts and other essentials in accordance with the **25**

Step 6:

Calculate all the **26** involved in your business when deciding how much to charge.

Step 7:

Calculate the turnover you are aiming for in order to make a profit in the first three years.

Step 8:

Consider if you require any **27** to start your business, and where to find it.

SECTION 3 Questions 28–40

Questions 28–33

The text on pages 95 and 96 has six sections, **A–F**.

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

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

List of Headings

- i** The need for population reduction
- ii** The problem with being a fussy eater
- iii** Reproductive patterns
- iv** The need for further research
- v** A possible solution to falling numbers
- vi** The fastest runners
- vii** A rather lonely beginning
- viii** A comparison between past and present survival rates
- ix** Useful physical features

- 28 Paragraph **A**
- 29 Paragraph **B**
- 30 Paragraph **C**
- 31 Paragraph **D**
- 32 Paragraph **E**
- 33 Paragraph **F**

Understanding hares

With its wild stare, swift speed and secretive nature, the UK's brown hare is the rabbit's mysterious cousin. Even in these days of agricultural intensification, the hare is still to be seen in open countryside, but its numbers are falling.

- A** Like many herbivores, brown hares spend a relatively large amount of their time feeding. They prefer to do this in the dark, but when nights are short, their activities do spill into daylight hours. Wherever they live, hares appear to have a fondness for fields with a variety of vegetation, for example short as well as longer clumps of grasses. Studies have demonstrated that they benefit from uncultivated land and other unploughed areas on farms, such as field margins. Therefore, if farmers provided patches of woodland in areas of pasture as well as assorted crops in arable areas, there would be year-round shelter and food, and this could be the key to turning round the current decline in hare populations.
- B** Brown hares have a number of physical adaptations that enable them to survive in open countryside. They have exceptionally large ears that move independently, so that a range of sounds can be pinpointed accurately. Positioned high up on their heads, the hares' large golden eyes give them 360° vision, making it hard to take a hare by surprise. Compared to mammals of a similar size, hares have a greatly enlarged heart and a higher volume of blood in their bodies, and this allows for superior speed and stamina. In addition, their legs are longer than those of a rabbit, enabling hares to run more like a dog and reach speeds of up to 70 kph.
- C** Brown hares have unusual lifestyles for their large size, breeding from a young age and producing many leverets (babies). There are about three litters of up to four leverets every year. Both males and females are able to breed at about seven months old, but they have to be quick because they seldom live for more than two years. The breeding season runs from January to October, and by late February most females are pregnant or giving birth to their first litter of the year. So it seems strange, therefore, that it is in March, when the breeding season is already underway, that hares seemingly go mad: boxing, dancing, running and fighting. This has given rise to the age-old reference to 'mad March hares'. In fact, boxing occurs throughout the breeding season, but people tend to see this behaviour more often in March. This is because in the succeeding months, dusk – the time when hares are most active – is later, when fewer people are about. Crops and vegetation are also taller, hiding the hares from view. Though it is often thought that they are males fighting over females, boxing hares are usually females fighting off males. Hares are mostly solitary, but a female fights off a series of males until she is ready to mate. This occurs several times through the breeding season because, as soon as the female has given birth, she will be ready to mate again.

- D But how can females manage to do this while simultaneously feeding themselves and rearing their young? The reason is that hares have evolved such self-sufficient young. Unlike baby rabbits, leverets are born furry and mobile. They weigh about 100 g at birth and are immediately left to their own devices by their mothers. A few days later, the members of the litter creep away to create their own individual resting places, known as 'forms'. Incredibly, their mother visits them only once every 24 hours and, even then, she only suckles them for a maximum of five minutes each. This lack of family contact may seem harsh to us, but it is a strategy that draws less attention from predators. At the tender age of two weeks, leverets start to feed themselves, while still drinking their mother's milk. They grow swiftly and are fully weaned at four weeks, reaching adult weight at about six months.
- E Research has shown that hares' milk is extremely rich and fatty, so a little goes a long way. In order to produce such nutritious milk, females need a high-quality, high-calorie diet. Hares are selective feeders at the best of times: unlike many herbivores, they can't sit around waiting to digest low-quality food – they need high-energy herbs and other leaves in order to sprint. This causes them problems when faced with the smallest alterations in food availability and abundance. So, as well as reductions in the diversity of farmland habitat, the decline in the range of food plants is injurious to hares.
- F The rapid turnaround in the breeding cycle suggests that hares should, in principle, be able to increase their populations quickly to exploit new habitats. They certainly used to: studies show that hares evolved on the open plains and spread rapidly westward from the Black Sea after the last ice age (though they were probably introduced to Britain as a species to be hunted for the pot by the Romans). But today's hares are thwarted by the lack of rich farmland habitat. When the delicate herbs and other plants they rely on are ploughed up or poisoned by herbicides, these wonderful, agile runners disappear too, taking with them some of the wildness from our lives.

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 According to the writer, what is the ideal habitat for hares?
- A** open grassland which they can run across
 - B** densely wooded areas to breed in
 - C** areas which include a range of vegetation
 - D** land that has been farmed intensively for years
- 35 When leverets are living alone they are not visited often by their mother because
- A** this helps to protect them from being eaten by other animals.
 - B** the 'forms' are so far apart.
 - C** they are very energetic from a surprisingly early age.
 - D** they know how to find their own food from birth.
- 36 What does the writer suggest about the adult hares' diet?
- A** They need some plants with a high fat content.
 - B** They need time to digest the plants that they eat.
 - C** It is difficult for them to adapt to changes in vegetation.
 - D** It is vital for them to have a supply of one particular herb.

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.

Brown hares

The brown hare is well known for its ability to run fast, at speeds of up to 70 kph, largely due to the length of its legs as well as the unusual size of its heart. An increased amount of blood also gives it the necessary **37** to continue running fast for some time. A running hare resembles the **38** more closely than its relative, the rabbit.

The hare has some other characteristics that help it to avoid capture. The first is its excellent all-round **39** This means that predators cannot easily creep up behind it. Another feature is its ability to position its massive **40** separately, to sense the slightest indication of danger.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You work for an international company. You have seen an advertisement for a training course which will be useful for your job.

Write a letter to your manager. In your letter

- **describe the training course you want to do**
- **explain what the company could do to help you**
- **say how the course will be useful for your job**

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people say that it is possible to tell a lot about a person's culture and character from their choice of 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.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Names

- How did your parents choose your name(s)?
- Does your name have any special meaning?
- Is your name common or unusual in your country?
- If you could change your name, would you? [Why/Why not?]

PART 2

Describe a TV documentary you watched that was particularly interesting.

You should say:

what the documentary was about

why you decided to watch it

what you learnt during the documentary

and explain why the TV documentary was particularly interesting.

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:***Different types of TV programmes**

Example questions:

What are the most popular kinds of TV programmes in your country? Why is this?

Do you think there are too many game shows on TV nowadays? Why?

Do you think TV is the main way for people to get the news in your country? What other ways are there?

TV advertising

Example questions:

What types of products are advertised most often on TV?

Do you think that people pay attention to adverts on TV? Why do you think that is?

How important are regulations on TV advertising?

Listening and Reading Answer Keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 Charlton
- 2 (£)115 / a/one hundred (and) fifteen
- 3 cash
- 4 parking
- 5 music
- 6 entry
- 7 stage
- 8 code
- 9 floor/floors
- 10 decoration/decorations

Section 3, Questions 21–30

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

Section 2, Questions 11–20

- 11 animal/animals
- 12 tool/tools
- 13 shoes
- 14 dog/dogs
- 15 F
- 16 G
- 17 D
- 18 H
- 19 C
- 20 A

Section 4, Questions 31–40

- 31 conservation
- 32 food/foods
- 33 surface
- 34 oxygen/O₂
- 35 mammals
- 36 ice
- 37 decline/declining/decrease
- 38 map
- 39 migration
- 40 consumption

If you score ...

0–14	15–28	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.

READING

Section 1, Questions 1–14

- 1 TRUE
- 2 FALSE
- 3 NOT GIVEN
- 4 NOT GIVEN
- 5 NOT GIVEN
- 6 F
- 7 B
- 8 G
- 9 A
- 10 D
- 11 B
- 12 A
- 13 C
- 14 F

Section 3, Questions 28–40

- 28 vi
- 29 viii
- 30 iv
- 31 ii
- 32 ix
- 33 vii
- 34 x
- 35 harems
- 36 mares
- 37 herds
- 38 D
- 39 A
- 40 B

Section 2, Questions 15–27

- 15 marketing environment
- 16 Corporate Travel Consultant
- 17 rewards
- 18 outstanding efforts
- 19 ambitions
- 20 psychometric test
- 21 team
- 22 authorisation
- 23 obstructions
- 24 wrapped (carefully) / (carefully) wrapped
- 25 waste/rubbish
- 26 Trolleys
- 27 (regular) breaks

If you score ...

0–20	21–31	32–40
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.

TEST 2**LISTENING****Section 1, Questions 1–10**

- 1 hostel
 2 Buckleigh
 3 PE9 7QT
 4 waiter
 5 politics
 6 cycling
 7 cinema
 8 disabled
 9 4.30 (pm) / half past four
 10 07788 136711

Section 2, Questions 11–20

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

Section 3, Questions 21–30

- 21 A
 22 A
 23 C
 24 B
 25 B
 26 B
 27&28 *IN EITHER ORDER*
 A
 D
 29&30 *IN EITHER ORDER*
 C
 E

Section 4, Questions 31–40

- 31 social
 32 factory
 33 canal
 34 bridge
 35 box
 36 screen
 37 rubber
 38 curved
 39 curtains
 40 international

If you score ...

0–14	15–28	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.

READING

Section 1, Questions 1–14

- 1 NOT GIVEN
- 2 FALSE
- 3 TRUE
- 4 FALSE
- 5 TRUE
- 6 NOT GIVEN
- 7 D
- 8 E
- 9 I
- 10 F
- 11 H
- 12 D
- 13 G
- 14 C

Section 3, Questions 28–40

- 28 viii
- 29 ii
- 30 x
- 31 iv
- 32 vii
- 33 v
- 34 iii
- 35 vi
- 36 FALSE
- 37 TRUE
- 38 NOT GIVEN
- 39 FALSE
- 40 NOT GIVEN

Section 2, Questions 15–27

- 15 colleague
- 16 power cut
- 17 breathing
- 18 displacement activity
- 19 conversation
- 20 reactions
- 21 examples
- 22 handouts
- 23 internships
- 24 skills
- 25 cuttings
- 26 research
- 27 errors

If you score ...

0–20	21–31	32–40
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.

TEST 3**LISTENING****Section 1, Questions 1–10**

- 1 B
 2 C
 3 B
 4 A
 5 C
 6 A
 7 birds
 8 flowers
 9 mushrooms
 10 river

Section 3, Questions 21–30

- 21 cave
 22 tiger
 23 dancing
 24 crying
 25 grass
 26 scarf
 27 A
 28 C
 29 D
 30 B

Section 2, Questions 11–20

- 11 C
 12 B
 13 B
 14 A
 15 C
 16 G
 17 A
 18 C
 19 B
 20 F

Section 4, Questions 31–40

- 31 attitude/attitudes
 32 numbers
 33 time/minutes
 34 software
 35 patients
 36 emotions/feelings
 37 income
 38 comfortable
 39 observation
 40 analysis

If you score ...

0–14	15–30	31–40
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READING

Section 1, Questions 1–14

- 1 F
- 2 H
- 3 E
- 4 G
- 5 D
- 6 C
- 7 NOT GIVEN
- 8 TRUE
- 9 FALSE
- 10 FALSE
- 11 TRUE
- 12 FALSE
- 13 NOT GIVEN
- 14 TRUE

Section 3, Questions 28–40

- 28 vii
- 29 iv
- 30 ii
- 31 vi
- 32 iii
- 33 viii
- 34 B
- 35 D
- 36 C
- 37 A
- 38 tundra
- 39 insects
- 40 predators

Section 2, Questions 15–27

- 15 holiday
- 16 breakout
- 17 notice
- 18 summary
- 19 badge
- 20 questionnaires
- 21 promotion
- 22 questions
- 23 responsibilities
- 24 calmly
- 25 goals
- 26 progress
- 27 dedication

If you score ...

0–18	19–29	30–40
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.

TEST 4

LISTENING

Section 1, Questions 1–10

- 1 secondary
- 2 flute
- 3 cinema
- 4 concert
- 5 market
- 6 Bythwaite
- 7 actor
- 8 A
- 9 B
- 10 C

Section 2, Questions 11–20

- 11 E
- 12 D
- 13 G
- 14 B
- 15 C
- 16 A
- 17 F
- 18 H
- 19 C
- 20 B

Section 3, Questions 21–30

- 21&22 IN EITHER ORDER
- B
- D
- 23&24 IN EITHER ORDER
- A
- B
- 25&26 IN EITHER ORDER
- B
- E
- 27 C
- 28 A
- 29 A
- 30 C

Section 4, Questions 31–40

- 31 dry
- 32 hard
- 33 sugar/sugars
- 34 roots
- 35 moist/damp/wet
- 36 variety
- 37 cattle
- 38 gardens/gardening
- 39 grasses
- 40 payment/payments / money

If you score ...

0–14	15–28	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.

READING

Section 1, Questions 1–14

- 1 E
- 2 B
- 3 F
- 4 B
- 5 A
- 6 C
- 7 A
- 8 TRUE
- 9 FALSE
- 10 NOT GIVEN
- 11 TRUE
- 12 FALSE
- 13 FALSE
- 14 TRUE

Section 3, Questions 28–40

- 28 v
- 29 ix
- 30 iii
- 31 vii
- 32 ii
- 33 viii
- 34 C
- 35 A
- 36 C
- 37 stamina/energy
- 38 dog
- 39 vision
- 40 ears

Section 2, Questions 15–27

- 15 confidence
- 16 website
- 17 duties
- 18 charity
- 19 ambitions
- 20 gaps
- 21 salary
- 22 competitors
- 23 delivery
- 24 premises
- 25 law
- 26 costs
- 27 funding

If you score ...

0–20	21–31	32–40
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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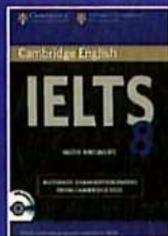
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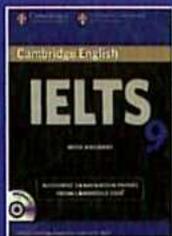
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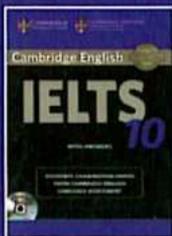
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