



Cambridge English



IELTS 12

GENERAL TRAINING

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS

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Test 5

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

FAMILY EXCURSIONS

Cruise on a lake

Example

- Travel on an old steamship

- Can take photos of the 1 that surround the lake

Farm visit

- Children can help feed the sheep
- Visit can include a 40-minute ride on a 2
- Visitors can walk in the farm's 3 by the lake
- 4 is available at extra cost

Cycling trips

- Cyclists explore the Back Road
- A 5 is provided
- Only suitable for cyclists who have some 6
 - Bikes can be hired from 7 (near the Cruise Ship Terminal)

- **Cyclists need:**
 - a repair kit
 - food and drink
 - a **8** (can be hired)
- There are no **9** or accommodation in the area

Cost

- Total cost for whole family of cruise and farm visit: **10** \$

SECTION 2 Questions 11–20

Questions 11–14

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

Talk to new kitchen assistants

- 11 According to the manager, what do most people like about the job of kitchen assistant?
- A** the variety of work
 - B** the friendly atmosphere
 - C** the opportunities for promotion
- 12 The manager is concerned about some of the new staff's
- A** jewellery.
 - B** hair styles.
 - C** shoes.
- 13 The manager says that the day is likely to be busy for kitchen staff because
- A** it is a public holiday.
 - B** the head chef is absent.
 - C** the restaurant is almost fully booked.
- 14 Only kitchen staff who are 18 or older are allowed to use
- A** the waste disposal unit.
 - B** the electric mixer.
 - C** the meat slicer.

Questions 15 and 16

Choose **TWO** letters, **A–E**.

According to the manager, which **TWO** things can make the job of kitchen assistant stressful?

- A** They have to follow orders immediately.
- B** The kitchen gets very hot.
- C** They may not be able to take a break.
- D** They have to do overtime.
- E** The work is physically demanding.

Questions 17–20

What is the responsibility of each of the following restaurant staff?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 17–20.

Responsibilities	
A	training courses
B	food stocks
C	first aid
D	breakages
E	staff discounts
F	timetables

Restaurant staff

- 17 Joy Parkins
- 18 David Field
- 19 Dexter Wills
- 20 Mike Smith

SECTION 3 Questions 21–30

Questions 21–23

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

Paper on Public Libraries

- 21 What will be the main topic of Trudie and Stewart's paper?
- A** how public library services are organised in different countries
 - B** how changes in society are reflected in public libraries
 - C** how the funding of public libraries has changed
- 22 They agree that one disadvantage of free digitalised books is that
- A** they may take a long time to read.
 - B** they can be difficult to read.
 - C** they are generally old.
- 23 Stewart expects that in the future libraries will
- A** maintain their traditional function.
 - B** become centres for local communities.
 - C** no longer contain any books.

Questions 24–30

Complete the notes below.

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

Study of local library: possible questions

- whether it has a **24** of its own
- its policy regarding noise of various kinds
- how it's affected by laws regarding all aspects of **25**
- how the design needs to take the **26** of customers into account
- what **27** is required in case of accidents
- why a famous person's **28** is located in the library
- whether it has a **29** of local organisations
- how it's different from a library in a **30**

SECTION 4 Questions 31–40

Complete the notes below.

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

Four business values

Many business values can result in **31**

Senior managers need to understand and deal with the potential **32** that may result.

Collaboration

During a training course, the speaker was in a team that had to build a **33**

Other teams experienced **34** from trying to collaborate.

The speaker's team won because they reduced collaboration.

Sales of a **35** were poor because of collaboration.

Industriousness

Hard work may be a bad use of various company **36**

The word 'lazy' in this context refers to people who avoid doing tasks that are **37**

Creativity

An advertising campaign for a **38** was memorable but failed to boost sales.

Creativity should be used as a response to a particular **39**

Excellence

According to one study, on average, pioneers had a **40** that was far higher than that of followers.

Companies that always aim at excellence may miss opportunities.

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

A Bath International Music Festival

From electronic to folk, jazz and classical, this festival is renowned for bringing world-class musicians to this historical city. Starting with a great night of free music, 'Party in the City' this year is going to be no exception.

B The Great Escape

Often referred to as Europe's leading festival for new music, more than 300 bands will perform to around 10,000 people in 30-plus venues, meaning you're sure to see the next big thing in music.

C Springwatch Festival

The much loved television series *Springwatch* celebrates the countryside as it does every year, with sheep herding, wood carving demonstrations, insect hunts and more activities, accompanied by live music and a great farmers' market, offering all sorts of mouth-watering produce.

D Wychwood Music Festival

Rightly nominated for the best family festival award every year since it began in 2005, this festival offers a combination of different music genres – many featuring artists from around the Wychwood area – and comedy, alongside a selection of outdoor cafés serving amazing world foods.

E Love Food Festival

Bringing together a selection of the finest produce, this festival aims to educate visitors about how food should be produced and where it should come from, through sampling a range of tasty treats, cooked on site.

F The 3 Wishes Faery Festival

The UK's most magical event, this is a three-day festival of folk art, live music and fashion shows set in the beautiful wild surroundings of Bodmin Moor. If you don't fancy taking a tent, some local residents usually offer to put visitors up.

G Bath International Dance Festival

Featuring demonstrations from world champion dancers and stars from the TV series *Strictly Come Dancing*, the festival promises toe-tapping action, including a world-record attempt, where everyone is invited to join in.

Questions 1–8

Look at the seven advertisements for festivals in the UK, **A–G**, on page 16.

For which festival are the following statements true?

Write the correct letter, **A–G**, in boxes 1–8 on your answer sheet.

NB You may use any letter more than once.

- 1 Visitors can help to make one particular event a success at this festival.
- 2 People can listen to local musicians here.
- 3 At this festival, people can listen to music in lots of different places.
- 4 It is not necessary to pay for one of the events here.
- 5 It is possible to stay overnight at this festival.
- 6 Children will enjoy this festival.
- 7 Visitors can get advice here.
- 8 People can watch craftspeople at work here.

Read the text below and answer Questions 9–14.

BIG ROCK CLIMBING CENTRE

Big Rock Climbing Centre is a modern, friendly, professionally run centre offering over 1,250 square metres of fantastic indoor climbing. We use trained and experienced instructors to give you the opportunity to learn and develop climbing skills, keep fit and have fun. Master our 11 m-high climbing walls, using a rope harness, for an unbeatable sense of achievement. Or experience the thrills of climbing without any harness in our special low-level arena, which has foam mats on the floor to cushion any fall safely.

Who is Big Rock for?

Almost anyone can enjoy Big Rock. Previous climbing experience and specialist equipment are not required. You can come on your own or with friends and family. Come as a fun alternative to the gym or for a special day out with the kids. If you're visiting with friends or family but not climbing, or just fancy coming to look, please feel free to relax in our excellent café overlooking the climbing areas.

Mobile Climbing Wall

Available on a day hire basis at any location, the Big Rock Mobile Climbing Wall is the perfect way to enhance any show, festival or event. The mobile wall can be used indoors or outdoors and features four unique 7.3 m-high climbing faces designed to allow four people to climb simultaneously. Quick to set up and pack up, the Mobile Climbing Wall is staffed by qualified and experienced climbing instructors, providing the opportunity to climb the wall in a controlled and safe environment. When considering what to wear, we've found that trousers and t-shirts are ideal. We will, however, ask people to remove scarves. Most flat shoes are suitable as long as they're enclosed and support the foot. The mobile wall is very adaptable and can be operated in light rain and winds up to 50 kph. There are, however, particular measures that we take in such conditions.

What about hiring the Mobile Climbing Wall for my school or college?

As climbing is different from the usual team games practised at schools, we've found that some students who don't usually like participating in sports are willing to have a go on the mobile climbing wall. If you're concerned that some children may not want to take part because they feel nervous if they climb, then please be assured that our instructors will support them up to a level which they're comfortable with. They will still benefit greatly from the experience.

Questions 9–14

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

In boxes 9–14 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

- 9 When climbing at the Big Rock Centre, it is compulsory to be attached by a rope.
- 10 People who just want to watch the climbing can enter the Centre without paying.
- 11 People can arrange to have a climbing session in their own garden if they wish.
- 12 A certain item of clothing is forbidden for participants.
- 13 The Mobile Climbing Wall can only be used in dry, calm weather.
- 14 It is inadvisable for children who are afraid of heights to use the Mobile Climbing Wall.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Marketing advice for new businesses

If you're setting up your own business, here's some advice on getting customers.

Know where your customers look

Your customers aren't necessarily where you think they are. So if you're advertising where they're just not looking, it's wasted money. That's why it pays to do a bit of research. Every time someone contacts your company, ask them where they found out about you. And act on this information so you're advertising in the right places.

Always think like a customer

What makes your customers tick? Find out, and you're halfway to saying the right things in your advertising. So take the time to ask them. A simple phone or email survey of your own customers, politely asking why they use you, what they really like and what they don't, is invaluable.

Make sure customers know you're there

If a customer can't see you, they can't buy from you. There are loads of opportunities to promote your business – print, press, direct mail, telemarketing, email and the internet – and using a mix of these increases your chances of being seen (and remembered).

Ignore your customers and they'll go away

It sounds obvious, but companies who talk to their customers have much better retention rates than those that don't, so it's worth staying in touch. Capture your customers' email addresses upfront. Follow up a transaction to check they're happy with the service and, if possible, send them updates that are helpful, informative and relevant.

Know what works (and what doesn't)

Do what the professionals do, and measure all your advertising. That'll tell you what you're doing right – and where there's room for improvement. You never know, it might just throw up some information that could change your business for the better.

Remember word-of-mouth: the best advertising there is

A recent survey found that consumers are 50% more likely to be influenced by word-of-mouth recommendations than by TV or radio ads. So your reputation is your greatest asset. If your current customers are impressed with your company, they'll be more inclined to recommend you to others. On the flip side, if they experience bad service they probably won't complain to you – but you can be sure they will to their friends.

Questions 15–20

Complete the sentences below.

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

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

- 15 Some will help you to discover the most effective places to advertise.
- 16 A of your customers will show you how they feel about your company.
- 17 A of forms of advertising will make it more likely that potential customers will find out about you.
- 18 If you can, provide customers with useful about your business.
- 19 Measuring the effects of your advertising can give you that will improve your business.
- 20 Success in finding new customers largely depends on your

Read the text below and answer Questions 21–27.

Working Time Regulations for Mobile Workers

These rules apply to drivers and crew of heavy goods vehicles or public service vehicles. The rules limit the amount of time that can be worked.

Those defined in the Regulations as being self-employed are currently not covered by the Regulations.

What are the limits?

- An average of 48 hours' work per week.
- In any single week up to 60 hours can be worked so long as the 48-hour average is maintained.
- Night work is limited to 10 hours per night, unless there is a workforce agreement to work longer.
- Statutory annual leave and any sick leave and/or maternity/paternity leave counts as working time.

What counts as work?

In general, any activities performed in connection with the transport operation count as work, for example, driving, loading/unloading and those checks that are the responsibility of drivers, such as checking lights, brakes, etc. There are a number of periods of time that do not count as work, for example, travelling between home and your normal place of work, lunch or other breaks and periods of availability.

Periods of availability are periods of time during which the mobile worker is not required to remain at their workstation but is required to be available for work, the foreseeable duration of which is known about in advance, for example:

- Delays at a distribution centre.
- Reporting for work then being informed that no duties are to be undertaken for a specified period.
- Accompanying a vehicle being transported, for example by train.

A period of availability can be taken at the workstation. Providing the worker has a reasonable amount of freedom (e.g. they can read and relax) for a known duration, this could satisfy the requirements of a period of availability.

Situations when a period of time should not be recorded as a period of availability:

- Hold-ups due to congestion, because the driver would be stopping and starting the vehicle.
- Frequently moving up within a queue (e.g. waiting within a queue to load or unload) every other minute.

Questions 21–27

Complete the notes below.

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

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

Working Time Regulations for Mobile Workers

These apply to people working on lorries, buses, etc.

They don't apply to **21** workers.

Maximum working hours: 60 hours a week, provided the **22** is no more than 48 hours.

Night work can be more than 10 hours with the **23** of the workers.

Work includes driving, loading and unloading, and carrying out various **24** of the vehicle.

Periods of availability include:

going on a **25** or other form of transport with a vehicle

a period at the workstation when the driver has some **26** might count as a period of availability

Periods of availability exclude:

time spent stopping and starting the vehicle when **27** causes delays

being in a queue, e.g. in order to load or unload

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

A brief history of automata

An automaton is a machine, usually made to resemble a person or animal, that operates on its own, once it has been started. Although few are constructed nowadays, they have a history stretching back well over two thousand years. Several myths show that the ancient Greeks were interested in the creation of automata. In one, Hephaestus, the god of all mechanical arts, was reputed to have made two female statues of pure gold which assisted him and accompanied him wherever he went. As well as giving automata a place in mythology, the Greeks almost certainly created some. These were probably activated by levers and powered by human action, although there are descriptions of steam and water being used as sources of power. Automata were sometimes intended as toys, or as tools for demonstrating basic scientific principles.

Other ancient cultures, too, seem to have developed automata. In Egypt, Ctesibius experimented with air pressure and pneumatic principles. One of his creations was a singing blackbird powered by water. A Chinese text of the third century BC describes a life-size, human-shaped figure that could walk rapidly, move its head up and down, sing and wink its eye.

Much later, Arab engineers of the ninth and thirteenth centuries wrote detailed treatises on how to build programmable musical fountains, mechanical servants, and elaborate clocks. A ninth-century ruler in Baghdad had a silver and gold tree with metal birds that sang. The art of creating automata developed considerably during the fifteenth century, linked with improvements in clock making: the mechanisms of automata and clocks had a great deal in common. Some truly remarkable automata were produced at this time. Muller was reputed to have made an artificial eagle which flew to greet the Emperor on his entry into Nuremberg, Germany, in 1470, then returned to perch on top of a city gate and, by stretching its wings and bowing, saluted the emperor on his arrival. Leonardo da Vinci made a lion in honour of the king of France, which advanced towards him, stopped, opened its chest with a claw and pointed to the French coat of arms.

Automata were normally very expensive toys for the very rich. They were made for royal or aristocratic patrons, to be viewed only by themselves and selected guests – who were expected to be impressed by their wealth. Automata were also created for public show, however, and many appeared on clock towers, such as the one in Bern, Switzerland, built in 1530.

During the eighteenth century, some watchmakers made automata to contribute to the progress of medicine and the natural sciences, particularly to investigate the mechanical laws governing the structure and movement of living things. Many of their creations simulated almost perfectly the complex structure of human beings and animals. Maillardet made extensive use of gearing and cogs to produce automata of horses, worked by turning a handle. Vaucanson produced a duck made of gilded copper which ate, drank and quacked like a real duck. He also made a life-size female flute player. Air passes through the complex mechanism, causing the lips and fingers of the player to move naturally on the flute, opening and closing holes on it. This automaton had a repertoire of twelve tunes.

In another well-known piece, Merlin's silver swan made in 1773, the swan sits in a stream consisting of glass rods where small silver fish are swimming. When the clockwork is wound, a music box plays and the glass rods rotate, giving the impression of a flowing stream. The swan turns its head from side to side. It soon notices the fish and bends down to catch and eat one, then raises its head to the upright position. The mechanism still works.

One of the most skilled makers of automata was the Swiss watchmaker Jaquet-Droz. He produced three automata which, even today, are considered wonders of science and mechanical engineering. One of these, The Writer, simulates a boy sitting at a desk, dipping his pen into the ink and writing perfectly legibly.

Another stunning creation of the eighteenth century was the Mechanical Theatre in the grounds of Austria's Hellbrunn Palace, home of the Archbishop of Salzburg. Designed by the miner Rosenegger, and completed in 1752, this depicts the nobility's idea of a perfect society, with every class in its proper place. The figures inside a palace depict eighteenth-century court life, while industrious activity is carried on in and around this building. A total of 141 mobile and 52 immobile little figures demonstrate all manner of trades of the period: building workers bring materials to the foreman, who drinks; butchers slaughter an ox; a barber shaves a man. A dancing bear performs, guards march past the palace, a farmer pushes an old woman in a wheelbarrow over the road. The theatre shows great skill in clock making and water technology, consisting of hidden waterwheels, copper wiring and cogwheels.

During the nineteenth century, mass production techniques meant that automata could be made cheaply and easily, and they became toys for children rather than an expensive adult amusement. Between 1860 and 1910, small family businesses in Paris made thousands of clockwork automata and mechanical singing birds and exported them around the world. However, the twentieth century saw traditional forms of automata fall out of favour.

Test 5

Questions 28–30

Complete the summary below.

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

Write your answers in boxes 28–30 on your answer sheet.

Automata and the ancient Greeks

The ancient Greeks had a number of **28** concerning automata. According to one, the god Hephaestus created two assistants made of gold. The Greeks probably also created real automata; it seems most likely that the mechanism which controlled them consisted of **29** which were worked by human operators. Some automata were designed to be **30** with an educational purpose.

Questions 31–35

Look at the following descriptions (Questions 31–35) and the list of people below.

Match each statement with the correct person, **A–G**.

Write the correct letter, **A–G**, in boxes 31–35 on your answer sheet.

List of Descriptions

- 31 created an automaton that represented a bird in water, interacting with its surroundings
- 32 created an automaton that performed on a musical instrument
- 33 produced documents about how to create automata
- 34 created automata which required a human being to operate the mechanism
- 35 used air and water power

List of People

- A** Ctesibius
- B** Arab engineers
- C** da Vinci
- D** Maillardet
- E** Vaucanson
- F** Merlin
- G** Jaquet-Droz

Test 5

Questions 36–40

Complete the sentences below.

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

Write your answers in boxes 36–40 on your answer sheet.

- 36 The Mechanical Theatre shows court life inside a
- 37 In the Mechanical Theatre, building workers, butchers and a barber represent various of the time.
- 38 provides the power that operates the Mechanical Theatre.
- 39 New that developed in the nineteenth century reduced the cost of the production of automata.
- 40 During the nineteenth century, most automata were intended for use by

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You work at home and have a problem with a piece of equipment that you use for your job.

**Write a letter to the shop or company which supplied the equipment.
In your letter**

- **describe the problem with the equipment**
- **explain how this problem is affecting your work**
- **say what you want the shop or company 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:

Today more and more tourists are visiting places where conditions are difficult, such as the Sahara desert or the Antarctic.

What are the benefits and disadvantages for tourists who visit such places?

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

Health

- Is it important to you to eat healthy food? [Why?/Why not?]
- If you catch a cold, what do you do to help you feel better? [Why?]
- Do you pay attention to public information about health? [Why?/Why not?]
- What could you do to have a healthier lifestyle?

PART 2

Describe an occasion when you had to wait a long time for someone or something to arrive.

You should say:

**who or what you were waiting for
how long you had to wait
why you had to wait a long time
and explain how you felt about
waiting a long time.**

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

PART 3

Discussion topics:

Arriving early

Example questions:

In what kinds of situations should people always arrive early?

How important it is to arrive early in your country?

How can modern technology help people to arrive early?

Being patient

Example questions:

What kinds of jobs require the most patience?

Is it always better to be patient in work (or studies)?

Do you agree or disagree that the older people are, the more patient they are?

Test 6

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

Events during Kenton Festival

Example

Start date: 16th May

Opening ceremony (first day)

- In town centre, starting at 1
- The mayor will make a speech
- A 2 will perform
- Performance of a 3 about Helen Tungate (a 4)
- Evening fireworks display situated across the 5

Other events

- Videos about relationships that children have with their 6
- Venue: 7 House
- Performance of 8 dances
- Venue: the 9 market in the town centre
- Time: 2 and 5 pm every day except 1st day of festival
- Several professional concerts and one by children
- Venue: library
- Time: 6.30 pm on the 18th
- Tickets available online from festival box office and from shops which have the festival 10 in their windows

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

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

Theatre trip to Munich

- 11 When the group meet at the airport they will have
- A** breakfast.
 - B** coffee.
 - C** lunch.
- 12 The group will be met at Munich Airport by
- A** an employee at the National Theatre.
 - B** a theatre manager.
 - C** a tour operator.
- 13 How much will they pay per night for a double room at the hotel?
- A** 110 euros
 - B** 120 euros
 - C** 150 euros
- 14 What type of restaurant will they go to on Tuesday evening?
- A** an Italian restaurant
 - B** a Lebanese restaurant
 - C** a typical restaurant of the region
- 15 Who will they meet on Wednesday afternoon?
- A** an actor
 - B** a playwright
 - C** a theatre director

Questions 16–20

What does the man say about the play on each of the following days?

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

Comments

- A** The playwright will be present.
- B** The play was written to celebrate an anniversary.
- C** The play will be performed inside a historic building.
- D** The play will be accompanied by live music.
- E** The play will be performed outdoors.
- F** The play will be performed for the first time.
- G** The performance will be attended by officials from the town.

Days

- 16 Wednesday
- 17 Thursday
- 18 Friday
- 19 Saturday
- 20 Monday

SECTION 3 Questions 21–30**Questions 21–25**

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

Scandinavian Studies

- 21 James chose to take Scandinavian Studies because when he was a child
- A** he was often taken to Denmark.
 - B** his mother spoke to him in Danish.
 - C** a number of Danish people visited his family.
- 22 When he graduates, James would like to
- A** take a postgraduate course.
 - B** work in the media.
 - C** become a translator.
- 23 Which course will end this term?
- A** Swedish cinema
 - B** Danish television programmes
 - C** Scandinavian literature
- 24 They agree that James's literature paper this term will be on
- A** 19th century playwrights.
 - B** the Icelandic sagas.
 - C** modern Scandinavian novels.
- 25 Beth recommends that James's paper should be
- A** a historical overview of the genre.
 - B** an in-depth analysis of a single writer.
 - C** a study of the social background to the literature.

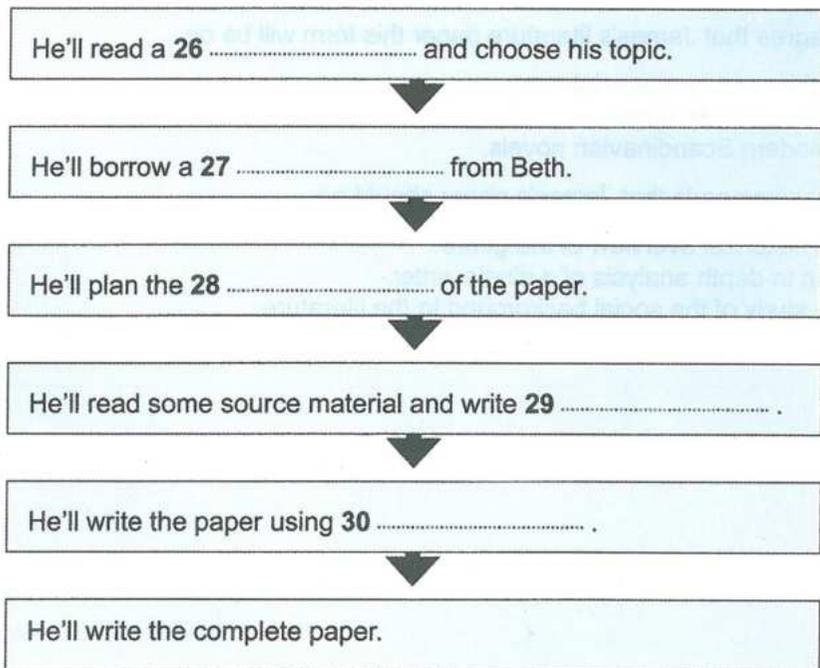
Questions 26–30

Complete the flow-chart below.

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

- A bullet points
- B film
- C notes
- D structure
- E student paper
- F textbook
- G documentary

How James will write his paper on the Vikings



SECTION 4 Questions 31–40

Complete the notes below.

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

Conflict at work

Conflict mostly consists of behaviour in the general category of **31**

Often a result of people wanting to prove their **32**

Also caused by differences in **33** between people

34 '.....' conflicts: people more concerned about own team than about company

Conflict-related stress can cause **35** that may last for months

Chief Executives (CEOs)

Many have both **36** and anxiety

May not like to have their decisions questioned

There may be conflict between people who have different **37**

Other managers

A structure that is more **38** may create a feeling of uncertainty about who staff should report to.

Minimising conflict

Bosses need to try hard to gain **39**

Someone from outside the company may be given the role of **40** in order to resolve conflicts.

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Lost, Damaged or Delayed Inland Mail Claim Form

Before completing this claim form for lost, damaged or delayed mail you should visit www.royalmail.com to find out all you need to know about our policies. Alternatively you can get the details from our 'Mail Made Easy' booklet, available at any local post office branch. When you fill in the form, make sure you complete it in full, using the checklist that we have provided to help you. If you find that you do not have the evidence required to make a claim but would like us to investigate an issue with your mail service, the easiest way to do this is by visiting our website.

Lost items

If you wish to claim compensation for lost items, you need to send us original proof of posting, e.g. a Post Office receipt. If claiming for the contents of a package, you also need to provide proof of value, e.g. till item reference number, receipt, bank statement, etc.

Damaged items

When claiming compensation for items that have been damaged, you should send us the items themselves, if possible. However, if these are very large or unsafe to post, you may instead provide photographs as evidence of the damage. Please retain the original packaging (and damaged items, if not sent to us) as we may need to inspect them.

Time restrictions

We allow up to 15 working days for items to arrive, so cannot accept a claim for loss unless 15 working days or more have passed since the item was posted.

Claims for lost or damaged items must be made within 12 months of the postal date. Claims for delayed items must be submitted within 3 months of the date they were posted if the claim is made by the sender, or within 1 month of receipt if the claim is made by the recipient of the item.

Questions 1–7

Complete the notes below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 1–7 on your answer sheet.

Claiming compensation from the Royal Mail for lost, damaged or delayed mail

Before filling in the form

- go online to learn about their policies or get the 1 that contains the relevant information

When filling in the form

- refer to the 2 to ensure all the relevant sections are completed
(You can use their 3 to request action if you don't have enough proof to make a claim.)

When claiming compensation for a lost item

- include proof that you have posted the item
- in the case of a package, include something (e.g. bank statement) to prove its 4

When claiming for the cost of a damaged item, include

- either the actual item or 5 showing the damage to the item
(You should keep the 6 that was used when the item was originally sent.)

When to claim

- Lost or damaged items: within 12 months of posting the item
- Delayed items: if you are the 7, you must claim within three months of posting the package

Read the text below and answer Questions 8–14.

Days out for the family

A Carrickfergus Castle

Considered to be Northern Ireland's oldest castle, Carrickfergus has seen more than 800 years of military occupation since its foundations were laid. During summer, traditional feasts are served, and fairs and craft markets provide an extra attraction. The history of the castle is explained and brought to life with exhibits and guided tours.

B Glamis Castle

Shakespeare used Glamis as the background when he wrote one of his best-known plays, *Macbeth*, and the Queen Mother grew up here. It is also rumoured to have a secret chamber in the walls of the castle. There are many ghost tales associated with this castle, which will capture the imagination of younger visitors.

C Tintagel Castle

High up on the cliff tops, Tintagel Castle is the legendary home of King Arthur. The visitor's guide on sale at the reception is well worth the money, as it can help you to visualise what it would have been like hundreds of years ago. You can park in the village car park and walk the half mile to the castle, or take the shuttle bus.

D Pickering Castle

Built by William the Conqueror, this is a great castle for children to run around in. There are lots of special events too, including a chance to come along and see some plays which are put on during the summer months. Nearby Helmsley Castle is also worth a visit.

E Stokesay Castle

A range of workshops, including music and combat, are held here during the summer. Children of all ages will enjoy learning at these and there is a guided tour which has been especially designed with younger visitors in mind. Some of them may find the dungeon quite scary though.

F Warwick Castle

This castle is over 1,000 years old and has towers and a moat, and is just as you might imagine a castle to be. Children can even get to try on armour to see how heavy it is. At Christmas, a special market is held here – a great opportunity to look for presents and Christmas treats.

Questions 8–14

Look at the descriptions of six castles, **A–F**, on page 40.

For which castle are the following statements true?

Write the correct letter, **A–F**, in boxes 8–14 on your answer sheet.

NB You may use any letter more than once.

- 8 At certain times of year you can eat special meals here.
- 9 Children can get dressed up here.
- 10 There is another castle in the same area.
- 11 A lot of stories are told about this place.
- 12 Part of the castle may be frightening for some children.
- 13 Plays are performed here during part of the year.
- 14 A guided tour is offered which is particularly suitable for children.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

North Sydney Council

North Sydney Council recognises the importance of balancing the demands of your work with the demands of your personal life.

The standard working week for full-time council employees is 35 hours for 'Indoor Staff' and 38 hours for 'Outdoor Staff', worked over 5 days. Indoor staff are able to access the benefit of flexi time. A number of these occasionally work from home where appropriate – an example of an initiative that can provide flexibility at certain stages of an employee's career.

Staff are entitled to 3 weeks per annum sick or carer's leave. In addition to the normal parental leave/maternity leave provisions, women who have completed 12 months of continuous service can access a total of 9 weeks' maternity leave that can be taken either as 9 weeks at full pay or as 18 weeks at half pay.

The annual entitlement to paid holidays is 20 days, pro-rata for part-time. After 5 years of continuous service, employees are entitled to 6.5 weeks Long Service Leave (LSL).

Our Financial Advice Program is conducted in partnership with FuturePlus Financial Services. We provide the services of advisors specialising in pensions, and all our employees are given the opportunity to meet them as part of the induction process.

The Employee Assistance Program (EAP) is a counselling service provided at no charge to all employees and their families. The service is available by phone or face to face. The EAP provides registered psychologists for employees wishing to discuss work or non-work matters confidentially. Employees can also access information, such as articles and self assessments, online via eapdirect.

Questions 15–20

Answer the questions below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

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

- 15 Which employees may choose not to work regular hours?
- 16 How much time off each year is an employee able to take to look after a relative?
- 17 What kind of leave involves a choice between two alternative periods of time?
- 18 How long must employees have worked without a break before being entitled to additional holidays?
- 19 What does the Financial Advice Program advise staff about?
- 20 What kind of professional people can employees see if they want to talk about their job in private?

Test 6

Read the text below and answer Questions 21–27.

Registering As An Apprentice

If you are keen to acquire new skills and learn best through 'hands-on' experiences, then registered apprenticeship is a good option for you. These programmes always involve work experience as well as classroom instruction and produce workers skilled in the occupation. There is a written contract to be signed by the apprentice and the employer, which acknowledges their joint commitment to the training process. This contract is approved and registered by the New York State Department of Labor.

How Do I Qualify?

First of all you must meet the employer's minimum qualifications. This could be a high school diploma or the equivalent. However, some employers will ask for specific high school courses, prior experience, or occupationally related courses.

What Is My Training Like?

Training for each apprenticeable occupation is conducted according to a training outline that has been standardized for the occupation. This assures that apprentices across the state have the same sets of basic competencies and skills. At the successful completion of each registered apprenticeship, the Department of Labor awards the apprentice a 'Certificate of Completion', which is a nationally recognized credential.

The length of time it takes you to learn the skills of the occupation depends upon two things: the standard training outline and your aptitude. Each trade has a definite term of training, listed in years. As a registered apprentice, you may progress according to that established training term, or you may become skilled more quickly or more slowly. It may even be that you start your apprenticeship with credit toward the goal. Your employer may choose to award you this for previous working experience in the occupation, or for prior coursework related to the occupation.

As an apprentice, you are part of the employer's workforce. You work full-time for the employer. A registered apprentice works under the guidance of more experienced craft workers called journey workers. From them, you learn the skills of the trade. As you master each skill, you become a more productive employee.

At the same time as you are working, you are also required to attend classes (usually in the evenings). The location and times of these are set up by the local education agent in consultation with the employer. Your progress is tracked by you, your employer and your education provider.

Successful completion of all requirements results in your certificate.

Questions 21–27

Complete the sentences below.

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

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

- 21 You and your employer will need to sign a before training starts.
- 22 Employers may have different minimum requirements regarding applicants' and experience.
- 23 Each industry has its own standardised of training.
- 24 You may be given credit for work experience or if you have done relevant
- 25 You will be considered as a member of the during the apprenticeship.
- 26 While at work, apprentices are supervised by what are known as
- 27 Employers are consulted when deciding the and schedule for lessons.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–34.

Crossing the Humber estuary

- A** For thousands of years, the Humber – an estuary formed where two major rivers, the Trent and the Ouse, meet – has been an obstacle to communications along the east coast of England, between the counties of Yorkshire to the north and Lincolnshire to the south. Before the arrival of the railways in the 19th century, water transportation was the most efficient means of moving heavy or bulk freight, and the Humber, situated at the heart of the waterway system associated with the two major rivers, was one of the chief highways of England. Its traffic brought prosperity to the settlements on its banks, particularly the city of Hull on its north bank, but the river itself tended to cut them off from some of their closest neighbours, as well as obstructing the progress of travellers moving north or south.
- B** To cater for these local and, as time progressed, wider needs, ferries were provided across many of the streams flowing into the Humber, and in 1315, a ferry was established across the Humber itself between Hull and Lincolnshire. By 1800, this ferry had become fully integrated into the overland transport system, but the changes associated with the industrial revolution were soon to threaten its position. Increased traffic encouraged speculators to establish rival ferries between Hull and Lincolnshire, notably a service between Hull and New Holland which opened in 1826. This crossing was considerably shorter than on the existing Hull to Barton service, which closed in 1851, unable to cope with the increased competition from the rival service.
- The New Holland ferry service then grew into a major link between the north and south banks of the Humber, carrying passengers, and cattle and goods bound for Hull Market. In 1968, there was briefly a ferry service from Grimsby to Hull involving hovercrafts. This did not last long as the hovercrafts could not cope with the demands of the River Humber. The ferry service between Hull and New Holland ended with the opening of the Humber Bridge in 1981.
- C** The bridge was the outcome of over 100 years of campaigning by local interests for the construction of a bridge or tunnel across the estuary. The first major crossing proposal was a tunnel scheme in 1872. This scheme was promoted by Hull merchants and businesses dissatisfied with the service provided by the New Holland ferry crossing. Over the next 100 years, a variety of proposals were put forward in an effort to bridge the Humber. In 1928, a plan was drawn up by Hull City Council to build a multi-span bridge four miles west of Hull. However, the scheme was dropped after being hit by the financial woes of the Great Depression of the late 1920s and early 1930s.

- D** Government approval for the construction of a suspension bridge was finally granted in 1959, although it was not until 1973 that work finally began. The reasons why a suspension bridge was chosen were twofold. Firstly, the Humber has a shifting bed, and the navigable channel along which a craft can travel is always changing; a suspension bridge with no support piers in mid-stream would not obstruct the estuary. Secondly, because of the geology and topography of the area, the cost of constructing a tunnel would have been excessive.
- E** Work on the construction proceeded for eight years, during which time many thousands of tonnes of steel and concrete were used and upwards of one thousand workers and staff were employed at times of peak activity. The designers had been responsible for two other major suspension bridges in Britain but, with a total span of 2,220 m, or almost a mile and a half, the Humber was going to be the longest suspension bridge in the world. Nowadays designers have computers, but back then everything was done with slide rules and calculators. The towers were concrete rather than the usual steel, since concrete was cheaper and would blend in better with the setting. The bridge was designed to stand for 120 years.
- F** Malcolm Stockwell, the bridgemaister, recalls that when the bridge first opened, there wasn't a great deal of interest in it. Then children started visiting, and he remembers their astonishment at seeing the control room and all the lights. People who lived in towns on opposite banks a mile apart started crossing the river – a journey that previously might as well have been to the moon. The bridge brought them together.
- G** The bridge opened up, both socially and economically, two previously remote and insular areas of England, and the improvement in communication enabled the area to realise its potential in commercial, industrial and tourist development. The bridge has saved many millions of vehicle miles and many valuable hours of drivers' and passengers' time – an important factor not only for the drivers and operators of commercial vehicles, but also for tourists and holidaymakers who would have had to travel around the estuary to reach destinations in the region.

In the words of Malcolm Stockwell, 'Although it can't beat the Golden Gate Bridge in San Francisco for setting, it far outstrips it for sheer elegance and as a piece of engineering.'

Questions 28–34

The text on pages 46–47 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** Why the ferry crossing has always been difficult
- ii** Building the bridge
- iii** An advantage of the design for the bridge
- iv** The growing popularity of the bridge
- v** Opposition to building a bridge
- vi** Benefits and disadvantages the Humber has brought
- vii** Proposed alternatives to ferry services
- viii** How the bridge has contributed to the region's growth
- ix** Rising demand for river transport

28 Section **A**

29 Section **B**

30 Section **C**

31 Section **D**

32 Section **E**

33 Section **F**

34 Section **G**

Questions 35–40

Complete the summary below.

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

Write your answers in boxes 35–40 on your answer sheet.

Crossing the Humber

The first ferry across the Humber started operating in 1315, and by 1800, this service had been **35** with other forms of transport. The mid-19th century saw greater **36** in the provision of services. In 1968, an attempt to establish a service across the river using **37** failed.

The Humber Bridge is a suspension bridge because the channel that ships travel along moves, and **38** supporting a bridge would obstruct it. A bridge rather than a **39** was chosen on the grounds of cost. This was also one reason why **40** was used for the towers.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

During a recent plane journey, you sat next to a businessman who owns a chain of restaurants. You talked to him and he suggested that you should contact him about a possible job in one of his restaurants.

Write a letter to this businessman. In your letter

- *remind him when and where you met*
- *tell him what kind of job you are interested in*
- *say why you think you would be suitable for the job*

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:

In many places, new homes are needed, but the only space available for building them is in the countryside. Some people believe it is more important to protect the countryside and not build new homes there.

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

Songs and singing

- Did you enjoy singing when you were younger? [Why?/Why not?]
- How often do you sing now? [Why?]
- Do you have a favourite song you like listening to? [Why?/Why not?]
- How important is singing in your culture? [Why?]

PART 2

Describe a film/movie actor from your country who is very popular.

You should say:

**who this actor is
what kinds of films/movies he/she acts in
what you know about this actor's life
and explain why this actor is so popular.**

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:

Watching films/movies

Example questions:

What are the most popular types of films in your country?

What is the difference between watching a film in the cinema and watching a film at home?

Do you think cinemas will close in the future?

Theatre

Example questions:

How important is the theatre in your country's history?

How strong a tradition is it today in your country to go to the theatre?

Do you think the theatre should be run as a business or as a public service?

Test 7

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

PUBLIC LIBRARY

Example

The library re-opened last month

The library now has

- a seating area with magazines
- an expanded section for books on **1**
- a new section on local **2**
- a community room for meetings (also possible to **3** there)
- a new section of books for **4**

For younger children

- the next Science Club meeting: experiments using things from your **5**
- Reading Challenge: read six books during the holidays

For adults

- this Friday: a local author talks about a novel based on a real **6**
- IT support is available on Tuesdays – no **7** is necessary
- free check of blood **8** and cholesterol levels (over 60s only)

Other information

- the library shop sells wall-charts, cards and **9**
- evenings and weekends: free **10** is available

SECTION 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** age groups are taking increasing numbers of holidays with BC Travel?

- A** 16–30 years
- B** 31–42 years
- C** 43–54 years
- D** 55–64 years
- E** over 65 years

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** are the main reasons given for the popularity of activity holidays?

- A** Clients make new friends.
- B** Clients learn a useful skill.
- C** Clients learn about a different culture.
- D** Clients are excited by the risk involved.
- E** Clients find them good value for money.

Questions 15–17

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

- 15 How does BC Travel plan to expand the painting holidays?
- A** by adding to the number of locations
 - B** by increasing the range of levels
 - C** by employing more teachers
- 16 Why are BC Travel's cooking holidays unusual?
- A** They only use organic foods.
 - B** They have an international focus.
 - C** They mainly involve vegetarian dishes.
- 17 What does the speaker say about the photography holidays?
- A** Clients receive individual tuition.
 - B** The tutors are also trained guides.
 - C** Advice is given on selling photographs.

Questions 18–20

Complete the table below.

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

Fitness Holidays

Location	Main focus	Other comments
Ireland and Italy	general fitness	<ul style="list-style-type: none"> • personally designed programme • also reduces 18
Greece	19 control	<ul style="list-style-type: none"> • includes exercise on the beach
Morocco	mountain biking	<ul style="list-style-type: none"> • wide variety of levels • one holiday that is specially designed for 20

SECTION 3 Questions 21–30

Questions 21–26

Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 21–26.

- | | | | |
|--------------------|--------------------|-------------------|--------------------|
| A patterns | B names | C sources | D questions |
| E employees | F solutions | G headings | H officials |

STAGES IN DOING A TOURISM CASE STUDY

RESEARCH

Locate and read relevant articles, noting key information and also 21
Identify a problem or need

Select interviewees – these may be site 22, visitors or
city 23

Prepare and carry out interviews. If possible, collect statistics.

Check whether 24 of interviewees can be used

ANALYSIS

Select relevant information and try to identify 25

Decide on the best form of visuals

WRITING THE CASE STUDY

Give some background before writing the main sections

Do NOT end with 26

Questions 27–30

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

The Horton Castle site

- 27 Natalie and Dave agree one reason why so few people visit Horton Castle is that
- A** the publicity is poor.
 - B** it is difficult to get to.
 - C** there is little there of interest.
- 28 Natalie and Dave agree that the greatest problem with a visitor centre could be
- A** covering the investment costs.
 - B** finding a big enough space for it.
 - C** dealing with planning restrictions.
- 29 What does Dave say about conditions in the town of Horton?
- A** There is a lot of unemployment.
 - B** There are few people of working age.
 - C** There are opportunities for skilled workers.
- 30 According to Natalie, one way to prevent damage to the castle site would be to
- A** insist visitors have a guide.
 - B** make visitors keep to the paths.
 - C** limit visitor numbers.

SECTION 4 Questions 31–40

Complete the notes below.

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

The effects of environmental change on birds

Mercury (Hg)

- Highly toxic
- Released into the atmosphere from coal
- In water it may be consumed by fish
- It has also recently been found to affect birds which feed on **31**

Research on effects of mercury on birds

- Claire Varian-Ramos is investigating:
 - the effects on birds' **32** or mental processes, e.g. memory
 - the effects on bird song (usually learned from a bird's **33**
- Findings:
 - songs learned by birds exposed to mercury are less **34**
 - this may have a negative effect on birds' **35**
- Lab-based studies:
 - allow more **36** for the experimenter

Implications for humans

- Migrating birds such as **37** containing mercury may be eaten by humans
- Mercury also causes problems in learning **38**
- Mercury in a mother's body from **39** may affect the unborn child
- New regulations for mercury emissions will affect everyone's energy **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Evening Courses**A Cooking for today**

These are classes for those of you who can already make basic meals by keeping strictly to a simple recipe, but who would now like to use your imagination as well. We'll learn how to make great family meals, discovering how to develop basic recipes into personal creations, with a few tricks and tips to help you become more confident.

B Entertaining the easy way

This course has plenty of ideas and tips for special occasions that you can enjoy preparing, love eating and be proud to provide. The recipes are adaptable to your needs and lifestyle, building on your current skills and aimed at developing your own cooking style.

C Cooking for the family

Keen to make better food for your kids? This course is for parents who want to learn how to make fun food with the aim of showing their kids how to cook later at home. We'll learn plenty of tasty tips for snacks and picnics, family favourites, and dishes with fresh fruit and vegetables so that you and your family can get really fit and well and enjoy your food.

D Jewellery making

This course aims to enable students to create silver jewellery. Your first project will be to make a silver ring and then you will have an opportunity to create another piece of your own design. This is an introductory course. Base metals are supplied free. Please wear suitable workshop clothing and bring a notebook and pen.

E Photography

This course will allow you to take full advantage of your digital camera. Covering portrait, landscape and still-life photography, the classes will include effective use of lenses and lighting. To really benefit from the course, learners should have time to read ahead between sessions.

F Creative writing

Come and learn how to have fun with stories and other kinds of creative writing. We will try out some new ideas and techniques for improving style and waking up the imagination. Writers who have not taken the foundation class will also be able to join, provided they already have some experience of the subject.

Questions 1–7

Look at the six advertisements for evening courses, **A–F**, on pages 59–60.

For which evening course 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 After taking this course, participants will be able to teach their skills to others.
- 2 Participants will be expected to prepare at home for each class.
- 3 Certain materials will be included in the course fee.
- 4 This course aims to teach people to prepare meals for guests.
- 5 This course will help participants to make the best use of a certain item.
- 6 This course is for people who want to do more than follow instructions.
- 7 Following this course should improve participants' health.

Read the text on pages 62 and 63 and answer Questions 8–14.

The Bike Foundry

The Bike Foundry aims to promote cycling, and to make an environmentally-friendly means of transport and leisure available to as many people as we can.

Our Bikes

All our bikes are hand-restored by our team and come with a three months' guarantee. We stock bikes to suit different needs, at affordable prices. We gratefully accept donations of unwanted bikes.

Training

We offer maintenance and cycle training to schools and small groups on their own premises. Additionally we provide training to individuals and groups in our workshops.

Maintenance Training

Bike Basics

This is a three-hour course which will teach you everything you need to know to keep on top of simple maintenance issues like looking after brakes and gears and how to repair a puncture. By the end of the course you'll know how to take good care of your bike.

Home Mechanics

This twelve-hour course consists of teaching you how to use specialist tools and how to fit compatible replacement parts. It's aimed at those who have completed Bike Basics or have some prior knowledge.

Courses are run regularly for groups of up to four trainees. We use professional mechanics' tools and employ experienced staff. Most importantly, we have tea- and coffee-making facilities and a fridge where participants can keep their sandwiches, etc. Unfortunately our training room is up a flight of stairs.

For £10 a year you can join our Tool Club. Membership gives you access to our workshop for one evening a week. If you want to repair your bike and know how to fix it, but lack specialist tools, then join our club. There's a range of reference manuals available and a mechanic to offer advice.

Cycling Training

Our qualified instructors can teach you how to ride your bike, whether you have had prior experience or not. If you're already riding and would like to build your confidence, we can teach you safe techniques to negotiate traffic.

Booking Information

To book a place, email training@bikefoundry.org

We ask for a 50% deposit to confirm your place, refundable up to seven days before the course.

Test 7

Questions 8–14

Do the following statements agree with the information given in the text on pages 62 and 63?

In boxes 8–14 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>

- 8 The Bike Foundry sells only second-hand bicycles.
- 9 All the training sessions are held at the Bike Foundry.
- 10 The Bike Basics course is aimed at new cyclists.
- 11 Snacks are provided for participants on the maintenance training courses.
- 12 Members of the Tool Club have access to cycle reference books.
- 13 Most of the participants on the Cycling Training courses are beginners.
- 14 People can cancel their place on a training course one week before it begins and still get their money back.

SECTION 2 Questions 15–27

Read the text on pages 65 and 66 and answer Questions 15–21.

Benefits for staff of Hamberton Hospital

Our attractive benefits package is one of the ways we acknowledge the contribution they all make in the provision of high quality patient care. Our package is extensive and varied.

As a Hamberton employee you'll enjoy both National Health Service (NHS) and locally developed schemes, providing you with a range of benefits. These include:

Financial Benefits

- opportunity to contribute to the NHS Pension Scheme – highly regarded by the independent pensions and insurance sector
- Injury Benefits Scheme
- excellent occupational sick pay and maternity leave and pay entitlements
- loans to assist with the purchase of housing for employees in the health service

Work–Life Balance

Here at Hamberton we are committed to helping all employees balance their work and home life commitments. We believe by helping people make this balance we are able to recruit, retain and motivate the most valuable asset of the NHS – our employees. We are committed to making this balance work for all employees equally, not just parents.

Over 50% of our staff work part-time in a range of flexible working options, which include:

- job sharing
- term-time-only working
- part-time working
- individually-tailored working patterns

We also support employees further through our caring and special leave arrangements.

Health

- our own occupational health department, providing a totally confidential service open to all staff during normal working hours
- a round-the-clock free and confidential counselling service
- policies supporting phased returns to work after long illnesses or injuries

Other Benefits

On-site facilities include:

- excellent food provided in our restaurant
- ample parking
- retail outlets

NHS Discounts

All NHS employees can access the NHS Discounts scheme. This allows members of staff free access to a number of discounted products and services. For example, discounts are available at many high street shops and elsewhere, including savings on toys, utility bills, days out, and much more.

Red Guava

This is a further discount benefit, which is available to employees of Hamberton. Red Guava provides discounts on holidays, for example, and can save you money in many other ways too.

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 The hospital provides benefits to show its recognition of the of staff to its work.
- 16 Financial benefits include pay for staff who are or on maternity leave.
- 17 are available for staff who wish to buy a home.
- 18 Helping staff with their work–life balance is not restricted to
- 19 The hospital has that are designed to help staff return to work after a long absence.
- 20 The facilities on hospital premises include a large area for
- 21 The cost of is reduced by using the Red Guava scheme.

Read the text on pages 68 and 69 and answer Questions 22–27.

Performance-related pay

There are a number of reasons why your employer might introduce this type of pay scheme. They may:

- be keen to retain current staff
- want to compete for new talent
- be seeking a fairer way of distributing wages.

In order for performance-related schemes to work they should be based on clear, measurable targets agreed by both employer and employee. You will normally find out about these targets from your contract of employment and the performance appraisal meetings you have with your manager.

Short-term schemes

Short-term schemes usually offer bonus payments, or, depending on the type of work, commission on sales achieved. Payments vary and these schemes are normally used just to encourage staff to improve their own performance.

Long-term schemes

Long-term schemes offer rewards like share options, and can help to encourage loyalty to the organisation and its aims. Such schemes tend to be used as a way of retaining senior staff.

What to do if you have problems

If you don't receive bonus or commission payments which you believe you are owed, check your contract of employment or staff handbook to see how your bonus is paid. Ask your employer if you need more information.

If you think a mistake has been made, you should:

- speak to your employer to see if there has been a misunderstanding
- ask your employer to set out in writing how they have calculated your pay
- keep copies of any letters and notes of any meetings.

There are three ways that the law might cover a case of unpaid bonuses:

- breach of contract
- unlawful deductions from wages
- unlawful discrimination.

Deductions from wages / breach of contract

Any right to a bonus will normally be included in your contract of employment. It may not always be written down. It can be verbally agreed or understood to be there due to normal practice in your particular area of business.

Failure to pay a bonus or commission that you are entitled to could amount to an unlawful deduction of wages.

Discrimination

Your employer must not discriminate against particular groups of people – for example, by giving smaller bonuses to women. Ideally your employer should have some guidelines setting out the normal range of bonuses to give, and these must be followed without discriminating against any specific group.

Test 7

Questions 22–27

Complete the notes below.

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

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

Performance-related pay

One of the reasons for introducing performance-related pay is in order to **22** existing employees

Employer and employee should agree on some **23** that can be measured

Short-term schemes: bonus or the payment of a **24** related to sales

Long-term reward schemes: generally offered to employees at a **25** level

Details of bonus payments: may be included in a contract or a handbook for staff

If you think there has been a mistake with your pay:

- discuss the issue with your employer
- keep records of any relevant **26**

It is illegal for employers to discriminate against any specific group, e.g. by giving less money to **27**

SECTION 3 Questions 28–40

Read the text on pages 72 to 74 and answer Questions 28–40.

Questions 28–34

The text on pages 72 to 74 has seven sections, **A–G**.

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

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

List of Headings

- i** Plans for more marine protected areas
- ii** A historical overview of one specific area
- iii** Why more has not been done to save marine creatures
- iv** What the press has missed
- v** Where biodiversity has been shown to help
- vi** Who is currently being blamed
- vii** A reason for some optimism
- viii** Various factors other than fishing

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

Marine Ecosystems

A

For some time now, the world's oceans and the people who fish them have been a constant source of bad environmental news: cod is effectively an endangered species of fish in some places now; every year thousands of dolphins are injured by fishing vessels; huge tuna farms are ruining the Mediterranean Sea.

What is more, marine biologists recently warned that our seafood is in terminal decline. According to research published in *Science* last November, stocks of all the fish and shellfish that we currently eat will collapse before 2050. Or at least, that's how the media reported it.

B

However, the scientist who led the study has said that the main conclusion of his research has been buried beneath the headlines. While the danger to our seafood supply is real enough, says Boris Worm, assistant professor of marine conservation biology at Dalhousie University, Canada, there is a more serious point: that the way in which we manage the oceans is not only threatening the survival of individual species, it's upsetting the delicate balance of marine communities and thus causing the collapse of entire ecosystems. Research has shown that the number of ecosystems where all higher forms of life are extinct, so-called dead zones, is increasing.

The point that many reports failed to highlight, says Worm, is that we have to revolutionise the way our marine resources are run, changing the focus from stocks and quotas to biodiversity and ecosystem protection. And to do that, we must change the way the debate about our marine resources is conducted in the public domain.

C

Around 7,500 years ago, shrinking glaciers and the resulting higher water levels led to the development of what's called the Wadden Sea, a 13,500-square-kilometre area of the North Sea. During the first 5,000 years or so, the sea pulsated with life. There was a high level of biodiversity on the seabed too, and the salt marshes and mud flats on the coast supported millions of birds. This continued until around 2,000 years ago, when human pressure began to affect it. Research has shown that some of the larger creatures disappeared more than 500 years ago. And by the late 19th century, populations of most of the other mammals and fish were severely reduced, leading to the collapse of several traditional fisheries.

D

What's interesting is that overfishing isn't the main agent of the decline, as we might assume. It's due to an ongoing combination of exploitation, habitat destruction and pollution. Coastal development, for example, destroys large areas of wetlands that support a range of species. Pollution fuels a process known as eutrophication, which kills certain seagrasses. Nutrients such as nitrogen and phosphorus contained in human and industrial waste promote the growth of tiny phytoplankton. This over-enrichment of the sea can ultimately lead to the collapse of the entire system through oxygen starvation.

Most marine ecosystems have an in-built capacity to deal with a certain amount of pollution because shellfish can absorb phytoplankton. But in many cases, these have been largely removed by fishing, so the effect of any nutrient-rich pollutants entering the system is increased. In a healthy system, coastal wetlands also act as filters, so their destruction causes even more pollution. These processes have been fairly well understood for a number of years.

E

What the *Science* paper has demonstrated, however, is that the decline in the health of ecosystems is greater where the number of different species is low. The population of marbled rock cod around the South Atlantic island of South Georgia, for example, still hasn't recovered after the fishing industry caused its collapse during the 1970s. By contrast, North Sea cod has withstood very heavy fishing for hundreds of years, says Worm, and although it has declined substantially, it hasn't yet collapsed completely. Worm believes that, 'to have a greater number of species makes an ecosystem more robust'. His theory is backed up by evidence from experiments into how ecosystems react to change.

F

And some positive news came from the study. Worm and his colleagues were able to show that it's possible to reverse such damage as long as there are enough species. A survey of 44 protected areas revealed increases in biodiversity and fish catches close to the reserves. Worm says, 'We should be focusing our attention on protecting all of our marine resources at the ecosystem level, and managing levels of fishing, pollution and habitat disturbance to ensure that crucial services that maintain the health of the ecosystem continue to function.' To anyone who knows anything about ecology, it would appear that Worm is just stating the obvious. And many protected areas on land are now managed in this way.

G

However, there has long been a tendency to view our oceans as a limitless resource, combined with a widespread failure to make an emotional connection with most marine wildlife. True, we have created a small number of marine protected areas. 'We seem to have understood the value of protecting ecosystems in areas such as the Australian Great Barrier Reef that we consider to be particularly beautiful,' says John Shepherd, Professor of Marine Sciences at Southampton University in the UK. 'Human nature will always draw us towards those species or habitats that are more aesthetically pleasing. That's why there will always be support for protecting pandas and very little for worms, even though nematodes play a vital role in maintaining the health of an ecosystem.'

Questions 35–37

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

Write the correct letter in boxes 35–37 on your answer sheet.

- 35** Boris Worm's main concern is that
- A** marine ecosystems will completely break down.
 - B** insufficient attention is being paid to fish numbers.
 - C** there will no longer be enough seafood for people to eat.
 - D** politicians will be unwilling to discuss marine resources.
- 36** What point does John Shepherd make?
- A** Marine conservation areas are not high on the list of visitor attractions.
 - B** People know very little about how different species actually live.
 - C** The public are much less likely to help unattractive creatures.
 - D** The marine environment was better understood in the past.
- 37** Which of the following best summarises the text as a whole?
- A** Scientists disagree about the state of the world's oceans.
 - B** A radical review of marine resource management is needed.
 - C** The fishing industry is mainly responsible for today's problems.
 - D** The natural systems of our seas will not be able to repair themselves.

Test 7

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 Wadden Sea

The Wadden Sea was created when the sea rose as a consequence of **38** slowly contracting. The waters were full of different species of marine creatures, and there were large numbers of **39** living on the wetlands along the shore. This continued until species began to decline 2,000 years ago. Overfishing was partly responsible for the changing circumstances, and so was pollution. At the same time there has been an increase in some nutrients in the Wadden Sea which can also destroy marine creatures and vegetation by depriving them of **40** which is essential for their survival.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

A large company in your area has decided to spend a certain amount of money, either to sponsor a local children's sports team for two years, or to pay for two open-air concerts. It has asked for feedback from the general public.

Write a letter to the company. In your letter

- *describe the benefits of sponsoring the sports team*
- *summarise the benefits of paying for the concerts*
- *say how you think the company should spend the money*

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 parents should encourage their children to take part in organised group activities in their free time. Others say that it is important for children to learn how to occupy themselves on their own.

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

Clothes

- Where do you buy most of your clothes? [Why?]
- How often do you buy new clothes for yourself? [Why?]
- How do you decide which clothes to buy? [Why?]
- Have the kinds of clothes you like changed in recent years? [Why?/Why not?]

PART 2

Describe an interesting discussion you had about how you spend your money.

You should say:

**who you had the discussion with
why you discussed this topic
what the result of the discussion was
and explain why this discussion was
interesting for you.**

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:***Money and young people**

Example questions:

- Why do some parents give their children money to spend each week?
- Do you agree that schools should teach children how to manage money?
- Do you think it is a good idea for students to earn money while studying?

Money and society

Example questions:

- Do you think it is true that in today's society money cannot buy happiness?
- What disadvantages are there in a society where the gap between rich and poor is very large?
- Do you think richer countries have a responsibility to help poorer countries?

Test 8

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

Cycle tour leader: Applicant enquiry

Example

Name: Margaret Smith

About the applicant:

- wants a **1** job
- will soon start work as a **2**
- has led cycle trips in **3**
- interested in being a leader of a cycling trip for families
- is currently doing voluntary work with members of a **4** club
- available for five months from the 1st of **5**
- can't eat **6**

Contact details:

- address: **27 7** Place, Dumfries
- postcode: **8**

Interview:

- interview at 2.30 pm on **9**
- will plan a short **10** about being a tour guide

SECTION 2 **Questions 11–20****Questions 11–14**

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

Visiting the Sheepmarket area

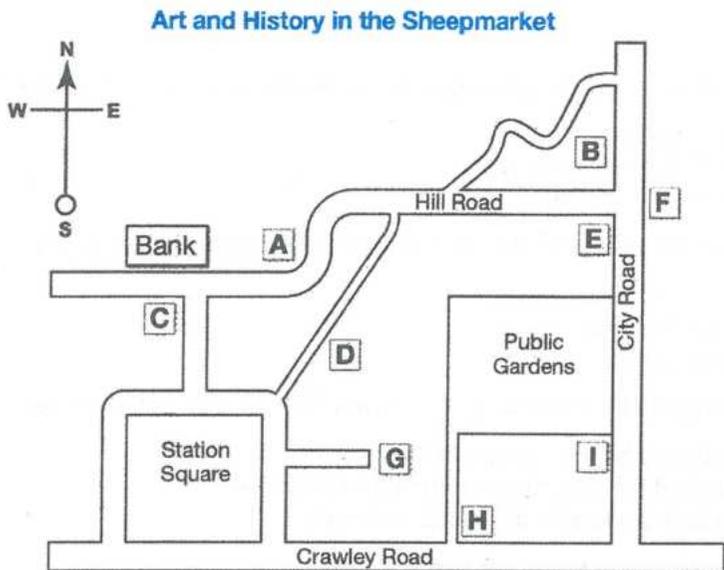
- 11** Which is the most rapidly-growing group of residents in the Sheepmarket area?
- A** young professional people
 - B** students from the university
 - C** employees in the local market
- 12** The speaker recommends the side streets in the Sheepmarket for their
- A** international restaurants.
 - B** historical buildings.
 - C** arts and crafts.
- 13** Clothes designed by entrants for the Young Fashion competition must
- A** be modelled by the designers themselves.
 - B** be inspired by aspects of contemporary culture.
 - C** be made from locally produced materials.
- 14** Car parking is free in some car parks if you
- A** stay for less than an hour.
 - B** buy something in the shops.
 - C** park in the evenings or at weekends.

Test 8

Questions 15–20

Label the map below.

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



- | | | |
|----|------------------------------|-------|
| 15 | The Reynolds House | |
| 16 | The Thumb | |
| 17 | The Museum | |
| 18 | The Contemporary Art Gallery | |
| 19 | The Warner Gallery | |
| 20 | Nucleus | |

SECTION 3 Questions 21–30

Questions 21–24

Complete the table below.

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

Presentation on film adaptations of Shakespeare's plays

Stages of presentation	Work still to be done
Introduce Giannetti's book containing a 21 of adaptations	Organise notes
Ask class to suggest the 22 adaptations	No further work needed
Present Rachel Malchow's ideas	Prepare some 23
Discuss relationship between adaptations and 24 at the time of making the film	No further work needed

Questions 25–30

What do the speakers say about each of the following films?

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

Comments

- A** clearly shows the historical period
- B** contains only parts of the play
- C** is too similar to another kind of film
- D** turned out to be unpopular with audiences
- E** presents the play in a different period from the original
- F** sets the original in a different country
- G** incorporates a variety of art forms

Films

- 25 *Ran*
- 26 *Much Ado About Nothing*
- 27 *Romeo & Juliet*
- 28 *Hamlet*
- 29 *Prospero's Books*
- 30 *Looking for Richard*

SECTION 4 Questions 31–40

Complete the notes below.

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

Noise in Cities

Past research focused on noise level (measured in decibels) and people's responses.

Noise 'maps'

- show that the highest noise levels are usually found on roads
- do not show other sources of noise, e.g. when windows are open or people's neighbours are in their **31**
- ignore variations in people's perceptions of noise
- have made people realize that the noise is a **32** issue that must be dealt with

Problems caused by noise

- sleep disturbance
- increase in amount of stress
- effect on the **33** of schoolchildren

Different types of noise

Some noises can be considered pleasant e.g. the sound of a **34** in a town

To investigate this, researchers may use methods from **35** sciences e.g. questionnaires

What people want

Plenty of activity in urban environments which are **36** , but also allow people to relax

But architects and town planners

- do not get much **37** in acoustics
- regard sound as the responsibility of engineers

Understanding sound as an art form

We need to know

- how sound relates to **38**
- what can be learnt from psychology about the effects of sound
- whether physics can help us understand the **39** of sound

Virtual reality programs

- advantage: predict the effect of buildings
- current disadvantage: they are **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–6.

Music Clubs

- A** Whitehay Youth Music is intended for anyone aged between 6 and 14 who is keen to perform in public. The club is limited to 30 members at any time, and we operate a waiting list for membership. Two concerts are performed every year, and every member takes part. Members must have reached at least an intermediate standard on their instrument. The group meets in the Jubilee Hall on Wednesday evenings during term time for rehearsals and for workshops in which members learn how to improve their playing.
- B** Whitehay Music Club brings together music lovers from around the district, for enjoyable evenings of food and music. We meet monthly in members' homes, and during the evening we have a buffet meal and listen to recordings of both well-known and not so well-known music. The music is preceded by a brief talk providing background information about the composers and the music. Every few months we organise a coach trip to a musical event within a radius of 50 km.
- C** Whitehay Philharmonic is an amateur orchestra, founded in 1954. Two or three times a year, it performs a wide range of music to large and appreciative audiences from the area, in the town's Jubilee Hall. New members are always welcome, and can take part in rehearsals, although there may not be room for everyone to perform in the concerts. Because the orchestra only partly finances its performances through ticket sales, members with marketing experience are particularly welcome, in order to build sales.
- D** Whitehay Music Society is primarily a fundraising group that organises a range of money-making activities – from street collections to seeking sponsorship from local businesses. The money raised is used to support professional musicians if, for example, illness prevents them from earning a living. As a member, you will receive a monthly newsletter describing our work, and containing details of concerts, operas and other performances, both locally and nationally. Everybody is welcome to join the society: children are particularly welcome, along with their parents.

Questions 1–8

Look at the four advertisements for music clubs in a town called Whitehay, **A–D**, on page 86.

For which club are the following statements true?

Write the correct letter, **A–D**, in boxes 1–8 on your answer sheet.

- 1 It needs members who can find ways of increasing audience numbers.
- 2 All its members perform in club concerts.
- 3 It distributes information about musical events to its members.
- 4 It requires its members to have reached a certain level as performers.
- 5 One of its aims is to introduce its members to music they may not be familiar with.
- 6 It helps children to develop their musical skills.
- 7 Its performances are popular with local people.
- 8 It helps people who are in financial need.

Read the text below and answer Questions 9–14.

Biological Research Institute

Welcome to the Biological Research Institute campus. We hope that your visit will be enjoyable and interesting. Please read the information below and comply with the instructions given.

On arrival, you should report to the Reception building by the main entrance gate, where you will be issued with a pass. This must be visible at all times during your visit to the campus.

If you are driving a vehicle, please inform Reception. They will contact Security, who will identify the area where you should park your car. Please ensure that you park it in the designated area. You must keep to the campus speed limit (10 mph) at all times. Cars are parked at the owner's risk.

For your own safety, please follow the instructions displayed on noticeboards around the campus, as well as all instructions issued by authorised personnel. Do not enter any restricted areas or touch any machinery or other equipment unless authorised. Visitors must be accompanied by their host at all times whilst on the campus.

Entry into certain areas requires the wearing of special clothing or equipment. This will be provided for you by your host, who will advise you on the appropriate protection for the areas you visit.

Unless your host has previously obtained permission from the Institute management, photography, whether still or video, is not permitted in any part of the campus.

Children under the age of 16 must be accompanied by an adult at all times, and should only be brought on campus if the Institute management has previously agreed to this. No nursery facilities are available for visiting children.

In the event of an accident, call 3333 and request the assistance of site first-aid personnel.

Questions 9–14

Complete the sentences below.

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

Write your answers in boxes 9–14 on your answer sheet.

- 9 If you come by car, will tell you where to park it.
- 10 Advice on can be seen on noticeboards.
- 11 You will need to obtain authorisation before touching equipment such as
- 12 Permission from the management is required if you want to do any kind of
- 13 The Institute does not provide a for children visiting the campus.
- 14 You should phone 3333 if any kind of occurs.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Negotiating a better salary package for your new job

If you make it through the recruitment interview, a job offer may be just around the corner and you face having to talk about the nitty-gritty: your financial value.

Although many graduate training schemes have set starting salaries, there are loads of other jobs where you'll need to exercise your negotiating skills. If you're offered a job, it's because the organisation sees you as a valuable asset and you should try to set your level of remuneration accordingly.

There are no general rules about how and when to conduct your negotiation but being sensitive to the culture of the organisation is essential. There are also some practical steps you can take to position yourself sensibly. Familiarise yourself with the company itself, as well as the range of salaries on offer. Doing careful research in this way prior to starting negotiations is very valuable. You can look at the range of packages offered for comparable jobs in adverts on the internet, or ask for advice from people you know professionally or personally. You could also approach a local Training and Enterprise Council. Finally, if you're a member of a union, they will have information on acceptable salary ranges for your profession.

If the salary offered is less than you'd hoped for, you could negotiate an early pay review instead, say after the first six months. Ensure that the criteria are clearly set out though, and that they're included in your contract.

Make sure you check out the salary package, not just the number of zeroes on your payslip. You may find that the total package of pay and benefits raises the worth of the salary to an acceptable level. For instance, you may be offered private health cover, a non-contributory pension, a car to use for work purposes and/or significant bonuses. When bonuses are mentioned, you may want to discuss the basis on which they're paid, so that you're absolutely clear about the terms and conditions attached. When negotiating, be persuasive and consistent in your arguments but be prepared to agree to a compromise if you really want the job.

If your negotiations are successful, ask for the agreed terms and conditions to be confirmed in writing ASAP.

Questions 15–20

Complete the sentences below.

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

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

- 15 When negotiating a salary, potential employees should take advantage of the company's view of them as a useful
- 16 When negotiating a salary it is important to be aware of the company's particular
- 17 Some people use the to monitor salaries offered for similar positions.
- 18 People who belong to a can ask for recommendations on what is the norm for payment in their field.
- 19 Some people try to arrange for a of their salary to be carried out after an initial period.
- 20 It is important to be willing to accept a if the negotiations are getting nowhere.

Read the text on pages 92 and 93 and answer Questions 21–27.

How to run a successful project

A project manager's main task is to bring a particular project to completion, both on time and within budget. There are many factors that can cause a project to veer off its tracks, but steps can be taken to ensure that your project experiences as little disruption as possible.

1. Prepare the framework

If you get everything down in writing at the beginning of the project, you have an excellent foundation to build upon. Change is inevitable, but you have to maintain control. This is critical to avoid problems of 'scope creep', which is when the company paying for the project asks for 'just one more little thing' repeatedly, until the project becomes unmanageable.

2. Select the team

Gather your human resources, and make sure that their skills align with their roles. This is an important first step: if you assign the wrong person to a task, you are reducing your chances of success.

Make sure each team member is clear on what is expected from them and when. Encourage them to ask questions to clarify anything that may be uncertain, and to always come to you whenever something seems to be out of place or going wrong. Clear communication is critical.

Make sure the whole team and the client company grasp the project's limitations in terms of its achievable outcomes. You can finish a task successfully and on time as long as expectations are reasonable.

3. Staying on track

How can you know if your project is going to be successful if you don't have any way of measuring success? You will need interim milestones, especially for a long-term project, so that you can determine if you are staying on track or straying from the project's goals.

4. Manage project risks

Hopefully you have defined the more likely risks up front during the project preparation, so you should now put contingency plans in place for certain occurrences. If you can see when a risk is imminent, you can take preventive action to avoid it, but be ready to halt a project if the risk becomes unacceptable.

5. Evaluate the project

Once a project has been completed, it's important to write a report, even if it is only for internal purposes. You can pinpoint what went right or wrong, determine what could have been done differently, and establish the best practices for use in future undertakings.

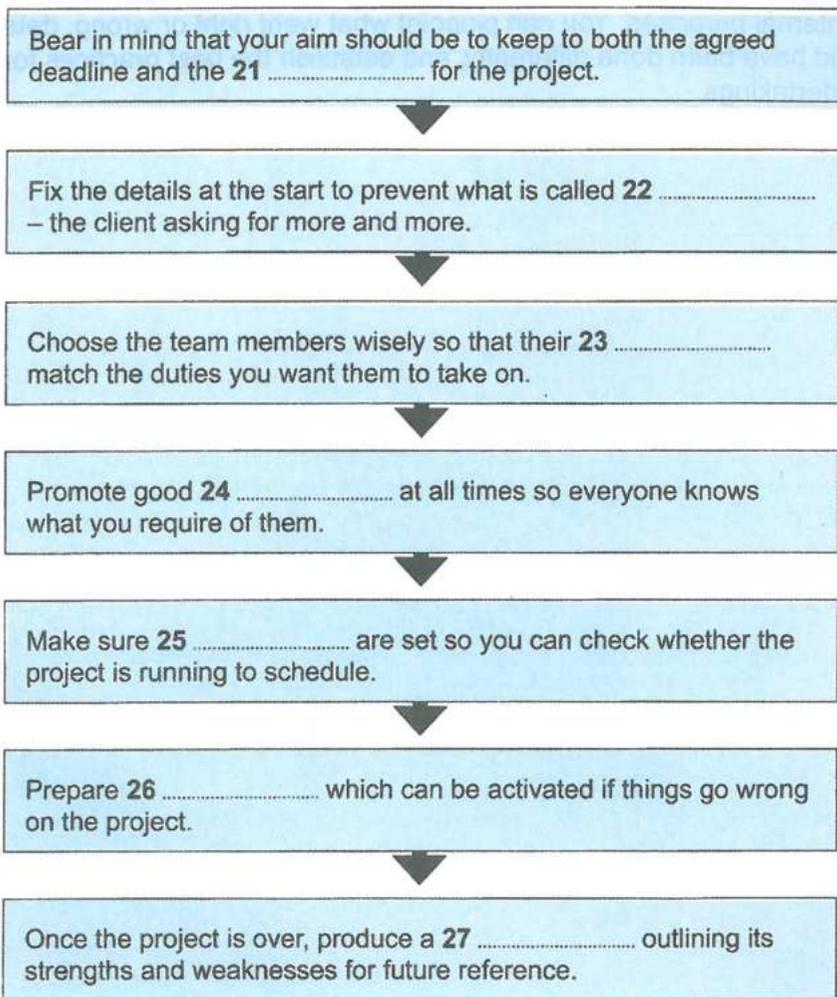
Questions 21–27

Complete the flow-chart below.

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

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

How to run a successful project



SECTION 3 **Questions 28–40**

Read the text on pages 95 and 96 and answer Questions 28–40.

Mass appeal of the manta rays

- A** I am underwater, face to face with a large flat fish which I recognise immediately as being a manta ray. For an instant I look straight into its gaping mouth and see the row of small, flattened teeth in its lower jaw. Close on its tail comes another manta ray, and another and another. The manta rays are unaffected by my being there, cruising past in a leisurely fashion without seeming to expend any great effort.
- B** From above, the manta rays are great black silhouettes that fishermen called 'devil fish', because of the curious horn-like fins hanging down near their mouths. But looking into their eyes you get a sense of their peaceful nature. Unlike stingrays, mantas don't have venomous spines in their tails, and unlike many fish species they seem to enjoy human company. Once, over-enthusiastically, I swim towards a manta. I am just a few inches away when it senses me. To my surprise, the whole fish twitches in alarm and shoots off, perhaps fearing that I will touch it. I feel ashamed to have given it a fright.
- C** I have come to Hanifaru, a small lagoon next to an uninhabited island in the Maldives, especially to see manta rays. These great harmless creatures congregate here during the south-west monsoons between May and November and, if the tides and winds are right, enter a shallow cul-de-sac in the reef to hunt for plankton, their main source of nutrition. On certain days the bay can attract more than 100 mantas. I have seen many manta rays on dives around the world, though not in these numbers.
- D** Guy Stevens is my guide, a British marine biologist who has been studying the mantas for the past five years. Based at the nearby Four Seasons resort, he has identified more than 2,000 individual manta rays, photographing and cataloguing them according to their distinctive skin patterns. Each day we make the 40-minute boat journey from the resort to Hanifaru. Feeding events, as Guy calls them, are never guaranteed, but, during the season, hotel guests can sign up for 'manta alerts'. If Guy and his research assistants spot significant manta activity, the guests will be brought by fast speedboat to the lagoon to snorkel. When feeding, the mantas of Hanifaru tend to stay near the surface, making them accessible to snorkellers just as much as divers. They seem not to mind the human competition in this quite small space, and indeed they are often joined by other rays and even giant whale sharks, which feed on the same plankton.

- E Word among the diving community about the possibility of finding a mass of manta rays at Hanifaru has slowly been spreading over the past year. Outside the shallow lagoon I can see five large safari boats – live-aboard cruisers that take divers around the best underwater sites in the Maldives. It is something that Guy has been monitoring closely. ‘Word is out that Hanifaru is a top manta spot,’ he explains, ‘and although the government has declared the bay a “protected area”, we still don’t have any regulations in force to limit the number of people in the water at any one time.’
- F During my stay, the resort received a visit from the then-president of the Maldives, Mohamed Nasheed. Since coming to power in 2008, he had made his interest in the marine environment and concerns about climate change well known. In 2009 he held an underwater cabinet meeting, urging other world leaders to act decisively to combat climate change. The protection of wildlife areas such as Hanifaru was clearly one of his objectives, and I asked him why he took such an interest. ‘Maldivians have lived with the reefs and their fish life since long before there were tourists,’ he said. ‘And while tourist dollars are good for our country, the sea and its produce are even more vital to my people. I have to balance what tourists want to see with preserving the marine environment – and in some cases, like Hanifaru, those objectives coincide.’
- G On several dives I am lucky enough to get close to the mantas, sometimes at underwater ‘cleaning stations’. Here, the mantas come in small numbers, or individually, to pause above a coral outcrop and wait while small fish pick at their skin, removing parasites. Adapted for fast swimming with their flattened bodies, they can accelerate rapidly with a twitch of their wings. They gaze at human swimmers with a kind of knowing calm, something people often remark on when they try to capture the emotion they experience after seeing them. ‘The manta rays have the biggest brain of any fish,’ Guy explains, ‘and some manta researchers are convinced that mantas can recognise individual people underwater.’
- H I return to the lagoon over the course of several days and learn more from Guy about his hopes for the future. ‘People can visit this place, but I want to be sure that they don’t harass the mantas by touching them or crowding them out while they’re feeding. We’re working to get a full-time ranger station and some kind of permit system to limit the number of boats that can enter the lagoon each day.’

Questions 28–30

The text on pages 95 and 96 has 8 paragraphs, **A–H**.

Which paragraph mentions the following?

Write the correct letter, **A–H**, in boxes 28–30 on your answer sheet.

- 28** a record that is being kept of manta rays in the area
29 something that the writer regrets
30 the reason for the writer's visit

Questions 31–36

Do the following statements agree with the information given in the text on pages 95 and 96?

In boxes 31–36 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

- 31** It is difficult to distinguish one manta ray from another.
32 For hotel guests, viewing manta rays feeding has to be arranged at short notice.
33 The manta rays appear to object to the presence of people in the water while they are feeding.
34 Guy Stevens is concerned about the increasing interest in Hanifaru.
35 Mohamed Nasheed succeeded in persuading certain other countries to take steps to protect the environment.
36 A procedure has now been established to control the number of visitors.

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.

The manta ray

During certain times of year, depending on the weather conditions and the tides, manta rays collect to look for **37** to feed on. They eat the same food as other species, such as giant whale sharks. As for keeping clean, they are kept free from **38** by smaller fish.

Manta rays have certain characteristics which make them good swimmers; they use their **39** to get up speed and they have flattened bodies, which help them to move quickly through the water. The nature of the manta's **40** is of particular interest to scientists.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

There have been several complaints about the reception area where visitors to your company arrive. Your manager has asked you to suggest how the reception area could be improved.

Write a letter to your manager. In your letter

- **describe the complaints that have been made**
- **say why the reception area is important**
- **suggest how the reception area could be improved**

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:

In recent years, many small local shops have closed because customers travel to large shopping centres or malls to do their shopping.

Is this a positive or a negative development?

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Art

- Did you enjoy doing art lessons when you were a child? [Why?/Why not?]
- Do you ever draw or paint pictures now? [Why?/Why not?]
- When was the last time you went to an art gallery or exhibition? [Why?]
- What kind of pictures do you like having in your home? [Why?]

PART 2

Describe a time when you visited a friend or family member at their workplace.

You should say:
who you visited
where this person worked
why you visited this person's workplace
and explain how you felt about visiting this person's workplace.

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 kinds of workplaces***Example questions:*

What things make an office comfortable to work in?

Why do some people prefer to work outdoors?

Do you agree that the building people work in is more important than the colleagues they work with?

The importance of work*Example questions:*

What would life be like if people didn't have to work?

Are all jobs of equal importance?

Why do some people become workaholics?

Listening and Reading Answer Keys

TEST 5

LISTENING

Section 1, Questions 1–10

- 1 mountains
- 2 horse
- 3 garden(s)
- 4 lunch
- 5 map
- 6 experience
- 7 Ratchesons
- 8 helmet
- 9 shops
- 10 267

Section 2, Questions 11–20

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

Section 3, Questions 21–30

- 21 B
- 22 C
- 23 C
- 24 budget
- 25 employment
- 26 safety
- 27 insurance
- 28 diary
- 29 database
- 30 museum

Section 4, Questions 31–40

- 31 damage
- 32 side effects
- 33 bridge
- 34 confusion
- 35 smartphone
- 36 resources
- 37 unnecessary/not necessary
- 38 chocolate bar
- 39 problem
- 40 market share

If you score ...

0–15	16–24	25–40
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

Reading Passage 1, Questions 1–14

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

Reading Passage 2, Questions 15–27

- 15 research
- 16 survey
- 17 mix
- 18 updates
- 19 information

- 20 reputation
- 21 self(-)employed
- 22 average
- 23 agreement
- 24 checks
- 25 train
- 26 freedom
- 27 congestion

Reading Passage 3, Questions 28–40

- 28 myths
- 29 levers
- 30 tools
- 31 F
- 32 E
- 33 B
- 34 D
- 35 A
- 36 palace
- 37 trades
- 38 water
- 39 techniques
- 40 children

If you score ...

0–19	20–31	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 6

LISTENING

Section 1, Questions 1–10

- 1 2.45
 2 band
 3 play
 4 scientist
 5 river
 6 grandparents
 7 Handsworth
 8 traditional
 9 outdoor
 10 logo

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 bullying
 32 superiority
 33 personality
 34 structural
 35 absence
 36 confidence
 37 visions
 38 democratic
 39 respect
 40 mediator

If you score ...

0–16	17–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

READING

Reading Passage 1, Questions 1–14

- 1 booklet
- 2 checklist
- 3 website
- 4 value
- 5 (provide) photograph(s) / photos
- 6 (original) packaging
- 7 sender
- 8 A
- 9 F
- 10 D
- 11 B
- 12 E
- 13 D
- 14 E

Reading Passage 2, Questions 15–27

- 15 indoor (staff/employees)
- 16 3 weeks/three weeks
- 17 maternity (leave)
- 18 5 years/five years
- 19 pension(s)

- 20 (registered) psychologists
- 21 (written) contract
- 22 qualifications/courses
- 23 outline/term
- 24 (prior) coursework
- 25 (employer's) workforce
- 26 journey workers
- 27 location

Reading Passage 3, Questions 28–40

- 28 vi
- 29 ix
- 30 vii
- 31 iii
- 32 ii
- 33 iv
- 34 viii
- 35 integrated
- 36 competition
- 37 hovercraft(s)
- 38 piers
- 39 tunnel
- 40 concrete

If you score ...

0–20	21–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 7

LISTENING

Section 1, Questions 1–10

- 1 travel/travel(l)ing
- 2 history
- 3 study
- 4 teenagers
- 5 kitchen
- 6 crime
- 7 appointment/booking
- 8 sugar
- 9 stamps
- 10 parking

Section 2, Questions 11–20

11&12 IN EITHER ORDER

- D
E

13&14 IN EITHER ORDER

- A
C
15 C
16 B
17 A
18 stress
19 weight
20 families

Section 3, Questions 21–30

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

Section 4, Questions 31–40

- 31 insects
32 behaviour/behavior
33 father
34 complex/complicated
35 reproduction/breeding
36 control
37 duck(s)
38 language
39 food
40 cost(s)/price(s)/bill(s)

If you score ...

0–15	16–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

READING

Reading Passage 1, Questions 1–14

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

Reading Passage 2, Questions 15–27

- 15 contribution
16 sick
17 loans
18 parents
19 policies/schemes

- 20 parking
21 holidays
22 retain
23 targets
24 commission
25 senior
26 meetings/letters
27 women

Reading Passage 3, Questions 28–40

- 28 vi
29 iv
30 ii
31 viii
32 v
33 vii
34 iii
35 A
36 C
37 B
38 glaciers
39 birds
40 oxygen

If you score ...

0–22	23–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 8

LISTENING

Section 1, Questions 1–10

- 1 temporary
- 2 doctor
- 3 Africa
- 4 youth
- 5 May
- 6 cheese
- 7 Arbutnot
- 8 DG7 4PH
- 9 Tuesday
- 10 talk/presentation

Section 2, Questions 11–20

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

Section 3, Questions 21–30

- 21 classification
- 22 worst
- 23 slides
- 24 issues
- 25 F
- 26 A
- 27 E
- 28 C
- 29 G
- 30 B

Section 4, Questions 31–40

- 31 garden(s)
- 32 political
- 33 work/study
- 34 fountain
- 35 social
- 36 lively
- 37 training
- 38 culture
- 39 nature
- 40 silent

If you score ...

0–15	16–24	25–40
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

Reading Passage 1, Questions 1–14

- 1 C
- 2 A
- 3 D
- 4 A
- 5 B
- 6 A
- 7 C
- 8 D
- 9 security
- 10 safety
- 11 machinery
- 12 photography
- 13 nursery
- 14 accident

Reading Passage 2, Questions 15–27

- 15 asset
- 16 culture
- 17 internet
- 18 union
- 19 review

- 20 compromise
- 21 budget
- 22 scope creep
- 23 skills
- 24 (clear) communication
- 25 (interim) milestones
- 26 (contingency) plans
- 27 report

Reading Passage 3, Questions 28–40

- 28 D
- 29 B
- 30 C
- 31 FALSE
- 32 TRUE
- 33 FALSE
- 34 TRUE
- 35 NOT GIVEN
- 36 FALSE
- 37 plankton
- 38 parasites
- 39 wings
- 40 brain

If you score ...

0–23	24–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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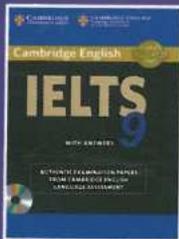
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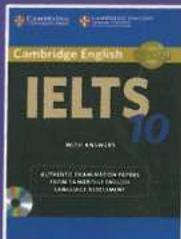
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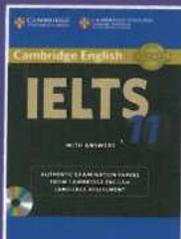
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