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IELTS 13

GENERAL TRAINING

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS

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Test 1

LISTENING

SECTION 1 Questions 1–10

Complete the table below.

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

COOKERY CLASSES

Cookery Class	Focus	Other Information
<i>Example</i> The Food <i>Studio</i>	how to 1 and cook with seasonal products	<ul style="list-style-type: none">• small classes• also offers 2 classes• clients who return get a 3 discount
Bond's Cookery School	food that is 4	<ul style="list-style-type: none">• includes recipes to strengthen your 5• they have a free 6 every Thursday
The 7 Centre	mainly 8 food	<ul style="list-style-type: none">• located near the 9• a special course in skills with a 10 is sometimes available

SECTION 2 Questions 11–20

Questions 11–13

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

Traffic Changes in Granford

- 11** Why are changes needed to traffic systems in Granford?
- A** The number of traffic accidents has risen.
 - B** The amount of traffic on the roads has increased.
 - C** The types of vehicles on the roads have changed.
- 12** In a survey, local residents particularly complained about
- A** dangerous driving by parents.
 - B** pollution from trucks and lorries.
 - C** inconvenience from parked cars.
- 13** According to the speaker, one problem with the new regulations will be
- A** raising money to pay for them.
 - B** finding a way to make people follow them.
 - C** getting the support of the police.

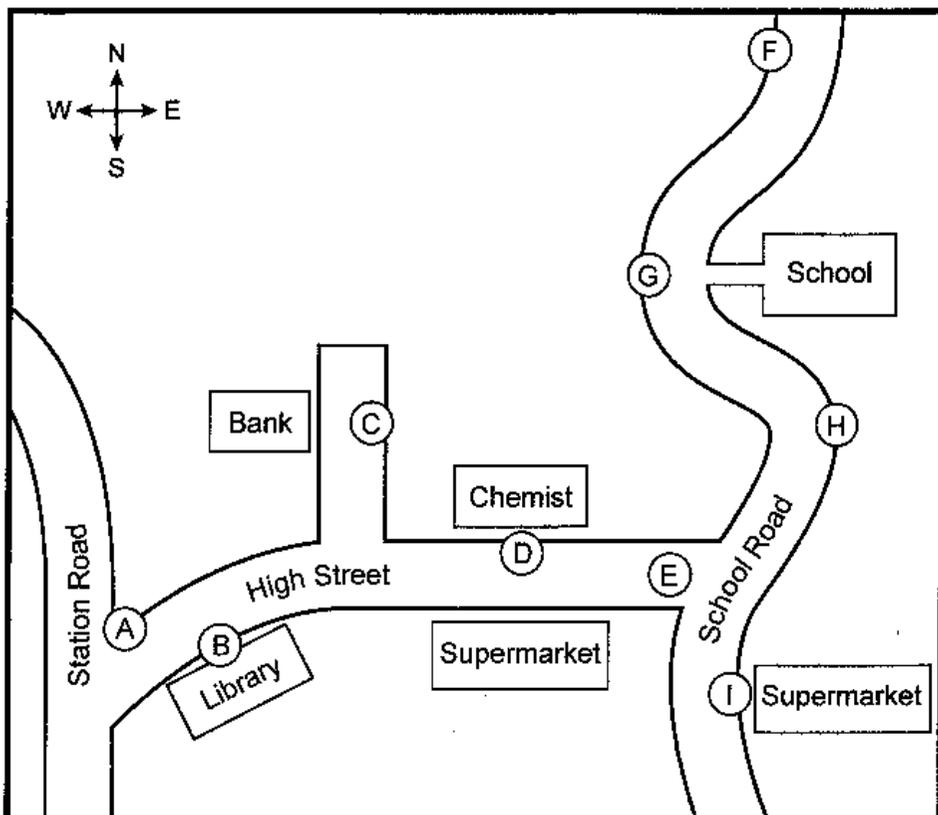
Test 1

Questions 14–20

Label the map below.

Write the correct letter, A–I, next to Questions 14–20.

Proposed traffic changes in Granford



- 14 New traffic lights
- 15 Pedestrian crossing
- 16 Parking allowed
- 17 New 'No Parking' sign
- 18 New disabled parking spaces
- 19 Widened pavement
- 20 Lorry loading/unloading restrictions

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

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

- 21** Why is Jack interested in investigating seed germination?
- A** He may do a module on a related topic later on.
 - B** He wants to have a career in plant science.
 - C** He is thinking of choosing this topic for his dissertation.
- 22** Jack and Emma agree the main advantage of their present experiment is that it can be
- A** described very easily.
 - B** carried out inside the laboratory.
 - C** completed in the time available.
- 23** What do they decide to check with their tutor?
- A** whether their aim is appropriate
 - B** whether anyone else has chosen this topic
 - C** whether the assignment contributes to their final grade
- 24** They agree that Graves' book on seed germination is disappointing because
- A** it fails to cover recent advances in seed science.
 - B** the content is irrelevant for them.
 - C** its focus is very theoretical.
- 25** What does Jack say about the article on seed germination by Lee Hall?
- A** The diagrams of plant development are useful.
 - B** The analysis of seed germination statistics is thorough.
 - C** The findings on seed germination after fires are surprising.

Test 1

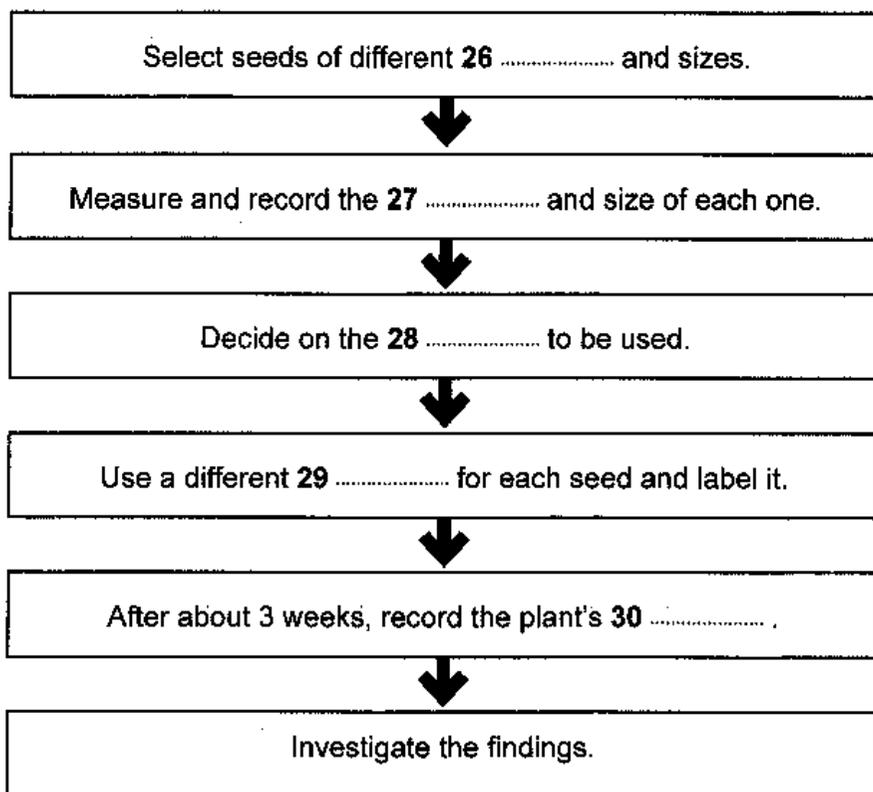
Questions 26–30

Complete the flow-chart below.

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

A container	B soil	C weight	D condition
E height	F colour	G types	H depths

Stages in the experiment



SECTION 4 Questions 31–40

Complete the notes below.

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

Effects of urban environments on animals

Introduction

Recent urban developments represent massive environmental changes. It was previously thought that only a few animals were suitable for city life, e.g.

- the 31 – because of its general adaptability
- the pigeon – because walls of city buildings are similar to 32

In fact, many urban animals are adapting with unusual 33

Recent research

- Emilie Snell-Rood studied small urbanised mammal specimens from museums in Minnesota.
 - She found the size of their 34 had increased.
 - She suggests this may be due to the need to locate new sources of 35 and to deal with new dangers.
- Catarina Miranda focused on the 36 of urban and rural blackbirds.
 - She found urban birds were often braver, but were afraid of situations that were 37
- Jonathan Atwell studies how animals respond to urban environments.
 - He found that some animals respond to 38 by producing lower levels of hormones.
- Sarah Partan's team found urban squirrels use their 39 to help them communicate.

Long-term possibilities

Species of animals may develop which are unique to cities. However, some changes may not be 40

READING

SECTION 1 **Questions 1–14**

Read the text below and answer Questions 1–7.

THE BEST SUITCASES

A Briggs and Riley Weekender

A weekend suitcase that's sophisticated and unusually spacious for its type. The strong nylon outer fabric is water and abrasion resistant, so it should handle any knocks without showing signs of damage.

B Mulberry Scotchgrain

Trimmed in brown leather, with gold details, this bag from the renowned fashion house is a truly indulgent buy. If you're investing this much in a suitcase then you'd better be planning an amazing holiday to go with it.

C Rimova Salsa

A design you can trust, this case is built from super light polycarbonate and is incredibly solid. The built-in combination lock offers state-of-the-art security so you can travel with peace of mind.

D Tripp Holiday

Simple and affordable, the Tripp range offers a great selection of tough cases. They also come in a huge range of cheerful colours that should go with anything you choose to put on, and you'll definitely be able to spot it on the luggage carousel at the airport.

E Eastpak Tranverz Holdall

For those who want something in between an annual holiday suitcase and a weekend bag, this is a fantastic compromise. With two wheels and a telescopic handle, the bag is guaranteed for 30 years. Did we mention it also comes in colourful leopard print?

F Herschel Parcel

From the brand behind some of today's most popular rucksacks, this suitcase really is a delight. Custom printed, with Herschel's signature leather toggles this well-crafted case is as cool, stylish and up to date as they come.

G The Diplomat

Travel in style with this beautiful suitcase that goes back to the days when trains ran on steam and air travel was leisurely. The leather case, part of the Steamline Luggage range, features roller wheels and a metal frame to hold it in shape.

Questions 1–7

Look at the seven reviews of suitcases, **A–G**, on page 16.

For which suitcase are the following statements true?

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

NB You may use any letter more than once.

- 1 This suitcase is for those who wish to purchase expensive luggage.
- 2 This suitcase is the right one for people who like to follow the latest fashion.
- 3 It is easy to choose one of these suitcases to match most clothing.
- 4 The manufacturer is confident that this suitcase will last a long time.
- 5 Items in this suitcase will not be affected if it gets wet.
- 6 This suitcase is of a useful, medium size.
- 7 Those who want to be reminded of an earlier age of travel will like this suitcase.

Read the text below and answer Questions 8–14.

THE OXFORD SCHOOL OF DRAMA

One-Year Acting Course

This is an intensive course which is designed for those who have completed their academic studies and have some theatre or film experience already. In order to be accepted you should be a high achiever, knowledgeable about the industry and determined to succeed.

Term One: Technical classes in acting, voice, movement, applied movement and characterisation, music, singing, film, radio and professional development. The term finishes with an internal production given for tutors and students.

Term Two: All technical classes continue from term one. There is an internal performance of a one-act play, the recording of an audio showreel at a professional studio and the Showcase Drama in front of an invited audience including casting directors and agents.

Term Three: Technical classes continue with additional focus on audition technique, workshops and masterclasses. This term includes a public performance of a play outdoors in the grounds of Blenheim Palace, and the chance to act a short film recorded on location by a professional crew.

How to Apply

Entry to The Oxford School of Drama is by audition only and there are no academic requirements for any of our courses.

Once we have received your application form and audition fee, we will email you with a date for your audition and further details about what to expect when you are here.

For your initial audition, you will need to prepare two contrasting speeches from plays, lasting no longer than two minutes. There will also be some group work for which you will need to wear loose, comfortable clothing.

If you are applying from overseas, you will be able to submit your first audition by means of DVD, YouTube or link to a secure website. You will be invited to submit this once we have received your application form and audition fee. If you are successful in your first audition, you will be invited to attend future auditions here at the school. The school will provide a free bus from central Oxford for those attending auditions.

Questions 8–14

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

In boxes 8–14 on your answer sheet, write

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

- 8 Students can begin the one-year course without any previous involvement in acting.
- 9 Students will act in a performance in front of their classmates at the end of the first term.
- 10 Family members may attend a performance during the second term.
- 11 Students are required to make a film on their own in the last term of the course.
- 12 In their first audition, candidates perform speeches they have worked on in advance.
- 13 The Oxford School of Drama will send candidates details of local accommodation.
- 14 Overseas candidates can do all their auditions via a digital link.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

BORDER CROSSING FOR COMMERCIAL VEHICLES

This Border Crossing Guide is designed for drivers and motor carriers operating commercial vehicles at Michigan's international border crossings. This information will help you cross the border from the US into Canada, and from Canada into the US.

Your first point of contact at the border consists of Primary Inspection. The best way to clear customs at Primary Inspection is to make sure Customs gets information about your shipment before you set off, using the Pre-Arrival Processing System (PAPS). When using this you need to provide information about your shipment, and you also need to send proof of a current annual inspection for your vehicle, tractor and trailer.

Before you arrive at the border, make sure you have all your paperwork up to date and ready to present at Primary Inspection. You'll need a photo ID in addition to your birth certificate or passport. Drivers must also turn on interior cab lights and open all interior drapes or blinds to sleeper areas for easy inspection.

If all of your paperwork is in order and was processed ahead of time, you will be released at the primary lane and this may be your only stop. If you are not a Canadian or US citizen, a visa is obligatory and you will also be required to complete an I-94 card. I-94 cards are available only at border crossings into the United States. Drivers who clear customs at Primary Inspection will be instructed to report to Immigration to fill out the I-94 card and receive verbal clearance from a US official to proceed into the United States. The charge for the I-94 card is \$6.

If your paperwork is not in order, you will be directed to Secondary Inspection. When you get there, look for the signs for Truck Inspection and follow these.

Questions 15–20

Complete the flow-chart below.

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

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

Procedure for border crossing

Before setting off

To speed up the border crossing, use PAPS.

For this, send your **15** details and current vehicle inspection documents.

Before arriving at the border

Check that documents such as **16** and birth certificate/passport are ready for inspection.

Make sure the **17** are on inside the vehicle.

Check that the **18** in the vehicle can be easily seen.

At the border (Primary Inspection)

This may be the only stop if paperwork is in order.

Non US/Canadian citizens must have a visa, and go to the **19** area to complete an I-94 card (there is a small **20** for this) and to receive verbal clearance.

At the border (Secondary Inspection)

If there is a problem with paperwork, you will be sent to Truck Inspection.

Read the text below and answer Questions 21–27.

Appendix: Dealing with absence in the workplace

This appendix considers how to handle problems of absence and gives guidance about authorised and unauthorised absence of employees from work.

The organisation should be aware of the rights of employees and in particular the requirements of the Equality Act 2010 when making any decisions about absences of employees who are disabled. In these cases the employer should consider what reasonable adjustments could be made in the workplace to help the employee. This might be something as simple as supplying an appropriate chair for the use of the employee. In cases where an employee suffers from an allergy caused by something in the workplace, the employer should consider remedial action or a transfer to alternative work.

If the absence is because of temporary difficulties relating to dependants, the employee may be entitled to have time off under the provisions of the Employment Rights Act 1996. In cases where the employee has difficulty managing both work and home responsibilities, employees have the right to request flexible ways of working, such as job-sharing, and employers must have a good business reason for rejecting any such application.

Employers should investigate unexpected absences promptly and the employee should be asked for an explanation at a return-to-work interview. In order to show both the employee concerned and other employees that absence is regarded as a serious matter and may result in dismissal, it is very important that persistent absence is dealt with firmly and consistently. Records showing lateness and the duration of and explanations for all spells of absence should be kept to help monitor levels of absence or lateness. If the employer wishes to contact the employee's doctor for more information about a medical condition, he or she must notify the employee in writing that they intend to make such an application and they must secure the employee's consent in writing. Consideration should be given to introducing measures to help employees, regardless of status or seniority, who may be suffering from stress. The aim should be to identify employees affected and encourage them to seek help and treatment.

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.

Absence in the workplace

Employees' rights

- help with issues related to disabilities, e.g. provision of a suitable **21**
- provision of arrangements to deal with any work-related **22**
- time off work to deal with short-term problems of **23**
- possibility of arrangements that are **24** to help with domestic responsibilities

Recommendations to employers

- make it clear that absence is a possible reason for **25**
- ask employees for consent before contacting their **26**
- identify employees affected by **27** and provide support

SECTION 3 Questions 28–40

Questions 28–36

The text on pages 25 and 26 has nine paragraphs, **A–I**.

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

Write the correct number, i–xi, in boxes 28–36 on your answer sheet.

- | List of Headings | |
|-------------------------|---|
| i | Various sources of supplies |
| ii | The effects of going outside |
| iii | Oymyakon past and present |
| iv | A contrast in the landscape |
| v | Animals that can survive the cold |
| vi | How Oymyakon is affected by its location |
| vii | Keeping out the cold |
| viii | Not the only challenging time of the year |
| ix | Better than its reputation |
| x | Very few facilities in buildings |
| xi | More snow than anywhere else in the world |

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

A visit to Oymyakon, the world's coldest town

- A** You don't need a sat nav to drive to Oymyakon. From Yakutsk you cross the Lena River and simply follow the M56 almost all of the way before taking a left at Tomtor for the final few kilometres. The journey takes two days of hard driving; two days of glistening landscapes, frozen rivers and untouched snow; two days of endless forest and breathtaking beauty; two days to penetrate the heart of Siberia and reach the coldest inhabited place on Earth. The beauty surprised me. Siberia isn't known for its pleasant appearance. It's always billed as a place of hardship. But for hour after hour, the wintry wonderland was bathed in a crisp, clean sunshine, presenting a continuous panorama of conifer trees wreathed in silence and snow.
- B** As we left the flat plain, the road began to twist and turn, leading us into untouched hills and on towards the Verkhoyansk Mountains. Beneath their snow-clad peaks, the slopes became steeper and the valleys deeper. Down in a valley, we stopped to look at a hot spring beside the road. It was immediately obvious against the snow – a spot shrouded in heavy mist. Trees emerged from the strange haze as ghostly silhouettes.
- C** Despite the magical ambience of the Siberian wilderness, its reputation for hardship hit me every time I climbed out of the vehicle. Within less than a minute, the skin all over my face began to feel as if it were burning. If I wasn't wearing my two sets of gloves, I rapidly lost the feeling in my fingertips. I learned very quickly not to draw too deep a breath because the shock of the cold air in my lungs invariably set me off on an extended bout of coughing. Siberia in winter is a world barely fit for human habitation. This is a place of such searing cold that it bites through multiple layers of clothing as if they aren't there.
- D** Oymyakon is a quiet little town – the world's coldest – of about 550 inhabitants, with its own power station, a school, two shops and a small hospital. It probably originated as a seasonal settlement where reindeer herders spent the summer on the banks of the Indigirka River.
- E** The temperature when I arrived was -45°C – not particularly cold, I was informed. A number of factors combine to explain Oymyakon's record low temperatures. It is far from the ocean, with its moderating effect on air temperature. In addition, the town sits in a valley, below the general level of the Oymyakon Plateau, which, in turn, is enclosed on all sides by mountains up to 2,000 metres in height. As the cold air sinks, it accumulates in the valley, with little wind to disturb it. Oymyakon's average temperature in January is -50°C . Lower temperatures have been recorded in Antarctica, but there are no permanent inhabitants there.

Test 1

- F** Day-to-day life in Oymyakon presents certain challenges during the long winters. There are hardly any modern household conveniences. Water is hacked out of the nearby river as great chunks of ice and dragged home on a sledge. The giant ice cubes are stacked outdoors and carried into the house one at a time to melt when needed. The lack of running water also means no showers or baths, or indeed flushing toilets. Since 2008, the town's school has enjoyed the luxury of indoor toilets, however. It's one of the small number of civic buildings in the centre of town that are linked to the power station.
- G** The power station provides winter heating in the form of hot water, but many houses lie outside its range and rely on their own wood-burning stove. Fuel is plentiful enough in the surrounding forest, but someone still has to venture out to cut the wood. Everybody in Oymyakon owns good boots, a hat made of animal fur and fur-lined mittens. The boots are usually made from reindeer hide, which is light but keeps your feet very warm – the individual hairs are hollow, like a thin tube with air inside. Since air is a poor conductor of heat, the skin makes excellent winter footwear, and felt soles give added insulation. Hats come in a variety of furs, including fox, raccoon, sable and mink.
- H** Oymyakon's two shops keep a decent stock of basic foods in tins and packets, but locals also have do-it-yourself options, including hunting, trapping, ice-fishing, reindeer-breeding and horse-breeding. Indeed, being self-sufficient runs in the blood in Siberia. The Oymyakon diet relies heavily on meat for its protein, a primary source of energy in the prolonged winter. Unsurprisingly, given the weather, everyone eats heartily in Oymyakon. A typical meal I was offered consisted of a thick horse soup and huge piles of horse meatballs, all washed down with cloudberry cordial.
- I** Spring is the best season here, I'm told. The snow melts, the river flows once more and the forest is full of wild flowers. But it's short. In the summer Oymyakon can be uncomfortably hot. Much of the forest becomes boggy, so mosquitoes are a constant presence. Oymyakon's climate certainly wouldn't suit me, but residents I spoke to said they wouldn't live anywhere else.

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.

Why Oymyakon gets so cold

Oymyakon is a long way from any 37 which would prevent the temperature from falling so low. The town is located in a 38 within a plateau surrounded by 39 Because there is not much 40 , cold air collects in the town.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You work for an international company, and would like to spend six months working in its head office in another country.

Write a letter to your manager. In your letter

- *explain why you want to work in the company's head office for six months*
- *say how your work could be done while you are away*
- *ask for his/her help in arranging it*

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 some areas of the US, a 'curfew' is imposed, in which teenagers are not allowed to be out of doors after a particular time at night unless they are accompanied by an adult.

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

Television programmes

- Where do you usually watch TV programmes/shows? [Why?/Why not?]
- What's your favourite TV programme/show? [Why?]
- Are there any programmes/shows you don't like watching? [Why?/Why not?]
- Will you will watch more or fewer TV programmes/shows in the future? [Why?/Why not?]

PART 2

Describe someone you know who has started a business.

You should say:

who this person is

what work this person does

why this person decided to start a business

and explain whether you would like to do the same kind of work as this person.

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:

Choosing work

Example questions:

What kinds of jobs do young people not want to do in your country?

Who is best at advising young people about choosing a job: teachers or parents?

Is money always the most important thing when choosing a job?

Work–Life balance

Example questions:

Do you agree that many people nowadays are under pressure to work longer hours and take less holiday?

What is the impact on society of people having a poor work–life balance?

Could you recommend some effective strategies for governments and employers to ensure people have a good work–life balance?

Test 2

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

South City Cycling Club

Example

Name of club secretary: Jim *Hunter*

Membership

- Full membership costs \$260; this covers cycling and 1 all over Australia
- Recreational membership costs \$108
- Cost of membership includes the club fee and 2
- The club kit is made by a company called 3

Training rides

- Chance to improve cycling skills and fitness
- Level B: speed about 4 kph
- Weekly sessions
 - Tuesdays at 5.30 am, meet at the 5
 - Thursdays at 5.30 am, meet at the entrance to the 6

Further information

- Rides are about an hour and a half
- Members often have 7 together afterwards
- There is not always a 8 with the group on these rides
- Check and print the 9 on the website beforehand
- Bikes must have 10

SECTION 2 Questions 11–20

Questions 11–16

Choose the correct letter, A, B or C.

Information on company volunteering projects

- 11** How much time for volunteering does the company allow per employee?
- A** two hours per week
 - B** one day per month
 - C** 8 hours per year
- 12** In feedback almost all employees said that volunteering improved their
- A** chances of promotion.
 - B** job satisfaction.
 - C** relationships with colleagues.
- 13** Last year some staff helped unemployed people with their
- A** literacy skills.
 - B** job applications.
 - C** communication skills.
- 14** This year the company will start a new volunteering project with a local
- A** school.
 - B** park.
 - C** charity.
- 15** Where will the Digital Inclusion Day be held?
- A** at the company's training facility
 - B** at a college
 - C** in a community centre
- 16** What should staff do if they want to take part in the Digital Inclusion Day?
- A** fill in a form
 - B** attend a training workshop
 - C** get permission from their manager

Questions 17 and 18

Choose **TWO** letters, **A–E**.

What **TWO** things are mentioned about the participants on the last Digital Inclusion Day?

- A They were all over 70.
- B They never used their computer.
- C Their phones were mostly old-fashioned.
- D They only used their phones for making calls.
- E They initially showed little interest.

Questions 19 and 20

Choose **TWO** letters, **A–E**.

What **TWO** activities on the last Digital Inclusion Day did participants describe as useful?

- A learning to use tablets
- B communicating with family
- C shopping online
- D playing online games
- E sending emails

SECTION 3 Questions 21–30

Questions 21–25

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

Planning a presentation on nanotechnology

- 21** Russ says that his difficulty in planning the presentation is due to
- A** his lack of knowledge about the topic.
 - B** his uncertainty about what he should try to achieve.
 - C** the short time that he has for preparation.
- 22** Russ and his tutor agree that his approach in the presentation will be
- A** to concentrate on how nanotechnology is used in one field.
 - B** to follow the chronological development of nanotechnology.
 - C** to show the range of applications of nanotechnology.
- 23** In connection with slides, the tutor advises Russ to
- A** talk about things that he can find slides to illustrate.
 - B** look for slides to illustrate the points he makes.
 - C** consider omitting slides altogether.
- 24** They both agree that the best way for Russ to start his presentation is
- A** to encourage the audience to talk.
 - B** to explain what Russ intends to do.
 - C** to provide an example.
- 25** What does the tutor advise Russ to do next while preparing his presentation?
- A** summarise the main point he wants to make
 - B** read the notes he has already made
 - C** list the topics he wants to cover

Questions 26–30

What comments does the speaker make about each of the following aspects of Russ's previous presentation?

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

Comments	
A	lacked a conclusion
B	useful in the future
C	not enough
D	sometimes distracting
E	showed originality
F	covered a wide range
G	not too technical

Aspects of Russ's previous presentation

- 26 structure
- 27 eye contact
- 28 body language
- 29 choice of words
- 30 handouts

SECTION 4 Questions 31–40

Complete the notes below.

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

Episodic memory

- the ability to recall details, e.g. the time and **31** of past events
- different to semantic memory – the ability to remember general information about the **32**, which does not involve recalling **33** information

Forming episodic memories involves three steps:

Encoding

- involves receiving and processing information
- the more **34** given to an event, the more successfully it can be encoded
- to remember a **35**, it is useful to have a strategy for encoding such information

Consolidation

- how memories are strengthened and stored
- most effective when memories can be added to a **36** of related information
- the **37** of retrieval affects the strength of memories

Retrieval

- memory retrieval often depends on using a prompt, e.g. the **38** of an object near to the place where you left your car

Episodic memory impairments

- these affect people with a wide range of medical conditions
- games which stimulate the **39** have been found to help people with schizophrenia
- children with autism may have difficulty forming episodic memories – possibly because their concept of the **40** may be absent
- memory training may help autistic children develop social skills

READING**SECTION 1 Questions 1–14**

Read the text below and answer Questions 1–7.

Online roommate finder: Toronto

I have one room available in a large apartment located just off Queen and Bathurst in Toronto. The room is fully furnished with a double bed, desk, shelf and wardrobe.

About us: I'm Sasha! I'm Canadian, and I've been living in this apartment since I was a teenager. I'm 23 and work in a restaurant. These past two years, my best friend has been living here but as she's now moving to Europe there is a room available as of October 1. The third room is occupied by Simon, who is from Australia. He works part-time in a music shop downtown and is a great drummer. We both like keeping the place neat and tidy – I actually enjoy cleaning in my spare time and sometimes we do it together as a roommate team (we make it fun!). I love watching movies, exploring, getting out of the city and into the outdoors, and listening to music.

The apartment itself is very large and comes equipped with unlimited wi-fi, a fully stocked kitchen, cable television, and Netflix. The bedroom is a long way from the living room, so it shouldn't disturb you if people come round and besides, we are certainly very respectful. Oh! We also have two cats who are well-behaved but they might be a problem if you have allergies. If you have a pet, that's no problem – these cats get along with other animals.

We love having people coming from other countries as it's really fun having the opportunity to show them around the neighborhood (it's a great neighborhood – lots of character and plenty to do). That said, we're certainly interested in living with Canadians too! We're very easy-going and open-minded and just hope that our new roommate will be the same.

Test 2

Questions 1–7

Do the following statements agree with the information given in the text on page 37?

In boxes 1–7 on your answer sheet, write

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

- 1 The room available has two beds.
- 2 The Australian in Sasha's apartment is a musician.
- 3 Sasha does all the cleaning in the apartment.
- 4 Sasha likes being in the open air.
- 5 The room available would be suitable for someone who likes to be quiet.
- 6 Sasha thinks her apartment is in the best part of Toronto.
- 7 Sasha has never had a roommate from Canada.

Read the text below and answer Questions 8–14.

Smartphone fitness apps

A Pacer

Although they were previously split into 'pro' and 'free' versions, Pacer's developer now generously includes all the features in one free app. That means you can spend no money, yet use your smartphone's GPS capabilities to track your jogging routes, and examine details of your pace and calories burned.

B Beat2

There are a wealth of running apps available, but Beat2 is a good one. This free app monitors your pace – or if you have a wrist or chest-based heart rate monitor, your beats per minute – and offers up its specially curated playlists to give you the perfect music for the pace you're running at, adding a whole new dimension to your run. The best bit is when you explode into a sprint and the music pounds in your ears. Or if you fancy something different, the app also has In-App Purchases, including tales of past sporting heroes you can listen to while you run.

C Impel

If you're serious about the sport you do, then you should be serious about Impel. As smartphone fitness tools go it's one of the best, allowing you to track your performance, set goals and see daily progress updates. If you're ever not sure where to run or cycle you can find user-created routes on the app, or share your own. All of that comes free of charge, while a premium version adds even more tools.

D Fast Track

There are plenty of GPS running apps for smartphones, but Fast Track is an excellent freebie. Although you naturally get more features if you pay for the 'pro' version, the free release gets you GPS tracking, a nicely designed map view, your training history, music, and cheering. Yes, you read the last of those right – you can have friends cheer you on as you huff and puff during a run. If you can afford the 'pro' version, you can add possible routes, voice coaches, smartwatch connectivity and more; but as a starting point, the free app gets you moving.

Test 2

Questions 8–14

Look at the four reviews of smartphone fitness apps, **A–D**, on page 39.

For which app are the following statements true?

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

NB You may use any letter more than once.

- 8 This app can be used for more than one sport.
- 9 You have to pay if you want this app to suggest where you can go.
- 10 This app has well-presented visuals.
- 11 You do not have to pay for any of the features on this app.
- 12 You can pay to download true stories on this app.
- 13 You can get ideas about where to go from other people on this app.
- 14 This app gives you details of the energy you have used.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Why you should delegate tasks to team members

Delegation helps you get more done, helps your team members progress through learning new things and spreads the load in the team.

When you give someone a project task to do, make sure that they have all the information they require to actually get on and do it. That includes specifying the date it is due, writing a clear definition of the task, providing any resources they need to get it done or names of people you expect them to talk to. It also means informing them of any expectations you have, such as delivering it as a spreadsheet rather than a Word document.

If you have concerns that someone doesn't have the skills to do a good job (or they tell you this outright), make sure that you offer some help. It might take longer this time but next time they will be able to do it without you, so it will save you time in the long run.

Once you have given the task to someone, let them get on with it. Tell them how you expect to be kept informed, like through a report once a week. Then let them get on with it, unless you feel things are not progressing as you would like.

As a project manager, you have to retain some of the main project responsibilities for yourself. You shouldn't expect someone else on the project team to do your job. Equally, don't delegate tasks such as dull administrative ones, just because you don't want to do them. But remember that project management is a leadership position so you don't want your role to be seen as too basic.

One way to free up your time to spend on the more strategic and leadership parts of project management is to delegate things that are regular, like noting whether weekly targets have been met. Could someone in your team take this on for you? This can be a useful way of upskilling your team members to complement any ongoing training and allowing them to gain confidence too.

So in summary, be clear, supportive, and don't micromanage. Don't become the problem on your project that prevents progress just because you're afraid to leave people alone to get on with their jobs.

Test 2

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 Ensure team members are aware of any there are regarding how the work should be presented.
- 16 Make sure support is made available if any exist as to the team member's ability to do the work.
- 17 Ask the team member to detail how the work is developing, for example by providing a regular
- 18 Don't delegate administrative tasks simply because they are
- 19 Managers can ask a team member to check on the achievement of at fixed intervals.
- 20 If you, you risk delaying the whole project.

Read the text below and answer Questions 21–27.

Choosing the right format for your CV

A good CV should be clear, simple and easy to understand. Here are four of the most popular CV formats and advice on when to use them:

Chronological

This is the traditional CV format and is extremely popular because it allows employers to see all the posts you have held in order. It provides flexibility because it works in almost all circumstances, the exception being if you have blocks of unemployment that are difficult to account for. This type of format is particularly useful when you have a solid and complete working history spanning five years or more.

Functional

The functional CV is designed to describe your key skills rather than the jobs you have done. The functional CV format is typically used by people who have extensive gaps in their employment history, or have often changed jobs. It also suits those who want to go in a different direction work-wise and change industry. You might choose it if you want to highlight skills learned early in your career, points that might get missed if a chronological format is used. It is also appropriate if you have done little or no actual work, for example, if you are one of the current year's graduates.

Because this format is often used to cover a patchy employment history, some interviewers may view such CVs with suspicion, so be very careful should you choose it.

Achievement

An alternative to the functional CV is to use an achievement-based résumé highlighting key achievements in place of skills. This can help show your suitability for a role if you lack direct experience of it.

Non-traditional

With the explosion of digital and creative industries over recent years, CV formats have become more and more imaginative. You can present information through graphics, which can be more visually engaging and turn out to be an unusual but winning option. This will definitely make you stand out from the crowd. It also demonstrates design skills and creativity in a way that a potential employer can see and feel. However, a highly creative CV format is only really appropriate for creative and artistic sectors, such as those involving promoting products, though it would also work for the media too.

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.

CV formats

There are several different formats including:

Chronological

- very common
- gives **21** in most cases
- perhaps inappropriate if there are periods where **22** is not easy to explain

Functional

- appropriate for people who intend to follow a new **23** in their career
- suits recent graduates
- can create **24** in recruiters, so is best used with caution

Achievement

- focuses mainly on what the person has achieved
- may be advisable if the person has no **25** in the area

Non-traditional

- enables use of attractive **26** to present data
- suits applications for jobs in marketing or **27**

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

DINOSAURS AND THE SECRETS THEY STILL HOLD

Dinosaur expert Dr Steve Brusatte continues to investigate the mysteries surrounding these fascinating prehistoric creatures

I was recently part of a team of palaeontologists that discovered a new dinosaur. Living in what is now China, the species would have resembled a strange bird. It was about the size of a sheep and covered in feathers, with a sharp beak that it probably used to crack open shellfish. It was given the formal scientific name *Tongtianlong*, but we called it ‘Mud Dragon’ because its skeleton was discovered in rock that had hardened from ancient mud. It seems that the creature got trapped in the mud and died. Then its fossil remains were found a few months ago when workmen were excavating a site in order to build a school.

It is every dinosaur-obsessed child’s dearest wish to discover and name a completely new species. In fact what my colleagues and I did wasn’t that unusual. New dinosaurs are appearing everywhere these days – about 50 each year. And this pace shows no signs of slowing, as different areas continue to open up to fossil hunters and a fresh generation of scientists comes of age. Because of this plentiful supply of new fossils, we now know more about dinosaurs than we do about many modern animals. But there are still many unsolved mysteries.

Dinosaurs didn’t start out as huge monsters like *Tyrannosaurus Rex*. Instead they evolved from a group of angular, cat-sized reptiles called dinosauromorphs. These creatures remained small and rare for millions of years until they developed into dinosaurs. The

boundary between dinosauromorphs and dinosaurs is becoming less and less distinct with each new discovery that’s made, but what’s becoming clear is that it took millions of years for these first dinosaurs to spread around the world, grow to huge sizes and become truly dominant.

Some discoveries in the 1970s, like the agile and strangely bird-like *Deinonychus*, proved that dinosaurs were far more dynamic and intelligent than previously thought. Some palaeontologists even proposed that they were warm-blooded creatures like modern birds with a constant high body temperature that they controlled internally, rather than from warming themselves by lying in the sun. A few decades later opinions are still mixed. The problem is that dinosaurs can’t be observed. Palaeontologists must rely on studying fossils. Some results are convincing: we know from studying their bones that dinosaurs had rapid growth rates, just like modern, warm-blooded animals. Other palaeontologists, however, use the same fossils to suggest that dinosaurs were somewhere between cold-blooded reptiles and warm-blooded birds. More studies are needed to provide more clarity.

The discovery of *Deinonychus* with its long arms, skinny legs, arched neck and big claws on its feet, helped to strengthen the theory that birds evolved from dinosaurs. In the late 1990s, the discovery of thousands of feather-covered dinosaurs closed the argument. But the fossils raised another question: why did

Test 2

feathers first develop in dinosaurs? They probably originated as simple, hair-like strands – a necessary means of keeping warm. Many dinosaurs retained this basic fluffy coat, but in one group the strands modified. They grew bigger, started to branch out and changed into feathers like those on modern birds. They lined the arms, and sometimes the legs, forming wings. These feathers were probably for display: to attract mates or scare off rivals. They appeared in species such as the ostrich-like *Ornithomimosaur*. Such creatures were too large to fly. Flight may actually have come about by accident when smaller winged dinosaurs began jumping between trees or leaping in the air, and suddenly found that their wings had aerodynamic properties. This is one of the most stimulating new notions about dinosaurs and a fascinating area for further investigation.

There's something else that these feathers can tell us. They allow us to determine what colour dinosaurs were. If you look at modern bird feathers under a microscope, you can see tiny blobs called melanosomes. These structures contain melanin, one of the main colour-producing pigments in animals. Some are round, others are egg-shaped, etc. And that's important, because different shapes contain different colour pigments. So if you can identify the shape, you can identify the colour. A few years ago, some palaeontologists realised that you could find melanosomes

in particularly well-preserved fossil feathers. They discovered that different dinosaurs had different melanosomes, which meant they had a variety of colours. Dinosaurs, therefore, probably came in a rainbow of colours – yet another thing that links them to modern birds.

The most enduring mystery of all, which has been argued about ever since the first dinosaur fossils were found, is 'Why aren't dinosaurs around today?' Of course, we now know that birds evolved from dinosaurs, so some dinosaurs do continue in a sense. But there's nothing like a *Tyrannosaurus Rex* today. They dominated the planet for over 150 million years, but suddenly disappeared from the fossil record 66 million years ago. That's when a 10 km-wide asteroid came out of space and struck what is now Mexico, impacting with huge force and unleashing earthquakes, tidal waves, wildfires and hurricane-force winds. Although palaeontologists still like to argue about what part the asteroid played in the dinosaurs' extinction, there really isn't much of a mystery left. The asteroid did it and did it quickly. There are few signs that dinosaurs were struggling before the impact. None survived except a few birds and some small furry mammals. They found themselves in an empty world, and as the planet started to recover, they evolved into new creatures, including the first apes, and so the long journey began to the beginning of humankind.

Questions 28–32

Complete the summary below.

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

Write your answers in boxes 28–32 on your answer sheet.

The discovery of *Tongtianlong*

This species of dinosaur has only recently been found in an area of China.

Scientists believe that it was bird-like in appearance and probably no bigger than a

28 It is thought to have eaten **29** and it used its

30 to get through their hard exterior. The fossil of *Tongtianlong* was

found surrounded by **31** under the ground where the foundations of a

new **32** were being dug.

Questions 33–37

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

Write the correct letter in boxes 33–37 on your answer sheet.

- 33** What does the writer suggest about finding new dinosaurs?
- A** Many scientists dream of being able to do so one day.
 - B** It is probable that most have now been discovered.
 - C** People are running out of places to look for them.
 - D** It is becoming relatively common to dig one up.
- 34** In the fourth paragraph, what does the writer suggest about palaeontologists?
- A** They should study the fossilised bones of dinosaurs more closely.
 - B** Their theories are based on evidence that can be interpreted in different ways.
 - C** It is impossible to have any confidence in the proposals they have made.
 - D** It is worrying that they still cannot agree about dinosaurs' body temperature.
- 35** When describing the theory of how dinosaurs began to fly, the writer is
- A** amused that their flight probably came about by chance.
 - B** surprised by the reason for the initial development of feathers.
 - C** excited by the different possibilities it holds for future research.
 - D** confused that feathers were also present on some creatures' legs.
- 36** One significance of melanosomes is that they
- A** provide further evidence of where birds evolved from.
 - B** are only found in certain parts of the world.
 - C** can be clearly seen in most fossilised feathers.
 - D** are only found in certain birds and dinosaurs.
- 37** Which of the following best summarises the writer's point in the final paragraph?
- A** Scientists are right to continue questioning the effects of the asteroid strike.
 - B** Large flightless dinosaurs may have existed after the asteroid hit.
 - C** The dinosaurs were already declining before the asteroid hit.
 - D** The effects of the asteroid strike killed most dinosaurs.

Questions 38–40

Look at the following statements (Questions 38–40) and the list of prehistoric animals below.

Match each statement with the correct animal, **A**, **B**, **C** or **D**.

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 38–40 on your answer sheet.

NB You may use any letter more than once.

- 38** It may have used its feathers to frighten off members of the same species.
- 39** This species resembles a large flightless bird that exists today.
- 40** Finding this species made scientists revise their opinion of the brain power of dinosaurs.

List of Prehistoric Animals

- A** *Tongtianlong*
- B** *Tyrannosaurus Rex*
- C** *Deinonychus*
- D** *Ornithomimosaur*

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently organised an all-day meeting for your company, which took place in a local hotel. In their feedback, participants at the meeting said that they liked the hotel, but they were unhappy about the food that was served for lunch.

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

- *say what the participants liked about the hotel*
- *explain why they were unhappy about the food*
- *suggest what the manager should do to improve the food in future*

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:

Many working people get little or no exercise either during the working day or in their free time, and have health problems as a result.

Why do many working people not get enough exercise?

What can be done about this problem?

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

Age

- Are you happy to be the age you are now? [Why/Why not?]
- When you were a child, did you think a lot about your future? [Why/Why not?]
- Do you think you have changed as you have got older? [Why/Why not?]
- What will be different about your life in the future? [Why]

PART 2

Describe a time when you started using a new technological device (e.g. a new computer or phone).

You should say:

what device you started using

why you started using this device

how easy or difficult it was to use

and explain how helpful this device was to 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:

Technology and education

Example questions:

What is the best age for children to start computer lessons?

Do you think that schools should use more technology to help children learn?

Do you agree or disagree that computers will replace teachers one day?

Technology and society

Example questions:

How much has technology improved how we communicate with each other?

Do you agree that there are still many more major technological innovations to be made?

Could you suggest some reasons why some people are deciding to reduce their use of technology?

Test 3

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

Moving to Banford City

Example

Linda recommends living in suburb of: *Dalton*

Accommodation

- Average rent: 1 £ a month

Transport

- Linda travels to work by 2
- Limited 3 in city centre
- Trains to London every 4 minutes
- Poor train service at 5

Advantages of living in Banford

- New 6 opened recently
- 7 has excellent reputation
- Good 8 on Bridge Street

Meet Linda

- Meet Linda on 9 after 5.30 pm
- In the 10 opposite the station

SECTION 2 Questions 11–20

Questions 11–16

What advantage does the speaker mention for each of the following physical activities?

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

Advantages	
A	not dependent on season
B	enjoyable
C	low risk of injury
D	fitness level unimportant
E	sociable
F	fast results
G	motivating

Physical activities

- 11 using a gym
- 12 running
- 13 swimming
- 14 cycling
- 15 doing yoga
- 16 training with a personal trainer

Questions 17 and 18

Choose **TWO** letters, **A–E**.

For which **TWO** reasons does the speaker say people give up going to the gym?

- A** lack of time
- B** loss of confidence
- C** too much effort required
- D** high costs
- E** feeling less successful than others

Questions 19 and 20

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of advice does the speaker give for setting goals?

- A** write goals down
- B** have achievable aims
- C** set a time limit
- D** give yourself rewards
- E** challenge yourself

SECTION 3 Questions 21–30

Questions 21–24

Choose the correct letter, A, B or C.

Project on using natural dyes to colour fabrics

- 21 What first inspired Jim to choose this project?
- A textiles displayed in an exhibition
 - B a book about a botanic garden
 - C carpets he saw on holiday
- 22 Jim eventually decided to do a practical investigation which involved
- A using a range of dyes with different fibres.
 - B applying different dyes to one type of fibre.
 - C testing one dye and a range of fibres.
- 23 When doing his experiments, Jim was surprised by
- A how much natural material was needed to make the dye.
 - B the fact that dyes were widely available on the internet.
 - C the time that he had to leave the fabric in the dye.
- 24 What problem did Jim have with using tartrazine as a fabric dye?
- A It caused a slight allergic reaction.
 - B It was not a permanent dye on cotton.
 - C It was ineffective when used on nylon.

Questions 25–30

What problem is identified with each of the following natural dyes?

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

Problems

- A** It is expensive.
- B** The colour is too strong.
- C** The colour is not long-lasting.
- D** It is very poisonous.
- E** It can damage the fabric.
- F** The colour may be unexpected.
- G** It is unsuitable for some fabrics.
- H** It is not generally available.

Natural dyes

- 25** turmeric
- 26** beetroot
- 27** Tyrian purple
- 28** logwood
- 29** cochineal
- 30** metal oxide

SECTION 4 Questions 31–40

Complete the notes below.

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

The sleepy lizard (*tiliqua rugosa*)

Description

- They are common in Western and South Australia
- They are brown, but recognisable by their blue **31**
- They are relatively large
- Their diet consists mainly of **32**
- Their main predators are large birds and **33**

Navigation study

- One study found that lizards can use the **34** to help them navigate

Observations in the wild

- Observations show that these lizards keep the same **35** for several years

What people want

- Possible reasons:
 - to improve the survival of their young (but little **36** has been noted between parents and children)
 - to provide **37** for female lizards

Tracking study

- A study was carried out using GPS systems attached to the **38** of the lizards
- This provided information on the lizards' location and even the number of **39** taken
- It appeared that the lizards were trying to avoid one another
- This may be in order to reduce chances of **40**

READING**SECTION 1 Questions 1–14**

Read the text below and answer Questions 1–7.

New York Late-Starters String Orchestra

NYLSO, the New York Late-Starters String Orchestra, is something special. It was founded in early 2007, and grew out of a concept developed by The East London Late Starters Orchestra (ELLSO), an award-winning group in England. NYLSO is an amateur orchestra for adult players of violin, viola, cello, and double bass. If you played a string instrument when you were younger and would like to start again, or if you are learning as an adult and would like the chance to play in a group of similar people, then NYLSO is for you! Our goal is to create a fun, supportive, non-competitive environment for adults 18 to 80+ who wish to participate in collective music-making.

Participants should have basic music reading skills and a willingness to commit to the group, but are not required to audition. It is recommended that you have studied your instrument for at least one year. If you have ever been paid to play your instrument, recently graduated with a degree in performance, or have been playing continuously since elementary school, you may decide we are not the appropriate group for you.

How We Work:

We know that New Yorkers are busy people. It is fine if you miss an entire rehearsal period when an emergency arises. Ultimately, though, too many absences disrupt the function of the group and make it difficult to perform the pieces. Sessions are in six-week rehearsal cycles, with two-hour rehearsals held once a week. We work with the goal of producing one to three very informal 'friends-and-family' concerts per year.

Our professional tutor/facilitator serves as coach and conductor during rehearsals. Substitute conductors also join in to teach different sections, providing groups of players with valuable experience in working with different approaches and styles. Everyone is encouraged to play to their fullest potential, whatever that may be, but please recognize that while we do have a conductor, her role is not to provide one-on-one instruction during rehearsals.

NYLSO is a self-supporting collective; we do not receive any other funding. The cost is \$80 for each six-week cycle. Payments are applied to the costs of rehearsal space, conductor's fees, and photocopying music.

Materials You Will Need At Rehearsals:

You will need an instrument, a portable music stand, and any other relevant accessories. You should bring a folder to keep your music together and a soft-lead pencil with an eraser for writing in changes. Sheet music is provided.

Test 3

Questions 1–7

Do the following statements agree with the information given in the text on page 59?

In boxes 1–7 on your answer sheet, write

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

- 1 The idea behind NYLSO was based on another orchestra.
- 2 An ability to read music is essential.
- 3 The NYLSO might be unsuitable for very advanced level musicians.
- 4 NYLSO concerts are free to members' families and friends.
- 5 Rehearsals always involve the full orchestra playing together.
- 6 The conductor provides her services free to NYLSO.
- 7 The NYLSO gives advice on what instrument to purchase.

Read the advertisements below and answer Questions 8–14.

The 7 best running watches

Kate Hilpern advises people on the best watches to use when they go running.

A Soleus FIT 1.0

Soleus claims this has everything you need and nothing you don't. Water-resistant to 30m and with a built-in rechargeable battery, it's accurate at measuring speed, pace, distance and calories burnt.

B Nike+ SportWatch GPS

You'll be hard pushed to find a running watch that finds a GPS signal quicker than this. It will keep you updated on current location, distance covered, number of laps and calories burnt.

C Garmin Forerunner

This watch, which is small enough to wear at the office, is touchscreen and is packed with impressive features, although the battery life is limited.

D Timex Run Trainer 2.0

The hi-res screen makes this a great watch for athletes at any level. The easy-to-use, upgraded menu system makes monitoring pace, speed and distance child's play. Alerts remind you when it's time to hydrate or top up the nutrition.

E Garmin Forerunner 10

This is a well-priced, entry-level watch that's light as well as waterproof and available in a range of colours. Don't expect added extras, but do expect good basic functionality.

F Nike Fuelband

Described by the Huffington Post as 'the sports watch you never knew you needed,' this soft-touch and lightweight watch has been lovingly designed to appear more like a piece of futuristic jewellery than a running watch. But it's hi-tech too and synchronises with your phone to show the results.

G Suunto Ambit2 S HR

This is better suited to off-roaders rather than urban runners and although it's quite big, it has a functional design and is compatible with the thousands of Suunto apps available.

Test 3

Questions 8–14

Look at the seven advertisements for running watches, **A–G**, on page 61.

For which running watch are the following statements true?

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

NB You may use any letter more than once.

- 8 This would be a suitable and not too expensive first watch for a runner.
- 9 Care has been taken to make this watch very attractive to look at.
- 10 This watch can be programmed to let the runner know when it is time to get some refreshment.
- 11 This watch will need recharging at frequent intervals.
- 12 Both experienced and inexperienced runners will find this watch useful.
- 13 Runners will find all the features on this watch are useful.
- 14 People who do most of their running in cities may find this watch is not appropriate for them.

SECTION 2 *Questions 15–27*

Read the text below and answer Questions 15–22.

Employees' health and safety responsibilities

As an employee you have rights and you have responsibilities for your own wellbeing and that of your colleagues. This article explains what these responsibilities are, and how you can meet them.

Your rights

Your rights as an employee to work in a safe and healthy environment are set down in law and generally can't be changed or removed by your employer. The most important of these rights are:

- as far as possible, to have any hazards to your health and safety properly controlled
- to be given any personal protective and safety equipment without being charged for it
- to stop work and leave your work area, without being disciplined, if you have reasonable concerns about your safety
- to tell your employer about any health and safety concerns you have
- not to be disciplined if you contact the Health and Safety Executive, or your local authority, if your employer won't listen to you
- to have breaks during the time you are at work
- to have time off from work during the working week
- to have annual paid holiday.

Your responsibilities

Your most important responsibilities as an employee are:

- to take reasonable care of your own health and safety
- to remove jewellery and avoid loose clothing when operating machinery
- if you have long hair, or wear a headscarf, make sure it's tucked out of the way as it could get caught in machinery
- to take reasonable care not to expose fellow employees and members of the public to risk by what you do or don't do in the course of your work
- to co-operate with your employer, making sure you complete the training that is provided and that you understand and follow the company's health and safety policies
- not to interfere with or misuse anything that's been provided for your health, safety or welfare
- to report any injuries you suffer as a result of doing your job – your employer may then need to change the way you work.

If you drive or operate machinery, you have a responsibility to tell your employer if you take medication that makes you feel sleepy. If you do, they should temporarily move you to another job if they have one for you to do.

Test 3

Questions 15–22

Complete the notes below.

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

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

Health and Safety at Work

Employees' rights

- are established by 15 and include the following:
 - employers should manage any potential dangers to their staff's health and safety
 - any 16 needed for employees to work safely should be free
 - employees may inform management of any 17 they have relating to health and safety
 - employees are entitled to some 18 while they are working

Employees' responsibilities

- to take off jewellery and dress appropriately for their particular work
- to avoid putting colleagues and others at 19
- to do any 20 that the employer offers
- to inform the employer of any 21 received while working
- to make sure the employer knows of any 22 you are taking that might affect performance

Read the text below and answer Questions 23–27.

Our company notices

A Advance warning

Refurbishment of offices in the Perkins Building will start on Monday 22 May, and is expected to be completed by the end of June. Staff based in that building will be individually notified of where they'll work for that time. On the previous Friday, facilities staff will move everything that needs to go to your new office. Before then, please make a list of what should be moved, and another list of what can be stored.

B Information about financial systems

The review of the company's financial systems is now complete, and modifications will shortly be introduced. Jane Phillips from Finance will explain the changes and how they affect you, and answer any queries about them, between 12 and 1 pm on 15 March in Room 5.

C Purchasing Manager

As you probably know, Sadia Ahmed is leaving the company on 31 March, after ten years as Purchasing Manager. Her replacement, Jeff Bridges, will join us on the previous Monday. Jeff will be in Room 70 between 12 and 2 pm on 3 April: feel free to drop in and say hello to him during your lunch break.

D We're doing well!

We've received a large and urgent order from one of our major customers. As a result, we'll need to run the production line for an additional three hours each evening throughout the week beginning 13 March. Any production workers willing to do this shift in addition to their normal work should speak to the Production Manager asap.

E Quality control

Because of recent concerns about product quality, we're setting up a team to consider ways of raising quality and making recommendations for changes. As staff from any department might have useful ideas, anyone is welcome to join the team – ring Rodrigo Pérez on 1012. It will involve fortnightly meetings and some research, over a six-month period.

F New opportunity

Dev Patel will cease to be part-time content editor of the company intranet at the end of April, as his new role in Marketing leaves him no time for it. We're looking for two people to take over. If you're interested, and can work an extra three or four hours a week (for extra pay, of course!), contact Maggie Campbell on 2146.

G And finally ...

We hope to re-start the company tennis championship, which hasn't taken place for the last three years. If this is something for you, talk to Bill Sinclair on extension 2371. You don't need to be a star player!

Test 3

Questions 23–27

Look at the seven notices for a company's staff, **A–G**, on page 65.

For which company notice are the following statements true?

Write the correct letter, **A–G**, in boxes 23–27 on your answer sheet.

- 23 Staff are needed to work on internal communications.
- 24 People are needed to help improve an internal system.
- 25 Staff are asked if they want to take part in an internal competition.
- 26 Volunteers are asked to work overtime for a limited period.
- 27 Staff will be told where to work temporarily.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

Vanilla – the most wonderful flavor in the world

Vanilla is the most popular and widely used flavor in the world. And, yet, the vanilla orchid is only grown in a few countries. Below you'll discover why these countries are ideal and how the vanilla from each region differs.

Mexico

Vanilla (*Vanilla planifolia* Andrews) originated in Mexico and for centuries was the exclusive secret of the native Totonac Indians, who were later conquered by the Aztecs. The Aztecs in turn were conquered by the Spanish forces led by Cortez in 1520. He brought vanilla pods home to Spain, thus introducing the flavorful pods to the rest of the world.

However, Mexico remained the sole grower of vanilla for another 300 years. The particular relationship between the vanilla orchid and an indigenous bee called the Melipone was crucial. It was responsible for pollinating the flowers, resulting in fruit production.

Vanilla pods should be picked when the tip begins to turn yellow. The curing process gives the pods their characteristic brown color as well as their flavor and aroma. In Mexico, farmers cure the pods by wrapping them in blankets and straw mats and then placing them in ovens for 24 to 48 hours. After that, the pods are spread outdoors to absorb heat during the day and then placed in wooden boxes overnight. Once properly cured, they are stored to further develop the flavor. The entire curing process takes

three to six months, making it a very labor-intensive process.

Vanilla from Mexico has a flavor that combines creamy tones with a deep, spicy character, making it a delicious complement to chocolate, cinnamon and other warm spices. It also works wonderfully in tomato sauces.

Madagascar

Around 1793, a vanilla plant was smuggled from Mexico to the Island of Réunion, east of Africa. For almost 50 years, the production of vanilla struggled. The vines grew successfully with beautiful blossoms but vanilla pods were infrequent. Without the Melipone bee, the flowers weren't being fertilized beyond occasional pollination by other insects. It wasn't until 1836 that Charles Morren, a Belgian botanist, discovered the pollination link between bee and plant. And then in 1841, Edmond Albius of Réunion developed an efficient method for fertilizing the flower by hand. Now, growers could choose the best flowers to pollinate, resulting in a healthier and higher quality vanilla pod.

Eventually, the plants arrived on the nearby island of Madagascar, where hand pollination proved its worth. Assisted by the climate and rich soil, hand pollination by the country's skilled farmers has enabled Madagascar to become the world's top vanilla producer in quantity and, many would argue, quality.

Test 3

The curing process is similar to that in Mexico with one difference. The farmers initiate the process by immersing the green vanilla pods in hot water for some time. They then store them in sweat boxes before beginning the routine of spreading them outdoors during the day and packing them away at night. The different curing method used contributes to the overall flavor of the vanilla.

The sweet, creamy and mellow flavor is the one most people identify with vanilla. This flavor and the pod's ability to hold that flavor in both hot and cold applications make it an exceptional 'all-purpose' vanilla which is many people's first choice for a wide range of sweet recipes – from cooking and baking to ice creams and buttercreams.

Tahiti

Like the other countries, Tahiti's tropical climate makes it ideal for growing vanilla. However, Tahiti differs in the species of vanilla that is most common: *Vanilla tahitensis* Moore. This is the hybrid of two vanilla species introduced in the 1800s. These two species were skilfully crossed in the next few decades, to create the plump Tahitian vanilla pods we know today.

The curing process also differs from other countries'. Mature pods are first stacked in a cool place until they are completely brown (five to ten days) and then rinsed briefly in clear water, a unique characteristic of the method used in Tahiti. For the next month, growers expose the pods to the gentle morning sunlight. In the

afternoon, they bind the pods in cloths and store them in crates until the next morning, to promote transpiration. Little by little, the vanilla pods lose weight and shrink. Throughout this phase, the workers carefully smooth and even out the pods with their fingers. Then after a month, the final step is to leave the pods in a shaded and well-ventilated spot for 40 days to lower their moisture content.

This species of orchid combined with Tahiti's advantageous climate and soil results in a vanilla that has fruity and sweet tones. Tahitian vanilla is especially vulnerable to heat and is therefore best used in refrigerated and frozen desserts, fruit pies and smoothies.

Indonesia

Indonesia is the second largest producer of vanilla. However, Indonesian production methods focus on quantity over quality. Unlike other regions, where vanilla beans are picked only when ripe, Indonesian growers harvest all the beans at one time, a labor-saving adjustment.

The curing process also features production shortcuts such as the use of propane heaters to speed up drying. The use of such heat, which chemically alters the beans, essentially 'burns off' flavor components while adding a smoky tone, resulting in a less complex taste and a sharper flavor. Indonesian vanilla works well when blended with vanillas from other regions and, because it's more economical, it makes the end product more affordable.

Questions 28–31

Look at the following statements (Questions 28–31) and the list of countries below.

Match each statement with the correct country, **A**, **B**, **C** or **D**.

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 28–31 on your answer sheet.

- 28** The vanilla that is grown here was created from more than one type of vanilla plant.
- 29** This vanilla is often mixed with other types of vanilla.
- 30** Some people claim that this country produces the finest vanilla.
- 31** This vanilla goes well with both sweet and savoury ingredients.

List of Countries

- A** Mexico
- B** Madagascar
- C** Tahiti
- D** Indonesia

Test 3

Questions 32–34

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

Write the correct letter in boxes 32–34 on your answer sheet.

- 32** What prevented countries, apart from Mexico, from growing vanilla in the 17th and 18th centuries?
- A** the Aztecs' refusal to let the pods be exported
 - B** the lack of the most suitable pollinating insect
 - C** the widespread ignorance of the existence of the plant
 - D** the poor condition of the vanilla pods that Cortez collected
- 33** What does the writer suggest was the main reason for the success of vanilla cultivation on Madagascar?
- A** the adoption of a particular agricultural technique
 - B** the type of vanilla orchid that was selected
 - C** the unique quality of the soil on the island
 - D** the rapidly increasing number of growers
- 34** The writer believes that Madagascan vanilla is so popular because
- A** it works well in a variety of main courses and puddings.
 - B** its pod is less likely than others to break up when it is cooked.
 - C** its taste is widely considered to be the standard taste of vanilla.
 - D** it is the one that is used in a number of commercial frozen desserts.

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.

How vanilla pods are cured in Tahiti

Tahitian farmers start by leaving the pods to turn **35** all over. They then wash them quickly before the main stage of the curing process begins. They place the pods in the **36** during the early part of the day. Cloths are then wrapped round them and they are left in boxes overnight. This procedure encourages **37** Gradually, the **38** of the individual pods starts to decrease. While this is happening, the farmers continue to work on the pods. They use their **39** to flatten them out. For the last stage in the curing process, the pods are kept in a cool place which is open to the air, so that the amount of **40** within them is reduced.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The system used for rubbish/garbage collection in your local area is not working properly. This is causing problems for you and your neighbours.

Write a letter to the local council. In your letter

- *describe how the rubbish collection system is not working properly*
- *explain how this is affecting you and your neighbours*
- *suggest what should be done about the problem*

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 now we can see films on our phones or tablets there is no need to go to the cinema. Others say that to be fully enjoyed, films need to be seen in a cinema.

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

Money

- When you go shopping, do you prefer to pay for things in cash or by card? [Why?]
- Do you ever save money to buy special things? [Why/Why not?]
- Would you ever take a job which had low pay? [Why/Why not?]
- Would winning a lot of money make a big difference to your life? [Why/Why not?]

PART 2

Describe an interesting discussion you had as part of your work or studies.

You should say:

**what the subject of the discussion was
who you discussed the subject with
what opinions were expressed**

and explain why you found the discussion interesting.

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

PART 3

Discussion topics:

Discussing problems with others

Example questions:

Why is it good to discuss problems with other people?

Do you think that it's better to talk to friends and not family about problems?

Is it always a good idea to tell lots of people about a problem?

Communication skills at work

Example questions:

Which communication skills are most important when taking part in meetings with colleagues?

What are the possible effects of poor written communication skills at work?

What do you think will be the future impact of technology on communication in the workplace?

Test 4

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

Alex's Training

Example

Alex completed his training in 2014

About the applicant:

- At first, Alex did his training in the 1 department.
- Alex didn't have a qualification from school in 2
- Alex thinks he should have done the diploma in 3 skills.
- Age of other trainees: the youngest was 4

Benefits of doing training at JPNW:

- Lots of opportunities because of the size of the organisation.
- Trainees receive the same amount of 5 as permanent staff.
- The training experience increases people's confidence a lot.
- Trainees go to 6 one day per month.
- The company is in a convenient 7

Advice for interview:

- Don't wear 8
- Don't be 9
- Make sure you 10

SECTION 2 Questions 11–20

Questions 11–16

Choose the correct letter, A, B or C.

The Snow Centre

- 11 Annie recommends that when cross-country skiing, the visitors should
- A get away from the regular trails.
 - B stop to enjoy views of the scenery.
 - C go at a slow speed at the beginning.
- 12 What does Annie tell the group about this afternoon's dog-sled trip?
- A Those who want to can take part in a race.
 - B Anyone has the chance to drive a team of dogs.
 - C One group member will be chosen to lead the trail.
- 13 What does Annie say about the team relay event?
- A All participants receive a medal.
 - B The course is 4 km long.
 - C Each team is led by a teacher.
- 14 On the snow-shoe trip, the visitors will
- A visit an old gold mine.
 - B learn about unusual flowers.
 - C climb to the top of a mountain.
- 15 The cost of accommodation in the mountain hut includes
- A a supply of drinking water.
 - B transport of visitors' luggage.
 - C cooked meals.
- 16 If there is a storm while the visitors are in the hut, they should
- A contact the bus driver.
 - B wait until the weather improves.
 - C use the emergency locator beacon.

Questions 17–20

What information does Annie give about skiing on each of the following mountain trails?

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

Information	
A	It has a good place to stop and rest.
B	It is suitable for all abilities.
C	It involves crossing a river.
D	It demands a lot of skill.
E	It may be closed in bad weather.
F	It has some very narrow sections.

Mountain trails

- 17 Highland Trail
- 18 Pine Trail
- 19 Stony Trail
- 20 Loser's Trail

SECTION 3 Questions 21–30

Questions 21–26

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

Labels giving nutritional information on food packaging

- 21 What was Jack's attitude to nutritional food labels before this project?
- A He didn't read everything on them.
 - B He didn't think they were important.
 - C He thought they were too complicated.
- 22 Alice says that before doing this project,
- A she was unaware of what certain foods contained.
 - B she was too lazy to read food labels.
 - C she was only interested in the number of calories.
- 23 When discussing supermarket brands of pizza, Jack agrees with Alice that
- A the list of ingredients is shocking.
 - B he will hesitate before buying pizza again.
 - C the nutritional label is misleading.
- 24 Jack prefers the daily value system to other labelling systems because it is
- A more accessible.
 - B more logical.
 - C more comprehensive.
- 25 What surprised both students about one flavour of crisps?
- A The percentage of artificial additives given was incorrect.
 - B The products did not contain any meat.
 - C The labels did not list all the ingredients.
- 26 What do the students think about research into the impact of nutritional food labelling?
- A It did not produce clear results.
 - B It focused on the wrong people.
 - C It made unrealistic recommendations.

Questions 27 and 28

Choose **TWO** letters, **A–E**.

Which **TWO** things surprised the students about the traffic-light system for nutritional labels?

- A its widespread use
- B the fact that it is voluntary for supermarkets
- C how little research was done before its introduction
- D its unpopularity with food manufacturers
- E the way that certain colours are used

Questions 29 and 30

Choose **TWO** letters, **A–E**.

Which **TWO** things are true about the participants in the study on the traffic-light system?

- A They had low literacy levels.
- B They were regular consumers of packaged food.
- C They were selected randomly.
- D They were from all socio-economic groups.
- E They were interviewed face-to-face.

SECTION 4 Questions 31–40

Complete the notes below.

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

The history of coffee

Coffee in the Arab world

- There was small-scale trade in wild coffee from Ethiopia.
- 1522: Coffee was approved in the Ottoman court as a type of medicine.
- 1623: In Constantinople, the ruler ordered the **31** of every coffee house.

Coffee arrives in Europe (17th century)

- Coffee shops were compared to **32**
- They played an important part in social and **33** changes.

Coffee and European colonisation

- European powers established coffee plantations in their colonies.
- Types of coffee were often named according to the **34** they came from.
- In Brazil and the Caribbean, most cultivation depended on **35**
- In Java, coffee was used as a form of **36**
- Coffee became almost as important as **37**
- The move towards the consumption of **38** in Britain did not also take place in the USA.

Coffee in the 19th century

- Prices dropped because of improvements in **39**
- Industrial workers found coffee helped them to work at **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

The Guardian Newspaper's Travel Photography Competition

The photo competition is back, giving you another chance to win an incredible trip to Swedish Lapland.

Do you have a camera and love travelling? If so, our annual photography competition run by the Travel section of *The Guardian* is for you. It's an opportunity for you to capture the essence of the journeys you make, whether far afield or close to home, and for us to showcase your work online. The winner of each month's competition will also see their shot mounted and displayed in the end-of-year exhibition for the public at *The Guardian's* offices in London. Once the exhibition is finished, each monthly winner will receive a framed copy of their shot to place with pride on their own wall.

There will be a different theme for each month. Members of *The Guardian* travel writing team, and photographer Michael Ryan of Fotovue.com will judge the monthly entries and the overall winner.

To enter you must be living in the UK from the time you submit your entry into the competition to the time you are selected as a winner. The competition is open to all photographers (both amateur and professional).

The overall winner (chosen from the 12 monthly winners) will go on an amazing four-night trip to Swedish Lapland. The host for this specialist holiday is Fredrik Broman, who has been a nature photographer for 21 years. Fredrik will assist the winner and other participants in photographing a wide variety of winter subjects. Each day has a specific focus. The trip includes winter light photography workshops, an image editing workshop, a night photography course, and an action photography workshop.

Included in the prize: return flights from the UK, four nights' accommodation with full board, cold weather clothing for the duration of the trip – thermal overalls, winter boots, gloves, hats and woollen socks – fully qualified wilderness guides, and instructors.

The overall winner will be required to write a report of the trip, and take accompanying photographs, which will be printed in the Travel section of *The Guardian* at a later date. *The Guardian* reserves the right, however, to modify your report and photos as necessary. Your name will of course appear with the article and photos.

Test 4

Questions 1–8

Do the following statements agree with the information given in the text on page 81?

In boxes 1–8 on your answer sheet, write

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

- 1 This is the first year that *The Guardian* has run a travel photography competition.
- 2 Any photograph for the competition must have been taken on an overseas trip.
- 3 The end-of-year exhibition in London is free for the public to attend.
- 4 The judging panel is made up of a group of journalists and a professional photographer.
- 5 The trip to Swedish Lapland will only be offered to one winner.
- 6 Every activity on the trip is focused on improving photography techniques.
- 7 Anyone going on the trip may take some of the cold weather clothing home at the end of the trip.
- 8 Articles written about the trip may be changed before being published.

Read the text below and answer Questions 9–14.

Running headphones

Listening to music on headphones makes running and even working out at the gym much more enjoyable. Here are some alternatives to choose from.

A Plantronics Backbeat Fit

These headphones are really tough so you don't need to worry about just throwing them into your bag before or after a workout. As well as providing reasonably clear sound they will also last a remarkable eight hours on a single charge.

B Sennheiser CX685 Sports

These headphones are impressively practical. Designed to fit firmly in your ear, however energetic you are, they're tight without being uncomfortable, and have a handy remote and a mic for phone calls. They will also resist some water being spilt on them.

C Nokia WH-510 Coloud Pop

These stylish headphones have fantastic bass, giving you a bit of extra oomph when you run. They also have a tangle-free cable which avoids any time-consuming messing about before you set off on your run.

D Sony NWZ-W273S

It's hard to imagine using any other headphones once you've tried these. As well as being wireless and waterproof at a depth of 2m, they even have a built-in MP3 player that can hold up to 1,000 songs. A charge provides up to an hour of playback.

E Betron B750S

If you're on a tight budget, it can always feel risky buying a bottom of the market pair of headphones, but with these you needn't worry. Not only do they provide fair sound quality, they also come with a pouch to keep them in.

F Happy Plugs

The sound quality on these is decent, although you're probably not going to be hugely impressed. They also come with a handy remote built into the cable to skip and pause songs with while you work out.

G Powerbeats 2

If money is not an issue, then these are definitely worth considering. They make everything sound so crisp and they're so light and comfortable that it's easy to forget that you're even wearing them.

Test 4

Questions 9–14

Look at the seven reviews of headphones, **A–G**, on page 83.

For which headphones are the following statements true?

Write the correct letter, **A–G**, in boxes 9–14 on your answer sheet.

NB You may use any letter more than once.

- 9 These headphones would suit someone who doesn't mind spending a lot to get good quality.
- 10 The battery on these headphones has a surprisingly long life.
- 11 It is possible to keep in contact with other people while using these headphones.
- 12 Although these headphones are cheaper than most, music sounds quite good through them.
- 13 These headphones are very strong and do not require gentle handling.
- 14 These headphones allow users to move around their playlist of music easily while they are exercising.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

**A case study of a risk assessment
for general office cleaning**

A commercial cleaning service took on a new contract to clean an office complex. Before sending cleaning staff to the offices, the manager of the cleaning service carried out a risk assessment using guidance provided by the Health and Safety Executive (HSE).

To identify the hazards, the cleaning service manager visited the office complex and walked through the areas where cleaning staff would be working, noting things that might pose potential risks. Following this, he consulted the health and safety representatives of the cleaning service about these risks, taking into account the needs of any particular staff members, such as whether they were pregnant or aged under 18.

In order to gather further information, he then had a meeting with the client company during which a number of issues were discussed. These included the client company's own standard of housekeeping, such as the immediate clearing up of spills and keeping walkways clear, as well as the action to be taken if a fire broke out. He also established what facilities and equipment would be available to the cleaners, including the amount of storage space available, as well as the availability of sinks and taps, etc. and agreed on a method of reporting near-miss accidents and risks discovered by cleaners (e.g. damaged floor tiles).

Following the meeting, the manager created a risk assessment document. He wrote down who could be harmed by each risk or hazard identified and in what way, and he then described what controls, if any, were in existence to manage these hazards. The manager then compared these to the good practice guidance set out on the HSE's website and identified any areas where improvement was needed.

The manager discussed the findings with the cleaning staff, making sure they understood the risks of the job and how these risks would be monitored. One cleaner, whose first language was not English, had difficulty understanding this, so the manager arranged for translation to be done by a bilingual cleaner from another team. Finally, to ensure that all the cleaning staff had access to a copy of the risk assessment, the manager pinned a copy in the cupboard where cleaning equipment was kept.

Test 4

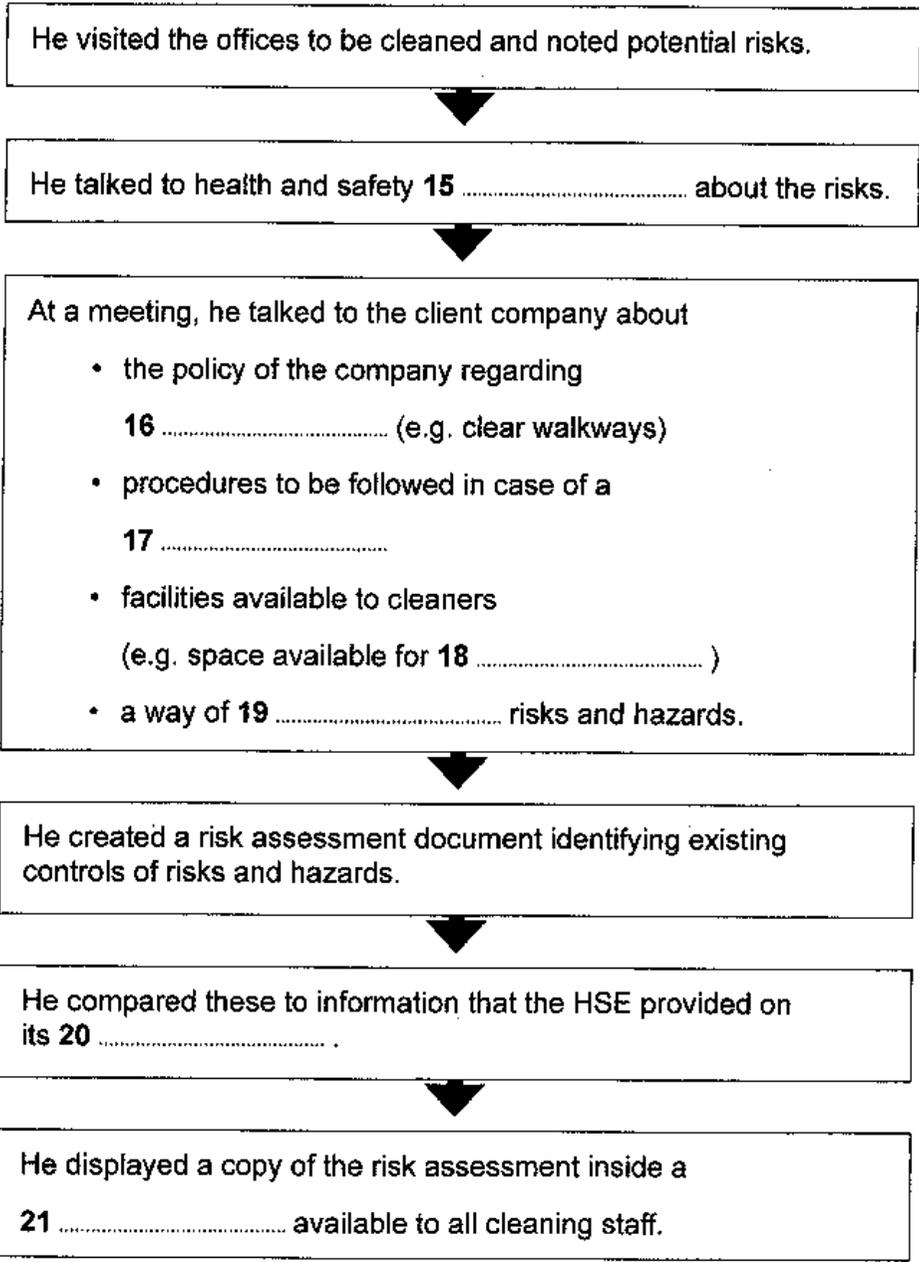
Questions 15–21

Complete the flow-chart below.

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

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

Stages followed by manager in carrying out risk assessment



Read the text below and answer Questions 22–27.

Preparing for a virtual job interview

Businesses are always looking for new ways to increase efficiency and profits. For example, organisations often reduce costs by conducting virtual job interviews. The video or Skype interview benefits both interviewer and interviewee, especially when an applicant would otherwise need to travel far. Despite the convenience though, it poses unique challenges.

How a virtual interview is the same

The typical interview process usually entails multiple steps. First, there is screening, lasting about thirty minutes. Its purpose is to ensure candidates have the basic requirements. In the second interview, they're assessed for their technical skills and on whether they would fit the organisation.

Virtual interviews follow the same steps so you'll need to focus on the same core topics. Identify what the critical topics are based on the job description and prepare to talk about them. If you can, gather inside information so you can impress interviewers with your knowledge.

How a virtual interview is different

Normally, you travel somewhere for an interview. One advantage of that is that you aren't responsible for the place, whereas in a virtual interview you must ensure you have an appropriate location and appropriate equipment.

Modern technology is great when it works, but a pain when it doesn't. So, it's wise to check you can operate your webcam, especially if you don't use it often. Test the headset too and find out how intelligible your voice sounds. It's also wise to establish what software the interviewer is going to work with and give it a trial run.

Probably the biggest problem in a virtual interview is what the camera can see. You want the interviewer to see you as a professional. Having a messy or cluttered room behind you won't help you achieve this image – a clear white background is usually a safe bet.

The most important part of your preparation is to run through everything first as best you can. Have a friend conduct a rehearsal with you before the big day. This will help you know how to behave in front of the camera.

All things considered, though, virtual interviews should be treated like any other type of interview. Being at home requires as much preparation as a traditional interview. If you follow the steps mentioned above, you have every chance of getting the job you want. Good luck!

Test 4

Questions 22–27

Complete the sentences below.

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

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

- 22 Some companies prefer to interview job applicants digitally because of lower
- 23 As with the standard recruitment process, virtual recruitment opens with
- 24 Applicants should read any details about the advertised post carefully and pick out important which they can discuss if necessary.
- 25 It is a good idea for applicants to check if they can be clearly understood when they use a
- 26 Applicants may not be familiar with the that the person conducting the interview will use, so they should try it out.
- 27 It is very useful to go through a of the interview, with someone playing the part of the interviewer.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

Tuning up your leadership skills

Does jazz music offer lessons for today's leaders?

- A** Ever since management expert Peter Drucker compared the job of Chief Executive Officer to that of an orchestra conductor, the business world has been exploring comparisons and inspirations from the world of music. Now Warwick Business School Professors Deniz Ucbasaran and Andy Lockett are hitting all the right notes with their study of famous jazz musicians, *Leading Entrepreneurial Teams: Insights From Jazz*, providing some essential insights for entrepreneurial team leaders.

Ucbasaran and Lockett (together with Durham Business School Professor Michael Humphries) chose jazz for a number of reasons. For a start, jazz bands are synonymous with creativity, improvisation and innovation, all essential ingredients for entrepreneurship. Jazz groups and their members often operate in uncertain and dynamic environments, characterised by rapid change. Yet through collective endeavour many jazz bands find their own structure and harmony and become profitable enterprises – both creatively and commercially.

- B** The authors decided to focus on three of the best known names in jazz – Duke Ellington, Miles Davis and Art Blakey. American composer Duke Ellington was a pioneering jazz orchestra leader from the 1920s through to the 1970s. Trumpet player Miles Davis was instrumental in the development of a number of new jazz styles, including bebop and jazz fusion. Jazz drummer Arthur 'Art' Blakey became famous as the leader of his band the *Jazz Messengers*.

The research focused on the way that these jazz greats created and ran their musical enterprises. In particular, Ucbasaran and Lockett focused on three specific areas of leadership activity: team formation, team coordination and team turnover.

There were strong similarities in the processes the band leaders used to assemble their diverse teams of talent. In particular, they looked for musicians with a different sound or way of playing, one that was unique to that band member and would improve the overall sound of the band. That feature was as much bound up with the personality of the individual musician as it was to do with their technical proficiency.

- C** But disparate teams, many different personalities, and high levels of creativity are a recipe for group conflict. And, sure enough, there was plenty of dysfunctional conflict and disruptive clashes of egos and personalities evident in the jazz ensembles. Traditional team leadership theory suggests that to get the best team performance the leader should foster conflict that is productive in its effects, while minimising destructive conflict. But this is difficult when the sources of productive and destructive conflict are the same; that is, differences in personality and thinking. So how do leaders deal with destructive conflict? It didn't seem to bother the likes of Ellington, Davis and Blakey. Their attitude was 'the music comes first'. The moments of musical genius when everything came together excused minor problems such as if individuals occasionally turned up late for practice, or stepped out of a performance for a quick snack.

Test 4

- D** Teams must coordinate their behaviour and action to achieve an outcome. The team leader can assume a number of different roles when helping the team achieve its objectives. Some leaders are very directive, detailing what tasks they want team members to perform, and how they want them to go about those tasks.

But that was not the approach Ellington, Davis and Blakey adopted. Instead, these leaders acted more as facilitators, empowering the musicians to collectively coordinate their behaviour and action to produce the desired outcome. As Ucbasaran and Lockett note, Miles Davis discouraged band members from rehearsing in case it led to musical clichés from over-practice. Similarly, he often asked his musicians to play a piece in an unusual key, so they did not rely on learned fingering patterns. The performers were not left entirely to their own devices though. All three leaders created a general framework within which team members could work, providing guidance but also the freedom to explore, express and make mistakes.

- E** The third aspect of leadership behaviour that Ucbasaran and her colleagues looked at was managing team turnover – people joining and leaving the team. In the jazz ensembles studied, musicians joined and left on a regular basis. Yet the high turnover of team members, despite the resulting loss of knowledge and skills, was seen in a positive light. That was partly because of the advantages of getting a fresh shot of knowledge, ideas and creativity when new members joined.

A common reason for the jazz musicians leaving was that they felt sufficiently qualified to go and run another band. The three band leaders were understanding about this, particularly as it was a process they had also been through. In some cases, in particular with Art Blakey, they actively encouraged and coached team members to become leaders. As the jazz icons Ellington, Davis and Blakey would no doubt agree, there is no magic score that if followed note by note will make you a great leader of creative talent. However, take an entrepreneur, a few cues from the aforementioned jazz trio, mix in a little improvisation, and you are more likely to hear the sweet sound of success. As Louis Armstrong once sang: 'Now that's jazz'.

Questions 28–33

The text on pages 89 and 90 has five sections, **A–E**.

Which section contains the following?

Write the correct letter, **A–E**, in boxes 28–33 on your answer sheet.

NB You may choose any letter more than once.

- 28 a summary of the different aspects of leadership that are covered in the study
- 29 a description of how band leaders sometimes passed on their leadership skills to others
- 30 a summary of the backgrounds of the band leaders chosen for the study
- 31 examples of ways in which one band leader encouraged his musicians to be more creative
- 32 an overview of the main similarities between the work of business people and jazz musicians
- 33 a description of two contrasting ways of leading a team

Questions 34–36

Do the following statements agree with the information given in the text on pages 89 and 90?

In boxes 34–36 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

- 34 The study by Ucbasaran and Lockett was the first to compare the worlds of music and business.
- 35 One reason why jazz musicians were chosen for the research is because the setting in which they work is unpredictable.
- 36 The researchers decided to cover only certain aspects of leadership.

Test 4

Questions 37–40

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

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

- 37** When assembling their teams, the band leaders all prioritised players
- A** who had special technical skill.
 - B** who were used to working independently.
 - C** who had an individual style of their own.
 - D** who would get on well with other band members.
- 38** What obstacle might jazz leaders face in reducing destructive conflict among team members?
- A** They may also reduce productive conflict in the process.
 - B** Their team members tend to have especially strong personalities.
 - C** They are unaware of the theory concerning different types of conflict.
 - D** Their team members may be unwilling to cooperate in reducing this.
- 39** What approach to group coordination was shared by Ellington, Davis and Blakey?
- A** They allowed musicians to be creative within certain agreed limits.
 - B** They increased opportunities for success and reduced chances of failure.
 - C** They provided a structure within which musicians could express themselves.
 - D** They coordinated the work of their teams so each member contributed equally.
- 40** Ucbasaran and her colleagues found that the high turnover of members in jazz bands
- A** was eventually reduced by the policies of the band leaders.
 - B** was welcomed by band leaders for the benefits it brought.
 - C** was due to a shortage of effective band leaders.
 - D** was a feature of the growing popularity of jazz.

WRITING**WRITING TASK 1**

You should spend about 20 minutes on this task.

A friend you made while you were studying abroad has written to ask you for help in finding a job in your country. You have heard about a job in a local company that might be suitable for him/her.

Write a letter to this friend. In your letter

- *tell your friend about the job and what sort of work it involves*
- *say why you think the job would be suitable for him/her*
- *explain how to apply 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:

Some people say it is important to keep your home and your workplace tidy, with everything organised and in the correct place.

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

Animals

- Are there many animals or birds where you live? [Why/Why not?]
- How often do you watch programmes or read articles about wild animals? [Why?]
- Have you ever been to a zoo or a wildlife park? [Why/Why not?]
- Would you like to have a job working with animals? [Why/Why not?]

PART 2

Describe a website you use that helps you a lot in your work or studies.

You should say:

- what the website is**
- how often you use the website**
- what information the website gives you**
- and explain how your work or studies would change if this website didn't exist.**

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:

The internet

Example questions:

Why do some people find the internet addictive?

What would the world be like without the internet?

Do you think that the way people use the internet may change in the future?

Social media websites

Example questions:

What are the ways that social media can be used for positive purposes?

Why do some individuals post highly negative comments about other people on social media?

Do you think that companies' main form of advertising will be via social media in the future?

Listening and Reading Answer Keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 choose
- 2 private
- 3 20 / twenty percent
- 4 healthy
- 5 bones
- 6 lecture
- 7 Arretsa
- 8 vegetarian
- 9 market
- 10 knife

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 crow
- 32 cliffs
- 33 speed
- 34 brain(s)
- 35 food
- 36 behaviour(s) / behavior(s)
- 37 new
- 38 stress
- 39 tail(s)
- 40 permanent

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 Section 1, Questions 1–14

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

Reading Section 2, Questions 15–27

- 15 shipment
- 16 photo ID
- 17 (cab) lights
- 18 sleeper areas
- 19 immigration

- 20 charge
- 21 chair
- 22 allergy
- 23 dependants
- 24 flexible
- 25 dismissal
- 26 doctor
- 27 stress

Reading Section 3, Questions 28–40

- 28 ix
- 29 iv
- 30 ii
- 31 iii
- 32 vi
- 33 x
- 34 vii
- 35 i
- 36 viii
- 37 ocean
- 38 valley
- 39 mountains
- 40 wind

If you score ...

0–24	25–31	32–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 2

LISTENING

Section 1, Questions 1–10

- 1 races
- 2 insurance
- 3 Jerriz
- 4 25 / twenty-five
- 5 stadium
- 6 park
- 7 coffee
- 8 leader
- 9 route
- 10 lights

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 location
- 32 world
- 33 personal
- 34 attention
- 35 name
- 36 network
- 37 frequency
- 38 colour / color
- 39 brain
- 40 self

If you score ...

0–17	18–26	27–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

READING

Reading Section 1, Questions 1–14

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

Reading Section 2, Questions 15–27

- 15 expectations
- 16 concerns
- 17 report
- 18 dull
- 19 targets

- 20 micromanage
- 21 flexibility
- 22 unemployment
- 23 direction
- 24 suspicion
- 25 experience
- 26 graphics
- 27 media

Reading Section 3, Questions 28–40

- 28 sheep
- 29 shellfish
- 30 beak
- 31 rock
- 32 school
- 33 D
- 34 B
- 35 C
- 36 A
- 37 D
- 38 D
- 39 D
- 40 C

If you score ...

0–24	25–31	32–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 3

LISTENING

Section 1, Questions 1–10

- 1 850
- 2 bike / bicycle
- 3 parking
- 4 30 / thirty
- 5 weekend(s)
- 6 cinema
- 7 hospital
- 8 dentist
- 9 Thursday
- 10 café

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 tongue(s)
- 32 plants
- 33 snakes
- 34 sky
- 35 partner(s)
- 36 contact
- 37 protection
- 38 tail(s)
- 39 steps
- 40 injury / injuries

If you score ...

0–17	18–26	27–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

READING

Reading Section 1, Questions 1–14

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

Reading Section 2, Questions 15–27

- 15 law
- 16 equipment
- 17 concerns
- 18 breaks
- 19 risk

- 20 training
- 21 injuries
- 22 medication
- 23 F
- 24 E
- 25 G
- 26 D
- 27 A

Reading Section 3, Questions 28–40

- 28 C
- 29 D
- 30 B
- 31 A
- 32 B
- 33 A
- 34 C
- 35 brown
- 36 sunlight
- 37 transpiration
- 38 weight
- 39 fingers
- 40 moisture

If you score ...

0–26	27–32	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 4

LISTENING

Section 1, Questions 1–10

- 1 Finance
- 2 Maths / Math / Mathematics
- 3 business
- 4 17 / seventeen
- 5 holiday(s) / vacation(s)
- 6 college
- 7 location
- 8 jeans
- 9 late
- 10 smile

Section 2, Questions 11–20

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

Section 3, Questions 21–30

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

Section 4, Questions 31–40

- 31 destruction
- 32 universities / university
- 33 political
- 34 port(s)
- 35 slaves / slavery
- 36 taxation
- 37 sugar
- 38 tea
- 39 transportation
- 40 night

If you score ...

0–17	18–26	27–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

READING

Reading Section 1, Questions 1–14

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

Reading Section 2, Questions 15–27

- 15 representatives
- 16 housekeeping
- 17 fire
- 18 storage
- 19 reporting

- 20 website
- 21 cupboard
- 22 costs
- 23 screening
- 24 topics
- 25 headset
- 26 software
- 27 rehearsal

Reading Section 3, Questions 28–40

- 28 B
- 29 E
- 30 B
- 31 D
- 32 A
- 33 D
- 34 FALSE
- 35 TRUE
- 36 TRUE
- 37 C
- 38 A
- 39 C
- 40 B

If you score ...

0–23	24–31	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.

IELTS 13

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