

 CAMBRIDGE

IELTS

GENERAL TRAINING

14

WITH ANSWERS

AUTHENTIC PRACTICE TESTS

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Test 1

LISTENING

SECTION 1 Questions 1–10

Complete the form below.

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

CRIME REPORT FORM	
Type of crime:	theft
Personal information	
<i>Example</i>	
Name	Louise <i>Taylor</i>
Nationality	1
Date of birth	14 December 1977
Occupation	interior designer
Reason for visit	business (to buy antique 2
Length of stay	two months
Current address	3 Apartments (No 15)
Details of theft	
Items stolen	– a wallet containing approximately 4 £ – a 5
Date of theft	6
Possible time and place of theft	
Location	outside the 7 at about 4 pm
Details of suspect	– some boys asked for the 8 then ran off – one had a T-shirt with a picture of a tiger – he was about 12, slim build with 9 hair
Crime reference number allocated	
	10

SECTION 2 Questions 11–20

Induction talk for new apprentices

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of advice for the first week of an apprenticeship does the manager give?

- A** get to know colleagues
- B** learn from any mistakes
- C** ask lots of questions
- D** react positively to feedback
- E** enjoy new challenges

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** things does the manager say mentors can help with?

- A** confidence-building
- B** making career plans
- C** completing difficult tasks
- D** making a weekly timetable
- E** reviewing progress

Test 1

Questions 15–20

What does the manager say about each of the following aspects of the company policy for apprentices?

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

- | |
|---|
| <p>A It is encouraged.</p> <p>B There are some restrictions.</p> <p>C It is against the rules.</p> |
|---|

Company policy for apprentices

- | | | |
|-----------|-----------------------|-------|
| 15 | Using the internet | ..... |
| 16 | Flexible working | ..... |
| 17 | Booking holidays | ..... |
| 18 | Working overtime | ..... |
| 19 | Wearing trainers | ..... |
| 20 | Bringing food to work | ..... |

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

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

Cities built by the sea

- 21** Carla and Rob were surprised to learn that coastal cities
- A** contain nearly half the world's population.
 - B** include most of the world's largest cities.
 - C** are growing twice as fast as other cities.
- 22** According to Rob, building coastal cities near to rivers
- A** may bring pollution to the cities.
 - B** may reduce the land available for agriculture.
 - C** may mean the countryside is spoiled by industry.
- 23** What mistake was made when building water drainage channels in Miami in the 1950s?
- A** There were not enough of them.
 - B** They were made of unsuitable materials.
 - C** They did not allow for the effects of climate change.
- 24** What do Rob and Carla think that the authorities in Miami should do immediately?
- A** take measures to restore ecosystems
 - B** pay for a new flood prevention system
 - C** stop disposing of waste materials into the ocean
- 25** What do they agree should be the priority for international action?
- A** greater coordination of activities
 - B** more sharing of information
 - C** agreement on shared policies

Test 1

Questions 26–30

What decision do the students make about each of the following parts of their presentation?

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

Decisions

- A use visuals
- B keep it short
- C involve other students
- D check the information is accurate
- E provide a handout
- F focus on one example
- G do online research

Parts of the presentation

- 26 Historical background
- 27 Geographical factors
- 28 Past mistakes
- 29 Future risks
- 30 International implications

SECTION 4 Questions 31–40

Complete the notes below.

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

Marine renewable energy (ocean energy)

Introduction

More energy required because of growth in population and **31**

What's needed:

- renewable energy sources
- methods that won't create pollution

Wave energy

Advantage: waves provide a **32** source of renewable energy

Electricity can be generated using offshore or onshore systems

Onshore systems may use a reservoir

Problems:

- waves can move in any **33**
- movement of sand, etc. on the **34** of the ocean may be affected

Tidal energy

Tides are more **35** than waves

Planned tidal lagoon in Wales:

- will be created in a **36** at Swansea
- breakwater (dam) containing 16 turbines
- rising tide forces water through turbines, generating electricity
- stored water is released through **37**, driving the turbines in the reverse direction

Advantages:

- not dependent on weather
- no **38** is required to make it work
- likely to create a number of **39**

Problem:

- may harm fish and birds, e.g. by affecting **40** and building up silt

Ocean thermal energy conversion

Uses a difference in temperature between the surface and lower levels

Water brought to the surface in a pipe

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–6.

TRANSITION CARE FOR THE ELDERLY

What is transition care?

Transition care is for older people who have been receiving medical treatment, but need more help to recover, and time to make a decision about the best place for them to live in the longer term. You can only access transition care directly from hospital.

Transition care is focused on individual goals and therapies and is given for a limited time only. It offers access to a package of services that may include:

- low-intensity therapy such as physiotherapy (exercise, mobility, strength and balance) and podiatry (foot care)
- access to a social worker
- nursing support for clinical care such as wound care
- personal care.

Who provides transition care services?

Transition care is often provided by non-government organisations and is subsidised by the government. If your circumstances allow, it is expected you'll contribute to the cost of your care.

Daily care fees are set by the organisation that provides your transition care services (your service provider). They should explain these fees to you, and the amount charged should form part of the agreement between you and the service provider. The fee is calculated on a daily basis.

Where do I receive transition care?

Transition care is provided in your own home or in a 'live-in' setting. This setting can be part of an existing aged-care home or health facility such as a separate wing of a hospital.

What if I'm already receiving services through a different programme?

If you're already receiving subsidised residential care in an aged-care home, but you need to go somewhere else for transition care, your place in the aged-care home will be held until you return.

Questions 1–6

Do the following statements agree with the information given in the text on page 16?

In boxes 1–6 on your answer sheet, write

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

- 1 Only hospital patients can go on to have transition care.
- 2 Transition care may be long term or short term.
- 3 Everyone receiving transition care must contribute to the cost.
- 4 Transition care at home is only available for patients who live alone.
- 5 Transition care may be given on a hospital site.
- 6 You may lose your place in a care home if you have to leave it to receive transition care.

Test 1

Read the text below and answer Questions 7–14.

CABIN BAGS FOR AIR TRAVEL

If you want a small bag with wheels that you can take onto the plane with you, there's a wide choice. Here are some of the best.

- A The **Flyer B3** is an ultra-lightweight cabin bag which can withstand some pretty harsh treatment. Its nylon and polyester sides won't rip or burst open if it's dropped or thrown whilst in transit. However, the trolley handle feels quite thin and flimsy. The top carrying handle is hard and flat, and the side handle isn't easy to grip.
- B The **Lightglide** has two external pockets, both of which are zipped and lockable, but the inside pocket does not zip. In tests, we found the contents remain dry when given a good soaking, even around the zips. The trolley handle has a choice of two heights and the plastic hand grip doesn't have any sharp ridges that'll make your hands sore. For carrying there are fabric handles at the top and side.
- C The **Foxtan** is easy to control across most surfaces. However, the zips don't always run smoothly especially around the corners, so you may have to give them a good tug, especially if the case is very full. This is definitely one to avoid if you're going somewhere rainy as it lets loads of water in, and documents in the pockets will also get pretty wet unless they're in plastic folders.
- D The **Skybag** has a single external zipped pocket and another located inside the lid. Your clothes are kept in place by two adjustable straps. The zips are easy to grip and they run smoothly around the case. However, this cabin bag felt a little heavy to pull on all but smooth floors, and it was hard to steer compared with some of the other suitcases.
- E The **Travelsure 35** is available in a huge range of fabric designs including leopard print or lipstick kisses. The retractable trolley handle is comfortable but can't be adjusted to suit users of different heights. There's no internal divider, but there are two handy zipped pockets in the lid. We test each bag by letting it fall onto a hard floor – and our results show that you'll have to treat this bag with great care if you want it to last. The fabric tore so badly at one of the corners that it was unusable.

Questions 7–14

The text on page 18 has five paragraphs, **A–E**.

Which paragraph mentions the following?

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

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

- 7 The zips on this cabin bag may be difficult to use.
- 8 This cabin bag may be badly damaged if it is dropped.
- 9 The handles of this cabin bag have a number of different problems.
- 10 This cabin bag is very resistant to water.
- 11 There's a good choice of patterns for the fabric of this cabin bag.
- 12 This cabin bag isn't very easy to move around.
- 13 This cabin bag has just one internal zipped pocket.
- 14 The trolley handle of this cabin bag is adjustable.

Test 1

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

College car parking policy – staff

Parking permits and tickets

Staff permits are required to park a motor vehicle (other than a motorcycle parked in the cycle bays) on campus between 8.30 am and 4.30 pm, Monday to Friday, during term time. Annual permits can be purchased from the Hospitality Department. Application forms can be downloaded from the College website. All permits/tickets must be clearly displayed in the windscreen of vehicles during the dates of term time, as published in the academic calendar. Please inform the Services Administrator of any changes to registration details on telephone ext. 406. Annual car parking permits can be purchased from 20th September and are valid for one academic year from 1st October to 30th June. The annual charges for car parking are displayed on the application form.

Enforcement

The nominated contractor will issue fixed Penalty Charge Notices (see below) on vehicles that fail to display a valid permit and/or parking ticket, or vehicles that are parked on yellow lines or in disabled parking bays without displaying a blue disabled-parking permit. Reductions of parking space availability may arise in order to accommodate College recruitment activities and/or estate development/maintenance projects. Vehicles that are in breach of the policy will be issued with a Penalty Charge Notice.

Penalty Charge Notice (PCN)

The PCN is £30, increasing to £60 seven days after issue. The nominated contractor is responsible for the collection of unpaid PCNs and may use legal action where necessary to recover unpaid PCNs. If issued with a PCN, appeals must be taken up directly with the parking enforcement company (details included on the notice) **not** the college.

Disabled parking

The college has designated car parking spaces for disabled car drivers. The college will make all reasonable efforts to ensure these parking spaces are used only by drivers who display their blue disabled-parking permits, and a valid pay-and-display or annual permit, as appropriate.

If issues arise concerning the availability of the parking spaces, those concerned should raise the matter with the Domestic Services Department in order to effect a temporary solution.

Visitors

The College welcomes visitors and provides parking arrangements through pre-arranged permits, which must be displayed in the vehicle. Please contact the Hospitality Department for further information. On Open Days, sections of car parking on campus may be reserved for visitors.

Short-term drop-off/pick-up provision

There will be two short-term drop-off/pick-up spaces for users of the nursery, with a maximum of ten minutes' waiting time allowed. These are located outside Concorde Building. The nursery staff bays may not be used under any circumstances.

Test 1

Questions 15–20

Answer the questions below.

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

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

- 15 Where can you buy parking permits at the college?
- 16 Which document shows the dates of term time?
- 17 What is the start date of annual parking permits?
- 18 Who is responsible for giving out parking fines if you park in the wrong place?
- 19 What do visitors need to show when parking?
- 20 Where can the nursery pick-up point be found?

Read the text below and answer Questions 21–27.

Maternity benefits

If you are expecting a baby, there are a number of benefit schemes that could help you financially. However, eligibility differs for each individual scheme.

Statutory Maternity Pay (SMP)

You may be entitled to Statutory Maternity Pay (SMP) from your employer. This is a weekly payment, to help make it easier for you to take time off, both before and after the birth of your baby. SMP can be paid for up to 39 weeks.

You are entitled to SMP if you have been employed by the same company for at least 26 weeks by the end of the 15th week before your baby is due. You must also be earning an average of at least £87 per week (before tax). The amount you get depends on how much you earn. For 6 weeks, you will receive 90% of your average weekly earnings. Then you will receive £112.75 per week for the remaining 33 weeks.

Maternity Allowance (MA)

Maternity Allowance (MA) is available to those who are employed or self-employed but not eligible for Statutory Maternity Pay (SMP). You may be entitled to Maternity Allowance if you have been employed or self-employed for at least 26 weeks in the 66 weeks before you are due to give birth. You don't have to work for the same employer for those 26 weeks. You also don't have to work full weeks (as a part week counts as a full week) during the same period. Maternity Allowance can be paid for up to 39 weeks, and is either paid at the same standard rate as SMP or 90% of your average weekly earnings. You'll receive whichever amount is the lower. You can find Maternity Allowance forms at antenatal clinics throughout the country.

Child Tax Credit

If you're on a low income, over 16, and are responsible for at least one child, you may also be entitled to Child Tax Credit. The amount you get will depend on your personal circumstances and income. When your income is being assessed, any child benefit, maintenance payments or Maternity Allowance payments will not be classed as income. This means that it will not be taken into account when calculating your Child Tax Credit.

Sure Start Maternity Payments

If you get benefits or Child Tax Credit because you're on a low income, then you may be entitled to Sure Start Maternity Payments. These are individual grants to help towards the cost of a new baby.

Test 1

Questions 21–27

Answer the questions below.

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

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

- 21 What is the minimum period you must have worked for an employer in order to be eligible for SMP?
- 22 For how long is SMP payable every week as a percentage of your average weekly earnings?
- 23 What sum is payable every week as the second part of SMP entitlement?
- 24 What is the maximum length of time MA is payable?
- 25 Where can MA forms be obtained?
- 26 Apart from income, what else is considered when assessing how much Child Tax Credit is paid?
- 27 What are Sure Start Maternity Payments?

SECTION 3 Questions 28–40**Questions 28–32**

The text on pages 26 and 27 has five sections, **A–E**.

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

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

List of Headings

- i** Solving the puzzle of a papyrus document
- ii** The importance of written records and different ways of recording them
- iii** The use of papyrus for a range of purposes
- iv** Suggestions for future possibilities for papyrus
- v** How papyrus was cultivated and different manufacturing methods
- vi** The decline of papyrus use
- vii** The preservation and destruction of papyrus documents
- viii** The process of papyrus production

28 Section A

29 Section B

30 Section C

31 Section D

32 Section E

PAPYRUS

Used by the ancient Egyptians to make paper, the papyrus plant has helped to shape the world we live in

- A** Libraries and archives are cultural crossroads of knowledge exchange, where the past transmits information to the present, and where the present has the opportunity to inform the future. Bureaucracies have become the backbone of civilizations, as governments try to keep track of populations, business transactions and taxes. At a personal level, our lives are governed by the documents we possess; we are certified on paper literally from birth to death. And written documentation carries enormous cultural importance: consider the consequences of signing the Foundation Document of the United Nations or the Convention on Biological Diversity.

Documentation requires a writing tool and a surface upon which to record the information permanently. About 5,000 years ago, the Sumerians started to use reeds or sticks to make marks on mud blocks which were then baked, but, despite being fireproof, these were difficult to store. Other cultures used more flexible but less permanent surfaces, including animal skins and wood strips. In western culture, the adoption of papyrus was to have a great impact. Sheets of papyrus not only provide an invaluable record of people's daily lives, they can also be dated using carbon-dating techniques, giving precise information about the age of the text written on them.

- B** Papyrus is strongly associated with Egyptian culture, although all the ancient civilizations around the Mediterranean used it. The papyrus sedge is a tall grass-like plant. It was harvested from shallow water and swamplands on the banks of the River Nile. Manufacturing sheets of papyrus from papyrus sedge was a complex, messy process. Pith from inside the plant's stem was cut into long strips that were laid side by side. These were then covered with a second layer of strips which were laid at right angles to the first, then soaked in water and hammered together. The sheet was then crushed to extract the water, dried and then polished to produce a high-quality writing surface. Individual sheets could be glued together and rolled up to make scrolls or folded and bound to form books.
- C** In moist climates the cellulose-rich sheets of papyrus would readily decay, becoming covered by mould or full of holes from attacks by insects. But in dry climates, such as the Middle East, papyrus is a stable, rot-resistant writing surface. The earliest known roll of papyrus scroll was found in the tomb of an official called Hemeka near Memphis, which was then the capital city of Egypt, and is around five thousand years old. In 79CE, nearly 2,000 papyrus scrolls in the library of Julius Caesar's father-in-law were protected at Herculaneum by ash from the catastrophic

eruption of Mount Vesuvius. However, the most famous discoveries of papyrus have come from the rubbish dumps of the ancient town of Oxyrhynchus, some 160km south-west of Cairo, in the desert to the west of the Nile. Oxyrhynchus was a regional administrative capital and for a thousand years generated vast amounts of administrative documentation, including accounts, tax returns and correspondence, which was periodically discarded to make room for more. Over time, a thick layer of sand covered these dumps, and they were forgotten. But the documents were protected by the sand, creating a time capsule that allowed astonishing glimpses into the lives of the town's inhabitants over hundreds of years.

Collections of documents that record information and ideas have frequently been viewed as potentially dangerous. For thousands of years, governments, despots and conquerors have resorted to burning libraries and books to rid themselves of inconvenient evidence or obliterate cultures and ideas that they found politically, morally or religiously unacceptable. One such calamity, the burning of the Great Library of Alexandria, and the papyrus scrolls and books it contained, has been mythologized and has come to symbolize the global loss of cultural knowledge.

- D Besides their use in record-keeping, papyrus stems were used in many other aspects of Mediterranean life, such as for boat construction and making ropes, sails and baskets, as well as being a source of food. In 1969 the adventurer Thor Heyerdahl attempted to cross the Atlantic from Morocco in the boat *Ra*, to show that it was possible for mariners in ancient times to cross the Atlantic Ocean. *Ra* was made from bundles of papyrus stems and modelled on ancient Egyptian craft. As a marshland plant, papyrus sedge stabilizes soils and reduces erosion, while some investigations show that it has potential for water purification and sewage treatment.
- E True paper was probably invented in China in the first century CE. Like papyrus, it was constructed from a meshwork of plant fibres, but the Chinese used fibres from the white mulberry tree, which yielded a tough, flexible material that could be folded, stretched, and compressed. The adoption of this paper by western cultures soon rendered papyrus obsolete.

Despite dreams of paper-free societies, western cultures still use enormous quantities of paper, often in ways that it would be inconceivable to use papyrus for. As a paper substitute, the role of the papyrus sedge in western cultures has been superseded; papyrus is little more than a niche product for the tourist market. What makes papyrus noteworthy for western societies nowadays is its use as the surface upon which our ancient ancestors recorded their lives, their art and their science. In the words of the ancient Roman philosopher Pliny the Elder, it is 'the material on which the immortality of human beings depends'.

Test 1

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 was the problem with using animal skins and wood strips for writing on?
- A They did not last for a long time.
 - B They were not easy to store.
 - C They were insufficiently flexible.
 - D They could be destroyed by fire.
- 34 Why did papyrus manufacturers hammer the papyrus?
- A to remove water from the pith strips
 - B to join the layers of pith strips together
 - C to allow the pith strips to be easily cut
 - D to position the layers of pith strips at the correct angle
- 35 When referring to burning libraries and books, the writer is suggesting that
- A information can be used for harm as well as for good.
 - B new ways must be found to ensure information is not lost.
 - C cultural knowledge depends on more than written texts.
 - D those in power may wish to keep others in ignorance.
- 36 The writer refers to Thor Heyerdahl to illustrate the point that
- A papyrus could be used as a food on long sea voyages.
 - B the ancient Egyptians already had advanced navigation skills.
 - C papyrus could be used to build boats for long sea journeys.
 - D the ancient Egyptians knew of the environmental benefits of papyrus.
- 37 What does the writer conclude about papyrus today?
- A It is better for the environment than using paper.
 - B Its significance is restricted to its role in the past.
 - C It is still the best writing surface for some purposes.
 - D More efforts need to be made to ensure it stays in use.

Questions 38–40

Complete the summary below.

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

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

How papyrus documents have survived

Papyrus is rich in cellulose and in some conditions will be destroyed by fungal growths or be consumed by 38 However, it can survive for long periods in an environment that is dry. It has been found in a 5,000-year-old 39 in Egypt, and in Herculaneum many papyrus documents were preserved following a huge 40 in 79 CE. In the town of Oxyrhynchus, unwanted administrative documents were left on rubbish dumps which were covered with sand, preserving them for many years.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You have seen an advertisement in an Australian magazine for someone to live with a family for six months and look after their six-year-old child.

Write a letter to the parents. In your letter

- *explain why you would like the job*
- *give details of why you would be a suitable person to employ*
- *say how you would spend your free time while you are in Australia*

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:

The growth of online shopping will one day lead to all shops in towns and cities closing.

Do you agree or disagree?

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

Write at least 250 words.

Test 1

SPEAKING**PART 1**

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

EXAMPLE**Future**

- What job would you like to have ten years from now? [Why?]
- How useful will English be for your future? [Why/Why not?]
- How much travelling do you hope to do in the future? [Why/Why not?]
- How do you think your life will change in the future? [Why/Why not?]

PART 2

Describe a book that you enjoyed reading because you had to think a lot.

You should say:

what this book was

why you decided to read it

what reading this book made you think about

and explain why you enjoyed reading this book.

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:****Children and reading**

Example questions:

What are the most popular types of children's books in your country?

What are the benefits of parents reading books to their children?

Should parents always let children choose the books they read?

Electronic books

Example questions:

How popular are electronic books in your country?

What are the advantages of parents reading electronic books (compared to printed books)?

Will electronic books ever completely replace printed books in the future?

Test 2

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

TOTAL HEALTH CLINIC	
PATIENT DETAILS	
Personal information	
<i>Example</i>	
Name	Julie Anne <i>Garcia</i>
Contact phone	1
Date of birth	2 , 1992
Occupation	works as a 3
Insurance company	4 Life Insurance
Details of the problem	
Type of problem	pain in her left 5
When it began	6 ago
Action already taken	has taken painkillers and applied ice
Other information	
Sports played	belongs to a 7 club goes 8 regularly
Medical history	injured her 9 last year no allergies no regular medication apart from 10

Test 2

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

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

Visit to Branley Castle

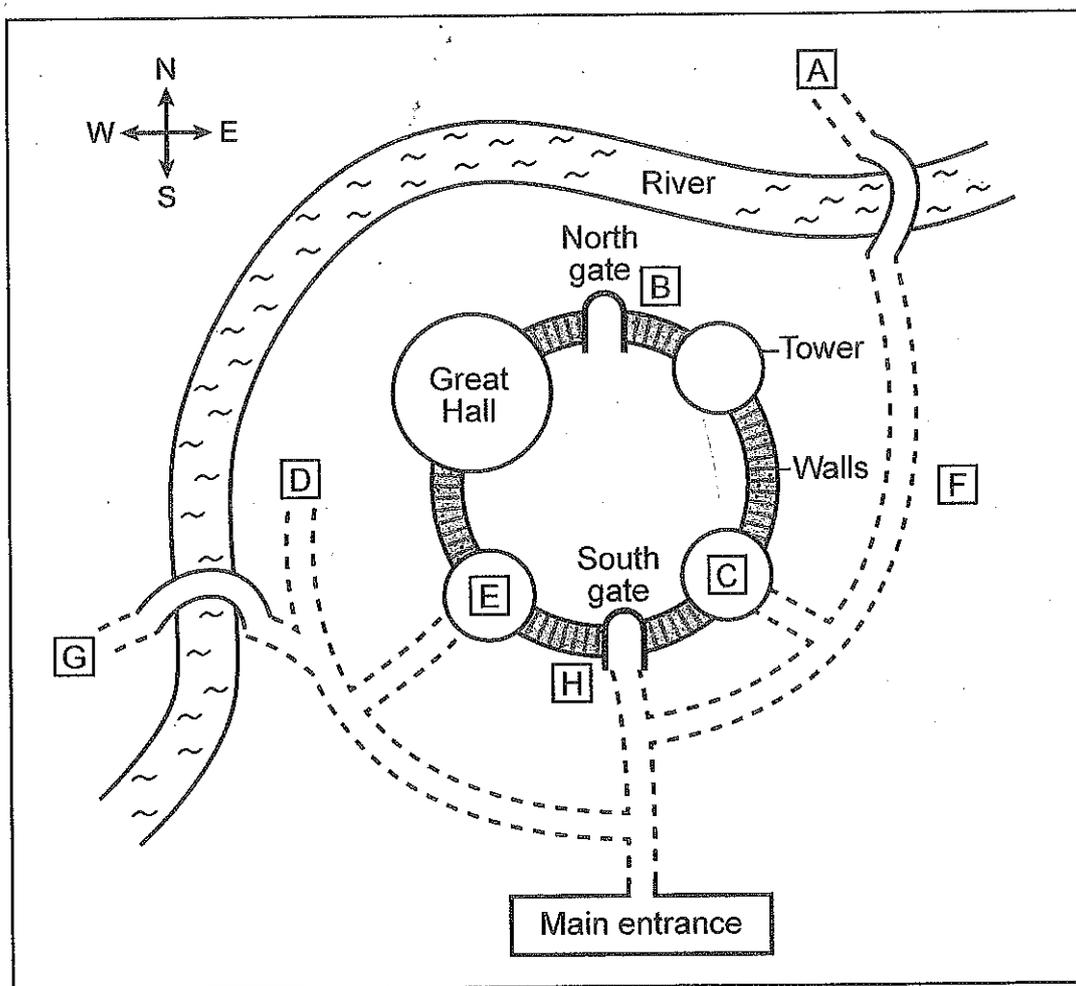
- 11 Before Queen Elizabeth I visited the castle in 1576,
- A repairs were carried out to the guest rooms.
 - B a new building was constructed for her.
 - C a fire damaged part of the main hall.
- 12 In 1982, the castle was sold to
- A the government.
 - B the Fenys family.
 - C an entertainment company.
- 13 In some of the rooms, visitors can
- A speak to experts on the history of the castle.
 - B interact with actors dressed as famous characters.
 - C see models of historical figures moving and talking.
- 14 In the castle park, visitors can
- A see an 800-year-old tree.
 - B go to an art exhibition.
 - C visit a small zoo.
- 15 At the end of the visit, the group will have
- A afternoon tea in the conservatory.
 - B the chance to meet the castle's owners.
 - C a photograph together on the Great Staircase.

Questions 16–20

Label the plan below.

Write the correct letter, A–H, next to Questions 16–20.

Branley Castle



- 16 Starting point for walking the walls
- 17 Bow and arrow display
- 18 Hunting birds display
- 19 Traditional dancing
- 20 Shop

Test 2

SECTION 3 **Questions 21–30****Questions 21–24**

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

Woolly mammoths on St Paul's Island

- 21 How will Rosie and Martin introduce their presentation?
- A with a drawing of woolly mammoths in their natural habitat
 - B with a timeline showing when woolly mammoths lived
 - C with a video clip about woolly mammoths
- 22 What was surprising about the mammoth tooth found by Russell Graham?
- A It was still embedded in the mammoth's jawbone.
 - B It was from an unknown species of mammoth.
 - C It was not as old as mammoth remains from elsewhere.
- 23 The students will use an animated diagram to demonstrate how the mammoths
- A became isolated on the island.
 - B spread from the island to other areas.
 - C coexisted with other animals on the island.
- 24 According to Martin, what is unusual about the date of the mammoths' extinction on the island?
- A how exact it is
 - B how early it is
 - C how it was established

Questions 25–30

What action will the students take for each of the following sections of their presentation?

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

Actions	
A	make it more interactive
B	reduce visual input
C	add personal opinions
D	contact one of the researchers
E	make detailed notes
F	find information online
G	check timing
H	organise the content more clearly

Sections of presentation

- | | | |
|-----------|--|-------|
| 25 | Introduction | ..... |
| 26 | Discovery of the mammoth tooth | ..... |
| 27 | Initial questions asked by the researchers | ..... |
| 28 | Further research carried out on the island | ..... |
| 29 | Findings and possible explanations | ..... |
| 30 | Relevance to the present day | ..... |

Test 2

SECTION 4 Questions 31–40

Complete the notes below.

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

The history of weather forecasting

Ancient cultures

- many cultures believed that floods and other disasters were involved in the creation of the world
- many cultures invented 31 and other ceremonies to make the weather gods friendly
- people needed to observe and interpret the sky to ensure their 32
- around 650 BC, Babylonians started forecasting, using weather phenomena such as 33
- by 300 BC, the Chinese had a calendar made up of a number of 34 connected with the weather

Ancient Greeks

- a more scientific approach
- Aristotle tried to explain the formation of various weather phenomena
- Aristotle also described haloes and 35

Middle Ages

- Aristotle's work considered accurate
- many proverbs, e.g. about the significance of the colour of the 36, passed on accurate information.

15th–19th centuries

- 15th century: scientists recognised value of 37 for the first time
- Galileo invented the 38
- Pascal showed relationship between atmospheric pressure and altitude
- from the 17th century, scientists could measure atmospheric pressure and temperature
- 18th century: Franklin identified the movement of 39
- 19th century: data from different locations could be sent to the same place by 40

READING**SECTION 1** *Questions 1–14*

Read the text below and answer Questions 1–7.

Five reviews of the Wellington Hotel

- A** My husband and I first stayed at the Wellington a few years ago, and we've returned every year since then. When we arrive and check in, we're always treated like old friends by the staff, so we very much feel at home. Our one disappointment during our last visit was that our room overlooked the car park, but that didn't spoil our stay.
- B** The hotel hardly seems to have changed in the last hundred years, and we prefer that to many modern hotels, which tend to look the same as each other. The Wellington has character! Our room was very comfortable and quite spacious. We can strongly recommend the breakfast, though we had to wait for a table as the hotel was so full. That was a bit annoying, and there was also nowhere to sit in the lounge.
- C** We made our reservation by phone without problem, but when we arrived the receptionist couldn't see it on the computer system. Luckily there was a room available. It wasn't quite what we would have chosen, but it was a pleasure to sit in it with a cup of tea, and look out at the swimmers and surfers in the sea.
- D** We'd be happy to stay at the Wellington again. Although there's nothing special about the rooms, the view from the lounge is lovely, and the restaurant staff were friendly and efficient. Breakfast was a highlight – there was so much on offer we could hardly decide what to eat. We'd stay another time just for that!
- E** The staff all did their jobs efficiently, and were very helpful when we asked for information about the area. The only difficulty we had was making our reservation online – it wasn't clear whether payment for our deposit went through or not, and I had to call the hotel to find out. Still, once we'd arrived, everything went very smoothly, and we had a delicious dinner in the restaurant.

Test 2

Questions 1–7

Look at the five online reviews of the Wellington Hotel, **A–E**, on page 39.

Which review mentions the following?

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

NB You may use any letter more than once.

- 1 liking the view from the bedroom window
- 2 finding the receptionists welcoming
- 3 being pleased with the bedroom
- 4 becoming confused when booking a room
- 5 being impressed by the wide choice of food
- 6 staying in the hotel regularly
- 7 finding it inconvenient that the hotel was crowded

Read the text below and answer Questions 8–14.

Come and play walking football or walking netball

Walking football and netball have become increasingly popular in recent years, but do you know you can take part in this area? The names make it clear what they are – two of the country's favourite sports where, instead of running, the players walk. It's as simple as that.

Walking football was invented in the UK in 2011, but it was a 2014 TV commercial for a bank, showing it providing financial support to someone who wanted to set up a website for the game, that brought it to people's attention. Since then, tens of thousands of people – mostly, though not only, over the age of 50 – have started playing, and there are more than 800 walking football clubs. Both men and women play walking football, but at the moment the netball teams consist only of women. However, men are beginning to show an interest in playing.

The two games are designed to help people to be active or get fit, whatever their age and level of fitness. In particular, they were invented to encourage older men and women to get more exercise, and to give them a chance to meet other people. Regular physical activity helps to maintain energy, strength and flexibility. You can start gently and do a little more each session. The benefits include lower heart rate and blood pressure, greater mobility, less fat and more muscle.

Many players have given up a sport – either through age or injury – and can now take it up again. They're great ways for people to enjoy a sport they used to play and love, and keep active at the same time, though people who have never played the standard game before are also very welcome.

The local council's Active Lifestyles Team runs sessions at all the council's leisure centres. Come alone or with a friend, and enjoy a friendly game on Monday or Saturday afternoons, or Tuesday or Thursday evenings. Each session costs £3 per person, and you don't have to come regularly or at the same time each week. Our aim is to set up netball and football clubs as soon as there are enough regular players.

Test 2

Questions 8–14

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

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 Walking football became well-known when a club featured in a TV programme about the sport.
- 9 The majority of walking netball players are men.
- 10 Most clubs arrange social activities for their members.
- 11 Players are tested regularly to measure changes in their fitness.
- 12 People who have never played football are encouraged to play walking football.
- 13 People can take part in the Active Lifestyles Team's sessions whenever they wish.
- 14 The Active Lifestyles Team intends to start clubs in the future.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Dress regulations at work

Your contract may state that you need to dress in a certain manner or wear a uniform. Your contract might also state that you need to dress 'smartly', rather than specifying any particular garments. As you might well have conflicting ideas of what counts as 'smart', you should ask your employer for clarification. Many employers that have a strict dress code choose to provide clothing or a discount on clothing. However, this is not necessarily compulsory for the employer and is a factor you need to consider when taking a job.

Protective clothing and equipment

Your employer can tell you to put on protective clothing and equipment (such as gloves, a visor, boots, etc.). If you don't, your employer is entitled to take disciplinary action, which can include excluding you from the workplace.

You are required to:

- co-operate with your employer on health and safety
- correctly use work items provided by your employer, including protective equipment, in accordance with instructions
- not interfere with or misuse anything provided for your health and safety or welfare.

Of course, any protective gear has to fit and be appropriate for the situation. It shouldn't cause you pain. If it does, you should negotiate alternative equipment or arrangements. Don't be put off. Sometimes employers can, out of caution, interpret health and safety rules unnecessarily rigidly. And of course you shouldn't be required to pay for any protective equipment or clothing that you need. However, if your employer buys the gear, they are entitled to keep it when you leave.

The obligation to maintain protective clothing lies with the employer. The employer is also required to provide an appropriate storage space to keep the protective equipment in when it is not being used. And finally, the employer must provide the equipment and service free of charge to the employee.

Jewellery

Banning employees from wearing jewellery and loose clothing may be justified to prevent a potential hygiene hazard if you work in areas of food production or areas which need to be kept sterile.

Likewise, your employer can judge that loose jewellery may constitute a snagging hazard if you operate machinery. If you think restrictions are not justified by health and safety concerns, talk to your workplace union rep if you have one, as they may know of solutions to the problem which other employees have used before.

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 If employees are unsure what their company wishes them to wear for work, they should request
- 16 Some companies offer their employees a when they buy items to wear for work.
- 17 Employees who fail to wear protective clothing when required could be subject to procedures.
- 18 Employees ought not to be in because of protective clothing or equipment.
- 19 It is the company's responsibility to ensure that there is a suitable place for the of protective equipment.
- 20 Employees who work with certain types of may have to remove jewellery to avoid potential injuries.

Read the text below and answer Questions 21–27.

How to achieve a better work–life balance

As more and more employees work from home full time and everyone has 24/7 access to email, balancing work and family may not seem like an easily attainable goal. So how can you juggle the demands of both worlds? Below are some tips to help you get started.

It's easy to get sucked into habits that make us less efficient without realizing it – like keeping your social media page open at work so you don't miss something 'important'. Draw up a list with all the activities that don't enhance your life or career. Then minimize the time you spend on them.

It's hard to say 'no', especially to a supervisor or loved one, but sometimes that powerful little word is essential. Learn to use 'no' judiciously and it will become a powerful tool in balancing work and family.

Research shows that exercise helps you remain alert. Finding time to hit the gym may be hard, but it will ultimately help you get more things done because exercise really boosts energy and improves your ability to concentrate.

Study after study shows that significant sleep deprivation affects your health and well-being. Exposure to electronics can significantly negatively impact your sleep, so try to unplug an hour before you go to sleep.

What would you do if you had a whole day to yourself with no demands on your time? While most people don't have the luxury of a whole day dedicated to relaxation, constantly putting off that downtime and putting everyone's needs before yours will wear you down. Pick a time to do something just for you. Even just a few minutes of 'me time' a day will help to recharge your batteries.

Don't assume your family and manager are aware of your concerns. If you feel you have to adjust your schedule to discover a better work–life balance, then voice that requirement. If that means asking your boss for permission to leave a few minutes early once a week so you can hit that yoga class on the way home, do it.

All new habits require time to build, so if you find yourself sneaking your smartphone to bed, that's okay. Leave your phone downstairs tomorrow night. Tiny steps are the key to finding that balance, so start small, and go from there. Most of all, know your limitations and what works best for you; then decide what really matters, what advice you want to follow, and prioritize.

Test 2

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.

Achieving a better work–life balance

How to begin

- Make a complete 21 of things that are not helpful and reduce involvement in them
- Refuse some requests as this can be a useful 22 in gaining a better work–life balance

Things that can help

- Regular exercise
 - can increase 23 significantly
- Sleep
 - insufficient sleep can make people ill
 - avoid focusing on 24 in the lead-up to bedtime

Issues that require attention

- Those who see other people's 25 as more important than their own will suffer
- If the working day is too long, get 26 to shorten it occasionally
- People should learn to recognise their own 27

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

San Francisco's Golden Gate Bridge

- A** For several decades in the nineteenth century, there were calls to connect the rapidly growing metropolis of San Francisco to its neighbours across the mile-wide Golden Gate Strait, where San Francisco Bay opens onto the Pacific Ocean. Eventually, in 1919, officials asked the city engineer, Michael O'Shaughnessy, to explore the possibility of building a bridge. He began to consult engineers across the USA about the feasibility of doing so, and the cost. Most doubted whether a bridge could be built at all, or estimated that it would cost \$100 million. However, a Chicago-based engineer named Joseph Strauss believed he could complete the project for a modest \$25 to \$30 million. After his proposal was accepted, Strauss set about convincing the communities on the northern end of the strait that the bridge would be to their benefit, as well as to that of San Francisco. With population centres growing fast, there was severe traffic congestion at the ferry docks, and motor vehicle travel by ferry was fast exceeding capacity.
- B** The bridge could not be constructed without the agreement of the US War Department, which owned the land on each side of the Strait and had the power to prevent any harbour construction that might affect shipping traffic. In 1924, San Francisco and Marin counties applied for a permit to build a bridge, and after hearing overwhelming arguments in favour of the project, the Secretary of War agreed.
- Despite the economic benefits promised by its supporters, the project met fierce resistance from a number of businesses – particularly ferry companies – and civic leaders. Not only would the bridge be an obstacle to shipping and spoil the bay's natural beauty, they argued, it wouldn't survive the sort of earthquake that had devastated the city in 1906. Eight years of legal actions followed as opponents tried to prevent it from being built.
- C** Meanwhile, Strauss's team scrapped their original plans in favour of a suspension span capable of moving more than two feet to each side: this would withstand strong wind far better than a rigid structure. They also planned the two towers, and decided on a paint colour they called 'international orange'.
- D** O'Shaughnessy, Strauss and the Secretary to the Mayor of San Francisco believed a special district needed to be created, with responsibility for planning, designing and financing construction. The formation of this district would enable all the counties affected by the bridge to have a say in the proceedings. This happened in 1928, when the California legislature passed an act to establish the Golden Gate Bridge and Highway District, consisting of six counties. In 1930, residents voted on the question of whether to put up their homes, their farms and their business properties as security for a \$35 million bond issue to finance construction. The outcome was a large majority in favour.

Test 2

However, the District struggled to find a financial backer amid the difficulties of the Great Depression, a problem made worse by years of expensive legal proceedings. Now desperate, Strauss personally sought help from the President of Bank of America, who provided a crucial boost by agreeing to buy \$6 million in bonds in 1932.

- E Construction began in January 1933, with the excavation of a vast amount of rock to establish the bridge's two anchorages – the structures in the ground that would take the tension from the suspension cables. The crew consisted of virtually anyone capable of withstanding the physical rigours of the job, as out-of-work cab drivers, farmers and clerks lined up for the chance to earn steady wages as ironworkers and cement mixers.

The attempt to build what would be the first bridge support in the open ocean proved an immense challenge. Working from a long framework built out from the San Francisco side, divers plunged to depths of 90 feet through strong currents to blast away rock and remove the debris. The framework was damaged when it was struck by a ship in August 1933 and again during a powerful storm later in the year, setting construction back five months.

- F The two towers were completed in June 1935, and a New Jersey-based company was appointed to handle the on-site construction of the suspension cables. Its engineers had mastered a technique in which individual steel wires were banded together in spools and carried across the length of the bridge on spinning wheels. Given a year to complete the task, they instead finished in just over six months, having spun more than 25,000 individual wires into each massive cable.

The roadway was completed in April 1937, and the bridge officially opened to pedestrians the following month. The next day, President Roosevelt announced its opening via White House telegraph.

- G The Golden Gate has endured as a marvel of modern engineering; its main span was the longest in the world for a suspension bridge until 1981, while its towers made it the tallest bridge of any type until 1993. It withstood a destructive earthquake in 1989 and was closed to traffic only three times in its first 75 years due to weather conditions. Believed to be the most photographed bridge in the world, this landmark was named one of the seven civil engineering wonders of the United States by the American Society of Civil Engineers in 1994.

Questions 28–35

The text on pages 47 and 48 has seven sections, **A–G**.

Which section mentions the following?

*Write the correct letter, **A–G**, in boxes 28–35 on your answer sheet.*

NB You may use any letter more than once.

- 28** why it was easy to recruit workers to build the bridge
- 29** a change in the design of the bridge
- 30** opposition to building the bridge
- 31** why a bridge was desirable
- 32** problems with raising funding for the bridge
- 33** permission being given to build the bridge
- 34** which records the bridge broke
- 35** the idea that building a bridge might be impossible

Test 2

Questions 36–40

Complete the sentences below.

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

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

- 36 Building the bridge required a issued by the Secretary of War.
- 37 One objection to building the bridge was that another would destroy it.
- 38 Construction was delayed when the framework was damaged by a ship and again by a
- 39 The last part of the bridge to be constructed was the
- 40 The bridge was first used by in May 1937.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You have just read an article in an international travel magazine which contained some information about your town that is incorrect.

Write a letter to the editor of the magazine. In your letter

- *correct the information in the article*
- *explain why it is important for the magazine to give correct information*
- *suggest what the magazine should do about this situation*

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

Test 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think it's better to choose friends who always have the same opinions as them. Other people believe it's good to have friends who sometimes disagree with them.

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

Social media

- Which social media websites do you use?
- How much time do you spend on social media sites? [Why/Why not?]
- What kind of information about yourself have you put on social media? [Why/Why not?]
- Is there anything you don't like about social media? [Why?]

PART 2

Describe something you liked very much which you bought for your home.

You should say:

what you bought
when and where you bought it
why you chose this particular thing

and explain why you liked it so much.

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:

Creating a nice home

Example questions:

Why do some people buy lots of things for their home?

Do you think it is very expensive to make a home look nice?

Why don't some people care about how their home looks?

Different types of home

Example questions:

In what ways is living in a flat/apartment better than living in a house?

Do you think homes will look different in the future?

Do you agree that the kinds of homes people prefer change as they get older?

Test 3

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

Flanders Conference Hotel
<p><i>Example</i></p> <p>Customer Services Manager: <i>Angela</i></p>
<p>Date available</p> <ul style="list-style-type: none"> weekend beginning February 4th
<p>Conference facilities</p> <ul style="list-style-type: none"> the 1 room for talks (projector and 2 available) area for coffee and an 3 free 4 throughout a standard buffet lunch costs 5 \$ per head
<p>Accommodation</p> <ul style="list-style-type: none"> Rooms will cost 6 \$ including breakfast.
<p>Other facilities</p> <ul style="list-style-type: none"> The hotel also has a spa and rooftop 7 There's a free shuttle service to the 8
<p>Location</p> <ul style="list-style-type: none"> Wilby Street (quite near the 9 near to restaurants and many 10

SECTION 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** activities that volunteers do are mentioned?

- A** decorating
- B** cleaning
- C** delivering meals
- D** shopping
- E** childcare

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** ways that volunteers can benefit from volunteering are mentioned?

- A** learning how to be part of a team
- B** having a sense of purpose
- C** realising how lucky they are
- D** improved ability at time management
- E** boosting their employment prospects

Test 3

Questions 15–20

What has each of the following volunteers helped someone to do?

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

What volunteers have helped people to do

- A** overcome physical difficulties
- B** rediscover skills not used for a long time
- C** improve their communication skills
- D** solve problems independently
- E** escape isolation
- F** remember past times
- G** start a new hobby

Volunteers

- 15** Habib
- 16** Consuela
- 17** Minh
- 18** Tanya
- 19** Alexei
- 20** Juba

SECTION 3 Questions 21–26

Complete the notes below.

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

Background on school marching band

It consists of around **21** students.

It is due to play in a **22** band competition.

It has been invited to play in the town's **23**

They have listened to a talk by a **24**

Joe will discuss a **25** with the band.

Joe hopes the band will attend a **26** next month.

Test 3

Questions 27–30

What problem does Joe mention in connection with each of the following band members?

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

Problems

- A makes a lot of mistakes in rehearsals
- B keeps making unhelpful suggestions
- C has difficulty with rhythm
- D misses too many rehearsals
- E has a health problem
- F doesn't mix with other students

Band members

- 27 flautist
- 28 trumpeter
- 29 trombonist
- 30 percussionist

SECTION 4 Questions 31–40

Complete the notes below.

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

Concerts in university arts festival

Concert 1

- Australian composer: Liza Lim
- studied piano and **31** before turning to composition
- performers and festivals around the world have given her a lot of commissions
- compositions show a great deal of **32** and are drawn from various cultural sources
- her music is very expressive and also **33**
- festival will include her **34** called *The Oresteia*
- Lim described the sounds in *The Oresteia* as **35**
- British composers: Ralph Vaughan Williams, Frederick Delius

Concert 2

- British composers: Benjamin Britten, Judith Weir
- Australian composer: Ross Edwards
- festival will include *The Tower of Remoteness*, inspired by nature
- *The Tower of Remoteness* is performed by piano and **36**
- compositions include music for children
- celebrates Australia's cultural **37**

Concert 3

- Australian composer: Carl Vine
- played cornet then piano
- studied **38** before studying music
- worked in Sydney as a pianist and composer
- became well known as composer of music for **39**
- festival will include his music for the 1996 **40**
- British composers: Edward Elgar, Thomas Adès

READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–7.

Your guide to entertainment in Westhaven

A TRAX INDOOR KARTING CENTRE

Experience the fun and thrills of indoor racing driving in our mini open-topped karts. No experience necessary. Individuals and groups welcome. Refreshments available in new burger bar. Spectators welcome.

All drivers must meet the minimum height requirement of 5 feet (1.52 m), and participate at their own risk.

Open: all year daily 10 am to 6 pm (later times by appointment) except Christmas Eve, Christmas Day, Boxing Day and New Year's Day

Charges: from £11 per person

B WESTHAVEN LIFEBOAT MUSEUM

The Westhaven Lifeboat Museum is an exciting display illustrating over 150 years of courage – photos with texts of epic rescues, models of lifeboats and video displays. Try our hands-on simulator – take charge of a daring rescue on a stormy sea. Ideal for school groups! A must for all ages. Souvenir shop. No charge for admission but donations welcome.

Open: 25th March to 26th October, 10 am to 5 pm
27th October to 2nd January, 10 am to 4 pm

C STAR LEISURE CENTRE

Exciting leisure complex with four pools, wave machine, two thrilling flumes, bubble pool, fitness suite, special programme for under-fives, organised holiday activities and much, much more!

Open: all year daily

Charges: Check our website at www.starleisure.co.uk for current rates.

D LLOYD'S LANES

20 fully computerised ten-pin bowling lanes, amusement area, fast food area, large-screen Sky TV – Lloyd's Lanes is ideal for a whole fun day out!

Open: ten-pin bowling daily, 10 am till late – 7 days a week

Charges: Monday to Friday 10 am to 6 pm: non-members £3.50; members £2.50

other times: non-members £4.50; members £3.75
appropriate footgear essential to protect bowling surfaces
shoe hire £1.00 at all times

E WESTHAVEN GOLF CLUB

Beautiful lakeside course; a pleasant, manageable walk through nine challenging holes. 24-bay driving range, suitable in rain, wind or sun; three golf professionals can give affordable coaching. Restaurant: good food served all day. Visitors welcome.

Open: all year from 7.30 am to 10 pm

Charges: 9 holes £10; 18 holes £15

Test 3

Questions 1–7

The text on pages 60 and 61 has five advertisements labelled **A–E**.

Which advertisement contains the following information?

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

NB You may use any letter more than once.

- 1 Payment at this venue is optional.
- 2 Expert instructors are available for lessons.
- 3 There is a restriction on what you can wear.
- 4 Some basic information is published in another place.
- 5 This has particular provision for very young children.
- 6 It has a feature especially recommended for educational parties.
- 7 They will open at unscheduled times if you make an arrangement.

Read the text below and answer Questions 8–14.

DO YOU HAVE A MUSIC PROJECT IN MIND THAT MIGHT BENEFIT FROM FUNDING?

Music is wonderfully therapeutic! This is recognised by The Dosoco Foundation, which supports local projects that use music for social good.

The next round of Dosoco grant funding will shortly be open for applications. Grants are available from £700 to £1,000 (for organisations) and up to £300 (for individuals) in the areas of music education (e.g. working with a talented music student with either physical, social or learning disabilities), music access (e.g. a music club for groups that might struggle to start something on their own), music innovation (e.g. using an electronic device such as Raspberry Pi to help disabled people make music) and music therapy (e.g. an idea for using music to support positive mental health).

Case study

Dosoco recently awarded a grant to **Alexia Sloane**, a young composer with sight loss, to enable her to attend the sound-and-music summer-school composition course at the Purcell School. Alexia has since gained a place as a composer with the National Youth Orchestra of Great Britain – the first blind composer to be appointed – and has also been awarded the title of Young Composer of the Year. She was the first female composer ever to receive this honour in its ten-year history.

Organisations, families and individuals can apply by completing a simple form. Dosoco can contribute up to 50% towards project costs. Projects must be locally based and must be new ideas for using music to make a positive impact on people's lives where help is really needed.

For more information please visit www.thedosocofoundation.org

Test 3

Questions 8–14

Do the following statements agree with the information given in the text on page 63?

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 You can apply to Dosoco now for grant funding.
- 9 You can apply for a grant that will help to educate a musician.
- 10 Alexia Sloane lost her sight after attending a summer-school composition course.
- 11 Alexia now plays several instruments with the National Youth Orchestra of Great Britain.
- 12 Alexia has received an award for her work in music.
- 13 Applications can be made by filling in an online form.
- 14 In some cases Dosoco will cover the full cost of the project.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

Guide to employees on workplace monitoring

What is workplace monitoring?

Employers have the right to monitor your activities in many situations at work. For example, your activities may be recorded on CCTV cameras, and your letters may be opened and read. In addition, your employer may use an automated software programme to check the emails you receive at work. Phone calls may be listened to and recorded, and the log of websites you use may be checked.

All of these forms of monitoring are covered by data protection law. Data protection law doesn't prevent monitoring in the workplace. However, it does set down rules about the circumstances and the way in which monitoring should be carried out.

Before deciding whether to introduce monitoring, your employer should identify any negative effects the monitoring may have on staff. This is called impact assessment.

Monitoring electronic communications at work

Your employer can legally monitor your use of electronic communications in the workplace if the monitoring relates to the business and the equipment being monitored is provided partly or wholly for work.

Except in extremely limited circumstances, employers must take reasonable steps to let staff know that monitoring is happening, what is being monitored and why it is necessary.

As long as your employer sticks to these rules, they don't need to get your consent before they monitor your electronic communications, but only if the monitoring is for specific reasons. These may be to establish facts which are relevant to the business or to check standards, for example, listening in to phone calls to assess the quality of your work. Monitoring is also allowed if its purpose is to prevent or detect crime. It may be necessary to make sure electronic systems are operating effectively, for example, to prevent computer viruses entering the system. Your employer is also allowed to listen in to any calls you make to confidential helplines, but in this case he or she is not allowed to record these calls.

Test 3

Questions 15–21

Complete the notes below.

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

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

Guide to employees on workplace monitoring

Your employer may monitor you at work by checking

- recordings of your activities
- your letters and 15
- your phone calls and which websites you have visited

Rules for monitoring are established by data protection law. This states that employers must carry out a procedure that is known as 16 before introducing monitoring.

In general, monitoring is legal if

- it relates to the business
- you are using 17 intended for work
- the worker has been informed

Monitoring may be used

- to evaluate the 18 of your work
- to stop or find out about 19
- to stop the possibility of 20 affecting systems
- to check calls to 21 (these cannot be recorded)

Read the text below and answer Questions 22–27.

International Experience Canada: application process

If you want to travel and work temporarily in Canada as part of International Experience Canada (IEC), your first step is to become a candidate in one or more IEC pools. There are three categories of pool: International Co-op (Internship), Working Holiday and Young Professionals.

To apply, first use our questionnaire to see if you meet the criteria to get into the IEC pools. This should take you about ten minutes. You can find it at www.cic.gc.ca/ctc-vac/cometocanada.asp. After completing this, if you are eligible you will be sent a personal reference code, which you should use to create your online account. At the same time, you should fill in any remaining fields in your profile with the required information, including which IEC pools you want to be in. (Some parts will already have been completed for you.)

If you are sent an invitation to proceed with your application, you will have 10 days to decide whether to accept this or not. If you accept, click the 'Start Application' button. You then have 20 days to complete your application.

For International Co-op and Young Professionals categories, your employer in Canada must pay the compliance fee and inform you of your offer of employment number. (This does not apply to the Working Holiday pool.)

Once you have received this, you should then upload copies of police and medical certificates, if required. If you do not have these, you should upload proof that you have applied for them. You should then pay your participation fee of C\$126 online by credit card. (There is an additional payment of C\$100 if you are applying for the Working Holiday category.)

Your application will then be assessed. You can apply to withdraw at this stage and will be given a refund if you do this within 56 days. If your application is successful, you will receive a letter of introduction which you can show to Immigration when you enter Canada.

Test 3

Questions 22–27

Complete the flow-chart below.

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

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

Applying to International Experience Canada

Fill in the online 22 to get a personal reference code.

Create your 23 and provide the necessary information for the profile in your application.

If sent an invitation, you must accept this within 24
You then have a limited time to 25 the application.

Your 26 is required to send you an offer of employment number.

Upload copies of any necessary certificates or proof of application.

Make the payment for participation online. You may receive a 27 later if you change your mind.

If successful, you will receive a letter of introduction to be shown at Immigration.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

**RESEARCH ON IMPROVING AGRICULTURAL
YIELDS IN AFRICA**

Three programmes are investigating ways of improving agricultural productivity in Africa.

More than half of the global population growth between now and 2050 is expected to occur in Africa. And more people means a requirement for more food.

Ethiopia, for example, has the largest livestock population in Africa but with a growing population even its 53 million cattle are not enough. And now efforts to develop farming there are bringing a significant health concern. Professor James Wood from the University of Cambridge explains that new breeds that are being introduced are more vulnerable to bovine TB (tuberculosis) than the zebu cattle which were previously reared there. 'This may have health implications for those who work with and live alongside infected cattle, and also raises concerns about transmission to areas which previously had low levels of TB,' he warns.

Wood leads a research programme which is looking at the feasibility of control strategies, including cattle vaccination. The programme brings together veterinary scientists, epidemiologists, geneticists, immunologists and social scientists in eight Ethiopian and UK institutions. 'We need this mix because we are not only asking how effective strategies will be, but also whether farmers will accept them, and what the consequences are for prosperity and wellbeing,' says Wood.

The impact that increasing productivity can have on farmers' livelihoods is not lost on an insect expert at the University of Ghana, Dr Ken Fening, who is working on another food-related research project. Cabbages are not indigenous to Africa but have become a major cash crop for Ghanaian farmers and an important source of income for traders from markets and hotels. 'A good crop can bring in money to buy fertilisers and farm equipment, and also help to pay for healthcare and education for the family,' he says. Recently, however, fields of stunted, yellowing cabbages, their leaves curled and dotted with mould, have become a familiar and devastating sight for the farmers of Ghana.

From his field station base in Kpong, Ghana, Fening works closely with smallholder farmers on pest-control strategies. Two years ago they started reporting that a new disease was attacking their crops. 'It seemed to be associated with massive infestations of pink and green aphids*,' says Fening, 'and from my studies of the way insects interact with many different vegetables, I'm familiar with the types of damage they can cause.'

But farmers were typically seeing the total loss of their crops, and he realised that the devastation couldn't just be caused by sap-sucking insects. Despite no previous reports of viral diseases affecting cabbage crops in Ghana, the symptoms suggested a viral pathogen.

* aphids: small insects which feed by sucking liquid from plants

Test 3

Together with Cambridge plant biologist Dr John Carr, Fening collected samples of cabbage plants in Ghana showing signs of disease, and also aphids on the diseased plants. Back in Cambridge, Fening used screening techniques including a type of DNA 'fingerprinting' to identify the aphid species, and sophisticated molecular biology methods to try to identify the offending virus.

'Aphids are a common carrier of plant-infecting viruses,' explains Carr. 'The "usual suspects" are turnip mosaic virus and cauliflower mosaic virus, which affect cabbages in Europe and the US.'

'We found that two different species of aphids, pink and green, were generally found on the diseased cabbages,' says Fening. 'It turned out this was the first record of the green aphid species ever being seen in Ghana.' The pink aphid was identified as *Myzus persicae* (Sulzer).

What's more, the virus was not what they expected, and work is now ongoing to identify the culprit. The sooner it can be characterised, the sooner sustainable crop protection strategies can be developed to prevent further spread of the disease not only in Ghana, but also in other countries in the region.

Another researcher who hopes that eradication strategies will be the outcome of her research project is Dr Theresa Manful. Like Fening, she is a researcher at the University of Ghana. She has been working with Cambridge biochemist Professor Mark Carrington on a disease known as trypanosomiasis.

'This is a major constraint to cattle rearing in Africa,' she explains. 'Although trypanosomiasis is also a disease of humans, the number of cases is low, and the more serious concerns about the disease relate to the economic impact on agricultural production.'

The parasite that causes the disease is carried by the tsetse fly, which colonises vast swathes of sub-Saharan Africa. Carrington says that a lot is now known about the parasite's molecular mechanisms, in particular the way it evades the immune system of the animal acting as its host by altering the proteins in its coat so as to remain 'invisible'. 'But then when you look at the effect on large animals, you realise that there is almost nothing known about the dynamics of an infection, and even whether an infection acquired at an early age persists for its lifetime,' he says. So Manful and Carrington set about testing cattle in Ghana. They discovered that nearly all were infected most of the time.

For Manful, one of the important gains has been the ability to expand the research in Ghana: 'I now have a fully functional lab and can do DNA extraction and analysis in Ghana – I don't have to bring samples to Cambridge. We are teaching students from five Ghanaian institutions the diagnostic methods.'

'Agriculture faces increasing challenges,' adds Carr. 'Bioscience is playing a crucial part in developing ways to mitigate pest impact and reduce the spread of parasites. We want to ensure not only that every harvest is successful, but also that it's maximally successful.'

Questions 28–32

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

Write the correct letter in boxes 28–32 on your answer sheet.

- 28 What is the main problem faced by cattle farmers in Ethiopia, according to Professor Wood?
- A TB is being transmitted from people to cattle.
 - B New breeds of cattle have led to an increase in TB.
 - C The traditional breeds of cattle are being affected by TB.
 - D TB has spread into places where it was previously unknown.
- 29 When discussing the cultivation of cabbages in Ghana, the writer says that this crop
- A was introduced from outside Africa.
 - B is not eaten much by local people.
 - C is not grown correctly by many farmers.
 - D requires the use of fertiliser and special equipment.
- 30 Fening believed that the new disease destroying cabbages was
- A caused by overuse of pesticides.
 - B also affecting other locally grown vegetables.
 - C linked to insect attacks on these vegetables.
 - D connected with the development of new insect breeds.
- 31 Fening first suspected that the cabbage disease was caused by a virus because
- A evidence of viral disease could be seen on the cabbage leaves.
 - B pink and green aphids did not commonly attack cabbages.
 - C viral diseases affecting vegetables had occurred elsewhere in Africa.
 - D aphids would not have caused so much damage to the crops.
- 32 When doing further research in Cambridge, Fening and Carr discovered that
- A the virus was unfamiliar to them.
 - B two different viruses were present.
 - C the aphids' DNA was more complex than expected.
 - D one aphid was more harmful than the other.

Test 3

Questions 33–36

Look at the following statements (Questions 33–36) and the list of researchers below.

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

Write the correct letter, **A–E**, in boxes 33–36 on your answer sheet.

NB You may use any letter more than once.

- 33 A particular crop may make an important contribution to the local economy in one African country.
- 34 Tests will be carried out by local people in the country where the research is focused.
- 35 Different specialists must work together to ensure the success of a programme.
- 36 One type of insect attacking plants in Ghana was previously unknown there.

List of Researchers

- A** James Wood
- B** Ken Fening
- C** John Carr
- D** Theresa Manful
- E** Mark Carrington

Questions 37–40

Complete the summary below.

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

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

Trypanosomiasis

Trypanosomiasis is a disease caused by a parasite which is spread by an insect called the 37 The parasite can remain unaffected by the host's 38 because it is able to change the 39 on its outer covering. It is uncommon among humans but has been found to affect most 40 in Ghana.

Test 3

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently did a short cookery course. The cookery school has asked for your feedback on this course.

Write a letter to the course director at the cookery school. In your letter

- *describe what you enjoyed about the course*
- *say how much cooking you've done since the course*
- *suggest another cookery course you'd like the school to offer*

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 the main way to be happy in life is to have a lot of money.

How might having a lot of money make people happy?

What other things in life can make people happy?

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

Write at least 250 words.

Test 3

SPEAKING**PART 1**

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

EXAMPLE**Neighbours**

- How often do you see your neighbours? [Why/Why not?]
- Do you invite your neighbours to your home? [Why/Why not?]
- Do you think you are a good neighbour? [Why/Why not?]
- Has a neighbour ever helped you? [Why/Why not?]

PART 2

Describe a very difficult task that you succeeded in doing as part of your work or studies.

You should say:

what task you did

why this task was very difficult

how you worked on this task

and explain how you felt when you had successfully completed this task.

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:****Difficult jobs**

Example questions:

What are the most difficult jobs that people do?

Why do you think some people choose to do difficult jobs?

Do you agree or disagree that all jobs are difficult sometimes?

Personal and career success

Example questions:

How important is it for everyone to have a goal in their personal life?

Is it always necessary to work hard in order to achieve career success?

Do you think that successful people are always happy people?

Test 4

LISTENING

SECTION 1 Questions 1–10

Questions 1–7

Complete the notes below.

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

Enquiry about booking hotel room for event
<p><i>Example</i></p> <p>Andrew is the <i>Events</i> Manager</p>
<p>Rooms</p> <p>Adelphi Room number of people who can sit down to eat: 1 has a gallery suitable for musicians can go out and see the 2 in pots on the terrace terrace has a view of a group of 3</p> <p>Carlton Room number of people who can sit down to eat: 110 has a 4 view of the lake</p>
<p>Options</p> <p>Master of Ceremonies: can give a 5 while people are eating will provide 6 if there are any problems</p> <p>Accommodation: in hotel rooms or 7</p>

Test 4

Questions 8–10

What is said about using each of the following hotel facilities?

Choose **THREE** answers from the box and write the correct letter, **A, B** or **C**, next to Questions 8–10.

Availability	
A	included in cost of hiring room
B	available at extra charge
C	not available

Hotel facilities

- 8 outdoor swimming pool
- 9 gym
- 10 tennis courts

SECTION 2 Questions 11–20**Questions 11–16**

What information does the speaker give about each of the following excursions?

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

Information	
A	all downhill
B	suitable for beginners
C	only in good weather
D	food included
E	no charge
F	swimming possible
G	fully booked today
H	transport not included

Excursions

- 11 dolphin watching
- 12 forest walk
- 13 cycle trip
- 14 local craft tour
- 15 observatory trip
- 16 horse riding

Test 4

Questions 17 and 18

Choose **TWO** letters, **A-E**.

Which **TWO** things does the speaker say about the attraction called *Musical Favourites*?

- A You pay extra for drinks.
- B You must book it in advance.
- C You get a reduction if you buy two tickets.
- D You can meet the performers.
- E You can take part in the show.

Questions 19 and 20

Choose **TWO** letters, **A-E**.

Which **TWO** things does the speaker say about the *Castle Feast*?

- A Visitors can dance after the meal.
- B There is a choice of food.
- C Visitors wear historical costume.
- D Knives and forks are not used.
- E The entertainment includes horse races.

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

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

- 21** What does Trevor find interesting about the purpose of children's literature?
- A** the fact that authors may not realise what values they're teaching
 - B** the fact that literature can be entertaining and educational at the same time
 - C** the fact that adults expect children to imitate characters in literature
- 22** Trevor says the module about the purpose of children's literature made him
- A** analyse some of the stories that his niece reads.
 - B** wonder how far popularity reflects good quality.
 - C** decide to start writing some children's stories.
- 23** Stephanie is interested in the Pictures module because
- A** she intends to become an illustrator.
 - B** she can remember beautiful illustrations from her childhood.
 - C** she believes illustrations are more important than words.
- 24** Trevor and Stephanie agree that comics
- A** are inferior to books.
 - B** have the potential for being useful.
 - C** discourage children from using their imagination.
- 25** With regard to books aimed at only boys or only girls, Trevor was surprised
- A** how long the distinction had gone unquestioned.
 - B** how few books were aimed at both girls and boys.
 - C** how many children enjoyed books intended for the opposite sex.

Test 4

Questions 26–30

What comment is made about each of these stories?

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

Comments	
A	translated into many other languages
B	hard to read
C	inspired a work in a different area of art
D	more popular than the author's other works
E	original title refers to another book
F	started a new genre
G	unlikely topic

Stories		
26	Perrault's fairy tales	.....
27	<i>The Swiss Family Robinson</i>	.....
28	<i>The Nutcracker and The Mouse King</i>	.....
29	<i>The Lord of the Rings</i>	.....
30	<i>War Horse</i>	.....

SECTION 4 Questions 31–40

Complete the notes below.

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

The hunt for sunken settlements and ancient shipwrecks

ATLIT-YAM

- was a village on coast of eastern Mediterranean
- thrived until about 7,000 BC
- stone homes had a courtyard
- had a semicircle of large stones round a **31**
- cause of destruction unknown – now under the sea
- biggest settlement from the prehistoric period found on the seabed
- research carried out into structures, **32** and human remains

TRADITIONAL AUTONOMOUS UNDERWATER VEHICLES (AUVs)

- used in the oil industry, e.g. to make **33**
- problems: they were expensive and **34**

LATEST AUVs

- much easier to use, relatively cheap, sophisticated

Tests:

- Marzamemi, Sicily: found ancient Roman ships carrying architectural elements made of **35**

Underwater internet:

- **36** is used for short distance communication, acoustic waves for long distance
- plans for communication with researchers by satellite
- AUV can send data to another AUV that has better **37**, for example

Planned research in Gulf of Baratti:

- to find out more about wrecks of ancient Roman ships, including
 - one carrying **38** supplies; tablets may have been used for cleaning the **39**
 - others carrying containers of olive oil or **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

The best travel wallets

Keep all your bank cards, documents, passports and ID in one of these convenient carriers, which have been selected by Becca Meier.

- A Kipling Travel Doc Travel Document Holder**
This zip-around wallet comes in five different patterns and is made of nylon. It also has a space where users can put a pen, pockets for cards, an ID window and a pocket for change.
- B Lifeventure Mini Travel Document Wallet**
This is a waterproof wallet, which uses anti-RFID (radio frequency identification) material so your financial details will be safe. It is black with smart sky-blue finishing touches and has a small internal compartment, a smartphone pocket and an external pocket. It can fit two passports.
- C Cath Kidston Breton Stripe**
A wallet so slim it could easily pass for a small notebook. The inside compartment labels identifying each separate section all have silver lettering on them. The wallet has a special coating which makes it easy to wipe anything like sand off.
- D Ted Baker Voyager's Travel Wallet**
This wallet comes in smooth black leather, and is no bigger than a passport, but roomy enough for any insurance documents or flight tickets. A small navy-blue pen is supplied inside.
- E Radley Abbey Travel Wallet**
This plain travel wallet opens up to reveal pockets in various colours labelled 'cards', 'passport' and 'tickets', as well as others left blank for extras. It comes in a handy drawstring bag.
- F Gotravel Organiser**
The black wallet features seven slip-in card compartments, two small interior zip pockets and a load of other slip-in compartments. It can fit at least four passports.
- G Gotravel Glo Travel Wallet**
This is a simple, very reasonably priced wallet. It is made of PVC plastic and will suit those who like a wallet that is easy to spot. It comes in a range of bright colours with a white holiday-related design on the front. It has five compartments that can fit a passport with other cards/tickets.

Questions 1–8

Look at the seven reviews of travel wallets, **A–G**, on page 84.

For which travel wallet are the following statements true?

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

NB You may use any letter more than once.

- 1 This wallet will suit people who prefer natural materials.
- 2 Users of this wallet do not need to worry about taking it out in the rain.
- 3 Parts of the inside of this wallet have categories printed on them in one colour.
- 4 This wallet would suit someone who needs to keep several passports together.
- 5 Something is provided for writing.
- 6 This will suit people who want to be able to find their document wallet easily in their luggage.
- 7 Something to keep this wallet in is provided.
- 8 This wallet has been specially made to prevent people detecting the numbers on any bank cards, etc. inside it.

Read the text below and answer Questions 9–14.

UK rail services – how do I claim for my delayed train?

Generally, if you have been delayed on a train journey, you may be able to claim compensation, but train companies all have different rules, so it can be confusing to work out what you're entitled to. The type of delay you can claim for depends on whether the train company runs a Delay Repay scheme or a less generous, older-style scheme.

Delay Repay is a train operator scheme to compensate passengers when trains are late, and the train company will pay out even if it was not responsible for the delay. The scheme varies between companies, but up to 2016 most paid 50 percent of the single ticket cost for 30 minutes' delay and 100 percent for an hour. On the London Underground, you get a full refund for 15-minute delays.

Companies that do not use Delay Repay and still use the older scheme will not usually pay compensation if the problem is considered to be out of their control. But it is still worth asking them for compensation, as some may pay out. You are unlikely to get compensation for a delay if any of the following occur:

- Accidents involving people getting onto the line illegally
- Gas leaks or fires in buildings next to the line which were not caused by a train company
- Line closures at the request of the emergency services
- Exceptionally severe weather conditions
- Strike action

National Rail Conditions of Travel state that you are entitled to compensation in the same form that you paid for the ticket. Some train companies are still paying using rail vouchers, which they are allowed to do if you do not ask for a cash refund.

Since 2016, rail passengers have acquired further rights for compensation through the Consumer Rights Act. This means that passengers could now be eligible for compensation due to: a severely overcrowded train with too few carriages available; a consistently late running service; and a service that is delayed for less than the time limit that applied under existing compensation schemes.

However, in order to exercise their rights beyond the existing compensation schemes, for instance Delay Repay, and where the train operating company refuses to compensate despite letters threatening court action, passengers may need to bring their claims to a court of law.

Questions 9–14

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

In boxes 9–14 on your answer sheet, write

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

- 9 The system for claiming compensation varies from one company to another.
- 10 Under Delay Repay, a train company will only provide compensation if it caused the delay.
- 11 Under Delay Repay, underground and other train companies give exactly the same amounts of money in compensation.
- 12 An increasing number of train companies are willing to pay compensation for problems they are not responsible for.
- 13 It is doubtful whether companies using the older scheme will provide compensation if a delay is caused by a strike.
- 14 Passengers may receive compensation in the form of a train voucher if they forget to request cash.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–19.

Vacancy for food preparation assistant

Durrant House plc runs restaurants and cafés as concessions in airports, train stations and other busy environments around the country. We currently have a vacancy for a food preparation assistant in our restaurant at Locksley Stadium, serving football fans and concert-goers before, during and after events. In addition, we cater for private parties several times a week. If you have relevant experience and a passion for preparing food to a very high standard, we'll be delighted to hear from you. You must be able to multitask and to work in a fast-paced environment. It goes without saying that working as an effective and supportive member of a team is essential, so you need to be happy in this type of work.

The role includes the usual responsibilities, such as treating hygiene as your number one priority, cleaning work areas, and doing whatever is required to provide food of excellent quality. The person appointed will carry out a range of tasks, including ensuring all raw food items are fresh, preparing vegetables to be cooked, making sure frozen food products are used in rotation, and throwing away any food products that are near or have passed their expiry date. He or she will be required to familiarise themselves with the storage system, so as to put food product supplies in the proper place and retrieve them in the right order. In particular, we are looking for someone with skill at baking, to play a large role in the production of pies and cakes.

Given the nature of the venue, working hours vary from week to week, depending on the events being held, and will often involve starting early in the morning or finishing late at night. You can expect to work an average of around 18 hours a week, although this cannot be guaranteed. You will also have the opportunity to work in another of our sites for one or two days a week, or for longer periods, and will be paid for ten days of holidays a year. Training will be provided in food safety.

If this sounds like the job for you, please contact Jo Simmons at simmons.j@durrant-house.com.

Questions 15–19

Complete the notes below.

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

Write your answers in boxes 15–19 on your answer sheet.

Vacancy for food preparation assistant

Location of restaurant: in a 15

Requirements:

- relevant experience
- ability to multitask
- must enjoy working in a 16

Responsibilities include:

- maintaining high standards of 17 and quality
- checking the freshness of raw food
- ensuring no food is used after its expiry date
- learning the procedure for the 18 of food
- doing a considerable amount of the baking

Conditions:

- working hours are not 19
- payment is made for holidays

Test 4

Read the text below and answer Questions 20–27.

Setting up a business partnership in the UK

Two or more people can go into business together by setting up either a limited company or a partnership. A partnership is the easier way to get started, and simply links two or more people together in a simple business structure. Unlike a limited company, a partnership doesn't have a separate legal status. The partners are usually self-employed individuals, although a limited company counts as a 'legal person' and can also be a partner.

In a partnership, you and your partner or partners personally share responsibility for your business. This means, among other things, that if your business cannot afford to pay its debts, you must pay them yourselves. Again, this is not the case with a limited company. Partners share the business's profits, and each partner pays tax on their share.

When you set up a business partnership you need to choose a name. You can trade under your own names, for example, 'Smith and Jones', or you can choose another name for your business. You don't need to register your name. However, you should register your name as a trademark if you want to stop people from trading under your business name.

Business partnership names must not include 'limited', 'Ltd', 'limited liability partnership', 'LLP', 'public limited company' or 'plc', be offensive, or be the same as an existing trademark. Your name also can't suggest a connection with government or local authorities, unless you get permission. There is no central database of partnership names in the UK, so to avoid using the same name as another business, it is advisable to search on the internet for the name you are considering.

You must include all the partners' names and the business name (if you have one) on official paperwork, for example invoices.

You must choose a 'nominated partner' who is responsible for registering your partnership with HM Revenue and Customs (HMRC), the government department responsible for the collection of taxes. This person is responsible for managing the partnership's tax returns and keeping business records. Alternatively, you can appoint an agent to deal with HMRC on your behalf.

All partners need to register with HMRC separately and send their own tax returns as individuals.

You must register by 5 October in your business's second tax year, or you could be charged a penalty.

You must also register for VAT if your VAT taxable turnover is more than £85,000. You can choose to register if it's below this, for example to reclaim VAT on business supplies.

Questions 20–27

Complete the sentences below.

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

Write your answers in boxes 20–27 on your answer sheet.

- 20 A partnership is different from a limited company in not having its own as a legal body.
- 21 The partners are personally responsible for paying all the partnership's
- 22 The partnership's are divided between the partners.
- 23 Registering the partnership's name prevents others from using that name when
- 24 The best way to find out if a name is already in use is to use the
- 25 The names of the partners and the partnership must appear on and other documents.
- 26 You must have a nominated partner, or someone to act as your , for all contact with HMRC.
- 27 You will have to pay a if you miss the deadline for registering the partnership.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

THE ROLE OF THE SWISS POSTBUS

Switzerland's postbuses are much more than just a means of public transportation.

The Swiss PostBus Limited is the largest of the country's 78 coach companies. Administered by the Motor Services Department of the Post Office, it carries over 120 million passengers each year and is carefully integrated with other public transport services: trains, boats and mountain cableways. The Swiss transportation system resembles a tree, with the larger branches representing federal and private railways, the smaller branches being the coaches, and the twigs being the urban transit operators running trams, city buses, boats, chairlifts and so on. But the trunk that holds the tree together is the vast postbus network, without which the whole network would not function.

There isn't an inhabited place in Switzerland that cannot be reached by some sort of public transport. Federal law and the Swiss Constitution stipulate that every village with a population greater than 40 is entitled to regular bus services. The frequency of these services is directly related to population density. Timetables are put together four years in advance, and seldom change. If a new route is to be introduced, the population of the area affected is invited to vote in a referendum.

At times, postbuses are the main – sometimes the only – links between settlements. These coaches, often with a trailer in tow to increase their capacity, are a common sight in high-altitude regions, and their signature sound – part of Rossini's *William Tell Overture*, played by the drivers on three-tone post horns with electrical

compressors at every road turn – is one of the most familiar Swiss sounds.

The three-tone horns can still be used to 'talk' to post offices (and each other) from a distance. By altering the combination of the tones, a driver can announce 'departure of post', 'arrival of post', 'arrival of special post', and so on – so much more romantic and often more reliable than radio or mobile phones. This musical 'language' started in the mid-nineteenth century, when the coach drivers could also blow their horns a certain number of times on approaching the station to indicate the number of horses needing to be fed, giving the stationmaster time to prepare the fodder.

The postbus history goes back to 1849, when the Swiss postal service was made a monopoly. The role of today's modern yellow buses was, back then, played by horse-drawn carriages (or in winter by sleighs, in order to travel on snow), which were the same colour. By 1914, eight years after the first motor coaches were introduced, there were still 2,500 horses, 2,231 coaches (or carriages) and 1,059 sleighs in service.

After the First World War, Swiss Post bought a fleet of decommissioned military trucks which were converted into postbuses, but it was not until 1961 that the last horse-drawn coach was replaced with a motorised version.

Today, the Swiss Post Office boasts one of the world's most advanced coach fleets, including

fuel-cell models and the world's first driverless bus. This was launched in 2015 in the town of Sion, the capital of the canton of Valais, one of the 26 cantons, or administrative regions, that make up the country.

Postbuses often go to places that other means of transport cannot reach. Most of the drivers therefore see themselves as educators and tour guides. Although it's not in their job description, they're likely to point out the sights – waterfalls, gorges, and so on – and are always ready to pull over for a photo opportunity.

Switzerland's longest postbus journey, and one of the highest, crosses four mountain passes – an eight-hour trip undertaken by a single postbus. The route goes through several cantons; two languages (German and Italian); all four seasons – from burning sunshine to showers and heavy snowfalls; and countless places of interest. One of the passes, the Gotthard, is often described as 'the People's Road', probably because it connects the German-speaking canton of Uri with Italian-speaking Ticino. Like Switzerland itself, postbuses 'speak' all four state languages: German, French, Italian and Romansh – and,

by law, their automated intercom announcements are given in the language of whichever canton the bus is currently passing through.

Irrespective of their previous driving experience, drivers undergo lots of training. During the first year, they have to drive postbuses under the supervision of a more experienced driver. Only after two years of safe driving in the valleys can they be pronounced ready for a mountain bus.

Some routes are not at all busy, with the bus often carrying just two or three passengers at a time. But for most people living in small mountain villages, the postbus is of the utmost importance. It not only carries the villagers to town and back, it takes village children to and from school, delivers mail, transports milk from the village farms down to the valley, collects rubbish from the village (Swiss laws do not allow dumping anywhere in the mountains), and brings building materials to households. It takes elderly villagers to shops and carries their shopping up the hill to their homes. More a friend than just a means of transportation, for the dwellers of mountain villages the postbus is an essential part of life.

Test 4

Questions 28–32

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

Write the correct letter in boxes 28–32 on your answer sheet.

- 28 When comparing the Swiss transportation system to a tree, the writer emphasises
- A the size of the postbus system.
 - B how competitive the postbus system is.
 - C how important the postbus system is.
 - D the threat to the postbus system.
- 29 What is said about bus services in the second paragraph?
- A Villages have the chance to request more buses every four years.
 - B New routes are often introduced to reflect an increase in population.
 - C Bus timetables tend to change every four years.
 - D The number of buses that call at a village depends on how many people live there.
- 30 According to the fourth paragraph, what were three-tone horns first used to indicate?
- A how many coach horses required food
 - B how long the bus would stay at the station
 - C how many passengers wanted a meal
 - D how soon the bus would arrive at the station
- 31 What point does the writer make about the postbus drivers?
- A Many choose to give passengers information about the surroundings.
 - B Most are proud of driving buses to places without other forms of transport.
 - C They are required to inform passengers about the sights seen from the bus.
 - D They are not allowed to stop for passengers to take photographs.
- 32 What is said about the buses' automated announcements?
- A They are given in the language of the bus's starting point.
 - B The language they are given in depends on where the bus is at the time.
 - C They are always given in all the four languages of Switzerland.
 - D The language they are given in depends on the bus's destination.

Questions 33–40

Do the following statements agree with the information given in the text on pages 92 and 93?

In boxes 33–40 on your answer sheet, write

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

- 33 Some postbuses after the First World War were originally army vehicles.
- 34 The number of driverless buses has increased steadily since 2015.
- 35 On the longest postbus route in Switzerland, passengers have to change buses.
- 36 The weather on the longest postbus route is likely to include extreme weather conditions.
- 37 There is a widely used nickname for part of the longest route used by postbuses.
- 38 Bus drivers' training can be shortened if they have driven buses before joining PostBus.
- 39 In some villages most passengers are school children.
- 40 Buses carry only rubbish that can be recycled.

Test 4

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently went to a concert and thought one of the singers was very good. You want to tell him how you feel.

Write a letter to the singer. In your letter

- *say how you feel about his performance*
- *give details of your musical activities*
- *explain how you would like him to help you with your musical activities*

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:

Many people work long hours, leaving very little time for leisure activities.

Does this situation have more advantages or more disadvantages?

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

Write at least 250 words.

Test 4

SPEAKING**PART 1**

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

EXAMPLE**Your neighbourhood**

- Do you like the neighbourhood you live in? [Why/Why not?]
- What do you do in your neighbourhood in your free time? [Why/Why not?]
- What new things would you like to have in your neighbourhood? [Why/Why not?]
- Would you like to live in another neighbourhood in your town or city? [Why/Why not?]

PART 2

Describe a website you have bought something from.

You should say:

what the website is

what you bought from this website

how satisfied you were with what you bought

and explain what you liked and disliked about using this website.

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:****Shopping online***Example questions:*

What kinds of things do people in your country often buy from online shops?

Why has online shopping become so popular in many countries?

What are some possible disadvantages of buying things from online shops?

Online retail businesses*Example questions:*

Do you agree that the prices of all goods should be lower on internet shopping sites than in shops?

Will large shopping malls continue to be popular, despite the growth of internet shopping?

Do you think that some businesses (e.g. banks and travel agents) will only operate online in the future?

Listening and Reading answer keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 Canadian
- 2 furniture
- 3 Park
- 4 250 (sterling)
- 5 phone
- 6 10(th) September
- 7 museum
- 8 time
- 9 blond(e)
- 10 87954 82361

Section 3, Questions 21–30

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

Section 2, Questions 11–20

11&12 IN EITHER ORDER

- A
- C

13&14 IN EITHER ORDER

- B
- E
- 15 B
- 16 B
- 17 C
- 18 A
- 19 A
- 20 C

Section 4, Questions 31–40

- 31 industry
- 32 constant
- 33 direction
- 34 floor
- 35 predictable
- 36 bay
- 37 gates
- 38 fuel
- 39 jobs
- 40 migration

If you score ...

0–18	19–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Listening and Reading answer keys

TEST 1

READING

**Reading Section 1,
Questions 1–14**

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

**Reading Section 2,
Questions 15–27**

- 15 Hospitality Department
- 16 academic calendar
- 17 1(st) October
- 18 nominated contractor
- 19 permits
- 20 Concorde Building

- 21 26 weeks
- 22 six weeks
- 23 £112.75
- 24 39 weeks
- 25 antenatal clinics
- 26 personal circumstances
- 27 grants

**Reading Section 3,
Questions 28–40**

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

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.

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

- 1 219 442 9785
- 2 10(th) October
- 3 manager
- 4 Cawley
- 5 knee
- 6 3 weeks
- 7 tennis
- 8 running
- 9 shoulder
- 10 vitamins

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 dances
- 32 survival
- 33 clouds
- 34 festivals
- 35 comets
- 36 sky
- 37 instruments
- 38 thermometer
- 39 storms
- 40 telegraph

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.

Listening and Reading answer keys

TEST 2

READING

**Reading Section 1,
Questions 1–14**

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

**Reading Section 2,
Questions 15–27**

- 15 clarification
- 16 discount
- 17 disciplinary
- 18 pain
- 19 storage

- 20 machinery
- 21 list
- 22 tool
- 23 energy
- 24 electronics
- 25 needs
- 26 permission
- 27 limitations

**Reading Section 3,
Questions 28–40**

- 28 E
- 29 C
- 30 B
- 31 A
- 32 D
- 33 B
- 34 G
- 35 A
- 36 permit
- 37 earthquake
- 38 storm
- 39 roadway
- 40 pedestrians

If you score ...

0–27	28–33	34–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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

- 1 Tesla
- 2 microphone
- 3 exhibition
- 4 wifi
- 5 45
- 6 135
- 7 pool
- 8 airport
- 9 sea
- 10 clubs

Section 2, Questions 11–20**11&12 IN EITHER ORDER**

- A
- E

13&14 IN EITHER ORDER

- B
- E
- 15 F
- 16 A
- 17 E
- 18 G
- 19 D
- 20 C

Section 3, Questions 21–30

- 21 50
- 22 regional
- 23 carnival
- 24 drummer
- 25 film
- 26 parade
- 27 D
- 28 B
- 29 E
- 30 F

Section 4, Questions 31–40

- 31 violin
- 32 energy
- 33 complex
- 34 opera
- 35 disturbing
- 36 clarinet
- 37 diversity
- 38 physics
- 39 dance
- 40 Olympics

If you score...

0–17	18–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Listening and Reading answer keys

TEST 3**READING****Reading Section 1,
Questions 1–14**

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

**Reading Section 2,
Questions 15–27**

- 15 emails
16 impact assessment
17 equipment
18 quality
19 crime

- 20 (computer) viruses
21 (confidential) helplines
22 questionnaire
23 account
24 10 days
25 complete
26 employer
27 refund

**Reading Section 3,
Questions 28–40**

- 28 B
29 A
30 C
31 D
32 A
33 B
34 D
35 A
36 B
37 tsetse fly
38 immune system
39 proteins
40 cattle

If you score ...

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

TEST 4**LISTENING****Section 1, Questions 1–10**

- 1 85
 2 roses
 3 trees
 4 stage
 5 speech
 6 support
 7 cabins
 8 C
 9 A
 10 B

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 spring
 32 tools
 33 maps
 34 heavy
 35 marble
 36 light
 37 camera(s)
 38 medical
 39 eyes
 40 wine

If you score...

0–18	19–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Listening and Reading answer keys

TEST 4**READING****Reading Section 1,
Questions 1–14**

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

**Reading Section 2,
Questions 15–27**

- 15 stadium
16 team
17 hygiene
18 storage
19 guaranteed

- 20 status
21 debts
22 profits
23 trading
24 internet
25 invoices
26 agent
27 penalty

**Reading Section 3,
Questions 28–40**

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

If you score ...

0–24	25–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

IELTS

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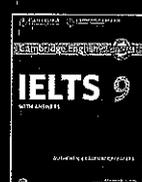
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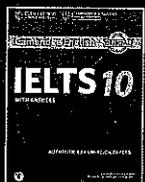
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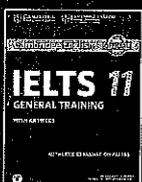
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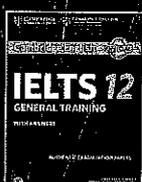
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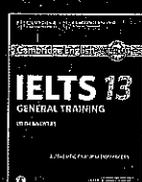
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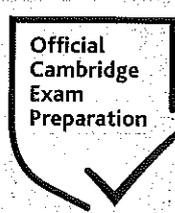
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