

 CAMBRIDGE



IELTS

GENERAL TRAINING

16

WITH ANSWERS

AUTHENTIC PRACTICE TESTS

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Test 1

LISTENING

PART 1 Questions 1–10

Complete the notes below.

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



Listening test audio

Children's Engineering Workshops

Tiny Engineers (ages 4–5)

Activities

- Create a cover for an 1 so they can drop it from a height without breaking it.
- Take part in a competition to build the tallest 2
- Make a 3 powered by a balloon.

Junior Engineers (ages 6–8)

Activities:

- Build model cars, trucks and 4 and learn how to program them so they can move.
- Take part in a competition to build the longest 5 using card and wood.
- Create a short 6 with special software.
- Build, 7 and program a humanoid robot.

Cost for a five-week block: £50

Held on 8 from 10 am to 11 am

Location

Building 10A, 9 Industrial Estate, Grasford

Plenty of 10 is available.



PART 2 Questions 11–20

Questions 11–14

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



- 11 Stevenson's was founded in
- A** 1923.
B 1924.
C 1926.
- 12 Originally, Stevenson's manufactured goods for
- A** the healthcare industry.
B the automotive industry.
C the machine tools industry.
- 13 What does the speaker say about the company premises?
- A** The company has recently moved.
B The company has no plans to move.
C The company is going to move shortly.
- 14 The programme for the work experience group includes
- A** time to do research.
B meetings with a teacher.
C talks by staff.



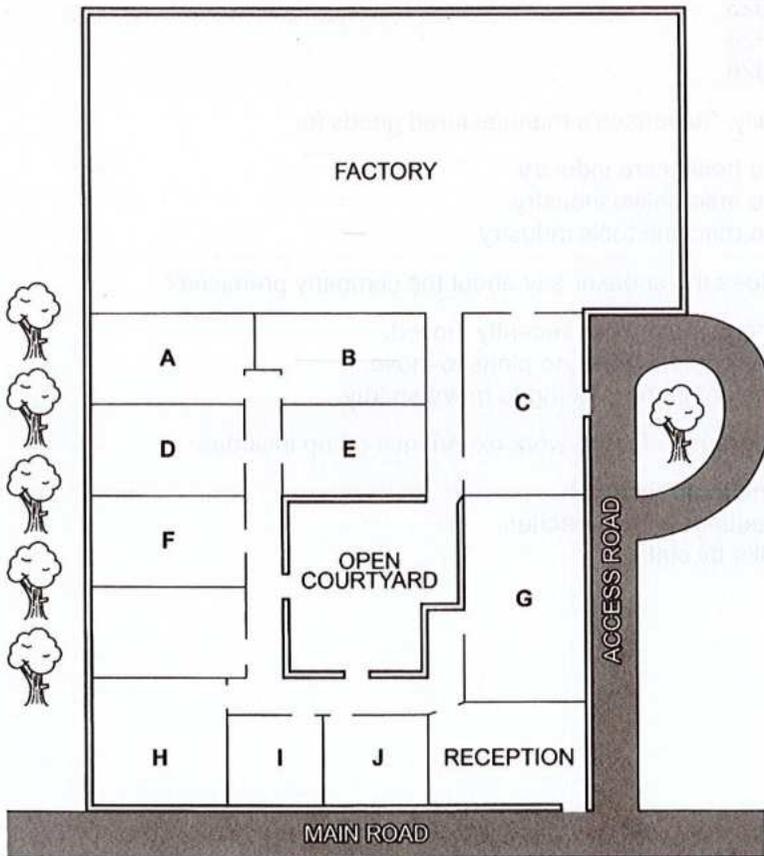
Test 1

Questions 15–20

Label the map below.

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

Plan of Stevenson's site



- 15 coffee room
- 16 warehouse
- 17 staff canteen
- 18 meeting room
- 19 human resources
- 20 boardroom



PART 3 Questions 21–30

Questions 21 and 22

Choose **TWO** letters, **A–E**.

Which **TWO** parts of the introductory stage to their art projects do Jess and Tom agree were useful?

- A** the Bird Park visit
- B** the workshop sessions
- C** the Natural History Museum visit
- D** the projects done in previous years
- E** the handouts with research sources

Questions 23 and 24

Choose **TWO** letters, **A–E**.

In which **TWO** ways do both Jess and Tom decide to change their proposals?

- A** by giving a rationale for their action plans
- B** by being less specific about the outcome
- C** by adding a video diary presentation
- D** by providing a timeline and a mind map
- E** by making their notes more evaluative



Test 1

Questions 25–30

Which personal meaning do the students decide to give to each of the following pictures?

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

- Personal meanings**
- A** a childhood memory
 - B** hope for the future
 - C** fast movement
 - D** a potential threat
 - E** the power of colour
 - F** the continuity of life
 - G** protection of nature
 - H** a confused attitude to nature

Pictures

- 25** Falcon (Landseer)
- 26** Fish hawk (Audubon)
- 27** Kingfisher (van Gogh)
- 28** Portrait of William Wells
- 29** Vairumati (Gauguin)
- 30** Portrait of Giovanni de Medici



PART 4 Questions 31–40

Complete the notes below.

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



Listening test audio

Stoicism

Stoicism is still relevant today because of its **31** appeal.

Ancient Stoics

- Stoicism was founded over 2,000 years ago in Greece.
- The Stoics' ideas are surprisingly well known, despite not being intended for **32**

Stoic principles

- Happiness could be achieved by leading a virtuous life.
- Controlling emotions was essential.
- Epictetus said that external events cannot be controlled but the **33** people make in response can be controlled.
- A Stoic is someone who has a different view on experiences which others would consider as **34**

The influence of Stoicism

- George Washington organised a **35** about Cato to motivate his men.
- The French artist Delacroix was a Stoic.
- Adam Smith's ideas on **36** were influenced by Stoicism.
- Some of today's political leaders are inspired by the Stoics.
- Cognitive Behaviour Therapy (CBT)
 - the treatment for **37** is based on ideas from Stoicism
 - people learn to base their thinking on **38**
- In business, people benefit from Stoicism by identifying obstacles as **39**

Relevance of Stoicism

- It requires a lot of **40** but Stoicism can help people to lead a good life.
- It teaches people that having a strong character is more important than anything else.



READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–6.

Helping pupils to choose optional subjects when they're aged 14–15: what some pupils say

A **Krishnan**

I'm studying Spanish, because it's important to learn foreign languages – and I'm very pleased when I can watch a video in class and understand it. Mr Peckham really pushes us, and offers us extra assignments, to help us improve. That's good for me, because otherwise I'd be quite lazy.

B **Lucy**

History is my favourite subject, and it's fascinating to see how what we learn about the past is relevant to what's going on in the world now. It's made me understand much more about politics, for instance. My plan is to study history at university, and maybe go into the diplomatic service, so I can apply a knowledge of history.

C **Mark**

Thursdays are my favourite days, because that's when we have computing. It's the high spot of the week for me – I love learning how to program. I began when I was about eight, so when I started doing it at school, I didn't think I'd have any problem with it, but I was quite wrong! When I leave school, I'm going into my family retail business, so sadly I can't see myself becoming a programmer.

D **Violeta**

My parents both work in leisure and tourism, and they've always talked about their work a lot at home. I find it fascinating. I'm studying it at school, and the teacher is very knowledgeable, though I think we spend too much time listening to her: I'd like to meet more people working in the sector, and learn from their experience.

E **Walid**

I've always been keen on art, so I chose it as an optional subject, though I was afraid the lessons might be a bit dull. I needn't have worried, though – our teacher gets us to do lots of fun things, so there's no risk of getting bored. At the end of the year the class puts on an exhibition for the school, and I'm looking forward to showing some of my work to other people.

Questions 1–6

Look at the five comments about lessons, **A–E**, on page 16.

For which comments are the following statements true?

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

NB You may use any letter more than once.

- 1 This pupil is interested in the subject despite the way it is taught.
- 2 This pupil is hoping to have a career that makes use of the subject.
- 3 This pupil finds the subject harder than they expected.
- 4 This pupil finds the lessons very entertaining.
- 5 This pupil appreciates the benefit of doing challenging work.
- 6 This pupil has realised the connection between two things.

Test 1

Read the text below and answer Questions 7–14.

It's almost time for the next Ripton Festival!

As usual, the festival will be held in the last weekend of June, this year on Saturday to Monday, 27–29 June. Ever since last year's festival, the committee has been hard at work to make this year's the best ever! The theme is Ripton through the ages. Scenes will be acted out showing how the town has developed since it was first established. But there's also plenty that's up-to-date, from the latest music to local crafts.

The Craft Fair is a regular part of the festival. Come and meet professional artists, designers and craftsmen and women, who will display their jewellery, paintings, ceramics, and much more. They'll also take orders, so if you want one of them to make something especially for you, just ask! You'll get it within a month of the festival ending.

The Saturday barbecue will start at 2 pm and continue until 10 pm, with a bouncy castle for kids. The barbecue will be held in Palmer's Field, or in the town hall if there's rain. Book your tickets now, as they always sell out very quickly! Entry for under 16s is free all day; adults can come for free until 6 pm and pay £5 after that. There'll be live music throughout, with local amateur bands in the afternoon and professional musicians in the evening.

On Sunday we're delighted to introduce an afternoon of boat races, arranged by the Ripton Rowing Club. The spectator area by the bridge has plenty of room to stand and cheer the boats home, in addition to a number of benches. The winners of the races will be presented with trophies by the mayor of Ripton.

All money raised by the festival will go to support the sports clubs in Ripton.

Questions 7–14

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

In boxes 7–14 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 7 The festival is held every year.
- 8 This year's festival focuses on the town's history.
- 9 Goods displayed in the craft fair are unlike ones found in shops.
- 10 The barbecue will be cancelled if it rains.
- 11 Adults can attend the barbecue at any time without charge.
- 12 Amateur musicians will perform during the whole of the barbecue.
- 13 Seating is available for watching the boat races.
- 14 People attending the festival will be asked to donate some money.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Reducing injuries on the farm

Farms tend to be full of activity. There are always jobs to be done and some tasks require physical manual work. While it is good for people to be active, there are risk factors associated with this, and efforts need to be made to reduce them.

The first risk relates to the carrying of an excessive load or weight. This places undue demands on the spine and can cause permanent damage. Examples of tasks that involve this risk are moving 50-kilogramme fertiliser bags from one site to another or carrying heavy buckets of animal feed around fields. According to the UK Health and Safety Executive, activities such as these 'should be avoided at all times'. Their documentation states that other methods should be considered, such as breaking down the load into smaller containers prior to movement or transporting the materials using a tractor or other vehicle. The risk posed by excessive force is made worse if the person lifting is also bending over as this increases pressure on the discs in the back.

If a load is bulky or hard to grasp, such as a lively or agitated animal, it will be more difficult to hold while lifting and carrying. The holder may adopt an awkward posture, which is tiring and increases the risk of injury. Sometimes a load has to be held away from the body because there is a large obstacle in the area and the person lifting needs to be able to see where their feet are going. This results in increased stress on the back; holding a load at arm's length imposes about five times the stress of a close-to-the-body position. In such cases, handling aids should be purchased that can take the weight off the load and minimise the potential for injury.

Another risk that relates to awkward posture is repetitive bending when carrying out a task. An example might be repairing a gate that has collapsed onto the ground. This type of activity increases the stress on the lower back because the back muscles have to support the weight of the upper body. The farmer should think about whether the job can be performed on a workbench, reducing the need for prolonged awkward posture.

Questions 15–20

Complete the table below.

Choose **ONE WORD ONLY** from the text on page 20 for each answer.

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

Risks and how to avoid them		
Risk factor	Examples of farm activities	Risk reduction measures to consider
Heavy loads	<ul style="list-style-type: none"> Lifting sacks of 15 Carrying food for animals 	<ul style="list-style-type: none"> Divide into containers that weigh less Use a vehicle such as a tractor
Awkward posture	<ul style="list-style-type: none"> Lifting a restless 16 Moving something around a big 17 	Buy particular 18 to help with support
A lot of 19 while working	Fixing a fallen 20	Use a workbench instead

Test 1

Read the text below and answer Questions 21–27.

Good customer service in retail

Without customers, your retail business would not exist. It stands to reason, therefore, that how you treat your customers has a direct impact on your profit margins.

Some customers just want to browse and not be bothered by sales staff. Try to be sensitive to how much help a customer wants; be proactive in offering help without being annoying. Suggest a product that naturally accompanies what the customer is considering or point out products for which there are special offers, but don't pressure a customer into buying an item they don't want.

Build up a comprehensive knowledge of all the products in your shop, including the pros and cons of products that are alike but that have been produced under a range of brand names. If you have run out of a particular item, make sure you know when the next orders are coming in. Negativity can put customers off instantly. If a customer asks a question to which the answer is 'no', do not just leave it at that – follow it with a positive, for example: 'we're expecting more of that product in on Tuesday'.

Meanwhile, if you see a product in the wrong place on a shelf, don't ignore it – put it back where it belongs. This attention to presentation keeps the shop tidy, giving the right impression to your customers. Likewise, if you notice a fault with a product, remove it and replace it with another.

When necessary, be discreet. For example, if the customer's credit card is declined at the till, keep your voice down and enquire about an alternative payment method quietly so that the customer doesn't feel humiliated. If they experience uncomfortable emotions in your shop, it's unlikely that they'll come back.

Finally, good manners are probably the most important aspect of dealing with customers. Treat each person with respect at all times, even when you are faced with rudeness. Being discourteous yourself will only add more fuel to the fire.

Build a reputation for polite, helpful staff and you'll find that customers not only keep giving you their custom, but also tell their friends about you.

Questions 21–27

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the text on page 22 for each answer.

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

- 21 A approach to selling is fine as long as you do not irritate the customer.
- 22 Recommend additional products and without being too forceful.
- 23 Know how to compare similar products which have different
- 24 Avoid by always saying more than 'no'.
- 25 Keep an eye on the of goods on the shelves.
- 26 If a customer has problems paying with their, handle the problem with care.
- 27 Any from a customer should not affect how you treat them.

Test 1

SECTION 3 **Questions 28–40**

Read the text on pages 25 and 26 and answer Questions 28–40.

Questions 28–34

The text on pages 25 and 26 has seven paragraphs, **A–G**.

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

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

List of Headings

- i** A time when opportunities were limited
- ii** The reasons why Ferrando's product is needed
- iii** A no-risk solution
- iv** Two inventions and some physical details
- v** The contrasting views of different generations
- vi** A disturbing experience
- vii** The problems with replacing a consumer item
- viii** Looking back at why water was bottled

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

Plastic is no longer fantastic

- A** In 2017, Carlos Ferrando, a Spanish engineer-turned-entrepreneur, saw a piece of art in a museum that profoundly affected him. 'What Lies Under', a photographic composition by Indonesian digital artist Ferdi Rizkiyanto, shows a child crouching by the edge of the ocean and 'lifting up' a wave, to reveal a cluster of assorted plastic waste, from polyethylene bags to water bottles. The artwork, designed to raise public awareness, left Ferrando angry – and fuelled with entrepreneurial ideas.
- B** Ferrando runs a Spanish-based design company, Closca, that produces an ingenious foldable bicycle helmet. But he has now also designed a stylish glass water bottle with a stretchy silicone strap and magnetic closure mechanism that means it can be attached to almost anything, from a bike to a bag to a pushchair handle. The product comes with an app that tells people where they can fill their bottles with water for free.
- C** The intention is to persuade people to stop buying water in plastic bottles, thus saving consumers money and reducing the plastic waste piling up in our oceans. 'Bottled water is now a \$100 billion business, and 81 per cent of the bottles are not recycled. It's a complete waste – water is only 1.5 per cent of the price of the bottle!' Ferrando cries. Indeed, environmentalists estimate that by 2050 there will be more plastic in our oceans than fish and that's mainly down to such bottles. 'We are trying to create a sense that being environmentally sophisticated is a status symbol,' he adds. 'We want people to clip their bottles onto what they are wearing, to show that they are recycling – and to look cool.'
- D** Ferrando's story is fascinating because it seems like an indicator of something unexpected. Three decades ago, conspicuous consumption – the purchase of luxuries, such as handbags, shoes, cars, etc. on a lavish scale – heightened people's social status. Indeed, the closing decades of the 20th century were a time when it seemed that anything could be turned into a commodity. Hence the fact that water became a consumer item, sold in plastic bottles, instead of just emerging, for free, from a tap.
- E** Today, though, conspicuous extravagance no longer seems desirable among consumers. Now, recycling is fashionable – as is cycling rather than driving. Plastic water bottles have become so common that they do not command status; instead, what many millennials – young people born in the late 20th century – prefer to post on social media are 'real' (refillable) bottles or even the once widespread Thermos bottles. Some teenagers currently think that these stainless-steel vacuum-insulated water bottles that are coming back onto the market are ultra 'cool'; never mind the fact that they feel oddly out-of-date to anyone over the age of 40 or that teenagers in the 1970s would have avoided ever being seen with one.

Test 1

- F** It is uncertain whether Closca will succeed in its goal. Although its foldable bike helmet is available in some outlets in New York, including the Museum of Modern Art, it can be very hard for any design entrepreneur to really take off in the global mass market, though not as hard as it might have been in the past. If an entrepreneur had wanted to fund a smart invention a few decades ago, he or she would have had to either raise a bank loan, borrow money from a family member or use a credit card. Things have moved on slightly since then.
- G** Entrepreneurs are still using the last two options, but some are also tapping into the ever-growing pot of money that is becoming available in the management world for 'corporate social responsibility' (CSR) investments. And then there are other options for those who wish to raise money straight away. Ferrando posted details about his water-bottle venture on a large, recognised platform for funding creative projects. He appealed for people to donate \$30,000 of seed money – the money he needed to get his project going – and promised to give a bottle to anyone who provided more than \$39 in 'donations'. If he received the funds, he stated that the company would produce bottles in grey and white; if \$60,000 was raised, a multicoloured one would be made. Using this approach, none of the donors has a stake in his idea, nor does he have any debt. Instead, it is almost a pre-sale of the product, in a manner that tests demand in advance and creates a potential crowd of enthusiasts. This old-fashioned community funding with a digital twist is supporting a growing array of projects ranging from films to card games, videos, watches and so on. And, at last count, Closca had raised some \$52,838 from 803 backers. Maybe, 20 years from now, it will be the plastic bottle that seems peculiarly old-fashioned.

Questions 35–37

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

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

35 What does Ferrando say about his glass water bottle?

- A** It matches his bicycle helmet.
- B** It is cheaper than a plastic bottle.
- C** He has designed it to suit all ages.
- D** He wants people to be proud to show it.

36 What does the writer find fascinating about Ferrando's story?

- A** the youthfulness of his ideas
- B** the old-fashioned nature of his products
- C** the choice it is creating for consumers
- D** the change it is revealing in people's attitudes

37 What does the writer suggest about Closca's bike helmet?

- A** It has both functional and artistic value.
- B** Its main appeal is to older people.
- C** It has had extraordinary success worldwide.
- D** It is a more exciting invention than the glass bottle.

Test 1

Questions 38–40

Complete the summary below.

Choose **ONE WORD ONLY** from the text on pages 25 and 26 for each answer.

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

Funding a smart invention

Thirty years ago, the methods used by creators to fund their projects involved getting money from the bank or from someone in the **38** Banks today are still a useful source of finance, but investments may also be sought from 'corporate social responsibility' projects.

In order to get immediate funding, the method Ferrando took was to use a well-known **39** to advertise his product and request financial support. People who gave a certain figure or over were offered a free gift. In addition, Ferrando advised his donors that his company would create bottles in two colours, followed by a **40** bottle once they had received a more significant amount. In this way, Ferrando avoided debt and found out how many people might want his products before manufacturing them.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Mrs Barrett, an English-speaking woman who lives in your town, has advertised for someone to help her in her home for a few hours a day next summer.

Write a letter to Mrs Barrett. In your letter

- *suggest how you could help her in her home*
- *say why you would like to do this work*
- *explain when you will and will not be available*

Write at least 150 words.

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

Begin your letter as follows:

Dear Mrs Barrett,

Test 1

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Plastic bags, plastic bottles and plastic packaging are bad for the environment.

What damage does plastic do to the environment?

What can be done by governments and individuals to solve this problem?

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

Write at least 250 words.



SPEAKING

PART 1

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

EXAMPLE

People you study/work with

- Who do you spend most time studying/working with? [Why?]
- What kinds of things do you study / work on with other people? [Why?]
- Are there times when you study/work better by yourself? [Why/Why not?]
- Is it important to like the people you study/work with? [Why/Why not?]



PART 2

Describe a tourist attraction you enjoyed visiting.

You should say:

**what this tourist attraction is
when and why you visited it
what you did there**

and explain why you enjoyed visiting this tourist attraction.

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

PART 3

Discussion topics:

Different kinds of tourist attractions

Example questions:

What are the most popular tourist attractions in your country?

How do the types of tourist attractions that younger people like to visit compare with those that older people like to visit?

Do you agree that some tourist attractions (e.g. national museums/galleries) should be free to visit?

The importance of international tourism

Example questions:

Why is tourism important to a country?

What are the benefits to individuals of visiting another country as tourists?

How necessary is it for tourists to learn the language of the country they're visiting?



Test 2

LISTENING

PART 1 Questions 1–10

Complete the table below.

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



Listening test audio

Copying photos to digital format

Name of company: Picturerep

Requirements

- Maximum size of photos is 30 cm, minimum size 4 cm.
- Photos must not be in a 1 or an album.

Cost

- The cost for 360 photos is 2 £ (including one disk).
- Before the completed order is sent, 3 is required.

Services included in the price

- Photos can be placed in a folder, e.g. with the name 4
- The 5 and contrast can be improved if necessary.
- Photos which are very fragile will be scanned by 6

Special restore service (costs extra)

- It may be possible to remove an object from a photo, or change the 7
- A photo which is not correctly in 8 cannot be fixed.

Other information

- Orders are completed within 9
- Send the photos in a box (not 10).



PART 2 Questions 11–20

Questions 11–15

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

- 11 Dartfield House school used to be
- A a tourist information centre.
 - B a private home.
 - C a local council building.
- 12 What is planned with regard to the lower school?
- A All buildings on the main site will be improved.
 - B The lower school site will be used for new homes.
 - C Additional school buildings will be constructed on the lower school site.
- 13 The catering has been changed because of
- A long queuing times.
 - B changes to the school timetable.
 - C dissatisfaction with the menus.
- 14 Parents are asked to
- A help their children to decide in advance which serving point to use.
 - B make sure their children have enough money for food.
 - C advise their children on healthy food to eat.
- 15 What does the speaker say about the existing canteen?
- A Food will still be served there.
 - B Only staff will have access to it.
 - C Pupils can take their food into it.



Test 2

Questions 16–18

What comment does the speaker make about each of the following serving points in the Food Hall?

Choose **THREE** answers from the box and write the correct letter, **A–D**, next to Questions 16–18.

Comments

- A** pupils help to plan menus
- B** only vegetarian food
- C** different food every week
- D** daily change in menu

Food available at serving points in Food Hall

- 16 World Adventures
- 17 Street Life
- 18 Speedy Italian

Questions 19 and 20

Choose **TWO** letters, **A–E**.

Which **TWO** optional after-school lessons are new?

- A** swimming
- B** piano
- C** acting
- D** cycling
- E** theatre sound and lighting



PART 3 Questions 21–30**Questions 21–24**

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

**Assignment on sleep and dreams**

- 21 Luke read that one reason why we often forget dreams is that
- A** our memories cannot cope with too much information.
 - B** we might otherwise be confused about what is real.
 - C** we do not think they are important.
- 22 What do Luke and Susie agree about dreams predicting the future?
- A** It may just be due to chance.
 - B** It only happens with certain types of event.
 - C** It happens more often than some people think.
- 23 Susie says that a study on pre-school children having a short nap in the day
- A** had controversial results.
 - B** used faulty research methodology.
 - C** failed to reach any clear conclusions.
- 24 In their last assignment, both students had problems with
- A** statistical analysis.
 - B** making an action plan.
 - C** self-assessment.



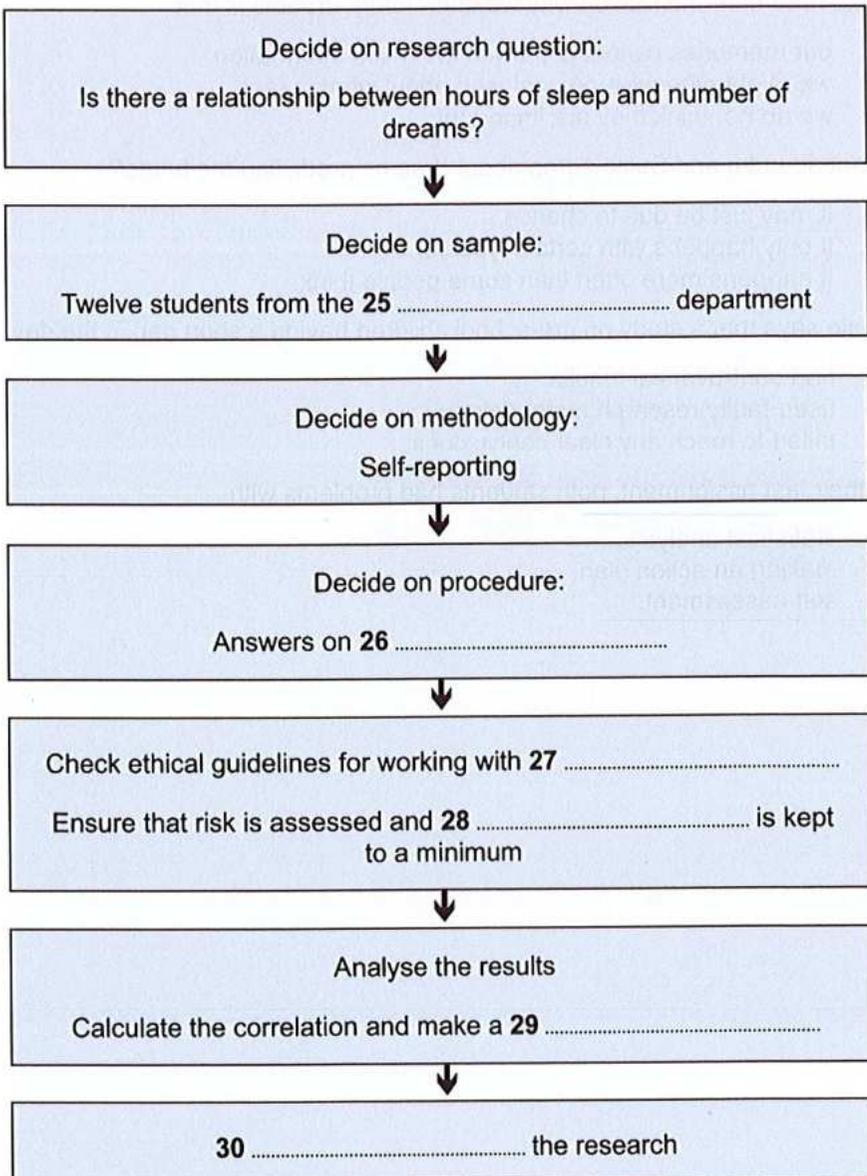
Test 2

Questions 25–30

Complete the flow chart below.

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

Assignment plan



PART 4 Questions 31–40

Complete the notes below.

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



Listening test audio

Health benefits of dance

Recent findings:

- All forms of dance produce various hormones associated with feelings of happiness.
- Dancing with others has a more positive impact than dancing alone.
- An experiment on university students suggested that dance increases **31**
- For those with mental illness, dance could be used as a form of **32**

Benefits of dance for older people:

- accessible for people with low levels of **33**
- reduces the risk of heart disease
- better **34** reduces the risk of accidents
- improves **35** function by making it work faster
- improves participants' general well-being
- gives people more **36** to take exercise
- can lessen the feeling of **37** , very common in older people

Benefits of Zumba:

- A study at The University of Wisconsin showed that doing Zumba for 40 minutes uses up as many **38** as other quite intense forms of exercise.
- The *American Journal of Health Behavior* study showed that:
 - women suffering from **39** benefited from doing Zumba.
 - Zumba became a **40** for the participants.



READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

How to choose your builder

Building a new home is a significant investment, and it's essential to find the right builder for the job. Before you look for a builder, it's important to develop a comprehensive budget and have clear plans. Once you have a design in mind, it is time to start narrowing down your builder shortlist, and this starts with assessing how qualified each builder is. In Australia, this means checking that the builder holds a residential building licence. Most states have their own building authority who you can contact to check a builder's licence.

You can also check if the builder is a member of an industry association such as the Housing Industry Association (HIA), and whether they have won any industry awards. For instance, the HIA runs a state and national awards programme, with a category that recognises the level of customer service that a builder delivers.

Most experts agree that display homes (homes constructed by the builder that are open to the public) offer a great opportunity to study their work up close. Display homes are usually offered by major project builders who work on a large scale and can deliver good quality and value. You can also talk to the salesperson and find out about the home design and what is and isn't included in the sale price. And it may be possible to talk to other customers you meet there and ask their opinion of the workmanship in the display home.

Finally, avoid signing any business contract before you have read and understood it thoroughly. Ask your builder to use a standard building contract that has been designed to comply with the Domestic Building Contracts Act, and to be fair to both client and builder. You have five business days within which you may withdraw from the contract after signing it.

Questions 1–7

Do the following statements agree with the information given in the text on page 38?

In boxes 1–7 on your answer sheet, write

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

- 1 After selecting a builder, you should decide on the design of your new house.
- 2 In Australia, you can make sure that a builder has the appropriate licence.
- 3 The best builders usually belong to the Housing Industry Association.
- 4 The HIA gives an award to builders whose standards of customer service are very high.
- 5 Builders who work on smaller projects are more likely to have display homes.
- 6 It is advisable to have a contract which is in accordance with the Domestic Building Contracts Act.
- 7 A contract is legally binding from the time it has been signed.

Read the text below and answer Questions 8–14.

Island adventure activities

A Rib riding

Conquer stormy seas on a high-speed ride in an RIB (Rigid Inflatable Boat). These powerful boats cut through choppy waters with ease. You'll need to hold on tight as the boat bounces across the wake of awesome cruise liners in one of the world's busiest shipping lanes.

B Horse riding

Experience the thrill of riding on horseback along peaceful country lanes and secluded bridleways with the help of expert guides. Even a novice can quickly take the reins and feel the thrill of riding one of nature's most magnificent beasts.

C Kayaking

Test your kayak nerves paddling around a deserted military fort built on a rocky outcrop out at sea, then explore the island's busy harbours before gliding back to dry land where a hot shower and a cup of tea await.

D Cycling

Test your endurance on the famous Round the Island Cycle Route. Grit your teeth and tackle the brutal hills in the south of the island, or for something less challenging, discover our car-free cycle tracks on former railway lines.

E Segway riding

Have you got what it takes to master a Segway? In theory, these quirky electric machines are simple to control, with users leaning forwards to go faster and back to slow down. In reality, you'll need some practice before you can master the skill and glide around the island.

F Tree climbing

A climb into the canopy of a 25-metre oak tree is an amazing experience. Supported by a rope and harness, you can stand on branches no bigger than your wrist, and swing out between the boughs, or simply take the opportunity to lie in a tree-top hammock and absorb the stunning bird's eye views.

G Coasteering

Tackle the spectacular coast in the north of the island. Scramble over the rocks around cliff edges as the waves crash around you, dive through submerged caves and emerge onto a beach once used by smugglers. This is a thrilling experience, but not an adventure to attempt alone.

H Mountain boarding

First developed as an off-season alternative to winter sports and now a sport in its own right, mountain boarding has the speed of snowboarding but with a harder landing when you fall. After a bit of practice and a few bruises, you'll learn to control the ride and can join the few people who can call themselves mountain boarders.

Questions 8–14

Look at the eight advertisements for adventure sports on an island, **A–H**, on page 40.

For which adventure sport are the following statements true?

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

NB You may use any letter more than once.

- 8 You will be provided with safety equipment.
- 9 You may get some minor injuries doing this activity.
- 10 You can see a disused, isolated building.
- 11 You can relax and look down from above in an unusual location.
- 12 You will take an exciting trip in rough water close to big ships.
- 13 You can choose easy options or more difficult ones.
- 14 You may find this more difficult than you expect.

SECTION 2 **Questions 15–27**

Read the text below and answer Questions 15–20.

Barrington Music Service: Business and Development Manager

Barrington Music Service organises a wide range of music activities for children and young people resident in and around Barrington. It provides singing and specialist instrumental lessons in schools, and it owns a collection of instruments for use in schools, some of which are available for hire by the parents of children having lessons. The Service also arranges a number of music-related events, including festivals bringing together choirs and soloists from schools in both Barrington and other areas. The Music Service provides administrative and financial support for the Barrington Youth Orchestra, which takes part in workshops with professional artists and gives performances.

Barrington Music Service is seeking to recruit a Business and Development Manager to manage the administrative function and build on the success of the Service. We are looking for an individual with a passion for delivering the best possible music provision for the benefit of our children and young people.

As the Business and Development Manager, you will be responsible for managing the administrative and financial systems of the Music Service, ensuring it does not exceed its budget, which is currently around £1m a year. You will take the lead on marketing the Service and ensuring the generation of new income. The Music Service is involved in several partnerships with schools and with music and community organisations in the district, and you will be expected to increase the number and scope of these, as well as take the lead in fundraising. The Service recently embarked on a programme to broaden what is taught in school music lessons, to include instruments and musical styles from around the world, and you will be required to further develop this emphasis on diversity.

You will need to improve systems for ensuring that the records of the Service's activities are accurate, and maintain a database of all music teachers, students, and instruments belonging to the Service.

The person appointed will have experience of a supervisory role and the skills to motivate members of a team. You will have an understanding of accounting, at a non-specialist level, and of standard financial procedures. High-level IT skills and excellent verbal and written communication skills are essential. Although experience in music education is not crucial, good knowledge of the field, or of other areas of arts management, would be an advantage.

Questions 15–20

Complete the notes below.

Choose **ONE WORD ONLY** from the text on page 42 for each answer.

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

Barrington Music Service

Activities

- organises music lessons
- enables the hire of instruments
- events such as **15** for local and visiting schools
- supports Barrington Youth Orchestra

Post of Business and Development Manager

Person appointed will

- manage the administration of the Service
- be responsible for keeping to the **16**
- build **17** with other organisations
- be proactive in fundraising
- increase the focus on **18** in school music lessons (e.g., international styles)
- make sure records and a **19** is kept up-to-date

Person appointed must have

- ability to supervise and motivate others
- basic knowledge of **20**
- other relevant skills

Test 2

Read the text below and answer Questions 21–27.

Health and safety in small businesses

The rate of accidents at work is almost 75% higher in small businesses than in larger companies. One possible reason is that many managers of small businesses have an inadequate knowledge of health and safety issues.

Many managers of small businesses claim their situation is made worse by bureaucracy, arguing that the huge number of regulations – not just on health and safety but also on tax, the minimum wage, and much, much more – makes their work difficult.

Many managers are simply not aware of their responsibilities. They are too busy running their companies to read manuals, employ consultants or go to seminars. Moreover, the average business person doesn't know where and how to get information.

The Federation of Small Businesses argues that the special nature of small businesses should be recognised by health and safety inspectors, with an emphasis on education and how to comply with the law, rather than simply on enforcement. For instance, inspectors could make employers aware of what they really need to know, rather than swamping them with mountains of leaflets which may not be relevant.

Improvements are being made, however. The Health and Safety Executive has issued a free guide to the most important health and safety laws for employers. All employers must have their own health and safety policy statement and, for businesses with more than five employees, this must be in writing. It should be specific to the business and clear about the arrangements for and organisation of health and safety at work.

It should state a strategy, detail how it will be implemented and by whom, and say when it will be reviewed and updated. It is advisable to involve employees in this process, as they have direct experience.

Assessing and identifying risks is the starting point. But to comply with the law, businesses must train their employees about health and safety, and provide information to others who need to know, such as the contractors working for them. These are often smaller companies that carry out most of the dangerous work. Helping them to get into good safety habits makes it easier for them to tender for work from big companies.

Other advice from the Health and Safety Executive for small businesses tackles specific issues, such as helping small companies to deal with work-related stress.

Questions 21–27

Complete the sentences below.

Choose **ONE WORD ONLY** from the text on page 44 for each answer.

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

- 21 One cause of health and safety problems in small businesses is that managers do not have enough relevant
- 22 Managers complain they have too many to deal with.
- 23 Managers may not fully understand their
- 24 Businesses sometimes feel that inspectors give them far too many
- 25 Businesses above a certain size must produce a written of their health and safety policy.
- 26 A company's health and safety policy is relevant to both its employees and its
- 27 The Health and Safety Executive can advise small businesses on problems of among their employees.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

Jobs in ancient Egypt

In order to be engaged in the higher professions in ancient Egypt, a person had to be literate and so first had to become a scribe. The apprenticeship for this job lasted many years and was tough and challenging. It principally involved memorizing hieroglyphic symbols and practicing handwritten lettering. Scribes noted the everyday activities in ancient Egypt and wrote about everything from grain stocks to tax records. Therefore, most of our information on this rich culture comes from their records. Most scribes were men from privileged backgrounds. The occupation of scribe was among the most sought-after in ancient Egypt. Craftpeople endeavored to get their sons into the school for scribes, but they were rarely successful.

As in many civilizations, the lower classes provided the means for those above them to live comfortable lives. You needed to work if you wanted to eat, but there was no shortage of jobs at any time in Egypt's history. The commonplace items taken for granted today, such as a brush or bowl, had to be made by hand; laundry had to be washed by hand, clothing sewn, and sandals made from papyrus and palm leaves. In order to make these and have paper to write on, papyrus plants had to be harvested, processed, and distributed and all these jobs needed workers. There were rewards and sometimes difficulties. The reed cutter, for example, who harvested papyrus plants along the Nile, had to bear in mind that he worked in an area that was also home to wildlife that, at times, could prove fatal.

At the bottom rung of all these jobs were the people who served as the basis for the entire economy: the farmers. Farmers usually did not own the land they worked. They were given food, implements, and living quarters as payment for their labor. Although there were many more glamorous jobs than farming, farmers were the backbone of the Egyptian economy and sustained everyone else.

The details of lower-class jobs are known from medical reports on the treatment of injuries, letters, and documents written on various professions, literary works, tomb inscriptions, and artistic representations. This evidence presents a comprehensive view of daily work in ancient Egypt – how the jobs were done, and sometimes how people felt about the work. In general, the Egyptians seem to have felt pride in their work no matter what their occupation. Everyone had something to contribute to the community, and no skills seem to have been considered non-essential. The potter who produced cups and bowls was as important to the community as the scribe, and the amulet-maker as vital as the pharmacist.

Part of making a living, regardless of one's special skills, was taking part in the king's monumental building projects. Although it is commonly believed that the great monuments and temples of Egypt were achieved through slave labor, there is absolutely no evidence to support this. The pyramids and other monuments were built by Egyptian laborers who either donated their time as community service or were paid for their labor, and Egyptians from every occupation could be called on to do this.

Stone had to first be quarried and this required workers to split the blocks from the rock cliffs. It was done by inserting wooden wedges in the rock which would swell and cause the stone to break from the face. The often huge blocks were then pushed onto sleds, devices better suited than wheeled vehicles to moving weighty objects over shifting sand. They were then rolled to a different location where they could be cut and shaped. This job was done by skilled stonemasons working with copper chisels and wooden mallets. As the chisels could get blunt, a specialist in sharpening would take the tool, sharpen it, and bring it back. This would have been constant daily work as the masons could wear down their tools on a single block.

The blocks were then moved into position by unskilled laborers. These people were mostly farmers who could do nothing with their land during the months when the Nile River overflowed its banks. Egyptologists Bob Brier and Hoyt Hobbs explain: 'For two months annually, workmen gathered by the tens of thousands from all over the country to transport the blocks a permanent crew had quarried during the rest of the year. Overseers organized the men into teams to transport the stones on the sleds.' Once the pyramid was complete, the inner chambers needed to be decorated by scribes who painted elaborate images on the walls. Interior work on tombs and temples also required sculptors who could expertly cut away the stone around certain figures or scenes that had been painted.

While these artists were highly skilled, everyone – no matter what their job for the rest of the year – was expected to contribute to communal projects. This practice was in keeping with the value of *ma'at* (harmony and balance) which was central to Egyptian culture. One was expected to care for others as much as oneself and contributing to the common good was an expression of this. There is no doubt there were many people who did not love their job every day, but the Egyptian government was aware of how hard the people worked and so staged a number of festivals throughout the year to show gratitude and give them days off to relax.

Test 2

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 does the writer say about scribes in ancient Egypt?
- A Their working days were very long.
 - B The topics they wrote about were very varied.
 - C Many of them were once ordinary working people.
 - D Few of them realised the true value of their occupation.
- 29 What is the writer doing in the second paragraph?
- A explaining why jobs were plentiful in ancient Egypt
 - B pointing out how honest workers were in ancient Egypt
 - C comparing manual and professional work in ancient Egypt
 - D noting the range of duties an individual worker had in ancient Egypt
- 30 What is the writer doing in the fifth paragraph?
- A explaining a problem
 - B describing a change
 - C rejecting a popular view
 - D criticising a past activity
- 31 The writer refers to the value of *ma'at* in order to explain
- A how the work of artists reflected beliefs in ancient Egypt.
 - B how ancient Egyptians viewed their role in society.
 - C why the opinions of certain people were valued in ancient Egypt.
 - D why ancient Egyptians expressed their views so readily.
- 32 Which word best describes the attitude of the Egyptian government toward its workers?
- A strict
 - B patient
 - C negligent
 - D appreciative

Questions 33–36

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

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

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

- 33 was unable to work at certain times
- 34 divided workers into groups
- 35 faced daily hazards
- 36 underwent a long period of training

List of Jobs

- A** scribe
- B** reed cutter
- C** farmer
- D** potter
- E** stonemason
- F** overseer
- G** sculptor

Test 2

Questions 37–40

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the text on pages 46 and 47 for each answer.

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

The king's building projects

Labourers who worked on the king's buildings were local people who chose to participate in **37** or who received payment.

The work involved breaking up stone cliffs using wooden wedges. The large pieces of stone were then transported to another site on sleds, which moved easily over the **38** Here, the blocks could be cut and shaped using tools made of **39** and wood. Some of these had to be sharpened regularly.

Eventually, the stone was moved into place to create a building. The job of moving the stone was often done by **40** or other unskilled workers.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You have just read an article in a national newspaper which claims that town centres in your country all look very similar to each other. You don't fully agree with this opinion.

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

- *say which points in the article you agree with*
- *explain ways in which your town centre is different from most other town centres*
- *offer to give a guided tour of your town to the writer of the article*

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 like to try new things, for example, places to visit and types of food. Other people prefer to keep doing things they are familiar with.

Discuss both these attitudes 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 you about yourself, your home, work or studies and other familiar topics.

EXAMPLE

Flowers and plants

- Do you have a favourite flower or plant? [Why/Why not?]
- What kinds of flowers and plants grow near where you live? [Why/Why not?]
- Is it important to you to have flowers and plants in your home? [Why/Why not?]
- Have you ever bought flowers for someone else? [Why/Why not?]

PART 2

Describe a review you read about a product or service.

You should say:

where you read the review

what the product or service was

what information the review gave about the product or service

and explain what you did as a result of reading this review.

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:

Online reviews

Example questions:

What kinds of things do people write online reviews about in your country?

Why do some people write online reviews?

Do you think that online reviews are good for both shoppers and companies?

Customer service

Example questions:

What do you think it might be like to work in a customer service job?

Do you agree that customers are more likely to complain nowadays?

How important is it for companies to take all customer complaints seriously?



Test 3

LISTENING

PART 1 Questions 1–10

Complete the notes below.

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



Listening test audio

JUNIOR CYCLE CAMP

The course focuses on skills and safety.

- Charlie would be placed in Level 5.
- First of all, children at this level are taken to practise in a 1

Instructors

- Instructors wear 2 shirts.
- A 3 is required and training is given.

Classes

- The size of the classes is limited.
- There are quiet times during the morning for a 4 or a game.
- Classes are held even if there is 5

What to bring

- a change of clothing
- a 6
- shoes (not sandals)
- Charlie's 7

Day 1

- Charlie should arrive at 9.20 am on the first day.
- Before the class, his 8 will be checked.
- He should then go to the 9 to meet his class instructor.

Cost

- The course costs 10 \$ per week.



PART 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.



According to Megan, what are the **TWO** main advantages of working in the agriculture and horticulture sectors?

- A the active lifestyle
- B the above-average salaries
- C the flexible working opportunities
- D the opportunities for overseas travel
- E the chance to be in a natural environment

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** of the following are likely to be disadvantages for people working outdoors?

- A the increasing risk of accidents
- B being in a very quiet location
- C difficult weather conditions at times
- D the cost of housing
- E the level of physical fitness required



Test 3

Questions 15–20

What information does Megan give about each of the following job opportunities?

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

Information	
A	not a permanent job
B	involves leading a team
C	experience not essential
D	intensive work but also fun
E	chance to earn more through overtime
F	chance for rapid promotion
G	accommodation available
H	local travel involved

Job opportunities

- 15 Fresh food commercial manager
- 16 Agronomist
- 17 Fresh produce buyer
- 18 Garden centre sales manager
- 19 Tree technician
- 20 Farm worker



PART 3 Questions 21–30

Questions 21 and 22

Choose **TWO** letters, **A–E**.



Which **TWO** points does Adam make about his experiment on artificial sweeteners?

- A The results were what he had predicted.
- B The experiment was simple to set up.
- C A large sample of people was tested.
- D The subjects were unaware of what they were drinking.
- E The test was repeated several times for each person.

Questions 23 and 24

Choose **TWO** letters, **A–E**.

Which **TWO** problems did Rosie have when measuring the fat content of nuts?

- A She used the wrong sort of nuts.
- B She used an unsuitable chemical.
- C She did not grind the nuts finely enough.
- D The information on the nut package was incorrect.
- E The weighing scales may have been unsuitable.



Test 3

Questions 25–30

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

- 25 Adam suggests that restaurants could reduce obesity if their menus
- A** offered fewer options.
 - B** had more low-calorie foods.
 - C** were organised in a particular way.
- 26 The students agree that food manufacturers deliberately
- A** make calorie counts hard to understand.
 - B** fail to provide accurate calorie counts.
 - C** use ineffective methods to reduce calories.
- 27 What does Rosie say about levels of exercise in England?
- A** The amount recommended is much too low.
 - B** Most people overestimate how much they do.
 - C** Women now exercise more than they used to.
- 28 Adam refers to the location and width of stairs in a train station to illustrate
- A** practical changes that can influence people's behaviour.
 - B** methods of helping people who have mobility problems.
 - C** ways of preventing accidents by controlling crowd movement.
- 29 What do the students agree about including reference to exercise in their presentation?
- A** They should probably leave it out.
 - B** They need to do more research on it.
 - C** They should discuss this with their tutor.
- 30 What are the students going to do next for their presentation?
- A** prepare some slides for it
 - B** find out how long they have for it
 - C** decide on its content and organisation



PART 4 Questions 31–40

Complete the notes below.

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



Listening test audio

Hand knitting

Interest in knitting

- Knitting has a long history around the world.
- We imagine someone like a **31** knitting.
- A **32** ago, knitting was expected to disappear.
- The number of knitting classes is now increasing.
- People are buying more **33** for knitting nowadays.

Benefits of knitting

- gives support in times of **34** difficulty
- requires only **35** skills and little money to start
- reduces stress in a busy life

Early knitting

- The origins are not known.
- Findings show early knitted items to be **36** in shape.
- The first needles were made of natural materials such as wood and **37**
- Early yarns felt **38** to touch.
- Wool became the most popular yarn for spinning.
- Geographical areas had their own **39** of knitting.
- Everyday tasks like looking after **40** were done while knitting.



READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–5.

**Maps showing walks starting from
Bingham Town Hall**

- A** The walk described in this leaflet takes you to one of the many places in the district where bricks were made for hundreds of years, until it was closed in the late 19th century. This brickworks is now the largest and best-known nature reserve in the area. Please note that the ground is very uneven, and under-sixes should not be taken on this walk.
- B** This walk will take you to the top of Burley Hill, along a nice easy path that people of all ages will be able to manage. From the summit you can see for a great distance to the north and west, across a landscape that includes half a dozen lakes and the entrance to Butter Caves. Bear in mind, though, that mist often comes in from the sea and covers the hilltop.
- C** This route leads you through the village of Cottesloe, which was created in the 1930s and is famous for its strange-looking houses and ceramics factory, which is still the largest employer in the area. An artificial lake was originally created beside the village, and has since been filled in and turned into an adventure playground. After you leave Cottesloe, you have a choice of routes to return to the starting point, so either continue via Thurley Park, or if it's raining, take the shorter direct route.
- D** This walk is ideal in fine weather, as it takes you to the shore of a lake, at a spot convenient for swimming. Children will want to enjoy themselves in the adventure playground nearby. From there you continue to Starling Cottage, which draws people from around the world to visit the home, from 1920 to 1927, of the poet Barbara Cottam.
- E** If you want an easy, undemanding walk over flat ground, this walk will suit you perfectly. It passes the entrance to the famous Butter Caves visitor attraction, so you can combine a visit there with the walk, or just take shelter if it starts raining! On the final stage of the walk you pass through Wimpole, the village where Richard Merton, the architect of a number of local buildings, lived for much of his life.

Questions 1–5

The text on page 60 has five paragraphs, **A–E**.

Which paragraph mentions the following?

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

NB You may use any letter more than once.

- 1 the chance to go into caves
- 2 the chance to spend time beside a lake
- 3 some unusual architecture
- 4 unsuitability for young children
- 5 the length of the walk depending on the weather

Test 3

Read the text below and answer Questions 6–14.

The Maplehampton scarecrow competition – a great success!

There was once a time when farmers all over the country put scarecrows in fields of growing crops. A traditional scarecrow was a model – usually life-size – of a man or woman dressed in old clothes, and their purpose was to frighten the birds away; though how successful they were is a matter of opinion!

Maplehampton's scarecrow competition took place on September 12th. Local farmers supplied everything needed to make a scarecrow – like pieces of wood to form a frame, and straw to stuff the scarecrow. The scarecrows were dressed in old clothes which the competitors brought with them.

The festival was held in the village hall, instead of outdoors as planned, due to the unusually high temperature. There were two classes, one for adults and one for children, all of them working in small teams. Over 20 teams took part, each creating one scarecrow. They were encouraged by an audience of around 50, and had ideas and guidance from local artist Tracey Sanzo.

The scarecrows were judged by a team of people from the village. The winning children's team made a scarecrow that looked like a giant bird – which would surely keep every real bird away! The winning adult team's scarecrow was dressed as an alien from another planet, and its face was painted to make it look very frightening – at least to human beings!

After the judging, many of the participants and the spectators had a picnic which they had brought. Some of the scarecrows then went home to their creators' gardens. Alice Cameron, a local farmer, liked one of the scarecrows so much, she bought it to stand on her balcony: she said she didn't need it to scare birds away from her crops, as only bird-scarers that made a noise were effective. She just wanted to be able to see it!

The event raised over £300 for village funds.

Questions 6–14

Do the following statements agree with the information given in the text on page 62?

In boxes 6–14 on your answer sheet, write

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

- 6 Traditionally, most scarecrows were the same size as a human being.
- 7 The competition in September was the first one in Maplehampton.
- 8 The farmers who provided materials could take part in the competition.
- 9 Old clothes were supplied to the people who made the scarecrows.
- 10 The venue for the competition was changed because of the weather.
- 11 Competitors could get advice on making their scarecrows.
- 12 In the judges' opinion, the scarecrow dressed as an alien was better than the giant bird.
- 13 The competition organisers supplied a picnic for the competitors and spectators.
- 14 Alice Cameron bought a scarecrow to frighten birds away from her crops.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–22.

Qualities that make a great barista

How to become a great maker and server of espresso-based coffee drinks

Truly great baristas take the time to develop the key skills that will enable them to deliver the highest possible quality of coffee-based beverage and service. As a barista, you must make a concerted effort to listen to your clientele and make sure the drinks you produce are correct in all respects. This is particularly important when you consider the sheer range and complexity of modern coffee drinks, which may start from a single (or double) shot of espresso but can include many additional elements. If you become distracted by the conversation that is going on nearby, you may ultimately miss the mark from a service perspective.

One thing that separates a great from a good barista is that the former is constantly busy and has a strong work ethic. You will often catch a great barista rinsing out the filter in their machines, for example, as this erodes the build-up of burnt coffee oil that can begin to impact on the quality and taste of each espresso shot. Similarly, do not be surprised to hear the sound of the coffee grinder at work. This highlights the keen attention to detail that distinguishes skilled baristas, as they have the desire and the awareness to make every drink with completely fresh ground coffee. This type of attentiveness helps baristas to get the most from the coffee that they use, as many of the delicate aromas found in espresso are lost when exposed to the open air.

Timing is everything when it comes to producing the perfect cup of coffee. A great barista knows precisely when to finish the extraction of espresso, at the point when the balance of flavour has reached its optimum levels. They also understand how important this is; those who act too soon are left with a drink without flavour while those who delay the finish risk burning the beverage and tainting it with a bitter after-taste.

When it comes to customer service, there is so much more to a coffee shop experience than drinking perfectly roasted blends. The atmosphere and the ambience also play a central role, and the interaction that the customer has with their barista sets the tone for an enjoyable experience. Great baristas ask their customers how their day is going or what they're going to do later; they read local newspapers and keep up with issues that really matter, all of which make a real difference in a competitive marketplace.

Questions 15–22

Complete the notes below.

Choose **ONE WORD ONLY** from the text on page 64 for each answer.

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

Notes on being a great barista

Serving the customer

- Be sure you make drinks that are **15** for the customer
- Ignore any **16** around you

Using the equipment

- Clean the machine **17** regularly
- Grinding
 - always use ground coffee that is **18**
 - remember that air causes the smell to fade

Making the coffee

- Know when to stop making the espresso
 - too early reduces the **19**
 - too late makes the coffee **20**

Giving good customer service

- Talk to your customers
 - ask about the customers' **21**
 - know something about the important **22** in the area

Test 3

Read the text below and answer Questions 23–27.

Running a meeting

If you're running a meeting for the first time, here are a few tips to help you

Prior to the meeting, think about the seating and arrange it in an appropriate way. A circle can work well for informal meetings, but sometimes the furniture cannot be re-arranged or rows are more suitable. Consider the participants and decide what is best. Before people arrive, it's a good idea to designate someone to stand at the entrance and greet everyone.

If the meeting is small, start by requesting everyone to introduce themselves and to give a bit of relevant information in addition to their name. This may be what they do or why they are there. For all meetings, you need to introduce the chairperson, i.e., yourself, and any other outside speakers you have invited.

Next, make sure everyone can see the agenda or has a copy of it. Briefly run through the items then take one point at a time, and make sure the group doesn't stray from that point until it has been dealt with. Encourage participation at all times so that attendees can contribute but don't let everyone talk at the same time. Try to keep discussions positive, but don't ignore conflicts – find a solution for them and make sure they are resolved before they grow.

Summarise points regularly and make clear action points. Write these down and don't forget to note who's doing what, and by when. Encourage everyone to feel able to volunteer for tasks and roles. It can help if the more experienced members of the group offer to share skills and knowledge, but don't let the same people take on all the work as this can lead to tension within the group.

At the end, remember to thank everyone for turning up and contributing. It can be nice to follow the meeting with a social activity like sharing a meal or going to a café.

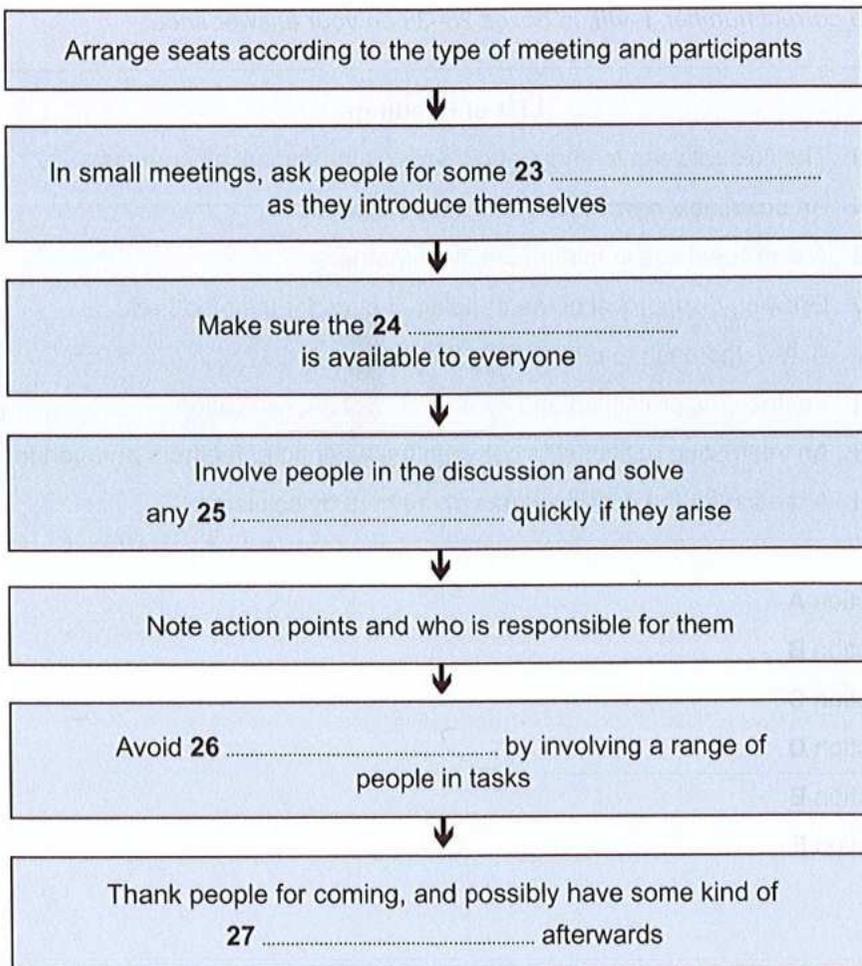
Questions 23–27

Complete the flow chart below.

Choose **NO MORE THAN TWO WORDS** from the text on page 66 for each answer.

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

Tips for running a meeting



Test 3

SECTION 3 **Questions 28–40**

Read the text on pages 69 and 70 and answer Questions 28–40.

Questions 28–33

The text on pages 69 and 70 has six sections, **A–F**.

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

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

List of Headings

- i** The link between feathers and a wider international awareness
- ii** An unsuitable decoration for military purposes
- iii** A significant rise in the popularity of feathers
- iv** Growing disapproval of the trapping of birds for their feathers
- v** A new approach to researching the past
- vi** Feathers as protection and as a symbol of sophistication
- vii** An interesting relationship between the wearing of feathers and gender
- viii** A reason for the continued use of feathers by soldiers

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

Feathers as decoration in European history

- A** Today, we do not generally associate feathers with the military in Europe, yet history shows that in fact feathers have played an intriguing role in European military clothing. The Bersaglieri of the Italian Army, for example, still wear a bunch of long black feathers in their hats hanging down to one side, while British fusiliers have a clipped feather plume whose colour varies according to their regiment. The Royalists in the English Civil War adorned their headgear with ostrich feathers. 'Historically, feathers were an incredibly expressive accessory for men,' observes Cambridge historian, Professor Ulinka Rublack. 'Nobody has really looked at why this was the case. That's a story that I want to tell.'

Rublack is beginning to study the use of featherwork in early modern fashion as part of a joint project between the Universities of Cambridge, Basel and Bern. To the outsider, its preoccupations (her co-researchers are studying gold, glass and veils) might seem surprising. Yet such materials sustained significant economies and expertise.

- B** Rublack has spotted that something unusual started to happen with feathers during the 16th century. In 1500, they were barely worn at all in Europe; 100 years later they had become an indispensable accessory for the fashionable European man. In prosperous trading centres, the citizens started wearing hats bedecked with feathers from cranes and swallows. Headgear was specially manufactured so that feathers could be inserted more easily. By 1573, Plantin's Flemish–French dictionary was even obliged to offer words to describe people who chose not to wear them, recommending such terms as: 'the featherless' and 'unfeathered'.

Featherworking became big business. From Prague and Nuremberg to Paris and Madrid, people started to make a living from decorating feathers for clothing. Impressive efforts went into dyeing them. A 1548 recipe recommends using ashes, lead monoxide and river water to create a 'very beautiful' black, for example.

- C** Why this happened will become clearer as Rublack's project develops. One crucial driver, however, was exploration – the discovery of new lands, especially in South America. Compared with many of the other species that early European colonists encountered, exotic birds could be captured, transported and kept with relative ease. Europe experienced a sudden 'bird-craze', as exotic birds became a relatively common sight in the continent's largest markets.

Test 3

Given the link with new territories and conquest, ruling elites wore feathers partly to express their power and reach. But there were also more complex reasons. In 1599, for example, Duke Frederick of Württemberg held a display at his court at which he personally appeared wearing a costume covered in exotic feathers and representing the Americas. This was not just a symbol of power, but of cultural connectedness, Rublack suggests: 'The message seems to be that he was embracing the global in a duchy that was quite insular and territorial.'

- D** Nor were feathers worn by the powerful alone. In 1530, a legislative assembly at Augsburg imposed restrictions on peasants and traders adopting what it clearly felt should be an elite fashion. The measure did not last, perhaps because health manuals of the era recommended feathers could keep the wearer safe from 'bad' air – cold, miasma, damp or excessive heat – all of which were regarded as hazardous. During the 1550s, Eleanor of Toledo had hats made from peacock feathers to keep her dry in the rain. Gradually, feathers came to indicate that the wearer was healthy and civilised. Artists and musicians took to wearing them as a mark of subtlety and style.
- E** As with most fads, this enthusiasm eventually wore off. By the mid-17th century, feathers were out of style, with one striking exception. Within the armies of Europe feathers remained an essential part of military costume.

Rublack thinks that there may have been several reasons for this strange contradiction. 'It's associated with the notion of graceful warfaring,' she says. 'This was a period when there were no standing armies and it was hard to draft soldiers. One solution was to aestheticise the military, to make it seem graceful and powerful.' Feathers became associated with the idea of an art of warfare.

They were also already a part of military garb among many native American peoples and in the Ottoman empire. Rublack believes that just as some of these cultures considered the feathers of certain birds to be highly significant, and sometimes sacred, European soldiers saw the feathers as imparting noble passions, bravery and courage.

- F** In time, her research may therefore reveal a tension about the ongoing use of feathers in this unlikely context. But, as she also notes, she is perhaps the first historian to have spotted the curious emotional resonance of feathers in military fashion at all. All this shows a sea-change in methodologies: historians now chart the ways in which our identities are shaped through deep connections with 'stuff' – the material objects that are parts of our lives.

Questions 34–36

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

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

- 34** In Section B, what information is given about the use of feathers in the 16th century?
- A** Some were not real feathers, but imitations.
 - B** They were sometimes coloured artificially.
 - C** Birds were specially bred for their feathers.
 - D** There was some disapproval of their use for decoration.
- 35** Rublack suggests the feather costume worn by Duke Frederick in 1599 represented
- A** a lack of sensitivity to American traditions.
 - B** a rejection of the beliefs held by those around him.
 - C** a positive attitude towards the culture of the Americas.
 - D** a wish to follow a fashion of the time.
- 36** According to Rublack, one reason why feathers survived in European military costume was because
- A** birds were seen as having religious significance.
 - B** feathers suggested certain qualities about military activities.
 - C** the power of feathers was feared by other cultures.
 - D** soldiers came to associate particular birds with warlike qualities.

Test 3

Questions 37–40

Complete each sentence with the correct ending, **A–G**, below.

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

37 Hats decorated with long black feathers

38 Feathers from cranes and swallows

39 Feathers from exotic birds

40 Peacock feathers

- A** lost popularity in the 16th century.
- B** were used as protection from bad weather.
- C** are worn today by some soldiers.
- D** could only be worn by men of noble birth.
- E** were used to create an outfit worn by a person of high status.
- F** were once awarded for military achievements.
- G** became popular decorations for urban dwellers in the 16th century.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

A magazine wants to include contributions from its readers for an article called 'The book that influenced me most'.

Write a letter to the editor of the magazine about the book that influenced you most. In your letter

- ***describe what this book was about***
- ***explain how this book influenced you***
- ***say whether this book would be likely to influence other people***

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 spend most of their lives living close to where they were born.

What might be the reasons for this?

What are the advantages and disadvantages?

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

EXAMPLE

Summer

- Is summer your favourite time of year? [Why/Why not?]
- What do you do in summer when the weather's very hot? [Why?]
- Do you go on holiday every summer? [Why/Why not?]
- Did you enjoy the summer holidays when you were at school? [Why/Why not?]

PART 2

Describe a luxury item you would like to own in the future.

You should say:

what item you would like to own

what this item looks like

why you would like to own this item

and explain whether you think you will ever own this item.

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:

Expensive items

Example questions:

Which expensive items would many young people (in your country) like to buy?

How do the expensive items that younger people want to buy differ from those that older people want to buy?

Do you think that people are more likely to buy expensive items for their friends or for themselves?

Rich people

Example questions:

How difficult is it to become very rich in today's world?

Do you agree that money does not necessarily bring happiness?

In what ways might rich people use their money to help society?



Test 4

LISTENING

PART 1 Questions 1–10

Complete the notes below.

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



Listening test audio

Holiday rental

Owners' names: Jack Fitzgerald and Shirley Fitzgerald

Granary Cottage

- available for week beginning **1** May
- cost for the week: **2** £

3 Cottage

- cost for the week: £480
- building was originally a **4**
- walk through doors from living room into a **5**
- several **6** spaces at the front
- bathroom has a shower
- central heating and stove that burns **7**
- views of old **8** from living room
- view of hilltop **9** from the bedroom

Payment

- deposit: £144
- deadline for final payment: end of **10**



PART 2 Questions 11–20

Questions 11–14

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

**Local council report on traffic and highways**

- 11 A survey found people's main concern about traffic in the area was
- A** cuts to public transport.
 - B** poor maintenance of roads.
 - C** changes in the type of traffic.
- 12 Which change will shortly be made to the cycle path next to the river?
- A** It will be widened.
 - B** It will be extended.
 - C** It will be resurfaced.
- 13 Plans for a pedestrian crossing have been postponed because
- A** the Post Office has moved.
 - B** the proposed location is unsafe.
 - C** funding is not available at present.
- 14 On Station Road, notices have been erected
- A** telling cyclists not to leave their bikes outside the station ticket office.
 - B** asking motorists to switch off engines when waiting at the level crossing.
 - C** warning pedestrians to leave enough time when crossing the railway line.



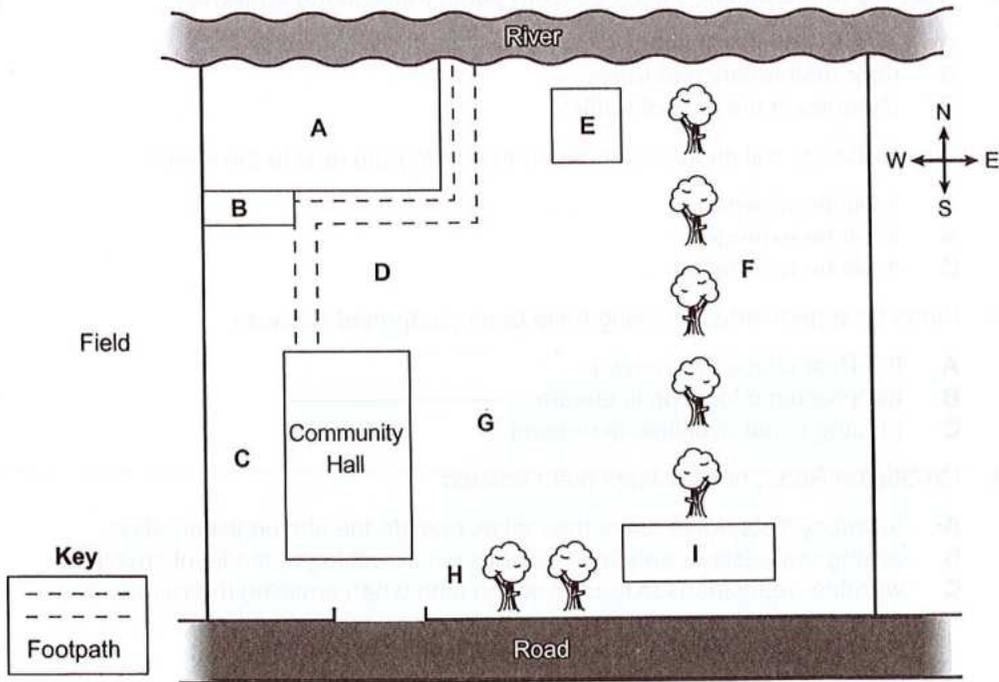
Test 4

Questions 15–20

Label the map below.

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

Recreation ground after proposed changes



- 15 New car park
- 16 New cricket pitch
- 17 Children's playground
- 18 Skateboard ramp
- 19 Pavilion
- 20 Notice board



PART 3 Questions 21–30

Questions 21–22

Choose **TWO** letters, **A–E**.

Which **TWO** benefits of city bike-sharing schemes do the students agree are the most important?

- A reducing noise pollution
- B reducing traffic congestion
- C improving air quality
- D encouraging health and fitness
- E making cycling affordable

Questions 23–24

Choose **TWO** letters, **A–E**.

Which **TWO** things do the students think are necessary for successful bike-sharing schemes?

- A Bikes should have a GPS system.
- B The app should be easy to use.
- C Public awareness should be raised.
- D Only one scheme should be available.
- E There should be a large network of cycle lanes.



Test 4

Questions 25–30

What is the speakers' opinion of the bike-sharing schemes in each of the following cities?

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

Opinion of bike-sharing scheme

- A** They agree it has been disappointing.
- B** They think it should be cheaper.
- C** They are surprised it has been so successful.
- D** They agree that more investment is required.
- E** They think the system has been well designed.
- F** They disagree about the reasons for its success.
- G** They think it has expanded too quickly.

Cities

- 25** Amsterdam
- 26** Dublin
- 27** London
- 28** Buenos Aires
- 29** New York
- 30** Sydney



PART 4 Questions 31–40

Complete the notes below.

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



Listening test audio

THE EXTINCTION OF THE DODO BIRD

The dodo was a large flightless bird which used to inhabit the island of Mauritius.

History

- 1507 – Portuguese ships transporting **31** stopped at the island to collect food and water.
- 1638 – The Dutch established a **32** on the island.
- They killed the dodo birds for their meat.
- The last one was killed in 1681.

Description

- The only record we have is written descriptions and pictures (possibly unreliable).
- A Dutch painting suggests the dodo was very **33**
- The only remaining soft tissue is a dried **34**
- Recent studies of a dodo skeleton suggest the birds were capable of rapid **35**
- It's thought they were able to use their small wings to maintain **36**
- Their **37** was of average size.
- Their sense of **38** enabled them to find food.

Reasons for extinction

- Hunting was probably not the main cause.
- Sailors brought dogs and monkeys.
- **39** also escaped onto the island and ate the birds' eggs.
- The arrival of farming meant the **40** was destroyed.



READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

The best hiking boots

Whether you're climbing a mountain or walking in the country, be sure to buy the right boots, writes Sian Lewis

A Hanwag Tatra Boots

These boots are expensive but will give you a lifetime of wear. They are a wide fit and offer excellent ankle support. They passed our waterproof test when worn on long, rainy walks, although they are a bit heavy.

B Scarpa Peak Gore-tex Boots

These are good all-round boots that have kept our feet dry in heavy rain, snow and mud. They are warm and comfortable to wear straight out of the box and continue to be so even after many kilometres. A great choice for all seasons.

C Keen Terradora Ethos

These are meant for spring and summer walks and for putting in your backpack for treks in hot climates. They will never weigh you down. Their soles grip well and despite not being waterproof, they are quick-drying when they get wet.

D Danner Jag

Danner's retro boots are one of the heavier ones we reviewed. They take a week or two for your feet to get used to them, but we found them waterproof even in heavy rain. These are boots for the style conscious, but still suitable for demanding walks.

E Merrell Siren Sport Q2 Mid Boots

We've worn these boots in freezing cold conditions and our feet felt comfortable. Remember to pull the laces firmly when you put these boots on as they are rather wide around the ankles.

F Teva Arrowood Mid WP

The soft leather might not be tough enough for extreme environments, but these boots get top marks for comfort. They're waterproof, but we found this wore off after about 20 wet walks. You can, however, get round this problem by using a protective spray on them.

G Regatta Clydebank Mid Boots

These boots are reasonably priced and they performed well in heavy rain. They don't grip the ground as well as some other boots and aren't very warm in cold winter weather so we'd say they're best for country walks in spring and summer.

Questions 1–8

Look at the seven reviews of hiking boots, **A–G**, on page 82.

For which hiking boots 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 These boots are a good choice for people who want to look smart when they are walking.
- 2 People do not need to spend time getting their feet accustomed to these boots.
- 3 These boots should last for many years.
- 4 People find these boots useful when travelling as they are not heavy.
- 5 One feature of these boots does not continue to be effective for very long.
- 6 These boots do not keep the rain out.
- 7 It is important to make sure these boots are done up tightly before starting a walk.
- 8 These boots should suit people who don't want to spend a lot.

Test 4

Read the text below and answer Questions 9–14.

Beekeeping workshop at Elm Farm

If you've ever wanted to keep bees and have your own delicious honey, there's no better time to begin!

Whether you're keen to learn everything you need to know to get you started, or simply extremely interested in the idea of keeping bees, this one-day interactive workshop will teach you the fascinating secrets of the honeybee and how to care for and keep bees.

Our day begins here on the farm, getting to know about the honeybee, specifically the kind we keep here, and their fascinating history. You will find out about and try for yourself the equipment beekeepers use to care for their bees and discover the many different types of hives bee colonies live in and their different uses. You'll learn about the life cycle of a colony, disease prevention and caring for bees and of course how to harvest honey for your personal use or for sale.

Then it's time to try on your bee suit and meet our bees. We'll teach you how to open the hive, recognise the different bees in it (including how to spot the queen!) and explain what they're doing in different parts of the hive.

What's included in the price?

We'll provide everything you need, including unlimited organic tea or coffee, lunch cooked in our outdoor, wood-fired oven and beekeeping suits for the day. Just bring a pair of thick boots with you. You'll leave with plenty of notes and resources, including a packet of bee-friendly wildflower seeds and, courtesy of BJ Sherriff, the leading supplier of beekeeping clothing, an exclusive 25% discount for anything in their online store.

We like to run our workshops fairly and honestly. Your booking secures a very limited place, so is non-refundable – if you can't make it, you can send a friend or colleague instead though. If at the end of any of our workshops, you don't believe that it has helped you to achieve what it set out to, we will gladly provide a full refund.

Places are strictly limited so please do book early to avoid disappointment.

Questions 9–14

Do the following statements agree with the information given in the text on page 84?

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 workshop is only suitable for people who already keep their own bees.
- 10 Participants will meet people who are involved in selling honey to the public.
- 11 Vegetarian refreshments are available if requested in advance.
- 12 Participants will need to pay extra to hire appropriate clothes for the workshop.
- 13 Protective footwear will be required during the workshop.
- 14 If someone has to cancel before the workshop, the fee will be repaid.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Should you pay someone to write your CV?

In my view, the belief that the individual is the best person to write their own CV is not always true. Although many people can write their own CVs, and do it well, others struggle with a variety of problems initially, such as not knowing how to structure a CV or how to highlight their most relevant strengths.

Through in-depth consultation, a professional CV writer can help identify exactly what is necessary for a particular role, cut out unnecessary or irrelevant details, and pinpoint what makes the individual stand out. This level of objectivity is one of the major benefits of working with a professional writer. It's often difficult to stand back from your own career history to assess what's relevant or not, or to choose the most appropriate qualities.

If you do choose to work with a professional CV writer, here are some tips:

Ask for a CV writer who has experience in your sector. HR professionals and recruiters with relevant experience can also have valuable insights into what companies are looking for.

Look for someone who's prepared to take the time to find out your core qualities, who can choose exactly the right words for maximum impact and who understands what and where to edit. Ask to see samples of their work or use personal recommendations before you choose a CV writing service.

You'll probably need to answer an in-depth email questionnaire or be interviewed before any writing actually starts. The more you can give your CV writer to work with, the better, so the promise of a quick turnaround time isn't always going to result in the best possible CV. Take the time to think about and jot down your career aims, your past successes, and the value you bring, before you start the whole process. Your CV will probably be used as a springboard for questions at interview, so you need to make sure you feel happy with the way it's being written and with the choice of words. Being involved in the writing process means your CV sounds authentic.

Questions 15–20

Complete the sentences below.

Choose **ONE WORD ONLY** from the text on page 86 for each answer.

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

- 15 Some jobseekers have difficulty with their CV because they have not learnt which qualities they should
- 16 Professional CV writers know which are best left out of the CV.
- 17 CV writers with knowledge of a particular field of work often provide useful about the skills firms expect from job applicants.
- 18 It is advisable to request of what a professional CV writer has previously produced.
- 19 Professional CV writers often ask jobseekers to work through a as a first step.
- 20 If the jobseeker assists the professional writer, the tone of the CV will be

Test 4

Read the text below and answer Questions 21–27.

Starting a new job

First impressions really do last, so it's important you perform well on your first day in the new job. Here are our top tips that will help you sail through your first day with ease.

A new job is a great opportunity to hit the reset button. If you got into the habit of skipping breakfast at your last job, fit it in now or experiment with getting a workout in before going to the office. Having a routine you like and sticking to it definitely impacts on your overall happiness.

You've probably already been into the office for an interview, so you'll have some idea of what the dress code is. While you definitely want to feel comfortable, it's best to play it safe, leaning towards a smarter and more polished look on your first day.

You don't want to be late, but getting to the office way too early can also potentially upset not only your schedule but other people's too. A good rule of thumb is to try and arrive 15 minutes ahead of the agreed start time.

Accepting an invite to lunch with your boss and co-workers will allow you to get to know the people you'll be working with on a more personal level. It will also help you get a handle on personalities and work styles. To ensure the lunch goes well, have a few conversation starters in mind. That way, if the talk dries up, you can get it going again.

One of the big outcomes of going through a job search is you learn loads about yourself. In particular, you learn what you want and don't want, and what skills you bring to the table. With this new-found understanding, take some time over the initial period to think about what goals you have for your new role. In identifying these early on, you'll be one step closer to positioning yourself for success.

It's important that you approach your new job with an open mind, and that you're ready to soak it all in. Be patient with yourself as you figure out how you fit in, and make sure you understand the way things are done before rushing into giving suggestions on improvements.

Remember they hired you for a reason, so smile, relax a little and enjoy the first day of your next big thing.

Questions 21–27

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the text on page 88 for each answer.

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

How best to tackle a new job

The first day

- Before arriving at work
 - try out a different morning **21** that will create a sense of well-being.
 - make sure your chosen outfit conforms to the company's **22**
- If you eat with colleagues at midday:
 - it will provide information on their **23** and the way they operate.
 - it may be wise to prepare some **24** to help the interaction flow.

During the first few weeks

- work out some **25** and how to go about fulfilling them.
- try to keep a completely **26** as you settle into the post.
- avoid making proposals for **27** too soon.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

History of women's football in Britain

Women's football in Britain has deeper roots than might be expected. In one town in 18th-century Scotland, single women played an annual match against their married counterparts, though the motives behind the contest were not purely sporting. Some accounts say that the games were watched by a crowd of single men, who hoped to pick out a potential bride based on her footballing ability.

By the late 19th century, with the men's game spreading across Britain like wildfire, women also began to take up association football. Early pioneers included Nettie J Honeyball, who founded the British Ladies' Football Club (BLFC) in 1895. Honeyball was an alias: like many of the middle- and upper-class women who played in the late 19th century, she was not keen to publicise her involvement with a contact sport played on muddy fields. We know more about Lady Florence Dixie, who was appointed president of the BLFC in 1895 and who was an ardent believer in equality between the sexes.

The BLFC arranged games between teams representing the north and the south of England, where money would be raised for those in need. These initially attracted healthy numbers of supporters although early newspaper reports were not particularly generous, with one reporter suggesting 'when the novelty has worn off, I do not think women's football will attract the crowds'. And crowds did drop off as the growing popularity of the men's game came to dominate public interest. In a country where women were not yet allowed to vote, it would take extraordinary circumstances for their efforts on the football pitch to attract widespread attention.

Those circumstances arose in 1914 with the outbreak of the First World War. With many men leaving their jobs to join the army, women started to work in factories and just as men had done before them, they began to play informal games of football during their lunch breaks. After some initial uncertainty, their superiors came to see these games as a means to boost morale and thus increase productivity. Teams soon formed and friendly matches were arranged.

In the town of Preston in the north of England, the female workers at a manufacturing company called Dick, Kerr & Co showed a particular aptitude for the game. Watching from a window above the yard where they played, office worker Alfred Frankland spotted their talent and he set about forming a team. Under Frankland's management, they soon drew significant crowds to see their games. Known as Dick, Kerr's Ladies, they beat rival factory Arundel Coulthard 4–0 on Christmas Day 1917, with 10,000 watching at Preston stadium.

After the war ended in 1918 the Dick, Kerr's side and other women's teams continued to draw large crowds. In 1920 there were around 150 women's sides in England and Dick, Kerr's Ladies packed 53,000 into Everton's Goodison Park stadium. The same year, the team found their one true genius: Lily Parr. Parr grew up playing football with her brothers, and began her career with her town's ladies' team at the age of 14. When they played against the Dick, Kerr's side, she caught Frankland's eye and was offered a job at the factory – as well as a spot on the team. Close to six-feet tall and with jet-black hair, she had a ferocious appetite and a fierce left foot. She

Reading

is credited with 43 goals during her first season playing for Dick, Kerr's Ladies and around 1,000 in total.

By 1921 Dick, Kerr's Ladies were regularly attracting crowds in the tens of thousands. But the year ended in catastrophe for the women's game. The Football Association (FA) – officially the governing body for the sport as a whole, but really only concerned with men's competitions – had always taken a poor view of female participation. Women's football was tolerated during the war, but in the years that followed, driven by the fear that the women's game could affect Football League attendances, the FA sought to assert itself.

Its solution was decisive and brutal. On 5 December 1921, the FA banned its members from allowing women's football to be played at its grounds, saying that football was 'quite unsuitable for females'. The FA also forbade its members from acting as referees at women's

games. To all intents and purposes, women's football in England was outlawed.

The FA also suggested that an excessive proportion of the gate receipts were absorbed in expenses and an inadequate percentage devoted to charity. No such obligation to donate profits existed for men's clubs and no proof of financial mismanagement was presented, but there was little the women's clubs could do in response.

There was outrage from players, with the captain of Plymouth Ladies remarking that the FA was 'a hundred years behind the times' and calling its decision 'purely sex prejudice'.

It was not until 1966 that serious efforts to revive the women's game began, but progress remained painfully slow. It took pressure from the Union of European Football Associations (UEFA), to finally force the FA to end restrictions on women's football in 1971. By this time, half a century of progress had been lost.

Test 4

Questions 28–31

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

Write the correct letter in boxes 28–31 on your answer sheet.

- 28** In the first paragraph, the writer says that in 18th-century Scotland
- A** only unmarried women were allowed to play football.
 - B** women's football was more common than men's football.
 - C** women were sometimes forbidden to watch football matches.
 - D** skill at football might be considered when choosing a wife.
- 29** The writer says that Nettie J Honeyball was unwilling to
- A** take an active part in team sports.
 - B** mix with people she considered lower class.
 - C** let the public know of her involvement in football.
 - D** take a leadership role in the British Ladies' Football Club.
- 30** The writer suggests that in Britain, between 1895 and 1914,
- A** society was not yet ready for women's football.
 - B** there were false reports of the decline of women's football.
 - C** the media felt that women's football should not be allowed.
 - D** women's football mainly attracted people because it was unusual.
- 31** After the First World War broke out in 1914, factory managers
- A** were initially unwilling to employ women.
 - B** played in matches against female employees.
 - C** allowed extra time for their employees to play football.
 - D** decided that women's football might have positive effects.

Questions 32–37

Look at the following statements (Questions 32–37) and the list of football organisations below.

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

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 32–37 on your answer sheet.

NB You may use any letter more than once.

- 32 It felt threatened by the rise of women's football.
- 33 It was established by a male office worker.
- 34 It donated money from football matches to good causes.
- 35 It called for the ending of the ban on women's football in Britain.
- 36 It was accused of being old-fashioned.
- 37 It was led by a believer in women's rights.

List of Football Organisations

- A** the British Ladies' Football Club (BLFC)
- B** the Dick, Kerr's Ladies team
- C** the Football Association (FA)
- D** the Union of European Football Associations (UEFA)

Test 4

Questions 38–40

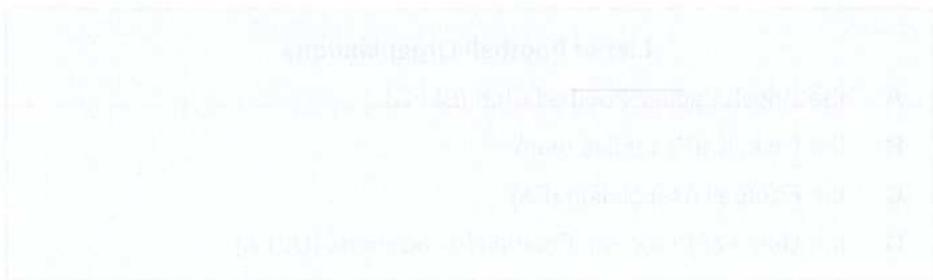
Complete the summary below.

Choose **ONE WORD ONLY** from the text on pages 90 and 91 for each answer.

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

A catastrophic year for women's football

At the end of 1921, women's football teams were forbidden to use the **38** of the Football Association, and were not allowed to have Football Association members as **39** The FA said that women's clubs did not give enough to charity, and that there had been mismanagement of funds. Female workers accused the FA of **40** against women, but the ban continued until 1971.



WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Your friend has been offered a place on a course at the university where you studied. He/She would like your advice about finding a place to live.

Write an email to your friend. In your email

- **describe where you lived when you were a student at the university**
- **recommend the best way for him/her to look for accommodation**
- **warn him/her of mistakes students make when choosing accommodation**

Write at least 150 words.

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

Begin your email as follows:

Dear,



Test 4

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people say that now is the best time in history to be living.

What is your opinion about this?

What other time in history would be interesting to live in?

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

EXAMPLE

Fast food

- What kinds of fast food have you tried? [Why/Why not?]
- Do you ever use a microwave to cook food quickly? [Why/Why not?]
- How popular are fast food restaurants where you live? [Why/Why not?]
- When would you go to a fast-food restaurant? [Why/Why not?]

PART 2

Describe some technology (e.g. an app, phone, software program) that you decided to stop using.

You should say:

**when and where you got this technology
why you started using this technology
why you decided to stop using it**

**and explain how you feel about the decision
you made.**

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:

Computer games

Example questions:

What kinds of computer games do people play in your country?

Why do people enjoy playing computer games?

Do you think that all computer games should have a minimum age for players?

Technology in the classroom

Example questions:

In what ways can technology in the classroom be helpful?

Do you agree that students are often better at using technology than their teachers?

Do you believe that computers will ever replace human teachers?



Listening and Reading answer keys

TEST 1

LISTENING



Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- egg
- tower
- car
- animals
- bridge
- movie / film
- decorate
- Wednesdays
- Fradstone
- parking

Part 2, Questions 11–20

- C
- A
- B
- C
- H
- C
- G
- B
- I
- A

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- practical
- publication
- choices
- negative
- play
- capitalism
- depression
- logic
- opportunity
- practice / practise

If you score ...

1–17	18–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



TEST 1

READING



Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 fertiliser / fertilizer
- 16 animal
- 17 obstacle
- 18 aids
- 19 bending
- 20 gate

- 21 proactive
- 22 special offers
- 23 brand names
- 24 negativity
- 25 presentation
- 26 credit card
- 27 rudeness

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

- 28 vi
- 29 iv
- 30 ii
- 31 viii
- 32 v
- 33 i
- 34 iii
- 35 D
- 36 D
- 37 A
- 38 family
- 39 platform
- 40 multi(-)coloured / multi(-)colored

If you score ...

1–25	26–33	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 2**LISTENING**

Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 frame
- 2 195
- 3 payment
- 4 Grandparents
- 5 colour / color
- 6 hand
- 7 background
- 8 focus
- 9 ten / 10 days
- 10 plastic

Part 2, Questions 11–20

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

Part 3, Questions 21–30

- 21 B
- 22 A
- 23 C
- 24 C
- 25 history
- 26 paper
- 27 humans / people
- 28 stress
- 29 graph
- 30 evaluate

Part 4, Questions 31–40

- 31 creativity
- 32 therapy
- 33 fitness
- 34 balance
- 35 brain
- 36 motivation
- 37 isolation
- 38 calories
- 39 obesity
- 40 habit

If you score ...

1–18	19–28	29–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



TEST 2

READING



Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 festivals
- 16 budget
- 17 partnerships
- 18 diversity
- 19 database
- 20 accounting

- 21 knowledge
- 22 regulations
- 23 responsibilities
- 24 leaflets
- 25 statement
- 26 contractors
- 27 stress

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

- 28 B
- 29 A
- 30 C
- 31 B
- 32 D
- 33 C
- 34 F
- 35 B
- 36 A
- 37 community service
- 38 shifting sand
- 39 copper
- 40 farmers

If you score ...

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



TEST 3

LISTENING



Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 park
- 2 blue
- 3 reference
- 4 story
- 5 rain
- 6 snack
- 7 medication
- 8 helmet
- 9 tent
- 10 199

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 grandmother
32 decade
33 equipment
34 economic
35 basic
36 round
37 bone
38 rough
39 style
40 sheep

If you score ...

1–18	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.



TEST 3

READING



Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 correct
- 16 conversation
- 17 filter
- 18 fresh
- 19 flavour / flavor
- 20 bitter

- 21 day
- 22 issues
- 23 (relevant) information
- 24 (meeting) agenda
- 25 conflicts
- 26 tension
- 27 social activity

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

- 28 vii
- 29 iii
- 30 i
- 31 vi
- 32 viii
- 33 v
- 34 B
- 35 C
- 36 B
- 37 C
- 38 G
- 39 E
- 40 B

If you score ...

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



TEST 4**LISTENING**

Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 28th
- 2 550
- 3 Chervil
- 4 garage
- 5 garden
- 6 parking
- 7 wood
- 8 bridge
- 9 monument
- 10 March

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 spice(s)
- 32 colony / settlement
- 33 fat
- 34 head
- 35 movement
- 36 balance / balancing
- 37 brain
- 38 smell
- 39 rats
- 40 forest

If you score ...

1–18	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.



TEST 4

READING



Answer key with extra explanations in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 highlight
- 16 details
- 17 insights
- 18 samples
- 19 questionnaire
- 20 authentic

- 21 routine
- 22 dress code
- 23 personalities
- 24 conversation starters
- 25 goals
- 26 open mind
- 27 improvements

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

- 28 D
- 29 C
- 30 A
- 31 D
- 32 C
- 33 B
- 34 A
- 35 D
- 36 C
- 37 A
- 38 grounds
- 39 referees
- 40 prejudice

If you score ...

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



IELTS

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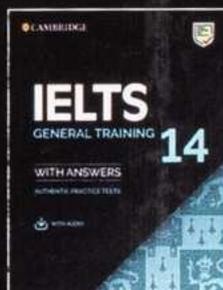
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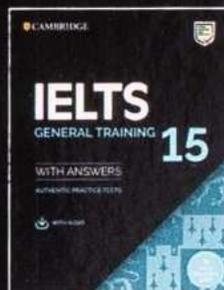
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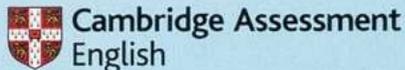
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