



CAMBRIDGE



IELTS

GENERAL TRAINING

18

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.

Transport survey	
Name:	Sadie Jones
Year of birth:	1991
Postcode:	1
Travelling by bus	
Date of bus journey:	2
Reason for trip:	shopping and visit to the 3
Travelled by bus because cost of	4 too high
Got on bus at	5 Street
Complaints about bus service:	- bus today was 6
	- frequency of buses in the 7
Travelling by car	
Goes to the	8 by car
Travelling by bicycle	
Dislikes travelling by bike in the city centre because of the 9	
Doesn't own a bike because of a lack of 10	

PART 2 Questions 11–20*Questions 11–13*

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

Becoming a volunteer for ACE

- 11 Why does the speaker apologise about the seats?
- A** They are too small.
 - B** There are not enough of them.
 - C** Some of them are very close together.
- 12 What does the speaker say about the age of volunteers?
- A** The age of volunteers is less important than other factors.
 - B** Young volunteers are less reliable than older ones.
 - C** Most volunteers are about 60 years old.
- 13 What does the speaker say about training?
- A** It is continuous.
 - B** It is conducted by a manager.
 - C** It takes place online.

Questions 14 and 15

Choose **TWO** letters, **A–E**.

Which **TWO** issues does the speaker ask the audience to consider before they apply to be volunteers?

- A** their financial situation
- B** their level of commitment
- C** their work experience
- D** their ambition
- E** their availability

Questions 16–20

What does the speaker suggest would be helpful for each of the following areas of voluntary work?

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

Helpful things volunteers might offer

- A** experience on stage
- B** original, new ideas
- C** parenting skills
- D** an understanding of food and diet
- E** retail experience
- F** a good memory
- G** a good level of fitness

Area of voluntary work

- 16** Fundraising
- 17** Litter collection
- 18** 'Playmates'
- 19** Story club
- 20** First aid

PART 3 Questions 21–30*Questions 21–26*

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

Talk on jobs in fashion design

- 21** What problem did Chantal have at the start of the talk?
- A** Her view of the speaker was blocked.
 - B** She was unable to find an empty seat.
 - C** The students next to her were talking.
- 22** What were Hugo and Chantal surprised to hear about the job market?
- A** It has become more competitive than it used to be.
 - B** There is more variety in it than they had realised.
 - C** Some areas of it are more exciting than others.
- 23** Hugo and Chantal agree that the speaker's message was
- A** unfair to them at times.
 - B** hard for them to follow.
 - C** critical of the industry.
- 24** What do Hugo and Chantal criticise about their school careers advice?
- A** when they received the advice
 - B** how much advice was given
 - C** who gave the advice
- 25** When discussing their future, Hugo and Chantal disagree on
- A** which is the best career in fashion.
 - B** when to choose a career in fashion.
 - C** why they would like a career in fashion.
- 26** How does Hugo feel about being an unpaid assistant?
- A** He is realistic about the practice.
 - B** He feels the practice is dishonest.
 - C** He thinks others want to change the practice.

Test 1

Questions 27 and 28

Choose **TWO** letters, **A–E**.

Which **TWO** mistakes did the speaker admit she made in her first job?

- A** being dishonest to her employer
- B** paying too much attention to how she looked
- C** expecting to become well known
- D** trying to earn a lot of money
- E** openly disliking her client

Questions 29 and 30

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of retail information do Hugo and Chantal agree would be useful?

- A** the reasons people return fashion items
- B** how much time people have to shop for clothes
- C** fashion designs people want but can't find
- D** the best time of year for fashion buying
- E** the most popular fashion sizes



PART 4 Questions 31–40

Complete the notes below.

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

Elephant translocation

Reasons for overpopulation at Majete National Park

- strict enforcement of anti-poaching laws
- successful breeding

Problems caused by elephant overpopulation

- greater competition, causing hunger for elephants
- damage to **31** in the park

The translocation process

- a suitable group of elephants from the same **32** was selected
- vets and park staff made use of **33** to help guide the elephants into an open plain
- elephants were immobilised with tranquilisers
 - this process had to be completed quickly to reduce **34**
 - elephants had to be turned on their **35** to avoid damage to their lungs
 - elephants' **36** had to be monitored constantly
 - tracking devices were fitted to the matriarchs
 - data including the size of their tusks and **37** was taken
- elephants were taken by truck to their new reserve

Advantages of translocation at Nkhotakota Wildlife Park

- **38** opportunities
- a reduction in the number of poachers and **39**
- an example of conservation that other parks can follow
- an increase in **40** as a contributor to GDP

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

What to do if your clothes have been lost or damaged by a dry cleaner

Dry cleaners are legally required to take reasonable care of anything left with them. You can claim compensation if your belongings are damaged or lost while in their care.

Even if the dry cleaning company has a sign saying they aren't responsible for items left with them, this isn't necessarily true. They can't opt out of this responsibility just by putting up a sign.

As soon as you realise there's a problem, contact them and explain the situation. They might offer you compensation straight away. If they don't, you should ask them to either cover the cost of repairing the item or to pay for a replacement (if it can't be repaired).

If they have to pay the cost of replacing a damaged or lost item, the maximum they're obliged to offer you is the value of the item when it was left with them, not what it would cost to replace as new. You'll probably be asked to provide evidence of how much it originally cost – for example, a receipt. The dry cleaner can then offer you a reduced amount depending on the condition of the item – you'll have to negotiate the cost with them.

If the dry cleaner is part of a national chain, you could get in touch with the customer services department of their head office and make the complaint to them directly.

If the dry cleaner refuses to compensate you or they offer you too little, try the following steps:

- If the dry cleaner is a member of a trade association such as the UK Fashion and Textile Association, you can pass your complaint to them and they may be able to help you.
- You could get an independent organisation to look at your issue and produce a report, but this could be expensive (often around £100).

If you've tried the options above and are still unhappy with the outcome, you could take your case to court. There's a time limit for going to court – from when you took the item to the dry cleaner, you have up to six years.

Questions 1–7

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

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 Dry cleaners are generally responsible for items left with them, even if there's a sign saying the opposite.
- 2 If the dry cleaner loses an item belonging to you, they should give you enough money to buy a completely new one.
- 3 If you have the receipt for a damaged item, the company should refund the amount you originally paid for it.
- 4 It may be possible to get support for your complaint from a dry cleaners' trade association.
- 5 If you're offered too little compensation, you can request a free report from an independent organisation.
- 6 Most people who take a case about a dry-cleaning company to court are satisfied with the outcome.
- 7 If an item was lost or damaged nine months ago, you can still take the dry cleaner to court.

Read the text below and answer Questions 8–14.

Groups for readers and writers

A Teenvision

This is a reading group for teens aged 12–16 which meets on the last Thursday of the month. We are a friendly group, with everybody keen to talk about what we've enjoyed reading recently and make suggestions on what we should read next. We are massive fans of action, fantasy and adventure but we try to include a mix of genres in our choices.

B Creative writing workshops

Would you like to share your writing with others and hear their constructive suggestions for how to improve it? Have you got a book inside you but need the inspiration to get started? Build your confidence to begin formulating ideas for storylines and characters at our regular workshops. Open to all – beginners and established writers.

C Books for now

We meet on the second and fourth Mondays of each month in members' homes. The group is open to men and women who enjoy discussing the themes and issues found in science fiction novels. Our books are usually those written from the 1960s onwards and include feminist science fiction, cyberpunk and scientific romance.

D Readers' book group

This is an open group for parents at the library, and toddlers are welcome to come along and play in the children's library while the meeting is taking place. The group reads mainly fiction of different genres. Books are supplied by the library. Anyone is welcome – have a look at our website to see what the book is for the next meeting.

E The book club

Every month members of this group read a fabulous business book which is then discussed when we meet. At our meetings you'll have the chance to network with other members – all like-minded businesswomen – in a relaxed environment. There will be lots of ideas to discuss, as well as refreshments and lots of fun!

F Poetry writing group

A writing group for young poets aged between 12 and 18 at the library. You will explore how to power up your imagination, and your poems will be displayed in the library and online. The group meets fortnightly on Saturdays from 12 p.m. to 2 p.m. The group is currently full but anyone interested is welcome to join the membership waiting list.

Questions 8–14

The text on page 18 has six paragraphs, **A–F**.

Which paragraph mentions the following?

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

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

- 8** Members of this group share ideas for the books they would like to read.
- 9** It isn't possible for any new members to join this group at present.
- 10** You can get feedback on your own work from other members of this group.
- 11** This group focuses on stories belonging to just one genre.
- 12** Work produced by members of this group will be available to the public.
- 13** This group doesn't read or write either poetry or fiction.
- 14** This group would suit someone who thinks they could write a book.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–22.

Mechanical lifting equipment

If some simple precautions are taken, lifting equipment that is essential for construction and engineering projects can be used safely. Forklift trucks, lifting trolleys, mobile and fixed cranes and all their parts are classed as lifting equipment.

All equipment used for lifting or moving heavy loads should be properly constructed. For example, equipment bearing a CE mark has been constructed to international standards. In addition, equipment that meets these standards will have documented instructions for tests that should be adhered to prior to using the equipment. Certain types of machinery, such as cranes, must be inspected by a qualified engineer on a six-monthly basis.

For operations that use cranes, a formal lift plan must be prepared. Lift plans are a type of risk assessment, whereby the possible dangers of the operation are carefully calculated, and control measures are identified and put in place. Before any lift proceeds, the plan should be talked over with the lifting crew during what is often referred to as a 'Tool Box Talk' (TBT). This is an important opportunity for them to ask questions about their role in the operation.

When heavy loads are being moved around, there are some practical things that should be done to prevent accidents. Firstly, if a load needs to be moved where workers or members of the public are present, the area must have barriers or other means to ensure no one is allowed to walk under the load while it is moving. Secondly, someone called a banksman should always be used when moving heavy loads by crane. As a crane driver often cannot see the load, especially during touch-down, this person tells him or her which way to move it.

It is very unusual for machinery such as cranes to fail. However, it is all too easy to ignore the importance of the secondary equipment. This refers to those items that are attached between the mechanical lifting machine and the load that is being lifted. Chains, slings, shackles and rigging are all examples of secondary lifting equipment, and it is perhaps surprising to note that most injuries occur due to faults or weaknesses in these items. It is essential that a six-monthly visual inspection is carried out to ensure there are no signs of wear or damage to the slings and shackles.

Questions 15–22

Complete the notes below.

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

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

Lifting equipment

- must be manufactured well, e.g., have a **15** on it
- may need to undergo **16** before use
- may need a regular check by an **17**

Lift plans

- relevant to cranes
- used to establish and carry out **18** for any risks
- a **19** can be consulted during a 'Tool Box Talk'

Preventing accidents with heavy loads

- use objects such as **20** to make sure the load doesn't pass over anyone's head
- appoint a **21** to give verbal directions to the crane driver

Secondary lifting equipment (chains, slings, etc.)

- more likely to cause **22**

Read the text below and answer Questions 23–27.

Dealing with customer complaints

When a customer complains, it is usually for a good reason. Here are some strategies that will help you handle a customer complaint in a smooth and professional manner.

When a customer presents you with a complaint, keep in mind that the issue is not personal. Aiming to win the confrontation accomplishes nothing. He or she has usually made a purchase that did not meet their expectations – a product, service, or maybe a combination of the two. A worker who remains in control of their emotions deals from a position of strength.

Let the customer say what they need to. Respond with phrases such as, 'Hmm', 'I see', and 'Tell me more'. Then be quiet. As the customer expresses their annoyance yet sees you are not reacting, he or she will begin to relax. The customer needs to do this before being able to hear your solution.

When the customer has calmed down and feels you have heard his or her side, start asking questions. Be careful not to give scripted replies but use this as an opportunity to start a genuine conversation, building a relationship of trust with your customer. To help you understand the situation, get as many details as possible.

Take charge of the situation and let the customer know what you are going to do to solve the problem. One thing to keep in mind is that you should know what you can and cannot do within the policy of the business you work for. The cost could be minimal – maybe a simple upgrade on the customer's next purchase or a small gift certificate. A simple gesture like this could result in a word-of-mouth recommendation to others, while making a promise you cannot commit to will only set you back.

Questions 23–27

Complete the table below.

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

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

Strategies for dealing with customer complaints		
Strategy	Your approach	The customer ...
Stay calm	<ul style="list-style-type: none"> Remember it is not a direct attack on you. Do not try to 23 the argument. 	<ul style="list-style-type: none"> usually had 24 that were not fulfilled.
Listen well	<ul style="list-style-type: none"> Use short phrases in reply. 	<ul style="list-style-type: none"> cannot recognise a 25 until calm.
Get the facts	<ul style="list-style-type: none"> Ask questions and begin a proper conversation. 	<ul style="list-style-type: none"> will start to trust you.
Suggest action	<ul style="list-style-type: none"> Be sure of your company's 26 on complaints. 	<ul style="list-style-type: none"> may well make a verbal 27 in future.

SECTION 3 Questions 28–40

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

Questions 28–33

The text on pages 25 and 26 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** An enterprise arising from success in other countries
- ii** The hope that storks will inspire a range of emotions and actions
- iii** Support from some organisations but not from others
- iv** Finding new types of habitat
- v** Opposition from the general public
- vi** A sign of hope in difficult times
- vii** Creatures which represent both joy and opposition
- viii** Storks causing delight and the revival of public events

28 Section **A**

29 Section **B**

30 Section **C**

31 Section **D**

32 Section **E**

33 Section **F**

White storks back in Britain after hundreds of years

These beautiful birds could be about to become a feature of the British landscape again

- A** The last definitive record of a pair of white storks successfully breeding in Britain was in 1416, from a nest on St Giles Cathedral in Edinburgh. No one knows why storks disappeared from our shores. They often featured on the menus of medieval banquets so we might, quite simply, have consumed them all. But there could be a more ominous reason. Storks are migrants arriving after the end of winter, nesting on rooftops and happily associating with humans, and because of this they have long been a symbol of hope and new life. Yet their association with rebirth also meant they became a symbol of rebellion. Shortly after the restoration of King Charles II in 1660, while storks were rare but surviving, parliament debated putting greater effort into destroying them entirely for fear they might inspire republicanism. Today, fortunately, that notion has disappeared and the stork retains its association with new life, appearing on cards given to celebrate the arrival of a new child, as a bird carrying a baby in a sling held in its beak.
- B** So, after such a long absence, there was great excitement when in April of this year a pair of white storks built an untidy nest of sticks in the top branches of a huge oak in the middle of our rewilding project at Knepp Estate in West Sussex. Drone footage, taken before the pair started sitting on them, showed three large eggs. The fact that they were infertile and did not hatch was not too disappointing. The pair are only four years old, and storks can live to over thirty, with their first attempts to breed often failing. Prospects for next year are encouraging. These young storks are part of a project to return the species to Britain, inspired by reintroductions in European countries that more than reached their target. Imported from Poland, they have spent the best part of three years in a six-acre pen with a group of other juveniles and several injured, non-flying adults, also from Poland. Other birds have already shown strong loyalty to the site. Two years ago, a young bird from Knepp flew across the Channel to France and, this summer, returned to its companions.
- C** In the face of reports of unrelenting ecological loss (the UN estimates a million species are on the brink of extinction globally), the white stork's return is refreshing news. As tens of thousands of people demonstrate about the growing climate crisis and eco-anxiety besets us, these glimpses of restoration are important. Featuring the storks in BBC television's *Springwatch* in June, the ecologist Chris Packham described the project as 'imaginative, intelligent, progressive and practical'.
- D** And yet its path to restoration in the UK has not been smooth. Support from conservation bodies has been surprisingly difficult to obtain; some were hard-pressed with their own initiatives, while others were simply reluctant to stick their necks out. In addition, the committee of the Sussex Wildlife Trust raised doubts

Test 1

about the stork ever having been a British bird. They also had concerns that English-bred birds would migrate across the Channel, and feared that their messy nests and closeness to humans would cause a hazard – rubbish falling down people's chimneys.

So how has the reintroduction project managed to get going? What makes it in some ways special is that it has had to rely on private individuals actually building the introduction pens themselves and feeding the birds at their own expense. The expertise of tiny yet determined conservation charities such as the Roy Dennis Wildlife Foundation – responsible for the successful reintroductions of ospreys and white-tailed eagles to Britain – has been very welcome. And the support of Cotswold Wildlife Park, which quarantined the original Polish birds and continues to manage and cover the costs of the captive-breeding programme using its own well-trained staff and excellent facilities, has proved invaluable.

- E** Across Europe, as stork populations have suffered from the draining of wetlands and disappearance of insect-rich pastures and meadows, their loss has been felt deeply. A few years ago, a tearful old woman in a village in Belarus showed me the nest on her roof, empty of storks for the first time in living memory. Where storks have been reintroduced, they are greeted with great happiness and some historical stork festivals have been restored. The Spanish erect poles for nests along their motorways, and in Alsace householders install cartwheels for storks to build nests on their roofs. During a cold snap in Bulgaria last March, villagers even gave white storks access to their homes.
- F** A driving motivation behind the project in the UK is the aspiration that the storks' return will spark feelings of empathy and affection from townspeople who see their nests on rooftops. They might also encourage the public to feel worried about the wider area where they fly off to feed on earthworms, grasshoppers and frogs. White storks could be that charismatic species that connects urban communities directly with landscape restoration. Certainly, people once loved them here. The name of our local village, Storrington, was originally 'Estorcheton' or 'home of the storks'. The public response has been overwhelming, with crowds coming to see white storks flying free in England for the first time in hundreds of years, and private landowners queuing up to offer more introduction sites.

The flight of the white stork over Britain is the triumph of practical action over bureaucracy, self-interest and negativity.

Questions 34–37

Complete the summary below.

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

Write your answers in boxes 34–37 on your answer sheet.

Project to reintroduce white storks at Knepp Estate

Last spring, two white storks were observed nesting at Knepp Estate, putting **34** together high up in a large oak tree. The female laid three eggs, which unfortunately proved to be **35** However, this was not surprising for such young storks. Naturalists believe they are likely to breed successfully in the future.

These two storks were bred in **36** and, after arriving in the UK, were kept for several years together with a few fully mature storks and some fellow juveniles before being released at Knepp. It appears that other storks are developing a sense of **37** to their new home. One left Knepp for a year, only to fly back to be with the group again.

Questions 38–40

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

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

- 38** In Section A, we learn that in the past people thought white storks
- A** represented the deep snow and cold days of winter.
 - B** had the power to ensure that babies were born safely.
 - C** were a speciality that only the very rich were allowed to eat.
 - D** might be used to encourage people to get rid of the monarchy.
- 39** The Sussex Wildlife Trust committee was unwilling to support the storks because
- A** it thought there might not be any safe breeding places locally.
 - B** it worried whether they would survive in Britain long enough.
 - C** it was unsure that they were actually a native species.
 - D** it had too many other worthy projects to support.
- 40** What has been one effect of stork reintroductions in Europe?
- A** A variety of measures have been taken to create nesting sites.
 - B** Changes have been made to the routes of some major roads.
 - C** Special shelters have been made to protect the birds in bad weather.
 - D** Some people have strengthened their roofs to support the birds' weight.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Your English-speaking friend has asked for your help with a college project he/she is doing about celebrating New Year in different countries.

Write a letter to your friend. In your letter

- ***say how important New Year is to people in your country***
- ***describe how New Year is celebrated in your country***
- ***explain what you like about New Year celebrations in your country***

Write at least 150 words.

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

Begin your letter as follows:

Dear,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people say that it is better to work for a large company than a small one.

Do you agree or disagree?

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Paying bills

- What kinds of bills do you have to pay?
- How do you usually pay your bills – in cash or by another method? [Why?]
- Have you ever forgotten to pay a bill? [Why/Why not?]
- Is there anything you could do to make your bills cheaper? [Why/Why not?]

PART 2

Describe some food or drink that you learned to prepare.

You should say:

**what food or drink you learned to prepare
when and where you learned to prepare this
how you learned to prepare this**

**and explain how you felt about learning to prepare
this food or drink.**

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:

Young people and cooking

Example questions:

What kinds of things can children learn to cook?

Do you think it is important for children to learn to cook?

Do you think young people should learn to cook at home or at school?

Working as a chef

Example questions:

How enjoyable do you think it would be to work as a professional chef?

What skills does a person need to be a great chef?

How much influence do celebrity/TV chefs have on what ordinary people cook?

Test 2

LISTENING

PART 1 Questions 1–10

Questions 1–5

Complete the notes below.

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

Working at Milo's Restaurants

Benefits

- 1 provided for all staff
- 2 during weekdays at all Milo's Restaurants
- 3 provided after midnight

Person specification

- must be prepared to work well in a team
- must care about maintaining a high standard of 4
- must have a qualification in 5

Questions 6–10

Complete the table below.

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

Location	Job title	Responsibilities include	Pay and conditions
6 Street	Breakfast supervisor	Checking portions, etc. are correct Making sure 7 is clean	Starting salary 8 £ per hour Start work at 5.30 a.m.
City Road	Junior chef	Supporting senior chefs Maintaining stock and organising 9	Annual salary £23,000 No work on a 10 once a month

PART 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

What are the **TWO** main reasons why this site has been chosen for the housing development?

- A** It has suitable geographical features.
- B** There is easy access to local facilities.
- C** It has good connections with the airport.
- D** The land is of little agricultural value.
- E** It will be convenient for workers.

Questions 13 and 14

Choose **TWO** letters, **A–E**.

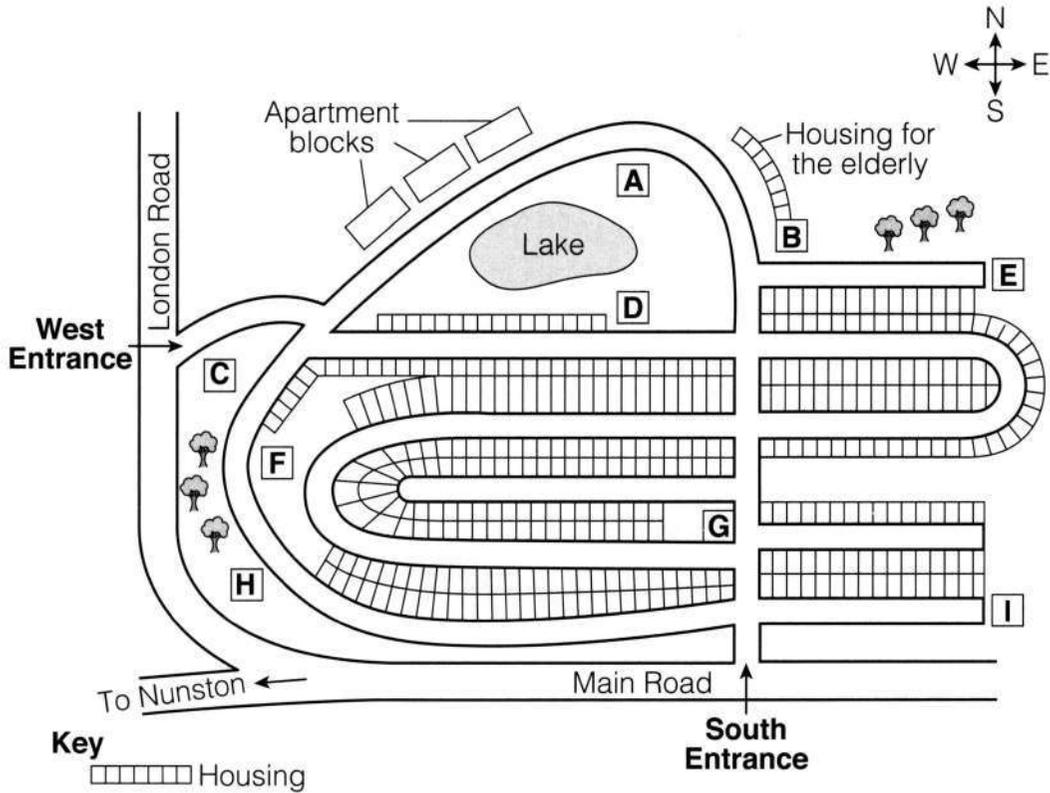
Which **TWO** aspects of the planned housing development have people given positive feedback about?

- A** the facilities for cyclists
- B** the impact on the environment
- C** the encouragement of good relations between residents
- D** the low cost of all the accommodation
- E** the rural location

Questions 15–20

Label the map below.

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



- 15 School
- 16 Sports centre
- 17 Clinic
- 18 Community centre
- 19 Supermarket
- 20 Playground

PART 3 Questions 21–30

Questions 21–24

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

- 21** Why do the students think the Laki eruption of 1783 is so important?
- A** It was the most severe eruption in modern times.
 - B** It led to the formal study of volcanoes.
 - C** It had a profound effect on society.
- 22** What surprised Adam about observations made at the time?
- A** the number of places producing them
 - B** the contradictions in them
 - C** the lack of scientific data to support them
- 23** According to Michelle, what did the contemporary sources say about the Laki haze?
- A** People thought it was similar to ordinary fog.
 - B** It was associated with health issues.
 - C** It completely blocked out the sun for weeks.
- 24** Adam corrects Michelle when she claims that Benjamin Franklin
- A** came to the wrong conclusion about the cause of the haze.
 - B** was the first to identify the reason for the haze.
 - C** supported the opinions of other observers about the haze.

Questions 25 and 26

Choose **TWO** letters, **A–E**.

Which **TWO** issues following the Laki eruption surprised the students?

- A** how widespread the effects were
- B** how long-lasting the effects were
- C** the number of deaths it caused
- D** the speed at which the volcanic ash cloud spread
- E** how people ignored the warning signs

Questions 27–30

What comment do the students make about the impact of the Laki eruption on the following countries?

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

Comments

- A** This country suffered the most severe loss of life.
- B** The impact on agriculture was predictable.
- C** There was a significant increase in deaths of young people.
- D** Animals suffered from a sickness.
- E** This country saw the highest rise in food prices in the world.
- F** It caused a particularly harsh winter.

Countries

- 27** Iceland
- 28** Egypt
- 29** UK
- 30** USA

PART 4 Questions 31–40

Complete the notes below.

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

Pockets

Reason for choice of subject

- They are **31** but can be overlooked by consumers and designers.

Pockets in men's clothes

- Men started to wear **32** in the 18th century.
- A **33** sewed pockets into the lining of the garments.
- The wearer could use the pockets for small items.
- Bigger pockets might be made for men who belonged to a certain type of **34**

Pockets in women's clothes

- Women's pockets were less **35** than men's.
- Women were very concerned about pickpockets.
- Pockets were produced in pairs using **36** to link them together.
- Pockets hung from the women's **37** under skirts and petticoats.
- Items such as **38** could be reached through a gap in the material.
- Pockets, of various sizes, stayed inside clothing for many decades.
- When dresses changed shape, hidden pockets had a negative effect on the **39** of women.
- Bags called 'pouches' became popular, before women carried a **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

Choosing the best sleeping bag

When choosing a sleeping bag, check what seasons it's for, as well as how heavy it is if you're backpacking. Also think about the filling. Natural duck down is very warm, has a longer lifespan and is easier to pack up, while synthetic materials are easier to clean, and they dry quicker and are cheaper.

A Vango Fuse -12

This all-year-round sleeping bag combines natural duck down and a new synthetic fibre. The result is a bag that's warm and weighs 1.5kg. There's a water-resistant finish to protect it from moisture.

B Outwell Campion Lux Double Sleeping Bag

This double sleeping bag – which is suitable for all seasons except winter – is soft and cosy, and there's a handy pocket for essentials, located inside near the top. It also folds up remarkably small, given its size.

C Nordisk Oscar +10

At just 350g, this sleeping bag is remarkably light, and as it's synthetic, it's very easy to maintain. The pack size is just 13×20cm, which makes it ideal for backpacking. It will work perfectly for summer trekking.

D The Big Sleep 250GSM Single Cowl Sleeping

If you want a no-frills, budget sleeping bag that will last more than one summer, opt for this. It's soft, comfy and simple to wash. Give yourself a bit of time to fit it back in the bag, though. Use it for spring, summer and autumn.

E Jack Wolfskin Smoozip +3

We like the extra insulation in this sleeping bag around the areas that tend to feel the cold (head, chest and feet). And the hood is cosy enough to use as a pillow.

F Vango Starwalker Dragon

This innovative, high-quality kids' sleeping bag enables you to undo some zips and turn it into a fun, animal-themed coat. Once your youngster is ready for bed, simply zip the bottom back on and zip up the shoulders. Suitable for between 8 and 20 degrees Celsius.

G Outwell Conqueror

This sleeping bag has an integrated down duvet and lots of space. What's more, it packs up compactly and is easy to get back in the bag. It's light but too big for a rucksack.

Questions 1–8

Look at the seven reviews of sleeping bags, **A–G**, on pages 39 and 40.

For which sleeping bag are the following statements true?

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

NB You may use any letter more than once.

- 1 This sleeping bag is not very easy to pack up.
- 2 People can use this sleeping bag in any season.
- 3 This sleeping bag has been designed to ensure certain parts of the body are warm.
- 4 This sleeping bag contains a useful storage area.
- 5 People who do not want to spend much on a sleeping bag will find this one suits their needs.
- 6 This sleeping bag can also keep the user warm during the daytime.
- 7 People who wish to avoid carrying heavy weights should try this sleeping bag.
- 8 This sleeping bag contains two different types of material.

Read the text below and answer Questions 9–14.

The Spread the Word Life Writing Prize

We are delighted to announce The Spread the Word Life Writing Prize in association with Goldsmiths Writers' Centre.

Competition Rules

Entries should be original works of life writing of no more than 5,000 words. The word count will be checked and entries longer than 5,000 words will be disqualified. There is no minimum word count.

For the purposes of the Prize, Life Writing is defined as non-fiction and should be based on a significant portion from the author's own experience. Traditional biographies, where the piece is only about the experience of someone else, are excluded.

Writers only submit one entry each. Multiple entries by the same author will result in only the first entry being considered for the Prize and any additional entries disqualified. Writers who have previously won or been highly commended in the Life Writing Prize are excluded from entering; otherwise, previous entrants may submit.

Entries must be the original, previously unpublished work of the entrant. Graphic novel-style entries, where drawings or photographs accompany text, are welcome. Entries can be self-contained pieces of life writing, or the first 5,000 words of a longer piece of work.

The Life Writing Prize is open to writers aged over 18 and resident in the UK who are emerging writers, which means they have not previously published in print a full-length work. We define a full-length work as, for example, a complete work of fiction or non-fiction over 30,000 words.

Entries that are simultaneously submitted elsewhere are welcome – but please let us know as soon as possible if a piece is to be published elsewhere or has won another prize so we can disqualify it from the Life Writing Prize.

The winner will receive £1,500, publication on Spread the Word's website, two years' membership of the Royal Society of Literature, and a development meeting with an editor and an agent. Two highly commended entries will receive £500 and two mentoring sessions, a development meeting with an editor and an agent, and be published on the Spread the Word website.

Questions 9–14

Do the following statements agree with the information given in the text on page 42?

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 Writers can submit an entry of fewer than 5,000 words for the Life Writing Prize.
- 10 Writers can choose to write about the life of a person they know.
- 11 People who have entered an earlier Life Writing competition without achieving any success may enter again.
- 12 Writers who are between 19 and 25 years old and in full-time education have won the prize in previous years.
- 13 Only one prize is awarded at the end of the Life Writing competition.
- 14 Previous winners of the Life Writing Prize have gone on to become successful published writers.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

Encouraging employees to be healthy: a guide for employers

Benefits

Putting effort into employee wellness can reduce absenteeism and encourage better teamwork in the workplace, as well as increased productivity. Once you've devised a program, continue to assess the outcomes and regularly survey your team to gather feedback.

Focus on general prevention

Consider offering flu vaccinations on site and look at offering employees incentives on health insurance. Some companies arrange for someone who specialises in health issues, such as a doctor, to visit the workplace and speak to employees.

Encourage a healthier diet

Most of us know that eating healthily can help prevent future diseases, but many are not aware that unhealthy eating is linked to a 66 percent increased risk of loss of productivity. It may be necessary to consciously develop a healthy food and drink workplace policy, including a healthy catering policy. A simple thing to do is substitute soda in any on-site vending machines with water or juice. Also investigate the nutritional value of food supplied for team meetings and work events. Consider putting a bowl of fruit out in the staff room and urge everyone to help themselves for free. You can encourage employees to bring in healthy lunches from home by making sure that there is a fridge in the break room.

Encourage more exercise

Encouraging employees to exercise needn't be expensive as there are plenty of low-cost methods available. These might include: installing racks for bikes in your staff car park; encouraging employees to take part in fun runs and charity events; suggesting 'walking meetings' where people discuss business as they get fresh air and exercise; and putting in showers to assist those who ride or run to the workplace. Some companies negotiate group rates for their employees at a nearby gym.

Improve mental health

Recent reports have shown that ignoring mental health costs Australian companies at least \$11 billion a year. We all have a responsibility to look out for one another. Some ways you can do this in the workplace include: running employee surveys to get valuable information on morale in the workplace; training managers on mental health strategies; offering rebates so employees are compensated for counselling if required; and refusing to accept any bullying and unprofessional behaviour in your workplace.

Questions 15–21

Complete the notes below.

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

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

Encouraging employee health

Benefits

- improved efficiency
- less **15**

Preventing problems

- invite guests, e.g., a doctor, to give information
- provide vaccinations

Diet

- make healthier options available to replace **16**
- have healthy food at meetings
- offer **17** at no cost
- provide a **18** for staff use

Exercise

- provide somewhere for employees to leave their **19**
- provide **20** for workers who exercise

Mental health

- give managers appropriate training
- find out how employees feel at work by using **21**
- do not tolerate bullying or other inappropriate behaviour

Read the text below and answer Questions 22–27.

Marama Beach Hotel and Bistro: guidelines for working in the kitchen

The health and well-being of customers and staff is our first priority, and we expect all staff to take every step possible to maintain food safety and work in a hygienic manner.

Hygiene

- Long hair must be tied back and no rings may be worn if touching food.
- The regulation chefs' shirts and trousers are to be freshly laundered before starting a new shift, along with aprons if they are worn.
- Cross-contamination between raw and cooked food must be avoided. To this end, staff must use a clean board each time they cut different types of food.
- Staff should not touch money and then food without washing their hands in between.
- In the case of illness or a skin problem, the staff member should inform the manager. Cuts on hands and arms must be properly wrapped or bandaged.

Safety rules

- All injuries must be reported to management immediately.
- Safety guards must not be altered in any way, and staff must always wear protective clothing and gloves when working with sharp, hot, cold or corrosive items or materials.
- Loose clothing or jewellery must not be worn.
- Defective appliances must be turned off and not used – staff must not try to fix them themselves.
- Heavy boxes should be lifted carefully with bent knees and a straight back, holding the box close to the body.
- Work areas should be clean and free of hazards.
- Spills on the floor must be dealt with immediately.
- Flammable liquids must be stored away from flames.
- If storing containers of chemicals in the kitchen, they must have clear labels, so as to avoid any confusion about the contents.

Breaks

Staff have 20 minutes of paid break time per 3 hours of work, during which time they may not leave the premises. Every staff member who works a shift exceeding 5 hours is entitled to a 30-minute unpaid break and free meals. However, please be aware that the kitchen may not always be able to provide this service, especially in peak times. Beverages kept in the storeroom may not be consumed by staff, but filtered water is provided free of charge in the staff room.

Test 2

Questions 22–27

Complete the sentences below.

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

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

- 22 Chefs' uniforms and must be washed for every shift.
- 23 Kitchen staff need to change the when they start chopping another kind of food.
- 24 All staff must make sure their hands are clean after handling
- 25 Workers in the kitchen should not attempt to repair
- 26 are required to identify any chemicals kept in the kitchen.
- 27 It is forbidden for kitchen staff to have drinks from the

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

A home-sewing revival: the return of Clothkits

In the 1970s, Clothkits revolutionised home sewing. Later, a woman from Sussex, England, revived the nostalgic brand and brought it up to date

- A** 'I can't remember many of the clothes I wore before I was six, but I have a vivid memory of a certain skirt whose patterns I can still trace in my mind. It was wraparound, with a belt that threaded through itself, decorated with cats in two shades of green. I wore it with a knitted red jersey my mum bought in a jumble sale, and brown sandals with flowers cut into the toes. It was 1979, and I was not yet five. I forgot about that skirt for a long time, but when a girlfriend mentioned the name Clothkits while we were chatting, it was as if a door suddenly opened on a moment in the past that resonated with vivid significance for me.' The brand, founded in 1968, had by the late 1980s mostly vanished from people's lives, but by a combination of determination and luck Kay Mawer brought it back.
- B** Clothkits was created by the designer Anne Kennedy, who came up with the ingenious idea of printing a pattern straight on to coloured fabric so that a paper pattern was not needed. It was accompanied by instructions that almost anyone could follow on how to cut the pieces out and sew them together. 'I was rebelling against the formulaic lines of textile design at that time,' Kennedy says. 'My interest was in folk art and clothes that were simple to make as I had lots of unfinished sewing disasters in my cupboard.' Clothkits has always embodied the spirit of the late 1960s and 1970s. Its initial design was a dress in a geometric stripe in orange, pink, turquoise and purple. It cost 25 shillings (£1.25), and after it was featured in the *Observer* newspaper, Kennedy received more than £2,000 worth of orders. She ran the company from Lewes in Sussex, where at its peak it employed more than 400 people, selling to 44 countries worldwide. Sew-your-own kits formed the core of the business, supplemented by knitwear. Kennedy's children demonstrated the patterns by wearing them in photographs.
- C** Kennedy sold the company in the late 1980s. There had been a few administrative problems with postal strikes and a new computer system, which back then took up an entire room, 'but the times were changing as well,' she says. 'More women were going out to work and sewing less for their children.' She sold the company to one of her suppliers, who then sold it on to Freeman's, which ran Clothkits alongside its own brand for a while, using Kennedy's impressive database, but its ethos as a big, corporate company did not sit well alongside the alternative and artistic values of Clothkits. In 1991, Clothkits was made dormant, and there the story might have ended, were it not for Mawer's fascination with discovering what happened to Clothkits.

- D** Mawer's mother bought her a sewing machine when she was ten and taught her basic pattern-cutting and garment construction, encouraging her to experiment with colour and design by trial and error. The first garment Mawer made was a pair of trousers, which she made by tracing around an existing pair of trousers. In her late twenties, she spent five years working on digital and sculptural installations. 'It was an amazing, mind-expanding experience, but I knew it was unlikely I could make a living as a practising artist. I was definitely looking for a way that I could work in a creative industry with a commercial edge.' The experience inspired Mawer to return to education, studying for a degree in fine art at the University of Chichester. Her passion for vintage fabric, which her mother had encouraged her to start collecting, led her back to Clothkits, and from there to a journey into the heart of Freeman's. Negotiations with the company took 18 months, but in October 2007 Clothkits was hers.
- E** The ethos of Clothkits remains the same, and Mawer is proud that her fabric is printed either in London or the north of England, and that packaging is kept to an absolute minimum. 'I wanted to feel that everyone involved in the brand, from design to production, was part of a process I could witness. I couldn't see the point of manufacturing on the other side of the world, as that's not what Clothkits has ever been about.' The revival of Clothkits has also, of course, coincided with a growing sense of dissatisfaction at our disposable society, and the resulting resurgence of interest in skills such as sewing and knitting. 'Making your own clothes gives you a greater appreciation of the craftsmanship in the construction of a garment,' Mawer says. 'When you know the process involved in making a skirt, you treasure it in a way you wouldn't if you'd bought it from a mass-producing manufacturer.'

Questions 28–31

The text on pages 49 and 50 has five paragraphs, **A–E**.

Which paragraph mentions the following?

*Write the correct letter, **A–E**, in boxes 28–31 on your answer sheet.*

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

- 28** mention of Mawer's desire to oversee all the stages of her business
- 29** reference to changing employment patterns among the general population
- 30** the date when Clothkits was originally established as a product
- 31** the benefits of sewing a garment and then wearing it

Test 2

Questions 32–35

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

Write the correct letter in boxes 32–35 on your answer sheet.

- 32** In Paragraph A, the writer says that Kay Mawer was reminded about Clothkits by
- A** a shop she visited.
 - B** a purchase she made.
 - C** an outfit someone was wearing.
 - D** a conversation with someone she knew.
- 33** What does the reader learn about Clothkits in the 1960s and 1970s?
- A** Its designs represented the attitudes of the time.
 - B** Its products were only affordable for the wealthy.
 - C** Its creator tried many times to launch her company.
 - D** Its management was spread across numerous countries.
- 34** Why did Clothkits close in 1991?
- A** There were unexpected staffing problems.
 - B** The funding for sewing activities was inadequate.
 - C** Freeman's was an unsuitable partner.
 - D** Records on Kennedy's database were lost.
- 35** What point does the writer make in Paragraph E?
- A** Clothkits will reach more markets than in the past.
 - B** Clothkits will need bigger premises than in the past.
 - C** People are more concerned about throwing away items than in the past.
 - D** People do less sewing now than in the past.

Questions 36–40

Complete the summary below.

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

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

The early days of Clothkits

Clothkits was started by a designer named Anne Kennedy. Her clothing company specialised in selling **36** with a pattern printed on it. This came with **37** , which meant that buyers were able to make their own garments.

The very first garment Anne Kennedy made was a multi-coloured striped dress with a **38** pattern. A **39** article led to many orders for this from around the world. As the company grew, she increased her workforce, and also sold **40** as part of her business. She exhibited her designs using her children as models.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You are soon going to spend three months doing work experience in an organisation.

Write a letter to the manager of the organisation where you are going to do work experience. In your letter

- ***thank the manager for the opportunity to do work experience***
- ***explain what you hope to learn from the work experience***
- ***ask some questions about the work experience you are going to do***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

When we meet someone for the first time, we generally decide very quickly what kind of person we think they are and if we like them or not.

Is this a good thing or a bad thing?

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

Science

- Did you like studying science when you were at school? [Why/Why not?]
- What do you remember about your science teachers at school?
- How interested are you in science now? [Why/Why not?]
- What do you think has been an important recent scientific development? [Why?]

PART 2

Describe a tourist attraction in your country that you would recommend.

You should say:

**what the tourist attraction is
where in your country this tourist attraction is
what visitors can see and do at this tourist attraction**

and explain why you would recommend 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:

Museums and art galleries

Example questions:

What are the most popular museums and art galleries in ... / where you live?

Do you believe that all museums and art galleries should be free?

What kinds of things make a museum or art gallery an interesting place to visit?

The holiday industry

Example questions:

Why, do you think, do some people book package holidays rather than travelling independently?

Would you say that large numbers of tourists cause problems for local people?

What sort of impact can large holiday resorts have on the environment?

Test 3

LISTENING

PART 1 Questions 1–10

Questions 1–4

Complete the form below.

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

Wayside Camera Club membership form	
Name:	Dan Green
Email address:	dan1068@market.com
Home address:	52 1 Street, Peacetown
Heard about us:	from a 2
Reasons for joining:	to enter competitions to 3
Type of membership:	4 membership (£30)

Questions 5–10

Complete the table below.

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

Photography competitions		
Title of competition	Instructions	Feedback to Dan
5 '.....'	A scene in the home	The picture's composition was not good.
'Beautiful Sunsets'	Scene must show some 6	The 7 was wrong.
8 '.....'	Scene must show 9	The photograph was too 10

PART 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** warnings does Dan give about picking mushrooms?

- A** Don't pick more than one variety of mushroom at a time.
- B** Don't pick mushrooms near busy roads.
- C** Don't eat mushrooms given to you.
- D** Don't eat mushrooms while picking them.
- E** Don't pick old mushrooms.

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** ideas about wild mushrooms does Dan say are correct?

- A** Mushrooms should always be peeled before eating.
- B** Mushrooms eaten by animals may be unsafe.
- C** Cooking destroys toxins in mushrooms.
- D** Brightly coloured mushrooms can be edible.
- E** All poisonous mushrooms have a bad smell.

Questions 15–20

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

- 15** What advice does Dan give about picking mushrooms in parks?
- A** Choose wooded areas.
 - B** Don't disturb wildlife.
 - C** Get there early.
- 16** Dan says it is a good idea for beginners to
- A** use a mushroom app.
 - B** join a group.
 - C** take a reference book.
- 17** What does Dan say is important for conservation?
- A** selecting only fully grown mushrooms
 - B** picking a limited amount of mushrooms
 - C** avoiding areas where rare mushroom species grow
- 18** According to Dan, some varieties of wild mushrooms are in decline because there is
- A** a huge demand for them from restaurants.
 - B** a lack of rain in this part of the country.
 - C** a rise in building developments locally.
- 19** Dan says that when storing mushrooms, people should
- A** keep them in the fridge for no more than two days.
 - B** keep them in a brown bag in a dark room.
 - C** leave them for a period after washing them.
- 20** What does Dan say about trying new varieties of mushrooms?
- A** Experiment with different recipes.
 - B** Expect some to have a strong taste.
 - C** Cook them for a long time.

PART 3 Questions 21–30

Questions 21 and 22

Choose **TWO** letters, **A–E**.

Which **TWO** opinions about the Luddites do the students express?

- A** Their actions were ineffective.
- B** They are still influential today.
- C** They have received unfair criticism.
- D** They were proved right.
- E** Their attitude is understandable.

Questions 23 and 24

Choose **TWO** letters, **A–E**.

Which **TWO** predictions about the future of work are the students doubtful about?

- A** Work will be more rewarding.
- B** Unemployment will fall.
- C** People will want to delay retiring.
- D** Working hours will be shorter.
- E** People will change jobs more frequently.

Questions 25–30

What comment do the students make about each of the following jobs?

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

Comments

- A** These jobs are likely to be at risk.
- B** Their role has become more interesting in recent years.
- C** The number of people working in this sector has fallen dramatically.
- D** This job will require more qualifications.
- E** Higher disposable income has led to a huge increase in jobs.
- F** There is likely to be a significant rise in demand for this service.
- G** Both employment and productivity have risen.

Jobs

- 25 Accountants
- 26 Hairdressers
- 27 Administrative staff
- 28 Agricultural workers
- 29 Care workers
- 30 Bank clerks

PART 4 Questions 31–40

Complete the notes below.

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

Space Traffic Management

A Space Traffic Management system

- is a concept similar to Air Traffic Control, but for satellites rather than planes.
- would aim to set up legal and **31** ways of improving safety.
- does not actually exist at present.

Problems in developing effective Space Traffic Management

- Satellites are now quite **32** and therefore more widespread (e.g. there are constellations made up of **33** of satellites).
- At present, satellites are not required to transmit information to help with their **34**
- There are few systems for **35** satellites.
- Small pieces of debris may be difficult to identify.
- Operators may be unwilling to share details of satellites used for **36** or commercial reasons.
- It may be hard to collect details of the object's **37** at a given time.
- Scientists can only make a **38** about where the satellite will go.

Solutions

- Common standards should be agreed on for the presentation of information.
- The information should be combined in one **39**
- A coordinated system must be designed to create **40** in its users.

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Manly Beaches

Next time you visit Manly, 30 minutes by ferry from the centre of Australia's biggest city, Sydney, try some of these less famous beaches

A Fairy Bower

Located in a marine protection area, the water is perfect for paddling, snorkelling or even scuba diving. There is a small gift shop for unusual souvenirs, and a kiosk that rents stand-up paddleboards. Buses do not stop nearby so a walk is necessary.

B North Steyne

This popular beach is a little further from the ferry than the main beach and it always feels less crowded. North Steyne has professional lifeguards on duty, but the surf can be hazardous so check conditions if swimming with young ones. If you want to try surfing for the first time, Manly Surf School operates out of the surf club located on the beach. Please note that boards are reserved for students and are not available for rent.

C Delwood

Delwood's secluded cove is a scenic walk from the ferry along the harbour walkway. There are no shops, so bring a picnic and have a peaceful swim off the rocks. You'll probably have the beach to yourself.

D Little Manly

This popular harbour beach has a net that encloses the swimming area. It is a good option for families as the protected area makes it easy to keep an eye on kids playing in the water. There is also a large playground, a public barbecue that anyone can use and toilet facilities, which make this a great spot for a family day out.

E East Esplanade

Located next to Manly Wharf, East Esplanade is a popular spot all day. There is no beach closer to the ferry or buses than this one. Kayakers meet for a paddle here as the sun rises, and daytrippers sit on the sand during the day. People get together on the grass after work, and bring drinks, snacks and music to watch the sun go down.

F Shelly Beach

This is the best spot if you don't like big waves. Rent a beach chair or head straight to the Boathouse Café, the perfect place for breakfast or lunch. Please note that Shelly Beach gets overly crowded at times, so avoid it on a sunny weekend afternoon.

Questions 1–7

Look at the six beach descriptions, **A–F**, on pages 63 and 64.

For which beaches are the following statements true?

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

NB You may use any letter more than once.

- 1 You can buy food at this beach.
- 2 You can learn to do a sport at this beach.
- 3 This beach can be uncomfortably busy.
- 4 Adults can supervise their children without much difficulty at this beach.
- 5 This beach is nearest to public transport.
- 6 People are employed to supervise swimmers at this beach.
- 7 You can hire sports equipment at this beach.

Read the text below and answer Questions 8–14.

Sydney Water: advice for customers paying a bill

About your bill

Sydney Water services over five million people in greater Sydney, and if you own a property, you'll get a bill from us. Generally, this is just for your water and wastewater services, but there could be other charges. We send most bills quarterly, after we've read the meter. If your property has no meter, we send the bill at the start of each quarter.

When do we send the bill?

If you'd like monthly bills, simply ask us to read your meter monthly. It costs \$32.52 a quarter to be billed this way and this additional fee will appear on the first bill each quarter. To arrange it, just call us on 13 20 92.

What if you can't pay the bill?

We understand that it might be hard to pay your bill. If you're having difficulties, we have a range of options to help. If you receive a pension, we may give you a reduction on your bill, but you must own and live in your home to qualify for this.

How can you get your billing history?

- **Register for eBill.** When you register for Sydney Water's online billing facility, eBill, you'll be able to see your past bills at any time. Once you're registered, you'll stop getting paper bills and start getting electronic ones.
- **Still want paper bills?** Simply cancel your registration after you have saved the electronic bills you need. Then you'll go back to paper bills, but you won't have access to the online bills after you cancel.
- **Contact us.** Simply contact us and we'll give you a statement that shows the amounts we charged you and the payments we received on your last five bills.
- **Need more history?** If you need information that's older than your last five bills, you need to pay \$28.04 for a 'billing record search statement'.

How do you stop a charge on a bill?

We'll stop a fixed charge on your bill if a licensed plumber cuts off your water or wastewater service. Your plumber must apply for this disconnection and follow Sydney Water's standard procedures.

Questions 8–14

Do the following statements agree with the information given in the text on page 66?

In boxes 8–14 on your answer sheet, write

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

- 8 All property owners receive Sydney Water bills.
- 9 Customers who don't have a water meter must pay an extra charge.
- 10 Customers who choose to receive a bill every month pay extra.
- 11 Pensioners who live in rented accommodation might get a discount.
- 12 Customers registered for eBill receive both paper and electronic bills.
- 13 Customers who request information from the period before their last five bills must pay a fee.
- 14 A fixed charge can be avoided when the water supply is disconnected by a licensed plumber.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Company car parking policy

DG Contracts recognises that many people working in the organisation require a vehicle for business purposes and aims to provide parking facilities for as many individuals as possible. However, car parking provision is limited. DG Contracts therefore actively encourages staff to reduce their carbon footprint by using public transport, walking or cycling, or by organising ways of sharing the use of cars.

The car parking policy aims to allocate parking on a fair and equitable basis with spaces being given first to those employees who claim above a certain mileage of travel for business purposes. Individuals who are allocated a parking space will be issued with a parking permit and a number which corresponds to a car parking space. If there are any non-allocated car parking spaces, these can be utilised by employees on a first-come, first-served basis. In some cases, designated parking areas are required for company vehicles, which must be parked securely at night. However, employees may park in these areas in the daytime.

If any individual leaves the company prior to the expiry of their parking permit, this will be handed on to the member of staff who acts as their replacement, assuming that this person requires it. If any individual who has been issued a parking permit takes maternity leave or is signed off work for a lengthy period, their parking permit will be re-allocated to the staff member appointed as cover for this individual during their absence.

Employees who park their cars in a DG company car park do so at their own risk and must follow the rules laid down in the parking policy. If you have any complaints concerning any aspect of car parking at DG company car parks, please address them to the HR Manager.

Questions 15–20

Complete the sentences below.

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

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

- 15 Parking is limited, so the use of alternative methods of transport and the of cars is encouraged.
- 16 Staff with the highest are given parking spaces first.
- 17 Some parking spaces are reserved for company vehicles during the but may be used by staff at other times.
- 18 If an employee leaves the company permanently, their parking space will normally be given to their
- 19 If an employee takes extended leave, their parking space will be given to the person who provides for the absent employee.
- 20 All about car parking should be sent to the HR Manager.

Read the text below and answer Questions 21–27.

Ensuring safety in the office

It's fairly obvious that safety and health hazards can exist on worksites filled with heavy machinery and equipment. However, a surprising number of hazards can also be present in the office.

The most common types of injuries are slips, trips and falls. Boxes, files and other items piled in walkways can create a tripping hazard. Be certain that all materials are safely stored in their proper location to prevent build-up of clutter. Further, in addition to posing an electrical hazard, stretching wires across walkways creates a tripping hazard, so ensure they are properly secured and covered.

Standing on rolling office chairs is a significant fall hazard. Workers who need to reach something at an elevated height should use a stepladder, which must be fully opened and placed on level ground.

Workers can collide when making turns in the hallways and around blind corners. This can be prevented by installing mirrors in these places so workers can see who is coming. Floors may also present a hazard. Marble or tile can become very slippery, particularly when wet. The use of carpets can help to reduce falls and can be especially helpful at main doors, where workers are likely to be coming in with wet shoes.

Another type of injury comes from workers being struck by an object. Filing cabinets may be in danger of tipping over if drawers are left open, and filing cabinets and desks may also create a tripping hazard if they are not properly closed. High piles of materials and equipment can cause major injuries if they are knocked over. Heavy objects should always be stored close to the ground, and the load capacity of shelves should never be exceeded.

Because office workers spend most of their day seated at a desk, they are prone to strains and other injuries related to posture and repetitive movement. Desks, seating, monitor stands, etc. should all be adjustable in order to accommodate the widest possible range of employees. Typing from hard copy can lead to neck strain if a worker is forced to look down repeatedly to the desk at the document being copied and back to the computer screen. This can be prevented by providing holders, which help to prevent muscle imbalance by positioning the document at the same level as the screen. Another cause of neck injuries is incorrect placement of the computer mouse – this should always be kept beside the keyboard, and at the same level.

Questions 21–27

Complete the notes below.

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

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

Making sure offices are safe

To prevent slips, trips, falls and collisions, ensure that

- boxes, files, etc. are correctly stored
- items such as **21** do not create a tripping hazard
- workers do not use **22** to reach high objects
- **23** are fixed at corners
- floors are covered by **24** , especially at entrances

To prevent injuries caused by objects, ensure that

- **25** in office furniture are kept closed
- objects which are heavy are kept near the floor

To prevent injuries due to posture and repetitive movement, ensure that

- office furniture is **26**
- **27** are provided for documents
- the mouse is placed next to the computer keyboard

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

Roman Roads

- A** The long straight roads built by the Romans have, in many cases, become just as famous in history as their greatest emperors and generals. Building upon more ancient routes and creating a huge number of new ones, Roman engineers were fearless in their plans to join one point to another in as straight a line as possible, whatever the difficulties in geography and the costs in manpower. Consequently, roads required bridges, tunnels, viaducts and many other architectural and engineering features to create a series of breathtaking but highly useful monuments, which spread from Europe to eastern parts of the Roman empire.
- B** The Romans did not invent roads, but, as in so many other areas, they took an idea which went back as far as the Bronze Age and extended that concept, daring to squeeze from it the fullest possible potential. The first and most famous great Roman road was the *Via Appia*, or Appian Way. Constructed from 312 BCE, and covering 196 kilometres, it linked Rome to ancient Capua in Italy in as straight a line as possible and was appropriately known to the Romans as the *Regina Viarum* or 'Queen of Roads'. Much like a modern highway, it bypassed small towns along the way, and it largely ignored geographical obstacles. The road would later be extended to 569 kilometres in length.
- C** The network of public Roman roads covered over 120,000 kilometres. Besides permitting the rapid deployment of troops and, more importantly, the wheeled vehicles which supplied them with food and equipment, Roman roads allowed for an increase in trade and cultural exchange. Roads were also one of the ways Rome could demonstrate its authority. For this reason, many roads began and ended in a triumphal arch, and the imperial prestige associated with a road project was demonstrated in the fact that roads were very often named after the officials who funded them; for example, the *Via Appia* takes its name from the Roman magistrate Appius Claudius Caecus.
- D** To achieve the objective of constructing the shortest routes possible between two points, all manner of engineering difficulties had to be overcome. Once extensive surveying had been carried out, to ensure the proposed route was actually straight and to determine what various engineering methods were needed, marshes had to be drained, forests cut through, creeks diverted, bedrock channelled, mountainsides cut into, rivers crossed with bridges, valleys traversed with viaducts and tunnels built through mountains. When all that was done, roads had to be levelled, reinforced with support walls or terracing and then, of course, maintained, which they were for over 800 years.

- E** Major roads were around a standard 4.2 metres wide, which was enough space for two vehicles to pass each other. First a trench was dug in the earth, and a layer of large stones was used to form the foundation. This was followed by a substantial deposit of smaller broken materials – often crushed brick was used for this purpose, and on top of this, a layer of fine gravel was added. This upper section of the road was referred to as the nucleus and was then surfaced with blocks or slabs. Mountain roads might also have ridges running across the surface of the slabs, to give animals better grip, and have ruts cut into the stone to guide wheeled vehicles.

Roads were purposely inclined slightly from the centre down to the kerb to allow rainwater to run off along the sides. Many also had parallel ditches that collected the runoff and formed a drainage canal on each side of the road. A path of packed gravel for pedestrians typically ran along each side of the road, varying in width from 1 to 3 metres. Separating the path from the road were the kerb stones, which were regular upright slabs. Busier stretches of main roads had areas where vehicles could pull over, and some of these had services for travellers and their animals. Milestones were also set up at regular intervals along the road and these often recorded who was responsible for the upkeep of that stretch of the road and what repairs had been made.

- F** Lasting symbols of the imagination of Roman engineers are the many arched bridges and viaducts still standing today that helped achieve the engineers' straight-line goal. The Romans built to last, and the piers of bridges which crossed rivers, for example, were often built with a resistant prow-shape and used massive durable blocks of stone, while the upper parts might be built of stone blocks strengthened with iron clamps. Perhaps the most impressive bridge was at Narni; 180 metres long, 8 metres wide and as high as 33 metres, it had 4 massive semicircular arches, one of which, stretching 32.1 metres, ranks as one of the longest block-arch spans in the ancient world. Recently hit by earthquakes, it is now having to undergo restoration work to repair the effects.

Such was the engineering and surveying skill of the Romans that many of their roads have provided the basis for hundreds of today's routes across Europe and the Middle East. Many roads in Italy still use the original Roman name for certain stretches, and some bridges, such as at Tre Ponti in Venice, still carry road traffic today.

Test 3

Questions 28–33

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

Which section mentions the following?

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

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

- 28** the various functions of Roman roads
- 29** reference to some current remains of Roman road building
- 30** a description of preparations for building a road
- 31** the period in history when road building began
- 32** the consequence of damage caused by a natural disaster
- 33** the total distance once crossed by Roman roads

Questions 34–37

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

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

- 34** Which aspect of Roman road building does the writer mention in Section A?
- A** the strength and permanence of the roads
 - B** the magnificence and practicality of the roads
 - C** the number of people involved in building
 - D** the powerful people who financed the roads
- 35** The writer compares the Appian Way to a modern highway because
- A** it was lengthened over time.
 - B** it took a long time to construct.
 - C** It was used by a large number of travellers.
 - D** it was designed to avoid certain areas.
- 36** According to the writer, the purpose of the triumphal arches was to
- A** display the power of Rome.
 - B** celebrate the opening of a road.
 - C** show the name of important roads.
 - D** provide access for important officials.
- 37** What common use of a milestone is mentioned in Section E?
- A** indicating to travellers the total length of the road
 - B** highlighting areas of the road that needed repair
 - C** noting details regarding the maintenance of the road
 - D** marking rest places along the road for travellers and their animals

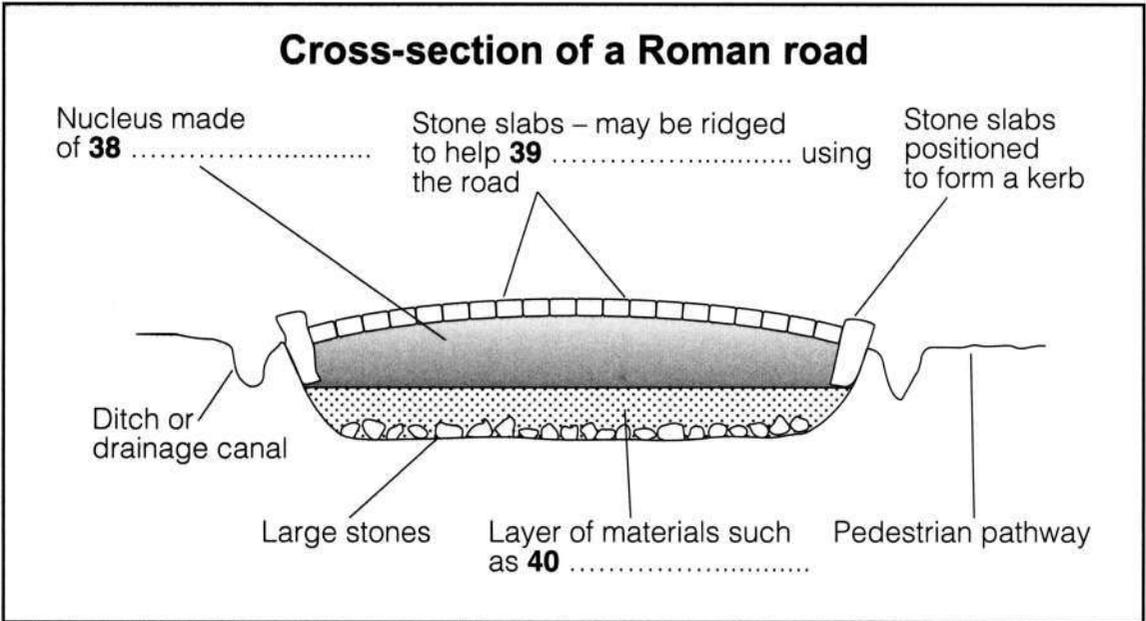
Test 3

Questions 38–40

Label the diagram below.

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

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



WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently bought some train tickets for a journey a week in advance. When you went to the station to catch the train, you were told you could not use the tickets and the staff were very unhelpful to you.

Write a letter to the train company. In your letter

- *describe the problem you had with the tickets*
- *say why you were unhappy with the staff*
- *suggest what action the train company should take*

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:

In the past, most working people had only one job. However, nowadays, more and more people have more than one job at the same time.

What are the reasons for this development?

What are the advantages and disadvantages of having more than one job?

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

Online shopping

- How often do you buy things online? [Why?]
- What was the last thing you bought online?
- Do you ever see things in shops and then buy them online? [Why/Why not?]
- Do you think the popularity of online shopping is changing your town or city centre? [Why/Why not?]

PART 2

Describe a time when you enjoyed visiting a member of your family in their home.

You should say:

who you visited and where they lived

why you made this visit

what happened during this visit

and explain what you enjoyed about this visit.

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:

Family occasions

Example questions:

When do families celebrate together in your country?

How often do all the generations in a family come together in your country?

Why is it that some people might *not* enjoy attending family occasions?

Everyday life in families

Example questions:

Do you think it is a good thing for parents to help their children with schoolwork?

How important do you think it is for families to eat together at least once a day?

Do you believe that everyone in a family should share household tasks?

Test 4

LISTENING

PART 1 Questions 1–10

Complete the notes below.

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

Job details from employment agency

Role 1

Location Fordham 2 Centre

3 Road, Fordham

Work involves

- dealing with enquiries
- making 4 and reorganising them
- maintaining the internal 5
- general administration

Requirements

- 6 (essential)
- a calm and 7 manner
- good IT skills

Other information

- a 8 job – further opportunities may be available
- hours: 7.45 a.m. to 9 p.m. Monday to Friday
- 10 is available onsite

PART 2 Questions 11–20

Questions 11–14

Choose the correct letter, A, B or C.

- 11** The museum building was originally
- A** a factory.
 - B** a private home.
 - C** a hall of residence.
- 12** The university uses part of the museum building as
- A** teaching rooms.
 - B** a research library.
 - C** administration offices.
- 13** What does the guide say about the entrance fee?
- A** Visitors decide whether or not they wish to pay.
 - B** Only children and students receive a discount.
 - C** The museum charges extra for special exhibitions.
- 14** What are visitors advised to leave in the cloakroom?
- A** cameras
 - B** coats
 - C** bags

Questions 15–20

What information does the speaker give about each of the following areas of the museum?

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

Information	
A	Parents must supervise their children.
B	There are new things to see.
C	It is closed today.
D	This is only for school groups.
E	There is a quiz for visitors.
F	It features something created by students.
G	An expert is here today.
H	There is a one-way system.

Areas of museum

- 15 Four Seasons
- 16 Farmhouse Kitchen
- 17 A Year on the Farm
- 18 Wagon Walk
- 19 Bees are Magic
- 20 The Pond

PART 3 Questions 21–30

Questions 21 and 22

Choose **TWO** letters, **A–E**.Which **TWO** educational skills were shown in the video of children doing origami?

- A** solving problems
- B** following instructions
- C** working cooperatively
- D** learning through play
- E** developing hand–eye coordination

Questions 23–27

Which comment do the students make about each of the following children in the video?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 23–27.

Comments

- A** demonstrated independence
- B** asked for teacher support
- C** developed a competitive attitude
- D** seemed to find the activity calming
- E** seemed pleased with the results
- F** seemed confused
- G** seemed to find the activity easy

Children

- 23** Sid
- 24** Jack
- 25** Naomi
- 26** Anya
- 27** Zara

Questions 28–30

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

- 28** Before starting an origami activity in class, the students think it is important for the teacher to
- A** make models that demonstrate the different stages.
 - B** check children understand the terminology involved.
 - C** tell children not to worry if they find the activity difficult.
- 29** The students agree that some teachers might be unwilling to use origami in class because
- A** they may not think that crafts are important.
 - B** they may not have the necessary skills.
 - C** they may worry that it will take up too much time.
- 30** Why do the students decide to use origami in their maths teaching practice?
- A** to correct a particular misunderstanding
 - B** to set a challenge
 - C** to introduce a new concept

PART 4 Questions 31–40

Complete the notes below.

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

Victor Hugo

His novel, *Les Misérables*

- It has been adapted for theatre and cinema.
- We know more about its overall **31** than about its author.

His early career

- In Paris, his career was successful and he led the Romantic movement.
- He spoke publicly about social issues, such as **32** and education.
- Napoleon III disliked his views and exiled him.

His exile from France

- Victor Hugo had to live elsewhere in **33**
- He used his income from the sale of some **34** he had written to buy a house on Guernsey.

His house on Guernsey

- Victor Hugo lived in this house until the end of the Empire in France.
- The ground floor contains portraits, **35** and tapestries that he valued.
- He bought cheap **36** made of wood and turned this into beautiful wall carvings.
- The first floor consists of furnished areas with wallpaper and **37** that have a Chinese design.
- The library still contains many of his favourite books.
- He wrote in a room at the top of the house that had a view of the **38**
- He entertained other writers as well as poor **39** in his house.
- Victor Hugo's **40** gave ownership of the house to the city of Paris in 1927.

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

The best ice cream makers

Have you ever considered making ice cream at home but thought it would be too complicated? Here is a selection of machines that could change your mind

A Magimix Gelato Expert

If you're an ice cream fanatic, it doesn't get better than this. It's quick, taking as little as 20 minutes, and consistent in its results, while the three automated programmes are very easy to use and it has an unusually generous two-litre capacity. On the other hand, we found it noisier than many, and the ice cream is softer than we might have liked.

B Shake n Make Ice Cream Maker

If you want to make some basic soft ice cream, this is a fun little gadget that gets decent results. You add a little ice and salt to the base, then your ingredients to the stainless-steel tub, pop the lid on and give it a good shake for at least three minutes. Provided you measure everything exactly and shake back and forth consistently, it's surprisingly efficient.

C Sage Smart Scoop

This is a seriously smart machine. Our favourite feature is the built-in sensor that works out whether the consistency of your ice cream or frozen yoghurt is right for you (from the 12 hardness settings) so that it can stop mixing when it's ready, alerting you with a fun tune. As you'd expect from the considerable price tag, there's a built-in freezer and it feels beautifully engineered.

D Lakeland Digital Ice Cream Maker

You simply pop on the lid and pour in the ingredients, then set the timer using the nice, clear digital display. Some customers reportedly struggled to disassemble it in order to wash the bowl and paddle, but we didn't have that problem. We're also giving it extra points for the recipe book, which has some really tasty ideas.

E Judge Ice Cream Maker

We had a few criticisms, perhaps not surprisingly when you consider this is one of the cheapest models in our selection – notably the fact that the paddle isn't as robust as the ones in other models. We'd have liked more recipes, too. But, for a budget machine, this is a bargain.

F KitchenAid Artisan Ice Cream Maker

If you own a KitchenAid food mixer, this attachment (one of 15 that fits this machine) is a good way to start ice cream making. You simply freeze the bowl before use and attach it to the mixer (a quick and easy job) and pour in your favourite fresh ingredients, with some recipes taking just 20 minutes.

Test 4

Questions 1–7

Look at the six advertisements for ice cream makers, **A–F**, on pages 86 and 87.

For which ice cream maker are the following statements true?

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

NB You may use any letter more than once.

- 1 Users of this machine will need to put some physical effort into making ice cream.
- 2 Users of this machine can decide how soft they want their ice cream to be.
- 3 This ice cream maker can be fixed onto an existing kitchen appliance.
- 4 It is possible to make a larger amount of ice cream at one time than in most other machines.
- 5 This machine has features that make it worth the high price.
- 6 People might find it difficult to take this machine apart.
- 7 This machine makes an enjoyable sound when the ice cream is prepared.

Read the text below and answer Questions 8–14.

Photography weekend course on the coast of Cornwall

Our three-night photography weekend is designed to appeal to all levels. Participants will be able to enjoy some of the fantastic locations on this beautiful coastline, with its ever-changing light, while staying in a comfortable hotel and enjoying some typical dishes of this south-western region of Britain.

Price includes: Personal daily tuition, discussions, welcome reception, and dinner, bed and breakfast for three nights in a twin or double room.

Price does not include: Insurance and photographic equipment plus transport to photographic venues. Participants are required to arrange this. Car share during the weekend is a popular option.

Course information

- Our courses are relaxed but comprehensive, and the content is largely dictated by those attending. Included within the sessions are editing workshops at the hotel and photo shoots down by the sea. Visits further away are also undertaken to experiment with different landscapes.
- Arrival by mid-afternoon on the first day will allow you to check into the hotel and enjoy some Cornish refreshments before heading out into the fresh air for our first shoot together at sunset. Dinner and a good night's sleep and you'll be ready to start at sunrise the next day. In the evenings you will have a chance to unwind at the hotel, share your thoughts on the day and spend time looking at images and sharing editing techniques.
- Maximum numbers: Four photographers per course.
- The following equipment is essential: A digital SLR or bridge camera with its instruction manual, batteries and charger; memory cards; comfortable walking footwear with good grip; warm outdoor clothing and waterproofs.
- Recommended equipment: A tripod, filters, a laptop with editing software and charger.

Questions 8–14

Do the following statements agree with the information given in the text on page 89?

In boxes 8–14 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 8 The course is aimed at people who are already skilled photographers.
- 9 Three meals a day are included in the course fee.
- 10 The only way to reach the hotel is by car.
- 11 The topics covered on the course depend mainly on the wishes of the participants.
- 12 Participants are expected to get up early on their first morning to take photographs.
- 13 The tutor will show participants examples of her work after dinner.
- 14 Participants should be prepared for bad weather.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

Respiratory Protective Equipment – advice for factory employees

You need to wear Respiratory Protective Equipment (RPE) when you're doing work where you could breathe in hazardous substances in the air such as dust, vapour or gas. Common health effects from breathing hazardous substances include sore eyes and headaches. Make sure you are using the right RPE for the task. For example, negative pressure respirators should not be used in low oxygen environments.

Some types of RPE must have a tight seal around the facial area to be effective. Your employer will arrange a yearly facial fit test to ensure that you are given RPE that fits properly. This checks that the seal between the respirator and the facial area is secure, by releasing a substance that you can smell or taste if the RPE is not working properly. RPE will only provide effective protection if you are clean shaven. Facial hair growth makes it almost impossible to get a good seal so, if you have a beard, you should talk to your employer about other forms of RPE that do not rely on a tight facial fit. Jewellery and long hair can also compromise an effective fit.

Using your RPE

You should complete a visual check of your RPE for signs of damage before you use it. If you are using RPE that requires a tight fit, you must check it fits properly before entering a hazardous area.

Cleaning your RPE

Wash and dry your RPE after using it. Use a mild detergent, as harsh products such as solvents can cause damage. Use a brush and warm water and rinse with clean water. This will remove excess detergent that can cause skin irritation. Dry your RPE on a solid wooden rack or suspend from a clothes line.

Maintaining your RPE

Inspect your RPE after each use and during cleaning. Make sure you check the straps for breaks, tears, fraying edges and deterioration of elasticity. Check the inhalation and exhalation valves are working and not damaged.

Storing your RPE

Improper storage can cause distortion to your RPE. Store your RPE in a clean, dry place, away from dust, oil and sunlight. RPE should be stored so that it doesn't get crushed.

Test 4

Questions 15–21

Complete the sentences below.

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

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

- 15 Some respirators are unsuitable for use in areas with limited levels of
- 16 Facial fit tests should be conducted on a basis.
- 17 For workers who have a, an alternative to tight-fitting RPE may be required.
- 18 Workers should avoid cleaning their RPE with
- 19 RPE can either be hung up or placed on a timber in order to dry it.
- 20 It is important to ensure that the RPE are not ripped and can still stretch.
- 21 RPE should not be exposed to direct when it is being stored.

Read the text below and answer Questions 22–27.

Working with cows in a dairy

Guidelines for employers

Slips and trips

Slips and trips are one of the most common accidents when working in farm dairies. They often happen when working with cows in a dairy during milking, and during maintenance and cleaning.

The following three hazards make it more likely that employees will slip or trip:

1. Surfaces which are wet or dirty
 - Have a system for cleaning up milk, oil, cleaning fluid and grain spills as soon as they happen, and make sure it is followed.
 - Install non-slip mats in wet work areas and make sure that footwear is slip-resistant.
2. Obstacles such as pipes or cables in the farm dairy
 - Reduce tripping accidents by hanging hoses and pipes along walls out of people's way and remove unused fittings, like bolt fasteners in floors.
 - Move obstacles from walkways and entrances where possible. Tripping hazards which cannot be removed should be clearly indicated with yellow tape. If there are obstacles overhead, these should be wrapped in padding to avoid risk of injury.
3. Steps which are too high or not deep enough, or steps in poorly lit areas
 - Build steps properly and use non-slip surfaces.
 - Handrails should also be fitted.
 - The provision of good lighting can also help to reduce the risk of injury.

Lifting and carrying

The following tasks pose risks to dairy workers:

- lifting buckets of grain, water and milk
- lifting calves.

Managing the hazards

- Balance the load by using two buckets, one in each hand.
- Where possible, use trolleys and other mechanical aids to replace manual tasks.

Milking by hand

Specific tasks in milking which cause injury are:

- bending in an awkward position
- putting on and removing milking equipment from cows.

Managing the hazards

- Think about designing or changing the milking area so workers can change the height they are working at to suit them. Ensure that all equipment needed is close by to avoid workers having to overreach or adopt a bending position.
- Alternate between jobs to reduce repetitious manual handling tasks, including a rotation between putting on and removing milking equipment.

Questions 22–27

Complete the table below.

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

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

Hazard	Managing the hazard
<p>Slips and trips</p> <p>Slippery floor surfaces</p> <p>Hoses and pipes</p> <p>Overhead obstacles</p> <p>Unsuitable steps</p>	<p>Remove solid spills such as grain immediately. Ensure all items of 22 have good grip.</p> <p>Ensure they are fitted to walls where possible. Highlight obstructions with brightly coloured tape.</p> <p>Ensure they are covered with 23</p> <p>Provide good lighting and install 24</p>
<p>Lifting and carrying</p> <p>Transporting containers and calves</p>	<p>Spread the weight evenly between both hands. Try to avoid moving containers by hand, and use equipment such as 25 instead.</p>
<p>Milking by hand</p> <p>Repetitive handling of milking equipment</p>	<p>Keep everything accessible so that employees don't need to bend or 26 Introduce a system of 27 to increase variety.</p>

SECTION 3 Questions 28–40

Read the text on pages 97 and 98 and answer Questions 28–40.

Questions 28–34

The text on pages 97 and 98 has seven sections, **A–G**.

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

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

List of Headings

- i** How chance contributes to conditions being right
- ii** Concern about the changing environment
- iii** The process of photographing animals at night is getting easier
- iv** How human developments are affecting wildlife
- v** Photographing objects that can't be seen in detail
- vi** A season that may seem unsuitable for photographers
- vii** No longer too expensive
- viii** A less ambitious approach

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

Night photography in autumn

- A** November in the northern hemisphere is not the most inspiring of months for the photographer. The days shorten appreciably as winter approaches and the last autumn leaves are blown free by high winds and frequent rain. Nature seems dormant, as many birds have long since flown to warmer climates, fungi break through the earth, and many animal species sleep until spring's warm awakening.

It would seem a good time also to put the camera to bed and forget about photography until the first snowfall. Well, not quite. With the days being shorter and daylight less bright, November is an excellent month to turn your attention to what can be found in the long darkness from dusk to dawn. In the nocturnal hours a vast number of life forms still thrive, and provide a completely different set of subjects to those the daylight hours present.

- B** As the most noticeable object in the night sky, the moon is an obvious subject when making your initial attempts at night photography. The timing of an evening moonrise is important to know because, not only does it vary according to the time of year, but the moon always appears largest at this point, when it is closest to the horizon. To capture the moon at its brilliant best, you need a bit of luck too: a time when its brightest phase – a full moon – coincides with the ideal weather forecast of a cloudless night sky. The moon is not a direct light source such as the sun or the stars; instead it is reflecting the light of the sun hitting its surface. On such a night, a full moon will reflect only about ten percent of the sunlight, but that is still enough to illuminate buildings, trees, bridges and other landscape features.
- C** With today's cameras, far greater detail can be rendered. Whole constellations consisting of thousands of points of starlight filling the frame and even galaxies such as our own Milky Way can be captured. This is a type of night photography for which few of us had suitable equipment a decade ago, but now it has become accessible to all photographers, thanks to the much improved, affordable technology.

However, photographers choosing to shoot the moon may be less concerned by this, as they tend to prefer to use telephoto lenses to magnify the size of the moon, particularly when it is low in the sky and can be shown in relation to a landmark or recognisable structure within the frame.

- D** Of course, the nocturnal world offers other subjects closer to the ground, some that are even familiar to us by day. As cities and towns spread further into our green spaces, some wild animals move further afield to escape our intrusions, while others adapt to their new urbanised surroundings.

In European cities, sightings of foxes at night are increasingly common, as they thrive thanks to the cover of darkness and a ready supply of residents' waste bins, which they use as feeding stations. Deer and wild boar are larger mammals that have also adapted to the urban fringes in recent years, emerging from the cover of parks and nearby forests to forage in residential gardens by night.

- E** Such is the proliferation of urban wildlife that some photographers now specialise in documenting the nocturnal animals that have developed a taste for city nightlife. The improvement in camera technology that has made night sky images more accessible has also extended the creative repertoire of the wildlife photographer. It is now possible to photograph some wild species at night, or soon after dusk, without having to always resort to the use of specialist equipment.

More exciting still is how the techniques of astro-photography and the wildlife camera-trap have combined in recent years, to produce images of nocturnal animals against a background of a star-studded night sky. This marriage of two photographic genres has created an innovative style of night photography.

- F** If that all sounds a bit too complex and time-consuming, with too many variables to spoil the hoped-for result, then consider using the fading light of the night sky in the brief time after dusk in a more opportunistic manner. Dusk is the part of the nocturnal phase when the light of the sun is still visible, though the sun itself has disappeared completely. During the earliest phase of dusk there is enough ambient light remaining to enable features in our surroundings to be seen without the aid of artificial light sources such as floodlights or street lamps.
- G** While many of us shoot sunsets, the period of dusk also provides an opportunity to use the ambient light low in the sky as a backdrop to photographing foreground subjects in varying stages of illumination, or even as shadowy outlines against the fading sky. The variety of possible subjects includes ships at sea, flocks of low-flying birds, trees, windmills, skyscrapers and high bridges. These are all well known by day, but against a night sky at dusk they lack colour, so any compositional strength is determined by the graphic appeal of their distinct and recognisable shapes.

Questions 35–40

Complete the sentences below.

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

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

- 35 November is a time when grow.
- 36 The apparent size of the moon depends on its position in relation to the
- 37 Sunlight is reflected by the of the moon.
- 38 When the night sky is clear, many objects in the,
e.g., buildings, are visible.
- 39 With modern cameras, it is possible to photograph not only constellations but also
- 40 Deer and wild boar may search for food in in towns.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You recently attended a training course for your work. Your employer has asked you for your feedback on the training course.

Write a letter to your employer. In your letter

- ***remind your employer what the course was about***
- ***explain why the course was useful to you in your work***
- ***suggest why the course may not be suitable for some of your other colleagues***

Write at least 150 words.

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

Begin your letter as follows:

Dear

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people dislike changes in their society and in their own lives, and want things to stay the same.

Why do some people want things to stay the same?

Why should change be regarded as something positive?

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

Sleep

- How many hours do you usually sleep at night?
- Do you sometimes sleep during the day? [Why/Why not?]
- What do you do if you can't get to sleep at night? [Why?]
- Do you ever remember the dreams you've had while you were asleep?

PART 2

Describe a time when you met someone who you became good friends with.

You should say:

who you met

when and where you met this person

what you thought about this person when you first met

and explain why you think you became good friends with this person.

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

PART 3

Discussion topics:

Friends at school

Example questions:

How important is it for children to have lots of friends at school?

Do you think it is wrong for parents to influence which friends their children have?

Why do you think children often choose different friends as they get older?

Making new friends

Example questions:

If a person is moving to a new town, what is a good way for them to make friends?

Can you think of any disadvantages of making new friends online?

Would you say it is harder for people to make new friends as they get older?

Listening and Reading answer keys

TEST 1

LISTENING



Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 DW30 7YZ
- 2 24(th) April
- 3 dentist
- 4 parking
- 5 Claxby
- 6 late
- 7 evening
- 8 supermarket
- 9 pollution
- 10 storage

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 fences
- 32 family
- 33 helicopters
- 34 stress
- 35 sides
- 36 breathing
- 37 feet
- 38 employment
- 39 weapons
- 40 tourism

If you score ...

0–19	20–28	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 1**READING**

Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 (CE) mark
- 16 tests
- 17 engineer
- 18 control measures
- 19 (lifting) crew
- 20 barriers

- 21 banksman
- 22 injuries
- 23 win
- 24 expectations
- 25 solution
- 26 policy
- 27 recommendation

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

- 28 vii
- 29 i
- 30 vi
- 31 iii
- 32 viii
- 33 ii
- 34 sticks
- 35 infertile
- 36 Poland
- 37 loyalty
- 38 D
- 39 C
- 40 A

If you score ...

0–26	27–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 2**LISTENING**

Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 training
- 2 discount
- 3 taxi
- 4 service
- 5 English
- 6 Wivenhoe
- 7 equipment
- 8 9.75
- 9 deliveries
- 10 Sunday

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 convenient
32 suits
33 tailor
34 profession
35 visible
36 string(s)
37 waist(s)
38 perfume
39 image
40 handbag

If you score ...

0–18	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 D
- 2 A
- 3 E
- 4 B
- 5 D
- 6 F
- 7 C
- 8 A
- 9 TRUE
- 10 FALSE
- 11 TRUE
- 12 NOT GIVEN
- 13 FALSE
- 14 NOT GIVEN

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

- 15 absenteeism
- 16 soda
- 17 fruit
- 18 fridge
- 19 bikes
- 20 showers

- 21 surveys
- 22 aprons
- 23 board
- 24 money
- 25 appliances
- 26 Labels
- 27 storeroom

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

- 28 E
- 29 C
- 30 A
- 31 E
- 32 D
- 33 A
- 34 C
- 35 C
- 36 fabric
- 37 instructions
- 38 geometric
- 39 newspaper
- 40 knitwear

If you score ...

0–25	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 Marrowfield
- 2 relative
- 3 socialise / socialize
- 4 full
- 5 Domestic Life
- 6 clouds
- 7 timing
- 8 Animal Magic
- 9 (animal) movement
- 10 dark

Part 2, Questions 11–20

11&12 IN EITHER ORDER

B
C

13&14 IN EITHER ORDER

B
D

15 C

16 B

17 B

18 C

19 A

20 A

Part 3, Questions 21–30

21&22 IN EITHER ORDER

A
E

23&24 IN EITHER ORDER

B
D

25 G

26 E

27 B

28 C

29 F

30 A

Part 4, Questions 31–40

31 technical

32 cheap

33 thousands

34 identification

35 tracking

36 military

37 location

38 prediction

39 database

40 trust

If you score ...

0–18	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 3**READING**

Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 sharing
- 16 mileage
- 17 night
- 18 replacement
- 19 cover
- 20 complaints

- 21 wires
- 22 chairs
- 23 mirrors
- 24 carpets
- 25 drawers
- 26 adjustable
- 27 holders

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

- 28 C
- 29 F
- 30 D
- 31 B
- 32 F
- 33 C
- 34 B
- 35 D
- 36 A
- 37 C
- 38 (fine) gravel
- 39 animals
- 40 (crushed) brick

If you score ...

0–25	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 receptionist
- 2 Medical
- 3 Chastons
- 4 appointments
- 5 database
- 6 experience
- 7 confident
- 8 temporary
- 9 1.15
- 10 parking

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 plot
- 32 poverty
- 33 Europe
- 34 poetry
- 35 drawings
- 36 furniture
- 37 lamps
- 38 harbour / harbor
- 39 children
- 40 relatives

If you score ...

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

TEST 4**READING**

Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 oxygen
- 16 yearly
- 17 beard
- 18 solvents
- 19 rack
- 20 straps

- 21 sunlight
- 22 footwear
- 23 padding
- 24 handrails
- 25 trolleys
- 26 overreach
- 27 rotation

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

- 28 vi
- 29 i
- 30 vii
- 31 iv
- 32 iii
- 33 viii
- 34 v
- 35 fungi
- 36 horizon
- 37 surface
- 38 landscape
- 39 galaxies
- 40 gardens

If you score ...

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