



IELTS

19

WITH ANSWERS

AUTHENTIC PRACTICE TESTS



WITH AUDIO



CAMBRIDGE



Contents

Introduction	4
Test 1	10
Test 2	33
Test 3	55
Test 4	78
Audioscripts	99
Listening and Reading answer keys	120
Sample Writing answers	128
Sample answer sheets	139
Acknowledgements	143

Test 1

LISTENING

PART 1 Questions 1–10

Complete the notes below.

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

Hinchingsbrooke Country Park

The park

Area: **1** hectares

Habitats: wetland, grassland and woodland

Wetland: lakes, ponds and a **2**

Wildlife includes birds, insects and animals

Subjects studied in educational visits include

Science: Children look at **3** about plants, etc.

Geography: includes learning to use a **4** and compass

History: changes in land use

Leisure and tourism: mostly concentrates on the park's **5**

Music: Children make **6** with natural materials, and experiment with rhythm and speed.

Benefits of outdoor educational visits

They give children a feeling of **7** that they may not have elsewhere.

Children learn new **8** and gain self-confidence.

Practical issues

Cost per child: **9** £

Adults, such as **10** , free

PART 2 Questions 11–20*Questions 11–15*

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

Stanthorpe Twinning Association

- 11 During the visit to Malatte, in France, members especially enjoyed
- A going to a theme park.
 - B experiencing a river trip.
 - C visiting a cheese factory.
- 12 What will happen in Stanthorpe to mark the 25th anniversary of the Twinning Association?
- A A tree will be planted.
 - B A garden seat will be bought.
 - C A footbridge will be built.
- 13 Which event raised most funds this year?
- A the film show
 - B the pancake evening
 - C the cookery demonstration
- 14 For the first evening with the French visitors host families are advised to
- A take them for a walk round the town.
 - B go to a local restaurant.
 - C have a meal at home.
- 15 On Saturday evening there will be the chance to
- A listen to a concert.
 - B watch a match.
 - C take part in a competition.

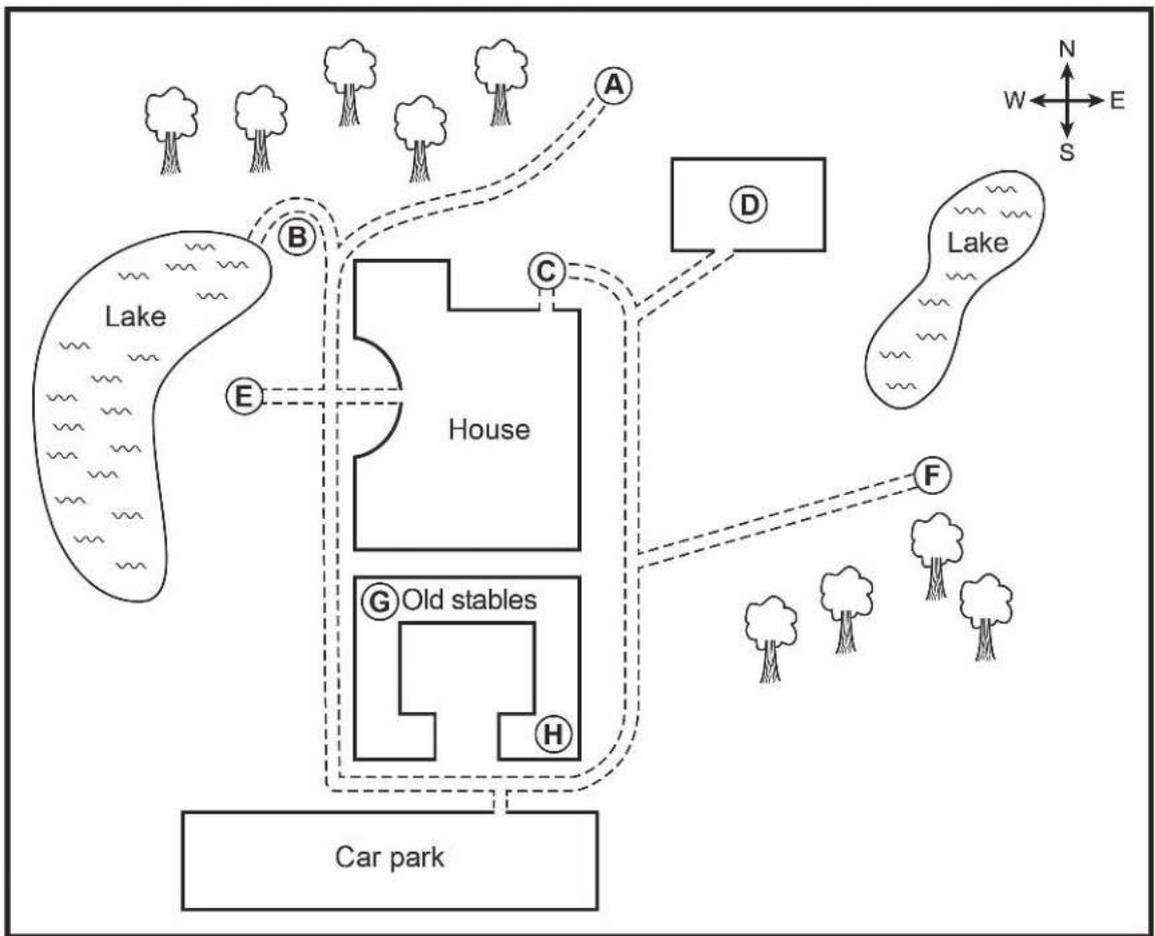
Test 1

Questions 16–20

Label the map below.

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

Farley House



- 16 Farm shop
- 17 Disabled entry
- 18 Adventure playground
- 19 Kitchen gardens
- 20 The Temple of the Four Winds

PART 3 Questions 21–30*Questions 21 and 22*

Choose **TWO** letters, **A–E**.

Which **TWO** things did Colin find most satisfying about his bread reuse project?

- A** receiving support from local restaurants
- B** finding a good way to prevent waste
- C** overcoming problems in a basic process
- D** experimenting with designs and colours
- E** learning how to apply 3-D printing

Questions 23 and 24

Choose **TWO** letters, **A–E**.

Which **TWO** ways do the students agree that touch-sensitive sensors for food labels could be developed in future?

- A** for use on medical products
- B** to show that food is no longer fit to eat
- C** for use with drinks as well as foods
- D** to provide applications for blind people
- E** to indicate the weight of certain foods

Test 1

Questions 25–30

What is the students' opinion about each of the following food trends?

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

Opinions

- A** This is only relevant to young people.
- B** This may have disappointing results.
- C** This already seems to be widespread.
- D** Retailers should do more to encourage this.
- E** More financial support is needed for this.
- F** Most people know little about this.
- G** There should be stricter regulations about this.
- H** This could be dangerous.

Food trends

- 25** Use of local products
- 26** Reduction in unnecessary packaging
- 27** Gluten-free and lactose-free food
- 28** Use of branded products related to celebrity chefs
- 29** Development of 'ghost kitchens' for takeaway food
- 30** Use of mushrooms for common health concerns

PART 4 Questions 31–40

Complete the notes below.

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

Céide Fields

- an important Neolithic archaeological site in the northwest of Ireland

Discovery

- In the 1930s, a local teacher realised that stones beneath the bog surface were once **31**
- His **32** became an archaeologist and undertook an investigation of the site:
 - a traditional method used by local people to dig for **33** was used to identify where stones were located
 - carbon dating later proved the site was Neolithic.
- Items are well preserved in the bog because of a lack of **34**

Neolithic farmers

- Houses were **35** in shape and had a hole in the roof.
- Neolithic innovations include:
 - cooking indoors
 - pots used for storage and to make **36**
- Each field at Céide was large enough to support a big **37**
- The fields were probably used to restrict the grazing of animals – no evidence of structures to house them during **38**

Reasons for the decline in farming

- a decline in **39** quality
- an increase in **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Gobridge Tramlink – Frequently Asked Questions (FAQs)

Here are some of the frequently asked questions about the tram service in Gobridge town

When do the trams run?

Gobridge Tramlink operates a network of trams that run throughout the year and provide links to main services, stations and the airport. Timetables are reviewed in October and March, and may alter slightly so check before you travel. Our first tram from the city centre leaves from Marvin Square at 6.30 am, half an hour after the first city bus service.

Can I get a tram from the airport?

Trams from the airport to the city centre start running at 6.15 am and leave every fifteen minutes until 7.30 pm when the evening schedule takes over. Trams then run to the main railway station at 35-minute intervals and end at 11.35 pm. If your flight arrives later than this, the number 207 airport bus runs every hour through the night.

What do I do if I don't have a ticket?

Tickets are not sold by anyone on the tram. Ticket vending machines are located at all tram shelters. Check your route and make sure you buy the correct price ticket. If the vending machine does not work, you should push the red button on the machine and speak into the microphone. A member of staff will either fix the machine straight away or contact the tram inspector onboard your tram. He or she cannot sell you a ticket, but you will not be obliged to pay the £8 on-board fine for not having one.

Can I take my bike on the tram?

Each tram is licensed to carry a maximum of two bicycles, though drivers may refuse to allow cyclists to get on if the tram is crowded. Bicycles may only be taken on the trams during off-peak travel periods: up to 7.30 am, between 10 am and 2.30 pm and after 7 pm. Festivals and other large events may also mean that bicycles are prohibited as trams carry extra passengers at these times. Once on board, riders should remain with their bicycles throughout the journey and ensure they do not obstruct the entrance, exit or any other area of public access.

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 The city buses start operating later than the trams.
- 2 You can get a tram from the airport to the city centre up to midnight.
- 3 The 207 bus service stops at the main railway station.
- 4 The cost of a tram ticket varies depending on your journey.
- 5 Bicycles are allowed on the trams between 7.30 am and 10 am.
- 6 Additional trams run during the Gobridge festival period.
- 7 Cyclists may be asked to leave the tram if they block the exit.

Read the text below and answer Questions 8–14.

Adorable knitwear

Online customer reviews

A Mary-Anne

I spent a while thinking about buying this sweater because of the price, but I'm glad I finally did. It's a long sweater but that's good as I'm quite tall. I normally find that the sleeves are too short when I try on a top, but not with this one. I tend to take medium but went for large, which was a wise decision as there is plenty of room for a T-shirt underneath when I wear it with jeans.

B Davina

These sweaters are an ideal weight for office wear. The purple one is pretty, though I expected a lighter shade from the picture. I wear a US size 12 / UK 16, and the medium is big enough to fit over a shirt with room to spare. It has long sleeves that I love to roll up at the wrist. I'm now trying to resist the temptation to buy it in grey too.

C Naga

This knitted sweater looks great in the pictures. I ordered the olive green with stripes and, although I wasn't sure it was going to look right on me, I was pleasantly surprised when I put it on. It's very soft and I love the long past-the-wrist sleeves too. I opted for the medium, but it was too tight so I exchanged it.

D Libby

This is the third of your sweaters that I've bought over the past two years. It's true to size and perfect for the winter months, though I should add that its loose knit means it's best to avoid playing with cats or young dogs when you're wearing it as they could pull threads in the body or sleeves.

E Laura

I couldn't decide which colour to get so I bought the deep blue and the charcoal grey, with every intention of sending one of them back. That didn't happen, of course! I would say both colours match the online pictures. I bought size small, and the length is perfect for me, despite the unnecessarily long sleeves! These sweaters are lovely to wear with jeans but also stylish enough to wear to work.

Questions 8–14

Look at the five online customer reviews of sweaters, **A–E**, on page 18.

For which review are the following statements true?

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

NB You may use any letter more than once.

- 8 The colour of the sweater did not match the website image.
- 9 The customer took some time to decide on the purchase.
- 10 The customer initially bought the wrong size.
- 11 The customer changed her mind about returning a sweater.
- 12 The customer bought a bigger size than she usually does.
- 13 The sweater can be worn for smart or casual occasions.
- 14 The customer was worried that the sweater wouldn't suit her.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

How to become a great leader

Stepping into a new management role can be unnerving. Here's how to inspire your team:

Set the tone of your leadership style from the outset. Be confident, self-assured and respectful with everyone you meet. Speak as you want to be spoken to, and remember to listen. The first few weeks is when people develop their perceptions of you, so work hard to earn their trust. This will be key to effective change and progress.

Part of a leader's brief is to set bold goals. They could take years to achieve, but they need to be specific enough that everyone in the organisation understands them, buys into them and is willing to work together to achieve them.

Don't do everything yourself. Great leaders surround themselves with talented individuals and they should trust them to make things happen. If things need changing, tell people and involve them in making the changes by participating in the design of a new strategy. If the team is too cautious to embrace change, give them one more chance but be clearer about what you want.

Stamp out the 'them and us' culture. In many organisations, employees feel distant from senior management. The message must be plain: we all work together, but leaders need to work hard to ensure this filters through to everyone in the organisation.

Allow time for innovation. It's important to give staff time to come up with new ideas and solutions that will fix new problems. However, be clear that a decision is expected; set a time limit and stick to it.

It is likely that the formula that makes the business you are managing successful will have been created many years ago – but it's important to remember how the business started. Honour those early pioneers and instil a sense of pride across the organisation.

Leaders need to accept that some risk may be required if the situation calls for it. Playing it safe is never a good business rule, and leaders must make sure their business stays ahead by being prepared to act quickly.

Show you are passionate and enthusiastic. People spend a large part of their lives working for an organisation, and having a leader who is genuinely thrilled about its future is hugely inspiring.

Questions 15–21

Complete the sentences below.

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

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

- 15 Initially, a leader needs to focus on gaining the of the staff.
- 16 A leader should decide on that their staff are happy to fulfil.
- 17 Leaders should involve their staff in the process of producing a different
..... .
- 18 If tricky issues arise, leaders should give staff the space to find
..... to them.
- 19 Leaders need to encourage their staff to feel in the past
achievements of the company.
- 20 It is important for leaders to agree to a certain degree of
when necessary.
- 21 If leaders find the of the company exciting, their staff will be
more motivated to work hard.

Read the text below and answer Questions 22–27.

Resigning from a job in a professional manner

When you take the decision to resign and move on to another job, you might really want to dance your way out of the door, or get your own back by criticising your boss to the whole office. But you need to resist these temptations because in future you might find you're working with your ex-line manager or other colleagues in a different company.

Letting your manager know

Show courtesy by telling your boss first. Request a meeting to say that you're leaving, following up soon after with an official letter. Before the meeting with your boss, write a list of ongoing tasks along with status updates and suggestions concerning completion.

Use the meeting to clarify any other points, such as your notice period and leaving date, and how you will inform others (colleagues or external clients, contacts and suppliers). Ask about a reference too; your employer may only supply the most basic type but your line manager might also give you a more personal one. Making sure you get a good one can make subsequent job hunting less stressful.

Preparation

Work out how you can ensure a smooth transition and minimise disruption to your employer. There may be a range of things you can do to hand over professionally, such as completing projects, working out the priorities with your line manager, and leaving clear documentation for the successor in your post concerning processes or software.

Your letter of resignation

Keep your letter short. You don't need to give lots of explanations or justification for why you're leaving. Don't be tempted to address the failings of the company or your boss, either. Instead, thanking your employer for the job and mentioning what you appreciated about it is a graceful touch. Here's an idea of what to include:

- **First paragraph – the basics**
Inform the employer that you wish to resign and confirm the agreed final date at work.
- **Second paragraph – thank your employer**
Mention any particular career-building projects you worked on or opportunities to develop skills and contribute to the employer's goals and successes. You can also mention your appreciation at being able to work in a great team.
- **Third paragraph – handover**
State your willingness to finish existing projects and hand over your work smoothly.

Questions 22–27

Complete the notes below.

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

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

The best way to resign

Avoid all **22** to resign in an angry way. Instead follow this procedure:

Arrange a meeting with the boss to:

- mention any projects which are underway and give ideas for their **23**
- discuss how much notice you need to give before you go.
- request information on the type of **24** you will receive.

Steps you can take before you leave:

- Work to cause as little **25** as possible to the organisation.
- Make sure your successor has adequate guidance on the organisation's systems.

In the resignation letter:

- avoid mentioning any **26** in the organisation.
- show appreciation for aspects of the job, e.g., the chance to improve your **27**
- indicate your wish to leave everything in good order.

SECTION 3 Questions 28–40

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

Questions 28–32

The text on pages 25 and 26 has five sections, **A–E**.

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

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

List of Headings

- i** Why emojis may have a short life
- ii** Ways in which new emojis are designed and made available
- iii** How words and emojis both fulfil new needs in our society
- iv** How emojis are regarded in different ways by different cultures
- v** The use of emojis in different fields and what this means for us
- vi** The rapid spread of a new way of interacting
- vii** How and where emojis were first invented
- viii** The value of emojis for making feelings clear

28 Section **A**

29 Section **B**

30 Section **C**

31 Section **D**

32 Section **E**

Emojis

- A** Language always changes, of course. This is one of the few constants about it. But it's arguably changing at a faster rate now than at any previous moment in its history. And emojis – the set of picture characters that people use to punctuate their online correspondence – are at the forefront of this frenzy for change.

As a form of global communication, emojis only began their growth in 2011. Four years later, it was estimated that they were being used by over 90 per cent of the online population. In excess of six billion were being sent every day. Their prevalence in the culture was such that Oxford Dictionaries recently chose one as their word of the year. 'Words of the Year' are those judged to be reflective of the 'ethos, mood, or preoccupations of that particular year'. They're very much of their time. And often, once that time has passed, they fade from people's consciousness almost as quickly as they arose.

There's a good chance, then, that the emoji chosen by Oxford Dictionaries – the 'face with tears of joy' – will also appear to be dated in a few years. But the reasons for this offer a fascinating insight into the way that society is evolving. The little yellow circle with dots for eyes acts as a surprisingly good lens through which to view the history of human communication, and to predict its future.

- B** There are two main reasons why language changes. One is to do with the way that language mirrors the changes in how we relate to each other. As an expression of identity, language is adapted by different groups and different generations to reflect their own sense of self. It also needs to constantly assimilate fresh concepts as these evolve.

Words are being created for these reasons all the time. But what's interesting about emojis is that they've contributed to this ever-expanding storehouse in a different way. At this point in our history, the gaps in our vocabulary are being filled not simply by new words, but by an absolutely new system of expression.

- C** The second major reason that language changes is down to technology – specifically, the ways in which the technologies we use have an effect on the process of communication itself. Both hardware and new technologies result in us subtly changing the way we interact with each other and also altering the shape of the language we use.

Emojis have evolved as a solution to the needs of mobile communication. In particular, they compensate for the way that computer-mediated messaging on smartphones can sometimes tend towards the emotionally empty. Whereas face-to-face, or even voice-to-voice, conversations can express emotional closeness through facial expression or tone of voice, this is easy to miss when messages are rendered in a few short words on a small screen. Emojis are a means of restoring this emotional framing to an interaction – punctuating your message with a smile.

- D** But unlike almost any other type of language system, emojis have something akin to a built-in obsolescence. Just as smartphones and their operating systems have a frequent refresh rate, emojis also get routine enhancements. The emojis you have on your phone now will undergo subtle redesigns over the course of time, and extra characters will be added. Because of this, their usefulness is artificially limited.

In the context of communication systems, this is something that's never previously been the case. Twenty years ago, people might have bought a new landline phone when they were tired of the design of their old phone or if they wanted to get one with whatever latest innovation was going around – an inbuilt answering machine, say. But they didn't have to upgrade the language they were using as well.

Emojis, on the other hand, are a case study of how technology and the human capacity for communication are working together – of how the onward march of technology exists at the intersection of consumerism, innovation and design. Moreover, the fact that they're at the front line of a relentless wave of technologically driven change in communications practices encourages – if not necessitates – a great amount of creativity in the way they're used.

- E** Finally, there's the way they've become implicated in almost all aspects of modern society, from politics and marketing to art and entertainment. Emojis are the subject of musicals and Hollywood films. They're the inspiration for fashion design, art and architecture. They're a staple in advertising and commerce. Understanding why they've become so popular, and how they work, can not only explain something about the nature of language; it can also help us to understand our relationship with technology, society and ourselves.

Questions 33–37

Complete the summary below.

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

Write your answers in boxes 33–37 on your answer sheet.

The importance of the ‘face with tears of joy’

It is probable that before long, an emoji such as the ‘face with tears of joy’ will seem **33** This is of interest as it tells us about developments in **34** , providing an effective way to focus on both the **35** and the future of human communication.

Changes in language reflect changes in people's relationships. They reflect the ways in which the **36** of groups and generations changes over time, and they allow new **37** to be included. However, emojis are interesting as they are a system that expresses these ideas in a completely new way.

Test 1

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** What does the writer say about 'Words of the Year'?
- A** They include increasing numbers of emojis.
 - B** They are soon forgotten by the public.
 - C** They are required to have social significance.
 - D** They are invented by the writers of dictionaries.
- 39** The writer says that the usefulness of emojis is limited because
- A** they are constantly being changed.
 - B** they may not be correctly interpreted.
 - C** they are difficult for some people to update.
 - D** they are linked to specific operating systems.
- 40** What would be the best subtitle for this text?
- A** Will emojis take over from words one day?
 - B** How can emojis be made more meaningful?
 - C** Are emojis used too much in our society today?
 - D** What do emojis tell us about the world we live in?

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You would like to reduce your working hours in order to study part time.

Write a letter to your boss. In your letter

- *explain why you want to reduce your working hours*
- *say which hours you would like to work*
- *describe how your part-time studies would benefit your employer*

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:

More and more people nowadays visit well-known places to take photographs of themselves, without looking at the place.

Why do you think this is happening?

Is it a positive or a negative trend?

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

International food

- Can you find food from many different countries where you live? [Why/Why not?]
- How often do you eat typical food from other countries? [Why/Why not?]
- Have you ever tried making food from another country? [Why/Why not?]
- What food from your country would you recommend to people from other countries? [Why?]

PART 2

Describe a law that was introduced in your country and that you thought was a very good idea.

You should say:

**what the law was
who introduced it
when and why it was introduced**

and explain why you thought this law was such a good idea.

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:

School rules

Example questions:

What kinds of rules are common in a school?

How important is it to have rules in a school?

What do you recommend should happen if children break school rules?

Working in the legal profession

Example questions:

Can you suggest why many students decide to study law at university?

What are the key personal qualities needed to be a successful lawyer?

Do you agree that working in the legal profession is very stressful?

Test 2

LISTENING

PART 1 Questions 1–10

Questions 1–6

Complete the form below.

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

Guitar Group	
Coordinator:	Gary 1
Level:	2
Place:	the 3
	4 Street
	First floor, Room T347
Time:	Thursday morning at 5
Recommended website:	'The perfect 6

Questions 7–10

Complete the table below.

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

A typical 45-minute guitar lesson		
Time	Activity	Notes
5 minutes	tuning guitars	using an app or by 7
10 minutes	strumming chords using our thumbs	keeping time while the teacher is 8
15 minutes	playing songs	often listening to a 9 of a song
10 minutes	playing single notes and simple tunes	playing together, then 10
5 minutes	noting things to practise at home	

PART 2 Questions 11–20

Questions 11–16

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

Working as a lifeboat volunteer

- 11** What made David leave London and move to Northsea?
- A** He was eager to develop a hobby.
 - B** He wanted to work shorter hours.
 - C** He found his job in website design unsatisfying.
- 12** The Lifeboat Institution in Northsea was built with money provided by
- A** a local organisation.
 - B** a local resident.
 - C** the local council.
- 13** In his health assessment, the doctor was concerned about the fact that David
- A** might be colour blind.
 - B** was rather short-sighted.
 - C** had undergone eye surgery.
- 14** After arriving at the lifeboat station, they aim to launch the boat within
- A** five minutes.
 - B** six to eight minutes.
 - C** eight and a half minutes.
- 15** As a 'helmsman', David has the responsibility of deciding
- A** who will be the members of his crew.
 - B** what equipment it will be necessary to take.
 - C** if the lifeboat should be launched.
- 16** As well as going out on the lifeboat, David
- A** gives talks on safety at sea.
 - B** helps with fundraising.
 - C** recruits new volunteers.

Questions 17 and 18

Choose **TWO** letters, **A–E**.

Which **TWO** things does David say about the lifeboat volunteer training?

- A** The residential course developed his leadership skills.
- B** The training in use of ropes and knots was quite brief.
- C** The training exercises have built up his mental strength.
- D** The casualty care activities were particularly challenging for him.
- E** The wave tank activities provided practice in survival techniques.

Questions 19 and 20

Choose **TWO** letters, **A–E**.

Which **TWO** things does David find most motivating about the work he does?

- A** working as part of a team
- B** experiences when working in winter
- C** being thanked by those he has helped
- D** the fact that it keeps him fit
- E** the chance to develop new equipment

PART 3 Questions 21–30

Questions 21–24

Choose the correct letter, A, B or C.

- 21** At first, Don thought the topic of recycling footwear might be too
- A** limited in scope.
 - B** hard to research.
 - C** boring for listeners.
- 22** When discussing trainers, Bella and Don disagree about
- A** how popular they are among young people.
 - B** how suitable they are for school.
 - C** how quickly they wear out.
- 23** Bella says that she sometimes recycles shoes because
- A** they no longer fit.
 - B** she no longer likes them.
 - C** they are no longer in fashion.
- 24** What did the article say that confused Don?
- A** Public consumption of footwear has risen.
 - B** Less footwear is recycled now than in the past.
 - C** People dispose of more footwear than they used to.

Questions 25–28

What reasons did the recycling manager give for rejecting footwear, according to the students?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 25–28.

Reasons	
A	one shoe was missing
B	the colour of one shoe had faded
C	one shoe had a hole in it
D	the shoes were brand new
E	the shoes were too dirty
F	the stitching on the shoes was broken

Footwear

- 25 the high-heeled shoes
- 26 the ankle boots
- 27 the baby shoes
- 28 the trainers

Questions 29–30

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

- 29 Why did the project to make 'new' shoes out of old shoes fail?
- A** People believed the 'new' pairs of shoes were unhygienic.
B There were not enough good parts to use in the old shoes.
C The shoes in the 'new' pairs were not completely alike.
- 30 Bella and Don agree that they can present their topic
- A** from a new angle.
B with relevant images.
C in a straightforward way.

PART 4 Questions 31–40

Complete the notes below.

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

Tardigrades

- more than 1,000 species, 0.05–1.2 millimetres long
- also known as water ‘bears’ (due to how they **31**) and ‘moss piglets’

Physical appearance

- a **32** round body and four pairs of legs
- claws or **33** for gripping
- absence of respiratory organs
- body filled with a liquid that carries both **34** and blood
- mouth shaped like a **35** with teeth called stylets

Habitat

- often found at the bottom of a lake or on plants
- very resilient and can exist in very low or high **36**

Cryptobiosis

- In dry conditions, they roll into a ball called a ‘tun’.
- They stay alive with a much lower metabolism than usual.
- A type of **37** ensures their DNA is not damaged.
- Research is underway to find out how many days they can stay alive in **38**

Feeding

- consume liquids, e.g., those found in moss or **39**
- may eat other tardigrades

Conservation status

- They are not considered to be **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Local campsites

A Prettycoat Farm

This well-known campsite in the wild near Browbourne is a winner with campers who are looking for time out from their fast-paced jobs in the capital. Despite its limited facilities, the site, with its large tent pitches, is an ideal base for exploring the area and driving to the rock museum, the craft workshops or Gaydon Castle. Just follow the signs.

B Newgammon Wild

This campsite looks like it's going to be a winner. It only opened last year, but already the website has some very positive reviews from the handful of campers who know about it so far. It offers splendid views over some of the country's most attractive beaches, which can be accessed by steep, narrow cliff steps. You need a good level of fitness for these, and don't forget to leave some energy for the return trip at the end of the day.

C Oakerly Estate

You won't be disappointed when you reach Oakerly, despite the problems of getting there by car on such narrow roads. You'll see quite a lot of motorhomes when you hit the clifftop, but there's still plenty of room for tents on the spacious lawn that also offers a camp kitchen, restaurant and bar. Make sure you stay safe and pitch your tent within the white line around the cliff edge, though.

D South Turnbull

The emphasis at this site is on back-to-basics camping. It's advisable to come in a group as there are few facilities and you need to do all your own cooking. The area is rather exposed, and in periods of bad weather it can't be reached at all so check on the website before you go.

E Boxer Trepis

The 20-metre high rockfaces that surround this site are especially attractive to rock climbers, who come here to camp from hundreds of miles away so that they can attempt the climb – and not always with success, according to the website! It's not compulsory, of course, and there are plenty of other activities for campers to get involved in, such as birdwatching and bathing in the sea.

Test 2

Questions 1–7

Look at the five descriptions of campsites, **A–E**, on page 39.

For which campsite are the following statements true?

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

NB You may use any letter more than once.

- 1 The site is impossible to get to at certain times.
- 2 It is in a convenient place for going by car to various tourist spots.
- 3 You should camp somewhere inside the marked zone.
- 4 Campers who enjoy a particular physical challenge come here.
- 5 The difficult journey to the site is worth the effort.
- 6 Few people have heard of this site.
- 7 Some physical effort is needed to enjoy nearby coastal areas.

Read the text below and answer Questions 8–14.

Durridge Heights (DH) Newsletter

Newsletter for people living in the seven-storey block of flats at Durridge Heights

Dear Residents

Water penetration

As a result of the recent heavy rains, water has seeped through the walls of some flats and reached a critical level. A decision has been taken to deal with this immediately. Scaffolding will be put up on the middle section of the southern wall, and the brickwork there will be sealed temporarily with a waterproof covering to prevent any further water getting in until the major building works take place next year.

Fire safety

Following our fire safety inspection, the front doors of individual flats were upgraded or replaced in order to satisfy fire safety regulations. As advised in the previous Newsletter, the decoration of the hall side of the front doors will be incorporated into the Fire Safety Project and will be carried out in due course by the company PRQ Builders.

Internal redecorations

The corridor walls on the inside of the building are redecorated every three years on a rolling basis and are being done this year. Please look out for signs indicating where the paint is wet. If you have children, make sure they keep away from the walls. DH cannot be held responsible for any spoilt clothing.

Air fresheners

We have received a small number of complaints about smells in the corridors. DH installed air fresheners some years ago. However, they were costly and the liquid in their spray stained the carpets. At present, we would prefer to ask residents to make sure smells cannot escape their front door and to seal rubbish bags when they put them in the corridor for collection and disposal by the caretaker.

Noise and DIY

While most leaseholders observe the regulations on noise, we have received complaints from others about out-of-hours drilling. Please note that any work involving hammers or electrical tools can only take place between 9.00 am and 5.30 pm on weekdays and between 9.00 am and 12.30 pm on a Saturday. There can be no exceptions to this rule. If you are planning to undertake such work during these hours, it is still polite to inform your neighbours of this so that they can make any necessary arrangements.

Test 2

Questions 8–14

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

In boxes 8–14 on your answer sheet, write

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

- 8 The water penetration in some flats is being treated as an emergency.
- 9 The southern wall will undergo a permanent repair this year.
- 10 Some people have failed to pay attention to 'wet paint' signs.
- 11 Air fresheners have caused some damage in the past.
- 12 Residents are responsible for removing their own rubbish from the building.
- 13 Some residents have reported problems with noisy neighbours.
- 14 DIY can take place outside the stated hours if your neighbour agrees.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

A day in the life of a care worker

Care workers in Britain provide elderly and disabled people with the opportunity to remain independent at home, rather than moving into a care home. For those interested in the work, here is what a typical day could be like for a trained care worker.

Care workers often start early, as the first client of the day may need help getting out of bed and putting on their clothes; they may suffer from a condition that prevents them from doing this easily. Providing these services helps clients to look and feel as good as possible when beginning their day. The care worker may then help to cook breakfast for the client, and this is often a good time to enjoy a conversation and catch up on how they are feeling. Many clients appreciate being able to chat to someone regularly, as some may have no family members or friends living nearby. Next, the care worker may take the opportunity to do some basic housework for the client. Housework is often something that elderly people or people with disabilities may not be able to do themselves. Even something as simple as hoovering the living room can make a huge difference to a client's day. Of course, there may be the breakfast dishes to do as well.

Later in the morning, the care worker may move on to another client in order to help them prepare their midday meal. Care workers try to ensure this is healthy because it is so important to keep clients fit and well. When that's finished, the care worker may help the client to carry out their shopping by going with them to the local supermarket.

During the afternoon, a care worker may help a third client with an outdoor activity, which could involve going for a short walk in the local area or taking the laundry to the launderette. Elderly people may not feel confident going far on their own, so having company can be a great help.

The care worker may participate in cooking dinner with their last client and, before going home, they may also get out their client's medication. This ensures the client remembers to take it before going to bed.

Test 2

Questions 15–20

Complete the flowchart below.

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

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

A day in the life of a care worker

It's an early start for the first client. You may have to help the client get up and dressed if they have a **15** that makes this challenging.



The next task may be cooking breakfast and it's nice to have some **16** at this time.



It may be a good idea to do some housework after this, such as **17** and washing up.



You may then visit a second client and help them get a **18** lunch ready.



Lunch may be followed by some **19**



Afterwards, a third client may need help with an activity that involves going out of their home, such as doing their **20**



You may cook dinner with the final client of the day and also remind them about their medication.

Read the text below and answer Questions 21–27.

How to find a good balance between your work and your personal life

A good work–life balance is beneficial to everyone. But how can it be achieved?

The first step is to take a serious look at the amount of time you are devoting to work and set about reducing it. The main benefit most people notice once they stop working too much is an improvement in their general health and wellbeing.

Tips for a healthy work–life balance

A recent study showed office workers spend approximately 1,700 hours a year in front of a computer. Ensure that your workstation is set up so you're as comfortable as possible and this will help to minimise the chance of any injuries.

Whether it's making a hot drink, going for a walk or simply chatting with a colleague, regular breaks are vital. Your brain needs a break roughly every 90 minutes or concentration declines, leaving you with difficulty focusing and feeling sleepy.

Setting goals for both your professional and personal life is great. Remember though, to make these realistic, because setting an unattainable goal is the quickest way to damage your confidence.

Activities such as sports and gymnastics are known to decrease tension and increase endurance, two important factors towards achieving a healthy work–life balance. They also boost your belief that you can do whatever you are faced with.

Sometimes it's easier said than done, but if you're juggling numerous pieces of work on a daily basis, learning to prioritise is key. Try to break down your work into various categories, depending on how urgent and important each piece of work is. This will help you to plan your day and achieve more.

Ensure you have time to do the things that make you happy. If you've got nothing nice to look forward to and can only see a long line of work days ahead of you, this can easily become overwhelming and ultimately hinder your productivity.

It's there for a reason and there are no prizes for giving it up, so make sure you take your annual holiday entitlement. You don't have to be going on an exotic foreign trip – maybe you just fancy a rest day watching films or you want to take some time off to spend with a friend you don't see enough.

Family, friends and favourite pets are the ultimate life enhancers. From evenings out to simply taking a walk in the sunshine, spending time with the ones you love is the best way to unwind fully and feel the effects of a good work–life balance.

Test 2

Questions 21–27

Complete the sentences below.

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

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

- 21 People who cut down the hours they work gain most from feeling better physically and experiencing an increased sense of
- 22 It is important that those who work at desks avoid by checking their chair, work surface and screen are in the best position.
- 23 Having targets to work towards is useful but they should be
- 24 When there are many different tasks to do, the ability to them is vital.
- 25 People who give up all treats in their personal time may find their decreases.
- 26 It is wise to use the full amount of allowance every year.
- 27 Making time to do things with close companions, relatives or is a great way to relax.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

City's 'Henry' programme gives children choices while helping parents stay in the driving seat

Leeds has become the first city in the UK to report a drop in childhood obesity after introducing a programme called 'Henry' to help parents set boundaries for their children and put them off sweets and junk food. Only a few cities in the world, notably Amsterdam, have managed to cut child obesity. As in Amsterdam, the decline in Leeds is most marked among families living in the most deprived areas, where the problem is worst and hardest to tackle.

'The improvement in the most deprived children in Leeds is startling,' said Susan Jebb, a professor of diet and population health at Oxford University, whose team has analysed the city's data. Over four years, obesity has dropped from 11.5% to 10.5% and the trajectory is steadily downwards. Among the more affluent families, there was also a decline from 6.8% to 6%. Overall the drop was from 9.4% to 8.8%. The data comes from the national child measurement programme (NCMP), which requires all children to be weighed at the start and end of primary school. The biggest decline in obesity in Leeds is 6.4% in the reception class, at about the age of four.

No such data has been reported elsewhere in the UK, where childhood obesity is a major concern. The measurement programme shares the progress made in each city with those considered comparable. For Leeds, the 15 closest 'neighbours' at the start of its study period in 2009 were Sheffield, Kirklees, Bristol, Newcastle upon Tyne, Coventry, Bolton, Wakefield, Derby, Bradford, Dudley, Medway, Liverpool, Swindon, County Durham and Warrington. The obesity rates there and across the country have not shifted. Susan Jebb added that the dropping rate in Leeds appeared to be a trend. 'This is four years, not one rogue data point,' she said at the European Congress on Obesity in Glasgow where she presented the research.

Jebb, a former government adviser, says they cannot be sure what has turned the tide in Leeds – but it could involve a programme called 'Henry' that the city introduced as the core of its obesity strategy in 2009, focusing particularly on the youngest children and poorest families. 'Henry' (Health, Exercise, Nutrition for the Really Young) supports parents in setting boundaries for their children and taking a positive stance on issues from healthy eating to bedtimes.

'Henry's' chief executive, Kim Roberts, said the drop in obesity in Leeds was 'unprecedented ... The indicators are that this isn't happening in other cities'. The programme encourages authoritative rather than authoritarian parenting, she said. 'Authoritarian parenting is when children are told what to eat and what to do, such as being banned from leaving the table until they have eaten their sprouts,' said Roberts. 'Permissive parenting is asking children what they want to do. But 'Henry' encourages a third approach known as authoritative parenting, where parents make it clear they are in charge, but also respond to their children.' Instead of being asked what vegetable they want with dinner, children might be asked whether they would like carrots or broccoli. Instead of being told to go to bed, they are asked where they want to read their story beforehand.

Lisa, who joined a 'Henry' parenting course when her oldest daughter was two, is enthusiastic about her family's experience of the programme. She learned a lot about healthy eating, saved money by planning meals and lost two stone herself. 'I think it made me a better parent because of all the parenting skills stuff. I was able to share some of the ideas with my partner and as a result the kids became calmer and happier, which helped us feel less stressed too,' she said.

Janice Burberry, the head of public health at Leeds city council, said the early years were a good time to intervene to support families. 'Parents want to do the best for their children,' she said. 'We wanted to focus on prevention because it's very, very difficult when obesity has taken hold to tackle it. We understand that there is no magic bullet here. Parents are experts in their own lives, and they know what they can and can't achieve. The strategy of 'Henry' is about sitting alongside parents and thinking through what's right for them.'

The public health minister, Seema Kennedy, was enthusiastic. 'There are some fantastic pockets of work happening in early years already, and while still in the early phases, it is encouraging to see what can be achieved locally through interventions like this,' she said. 'I know how hard it can be for busy parents to make healthy choices for their families, so anything that can make it easier is a real lifeline.'

Questions 28–31

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

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

- 28** In the first paragraph, what does the writer say about Amsterdam?
- A** Its 'Henry' programme was recommended to Leeds experts.
 - B** It was the first world city to reduce obesity levels in children.
 - C** It has experienced more severe childhood obesity levels than Leeds.
 - D** Its pattern of success in cutting childhood obesity is like that of Leeds.
- 29** How did Susan Jebb respond to the fall in childhood obesity among poorer children in Leeds?
- A** She said she had expected it.
 - B** She said she was amazed by the figures.
 - C** She wanted to review some of her team's data.
 - D** She felt some results were more interesting than others.
- 30** According to the writer, the NCMP data indicate that
- A** children should be weighed more frequently.
 - B** most primary school children need to lose weight.
 - C** children from wealthy families have less weight to lose than others.
 - D** the youngest children show the highest levels of weight loss.
- 31** What links the 15 places listed in the third paragraph?
- A** They are not representative of the country overall.
 - B** They all joined the 'Henry' programme at the same time.
 - C** Their childhood obesity levels have remained the same since 2009.
 - D** They are battling childhood obesity in a different way from Leeds.

Test 2

Questions 32–35

Look at the following statements (Questions 32–35) and the list of people below.

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

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 32–35 on your answer sheet.

NB You may use any letter more than once.

- 32** The aim in Leeds was to take steps to stop weight gain among children before it became a real problem.
- 33** Childhood obesity levels in Leeds have fallen consistently over a period of time.
- 34** Something that simplifies the struggle to get children to eat well is very helpful to parents.
- 35** Parents in general are realistic about their potential to make changes to their children's lifestyle.

List of People

- A** Susan Jebb
B Kim Roberts
C Janice Burberry
D Seema Kennedy

Questions 36–39

Complete the summary below.

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

Write your answers in boxes 36–39 on your answer sheet.

The 'Henry' programme

'Henry' was used in Leeds from 2009 in the fight against childhood obesity. The programme focuses on situations such as mealtimes and bedtimes, and it encourages parents to set firm **36** during these periods.

According to Kim Roberts, 'Henry' aims to help people become more **37** as parents. In this way, they do not instruct children to do things, nor give them total freedom of choice as in a **38** parenting style. Instead, they allow children to make some decisions for themselves. This might be a choice of vegetable at the dinner table or a decision about where a **39** should be enjoyed in the evening.

Lisa, a parent who joined the programme, felt enthusiastic about her children's responses to it and the effect it had overall on her family.

Question 40

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

Write the correct letter in box 40 on your answer sheet.

Which title is the most suitable for the text?

- A** A look at what 'Henry' has achieved in Leeds
- B** 'Henry's the best,' according to Leeds children
- C** Leeds parents discuss how 'Henry' has helped them
- D** It's all about saying 'no', according to 'Henry'

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You are a member of an International Students' club. The club is organising an event to celebrate popular food from around the world.

Write a letter to the event organiser, Luis. In your letter

- *offer to make a popular dish from your country*
- *describe what this dish is*
- *explain why it should be included in the event*

Write at least 150 words.

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

Begin your letter as follows:

Dear Luis,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

It is sometimes possible to pay somebody to do things you don't want to do, or don't have time to do, for example, household chores or looking after children.

Is this a good way of providing work for others?

Should people do these things themselves?

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

Travelling by plane

- Have you travelled a lot by plane? [To where?/Why not?]
- Why do you think some people enjoy travelling by plane?
- Would you like to live near an airport? [Why/Why not?]
- In the future, do you think that you will travel by plane more often? [Why/Why not?]

PART 2

Describe a person from your country who has won a prize, award or medal.

You should say:

who this person is

which prize, award or medal they received

what they did to win this

and explain whether you think it was right that this person received this prize, award or medal.

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:

Rewards for children at school

Example questions:

What types of school prizes do children in your country receive?

What do you think are the advantages of rewarding schoolchildren for good work?

Do you agree that it's more important for children to receive rewards from their parents than from teachers?

Rewards for sportspeople

Example questions:

Do you think that some sportspeople (e.g. top footballers) are paid too much money?

Should everyone on a team get the same prize money when they win?

Do you agree with the view that, in sport, taking part is more important than winning?

Test 3

LISTENING

PART 1 Questions 1–10

Questions 1–6

Complete the notes below.

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

Local food shops

Where to go

- Kite Place – near the 1

Fish market

- cross the 2 and turn right
- best to go before 3 pm, earlier than closing time

Organic shop

- called 4 '.....'
- below a restaurant in the large, grey building
- look for the large 5 outside

Supermarket

- take a 6 minibus, number 289

Test 3

Questions 7–10

Complete the table below.

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

Shopping		
	To buy	Other ideas
Fish market	a dozen prawns	a handful of 7 (type of seaweed)
Organic shop	beans and a 8 for dessert	spices and 9
Bakery	a brown loaf	a 10 tart

PART 2 Questions 11–20*Questions 11–16*

What information is given about each of the following festival workshops?

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

Information	
A	involves painting and drawing
B	will be led by a prize-winning author
C	is aimed at children with a disability
D	involves a drama activity
E	focuses on new relationships
F	is aimed at a specific age group
G	explores an unhappy feeling
H	raises awareness of a particular culture

Festival workshops

- | | | |
|-----------|-------------------|-------|
| 11 | Superheroes | ..... |
| 12 | Just do it | ..... |
| 13 | Count on me | ..... |
| 14 | Speak up | ..... |
| 15 | Jump for joy | ..... |
| 16 | Sticks and stones | ..... |

Test 3

Questions 17 and 18

Choose **TWO** letters, **A–E**.

Which **TWO** reasons does the speaker give for recommending *Alive and Kicking*?

- A** It will appeal to both boys and girls.
- B** The author is well known.
- C** It has colourful illustrations.
- D** It is funny.
- E** It deals with an important topic.

Questions 19 and 20

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of advice does the speaker give to parents about reading?

- A** Encourage children to write down new vocabulary.
- B** Allow children to listen to audio books.
- C** Get recommendations from librarians.
- D** Give children a choice about what they read.
- E** Only read aloud to children until they can read independently.

PART 3 Questions 21–30*Questions 21–25*

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

Science experiment for Year 12 students

- 21** How does Clare feel about the students in her Year 12 science class?
- A** worried that they are not making progress
 - B** challenged by their poor behaviour in class
 - C** frustrated at their lack of interest in the subject
- 22** How does Jake react to Clare's suggestion about an experiment based on children's diet?
- A** He is concerned that the results might not be meaningful.
 - B** He feels some of the data might be difficult to obtain.
 - C** He suspects that the conclusions might be upsetting.
- 23** What problem do they agree may be involved in an experiment involving animals?
- A** Any results may not apply to humans.
 - B** It may be complicated to get permission.
 - C** Students may not be happy about animal experiments.
- 24** What question do they decide the experiment should address?
- A** Are mice capable of controlling their food intake?
 - B** Does an increase in sugar lead to health problems?
 - C** How much do supplements of different kinds affect health?
- 25** Clare might also consider doing another experiment involving
- A** other types of food supplement.
 - B** different genetic strains of mice.
 - C** varying amounts of exercise.

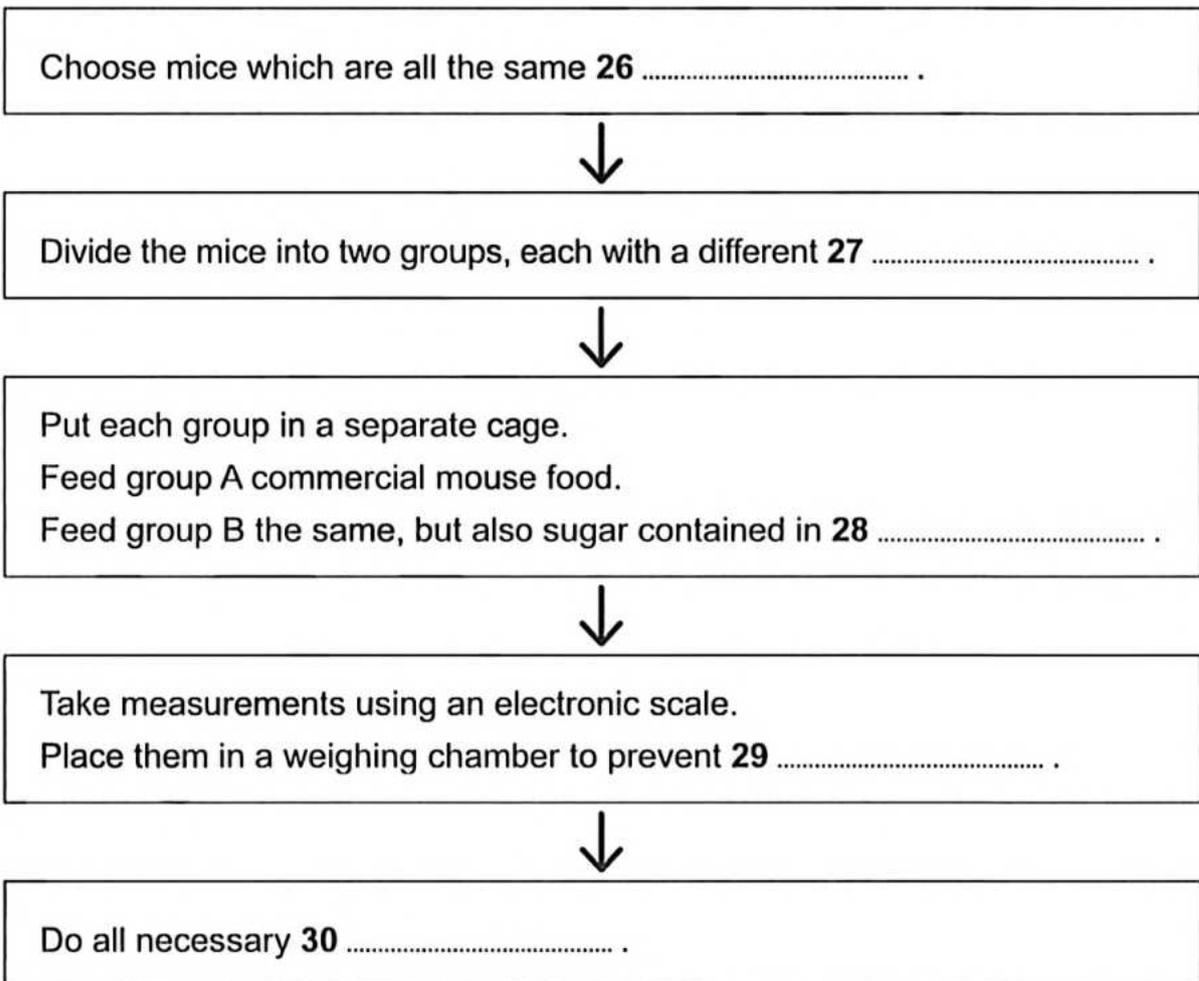
Test 3

Questions 26–30

Complete the flowchart below.

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

- | | |
|----------|--------------|
| A | size |
| B | escape |
| C | age |
| D | water |
| E | cereal |
| F | calculations |
| G | changes |
| H | colour |



PART 4 Questions 31–40

Complete the notes below.

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

Microplastics

Where microplastics come from

- fibres from some **31** during washing
- the breakdown of large pieces of plastic
- waste from industry
- the action of vehicle tyres on roads

Effects of microplastics

- They cause injuries to the **32** of wildlife and affect their digestive systems.
- They enter the food chain, e.g., in bottled and tap water, **33** and seafood.
- They may not affect human health, but they are already banned in skin cleaning products and **34** in some countries.
- Microplastics enter the soil through the air, rain and **35**

Microplastics in the soil – a study by Anglia Ruskin University

- Earthworms are important because they add **36** to the soil.
- The study aimed to find whether microplastics in earthworms affect the **37** of plants.
- The study found that microplastics caused:
 - **38** loss in earthworms
 - fewer seeds to germinate
 - a rise in the level of **39** in the soil.

The study concluded:

- soil should be seen as an important natural process.
- changes to soil damage both ecosystems and **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

A Purple Rainbow: The Truth

Having actors playing popular rock band *Purple Rainbow* seemed like a bad idea, but in fact they're impressive musicians themselves. Their fans in the film were actual fans of the group and transferred their enthusiasm to the actors very convincingly. I assumed there would be plenty of music, linked by weak dialogue, but I was wrong. And the support that band members gave to lead singer Jerry Cosgrove when tragedy entered his life had me close to tears, giving me a new appreciation of the band.

B Home Fires

I expected a standard, rather dull, story about domestic life, like the director's last two films. Instead, *Home Fires* had me on the edge of my seat with excitement. It's certainly worth a second viewing. Having said that, although it is apparently a film intended for all ages, many children would find the long discussions of relationship issues boring, and they contributed little or nothing to the film.

C The Jeffersons

One of the most popular films of the past half century is *Mary and Tom*, and a remake of it seems unnecessary. Nevertheless, *The Jeffersons* has some delightful elements, particularly the acting of Yvonne Richards. She really brought the character she played to life, but sadly, neither she nor the other actors could make the script sound natural.

D Space Challenge 5

This film makes an important ethical point about treating other people with respect, but that is likely to be missed by many teenagers, the target audience, as it assumes familiarity with the world as it was 20 years ago. With change happening so fast these days, many of the references will leave them confused.

E Uplands

Uplands could have been a delightful film: it has a charming story, witty dialogue, and is visually breathtaking. But the two lead actors are at their best in thrillers, not films like this one. James Petherick, who plays the hero, fails to gain the sympathy of the audience, who should be moved by the ups and downs in his life.

Questions 1–8

Look at the five film reviews, **A–E**, on page 62.

For which film review are the following statements true?

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

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

- 1 The reviewer thinks some of the cast are unsuitable for their roles.
- 2 The dialogue in this film seems unrealistic.
- 3 The reviewer found this film unexpectedly emotional.
- 4 This film contains dialogue that is uninteresting for some viewers.
- 5 This film carries a moral message.
- 6 Non-actors take part in this film.
- 7 The reviewer thinks this film should be seen again.
- 8 This film mentions things that audience members won't know about.

Read the text below and answer Questions 9–14.

Sports events in New Zealand

A McLeans Island Run

This unique running and cycling event winds its way through the Canterbury countryside and finishes in Orana Park, where your spectators will include lions, tigers, gorillas and giraffes. Whether you're a first-timer or a seasoned professional, there's a distance to suit you. Choose from the short, the sprint or the standard distance. You can race to help other people too – if you get some friends or workmates to take part, you'll be in with a chance to win \$25,000 to put towards a good cause of your choice.

B The Pioneer

The Pioneer is an awe-inspiring seven-day mountain bike race through New Zealand's pristine Southern Alps. It is the first race of its kind to link together over 500 km of farm tracks, cycle trails, double track and single track riding in a very special part of the world where soaring mountain peaks, crystal-clear lakes, and high country await. If you're looking for a mountain bike race to get you inspired, this is it!

C Race Drive Experience

If you have ever wanted to experience the extreme thrill of driving a 6000cc race car, then this is definitely for you! You start off your Race Drive Experience by meeting the skilled team of racing drivers at the Motorsport Park Raceway, before being fully kitted out with one of our race suits and safety helmet. Then you are strapped into the passenger seat of one of our racing cars and taken on a demo drive, covering racing lines, braking points and race driving tricks. Finally you take the driver's seat and can undertake your own high-speed laps of the circuit.

D Banks Peninsular Walking Festival

The Banks Peninsula Walking Festival offers guided walks all over the Banks Peninsula. The guides, all volunteers, are local people who love to share their passion for this special place with those from the wider community. Participants are guaranteed an enjoyable experience as they relax, get to know new people and absorb the stories and atmosphere of this fantastic land.

Questions 9–14

Look at the four advertisements for sports events, **A–D**, on page 64.

For which event are the following statements true?

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

NB You may use any letter more than once.

- 9 You see spectacular scenery.
- 10 You are provided with special clothing.
- 11 You may be watched while you are doing the activity.
- 12 You watch someone else before doing the activity yourself.
- 13 You meet people who are expert at the activity.
- 14 You can raise money for a charity.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

What to do if you are made redundant

Employees are made redundant when a company has to reduce the workforce because a job or jobs are no longer needed. It has nothing to do with the employees' ability to do their jobs. However, dealing with redundancy can be difficult. Here are some tips on how to cope.

First of all, don't panic. It's common for people to either rush into a flurry of activity or be frozen by the shock of being suddenly made redundant. The best course of action is to keep calm and draw up a list of all of the things you need to arrange in the months ahead. It's important to find out what your rights are. Obtain a copy of the in-house redundancy policy if there is one and check out your contract for exit terms.

Try to maintain good relations wherever possible with your employer, even if you are angry about the manner of your exit. You will still need a reasonable reference when the time comes to move on, and it may be that your boss can make useful introductions or offer you consultancy work.

Help from a professional outplacement company can make a huge difference to your job search success and reduce the amount of time taken to find your next role. You can purchase this yourself, but there are advantages to having it arranged via your company.

Don't rush into applying for any or every job that comes up. Take stock of what you have to offer, what you want to do, and carry out in-depth research to find out what employers are actually looking for. Talk to people in your target industry for career advice and information. This information will be invaluable in helping you identify potential employers.

Assess whether there are any gaps in experience or qualifications that could be a barrier to getting another job and address them. Enrol on some of those courses you have always been too busy to go on: not only will this enhance your skills, it also shows your commitment to continuous professional development.

Redundancy enables you to move your career forward in line with your own personal agenda. Although it can be traumatic, many people find that redundancy is actually the incentive they need to take their career in the direction they actually want to go. So think about what you really want, and go for it.

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.

Dealing with redundancy

Initial steps

Start by considering what needs to be done and make a **15** to work through.

Get the company's policy concerning laying off staff and check personal work-related documents.

Dealing with the company

Avoid letting the management see you are annoyed because:

- you want to receive a positive **16** from them for a future post.
- you might get some **17** projects from them in the future.

Moving on

Find an organisation that specialises in **18** to help you look for another job.

Invest time in doing serious **19** concerning the current requirements in your sector.

Consider if your work and training records contain **20** that might prevent you finding work.

Sign up for any relevant courses to improve your chances of being selected for a new post.

Conclusion

Look on redundancy as a useful **21** to advance, rather than the end of your career.

Read the text below and answer Questions 22–27.

Palvin's Restaurant

Instructions to new kitchen staff

Dress standards at our restaurants are extremely important whichever area you work in. The following information will help ensure that you have a professional appearance every day as you carry out your foodservice duties.

Palvin's Restaurant chain provides new kitchen staff with their uniforms and you are advised to come to work with a note of your chest, waist and hip measurements to assist in this process. On your first day, you'll be issued with two pairs of trousers, two aprons, two jackets and two hats. Once you're happy that you have the correct size, please take the garments home and add a name tag to each one. Put these inside the garments so that they cannot be seen.

Kitchen work can be messy, and it is up to you to make sure that your uniform is kept clean, but you will receive a laundry allowance to help you do this. Towels are available at work, but it's a good idea to bring your own too in case you need it. You can keep this and any other personal items safe in the lockers that are available for use while you're on duty. It's advisable to bring your own small padlock for these.

Uniforms should not be worn outside work. You should wear your normal clothes to and from work but make sure they're respectable. For example, hoodies and other similar tops are not acceptable in the kitchens; if it's cold, wear a jacket. When you arrive at work, you can use the changing facilities located next to the lockers to put on your uniform. You can wear your own shoes in the kitchens as long as they're sturdy and enclosed. We strongly recommend rubber soles so that they do not slip on the floor.

If you incur any injuries that require crutches while you're working for the company, you cannot then take on any tasks that involve standing up. However, if such a situation should occur, we will make every effort to place you in an appropriate area where you can sit down to work so you will not need to take time off. Employees who have smaller injuries, such as hand cuts, need to check with their manager whether they can come to work: you may have to take time off to avoid infection.

Questions 22–27

Complete the sentences below.

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

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

- 22 New staff must record their own body before arriving at work.
- 23 You should use your to ensure that your uniform is never dirty.
- 24 Clothes worn to travel to work must be
- 25 Casual wear, such as, should not be worn in the kitchen area.
- 26 Staff using may still come to work.
- 27 Please contact the manager before arriving at the kitchens if you have any or other similar injuries.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

The forgotten role of women in medieval arts

- A** A team of archaeologists recently and unexpectedly revealed direct archaeological evidence of the involvement of medieval women in the production of manuscripts. This challenges the widespread assumptions that men were the sole producers of books throughout the period in European history known as the Middle Ages (600–1500 AD). They did so by identifying particles of blue pigment in the fossilised dental plaque of a medieval woman as lapis lazuli, an extremely valuable stone at the time. The findings are the first of their kind and strongly suggest it will be possible to increase the profile of ancient female artists in the historical and archaeological record by analysing their dirty teeth.
- B** This discovery was made possible by applying technological advances in the field of archaeological science to a little-studied deposit on teeth known as tartar, which is mineralised dental plaque. In most societies today, oral hygiene practices are part of our daily routine, meaning that dental plaque is regularly removed and doesn't have a chance to build up on our teeth. This was not the case in the past. Plaque built up and mineralised over the course of people's lives. This solid deposit has unique archaeological potential. A key characteristic of dental plaque is that while it forms it has the ability to entrap a wide range of microscopic and molecular debris that enters a person's mouth. When dental plaque hardens and becomes tartar, it can entomb these particles and molecules for hundreds or thousands of years – potentially even millions.
- C** The majority of scholarly work conducted on ancient tartar has been centred on what people ate but, besides taking in food, the human mouth is subject to a constant influx of particles of different types directly from the environment. Tree and grass pollen, spores, cotton fibres, medicinal plants and micro-charcoal have all been reported among the finds from this type of dental analysis. Despite such promising evidence, the value of tartar as environmental evidence has not, so far, been much exploited.

- D** The team analysed the skeletal remains of a female individual, known as B78, who lived in the 11th–12th century. She was buried in the grounds of a former women’s monastery in Dalheim, Germany, that is in ruins today but was occupied by various religious groups for around a thousand years. They found well over 100 bright blue particles, in the form of small crystals and individual flecks, scattered throughout the tartar which was still preserved on her teeth. Her skeletal remains had not indicated anything particular about her life, besides a general indication that she probably did not do any hard labour. The blue particles were unlike any other discovery – firstly because of their colour, and secondly because of their sheer number.
- E** To be sure about the nature of the particles of bright blue powder trapped in the woman’s tartar, a range of microscopy techniques were used. All techniques provided the same results: the blue specks were lazurite, the blue portion of the lapis lazuli stone, a substance more precious than gold in Medieval Europe. Afghanistan was the only source of the stone at the time, and the preparation of the pigment took great skill.
- F** So how did particles of this precious material end up deposited on this woman’s teeth? A variety of reasons were possible, from painting to accidental ingestion during pigment preparation, or even the consumption of the powder as a medicine. But the way in which the blue particles were found in her tartar – single flecks in different areas – pointed to repeated exposure, not a single intake. And creating a vivid blue pigment from lapis lazuli required an Arabic method of oil flotation that did not appear in European artists’ manuals until after the 15th century. This all suggests that it’s more likely that this ultramarine pigment was brought into the region as a finished product for use by artists.
- G** The most likely explanation, then, is that this was an artist who repeatedly used her lips to make a fine point on the end of her brush in order to paint intricate detail on manuscripts. This finding suggests that women were more involved in the production of books throughout the Middle Ages than tends to be thought. Before the 12th century fewer than one per cent of the books that still remain can be traced to the work of women. Additionally, artists are largely invisible in both the historic and archaeological records as they rarely signed their work before the 15th century and, until now, there have been no known skeletal markers directly associated with producing art. The work strongly points to the possibility of using microscopic particles entombed in ancient tartar to track the artists of ancient times. It also suggests that it may be possible to track other ‘dusty’ crafts using this method and thereby reveal the invisible workforce behind many forms of art.

Test 3

Questions 28–32

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

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

- 28** In Paragraph A, what does the writer say about the archaeology team's work?
- A** It confirmed what they had assumed when they started it.
 - B** It was hard to persuade other historians about their findings.
 - C** It could reveal the importance of various women in history.
 - D** It could help identify the number of books written in the Middle Ages.
- 29** What point does the writer make about dental tartar in Paragraph C?
- A** Archaeologists could make more use of it than they do at present.
 - B** Some particles are more easily trapped in it than others.
 - C** The environment can cause it to break down.
 - D** Changes in people's diet have influenced its composition.
- 30** What did the skeleton of B78 suggest about her?
- A** She had not been very old when she died.
 - B** Her life had not been very physically demanding.
 - C** Her teeth had more tartar than most skeletons of that age.
 - D** She had been given a grander burial than other women of her time.
- 31** What is the writer doing in Paragraph F?
- A** supporting the team's view that the blue pigment was imported
 - B** explaining why artists in Europe liked to use the blue pigment
 - C** comparing artistic designs using the blue pigment in different parts of the world
 - D** criticising arguments put forward by other scientists about the blue pigment
- 32** What problem does the writer highlight about medieval artists in Paragraph G?
- A** the poor facilities available to females in the profession
 - B** the small number of projects available to them
 - C** the difficulties locating their skeletal remains for study
 - D** the lack of evidence for their contribution to books

Questions 33–36

The text on pages 70 and 71 has seven paragraphs, **A–G**.

Which paragraph mentions the following?

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

- 33** reference to the possible length of time that tartar can preserve particles from the air
- 34** two reasons why the particles that the team found in teeth were unique
- 35** various examples of the types of particle that can be discovered in old teeth
- 36** a suggestion that the blue pigment might have been used in medieval times to cure illness

Questions 37–40

Complete the summary below.

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

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

Lapis lazuli

A blue pigment used to create artworks in Europe in the Middle Ages was derived from a stone called lapis lazuli. In medieval times, even **37** was not as valuable. Lapis lazuli could only be found in Afghanistan and a lot of **38** was needed to make the pigment from the stone.

The procedure used to do this appeared much later in the manuals used by European artists and this suggests that the product came to their countries as an imported powder. Artists often had to make a **39** on their brushes using their mouths, which then enabled them to produce the fine features needed for **40** and books.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Five months ago, you started renting an apartment on a six-month agreement. You now wish to stay in the apartment for longer than the six months you originally agreed with the owner.

Write a letter to the owner of your apartment. In your letter

- *say how long you now want to rent the apartment for*
- *explain why your plans have changed*
- *tell the owner about a problem in the apartment*

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 consumers are increasingly choosing to buy goods that are produced in their local area, rather than imported goods.

What are the reasons for this?

Is this a positive or a negative trend?

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

Holidays

- Do you prefer spending holidays with friends or with family? [Why?]
- What kind of holiday accommodation do you like to stay in? [Why?]
- What plans do you have for your next holiday?
- Is your city or region a good place for other people to visit on holiday? [Why/Why not?]

PART 2

Describe a car journey you made that took longer than expected.

You should say:

where you were going

who you were with

how you felt during the journey

and explain why this car journey took longer than expected.

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:

Driving a car

Example questions:

How interested are young people in your country in learning to drive?

What are the differences between driving in the countryside and driving in the city?

Do you consider most drivers where you live to be good drivers?

Electric cars

Example questions:

How popular are electric cars in your country?

In what ways could more people be persuaded to buy electric cars?

Do you think all cars will be electric one day?

Test 4

LISTENING

PART 1 Questions 1–10

Questions 1–6

Complete the notes below.

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

First day at work

- Name of supervisor: 1
- Where to leave coat and bag: use 2 in staffroom
- See Tiffany in HR: to give 3 number to collect 4
- Location of HR office: on 5 floor
- Supervisor's mobile number: 6

Questions 7–10

Complete the table below.

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

Responsibilities			
	Task 1	Task 2	Notes
Bakery section	Check sell-by dates	Change price labels	Use 7 labels
Sushi takeaway counter	Re-stock with 8 boxes if needed	Wipe preparation area and clean the sink	Do not clean any knives
Meat and fish counters	Clean the serving area, including the weighing scales	Collect 9 for the fish from the cold-room	Must wear special 10

PART 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** problems with some training programmes for new runners does Liz mention?

- A** There is a risk of serious injury.
- B** They are unsuitable for certain age groups.
- C** They are unsuitable for people with health issues.
- D** It is difficult to stay motivated.
- E** There is a lack of individual support.

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** tips does Liz recommend for new runners?

- A** doing two runs a week
- B** running in the evening
- C** going on runs with a friend
- D** listening to music during runs
- E** running very slowly

Questions 15–18

What reason prevented each of the following members of the Compton Park Runners Club from joining until recently?

Write the correct letter, **A**, **B**, or **C** next to Questions 15–18.

Reasons	
A	a lack of confidence
B	a dislike of running
C	a lack of time

Club members

- 15 Ceri
- 16 James
- 17 Leo
- 18 Mark

Questions 19 and 20

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

- 19 What does Liz say about running her first marathon?
- A** It had always been her ambition.
- B** Her husband persuaded her to do it.
- C** She nearly gave up before the end.
- 20 Liz says new runners should sign up for a race
- A** every six months.
- B** within a few weeks of taking up running.
- C** after completing several practice runs.

PART 3 Questions 21–30

Questions 21–25

Choose the correct letter, A, B or C.

- 21 Kieran thinks the packing advice given by Jane's grandfather is
- A common sense.
 - B hard to follow.
 - C over-protective.
- 22 How does Jane feel about the books her grandfather has given her?
- A They are not worth keeping.
 - B They should go to a collector.
 - C They have sentimental value for her.
- 23 Jane and Kieran agree that hardback books should be
- A put out on display.
 - B given as gifts to visitors.
 - C more attractively designed.
- 24 While talking about taking a book from a shelf, Jane
- A describes the mistakes other people make doing it.
 - B reflects on a significant childhood experience.
 - C explains why some books are easier to remove than others.
- 25 What do Jane and Kieran suggest about new books?
- A Their parents liked buying them as presents.
 - B They would like to buy more of them.
 - C Not everyone can afford them.

Questions 26–30

Where does Jane's grandfather keep each of the following types of books in his shop?

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

Location of books	
A	near the entrance
B	in the attic
C	at the back of the shop
D	on a high shelf
E	near the stairs
F	in a specially designed space
G	within the café

Types of books

- | | | |
|-----------|------------------|-------|
| 26 | rare books | ..... |
| 27 | children's books | ..... |
| 28 | unwanted books | ..... |
| 29 | requested books | ..... |
| 30 | coursebooks | ..... |

PART 4 Questions 31–40

Complete the notes below.

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

Tree planting

Reforestation projects should:

- include a range of tree species
- not include invasive species because of possible **31** with native species
- aim to capture carbon, protect the environment and provide sustainable sources of **32** for local people
- use tree seeds with a high genetic diversity to increase resistance to **33** and climate change
- plant trees on previously forested land which is in a bad condition, not select land which is being used for **34**

Large-scale reforestation projects

- Base planning decisions on information from accurate **35**
- Drones are useful for identifying areas in Brazil which are endangered by keeping **36** and illegal logging.

Lampang Province, Northern Thailand

- A forest was restored in an area damaged by mining.
- A variety of native fig trees were planted, which are important for
 - supporting many wildlife species
 - increasing the **37** of recovery by attracting animals and birds, e.g., **38** were soon attracted to the area.

Involving local communities

- Destruction of mangrove forests in Madagascar made it difficult for people to make a living from **39**
- The mangrove reforestation project:
 - provided employment for local people
 - restored a healthy ecosystem
 - protects against the higher risk of **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–5.

Customer reviews of cafés in the town of Artingly

A Coffee Dream

The décor of this café is great, but why don't the owners make it easier to queue up? There's so little space around the counter that everyone is squashed together when they order. I'd also recommend checking that there's somewhere to sit when you go in as it can get very crowded.

B Cafélingo

Local media are right in saying that this café makes the best cup of coffee in town, but remember to take the time to appreciate the local artwork displayed on the walls around you while you're sipping your cappuccino.

C Billy Ding's Café

As this café had been recommended by someone staying in our hotel, we decided to try it out. Despite being on the first floor, it was already crowded by ten in the morning, and it quickly became clear to us that this is a place that residents in the area use regularly. Fortunately, a family group left just as we arrived, and we were lucky enough to get a table overlooking the street. There we enjoyed some delicious pancakes, which we washed down with the biggest 'small' coffee we've ever had!

D Drink in the Park

No one can deny that this coffee house is located in a beautiful setting. If the outside tables are full, you can simply take your cup of coffee over to one of the many park benches and enjoy it there, which is what we often do.

E Chocolotta's

We've been here several times and always order the same drinks and food. The last few times, however, we've noticed that the rolls have less filling and the coffee tastes watery. Perhaps the company is trying to cut costs, but this will only lead to customers going elsewhere.

Test 4

F Café Soloist

After a considerable search, we eventually found Café Soloist tucked away behind an organic grocery store. There was nothing outside to indicate that it was there, which would have been helpful! Once inside, we were presented with a menu that had more coffee options than we had ever seen before. Twenty minutes and a lot of discussion later, we finally decided what we wanted. We could then sit back and enjoy the happy chatter and welcoming atmosphere around us.

Questions 1–5

Look at the six reviews of cafés in the town of Artlingly, **A–F**, on pages 83 and above.

For which café are the following statements true?

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

NB You may use any letter more than once.

- 1 Cup sizes are more generous than you might expect.
- 2 Recent changes are likely to have a negative impact.
- 3 It needs better signage for customers.
- 4 It has a strong local customer base.
- 5 It deserves the public praise it has received.

Read the text below and answer Questions 6–14.

Frog Valley development

Creating a better area to meet the needs of the local community

The proposal to develop the part of our city known as Frog Valley has now been passed to the local council for consideration and approval. In case you missed earlier newspaper reports, here briefly are some of the changes and improvements that are being planned for the site.

An area of land in the south-east corner of Frog Valley has been allocated to the construction of a new primary school which, if building does go ahead, will accommodate 300 children. The size and location of the school mean that admission will not be limited to families who live in the area.

Another feature that will bring people together will be the new shopping mall. Plans are to move all the existing local shops, which are currently located in small groups around the site, into one shopping zone, and this will see the addition of an organic farm shop and a vegan store.

A community centre will be central to the development of the site. It will provide a much needed meeting place for clubs and societies that, until now, have had to meet wherever they can find a venue. The pride of the centre will be a multi-gym with swimming pool – something younger residents have been requesting for some time but that has never been possible, due to cost.

For many years now, local businesspeople have been asking for better business premises, and this is now a priority for Frog Valley. Twenty thousand square metres of space will be used to house anything from small startups to large existing local businesses. It will be built to the south-east of the site, with dedicated car parking for office workers, either within each office area or in a single car park.

At our public consultation meeting, some residents asked if it would be possible to include services such as dentistry and various types of medical testing facilities within the health centre. This would mean adding to the existing building and there are no plans to do this at present. However, it will be possible to see a doctor at weekends and in the evenings, which is a welcome development.

Test 4

Questions 6–14

Do the following statements agree with the information given in the text on page 85?

In boxes 6–14 on your answer sheet, write

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

- 6 Builders have already started work on the new primary school.
- 7 The new school will take in children from outside Frog Valley.
- 8 There will be an increase in the number of shops.
- 9 The community centre will replace an existing social club building.
- 10 The swimming pool will be free for residents of Frog Valley.
- 11 The office space will accommodate businesses of different sizes.
- 12 The business car parking area will be underground.
- 13 The health centre will offer a wide range of new services.
- 14 At present, there are too few doctors at the health centre.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–24.

Percil Training Institute

Welcome to the Percil Training Institute. We hope that you will enjoy your course of training with us. This information is provided to introduce our Institute and to let you know some of the important features of our professional training courses.

Courses

Percil Training Institute was established to provide high quality short-duration training programmes for a range of professional needs. It has a highly trained and experienced teaching staff, many of whom have taught overseas.

Percil Training Institute provides courses in ten-week modules. Most courses (e.g. Office Management, Librarianship, Medical Records Organisation) consist of two modules, although some courses (Biotechnology, Computer Analysis) are three or four modules long. There is a break of two weeks between each module but since projects or assignments are set for completion in these periods, it is not possible to take vacations during this time.

Since each course has varying needs, there are not necessarily any set hours for classes across all programmes. You will need to consult the timetable for your course, which is printed at the front of your own course manual.

Please be reminded that Percil Training Institute cannot provide attendance or achievement certificates for students who have missed part of their course as a result of not reading their own course timetables properly. Legitimate reasons for non-attendance (e.g. illness) will be given consideration provided that documentary evidence is provided. In this case, an achievement certificate only will be issued.

Facilities

The opening times of the snack bar, coffee lounge and restaurant are printed below your course timetable. No bookings are required for any of the eating places except the restaurant for Friday and Saturday dinner. The coffee lounge and restaurant are not normally open on public holidays. However, a group booking may be made for the restaurant for dinner on such days, provided that there is a minimum of 20 people in the group. A non-refundable deposit will be required for such a booking.

Test 4

The Institute has a very fine sports complex. The swimming pool is open daily from 8.00 am to 8.00 pm and can be used free of charge by all Percil students who present a valid student enrolment card. The squash courts can be booked by any student with a valid student card and the hire cost is \$4.50 per half hour. The gymnasium is available for a ten-week membership fee of \$40.00, or \$5.00 per visit, or an annual subscription of \$100. Guests of Percil students are welcome to use the swimming pool but not the gymnasium areas.

Security

Please be careful that you do not leave valuable items in the classroom areas at any time. Percil Training Institute cannot be held responsible for any loss or damage to students' property as a result of student negligence. After 8.30 pm the front doors of the Institute are locked. If you need to gain access to the Institute after this time, please contact the caretaker by pressing the doorbell and speaking through the intercom. If you are admitted by the caretaker you will be required to show your student card.

Medical Care

Minor accidents and injuries can usually be attended to on the premises, in the Health Centre on the third floor. These services are free. Headache pills and other analgesics are available at standard pharmacy prices.

Questions 15–24

Do the following statements agree with the information given in the text on pages 87 and 88?

In boxes 15–24 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*

- 15 All of the staff have overseas teaching experience.
- 16 All modules are of equal length.
- 17 Students are encouraged to take holidays in the two-week breaks between modules.
- 18 Courses may have very different timetables.
- 19 You can still obtain an attendance certificate if you have been absent through illness.
- 20 Permission is required for students to bring guests into the restaurant.
- 21 The coffee lounge is closed in the evenings.
- 22 Groups of 20 or more can make reservations to dine at the restaurant on public holidays.
- 23 Guests may use the swimming pool.
- 24 Students are unable to enter the institute after 8.30 pm.

Read the text below and answer Questions 25–27.

Percil Memorial Training Scholarships (3 offered per year)

Percil Training Institute offers a number of scholarships for people from overseas who plan to live in Australia and need re-training. These scholarships are available for full-time study only and are not offered for courses of less than 20 weeks' duration.

Requirements/eligibility

Applicants for these scholarships must be of high academic ability as revealed in the qualifications they have already gained in their home country; alternatively, they must have at least five years of significant work experience in their chosen field and must produce evidence in the form of references from at least two employers or supervisors.

The award

These scholarships offer return airfares to Australia from your home country, provided that the distance by air from your city of departure to Sydney is not more than 2,500 kilometres. If the distance exceeds this amount, you will be provided with airline vouchers. Travel expenses to and from airports on both the outward and return journeys are paid for, and there is an airline excess baggage allowance of 120 kg.

Personal removal expenses for scholarship holders are not paid. If the scholarship holder is married at the time of applying for the scholarship, some travel and removal costs may be paid for the husband or wife. Travel costs or support for dependent children are at the scholarship holder's expense.

Scholars are eligible for assistance with accommodation within the Sydney metropolitan area, although married accommodation is unavailable on the Percil Institute campus. Since demand for accommodation on the campus is always high, scholarship applicants are advised to apply at least ten weeks before intending to come into residence.

Questions 25–27

Answer the questions below.

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

Write your answers in boxes 25–27 on your answer sheet.

- 25 To obtain a scholarship, what is the minimum course length?
- 26 What do scholarship winners receive towards their airfares if they live over 2,500 km from Sydney?
- 27 Who pays for dependent children to travel?

SECTION 3 *Questions 28–40*

Read the text below and answer Questions 28–40.

Divided opinions about letting farmland return to its natural state

Close to London's Gatwick Airport is Knepp Castle Estate, owned by Charlie Burrell. It is an intensive 3,500-acre farm that has been 'rewilded', that is, allowed to return to its natural, uncultivated state. After barely a decade, nature has come back astonishingly quickly. Neat fields of maize have been replaced with a landscape that resembles the typical grasslands of Africa. The original narrow clipped hedges that edged the farmland are now eight metres wide, and deer race through ragwort, thistles and other weeds in the meadows. The estate boasts more of the unusual purple emperor butterflies than anywhere else in Britain. It's also thought to be the only place where Britain's fastest-declining birds, turtle doves, are multiplying. But as rewilding blossoms, so do controversies.

In Wales, one ecologist says the concept can't even be mentioned to farmers. Even the harmless beaver is the subject of fierce debate: while it was recognised as a native animal in Scotland last year, beavers reintroduced in south-west England roam free only on a government trial. 'For us it is strange to see the British struggling with the beaver. Come on, we have thousands of them!' Dutch ecologist Leo Linnartz told a rewilding conference. Linnartz says that many Dutch objected to 'nature development' 30 years ago but rewilding principles are now mainstream.

In Britain, the rewilding movement started by writer and environmental activist George Monbiot is popularly seen to seek the return of large carnivores – bears, wolves and lynx. In practice, it is returning more modest herbivores like ponies and deer to the countryside. For decades, ecologists believed the end result of allowing a landscape to run wild would be dense forest and a mass extinction of sun-loving wild flowers and butterflies. But this belief has been demolished by Dutch ecologist Frans Vera. Since the 1980s, Vera has introduced wild cattle, horses and deer to rewilded marshland, and proved that 'natural' grazing creates a more dynamic landscape, a constantly changing pattern of open glades and wooded groves.

In the Scottish Highlands, rewilding is taking a different form as large landowners restore ancient pine forest. But David Balharry, former Scotland director of Rewilding Britain, cautions that rewilding in Scotland will only be championed by policymakers and politicians when it is led by local communities.

For Burrell, rewilding has been a pragmatic way to revive the struggling family farm. Ecotourism there makes as much profit as his conventional farm did. Knepp's unproductive soil meant Burrell could not compete with globalised food

production. His profits may be steady while conventional dairy and cattle farm incomes fall dramatically, but no farmers have yet followed his example. 'It takes a new eye to look at this and say, "that's beautiful", rather than go, "that's just a real mess",' says Burrell. 'Other farmers may have a moral attitude towards it too – "why are you stopping food production?"' Many criticise rewilding for abandoning productive farmland when the world's population is growing.

Wouter Helmer, director of Rewilding Europe, sees no conflict between food production and rewilding: Europe is heading for a future of food produced more intensively in fewer areas, releasing less productive land for rewilding, he says. 'Farming is being done by fewer and fewer farmers on a larger scale on the best soils. They leave the less profitable lands to become adventure land for an increasingly urban population.

Helmer says there is no point in seeking to feed the world with traditional organic farming because there is no one to do the labour: when he asks Dutch students who wants to farm, none raise their hands. 'They have a completely different relationship to nature to their parents or grandparents. They are not fighting with it on a daily basis. On one hand they are disconnected from nature but on the other hand they are becoming more relaxed with nature – it's hunting and gathering but hunting with a camera and gathering experiences. The part of the countryside which is not used for intensive farming starts to serve all these new urban needs.

Yet some environmentalists worry how rewilding connects with urban populations. 'The challenge is how to make rewilding an issue that people in their ordinary lives can take action on, says Elaine Gilligan of Friends of the Earth. She thinks it is great for engaging people in nature but doubts whether it is seen as important in large urban areas like Birmingham.

Rewilders argue that reducing flood risks for cities is one practical way rewilding can enhance urban life. Ted Green, founder president of the Ancient Tree Forum, believes that intensive farming can worsen flash flooding, and cause fertile earth to be swept downriver and out to sea. 'The land may belong to the landowner but the soil must belong to the nation,' says Green. 'When you see people cleaning out their houses after floods, you don't see them removing water, you see them removing mud. It's no longer an engineering problem – it's a farming problem.

Some conservationists worry, however, that rewilding could replace the traditional protection of rare species on small nature reserves. 'If rewilding really takes off, there's a risk people will say, "Oh we don't have to do any of that old stuff,"' says Matt Shardlow, chief executive of Buglife. 'But we still have habitat fragmentation and species in tiny places and we have to take care of them even if you have some areas made bigger for wildlife.' Whatever happens, we need more projects like Knepp.

Questions 28–30

Complete the summary below.

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

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

Knepp Castle estate

About ten years ago, the decision was taken to rewild the farmland at Knepp Castle. Now the **28** that used to be grown there has disappeared and the countryside is more like parts of **29** The hedges surrounding the fields have been allowed to expand and deer can be seen running among the wild flowers. The estate hosts the largest number of **30** of a particular species in the whole country and bird numbers are increasing. All these changes have happened remarkably quickly.

Questions 31–36

Look at the following statements (Questions 31–36) and the list of people below.

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

Write the correct letter, **A–G**, in boxes 31–36 on your answer sheet.

- 31** Some people are against rewilding as it reduces the amount of crops that could provide much needed nourishment.
- 32** It may not be easy to get city residents to take part in rewilding.
- 33** Rewilding does not necessarily lead to a landscape thickly covered in trees.
- 34** It is acceptable to turn fields which do not yield many crops into natural spaces for people to enjoy.
- 35** The support of people living in the area is needed to make the authorities take rewilding seriously.
- 36** There is evidence that people get used to the idea of rewilding with time.

List of People

- A** Charlie Burrell
- B** Leo Linnartz
- C** George Monbiot
- D** Frans Vera
- E** David Balharry
- F** Wouter Helmer
- G** Elaine Gilligan

Test 4

Questions 37–40

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

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

- 37 In the fifth paragraph, the writer points out that Burrell
- A had clear financial reasons for rewilding his farm.
 - B is worried that his land now looks extremely untidy.
 - C has considerably increased the money he makes from his farm.
 - D was initially guided by other people who had let their land go wild.
- 38 What does Helmer say about young people and the land?
- A They want to leave it and find work in the city.
 - B Many want to take over running their families' farms.
 - C They have developed new ways of interacting with it.
 - D Many are interested in building businesses on farmland.
- 39 Ted Green is particularly concerned that
- A there are increasing problems with water pollution in cities.
 - B money needs to be invested to create more dams across rivers.
 - C modern agricultural methods mean rain washes away productive soil.
 - D more barriers are needed to prevent rivers flooding domestic homes.
- 40 In the final paragraph, what point is made about rewilding?
- A It will be very difficult to organise efficiently in large expanses of countryside.
 - B It may attract so much public interest that smaller projects get forgotten.
 - C It has caused problems for certain types of animals and insects in Britain.
 - D It may be a trend that will lose its popularity quite quickly.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You started in your present job two years ago. You now feel it is important for your career development to move to a different department in the same company.

Write a letter to your manager. In your letter

- *say what you have learned in your present job*
- *suggest how the company would benefit from moving you to a different department*
- *explain why you do not wish to leave the company*

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:

Nowadays famous people are photographed by professional photographers everywhere they go. Some people say this is a good thing because the public are interested in their lives. Other people think that photographers are wrong to follow famous people.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Cafés

- Do you have a favourite café? [Why/Why not?]
- Do you often go to cafés by yourself? [Why/Why not?]
- What do you think helps to make a café very popular? [Why?]
- Why do some people prefer cafés that are part of large chains, rather than small, local cafés?

PART 2

Describe a place you visited that has beautiful views.

You should say:

where this place is

when and why you visited it

what views you can see from this place

and explain why you think these views are so beautiful.

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

PART 3

Discussion topics:

The beauty industry

Example questions:

Do you agree that most beauty products are a waste of money?

How does the beauty industry advertise its products so successfully?

What do you think of the view that beauty products should not be advertised to children?

Beauty and culture

Example questions:

Why do many people equate youth with beauty?

Do you think that being beautiful could affect a person's success in life?

Why might society's ideas about beauty change over time?

Listening and Reading answer keys

TEST 1

LISTENING



Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 69 / sixty-nine
- stream
- data
- map
- visitors
- sounds
- freedom
- skills
- 4.95
- leaders

Part 2, Questions 11–20

- B
- A
- B
- C
- A
- G
- C
- B
- D
- A

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- walls
- son
- fuel
- oxygen
- rectangular
- lamps
- family
- winter
- soil
- rain

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 1**READING**

Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 trust
- 16 goals
- 17 strategy
- 18 solutions
- 19 pride
- 20 risk

- 21 future
- 22 temptations
- 23 completion
- 24 reference
- 25 disruption
- 26 failings
- 27 skills

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

- 28 vi
- 29 iii
- 30 viii
- 31 i
- 32 v
- 33 dated
- 34 society
- 35 history
- 36 identity
- 37 concepts
- 38 B
- 39 A
- 40 D

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 2

LISTENING



Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 Mathieson
- 2 beginners
- 3 college
- 4 New
- 5 11 / eleven (am)
- 6 instrument
- 7 ear
- 8 clapping
- 9 recording
- 10 alone

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 move
- 32 short
- 33 discs
- 34 oxygen
- 35 tube
- 36 temperatures
- 37 protein
- 38 space
- 39 seaweed
- 40 endangered

If you score . . .

0–20	21–29	30–40
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 C
- 4 E
- 5 C
- 6 B
- 7 B
- 8 TRUE
- 9 FALSE
- 10 NOT GIVEN
- 11 TRUE
- 12 FALSE
- 13 TRUE
- 14 FALSE

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

- 15 condition
- 16 conversation
- 17 hoovering
- 18 healthy
- 19 shopping
- 20 laundry

- 21 wellbeing
- 22 injuries
- 23 realistic
- 24 prioritise / prioritize
- 25 productivity
- 26 holiday
- 27 pets

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

- 28 D
- 29 B
- 30 D
- 31 C
- 32 C
- 33 A
- 34 D
- 35 C
- 36 boundaries
- 37 authoritative
- 38 permissive
- 39 story
- 40 A

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 harbour / harbor
- 2 bridge
- 3 3.30 / three thirty / ½ / half 3 / three
- 4 Rose / rose
- 5 sign
- 6 purple
- 7 samphire
- 8 melon
- 9 coconut
- 10 strawberry

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 clothing
- 32 mouths
- 33 salt
- 34 toothpaste
- 35 fertilisers / fertilizers
- 36 nutrients
- 37 growth
- 38 weight
- 39 acid
- 40 society

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 3**READING**

Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

- 1 E
2 C
3 A
4 B
5 D
6 A
7 B
8 D
9 B
10 C
11 A
12 C
13 C
14 A

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

- 15 list
16 reference
17 consultancy
18 outplacement
19 research
20 gaps

- 21 incentive
22 measurements
23 laundry allowance
24 respectable
25 hoodies
26 crutches
27 hand cuts

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

- 28 C
29 A
30 B
31 A
32 D
33 B
34 D
35 C
36 F
37 gold
38 skill
39 point
40 manuscripts

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 Kaeden
- 2 locker(s)
- 3 passport
- 4 uniform
- 5 third / 3rd
- 6 0412 665 903
- 7 yellow
- 8 plastic
- 9 ice
- 10 gloves

Part 2, Questions 11–20

11&12 *IN EITHER ORDER*

C

E

13&14 *IN EITHER ORDER*

A

D

15 A

16 B

17 C

18 A

19 C

20 B

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 competition
- 32 food
- 33 disease
- 34 agriculture
- 35 maps
- 36 cattle
- 37 speed
- 38 monkeys
- 39 fishing
- 40 flooding

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 4**READING**

Answer key with extra explanations
in Resource Bank

**Reading Section 1,
Questions 1–14**

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

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

- 15 FALSE
16 TRUE
17 FALSE
18 TRUE
19 FALSE
20 NOT GIVEN

- 21 NOT GIVEN
22 TRUE
23 TRUE
24 FALSE
25 20 / twenty weeks
26 (airline) vouchers
27 (the) scholarship holder

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

- 28 maize
29 Africa
30 butterflies
31 A
32 G
33 D
34 F
35 E
36 B
37 A
38 C
39 C
40 B

If you score ...

0–26	27–33	34–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.