

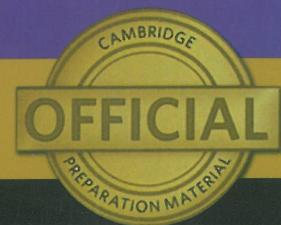


CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



IELTS12

GENERAL TRAINING

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS





CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



IELTS 12

GENERAL TRAINING

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS

Cambridge University Press
www.cambridge.org/elt

Cambridge English Language Assessment
www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781316637838

© Cambridge University Press and UCLES 2017

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The sample answer sheets at the back of this book are designed to be copied and distributed in class.

The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages that carry the wording '© UCLES 2017 Photocopiable' may be copied.

First published 2017

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Malaysia by Vivar Printing

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-40972-8 General Training Student's Book with answers with Audio
China reprint edition

ISBN 978-1-316-63783-8 General Training Student's Book with answers

ISBN 978-1-316-63787-6 General Training Student's Book with answers with Audio
ISBN 978-1-108-40966-7 Academic Student's Book with answers with Audio

New Oriental School China reprint edition

ISBN 978-108-40963-6 Academic Student's Book with answers with Audio
China reprint edition

ISBN 978-1-316-63782-1 Academic Student's Book with answers

ISBN 978-1-316-63786-9 Academic Student's Book with answers with Audio

ISBN 978-1-316-63784-5 Audio CDs (2)

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.

Contents

Introduction	4
Test 5	10
Test 6	32
Test 7	53
Test 8	80
Audioscripts	102
Listening and Reading Answer Keys	123
Sample answers for Writing tasks	131
Sample answer sheets	139
Acknowledgements	143

Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing the language ability of candidates who need to study or work where English is the language of communication. These Practice Tests are designed to give future IELTS candidates an idea of whether their English is at the required level.

IELTS is owned by three partners, Cambridge English Language Assessment, part of the University of Cambridge, the British Council and IDP Education Pty Limited (through its subsidiary company, IELTS Australia Pty Limited). Further information on IELTS can be found on the IELTS website www.ielts.org.

WHAT IS THE TEST FORMAT?

IELTS consists of four components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

Academic	General Training
For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.	For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study at below degree level.

The test components are taken in the following order:

Listening 4 sections, 40 items approximately 30 minutes			
Academic Reading 3 sections, 40 items 60 minutes	or	General Training Reading 3 sections, 40 items 60 minutes	
Academic Writing 2 tasks 60 minutes	or	General Training Writing 2 tasks 60 minutes	
Speaking 11 to 14 minutes			
Total Test Time 2 hours 44 minutes			

GENERAL TRAINING TEST FORMAT

Listening

This test consists of four sections, each with ten questions. The first two sections are concerned with social needs. The first section is a conversation between two speakers and the second section is a monologue. The final two sections are concerned with situations related to educational or training contexts. The third section is a conversation between up to four people and the fourth section is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flow-chart completion, summary completion, sentence completion and short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Reading

This test consists of three sections with 40 questions. The texts are taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the work context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying the writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion and short-answer questions.

Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

In Task 1, candidates are asked to respond to a given situation with a letter requesting information or explaining the situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2, candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, and to evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style.

More information on assessing the Writing test, including Writing assessment criteria (public version), is available on the IELTS website.

Introduction

Speaking

This test takes between 11 and 14 minutes and is conducted by a trained examiner. There are three parts:

Part 1

The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

Part 2

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two questions on the same topic.

Part 3

The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking assessment criteria (public version), is available on the IELTS website.

HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

- 9 **Expert User** – Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
- 8 **Very Good User** – Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
- 7 **Good User** – Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 6 **Competent User** – Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
- 5 **Modest User** – Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
- 4 **Limited User** – Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
- 3 **Extremely Limited User** – Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
- 2 **Intermittent User** – No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
- 1 **Non User** – Essentially has no ability to use the language beyond possibly a few isolated words.
- 0 **Did not attempt the test** – No assessable information provided.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer Keys are on pages 123–130.

Each question in the Listening and Reading tests is worth one mark.

Questions which require letter / Roman numeral answers

- For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral you should write only one answer. If you have written more letters or numerals than are required, the answer must be marked wrong.

Questions which require answers in the form of words or numbers

- Answers may be written in upper or lower case.
- Words in brackets are *optional* – they are correct, but not necessary.
- Alternative answers are separated by a slash (/).
- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this. For example, if a question specifies an answer using NO MORE THAN THREE WORDS and the correct answer is ‘black leather coat’, the answer ‘coat of black leather’ is *incorrect*.
- In questions where you are expected to complete a gap, you should only transfer the necessary missing word(s) onto the answer sheet. For example, to complete ‘in the ...’, where the correct answer is ‘morning’, the answer ‘in the morning’ would be *incorrect*.
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the Answer Key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the Answer Key.

Writing

The sample answers are on pages 131–138. It is not possible for you to give yourself a mark for the Writing tasks. We have provided sample answers (written by candidates), showing their score and the examiner’s comments. These sample answers will give you an insight into what is required for the Writing test.

HOW SHOULD YOU INTERPRET YOUR SCORES?

At the end of each Listening and Reading Answer Key you will find a chart which will help you assess whether, on the basis of your Practice Test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Bands for each component in order to determine whether you have the language skills needed for a particular course of study. For example, if your course involves a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests, you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component, but not in others, you will have to decide for yourself whether you are ready to take the test.

The Practice Tests have been checked to ensure that they are of approximately the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Tests will be reflected in the real IELTS test. The Practice Tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

Further information

For more information about IELTS or any other Cambridge English Language Assessment examination, write to:

Cambridge English Language Assessment
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

<https://support.cambridgeenglish.org>
<http://www.ielts.org>

Test 5

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

FAMILY EXCURSIONS

Cruise on a lake

Example

- Travel on an old **steamship**
- Can take photos of the 1 that surround the lake

Farm visit

- Children can help feed the sheep
- Visit can include a 40-minute ride on a 2
- Visitors can walk in the farm's 3 by the lake
- 4 is available at extra cost

Cycling trips

- Cyclists explore the Back Road
- A 5 is provided
- Only suitable for cyclists who have some 6
- Bikes can be hired from 7 (near the Cruise Ship Terminal)

- Cyclists need:
 - a repair kit
 - food and drink
 - a 8 (can be hired)
- There are no 9 or accommodation in the area

Cost

- Total cost for whole family of cruise and farm visit: 10 \$

SECTION 2 Questions 11–20

Questions 11–14

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

Talk to new kitchen assistants

- 11 According to the manager, what do most people like about the job of kitchen assistant?
- A** the variety of work
B the friendly atmosphere
C the opportunities for promotion
- 12 The manager is concerned about some of the new staff's
- A** jewellery.
B hair styles.
C shoes.
- 13 The manager says that the day is likely to be busy for kitchen staff because
- A** it is a public holiday.
B the head chef is absent.
C the restaurant is almost fully booked.
- 14 Only kitchen staff who are 18 or older are allowed to use
- A** the waste disposal unit.
B the electric mixer.
C the meat slicer.

Questions 15 and 16

Choose **TWO** letters, **A**–**E**.

According to the manager, which **TWO** things can make the job of kitchen assistant stressful?

- A** They have to follow orders immediately.
B The kitchen gets very hot.
C They may not be able to take a break.
D They have to do overtime.
E The work is physically demanding.

Questions 17–20

What is the responsibility of each of the following restaurant staff?

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

Responsibilities

- A** training courses
- B** food stocks
- C** first aid
- D** breakages
- E** staff discounts
- F** timetables

Restaurant staff

- 17 Joy Parkins
- 18 David Field
- 19 Dexter Wills
- 20 Mike Smith

SECTION 3 Questions 21–30

Questions 21–23

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

Paper on Public Libraries

21 What will be the main topic of Trudie and Stewart's paper?

- A** how public library services are organised in different countries
- B** how changes in society are reflected in public libraries
- C** how the funding of public libraries has changed

22 They agree that one disadvantage of free digitalised books is that

- A** they may take a long time to read.
- B** they can be difficult to read.
- C** they are generally old.

23 Stewart expects that in the future libraries will

- A** maintain their traditional function.
- B** become centres for local communities.
- C** no longer contain any books.

Questions 24–30

Complete the notes below.

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

Study of local library: possible questions

- whether it has a **24** of its own
- its policy regarding noise of various kinds
- how it's affected by laws regarding all aspects of **25**
- how the design needs to take the **26** of customers into account
- what **27** is required in case of accidents
- why a famous person's **28** is located in the library
- whether it has a **29** of local organisations
- how it's different from a library in a **30**

SECTION 4 Questions 31–40

Complete the notes below.

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

Four business values

Many business values can result in 31

Senior managers need to understand and deal with the potential
32 that may result.

Collaboration

During a training course, the speaker was in a team that had to build a
33

Other teams experienced 34 from trying to collaborate.

The speaker's team won because they reduced collaboration.

Sales of a 35 were poor because of collaboration.

Industriousness

Hard work may be a bad use of various company 36

The word 'lazy' in this context refers to people who avoid doing tasks that
are 37

Creativity

An advertising campaign for a 38 was memorable but failed to
boost sales.

Creativity should be used as a response to a particular 39

Excellence

According to one study, on average, pioneers had a 40 that
was far higher than that of followers.

Companies that always aim at excellence may miss opportunities.

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

A Bath International Music Festival

From electronic to folk, jazz and classical, this festival is renowned for bringing world-class musicians to this historical city. Starting with a great night of free music, 'Party in the City' this year is going to be no exception.

B The Great Escape

Often referred to as Europe's leading festival for new music, more than 300 bands will perform to around 10,000 people in 30-plus venues, meaning you're sure to see the next big thing in music.

C Springwatch Festival

The much loved television series *Springwatch* celebrates the countryside as it does every year, with sheep herding, wood carving demonstrations, insect hunts and more activities, accompanied by live music and a great farmers' market, offering all sorts of mouth-watering produce.

D Wychwood Music Festival

Rightly nominated for the best family festival award every year since it began in 2005, this festival offers a combination of different music genres – many featuring artists from around the Wychwood area – and comedy, alongside a selection of outdoor cafés serving amazing world foods.

E Love Food Festival

Bringing together a selection of the finest produce, this festival aims to educate visitors about how food should be produced and where it should come from, through sampling a range of tasty treats, cooked on site.

F The 3 Wishes Faery Festival

The UK's most magical event, this is a three-day festival of folk art, live music and fashion shows set in the beautiful wild surroundings of Bodmin Moor. If you don't fancy taking a tent, some local residents usually offer to put visitors up.

G Bath International Dance Festival

Featuring demonstrations from world champion dancers and stars from the TV series *Strictly Come Dancing*, the festival promises toe-tapping action, including a world-record attempt, where everyone is invited to join in.

Questions 1–8

Look at the seven advertisements for festivals in the UK, **A–G**, on page 16.

For which festival are the following statements true?

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

NB You may use any letter more than once.

- 1 Visitors can help to make one particular event a success at this festival.
- 2 People can listen to local musicians here.
- 3 At this festival, people can listen to music in lots of different places.
- 4 It is not necessary to pay for one of the events here.
- 5 It is possible to stay overnight at this festival.
- 6 Children will enjoy this festival.
- 7 Visitors can get advice here.
- 8 People can watch craftspeople at work here.

Read the text below and answer Questions 9–14.

BIG ROCK CLIMBING CENTRE

Big Rock Climbing Centre is a modern, friendly, professionally run centre offering over 1,250 square metres of fantastic indoor climbing. We use trained and experienced instructors to give you the opportunity to learn and develop climbing skills, keep fit and have fun. Master our 11 m-high climbing walls, using a rope harness, for an unbeatable sense of achievement. Or experience the thrills of climbing without any harness in our special low-level arena, which has foam mats on the floor to cushion any fall safely.

Who is Big Rock for?

Almost anyone can enjoy Big Rock. Previous climbing experience and specialist equipment are not required. You can come on your own or with friends and family. Come as a fun alternative to the gym or for a special day out with the kids. If you're visiting with friends or family but not climbing, or just fancy coming to look, please feel free to relax in our excellent café overlooking the climbing areas.

Mobile Climbing Wall

Available on a day hire basis at any location, the Big Rock Mobile Climbing Wall is the perfect way to enhance any show, festival or event. The mobile wall can be used indoors or outdoors and features four unique 7.3 m-high climbing faces designed to allow four people to climb simultaneously. Quick to set up and pack up, the Mobile Climbing Wall is staffed by qualified and experienced climbing instructors, providing the opportunity to climb the wall in a controlled and safe environment. When considering what to wear, we've found that trousers and t-shirts are ideal. We will, however, ask people to remove scarves. Most flat shoes are suitable as long as they're enclosed and support the foot. The mobile wall is very adaptable and can be operated in light rain and winds up to 50 kph. There are, however, particular measures that we take in such conditions.

What about hiring the Mobile Climbing Wall for my school or college?

As climbing is different from the usual team games practised at schools, we've found that some students who don't usually like participating in sports are willing to have a go on the mobile climbing wall. If you're concerned that some children may not want to take part because they feel nervous if they climb, then please be assured that our instructors will support them up to a level which they're comfortable with. They will still benefit greatly from the experience.

Questions 9–14

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

In boxes 9–14 on your answer sheet, write

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

- 9 When climbing at the Big Rock Centre, it is compulsory to be attached by a rope.
- 10 People who just want to watch the climbing can enter the Centre without paying.
- 11 People can arrange to have a climbing session in their own garden if they wish.
- 12 A certain item of clothing is forbidden for participants.
- 13 The Mobile Climbing Wall can only be used in dry, calm weather.
- 14 It is inadvisable for children who are afraid of heights to use the Mobile Climbing Wall.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

Marketing advice for new businesses

If you're setting up your own business, here's some advice on getting customers.

Know where your customers look

Your customers aren't necessarily where you think they are. So if you're advertising where they're just not looking, it's wasted money. That's why it pays to do a bit of research. Every time someone contacts your company, ask them where they found out about you. And act on this information so you're advertising in the right places.

Always think like a customer

What makes your customers tick? Find out, and you're halfway to saying the right things in your advertising. So take the time to ask them. A simple phone or email survey of your own customers, politely asking why they use you, what they really like and what they don't, is invaluable.

Make sure customers know you're there

If a customer can't see you, they can't buy from you. There are loads of opportunities to promote your business – print, press, direct mail, telemarketing, email and the internet – and using a mix of these increases your chances of being seen (and remembered).

Ignore your customers and they'll go away

It sounds obvious, but companies who talk to their customers have much better retention rates than those that don't, so it's worth staying in touch. Capture your customers' email addresses upfront. Follow up a transaction to check they're happy with the service and, if possible, send them updates that are helpful, informative and relevant.

Know what works (and what doesn't)

Do what the professionals do, and measure all your advertising. That'll tell you what you're doing right – and where there's room for improvement. You never know, it might just throw up some information that could change your business for the better.

Remember word-of-mouth: the best advertising there is

A recent survey found that consumers are 50% more likely to be influenced by word-of-mouth recommendations than by TV or radio ads. So your reputation is your greatest asset. If your current customers are impressed with your company, they'll be more inclined to recommend you to others. On the flip side, if they experience bad service they probably won't complain to you – but you can be sure they will to their friends.

Questions 15–20

Complete the sentences below.

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

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

- 15 Some will help you to discover the most effective places to advertise.
- 16 A of your customers will show you how they feel about your company.
- 17 A of forms of advertising will make it more likely that potential customers will find out about you.
- 18 If you can, provide customers with useful about your business.
- 19 Measuring the effects of your advertising can give you that will improve your business.
- 20 Success in finding new customers largely depends on your

Read the text below and answer Questions 21–27.

Working Time Regulations for Mobile Workers

These rules apply to drivers and crew of heavy goods vehicles or public service vehicles. The rules limit the amount of time that can be worked.

Those defined in the Regulations as being self-employed are currently not covered by the Regulations.

What are the limits?

- An average of 48 hours' work per week.
- In any single week up to 60 hours can be worked so long as the 48-hour average is maintained.
- Night work is limited to 10 hours per night, unless there is a workforce agreement to work longer.
- Statutory annual leave and any sick leave and/or maternity/paternity leave counts as working time.

What counts as work?

In general, any activities performed in connection with the transport operation count as work, for example, driving, loading/unloading and those checks that are the responsibility of drivers, such as checking lights, brakes, etc. There are a number of periods of time that do not count as work, for example, travelling between home and your normal place of work, lunch or other breaks and periods of availability.

Periods of availability are periods of time during which the mobile worker is not required to remain at their workstation but is required to be available for work, the foreseeable duration of which is known about in advance, for example:

- Delays at a distribution centre.
- Reporting for work then being informed that no duties are to be undertaken for a specified period.
- Accompanying a vehicle being transported, for example by train.

A period of availability can be taken at the workstation. Providing the worker has a reasonable amount of freedom (e.g. they can read and relax) for a known duration, this could satisfy the requirements of a period of availability.

Situations when a period of time should not be recorded as a period of availability:

- Hold-ups due to congestion, because the driver would be stopping and starting the vehicle.
- Frequently moving up within a queue (e.g. waiting within a queue to load or unload) every other minute.

Questions 21–27

Complete the notes below.

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

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

Working Time Regulations for Mobile Workers

These apply to people working on lorries, buses, etc.

They don't apply to 21 workers.

Maximum working hours: 60 hours a week, provided the 22 is no more than 48 hours.

Night work can be more than 10 hours with the 23 of the workers.

Work includes driving, loading and unloading, and carrying out various 24 of the vehicle.

Periods of availability include:

going on a 25 or other form of transport with a vehicle

a period at the workstation when the driver has some 26 might count as a period of availability

Periods of availability exclude:

time spent stopping and starting the vehicle when 27 causes delays

being in a queue, e.g. in order to load or unload