

Questions 35–40

Complete the summary below.

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

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

Crossing the Humber

The first ferry across the Humber started operating in 1315, and by 1800, this service had been 35 with other forms of transport. The mid-19th century saw greater 36 in the provision of services. In 1968, an attempt to establish a service across the river using 37 failed.

The Humber Bridge is a suspension bridge because the channel that ships travel along moves, and 38 supporting a bridge would obstruct it. A bridge rather than a 39 was chosen on the grounds of cost. This was also one reason why 40 was used for the towers.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

During a recent plane journey, you sat next to a businessman who owns a chain of restaurants. You talked to him and he suggested that you should contact him about a possible job in one of his restaurants.

Write a letter to this businessman. In your letter

- ***remind him when and where you met***
- ***tell him what kind of job you are interested in***
- ***say why you think you would be suitable for the job***

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:

In many places, new homes are needed, but the only space available for building them is in the countryside. Some people believe it is more important to protect the countryside and not build new homes there.

What is your opinion about this?

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Songs and singing

- Did you enjoy singing when you were younger? [Why?/Why not?]
- How often do you sing now? [Why?]
- Do you have a favourite song you like listening to? [Why?/Why not?]
- How important is singing in your culture? [Why?]

PART 2

Describe a film/movie actor from your country who is very popular.

You should say:

who this actor is
what kinds of films/movies he/she acts in
what you know about this actor's life
and explain why this actor is so popular.

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:

Watching films/movies

Example questions:

What are the most popular types of films in your country?

What is the difference between watching a film in the cinema and watching a film at home?

Do you think cinemas will close in the future?

Theatre

Example questions:

How important is the theatre in your country's history?

How strong a tradition is it today in your country to go to the theatre?

Do you think the theatre should be run as a business or as a public service?

Test 7

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

PUBLIC LIBRARY

Example

The library re-opened last month

The library now has

- a seating area with magazines
- an expanded section for books on 1
- a new section on local 2
- a community room for meetings (also possible to 3 there)
- a new section of books for 4

For younger children

- the next Science Club meeting: experiments using things from your 5
- Reading Challenge: read six books during the holidays

For adults

- this Friday: a local author talks about a novel based on a real 6
- IT support is available on Tuesdays – no 7 is necessary
- free check of blood 8 and cholesterol levels (over 60s only)

Other information

- the library shop sells wall-charts, cards and 9
- evenings and weekends: free 10 is available

SECTION 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** age groups are taking increasing numbers of holidays with BC Travel?

- A** 16–30 years
- B** 31–42 years
- C** 43–54 years
- D** 55–64 years
- E** over 65 years

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** are the main reasons given for the popularity of activity holidays?

- A** Clients make new friends.
- B** Clients learn a useful skill.
- C** Clients learn about a different culture.
- D** Clients are excited by the risk involved.
- E** Clients find them good value for money.

Questions 15–17

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

15 How does BC Travel plan to expand the painting holidays?

- A** by adding to the number of locations
- B** by increasing the range of levels
- C** by employing more teachers

16 Why are BC Travel's cooking holidays unusual?

- A** They only use organic foods.
- B** They have an international focus.
- C** They mainly involve vegetarian dishes.

17 What does the speaker say about the photography holidays?

- A** Clients receive individual tuition.
- B** The tutors are also trained guides.
- C** Advice is given on selling photographs.

Questions 18–20

Complete the table below.

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

Fitness Holidays

Location	Main focus	Other comments
Ireland and Italy	general fitness	<ul style="list-style-type: none"> personally designed programme also reduces 18
Greece	19 control	<ul style="list-style-type: none"> includes exercise on the beach
Morocco	mountain biking	<ul style="list-style-type: none"> wide variety of levels one holiday that is specially designed for 20

SECTION 3 Questions 21–30

Questions 21–26

Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 21–26.

- | | | | |
|--------------------|--------------------|-------------------|--------------------|
| A patterns | B names | C sources | D questions |
| E employees | F solutions | G headings | H officials |

STAGES IN DOING A TOURISM CASE STUDY

RESEARCH

Locate and read relevant articles, noting key information and also 21
Identify a problem or need

Select interviewees – these may be site 22 , visitors or
city 23

Prepare and carry out interviews. If possible, collect statistics.

Check whether 24 of interviewees can be used



ANALYSIS

Select relevant information and try to identify 25

Decide on the best form of visuals



WRITING THE CASE STUDY

Give some background before writing the main sections

Do NOT end with 26

Questions 27–30

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

The Horton Castle site

- 27 Natalie and Dave agree one reason why so few people visit Horton Castle is that
- A** the publicity is poor.
 - B** it is difficult to get to.
 - C** there is little there of interest.
- 28 Natalie and Dave agree that the greatest problem with a visitor centre could be
- A** covering the investment costs.
 - B** finding a big enough space for it.
 - C** dealing with planning restrictions.
- 29 What does Dave say about conditions in the town of Horton?
- A** There is a lot of unemployment.
 - B** There are few people of working age.
 - C** There are opportunities for skilled workers.
- 30 According to Natalie, one way to prevent damage to the castle site would be to
- A** insist visitors have a guide.
 - B** make visitors keep to the paths.
 - C** limit visitor numbers.

SECTION 4 Questions 31–40

Complete the notes below.

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

The effects of environmental change on birds

Mercury (Hg)

- Highly toxic
- Released into the atmosphere from coal
- In water it may be consumed by fish
- It has also recently been found to affect birds which feed on 31

Research on effects of mercury on birds

- Claire Varian-Ramos is investigating:
 - the effects on birds' 32 or mental processes, e.g. memory
 - the effects on bird song (usually learned from a bird's 33)
- Findings:
 - songs learned by birds exposed to mercury are less 34
 - this may have a negative effect on birds' 35
- Lab-based studies:
 - allow more 36 for the experimenter

Implications for humans

- Migrating birds such as 37 containing mercury may be eaten by humans
- Mercury also causes problems in learning 38
- Mercury in a mother's body from 39 may affect the unborn child
- New regulations for mercury emissions will affect everyone's energy
40

READING**SECTION 1 Questions 1–14**

Read the text below and answer Questions 1–7.

Evening Courses

A Cooking for today

These are classes for those of you who can already make basic meals by keeping strictly to a simple recipe, but who would now like to use your imagination as well. We'll learn how to make great family meals, discovering how to develop basic recipes into personal creations, with a few tricks and tips to help you become more confident.

B Entertaining the easy way

This course has plenty of ideas and tips for special occasions that you can enjoy preparing, love eating and be proud to provide. The recipes are adaptable to your needs and lifestyle, building on your current skills and aimed at developing your own cooking style.

C Cooking for the family

Keen to make better food for your kids? This course is for parents who want to learn how to make fun food with the aim of showing their kids how to cook later at home. We'll learn plenty of tasty tips for snacks and picnics, family favourites, and dishes with fresh fruit and vegetables so that you and your family can get really fit and well and enjoy your food.

D Jewellery making

This course aims to enable students to create silver jewellery. Your first project will be to make a silver ring and then you will have an opportunity to create another piece of your own design. This is an introductory course. Base metals are supplied free. Please wear suitable workshop clothing and bring a notebook and pen.

E Photography

This course will allow you to take full advantage of your digital camera. Covering portrait, landscape and still-life photography, the classes will include effective use of lenses and lighting. To really benefit from the course, learners should have time to read ahead between sessions.

F Creative writing

Come and learn how to have fun with stories and other kinds of creative writing. We will try out some new ideas and techniques for improving style and waking up the imagination. Writers who have not taken the foundation class will also be able to join, provided they already have some experience of the subject.

Questions 1–7

Look at the six advertisements for evening courses, **A–F**, on pages 59–60.

For which evening course are the following statements true?

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

NB You may use any letter more than once.

- 1 After taking this course, participants will be able to teach their skills to others.
- 2 Participants will be expected to prepare at home for each class.
- 3 Certain materials will be included in the course fee.
- 4 This course aims to teach people to prepare meals for guests.
- 5 This course will help participants to make the best use of a certain item.
- 6 This course is for people who want to do more than follow instructions.
- 7 Following this course should improve participants' health.

Test 7

Read the text on pages 62 and 63 and answer Questions 8–14.

The Bike Foundry

The Bike Foundry aims to promote cycling, and to make an environmentally-friendly means of transport and leisure available to as many people as we can.

Our Bikes

All our bikes are hand-restored by our team and come with a three months' guarantee. We stock bikes to suit different needs, at affordable prices. We gratefully accept donations of unwanted bikes.

Training

We offer maintenance and cycle training to schools and small groups on their own premises. Additionally we provide training to individuals and groups in our workshops.

Maintenance Training

Bike Basics

This is a three-hour course which will teach you everything you need to know to keep on top of simple maintenance issues like looking after brakes and gears and how to repair a puncture. By the end of the course you'll know how to take good care of your bike.

Home Mechanics

This twelve-hour course consists of teaching you how to use specialist tools and how to fit compatible replacement parts. It's aimed at those who have completed Bike Basics or have some prior knowledge.

Courses are run regularly for groups of up to four trainees. We use professional mechanics' tools and employ experienced staff. Most importantly, we have tea- and coffee-making facilities and a fridge where participants can keep their sandwiches, etc. Unfortunately our training room is up a flight of stairs.

For £10 a year you can join our Tool Club. Membership gives you access to our workshop for one evening a week. If you want to repair your bike and know how to fix it, but lack specialist tools, then join our club. There's a range of reference manuals available and a mechanic to offer advice.

Cycling Training

Our qualified instructors can teach you how to ride your bike, whether you have had prior experience or not. If you're already riding and would like to build your confidence, we can teach you safe techniques to negotiate traffic.

Booking Information

To book a place, email training@bikefoundry.org

We ask for a 50% deposit to confirm your place, refundable up to seven days before the course.

Test 7

Questions 8–14

Do the following statements agree with the information given in the text on pages 62 and 63?

In boxes 8–14 on your answer sheet, write

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

- 8 The Bike Foundry sells only second-hand bicycles.
- 9 All the training sessions are held at the Bike Foundry.
- 10 The Bike Basics course is aimed at new cyclists.
- 11 Snacks are provided for participants on the maintenance training courses.
- 12 Members of the Tool Club have access to cycle reference books.
- 13 Most of the participants on the Cycling Training courses are beginners.
- 14 People can cancel their place on a training course one week before it begins and still get their money back.

SECTION 2 Questions 15–27

Read the text on pages 65 and 66 and answer Questions 15–21.

Benefits for staff of Hamberton Hospital

Our attractive benefits package is one of the ways we acknowledge the contribution they all make in the provision of high quality patient care. Our package is extensive and varied.

As a Hamberton employee you'll enjoy both National Health Service (NHS) and locally developed schemes, providing you with a range of benefits. These include:

Financial Benefits

- opportunity to contribute to the NHS Pension Scheme – highly regarded by the independent pensions and insurance sector
- Injury Benefits Scheme
- excellent occupational sick pay and maternity leave and pay entitlements
- loans to assist with the purchase of housing for employees in the health service

Work-Life Balance

Here at Hamberton we are committed to helping all employees balance their work and home life commitments. We believe by helping people make this balance we are able to recruit, retain and motivate the most valuable asset of the NHS – our employees. We are committed to making this balance work for all employees equally, not just parents.

Over 50% of our staff work part-time in a range of flexible working options, which include:

- job sharing
- term-time-only working
- part-time working
- individually-tailored working patterns

We also support employees further through our caring and special leave arrangements.

Health

- our own occupational health department, providing a totally confidential service open to all staff during normal working hours
- a round-the-clock free and confidential counselling service
- policies supporting phased returns to work after long illnesses or injuries

Other Benefits

On-site facilities include:

- excellent food provided in our restaurant
- ample parking
- retail outlets

NHS Discounts

All NHS employees can access the NHS Discounts scheme. This allows members of staff free access to a number of discounted products and services. For example, discounts are available at many high street shops and elsewhere, including savings on toys, utility bills, days out, and much more.

Red Guava

This is a further discount benefit, which is available to employees of Hambleton. Red Guava provides discounts on holidays, for example, and can save you money in many other ways too.

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 The hospital provides benefits to show its recognition of the of staff to its work.
- 16 Financial benefits include pay for staff who are or on maternity leave.
- 17 are available for staff who wish to buy a home.
- 18 Helping staff with their work-life balance is not restricted to
- 19 The hospital has that are designed to help staff return to work after a long absence.
- 20 The facilities on hospital premises include a large area for
- 21 The cost of is reduced by using the Red Guava scheme.

Test 7

Read the text on pages 68 and 69 and answer Questions 22–27.

Performance-related pay

There are a number of reasons why your employer might introduce this type of pay scheme. They may:

- be keen to retain current staff
- want to compete for new talent
- be seeking a fairer way of distributing wages.

In order for performance-related schemes to work they should be based on clear, measurable targets agreed by both employer and employee. You will normally find out about these targets from your contract of employment and the performance appraisal meetings you have with your manager.

Short-term schemes

Short-term schemes usually offer bonus payments, or, depending on the type of work, commission on sales achieved. Payments vary and these schemes are normally used just to encourage staff to improve their own performance.

Long-term schemes

Long-term schemes offer rewards like share options, and can help to encourage loyalty to the organisation and its aims. Such schemes tend to be used as a way of retaining senior staff.

What to do if you have problems

If you don't receive bonus or commission payments which you believe you are owed, check your contract of employment or staff handbook to see how your bonus is paid. Ask your employer if you need more information.

If you think a mistake has been made, you should:

- speak to your employer to see if there has been a misunderstanding
- ask your employer to set out in writing how they have calculated your pay
- keep copies of any letters and notes of any meetings.

There are three ways that the law might cover a case of unpaid bonuses:

- breach of contract
- unlawful deductions from wages
- unlawful discrimination.

Deductions from wages / breach of contract

Any right to a bonus will normally be included in your contract of employment. It may not always be written down. It can be verbally agreed or understood to be there due to normal practice in your particular area of business.

Failure to pay a bonus or commission that you are entitled to could amount to an unlawful deduction of wages.

Discrimination

Your employer must not discriminate against particular groups of people – for example, by giving smaller bonuses to women. Ideally your employer should have some guidelines setting out the normal range of bonuses to give, and these must be followed without discriminating against any specific group.

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.

Performance-related pay

One of the reasons for introducing performance-related pay is in order to 22 existing employees

Employer and employee should agree on some 23 that can be measured

Short-term schemes: bonus or the payment of a 24 related to sales

Long-term reward schemes: generally offered to employees at a 25 level

Details of bonus payments: may be included in a contract or a handbook for staff

If you think there has been a mistake with your pay:

- discuss the issue with your employer
- keep records of any relevant 26

It is illegal for employers to discriminate against any specific group, e.g. by giving less money to 27

SECTION 3 Questions 28–40

Read the text on pages 72 to 74 and answer Questions 28–40.

Questions 28–34

The text on pages 72 to 74 has seven sections, **A–G**.

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

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

List of Headings

- i** Plans for more marine protected areas
- ii** A historical overview of one specific area
- iii** Why more has not been done to save marine creatures
- iv** What the press has missed
- v** Where biodiversity has been shown to help
- vi** Who is currently being blamed
- vii** A reason for some optimism
- viii** Various factors other than fishing

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

Marine Ecosystems

A

For some time now, the world's oceans and the people who fish them have been a constant source of bad environmental news: cod is effectively an endangered species of fish in some places now; every year thousands of dolphins are injured by fishing vessels; huge tuna farms are ruining the Mediterranean Sea.

What is more, marine biologists recently warned that our seafood is in terminal decline. According to research published in *Science* last November, stocks of all the fish and shellfish that we currently eat will collapse before 2050. Or at least, that's how the media reported it.

B

However, the scientist who led the study has said that the main conclusion of his research has been buried beneath the headlines. While the danger to our seafood supply is real enough, says Boris Worm, assistant professor of marine conservation biology at Dalhousie University, Canada, there is a more serious point: that the way in which we manage the oceans is not only threatening the survival of individual species, it's upsetting the delicate balance of marine communities and thus causing the collapse of entire ecosystems. Research has shown that the number of ecosystems where all higher forms of life are extinct, so-called dead zones, is increasing.

The point that many reports failed to highlight, says Worm, is that we have to revolutionise the way our marine resources are run, changing the focus from stocks and quotas to biodiversity and ecosystem protection. And to do that, we must change the way the debate about our marine resources is conducted in the public domain.

C

Around 7,500 years ago, shrinking glaciers and the resulting higher water levels led to the development of what's called the Wadden Sea, a 13,500-square-kilometre area of the North Sea. During the first 5,000 years or so, the sea pulsated with life. There was a high level of biodiversity on the seabed too, and the salt marshes and mud flats on the coast supported millions of birds. This continued until around 2,000 years ago, when human pressure began to affect it. Research has shown that some of the larger creatures disappeared more than 500 years ago. And by the late 19th century, populations of most of the other mammals and fish were severely reduced, leading to the collapse of several traditional fisheries.

D

What's interesting is that overfishing isn't the main agent of the decline, as we might assume. It's due to an ongoing combination of exploitation, habitat destruction and pollution. Coastal development, for example, destroys large areas of wetlands that support a range of species. Pollution fuels a process known as eutrophication, which kills certain seagrasses. Nutrients such as nitrogen and phosphorus contained in human and industrial waste promote the growth of tiny phytoplankton. This over-enrichment of the sea can ultimately lead to the collapse of the entire system through oxygen starvation.

Most marine ecosystems have an in-built capacity to deal with a certain amount of pollution because shellfish can absorb phytoplankton. But in many cases, these have been largely removed by fishing, so the effect of any nutrient-rich pollutants entering the system is increased. In a healthy system, coastal wetlands also act as filters, so their destruction causes even more pollution. These processes have been fairly well understood for a number of years.

E

What the *Science* paper has demonstrated, however, is that the decline in the health of ecosystems is greater where the number of different species is low. The population of marbled rock cod around the South Atlantic island of South Georgia, for example, still hasn't recovered after the fishing industry caused its collapse during the 1970s. By contrast, North Sea cod has withstood very heavy fishing for hundreds of years, says Worm, and although it has declined substantially, it hasn't yet collapsed completely. Worm believes that, 'to have a greater number of species makes an ecosystem more robust'. His theory is backed up by evidence from experiments into how ecosystems react to change.