



# IELTS

## GENERAL TRAINING

# 17

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## WITH ANSWERS

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AUTHENTIC PRACTICE TESTS

 WITH AUDIO



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# Introduction

## Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge University Press & Assessment. They are the perfect way to practise – EXACTLY like the real exam.

### Why are they unique?

All our authentic practice tests go through the same design process as the IELTS test. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can practise these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

### Further information

IELTS is jointly managed by the British Council, IDP: IELTS Australia and Cambridge University Press & Assessment. Further information can be found on the IELTS official website at [ielts.org](http://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 below degree level.

The test components are taken in the following order:

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

## GENERAL TRAINING TEST FORMAT

### Listening

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

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flowchart 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 (Matching Headings, Matching Features, Matching Sentence Endings, Sentence Information), matching headings, matching features, matching sentence endings, sentence

## *Introduction*

completion, summary completion, note completion, table completion, flowchart 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 at [ielts.org](http://ielts.org).

## **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 at [ielts.org](http://ielts.org).

## 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** – 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** – Did not answer the questions.

## **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 131–140. 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 examiners' comments. These sample answers will give you an insight into what is required for the Writing test.

# Test 1

## LISTENING

### PART 1 Questions 1–10

Complete the notes below.

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



Listening test audio

### Buckworth Conservation Group

#### Regular activities

##### Beach

- making sure the beach does not have 1 ..... on it
- no 2 .....

##### Nature reserve

- maintaining paths
- nesting boxes for birds installed
- next task is taking action to attract 3 ..... to the place
- identifying types of 4 .....
- building a new 5 .....

#### Forthcoming events

##### Saturday

- meet at Dunsmore Beach car park
- walk across the sands and reach the 6 .....
- take a picnic
- wear appropriate 7 .....

##### Woodwork session

- suitable for 8 ..... to participate in
- making 9 ..... out of wood
- 17th, from 10 a.m. to 3 p.m.
- cost of session (no camping): 10 £ .....

**PART 2 Questions 11–20****Questions 11–14**Choose the correct letter, **A**, **B** or **C**.

Listening test audio

**Boat trip round Tasmania**

- 11 What is the maximum number of people who can stand on each side of the boat?
- A 9  
B 15  
C 18
- 12 What colour are the tour boats?
- A dark red  
B jet black  
C light green
- 13 Which lunchbox is suitable for someone who doesn't eat meat or fish?
- A Lunchbox 1  
B Lunchbox 2  
C Lunchbox 3
- 14 What should people do with their litter?
- A take it home  
B hand it to a member of staff  
C put it in the bins provided on the boat

## Test 1

### Questions 15 and 16

Choose **TWO** letters, **A–E**.

Which **TWO** features of the lighthouse does Lou mention?

- A** why it was built
- B** who built it
- C** how long it took to build
- D** who staffed it
- E** what it was built with

### Questions 17 and 18

Choose **TWO** letters, **A–E**.

Which **TWO** types of creature might come close to the boat?

- A** sea eagles
- B** fur seals
- C** dolphins
- D** whales
- E** penguins

### Questions 19 and 20

Choose **TWO** letters, **A–E**.

Which **TWO** points does Lou make about the caves?

- A** Only large tourist boats can visit them.
- B** The entrances to them are often blocked.
- C** It is too dangerous for individuals to go near them.
- D** Someone will explain what is inside them.
- E** They cannot be reached on foot.

**PART 3 Questions 21–30****Questions 21–26***Choose the correct letter, A, B or C.*

Listening test audio

**Work experience for veterinary science students**

- 21** What problem did both Diana and Tim have when arranging their work experience?
- A making initial contact with suitable farms
  - B organising transport to and from the farm
  - C finding a placement for the required length of time
- 22** Tim was pleased to be able to help
- A a lamb that had a broken leg.
  - B a sheep that was having difficulty giving birth.
  - C a newly born lamb that was having trouble feeding.
- 23** Diana says the sheep on her farm
- A were of various different varieties.
  - B were mainly reared for their meat.
  - C had better quality wool than sheep on the hills.
- 24** What did the students learn about adding supplements to chicken feed?
- A These should only be given if specially needed.
  - B It is worth paying extra for the most effective ones.
  - C The amount given at one time should be limited.
- 25** What happened when Diana was working with dairy cows?
- A She identified some cows incorrectly.
  - B She accidentally threw some milk away.
  - C She made a mistake when storing milk.
- 26** What did both farmers mention about vets and farming?
- A Vets are failing to cope with some aspects of animal health.
  - B There needs to be a fundamental change in the training of vets.
  - C Some jobs could be done by the farmer rather than by a vet.

Questions 27–30

What opinion do the students give about each of the following modules on their veterinary science course?

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

**Opinions**

- A** Tim found this easier than expected.
- B** Tim thought this was not very clearly organised.
- C** Diana may do some further study on this.
- D** They both found the reading required for this was difficult.
- E** Tim was shocked at something he learned on this module.
- F** They were both surprised how little is known about some aspects of this.

**Modules on Veterinary Science course**

**27** Medical terminology .....

**28** Diet and nutrition .....

**29** Animal disease .....

**30** Wildlife medication .....

**PART 4 Questions 31–40***Complete the notes below.**Write ONE WORD ONLY for each answer.*

Listening test audio

## Labyrinths

### Definition

- a winding spiral path leading to a central area

### Labyrinths compared with mazes

- Mazes are a type of 31
  - 32 ..... is needed to navigate through a maze
  - the word 'maze' is derived from a word meaning a feeling of 33 .....
- Labyrinths represent a journey through life
  - they have frequently been used in 34 ..... and prayer

### Early examples of the labyrinth spiral

- Ancient carvings on 35 ..... have been found across many cultures
- The Pima, a Native American tribe, wove the symbol on baskets
- Ancient Greeks used the symbol on 36 .....

### Walking labyrinths

- The largest surviving example of a turf labyrinth once had a big 37 ..... at its centre

### Labyrinths nowadays

- Believed to have a beneficial impact on mental and physical health, e.g., walking a maze can reduce a person's 38 ..... rate
- Used in medical and health and fitness settings and also prisons
- Popular with patients, visitors and staff in hospitals
  - patients who can't walk can use 'finger labyrinths' made from 39 .....
  - research has shown that Alzheimer's sufferers experience less 40 .....

**READING**

**SECTION 1 Questions 1–14**

Read the text below and answer Questions 1–5.

## **Arriving in Singapore by plane**

### **Baggage claim**

You can refer to the flight information television screens on Level Two for the allocation of your baggage claim belt. Free trolleys are available near all baggage claim belts and our friendly porters are at your service on request. Should you require their assistance with carrying luggage, please ask at the Information Desk. You can proceed to the Lost and Found Counter for advice if you cannot find your baggage or would like to report damaged baggage.

### **Customs clearance**

Please use the Green Channel for your baggage clearance if you do not have controlled or prohibited items to declare, or have not exceeded your Duty-Free Concession. Please use the Red Channel if you have items to declare or are in doubt.

### **Hotel reservations**

You can make these at the Hotel Reservation Counter with a S\$10.00 per reservation deposit, deductible from your hotel bill at the end of your stay. These counters do not handle the transit hotels. For these, go to the Reception Desk on Level Three.

**Questions 1–5**

Which places would you go to in the following situations?

Match each statement with the correct place, A–H.

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

- 1 You find after your flight that your suitcase has split.
- 2 You want to reserve a room at a transit hotel.
- 3 You are not sure if you have bought too much in the duty-free shop.
- 4 You are not sure where to collect your luggage after your flight.
- 5 You need someone to help you with your suitcases.

**List of Places**

- A Information Desk
- B Hotel Reservation Counter
- C Lost and Found Counter
- D Red Channel
- E Green Channel
- F Level Two
- G Reception Desk
- H Baggage Claim Belt

*Read the text below and answer Questions 6–10.*

## Singapore Airport

### Goods and Services Tax (GST) relief

A 3% Goods and Services Tax (GST) is levied on the sale of all goods imported into Singapore. If you are a visitor, returning citizen or permanent resident of Singapore, you may be granted GST relief under certain conditions.

### Tax-free shopping

As a tourist or visitor, you can apply for a refund at Customs of the 3% GST on goods purchased during your stay in Singapore, provided you:

- shop at stores with the 'Tax Free Shopping' logo
- spend a minimum amount of S\$100 at any one shop, and at least S\$300 in total
- obtain a Global Refund Cheque from the place of purchase.

When collecting your refund you have several choices – cash, bank cheque, or Changi Airport Shopping Voucher, which comes with an additional 10% in value.

*Please note that a handling fee will be deducted from the GST amount for the refund service.*

**Questions 6–10**

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

In boxes 6–10 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 Everyone is obliged to pay 3% tax on goods they bring into Singapore.
- 7 You can only reclaim tax on purchases made in certain shops.
- 8 If you have spent a total of S\$150 on your purchases, you can get a tax refund.
- 9 You have to reclaim your tax within a certain amount of time.
- 10 You will be charged a certain amount for administration when you get the tax back.

Read the text below and answer Questions 11–14.

## Singapore Guide

### A walk around the Orchard Road district

The route begins just opposite the Orchard MRT station at the Singapore Marriott Hotel. This eye-catching landmark has a distinctive Chinese-styled green roof and red pillars.

In 1958 a former lace-pedlar, C. K. Tang, foresaw that the area could become a bustling shopping centre, since residents in the neighbouring Tanglin district had to pass en route to work at the commercial centre, Raffles Place. So with roof tiles brought in from his hometown in the Swatow province of China, Tang built a department store on what was then a cheap, isolated plot of land. The plot faced a cemetery, which is considered a bad omen in Chinese culture. His foresight paid off. Today, Tangs is one of Singapore's most prominent and recognised home-grown department stores, proudly showcasing local fashion and household products. Even when the original building was torn down in 1982 to give way to the present superstore and skyscraper hotel, it retained its unique Chinese architecture.

From the foyer at Tangs, turn left to Lucky Plaza. One of the oldest along Orchard Road, this mall is a perennial favourite with shoppers. Be amazed by the staggering array of cosmetics, jewellery, leather goods and hi-fi equipment. Prices, though, are not always fixed, so bring along a good set of bargaining skills.

Coming out of Lucky Plaza, continue along Orchard Road and enter the Paragon Shopping Centre. Apart from a wide range of shops and restaurants, there is also a Singapore Airlines Service Centre to facilitate bookings and offer information to tourists. Also available are a number of computer terminals for self-booking. Check out the life-sized sculptures by a well-known Taiwanese sculptor, Sun Yu-li, outside the shopping centre. These were inspired by depictions of life in rock paintings dating back 20,000 years ago in Inner Mongolia.

Questions 11–14

Complete the sentences below.

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

Write your answers in boxes 11–14 on your answer sheet.

- 11 The Singapore Marriott Hotel is described as an .....
- 12 The land that Tang bought was located opposite a .....
- 13 The ..... of the new Tang building is very similar to that of the original building.
- 14 Access to several ..... at the Singapore Airlines Service Centre means that you don't need to wait for assistance.

## SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

### Writing a personal CV that will attract employers

You are unique. No-one has the same behavioural make-up that you have. Likewise, everyone's career history is also unique. Why is it then that a great many CVs are mostly descriptions of past jobs or standard CV templates and give away very little about the individual behind the CV? It's almost as if the majority of job seekers are afraid to let their own personality shine through.

Perhaps in a corporate world where everyone feels they have to have the same professional image – dress in dark, formal suits, for example – the same is subconsciously felt to be true for CV writing. But there's a difficulty here: you want your CV to stand out and yet at the same time are afraid of saying anything that might make you stand out? The problem with the above thinking is painfully clear. Your CV will be dull; and likely to be swiftly passed over by an employer. Surely it is much better to be brave? To define your personal brand, as marketers might say. This isn't about making unsupportable statements: it's about choosing words that describe the qualities that drive your success. In short, what makes you good at your job.

Writing about oneself can sometimes be difficult. It involves the ability to see yourself from different people's viewpoints. Working with a professional CV writer is one way to achieve that and to present your character positively within a CV. Asking a colleague that you trust is also a good way to find out how others see your strengths.

Try not to use classic recruitment clichés. Everyone says they have great 'communication' or 'organisational' skills. This gets ignored by recruiters. So, instead think carefully about who you are and what you bring and then try to describe yourself. In that way you give recruiters something original to engage with, something that grabs their attention.

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 Many job applicants do not dare to reveal in a CV what their real ..... is.
- 16 If applicants do not include what makes them distinctive, their CVs are likely to appear ..... to the reader.
- 17 Applicants need to find ways to define the ..... that make them do well in their work.
- 18 It can be helpful for applicants to try to base a consideration of themselves on the ..... of others.
- 19 Requesting the input of a dependable ..... can help an applicant work out their own good points.
- 20 It is best to avoid the ..... used by many applicants when describing themselves in a CV.

*Read the text below and answer Questions 21–27.*

## **The value of being organised at work**

Being organised is one of the most effective skills a businessperson can acquire because when we're organised, we think more clearly. We're in tune with our targets and know how to reach them. Here are my top tips to bring order to your business life:

### **Organise your workspace**

Don't underestimate time lost or stress caused from an inefficient working environment. To restore order:

- Cut down documents and stationery to the bare essentials. Be ruthless and remove anything that doesn't directly serve a function in your day-to-day activity. One or two carefully selected photos to make your desk feel like home are fine, but avoid too many.
- Create locations where you will keep all your work materials to make retrieval easy. Do this logically based on where you tend to use the items; for example, store spare copy paper near the printer. Move outside your immediate reach anything you use infrequently. Always return items once you have used them so they'll be where you expect them next time.
- Frustration ensues when you're searching for a client proposal, but it's buried among random papers. Eliminate desktop chaos by using trays, magazine files, or whatever you fancy and add clear labels such as 'In', 'Out', 'For Action', 'Current Projects' or other relevant categories.
- Be brutally honest about what you must keep. Studies suggest that 80% of what we file is never accessed again. Ask: do I know of a tax or legal requirement for retaining it? Why would this be important to me in future? Avoid 'miscellaneous' as a category – you won't remember what's in there.

### **Effective planning**

Plan your work; work your plan. Time spent planning saves untold hours in execution. Implementing regular planning strategies will sharpen your focus, thereby keeping you on track with your work.

Start planning today for tomorrow. Near the close of each work day, implement a 10- to 15-minute routine to wrap up loose ends and prioritise key tasks. A good plan for tomorrow allows you to clear your head and enjoy your evening.

Once a week, ring-fence a 60- to 90-minute appointment with yourself for larger scale planning. Use the time to do research or any of the thinking that normally takes a back seat.

## 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.

### How to become more organised at work

#### Maintaining order in the work area involves

- keeping the minimum amount of necessary 21 ..... and paperwork
- restricting the number of personal 22 ..... on the work surface
- deciding on sensible 23 ..... for things that are needed regularly or hardly ever
- placing containers on the desk identified by 24 ..... to organise on-going paperwork
- storing documents if there is an official 25 ..... to do so

#### Planning ahead is important because

- in general, it will improve the employee's 26 ..... on work
- thinking about the next day's work ensures important 27 ..... are given due attention

## SECTION 3 Questions 28–40

Read the text on pages 27 and 28 and answer Questions 28–40.

### Questions 28–32

The text on pages 27 and 28 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 A controversy over two versions of an invention
- ii The need to mine deeper for good quality coal
- iii Growing awareness of the need to improve conditions for miners
- iv A new danger caused by developments in mining
- v The impact of poor air quality in mines on miners' health
- vi Early attempts to provide lighting without flames
- vii A demand by miners for new technology
- viii A person whose work never received full recognition

28 Section A

29 Section B

30 Section C

31 Section D

32 Section E

## A significant development in mining safety

- A** Coal has been used as a source of fuel for over 5,000 years, but for most of that time it was probably gathered from places where it was exposed on the surface of the ground. It is possible that the Romans undertook some mining, but coal mines across Europe largely date from the 13th century. Thereafter coal production increased steadily and it gradually replaced charcoal and wood as a source of heat and energy.

Initially, coal mines were fairly shallow, but they quickly reached the point where artificial lighting was necessary. At first the lights used would have been no different from those used domestically – candles and simple oil lamps. But as coal mines became deeper, miners encountered a new and terrible problem – firedamp. This was a natural gas, principally consisting of methane, that exploded on contact with a naked flame. The first known major firedamp explosion, which killed 99 people, took place in Belgium in 1514 and as new technology was used to mine at increasingly deep levels, the problem got worse.

- B** The simplest solution was to improve the ventilation of the mine. Many mines had only one shaft leading from the surface down to the working area below. Ventilation could be improved to some extent by dividing this into a downcast (bringing in fresh air) and an upcast (returning foul air and firedamp to the surface).

But what was really needed was a safe lamp that could not ignite firedamp. The earliest forms of safety lighting sought to produce light without using a naked flame. One early method tried to utilise the fact that skins removed from decaying fish contain the element phosphorus, which emits light in the form of phosphorescence. Unfortunately, this phosphorus is highly toxic, flammable and can self-ignite – hardly desirable properties in a safety light.

An alternative was a device invented in about 1750, consisting of a flint which struck against a piece of iron when a handle was turned, creating a shower of sparks which lit up the surrounding area. These were believed to be too cool to ignite firedamp. This device had major drawbacks – extra manpower had to be used to operate it continuously, and it also required regular maintenance and replacement. But worst of all, it was not in fact safe, and numerous accidents were caused when the sparks ignited firedamp. Nonetheless, it was considered to be the least dangerous form of lighting at the time.

- C** By about 1810 the problem was becoming acute, and in some cases there was no alternative to working in the dark. Some mines were being forced to stop production, with serious economic consequences for the mine owners and local communities. The general response, however, was to keep going and reluctantly accept the inevitable deaths from ignition of firedamp as a regrettable, but not especially remarkable, consequence of coal mining.

The miners themselves could do little – they were largely illiterate, and depended on the mine owners for a livelihood. However, the clerical, medical and legal professions were beginning to take notice. After 92 men and boys were killed in 1812 by an explosion at Felling Colliery in northern England, several professional people took action and a society was set up to raise funds for the discovery of new methods of lighting and ventilating mines. The first report of the society stated, 'It is to scientific men only that we must look up for assistance in providing a cheap and effectual remedy.'

- D As the leading chemist of the day, and an expert on gases, Sir Humphrey Davy was a natural choice from whom to seek help, and he was approached by the society in 1815. The general belief nowadays is that he was the inventor of the first miners' safety lamp, in which the flame was enclosed by a mesh screen containing very small holes. Air could enter the lamp through the holes, but they were too small to allow the flame of the lamp to pass through them and ignite any firedamp present in the mine tunnels. Davy presented a paper describing the lamp in November 1815, and it was trialled in January 1816. However, a few weeks prior to Davy's presentation, an engineer called George Stephenson had independently designed and demonstrated a lamp based on the same scientific principles. After much discussion and argument, he was eventually recognised as deserving equal credit for the discovery, but the time needed for this recognition to be given meant that the miners' safety lamp had already been called the 'Davy lamp', and it is still called that today.
- E But in fact, the real inventor of the safety lamp was a man called Dr William Reid Clanny, who in 1813 had been awarded a silver medal by the Royal Society of Arts, Manufacturers and Commerce for his own version of a safety lamp. Clanny's first lamp did not fulfil the needs of the ordinary working miner as it was rather heavy and cumbersome. But rather than seeking to glory in his achievement, he recognised its deficiencies and continued to work to improve it, as well as sharing his knowledge with others. George Stephenson acknowledged a debt to Clanny's research, and Humphrey Davy visited him in 1815 shortly before completing the design for his own safety lamp but to this day Dr Clanny remains a forgotten hero.

**Questions 33–36**

Complete the summary below.

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

Write your answers in boxes 33–36 on your answer sheet.

### The problem of providing artificial lighting in coal mines

Coal mines in Europe only really developed from the 13th century. As they became deeper, the methods used for lighting them created a serious risk of

33 ..... due to the presence of firedamp. One solution was to improve ventilation by separating the 34 ..... into two parts. However, better lighting was also needed. One suggestion was to use a chemical found in the skins of fish, but this was found to be unsafe. Another possibility was a device which created 35 ..... , as it was believed these would not ignite the gas. However, this required additional 36 ..... as well as maintenance and replacement, and it was also unsafe.

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 What does the writer say about mine owners in 1810?

- A** Most of them disregarded safety issues.
- B** They were criticised for conditions in the mines.
- C** Most of them used unfair pressure to keep mines open.
- D** They were unaware of how dangerous the mines were.

38 According to the writer, what was the significance of the explosion at Felling Colliery in 1812?

- A** It led to increased legal protection for miners.
- B** It led to a change in public attitudes to mining safety.
- C** It demonstrated the lack of concern of certain groups towards the miners.
- D** It started a movement to give miners proper training in safety procedures.

39 The lamp presented by Davy was safer than previous methods of lighting because its flame

- A** could not remain alight for a long time.
- B** did not get large enough to ignite the firedamp.
- C** did not have any contact with the air.
- D** could not pass beyond the mesh screen.

40 What does the writer say about Davy and Stephenson?

- A** Davy refused to accept Stephenson's work as it had not been fully trialled.
- B** Davy insisted on the safety lamp being named after him rather than Stephenson.
- C** Stephenson claimed Davy's work was based on false principles.
- D** Stephenson produced a working example of a safety lamp before Davy.

## WRITING

### WRITING TASK 1

You should spend about 20 minutes on this task.

**Your English-speaking friend who lives in your town has asked for your advice about learning a new sport.**

**Write an email to your friend. In your email**

- **recommend a new sport that would be suitable for your friend to learn**
- **explain how your friend could learn this sport**
- **suggest that you both learn this sport together.**

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 the future, people may no longer be able to pay for things in shops using cash. All payments may have to be made by card or using phones.***

***Do you think this will happen one day?***

***Why do you think some people might not be happy to give up using cash?***

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

##### History

- What did you study in history lessons when you were at school?
- Did you enjoy studying history at school? [Why/Why not?]
- How often do you watch TV programmes about history now? [Why/Why not?]
- What period in history would you like to learn more about? [Why?]



Example Speaking test video

### PART 2

**Describe the neighbourhood you lived in when you were a child.**

**You should say:**

where in your town/city the neighbourhood was  
what kind of people lived there  
what it was like to live in this neighbourhood  
and explain whether you would like to live in this neighbourhood in the future.

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:*

##### Neighbours

*Example questions:*

What sort of things can neighbours do to help each other?

How well do people generally know their neighbours in your country?

How important do you think it is to have good neighbours?

##### Facilities in cities

*Example questions:*

Which facilities are most important to people living in cities?

How does shopping in small local shops differ from shopping in large city centre shops?

Do you think that children should always go to the school nearest to where they live?

# Test 2

## LISTENING

### PART 1 Questions 1–10

Questions 1–7

Complete the notes below.



Listening test audio

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

### Opportunities for voluntary work in Southoe village

#### Library

- Help with 1 ..... books (times to be arranged)
- Help needed to keep 2 ..... of books up to date
- Library is in the 3 ..... Room in the village hall

#### Lunch club

- Help by providing 4 .....
- Help with hobbies such as 5 .....

#### Help for individuals needed next week

- Taking Mrs Carroll to 6 .....
- Work in the 7 ..... at Mr Selsbury's house

Questions 8–10

Complete the table below.

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

Village social events			
Date	Event	Location	Help needed
19 Oct	8 .....	Village hall	providing refreshments
18 Nov	dance	Village hall	checking 9 .....
31 Dec	New Year's Eve party	Mountfort Hotel	designing the 10 .....

**PART 2 Questions 11–20**

**Questions 11–14**

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



Listening test audio

**Oniton Hall**

- 11 Many past owners made changes to  
A the gardens.  
B the house.  
C the farm.
- 12 Sir Edward Downes built Oniton Hall because he wanted  
A a place for discussing politics.  
B a place to display his wealth.  
C a place for artists and writers.
- 13 Visitors can learn about the work of servants in the past from  
A audio guides.  
B photographs.  
C people in costume.
- 14 What is new for children at Oniton Hall?  
A clothes for dressing up  
B mini tractors  
C the adventure playground

Questions 15–20

Which activity is offered at each of the following locations on the farm?

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

**Activities**

- A** shopping
- B** watching cows being milked
- C** seeing old farming equipment
- D** eating and drinking
- E** starting a trip
- F** seeing rare breeds of animals
- G** helping to look after animals
- H** using farming tools

**Locations on the farm**

- 15** dairy .....
- 16** large barn .....
- 17** small barn .....
- 18** stables .....
- 19** shed .....
- 20** parkland .....

**PART 3 Questions 21–30****Questions 21 and 22****Choose TWO letters, A–E.****Listening test audio**

Which **TWO** things do the students agree they need to include in their reviews of *Romeo and Juliet*?

- A** analysis of the text
- B** a summary of the plot
- C** a description of the theatre
- D** a personal reaction
- E** a reference to particular scenes

**Questions 23–27**

Which opinion do the speakers give about each of the following aspects of The Emporium's production of *Romeo and Juliet*?

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

**Opinions**

- A** They both expected this to be more traditional.
- B** They both thought this was original.
- C** They agree this created the right atmosphere.
- D** They agree this was a major strength.
- E** They were both disappointed by this.
- F** They disagree about why this was an issue.
- G** They disagree about how this could be improved.

**Aspects of the production**

- |                                |       |
|--------------------------------|-------|
| <b>23</b> the set              | ..... |
| <b>24</b> the lighting         | ..... |
| <b>25</b> the costume design   | ..... |
| <b>26</b> the music            | ..... |
| <b>27</b> the actors' delivery | ..... |

## Test 2

### Questions 28–30

Choose the correct letter, A, B or C.

- 28 The students think the story of *Romeo and Juliet* is still relevant for young people today because
- A it illustrates how easily conflict can start.
  - B it deals with problems that families experience.
  - C it teaches them about relationships.
- 29 The students found watching *Romeo and Juliet* in another language
- A frustrating.
  - B demanding.
  - C moving.
- 30 Why do the students think Shakespeare's plays have such international appeal?
- A The stories are exciting.
  - B There are recognisable characters.
  - C They can be interpreted in many ways.

**PART 4 Questions 31–40**

Complete the notes below.

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



Listening test audio

## The impact of digital technology on the Icelandic language

### The Icelandic language

- has approximately 31 ..... speakers
- has a 32 ..... that is still growing
- has not changed a lot over the last thousand years
- has its own words for computer-based concepts, such as web browser and 33 .....

### Young speakers

- are big users of digital technology, such as 34 .....
- are becoming 35 ..... very quickly
- are having discussions using only English while they are in the 36 ..... at school
- are better able to identify the content of a 37 ..... in English than Icelandic

### Technology and internet companies

- write very little in Icelandic because of the small number of speakers and because of how complicated its 38 ..... is

### The Icelandic government

- has set up a fund to support the production of more digital content in the language
- believes that Icelandic has a secure future
- is worried that young Icelanders may lose their 39 ..... as Icelanders
- is worried about the consequences of children not being 40 ..... in either Icelandic or English

**READING****SECTION 1      Questions 1–14**

*Read the text below and answer Questions 1–5.*

## **Want to rent a property?**

*Here is a brief description of some rental property agencies to choose from*

**A Aynho Properties**

With over 50 years' experience, we offer a comprehensive sales and lettings service. Our firm has been based in Shipton Street since its foundation and so we have a thorough knowledge of the surrounding neighbourhood. Our staff make every effort to match clients' needs to an appropriate property, whether you are looking to rent an apartment, a bungalow or a house.

**B Danesdale Agency**

As soon as you walk in our door, we will make every effort to find the right flat for you to rent. Everything we do is based on good practice – you supply written references and pay the rent on time, and in return we'll visit the property every four months to ensure it is maintained and that any necessary repairs are done.

**C Jakesford Properties**

As a family-run business with over 20 years' experience in the property market, we pride ourselves on treating every client with kindness and consideration. The landlords on our books have been selected with great care so that you can be sure they will look after your interests. Thousands of customers from all over the world have written to us to express their appreciation for the service we have offered them.

**D Kasama Letting**

Our highly experienced team works hard to provide peace of mind for both tenants and landlords. James Kettering, our customer liaison officer, is always at the end of the phone to answer any queries you may have. We also have an administration officer, who deals with contracts, rents and personal queries.

**E Leftfield Letting**

While the main objective of some letting agents is to get as much money as possible for their properties, we aim to secure a fair deal for tenants and a trouble-free service for landlords. We use modern marketing techniques that include price comparisons for similar properties with other agencies in the area so that you can make a fully informed decision.

*Questions 1–5*

*Look at the five descriptions of rental property agencies, A–E, on page 40.*

*For which agency are the following statements true?*

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

- 1 The agency expects customers to provide letters of recommendation.
- 2 The agency provides certain information on properties held by its competitors.
- 3 The agency began business in its present location.
- 4 Employees have specific roles at the agency.
- 5 The agency carefully chooses the property owners that it works with.

Read the text below and answer Questions 6–14.

## Cycle lights

### *What are the legal requirements?*

You must have approved front and rear lights that are lit, clean and working properly when cycling between sunset and sunrise. It's no defence to say that it was past sunset but not yet dark. The legal lighting obligations for cyclists are determined by sunset and sunrise times – not the 'hours of darkness', which start 30 minutes after the former, end 30 minutes before the latter and dictate when motorists must switch from sidelights to headlights.

Cycling UK's guide to cycling regulations explains the Road Vehicles Lighting Regulations in detail, but in summary you need a white light at the front and a red light at the rear, visible from the front and rear respectively and fixed to your bike. A light obscured by a saddlebag isn't legal and neither is a torch on your head, though there's nothing to stop you using a head-torch as an additional light.

The regulations also now allow flashing lights, provided they flash between 60 and 240 times per minute. The legal requirements for reflectors include a red rear reflector and four amber pedal reflectors, one at the front and rear of each pedal. Common sense might suggest that a reflective heel strip or ankle band could replace an amber pedal reflector, but unfortunately these do not meet the legal requirements. This is an annoying problem for riders who use bikes where the feet are attached to the pedals and cannot slip. These pedals are not designed with enough space to accommodate reflectors and make this an area of legislation in need of change.

Unlike with other vehicles, lights are not a legal requirement for cyclists when there is seriously reduced visibility during the daytime, although we wouldn't recommend cycling through dense fog without lighting up.

Questions 6–14

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

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 It is illegal to cycle after sunset without bike lights.
- 7 Front and rear lights can be attached to the rider.
- 8 A torch worn on a cyclist's head must be white.
- 9 There are some legal restrictions on flashing lights.
- 10 Reflectors are most commonly available in packs of four.
- 11 Reflective heel strips are allowed instead of pedal reflectors.
- 12 The law concerning the design of pedals is unsatisfactory.
- 13 Cycling during the daytime is safer than cycling at night.
- 14 It is against the law to cycle in daytime fog without lights.

## SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

### Maintaining a safe environment for employees working on computers

*Under health and safety law, you must ensure that the working environment meets certain minimum requirements*

#### Workstation furniture

The work desk or work surface should be big enough to allow the user to arrange the screen, keyboard and documents, etc. in a flexible way. It should be stable and positioned so that it's comfortable when an employee uses a document holder, but also big enough to let the user work comfortably and to alter their position.

#### The working environment

You need to assess noise levels. The equipment shouldn't be so noisy that it distracts the user. If you can't use quieter equipment, consider soundproofing or moving the equipment. You could use partitions between noisy equipment and the rest of the workstation as an alternative.

Lighting is also an important consideration. Surrounding windows must have curtains or blinds which users can adjust to prevent reflected glare. If needed, provide users with lighting appropriate to their tasks and particular workstation. Users should have control over their lighting to prevent reflected glare.

Temperature-wise, the equipment should not give out so much heat that the user becomes uncomfortable, so monitor this. It's also important that you maintain ventilation, and you control humidity so that it is at a level which keeps the user comfortable.

#### Task design and rest breaks

Good design of the task can be as important as the right choice of furniture and equipment. Whenever possible you should design jobs so that employees have a mix of activities and some control over which tasks they perform and when. You should match staffing levels to workload so that individuals are neither overworked nor underworked and give employees some say in the way work is carried out and the planning that goes into it.

An employee's need for rest breaks will vary depending on the type of work they are doing and how intensely they are working. As a general rule, however, short, frequent breaks are better than longer, less frequent ones. A 5–10-minute break after 50–60 minutes' work is better than a 15–20-minute break after two hours. The employee should, at times, have a choice over when to take breaks and they should be encouraged to do non-work activities during their break, ideally away from the workstation.

**Questions 15–20**

Complete the notes below.

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

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

**Furniture**

Desk size should facilitate

- the flexible arrangement of computer items
- the easy use of a holder for documents
- change in the user's 15 .....

**Environment**

Employers should

- move, soundproof, or separate noisy equipment using  
16 .....
- reduce glare from nearby 17 ..... e.g., using  
adjustable blinds
- provide suitable lighting
- ensure a comfortable temperature
  - check 18 ..... from equipment
  - check air flow and quality in working area

**Tasks and breaks**

Employees should have

- a variety of tasks to choose from
- a fair workload
- An input into task achievement and 19 .....
- regular, short breaks, at times of their own 20 .....
- breaks not located at their workstation

Read the text below and answer Questions 21–27.

## Using portable ladders

*Workers use portable ladders for a variety of jobs outside, such as first- and second-floor window cleaning and building repairs*

Employers need to oversee all ladders that are owned by their company. Detailed visual inspections should be carried out on a regular basis, and they should have an up-to-date record of these. Before starting a job, employers are also responsible for ensuring any ladder is the right length to meet the needs of the task; reaching out from the very top of a ladder is highly dangerous. Once you get a ladder, you, as user of the ladder, should conduct a pre-use check each working day. Conducting pre-use checks should have been part of your training and should be done in accordance with the manufacturer's guidelines. When doing a check, it is important to focus on the steps and make sure they are not loose as this could cause an accident. Similarly, a cracked joint in the ladder could cause it to fail.

Almost all falls from ladders happen because the ladder moves unexpectedly. The key factor in preventing falls from ladders is to ensure your ladder is stable whilst being used. First, make sure that you choose level ground on which to set up your ladder. There are specially designed tools you can use to ensure this – don't just use a piece of wood. Second, check the ground surface is dirt-free and solid, so the feet can grip and the ladder doesn't sink.

Before you go up your ladder, look at the surrounding environment. Make sure the ladder cannot be struck by vehicles. If necessary, safeguard the area by placing red and white cones around it. Ensure it will not be pushed over by other hazards such as opening doors. Doors and windows may need to be secured where possible. Finally, think about the hazards to the general public and make sure they cannot walk underneath it or get too near to it. A 'danger' sign at the base is often the best way of doing this.

To secure the ladder, tie it to a suitable point, such as a window or railing, making sure both sides are attached. Where this is not practical, secure it to the wall near the base of the ladder with ties; avoid using blocks to wedge the ladder in place as they can easily move.

**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.

### **Safe ladder use**

- 21 Employers should keep a ..... of ladder safety inspections.
- 22 Employers should check the ..... of a ladder is suitable for the job.
- 23 The ..... and joints of the ladder need particularly close inspection.
- 24 Make sure the ..... of the ladder are resting on a clean, hard surface.
- 25 Protect the ladder from vehicles by using .....
- 26 Use a ..... to keep people away from the ladder.
- 27 Keep the ladder in place using ties, rather than .....

**SECTION 3 Questions 28–40**

Read the text below and answer Questions 28–40.

### The story of the Fosbury Flop

- A** On October 20, 1968, a 21-year-old university student from the USA called Dick Fosbury completely transformed the sport of high jumping with a gold-medal and Olympic-record jump of 2.24 meters at the Mexico City games. Fosbury accomplished this fabulous feat by sailing over the crossbar head first and backward! As colorfully described that day by the *Los Angeles Times*, "Fosbury goes over the bar like a guy being pushed out of a 30-story window."
- B** At first, when asked about how this unorthodox manoeuvre originated, Fosbury would joke with sportswriters, informing some that, because of his university background in physics and engineering, he had initially designed the Flop on paper, and telling others that he had accidentally discovered this technique when he once tripped and fell backward on his take-off. However, in later interviews, Fosbury revealed that the technique actually unfolded over many years and involved countless trials and errors. "It was simply a natural technique that evolved," he said. "I never thought about how to change it, and I'm sure my coach was going crazy because it kept evolving. I didn't know anyone else in the world would be able to use it."
- C** Fosbury explained that when he first learned to high jump at the age of 10 or 11, he tried jumping with the "scissors" style. He said, "I used that style until I went into high school, where my coach explained that I was never going to get anywhere with that technique. He started me with the 'belly roll' technique. However, I was really lousy with that style. I expressed my frustration to coach and he said that if I really wanted, I could still use the 'scissors.'"

So, in his next competition, Fosbury went back to the "scissors" style. He explained: "As the bar was raised each time, I began to lift my hips up and my shoulders went back in reaction to that. At the end of the competition, I had improved my best by 15 cm to 1 m 78 and even placed third! The next two years in high school with my curved approach, I began to lead with my shoulder and eventually was going over head first like today's Floppers."

- D** In this way, the Flop evolved, not from design, but from a trial-and-error process which combined repeated effort with the biomechanics of Fosbury's gangling 1 m 93 physique. *Sports Illustrated* writer Richard Hoffer wrote: "It was on-site engineering, his body and mind working together, making reflexive adjustments with only one goal, getting over the bar." Hoffer explained that although Fosbury's arms and legs seemed to be all over the place, those movements that served to get him a centimeter higher were retained, while the others were gradually eliminated as the technique evolved.

**E** What did Fosbury think of the seeming awkwardness of his Flop? "I believe that the Flop was a natural style," he said, "And I was just the first to find it. I can say that because the Canadian jumper Debbie Brill was a few years younger than I was and also developed the same technique, only a few years after me and without ever having seen me."

A striking coincidence? Yes, indeed. But, perhaps not as striking as the fact that a high school student called Bruce Quande was photographed on May 24, 1963 flopping backward over the crossbar. This was the same month that Fosbury recalls having flopped for the first time in the competition when he was at high school!

**F** But completing the Flop successfully was only half the battle; the return to earth still had to be negotiated. Few would even consider such an experiment knowing they'd have to land on their necks. When Fosbury was jumping in high school, he had to land in pits which were filled with wood chips, sawdust, or sand. On one occasion, Fosbury hit his head on the wooden border of the pit. Another time he landed totally out of the pit, flat on his back, knocking the wind out of him. The next year, Fosbury's high school became the first in the region to install foam rubber in its high jump pit, thereby cushioning the jumper's fall and encouraging the use of the potentially dangerous Flop. The Fosbury Flop and cushioned landing areas thus appear to have co-evolved.

**G** Fosbury explains how he came to name the Flop. "I'm very proud that I received the naming rights. But the term by which the style is known did not appear overnight. To tell the truth, the first time that I was interviewed and asked 'What do you call this?' I used my engineering analytical side and I referred to it as a 'back lay-out.' It was not interesting, and the journalist didn't even write it down. I noted this. The next time that I was interviewed, that's when I said: 'Well, at home in my town they call it the Fosbury Flop' – and everyone wrote it down. I was the first one to call it that, but it came from a caption on a newspaper photo that said: 'Fosbury flops over bar.' The context was that our town was on a river, very popular for fishing, an hour from the Pacific Ocean. And when you land a fish on the bank, it's flopping. That's the action, and so it's a good description by a journalist, and I remembered it."

Questions 28–32

The text on pages 48 and 49 has seven sections, A–G.

Which section mentions the following?

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

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

- 28 a suggestion that Fosbury should change his way of jumping
- 29 a reference to an opportunity offered to Fosbury that made him feel honoured
- 30 a reference to the fact that Fosbury was a very influential high jumper
- 31 conflicting explanations given by Fosbury for the way the idea for the Fosbury Flop began
- 32 a reference to a time when Fosbury was dissatisfied with his athletic performance

## Questions 33–36

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

Write the correct letter in boxes 33–36 on your answer sheet.

33 When interviewed about his development of the Fosbury Flop, Dick Fosbury

- A always insisted that he had carefully designed it on scientific principles.
- B said he wanted to develop a technique that only he could use.
- C claimed it was inspired by an injury he suffered while making a jump.
- D stated that it had been done gradually without any overall plan.

34 Fosbury achieved a sudden improvement in the height he could jump when he

- A started to adapt the 'scissors' technique.
- B became much more determined to win competitions.
- C decided to abandon the 'scissors' technique.
- D found a new way of using the 'belly roll' style.

35 When describing the way that Fosbury's jump evolved, Richard Hoffer stressed that

- A Fosbury's height slowed down his progress.
- B the process was more controlled than it appeared.
- C Fosbury was not really aware of his own technique.
- D the process included specialist input from engineers.

36 Fosbury defended his idea that his style of jumping was 'natural' by pointing out that

- A it was achievable by younger jumpers.
- B it was copied successfully by other athletes.
- C it was achievable without any special training.
- D it was independently discovered by other athletes.

Questions 37–40

Complete the summary below.

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

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

### How the Fosbury Flop got its name

When first interviewed, Fosbury called his jumping style a

37 ..... , but he realised that this had not made an impression on the 38 ..... . In his next interview, he used a name taken from the description given to a newspaper photo – and this was the name that everyone noted. He says the name was appropriate because his town is near a  
39 ..... and a 40 ..... does a similar type of 'flopping' movement when brought to land.

## WRITING

### WRITING TASK 1

You should spend about 20 minutes on this task.

**The parents of your Australian friend Chris have invited you to a surprise birthday party for him/her.**

**Write a letter to Chris's parents. In your letter**

- say why you think Chris will enjoy the surprise party**
- explain why you won't be able to attend the party**
- give details of a plan to see Chris at a different time.**

Write at least 150 words.

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

Begin your letter as follows:

**Dear Mr and Mrs Collins,**

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***In some countries, more and more people are hiring a personal fitness trainer, rather than playing sports or doing exercise classes.***

***What are the reasons for this?***

***Is this a positive or a negative development?***

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

##### Reading

- Did you have a favourite book when you were a child? [Why/Why not?]
- How much reading do you do for your work/studies? [Why/Why not?]
- What kinds of books do you read for pleasure? [Why/Why not?]
- Do you prefer to read a newspaper or a magazine online, or to buy a copy? [Why?]

### PART 2

**Describe a big city you would like to visit.**

**You should say:**

which big city you would like to visit  
how you would travel there  
what you would do there

and explain why you would like to visit this big city.

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:*

##### **Visiting cities on holiday**

###### *Example questions:*

What are the most interesting things to do while visiting cities on holiday?

Why can it be expensive to visit cities on holiday?

Do you think it is better to visit cities alone or in a group with friends?

##### **The growth of cities**

###### *Example questions:*

Why have cities increased in size in recent years?

What are the challenges created by ever-growing cities?

In what ways do you think cities of the future will be different to cities today?

# Test 3

## LISTENING

### PART 1 Questions 1–10

Complete the notes below.

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



Listening test audio

### Advice on surfing holidays

#### Jack's advice

- Recommends surfing for 1 ..... holidays in the summer
- Need to be quite 2 .....

#### Irish surfing locations

- County Clare
  - Lahinch has some good quality 3 ..... and surf schools
  - There are famous cliffs nearby
- County Mayo
  - Good surf school at 4 ..... beach
  - Surf camp lasts for one 5 .....
  - Can also explore the local 6 ..... by kayak

#### Weather

- Best month to go: 7 .....
- Average temperature in summer: approx. 8 ..... degrees

#### Costs

- Equipment
  - Wetsuit and surfboard: 9 ..... euros per day
  - Also advisable to hire 10 ..... for warmth

**PART 2 Questions 11–20**

Questions 11 and 12

Choose **TWO** letters, **A–E**.Which **TWO** facts are given about the school's extended hours childcare service?

- A** It started recently.
- B** More children attend after school than before school.
- C** An average of 50 children attend in the mornings.
- D** A child cannot attend both the before and after school sessions.
- E** The maximum number of children who can attend is 70.

Questions 13–15

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

13 How much does childcare cost for a complete afternoon session per child?

- A** £3.50
- B** £5.70
- C** £7.20

14 What does the manager say about food?

- A** Children with allergies should bring their own food.
- B** Children may bring healthy snacks with them.
- C** Children are given a proper meal at 5 p.m.

15 What is different about arrangements in the school holidays?

- A** Children from other schools can attend.
- B** Older children can attend.
- C** A greater number of children can attend.

Questions 16–20

What information is given about each of the following activities on offer?

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

Information

- A** has limited availability
- B** is no longer available
- C** is for over 8s only
- D** requires help from parents
- E** involves an additional fee
- F** is a new activity
- G** was requested by children

Activities

- 16** Spanish .....
- 17** Music .....
- 18** Painting .....
- 19** Yoga .....
- 20** Cooking .....

**PART 3 Questions 21–30****Questions 21–24***Choose the correct letter, A, B or C.*

Listening test audio

**Holly's Work Placement Tutorial****21 Holly has chosen the Orion Stadium placement because**

- A it involves children.
- B it is outdoors.
- C it sounds like fun.

**22 Which aspect of safety does Dr Green emphasise most?**

- A ensuring children stay in the stadium
- B checking the equipment children will use
- C removing obstacles in changing rooms

**23 What does Dr Green say about the spectators?**

- A They can be hard to manage.
- B They make useful volunteers.
- C They shouldn't take photographs.

**24 What has affected the schedule in the past?**

- A bad weather
- B an injury
- C extra time

**Questions 25–30**

What do Holly and her tutor agree is an important aspect of each of the following events management skills?

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

**Important aspects**

- A** being flexible
- B** focusing on details
- C** having a smart appearance
- D** hiding your emotions
- E** relying on experts
- F** trusting your own views
- G** doing one thing at a time
- H** thinking of the future

**Events management skills**

- 25** Communication .....
- 26** Organisation .....
- 27** Time management .....
- 28** Creativity .....
- 29** Leadership .....
- 30** Networking .....

**PART 4 Questions 31–40***Complete the notes below.**Write ONE WORD ONLY for each answer.*

Listening test audio

**Bird Migration Theory**

Most birds are believed to migrate seasonally.

**Hibernation theory**

- It was believed that birds hibernated underwater or buried themselves in 31 .....
- This theory was later disproved by experiments on caged birds.

**Transmutation theory**

- Aristotle believed birds changed from one species into another in summer and winter.
  - In autumn he observed that redstarts experience the loss of 32 ..... and thought they then turned into robins.
  - Aristotle's assumptions were logical because the two species of birds had a similar 33 .....

**17th century**

- Charles Morton popularised the idea that birds fly to the 34 ..... in winter.

**Scientific developments**

- In 1822, a stork was killed in Germany which had an African spear in its 35 ..... .
  - previously there had been no 36 ..... that storks migrate to Africa
- Little was known about the 37 ..... and journeys of migrating birds until the practice of ringing was established.
  - It was thought large birds carried small birds on some journeys because they were considered incapable of travelling across huge 38 .....
  - Ringing depended on what is called the 39 ' ..... ' of dead birds.
- In 1931, the first 40 ..... to show the migration of European birds was printed.

## READING

### SECTION 1 Questions 1–14

Read the text below and answer Questions 1–6.

## Local countryside walks

*The following walks have coloured marker posts to guide you*

### A Grove Mill

Take either the yellow path or the blue path – both eventually come out at the Old Water Mill and are at about the same level of difficulty. There is a shallow stream which runs alongside the yellow path. Dogs enjoy a swim here if it's hot, and there are trees to help keep you cool while you wait.

### B Blackhill Trail

Follow the marker posts carefully as you make your way through some dense forest. If you take a wrong turn, as walkers often do, your walk could end up being a lot longer than you expected. The sun may be shining, but there is plenty of damp undergrowth, so wear a tough pair of hiking boots if you don't want your feet to get wet. It isn't advisable to take small dogs on this trail.

### C Fern Way

The route is winding but fairly flat and doesn't require any special footwear or equipment. It is accessed by a gate with a strong bolt to keep sheep and cows in the field. The path is lined on both sides by firs and some majestic redwoods that date back to the nineteenth century. There are benches along the way, where you can rest and admire the beauty of the area.

### D Bay Red Valley

Be prepared to go up and down a bit on this route. The first section is uphill, then the path flattens out – but not for long, so you need to be fairly fit. The exercise is worth it, though, as there are some spectacular views across the valley. There is a viewing platform, from which you may be lucky enough to see one of the herds of deer that roam the area.

### E Brownwater Trail

A circular path will take you past tree and plant species from around the world that are cared for by a dedicated team of volunteers. If you bring your dog, keep it on a lead as the smaller shrubs can be easily destroyed. The path itself is open and unprotected, so be sure to wear a hat or you could get sunburnt.

**Questions 1–6**

Look at the five descriptions of walks, **A–E**, on page 62.

For which walk are the following statements true?

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

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

- 1 There is very little shade.
- 2 There are some steep sections.
- 3 There is a choice of route on this walk.
- 4 There is a special site for watching wildlife.
- 5 Dogs must not be allowed to run freely.
- 6 You can sit down in several places.

Read the text below and answer Questions 7–14.

## Poppi Properties

*Review by Sally Hanugoldi*

I have had a terrible experience with Poppi Properties and as an ex-tenant, I advise you to go elsewhere if you want to rent or buy a property – as I have now done. When I initially viewed my Poppi Properties flat, I was accompanied by Lillee Eggerton, one of the two staff who run the company. The flat was located close to the office where I have been working for the past year, so I went there before the working day had begun. I knew immediately that it was the right property for me because of the convenient location, and a few days later I paid the deposit and the first two months' rent. The flat was on the 12th floor, which I admit was a surprise to me as I thought it was lower when I first read about it, but Lillee was very encouraging, and I felt confident that I was making the right choice. At this point, she was professional and kind, but once I had moved into the property, I discovered that she was far less approachable than she had been during the viewing period and whenever I tried to contact her, she was unavailable.

At the start of my tenancy, a number of issues were unsatisfactory in the property. For example, as a new tenant, you have a right to expect your flat to be clean. In fact, carpets should be professionally cleaned, but mine had not even been hoovered. I had hoped that this problem would be addressed quickly, but nothing happened and so I did the job myself. Similarly, the oven worked when I switched it on, but it was black inside and smelt horrible. The company did nothing, so in the end I just avoided using the oven while I lived there. Several times, I asked to speak to the landlord directly but was told this was not possible. No one should have to put up with these problems, particularly when Poppi Properties charge such high rents!

## Questions 7-14

Do the following statements agree with the information given in the text on page 64?

In boxes 7-14 on your answer sheet, write

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

- 7 Sally Hanugoldi is still renting a property with Poppi Properties.
- 8 Sally Hanugoldi was the first person to view the flat.
- 9 Sally made a quick decision to rent the property.
- 10 The flat was on a lower level than Sally had expected.
- 11 Lilee's behaviour towards Sally changed over time.
- 12 The flat that Sally rented from Poppi Properties was unfurnished.
- 13 Sally employed someone to clean her carpets.
- 14 The landlord raised Sally's rent while she was living in the flat.

## SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

### Procedure for making a complaint at work

If you have a problem or complaint at work, you might want to take this up with your employer. This is called 'raising a grievance'.

Often the best way to sort out a problem is to request an informal meeting with your immediate manager to explain your concerns. You may find it is possible to sort the problem out in this way without having to take any further action. However, if you do not feel your problem has been solved, you may decide to raise a formal grievance. In this case you should first try to find out your company's grievance procedure. You should be able to find details of this in your Company Handbook, HR or Personnel manual, or on your company's HR intranet site.

The next step will probably be to write to your employer. Explain your problem, and if you can think of a possible solution for resolving it, give details of this. When you have written your letter, check that you have written the date, and retain a copy so that you have a record of what you wrote. Your employer should arrange an initial meeting at a reasonable time and place to discuss your grievance. You are entitled to ask either a colleague from work or a trade union representative to go to the meeting with you. After the meeting, your employer should write to you, telling you what they have decided to do about your grievance.

If you don't agree with your employer's decision, you have the right to appeal against it. This must be done in writing. A further meeting should then be called, which should be led by a more senior manager if possible. If you are still not satisfied with the decision made at this meeting, you may consider whether one way to solve the problem might be through mediation. This may be done inside the company or by an external agent. Alternatively, you can make an employment tribunal claim. You must do this no more than three months after the time when the event you are complaining about happened. If your application is received after this time limit, the tribunal will not usually accept it.

*Questions 15–21*

*Complete the flowchart below.*

*Choose ONE WORD AND/OR A NUMBER from the text for each answer.*

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

## Raising a grievance at work

Ask to see your immediate manager on an 15 ..... basis.



If not satisfied, find details of your company's grievance procedure.

This may be in a handbook, a 16 ..... or on an intranet site.



Write to your employer with details of your complaint.

You may also suggest a 17 .....

Make sure there is a date on your letter and keep a copy.



Your employer should hold a meeting.

You have the right to be accompanied by a 18 ..... or a trade union representative.



Your employer should then inform you of the decision in writing.

If you are not happy with the decision, you can appeal in writing.



Your employer should then arrange a further meeting.

Where possible, this should be led by a manager who is 19 ..... to the previous one.



If you are still not happy with the decision, you can

- think about the possibility of 20 .....

- make an employment tribunal claim. This must be done within 21 ..... of the date of the event.

Read the text below and answer Questions 22–27.

## Driving a taxi or private hire vehicle

Taxis are an important part of any town or city's transport system. Taxis have a licence plate and roof sign that states they are a taxi. As a taxi driver you might be booked in advance, wait on a taxi rank or pick up passengers while on the move. You could combine normal 'pick-up' jobs with prearranged contracts such as regular trips for schoolchildren or those unable to drive. You might also make longer-distance trips such as taking people to airports. The other type of passenger transport is a private hire vehicle. As a private hire driver, you can only collect passengers who have pre-booked through your operator. You cannot be flagged down in the street.

When working in a taxi or private hire vehicle, you would:

- take job details over the radio from the operator at the office or by an in-car computer
- help to load and unload passengers' luggage
- assist passengers with any physical conditions that make it difficult for them to get in and out of the vehicle
- take payments
- keep the vehicle clean and roadworthy
- keep accounts and records, if self-employed.

### Working conditions and skills

You would spend most of your time on the road, sometimes in heavy traffic, and you would be constantly on the move. The job allows you to choose your hours, but you will find more work in the evenings. You would work between 40 and 60 hours a week if full time. In the UK, 17% of taxi drivers are employed full time, 17% are employed part time and 66% are self-employed. As well as being a skilled driver, you need to be good at communicating with people and helping customers. You must be tactful when dealing with problems and have good time management and numeracy skills.

### Requirements

You will need a special licence from your local authority to be a taxi driver or private car hire driver. For this, you usually need to be over 21 years old, to have a clean current driving licence and to have been driving for at least 12 months. You may also need to pass a test of knowledge about the local geography. If you are using your own vehicle, it will also need a special licence.

Many employers value additional driver training which could include the Advanced Driving Test offered by the Institute of Advanced Motorists. Evidence of basic mechanical skills, such as RQF level 4, would also be welcome.

Questions 22–27

Complete the sentences below.

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

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

- 22 Private hire drivers only take passengers by arrangement with an .....  
.....
- 23 A driver's job may involve helping those with ..... problems.  
.....
- 24 Working hours for drivers may vary, but the greatest demand is in the .....  
.....
- 25 The majority of drivers are ..... .
- 26 A driver needs to be familiar with the ..... of the area.
- 27 It may be useful if a driver has evidence of some ..... ability.

## SECTION 3      Questions 28–40

Read the text on pages 71 and 72 and answer Questions 28–40.

### Questions 28–33

The text on pages 71 and 72 has six paragraphs, A–F.

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

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

#### List of Headings

- i The extra time is worth it
- ii The preferred rhubarb for consumers
- iii Yorkshire's declining air quality
- iv Observing the selection process
- v Suggesting a possible beginning
- vi A long-standing family business
- vii The best region for forced rhubarb

28 Paragraph A

29 Paragraph B

30 Paragraph C

31 Paragraph D

32 Paragraph E

33 Paragraph F

## Forced rhubarb

Rhubarb has large fan-shaped leaves and long, green edible stalks, which are commonly cooked with sugar to make pies and other desserts. One type of rhubarb is grown in the dark to produce longer, rosier stalks and this is called 'forced rhubarb'

- A In the north of England, a cold winter is good news for some, and not just snowmen and woolly hat makers. According to Yorkshire farmer David Westwood, this year's forced rhubarb is the best for years. Westwood, a softly spoken Yorkshireman, should know. He's been growing and selling rhubarb for 62 years, since he started picking on the farm aged 11. His son Jonathan works on the farm too, making him the sixth generation of the Westwoods to grow the pink stems or 'petioles' as they are otherwise known.
- B We meet at his farm, a few miles from the city of Wakefield, which with the cities of Bradford and Leeds form the three points of the Rhubarb Triangle, the heart of the British rhubarb industry. 'It doesn't grow as well anywhere else,' insists Westwood. He has a number of theories as to why this is. The loam soil on a clay base is perfect for the roots or 'crowns' which rhubarb grows from. In Victorian times – the mid-to-late 1800s – when rhubarb's popularity was at its peak, the local coal mines provided cheap fuel for heating the sheds, a crucial part of the forcing process, which involves depriving the plants of light as they develop. At the same time, the effluence from the industry enriched the soil for farmers. On top of that, according to Westwood, the high levels of pollution in the air would have been ideal for the rhubarb, as 'rhubarb loves soot'.
- C Westwood's farm produces both the greenish outdoor rhubarb, the kind that grows well in gardens all over the country, and the startlingly pink forced rhubarb. It's this that is the 'cream of the crop', the upper class of the rhubarb family. Forced rhubarb is the one that's most likely to convert rhubarb-haters who've been traumatised by harshly flavoured school pies made from green overgrown outdoor stems. The slender magenta spears, with a sherbet-tangy flavour and delicate texture, are a far cry from that coarse, bitter stuff. It's also a rare local fruit (although technically a vegetable) at a time when imports dominate, and a welcome splash of colour in the drab winter months. No wonder chefs and food writers have fallen in love with forced rhubarb all over again. It's enjoying a remarkable renaissance, for only 20 years ago it was in such decline that Westwood, one of the last 12 growers left from a peak of 200, was considering abandoning it.

- D There are certainly simpler ways to grow food. First the plant roots, or crowns, are grown outside for more than two years. Then, at the start of their third winter, they are left in the ground until it is cold enough to break the crowns' dormancy. This is one of the factors that gives British rhubarb the edge over imports from the Netherlands, which arrive in the country a scene-stealing couple of weeks before the Yorkshire crop. To bring them to market that early, the Dutch crowns are fed with gibberellic acid, to replace the hormones naturally generated by a period of cold weather. Westwood is relaxed on the subject of the imported rhubarb, remarking only: 'It's good-looking all right, but the flavour's nowhere near.' Back in Yorkshire, sometime around the middle of November, the crowns are dug up, transferred to sheds with earthen floors, and watered in. The light is blocked out completely and the heating is turned on. In the warm and dark, the shoots appear so quickly that the buds can be heard gently popping. Within three weeks or so, the first round of picking, or 'pulling' as it's known, can begin.
- E In Westwood's 1920s rhubarb sheds, it is pitch black. I slip and slide on the narrow troughs that serve as paths between the beds of rhubarb crowns. It's a relief when a team of 'pullers' arrive, all local men, some of whom have been working for Westwood for 40 years. Each carries a sturdy candle, and their pale, flickering light reveals a sea of yellow leaves stretching 40 metres to the far wall. The men walk the beds plucking the satiny stems expertly, choosing only the ones that have reached the length of an arm. Then, cradling the fuchsia pink bundles in their arms, they move on to the next patch. It's an extraordinary sight in this age of mechanised, computerised agriculture. 'The pulling's done much the same way as it always has been,' Westwood says. 'Electric light spoils the colour.' A labour-intensive process, it goes some way to explain the admittedly eye-watering price of the best forced rhubarb – that and the heating, now from oil or propane rather than coal.
- F So how was this arcane cold-dark-heat process, in use since Victorian times, discovered? Westwood's story is appealingly earthy. A gardener threw an old crown onto the horse stable muck pile. The manure was hot, and the plant was soon covered. The stable boy must have been puzzled by the startling pink spears that came pushing through the dirt a week or two later, but happily he had the good sense to gather them. Where there's muck there's money – and good eating indeed.

## Questions 34–36

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

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

34 What aspect of forced rhubarb does the writer praise in Paragraph C?

- A its suitability for pies
- B the smoothness of its stems
- C its superiority over other types of rhubarb
- D the number of places it can be successfully grown

35 Why does the writer think forced rhubarb has become more popular among cooking experts?

- A It is cheap and easy to grow.
- B It is attractive and pleasant to eat.
- C Local farmers are producing more of it.
- D Imported varieties are in limited supply.

36 In the final paragraph, the writer suggests that forced rhubarb was first produced

- A by accident.
- B as animal feed.
- C through trial and error.
- D while growing something else.

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.

### Growing forced rhubarb

During November, rhubarb crowns are removed from the soil and replanted in dark sheds that have plenty of heating. These conditions encourage such fast growth that the buds make a 37 ..... sound as the pink stalks appear.

The growing period lasts around three weeks. After that, the rhubarb can be picked by a group of people known as 38 ..... They use a 39 ..... to inspect the stems and to make sure they are as long as a human 40 ..... , before handling them with expert skill.

## WRITING

### WRITING TASK 1

You should spend about 20 minutes on this task.

**You recently booked a part-time course at a college. You now need to cancel your booking.**

**Write a letter to the college administrator. In your letter**

- say which part-time course you booked**
- explain why you need to cancel your booking**
- ask about booking a different course**

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

**Dear Sir or Madam,**

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***It is better to buy just a few expensive clothes, rather than lots of cheaper clothes.***

***Do you agree or disagree?***

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

Write at least 250 words.

## SPEAKING

### PART 1

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

#### EXAMPLE

##### Drinks

- What do you like to drink with your dinner? [Why?]
- Do you drink a lot of water every day? [Why/Why not?]
- Do you prefer drinking tea or coffee? [Why?]
- If people visit you in your home, what do you usually offer them to drink? [Why/Why not?]

### PART 2

**Describe a monument (e.g., a statue or sculpture) that you like.**

**You should say:**

**what this monument is  
where this monument is  
what it looks like**

**and explain why you like this monument.**

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:*

##### Public monuments

**Example questions:**

What kinds of monuments do tourists in your country enjoy visiting?

Why do you think there are often statues of famous people in public places?

Do you agree that old monuments and buildings should always be preserved?

##### Architecture

**Example questions:**

Why is architecture such a popular university subject?

In what ways has the design of homes changed in recent years?

To what extent does the design of buildings affect people's moods?

# Test 4

## LISTENING

### PART 1 Questions 1–10

Complete the notes below.

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



Listening test audio

### Easy Life Cleaning Services

#### Basic cleaning package offered

- Cleaning all surfaces
- Cleaning the 1 \_\_\_\_\_ throughout the apartment
- Cleaning shower, sinks, toilet etc.

#### Additional services agreed

- Every week
  - Cleaning the 2 \_\_\_\_\_
  - Ironing clothes – 3 \_\_\_\_\_ only
- Every month
  - Cleaning all the 4 \_\_\_\_\_ from the inside
  - Washing down the 5 \_\_\_\_\_

#### Other possibilities

- They can organise a plumber or an 6 \_\_\_\_\_ if necessary.
- A special cleaning service is available for customers who are allergic to 7 \_\_\_\_\_

#### Information on the cleaners

- Before being hired, all cleaners have a background check carried out by the 8 \_\_\_\_\_
- References are required.
- All cleaners are given 9 \_\_\_\_\_ for two weeks.
- Customers send a 10 \_\_\_\_\_ after each visit.
- Usually, each customer has one regular cleaner.

**PART 2 Questions 11–20****Questions 11–14**

Choose the correct letter, A, B or C.



Listening test audio

- 11 Many hotel managers are unaware that their staff often leave because of  
A a lack of training.  
B long hours.  
C low pay.
- 12 What is the impact of high staff turnover on managers?  
A an increased workload  
B low morale  
C an inability to meet targets
- 13 What mistake should managers always avoid?  
A failing to treat staff equally  
B reorganising shifts without warning  
C neglecting to have enough staff during busy periods
- 14 What unexpected benefit did Dunwich Hotel notice after improving staff retention rates?  
A a fall in customer complaints  
B an increase in loyalty club membership  
C a rise in spending per customer

Questions 15–20

Which way of reducing staff turnover was used in each of the following hotels?

Write the correct letter, **A**, **B** or **C**, next to Questions 15–20.

**Ways of reducing staff turnover**

- A** improving relationships and teamwork
- B** offering incentives and financial benefits
- C** providing career opportunities

**Hotels**

- 15** The Sun Club .....
- 16** The Portland .....
- 17** Bluewater Hotels .....
- 18** Pentlow Hotels .....
- 19** Green Planet .....
- 20** The Amesbury .....

**PART 3      Questions 21–30**

**Questions 21–22**

Choose **TWO** letters, **A–E**.



Listening test audio

Which **TWO** points do Thomas and Jeanne make about Thomas's sporting activities at school?

- A** He should have felt more positive about them.
- B** The training was too challenging for him.
- C** He could have worked harder at them.
- D** His parents were disappointed in him.
- E** His fellow students admired him.

**Questions 23 and 24**

Choose **TWO** letters, **A–E**.

Which **TWO** feelings did Thomas experience when he was in Kenya?

- A** disbelief
- B** relief
- C** stress
- D** gratitude
- E** homesickness

Questions 25–30

What comment do the students make about the development of each of the following items of sporting equipment?

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

**Comments about the development of the equipment**

- A** It could cause excessive sweating.
- B** The material was being mass produced for another purpose.
- C** People often needed to make their own.
- D** It often had to be replaced.
- E** The material was expensive.
- F** It was unpopular among spectators.
- G** It caused injuries.
- H** No one using it liked it at first.

**Items of sporting equipment**

- 25** the table tennis bat .....
- 26** the cricket helmet .....
- 27** the cycle helmet .....
- 28** the golf club .....
- 29** the hockey stick .....
- 30** the football .....