## ****SECTION 1****

#### ****Questions 1-14****

Read the text below and answer Questions 1-6.

## ****Sustainable School Travel Strategy****

Over the last 20 years, the number of children being driven to school in England has doubled. National data suggests that one in five cars on the road at 8.50 am is engaged in (v): tham gia vào the school run. Children are subject to: phải chịu đựng up to 3.9 times more pollution in a car that is standing in traffic than when walking or cycling to school. Reducing cars around schools makes them safer places, and walking and cycling are better for health and the environment. It has been noted by teachers that children engaging in active travel arrive at school more alert (adj): tỉnh táo and ready to learn.

The County Council has a strong commitment to: có cam kết supporting and promoting sustainable (adj): bền vững / lâu dài school travel. We collect data annually about how pupils get to school, and our report on the Sustainable School Travel Strategy sets out in detail what we have achieved so far and what we intend to: dự định do in the future. Different parts of the County Council are working together to address the actions identified in the strategy, and we are proud that we have been able to reduce the number of cars on the daily school run by an average of 1% in each of the last three years, which is equivalent to (adj): tương đương với taking approximately 175 cars off the road annually, despite: dù an increase in pupil numbers.

All schools have a School Travel Plan, which sets out how the school and the Council can collaborate to help reduce travel to school by car and encourage the use of public transport. Contact your school to find out what they are doing as part of their School Travel Plan to help you get your child to school in a sustainable, safe way.

### ****Questions 1-6****

Do the following statements agree with the information given in the text?

In boxes ***1-6*** on your answer sheet, write

**TRUE**              if the statement agrees with the information

**FALSE**             if the statement contradicts (v): nghịch/ ngược với the information

**NOT** **GIVEN**   if there is no information on this

**1**  More children are injured when walking or cycling to school than when travelling by car. **Not Given**

**2**  Children who are driven to school are more ready to learn than those who walk or cycle. **True**

**3**  Every year the Council gathers (v): thu thập information about travel to schools. **True**

**4**  The Council is disappointed with the small reduction in the number of cars taking children to school. **False**

**5**  The number of children in schools has risen in recent years. **True**

**6**  Parents can get help with paying for their children to travel to school by public transport. **Not Given**

Read the text below and answer Questions 7-14.

## ****Flu: the facts****

**A**

Flu (influenza) is an acute (adj): cấp tính >< Chronic (adj): mãn tính viral respiratory (adj): thuộc hô hấp infection. It spreads easily from person to person: at home, at school, at work, at the supermarket or on the train.

**B**

It gets passed on when someone who already has flu coughs or sneezes (v): hắt xì/ hắt hơi and is transmitted through the air by droplets (n): hạt li ti, or it can be spread by hands infected by the virus.

**C**

Symptoms (n): triệu chứng can include fever(n): sốt, chills, headache, muscle pain (n): sự/ cơn đau, extreme fatigue (n): mệt mỏi, a dry cough, sore throat and stuffy nose: nghẹt mũi . Most people will recover within a week but flu can cause severe illness (n): bệnh or even death in people at high risk. It is estimated that 18,500-24,800 deaths in England and Wales are attributable to: đươc quy cho/ gán cho influenza infections annually.

**D**

Vaccination (n): tiêm chích vaccine is the most effective way to prevent infection. Although anyone can catch flu, certain people are at greater risk from the implications (n): biến chứng of flu, as their bodies may not be able to fight the virus. If you are over 65 years old, or suffer from asthma (n): hen suyễn, diabetes: tiểu đường, or certain other conditions, you are considered at greater risk from flu and the implications can be serious. If you fall into one of these ‘at-risk’ groups, are pregnant or a carer, you are eligible for: đủ điều kiện a free flu vaccination.

Imply (v): ngụ ý

Implication (n): ẩn ý/ ngụ ý

**E**

If you are not eligible for a free flu vaccination, you can still protect yourself and those around you from flu by getting a flu vaccination at a local pharmacy.

**F**

About seven to ten days after vaccination, your body makes antibodies (n): kháng thể that help to protect you against any similar viruses that may infect you. This protection lasts about a year.

**G**

A flu vaccination contains inactivated, killed virus strains (n): chuỗi so it can’t give you the flu. However, a flu vaccination can take up to two weeks to begin working, so it is possible to catch flu in this period.

**H**

A flu vaccination is designed to protect you against the most common and potent (adj): mạnh/ hiệu lực mạnh strains of flu circulating (v): lan truyền/ tuần hoàn so there is a small chance you could catch a strain of flu not contained in the flu vaccine.

**I**

The influenza virus is constantly (adv): liên tục changing and vaccines are developed to predicted strains each year so it is important to get vaccinated against the latest strains.

Speak to your GP = general practitioner : bác sĩ nội tổng quát or nurse today to book your flu vaccination.

### ****Questions 7-14****

The text has nine sections, **A-I**.

Which sections contain the following information?

Write the correct letter, ***A-I***, in boxes ***7-14*** on your answer sheet.

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

**7**examples of people who are likely to: nhiều khả năng be particularly badly affected by flu **D**

**8**how to get a vaccination if you choose to pay for it **E**

**9**why new vaccines become available **I**

**10**   how long a vaccine remains effective **F**

**11**   reference to the possibility of catching a different type of flu from the ones in the vaccine **H**

**12**   categories of people who do not have to pay for vaccination **D**

**13**   information about what a vaccine consists of **G**

**14**   signs that you might have flu **C**

## ****SECTION 2****

#### ****Questions 15-27****

Read the text below and answer Questions 15-22.

## ****Tips for giving an effective business presentation****

**Preparation**

Get someone else to evaluate your performance and highlight your best skills. For example, go through your presentation in front of a colleague or relative. Think about who your audience is and what you want them to get out of the presentation. Think about content and style.

Go into the presentation room and try out any moves you may have to make, e.g. getting up from your chair and moving to the podium (n): bục. Errors in the first 20 seconds can be very disorientating (adj): làm mất phương hướng.

Familiarise yourself with the electronic equipment before the presentation and also have a backup plan in mind, should there be an unexpected problem like a power cut.

**Dealing with presentation nervousness**

A certain amount of nervousness is vital (adj): thiết yếu for a good presentation. The added adrenaline will keep your faculties sharp: giữ cho các giác quan nhạy bén and give your presentation skills extra force. This can, however, result in tension (n): sự căng thẳng in the upper chest. Concentrate on your breathing. Slow it right down and this will relax you. Strangely, having something to pick up and put down tends to: có xu hướng help you do this.

It may seem an odd (adj): quái lạ idea, but we seem to feel calmer when we engage in what’s referred to as a displacement activity, like clicking a pen or fiddling (v): nghịch with jewellery. A limited amount of this will not be too obvious (adj): rõ ràng and can make you feel more secure at the start.

**Interacting with your audience**

**Consult (v): cố vấn**

**Consultant (n): người cố vấn**

**Consultancy (n): công ty cố vấn**

Think of your presentation as a conversation with your audience. They may not actually say anything, but make them feel consulted , questioned, challenged, then they will stay awake and attentive (adj): tập trung chú ý.

Engage with your present audience, not the one you have prepared for. Keep looking for reactions (n): phản ứng to your ideas and respond to them. If your audience doesn’t appear to be following you, find another way to get your ideas across. If you don’t interact, you might as well send a video recording of your presentation instead!

**Structuring effective presentations**

Effective presentations are full of examples. These help your listeners to see more clearly what you mean. It’s quicker and more colourful. Stick to the point using three or four main ideas. For any subsidiary (adj) phụ information that you cannot present in 20 minutes, try another medium (n): phương thức/ phương cách, such as handouts.

End as if your presentation has gone well. Do this even if you feel you’ve presented badly. And anyway a good finish will get you some applause (n): vỗ tay – and you deserve (v): xứng đáng it!

### ****Questions 15-22****

Complete the sentences below.

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

Write your answers in boxes ***15-22*** on your answer sheet.

**15**  Practising your presentation on a …………………… or a family member is helpful.

**16**  Be prepared for a problem such as a …………………… .

**17**  One way to overcome pre-presentation nerves is to make your …………………… less rapid (adj): nhanh/ thần tốc.

Overcome pre-presentaion nerves: vượt qua sự lo âu trước buổi thuyết trình

**18**  It is acceptable to do something called a …………………… at the start of the presentation to reassure (v): trấn an you.

**19**Your presentation should be like a …………………… with the people who have come to hear you.

**20**Check constantly for …………………… to the points you are making.

**21**Make sure you use plenty of …………………… to communicate your message effectively.

**22**To keep the presentation short, use things like …………………… to provide extra details.

Read the text below and answer Questions 23-27.

## ****How to get a job in journalism****

You can get a good qualification in journalism, but what employers actually want is practical, rather than theoretical, knowledge. There’s no substitute (n) thứ/ vật thay thế for creating real stories that have to be handed in by strict (adj): gắt gao/ chặt chẽ/ nghiêm khắc deadlines. So write for your school magazine, then maybe try your hand at editing. Once you’ve done that for a while, start requesting internships (n): thực tập in newspapers in the area. These are generally short-term and unpaid, but they’re definitely worthwhile(adj): đáng, since, instead of providing you with money, they’ll teach you the skills that every twenty-first-century journalist has to have, like laying out articles, creating web pages, taking good digital pictures and so on.

Most reporters keep a copy of every story they’ve had published, from secondary school onwards: trở về sau. They’re called cuttings, and you need them to get a job — indeed: quả thực a few impressive ones can be the deciding factor in whether you’re appointed or not. So start creating a portfolio now that will show off your developing talent.

It seems obvious – research is an important part of an effective job hunt. But it’s surprising how many would-be journalists do little or none. If you’re thorough (adj): kỹ lưỡng, it can help you decide whether the job you’re thinking about applying for is right for you. And nothing impresses an editor more than an applicant who knows a lot about the paper.

There are two more elements to an application – your covering letter and curriculum vitae. However, your CV is the thing that will attract an editor’s attention first, so get it right. The key words are brevity (n): sự súc tích, (no more than one page) accuracy (n): độ chính xác (absolutely no spelling or typing errors) and clarity (it should be easy to follow).

In journalism, good writing skills are essential = vital, so it’s critical that the style of your letter is appropriate. And, make sure it conveys (v): truyền tải/ truyền thụ your love of journalism and your eagerness(n): sự háo hức to do the work.

### ****Questions 23-27****

Complete the flow-chart below.

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

Write your answers in boxes ***23-27*** on your answer sheet.

### ****Getting a job in journalism****

Gain relevant experience, e.g. writing articles to meet specific deadlines.

**↓**

Apply for temporary **23**…………………… with local papers and acquire (v): thu được the extra **24**…………………… you’ll need.

**↓**

Build up a set of **25**…………………… in a portfolio, displaying how your writing ability has progressed over time.

**↓**

Take time to do detailed **26**…………………… first, before applying for a post with a paper.

**↓**

Once you decide to apply, make sure your CV is short, makes sense and is without **27**…………………… of any kind.

**↓**

Write your covering letter, paying particular attention to the style.

Advertisements

### [SECTION 3](https://ieltstrainingonline.com/ielts-reading-practice-tests/)

#### ****Questions 28-40****

Read the text below and answer Questions 28-40.

## ****What is it like to run a large supermarket?****

Jill Insley finds out

**A**

You can’t beat really good service. I’ve been shopping in the Thamesmead branch of supermarket chain Morrisons, in south-east London, and I’ve experienced at first hand, the store’s latest maxim for improving the shopping experience – help, offer, thank. This involves identifying customers who might need help, greeting them, asking what they need, providing it, thanking them and leaving them in peace. If they don’t look like they want help, they’ll be left alone. But if they’re standing looking lost and perplexed, a member of staff will approach them. Staff are expected to be friendly to everyone. My checkout assistant has certainly said something to amuse the woman in front of me, she’s smiling as she leaves. Adrian Perriss, manager of the branch, has discussed the approach with each of his 387 staff. He says it’s about recognising that someone needs help, not being a nuisance to them. When he’s in another store, he’s irritated by someone saying, ‘Can I help you?’ when he’s only just walked in to have a quick look at the products.

**B**

How anyone can be friendly and enthusiastic when they start work at dawn beats me. The store opens at 7 am, Monday to Saturday, meaning that some staff, including Perriss, have to be here at 6 am to make sure it’s clean, safe and stocked up for the morning rush. Sometimes he walks in at 6 am and thinks they’re never going to be ready on time, but they always are. There’s so much going on overnight – 20 people working on unloading three enormous trailers full of groceries.

**C**

Perriss has worked in supermarkets since 1982 when he became a trolley boy on a weekly salary of £76. ‘It was less money than my previous job, but I loved it. It was different and diverse. I was doing trolleys, portering, bread, cakes, dairy and general maintenance.’ After a period in the produce department looking after the fruit and vegetables, he was made produce manager, then assistant store manager before reaching the top job in 1998. This involved intensive training and assessment through the company’s future store manager programme, learning how to analyse and prioritise sales, wastage, recruitment and many other issues. Perriss’ first stop as the store manager was at a store which was closed soon afterwards, though he was not to blame.

**D**

Despite the disappointing start, his career went from strength to strength and he was put in charge of launching new stores and heading up a ‘concept’ store, where the then new ideas of preparing and cooking pizzas in store, having a proper florist and fruit and vegetable ‘markets’ were trialled. All Morrisons’ managers from the whole country spent three days there to see the new concept. That was hard work,’ he says, ‘long days, seven days a week, for about a year.’

**E**

Although he oversees a store with a large turnover, there is a strong practical aspect to Perriss’s job. As we walk around, he chats to all the staff while checking the layout of their counters and the quality of the produce. He examines the baking potato shelf and rejects three, one that has split virtually in half and two that are beginning to go green.

He then pulls out a lemon that looks fine to me. When I ask why, he picks up a second lemon and says: ‘Close your eyes and just feel and tell me which you would keep.’ I do and realise that while one is firm and hard, the other is going a bit squashy.

**F**

Despite eagle-eyed Perriss pulling out fruit and vegetable that most of us would buy without a second thought, the wastage each week is tiny: produce worth £4,200 is marked down for a quick sale, and only £400-worth is scrapped. This, he explains, is down to Morrisons’ method of ordering, still done manually rather than by computer. Department heads know exactly how much they’ve sold that day and how much they’re likely to sell the next, based on sales records and allowing for influences such as the weather.

**G**

Perriss is in charge of 1,000 man-hours a week across the store. To help him, he has a key team of four, who each have direct responsibility for different departments. He is keen to hear what staff think. He recently held a ‘talent’ day, inviting employees interested in moving to a new job within the store to come and talk to him about why they thought they should be promoted, and discuss how to go about it. ‘We had twenty- three people come through the door, people wanting to talk about progression,’ he says. ‘What do they need to do to become a supervisor? Twenty-three people will be better members of staff as a result of that talk.’

**H**

His favourite department is fish, which has a four-meter-long run by Debbie and Angela, who are busy having a discussion about how to cook a particular fish with a customer. But it is one of just 20 or so departments around the store and Perriss admits the pressure of making sure he knows what’s happening on them all can be intense. ‘You have to do so much and there could be something wrong with every single one, every day,’ he says. ‘You’ve got to minimise those things and shrink them into perspective. You’ve got to love the job.’ This is what Perriss certainly does.

### ****Questions 28-35****

The following text has eight sections, **A-H**.

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

Write the correct number, ***i-x***, in boxes ***28-35*** on your answer sheet.

**List of Headings**

**i** Why Perriss chose a career in supermarkets

**ii** Preparing for customers to arrive

**iii** Helping staff to develop

**iv** Demonstrating a different way of organising a store

**v** The benefit of accurate forecasting

**vi** Keeping everything running as smoothly as possible

**vii** Making sure the items on sale are good enough

**viii** Noticing when customers need assistance

**ix** How do staff feel about Perriss?

**x**Perriss’s early career

**28**  Section**A**

**29**  Section**B**

**30**  Section**C**

**31**  Section**D**

**32**  Section**E**

**33**  Section**F**

**34**  Section**G**

**35**  Section**H**

### ****Questions 36-40****

Do the following statements agree with the information given in the text?

In boxes ***36-40*** 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

**36**  Perriss encourages staff to offer help to all customers.

**37**  Perriss is sometimes worried that customers will arrive before the store is ready for them.

**38**  When Perriss first became a store manager, he knew the store was going to close.

**39**  On average, produce worth £4,200 is thrown away every week.

**40**  Perriss was surprised how many staff asked about promotion on the ‘talent’ day.

### ****SECTION 1****

**Questions 1-14**Read the text below and answer Questions 1-6

### ****Helping pupils to choose optional subjects when they’re aged 14-15: what some pupils say****

**A. Krishnan**  
I’m studying Spanish, because it’s important to learn foreign languages – and I’m very pleased when I can watch a video in class and understand it . Mr Peckham really pushes us, and offers us extra assignments, to help us improve. That’s good for me, because otherwise I’d be quite lazy.

**B. Lucy**  
History is my favourite subject, and it’s fascinating (adj): tuyệt to see how what we learn about the past is relevant to what’s going on in the world now. It’s made me understand much more about politics, for instance. My plan is to study history at university, and maybe go into the diplomatic service: ngành ngoại giao, so l can apply a knowledge of history.

**C. Mark**  
Thursdays are my favourite days, because that’s when we have computing. it’s the high spot of the week for me – I love learning how to program. I began when I was about eight, so when I started doing it at school, I didn’t think I’d have any problem with it, but I was quite wrong! When I leave school, I’m going into my family retail business, so sadly I can’t see myself becoming a programmer.

**D. Violeta**  
My parents both work in leisure and tourism, and they’ve always talked about their work a lot at home. I find it fascinating. I’m studying it at school, and the teacher is very knowledgeable, though I think we spend too much time listening to her: I’d like to meet more people working in the sector, and learn from their experience.

**E. Walid**  
I’ve always been keen on : đam mê art, so I chose it as an optional subject, though I was afraid the lessons might be a bit dull (adj): nhàm chán. I needn’t have worried, though – our teacher gets us to do lots of fun things, so there’s no risk of getting bored. At the end of the year the class puts on an exhibition for the school, and I’m looking forward to showing some of my work to other people.

**Questions 1-6  
Look at the five comments about lessons, A– E, on page 16.  
For which comments 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.** This pupil is interested in the subject despite the way it is taught.  
**2.** This pupil is hoping to have a career that makes use of the subject.  
**3.** This pupil finds the subject harder than they expected.  
**4**. This pupil finds the lessons very entertaining.  
**5.** This pupil appreciates the benefit of doing challenging work.  
**6.** This pupil has realised the connection between two things.

Read the text below and answer Questions 7- 14.

### ****It’s almost time for the next Ripton Festival!****

As usual, the festival will be held (v): tổ chức in the last weekend of June, this year on Saturday to Monday, 27-29 June. Ever since last year’s festival, the committee (n): ủy ban has been hard at work to : rất nỗ lực make this year’s the best ever! The theme (n): chủ đề is Ripton through the ages. Scenes will be acted out showing how the town has developed since it was first established. But there’s also plenty that’s up-to-date, from the latest music to local crafts(n): hàng thủ công mỹ nghệ.

The Craft Fair is a regular part of the festival. Come and meet professional artists, designers and craftsmen (n): nghệ nhân and women, who will display their jewellery, paintings, ceramics, and much more. They’ll also take orders, so if you want one of them to make something especially for you, just ask! You’ll get it within a month of the festival ending.

The Saturday barbecue will start at 2 pm and continue until 10 pm, with a bouncy castle for kids. The barbecue will be held in Palmer’s Field, or in the town hall if there’s rain. Book your tickets now, as they always sell out very quickly! Entry for under 16s is free all day; adults can come for free until 6 pm and pay £5 after that. There’ll be live music throughout, with local amateur (n): nghiệp dư bands in the afternoon and professional musicians in the evening.

On Sunday we’re delighted to introduce an afternoon of boat races, arranged by the Ripton Rowing Club. The spectator (n): khán giả area by the bridge has plenty of room to stand and cheer the boats home, in addition to a number of benches. The winners of the races will be presented with trophies by the mayor of Ripton.

All money raised by the festival will go to support the sports clubs in Ripton.

**Questions 7-14  
Do the following statements agree with the information given in the text above?**  
In boxes 7-14 on your reading 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.** The festival is held every year.  
**8.** This year’s festival focuses on the town’s history.  
**9**. Goods displayed in the craft fair (n): hội chợ are unlike ones found in shops.  
**10.** The barbecue will be cancelled if it rains.  
**11.** Adults can attend the barbecue at any time without charge.  
**12**. Amateur musicians will perform during the whole of the barbecue.  
**13**. Seating is available for watching the boat races.  
**14.** People attending (v): tham dự the festival will be asked to donate some money.

### ****SECTION 2****

**Questions 15-27**Read the text below and answer Questions 15- 20 .

### ****Reducing injuries on the farm****

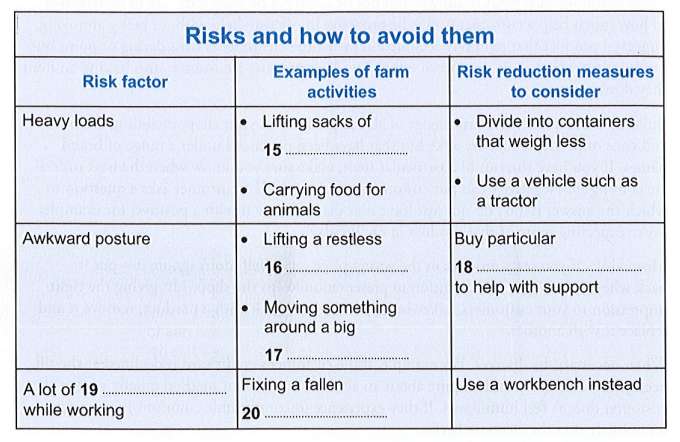
Farms tend to be full of activity. There are always jobs to be done and some tasks require physical manual work. While it is good for people to be active , there are risk factors (n): yếu tố associated with this, and efforts need to be made to reduce them.

The first risk relates to the carrying of an excessive (adj): quá mức load or weight. This places undue (adj): quá mức demands on the spine (n): cột sống and can cause permanent damage. Examples of tasks that involve this risk are moving 5O-kilogramme fertiliser (n): phân bón bags from one site to another or carrying heavy buckets (n): xô of animal feed around fields. According to the UK Health and Safety Executive, activities such as these ‘should be avoided at all times’. Their documentation states that other methods should be considered, such as breaking down the load into smaller containers prior to: trước movement or transporting the materials using a tractor or other vehicle. The risk posed (v): tạo ra/ gây ra by excessive force is made worse if the person lifting is also bending over: cúi gập người xuống as this increases pressure (n): áp lực on the discs (n): đĩa đệm in the back.

If a load is bulky (adj): cồng kềnh or hard to grasp (v): cầm nắm, such as a lively or agitated (adj): bị kích động animal, it will be more difficult to hold while lifting and carrying. The holder may adopt(v): chọn an awkward (adj): khó coi posture (n): thế đứng, which is tiring and increases the risk of injury. Sometimes a load has to be held away from the body because there is a large obstacle (n): vật cản/ trở ngại in the area and the person lifting needs to be able to see where their feet are going. This results in increased stress on the back; holding a load at arm’s length imposes: tạo ra/ đặt ra about five times the stress of a close-to-the-body position. In such cases, handling aids (n): công cụ hỗ trợ/ sự trợ giúp should be purchased that can take the weight off the load and minimise (v): giảm thiểu the potential for injury.

Another risk that relates to awkward posture is repetitive (adj): lặp đi lặp lại bending when carrying out a task. An example might be repairing a gate that has collapsed onto the ground. This type of activity increases the stress on the lower back because the back muscles have to support the weight of the upper body. The farmer should think about whether the job can be performed on a workbench, reducing the need for prolonged (adj): kéo dài awkward posture.

**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 reading answer sheet.



Restlest (adj): bồn chồn (feeling)/ không yên

Read the text below and answer Questions 21- 27.

### Good customer service in retail

Without customers, your retail business would not exist. It stands to reason, therefore, that = it’s obvious that = rõ ràng rằng how you treat your customers has a direct impact on your profit margins.

Some customers just want to browse and not be bothered (v): làm phiền by sales staff. Try to be sensitive to how much help a customer wants; be proactive (adj): chủ động in offering help without being annoying. Suggest a product that naturally accompanies what the customer is considering or point out products for which there are special offers: khuyến mãi, but don’t pressure a customer into buying an item they don’t want.

Build up a comprehensive (adj): tổng quát knowledge of all the products in your shop, including the pros and cons of product s that are alike: giống nhau but that have been produced under a range of brand names. If you have run out of a particular item, make sure you know when the next orders are coming in. Negativity can put customers off instantly (adv): ngay lập tức. If a customer asks a question to which the answer is ‘no’, do not just leave it at that – follow it with a positive, for example: ‘we’re expecting more of that product in on Tuesday’.

Meanwhile, if you see a product in the wrong place on a shelf, don’t ignore it – put it back where it belongs . This attention to presentation keeps the shop tidy, giving the right impression to your customers. Likewise: tương tự đó, if you notice a fault with a product, remove it and replace it with another.

When necessary, be discreet (n): kín đáo. For example, if the customer’s credit card is declined at the till: tại quầy thanh toán, keep your voice down and enquire about an alternative payment method quietly so that the customer doesn’t feel humiliated (adj): quê/ sỉ nhục. If they experience uncomfortable emotions in your shop, it’s unlikely: ít có khả năng that they’ll come back.

Finally, good manners (n): thói hành xử are probably the most important aspect of dealing with customers. Treat each person with respect at all times, even when you are faced with rudeness (n): sự thô lỗ. Being discourteous (adj): bất lịch sự yourself will only add more fuel to the fire.

Build a reputation for polite, helpful staff and you’ll find that customers not only keep giving you their custom, but also tell their friends about you.

**Questions 21-27  
Complete the sentences below.**Choose ***NO MORE THAN TWO WORDS***for each answer.  
Write your answers in boxes 21- 27 on your answer sheet.

1. A **\_\_\_\_\_\_\_\_\_\_\_\_**approach to selling is fine as long as you do not irritate (v): làm phiền/ chọc điên the customer.  
   **22.** Recommend additional products and**\_\_\_\_\_\_\_\_\_\_\_\_** without being too forceful.  
   **23.** Know how to compare similar products which have different **\_\_\_\_\_\_\_\_\_\_\_\_**  
   **24.** Avoid **\_\_\_\_\_\_\_\_\_\_\_\_**by always saying more than ‘no’.  
   **25.** Keep an eye on the **\_\_\_\_\_\_\_\_\_\_\_\_** of goods on the shelves.  
   **26.** If a customer has problems paying with their **\_\_\_\_\_\_\_\_\_\_\_\_** handle the problem with care.  
   **27.** Any **\_\_\_\_\_\_\_\_\_\_\_\_** from a customer should not affect how you treat them.

### ****SECTION 3****

**Questions 28-34**The text has seven paragraphs, **A- G.  
Choose the correct heading for each paragraph from the list of headings below.**Write the correct number, **i- viii,**in boxes 28- 34 on your answer sheet.

**List of Headings**

**i** A time when opportunities were limited  
**ii** The reasons why Ferrando’s product is needed  
**iii** A no-risk solution  
**iv** Two inventions and some physical details  
**v** The contrasting views of different generations  
**vi** A disturbing experience  
**vii** The problems with replacing a consumer item  
**viii** Looking back at why water was bottled

**28.** Paragraph A  
**29.** Paragraph B  
**30.** Paragraph C  
**31.** Paragraph D  
**32.** Paragraph E  
**33.** Paragraph F  
**34.** Paragraph G

### ****Plastic is no longer fantastic****

**A**. In 2017, Carlos Ferrando, a Spanish engineer-turned-entrepreneur, saw a piece of art in a museum that profoundly affected him. ‘What Lies Under’, a photographic composition by Indonesian digital artist Ferdi Rizkiyanto, shows a child crouching by the edge of the ocean and ‘lifting up’ a wave, to reveal a cluster of assorted plastic waste, from polyethylene bags to water bottles. The artwork, designed to raise public awareness, left Ferrando angry – and fuelled with entrepreneurial ideas.

**B**. Ferrando runs a Spanish-based design company, Closca, that produces an ingenious foldable bicycle helmet. But he has now also designed a stylish glass water bottle with a stretchy silicone strap and magnetic closure mechanism that means it can be attached to almost anything, from a bike to a bag to a pushchair handle. The product comes with an app that tells people where they can fill their bottles with water for free.

**C**. The intention is to persuade people to stop buying water in plastic bottles, thus saving consumers money and reducing the plastic waste piling up in our oceans. ‘Bottled water is now a $100 billion business, and 81 per cent of the bottles are not recycled . It’s a complete waste – water is only 1.5 per cent of the price of the bottle!’ Ferrando cries. Indeed, environmentalists estimate that by 2050 there will be more plastic in our oceans than fish and that’s mainly down to such bottles. ‘We are trying to create a sense that being environmentally sophisticated is a status symbol,’ he adds. ‘We want people to clip their bottles onto what they are wearing, to show that they are recycling – and to look cool.’

**D.** Ferrando’s story is fascinating because it seems like an indicator of something unexpected. Three decades ago, conspicuous consumption – the purchase of luxuries, such as handbags, shoes, cars, etc. on a lavish scale – heightened people’s social status. Indeed, the closing decades of the 20th century were a time when it seemed that anything could be turned into a commodity. Hence the fact that water became a consumer item, sold in plastic bottles, instead of just emerging, for free, from a tap.

**E.** Today, though, conspicuous extravagance no longer seems desirable among consumers. Now, recycling is fashionable – as is cycling rather than driving. Plastic water bottles have become so common that they do not command status; instead, what many millennials – young people born in the late 20th century – prefer to post on social media are ‘real’ (refillable) bottles or even the once widespread Thermos bottles. Some teenagers currently think that these stainless-steel vacuum-insulated water bottles that are coming back onto the market are ultra ‘cool’; never mind the fact that they feel oddly out-of-date to anyone over the age of 40 or that teenagers in the 1970s would have avoided ever being seen with one.

**F.** It is uncertain whether Clesca will succeed in its goal. Although its foldable bike helmet is available in some outlets in New York, includ ing the Museum of Modern Art, it can be very hard for any design entrepreneur to really take off in the global mass market, though not as hard as it might have been in the past. If an entrepreneur had wanted to fund a smart invention a few decades ago, he or she would have had to either raise a bank loan, borrow money from a family member or use a credit card. Things have moved on slightly since then.

G. Entrepreneurs are still using the last two options, but some are also tapping into the ever-growing pot of money that is becoming available in the management world for ‘corporate social responsibility’ (CSR) investments. And then there are other options for those who wish to raise money straight away. Ferrando posted details about his water-bottle venture on a large , recognised platform for funding creative projects. He appealed for people to donate $30,000 of seed money – the money he needed to get his project going – and promised to give a bottle to anyone who provided more than $39 in ‘donations’. If he received the funds, he stated that the company would produce bottles in grey and white; if $60,000 was raised, a multicoloured one would be made. Using this approach, none of the donors has a stake in his idea, nor does he have any debt. Instead, it is almost a pre-sale of the product, in a manner that tests demand in advance and creates a potential crowd of enthusiasts. This old-fashioned community funding with a digital twist is supporting a growing array of projects ranging from films to card games, videos, watches and so on. And, at last count, Closca had raised some $52,838 from 803 backers.

Maybe, 20 years from now, it will be the plastic bottle that seems peculiarly old-fashioned.

**Questions 35-37**  
**Choose the correct letter – A, B, C or D.**  
Write the correct letter in boxes 35-37 on your answer sheet.

**35. What does Ferrando say about his glass water bottle?**

**A.** It matches his bicycle helmet.  
**B.** It is cheaper than a plastic bottle.  
**C.** He has designed it to suit all ages.  
**D.** He wants people to be proud to show it.

**36 What does the writer find fascinating about Ferrando’s story?**

**A.** the youthfulness of his ideas.  
**B.** the old-fashioned nature of his products.  
**C.** the choice it is creating for consumers.  
**D.** the change it is revealing in people’s attitudes.

**37. What does the writer suggest about Closca’s bike helmet?**

**A.** It has both functional and artistic value.  
**B.** Its main appeal is to older people.  
**C.** It has had extraordinary success worldwide.  
**D.** It is more exciting invention than the glass bottle.

**Questions 38-40Complete the summary below.**Choose ***ONE WORD ONLY*** from the passage for each answer.  
Write your answers in boxes***38-40*** on your answer sheet.

#### ****Funding a smart invention****

Thirty years ago, the methods used by creators to fund their projects involved getting money from the bank or from someone in the **38\_\_\_\_\_\_\_\_\_\_\_** Banks today are still a useful source of finance, but investments may also be sought from ‘corporate social responsibility’ projects.

In order to get immediate funding, the method Ferrando took was to use a well-known **39\_\_\_\_\_\_\_\_\_\_\_** to advertise his product and request financial support. People who gave a certain figure or over were offered a free gift. In addition, Ferrando advised his donors that his company would create bottles in two colours, followed by a **40 \_\_\_\_\_\_\_\_\_\_\_** bottle once they had received a more significant amount. In this way Ferrando avoided debt and found out how many people might want his products before manufacturing them.

## Cambridge IELTS 16 General Training Reading 2 with Answers

### ****SECTION 1****

**Questions 1-14**Read the text below and answer Questions 1-7

### ****How to choose your builder****

Building a new home is a significant investment, and it’s essential to find the right builder for the job. Before you look for a builder, it’s important to develop a comprehensive budget and have clear plans. Once you have a design in mind, it is time to start narrowing down (v): thu gọn lại your builder shortlist, and this starts with assessing (v): thẩm định how qualified each builder is. In Australia, this means checking that the builder holds a residential building licence. Most states have their own building authority who you can contact to check a builder’s licence.

You can also check if the builder is a member of an industry association such as the Housing Industry Association (HIA), and whether they have won any industry awards. For instance, the HIA runs a state and national awards programme, with a category that recognises the level of customer service that a builder delivers.

Most experts agree that display homes (homes constructed by the builder that are open to the public) offer a great opportunity to study their work up close. Display homes are usually offered by major project builders who work on a large scale and can deliver good quality and value . You can also talk to the salesperson and find out about the home design and what is and isn’t included in the sale price. And it may be possible to talk to other customers you meet there and ask their opinion of the workmanship (n): tay nghề in the display home.

Finally, avoid signing any business contract before you have read and understood it thoroughly (adv) : cặn kẽ/ thấu đáo. Ask your builder to use a standard building contract that has been designed to comply with : tuân thủ theo the Domestic Building Contracts Act, and to be fair to both client and builder. You have five business days within which you may withdraw from the contract after signing it.

**Questions 1-7  
Do the following statements agree with the information given in the text above?**

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

**1.** After selecting a builder, you should decide on the design of your new house  
**2.** In Australia, you can make sure that a builder has the appropriate license  
**3.** The best builders usually belong to the Housing Industry Association  
**4.** The HIA gives an award to builders whose standards of customer service are very high  
**5.** Builders who work on smaller projects are more likely to have display homes  
**6.** It is advisable to : nên have a contract which is in accordance with: tuân thủ theo the Domestic Building Contracts Act  
**7.** A contract is legally binding: ràng buộc from the time it has been signed

**Questions 8-14  
Read the text below and answer Questions 8- 14.**

### ****Island adventure activities****

**A Rib riding**  
Conquer (v): /ˈkɑːŋkər/ chinh phục stormy seas on a high-speed ride in an RIB (Rigid Inflatable (adj) /ɪnˈfleɪtəbl/ có thể bơm hơi Boat ). These powerful boats cut choppy (adj): gập ghền waters with ease: dễ dàng. You’ll need to hold on tight as the boat bounces across the wake of awesome cruise liners: du thuyền in one of the world’s busiest shipping lanes.

**B Horse riding**  
Experience the thrill (n): sự phấn khích of riding on horseback along peaceful country lanes and secluded (adj): hẻo lánh bridleways:: đường mòn with the help of expert guides. Even a novice (n) /ˈnɑːvɪs/: tay mơ can quickly take the reins (n): dây cương and feel the thrill of riding one of nature’s most magnificent (adj) /mæɡˈnɪfɪsnt/:tuyệt diệu beasts.

**C Kayaking**  
Test your kayak nerves paddling (v): chèo thuyền around a deserted (adj): bỏ hoang military /ˈmɪləteri/ fort : pháo đài quân sự built on a rocky outcrop (n): mỏm đá out at sea, then explore the island’s busy harbours(n) /ˈhɑːrbər/: bến cảng before gliding (v): lướt back to dry land where a hot shower and a cup of tea await.

**D Cycling**  
Test your endurance (n): sức chịu đựng on the famous Round the Island Cycle Route. Grit your teeth and tackle the brutal (adj): dữ dội/ ác liệt hills in the south of the island, or for something less challenging, discover our car-free cycle tracks on former (adj): trước đây railway lines.

**E Segway riding**  
Have you got what it takes to master a Segway? In theory, these quirky (adj): ký quái electric machines are simple to control, with users leaning forwards to go faster and back to slow down. In reality, you’ll need some practice before you can master the skill and glide around the island.

**F Tree climbing**  
A climb into the canopy (n): vòm/ tán cây of a 25-metre oak (n): cây sồi tree is an amazing experience. Supported by a rope (n): dây thừng and harness (n): đai an toàn, you can stand on branches no bigger than your wrist(n): cổ tay, and swing out between the boughs, or simply take the opportunity to lie in a tree-top hammock (n): võng and absorb (v) hấp thu the stunning (adj): ấn tượng bird’s eye views: nhìn từ trên cao xuống.

**G Coasteerin**  
Tackle the spectacular (adj): ngoạn mục coast in the north of the island. Scrabble (v): quờ quạng over the rocks around cliff edges as the waves crash around you, dive through submerged (adj): chìm ở dưới nước caves and emerge onto: lên a beach once used by smugglers (n): kẻ buôn lậu. This is a thrilling experience, but not an adventure to attempt alone.

**H Mountain boarding**  
First developed as an off-season alternative to winter sports and now a sport in its own right: bản thân nó, mountain boarding has the speed of snowboarding but with a harder landing when you fall. After a bit of practice and a few bruises (n): vết bầm, you’ll learn to control the ride and can join the few people who can call themselves mountain boarders

Look at the eight advertisements for adventure sports on an island, A- H.  
**For which adventure sport are the following statements true?**  
Write the correct letter, A- H, in boxes 8- 14 on your answer sheet.

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

**8**You will be provided with safety equipment.  
**9**You may get some minor injuries doing this activity.  
**10** You can see a disused (adj); hết xài, isolated (adj): biệt lập building.  
**11** You can relax and look down from above in an unusual location.  
**12** You will take an exciting trip in rough (adj): động water close to big ships.  
**13** You can choose easy options or more difficult ones.  
**14** You may find this more difficult than you expect.

### ****SECTION 2****

**Questions 15-27**Read the text below and answer Questions 15- 20.

### ****Barrington Music Service: Business and Development Manager****

Barrington Music Service organises a wide range of music activities for children and young people resident in and around Barrington. It provides singing and specialist instrumental lessons in schools, and it owns a collection of instruments for use in schools, some of which are available for hire (v): thuê mướn by the parents of children having lessons. The Service also arranges a number of music-related events, including festivals bringing together choirs and soloists from schools in both Barrington and other areas. The Music Service provides administrative and financial support for the Barrington Youth Orchestra, which takes part in workshops with professional artists and gives performances.

Barrington Music Service is seeking to recruit a Business and Development Manager to manage the administrative function and build on the success of the Service. We are looking for an individual with a passion for delivering the best possible music provision (n): sự cung cấp/ sự dự phòng for the benefit of our children and young people.

As the Business and Development Manager, you will be responsible for managing the administrative and financial systems of the Music Service, ensuring it does not exceed its budget, which is currently around £1m a year. You will take the lead on marketing the Service and ensuring the generation of new income. The Music Service is involved in several partnerships with schools and with music and community organisations in the district, and you will be expected to increase the number and scope of these, as well as take the lead in fundraising (n): gây quỹ/ gọi vốn. The Service recently embarked on: bắt đầu a programme to broaden what is taught in school music lessons, to include instruments and musical styles from around the world, and you will be required to further develop this emphasis on diversity (n): sự đa dạng.

You will need to improve systems for ensuring that the records of the Service’s activities are accurate and maintain a database of all music teachers, students, and instruments belonging to the Service.

The person appointed (v): chỉ định will have experience of a supervisory role and the skills to motivate members of a team. You will have an understanding of accounting, at a non-specialist level, and of standard financial procedures (n): quy trình. High-level IT skills and excellent verbal (adj): lời nói/ miệng and written communication skills are essential. Although experience in music education is not crucial, good knowledge of the field, or of other areas of arts management, would be an advantage.

**Complete the notes below.**Choose **ONE WORD ONLY** from the text on page 42 for each answer. Write your answers in boxes 15-20 on your answer sheet.

#### ****Barrington Music Service****

**Activities**

* organises music lessons
* enables the hire of instruments
* Events such as **15 \_\_\_\_\_\_\_\_\_\_\_** for local and visiting schools
* supports Barrington Youth Orchestra

**Post of Business and Development Manager**Person appointed will

* manage the administration of the Service
* be responsible for keeping to the **16 \_\_\_\_\_\_\_\_\_\_\_**
* build **17 \_\_\_\_\_\_\_\_\_\_\_\_** with other organisations
* be proactive in fundraising
* increase the focus on**18 \_\_\_\_\_\_\_\_\_\_\_** in school music lessons  
  (e.g., international styles)
* make sure records and a**19 \_\_\_\_\_\_\_\_\_\_** is kept up-to-date

**Person appointed must have**

* ability to supervise and motivate others
* basic knowledge Of **20 \_\_\_\_\_\_\_\_\_\_\_**
* other relevant skills

#### ****Health and safety in small businesses****

The rate of accidents at work is almost 75% higher in small businesses than in larger companies. One possible reason is chat many managers of small businesses have an inadequate (adj): thiếu thụt knowledge of health and safety issues.

Many managers of small businesses claim their situation is made worse by bureaucracy (n): sự quan liêu, arguing that the huge number of regulations (n): điều lệ – not just on health and safety but also on tax, the minimum wage (n): lương, and much, much more – makes their work difficult.

Many managers are simply not aware of their responsibilities. They are too busy running their companies to read manuals, employ consultants or go to seminars. Moreover, the average business person doesn’t know where and how to get information.

The Federation (n): liên đoàn of Small Businesses argues that the special nature of small businesses should be recognised by health and safety inspectors(n): thanh tra, with an emphasis on education and how to comply with the law, rather than simply on enforcement (n): sự thực thi. For instance, inspectors could make employers aware of what they really need to know, rather than swamping (v): làm tràn ngập them with mountains of leaflets(n): tờ rơi which may not be relevant.

Improvements are being made, however. The Health and Safety Executive has issued a free guide to the most important health and safety laws for employers. All employers must have their own health and safety policy statement and, for businesses with more than five employees, this must be in writing. It should be specific to the business and clear about the arrangements for and organisation of health and safety at work.

We should state a strategy, detail how it will be implemented and by whom, and say when it will be reviewed and updated. It is advisable to involve employees in this process, as they have direct experience.

Assessing (v): đánh giá and identifying risks is the starting point. But to comply with the law, businesses must train their employees about health and safety, and provide information to others who need to know, such as the contractors (n): nhà thầu working for them. These are often smaller companies that carry out most of the dangerous work. Helping them to get into good safety habits makes it easier for them to tender for work from big companies.

Other advice from the Health and Safety Executive for small businesses tackles specific issues, such as helping small companies to deal with work-related stress.

**Questions 21-27**  
**Complete the notes below.**  
Choose **ONE WORD ONLY f**rom the text for each answer.  
Write your answers in boxes 21-27 on your reading answer sheet.

**21.** One cause of health and safety problems in small businesses is that managers do not have enough relevant **\_\_\_\_\_\_\_\_\_\_\_\_**  
**22.** Managers complain they have too many **\_\_\_\_\_\_\_\_\_\_\_\_** to deal with.  
**23.** Managers may not fully understand their **\_\_\_\_\_\_\_\_\_\_\_\_**  
**24.** Businesses sometimes feel that inspectors give them far too many  
**25.** Businesses above a certain size must produce a written **\_\_\_\_\_\_\_\_\_\_\_\_** of their health and safety policy.  
**26.** A company’s health and safety policy is relevant to both its employees and its**\_\_\_\_\_\_\_\_\_\_\_\_**  
**27.** The Health and Safety Executive can advise small businesses on problems of **\_\_\_\_\_\_\_\_\_\_\_\_** among their employees.

### ****SECTION 3****

**Questions 28-40**

#### ****Jobs in Ancient Egypt****

In order to be engaged in the higher professions in ancient Egypt, a person had co be literate and so first had to become a scribe. The apprenticeship for this job lasted many years and was tough and challenging. It principally involved memorizing hieroglyphic symbols and practicing handwritten lettering. Scribes noted the everyday activities in ancient Egypt and wrote about everything from grain stocks to tax records. Therefore, most of our information on this rich culture comes from their records. Most scribes were men from privileged backgrounds. The occupation of scribe was among the most sought-after in ancient Egypt. Craftspeople endeavored to get their sons into the school for scribes, but they were rarely successful.

As in many civilizations, the lower classes provided the means for those above them to live comfortable lives. You needed to work if you wanted to eat, but there was no shortage of jobs at any time in Egypt’s history. The commonplace items taken for granted today, such as a brush or bowl, had to be made by hand; laundry had to be washed by hand, clothing sewn, and sandals made from papyrus and palm leaves. In order to make these and have paper to write on, papyrus plants had to be harvested, processed and distributed and all these jobs needed workers. There were rewards and sometimes difficulties. The reed cutter, for example, who harvested papyrus plants along the Nile, had to bear in mind that he worked in an area that was also home to wildlife that, at times, could prove fatal.

At the bottom rung of all these jobs were the people who served as the basis for the entire economy: the farmers. Farmers usually did not own the land they worked. They were given food, implements, and living quarters as payment for their labor. Although there were many more glamorous jobs than farming, farmers were the backbone of the Egyptian economy and sustained everyone else.

The details of lower-class jobs are known from medical reports on the treatment of injuries, letters, and documents written on various professions, literary works, tomb inscriptions, and artistic representations. This evidence presents a comprehensive view of daily work in ancient Egypt – how the jobs were done, and sometimes how people felt about the work. In general, the Egyptians seem to have felt pride in their work no matter what their occupation. Everyone had something to contribute to the community, and no skills seem to have been considered non-essential. The potter who produced cups and bowls was as important to the community as the scribe, and the amulet-maker as vital as the pharmacist.

Part of making a living, regardless of one’s special skills, was raking part in the king’s monumental building projects. Although it is commonly believed that the great monuments and temples of Egypt were achieved through slave labor, there is absolutely no evidence to support this. The pyramids and other monuments were built by Egyptian laborers who either donated their time as community service or were paid for their labor, and Egyptians from every occupation could be called on to do this.

Stone had to first be quarried and chis required workers to split the blocks from the rock cliffs. It was done by inserting wooden wedges in the rock which would swell and cause the stone to break from the face. The often huge blocks were then pushed onto sleds, devices better suited than wheeled vehicles to moving weighty objects over shifting sand. They were then rolled to a different location where they could be cut and shaped. This job was done by skilled stonemasons working with copper chisels and wooden mallets. As the chisels could gee blunt, a specialist in sharpening would take the tool, sharpen it, and bring it back. This would have been constant daily work as the masons could wear down their tools on a single block.

The blocks were then moved into position by unskilled laborers. These people were mostly farmers who could do nothing with their land during the months when the Nile River overflowed its banks. Egyptologists Bob Brier and Hoyt Hobbs explain: ‘For two months annually, workmen gathered by the tells of thousands from all over the country to transport the blocks a permanent crew had quarried during the rest of the year. Overseers organized the men into teams to transport the stones on the sleds.’ Once the pyramid was complete, the inner chambers needed to be decorated by scribes who painted elaborate images on the walls. Interior work on tombs and temples also required sculptors who could expertly cut away the stone around certain figures or scenes that had been painted.

While these artists were highly skilled, everyone – no matter what their job for the rest of the year – was expected to contribute to communal projects. This practice was in keeping with the value of ma’at (harmony and balance) which was central to Egyptian culture. One was expected to care for others as much as oneself and contributing to the common good was an expression of this. There is no doubt there were many people who did not love their job every day, but the Egyptian government was aware of how hard the people worked and so staged a number of festivals throughout the year to show gratitude and give them days off to relax.

**Questions 28-32**  
**Choose the correct letter, A, B, C or D.**  
Write the correct letter in boxes 28-32 on your answer sheet.

**28 What does the writer say about scribes in ancient Egypt?**

**A.** Their working days were very long.  
**B.** The topics they wrote about were very varied.  
**C.** Many of them were once ordinary working people.  
**D.** Few of them rfs11j,§gd, the true value of their occupation.

**29 What is the writer doing in the second paragraph?**

**A.** explaining why jobs were plentiful in ancient Egypt  
**B.** pointing out how honest workers were in ancient Egypt  
**C.** comparing manual and professional work in ancient Egypt  
**D.** noting the range of duties an individual worker had in ancient Egypt

**30 What is the writer doing in the fifth paragraph?**

**A.** explaining a problem  
**B.** describing a change  
**C.** rejecting a popular view  
**D.** criticising a past activity

**31 The writer refers to the value of ma’at in order to explain**

**A.** how the work of artists reflected beliefs in ancient Egypt.  
**B.** how ancient Egyptians viewed their role in society.  
**C.** why the opinions of certain people were valued in ancient Egypt.  
**D.** why ancient Egyptians expressed their views so readily.

**32 Which word best describes the attitude of the Egyptian government toward its workers?**

**A.** strict  
**B.** patient  
**C.** negligent  
**D.** appreciative

**Questions 33-36**  
Look at the following statements (Questions 33-36) and the list of jobs below.  
**Match each statement with the correct job, A- G.**  
Write the correct letter, A- G, in boxes 33- 36 on your answer sheet.

**33** was unable to work at certain times  
**34** divided workers into groups  
**35** faced daily hazards  
**36** underwent a long period of training

**List of Jobs**

**A.** scribe  
**B.** reed cutter  
**C.** farmer  
**D.** potter  
**E.** stonemason  
**F.** overseer  
**G.** sculptor

**Questions 37-40**  
**Complete the summary below.**  
Choose **NO MORE THAN TWO WORDS** from the text on pages 46 and 47 for each answer.  
Write your answers in boxes 37- 40 on your answer sheet.

### ****The king’s building projects****

Labourers who worked on the king’s buildings were local people who chose to participate in**37 \_\_\_\_\_\_\_\_\_** or who received payment.

The work involved breaking up stone cliffs using wooden wedges. The large pieces of stone were then transported to another site on sleds, which moved easily over the **38 \_\_\_\_\_\_\_\_\_\_\_** Here, the blocks could be cut and shaped using tools made of **39 \_\_\_\_\_\_\_\_\_\_\_\_\_\_** and wood. Some of these had to be sharpened regularly.

Eventually, the stone was moved into place to create a building. The job of moving the Stone was often done by **40 \_\_\_\_\_\_\_\_\_\_\_** or other unskilled workers.

## ****Cambridge IELTS 16 General Training Reading 3 with Answers****

### ****Section 1****

Read the text below and answer questions 1-5.

### ****Maps showing walks starting from Bingham Town Hall****

**A** The walk described in this leaflet takes you to one of the many places in the district where bricks were made for hundreds of years, until it was closed in the late 19th century. This brickworks is now the largest and best-known nature reserve in the area. Please note that the ground is very uneven, and under-sixes should not be taken on this walk.

**B** This walk will take you to the top of Burley Hill, along a nice easy path that people of all ages will be able to manage. From the summit you can see for a great distance to the north and west, across a landscape that includes half a dozen lakes and the entrance to Butter Caves. Bear in mind, though, that mist often comes in from the sea and covers the hilltop.

**C** This route leads you through the village of Cottesloe, which was created in the 1930s and is famous for its strange-looking houses and ceramics factory, which is still the largest employer in the area. An artificial lake was originally created beside the village, and has since been filled in and turned into an adventure playground. After you leave Cottesloe, you have a choice of routes to return to the starting point, so either continue via Thurley Park, or if it’s raining, take the shorter direct route.

**D** This walk is ideal in fine weather, as it takes you to the shore of a lake, at a spot convenient for swimming. Children will want to enjoy themselves in the adventure playground nearby. From there you continue to Starling Cottage, which draws people from around the world to visit the home, from 1920 to 1927, of the poet Barbara Cottam.

**E** If you want an easy, undemanding walk over flat ground, this walk will suit you perfectly. It passes the entrance to the famous Butter Caves visitor attraction, so you can combine a visit there with the walk, or just take shelter if it starts raining! On the final stage of the walk you pass through Wimpole, the village where Richard Merton, the architect of a number of local buildings, lived for much of his life.

**Questions 1-5**  
The text has five paragraphs, A-E. **Which paragraph mentions the following? Write the correct letter, A-E,** in boxes 1-5 on your answer sheet.  
**NB** You may use any letter more than once.

**1**. the chance to go into caves **E**  
**2**. the chance to spend time beside a lake **D**  
**3**. some unusual architecture **C**  
**4**. unsuitability for young children **A**  
**5**. the length of the walk depending on the weather **C**

Read the text below and answer Questions 6-14.

#### ****The Maplehampton scarecrow competition – a great success!****

There was once a time when farmers all over the country put scarecrows in fields of growing crops. A traditional scarecrow was a model – usually life-size – of a man or woman dressed in old clothes, and their purpose was to frighten the birds away; though how successful they were is a matter of opinion!

Maplehampton’s scarecrow competition took place on September 12th. Local farmers supplied everything needed to make a scarecrow – like pieces of wood to form a frame, and straw to stuff the scarecrow. The scarecrows were dressed in old clothes which the competitors brought with them.

The festival was held in the village hall, instead of outdoors as planned, due to the unusually high temperature. There were two classes, one for adults and one for children, all of them working in small teams. Over 20 teams took part, each creating one scarecrow. They were encouraged by an audience of around 50, and had ideas and guidance from local artist Tracey Sanzo.

The scarecrows were judged by a team of people from the village. The winning children’s team made a scarecrow that looked like a giant bird – which would surely keep every real bird away! The winning adult team’s scarecrow was dressed as an alien from another planet, and its face was painted to make it look very frightening – at least to human beings!

After the judging, many of the participants and the spectators had a picnic which they had brought. Some of the scarecrows then went home to their creators’ gardens. Alice Cameron, a local farmer, liked one of the scarecrows so much, she bought it to stand on her balcony: she said she didn’t need it to scare birds away from her crops, as only bird-scarers that made a noise were effective. She just wanted to be able to see it! The event raised over £300 for village funds.

**Questions 6-14**  
Do the following statements agree with the information given in the text? 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**. Traditionally, most scarecrows were the same size as a human being. **T**  
**7**. The competition in September was the first one in Maplehampton. **Not**  
**8**. The farmers who provided materials could take part in the competition. **Not**  
**9**. Old clothes were supplied to the people who made the scarecrows. **F**  
**10**. The venue for the competition was changed because of the weather. **T**  
**11**. Competitors could get advice on making their scarecrows. T  
**12**. In the judges’ opinion, the scarecrow dressed as an alien was better than the giant bird. **Not**  
**13**. The competition organisers supplied a picnic for the competitors and spectators. **F**  
**14**. Alice Cameron bought a scarecrow to frighten birds away from her crops. F

### ****Section 2****

Read the text below and answer Questions 15-22.

### ****Qualities that make a great barista****

Truly great baristas take the time to develop the key skills that will enable them to deliver the highest possible quality of coffee-based beverage and service. As a barista, you must make a concerted effort to listen to your clientele and make sure the drinks you produce are correct in all respects. This is particularly important when you consider the sheer range and complexity of modern coffee drinks, which may start from a single (or double) shot of espresso but can include many additional elements. If you become distracted by the conversation that is going on nearby, you may ultimately miss the mark from a service perspective.

One thing that separates a great from a good barista is that the former is constantly busy and has a strong work ethic. You will often catch a great barista rinsing out the filter in their machines, for example, as this erodes the build-up of burnt coffee oil that can begin to impact on the quality and taste of each espresso shot. Similarly, do not be surprised to hear the sound of the coffee grinder at work. This highlights the keen attention to detail that distinguishes skilled baristas, as they have the desire and the awareness to make every drink with completely fresh ground coffee. This type of attentiveness helps baristas to get the most from the coffee that they use, as many of the delicate aromas found in espresso are lost when exposed to the open air.

Timing is everything when it comes to producing the perfect cup of coffee. A great barista knows precisely when to finish the extraction of espresso, at the point when the balance of flavour has reached its optimum levels. They also understand how important this is; those who act too soon are left with a drink without flavour while those who delay the finish risk burning the beverage and tainting it with a bitter after-taste.

When it comes to customer service, there is so much more to a coffee shop experience than drinking perfectly roasted blends. The atmosphere and the ambience also play a central role, and the interaction that the customer has with their barista sets the tone for an enjoyable experience. Great baristas ask their customers how their day is going or what they’re going to do later; they read local newspapers and keep up with issues that really matter, all of which make a real difference in a competitive marketplace.

**Questions 15-22**  
**Complete the notes below.**  
Choose **ONE WORD ONLY** from the text for each answer.

#### ****Notes on being a great barista****

**Serving the customer**

* Be sure you make drinks that are **15 \_\_** correct **\_\_\_\_\_\_**for the customer
* Ignore any **16 \_\_** conversation **\_\_\_**around you

**Using the equipment**

* Clean the machine **17\_\_\_** filter **\_\_\_\_\_**regularly
* Grinding  
  – always use ground coffee that is **18\_\_\_** fresh **\_**  
  – remember that air causes the smell to fade

**Making the coffee**

* Know when to stop making the espresso  
  – too early reduces the **19\_** flavour **\_\_\_\_**  
  – too late makes the coffee **20\_** bitter **\_\_\_\_\_**

**Giving good customer service**

* Talk to your customers  
  – ask about the customers’ **21 \_** day **\_\_\_\_\_\_\_**  
  – know something about the important **22 \_\_\_** issues **\_\_**in the area

Read the text below and answer **Questions 23-27.**

#### ****Running a meeting****

Prior to the meeting, think about the seating and arrange it in an appropriate way. A circle can work well for informal meetings, but sometimes the furniture cannot be re-arranged or rows are more suitable. Consider the participants and decide what is best. Before people arrive, it’s a good idea to designate someone to stand at the entrance and greet everyone.

If the meeting is small, start by requesting everyone to introduce themselves and to give a bit of relevant information in addition to their name. This may be what they do or why they are there. For all meetings, you need to introduce the chairperson, i.e., yourself, and any other outside speakers you have invited.

Next, make sure everyone can see the agenda or has a copy of it. Briefly run through the items then take one point at a time, and make sure the group doesn’t stray from that point until it has been dealt with. Encourage participation at all times so that attendees can contribute but don’t let everyone talk at the same time. Try to keep discussions positive, but don’t ignore conflicts – find a solution for them and make sure they are resolved before they grow.

Summarise points regularly and make clear action points. Write these down and don’t forget to note who’s doing what, and by when. Encourage everyone to feel able to volunteer for tasks and roles. It can help if the more experienced members of the group offer to share skills and knowledge, but don’t let the same people take on all the work as this can lead to tension within the group.

At the end, remember to thank everyone for turning up and contributing. It can be nice to follow the meeting with a social activity like sharing a meal or going to a cafe.

**Questions 23-27**  
**Complete the flow chart below.**  
Choose **NO MORE THAN TWO WORDS** from the text on page 66 for each answer.

#### ****Tips on running a meeting****

Arrange seats according to the types of meeting and participants



In small meetings, ask people fro some**23 \_\_\_\_** relevant information **\_\_\_\_**  
as they introduce themselves



Make sure the **24 \_\_\_** the agenda **\_\_\_\_\_\_\_\_\_\_**  
is available to everyone.



Involve people in the discussion and solve  
any **25\_\_\_\_** conflicts **\_\_\_\_** quickly if they arise



Note action points and who is responsible for them



Avoid **26** **\_\_\_** to volunteer**\_\_\_\_\_\_\_** by involving a range of  
people in tasks



Thanks people for coming, and possibly have some kind of  
**27** **\_** social activity **\_\_** afterwards

### ****Section 3****

Read the text below and answer questions 28-40.

### ****Feathers as decoration in European history****

**A** Today, we do not generally associate feathers with the military in Europe, yet history shows that in fact feathers have played an intriguing role in European military clothing. The Bersaglieri of the Italian Army, for example, still wear a bunch of long black feathers in their hats hanging down to one side, while British fusiliers have a clipped feather plume whose colour varies according to their regiment. The Royalists in the English Civil War adorned their headgear with ostrich feathers. ‘Historically, feathers were an incredibly expressive accessory for men,1 observes Cambridge historian, Professor Ulinka Rublack. ‘Nobody has really looked at why this was the case. That’s a story that! want to tell.’

Rublack is beginning to study the use of featherwork in early modern fashion as part of a joint project between the Universities of Cambridge, Basel and Bern. To the outsider, its preoccupations (her co-researchers are studying gold, glass and veils) might seem surprising. Yet such materials sustained significant economies and expertise.

**B** Rublack has spotted that something unusual started to happen with feathers during the 16th century. In 1500, they were barely worn at all in Europe; 100 years later they had become an indispensable accessory for the fashionable European man. In prosperous trading centres, the citizens started wearing hats bedecked with feathers from cranes and swallows. Headgear was specially manufactured so that feathers could be inserted more easily. By 1573, Plantin’s Flemish-French dictionary was even obliged to offer words to describe people who chose not to wear them, recommending such terms as: ‘the featherless’ and ‘unfeathered’.

Featherworking became big business. From Prague and Nuremberg to Paris and Madrid, people started to make a living from decorating feathers for clothing. Impressive efforts went into dyeing them. A 1548 recipe recommends using ashes, lead monoxide and river water to create a ‘very beautiful’ black, for example.

**C** Why this happened will become clearer as Rublack’s project develops. One crucial driver, however, was exploration – the discovery of new lands, especially in South America. Compared with many of the other species that early European colonists encountered, exotic birds could be captured, transported and kept with relative ease. Europe experienced a sudden ‘bird-craze’, as exotic birds became a relatively common sight in the continent’s largest markets.

Given the link with new territories and conquest, ruling elites wore feathers partly to express their power and reach. But there were also more complex reasons. In 1599, for example, Duke Frederick of Wurttemberg held a display at his court at which he personally appeared wearing a costume covered in exotic feathers and representing the Americas. This was not just a symbol of power, but of cultural connectedness, Rublack suggests: The message seems to be that he was embracing the global in a duchy that was quite insular and territorial.’

**D** Nor were feathers worn by the powerful alone. In 1530, a legislative assembly at Augsburg imposed restrictions on peasants and traders adopting what it clearly felt should be an elite fashion. The measure did not last, perhaps because health manuals of the era recommended feathers could keep the wearer safe from ‘bad’ air – cold, miasma, damp or excessive heat – all of which were regarded as hazardous. During the 1550s, Eleanor of Toledo had hats made from peacock feathers to keep her dry in the rain. Gradually, feathers came to indicate that the wearer was healthy and civilised. Artists and musicians took to wearing them as a mark of subtlety and style.

**E** As with most fads, this enthusiasm eventually wore off. By the mid-17th century, feathers were out of style, with one striking exception. Within the armies of Europe feathers remained an essential part of military costume. Rublack thinks that there may have been several reasons for this strange contradiction. ‘It’s associated with the notion of graceful warfaring,’ she says. This was a period when there were no standing armies and it was hard to draft soldiers. One solution was to aestheticise the military, to make it seem graceful and powerful.’ Feathers became associated with the idea of an art of warfare. They were also already a part of military garb among many native American peoples and in the Ottoman empire. Rublack believes that just as some of these cultures considered the feathers of certain birds to be highly significant, and sometimes sacred, European soldiers saw the feathers as imparting noble passions, bravery and courage.

**F** In time, her research may therefore reveal a tension about the ongoing use of feathers in this unlikely context. But, as she also notes, she is perhaps the first historian to have spotted the curious emotional resonance of feathers in military fashion at all. All this shows a sea-change in methodologies: historians now chart the ways in which our identities are shaped through deep connections with ‘stuff’ – the material objects that are parts of our lives.

**Questions 28-33**  
The text has six sections, A-F. Choose the correct heading for each section from the list of headings below.  
Write the correct number, i-viii, in boxes 28-33 on your answer sheet.

**List of Headings**

**i** The link between feathers and a wider international awareness  
**ii** An unsuitable decoration for military purposes  
**iii** A significant rise in the popularity of feathers  
**iv** Growing disapproval of the trapping of birds for their feathers  
**v** A new approach to researching the past  
**vi** Feathers as protection and as a symbol of sophistication  
**vii** An interesting relationship between the wearing of feathers and gender  
**viii** A reason for the continued use of feathers by soldiers

**28. Section A**  
**29. Section B**  
**30. Section C**  
**31. Section D**  
**32. Section E**  
**33. Section F**

**Questions 34-36**  
**Choose the correct letter, A, B, C or D.**

**34. In Section B, what information is given about the use of feathers in the 16th century?**

**A** Some were not real feathers, but imitations.  
**B** They were sometimes coloured artificially.  
**C** Birds were specially bred for their feathers.  
**D** There was some disapproval of their use for decoration.

**35. Rublack suggests the feather costume worn by Duke Frederick in 1599 represented**

**A** a lack of sensitivity to American traditions.  
**B** a rejection of the beliefs held by those around him.  
**C** a positive attitude towards the culture of the Americas.  
**D** a wish to follow a fashion of the time.

**36. According to Rublack, one reason why feathers survived in European military costume was because**

**A** birds were seen as having religious significance.  
**B** feathers suggested certain qualities about military activities.  
**C** the power of feathers was feared by other cultures.  
**D** soldiers came to associate particular birds with warlike qualities.

**Questions 37-40**  
**Complete each sentence with the correct ending, A-G, below.**

**37**. Hats decorated with long black feathers  
**38**. Feathers from cranes and swallows  
**39**. Feathers from exotic birds  
**40**. Peacock feathers

**A** lost popularity in the 16th century.  
**B** were used as protection from bad weather.  
**C** are worn today by some soldiers.  
**D** could only be worn by men of noble birth.  
**E** were used to create an outfit worn by a person of high status.  
**F** were once awarded for military achievements.  
**G** became popular decorations for urban dwellers in the 16th century