

# IELTS

GENERAL TRAINING

17

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WITH ANSWERS

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AUTHENTIC PRACTICE TESTS



WITH AUDIO



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inside you'll find four authentic examination papers for listening, reading, writing and speaking. They are the perfect way to practise – EXACTLY like the real

## Why are they unique?

All our authentic practice tests go through the same design process as the real tests. 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. Practising on their own allows them to familiarise themselves with the exam format, understand the scoring system and practise

## Further information

IELTS is jointly managed by the British Council, IDP: IELTS Australia and Cambridge English Language Assessment. Further information can be found on the IELTS 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 you are taking the Academic or General Training module.

<b>Academic</b> For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.	<b>General Training</b> For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those who wish to train or study below degree level.
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3 sections, 40 items 60 minutes	or	General Training R 3 sections, 40 ite 60 minutes
Academic Writing 2 tasks 60 minutes	or	General Training V 2 tasks 60 minutes
Speaking 11 to 14 minutes		
Total Test Time 2 hours 44 minutes		

## GENERAL TRAINING TEST FORMAT

### Listening

This test consists of four parts, each with ten questions. The first two parts are 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 and 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 completion, 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 hear them. 10 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 a variety of sources: advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with texts concerned with providing factual information. The second section focuses on texts in a social context and involves texts of more complex language. The third section involves more extended texts, with a more complex structure, but with the emphasis on informative 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 sentence endings, matching headings, matching features, matching sentence endings.



completion, summary completion, note 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, 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 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).



scores are recorded on the Test Report Form along with details of the candidate's 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 at that level. The nine bands and their descriptive statements are as follows:

- 9 **Expert user** – Has fully operational command of the language: appropriate 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 occasional inaccuracies, inappropriacies and misunderstandings. Can use and understand complex language, particularly in familiar situations.
- 5 **Modest user** – Has partial command of the language, coping with overall communication 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 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 isolated words.
- 0 **Did not attempt the test** – Did not answer the questions.



### Questions which require letter / Roman numeral answers

For questions where the answers are letters or Roman numerals, you should write only one answer. If you have written more letters or numerals, 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, you will be penalised if you exceed this. For example, if a question says 'using NO MORE THAN THREE WORDS' and the correct answer is 'the answer 'coat of black leather' is *incorrect*.
- In questions where you are expected to complete a gap, you should write the necessary missing word(s) onto the answer sheet. For example, to complete 'in the morning', the answer 'in the morning' is *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 see the original questions for the Writing tasks. We have provided sample answers (written by candidates) and the examiners' comments. These sample answers will give you an idea of 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**.

**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



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.



## Work experience for veterinary science student

- 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.



Choose **FOUR** answers from the box and write the correct letter, A–F, in the spaces provided for 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

### Modules on Veterinary Science course

- 27** Medical terminology .....
- 28** Diet and nutrition .....
- 29** Animal disease .....
- 30** Wildlife medication .....





# 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

## 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 border 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 .....
- 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.



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



## **Goods and Services Tax (GST) relief**

A 3% Goods and Services Tax (GST) is levied on the sale of all goods and services in Singapore. If you are a visitor, returning citizen or permanent resident, 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 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\$500 in total
- obtain a Global Refund Cheque from the place of purchase.

When collecting your refund you have several choices – cash, bank transfer, or Airport Shopping Voucher, which comes with an additional 10% discount on the purchase.

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

**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 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 a refund.



## A walk around the Orchard Road district

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

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

From the foyer at Tangs, turn left to Lucky Plaza. One of the oldest shopping centres on Orchard Road, this mall is a perennial favourite with shoppers. Be amazed by the vast array of cosmetics, jewellery, leather goods and hi-fi equipment. Prices are always fixed, so bring along a good set of bargaining skills.

Coming out of Lucky Plaza, continue along Orchard Road and enter the Singapore Shopping Centre. Apart from a wide range of shops and restaurants, there is a Singapore Airlines Service Centre to facilitate bookings and offer information for tourists. Also available are a number of computer terminals for sale. Outside the shopping centre are life-sized sculptures by a well-known Taiwanese sculptor, S. J. Lee. These were inspired by depictions of life in rock art from as far back as 20,000 years ago in Inner Mongolia.



*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  
original building.
- 14 Access to several ..... at the Singapore Airlines  
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.



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 appear ..... to the reader.
- 17 Applicants need to find ways to define the ..... the do well in their work.
- 18 It can be helpful for applicants to try to base a consideration of themselves ..... of others.
- 19 Requesting the input of a dependable ..... can help work out their own good points.
- 20 It is best to avoid the ..... used by many applicants describing themselves in a CV.



Being organised is one of the most effective skills a businessperson can have. When we're organised, we think more clearly. We're in tune with our targets and priorities. 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 workspace. Here are some tips to restore order:

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

### **Effective planning**

Plan your work; work your plan. Time spent planning saves untold hours in the long run. Implementing regular planning strategies will sharpen your focus, the productivity of your team, and keep you on track with your work.

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

Once a week, ring-fence a 60- to 90-minute appointment with yourself for strategic planning. Use the time to do research or any of the thinking that normally gets postponed.



## 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 work surface
- deciding on sensible 23 ..... for things that are 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 .....

### Planning ahead is important because

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

The text on pages 27 and 28 has five sections, **A–E**.

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

*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.



1812 by an explosion at Felling Colliery in northern England, several people took action and a society was set up to raise funds for the methods of lighting and ventilating mines. The first report of the society was to scientific men only that we must look up for assistance in providing an 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 in 1815. The general belief nowadays is that he was the inventor of the safety lamp, in which the flame was enclosed by a mesh screen of small holes. Air could enter the lamp through the holes, but they would not allow the flame of the lamp to pass through them and ignite any flammable gas in the mine tunnels. Davy presented a paper describing the lamp in 1815, and it was trialled in January 1816. However, a few weeks after its presentation, an engineer called George Stephenson had independently developed and demonstrated a lamp based on the same scientific principles. Without discussion and argument, he was eventually recognised as deserving the 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 that is what it is called to this day.
- E** But in fact, the real inventor of the safety lamp was a man called James Blantyre 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. His first lamp did not fulfil the needs of the ordinary working miner as it was too heavy and cumbersome. But rather than seeking to glory in his achievement, he recognised its deficiencies and continued to work to improve it, and he shared his knowledge with others. George Stephenson acknowledged a debt to Clanny's research, and Humphrey Davy visited him in 1815 shortly before he began his design for his own safety lamp but to this day Dr Clanny remains the true inventor.



## 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.



Write the correct letter in boxes 37 to 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 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 safety.
  - D It started a movement to give miners proper training in safety.
- 39 The lamp presented by Davy was safer than previous methods 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 improved.
  - 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 .....,



Write about the following topic:

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

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

***Why do you think some people might not be happy to give up u***

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

Write at least 250 words.



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



Example Speaking

## 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?]

## 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 about two minutes. You have one minute to think about what you are going to say and can make some notes to help you if you like.

## 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 centres?

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.

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



Listening test audio

### 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**.

**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



### 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 .....



Which **TWO** things do the students agree they need to include in their review 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

- 23 the set .....
- 24 the lighting .....
- 25 the costume design .....
- 26 the music .....
- 27 the actors' delivery .....



- 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 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



## Want to rent a property?

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

### **A Aynho Properties**

With over 50 years' experience, we offer a comprehensive service. Our firm has been based in Shipton Street since its foundation. We have a thorough knowledge of the surrounding neighbourhood and we 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 ensure you find a property for you to rent. Everything we do is based on good practice – we ask for 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 carried out.

### **C Jakesford Properties**

As a family-run business with over 20 years' experience in the property industry, we pride ourselves on treating every client with kindness and respect. The landlords on our books have been selected with great care and we 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 available 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 payments.

### **E Leftfield Letting**

While the main objective of some letting agents is to get as many properties as possible for their properties, we aim to secure a fair deal for our clients and a trouble-free service for landlords. We use modern marketing techniques and include price comparisons for similar properties with other agencies 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.



You must have approved front and rear lights that are lit, clean and working when cycling between sunset and sunrise. It's no defence to say that it's not yet dark. The legal lighting obligations for cyclists are determined by sunrise times – not the 'hours of darkness', which start 30 minutes after sunrise and end 30 minutes before the latter and dictate when motorists must switch on their 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, 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 helmet. There is 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 180 times per minute. The legal requirements for reflectors include a red rear reflector, four amber pedal reflectors, one at the front and rear of each pedal. Some might suggest that a reflective heel strip or ankle band could replace a reflector, but unfortunately these do not meet the legal requirements. This is a problem for riders who use bikes where the feet are attached to the pedals by a strap. These pedals are not designed with enough space to accommodate a heel strip. This makes this an area of legislation in need of change.

Unlike with other vehicles, lights are not a legal requirement for cycling during the day. However, seriously reduced visibility during the daytime, although we wouldn't expect it, could make it necessary to light up 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.



# Maintaining a safe environment for employees working on computers

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

## Workstation furniture

The work desk or work surface should be big enough to allow the user to position the screen, keyboard and documents, etc. in a flexible way. It should be positioned so that it's comfortable when an employee uses a document. The desk should be 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 as to disturb the user. If you can't use quieter equipment, consider soundproofing the equipment. You could use partitions between noisy equipment and the workstation as an alternative.

Lighting is also an important consideration. Surrounding windows must have blinds which users can adjust to prevent reflected glare. If needed, provide lighting appropriate to their tasks and particular workstation. Users should be encouraged to adjust 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 monitor humidity 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 variety of activities and some control over which tasks they perform and when. You should also match staffing levels to workload so that individuals are neither overworked nor underworked. Give employees some say in the way work is carried out and the planning of their work.

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 breaks are better than longer, less frequent ones. A 5–10-minute break after 50–60 minutes of work is better than a 15–20-minute break after two hours. The employee should have a choice over when to take breaks and they should be encouraged to do so. 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



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

Employers need to oversee all ladders that are owned by their company. Inspections should be carried out on a regular basis, and they should keep a record of these. Before starting a job, employers are also responsible for ensuring the ladder is the right length to meet the needs of the task; reaching out from 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 ensure they are not loose as this could cause an accident. Similarly, a cracked ladder could cause it to fail.

Almost all falls from ladders happen because the ladder moves unexpectedly. One of the key factors in preventing falls from ladders is to ensure your ladder is stable when it is used. First, make sure that you choose level ground on which to set up the ladder. There are specially designed tools you can use to ensure this – don't just rely on your eyes or feet. Second, check the ground surface is dirt-free and solid, so the feet of 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 with barriers 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 the ladder is used. Finally, think about the hazards to the general public and make sure the ladder is not underneath it or get too near to it. A 'danger' sign at the base is often used to warn of this.

To secure the ladder, tie it to a suitable point, such as a window or rail, so that both sides are attached. Where this is not practical, secure it to the wall or ceiling 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 .....



- A On October 20, 1968, a 21-year-old university student from Fosbury completely transformed the sport of high jumping with an Olympic-record jump of 2.24 meters at the Mexico City Olympics. He 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 came to be, Fosbury would joke with sportswriters, informing some that, because of his background in physics and engineering, he had initially designed the jump on paper, and telling others that he had accidentally discovered it when he once tripped and fell backward on his take-off. However, in 1974, 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 my coach was going crazy because it kept evolving. I didn't know it, but the world would be able to use it."
- C Fosbury explained that when he first learned to high jump at age 11, he tried jumping with the "scissors" style. He said, "I used to jump anywhere with that technique. He started me with the 'belly flop' style. However, I was really lousy with that style. I expressed my frustration to him, 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 head and my shoulders went back in reaction to that. At the end of the competition, I improved my best by 15 cm to 1 m 78 and even placed third. When I was in high school with my curved approach, I began to lead with my head, 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 1 m 93 physique. *Sports Illustrated* writer Richard Hoffer wrote, "Fosbury, an engineering student, his body and mind working together, making the jump with only one goal, getting over the bar." Hoffer explained that Fosbury's arms and legs seemed to be all over the place, though the technique that served to get him a centimeter higher were retained, while the rest was 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."



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
- 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 of the Flop began
- 32** a reference to a time when Fosbury was dissatisfied with his



- 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
- 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
- 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
- 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.



## 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 sense  
on the **38** ..... In his next interview, he used  
from the description given to a newspaper photo – and this was  
everyone noted. He says the name was appropriate because he  
**39** ..... and a **40** ..... do  
'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,



Write about the following topic:

***In some countries, more and more people are hiring a personal 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, 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?



## PART 1 Questions 1–10

Complete the notes below.

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

### Advice on surfing holidays

#### Jack's advice

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

#### Irish surfing locations

- County Clare
  - Lahinch has some good quality 3 ..... and su
  - 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 .....

#### 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.



### 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**.

**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



**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 .....



## 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 33 ..... 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
- Little was known about the 37 ..... and journeys of migration until the practice of ringing was established.
  - It was thought large birds carried small birds on some journeys but were considered incapable of travelling across huge 38 .....
  - Ringing depended on what is called the 39 '.....' of .....
- In 1931, the first 40 ..... to show the migration of European birds was printed.



## 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 cross the stream at Old Water Mill and are at about the same level of difficulty. The yellow path follows the stream which runs alongside the yellow path. Dogs enjoy a swim in the stream, 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 the forest. If you take a wrong turn, as walkers often do, your walk will be 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. 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 equipment. It is accessed by a gate with a strong bolt to keep sheep out of the field. The path is lined on both sides by firs and some majestic oaks that date back to the nineteenth century. There are benches along the route 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 a steep climb, then the path flattens out – but not for long, so you need to be fit. The exercise is worth it, though, as there are some spectacular views of 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 a dog, keep it on a lead as the smaller shrubs can be easily destroyed. The path 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.



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. When I initially viewed my Poppi Properties flat, I was accompanied by Lillie Eggerton, one of the two staff who run the company. The flat was located in an office where I have been working for the past year, so I went there before my work 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 three months' rent. The flat was on the 12th floor, which I admit was a surprise as I thought it was lower when I first read about it, but Lillie was very enthusiastic and I felt confident that I was making the right choice. At this point, she was friendly and kind, but once I had moved into the property, I discovered that she was not as approachable than she had been during the viewing period and when I tried to contact her, she was unavailable.

At the start of my tenancy, a number of issues were unsatisfactory in the flat. For example, as a new tenant, you have a right to expect your flat to be in good condition. Carpets should be professionally cleaned, but mine had not even been cleaned. I hoped that this problem would be addressed quickly, but nothing was done. I did the job myself. Similarly, the oven worked when I switched it on, but it smoked inside and smelt horrible. The company did nothing, so in the end I stopped using the oven while I lived there. Several times, I asked to speak to the manager 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 Lillie'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.



## Raising a grievance at work

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



If not satisfied, find details of your company's grievance procedure.  
This may be in a handbook, a 16 ..... or on an intranet



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 ..... C  
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.



plate and roof sign that states they are a taxi. As a taxi driver you must be able to pick up passengers in advance, wait on a taxi rank or pick up passengers while on the move. You can also combine normal 'pick-up' jobs with prearranged contracts such as regular schoolchildren or those unable to drive. You might also make longer journeys, such as taking people to airports. The other type of passenger transport is private hire. As a private hire driver, you can only collect passengers who have been 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 phone
- help to load and unload passengers' luggage
- assist passengers with any physical conditions that make it difficult 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. You would be constantly on the move. The job allows you to choose your own hours of work and find more work in the evenings. You would work between 40 and 60 hours per week. 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 able to communicate 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 hire driver. For this, you usually need to be over 21 years old, to have a valid driving licence and to have been driving for at least 12 months. You must also pass a test of knowledge about the local geography. If you are using a vehicle that is not a taxi or private hire vehicle, you 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 other skills, such as RQF level 4, would also be welcome.



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 ..... .
- 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 ..... .



### 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







- 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.



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



## Growing forced rhubarb

During November, rhubarb crowns are removed from the soil and re-  
sheds that have plenty of heating. These conditions encourage such  
the buds make a 37 ..... sound as the pink st

The growing period lasts around three weeks. After that, the rhubarb  
picked by a group of people known as 38 .....  
39 ..... to inspect the stems and to make sure  
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,**



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

*Do you agree or disagree?*

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

Write at least 250 words.



## 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 about 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?



## PART 1 Questions 1–10

Complete the notes below.

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

### 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 ne
- A special cleaning service is available for customers who ar  
to 7 \_\_\_\_\_

#### Information on the cleaners

- Before being hired, all cleaners have a background check c  
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**.



- 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



- 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**.

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



### Comments about the development of the e

- A It could cause excessive sweating.
- B The material was being mass produced for 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 .....



# Maple syrup

## What is maple syrup?

- made from the sap of the maple tree
- added to food or used in cooking
- colour described as 31 .....
- very 32 ..... com  
refined sugar

## The maple tree

- has many species
- needs sunny days and cool nights
- maple leaf has been on the Canadian flag since 1964
- needs moist soil but does n  
fertiliser as well
- best growing conditions and  
33 ..... are in Can  
North America

## Early maple sugar producers

- made holes in the tree trunks
- used hot 34 ..... to heat  
the sap
- used tree bark to make cont  
for collection
- sweetened food and drink w

## Today's maple syrup

### The trees

- Tree trunks may not have the correct 35 ..... until they have  
growing for 40 years.
- The changing temperature and movement of water within the tree produces

### The production

- A tap is drilled into the trunk and a 36 ..... carries the sap into a
- Large pans of sap called evaporators are heated by means of a 37 .....
- A lot of 38 ..... is produced during the evaporation process.
- 'Sugar sand' is removed because it makes the syrup look 39 .....  
affects the taste.
- The syrup is ready for use.
- A huge quantity of sap is needed to make a 40 ..... of ma



## Outdoor activities for all the family

### **A Perry Forest**

Our walks cater for all ages and all degrees of fitness, and are suitable for children as well as adults. Every Saturday and Sunday throughout the year we will lead several walks. So whether you want a short stroll on level ground or a challenging walk to the top of Shepherds Hill, we have something for you.

### **B Pugsley Beach Nature Reserve**

The reserve has plenty of wildlife, whatever the time of year. It's a great place to see a variety of species of birds, and plants that grow hardly anywhere else. In the summer months it is when hundreds of grey seals arrive on the beach to have their pups. The covered viewing area offers spectacular close-up views of all the wildlife. Hot drinks and snacks are available to help you keep warm.

### **C Marston Hall**

If you ever wonder what wildlife trusts do for the environment, come to Marston Hall, where our rangers will show you how they manage the land. We have habitats, from providing feeding boxes for squirrels to creating artificial ponds for amphibians and many other creatures. They'll also take you on a short walk through the ancient pine forest in search of animal tracks and signs.

### **D Craven Discovery Centre**

Here at the discovery centre, youngsters are introduced to the world of nature. There's a petting zoo, where they can stroke or feed the sheep, rabbits and other residents. Then they're taken on a walk through the woods. The adults can take part in one of our woodland activities, or learn some basic woodworking skills.

### **E Shelford Family Wild Outing**

Go birdwatching or catch insects as daylight fades, then have a picnic on the bank of the River Wale by moonlight, and end by toasting marshmallows. It's all part of a Family Wild Outing in Shelford, organised by the Shelford Wildlife Trust. Ideal for both adults and children.

### **F Garston Park**

Come to Garston Park when the sun has set and explore the so-called 'dark sky'. Children – and their parents – who are interested in astronomy will be able to help you to find your way among the stars, and then we gather for refreshments. Please note that events are cancelled if the weather is too bad.



The text on page 84 has six advertisements, **A–F**.

Which advertisement mentions the following?

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

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

- 1 running in the evening
- 2 seeing newborn animals
- 3 parents and children doing different activities at the same time
- 4 choosing from alternative routes
- 5 learning about how other people help animals
- 6 an event occurring only at a certain time of the year
- 7 identifying where animals have been



the sixth form, for ages 16 to 18+. In the sixth form we provide guidance for students, whether they are planning on going to university or straight into the workplace. We have a high rate of success with universities, including growing success in recent years for medical

While the majority of sixth-form students enter from the lower schools, the expansion of the sixth form is largely the result of an increase in the number of schools in the area. We pride ourselves on giving these external students a warm welcome. We welcome your interest in joining our sixth form and offering you a place if you satisfy our minimum entry requirements.

If you are an internal student, please apply through the MyChoice system. This is also where external students need to view course information. If you are an external student whose current school does not use MyChoice applications, please see our website for an application form to the annual Open Evening in the autumn term when you can come and ask any questions you may have.

Care, guidance and support in the sixth form at Hinchbrook is something which we are very proud of, and each of our students is treated as an individual. You will be assigned a professional sixth-form tutor who will provide you with guidance, and will be responsible for helping you make sensible choices for your future career path.

You will meet with your tutor at a fixed time every fortnight to discuss any concerns you or your subject teachers may have about your effort. You will also set targets for yourself, in agreement with your tutor, and your progress towards achieving these targets will be monitored at these meetings.



## Questions 8–14

Do the following statements agree with the information given in the text on page 86?  
In boxes 8–14 on your answer sheet, write

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

- 8 Some sixth-form students intend to start work immediately after leaving school.
- 9 An increasing number of students are accepted at medical school.
- 10 Most sixth-form students come from other schools.
- 11 External applicants have an interview before they can be accepted.
- 12 Applications to the sixth form can only be made through the MyChoice16 website.
- 13 External applicants can talk to current students at the Open Evening.
- 14 Students meet their tutor whenever one of them requests a meeting.



Today the tree-cutting team consists of myself, Gary and Mikael. We cut down a tall tree that is inside the boundary of a busy timber yard on a working day for the yard – and it is far easier to remove a tree when the yard is around. As supervisor, I first pop into our office to sort out the day, which includes the risk assessments. Then I look at the meteorological forecast as wind and rain make our job much more difficult. Luckily it's a good day.

Next, we load up the equipment – things like petrol-driven chainsaws, helmets and waterproofs, spades, rakes and other tools, etc. – and leave before the three of us set off. On arrival at the site, we have a quick meeting and a procedure for the day. After that, one of us – today it's Gary – goes up to select his anchor point. This is the position from which he'll cut down the tree, high enough to enable access throughout the tree's branches, but with enough strength to support the climber. The first few big branches can be cut into large pieces and dropped into the yard, so we make good progress and start our wood pile there.

Having removed the more accessible branches, we have lunch and set up a system to reach the smaller upper branches. This involves placing a pulley and using thick rope to drag the branches down. When they're cut, they fall away – outside the boundary of the yard. On the other side of the yard is a wide grass verge and then a footpath, where I set up a number of barriers to keep the public to our activities. Working alongside a road requires vigilance over the movements of pedestrians, and as Gary starts work, I watch what he's doing to ensure safety. Once the branches are on the ground, I throw them to Mikael, who cuts them up and feeds the machine that dices them into small pieces called wood chippings.



## Cutting down a big tree

The site supervisor checks the paperwork and the latest information  
the weather first.



Chainsaws, clothing and all 15 \_\_\_\_\_ are  
then loaded onto the lorry.



The team talk briefly at the site about the overall 16 \_\_\_\_\_  
the work begins.



The climber's anchor point must have the necessary height and  
17 \_\_\_\_\_ for the job.



The first branches are cut and placed in a pile in the yard.



A pulley and some 18 \_\_\_\_\_ assist in the removal  
the top branches.



At this point, signs are placed on the 19 \_\_\_\_\_



For safety, the actions of both the tree cutter and 20 \_\_\_\_\_  
be regularly checked.



A special machine creates 21 \_\_\_\_\_ out of some of the



In a residential building, such as a block of flats, underfloor jobs the mechanical and electrical systems are common. They may need to work in a narrow space that is often only about 35 centimetres deep. In addition, the floor is typically covered with a wood product, engineered to resemble solid wood. Plumbers must follow very strict criteria as far as drilling and cutting are concerned. They must go in and cut holes and lay pipes. He must first think about what he is doing, understand the cutting chart that accompanies each of his tools and how his work will impact on other tradespeople, before proceeding.

Commercial plumbers working on office buildings, hotels, restaurants, etc., face the same issues and co-ordination problems as residential plumbers, but they have to install equipment that is more sophisticated. This is because it is often in systems where mechanical work and plumbing work are combined. Plumbers must have specific installation instructions, so it is critical that the plumber has the ability to understand these. In addition, often the structures are concrete and walls must be X-rayed prior to drilling in order to avoid hitting k reinforcement steel.

Service plumbers go in where others have been and often face situations where they must troubleshoot various possible causes of a plumbing problem. To work effectively, they must have complete knowledge of, say, a customer's system they are servicing, even if they did not install it! They must have the ability to translate the symptoms they can see, such as leaks and blockages, into the actual cause and take the appropriate action to rectify the issue in a fast and cost-effective manner. Service plumbers encounter residential or commercial customers who have had great inconvenience or have had their operations severely disrupted by a plumbing issue. Successful service plumbers not only need good mechanical skills, they typically need very good people skills to provide the necessary



Choose the correct words from the text for each answer.

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

The work of plumbers		
Type of plumber	Work-related issues	Skills/Actions ne
Residential	<ul style="list-style-type: none"> <li>Working underfloor in a 22 _____ area</li> <li>Dealing with a wood product</li> </ul>	<ul style="list-style-type: none"> <li>Plan carefully</li> <li>Always use the appropriate 23 _____ each tool</li> <li>Consider how different 24 _____ be affected</li> </ul>
Commercial	<ul style="list-style-type: none"> <li>Working with advanced equipment designed for integrated systems</li> </ul>	<ul style="list-style-type: none"> <li>Fully comprehend instructions</li> <li>Take images of structure to locate important materials like 25 _____</li> </ul>
Service	<ul style="list-style-type: none"> <li>Diagnosing problems and their causes</li> <li>Fully understanding something someone else installed, e.g., a shower unit</li> <li>Providing quick, 26 _____ solutions</li> </ul>	<ul style="list-style-type: none"> <li>Deal well with people who have a lot of 27 _____ disruption as a result of problems</li> </ul>



*A scheme to save the dormouse, a tiny woodland mammal, from  
the reintroduction of larger lost species such as  
wolf and sea eagle to the UK*

More than 100 years after they were last recorded by naturalists in the Wensleydale valley in northern England, rare dormice have returned to a secret woodland location there. Twenty breeding pairs of rare hazel dormice were recently reintroduced as part of a national scheme to reverse the decline of one of Britain's most threatened mammals. This reintroduction, led by the People's Trust for Endangered Species (PTES) and supported by a coalition of conservation groups, is the 22nd in the last 23 years. Dormice depend on well-managed woodlands and healthy, connected hedgerows for their survival. But changes in land use since the 1940s have been so drastic that the dormice that remain have limited living space and are increasingly isolated.

Ahead of the release, the PTES found a site of dense, good-quality woodland while the captive-bred dormice waited in quarantine. After examination by vets, the dormice were placed in their 'soft release' accommodation in pairs. This consisted of secure wooden boxes fitted to trees and surrounded by a metre-square cage. For 10 days, the dormice were checked and given food daily, then a small opening was made, allowing them the freedom to explore, while retaining the security of the cage. Everything was removed in October, when the animals started preparing to go into hibernation for the winter.

'The hope is that we know how they have said Ian White of the habitat, captive-bred management could a of success of such sch distinctive factor of explained, is the inte another released dorm miles away by manag The goal is to create dormice and that wil more robust.

Woodlands were trac through regularly cut trees to ground level and provide firewood local residents. This s as coppicing, and as happened to provide of light for dormice. been largely lost, with woodland sliced up b fields. England also h of its hedgerows dug and 1993 as small fie make larger ones and building projects. All effect on dormouse p

'It's very important th dormouse because th



Helen Meech, the director of Rewilding Britain, an organisation campaigning to restore lost species and habitats to the British countryside, said that such reintroductions would increase people's familiarity with living with more wild animals once again. People's everyday wildlife experience is becoming limited to seeing grey squirrels and pigeons, she explained. 'We are increasingly disconnected from nature. In 30 to 40 years' time, we might get to the point where we can start to think about bringing back wolves, bison or moose, but let's start with species that will have a lighter impact for now.'

Over centuries, Britain has lost many key species that are critical for healthy ecosystems. Here are some of the species conservationists have reintroduced or are proposing to reintroduce ...

The lynx is believed to have disappeared from Britain about 1,000 years ago. Experts say it would help control the fast-growing population of red deer, allowing forests to regenerate and support greater biodiversity. The preference of the lynx, a shy animal, to stay in its woodland habitat would make a threat to livestock or humans unlikely.

After an absence of 400 years, beavers are back in Britain. The Devon Beaver project

unlicensed free-living population. Tay has caused problems.

Lost to Britain in the 1700s, the most controversial species reintroduction given its potential impact on agricultural livestock. But the restoration of ecosystems overgrazed by deer. Despite their reputation, they present a low risk. Because of the space a wolf population would need, the Scottish Highlands would be an obvious place for their reintroduction and could generate millions of jobs in tourism.

The sea eagle, also known as the white-tailed eagle, was driven to extinction in Britain earlier this century. A reintroduction programme has seen it return to the Hebrides island of Mull. Proposals to bring it back to the east of England following concerns from landowners about the threat to livestock. Successful reintroductions in Europe have offered compensation.

Then there is the wild boar which disappeared in the 13th century due to hunting. They increase biodiversity, create space for trees and plants but can cause damage to crops. The species has been quietly reintroduced in the woodlands of Britain in recent decades.



## The procedure for the dormouse reintroduction in Wensleydale

It was necessary to do some preparation before the 40 dormice were introduced into Wensleydale. First, members of the PTES had to choose a suitable site for them. Then 28 ..... gave them a thorough health check. The team then divided the animals into 29 ..... before introducing them to their temporary tree homes. These were boxes which were enclosed in a way so the dormice could not get out, but the team brought 30 ..... to visit them on a regular basis.

Once the dormice got used to their new environment, a gap was made in the fence so they could go out and return when they wanted. Then, before the dormice were ready to start their annual 31 ..... in the autumn, the team removed their temporary homes away; they intend to return and review the project next year.



## Questions 32–36

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

Write the correct letter in boxes 32–36 on your answer sheet.

- 32 Ian White says that one aim of releasing 40 dormice in Wensleydale is to
- A allow the public to observe the animals in the future.
  - B test whether the area is sufficient for a large group.
  - C experiment with new methods of caring for them.
  - D get the group to mix with others that live nearby.
- 33 Coppicing is mentioned in the fourth paragraph as an example of
- A how changes in their natural habitat have affected dormouse numbers.
  - B what was often done in woodland in the past to help dormice survive.
  - C the relative importance of woodland and hedges in the countryside.
  - D the particular types of trees that grow best in the English climate.
- 34 Why does Ian White support the widespread reintroduction of dormice?
- A They are animals that can easily be bred in captivity.
  - B The steps taken to help them will also benefit many other animals.
  - C The public will be more likely to go for walks in woods and fields.
  - D They are animals that should particularly attract younger children.
- 35 What does Helen Meech hope that the dormice project will lead to?
- A an increase in the populations of the most common species
  - B a public who are used to sharing their environment with wildlife
  - C a general awareness of the need to reintroduce larger animals soon
  - D a willingness to spend time improving natural landscapes in the UK
- 36 What is suggested about wolves returning to the UK?
- A The best solution would be to keep them in a secure wildlife park.
  - B They would definitely need to be kept far away from humans.
  - C There is only one area of the UK which would accept them.
  - D Their presence could revive some damaged environments.



- 37** This species has already begun to settle in the UK without help.
- 38** This species would be particularly suitable for reintroduction to come into contact with people.
- 39** It is possible that reintroducing this species could bring considerable benefits to one area.
- 40** Some countries which have already reintroduced this species repay farmers if it kills any of their animals.

**List of Animals**

- A** The lynx
- B** The beaver
- C** The wolf
- D** The sea eagle
- E** The wild boar



## WRITING

### WRITING TASK 1

You should spend about 20 minutes on this task.

*You have bought some clothing online and are not satisfied with your purchase.*

*Write a letter to the company that you bought the clothing from. In your email*

- *give details of the purchase*
- *describe the problem*
- *explain why you need a replacement urgently*

Write at least 150 words.

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

Begin your letter as follows:

**Dear Sir or Madam,**



***Some people think that it's a good idea to socialise with work during evenings and weekends. Other people think it's important to keep working life completely separate from social life.***

***Discuss both these views and give your own opinion.***

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

Write at least 250 words.



familiar topics.

## EXAMPLE

### Maps

- Do you think it's better to use a paper map or a map on your phone?
- When was the last time you needed to use a map? [Why/Why not?]
- If you visit a new city, do you always use a map to find your way around? [Why/Why not?]
- In general, do you find it easy to read maps? [Why/Why not?]

## PART 2

**Describe an occasion when you had to do something in a hurry.**

**You should say:**

**what you had to do**

**why you had to do this in a hurry**

**how well you did this**

**and explain how you felt about having to do this in a hurry.**

You will have  
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to help you

## PART 3

### *Discussion topics:*

#### **Arriving late**

*Example questions:*

Do you think it's OK to arrive late when meeting a friend?

What should happen to people who arrive late for work?

Can you suggest how people can make sure they don't arrive late?

#### **Managing study time**

*Example questions:*

Is it better to study for long periods or in shorter blocks of time?

What are the likely effects of students not managing their study time well?

How important is it for students to have enough leisure time?



PETER: Hello?  
JAN: Oh hello. My name's Jan. Are you the right person to talk to about the Conservation Group?  
PETER: Yes, I'm Peter. I'm the secretary.  
JAN: Good. I've just moved to this area, and I'm interested in getting involved in a similar group where I used to live. Could you tell me some activities, please?  
PETER: Of course. Well, we have a mixture of regular activities and special ones. One of the regular ones is trying to keep the beach free of litter. A few people do a couple of hours a month on it, and it's awful how much there is. I think people would be more responsible and take it home with them.  
JAN: I totally agree. I'd be happy to help with that. Is it OK to take down the litter?  
PETER: I'm afraid not, as they're banned from the beach itself. You can take it to the cliffs, though. And children are welcome.  
JAN: Right.  
PETER: We also manage a nature reserve, and there's a lot to do there. For example, because it's a popular place to visit, we spend a lot of time clearing after the paths and making sure they're in good condition for walkers.  
JAN: I could certainly help with that.  
PETER: Good. And we have a programme of creating new habitats there. We've just finished making and installing nesting boxes for birds to use, and we're now going to work on encouraging insects – they're important for the reserve.  
JAN: They certainly are.  
PETER: Oh, and we're also running a project to identify the different species of birds that visit the reserve. You might be interested in taking part in that.  
JAN: Sure. I was involved in something similar where I used to live, collecting different species of moths. I'd enjoy that.  
PETER: Another job we're doing at the reserve is replacing the wall on the boundary between the parking area and our woodshed. It was badly damaged last month.  
JAN: OK.

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PETER: Then as I said, we have a programme of events as well, both at the reserve and during the week.  
JAN: Right. I presume you have guided walks? I'd like to get to know the countryside, as I'm new to the area.  
PETER: Yes, we do. The next walk is to Ruston Island, a week on Saturday. We'll be meeting in the car park at Dunsmore Beach at low tide – that's when the rocks are dry enough for us to walk to the island without getting wet.  
JAN: Sounds good.



- PETER: The island's a great place to explore. It's quite small, and it's got a range of habitats. It's also an ideal location for seeing seals just off the coast, or even on the beach.
- JAN: OK. And is there anything we should bring, like a picnic, for instance?
- PETER: Yes, do bring one, as it's a full-day walk. And of course it'll be wet walking across and back, so make sure your boots are waterproof.
- JAN: I must buy a new pair – there's a hole in one of my current ones! Well, I'd definitely like to come on the walk. Q7
- PETER: Great. Then later this month we're having a one-day woodwork session in Hopton Wood.
- JAN: I've never tried that before. Is it OK for beginners to take part? Q8
- PETER: Definitely. There'll be a couple of experts leading the session, and we keep the number of participants down, so you'll get as much help as you need.
- JAN: Excellent! I'd love to be able to make chairs.
- PETER: That's probably too ambitious for one day! You'll be starting with wooden spoons, and of course learning how to use the tools. And anything you make is yours to take home with you. Q9
- JAN: That sounds like fun. When is it?
- PETER: It's on the 17th, from 10 am until 3. There's a charge of £35, including lunch, or £40 if you want to camp in the wood. Q10
- JAN: I should think I'll come home the same day. Well, I'd certainly like to join the group.

## PART 2

So, hello everyone. My name's Lou Miller and I'm going to be your tour guide today as we take this fantastic boat trip around the Tasmanian coast. Before we set off, I just want to tell you a few things about our journey.

Our boats aren't huge as you can see. We already have three staff members on board and on top of that, we can transport a further fifteen people – that's you – around the coastline. But please note if there are more than nine people on either side of the boat, we'll move some of you over, otherwise all eighteen of us will end up in the sea! Q11

We've recently upgraded all our boats. They used to be jet black, but our new ones now have these comfortable dark red seats and a light-green exterior in order to stand out from others and help promote our company. This gives our boats a rather unique appearance, don't you think? Q12

We offer you a free lunchbox during the trip and we have three types. Lunchbox 1 contains ham and tomato sandwiches. Lunchbox 2 contains a cheddar cheese roll and Lunchbox 3 is salad-based and also contains eggs and tuna. All three lunchboxes also have a packet of crisps and chocolate bar inside. Please let staff know which lunchbox you prefer. Q13

I'm sure I don't have to ask you not to throw anything into the sea. We don't have any bins to put litter in, but Jess, myself or Ray, our other guide, will collect it from you after lunch and put it all in a large plastic sack. Q14

The engine on the boat makes quite a lot of noise so before we head off, let me tell you a few things about what you're going to see.



were mainly prison convicts until the middle of that century and  
live in such circumstances took over.

Some of you have asked me what creatures we can expect to see. I know everyone knows about the penguins, but they're very shy and, unfortunately, tend to hide from passing boats. You might see birds in the distance, such as sea eagles, flying around the cliff edge where they nest. When we get to the rocky area inhabited by fur seals, we'll stop and watch them swimming around the coast. They're inquisitive creatures so don't be surprised if they come right in front of you. Their predators, orca whales, hunt along the coastline too, but one of these is rare. Dolphins, on the other hand, can sometimes approach on their own groups as they ride the waves beside us.

Lastly, I want to mention the caves. Tasmania is famous for its caves and the ones we pass by are so amazing that people are lost for words when they see them. They can't be approached by sea, but if you feel that you want to see more than we're able to show you, then you can take a kayak into the area on another day and one of our staff will give you more information on that. What we'll do is to go through a narrow channel, past the incredible rock formations and from there we'll be able to see the openings to the caves. At that point we'll talk to you about what lies beyond.

## PART 3

- DIANA: So, Tim, we have to do a short summary of our work experience on a farm.
- TIM: Right. My farm was great, but arranging the work experience was hard. The main problem was it was miles away and I don't drive. And also, I'd really wanted a long-term placement for a month, but I could only get one for two weeks.
- DIANA: I was lucky, the farmer let me stay on the farm so I didn't have to travel. I found finding the right sort of farm to apply to wasn't easy.
- TIM: No, they don't seem to have websites, do they. I found mine through a friend's mother's, but it wasn't easy.
- DIANA: No.
- TIM: My farm was mostly livestock, especially sheep. I really enjoyed helping with the lambs. I was up most of one night helping a sheep deliver a lamb ...
- DIANA: On your own?
- TIM: No, the farmer was there, and he told me what to do. It wasn't a straightforward birth, but I managed. It was a great feeling to see the lamb stagger to its feet and start feeding almost straightaway, and to know that it was OK.
- DIANA: Mm.
- TIM: Then another time a lamb had broken its leg, and they got the vet in to help. He talked me through what he was doing. That was really useful.
- DIANA: Yes, my farm had sheep too. The farm was in a valley and they had a low-land breed called Suffolks, although the farmer said they'd had other breeds in the past.
- TIM: So were they bred for their meat?
- DIANA: Mostly, yes. They're quite big and solid.
- TIM: My farm was up in the hills and they had a different breed of sheep, the Cheviots.



their feed.

DIANA: Yes, I found that too. And they're not cheap. But my farmer said some are overpriced for what they are. And he didn't give them as a matter of routine, just at times when the chickens seemed to particularly require them.

TIM: Yes, mine said the same. He said certain breeds of chickens might need more supplements than the others, but the cheap and expensive ones are all basically the same.

DIANA: Mm.

TIM: So did your farm have any other livestock, Diana?

DIANA: Yes, dairy cows. I made a really embarrassing mistake when I was working in the milk shed. Some cows had been treated with antibiotics, so their milk wasn't suitable for human consumption, and it had to be put in a separate container. But I got mixed up, and I poured some milk from the wrong cow in with the milk for humans, so the whole lot had to be thrown away. The farmer wasn't too happy with me.

TIM: I asked my farmer how much he depended on the vet to deal with health problems. I'd read reports that the livestock's health is being affected as farmers are under pressure to increase production. Well, he didn't agree with that, but he said that actually some of the stuff the vets do, like minor operations, he'd be quite capable of doing himself.

DIANA: Yeah. My farmer said the same. But he reckons vets' skills are still needed.

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DIANA: Now we've got to give a bit of feedback about last term's modules – just short comments, apparently. Shall we do that now?

TIM: OK. So medical terminology.

DIANA: Well, my heart sank when I saw that, especially right at the beginning of the course. And I did struggle with it.

TIM: I'd thought it'd be hard, but actually I found it all quite straightforward. What did you think about diet and nutrition?

DIANA: OK, I suppose.

TIM: Do you remember what they told us about pet food and the fact that there's such limited checking into whether or not it's contaminated? I mean in comparison with the checks on food for humans – I thought that was terrible.

DIANA: Mm. I think the module that really impressed me was the animal disease one, when we looked at domesticated animals in different parts of the world, like camels and water buffalo and alpaca. The economies of so many countries depend on these, but scientists don't know much about the diseases that affect them.

TIM: Yes, I thought they'd know a lot about ways of controlling and eradicating those diseases, but that's not the case at all. I loved the wildlife medication unit. Things like helping birds that have been caught in oil spills. That's something I hadn't thought about before.

DIANA: Yeah, I thought I might write my dissertation on something connected with that.

TIM: Right. So ...



reach the central area. Finding your way through a labyrinth involves many paths but it's not possible to get lost as there is only one single path.

In modern times, the word labyrinth has taken on a different meaning and is often a synonym for a maze. A maze is quite different as it is a kind of puzzle with a network of paths. Mazes became fashionable in the 15th and 16th centuries and can still be found in the gardens of great houses and palaces. The paths are usually surrounded by thick, high hedges so that it's not possible to see over them. Entering a maze usually involves getting lost a few times before using logic to work out the path to your way to the centre and then out again. There are lots of dead ends and paths that lead you back to where you started. The word 'maze' is believed to come from a Saxon word for a state of confusion. This is where the word 'amazing' comes from.

Labyrinths, on the other hand, have a very different function. Although people often refer to things they find complicated as labyrinths, this is not how they were seen in the past. The winding spiral of the labyrinth has been used for centuries as a metaphor for life. It served as a spiritual reminder that there is purpose and meaning to our lives and can give people a sense of direction. Labyrinths are thought to encourage a feeling of peace and have been used as a meditation and prayer tool in many cultures over many centuries.

The earliest examples of the labyrinth spiral pattern have been found carved in stone from Sardinia to Scandinavia, from Arizona to India to Africa. In Europe, these spiral patterns date from the late Bronze Age. The Native American Pima tribe wove baskets with a labyrinth design that depicted their own cosmology. In Ancient Greece, the labyrinth was used on coins around four thousand years ago. Labyrinths made of mosaic were commonly found in bathhouses, villas and tombs throughout the Roman Empire.

In Northern Europe, there were actual physical labyrinths designed for walking. They were cut into the turf or grass, usually in a circular pattern. The origin of these walking labyrinths remains unclear, but they were probably used for fertility rites which have lasted for thousands of years. Eleven examples of turf labyrinths survive today, including one at Saffron Walden, England, which used to have a large tree in the middle.

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More recently labyrinths have experienced something of a revival. Some believe that walking a labyrinth promotes healing and mindfulness, and there are those who claim its emotional and physical benefits, which include slower breathing and a restoration of balance and perspective. This idea has become so popular that labyrinths have been laid on the floors of spas, wellness centres and even prisons in recent years.

A pamphlet at Colorado Children's Hospital informs patients that 'walking a labyrinth often calm people in the midst of a crisis'. And apparently, it's not only patients who benefit. Many visitors find walking a labyrinth less stressful than sitting in a corridor or waiting. Some doctors even walk the labyrinth during their breaks. In some hospitals, patients who can't walk can have a paper 'finger labyrinth' brought to their bed. The science behind the theory is a little sketchy, but there are dozens of small-scale studies which support the benefits of labyrinths. For example, one study found that walking a labyrinth provided 'short-term calming, relaxation, and relief from anxiety' for Alzheimer's patients. So, what is it about labyrinths that makes their appeal so universal? Well ...



Southern. I'd like to become a volunteer, and I gather you co-ordinate volunteers in the village.

JANE: That's right.

FRANK: What sort of thing could I do?

JANE: Well, we need help with the village library. We borrow books from the town library, and individuals also donate them. So, one thing you could do is get involved in collecting them – if you've got a car, that is.

FRANK: Yes, that's no problem.

JANE: The times are pretty flexible so we can arrange it to suit you. Another thing is records that we keep of the books we're given, and those we borrow and return to the town library. It would be very useful to have another person to keep them up to date.

FRANK: Right. I'm used to working on a computer – I presume they're computerised.

JANE: Oh yes.

FRANK: Is the library purpose-built? I haven't noticed it when I've walked round the village.

JANE: No, we simply have the use of a room in the village hall, the West Room. On the left as you go in.

FRANK: I must go and have a look inside the hall.

JANE: Yes, it's a nice building.

FRANK: Do you run a lunch club in the village for elderly people? I know a lot of places.

JANE: Yes, we have a very successful club.

FRANK: I could help with transport, if that's of any use.

JANE: Ooo definitely. People come to the club from neighbouring villages, and we're always in need of more drivers.

FRANK: And does the club have groups that focus on a particular hobby, too? I could be involved in one or two, particularly if there are any art groups.

JANE: Excellent. I'll find out where we need help and get back to you.

FRANK: Fine. What about help for individual residents. Do you arrange that at all?

JANE: Yes, we do it as a one-off. In fact, there's Mrs Carroll. She needs a lift to the hospital next week, and we're struggling to find someone.

FRANK: When's her appointment?

JANE: On Tuesday. It would take the whole morning.

FRANK: I could do that.

JANE: Oh, that would be great. Thank you. And also, next week, we're arranging to have some work done to Mr Selsbury's house before he moves, as he isn't quite healthy enough to do it himself. We've got some people to decorate his kitchen, but if you could do some weeding in his garden, that would be wonderful.

FRANK: OK. I'd enjoy that. And presumably the day and time are flexible.

JANE: Oh yes. Just say when would suit you best, and we'll let Mr Selsbury know.

FRANK: Good.

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JANE: The volunteers group also organises monthly social events, which is a great way to meet other people, of course.



FRANK: I'm sure I could. I'll think about what to make, and let you know.

JANE: Thank you. Then on November the 18th, we're holding a dance, at the village hall. We've booked a band that specialises in music of the 1960s, which we've never heard of before, and we've had a lot of requests to bring them back.

FRANK: I'm not really a dancer, but I'd like to do something to help.

JANE: Well, we sell tickets in advance, and having an extra person to check the door, as people arrive, would be good – it can be quite a bottleneck when the band arrives at once!

FRANK: OK, I'm happy with that.

JANE: We're also arranging a New Year's Eve party. We're expecting that to be a big event, so instead of the village hall, it'll be held in the Mountfort Hotel.

FRANK: The ...?

JANE: Mountfort. M-O-U-N-T-F-O-R-T Hotel. It isn't in Southoe itself, but it's only a couple of miles away. The hotel will be providing dinner and we've booked a band. The one thing we haven't got yet is a poster. That isn't something we could do, by any chance, is it?

FRANK: Well actually, yes. Before I retired I was a graphic designer, so that's right.

JANE: Oh perfect! I'll give you the details, and then perhaps you could send me a copy.

FRANK: Of course.

## PART 2

Good morning, and welcome to Oniton Hall, one of the largest estates in the area. I'm Nick, and I'm one of the guides. I'll give you a brief introduction to the estate while you're sitting down, and then we'll walk round.

The estate consists of the house, gardens, parkland and farm, and it dates back to the fourteenth century. The original house was replaced in the late seventeenth century, and since that time it has had a large number of owners. Almost all of them have left their mark by adding new rooms, like the ballroom and conservatory, or by demolishing other parts of the house. The house looks much as it's always done, although the current owner has done a great deal to improve the flower beds.

In the seventeenth century, the estate was owned by a very wealthy man called Sir John Downes. His intention was to escape from the world of politics, after years as an MP and a politician, and to build a new house worthy of his big collection of books, paintings and sculptures. He broke off contact with his former political allies, and hosted meetings with creative and literary people, like painters and poets. Unusually for his time, he didn't care whether his guests were rich or poor, as long as they had talent.

Big houses like Oniton had dozens of servants until the 1920s or 30s, and we've tried to show what their working lives were like. Photographs of course don't give much of an idea, so instead, as you go round the house, you'll see volunteers dressed up as nineteenth-century servants, going about their work. They'll explain what they're doing, and tell you the story of the tools they're using. We've just introduced this feature to replace the audio guide, which was used to have available.



the buildings date from the eighteenth century, so you can really step back into an agricultural past.

Until recently, the dairy was where milk from the cows was turned into cheese. It's now a place to go for lunch, or afternoon tea, or just a cup of coffee and a slice of homemade cake.

The big stone building that dominates the farm is the large barn, and in here is our collection of agricultural tools. These were used in the past to plough the earth, sow seeds, make hay and much more.

There's a small barn, also made of stone, where you can groom the donkeys and horses and keep their coats clean. They really seem to enjoy having it done, and children love grooming them.

The horses no longer live in the stables, which instead is the place to go to buy gifts, buy our own jams and pickles, and clothes and blankets made of wool from our sheep.

Outside the shed, which is the only brick building, you can climb into a horse-drawn carriage for a lovely, relaxing tour of the park and farm. The carriages are well over a hundred years old.

And finally, the parkland, which was laid out in the eighteenth century, with a lake and trees that are now well established. You'll see types of cattle and sheep that are hardly ever seen on farms these days. We're helping to preserve them, to stop their numbers falling further.

OK, well if you'd like to come with me ...

### PART 3

ED: Did you make notes while you were watching the performances of *Romeo and Juliet*, Gemma?

GEMMA: Yes, I did. I found it quite hard though. I kept getting too involved in the plot.

ED: Me too. I ended up not taking notes. I wrote down my impressions when I got home. Do you mind if I check a few things with you? In case I've missed anything. And I've also got some questions about our assignment.

GEMMA: No, it's good to talk things through. I may have missed things too.

ED: OK great. So first of all, I'm not sure how much information we should include in our reviews.

GEMMA: Right. Well, I don't think we need to describe what happens. Especially as *Romeo and Juliet* is one of Shakespeare's most well-known plays.

ED: Yeah, everyone knows the story. In an essay we'd focus on the poetry and Shakespeare's use of imagery etc., but that isn't really relevant in a review. I'm supposed to focus on how effective this particular production is.

GEMMA: Mmm. We should say what made it a success or a failure.



director used it but I don't think we'll have space in 800 words.  
ED: No. OK. That all sounds quite straightforward.

- ED: So what about The Emporium Theatre's production of the play?
- GEMMA: I thought some things worked really well but there were some problems.
- ED: Yeah. What about the set, for example?
- GEMMA: I think it was visually really stunning. I'd say that was probably the most memorable thing about this production.
- ED: You're right. The set design was really amazing, but actually I have seen some ideas used in other productions.
- GEMMA: What about the lighting? Some of the scenes were so dimly lit it was hard to see.
- ED: I didn't *dislike* it. It helped to change the mood of the quieter scenes.
- GEMMA: That's a good point.
- ED: What did you think of the costumes?
- GEMMA: I was a bit surprised by the contemporary dress, I must say.
- ED: Yeah – I think it worked well, but I had assumed it would be more contemporary.
- GEMMA: Me too. I liked the music at the beginning and I thought the musician was brilliant, but I thought they were wasted because the music didn't have much impact in Acts 2 and 3.
- ED: Yes – that was a shame.
- GEMMA: One problem with this production was that the actors didn't deliver their lines well. They were speaking too fast.
- ED: It was a problem I agree, but I thought it was because they weren't speaking loudly enough – especially at key points in the play.
- GEMMA: I actually didn't have a problem with that.
- ED: It's been an interesting experience watching different versions of *Romeo and Juliet*, hasn't it?
- GEMMA: Definitely. It's made me realise how relevant the play still is.
- ED: Right. I mean a lot's changed since Shakespeare's time, but in many ways nothing's changed. There are always disagreements and tension between teenagers and their parents.
- GEMMA: Yes, that's something all young people can relate to – more than the extreme emotions in the play.
- ED: How did you find watching it in translation?
- GEMMA: Really interesting. I expected to find it more challenging, but I could follow the story pretty well.
- ED: I stopped worrying about not being able to understand all the words and focused on the actors' expressions. The ending was pretty powerful.
- GEMMA: Yes. That somehow intensified the emotion for me.
- ED: Did you know Shakespeare's been translated into more languages than any other writer?
- GEMMA: What's the reason for his international appeal, do you think?
- ED: I was reading that it's because his plays are about basic themes that are familiar with everyone everywhere.



## PART 4

Right, everyone, let's make a start. Over the past few sessions, we've been considering the reasons why some world languages are in decline, and today I'm going to introduce another factor that affects languages, and the speakers of those languages, and that's technology and, in particular, digital technology. In order to illustrate its effect, I'm going to focus on the Icelandic language, which is spoken by around 321,000 people, most of whom live in Iceland – an island in the North Atlantic Ocean.

The problem for this language is not the number of speakers – even though this number is small. Nor is it about losing words to other languages, such as English. In fact, the vocabulary of Icelandic is continually increasing because when speakers need a new word for something, they tend to create one, rather than borrowing from another language. All this makes Icelandic quite a special language – it's changed very little in the past millennium, yet it can handle twenty-first-century concepts related to the use of computers and digital technology. Take, for example, the word for web browser ... this is *vafri* in Icelandic, which comes from the verb 'to wander'. I can't think of a more appropriate term because that's exactly what you do mentally when you browse the internet. Then there's an Icelandic word for podcast – which is too hard to pronounce! And so on.

Icelandic, then, is alive and growing, but – and it's a big but – young Icelanders spend a great deal of time in the digital world and this world is predominantly English. Think about smartphones. They didn't even exist until comparatively recently, but today young people use them all the time to read books, watch TV or films, play games, listen to music, and so on. Obviously, this is a good thing in many respects because it promotes their bilingual skills, but the extent of the influence of English in the virtual world is staggering and it's all happening really fast.

For their parents and grandparents, the change is less concerning because they already have their native-speaker skills in Icelandic. But for young speakers – well, the outcome is a little troubling. For example, teachers have found that playground conversations in Icelandic secondary schools can be conducted entirely in English, while teachers of much younger children have reported situations where their classes find it easier to say what is in a picture using English, rather than Icelandic. The very real and worrying consequence of all this is that the young generation in Iceland is at risk of losing its mother tongue.

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Of course, this is happening to other European languages too, but while internet companies might be willing to offer, say, French options in their systems, it's much harder for them to justify the expense of doing the same for a language that has a population the size of a French town, such as Nice. The other drawback of Icelandic is the grammar, which is significantly more complex than in most languages. At the moment, the tech giants are simply not interested in tackling this.

So, what is the Icelandic government doing about this? Well, large sums of money are being allocated to a language technology fund that it is hoped will lead to the development of Icelandic sourced apps and other social media and digital systems, but clearly this is going to be an uphill struggle.



future in this nation state is secure. It's becoming an inevitable second choice in young people's lives.

This raises important questions. When you consider how much of the past is tied to a language, will young Icelanders lose their sense of their own identity? Another issue that concerns the government of Iceland is this. If children are learning two languages through different routes, neither of which they are fully fluent in, will they be able to express themselves properly?



## PART 1

- WOMAN: Jack, I'm thinking of taking the kids to the seaside on a surfing holiday this summer and I wanted to ask your advice – as I know you're such an expert.
- JACK: Well, I don't know about that, but yes, I've done a bit of surfing over the years. I'd thoroughly recommend it. I think it's the kind of holiday all the family can enjoy together. The thing about surfing is that it's great for all ages and all abilities. My youngest started when he was only three!
- WOMAN: Wow! But it's quite physically demanding, isn't it? I've heard you need to be pretty fit.
- JACK: Yes. You'll certainly learn more quickly and won't tire as easily.
- WOMAN: Well – that should be OK for us. You've been surfing a few times in Ireland, haven't you?
- JACK: Yes. There's some great surfing there, which people don't always realise.
- WOMAN: And which locations would you recommend? – there seem to be quite a few.
- JACK: Yes, there are loads. Last year we went to County Donegal. There are several great places to surf there.
- WOMAN: What about in County Clare? I read that's also really good for surfing.
- JACK: Yes, it is. I've been there a few times. Most people go to Lahinch. My kids love it there. The waves aren't too challenging and the town is very lively.
- WOMAN: Are there good hotels there?
- JACK: Yes – some very nice ones and there are also a few basic hostels and campsites. It's great if you need lessons as the surf schools are excellent.
- WOMAN: Sounds good.
- JACK: Yes and there's lots to see in the area – like those well-known cliffs – ... I've forgotten the name of them ...
- WOMAN: Oh don't worry – I can look them up.
- JACK: I've also been surfing in County Mayo, which is less well-known for surfing, but we had a really good time. That was a few years ago when the kids were younger. There's a good surf school at Carrowniskey beach.
- WOMAN: How do you spell that?
- JACK: C-A-double R-O-W-N-I-S-K-E-Y
- WOMAN: OK.
- JACK: I put the kids into the surf camp they run during the summer for 10–16 year olds.
- WOMAN: Oh right. How long was that for?
- JACK: Three hours every day for a week. It was perfect – they were so tired out after that.
- WOMAN: I can imagine.
- JACK: One thing we did while the kids were surfing was to rent some kayaks to have a look around the bay which is nearby. It's really beautiful.
- WOMAN: Oh, I'd love to do that.
- 
- WOMAN: Now the only time I went to Ireland it rained practically every day.
- JACK: Mmm yes – that can be a problem – but you can surf in the rain, you know.
- WOMAN: It doesn't have the same appeal, somehow.
- JACK: Well, the weather's been fine the last couple of years when I've been there, but actually, it tends to rain more in August than in the spring or autumn. September's my favourite month because the water is warmer then.



- WOMAN: The only problem is that the kids are back to school then.
- JACK: I know. But one good thing about Irish summers is that it doesn't get too hot. The average temperature is about 19 degrees and it usually doesn't go above 25 degrees. Q8
- WOMAN: That sounds alright. Now what about costs?
- JACK: Surfing is a pretty cheap holiday really – the only cost is the hire of equipment. You can expect to pay a daily rate of about 30 euros for the hire of a wetsuit and board – but you can save about 40 euros if you hire by the week. Q9
- WOMAN: That's not too bad.
- JACK: No. It's important to make sure you get good quality wetsuits – you'll all get too cold if you don't. And make sure you also get boots. They keep your feet warm and it's easier to surf with them on too. Q10
- WOMAN: OK. Well, thanks very much ...

## PART 2

Good afternoon. My name's Mrs Carter and I run the before and after school extended hours childcare service. I hope you've had a chance to have a good look around the school and talk to staff and pupils. I know that many of you are interested in using our childcare service when your child joins the school, and perhaps you already know something about it, but for those that don't, I'll go through the main details now.

We offer childcare for children from the ages of four to eleven both before and after school. I know that many parents who work find this service invaluable. You can leave your child with us safe in the knowledge that they will be extremely well cared for.

We are insured to provide care for up to 70 children, although we rarely have this many attending at any one session. I think we generally expect around 50–60 children for the afternoon sessions and about half that number for the breakfast sessions. Although we currently do have 70 children registered with us, not all of these attend every day. It's ten years since we began offering an extended hours service and we've come a long way during that time. When we first opened, we only had about 20 children attending regularly. Q11/12

We try to keep our costs as low as we can and we think we provide very good value for money. For the afternoon sessions, which run from 3.30 until 6 p.m., it's £7.20. But if you prefer, you can pay for one hour only, which costs £3.50, or two hours which costs £5.70. Q13

The cost of the childcare includes food and snacks. They'll be given breakfast in the morning and in the afternoon, a healthy snack as soon as they finish school. At 5 p.m. children are given something more substantial, such as pasta or a casserole. Please inform us of any allergies that your child might have and we'll make sure they're offered a suitable alternative. Q14

As you may know, the childcare service runs through the school holidays from 8 a.m. to 6 p.m. We offer a really varied and exciting programme to keep the children entertained – we don't want them to feel as if they are still at school! It will also feel different because they'll get the chance to make new friends with children from other schools – spaces are available for them because a lot of our term-time children don't always attend during the holiday. In the past, parents have asked if children over the age of 11 are allowed to come with their younger brothers and sisters – but I'm afraid we're unable to do this because of the type of insurance we have. Q15

So now let me tell you about some of the activities that your child can do during the after-school sessions. As well as being able to use the playground equipment, computers and



example, Spanish. We have a specialist teacher coming in every Thursday to give a basic introduction to the language through games and songs. She does two sessions: one for the over 8s and one for the younger children. This is the only activity which we have to make an extra charge for – but it's well worth it.

Once a week the children have the opportunity to do some music. We're very lucky that one of our staff is a member of a folk band. On Mondays, she teaches singing and percussion to groups of children. We do rely on parental support for this, so if any of you sing or play an instrument and would be prepared to help out at these sessions, we'd be delighted.

Painting continues to be one of the most popular activities. To begin with we weren't keen on offering this because of the extra mess involved, but children kept asking if they could do some art and so we finally gave in. Art is great for helping the children to relax after working hard at school all day.

Yoga is something that we've been meaning to introduce for some time but haven't been able to find anyone available to teach it – until now that is. So we'll see how this goes. Hopefully, children will benefit in all sorts of ways from this.

Cooking is another popular activity. They make a different sort of cake, or pizza or bread each week. Although the younger children love doing it, we found that the mess was just too much, so we've decided to restrict this to the over 8s, as they are better able to clean up after themselves.

### PART 3

- HOLLY: Hello Dr Green – I'm here to talk to you about my work placement.
- TUTOR: Oh yes, it's Holly, isn't it?
- HOLLY: Yes.
- TUTOR: So, which work placement have you chosen?
- HOLLY: I decided to go for the Orion Stadium placement. The event I'll be managing is one where I'm helping to set up a sports competition for primary school children.
- TUTOR: Yup. That's always a popular placement – even though it can be tougher than you think working with children.
- HOLLY: I know, but it's the fresh air that attracts me – organising something indoors doesn't have the same appeal, even though it might be fun.
- TUTOR: OK, so obviously safety's going to be one of your key concerns for this event.
- HOLLY: Yes, I've already thought about that. I'll need to make sure none of the equipment's damaged.
- TUTOR: Ah well, you'll be working with schools, so the equipment will be their responsibility. However, the grounds and what goes on there will be yours.
- HOLLY: Oh I see – that'll include keeping everyone within the boundary once they're in their kit and on the field?
- TUTOR: Exactly – you'll need to inspect areas like changing rooms as well for anything someone can trip over, but your main priority will be not to lose anyone!
- HOLLY: Right. I'll need staff to help with that.
- TUTOR: And don't forget about the spectators.
- HOLLY: Mmm. I was thinking that many of them will be parents, who could help run the event.
- TUTOR: I wouldn't rely on that. They'll be more interested in filming their children than volunteering.
- HOLLY: I'll need to make sure they don't interfere with events doing that!



TUTOR: You have to be prepared for such things.  
 HOLLY: Oh. What if a match ends in a draw – do you let the teams keep go  
 someone wins?  
 TUTOR: That'll be up to you – and again, you need to plan for it.  
 HOLLY: Right.

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TUTOR: Now, the aim of your work placement is to give you the opportunity  
 skills that an events manager needs. So, let's talk about those a bit.  
 HOLLY: Well, I think my communication skills are pretty good. I can talk on t  
 people and book venues and that kind of thing.  
 TUTOR: Good – just remember it isn't only about what you say. If you meet  
face-to-face and want to persuade them to be a sponsor, for example.  
 HOLLY: Oh, I'll dress up for that! Sure.  
 TUTOR: Good. Let's go on to think about your organisational skills. You're w  
 very people-based industry and that means things won't always go  
 HOLLY: I guess it's being prepared to make changes that matters.  
 TUTOR: That's right. You may have to make an on-the-spot change to a time  
because of a problem you hadn't anticipated ...  
 HOLLY: ... just do it! OK.  
 TUTOR: How's your time management these days?  
 HOLLY: I'm working on it – I'm certainly better when I have a deadline, which  
 work suits me.  
 TUTOR: Yes, but it's how you respond as that deadline approaches!  
 HOLLY: I know I've got to look calm even if I'm in a panic.  
 TUTOR: Just think to yourself – no one must know I'm under pressure.  
 HOLLY: Yeah – even though I'm multi-tasking like crazy!  
 TUTOR: Another skill that events managers need is creativity. Often your clie  
 we call the 'big picture' idea, but it's up to the events manager to thin  
fine points that go to making it work.  
 HOLLY: Right, so I need to listen carefully to that idea and then fill in all the g  
 TUTOR: That's right. And you'll have a team working under you, so another k  
 leadership. Your team may have lots of ideas too, but you've got to m  
 ultimate choices. Do we have refreshments inside or out, for example  
 HOLLY: Isn't it better to be democratic?  
 TUTOR: It's a nice idea, but you have the ultimate responsibility. So, believe i  
think best. Be prepared to say 'yes', that's a good idea but it won't wo  
 HOLLY: I see what you mean. What about the networking side of things? I kn  
 area that a lot of students worry about because we don't have much  
 to offer others.  
 TUTOR: But even without it – you can still be an interesting person with usefu  
 the more people you impress, the better.  
 HOLLY: I guess that will help me when I apply for a real job.  
 TUTOR: Exactly – think ahead – remember what your ambitions are and keep  
 mind.  
 HOLLY: Definitely.



tern, travel more than 25,000 miles seasonally between the northern and southern poles. Bird migration has been studied over many centuries through a variety of observations.

But until relatively recently, where birds went to in the winter was considered something of a mystery. The lack of modern science and technology led to many theories that we now recognize as error-filled and even somewhat amusing. Take hibernation theory for example – two thousand years ago, it was commonly believed that when birds left an area, they went underwater to hibernate in the seas and oceans. Another theory for the regular appearance and disappearance of birds was that they spent winter hidden in mud till the weather changed and food became abundant again. The theory that some birds hibernate persisted until experiments were done on caged birds in the 1940s which demonstrated that birds have a hibernation instinct.

One of the earliest naturalists and philosophers from ancient Greece was Aristotle who was the first writer to discuss the disappearance and reappearance of some bird species at certain times of year. He developed the theory of transmutation, the seasonal change of one species into another, by observing redstarts and robins. He observed that in the autumn, small birds called 'redstarts' began to lose their feathers, which convinced Aristotle that they changed into robins for the winter, and back into redstarts in the summer. These assumptions are understandable given that this pair of species are similar in shape, but are a classic example of an incorrect interpretation based on correct observations.

The most bizarre theory was put forward by an English amateur scientist, Charles Morton in the seventeenth century. He wrote a surprisingly well-regarded paper claiming that birds migrate to the moon and back every year. He came to this conclusion as the only logical explanation for the total disappearance of some species.

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One of the key moments in the development of migration theory came in 1822 when a white stork was shot in Germany. This particular stork made history because of the long spear in its neck which incredibly had not killed it – everyone immediately realised this spear was definitely not European. It turned out to be a spear from a tribe in Central Africa. This was a truly defining moment in the history of ornithology because it was the first evidence that storks spend their winters in sub-Saharan Africa. You can still see the 'arrow stork' in the Zoological Collection of the University of Rostock in Germany.

People gradually became aware that European birds moved south in autumn and north in summer but didn't know much about it until the practice of catching birds and putting rings on their legs became established. Before this, very little information was available about the actual destinations of particular species and how they travelled there. People speculated that larger birds provided a kind of taxi service for smaller birds by carrying them on their backs. This idea came about because it seemed impossible that small birds weighing only a few grams could fly over vast oceans. This idea was supported by observations of bird behaviour such as the harassment of larger birds by smaller birds.



upon what is known as recovery – this is when ringed birds are found to have migrated to, and identified. Huge amounts of data were gathered in the early twentieth century and for the first time in history people understood where birds a  
to in winter. In 1931, an atlas was published showing where the most common sp  
European birds migrated to. More recent theories about bird migration ...



JACINTA:  
CLIENT:  
JACINTA:

Well, it's just a one-bedroom flat. Do you have a basic cleaning package?  
Yes. For a one-bedroom flat we're probably looking at about two hours  
clean. So we'd do a thorough clean of all surfaces in each room, and p  
where necessary. Does your apartment have carpets?  
No, I don't have any, but the floor would need cleaning.  
Of course - we'd do that in every room. And we'd do a thorough clean  
kitchen and bathroom.

CLIENT:  
JACINTA:  
CLIENT:  
JACINTA:

OK.  
Then we have some additional services which you can request if you want  
for example, we can clean your oven for you every week.  
Actually, I hardly ever use that, but can you do the fridge?  
Sure. Would you like that done every week?  
Yes, definitely. And would ironing clothes be an additional service you  
Yes, of course.

CLIENT:  
JACINTA:  
CLIENT:  
JACINTA:  
CLIENT:  
JACINTA:  
CLIENT:  
JACINTA:

It wouldn't be much, just my shirts for work that week.  
That's fine. And we could also clean your microwave if you want.  
No, I wipe that out pretty regularly so there's no need for that.  
We also offer additional services that you might want a bit less often, s  
month. So for example, if the inside of your windows need cleaning, we  
do that.

CLIENT:  
JACINTA:  
CLIENT:  
JACINTA:

Yes, that'd be good. I'm on the fifteenth floor, so the outside gets done  
by specialists, but the inside does get a bit grubby.  
And we could arrange for your curtains to get cleaned if necessary.  
No, they're OK. But would you be able to do something about the balcony  
quite small and I don't use it much, but it could do with a wash every m  
Yes, we can get the pressure washer onto that.

JACINTA:

Now if you're interested, we do offer some other possibilities to do with  
maintenance. For example, if you have a problem with water and you r  
plumber in a hurry, we can put you in touch with a reliable one who can  
straightaway. And the same thing if you need an electrician.

CLIENT:

Right. That's good to know. I've only just moved here so I don't have a  
sorts of contacts.

JACINTA:

And I don't know if this is of interest to you, but we also offer a special  
cleaning system which can improve the indoor air quality of your home  
capturing up to 99% of all the dust in the air. So if you're troubled by all  
this can make a big difference.

CLIENT:

Right. In fact, I don't have that sort of problem, but I'll bear it in mind. N  
you tell me a bit about your cleaning staff?



of it, they have a test. If they pass that, we take them on, but we must be very carefully – we ask all our clients to complete a review of their performance after every visit and to email it to us. So we can pick up any problem straightaway and deal with them.

CLIENT: OK, well that all sounds good. And will I always have the same clear  
JACINTA: Yes, we do our best to organise it that way, and we usually manage  
CLIENT: Good. That's fine. Right, so I'd like to go ahead and ...

## PART 2

As many of you here today have worked in the hotel industry for some time, I'm sure you have experienced the problem of high staff turnover in your hotels. Every hotel needs to have loyal and experienced members of staff who make sure that everything runs smoothly. If staff are constantly changing, it can make life difficult for everyone. But why do staff leave frequently in many hotels? Of course, many hotel jobs, such as cleaning, are low paid and are not well-paid. A lot of managers think it's this and the long hours that are the cause of high staff turnover – but what they don't realise is that it's the lack of training in many hotel jobs which is a huge factor.

So, what kind of problems does a high turnover of staff cause? Well, having to replace staff all the time can be very time-consuming, and managers may have to cover the gaps while waiting for new staff to arrive. This means they don't have time to think about other immediate problems such as how to improve their service. When staff leave, it can severely affect the colleagues they leave behind. It has a negative effect on remaining staff who may start to feel that they too should be thinking about leaving.

So, what can be done to change this situation? Firstly, managers should stop making the same errors which leave their staff feeling upset and resentful. When organising shifts, make sure you never give certain staff preferential treatment. All staff should be given some choice about when they work, and everyone should have to work some evening or weekend shifts. If you treat staff fairly, they'll be more likely to step in and help when extra staff are needed.

Keeping staff happy has other tangible benefits for the business. Take the Dunwich Hotel as an example. It had been experiencing a problem with staff complaints and in order to deal with this, invested in staff training and improved staff conditions. Not only did the number of complaints fall, but they also noticed a significant increase in the amount each guest spent during their stay. They have now introduced a customer loyalty scheme which works really well.

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Now I'd like to look at some ways you can reduce staff turnover in your hotels, and I'll do this by giving some examples of hotels where I've done some training recently.

The Sun Club received feedback which showed that staff thought managers didn't listen to their opinions. They weren't made to feel they were partners who were contributing to the success of the business as a whole. This situation has changed. Junior staff at all levels are now invited to meetings where their ideas are welcomed.



A year ago, The Portland recognised the need to invest in staff retention. Their first step was to introduce a scheme for recognising talent amongst their employees. The hope is that organising training for individuals with management potential will encourage them to stay with the business.

Q16

At Bluewater, managers decided to recognise 50 high achievers from across the company's huge hotel chain. As a reward, they're sent on an all-expenses-paid trip abroad every year. Fun is an important element in the trips, but there's also the opportunity to learn something useful. This year's trip included a visit to a brewery, where staff learned about the new beer that would be served in the hotel.

Q17

Pentlow Hotels identified that retention of junior reception staff was an issue. In order to encourage them to see that working in a hotel could be worthwhile and rewarding, with good prospects, they introduced a management programme. These staff were given additional responsibilities and the chance to work in various roles in the hotel.

Q18

Green Planet wanted to be seen as a caring employer. To make life easier for staff, many of whom had childcare responsibilities, the hotel began issuing vouchers to help cover the cost of childcare.

Q19

Louise Marsh at The Amesbury has one of the best staff retention rates in the business. Since she joined the company, she has made a huge effort to achieve this by creating a co-operative and supportive environment. For her, the staff are part of a large family where everyone is valued.

Q20

OK, now I'd like to ...

## PART 3

JEANNE: Hi Thomas, how are you enjoying the course so far?

THOMAS: Yeah, I think it's good.

JEANNE: Remind me – why did you decide to study sports science? Didn't you want to be a professional athlete when you were at school?

THOMAS: Yeah – that was my goal, and all my classmates assumed I would achieve it: they thought I was brilliant.

Q21/22

JEANNE: That must have been a nice feeling.

THOMAS: Mm, I thought I could win anything. There was no one who could run faster than me.

JEANNE: Exactly – so what happened? Did your mum and dad want you to be more 'academic'?

THOMAS: Not at all. Perhaps they should have pushed me harder, though.

Q21/22

JEANNE: What do you mean?

THOMAS: I think I should have practised more.

JEANNE: What makes you say that?

THOMAS: Well, I went out to Kenya for a couple of weeks to train ...

JEANNE: Really! I didn't know that.

THOMAS: I was chosen to go there out of loads of kids and run with some of the top teenage athletes in the world. And ... I was so calm about it. I just kept thinking how fortunate I was. What a great chance this was! Everyone back home was so proud of me. But once we started competing, I very quickly realised I wasn't good enough.

Q23/24

JEANNE: That must have been a huge shock.

THOMAS: I thought 'this can't be happening'! I was used to winning.

Q23/24



on technology and sport?  
 JEANNE: We have to cover more than one sport, don't we?  
 THOMAS: Yeah.  
 JEANNE: You know – we always think technology is about the future, but we have some ideas about past developments in sport.  
 THOMAS: Look at early types of equipment perhaps?  
 Uh, I remember reading something about table tennis bats once – ended up being covered with pimples of rubber.  
 JEANNE: Cos they were just wooden at first, I'd imagine.  
 THOMAS: Yeah. In about the 1920s, a factory was making rolls of the rubber something like horse harnesses.  
 JEANNE: Really!  
 THOMAS: Yeah – and someone realised that it'd make a perfect covering for bats.  
 JEANNE: So what about cricket – that's had a few innovative changes. Maybe they wear on their legs?  
 THOMAS: I don't think they've changed much but, I'm just looking on the internet it says that when the first cricket helmet came in, in 1978, the Australian who first wore it was booed and jeered by people watching because it was ugly!  
 JEANNE: Wow, players have to protect themselves from getting hurt! I mean, they wear one now.  
 THOMAS: Mm, unlike the cycle helmet.  
 JEANNE: Well, unless you're a professional, but you're right, many ordinary people wear a helmet.  
 THOMAS: Hey, look at these pictures of original helmet designs. This one looks like an upside-down bowl!  
 JEANNE: Yet, the woman's laughing – she's so proud to be wearing it!  
 THOMAS: It says serious cyclists ended up with wet hair from all the hard exercise.  
 JEANNE: I guess that's why they have large air vents in them now so that they can breathe more easily.  
 THOMAS: OK, so we've done helmets. What about golf balls or better still golf clubs? They've changed a lot.  
 JEANNE: Yeah – I remember my great grandfather telling me that because a golf club was made entirely of wood, it would easily break and players had to get a new one every year.  
 THOMAS: There's no wood at all in them now, is there?  
 JEANNE: No – they're much more powerful.  
 THOMAS: The same must be true of hockey sticks.  
 JEANNE: I don't think so because players still use wooden sticks today. What's the problem here, though, is that when the game started you had to produce a stick every year.  
 THOMAS: I guess they just weren't being manufactured. So, one more perhaps? Football?  
 JEANNE: Well, I know the first balls were made of animal skin.  
 THOMAS: Yeah, they covered them with pieces of leather that were stitched together. When it rained, the balls let in water when it rained.  
 JEANNE: Oh, that would have made them much heavier.



## PART 4

Hello everyone. Today we're going to look at another natural food product and that's maple syrup. What is this exactly? Well, maple syrup looks rather like clear honey, but it's not made by bees; it's produced from the plant fluid – or sap – inside the maple tree and that makes maple syrup a very natural product. Maple syrup is a thick, golden, sweet-tasting liquid that can be bought in bottles or jars and poured onto food such as waffles and ice cream or used in the baking of cakes and pastries. It contains no preservatives or added ingredients, and provides a healthy alternative to refined sugar.

Let's just talk a bit about the maple tree itself, which is where maple syrup comes from. There are many species of maple tree, and they'll grow without fertilizer in areas where there is plenty of moisture in the soil. However, they'll only do this if another important criterion is fulfilled, which is that they must have full or partial sun exposure during the day and very few nights – and I'll talk more about that in a minute. There are only certain parts of the world that provide all these conditions: one is Canada, and by that, I mean all parts of Canada, and the other is the north-eastern states of North America. In these areas, the climate suits the tree perfectly. In fact, Canada produces over two-thirds of the world's maple syrup, which is why the five-pointed maple leaf is a Canadian symbol and has featured on the flag since 1964.

So how did maple syrup production begin? Well, long before Europeans settled in these parts of the world, the indigenous communities had started producing maple sugar. They bored holes in the trunks of maple trees and used containers made of tree bark to collect the liquid sap as it poured out. As they were unable to keep the liquid for any length of time – they didn't have storage facilities in those days – they boiled the liquid by placing pieces of rock that had become scorching hot from the sun into the sap. They did this until it turned into maple sugar, and they were then able to use this to sweeten their food and drinks. Since that time, improvements have been made to the process, but it has changed very little overall.

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So let's look at the production of maple syrup today. Clearly, the maple forests are a valuable resource in many Canadian and North American communities. The trees have to be well looked after and they cannot be used to make syrup until the trunks reach a diameter of around 25 centimetres. This can take anything up to 40 years. As I've already mentioned, maple trees need the right conditions to grow and also to produce sap. Why is this? Well, what happens is that during a cold night, the tree absorbs water from the soil, and that water rises through the tree's vascular system. But then in the warmer daytime, the change in temperature causes the water to be pushed back down to the bottom of the tree. This continual movement – up and down – leads to the formation of the sap needed for maple syrup production.

When the tree is ready, it can be tapped and this involves drilling a small hole into the trunk and inserting a tube into it that ends in a bucket. The trees can often take several taps, though the workers take care not to cause any damage to the healthy growth of the tree. The sap that comes out of the trees consists of 98 percent water and 2 percent sugar and other nutrients. It has to be boiled so that much of that water evaporates, and this process has to take place immediately, using what are called evaporators. These are basically extremely large pans – the sap is poured into these, a fire is built and the pans are then



it can be used for a whole variety of products  
maple syrup so you can get an idea of how much is needed!

So that's the basic process. In places like Quebec where ...



# LISTENING



Answer key with extra explanations  
in Resource Bank

## Part 1, Questions 1–10

- 1 litter
- 2 dogs
- 3 insects
- 4 butterflies
- 5 wall
- 6 island
- 7 boots
- 8 beginners
- 9 spoons
- 10 35 / thirty five

## Part 3, Questions 21–30

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

## Part 2, Questions 11–20

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

## Part 4, Questions 31–40

- 31 puzzle
- 32 logic
- 33 confusion
- 34 meditation
- 35 stone
- 36 coins
- 37 tree
- 38 breathing
- 39 paper
- 40 anxiety

## If you score ...

1–15	16–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions. Remember that different institutions will accept different scores.





### Reading Section 1, Questions 1–14

- 1 C
- 2 G
- 3 D
- 4 F
- 5 A
- 6 FALSE
- 7 TRUE
- 8 FALSE
- 9 NOT GIVEN
- 10 TRUE
- 11 eye-catching landmark
- 12 cemetery
- 13 (unique) (Chinese) architecture
- 14 (self-booking) computer terminals /  
terminals for self-booking

### Reading Section 2, Questions 15–27

- 15 personality
- 16 dull
- 17 qualities
- 18 viewpoints
- 19 colleague
- 20 clichés / cliches

- 21 stationery
- 22 photos
- 23 locations
- 24 labels
- 25 requirement
- 26 focus
- 27 tasks

### Reading Section Questions 28–40

- 28 iv
- 29 vi
- 30 iii
- 31 i
- 32 viii
- 33 explosion
- 34 shaft
- 35 sparks
- 36 manpower
- 37 A
- 38 B
- 39 D
- 40 D

### If you score ...

1–25	26–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are acceptable under examination conditions and we recommend that you think about having more practice or lessons before you take IELTS.



**Part 1, Questions 1–10**

- 1 collecting
- 2 records
- 3 West
- 4 transport
- 5 art
- 6 hospital
- 7 garden
- 8 quiz
- 9 tickets
- 10 poster

**Part 2, Questions 11–20**

- 11 B
- 12 C
- 13 C
- 14 B
- 15 D
- 16 C
- 17 G
- 18 A
- 19 E
- 20 F

**Part 3, Questions 21–30**

**21&22 IN EITHER ORDER**

- D
- E
- 23 D
- 24 C
- 25 A
- 26 E
- 27 F
- 28 B
- 29 C
- 30 C

**Part 4, Questions 31–40**

- 31 321,000
- 32 vocabulary
- 33 podcast
- 34 smartphones
- 35 bilingual
- 36 playground
- 37 picture
- 38 grammar
- 39 identity
- 40 fluent

**If you score ...**

1–18	19–28	29–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions and we recommend that you think about having more practice or lessons before you take IELTS.





**Reading Section 1,  
Questions 1–14**

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

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

- 15 position
- 16 partitions
- 17 windows
- 18 heat
- 19 planning
- 20 choice

- 21 record
- 22 length
- 23 steps
- 24 feet
- 25 cones
- 26 sign
- 27 blocks

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

- 28 C
- 29 G
- 30 A
- 31 B
- 32 C
- 33 D
- 34 A
- 35 B
- 36 D
- 37 back layout
- 38 journalist
- 39 river
- 40 fish

**If you score ...**

1–25	26–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.



**TEST 3****LISTENING**

Answer key with extra explanations  
in Resource Bank

**Part 1, Questions 1–10**

- 1 family
- 2 fit
- 3 hotels
- 4 Carrowniskey
- 5 week
- 6 bay
- 7 September
- 8 19 / nineteen
- 9 30 / thirty
- 10 boots

**Part 2, Questions 11–20**

11&12 IN EITHER ORDER

- B
- E
- 13 C
- 14 C
- 15 A
- 16 E
- 17 D
- 18 G
- 19 F
- 20 C

**Part 3, Questions 21–30**

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

**Part 4, Questions 31–40**

- 31 mud
- 32 feathers
- 33 shape
- 34 moon
- 35 neck
- 36 evidence
- 37 destinations
- 38 oceans
- 39 recovery
- 40 atlas

**If you score ...**

1–17	18–26	27–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.





**Reading Section 1,  
Questions 1–14**

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

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

- 15 informal
- 16 manual
- 17 solution
- 18 colleague
- 19 senior
- 20 mediation

- 21 3 / three months
- 22 operator
- 23 physical
- 24 evenings
- 25 self-employed
- 26 geography
- 27 mechanical

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

- 28 vi
- 29 vii
- 30 ii
- 31 i
- 32 iv
- 33 v
- 34 C
- 35 B
- 36 A
- 37 popping
- 38 pullers
- 39 candle
- 40 arm

**If you score ...**

1–26	27–33	34–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions. Remember to check the scores achieved by other candidates.





### Part 1, Questions 1–10

- 1 floor(s)
- 2 fridge
- 3 shirts
- 4 windows
- 5 balcony
- 6 electrician
- 7 dust
- 8 police
- 9 training
- 10 review

### Part 2, Questions 11–20

- 11 A
- 12 A
- 13 A
- 14 C
- 15 A
- 16 C
- 17 B
- 18 C
- 19 B
- 20 A

### Part 3, Questions 21–30

21&22 IN EITHER ORDER

- C  
E

23&24 IN EITHER ORDER

- A  
D

25 B

26 F

27 A

28 D

29 C

30 G

### Part 4, Questions 31–40

- 31 golden
- 32 healthy
- 33 climate
- 34 rock(s)
- 35 diameter
- 36 tube
- 37 fire
- 38 steam
- 39 cloudy
- 40 litre / liter

### If you score ...

1–17	18–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions. remember that institutions will accept these scores.





### Reading Section 1, Questions 1–14

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

### Reading Section 2, Questions 15–27

- 15 tools
- 16 procedure
- 17 strength
- 18 rope
- 19 footpath
- 20 pedestrians

- 21 chippings
- 22 narrow
- 23 cutting chart
- 24 tradespeople
- 25 (reinforcing) steel
- 26 cost-effective
- 27 inconvenience

### Reading Section 3 Questions 28–40

- 28 vets
- 29 pairs
- 30 food
- 31 hibernation
- 32 D
- 33 A
- 34 B
- 35 B
- 36 D
- 37 E
- 38 A
- 39 C
- 40 D

### If you score ...

1–24	25–32	33–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.



# Sample Writing answers



Additional sample Writing answers  
in Resource Bank

## TEST 1, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.0** score.

Dear Vanessa,

I am very glad to write this letter for you. I recognised that you are looking for an advice about a new sport to learn. Well, I would suggest you a very popular sport in my town, which is basketball. All my friends are interested in this activity. Indeed, there is a great club around my house where they perfectly teach how to play this sport. You can register and start your sessions right away. You will be introduced to all the informations: rules, movements, tricks and so on. I am sure you will enjoy it and I believe that playing basketball would suit you well as you have the physical potential for it.

I personally am a huge fan of basketball, but I have not had the opportunity to learn it. So, I think I might join you to the club if you consider my advice to you. That would be a wonderful idea!

I hope my letter will satisfie your needs and I will be looking foreward to recieving your answer.

Take care,

You friend

Here is the examiner's comment:

This response addresses the task and covers all three points. The sport chosen is basketball and the way to learn would be by joining a local club. The third point is not presented as clearly. The expression [*join you to the club*] does not fully indicate that the plan is to 'learn this sport together'. To improve this response, the third point should be more clearly presented.

There is also inconsistency in tone at the end where [*satisfie your needs*] sounds too formal for a letter to a friend. Ideas are logically organised with some effective use of cohesive devices [*Well | which | where | but | So*].

The range of vocabulary is adequate with some less common items [*physical potential | had the opportunity*], but a greater range would be needed to score more highly. This response includes sentences with multiple clauses including [*but | if*] and a range of tenses. However, there are more than a few errors [*for you / to you | an advice / advice | suggest you / suggest*] which detract from the overall score.



shops. Following this trend, I believe we will see more people using electronic devices to perform even the simplest tasks. Millennials and people from the '90s have been seen holding their phones at all times, which makes it easier for them to produce something they already have on their hands.

Moreover, as fashion is also playing a very important role in our society, being able to make payments with an electronic device as a card, is not only saving us time in crowded spaces when it comes to carrying things. As a plus, it gets rid of the jingling sound of keys in bags. This can be seen on a day to day basis when both, men and women, are going out. Taking only their phone, a couple of cards and their keys.

However, for some people this might not be functional as it brings extra charges for using eftpos machines.

To conclude, even though there are both advocates and detractors for giving up using cash, our obsession with technology is a slippery slope that will eventually end on us giving up cash.

Here is the examiner's comment:

This is a strong response overall. The first part of the task is fully developed, but the second part, the reasons for some people being unhappy, is not. To improve this response, more than one reason should be given for why some people are unhappy with this change.

Ideas are arranged logically; however, paragraphing is not used. The fourth and fifth paragraphs have only one sentence. Other paragraphs are good, with linking devices at the start of sentences [*Moreover*] and within sentences [*which* | *when* | *even though*] and some effective referencing [*our* | *their* | *this*].

The use of vocabulary is precise [*found its way* | *following this trend* | *payments* | *obsession with technology* ... *slippery slope*] with rare words [*dependant* / *dependent* | *jingling* / *jingling*] or collocation [*end of the day*]. Sentences are mainly error-free and there are a variety of verb forms and perfect tenses and future structures.

To improve this response, the second part of the task, about why some people would be unhappy in a society without cash, should be more fully developed. Paragraphing could also be more appropriate. The response is slightly over the required 250 words.



## TEST 2, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 5.0** score.

Dear Mr and Mrs Collins,

I hope you are well both of you. I am writing to chris's parents because they celebrate my friend surprise birthday party.

Yes, I think chris will very happy because he is feeling good. His birthday celebration some different types of give party. because he is coming from india sometimes so, he will enjoy this party.

I do not able to party because my father was heart attack in two days. I am going to Dehli and he is not well and Doctor says my father have a done angioplasty. So I have here in ten days. then I will come home together my father.

Let you know about I am meet chris after sometime and when my father is well then I will meet you and together with travelling outside. I have many planned but this time I am not able to meet you as well as I will meet you soon chris.

I look forward to hearing from you.

Yours sincerely,

Here is the examiner's comment:

This letter addresses each of the bullet points. There is some detail on why the candidate will not be able to attend the party. More information could be given about why Chris will enjoy the party and the plan to see Chris as these points are less clear.

Ideas are arranged in the order of the bullet points so the reader can follow them in this letter, but the lack of cohesive devices mean progression is not clear.

Vocabulary is minimally adequate. There are some accurate examples [*heart attack* | *angioplasty*] but the range is limited and errors in word choice [*give party* | *have here in ten days* / *am here for ten days*] do cause some difficulty.

Sentence structures are limited and there are many errors [*types of give party* | *have a done* | *I do not able*] which cause difficulty for the reader.



preferred. From my perspective, this acts as a desirable development as it provides a multitude of benefits.

The growing need for personal trainers can be attributed to the following reasons. Firstly, due to the speedy pace of modern life, people are getting busier with their jobs and daily chores such as housework. As a result, taking part in a mutual exercise class is more convenient for busy people, as they can hardly flexify themselves with the schedules of others. Hiring a personal trainer seems to be the most appropriate resolution to the problem as they will no longer depend on others' timetable and they can do exercise with the trainer whenever they have free time. Secondly, joining a mutual class offers people few opportunities for conversations with the teachers. The reason is that there are often a large number of students in a class and teachers can hardly answer all members' questions. Unlikewise, a personal trainer is responsible for one student per class, which enables students to have more time to consult their teachers.

The increasing demand for personal trainer has made significant improvements in people's lives. It is a new and suitable way of managing time efficiently, especially for those who have a lack of time.

In conclusion, I hold a strong belief that hiring personal fitness trainer, which provides remarkable convenience, has made positive changes to the way people doing exercise.

Here is the examiner's comment:

This response presents the position clearly, that this is a positive development overall. The first question is fully addressed, and the reasons provided are relevant to the fast pace of life, busy jobs, daily chores and the inability to fit in with the schedules of other people. For a stronger response, more could be written about the benefits of hiring a personal trainer. Part of the question, on why this is a positive development, is not fully addressed.

Ideas and information are logically organised but paragraphing is not always appropriate, as the third paragraph is not well developed.

Vocabulary is the strongest feature and is fluently and flexibly used. There are a few minor inaccuracies in word choice [*mutual* / group | *flexify themselves* | *consult their teachers*] and collocation [*fund of time*] remain. There are also a variety of complex sentence structures with multi-clause sentences and frequent error-free sentences.



My name is Gonzalo and as you already know I have booked in one of your part-time Business Administration. I would like to know if there is a possibility to change my course.

I chose this program because I wanted to improve my knowledge on that specific area. I have been working for 10 years to have my job. However, recently a great friend of mine offered me an opportunity to work as a graphic designer in his own company. To be honest, I am considering the biggest change in my career ever.

The main reason why I am getting in contact with you is because I need to change my course and find a new one in my new area. Is there any necessary arrangements for booking another course? Should I pay an extra fee to be able to change? How exactly works to change my course? Those are my questions and I am in need of some guidance.

Best regards!

Here is the examiner's comment:

This is a good response which addresses all three bullet points. Details of the course and the reasons for the cancellation are given. There are also questions that ask about booking another course. The correct format for questions is used, but there is a change in tone in the closing formula [*Best regards*] which is too informal for this context.

Ideas are logically organised into three paragraphs, addressing each point in turn. Cohesive devices are used [*However* | *To be honest*] with some effective referencing [*on that specific area* | *my course* | *his own company*].

The range of vocabulary is adequate with some attempts at less common words [*necessary arrangements* | *need ... some guidance*], but a wider range would be needed to score more highly. This response includes sentences with complex clauses including [*if*] and a range of tenses and question forms. However, there are more than a few errors [*Is there* / *Are there* | *I am need of* / *I am in need of*] which lower the overall score.



## TEST 3, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 7.0** score.

The clothing and fashion market in one of the largest in options and price level. It is possible to find a wide range of stores and manufacturers across the cities and malls all around. However, what are the quality offered and what is the budget people are willing to spend on it? In which situation expensive tailored clothing are better than cheaper numerous clothes?

Some say that prioritising quality is always better, as well as having exclusivity. Needless to say that having a good wardrobe with high quality clothing is a dream for most women, since our attires are way more demanding than the simplicity of male style. In my opinion, is a wonderful feeling to purchase something of greater price as one can be sure about the durability and clear better appearance of the product.

The second option, having the capability of purchasing clothes in big quantities for a lower price, has its downsides. One of them is that quality is not the main concern, whenever in a popular store is possible to find objective pieces among the piles. Another point is durability, the bigger the role the less the products will last. Every laundry load is a struggle with pieces losing color and fabric thickness. It is also valid to point out that they are made in large scale and it is not difficult to see random people wearing the same shirt. In the long term people will spend around the same amount of money replacing their low cost clothes, what refutes the positive side of spending less.

In conclusion, good quality clothing under higher price basis can be of advantage in many ways in comparison to more popular and less expensive products.



Here is the examiner's comment:

This is a strong response. Both parts of the question are addressed and it is clear that the option of buying fewer expensive clothes is preferred. The candidate emphasises the quality, exclusivity and durability of expensive clothing, and presents the downsides of cheaper clothing. Ideas are logically organised with clear progression through the paragraphing. The second paragraph addresses the benefits of buying expensive clothes and the third paragraph addresses the benefits of cheaper clothes. A range of cohesive devices is used appropriately, with linking devices [*Needless to say that* | *In my opinion*] and referencing [*our* | *they* | *their*].

Some consideration of any disadvantages of expensive clothes or any advantages of cheaper ones would improve the score for this task.

There is some flexibility and precision in the vocabulary used [*prioritising quality* | *having exclusivity*], but there are a few errors in word choice [*wild range* / *wide range* | *attires* ... *demanding* / *outfits* ... ? | *greater* / *higher* | *role* / ? | *objective* / *quality?* | *refutates* / *refutes?* *counteracts*] and one spelling error with the homophone [*peaces* / *pieces*]. Greater control of word choice would improve this score. A variety of complex structures are used with frequent error-free sentences, but a few errors remain [*are the quality* / *is the quality*].



My name is Sam I brognt throught your websit a suit for my sister wedding. I  
suit I order and I was so happy because it's arrived on time.

When I open the box with the suit I decided to try it to make sure I got the r  
me, unfortunately when I try it I found out the top part of the suit it to small  
big. What mean I can't wear it at all and also mean I need to packet and send  
with again for the right size.

I need to replace it as soon as possible because my sister wedding is in two w  
and I flying there next Tuesday which mean I have less then a week to get my  
right size and make sure its fits me and fly there.

I appreciate your awarnec for the short time from we have case mistak is nap  
ready to my sister wedding.

Kind regards

Here is the examiner's comment:

The response covers all three points in the question. The problem  
specifically the size. The candidate explains the urgency of getting  
he needs it for his sister's wedding in two weeks. The tone is gen  
and all the requirements of the task are addressed.

Ideas are arranged in the order of the question so there is a clear  
progression. There is some effective use of cohesive devices [*un*  
and referencing [*which mean*]; however, there are numerous faults  
*mean* / *This means*] which affect the score.

There is an adequate range of vocabulary with some examples of  
terms [*make sure* | *need to replace it*]; however, the errors in word  
pack it | *bake* / *back* | *font* / ? | *then* / *than*] and spelling [*brought* t  
*websit* / *bought* through your website | *awarnec* / *awareness* | *mis*  
reduce the score. Similarly, the errors in sentence structure reduce  
There are no correct sentences in this response; although it is written in  
present tense, present-tense verb structures are sometimes not a  
opened | *it to small* / *was too small*] and auxiliary verbs are faulty  
me | *its fits me* / *it fits me*].

To achieve a higher score, the candidate would need to reduce the  
errors in vocabulary and sentence structure.



colleagues are a important part of our social life. We see them everyday and we interact with them many times. Do those interactions have to stay strictly professional or better including them in our private life?

First, that's depend on everyone's personality. Some people are good to keep their working time's interaction, keep neutral conversations and separate clearly the professional life. On a other side, some people can't control it and their personality make them to be friendly with people who they get along with or be distant to people who are uncomfortable.

In fact, it is important to feel good at work. A heavy atmosphere caused by tension between coworkers could effect very badly our life even when we come back home.

Socialize with the work colleagues in the free time can be a good occasion to know more about them away from the working stress and pressure. We can discover another part of their personality, hobbies, or personal problems and then we can be more able to understand them better during time at work.

Of course sometime in an other hand some matters can appear when the line between professional life start to be fuzzy. For example, when two coworkers become a couple or to work together or when a friendship between two coworkers can be gossips' start.

But since we are all humans with our own sensitive points, it is important to be able to create a good atmosphere at work by speaking out all the problems to release all the tensions. Communication is the key but also sharing a good time with coworkers away from work can be a nice way to understand more each other.



would rather keep them at a distance.  
the advantages (improved working atmosphere and better understanding of each other) and the disadvantages (relationships that get too close).

The response is logically organised. There is a range of linking devices [In fact | Of course] with some errors [On a other side / On the other side]. Cohesive devices within sentences are used effectively for reference [the people ... their | them | they | each other]. Paragraphing is not always logical. The third paragraph is very short and could be usefully joined to the first.

Vocabulary demonstrates an appropriate writing style, with colloquialisms [get along with | tensions between coworkers | relationships]. There are errors in spelling, but they tend to be the same words [professionnal / professional] twice and [personnal / personality] three times. There are some errors in word choice [speaking out / speaking up] but they do not impede communication. There are a variety of clause structures and many sentences with multiple clauses.

To improve the response, paragraphing could be more logical and there should be fewer errors in vocabulary and sentence structure.



# IELTS Listening Answer Sheet



Candidate  
Name

Candidate  
No.

Centre  
No.

Test Date

Day

Month

Year

Listening Listening Listening Listening Listening Listening

	Marker use only
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Marker 2  
Signature:

Marker 1  
Signature:

Listener





**Reading Reading Reading Reading Reading Reading**

Marking use only	
1	<input type="checkbox"/> 1 <input type="checkbox"/>
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**Marker 2**  
**Signature:**

Marker 1  
Signature:







Module ☐ Academic ☐ General Training

Test Date

Day  Month  Year

If you need more space to write your answer, use an additional sheet and attach it to the space provided to indicate how many sheets you use

Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1

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Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2

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