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# IELTS Trainer

## General Training

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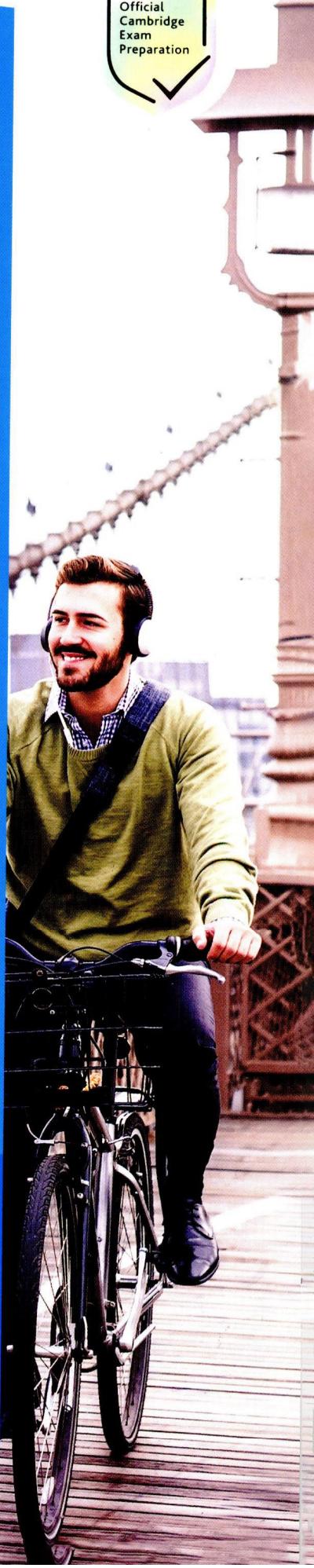
**Six Practice Tests**

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# Introduction

## What is IELTS?

The International English Language Testing System (IELTS) is widely recognised as a test of the language ability of candidates who need to study or work where English is the language of communication.

There are two types of IELTS test: the Academic Module (taken for entry to undergraduate or postgraduate studies or for professional reasons) and the General Training Module (taken for entry to vocational or training programmes not at degree level and for immigration purposes). Both modules are made up of four tests – Listening, Reading, Writing and Speaking. The Listening and Speaking tests are the same for both Academic and General Training but the Reading and Writing tests are different.

## Who is *IELTS Trainer General Training* for?

This book is suitable for anyone who is preparing to take the IELTS General Training Module. *IELTS Trainer* can be used in class with a teacher, or by students working on their own at home. It is aimed at candidates who would like to achieve a Band Score of 6 or higher. (See section on Scoring on page 6.)

## What is *IELTS Trainer General Training*?

This book contains six practice tests for IELTS, each covering the Listening, Reading, Writing and Speaking papers. The practice tests in Guided Tests 1 and 2 are also accompanied by training and advice. All six tests are at the level of the exam.

In Test 1 each part of each paper consists of a training section and an exam practice section:

- The training sections have information and exercises to help you prepare for each part of the paper. In the Listening, Writing and Speaking papers, Test 1 presents and practises grammar, vocabulary and functional language relevant to those papers. This is supported by work on correcting common errors

made by IELTS candidates in the exam, as shown by the **Cambridge Learner Corpus** (see page 6). In Writing, there are extracts from the scripts of IELTS candidates as well as sample answers.

- The exam practice sections consist of the test itself accompanied by step-by-step guidance for each task with tips on strategy and advice linked to the questions. There is a wide range of tasks in the IELTS Listening and Reading papers and the same task may not always appear in the same part of the exam every time. The practice tests reflect this variety and training is given in Tests 1 and 2 in all the major task types which you will come across.

Test 2 contains training for the exam focusing on the task types not covered in Test 1, in addition to a review of the information in Test 1. The training sections are shorter in Test 2 than in Test 1. Test 2 also contains an exam practice section with tips and advice on how to deal with the practice test itself.

Tests 3–6 are complete practice tests without advice or training. They contain variations of the task types in Tests 1 and 2 and cover a wide range of topics and text types. They give you the opportunity to practise the strategies and skills you have acquired while working through Tests 1 and 2.

There is an **Explanatory answer key** (see page 5) for each test available to download from [esource.cambridge.org](http://esource.cambridge.org).

# How to use IELTS Trainer General Training

## Test 1 Training

- For each part of the paper (e.g. Listening Part 1, page 10), first read the overview **What is ...?**, describing the type(s) of task which that part may contain. For some parts there is also a section called **What does it test?** which describes, for example, the kind of skills that part of the exam tests (e.g. identifying key facts, understanding speakers' opinions).
- Read through the **Task information**, which describes in detail the particular task type that follows.
- Look at the information marked **Tip**, which gives general advice on exam strategy and language.
- Work through **Useful language** exercises in the Listening, Writing and Speaking sections before tackling the exam tasks on the practice pages. These training exercises help to develop the necessary skills and offer practice directly relevant to the exam tasks in Test 1. Answers to the exercises are in the **Explanatory answer key** (available to download from [esource.cambridge.org](http://esource.cambridge.org)). Many exercises involve focusing on and correcting common language mistakes made by actual IELTS candidates, as shown by the **Cambridge Learner Corpus** (see page 6).
- Check the boxes marked **Advice**. These give practical help with individual questions.
- In **Listening**, use the audio files available to download with the audioscripts from [esource.cambridge.org](http://esource.cambridge.org).
- In **Writing**, many exercises are based on language used in IELTS essays in the **Cambridge Learner Corpus** and sample answers written by actual IELTS candidates. There are also sample answers which show what is expected of the best candidates. The **Explanatory answer key** contains answers to the exercises. These training exercises build up to an exam task at the end which is similar to, but not the same as, those in the training exercises.
- In **Speaking**, there are exercises which build into a bank of personalised, useful language for the first part of the test and other exercises which practise the language necessary for the prepared talk and discussion which follow in Parts 2 and 3. These can be used with a partner, or when working alone, for timed practice.

## Test 1 Exam practice

- Read the **Action plan** for each task in the Listening, Reading and Writing papers immediately before working through the exam practice task. There are many different task types and the Action plans show how to approach each type in the best way to achieve good marks and avoid wasting time.
- Work through the task, carefully following the steps of the Action plan and making use of the help in the **Tip** information and **Advice** boxes.
- Answers to all items are in the **Explanatory answer key**, which explains why the correct answers are right and others are wrong.

## Test 2 Training

- Answer the questions in the **Review** section to remind yourself about each part of the test. If you need to, look back at Test 1 to check your answers.
- Work through the exercises in the Writing and Speaking sections. The Speaking section extends the strategies and skills introduced in Test 1 and adds to the topics which you might be asked about. The Writing section revises the strategies covered in Test 1 and offers further targeted language training exercises. Many of the exercises are based on IELTS candidates' answers from the **Cambridge Learner Corpus**.

## Test 2 Exam practice

- Answer the questions in each **Action plan reminder**. These ask you about strategies which were introduced in Test 1. Use the cross-reference to refer back to Test 1 if you need to.
- Read through the **Action plans** for the new task types which weren't in Test 1. Use the **Tip** information and **Advice** boxes to help you do the tasks and the **Explanatory answer key** to check your answers.

## Tests 3–6 Exam practice

- Try to do the exam tasks under exam conditions where possible, applying the skills and language learnt in Training Tests 1 and 2.

- For the Speaking paper, it is better to work with a partner so that you can ask each other the questions. If that is not possible, follow the instructions and do all three parts alone. Use a watch and keep to the correct time. Recording the test and listening to it can help you identify language areas which need more practice.

You can do Tests 3–6 in any order, but you should always try to keep to the time recommended for each paper.

### The Cambridge Learner Corpus

The Cambridge Learner Corpus (CLC) is a large collection of exam scripts written by students taking Cambridge Assessment English exams around the world. It currently contains over 55 million words and is growing all the time. It forms part of the Cambridge English Corpus and it has been built up by Cambridge University Press and Cambridge Assessment English. The CLC currently contains scripts from over:

- over 220,000 students
- 173 different first languages
- 200 different countries

Exercises and extracts from candidates' answers from Writing in *IELTS Trainer General Training* which are based on the CLC are indicated by this icon: 

### Other components of *IELTS Trainer General Training*

- The **Explanatory answer key** gives the correct answers, and explains them where necessary (especially in Tests 1 and 2). In some cases, such as multiple-choice questions, it also explains why the other possible answers are wrong.
- The **full Transcripts** for the Listening papers are available to download from [esource.cambridge.org](http://esource.cambridge.org).
- Answer sheets** for the Reading and Listening papers are at the back of the book. Before you take the exam, you should study these so that you know how to mark or write your answers correctly. In Writing, the question paper has plenty of lined space for you to write your answers.
- Audio recordings** for the Listening papers are available to download from [esource.cambridge.org](http://esource.cambridge.org). The listening material is indicated by an icon in *IELTS Trainer General Training*: 

## International English Language Testing System (IELTS)

### Level of IELTS

You do not pass or fail IELTS. You get a Band Score between 1 and 9. Candidates scoring 9 have fluent, accurate English, with wide-ranging vocabulary. They make very few errors and will be capable of performing in English in professional and academic contexts.

Candidates scoring 7 can understand and communicate effectively in English, using some complex language, and although there may be errors, these do not impede communication. A score of 5 or lower means that the candidate has a limited range of language and that errors in grammar, pronunciation, etc. lead to misunderstandings.

Different organisations and institutions publish the Band Score they require for entry.

### Scoring

The Listening test contains 40 items and each correct item is given one mark.

The Reading test contains 40 items and each correct item is given one mark. The Academic and General Training Reading Tests are graded to the same level. However, because the texts in the Academic Reading Test are more challenging overall than those in the General Training Test, more questions need to be answered correctly on a General Training Test to receive the same grade.

The Writing test (both Academic and General Training) is marked on the following areas: Task Achievement (for Task 1), Task Response (for Task 2), Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy. Examiners give a Band Score for each of these criteria, which are equally weighted.

For the Speaking test, a Band Score is given for each of the following, which are equally weighted: Fluency and Coherence, Lexical Resource, Grammatical Range and Pronunciation.

Candidates receive scores on a Band Scale from 1 to 9 for each skill tested (Listening, Reading, Writing and Speaking). They are of equal importance. These four scores are then averaged and rounded to produce an Overall Band Score. Each candidate receives a Test Report Form setting out their Overall Band Score and

their scores for each test. The scores are reported in whole bands or half bands according to the nine-band score given below.

If you do the practice tests in *IELTS Trainer General Training* under exam conditions, you need to score approximately 20 marks on both the Reading and Listening tests for a Band Score of around 5.5. To achieve a Band Score of 7, you need approximately 30 marks in both Reading and Listening.

## IELTS Band Scores

**9 Expert user** – Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

**8 Very good user** – Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.

**7 Good user** – Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

**6 Competent user** – Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

**5 Modest user** – Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

**4 Limited user** – Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

**3 Extremely limited user** – Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

**2 Intermittent user** – No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

**1 Non-user** – Essentially has no ability to use the language beyond possibly a few isolated words.

**0 Did not attempt the test** – No assessable information provided.

For more information on grading and results, go to the Cambridge Assessment English website (see page 9).

## Content of IELTS

IELTS has four papers, each consisting of two, three or four parts. For details on each paper, see below.

### **Paper 1 Listening** about 30 minutes, with 10 minutes at the end to transfer answers to the answer sheet

- This paper is common to both the Academic and General Training Modules.
- The topics in Parts 1 and 2 are based around social situations but the topics in Parts 3 and 4 are all in an educational or training context.
- The **level of difficulty** increases from Part 1 to Part 4.
- Each part is heard **once only**.
- The **instructions** for each task are on the question paper.
- There is a short **pause** before each part which can be used to look at the task and questions. Where there is more than one task in a part, there is also a short pause before the part of the recording which relates to the next task.
- A brief introductory explanation of the **context** is heard before each part, but is **not** printed on the question paper.
- Correct **spelling** is essential on the answer sheet.

**Paper 1 Listening** about 30 minutes, with 10 minutes at the end to transfer answers to the answer sheet

Part	No. of questions	Text type	Task types <i>Each part has one or more of these task types</i>	Task information
1	10	a conversation or interview between two speakers, giving and exchanging information about an everyday topic	table, note and form completion plan / map labelling multiple-choice flow-chart completion sentence completion matching tasks	page 10 pages 14 pages 14, 17 page 17 page 20 page 67
2	10	a monologue (sometimes introduced by another speaker) giving information on an everyday topic, e.g. a radio programme or talk from a guide		
3	10	a conversation between two, three or four speakers in an educational or training context		
4	10	a monologue in an academic setting, e.g. a lecture or presentation		

**Paper 2 General Training Reading** 1 hour

- This paper is only taken in the General Training Module. There is a different paper for candidates taking the Academic Module (see Cambridge Assessment English website). Both papers follow the same format but the kinds of texts on the two modules differ in terms of topic, genre, complexity of language and style.
- There are approximately 2,750 words in total in the three passages.

Passage	No. of questions	Text types	Task types <i>Each passage has one or more of these task types</i>	Task information and practice
1	13 (two or three tasks)	Texts may be from 'social survival' sources such as notices, advertisements, timetables, or 'workplace survival' sources such as job descriptions, work development and training, or 'general reading' such as newspapers, magazines and fictional and non-fictional book extracts.	true / false / not given locating information note completion sentence completion multiple-choice matching headings summary completion flow-chart completion matching places	page 23 page 23 page 29 page 29 page 36 page 36 page 36 page 84 page 88
2	13 (three tasks)			
3	14 (three tasks)			

### **Paper 3 General Training Writing 1 hour**

This paper is only taken in the General Training Module. There is a different paper for candidates taking the Academic Module (see Cambridge Assessment English website).

Task	Suggested time and marks	Task text type and no. of words	Task information
1	20 minutes one-third of the marks for the paper	a presentation of a situation which requires the writing of a letter or email requesting information or giving an explanation. The letter may be personal, semi-formal or formal in style.  150 words minimum	pages 43–50
2	40 minutes two-thirds of the marks for the paper	an essay in response to a point of view, argument or problem. The essay can be fairly personal in style.  250 words minimum	pages 51–57

### **Paper 4 Speaking 11–14 minutes**

This paper is common to both the Academic and General Training Modules.

It is a face-to-face interview with an examiner and it is recorded.

Part	Time	Task type	Task information
1	4–5 minutes	giving personal information and discussing everyday subjects	pages 58–59
2	1 minute preparation 2 minutes talk	giving a prepared talk on a subject given by the examiner and answering one or two follow-up questions	pages 60–61
3	4–5 minutes	a discussion with the examiner arising from the topic of Part 2, offering the opportunity to discuss more abstract issues and ideas	page 62

### **Further information**

The information about IELTS contained in *IELTS Trainer General Training* is designed to be an overview of the exam. For a full description of IELTS, including information about task types, testing focus and preparation for the exam, please see the *IELTS Handbook*, which can be obtained from Cambridge Assessment English at the address below or from the website at: [www.cambridgeenglish.org](http://www.cambridgeenglish.org).

Cambridge Assessment English  
The Triangle Building  
Shaftesbury Road  
Cambridge CB2 8EA  
United Kingdom

# Training Test 1

## Listening Part 1

### What is Listening Part 1?

- a conversation between two people, either face to face or on the phone
- one or two tasks (e.g. table completion)
- an example and 10 questions

The purpose of the conversation is to communicate and share information that will be useful in some way (e.g. for making a holiday booking, for working out the best transport options).

### What does it test?

- understanding specific information e.g. dates, prices, everyday objects, locations
- spelling of people and place names

### Useful language: spelling

In Part 1, a speaker will sometimes spell out the name of a person, street or company.

You need to be very familiar with the English names for the letters of the alphabet, as the word will only be spelt out once.



#### 1 Listen and choose the first letter in each pair that you hear.

01

1 A / E	2 A / I	3 E / I	4 A / R
5 Y / E	6 O / U	7 B / P	8 G / J
9 S / F	10 M / N	11 H / X	12 D / T



#### 2 Listen to some words being spelt out and write down what you hear.

02

1 Manager:	Sarah .....
2 Email:	..... @gmail.com
3 Meeting point:	..... School sports field
4 Hotel name:	.....
5 Address:	112 ..... Terrace
6 Company:	..... Movers

### Useful language: numbers



#### 1 Listen and write the numbers you hear.

03

1 Customer cell phone:	.....
2 Distance of race:	..... miles
3 A one-way ticket is:	.....
4 Home address:	..... Bayside Road.
5 Width of window frame:	..... inches
6 Booking reference:	.....

### Task information: Table, Note and Form completion

This task requires you to fill in the spaces in the table. The spaces are numbered in the same order as the information you hear.

You have to:

- listen to a conversation, which you hear once only.
- write one to three words, a number, or a date in each space in the table.
- write the exact words you hear.
- spell everything correctly.

#### Advice

Not all place names are spelt out. For example, the underlined words are very common in English, so you should learn how to spell words like these.

Mountain View Hotel  
Ocean Road  
Bridge Street

#### Advice

When we say a phone number, we can pronounce 0 as **oh**, or say **zero**.

When we talk about money we say, for example, **seven pounds / dollars / euros fifty**. (£7.50, \$7.50, €7.50).

#### TIP

The answer can be written in numerals or in letters, e.g. 650, or six hundred and fifty. But it's much easier and faster to write numerals!

#### TIP

For similar sounding numbers, listen out for the stressed syllable e.g. fifteen, fifty, sixteen, sixty.

## Useful language: times and dates



### 04 1 Listen and write the times or dates you hear.

- 1 Arrival date: .....
- 2 Class schedule: ..... to 6:30 p.m.
- 3 Date of last inspection: ....., 2018
- 4 Best time to visit: .....
- 5 The courses finishes on: .....
- 6 Delivery date: .....

## Advice

We say dates like 1752 or 1997 as **seventeen fifty-two** and **nineteen ninety-seven**. For years following 2000, we can say, for example, **two thousand eighteen**, or **two thousand and /en/ eighteen**, or **twenty eighteen**.

## Useful language: recognising when the answer is coming

In Part 1, you might see a question like 'Height: about 1 .....cm'. You might not hear the word 'height' in the recording. Instead, the speaker might ask a question, or say something that relates to a person's height. This will tell you when the answer is coming.

### 1 Match an answer 1–6 with a question A–F the speaker might ask.

Height: around 1 <u>6</u> feet	A 'So can you tell me how long the curtains are?'
Width: <u>2</u> <u>15</u> centimetres	B 'How tall are the trees at the moment – approximately?'
Distance: <u>3</u> <u>20</u> kilometres	C 'And what would the charge for that be?'
Length: <u>4</u> <u>330</u> inches	D 'How heavy is the box you want us to move?'
Weight: about <u>5</u> <u>63</u> kg	E 'Do you know how wide the screen is?'
Cost: <u>6</u> \$ <u>560</u>	F 'How far is it from the hotel to the airport?'

## TIP

Don't add words like **euros** or **inches** or **kilometres** to the answer sheet if they are provided on the question paper.

## Useful strategy: deciding what to write in the spaces

1 Look at the sample exam task below and complete this table.

Which space needs ...		What tells you this?
a date?	8	the verb 'starts' and 'Wednesday'.
a price?		
a phone number?		
a person's name		
a period of time?		
a place?		
a piece of equipment or clothing – singular noun?		
a piece of equipment or clothing – plural noun?		
a verb / action?		
a part of the body?		

### TIP

Predicting what type of word will go into each space helps you to be ready to hear it during the recording.

### Advice

Speakers sometimes mention a time, date or number, which might fit a space, but is not the real answer. This is called a **distraction**. Listen carefully in case the speaker changes their mind, or another speaker corrects them with the real time, date or number.

## Westwood Community Centre Activities

### Classes: when / where

#### Yoga basics

Example:

Mondays 7 p.m. – 8:30 p.m.

Taking place in the hall

### Things to bring

a 1 ..... is necessary for every session

### Other information

Discounted rate for students:

2 \$ .....

Simple techniques that will help you

3 ..... pain in your 4 .....

### Classes: when / where

#### Westwood Walkers

7:00 a.m. every morning

The walk starts from outside the 5 ..... in the village

### Things to bring

A good pair of 6 ..... will help

### Other information

Free for everyone

The organiser is 7 .....

Lindsay

### Classes: when / where

#### Cycle Group

Training starts again on Wednesday, 8 .....

The rides take about 9 ..... on average

### Things to bring

helmet and bike lights are essential

### Other information

No charge

Nicky's contact details:

10 .....

**Action plan for Table completion**

- 1 Look at the instructions to find out how many words you can write.
- 2 Look at the heading and the subheadings. There is time to do this before you listen.
- 3 Look at the spaces and think about what kinds of word or number are needed (e.g. a date, a distance, an address, a plural noun).
- 4 Listen to the introduction, which tells you what the conversation is about.
- 5 Listen carefully to the conversation and focus on each question in turn. As soon as you've written the answer to one question, listen for the answer to the next.
- 6 Move on to the next row each time the speaker talks about something new – in this case, a new class.



Write an answer in each space even if you aren't sure about it. A guess might turn out to be right and get a mark, but an empty space won't be given a mark.



The question numbers run horizontally across each row.



If one of your answers is more than one word and a number, it is wrong, and won't get a mark.



Remember you only hear the recording once.

**Questions 1–10**

05

Complete the table below.

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

**Art classes at Bramley Community Centre****Class****Things to bring****Fees / Timetable****Tutor****Example**

'Movement and light':  
painting in the style of  
French Impressionists

a set of **1** .....  
is essential

The cost is  
**2** \$ ..... for two terms  
Monday evenings  
6–8 p.m., Room 15

A local artist called  
Steve **3** .....

'Clay basics':  
using the pottery wheel  
to make several **4** .....

an old **5** .....  
would be a good idea

The cost is \$180 per term  
Every **6** .....  
6:30–8:30 p.m., Room 3

Theresa Clark – her  
work is displayed in  
the community centre

'Sketching Architecture':  
drawing old buildings,  
starting with the **7** .....

people usually take  
a fold-up chair and a  
**8** .....

The cost is \$160 per term  
Fridays 11–1 p.m. meet  
at the corner of Victoria  
Street and **9** ..... Road

Annie Li  
Annie's cell phone  
number: **10** .....

**Advice**

**1** Should the noun you write be plural or singular?

**2** Make sure the answer you choose is for two terms, not one.

**4** Use your general knowledge to predict the kind of things people might make in a pottery class. And note the word **several**.

**5** Listen for the word **old**, a similar adjective, or a paraphrase in the recording. This may signal that the answer is coming soon. Note that the occurrence of the same adjective (**old**) in both the recording and the question is unusual.

**6** What does the word **every** tell you about the kind of noun that is needed?

**7** The answer must be a kind of building. Listen carefully – because one or more buildings might be mentioned as distraction.

**What is Listening Part 2?**

- a talk / speech / announcement / recorded message / radio excerpt given by one person, sometimes with an introduction by another person
- usually two tasks (e.g. multiple-choice, matching, flow-chart completion, plan / map labelling)
- 10 questions; there is a brief pause in the recording before the start of the next task

**Task information: Plan / map labelling**

*Plan / map labelling* requires you to transfer the information you hear to a simple plan / map. You need to follow language expressing where things are located.

You have to:

- listen to part of the talk, which you hear once only.
- match a list of places to their locations (labelled A, B, C etc.) on the plan / map.
- write A, B, C etc. next to the corresponding place in the list.

**Useful language: plan / map labelling tasks**

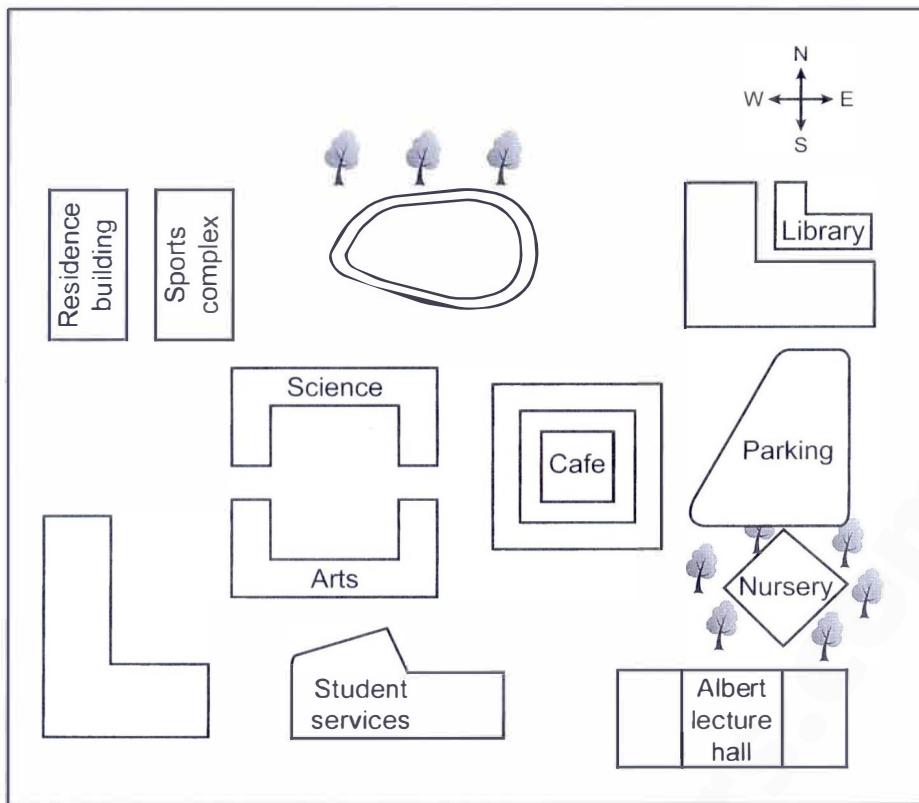
For Part 2, you will need to recognise language for directions.

1 Look at the places marked on the plan. Complete the sentences with phrases from the box. (Usually there are not so many labelled buildings on the map, or complete sentences.)

at the top	directly below	in between	in the centre	just above	nearest to
right-hand corner	smaller of	square-shaped	surrounded by	the south	to the right

**PLAN OF UNIVERSITY CAMPUS**

- 1 As you can see, Student Services is at the bottom of your plan. .... of Student Services is a row of three lecture halls. The Albert Lecture Hall is the one ....
- 2 The Arts Block is ..... the Science Block, and ..... the Student Services building.
- 3 See the two L-shaped buildings at the top of the plan, in the .....? The Main Library is the ..... those two buildings.
- 4 The Sports Complex is easy to find. See the circular running track ..... of the map? On the left of that are two long, rectangular buildings. The Sports Complex is the one ..... the running track.
- 5 The café is well situated on the campus. .... the science block and the car park – there's a ..... building complex where many seminars take place. And in the centre of that building complex, you can find the café.
- 6 The nursery is in a nice spot. It's that building to ..... of the car park. The one that's ..... trees.



## 2 Listen and check your answers.

06

### Useful strategy: paraphrasing in 5-option multiple-choice tasks

In many IELTS tasks, you have to choose a correct answer from a number of options. The options may use different language to express ideas mentioned in the recording. This is known as 'paraphrasing'.

#### 1 Match options A–E with extracts 1–5.

**Underline the parts of the extracts that match the underlined phrases in the options.**

- A dealing with unhappy clients on the phone
- B improving written communication skills
- C giving presentations to colleagues
- D filling documents correctly
- E being a mentor to junior members of staff

- 1 So one thing the session will cover is how to deal with the huge amount of paperwork we receive. In other words, how we organise and store it all, in the right way, I mean.
- 2 I've been impressed by the way you've all managed to stand up and deliver a talk to the other people on your team. I don't think we need any more training in that area for now.
- 3 When a dissatisfied customer rings you up to complain, you need to know how to handle the situation effectively. We dealt with this in the previous session.
- 4 As you know, we have a number of trainees starting work next week. We don't have time to talk about this in the training session, but I'd like you to support and guide them during their first few months in the company.
- 5 From time to time you need to produce formal reports and the aim of this training session is to show you how to express your ideas more effectively and clearly.

**Action plan for 5-option multiple-choice**

- 1 Read the questions so you know what kind of information you need to listen for.
- 2 Underline key words and ideas in the options and remember these may be paraphrased in the recording.
- 3 Listen to the introduction. It tells you who is speaking and describes the situation.
- 4 Transfer your answers to the answer sheet at the end of the test.

**TIP**

You can write the two options in any order on the answer sheet (e.g. A / B or B / A)

**Questions 11-12**

07 Choose **TWO** letters, **A-E**.

Which **TWO** things will employees need to do during their first week in their new office space?

- A find out about safety procedures
- B collect a new form of identification
- C move boxes containing documents
- D make a note of any problem that occurs
- E learn about new company technology

**Advice**

**11-12** Listen out for ideas which might be paraphrased in the options. Make sure the options you choose match exactly what the speaker says.

**13-14** The options may not be in the same order as in the recording. Cross them off when you think they have been paraphrased.

**Questions 13-14**

Choose **TWO** letters, **A-E**.

Which **TWO** steps have the company taken to improve the physical environment of employees' offices?

- A provided comfortable seating
- B installed a new heating system
- C used attractive materials
- D enlarged people's working space
- E replaced the old type of lights

**TIP**

The speaker will use the same place names you see in the list. These won't be paraphrased in any way.

**TIP**

The letters on the plan are not in the same order as the places you hear mentioned, but the places in the numbered questions are.

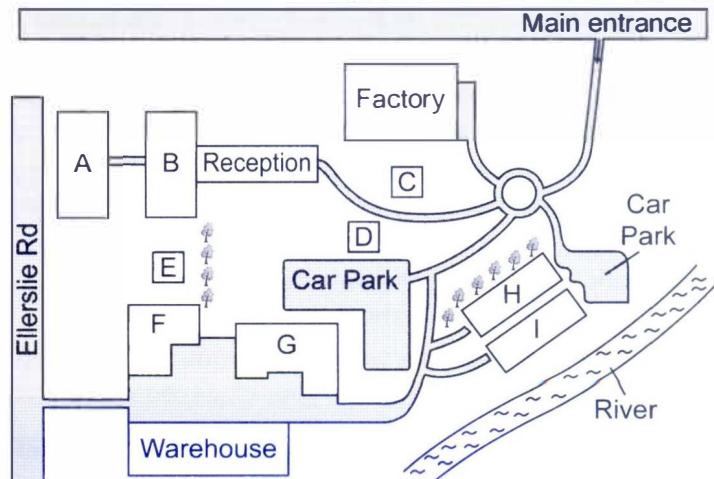
**Questions 15-20**

07 Label the plan below.

Write the correct letter, **A-I**, next to **Questions 15-20**.

**Plan of the renovated factory complex**

- 15 Conference centre .....
- 16 New office space .....
- 17 Stores .....
- 18 Finance .....
- 19 Café .....
- 20 IT department .....



### What is Listening Part 3?

- a discussion between two or sometimes three speakers (e.g. between one or more students and / or their university tutor)
- two tasks (e.g. flow-chart, multiple-choice or matching)
- 10 questions, with a brief pause in the discussion between the parts that relate to each task

The subject is an aspect of academic life (e.g. a presentation).

### Task information: 3-option multiple-choice

In Part 3, this task usually focuses on attitude / opinion, negotiation and (dis)agreement.

You have to:

- listen to the recording, which you will hear once only.
- choose from options **A**, **B** or **C** to answer a question or complete a statement so that it means the same as the information in the recording.

### Useful strategy: identifying the locating words

In many IELTS tasks you need to identify the words (e.g. in the notes, flow-chart or questions) which are also in the recording. These words will help you follow a conversation and know which part of it contains the information you need.

Locating words are usually dates or statistics, names of objects or events, which are difficult to paraphrase.

#### 1 Underline the locating words in questions 1–6.

#### History of antibiotics

Fleming's discovery of penicillin in 1928 reduced people's fear of 1 .....



pharmaceutical companies realised antibiotics like penicillin and chloramphenicol could lead to 2 .....



jungles and mountain areas were explored for 3 .....



manufacturers in the US and Europe decided to focus on 4 ..... instead



5 ..... have offered a limited range of antibiotics since the 1970s



some 6 ..... no longer respond to antibiotics, with 700,000 cases annually

### What does it test?

- identifying key facts and ideas and how they relate to each other
- identifying speakers' attitudes and opinions
- recognising agreement and disagreement

### Task information: Flow-chart completion

Flow-chart completion requires you to follow the development of a discussion. The steps in the flow-chart are in the same order as what you hear.

You have to:

- listen to part of the discussion, which you hear once only.
- choose one option (**A**, **B**, **C**, etc.) from the box to complete each space in the flow-chart according to what you hear.

### Vocabulary

For Part 3 flow-charts, the vocabulary in the options will be different to the language you hear in the recording.

#### 1 Look at these examples of language from the recording on the history of antibiotics. Match them with options A–I.

- 1 the financial gain would be enormous.
- 2 clinics and hospitals
- 3 people receiving medical care
- 4 specimens of microorganisms
- 5 artificial kinds of antibiotic
- 6 a cut that went septic / a sore throat
- 7 a real improvement
- 8 doctors and surgeons
- 9 severe illness



**A** synthetic forms

**F** bacteria samples

**B** serious diseases

**G** treatment centres

**C** genuine progress

**H** sick patients

**D** common infections

**I** large profits

**E** medical professionals

#### 2 Listen to some extracts. Complete the flow-chart with options A–I.



08

## Useful strategy: 3-option multiple-choice

For Part 3, these questions may test understanding of agreement and disagreement.

### 1 Look at the list of phrases.

Decide whether they suggest agreement , or disagreement .

- 1 Actually, you could be right.
- 2 I doubt it.
- 3 I hardly think so.
- 4 Fair enough.
- 5 I couldn't agree more.
- 6 Precisely.

- 7 I'm not sure I go along with that.
- 8 That's one way of looking at it, but ...
- 9 You have a point there.
- 10 Exactly.
- 11 Come on. Surely that's not the case.
- 12 Not necessarily.

## Exam Practice Test 1

## Listening Part 3

### Action plan for Flow-chart completion

- 1 Read the instructions and check how many spaces there are in the flow-chart.
- 2 Look at the heading of the flow-chart to find out the discussion topic.
- 3 Look at the flow-chart and underline the locating words.
- 4 Read the list of options, and remember they will probably be paraphrased in the recording.
- 5 Listen carefully to the conversation, and be ready for the answer when you hear the locating words.
- 6 Transfer your answers to the answer sheet at the end of the test.

TIP

The question numbers run horizontally across each row.

TIP

Many of the options fit in several spaces. Don't try and guess the answers.

TIP

Focus on each question in turn. As soon as you have answered one question, look at the next stage of the flow-chart.

### History of vitamin supplements

Prior to 1900s: physical weakness is thought to be caused by 21 .....

Early 1900s: research shows a link between 22 ..... and sickness

1930s: governments become concerned about the popularity of 23 .....

1940s: 24 ..... convince housewives to buy vitamin supplements

1950s: 25 ..... make vitamin supplements more accessible to consumers

1960s to present day: vitamin supplement sales continue to rise because of 26 .....



### Questions 21–26

09 Complete the flow-chart below.

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

A lifestyle changes	F effective packaging
B famous people	G toxic substances
C scientific findings	H processed foods
D industrial processes	I alarming images
E poor diet	

### Advice

**A–I** These options may be mentioned in any order. Three of them will not be needed.

21 Listen for the date as the answer will come shortly afterwards.

23 **Governments** is the locating word. **Popularity** is expressed using different language in the recording.

24 Both **1940s** and **housewives** are useful locating words.

25 How might **more accessible to consumers** be paraphrased?

26 What's another way of saying **rise**? The answer will come after one of the speakers has said this.

## Action Plan for 3-option multiple-choice

### TIP

Underline locating words that are unique to each question.

- 1 Read the questions. They give you an idea of what information you should listen for.
- 2 Underline the locating words in the questions.
- 3 Quickly read through the A, B, C options, remembering that these will be paraphrased in the recording.
- 4 As soon as you've chosen the answer to a question, listen for the answer to the next one.
- 5 Check your answers and transfer them to the answer sheet at the end of the Listening test.



### Questions 27–30

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

27 Sam believes that more Australians are taking vitamin supplements because they

- A want to have control of their own health.
- B are advised to by local health authorities.
- C have benefitted from competition amongst manufacturers.

28 Lucy is concerned that the US vitamin supplement industry is not required to

- A follow the guidelines produced by a government agency.
- B list all the possible side effects of taking vitamins.
- C provide evidence that their products are effective.

29 When discussing the Danish experiment, Lucy and Sam conclude that vitamin supplements

- A are best used for preventing minor illnesses.
- B are not fully understood by researchers.
- C are harmful if taken in large amounts.

30 Lucy and Sam agree that stricter regulation of the vitamin supplement industry

- A would only lead to a slight decrease in sales.
- B might be necessary for some types of vitamin.
- C may not be welcomed by all consumers.

### Advice

27 Choose the option that reflects Sam's personal opinion, not just an idea he refers to.

28 The options do not follow the order of the information Lucy gives.

29 **Minor illnesses**, **scientists** and **harmful** are all paraphrased in the recording. But the option you choose must exactly reflect Lucy and Sam's conclusion.

30 Listen for phrases of agreement and disagreement to help you choose the right option.

## What is Listening Part 4?

- a lecture, talk or presentation given by one speaker, usually in front of an audience
- one or two tasks e.g. note completion, sentence completion
- 10 questions

The subject is a topic of academic interest (e.g. a scientific or historical subject).

## What does it test?

- understanding and distinguishing between ideas: reasons, causes, effects, consequences, etc.
- following the way the ideas are organised (e.g. main ideas, specific information, attitude) and the speaker's opinion
- accurate spelling

## Vocabulary: environmental issues and collocation

### 1 Underline the correct word in each sentence.

- 1 *Habitat / Area / Land* loss is the biggest threat to wildlife in the region.
- 2 The white rhino is high on the list of critically *risky / endangered / rare* species.
- 3 Leftover food accounts for a high proportion of *household / dwelling / residence* waste.
- 4 Governments are now investing in *recycled / renewable / reused* energy such as solar power.
- 5 Don't take so many flights if you want to reduce your carbon *footprint / steps / tracks*.
- 6 Vehicle *releases / productions / emissions* are largely responsible for the rise in asthma rates.
- 7 Most scientists say global *heating / warming / melting* is a consequence of human activity.
- 8 At some point, we will certainly run out of fossil *energies / powers / fuels*.

## Useful strategy: signposting

For Part 4 lectures and talks, a speaker may sometimes use signposting language to show they are moving on to a new aspect of the topic e.g.

- 'Now let's turn to...'
- 'Moving on, let's now think about...'

The speaker may also ask a question or make a statement that

- paraphrases a subheading in the Notes.
- uses many of the same words from the subheading.

## Task information: Sentence completion

This task requires you to fill in the spaces in a set of sentences. It is almost identical to note completion. The sentences are in the same order as the information you hear.

For this task you have to:

- listen to a talk, once only.
- read the instructions so you know how many words you may write.
- write the exact words you hear.
- spell everything correctly.

1 Read the subheadings 1–5 in the **Note completion** task below. Match the subheadings with the examples of signposting A–E. You do not need to fill the gaps.

## The future of the world's trees

### 1 Trees and their commercial use

- We need trees for
  - construction materials
  - the ..... industry

### 2 Trees in the ecosystem

- Trees provide a range of species with both
  - a food source
  - opportunities for .....

### 3 The ways that trees can affect our general happiness

- Researchers have proved that living near to trees
  - reduces the amount of ..... that people have
  - encourages better relations between .....

### 4 The reasons why different tree species are dying out

- Diseases are often spread because
  - the restrictions on ..... are not enough
  - some people ignore the rules about entering .....

### 5 Solutions for saving the trees

- Scientists need to share their data on .....
- Greater funding must be given to the collection of .....

## Signposting examples

- A Well, there are a number of reasons why various species of tree are dying out.
- B So what can we do about this problem? There are a number of ways that ....
- C Let's think about the role trees play in the wider environment. Many birds and animals ....
- D Let's start with an overview of how trees are used by manufacturers.
- E Another way that trees are useful to us relates to the impact they have on our overall wellbeing, that is to say, how they influence our emotional health.

## Useful language: cause and effect

In Part 4, the questions may test your understanding of cause and effect.

### 1 Decide if the underlined phrase is followed by cause or effect.

- 1 Plastic pollution has led to a number of marine species being threatened.
- 2 Due to a rise in air temperature, the polar caps are melting faster than ever before.
- 3 The same fields have been used to produce crops for decades. The result of this has been poor soil quality.
- 4 Since we haven't received enough funding for the project, we'll need to raise money ourselves.
- 5 Organic food sales are going up owing to the fact that people don't want food sprayed with insecticide.
- 6 Gorillas have lost much of their natural habitat, meaning that they are struggling to survive.

**Action plan for Sentence completion**

- 1 Look at the instructions and check how many words you must write in each space.
- 2 Read the questions (the sentences) carefully, identifying the locating words.
- 3 Listen and complete each space with the exact words you hear.
- 4 Before you transfer your answers to the answer sheet, check that the completed sentence makes sense.

**TIP**

The locating words may appear anywhere in a question, but you will hear them before the answer in the recording.

**TIP**

Listen out for examples of signposting that tell you when to move on to a new set of questions.

**Questions 31–36**

10 Complete the notes below.

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

## Insect Extinction in the 21<sup>st</sup> Century

**The reasons why insect populations are declining**

- In Europe, important plants are no longer found in fields or 31 .....
- In the Amazon rainforest, 32 ..... might be the cause of butterfly and beetle loss.
- Globally, pesticides are affecting the spatial skills and 33 ..... of bees.

**The consequences of declining insect populations**

- Insects are an essential part of the 34 ..... in all places apart from Antarctica.
- Crop production will fall dramatically.
- Researchers can't discover any new 35 ..... based on plants.

**The possible ways to prevent insect extinction**

- Governments must restrict the sale of pesticides.
- People must reduce their consumption of 36 .....

**Questions 37–40**

Complete the sentences below.

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

37 Sand from the Antioch Dunes was used to make ..... for houses in the early 1900s.

38 The metalmark butterfly requires one type of Antioch Dunes plant for its .....

39 In recent years ..... has led to the loss of wildlife in the Antioch Dunes.

40 The Antioch Dunes project shows how ..... does not always require much land.

**Advice**

37 What kind of things do builders sometimes need to make for houses?

38 Why do butterflies need plants?  
Think of some different reasons.

39 You need to listen out for a cause i.e. the reason why wildlife has decreased.

40 The auxiliary **does**, and the lack of an article (a / an), shows you that the answer must be an uncountable noun.

**What is Reading Passage 1?**

- two to three texts, one of which may consist of 6–8 short texts related by topic, e.g. hotel advertisements
- two or three tasks, with a total of 14 questions
- usually slightly easier than Passages 2 and 3

**What does it test?**

- understanding texts that are relevant to everyday life in an English-speaking country
- the ability to retrieve and provide general factual information, e.g. notices or advertisements

**Task information: True / False / Not given**

*True / False / Not given* tasks require you to compare the information given in a series of statements with information given in the text and decide if they are the same.

You have to:

- read statements which are in the same order as the information in the text.
- scan the text to find the information you need.
- decide if the idea given in each statement agrees with the text (*True*), or contradicts the text (*False*), or if there is no information about it in the text (*Not given*).

**Task information: Locating information**

*Locating information* requires you to scan a text (often made up of several short parts, e.g. advertisements) to find specific information in one part.

You have to:

- read a text that is divided into parts or paragraphs or 6–8 very short independent texts.
- read statements that focus on details in one part or paragraph.
- find which part or paragraph contains the information in each question. The answer may be in one sentence or phrase or you may need to read more than one sentence.

1 Read the text below (skim the text). What is it? Choose **a**, **b** or **c**.

- a Instructions for camping at night
- b Information about activities offered at a zoo
- c Details of animals' habitats

# Sleeping over at the zoo

This overnight camping adventure is perfect for school and youth groups. Sleepover activities are aligned with National Science Standards. Each program includes:

- Live animal presentations
- Zoo craft activity
- Breakfast and beverages
- A guide who will show you the nocturnal animals and stay at the camp

Set up your zoo tent at 'Camp Kenya'.

Pricing starts at \$90 per camper (students and adults).

Hot catered meals are available for an additional fee.

## Adult/Child Ratio

- Minimum adult to child ratio of 1:4.
- Maximum adult to child ratio of 1:1.

2 Look at the instructions for Questions 1–7 below and circle the key words.

### Questions 1–7

Do the following statements agree with the information given in Passage 1?

In boxes 1–7 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

- 1 The activities are designed to be educational.
- 2 Guides will help with putting up tents.
- 3 The \$90 sleepover fee includes an evening meal.
- 4 There must be an adult present for every four children that attend.
- 5 Breakfast includes a vegetarian option.
- 6 Activities offered are arts and science based.
- 7 Adults and children pay the same fee.

3 Look at the text and underline where the information is given for each statement. Some information is not given for some of the statements.

Now, answer **Questions 1–7** in Exercise 2.

You should spend about 20 minutes on **Questions 1–14**, which are based on the two reading passages below.

Read the text below and answer **Questions 1–7**.

# Marxland Sculpture Garden:

## Information for Visitors

### A brief history

The Marxland Sculpture Garden occupies 30 hectares of land to the north of the historical town of Coppard. A former golf course, the land was bought by the Coppard Council in 1971 and, thanks to a generous donation by the Marxland family, opened to the public as a sculpture garden in 1975.

### What to see

The Garden features more than 120 outdoor sculptures, though areas of the grounds themselves are also works of art, thanks to the efforts of landscape designer Hugh O'Connor. There are both permanent and temporary exhibits, many of which were created by artists from the region, most notably renowned bronze sculptor, Nerida Graham. As you wander through the grounds, don't miss *Shackle of Time*, the colossal mechanical sculpture in the Succulent Garden, or *Figurine* near the pond.

### Your visit

The main car park is at the North Street entrance – open 9:00 to 17:00.

If approaching from the east, we also have a smaller parking area available at the Gray Street entrance.

The Marxland Sculpture Garden is open seven days a week 10:00–16:30, excluding 25 and 26 December.

Winter months: The Garden closes at 20:30 for 'Marxland at Night'.

Entry: \$15 per adult, \$10 per child (under 14); \$40 for a family day pass.

The Marxland Sculpture Garden is a hands-on experience so don't be afraid to get up close and feel the surface of the works. We just ask that visitors don't climb on any of the exhibits.

### Extra events

There's always something happening at the Garden.

The Jazz in the Garden festival is held in the second week of April, boasting world-class musicians and fantastic food stalls. This is the first time it has been held over two days. The festival has increased in popularity every year since it began in the early 1980s, so get your tickets early!

The Garden has recently started its 'Marxland at Night' program, featuring magical illuminated sculptures. Take an organised tour with one of the Garden staff or try your luck with a map and torch! This event takes place throughout winter.

## Action plan for True / False / Not given

- 1 Look at the title and any headings and decide what the text is about.
- 2 Read the text very quickly to get an idea of what it is about. Don't worry about words you don't understand.
- 3 Look at the questions and underline the important words.
- 4 Find the part of the text which mentions the information in the first question. Read that part carefully and decide if the answer is *True*, *False* or *Not given*.
- 5 Now do the same for the other questions.

### TIP

The information you need comes in the same order as the information in the text, but it is not always evenly spaced through the text. Some information in the text corresponding to questions may be closer together and some further apart.

### TIP

The information in the questions will be a paraphrase of what is in the text, so do not expect to find all the same words. Look for synonyms and phrases that have a similar meaning.

### TIP

There will always be at least one *True*, one *False* and one *Not given* answer. However, there may not be the same number of each answer.

## Advice

- 1 The heading 'A brief history' indicates there may be information about the use of the garden in the past. Which words refer to a sport and past use?
- 3 Find the name Nerida Graham in the text. Does it specifically say she created 'Shackle of Time'?
- 7 Which words in the final paragraph refer to 'after dark'? Using a synonym will help you find the relevant information. Is a guided tour the only option?

## Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–7 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

- 1 People once played sport on the land used for Marxland Sculpture Garden.
- 2 Some sculptures are in the park for a limited time.
- 3 Nerida Graham created the *Shackle of Time* sculpture.
- 4 It is free to park your car at the gardens.
- 5 Visitors are forbidden to touch some of the sculptures.
- 6 Jazz in the Garden has been running for several years.
- 7 If visiting the park after dark, you must go with a Garden employee.

## Questions 8–14

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

# Cookbooks

## A

### **My Petite Kitchen Cookbook**

Eleanor Ozich

Petite Kitchen blogger Eleanor Ozich has produced this collection of over 100 simple, wholesome recipes to nourish you and your family. With a focus on wholefoods, Ozich uses unprocessed alternatives to the usual sugar, milk and processed grains to create more nutritionally-balanced meals. This book contains achievable recipes for home cooks.

## B

### **Ottolenghi: The Cookbook**

Sami Tamimi, Yotam Ottolenghi

The iconic restaurant Ottolenghi is known for its exquisite, fresh food that has impacted diners' palettes across the country. Much of the intriguing yet simple fare in the book is taken from recipes that featured in chef Yotam Ottolenghi's childhood in Jerusalem, but other recipes come from different culinary traditions, from North African to Californian. If you enjoy top-notch photos of exotic delicacies, this is for you.

## C

### **Crunch Time Cookbook**

Michelle Bridges

In the *Crunch Time Cookbook*, celebrity trainer Bridges arms readers with simple, delicious recipes to help shed kilos and keep them off. There's a 12-week menu plan (also available as an e-book) that shows how quick and cheap it can be to prepare your own meals, and all the recipes are family-friendly.

## D

### **The Smitten Kitchen Cookbook**

Deb Perelman

This award-winning cookbook is brought to you by celebrated food blogger Deb Perelman. While not an experienced chef or restaurant owner, Perelman is a home cook who was overwhelmed by the sheer volume of recipes on the internet, sometimes giving conflicting advice. If this sounds like you, this book will give you confidence. Each recipe comes with a photograph, so you can see what you're aiming for.

## E

### **The Classic Slow Cooker**

Judy Hannemann

This beautifully-presented collection of tried-and-tested recipes was gathered by Hannemann over the years. Apparently, kids love these simple but tasty ideas. From fresh nutritious appetizers to delicious desserts, here are recipes you'll want to cook again and again.

## F

### **The Wagamama Cookbook**

Hugo Arnold

The distinctive taste of the Wagamama restaurant chain originates from the traditional ramen (noodle) shops of Japan. This cookbook contains the key to achieving the Wagamama flavour, from appetisers to hearty soups to stir-fries, and even exotic juice-based beverages. There are also helpful hints on sourcing ingredients, techniques for food preparation and creating a meal.

## Action plan for Locating information

- 1 Look at the title and any headings and decide what the mini-texts are about.
- 2 Read the questions very quickly and see what you can predict about the mini-texts.
- 3 Read the mini-texts very quickly to get a general idea of what they are about.
- 4 Read each question carefully, underline the important information and find the mini-text which contains the same information as the question.
- 5 Check that the information in the question and the mini-text is exactly the same. There is only one correct answer for each question.

### TIP

Some mini-texts may not contain any answers, while others may contain more than one answer.

### TIP

The information in the questions will be a paraphrase of what is in the mini-text, so look for words that have a similar meaning.

## Advice

11 A, C and E all mention nutrition or weight loss, but which one discusses using healthy options as a replacement for other ingredients?

12 Underline **when growing up** in the question. Now look for mentions of something similar in the text. There are references to childhood, family and kids, but which one is about the author of the cookbook as a child?

14 Underline **pictures** in the question. Can you find a word with a similar meaning? Are there pictures of every dish?

## Questions 8-14

Look at the six reviews of cookbooks, **A-F**, on page 27.

For which are the following statements true?

Write the correct letter, **A-F**, in boxes 8-14 on your answer sheet.

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

- 8 It has general tips about how to cook.
- 9 It helps people who are confused by the amount of information online.
- 10 The recipes are good for people who want to lose weight.
- 11 The recipes replace standard ingredients with healthier options.
- 12 Some of the recipes are for dishes the writer ate when growing up.
- 13 It includes recipes for drinks.
- 14 It contains pictures of every dish.

## What is Reading Passage 2?

- two texts relating to work
- two or three tasks, with a total of 13 questions

## What does it test?

- understanding texts that focus on work related issues, e.g. applying for jobs, company policies, pay and conditions, workplace facilities, staff development and training
- the ability to retrieve and provide factual information from authentic texts that might be encountered at work, e.g. staff development and training materials or job descriptions

## Task information: *Notes completion*

*Notes completion* requires you to understand the main points and supporting detail from a text or part of a text.

You have to:

- read the notes and identify what kind of information you need.
- scan the text to find the specific information, using any headings in the notes to help you find the parts you need.
- complete the spaces in the notes by choosing a number, word or words from the text.

## Task information: *Sentence completion*

*Sentence completion* requires you to understand specific information from a text or part of a text.

You have to:

- read the sentences and identify the parts of the text to which they refer.
- find a number, word or words from the text which fit in the space and copy them into the space.

**1 Read the text below. What is it about?**

- a performing on stage at a festival
- b attending a festival outdoors
- c getting a job helping at a festival

## Working at an outdoor music festival

If you'd like to see some world-class acts for free and you're not afraid of hard work, consider getting a job at a music festival. From working as a security guard to cleaning or serving food, there are many positions to be filled. However, work at the most popular festivals is highly sought-after, so consider becoming a volunteer. It might lead to more, but if not, at least you will be entertained and meet interesting people.

With outdoor work, be prepared for anything in terms of weather as big festivals are very seldom cancelled. Contrary to what many people think, there is very little chance of running into famous musicians in the backstage area. They tend to retreat to their trailers to avoid the crowds. But as a festival worker, you'll meet many interesting people all day and night.

**2 Complete the sentences below.**

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

- 1 What is the maximum number of words you may put in a space?
- 2 Now, underline the key information in the sentences below. What kind of word do you expect to see in the space (e.g. noun, adjective, verb)?

- 1 Starting as a ..... is a good way to get work at a festival.
- 2 You must be ready to work in all .....
- 3 Celebrities generally spend most of their time in ..... when they are not performing.

**3 Now look at the text and underline where you find the answers.**

You should spend about 20 minutes on **Questions 15–27**, which are based on the two reading texts below.

Read the text below and answer **Questions 15–21**.

## Dupont Mortgage Brokers: an eco-friendly workplace

Here at Dupont, we take our responsibility to the environment seriously. We are committed to considering sustainability issues when making decisions about planning and management. We aim to improve environmental performance by continually addressing environmental risk. To this end we have established a dedicated team to promote environmental awareness and ensure employees are aware of their environmental responsibilities. We encourage all employees to notify us when they see that company practices have a negative impact on the environment and need improvement.

We have done a lot in the last years to be greener in our workplace, but we could do more. Here's a reminder of some basic actions that will lessen our environmental impact:

### Good habits in the office

We ask that all employees continue to turn off all lights and electronic equipment, including computers, at the end of the day. If this isn't done, we are asking 'offenders' to pay a small fine – there is a jar for this purpose on Kevin Wu's desk and the proceeds will go to the *Positive Planet* regeneration scheme.

We're doing our bit to reduce landfill by having our used ink cartridges collected. These should be placed in the box by the stationery cupboard - Jetco, the manufacturer we use, arranges collection for recycling on a monthly basis.

In terms of reducing our use of paper, first consider whether it's necessary to print out a document. Will a soft copy do? Save it on file and save paper! We've ordered good quality recycled paper for the office to be used as needed; where you do have to print, make use of both sides of the paper. There is a tub in the photocopying room for any used

paper; the cleaners will empty this into the large bin for recycling every week.

### Placing orders

In terms of ordering stationery and office equipment, please use the following approved suppliers, which are all committed to reducing waste and eliminating their carbon footprint:

GreenCo Office Supplies

Down to Earth

Jetco

Okapi Stationery

In all parts of the company including office, kitchen, bathrooms and staffroom, please use 'green' products, provided that they are within the allocated budget. To check a product's rating in terms of environmental impact, go to [checkisitgreen.co.uk](http://checkisitgreen.co.uk) and opt for products that have a four-star rating or higher.

## Action plan for Note completion

- 1 Look at the title and any headings and decide what the text is about.
- 2 Read the text very quickly to get a general idea of its structure and ideas.
- 3 Read the question and see how many words you must write for each space.
- 4 Read the notes carefully and underline important words.
- 5 Find the part of the text which contains the same information as the notes.
- 6 Read the relevant part of the text carefully and underline the word that you think fits in the space.

### TIP

Use the headings in the notes to help you find the part of the text you need.

### TIP

When you look at the numbered space, try to predict what kind of information is required. Is it a noun, verb or adjective? Is it a number, date or name?

### TIP

Write the word exactly as it appears in the text. You will not have to make any changes to the word. Check if it is singular or plural.

## Advice

Look at how the notes are structured. In this case, the headings in the notes are not exactly the same as the headings in the text but they lead you through the text in order.

**15** Which word in the first paragraph of the text means **set up** as in the notes? You'll notice this word is followed by two words in the text – how many words are you allowed to put in the space?

**18** Recycling is mentioned in relation to two kinds of office supply. Which one of these is picked up by the supplier?

**20** The notes mention a list, whereas the text does not. However, can you see a list in the text? What are on this list?

## Questions 15–21

Complete the notes below.

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

### Dupont, an environmentally sustainable workplace

#### Commitment to the environment

- ongoing process
- set up a **15** ..... to focus on implementing policy
- workers to identify **16** ..... that cause harm

#### In the office

- turn off lights, computers when leaving
- forget to turn off equipment → put donation in **17** .....
- recycle **18** ..... → current brand organises pick up

#### Paper

- avoid printing
- use
  - recycled
  - both sides
- put in **19** ..... when discarding

#### Purchasing

- choose products from a list of **20** .....
- where **21** ..... allows, order eco-friendly products
- look up eco-rating

## Questions 22–27

Read the text below and answer **Questions 22–27**.

# Becoming a tour guide

## Many people dream of travelling for a living, but what does it actually involve?

Tour guides accompany visitors on tours, providing special information on places of interest, and managing the schedule for the tour.

### Starting out

While you can work as a tour guide without formal qualifications, entry to the occupation may be easier if you can show you are qualified and you may like to consider taking a course. Options vary, but the Centre for Further Education offers a *General Certificate in Guiding* along with more specific subjects such as *Guiding a 4WD Tour* and *Guiding a Ski Tour*. You will also get some informal training on the job.

Many would-be guides start out as volunteers, working in a place they know well, showing tourists around. Experience in a related field such as hospitality is generally looked on favourably by employers in the travel industry.

### Skills and qualities needed

While everyone brings their own personality to the job, there are some basic qualities that all tour guides should possess:

- Energy and enthusiasm are an absolute must – when the day's tour is done, a guide still needs to study commentary and confirm the next day's activities, so you will often need to operate on very little sleep.

- A friendly personality is needed when interacting with clients, tour operators and the general public.
- An insight into a wide range of cultures helps a guide negotiate all kinds of issues, not only in the place being visited, but also among the people on the tour.
- Knowledge of emergency procedure and the ability to remain calm in a crisis will stand any tour guide in good stead. Your confidence as tour leader will filter down to the group.
- The ability to handle any tricky questions that arise is a crucial component of the role. If you're stuck for an answer, you should be able to find the information and follow up.

### Know the reality

Life as a tour guide often requires long spells away from home. Some find that busy times at work fall on holidays they would like to spend with loved ones. Burn-out is also a factor to consider but it does not mean the end of a career in travel. There are often openings for roles in product development and sales within the industry; experience as a guide will stand you in good stead for these.

## Action plan for Sentence completion

- 1 Use the title and any headings in the text to decide what the text is about.
- 2 Read the text very quickly to get a general idea of its structure and ideas.
- 3 Look at the instructions to see how many words you must write for each space.
- 4 Read the sentences carefully and underline important words. As you do this, try to predict what kind of words you need for each space (e.g. noun, verb, adjective).
- 5 Find the part of the text which contains the same information as the sentence.
- 6 Carefully read the relevant part of the text and mark the word that you think fits in the space.

### TIP

The sentences follow the order of the information in the text.

### TIP

When you have finished, read the sentences through again and ensure they make sense.

## Advice

**22** From the question, you can see that the word you need will be plural, as the next word is **aren't**.

**24** Look at the first bullet point in the text. The question mentions **a lack of**. What words in this bullet point reflect this idea?

**27** Look at the final paragraph, which is about openings for those moving on from being travel guides. Two possibilities are suggested; the question mentions putting together new tours – this is another way of saying **product development**. What is the other possibility?

Complete the sentences below.

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

- 22 ..... aren't necessary to become a tour guide but they can help.
- 23 If you have worked in ..... , it may help your chances of employment as a tour guide.
- 24 Tour guides must be prepared to work despite a lack of .....
- 25 An understanding of different ..... will help a tour guide manage groups of people.
- 26 Dealing with difficult ..... is part of working as a tour guide.
- 27 Being a tour guide may lead to a position in ..... or in putting together new tours for customers.

**What is Reading Passage 3?**

- a text of up to 900 words, usually factual or descriptive, from a wide range of contexts, e.g. from a newspaper, magazine or book
- two or three tasks, with a total of 13 questions
- a longer and usually slightly more challenging text than Passages 1 and 2

**What does it test?**

- understanding extended prose with an emphasis on descriptive and instructive, rather than argumentative, texts
- a range of reading skills including reading for main ideas and detail as well as understanding the structure of a text at a sentence and paragraph level

**Task information: Matching headings**

*Matching headings* requires you to understand the main point of each paragraph or section in the text.

You have to:

- read the headings, identified with lower-case Roman numerals, which refer to the main point of each paragraph or section. A section may comprise two or more paragraphs but will be labelled as one section, requiring a single heading.
- find which paragraph or section contains the information in each heading. Remember there may be more headings than you need.

**Task information: Multiple-choice**

*Multiple-choice* requires both general and detailed understanding of the text.

You have to:

- read questions or incomplete statements which focus on the ideas and information in the text. The questions are in the same order as the information in the text. They may refer to a small part of the text or a long section of it. Occasionally, the last question may refer to the text as a whole.
- choose the correct options **A**, **B**, **C** or **D** to answer the question or complete the statement so that it means the same as the text. There is never more than one correct option in a 4-option *multiple-choice* task.

**Task information: Summary completion**

*Summary completion* requires you to understand the main points and supporting detail from a text or part of a text.

You have to:

- read the summary and the part(s) of the text to which it refers. The information may not be in the same order as in the text.
- complete the spaces in the notes by choosing a number, word or words from the text.

1 Read the text quickly to see what it is about.

Fjaðrárgljúfur Canyon, in Iceland, is little known and is so far not as crowded as many other sites of natural beauty in the area, such as Jökulsárlón glacier lagoon. Its tranquility and isolation mean that it is an ideal location for photographers and hikers alike.

While the valley itself was relatively recently formed, just after the last ice age approximately 10,000 years ago, the bedrock here is significantly older, said to date back two million years. The ravine was created as the runoff from a glacial lake wore away the soft stone, leaving only the harder rocks remaining.

2 What would be the best heading for this text?

- a An unspoiled area
- b An ancient valley
- c A popular attraction

3 When you have chosen the heading you think is correct, look at the other two headings; why are they unsuitable?

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3 on pages 39–40.

### Questions 28–32

The text has five sections, **A–E**.

Choose the correct heading for each paragraph, **A–E**, from the list of headings below.

Write the correct number, **i–vii**, in boxes 28–32 on your answer sheet.

**28** Paragraph A

**29** Paragraph B

**30** Paragraph C

**31** Paragraph D

**32** Paragraph E

### List of Headings

- i** Preserving the beauty of the area
- ii** Getting from one side to the other
- iii** When the Falls stopped flowing
- iv** Permanent damage to the bottom of the river
- v** The involvement of two countries
- vi** Physical characteristics of the Falls
- vii** Depictions of the Falls

### Action plan for Matching headings

- 1** If there is a *Matching headings* task, it comes before the text. This is to encourage you to read the headings before you read the text.
- 2** Check how many headings there are and how many paragraphs / sections in the text.
- 3** Read the first paragraph of the text quickly. Underline the main ideas and choose the best heading.
- 4** Do the same for the remaining paragraphs. You can only use each heading once.
- 5** There will be more headings than you need. Read the one(s) you haven't used and check that it can't go in any of the paragraphs / sections.

#### TIP

If you are not sure about one of the paragraphs, go back when you have done the rest of the task and you haven't got so many headings to choose from.

#### TIP

The headings are about the main ideas in the paragraphs / sections, not one or two details.

### Advice

**28** Which nations are the Falls situated in? Who controls the flow of water?

**31** Section D is about bridges and boats: what is the function of bridges and boats?

Which heading best reflects this function?

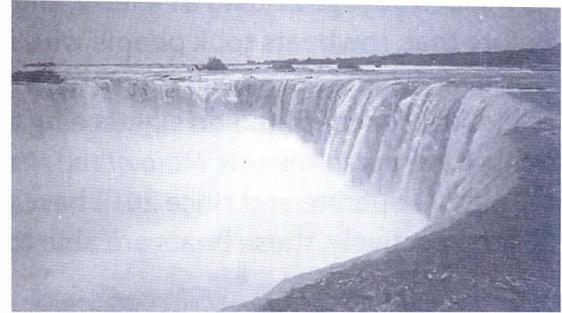
# Niagara Falls

The Niagara Falls, on the Niagara River on the border between Ontario, Canada, and New York state, US, are one of North America's most famous spectacles.

## A

The Falls are in two main parts, separated by Goat Island. The larger part, on the Canadian bank, is Horseshoe Falls; its height is 185 feet and the length of its curving crest line is about 2,200 feet. The American Falls, adjoining the right bank in the US, are 190 feet high and 1,060 feet wide.

The water that runs over the falls comes from the Great Lakes. Ninety percent of the water goes over the Horseshoe Falls. Originally, as much as 5.5 billion gallons of water per hour went over the Falls and, from 1842 to 1905, the site of the Falls receded upstream at an average rate of about 5.5 feet per year. Today the amount is controlled by the Canadian and American governments to slow erosion.



## B

The first known image of Niagara Falls is an engraving by an unidentified Dutch printmaker which was first published in 1697 in a book by Father Louis Hennepin, a priest accompanying a French expedition to America. Alongside the engraving, Hennepin provided a description of the Falls, suggesting it to be over six hundred feet tall, and audible fifteen leagues away (a distance that could be the equivalent of a 15-hour walk). This turned out to be a wild exaggeration as the Falls in fact rise 170 feet. However, as the first European reporter to have seen the Falls, Hennepin's description is significant for the fact that it dominated the collective imagination of the Falls in the century to come.

## C

In 1848, for the first time in recorded history, the falls ran dry. The river bed started drying quickly, leaving fish and turtles floundering. People came from miles around to explore the riverbed; they found things that had been hidden for years such as artefacts of the War of 1812. This phenomenon occurred due to strong westerly winds keeping water in Lake Erie, along with an ice jam that dammed the river near Buffalo, New York. Below the Falls, workers were able to head out onto the riverbed and clear away rocks which had been a navigation hazard to the steamboat, Maid of the Mist. It is estimated that the river stopped for 30–40 hours in total.

Later, in 1969, the US Army Corps of Engineers built a series of dams which brought the water flow over the American Falls to a small trickle. This was in order to enable a study of the rock formations at the crest of the Falls and see whether there was any way to remove the rock at the base of the American Falls. In the end, the engineers decided to let nature take its course.

**D**

Engineer Charles Ellet completed the first bridge across the Falls in 1848. Seven years later John Roebling oversaw construction of another suspension bridge, this one with two levels: one for carriages and the other for locomotive traffic, allowing the Grand Trunk Railway to connect from Canada to the USA. Before it was built, there was widespread doubt that a suspension bridge would be able to bear the weight of a locomotive; no bridge of this kind had ever done this. Roebling's bridge cost \$450,000 and became one of the world's most famous bridges.

Another famous attraction in Niagara Falls is the steamboat, the *Maid of the Mist*. This boat made its maiden voyage in 1846 as a ferry, charging to transport people, cargo, and mail across the river. Before that, rowboats took people who needed to get across the Niagara river below the Falls. However, when Ellet's newly constructed bridge began to diminish its business in 1848, the *Maid of the Mist* concentrated on sightseeing and took visitors very close to the Horseshoe Falls. Several boats have taken the title *Maid of the Mist* since then, and to this day, *Maid of the Mist VI* and *Maid of the Mist VII* operate and since 2013 have been leaving from the US side of the Falls only. At 74 ft and 80 ft respectively, these boats are able to carry 600 visitors a piece, right to the base of the Falls.

**E**

It is often asked why the water of the Niagara Falls seems to take on an aquamarine colour, which is especially intense on sunny days. The reason is that the oxygen and mineral rich waters provide a conducive environment for the growth of algae called diatoms. The bodies of diatoms behave like prisms, reflecting a sparkling aquamarine. Minerals also contribute to the water's colour; dissolved limestone, shale and sandstone form salts that tint the river, while clean and well-oxygenated water helps this effect show through.

The foam in the water at the base of the Falls is not a man-made phenomenon. It is actually calcium carbonate from the mist as it evaporates while going over the Falls. This mixes with decaying diatoms and other algae to produce the foam. Moving further downstream, it remixes with the water and disappears. While in the 1950s and 1960s there was scum from phosphates and other pollutants, this is not the case today.

## Action plan for *Multiple-choice*

- 1 If the *Multiple-choice* questions are the first task for a text, read the text quickly first to get an idea of the general structure and information in the text.
- 2 Read each question or incomplete statement and the options A–D.
- 3 Scan the text to find the part of the text you need and read for more detail to find the answer.
- 4 Reread all options again and choose the one you believe to be correct.

### TIP

Be careful – the incorrect options may use similar wording or synonyms for what is in the text but they will be clearly wrong. There is only one correct answer.

### TIP

These questions will follow the order of the text.

### TIP

Do not answer the questions by using your general knowledge – you have to find the information in the text.

## Questions 33–36

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

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

### 33 Hennepin's account of his visit to Niagara Falls

- A understated the scale of the Falls.
- B influenced many people's impression of the Falls.
- C conflicted with the illustration that accompanied it.
- D attracted criticism from locals at the time it was written.

### 34 What caused the event that happened at the Falls in 1848?

- A A transport company was able to assess the volume of water.
- B The tourist industry took action in order to attract more people.
- C A natural phenomenon caused the source of the falls to be blocked.
- D Engineers held back the falls in order to complete their research.

### 35 Roebling's bridge was remarkable because

- A it consisted of two separate levels.
- B it was inexpensive for a bridge of its kind.
- C it was the first bridge built across the Niagara Falls.
- D it was the first bridge of its kind to carry a train.

### 36 What causes the water of the Falls to be foamy?

- A A combination of naturally-occurring substances.
- B The pressure of dropping from a height.
- C A problem further up the river.
- D Pollution from industry.

## Advice

Use distinctive information in the incomplete statement / question to help you find the relevant part of the text: Look for 'Hennepin'(33), '1948'(34) etc.

**33** Check each of these options against the text, e.g. did Hennepin say the Falls were larger or smaller than they really were?; Why was Hennepin's account significant?

**34** The question asks, 'What caused...'. A transport company, tourists and engineer are all mentioned in this section of text but the key words are 'occurred due to...'

**36** Note that an option may be mentioned in the text but if you read further, you can discount it (e.g. 'this is not the case today').

## Action plan for Summary completion

- 1 If the *Summary completion* is the first task for a text, read the text quickly first to get an idea of the general structure and information in the text.
- 2 Look at the instructions to see how many words you must write for each space.
- 3 Read the summary carefully and underline important words. As you do this try to predict what kind of words you need for each space (e.g. noun, verb, adjective).
- 4 Find the part of the text which contains the same information as the summary.

TIP

Use the heading of the summary to help you find the information in the text.

Carefully read the relevant part of the text and underline the words that you think fit in the spaces.

TIP

The information you need will normally be in one part of the passage. Remember the spaces may not be in the same order as the information in the text.

TIP

When you have finished, read the summary through and check it makes sense.

## Advice

Look at the title of the summary. Now find the part of the text that is about the **Maid of the Mist**.

**37** The first space is about what happened before the **Maid of the Mist**. Can you find a word in the text that means before?

**40** The final space relates to passenger capacity. What sort of information do you expect to find in the space?

## Questions 37–40

Complete the summary below.

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

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

# The Maid of the Mist

Prior to the *Maid of the Mist*'s first voyage, people used **37** ..... to get across the Niagara River at the base of the Falls. When launched in 1946, the steamboat carried **38** ..... and cargo as well as passengers but after a suspension bridge was built, the main purpose of the *Maid of the Mist* was for **39** ..... The original steamboat has been replaced many times and two *Maids of the Mist* currently run: *Maid of the Mist VI* and *VII*, which each have a passenger capacity of **40** ..... Exhibition

### What is Writing Task 1?

- a writing task which requires you to respond to a situation by writing a letter, for example asking for information or explaining something

### What does it test?

- presenting a clear purpose in the letter
- using a tone that is appropriate for the task
- showing a range of accurate grammar and punctuation
- using appropriate vocabulary and spelling
- organising your thoughts and ideas clearly

### Task information

This task requires you to write a letter in response to information given in the task.

You have to:

- read the first sentence(s) to get an idea of what the situation is and who you are writing to.
- include the three points that are required in the task.
- plan, write and check your work in 20 minutes.
- set your writing out in the form of a letter.

### STRATEGIES

#### Before you write

##### A Reading the question

Read the task below and think about the questions in boxes 1–5. This is the kind of task you will see in Writing Task 1.

1 Read the question carefully. What does the first sentence tell you?

2 Read the next part of the task. Who will you have to write to? What tone will it be (formal / neutral / informal)?

5 What is a polite way to ask about the cost?

#### Writing Task 1

You should spend about 20 minutes on this task.

**You work for a small company. Your manager has asked you to arrange a party in a restaurant for everyone from your workplace.**

**Write a letter to the owner of a restaurant. In the letter:**

- **give the reason for the party and details of when you would like to go to the restaurant**
- **describe what food the group will require**
- **say how many people will attend and ask how much it will cost**

Write at least 150 words.

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

Begin your letter as follows:

Dear .....

3 What is the reason for the party? What kind of details would the restaurant need to know?

4 What will the restaurant need to know about the types of food the group would like?

## B Understanding the task

Read the sentences below about the task on the previous page. Which of them are True (✓) and which are False (✗)?

- 1 You should write to your manager.
- 2 You can make changes to suit your real workplace (e.g. ask about a party that is just for one department).
- 3 You should know a lot about different kinds of food to answer the second point.
- 4 You only need to write briefly about the reason for the party.
- 5 You need to cover all the bullet points.
- 6 You should use bullet points in your answer.

## C Selecting from the task

Look again at the task on page 43. Underline or highlight the most important parts of the task.

Now look at the expressions / sentences below to start your letter and say which you could use for this task. If it is not appropriate, think about why.

Dear Mr Smith,

Dear Owner,

Dear Sir or Madam,

Dear Betty,

How should you begin a letter to

- someone whose name you do not know?
- someone whose name you know but you have never met or you do not know well?
- someone who you know, but not well?
- someone at work with whom you have a lot of contact?
- a personal friend?

#### D Writing the letter

When you have looked carefully at the task and planned what you are going to write, you are ready to write your letter. Use the words in the box to fill the spaces in the sample answer below.

booking	main purpose	much appreciated	options
questions	terms of	total cost	

Dear Sir or Madam,

I work for TFD Insurance and am writing to inquire about making a 1 ..... at your restaurant for a company party. There are 25 of us and we would like to come at 7 p.m. on June 6.

The 2 ..... of the event is to thank the employees for their work and we will be presenting some awards to staff members at the end. It would be perfect if we could reserve the private dining room for this. In 3 ..... the food that we require, we are interested in Banquet Option B from your menu, with dessert and coffee, as it provides a lot of variety and caters well for vegetarian guests. I see that there are also gluten-free 4 ..... which we would like to order in advance for four people.

It would be 5 ..... if you could provide us with a quote for the 6 ..... of the banquet and room hire for 25 people and, also, if you could let me know if we can make a reservation for 6 June.

If you have any 7 ..... in relation to this, please do not hesitate to contact me.

Yours faithfully,

Melanie Wilson

#### After you write

##### E Checking your answer

Read the answer at the top of page 46 as if you were checking your own work in the test. Decide whether the candidate has completed the task satisfactorily.

- 1 There is one spelling error. Can you find it?
- 2 Now correct the errors.
  - a Correct the errors that have been highlighted.
  - b Fill the marked space 5 with a suitable word.
  - c Suggest another word to use instead of repeating 'group' every time.



Dear Jimmy's Pizzeria,

I am writing to book a table for a celebration for my workmates. We will be having our fifth birthday as a company and have decided to bring all of the **1** staffs out for dinner. We would like to come on the 17<sup>th</sup> of August and we will be a group of 40 people.

**2** You have got room for that many people in your restaurant?

If possible, we'd like a variety of pizzas, including some for our **3** vegetarians employees. We'd also like to order salad and bread to share and your tiramisu dessert to finish. Perhaps you can advise me about how many **4** pizza we will need as I have never made a booking for a group of this size before.

I would be **5** ..... if you could give us an estimate of how much this will cost and also let me know whether it is possible to book for a group of 40 from 6 p.m. on the 17th of August.

Please call me if you need more **6** informations.

Kind regards,  
Jared Poole

Some of these errors are habits influenced by the writer's first language.  
Can you identify some of your own habitual mistakes?

**TIP**

Make a note of your habitual errors and check for them when you write.

## Useful language: asking for information

1 In the letter, you may need to ask for information. Match the expressions (1–4) with the answers (a–d) and then put them in order from most formal to least formal.

- 1 I am writing to enquire
- 2 I would be grateful if you could provide
- 3 I just wanted to ask if
- 4 Could you also let me know
  - a you know what time the party starts.
  - b about the possibility of reserving a place on the course.
  - c details of any previous experience you have had as a nanny.
  - d what time everyone will be showing up?

2 What mistake has this IELTS candidate made?

I would appreciate if you could send me details of your prices.

3 Without looking back at the sample answer in Section D, fill the spaces. Then check your answers.

It would be appreciated if you could a ..... us with a quote for the total cost of the banquet and room hire for 25 people and also if you could b ..... if we can make a reservation for 6 June.

4 Choose the correct word or phrase in italics in these sentences.

- 1 I *would/will* like to know if you have facilities for children as we will be bringing our three-year-old with us.
- 2 I was wondering if you could *give me information/let me know* how much the set menu costs.
- 3 Could you *provide us/give us* with a list of the people who will be attending the event?
- 4 We wanted to *request/enquire* about renting a flat that you have advertised.
- 5 It would be *grateful/appreciated* if you could send me details of the menu.

## Useful language: synonyms

In order to avoid repeating the same words in your writing, it is a good idea to use synonyms (e.g. in the letter on page 46 – *The main purpose of the event is to thank the employees for their work and we will be presenting some awards to staff members at the end*). To avoid repeating *employees, staff members* is used.

### 1 Look at the following sentences and think of alternative words, to avoid repetition.

- 1 There is a problem with the heating in our home. The heating on the upper level of our home does not work at all.
- 2 I'm writing to enquire about the position of camp leader. I believe I am very well-suited to the position.
- 3 I'm sorry I accidentally damaged your speaker set while I was looking after your flat. I didn't notice I had damaged it until I tried to use it the following day.
- 4 You should bring that dish to the barbecue because everyone loves that dish.
- 5 I am writing to request three weeks off at the end of winter. I am requesting time off then because it will not be a busy time in the office.
- 6 Where are the supplies we will need to set up the festival? I will need those supplies when I arrive, so I can have everything ready for 10 a.m.

In the IELTS exam, it is important not to spend more than 20 minutes on Task 1 so that you have enough time for Task 2, which is longer and worth more marks.

### **Action plan for A letter for work purposes**

When practising, you may need to spend more than 20 minutes at first. Record how long you take to do the task and every time you practise, try to reduce the time until you can do Task 1 in 20 minutes.

### **Before you write**

This action plan takes you through writing a letter.

- 1 Read the task carefully. Think about what the first statement tells you.
- 2 Look at the bullet points and make sure you are clear what you have to cover in your letter.
- 3 Make notes on anything you want to include in the letter:

Dear ... Would you know the person's name? Would you use their first name or Mr / Ms / Mrs?	
Bullet point 1	
Bullet point 2	
Bullet point 3	
What is the appropriate way to end your letter in this situation?	

- 4 Write your letter. Does the situation mean that it should be formal, neutral or informal? Remember the main purpose of the letter. You must base your writing on ideas in the task, but you will lose marks if you copy the text word for word.

### **After you write**

- 5 Read through your letter.

Check for

**content** – is the purpose of the letter clear? Have you covered the necessary points?

**tone** – is the letter formal / neutral / informal? Is it polite?

**grammar** – do your verbs agree with their subjects? Have you used prepositions correctly? Have you used articles correctly?

**spelling** – if you have copied any words, have you copied them correctly? Have you avoided the mistakes you commonly make?

**length** – have you written 150 words?

- 6 Correct any mistakes you find but do not rewrite the whole letter.

## Writing Task 1

You should spend about 20 minutes on this task.

**You work for a company. You have seen some information online about a training course that would be useful for your work.**

**Write a letter to your manager. In the letter:**

- **give details of the course**
- **say how the course would be useful**
- **explain how the company could help you do this course.**

Write at least 150 words.

### Advice

Remember, you will not get extra points if you write more than 150 words but you will lose marks if you write less.

Do not include extra information that is not mentioned in the instructions. Instead, develop the ideas in the instructions.

**What is Writing Task 2?**

- an agree / disagree essay

**What does it test?**

- expressing and evaluating ideas
- use of an appropriate style
- grammar and punctuation
- vocabulary and spelling
- organisation and paragraphing

**Task information**

This task requires you to present an argument in a clear and well-organised way.

You have to:

- write at least 250 words in 40 minutes.
- discuss the idea expressed in the task.
- give your opinion and support it with relevant examples.
- conclude with a brief statement of your opinion.

**STRATEGIES****Before you write****A Reading the question**

Read the task below and think about the questions in the boxes. This is the kind of task you will see in Writing Task 2.

1 How long should you spend on Task 2?

You should spend about 40 minutes on this task.  
Write about the following topic:  
***As technology improves, there will be fewer jobs for people in the future.***  
***Do you agree or disagree with this statement?***  
Give reasons for your answer and include any relevant examples from your own knowledge or experience  
Write at least 250 words.

2 The first sentence in bold is a general statement. Which are the most important words? Can you argue in your essay that technology is not improving?

3 This sentence tells you what you must write. Do you have to agree or disagree completely with the statement?

4 What do you have to include in your answer?

5 How could you express 'fewer jobs' in different words?

## B Planning your answer

Before you begin your essay, it is important to plan what you want to say and how you want to organise it. This is one way of presenting your answer for an agree / disagree essay:

**Stage 1** An **introduction** paraphrasing the first part of the task and saying what your position is going to be.

**Stage 2** Explain to what **extent you agree**.

**Stage 3** Explain to what **extent you disagree**.

**Stage 4** Give your final **conclusion**.

**Match these notes for Writing Task 2 on page 51 with Stages 1-4.**

**a** some jobs still need people / new jobs created

.....

**b** lots of tech advances - more in future: positive and negative for jobs

.....

**c** new positions needed - technicians, creative - the arts

.....

**d** car industry - losing jobs, 3D-printing, drivers, robots

### C Developing a clearly structured argument

Using the right words in phrases to link your ideas together gives your writing coherence and makes your essay easy to follow.

1 Read this sample answer and fill spaces 1–4 with expressions a–d and spaces 5–8 with expressions e–h.

The world has already seen incredible technological advances and it seems that progress in the areas of robotics and artificial intelligence is not slowing down.

1 ..... this will prove to be the end of some jobs, this essay will argue that it will open up opportunities in other fields.

It is true that many jobs that require manual labour may not exist in the future. We only need to look at the automotive industry and the vast cuts that have already been made there in terms of labour. In the future, this will only continue.

2 ..... advancements like 3D printing may affect sectors such as manufacturing and construction; driverless vehicles will mean that we don't need taxi drivers or bus drivers; many dirty and dangerous jobs that are now done by humans may one day be done by robots.

3 ..... other positions may be created by these changes. Humans may still be needed to maintain, service and repair machines, 4 ..... until robots are able to do these tasks themselves. The job of inventing and designing, along with project management will also likely still be done by people. There will always be a demand for humans in sectors that require empathy, such as childcare and teaching. In many other areas, like medicine, professionals may use technological advances in their work 5 ..... the human component will still be needed. Art and literature are other fields where it is hard to imagine machines taking over.

6 ..... it seems that some types of job will suffer when technological progress gets to a certain point. 7 ..... some human roles will remain and other employment opportunities will appear

8 ..... the advances.

- a at least
- b While
- c However
- d For example
- e as a result of
- f but
- g On the other hand
- h Overall

## Useful language: style

1 Compare the language of A and B below. Which style is more suitable for an essay?

**A**

I reckon robots will take over people's jobs. But it won't be that bad because there will also be some new jobs, like fixing the robots - it's not as bad as we think.

**B**

To my mind, humans will increasingly be replaced by robots in certain roles. However, other new types of employment may appear, for instance working in robotics as a technician, which may mean that the outlook is more hopeful than some anticipate.

2 Here are some language features of A. Can you find examples of them?

- 1 informal verb
- 2 using a dash (-) instead of a linking word
- 3 repeating vocabulary
- 4 simple vocabulary
- 5 a conjunction / linking word at the beginning of a sentence

3 Now look at B. Can you find examples of these language features?

- 1 passive verb
- 2 neutral / formal vocabulary
- 3 a relative pronoun
- 4 a modal verb
- 5 an adverb at the beginning of a sentence

4 Choose the most appropriate phrases in italics for use in an essay from these sentences.

- 1 *You can't say* / *Few would argue* that robots can do everything that humans do.
- 2 *I think* / *In my view*, the medical profession will always need human workers.
- 3 There are *heaps of* / *numerous* jobs that can be done more efficiently by machines.

## Useful language: impersonal structures

### 1 Explain the meaning of these impersonal phrases.

It is widely believed that...

It is unfortunate that...

It is beyond doubt that...

It is frequently argued that...

It is well established that...

It is occasionally the case that...

It is sometimes assumed that...

### 2 Now make sentences with the phrases in Exercise 2 above, using the ideas in this box, or your own.

Tourism / The economy

Recycling / Environment

Money / Happiness

Preparation / Success

Example:

It is well established that *tourism has a positive effect on the economy of many countries in the region.*

## Useful language: paragraphing

 **Read the following essay. It is a good response to the task. However, it does not have paragraphs, which will lose marks. Mark each place where you think a new paragraph should start and write 'new para' in the margin. Explain your decision.**

### IELTS candidate's essay

Computers and robotics are revolutionising the way work is done and already many industries are using machines for work that was formerly done by humans. It seems that, with a few exceptions, this trend will continue and the majority of jobs that exist now will no longer exist in the future. There is certainly a case to be made that some types of work require the human touch. It is difficult to imagine areas such as childcare and counselling not being staffed by people as the human component seems so vital. It is also hard to envisage a time when people will not want to work, as many get a lot of meaning from their jobs and have an entrepreneurial spirit. These people will always find a job to do, to create something new or to make money. This being said, it cannot be denied that technological progress means that huge numbers of the world's workers who do manual labour may find themselves out of work. Automation and new processes for design and manufacturing are making many jobs disappear. There has been talk of a 'living wage', presumably paid by taxes from those who earn money to people whose jobs will no longer be needed in society. That may not happen for many years but it could well be that the world is heading in that direction. On the whole, it would appear that although there are a few jobs that will always require people, employment as we know it will change drastically if technology continues to improve. A great deal of the work that is now done by people, will be achieved either by machines or by a smaller number of people than currently do that work.

### TIP

Do not try to learn sample answers and rewrite them in the exam. Your essay will not fit the task exactly, even if it is about a similar subject. The examiners can recognise a prepared answer and you will lose a lot of marks.

**Action plan****Before you write**

- 1 Look at the task and read the question carefully. The task you have to address is printed in ***bold italics*** but remember to read all the instructions.
- 2 Underline the important parts of the task.
- 3 Think about vocabulary and expressions you can use to paraphrase the task and related vocabulary to answer the question.
- 4 Make notes on the task that you can use as a rough plan.
- 5 Now write your essay.

**TIP**

Do not copy out the words in the task. You should use your own words.

**After you write**

- 6 Read through your answer. Correct any mistakes clearly and neatly.
- 7 Check for:
  - overall structure** – have you addressed all parts of the task?
  - paragraphing** – do you start a new paragraph for each new idea? Have you grouped your ideas logically in paragraphs?
  - coherence** – have you linked your ideas clearly so it is easy to follow your position?
  - style** – have you used a formal or neutral style of English?
  - grammar, spelling and punctuation** – have you started and finished sentences in the right places? Are your verb forms and articles (a / an / the) correct? Have you used capitals, commas and apostrophes correctly?

**TIP**

You will not have time to write a first draft and then a final copy. Just write your essay once.

**TIP**

If you have forgotten to use paragraphs, mark them clearly in the correct place and write 'new para' in the margin.

**Writing Task 2**

You should spend about 40 minutes on this task.

Write about the following topic:

***Modern technology is used in many workplaces today.***

***How do you think technology changed the ways people work?***

***Do you think there any disadvantages of relying on technology at work?***

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

Write at least 250 words.

**TIP**

Allow 5 minutes at the start for planning and another 3-4 minutes at the end for checking.

**TIP**

For an agree / disagree essay, you do not have to agree or disagree 100% but you should explain clearly in which cases you agree (i.e. to what extent wholly or partially or in certain circumstances).

## What is Speaking Part 1?

- a conversation with the examiner lasting 4–5 minutes about two or three everyday topics

## Task information

You have to:

- answer questions about yourself, for example about your home, your studies or work, your free time, the things you like and dislike, etc.
- Give full answers – usually in one or two sentences.

## Useful language: study or work

The examiner may start by asking you whether you work or you are a student. He or she will then ask you three questions about your job or your studies.

### 1 Collect language to talk about the topic.

#### *Study*

**What:** Make sure you know the words for the subjects you are studying e.g. biology, business

**Where:** Make sure you know the words for the place you are studying e.g. technical college, high school

**Why:** Think of words for why you decided to study your subjects e.g. interesting, good career prospects, help in the family business

**How:** Think of words to describe what you like about your studies e.g. learning new things, discussing things with my classmates, understanding my subject better

#### *Work*

**What:** Make sure you know the words for the job that you do e.g. sales manager, nurse

**Where:** Make sure you know the words for the place where you work e.g. car factory, children's hospital

**Why:** Think of words for why you decided to do this job e.g. to help people, to get a good salary, to work abroad

**How:** Think of words to describe how you feel about your work e.g. satisfying, varied, friendly colleagues

### 2 Look at the examiner's questions about work / study on page 63 and answer them using the words and phrases you have collected.

### 3 Collect useful words and phrases to talk about spending time with friends and other topics e.g. hobbies, sports, holidays, languages.

## What does it test?

- your ability to communicate opinions and information on everyday topics and common experiences or situations

### TIP

Try to think in English before you go into the test because this will help you get ready to answer the first questions.

## Useful language: extending your answers

If you answer a question like, 'Do you use computers a lot?' with, 'Yes, I do', the examiner will probably ask you to extend your answer by saying 'Why?' So, it is better to give a longer answer – one or two sentences.

**1 Answer these questions and include a reason or an example.**

- 1 Do you use computers a lot?
- 2 When did you first learn to use a computer?
- 3 What's your favourite kind of film?
- 4 How often do you go to the cinema?
- 5 Do you like watching sport on television?
- 6 Which new sport would you like to try?

**2 It can help you to speak more fluently if you use linking words to join your ideas, rather than speaking in very short sentences. Use these words to join the short sentences below: *because, but, and, or, although, when, rather than, unless, as well as, while*.**

- a I use a computer every day. I need it for my work. I like to keep in touch with friends on social media.
- b I learned to use a computer at school. I was six. We did some exercises on it. We enjoyed playing games on it.
- c I like watching action films. I don't like romantic films. Sometimes action films are too violent.
- d I'd like to go to the cinema more often. I have a lot of homework.
- e I don't like watching sport. I watch if there is an international football match.
- f I'd like to try ice-skating. I am scared of falling over.

**3 Look at the questions about spending time with friends on page 63 and answer them. Remember to give reasons for your answers and use some of the linking words in Exercise 2.**

**What is Speaking Part 2?**

- a talk lasting 2 minutes

**Task information**

You have to:

- read about a task that the examiner gives you.
- prepare for 1 minute to give a talk about the task.
- start speaking when the examiner tells you to start.
- stop speaking when the examiner tells you to stop.
- answer one or two questions after your talk.

**Useful strategies: preparation time**

One minute is a very short time, so it's important to use it well. The examiner will give you some paper and a pencil, so you can make notes if you want. Notes should be short and clear, so you can use them to help you speak.

- 1 Look at the task on page 63 and decide what item of clothing you want to talk about.
- 2 Now make a note for each of the four points of the task. Keep each note short – no more than a few words. Don't write in complete sentences. When you have finished, look at the sample notes in the key. Compare your notes with them and decide which would be easier to use.  
Change your notes if necessary.
- 3 Look at the task on page 63 again and use your notes to give a talk. Make sure you time yourself and try to speak for 2 minutes.

**Useful language: clothes and fashion**

- 1 Link the adjectives on the left with the items of clothing on the right by drawing lines between them. Some adjectives go with more than one item of clothing.

checked flat floral full high-heeled  
patterned plain round-necked short-sleeved  
long striped three-piece tight V-necked

**TIP**

It is important to choose something that will give you enough to talk about to fill 2 minutes.

**TIP**

It is best to write any notes in English rather than in your own language.

**TIP**

You should talk about all four points of the task, but you don't have to talk about them in the same order as the task. You may have more to say about one or two points than the others.

cap	dress	jacket	pullover
scarf	shirt	shoes	skirt
suit	trousers		

It is very easy to use simple words like 'good' or 'nice' too much when describing things. Try to use a variety of adjectives.

**2 What other words can you use to:**

- a describe something in a positive way: good, nice, useful
- .....
- b describe something in a negative way: bad, uncomfortable, expensive
- .....
- c describe the way something feels: soft, rough
- .....
- d describe the style of something: smart, old-fashioned
- .....
- e describe the way something makes you feel: comfortable, sad
- .....

**TIP**

Try to vary the language you use when you are giving a talk. This will help you to get a higher mark.

## Useful language: giving a talk

**1 It is important to structure your talk well. In particular, you should introduce the topic clearly. Here are some simple ways to start your talk.**

*I'm going to tell you about ...*

*What I want to talk about is ...*

*I've decided to tell you about ...*

**2 Now go back to the notes you made for the task 'My favourite item of clothing'. Give the talk again, but this time record it and time yourself. Try to use some of the language you collected in Exercises 1 and 2.**

**3 Listen to your talk and consider how to make it even better.**

- Was there a clear introduction?
- Were all the four task points covered?
- Was the vocabulary varied?
- Were you speaking clearly – too fast or too slowly?
- Were there any grammar mistakes, e.g. 's' missing at the end of he / she verbs?
- Was the talk long enough?

**4 In the next few days, try preparing and giving talks on the topics below.**

**Remember to write notes first and then record and time each talk.**

- a plan you had to change, why you changed it and what happened
- a film you have seen several times and what you particularly liked about it
- a special meal you had with friends and why you remember it

**TIP**

You don't have to tell the truth in your talk. You can describe something that didn't happen if you find that easier. Just remember to talk about all the task points.

**What is Speaking Part 3?**

- a discussion of more general and abstract ideas related to the topic in Part 2 lasting 4–5 minutes

**Task information**

You have to:

- answer questions connected to the topic in Part 2, expressing your opinions and giving reasons for your views.
- answer 3–6 questions.

**Useful language: expressing opinions**

1 As in Part 2, it is important to use a range of language. It is very easy to introduce opinions by always saying 'I think'. Look at these other ways of introducing opinions.

*Personally, I find that ...*

*In my opinion / view ...*

*It seems clear to me that ...*

*I (don't) agree with the idea that ...*

*I'd say that ...*

2 Practise the expressions above when responding to these questions about stress.

- 1 What are the best ways to reduce stress?
- 2 Do you agree that people's lives are more stressful now than in the past?
- 3 How easy is it to balance work and personal life in today's world?

**Useful language: justifying opinions**

When you give an opinion, the examiner may ask you to explain why you think that. He or she may also put forward the opposite view and ask for your comments.

**Fill in the spaces in the sentences below with these words: *question, evidence, mean, reason, point***

- 1 I see what you ..... but in my view people are expected to work much harder nowadays.
- 2 In my opinion, feeling happy at work is largely a ..... of how supportive your colleagues are.
- 3 The main ..... of the students' campaign is that it costs too much to go to university now.
- 4 The ..... I believe that some courses are becoming too hard is the increasing number of students who drop out of college.
- 5 There is a lot of ..... now that proves people are under pressure.

**TIP**

The examiner will record the Speaking test. This is for administrative reasons. Don't pay any attention to the recorder, just look at the examiner.

## Speaking Part 1

The examiner will start by introducing him / herself and checking your identity. He or she will then ask you some questions about yourself.

*Let's talk about what you do. Do you work or are you a student?*

### Work

- *What's your job?*
- *Why did you choose this kind of work?*
- *What do you like most about your job?*

The examiner will then ask you some questions about one or two other topics, for example:

*Let's talk about spending time with friends.*

- 1 *When do you spend time with your friends?*
- 2 *Do you usually go out with friends or spend time with them at home?*
- 3 *Do you prefer to spend time with a large group of friends or just a few?*
- 4 *Did you do different things with your friends when you were younger?*

### Study

- *What are you studying?*
- *Why did you choose this subject / these subjects?*
- *What do you like most about your studies?*

### TIP

The examiner will select either the questions about work or the ones about study depending on your answer to this question

## Speaking Part 2

The examiner will give you a topic like the one below and some paper and a pencil.

The examiner will say:

*I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish.*

*[1 minute]*

*All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up. Can you start speaking now, please?*

### Describe your favourite item of clothing

**You should say:**

**what the item of clothing is**  
**what it looks like**  
**when and where you got this item of clothing**  
**and explain why this is your favourite item of clothing.**

### TIP

Listen carefully to the questions. Questions 1-3 are about the present, while Question 4 is about the past.

### TIP

If you don't understand some words on the task, the examiner can say them in a simpler way for you. Just tell the examiner you don't understand. You won't lose marks for this.

### TIP

Don't worry if you are still speaking when the examiner tells you to stop. It's better to speak right up to the 2-minute limit than to speak for 90 seconds.

### TIP

The examiner will give marks across all three parts of the test, not a separate mark for each part.

The examiner may ask one or two rounding off questions when you have finished your talk, for example:

- *Do you enjoy shopping for clothes?*

## Speaking Part 3

The examiner will ask some general questions which are connected to the topic in Part 2, for example:

*We've been talking about your favourite item of clothing. I'd like to discuss with you one or two more general questions relating to this. First, let's consider different types of clothes.*

- *What kinds of clothes do young people like to wear in your country?*

*Let's talk about shopping habits now.*

- *Will people continue to shop in small shops and markets in the future?*

*Finally, let's talk about the fashion industry.*

- *What contribution does the fashion industry make to a country's economy and reputation?*

**Review**

- 1 How many speakers will you hear?
- 2 Does each task in this part have the same number of questions?
- 3 What kind of information do you have to listen for in Part 1?
- 4 Do you have to write the exact words you hear?
- 5 Is spelling important in Part 1?

Now follow the Action plan reminder on page 65

**Useful strategy: deciding what kind of information to write in the spaces**

It is very important to look at the words around each space in the notes or form. These words will help you predict the type of information you are looking for.

- 1 Look at this set of notes. Underline the important information around each space. What does this tell you about the missing information? Try to predict possible answers. The first one has been done for you as an example.

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

<b>Accommodation at Sunnyside Holiday Park</b>	
<b>Motel rooms</b>	<b>Budget units</b>
<ul style="list-style-type: none"> <li>• \$205; sleep 2 people</li> <li>• all rooms have <u>a view</u> of the <b>1</b> .....</li> </ul>	<ul style="list-style-type: none"> <li>• \$222; sleep 4 people</li> <li>• kitchen with a fridge and <b>3</b> .....</li> <li>• need to bring your own <b>4</b> .....</li> </ul>
<b>Studios</b>	<b>Other facilities</b>
<ul style="list-style-type: none"> <li>• \$155; sleep 4 people</li> <li>• no kitchen but a kettle and <b>2</b> ..... for making drinks and snacks</li> </ul>	<ul style="list-style-type: none"> <li>• laundry</li> <li>• games room for all ages</li> <li>• a <b>5</b> ..... for guests under 12</li> </ul>

<b>Guest Registration Form</b>		
1 ..... Ms	2 ..... Rousseau	First Name Angelique
<b>Arrival Date</b> 6 April	3 ..... 8 April	4 ..... 1016
<b>Credit Card</b> DigiCard	<b>Credit Card Number</b> XXXX XXXX XXXX XXXX	5 ..... 05.19
Business Address <input checked="" type="checkbox"/>	6 ..... <input checked="" type="checkbox"/>	City Paris
7 ..... 12 Rue de la Parc	8 ..... 70115	E-mail a.rouss eau17@exposte.com
9 ..... France	Telephone 01 83 77 29 54	Passport Number 224674429
10 ..... 18.3.1999 Lyon	11 ..... French	12 ..... 7.9.2017

**Advice**

Example: *a view of*

- *so, the answer must be something that is nice to look at*
- *possible answers: lake, sea, river, city, etc.*

2 Now listen and complete the information.  
11

**Useful vocabulary:  
accommodation  
registration forms**

Look at the completed guest registration form. Complete the spaces using words from the box.

Country

Date and Place of Birth

Date of Issue Departure Date

Expiry Date Home Address

Nationality Postcode

Room No. Street

Surname Title

# Exam Practice Test 2

## Listening Part 1

### Action plan reminder for **Table, note and form completion**

- 1 How do you know how many words to write?
- 2 Do you have time to look at the task before you hear the recording?
- 3 What can you learn from the words around the space?
- 4 How do you know the topic?



#### Questions 1-5

12

Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.

New Apartment	
Example	Answer
<b>Landlady's Name:</b>	Mary Jones
<b>General</b>	
<ul style="list-style-type: none"><li>• partly furnished</li><li>• no 1 ..... are allowed</li></ul>	
<b>Kitchen</b>	
<ul style="list-style-type: none"><li>• nice and big</li><li>• there is a new 2 .....</li></ul>	
<b>Lounge</b>	
<ul style="list-style-type: none"><li>• some 3 ..... will be built soon</li></ul>	
<b>Bedroom</b>	
<ul style="list-style-type: none"><li>• good clothes storage</li><li>• need to bring a 4 .....</li></ul>	
<b>Bathroom</b>	
<ul style="list-style-type: none"><li>• only a shower</li><li>• the water is heated by 5 .....</li></ul>	

#### Advice

1 Think of synonyms for **allowed**.

2 The word **new** is important here – listen for distraction.

3 This must be something that can be **built** – not just something that will happen in the future.

#### TIP

Not every piece of information in the notes / form / table contains a space. This helps you follow the conversation.

#### TIP

Most missing information is facts about the topic, so the answers are usually nouns (or dates, names, numbers, etc.).

#### TIP

Don't just write down the first word you hear that fits the space because there may be distractors. Keep listening until you hear the correct information.

#### TIP

All the answers are words from the text. Don't write down any word that isn't in the text.



## Questions 6-10

12 Complete the form below.

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

### Tenancy Form

#### Tenant details

- Full name: Andrew **6** .....
- Best contact: **7** andrew171@ ..... .com
- Driver's licence: **8** .....

#### Tenancy details

- Moving-in date: **9** .....
- Rent per week: **\$315**
- Bond paid: **10 \$** .....

#### Advice

**6** Look out for letters that are easily confused, such as **m** and **n**, **b** and **t**, etc.

**8** Some **numbers** are actually a mixture of letters and numbers!

#### TIP

Be careful not to write down any information that is already given in the form / notes / table, e.g. **\$** or **a** or **the**, etc.

#### TIP

Use the subheadings in the form / notes / table to help you follow the conversation and predict what you will hear next.

#### TIP

Make sure your answer fits the grammar around the space, e.g. is the missing word singular or plural?

## Review

- 1 How many speakers will you hear in this part?
- 2 How many tasks are there usually?
- 3 Does each task have the same number of questions?
- 4 What is the speaker's purpose in this part?

Now follow the Action plan reminder on page 68

## Useful vocabulary: entertainment

**1 Which answer (A, B or C) best fits each space?**

1 The whole family enjoyed seeing the acrobats and clowns when the ..... came to town.  
A zoo B amusement park C circus

2 In my view, Paul Fernley is one of the finest ..... of his generation. He's the star of every movie he appears in, even if it's only a minor part.  
A directors B actors C cameramen

3 It was a great show and I got sore hands from ..... so much!  
A booing B clapping C cheering

4 Mozart was an extraordinary ..... and people still love listening to the music he wrote more than 200 years after his death.  
A composer B conductor C choreographer

5 This weekend I'm going to see the exhibition of dinosaur fossils that's opening at the ..... .  
A theatre B art gallery C museum

6 On Friday evening I was planning to ..... but in the end I was so tired I stayed at home.  
A go out B play up C drop off

## Task information: *Matching tasks*

You may have to match information in a box with words that you hear.

Look at this example about entertainment events.

- A enjoyable for children
- B no cost is involved
- C requires fine weather

1 If a speaker said the following, would it match option A, B or C?

‘... and this event will be really popular with those aged under 10.’



13 2 You will hear five speakers making comments about a variety of entertainment events. Listen and match what each speaker says to one of the options (A, B or C) in the box.

Speaker 1: .....

Speaker 2: .....

Speaker 3: .....

Speaker 4: .....

Speaker 5: .....

**Action plan reminder for 3-option multiple-choice**

- 1 What should you do before you listen?
- 2 How do you know the answer to the next question is coming?
- 3 Will the words in the options (A, B and C) be the same as the words in the recording?
- 4 What should you do when you hear an answer?

**TIP**

The main speaker may be introduced by another speaker.

**TIP**

The questions follow the order of information in the recording.

**Questions 11–15.**

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

11 What is new about the Writers' Festival this year?

- A more international guests
- B extra time for questions
- C additional locations for events

12 Tickets for the Wearable Art event

- A are selling out quickly.
- B have been reduced in price.
- C must be booked in advance.

13 Ocean Times at Bright's Beach is

- A a sporting competition for adults.
- B an educational event for all ages.
- C a play day for young children.

14 People going to the Artscape Exhibition

- A should wear appropriate clothing.
- B must keep to the proper path.
- C need to arrive at a certain time.

15 Tours of the Civil Theatre

- A do not happen often.
- B have never happened before.
- C may happen more regularly in future.

**Advice**

11 Listen for what is new about this year's festival and watch out for distractors.

13 Listen for the type of event and the type of person it will appeal to.

14 Listen for the advice the speaker gives.

15 Watch out for distractors!

**TIP**

You may hear information in the recording that relates to all three options (**A**, **B** and **C**) but some of this is distraction.

**TIP**

The information in the options (**A**, **B** and **C**) does not necessarily follow the order of information in the recording.

## Action plan for *Matching tasks*

- 1 Read the instructions carefully. In some *matching tasks* you use each letter in the box more than once. In other *matching tasks* there are more options in the box and you use each letter once only.
- 2 Read the options in the box. Think about words you might hear that have a similar meaning.
- 3 Look at the names of the people, places, events, etc. that you need to match to the options.
- 4 Match the people, etc. with the information in the box.
- 5 Check your answers and then transfer them to the answer sheet at the end of the recording. Make sure you transfer the answers for both tasks!

### TIP

At the end of the first task there is a pause in the recording. Use this time to read the questions for the next task.



## Questions 16–20

14 *What comment does the speaker make about each of the following events?*

Write the correct letter, **A**, **B** or **C**, next to questions 16–20.

You may use any letter more than once.

### Comments

- A** the location has changed
- B** transport will be a problem
- C** the event might be crowded

### Advice

16 *Watch out for words or phrases that can have different meanings.*

17 *Listen for the words that the speaker stresses.*

18 *What advice does the speaker give?*

### Events

16 Night Market	.....
17 Buskers Festival	.....
18 Stand Up for Kids	.....
19 Sunday Unplugged	.....
20 Ignite Dance Finals	.....

### TIP

The words in the options (**A**, **B** and **C**) will not be the same as the words in the recording. Listen for synonyms and paraphrase.

### Review

- 1 How many speakers are there?
- 2 What is the subject of the discussion?
- 3 How many tasks are there?
- 4 What does Part 3 test?

Now follow the Action plan reminder on pages 71-2

### Useful strategy: identifying opinions

**You may need to identify the opinions of speakers, rather than facts about a topic.**

- 1 Look at the pairs of sentences below. For each pair, identify which sentence is a fact and which is an opinion.
  - 1 a The research sample was too small.  
b Twenty-five research subjects took part in the experiment.
  - 2 a It's been estimated that about 72% of Australian adults do not speak a second language.  
b More Australian adults should learn to speak a language other than English.
  - 3 a I didn't start learning a second language until I was an adult, when I did a course at night school for three hours a week.  
b More research should be conducted into the experiences of people who start learning a second language as adults.
  - 4 a Learners of English as a second language need a vocabulary of approximately 4,000 to 10,000 words.  
b The fourth edition of the *Cambridge Advanced Learner's Dictionary* contains over 140,000 words, phrases, meanings and examples, plus hundreds of pictures and illustrations.
  - 5 a Linguist Dr Margot McCloud claims that an adult can achieve basic fluency in a second language in three months, based on 10 hours of work per day.  
b Trying to estimate how long it will take an adult to learn a second language is a mistake because there are so many variables involved.

### Useful strategy: identifying the speaker's attitude



15

- 1 Listen to the following excerpts. In each case, decide which option, A or B, best describes the speaker's attitude.
  - 1 A amused by the behaviour of other class members  
B disappointed by the actions of other class members
  - 2 A impressed he received the test results so quickly  
B shocked when he received his test results
  - 3 A surprised that vocabulary was considered so important  
B confused about why vocabulary wasn't considered more important

## Exam Practice Test 2 Listening Part 3

### Action plan reminder for 5-option multiple-choice

- 1 How do you know what type of information you are listening for?
- 2 Are the words used in the questions the same as the words in the conversation?
- 3 Are the two answers (options A–E) in the same order in the conversation?

#### TIP

Don't use your own knowledge of a subject. Listen to what the students say.

#### TIP

Sometimes you are listening for the speakers' opinions, not facts about the topic.



### Questions 21–22

16

Choose **TWO** letters, **A–E**.

What **TWO** problems do the students identify with 'learning videos'?

- A Babies lose interest too quickly.
- B Babies need to explore things.
- C Babies want to be with other babies.
- D Babies' eyes may be damaged.
- E Babies should have contact with adults.

### Questions 23–24

Choose **TWO** letters, **A–E**.

When discussing the 'present research', Maia is surprised that

- A ordinary people have altered their habits.
- B the findings are very detailed.
- C most babies behave the same way.
- D boys and girls like different toys.
- E the methodology has been criticised.

#### Advice

**21 and 22** Focus on problems identified by both students.

**23 and 24** Focus on Maia's attitude towards the research.

#### TIP

Remember to write **TWO** letters on the answer sheet.

### Questions 25–26

Choose **TWO** letters, **A–E**.

What impresses the students about the bilingual experiment in Spain?

- A the long-term effects of the lessons
- B the large number of research subjects
- C the fact that the children enjoyed themselves
- D the fact that teachers had the same training
- E the response of schools to the findings

## Action plan reminder for Matching tasks

- 1 Can you write each letter in the box more than once?
- 2 Are you given time to read the questions?
- 3 Are the words in the box the same as the words in the recording?
- 4 Are the words in the questions (e.g. 27–30) the same as the recording?

**TIP**

The questions (27–30) follow the order of information in the recording.

**TIP**

The options (A–F) are in random order.



## Questions 27–30

16 What was the finding of each of the following research studies?

Choose **FOUR** answers from the box and write the correct letter (A–F) next to **Questions 27–30**.

### Findings

- A Babies understand cause and effect.
- B Babies like physical exercise.
- C Babies like their actions to be copied.
- D Babies are excited by surprises.
- E Babies recognise basic grammar.
- F Babies like to help other people.

### Advice

27 Listen to the end of Maia's turn before selecting the answer.

28 Maia asks a question. Listen carefully to Daniel's reply.

29 Pay particular attention to the use of paraphrase.

**TIP**

The speakers may suggest different possibilities or change their minds during the discussion. Listen for their final decision about an issue.

**TIP**

There may be two or three options that you do not need to use.

### Research studies

27 Dr Pritchard's study	.....
28 The three-year-olds study	.....
29 Professor Michelson's study	.....
30 The United States study	.....

**Review**

1 How many speakers will you hear?

2 What kind of topic might you hear?

Now follow the Action plan reminder on page 74

3 How many questions do you have to answer?

4 How many tasks are there?

**Useful strategy: following the speaker**

When completing notes (or a table, flow-chart, form, etc.) it is important to listen for signposting language that shows you how the text is organised. This helps you follow the speaker and locate each answer.

Here are three common types of signposting language:

A Moving to the next stage of a lecture

B Giving an example

C Substitution words referring to something already mentioned

1 Read these expressions and mark each one A, B or C to show what kind of signposting language it could be. For some expressions, you can use more than one letter.

1 Then, there's also the issue of ...	6 The first one concerns ...	11 One that stood out for me was ...
2 It didn't happen then because ...	7 This can be exemplified by the fact that ...	12 Another aspect worth noting is ...
3 By way of illustration ...	8 She had some difficulties there, however, because ...	13 The research attracted some criticisms as well, including ...
4 The reason for this was ...	9 He achieved some notable successes, such as ...	14 That experiment was a success ...
5 In terms of the results, the researchers found that ...	10 The next thing I want to consider is ...	15 Now I'd like to discuss some reasons why ...

**Useful strategy: editing your work**

1 Look at the notes below. This candidate has essentially understood the lecture and located the correct information to fill each space. However, the candidate has made some errors recording the answers. Find the errors and correct them. Not all the notes are incorrect.

Complete the notes below.

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

**The Engineer Isambard Kingdom Brunel, 1806-1859****Early life**

- aged 8, Isambard had a detailed knowledge of **1** geometry
- he went to **2** university in France
- aged 20 he helped his father build a **3** a tunnel near London
- they used a new technique to make the project more **4** safety

**Great Western Railway**

- he designed every detail including **5** station, lamp posts and carriages
- his focus was speed and **6** comfort for passengers
- he was criticised for using wide tracks which were **7** too expensive

**Other**

- the Clifton Suspension Bridge is suspended between two stone **8** tower
- in 1843 he built the **SS Great Britain**, then the largest ship made of **9** metal
- he designed a type of mobile **10** hospitals

**Action plan reminder for Note completion**

- 1 How do you know how many words to write?
- 2 How do you know what the lecture will be about?
- 3 What is the best way to follow the recording?
- 4 How do you know what information to listen for?

**Questions 31–40**

17

Complete the notes.

Write **ONE WORD ONLY** for each answer.**The Engineer Sarah Guppy, 1770–1852****Background**

- women were active in many areas of 19<sup>th</sup>-century British society, e.g. Jane Harrison was the first female **31** \_\_\_\_\_
- by the end of the century there were 140 female dentists and 212 **32** \_\_\_\_\_, as well as many musicians and actors

**Sarah Guppy**

- was born in Birmingham and moved to Bristol with her husband
- designed bridges that could survive **33** \_\_\_\_\_
- built **34** \_\_\_\_\_ of the Clifton Suspension Bridge
- was a significant **35** \_\_\_\_\_ in the Clifton Suspension Bridge together with her husband
- designed a 'barnacle buster' that allowed **36** \_\_\_\_\_ to go faster
- helped stop **37** \_\_\_\_\_ near railway lines
- built an amusing machine for making different parts of **38** \_\_\_\_\_ at the same time
- designed an early type of **39** \_\_\_\_\_ equipment

**Conclusions**

- other women worked as engineers, e.g. Ada Lovelace and Hertha Marks Ayrton
- it was not until 1906 that a woman **40** \_\_\_\_\_ in engineering

**TIP**

Remember to use the locating words in each note to help you follow the information in the recording (e.g. names, places, dates, nouns, etc.).

**TIP**

Always edit your own answers carefully. Check for simple mistakes such as spelling, plurals, etc.

**TIP**

If the instructions say **ONE WORD ONLY**, don't write two words. Your answer will be incorrect.

**Advice****31** What might her professional role have been?**32** The jobs listed in the question are in a different order in the recording.**33** Listen for something that could cause a bridge to fall down.**35** This must be an activity she did jointly with her husband.**36** There are clear locating words here. Also, listen for a synonym for **faster**.**37** Listen for something negative that could damage railway lines if not stopped.

1 Read the two short texts below (skim them quickly). What are they both about?

- a Exhibitions at an art gallery
- b Displays in the building of a private company
- c Works of art in a public library

## A Long Road Home

This thought-provoking work consists of a long stretch of paved concrete that runs through the Western wing of the gallery. Artist and author Jakob Randal invites the public to contribute to the work by writing the name of their favourite book with chalk on the concrete. Western wing, entry by donation.

## B The Businessman

This sculptural piece consists of a figure in a business suit seen through a series of 'mirrors', each reflecting him as a different ethnicity. While the concept behind The Businessman is distinctly international, its creator Hannah Park is one of the region's most well-known sculptors. A generous corporate endowment from GW Koos has enabled this artwork to be shown.

2 Look at the three descriptions of events below.

For which events are the following statements true? Write the event name (**Long Road Home** or **The Businessman**) next to the statement.

- a You can see work by a local artist.
- b You can help create the artwork.
- c You can pay as much as you want to see this exhibition.

3 Underline the key words in the statements above and then look for them in the texts. Underline the parts of the text where you find the answer.

You should spend about 20 minutes on **Questions 1–14**, which are based on the two texts below.

Read the text below and answer **Questions 1–7**.

**TIP**

Read the title and headings to get an idea what the text is about.

## What's on at the National Gallery of Canada?

### A Governor General's Awards in Visual and Media Arts

Since 2000, the Governor General's Awards in Visual and Media Arts have acknowledged Canadian artists in the fields of fine or applied arts, film, video, or new media. This year's exhibition will showcase the work of eight outstanding laureates. Before the awards, come and greet the eight Canadian artists recognised for their remarkable contributions.

### B Laurent Amiot: Canadian Master Silversmith

Acclaimed as one of the most influential silversmiths of the 18th and 19th centuries, Canadian Laurent Amiot is said to have redefined his craft, turning it into an art form.

Explore the exquisite beauty of his work through the display of nearly a hundred pivotal pieces, most of which have never been shown before.

### C Artissimo Spring Forest

Come explore art – then design, draw and paint your own! Families are invited to experience the gallery and share their art with others around the world. Kids must be accompanied by an adult.

### D The Ottawa Wind Ensemble presents The Music of Broadway

Enjoy an afternoon of Broadway Music in the Great Hall. The Ottawa Wind Ensemble is joined by tenor soloist Dr Fraser Rubens in a concert featuring music from famous musicals, such as *Phantom of the Opera* and *Les Misérables*. Dr Rubens' parallel careers of music and cardiac surgery have been the subject of the documentary series *The Surgeons*.

### E BC Artists: from The Gary Sim collection

This exhibition allowed our curator to showcase a significant donation by collector Gary Sim, comprising almost 1,000 publications, including an extensive array of books, periodicals and other publications related to the art of western Canada. Immerse yourself in culture!

### F Janet Cardiff: Forty-Part Motet

The widely acclaimed Forty-Part Motet has returned to the gallery by popular demand. The fascinating sound sculpture by artist Janet Cardiff is based on Spem in Alium, by 16th-century English composer Thomas Tallis. Voices of singers young and old are played back through forty speakers located around the Rideau Chapel in the Canadian and Indigenous galleries.

## Action plan for Locating information

- 1 Will the questions be in the same order as the information is presented?
- 2 Will there be more than one correct answer for each question?
- 3 Will all mini-texts contain answers?
- 4 Look at the text. What will you do first?
- 5 Look at the questions. What will you do before you look for answers?

### TIP

Use the words in the statements to find similar ideas in the text. Then read those parts of the text in more detail to see if it has the same meaning exactly.

## Advice

1 **back on display** suggests the work was in the gallery before – which artist's work does this refer to?

2 The question looks for something that has been **gifted**: what word(s) in the text indicate a gift?

3 Look through carefully for something that means **for the first time**. Then make sure it refers to works being exhibited.

4 There are several artists mentioned, but can you find someone with two careers?

5 Young people and kids are mentioned in two sections – which one is with reference to them coming to the event?

6 Artists and creative people are mentioned in several places – which one says you can meet them in person?

7 Which one mentions making art? Can you see any words that mean **creating art**?

## Questions 1–7

Look at the six descriptions of events **A–F** on page 76.

For which events are the following statements true?

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

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

- 1 You can experience a work that has been put back on display.
- 2 You will see exhibits that have been gifted to the gallery.
- 3 You will see works exhibited for the first time.
- 4 You can watch a performer who is well-known in two fields.
- 5 You can bring children to this event.
- 6 You can meet creative people.
- 7 You can create an artwork yourself.

## StarRail app and Smartcard

Use the StarRail app to get real-time updates on your journey and purchase tickets on your phone – in just a few taps, as well as the option to get alerts by email and text.

### Useful features:

- View all ticket purchases through MyStarRail.
- See the status of the StarRail network and details of any disruptions to your service.
- Save recent searches to favourites.
- Contact us to report crime on the railway network.

### Using a Smartcard

You can order a Smartcard using the StarRail app or get one at any StarRail station. A Smartcard is a plastic card that you can load your tickets onto.

#### Purchasing a ticket to put on your Smartcard: information for new users

##### Step 1 – purchase

Purchase tickets online using the StarRail app.

You can also get a ticket from any StarRail ticket vending machine.

##### Step 2 – load your Smartcard

Purchased online or with the StarRail app? Tap your Smartcard at the ticket gates or platform validator. Leave for four hours between buying and loading, so we have time to check your order and have it waiting.

Purchased at a ticket vending machine? Tap your Smartcard on the reader to load your ticket instantly.

##### Step 3 – tap to travel

Tap your Smartcard at the ticket gates or platform validator. Wait for the beep, then you're done. At the end of your journey, do the same again.

It costs nothing to use the app, but credit card fees may apply when buying tickets online.

#### Why can't I get all StarRail tickets on the app?

Our mobile booking site is under development.

You can currently purchase Advance single, Anytime and Off-Peak single and return tickets from the StarRail app. Click 'Plan & Purchase' to order these tickets.

We'll be introducing more ticket types to the StarRail app in future but for now, go to our website if you are looking for a ticket that our App does not currently offer. You can purchase all StarRail tickets (including Advance, Anytime, Off-Peak, Super Off-Peak, Kids Ride Free, Flexitix and Season Tickets) using our desktop booking website.

### Smartcard benefits:

#### Season tickets

You can load weekly, monthly and annual Season Tickets for all our routes.

#### Super off-peak day return

These tickets are exclusive to Smartcard: enjoy great savings when you travel outside peak hours from Monday to Friday.

## Action plan reminder for **True / False / Not given**

- 1 Are the questions in the same order as the information you need to find in text?
- 2 Will there always be at least one **True**, one **False** and one **Not Given** answer?
- 3 Will all paragraphs contain answers?
- 4 Look at the text, what will you do first?
- 5 Look at the questions. What will you do before you look for answers?

### TIP

Use the words in the statements to find the part of the text you need to read carefully for each question. Remember - the text may use different words from the questions.

## Advice

- 8 Find the part of the text that mentions problems on the train line but uses different words.
- 9 Find the information about vending machines (Step 1). Does the text say how you must pay at a vending machine?
- 10 Look for the information that refers to buying and loading tickets with the app. Now read the paragraph carefully and answer the question.
- 11 Find the part of the text about ticket validators (Step 3). Does the text tell you whether there are validators on all platforms?
- 12 Look for words, such as price / cost / fee, etc. - make sure the words refer to the cost of the app.
- 13 Find the part that mentions Flexitix. Some tickets can be purchased via the app, while others are only available on the desktop website. Which category is Flexitix in?
- 14 Find words that refer to **quiet times**. Read that part of the text carefully and answer the question. If you found the information for the previous question about Flexitix, remember that question 14 will be after that in the text.

### TIP

If you find the right place in the text but you can't find the answer, you should write 'Not given'.

## Questions 8–14

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8–14 on your answer sheet, write

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

- 8 The app lets passengers know if there are problems on the train line.
- 9 Tickets purchased from vending machines must be paid for by credit card centre.
- 10 Tickets bought on the internet are loaded onto Smartcard immediately.
- 11 All stations have ticket validators on platforms.
- 12 The SmartRail app is free of charge.
- 13 Passengers can buy Flexitix using the app.
- 14 Cheaper tickets are available for those travelling at quiet times.

**1 Read the text below. What is it about?**

- a Instructions about how to operate a forklift safely
- b A session about what forklift drivers in one company need to know
- c Advice about how to get a job as a forklift driver in a factory

# Larrington Plastics

### Training Schedule for forklift drivers

Your first day will begin at 9 a.m. when our foreman Greg Shaw will give an outline of what the job of forklift driver entails. This will take place in our warehouse behind the car park. After this, we will run through how we keep track of inventory. We use RF scanners for inventory management, and this is an opportunity to practise using these if you're unfamiliar with them and to ask questions. Finally, you'll be shown where the forklifts are kept, and we'll cover some essential points in relation to their maintenance. You will then meet the rest of your co-workers at the canteen for morning tea.

**2 Complete the flow-chart below.**

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

**3 Find the parts of the text that give the information to fill each space and underline the words you need.**

Which words in the text let you know that the writer has moved on to a new step?

Meet at the **1** ..... for an introduction to the role.



Learn how to use the **2** .....



Discuss guidelines for **3** ..... of forklifts.

You should spend about 20 minutes on **Questions 15–27**, which are based on Reading Passage 2 below.

Read the text below and answer **Questions 15–21**.

## Fruit Picking Work in Australia

Because Australia is such a large place, it has several weather zones and many different crops are grown. This means that there is usually work for fruit pickers somewhere in the country. It's worth remembering that there are other related jobs available after the harvest period, such as pruning and planting.

If you're interested in picking fruit in Australia, plan well and be prepared to work hard!

Here are some tips to help you:

### Working in the sun

- Wearing sunglasses, to avoid the glare, and sunscreen is absolutely essential if you want to avoid sunburn. A long-sleeved cotton shirt may not seem appealing, but you will be thankful for it in the heat of the day.
- Keeping hydrated is crucial. You will find that you may drink up to eight litres of water a day if you are working outside. It will save time if you keep your water in something that is clipped onto your belt so that you can take a drink whenever you need to.

### Other requirements

- Every farm is different. Sometimes, employers don't supply tools, so workers need to use their own. Check first to make sure you have what you need.
- Consider taking an MP3 player or another device so that you can listen to music. The days can be long, and it makes the time go faster.

### Various roles

- Instead of working in the orchard, you may find yourself in a packing shed. There is a lot to be done here too, from packing fruit into boxes, checking quality control and using a forklift to loading large pallets onto trucks.

### Payment methods

- Fruit should not be picked when wet so, in the case of rain, you will have to stop work. Therefore, you will not be paid in most instances.
- Some farms pay a flat rate (by the hour), but getting a fixed amount is not common for work that involves collecting fruit; this type of payment is generally for work in the shed. The other, more usual, model is the piece rate: your pay depends on the amount of fruit you bring in at the end of the day.

Remember conditions vary greatly from farm to farm so be sure to check anything you need to know with the employer before you start.

## Action plan for Sentence completion

- 1 What do the title and headings tell you about the text?
- 2 Are the questions in the same order as the information you need to find in text?
- 3 Look at the text. What will you do first?
- 4 Look at the questions. What will you do before you look for answers?
- 5 What is the maximum number of words that you can write in each space?

### TIP

Mark the words you need in the text. Then double-check that they fit in terms of grammar and meaning.

## Advice

15 Look at the space. In this case, you need a word that can come before **time** and is a noun.

16 Two things are mentioned along with clothing – what is something that protects the body?

17 Find the part of the text that refers to drinking water. What should the bottle be attached to?

18 Look under the heading **Other requirements**. The text refers to two things you might bring. Which of these might you have to bring?

19 Look under the heading **Various roles**. What is a forklift used for?

20 The question mentions money. Which heading should you look under in the text?

21 You need two words here. What is the term for pay related to picking fruit?

## Questions 15–21

Complete the sentences below.

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

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

### Fruit Picking in Australia

Sometimes there are employment opportunities following the  
15 ..... time when fruit is picked.

Wearing appropriate clothing, eyewear and 16 ..... is necessary to protect your body.

It is recommended to take a water bottle that can be attached to a  
17 .....

It is necessary for fruit pickers to bring 18 ..... if these are not provided.

Other jobs on the farm may involve moving big 19 .....

20 ..... can affect how much work is done and how much money is earned.

Most picking jobs pay workers a 21 .....

Read the text below and answer **Questions 22–27**.

The logo for Haast Legal Services is a circular emblem. The word 'HAAST' is at the top and 'LEGAL SERVICES' is at the bottom, both in a bold, sans-serif font. The logo is set against a dark blue background with white circular accents on the sides.

HAAST  
LEGAL SERVICES

## Haast legal services: Orientation day for new employees

Here at Haast, we run regular staff-orientation sessions for our new employees. In your first week with Haast, you can expect to attend an orientation program to help you familiarise yourself with the workplace. Generally, this will be conducted for groups of three or more. Below is a rough outline for the day:

### 9:00 Induction session, Boardroom 2

Here you will learn about the history of our company and meet some of our team. Our HR manager will take you through what is expected of employees from an HR policy perspective and outline the chief priorities of our firm.

### 10:15 Tour, morning tea, Cafeteria

Our office manager will take you around the office to show you where everything is, including bathroom facilities, stationery and photocopying, first aid kit and payroll. You'll finish in the cafeteria where you'll have the chance to speak to our administrative support staff as well as some of the executives who sit on the board. This is an informal yet important part of the day.

### 11:00 Sensitive information awareness, Boardroom 3

Here at Haast we often deal with matters of a sensitive nature whether they be personal / family disputes or financial difficulties. This requires a clear understanding of privacy concerns and a commitment to respecting our clients' information. One of our senior staff will outline our policies.

### 12:30 Lunch

### 1:30 HR session, 1 Atrium

Be here after lunch to have your photo taken. You will be issued with an employee card (which can be collected from reception at the end of the day). Topics that will be covered include how to apply for various types of leave, submission of timesheets and our dress code.

### 2:30 Training in your own department

This is where you will learn more about your specific position. If possible, you will join the person who previously held your role for a handover. If this is not possible, your team leader will tell you what you need to know.

### Online modules

You will have a week to complete two online modules which cover Haast's sustainability policy and safety in the workplace. Feedback will be given via the portal or in person if necessary.

## Action plan for Flow-chart completion

- 1 Look at the title and any headings and decide what the text is about.
- 2 Read the text very quickly to get a general idea of its structure and ideas.
- 3 Read the flow-chart quickly and see how many words you must write for each space.
- 4 Read the flow-chart carefully and underline important words.
- 5 Find the part of the text which contains the same information as the flow-chart.
- 6 Read the relevant part of the text carefully and underline the word that you think fits in the space.
- 7 Transfer the information to the answer sheet.

### TIP

You will not need to change the word you copy, e.g. from a noun to an adjective or from singular to plural.

### TIP

Some parts of the flow-chart may not have a space in them. These help you find the right part of the text.

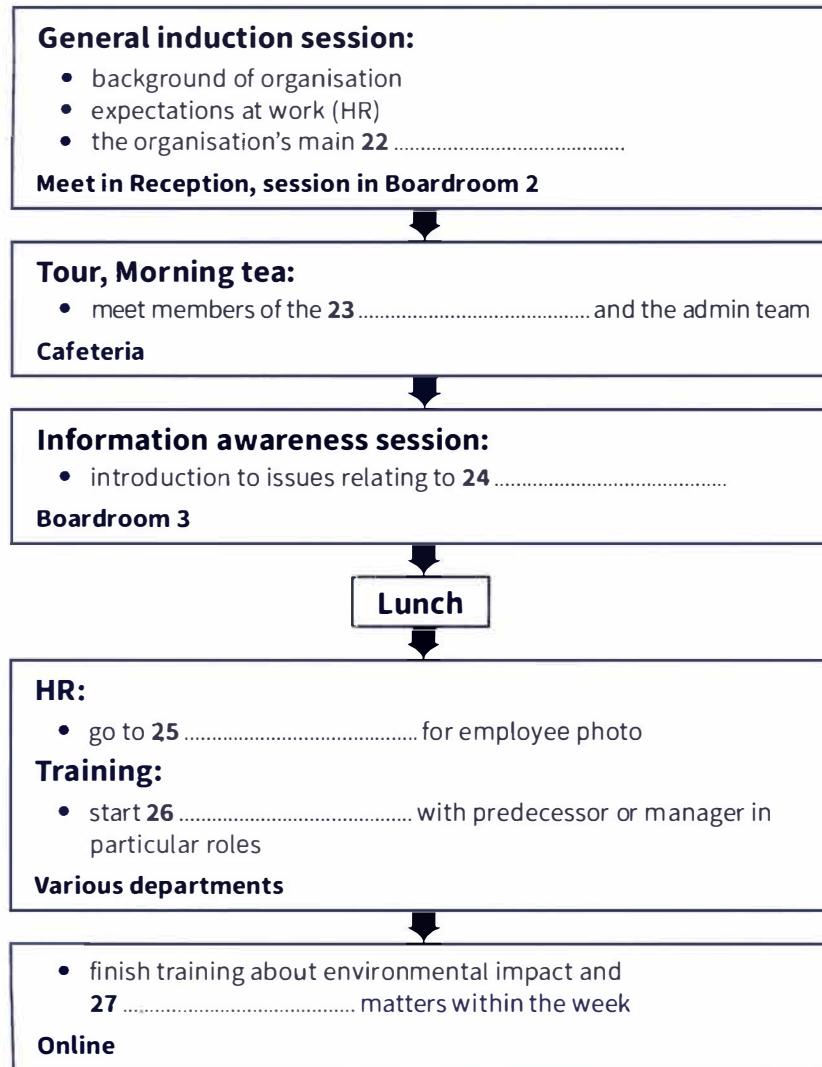
## Questions 22–27

Complete the flow-chart below.

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

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

### Haast New Recruits: Orientation Day



### Advice

22 Look under the **Induction session** heading in the text. The background and expectations of the organisation are mentioned in the flow-chart. What else will be covered in that session?

23 Find the part of the text about morning tea. Who will be there?

24 Look at the **Sensitive information awareness session**. What issue might some sensitive information raise?

25 Look at the flow-chart and predict what kind of information you will need. A room and reception are mentioned in this paragraph - which one is correct? Remember you can write a word and a number if you need to.

26 Look at what happens after the HR session.

27 What is done online?

1 Read the text below (skim it quickly for the main idea). What is it about?

- a Frida Kahlo's personal life
- b Frida Kahlo's travels
- c Frida Kahlo's art

In the 1940s, Frida Kahlo produced many paintings though with some differences from what she had done before. She was encouraged by the public recognition she was gaining and shifted from using the small tin sheets she had used since 1932 to much larger canvases, as they were easier to exhibit. She also adopted a more sophisticated technique and began to produce larger, quarter-length portraits than she had previously, which were easier to sell. Kahlo created many of her most famous pieces during this period, for instance *Self-Portrait with Cropped Hair* (1940), *The Wounded Table* (1940), and *Self-Portrait with Thorn Necklace and Hummingbird* (1940).

2 Choose the correct letter, **a**, **b**, **c** or **d**.

Why did Kahlo start making her paintings a different size?

- a She had more room in her studio for larger artworks.
- b She was unable to find large pieces of tin to paint on.
- c Smaller works were more convenient to hang in galleries.
- d People wanted to buy paintings of a certain size.

3 Read the stem (the question) of the multiple-choice without reading all the options and think about what the answer might be. Then read the options and consider how they are different from each other. Finally, look at the text and underline where you think the answer is.

You should spend about 20 minutes on **Questions 28–40**, which are based on the text below.

Read the text below and answer **Questions 28–40**.



## Freya Stark

**Freya Stark was a British explorer and writer who had several works published about her travels in the Middle East and Afghanistan, as well as autobiographies and essays.**

Born in Paris in 1893, Freya Stark was raised in Italy and England. As a child, she spoke several languages and her upbringing included many outdoor pursuits, like horse riding and mountaineering. With her mother and grandmother as role models, she developed into an unconventional woman who was as at home in elegant salons as she was able to handle hardship and physical exertion.

In 1912, Stark started studying history in London but left for Bologna, Italy, at the beginning of the First World War, to work as a nurse. In 1918, her father gave her a small estate in Mortola on the Riviera in northern Italy, where she grew grapes, vegetables and flowers. But she often travelled to England to take Arabic language courses at the School of Oriental and African Studies. She was nearly thirty by this time. A professor had suggested that she try a non-European language: he recommended Icelandic. Stark, who had been struggling to make a living on the farm in Italy, chose Arabic in the hope that it might provide an opportunity to get away. She had developed a desire to travel to the Middle East and, to this end, applied for the role of governess for the Iraqi princesses at the court of Baghdad, Iraq, but was not successful.

In 1927, she travelled to Lebanon and then on to Damascus, Syria. Travel in the area was restricted at the time, so Stark set off from Damascus in secret on a donkey with a local guide and an English female friend, who had come to join the trip. Stark took pride in travelling without servants or extra belongings, comparing herself favourably in this regard to writer and explorer Gertrude Bell, an Oxford-educated aristocrat who had completed a similar trip with three baggage mules, two tents and three servants. Stark considered herself a more intrepid traveller.

After this, Stark returned to London and went to the Royal Geographical Society to take drawing courses so that she would be able to make her own maps on

future trips. In 1929, she set off again for the Middle East and in 1930, Stark reached Persia (now known as Iran). She visited the Valleys of the Assassins, at the time still unexplored by Europeans, and carried out geographical and archaeological studies. On the back of a mule, with a camp bed and a mosquito net, and accompanied by a local guide, Freya Stark rode to the valleys near Alamut to see ruins of a mountain fortress castle which had not yet been recorded on her map. Despite malaria, dengue fever and dysentery, she carried on with her trip and her studies.

Stark's books present a combination of adventure and harsh reality. In *The Southern Gates of Arabia* she tells of following the ancient trade route for the perfumed substance frankincense in the area that is present-day Yemen. Unfortunately, she had to turn back without realising the goal she had set of finding the legendary lost city of Shabwa.

In 1944, Stark spent time in New Delhi, India at the court of the British viceroy. During political discussions there she met renowned politicians, Gandhi and Nehru. She was a regular guest at parties and official functions, where she became known for her extravagant clothes as well as her life of adventure.

While she did not make any huge new discoveries as an explorer, Freya Stark gained a high degree of respect for her sharp observations and compelling tales of her travels. She was able to accurately record unmarked villages and mountains, using compass points and photographs, but people read her books for the descriptions of the journey.

Often Stark would be the only European woman to have visited the places she travelled to, and often she discovered that the only people available to speak with her were the women. Stark might have approached women as a way of gaining trust and reaching powerful men, but over time she got specialised knowledge of the domestic arrangements, costumes and children's lives in these places thanks to her contact with women.

Stark was not especially interested in politics, beyond a desire to remedy the injustices she saw first-hand on her travels. Her main interest was archaeology. However, her later books such as *Rome on the Euphrates*, which came out in 1966, was criticised at the time for being overloaded with history and less in the genre of travel book, which is what readers seemed to want from her. Her last significant trip was to Afghanistan, in 1968, when she was 75. She went to see a 12th-century minaret that had only shortly beforehand been discovered by archaeologists.

Stark kept writing throughout her 80s and early 90s (four volumes of autobiography and eight volumes of letters), the last of which was published in 1985 when she was 93. She travelled until she was 92 and lived to be 100 years of age. Towards her final years, she took many of her godchildren on trips to inspire and educate them, telling them what she had learned from those she met along the way. Freya Stark produced 22 books in her lifetime and serves as an inspiration to travel writers to this day.

## Action plan for Matching places

If the *matching places* questions are the first task for a text, read the text quickly first to get an idea of the general structure and information in the text.

- 1 Look at the list of places. Find them in the text and underline them.
- 2 For each place, read all of the information given about it in the text.
- 3 For each place, choose the statement which matches one of the things that happened at that place.

### TIP

Sometimes the place names are in more than one part of the text.

### Advice

28 What is another word for **social event**? In which place did Stark go to such events?

29 Where can you find examples of poor health?

30 Look at each place. Does it say anything about employment / a job?

31 What was it that would help Stark on her travels? Look at each place for a reference of learning to do something she would later find useful when she travelled.

32 Can you find a phrasal verb that means **leave**? Where did Stark have to do this?

### Questions 28–32

Look at the following statements (**Questions 28–32**) and the list of places below.

Match each statement with the correct place, **A–F**.

Write the correct letter **A–F** in boxes 28–32 on your answer sheet.

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

28 Stark attended many social events.

29 Stark suffered from poor health.

30 Stark failed to gain employment.

31 Stark learnt a craft that would help her on her journeys.

32 Stark had to leave without achieving her purpose.

### List of Places

- A Baghdad
- B London
- C Alamut
- D Yemen
- E New Delhi
- F Afghanistan

## Action plan for Multiple-choice

- 1 How many correct options can you choose for each question?
- 2 Are the questions in the same order as the information in the text?
- 3 Should you read and answer each question in turn?
- 4 How much of the text should you read for each question?
- 5 Should you answer the questions using your general knowledge?
- 6 Look at the text. What will you do first?
- 7 Look at the questions. What will you do before you look for answers?

### TIP

Read the text quickly. Then read it more carefully as you answer each question in turn.

## Advice

**33** Which word in the question tells you where to look for the answer in the text? (Arabic)

**34** Look for information on Gertrude Bell. The options mention time, baggage, education and the route – all concepts that are in the text – but in which respect does Stark compare herself to Bell?

**35** Look at the paragraph fourth from the end. The concepts in the options are all mentioned in some way but which concept in the text is accurately reflected in one of the options?

**36** Can you find the paragraph where Stark's interaction with women is discussed? Remember it should be somewhere after the part of the text on which the previous question was based.

## Questions 33–36

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

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

**33** What influenced Stark's decision to learn Arabic?

- A An academic advised her to choose that particular language.
- B She planned to accompany a friend to the Middle East.
- C She wanted to escape her situation at the time.
- D The language had always held an interest for her.

**34** How did Stark compare herself to Gertrude Bell?

- A She made the journey from Damascus to Syria in less time than Bell did.
- B She took less baggage on her trip than Bell took.
- C She had a better education than Bell had.
- D She took a more exciting route from Damascus than Bell took.

**35** What does the writer say about Freya Stark as an explorer?

- A She was the first to find some major landmarks.
- B She deserved more recognition than she received.
- C She produced interesting accounts of her expeditions.
- D She drew some unreliable maps.

**36** According to the writer, why did Stark become an expert on the lives of women in the places she went to?

- A She gained access to women more easily than to men.
- B She was more interested in the lives of women than of men.
- C She met them while studying their traditional costumes.
- D She was introduced to local women by other female travellers.

## Action plan for Summary completion

- 1 What does the summary heading tell you about where to look in the text?
- 2 What kinds of words will you need to put in the space (e.g. noun, verb, adjective)?
- 3 Look at the text, what will you do first?
- 4 Look at the questions. What will you do before you look for answers?
- 5 What is the maximum number of words that you can write in each space?

### TIP

Key words such as place names and names of books in the summary can help you find where to look in the text.

## Advice

**37** Look for the name of the book 'Rome on the Euphrates'. What did people say about the book at the time?

**38** Find information about Stark's trip to Afghanistan late in her life. What was her reason for going there?

**39** What did Stark publish besides books?

**40** Who did Stark take on trips when she was older?

## Questions 37–40

Complete the summary below.

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

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

## Freya Stark's later years

Stark's book *Rome on the Euphrates* was said to focus too heavily on **37** ..... rather than what her audience had come to expect. Stark's motivation for going to Afghanistan when she was 75 was to visit an ancient **38** ..... In her old age, she continued to publish collections of **39** ..... along with books about her life. She was often accompanied by her **40** ..... when she travelled.

### Review

- 1 How long should you spend on this task?
- 2 How many words do you have to write?
- 3 Do you have to write about each of the points?
- 4 Should you make up extra points to write about?
- 5 What type of writing will you always have to do for Writing Task 1?
- 6 Do you have to use a formal style every time?
- 7 Are vocabulary and spelling tested?
- 8 Are grammar and punctuation tested?

Now follow the Action plan reminder on page 95

### Useful language: giving advice and suggestions

- 1 Read the sentences (1–5) carefully. Then answer questions a and b for each sentence.
  - a How well does the writer know the reader?
  - b Is the tone formal, neutral or informal?
    - 1 Perhaps you could think about living near me in Bondi.
    - 2 It is recommended that employees reside near their workplace.
    - 3 We suggest that you should live near the office.
    - 4 Why don't you just move in down the road from my mum?
    - 5 You ought to consider Bondi as a place to live.
- 2 Underline any useful words or phrases (above) that you might use when giving advice in a letter.

## Useful language: punctuation

Punctuation helps make your meaning clear to the reader and separates ideas so that they can be understood.

### 1 Add punctuation marks to the text.

Secondly while it is commonly believed that our city's public transport system is one of the most efficient in the country this is not true in peak hours for example between 8 and 9:30 a.m. when people are travelling to school and work so there is certainly more that can be done to keep traffic moving decrease wait times and ensure that everyone gets where they need to go as quickly as possible

### 2 Some of the statements below need to be broken into two sentences and some should be one sentence. Mark correct sentences with ✓. Add punctuation to incorrect sentences.

- 1 I haven't heard back from my manager about taking leave in July which is why I haven't been in touch.
- 2 It isn't a long way from the airport to my house however you should take a taxi if you have heavy luggage with you.
- 3 The sales assistant left me with no choice but to complain to the manager. Because it was clear that he didn't have the authority to give a refund.
- 4 Although it can be an expensive place to visit, New York is a place you will never forget.
- 5 I have a lot of experience in organising parties and festivals. For this reason, I believe I would be perfect for the role of event planner.
- 6 I am writing to request some help with the extra duties I have been given, I do not feel able to cope with my current workload and am falling behind.

## Useful language: finishing a letter

1 When you finish a letter, think about the purpose of the letter you've just written and what you expect the reader to do. You also need to think about how well you know the reader.

**Match the functions (1–5) with the different ways to end a letter (a–e). There may be more than one option for each.**

- 1 Asking for information
- 2 Complaining
- 3 Giving information
- 4 Requesting a favour
- 5 Offering to help

- a Many thanks.
- b If I do not hear from you soon, I will have to escalate this matter.
- c I look forward to hearing from you soon.
- d If you have any questions, please do not hesitate to contact me.
- e Let me know if there's anything else I can do.

2 If you are writing a formal letter to someone you do not know or complaining, there are specific ways to sign off.

**Which of the following go together?**

- 1 Dear Sir or Madam
- 2 Dear Mr Phuong
- a Yours sincerely
- b Yours faithfully

3 If you know the person, any of these may be appropriate ways to sign off, depending on the situation.

**Put these in order from the least personal to the most personal.**

Best wishes	Bye for now	Cheers	Lots of love
Regards	Take care	Warm regards	

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## Useful language: phrasal verbs

Phrasal verbs (verb + particle, e.g. *take off*) can help a letter read naturally. Some phrasal verbs are very common and are used in formal, neutral and informal situations, e.g. *The plane will take off when the weather improves*. Others are less formal, e.g. *The kids were hanging out near the station*.

### 1 Match the phrasal verbs (1–6) with their meanings (a–f).

1 bring up	a investigate
2 get away with	b analyse
3 look into	c mention
4 break down	d avoid punishment
5 fill in for	e inconvenience someone
6 put someone out	f substitute for

### 2 Add the phrasal verbs from the list in Exercise 1 to the following sentences. You may need to change the verb form, e.g. to the past tense.

- 1 We need to ..... the data to see why sales have dropped.
- 2 I wish he hadn't ..... the subject of our disastrous holiday.
- 3 The police are ..... the theft of two cars from our street.
- 4 I'm hoping Fred can ..... for me on the night shift.
- 5 I'd love a lift home, but I don't want to .....
- 6 If you cheat on the test, you won't ..... it because security is tight.

## Useful language: striking the right tone

### 1 What is wrong with the following expressions / sentences? Can you correct them?

Dear friend,

Dear Lisa Reynolds,

Dear Manager,

Your staff are always very friendly, but I demand a refund.

Hi Jerry – I'm writing to inform you of my intention to move to Ottawa.

Please accept my heartfelt apology for taking up your time with this letter.

I left my last job coz of my boss.

**Action plan reminder**

- 1 Look at Writing Task 1 below.
  - Who should you write to?
  - What three points do you need to cover?
  - Can you think of a part of the city that is a good place to live?
  - What words do you know to describe public transport?
- 2 Think about your answer for Writing Task 1.
  - How should you begin the letter? Do you need to write a person's name?
  - Which city are you going to write about? Should you give the name of the city?
  - How can a person make a new life when they move to a different city?
  - What will the tone of the letter be?
  - How will you finish your letter?

**Before you write**

- 3 Make brief notes on each of the bullet points in Exercise 1 and 2.
- 4 Write your letter.
  - If you don't live in a city, should you write about a whole country?
  - Should you include points that are not in the task?
  - Do you need to write an equal amount on each point?
  - Should you take a formal tone?

**After you write**

- 5 What should you check for when you have finished? (see page 49)

**Advice**

How can you take a friendly tone in a letter to a friend?

What phrases are used for giving advice?

**Writing Task 1**

You should spend about 20 minutes on this task.

**A friend from another country is moving to your city for work. He / she has asked you for advice about living in your city.**

**Write a letter to your friend. In your letter**

- **suggest an interesting part of the city to live in**
- **describe the public transport in your city**
- **say how your friend can meet new people there**

Write at least 150 words.

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

Begin your letter as follows:

Dear ..... ,

**TIP**

Remember not to take longer than 20 minutes for Writing Task 1.

**TIP**

Double-check that you have written something for each bullet point.

## Review

- 1 What is Writing Task 2?
- 2 Which of these things does it test?
  - academic knowledge
  - general knowledge
  - expressing ideas
  - having clever opinions
  - vocabulary
  - grammar
  - spelling
  - punctuation
  - organisation of ideas
  - paragraphing
- 3 How many words do you need to write?
- 4 What should you do in your introduction?
- 5 How should you support your opinion?
- 6 How should you finish your essay?

Now follow the Action plan reminder on page 97

## Useful language: reporting what people say and believe

- 1 Choose the correct form of the words in italics to complete the sentences.
  - 1 It *is often said* / *often is saying* that people need a university education.
  - 2 Some people believe that further education *to be* / *is* essential.
  - 3 In the past, most people felt that it *was* / *had been* more important to have experience rather than qualifications.
  - 4 Workers in some areas consider university *to be* / *is* a waste of time.
  - 5 It is *widely* / *greatly* accepted that a good education leads to a successful career.
  - 6 According to *me* / *experts*, the first year is the most important for a new business.
- 2 Use the words in brackets to complete the sentences. You may need to change the verb into the correct form.
  - 1 It ..... (sometimes, argue) that robots will soon be doing jobs that are currently done by humans.
  - 2 Technology ..... (consider, be) a positive thing in most people's lives.
  - 3 Experts ..... (be, in agreement) that too much screen time has a negative effect on people of all ages.
  - 4 While some ..... (do, not agree with) the idea of wearing a school uniform, I believe it makes school life simpler for everyone.
  - 5 It ..... (widely, believe) that the government should do all it can to look after its most vulnerable citizens.

## Useful language: countable and uncountable nouns

- 1 Choose the correct form of the words in italics to complete the sentences.
  - 1 The government's top priority should be *education* / *an education*.
  - 2 My grandfather didn't have the chance to get *good education* / *a good education*.
  - 3 A large *amount* / *number* of people attend outdoor music festivals.
  - 4 The statement made by the workers *were* / *was* not considered by management.
  - 5 Playing computer games can be harmful but it depends *how much time* / *how many times* you spend doing it.
  - 6 There *isn't* enough *space* / *aren't* enough *spaces* for everyone to live in a small house.

## Useful language: giving two sides of an argument

Here are some examples of comments that do not agree or disagree completely with one view.

**1 Match the clauses (1–4) with the clauses (a–d) to make sentences.**

- 1 While a university education is still required in some fields of work,
- 2 Whereas some students like wearing a uniform,
- 3 Although tourism brings economic benefits,
- 4 Cooking food at home can take a long time,

- a it can also threaten the local way of life.
- b but it does cost less than going out.
- c in many other fields work experience is preferred.
- d others want to express their own style.

**2 Complete the sentences below about each of the five topics in the box.**

banning cars in the city centre   eating in restaurants   using mobile phones  
making people pay for plastic bags   working in a different country

- 1 While .....
- 2 Whereas .....
- 3 Although .....
- 4 .....
- 5 ..... However, .....

# Exam Practice Test 2

## Writing Task 2

### Action plan reminder

- 1 Look at Writing Task 2 below.
  - How long should you spend on this task?
  - How many questions do you need to answer?
  - To help you plan, what should you underline in the task?
  - Should you copy the exact wording of the task?

### Before you write

- 2 Make notes before you begin. What should your notes include?

### After you write

- 3 Should you spend time checking your answer when you have finished? If so, how much time should you allow for this?
- 4 Should you write your essay out again if you have made mistakes?
- 5 Which of the following should you check for?
  - where to start and end sentences
  - overall structure
  - formal / neutral / informal style
  - subject-verb agreement
  - memorised quotations from experts
  - accurate statistics to back up your ideas
  - spelling
  - paragraphing
  - whether you have made clear points

### Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Many people believe that a university education is necessary for a good career.***

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

***What other factors can contribute to a good career?***

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

Write at least 250 words.

### TIP

When you are practising for the exam, make sure you know what 250 words looks like in your handwriting. How many words do you usually fit on each line? You do not want to waste time counting each word in the test.

### Advice

A word like **university** is hard to paraphrase. Can you put it in a sentence in a different way, so that it doesn't come before **education** (as it does in the task)?

Do some careers require a university education more than others do?

How can people have a good career if they do not go to university?

### TIP

You don't need to completely agree or disagree with the statement. You can say in which cases you agree and in which cases you disagree.

**Review Speaking Part 1**

1 What kind of topic do you have to talk about in Part 1?  
 2 What is the first topic?  
 3 How many different topics will you be asked to talk about?  
 4 How many questions are there for each topic?  
 5 What must you take with you to the exam room?

**Useful language: where you live**

The examiner will either start the test by asking you about your work / studies or about where you live. This could be the city / town you live in or your home – your house / apartment.

1 Think about your home. What can you say about it? Look at the words in the table and add any other words to describe it.

<b>Building</b>	<i>block of apartments</i>	<i>apartment on the ground / fifth floor</i>	<i>cottage</i>
<b>Area</b>	<i>detached / terraced house</i>		
<b>Style of home</b>	<i>a busy / quiet area</i>	<i>in the centre of the city</i>	<i>in the mountains</i>
<b>Special features</b>	<i>in a village</i>	<i>on the coast</i>	<i>in a suburb</i>
	<i>on a housing estate</i>	<i>on the outskirts</i>	
	<i>cosy</i>	<i>light</i>	<i>modern</i>
	<i>spacious</i>	<i>traditional</i>	
	<i>balcony</i>	<i>garden</i>	<i>gym</i>
		<i>swimming pool</i>	<i>terrace</i>

2 How do you feel about your home? Complete these sentences.

1 I love my home because it's .....  
 2 My home makes me feel .....  
 3 My favourite room in my home is .....  
 4 The thing I like most about my home is .....  
 5 I enjoy spending time at home especially when .....

3 Look at the questions about your home on page 104 and practise answering them. Use some of the words and phrases in Exercises 1 and 2.

**Useful language: tenses**

The questions in Part 1 are often in the present tense, but other tenses are also used. It is important to listen carefully to the question and use the correct tense in your answer.

1 Complete the questions that go with these answers.

1 Where .....? I live in the capital city.  
 2 How long .....? We've lived in this apartment for 10 years.  
 3 Why .....? My father got a new job, so we moved here.  
 4 .....? Yes, I'd like to live by the sea one day.  
 5 .....? No, I don't think we'll move for a long time.

2 Now answer these questions using the correct tense.

1 How long have you been studying English? .....  
 2 Why did you start learning English? .....  
 3 What other language would you like to learn? .....  
 4 What do you like most about learning English? .....  
 5 Do you think you will live in the UK in the future? .....

**TIP**

Remember to extend your answer by adding a reason or an example.

## Useful language: the weather

1 Think about different weather conditions in your country and how they make you feel.

sunshine / sunny – happy / hot / tired

clouds / cloudy – .....

rain / rainy – .....

fog / foggy – .....

shower / showery – .....

snow / snowy – .....

thunderstorm / stormy – .....

wind / windy – .....

2 Look at the questions about the weather on page 104 and the beginnings of the sentences below.

My favourite kind of weather is when it's ...

If I'm studying hard I prefer the weather to be ...

I hate it when it ...

When I was little I loved ...

Cloudy weather really makes me feel ...

I'd really like to live in a country where ...

3 Now practise saying your answers. Record yourself and check your answers carefully. Did you use the right tenses? Did you give a reason or example in each answer? Did you speak clearly?

## Review Speaking Part 2

1 Which three things will the examiner give you?  
2 How long will you have to prepare?  
3 Where should you write any notes?

4 How long should you talk for?

5 When will the examiner ask questions?

## Ways to prepare for the talk

In Test 1 we looked at how to make notes in the one-minute preparation time. Making notes is a good strategy but it may not suit everyone. Some people prefer not to write anything. They look at the task and think carefully about each point. Other people like to do other things, such as making a spider diagram.

1 Here is an exam task. Look at each of the points and think about what you want to say about each one. Don't write anything.

**Describe a time when someone gave you some very helpful advice.**

**You should say**

**when this happened and where you were**

**who the person was**

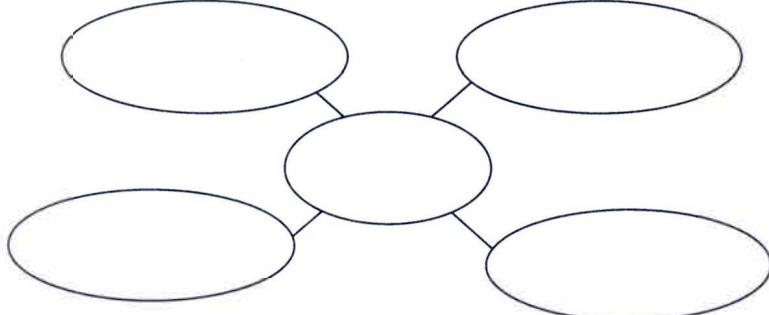
**what advice he or she gave you**

**and explain why the advice you received was very helpful.**

**TIP**

Read the task carefully and pay attention to the key words.

2 Now look at the empty spider diagram and write a few words in each bubble for each point in the task.



**TIP**

It doesn't matter which order you talk about the different task points but try to give your talk a logical structure.

3 Give a two-minute talk about the advice you were given.

4 Decide which strategy suits you best – making notes, drawing a spider diagram, thinking but not writing anything, or another preparation method.

## Useful strategies: problems and solutions for giving a talk

When you are giving your talk, you may not always be able to find the precise word you want. This happens to everyone and the important thing is not to panic or leave a long silence. There are two things you can do.

Use a 'filler' to give yourself time to think while you search for the word. Here are some examples.

... what I mean to say is ...

... how can I put this ...

... let me think ...

... I'm not quite sure of the word, but ...

If the word still doesn't come, then go around it by using a paraphrase. Here is a paraphrase for the word 'fog': *I really hate the kind of weather, you know when you can't see anything. It can be very dangerous.*

### 1 Try making paraphrases for these words.

- 1 an oven .....
- 2 a scholarship .....
- 3 a guarantee .....
- 4 a prize .....
- 5 a warning .....

2 Look at the task about a problem on page 104. Take one minute to prepare using your favourite preparation strategy. Then record yourself giving the talk. Use a timer and make sure you speak for two minutes.

3 Look at the two rounding off questions after the task on page 104 and answer them.

4 Listen to your talk and answer these questions.

- Was there a clear introduction?
- Were all the four task points covered?
- Was the vocabulary varied?
- Were you speaking clearly – too fast or too slowly?
- Were there any grammar mistakes, e.g. 's' missing at the end of he / she verbs?
- Was the talk long enough?
- Were there any spaces where you were searching for words?

5 Think about the answers to the questions and what you can do to improve your talk. Then record yourself giving the talk again.

### TIP

If you speak for less than two minutes the examiner will ask you to continue and may suggest you say more about one of the task points.

### TIP

Don't try to give a talk you have learnt by heart. It will not sound natural and you may talk about something which is not appropriate or relevant. This may affect your marks.

## Review Speaking Part 3

- 1 What topic will the questions be about?
- 2 Will the questions focus on your personal experience?
- 3 How many questions will you have to answer?

## Useful language: hesitation devices

In Part 2 we looked at phrases that can give you time to think when you're searching for words in the middle of your talk. Other useful phrases can help you while you are trying to think of ideas when the examiner asks you a question, especially if it is one you have never considered before. It is not good to say nothing or just 'um ... er'.

- 1 Look at the hesitation devices in the box. Practise using them when answering the questions below.

*Oh, that's an interesting / a difficult question.*

*I've never thought about that, but I'd say ...*

*Well, on the whole I tend to think that ...*

*That really depends on the situation, of course, but ...*

*I think the key thing here is ...*

*I'm not an expert in ..., but I suppose that ...*

- 1 Do you think young people have fewer problems today than their grandparents did?
- 2 It's said that the world will run out of food in the next century. What do you think?
- 3 Will scientists always come up with answers to the problems humanity faces?

## Useful language: speaking generally

You are expected to give your opinions on general issues in Part 3 and not to describe personal experiences.

- 1 Answer the questions. Start by using a phrase in the box below to introduce a general point and then continue by expressing your own opinion.

Example: Do people help their neighbours enough nowadays?

'In many cases people are unwilling to help their neighbours because they don't want to interfere. However, I believe that we should always offer to help our neighbours, especially the elderly. After all, they can always say "No, thank you".'

- 1 Will computer-based learning ever replace classroom teaching?
- 2 How soon will space tourism become an affordable option?
- 3 Do international sporting events really help people to understand other cultures or do they increase nationalism?
- 4 Is there any point in individuals recycling plastic when there's so much plastic waste in the oceans?

*In many cases, ...*

*Generally speaking, ...*

*Most people accept/recognise/believe that ...*

*That depends on the circumstances, but ...*

*It's often said that ...*

*For some people ...*

*That can vary according to the culture, but ...*

## Speaking Part 1

The examiner will start by introducing him / herself and checking your identity. He or she will then ask you some questions about yourself.

*Let's talk about where you live. Do you live in a house or an apartment?*

*How long have you been living in this house / apartment?*

*What do you like about living in this house / apartment?*

*Do you think you will move to another place in the future?*

**TIP**

The examiner will record the Speaking test. This is for administrative reasons. Don't pay any attention to the recorder, just look at the examiner.

The examiner will then ask you some questions about one or two other topics, for example:

*Let's talk about the weather. What kind of weather did you like best when you were a child?*

*Does the weather ever affect your mood?*

*What is the best weather for studying or working?*

*Would you like to live in a country that has very hot or very cold weather?*

**TIP**

If you can't think of a good example from your own life, imagine a situation that is easy to talk about.

## Speaking Part 2

The examiner will give you a topic like the one below and some paper and a pencil.

The examiner will say:

*I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish.* [1 minute]

*All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up. Can you start speaking now, please?*

**TIP**

Remember to speak clearly, not too quickly and not too slowly. You will receive a mark for pronunciation and, in particular, how easy it is for the examiner to understand you.

*Describe a time when you had a problem and someone helped you.*

*You should say:*

*what the problem was*

*who the person was who helped you*

*what this person did to help you*

*and explain how you felt when this person helped you.*

The examiner may ask one or two rounding-off questions when you have finished your talk, for example:

*Did you tell your friends about this person who helped you?*

*Do you often help other people who have problems?*

**TIP**

You can also ask the examiner to repeat or rephrase a question if you're not sure that you've understood all of it. This won't affect your marks.

## Speaking Part 3

The examiner will ask some general questions connected to the topic in Part 2.

The examiner will say, for example:

*We've been talking about a time when you had a problem and someone helped you. I'd like to discuss with you one or two more general questions relating to this. First, let's consider helping in the home.*

*What can children do to help in the home? How can parents encourage their children to help with daily tasks?*

*Let's talk about helping in the local community now.*

*Do you think people help their neighbours enough nowadays?*

*Finally, let's talk about helping internationally.*

*Do you agree that everyone should contribute to international charities?*



## Questions 1-10

18

Complete the notes below.

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

### Short Film Competition

#### Rules

- The film must be

*Example answer*

no more than **20** minutes long.

submitted before Wednesday, **1** .....

- Don't use any **2** ..... with experience.
- For the film, it's necessary to include a child or **3** ..... this year.

get permission for any **4** ..... used.

check that English **5** ..... contain no mistakes

#### Advice

- Focus on the **6** ..... before doing anything else.
- Stick to a few characters and locations.
- Avoid making a **7** ..... because not all the judges will like it.

#### Last year's competition

- The winner was Greg **8** .....
- The title of Greg's film was **9** .....

#### Prizes

- Winners receive between \$500 and \$2000.
- The best films are shown in the **10** ..... Theatre.

**Questions 11-12**

19

*Choose **TWO** letters **A-E**.**Which **TWO** tasks will volunteers be required to do at Eskdale Wood?*

- A fix fences
- B remove branches
- C collect litter
- D build bird boxes
- E cut down trees

**Questions 13-14***Choose **TWO** letters **A-E**.**Which **TWO** things must volunteers bring with them?*

- A gloves
- B tools
- C snacks
- D sunscreen
- E boots

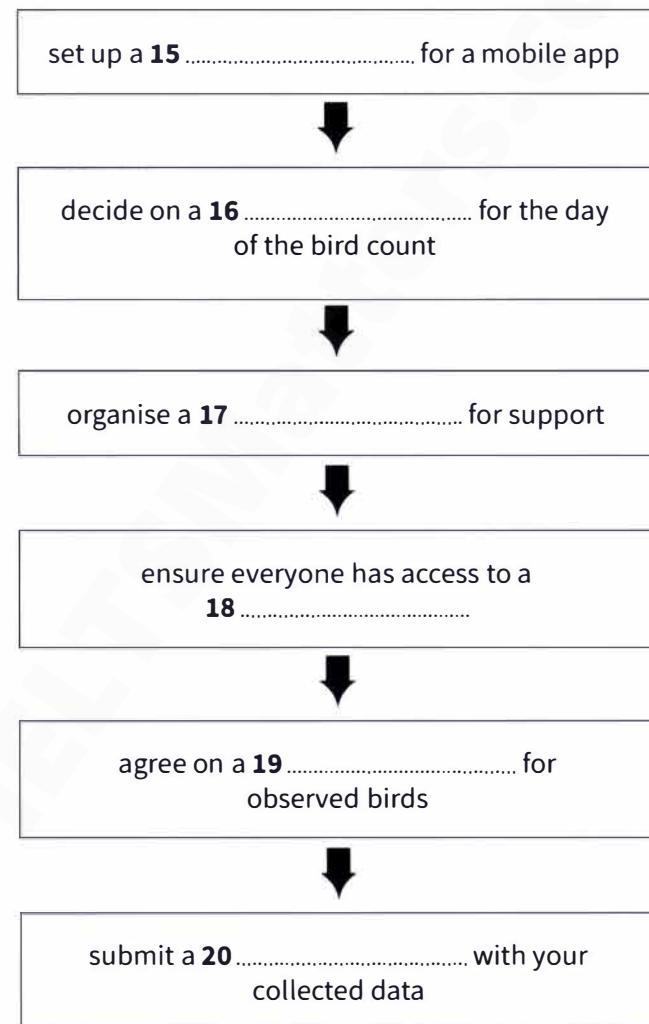
## Questions 15–20

Complete the flow-chart below.

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

- A clear photograph
- B rough estimate
- C new account
- D suitable location
- E council permit
- F basic competition
- G good team
- H visual guide

### To Take Part in the Bird Count





## Questions 21–25

20

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

***Presentation on restoring and reproducing paintings***

21 The students agree that the introduction to their presentation should include

- A reasons why paintings need to be restored.
- B examples of poor restoration work.
- C a general description of what restoration involves.

22 When the students visited the museum, they were surprised by

- A the time it took to restore a single painting.
- B the academic backgrounds of the restorers.
- C the materials used in restoration work.

23 What does Oliver say would put him off a career in art restoration?

- A the reaction of the owners of a painting
- B the possibility of working in dangerous conditions
- C the requirement to be able to draw very well

24 What do the students agree about the restored Dutch landscape painting?

- A It shows how taste in art varies amongst different people.
- B It is an example of a work that was once undervalued.
- C It demonstrates how cleaning techniques have greatly improved.

25 What is Oliver's attitude to the digital reproduction of famous paintings?

- A It requires a great deal of skill.
- B There is something dishonest about it.
- C It makes art accessible to more people.

### Questions 26–30

What challenge did the Factum Arte team face with reproducing the following paintings?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to **Questions 26–30**.

#### Challenges the Factum Arte team faced

- A** they only had a photo of a badly restored version of the painting
- B** they needed to see under the damaged surface of the painting
- C** they had to get permission to analyse a very similar painting
- D** they had to rely on similar drawings of the same subject
- E** they had to negotiate with relations of the original artist
- F** they were unable to view other examples of the artist's work
- G** they had only limited time to reproduce the painting

### Paintings the team wanted to reproduce

**26** *Six Sunflowers* .....

**27** *The Concert* .....

**28** *Portrait of Sir Winston Churchill* .....

**29** *The Water Lilies* .....

**30** *Myrto* .....



## Questions 31–40

21

Complete the notes below.

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

### The Challenges of Living in Space

#### Living on the International Space Station (ISS)

- Astronauts spend months in microgravity, so
  - their blood moves to their head and **31** .....
  - they lose minerals such as **32** .....
  - they have to exercise 2.5 hours to avoid **33** ..... loss.
  - they may suffer from poor **34** ..... back on Earth.
- NASA continues to improve ways to recycle water, including **35** .....

#### Building on the moon or Mars

- Engineers and architects must either use materials which
  - are **36** ..... enough for transport.
  - can already be found on the moon or Mars.
- Rocks and minerals could be used to make metal, brick and possibly **37** ..... for buildings.
- NASA still needs to find a way to make large **38** .....
- People could use virtual reality
  - to visit places like a **39** .....
  - to get a new **40** .....

You should spend about 20 minutes on **Questions 1–14**, which are based on Reading Passage 1 below.

Read the text below and answer **Questions 1–7**.

# Pinehaven apartments

## Rules for residents: Communal areas

### Rooftop area

The rooftop is a shared space for everyone's enjoyment, so please leave it how you find it. If inviting more than five guests from outside the complex, please book a section of the rooftop ahead of time; the booking form is on the door of the utilities room. Please note that barbecues are used on a first-come-first-served basis. Please also leave them as you find them.

We ask that you are considerate of fellow residents and neighbours and keep noise levels down after 9 p.m. on weeknights.

While the janitor looks after the general maintenance of the area, it is not the job of the janitor to clean up after gatherings, so please make sure any garbage is removed from the rooftop and put in the bins on the ground floor.

Any breakage of communal property must be reported immediately and paid for.

The rooftop is closed from 10 p.m. Sunday to Thursday and 12 a.m. on Friday and Saturday.

### Laundry

There are six washing machines and two dryers in the laundry. These cannot be booked in advance. If you leave your washing unattended after a cycle, note that it may be removed so others can use the machines.

Please notify the janitor immediately of any maintenance issues with the machines.

### Elevators and stairwells

Be aware that our two elevators and three stairwells are communal areas; do not leave any items in these areas for any reason whatsoever. Elevators are in constant use at weekends so special arrangements need to be made if removalists need elevator access. Please contact management 24 hours in advance to reserve one if this is the case. If stairs are to be used when moving furniture, please use the West stairwell as the South stairwell is narrower and the North stairwell needs to be clear in case of emergencies.

## Questions 1-7

Do the following statements agree with the information given Reading Passage 1?

In boxes 1-7 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

- 1 Barbecues on the rooftop area must be reserved in advance.
- 2 Rubbish from rooftop parties must be taken downstairs.
- 3 The janitor should be notified of any damage to the rooftop area.
- 4 You may use more than one washing machine at a time.
- 5 The janitor checks the machines in the laundry regularly.
- 6 You have to book an elevator if you want to use it to move in or out on a weekend.
- 7 The South stairwell has the best access for removalists.

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

## Blakeville community college

### A Barista course

Learn to make every coffee on a café menu. This course comprises eight hours of hands-on classroom delivery. Take our intensive course on Saturday 23 June or join our weekly two-hour sessions on Thursdays at 6:30 p.m.–8:30 p.m.

You'll learn to operate, clean and maintain a range of coffee machines, use a coffee grinder and present coffee like a professional.

Each student has their own machine – (max 12 in a class).

Cost: \$290 (\$10 off each when you book for two students).

### B Leadlighting and stained glass

Learn the art of glass cutting and leadlighting as you make a project of your choice. Supplies are included in the cost and glass-cutters may be taken home, to be returned the following session. Runs Tuesdays 6:30 p.m.–9:00 p.m. from 24 June–22 July.

Cost: \$320

### C Sewing weekend course

Held over two days on the first weekend of every month (starting 28 June), this course is for those who want to make alterations to their garments or create new clothes and furnishings. Your proficiency will be assessed by the instructor on the first morning, and you will receive instruction based on the stage you are at.

### Questions 8–14

Look at the six descriptions of courses **A–F** in the text. For which courses are the following statements true?

Write the correct letter, **A–F**, in boxes 8–14 on your answer sheet.

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

**8** You have to pay extra for materials.

Machines and thread will be provided, but please bring your own fabric and pattern.

Cost: \$250 for Saturday and Sunday.

### D Drawing workshop

This course is a bridge for people who already like to draw to get to the next level. You'll be introduced to methods employed by contemporary artists using pencil, charcoal and ink. For the first session, please bring paper, pencil and eraser; you'll also need to purchase ink and charcoal pencils on the night. Held on Wednesday evenings between 7:00 p.m.–9:00 p.m., 25 June–23 July.

Cost: \$180 plus incidentals

### E Bicycle maintenance

A great starting point for those interested in bike care and repair. From fixing a puncture to adjusting brakes and gears, the team from BikeSmart will show you how. Saturday 10 a.m. to 12 p.m., 28 June and 5 July.

Cost: by donation

### F Budgeting for beginners

This course will show you how to make a budget and stick to it. You'll learn to tailor your savings regime to your circumstances and you'll set and reach financial goals. These workshops run over three nights: Thursday 7:30 p.m.–9:00 p.m., starting 26 June. Bring a friend at no additional cost.

Cost: \$90

- 9** The class is open to students of different levels of ability.
- 10** Two people can attend for the price of one.
- 11** You can choose how much you want to pay for the class.
- 12** It is possible to borrow equipment.
- 13** You must have some experience in the skill being taught.
- 14** A one-day course is offered.

You should spend about 20 minutes on **Questions 15–27**, which are based on Reading Passage 2.

Read Reading Passage 2 and answer **Questions 15–20**.

## Setting up a home office, a how-to guide

Working from home is now an option in an increasing number of jobs, and many workers enjoy the flexibility this brings. However, not every home is automatically equipped to provide a workspace. Here are some tips for creating a professional home office, whether you are working for an employer or you have your own business:

- Establish the basic needs you have for your office. In most cases, you'll need a desk, adjustable chair and computer at least. Then you'll have an idea of how much space you'll need. You'll need a room away from noise and distractions and, if possible, it will be separate from communal areas with a closing door. Even if you don't share your home with others, it's a good idea to have a physical division between your home and work life.
- Maintaining a professional office means you'll need to be well-organised. Not only will you require space to spread out and work, you should allocate plenty of room for storage of files and supplies. You might have to store files in another room but, bear in mind that anything you use on a regular basis should be accessible.
- Getting the basics right is crucial: quality ergonomic furniture will ultimately save you money on treatment for physical problems caused by bad posture. While it can be tempting to skimp on key pieces and splurge on non-essentials like desk ornaments, it is far more important to have a reliable phone and computer, a fast internet connection and a chair that will support your lower back.
- Don't forget to hang a clock on the wall or put one on your desk where you can see it. It's easy to lose track of time when you're working from home and you might find yourself working for hours on end without a break. Conversely, you might feel it's time for a break before it actually is. You'll find you are far more efficient if you can set hours and stick to them. You'll stay more focused and clients will appreciate knowing when you can be reached.
- It is stipulated in health and safety policies of most workplaces that a first-aid kit should be provided, and this is best practice in the home office too. Ventilation, whether natural or artificial, must be adequate and the work area should be clear of obstructions.

### Questions 15–20

Complete the sentences below.

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

Write the words in boxes 15–20 on your answer sheet.

- 15 Ideally, the office space in your home should be in a ..... room.
- 16 Consider the need for ..... as well as workspace.
- 17 Spend your budget on good equipment rather than unnecessary items, such as .....
- 18 Ensure a ..... is visible from where you will be working.
- 19 Having regular office hours will be helpful for your .....
- 20 In terms of health and safety, it is important that there is enough .....

# How to motivate your sales team: a guide for managers

**Motivation is one of the most important ingredients of continued sales success over time. As a manager, you need to motivate your people as individuals and also as a team.**

The foundation of motivation is trust. If your salespeople don't believe you have their best interests at heart, they won't be driven to put in their best effort at work. Take the time to find out their goals and the challenges they face in pursuing these goals.

The best way to find out what motivates your workers may simply be to ask them. Have them explain to you what management style they respond best to – some people need almost constant guidance while others like to be left to their own devices for most of the time. Ask them about the best times of the day or week to have meetings; although it may not always be possible, accommodate them when you can.

An often-overlooked factor is when and how to give feedback. Some need this – whether positive or negative – on a daily basis, while others would rather it was saved for more formal appraisals.

There are also some very tangible changes that may have an instant effect; these relate to the health and comfort of the workers. Ensure that they have time to recharge on their breaks and, if you

can afford it, provide some nutritious, energy-giving snacks in the lunchroom. Some employers offer their workers a free or discounted membership at a gym and report that this pays for itself in healthy, motivated employees.

It's always worth remembering that people are motivated in different ways. The most commonly exploited motivator is money, whether it's a raise, bonus or commission, but that's not the only way of getting the best from your staff. Some thrive on competition, within or between teams. Others need acknowledgement for a job well done. Groups often respond positively to a chance to get out of the work environment, perhaps for social occasions or to attend sports events. Find what works for your sales people.

There are cases when workers are experiencing a slump and are not performing well. They may not rise to the challenge of working towards something they believe to be out of their reach. If this is the case, link their incentive to their improvement, rather than performance as measured against others.

## Questions 21–27

Complete the notes below.

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

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

# Motivating staff

### General principles:

- motivation can't exist without **21** .....
- manager must understand workers' goals, challenges

### Ask workers:

- what **22** ..... they prefer
- when they want meetings
- how often they need **23** .....

### Meet physical needs:

- adequate breaks
- healthy food
- access to a **24** .....

### Examples of motivators:

- money
- **25** ..... with colleagues
- praise / recognition
- outings such as parties and **26** .....

### Poor performers:

- offer rewards based on **27** .....

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3.

**Questions 28–32**

Reading Passage 3 has five sections **A–E**.

Choose the correct heading for each section, **A–E**, from the list of headings below.

Write the correct number, **i–viii**, in boxes 28–32 on your answer sheet.

**NB** you can use any letter more than once.

**28** Section **A**

**29** Section **B**

**30** Section **C**

**31** Section **D**

**32** Section **E**

***List of Headings***

- i** How do wallabies interact with other species?
- ii** What is being done to protect wallabies?
- iii** What are the threats to the wallaby population?
- iv** How much contact do wallabies have with their offspring and with each other?
- v** What are the distinctive features of wallabies?
- vi** How do wallabies behave when in groups?
- vii** Where can wallabies be found?
- viii** What kinds of wallaby are suited to specific environments?

# The wallaby

**Wallabies are small to medium-sized marsupials that inhabit the Australian continent and its surrounding islands. The word *wallaby* comes from the indigenous Australian language.**

## A

While the largest wallabies can measure 6 feet from head to tail, as big or bigger than some kangaroos, most species of wallaby are smaller than kangaroos. The smallest are around 12 inches when fully-grown. They have an upright posture supported by two disproportionately large hind legs and feet, small forelimbs and a large thick tail. Wallabies have strong hind legs that enable them to travel at speed; their sizeable Achilles tendons assist them in hopping. Besides hopping, the hind legs can also be used to deliver hard kicks to other wallabies. Their tails are not able to grip but are essential in that they provide balance when a wallaby is stationary or in motion.

Because wallabies are herbivores, they have a large jaw to allow them to chew grass and plants. This accounts for their elongated faces. One distinction between a wallaby and a kangaroo is the teeth: wallabies have flat molars at the back, while kangaroos' back teeth are curved.

## B

Wallabies generally prefer bushy or rugged areas in remote locations of Australia, rather than the open arid plains that kangaroos prefer. Some smaller wallabies, such as pademelons, live in the forest. Often wallabies are named for the type of area where they reside, e.g. shrub wallabies, brush wallabies and rock wallabies.

From 1858 until 1870, about 12 species of marsupial were taken from Australia and liberated in New Zealand, but only the brush-tailed opossum and the wallabies adapted successfully to the new land. Inadequate early accounts of which exact species were introduced and where they were initially taken from, mean that there is still confusion with regards to which species of wallaby are actually present in New Zealand today.

In 1896, the acclaimed Australian painter Frederick McCubbin painted *On the wallaby track*, showing a family in the bush without a home, the woman with a child on her lap and the man boiling water for tea. The painting's title derives from the Australian colloquial term 'on the wallaby track' describing the wandering rural workers who moved from place to place for work and alluding to the nomadic tendency of wallabies.

**C**

In terms of their young, like all marsupials, wallabies are born at an early stage of development. Young wallabies, like young kangaroos, are called a *joey*. As soon as they are born, they crawl into their mothers' pouches and stay there, generally for around two months. At first, the joey spends varying lengths of time out of the pouch, grazing and acquiring vital survival skills. When it needs to sleep or it feels it is in danger; however, the joey will return to the pouch. In some species, joeys stay in the pouch for up to a year or until the next joey is born. However, for most wallabies the young are thought to be independent by 9 months.

There is significant variation when it comes to the daily habits of wallabies. The larger wallaby species tend to be diurnal (mostly active throughout the day) and live in mobs, or groups, whereas smaller species are generally nocturnal (active at night) and solitary.

**D**

There are animals that are native to Australia that have always hunted the wallaby; these include dingoes, wedge-tailed eagles and

Tasmanian devils. However, it is species that were brought to Australia by settlers that have posed more danger. Foxes, cats and dogs have all taken their toll on wallaby numbers, as have herbivores like rabbits, sheep, goats and cattle that compete with wallabies for food. However, it is human activity that has had the most impact; land clearing and burning of bushlands have left great numbers of wallabies effectively homeless and without a source of food.

**E**

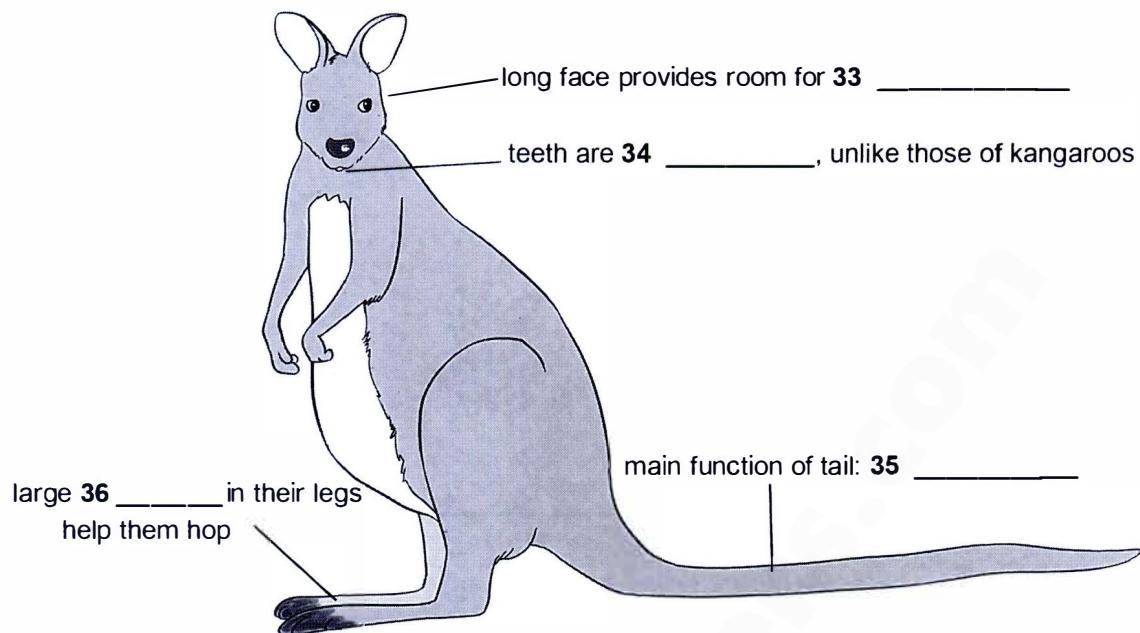
Four species of wallaby have already gone extinct. There are others that are classified as *vulnerable* or *endangered*, which means that they face a high or very high risk of extinction in the wild. Measures are being taken to help particular species, including conserving their habitats and breeding them in captivity, so they may be reintroduced into the wild at a later point when conditions are favourable. While wallabies are considered by some farmers to be a pest, efforts are being made by the Australian Society for Kangaroos to stop farmers culling kangaroos and wallabies. Instead they advocate that they should be captured and relocated.

### Questions 33–36

Label the diagram below.

Choose **ONE WORD ONLY** from the Reading Passage for each answer.

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



### Questions 37–40

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 37–40 on your answer sheet

37 Where do wallabies tend to live?

- A in places inhabited by similar animals, such as kangaroos
- B in areas where bigger species cannot steal their food
- C in dry areas with a minimum of vegetation
- D in wild places that are far away from humans

38 There is debate about which species of wallaby are present in New Zealand because

- A some seem to have disappeared since they were introduced.
- B records from the time they were introduced are incomplete.
- C they are sometimes mistaken for a type of possum.
- D they are shy creatures that avoid human contact.

39 'On the wallaby track' refers to people who

- A travel around without a fixed home.
- B live in areas where wallabies can be found.
- C follow the trails of wallabies in order to hunt them.
- D make their home in a remote part of the country.

40 The greatest danger to the survival of wallabies is

- A predator species that have been introduced to Australia.
- B animals that eat vegetation that wallabies need to survive.
- C native animals that have increased in numbers.
- D destruction of the places where they live.

### Writing Task 1

You should spend about 20 minutes on this task.

***You recently made a journey by train. When you got on the train, you realised you had left a bag on the platform.***

***Write a letter to the station manager. In your letter:***

- give details of where and when you left the bag***
- describe the bag and its contents***
- suggest how you could get the bag back***

Write at least 150 words.

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

Begin your letter as follows:

*Dear ..... ,*

### Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Many people today choose to take part in extreme sports (e.g. skydiving, rock climbing).***

***Why do you think people want to do these sports?***

***Who do you think should pay if people injure themselves while doing an extreme sport?***

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

Write at least 250 words.

### Speaking Part 1

The examiner will start by introducing him/herself and checking your identity. He or she will then ask you some questions about yourself.

*Let's talk about what you do. Do you work or are you a student?*

#### Work

- *What job are you doing at the moment?*
- *What kind of job would you like to do in the future?*

#### Study

- *What subjects are you studying at the moment?*
- *What do you hope to do after you finish your studies?*

The examiner will then ask you some questions about one or two other topics, for example:

*Let's talk about giving and receiving gifts.*

- *Do you like choosing gifts for your friends?*
- *What was the best gift you ever received?*

### Speaking Part 2

The examiner will give you a topic like the one below and some paper and a pencil.

The examiner will say:

*I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish. [1 minute]*

*All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up. Can you start speaking now, please?*

**Describe a place in your country that you would really like to visit**  
**You should say:**

**where this place is**

**how long you would like to spend there**

**who you would like to go with**

**and explain why you would really like to visit this place in your country.**

The examiner may ask one or two rounding-off questions when you have finished your talk, for example:

- *Do you think you will visit this place soon?*
- *Do you enjoy visiting different places?*

### Speaking Part 3

The examiner will ask some general questions which are connected to the topic in Part 2. You will usually have to answer up to six questions.

The examiner will say, for example:

*We've been talking about a place in your country that you would really like to visit. I'd like to discuss with you one or two more general questions relating to this. First, let's consider popular places to visit.*

- *What are the most popular places to visit in your country?*
- *Why do many people like to visit historic buildings?*
- *Why is it hard sometimes to choose a place for a family group to visit?*

*Let's talk about visiting other countries now.*

- *What are the main benefits of visiting other countries?*
- *What preparations do people need to make before they visit another country?*

*Finally, let's talk about the impact of tourism.*

- *How can large numbers of tourists affect the environment in some places?*
- *What could be done to reduce the impact of mass tourism?*



## Questions 1–10

22

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.

Island Transport		
Vehicles	Cost	Comments
Example Motor scooter	1 \$ ..... per day	<ul style="list-style-type: none"> <li>fun to ride</li> <li>they provide helmets and 2 .....</li> <li>don't ride on 3 ..... Road</li> </ul>
Economy car	\$87.80 per day	<ul style="list-style-type: none"> <li>four doors, five passengers</li> <li>can drive on all the roads and to 4 ..... for a swim</li> <li>no 5 ..... in the Economy car</li> </ul>
E-Bike	6 \$ ..... per day	<ul style="list-style-type: none"> <li>battery is not very 7 .....</li> <li>a quality bike with two good 8 .....</li> <li>a map and 9 ..... are provided</li> <li>no 10 ..... is needed</li> </ul>



## Questions 11–15

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

**The Community Garden**

11 What was recently discovered at this site?

- A a written text about the area
- B various tools used for farming
- C some drawings showing the garden

12 This location is good for gardening because

- A the weather is warm.
- B there is enough water.
- C it is protected from the wind.

13 In 1860, what was built on this site?

- A a medical centre
- B a type of factory
- C a base for soldiers

14 Today, the fruit and vegetables from the gardens

- A are sold to businesses in the area.
- B are given to certain local people.
- C are used by those who work in the garden.

15 The local college now uses the gardens

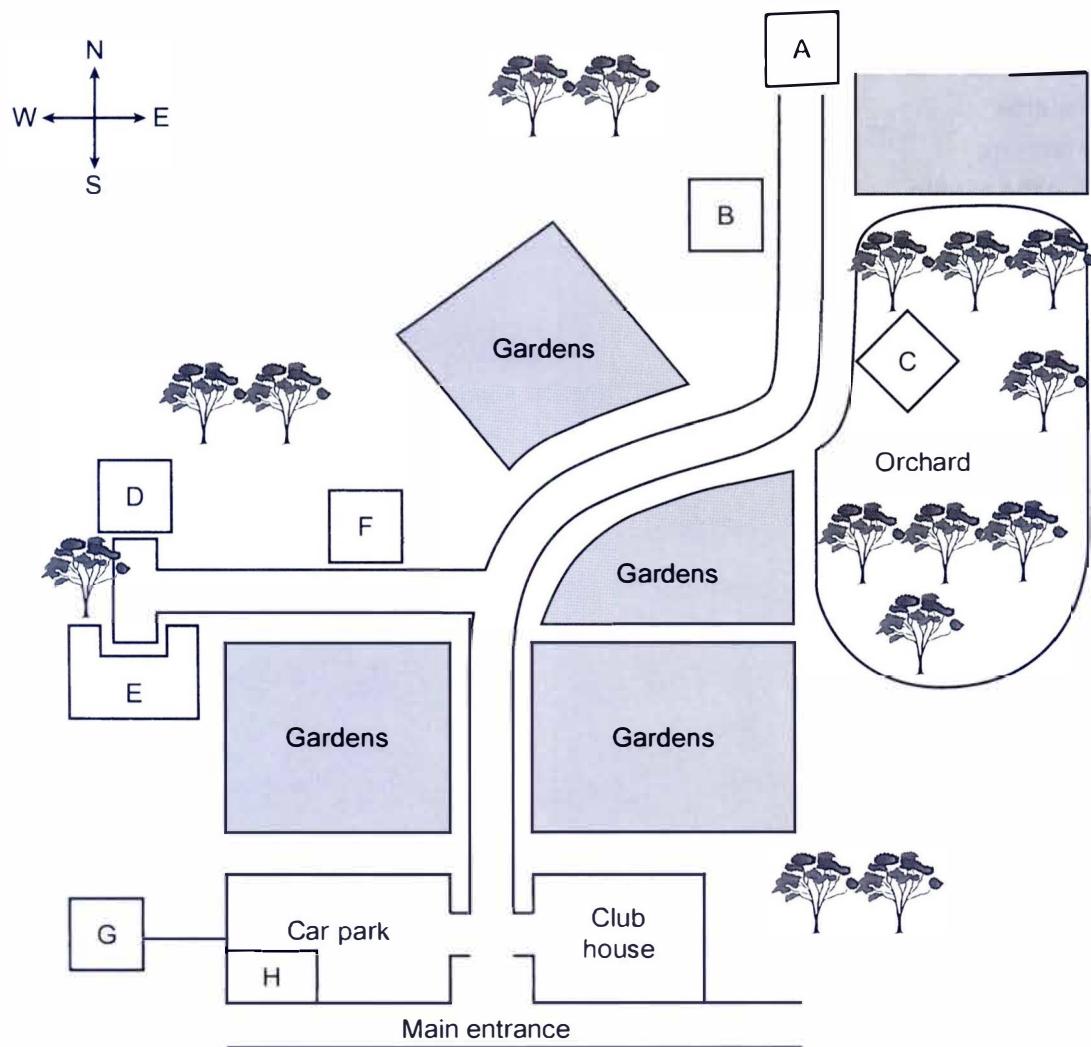
- A as a location for scientific research.
- B for educating the wider community.
- C to teach its students gardening skills.

## Questions 16–20

Label the map below.

Write the correct letter, **A–H**, next to **Questions 16–20**.

**The Community Garden**



**16** worm farms .....

**17** seed store .....

**18** machinery shed .....

**19** compost heaps .....

**20** drying room .....

# Exam Practice Test 4

## Listening Part 3

### Questions 21–25

24 Write the correct letter, **A**, **B** or **C**, next to **Questions 21–25**.

#### **The Benefits of Playing Video Games**

21 According to Alya and Jason, Dr Franklin showed that video games have

- A been used in therapy for a long time.
- B only a limited number of uses in therapy.
- C been accepted by most doctors working in therapy.

22 According to the students, what is the biggest advantage of games in therapy?

- A Some injuries occur less frequently.
- B Costs are lower than other treatments.
- C Patients work harder at their recovery.

23 When discussing the Singapore study, the students disagree about

- A the purpose of the research.
- B the methodology used in the research.
- C the conclusions reached by the researchers.

24 What impresses the students about the anxiety research?

- A the variety of games that were used
- B results were confirmed in another study
- C both patients and their families benefitted

25 The students agree that the Rhode Island research

- A provided reliable evidence.
- B has received widespread publicity.
- C has been criticised by some academics.

## Questions 26–30

What opinion do the students express about each research study?

Choose FIVE answers from the box and write the correct letter, **A–G**, next to **Questions 26–30**.

### Opinions

- A** the finding may disappoint some businesses
- B** the finding contradicts other research
- C** the finding is relevant in particular countries
- D** the finding is not believable
- E** the finding is supported by various studies
- F** the finding is not a surprise
- G** the finding will become increasingly important

- 26** surgeon study .....
- 27** vision study .....
- 28** sport study .....
- 29** ageing study .....
- 30** career study .....

**Questions 31–40**

25

*Complete the notes below.**Write **ONE WORD ONLY** for each answer.***Traditional Polynesian Navigation****Introduction**

- the islands of Polynesia are in the Pacific Ocean
- the Polynesian peoples originally migrated from **31** ..... to the Pacific islands
- European explorers were impressed that Polynesian canoes were **32** ..... than European ships

**Equipment on ocean-going canoes**

- paddles were used for **33** .....
- sails were made from the pandanus plant
- warm clothes were made from the **34** ..... of the paper mulberry tree

**How Polynesians navigated at sea**

- they did not have the magnetic compass
- they remembered where stars rose and set by making up detailed **35** .....
- when it was cloudy, they found the direction by using **36** .....

**Finding new islands**

- they could identify certain **37** ..... that only live near land
- close to land, they could read changes in the sea's **38** .....

**Recent history**

- in 1976 the canoe *Hokule'a* sailed from Hawaii to Tahiti without **39** .....
- now replica traditional canoes have sailed across the Pacific and around the world
- as well as sailing, these voyages have created fresh interest in Polynesian culture, music and **40** .....

You should spend about 20 minutes on **Questions 1–14**, which are based on Reading Passage 1.

Read the text below and answer **Questions 1–7**.

## Notice of public meeting: The M32 development

The Fortescue Neighbourhood Action Group is urging residents to attend a public meeting to hear the concerns of local residents and families of pupils from Fortescue Primary School about the approval of the final stage of the M32 motorway.

On 17 April, the Government approved Stage 3 of the M32 motorway development, which will affect the Fortescue area. It was not until ten days later that this approval was finally announced.

**Date:** May 5

**Time:** 6:30 p.m.

**Location:** Jarrah Community Hall, corner of Fortescue Road and Huxley Parade, Fortescue.

**Speakers:** Ann Banks (Local council)

    Marcin Kowalski (Parents Association, Fortescue Primary)

    Louise Chang (President, Conservation Volunteers)

45 minutes will be reserved for questions and public comment.

Community organisations successfully lobbied for more dedicated parks and for noise restrictions in Zone 1. The developers, BD Construction, acted on this due to objections from the community.

We have to keep up the pressure!

### Points of concern

- In the first stage of the development, the majority of wildlife and birds in the area moved (or were moved by conservation groups) from Zone 1 to Zone 2. Now that Zone 2 is to be developed, no policy exists to assist these animals; they have little chance of finding an appropriate habitat nearby.
- It is unclear how the motorway will improve traffic on Packers Road.
- There has been no announcement about how to manage the traffic bottleneck in Bradford Street that will result from roadworks.
- Traffic jams / gridlock are anticipated on the arterial roads surrounding the entry point to the new section of motorway.
- The Environmental Impact Statement put out by BD Construction for Stage 3 does not specifically address the issue of noise and pollution in Hyde's Reserve.
- With Fortescue Primary School just 50 metres from the main construction site, school students will be subjected to years of dust and noise, and then by unfiltered emissions from vehicle exhaust pipes.

Come along and have your say!

## Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–7 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

- 1 Stage 3 of the development was made public as soon as it was approved.
- 2 The developers responded to public complaints about Zone 1.
- 3 The meeting will be led by a representative from the Parents Association.
- 4 There is a plan to safely relocate animals in Zone 2.
- 5 Packers Road currently has more traffic problems than Bradford Street.
- 6 The developers produced a document about the effects of the development on nature in the area.
- 7 Children will be affected by the construction activities.

## Questions 8–14

Read the text below and answer Questions 8–14.

# Concorde festival

Concorde Festival has always been a family affair and this year is no exception!

## A

10:00–17:00 (all day)

### Beats and bites

Hamperdown Avenue will be transformed into an outdoor eatery. Come and sample delicacies from nearby restaurants including Georgio's Pizza, Al Basha Kebab House and Texas Fry-Up. Lively bands, including international act Firehouse will entertain throughout the day.

Pedestrian zone, Hamperdown Ave

## B

10:00–11:30

### Little farmers

Home Gardening for Kids  
Presented by East City Farms  
Located in the Eco Village (south-west corner of Hamperdown Park)

### 7th Heaven hip-hop troupe

Come and see students from East Concorde Middle School show you their moves!

Main Stage

## C

10:30–16:00

### Hamperdown brew zone

If the excitement of the festival becomes too much, have a break in the chill-out zone. We have set up bean-bags, picnic blankets and a drinks stand run by local coffee house, Hamperdown Brew, under the trees along the eastern side of Hamperdown Park. Vocal acts, such as Joss and Bill, along with other graduates from the Concorde School of Music, will entertain throughout the day. Pets welcome.

**D**

11:00–12:00

**Poster making**

Celebrating the things we love about Concorde!  
Unleash your creativity and maybe win book  
vouchers, (ages 5–10)  
Located in the Kids Workshop Area  
Presented by Hamperdown Library

**E**

12:00–13:00

**Make it yourself**

Alex Mastroianni & Sabine Deleflie, Authors of  
*Make it yourself*, present Salads & Pickles Talk and  
Demonstration. Learn to make your own pickles with  
what's in your fridge or garden.

Sanderson Stage

**F**

13:00–14:00

**Hamperdown hounds**

The annual dog parade and 'dress-up-the-dog'  
contest has become a much-awaited event.  
Doggie treats will be awarded to winners.  
Northern perimeter of Hamperdown Park.

**G**

14:00–15:30

**Cartooning and colouring-in activities for kids**

Located in the Kids Workshop Area  
Presented and guided by cartoonist and illustrator  
Charlotte Mantel

**Questions 8–14**

Look at the seven descriptions of events **A–G**.

For which events are the following statements true?

Write the correct letter, **A–G**, in boxes 8–14 on your answer sheet.

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

- 8** You can see a presentation about preparing food.
- 9** You can watch a group of young people dancing.
- 10** Children can draw with the help of an expert.
- 11** You can listen to local singers.
- 12** There are prizes for children.
- 13** There are activities for pets.
- 14** There is a place to take a rest.

You should spend about 20 minutes on **Questions 15–27**, which are based on the two texts below.

Read the text below and answer **Questions 15–21**.

## Memo: To all key holders and persons responsible for locking up

Head office is streamlining procedures for the safety and security of employees, cash and stock. Below is the procedure for closing the Vern's Clothing Warehouse. Please follow these steps in all branches.

### Vern's Clothing Warehouse: Procedure for closing the shop

#### Tasks:

##### One hour before the store closes

- Restock shelves, making a note of anything that needs to be ordered.
- Assign cleaning duties to staff members.
- Take defective returned merchandise to the back room to be processed / sent to warehouse.
- Put all non-defective returned merchandise back on shelves.
- Check window display and wheel the external sale table back inside.

##### Closing the shop

- Walk the floor, double-checking for any remaining customers. Be sure to check the fitting rooms, pulling back curtains as you go.
- Lock the side door with the key and bolt it at both top and bottom.
- Lock the automatic door (main entry) by pushing the red button to the left of the door.
- Observe departing employees, ensuring that all merchandise being taken has been paid for.
- No friends are allowed on the premises at closing time. Please have them wait outside.

##### Handling registers and money

- Close the cash register and lock the till.
- Count cash away from registers so that it will not be visible to people who might be able to view the activity from outside the store through windows. The back office is the best place for counting money.
- Place the till tape, daily report and all money in the safe there.
- Two people must always be present when the safe is open and money is being counted, so always do this in the presence of a co-worker.
- Leave register drawers open to better protect point of sale terminals in the event of a break-in because burglars are likely to damage a register if trying to gain access.
- Leave the appropriate lighting on – a sign near the main switch panel indicates which lights are not to be turned off.
- Activate the burglar alarm to the left of the front entrance by typing the code into the pad followed by the # key. This will give you 90 seconds to lock up and leave.
- Leave the key with security if you are not rostered on the following day.

## Questions 15–21

Complete the flow-chart below.

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

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

### Vern's Clothing Warehouse: Procedure for closing the shop

#### One hour prior to closing:

- take returns to storeroom or place on shelves
- bring in 15 ..... from outside the shop
- replace stock on shelves



#### Close the shop:

- check no customers are still in store – look in 16 .....
- lock both doors
- 17 ..... are not permitted in the shop



- close and lock registers
- take cash to the safe in the 18 .....



- you need a 19 ..... to be there when opening the safe



- ensure correct 20 ..... are on



- set the alarm (next to the 21 ..... ) and leave within 90 seconds

# The Heritage Hotel

## Uniform policy

The Heritage Hotel is committed to dress standards that will enhance its corporate image, and it is essential that grooming and presentation be of the highest standard at all times.

Employees are required to maintain a neat, clean, well-groomed appearance. The discretion of what constitutes acceptable grooming rests with the company.

## Uniform specifications

- Staff who have contact with customers (e.g. reception and management) are to wear either a white or black shirt with a pocket that displays the Heritage Hotel insignia (employees are issued one shirt in each colour). These staff members will be issued with a burgundy Heritage Hotel jacket, to be worn with the regulation black skirt or trousers, also provided by the Hotel.
- Those working back-of-house in maintenance and housekeeping roles will be provided with two white Bob Charles shirts with the Hotel insignia on the front. Trousers or a skirt in navy blue will also be issued by the Hotel.
- Shoes are to be comfortable and clean. They should be black and with a heel of less than 3cm. For safety reasons, no open-toed shoes are permitted.

- Anyone employed by the Heritage Hotel is to ensure their name badge is visible at all times during their shift.

## Care of uniform

- The hotel issues complete uniforms to all staff, which are signed for on commencement of employment and must be returned when leaving the company.
- The hotel uniform, whether for management / reception or maintenance / housekeeping should always be freshly pressed with no stains, loose threads or missing buttons.
- Those working as managers or at reception may store their uniform in the locker in the office to the rear of reception and keep the jacket there during the shift if it is not being worn. It can be laundered when necessary in the hotel laundry.
- Those working in maintenance and housekeeping may also have their uniform laundered. Uniforms can be placed in the laundry basket in the ground-floor staffroom and picked up from the shelf in the same room for the next shift. It must be recorded on the wall chart when an item is dropped off or collected.
- If the management / reception uniform is torn, please take it directly to Ms Nichols in the laundry. Maintenance / housekeeping staff should notify their team leader if their uniform needs mending or replacing.

## Questions 22–27

Complete the table below.

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

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

### The Heritage Hotel

Uniform policy		
	Management / Reception	Housekeeping / Maintenance
<b>Top</b>	– shirt (white or black) with logo on <b>22</b> ..... – hotel jacket	– white Bob Charles shirt with company logo
<b>Trousers / skirt</b>	– colour: black – supplied and fitted by hotel	– colour: <b>23</b> .....
<b>Shoes</b>	– must not be <b>24</b> .....	
<b>25</b> .....	– must be worn by all staff members while at work	
<b>Storage and laundering of uniform</b>	– keep in locker behind reception	– sign for clean uniform in <b>26</b> .....
<b>Damaged uniform</b>	– take to Ms Nichols (laundry)	– report to <b>27</b> .....

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3.

Read the text below and answer **Questions 28–40**.

## Urban fish farming

### **New initiatives are making the widespread farming of fish in cities a real possibility.**

It is estimated that the world's population will have reached 8 billion people by the year 2030, which is a matter of concern in terms of the global food supply. It is thought that by then, only 38% of seafood consumed will come from wild sea life, meaning that the rest will be sourced from fish farming. Using a system called aquaponics however, it is possible to cultivate both fish and produce (e.g. vegetables) in a closed-loop system. The fish waste fertilises the plants and the plants purify the water making it habitable for the fish. This idea has been used in fish farming for years; recently however, there have been some initiatives that are using aquaponics in a city environment.

Many offshore fish farms are experiencing a number of issues. Often, the waters where they are located are becoming less attractive as habitats because the water is getting warmer and, therefore, has higher levels of acidity. In addition to this, this type of farming often relies on antibiotics and pesticides. Leftover fish waste can pollute the area and have a negative effect on other species. These reasons have led researchers and entrepreneurs to investigate alternative ways of farming fish.

New York scientist Martin Schreibman keeps fish in large tanks in his laboratory – a very different set-up

from a conventional fish farm or, for that matter, from a natural ecosystem. He has been working on a system that eliminates the use of chemicals in the rearing of the fish. This system filters water from the tap and removes waste created by the fish. No antibiotics or pesticides are added but he is able to control the temperature of the water and has had particular success with tilapia fish, which he says are ideal for research thanks to their resilience. By making his recirculation system sufficiently compact that it can be operated using the city water supply, Schreibman believes tanks like his could be used on city rooftops to provide residents with fish all year round.

The idea behind aquaponics is far from new. As far back as 1,000 BC farmers in China realised they were able to boost the yield from their rice paddies when they let fish swim in the water around the rice and fertilise the plants with their waste. Jason Green explains that his company, Edenworks, wants to adapt that early knowledge, which used an ecosystem that was already there, to the modern situation where the ecosystem can be separate and independent from the land. He notes that the challenge is to create soil that has the same richness and nutrient support as a natural system has.

In trying to recreate the right balance to produce delicious food, Edenworks monitors all conditions on the farms using sensors. The company has enlisted the help of professional chef and now Edenworks' Head of Product, Sam Yoo, to sample the food once it is harvested. Yoo uses his highly-trained palette to help quantify aspects of the food like flavour and texture.

One notable feature of Edenworks farms is that they use a vertical design. This enables them to grow up to six times as much produce in the same sized space as other systems. They do not use LED or fluorescent lights, preferring instead a solar design. Currently they sell produce and fish directly to restaurants, but Green explains Edenworks would like to get to a point where the aquaponic model of food production is integrated into building design from the start. He adds that besides providing food, a rooftop farm serves as a layer of insulation for the building, thus benefitting the occupants in additional ways.

There are undoubtedly benefits of urban farming for the environment. The average item in an American grocery store currently travels 1500 miles on its way

to the shelf. Producing food in cities would not only vastly reduce the energy required for distribution but would also have a positive effect on how fresh and nutritious the fruits and vegetables in local communities are.

Neil Sims of Kampachi Farms has been deeply involved in the fish-farming industry, though off the coast of Hawaii rather than in cities. Sims and his colleagues have found that they have had to overcome the public perception of farmed fish or fish grown in a warehouse as being somehow inferior nutritionally. He acknowledges that some poorly-executed attempts at fish farming in the past may have made people sceptical but notes that the resistance should be countered with the possibility of a sustainable, healthy source of fish. As Sims points out, if the number of people on Earth approaches the expected 11 billion at the end of the century, there will simply not be enough fish to feed everyone. That is, of course, unless a new way of supplying fish is adopted.

### Questions 28–32

Look at the following statements (**Questions 28–32**) and the list of people (**A–D**) below.

Match each statement with the correct person, **A**, **B**, **C** or **D**.

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

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

- 28 He believes that traditional fishing will not keep pace with population growth.
- 29 He states that a particular type of fish is suited to being farmed.
- 30 He analyses the taste of food carefully.
- 31 He believes that no artificial substances need to be added to the water.
- 32 He found that some people are reluctant to embrace the idea of fish farming.

#### List of People

- A** Martin Schreibman
- B** Jason Green
- C** Sam Yoo
- D** Neil Sims

### Questions 33–36

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

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

- 33 One advantage of aquaponics mentioned in the first paragraph is that
  - A people are quick to adopt it when they understand it.
  - B plants and animals benefit from each other.
  - C many cities are already equipped to put it into practice.
  - D food can reach customers the same day it is harvested.
- 34 What problem with fish farming in the ocean is mentioned?
  - A Fish farms are too far from the consumer.
  - B Diseased fish are becoming immune to medicines used.
  - C Conditions are becoming less favourable for some marine creatures.
  - D Other marine species may interfere with fish being farmed.
- 35 A distinctive aspect of the fish farming done by Edenworks is that
  - A they can maximise the use of space.
  - B they produce higher quality fish than other companies.
  - C they operate in taller buildings.
  - D they make use of artificial lighting.
- 36 What does Green say about designing farms within buildings?
  - A Urban architects have opposed these farms so far.
  - B These farms may bring other advantages as well as providing food.
  - C These farms should not be located too high up in the building.
  - D These farms will work well in a limited set of conditions.

**Questions 37–40**

Complete the summary below.

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

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

## Bringing back an old concept

From 1,000 BC Chinese rice farmers made use of aquaponics, which helped them to increase their 37 ..... They allowed fish into the rice paddies and the 38 ..... from the fish naturally enriched their crops. Edenworks is looking at ways to incorporate that idea, but with a system that is not connected to the 39 ..... They are trying to find a way to produce food that tastes great by duplicating the qualities of 40 ..... found in nature.

### Writing Task 1

You should spend about 20 minutes on this task.

**You recently took part in a training course. The organiser of the course has asked you for some feedback.**

**Write a letter to the organiser of the course. In your letter:**

- **give details of the course you took part in**
- **say what you found useful on the course**
- **suggest ways the course could be improved**

Write at least 150 words.

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

Begin your letter as follows:

Dear .....,

### Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

**Many people today buy ready-made food rather than spending time cooking.**

**What do you think are the reasons for this?**

**Do you think the advantages of this development outweigh the disadvantages?**

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

Write at least 250 words.

## Speaking Part 1

The examiner will start by introducing him / herself and checking your identity. He or she will then ask you some questions about yourself.

*Let's talk about where you live.*

- *Where is your home town/city?*
- *What's special about your home town/city?*
- *Would you like to change anything in your home town/city?*

The examiner will then ask you some questions about one or two other topics, for example:

*Let's talk about parks and gardens.*

- *How often did you go to a park when you were younger?*
- *Do you enjoy visiting parks now?*
- *Do you think your town/city has enough parks and gardens?*

## Speaking Part 2

The examiner will give you a topic like the one below and some paper and a pencil.

The examiner will say:

*I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish.* [1 minute]

*All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up. Can you start speaking now please?*

### **Describe the sport that you most like watching**

**You should say:**

**what sport you most like watching**  
**where you watch this sport**  
**when you last watched this sport**

**and explain why you like watching this sport so much**

The examiner may ask one or two rounding-off questions when you have finished your talk, for example:

- *Do your family also like watching this sport?*
- *Do you enjoy playing any sports?*

## Speaking Part 3

The examiner will ask some general questions which are connected to the topic in Part 2. You will usually have to answer up to six questions.

The examiner will say, for example:

*We've been talking about the sport that you most like watching. I'd like to discuss with you one or two more general questions relating to this. First, let's consider playing sports.*

- *Which sports do many people enjoy playing in your country?*
- *What can people learn from playing team sports?*
- *Should all children learn to play sports at school? Why do you think that?*

*Let's talk about professional sportspeople now.*

- *Why do you think the top sportspeople are paid so much?*
- *What are the disadvantages of being a top sportsperson?*

*Finally, let's talk about extreme sports.*

- *Why are extreme sports growing in popularity today?*
- *Many people feel governments should ban the most dangerous extreme sports? Do you agree with that view?*



## Questions 1-10

26

Complete the form below.

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

## INSURANCE CLAIM FORM

**Example****Client details**Name: **Greg Williams**Policy reference: **1** .....Address: **2** 102 ..... Street, NorthbridgePhone number: **3** .....**Description of damage**Date of incident: **Sunday, 17<sup>th</sup> June**Cause of incident: **the house was damaged during a 4 .....**

Items client is claiming for:

a pair of child's **5** .....a new **6** .....a torn **7** .....repairs to the door of the **8** .....**Builder dealing with damage**Full name: **Steven 9 .....**Client to send in photographs of damaged **10 .....** before building work starts



### Questions 11–12

27 Which **TWO** opportunities does the Young Explorer Programme offer to participants?

Choose **TWO** letters, **A–E**.

- A** Improving negotiation skills
- B** Developing supportive relationships
- C** Acquiring a new physical skill
- D** Learning about environmental issues
- E** Competing for an award

### Questions 13–14

Which **TWO** subjects must groups study in their preliminary training?

Choose **TWO** letters, **A–E**.

- A** Finding sources of water
- B** Operating cooking equipment
- C** Knowing how to follow a route
- D** Searching for safe things to eat
- E** Using wood to build shelters

### Questions 15–20

What does the speaker say about each of the following tracks?

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

#### Tracks

**15** Northface .....

**16** Blue River .....

**17** Pioneer .....

**18** Edgewater .....

**19** Murray .....

**20** Lakeside .....

- A** It is likely to be busy.
- B** It may be unsafe in places.
- C** It is currently closed to the public.
- D** It is divided into two sections.

**Questions 21–26**

28 Write the correct letter, **A**, **B** or **C**, next to **Questions 21–26**.

**The Future of Work**

21 Kiara and Finn agree that the articles they read on the future of work

- A mainly reflect the concerns of older employees.
- B refer to the end of a traditional career path.
- C tend to exaggerate the likely changes.

22 What point does Kiara make about the phrase 'job title'?

- A It is no longer relevant in modern times.
- B It shows colleagues how to interact with each other.
- C It will only apply to people higher up in an organisation.

23 What issue affecting young employees is Finn most concerned about?

- A lack of job security
- B income inequality
- C poor chances of promotion

24 What is Kiara's attitude towards the Richards-Greeves survey on work-life balance?

- A She thinks that the findings are predictable.
- B She is curious about the kind of work the interviewees do.
- C She believes it would be useful to know what the questions were.

25 Finn and Kiara agree that if employees are obliged to learn new skills,

- A they should learn ones which might be useful in another job.
- B they should not be forced to learn them in their own time.
- C they should receive better guidance from training departments.

26 When Finn talks about the impact of mobile technology, Kiara responds by

- A emphasising the possible disadvantages.
- B describing her personal experience.
- C mentioning groups who benefit most from devices.



### Questions 27–30

28 What impact might Artificial Intelligence (AI) have on each of the following professions?

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

#### Impact of Artificial Intelligence (AI)

- A** It will give them a greater sense of satisfaction.
- B** It will encourage them to compete with one another.
- C** It will reduce the level of stress they have.
- D** It may eventually lead to their jobs disappearing.
- E** It could prevent them from coming to harm.
- F** It will enable them to do tasks they have not trained for.

**27** Architects .....

**28** Doctors .....

**29** Lawyers .....

**30** Sports referees .....

# Exam Practice Test 5

## Listening Part 4



### Questions 31–40

29 Complete the notes below.

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

### The Klondike Gold Rush of Canada

#### The gold-seekers' journey to the Klondike river

- Many gold-seekers set off from Skagway in Alaska.
- The White Pass Trail was difficult because of rocks and **31** ..... along the way.
- The Chilkoot Trail was very **32** ..... so it could take three months.
- On both trails, gold-seekers gave up because of starvation, disease and the fear of **33** .....
- At Lake Bennet, gold-seekers stayed in a **34** ..... until spring arrived.
- At Miles Canyon, it was necessary to hire an experienced **35** ..... to continue the journey.
- Gold-seekers finally reached Dawson and the Klondike river.

#### The equipment gold-seekers had to take

- The **36** ..... provided gold-seekers with a list.
- The list included
  - clothes, e.g. boots, thick coats
  - tea and food such as **37** .....
  - tools, e.g. rope and several **38** .....

#### People who became successful because of the gold rush

- Some business-minded people sold supplies or set up hotels.
- Jack London created a sense of **39** ..... in his stories.
- Annie Hall Strong and Emma Kelly contributed to various **40** ..... in Canada and the US.

You should spend about 20 minutes on **Questions 1–14**, which are based on the two texts below.

Read the text below and answer **Questions 1–7**.

## Product recall: Healthfast

**A** Healthfast Vitamins and Wellbeing wishes to inform its retailers and customers that foreign material has been found in some bottles and containers of its vitamins and supplements. These foreign items include sawdust, paint chips and metal shavings.

**B** Batches affected

You will find the batch number printed on the bottom of the jar or container.

Goodnight Formula3 P6617–P6628

Healthfast Diet Support tablets N5990–N5992

Anti-stress Formula DR5938–DR5941

**C** If the batch number has worn off or you have any queries relating to the recall, please call the dedicated hotline on 1800 98887777. Alternatively, our retailers have been briefed and are being regularly updated, so you may enquire at the outlet where the purchase was made.

**D** These products are available nationwide, but reports of faulty items have come from the Sussex Cove area, leading us to believe that they have been tampered with locally. However, in the interests of

security, we urge all customers who have products from the list above to return them immediately, either to point of purchase or via post to head office (Freepost SU9877). If you have opened the bottle / container, please inspect and report any irregularities.

**E** Refunds

As the manufacturer, the health and safety of our customers is paramount. We will provide a refund for any unopened bottle or container from the list above, no questions asked. We will be inspecting these in order to continue to ascertain and monitor the situation.

**F** If you have consumed vitamins or supplements from the affected batches, we would be grateful if you could complete the attached survey and report the place of purchase of the product. Please note that our children's supplement range and Sportsboost vitamins have not been affected and do not need to be returned.

**G** Healthfast Vitamins and Wellbeing will pay a reward of up to \$20,000 for information leading to the conviction of any person found guilty of tampering with its products. If you have such information, please contact Regina Giese, Customer Relations Manager, Healthfast Vitamins and Wellbeing, at [rgiese@healthfast.co](mailto:rgiese@healthfast.co).

### Questions 1–7

The reading text above has seven sections, **A–G**.

Which section mentions the following information?

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

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

- 1 which exact products are being recalled
- 2 what the manufacturer will do with returned products
- 3 who to contact to find out more
- 4 what to do if you have bought a recalled product but have not used it
- 5 what the manufacturer is offering for details of the crime
- 6 where recalled products were sold
- 7 why the products are being recalled



# Taking a holiday in Canada – on a budget

Canada is often considered to be an expensive place to travel because of the climate, vast distances and high cost of domestic travel, but this doesn't have to be the case. Below are some tips to help plan a Canadian trip that won't break the bank.

## Getting around

- Buses and trains in Canada are reliable but can be expensive and limit where you are able to go. One option for travelling between and within cities is a rideshare scheme. Locals with empty seats in their cars will take you from A to B for a fee.
- If you want to hire a car, don't assume you have to go with a big company. There are lesser-known companies that hire out older cars, which are still reliable. Either way, there are savings to be had when you book outside the peak months (May, June and September). Be aware of add-on costs, however. The base rate does not generally include car insurance or unlimited kilometres.
- If your dates are flexible, you may make great savings with a campervan relocation deal. These deals come up when a rental company needs a vehicle moved from one office to another one way for example, Halifax to Montreal. An online search will quickly reveal such opportunities, though not often far in advance.

## Activities

- National parks offer a great array of choices for those who love breathtaking scenery and outdoor activities. If you like kayaking, paddle boarding or mountain biking, rent the gear outside of national parks for more budget-friendly options. For example, the University of Calgary rent summer and winter camping gear and equipment for outdoor activities.
- Doing some online research before your trip will save both time and money when you get there.

## Food

- When going from a big city to the Rocky Mountains, stock up on supplies from a major supermarket first. Most of the larger supermarket chains have many options for prepared food and some will even heat it up for you in the deli section.
- Most city parks and campsites have barbecue grills that can be used by anyone. You only need to buy aluminium trays and whatever food you would like to grill.

### Questions 8–14

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8–14 on your answer sheet, write

<b>TRUE</b>	<i>if the statement agrees with the information</i>
<b>FALSE</b>	<i>if the statement contradicts the information</i>
<b>NOT GIVEN</b>	<i>if there is no information on this</i>

- 8 Train and bus fares cost the same amount.
- 9 Fees for hire cars usually cover the cost of insuring the vehicle.
- 10 Deals for relocating vehicles are only in major cities.
- 11 Deals to relocate vehicles tend to come up close to the time of departure.
- 12 National parks are the cheapest option for hiring outdoor equipment.
- 13 Warm food is available at some supermarkets.
- 14 Public parks often have facilities for cooking food.

You should spend about 20 minutes on **Questions 15–27**, which are based on Reading Passage 2.

Read the text below and answer **Questions 15–21**.

## Dealing with customer complaints: a guide for Gray's Discount sales staff

### **An opportunity to improve**

While we do our best to provide our customers with top-quality products and service, there will inevitably be occasional complaints. We need to look at these complaints as opportunities to make things right. The vast majority of customers who complain have reasonable grounds for doing so and we should be grateful that they do; the majority of unhappy customers will not make a complaint to us but will instead make it known to approximately ten people, as well as possibly complaining online.

### **A professional approach**

Some complaints can be delivered forcefully and angrily. It is a challenge to remain calm in such situations, but this is what we, as staff, must do. It is worth bearing in mind that we shouldn't turn it into a personal matter; just address the issue at hand. Take a professional approach if a customer becomes agitated and keep your own emotions in check. This does not mean you should allow a customer to become abusive in any way – seek assistance from your manager if this occurs.

### **Finding out what's wrong**

Listen carefully and attentively to what the customer has to say and let them finish. Sometimes people just want to be heard. Ensure you know the exact nature of the problem and show the customer you want to know what happened; the best way of doing this is to ask questions. Before you can present the customer with options for a solution, you need to check with them that you have a clear picture of why they are complaining.

### **Providing solutions**

When the customer has given you all the details, be sure to acknowledge the issue (this does not necessarily mean accepting full blame). If the customer has not opened an item or the item is faulty, give them a replacement if that is what they request. There is no need to have this approved by a manager but note it in the diary in the office and put faulty items in the returns bay. However, if the customer requests a refund, you will need to have this processed by management.

In the case of ongoing or more serious complaints, it may be wise to follow up with a phone call or email to make sure the customer is satisfied with the outcome.

## Questions 15–21

Complete the notes below.

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

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

# Dealing with customer complaints

### Background

- Customers usually have good reasons to complain.
- Most dissatisfied customers don't complain to store but tell around **15** ..... others and complain on the internet.

### Manner

- Stay calm.
- Remember not to make it **16** .....
- Control your **17** ..... during conflict.

### Steps

- Listen to the customer.
- Allow the customer to **18** .....
- **19** ..... can be used to show you're interested.
- **20** ..... your understanding of the complaint.
- Acknowledge the problem.
- Offer a solution – **21** ..... can be given without asking the manager.
- Must ask the manager for other transactions.
- Follow up if appropriate.

# Safety gear in the construction industry – the responsibility of employers and employees

Even in a highly-regulated area of work, accidents can still occur. Safety precautions must be in place to limit these accidents, and enforcing the wearing of safety gear can make the world of difference.

## Employers must

- ensure that safety gear (see below) is worn by all workers on site.
- provide safety gear that is suitable for the nature of the work being done.
- provide safety gear of an appropriate size for each worker.
- ensure employees are trained and instructed in how to use / wear safety gear correctly.

## Employees must

- wear safety gear in the course of their work on site.
- not misuse or intentionally cause damage to safety gear.
- inform the employer if safety gear is worn out or damaged.

### Head

Hard hats are compulsory at all times on site to shield the head from falling objects and bumps. They also offer protection from rain, direct sun and electric shocks. Hard hats and helmets are available with built-in ventilation for those working underground or in tight spaces.

### Eyes

This is a sensitive area, requiring the utmost protection, whether that be goggles or a transparent visor attached to a helmet.

Protection should always be worn when working around smoke, extreme winds or in an area where hazardous chemicals are used or kept.

### Body

Reflective safety vests are used to ensure high visibility on site. They may also be flame-retardant and breathable as the situation demands.

### Hands

Almost all construction work requires the active use of hands; hence, proper precautions are required to avoid common injuries. Well-fitting safety gloves help protect hands from the most common hazard: lacerations. Other dangers include temperature extremes or anything that causes burns.

### Feet

Closed-toe shoes with steel caps are a must to protect against falling objects, dangerous substances and heavy equipment. Rubber soles are also advised as many accidents happen due to slips.

## Questions 22–27

Complete the sentences below.

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

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

**22** Employers in the construction industry have to make sure that workers have safety gear that is the right ..... .

**23** Head gear may come with ..... for enclosed places.

**24** Employees working with dangerous ..... need to protect their eyes.

**25** ..... and, therefore, safety is improved by wearing a reflective vest.

**26** Burns to the hands occur less frequently than ..... .

**27** ..... can be avoided by wearing the proper footwear.

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3.

Read the text below and answer **Questions 28–40**.

## The Comic Store

The Comic Store in Canterbury, UK, is a specialist bookshop established in 2008 by The Kent Consortium co-founder, Joe Lane. As well as establishing The Comic Store itself, Lane donated dozens of pieces of artwork from his private collection to decorate the walls and provide a permanent exhibition. The 8,000 m<sup>2</sup> building was designed by the well-known Hungarian architect, Zoltan Nagy.

It contains several display areas and has held many successful temporary exhibitions, some of which have since toured across Europe and internationally.

The Comic Store was formerly called the Cartoon Archive Project (CAP). Kasper Andersen, the curator at the time of the name change, explained that, besides art exhibits, the museum has a manga wing and has branched out into other areas of illustration and video, such as political cartoons, video games and contemporary art. Therefore, the new name was brought in to reflect the shop's move beyond single pieces of art to a wider range of comic-based media and artefacts.

The look and design of the store itself has been controversial with architects and the public debating whether it is beautiful or ugly. There has been much discussion about whether the modern building is in harmony with the surrounding historical buildings. Jade Lane, the sister of the

founder who was involved in setting up the store, noted that it was important for the customer's experience to begin before they enter the building. The front of the building is decorated with large cartoon characters. The structure has many curves and shiny surfaces in various colours and materials, and its appearance has been compared to that of an eye watching the sky. Indeed, Nagy and his team took inspiration for the exterior of the building from the renowned artist Roy Lichtenstein's eye images. The mix of textures and colours used in the design is said to reflect the energy and fluidity of comic art.

The building project made technological advances in its sophisticated use of computer modelling which translated a three-dimensional shape into a geometric language that the project's engineers and builders could understand. The computer coordinates gave precise three-dimensional instructions – a critical point because the project had no straight, ruled surfaces. This resulted in a perfect fit when it was finally assembled which overcame some of the initial design challenges.

The hub of activity at The Comic Store is the presentation area called The Main Event. This space has a soaring ceiling, state-of-the art acoustics and lighting, along with an IMAX screen that is one of the largest in the UK. As well as being a venue for private events, workshops and presentations, it is

sometimes open late to the public for experiences such as *The Comic Sleepover*, where visitors can bring their own cushions and enjoy a series of classic cartoons.

The Comic Store offers a wide variety of exhibitions, comics, books and merchandise for those interested in cartoons. Its largest exhibition to date has been *Superheroes Save the Day* on the second floor of the store.

This features models of superheroes, such as Spiderman, Dr Who and Wonderwoman, as well as the chance to see authentic comics dating back to the 1930's. Set next to this on the second floor is the DC Thomson exhibition, which pays homage to the famous Dundee design company which created those famous comics *The Beano* and *The Dandy*. Visitors can explore photos, cartoons and, if eager to see more, can go to dedicated kiosks to watch videos. Just across from this, The Levels offers an insight into gaming history, featuring the stories of video game developers, designers, coders, composers and critics. Also, on this floor, the *Make-believe* exhibition showcases items from lands of fantasy, such as a replica of Gandalf the Wizard's staff (stick) from *Lord of the Rings*, one of the dragon models from *Harry Potter* and maps from *Star Trek*.

Besides the exhibitions themselves, there are many dedicated spaces at the Comic Store that are set aside and available to be booked for educational workshops or entertainment purposes. For example, The Hive is a flexible space with a moveable air wall that means it can be subdivided into several rooms.

Seminars are held there, and it can be booked privately, as can the Outdoor Terrace which can be setup for events, offering a pleasant outlook over some of the city's points of interest such as the Cathedral or City Walls.

The Comic Store employs more than 50 people, most – if not all – of whom have experience and training in design, visual art and/or writing. In addition, there are many volunteers who share their knowledge and enthusiasm with visitors. Several internships are also offered every year to those who are hoping for a career in the arts or arts-based retail, but these positions are quite highly sought after so there is a long waiting list. More positions are, however, expected to be created in future as the The Comic Store attracts 50,000 visitors a year.

## Questions 28–32

Look at the following statements, **Questions 28–32**, and the areas of The Comic Store below.

Match each statement with the correct part of The Comic Store, **A, B, C or D**.

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

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

- 28** It has views of Canterbury's landmarks.
- 29** It can be booked for large parties.
- 30** The area can be adjusted to create smaller spaces.
- 31** It hosts film events outside the usual opening hours.
- 32** Its design was influenced by the shape of a body part.

### **Areas of The Comic Store**

- A** Exterior
- B** The Main Event
- C** Outdoor Terrace
- D** The Hive

### Questions 33–36

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

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

33 What does the writer say in the first paragraph about the exhibitions at *The Comic Store*?

- A Some of them have been shown in other cities.
- B They often reflect the architecture of the building.
- C They were commissioned by the store's founder.
- D Visitors to *The Comic Store* are allowed to touch most things on display.

34 The name of the shop was changed to *The Comic Store*

- A as the public did not like the former name.
- B because it sounded good and was easier to remember.
- C in order to signal a change in the management of the shop.
- D to show the shop had a wider focus than its earlier name suggested.

35 What does the writer say in the third paragraph about the construction of *The Comic Store*?

- A The architect chose a construction team he had worked with before.
- B The people who built it were helped by the use of computer design.
- C A famous optician was consulted about the way it looked.
- D Engineers found it difficult to make the design a reality.

36 What does the writer say about the staff at *The Comic Store*?

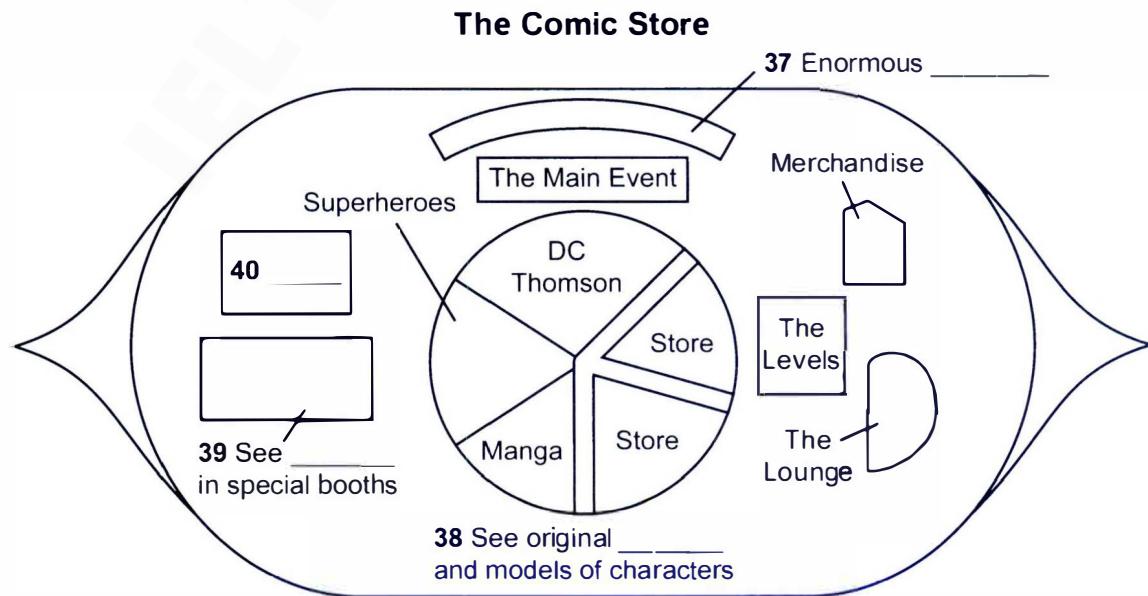
- A A high proportion of them are volunteers.
- B Many of them have creative backgrounds.
- C Employees tend to stay in their jobs for a long time.
- D Working as an intern can lead to full-time employment at the shop.

### Questions 37–40

Label the map.

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

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



**Writing Task 1**

You should spend about 20 minutes on this task.

***You recently had something delivered to your home. You now realise the person who delivered it damaged something in your home while they were delivering the item.***

***Write a letter to the manager of the delivery company. In your letter:***

- ***give details of the delivery***
- ***describe what was damaged***
- ***say what you would like the manager to do***

Write at least 150 words.

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

Begin your letter as follows:

*Dear .....*

**Writing Task 2**

You should spend about 40 minutes on this task.

Write about the following topic:

***More and more people are moving from rural areas to live in cities.***

***What problems can this cause?***

***How can these problems be solved?***

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

Write at least 250 words.

## Speaking Part 1

The examiner will start by introducing him/herself and checking your identity. He or she will then ask you some questions about yourself and then go on to ask you some questions about one or two other topics, for example:

*Let's talk about mobile/cell phones.*

- *When did you get your first mobile/cell phone?*
- *How often do you change your mobile/cell phone?*
- *What do you use it for most often?*
- *Do you think you could live without a mobile/cell phone?*

or

*Let's talk about concentrating.*

- *When do you need to concentrate most?*
- *Do you ever find it difficult to concentrate?*
- *What do you do to help you concentrate?*
- *Did you find it easier or harder to concentrate when you were younger?*

## Speaking Part 2

The examiner will give you a topic like the one below and some paper and a pencil.

The examiner will say:

*I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish.* [1 minute]

*All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up. Can you start speaking now, please?*

**Describe a person you know who has an interesting job.**

**You should say:**

**who the person is**  
**what job the person does**  
**what skills he or she needs to do this job**

**and explain why you think this person's job is interesting.**

The examiner may ask one or two rounding-off questions when you have finished your talk, for example:

- *Have you told other people about this person?*
- *Do you think you would be good at this person's job?*

## Speaking Part 3

The examiner will ask some general questions which are connected to the topic in Part 2. You will usually have to answer up to six questions.

The examiner will say, for example:

*We've been talking about a person you know who has an interesting job. I'd like to discuss with you one or two more general questions relating to this. First, let's consider choosing a job.*

- *Who can best advise young people about jobs, parents or teachers? Why?*
- *What is the most important thing to consider when choosing a job?*

*Let's talk about different ways of working now.*

- *Is it better to work for a small company or a large international company? Why?*
- *What are the advantages and disadvantages of working from home?*

*Finally, let's talk about having a successful career.*

- *Many people say that learning from mistakes is the key to a successful career. Do you agree with this view?*
- *How easy is it for people who want a successful career to balance their work and personal life?*



## Questions 1–10

30

Complete the table below.

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

## Kingstown Tours

Name of tour	Price	Main activities	Other information
Cave Explorers	Example \$93	<ul style="list-style-type: none"> <li>go in a small <b>1</b> ..... to the other side of the lake</li> <li>explore the caves</li> </ul>	<ul style="list-style-type: none"> <li>minimum age of <b>2</b> ..... years</li> </ul>
Silver Fjord	\$220	<ul style="list-style-type: none"> <li>travel by <b>3</b> ..... to the fjord</li> <li>at Eastern go for a <b>4</b> .....</li> <li>cruise on the fjord</li> <li>see mountains and a large <b>5</b> .....</li> </ul>	<ul style="list-style-type: none"> <li>eat a barbecue lunch</li> <li>see marine life such as seals and <b>6</b> .....</li> </ul>
High Country	\$105	<ul style="list-style-type: none"> <li>visit a historic home</li> <li>lunch is in the <b>7</b> .....</li> <li>in the afternoon visit a <b>8</b> .....</li> </ul>	<ul style="list-style-type: none"> <li>this tour has excellent reviews</li> </ul>
Zipline	\$75	<ul style="list-style-type: none"> <li>travel on a zipline above an old <b>9</b> .....</li> </ul>	<ul style="list-style-type: none"> <li>reach speeds of <b>10</b> ..... miles per hour</li> </ul>



## Questions 11–15

31

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

**Willford Living Museum**

**11** In the early 1800s most land in Willford was

- A occupied by houses.
- B used for farming.
- C covered in trees.

**12** What happened in 1830 in Willford?

- A Ships started to be built nearby.
- B The first trains arrived in the town.
- C Valuable substances were found underground.

**13** By the 1870s Willford was most famous for making

- A various metal objects.
- B all types of clothing.
- C plates and cups.

**14** What does the guide say about visitors to the museum these days?

- A 900 visitors enter on a typical day.
- B 7,600 visitors arrive every week.
- C 300,000 visitors come each year.

**15** The museum is also sometimes used

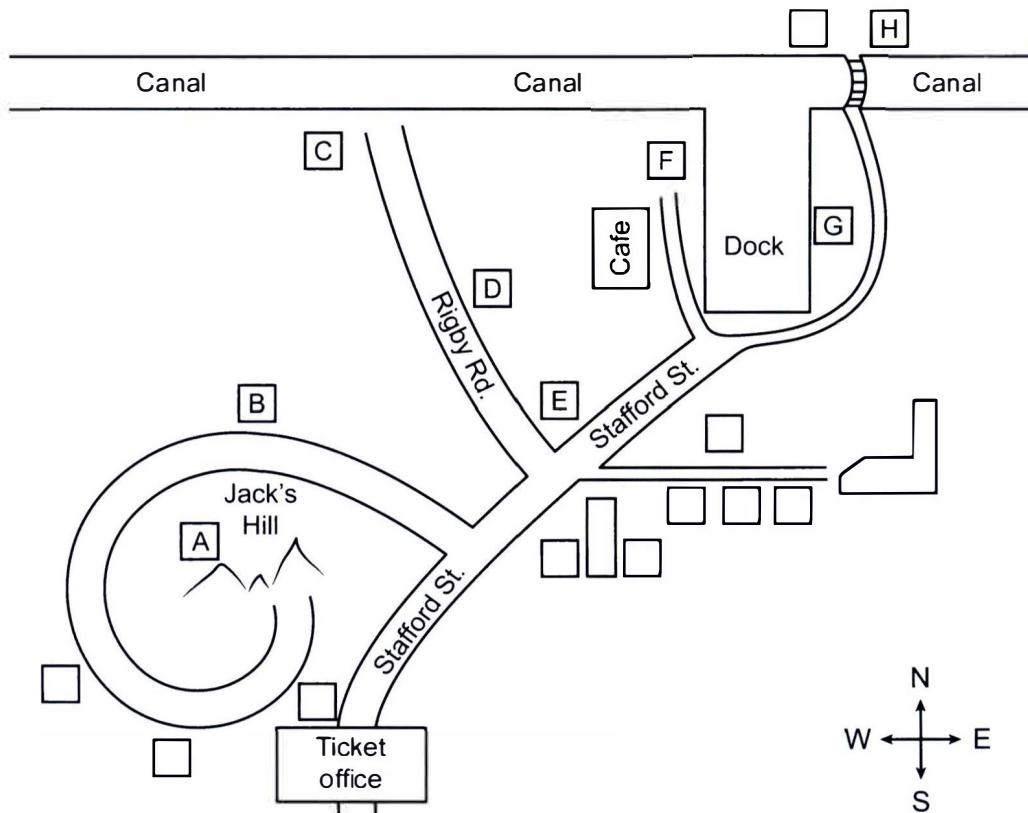
- A as a location for filming.
- B for business conferences.
- C by people getting married.

## Questions 16–20

Label the map below.

Write the correct letter, **A–H**, next to **Questions 16–20**.

### Willford Living Museum



16 Old bakery .....  
17 Doctor's surgery .....  
18 Cooper's Cottage .....  
19 Stables .....  
20 Old school .....

**Questions 21–22**

32

*Choose **TWO** letters, **A–E**.**According to the students, what are the **TWO** most important benefits of market research?*

- A** Selecting the best advertising
- B** Reducing the levels of risks
- C** Building confidence among employees
- D** Saving money in the long run
- E** Identifying new opportunities

**Questions 23–24***Choose **TWO** letters, **A–E**.**Which do the students agree are **TWO** valid criticisms of market research?*

- A** It does not reveal any new information.
- B** Its benefits are hard to measure.
- C** It takes too much time to carry out.
- D** It makes use of too much specialist language.
- E** Its findings are sometimes wrong.

**Questions 25–26***Choose **TWO** letters, **A–E**.**The students are surprised by the success of which **TWO** sources of information.*

- A** face-to-face communication
- B** official government statistics
- C** the media and social media
- D** online surveys of public opinion
- E** filming customers as they shop



## Questions 27–30

32

Complete the flow-chart below.

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

- A** written records
- B** online studies
- C** specific questions
- D** individual responsibility
- E** proper planning
- F** regular meetings

### Market Research Using a Business's Own Resources

Begin with staff education to maximise the chances of success.



Give staff examples of **27** ..... that will be helpful every day.



The BQR Group says that staff should make use of **28** ..... each week.



Having **29** ..... is motivating for staff, according to *Business Guide*.



Provide detailed feedback about any changes that you decide to make.



Allow staff to have **30** ..... to ensure continued participation.



### Questions 31–37

33

Complete the notes below.

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

## Drinking Water

### Introduction

- Drinking water is essential for human life.
- The '8 glasses a day' rule is a myth, except for the 31 .....

### Some effects of water on the body

- Drinking before 32 ..... may assist weight loss.
- Dr Amaldi's study shows that water speeds up 33 .....
- A US research study showed that dehydrated bodies cannot control 34 ..... so well.
- There is no evidence that drinking water results in better 35 .....

### The brain

- Women who drank lots of water had fewer 36 .....
- Men suffered more 37 ..... with insufficient water.

### Questions 38–40

Complete the summary below.

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

## Too much water?

Drinking too much water is not a common problem. Australian research has shown that people have difficulty 38 ..... when they have drunk enough. But occasionally people have become sick from too much water, particularly groups of 39 ..... . This may be because they have high levels of 40 ..... in their blood. The best advice is to drink when you are thirsty.

You should spend about 20 minutes on **Questions 1–14**, which are based on the two texts below.

Read the text below and answer **Questions 1–7**.

## What's on?

### Sydney's Night Noodle Markets

The Night Noodle Markets are returning to Hyde Park, serving up the best street food Sydney has to offer. You'll see old favourites as well as new contenders, and while the focus is still firmly on Asian cuisine, European and South American delicacies also feature.

The usual suspects are back this year, with stalls such as **Hoy Pinoy** and **Mr Bao** promising to deliver the delicious fare the city has come to look forward to. **Black Star Pastry** is also back, by popular demand.

As usual, there will be no shortage of noodle options. Don't miss **Taiwanese Noodle House** and its brisket noodle soup.

But the market does a lot more than noodles; the much-loved **Indu** restaurant has a stall serving the South Indian dosa, a crisp pancake. Join the queue for a dosa filled with goat meat and pomegranate or, if you don't eat meat, try the eggplant with bitter melon.

#### More than just food

The market space called **Hyde Park Palms** offers plenty of entertainment, from popular DJs to family-friendly live music. Illuminated

dragons roam throughout the market until 10p.m. Check the Noodle Market website for details of the line-up.

#### Tips:

- Come early – the later you arrive, the longer the lines and the more chance of a stall running out of your first choice of dish. Stalls are well-stocked this year, but demand is high for the favourites, so don't be disappointed. The lines for the most popular stalls such as **Hoy Pinoy** and **Indu** can be long, but worth the wait.
- Beanbags and chairs around tables are the only seating options provided and they can be hard to come by at this busy event – consider bringing your own rug.
- If the weather looks suspect, check our website before heading out. As a rule, the market will go ahead unless it is pouring with rain.
- It's a cash-free event, so bring your plastic. Put it on your card and don't worry about counting out change.

## Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–7 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*

- 1 The market specialises in food cooked in an Asian style.
- 2 This is the first time Black Star Pastry is taking part in the festival.
- 3 The vegetarian option from Indu is more popular than the meat option.
- 4 The entertainment starts early in the evening.
- 5 Hoy Pinoy is one of the busiest stalls at the market.
- 6 The festival supplies rugs for people to sit on.
- 7 Stalls at the night market can process payments made by card.

## Tips for managing your time

**A** To see how you currently manage your time, it's useful to keep a log of everything you do. Start by writing down what you do every 30-minutes for a week – you may be surprised at what you see. Ask yourself when you are the most productive, what you devote most of your time to and how long your routine activities take.

**B** Make a list of everything you need to do. Include everything, large and small, and add to it as you go. At this stage, it isn't necessary to assign priorities and times; just capture your ideas before you forget them.

**C** A long list of things to do is just the first step. Once you've made your list, it's time to prioritise tasks. Put them in order of urgency and how much value it will bring you to have them done. Then you will be better able to allocate the right amount of time to each task.

**D** Remember that scheduling is not only writing down what you have to do, it is also making time for the things you want to do. You should make room for family and friends or pursuing creative interests and sport, just as you would for chores and work / study responsibilities.

**E** Look back at your log and reflect on the times you are most productive – and then schedule your tasks according to their priority and your energy levels.

**F** While using a conventional list on paper might be a good way to get started, you might find software is more helpful. You can get apps to send you reminders, merge your calendar with those of colleagues, as well as helping you delete and prioritise tasks.

**G** Most people find that disorganisation results in poor time management. Clear your home and workspace of clutter that is draining your energy and diverting your concentration. Many people find it useful to have three piles: *Keep*, *Give away* and *Throw in the rubbish*. When a task has been dealt with, file it (either physically or digitally) somewhere you can easily find it again.

### Questions 8–14

The reading text above has seven sections, **A–G**.

Which section mentions the following?

Write the correct letter, **A–G**, in boxes 8–14 on your answer sheet.

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

- 8 why it might be better to use technology
- 9 how to keep a record of the ways you spend your time
- 10 why you should mark things in order of importance on your list
- 11 how to get rid of things that distract you
- 12 what types of activities you need to plan
- 13 how to decide when to do a task
- 14 what to do with work you have completed

You should spend about 20 minutes on **Questions 15–27**, which are based on Reading Passage 2.

Read the text and answer **Questions 15–21**.

## Starting a new business: points to consider

Starting a business can mean a huge change in lifestyle and also a large financial commitment. However, it is possible to be ready for this if you are well prepared from the start. We've put together some tips to help you:

### Evaluate your idea

You may believe you have a great idea, but you need to ask yourself if the present market demands it; gather and analyse information to establish the feasibility of your business.

### Make a plan

Doing this will mean that you clarify goals for the business and what you will do to achieve them. Always be generous in your costing to allow for unforeseen circumstances; it's safest to consider the worst-case scenario.

### Business models

You need to select the business structure that is most suitable for your purposes. Take professional advice if you are unsure.

Here are some examples:

- sole trader – an individual trading on their own
- partnership – a number of people or entities running a business together
- company – a legal entity that is separate from its owners

### Analyse yourself

Operating a business is not just about being self-employed. There are many questions to ask yourself in order to be sure that running a business is the best option for you, and you

need to be honest with yourself from the beginning.

- Why do you want to have your own business?
- Do you have the right temperament to deal with challenges and possible setbacks?
- Do you have management skills and expertise in the industry?
- What are your personal strengths, and, on the flipside, what weaknesses may you need to overcome?

### What if ...?

You need to consider potential problems before they occur.

- Do you need to have your product patented? You don't want anyone stealing your invention. If it's a new product or process, speak to a patent attorney to make sure your idea is protected.
- Who will run the business when you can't? Many small business owners want to do everything themselves, but eventually everyone needs to take holidays and family demands may take them away from the business. Do you have good staff you can trust to keep the business going in your absence?
- Will your business be able to withstand emergencies? Check you have insurance that covers you and your business for anything that could possibly go wrong, from theft, to natural disaster, to ill health.

## Questions 15–21

Complete the sentences below.

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

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

- 15 Before investing in a new business, do research about its ..... in the current market.
- 16 Making a business plan will help you be clear about your .....
- 17 Choose the ..... which best matches how you want to run your business.
- 18 In terms of your personality, ask yourself if your ..... allows you to manage difficult situations.
- 19 Be aware of any ..... you have, as well as the skills and qualities you possess.
- 20 You may need to look into ways of ensuring the ..... of your business idea.
- 21 You should make sure your plan includes ..... to safeguard against problems in future.

## Hay and Walford Ltd: Social Media Policy for employees

Here at Hay and Walford Ltd, we acknowledge the role social media plays in shaping our public image and the image our clients and associates have of us.

Whether on our official company accounts or workers' individual social media accounts, we encourage all employees to bear in mind that they represent the firm and comments remain on the internet long after they were first made.

### Company social media accounts

You do not know the influence a throwaway remark may have. For this reason, please refrain from commenting on any litigation that the company is involved in.

Similarly, anything that is labelled 'for internal use only' is not to be shared in full or in part on social media.

Messages from the CEO are automatically confidential and should not be mentioned in social media posts.

The company's finances are especially sensitive information and must not be shared, commented on or speculated on at all.

If you make an error of fact or wish to review your professional opinion, please take immediate steps to make corrections or delete the post.

Bear in mind that we are bound by regulations relating to copyright. As such, do not share the work of other people or companies without correctly acknowledging them as creators.

To be on the safe side, if you are in any doubt as to whether to put something on our social media accounts, please do not post in the first instance and seek advice from one of the team in Communications about whether the information is sensitive or unsuitable from the company's point of view.

### Individual accounts

Even via private accounts, employees can be associated with the company.

If you wish to mention the company but are not an official spokesperson for Hay and Walford Ltd, make it clear what your position in the company is.

Whether discussing company business or not, be aware that comments made by employees that contradict our values of equality and decency can reflect badly on the company. We ask that you always treat other users of social media with respect, whatever the situation.

To the extent that your image on social media is public, it needs to be in line with the professional image that you, and Hay and Walford Ltd, wish to present.

## Questions 22–27

Complete the notes below.

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

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

# Hay and Walford Ltd: Social Media Policy for employees

## Hay and Walford's official social media accounts

- Never post about:
  - **22** ..... that is currently taking place.
  - matters marked 'for internal use only'.
  - anything that relates to the company's **23** .....
- Correct / delete any misinformation immediately.
- Observe the **24** ..... of other brands and individuals.
- Consult **25** ..... if unsure about appropriacy of post.

## Employees' private accounts

- If discussing the company:
  - must state your role unless you are a company **26** .....
- If not discussing company:
  - still need to show **27** .....
- Ensure private accounts are consistent with professional image.

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3.

Read the text on page 176 and answer **Questions 28–40**.

### Questions 28–32

The text above has five sections, **A–E**.

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

Write the correct number, **i–vi**, in boxes 28–32 on your answer sheet.

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

- 28** Section A
- 29** Section B
- 30** Section C
- 31** Section D
- 32** Section E

#### List of Headings

- i** Using kites for scientific research
- ii** Types of kite
- iii** Factors that determine whether a kite will fly
- iv** The beginning of manned flight
- v** The popularity of kites throughout the years
- vi** Basic features shared by all kites

# The history of kites

## A

The fighter kite is an ancient design that became popular in Asia. While there were some variations, fighter kites tended to be small, flat and diamond-shaped and were flown throughout Asia, including in Japan and India. The main part of this kite was made of paper, while its spine consisted of a piece of tapered bamboo. There was also a rounded, balanced bow. These kites did not have tails, which were thought to affect their manoeuvrability. Most of the line was made of cotton but part of this was covered with an abrasive, which could cut an opponent's line in a competition.

European kites developed later, possibly crafted out of flags. Nowadays there are eight main kinds of kite worldwide: the flat, bowed, box, sled, delta and compound, all of which have frames, and now the parafoil which is somewhat like a parachute, and the rotor which has a spinning vane between two cylinders. Perhaps most significantly, the materials used to build kites remained basically unchanged for hundreds of years, but today the materials that comprise the various components of kites are often synthetic.

## B

In Europe, kites were curiosities at first rather than being part of the culture, but they were soon used as vehicles for discovery and innovation. In 1893, William A Eddy introduced a tailless kite that was in the shape of an elongated diamond. He was interested in the potential kites had for the purposes of meteorology and aerial photography. Besides being responsible for a renewed interest in kite-flying throughout Europe, Eddy's kite was also utilised by the United States Weather Bureau.

In 1752, the American inventor and statesman Benjamin Franklin went out in a thunderstorm with his son to fly a flat kite with a pointed wire. They attached a metal key to the kite's line and watched as it became electrified, both miraculously avoiding electrocution. This proved that lightning was a natural occurrence called electricity, and this experiment led to Franklin inventing the lightning rod, a metallic rod that protects a structure from lightning damage by guiding currents from lightning flashes into the ground.

## C

Kites also contributed greatly to the development of the airplane. The first recorded aircraft with a person inside was

British aviator Sir George Cayley's glider in 1853. He used modified kites to test whether his glider idea would work. This was a big step in aviation, as it dispelled the former assumption that an aircraft would need wings that flapped like a bird's.

Around 1900 Orville and Wilbur Wright started using kites to test their ideas for planes. These brothers ran a bicycle shop in Ohio in the United States and were obsessed with aviation. It was the Wright brothers who concentrated on how to control the aircraft, something that had, until then, baffled many other inventors. The Wright brothers made a box kite that was wired in a way that meant the kite could be made to turn. Not long after that, they successfully flew the first manned airplane. Without experiments with kites, modern aircraft would have taken much longer to be developed.

## D

Whatever the design of a kite, in order to fly, it needs to have certain characteristics. Firstly, it needs to be able to lift in the wind and this requires an aerodynamic structure. It also needs to have something that stops it from flying away; this is called a tether. One end of the tether is connected to the kite and the other is usually on a hand-held spool for a person to manage the length of the line. Another necessary component is the bridle, which is two or more lines that are attached to each other at a point and this can be adjusted according to the strength and direction of the wind.

## E

There are three forces that control kite flight; these are lift, gravity and drag. If the wind is stronger than the resistance of the air (drag) and the pull of gravity, the kite should be able to fly. One way in which a kite differs from a plane is that when the kite is fixed (using the tether) so that the wind gives it lift, it maintains what is called 'perpetual stall'. This is essential for a kite to fly but would not be a suitable design for an aeroplane. If a kite is flat, it should have a tail to provide drag so that the nose of the kite is pointing upwards.

Although many people try it, running with a kite is not an effective way to send it into the sky. It is better to start off with two people, one holding the kite and the other with the line unravelled about 30 metres, holding the reel or spool. The bridle of the kite should be facing the person who is not holding it and the breeze should come from behind the kite. If all this has been done, the kite should be launched successfully when the person holding it lets go of it.

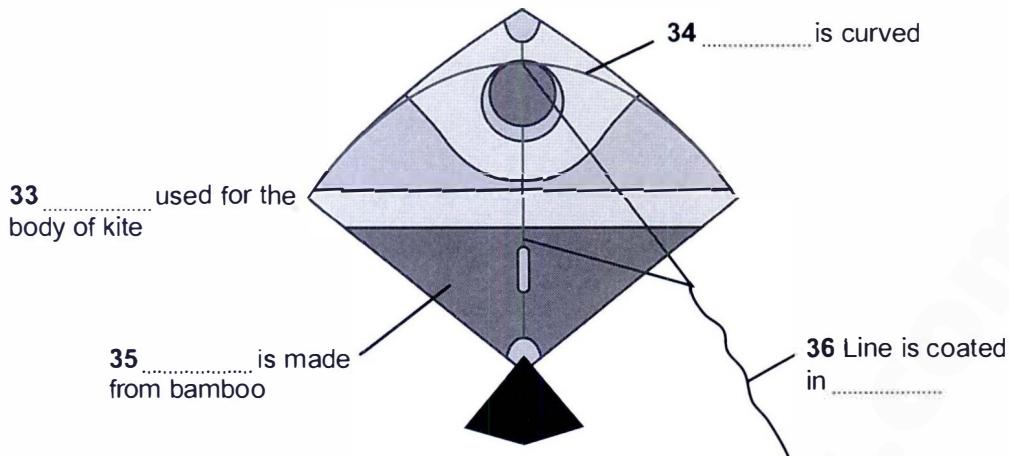
### Questions 33–36

Label the diagram below.

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

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

**Fighter Kite**



### Questions 37–40

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

Write the correct letter in boxes 37–40 on your answer sheet.

**37** What is the main difference between kites in the past and modern kites?

- A Their parts are made from different substances.
- B Modern kites tend to be larger.
- C Kites in the past were less sturdy.
- D They are used for different purposes.

**38** Benjamin Franklin's experience flying a kite in a storm

- A led to a useful innovation.
- B proved it was not a dangerous thing to do.
- C showed that his son's theory was correct.
- D was a successful use of a new kind of kite.

**39** The Wright Brothers differed from other early aviation engineers in that they

- A used kites as models for real planes.
- B worked on how to determine the direction of a kite.
- C applied what they had learned in their bicycle business to flying.
- D made an important discovery by accident.

**40** The best way to send a kite into the air is to

- A hold the kite and run along with it.
- B ensure that the wind blows underneath the kite.
- C release the kite at a distance from a person holding the string.
- D let the kite fly from a person's hand as it is given more string.

### Writing Task 1

You should spend about 20 minutes on this task.

**You recently borrowed an item of clothing from a friend. While you had this item, it was damaged.**

**Write a letter to your friend. In your letter you should:**

- **apologise for damaging the item of clothing**
- **explain how it became damaged**
- **say what you will do to fix the problem**

Write at least 150 words.

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

Begin your letter as follows:

Dear .....

### Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

**The best way to measure someone's success is to look at how much money that person has.**

**Do you agree or disagree with this statement?**

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

Write at least 250 words.

## Speaking Part 1

The examiner will start by introducing him/herself and checking your identity. He or she will then ask you some questions about yourself and then go on to ask you some questions about one or two other topics, for example: *Let's talk about cars.*

- *Do you like travelling by car?*
- *Is the colour of a car important to you?*
- *Do you prefer to drive or to be a passenger in a car?*
- *What kind of car would you like to have in the future?*

or

*Let's talk about primary / elementary school.*

- *What was the best thing about your primary / elementary school?*
- *Which subject did you not like at your primary / elementary school?*
- *Are you still in touch with some of your friends from primary / elementary school?*
- *In the future, would you like to send a child of yours to the same primary / elementary school?*

## Speaking Part 2

The examiner will give you a topic like the one below and some paper and a pencil.

The examiner will say:

*I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish.* [1 minute]

*All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up. Can you start speaking now, please?*

**Describe a song that you will always remember.**

**You should say:**

**what the song is  
when and where you first heard this song  
what you liked about this song**

**and explain why you will always remember this song.**

The examiner may ask one or two rounding-off questions when you have finished your talk, for example:

- *Do your friends like this song too?*
- *Do you listen to a lot of songs?*

## Speaking Part 3

The examiner will ask some general questions which are connected to the topic in Part 2. You will usually have to answer up to six questions.

The examiner will say, for example:

*We've been talking about a song that you will always remember. I'd like to discuss with you one or two more general questions relating to this. First, let's consider listening to music.*

- *What types of music do young people in your country enjoy listening to?*
- *What is different about listening to music at home and going to a live concert?*

*Let's talk about music in everyday life.*

- *Why do so many people listen to music when they are travelling to work/college?*

*Finally, let's talk about the future of music.*

- *Should governments subsidise less popular forms of music such as opera? Why do you think that?*

# Sample Answer Sheet for Listening



Candidate  
Name  
Candidate  
No.

## IELTS Listening Answer Sheet

Centre  
No.

Test Date Day Month Year

### Listening Listening Listening Listening Listening Listening Listening Listening

Marker use only

1	21	21	21
2	22	22	22
3	23	23	23
4	24	24	24
5	25	25	25
6	26	26	26
7	27	27	27
8	28	28	28
9	29	29	29
10	30	30	30
11	31	31	31
12	32	32	32
13	33	33	33
14	34	34	34
15	35	35	35
16	36	36	36
17	37	37	37
18	38	38	38
19	39	39	39
20	40	40	40

Marker 2  
Signature:

Marker 1  
Signature:

Listening Total:

20656



# Sample Answer Sheet for Reading



## IELTS Reading Answer Sheet

Candidate  
Name

Candidate  
No.

Centre  
No.

Test  
Module

Academic  General Training

Test Date

Day

Month

Year

Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading
1	21	21	22	22	23	23	24
2	24	25	25	26	26	27	27
3	27	28	28	29	29	30	29
4	30	31	31	32	32	33	32
5	33	34	34	35	35	36	33
6	36	37	37	38	38	39	36
7	39	40	40				37
8							38
9							39
10							40
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
Marker 2 Signature:		Marker 1 Signature:		Reading Total: <input type="text"/>			

Marker 2  
Signature:

Marker 1  
Signature:

Reading Total:

61788







**LISTENING PART 1****Training****Useful language: spelling**

1 1 E 2 A 3 I 4 R 5 Y  
 6 U 7 P 8 J 9 S  
 10 N 11 X 12 D

2 1 PETERSON

2 YOSHIYUKI

3 AWANUI

4 FAIRVIEW

5 BARTHOLOMEW

6 DELANEY

**Useful language: numbers**

1 1 027 9901 3436

2 13

3 £237

4 114

5 310

6 AXJ0577120.

**Useful language: times and dates**

1 1 August 3<sup>rd</sup>/ 3<sup>rd</sup> August / 3 August/ August 3

2 5.15

3 May 18<sup>th</sup>

4 autumn

5 July 27<sup>th</sup> / 27<sup>th</sup> July/ 27 July/ July 27

6 February 8<sup>th</sup>/ 8<sup>th</sup> February / 8 February/ February 8

**Useful language: recognising when the answer is coming**

1 1 B 2 E 3 F 4 A 5 D 6 C

**Useful strategy: deciding what to write in the spaces**

Which space needs ....	What tells you this?
a date?	<b>8</b> the verb 'starts' and 'Wednesday'
a price?	<b>2</b> The word 'rate' and the \$ sign.
a phone number?	<b>10</b> 'contact details'
a person's name	<b>7</b> the gap is followed by the surname 'Lindsay'.
a period of time?	<b>9</b> the verb 'takes' and the phrase 'on average'.
a place?	<b>5</b> 'outside' indicates a place will follow
a piece of equipment or clothing – singular noun?	<b>1</b> The heading 'things to bring' tells you that equipment or clothing (or another useful object) is needed. 'is' after the gap tells you that the answer is in the singular form
a piece of equipment or clothing- plural noun?	<b>6</b> The heading 'things to bring' tells you that equipment or clothing (or another useful object) is needed. 'a pair of ' tells you the noun is in the plural form
a verb/ action?	<b>3</b> 'will help you' – would be followed by a verb
a part of the body?	<b>4</b> 'pain' – this must occur somewhere in the body, e.g. your back, shoulders, neck

## Exam Practice

### Questions 1–10

Example The title of the first class is called 'Movement and light', so the answer is written as 'light'.

**1 brushes** The question says 'a set of' and this is paraphrased in the recording as 'a range of...in different sizes'.

#### 2 285/ two hundred and eighty-five

*Distraction* The woman has seen on the website that the cost for one term is \$170, but the manager says that the cost for two terms would be cheaper. The question requires you to write the cost for two terms.

**3 Ramdhanie** (this can also be written in capitals)

**4 bowls** The question says 'several' and this is paraphrased in the recording as 'two or three'.

*Distraction* The woman says she hopes she wouldn't have to produce a vase or anything with a handle, and the manager confirms that this is true.

#### 5 shirt

*Distraction* neither 'clothes' nor 'sleeves' will fit grammatically into the gap

#### 6 Thursday

*Distraction* the manager admits that he was wrong when he said 'Wednesday'

#### 7 library

*Distraction* the woman mentions a post office, but this isn't the kind of building the class will start drawing

**8 sandwich** The question requires you to identify something that the woman should take to the class and the manager recommends that she 'make a sandwich' and 'bring that along'.

**9 Station** You should be familiar with this kind of word, so it was not spelt out

#### 10 021 785 6361

## LISTENING PART 2

### Training

#### Useful language: plan and map labelling

##### 1/2

- 1 To the right / in the centre 2 directly below / just above 3 right-hand corner / smaller of
- 4 at the top / nearest to 5 In between / square-shaped 6 the south / surrounded by

#### Useful strategy: paraphrasing in 5-option multiple-choice task

##### 1

**1D** So one thing the session will cover in this session is how to deal with the huge amount of paperwork we

receive. In other words, how we organize and store it all, in the right way, I mean.

**2C** I've been impressed by the way you've all managed to stand up and deliver a talk to the other people on your team. I don't think we need any more training in that area for now.

**3A** When a dissatisfied customer rings you up to complain, you need to know how to handle the situation effectively. We dealt with this in the previous session.

**4E** As you know, we have a number of trainees starting work next week. We don't have time to talk about this in the training session, but I'd like you to support and guide them during their first few months in the company.

**5B** From time to time you need to produce formal reports, and the aim of this training session is to show you how to express your ideas more effectively and clearly.

## Exam Practice

### Questions 11–14

#### 11/12 A/E (in any order)

*Distraction* B: The question concerns what employees need to do when they return to their new office space, but the manager explains that there is no need for employees to 'get their photo done and update their personal details'. He goes on to say that their current pass (=form of ID) will work; C: again, the manager explains that all the files and folders (=boxes of documents) have already been put on employees' desks, so they won't have to move them; D: the manager says he expects that next week might be 'a challenge', but he refers to this in a positive way and does not suggest it will be a problem. The phrase 'to report back' usually means to tell someone, in person, how well or badly an activity went.

#### 13/14 A/C (in any order)

*Distraction* B: The manager says that insulation will make the office warmer, but this is not the same as a 'heating system'; D: some rooms will be used by teams to work on projects together, but the manager does not say that any rooms or working spaces have been made larger; E: the windows in the office space have increased in size – so there is more light coming into the area. But 'the old type of lights' would be electrical, and there is no mention of whether these have been changed or replaced.

### Questions 15–20

#### 15 I

#### 16 B

17 F  
18 C  
19 E  
20 D

## LISTENING PART 3

### Training

#### Useful strategy: identifying the locating words

1 1 Fleming penicillin 1928  
2 pharmaceutical companies antibiotics chloramphenicol  
3 jungles mountain areas  
4 manufacturers US Europe  
5 since the 1970s  
6 700,000 cases annually

### Vocabulary

1 1 I 2 G 3 H 4 F 5 A 6 D 7 C 8 E 9 B  
2 1 D 2 I 3 F 4 A 5 E 6 H

#### Useful strategy: 3-option multiple-choice

1 1 Actually, you could be right. ✓  
2 I doubt it. X  
3 I hardly think so. X  
4 Fair enough. ✓  
5 I couldn't agree more. ✓  
6 Precisely. ✓  
7 I'm not sure I go along with that. X  
8 That's one way of looking at it, but... X  
9 You have a point there. ✓  
10 Exactly. ✓  
11 Come on. Surely that's not the case. X  
12 Not necessarily. X

### Exam Practice

#### Questions 21–26

21 G 22 E 23 H 24 I 25 D 26 B

#### Questions 27–30

27 A

*Distraction B:* Lucy mentions that fitness-related articles *recommend* (similar to 'advise') vitamins – but a health authority is a government organisation. We are not told who the authors of the articles may be. C: Lucy certainly expresses the idea in C (the price has dropped...so many manufacturers are making supplements) but Sam rejects this as the reason for the increase in Australian sales.

28 C

*Distraction A:* Lucy refers to the Food and Drug Administration agency, but she explains that they do not require proof that vitamins work. Therefore, the supplement industry has no guidelines to follow in this case. B: Lucy mentions that some vitamins are said to improve brain function, but this is the intended purpose of the vitamin, not a possible harmful side effect.

29 B

*Distraction A:* Lucy refers to 'a simple cold' but she says the Danish researchers found no evidence that vitamins could prevent or treat this. C: Sam mentions 'high doses' (large amounts) but neither he or Lucy suggest that high doses are harmful.

30 C

*Distraction A:* Sam puts forward the suggestion that people would stop buying vitamin supplements but Lucy rejects this idea (Hardly!) She goes on to explain why stricter regulations wouldn't make a difference to consumer's beliefs that vitamin supplements are worth taking. B: Lucy mentions 'fish oil with vitamin D' – but does not say that this product in particular should be regulated.

## LISTENING PART 4

### Training

#### Vocabulary: environmental issues and collocation

1 1 Habitat  
2 endangered  
3 household  
4 renewable  
5 footprint  
6 emissions  
7 warming  
8 fuels

#### Useful strategy: signposting

1 1 D 2 C 3 E 4 A 5 B

#### Useful language: cause and effect

1 1 effect 2 cause 3 effect 4 cause 5 cause  
6 effect

### Exam Practice

#### Questions 31–40

31 **gardens** The idea of 'important plants are no longer found in' is paraphrased in '...gardens ...don't always contain the kind of plant that insects need.'

32 **climate change** In the recording, the 'cause of' butterfly and beetle loss is changed to 'They

[=scientists] put this down to climate change'. [Both words are necessary]

*Distraction* 'fragmentation of habitat' is also mentioned, but scientists do not believe this is a cause. The phrase is also 3 words, and only two words can be written in each gap.

33 **memory** We are told that pesticide impacts on [=affects] a bee's memory. This is further explained as 'This means that they cannot remember how to get back to their hive.'

34 **food chain** 'An essential part of' becomes 'at the bottom of the food chain... They're [=insects are] absolutely vital' [Both words are necessary]

35 **medicine** In the recording, the idea of research based on plants is expressed as 'scientists are now studying plants to find out whether they might be a source of medicine'.

36 **meat** The answer can be found in 'If we cut down on [=reduced] how much meat we ate [=consumed]...'

37 **bricks** We are told that 'they [=builders/housing developers] removed tons and tons of the sand and turned it [=the sand] into bricks'.

38 **eggs** The speaker explains that that the metalmark butterfly lays its eggs on the buckwheat plant, and on no other.

39 **fire** In the recording 'wildlife' is explained as 'butterflies and plants' and we are told that fire has destroyed a significant number of them [= it has led to their loss].

40 **conservation** The speaker explains that while some projects involving conservation need a lot of land, others do not. In the case of the metalmark butterfly, it only needed the area of the dunes to survive.

## READING PASSAGE 1

### Training

1 b Information about activities offered at a zoo

2

### Questions 1–7

Do the following statements agree with the information given in Passage 1?

In boxes 1–7 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

3

### Sleeping over at the zoo

This overnight camping adventure is perfect for school and youth groups. Sleepover activities are aligned with National Science Standards. Each program includes:

- Live animal presentations
- Zoo craft activity
- Breakfast and beverages
- A guide who will show you the nocturnal animals and stay at the camp

Set up your Zoo tent at 'Camp Kenya'

Pricing starts at \$90 per camper (students and adults).

Hot catered meals are available for an additional fee.

### Adult/Child Ratio

- Minimum adult to child ratio of 1:4.
- Maximum adult to child ratio of 1:1.

1 TRUE

2 NOT GIVEN

3 FALSE

4 TRUE

5 NOT GIVEN

6 TRUE

7 TRUE

### Exam Practice

#### Questions 1–7

1 **TRUE:** The first paragraphs states that The Marxland Sculpture Garden is a *former golf course*.

2 **TRUE:** The second paragraph states *There are both permanent and temporary exhibits*.

3 **NOT GIVEN:** Nerida Graham and *Shackle of Time* are mentioned in the second paragraph but it is not stated that Graham produced that particular sculpture.

4 **NOT GIVEN:** In the third part (*Your visit*) the car park is mentioned but it is not stated whether it is free or not. The fees mentioned in that section relate to entry to the garden.

5 **FALSE:** While the third part (*Your visit*) states that *We just ask that visitors don't climb on any of the exhibits*, it also says: *the Garden is a hands-on experience so don't be afraid to get up close and feel the surface of the works*

6 **TRUE:** The *Extra Events* section states that *The festival has increased in popularity every year since it began in the early 1980s* (although it's the first time it has run over two days).

7 **FALSE:** While it is possible to go to the 'Marxland at Night' program, with one of the garden staff (see *Extra Events*), the alternative is *try your luck with a map and torch*.

### Questions 8–14

8 **F:** General tips = techniques for food preparation and creating a meal. Distraction: D talks about conflicting advice online and that the book will provide confidence (but not general advice)

9 **D:** *D says Perelman is a home cook who was overwhelmed by the sheer volume of recipes on the internet.... If this sounds like you....* Distraction: A: this is written by a blogger but there is no indication of being confused by information online. C: an e-book is mentioned but, again, there is no indication of being confused by information online.

10 **C:** *recipes to help shed kilos and keep them off.* Distraction: A mentions *nutritionally balanced meals*; E mentions *healthy appetizers* but neither mentions losing weight.

11 **A:** *Ozich uses unprocessed alternatives to the usual sugar and processed grains to create more nutritionally-balanced meals.* Distraction: E mentions *healthy appetizers* but not replacing ingredients.

12 **B:** It is stated that *fare in the book is taken from recipes that featured in chef Yotam Ottolenghi's childhood in Jerusalem* (although others come from different traditions). Distraction: C refers to family friendly recipes and E mentions kids (but not the writer growing up).

13 **F:** *exotic juice-based beverages.* Distraction: A mentions milk but as an ingredient, not a recipe item in itself.

14 **D:** *each recipe comes with a photograph so you can see what you're aiming for.* Distraction: B and E mention photos of exotic delicacies and 'beautifully presented' respectively but not that pictures accompany every recipe.

## READING PASSAGE 2

### Training

1 c getting a job helping at a festival

2 1 One word only

2 1 Noun 2 Noun 3 Noun

3

### Working at an outdoor music festival

If you'd like to see some world-class acts for free and you're not afraid of hard work, consider getting a job at a music festival. From working as a security guard to

cleaning or serving food, there are many positions to be filled. However, work at the most popular festivals is highly sought-after, so consider becoming a volunteer. It might lead to more, but if not, at least you will be entertained and meet interesting people.

With outdoor work, be prepared for anything in terms of weather as big festivals are very seldom cancelled. Contrary to what many people think, there is very little chance of running into famous musicians in the backstage area. They tend to stay in their trailers to avoid the crowds. But as a festival worker, you'll meet many interesting people all day and night.

### Exam Practice

### Questions 15–21

All spaces in this set require nouns.

15 **team:** *to this end we have established a dedicated team* [= set up a team] *to promote environmental awareness*

16 **practices:** We encourage all employees to notify us where they see that company practices have a negative impact on the environment [= workers to identify \_\_\_\_\_ that cause harm] (under the heading *Commitment to the environment*).

17 **jar:** *we are asking 'offenders' to pay a small fine – there is a jar for this purpose on Kevin Wu's desk.* [= put donation in]. Distraction: cupboard, tub also mentioned under same heading but for different suggestions.

18 **cartridges:** having our used ink cartridges collected... Jetco, the manufacturer we use, arranges collection [= current brand organises pick up].

19 **tub:** *There is a tub in the photocopying room for any used paper* [= paper: put in .... when discarding]. Distraction: bin [the cleaners will empty this into the large bin].

20 **suppliers:** *please use the following approved suppliers* (followed by list of companies) [= choose products from a list of]

21 **budget:** *provided that they are within the allocated budget.* [= where .... allows] *please use 'green' products* [= order eco-friendly products]

22 **Formal qualifications:** *While you can work as a tour guide without formal qualifications, entry to the occupation may be improved if you can show you are qualified* [= aren't necessary to become a tour guide but they can help].

23 **hospitality:** *Experience in a related field such as hospitality is generally looked on favourably by*

*employers* [= If you have worked in ...., it may help your chances of employment as a tour guide] Distraction: *travel* in the same paragraph is mentioned but not as an advantage for getting employment in the same industry *and product development and sales* are mentioned in the last paragraph – but as an option after the travel industry.

**24 sleep:** *you will often need to operate on very little sleep* (first bullet point) [= must be prepared to work despite a lack of....] (energy and enthusiasm are wrong here).

**25 cultures:** *An insight into a wide range of cultures helps a guide negotiate all kinds of issues* [=An understanding of different \_\_\_\_\_ will help a tour guide manage groups of people.].

**26 questions:** *The ability to handle any tricky questions that arise is a crucial component of the role* [= Dealing with difficult....]. Note that cultures would not fit here as there is no mention of any particular cultures being difficult.

**27 sales:** *There are often openings for roles in product development and sales within the industry* [= Being a tour guide may lead to a position in \_\_\_\_\_ or in putting together new tours for customers.].

## READING PASSAGE 3

### Training

#### 1 a glacier lagoon

##### 2 a

There is a lot of support for this heading in the text:

Fjaðrárgljúfur Canyon, in Iceland is little known and is so far not as crowded as many other sites of natural beauty in the area, such as Jökulsárlón glacier lagoon. Its tranquility and isolation mean that is an ideal location for photographers and hikers alike.

**3 An ancient valley :** the bedrock is ancient but the valley was relatively recently formed just after the last ice age, so 'ancient' is debateable. The age of the valley is not the focus of the text.

**A popular attraction:** this is not mentioned. The text says it is little known compared to other places.

### Exam Practice

#### Questions 28–36

**28 v The involvement of two countries:** the first paragraph is about the territory of the Falls being in Canada and the US. It goes on to discuss cooperative efforts to slow erosion. Distraction: B

mentions a Dutch painter and a French expedition but the nationalities are of individuals and are not central to the paragraph.

**29 vii Depictions of the Falls:** two depictions are discussed in B: the painting of the falls and Hennepin's written account. This is the focus of the paragraph. Distraction: E – the way the Falls look is discussed but not in terms of a depiction.

**30 iii When the Falls stopped flowing:** *the falls ran dry*. Distraction A: this paragraph deals with water flowing over the Falls but not the ceasing of this. iv (Permanent damage to the bottom of the river) – people on the dry riverbed are discussed but there is no mention of damage.

**31 ii Getting from one side to the other:** bridges and the Maid in the Mist are the focus of this paragraph. Paragraph C distracts here as people were able to walk across the riverbed but getting from one side to the other is not the focus of C.

**32 vi Physical characteristics of the Falls:** E mentions the way the Falls look (the colour of the water and the foam at the bottom). Distraction: i mentions preserving the beauty of the area but there is nothing in E about preserving it.

**33 B:** *Hennepin's description is significant for the fact that it dominated the collective imagination of the Falls* [= influenced many people's impression of the Falls]. Distraction: A: he overstated, not understated the scale of the Falls; C: the illustration was mentioned but not that it conflicted; D: criticism by locals at the time is not mentioned – his description 'turned out' (later) to be a wild exaggeration.

**34 C:** A natural phenomenon caused the source of the falls to be blocked [= *This phenomenon occurred due to strong westerly winds keeping water in Lake Erie, along with an ice jam that dammed the river near Buffalo, New York*]. Distraction: A: workers from the Maid in the Mist took advantage of the situation but did not cause the falls to stop; B: tourists came to look but that was not the cause; D: Engineers held back the Falls in 1969.

**35 D:** It was the first bridge of its kind [wire suspension] to carry a train [= *no bridge of this kind had ever done this*]. Distraction: A: While the bridge had two levels, this is not what made it remarkable; B: the cost is mentioned (\$450,000) but not how expensive that was; C: it was not the first bridge across Niagara Falls.

**36 A:** *A combination of naturally-occurring substances* [= *The foam in the water at the base of the Falls is not a man-made phenomenon. It is actually calcium*

carbonate from the mist as it evaporates while going over the Falls. This mixes with decaying diatoms and other algae to produce the foam]. Distraction: B: we know the water drops from a height (para A) but it is not stated that it affects the water's colour; C: downstream is mentioned but not that there are problems upstream; D: pollutants used to be a problem but this not the case today.

### Questions 37–40

37 **rowboats**: [= Prior to the *Maid of the Mist*'s first voyage, people used ..... to get across the Niagara River].

38 **mail**: [= the steamboat carried ..... and cargo as well as passengers]

39 **sightseeing**: [= the main purpose of the *Maid of the Mist* was for.....]

40 **600**: [= which each have a passenger capacity of .....]

## WRITING TASK 1

### Training

### Strategies

#### Before you write

##### A Reading the question

- 1 The first sentence gives you the situation and the reason you need to write the letter.
- 2 In this case, you need to write to the owner of a restaurant. As you probably haven't met the restaurant owner before, the tone should not be too informal. Neutral or fairly formal would be appropriate, depending on the type of restaurant.
- 3 What kinds of reasons could there be for a work party? The following are appropriate examples: an awards evening, celebrating a big contract, motivating staff, an end-of-year function. The restaurant would also need to know the date and the time that you want to go.
- 4 Think about types of food. What would the restaurant need to know? Some examples may include information about allergies etc, whether the group would like shared plates or a banquet, whether they will be able to order from the menu, whether they are vegetarian etc.
- 5 It can be too direct to simply ask: 'How much will it cost?' It will make the question seem more polite if you begin with something like 'Could you tell me....?' Or 'I'd like to know ....'

#### B Understanding the task

1 **X** (write to the owner of a restaurant)

- 2 **X** (you have to write about the exact situation that is presented).
- 3 **X** (you don't need to be an expert – just write about the food you know)
- 4 ✓ only include essential information
- 5 ✓ cover all the bullet points or you will lose marks
- 6 **X** (your answer should be set out as a letter, with paragraphs. You will lose marks if you use bullet points).

#### C Selecting from the task

You work for a small company. Your manager has asked you to arrange a party in a restaurant for everyone from your workplace.

Write a letter to the owner of a restaurant. In the letter

- give the reason for the party and details of when you would like to go to the restaurant
- describe what food the group will require
- say how many people will attend and ask how much it will cost

Dear Mr Smith – this may be appropriate if you have met the owner of the restaurant before.

Dear Owner – it is not appropriate to use a person's status or job title after 'Dear'

Dear Sir or Madam – this is appropriate in work situations if you haven't met the person before and/or don't know the person's name. It would be appropriate in this task.

Dear Betty – this would be inappropriate unless you know the owner of the restaurant personally. It would not be a safe choice in a task like this.

##### B Beginning a letter to someone whose name you do not know: Dear Sir or Madam; Dear Sir/Madam

- **someone whose name you know but you have never met or you do not know well?** Dear Ms/Miss/ Mrs/Mr Brown (family name)
- **someone who you know but not well?** Dear Ms/ Miss/Mrs/Mr Brown (family name) or Dear Linda/ George (first name) if it is an informal situation.
- **someone at work with whom you have a lot of contact?** Dear Linda/George
- **a personal friend?** Dear Linda/George

#### D Writing the letter

- 1 booking
- 2 main purpose
- 3 terms of
- 4 options

- 5 much appreciated
- 6 total cost
- 7 questions

## After you write

### E Checking your answer

- 1 whether whether
- 2 a/b 1 staff 2 Have you got 3 vegetarian 4 pizzas  
5 grateful 6 information
- c Instead of repeating group: party

### Useful language: asking for information

- 1 1 b 2 c 3 a 4 d

**In order of formality:** 1 / 2 (these are both formal), 4, 3

- 2 I would appreciate it if you could send me details of your prices.
- 3 a provide b let me know
- 4 1 would 2 let me know 3 provide us 4 enquire  
5 appreciated

### Useful language: synonyms

#### 1 Possible answers

- 1 heating: electric heater/gas heater; home: house/apartment/flat
- 2 position: role, job
- 3 damaged: broken
- 4 that dish: your lemon cake/your dumplings etc.
- 5 request: ask(ing) for, apply(ing) for
- 6 supplies: equipment, items, provisions

## Exam Practice

### Sample answer

Dear Erin

I have recently become aware of a course called Social Media Marketing Essentials and I am writing to ask for your support in taking this course. It is a three-day intensive program being offered by the Business Leadership Association and it starts on Wednesday 2 August.

I believe the course would be of great benefit to our company as we have been recently considering how to build up our social media presence and attract more customers online. After reading reviews by former participants, I think this Social Media course will help me professionally in my capacity as Communications Manager and make a real difference to our company.

For these reasons, I am requesting paid leave from 2–4 August to attend the course. It would be helpful if other team members did not take leave at this time; so far nobody else has applied. I believe this will not be a particularly busy time at work, but I am prepared to spend some time working on those evenings if needed.

I look forward to hearing from you soon.

Best wishes

Sam McGee

## WRITING TASK 2

### Training

### STRATEGIES

#### Before you write

#### A Reading the question

- 1 Spend 40 minutes on Task 2.
- 2 Most important words: technology improves → fewer jobs. You have to accept that technology is improving to write your answer (don't argue with the premise of the essay – the idea that the essay is based on).
- 3 You can agree or disagree completely or partly agree – in that case, you need to explain why you agree partly.
- 4 You have to include reasons and examples. These can be from your knowledge and/or experience.
- 5 Fewer jobs: less employment/work

#### B Planning your answer

- a 4 b 1 c 3 d 2

#### C Developing a clearly structured argument

- 1 b 2 d 3 c 4 a

- 5 f 6 h 7 g 8 e

### Useful language: style

- 1 A is too informal for an essay; B is more suitable.
- 2 1 informal verb: *reckon*  
2 using a dash (-) instead of a linking word: *robots – it's*
- 3 repeating vocabulary: *jobs, robots, bad*
- 4 simple vocabulary: *jobs, bad, think*
- 5 a conjunction / linking word at the beginning of a sentence: *But*

- 3 1 passive verb: *will ... be replaced*
- 2 neutral / formal vocabulary: *To my mind, employment, for instance, anticipate*
- 3 a relative pronoun: *which*
- 4 a modal verb: *may*
- 5 an adverb at the beginning of a sentence: *However*

- 4 1 *Few would argue*
- 2 *In my view*
- 3 *numerous*

### Useful language: impersonal structures

- 1 It is widely believed that: *most people think that*
- It is unfortunate that: *Sadly,*
- It is beyond doubt that: *Nobody can disagree that*
- It is frequently argued that: *People often say that*
- It is well established that: *Everybody thinks that*
- It is occasionally the case that: *Sometimes*
- It is sometimes assumed that: *Some people think that*

### 2 Student's own answers

### Useful language: paragraphing

Computers and robotics are revolutionising the way work is done and already many industries are using machines for work that was formerly done by humans. It seems that, with a few exceptions, this trend will continue and the majority of job that exist now will no longer exist in the future.

There is certainly a case to be made that some types of work require the human touch. It is difficult to imagine areas such as childcare and counselling not being staffed by people as the human component seems so vital. It is also hard to envisage a time when people will not want to work, as many get a lot of meaning from their jobs and have an entrepreneurial spirit. These people will always find a job to do, to create something new or to make money.

This being said, it cannot be denied that technological progress means that huge numbers of the world's workers who do manual labour may find themselves out of work. Automation and new processes for design and manufacturing are making many jobs disappear. There has been talk of a 'living wage', presumably paid by taxes from those who earn money to people whose jobs will no longer be needed in society. That may not happen for many years but it could well be that the world is heading in that direction.

On the whole, it would appear that although there are a few jobs that will always require people, employment as we know it will change drastically if technology continues to improve. A great deal of the work that is now done by people, will be achieved either by machines or by a smaller number of people than currently do that work.

### Exam Practice

#### Sample answer

Modern technology is widely used in many workplaces, from offices to farms to factories. This has had major impacts on the ways in which people work, from the nature of the work they do to the location of the workplace. While technology undoubtedly brings advantages in terms of efficiency, this essay will argue that over reliance on technology also has its drawbacks.

On one hand, computers and automation have made a lot of work easier. People working in offices are not required to do complex calculations without a calculator and communication has become much faster thanks to the internet. Some work that was once always done in an office can now be done at home. In agriculture and industry, machines are able to do a lot of heavy, dangerous work that was formerly only handled by humans. In short, machines can often save employers time and money. New roles have appeared in IT and opportunities have arisen for people to design and maintain machines and computers.

On the other hand, people lose basic skills when machines do certain tasks for them. If something goes wrong with the technology, workers may not be equipped to solve these problems on their own. Workers in factories may find that they are being replaced by technology and there may not be enough jobs for manual workers in future.

To sum up, it is clear that many fields of work have reaped the benefits that technology has brought. However, it is worth noting that these advancements have led to a loss of certain skills and may lead to higher unemployment.

### SPEAKING PART 1

#### Training

#### Useful language: extending your answers

##### 1 Answers will vary

##### 2 Possible answers

- 1 I use a computer every day because I need it for my work and I like to keep in touch with friends on social media.

- 2 I learned to use a computer at school when I was six. We did exercises on it as well as playing games.
- 3 I like watching action films rather than romantic films, although some action films are too violent.
- 4 I'd like to go to the cinema more often but I have a lot of homework.
- 5 I don't like watching sport unless there is an international football match.
- 6 I'd like to try ice-skating but I am scared of falling over.

3 Answers will vary

## SPEAKING PART 2

### Training

Sample notes for Part 2

- jacket – sister's wedding
- bright colours – checked
- bought – department store with friend
- week before wedding
- feel good in it / nice memories

### Useful language: clothes and fashion

1 There are many possible combinations:

striped, checked, patterned, plain and floral can go with dress, pullover, shirt, trousers, skirt, scarf, jacket, suit and cap

high-heeled and flat go with shoes  
three-piece goes with suit  
short-sleeved goes with shirt and pullover  
full goes with skirt  
tight goes with dress, pullover, shirt, skirt, trousers and jacket

V-necked and round-necked go with pullover  
long goes with skirt

### 2 Possible answers

- a cool, excellent, fantastic, great, fine, super, lovely, convenient, suitable
- b terrible, unpleasant, horrible, rubbish, poor quality
- c smooth, silky, hard, stiff, uneven, bumpy
- d modern, trendy, fashionable, traditional, retro
- e content, at ease, relaxed, excited, depressed, fed up, disappointed, angry

## SPEAKING PART 3

### Training

#### Useful language: justifying opinions

- 1 I see what you **mean** ...
- 2 .... is largely a **question** of how supportive ...
- 3 The main **point** of the students' campaign is that ...
- 4 The **reason** I believe that ...
- 5 There is a lot of **evidence** now that ...

## LISTENING PART 1

### Training

#### Review

- 1 Two, usually one female and one male.
- 2 No, not necessarily. There may be one or two tasks, with 10 questions in total.
- 3 You listen for specific information, e.g. dates, prices, everyday objects, locations, names, etc.
- 4 Yes – do NOT change the part of speech, singular/plural, etc.
- 5 Yes – you must spell the answers correctly.

#### Useful strategy: deciding what kind of information to write in the spaces

no kitchen but a kettle and 2 ..... for making drinks and snacks

So, there is not a full kitchen. But there are smaller appliances, such as a kettle. The missing information is used in the preparation of drinks and snacks.

Possible answers: microwave, toaster, cups, plates, cutlery, etc.

kitchen with a fridge and 3 .....

So, this item is found in a kitchen. The answer is likely to be a larger kitchen item similar to a fridge.

Possible answers: stove, dishwasher, sink, etc.

bring your own 4 .....

So, this is something that is sometimes provided at accommodation, but which guests may need to supply themselves in budget accommodation.

Possible answers: sheets, blankets, towels, pillows, etc.

a 5 ..... for guests under 12

This item is only for guests under 12, so not something necessarily suitable for adults.

Possible answers: playground, trampoline, pool, etc.

2

- 1 **mountains** ‘view’ in the question = ‘look out over’ and ‘directly facing’ in the conversation.

*Distraction* The woman asks whether the rooms look out over the lake, but the receptionist says the rooms look out in the other direction.

- 2 **microwave** ‘making’ drinks and snacks in the question = ‘prepare’ any snacks in the conversation.

*No distraction*

- 3 **dishwasher** The woman asks if there is a dishwasher and the receptionist confirms that there is one.

*No distraction*

- 4 **towels** ‘need to bring’ in the question = ‘required to supply’ in the conversation.

*Distraction* The receptionist mentions ‘electric blankets’, but these are provided.

- 5 **playground**

*Distraction* The receptionist says the trampoline is not available at the moment.

#### Useful vocabulary: accommodation registration forms

- 1 Title
- 2 Surname
- 3 Departure Date
- 4 Room No.
- 5 Expiry Date
- 6 Home Address
- 7 Street
- 8 Post Code
- 9 Country
- 10 Date and Place of Birth
- 11 Nationality
- 12 Date of Issue

#### Exam Practice

##### Action plan reminder

##### Table, note and form completion

- 1 The instructions tell you.
- 2 Yes, you are given time to study each task before you hear the recording.
- 3 What kind of information you are listening for, e.g., a kitchen appliance, something in the bedroom, etc. Or a time, date, telephone number, passport number, etc.
- 4 You will hear the general topic at the beginning of the conversation. It is also given in the heading to the notes/form/table.

#### Questions 1–5

- 1 **pets**

- 2 **fridge** Mary has ‘just replaced’ the fridge and it has ‘never been used’, so it must be ‘new’.

*Distraction* The dishwasher is old but still reliable, so it cannot be the 'new' item.

**3 shelves** Mary says she has arranged for a builder to come in and 'put up' a set of shelves; put up = make or build in this context.

*Distraction* Andrew says he will bring a rug for the floor, but a rug isn't 'built'.

**4 lamp** Andrew asks if he would need to provide his own lamp and Mary replies that he would.

*Distraction* Andrew comments that there is a wardrobe and a chest of drawers, so he would not need to 'bring' either of those himself.

**5 gas** Andrew asks if the water is heated by gas and Mary replies that it is.

*Distraction* Electricity is mentioned, but Mary says it is too expensive.

## Questions 6–10

**6 Connaught**

**7 interglobe**

**8 E 738 2991 TP**

**9 7/7<sup>th</sup> April**

*Distraction* Mary mentions that a builder is coming on 4 April.

**10 450**

*Distraction* Mary says that a typical bond is \$500, but she only asks for \$450.

## LISTENING PART 2

### Training

#### Review

- 1 One main speaker; another speaker may introduce the main speaker.
- 2 Usually two.
- 3 No, not necessarily.
- 4 The speaker's purpose is to provide information that is useful in some way.

#### Useful vocabulary: entertainment

- 1 **C** Acrobats and clowns are associated with the circus.
- 2 **B** If he 'appears in' movies and has 'minor parts', he must be an actor.
- 3 **B** Clapping is done with the hands.
- 4 **A** If he 'wrote' music, he was a composer.
- 5 **C** If the exhibition is of fossils, it is most likely to be at a museum.
- 6 **A** The opposite of to stay at home is to go out – for example, go out and do something such as go to a movie or concert or meet friends.

### Task information: Matching Tasks

- 1 It would match A, because 'those aged under 10' are children.
- 2 Speaker 1: C a warm sunny day = fine weather  
Speaker 2: B admission is free = no cost is involved  
Speaker 3: C the forecast = weather forecast, and because it is an outdoor event the implication is that fine weather is necessary  
Speaker 4: A the kids will absolutely love = enjoyable for children  
Speaker 5: B There isn't an entry fee = no cost is involved, because the event is funded by the council

### Exam Practice

#### Action plan reminder

#### 3-option multiple-choice

- 1 Read the questions. They give you an idea of what you should listen for.
- 2 Underline locating words in the questions, e.g. names, dates, distinct nouns, etc.
- 3 No – the words in the options may be paraphrased in the recording.
- 4 Write the answer quickly and then listen for the next one. There may not be a long gap between answers in the recording.

## Questions 11–15

**11 C** Victoria Theatre wasn't really big enough in the past, so this year there will be 'a number of other venues as well'.

*Distraction* A, 'just like last year the festival has attracted more than 250 writers from around the world', so there's been no increase in international guests. B, there's 'always' time for audience members to ask questions, so no change here.

**12 B** There is a 20% discount on all tickets, which means they have been reduced in price.

*Distraction* A, the speaker says he's already bought his ticket, but says nothing about how many have sold so far. C, tickets can be bought 'at the door', so do not have to be booked in advance.

**13 B** a chance for the whole family to learn about the science of the ocean = an educational event; for the whole family = for all ages

*Distraction* A, the speaker mentions swimming, but says it's the wrong time of year. B, he also says it's the wrong time of year to build sandcastles with the kids.

**14** **A** I'd recommend you take a warm coat = should wear appropriate clothing  
*Distraction* B, visitors can wander wherever they want around the reserve; they don't have to keep to the path. C, visitors can go to the exhibition at any time over the weekend.

**15** **A** these opportunities . . . aren't too frequent = do not happen often  
*Distraction* B, the speaker 'went last time', meaning 'last year', so it must have been held before. C, the event is only held once a year, which doesn't imply any change in timetable in future.

### Questions 16–20

**16** **C** it's often really popular . . . to beat the rush = might be crowded  
*Distraction* B, it's just a short walk from Central Station, so transport is actually quite simple.

**17** **A** The location has changed from King's Square to the waterfront.  
*Distraction* B, the speaker refers to the buskers coming from 'across the city'. In this context this means they come from all parts of the city, and does not refer to travelling across the city. C, there's more space on the waterfront, so crowding is unlikely to be an issue.

**18** **B** The speaker warns that the roads around the college can be congested at that time on a Friday.  
*Distraction* C, the roads may be congested, but not the event itself. C, the speaker says the hall is huge so everyone will get a seat.

**19** **B** It's hard to park in that part of the central city and the train service is suspended, therefore transport is a problem.  
*Distraction* The venue, the old post office, is mentioned several times, but there is no reference to the location having changed.

**20** **C** The speaker says there'll be a huge turnout and to get your ticket without delay so as to avoid disappointment, i.e. all the tickets might sell out.  
*Distraction* A, the venue is the same as last year, the Ridgway Theatre.

## LISTENING PART 3

### Training

#### Review

- Two main speakers, but they may be introduced by a third speaker.
- An aspect of academic life, such as a presentation, a project, research, etc.

- There are usually two tasks.
- Identifying key facts and ideas and how they relate to each other. Also identifying a speaker's attitudes and opinions, and recognising agreement/disagreement.

### Useful strategy: identifying opinions

- 1** **a** opinion  
**b** fact
- 2** **a** fact  
**b** opinion
- 3** **a** fact  
**b** opinion
- 4** **a** opinion  
**b** fact
- 5** **a** fact  
**b** opinion

### Useful strategy: identifying the speaker's attitude

- 1** **A** a good time telling jokes and having fun = amused by the behaviour  
*Distraction* The speaker says it was a 'challenge' but that her classmates kept her going.
- 2** **B** completely amazed = shocked; he also says that he hadn't expected to do well in the test.  
*Distraction* It actually took quite a long time for him to get the results because the teacher was sick.
- 3** **B** I can't understand why . . . It doesn't make any sense to me = confused; she also says that only 24% thought vocabulary was a 'high priority' and that more people should have recognised how significant vocabulary is for learners – therefore they should have considered vocabulary 'more important'.  
*Distraction* She was 'surprised' by the survey results, but surprised that vocabulary was a relatively low priority for these respondents.

### Exam Practice

#### Action plan reminder

#### 5-option multiple-choice

- Underline key words in the questions, e.g. words about opinions, attitudes and agreement/disagreement.
- Not necessarily. The words in the conversation may paraphrase the words in the questions.
- No, the options are in random order. And the two answers (A – E) can be written in either order on the answer sheet – it doesn't matter.

## Questions 21–26

### 21/22 B and E, (in any order)

B, Maia says that babies need to investigate their own environment. ‘They should examine the objects around them and experiment . . . discover information for themselves.’

E, Daniel says that babies learn by interacting with their parents and caregivers.

*Distraction A*, Maia says that babies will pay attention to the videos for long periods of time. C, Maia says babies don’t need to play in a group – it can be alone. D, Daniel says that babies don’t learn effectively from screens, but not that screens do them any harm.

### 23/24 B and C, (in any order)

B, Maia is amazed ‘the research has produced so much specific information’. She says she hadn’t expected the results to cover ‘so many different aspects of baby behaviour’. C, Daniel says it isn’t some, but that ‘pretty much every baby prefers the paper to the present’. Maia had thought there would be more exceptions.

*Distraction A*, Daniel says we should not stop wrapping up presents. D, Daniel says that both males and females behave the same way. E, there are several references to methodology, including brain scans, but no mention of criticism.

### 25/26 A and D, (in any order)

A, Maia says that ‘follow-up testing showed that the classes had a long-term benefit’. Both students agree that this is impressive.

D, Maia says that all the teachers had the same training that emphasised the importance of play, and they both agree that this was important for the experiment to be valid.

*Distraction B*, some details about the research subjects are given but no comment is made regarding the number. C, Daniel asks if the children enjoyed themselves, but Maia has no information on that. E, at present, the response of the schools is not known.

## Action plan reminder

### Matching tasks

- 1 It depends. Sometimes you write the letters once only, sometimes more than once. Read the instructions and study the task carefully.

- 2 Yes, if it is the first task, you are given time at the beginning of the recording. If it is the second task, there will be a pause in the recording so you can read the questions.
- 3 Not necessarily. Listen for synonyms and paraphrases.
- 4 Yes, this helps you follow the information in the recording and find the correct answer.

## Questions 27–30

- 27 C Maia mentions that parents and caregivers sometimes repeated the same movements, and concludes that babies were happiest when their behaviour was imitated.

*Distraction B*, there are references to movement. D, the babies were given toys to play with, but there is no reference to them being excited or surprised by this.

- 28 F Daniel says that the babies wanted to give assistance. If they thought someone had a problem, they wanted to help.

*Distraction D*, there is reference to a surprise such as a pen being dropped, but no reference to the babies being excited by this. C, Maia asks if the babies copied the researchers’ behaviour, but Daniel says no.

- 29 A Maia says the babies recognised the relationship between reason and result, because they knew the light would come on.

*Distraction B*, ‘pushing’ the buttons may suggest physical exercise but that is not the nature of this experiment. E, Daniel asks if he is a linguist, but is confusing him with someone else.

- 30 E The babies have some knowledge of how language is structured, and can recognise nouns and verbs, etc.

*Distraction D*, Maia expresses surprise at the research finding, but that doesn’t relate to the babies being surprised.

## LISTENING PART 4

### Training

### Review

- 1 One
- 2 A topic that is suitable for an academic lecture or presentation
- 3 10
- 4 One or two

## Useful strategy: following the speaker

1 A	6 B, C	11 B
2 C	7 C	12 A
3 B	8 A, C	13 A, B
4 C	9 A, B	14 C
5 A	10 A	15 A

## Useful strategy: editing your work

- 1 1 **geometry** (the candidate has spelt the word incorrectly)
- 2 **correct**
- 3 **tunnel** (the candidate has written two words by repeating the article 'a', which is already given on the question paper)
- 4 **safe** (the candidate has incorrectly changed the part of speech)
- 5 **stations** (the candidate has written the singular)
- 6 **correct**
- 7 **expensive** (the candidate has written too many words)
- 8 **towers** (the candidate has written the singular)
- 9 **correct**
- 10 **hospital** (the candidate has written the plural)

## Exam Practice

### Action plan reminder

#### Note completion

- 1 The instructions will tell you how many. If the instructions say NO MORE THAN TWO, you can write one word or two words.
- 2 The headings and subheadings in the notes will give you important information. The introduction to the recording will also give you some information.
- 3 Use the subheadings to help you and the locator words in each note (e.g. names, dates, nouns etc.).
- 4 Study the words around each gap and listen for synonyms and paraphrases.

#### Questions 31–40

- 31 **academic** 'female' in the question = 'woman' in the recording
- 32 **doctors** the information in the question is in a different order in the recording to provide distraction
- 33 **floods** 'survive' in the question = 'withstand' in the recording
- 34 **models** 'built' in the question = 'constructed' in the recording

35 **investor** 'significant' in the question = 'important' in the recording

36 **ships** 'faster' in the question = 'increased the speed at which' in the recording

37 **erosion** 'erosion' is described as a 'problem' in the recording to highlight the issue. 'cuttings' provides distraction here, but cannot be the answer as an engineer would not wish to 'stop' them.

38 **breakfast** It's necessary to follow the development of the idea before the speaker gives the answer.

39 **gym** The locator word 'equipment' comes after the answer in the question, but before it in the recording. Then in the recording 'equipment' is paraphrased as 'machine'.

40 **graduated** The date provides a clear locator word here.

'graduated in engineering' in the question = 'graduated as an engineer' in the recording

'studied' provides distraction, but doesn't work with the preposition 'in'

## READING PASSAGE 1

### Training

1 a Exhibitions at an art gallery

2 Look at the three descriptions of events below.

For which events are the following statements true?

a The Businessman

b Long Road Home

c Long Road Home

3 A Artist and author Jakob Randal invites the public to contribute to the work by writing the name of their favourite book with chalk on the concrete. Western wing, entry by donation.

B its creator, Hannah Park, is one of the region's most well-known sculptors

## Exam Practice

### Questions 1–7

1 F: *The widely acclaimed Forty-Part Motet has returned to the gallery* [= has been put back on display]  
Distraction: The exhibition in A is by outstanding laureates but there is no indication that it has been on display at this gallery before

2 E: *a significant donation by collector Gary Sim*  
[= exhibits that have been given to the gallery]  
Distraction: multiple exhibits are mentioned in A and B but not that they have been gifted to the gallery

3 B: *most of which have never been seen before*  
[= exhibited for the first time.]

4 **D:** *parallel careers of music and cardiac surgery* [= a performer who is well-known in two fields.] Distraction: performers feature in F but not by an artist who is known in another field.

5 **C:** *Families are invited....Kids must be accompanied by an adult* [= You can bring children]. Distraction: Voices of young and old are mentioned in F but that is part of the exhibition, not the visitors.

6 **A:** *come and greet the eight Canadian artists* [= You can meet creative people]. Distraction: artists and creative people are mentioned throughout but A is the only one in which it is stated that you can meet them.

7 **C:** *Come explore art – then design, draw and paint your own* [= You can create an artwork yourself] Distraction: E says 'Immerse yourself in culture!' but that does not mean create artwork.

#### Questions 8–14

8 **TRUE:** *see the status of the StarRail network and details of any disruptions to your service* [=app lets passengers know if there are problems on the train line]

9 **NOT GIVEN:** no information is given about the form of payment accepted by vending machines

10 **FALSE:** *Purchased online or with the StarRail App? ... Leave for four hours between buying and loading, so we have time to check your order ...*

11 **NOT GIVEN:** While the text says *Tap your Smartcard at the ticket gates or platform validator.*, it does not say whether all stations have the platform validating service

12 **TRUE:** *It costs nothing to use the app* [=free of charge] (but credit card fees may apply when buying tickets online.)

13 **FALSE:** A list of tickets available on the app is given, (not including Flexitix) and it is stated that they will be introducing other ticket types in future. Flexitix are available on the desktop booking site.

14 **TRUE:** ... *enjoy great savings when you travel outside peak hours ...* [= Cheaper tickets are available for those travelling at quiet times]

## READING PASSAGE 2

### Training

1 b

2 1 Warehouse 2 scanners 3 maintenance

3 **Larrington Plastics**

#### Training Schedule for forklift drivers

Your first day will begin at 9a.m., when our foreman Greg Shaw will give an outline of what the job of forklift

driver entails. This will take place in our warehouse, behind the car park. After this, we will run through how we keep track of inventory. We use RF scanners for inventory management and this is an opportunity to practice using these if you're unfamiliar with them and to ask questions. Finally, you'll be shown where the forklifts are kept and we'll cover some essential points in relation to their maintenance. You will then meet the rest of your co-workers at the canteen for morning tea.

### Exam Practice

#### Questions 15–21

15 **harvest:** *there are other related jobs available after the harvest period, such as pruning and planting*

16 **sunscreen:** *sunscreen is absolutely essential if you want to avoid sunburn* (hat and shirt do not fit grammatically and are included in 'clothing' given in the task)

17 **belt:** *It will save time if you keep your water in something that is clipped to your belt so that you can take a drink whenever you need to*

18 **tools:** *Sometimes, employers don't supply tools so workers need to use their own.* (music/mp3 player is not something you may have to bring, just something to consider).

19 **pallets:** *using a forklift to load large pallets onto trucks.*

20 **rain:** *in the case of rain, you will have to stop work and will therefore not be paid* (weather is also acceptable as it appears in the text and has the correct meaning)

21 **piece rate:** *your pay depends on the amount of fruit you bring in*

#### Questions 22–27

22 **priorities:** *outline the chief priorities of our firm* [= main ...of the organisation]

23 **board:** *as well as some of the executives who sit on our board* [board members] [= meet .... And the admin team] (note that *administrative support staff* are the same as the admin team).

24 **privacy:** *This requires a clear understanding of privacy concerns and a commitment to respecting our clients' information.* Distraction: *matters of a sensitive nature* but only one word allowed.

25 **Atrium:** *HR Session, Atrium. Be here after lunch to have your photo taken.* Distraction: collect card from Reception at the end of the day.

26 **handover:** *If possible, you will join the person who previously fulfilled your role* [= predecessor] for a handover

27 **safety:** online modules cover sustainability policy and safety in the workplace

## READING PASSAGE 3

### Training

1 c  
2 d  
3

In the 1940s, Frida Kahlo produced many paintings, though with some differences from what she had done before. She was encouraged by the public recognition she was gaining and shifted from using the small tin sheets she had used since 1932 to much larger canvases, as they were easier to exhibit. She also adopted a more sophisticated technique and began to produce larger, quarter-length portraits than she had previously, which were easier to sell. Kahlo created many of her most famous pieces during this period, for instance *Self-portrait with Cropped Hair* (1940), *The Wounded Table* (1940), and *Self-Portrait with Thorn Necklace and Hummingbird* (1940).

### Exam Practice

#### Questions 28–40

28 **E:** New Delhi: *She was a regular guest at parties and official functions* [= social events].

29 **C:** Alamut: *Despite malaria, dengue fever, and dysentery* [= poor health]

30 **A:** Baghdad: *applied for the role of governess for the Iraqi princesses at the court of Baghdad, Iraq, but was not successful* [= failed to gain employment]

31 **B:** London: *Stark returned to London and went to the Royal Geographical Society to take drawing courses so that she would be able to make her own maps on future trips* [=learned a craft that would help her on her travels.]

32 **D:** Yemen: *had to turn back without realising the goal she had set of finding the legendary lost city of Shabwa* [= had to leave without achieving her purpose].

33 **C:** She wanted to escape her situation at the time: *chose Arabic in the hope that it might provide an opportunity to get away*. Distraction: A: a professor is mentioned but he recommended Icelandic, B: a friend joined her on a trip but that was not stated as motivation to learn Arabic; D: her prior interest was not mentioned

34 **B:** She took less baggage on her trip than Bell took. *Stark took pride in travelling without servants or extra belongings, comparing herself favourably in this regard to writer and explorer Gertrude Bell*. Distraction: A they made similar trips but timing

isn't mentioned; C: it states that Bell is Oxford-educated but no comparison is made with Stark's education; D: Stark considered herself a more intrepid traveller but we don't know that it is because of the route taken.

35 **C:** She produced interesting accounts of her expeditions. *Freya Stark gained a high degree of respect for her sharp observations and compelling tales of her travels.... people read her books for the descriptions of the journey*. Distractions: A the text states that *she did not make any huge new discoveries as an explorer*; B: the writer doesn't give an opinion on whether she deserved more recognition, though said she gained respect; D *She was able to accurately record unmarked villages and mountains* (so not unreliable).

36 **A:** She gained access to women more easily than to men: *the only people available to speak with her were the women*. Distraction: B: she was more interested in the men at first: *Stark might have approached the women as a way of gaining trust and reaching the powerful men*; C *she got specialised knowledge of the domestic arrangements, costumes* as a result of her contact with women but this was not what she went to study; D: the text states that Stark approached the women.

37 **history:** *was criticised at the time for being overloaded with history and less in the genre of travel book*

38 **minaret:** *She went to see a twelfth-century minaret ...*

39 **letters:** *four volumes of autobiography and eight volumes of letters....*

40 **godchildren:** *Towards her final years, she took many of her godchildren on trips to inspire and educate them*

## WRITING TASK 1

### Training

#### Review

1 20 minutes  
2 150  
3 Yes, you will lose marks if you don't cover all three points  
4 No  
5 A letter  
6 No. The style will depend on the situation.  
7 Yes  
8 Yes

### Useful language: giving advice and suggestions

- 1 Perhaps you could think about living near me in Bondi. (a quite well; b informal)
- 2 It is recommended that employees reside near their workplace. (a possibly not at all; b formal)
- 3 We suggest that you should live near the office. (a may know the person but not very well; b formal/neutral)
- 4 Why don't you just move in down the road from my mum? (a well; b informal)
- 5 You ought to consider Bondi as a place to live. (a knows the person but not very well; b neutral)

2 (see underlined phrases above).

### Useful language: punctuation

- 1 Secondly, while it is commonly believed that our city's public transport system is one of the most efficient in the country, this is not true in peak hours, for example between 8 and 9.30 a.m. when people are travelling to school and work. So there is certainly more that can be done to keep traffic moving, decrease wait times and ensure that everyone gets where they need to go as quickly as possible.
- 2 1 I haven't heard back from my manager about taking leave in July. That is why I haven't been in touch.
- 2 It isn't a long way from the airport to my house. However, you should take a taxi if you have heavy luggage with you.
- 3 The sales assistant left me with no choice but to complain to the manager because it was clear that he didn't have the authority to give a refund.
- 4 Although it can be an expensive place to visit, New York is a place you will never forget. ✓
- 5 I have a lot of experience in organising parties and festivals. For this reason, I believe I would be perfect for the role of event planner. ✓
- 6 I am writing to request some help with the extra duties I have been given. I do not feel able to cope with my current workload and am falling behind.

### Useful language: finishing a letter

- 1 a c
- 2 b c d
- 3 d e
- 4 a c d
- 5 c d e

2 1b 2a

- 3 Lots of love
- Bye for now
- Cheers
- Take care
- Best wishes
- Warm regards
- Regards

### Useful language: phrasal verbs

- 1 c 2 d 3 a 4 b 5 f 6 e
- 2 1 break down
- 2 brought up
- 3 looking into
- 4 fill in for
- 5 put you out
- 6 get away with

### Useful language: striking the right tone

- 1 Dear friend, *We need to write the person's name if we know it e.g. Dear Anna.*  
Dear Lisa Reynolds, *Choose Dear Lisa if we know the person quite well or if they have introduced themselves as Lisa or Ms/Mrs/Miss Reynolds if we have not met the person and do not know her well.*  
Dear Manager, *Don't write the person's position in the greeting, use the name (as above). Or if you don't know the name, write Dear Sir or Madam.*  
Your staff are always very friendly but I demand a refund. *This tone is not consistent: it is satisfied and demanding in the same sentence.*  
Hi Jerry – I'm writing to inform you of my intention to move to Ottawa. *This tone is not consistent ('Hi Jerry' is informal but 'writing to inform' is formal).*  
Please accept my heartfelt apology for taking up your time with this letter. *You do not need to apologise for writing a letter, simply thank the person for reading it.*  
I left my last job coz of my boss. *The use of 'coz' is too informal. A misspelling / contraction that might be acceptable in a personal phone message is not appropriate in a letter, even if it's an informal situation.*

### Exam practice

#### Action plan reminder

- 1 • Who should you write to? *A friend from another country*
- What three points do you need to cover? *An interesting part of the city to live, the public transport there and how to meet new people*

## 2 Think about your answer for Task 1.

- How should you begin the letter? Do you need to write a person's name? *You need to write the person's name – the first name because it is a friend) e.g. Dear Howard*
- Which city are you going to write about? Should you give the name of the city? *Give the name of the city, to bring the letter to life and make it seem realistic. Choose one you're fairly familiar with.*
- Can you think of part of the city that is a good place to live? What makes it a good place to live?
- What words do you know to describe public transport? (e.g. (un)reliable; convenient; delayed; crowded; (in)efficient; fast; clean)
- How can a person make a new life when they move to a different city? (e.g. at work; through sports or hobbies; neighbours; through friends they already have).
- What will the tone of the letter be? *It's to a friend so the tone will be informal, familiar and friendly.*
- How will you finish your letter? *Use an informal way to sign off (e.g. All the best; Take care; Bye for now; See you soon, Love)*

## 3 Example notes:

- Northbridge – quiet, nice cafes, entertainment
- Transport – buses slow, unreliable; trains on time
- New people – at work; will introduce

## 4 Write your letter

- If you don't live in a city, should you write about a whole country? *No, you need to write about a city.*
- Should you include points that are not in the task? *No. You can mention things (e.g. to explain why the city is interesting) but don't give any detail as there are not enough words.*
- Do you need to write an equal amount on each point? *Just cover each point thoroughly and clearly. It doesn't matter if you don't write exactly the same amount on each point.*
- Should you take a formal tone? *In this case, it is a letter to a friend so you will lose marks if you write in a tone that is too formal.*

## Advice

Imagine you are really writing to one of your friends. Use contractions (e.g. I'm instead of I am). Use phrasal verbs and informal language.

Examples: *should, ought to, I would, you could, if I were you, why don't you, I suggest, how about.*

## Sample answer

Dear Henri

It's very exciting to hear that you'll be moving to Sydney and congratulations on your new job!

As you'll probably be working in the centre of town, perhaps you could think about living near me in Bondi. It's right at the beach but only 40 minutes from the middle of town by bus and train. There are people there from all over the world and it has a friendly, relaxed vibe.

In terms of public transport, you can get around Sydney by bus, train and light rail. You should just get an opal card, which I'll help you with. It means you can get on and off without having to buy a separate ticket each time. Public transport is pretty crowded in the mornings but no worse than in Paris!

I'll introduce you to my friends and I'm sure you'll meet people at work too. You could try living in a shared house if you want to meet some locals.

Anyway, I can't wait to see you.

Love

Jen

## WRITING TASK 2

### Training

#### Review

- 1 Writing Task 2 is an essay.
- 2 Expressing ideas  
Vocabulary  
Grammar  
Spelling  
Punctuation  
Organisation of ideas  
Paragraphing
- 3 250
- 4 You should rephrase the prompt and/or make a general statement, and say what your opinion is
- 5 Give reasons and examples.
- 6 Conclude by summing up your argument(s) and/or restating your position

### Useful language: reporting what people say and believe

- 1 is often said

- 2 is
- 3 was
- 4 to be
- 5 widely; leads
- 6 experts

2 1 is sometimes argued  
2 is considered to be  
3 are in agreement  
4 do not agree with  
5 is widely believed

#### Useful language: countable and uncountable nouns

- 1 education
- 2 a good education
- 3 number
- 4 was
- 5 how much time
- 6 isn't enough space

#### Useful language: giving two sides of an argument

1 1 c 2 d 3 a 4 b  
2 Student's own answers

#### Exam Practice

##### Action plan reminder

- 1 • 40 minutes
- There are two questions in the task below.
- Main ideas
- Do not copy the exact wording of the task; paraphrase.

##### Before you write

2 Notes should include useful vocabulary, reasons why university is necessary for a good career, at least two other things that contribute to a good career.

##### After you write

- 3 Yes, spend 3–5 minutes checking your answer when you have finished.
- 4 You should NOT write your essay out again if you have made mistakes; there isn't enough time.
- 5 Which of the following should you check for?
  - Where to start and end sentences
  - Overall structure
  - Formal/neutral/informal style
  - Subject verb agreement
  - Spelling
  - Paragraphing
  - Whether you have made clear points

##### Sample answer

In today's competitive environment, it is often said that people need to go to university in order to make progress in their careers. However, this essay will argue

that in many fields, work experience and personal qualities get people further in their working lives.

In some careers such as medicine and law, a university education will always be a prerequisite to practising in those lines of work. In many companies and government departments today, employers expect recruits to be university educated, so people need to have graduated from university just to get their foot in the door. However, in some fields the internet has opened up a world of opportunity for people to take short, specific courses to get the skills and knowledge they need. For those who want to start their own business, it may not be necessary to go to university. Likewise, tradespeople, for example electricians and hairdressers, can have successful working lives without going to university.

There are several other factors that may lead to a successful career. Being in the right place at the right time always helps, as does having a positive outlook and a hardworking, ambitious personality. In most jobs, it is experience in the field that helps people get ahead. This is what helps people develop professionally, make contacts and deal with challenges.

On balance it seems that while a university education is still required in some fields of work, in many other fields going to university is not essential. Whether people go to university or not, experience, attitude, personality and luck are all ingredients for career success.

#### SPEAKING PART 1

##### Training

##### Review

- 1 Everyday topics
- 2 Work or study (or where you live)
- 3 Two or three different topics
- 4 There are usually four questions for each topic. The introductory topics 'work/study' and 'where you live' usually have three questions.
- 5 Your passport or ID

##### Useful language: where you live

1 and 2 Student's own answers

##### Useful language: tenses

1 Possible answers

- 1 Where do you live?
- 2 How long have you lived there?
- 3 Why did you move to your house/apartment?
- 4 Would you like to live somewhere else?
- 5 Do you think you will move soon?

## 2 Possible answers

- 1 I've been studying English for six years, since I started school.
- 2 I started learning English because I thought it would be a useful language.
- 3 I'd like to learn Spanish so I could talk to people when I go to Spain or South America on holiday.
- 4 I like learning new vocabulary best, but I find the grammar rather difficult.
- 5 I don't think I'll ever live in the UK, although it would be great to spend some time there.

## Useful language: the weather

### 2 Possible answers

My favourite kind of weather is when it's very sunny and warm.

I hate it when it rains heavily all day.

Cloudy weather really makes me feel fed up.

If I'm studying hard, I prefer the weather to be cool and not too sunny.

When I was little I loved playing outside in the rain.

I'd really like to live in a country where it gets very cold in the winter with deep snow.

## SPEAKING PART 2

### Training

### Review

- 1 The examiner will give you a booklet open at the right task, some paper and a pencil.
- 2 You will have one minute.
- 3 You should write your notes on the paper the examiner gives you and not on the task.
- 4 You should talk for two minutes.
- 5 The examiner will ask questions after you finish your two-minute talk.

### Ways to prepare for a talk

#### 1-4 Student's own answers

## Useful strategies: problems and solutions for giving a talk

### 1 Possible paraphrases

- 1 part of a cooker where you bake cakes or meat
- 2 money that is given to support a student at college
- 3 a document that promises to repair a machine if it goes wrong within a year or two
- 4 something that the winner of a competition gets
- 5 a sign, for example, that says it is dangerous to do something

## SPEAKING PART 3

### Training

### Review

- 1 The questions will be connected to the Part 2 topic.
- 2 No, the questions will be about general issues.
- 3 You will have to answer up to six questions depending on the length of your answers.

## Useful language: speaking generally

### 1 Possible answers

- 1 Most people believe that computers will play a much larger role in education in future, but it seems to me that people will always prefer face-to-face teaching for some subjects.
- 2 It's often said that space tourism will be a popular option in the next few years, but in my view, it will take a lot longer than that for it to be affordable for ordinary people.
- 3 Generally speaking, international sporting events help to inform people about other cultures, but at the same time sports fans are encouraged by the media to support their own national team.
- 4 That depends on the circumstances. Of course, one person can do very little, but the evidence shows that lots of individuals working together can make a big difference and encourage governments to change laws and invest in environmentally friendly campaigns.

**LISTENING PART 1****Questions 1–10**

**1 15<sup>(th)</sup> May / May 15<sup>(th)</sup>** The woman explains that the film must be sent in by Wednesday, May 15<sup>th</sup>. She also refers to this date as the deadline.

*Distraction* The man mentions June 30<sup>th</sup>, but the woman explains this is not the submission date but the date when the judges decide on the winner.

**2 actors** The woman explains that professional actors can't take part in the film; they all need to be 'new to acting'.

*Distraction* 'people' might be tempting, but it is only actors that need to be inexperienced. People working in audio production etc. are allowed to participate.

**3 animal** The woman explains that the man has a choice of using either a child or an animal as one of his characters.

*Distraction* 'glasses' is wrong as this was something the filmmakers had to use in last year's competition.

**4 music** The woman says that permission is required for any music the man wants to use.

*Distraction* 'band' might be tempting, but there is no suggestion that the man needs to get permission for this since he is asking a local band he hopes will help him.

**5 subtitles** The woman explains that if the film is in a language other than English then accurate subtitles are necessary.

*Distraction* 'language' might be tempting but it does not fit grammatically in the space.

**6 script** The woman suggests that this is what filmmakers must consider [= focus on] first.

**7 comedy** The man makes the point that not everyone finds the same thing funny, and thinks he probably shouldn't make a comedy as a film. The woman agrees: 'Yes, stay away from [= avoid] that kind of film.'

*Distraction* 'Documentary' is wrong because the man thinks making this kind of film would be a good idea.

**8 Hyslop**

**9 Imagine** The woman says that the film is called *Imagine* – in other words, this is its title.

**10 Bridge**

**LISTENING PART 2****Questions 11–20**

**11/12 A/B** (in any order)

*Distraction C*: The speaker explains that the wood has been free of litter since the last time it was cleaned up, and therefore collecting litter is a job that the volunteers can 'forget about'; D: The speaker suggests that the volunteers have a look at some of the existing bird boxes, possibly to check that they are being used by birds. The volunteers are not asked to make any more boxes; E: The speaker mentions that some older trees lost branches in a recent storm, but he does not say that the whole tree needs to be cut down.

**13/14 A/E** (in any order)

*Distraction B*: The speaker provides examples of tools required for the work in the wood, but says that these will all be provided. In other words, the volunteers do not need to bring any tools themselves; C: The speaker says he has received money [= funding] from the local residents committee, and will therefore buy and provide sandwiches for the volunteers; D: The speaker says there is no need for sunscreen since the volunteers will be working during a cloudy weekend.

**15 C** 'New account' is a paraphrase of 'go online and find a website', 'register your details'.

**16 D** 'Suitable location' can be understood when the speaker says 'consider exactly where you're going to count the birds' – 'in a single field' or 'a wider area'.

**17 G** 'Good team' is expressed by 'get some other people to come along to help you' and 'a group that are also interested in birds'.

**18 H** 'visual guide' is a paraphrase of 'a print-out showing pictures of the birds'. The speaker goes on to say that this should be detailed and clear enough so that the volunteers can clearly identify the birds they plan to count.

**19 B** A 'rough estimate' means 'an approximate number' of birds. The speaker talks about 'totals' and 'the probable number'.

**20 A** 'clear photograph' can be understood when the speaker says 'have a look at the pictures you've taken', 'a sharp image' and 'best shot'.

## LISTENING PART 3

### Questions 21–30

21 A Oliver suggests the introduction includes something on why ‘restoration is necessary’, and gives examples: damage by water, insects and sunlight.

*Distraction C:* Chloe suggests starting with a definition, but Oliver says this isn’t necessary. Therefore, the students don’t agree; B: Oliver gives examples of why restoration work might be required, but doesn’t talk about situations when restorers have not done their work well.

22 B Chloe assumes that the restorers would have a background in a subject such as art history, but discovers some of the restorers studied chemistry and archaeology. Oliver also expresses surprise that these kinds of skills were required.

*Distraction A:* Chloe does mention a painting requiring a year to clean, but neither student expresses surprise about this length of time; C: Oliver says the restorers have to experiment with cleaning methods, but this does not appear to surprise him. We also can’t assume that ‘methods’ and ‘materials’ are the same thing.

23 A Oliver says he wouldn’t like the pressure of having to please the people who owned a painting he was restoring.

*Distraction B:* Oliver talks about working at heights [= ‘restoring the paintings high up on a church ceiling’] but says this might be interesting, not off-putting; C: Chloe makes a joke about Oliver not being able to draw, but this is not the reason for his choosing not to work in art restoration.

24 A Chloe says that the person who bought the Dutch landscape probably thought a whale spoilt the picture. Oliver agrees [= ‘You must be right’] and says that ‘not everyone judges a painting in the same way’.

*Distraction B:* Chloe explains that people had viewed the landscape painting for a long time without realising what the artist had originally included. ‘Undervalued’ suggests that people viewing the picture in the gallery hadn’t appreciated the painting or understood its financial worth, but Chloe does not suggest this; C: We are told that the painting was cleaned, but there is no information about the cleaning technique being particularly good or new.

25 C Oliver says digital reproduction techniques make it possible for many copies of a painting to be made,

and therefore more people can see the painting. He says he likes this development.

*Distraction B:* Oliver makes the point that people who make digital reproductions are not pretending that their paintings are originals – unlike dishonest people who sell fakes.

26 C

27 A

28 D

29 B

30 F

## LISTENING PART 4

### Questions 31–40

31 **chest**

*Distraction ‘feet’* might be tempting but we are told blood is pulled towards the feet on Earth, not in space.

32 **calcium** This is the only mineral given as an example.

33 **muscle** Another way of saying ‘muscle loss’ is ‘their muscle begins to waste’.

34 **vision** We are told that microgravity can lead to astronauts not being able to see clearly, and that their vision can be permanently affected.

35 **sweat** Because of the word ‘including’ in the question, we know that the key must be a form of water.

36 **light**

*Distraction ‘expensive’* might be tempting but the speaker explains that engineers want to make light materials so that transport doesn’t have to cost so much.

37 **paint**

38 **windows** ‘Large windows’ is expressed as ‘to increase the size of the windows on the ISS. They’re very small.’

39 **museum**

*Distraction ‘exhibits’* might be tempting, but they are objects, not places. Also, because the word begins with a vowel, it wouldn’t work with the article ‘a’ in the question.

40 **qualification**

*Distraction ‘education’* might be tempting but this word doesn’t collocate with ‘get a new’.

## READING PASSAGE 1

### Questions 1–14

1 **FALSE:** Please note that barbecues are used on a first-come-first-served basis. Distraction: you can book a section of the rooftop ahead of time

2 **TRUE:** please make sure any garbage is removed from the rooftop and put in the bins on the ground floor.

3 **NOT GIVEN:** It is stated that *Any breakage of communal property must be reported immediately and paid for* but it doesn't say who should be notified

4 **NOT GIVEN:** It is stated that there are six washing machines but not how many may be used at once by one person.

5 **NOT GIVEN:** While it is stated that you should notify the janitor of problems with the machines, it doesn't say how often the janitor checks the machines.

6 **TRUE:** ... special arrangements need to be made if removalists need elevator access. Please contact management 24 hours in advance if this is the case.

7 **FALSE:** when moving furniture, please use the West Stairwell as the South stairwell is narrower

8 **D:** you'll also need to purchase ink and charcoal pencils on the night ... Cost: \$180 plus incidentals [= pay extra for materials]. Distraction **B:** supplies are included; **C:** machines and thread are provided but bring your own thread etc

9 **C:** Your proficiency will be assessed by the instructor on the first morning and you will receive instruction based on the stage you are at. [= students of different levels of ability]. Distraction: **D:** a bridge for people who already like to draw to get to the next level; **E:** A great starting point.

10 **F:** Bring a friend at no additional cost. [= Two people can attend for the price of one]. Distraction **A:** Cost: \$290 (\$10 off each when you book for two students).

11 **E:** Cost: by donation [=You can choose how much you want to pay].

12 **B:** glass-cutters may be taken home [= You can borrow equipment]. Distraction; **A, C** and **D** mention equipment but not that it can be taken away.

13 **D:** for people who already like to draw [= some experience]. Distraction **C:** you will receive instruction based on the stage you are at; **E:** A great starting point; **F:** for beginners.

14 **A:** Take our intensive course on Saturday 23 June [= a one-day course]

## READING PASSAGE 2

### Questions 15–27

15 separate

16 storage

17 ornaments

18 clock

19 clients

20 ventilation

21 trust

22 management style

23 feedback

24 gym

25 competition

26 sports (events)

27 improvement

## READING PASSAGE 3

### Questions 28–40

28 Section A v

29 Section B vii

30 Section C iv

31 Section D iii

32 Section E ii

33 jaw

34 flat

35 balance

36 tendons

37 D

38 B

39 A

40 D

## WRITING TASK 1

### Sample answer

Dear Sir or Madam

I am writing to ask whether you have a bag that I left on Platform 3 of Wellington Central Station at 4p.m. this afternoon (January 14). Unfortunately, I boarded the train without it and did not realise I had left it behind until well into my journey.

The bag is a medium-sized overnight bag, made of brown leather. It has two small handles and a long strap, for carrying it over the shoulder. It contains some clothing (a pair of jeans and two T-shirts), a red cosmetics purse and two notebooks. Most significantly,

there is a gift-wrapped photo album which I was supposed to deliver tomorrow night for my uncle's birthday.

As you can imagine, I am very keen to have this returned. I don't believe the bag or what is inside it will be of much value to anyone else, but it is important to me. If you have it, I would be more than happy to pay for a courier to bring it to me where I am staying in Johnsonville. You can contact me on 0908 766 238.

Many thanks

Georgia Jukic

## WRITING TASK 2

### ***Sample answer***

There have always been people who get a thrill from doing dangerous things and these days the options available to these people are greater than ever before. However, if people knowingly do something dangerous, should they not bear the cost if it goes wrong? This essay will argue that in some cases, they should.

In many ways it is understandable to want to push the boundaries of human experience. The feeling of adrenalin while falling through the air or diving to the

bottom of the ocean is an amazing, even addictive sensation. Besides the thrill, there may also be a sense of achievement, whether that is conquering a fear or pushing one's body to its limits.

It can be argued that, as it is the individual that gets the benefit from doing these exciting activities, it should be the individual that pays if they need to be rescued or given medical treatment. However, it is not always so simple. If the public health system, and therefore the taxpayer, picks up the bill for medical problems relating to an unhealthy, sedentary lifestyle, why should it not cover problems resulting from an active one?

To my mind, if a professional guide has not checked the equipment or has acted in a reckless way, that guide or company should pay if something goes wrong during an extreme sport they have organised. If an individual has ignored professional advice and been injured, he or she should pay. However, in other cases, the health system should cover the cost.

In short, there are certain people who enjoy the excitement that extreme sports bring. If they have not taken reasonable safety measures as advised, they should have to fund their own medical care.

# Test 4

# KEY

## LISTENING PART 1

### Questions 1–10

1 **49.99** per day = daily

*Distraction* The man says they are \$15.50 per hour, but the form requires the price per day.

2 **gloves**

*Distraction* The woman provides the word 'helmets'. The man then makes a comment about sizes, which might be tempting but doesn't make sense. The man then adds the comment about 'gloves'.

3 **Battenburg**

4 **Green Bay**

5 **air conditioning** the Economy car = that model

*Distraction* The woman provides the words 'air conditioning' and the man says it's not in that model.

6 **52.20**

*Distraction* The man mentions the 'normal' price of \$59, before quoting a discounted price.

7 **heavy**

*Distraction* The man says that on some E-Bikes the battery is very heavy, but on these bikes it's light.

8 **brakes** good = high-quality

9 **lock**

*Distraction* The woman provides the word 'lock' and the man says that yes, those are provided.

10 **licence** no licence is needed = you don't have to have

## LISTENING PART 2

### Questions 11–20

11 **B** discovered = found; tools = implements, like spades and forks, for digging

*Distraction* A: a few documents and records exist about this site, but they weren't 'recently discovered at this site'; C: photographs are mentioned, but not drawings.

12 **B** enough water = the stream . . . runs through the valley, so we can irrigate the gardens even through long dry summers

*Distraction* A: the gardens get 'freezing frosts'; C: 'storms blow very hard up here'

13 **A** built = was constructed; a medical centre = an infirmary [a simple hospital] 'to take care of the health needs of the growing population'

*Distraction* B: this was a residential area from where people commuted to the city to work; C: a military base was talked about, but was never built.

14 **B** are given = they donate; certain local people = families in this neighbourhood who are struggling financially

*Distraction* A: businesses and restaurants want to buy the produce, but there isn't enough; C: each plot is worked by a volunteer member, but there is no reference to members using the produce.

15 **C** students = undergraduates on the horticulture course; gardening skills = their subject

*Distraction* A: there is a reference to academics, but not their research; B: workshops are planned for the future, but the question includes the word 'now'.

16 **F** D and E are distracting, but they are not 'the first building you come to' on that path.

17 **C** B is distracting, but it is not 'actually located inside the orchard'.

18 **G** H is distracting, but it is inside the car park, not down 'a little path heading out to the west'.

19 **E** D is distracting, but it is not shaped like the letter U.

20 **A** B is distracting, but it is not 'right at the very end of that path – as far as you can go'.

## LISTENING PART 3

### Questions 21–30

21 **A** for a long time = since the 1990s, therapists have been experimenting with games . . . this has been going on for many years, it's not a sudden breakthrough

*Distraction* B: Jason says that Dr Franklin 'sees huge potential for games'; C: Alya says she'd been hoping Dr Franklin might give some idea about this issue, but, as Jason says, he 'doesn't really address that'.

22 **C** harder work rate = people are more prepared to spend hours on rehabilitation

*Distraction* A: some patients get so caught up in the games 'they hurt themselves'; B: Jason says that the games are no cheaper than conventional exercises.

23 **B** The students disagree about whether the research subjects played games together in the same room or played online. Alya describes this as 'how the experiment was conducted', which means 'methodology'.

*Distraction A:* Jason mentions the purpose of the research when he says, 'They were investigating whether people actually made more friends by playing games', and there is no disagreement about this issue; C, the finding that 'players develop empathy for each other and bond over games' is contrary to the common opinion that games are 'solitary', but this is not a source of disagreement between the students.

**24** **C** patients and their families = better for the children, but also better for the parents. Alya says, 'That's what I like about this' and Jason agrees, adding 'it reduces the stress for everybody'.

*Distraction A:* Jason mentions that the games 'were simple ones on handheld devices', but doesn't express an opinion about this; B: Jason suggests that the results need to be confirmed by further research.

**25** **A** reliable evidence = supplied valid proof

*Distraction B:* Jason says that people 'would probably like to know about that', which implies no widespread publicity yet; C: Jason 'the finding just reinforced what's been shown in earlier studies,' but doesn't mention academic criticism of this study.

**26** **F** not a surprise = games are obviously going to improve . . . I guess that's predictable

*Distraction C:* the USA is mentioned, but this was only where the research was conducted.

**27** **B** contradicts other research = there are also studies showing a link between electronic screens and eye damage

*Distraction D:* because Alya describes the finding as 'controversial', though she and Jason don't personally challenge it.

**28** **D** not believable = I doubt that's really true . . . Seems highly unlikely to me

*Distraction A:* a 'company' is mentioned twice, but not any reason why it should be; the research finding would seem to be a good thing for this business, so 'disappoint' is not applicable here.

**29** **G** will become increasingly important = going to be more and more significant as the population ages

*Distraction A:* because Jason mentions game manufacturers, but says this is 'good news' for them.

**30** **E** supported by various studies = And there's . . . previous research to back that up, too

*Distraction A:* 'the workplace' is mentioned, but only in a positive context.

## LISTENING PART 4

### Questions 31–40

**31** **Asia** originally migrated from = began their journeys in

*Distraction* the 'Americas' are mentioned as a possible starting point but the speaker says that debate 'has been settled', and goes on to say what anthropologists recognise today.

**32** **faster** *Distraction* European ships were 'stronger', which implies that Polynesian canoes were 'weaker', but Europeans wouldn't have been 'impressed' by that.

**33** **steering** *Distraction* the speaker says the paddles were not used for 'propulsion'.

**34** **bark** made from = used in the manufacture of *Distraction* 'wool' and 'cotton' are mentioned, but were 'unknown to Polynesians'.

**35** **songs** remembered = recall; detailed = long and complicated; making up = created

**36** **waves** found direction = knew which way to sail

**37** **birds** could identify certain = recognising those particular

**38** **colour / color** changes = vary; read = something else that they were able to detect

*Distraction* the 'temperature' of the water is constant in that part of the Pacific.

**39** **instruments** without = did not use

*Distraction* it is necessary to understand a long turn of spoken language between the reference to the canoe's name and the answer.

**40** **language(s)** created fresh interest = remarkable renaissance

## READING PASSAGE 1

### Questions 1–14

**1** **FALSE**

**2** **TRUE**

**3** **NOT GIVEN**

**4** **FALSE**

**5** **NOT GIVEN**

**6** **TRUE**

**7** **TRUE**

**8** **E** You can see a presentation about preparing food.

**9** **B** You can watch a group of young people perform.

**10** **G** Children can draw with the help of an expert.

**11** **C** You can listen to local singers.

**12** **D** There are prizes for children.

13 F There are activities for pets.  
14 C There is a place to take a rest.

## READING PASSAGE 2

### Questions 15–27

15 sale table  
16 fitting rooms  
17 friends  
18 back office  
19 co-worker  
20 lights  
21 (front) entrance  
22 pocket  
23 (navy) (blue)  
24 open-toed  
25 name badge  
26 staffroom  
27 team leader

## READING PASSAGE 3

### Questions 28–40

28 D  
29 A  
30 C  
31 A  
32 D  
33 B plants and animals benefit from each other.  
34 C Conditions are becoming less favourable for some fish.  
35 A they can maximise the use of space.  
36 B It may bring other advantages as well as providing food.  
37 yield  
38 waste  
39 land  
40 soil

## WRITING TASK 1

### Sample answer

Dear Ms Wilkes

Last month I participated in the Workplace Health and Safety Course which was held at Chesterton Community College on Monday and Wednesday evenings. My tutor was Ram Singh. I have been asked to provide feedback and it is with pleasure that I do so.

I found the training to be extremely helpful, especially with regards to the prevention of injuries. We have

already adopted suggestions from the course in our office, including the introduction of standing desks and some new computer monitors. While I was already familiar with most of the first aid/emergency information, the course was a good refresher. Ram had a solid knowledge of the material and was able to answer all of our questions.

If I could make some suggestions, I would recommend that the groups should be smaller or more models should be provided for the CPR exercise, as we had to wait quite a while for a turn. I would also like to have more information on injury prevention in the handbook.

If you have any further questions, please contact me.

Yours sincerely

Cristina Velazquez

## WRITING TASK 2

### Sample answer

For many people today, the pace of life is hectic and they do not spend as long cooking meals as people used to in the past. This essay will argue that, while food that is ready to go has some advantages, overall it brings more drawbacks.

Today there are more families in which both parents work, which means not as much time is devoted to the preparation of food. For others, a competitive work environment and/or a long commute may keep them away from the home for longer each day. Added to this, there are more options than ever before when it comes to ready-made food. Preservatives and refrigeration have enabled people to keep these easy options at home for when we need them and takeaway delivery services will bring meals to our door if we do not have time to cook. The availability of easy meal options clearly has many advantages. Families and friends can spend the precious time they have together enjoying each other's company rather than cooking. Takeaway food can fill the gap and allow people to get on with what they have to do in their day and there is a lot of variety to cater for many tastes.

However, in my view, nothing can compare to a home-cooked meal. The act of cooking can be a relaxing way to unwind after a busy day and if you cook it yourself, you always know what your meal contains. Takeaway food can be unhealthy and portions are generally large. If this kind of food is consumed too often, people become unhealthy and also lose their cooking skills.

Therefore, on balance, ready-made food is a convenient option but it brings more disadvantages than benefits to family life and health.

# Test 5

# KEY

## LISTENING PART 1

### Questions 1–10

1 05443CHI771

2 Market

3 018 669 925

4 **storm** The man explains that the storm caused a big tree to fall over and hit the house.

*Distraction* Although the tree is the more immediate cause of the damage to the house, it's not possible to say 'during a tree'.

5 **glasses** The man explains that his child/eight-year-old daughter left her glasses on her desk, and these were scratched as a result of the tree coming through the window.

*Distraction* The man says that his daughter's headphones were also on the desk, but these were not damaged. Therefore, he is not claiming for these.

6 **carpet** The idea of 'new' can be understood when the man explains that 'just last month, we'd gone shopping' and 'We'd only had it for a couple of weeks.'

7 **curtain** The man explains that this was damaged by the tree.

*Distraction* We are told that the 'books' and 'computer' were not damaged – so the man has no need to claim for these items.

8 **garage** The man says that the tree also hit the door to the garage, and that they can't open it anymore.

*Distraction* The woman asks whether it's the door 'to the back of the house?', but the man explains that the house door is not damaged.

9 **Honeywell**

10 **fence** The man confirms he will take photographs of the damaged fence before the builder starts work on it.

## LISTENING PART 2

### Questions 11–20

11/12 **A/B** (in any order)

*Distraction* C: The speaker refers to different activities such as trekking and kayaking, but does not suggest these are new skills; D: The speaker refers to different landscapes, e.g. mountains, forests and the coast, but does not say the participants will be studying issues connected to them.

13/14 **B/C** (in any order)

*Distraction* A: The speaker mentions rivers and streams, but in the context that it might not be a good idea to put tents next to them; D: The speaker talks about not burning the food, but this is food the participants have brought with them – they don't have to look for food along the track.

15 **C** We can understand the idea of 'being closed to the public' from 'people aren't allowed to use [the track] at the moment'. The speaker explains that this is due to maintenance [= repair] work.

16 **B** We are told that it is easy for people to slip on the rocks as they cross Blue River, and that they may have to cross the river several times.

17 **D** The Pioneer Track is divided into two sections because it 'ends' at the town of Richmond, and then continues on the other side of town.

18 **A** We know that Edgewater is busy with walkers because of the paraphrase 'it's very popular' and 'other groups out walking on the way'.

19 **B** The Murray Track may be unsafe because part of it goes along a cliff where the track is narrow.

20 **A** Lakeside is 'a bit of a tourist attraction' and the participants will probably have to share 'the track with many other visitors'.

## LISTENING PART 3

### Questions 21–30

21 **B** Finn refers to articles which focus on 'the changing nature of jobs', and Kiara supports this by saying how the articles suggest we 'forget the way things used to happen'. She says that the tradition of starting out as an apprentice and then remaining in the same company for years is finished.

*Distraction* A: Although Kiara refers to people 'who've been in work for years' [= older employees], she says that the articles she's read were written for young employees, too.

22 **A** Kiara explains that many businesses [= companies] are no longer using the phrase 'job title'. This is because the work that they are offering is for a temporary period – they want to hire people to work on a particular project.

*Distraction* B: When Kiara talks about a person's social circle, she is describing their friends. Colleagues are people you interact with at work. Kiara explains that in the past, some people liked

to tell their friends how long they had been in a particular job; C: Although Kiara refers to managers and heads of department, she says that these are job titles that might have been more relevant in the past, not the future.

**23** **B** Finn talks about how people who earn a good salary can enjoy their lives, and contrasts this with people earning the minimum wage – the least amount of money a company can legally pay. He says this is his biggest worry.

*Distraction A:* Finn says that having to leave a job and work in different places could be ‘interesting’. He doesn’t think a lack of job security is always a bad thing.

**24** **C** Kiara thinks that the findings of the survey are not presented clearly enough. She is interested in knowing what the individual questions in the survey were.

*Distraction A:* The tutor asks whether Kiara is surprised by the statistic of 48% but she says, ‘It’s hard to say’. In other words, she feels she cannot comment on the statistic because it’s unclear what it represents; B: Kiara refers to the people ‘who took part’ [= the interviewees] but is only interested in their responses to the survey, not what kind of work they each do.

**25** **A** Kiara makes the point that learning new skills would help an employee if they wanted to change companies. Finn admits he hasn’t thought about that advantage and agrees it’s a good idea.

*Distraction B:* Finn says that companies will want employees to study new skills at the weekends or in the evening [= their own time] but doesn’t say what he thinks about this. Kiara says that studying in your own time could be useful, as long as companies paid for the course.

**26** **B** Kiara explains how her device helps her balance her studies and the things she has to do for her family.

*Distraction A:* Kiara says that the media is often negative about mobile technology, but she doesn’t go into detail about why or what the disadvantages might be.

**27** **B**  
**28** **F**  
**29** **C**  
**30** **D**

## **LISTENING PART 4**

### **Questions 31–40**

**31** **mud** We are told that thick mud, like the rocks, made it difficult for the men and horses to make progress.

**31** **steep**

*Distraction ‘long’* might be tempting but the lecturer explains that the trail was ‘only about 35 miles’. In other words, it wasn’t the length of the trail that was the problem.

**33** **failure** ‘fear’ is paraphrased as ‘came to the terrible realisation that’.

**34** **tent** ‘stayed in a tent’ is paraphrased as ‘a tent was the only protection they had from the cold’.

**35** **sailor** We are told that the gold-seekers had to hire a sailor to steer their boats through Miles Canyon and the rapids.

**36** **police** The lecturer explains that the police gave the gold-seekers a list of items so that they might survive a year in the Klondike region.

**37** **flour**

**38** **buckets** ‘several’ is paraphrased as ‘two or three’.

**39** **adventure** We are told that the writer Jack London’s vivid descriptions helped readers get a sense of adventure.

**40** **newspapers** The lecturer explains that Hall and Kelly were employed by newspapers in the US and Canada to write stories about life in the Klondike region.

## **READING PASSAGE 1**

### **Questions 1–14**

**1** **B**

**2** **E**

**3** **C**

**4** **D**

**5** **G**

**6** **D**

**7** **A**

**8** **NOT GIVEN**

**9** **FALSE**

**10** **NOT GIVEN**

**11** **TRUE**

**12** **FALSE**

**13** **TRUE**

**14** **TRUE**

## READING PASSAGE 2

### Questions 15–27

- 15 10/ten
- 16 personal
- 17 emotions
- 18 finish
- 19 questions
- 20 check
- 21 replacement
- 22 size
- 23 ventilation
- 24 chemicals
- 25 visibility
- 26 lacerations
- 27 slips

## READING PASSAGE 3

### Questions 28–40

- 28 C
- 29 B
- 30 D
- 31 B
- 32 A
- 33 A Some of them have been shown in other cities
- 34 D to show the museum had a wider focus than its earlier name suggested
- 35 B The people who built it were helped by the use of computer design.
- 36 B Many of them have creative backgrounds.
- 37 screen
- 38 comics
- 39 videos
- 40 Make-believe

## WRITING TASK 1

### Sample answer

Dear Sir or Madam

I am writing with regards to a delivery that was made to my home, 22 Halston Ave, Springwood, yesterday at 4 pm. The delivery was of a freestanding lamp, reference number A37489 and the delivery person was Sam.

When Sam arrived yesterday afternoon, I was taking an international call so I asked him to take the lamp through to our sitting room and signed for the item at the door. It was not until later that I went into the sitting

room to check on the lamp. This is when I noticed that a glass vase, which had been on the coffee table, was smashed on the floor. It must have been hit by the package containing the lamp.

I would like you to ask Sam about this. It is hard to imagine that he did not notice but he was wearing headphones so may not have heard the crash. Furthermore I would like to be compensated for the \$40 that will be required to replace the vase.

I look forward to hearing from you soon.

Yours faithfully

Meghan Connor

## WRITING TASK 2

### Sample answer

Most cities in the world are growing and this is largely because people are moving to these urban areas for work or study opportunities. However, this puts pressure on the infrastructure of cities as well as on individuals and, this essay will argue, town planners and architects may hold the key to these problems.

Services such as roads, public transport, hospitals and schools can be overwhelmed and even cease to function properly when there is a sudden influx of people. There is simply too much demand and waiting times for everything increase. More people create more waste, so pollution can also become an issue. On an individual level, life in a big city can be stressful. There is competition in terms of work and education, along with crowded conditions in public places. The cost of living can be expensive and even unaffordable, with so many people seeking somewhere to live.

The first thing that can be done is to discourage businesses from having their headquarters in large cities. If they set up in regional towns, those economies will be boosted, leaving a little more room in the big cities. Investing in fast trains so that people can get to work quickly from the outer edges of the city will also help take the pressure off the middle of the city. Beyond that, town planners need to think ahead to accommodate the growing urban population and provide them with access to services. It may be that a city should have not one but several 'centres' with facilities for its inhabitants.

In sum, the increasing urban population affects services and people's lives. Therefore, the more people that can be occupied outside of the city centre, the better. For those who do live in the city, a good deal of forethought is required in order to make cities more comfortable to live in.

# Test 6

# KEY

## LISTENING PART 1

### Questions 1–10

1 **train** go in a = travelling; small = little

*Distraction* They have to go to the other side of a lake and the woman asks if that's by boat, but the man says it's in a little train.

2 **5 / five** minimum age of = must be 5 or older

*Distraction* The woman says her children are 7 and 10, and the man says they 'will be fine'.

3 **coach / bus** travel by = go in a

*Distraction* The woman asks if they fly but the man replies that flying is more expensive and on this tour they go by coach.

4 **walk** go for a walk = take a walk

*Distraction* Here, the woman asks if they can take a 'walk', which is then confirmed by the man. A 'path' is also mentioned, but it doesn't fit the grammar.

5 **waterfall** large = huge

6 **whales** *Distraction* The woman asks if they will see dolphins but the man replies that they won't in 'that part of the country'.

7 **garden** *Distraction* The woman asks if lunch is inside the house, but the man says it's in the garden.

8 **farm** *Distraction* The man mentions the 'city' but is referring to visitors who are from the city.

9 **forest** old = ancient

*Distraction* The woman refers to the forest before the man confirms it.

10 **43** reach speeds of = how fast do you go

*Distraction* The first speed the man gives is in kilometres per hour. The woman says this doesn't mean much to her, perhaps because in some countries they use miles per hour. He then gives the speed in miles per hour.

## LISTENING PART 2

### Questions 11–20

11 **B** used for farming = a place where local people kept animals or grew crops

*Distraction A*: There were no large urban settlements here, just a few small villages; *B*: The forests had already been cut down.

12 **C** valuable substances = rich deposits of coal and other mineral; underground = mines were built so these deposits could be brought to the surface

*Distraction A*: Canal boats were used for transport, but there is no mention of ship building; *B*: Trains did not arrive until the 1850s.

13 **A** various metal objects = all sorts of tools, machinery and other items out of iron and steel

*Distraction B*: A few factories successfully produced fabrics, but this wasn't what Willford was 'best known for'; *C*: The attempt to set up a pottery industry here wasn't very successful.

14 **C** each = per

*Distraction*: *A*: 9 millionth distracts for 900; *B*: 1976 distracts for 7,600.

15 **A** location = set for historical scenes; filming = making movies and television shows

*Distraction B*: University research is mentioned, but not business conferences; *C*: Weddings and other private events may feature in the future.

16 **C** *D* is distracting, but it is not 'right next to the canal'.

17 **F** *G* is distracting, but you don't have to walk past the café to get there.

18 **A** *B* is distracting, but it is not 'right on the summit of Jack's Hill'.

19 **H** *G* is distracting, but you do not have to 'cross the bridge over the canal' to reach it.

20 **E** *C* and *D* are distracting as they are on Rigby Road, but they are not on the corner with Stafford Street.

## LISTENING PART 3

### Questions 21–30

21/22 **B/D** (in any order)

**B**: reducing risk = unpredictability ... Markets can change unexpectedly ... minimise the chances that something will go wrong

**D**: saving money = the sums you invest ... you'll see a return on that; long run = eventually

*Distraction A*: Stella mentions the most effective way of promoting a business, but Nathan rejects that idea; *C*: Nathan mentions 'those working in business' but not in the context of raising confidence; *F*: Stella rejects the idea that finding the next 'market to exploit' is a main benefit of market research.

## 23/24 D/E (in any order)

**D:** specialist language = jargon . . . the examples of ‘psychographics’, ‘coolhunting’ and ‘asynchronous research’ terms; too much use = put off by

**E:** findings = results; wrong = unreliable . . . The supposed developments . . . never occur.

*Distraction A:* Stella suggests some businesses people ‘think they already know everything they need to know’, but Nathan rejects this, saying it’s a criticism of those people, not market research; B: Nathan says it’s difficult for businesses to see a direct causal link between research and profits, but Stella says businesses should be able to see this; C: Nathan says the excuse sometimes used by managers that they don’t have time for research is ‘poor’.

## 25/26 A/C (in any order)

**A:** face-to-face communication = talking to customers directly; surprised – What I hadn’t expected . . . I was a bit taken aback

**C:** the media and social media = TV, radio and digital networking sites; surprised = I hadn’t thought it could be that simple . . . No, me neither

*Distraction B:* There is reference to ‘data put out by bodies like the national census and the civil service’ which may benefit some businesses, but neither student is ‘surprised’ by this; D: Stella says that people are ‘less likely to be honest in questionnaires’; E: The students agree that putting ‘cameras in stores tells us a lot about consumer behaviour’ but they are not ‘surprised’ by this – Nathan says ‘we all know that’ and Stella says it’s ‘well documented’.

**27** **C** specific questions = their interactions with customers . . . What, precisely, should they ask customers; every day = on a daily basis

**28** **A** written records = keep an account . . . the document; each week = every Friday

*Distraction B* might be tempting because of Nathan’s reference to ‘computer’, but Stella says the format doesn’t matter and there is no reference to ‘studies’.

**29** **F** regular meetings = get your staff together round a table

*Distraction E* might be tempting because Stella asks about ‘looking ahead and deciding what to do next’ but Nathan says this is not the point made by *Business Guide*.

**30** **D** individual responsibility = delegating . . . so that each staff member is accountable for market research in one area of the business

## LISTENING PART 4

### Questions 31–40

**31** **elderly / old** except for the = the only group for whom

**32** **meals / food / eating** before = and then had their meals

*Distraction* Both night time and waking up are mentioned, but both are dismissed as there is ‘no research to back this up’.

**33** **digestion** speeds up = increases the rate at which *Distraction* ‘Stomach’ is mentioned but doesn’t fit the gap.

**34** **temperature** cannot control = ability to regulate . . . was compromised

**35** **skin / complexion** results in better = improves the condition of

**36** **headaches** had fewer = were affected more frequently

**37** **anxiety** suffered more = reported increased feelings of

**38** **swallowing** have difficulty = found problematic

**39** **athletes** particularly = for example

**40** **salt / sodium** have high levels = contains such a high proportion

## READING PASSAGE 1

### Questions 1–14

**1** **TRUE**

**2** **FALSE**

**3** **NOT GIVEN**

**4** **NOT GIVEN**

**5** **TRUE**

**6** **FALSE**

**7** **TRUE**

**8** **F**

**9** **A**

**10** **C**

**11** **G**

**12** **D**

**13** **E**

**14** **G**

## READING PASSAGE 2

### Questions 15–27

**15** feasibility

**16** goals

**17** structure

- 18 temperament
- 19 weaknesses
- 20 protection
- 21 insurance
- 22 litigation
- 23 finances
- 24 copyright
- 25 Communications
- 26 spokesperson
- 27 respect

## READING PASSAGE 3

### Questions 28–40

- 28 ii Types of kite
- 29 i Using kites for scientific research
- 30 iv The beginning of manned flight
- 31 iii Factors that determine whether a kite will fly
- 32 vi Basic features shared by all kites
- 33 Paper
- 34 Bow
- 35 Spine
- 36 abrasive
- 37 A
- 38 A
- 39 B
- 40 C

## WRITING TASK 1

### Sample answer

Dear George

I'm sorry to be writing with some bad news. I have to tell you that the ski jacket you lent me got torn while I was on holiday. I feel terrible as it was so generous of you to let me borrow it and I want you to know how sorry I am.

The jacket got torn when I was getting it out of the back of the van; it was caught on something and I kept pulling at it, not realising that the fabric was ripping. It's now got a massive tear down the sleeve and I think it's too big to mend.

George, I feel really awful about this and hope you will understand. Please know that I'll replace it when I get home. You can come out with me to the shops and choose another one – even a more expensive one - if you want! I do hope you can forgive me; I didn't mean to be careless.

I'll be in touch as soon as I'm back next month.

Bye for now

Jesse

## WRITING TASK 2

### Sample answer

Money is something that we need to survive and many people believe that it is a way to measure how successful a person is in life. This essay will argue that money is necessary but it does not equal success for most people.

As society becomes more and more materialistic, money is often equated with success. People want to follow the latest fashion trends, buy new gadgets, drive a prestige car and go on luxury holidays and all of these things require money. On a superficial level, people may look at others who have financial security and money to spare and believe that those people are successful. They may reason that earning a high salary means a person is good at their job so that salary is a reflection of professional success.

This is, however, a small part of the picture. People can be very successful in some professions but not earn a lot of money, for example the Arts, teaching or nursing. Also, a career is just one of many ways to measure success. Happiness, artistic fulfilment, strong relationships and a sense of accomplishment are all valid measures of success in life. We can see many examples in history and in the world today where rich people are not satisfied with their lives; they cannot be seen as successful if they are unhappy with everything they have.

In conclusion, while having a lot of money is something that many people aspire to, it is not, in itself, the best way to evaluate how successful someone is.

## LISTENING PART 1



## Training

01

1 E-A      2 A-I      3 I-E      4 R-A      5 Y-E      6 U-O  
 7 P-B      8 J-G      9 S-F      10 N-M      11 X-H      12 D-T



02

2

1

Woman: So, let me just give you the manager's name. It's Sarah Peterson. That's P-E-T-E-R-S-O-N. OK?

2

Man: You can contact me at my email address. I'll spell it out for you. It's Y-O-S-H-I-Y-U-K-I and that's at gmail.com

3

Woman: So, the meeting point for the race will be at the sports field at Awanui School. The spelling for that is A-W-A-N-U-I.

4

Man: But the hotel I'd recommend is called the Fairview; that's F-A-I-R-V-I-E-W. It's got great facilities.

5

Woman: The address for delivery is 112 Bartholomew Terrace. That's B-A-R-T-H-O-L-O-M-E-W. All right?

6

Man: The company's called Delaney Movers. Let me just spell that for you. It's D-E-L-A-N-E-Y.



03

3

1

Man: Let me give you my cell phone number. It's 027 9901 3436.

2

Woman: The race is a bit longer this year. It's now 13 miles, which is the distance for half a marathon.

3

Man: So if you choose just to buy a one-way ticket, the cost there would be £237.

4

Woman: Let me give you our home address. It's 114, Bayside Road.

5

Man: I've measured the window frame, and the width was 240 inches across. Oh hang on, that's the height. It should be 310 inches.

6

Woman: Your booking reference is actually a mix of letters and numbers. It's AXJ0577120.



04

4

1

Man: He'll be arriving on the third of August.

2

Woman: So the classes are in the evening, from 5.15 until 6.30.

3

Man: And the last time the building was inspected was May 18th, in 2018.

4

Woman: If you're planning to travel to Queenstown, I'd suggest you go in autumn. The countryside is so beautiful.

5

Man: The course starts on March the 18<sup>th</sup> and runs until July the 27<sup>th</sup>.

6

Woman: And the date for delivery, let me see, it would have to be on the 8<sup>th</sup> of February.

## LISTENING PART 1



## Exam Practice

05

You will hear a phone conversation between the manager of a community centre and a woman who is enquiring about art classes in the centre.

Listen carefully and answer questions 1 to 6.

Manager: Bramley Community Centre. How can I help?

Woman: Oh hi. I'm calling about the art classes that the centre offers. I had a quick look at your website. I think one of the classes is called something like 'Movement and Light'?

Manager: That's right. The focus is on painting in the style of the French Impressionists.

Woman: Yes, I saw that in the description. But I've got a few questions if you don't mind.

Manager: Sure, go ahead.

Woman: Well, do I need to bring anything to the class? Or is everything supplied?

Manager: Not quite. What you'd need to do is get yourself some brushes – I'd suggest a range of them, you know, in different sizes. Q1

Woman: All right. Yes, I guess it would make sense to bring your own. I'll make a note of that.

Manager: And you know what the fee for the class is?

Woman: For one term – it's \$170 isn't it?

Manager: That's right. But if you sign up for two terms, it actually works out cheaper.

Woman: How much would that be?

Q2 Manager: \$285. And we do find that a lot of people sign up for a couple of terms – it's such a great class.

Woman: OK, I'll give it some thought. And that's on Monday evenings, isn't it?

Manager: Yes, from 6p.m. to 8p.m. In room 15.

Woman: And who's the tutor?

Manager: The tutor? He's a local artist. You might have heard of him. Steve Ramdhanie.

Woman: Oh possibly. How do you spell that surname?

Q3 Manager: It's R-A-M-D-H-A-N-I-E. Got that?

Woman: Yes, thanks. Now, you've also got a class called 'Clay Basics'. It's a pottery class, right?

Manager: Yes, that's right.

Woman: Do we get to use a pottery wheel?

Manager: Yes you do.

Woman: Oh great. But we'd be making something simple, I hope. I can't imagine producing a vase or anything with a handle.

Q4 Manager: No, in the first term, you'd just be producing two or three bowls. That means learning how to shape and glaze them.

Woman: Sounds great. I guess it would be a bit of a messy activity. You wouldn't want to wear your smart clothes, would you?

Manager: Best not to. I'd recommend wearing something old – that you didn't mind getting dirty.

Q5 Woman: Well, I have a shirt like that that I could use. I'd just roll up the sleeves, I guess.

Manager: And the fee for that class is \$180 per term.

Woman: All right.

Manager: And the class runs on Wednesdays, 6.30 to 8.30p.m. Oh hang on, I've got that wrong.

Q6 Woman: It's on a Thursday, isn't it?

Manager: Yes, my mistake. What else can I tell you? Oh yes, the tutor's name is Theresa Clark. Her works on display in reception here.

Woman: Oh great. I'll have a look.

Manager: Yeah, if you've got time.

*Now listen and answer questions 7 to 10.*

Woman: Um, now the other class I thought looked interesting was 'Sketching Architecture'.

Manager: Oh, yes. For that one everyone goes down to the local park, because it's surrounded by so many beautiful old buildings.

Woman: Oh, right. Like the old post office.

Q7 Manager: Well, I think you begin by drawing the library. There's a good view of it from the park, I believe.

Woman: OK, nice. Actually, come to think of it, I think I've seen the sketching class down in the park when I've driven past. Don't they all take a fold-up chair with them?

Manager: I believe so.

Woman: Is there anything else I ought to know?

Manager: Well, the people who do the class - they tend to make a sandwich for themselves, and bring that along. So, I'd recommend you do that too.

Woman: Good idea. I get grumpy when I'm hungry.

Manager: All right, that's \$160 per term for that class, and it's on Fridays, from 11 a.m. till 1.

Woman: So, if the classes are in the park – that's quite a big area. Where do we actually meet?

Manager: Good point. Everyone usually heads along just before 11a.m., and they meet each other at the top of Victoria Street, at the Station Road end. Q9

Woman: So, on the corner? Great. And the tutor is ...?

Manager: Annie Li.

Woman: You know what, I'll have to think about the other two, but I'd definitely like to enrol for Annie's class. I'm happy to pay now.

Manager: In that case, you're going to need Annie's cell phone number in case you're running late or the class gets cancelled.

Woman: I see. OK, what's the number, please?

Manager: It's 021 785 6361. Just text her if there's a problem. Now, how would you like to pay? We can... Q10

## LISTENING PART 2



### Training

06

2

1

Woman: As you can see, Student Services is at the bottom of your plan. To the right of Student Services is a row of three lecture Halls. The Albert Lecture Hall is the one in the centre.

2

Woman: The Arts Block is directly below the Science Block, and just above the Student Services building.

3

Woman: See the two L-shaped buildings at the top of the plan, in the right-hand corner?

The Main Library is the smaller of those two buildings.

4

Woman: The Sports Complex is easy to find. See the circular running track at the top of the map? On the left of that are two long, rectangular buildings. The Sports Complex is the one nearest to the running track.

5

Woman: The café is well situated on the campus. In between the science block and the carpark – there's a square-shaped building complex where many seminars take place. And in the centre of that building complex, you can find the café.

6

Woman: The nursery is in a nice spot. It's that building to the south of the carpark. The one that's surrounded by trees.

## LISTENING PART 2



### Exam Practice

07

*You will hear the manager of a factory talking to office staff about renovation work at the factory complex.*

*Now listen carefully and answer questions 11 to 14.*

Manager: Good afternoon. First of all, I want to say thank you for your patience for the last six months. As you know, all the office staff had to move to temporary offices while the renovation work at the factory complex was taking place. But finally that work is finished, and everyone can return to the factory complex, and their new office space. We're hoping everything will go smoothly but – there's a couple of things we'll need you to do during your first week back.

You'll be pleased to know that your files and folders have been placed at your desk, so there's no need for you to go hunting around for any records. Um, a couple of people have asked whether their old pass will still work at the security gate – or will they need to get their photo done and update their personal details. I can assure you that the old pass will still get you through the gate. No problem. Once you've had

The café, just so you know, is in the same place as before. It's not ideally located for the factory workers, that's true, but it's not too far if you're heading down from Reception, or up from the warehouse. But what we've done is try to make the environment a bit more pleasant. So, whereas before you looked straight from the café onto the large car park, now there's a line of trees separating them. I think you'll agree that this was a good decision – putting in the trees, I mean. Q19

It was also necessary to relocate the IT department. Of course, for some of their work, they can do it remotely, but from time to time, the IT people do need to visit the different buildings around the factory complex. For that reason, we've given the IT department a more central location. It's that square building you see right in the centre of the plan – one of the closest buildings to the larger car park. Something I'd like to say about ... Q20

### **LISTENING PART 3**



#### **Training**

**2**

Complete the flow-chart *The History of Antibiotics* in Exercise 1 by choosing from options A-I.

**1**

Woman: So I think it was in 1928, wasn't it – that Alexander Fleming discovered penicillin. And whereas before – if people had a cut that went sceptic – say on their hand – or a sore throat - they knew it could potentially kill them – but penicillin changed all that. You could recover really quickly if you were treated with penicillin, so people weren't so frightened any more.

**2**

Man: And then chloramphenicol was discovered after penicillin, and these antibiotics were so successful that pharmaceutical companies really began to take notice. They thought that if they could go out and find new antibiotics, the financial gain would be enormous. And so...

**3**

Woman: And because of that, the companies hired hundreds of people and sent them out to places like jungles and mountains. And their job was to collect specimens from the soil - specimens that would hopefully contain the kind of microorganisms that could help the companies create new antibiotics.

**4**

Man: And so, because it was so expensive and so time-consuming, and they hadn't really achieved anything, manufacturers in the US and in Europe gave up on that approach. And instead they decided to make artificial kinds of antibiotic - try and reproduce them in the laboratory, I mean.

**5**

Woman: And since the 1970s, almost no new antibiotics have been made. And that's why doctors and surgeons are just prescribing the same ones again and again, even if they know they aren't really going to work.

**6**

Man: And according to the research I read, there's about 700,000 people a year now, who – well, when they get sick – and it could be a small thing or a major illness – they don't get better when they're given antibiotics. And this kind of drug resistance is becoming more common.

## LISTENING PART 3



### Exam Practice

09

You will hear two health studies students, Lucy and Sam, talking about the topic of vitamin supplements.

Now listen carefully and answer questions 21 to 26.

Lecturer: OK, we've looked at the history of vitamin supplements and thought about why people take them. We've also considered the reasons why some health professionals are critical of the vitamin supplement industry. Now work with a partner and discuss the key issues.

Lucy: Sam, shall we work together?

Sam: Sure. Let's go over the history.

Lucy: Well, before the 1900s, when someone became weak and tired, and it wasn't clear why, doctors assumed they were suffering from an infection – like a virus.

Q21 Sam: Or they'd been in contact with something poisonous or harmful. Something they'd handled or eaten. Doctors had no other explanation for it.

Q22 Lucy: But in the early 1900s, that changed. That researcher in the US -Joseph Goldberger, – he realised people who basically lived off corn – they were getting ill because they weren't eating anything else.

Sam: Exactly. And other researchers were realising the same thing. Like, in places where people only ate white rice – they were suffering from a disease called beriberi.

Lucy: So the researchers concluded that there must be something missing – that the stuff some people were eating had no nutritional value. And from there, researchers began to identify vitamins – like A and B – for the first time.

Sam: A huge scientific breakthrough.

Lucy: So doctors, the public, ...everyone got to hear about vitamins – first that they existed, and second, you needed them to be healthy.

Sam: But it was governments that were really worried about vitamin deficiency. Certainly in the US and in the UK, at least.

Lucy: What do you mean?

Q23 Sam: Well, in the 1930s those governments were worried about people's general health, because everyone was suddenly buying canned fruit, artificial butter, meat in tins...that kind of thing. It became very common. And so newspapers were featuring lots of government reports about how serious this was.

Lucy: I see.

Sam: And then, some people saw a business opportunity.

Lucy: Naturally.

Sam: In the 1940s, companies started making and selling vitamin supplements in bottles. And they decided the easiest way to market them was to target housewives.

Lucy: Why was that? Because housewives were responsible for keeping families healthy?

Q24 Sam: I'd say so. In the weekly magazines housewives read, the companies made exaggerated claims about what the supplements could do, and they showed pictures of rats in a laboratory before and after they were given vitamins. The 'before' pictures showed the rats looking very sick.

Lucy: So they scared the housewives into buying their product.

Sam: Apparently.

Lucy: But vitamins were still expensive, weren't they? It wasn't until the 1950s that more people could afford to buy them.

Sam: Why was that?

Lucy: Well manufacturers had discovered how to produce vitamins artificially and in enormous quantities in their factories.

Q25

Sam: I suppose that's what goes on with any product. It starts expensive until manufacturers adapt their technology. Were there any developments in the 1960s?

Lucy: Companies changed their promotional strategy to increase their sales. They used movie stars to say how effective the supplements were.

Q26

Sam: That's still true today. Celebrity endorsement really seems to work. Someone on the TV says vitamins have made them healthier and immediately more consumers go out and buy them.

Now listen and answer questions 27 to 30.

Lucy: So apparently the number of Australians taking vitamin supplements has doubled in the last decade.

Sam: Incredible. I suppose so many fitness-related articles recommend them.

Lucy: I wouldn't say that that's the reason. According to the research I read, many Australians are just taking a more active approach to staying well. They don't want to rely on their doctor for everything, so they're turning to vitamins. They can take those themselves and feel they're doing something positive.

Q27

So it doesn't have anything to do with the fact the price has dropped because so many companies are making supplements.

Sam: I doubt it. Even people in lower socio-economic groups are buying them, apparently.

Lucy: Most of my own research has been about the US vitamin supplement industry. Did you know the industry is under no obligation to prove that their supplements actually work. I don't think that's right.

Q28

Sam: How do you mean?

Lucy: Well, in the US, the Food and Drug Administration department regards vitamin supplements as a food. With medicine – manufacturers have to demonstrate that their products really can improve people's health, before they go on sale.

Sam: But you said vitamins are classed as a food.

Lucy: Yes, so the industry can sell whatever vitamin supplements they like, you know: 'This one will improve your brain function' - even if there's nothing to support their claims.

Sam: That Danish experiment – thousands of people took part in that.

Lucy: Yes, the scientists wanted to see if high doses of vitamins really could prevent medical problems like heart disease. Or just reduce the chances of people getting a simple cold.

Sam: But the 'high dose' people were just as likely to get sick as the people not taking any vitamins. That's not to say that scientists now know everything about vitamins.

Q29

Lucy: No. Like you say, investigations and long-term trials need to continue before they can be certain about what taking vitamin supplements can actually achieve.

Sam: But in the meantime, do we need stricter regulation of the supplement industry? Do you think people would stop buying and taking vitamins if they were told it's a waste of time?

Lucy: Hardly. No one likes being told what they can or can't buy... especially where health is concerned.

Q30

Sam: Fair enough. I guess if the government made it harder to get certain products, like say, fish oil with vitamin D, people would protest.

Lucy: They certainly would. What I think is that...

## LISTENING PART 4



### Exam Practice

10

You will hear a student giving a presentation about the way that different insect species are being threatened.

Now listen carefully and answer questions 31 to 40.

**Student:** So today I'm going to be talking about the way that different insect species are being threatened. In other words, the reasons why some insect populations are declining – and might even become extinct in the 21<sup>st</sup> century. I'll also talk about the consequences – if extinction occurs – and some possible ways to prevent that.

Let's start with the reasons. First of all, when we look at what's going on in Europe, we can see a huge decline in certain species of insect. This is partly because farmers no longer allow certain plants to grow in their fields. But farmers are not entirely to blame. The gardens that people have nowadays don't always contain the kind of plant that insects need. So perhaps we need to rethink what we're putting there. In more tropical regions of the world, for example, the Amazon rainforest, scientists have noticed that the number of beetle and butterfly species also appears to be diminishing. They put this down to climate change, rather than say, the fragmentation of habitat – but more research has to be done. And then, there's the use of pesticide, and of course, this happens everywhere in the world. Pesticide is designed to kill a range of insects that farmers don't like, but it also kills bees, which they need. Pesticide might not kill bees directly, but we know that it impacts on their spatial skills – meaning they cannot make sense of what they see around them – and also their memory. This means that they cannot remember how to get back to their hive.

So why worry about whether insects become extinct? Well, the consequences would obviously be terrible not just for them, but for us. Pretty much everywhere on the planet, with the exception of Antarctica, insects are at the bottom of the food chain. They're absolutely vital, because if there were no insects, there would also be no birds or lizards

or mammals. Then there's the role that insects play in crop production. We use them to pollinate our fruit and vegetables, and it would be impossible to manage without them. It's also worth remembering that scientists are now studying plants to find out whether they might be a source of medicine in the future. If these plants disappear because of insect extinction, that would be another lost opportunity.

Q35

So, there's some possible ways we could prevent insect extinction, some more controversial than others. I think it's a given that governments have to do something about the sale of pesticides; in fact, some countries have already passed laws to ban certain products. That's a good move forward. But ordinary people can also make a difference. If we cut down on how much meat we ate, some of the land now used for grazing could be turned back into insect-friendly environments.

Q36

I'd like to finish with a positive story. There's a place in California called the Antioch Dunes. In the 1900s, people looked at the dunes and the sand that formed them and thought 'that sand is a great raw material'. And because they needed to build houses, they removed tons and tons of the sand and turned it into bricks. It wasn't really until the 1960s that biologists suddenly realised that the Antioch Dunes had actually been home to some unique species of plant and insect. But by this time, there was only one species of butterfly left. The metalmark butterfly. And a major problem for the metalmark was that it required a certain plant to survive – something called the naked-stem buckwheat. It was on this plant that it laid its eggs, so yes, you can see why the buckwheat was important. Well, in the end, the only way that the biologists could get the buckwheat to start growing properly was to replace the sand. That was a great first step, but the metalmark butterfly is still endangered.

Q37

In the last decade, a significant number of butterflies and plants have been destroyed in the Antioch Dunes by fire. So now, the biologists are limiting the number of visitors who can wander around the dunes. That's fair enough, I think. All right, the final point I want to make about the project to restore the Antioch Dunes area is to do with how much land is required: when we think about the concept of conservation we often assume we need to set aside a large amount of it. And that might be true for some large species. But in this case, relatively little land was required. But the important thing is to leave it undisturbed. OK...

Q38

Q39

Q40

# Test 2

## LISTENING PART 1



### Training

11

You will hear a woman asking for information about accommodation at the Sunnyside Holiday Park.

Receptionist: Good morning. Sunnyside Holiday Park, this is Michael speaking. How can I help you?

Rachel: Oh hello, this is Rachel Becks. Could I just ask a few questions about your accommodation options, please?

Receptionist: Yes of course. We've got a range of options, depending on what you're looking for.

Rachel: Well, I'm travelling with my husband and two children, so there are four of us.

Receptionist: So, we have our motel rooms, they're double rooms at \$205. They're very popular.

Rachel: Do they look out over the lake?

Q1 Receptionist: In fact they look out in the other direction, so they're directly facing the mountains out that way.

Rachel: Oh well that sounds just as good. But we'd need two rooms, so it'll be quite expensive. Do you have anything that's a bit cheaper?

Receptionist: Yes, we have studios. They're \$155 a night and have a double bed and a bunkbed.

Rachel: Any cooking facilities?

Q2 Receptionist: Well, there's no kitchen as such. But there's a kettle so you can make hot drinks and also a microwave which will obviously help if you want to prepare any snacks.

Rachel: And what about if we wanted to cook our own meals?

Receptionist: Then you'd need one of our Budget Units. They're \$222 a night and can sleep 4 people. They have a full kitchen with a fridge and everything.

Q3 Rachel: And a dishwasher?

Receptionist: Yes, absolutely.

Rachel: Mmm, well that sounds like it might be the one for us. Is bedding provided?

Q4 Receptionist: Yes, all the bedding and electric blankets are provided. But the towels, guests are required to supply their own.

Rachel: OK, that's not a problem. And what about other facilities at the park. Is there a laundry?

Receptionist: Yes, we have a laundry. And there's also a games room which is suitable for adults and children.

Rachel: Any outdoor activities for the younger ones?

Q5 Receptionist: The trampoline's being repaired I'm afraid at the moment, so that's not available, but there is a playground for children under 12.

Rachel: My kids will love that. Well look, I'll just need to discuss it with my husband and I'll...

## LISTENING PART 1



### Exam Practice

12

You will hear a man who is looking for a new apartment to rent, talking to a landlady who is showing him round an apartment.

Listen carefully and answer questions 1 to 5.

Mary: Hello, Andrew, isn't it?

Andrew: Hi, yes that's right. And you must be Mrs. Jones.

Mary: Yes I am, but please call me Mary. Come in and I'll show you the apartment.

Andrew: Great, thanks. I'll just make a few notes as we go around, if you don't mind?

Mary: That's fine. So first, a few general points, Andrew. You probably saw in the advert that the apartment is partly furnished.

Andrew: That's OK – I've got a bit of furniture myself.

Mary: And also, please, pets are not permitted in the apartment.

Q1

Andrew: No problem – I don't have any.

Mary: Well, shall we start in the kitchen, it's through here.

Andrew: Oh, it's nice and big, isn't it?

Mary: Yes, a good size for a one-bedroom apartment. It's got everything you'll need. The dishwasher is quite old now but it's very reliable. And I've just replaced the fridge, so that's never been used.

Q2

Andrew: Great. It all looks really good.

Mary: Well, follow me through into the lounge, Andrew. Here we are.

Andrew: I like the wooden floorboards. But I might want to put down a rug on the floor as well, if that's OK.

Mary: Oh yes, of course.

Andrew: I've also got lots of books.

Mary: Well, as a matter of fact, I've just arranged for a builder to come and put up a set of shelves on that wall there. So that'll be convenient for your books.

Q3

Andrew: That'll be great. Then, is that the bedroom through there?

Mary: Yes, that's right. Come through.

Andrew: There's a nice big wardrobe, and a chest of drawers.

Mary: Yes, plenty of storage.

Andrew: But if I wanted a lamp beside my bed, I guess I'd need to provide that myself?

Q4

Mary: Yes, you would.

Andrew: That's no problem, I've got one that'd do.

Mary: And then this is the bathroom. It's only a small space, so there's no bath, just a shower.

Andrew: And the water heating, that looks like it's gas, right?

Q5

Mary: Yes, electricity is more expensive in my view.

Andrew: You're probably right.

Now listen and answer questions 6 to 10.

Andrew: Well, I really like the apartment, Mary, and I'd like to take it if that's OK with you?

Mary: Yes, absolutely Andrew, I'd be delighted. So why don't we have a look at the tenancy form. We're supposed to fill that in together.

Andrew: Yeah, sure.

Mary: Now, I've got a form here. So first of all, I need some of your details. What's your full name Andrew?

Q6 Andrew: It's Andrew Connaught. That's spelt: C-O-N-N-A-U-G-H-T.

Mary: Great, got that. And what's the best way to contact you Andrew?

Andrew: Well, you've got my mobile number.

Mary: Yes, I know. But an email address would be good as well, in case I need to send you documents.

Andrew: Oh right, I see. Well my email is andrew171 at interglobe.com – Q7 spelt: I-N-T-E-R-G-L-O-B-E

Mary: Great, OK thanks. Then, I really need an identification number of some sort.

Andrew: Oh, dear. I haven't got my passport with me.

Mary: A driver's licence number will do

Q8 Andrew: Oh right, I've got that, hang on. It's: E 738 2991 TP

Mary: Right, good. So, now just a few tenancy details. When would you like to move in?

Andrew: Well, as soon as possible, really.

Mary: Right, well like I mentioned, there's a builder coming, that's on the 4<sup>th</sup> of April. So, really, any time after that's fine.

Q9 Andrew: The 4<sup>th</sup> is a Friday, isn't it? And that weekend I'm going away. So how about the 7<sup>th</sup> of April?

Mary: Yes, that works well. Now, you'll have seen from the advertisement that the rent is \$315 per week.

Andrew: Yes, that's OK.

Mary: And there's also a bond to pay before you move in. It's like a deposit – and you'll get it back at the end of your tenancy.

Andrew: How much is that?

Mary: Well, I try to be reasonable. A typical bond for a 1-bedroom in this Q10 part of the city is \$500. But I only ask for \$450.

Andrew: OK, that should be fine.

Mary: Now what I'll do Andrew is email you my bank account details and you can...

## LISTENING PART 2



### Training

13

2

1

Man: So let's hope it's a warm sunny day on Sunday or this event is likely to be postponed

2

Woman: And the great thing about this event is that admission's free, so that's a real bonus.

3

Man: It's an outdoor event so check the forecast carefully before you go.

4

Woman: The kids will absolutely love this event so make sure you book tickets without delay.

5

Man: This event is entirely funded by the local council so there isn't an entry fee.

## LISTENING PART 2



### Exam Practice

14

*You will hear a radio announcer talking about entertainment events that are taking place this weekend.*

*Now listen carefully and answer questions 11 to 15.*

Melanie: OK so, next up on this morning's show – Dan Johnson's going to tell us what's on in the city this weekend. Dan.

Dan: Well thanks Melanie and there's certainly a great program of entertainment this weekend – something for everyone. So first, it's the Writers' Festival again, and just like last year the Festival has attracted more than 250 writers from around the world. The writers will be talking about their latest books and there's always an opportunity for audience members to ask the writers about their work. In the past the Festival has been based at the Victoria Theatre, which wasn't really big enough. So this year they're going to be using a number of other venues as well. More information and tickets are available from the website.

Q11

Now something I'm really looking forward to is Wearable Art on Saturday evening. This fashion show's always been held in the capital, so it's very exciting that it's coming to our city for the first time and I've already got my ticket. And they've just announced a 20% discount on all tickets, to encourage a good turnout. Tickets can be bought online, or at the door.

Q12

Something slightly different is Ocean Times – that's on Sunday morning at Bright's Beach. Now you might be thinking it's the wrong time of year to go to the beach for a swim or build sandcastles with the kids, and you'd be right. But what's happening is, there's going to be a number of large tents put up on the beach, for workshops, displays and presentations. It's a chance for the whole family to learn about the science of the ocean and marine eco-systems and how to protect them. Sounds like a good way to spend your Sunday.

Q13

Now, you may already have seen the advertising for the Artscape Exhibition. This is an outdoor exhibition of sculptures and installation art that officially opens this evening and you can go along whenever suits you over the weekend. It's being held up at the Sanctuary Reserve and the idea is, you wander wherever you want around the Reserve, enjoying the artworks in a natural environment. I'd recommend you take a warm coat, though, because it can get quite windy up there.

Q14

Now, the Civil Theatre is open for tours this weekend, too. This is a great chance to go backstage at the city's largest theatre and see all its secrets. This event is only held once a year so these opportunities to tour the Civil aren't too frequent. I went last time and can tell you it's well worth it.

Q15

*Now listen and answer questions 16 to 20.*

Dan: OK, so what I'll do now is just run through a few more events that are on over the weekend. So every Friday night, of course, is the Night Market – a great place to eat delicious street food from around the world. If you haven't been before, it's in the old Smith Street warehouse, just a short walk from Central Station. This is often really popular so get there in good time to be sure you beat the rush.

Q16

There's also the local Buskers' Festival, on Saturday and Sunday afternoons. This is a chance for buskers and street performers from across the city to perform at an organised event. If you're interested in going along please note – it was going to be in King's Square, but actually it's now going to be held down on the waterfront, where there'll be plenty of space for everyone.

Q17

Now later this afternoon it's Stand Up For Kids. This is a stand-up comedy show aimed particularly at children aged from 5 to 10. This is being held in the hall at Swanson College at 4 p.m. today. Just bear in mind that the roads around the college can get pretty congested at that time on a Friday, so allow plenty of time to get there. But it's bound to be a great show and the hall at Swanson is huge so you shouldn't find it hard to get a seat.

Then it's Sunday Unplugged on Sunday afternoon, with a number of local bands playing at the old post office building in Morningside. There's a great range of acts this week – check online for details. Though it's the usual issue with the old post office venue – no parking at all in that part of the central city. And the train service is suspended on Sunday for repairs, so if you're taking the bus, leave early.

And on Saturday evening it's the Ignite Dance Finals. This is the final of the inter-school dance competition so I know there'll be a huge turnout. If you haven't already got your ticket I'd do so without delay to avoid disappointment. It's being held in the Ridgeway Theatre, same as last year, so there'll be a great atmosphere.

Now one other...

### **LISTENING PART 3**



#### **Training**

15

1

*Woman:* I went to night classes to learn Mandarin Chinese once a week. It was certainly a challenge for me, but what kept me going was my class mates. Everyone had such a good time telling jokes and having fun that it really helped me learn.

2

*Man:* I hadn't expected to do particularly well in the test so I was completely amazed to get 82% – it was such a great feeling! Unfortunately though the teacher was sick for a few days so it was quite a long wait before we got the results.

3

*Woman:* I read the results of a survey about the best way to learn a second language. Only 24% of respondents answered that vocabulary was a high priority. I can't understand why more people didn't recognise how significant vocabulary is for learners. It doesn't make any sense to me.

### **LISTENING PART 3**



#### **Exam Practice**

16

*You will hear two early education students called Maia and Daniel talking about research into how babies and children learn.*

*Now listen carefully and answer questions 21 to 26.*

*Maia:* So, Daniel, shall we compare a few ideas for our assignment on how babies and children learn?

*Daniel:* Good idea, I've started the reading. One thing I read about was these 'learning videos'.

*Maia:* Oh yeah, I read about learning videos. The baby watches a short film with some basic vocabulary, maths and science, and they learn as they watch – that's the idea. Certainly, babies will pay attention to videos for long periods of time.

*Daniel:* Yeah, but there's been research to show that babies don't learn effectively from screens. Actually, they learn by interacting with their parents and other caregivers – that's the best approach.

Q21

*Maia:* Mmm, it's interesting. Another issue with learning videos is that babies ought to have play time.

*Daniel:* You mean in a group?

*Maia:* Not necessarily, it can be alone, actually. But what's important is that they investigate their own environment. They should examine the objects around them and experiment. So they discover information for themselves. And they don't get that sitting in front of a film.

Q22

*Daniel:* That's a good point. Then, I also thought I'd write about the 'present research' in my assignment.

*Maia:* Oh yeah, I read a bit about the present research. And it's true, isn't it? When you give a baby a present or gift, some of them are more interested in the wrapping paper than the present itself.

Q23

*Daniel:* But it's not some of them. The research shows that pretty much every baby prefers the paper to the present, whether male or female – it's just a human characteristic.

*Maia:* Really? I'd thought there'd be more exceptions.

*Daniel:* Apparently not. It seems that playing with the paper, or ribbons, or box, stimulates the baby's senses. They touch everything, climb into the box, put the ribbon into their mouths. And brain scans have shown that sight, sound, touch, smell and taste are all stimulated in this way.

Q24

*Maia:* It's amazing the research has produced so much specific information, just from studying presents! I hadn't expected that. The results cover so many different aspects of baby behaviour.

*Daniel:* Yeah, exactly. But it shows us that babies learn by playing.

*Maia:* So we shouldn't stop wrapping up babies' presents.

*Daniel:* No, definitely not!

*Maia:* Then I also read about babies and second languages. There was a really interesting bilingual experiment in Spain. They tried teaching English to a group of 280 Spanish children in different preschools.

Q25

*Daniel:* So the research subjects were in different schools?

*Maia:* Yes, but the researchers deliberately selected teachers who all had the same education. They'd been trained to use a style that focused on play and social interaction. So because of that, the experiment was standardised across all the schools, that's really important.

*Daniel:* Yeah, I agree, that was a great idea.

*Maia:* The subjects were aged between 7 months and 3 years old. And the children were given a one-hour English lesson for 18 weeks.

Q26

*Daniel:* Did they seem to enjoy the lessons?

*Maia:* I don't have any information on that. But at the end of the experiment, each child could produce an average of 74 English words or phrases.

Q27

*Daniel:* But did they remember them?

*Maia:* Well, follow up testing showed that the classes had a long-term benefit, yes.

Q28

*Daniel:* Wow, that's remarkable, especially considering some of the children were so young.

*Maia:* I think so too. It really shows how babies and small children can learn through playing.

Q29

*Daniel:* Yeah, I wonder if other schools will try the same thing in future.

*Maia:* It'll be interesting to see what happens.

Q30

*Now listen and answer questions 27 to 30.*

*Daniel:* So, Maia, let's discuss some more ideas about how babies learn. What other research have you read about?

*Maia: Well, I read about Dr Pritchard's study. In her experiment, babies were given toys to play with. And their caregivers sometimes repeated the same movements as the baby, and sometimes did something different. And Dr Pritchard monitored the baby's electrical brain activity. The results showed that babies were happiest when parents or caregivers imitated their behaviour.*

*Daniel: Maybe that could be used as a teaching tool?*

*Maia: Yeah, absolutely.*

*Daniel: Then I read about a study of 3-year-olds. This was interesting. The researchers experimented by doing things like dropping a pen or knocking something off a desk.*

*Maia: And did the children do the same thing?*

**Q28** *Daniel: No, what they often did though, was pick up the pen. They wanted to give someone assistance if they could, if they thought someone else had a problem. So I think that shows how babies are more likely to learn by working with caregivers and teachers, rather than in isolation.*

*Maia: Then have you heard of Professor Michelson?*

*Daniel: Is he a linguist?*

*Maia: You're thinking of someone else. Professor Michelson did a study where babies had to push buttons. Some buttons switched on a light and some didn't. And after a little experimentation, the babies nearly always pushed a button that switched on a light.*

*Daniel: You mean, they knew the light would come on?*

**Q29** *Maia: Professor Michelson thinks so. He believes they recognised that a certain thing would happen, as a result of a certain action. So maybe that has implications for learning.*

**Q30** *Daniel: Interesting. I also looked at a study in the United States. This showed that babies as young as 16 months have some knowledge of how language is structured. In a simple sense, they seemed to know the function of nouns and verbs. And the researchers believe this is linked to the way they learn the meaning of new words.*

*Maia: Oh, really? Amazing they start so young. I'd like to read about that...*

## **LISTENING PART 4**



### **Exam Practice**

**17**

*You will hear an engineering student giving a presentation about a female engineer called Sarah Guppy.*

*Now listen carefully and answer questions 31 to 40.*

*Student: Well, hi everyone. In my presentation today I'm going to be talking about Sarah Guppy, a female engineer in Britain in the 19<sup>th</sup> century.*

*So, first some background. Um, so in Britain at that time, there weren't many women engineers. But the 19<sup>th</sup> century was a time of great change in Britain and women were becoming increasingly active in many*

aspects of society. So one example would be Jane Harrison, who was a linguist and an expert on ancient civilisations. Jane Harrison is credited with being the first woman to be employed as an academic at a British university. And slowly women were being employed in more fields during this period. Let me just give you a few statistics to illustrate. Um, so, by the end of the 19<sup>th</sup> century, there were thousands of female musicians and actors and more than half in each group were women. When it came to the professions, the numbers were much lower. So dentists – there were 140 women, and there were 212 women who were employed as doctors at the end of the century.

OK, so moving onto Sarah Guppy herself. Sarah was born in 1770 in the city of Birmingham into a family of merchants. Aged 25 she married Samuel Guppy and moved to the city of Bristol. Then in 1811, she patented her first invention. This was a method of building bridges that were so strong they could withstand even severe floods, which might otherwise have destroyed the bridge. Her idea was used by the engineer Isambard Kingdom Brunel when he built the famous Clifton Suspension bridge. Sarah was not directly involved in this project as an engineer. However, she is known to have constructed models representing the entire structure, and these were of great assistance to Brunel when he built the Clifton Suspension bridge. What's more, Sarah was involved in the project to build the Clifton Suspension bridge in another way, too. Together with her husband, Sarah was an important investor in the project, and did well out of it financially.

*Now listen and answer questions 36 to 40.*

*Student: However, Sarah's talents as an engineer and designer went beyond bridges. One of her inventions was the so-called 'barnacle buster'. This was a device that increased the speed at which ships could sail, by preventing tiny creatures like barnacles growing on them. Sarah also had an interest in railways. Now, the 19<sup>th</sup> century was a time when a huge number of railway lines were being built across Britain. Frequently, this involved digging 'cuttings', where the railway line was cut into a hill. And Sarah encouraged trees and vegetation to be planted in cuttings to reduce the problem of erosion – a technique that is still commonly used today.*

I'd also like to mention that some of Sarah Guppy's machines are quite amusing when we look back at them today. One that stood out for me was a machine that made tea, kept toast warm and boiled an egg all at the same time, so you could sit down for a typical British breakfast without waiting for anything. It's quite strange to look at but I guess it might have been convenient! Then there was one area where Sarah was really ahead of her time because she designed an early type of equipment that's very common today. This was a sort of gym machine that you could keep at home. And in the last 150 years or so that's an industry that has really taken off.

OK, so in conclusion, what can we say about the career of Sarah Guppy? She certainly wasn't the only woman engineer in 19<sup>th</sup> century Britain. I mean, for example there was Ada Lovelace, who is sometimes described as the first computer programmer and Hertha Marks Ayrton, a mathematician and electrical engineer. But still, Sarah's contribution was highly unusual. Just by way of illustration, it's worth noting that it wasn't until 1906 – 54 years after Sarah's death – that a woman studied engineering at university and graduated as an engineer for the first time. Now one other thing...

**Q31**

**Q32**

**Q33**

**Q34**

**Q35**

**Q36**

**Q37**

**Q38**

**Q39**

**Q40**

# Test 3



## LISTENING PART 1

18

You will hear a conversation between the organiser of a short film competition and a man who is interested in taking part in this event.

Listen carefully and answer questions 1 to 5.

**Man:** Oh hello, is this the right number to call for the short film competition?

**Woman:** Yes. How can I help?

**Man:** I know the competition's been running for ten years, but I've never taken part before. I want to be clear on the rules. Is 20 minutes the maximum length of the film?

**Woman:** That's correct. So, shall I run through some of the other rules for entry?

**Man:** That'd be great. I'll make some notes.

**Woman:** All right, so the deadline for getting the whole film made and sending it in to us is on Wednesday May the 15<sup>th</sup>.

**Man:** Oh really? I thought the submission date was some time at the end of June. The 30<sup>th</sup>.

**Woman:** That's when the judges announce the winners.

**Man:** Right, I guess I don't have as much time to make this film as I thought.

**Woman:** Now, just so it's clear, one of the rules is about the team of people you have working with you. Will you be doing most of the filming yourself?

**Man:** Probably yes.

**Woman:** OK, but perhaps you'll be needing some technical support with editing, and the audio?

**Man:** I imagine so.

**Q2 Woman:** That's fine, but you can't employ any professional actors, I'm afraid. They all need to be new to acting – having a go for the first time.

**Man:** I see. Not a problem. Now I know that one of the rules is about the things you need to include in your film.

**Woman:** That's right. Last year all films had to include a scene with a broken pair of glasses.

**Man:** What about this year?

**Q3 Woman:** Well, it's been decided that one of your main characters has to be a child. Or, if you prefer, it could be an animal instead – but we have to see them in a number of scenes, OK?

**Man:** All right. I'll have a think about that. I'm not sure which one would be easier to work with.

**Woman:** It can certainly be a challenge – but that's what the competition is all about. Now, it's not just our rules you need to think about. You Q4 might also need to get permission – say, for example – if you decided you wanted to add some music to the film.

**Man:** That sounds complicated. I suppose I could use a local band – people I know that would help out. I wouldn't need permission in that case.

**Woman:** Good idea. Then you don't need to worry about the legal side of things.

**Man:** All right. That's clearer. Actually, is that right that the film doesn't need to be in English?

**Woman:** Yes. Because if a film wins the competition in this country, it could end up being part of an international competition. But if you're going to use another language, you've got to provide subtitles. And those do have to be in English, and 100% accurate. If they're not, your film won't be accepted in the competition.

**Man:** Seems fair.

Now listen and answer questions 6 to 10.

**Man:** I don't suppose you could give me any advice – about making the film, I mean.

**Woman:** Of course. Um, in my opinion, it's the script that you should concentrate on. That comes first. Work out what everyone's going to say, and go from there.

**Man:** OK, thanks for that. And I read somewhere that you shouldn't have too many characters or locations.

**Woman:** Yeah, I'd agree with that.

**Man:** I also read that – with short films, the judges have their preferences. I mean, they seem to like films with a serious message, like a documentary. I guess I shouldn't do a comedy because not everyone laughs at the same thing.

**Woman:** Yes, stay away from that kind of film. A story with a clear beginning, middle and end – that's what the judges look for.

**Man:** I was thinking I could look at some of the films from last year's competition – you know – to give me a better idea of what to do.

**Woman:** Yes, you could certainly do that. If you go to our website, have a look at last year's winner. His name was Greg Hyslop.

**Man:** How do you spell that last name?

**Woman:** Sure. It's H-Y-S-L-O-P. His film was actually one of the shorter ones, but the judges really liked it.

**Man:** Actually, I'm wondering if I've seen that one already. Isn't it about an artist – someone who no one appreciates but then she ends up selling lots of her paintings?

**Woman:** That's right. If you want to have another look, the film is called Imagine. It really holds your attention.

**Man:** Thanks. I'll have another look after this call.

**Woman:** So, you know what the prizes are? It's \$500 for third place, up to \$2000 for the overall winner. And of course, the winning films are shown in a theatre, so the public can see them too.

**Man:** That would be an amazing thing to happen. So that would be the Bridge Theatre, would it, in the city centre?

**Woman:** Yes. That's my favourite theatre, actually. Lovely view of the river. So, do you have any more....



## LISTENING PART 2

19

You will hear a man talking to a group of volunteers who are involved in conservation work in an area called Eskdale Wood.

Now listen carefully and answer questions 11 to 14.

Organiser: Hello everyone. Thanks for volunteering to help with our conservation work in Eskdale Wood next weekend. A big group like this means we can really achieve a lot.



## LISTENING PART 3

You will hear two art history students, Chloe and Oliver, talking about the research they have done on the restoration and reproduction of old paintings.

Now listen carefully and answer questions 21 to 25.

Oliver: Ok Chloe, let's put the presentation together. What do you want to include in the introduction?

Chloe: Well, we're looking at the restoration of old paintings, and the reproduction. So we should begin with a definition – to show how those two things are different.

Oliver: Is that necessary? Let's start in a visual way. Show some paintings that have been restored, and talk about why it was necessary. So, for instance a painting that was damaged by water, and another one by insects – or by sunlight.

Chloe: OK, let's go with that. It'll get everyone's attention.

Oliver: After the introduction, we should tell everyone about our museum visit.

Chloe: Yes, it was great to see people restoring paintings in front of us. Did you know that most of the restorers we met didn't have a degree in art history? They'd done things like chemistry and archaeology. I never would have imagined that.

Oliver: Me neither. I had no idea those kind of skills would be useful.

Chloe: Apparently, a painting can take a year to clean.

Oliver: I guess it would. And one guy I spoke to told me they're always experimenting. Reading up on different ways to clean the paintings.

Chloe: So, would you be interested in a career in art restoration? You know you don't actually need to be able to draw – so it might suit you!

Oliver: Very funny. Look, I think it would be a great job but I wouldn't choose to do it. You get to work in interesting places – that's true. I mean, sometimes you'd be working in a public place – like restoring the paintings high up on a church ceiling.

Chloe: With the public watching.

Oliver: I wouldn't mind that. But the thing is, when someone owns the painting you're working on, you've got to get it right. What if they didn't like the colours you'd used? Too much pressure.

Chloe: True. Since we visited the museum, I've been researching other restored paintings. One was a Dutch landscape. It'd been hanging in a museum for over 100 years – and everyone just thought it was a nice scene of people on the beach. And then a restorer started cleaning it, and discovered someone had painted over a whale.

Oliver: A whale?

Chloe: Yes. The original artist had painted a whale on the beach, and later I suppose the painting was bought by someone who thought the whale ruined a pretty scene, and they paid another artist to cover it up.

Oliver: You must be right. Not everyone judges a painting in the same way, obviously. Anyway, we'll have plenty to say about restoration. What about digital reproduction?

Chloe: Yeah, digital technology is having quite an impact on the art world. We can now reproduce famous paintings – and you can see something that looks just like the original.

Q25 *Oliver: I guess the difference between a digital reproduction and a fake painting is no-one's pretending it was painted by the original artist. And what I like about digital reproduction is you could potentially make lots of copies – so a wider audience can see them.*

*Chloe: Maybe. I'd rather look at the real painting.*

*Now listen and answer questions 26 to 30.*

*Chloe: OK, so if we're talking about digital reproduction of art, we have to mention the company Factum Arte, and how they reproduced famous paintings that had been lost or damaged – so they can go on public display.*

*Oliver: Good idea.*

*Chloe: Let's note down the challenges the team faced. What about Vincent van Gogh's *Six Sunflowers*? The original painting was destroyed. The team had a photo of it, but it wasn't very clear.*

Q26 *Oliver: Right. They couldn't see how Van Gogh had used his brush. They knew the National Gallery had a nearly identical sunflower painting by Van Gogh – and so they had to ask the gallery whether the team would be allowed to study and scan it – so they could reproduce the brushstrokes in the right way.*

*Chloe: They got approval in the end.*

*Oliver: What about *The Concert*? The original was stolen, right?*

Q27 *Chloe: The team had a photo they could use, but the problem was – it was a photo of *The Concert* after someone had tried to touch it up with fresh paint.*

*Oliver: And they'd done a terrible job, hadn't they?*

*Chloe: Yes. But the team were happy with the reproduction in the end. We should mention the *Portrait of Sir Winston Churchill*.*

*Oliver: Churchill hated that portrait. So his wife burnt it, and nothing was left.*

Q28 *Chloe: So, the Factum Arte team had to search for the pencil sketches the artist had also made of Churchill as part of his preparation.*

*Oliver: Right. For me, I was most interested in *The Water Lilies*.*

*Chloe: By Claude Monet. In that case, the painting wasn't lost, but the top layer of paint had turned completely black because of smoke from a fire.*

Q29 *The team had to work out what the colours beneath that layer had been.*

*Oliver: And then there was *Myrto* – a painting by Tamara de Lempicka. No-one knows for sure what happened to the original. At least the team had a black and white photo they could work from.*

Q30 *Chloe: But they needed to know what colours Lempicka would have used. And most of her other paintings are held in private collections. Because of that, they couldn't go and see them. That's a shame because...*



## LISTENING PART 4

*You will hear a student giving a presentation about the challenges of living in space.*

*Now listen carefully and answer questions 31 to 40.*

*Student: Hello everyone. So I'd like to tell you about some of the challenges of living in space. We'll start with the International Space*

*Station – or ISS, as it's often called. The ISS has been in space – in orbit around the Earth – since 1998. Over 200 astronauts have lived on board – and one of the biggest challenges for them is living in microgravity. So what happens when you're living in microgravity 24 hours a day for months? For a start, it affects your blood circulation. On Earth, your blood would naturally be pulled towards your feet, but in space, it goes to your head. And we'll talk a bit more about the consequences of that later. But it also goes to your chest – and that's why astronauts have to be careful about their blood pressure. Microgravity also affects the minerals stored inside your body. Over time, for example the amount of calcium inside your bones begins to decrease, so the bones become weaker. Yes, it's not much fun living in space. The astronauts have to maintain a very strict exercise programme – they do 2.5 hours of exercise six days a week. If they don't, what happens is that their muscle begins to waste. Some of it also turns into fat. And one final problem that some astronauts experience – they find that when they get back to Earth, they can't see clearly. Scientists aren't exactly sure why this happens, but it seems that the astronauts' vision can be permanently affected.*

*Another challenge with living in the ISS is – you have to take everything you need with you. So space agencies like NASA are constantly improving the way they recycle things. Water, of course, is a vital resource, and every little bit counts. That means that even the sweat that the astronauts produce is recycled. I know that doesn't sound very nice – but NASA says their water is purer than anything you'd drink on Earth.*

*Now listen and answer questions 36 to 40.*

*Student: So what's next? Humans are already living in space – in the space station – but now the goal is to live on the moon or Mars. For this, we need to make buildings, and the challenges for engineers and architects are even harder. It's incredibly expensive to transport materials into space, so they need to be as light as possible. The alternative is to use materials which already exist on the moon or Mars – and this does seem to be the sensible way forward. So to make buildings on the moon, for example, we could use rock, and the moon also has plenty of useful minerals. These can be made into metal, into brick... and some engineers are also suggesting they could produce paint. So it seems everything we need for a basic building might already be on the moon. Actually there's one thing that NASA hasn't managed yet, and that's to increase the size of the windows on the ISS. They're very small – and if people were going to live in buildings on the moon, this is something NASA still has to work on.*

*So, even if we manage to create a network of buildings for people to live in on the moon or Mars – and grow food, and be self-sufficient – they would still need mental stimulation, and opportunities to relax and stay in touch with what was happening back on Earth. Virtual reality could be the answer. Imagine you're living on the moon but you could use virtual reality to walk around a museum and see all the exhibits. That would be incredible. And by using virtual reality, you could continue your education, by say, studying for a qualification that might be useful in your current environment, or once you're back on Earth. Now Mars is a different...*

# Test 4



## LISTENING PART 1

22

You will hear a man who runs a transport hire company talking to a woman who wants to hire a vehicle.

Listen carefully and answer questions 1 to 5.

*Brian: Good morning. Island Transport company, this is Brian speaking.*

*Jenny: Morning. This is Jenny Cartwright here. I'm visiting the island next week and I want to hire some form of transport.*

*Brian: No problem, Jenny. Island Transport can offer a range of different vehicles to hire. So, um, the first option is a motor scooter – they're very popular.*

*Jenny: Oh right. And how much do they cost to hire?*

*Brian: Well, you can hire them by the hour or by the day. Per hour, it's \$15.50.*

*Jenny: And what about for a day?*

**Q1** *Brian: Daily, it's \$49.99. That includes a full tank of petrol, but you need to fill it up before you bring it back.*

*Jenny: Is a scooter a good way to get around the island?*

*Brian: Oh yes, it's a lot of fun. Visitors really enjoy it.*

*Jenny: Do you provide helmets?*

**Q2** *Brian: Yes of course, all sizes. We can also let you have gloves as well – it's not a bad idea.*

*Jenny: Oh yes, I hadn't thought of that.*

*Brian: The only thing is with the scooters, you have to keep to sealed roads. That means you can't ride on Battenburg Road – so you can't visit the far end of the island.*

*Jenny: Sorry, I didn't catch the name of the road. Could you spell it?*

**Q3** *Brian: Sure, it's spelt: B-A-T-T-E-N-B-U-R-G. But there are still plenty of other places you can explore on a scooter.*

*Jenny: OK. And what about a car?*

*Brian: Yes, we've got a range of cars.*

*Jenny: Well, there's four of us. But if we do go for the car option, we'd be happy with a very small, basic one.*

*Brian: An 'economy car' would be \$87.80 per day. That's for a four-door car, it can take five passengers.*

*Jenny: Right, OK.*

**Q4** *Brian: And a car is the best way to see the whole island. You can drive on all the roads. And if you'd like to go for a swim, you can drive right down to Green Bay, which visitors love.*

*Jenny: Well, a car is definitely something to consider. It's certainly a good price, if we split it between the four of us.*

*Brian: Exactly.*

*Jenny: Only thing is, it's pretty hot at this time of year. Does the car have air conditioning?*

**Q5** *Brian: Not that model, no. You'd need one of our bigger cars if you want that.*

*Jenny: Well, maybe it doesn't matter.*

Now listen and answer questions 6 to 10.

*Brian: The other option to consider is an E-Bike. These are very popular – like a normal bicycle, but with electric power to help you along.*

*Jenny: How much are they?*

*Brian: Normally they're \$59 per day, but I can offer you a discounted rate at the moment of \$52.20.*

Q6

*Jenny: Oh, OK.*

*Brian: To be honest, a lot of our customers these days prefer E-Bikes to motor scooters, because they're so quiet and peaceful. On some E-Bikes, the battery is really heavy, but on these bikes it's nice and light.*

Q7

*Jenny: I've never ridden an E-Bike before. How difficult is it?*

*Brian: Not difficult at all. You'll find they are very easy to handle. Like I say, just like a normal pedal bike really, but you don't have to do too much work. Which is a good thing because the island is quite hilly. These are good quality bikes too. Well made with high quality brakes both front and back, so you won't have any problems.*

Q8

*Jenny: Well, that does sound like a lot of fun. Do they come with GPS?*

*Brian: No, but we can provide you with a map.*

Q9

*Jenny: What about a lock?*

*Brian: Yup, one of those as well, with each bike, so you can leave it securely if you want to.*

*Jenny: I think my friends will like the idea of an E-Bike. A good compromise.*

*Brian: Like I say, they're very popular these days. And another big advantage is that you don't have to have a licence for this type of vehicle.*

Q10

*Jenny: Well, let me discuss it with my friends and I'll get back to you.*

*Brian: No problem. Thanks for your...*



23

## LISTENING PART 2

You will hear a man talking to a group of people who are looking around a community garden.

Now listen carefully and answer questions 11 to 15.

*Man: Well, good morning everyone and welcome to this open day at the community garden. Our garden belongs to the local community and, as you'll see, what we grow here is mostly fruit, and different kinds of vegetables. First, I'll tell you some background information.*

Q11

*Well, recently we made an interesting discovery at the garden. Before, we didn't know much about the history of this site. We only had a few documents and records. Then we found some ancient implements, like spades and forks, for digging. They were buried in the earth. Experts say these are at least 1000 years old. So people have been using this land for growing produce for a long time. There are some photographs of these implements in the club house, as well as a diagram of what we think the garden might have looked like, if you want to look later.*

*So, why was this location so good for gardening? As you can see, we're in a slight valley. And storms blow very hard up this valley, which can be a problem. But being in a valley, we get good freezing frosts here in winter, which gardeners like because it kills the bugs. The great thing, though, is the stream that runs through the valley, so we can irrigate the gardens even through long, dry summers.*

Q12

Now what we do know is that in 1860, gardening stopped here. This was a time of rapid development in this area. And on that date, the Q13 City Infirmary was constructed on this site, so this is where doctors and surgeons worked to take care of the health needs of the growing population. Also, many new houses were put up for people who commuted into the city each day to work. There was even talk of a new military camp, although that never happened in the end.

Then in the 1980s, the old buildings here were removed. And this land again became a productive garden. Today, these gardens produce large quantities of fruit and vegetables. Each plot of land is worked Q14 by a volunteer member of the garden, and they donate what they grow to families in this neighbourhood who are struggling financially. Occasionally we're approached by local businesses and restaurants wanting to buy our organic produce, but we just don't have enough.

We also have a good relationship with the local college. In fact, several of the Q15 academics there are members of the garden. Each week, undergraduates enrolled on the college's horticulture course have a class here, to learn about their subject first hand. And in future the college hopes to hold workshops here, to help local people establish vegetable gardens at home.

*Now listen and answer questions 16 to 20.*

*Man:* OK, now I'll just point out a few places of interest around the gardens. So, can you all look at your maps please? OK, so we're now standing at the main entrance to the gardens, outside the club house.

Q16 So, you might be interested in our worm farms. This is where we make fertiliser. To get there, from the main entrance, head north. You'll pass gardens on either side of the path. Just before the path curves round to the right, there's a turning on the left. Go down there and the worm farms are inside the first building you come to.

It's also worth visiting our seed store. Again, head north and follow the path as it curves round to the right through the gardens. You'll come to the orchard. Follow the path around the edge of the orchard – but don't Q17 go too far. The seed store is actually located inside the orchard – a very pretty spot.

Now the machinery shed might interest some of you. From the main Q18 entrance, just go into the car park and walk right to the end. You'll see a little path heading out to the west – it's down there.

Our compost heaps are also pretty impressive. So, head north from the main entrance, go past the first gardens and take the first turning on the Q19 left. Go to the end of that path. The compost heaps are built in the shape of a letter 'U'.

The drying room is also interesting. This is where we dry fruit, to preserve it. To see how it's done, walk up through the gardens till you come to the Q20 orchard. Keep heading north and the drying room is right at the very end of that path – as far as you can go.

Now one other thing I'll mention...



### LISTENING PART 3

24

*You will hear two technology students called Alya and Jason talking about their joint presentation on the benefits of playing video games.*

*Now listen carefully and answer questions 21 to 25.*

*Alya:* Well, Jason, shall we do some planning for our joint presentation?

*Jason:* Yeah, let's compare the reading we've been doing. Did you read that article by Dr Franklin?

*Alya:* Yes, the use of games in therapy.

*Jason:* So, we'll need to explain what kind of 'therapy' he's talking about.

*Alya:* OK, so it's treating people after accidents or illnesses – rebuilding their body strength.

*Jason:* Exactly. And Dr Franklin sees huge potential for games.

*Alya:* But he made the point that this isn't new. Really, since the 1990s, therapists have been experimenting with games. Q21

*Jason:* Yeah, I agree, Dr Franklin illustrated that this has been going on for many years, it's not a sudden breakthrough.

*Alya:* I was hoping he'd give some idea about how many health professionals now employ games in therapy.

*Jason:* He doesn't really address that, does he?

*Alya:* OK, so, what's the biggest advantage of games in therapy?

*Jason:* Well, most games are played in virtual reality. So the patient is moving their arms and legs, exercising their body.

*Alya:* So I guess it's quite cheap, then?

*Jason:* Yeah, but so are conventional exercises. I don't think that's an issue.

*Alya:* No, OK. But I read that the games are really motivating. People are much more prepared to spend hours on rehabilitation, when a game's involved. Q22

*Jason:* I think you're right. That's the most important benefit. In fact, I read some people actually get so caught up in the game they hurt themselves, and the therapists have to slow them down.

*Alya:* Then, did you read about the Singapore study?

*Jason:* Yeah, I started. They were investigating whether people actually made more friends by playing games, right?

*Alya:* That's right. They got a group of teenagers and over-60s together for 30 minutes a day playing video games.

*Jason:* But the subjects weren't all in the same place. They were playing online.

*Alya:* No, they were all together in a room. That's how the experiment was conducted. Q23

*Jason:* We should check, I'm sure it was online.

*Alya:* You'll find I'm right. But anyway, the study found a real social benefit to game playing.

*Jason:* Mmm, interesting. So many people say that games are solitary.

*Alya:* Well, the Singapore study showed that players develop empathy for each other and bond over games.

*Jason:* A good point to make in the presentation. Then, I also had a look at the 'anxiety study'.

*Alya:* I haven't seen that one.

*Jason:* Well, they experimented with children waiting to see a doctor. Some were allowed to play games and some weren't.

*Alya:* Was there a particular type of game?

*Jason:* Well, just simple ones on hand held devices. And they found that the children who played games experienced considerably less stress and anxiety. Games distract the mind – that's the theory.

*Alya:* Better for the children, but also better for the parents. That's what I like about this. Q24

*Jason:* Yeah good point – it reduces the stress for everybody. There just needs to be some additional research to support the finding.

*Alya:* We should also mention the Rhode Island research.

*Jason:* Maybe. But the finding just reinforced what's been shown in earlier studies – that people can be distracted from their bad habits, like eating junk food, or drinking fizzy drinks, by playing games.

Q25 Alya: But no-one had used MRI scans before. And the brain scans showed that games activate the same reward centres in the brain as the drinks or junk food. This study has supplied valid proof as to why games work this way.

Jason: Actually, that's a good point. And many people would probably like to know about that.

Now listen and answer questions 26 to 30.

Alya: So, then in the presentation, we need some more research findings.

Jason: Well, I read an interesting study about surgeons. It was in the USA. And it found that surgeons perform better when they play video games in their free time.

Q26 Alya: That makes sense. I mean, games are obviously going to improve hand to eye coordination.

Jason: Yeah, I guess it's predictable. Still interesting, though.

Alya: Absolutely. Challenges the idea that games are just a waste of time. Then there was a study about vision and eyesight. Apparently, games may actually improve vision. Game players in the study could see differences in grey colours more effectively.

Q27 Jason: That's odd, though, isn't it, because there are also studies showing a link between electronic screens and eye damage.

Alya: Yeah, it's certainly controversial.

Jason: I also read a study about sports. There's a company that makes video games which are supposed to encourage physical exercise. The idea is, you play the sport first in the game, and then you're more likely to do it for real. And the study, apparently, confirmed it.

Q28 Alya: Well, I doubt that's really true.

Jason: I know. Seems highly unlikely to me. Maybe just a marketing tactic by the company.

Alya: The study about ageing was a good one. Scientists in Germany found that games have a positive influence on older people by keeping their brains active.

Q29 Jason: And that's going to be more and more significant as the population ages. Good news for game manufacturers!

Alya: I also read that games can actually help your career. The problem-solving, decision-making and leadership that are developed in some games can actually make you more effective in the workplace.

Q30 Jason: And there's been quite a lot of previous research to back that up, too. Interesting.

Alya: Then another...



## LISTENING PART 4

25

You will hear an anthropology student give a talk about traditional Polynesian navigation.

Now listen carefully and answer questions 31 to 40.

Student: Hi everyone. Today I'm going to be talking about traditional Polynesian navigation and voyaging. Now, in case you don't know, the islands of Polynesia are in the Pacific Ocean and include Hawaii, Tahiti and Samoa.

All of these islands were originally uninhabited by humans. And for many years there was a debate about where the Polynesian people had migrated from. It was once suggested that they came from the Americas. However, that debate has been settled. Today, anthropologists recognise that the Polynesians began their journeys in Asia and from there migrated eastwards to the Pacific islands. It's believed all the

Polynesian islands had been settled by the 13<sup>th</sup> century. When European explorers arrived in the Pacific in the 17<sup>th</sup> and 18<sup>th</sup> centuries, they were impressed by the local canoes. European ships were much stronger, but the indigenous vessels were considerably faster when under sail.

Q32

What we now know is that Polynesians sailed across open ocean – out of sight of land – long before this occurred elsewhere. And to make these voyages possible, they built remarkable ocean-going canoes. The canoes had two hulls – so are sometimes called 'catamarans'. They were equipped with large paddles, but these were not a form of propulsion. Instead the paddles were positioned at the back of the canoe to make steering the vessel possible.

Q33

All these ocean-going canoes had sails. Polynesian sails were triangular in shape and made from the 'pandanus' plant, which grows on nearly all Pacific islands. It was also necessary to make warm clothing, as even in tropical waters people could get cold on long voyages. Materials like wool and cotton were unknown to Polynesians. However, the paper mulberry tree grows on most Pacific islands and its bark was remarkably flexible and was used in the manufacture of clothing.

Q34

Next we come to the issue of navigation at sea. How did Polynesians find their way, once they were out of sight of land? We know that they did not have the magnetic compass, which told other navigators which direction was north. But the Polynesian navigators understood where numerous stars rose and set on the horizon. And using this, they could identify 32 different directions. However, this information about the stars was extremely complex and therefore remembering it all was a challenge. So the navigators had created long and complicated songs to help them recall all the information they needed.

Q35

Using the stars to navigate was effective – so long as the sky was clear. But when it was cloudy, the navigators couldn't see the stars. How did they find direction then? Well, they still knew which way to sail the canoe by studying the waves, which usually came from predictable directions in the Pacific at different times of the year.

Q36

Sometimes they were sailing between islands they had visited before. But very often they were trying to find new islands. How did they know that land was nearby, just over the horizon? Well, there were various techniques. The navigators were experts at recognising those particular birds whose habitat was the open ocean, and those that lived close to islands. So this was one way they knew that land wasn't far away. They were also skilled at noticing changes to the sea itself. The temperature of the water is constant in that part of the Pacific but its colour could vary in the proximity of land, and that was something else that they were able to detect.

Q37

Well, as technology developed, traditional voyaging all but died out. The Polynesian peoples travelled by steam ship and later aeroplane, like everyone else. However, in recent history, there has been renewed interest in traditional voyaging. It began in 1976 when a new canoe named *Hokule'a* was built as a replica of traditional Polynesian vessels. This canoe was sailed from Hawaii to Tahiti, a distance of more than 4000 kilometres across open ocean. And all the navigation was done using the techniques I've outlined today – the crew did not use modern instruments on the voyage. Since then there has been a remarkable renaissance of traditional voyaging. Numerous canoes have been built in different Polynesian countries, which have sailed to almost every part of the Pacific. And the *Hokule'a* has now completed a 3-year circumnavigation of the world. As well as sailing, these voyages have sparked renewed interest among Polynesians in learning about their traditional cultures. The canoes themselves operate as floating classrooms teaching young people about, for example, the music their ancestors once enjoyed. Another aspect of this has been the teaching of Polynesian languages, some of which were in danger of dying out.

Q39

Now one thing I'd like to add is...

Q40

# Test 5



## LISTENING PART 1

26

You will hear a conversation between a man who wants to make an insurance claim and a woman who works for an insurance company

Listen carefully and answer questions 1 to 4.

Woman: Good morning. Star Insurance. How can I help?

Man: Oh, good morning. I'm calling to make an insurance claim – it's for damage to my house.

Woman: All right – I'm just going to get a few details down first. What's your name, please?

Man: It's Greg Williams.

Woman: Ok, thank you. And what's your policy reference, please?

Man: Is that the long number with the letters in the middle?

Woman: That's right.

Q1 Man: It's 0-5 4-4-3 C-H-I 7-7-1

Woman: OK. Right, yes, I've got your details on the computer now. So can Q2 I confirm your address? According to our records, you live at 102 Market Street, in Northbridge. Is that right?

Man: That's correct.

Woman: All right, good. And the last thing I need to check – what's the best phone number to get you on? Is it the number you're calling on now?

Q3 Man: No, I'm calling from work. Let me give you my mobile phone number. It's 018 669 925

Woman: Thanks. So, can you give me a description of the damage? When did the incident occur?

Man: Sunday the 17<sup>th</sup> of June.

Woman: I see. And what was the cause of the incident? How did the damage happen?

Q4 Man: Right, no-one was home at the time, which was fortunate, I suppose. There was a big storm and I guess it blew down one of the trees at the back of our garden, and it's smashed through the window in our daughter's bedroom.

Woman: Yes, a good thing you were all out. So have you got the window fixed?

Man: Not yet.

Now listen and answer questions 5 to 10.

Woman: All right. And so, apart from the window, what are you claiming for?

Q5 Man: OK, like I said, it was my young daughter's room. Anyway, right below the window is her desk. That's all right, but she'd left her glasses on it, and they got really badly scratched. She'll need a new pair. Luckily she hadn't left her headphones there, like she normally does.

Woman: Is there anything else?

Q6 Man: Yes, because the window was broken, the rain got in. And what's really annoying is that – when was it? Just last month - we'd gone shopping and bought a carpet. We'd only had it for a couple of weeks, and it got soaked. We had to remove it.

Woman: Oh dear. Are there any other items you'd like to claim for?

Man: Yes. I suppose we should be grateful that the rain didn't reach her computer – but when the tree came through the window, it tore a hole through the curtain that was hanging there.

Q7

Woman: OK, I'm making a note of all this.

Man: And one more thing I need to claim for.

Woman: Yes, go on.

Man: We've had some repairs done already. For a door we can't open.

Woman: To the back of the house?

Man: Er no. It's for the garage. The tree hit that as well.

Q8

Woman: Ok. So, have you contacted a professional builder yet?

Man: Yes, it's the same builder we always use. Do you want his name?

Woman: Yes please.

Man: OK, it's Steven Honeywell. H-O-N-E-Y-W-E-L-L.

Q9

Woman: All right. Now, apart from damage to the house itself, what else do you think the builder will be looking at? Because we're going to need photographs.

Man: Oh yes. Well, he'll be putting up a fence for us – between our house and the neighbour's - because the one we've got now was smashed by the tree. So I'll take some pictures before he does the work.

Q10

Woman: Please do that, and then you can send them in with your claim...



## LISTENING PART 2

27

You will hear a woman who helps run a programme called Young Explorer talking to participants.

Now listen carefully and answer questions 11 to 14.

Woman: All right, shall we start? It's good to see so many people keen to participate in our Young Explorer programme. I think that at this meeting, we have groups from twelve different high schools. I can promise you that while it's challenging, it's also going to be a lot of fun.

The Young Explorer programme offers some unique opportunities to participants. During the programme, you'll be trekking through forests, or maybe mountain tracks, or perhaps kayaking along the coast line. It can be a tough few days, but this part of the programme really gives your group an occasion to work as a team. Some kind words and encouragement can go a long way - whether it's convincing someone they can walk the last five miles, or helping them fit everything back inside their backpack. No one's in charge – it's all about co-operation – and please don't see it as a race. There are going to be moments when there's disagreement about which way to go or where to camp for the night – but here's the chance to listen properly to the opinions of others, and reach a decision that's best for everyone. It's an opportunity not many other programmes provide.

Q11

Later this morning, you need to choose a weekend when you can attend some preliminary training. A number of practical subjects will be covered to ensure you get the most out of your four-day trek. Now everything you eat and drink you'll have to take with you. You'll also have to use a portable stove and the fuel it requires. We'll make sure you know how to use that safely during the training session. We don't want you or the food to get burnt, or for you to accidentally set light to any trees. Training will also include learning how to read a map and use a compass, so you can head in the right direction. You'll also need to know how to put up a

Q12

Q13

Q14

tent, and where to put it. For example, putting it next to a river or stream might seem like a good idea but there are plenty of reasons not to...

Now listen and answer questions 15 to 20.

Woman: OK, there are six tracks on your list, and your group can decide which track it wants to take. Each of them are about the same distance – but very different in other respects. The first one, Northface, that's one of my favourite tracks. It takes you high up into the mountains, and the view is stunning. But we've just heard that some maintenance work is taking place, unfortunately, and so people aren't allowed to use it at the moment. But the other tracks are very interesting too. You've got Blue River, which I'd thoroughly recommend, but you need to keep an eye out when you're walking that track. It's easy to slip on the rocks when you're crossing the river, and you do have to cross it several times. Then there's Pioneer Track, which takes you through some native forest. You follow the track for about a day and a half, and then it comes to an end at a town called Richmond. It starts up again on the other side of town, and the rest of the route is along the coast. You might also consider Edgewater. You get to see some beautiful lakes and birdlife. The only thing I'd say though, is that it's very popular, and you'll probably come across a number of other groups out walking on the way. Number five on the list is the Murray Track. That one is certainly quite challenging – there are some very steep sections and at some points, you'd be walking right next to the cliff edge on a very narrow path. That's definitely a track where caution needs to be taken. Great views, though. And last but not least is Lakeside track – which as the name suggests, takes you along one of our biggest lakes. It has some terrific camping spots, but that also means it's a bit of a tourist attraction, and you could well be sharing the track with many other visitors. Anyway, it's up...



## LISTENING PART 3

28

You will hear a university tutor talking to two social science students about a project they are doing on the impact of technology on people's working lives.

Now listen carefully and answer questions 21 to 26.

Tutor: OK Kiara and Finn. Can you tell me how your project is going? Your general topic was the future of work, wasn't it?

Finn: Yes. We've read a lot of articles on it. Some were more interesting than others. There were a couple of writers that just made some strong statements without really backing them up.

Kiara: The problem is, it's such a big topic. Some of the articles were aimed at graduates, and some of them were targeting people who've been in work for years. We should've narrowed down our topic before we started searching.

Q21 Finn: But anyway, the focus was always the changing nature of jobs – how it's all happening so quickly.

Kiara: Exactly. Every single article said we can forget the way things used to happen – like you started out as an apprentice, and then you stayed in the same company for years. That's over.

Tutor: I see that you've highlighted 'job title' in your notes. Why's that?

Kiara: I think for some people, a job title used to define them. It was their identity. They worked their way up from the bottom, and eventually, one day they became 'Manager' or 'Head of Department'. And even in their social circle, outside of work, they wanted other people to know how long they'd been in a job.

Tutor: And now?

Q22 Kiara: It looks like we're moving away from the term 'job title'. So, you know, instead, a lot of businesses are hiring people to 'work on a project done' or 'lead a team'. But the contracts are temporary.

Tutor: Finn – do you think that's a big issue for young people?

Finn: Having to move on once a project's finished? Not necessarily. It can be interesting to work in different places. People aren't always looking for a job that pays really well – it's more about gaining experience and creating a network.

Tutor: So money's not important?

Finn: Well, I haven't started work myself, but according to all the articles I read, it's more about the different rates of pay. If you have a good salary, you probably have enough to enjoy life, but if you're only earning the minimum wage – how do you get by? That's my biggest worry.

Q23

Kiara: I looked at that Richards-Greeves survey on work-life balance.

Tutor: Oh good.

Kiara: Only 48% of people believe that their work-life balance will improve.

Tutor: Is that a statistic that surprises you?

Kiara: It's hard to say. I wonder what the survey actually asked? Was it just 'Will your work-life balance improve' or did the interviewers break that down? I mean, did they actually ask the people who took part, 'Do you enjoy spending more time at work than home?'

Q24

Tutor: Good point. See if you can find out more. Um, Finn, what else have you been researching?

Finn: Learning new skills. The general view is that employers are just going to want their workers to constantly upskill. And apparently, employers will expect them to attend courses at weekends or after work – not as part of the working day.

Tutor: I don't think that's a bad thing. As long as the company pays for it.

Finn: And think about it, if you were smart, you'd study things that would help you if you had to change companies.

Q25

Kiara: I hadn't thought about that. Yes, good thinking.

Tutor: What about mobile technology? How might employees be affected now that phones and tablets make it possible to stay connected to work at all times?

Finn: It's great. You can use mobile technology - your device - to work where you like – on the way to class or the office.

Kiara: The media often focusses on the negatives, but as far as I'm concerned, having a tablet I can carry with me means I can manage my studies and my family commitments more easily. I actually think that in the future, mobile technology will reduce employees' stress.

Q26

Now listen and answer questions 27 to 30.

Tutor: So, let's focus on the impact of artificial intelligence on jobs. To what extent do you think it'll help people in their professions, or be a threat?

Finn: I was reading about architects using AI in the future. The writer was saying that one day, architects will use holograms. Then their clients could see a three-dimensional house rather than just looking at a flat plan.

Kiara: As soon as one architect starts to use AI, all the rival architects in the same area will have to use AI too. That's the only way they'll manage to keep their clients.

Q27

Finn: True. How about doctors? Imagine if they had to give urgent medical attention to someone, but they weren't qualified to do it? A hospital specialist could use AI and virtual reality to guide a doctor through, like, a complex procedure.

Q28

Kiara: Yes, in an emergency situation, AI could really make the difference.

Finn: And what about the law?

Q29 Kiara: Well the lawyers I know are always anxious about the amount of work they have to get through. But AI could help them with a whole lot of routine tasks, and that should make some of that anxiety go away.

Finn: Yes, it probably could. Also – if you're a sports referee – that could be a job that's affected.

Tutor: In what way?

Finn: Using AI would mean there were no mistakes. It would know for sure if a ball was out, for example.

Kiara: And you can't accuse AI of bias.

Finn: No.

Q30 Kiara: I can imagine that, one day, AI might do away with the need for human referees.

Finn: I think so too.

Tutor: All right, let's move...



## LISTENING PART 4

29

You will hear a lecturer giving a presentation about the Klondike Gold Rush.

Now listen carefully and answer questions 31 to 40.

Lecturer: Today I'm going to talk about an incredible event in the history of Canada – the Klondike Gold Rush. Between 1896 and 1899 over 100,000 people set out to seek gold in the Klondike region – a remote area in north-western Canada. Only 4000 people were actually successful. Let's start by considering the journey people had to take in order to reach the Klondike river and start looking for gold.

For most gold-seekers, their journey began in Alaska, in a town on the coast called Skagway. From Skagway, one option was to take the White Pass trail through the mountains. It probably looked easy enough at the beginning of the trail, but rocks made it difficult to make progress.

Q31 On top of this, the men and their horses got stuck in the thick mud that covered long sections of the trail. The other option was the Chilkoot Trail. Now, although this trail was only about thirty-five miles long, it took about three months for the gold-seekers to cover this distance. This is Q32 because the trail was incredibly steep, and people had to make the same trip multiple times in order to transport their equipment.

Most people really had very little idea about how difficult the journey was going to be. So, although 100,000 may have set out on those two trails, only about 30,000 got to the end. So yes, the majority gave up. Often they were suffering from starvation or disease. They also came to

the terrible realisation that their journey was likely to end in failure, and so they turned around. Anyway, for those gold-seekers who did continue, they eventually reached Lake Bennet. They might have expected that their journey was going to become easier at this point, but no. Because the lake was frozen over, many people had to wait until spring before they could continue their journey. In the meantime, a tent was the only protection they had from the cold. While they were waiting, people cut down trees and made boats. Once the ice melted, they could sail across the lake, and start down the Yukon river. Again – this wasn't the end of their troubles. Once they reached a point of the river called Miles Canyon, things became very dangerous indeed. Many boats were destroyed in the rapids. In order to proceed down the Yukon river, the gold-seekers needed to employ a real sailor, someone who could steer their boats and get through the canyon safely. From here on, the worst was over, and the gold-seekers could sail to a place called Dawson – at the mouth of the Klondike river.

Q33

Now listen and answer questions 36 to 40.

Lecturer: So earlier on I mentioned that gold-seekers needed to make multiple trips up and down the two trails. This is because they had to transport an enormous amount of equipment. This equipment was set out on a very long list. It was actually the police who gave gold-seekers the list – since they knew how unprepared many people were for the journey. People were obliged to take enough supplies to last them a year. So the list included clothing like boots and warm winter coats. There was also the food the gold-seekers required. Perhaps items like tea weren't too hard to carry, but 400lbs of flour would have been very heavy indeed. The gold-seekers had to take a lot of tools, as well – everything they needed for digging, for building and so on. Things like rope were essential and could be packed away without too much difficulty. But imagine having to carry two or three buckets with you. All these things were compulsory.

Q34

So, some people became very successful because of the gold rush – and not because they'd actually found gold themselves. Those who were business-minded saw many opportunities; they sold the supplies that the gold-seekers needed, they established hotels, and so on. And then there were people like Jack London. London was one of the gold-seekers that actually survived the terrible journey, but he didn't find much gold. Still, he was inspired to write. Through his vivid description, his readers could share the feeling of adventure, even from the comfort of their armchair. Finally, it wasn't just men that tried to seek their fame and fortune. Many women also headed up the trails. Among them were Annie Hall Strong and Emma Kelly. In the US and in other parts of Canada, ordinary citizens were keen to read about life in the Klondike. Working for different newspapers, Hall and Kelly often described their first-hand experience of danger and hardship. Another thing that...

Q35

# Test 6



## LISTENING PART 1

30

You will hear a man who works in a tourist information office talking to a woman who wants information about tours.

Listen carefully and answer questions 1 to 6.

**David:** Morning. Kingstown tourist information. This is David speaking. How can I help you?

**Woman:** Oh, hi. Look, I'm coming to Kingstown on holiday and wondered if you could give me some information about tours'

**David:** Yes, of course. Is there anything particular you're interested in?

**Woman:** Well, I heard there was a glow worm tour.

**David:** Yes indeed. It's \$93 and lasts for 3 hours.

**Woman:** And what are the main activities?

**David:** Well, the first thing is travelling to the other side of the lake.

**Woman:** You mean by boat?

**Q1 David:** No, it's the little train that runs along the shore of the lake. It's very popular.

**Woman:** Oh, my children will love that.

**David:** And that's how you get round to the caves. This is where the glow worms live. So you spend some time exploring the caves and looking at the remarkable lights and patterns given off by the worms in the dark.

**Woman:** That does sound interesting. And, any other information?

**David:** Oh, just one thing. How old are your children?

**Woman:** Er, 7 and 10. Why?

**Q2 David:** No, that's OK. It's just that children must be 5 or older to go in the caves. Otherwise they might get scared in the dark. But yours will be fine.

**Woman:** OK, well that's one to think about. And what about Silver Fjord – that's so famous, we'd like to go there,

**David:** Well, a day trip costs \$220.

**Woman:** And how do we travel down to the fjord – fly?

**Q3 David:** That's a lot more expensive I'm afraid. On this tour you go in a coach. It's about a 2-hour drive, through fantastic scenery.

**Woman:** Do we get a break? I think my children might get a bit bored.

**David:** Yes, you stop at Easten.

**Q4 Woman:** That's to take a walk, is it?

**David:** Yes, there's a nice path by the river. You stop in Easten for half an hour, so there's plenty of time.

**Woman:** That sounds nice.

**David:** So, then you get down to Silver Fjord. And you really spend most of the day going for a cruise on the fjord. It's spectacular mountain

**Q5** **scenery.** And you also cruise past a huge waterfall, which is another highlight of the day.

**Woman:** Well, that does sound amazing. And should we bring our own food, or is lunch provided?

**David:** No, lunch is included. It's a barbecue on the boat.

**Woman:** And what about marine life?

**David:** Yes, you'll definitely see seals.

**Woman:** Dolphins?

**David:** No, not in that part of the country. But if you're lucky there will be whales as well.

Q6

**Woman:** Oh, well, my kids would absolutely love that.

Now listen and answer questions 7 to 10.

**David:** Then another popular option is the High Country tour. That's \$105

**Woman:** Oh, I heard about this. You visit a historic home, don't you?

**David:** Yes, that's right. And they serve you lunch.

**Woman:** Is that actually inside the house?

**David:** No, at this time of year it'll be the garden, which is really pretty.

Q7

**Woman:** Oh, I like the sound of that.

**David:** Yes, it's a really great meal apparently.

**Woman:** And what about in the afternoon?

**David:** You go up and have a look around the farm – it's just close to the house. So if you're from the city, it's a chance to really see what life is like here. The High Country tour gets excellent reviews from visitors.

Q8

**Woman:** Great. So then what about the zipline? My children really want to do that. How much is it?

**David:** The zipline is \$75.

**Woman:** And is it safe?

**David:** Absolutely. You are suspended from the wire in a special harness. And then you just glide down the wire.

**Woman:** My friend said that below you, you've got this amazing, ancient forest.

Q9

**David:** That's right. And it's really special to see it from above. Not something we do very often, if you think about it.

**Woman:** No, I suppose that's true. And, I mean, how fast do you go?

**David:** Hang on, I've got the information here – 68 kilometres an hour.

**Woman:** That doesn't mean much to me. What's that in miles?

**David:** Er, oh yes, it's here, in miles per hour it's about 43.

Q10

**Woman:** Wow, my kids will definitely want to do that. OK, well, look, I'll just talk it over with my husband and...



## LISTENING PART 2

31

You will hear a guide talking to a group of people who are visiting an open-air museum.

Now listen carefully and answer questions 11 to 15.

**Guide:** Well good morning everyone and a warm welcome to the Willford Living Museum. Before you look around, I'd like to tell you a bit about the history of Willford, and the purpose of the museum.

Well, if we go back to the early 1800s, Willford was very different to what you see today. At that time, the forests had already been cut down. But there were no large urban settlements here, just a few small villages, and this whole area was a place where local people kept animals or grew crops – those were the only economic activities.

Q11

Q12 But then in 1830, something happened in Willford that transformed the area. The discovery of rich deposits of coal and other minerals opened up many commercial possibilities. Mines were built, so these deposits could be brought to the surface. Then a canal was constructed, so that canal boats could transport the minerals to other regions. Finally, a railway was built through Willford in the 1850s, creating many new opportunities.

By the 1870s, Willford had become an important manufacturing centre. A few factories successfully produced fabrics from cotton and wool.

Q13 However, what Willford was best known for, was manufacturing all sorts of tools, machinery and other items out of iron and steel. The attempt to set up a pottery industry here, however, making items for the home out of clay, was never really a success.

So, for the next hundred years or so, Willford was a thriving industrial region. However, by the 1970s, the old industries here were in decline. Much of the land at this site wasn't being used. So the local council decided to set up a 'living' museum here. The idea was for visitors to be able to walk around and visit the sorts of factories, shops, homes and schools that were once found here.

When the museum first opened in 1976, 2000 visitors came on the first weekend alone. Since then, visitor numbers have just grown and grown.

Q14 They now stand at 300,000 per year and we anticipate further growth in the years to come. In fact, just recently we welcomed our 9 millionth visitor, which was an exciting day for us.

As well as our regular visitors, the museum has a number of other uses. We work closely with universities, whose staff consult the range of documents and artefacts we hold here. As well as that, those making movies and television shows often come to the museum because it makes a great set for historical scenes. There's even a possibility in future we may open up the museum for weddings and other private events.

Now listen and answer questions 16 to 20.

Guide: OK, so if you take out your maps, I'll just point out a few places you might like to visit. So right now, we're standing in the ticket office, at the bottom of your maps.

So, one place I'd recommend is the old bakery. This is a typical bakery from this area, from about 100 years ago. To get there from the ticket office, walk up Stafford Street. And then turn into Rigby Road. Walk down Rigby Road, there are a few interesting places along the way, and the old bakery is right next to the canal.

Another interesting place is the doctor's surgery. This was moved here, brick by brick, and rebuilt on the museum site. Walk up Stafford Street, until you reach the dock. You see the café. Walk past that, and the doctor's surgery is just there.

Q18 Cooper's Cottage is also fascinating – a worker's cottage from the 19<sup>th</sup> century. Walk up Stafford Street and take the first turning on the left. The road curves round to the west, then south, as it climbs Jack's Hill. You'll pass a few little houses on the way up, and Cooper's Cottage is right on the summit of Jack's hill.

Q19 The stables are also great. This is where they kept all the horses. Again, walk up Stafford Street to the dock, and turn right. Walk round the dock till you get to the canal. Then cross the bridge over the canal to reach the stables.

Q20 Also, be sure to visit the old school. So, walk north-east up through the museum. And it's not too far. The old school is right on the corner of Stafford Street and Rigby Road.

Now one other thing...



## LISTENING PART 3

You will hear two commerce students called Stella and Nathan talking about the importance of market research in business.

Now listen carefully and answer questions 21 to 26.

Stella: Hi Nathan. Shall we compare ideas for our assignment on market research?

Nathan: Good idea. So first in the assignment, I think we should explain what 'market research' is. One definition I found was this – gathering information about consumers' needs and preferences.

Stella: I like that, nice and clear. So then, we need to establish the benefits of market research. Why do it? I read that many business people think it's about finding the next market they can exploit. But it's more complex than that.

Nathan: I agree. To me, it's about unpredictability. Markets can change unexpectedly. But if you've done research, you can minimise the chance that something will go wrong in your own business. Q21

Stella: That's a really significant point. You may also learn the most effective means of promoting your business.

Nathan: But that depends on the business. It's not a general advantage.

Stella: No, you're right. But I do think, the sums you invest in market research, you'll see a return on that eventually. Q22

Nathan: That's it exactly. Great point. The trouble is, too many of those working in business take a short-term view.

Stella: OK, so there are benefits. But there are criticisms of market research, as well. We should acknowledge that in the assignment.

Nathan: But some criticisms are more valid than others.

Stella: Like?

Nathan: Well, apparently some managers say they're just too busy. But that's a poor excuse.

Stella: Maybe they think they already know everything they need to know?

Nathan: Maybe they do, but that's an issue with them, not with market research.

Stella: OK, fair enough. But I read an interesting study out of the USA showing that the results of a lot of market research are just unreliable. The supposed developments identified by the research never occur. Q23

Nathan: Yes, that's a good point. Then, another question is, can businesses actually see if market research is working? I mean, is it possible for a business to say categorically that increased profits resulted from market research?

Stella: But that's a criticism of how businesses are structured, not research itself.

Nathan: Yeah OK. Though you've got to admit, market researchers love jargon. These are examples from one report I read – 'psychographics', 'coothunting' and 'asynchronous research'. Some people are bound to be put off by these terms. Q24

Stella: Yes, that's a reasonable complaint.

Nathan: So, what about sources of information for market research? Which sources of information work best? I mean, we all know that putting cameras in stores tells us a lot about consumer behaviour.

Q25 *Stella: Yes, that's well documented. But I read that managers can learn a lot about social trends just by doing really obvious things, like keeping up with the news on TV, radio and digital networking sites. I hadn't thought it could be that simple.*

*Nathan: No, me neither. Then there's a lot of data put out by bodies like the national census and the civil service. That can be helpful.*

Q26 *Stella: Maybe, but it depends on the business. What I hadn't expected, though, was the evidence showing that talking to consumers directly about their preferences really works.*

*Nathan: Yeah, I was a bit taken aback when I read that. But apparently, it's more effective than internet questionnaires and polls.*

*Stella: I think people are less likely to be honest in questionnaires.*

*Now listen and answer questions 27 to 30.*

*Nathan: All right. So, if a business wants to use its own resources for market research, what's the process?*

*Stella: Good question. Let's think about a company that isn't using outside consultants, but doing it internally. Then I think the first step is staff education. You've got to get all employees committed, to maximise the chances of success.*

*Nathan: Agreed. Then, you need to show staff examples of what they can do every day.*

Q27 *Stella: You mean in their interactions with customers?*

*Nathan: Yes. What, precisely, should they ask customers in order to get valuable information? Show staff the sorts of things they can ask on a daily basis.*

Q28 *Stella: OK. And next, I was reading an article by the BQR Group. Apparently, staff need to keep an account of what the customers are saying.*

*Nathan: You mean on computer, or by hand?*

*Stella: The format doesn't matter. But, say, every Friday, they should add to the document. So they build up a picture of customer opinions, and the insights aren't lost.*

*Nathan: Good point. Right, next, I read about ways of motivating staff. Business Guide magazine had a report on the importance of maintaining motivation.*

*Stella: So, what, by looking ahead and deciding what to do next?*

Q29 *Nathan: Well, in fact, Business Guide's approach is to get your staff together round a table as frequently as possible to discuss their findings.*

*Stella: That sounds like a good approach. Next, you need to provide detailed feedback about any changes you decide. So everyone can see the outcomes of the research.*

*Nathan: Nice idea. Then you have to ensure continued participation by the staff. You want market research to be ongoing, not just a one-off.*

Q30 *Stella: Oh, this is the idea of delegating, so that each staff member is accountable for market research in one area of the business.*

*Nathan: Yeah, exactly. And then another aspect of this is...*



## LISTENING PART 4

33

*You will hear a biology student talking about water and how much people need to drink each day.*

*Now listen carefully and answer questions 31 to 40.*

*Student: Hi everyone. My presentation today is looking at drinking water. Now, we know that water is a vital nutrient for human life. But exactly how much of it do we need to drink? Well, today I'm going to review some of the research.*

So, for example, there's a common idea that we should drink 8 glasses of water every day. But researchers say that the 8-glasses-a-day rule is a myth. Some people might need more than 8 glasses, some a lot less. The only group for whom the rule is useful seems to be the elderly, because they don't always feel thirsty, even when their bodies are actually short of water. So for them 8 glasses a day might be a good rough guide.

OK, let's look next at what effects water has on the body. One issue of interest is weight loss. And there are lots of theories about this. It's been claimed that dieters should drink more at night time, or drink when they first wake up, but there's no research to back this up. But actually, there is some evidence from studies to show that subjects who drank a lot of water, and then had their meals, lost more weight. But that may only be because the water filled them up and reduced their appetites.

I also read some of the research done by Dr Amaldi, who's looked in depth at this whole issue of drinking water. And one of his studies does support the common claim that water is good for the stomach. In particular, it seems to increase the rate at which digestion takes place, which overall has a number of health benefits.

Another interesting study I read about took place in the US. And this one was investigating the effects of dehydration – that is, not having enough water in the body. And what the US study indicated was that when a subject was low on water, their body's ability to regulate its own temperature was compromised, compared to a properly hydrated subject.

Now there's another frequent claim about water that I was interested in looking into. But in my reading anyway I could find no evidence at all to support the idea that hydration improves or enhances the skin in any specific way. So that claim may be a bit of a myth as well.

Another interesting aspect of this concerns the brain. And I read about a couple of research studies investigating how water intake may affect brain function. In the first study, the research subjects were female. And the less hydrated group were affected more frequently by headaches compared to those who drank more water.

In the second study, the research subjects were all male. And this time, a lack of water in the body was associated with a number of findings. In particular, the subjects in this group reported increased feelings of anxiety when dehydrated.

So, in summary we can see that, yes, there are some health benefits from drinking plenty of water. But in many of these studies, the benefit was quite small. And it's probably true that in general, on the internet and so on, the benefits of drinking lots of water are overstated.

But what about the opposite – can you drink too much water? Well, it's possible, but it's not a common problem. Actually, the human body kind of prevents us drinking too much. Australian researchers discovered that when subjects were fully hydrated, they actually found swallowing problematic – their bodies just wouldn't allow it so easily. So that's an interesting finding.

It is true that people do occasionally become sick from drinking too much water, although it is rare. So, I mean, there are recorded instances of illness among athletes who have been encouraged to drink a lot, for example.

According to doctors, people who have drunk too much water, too quickly, have become what's called 'hyponatremic'. Basically, this means that the make-up of their blood has changed and it now contains such a high proportion of salt that they suffer an adverse effect. But it's very rare for this sort of hyponatremia to be a dangerous condition.

So, based on the reading I've done, the best advice is to trust your body. Drink water when you're thirsty, but you probably don't need to drink more often than that.

Q31

Q32

Q33

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Q40

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