

Practice Test

Listening

Duration: 30 minutes

SECTION 1 Questions 1–10

Questions 1–7

Complete the form below.

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

Write your answers in boxes 1–7 on your answer sheet.

CLINIC REGISTRATION FORM

Example

Name: Alan Macfee

Date of birth: 24/8/1972
Present address: Flat A,
37, **1** _____ House
Plympton
PL7 8BH
Contact phone number: 0774376521
Current occupation: **2** _____

General health

Special needs: Partially **3** _____
Current medications: None
Medical history (last 12 months)
A stay in **4** _____ (June, one day)
Injury: a **5** _____

Additional notes

Requested patient should bring in: - a **6** _____ (recent)
- one **7** _____ (e.g. water)

Questions 8–10

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

Write your answers in boxes 8–10 on your answer sheet.

- 8 When will Alan have his clinic appointment?
A Tuesday B Wednesday C Thursday
- 9 What transport does Alan decide to use to get to the clinic?
A own car B bus C taxi
- 10 Alan found out about the clinic from
A the Internet. B a list in the library. C a colleague.

SECTION 2 Questions 11–20

Science Fair

Questions 11–12

According to the speaker, what are the **TWO** reasons why the fair was first organised?

Choose **TWO** answers and write the correct letters **A–E** in boxes 11 and 12 on your answer sheet.

- A Science was well taught in local schools.
- B A local factory gave generous sponsorship.
- C Exam performance needed improvement.
- D Another fair stopped running.
- E A good site for the fair became available.

Questions 13–14

What **TWO** things do people often forget to include in their displays?

Choose **TWO** answers and write the correct letters **A–E** in boxes 13 and 14 on your answer sheet.

- A procedures followed
- B materials used
- C a summary of the whole project
- D conclusions drawn
- E photos of work in progress

Questions 15–16

What are the **TWO** biggest growth areas at the fair?

Choose **TWO** answers and write the correct letters **A–E** in boxes 15 and 16 on your answer sheet.

- A interactive displays
- B pre-school projects
- C energy conservation projects
- D the number of people attending
- E cutting-edge research projects

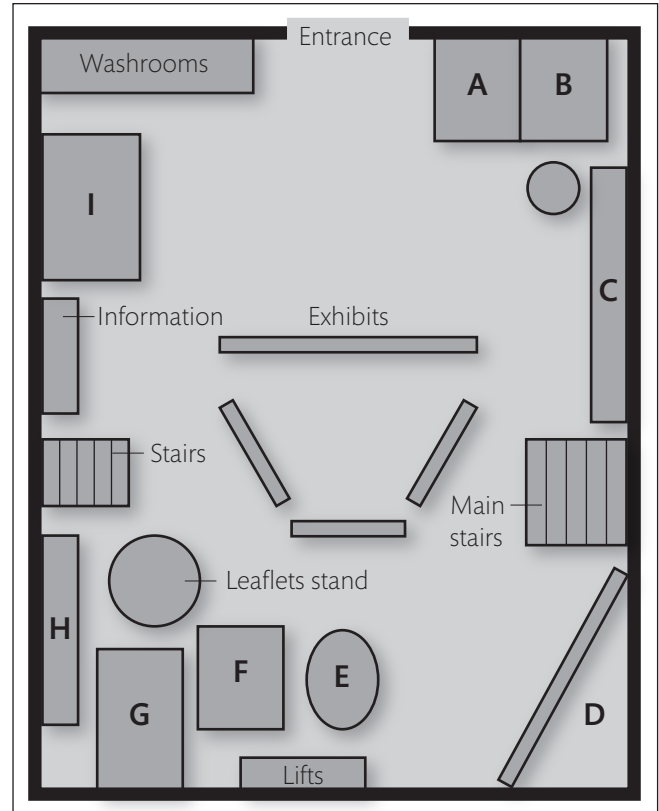
Questions 17–20

Label the plan below.

Where in the exhibition hall are the following places?

Write the correct letter, **A–I**, in boxes 17–20 on your answer sheet.

- 17 Registration
- 18 Gaming zone
- 19 Commercial displays
- 20 Video room



SECTION 3 Questions 21–30

The history of the word 'nice'

Questions 21–24

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

Write your answers in boxes 21–24 on your answer sheet.

21 Tom and Ruby choose to focus on the word 'nice' because

- A it has so many different usages.
- B it's so well known by many people.
- C its meaning has changed a lot over time.

22 What inspired Tom and Ruby to research the history of words?

- A thinking about the content of a novel
- B talking to classmates about their plans
- C listening to a particularly interesting lecture

23 What resource do Tom and Ruby agree they need to add to their presentation?

- A interview data
- B computer software
- C journal articles

24 What is Ruby most worried about the reading they have done for the presentation?

- A its relevance to the course
- B overlap with other modules
- C the date of references

Questions 25–30

What action do Tom and Ruby agree they will need to take for each part of their presentation?

Choose **SIX** answers from the box and write the correct letter, **A–I**, in boxes 25–30 on your answer sheet.

Agreed actions

- A act out a scene
- B make it longer
- C explain a selection of sample texts
- D get the audience to do a task
- E make it substantially shorter
- F consider omitting something if insufficient time
- G use some visuals
- H present some research findings
- I play an audio recording

Parts of presentation

- 25 Title
- 26 Introduction
- 27 Historical background
- 28 Current usage
- 29 Additional meanings
- 30 Future directions

SECTION 4 Questions 31–40

Threats to UK trees

Questions 31–32

According to the speaker, what **TWO** benefits of forests make them so important?

Choose **TWO** answers and write the correct letters **A–E** in boxes 31 and 32 on your answer sheet.

- A They provide a good return on investment.
- B They improve the health of the environment.
- C They give employment in local communities.
- D They produce numerous different commodities.
- E They provide recreational space for humans.

Questions 33–34

What **TWO** things prompted the speaker to choose the issue of tree loss for her presentation?

Choose **TWO** answers and write the correct letters **A–E** in boxes 33 and 34 on your answer sheet.

- A She saw the effects of an earlier tree disease.
- B She was worried by tree loss in her local area.
- C She learned of a serious new threat to UK trees.
- D She contributed to a recent research project.
- E She read a government publication.

Questions 35–36

What **TWO** things does the speaker feel will best help us tackle tree diseases?

Choose **TWO** answers and write the correct letters **A–E** in boxes 35 and 36 on your answer sheet.

- A understanding how different trees get the disease
- B reducing the amount of international trade
- C improving communication between scientists
- D involving the public in research initiatives
- E training more people to work in the forestry industry

Practice Test

Questions 37–40

Complete the table.

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

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

Type of pest	Tree affected	Main means of spread	Knowledge gaps
Beetle (<i>Dendroctonus micans</i>) Origin: Eurasia	Spruce	- Import of logs - 37 _____ of adult beetles	Influence of changes in 38 _____
Moth (<i>Thaumetopoea processionea</i>) Origin: Central and Southern Europe	Oak	- Import of live saplings for 39 _____ e.g. in gardens - Material from tree cutting	- Biology of the moth e.g. timing of egg hatch - Best methods of 40 _____ movement

Academic Reading

Duration: 60 minutes

READING PASSAGE 1 Questions 1–13

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

Child language development: the early years

Research shows that children don't learn their native language like little robots who can only notice and copy what they hear. For example, from the first moments of life babies begin to make sounds: they cry, coo and chatter. Although they make sounds that sound very much like words, these sounds have no conventional meaning. This is shown by the fact that deaf babies, who can't hear what others are saying, chatter in the same way.

Children already begin to recognize what their caregivers are saying at an early age. For example, some six-month-olds will regularly glance up at the ceiling light in response to their mother saying 'light'. Actual talking begins sometime between about ten and twenty months of age. Almost invariably, children's first utterances are one word long. Some first words refer to simple interactions with adults, such as 'hi' and 'peekaboo'. Others are names, such as 'Mama' and 'Fido'. Most of the rest are simple nouns, such as 'duck' and 'spoon', adjectives such as 'hot' and 'big', and action verbs such as 'give' and 'push'. And one of the first words is almost always an emphatic 'No'.

The early vocabulary tends to concern things that can be moved around, or that move by themselves in the child's environment. For example, children are less likely to talk about ceilings than about rolling balls. And this early vocabulary refers more often to attributes and actions children can perceive in the outside world, such as shape or movement, than to internal states and feelings, such as pain or ideas.

It is hard to understand what children mean by the words they say. Even though we hear them say 'rabbit' or 'ball', we don't know exactly what these mean to their young users. For example, if a young child says 'rabbit' when he sees a rabbit, he may mean 'tail', or 'animal', or 'white', or even 'runs by'.

The same problem that makes it hard for investigators to find out exactly what children mean probably makes it hard for children themselves to discover these meanings. Even if the helpful mother points out a rabbit to her child, saying 'rabbit', the child still has a big job to do. He has to make up his mind whether the word 'rabbit' means a particular animal (in which case

'rabbit' is a name, like 'Peter Rabbit'), anything that falls within the animal kingdom (in which case 'rabbit' means 'animal'), anything within a particular species (so 'rabbit' means 'rabbit'), or even some property, part, or action of a rabbit (in which case 'rabbit' means 'white', or 'tail', or 'hops'). Because of problems like these, beginners often *under-generalize* the meaning of a word. They may know that the word 'house' refers to small toy buildings, but not that it also refers to large real buildings. They may also *over-generalize* the meaning of other words. They may think that the word 'Daddy' refers to any man, not just their own father.

These overgeneralizations and under-generalizations are common for the first seventy-five or so words the child utters, but very rare after that. At later stages of learning, the child is almost exactly on the mark in using words to refer to the right thing in the world. However, it is important to realize that even the young over-generalizer is surprisingly correct in what he has learned. Though he just about always observes the ground when he sees a rabbit (and hears the word 'rabbit'), because rabbits can't fly and so are nearly always found near the ground, still he virtually never mistakenly learns that 'rabbit' means 'ground', or that 'ground' means 'rabbit'. He just makes the category a bit too broad or narrow at first.

At about the child's second birthday many drastic changes take place. The child's vocabulary begins to increase rapidly, rising to many hundreds of words. Soon he begins to put words together into 'sentences'. Although we can clearly recognize ideas in these first sentences, they hardly sound like adult speech. Generally each one is only two words long, and each of these words is a content word. The function words and morphemes (word parts) are still largely missing, and so these sentences sound like the short ones we use in text messages: 'Throw ball!', 'Daddy shoe', or 'No eat!'. However, despite their simplicity they show evidence of organization. For example, young English speakers will put the doer of the action first, and will say 'Mummy throw' if they want the mother to throw the ball. In fact these short sentences are so clear in meaning that one may wonder why children bother to learn anything more.

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 Children as young as six months may demonstrate understanding of certain words.
- 2 The ability to understand meanings precedes the ability to express meanings.
- 3 The development of speech in a child under one year of age is an indication of above-average intelligence.
- 4 Young children talk about fixed objects more often than moving objects.
- 5 If young children hurt themselves, they usually try to talk about it.
- 6 When young children say a word, they may be using it in an unusual sense.
- 7 Parents can ensure that children understand a word correctly, by pointing as they say it.

Questions 8–13

Answer the questions below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 8–13 on your answer sheet.

- 8 Which word is given as an example of possible under-generalisation?
- 9 Which word is given as an example of possible over-generalisation?
- 10 When children stop over- and under-generalising, approximately how many words can they say?
- 11 Which word's meaning do young children hardly ever confuse with 'rabbit'?
- 12 What are children's early sentences compared to?
- 13 Which characteristic of children's first simple sentences makes them easy to understand?

READING PASSAGE 2 Questions 14–26

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 on the next page.

Questions 14–20

Reading Passage 2 has seven sections, **A–G**.

Choose the correct heading for each section **A–G** from the list of headings below.

Write the correct number **i–ix** in boxes 14–20 on your answer sheet.

List of headings

- i Desirable job opportunities
- ii Design of the jikokoa
- iii The impact of rising charcoal prices
- iv Benefits for the individual and the environment
- v The background to stove innovations
- vi Manufacture of the jikokoa
- vii Training courses for BURN staff
- viii Company plans
- ix Affordability and availability

14 Section A

15 Section B

16 Section C

17 Section D

18 Section E

19 Section F

20 Section G

Questions 21–22

Choose **TWO** letters, **A–E**.

Which **TWO** of the following claims are made about the jikokoa, compared to the KCJ?

Write your answers in boxes 21 and 22 on your answer sheet.

- A It's smaller in overall size.
- B It's easier to control.
- C It uses more fuel.
- D It's less expensive to buy.
- E It gives off fewer fumes.

The design of a new cooking stove

- A** Cooking on charcoal is costly and damages health and forests, yet charcoal is a major cooking fuel in many countries, particularly in urban areas. In East Africa, 4.5 million urban households regularly cook on it, and that number is growing. Many attempts have been made to reduce the impacts of charcoal use by improving the efficiency of cooking stoves. One successful example is the Kenya Ceramic Jiko (jiko means stove in Swahili), or KCJ, which was developed in the 1980s. It cut charcoal use by adding an insulating ceramic liner to the traditional metal jiko.
- However, most companies developing higher-efficiency stoves rely on precision manufacture in China, and this means that jobs are exported, and transport adds to the cost of a stove. In 2011, a company called BURN Manufacturing took on the challenge of designing a much cleaner and more efficient charcoal stove, and manufacturing it in Kenya. The resulting product, the jikokoa, was launched commercially in 2013.
- B** The jikokoa is designed for household use, and can cook a single pot of food up to 12 litres in size – the sort of quantity needed for a family of eight to ten people. It is similar in external size to the KCJ, because this is what users wanted. User opinions also led to the smart external finish in silver and black.
- Inside, the jikokoa is different to the KCJ. The combustion chamber (where the charcoal burns) is much smaller, and is made of a metal alloy which can cope with high temperatures, rather than ceramic. There is an ash tray underneath the grate where the charcoal sits. Not only does this provide a clean way to collect ash, it can also be moved in and out to light the charcoal from underneath. In addition, it allows accurate control of the air flow and thus the rate of burning. Around the combustion chamber and underneath the ash tray is a thick layer of ceramic wool insulation, to cut heat loss. All parts are made to strict specifications, and components fit tightly, to minimise air leakage.
- C** BURN's stoves are made in a modern, continuous-flow manufacturing facility that is capable of assembling one stove per minute. In this factory, all stove components are first fabricated from raw materials. Four sub-assembly lines then combine these components into different sections (stove top, base, combustion chamber and outer casing). The final assembly line combines these four sections together, and fits the insulation around the combustion chamber. To achieve high standards, incentive payments to assembly line teams are based not just on quantity of production, but also on quality, safety and tidiness.
- D** High-specification materials and manufacture obviously carry a price tag: the current model of the jikokoa retails at KSh 3,800 (US\$40) compared to around KSh 1,000 (US\$11) for a similar-sized KCJ. However, despite savings made on charcoal use, the initial cost of the stove puts it out of reach for many low income households. BURN is therefore actively growing a network of partners who can provide loans repayable in instalments. These now represent over one third of sales. The jikokoa is also sold through conventional channels, including all four large supermarket chains in Kenya and a wide range of smaller shops.
- E** BURN currently employs 87 people in Kenya, and aims to be an exemplary employer. All employees are salaried, and thus get paid annual leave, sick leave and maternity pay. Women account for 53% of the workforce, and are in all types of job and at all levels, representing 46% of those employed in production, and 65% of those in administration, sales and management.
- This gender equality has been achieved through fair and consistent employment practice, rather than quotas or positive discrimination. BURN makes very clear that appointment is based on merit and that all positions are open to women. Through this it has recruited both women and men to all types of job. Once in post, bonuses and promotion are given solely on the basis of performance. BURN's experience is that women work well, and they have therefore risen through the company.
- F** Compared to the KCJ, the jikokoa lights more easily and can cook faster, because the charcoal burns at a high temperature. In addition, the cooking rate can be controlled using the ash tray. It also looks good and is easy to carry around. Independent testing found that the jikokoa used 45% less charcoal than the KCJ, and this translates into significant financial savings for a household, typically nearly US\$200 per year. Equally important is the reduction in health-damaging fumes.
- Cutting charcoal use helps reduce deforestation in Kenya. The 62,000 jikokoa stoves currently in use are saving around 160,000 tonnes of wood each year. Jikokoas also cut greenhouse gas emissions.
- G** BURN Manufacturing aims to scale-up sales rapidly in Kenya, in particular through the different microfinance routes which are making jikokoas increasingly affordable to low-income households. Pilot sales in Tanzania went well, and marked the start of expansion throughout East Africa in 2015. New jikokoa models have been designed, such as a larger version for restaurants. The Nairobi factory has space for expansion of production to meet growing demand. It is also expanding its research capacity, to localise and speed up the development of new stoves.

Practice Test

Questions 23–24

Choose **TWO** letters, **A–E**.

Which **TWO** of the following statements about the jikokoa are true?

Write your answers in boxes 23 and 24 on your answer sheet.

- A It is made in China.
- B It can be produced very efficiently.
- C It can be bought on credit.
- D It comes in a range of colours.
- E It is difficult to move.

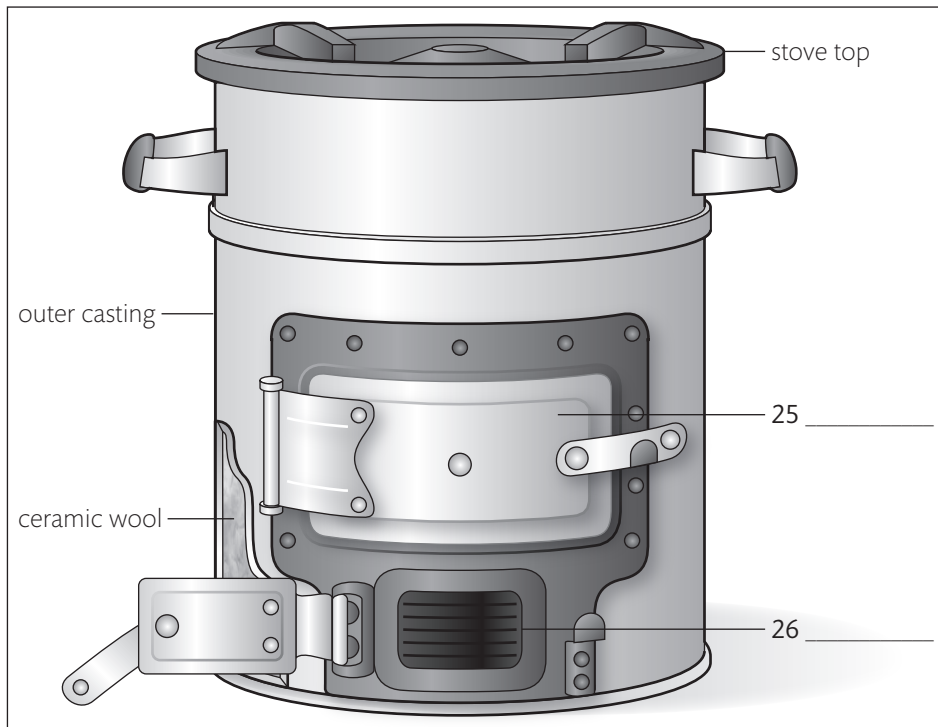
Questions 25–26

Label the diagram below.

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

Write your answers in boxes 25 and 26 on your answer sheet.

The jikokoa



READING PASSAGE 3 Questions 27–40

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

The Measurement of Time

The Industrial Revolution of the 18th and 19th centuries opened the way to a series of changes in daily life and human mentality. One example among many is the replacement of the rhythms of traditional agriculture with the uniform and precise schedule of industry.

Traditional agriculture depended on cycles of natural time and organic growth. Most societies were unable to make precise time measurements, nor were they very interested in doing so. Life went on without clocks and timetables, subject only to the movements of the sun and the growth cycle of plants. There was no uniform working day, and all routines changed drastically from season to season. People knew where the sun was, and watched anxiously for signs of the rainy season and harvest time, but they did not know the hour, and hardly cared about which year it was.

In contrast to medieval peasants and craftsmen, modern industry cares little about the sun or the season; it values precision and uniformity. For example, in a medieval workshop each shoemaker made an entire shoe, from sole to buckle. If one shoemaker was late for work, it did not hinder the others. However, in a modern, footwear-factory assembly line, every worker mans a machine that produces just a small part of a shoe, which is then passed on to the next machine. If the worker who operates one of the machines has overslept, it hinders all the other machines. In order to prevent such calamities, everybody must adhere to a precise timetable. Each worker arrives at work at exactly the same time, and everybody takes their lunch break together, whether they are hungry or not. Everybody goes home when a whistle announces that the shift is over – not when they have finished their project.

The Industrial Revolution turned the timetable and the assembly line into a template for almost all human activities. Shortly after factories imposed their time frames on human behaviour, schools too adopted precise timetables, followed by hospitals, government offices and grocery stores. Even in places devoid of assembly lines, the timetable became king.

A crucial link in the spreading timetable was public transportation. If workers needed to start their shifts by 08.00, the train or bus had to reach the factory gate by 07.55; a few minutes' delay would lower production and perhaps even lead to the lay-offs of the unfortunate latecomers. In 1784, a carriage service with a published schedule began operating in Britain, but its timetable specified only the hour of departure,

not arrival. Back then, each British city and town had its own local time, which could differ from London time by up to half an hour. When it was 12.00 in London, it was perhaps 12.20 in Liverpool, and 11.50 in Canterbury. Since there were no telephones, no radio or television, who could know, and who cared?

The first commercial train service began operating between Liverpool and Manchester in 1830, and ten years later the first train timetable was issued. The trains were much faster than the old carriages, so the differences in local hours became a severe nuisance. Eventually, in 1847, British train companies put their heads together and agreed that from then on all train timetables would be linked to the time at the Greenwich Observatory in London, rather than to the local times of other towns. More and more institutions followed the lead of the train companies. Finally, in 1880, the British government took the unprecedented step of legislating that all timetables in Britain must follow Greenwich. For the first time in history, a country adopted a national time, and obliged its population to live according to one artificial clock rather than local ones, or sunrise-to-sunset cycles.

This modest beginning gave rise to a global network of timetables, synchronised down to the tiniest fraction of a second. When the broadcast media – first radio, then television – appeared, they entered a world of timetables and became enthusiastic enforcers. Among the first things radio stations broadcast were time signals, beeps that enabled far-off settlements and seafaring vessels to set their clocks. Later, radio stations adopted the custom of broadcasting the news every hour, and nowadays, the first item of every news broadcast is the time.

Meanwhile, in order to run the timetable network, inexpensive but precise portable clocks with simple winding mechanisms had spread everywhere. In the world's ancient cities there might have been at most a few sundials; in European medieval cities there was usually a single clock – a giant machine mounted on top of a high tower in the town square. Today, however, we are surrounded by timepieces: you can tell the time by looking at your wristwatch, glancing at your phone, peering at the alarm clock by the bed, or taking in the taskbar on your computer out of the corner of your eye. You need to make a conscious effort not to know what time it is. The typical person consults these clocks several dozens of times a day, because almost everything we do has to be done on time.

Questions 27–31

Complete the summary using the list of words/phrases, **A–J**, below.

Write the correct letter **A–J** in boxes 27–31 on your answer sheet.

Life before the Industrial Revolution

Up until the 18th century, there was little interest in the precise measurement of time. Activities were largely governed by natural processes, such as weather patterns and the position of the sun, as these affected 27 _____. There was no fixed routine for the 28 _____, as activities changed from one time of year to another.

For crafts such as shoe making there was no 29 _____. For individuals, in contrast to workers today, 30 _____ with others was not a matter of concern.

Even when clocks were invented, these were usually seen only in cities, and were often inaccurate. However, this general lack of regulation all changed with the arrival of 31 _____.

- A working day
- B trade
- C good relations
- D farming
- E harvesting methods
- F factories
- G coordination
- H special training
- I division of labour
- J women

Questions 32–33

Below are some possible reasons why there were no detailed transport timetables in 18th-century Britain.

Which **TWO** of these reasons are mentioned by the writer of the passage?

Choose **TWO** letters, **A–E**.

Write your answers in boxes 32 and 33 on your answer sheet.

- A Roads were in poor condition.
- B There were many different transport companies.
- C Carriages suffered frequent breakdowns.
- D There was no standard time.
- E Means of communication were limited.

Questions 34–39

Complete each sentence with the correct ending, **A–H**, from the list below.

Write the correct letter **A–H** in boxes 34–39 on your answer sheet.

- 34 The first workplaces in Britain to operate according to a standard time were _____
- 35 The British government was the first in the world to enforce _____
- 36 From the outset, radio stations transmitted time signals for the benefit of _____
- 37 Nowadays, time is at the top of the agenda of all _____
- 38 Managing daily life according to timetables was made easier by the widespread introduction of _____
- 39 These days, individuals in many countries are surrounded by _____

- A ships at sea.
- B cheap, mechanical clocks.
- C government offices.
- D the train companies.
- E news broadcasts.
- F limits on working hours.
- G objects which register the time.
- H standard national time.

Question 40

What is the main purpose of the writer of Reading Passage 3?

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

Write your answer in box 40 on your answer sheet.

- A to argue that modern life is needlessly dominated by timetables.
- B to compare attitudes to time in various parts of the world.
- C to outline how people's sense of time has changed over the centuries.
- D to challenge the view that modern life is less stressful than life in the past.

General Training Reading

Duration: 60 minutes

SECTION 1 Questions 1-13

Applying for a child's school place: advice for parents from the Education Department

- A** School places are not automatically allocated, so if you have a child who is approaching his or her fifth birthday, it is essential that you make a formal application. You can apply online. Alternatively, you can download and complete a paper application form. The application form is also available at your local library.
- B** The application form allows you to list up to three schools in order of preference. All of your preferences will be considered equally, and if we are able to offer a place at more than one of your preferred schools, we will offer a place at the one you have ranked highest. If you do not name a second or third preference and we are not able to allocate a place at your preferred school, then we will allocate a place at the nearest school with a place available.
- C** When applying online you can change your preference(s) right up to 15 January in the year of your child's fifth birthday. However, please remember that if you edit your application, it is essential that you resubmit the form – failure to do so will result in a non-application. If you have sent in a paper application form, you will need to write to the School Admissions Team to tell them you want to change your preference(s). This must be received by 15 January.
- D** If you submit an online application, you will receive an email on 18 April, in addition to a letter which will be sent by post on the same day. If you submit a paper application, we will post you a letter on 18 April.
- E** The majority of children start school full-time in the September following their fourth birthday. However, in some cases, parents believe that starting part-time or starting later in the school year would be more appropriate for their child. Visit the Education Department's website for information about postponing your child's start date, or about part-time attendance.
- F** The letter will tell you whether you have been allocated a place at your second or third preference schools. If you are not allocated a place at your preferred school, you are entitled to appeal to an independent panel – the letter will tell you how to do this. You will have 20 school days after you receive your notification to appeal the decision. Appeals will then be heard within 40 school days of this deadline.

Questions 1-7

The text above has six paragraphs, **A-F**.

Which paragraph mentions the following?

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

NB You may use any letter more than once.

- 1 what the Education Department will do if there are no places at your first choice of school
- 2 what to do if you think your child is not ready to start school at the usual time
- 3 where to get an application form from
- 4 what the deadline is for sending or re-sending an application
- 5 what your rights are if you are dissatisfied with the result of your application
- 6 when you will receive a response to your application
- 7 what to do if you change your mind about which school(s) you prefer

Questions 8–13

A cycling holiday in France

The town of La Tranche sur Mer, halfway down the west coast of France in the Vendee region, is fantastic for family cycling holidays. The town centre is restricted by bollards to essential vehicles only and signs tell everyone that, through the tiny lanes near the town, it's pedestrians first, then bikes, and finally cars.

Cycling along the coast is a joy. You dip in and out of the pine forest, which lies just behind the sand dunes. A short ride inland takes you away from the coastal plain into more hilly, rural terrain.

Throughout the town and its surroundings are kilometre upon kilometre of cycle path, much of which is single-use, and incorporates the French west coast cycleway.

If you enjoy other activities apart from cycling, La Tranche sur Mer is a great destination for a family holiday. It has a superb set of sandy beaches. To the east, by the port, you can hire a modern windsurfer, or to the west you can try kite surfing. Between these beaches, there are areas reserved for more traditional beach activities such as fishing or swimming.

There is plenty of accommodation, including self-catering villas. A popular, family-run campsite next to the longest beach in the region is ideal for families with younger children. It is a small site, just a short stroll from La Tranche sur Mer, with a friendly, relaxed atmosphere. The gently shelving beach nearby is quite superb and is ideal for swimming, windsurfing or simply relaxing. Poplar trees provide shade throughout, making the site a popular choice. The amenities on site are extremely well-maintained, and you can spend your time relaxing on the sun terrace by the attractive pool. The sports facilities include half-sized tennis courts and an outdoor fitness course.

Further afield, a trip to the ancient port of La Rochelle, with its narrow streets and fortified harbour is a must. Whilst in La Rochelle, you can visit the fabulous Aquarium or drive over the bridge to the Île de Ré, with a wonderful landscape and famous salt marshes.

Questions 8–13

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

In boxes 8–13 on your answer sheet write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 8 Barriers in the centre of La Tranche sur Mer prevent most cars from entering.
- 9 People riding bikes have priority over cars in the lanes surrounding the town.
- 10 Tourists are banned from swimming in the windsurfing area near the port.
- 11 Tents can be hired at the nearby campsite.
- 12 The campsite has its own facilities for swimming and other activities.
- 13 La Rochelle is a relatively new, modern city.

SECTION 2 Questions 14–26

How to write a personal statement

Despite all the advice out there on writing personal statements, people still find plenty of room to include things they shouldn't. Experts, however, agree on the common pitfalls to be avoided.

Introducing your personal statement

The daunting first line should be handled with care and make sure you strike a suitable tone. Head of admissions for the University of Sheffield, Alan Carlile, stresses the importance of a striking opening, but warns that using humour or radical statements to get the attention of an admissions tutor can go wrong. That said, you'll want to avoid overused opening sentences.

Write like you

Admissions tutors are looking for substance. The personal statements that don't do well, says Alan Bird of Brighton College, are those which "lack genuine personal flavour". Start telling your universities why you're keen to study and why you'll be the best student. Whatever you write needs to be intrinsically you, which is something easy to lose while rattling off achievements.

Make everything count

Steer clear of small talk and emphasise why what you're saying is relevant. Remember that anything extra-curricular is padding, albeit the good kind, and needs to be presented in the right way. "Charity work or being captain of a sports team is very positive and can be great as part of a statement – but make sure whatever you include has relevance to what you

are applying for," says Alan Carlile. Clarify how your part-time job relates to you being an engineer and explain how your experience links to the course.

Avoid displays of arrogance

Remember you're applying to study something new. Your statement should convince universities that you're excited to engage with new experiences based on your past experiences. Bragging about your achievements just won't do this. "Confidence is great, veering into egotism is not," says Carlile.

Avoid relying on technology

Don't assume that your computer will pick up on every error; if you're running factory standard 'American English', the spellchecker will be letting through all sorts of Zs which should be Ss in 'British English', for instance. "A spelling or grammar mistake is the kiss of death to an application," says Ned Holt, former head of sixth form at Reading School. And mistakes are often hiding in plain sight as Ken Jenkinson, headmaster of Colchester Royal College, knows well: "This morning, we had a very bright student who spelt his name wrong." The advice from both men? "Always have someone proofread it." This should be someone you know have faith in to do a good job.

Questions 14–20

Complete the flow chart below.

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

Write your answers boxes 14–20 on your answer sheet.

What to do when writing a personal statement

Make sure the 14 _____ of your personal statement is impressive, but avoid using extreme statements and 15 _____.

Demonstrate evidence of 16 _____ in your personal statement - admissions tutors want to learn about you.

Explain the 17 _____ of your past experience to the course you are applying for.

Avoid being arrogant, but do show that you have some 18 _____.

Check the grammar throughout your application and ensure also that there are no 19 _____ errors.

Ask a person you trust to 20 _____ your personal statement.

Read the text below and answer Questions 21–26.

Benefits of volunteering

Aside from the obvious feel-good factor from giving your time to a worthy cause, volunteering has a number of key benefits for your career which make it well worth considering.

Here are just a few of the key benefits of volunteering:

Work in an industry that interests you

Charities and not-for-profit organisations recruit hundreds of thousands of volunteers every year throughout the UK and, as a result, the range of opportunities on offer is endless. From sports coaching to fundraising, ebay trading to mentoring, volunteering is a great way to hone your career skills in an area that interests you.

If you're unsure of what sector will be the best fit for you, Local Volunteer Centres, Charity Advisors and online services will help match your requirements with the opportunities on offer. And whilst you won't get paid (apart from essential expenses) or receive benefits like pension contributions, you will have the opportunity to get involved in activities you may later want to pursue as a career.

Gain valuable skills and experience

As well as helping to equip you with the skills that many companies look for in staff, volunteering as part of a structured volunteer programme can expose you to a range of core workplace activities, including: communication, line management, teamwork and using your initiative.

From writing newsletters to maintaining computer networks, the best way to get paid employment is often through experience, and the right volunteering opportunity is a rewarding way to achieve this. In fact, in certain sectors such as health and social care, or for certain types of company such as charities, volunteering may even be considered a pre-requisite.

Voluntary organisations are well aware that many people volunteer to gain experience, and as long as you can show your commitment and dedication to the cause from the outset, don't be afraid to be honest regarding your motives, and use volunteering as a stepping stone to further your career.

Improve your CV and become more successful at interviews

Establishing what experience you want to include in your CV will help you identify the right voluntary opportunity. And, once your CV is looking more complete, you'll find it easier to reach the interview stage for the jobs you apply for.

Once at the interview, you will have the perfect opportunity to impress recruiters with your experiences and passion for your interests. Employers are well aware of the benefits of volunteering, and recognise the initiative and commitment that can be required of volunteers.

Whilst qualifications are undoubtedly of importance, voluntary work can help you get the experience you need. And remember, the benefits don't end there: you'll meet new people, try new things, and almost definitely have some fun at the same time.

Questions 21–26

Complete the sentences below.

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

Write your answers boxes 21–26 on your answer sheet.

- 21 The number and _____ of volunteering positions is huge.
- 22 The only money that volunteers receive is for _____ .
- 23 Working in a volunteer programme can provide experience of _____ which are a basic part of any job.
- 24 Some businesses, e.g. _____ , may only recruit staff who have volunteering experience.
- 25 Applicants for volunteering positions should be truthful about their _____ .
- 26 Volunteering combines the benefit of having new experiences with that of having _____ .

SECTION 3 Questions 27–40

Read the text below and answer Questions 27–40.

The Edo period in Japanese history

Edo means ‘estuary’ in Japanese, and is the former name of Tokyo. The Edo period, from 1615 to 1868, was a period of great significance in Japan’s history. After years of civil unrest, the country was unified under the Tokugawa family at the beginning of the seventeenth century. During this period, Edo grew to become one of the largest cities in the world. As the headquarters of the Tokugawa family, it was the centre of political power, although Kyoto remained the formal capital of the country.

The period was one of unprecedented peace and prosperity, prompting an increase in artistic, cultural and social development. Although Japan remained a basically agricultural society, towns and cities grew and craft production flourished. Improved transport and communication networks meant that, for the first time, even the most remote areas had access to goods produced in other parts of the country. The social structure of the country also changed.

Edo-period Japan was ruled by the Tokugawa family, with each successive head assuming the rank of shogun. This title was nominally bestowed by the Emperor who, during the Edo period, was merely a figurehead and exercised no political authority. The Tokugawa shogunate created a strict ‘four class’ social order in order to stabilise the country. Below the shogun were the military lords of each province. Both shogun and lords had servants called samurai, who acted as soldiers and officials. The samurai followed a code of conduct called Bushido (The Way of the Warrior), which stressed the mastery of martial arts, frugality, loyalty, courage and honour unto death. However, this code was tempered by Confucianism¹ and Zen Buddhism², and so the samurai was also expected to be educated, refined, honest and wise.

Below the military were three other main social groups. Next in social standing were peasants, the main producers of the rice crop, which was taxed to support the needs of the ruling class. Below the farmers in status were the artisans, who produced non-agricultural goods for use in everyday life, as well as swords for the samurai. In the lowest social group were merchants who were not directly involved with production.

Though this social division was based on the Confucian concept of the natural order of society, it became increasingly inconsistent with social realities. For example, many merchants benefited from Japan’s peace

and prosperity and accumulated great riches, yet the strict social hierarchy prevented them from using their wealth to improve their status or acquire political power in an overt fashion. Instead they often channelled their money into social ritual, the pursuit of pleasure, and the acquisition of beautiful and often expensive objects.

It was in the sophisticated urban centres that some of the most important cultural developments of this period occurred. The greatest growth was in Edo, the town established by the first Tokugawa shogun as his new capital. By 1720 Edo had more than a million inhabitants.

Between 1633 and 1639 the Tokugawa shogunate, dismayed by the bitter rivalry among the few Europeans in Japan, made an attempt to reduce foreign influence by expelling foreigners and forbidding all contact with the outside world. Exceptions were made for trade with the Chinese and Koreans, which was strictly controlled, and with the Dutch East India Company, which was permitted to operate only from the port of Nagasaki. The Japanese people were forbidden to travel abroad or to build ocean-going ships.

Despite these limitations, large quantities of ceramics and lacquer were exported to Holland and from there they were sold to the rest of Europe. Such wares were made specifically for the western market, and were immensely popular in European aristocratic circles in the seventeenth and eighteenth centuries. In Japan there was a fascination with ‘exotic’ things from the West, and a growing interest in western science and arts.

The period of self-imposed national isolation came to a dramatic end in 1853 when four American battleships arrived in Edo Bay. The US demanded that it be allowed to trade with Japan, with the result that ports were slowly re-opened to foreigners. In 1868 external pressure combined with growing internal unrest and led to the overthrow of the Tokugawa shogun and the restoration of the Meiji Emperor.

The new government realized that the only way in which Japan would be able to compete with the military and industrial might of the West was to transform itself along western lines. Japan modernized rapidly during the Meiji period (1868–1912) and this affected all aspects of life. In terms of arts, craft and design, western production methods were adopted, and large numbers of goods were produced to respond to the growing western taste for Japanese objects.

¹ the teachings of the Chinese philosopher Confucius (551–479 BCE)

² a philosophy which developed in China in the 7th century

Questions 27–30

Choose the appropriate letters **A**, **B**, **C** or **D**.

Write your answers boxes 27–30 on your answer sheet.

- 27 Why was the Edo period significant for Japan?
- A There was considerable regional rivalry.
 - B It was a time of extensive development.
 - C Agricultural output fell sharply.
 - D The birth rate rose very quickly.
- 28 What does the writer say about the social structure created by the shoguns?
- A It was imposed in order to increase their own power.
 - B It had the personal support of the Emperor.
 - C It reflected the way that social relations were developing.
 - D It was founded on the ideas of a Chinese philosopher.
- 29 One of the things that the shogun did between 1633 and 1639 was to
- A sponsor ship-building projects.
 - B encourage commerce.
 - C restrict people's movements.
 - D imprison all foreign visitors.
- 30 What does the writer say about ceramic and lacquer goods in the 17th and 18th centuries?
- A They were initially produced for Japanese consumers.
 - B There was a big demand for them overseas.
 - C They could be sold for very high prices.
 - D They were shipped from Japan to several different countries.

Questions 31–36

Look at the following statements (Questions 31–36) and the list of groups below.

Match each statement with the correct group, **A–E**.

Write the correct letter **A–E** in boxes 31–36 on your answer sheet.

NB You may choose any letter more than once.

- 31 They often became very wealthy.
- 32 They were responsible for making weapons.
- 33 They were a source of income for the rulers.
- 34 They lived according to strict rules of behaviour.
- 35 They had no formal influence, despite certain advantages.
- 36 They were in the service of others, as well as of the shogun.

List of groups

- A the lords
- B the samurai
- C the peasants
- D the artisans
- E the merchants

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.

Links with the outside world

During the 1850s, Japan’s policy of 37 _____, which it had pursued for several years, was suddenly overturned when the country was forced by the American navy to allow access to its 38 _____. Then in 1868, the shogun was removed from power. This was partly the result of outside forces, and partly the result of increasing 39 _____ within the country.

The government then decided to imitate many 40 _____ practices, such as new manufacturing methods, and respond to demand for Japanese exports.

Academic Writing

Duration: 60 minutes

TASK 1

You should spend about 20 minutes on this task.

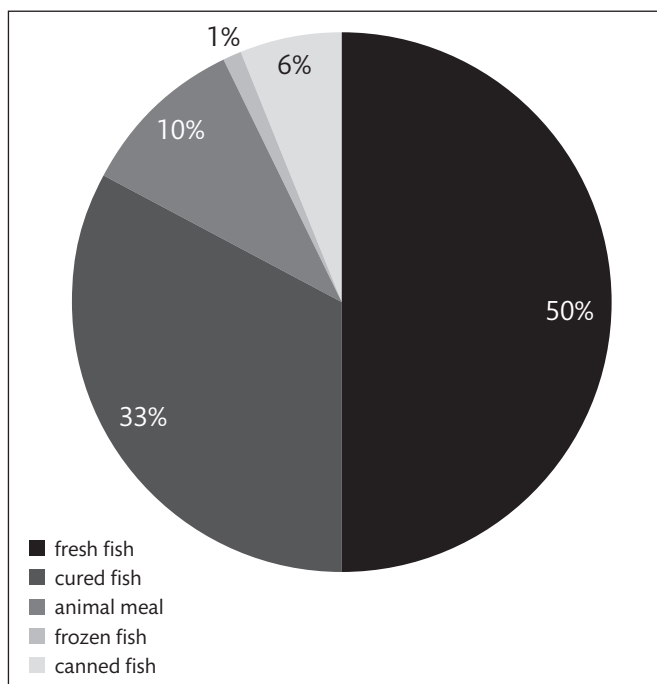
The charts below show the different forms in which fish were sold in 1950 and 1985.

Summarise the information by selecting and reporting the main features, and making comparisons where relevant.

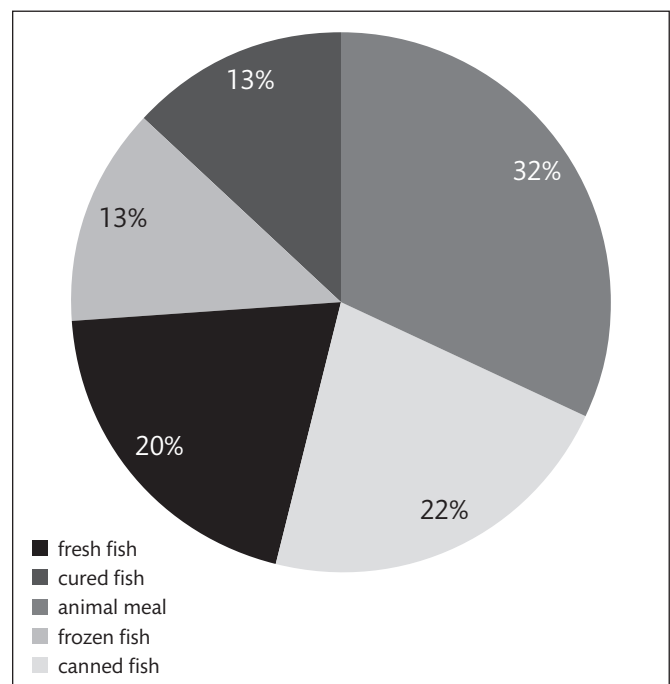
Write at least 150 words.

Global fish sales: 1950 and 1985

1950: 21,000,000 tonnes



1985: 76,000,000 tonnes



TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some of the world's languages are now spoken very little, so steps should be taken to prevent their complete decline.

To what extent do you agree or disagree?

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

Write at least 250 words.

General Training Writing

Duration: 60 minutes

TASK 1

You should spend about 20 minutes on this task.

You have got a new job. A relative of yours has written to congratulate you and has sent you some money as a gift.

Write a letter to this relative. In your letter,

- **thank the person and explain how you celebrated getting the job**
- **say what you will spend the money on**
- **tell him/her about your plans for the future**

Write at least 150 words.

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

Begin your letter as follows:

Dear ...

TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that schoolchildren with different abilities should be taught together in the same classes.

Others believe that academically weaker students should be taught separately from more able ones.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

Speaking

Duration: 11–14 minutes

Part 1 Introduction and interview

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview.]

Studying English

- How long have you been studying English for?
- Which do you find easier, reading English or writing English?
- How often do you watch films in English?
- What kind of English films do you watch?

Friends

- Who is your best friend?
- How did you meet him/her?
- Have you made any new friends recently?
- Do you prefer spending time with one friend, or with a group of friends? Why?

Part 2 Individual long turn

Candidate Task Card

Describe an occasion when you received an unexpected present.

You should say:

what you received

who gave it to you

why he/she gave it to you

and explain how you felt about receiving the unexpected present.

You will have to talk about the topic for 1 to 2 minutes.

You have one minute to think about what you're going to say.

You can make some notes to help you if you wish.

Part 3 Two-way discussion

Giving and receiving presents

- What are the most common occasions when people give presents in your culture?
- When people in your culture are given a present, is it more polite to unwrap it immediately, or to wait until later?
- How do people usually express their thanks for a present?

The cost of buying presents

- Some people think that it's more important to choose a present carefully, than to spend a lot of money on it. Do you agree?
- In your opinion, do some parents spend too much money on presents for their children?
- To what extent do you think advertisements persuade people to buy expensive presents?

Generosity

- How important is it to teach children to be generous?
- Apart from giving presents, in what other ways can people behave generously?
- How valuable do you think the quality of generosity is in people?