

Test 4

LISTENING

PART 1 Questions 1–10

Complete the notes below.

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

Easy Life Cleaning Services

Basic cleaning package offered

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

Additional services agreed

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

Other possibilities

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

Information on the cleaners

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

PART 2 Questions 11–20

Questions 11–14

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

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

Test 4

Questions 15–20

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

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

Ways of reducing staff turnover

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

Hotels

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

PART 3 Questions 21–30

Questions 21–22

Choose **TWO** letters, **A–E**.

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

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

Questions 23 and 24

Choose **TWO** letters, **A–E**.

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

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

Questions 25–30

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

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

Comments about the development of the equipment

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

Items of sporting equipment

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

PART 4 Questions 31–40

Complete the notes below.

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

Maple syrup

What is maple syrup?

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

The maple tree

- has many species
- needs moist soil but does not need fertiliser as well
- needs sunny days and cool nights
- best growing conditions and **33** are in Canada and North America
- maple leaf has been on the Canadian flag since 1964

Early maple sugar producers

- made holes in the tree trunks
- used tree bark to make containers for collection
- used hot **34** to heat the sap
- sweetened food and drink with sugar

Today's maple syrup

The trees

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

The production

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

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Outdoor activities for all the family

A Perry Forest

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

B Pugsley Beach Nature Reserve

The reserve has plenty of wildlife, whatever the time of year, with its numerous species of birds, and plants that grow hardly anywhere else, but the autumn is when hundreds of grey seals arrive on the beach to have their young. The covered viewing area offers spectacular close-up views of all this, and hot drinks and snacks are available to help you keep warm.

C Marston Hall

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

D Craven Discovery Centre

Here at the discovery centre, youngsters are introduced to the animals in our petting zoo, where they can stroke or feed the sheep, rabbits, ponies and other residents. Then they're taken on a walk through the wood. Meanwhile, the adults can take part in one of our woodland activities, such as learning basic woodworking skills.

E Shelford Family Wild Outing

Go birdwatching or catch insects as daylight fades, then have a gentle jog along the River Wale by moonlight, and end by toasting marshmallows on a campfire. It's all part of a Family Wild Outing in Shelford, organised by the local wildlife trust. Ideal for both adults and children.

F Garston Park

Come to Garston Park when the sun has set and explore the solar system. Ideal for children – and their parents – who are interested in astronomy. Our experts will help you to find your way among the stars, and then we gather in the visitor centre for refreshments. Please note that events are cancelled if the weather is cloudy.

Questions 1–7

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

Which advertisement mentions the following?

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

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

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

Read the text below and answer Questions 8–14.

Hinchingbrooke School Sixth Form

Hinchingbrooke School consists of the lower school, for students aged 11 to 16, and the sixth form, for ages 16 to 18+. In the sixth form we provide a strong programme of guidance for students, whether they are planning on going to university, into training or straight into the workplace. We have a high rate of success with applications to universities, including growing success in recent years for medical school applicants.

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

If you are an internal student, please apply through the MyChoice16 application system. This is also where external students need to view course information. If you are an external student whose current school does not use MyChoice16 for online applications, please see our website for an application form to the school. We hold an annual Open Evening in the autumn term when you can come and view our facilities and ask any questions you may have.

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

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

Questions 8–14

Do the following statements agree with the information given in the text on page 86?

In boxes 8–14 on your answer sheet, write

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

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

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

Tree cutters at work

Tree surgeon Ivars Balodis describes the teamwork involved in cutting down a large tree

Today the tree-cutting team consists of myself, Gary and Mikael. We're going to cut down a tall tree that is inside the boundary of a busy timber yard. It's Saturday – not a working day for the yard – and it is far easier to remove a tree when no-one else is around. As supervisor, I first pop into our office to sort out the paperwork for the day, which includes the risk assessments. Then I look at the most up-to-date weather forecast as wind and rain make our job much more difficult. Luckily, we've picked a good day.

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

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

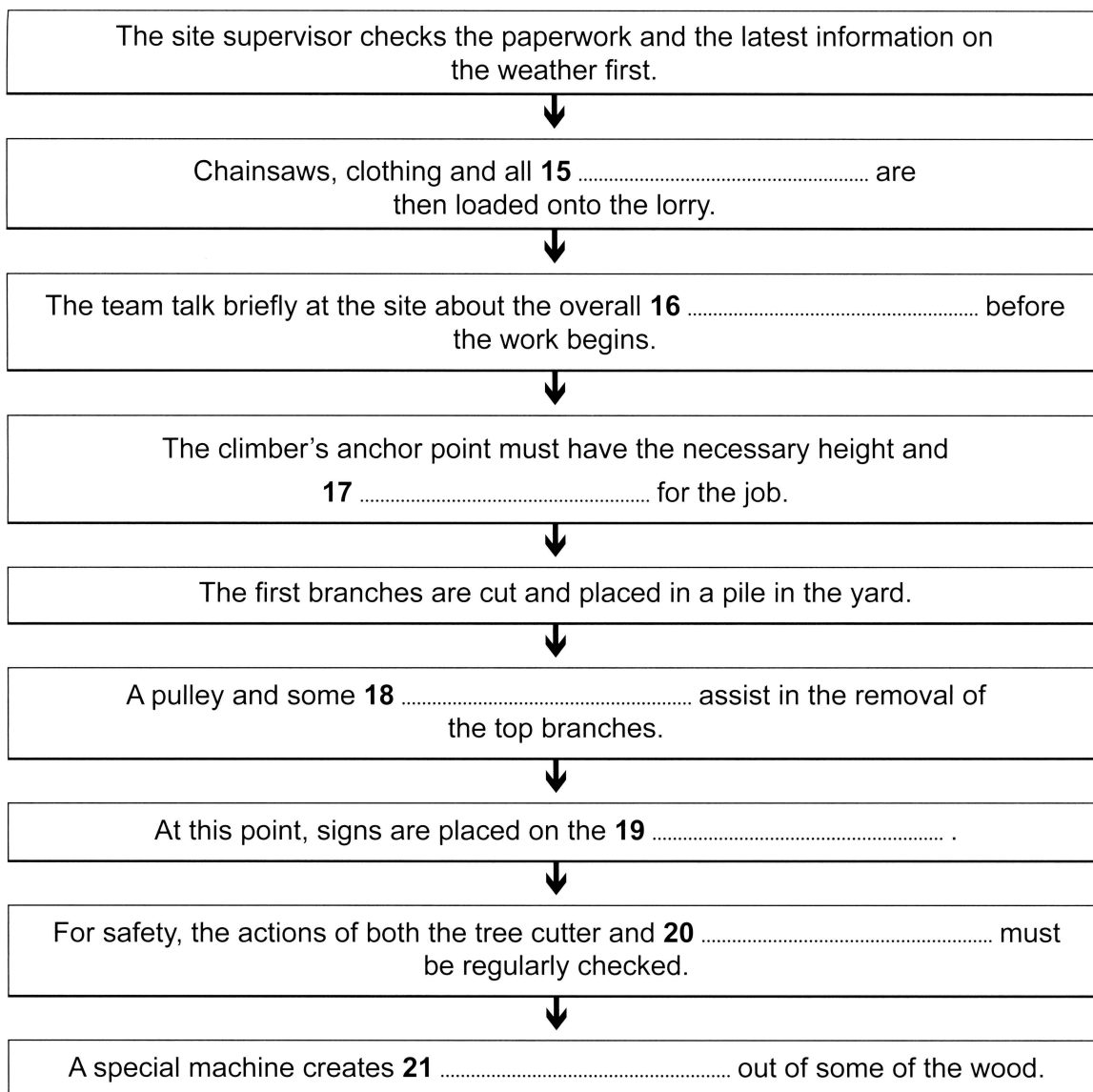
Questions 15–21

Complete the flowchart below.

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

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

Cutting down a big tree



Read the text below and answer Questions 22–27.

Plumbing skills

Plumbers install and repair the equipment and pipes needed to carry water, gas and waste in homes and other buildings.

In a residential building, such as a block of flats, underfloor jobs that involve plumbing, mechanical and electrical systems are common. They may need to take place in a narrow space that is often only about 35 centimetres deep. In addition, the floors are typically covered with a wood product, engineered to resemble solid wood, that has very strict criteria as far as drilling and cutting are concerned. The plumber cannot just go in and cut holes and lay pipes. He must first think about what he is doing, read and understand the cutting chart that accompanies each of his tools and visualise how his work will impact on other tradespeople, before proceeding.

Commercial plumbers working on office buildings, hotels, restaurants, etc. have the same issues and co-ordination problems as residential plumbers, but often have to install equipment that is more sophisticated. This is because it forms part of integrated systems where mechanical work and plumbing work are combined. The equipment will have specific installation instructions, so it is critical that the plumber has the cognitive ability to understand these. In addition, often the structures are complex, and the floors and walls must be X-rayed prior to drilling in order to avoid hitting key elements such as reinforcing steel.

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

Questions 22–27

Complete the table below.

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

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

The work of plumbers		
Type of plumber	Work-related issues	Skills/Actions needed
<i>Residential</i>	- Working underfloor in a 22 area - Dealing with a wood product	- Plan carefully - Always use the appropriate 23 for each tool - Consider how different 24 will be affected
<i>Commercial</i>	Working with advanced equipment designed for integrated systems	- Fully comprehend instructions - Take images of structures to locate important materials like 25
<i>Service</i>	- Diagnosing problems and their causes - Fully understanding something someone else installed, e.g., a shower unit - Providing quick, 26 solutions	Deal well with people who have a lot of 27 or disruption as a result of their problems

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

Why it is important to save species like the dormouse

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

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

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

'The hope is that we have a free-living population in the wood, but we won't know how they have fared until next year,' said Ian White of the PTES. Unsuitable habitat, captive-bred animals and incorrect management could all ruin the chances of success of such schemes. However, a distinctive factor of this release, White explained, is the intention of linking up with another released dormouse population three miles away by managing the land between. The goal is to create a wider landscape for dormice and that will make the population more robust.

Woodlands were traditionally managed through regularly cutting back certain trees to ground level to stimulate growth and provide firewood or timber for local residents. This system was known as coppicing, and as an added bonus it happened to provide varied food and plenty of light for dormice. But the practice has been largely lost, with much remaining woodland sliced up by roads, railways and fields. England also had more than 50% of its hedgerows dug up between 1946 and 1993 as small fields were combined to make larger ones and farmland was sold for building projects. All this has had an adverse effect on dormouse populations.

'It's very important that we reintroduce the dormouse because they are a good species to

get people involved with conservation,’ said White. ‘They are a fascinating species that is rare but you can still see. They promote good woodland management and what’s good for dormice is good for a large range of species ...’

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

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

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

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

cites improvements in biodiversity and water after the reintroduction of a pair near Okehampton in 2011. Scotland’s first reintroduction, in Knapdale forest in 2009, was hailed an ‘outstanding success’, but an unlicensed free-living population in the river Tay has caused problems.

Lost to Britain in the 1700s, the wolf is the most controversial species proposed for reintroduction given its potential to kill agricultural livestock. But they are critical to the restoration of ecosystems that have been overgrazed by deer. Despite their fearsome reputation, they present a low risk to people. Because of the space a wolf population would need, the Scottish Highlands would be an obvious place for their reintroduction and could generate millions of pounds in tourism.

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

Then there is the wild boar which disappeared in the 13th century because of hunting. They increase biodiversity and create space for trees and plants to grow, but can cause damage to crops and gardens. The species has been quietly re-establishing itself in the woodlands of Britain for several decades.

Test 4

Questions 28–31

Complete the summary below.

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

Write your answers in boxes 28–31 on your answer sheet.

The procedure for the dormouse reintroduction in Wensleydale

It was necessary to do some preparation before the 40 dormice could be released in Wensleydale. First, members of the PTES had to choose a suitable wooded area for them. Then **28** gave them a thorough check. The team divided the animals into **29** before introducing them to their temporary tree homes. These were boxes which were enclosed by cages. Initially, the dormice could not get out, but the team brought **30** on a regular basis.

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

Questions 32–36

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

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

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

Test 4

Questions 37–40

Look at the following statements (Questions 37–40) and the list of animals below.

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

Write the correct letter, **A–E**, in boxes 37–40 on your answer sheet.

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

List of Animals

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

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

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

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

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

Discuss both these views and give your own opinion.

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Maps

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

PART 2

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

You should say:

what you had to do

why you had to do this in a hurry

how well you did this

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

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

Arriving late

Example questions:

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

What should happen to people who arrive late for work?

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

Managing study time

Example questions:

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

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

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