StudyForA

IELTS Academic Practice Pack 2

Tests 5-8 | All four skills

Four original independent practice tests, each with Listening, Academic Reading, Academic Writing and Speaking.

Use this booklet with the interactive tests at studyfora.com/ielts/four-test-pack-2. Listening recordings are available on the website. Work through a whole test or practise one skill.

Candidate question booklet

This booklet contains questions and task material. Answer keys, explanations, model responses and listening scripts are kept in the separate teacher guide and the appropriate review screens.

Independent preparation material. Not affiliated with or endorsed by the IELTS test owners. These are original practice texts and illustrative Writing datasets, not official past examination papers.

Test 5

Listening

Four parts. Answer questions 1-40. Read each group's word limit carefully. Use the matching Test 5 recordings on the website.

Part 1: Booking a stay at Pinewood Pet Lodge

Questions 1-5. Complete the booking form.

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

1. Owner’s surname: Daniel _____

2. Arrival date: _____ June

3. Number of nights: _____

4. Breed of dog: _____

5. Food to avoid: _____

Questions 6-10. Complete the booking form.

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

6. Emergency contact: owner’s _____

7. Regular veterinary practice: _____

8. Maximum length of each walk: _____ minutes

9. Familiar object to bring: _____

10. Reservation deposit: £_____

Part 2: Volunteering at the Meadow Lights Festival

Questions 11-15. Complete the volunteer notes.

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

11. Revised arrival time: _____ p.m.

12. Check-in location: the _____

13. Volunteer wristband colour: _____

14. Item volunteers should bring for lighting: a _____

15. The free meal voucher is valid at the _____ stall.

Questions 16-20. Match each role with its main responsibility.

Choose the correct letter, A-G. Use each letter ONCE only.

A	Maintain a peaceful space
B	Explain how to use a tool safely
C	Sell admission tickets
D	Organize the visitor queues
E	Help people separate waste
F	Guide performers around the site
G	Carry equipment between stages

16. Entrance steward

17. Lantern assistant

18. Stage runner

19. Quiet-zone host

20. Recycling monitor

Part 3: Designing a study of audiobook listening

Questions 21-25. Choose the correct letter, A, B or C.

21. The students' main research question concerns the effect of

A reading speed
B vocal expression
C book length

22. Why have they chosen an unfamiliar travel account?

A It contains specialist facts.
B It is popular with their friends.
C Listeners are unlikely to know it already.

23. How will the two recordings be produced?

A One person will record both.
B Two drama students will each record one.
C Existing professional recordings will be edited.

24. What was the main problem with the pilot recording?

A The speech was too fast.
B Traffic obscured some words.
C The instructions were confusing.

25. The tutor advises asking about preference

A before participants listen.
B between the two recordings.
C after the memory questions.

Questions 26-30. Complete the project plan.

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

26. Total number of participants: _____

27. Location for sessions: the _____

28. Five-minute distraction activity: _____

29. Four memory questions concern the narrator's _____.

30. Deadline for revised questionnaire: _____

Part 4: How ancient underground water channels worked

Questions 31-35. Complete the notes.

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

31. Water commonly came from groundwater near a _____.

32. Water moved through the main channel using _____.

33. Fresh-air supply through the vertical shafts is known as _____.

34. Raised rings helped stop _____ from running directly into shafts during storms.

35. Underground channels reduced water loss through _____.

Questions 36-40. Complete the notes.

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

36. At the outlet, water might be stored in a _____.

37. Water was often allocated according to _____ rather than a fixed volume.

38. Maintenance knowledge was often passed down within _____.

39. A modern threat is the increased use of deep _____.

40. Conservation planning needs to investigate _____.

Test 5 - Academic Reading

60 minutes. Three passages. Answer questions 1-40. Follow the word limits shown for each group.

Passage 1: Keeping Seeds for an Uncertain Future

A A seed collection looks deceptively simple: labelled packets are placed in a cool room and kept for later use. Yet a useful collection begins long before a packet reaches a shelf. Collectors must decide what variation they want to preserve and where it occurs. A handful of seeds from a single vigorous plant may capture only a small fraction of the differences within a population. Taking modest samples from many separate plants is generally a better way of representing that population. The objective is not to identify one perfect specimen, but to retain a range of possibilities that future users may value.

B The information accompanying a sample is almost as important as the seeds themselves. A collector records the location, the date and the conditions in which the parent plants were growing. Such records can help a later researcher distinguish a plant from a dry hillside from one found beside a stream. Photographs may add context, but they cannot replace a written description of the collection method. Without that description, users cannot judge whether a packet represents an entire population or merely a convenient corner of it. In this sense, a seed bank stores evidence about a landscape as well as living material.

C Many, though not all, seeds tolerate drying. For these seeds, reducing moisture before cooling slows the chemical processes associated with deterioration. In a practical workflow, seeds are cleaned to remove debris and then dried under controlled conditions. They are sealed in airtight containers so that they do not absorb moisture again. Cooling provides a further reduction in the rate of ageing. However, the same treatment is unsuitable for seeds that are damaged by drying. Maintaining such species may require living collections or other specialist approaches. A single storage recipe therefore cannot protect every kind of plant.

D A packet can appear unchanged while the seeds inside gradually lose their ability to germinate. Staff consequently remove small samples at intervals and test them. A germination test asks whether seeds can produce seedlings under appropriate conditions; it does not merely ask whether their outer surfaces look intact. The conditions matter because some seeds need particular signals before growth begins. A poor result may indicate ageing, an unsuitable test procedure, or both. Staff should investigate these possibilities before deciding that the entire stored sample has failed. Monitoring is thus an exercise in interpretation, rather than a mechanical count alone.

E When the supply of viable seeds becomes too small, a bank may grow plants to produce a fresh generation. This process, called regeneration, creates risks of its own. If only the fastest growing plants reproduce, characteristics that were present in the original population may disappear. Unwanted pollen can also enter from neighbouring plants. Careful spacing, controlled pollination and the inclusion of many parent plants can help reduce these risks. Regeneration should preserve the collection's diversity as far as practicable, rather than transform it into a uniform garden variety. Producing a large quantity of seeds is not sufficient if their identity has changed.

F Security involves more than reliable refrigerators. A duplicate sample stored at a second location can protect against a disaster that affects one building. The duplicate is valuable only if its records remain connected to those of the original sample. Equally, a collection needs people who can explain its history and maintain its procedures. A hypothetical community collection illustrates the point: a school stores local bean varieties successfully for several years, but the volunteer who understands its handwritten codes leaves. The seeds remain healthy, yet identifying particular varieties becomes difficult. In this imagined

case, missing knowledge causes the immediate loss of usefulness.

G Collections are often described as insurance, but insurance is an incomplete metaphor. Seeds may need to be shared, grown and studied if their potential is to become useful. Access also raises questions about who supplied the material and what conditions should accompany its use. A bank therefore needs clear agreements alongside sound storage. Its success cannot be measured simply by counting packets. A smaller, well documented collection that remains viable and can be used responsibly may contribute more than a larger collection with uncertain identities. Long term preservation is an ongoing relationship among plants, records, equipment and people, not a final act of putting something away.

Questions 1-6: Complete the notes below.

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

1. Sampling: collecting from many separate _____ helps represent a population.

2. Documentation: record the location, date and growing _____.

3. After drying: seal suitable seeds in _____.

4. Monitoring: use a _____ to check the production of seedlings.

5. Renewing a collection: the process of producing a fresh generation is called _____.

6. Protection against a building disaster: keep a _____ elsewhere.

Questions 7-13: Do the following statements agree with the information in the passage?

Choose TRUE, FALSE or NOT GIVEN.

7. The main aim of collecting seeds is to select a single ideal plant.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

8. A photograph can substitute for a written account of how seeds were collected.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

9. Every plant species can be protected by drying its seeds.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

10. A disappointing germination result can have more than one explanation.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

11. The passage recommends testing all collections once every five years.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

12. The school example describes seeds that remained healthy after a volunteer left.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

13. Banks charge researchers the same fee for every packet they supply.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

Passage 2: What Repair Workshops Teach

A A broken toaster brought to a community workshop presents two tasks. Someone may want the appliance to work again, but someone must also decide what the fault means and how to investigate it. The educational value lies in this second task as much as the first. A visitor who watches a skilled repairer silently replace a part may leave with a functioning object and little additional understanding. A visitor who is invited to describe the symptoms, compare possibilities and observe a test can leave with a method that applies elsewhere. Repair teaching therefore begins with participation, rather than with a demonstration of impressive manual skill alone. A learner can contribute even without handling a tool, for instance by predicting an outcome and then comparing that prediction with the evidence produced by a demonstration.

B Before touching an object, a careful repairer asks about its recent history. Did the failure occur suddenly, or did performance decline? Was the object dropped or exposed to water? Answers do not prove a diagnosis, but they narrow the search. The next step is to formulate a test that separates plausible explanations. In a hypothetical workshop, a lamp fails because its cable has an internal break. Replacing the bulb repeatedly would not reveal that cause. Checking one possibility at a time creates an orderly chain of evidence. A record of unsuccessful tests can be useful because it prevents the same unproductive action from being repeated. Explaining why a proposed test could distinguish two faults is particularly valuable: it exposes the reasoning that connects an observed symptom with a practical next step.

C Teaching repair also requires a clear boundary between an accessible activity and an unsafe one. An object disconnected from the electricity supply is not automatically harmless: some components may retain energy. Nor does a confident manner establish competence. A well run workshop specifies which work participants may attempt and which tasks require a suitably qualified person. This boundary can improve learning rather than suppress it. Participants can still discuss how a device works, inspect a diagram or practise a nonhazardous technique. Refusing one procedure does not require refusing explanation. Understanding why a limit exists is itself a useful form of technical knowledge. Clear explanations of these limits also help participants recognise when a future problem requires professional attention, instead of mistaking familiarity with an object for adequate preparation.

D The arrangement of the workspace changes how knowledge circulates. When tools and objects sit behind a crowded bench, only the repairer may see the crucial detail. A camera that displays a close view on a screen can make a small operation visible to several learners. Similarly, trays for removed screws reduce confusion during reassembly. These measures do not make an expert unnecessary, but they reduce avoidable obstacles to participation. The layout should also allow visitors to ask questions without blocking people who are concentrating on delicate work. A workshop is simultaneously a place for conversation and a place where physical actions must be carried out accurately. A learner who can see the object clearly can connect an explanation to a particular movement, instead of trying to infer what happened from a finished result. Shared visibility allows participants to notice uncertainty and ask for clarification while the relevant detail is still present, when an explanation can be connected to observation.

E Success needs more than a tally of objects returned to use. Some objects cannot be repaired within a session, perhaps because a replacement part is unavailable. Such a session may nevertheless produce valuable learning if the participant can explain the diagnosis and decide what to do next. Conversely, a successful repair performed with no explanation may do little to develop confidence. Evaluators can ask participants to describe the next test they would choose in a similar situation. This reveals something different from asking whether they enjoyed the event. Enjoyment may encourage a return visit, but it does not on its own demonstrate that a transferable skill has been acquired. Assessments can therefore distinguish completing the immediate task from understanding a process, while allowing both achievements to count when the purpose of the session includes each.

F There is a wider question about the relationship between repairing and buying. A workshop cannot make every product economical to maintain, especially when components are inaccessible or documentation is missing. It can, however, make these barriers visible. Participants may begin to ask whether a proposed purchase can be opened, whether spare parts exist and whether instructions are intelligible. The workshop then connects a practical encounter with a future decision. Its strongest contribution is not a promise that all possessions can last forever. It is the development of informed judgement about maintenance, replacement and the resources each requires, grounded in experience with particular objects rather than in slogans alone. These questions can influence demand for products that support maintenance, although individual experience will not by itself remove the economic and organisational barriers that restrict repair.

Questions 14-19: Choose the correct heading for paragraphs A-F.

Choose one heading, i-viii, for each paragraph.

i	Learning that influences later purchases
ii	Making the work visible to learners
iii	Beginning with the owner’s account
iv	Participation as the basis of learning
v	Measuring understanding as well as repairs
vi	Learning within safe limits
vii	Why workshops should refuse all electrical objects
viii	The benefits of competing for speed

14. Paragraph A

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

19. Paragraph F

Questions 20-23: Complete the sentences below.

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

20. In the imaginary lamp example, the fault is a break inside the _____.

21. Some disconnected components may still contain _____.

22. Removed screws can be organised in _____.

23. A lack of a replacement _____ may prevent a repair during a session.

Questions 24-26: Choose the correct letter, A, B, C or D.

24. According to paragraph B, what is the benefit of recording failed tests?

A It guarantees that a part can be replaced.
B It helps avoid repeating an unhelpful action.
C It eliminates the need for the owner's account.
D It establishes that the object is beyond repair.

25. Why does paragraph E propose asking a participant to select a future test?

A To decide how much the visitor should pay.
B To rank the popularity of different appliances.
C To find evidence of understanding that can be reused.
D To check whether the visitor liked the venue.

26. What does the writer identify as a workshop's strongest wider contribution?

A Better informed decisions about keeping and replacing products.
B A guarantee that all products will become repairable.
C The removal of every barrier created by manufacturers.
D A complete end to the purchase of new appliances.

Passage 3: Maps as Arguments About Place

A A map is sometimes treated as a transparent window onto the world. It is better understood as a carefully constructed argument about what matters in a place. To fit a landscape onto a surface, a mapmaker must choose a scale, select features and establish visual priorities. These choices are unavoidable; they are not evidence that maps are inherently deceptive. Trouble begins when readers forget that a selection has occurred. A map designed to locate railway stations may be excellent for its intended task while offering little help to someone looking for a quiet walking route. Usefulness depends on the question being asked.

B Consider a hypothetical map of a river valley prepared for cyclists. It marks gradients, drinking fountains and road surfaces, while giving relatively little space to property boundaries. A map of the same valley prepared for land registration would need a different set of details. Neither could become universally useful by simply adding every omitted feature. Beyond a certain point, additional information competes for attention and makes important relationships harder to see. Selection is thus a condition of clarity. The responsible response is to explain the map's purpose and limits, rather than pretend that a dense display has escaped the need to choose.

C Scale is one of the most consequential choices. At a small scale, a town may appear as a dot even though it contains many distinct neighbourhoods. At a larger scale, streets and individual buildings can become visible. This change involves more than enlargement. Features may need to be simplified or displaced so that their symbols do not overlap. A road line may be wider than the actual road would be at that scale. Readers who measure such symbols as though they were literal outlines can draw false conclusions. A legend helps explain the conventions, but readers must also recognise that representation involves generalisation.

D Colours and symbols direct attention before a reader examines individual labels. A thick bright line can make one route seem dominant, while a faint line makes another recede. The effect may be appropriate for an emergency access map but distracting on a historical map. Accessible design also requires more than attractive colours. If two categories differ only through red and green, some readers may struggle to distinguish them. Combining colour with line patterns or shapes gives those readers another route to the information. Accessibility is not an optional decoration added after the argument has been formed; it affects whether the argument can be read at all.

E Uncertainty poses another challenge. A crisp boundary can suggest precision even when the underlying evidence is incomplete. Suppose an explicitly hypothetical wildlife map estimates where an animal is likely to occur. A sharp edge around a shaded area may lead readers to assume that the animal never crosses it. A gradual change in shading or a clear explanatory note could communicate the estimate more honestly. There is no universal visual formula for uncertainty, and too many signals can overwhelm a display. Nevertheless, concealing uncertainty for the sake of a tidy image transfers the burden of interpretation to people who may not know that uncertainty exists.

F Digital maps can change in response to a reader's actions, but interaction does not remove editorial judgement. Search rankings, default layers and the initial view all influence what a user encounters first. A feature that exists in a database but is difficult to discover may have little practical visibility. Moreover, zooming can reveal additional information without explaining why certain categories are absent throughout. Designers should therefore treat default settings as meaningful decisions. Readers, for their part, should ask who produced the information, when it was revised and what purpose shaped its collection. The possibility of clicking is not a guarantee of complete knowledge.

G Critical reading need not lead to distrust of every map. It can lead to more precise trust: confidence that a particular representation is suitable for a particular decision. A walker can compare a route map with terrain information, and a planner can consult the notes behind a boundary. Map education should cultivate this

habit of purposeful comparison. Teaching only the meanings of symbols leaves out the decisions that produced the symbols in the first place. The most useful question is not simply whether a map is accurate, but accurate enough in which respects, for whose task, and with what acknowledged gaps. Those questions make maps more useful, not less.

Questions 27-31: Which paragraph contains the following information?

Choose A-G. You may use any letter more than once.

A	A
B	B
C	C
D	D
E	E
F	F
G	G

27. An example of two audiences needing different maps of the same area.

28. A warning against treating the width of a symbol as a physical measurement.

29. An approach that offers a second way of distinguishing categories.

30. The possibility that a clear visual edge may imply excessive certainty.

31. Examples of interface choices that influence which information appears first.

Questions 32-36: Do the following statements agree with the views of the writer?

Choose YES, NO or NOT GIVEN.

32. The need to select features means that every map is deceptive.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

33. Adding all omitted features would make a map suitable for every purpose.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

34. Accessibility influences whether readers can understand a map’s message.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

35. Map designers should always represent uncertainty using gradual shading.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

36. Schools currently spend more time on map symbols than on map production decisions.

YES YES
NO NO
NOT GIVEN NOT GIVEN

Questions 37-40: Choose the correct letter, A, B, C or D.

37. What is the central point of the railway example in paragraph A?

A Railway maps usually contain more errors than walking maps.
B All journeys should be planned with several paper maps.
C Quiet routes should be marked on every railway map.
D A map can serve one task well while being unhelpful for another.

38. Why may a mapmaker move a feature slightly in paragraph C?

A To prevent symbols from overlapping.
B To conceal an error in a survey.
C To make a town appear larger.
D To remove the need for a legend.

39. What does paragraph F imply about a feature that is difficult to find?

A It must have been collected recently.
B It is necessarily less accurate than other features.
C Its presence in a database may offer users little practical benefit.
D It should always become the default layer.

40. Which statement best captures the aim of the final paragraph?

A Maps should be abandoned whenever uncertainty exists.
B Critical reading helps people decide when to rely on a map.
C Learning symbols is the only essential map skill.
D One accurate map can meet all future decision needs.

Test 5 - Academic Writing

60 minutes in total. Spend about 20 minutes on Task 1 and 40 minutes on Task 2. Write full connected responses.

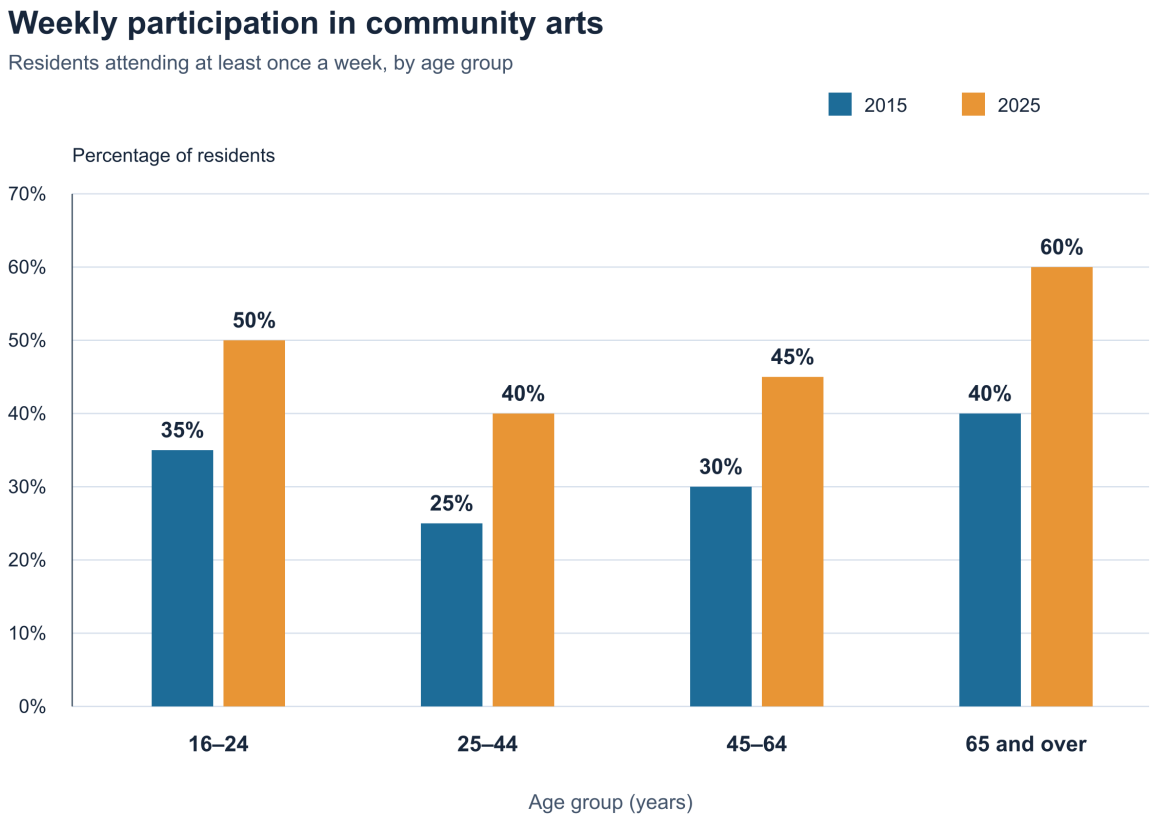
Task 1

You should spend about 20 minutes on this task.

The bar chart below shows the percentages of residents in four age groups who attended a community arts activity at least once a week in a town in 2015 and 2025.

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

Write at least 150 words.



Write your response in the website workspace or on a separate answer sheet.

Task 2

You should spend about 40 minutes on this task.

Some people believe that governments should spend more money maintaining existing public facilities than constructing major new landmarks. 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.

Write your response in the website workspace or on a separate answer sheet.

Test 5 - Speaking

Practise with a partner or record your response on the website. Allow approximately 11-14 minutes for the whole interview.

Part 1

The examiner will ask you questions about yourself and familiar topics. Give natural answers and add a little detail where appropriate.

1. What do you like about the area where you live?
2. Do you know many of your neighbours?
3. Has your neighbourhood changed in recent years?
4. Would you like to live in the same area in the future?
5. How often do you cook?
6. Who taught you to prepare your first meal?
7. Is there a dish you would like to learn to make?
8. Do you prefer cooking alone or with other people?
9. What do you usually do at the weekend?
10. Do you plan your weekends in advance?
11. What would be your ideal weekend?

Part 2

You have one minute to prepare. You may make notes. Speak for one to two minutes.

1. Describe a useful skill you learned from someone older than you.
   You should say:
   • what the skill was
   • who taught you
   • how you learned it
   and explain why learning this skill was valuable to you.

Part 3

Discuss these broader questions related to the topic in Part 2. Explain your opinions and support them with reasons or examples.

1. What kinds of skills can younger people learn from older generations?
2. Can older people learn equally useful things from young people?
3. Why are some practical skills no longer passed down in families?
4. Should schools invite older community members to teach students?
5. Is experience more important than formal training when teaching a skill?
6. How can communities encourage people of different ages to spend time together?
7. Do you think digital resources will replace learning directly from another person?

Test 6

Listening

Four parts. Answer questions 1-40. Read each group's word limit carefully. Use the matching Test 6 recordings on the website.

Part 1: Arranging a jacket alteration

Questions 1-5. Complete the alteration order form.

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

1. Customer’s surname: _____

2. Wedding date: _____ November

3. Part of jacket to shorten: _____

4. Amount to remove: _____ centimetres

5. Outer fabric: _____

Questions 6-10. Complete the alteration order form.

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

6. New lining colour: _____

7. Collection day: _____

8. Collection branch: _____

9. Total cost: £_____

10. Send receipt by _____.

Part 2: A public evening at Westbridge Observatory

Questions 11-15. Choose the correct letter, A, B or C.

11. Who originally started the observatory?

A a schoolteacher
B a university department
C a construction company

12. Why is part of the site fenced off?

A A neighbouring field is unsafe.
B The car park is being enlarged.
C A damaged path is being repaired.

13. Why should visitors stay with their guides?

A They must avoid all questions.
B They will rotate between telescopes.
C They will operate the instruments themselves.

14. The indoor demonstration was introduced to

A make explanations easier to understand.
B replace viewing in cold weather.
C allow visitors to build a telescope.

15. What does Samira say about outdoor photography?

A It is allowed with the flash disabled.
B Visitors should photograph through the eyepiece.
C Visitors should keep their cameras packed away.

Questions 16-20. Complete the visitor notes.

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

16. Visitors without sufficient warm clothing may borrow _____.

17. The first object to be observed is _____.

18. Outdoor path lights are _____ in colour.

19. A voucher is provided if _____ prevent observation.

20. Society _____ is not included in tonight’s ticket.

Part 3: An experimental archaeology roof project

Questions 21-25. Complete the project notes.

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

21. Material for the roof covering: _____

22. Total number of model sections: _____

23. Coating to be added to half the models: _____

24. Condition excluded from this stage: _____

25. Main way of recording damage: _____

Questions 26-30. Choose the correct letter, A, B or C.

26. The tutor says the trial order should be

A from steepest to shallowest.
B randomly determined in advance.
C changed after each result.

27. The report should concentrate on measuring

A how much the models weigh.
B the amount of water absorbed.
C the amount of water leaking through.

28. When using the published reconstruction, the students should

A acknowledge the limits of their models' scale.
B copy the published measurements exactly.
C claim their results apply to every ancient roof.

29. What should they bring to the class presentation?

A only an intact roof model
B a model showing damage
C the craftsmen's original tools

30. What does the tutor request for the next meeting?

A a finished set of slides
B all twelve completed models
C a diagram of the planned setup

Part 4: Why seeds wait before germinating

Questions 31-35. Complete the notes.

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

31. The young plant inside a seed is called the _____.

32. A hard coat may restrict water or _____.

33. Heat and smoke associated with _____ can act as signals.

34. Some seeds require cold conditions similar to those in _____.

35. For small seeds, _____ can indicate a suitable position for growth.

Questions 36-40. Complete the notes.

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

36. A hidden reserve of seeds can remain in the _____.

37. Conservation facilities known as seed _____ need suitable germination tests.

38. Successful storage often requires control of _____.

39. Interactions with _____ may be helpful or harmful.

40. Variation in dormancy creates _____ in the timing of germination.

Test 6 - Academic Reading

60 minutes. Three passages. Answer questions 1-40. Follow the word limits shown for each group.

Passage 1: From Clay to Building Brick

A An ordinary brick conceals a sequence of decisions about material, shape and heat. Clay dug from the ground does not become a reliable building unit simply by being cut into a rectangle. It may contain stones, plant remains and uneven amounts of water. Producers prepare it so that successive bricks behave in reasonably similar ways. This consistency matters because buildings combine many separate units. If those units differ greatly in size or absorb water very differently, the person laying them must compensate repeatedly. Manufacturing is therefore a process of controlling variation, although the final appearance may deliberately retain some irregularity.

B Preparation begins with the raw mixture. Large stones can create weak points or interfere with shaping, so they are removed. Mixing distributes moisture and other constituents more evenly. A producer may add sand or crushed fired clay to alter the mixture's behaviour. Such additions can reduce the problems associated with shrinkage, but their proportions must suit the particular clay and intended product. A successful recipe at one site cannot automatically be transferred to another. Even within one deposit, the material may vary. Observing how a prepared mixture performs is consequently more useful than assuming that the name of the deposit guarantees identical properties.

C Bricks can be formed in moulds or produced by pushing a continuous column of clay through an opening and cutting it into units. The second method is known as extrusion. The choice influences both production and appearance. A moulded brick may display traces of the mould, while a wire cut surface can have a different texture. Holes or recesses in some bricks reduce the amount of material and can assist drying or firing. They also change the relationship between the brick and the mortar around it. Shape is thus a technical choice as well as a visual one, and similar looking units need not have identical uses.

D Before firing, newly shaped bricks must lose much of their water. If drying is too rapid, the outside can contract while the interior remains wetter, producing stresses and cracks. Controlled airflow and time help moisture leave more evenly. It is tempting to regard this stage as merely waiting, but it strongly affects the number of sound units that reach the kiln. A brick that already contains a substantial crack is unlikely to become flawless through firing. Care during drying can therefore save the energy that would otherwise be spent heating material destined to be rejected after it emerges.

E Firing changes the material in ways that ordinary drying cannot. Within a kiln, heat causes transformations that make the finished brick more durable and less able to soften again in water. The outcome depends on the clay, the temperature and the time spent at different conditions. Too little firing may leave an unsuitable product; excessive firing may distort a unit. Colour is also influenced by the composition of the clay and the atmosphere in the kiln. It would be misleading to infer strength from colour alone. A pale brick is not automatically weaker than a red one, nor does a dark surface prove high quality.

F Cooling is another controlled stage. Sudden temperature changes can introduce stresses, so finished units are not simply subjected to the fastest possible cooling. Afterward, inspection separates obvious defects from saleable products, but appearance is only one source of information. Tests can examine dimensions, water absorption and other properties relevant to intended use. A brick exposed to repeated wetting in a demanding location may need different characteristics from one used in a protected interior. The label suitable for building is therefore incomplete without a sense of the conditions the unit will face. Performance is always performance in a setting.

G Reuse introduces a different set of questions. A brick recovered from a demolished wall may preserve attractive texture and avoid some demand for new production. However, removing old mortar without damaging the unit can take considerable work. Its earlier service may also have affected its condition. A cautious reuse project checks both the recovered material and its proposed role rather than treating age as a guarantee of either quality or weakness. The broader lesson follows the manufacturing sequence: a useful brick is defined by relationships among material, treatment and application. Its rectangular shape tells only a small part of the story.

Questions 1-6: Complete the notes.

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

1. Raw material: remove large _____ that could create weak points.

2. Mixing: distributes _____ and other constituents more evenly.

3. Shaping: the process of forming a continuous clay column is called _____.

4. Drying: excessive speed can create stresses and _____.

5. Heating: transformations take place inside a _____.

6. Inspection: tests can check dimensions and _____.

Questions 7-13: Do the following statements agree with the information in the passage?

Choose TRUE, FALSE or NOT GIVEN.

7. Manufacturing seeks some consistency between individual bricks.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

8. A mixture recipe that works at one site will necessarily work at another.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

9. The passage gives the year when extrusion was first used for bricks.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

10. Firing can reliably remove substantial cracks created during drying.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

11. Brick colour depends partly on conditions inside the kiln.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

12. Every recovered brick needs exactly the same cleaning time.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

13. A reclaimed brick’s proposed use should be considered when assessing it.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

Passage 2: When a Museum Uses a Replica

A Visitors often enter a museum hoping to stand before an original object. Its material connection with a particular person or period can create an experience that a photograph cannot provide. Yet museums also use replicas: newly made objects intended to reproduce aspects of older ones. The value of a replica depends on the question it is meant to answer. It may communicate an object's size, allow handling or help explain a process. Treating all replicas as equivalent misses these differences. The first curatorial decision is therefore to specify the intended purpose, rather than ask only whether a copy looks convincing inside a display case. Defining a purpose also gives staff a basis for explaining the display to colleagues, choosing materials and deciding which compromises are acceptable for the intended learning activity. A replica that answers one question successfully may leave another unanswered, so a precise statement of purpose also prevents visitors from expecting information it cannot provide.

B Some originals cannot withstand frequent touch. Their surfaces may be fragile, or repeated handling may gradually remove traces that scholars could study. A handling replica can let visitors explore weight and shape while the original remains protected. It need not reproduce every microscopic detail to perform this role. For example, an explicitly hypothetical museum might provide a robust model of a delicate clasp so visitors can understand its fastening mechanism. A label should explain which characteristics have been reproduced and which have been altered. Durability is useful, but presenting a stronger modern material as identical to the old material would confuse the lesson. Where handling is central, staff can invite comparison between the model and an image of the original, drawing attention to the differences that matter for interpretation.

C A different replica serves investigation. To understand how a vessel might have been made, a craftsperson can attempt a reconstruction using specified materials and tools. The process exposes practical constraints that may not be apparent from inspection alone. However, the fact that a modern person can make an object one way does not prove that every historical maker used that method. Reconstruction establishes possibility under stated conditions. Its records should include failures as well as successes, because a polished final object can hide a long sequence of adjustments. The experiment becomes informative through documentation of those adjustments, not simply through the attractive result that enters the gallery. Recording the sequence makes it possible for another maker to question a decision or repeat a stage, turning private practical experience into something others can examine.

D Scale models solve another communication problem. A visitor cannot easily see the organisation of a large building while standing inside a single room, whereas a smaller model can reveal relationships among spaces. Conversely, an enlarged model can make a tiny detail visible to a group. These transformations are helpful precisely because the model is not physically identical to its subject. The change of scale should be obvious or explicitly stated. Sound, lighting and movement may also be added to explain an interpretation. Each addition should be judged by whether it clarifies the chosen question, rather than by how spectacular it makes the display appear. A model can also omit surrounding detail deliberately, directing attention toward a spatial relationship that might otherwise be obscured by furniture, decoration or the building itself.

E Ethical difficulty arises when a replica's status is obscured. A visitor may reasonably interpret an unqualified object label as identifying the thing actually displayed. If the displayed item is a copy, clear identification respects that expectation. It also creates an opportunity to explain why the original is elsewhere or why it cannot be shown. A museum need not apologise for a carefully chosen replica. It needs to describe the relationship between the representation and its source. Honest explanation can make the practical work of conservation visible, showing that access and preservation are negotiated through decisions rather than magically provided together without cost. The explanation should be available where the encounter occurs, since a visitor who misses a distant note may carry away a mistaken understanding despite accurate documentation elsewhere.

F Evaluation should return to the initial purpose. If a replica was introduced to explain a mechanism, staff can observe whether visitors can describe that mechanism afterward. If it was intended to make an object's scale understandable, a different task is appropriate. Asking only whether visitors liked the replica leaves the educational claim untested. Nor should a replica automatically replace the original whenever it receives more attention. Novelty and interactivity may draw a crowd without conveying the intended idea. A collection can support several forms of encounter, with originals, replicas and explanatory media contributing different things. Their relationship should be planned and assessed, not reduced to a contest for popularity. Observation can identify whether visitors use an intended feature at all, helping staff distinguish a problem with the replica from a problem with its instructions or placement.

Questions 14-19: Choose the correct heading for paragraphs A-F.

Choose one heading, i-viii, for each paragraph.

i	Assessing a replica against its purpose
ii	Changing size to reveal relationships
iii	Protecting surfaces while permitting exploration
iv	Clarifying the different purposes of copies
v	What reconstruction can and cannot establish
vi	The need to identify a copy honestly
vii	Why identical materials are always essential
viii	Replacing collections with entertainment

14. Paragraph A

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

19. Paragraph F

Questions 20-23: Complete the sentences.

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

20. In the imagined example, a model helps explain a clasp’s _____.

21. Records of a reconstruction should document _____ as well as successes.

22. A model’s change of _____ should be apparent or stated.

23. Clear explanation can reveal the practical work of _____.

Questions 24-26: Choose the correct letter, A, B, C or D.

24. What does successful reconstruction establish, according to paragraph C?

A The method used by every historical maker.
B That a method is possible in specified conditions.
C The exact date when an original was produced.
D That records of unsuccessful attempts are irrelevant.

25. How should added sound or movement be judged, according to paragraph D?

A By the amount of equipment required.
B By whether other museums use it.
C By whether it attracts the largest crowd.
D By whether it helps explain the selected issue.

26. What concern is raised in paragraph F?

A A popular display may fail to convey its intended idea.
B Visitors always prefer original objects.
C Evaluation is unnecessary when a replica is new.
D Interactive replicas cannot support learning.

Passage 3: Listening to a Public Consultation

A Public consultation is often presented as a way to discover what a community wants. This description conceals a difficulty: a community rarely speaks with one voice. Residents may disagree about priorities, and individuals may hold several preferences that conflict with one another. A person may favour lower traffic while also wanting easy vehicle access to every destination. Consultation should make such tensions intelligible. Its value lies less in producing the appearance of unanimity than in clarifying competing needs and the reasons behind them. A report that records disagreement accurately can be more useful than a statement claiming consensus where none has been established.

B The first challenge concerns who participates. An open evening meeting may technically admit everyone but remain difficult for people who work at that hour or cannot travel to the venue. An online form removes some barriers while creating others for people with limited connectivity or confidence in written communication. No single method guarantees equal participation. Using several routes can widen access, but organisers should still examine whose perspectives remain absent. Numbers alone are insufficient: receiving a thousand responses does not show that every relevant group has been heard. A smaller, deliberately varied set of conversations can reveal issues that a large uniform response misses.

C The way a question is framed influences what can be said in reply. Asking residents which of three playground designs they prefer does not invite them to question the proposed location. If location is already fixed for defensible reasons, that limit should be explained. If it is genuinely open, a design only question prematurely closes discussion. Consultation materials should distinguish settled constraints from choices that participants can influence. Otherwise, people may spend time proposing changes that decision makers never intended to consider. Frustration then arises not merely because a preferred option loses, but because the invitation seemed to promise a wider role than was actually available.

D Comments also need interpretation. Ten objections to a proposal may contain ten different reasons, or they may repeat a single concern. Counting the objections without examining their content hides this distinction. Conversely, treating repeated concerns as worthless duplication can erase evidence of how widely a problem is experienced. A useful analysis identifies themes while retaining links to the original comments. It should also distinguish an allegation from independently checked evidence. A resident's account can identify a serious issue without, by itself, establishing every factual detail. Respect for testimony and careful verification are compatible responsibilities, rather than rival attitudes from which an analyst must choose.

E A hypothetical riverfront project illustrates the importance of follow up. Imagine that visitors request more benches while nearby residents describe nighttime noise. A summary simply saying that both groups want improvement offers little guidance. Organisers could ask where seating is most needed, when noise occurs and which locations create conflict. This does not guarantee agreement, but it makes possible responses more precise. The example is deliberately imagined; its point is a method of inquiry, not evidence about an actual town. The useful unit of consultation is often a reason linked to a context, rather than a vote detached from the circumstances that produced it.

F The final decision may legitimately differ from the most common preference recorded. Legal duties, technical feasibility and effects on people who did not participate can all matter. Yet citing unspecified constraints is a poor substitute for explanation. Decision makers should show which findings influenced the outcome, which suggestions were not adopted and why. This closes the informational loop. Participants can then see whether their contribution was considered even when it did not determine the result. Publishing only the preferred option, with no account of its relationship to consultation, makes it difficult to distinguish a serious process from an exercise undertaken merely to claim that listening occurred.

G None of this makes consultation a replacement for responsibility. Officials still need to make choices and account for consequences. Nor does a carefully designed process eliminate power differences among participants. It can, however, make those differences and the handling of evidence more visible. The appropriate standard is not perfect agreement or universal satisfaction. It is a process whose invitations are clear, whose methods are proportionate and whose conclusions can be traced to reasons. Seen this way, consultation is an organised form of public learning. Its success is measured partly by what becomes understandable, including the limits of what the process can decide.

Questions 27-31: Which paragraph contains the following information?

Choose A-G. You may use any letter more than once.

A	A
B	B
C	C
D	D
E	E
F	F
G	G

27. Examples of different barriers created by two participation methods.

28. An example of a question that excludes discussion of location.

29. A warning that simple counts conceal differences between reasons.

30. An invented example used to demonstrate follow up questions.

31. Reasons that the final choice might differ from the most popular preference.

Questions 32-36: Do the following statements agree with the views of the writer?

Choose YES, NO or NOT GIVEN.

32. An accurate account of disagreement can be more useful than an unsupported claim of consensus.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

33. Using a single online form guarantees equal participation.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

34. Consultation should make clear which decisions participants can influence.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

35. Most riverfront consultations produce disputes between residents and visitors.

YES YES
NO NO
NOT GIVEN NOT GIVEN

36. A good consultation process removes all differences in power between participants.

YES YES
NO NO
NOT GIVEN NOT GIVEN

Questions 37-40: Choose the correct letter, A, B, C or D.

37. Why does paragraph A mention traffic and vehicle access?

A To endorse a ban on vehicles.
B To compare two towns.
C To show that one person’s preferences may conflict.
D To claim that residents oppose all changes.

38. What approach to repeated concerns is recommended in paragraph D?

A Examine themes while recognising that repetition may show a widespread problem.
B Delete all repetitions before analysis.
C Assume every repeated claim is factually verified.
D Count comments without reading their reasons.

39. What does closing the informational loop involve?

A Accepting the largest group’s preference automatically.
B Publishing only the final preferred design.
C Inviting comments after every decision is irreversible.
D Explaining how contributions affected the outcome and why some were rejected.

40. Which description best matches the writer’s overall view?

A A mechanism that guarantees universal satisfaction.
B A learning process that clarifies reasons and limits.
C A substitute for officials making decisions.
D A method whose value depends only on response totals.

Test 6 - Academic Writing

60 minutes in total. Spend about 20 minutes on Task 1 and 40 minutes on Task 2. Write full connected responses.

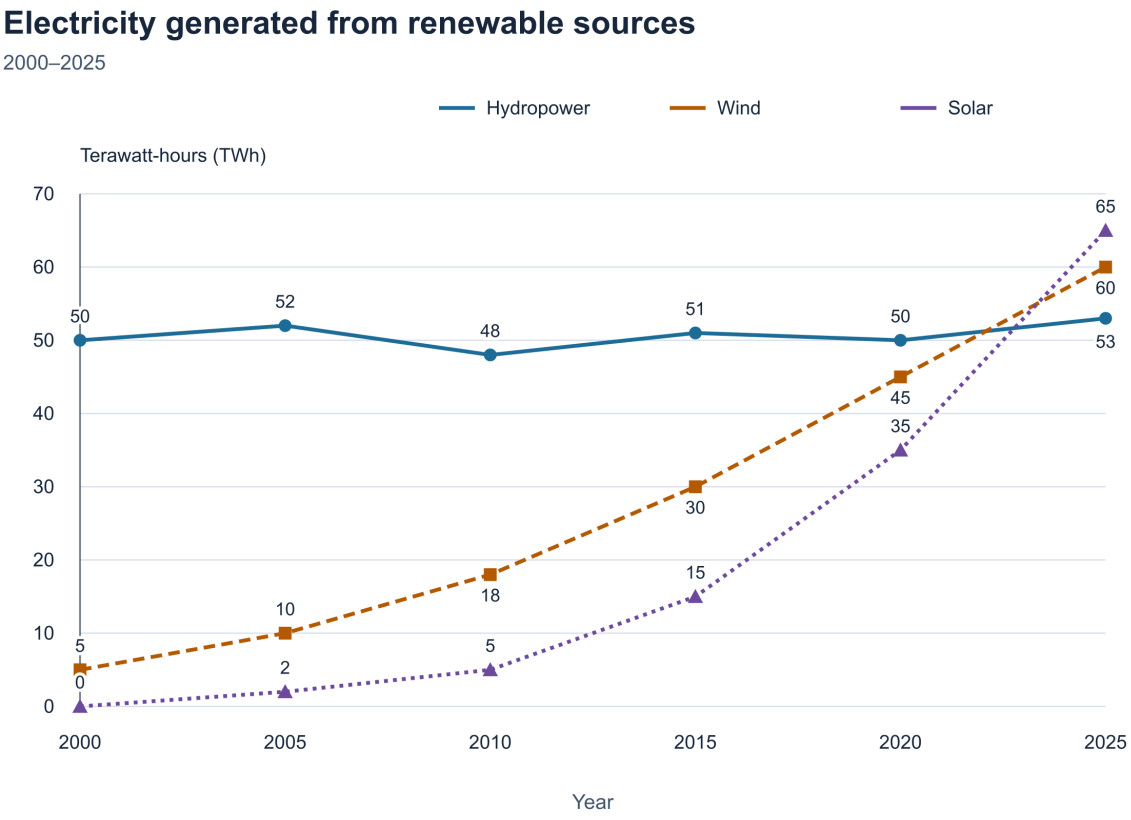
Task 1

You should spend about 20 minutes on this task.

The line graph below shows the amount of electricity generated from three renewable energy sources in a country between 2000 and 2025.

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

Write at least 150 words.



Write your response in the website workspace or on a separate answer sheet.

Task 2

You should spend about 40 minutes on this task.

Some people think schools should devote more time to practical life skills, such as managing money and preparing meals. Others believe that academic subjects should remain the main priority. Discuss both 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.

Write your response in the website workspace or on a separate answer sheet.

Test 6 - Speaking

Practise with a partner or record your response on the website. Allow approximately 11-14 minutes for the whole interview.

Part 1

The examiner will ask you questions about yourself and familiar topics. Give natural answers and add a little detail where appropriate.

1. Do you work or are you a student?
2. What do you enjoy most about your work or studies?
3. Is there anything you would like to change about your daily schedule?
4. Do you prefer working on your own or with other people?
5. What kind of weather do you enjoy?
6. Does the weather affect your plans?
7. Do you check the weather forecast regularly?
8. Did you enjoy rainy days as a child?
9. What do you usually take photographs of?
10. Do you prefer taking photographs or being photographed?
11. How do you keep your favourite photographs?

Part 2

You have one minute to prepare. You may make notes. Speak for one to two minutes.

1. Describe a time when you solved a problem with a group of people.
   You should say:
   • what the problem was
   • who you worked with
   • what you did together
   and explain what you learned from the experience.

Part 3

Discuss these broader questions related to the topic in Part 2. Explain your opinions and support them with reasons or examples.

1. What makes a group effective at solving problems?
2. Are groups always better than individuals at making decisions?
3. Why do disagreements arise in teams?
4. How important is a leader in a small team?
5. Should children be taught how to cooperate at school?
6. How has technology changed the way teams work?
7. Is it useful for teams to review their mistakes after completing a project?

Test 7

Listening

Four parts. Answer questions 1-40. Read each group's word limit carefully. Use the matching Test 7 recordings on the website.

Part 1: Renting a self-storage unit

Questions 1-5. Complete the reservation notes.

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

1. Customer’s surname: _____

2. Rental begins: _____ August

3. Planned rental period: _____ weeks

4. Main contents of boxes: _____

5. Standard-price unit is on floor _____.

Questions 6-10. Complete the reservation notes.

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

6. Instrument under consideration for storage: _____

7. Provisional insured value of contents: £_____

8. Daily customer access begins at _____ a.m.

9. Customer will bring a _____ for the unit.

10. Required notice before ending rental: _____ hours

Part 2: Behind the scenes at the Bell Theatre

Questions 11-15. Match each area with its present use.

Choose the correct letter, A-G. Use each letter ONCE only.

A	Recording voices and effects
B	Storing small stage objects
C	Showing the theatre’s past
D	Selling tickets
E	Providing performers with a rest space
F	Fitting and adjusting costumes
G	Painting large scenery

11. Old foyer

12. Paint studio

13. Sound booth

14. Green room

15. Upper gallery

Questions 16-20. Complete the tour notes.

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

16. Maximum visitors in each tour group: _____

17. Minimum age for visitors: _____

18. Large bags must go in the _____.

19. Photography is allowed in the _____.

20. Tour income will help repair the _____.

Part 3: A student subtitling project

Questions 21-25. Choose the correct letter, A, B or C.

21. Which film have the students selected?

A a comedy about musicians
B a documentary about a craftsperson
C a news report about a workshop

22. What is the main practical difficulty?

A the speed of the conversation
B the poor picture quality
C the unexplained technical vocabulary

23. The students find it particularly difficult to translate

A the names of tools.
B the voice-over introduction.
C a joke based on an expression.

24. The tutor recommends dividing the film according to

A two equal periods of time.
B natural units of conversation.
C the number of technical terms.

25. Why should they omit additional interviews?

A They would extend the task beyond its main purpose.
B Local instrument makers have refused to help.
C Written references are prohibited.

Questions 26-30. Complete the assignment plan.

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

26. Language of original soundtrack: _____

27. Maximum subtitle reading speed: _____ words per minute

28. Essential sounds should be described in _____.

29. Revised day for sending the draft: _____

30. Complete working files will be stored in the department _____.

Part 4: Understanding the movement of sand dunes

Questions 31-35. Complete the notes.

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

31. The main agent moving dune sand is _____.

32. Grains moving in short hops undergo _____.

33. Researchers must measure _____ because water can bind grains together.

34. Plants help hold sand in place through their _____.

35. With limited sand and a fairly constant wind, dunes may have a _____ shape.

Questions 36-40. Complete the notes.

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

36. Large areas can be monitored using _____ images.

37. Movement of a whole dune across the surface is called _____.

38. Accumulating sand can obstruct _____.

39. Porous _____ may trap drifting sand before it reaches vulnerable areas.

40. Explanations depend on the _____ of observation.

Test 7 - Academic Reading

60 minutes. Three passages. Answer questions 1-40. Follow the word limits shown for each group.

Passage 1: The Working Life of a Sand Dune

A A coastal sand dune may look like a fixed hill, but its shape records a continuing exchange among wind, sand and vegetation. Wind can lift or roll dry grains across a beach. When that moving sand meets an obstacle, some of it settles. A small accumulation may then provide another obstacle, encouraging further deposition. For a dune to develop, there must be a supply of suitable sediment and opportunities for it to move. A broad sandy beach does not produce the same landform under every combination of wind, moisture and plant cover. Dunes are products of interacting conditions, not simply heaps that happen to stand beside the sea.

B The condition of the surface affects transport. Wet sand grains tend to cling together more strongly than dry ones, making them harder for wind to move. Grain size also matters: a wind capable of transporting fine grains may leave heavier ones behind. As a result, the material arriving at the back of a beach can differ from the mixture nearer the water. Observers who watch the shoreline alone may miss this sorting process. Looking at where sand begins to move, where it settles and how conditions change during a day provides a fuller account than a single photograph of the final ridge.

C Certain plants can survive partial burial and help capture additional sand. Their stems slow the wind near the ground, while roots and underground stems help bind the material. This relationship does not mean that any plant can stabilise any dune. Species differ in their tolerance of salt, drought and burial, and inappropriate planting can change the habitat in undesirable ways. In a restoration project, choosing vegetation requires attention to the local setting. The goal may be to recover a functioning dune system rather than to create a continuous green surface. Areas of open sand can themselves be an important part of that system.

D Paths across a dune can concentrate disturbance. Repeated footsteps may damage vegetation and create a corridor through which wind moves sand. Once such a gap develops, it can become wider or deeper under suitable conditions. Managers sometimes use raised boardwalks to guide people across sensitive areas while reducing direct contact with plants and sand. The success of a boardwalk depends partly on where it is placed. A long detour may encourage visitors to keep using an informal path. Understanding actual movement patterns is therefore relevant to physical design, and an access structure should be evaluated after opening rather than assumed to solve the problem automatically.

E Fences can also alter sand movement. A porous fence slows wind without acting as a completely solid wall, encouraging sand to accumulate nearby. Its position and design affect the resulting deposit. Such a structure does not manufacture new sediment: if the available supply is limited, its benefits will also be limited. Nor should a fence be judged solely by the volume of sand beside it immediately after installation. Changes elsewhere along the beach and the response of vegetation may matter. A dune is connected to its surroundings, so an intervention that looks successful at one point can have consequences beyond the photographed area.

F Storms can remove sand from the exposed face of a dune and move it elsewhere within the coastal system. Some of that sand may later return, although recovery depends on local conditions and subsequent events. A dramatic change after a storm is therefore not, by itself, proof of permanent disappearance. Equally, the possibility of recovery does not guarantee that every site will recover quickly. Monitoring repeated profiles across the beach and dune can reveal changes in shape over time. Using the same

reference points makes those measurements comparable. Without consistency, apparent differences may reflect a changed survey location rather than a changed landform.

G Planning for dunes requires a longer view than preserving one outline indefinitely. Natural movement can conflict with roads, buildings and other fixed assets close to the shore. Where space is available, allowing a dune to adjust may be more realistic than trying to hold every grain in place. The choice is not simply between intervention and neglect. Access management, careful planting, observation and decisions about where to build are all forms of intervention. A useful plan explains which processes it seeks to support and which assets it seeks to protect. Recognising the dune as an active system makes these choices clearer and helps avoid treating every visible movement as a failure.

Questions 1-6: Complete the notes.

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

1. Initial growth: some moving sand settles when it meets an _____.

2. Transport: wet grains are harder to move because they _____.

3. Vegetation: stems slow the wind and roots help _____ the sand.

4. Visitor access: raised _____ can reduce direct contact with sensitive surfaces.

5. Fencing: a fence cannot create a new supply of _____.

6. Monitoring: measurements use the same _____ to permit comparison.

Questions 7-13: Do the following statements agree with the information in the passage?

Choose TRUE, FALSE or NOT GIVEN.

7. All broad sandy beaches develop identical dunes.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

8. Wind can sort grains so that the mixture at the back differs from the mixture near the water.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

9. Restoration must always aim to cover all open sand with plants.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

10. The average cost of a boardwalk is lower than the cost of a sand fence.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

11. Visitors may ignore an access structure if it requires a substantial detour.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

12. The passage identifies the month in which storms remove the most dune sand.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

13. Different survey locations can produce an apparent change that is not a change in the landform.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

Passage 2: Designing a Crossing for Wildlife

A A road can separate an animal's feeding area from shelter, breeding sites or seasonal habitat. A wildlife crossing is intended to restore some of that connection, but building a structure is only the beginning. A bridge over a road and a tunnel beneath it offer different conditions, and the same structure will not suit every species equally. Designers need to identify the movements they hope to support. A project aimed at small animals travelling beside a stream may require different decisions from one intended for large animals crossing open country. The useful starting question is therefore about the animals and their journeys, rather than a preferred engineering shape. Defining those intended journeys early also provides a basis for discussing tradeoffs, since a feature convenient for one animal may create an obstacle for another intended user.

B Location strongly influences use. A crossing placed away from established movement routes may remain quiet even if it is well constructed. Evidence can come from tracks, field observation and other records of animal movement, interpreted alongside terrain and habitat. The absence of observations at a particular moment does not necessarily establish an absence of movement: some journeys are seasonal or occur when observers are not present. A project should therefore consider when and how the information was collected. Choosing a location only because construction is easy risks creating a technically sound passage in a place where few intended users are likely to encounter it. Combining evidence can reveal limitations in each, when a survey period gives little information about movements during another part of the year.

C The approaches matter as much as the central structure. An animal must reach a crossing and find conditions it is willing to enter. Vegetation, ground cover, light and moisture may all affect that experience, depending on the species. In a hypothetical project for small woodland animals, a strip of shelter leading toward the entrance might be more helpful than a bare expanse of neatly maintained grass. This example is not a report of measured performance; it illustrates the need to connect design with behaviour. An attractive architectural photograph cannot show whether an animal experiences the approach as a safe continuation of its habitat. Continuity must be considered from the animal’s position rather than only on a plan, because apparently connected patches can differ greatly in cover and exposure at ground level.

D Fences often accompany crossings to guide animals toward them and reduce access to the road. However, a fence with gaps, damaged sections or unsuitable endpoints may fail to provide the intended guidance. Maintenance is therefore part of the design problem, not a minor task to be considered after construction. Vegetation can change, drainage can become blocked and human activity can alter an entrance. Assigning responsibility for inspection and repairs helps preserve the conditions on which the original plan depended. A structure that was suitable on opening day may cease to function as intended if its surrounding features gradually deteriorate without anyone noticing. Inspection schedules should reflect these continuing demands, and any change to the road or nearby land should prompt a review of whether the guiding arrangement still makes sense. Records of inspection can show whether a recurring failure follows the same pattern, allowing maintenance experience to inform a more durable adjustment instead of repeated temporary repairs.

E Evidence of use is necessary but does not settle every question. A camera image showing an animal in a tunnel confirms one event, while a count of repeated visits may include the same individual many times. A project concerned with population connections needs a broader assessment than a total of photographs. Researchers may need information about which individuals cross, in which direction and whether the movements support the intended ecological relationship. The evaluation question should determine the monitoring method. Otherwise, a readily collected measure can become a substitute for the outcome that actually motivated investment in the crossing in the first place. Distinguishing events from outcomes also helps explain results publicly, avoiding a situation in which a striking image carries a stronger claim than the monitoring design can support.

F Results also need a timescale and a comparison. Animals may not use a new feature immediately, while changes in habitat nearby may alter movement independently of the structure. Monitoring before and after construction can provide useful context, although interpretation still requires care. A comparison area can help distinguish a general change from one associated with the crossing. No single project can remove all uncertainty, and delaying every conclusion until certainty is complete would make learning impossible. The practical aim is a transparent account of what the evidence supports, what remains unresolved and how the design or monitoring might be adjusted in response. A crossing is most informative when its operation becomes part of an ongoing process of learning. Reporting comparable observations over time lets later reviewers examine the reasoning behind a conclusion, rather than relying entirely on a confident judgement made soon after construction ends.

Questions 14-19: Choose the correct heading for paragraphs A-F.

Choose one heading, i-viii, for each paragraph.

i	Keeping the guiding system functional
ii	Distinguishing sightings from wider outcomes
iii	Following animals' routes when selecting a site
iv	Relating evaluation to time and comparison
v	Beginning with the intended users
vi	Connecting an entrance with suitable surroundings
vii	Why every animal prefers tunnels
viii	Judging projects by architectural appearance

14. Paragraph A

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

19. Paragraph F

Questions 20-23: Complete the sentences.

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

20. Records used to select a location can include tracks and _____.

21. In the invented woodland example, a strip of _____ could help animals approach.

22. Plans should assign responsibility for inspection and _____.

23. Many photographs could show repeated visits by the same _____.

Questions 24-26: Choose the correct letter, A, B, C or D.

24. Why might a lack of observations be misleading, according to paragraph B?

A Tracks never provide reliable information.
B Roads always eliminate movement nearby.
C Movement may occur at times when observation did not take place.
D Animals move only after a crossing has been built.

25. What principle does paragraph E emphasise?

A Choose monitoring methods to answer the project’s actual question.
B Use photograph totals as the only measure of success.
C Stop monitoring once one animal has crossed.
D Assume all visits involve different animals.

26. What is the purpose of a comparison area in paragraph F?

A To remove every source of uncertainty.
B To provide a site with identical animals.
C To replace all observations before construction.
D To help identify whether a change extends beyond the crossing site.

Passage 3: Why Measurement Needs Agreement

A Measuring a length may seem a private act: place an instrument beside an object and read a number. The number becomes useful to someone else only when both people understand what it represents. A carpenter ordering a component, for instance, relies on shared units and a shared interpretation of the required dimension. Agreement does not eliminate error, but it makes comparison and correction possible. Standardisation is therefore a social achievement as well as a technical one. It links separate actions through rules that participants can recognise. Without such links, a precise looking result may communicate less than an approximate description whose meaning is understood by everyone involved.

B A unit and an instrument perform different functions. The unit defines the quantity in which a result is expressed, while an instrument provides a practical means of making a comparison. Two rulers can display the same unit and still disagree because one is damaged or poorly made. Checking an instrument against a trusted reference is known as calibration. Calibration does not make an instrument perfect forever; it establishes information about its performance under specified conditions. How often a check is needed depends on its use and the demands of the task. The existence of a standard unit is no reason to assume every device bearing its name is reliable.

C The conditions of measurement also matter. A flexible material may stretch when pulled, and a reading taken under tension may differ from one taken when it is relaxed. A procedure should state which condition is intended if the difference matters for the decision. In an explicitly hypothetical textile workshop, two workers measure the same strip, one pulling firmly and the other laying it flat without tension. Their disagreement need not indicate carelessness or dishonesty. It may reveal an unstated procedural choice. Before seeking a more sophisticated instrument, the workshop should clarify the method. Greater numerical resolution cannot repair ambiguity about what has been measured.

D Reporting more digits can create an illusion of knowledge. An instrument that displays a fine division does not necessarily justify a result to that level of precision. Sources of variation can include the object, the surroundings, the observer and the device itself. A useful report communicates the result alongside an appropriate account of uncertainty. This is not an admission that measurement has failed. It is information that helps another person decide whether the result is suitable for a purpose. A rough estimate may be sufficient for arranging furniture but unsuitable for producing a tightly fitting mechanical part. Demands for precision should follow the decision, not the display.

E Shared procedures can enable cooperation across distance. A specification that identifies units, conditions and acceptable variation lets a supplier work without watching the customer take every measurement. However, a procedure must remain understandable to those who apply it. If a critical instruction can reasonably be read in two ways, writing it in an official document does not resolve the problem. Examples, diagrams and training can help establish a common interpretation. Feedback from users can also reveal where a formally complete standard produces practical confusion. Standardisation should be judged partly by how consistently it guides action, not solely by the elegance or length of its written rules.

F There are limits to what a standard can settle. Choosing what to measure often involves priorities that measurement itself cannot determine. A hypothetical organisation comparing delivery services could measure average journey time, reliability or access to remote locations. Each quantity answers a different question. Agreeing on units would make the results comparable within a category, but it would not establish which category deserves the greatest weight. Presenting a ranking as purely objective can conceal those prior choices. Good measurement supports judgement by making evidence clearer. It does not relieve decision makers of explaining why particular outcomes matter or how competing considerations have been balanced.

G Standards can evolve when purposes, instruments or understanding change. Revision creates a coordination problem: users need to know which version applies and how new results relate to old ones. An unexplained change can undermine comparison even if the new method is better suited to current needs. Records of methods and versions consequently have enduring value. The strongest measurement culture combines stable agreements with the ability to examine and revise them openly. Blind loyalty to an old procedure and casual alteration without documentation both weaken trust. Trust grows when others can understand how a result was produced, what it means and where its limitations lie.

Questions 27-31: Which paragraph contains the following information?

Choose A-G. You may use any letter more than once.

A	A
B	B
C	C
D	D
E	E
F	F
G	G

27. A definition of checking a device against a reliable reference.

28. A disagreement caused by different ways of handling the same material.

29. A warning that the number of digits shown may exaggerate justified precision.

30. Suggestions for helping users interpret a procedure consistently.

31. A need to identify the version of a measurement method.

Questions 32-36: Do the following statements agree with the views of the writer?

Choose YES, NO or NOT GIVEN.

32. Shared measurement rules help people compare and correct results.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

33. Calibration guarantees that an instrument will remain perfect indefinitely.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

34. In the textile example, a more detailed instrument display would remove the unclear procedure.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

35. Most furniture manufacturers currently report too many digits.

YES YES
NO NO
NOT GIVEN NOT GIVEN

36. Agreement about units can by itself decide which delivery outcome matters most.

YES YES
NO NO
NOT GIVEN NOT GIVEN

Questions 37-40: Choose the correct letter, A, B, C or D.

37. What is the main purpose of the carpenter example?

A To prove that approximate descriptions are always best.
B To show why a measurement requires shared meaning.
C To recommend a particular unit of length.
D To explain how rulers are manufactured.

38. According to paragraph D, how should the required precision be decided?

A By using every digit the instrument displays.
B By copying the most detailed available report.
C By assuming all tasks need equal precision.
D By considering the task the result must support.

39. What criticism is made of some apparently objective rankings in paragraph F?

A They may conceal choices about which outcomes are important.
B They cannot contain any measured information.
C They necessarily use incompatible units.
D They always favour distant suppliers.

40. What approach to standards does the final paragraph favour?

A Retaining every old method indefinitely.
B Changing procedures frequently without records.
C Maintaining clear agreements while allowing documented revision.
D Avoiding comparison between any two results.

Test 7 - Academic Writing

60 minutes in total. Spend about 20 minutes on Task 1 and 40 minutes on Task 2. Write full connected responses.

Task 1

You should spend about 20 minutes on this task.

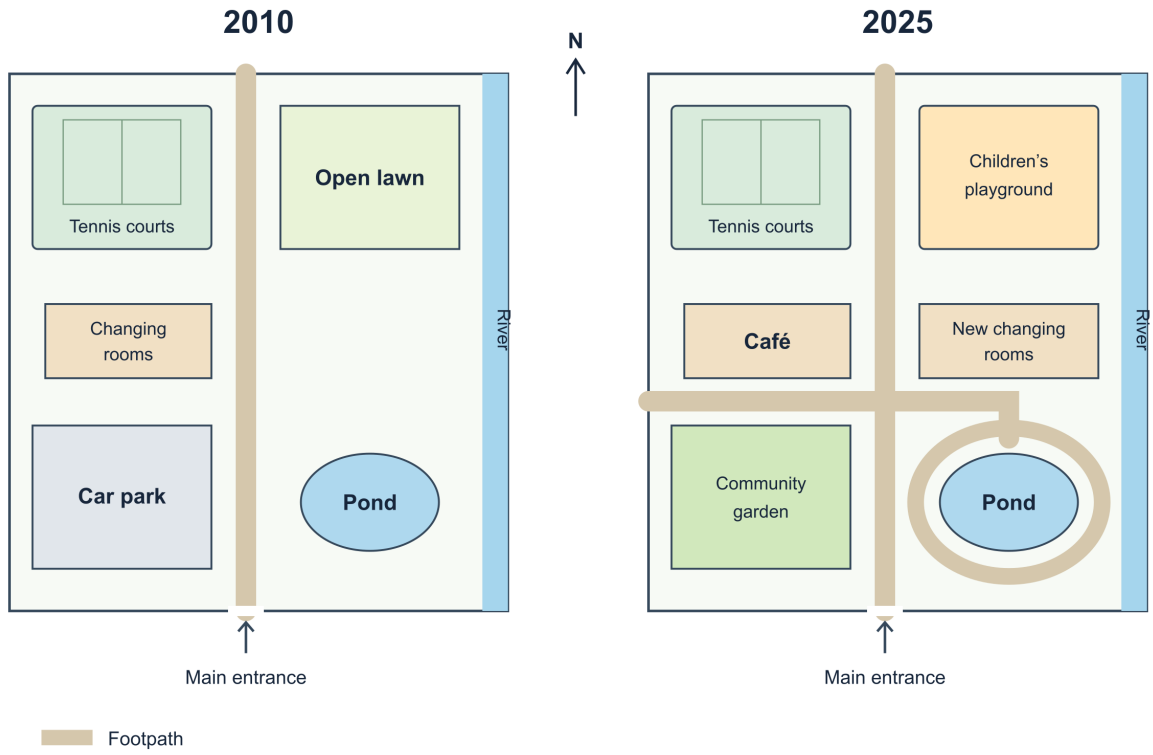
The maps below show Riverside Recreation Ground in 2010 and 2025.

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

Write at least 150 words.

Riverside Recreation Ground

Both plans use the same scale. North is at the top.



Write your response in the website workspace or on a separate answer sheet.

Task 2

You should spend about 40 minutes on this task.

Some small companies allow employees to work four longer days each week instead of five shorter days. Do the advantages of this arrangement outweigh the disadvantages?

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

Write at least 250 words.

Write your response in the website workspace or on a separate answer sheet.

Test 7 - Speaking

Practise with a partner or record your response on the website. Allow approximately 11-14 minutes for the whole interview.

Part 1

The examiner will ask you questions about yourself and familiar topics. Give natural answers and add a little detail where appropriate.

1. What is your favourite room in your home?
2. Is there anything you would like to change about your home?
3. Do you spend much time at home?
4. What makes a home comfortable for you?
5. How do you choose the clothes you buy?
6. Do you prefer shopping for clothes alone or with someone?
7. Have your preferences in clothing changed?
8. Do you keep clothes for a long time?
9. Do you visit public gardens or parks?
10. What do you like doing in a garden?
11. Would you like to grow plants yourself?

Part 2

You have one minute to prepare. You may make notes. Speak for one to two minutes.

1. Describe an object that you repaired instead of replacing.
   You should say:
   • what the object was
   • what was wrong with it
   • how it was repaired
   and explain how you felt about keeping it.

Part 3

Discuss these broader questions related to the topic in Part 2. Explain your opinions and support them with reasons or examples.

1. Why do many people replace damaged products instead of repairing them?
2. What kinds of products should be designed to last longer?
3. Should manufacturers provide spare parts for their products?
4. Is repairing things a skill that children should learn?
5. How can local communities make repairs more accessible?
6. Does keeping old possessions always benefit the environment?
7. Will people become more interested in repairing products in the future?

Test 8

Listening

Four parts. Answer questions 1-40. Read each group's word limit carefully. Use the matching Test 8 recordings on the website.

Part 1: Starting a bakery delivery subscription

Questions 1-5. Complete the subscription form.

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

1. Customer’s surname: _____

2. Delivery frequency: _____

3. Type of loaf: _____

4. Seed to avoid: _____

5. Delivery day: _____

Questions 6-10. Complete the subscription form.

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

6. Access delivery area through the side _____.

7. Leave bread inside a wooden _____.

8. First delivery: _____ October

9. Total cost per delivery, including transport: £_____

10. Pause future deliveries through the _____.

Part 2: Introducing the Crosswater Ferry

Questions 11-15. Choose the correct letter, A, B or C.

11. The main reason for introducing the ferry is to

    A attract overseas tourists.
    B provide an alternative to the congested bridge.
    C restart commercial cargo transport.

12. What time will the first weekday sailing leave?

    A 6:30 a.m.
    B 9:00 a.m.
    C 7:00 a.m.

13. Advance booking is required for

    A groups of at least eight people.
    B all individual commuters.
    C any group wanting a private boat.

14. How will registered passengers receive the quickest disruption alert?

    A by a notice on the boat
    B by text message
    C by a telephone call from the driver

15. What does Adrian say about paying fares?

    A Cash is the cheapest option.
    B Tickets can only be purchased on a phone.
    C A travel card gives the same discount as the app.

Questions 16-20. Match each stop with the facility specially mentioned.

Choose the correct letter, A-G. Use each letter ONCE only.

A	A ramp replacing stairs
B	A place to buy food
C	A bicycle repair service
D	Secure bicycle parking
E	A shelter for waiting passengers
F	A display about animals and birds
G	An indoor ticket machine

16. Westbank

17. Mill Quay

18. Island Landing

19. East Dock

20. University Pier

Part 3: Planning a study of music practice schedules

Questions 21-25. Complete the research plan.

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

21. Instrument selected for the experiment: _____

22. Total number of participants: _____

23. Sessions will take place in the _____.

24. Main measure: number of _____ during the final performance

25. Participants will record extra practice in a _____.

Questions 26-30. Choose the correct letter, A, B or C.

26. Why does the tutor recommend a familiarization task?

A to rehearse the exact test piece
B to identify the best singers
C to reduce difficulties caused by unfamiliar equipment

27. How should participants be assigned to groups?

A randomly
B according to confidence
C according to preferred practice time

28. If someone misses a session, the students should

A double their next practice period.
B record it and follow a plan for incomplete data.
C pretend that the session took place.

29. The delayed final test is useful because it assesses

A preference for an instrument.
B ability to read unfamiliar notation.
C what participants retain after practice.

30. The report should show individual results because

A averages can conceal differences between learners.
B individual results always prove the cause.
C the study has too many participants for a graph.

Part 4: Reading the history of colours in textiles

Questions 31-35. Complete the notes.

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

31. Researchers first identify the _____ making up the textile.

32. A substance helping colour bind to cloth is a _____.

33. In some red-dye traditions, the useful plant parts were the _____.

34. Some strong red dyes were obtained from _____.

35. Colour may fade because compounds are altered by _____.

Questions 36-40. Complete the notes.

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

36. Initial close examination often uses a _____.

37. The method called _____ separates components in a sample.

38. Non-local dyes may provide evidence about _____.

39. Written _____ may omit knowledge that makers took for granted.

40. Good research makes _____ visible.

Test 8 - Academic Reading

60 minutes. Three passages. Answer questions 1-40. Follow the word limits shown for each group.

Passage 1: The Spaces Inside Soil

A Soil is often imagined as a solid substance that supports plants. In fact, the spaces between its particles are central to the way it functions. These pores can contain air or water, and their sizes and connections influence how both move. Two soils containing similar mineral particles can behave differently if their structure differs. One may allow water to enter readily, while another develops surface puddles. Understanding soil therefore involves more than identifying its ingredients. It also means examining their arrangement. The empty looking part of a soil sample is not an absence of structure; it is an essential component of that structure.

B Texture and structure describe different things. Texture concerns the proportions of sand, silt and clay sized particles. Structure concerns the way particles are assembled into larger units called aggregates and the spaces around those units. Adding organic matter can help support aggregation, although the outcome depends on conditions and management. It does not simply turn clay particles into sand. Confusing texture with structure can lead to unrealistic expectations about what treatment will achieve. A gardener may improve the way a clay rich soil behaves without changing the size of its mineral particles. The improvement can be real even though the underlying texture remains the same.

C Pore size affects the relationship between soil and water. Large pores can provide routes for rapid movement and drainage, while smaller pores can retain water more tightly. The importance of each depends on the circumstances: retaining water may help plants during a dry period, whereas water filling nearly all pore space for a prolonged period restricts the air available to roots. A soil with useful combinations of pores offers several functions at once. This is why describing drainage as either universally good or universally bad is unhelpful. The question is how water storage, movement and air supply relate to the particular plants and setting.

D Compaction changes this arrangement. Pressure can squeeze particles closer together, reducing some of the larger pores and making it harder for roots to penetrate. The risk depends on the soil's condition as well as the weight and frequency of traffic. Walking or driving repeatedly across wet soil can be especially damaging in susceptible conditions. Establishing fixed traffic routes can limit the area affected, instead of spreading pressure across an entire growing space. A surface may look neat after being pressed flat, yet neatness says little about the pore network below it. Evaluating structure requires attention beneath the visible surface.

E Living organisms also shape that network. Burrowing animals can create channels, and roots can leave passages when they decay. Microorganisms participate in the breakdown of organic material and the formation of substances associated with aggregation. These processes are influenced by moisture, temperature, food supply and disturbance. The soil is consequently a changing habitat as well as a physical medium. Nevertheless, a visible worm channel does not prove that every part of a field has a healthy structure. Conditions can vary over short distances. Observations should therefore be repeated across representative locations rather than based on a single especially promising clod.

F Simple field observations can reveal useful features without supplying a complete diagnosis. A small pit may show layers, root patterns or a compacted zone. Watching how water enters the surface provides another kind of evidence, although recent rainfall and surface condition affect the result. A comparison is more informative when conditions are similar and the method is consistent. Laboratory tests can add

information, but their interpretation should remain connected to the place where the sample originated. An isolated number cannot describe every aspect of a living, spatially variable system. Combining measurements with careful observation is stronger than assuming either approach makes the other unnecessary.

G Improving structure is usually an ongoing practice rather than a single dramatic intervention. Maintaining plant cover where appropriate, supplying suitable organic inputs and reducing avoidable compaction can support the processes that create and preserve useful pores. The best combination depends on purpose and local conditions. A sports surface, a vegetable bed and a wetland habitat need not be managed toward an identical state. Progress should be judged by relevant functions, such as root growth or water movement, alongside repeated observations. Thinking in terms of connected spaces helps explain why soil care concerns what is protected between the particles as much as what is added to them.

Questions 1-6: Complete the notes.

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

1. The spaces between soil particles are known as _____.

2. Larger units of particles are called _____.

3. Adding _____ can help support the formation of aggregates.

4. One way to limit the area exposed to pressure is to establish fixed _____.

5. Burrowing animals can create _____ within the soil.

6. A small _____ may reveal layers and root patterns.

Questions 7-13: Do the following statements agree with the information in the passage?

Choose TRUE, FALSE or NOT GIVEN.

7. Soils with similar mineral particles can perform differently because of their arrangement.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

8. Improved behaviour in a clay rich soil necessarily means its mineral particles have become larger.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

9. Small pores can retain water more tightly than large ones.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

10. The passage specifies an ideal percentage of air filled pores for every crop.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

11. Repeated traffic across wet soil can cause damage in susceptible conditions.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

12. A single visible worm channel proves that a whole field has a good structure.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

13. The laboratory test mentioned is cheaper than digging a pit.

    TRUE TRUE
    FALSE FALSE
    NOT GIVEN NOT GIVEN

Passage 2: Making a Room Easier to Hear In

A A room can be comfortable to look at and still make conversation exhausting. Sound does not travel only along a direct path from a speaker to a listener. It also reflects from surfaces, and those reflections arrive after the direct sound. Some reflections can support listening, but a long persistence of sound can blur successive syllables. This persistence is called reverberation. Its effect depends on the activity: a musical performance and a spoken lesson do not necessarily require the same acoustic conditions. The starting point for design should therefore be what people need to hear and do in the space, rather than a universal idea of perfect sound. Understanding the intended activity also helps resolve tradeoffs, since a lively sound that supports one performance may interfere with a listener trying to distinguish unfamiliar spoken words.

B Background noise presents a related but distinct problem. A ventilation system, traffic outside or activity in an adjacent room can mask speech. A speaker may respond by raising their voice, but this does not remove the source of the noise. Before adding acoustic panels, a designer should identify whether poor listening results primarily from noise, reflections or a combination. An absorbent surface may reduce reflections inside a room while doing little to prevent sound entering through a gap around a door. Treating all unwanted sound as the same problem can lead to an intervention that changes the room without improving the task that matters. An initial survey can therefore separate routes by which sound enters from effects created inside, giving each proposed improvement a specific problem against which to be assessed.

C Materials interact with sound in different ways. A hard, smooth surface generally reflects much of the sound that reaches it, while a suitable absorbent material converts some sound energy into other forms, chiefly heat through small scale motion and friction. The amount absorbed varies with frequency and installation. A thin material may behave differently from a thicker system with an air space behind it. Choosing treatment solely by softness to the touch is therefore unreliable. The position of the material also matters, since sound must reach it for absorption to occur. Product properties and room arrangement should be considered together, rather than as independent decisions. Information about a product should describe the relevant installation, because a performance measured in one arrangement cannot automatically be assumed for a different arrangement elsewhere.

D Geometry introduces further choices. Parallel hard surfaces can create repeated reflections, while large concave surfaces may concentrate sound in particular areas. Furniture, screens and other features can scatter sound, but scattering is different from absorption: it redirects energy rather than necessarily removing much of it. A room may need a combination of approaches. In a hypothetical community hall, a movable curtain might help adapt the space between a talk and a rehearsal, provided its acoustic effect is understood. The example illustrates flexibility rather than a universal recipe. Moving a decorative curtain into any hall does not guarantee that either speech or music will improve. Adaptability also requires a clear operating plan, so that people preparing the space know which arrangement serves the next activity and can reproduce it consistently when needed.

E Listening conditions are not identical at every seat. A person close to a speaker may hear direct sound clearly, while someone farther away receives a different balance of direct sound, reflections and noise. People also differ in hearing and in their familiarity with the language being used. A design judged acceptable by one confident listener may still make participation difficult for others. Testing should therefore include different positions and relevant users, not just a favourable location near the front. The aim is to support access to the activity across the room. An average impression can conceal the places where a student or visitor repeatedly misses crucial information. Including users with different listening needs can reveal difficulties overlooked by a designer, and it makes the assessment more closely reflect the people the room must serve.

F Evaluation works best when the activity and conditions are specified. An empty room may sound different after an audience arrives, because people and their clothing absorb sound. Measurements can help describe performance, but observation during actual use reveals difficulties that a single number may not capture. A teacher's need to repeat instructions, for example, can be investigated alongside the physical evidence rather than dismissed as a personal preference. Changes should be assessed against the intended improvement, such as clearer speech at the back of the room. A successful intervention connects a physical change to a listening outcome. Merely installing a visible acoustic product does not establish that the problem has been solved. Recording the conditions of each assessment also makes later comparisons more meaningful, because an apparent improvement should not be attributed to a treatment if the listening situation changed substantially at the same time. Comparing accounts from users with observations and measurements can strengthen interpretation, especially when an improvement is noticeable in one part of the room but limited in another.

Questions 14-19: Choose the correct heading for paragraphs A-F.

Choose one heading, i-viii, for each paragraph.

i	Recognising distinct causes of listening difficulty
ii	Checking the room during its intended activity
iii	Different experiences across the seating area
iv	Understanding how materials work
v	Defining the task before choosing an acoustic goal
vi	The effects of shape and adaptable features
vii	Why scattering removes all sound energy
viii	The importance of choosing the softest surface

14. Paragraph A

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

19. Paragraph F

Questions 20-23: Complete the sentences.

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

20. The persistence of sound in a room is called _____.

21. Noise may enter through a gap around a _____.

22. Some absorbent systems include an _____ behind the material.

23. In the hypothetical hall, a movable _____ could assist adaptation.

Questions 24-26: Choose the correct letter, A, B, C or D.

24. What distinction does paragraph D make about scattering?

A It works only in completely empty rooms.
B It changes sound direction without necessarily removing much energy.
C It always has the same effect as absorption.
D It is caused only by flat ceilings.

25. Why should several listening positions be tested?

A The front always has the worst acoustics.
B All listeners have identical hearing.
C Average impressions always identify every problem.
D The balance of sounds can differ across the room.

26. Why can the arrival of an audience change a room’s sound?

A People and their clothing absorb sound.
B The walls necessarily move farther apart.
C Every audience introduces the same amount of noise.
D Furniture stops scattering sound entirely.

Passage 3: Citizen Science and the Value of a Clear Question

A Citizen science brings people without a professional research role into the production of scientific knowledge. Projects vary widely: some invite participants to record observations, while others involve them in shaping questions or interpreting results. This variety makes sweeping judgements unhelpful. The quality of a project cannot be inferred simply from the fact that volunteers participate. Nor should enthusiasm be treated as a substitute for a workable research design. The central issue is whether a question, a method and a form of participation fit together. A modest project that answers a limited question clearly may be more useful than an ambitious collection whose purpose remains uncertain.

B A clear question determines what needs to be recorded. Suppose a hypothetical project asks when particular plants first flower in a defined neighbourhood. Recording the observation date, location and identification would serve that purpose. Collecting only attractive photographs without dates would not. The example does not imply that photographs are useless; they may help others check an identification. It illustrates that data fields should follow the intended analysis. Additional information can be valuable, but every request places demands on participants. A carefully chosen short form may produce more usable records than a long form that asks for many details with no established role.

C Instructions need to connect general concepts with observable actions. A phrase such as record a healthy tree invites different interpretations unless health is defined for the project's purpose. Photographs of examples, simple decision rules and opportunities to practise can improve consistency. Training should also tell participants what to do when they are uncertain. A permitted unknown category can be more informative than a confident guess. This does not mean that all difficult observations must be discarded. It means that uncertainty should enter the record in a way that analysts can recognise. Concealing it behind forced choices can make the resulting dataset appear more definite than the observations justify.

D Participation patterns affect the picture produced. Volunteers may visit places close to home, easily accessible routes or sites they already find interesting. A large number of observations does not automatically provide balanced coverage of an entire region. A blank area on a map might indicate that nobody visited, rather than that the target species was absent. Recording effort, such as the time spent searching and the route followed, can help interpretation. Deliberately inviting observations from less visited areas may also improve coverage. The task is to understand the relationship between what was observed and where people actually had opportunities to look.

E Quality checking should be designed alongside collection. Some records can be checked against photographs, while others may need comparison with an expert identification or a repeated observation. The most suitable approach depends on the question and the consequences of error. Requiring expert approval for every trivial detail can create a bottleneck without proportionate benefit. At the other extreme, assuming every submitted record is equally reliable conceals genuine differences in evidence. A useful system explains what checks have occurred and retains the original submission where appropriate. This allows later users to distinguish the observation from subsequent decisions about its classification or inclusion.

F Feedback sustains the relationship between a project and its participants. A person who submits an observation should be able to understand how it contributes, even if it is later excluded from a particular analysis. Explaining an exclusion can teach something about the method and prevent repeated mistakes. Results should also acknowledge the limits of the sample instead of suggesting that participation has removed every uncertainty. Public engagement and sound inference can reinforce one another when the project is candid. They become harder to combine when promotional claims promise answers that the design cannot supply. Trust depends on an intelligible connection between contributions, analysis and conclusions.

G The strongest projects treat participation as a source of knowledge that needs care, rather than either a magical solution or an inevitable weakness. Volunteers may contribute local familiarity, repeated attention and questions that professional organisers had not considered. Those contributions do not eliminate the need for definitions, documentation and checking. Equally, methodological discipline need not reduce participants to anonymous data collectors. They can help refine the method when their experience reveals confusion or practical obstacles. The aim is a cooperative process in which roles are explicit and claims match evidence. A clear question makes that cooperation easier by showing everyone what the shared work is trying to establish.

Questions 27-31: Which paragraph contains the following information?

Choose A-G. You may use any letter more than once.

A	A
B	B
C	C
D	D
E	E
F	F
G	G

27. An invented example showing why observation dates matter.

28. The benefit of allowing participants to record that they do not know.

29. A warning that an empty map area may represent missing visits.

30. A risk that excessive checking could obstruct progress.

31. Learning that can result from explaining why a record was not used.

Questions 32-36: Do the following statements agree with the views of the writer?

Choose YES, NO or NOT GIVEN.

32. Volunteer participation alone is enough to establish a project’s quality.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

33. The information requested from participants should relate to the intended analysis.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

34. Participants should always be forced to make a definite classification.

    YES YES
    NO NO
    NOT GIVEN NOT GIVEN

35. In most projects, volunteers prefer submitting photographs to writing descriptions.

YES YES
NO NO
NOT GIVEN NOT GIVEN

36. Participants can contribute to improving a project’s method.

YES YES
NO NO
NOT GIVEN NOT GIVEN

Questions 37-40: Choose the correct letter, A, B, C or D.

37. What comparison is made in paragraph A?

A A limited, well focused project may outperform an unclear ambitious one.
B Professional projects are always less useful than volunteer projects.
C Enthusiasm is a better guide than research design.
D Large collections always answer more questions than small ones.

38. Why does paragraph D recommend recording effort?

A To ensure everyone spends identical time outdoors.
B To remove the need for identification training.
C To help relate findings to the opportunities people had to observe.
D To show that every blank area lacks the target species.

39. What is one reason to retain an original submission?

A To avoid describing any quality checks.
B To separate the initial observation from later analytical decisions.
C To guarantee that every record enters every analysis.
D To make expert checking unnecessary.

40. Which statement best represents the conclusion?

A Local knowledge removes the need for documentation.
B Volunteers should have no role in revising methods.
C Citizen science succeeds only if uncertainty disappears.
D Clear roles and evidence based claims support cooperation.

Test 8 - Academic Writing

60 minutes in total. Spend about 20 minutes on Task 1 and 40 minutes on Task 2. Write full connected responses.

Task 1

You should spend about 20 minutes on this task.

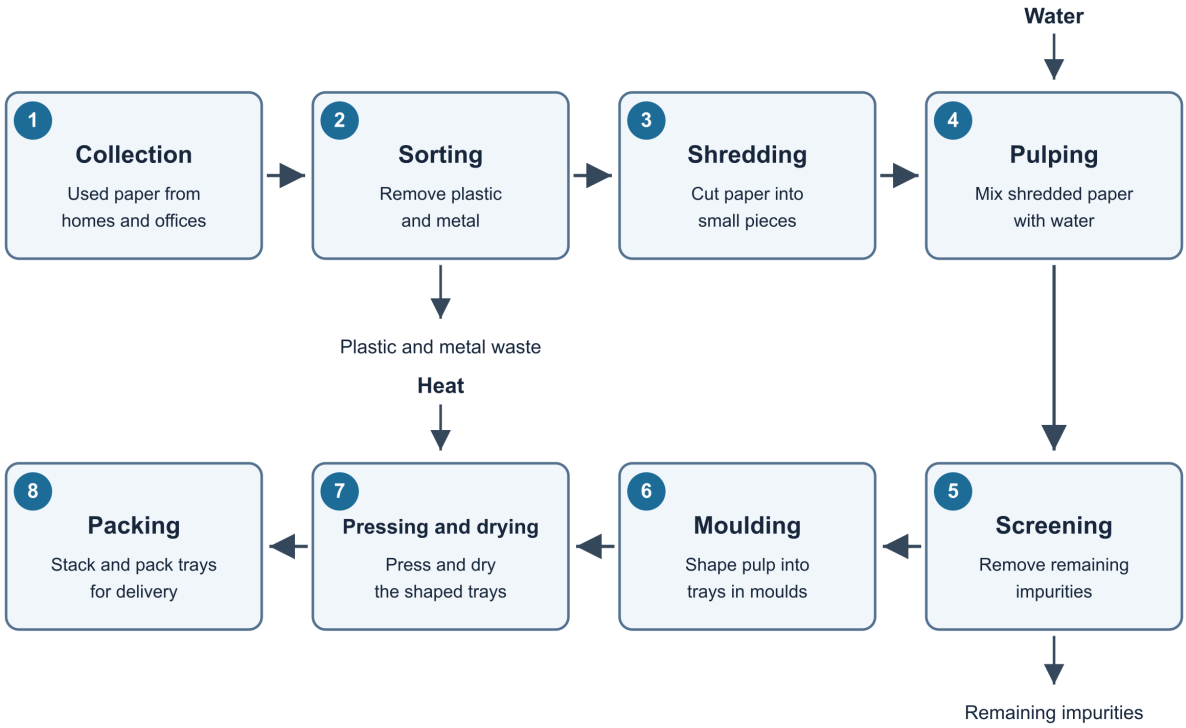
The diagram below shows how packaging trays are produced from used paper.

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

Write at least 150 words.

Producing packaging trays from used paper

Follow the numbered stages and arrows.



Write your response in the website workspace or on a separate answer sheet.

Task 2

You should spend about 40 minutes on this task.

In many residential areas, people are increasingly disturbed by noise from their surroundings. What are the main causes of this problem, and what measures could reduce it?

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

Write at least 250 words.

Write your response in the website workspace or on a separate answer sheet.

Test 8 - Speaking

Practise with a partner or record your response on the website. Allow approximately 11-14 minutes for the whole interview.

Part 1

The examiner will ask you questions about yourself and familiar topics. Give natural answers and add a little detail where appropriate.

1. What is the first thing you usually do in the morning?
2. Do you prefer getting up early or staying up late?
3. Are your mornings usually busy?
4. What would you do with an extra hour in the morning?
5. When do you listen to music?
6. Has your taste in music changed since you were younger?
7. Do you like hearing live music?
8. Would you like to learn a musical instrument?
9. Do you send many text messages?
10. Do you reply to messages immediately?
11. Do you prefer sending a message or making a phone call?

Part 2

You have one minute to prepare. You may make notes. Speak for one to two minutes.

1. Describe an outdoor place where you like to relax.
   You should say:
   • where the place is
   • what it is like
   • what you do there
   and explain why you find it relaxing.

Part 3

Discuss these broader questions related to the topic in Part 2. Explain your opinions and support them with reasons or examples.

1. Why are outdoor public spaces important in cities?
2. Should cities provide more small parks or a few very large parks?
3. How can a public space meet the needs of different age groups?
4. Can a busy public place still be relaxing?
5. Who should be responsible for maintaining public green spaces?
6. Should commercial activities be allowed in public parks?
7. How might public spaces change in the future?