IELTS Academic Four Test Pack

Candidate booklet

Four original practice tests covering Listening, Reading, Writing and Speaking.

Name _____

Test dates _____

Use with the separate teacher guide. Listening scripts must be read aloud or recorded before the Listening sections can be used. No audio files are included.

These are independent, newly written practice materials. They do not reproduce Cambridge papers or IELTS Online Tests content and are not official IELTS tests. Difficulty and score conversion have not been validated.

Using the pack

Each numbered test includes all four skills. You can complete a full test in one session or use the skills separately. Do not open the teacher guide until you have finished a section.

Listening has four parts and 40 questions. Listen once only. A teacher should give the preview and checking pauses described in the guide. Recorded or read-aloud duration will vary; aim for about 30 minutes including pauses. For paper-style practice, allow a further 10 minutes to transfer answers. This booklet supplies scripts through the separate guide, not recordings.

Reading has three passages and 40 questions. Allow 60 minutes in total, including writing answers. The three passages in each test contain approximately 2200 words. The research projects, places and data used as examples are fictional practice scenarios.

Writing has two tasks. Allow 60 minutes, using about 20 minutes for Task 1 and 40 minutes for Task 2. Write at least 150 and 250 words respectively. Task 2 has greater weight in official IELTS Writing assessment. All Task 1 data and processes in this pack are invented for practice.

Speaking has three parts and should take 11 to 14 minutes with an interviewer. The interviewer should select enough Part 1 and Part 3 questions to fit the time rather than ask every question mechanically. In Part 2 you have one minute to prepare and should speak for one to two minutes.

For TRUE/FALSE/NOT GIVEN, evaluate factual information. FALSE means the passage contradicts the statement; NOT GIVEN means the information needed to decide is absent. For YES/NO/NOT GIVEN, evaluate the writer's views or claims. Follow every completion word limit exactly. Hyphenated words count as one word in this pack.

Write answers in the gaps or use the reusable answer grid at the end. Use additional lined paper for Writing. Mark Reading and Listening out of 40 using the guide. These raw scores are practice feedback and should not be presented as validated IELTS band predictions.

Test overview

Test	Reading passage topics	Writing Task 1
1	Shopping streets; seed banks; attention	Travel methods table
2	Libraries of things; oyster reefs; forecasting	Food waste line graph
3	School cooling; repair services; learning	Library services bar chart
4	Reusable cups; wildlife sound; maps	Reusable cup process

Test 1 Listening

Four parts | 40 questions | Listen once only

Do not read the scripts before listening. The teacher will announce each part and allow time to read its questions.

Part 1 Booking a community workshop

Questions 1-10. Complete the booking notes. Write ONE WORD AND/OR A NUMBER for each answer.
Basic repair workshop

1. Caller surname: _____

2. Chosen day: _____

3. Start time: _____

4. Venue: the _____ room

5. Introductory fee: £_____

6. Required footwear: closed _____

7. Object the caller should bring: a _____

8. Bicycle rack location: beside the _____

9. Minimum cancellation notice: _____ hours

10. Suggested lunch to bring: a _____

Part 2 A welcome to the riverside park

Questions 11-16. Choose the correct letter A, B or C.

11. What was the park originally?
A A private garden
B A commercial orchard
C A sports ground _____

12. Why is the play area closed?
A The ground needs time to settle.
B Equipment has not arrived.
C There are too few staff. _____

13. Where must dogs be kept on leads?
A Only beside the river
B Only in the meadow
C Throughout the park _____

14. Where can visitors buy drinks now?
A At a temporary entrance kiosk
B Inside the old cafe
C Beside the west gate _____

15. How should visitors reserve a guided walk?
A Use the ticket machine.
B Ask at the information desk.
C Wait at the start point. _____

16. Which people should receive reports of maintenance problems?
A Anyone wearing blue
B Other visitors
C Staff wearing green _____

Questions 17-20. Match each place with its main feature. Write the correct letter A-F. Two options are not used.

A A display about local working history

B Convenient access to a bus service

C A quiet place for sitting

D Equipment for hiring boats

E A practical gardening activity

F The current food kiosk

17. Orchard _____

18. Boathouse _____

19. Learning garden _____

20. West gate _____

Part 3 Planning a student survey

Questions 21-26. Choose the correct letter A, B or C.

21. What will the project mainly investigate?
A Opinions about furniture
B Reasons for choosing study locations
C Overall course satisfaction _____

22. What is the main problem with the draft questions?
A They encourage particular answers.
B They contain no library references.
C They ask for too few responses. _____

23. What recruitment approach does the tutor recommend?
A Only the students' own course
B Only evening users
C Students from several departments _____

24. What is the main purpose of the pilot?
A To complete the final results early
B To check how questions are understood
C To remove the need for analysis _____

25. What does the tutor advise about names?
A Collect them for every participant.
B Replace them with home addresses.
C Do not collect them. _____

26. What should follow-up interviews do?
A Clarify contrasting survey responses
B Replace the main survey
C Include at least thirty participants _____

Questions 27-30. Complete the notes. Write ONE WORD AND/OR A NUMBER for each answer.

27. Recruitment will begin on _____.

28. Participants receive an information _____.

29. Summary measure for ranked locations: the _____ rank

30. Number of presentation slides after revision: _____

Part 4 Designing streets for urban heat

Questions 31-40. Complete the lecture notes. Choose ONE WORD ONLY from the recording for each answer.

31. Dark paving stores solar _____.

32. Tree crowns provide _____ for people and surfaces.

33. Water loss through leaves is called _____.

34. Healthy tree growth requires enough _____ around the roots.

35. Building openings can support _____.

36. Sensor _____ should be consistent when sites are compared.

37. Surface temperature and _____ temperature are not interchangeable.

38. Monitoring at _____ can reveal slow cooling.

39. Residents can help identify planning _____.

40. Evaluations should cover different times of the year, or _____.

Test 1 Reading

60 minutes | 40 questions | No extra answer transfer time

Passage 1 The second life of a shopping street

Spend about 20 minutes on Questions 1-13.

A

When the fictional town of Bellford announced that it would close Market Street to private cars on Saturday mornings, traders predicted disaster. Their objections sounded reasonable: customers needed somewhere to put heavy purchases, delivery vehicles required access, and older residents might struggle to walk from distant parking areas. Yet the council's proposal followed a year of observation rather than a sudden enthusiasm for pedestrian streets. Staff had counted people entering shops, recorded the length of visits and interviewed customers about how they travelled. The resulting picture differed substantially from the assumptions expressed at public meetings.

B

Although shopkeepers believed that most customers arrived by car, interviews suggested that only about a third did so. Many people used buses, while others walked from surrounding neighbourhoods. Drivers generally spent more on each visit, but people who walked returned more often. Across a month, their total spending was comparable. None of these findings meant that parking was irrelevant. A furniture shop depended on collection by vehicle, and a pharmacy served several customers with limited mobility. The evidence suggested that different businesses needed different arrangements, rather than a single solution for everyone.

C

The council therefore introduced a trial instead of permanent construction. Removable barriers excluded private cars between nine and one on Saturdays, while delivery vans could enter before nine. Two accessible parking spaces remained available beside the pharmacy through a side road. No paving was replaced during the trial; temporary planters and borrowed chairs defined the new space. This modest approach allowed staff to change arrangements quickly. It also avoided spending most of the budget before they knew whether the experiment would succeed, a mistake that had complicated an earlier project in another district.

D

During the first month, customer numbers increased, but the apparent improvement was difficult to interpret. A food festival had taken place on one Saturday, and unusually warm weather encouraged people outdoors on another. To make the comparison more useful, researchers began counting visitors on a similar shopping street where traffic rules had not changed. They also compared rainy days with rainy days, rather than simply comparing monthly totals. These adjustments reduced the estimated increase considerably, although the difference remained positive. The researchers emphasised that a smaller, credible effect was more useful than an impressive but misleading figure.

E

Interviews revealed benefits that sales figures missed. Some parents said they could finish a conversation without repeatedly checking for approaching cars. Older residents used the chairs to rest between shops, and several teenagers began meeting outside the bakery. However, quieter traffic did not mean universal comfort. A partially sighted resident found the irregular position of planters confusing. In response, staff created a continuous clear route along one edge of the street. The adjustment illustrated why consulting people after a scheme begins can be as important as asking their opinions beforehand.

F

Commercial results were mixed. The bakery sold more drinks, whereas the furniture shop reported little change in revenue. One clothing retailer initially blamed the closure for declining sales, but records showed that its sales had begun falling three months before the experiment. Researchers avoided publishing individual businesses' accounts, instead reporting combined figures for groups of shops. Participation in the sales survey was voluntary, so the results could not represent every trader with equal confidence. Businesses that were doing especially well or badly might have been more willing to share information than those experiencing ordinary weeks.

G

At the end of six months, the council retained the Saturday arrangement and allocated money for better signs. It postponed permanent paving until another winter had passed. The project had not demonstrated that every shopping street should exclude cars, nor that all traders would benefit. Instead, it showed the value of measuring a specific problem, testing a reversible response and making practical adjustments. Bellford's experience suggests that the most useful question is not whether a street is generally 'for' or 'against' cars. It is which kinds of access should be available, to whom, and at what times. This approach also changed the public discussion. Instead of arguing about imagined customers, participants could examine what had happened and identify which needs were still unmet. Evidence did not remove disagreement about priorities, but it made those disagreements more specific. Residents could distinguish a problem with a delivery time from an objection to the entire scheme. That distinction gave the council practical choices that a simple vote for or against closure would have concealed.

Passage 1 Questions 1 to 13

Questions 1-6. Do the statements agree with the information in the passage? Write TRUE, FALSE or NOT GIVEN.

1. The council collected information before announcing its proposal. _____

2. Shopkeepers correctly estimated the proportion of customers arriving by car. _____

3. Walking customers spent less over a month than driving customers. _____

4. Delivery vans were allowed into Market Street before nine on trial Saturdays. _____

5. The food festival was organised by the bakery. _____

6. Every business had to provide sales figures. _____

Questions 7-10. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

7. The council used removable _____ to stop private cars entering.

8. Customer counts were also collected on a similar shopping _____.

9. Staff created a continuous clear _____ after receiving accessibility feedback.

10. The council delayed permanent _____ until after another winter.

Questions 11-13. Choose the correct letter A, B, C or D.

11. Why did researchers adjust their initial visitor estimates?
A To obtain a larger improvement
B To account for unrelated influences
C To exclude customers who walked
D To match traders' expectations _____

12. What limitation affected the sales survey?
A It included only restaurants.
B It measured revenue before the trial only.
C Volunteers might not represent all businesses.
D It published confidential individual accounts. _____

13. What is the main lesson of the project?
A All streets need permanent closures.
B Car access has no commercial value.
C Festivals solve declining retail sales.
D Access arrangements should be tested and adapted. _____

Passage 2 Why seeds need more than a freezer

Spend about 20 minutes on Questions 14-26.

A

A seed bank can appear reassuringly simple: collect seeds, dry them, place them in cold storage and wait until they are needed. In practice, each step contains decisions that influence whether a future collection will be useful. A packet may remain physically intact while the seeds inside lose their ability to germinate. A collection may contain living seeds but represent only a narrow part of a species' genetic diversity. Conservation therefore depends on managing information and biological variation as carefully as temperature. The freezer is a tool within that system, rather than a complete solution by itself.

B

For many plants, drying seeds reduces the chemical reactions associated with ageing, while cooling slows them further. Such seeds are often described as suitable for conventional storage. But other species produce seeds that are damaged by substantial drying or by low temperatures. Some tropical trees belong to this second group. Their conservation may require living collections or specialised techniques involving tiny pieces of plant tissue. Consequently, the number of seed packets in a building cannot, on its own, show how comprehensively the surrounding flora is protected. The easiest species to store may dominate the collection.

C

Collection strategy also matters. Imagine a plant growing at both the cool upper edge and the warm lower edge of a hillside. Taking thousands of seeds from a single large individual at the bottom is convenient, but it may miss characteristics found higher up. Collectors usually seek contributions from multiple parent plants and record where each sample originated. They must also leave sufficient seeds for the wild population to reproduce. An ambitious target for the bank can otherwise undermine the population it is supposed to protect. Collecting a representative sample is thus different from simply collecting the largest possible quantity.

D

Once seeds arrive, staff need to estimate viability: the proportion capable of developing into healthy seedlings under appropriate conditions. A failed germination test does not always demonstrate that the seeds are dead. This dormancy means that some remain inactive until they receive a particular combination of moisture, temperature or light. Researchers may have to discover this combination experimentally. Repeated testing also consumes seeds, so managers balance the information gained against the material lost. A rare species with a tiny collection cannot be tested as freely as an abundant crop represented by several large samples.

E

Even a well-stored collection may eventually need regeneration. Staff grow plants from stored seeds and harvest a fresh generation. This sounds like routine maintenance, but it can change the collection. If only the fastest-growing plants produce seeds before harvest, slower-growing characteristics may become less common. Pollen arriving from nearby related plants can introduce unwanted changes too. Regeneration therefore requires suitable isolation and enough parent plants to retain variation. It is not merely the replacement of old objects with identical new ones; it is a biological process during which selection can occur.

F

The records attached to a sample can determine whether anyone can use it. A species name alone says little about the climate in which the parent plants grew or the conditions that triggered germination. Records may include location, collection date, habitat, storage history and results of previous tests. If labels are separated from packets or databases cannot be interpreted, a bank can lose practical value without losing a single seed. For this reason, some institutions keep copies of both seeds and records at a second site, reducing vulnerability to failures affecting one building.

G

Finally, stored seeds cannot replace functioning habitats. A frozen collection does not continue adapting to changes in local rainfall, competitors or pollinators. Nor does it automatically restore the soil and relationships on which a species depends. Banks can provide material for research, breeding and restoration, but a successful restoration also requires an appropriate place to grow. The strongest conservation strategies connect storage with protection in the wild. Their achievement should be judged by the diversity they preserve and the future uses they support, rather than by the appearance of security created by shelves of neatly labelled packets. A useful collection must also remain understandable to the next generation of staff. Procedures that exist only in one experienced person's memory can be lost when that person leaves. Written methods, training and routine checks make continuity possible. This organisational work receives less attention than an unusual seed or an impressive freezer, yet it helps determine whether biological material remains available decades after the original collecting team has moved on to other projects.

Passage 2 Questions 14 to 26

Questions 14-19. Which paragraph contains the following information? Write the correct letter A-G. You may use any letter more than once.

14. An explanation of why unsuccessful germination need not indicate death _____

15. A warning that collecting too many seeds can damage a wild population _____

16. A method of reducing risks associated with a single location _____

17. Examples of seeds unsuitable for ordinary storage methods _____

18. How producing replacement seeds can alter a collection _____

19. Reasons a bank cannot substitute for habitat protection _____

Questions 20-23. Complete the summary. Choose ONE WORD ONLY from the passage for each answer.
Managing a collection

20. Collectors should sample several _____ plants.

21. Testing must sometimes identify conditions that end seed _____.

22. During regeneration, suitable _____ helps prevent unwanted pollen from entering.

23. A collection benefits from records of its storage _____.

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

24. What does the hillside example illustrate?
A The warmest habitat always produces the best seed.
B Sample size alone does not ensure representative diversity.
C Seeds from small plants never survive storage.
D Wild plants should be moved into banks. _____

25. Why is frequent viability testing problematic for a very small collection?
A It uses up some of the stored seeds.
B It changes the building temperature.
C It requires another wild population.
D It always introduces foreign pollen. _____

26. Which measure best reflects success according to the writer?
A The total length of freezer shelves
B The speed at which packets are labelled
C The diversity retained and potential usefulness
D The number of seeds collected from each plant _____

Passage 3 The trouble with measuring attention

Spend about 20 minutes on Questions 27-40.

A

It is tempting to describe attention as though it were water in a tank: a person has a fixed amount, uses some and eventually runs out. This metaphor suits headlines claiming that modern life has shortened everyone's attention span. Yet attention is not one uniform ability. Holding a telephone number in mind, noticing an unexpected movement and resisting an irrelevant message involve related but distinguishable processes. A single average duration cannot adequately describe them. The writer's concern is not that distraction is imaginary, but that vague measurement can produce confident conclusions about the wrong thing.

B

Consider a laboratory task in which volunteers press a button whenever a particular shape appears. Researchers may measure missed targets, response speed and responses to shapes that should have been ignored. A person who reacts rapidly but makes many incorrect responses is not necessarily more attentive than someone who reacts slowly and accurately. Which result looks better depends on what the task is designed to test. Combining these measures into one score may be convenient, but it can hide meaningful differences between strategies. Before comparing groups, investigators must explain what successful performance actually means.

C

Everyday observations create another problem: the opportunity to switch is not the same as an inability to concentrate. A reader who checks a weather forecast halfway through an article may be planning an imminent journey. A student who changes screens may be comparing sources rather than abandoning work. Observing a switch establishes that behaviour occurred, but not why it occurred. Context can therefore alter the interpretation of identical movements. This does not make digital activity impossible to study; it means that a record of clicks must be supplemented by a defensible account of the task and its purpose.

D

Motivation complicates matters further. In one fictional university study, participants completed a monotonous checking exercise twice. Before one session, they were told that careful work would help improve materials for younger students. Before the other, they received only mechanical instructions. Performance was better in the first session, despite identical screens and task length. The finding did not prove that meaningful work eliminates fatigue. It suggested that the apparent limit of attention could partly depend on the value attached to continuing. A measure obtained under one motivational condition should not automatically be treated as a person's permanent capacity.

E

Claims about change over generations require especially careful comparisons. An old paper test and a new online test may differ in layout, timing and familiarity, even if both are called attention tests. People completing them may also differ in education, sleep or reasons for participating. A decline in average scores might reflect those differences rather than a change in attention itself. Stronger evidence would come from comparable tasks and samples, with alternative explanations examined explicitly. Historical data remain useful, but their limitations should travel with them into any modern interpretation rather than disappearing from the headline.

F

Interventions can be assessed more practically. Suppose an office reduces message notifications and finds that staff complete reports with fewer corrections. That is evidence of a useful outcome in that setting, even if it does not establish a universal increase in attention span. Researchers should also look for costs. Urgent requests might be missed, or interruption might simply move from messages to face-to-face visits. Measuring only the intended benefit can make an intervention appear more effective than it is. Evaluation should match the actual decisions people need to make, including the trade-offs they face.

G

The most promising direction is therefore greater precision rather than a more dramatic average. Researchers can specify the activity, the competing demands and the outcome of interest. Teachers can ask whether learners understand a text after reading it, instead of inferring learning solely from whether their eyes stayed on the page. Employers can consider accuracy and completion as well as visible busyness. Attention matters enormously, but calling every difficulty an attention problem may conceal poor instructions, inappropriate environments or tasks with little apparent purpose. Better questions will not produce one memorable number; they can produce information that is more useful. Precision also makes findings easier to challenge constructively. Someone can repeat a clearly specified task or test whether a proposed change helps in another environment. A claim about a whole generation being unable to focus offers fewer practical opportunities for checking. Its apparent simplicity can therefore hide uncertainty rather than resolve it. The useful outcome of research is a better account of particular activities, not merely a phrase that describes people's anxieties about contemporary life.

Passage 3 Questions 27 to 40

Questions 27-32. Do the statements agree with the views of the writer? Write YES, NO or NOT GIVEN.

27. One average duration can adequately represent all forms of attention. _____

28. A fast response necessarily demonstrates better attention than a slow response. _____

29. Changing screens always indicates that a student has stopped working. _____

30. The university study proves that meaningful work prevents fatigue completely. _____

31. Historical attention data should be interpreted with their limitations in mind. _____

32. Most employers already measure attention using the methods recommended here. _____

Questions 33-36. Choose the correct letter A, B, C or D.

33. What is the purpose of the laboratory example?
A To show that volunteers dislike shapes
B To demonstrate that measures can reflect different strategies
C To establish that response speed is irrelevant
D To recommend replacing accuracy with one score _____

34. What does the fictional university study suggest?
A Task value can influence measured performance.
B The first session always produces better results.
C Younger students have longer attention spans.
D Screen design matters more than motivation. _____

35. What would strengthen a comparison across generations?
A Using unrelated tests with identical names
B Ignoring differences in participants
C Comparing similar tasks and samples
D Selecting only the oldest available results _____

36. Why should notification reductions be assessed for unintended costs?
A Staff may stop writing reports entirely.
B Every urgent request must be a message.
C Notifications always improve accuracy.
D Benefits may be offset by other problems. _____

Questions 37-40. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

37. A record of clicks needs to be supported by an account of a task and its _____.

38. Older and newer tests may differ in layout, timing and _____.

39. Office reports contained fewer _____ after notifications were reduced.

40. Judging learning only by where students direct their _____ is insufficient.

Test 1 Writing

Task 1

Spend about 20 minutes on this task. Write at least 150 words.

The table shows the main method of travel used by students at a city university in 2010, 2020 and 2025. Figures are percentages of students surveyed in each year.

Main method	2010	2020	2025
Car	40	28	20
Bus	30	32	35
Bicycle	15	22	25
Walking	15	18	20

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

Write your answer on separate lined paper. Do not invent reasons for trends or add steps not shown in the diagram.

Test 1 Writing Task 2

Spend about 40 minutes on this task. Write at least 250 words.

Some people think city centres should prioritise pedestrians and cyclists, while others believe easy car access is essential. Discuss both views and give your own opinion.

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

Write your answer on separate lined paper. Develop a clear position and support the main ideas.

Test 1 Speaking

11 to 14 minutes with an interviewer

Part 1 Introduction and interview

Answer questions about yourself and familiar subjects for 4 to 5 minutes.

Your neighbourhood

Where do you live?

What do you like about your neighbourhood?

Has the area changed since you first knew it?

Would you like to stay there in the future?

Getting around

How do you usually travel for short journeys?

Do you enjoy walking?

Is cycling common where you live?

When do you prefer to use public transport?

Free time

What do you like doing on a free afternoon?

Do you prefer planning leisure activities?

Who do you usually spend free time with?

Has your use of free time changed?

Test 1 Speaking Part 2

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

Describe a public place that you enjoy visiting.

You should say:

• where it is

• what you do there

• who you usually go with

and explain why you enjoy spending time there.

Notes

_____

_____

_____

_____

Brief follow-up question: Would you recommend this place to a visitor?

Part 3 Discussion

Discuss related ideas for 4 to 5 minutes. Give reasons and examples.

Public spaces

What makes a public place welcoming?

How should cities balance quiet spaces with busy activities?

Who should decide how a public space is used?

Transport and access

How can cities make public spaces easier to reach?

Should all central streets be closed to cars?

What difficulties can arise when a successful place becomes very popular?

Test 2 Listening

Four parts | 40 questions | Listen once only

Do not read the scripts before listening. The teacher will announce each part and allow time to read its questions.

Part 1 Arranging a bicycle hire

Questions 1-10. Complete the hire record. Write ONE WORD AND/OR A NUMBER for each answer.

1. Customer surname: _____

2. Hire day: _____

3. Collection time: _____

4. Collection branch: _____

5. Day hire fee: £_____

6. Extra requested for the bike: a _____

7. Required identity document: _____

8. Suggested turning point on the route: the _____

9. Return deadline: _____

10. Bring a _____ to refill with drinking water.

Part 2 Visiting a museum after dark

Questions 11-16. Choose the correct letter A, B or C.

11. When does the event now begin?
A 6:00
B 6:30
C 9:00 _____

12. How can visitors obtain tickets?
A Buy them online beforehand.
B Pay at the entrance desk.
C Purchase them in the gallery. _____

13. Why is photography banned in the loan exhibition?
A The lights are faulty.
B Cameras disturb a live demonstration.
C The loan agreement requires it. _____

14. Where should large bags be placed?
A Along the corridor
B In lockers near reception
C Beside the stairs _____

15. What is required for children under twelve at the demonstration?
A An accompanying adult
B A separate evening ticket
C A completed activity pack _____

16. Where is the emergency assembly point?
A The car park
B The entrance lobby
C The courtyard _____

Questions 17-20. Match each position with its main task. Write the correct letter A-F. Two options are not used.

A Preventing entry through an exit

B Directing people to a demonstration

C Selling additional tickets

D Checking visitor bookings

E Explaining individual exhibits

F Distributing activity materials

17. Entrance desk _____

18. Central gallery _____

19. Family room _____

20. Courtyard gate _____

Part 3 Reviewing a coastal field project

Questions 21-26. Choose the correct letter A, B or C.

21. What did the project compare?
A Plant cover at different distances from a path
B Visitor numbers on two beaches
C Transport times to coastal sites _____

22. What was wrong with the first choice of sampling points?
A It used too many measured distances.
B It depended on convenience.
C It required two beaches. _____

23. Why did the students practise estimating together?
A To avoid all measurements
B To name every plant
C To apply categories consistently _____

24. What does the tutor say about species identification?
A A full list is essential to their current question.
B Uncertain names should be invented.
C Complete identification is not necessary for total cover. _____

25. What should happen first with an outlier?
A Delete it immediately.
B Check for a measurement or recording error.
C Replace it with the average. _____

26. What conclusion is supported by the design?
A An association requiring cautious interpretation
B Certain proof of trampling as the only cause
C Proof that moisture has no influence _____

Questions 27-30. Complete the notes. Write ONE WORD ONLY for each answer.

27. Include information about the _____ in the site description.

28. Recommended graph: a _____ graph

29. A repeat visit should use the same sampling _____.

30. Extra useful photographs belong in the _____.

Part 4 Why food waste is difficult to measure

Questions 31-40. Complete the lecture notes. Choose ONE WORD ONLY from the recording for each answer.

31. Waste definitions must distinguish food from _____.

32. Self-reported _____ can explain why food was discarded.

33. Bin audits may miss food poured into a _____.

34. Home _____ systems can be outside the collection boundary.

35. The lecture names _____ as calendar events that may make a sampling week unrepresentative.

36. Household size can be addressed by reporting waste per _____.

37. Monetary estimates require assumptions about _____.

38. Environmental effects depend partly on waste _____.

39. A _____ group can help evaluate advice.

40. Researchers should report _____ as well as sample limitations.

Test 2 Reading

60 minutes | 40 questions | No extra answer transfer time

Passage 1 Libraries of things

Spend about 20 minutes on Questions 1-13.

A

At the fictional Westhaven Library, a shelf that once held outdated reference books now displays a drill, a sewing machine and a small projector. Residents can borrow these objects using their ordinary library membership. The arrangement belongs to a growing category of services often called libraries of things. Their attraction is straightforward: ownership can be expensive and inconvenient when an object is needed only occasionally. However, making equipment available is only the visible part of the work. Behind each successful loan are decisions about safety, maintenance, fairness and what the institution is actually trying to achieve.

B

Westhaven began with a survey, asking residents which objects they needed but rarely used. Staff deliberately asked about tasks as well as products. Someone who wanted to repair a curtain might request a sewing machine without knowing whether they could operate one. Another resident might need advice rather than equipment. The survey therefore produced two lists: objects that could be lent and activities that required additional support. This distinction prevented the library from assuming that access to a tool automatically created the ability to use it. It also helped staff avoid purchasing attractive equipment with little practical demand.

C

The initial collection was small. Staff selected durable models with replaceable parts rather than the cheapest products, and they purchased protective cases for delicate items. Each returned object went through an inspection before it became available again. This created a delay between loans, but reduced the risk that one borrower's unnoticed damage would become the next borrower's problem. Detailed maintenance records also revealed which objects required disproportionate staff time. A low purchase price could be misleading if the object repeatedly needed repairs or elaborate checks, so the library calculated costs across the expected life of each item.

D

Demand soon raised questions of fairness. A projector could remain in use by one enthusiastic member if repeated renewals were permitted. Westhaven limited loans to one week and did not allow renewals when another person was waiting. It also kept some booking opportunities available by telephone and in person. An online-only reservation system would have been easier to administer, but could exclude residents without reliable internet access. The aim was not simply to maximise the number of reservations. It was to distribute a limited resource without allowing the most technically confident users to capture all the convenient dates.

E

Environmental benefits were harder to measure than borrowing activity. Thirty loans of a drill did not necessarily mean that thirty new drills had been avoided. Some borrowers would otherwise have borrowed from friends; others would have postponed the task. Staff therefore asked a sample of borrowers what they would have done without the service. They also considered transport: a special car journey to collect a small object could reduce the expected environmental saving. These complications did not make the service pointless. They showed why counting transactions alone could not establish its effect on material consumption.

F

Training introduced a different challenge. The library offered short introductory sessions, but staff did not certify borrowers as qualified repair professionals. A demonstration explained basic operation and common hazards, while written instructions accompanied each loan. Some proposals were rejected altogether. Equipment needing specialist supervision was excluded even when residents requested it frequently. The boundary reflected staff capacity and responsibilities, not a belief that residents should never use such equipment. The library could refer people to a supervised workshop instead. Providing a useful service required knowing when another organisation was better placed to help.

G

After a year, Westhaven described the scheme as an experiment in shared access rather than a replacement for personal ownership. Regular users might still reasonably buy their own tools. Others valued the opportunity to try equipment before deciding whether to purchase it. The library's strongest evidence concerned practical access and successful completed tasks, while its environmental estimates remained cautious. This balance mattered because an exaggerated claim could undermine trust in a service with real but specific benefits. A library of things works best when the lending system receives as much attention as the things being lent. Long-term funding remained another practical question. Donations could establish a collection, but replacement parts and staff checks generated continuing costs. The library therefore recorded the hours required each month and included them in its ordinary service budget. This made the scheme less dependent on one enthusiastic organiser. Residents saw a convenient shelf of objects, while the institution needed a dependable process that could continue through staff changes, holidays and periods of unexpectedly high demand.

Passage 1 Questions 1 to 13

Questions 1-5. Do the statements agree with the information in the passage? Write TRUE, FALSE or NOT GIVEN.

1. Westhaven residents need a separate equipment membership. _____

2. The survey asked about both tasks and products. _____

3. Westhaven selected the lowest-priced models for every item. _____

4. Most damage occurred during the winter. _____

5. Every drill loan represented an avoided purchase. _____

Questions 6-9. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

6. Returned objects underwent an _____ before they were lent again.

7. Westhaven restricted loans to one _____.

8. Reservations could also be made in person or by _____.

9. Environmental estimates took borrowers' _____ into account.

Questions 10-13. Choose the correct letter A, B, C or D.

10. Why did the survey separate tasks from objects?
A To remove all repair equipment
B To identify where support was needed
C To avoid speaking to borrowers
D To increase membership charges _____

11. What was a possible disadvantage of an online-only system?
A It would damage the projector.
B It would remove the need for staff.
C It could exclude some residents.
D It would shorten every loan. _____

12. Why was some popular equipment excluded?
A The library could not provide the required supervision.
B No resident had asked for it.
C Its environmental benefits were certain.
D It could be borrowed indefinitely elsewhere. _____

13. Which description best reflects the writer's assessment?
A A proven replacement for all ownership
B A useful service whose benefits need careful assessment
C An unsuccessful attempt to eliminate training
D A scheme valuable only for environmental publicity _____

Passage 2 Rebuilding an oyster reef

Spend about 20 minutes on Questions 14-26.

A

An oyster reef is more than a collection of shellfish. As oysters grow together, their shells produce a rough, three-dimensional surface where other organisms can shelter. Water moving through the reef encounters living animals and accumulated structures rather than a flat seabed. Restoration projects seek to recover some of these functions where reefs have declined. Yet placing oysters in water is not equivalent to rebuilding a reef. The location, the stability of the foundation and the conditions faced by young oysters all influence whether an initial planting becomes a lasting habitat.

B

Historical information can guide restoration, but it needs interpretation. An old map may show where oysters were once harvested, while fishermen's accounts can identify grounds omitted from formal surveys. Neither source guarantees that the same place remains suitable today. Sediment may have accumulated, channels may have shifted or upstream development may have changed the water entering the bay. In the fictional Alder Estuary project, planners combined historical records with present-day measurements before choosing a site. They treated the past as evidence of possibility, not as an instruction to reproduce a location without checking what had changed.

C

The foundation was particularly important. Young oysters need a hard surface on which to settle, and empty shells can provide it. However, shells scattered over soft mud may sink or become buried. Alder's team tested several small raised structures before selecting a design for the wider project. The trial showed that elevation improved survival at one muddy site but offered little benefit on firmer ground nearby. This prevented a single construction method from being applied across the whole estuary. It also showed that the most expensive structure was not automatically the most appropriate one.

D

Measuring success required more than counting the oysters placed at the beginning. Some died, while larvae arriving from elsewhere could settle and grow without further planting. The team recorded survival, growth and recruitment, meaning the arrival of new individuals. It also surveyed neighbouring untreated areas. If young oysters increased throughout the estuary during a favourable season, the planted reef should not receive credit for the whole change. Conversely, a difficult year could reduce numbers even where the project was functioning better than nearby sites. Comparisons helped distinguish project effects from wider environmental variation.

E

Water filtration attracted public attention, but the researchers warned against treating oysters as miniature treatment plants. Their activity depends on conditions, and not all substances removed from the water are permanently eliminated from the ecosystem. Material may settle on the seabed or be transformed and circulated again. In addition, oysters cannot compensate for unlimited pollution entering upstream. The project therefore operated alongside efforts to reduce damaging inputs. Restoration could support a healthier estuary, but presenting it as a substitute for pollution control would encourage expectations the reef could not reliably fulfil.

F

People's use of the estuary also shaped the project. A proposed site overlapped a route used by small boats, so planners moved it before construction. They marked the reef boundary and discussed access with local fishers. These discussions were not merely public relations: an anchor dragged through a young reef could damage years of growth. Some residents wanted harvesting to resume immediately, but the team argued that removing adult oysters too soon could reduce future reproduction. Agreeing on rules was therefore part of creating the conditions for biological recovery, rather than a separate administrative task.

G

After three years, parts of the Alder reef had become more complex, with small fish and crabs using the spaces among shells. Other patches remained sparse. The team continued monitoring instead of declaring the entire project either a success or a failure. A reef is a changing system, and early gains may not survive later storms or disease. The most transferable lesson was the value of staged investment: investigate conditions, test a small intervention, revise the design and monitor several outcomes. A photograph of oysters on installation day could document effort, but it could not demonstrate recovery. Maintaining that distinction helped the team explain uncertainty to funders. A disappointing patch could be investigated rather than hidden, and a thriving patch could suggest a design worth trying elsewhere. Continuing records also preserved knowledge when project personnel changed. Restoration was therefore both construction and learning: building habitat while improving the understanding needed for the next decision. Neither part could be inferred confidently from the amount of money spent or the number of volunteers photographed.

Passage 2 Questions 14 to 26

Questions 14-19. Match each paragraph B-G with the correct heading. Write the correct Roman numeral i-viii. Two headings are not used.

i Measuring change rather than effort

ii Learning beyond the installation day

iii Using the past without ignoring the present

iv Negotiating how people use the water

v Harvesting the largest possible number

vi Giving young oysters a stable starting point

vii Replacing all monitoring with photographs

viii The limits of a natural filtering system

14. Paragraph B _____

15. Paragraph C _____

16. Paragraph D _____

17. Paragraph E _____

18. Paragraph F _____

19. Paragraph G _____

Questions 20-23. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

20. Young oysters need a _____ surface for settlement.

21. The arrival of new oysters is termed _____.

22. Surveys included neighbouring _____ areas for comparison.

23. A boat's _____ could damage a developing reef.

Questions 24-26. Do the statements agree with the information in the passage? Write TRUE, FALSE or NOT GIVEN.

24. Raised structures improved survival equally at all tested sites. _____

25. Upstream pollution controls were abandoned after reef construction. _____

26. Small fish were more numerous than crabs after three years. _____

Passage 3 When a forecast changes the future

Spend about 20 minutes on Questions 27-40.

A

A weather forecast and a forecast of human behaviour differ in a fundamental way. Publishing a prediction of rain does not persuade the clouds to move. Publishing a prediction that a railway service will be crowded may persuade passengers to choose another train. The prediction then becomes part of the system it describes. This feedback does not make social forecasting useless, but it complicates evaluation. A forecast can be wrong because its underlying analysis was weak, or because people responded to it successfully. Treating these possibilities as identical can punish a useful warning and reward an unhelpful one.

B

Imagine a transport authority predicting severe congestion on a bridge. It publishes the warning, drivers change routes and the bridge remains relatively clear. A simple comparison between the predicted queue and the observed queue suggests failure. Yet the authority may have achieved its practical purpose. To understand what happened, analysts need some estimate of the counterfactual: what would have happened without the warning. That alternative cannot be observed directly for the same bridge at the same moment. It must be estimated from comparisons, earlier patterns or a carefully designed trial, each with limitations that should be acknowledged.

C

The opposite pattern is also possible. A prediction can help bring about the result it describes. If people expect a particular course to become difficult to enter, they may apply earlier or submit additional applications. Those responses can increase apparent demand, encouraging institutions to repeat the prediction. An initial expectation and the resulting behaviour reinforce one another. This is not proof that all scarcity is invented or that forecasts should be suppressed. It shows why analysts should distinguish independent evidence of a problem from activity generated partly by expectations about that problem.

D

Forecasts also influence the records from which later forecasts are built. Suppose a city directs inspection teams towards streets a model identifies as likely to have damaged pavements. Inspectors discover more damage there, partly because they look there more often. If the next model treats the number of recorded defects as an unbiased measure of underlying conditions, it may continue sending teams to the same streets. Areas receiving little inspection can appear problem-free even when no one has checked them. Recording where observations were made is therefore as important as recording what the observations found.

E

One response is to reserve a proportion of inspections for randomly selected locations. Such checks provide information about places the model would otherwise overlook. They may seem inefficient in the short term because some visits find nothing. However, their value includes improving knowledge of the whole system, not just maximising the number of defects found this week. Decision-makers must decide how much immediate efficiency to exchange for better information. There is no universally correct proportion, since the answer depends on costs, risks and how quickly conditions change across the area being studied.

F

Communicating uncertainty is another difficulty. A precise-looking number can be mistaken for certainty even when it is one estimate among several plausible outcomes. Providing a range can help, but a range without explanation may confuse users. People need to know which assumptions matter and what actions are sensible under different conditions. For a flood warning, for example, the consequence of failing to act may matter more than a small difference between two probability estimates. Useful communication connects uncertainty with decisions rather than treating uncertainty as a technical footnote that ordinary users can safely ignore.

G

The writer therefore favours assessing forecasts on two related questions: how well they describe possible outcomes and how well they support decisions. These questions should remain distinct. A vague warning that makes people anxious cannot be defended simply because behaviour changed; an accurate prediction is not automatically helpful if it arrives too late. Where predictions influence actions, evaluation must track the response as well as the eventual outcome. The aim is not to excuse every failed forecast, but to judge the right thing. In human systems, the future is partly shaped by what people are told about it. Institutions also need records of when a prediction was issued and who could act on it. A warning available only to a small group may produce a different response from one communicated widely. Without that record, analysts might attribute an outcome to advice that most people never received. Documentation of communication is thus part of documentation of the forecast itself. It helps separate the quality of an estimate from the circumstances of its use.

Passage 3 Questions 27 to 40

Questions 27-32. Do the statements agree with the views of the writer? Write YES, NO or NOT GIVEN.

27. Publishing a prediction can alter human behaviour. _____

28. An incorrect observed outcome always means the warning was useless. _____

29. Forecasts of scarcity should always be kept secret. _____

30. An uninspected area may look problem-free in a database. _____

31. The ideal proportion of random inspections is the same everywhere. _____

32. Most users prefer probability ranges to single estimates. _____

Questions 33-36. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

33. The unobserved alternative without a warning is called the _____.

34. Some inspections can target randomly selected _____.

35. People need to understand which _____ are important to a forecast.

36. An accurate prediction may be unhelpful if it arrives too _____.

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

37. What is the bridge example intended to demonstrate?
A A warning can prevent its predicted outcome.
B Drivers ignore all official advice.
C Weather changes road capacity.
D Congestion can never be forecast. _____

38. Why might the pavement model repeatedly select the same streets?
A Those streets have no recorded defects.
B Its observations are shaped by earlier inspections.
C Random visits are compulsory everywhere.
D Inspectors cannot use other streets. _____

39. What is one benefit of random inspections?
A They guarantee that every visit finds damage.
B They remove all inspection costs.
C They reveal conditions beyond the model's usual selections.
D They make historical records unnecessary. _____

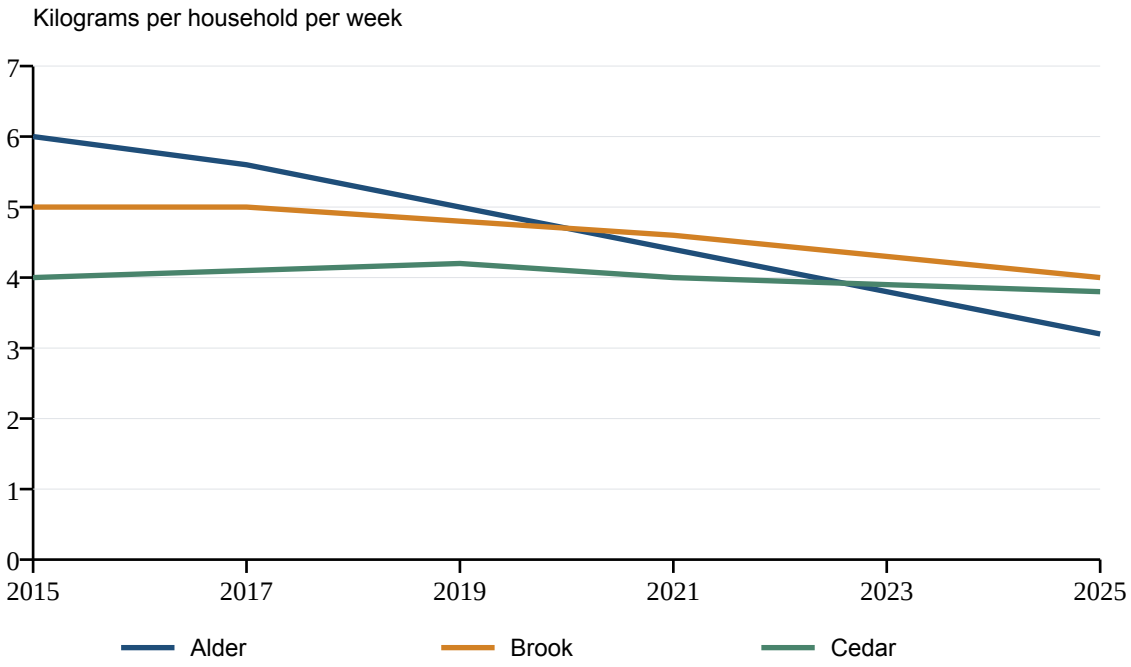
40. Which title best captures the writer's argument?
A Why all prediction should end
B The superiority of one exact number
C How to eliminate uncertainty completely
D Judging predictions that influence decisions _____

Test 2 Writing

Task 1

Spend about 20 minutes on this task. Write at least 150 words.

The line graph shows average weekly food waste per household in three fictional towns from 2015 to 2025. The unit is kilograms.



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

Write your answer on separate lined paper. Do not invent reasons for trends or add steps not shown in the diagram.

Test 2 Writing Task 2

Spend about 40 minutes on this task. Write at least 250 words.

Governments should make manufacturers responsible for collecting and recycling the packaging of their products. To what extent do you agree or disagree?

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

Write your answer on separate lined paper. Develop a clear position and support the main ideas.

Test 2 Speaking

11 to 14 minutes with an interviewer

Part 1 Introduction and interview

Answer questions about yourself and familiar subjects for 4 to 5 minutes.

Study or work

Do you work or study?

Which part of your work or study do you enjoy most?

When do you concentrate best?

Is there a skill you would like to improve?

Borrowing things

Do you often borrow things?

What would you prefer to own yourself?

Have you ever lent something important to someone?

Would you use a service that lends household tools?

Food

Do you enjoy cooking?

How do you decide what food to buy?

Do you prefer eating alone or with others?

Is there a dish you would like to learn to make?

Test 2 Speaking Part 2

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

Describe a useful object that you borrowed.

You should say:

• what it was

• who or where you borrowed it from

• what you used it for

and explain how borrowing it helped you.

Notes

_____

_____

_____

_____

Brief follow-up question: Would you consider buying one yourself?

Part 3 Discussion

Discuss related ideas for 4 to 5 minutes. Give reasons and examples.

Sharing and ownership

Why might people borrow instead of buy?

What makes a shared service trustworthy?

Are there things that should not be shared?

Consumption and waste

Who has the greatest responsibility for reducing waste?

Can convenience prevent people from making environmentally friendly choices?

How might attitudes to ownership change in the future?

Test 3 Listening

Four parts | 40 questions | Listen once only

Do not read the scripts before listening. The teacher will announce each part and allow time to read its questions.

Part 1 Registering for a leisure centre

Questions 1-10. Complete the membership notes. Write ONE WORD AND/OR A NUMBER for each answer.

1. Caller surname: _____

2. Preferred activity: _____ swimming

3. Early session begins: _____

4. Monthly pool-only fee: £_____

5. Proof of address: a recent utility _____

6. Technique class day: _____

7. Refundable locker coin: £_____

8. Car entrance: _____ Road

9. Recommended item for technique drills: _____

10. Class cancellation notice: _____ hours

Part 2 Starting a community garden

Questions 11-16. Choose the correct letter A, B or C.

11. What is the purpose of today's meeting?
A To allocate plots
B To explain how the site operates
C To elect the council _____

12. What was the site previously used for?
A A school playing field
B A commercial farm
C A fruit warehouse _____

13. Why are evening floodlights not installed?
A The gate cannot open at night.
B Plants need complete darkness.
C Neighbours might be disturbed. _____

14. What should members use during dry periods?
A Unrestricted hoses
B Watering cans
C Only collected seawater _____

15. What must be excluded from compost bays?
A Plant material
B Weeds from shared paths
C Meat-containing food scraps _____

16. Why must tool use be recorded?
A To help locate equipment and identify damage
B To reserve a tool for the whole day
C To collect a payment per minute _____

Questions 17-20. Match each person with their responsibility. Write the correct letter A-F. Two options are not used.

A Maintaining equipment

B Organising educational visits

C Granting building permission

D Handling membership fees

E Arranging volunteer sessions

F Allocating individual plots today

17. Elena _____

18. Marcus _____

19. Priya _____

20. Noah _____

Part 3 Improving a museum display project

Questions 21-26. Choose the correct letter A, B or C.

21. What is the revised focus of the display?
A Machinery specifications
B Workers' daily lives
C Modern factory construction _____

22. What caused the main label difficulty?
A Technical vocabulary
B Small print
C Missing dates on every object _____

23. How should important dates from interviews be treated?
A Assumed exact without checking
B Removed from the display completely
C Checked against other records _____

24. What must be checked before using a recorded voice?
A The visitor's ticket type
B Permission for the proposed public use
C Whether all other clips are longer _____

25. What does the tutor recommend about objects?
A Display everything available.
B Use only photographs.
C Select fewer items with clear purposes. _____

26. Who should test the revision?
A People with little prior knowledge as well as specialists
B Only the students' history class
C Only the original factory managers _____

Questions 27-30. Complete the notes. Write ONE WORD AND/OR A NUMBER for each answer.

27. Suggested meeting day: _____

28. Observe visitors' _____ through the mock-up.

29. Target length of each audio clip: _____ seconds

30. Maximum rationale length: _____ words

Part 4 Packaging in the cold supply chain

Questions 31-40. Complete the lecture notes. Choose ONE WORD ONLY from the recording for each answer.

31. Designers should evaluate the entire delivery _____.

32. Products may be exposed while waiting on loading _____.

33. Insulation reduces heat _____ rather than generating cold.

34. Additional coolant increases package _____.

35. An empty box can give a misleading result, so testing should include the _____.

36. Closing and assembling packaging correctly can depend on staff _____.

37. Returnable containers require cleaning and _____.

38. Local _____ may not collect a supposedly recyclable material.

39. Less packaging can be counterproductive if it increases _____.

40. Monitoring should include delays, damage and temperature _____.

Test 3 Reading

60 minutes | 40 questions | No extra answer transfer time

Passage 1 Cooling a school without rebuilding it

Spend about 20 minutes on Questions 1-13.

A

In the fictional coastal city of Norchester, teachers at Riverside School noticed that afternoon lessons became difficult during warm weather. The building had large windows facing west, and several classrooms retained heat after pupils left. The first suggestion was to install cooling equipment throughout the school. Before committing to that expense, the head teacher asked a building adviser to investigate how the rooms were used. The investigation showed that the problem varied substantially by location and time. A room that felt comfortable in the morning could become unpleasant after lunch, while another remained relatively cool throughout the day.

B

The adviser placed temperature sensors in six rooms and asked teachers to keep brief diaries. These recorded occupancy, window opening, blind position and activities involving electrical equipment. A sensor could show that a room was warm, but the diary helped explain why. Staff discovered that one rarely used computer room was left running overnight, adding unnecessary heat. They also found that a classroom on the shaded side became stuffy mainly when occupied by a large group. Identical temperature readings therefore did not necessarily imply identical causes, and the adviser resisted treating the school as one uniform space.

C

Solar heat was the main issue in the west-facing rooms. Internal blinds reduced glare, but much of the sunlight had already entered before reaching them. The school trialled external shades above two windows instead. These intercepted some sunlight before it passed through the glass. The design had to preserve sufficient daylight, since reducing heat by making a classroom permanently dark would create another problem. Staff also needed access for cleaning and maintenance. After testing a temporary version, the school selected a shade with a simple fixed structure rather than a complex movable system that staff might struggle to maintain.

D

Ventilation required different decisions. Opening windows during the hottest part of the afternoon sometimes brought warmer outdoor air inside. Earlier in the morning, however, outdoor air could help remove heat stored in the building overnight. The adviser suggested a morning opening routine, subject to security and weather conditions. Windows facing a noisy road were less useful during lessons because traffic interfered with speech. The school therefore combined quieter openings with shorter periods of ventilation between classes. Air movement and temperature were considered together with noise, safety and the practical demands of teaching.

E

Changes in behaviour were inexpensive but needed clear responsibilities. Asking everyone to 'save energy' had previously achieved little because nobody knew which actions mattered most. The school introduced a short closing checklist: switch off unused equipment, lower relevant blinds before strong afternoon sun and report windows that would not open properly. Each action had a named person responsible for checking it. The aim was not to blame staff for an imperfect building. It was to make the chosen measures reliable enough to evaluate, rather than allowing their effects to disappear through inconsistent use.

F

Comparing results was not straightforward. The summer following the changes was cooler than the previous one, so lower classroom temperatures could not all be credited to the project. The adviser compared rooms on days with similar outdoor conditions and considered the number of pupils present. Reports of comfort were also collected, because temperature alone did not capture every experience. A child sitting beside a sunlit window might feel warmer than a sensor mounted on an interior wall suggested. No single measurement supplied the whole answer, and the assessment combined several kinds of evidence.

G

The school eventually installed mechanical cooling in one room used for sensitive equipment, while retaining the simpler measures elsewhere. This was not a rejection of technology but a decision to match an intervention to a specific need. External shading, better operating routines and selective ventilation reduced discomfort without requiring a complete reconstruction. The project also created a clearer account of where problems remained. Its lesson was less dramatic than a promise of a universally cool building: understand the sources of heat, test realistic changes and judge performance under comparable conditions before investing further. Clear records helped the school preserve the improvement when staff moved between rooms. New teachers could see why a routine existed rather than assuming it was an arbitrary rule. Pupils could also participate by reporting discomfort and faulty fittings. This did not turn classroom management into a building science lesson every afternoon. It made useful observations part of normal operation, reducing dependence on a single expert visit and allowing small problems to be identified before another hot season.

Passage 1 Questions 1 to 13

Questions 1-6. Do the statements agree with the information in the passage? Write TRUE, FALSE or NOT GIVEN.

1. Every Riverside classroom had the same temperature pattern. _____

2. Teachers recorded how rooms were occupied and operated. _____

3. The unused computer room was switched off every night. _____

4. Internal blinds stopped all sunlight before it entered the building. _____

5. The temporary shades were manufactured locally. _____

6. Road noise restricted the usefulness of some windows during lessons. _____

Questions 7-10. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

7. The shade design needed to preserve enough _____.

8. Staff received a closing _____ listing specific actions.

9. Researchers collected reports of _____ as well as temperatures.

10. Mechanical cooling was installed in a room containing sensitive _____.

Questions 11-13. Choose the correct letter A, B, C or D.

11. Why were diaries useful alongside sensors?
A They helped explain the measured temperatures.
B They replaced all equipment inspections.
C They showed that occupancy never mattered.
D They guaranteed identical conditions. _____

12. Why could lower temperatures after the changes be misleading?
A No pupils used the rooms.
B The following summer was naturally cooler.
C Every sensor had been removed.
D The windows had become smaller. _____

13. What is the central lesson?
A Install identical machinery in every room.
B Avoid measuring subjective experience.
C Match tested interventions to particular problems.
D Replace all west-facing windows immediately. _____

Passage 2 What makes a repair service work

Spend about 20 minutes on Questions 14-26.

A

Repair is often presented as a simple alternative to replacement: if an object breaks, fix it. Yet a decision that looks obvious from a distance can become complicated at a workbench. The fault may be difficult to identify, a small component may be unavailable, or the cost of skilled labour may exceed the price of a new item. Successful repair services deal with this whole chain rather than celebrating the final repaired object alone. The fictional Meridian Repair Hub provides an example of how practical systems can either support or obstruct the intention to keep products in use.

B

The hub began as a monthly event staffed by volunteers. Residents arrived with lamps, small appliances and clothing, hoping for immediate solutions. Initially, the organisers counted only successful repairs. They soon realised that this missed useful information. A failed attempt could reveal a recurring shortage of a particular part or an object designed so that opening it caused further damage. Staff began recording the fault, the time spent on diagnosis and the reason an item could not be repaired. This allowed them to distinguish a lack of local skills from problems that required changes by manufacturers or suppliers.

C

Diagnosis became a service in its own right. Some owners feared that a minor fault meant an entire appliance was unsafe, while others underestimated a dangerous electrical problem. Volunteers explained what they could assess and referred work beyond their competence to qualified specialists. They did not promise to repair every product. Clear limits helped protect trust because residents could understand why apparently similar objects received different recommendations. The hub also discovered that people valued a clear explanation even when no repair followed, especially if it helped them make a more informed decision about replacement.

D

Parts supply was a persistent obstacle. A broken switch might cost little to manufacture but be sold only as part of an expensive assembly. Different versions of a product could use components that looked identical but were incompatible. The hub therefore developed a catalogue linking model numbers to verified replacement parts. It kept only frequently needed parts in stock, since storing every possible component would tie up money and space. For unusual items, volunteers checked availability before arranging a second visit. This reduced the number of journeys that ended with nothing more than another request to come back.

E

Information mattered as much as physical components. Exploded diagrams showed how an item was assembled, while service instructions could identify concealed fasteners and safe procedures. A video demonstrating a repair on a similar model was sometimes helpful, but could also encourage an incorrect assumption. Volunteers checked model-specific information where possible. They recorded their own verified procedures for later use, including warnings about methods that had failed. This shared memory reduced repeated experimentation. However, information had to be updated when product designs changed; an old successful method was not a guarantee for every later version.

F

The hub's environmental claims remained measured. Extending an object's life could avoid new production, but the size of that benefit depended on continued use. A repaired appliance stored unused in a cupboard achieved less than one returned to regular service. For some products, energy use during operation also mattered when comparing repair with replacement. The hub asked owners about actual use several months after repair rather than assuming that every successful workshop session produced the same saving. This follow-up was imperfect, because not everyone replied, but it was more informative than counting repaired objects alone.

G

After two years, Meridian offered a combination of volunteer sessions, paid specialist appointments and a parts information service. No single model met every need. The organisers argued that repair should be understood as an accessible process: recognition of a fault, safe diagnosis, information, parts and competent work. Encouraging a positive attitude was useful, but could not make an unavailable component appear. The most effective public support might therefore improve one of these missing links rather than simply fund another publicity campaign. A repaired object was the outcome of a functioning service, not evidence that goodwill had overcome every practical barrier. A service also benefits from learning which requests it repeatedly turns away. That information can guide training or partnerships without requiring volunteers to attempt unsafe work. Over time, the hub could explain not only how many objects it repaired, but which barriers were becoming easier to overcome. Such records helped distinguish a temporary shortage of a particular component from a persistent design feature. They gave organisers a basis for improving access rather than merely repeating the same event.

Passage 2 Questions 14 to 26

Questions 14-19. Which paragraph contains the following information? Write the correct letter A-G. You may use any letter more than once.

14. Why a successful repair may produce limited environmental benefit _____

15. The creation of a model-based component reference system _____

16. A reason for collecting information about unsuccessful attempts _____

17. The danger of relying on instructions for a different version _____

18. Referring cases beyond volunteers' expertise elsewhere _____

19. A list of connected stages needed for a functioning service _____

Questions 20-23. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

20. Staff recorded the time spent on _____ as well as the fault itself.

21. Keeping all possible spare parts would consume money and _____.

22. Exploded _____ helped volunteers understand assembly.

23. Owners were contacted several _____ after repair to ask about use.

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

24. Why did the hub set clear limits on its services?
A To guarantee that every appliance was repaired
B To maintain safety and trust
C To avoid all specialist involvement
D To stop residents asking questions _____

25. What limitation affected follow-up evidence?
A No object had been repaired.
B Only manufacturers were interviewed.
C Some owners did not respond.
D All products used identical energy. _____

26. What would the organisers probably support?
A Addressing a specific missing step in the repair process
B Counting publicity impressions as repairs
C Stocking every component ever made
D Removing all restrictions on electrical work _____

Passage 3 Learning when practice feels difficult

Spend about 20 minutes on Questions 27-40.

A

Learners often judge a study session by how smoothly it goes. If answers appear quickly and notes look familiar, the session feels productive. Yet ease during practice and durable learning are not identical. An activity can produce fluent performance now without preparing someone to retrieve or apply the knowledge later. Conversely, a carefully chosen difficulty may temporarily reduce success while strengthening later performance. The important qualification is 'carefully chosen': frustration does not become educational simply because it is unpleasant. Difficulty is useful only when it supports the learning goal and remains manageable for the learner.

B

Repeated reading illustrates the distinction. A student encounters the same paragraph several times and gradually recognises its wording. Recognition is a real experience, but it can be mistaken for the ability to explain the idea without the paragraph present. Trying to recall an argument before checking the text exposes gaps that another comfortable reading might conceal. The attempt can feel unsuccessful, even when it gives the student valuable information about what to study next. Checking the answer afterwards matters, since an uncorrected misunderstanding can survive repeated attempts and become more confidently held rather than more accurate.

C

Spacing practice introduces another kind of difficulty. Returning to a topic after some time requires rebuilding access to information that is no longer immediately available. In contrast, repeating it several times within a single short session can rely heavily on what remains active in memory. The best interval is not a fixed number of days for every person and subject. It depends partly on how long the knowledge needs to last and how well it is already understood. A learner who cannot retrieve anything may need a shorter interval or additional support before a longer delay becomes productive.

D

Mixing problem types can also change what is learned. If every exercise on a page requires the same procedure, the learner may never need to decide which method is appropriate. A mixed set requires that decision repeatedly. Initial accuracy can fall because choosing a strategy adds work, but the practice may better resemble a later situation in which no heading announces the correct method. However, mixing unrelated tasks without purpose can create confusion. The useful contrast is between methods learners need to distinguish, not a random collection assembled merely to make a worksheet appear challenging.

E

Support should change with experience. A novice may need a worked example showing each step and explaining why it is taken. Asking that learner to discover everything unaided can overload attention with choices they cannot yet evaluate. A more experienced learner may benefit from solving the same kind of problem independently because the basic steps are already familiar. The same exercise can therefore be too demanding for one person and too guided for another. Effective teaching involves adjusting assistance, not labelling an activity permanently good or bad without considering who is attempting it.

F

Assessment timing influences the evidence teachers see. A quiz immediately after practice may favour a method that keeps information temporarily accessible. A delayed assessment, especially one using unfamiliar examples, asks a different question about retention and transfer. Neither assessment is inherently useless, but they should not be confused. Teachers may need both: immediate checks to identify misconceptions and later tasks to see what remains. They should also consider motivation. If a method consistently makes learners feel incapable, even a theoretically promising design may fail because students stop using it or avoid the subject altogether.

G

The writer's recommendation is not to replace all comfortable study with struggle. Instead, learners should ask what evidence a session provides. Can they explain the central idea without looking? Can they choose an appropriate method when examples are mixed? Can they return later and still use what they learned? These questions make practice less dependent on the reassuring appearance of familiar pages. Productive difficulty combines effort with feedback and an achievable purpose. Its value lies in what learners can do afterwards, rather than in how impressive, exhausting or easy the practice session felt at the time. Learners can use a simple record to make these distinctions visible. They can note what they attempted, what required help and what they could still do a week later. Such a record need not become another elaborate study task. Its purpose is to reveal patterns that feelings of confidence might miss. When the same error returns, the next session can address it directly instead of repeating a familiar activity merely because it feels reassuringly productive.

Passage 3 Questions 27 to 40

Questions 27-32. Do the statements agree with the views of the writer? Write YES, NO or NOT GIVEN.

27. Smooth practice performance always indicates durable learning. _____

28. Any frustrating activity is educationally valuable. _____

29. Recall attempts can reveal weaknesses hidden by rereading. _____

30. Everyone should use the same spacing interval. _____

31. Novices may benefit from worked examples. _____

32. Most teachers use delayed assessments more frequently than immediate quizzes. _____

Questions 33-36. Match each practice approach with its main issue or purpose. Write the correct letter A-F. Two options are not used.

A Making learners select a suitable method

B Guaranteeing that no feedback is needed

C Producing familiarity that may be misinterpreted

D Measuring only writing speed

E Rebuilding access after a gap

F Testing what remains and can be applied later

33. Repeated reading _____

34. Spaced practice _____

35. Mixed problem sets _____

36. Delayed assessments _____

Questions 37-40. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

37. Recall attempts should be followed by checking to avoid preserving a _____.

38. The appropriate amount of support depends on the learner's _____.

39. An unfamiliar assessment example can test retention and _____.

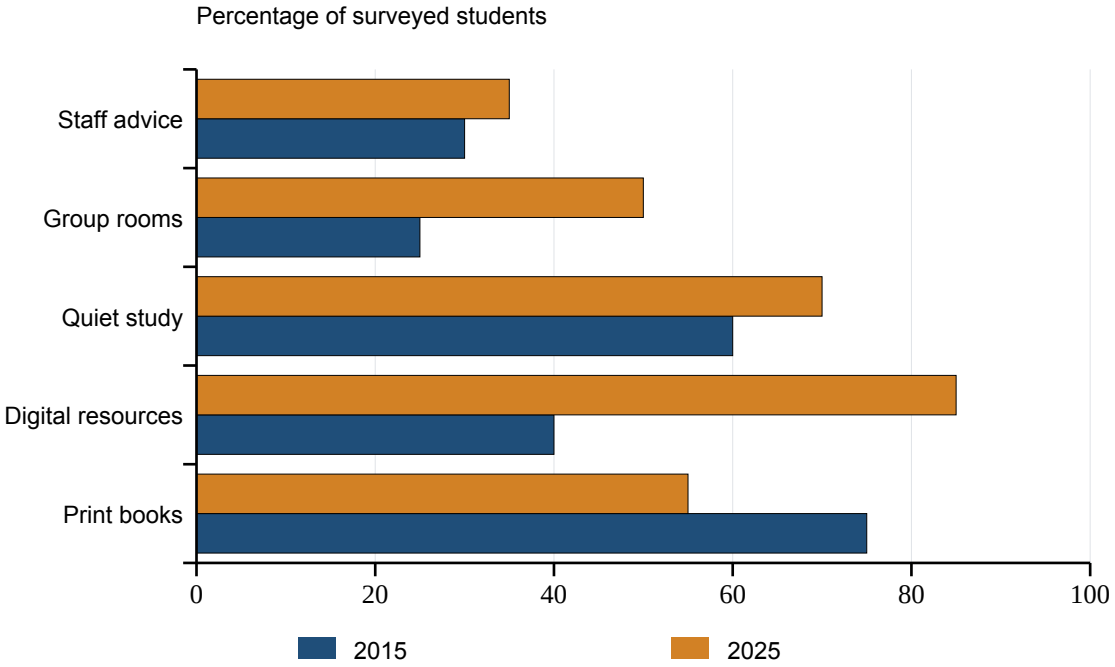
40. Productive difficulty combines effort with _____ and an achievable purpose.

Test 3 Writing

Task 1

Spend about 20 minutes on this task. Write at least 150 words.

The bar chart compares the percentages of surveyed students who used five university library services in 2015 and 2025. Students could select more than one service.



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

Write your answer on separate lined paper. Do not invent reasons for trends or add steps not shown in the diagram.

Test 3 Writing Task 2

Spend about 40 minutes on this task. Write at least 250 words.

University students should spend more time learning practical skills and less time studying theory. To what extent do you agree or disagree?

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

Write your answer on separate lined paper. Develop a clear position and support the main ideas.

Test 3 Speaking

11 to 14 minutes with an interviewer

Part 1 Introduction and interview

Answer questions about yourself and familiar subjects for 4 to 5 minutes.

Learning

What have you learned recently?

Do you prefer learning alone or in a group?

What helps you remember new information?

Would you like to take a short course?

Sport

What kinds of exercise do you enjoy?

Did you play sport as a child?

Do you prefer watching or playing sport?

Are there good sports facilities near you?

Photography

Do you often take photographs?

What do you usually photograph?

Do you keep your old photographs?

Would you like to improve your photography skills?

Test 3 Speaking Part 2

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

Describe a skill that took you time to learn.

You should say:

• what the skill was

• how you learned it

• what you found difficult

and explain why learning it was worthwhile.

Notes

_____

_____

_____

_____

Brief follow-up question: Do you still practise this skill?

Part 3 Discussion

Discuss related ideas for 4 to 5 minutes. Give reasons and examples.

Learning methods

Why do some skills require more practice than others?

How important is feedback when learning?

Can a difficult learning experience be useful?

Education and work

Should universities focus more on practical skills?

How can employers support continued learning?

Will technology change the role of teachers?

Test 4 Listening

Four parts | 40 questions | Listen once only

Do not read the scripts before listening. The teacher will announce each part and allow time to read its questions.

Part 1 Booking a short course in photography

Questions 1-10. Complete the booking notes. Write ONE WORD AND/OR A NUMBER for each answer.

1. Participant surname: _____

2. Start date: the _____ of next month

3. Studio location: _____ Street

4. Foundations course fee: £_____

5. Bring the camera and its _____.

6. Suggested spare item: a _____

7. Planned outdoor location: the _____

8. Sunday finish time: _____

9. Drink provided during breaks: _____

10. Full-refund cancellation notice: _____ days

Part 2 An induction at a coastal research station

Questions 11-16. Choose the correct letter A, B or C.

11. What is the station's main purpose?
A Organising commercial fishing
B Providing tourist bookings
C Monitoring coastal changes _____

12. Why is there a public telephone in the lobby?
A Mobile reception is unreliable.
B Visitors may not bring phones.
C It is used only by kitchen staff. _____

13. Why is the lower beach path closed?
A Nesting birds are present.
B Rain has damaged the steps.
C The tide is unusually high. _____

14. When should unreported dietary needs be given to reception?
A After dinner
B Tomorrow morning
C By noon today _____

15. How may students enter the laboratory?
A With an authorised supervisor
B Using their bedroom key alone
C Whenever the common room is full _____

16. What is required before fieldwork departure?
A Leaving a note in the dining room
B Signing out at reception
C Giving a pencil to the technician _____

Questions 17-20. Match each room with its main use. Write the correct letter A-F. Two options are not used.

A Studying individually

B Keeping scientific samples warm

C Dealing with wet outdoor clothing

D Collecting items through a technician

E Holding group meetings

F Borrowing charts and guides

17. Map room _____

18. Drying room _____

19. Quiet room _____

20. Equipment store _____

Part 3 Testing an app for a student project

Questions 21-26. Choose the correct letter A, B or C.

21. What is the study's main aim?
A To compare favourite colours
B To test route-finding without help
C To collect users' home addresses _____

22. Why recruit people unfamiliar with the prototype?
A They can reveal first-use difficulties.
B They never make errors.
C They can replace all later testing. _____

23. What should participants receive before a task?
A A demonstration of every step
B No destination or goal
C The goal without the solution _____

24. Why can the home screen's effect not yet be isolated?
A Nobody changed the app.
B Two screens changed together.
C The home screen was removed. _____

25. What should be recorded alongside time and satisfaction?
A Only camera preferences
B Participants' household income
C Task errors _____

26. What must happen before screen and voice recording?
A Informed consent must be obtained.
B All task difficulties must be removed.
C Every participant must know the designers. _____

Questions 27-30. Complete the notes. Write ONE WORD ONLY for each answer.

27. Testing day: _____

28. Task cards should use _____ locations.

29. Summary statistic for task time: the _____

30. Main recurring problems will appear in an error _____.

Part 4 Keeping a digital archive usable

Questions 31-40. Complete the lecture notes. Choose ONE WORD ONLY from the recording for each answer.

31. Structured descriptive information about an item is called _____.

32. Keeping links between related images preserves their _____.

33. A _____ can help detect changes to digital contents.

34. Backups should be kept in separate _____.

35. Recovery tests should include opening and _____ files.

36. Moving content to a newer format is called _____.

37. Where feasible, staff should retain the _____ file.

38. Owning a physical print does not necessarily confer _____.

39. Search tools can link alternative _____ for the same place.

40. Long-term access requires continuing people and _____.

Test 4 Reading

60 minutes | 40 questions | No extra answer transfer time

Passage 1 The journey of a reusable cup

Spend about 20 minutes on Questions 1-13.

A

At a university cafe, choosing a reusable cup can look like a complete environmental decision. The customer avoids a disposable container, and the empty cup enters a return bin. What happens next is less visible. Someone must collect it, wash it, inspect it and deliver it to another point of use. Some cups disappear into office cupboards, while others are damaged. The environmental performance of the system therefore depends on a journey rather than a purchase. A durable object achieves little if the arrangements around it fail to keep it circulating.

B

The fictional Eastbridge University introduced a shared cup scheme at four cafes. Customers paid a deposit that was refunded when a cup was returned to any participating outlet. The deposit was intended to encourage return, not to represent the sale price of the cup. Staff explained this distinction because some customers initially believed that paying allowed them to keep the cup indefinitely. Clear instructions beside the tills improved understanding. The university also placed return points near library exits, where students were already walking, rather than expecting everyone to revisit the cafe from which they had originally borrowed.

C

Early records showed that many cups returned eventually, but too slowly. A cup kept in a room for three weeks could not serve other customers during that period. To maintain supply, the university had to purchase more cups than it had expected. Managers began measuring turnaround time as well as the eventual return rate. This revealed an important difference between a cup that was permanently lost and one that was temporarily unavailable. Both affected the number needed to operate the scheme, although they required different responses. Reminders might recover delayed cups, while persistent losses required another approach.

D

Washing created a second set of trade-offs. Half-empty dishwasher loads used resources without cleaning many cups, while waiting for a full load could leave cafes short of clean stock. Staff reorganised collection times and used insulated transport boxes to consolidate loads at a central washing room. The boxes were not intended to sterilise cups; hygiene depended on the washing procedure. Inspectors removed chipped or cracked items from circulation. The scheme's efficiency could not be judged from water use alone, since energy, transport and the service provided by each wash also mattered.

E

Comparisons with disposable cups were sensitive to assumptions. Manufacturing a reusable cup generally creates an impact before its first drink is served, which must be spread across later uses. A calculation assuming two hundred uses looks different from one assuming ten. Different cup materials, washing methods and electricity supplies further change the result. Eastbridge therefore published a range of scenarios instead of claiming one universal break-even number. Managers distinguished the number of uses that a cup could physically survive from the number it actually completed before being lost or retired. Only the latter described the operating scheme.

F

Convenience proved central to participation. Students who supported the idea still sometimes chose disposables when queues were long or return bins were difficult to locate. Staff simplified refunds so that a drink purchase was not required when returning a cup. They also changed signs after visitors mistook ordinary recycling bins for collection points. These adjustments did not change the material from which the cups were made, but they changed the likelihood that each cup would be used again. Behavioural design and physical design were therefore parts of the same environmental system, rather than competing explanations for its performance.

G

After two terms, the university had reduced disposable cup purchases, although it had not eliminated them. It continued to record losses, actual cycles and washing loads. The managers regarded the scheme as an operating service requiring maintenance, not a one-time sustainability purchase. Their experience suggests that reusable products should be assessed where they are used, returned and processed. A promising object can perform poorly in an inconvenient system, while modest organisational changes can improve the value of an existing stock. The important question is not simply whether a cup is reusable, but whether it is repeatedly reused. Operational records also allowed staff to identify where losses clustered. If cups accumulated in a building with no nearby return point, another reminder might be less effective than a convenient collection location. The response could then address a physical obstacle rather than assuming that users lacked commitment. This kind of adjustment was modest, but it connected the environmental ambition with the ordinary movements of the people expected to make the system function each day.

Passage 1 Questions 1 to 13

Questions 1-6. Do the statements agree with the information in the passage? Write TRUE, FALSE or NOT GIVEN.

1. Eastbridge introduced the scheme in four cafes. _____

2. The deposit was intended as the purchase price of the cup. _____

3. Cups had to be returned to the original cafe. _____

4. Delayed returns increased the stock required. _____

5. Transport boxes sterilised the cups. _____

6. Most cups were lost by first-year students. _____

Questions 7-10. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

7. Return points were installed near exits from the _____.

8. Staff measured turnaround time in addition to the return _____.

9. Chipped items were removed from _____.

10. The university published several _____ rather than one universal break-even number.

Questions 11-13. Choose the correct letter A, B, C or D.

11. Why do assumed numbers of uses matter?
A They determine the price of every drink.
B Manufacturing impact is shared across those uses.
C They remove all washing requirements.
D Lost cups are still counted as active stock. _____

12. What change made returns easier?
A Requiring another drink purchase
B Closing library collection points
C Allowing refunds without a purchase
D Replacing all collection bins with recycling bins _____

13. What is the writer's main conclusion?
A Material labels alone determine environmental performance.
B Reusables always eliminate disposables immediately.
C Washing is irrelevant to environmental assessment.
D Performance depends on the whole circulation system. _____

Passage 2 Listening for wildlife

Spend about 20 minutes on Questions 14-26.

A

Walking through a forest with a notebook provides only a brief sample of its sounds. Birds may call before the observer arrives, and nocturnal animals may remain silent during daylight visits. Small autonomous recorders offer a different approach: they can remain in place and capture sound at scheduled intervals for weeks. Their use has expanded the possibilities for wildlife monitoring, but a large archive of recordings is not automatically a reliable account of an ecosystem. Researchers must decide where to listen, what the recordings can reveal and how to separate changes in animals from changes in the recording conditions.

B

Placement affects the sample. A recorder near a stream may capture constant rushing water that can mask quieter calls. One beside a road may record vehicles more clearly than distant birds. Mounting height, vegetation and the direction of a microphone can also influence what is heard. In the fictional Pine Ridge survey, the team documented these details for every device and used a consistent installation procedure. This did not make all sites acoustically identical. It made differences easier to interpret and allowed later researchers to understand what had actually been measured rather than treating each file as a context-free observation.

C

Timing matters just as much. Recording the first ten minutes of every hour produces a different sample from recording continuously around dawn. The choice depends on the target species and the question. A schedule suitable for morning birds may miss insects active after sunset. Equipment capacity introduces further constraints: continuous recording consumes storage and battery power. Pine Ridge researchers used short scheduled samples throughout the day, with longer periods at times of particular interest. They kept the schedule unchanged when comparing seasons so that an apparent biological change would not merely reflect a new listening routine.

D

Automated recognition can help process large archives. Software may identify patterns associated with particular calls and flag likely examples for review. However, a confident label is not the same as a confirmed animal. Wind, machinery or another species can produce similar patterns, and calls from one region may differ from those used to train the model. The team checked a sample of positive detections and also examined recordings where the software reported nothing. Checking only detected calls would estimate false alarms while revealing little about animals the system repeatedly missed. Both forms of error mattered to the conclusions.

E

Another approach summarises a soundscape through numerical indices, describing properties such as variation or the distribution of acoustic energy. These can reveal differences between sites, but their ecological meaning is not fixed. A noisy environment is not necessarily a diverse one: one abundant species or a nearby engine can dominate the recording. Similarly, a quiet period need not imply an empty habitat. Researchers should connect an index with independent observations before treating it as a direct measure of biodiversity. A convenient number can support investigation, but it cannot replace an explanation of what produced the sound.

F

Sound monitoring also raises responsibilities towards people. A recorder intended for birds may capture human conversation near a footpath. Teams should consider location, notice, access controls and how incidental speech is handled. Protecting sensitive wildlife locations is another issue: public files or metadata can reveal where vulnerable species occur. Pine Ridge released general results while restricting precise location information for selected detections. The principle was not to keep all research secret. It was to distinguish information useful for public understanding from detail that could expose people or wildlife to avoidable harm.

G

The greatest value of recorders may be their ability to preserve evidence that can be revisited. A sound initially ignored may later become relevant when a new research question arises. Yet this possibility depends on keeping clear records of time, place, equipment and processing. A collection of files with missing dates is difficult to compare, however impressive its size. Acoustic monitoring works best as a designed observation system, combining technology, ecological knowledge and careful checking. It extends what researchers can hear, while leaving them responsible for explaining what that hearing means. The archive also required a plan for continued stewardship. Files had to remain readable after software changed, and people needed to know which versions had been processed with which settings. Preserving only a final list of species would lose opportunities to examine doubtful cases. Preserving everything without an index would create a different problem. The team therefore treated organisation and documentation as part of observation, allocating time to them alongside the more visible work of placing devices in trees.

Passage 2 Questions 14 to 26

Questions 14-19. Match each paragraph B-G with the correct heading. Write the correct Roman numeral i-viii. Two headings are not used.

i Responsibilities beyond collecting animal sounds

ii Choosing when the equipment should listen

iii Why every forest must be recorded continuously

iv Avoiding an automatic equation between noise and diversity

v How installation shapes the evidence

vi Preserving evidence for later questions

vii Checking what software finds and misses

viii Replacing ecological knowledge with storage capacity

14. Paragraph B _____

15. Paragraph C _____

16. Paragraph D _____

17. Paragraph E _____

18. Paragraph F _____

19. Paragraph G _____

Questions 20-23. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

20. Running water can _____ calls made by quieter animals.

21. Continuous recording consumes battery power and _____.

22. The team checked recordings with no reported detections to identify animals the software _____.

23. Missing _____ make recordings difficult to compare.

Questions 24-26. Do the statements agree with the information in the passage? Write TRUE, FALSE or NOT GIVEN.

24. A loud soundscape necessarily contains many species. _____

25. Pine Ridge withheld some precise wildlife locations. _____

26. Pine Ridge used more recorders than any other survey in its region. _____

Passage 3 Who decides what a map should show

Spend about 20 minutes on Questions 27-40.

A

A map offers a view of the world that is useful partly because it leaves things out. A walking map might emphasise paths and steep slopes, while a freight map highlights road restrictions and loading access. Neither is a complete miniature of the territory. The writer argues that the central question is therefore not whether a map is selective, since all maps are, but whether its selections suit the decisions people will make with it. Problems arise when an apparently neutral image conceals a particular purpose or encourages users to assume that unshown features do not exist.

B

Scale imposes one practical limit. A small map covering an entire region cannot show every bench, doorway and narrow passage clearly. Cartographers simplify shapes, combine nearby features and choose symbols that remain readable. These decisions involve judgement. Making a minor road thicker can improve visibility while exaggerating its importance; omitting it can make a settlement appear inaccessible. A map's visual clarity is therefore not independent of its message. The design should help users understand the relevant relationships without allowing a readable symbol to create an unreasonable impression of physical size or significance.

C

Categories introduce another form of selection. A land-use map may label an area residential even though it contains workshops, shops and community gardens. The category can be useful for a regional overview, but misleading for someone seeking a local repair business. Boundaries can also appear more definite than the conditions they describe. A neighbourhood may change gradually, while the map represents it with a sharp line. This does not mean categories should be abandoned. It means users should know how they were defined and whether a different question requires a more detailed or differently organised description.

D

Missing data are especially easy to misread. On a map of reported street flooding, an empty area might have experienced no floods, or residents might lack an easy reporting channel. A district with an active reporting campaign can appear worse than a district where similar problems go unrecorded. The map accurately displays reports but may not accurately display underlying risk. Adding information about collection methods can help users distinguish those claims. Where decisions have serious consequences, a direct check or additional source may be needed before resources are allocated solely on the basis of visible concentrations.

E

Digital route planners add recommendations to representation. The 'best' route depends on the criteria being optimised: speed, distance, step-free access or some combination. A route acceptable to a fit walker may be unsuitable for someone pushing a wheelchair. If a planner does not have reliable information about kerbs or surface conditions, it should not imply that absence of a warning guarantees access. Useful design allows people to state relevant needs and shows uncertainty where information is incomplete. It should also explain important trade-offs, rather than presenting one recommended line as universally preferable.

F

Community mapping can reveal features missing from official records, such as informal paths or places valued for social reasons. But participation itself is uneven. Residents with time, technical confidence or strong opinions may contribute more than others. A large number of contributions does not automatically mean that every group is represented. Organisers may need interviews, accessible workshops and opportunities for people to disagree with existing labels. The value of participation lies not in treating every submitted point as unquestionable truth, but in broadening the evidence and making choices available for discussion.

G

The writer favours maps that make their purpose and limits legible. A user should be able to discover when data were collected, what a category means and which relevant information is missing. Excessive annotation can make a map unusable, so not every detail belongs on its main surface. Supporting explanations can carry some of that burden. The goal is informed use rather than total completeness. A good map does not show everything; it helps the intended user make a particular judgement while reducing the chance that its silences will be mistaken for facts. This standard applies to printed and digital maps alike. A paper map can include a short explanation of its scope, while a digital tool can provide accessible supporting detail without filling the main display. In either case, the information should be available when users need it, rather than hidden behind specialist language. Transparency is useful when it improves judgement, not merely when it allows a producer to claim that a warning existed somewhere in the documentation.

Passage 3 Questions 27 to 40

Questions 27-32. Do the statements agree with the views of the writer? Write YES, NO or NOT GIVEN.

27. A map can avoid making any selection of information. _____

28. Readable symbols can influence perceived importance. _____

29. Land-use categories should always be abandoned. _____

30. A map of reports may differ from a map of actual risk. _____

31. A large number of contributions guarantees equal representation. _____

32. Community maps are usually updated more frequently than official maps. _____

Questions 33-36. Choose the correct letter A, B, C or D.

33. Why does the writer contrast walking and freight maps?
A To argue that freight maps are more accurate in every respect
B To show that purpose determines relevant information
C To establish that all users need identical detail
D To recommend removing roads from walking maps _____

34. What can make neighbourhood boundaries misleading?
A They may show a sharp division where change is gradual.
B They always contain every small business.
C They prevent regional overviews.
D They show no categories at all. _____

35. What should a route planner do when access information is incomplete?
A Promise that every route is accessible
B Optimise only for the fastest walker
C Hide all possible alternatives
D Make the uncertainty visible _____

36. What is a useful aim of community participation?
A Replacing all evidence with the loudest opinion
B Accepting every point without checking
C Broadening evidence and opening choices to discussion
D Removing the need for accessible workshops _____

Questions 37-40. Complete the sentences. Choose ONE WORD ONLY from the passage for each answer.

37. A map's clear appearance is not independent of its _____.

38. Reports may be absent because residents lack a reporting _____.

39. Route recommendations depend on the _____ being optimised.

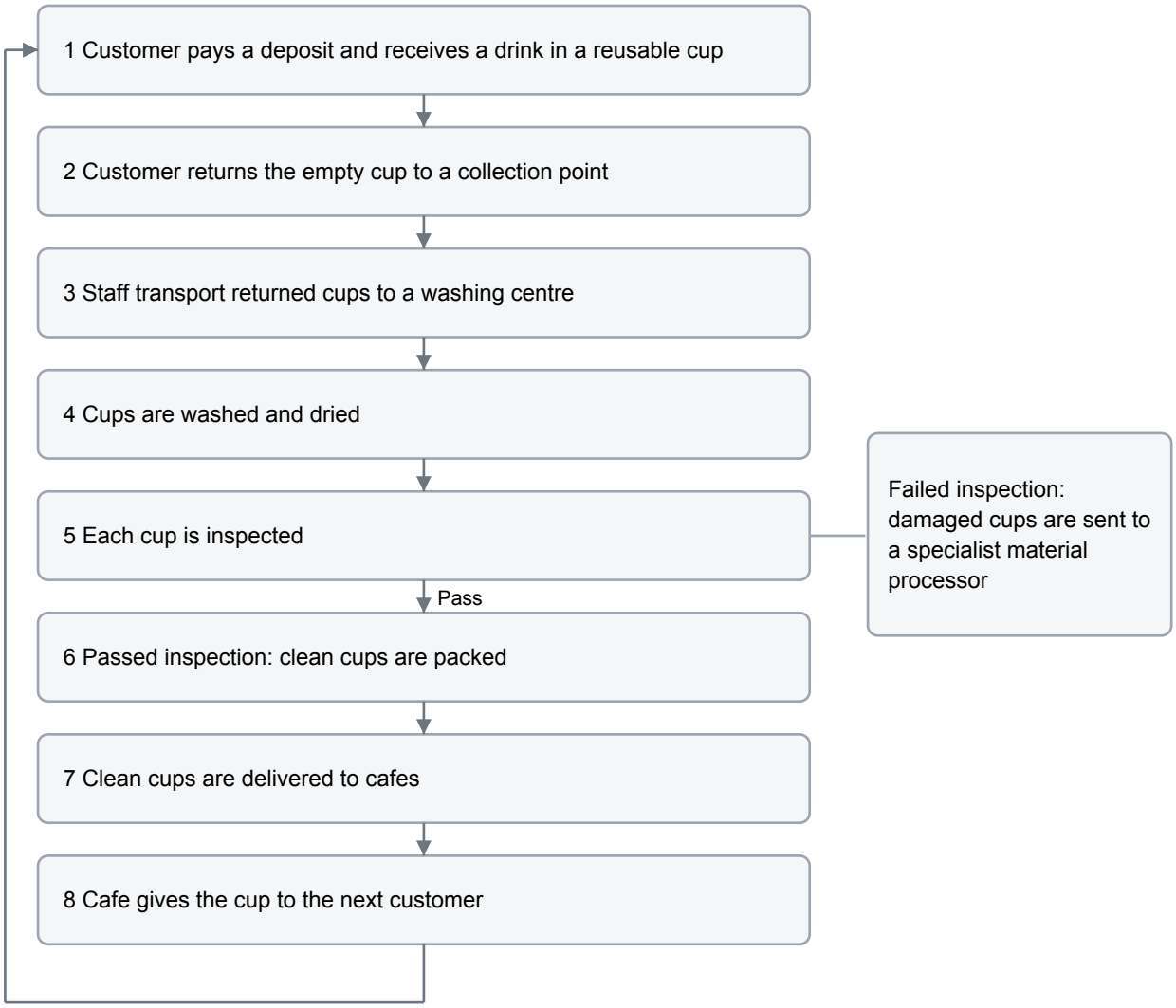
40. Details can be provided through supporting _____ rather than on the map surface.

Test 4 Writing

Task 1

Spend about 20 minutes on this task. Write at least 150 words.

The diagram shows how a fictional university operates its shared reusable cup service. It includes the route taken by cups rejected during inspection.



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

Write your answer on separate lined paper. Do not invent reasons for trends or add steps not shown in the diagram.

Test 4 Writing Task 2

Spend about 40 minutes on this task. Write at least 250 words.

Digital maps and navigation apps have made learning to read traditional maps unnecessary. Do you agree or disagree?

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

Write your answer on separate lined paper. Develop a clear position and support the main ideas.

Test 4 Speaking

11 to 14 minutes with an interviewer

Part 1 Introduction and interview

Answer questions about yourself and familiar subjects for 4 to 5 minutes.

Technology

What technology do you use most often?

Is there an app you find especially useful?

Do you enjoy learning to use new devices?

When do you prefer doing something without technology?

Journeys

Do you like visiting unfamiliar places?

How do you prepare for a journey?

Have you ever taken the wrong route?

Do you prefer travelling alone or with someone?

Places from the past

Is there a historic building you know well?

Did you enjoy visiting museums as a child?

Do you keep objects that remind you of the past?

Would you like to learn more about local history?

Test 4 Speaking Part 2

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

Describe a journey during which you had to change your plans.

You should say:

• where you intended to go

• who you were travelling with

• what caused the change

and explain how you dealt with the situation.

Notes

_____

_____

_____

_____

Brief follow-up question: Would you make the same journey again?

Part 3 Discussion

Discuss related ideas for 4 to 5 minutes. Give reasons and examples.

Travel decisions

How has technology changed the way people plan journeys?

Why do some travellers prefer flexible plans?

What information should transport services provide during disruption?

Reliance on technology

Can navigation apps make people less independent?

Should schools still teach map reading?

How should an app communicate information that may be inaccurate?

Reusable answer grid

Copy or print this page for each Listening or Reading section.

Test number _____ Skill _____ Date _____

Q	Answer	Q	Answer
1	_____	21	_____
2	_____	22	_____
3	_____	23	_____
4	_____	24	_____
5	_____	25	_____
6	_____	26	_____
7	_____	27	_____
8	_____	28	_____
9	_____	29	_____
10	_____	30	_____
11	_____	31	_____
12	_____	32	_____
13	_____	33	_____
14	_____	34	_____
15	_____	35	_____
16	_____	36	_____
17	_____	37	_____
18	_____	38	_____
19	_____	39	_____
20	_____	40	_____

Raw score _____ / 40 Main question types to review _____