

Introduction

Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge University Press & Assessment. They are the perfect way to practise - EXACTLY like the real exam.

Why are they unique?

All our authentic practice tests go through the same design process as the IELTS test. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can take these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

Further information

IELTS is jointly managed by the British Council, IDP: IELTS Australia and Cambridge University Press & Assessment. Further information can be found on the IELTS official website at ielts.org.

WHAT IS THE TEST FORMAT?

IELTS consists of four components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

Academic	General Training
For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.	For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study below degree level.

The test components are taken in the following order:

Listening		
4 parts, 40 items, approximately 30 minutes		
Academic Reading	or	General Training Reading
3 sections, 40 items 60 minutes		3 sections, 40 items 60 minutes
Academic Writing	or	General Training Writing
2 tasks 60 minutes		2 tasks 60 minutes
Speaking		
11 to 14 minutes		
Total (Maximum) Test Time		
2 hours 44 minutes		

GENERAL TRAINING TEST FORMAT

Listening

This test consists of four parts, each with ten questions. The first two parts are concerned with social needs. The first part is a conversation between two speakers and the second part is a monologue. The final two parts are concerned with situations related to educational or training contexts. The third part is a conversation between up to four people and the fourth part is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flowchart completion, summary completion, sentence completion and short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Reading

This test consists of 3 sections with 40 questions. The texts are taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the work context and involves texts containing more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying the writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence

Introduction

completion, summary completion, note completion, table completion, flowchart completion, diagram-label completion and short-answer questions.

Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

In Task 1, candidates are asked to respond to a given situation with a letter requesting information or explaining the situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2, candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style. More information on assessing the Writing test, including Writing assessment criteria (public version), is available at ielts.org.

Speaking

This test takes between 11 and 14 minutes and is conducted by a trained examiner. There are three parts:

Part 1

The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

Part 2

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two questions on the same topic.

Part 3

The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking assessment criteria (public version), is available at ielts.org.

HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English-language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

- 9 Expert user** – *Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.*
- 8 Very good user** – *Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.*
- 7 Good user** – *Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.*
- 6 Competent user** – *Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.*
- 5 Modest user** – *Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.*
- 4 Limited user** – *Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.*
- 3 Extremely limited user** – *Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.*
- 2 Intermittent user** – *Has great difficulty understanding spoken and written English.*
- 1 Non-user** – *Essentially has no ability to use the language beyond possibly a few isolated words.*
- 0 Did not attempt the test** – *Did not answer the questions.*

MARKING THE PRACTICE TESTS

Listening and Reading

The answer keys are on pages 123–130.

Each question in the Listening and Reading tests is worth one mark.

Questions which require letter / Roman numeral answers

For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral, you should write only one answer. If you have written more letters or numerals than are required, the answer must be marked wrong.

Questions which require answers in the form of words or numbers

- Answers may be written in upper or lower case.
- Words in brackets are *optional* – they are correct, but not necessary.
- Alternative answers are separated by a slash (/).
- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this. For example, if a question specifies an answer using **NO MORE THAN THREE WORDS** and the correct answer is 'black leather coat', the answer 'coat of black leather' is *incorrect*.
- In questions where you are expected to complete a gap, you should only transfer the necessary missing word(s) onto the answer sheet. For example, to complete 'in the ...', where the correct answer is 'morning', the answer 'in the morning' would be *incorrect*.
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the answer key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the answer key.

Writing

The sample answers are on pages 131–139. It is not possible for you to give yourself a mark for the Writing tasks. We have provided high-level model answers written by examiners, with commentaries. Additional sample and model answers can be downloaded from the Resource Bank. These sample and model answers will give you an insight into what is required for the Writing test.

HOW SHOULD YOU INTERPRET YOUR SCORES?

At the end of each Listening and Reading answer key you will find a chart which will help you assess whether, on the basis of your practice test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Band Score for each component in order to determine whether you have the language skills needed for a particular course of study or work environment. For example, if you are applying for a course which involves a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests, you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component, but not in others, you will have to decide for yourself whether you are ready to take the test.

The practice tests have been checked to ensure that they are the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the practice tests will be reflected in the real IELTS test. The practice tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

Test 1

LISTENING

PART 1 Questions 1–10

Complete the notes below.

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

Transport survey

Name: Sadie Jones
Year of birth: 1991
Postcode: 1

Travelling by bus
Date of bus journey: 2
Reason for trip: shopping and visit to the 3
Travelled by bus because cost of 4 too high
Got on bus at 5 Street
Complaints about bus service:
= bus today was 6
= frequency of buses in the 7

Travelling by car
Goes to the 8 by car

Travelling by bicycle
Dislikes travelling by bike in the city centre because of the 9
Doesn't own a bike because of a lack of 10

PART 2 Questions 11–20

Questions 11–13

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

Becoming a volunteer for ACE

- 11** Why does the speaker apologise about the seats?
- A** They are too small.
 - B** There are not enough of them.
 - C** Some of them are very close together.
- 12** What does the speaker say about the age of volunteers?
- A** The age of volunteers is less important than other factors.
 - B** Young volunteers are less reliable than older ones.
 - C** Most volunteers are about 60 years old.
- 13** What does the speaker say about training?
- A** It is continuous.
 - B** It is conducted by a manager.
 - C** It takes place online.

Questions 14 and 15

Choose **TWO** letters, **A–E**.

Which **TWO** issues does the speaker ask the audience to consider before they apply to be volunteers?

- A** their financial situation
- B** their level of commitment
- C** their work experience
- D** their ambition
- E** their availability

Test 1

Questions 16–20

What does the speaker suggest would be helpful for each of the following areas of voluntary work?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 16–20.

- Helpful things volunteers might offer**
- A** experience on stage
 - B** original, new ideas
 - C** parenting skills
 - D** an understanding of food and diet
 - E** retail experience
 - F** a good memory
 - G** a good level of fitness

Area of voluntary work

- 16** Fundraising
- 17** Litter collection
- 18** 'Playmates'
- 19** Story club
- 20** First aid

PART 3 Questions 21–30*Questions 21–26*

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

Talk on jobs in fashion design

- 21** What problem did Chantal have at the start of the talk?
- A** Her view of the speaker was blocked.
 - B** She was unable to find an empty seat.
 - C** The students next to her were talking.
- 22** What were Hugo and Chantal surprised to hear about the job market?
- A** It has become more competitive than it used to be.
 - B** There is more variety in it than they had realised.
 - C** Some areas of it are more exciting than others.
- 23** Hugo and Chantal agree that the speaker's message was
- A** unfair to them at times.
 - B** hard for them to follow.
 - C** critical of the industry.
- 24** What do Hugo and Chantal criticise about their school careers advice?
- A** when they received the advice
 - B** how much advice was given
 - C** who gave the advice
- 25** When discussing their future, Hugo and Chantal disagree on
- A** which is the best career in fashion.
 - B** when to choose a career in fashion.
 - C** why they would like a career in fashion.
- 26** How does Hugo feel about being an unpaid assistant?
- A** He is realistic about the practice.
 - B** He feels the practice is dishonest.
 - C** He thinks others want to change the practice.

Test 1

Questions 27 and 28

Choose **TWO** letters, **A–E**.

Which **TWO** mistakes did the speaker admit she made in her first job?

- A** being dishonest to her employer
- B** paying too much attention to how she looked
- C** expecting to become well known
- D** trying to earn a lot of money
- E** openly disliking her client

Questions 29 and 30

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of retail information do Hugo and Chantal agree would be useful?

- A** the reasons people return fashion items
- B** how much time people have to shop for clothes
- C** fashion designs people want but can't find
- D** the best time of year for fashion buying
- E** the most popular fashion sizes

PART 4 Questions 31–40

Complete the notes below.

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

Elephant translocation

Reasons for overpopulation at Majete National Park

- strict enforcement of anti-poaching laws
- successful breeding

Problems caused by elephant overpopulation

- greater competition, causing hunger for elephants
- damage to **31** in the park

The translocation process

- a suitable group of elephants from the same **32** was selected
- vets and park staff made use of **33** to help guide the elephants into an open plain
- elephants were immobilised with tranquilisers
 - this process had to be completed quickly to reduce **34**
 - elephants had to be turned on their **35** to avoid damage to their lungs
 - elephants' **36** had to be monitored constantly
 - tracking devices were fitted to the matriarchs
 - data including the size of their tusks and **37** was taken
- elephants were taken by truck to their new reserve

Advantages of translocation at Nkhotakota Wildlife Park

- **38** opportunities
- a reduction in the number of poachers and **39**
- an example of conservation that other parks can follow
- an increase in **40** as a contributor to GDP

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

What to do if your clothes have been lost or damaged by a dry cleaner

Dry cleaners are legally required to take reasonable care of anything left with them. You can claim compensation if your belongings are damaged or lost while in their care.

Even if the dry cleaning company has a sign saying they aren't responsible for items left with them, this isn't necessarily true. They can't opt out of this responsibility just by putting up a sign.

As soon as you realise there's a problem, contact them and explain the situation. They might offer you compensation straight away. If they don't, you should ask them to either cover the cost of repairing the item or to pay for a replacement (if it can't be repaired).

If they have to pay the cost of replacing a damaged or lost item, the maximum they're obliged to offer you is the value of the item when it was left with them, not what it would cost to replace as new. You'll probably be asked to provide evidence of how much it originally cost – for example, a receipt. The dry cleaner can then offer you a reduced amount depending on the condition of the item – you'll have to negotiate the cost with them.

If the dry cleaner is part of a national chain, you could get in touch with the customer services department of their head office and make the complaint to them directly.

If the dry cleaner refuses to compensate you or they offer you too little, try the following steps:

- If the dry cleaner is a member of a trade association such as the UK Fashion and Textile Association, you can pass your complaint to them and they may be able to help you.
- You could get an independent organisation to look at your issue and produce a report, but this could be expensive (often around £100).

If you've tried the options above and are still unhappy with the outcome, you could take your case to court. There's a time limit for going to court – from when you took the item to the dry cleaner, you have up to six years.

Questions 1–7

Do the following statements agree with the information given in the text on page 16?

In boxes 1–7 on your answer sheet, write

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

- 1 Dry cleaners are generally responsible for items left with them, even if there's a sign saying the opposite.
- 2 If the dry cleaner loses an item belonging to you, they should give you enough money to buy a completely new one.
- 3 If you have the receipt for a damaged item, the company should refund the amount you originally paid for it.
- 4 It may be possible to get support for your complaint from a dry cleaners' trade association.
- 5 If you're offered too little compensation, you can request a free report from an independent organisation.
- 6 Most people who take a case about a dry-cleaning company to court are satisfied with the outcome.
- 7 If an item was lost or damaged nine months ago, you can still take the dry cleaner to court.

Test 1

Read the text below and answer Questions 8–14.

Groups for readers and writers

A Teenvision

This is a reading group for teens aged 12–16 which meets on the last Thursday of the month. We are a friendly group, with everybody keen to talk about what we've enjoyed reading recently and make suggestions on what we should read next. We are massive fans of action, fantasy and adventure but we try to include a mix of genres in our choices.

B Creative writing workshops

Would you like to share your writing with others and hear their constructive suggestions for how to improve it? Have you got a book inside you but need the inspiration to get started? Build your confidence to begin formulating ideas for storylines and characters at our regular workshops. Open to all – beginners and established writers.

C Books for now

We meet on the second and fourth Mondays of each month in members' homes. The group is open to men and women who enjoy discussing the themes and issues found in science fiction novels. Our books are usually those written from the 1960s onwards and include feminist science fiction, cyberpunk and scientific romance.

D Readers' book group

This is an open group for parents at the library, and toddlers are welcome to come along and play in the children's library while the meeting is taking place. The group reads mainly fiction of different genres. Books are supplied by the library. Anyone is welcome – have a look at our website to see what the book is for the next meeting.

E The book club

Every month members of this group read a fabulous business book which is then discussed when we meet. At our meetings you'll have the chance to network with other members – all like-minded businesswomen – in a relaxed environment. There will be lots of ideas to discuss, as well as refreshments and lots of fun!

F Poetry writing group

A writing group for young poets aged between 12 and 18 at the library. You will explore how to power up your imagination, and your poems will be displayed in the library and online. The group meets fortnightly on Saturdays from 12 p.m. to 2 p.m. The group is currently full but anyone interested is welcome to join the membership waiting list.

Questions 8–14

The text on page 18 has six paragraphs, **A–F**.

Which paragraph mentions the following?

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

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

- 8** Members of this group share ideas for the books they would like to read.
- 9** It isn't possible for any new members to join this group at present.
- 10** You can get feedback on your own work from other members of this group.
- 11** This group focuses on stories belonging to just one genre.
- 12** Work produced by members of this group will be available to the public.
- 13** This group doesn't read or write either poetry or fiction.
- 14** This group would suit someone who thinks they could write a book.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–22.

Mechanical lifting equipment

If some simple precautions are taken, lifting equipment that is essential for construction and engineering projects can be used safely. Forklift trucks, lifting trolleys, mobile and fixed cranes and all their parts are classed as lifting equipment.

All equipment used for lifting or moving heavy loads should be properly constructed. For example, equipment bearing a CE mark has been constructed to international standards. In addition, equipment that meets these standards will have documented instructions for tests that should be adhered to prior to using the equipment. Certain types of machinery, such as cranes, must be inspected by a qualified engineer on a six-monthly basis.

For operations that use cranes, a formal lift plan must be prepared. Lift plans are a type of risk assessment, whereby the possible dangers of the operation are carefully calculated, and control measures are identified and put in place. Before any lift proceeds, the plan should be talked over with the lifting crew during what is often referred to as a 'Tool Box Talk' (TBT). This is an important opportunity for them to ask questions about their role in the operation.

When heavy loads are being moved around, there are some practical things that should be done to prevent accidents. Firstly, if a load needs to be moved where workers or members of the public are present, the area must have barriers or other means to ensure no one is allowed to walk under the load while it is moving. Secondly, someone called a banksman should always be used when moving heavy loads by crane. As a crane driver often cannot see the load, especially during touch-down, this person tells him or her which way to move it.

It is very unusual for machinery such as cranes to fail. However, it is all too easy to ignore the importance of the secondary equipment. This refers to those items that are attached between the mechanical lifting machine and the load that is being lifted. Chains, slings, shackles and rigging are all examples of secondary lifting equipment, and it is perhaps surprising to note that most injuries occur due to faults or weaknesses in these items. It is essential that a six-monthly visual inspection is carried out to ensure there are no signs of wear or damage to the slings and shackles.

Questions 15–22

Complete the notes below.

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

Write your answers in boxes 15–22 on your answer sheet.

Lifting equipment

- must be manufactured well, e.g., have a **15** on it
- may need to undergo **16** before use
- may need a regular check by an **17**

Lift plans

- relevant to cranes
- used to establish and carry out **18** for any risks
- a **19** can be consulted during a 'Tool Box Talk'

Preventing accidents with heavy loads

- use objects such as **20** to make sure the load doesn't pass over anyone's head
- appoint a **21** to give verbal directions to the crane driver

Secondary lifting equipment (chains, slings, etc.)

- more likely to cause **22**

Test 1

Read the text below and answer Questions 23–27.

Dealing with customer complaints

When a customer complains, it is usually for a good reason. Here are some strategies that will help you handle a customer complaint in a smooth and professional manner.

When a customer presents you with a complaint, keep in mind that the issue is not personal. Aiming to win the confrontation accomplishes nothing. He or she has usually made a purchase that did not meet their expectations – a product, service, or maybe a combination of the two. A worker who remains in control of their emotions deals from a position of strength.

Let the customer say what they need to. Respond with phrases such as, 'Hmm', 'I see', and 'Tell me more'. Then be quiet. As the customer expresses their annoyance yet sees you are not reacting, he or she will begin to relax. The customer needs to do this before being able to hear your solution.

When the customer has calmed down and feels you have heard his or her side, start asking questions. Be careful not to give scripted replies but use this as an opportunity to start a genuine conversation, building a relationship of trust with your customer. To help you understand the situation, get as many details as possible.

Take charge of the situation and let the customer know what you are going to do to solve the problem. One thing to keep in mind is that you should know what you can and cannot do within the policy of the business you work for. The cost could be minimal – maybe a simple upgrade on the customer's next purchase or a small gift certificate. A simple gesture like this could result in a word-of-mouth recommendation to others, while making a promise you cannot commit to will only set you back.

Questions 23–27

Complete the table below.

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

Write your answers in boxes 23–27 on your answer sheet.

Strategies for dealing with customer complaints		
Strategy	Your approach	The customer ...
Stay calm	<ul style="list-style-type: none"> Remember it is not a direct attack on you. Do not try to 23 the argument. 	<ul style="list-style-type: none"> usually had 24 that were not fulfilled.
Listen well	<ul style="list-style-type: none"> Use short phrases in reply. 	<ul style="list-style-type: none"> cannot recognise a 25 until calm.
Get the facts	<ul style="list-style-type: none"> Ask questions and begin a proper conversation. 	<ul style="list-style-type: none"> will start to trust you.
Suggest action	<ul style="list-style-type: none"> Be sure of your company's 26 on complaints. 	<ul style="list-style-type: none"> may well make a verbal 27 in future.

SECTION 3 Questions 28–40

Read the text on pages 25 and 26 and answer Questions 28–40.

Questions 28–33

The text on pages 25 and 26 has six sections, **A–F**.

Choose the correct heading for each section from the list of headings below.

Write the correct number, **i–viii**, in boxes 28–33 on your answer sheet.

List of Headings

- i** An enterprise arising from success in other countries
- ii** The hope that storks will inspire a range of emotions and actions
- iii** Support from some organisations but not from others
- iv** Finding new types of habitat
- v** Opposition from the general public
- vi** A sign of hope in difficult times
- vii** Creatures which represent both joy and opposition
- viii** Storks causing delight and the revival of public events

28 Section **A**

29 Section **B**

30 Section **C**

31 Section **D**

32 Section **E**

33 Section **F**

White storks back in Britain after hundreds of years

These beautiful birds could be about to become a feature of the British landscape again

- A** The last definitive record of a pair of white storks successfully breeding in Britain was in 1416, from a nest on St Giles Cathedral in Edinburgh. No one knows why storks disappeared from our shores. They often featured on the menus of medieval banquets so we might, quite simply, have consumed them all. But there could be a more ominous reason. Storks are migrants arriving after the end of winter, nesting on rooftops and happily associating with humans, and because of this they have long been a symbol of hope and new life. Yet their association with rebirth also meant they became a symbol of rebellion. Shortly after the restoration of King Charles II in 1660, while storks were rare but surviving, parliament debated putting greater effort into destroying them entirely for fear they might inspire republicanism. Today, fortunately, that notion has disappeared and the stork retains its association with new life, appearing on cards given to celebrate the arrival of a new child, as a bird carrying a baby in a sling held in its beak.
- B** So, after such a long absence, there was great excitement when in April of this year a pair of white storks built an untidy nest of sticks in the top branches of a huge oak in the middle of our rewilding project at Knepp Estate in West Sussex. Drone footage, taken before the pair started sitting on them, showed three large eggs. The fact that they were infertile and did not hatch was not too disappointing. The pair are only four years old, and storks can live to over thirty, with their first attempts to breed often failing. Prospects for next year are encouraging. These young storks are part of a project to return the species to Britain, inspired by reintroductions in European countries that more than reached their target. Imported from Poland, they have spent the best part of three years in a six-acre pen with a group of other juveniles and several injured, non-flying adults, also from Poland. Other birds have already shown strong loyalty to the site. Two years ago, a young bird from Knepp flew across the Channel to France and, this summer, returned to its companions.
- C** In the face of reports of unrelenting ecological loss (the UN estimates a million species are on the brink of extinction globally), the white stork's return is refreshing news. As tens of thousands of people demonstrate about the growing climate crisis and eco-anxiety besets us, these glimpses of restoration are important. Featuring the storks in BBC television's *Springwatch* in June, the ecologist Chris Packham described the project as 'imaginative, intelligent, progressive and practical'.
- D** And yet its path to restoration in the UK has not been smooth. Support from conservation bodies has been surprisingly difficult to obtain; some were hard-pressed with their own initiatives, while others were simply reluctant to stick their necks out. In addition, the committee of the Sussex Wildlife Trust raised doubts

Test 1

about the stork ever having been a British bird. They also had concerns that English-bred birds would migrate across the Channel, and feared that their messy nests and closeness to humans would cause a hazard – rubbish falling down people's chimneys.

So how has the reintroduction project managed to get going? What makes it in some ways special is that it has had to rely on private individuals actually building the introduction pens themselves and feeding the birds at their own expense. The expertise of tiny yet determined conservation charities such as the Roy Dennis Wildlife Foundation – responsible for the successful reintroductions of ospreys and white-tailed eagles to Britain – has been very welcome. And the support of Cotswold Wildlife Park, which quarantined the original Polish birds and continues to manage and cover the costs of the captive-breeding programme using its own well-trained staff and excellent facilities, has proved invaluable.

- E** Across Europe, as stork populations have suffered from the draining of wetlands and disappearance of insect-rich pastures and meadows, their loss has been felt deeply. A few years ago, a tearful old woman in a village in Belarus showed me the nest on her roof, empty of storks for the first time in living memory. Where storks have been reintroduced, they are greeted with great happiness and some historical stork festivals have been restored. The Spanish erect poles for nests along their motorways, and in Alsace householders install cartwheels for storks to build nests on their roofs. During a cold snap in Bulgaria last March, villagers even gave white storks access to their homes.
- F** A driving motivation behind the project in the UK is the aspiration that the storks' return will spark feelings of empathy and affection from townspeople who see their nests on rooftops. They might also encourage the public to feel worried about the wider area where they fly off to feed on earthworms, grasshoppers and frogs. White storks could be that charismatic species that connects urban communities directly with landscape restoration. Certainly, people once loved them here. The name of our local village, Storrington, was originally 'Estorcheton' or 'home of the storks'. The public response has been overwhelming, with crowds coming to see white storks flying free in England for the first time in hundreds of years, and private landowners queuing up to offer more introduction sites.

The flight of the white stork over Britain is the triumph of practical action over bureaucracy, self-interest and negativity.

Questions 34–37

Complete the summary below.

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

Write your answers in boxes 34–37 on your answer sheet.

Project to reintroduce white storks at Knepp Estate

Last spring, two white storks were observed nesting at Knepp Estate, putting **34** together high up in a large oak tree. The female laid three eggs, which unfortunately proved to be **35** However, this was not surprising for such young storks. Naturalists believe they are likely to breed successfully in the future.

These two storks were bred in **36** and, after arriving in the UK, were kept for several years together with a few fully mature storks and some fellow juveniles before being released at Knepp. It appears that other storks are developing a sense of **37** to their new home. One left Knepp for a year, only to fly back to be with the group again.

Test 1

Questions 38–40

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

Write the correct letter in boxes 38–40 on your answer sheet.

- 38** In Section A, we learn that in the past people thought white storks
- A** represented the deep snow and cold days of winter.
 - B** had the power to ensure that babies were born safely.
 - C** were a speciality that only the very rich were allowed to eat.
 - D** might be used to encourage people to get rid of the monarchy.
- 39** The Sussex Wildlife Trust committee was unwilling to support the storks because
- A** it thought there might not be any safe breeding places locally.
 - B** it worried whether they would survive in Britain long enough.
 - C** it was unsure that they were actually a native species.
 - D** it had too many other worthy projects to support.
- 40** What has been one effect of stork reintroductions in Europe?
- A** A variety of measures have been taken to create nesting sites.
 - B** Changes have been made to the routes of some major roads.
 - C** Special shelters have been made to protect the birds in bad weather.
 - D** Some people have strengthened their roofs to support the birds' weight.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Your English-speaking friend has asked for your help with a college project he/she is doing about celebrating New Year in different countries.

Write a letter to your friend. In your letter

- *say how important New Year is to people in your country*
- *describe how New Year is celebrated in your country*
- *explain what you like about New Year celebrations in your country*

Write at least 150 words.

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

Begin your letter as follows:

Dear

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people say that it is better to work for a large company than a small one.

Do you agree or disagree?

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Paying bills

- What kinds of bills do you have to pay?
- How do you usually pay your bills – in cash or by another method? [Why?]
- Have you ever forgotten to pay a bill? [Why/Why not?]
- Is there anything you could do to make your bills cheaper? [Why/Why not?]

PART 2

Describe some food or drink that you learned to prepare.

You should say:

**what food or drink you learned to prepare
when and where you learned to prepare this
how you learned to prepare this**

**and explain how you felt about learning to prepare
this food or drink.**

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

PART 3

Discussion topics:

Young people and cooking

Example questions:

What kinds of things can children learn to cook?

Do you think it is important for children to learn to cook?

Do you think young people should learn to cook at home or at school?

Working as a chef

Example questions:

How enjoyable do you think it would be to work as a professional chef?

What skills does a person need to be a great chef?

How much influence do celebrity/TV chefs have on what ordinary people cook?