

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 3 sections, 40 items 60 minutes	or	General Training Reading 3 sections, 40 items 60 minutes
Academic Writing 2 tasks 60 minutes	or	General Training Writing 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 2

LISTENING

PART 1 Questions 1–10

Questions 1–5

Complete the notes below.

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

Working at Milo's Restaurants

Benefits

- 1 provided for all staff
- 2 during weekdays at all Milo's Restaurants
- 3 provided after midnight

Person specification

- must be prepared to work well in a team
- must care about maintaining a high standard of 4
- must have a qualification in 5

Questions 6–10

Complete the table below.

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

Location	Job title	Responsibilities include	Pay and conditions
6 Street	Breakfast supervisor	Checking portions, etc. are correct Making sure 7 is clean	Starting salary 8 £ per hour Start work at 5.30 a.m.
City Road	Junior chef	Supporting senior chefs Maintaining stock and organising 9	Annual salary £23,000 No work on a 10 once a month

PART 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.

What are the **TWO** main reasons why this site has been chosen for the housing development?

- A** It has suitable geographical features.
- B** There is easy access to local facilities.
- C** It has good connections with the airport.
- D** The land is of little agricultural value.
- E** It will be convenient for workers.

Questions 13 and 14

Choose **TWO** letters, **A–E**.

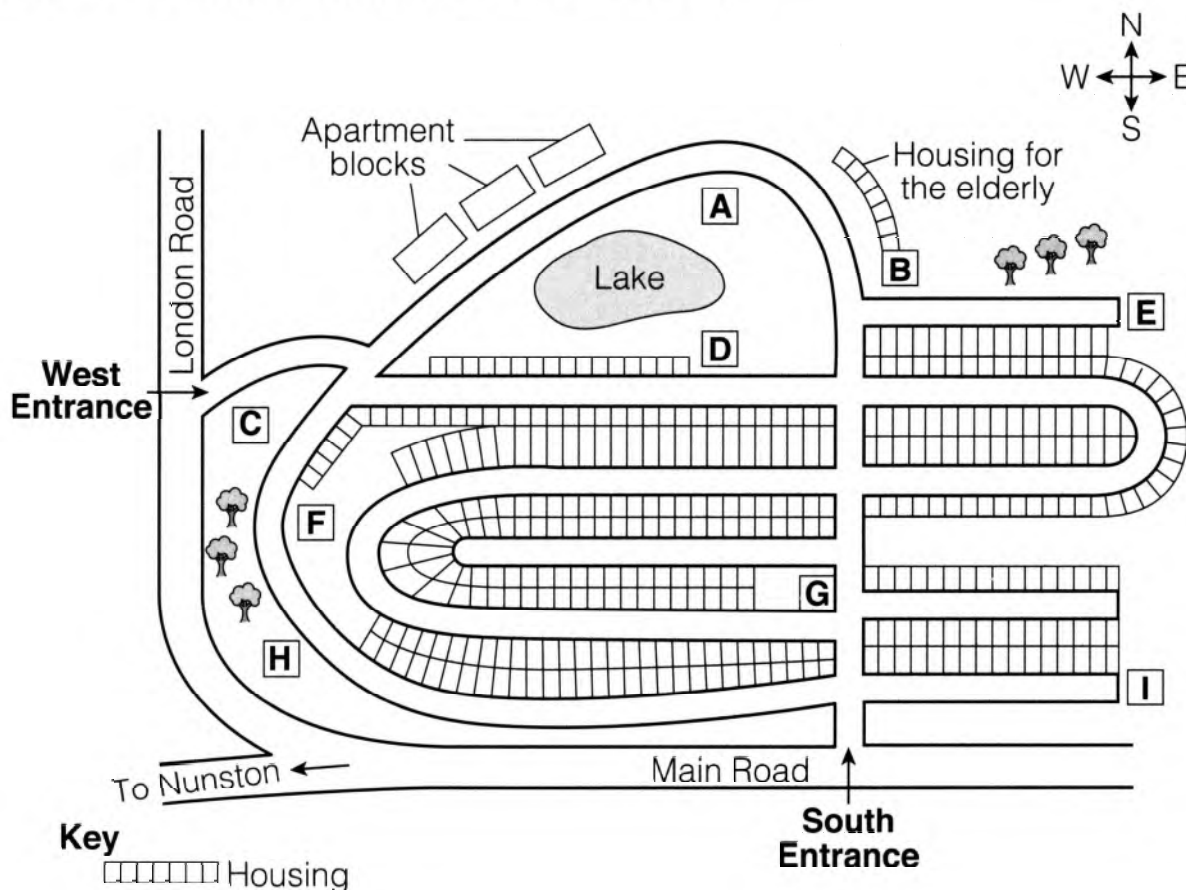
Which **TWO** aspects of the planned housing development have people given positive feedback about?

- A** the facilities for cyclists
- B** the impact on the environment
- C** the encouragement of good relations between residents
- D** the low cost of all the accommodation
- E** the rural location

Questions 15–20

Label the map below.

Write the correct letter, **A–I**, next to Questions 15–20.



- 15 School
- 16 Sports centre
- 17 Clinic
- 18 Community centre
- 19 Supermarket
- 20 Playground

PART 3 Questions 21–30

Questions 21–24

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

- 21** Why do the students think the Laki eruption of 1783 is so important?
- A** It was the most severe eruption in modern times.
 - B** It led to the formal study of volcanoes.
 - C** It had a profound effect on society.
- 22** What surprised Adam about observations made at the time?
- A** the number of places producing them
 - B** the contradictions in them
 - C** the lack of scientific data to support them
- 23** According to Michelle, what did the contemporary sources say about the Laki haze?
- A** People thought it was similar to ordinary fog.
 - B** It was associated with health issues.
 - C** It completely blocked out the sun for weeks.
- 24** Adam corrects Michelle when she claims that Benjamin Franklin
- A** came to the wrong conclusion about the cause of the haze.
 - B** was the first to identify the reason for the haze.
 - C** supported the opinions of other observers about the haze.

Questions 25 and 26

Choose **TWO** letters, **A–E**.

Which **TWO** issues following the Laki eruption surprised the students?

- A** how widespread the effects were
- B** how long-lasting the effects were
- C** the number of deaths it caused
- D** the speed at which the volcanic ash cloud spread
- E** how people ignored the warning signs

Questions 27–30

What comment do the students make about the impact of the Laki eruption on the following countries?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 27–30.

Comments	
A	This country suffered the most severe loss of life.
B	The impact on agriculture was predictable.
C	There was a significant increase in deaths of young people.
D	Animals suffered from a sickness.
E	This country saw the highest rise in food prices in the world.
F	It caused a particularly harsh winter.

Countries

- 27 Iceland
- 28 Egypt
- 29 UK
- 30 USA

PART 4 Questions 31–40

Complete the notes below.

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

Pockets

Reason for choice of subject

- They are **31** but can be overlooked by consumers and designers.

Pockets in men's clothes

- Men started to wear **32** in the 18th century.
- A **33** sewed pockets into the lining of the garments.
- The wearer could use the pockets for small items.
- Bigger pockets might be made for men who belonged to a certain type of **34**

Pockets in women's clothes

- Women's pockets were less **35** than men's.
- Women were very concerned about pickpockets.
- Pockets were produced in pairs using **36** to link them together.
- Pockets hung from the women's **37** under skirts and petticoats.
- Items such as **38** could be reached through a gap in the material.
- Pockets, of various sizes, stayed inside clothing for many decades.
- When dresses changed shape, hidden pockets had a negative effect on the **39** of women.
- Bags called 'pouches' became popular, before women carried a **40**

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

Choosing the best sleeping bag

When choosing a sleeping bag, check what seasons it's for, as well as how heavy it is if you're backpacking. Also think about the filling. Natural duck down is very warm, has a longer lifespan and is easier to pack up, while synthetic materials are easier to clean, and they dry quicker and are cheaper.

A Vango Fuse -12

This all-year-round sleeping bag combines natural duck down and a new synthetic fibre. The result is a bag that's warm and weighs 1.5kg. There's a water-resistant finish to protect it from moisture.

B Outwell Campion Lux Double Sleeping Bag

This double sleeping bag – which is suitable for all seasons except winter – is soft and cosy, and there's a handy pocket for essentials, located inside near the top. It also folds up remarkably small, given its size.

C Nordisk Oscar +10

At just 350g, this sleeping bag is remarkably light, and as it's synthetic, it's very easy to maintain. The pack size is just 13×20cm, which makes it ideal for backpacking. It will work perfectly for summer trekking.

D The Big Sleep 250GSM Single Cowl Sleeping

If you want a no-frills, budget sleeping bag that will last more than one summer, opt for this. It's soft, comfy and simple to wash. Give yourself a bit of time to fit it back in the bag, though. Use it for spring, summer and autumn.

E Jack Wolfskin Smoozip +3

We like the extra insulation in this sleeping bag around the areas that tend to feel the cold (head, chest and feet). And the hood is cosy enough to use as a pillow.

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F Vango Starwalker Dragon

This innovative, high-quality kids' sleeping bag enables you to undo some zips and turn it into a fun, animal-themed coat. Once your youngster is ready for bed, simply zip the bottom back on and zip up the shoulders. Suitable for between 8 and 20 degrees Celsius.

G Outwell Conqueror

This sleeping bag has an integrated down duvet and lots of space. What's more, it packs up compactly and is easy to get back in the bag. It's light but too big for a rucksack.

Questions 1–8

Look at the seven reviews of sleeping bags, **A–G**, on pages 39 and 40.

For which sleeping bag are the following statements true?

Write the correct letter, **A–G**, in boxes 1–8 on your answer sheet.

NB You may use any letter more than once.

- 1 This sleeping bag is not very easy to pack up.
- 2 People can use this sleeping bag in any season.
- 3 This sleeping bag has been designed to ensure certain parts of the body are warm.
- 4 This sleeping bag contains a useful storage area.
- 5 People who do not want to spend much on a sleeping bag will find this one suits their needs.
- 6 This sleeping bag can also keep the user warm during the daytime.
- 7 People who wish to avoid carrying heavy weights should try this sleeping bag.
- 8 This sleeping bag contains two different types of material.

Test 2

Read the text below and answer Questions 9–14.

The Spread the Word Life Writing Prize

We are delighted to announce The Spread the Word Life Writing Prize in association with Goldsmiths Writers' Centre.

Competition Rules

Entries should be original works of life writing of no more than 5,000 words. The word count will be checked and entries longer than 5,000 words will be disqualified. There is no minimum word count.

For the purposes of the Prize, Life Writing is defined as non-fiction and should be based on a significant portion from the author's own experience. Traditional biographies, where the piece is only about the experience of someone else, are excluded.

Writers only submit one entry each. Multiple entries by the same author will result in only the first entry being considered for the Prize and any additional entries disqualified. Writers who have previously won or been highly commended in the Life Writing Prize are excluded from entering; otherwise, previous entrants may submit.

Entries must be the original, previously unpublished work of the entrant. Graphic novel-style entries, where drawings or photographs accompany text, are welcome. Entries can be self-contained pieces of life writing, or the first 5,000 words of a longer piece of work.

The Life Writing Prize is open to writers aged over 18 and resident in the UK who are emerging writers, which means they have not previously published in print a full-length work. We define a full-length work as, for example, a complete work of fiction or non-fiction over 30,000 words.

Entries that are simultaneously submitted elsewhere are welcome – but please let us know as soon as possible if a piece is to be published elsewhere or has won another prize so we can disqualify it from the Life Writing Prize.

The winner will receive £1,500, publication on Spread the Word's website, two years' membership of the Royal Society of Literature, and a development meeting with an editor and an agent. Two highly commended entries will receive £500 and two mentoring sessions, a development meeting with an editor and an agent, and be published on the Spread the Word website.

Questions 9–14

Do the following statements agree with the information given in the text on page 42?

In boxes 9–14 on your answer sheet, write

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

- 9 Writers can submit an entry of fewer than 5,000 words for the Life Writing Prize.
- 10 Writers can choose to write about the life of a person they know.
- 11 People who have entered an earlier Life Writing competition without achieving any success may enter again.
- 12 Writers who are between 19 and 25 years old and in full-time education have won the prize in previous years.
- 13 Only one prize is awarded at the end of the Life Writing competition.
- 14 Previous winners of the Life Writing Prize have gone on to become successful published writers.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–21.

Encouraging employees to be healthy: a guide for employers

Benefits

Putting effort into employee wellness can reduce absenteeism and encourage better teamwork in the workplace, as well as increased productivity. Once you've devised a program, continue to assess the outcomes and regularly survey your team to gather feedback.

Focus on general prevention

Consider offering flu vaccinations on site and look at offering employees incentives on health insurance. Some companies arrange for someone who specialises in health issues, such as a doctor, to visit the workplace and speak to employees.

Encourage a healthier diet

Most of us know that eating healthily can help prevent future diseases, but many are not aware that unhealthy eating is linked to a 66 percent increased risk of loss of productivity. It may be necessary to consciously develop a healthy food and drink workplace policy, including a healthy catering policy. A simple thing to do is substitute soda in any on-site vending machines with water or juice. Also investigate the nutritional value of food supplied for team meetings and work events. Consider putting a bowl of fruit out in the staff room and urge everyone to help themselves for free. You can encourage employees to bring in healthy lunches from home by making sure that there is a fridge in the break room.

Encourage more exercise

Encouraging employees to exercise needn't be expensive as there are plenty of low-cost methods available. These might include: installing racks for bikes in your staff car park; encouraging employees to take part in fun runs and charity events; suggesting 'walking meetings' where people discuss business as they get fresh air and exercise; and putting in showers to assist those who ride or run to the workplace. Some companies negotiate group rates for their employees at a nearby gym.

Improve mental health

Recent reports have shown that ignoring mental health costs Australian companies at least \$11 billion a year. We all have a responsibility to look out for one another. Some ways you can do this in the workplace include: running employee surveys to get valuable information on morale in the workplace; training managers on mental health strategies; offering rebates so employees are compensated for counselling if required; and refusing to accept any bullying and unprofessional behaviour in your workplace.

Questions 15–21

Complete the notes below.

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

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

Encouraging employee health

Benefits

- improved efficiency
- less **15**

Preventing problems

- invite guests, e.g., a doctor, to give information
- provide vaccinations

Diet

- make healthier options available to replace **16**
- have healthy food at meetings
- offer **17** at no cost
- provide a **18** for staff use

Exercise

- provide somewhere for employees to leave their **19**
- provide **20** for workers who exercise

Mental health

- give managers appropriate training
- find out how employees feel at work by using **21**
- do not tolerate bullying or other inappropriate behaviour

Test 2

Read the text below and answer Questions 22–27.

Marama Beach Hotel and Bistro: guidelines for working in the kitchen

The health and well-being of customers and staff is our first priority, and we expect all staff to take every step possible to maintain food safety and work in a hygienic manner.

Hygiene

- Long hair must be tied back and no rings may be worn if touching food.
- The regulation chefs' shirts and trousers are to be freshly laundered before starting a new shift, along with aprons if they are worn.
- Cross-contamination between raw and cooked food must be avoided. To this end, staff must use a clean board each time they cut different types of food.
- Staff should not touch money and then food without washing their hands in between.
- In the case of illness or a skin problem, the staff member should inform the manager. Cuts on hands and arms must be properly wrapped or bandaged.

Safety rules

- All injuries must be reported to management immediately.
- Safety guards must not be altered in any way, and staff must always wear protective clothing and gloves when working with sharp, hot, cold or corrosive items or materials.
- Loose clothing or jewellery must not be worn.
- Defective appliances must be turned off and not used – staff must not try to fix them themselves.
- Heavy boxes should be lifted carefully with bent knees and a straight back, holding the box close to the body.
- Work areas should be clean and free of hazards.
- Spills on the floor must be dealt with immediately.
- Flammable liquids must be stored away from flames.
- If storing containers of chemicals in the kitchen, they must have clear labels, so as to avoid any confusion about the contents.

Breaks

Staff have 20 minutes of paid break time per 3 hours of work, during which time they may not leave the premises. Every staff member who works a shift exceeding 5 hours is entitled to a 30-minute unpaid break and free meals. However, please be aware that the kitchen may not always be able to provide this service, especially in peak times. Beverages kept in the storeroom may not be consumed by staff, but filtered water is provided free of charge in the staff room.

Test 2

Questions 22–27

Complete the sentences below.

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

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

- 22 Chefs' uniforms and must be washed for every shift.
- 23 Kitchen staff need to change the when they start chopping another kind of food.
- 24 All staff must make sure their hands are clean after handling
- 25 Workers in the kitchen should not attempt to repair
- 26 are required to identify any chemicals kept in the kitchen.
- 27 It is forbidden for kitchen staff to have drinks from the

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

A home-sewing revival: the return of Clothkits

In the 1970s, Clothkits revolutionised home sewing. Later, a woman from Sussex, England, revived the nostalgic brand and brought it up to date

- A** 'I can't remember many of the clothes I wore before I was six, but I have a vivid memory of a certain skirt whose patterns I can still trace in my mind. It was wraparound, with a belt that threaded through itself, decorated with cats in two shades of green. I wore it with a knitted red jersey my mum bought in a jumble sale, and brown sandals with flowers cut into the toes. It was 1979, and I was not yet five. I forgot about that skirt for a long time, but when a girlfriend mentioned the name Clothkits while we were chatting, it was as if a door suddenly opened on a moment in the past that resonated with vivid significance for me.' The brand, founded in 1968, had by the late 1980s mostly vanished from people's lives, but by a combination of determination and luck Kay Mawer brought it back.
- B** Clothkits was created by the designer Anne Kennedy, who came up with the ingenious idea of printing a pattern straight on to coloured fabric so that a paper pattern was not needed. It was accompanied by instructions that almost anyone could follow on how to cut the pieces out and sew them together. 'I was rebelling against the formulaic lines of textile design at that time,' Kennedy says. 'My interest was in folk art and clothes that were simple to make as I had lots of unfinished sewing disasters in my cupboard.' Clothkits has always embodied the spirit of the late 1960s and 1970s. Its initial design was a dress in a geometric stripe in orange, pink, turquoise and purple. It cost 25 shillings (£1.25), and after it was featured in the *Observer* newspaper, Kennedy received more than £2,000 worth of orders. She ran the company from Lewes in Sussex, where at its peak it employed more than 400 people, selling to 44 countries worldwide. Sew-your-own kits formed the core of the business, supplemented by knitwear. Kennedy's children demonstrated the patterns by wearing them in photographs.
- C** Kennedy sold the company in the late 1980s. There had been a few administrative problems with postal strikes and a new computer system, which back then took up an entire room, 'but the times were changing as well,' she says. 'More women were going out to work and sewing less for their children.' She sold the company to one of her suppliers, who then sold it on to Freeman's, which ran Clothkits alongside its own brand for a while, using Kennedy's impressive database, but its ethos as a big, corporate company did not sit well alongside the alternative and artistic values of Clothkits. In 1991, Clothkits was made dormant, and there the story might have ended, were it not for Mawer's fascination with discovering what happened to Clothkits.

Test 2

- D** Mawer's mother bought her a sewing machine when she was ten and taught her basic pattern-cutting and garment construction, encouraging her to experiment with colour and design by trial and error. The first garment Mawer made was a pair of trousers, which she made by tracing around an existing pair of trousers. In her late twenties, she spent five years working on digital and sculptural installations. 'It was an amazing, mind-expanding experience, but I knew it was unlikely I could make a living as a practising artist. I was definitely looking for a way that I could work in a creative industry with a commercial edge.' The experience inspired Mawer to return to education, studying for a degree in fine art at the University of Chichester. Her passion for vintage fabric, which her mother had encouraged her to start collecting, led her back to Clothkits, and from there to a journey into the heart of Freeman's. Negotiations with the company took 18 months, but in October 2007 Clothkits was hers.
- E** The ethos of Clothkits remains the same, and Mawer is proud that her fabric is printed either in London or the north of England, and that packaging is kept to an absolute minimum. 'I wanted to feel that everyone involved in the brand, from design to production, was part of a process I could witness. I couldn't see the point of manufacturing on the other side of the world, as that's not what Clothkits has ever been about.' The revival of Clothkits has also, of course, coincided with a growing sense of dissatisfaction at our disposable society, and the resulting resurgence of interest in skills such as sewing and knitting. 'Making your own clothes gives you a greater appreciation of the craftsmanship in the construction of a garment,' Mawer says. 'When you know the process involved in making a skirt, you treasure it in a way you wouldn't if you'd bought it from a mass-producing manufacturer.'

Questions 28–31

The text on pages 49 and 50 has five paragraphs, **A–E**.

Which paragraph mentions the following?

*Write the correct letter, **A–E**, in boxes 28–31 on your answer sheet.*

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

- 28** mention of Mawer's desire to oversee all the stages of her business
- 29** reference to changing employment patterns among the general population
- 30** the date when Clothkits was originally established as a product
- 31** the benefits of sewing a garment and then wearing it

Test 2

Questions 32–35

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

Write the correct letter in boxes 32–35 on your answer sheet.

- 32** In Paragraph A, the writer says that Kay Mawer was reminded about Clothkits by
- A** a shop she visited.
 - B** a purchase she made.
 - C** an outfit someone was wearing.
 - D** a conversation with someone she knew.
- 33** What does the reader learn about Clothkits in the 1960s and 1970s?
- A** Its designs represented the attitudes of the time.
 - B** Its products were only affordable for the wealthy.
 - C** Its creator tried many times to launch her company.
 - D** Its management was spread across numerous countries.
- 34** Why did Clothkits close in 1991?
- A** There were unexpected staffing problems.
 - B** The funding for sewing activities was inadequate.
 - C** Freeman's was an unsuitable partner.
 - D** Records on Kennedy's database were lost.
- 35** What point does the writer make in Paragraph E?
- A** Clothkits will reach more markets than in the past.
 - B** Clothkits will need bigger premises than in the past.
 - C** People are more concerned about throwing away items than in the past.
 - D** People do less sewing now than in the past.

Questions 36–40

Complete the summary below.

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

Write your answers in boxes 36–40 on your answer sheet.

The early days of Clothkits

Clothkits was started by a designer named Anne Kennedy. Her clothing company specialised in selling **36** with a pattern printed on it. This came with **37** , which meant that buyers were able to make their own garments.

The very first garment Anne Kennedy made was a multi-coloured striped dress with a **38** pattern. A **39** article led to many orders for this from around the world. As the company grew, she increased her workforce, and also sold **40** as part of her business. She exhibited her designs using her children as models.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You are soon going to spend three months doing work experience in an organisation.

Write a letter to the manager of the organisation where you are going to do work experience. In your letter

- ***thank the manager for the opportunity to do work experience***
- ***explain what you hope to learn from the work experience***
- ***ask some questions about the work experience you are going to do***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

When we meet someone for the first time, we generally decide very quickly what kind of person we think they are and if we like them or not.

Is this a good thing or a bad thing?

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

Science

- Did you like studying science when you were at school? [Why/Why not?]
- What do you remember about your science teachers at school?
- How interested are you in science now? [Why/Why not?]
- What do you think has been an important recent scientific development? [Why?]

PART 2

Describe a tourist attraction in your country that you would recommend.

You should say:

**what the tourist attraction is
where in your country this tourist attraction is
what visitors can see and do at this tourist attraction**

and explain why you would recommend this tourist attraction.

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:

Museums and art galleries

Example questions:

What are the most popular museums and art galleries in ... / where you live?

Do you believe that all museums and art galleries should be free?

What kinds of things make a museum or art gallery an interesting place to visit?

The holiday industry

Example questions:

Why, do you think, do some people book package holidays rather than travelling independently?

Would you say that large numbers of tourists cause problems for local people?

What sort of impact can large holiday resorts have on the environment?