IELTS Calling

Test preparation

Are you ready for the IELTS exam?

Student workbook · Two complete Academic-style practice tests
Listening · Reading · Writing · Speaking

Name: _____

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Band score guide 50

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How to use this workbook

Test format

Section	Content	Questions	Time
Listening	4 parts (recordings in the app)	40	about 30 min
Reading	3 passages	40	60 min
Writing	Task 1 (chart) + Task 2 (essay)	2 tasks	60 min (20 + 40)
Speaking	Part 1 interview · Part 2 cue card · Part 3 discussion	3 parts	11–14 min

• Listening: open the app and choose Practice Test 1 or 2 → Listening. Play the recording for each part (Part 1–4) and write your answers in this workbook or on the answer sheet. In the real test you hear each recording once.

• Reading: you have 60 minutes for the three passages and 40 questions. Write your answers on the Reading answer sheet.

• Writing: spend about 20 minutes on Task 1 (at least 150 words) and 40 minutes on Task 2 (at least 250 words). Use the lined pages, or type your answers in the app to see live estimated bands.

• Speaking: practise the questions aloud. In Part 2 you have 1 minute to prepare and then talk for up to 2 minutes. Record yourself in the app and use the speaking checklist.

• Check your Listening and Reading answers with the answer key. Each correct answer = 1 mark. Use the band score guide to change your raw score (0–40) into an estimated band.

• Do not read the listening scripts until you have finished and checked the Listening test.

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Practice Test 1

Listening

Play the Practice Test 1 Listening recordings in the app. There are four parts and 40 questions.

Part 1

Recording: Practice Test 1 → Listening → Part 1 (app file audio/t1_p1.mp3)
A man phones a community sports centre to ask about membership.

Questions 1–10

Complete the form below. Write ONE WORD AND/OR A NUMBER for each answer.

RIVERSIDE SPORTS CENTRE – Membership form

1. Surname: _____

2. Address: 27 _____ Lane

3. Postcode: _____

4. Type of membership: _____

5. Monthly cost: £ _____

6. Joining fee this month: £ _____

7. Bring a _____ to reception

8. Complete a _____ questionnaire

9. Quietest time: _____ mornings

10. Swimming coordinator: Ms _____

Part 2

Recording: Practice Test 1 → Listening → Part 2 (app file audio/t1_p2.mp3)
A guide speaks to visitors at the start of a tour of Ashbourne Wetland Reserve.

Questions 11–15

Choose the correct letter, A, B or C.

11. The reserve was originally

- **A** farmland.
- **B** a gravel works.
- **C** a reservoir.

12. At this time of year visitors are most likely to see

- **A** nesting ducks.
- **B** otters.
- **C** geese.

13. Which rule applies on the reserve?

- **A** Dogs must be kept on a lead.
- **B** Bikes may only be used on the main track.
- **C** Visitors may feed birds with seed.

14. Most of the reserve's money comes from

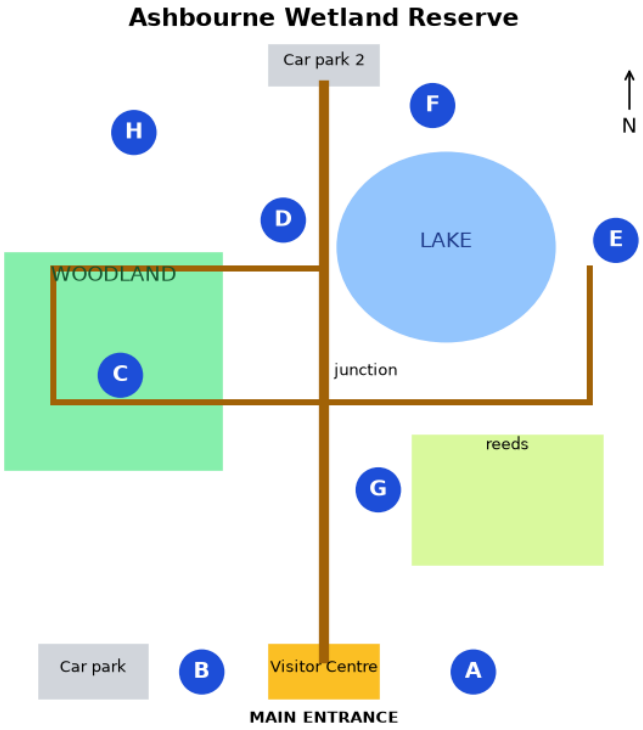
- **A** members.
- **B** the local council.
- **C** the café.

15. The reserve most needs volunteers to

- **A** cut reeds.
- **B** guide school groups.
- **C** work in the café.

Questions 16–20

Label the map below. Write the correct letter, A–H, next to Questions 16–20.



16. Café _____

17. Lake Hide _____

18. Children's Play Area _____

19. Picnic area _____

20. Reed Bed Boardwalk _____

Part 3

Recording: Practice Test 1 → Listening → Part 3 (app file audio/t1_p3.mp3)
Two students, Amira and Tom, discuss their geography project on bees in cities with their tutor.

Questions 21–25

Choose the correct letter, A, B or C.

21. Why did the students change the focus of their project?

- **A** Travelling would take too much time.
- **B** The countryside had too few bees.
- **C** Their tutor suggested it.

22. How are they collecting data?

- **A** using cameras
- **B** counting bees for a fixed period
- **C** using traps

23. What surprised them most?

- **A** the size of the bees
- **B** the number of species
- **C** the number of bees in the largest park

24. Amira believes the small park has more bees because of

- **A** its size.
- **B** the absence of pesticides.
- **C** the range of plants.

25. They will present their findings as

- **A** a poster.
- **B** a video.
- **C** a written report.

Questions 26–30

What was the main concern of each group? Choose FIVE answers from the box and write the correct letter, A–G.

Letter / number	Option
A	cost
B	safety
C	education
D	food production
E	tourism
F	competition between species
G	noise

26. gardeners _____

27. shopkeepers _____

28. council officials _____

29. teachers _____

30. beekeepers _____

Part 4

Recording: Practice Test 1 → Listening → Part 4 (app file audio/t1_p4.mp3)
A lecture on the history of salt.

Questions 31–40

Complete the notes below. Write ONE WORD ONLY for each answer.

THE HISTORY OF SALT

31. Main early use: to _____ food, especially meat and fish

32. In West Africa, salt was exchanged for _____

33. Evaporation: seawater left in shallow _____

34. Evaporation only effective in hot, dry _____

35. Boiling used large amounts of _____

36. This caused _____ in some areas

37. In Poland, miners created an underground _____

38. English salt towns often have names ending in _____

39. Today the largest use of salt is for de-icing _____

40. Most salt we eat now comes from _____ food

Reading

You should spend about 60 minutes on the three passages and 40 questions.

Passage 1

The Return of the Urban Orchard

In the middle of the nineteenth century, many British towns were surrounded by orchards. Apples, pears and plums were grown within walking distance of markets, and fruit was a central part of the local economy. By the late twentieth century, however, more than half of these orchards had disappeared, replaced by housing, roads and large-scale farms that could supply supermarkets more cheaply.

Over the past two decades, a quiet reversal has taken place. Community groups in cities from Bristol to Glasgow have planted small orchards on unused land, in school grounds and even on the edges of car parks. The first of these projects was started in 1998 by a group of residents in south London who were concerned about a derelict site near their homes. Within five years, the idea had spread to more than forty towns.

Supporters argue that urban orchards bring a range of benefits. Most obviously, they provide free fruit for local people, although the quantity is usually modest. Researchers at one university estimated that a typical community orchard of thirty trees produces around a tonne of fruit a year once the trees are mature, which takes between five and eight years depending on the variety.

Perhaps more significant are the environmental benefits. Fruit trees offer food and shelter for insects, particularly bees, and their blossom appears early in the year when other sources of nectar are scarce. Orchards also absorb rainwater, reducing the risk of flooding in areas where much of the ground is covered by concrete.

There are social advantages too. Volunteers who care for the trees often say that the work has helped them to meet neighbours they would otherwise never have spoken to. Several projects hold an annual harvest festival, at which fruit is pressed into juice and shared. Some organisers have noticed a fall in vandalism once local young people become involved in planting.

Nevertheless, urban orchards face real difficulties. Fruit trees need regular pruning, and few volunteers have the necessary skills, so many groups rely on a small number of experienced members. If these people move away, trees can quickly become unhealthy. Funding is another issue: while planting is often paid for by charities, there is rarely money for long-term maintenance. Finally, some residents complain about fallen fruit attracting wasps or making pavements slippery.

Despite these problems, interest continues to grow. A national charity now offers training courses in tree care, and several city councils have included orchards in their official plans for green spaces. For many people, the sight of blossom in a city street is a reminder that food does not only come from a supermarket shelf.

Questions 1–7

Do the following statements agree with the information given in the passage? Write TRUE, FALSE or NOT GIVEN.

1. In the mid-1800s, orchards were common near British towns. (TRUE / FALSE / NOT GIVEN) _____

2. Most orchards that disappeared were replaced by supermarkets. (TRUE / FALSE / NOT GIVEN) _____

3. The first community orchard project was started by local residents. (TRUE / FALSE / NOT GIVEN) _____

4. The south London project received government funding. (TRUE / FALSE / NOT GIVEN) _____

5. Fruit trees can take up to eight years to reach maturity. (TRUE / FALSE / NOT GIVEN) _____

6. Orchard blossom is useful to bees because it appears late in the year. (TRUE / FALSE / NOT GIVEN) _____

7. Vandalism has decreased at every orchard project. (TRUE / FALSE / NOT GIVEN) _____

Questions 8–13

Complete the notes below. Choose ONE WORD ONLY from the passage for each answer.

Problems facing urban orchards

8. Trees require regular _____

9. Groups depend on a few _____ members

10. Planting is usually paid for by _____

11. Little money is available for long-term _____

12. Fallen fruit can attract _____

13. A national charity provides _____ courses

Passage 2

Why Do We Forget?

A Most of us assume that forgetting is a failure, a sign that the brain is not working as it should. Yet psychologists increasingly argue that forgetting is not only normal but essential. A memory system that stored every detail of every day would quickly become overloaded, making it harder, not easier, to find the information we actually need.

B The scientific study of forgetting began in the 1880s with the German researcher Hermann Ebbinghaus. Using himself as the only subject, he memorised lists of meaningless syllables and tested how many he could recall after different periods. He found that memory declines most steeply in the first hour after learning, and then much more slowly. This pattern, known as the forgetting curve, has been confirmed by many later studies.

C Why does forgetting happen? One explanation is decay: memories that are not used gradually fade. However, decay is difficult to prove, because during any period of time we are also learning new things. A second explanation, interference, suggests that memories compete with one another. Learning a new phone number, for instance, can make it harder to remember an old one, and the old number may in turn cause errors when we try to recall the new one.

D A third view is that many memories are not lost at all but simply cannot be reached. Most people have experienced the 'tip-of-the-tongue' feeling, when we are sure we know a word but cannot produce it. Often the word returns later, when we are given a small clue, such as its first letter. This suggests the memory was stored all along; what failed was retrieval.

E Research has also shown that forgetting can be useful in a more active sense. In experiments where people were told to forget certain words, they later remembered the other words better. It seems that the brain can deliberately suppress information that is no longer relevant, freeing resources for what matters. Some scientists believe this ability may be weaker in people who suffer from repeated unwanted thoughts.

F What does this mean for students? The forgetting curve suggests that reviewing material soon after learning it is particularly valuable. A technique called spaced repetition, in which information is reviewed at gradually increasing intervals, has been shown to produce much stronger long-term memory than studying the same material many times in a single session. Testing oneself, rather than simply rereading notes, also appears to strengthen memories, because the act of retrieval itself makes the memory easier to reach in future.

Questions 14–19

The passage has six paragraphs, A–F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i–viii.

Letter / number	Option
i	Memories that are present but inaccessible
ii	Practical lessons for learners
iii	An early experiment on memory loss
iv	Why forgetting may be necessary
v	The role of sleep in memory
vi	Two competing explanations
vii	Deliberately setting information aside
viii	How memory changes with age

14. Paragraph A _____

15. Paragraph B _____

16. Paragraph C _____

17. Paragraph D _____

18. Paragraph E _____

19. Paragraph F _____

Questions 20–23

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

20. Ebbinghaus found that memory loss is greatest

- **A** after one day.
- **B** in the first hour.
- **C** after a week.
- **D** at a steady rate.

21. Why is decay theory hard to prove?

- **A** Memories never completely fade.
- **B** People are always learning new information.
- **C** It cannot be tested on animals.
- **D** Ebbinghaus rejected it.

22. The phone number example illustrates

- **A** decay.
- **B** retrieval failure.
- **C** interference.
- **D** suppression.

23. In the experiments described in paragraph E, people

- **A** forgot all the words.
- **B** remembered unwanted words better.
- **C** recalled other words more successfully.
- **D** had repeated unwanted thoughts.

Questions 24–26

Complete the sentences below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

24. Ebbinghaus's results are now called the _____

25. Reviewing at increasing intervals is known as _____

26. Instead of rereading notes, students should try _____

Passage 3

The Economics of Silence

Noise is one of the least discussed forms of pollution, yet its costs are considerable. The World Health Organization has linked long-term exposure to traffic noise with sleep disturbance, raised stress levels and heart disease. In Europe alone, it has been estimated that environmental noise contributes to tens of thousands of premature deaths each year. Unlike air pollution, however, noise leaves no visible trace, and this may explain why it has received less attention from policy makers.

Economists have attempted to put a price on quiet. The most common approach examines house prices. If two otherwise identical homes differ only in their distance from a busy road, the difference in price can be taken as a measure of how much buyers value peace. Studies using this method typically find that each additional decibel of road noise reduces property values by between 0.2 and 1 per cent. Critics point out that buyers may not accurately judge noise levels when viewing a property, often at a quiet time of day, so such figures may underestimate the true cost.

A second approach asks people directly how much they would pay for a reduction in noise. These surveys produce larger figures, but they are open to the objection that answers to hypothetical questions do not always reflect real behaviour. People may state generous amounts in a survey that they would never actually spend.

Whatever the precise figure, governments have a range of tools available. The most familiar is physical barriers: walls and banks of earth alongside motorways. These are effective for nearby homes but expensive, and they do little for buildings more than a few hundred metres away. Quieter road surfaces, made from porous asphalt, can reduce tyre noise by several decibels, though they wear out more quickly than conventional surfaces and must be replaced more often.

Perhaps the most promising change is the spread of electric vehicles. At low speeds, electric cars are far quieter than petrol cars, and in city centres, where traffic rarely moves quickly, this could make a noticeable difference. At speeds above about fifty kilometres per hour, though, most noise comes from tyres rather than engines, so the benefit on motorways is small. Ironically, some countries now require electric cars to emit an artificial sound at low speed so that pedestrians, especially those with poor sight, can hear them approaching.

The author's view is that noise policy has suffered from being divided between too many departments, with transport, housing and health officials each treating it as someone else's problem. A single body responsible for monitoring and reducing noise would, I believe, achieve more than the current patchwork of rules. Silence, after all, is not a luxury. It is a condition for good health, and its value deserves to be counted.

Questions 27–31

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

27. According to the first paragraph, noise may receive less attention than air pollution because

- **A** it causes fewer deaths.
- **B** it cannot be seen.
- **C** it is harder to measure.
- **D** the WHO has ignored it.

28. The house-price method measures

- **A** the cost of building noise barriers.
- **B** how much buyers value quiet.
- **C** how noise affects health.
- **D** how loud roads are at night.

29. Critics say house-price figures may be too low because buyers

- **A** often visit when it is quiet.
- **B** prefer homes near roads.
- **C** cannot afford quiet homes.
- **D** ignore noise completely.

30. What is the problem with survey-based estimates?

- **A** They give very small figures.
- **B** Too few people reply.
- **C** Stated amounts may not match real spending.
- **D** They only measure road noise.

31. What does the writer recommend?

- **A** more electric vehicles on motorways
- **B** a single organisation to manage noise
- **C** higher taxes on petrol cars
- **D** more barriers in city centres

Questions 32–36

Do the following statements agree with the information given in the passage? Write TRUE, FALSE or NOT GIVEN.

32. Each extra decibel of road noise can reduce house prices by up to 1 per cent. (TRUE / FALSE / NOT GIVEN) _____

33. Noise barriers protect buildings at a long distance from the road. (TRUE / FALSE / NOT GIVEN) _____

34. Porous asphalt lasts longer than ordinary road surfaces. (TRUE / FALSE / NOT GIVEN) _____

35. Electric cars are cheaper to maintain than petrol cars. (TRUE / FALSE / NOT GIVEN) _____

36. At high speeds, tyre noise is greater than engine noise. (TRUE / FALSE / NOT GIVEN) _____

Questions 37–40

Complete the summary below. Choose ONE WORD ONLY from the passage for each answer.

Summary

37. Long-term traffic noise has been linked to poor sleep, stress and _____ disease.

38. Electric cars bring most benefit in city _____ , where speeds are low.

39. Some countries make electric cars produce an _____ sound to warn pedestrians.

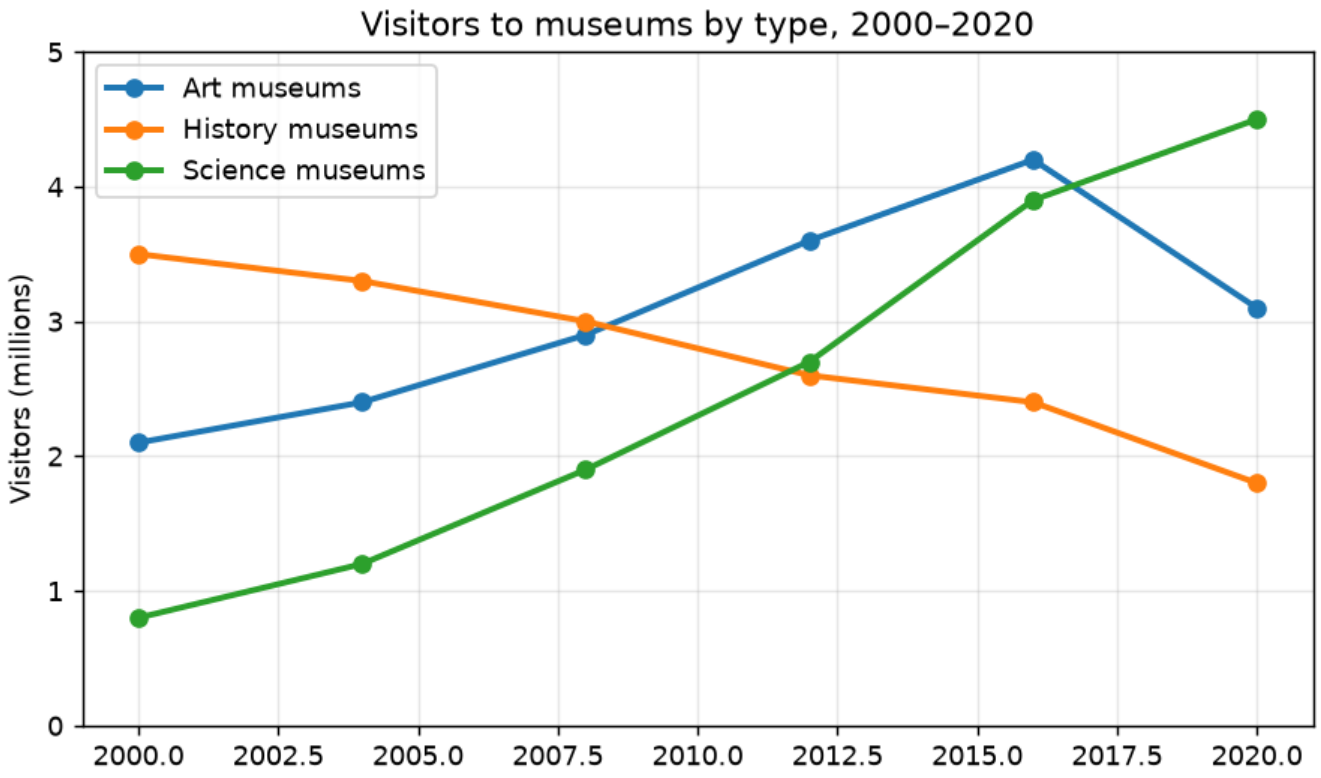
40. The writer argues that noise policy is split between too many _____ .

Writing

Writing Task 1

You should spend about 20 minutes on this task. Write at least 150 words.

The graph below shows the number of visitors (in millions) to three types of museum in a European city between 2000 and 2020. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Writing Task 1 (continued)

Writing Task 2

You should spend about 40 minutes on this task. Write at least 250 words.

Some people believe that the main purpose of a university education is to prepare students for employment. Others think universities should focus on knowledge for its own sake. Discuss both views and give your own opinion.

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

Writing Task 2 (continued)

Speaking

Part 1 – Introduction and interview (4–5 minutes)

The examiner asks about familiar topics. Answer each question in 2–3 sentences.

Home town

• Where is your home town?

• What do you like most about it?

• Has it changed much since you were a child?

• Would you like to live there in the future?

Food

• What kind of food do you enjoy?

• Do you prefer eating at home or in restaurants?

• Is there any food you didn't like as a child but like now?

• How often do you cook?

Part 2 – Long turn (1 minute to prepare, then up to 2 minutes)

Describe a place you have visited that you would like to go back to.

You should say:

• where it is

• when you went there

• what you did there

• and explain why you would like to return.

Notes (1 minute):

Part 3 – Discussion (4–5 minutes)

Tourism

• Why do you think people enjoy travelling to other countries?

• What problems can tourism cause for local communities?

• How might tourism change in the next twenty years?

• Should governments limit the number of tourists visiting famous places?

Listening answer sheet

Practice Test 1 · Write one answer in each box. Check spelling: incorrect spelling is marked wrong.

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	

Listening raw score: _____ / 40 Estimated band: _____

Reading answer sheet

Practice Test 1 · Write one answer in each box. Check spelling: incorrect spelling is marked wrong.

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	

Reading raw score: _____ / 40 Estimated band: _____

Answer key

Alternative accepted answers are separated by “/”. For gap questions, check the word limit in the instructions.

Listening

No.	Answer	Explanation
1	Hargreaves	He spells it: H-A-R-G-R-E-A-V-E-S.
2	Mill	"Not Hill, Mill, with an M." Street = Mill Lane.
3	BT4 9RW / BT49RW	He spells B-T-4, 9-R-W.
4	Standard	He rejects Family and Plus (classes) and chooses Standard.
5	32 / thirty-two	Standard is £32 a month; £350 is the annual price (distractor).
6	0 / nothing / zero	The £20 fee is waived this month, so nothing to pay.
7	photo / photograph	"Please bring a passport-sized one" (photo) because the camera is broken.
8	health	"fill in a short health questionnaire".
9	Thursday / Thursdays	"Thursday mornings are usually very quiet." Monday is the busiest (distractor).
10	Okafor	Spelt O-K-A-F-O-R.
11	B	"once used for digging gravel"; farmland is a common assumption the speaker corrects.
12	C	"in autumn, the real stars are the migrating geese". Ducks are spring; otters are shy.
13	B	"Cycling is permitted on the main track only." Dogs are not allowed at all.
14	A	"it's really our members who keep the place going".
15	B	"especially short of people to help with guiding school groups".
16	B	Out of the visitor centre, turn left, first building before the car park.
17	E	North to the junction, turn right, eastern shore of the lake.
18	C	Left at the junction, in a clearing on the left just inside the wood.
19	D	Western side of the lake, opposite the hide.
20	G	Starts on the right of the main track just before the junction.
21	A	"that would have meant too much travelling".
22	B	"timed counts... ten minutes". Cameras were too expensive.
23	B	"Honestly, the number of species... fourteen".
24	C	"Amira thinks it's the variety of plants." Pesticides were ruled out.
25	B	"we've decided on a short video".
26	D	"their main point was about food production".
27	B	"safety was their big concern".
28	A	"everything came back to money".
29	C	"for them it was about education".
30	F	"competition for food between species". They were not worried about money.
31	preserve	"the main use of salt was to preserve food".
32	gold	"slabs of salt were traded for gold".
33	pools	"left in shallow pools".
34	climates	"only worked well in hot, dry climates".
35	wood	"needed huge quantities of wood".
36	deforestation	"led to serious deforestation".
37	chapel	"carved an entire underground chapel".
38	wich	"names end in 'wich', such as Northwich".
39	roads	"for de-icing roads in winter".
40	processed	"largely because of processed food".

Reading

No.	Answer	Explanation
1	TRUE	Paragraph 1: "many British towns were surrounded by orchards".
2	FALSE	They were replaced by "housing, roads and large-scale farms"; supermarkets were supplied by those farms, not built on the land.
3	TRUE	"started in 1998 by a group of residents in south London".
4	NOT GIVEN	Funding for that project is not mentioned.
5	TRUE	"between five and eight years depending on the variety".
6	FALSE	It appears "early in the year".
7	NOT GIVEN	Only "some organisers have noticed a fall" — nothing about every project. (Strictly, "every" is not supported; the passage gives no information about all projects.)
8	pruning	"Fruit trees need regular pruning".
9	experienced	"rely on a small number of experienced members".
10	charities	"planting is often paid for by charities".
11	maintenance	"rarely money for long-term maintenance".
12	wasps	"fallen fruit attracting wasps".
13	training	"offers training courses in tree care".
14	iv	A argues forgetting is "essential" to avoid overload.
15	iii	B describes Ebbinghaus's 1880s experiments.
16	vi	C presents decay and interference.
17	i	D: memories "stored all along; what failed was retrieval".
18	vii	E: the brain can "deliberately suppress information".
19	ii	F: "What does this mean for students?"
20	B	"declines most steeply in the first hour".
21	B	"during any period of time we are also learning new things".
22	C	Given as an example of interference.
23	C	"they later remembered the other words better".
24	forgetting curve	"known as the forgetting curve".
25	spaced repetition	"A technique called spaced repetition".
26	testing oneself / testing themselves / self-testing / testing	"Testing oneself, rather than simply rereading notes".
27	B	"noise leaves no visible trace, and this may explain why".
28	B	The price difference is "a measure of how much buyers value peace".
29	A	"often at a quiet time of day, so such figures may underestimate".
30	C	"answers to hypothetical questions do not always reflect real behaviour".
31	B	"A single body responsible for monitoring and reducing noise would... achieve more".
32	TRUE	"between 0.2 and 1 per cent".
33	FALSE	"they do little for buildings more than a few hundred metres away".
34	FALSE	"they wear out more quickly".
35	NOT GIVEN	Maintenance costs are not discussed.
36	TRUE	"above about fifty kilometres per hour... most noise comes from tyres".
37	heart	"sleep disturbance, raised stress levels and heart disease".
38	centres / centers	"in city centres, where traffic rarely moves quickly".

No.	Answer	Explanation
39	artificial	"emit an artificial sound".
40	departments	"divided between too many departments".

Listening scripts

Read after you have finished and checked the Listening test.

Part 1 – A man phones a community sports centre to ask about membership.

Woman: Good morning, Riverside Sports Centre, Kate speaking. How can I help?

Man: Oh, hello. I'd like to join the centre, please. I've just moved to the area.

Woman: Lovely. I can take your details over the phone and start the form now. Could I have your surname first?

Man: Yes, it's Hargreaves. H, A, R, G, R, E, A, V, E, S.

Woman: Thank you. And your first name?

Man: Daniel.

Woman: And what's your address, Daniel?

Man: It's 27 Mill Lane. Not Hill, Mill, with an M.

Woman: Twenty-seven Mill Lane. And the postcode?

Man: B-T-4, 9-R-W.

Woman: Thanks. And the best phone number for you?

Man: My mobile. It's 07723 418 506.

Woman: Lovely. Now, we have three types of membership. Standard gives you the gym and the pool. Plus adds all fitness classes, and Family covers two adults and up to three children.

Man: It's just me, so not Family. I don't really like group classes, so I'll go for Standard.

Woman: Standard is thirty-two pounds a month, or if you pay for the whole year at once it works out cheaper, three hundred and fifty pounds.

Man: I'll pay monthly for now, thanks. Is there a joining fee?

Woman: Normally it's twenty pounds, but this month it's waived for new members. So nothing to pay there.

Man: Great. And how do I get my membership card?

Woman: You'll need to come in with a photo for the card. We used to take pictures at reception, but the camera's broken, so please bring a passport-sized one. Also we need you to fill in a short health questionnaire before your first session.

Man: Fine. Which days are the quietest for the gym?

Woman: Thursday mornings are usually very quiet. Mondays are the busiest.

Man: Okay. And is there parking?

Woman: Yes, there's a car park behind the building. It's free for members for up to three hours. Just show your card to the attendant.

Man: Brilliant. And one more thing, I'm interested in swimming lessons for adults. Who should I speak to?

Woman: That's our swimming coordinator, Ms Okafor. O, K, A, F, O, R. She's here on weekday afternoons.

Man: Thank you so much, Kate.

Part 2 – A guide speaks to visitors at the start of a tour of Ashbourne Wetland Reserve.

Guide: Good afternoon everyone, and welcome to Ashbourne Wetland Reserve. My name's Peter and I'm one of the volunteer wardens here. Before we set off, let me tell you a little about the reserve and then show you where everything is on the map.

Guide: The reserve was created about thirty years ago on land that was once used for digging gravel. People often assume it was farmland, but in fact, when the gravel company left, the pits filled with rainwater and the birds simply arrived on their own. Today it covers around two hundred hectares.

Guide: Many of you have asked what you're most likely to see today. In spring we get lots of nesting ducks, but at this time of year, in autumn, the real stars are the migrating geese, which arrive in thousands from the north. You may spot an otter, but honestly, they're very shy, so please don't be disappointed if you don't.

Guide: A few rules. Dogs are not allowed anywhere on the reserve, I'm afraid, not even on a lead, as they disturb the nesting birds. Cycling is permitted on the main track only. And please don't feed the birds; bread is actually bad for them.

Guide: Our funding comes mainly from membership fees. We get a small grant from the local council, and the café makes a little money, but it's really our members who keep the place going.

Guide: Finally, if you'd like to get more involved, we're especially short of people to help with guiding school groups. We have plenty of help with practical work like cutting reeds.

Guide: Right, now if you look at the map, we're standing at the Visitor Centre, at the bottom of the map by the main entrance. The café is right next to us: go out of the visitor centre and turn left, and it's the first building you come to, before the car park.

Guide: If you follow the main track north from here, you'll come to a junction. Turn right and you'll reach the Lake Hide, which sits on the eastern shore of the big lake. It's the best place to watch the geese.

Guide: If instead you turn left at the junction, the path goes through the woodland and you'll find the Children's Play Area in a clearing on the left-hand side of the path, just inside the wood.

Guide: The picnic area is on the western side of the lake, where the path from the woods meets the water, opposite the Lake Hide.

Guide: Toilets: as well as those in the visitor centre, there are toilets at the far northern end of the main track, beside the second car park.

Guide: And lastly, the Reed Bed Boardwalk. That starts from the main track, just before the junction, on the right, and loops through the reeds. It's a lovely short walk. OK, let's go.

Part 3 – Two students, Amira and Tom, discuss their geography project on bees in cities with their tutor.

Tutor: So, Amira, Tom, how's the urban bee project going?

Amira: Quite well. We originally wanted to compare bees in the city centre with bees in the countryside, but that would have meant too much travelling, so we've focused on three city parks instead.

Tutor: Sensible. And how are you collecting data?

Tom: We thought about putting cameras on flowers, but they were too expensive. So we're doing timed counts: we stand at a flower bed for ten minutes and record every bee we see.

Tutor: Good. What's been the most surprising finding so far?

Amira: Honestly, the number of species. We expected maybe five or six, but we've identified fourteen different types, mostly in the smallest park, which really surprised us.

Tutor: Interesting. Why do you think the small park did so well?

Tom: We're not sure yet. It's not because of size, obviously. I thought it might be the lack of pesticides, but the park manager told us they use the same treatment in all three parks. Amira thinks it's the variety of plants.

Amira: Yes, the small park has a wildflower meadow, and the others are mainly grass and roses.

Tutor: Now, what's the main difficulty you've had?

Tom: The weather, really. Bees don't fly much when it's cold or windy, so several of our sessions were wasted.

Tutor: And the presentation, what format are you planning?

Amira: We'd thought about a poster, but we've decided on a short video, because it's easier to show the bees moving.

Tutor: Excellent. Now, you're also looking at what different groups think about urban bees. Can you summarise?

Tom: Sure. We interviewed several groups. The gardeners were mostly keen, they said bees improved their fruit harvest, so I'd say their main point was about food production.

Amira: Local shopkeepers mainly worried about people getting stung near their businesses; safety was their big concern.

Tom: The council officials were interested, but everything came back to money: they kept asking how much planting wildflowers would cost compared with mowing grass.

Amira: And the teachers we spoke to saw it as a chance for children to learn outdoors, so for them it was about education.

Tom: Finally the beekeepers. Surprisingly, they weren't worried about money at all. Their concern was that if too many people keep honeybees in the city, there won't be enough flowers for wild bees. So, competition for food between species.

Tutor: That's a really rich set of views. Well done.

Part 4 – A lecture on the history of salt.

Lecturer: Good morning. Today I want to look at a substance we rarely think about but which shaped human history: salt.

Lecturer: Let's start with why salt mattered. Before refrigeration, the main use of salt was to preserve food, especially meat and fish. Without it, communities could not store food through the winter.

Lecturer: Salt was so valuable that it was sometimes used instead of money. In parts of West Africa, slabs of salt were traded for gold, sometimes at equal weight.

Lecturer: There were three main methods of production. The oldest was evaporation, where seawater was left in shallow pools and the sun did the work. This only worked well in hot, dry climates.

Lecturer: In colder places, such as northern Europe, people boiled seawater or salty spring water over fires. This needed huge quantities of wood, and in some regions it led to serious deforestation.

Lecturer: The third method was mining rock salt. One of the most famous examples is in Poland, where miners carved an entire underground chapel out of salt.

Lecturer: Salt also influenced settlements. Many towns grew up near salt sources, and in England you can often recognise them because their names end in 'wich', such as Northwich.

Lecturer: Governments quickly realised that salt could be taxed. Because everybody needed it, a salt tax was a reliable source of income. In France, the salt tax was so unpopular that it became one of the causes of public anger before the revolution.

Lecturer: Moving to the modern period, the arrival of refrigeration in the twentieth century reduced the need for salt as a preservative. Today, surprisingly, the largest single use of salt in many countries is not in food at all but for de-icing roads in winter.

Lecturer: Finally, health. Doctors now warn that most people consume too much salt, largely because of processed food rather than salt added at the table. High intake is linked to raised blood pressure. Thank you.

Practice Test 2

Listening

Play the Practice Test 2 Listening recordings in the app. There are four parts and 40 questions.

Part 1

Recording: Practice Test 2 → Listening → Part 1 (app file audio/t2_p1.mp3)
A woman phones a language school to enrol on an evening course.

Questions 1–10

Complete the form below. Write ONE WORD AND/OR A NUMBER for each answer.

CASTLEGATE LANGUAGE SCHOOL – Enrolment

1. Name: Lucy _____

2. Course level: _____

3. Day: _____

4. Length of course: _____ weeks

5. Start date: _____

6. Fee: £ _____

7. Location: Bridge Street, room _____

8. Bring: notebook and a _____

9. Heard about school from: a _____

10. Emergency contact: her _____

Part 2

Recording: Practice Test 2 → Listening → Part 2 (app file audio/t2_p2.mp3)
A radio presenter talks about the Hollybrook Summer Festival.

Questions 11–14

Choose the correct letter, A, B or C.

11. What is different about this year's festival?

- **A** It is longer.
- **B** It is in a new location.
- **C** It is the first one.

12. The theme of this year's festival is

- **A** music.
- **B** international food.
- **C** sport.

13. Cookery workshop tickets

- **A** are free.
- **B** can be bought at the gate.
- **C** must be bought online.

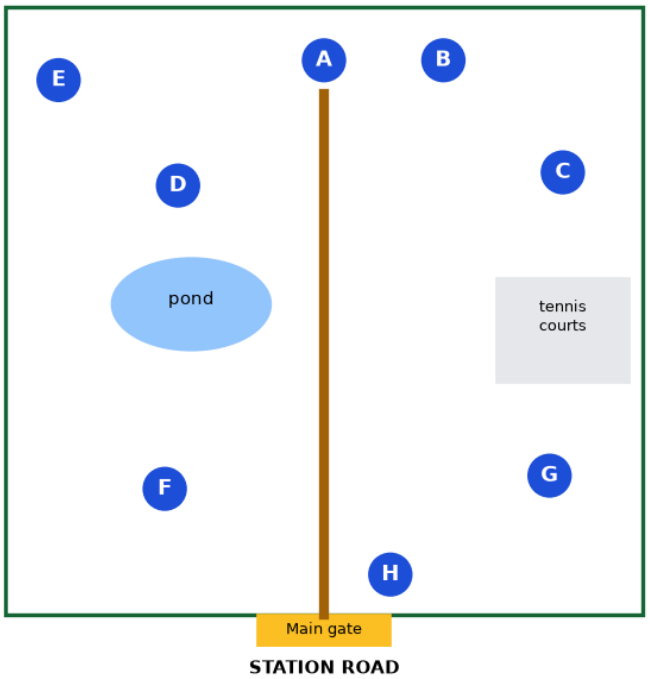
14. Visitors are advised to

- **A** park on the high street.
- **B** use a shuttle bus.
- **C** cycle to the park.

Questions 15–20

Label the map below. Write the correct letter, A–H, next to Questions 15–20.

Hollybrook Park – Festival map



15. Information Tent _____

16. Main Stage _____

17. Food Market _____

18. Cookery Workshops _____

19. Children's Zone _____

20. First Aid _____

Part 3

Recording: Practice Test 2 → Listening → Part 3 (app file audio/t2_p3.mp3)
A student, Jake, discusses his dissertation on remote working with his tutor, Dr Harris.

Questions 21–26

Choose the correct letter, A, B or C.

21. Why did the survey take longer than expected?

- **A** Few people responded.
- **B** The questions were unclear.
- **C** Jake sent it to the wrong people.

22. What does Jake plan to do about the survey?

- **A** send it to more people
- **B** make it shorter
- **C** offer a reward

23. Which finding surprised Jake?

- **A** higher productivity
- **B** longer working hours
- **C** feelings of isolation

24. Jake will deal with this finding by

- **A** writing an extra chapter.
- **B** discussing it in an existing section.
- **C** leaving it for future research.

25. The tutor criticises the literature review for

- **A** being too long.
- **B** using out-of-date sources.
- **C** lacking a clear structure.

26. In the presentation Jake should

- **A** use video clips.
- **B** speak for twenty minutes.
- **C** use charts on slides.

Questions 27–30

Which policy does each company have? Choose FOUR answers from the box and write the correct letter, A–F.

Letter / number	Option
A	staff work from home only
B	complete flexibility
C	fixed office days each week
D	office-based for new staff
E	home working on Fridays only
F	staff paid extra for office days

27. Brightline Software _____

28. Corvan Bank _____

29. Delmont Retail _____

30. Eastway Media _____

Part 4

Recording: Practice Test 2 → Listening → Part 4 (app file audio/t2_p4.mp3)
A lecture on sleep in animals.

Questions 31–40

Complete the notes below. Write ONE WORD ONLY for each answer.

SLEEP IN ANIMALS

31. Sleep = reduced _____ to the environment, which can be quickly reversed

32. Brown _____ sleep up to 20 hours a day

33. Wild giraffes sleep less than two hours in short _____

34. Factor 1: _____

35. Grass-eaters spend long hours _____

36. Factor 2: danger from _____

37. Dolphins rest one half of the _____ at a time

38. Frigate birds were fitted with _____

39. Theory: sleep removes _____ products from the brain

40. Second theory links sleep to _____

Reading

You should spend about 60 minutes on the three passages and 40 questions.

Passage 1

The Humble Bicycle Bell

The bicycle bell is so familiar that few people stop to consider its history. Yet this small device has been shaped by changes in technology, law and city life for nearly one hundred and fifty years.

The earliest bicycles of the 1860s had no bells at all. Riders who wished to warn pedestrians simply shouted. As cycling became more popular in the 1870s, inventors experimented with a variety of warning devices, including small whistles and horns operated by squeezing a rubber bulb. The first bell designed specifically for bicycles is generally credited to John Richard Dedicoat, an English inventor, who patented a design in 1877.

Early bells were operated by a lever that struck a metal dome. They were heavy and relatively expensive, and many cyclists did not bother to fit one. This changed when several countries made bells compulsory. In the United Kingdom, however, a law requiring bells to be fitted was never passed, and today new bicycles must be sold with a bell, but there is no legal requirement for the rider to keep it.

In the twentieth century, manufacturers developed the rotary bell, in which a spring-loaded hammer strikes the inside of the dome repeatedly, producing a continuous ring. This design became especially popular in the Netherlands and Denmark, where cycling was a normal means of transport for people of all ages.

Today, some argue that the bell is outdated. Modern traffic is louder than in the nineteenth century, and drivers in closed cars may not hear a bell at all. Electronic horns, which can produce sounds of over 100 decibels, are now available, though critics say they are too aggressive for use on paths shared with walkers.

Others defend the traditional bell precisely because of its gentle sound. On shared paths, a polite ring is often more effective than a loud blast, which can frighten pedestrians or cause them to step in the wrong direction. A survey carried out in one Dutch city found that most walkers preferred to be warned by a bell rather than by a voice. For now, at least, the small bell seems likely to survive.

Questions 1–7

Do the following statements agree with the information given in the passage? Write TRUE, FALSE or NOT GIVEN.

1. Bicycles in the 1860s were not fitted with bells. (TRUE / FALSE / NOT GIVEN) _____

2. Rubber-bulb horns were more popular than whistles in the 1870s. (TRUE / FALSE / NOT GIVEN) _____

3. Dedicoat's bell was the first designed for bicycles. (TRUE / FALSE / NOT GIVEN) _____

4. Early bells were light and cheap. (TRUE / FALSE / NOT GIVEN) _____

5. In the UK, riders must by law keep a bell on their bicycle. (TRUE / FALSE / NOT GIVEN) _____

6. Rotary bells were invented in Denmark. (TRUE / FALSE / NOT GIVEN) _____

7. Some electronic horns are louder than 100 decibels. (TRUE / FALSE / NOT GIVEN) _____

Questions 8–13

Complete the sentences below. Choose ONE WORD ONLY from the passage for each answer.

8. Before bells, cyclists warned people by _____ .

9. Dedicoat received a _____ for his design in 1877.

10. Early bells used a _____ to hit a metal dome.

11. In a rotary bell, a _____ hammer strikes the dome repeatedly.

12. Critics say electronic horns are too _____ for shared paths.

13. In a Dutch survey, most walkers preferred a bell to a _____ .

Passage 2

Glass Through the Ages

A Glass is made by heating sand, mainly silica, to very high temperatures, together with substances such as soda and lime that lower the melting point. The result, when cooled, is a material that is hard yet brittle, and, unlike most solids, has no regular crystal structure. This unusual arrangement of atoms is what allows light to pass through it.

B The oldest known glass objects are beads from Mesopotamia, dating from around 3,500 years ago. For many centuries glass remained a luxury, used for jewellery and small containers. A turning point came in the first century BCE, when craftsmen in the eastern Mediterranean discovered that molten glass could be inflated by blowing air into it through a tube. Glassblowing made vessels quicker and cheaper to produce, and glass soon became common in Roman households.

C Window glass developed more slowly. Medieval windows were made of small pieces held together with lead, and the famous coloured windows of European cathedrals were intended less to let in light than to tell religious stories to people who could not read. Large, flat, clear windows remained extremely expensive until the nineteenth century.

D In 1959, the British engineer Alastair Pilkington introduced the float glass process, in which molten glass is poured onto a bath of liquid tin. The glass spreads out to form a perfectly flat sheet, which no longer needs to be ground and polished. Within a few decades, this method had replaced almost all others, and it is still used to make most of the world's window glass.

E Glass is now found in places its early makers could never have imagined. Thin fibres of extremely pure glass carry internet data across oceans as pulses of light. Smartphone screens use toughened glass that is strengthened by chemical treatment. In architecture, glass that changes colour when an electric current is applied can reduce the need for air conditioning.

F Glass also has environmental advantages. It can be recycled endlessly without loss of quality, and recycled glass melts at a lower temperature than raw materials, saving energy. However, recycling rates vary widely: in some countries over 90 per cent of glass bottles are recycled, while in others the figure is below a third, often because different colours of glass are collected together and cannot easily be separated.

Questions 14–19

The passage has six paragraphs, A–F. Choose the correct heading for each paragraph from the list below. Write the correct number, i–viii.

Letter / number	Option
i	A method that transformed manufacturing
ii	Modern uses of an ancient material
iii	What glass is and how it is formed
iv	A sustainable but unevenly reused material
v	The dangers of glass production
vi	From rare decoration to everyday object
vii	Windows with a message
viii	The search for unbreakable glass

14. Paragraph A _____

15. Paragraph B _____

16. Paragraph C _____

17. Paragraph D _____

18. Paragraph E _____

19. Paragraph F _____

Questions 20–23

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

20. Light can pass through glass because

- **A** it is very hard.
- **B** it contains soda.
- **C** its atoms are not arranged in crystals.
- **D** it is heated to high temperatures.

21. Glassblowing was important because it

- **A** made glass objects cheaper.
- **B** produced coloured glass.
- **C** was invented in Rome.
- **D** made glass stronger.

22. The main purpose of medieval cathedral windows was to

- **A** let in light.
- **B** show wealth.
- **C** communicate stories.
- **D** keep out cold.

23. In the float process, glass does not need

- **A** heating.
- **B** polishing.
- **C** tin.
- **D** sand.

Questions 24–26

Complete the sentences below. Choose ONE WORD ONLY from the passage for each answer.

24. Glass fibres carry data as pulses of _____ .

25. Smartphone glass is strengthened by _____ treatment.

26. Low recycling rates are often caused by mixing different _____ of glass.

Passage 3

Can Cities Learn to Walk?

For most of the twentieth century, cities were designed around the car. Wide roads, large car parks and out-of-town shopping centres were seen as signs of progress. In recent years, however, a growing number of planners have argued that this approach has damaged public health, increased pollution and weakened local communities. Their alternative is the 'walkable city', in which daily needs can be met on foot.

The idea is not entirely new. In the 1960s the writer Jane Jacobs criticised large road projects in New York and argued that busy pavements, with shops and homes mixed together, made streets safer because there were always 'eyes on the street'. Her ideas were largely ignored by planners at the time, but they have since become highly influential.

One popular version of the walkable city is the '15-minute city', in which residents can reach work, schools, shops and parks within a quarter of an hour's walk or cycle. The concept was promoted by the mayor of Paris during her 2020 election campaign, and the city has since removed thousands of parking spaces and created new cycle lanes. Supporters point to a fall in air pollution; opponents say some businesses have lost customers who used to drive.

Evidence on health is encouraging. Studies across several countries have found that people living in more walkable neighbourhoods tend to be more physically active and less likely to be overweight. Researchers caution, though, that the relationship may partly reflect choice: people who already enjoy walking may choose to live in such areas, rather than the areas themselves changing behaviour.

Critics raise other concerns. Making a neighbourhood more attractive can increase property prices, pushing out the lower-income residents who might benefit most. There are also doubts about whether the model suits every place. In cities with very hot summers, or in sprawling suburbs built entirely around roads, walking may never be a realistic option for most journeys without enormous investment.

In my view, the most sensible approach is gradual. Rather than redesigning whole cities, planners can start with small changes: wider pavements, safer crossings, trees for shade, and allowing small shops in residential streets. Such measures are relatively cheap and can be tested before wider adoption. The car is unlikely to disappear, but it need not be the only thing a city is built around.

Questions 27–32

Do the following statements agree with the claims of the writer / information in the passage? Write TRUE, FALSE or NOT GIVEN.

27. In the twentieth century, car-based planning was seen as modern. (TRUE / FALSE / NOT GIVEN) _____

28. Jane Jacobs's ideas were quickly adopted by planners in the 1960s. (TRUE / FALSE / NOT GIVEN) _____

29. Jacobs believed mixed streets were safer. (TRUE / FALSE / NOT GIVEN) _____

30. Paris has created new cycle lanes. (TRUE / FALSE / NOT GIVEN) _____

31. All Paris businesses supported the changes. (TRUE / FALSE / NOT GIVEN) _____

32. The 15-minute city was first proposed in Paris. (TRUE / FALSE / NOT GIVEN) _____

Questions 33–36

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

33. What caution do researchers give about health studies?

- **A** The samples were too small.
- **B** Active people may choose walkable areas.
- **C** Walking does not affect weight.
- **D** The studies were only in one country.

34. One social concern about walkable neighbourhoods is that

- **A** they may become too expensive for poorer residents.
- **B** they increase crime.
- **C** they reduce the number of shops.
- **D** they are noisy.

35. The writer suggests the walkable model may not suit

- **A** European capitals.
- **B** places with very hot summers.
- **C** areas with many shops.
- **D** small towns.

36. What is the writer's overall opinion?

- **A** Cars should be banned from cities.
- **B** Whole cities should be redesigned quickly.
- **C** Small, step-by-step changes are best.
- **D** Walkable cities are too costly.

Questions 37–40

Complete the summary below. Choose ONE WORD ONLY from the passage for each answer.

A gradual approach

37. Planners can begin with wider _____ ,

38. safer _____ ,

39. trees that provide _____ ,

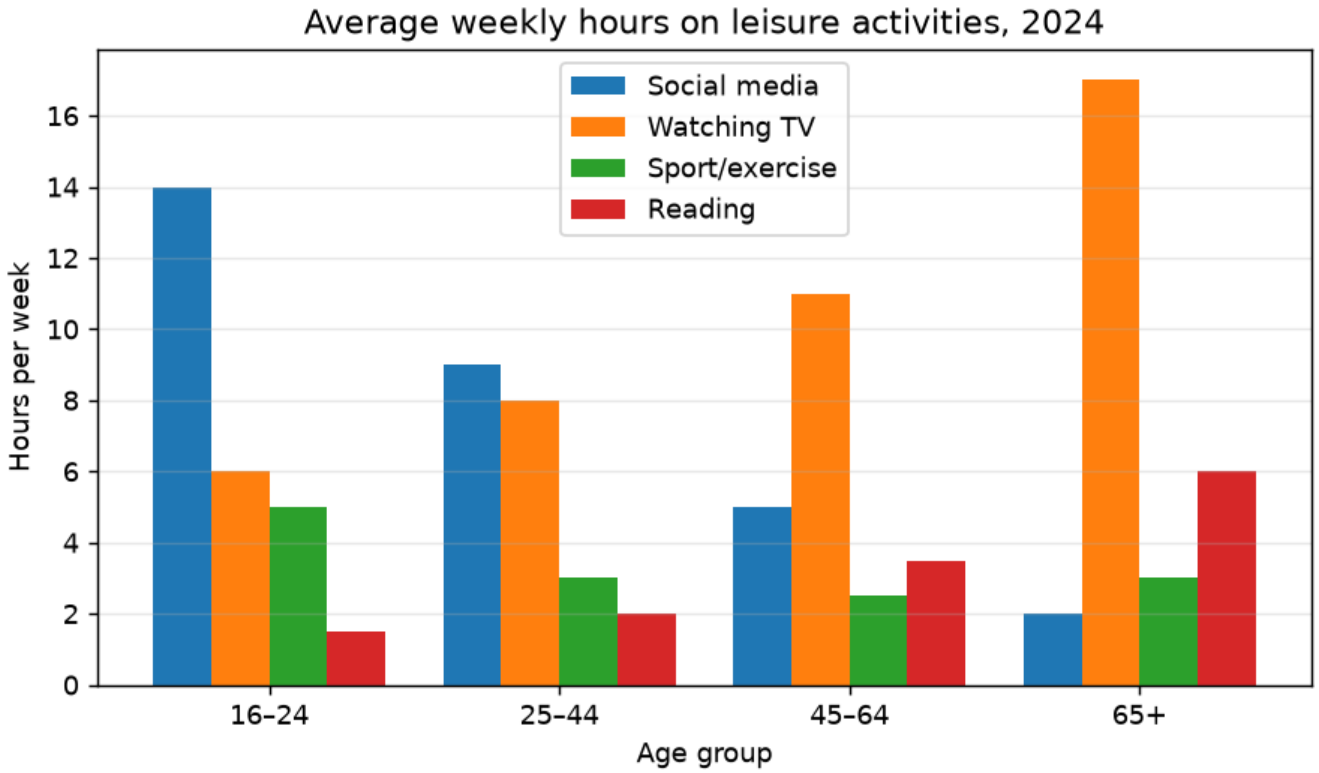
40. and permitting small shops in _____ streets.

Writing

Writing Task 1

You should spend about 20 minutes on this task. Write at least 150 words.

The chart below shows the average number of hours per week that people in four age groups spent on different leisure activities in one country in 2024. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Writing Task 1 (continued)

Writing Task 2

You should spend about 40 minutes on this task. Write at least 250 words.

In many countries, an increasing number of people are choosing to live alone. What are the reasons for this? Is it a positive or negative development?

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

Writing Task 2 (continued)

Speaking

Part 1 – Introduction and interview (4–5 minutes)

The examiner asks about familiar topics. Answer each question in 2–3 sentences.

Work or study

• Do you work or are you a student?

• What do you enjoy most about it?

• What would you like to change about your daily routine?

Music

• What kind of music do you listen to?

• Did you learn to play an instrument at school?

• Do you think music is important for children?

• When do you usually listen to music?

Part 2 – Long turn (1 minute to prepare, then up to 2 minutes)

Describe a useful skill you learned outside school.

You should say:

• what the skill is

• who taught you or how you learned it

• how long it took to learn

• and explain why it is useful to you.

Notes (1 minute):

Part 3 – Discussion (4–5 minutes)

Learning skills

• Which skills do you think young people need most today?

• Is it better to learn from a teacher or from the internet?

• Why do some adults stop learning new things?

• Should employers pay for workers to learn new skills?

Listening answer sheet

Practice Test 2 · Write one answer in each box. Check spelling: incorrect spelling is marked wrong.

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	

Listening raw score: _____ / 40 Estimated band: _____

Reading answer sheet

Practice Test 2 · Write one answer in each box. Check spelling: incorrect spelling is marked wrong.

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	

Reading raw score: _____ / 40 Estimated band: _____

Answer key

Alternative accepted answers are separated by “/”. For gap questions, check the word limit in the instructions.

Listening

No.	Answer	Explanation
1	Penrose	Spelt P-E-N-R-O-S-E.
2	Elementary	Ben suggests Elementary rather than Complete Beginners and she agrees.
3	Wednesday / Wednesdays	Tuesdays she plays netball.
4	10 / ten	"The course lasts ten weeks".
5	14 January / 14th January / January 14 / January 14th / 14 Jan / 14/1	"starts on the fourteenth of January".
6	195	"one hundred and ninety-five pounds" — no discount applies.
7	12 / twelve	"room twelve on the first floor".
8	dictionary	"a notebook and a dictionary".
9	friend	"Through a friend".
10	brother	"My brother, Mark".
11	A	"extended it from two days to three". It is the twentieth.
12	B	"food from around the world". Music was last year.
13	C	"available online only". They cost £5.
14	B	The car park is closed; a free shuttle runs from the station.
15	H	Immediately on the right through the main gate.
16	A	At the very top of the park.
17	F	Large area left of the central path between the gate and the pond.
18	D	Marquee just beyond the pond, on the left, before the main stage.
19	G	Right side, behind the Information Tent, next to the tennis courts.
20	B	Beside the Main Stage on its right as you face it.
21	A	Only about sixty of three hundred replied.
22	B	"I've cut it down for the second round."
23	C	"I hadn't expected loneliness to be so common."
24	B	"include it in the discussion section".
25	B	"relied too much on older sources".
26	C	Projector unreliable for video; "slides with clear charts". Limit is 15 minutes.
27	B	"whenever they like, completely flexible".
28	C	"three fixed days a week" in the office.
29	A	"given up offices entirely; everyone works at home".
30	D	Must stay in the office during their first six months.
31	response	"reduced response to the environment".
32	bats	"Brown bats may sleep up to twenty hours".
33	bursts	"in short bursts".
34	diet	"One major factor is diet."
35	feeding	"need to spend long hours feeding".
36	predators	"hunted by predators".
37	brain	"one half of the brain at a time".
38	sensors	"attached small sensors".
39	waste	"remove waste products".

No.	Answer	Explanation
40	memory	"Another theory links sleep to memory".

Reading

No.	Answer	Explanation
1	TRUE	"The earliest bicycles of the 1860s had no bells at all."
2	NOT GIVEN	Both are mentioned, but their relative popularity is not.
3	TRUE	"The first bell designed specifically for bicycles is generally credited to John Richard Dedicoat".
4	FALSE	"They were heavy and relatively expensive".
5	FALSE	"there is no legal requirement for the rider to keep it".
6	NOT GIVEN	They became popular in the Netherlands and Denmark; where they were invented is not stated.
7	TRUE	"can produce sounds of over 100 decibels".
8	shouting / shouted	"Riders... simply shouted."
9	patent	"patented a design in 1877".
10	lever	"operated by a lever".
11	spring-loaded / spring	"a spring-loaded hammer".
12	aggressive	"too aggressive for use on paths shared with walkers".
13	voice	"rather than by a voice".
14	iii	A explains the ingredients and structure of glass.
15	vi	B: from luxury beads to common Roman household items.
16	vii	C: cathedral windows "tell religious stories".
17	i	D: float glass "replaced almost all others".
18	ii	E: fibre optics, phone screens, smart glass.
19	iv	F: endlessly recyclable, but rates vary.
20	C	"has no regular crystal structure. This unusual arrangement... allows light to pass".
21	A	"made vessels quicker and cheaper to produce".
22	C	"intended less to let in light than to tell religious stories".
23	B	"no longer needs to be ground and polished".
24	light	"as pulses of light".
25	chemical	"strengthened by chemical treatment".
26	colours / colors	"different colours of glass are collected together".
27	TRUE	"were seen as signs of progress".
28	FALSE	"largely ignored by planners at the time".
29	TRUE	"made streets safer because there were always 'eyes on the street'".
30	TRUE	"created new cycle lanes".
31	FALSE	Opponents say "some businesses have lost customers" — so not all supported them. (This is contradicted, so FALSE.)
32	NOT GIVEN	Paris "promoted" it; who first proposed it is not stated.
33	B	"people who already enjoy walking may choose to live in such areas".
34	A	"increase property prices, pushing out the lower-income residents".
35	B	"In cities with very hot summers...".
36	C	"the most sensible approach is gradual".
37	pavements	"wider pavements".
38	crossings	"safer crossings".
39	shade	"trees for shade".

No.	Answer	Explanation
40	residential	"allowing small shops in residential streets".

Listening scripts

Read after you have finished and checked the Listening test.

Part 1 – A woman phones a language school to enrol on an evening course.

Man: Hello, Castlegate Language School, this is Ben.

Woman: Hi, I'm calling about your evening Spanish courses. I'd like to enrol.

Man: Of course. Can I take your full name?

Woman: Yes, Lucy Penrose. That's P, E, N, R, O, S, E.

Man: Thanks, Lucy. And have you studied Spanish before?

Woman: A little at school, but that was years ago. I'd say I'm a beginner really, though I can remember some basics.

Man: Then I'd suggest our Elementary course, rather than Complete Beginners. It moves a bit faster.

Woman: That sounds right.

Man: Elementary runs on Tuesday evenings or Wednesday evenings. Both are seven till nine.

Woman: Wednesdays are better for me; I play netball on Tuesdays.

Man: Wednesday it is. The course lasts ten weeks and starts on the fourteenth of January.

Woman: And the fee?

Man: It's one hundred and ninety-five pounds. That includes the coursebook. If you're a student or over sixty, there's a discount, but...

Woman: No, I'm neither, unfortunately.

Man: The classes are held in our second building on Bridge Street, not the main office here. It's in room twelve on the first floor.

Woman: Room twelve. Is there anything I should bring to the first class?

Man: Just a notebook and a dictionary if you have one. And can I take an email address?

Woman: Sure. It's lucy.p at fastmail dot com. Fastmail is one word.

Man: Perfect. And how did you hear about us?

Woman: Through a friend, actually. She did your Italian course last year.

Man: Lovely. One last thing: we ask all new students for an emergency contact. Who would that be?

Woman: My brother, Mark. His number is 07956 213 880.

Man: Great. That's all done, Lucy. See you in January.

Part 2 – A radio presenter talks about the Hollybrook Summer Festival.

Presenter: And now for some local news. The Hollybrook Summer Festival returns this weekend, and it's bigger than ever. This year's festival is the twentieth, and to celebrate, the organisers have extended it from two days to three.

Presenter: The theme this year is food from around the world. Last year's music theme was very popular, and there will still be bands, but the focus is on international cooking.

Presenter: Entry to the festival itself is free, but some of the cookery workshops must be booked in advance, and they cost five pounds each. Tickets for those are available online only, not on the day.

Presenter: The organisers are asking visitors to leave their cars at home. The main car park on the high street will be closed, and a free shuttle bus will run from the railway station every twenty minutes.

Presenter: Now, let me tell you where things are. The festival takes place in Hollybrook Park. If you come in through the main gate on Station Road, at the bottom of the map in the festival programme, the Information Tent is immediately on your right.

Presenter: Walk straight ahead along the central path and the Main Stage is at the very top of the park, facing back towards the gate.

Presenter: The Food Market fills the large area to the left of the central path, between the gate and the pond.

Presenter: The pond is in the middle of the park on the left of the path. The Cookery Workshops are in the marquee just beyond the pond, also on the left, before you reach the main stage.

Presenter: For families, the Children's Zone is on the right-hand side of the park, behind the Information Tent, next to the tennis courts.

Presenter: And the First Aid point is beside the Main Stage, on its right-hand side as you face it.

Presenter: So, plenty to enjoy. The festival opens at ten on Friday.

Part 3 – A student, Jake, discusses his dissertation on remote working with his tutor, Dr Harris.

Dr Harris: Come in, Jake. So, how's the dissertation on remote working coming along?

Jake: Slowly, to be honest. I've finished the literature review, but the survey took longer than expected.

Dr Harris: Why was that?

Jake: Getting responses. I sent it to three hundred employees, and only about sixty replied. I think the survey was too long, so I've cut it down for the second round.

Dr Harris: Good. What's your main finding so far?

Jake: The thing that stands out is that people who work from home report higher productivity, but they also feel more isolated. Productivity wasn't a surprise, but I hadn't expected loneliness to be so common.

Dr Harris: And how are you going to deal with that in the dissertation?

Jake: I was going to add another chapter, but I think it's better to include it in the discussion section, rather than make the dissertation longer.

Dr Harris: I agree. Now, your literature review. I felt it relied too much on older sources.

Jake: Yes, most of it is from before 2020. I'll add more recent studies.

Dr Harris: Please do. And for the presentation next month, you'll need to keep it to fifteen minutes.

Jake: Fifteen. OK. Can I use video clips?

Dr Harris: Better not; the room's projector is unreliable. Use slides with clear charts instead.

Dr Harris: Now, you mentioned you'd be comparing different companies' policies.

Jake: Yes, I looked at four. Brightline Software lets staff work from home whenever they like, completely flexible. Corvan Bank requires everyone in the office three fixed days a week. Delmont Retail has given up offices entirely; everyone works at home. And Eastway Media lets staff choose, but they have to stay in the office during their first six months, as part of their training.

Dr Harris: That's a nice spread.

Part 4 – A lecture on sleep in animals.

Lecturer: Today's lecture is about sleep in the animal kingdom, and why it varies so much between species.

Lecturer: First, a definition. Scientists define sleep not only by closed eyes but by reduced response to the environment, which can be quickly reversed.

Lecturer: Sleep duration varies enormously. Brown bats may sleep up to twenty hours a day, while giraffes in the wild often sleep less than two hours, in short bursts.

Lecturer: One major factor is diet. Animals that eat grass need to spend long hours feeding, which leaves little time for rest. Meat eaters, on the other hand, can get their energy from a single meal.

Lecturer: A second factor is danger. Animals that are hunted by predators tend to sleep lightly and in short periods, so they can react quickly.

Lecturer: Some animals have remarkable solutions. Dolphins sleep with one half of the brain at a time, which allows them to continue swimming and come to the surface to breathe.

Lecturer: Similarly, some birds can sleep while flying. Researchers attached small sensors to frigate birds and found they slept for brief moments during long flights over the ocean.

Lecturer: What about sleep's purpose? One leading theory is that sleep helps the brain to remove waste products that build up while we are awake. Another theory links sleep to memory, suggesting that during sleep the brain strengthens important connections.

Lecturer: Even very simple creatures appear to sleep. Fruit flies, for example, become less active at night and, if they are kept awake, they sleep longer the next day, just as humans do.

Lecturer: Finally, a practical point. Studying animal sleep has helped medical researchers develop treatments for human sleep disorders, which affect millions of people. Thank you.

Band score guide

Listening and Reading: raw score → estimated band

These are the conversion tables the app uses. Count your correct answers (0–40) and find the band.

Listening raw score	Band	Reading raw score	Band
39–40	9	39–40	9
37–38	8.5	37–38	8.5
35–36	8	35–36	8
32–34	7.5	33–34	7.5
30–31	7	30–32	7
26–29	6.5	27–29	6.5
23–25	6	23–26	6
18–22	5.5	19–22	5.5
16–17	5	15–18	5
13–15	4.5	13–14	4.5
10–12	4	10–12	4
8–9	3.5	8–9	3.5
6–7	3	6–7	3
4–5	2.5	4–5	2.5
2–3	2	2–3	2
1	1	1	1
0	0	0	0

Writing: the four criteria

Task 1 is assessed for Task Achievement and Task 2 for Task Response. Both tasks are also assessed for Coherence & Cohesion, Lexical Resource and Grammatical Range & Accuracy. Task 1 needs at least 150 words and Task 2 at least 250 words. In the app, type your answer to see live estimated bands for each criterion and feedback on what to improve.

Criterion	Ask yourself
Task Achievement / Response	Did I answer every part of the question and give a clear overview or position?
Coherence & Cohesion	Are my ideas in logical paragraphs with clear linking words?
Lexical Resource	Did I use a range of accurate, topic-specific vocabulary?
Grammatical Range & Accuracy	Did I use a mix of simple and complex sentences with few errors?

Speaking self-check (from the app)

Listen to your recording and tick what you did. In the app, each criterion gives an estimated band from about 4 (nothing ticked) to 9 (everything ticked).

Fluency & Coherence

☐ Spoke without long pauses

☐ Used linking words (because, however, for example)

☐ Extended answers beyond one sentence

☐ Talked for the full 2 minutes in Part 2

Lexical Resource

☐ Used topic-specific vocabulary

☐ Paraphrased instead of repeating the question

☐ Used some idioms/collocations naturally

Grammatical Range & Accuracy

☐ Used a mix of tenses correctly

☐ Used complex sentences (if, although, which)

☐ Few basic errors (he/she, plurals, articles)

Pronunciation

☐ Clear, understandable words

☐ Natural stress and intonation

☐ Sentence endings clear (-s, -ed)

Overall band

Your overall estimated band is the average of your four skill bands, rounded to the nearest half band.

Listening	Reading	Writing	Speaking	Overall

All scores are estimated practice bands, not official IELTS results. IELTS is a registered trademark of its owners; this workbook and app are an independent practice tool and are not affiliated with or endorsed by the IELTS partners. All test material is original.