

# IELTS

## ACADEMIC 14

WITH ANSWERS

AUTHENTIC PRACTICE TESTS



**BỘ DỰ ĐOÁN 4 KỸ NĂNG CHÍNH XÁC 100%**

**BỘ ĐỀ THI THẬT LISTENING+READING  
TỪ NỘI BỘ BC&IDP**



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# Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing the language ability of candidates who need to study or work where English is the language of communication. These Practice Tests are designed to give future IELTS candidates an idea of whether their English is at the required level.

IELTS is owned by three partners: Cambridge Assessment English, part of the University of Cambridge; the British Council; IDP Education Pty Limited (through its subsidiary company, IELTS Australia Pty Limited). Further information on IELTS can be found on the IELTS website [www.ielts.org](http://www.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.

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

The test components are taken in the following order:

|                                                                        |    |                                                                                |
|------------------------------------------------------------------------|----|--------------------------------------------------------------------------------|
| <b>Listening</b>                                                       |    |                                                                                |
| 4 sections, 40 items, approximately 30 minutes                         |    |                                                                                |
| <p><b>Academic Reading</b><br/>3 sections, 40 items<br/>60 minutes</p> | or | <p><b>General Training Reading</b><br/>3 sections, 40 items<br/>60 minutes</p> |
| <p><b>Academic Writing</b><br/>2 tasks<br/>60 minutes</p>              | or | <p><b>General Training Writing</b><br/>2 tasks<br/>60 minutes</p>              |
| <b>Speaking</b>                                                        |    |                                                                                |
| 11 to 14 minutes                                                       |    |                                                                                |
| <b>Total Test Time</b>                                                 |    |                                                                                |
| 2 hours 44 minutes                                                     |    |                                                                                |



## ACADEMIC TEST FORMAT

### Listening

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

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flow-chart 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 three sections with 40 questions. There are three texts, which are taken from journals, books, magazines and newspapers. The texts are on topics of general interest. At least one text contains detailed logical argument.

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 completion, summary completion, note completion, table completion, flow-chart 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.

Task 1 requires candidates to look at a diagram or some data (in a graph, table or chart) and to present the information in their own words. They are assessed on their ability to organise, present and possibly compare data, and are required to describe the stages of a process, describe an object or event, or explain how something works.

In Task 2, candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present and justify an opinion, compare and contrast evidence and opinions, and to 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 on the IELTS website.



## 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 on the IELTS website.



## 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** – No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. 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** – No assessable information provided.



## MARKING THE PRACTICE TESTS

### Listening and Reading

The answer keys are on pages 119–126.

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 127–136. It is not possible for you to give yourself a mark for the Writing tasks. We have provided sample answers (written by candidates), showing their score and the examiner's comments. These sample 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 Bands for each component in order to determine whether you have the language skills needed for a particular course of study. For example, if your course 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 of approximately 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.

### Further information

For more information about IELTS or any other Cambridge Assessment English examination, write to:

Cambridge Assessment English  
The Triangle Building  
Shaftesbury Road  
Cambridge  
CB2 8EA

<https://support.cambridgeenglish.org>  
<http://www.ielts.org>

# Test 1

## LISTENING

### SECTION 1 Questions 1–10

Complete the form below.

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

| <b>CRIME REPORT FORM</b>         |                                                                                                                                                    |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Type of crime:                   | theft                                                                                                                                              |
| Personal information             |                                                                                                                                                    |
| <i>Example</i>                   |                                                                                                                                                    |
| Name                             | Louise ..... <i>Taylor</i> .....                                                                                                                   |
| Nationality                      | 1 .....                                                                                                                                            |
| Date of birth                    | 14 December 1977                                                                                                                                   |
| Occupation                       | interior designer                                                                                                                                  |
| Reason for visit                 | business (to buy antique 2 .....                                                                                                                   |
| Length of stay                   | two months                                                                                                                                         |
| Current address                  | 3 ..... Apartments (No 15)                                                                                                                         |
| Details of theft                 |                                                                                                                                                    |
| Items stolen                     | – a wallet containing approximately 4 £ .....<br>– a 5 .....                                                                                       |
| Date of theft                    | 6 .....                                                                                                                                            |
| Possible time and place of theft |                                                                                                                                                    |
| Location                         | outside the 7 ..... at about 4 pm                                                                                                                  |
| Details of suspect               | – some boys asked for the 8 ..... then ran off<br>– one had a T-shirt with a picture of a tiger<br>– he was about 12, slim build with 9 ..... hair |
| Crime reference number allocated | 10 .....                                                                                                                                           |





**SECTION 2**      *Questions 11–20*

**Induction talk for new apprentices**

*Questions 11 and 12*

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of advice for the first week of an apprenticeship does the manager give?

- A** get to know colleagues
- B** learn from any mistakes
- C** ask lots of questions
- D** react positively to feedback
- E** enjoy new challenges

*Questions 13 and 14*

Choose **TWO** letters, **A–E**.

Which **TWO** things does the manager say mentors can help with?

- A** confidence-building
- B** making career plans
- C** completing difficult tasks
- D** making a weekly timetable
- E** reviewing progress

Questions 15–20

What does the manager say about each of the following aspects of the company policy for apprentices?

Write the correct letter, **A**, **B** or **C**, next to Questions 15–20.

- |                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------|
| <p><b>A</b> It is encouraged.</p> <p><b>B</b> There are some restrictions.</p> <p><b>C</b> It is against the rules.</p> |
|-------------------------------------------------------------------------------------------------------------------------|

**Company policy for apprentices**

- 15 Using the internet .....
- 16 Flexible working .....
- 17 Booking holidays .....
- 18 Working overtime .....
- 19 Wearing trainers .....
- 20 Bringing food to work .....





**SECTION 3**      *Questions 21–30*

*Questions 21–25*

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

**Cities built by the sea**

- 21** Carla and Rob were surprised to learn that coastal cities
- A contain nearly half the world's population.
  - B include most of the world's largest cities.
  - C are growing twice as fast as other cities.
- 22** According to Rob, building coastal cities near to rivers
- A may bring pollution to the cities.
  - B may reduce the land available for agriculture.
  - C may mean the countryside is spoiled by industry.
- 23** What mistake was made when building water drainage channels in Miami in the 1950s?
- A There were not enough of them.
  - B They were made of unsuitable materials.
  - C They did not allow for the effects of climate change.
- 24** What do Rob and Carla think that the authorities in Miami should do immediately?
- A take measures to restore ecosystems
  - B pay for a new flood prevention system
  - C stop disposing of waste materials into the ocean
- 25** What do they agree should be the priority for international action?
- A greater coordination of activities
  - B more sharing of information
  - C agreement on shared policies

Questions 26–30

What decision do the students make about each of the following parts of their presentation?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 26–30.

**Decisions**

- A** use visuals
- B** keep it short
- C** involve other students
- D** check the information is accurate
- E** provide a handout
- F** focus on one example
- G** do online research

**Parts of the presentation**

- 26** Historical background .....
- 27** Geographical factors .....
- 28** Past mistakes .....
- 29** Future risks .....
- 30** International implications .....





**SECTION 4**      *Questions 31–40*

Complete the notes below.

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

**Marine renewable energy (ocean energy)**

**Introduction**

More energy required because of growth in population and **31** .....

What's needed:

- renewable energy sources
- methods that won't create pollution

**Wave energy**

Advantage: waves provide a **32** ..... source of renewable energy

Electricity can be generated using offshore or onshore systems

Onshore systems may use a reservoir

Problems:

- waves can move in any **33** .....
- movement of sand, etc. on the **34** ..... of the ocean may be affected

**Tidal energy**

Tides are more **35** ..... than waves

Planned tidal lagoon in Wales:

- will be created in a **36** ..... at Swansea
- breakwater (dam) containing 16 turbines
- rising tide forces water through turbines, generating electricity
- stored water is released through **37** ....., driving the turbines in the reverse direction

Advantages:

- not dependent on weather
- no **38** ..... is required to make it work
- likely to create a number of **39** .....

Problem:

- may harm fish and birds, e.g. by affecting **40** ..... and building up silt

**Ocean thermal energy conversion**

Uses a difference in temperature between the surface and lower levels

Water brought to the surface in a pipe



**READING**

**READING PASSAGE 1**

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.

**THE IMPORTANCE OF CHILDREN’S PLAY**

Brick by brick, six-year-old Alice is building a magical kingdom. Imagining fairy-tale turrets and fire-breathing dragons, wicked witches and gallant heroes, she’s creating an enchanting world. Although she isn’t aware of it, this fantasy is helping her take her first steps towards her capacity for creativity and so it will have important repercussions in her adult life.

Minutes later, Alice has abandoned the kingdom in favour of playing schools with her younger brother. When she bosses him around as his ‘teacher’, she’s practising how to regulate her emotions through pretence. Later on, when they tire of this and settle down with a board game, she’s learning about the need to follow rules and take turns with a partner.

‘Play in all its rich variety is one of the highest achievements of the human species,’ says Dr David Whitebread from the Faculty of Education at the University of Cambridge, UK. ‘It underpins how we develop as intellectual, problem-solving adults and is crucial to our success as a highly adaptable species.’

Recognising the importance of play is not new: over two millennia ago, the Greek philosopher Plato extolled its virtues as a means of developing skills for adult life, and ideas about play-based learning have been developing since the 19th century.

But we live in changing times, and Whitebread is mindful of a worldwide decline in play, pointing out that over half the people in the world now live in cities. ‘The opportunities for free play, which I experienced almost every day of my childhood, are becoming increasingly scarce,’ he says. Outdoor play is curtailed by perceptions of risk to do with traffic, as well as parents’ increased wish to protect their children from being the victims of crime, and by the emphasis on ‘earlier is better’ which is leading to greater competition in academic learning and schools.

International bodies like the United Nations and the European Union have begun to develop policies concerned with children’s right to play, and to consider implications for leisure facilities and educational programmes. But what they often lack is the evidence to base policies on.

‘The type of play we are interested in is child-initiated, spontaneous and unpredictable – but, as soon as you ask a five-year-old “to play”, then you as the researcher have intervened,’ explains Dr Sara Baker. ‘And we want to know what the long-term impact of play is. It’s a real challenge.’





Dr Jenny Gibson agrees, pointing out that although some of the steps in the puzzle of how and why play is important have been looked at, there is very little data on the impact it has on the child's later life.

Now, thanks to the university's new Centre for Research on Play in Education, Development and Learning (PEDAL), Whitebread, Baker, Gibson and a team of researchers hope to provide evidence on the role played by play in how a child develops.

'A strong possibility is that play supports the early development of children's self-control,' explains Baker. 'This is our ability to develop awareness of our own thinking processes – it influences how effectively we go about undertaking challenging activities.'

In a study carried out by Baker with toddlers and young pre-schoolers, she found that children with greater self-control solved problems more quickly when exploring an unfamiliar set-up requiring scientific reasoning. 'This sort of evidence makes us think that giving children the chance to play will make them more successful problem-solvers in the long run.'

If playful experiences do facilitate this aspect of development, say the researchers, it could be extremely significant for educational practices, because the ability to self-regulate has been shown to be a key predictor of academic performance.

Gibson adds: 'Playful behaviour is also an important indicator of healthy social and emotional development. In my previous research, I investigated how observing children at play can give us important clues about their well-being and can even be useful in the diagnosis of neurodevelopmental disorders like autism.'

Whitebread's recent research has involved developing a play-based approach to supporting children's writing. 'Many primary school children find writing difficult, but we showed in a previous study that a playful stimulus was far more effective than an instructional one.' Children wrote longer and better-structured stories when they first played with dolls representing characters in the story. In the latest study, children first created their story with Lego\*, with similar results. 'Many teachers commented that they had always previously had children saying they didn't know what to write about. With the Lego building, however, not a single child said this through the whole year of the project.'

Whitebread, who directs PEDAL, trained as a primary school teacher in the early 1970s, when, as he describes, 'the teaching of young children was largely a quiet backwater, untroubled by any serious intellectual debate or controversy.' Now, the landscape is very different, with hotly debated topics such as school starting age.

'Somehow the importance of play has been lost in recent decades. It's regarded as something trivial, or even as something negative that contrasts with "work". Let's not lose sight of its benefits, and the fundamental contributions it makes to human achievements in the arts, sciences and technology. Let's make sure children have a rich diet of play experiences.'

\* Lego: coloured plastic building blocks and other pieces that can be joined together

Questions 1–8

Complete the notes below.

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

Write your answers in boxes 1–8 on your answer sheet.

## Children's play

### Uses of children's play

- building a 'magical kingdom' may help develop 1 .....
- board games involve 2 ..... and turn-taking

### Recent changes affecting children's play

- populations of 3 ..... have grown
- opportunities for free play are limited due to
  - fear of 4 .....
  - fear of 5 .....
  - increased 6 ..... in schools

### International policies on children's play

- it is difficult to find 7 ..... to support new policies
- research needs to study the impact of play on the rest of the child's 8 .....





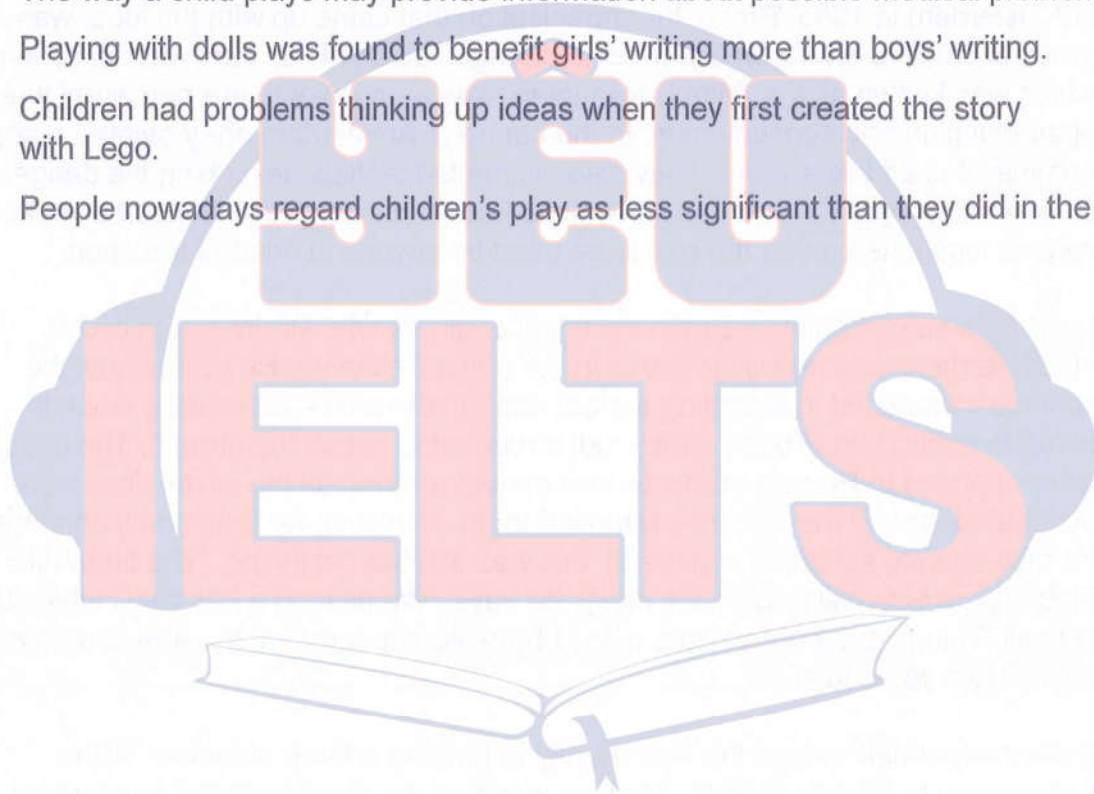
Questions 9–13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9–13 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 Children with good self-control are known to be likely to do well at school later on.
- 10 The way a child plays may provide information about possible medical problems.
- 11 Playing with dolls was found to benefit girls' writing more than boys' writing.
- 12 Children had problems thinking up ideas when they first created the story with Lego.
- 13 People nowadays regard children's play as less significant than they did in the past.





## READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.

### The growth of bike-sharing schemes around the world

*How Dutch engineer Luud Schimmelpennink helped to devise urban bike-sharing schemes*

- A** The original idea for an urban bike-sharing scheme dates back to a summer's day in Amsterdam in 1965. Provo, the organisation that came up with the idea, was a group of Dutch activists who wanted to change society. They believed the scheme, which was known as the Witte Fietsenplan, was an answer to the perceived threats of air pollution and consumerism. In the centre of Amsterdam, they painted a small number of used bikes white. They also distributed leaflets describing the dangers of cars and inviting people to use the white bikes. The bikes were then left unlocked at various locations around the city, to be used by anyone in need of transport.
- B** Luud Schimmelpennink, a Dutch industrial engineer who still lives and cycles in Amsterdam, was heavily involved in the original scheme. He recalls how the scheme succeeded in attracting a great deal of attention – particularly when it came to publicising Provo's aims – but struggled to get off the ground. The police were opposed to Provo's initiatives and almost as soon as the white bikes were distributed around the city, they removed them. However, for Schimmelpennink and for bike-sharing schemes in general, this was just the beginning. 'The first Witte Fietsenplan was just a symbolic thing,' he says. 'We painted a few bikes white, that was all. Things got more serious when I became a member of the Amsterdam city council two years later.'
- C** Schimmelpennink seized this opportunity to present a more elaborate Witte Fietsenplan to the city council. 'My idea was that the municipality of Amsterdam would distribute 10,000 white bikes over the city, for everyone to use,' he explains. 'I made serious calculations. It turned out that a white bicycle – per person, per kilometre – would cost the municipality only 10% of what it contributed to public transport per person per kilometre.' Nevertheless, the council unanimously rejected the plan. 'They said that the bicycle belongs to the past. They saw a glorious future for the car,' says Schimmelpennink. But he was not in the least discouraged.
- D** Schimmelpennink never stopped believing in bike-sharing, and in the mid-90s, two Danes asked for his help to set up a system in Copenhagen. The result was the world's first large-scale bike-share programme. It worked on a deposit: 'You dropped a coin in the bike and when you returned it, you got your money back.' After setting up the Danish system, Schimmelpennink decided to try his luck again

