

Listening and Reading Answer Keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 C
- 2 B
- 3 48 North Avenue
- 4 WS6 2YH
- 5 01674 553242
- 6 (free) drink(s)/refreshment(s)
- 7 (the/a) pianist/piano player
- 8 10.50
- 9 4
- 10 50%

Section 2, Questions 11–20

- 11 1.30
- 12 25 December/Christmas Day
- 13 car-park/parking lot
- 14 45
- 15 (some) tables
- 16–18 **IN ANY ORDER**
- C
- F
- G
- 19&20 **IN EITHER ORDER**
- B
- E

Section 3, Questions 21–30

- 21 A
- 22 C
- 23 A
- 24 B
- 25–27 **IN ANY ORDER**
- B
- C
- F
- 28 12,000
- 29 horses
- 30 caves

Section 4, Questions 31–40

- 31 surface
- 32 environment
- 33 impact(s)/effect(s)
- 34 urban
- 35 problems
- 36 images
- 37 patterns
- 38 distortion(s)
- 39 traffic
- 40 weather

If you score . . .

0–14	15–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 D
- 2 B
- 3 F
- 4 E
- 5 B
- 6 F
- 7 D
- 8 A
- 9 (ship's) anchor/(an/the) anchor
- 10 (escape) wheel
- 11 tooth
- 12 (long) pendulum
- 13 second

Reading Passage 2, Questions 14–26

- 14 ii
- 15 iii
- 16 v
- 17 iv
- 18 viii
- 19 vii
- 20 FALSE

- 21 FALSE
- 22 NOT GIVEN
- 23 TRUE
- 24 TRUE
- 25 FALSE
- 26 TRUE

Reading Passage 3, Questions 27–40

- 27 E
- 28 B
- 29 A
- 30 F
- 31 sender
- 32 picture/image
- 33 receiver
- 34&35 **IN EITHER ORDER**
sensory leakage (or)
(outright) fraud
- 36 computers
- 37 human involvement
- 38 meta-analysis
- 39 lack of consistency
- 40 big/large enough

If you score . . .

0–12	13–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Model and sample answers for Writing tasks

TEST 1, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The pie chart shows that there are four main causes of farmland becoming degraded in the world today. Globally, 65% of degradation is caused by too much animal grazing and tree clearance, constituting 35% and 30% respectively. A further 28% of global degradation is due to over-cultivation of crops. Other causes account for only 7% collectively.

These causes affected different regions differently in the 1990s, with Europe having as much as 9.8% of degradation due to deforestation, while the impact of this on Oceania and North America was minimal, with only 1.7% and 0.2% of land affected respectively. Europe, with the highest overall percentage of land degraded (23%), also suffered from over-cultivation (7.7%) and over-grazing (5.5%). In contrast, Oceania had 13% of degraded farmland and this was mainly due to over-grazing (11.3%). North America had a lower proportion of degraded land at only 5%, and the main causes of this were over-cultivation (3.3%) and, to a lesser extent, over-grazing (1.5%).

Overall, it is clear that Europe suffered more from farmland degradation than the other regions, and the main causes there were deforestation and over-cultivation.

TEST 1, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

A child's education has never been about learning information and basic skills only. It has always included teaching the next generation how to be good members of society. Therefore, this cannot be the responsibility of the parents alone.

In order to be a good member of any society the individual must respect and obey the rules of their community and share their values. Educating children to understand the need to obey rules and respect others always begins in the home and is widely thought to be the responsibility of parents. They will certainly be the first to help children learn what is important in life, how they are expected to behave and what role they will play in their world.

However, learning to understand and share the value system of a whole society cannot be achieved just in the home. Once a child goes to school, they are entering a wider community where teachers and peers will have just as much influence as their parents do at home. At school, children will experience working and living with people from a whole variety of backgrounds from the wider society. This experience should teach them how to co-operate with each other and how to contribute to the life of their community.

But to be a valuable member of any community is not like learning a simple skill. It is something that an individual goes on learning throughout life and it is the responsibility of every member of a society to take responsibility for helping the younger generation to become active and able members of that society.