

Listening and Reading Answer Keys

TEST 5

LISTENING

Section 1, Questions 1–10

- 1 mountains
- 2 horse
- 3 garden(s)
- 4 lunch
- 5 map
- 6 experience
- 7 Ratchesons
- 8 helmet
- 9 shops
- 10 267

Section 2, Questions 11–20

- 11 A
- 12 A
- 13 C
- 14 C
- 15&16 **IN EITHER ORDER**
 - A
 - E
- 17 F
- 18 C
- 19 D
- 20 B

Section 3, Questions 21–30

- 21 B
- 22 C
- 23 C
- 24 budget
- 25 employment
- 26 safety
- 27 insurance
- 28 diary
- 29 database
- 30 museum

Section 4, Questions 31–40

- 31 damage
- 32 side effects
- 33 bridge
- 34 confusion
- 35 smartphone
- 36 resources
- 37 unnecessary/not necessary
- 38 chocolate bar
- 39 problem
- 40 market share

If you score ...

0–15	16–24	25–40
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.

READING

Reading Passage 1, Questions 1–13

- 1 NOT GIVEN
- 2 FALSE
- 3 FALSE
- 4 TRUE
- 5 TRUE
- 6 taste
- 7 cheaper
- 8 convenient
- 9 image
- 10 sustainable
- 11 recycled
- 12 biodiversity
- 13 desertification

Reading Passage 2, Questions 14–26

- 14 antiques
- 15 triumph
- 16 information
- 17 contact/meetings
- 18 hunt/desire
- 19 aimless/empty

- 20 educational
- 21 Trainspotting
- 22 NOT GIVEN
- 23 FALSE
- 24 NOT GIVEN
- 25 TRUE
- 26 TRUE

Reading Passage 3, Questions 27–40

- 27 vi
- 28 viii
- 29 ii
- 30 iv
- 31 iii
- 32 vii
- 33 fire science
- 34 investigators
- 35 evidence
- 36 prosecution
- 37 NOT GIVEN
- 38 YES
- 39 NO
- 40 NO

If you score ...

0–15	16–25	26–40
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.

TEST 6

LISTENING

Section 1, Questions 1–10

- 1 2.45
- 2 band
- 3 play
- 4 scientist
- 5 river
- 6 grandparents
- 7 Handsworth
- 8 traditional
- 9 outdoor
- 10 logo

Section 3, Questions 21–30

- 21 C
- 22 B
- 23 C
- 24 A
- 25 C
- 26 E
- 27 G
- 28 D
- 29 C
- 30 A

Section 2, Questions 11–20

- 11 B
- 12 C
- 13 A
- 14 B
- 15 C
- 16 F
- 17 B
- 18 E
- 19 G
- 20 C

Section 4, Questions 31–40

- 31 bullying
- 32 superiority
- 33 personality
- 34 structural
- 35 absence
- 36 confidence
- 37 visions
- 38 democratic
- 39 respect
- 40 mediator

If you score ...

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READING**Reading Passage 1,
Questions 1–13**

- 1 A
 2 B
 3 H
 4 D
 5 B
 6 C
 7 G
 8 B
 9 A
 10&11 *IN EITHER ORDER*
 D
 E
 12&13 *IN EITHER ORDER*
 C
 D

**Reading Passage 2,
Questions 14–26**

- 14 iv
 15 vi
 16 viii
 17 v
 18 i
 19 vii

- 20 iii
 21 TRUE
 22 FALSE
 23 FALSE
 24 NOT GIVEN
 25 rubber
 26 farmer

**Reading Passage 3,
Questions 27–40**

- 27 eye movements
 28 language co-activation
 29 Stroop Task
 30 conflict management
 31 cognitive control
 32 YES
 33 NOT GIVEN
 34 NO
 35 NO
 36 NOT GIVEN
 37 D
 38 G
 39 B
 40 C

If you score ...

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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.

TEST 7**LISTENING****Section 1, Questions 1–10**

- 1 travel/travel(l)ing
- 2 history
- 3 study
- 4 teenagers
- 5 kitchen
- 6 crime
- 7 appointment/booking
- 8 sugar
- 9 stamps
- 10 parking

Section 3, Questions 21–30

- 21 C
- 22 E
- 23 H
- 24 B
- 25 A
- 26 F
- 27 A
- 28 C
- 29 B
- 30 B

Section 2, Questions 11–20**11&12 IN EITHER ORDER**

- D
E

13&14 IN EITHER ORDER

- A
C

- 15 C
- 16 B
- 17 A
- 18 stress
- 19 weight
- 20 families

Section 4, Questions 31–40

- 31 insects
- 32 behaviour/behavior
- 33 father
- 34 complex/complicated
- 35 reproduction/breeding
- 36 control
- 37 duck(s)
- 38 language
- 39 food
- 40 cost(s)/price(s)/bill(s)

If you score ...

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READING

Reading Passage 1, Questions 1–13

- 1 v
- 2 iii
- 3 viii
- 4 i
- 5 iv
- 6 vi
- 7 ii
- 8 pirates
- 9 food
- 10 oil
- 11 settlers
- 12 species
- 13 eggs

Reading Passage 2, Questions 14–26

- 14 D
- 15 C
- 16 F
- 17 G
- 18 D
- 19 B

- 20 vaccinations
- 21 antibiotics
- 22 mosquito(e)s
- 23 factories
- 24 forests
- 25 Polio
- 26 mountain

Reading Passage 3, Questions 27–40

- 27 dopamine
- 28 pleasure
- 29 caudate
- 30 anticipatory phase
- 31 food
- 32 B
- 33 C
- 34 A
- 35 B
- 36 D
- 37 F
- 38 B
- 39 E
- 40 C

If you score ...

0–14	15–24	25–40
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TEST 8

LISTENING

Section 1, Questions 1–10

- 1 temporary
- 2 doctor
- 3 Africa
- 4 youth
- 5 May
- 6 cheese
- 7 Arbutnot
- 8 DG7 4PH
- 9 Tuesday
- 10 talk/presentation

Section 3, Questions 21–30

- 21 classification
- 22 worst
- 23 slides
- 24 issues
- 25 F
- 26 A
- 27 E
- 28 C
- 29 G
- 30 B

Section 2, Questions 11–20

- 11 A
- 12 C
- 13 B
- 14 B
- 15 H
- 16 C
- 17 F
- 18 G
- 19 I
- 20 B

Section 4, Questions 31–40

- 31 garden(s)
- 32 political
- 33 work/study
- 34 fountain
- 35 social
- 36 lively
- 37 training
- 38 culture
- 39 nature
- 40 silent

If you score ...

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READING

Reading Passage 1, Questions 1–13

- 1 obsidian
- 2 spears
- 3 beads
- 4 impurities
- 5 Romans
- 6 lead
- 7 clouding
- 8 taxes
- 9 TRUE
- 10 FALSE
- 11 NOT GIVEN
- 12 TRUE
- 13 FALSE

Reading Passage 2, Questions 14–26

- 14 D
- 15 A
- 16 C
- 17 A
- 18 C
- 19 E

- 20 D
- 21 F
- 22 A
- 23 NO
- 24 NOT GIVEN
- 25 YES
- 26 YES

Reading Passage 3, Questions 27–40

- 27 iv
- 28 ii
- 29 vi
- 30 viii
- 31 vii
- 32 i
- 33 iii
- 34 YES
- 35 NOT GIVEN
- 36 NO
- 37 NO
- 38 information
- 39 financial
- 40 shareholders/investors

If you score ...

0–14	15–24	25–40
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.

Sample answers for Writing tasks

TEST 5, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.0** score. Here is the examiner's comment:

The candidate covers the key features and rounds off the description with an overview. Organisation is evident, however not wholly logical, and it is sometimes difficult to relate data to specific age groups. Vocabulary is just about adequate, but is rather dependent on input material [*regular physical activity* | *percentage*]: original material is limited to e.g. [*teenager* | *mid-twenties*] with a lot of inaccuracy in word formation. Most sentence forms consist of simple structures and these are often inaccurate [*bars's changed and interesting* | *men's percentage are increasing* | *the percentage more decrease until*], though there is some accuracy in comparative forms [*is higher than*].

The bar chart below shows the percentage of Australia men and women in different age group who did regular physical activity in 2010. It's interesting to the bar chart.

In 15 to 24, , Australian men's percentage of doing regular physical activity is 52.8 and women's percentage is 47.7. Compare with men and women, men's percentage is higher than women's percentage. However, bars's changed and interesting. After 25 to 34, men's percentage are increasing. In 35 to 44, men's percentage is 42.2. Besides, In 35 to 44, the percentage more decrease until 39.5.

After over 45 age, a few increase like 43.7, 45.1 and 46.7.

However, the percentage couldn't over 50%.

Then, women's percentages are increase until 54 age like 52.5, 53.3. Although women's percentages are decrease after 55 age, the percentages are higher than men's percentages.

In conclusion, men did regular physical activity more than women when they were teenager and mid twenties.

After mid-twenties, however, men's percentage was decreased and women's percentage was increase.

TEST 5, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.0** score. Here is the examiner's comment:

The candidate addresses all parts of the prompt, although there is some misunderstanding of the term *shared freely*. Ideas relating to each sector mentioned in the prompt are presented, yet there is not much development of these, especially of sharing ideas in the business world. There is a clear overall progression, with the candidate's own opinion presented at the end, but there are some errors in the use of cohesive devices [*working there on out of this | which scientisf*]. Lexis is mainly appropriate for the task, though there are some errors in word choice [*actual | releases*] and spelling [*govenment | limite | theme | loose*]. There is a mix of simple and complex sentence forms, with a fair degree of accuracy: errors in grammatical control seldom prevent meaning from coming through.

Sharing information is actual issue in our world where it has strong influence on people. There are various spheres of our life where information is more or less important for people working there on out of this. For this reason some people consider that it is good to share information while others think in opposite way.

For example, practically all scientists are glad to share information with ordinary people or other scientist. There is no competition in this sphere. Sometimes it is bad for govenment which scientist share the secret information with international spy but it will not hurt information.

There are some simple rules in academic world which limite informational sources between people. If person is interested in theme discussing with you and you are ready to keep talking then the person gives you all information what he knows for free. On the other hand, if the person knows much and he knows that you can not give him actual or new information then he will share information with you just for money. For example, student pay for his learning while two students can cooperate and share information with each other. It is obviously that sharing information in business world can followes by releases. There is large competition and it may takes much costs for companies. Companies loose their profit every day because some one can not keep silence especially IT companies.

To sum up all above it is neccessery to say that there are some spheres in which sharing information is a crime. In my opinion, in many cases information can be too important or sharing at all.

TEST 6, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7.0** score. Here is the examiner's comment:

The candidate covers all the key features and presents a clear overview of the developments planned. Information and ideas are logically organised and there is a clear progression throughout the response. A range of cohesive devices is used flexibly [*currently* | *Overall* | *First of all* | *therefore* | *Moreover* | *The next point* | *To sum up*]. Lexical choice shows flexibility and precision, and includes less common items [*modifications* | *predicting* | *grouped in a shopping mall*], though there is some inappropriate word choice [*deserves*]. A range of grammatical structures is used flexibly and accurately and error-free sentences are frequent.

The two maps of the centre of the towns of Istip give information about the city currently and in the future. Overall, a lot of modifications can be observed during the forecast development.

First of all, according to the current map the centre is close to a countryside. A main road deserves houses, a school, several shops and a park.

Looking more closely at the map predicting the future development of the city, a lot of modifications can be observed. The size of the centre will increase in an oval shape; therefore the countryside will disappear. Moreover, the single road will be replaced by a bigger dual carriageway. A pedestrian way will deserve the central area. New houses will be built with new facilities such as a bus station and a parking. The shops will be grouped in a shopping mall. The next point is the garden area which will be smaller. As the city will have more people the school will be bigger.

To sum up, between the actual map of Istip town centre and the future planned development, a lot of modifications are predicted. On the one hand the city will be bigger with more facilities. On the other hand the park will be reduced and the countryside will disappear. The city will have changed a great deal.

TEST 6, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.0** score. Here is the examiner's comment:

The response looks at some advantages and disadvantages of the topic, but does not reach any conclusion. As a result, there is a lack of overall progression, although organisation is evident and cohesive devices are used (though rather mechanically) [*One of advantages | For example | Also | Another disadvantage | For instance*]. The range of lexis is adequate for the task, however there are often spelling mistakes [*contries | yonge | quillified*] and errors in word choice or formation [*chancing to improve | unemployee problem*]. There are attempts to produce complex sentence forms, but there is a lack of grammatical control which can cause some difficulty for the reader [... *due to some countries limit the population, if that have more young children it will over limit*].

Nowadays, the people of some countries that have the young people more than the old people. Some people thinks when their contries have the yonge people more than the old people will be good because, that could increases the population in the future. Another people thinks it not good due to some countries limit the population, if that have more young children, it will over limit. This essay will discuss the advantages and disadvantages about in some countries have the young people more than the old people.

One of advantages is increasing the population. In some countries support the family to have more children because that can increases the population in the future. For example, in Singapore, Philipine and so on. What is more chancing to improve the educations as when they have a lot of young generation, the government could improve a good education. Also, they can develop the systems include the quillified teachers, the good atmosphere.

One of disadvantages is the place for study. If the young generation still a lot, the school will not enough for the study, the government should construct more school. Also, when they have the new schools, the teacher will not enough to teach them. The university should get more student to study about teaching education.

Another disadvantages is the quality of education. If the many students learn in the classroom, the teachers can not take care all. For instance, when they have a problem they will need some help from the teachers. Furthermore, when they grow up, the unemployee problem will happen because the company can not receive everybody to get a job.

In conclusion, in some countries that have the young population more than the old population, the government should manage the education system. Moreover, they should prepare the plans for sloving unemployee problems which can happen in the future.

TEST 7, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.5** score. Here is the examiner's comment:

The candidate organises the information well and describes the trends in the various groups, but the lack of data to support the descriptions is a significant omission. There is a clear progression throughout the response, with good management of cohesive devices [*percentage of people who | during the same period | in these segments of the chart | the groups in which | such facilities*]. Lexis shows some flexibility and precision [*on a weekly basis*] and there is evidence of less common items [*segments | major changes | most of the population | most/least popular | with the exception of*], with few errors in word choice [*visualises | be | clients*]. There is a variety of complex structures used with flexibility and accuracy, but there are also a few errors in grammatical control and in punctuation.

The chart visualises how often the US citizens be at fast-food restaurants in the years 2003, 2006 and 2013.

From 2003 to 2006 the percentage of people who have never eaten at a fast food restaurant has fallen by 1%, but on the other hand during the same period the number of clients who eat fast food everyday has also fallen to about 3% of the population. Since 2006, no other changes have occurred in these segments of the chart.

The major changes can be seen in the groups, who eat in a fast-food restaurant on a weekly basis (once or several times a week) and in the groups in which people visit the fast-food restaurants once or twice a month or once a few months. While in 2006 most of the US citizens ate at such facilities at least once a week, in 2013 most of the population did so only once or twice a month. It's clear that the fast-food restaurants were most popular in 2006 and least popular in 2013. However the number of people who eat in such restaurants only a few times every year didn't change.

As a whole, with the exception of people who rarely or never eat fast food and in addition, the small part of the population who eat every day, the peak of going to fast-food restaurants was reached in 2006 in contrast with 2013 when most of the population spent time in them only once or twice a month.

TEST 7, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7.5** score. Here is the examiner's comment:

This is a good response which would achieve an even higher score if there was more focus on *large sums of money* and on *between cities*. The writing is well organised and there is a clear progression throughout, although the use of some cohesive devices could be more flexible. There is a wide range of vocabulary, used appropriately and naturally, [*preferred method of transportation* | *leave the driving to the professional* | *more affordable* | *ever-expanding urban populations* | *embrace the idea of*], but some spelling errors are noted [*Communters* | *whill* | *cheif* | *ammount* | *busses*]. There is a wide range of structures and again, these are used flexibly, however there are occasional errors in punctuation.

For many people around the world, the preferred method of transportation is high-speed rail. Commuters travelling to and from work rely on the safety and efficiency, whilst tourists appreciate the convenience and novelty that trains provide. Others believe that highways, busses and regular trains should be improved before new, high-speed lines are added.

Safety is chief among concerns for those who travel to work or school on a regular basis. If one drives a car, they have to concentrate on the road not only to avoid accidents but also to prevent other drivers from causing a problem on the road. High-speed rail allows the commuter to leave the driving to the professional controlling the train, allowing them to get some work done while getting to work safely.

In addition, people tend to move further and further away from city centres, where land and houses are more affordable. High-speed rail allows these commuters to travel greater distances in a shorter ammount of time. There is a flow-on effect here, because if we can reduce the number of cars on the road, we can also cut down on traffic jams and road delays.

On the other hand, high-speed trains are expensive, and some believe this money could be spend on repairing motorways which are used by cars, busses and motorcycles. Another possibility would be to use this money to build more regular commuter trains and busses to service the ever-expanding urban populations. Moreover, boats and ferries could benefit from a budget which focuses more on existing forms of transport.

In the end, public transport is an issue which affects us all. The taxes which we pay should be spent on the type of transport which will have the most benefit to all citizens. In addition, we need to take into account how much the environment is damaged by fossil fuels and pollution. therefore, I believe in order to move forward, we need to embrace the idea of high-speed rail so that future generations can continue to live safely and efficiently.

TEST 8, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.0** score. Here is the examiner's comment:

The candidate has provided a clear introduction and an overview of the key stages of the process. Each stage is identified and described, although there are some minor errors in the reporting of stage 5. There is room for expansion of the description of each stage, which could help to achieve a higher score. There is a clear overall progression, with each stage being signalled by appropriate markers [*First* | *in order to* | *After that* | *At this point* | *Then, the final step* | *Finally*]. These markers are adequate, but a higher score might be achieved by varying their position in each sentence, rather than always placing them at the beginning. The range of vocabulary is adequate for the task and there are attempts to use more variety here [*five general steps* | *connected* | *accumulated*], though there are some examples of error in word choice [*box* / *tank* | *a circle movements* / a circular movement], in spelling [*undergrownd* | *trough* | *container* | *sumary*] and in word formation [*condensered* / condensed | *gas* / gaseous | *trasladated* / transferred? | *condensering* / condensing]. There is a mix of simple and complex sentence forms, including accurate use of passive forms. There are some errors [*a* / *an* | *who* / *what*], but otherwise the level of accuracy is good. The same level of accuracy, over a wider range of sentence forms, would increase the score on Grammatical Range and Accuracy.

The diagram shows how electricity is produced by geothermal energy. There are five general steps in this process. First, in a big box connected underground, cold water is accumulated in order to be pumped down about 4.5 Km.

After that, water is heated passing through hot rocks called Geothermal zone and it is pumped up in order to be condensed in a big container. At this point, water is in a gas state and it is put in a turbine which moves it in a circle movements. Then, the final step is to use a generator in order to water be powered and energy can be produced. Finally energy is trasladated to a energy tower.

In summary, the geothermal power plant is used to create energy in some steps: heating cold water by a geothermal zone and condensering it in order to put it in a generator turbine which is who produces the energy to be used.

TEST 8, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.0** score. Here is the examiner's comment:

This is an attempt to address the prompt and some main ideas are put forward, but there is no discussion of ***is likely to result in a society of individuals who only think about their own wishes***. This omission, and the fact that the response is underlength, limit the Band score rating. Organisation is evident, however the answer lacks contextualisation, and cohesion within sentences is sometimes faulty [*that is cause many African children to ... | they will show respect to their ad community in is general*]. Vocabulary is the strongest aspect of the response [*confident | make mistakes | dictate | the right path | do something wrong | manage their affairs | vandals and aggressors | determine their own choices | show respect | oppressed | respect children | justify*] and although spelling errors occur, they do not generally prevent meaning from coming through [*becouse | taught | smagging*]. Grammatical control is variable: some complex structures are produced accurately while other, simpler, forms contain errors. Punctuation and capitalisation are also sometimes faulty.

it is good to show children living a freedom environment, because it could help children to grow stronger and confident. But it depends on the age of the child, forexample a little children can not choose clothes and they also like to eat sweets all the time.

When the children is free to their choices they could make mistakes so parents should not dictate children what want, but guide to the right path. forexample most parents in western world teach their children arguing rather than smagging when they do something wrong. When children are taught to do their own choice could easily manage their affairs, when grow up.

children may sometimes give a good opinion, so that it is good to understand rather than upsetting them. Many parents In Africa do not believe of listen children, that is cause many African children become vandals and aggressors toward the community.

if we teach our youngers to determine their own choices, they will show respect to their ad community in is general because they never felt oppressed and they would not bother to any when they get older.

over all, when we listen our children that we make their future personality better. parents should respect children. Same like adults. When the parents try to refuse children something they should justify to them why they refused explain to them the reasons.