

IELTS practice test

Listening Test answer key

- 1 B they've got the full programme of events fixed now
- 2 A But I'm going to get tickets for the film
- 3 September The opening night is September 20th
- 4 0967 990776
- 5 (a/the) (local) bank there's a commercial sponsor – it's a local bank
- 6 (a/the) musical Like on Monday there's a musical in the City Hall
- 7 (the) sportscentre but it's at the sports centre if you're interested
- 8 poetry (evening) it's a poetry evening
- 9 (£) 12.75 £12.75 for students
- 10 (the/some) fireworks just the fireworks in the city park
- 11 B come along at one o'clock any Wednesday. Spaces on the tour are limited to twenty-five
- 12 C What teachers must do, however, is phone to agree a time in advance
- 13 A so college groups would pay £75 for the shorter tour
- 14 A/D though there is a small shop selling souvenirs
- 15 D/A there's also a lecture room which groups can book for an extra charge
- 16 1748 came to London to work ... in 1748.
- 17 army 1760 ... That's when he became a surgeon in the army
- 18 teaching museum gave the name 'teaching museum' to his collection
- 19 500 with 500 species of plants and animals represented
- 20 (the) government in 1799 the collection was purchased by the government
- 21 Statement A statement of aims is the correct term
- 22 Information sheet it's good to prepare an information sheet for participants
- 23 Statistics/(statistical) data I want the project to have statistical data, not just be a collection of opinions
- 24 C costs ... as we don't have a budget, it's not something you need include.
- 25 A I do need to know your criteria for choosing who to interview
- 26 B not essential at the proposal stage, but ... include them it could save time later
- 27 C I'm going to be giving you a template to use – so there's no need to go into that in the proposal
- 28 A M: You only need a few, chosen randomly.
- 29 B Sarah: ... twenty a day M: ... at the end of each day's interviewing then
- 30 C I'll only use the information for my research – that I won't pass it on to anyone else ... the only promise I'm making.
- 31 135 covering an area of 135 square kilometres,
- 32 (phosphate) mining the most significant economic activity is currently mining
- 33 bat have died out, as has one species of bat
- 34 14 the island's 14 crab species
- 35 Expert Working Group a report from the Expert Working Group it has set up
- 36 leaves the crabs' diet is largely made up of leaves
- 37 solitary alone in its burrow, and so is actually quite solitary
- 38 dry stays there most of the time, especially during the dry season
- 39 November it's usually sometime in November
- 40 bridges even constructing bridges for the crabs

Reading Test answer key

- 1 TRUE It covers online shopping ... shopping by phone
- 2 TRUE you must get written confirmation of this information after you have made your purchase
- 3 TRUE you can get a refund if things aren't delivered on the agreed date
- 4 FALSE If no delivery date is given, ...
- 5 FALSE The usual rules that apply to shopping in person also apply to distance selling
- 6 FALSE If you buy something without face-to-face contact, you will usually have a cooling-off period
- 7 TRUE you will usually have a 'cooling-off' period of seven working days
- 8 FALSE It lets you cancel the order for any reason
- 9 NOT GIVEN
- 10 FALSE You don't have this cancellation right: if the item is perishable, e.g. food or flowers
- 11 viii you are within your rights to ... return the goods and get a full refund
- 12 vi you may be required to bear the cost of returning the goods
- 13 iii your only obligations are to make the goods accessible for collection
- 14 iv It would be impossible to do this without opening the box or bag
- 15 ix you need to ensure that things are of good quality and work properly
- 16 ii if you see that you have paid for goods you didn't buy, you can ask the card company for the money back
- 17 C The site ... did not look particularly promising
- 18 B It has the potential to ... glimpse into an unknown part of world history
- 19 C The dig was ordered after Aboriginal groups voiced concerns
- 20 B claiming that the bridge will not destroy or disturb it
- 21 stone They're stone artefacts
- 22 wild cherries Wild cherries were the main thing to be gathered in the area
- 23 1,440 they found 1,440 artefacts
- 24 cutting they're used for day-to-day living, cutting
- 25 National Heritage One local politician has called for the site to be National Heritage listed
- 26 B/E and inland caves were occupied (B)
- 27 E/B Coastal rubbish pits date back only 5,000–6,000 years (E)
- 28 1938 His brilliant 1938 climb
- 29 Three days Reinhold Messner ... thought his three-day ascent 'a work of art'
- 30 Edward Whymper first climbed by EW in 1865
- 31 Bruno Brunod ran ... to the summit and back in just ...
- 32 Kilimanjaro He holds the record for the fastest ascent of Kilimanjaro
- 33 Two hours 28 minutes Arnold climbed Heckmair's route in just ...
- 34 2011 that year. A few months later
- 35 FALSE with three companions
- 36 TRUE Arnold climbed without anything to catch him if he fell
- 37 FALSE Putting the mountain off limits to members of the public wasn't an option
- 38 NOT GIVEN
- 39 TRUE Patrouille's 53km course
- 40 FALSE the danger isn't much less than it was in Heckmair's day

How to mark the Writing Test

Task 1

There are four criteria for marking the Part One tasks, which are equally weighted.

Task achievement

This is an assessment of how well the student has fulfilled the task.

A successful task will:

- include at least the minimum number of words
- have a text structure appropriate to a letter
- be relevant to the context established in the input material
- achieve the writer's intended purpose
- cover the functions indicated in the bullet points

Coherence and cohesion

This is an assessment of how clear and fluent the writing is.

A successful task will:

- be appropriately organised
- successfully link information and ideas
- contain logical sequencing
- make effective use of cohesive devices

Lexical resource

This is an assessment of the use of vocabulary.

A successful task will:

- include a range of relevant vocabulary
- use vocabulary accurately
- use vocabulary in an appropriate way

Grammatical resource

This is an assessment of the use of grammar.

A successful task will:

- use an appropriate range of grammatical forms at sentence level
- use grammatical forms accurately

Task 2

There are four criteria for marking the Part Two tasks, which are equally weighted.

Task response

This is an assessment of how well the student has responded to the task.

A successful task will:

- make clear the writer's position on the issues raised in a question or statement
- develop arguments to support that position
- support the arguments with evidence and examples
- include at least the minimum number of words

Coherence and cohesion

This is an assessment of how clear and fluent the writing is.

A successful task will:

- be appropriately organised
- successfully link information and ideas
- contain logical sequencing
- make effective use of cohesive devices

Lexical resource

This is an assessment of the use of vocabulary.

A successful task will:

- include a range of relevant vocabulary
- use vocabulary accurately
- use vocabulary in an appropriate way

Grammatical resource

This is an assessment of the use of grammar.

A successful task will:

- use an appropriate range of grammatical forms at sentence level
- use grammatical forms accurately

How to mark the Speaking Test

The speaking test is an assessment of how effectively students can communicate in English.

There are four criteria for marking the Speaking Test, which are equally weighted.

Fluency and coherence

This is the ability to:

- talk at a consistently normal speed
- link ideas and language together in logical sequences
- use the language features which create coherent, connected speech

Lexical resource

This is the ability to:

- use a range of relevant vocabulary
- use words appropriately to convey meaning
- use paraphrase strategies when required

Grammatical range and accuracy

This is the ability to:

- use a range of grammatical forms appropriately
- use grammatical forms accurately

Pronunciation

This is the ability to:

- use a range of phonological features to convey meaning
- produce intelligible individual sounds
- use stress, rhythm and intonation effectively

Listening Test audioscript [2.32]

PRESENTER: In this test you'll hear a number of different recordings and you'll have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your answers. In the IELTS listening test, the recording will be played once only. The test is in four sections.

Now turn to section one on page 100 of your book. You will hear a student called Joanna telling her friend about an arts festival which is being held in the city where they are studying. First you have some time to look at questions 1 and 2. You will see that there is also an example which has been done for you.

PRESENTER: Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 and 2.

DAVE: Hi, Joanna. Where have you been?

JOANNA: Hi, Dave. I had to go into college to return a DVD I'd borrowed from the library.

DAVE: Oh right.

JOANNA: But while I was there, I got some information about the City Arts festival that starts next week.

DAVE: Oh yeah. I saw a poster advertising it somewhere.

JOANNA: Yeah, and I picked up this leaflet from the library. It gives you the website address, so as I was there, I logged on to get more information. Actually, although they've got the full programme of events fixed now, you can't book online, which seems strange. There's a number to phone, though.

DAVE: And are there student discounts?

JOANNA: I guess so, but I didn't notice. Anyway, there are three things I'd like to see: an Italian film, a rock concert and an art exhibition. The exhibition's free and you don't need to book, so I'll definitely go to that. But I'm going to get tickets for the film, in case they sell out.

DAVE: Good idea. You can always buy concert tickets at the door, because that's in a really big hall.

JOANNA: Right.

PRESENTER: Before you listen to the rest of the conversation, you have some time to read questions 3 to 10.

PRESENTER: Now listen and answer questions 3 to 10.

DAVE: So when does the festival actually start?

JOANNA: Well, it's usually held the first week of October, but it's earlier this year for some reason. The opening night is September 20th and events go on till the end of the month.

DAVE: And have you got that phone number?

JOANNA: Yeah, it's here ... look ... it's 0967 990776.

DAVE: OK. I'll write it down. 0967 990776, thanks.

JOANNA: I thought the local council made a profit from the festival, but it says here that there's a commercial sponsor – it's a local bank. I didn't know that.

DAVE: Neither did I. What other events have they got on?

JOANNA: Umm. As well as the art exhibitions and stuff that's open every day, there are special events each day. Like on Monday there's a musical in the City Hall. That's only £3.65 for students.

DAVE: I think I'll give that a miss – I've got football training on Mondays. But I'm free on Wednesday.

JOANNA: There's a jazz band on then, and that's only £2.50 for students.

DAVE: Sounds good. Is that in the City Hall too? We could go.

JOANNA: Well, I'm busy actually – but it's at the sports centre if you're interested.

DAVE: Oh right.

JOANNA: Thursday's the cheapest event – only £1.25 for students – and it's on in the library. Can you guess what it is?

DAVE: Probably the college choir.

JOANNA: Actually no – they've not been asked apparently. No, it's a poetry evening.

DAVE: Umm. Isn't there any modern dance on anywhere?

JOANNA: On Friday. That's at the college. It's quite expensive though, £15.00 for adults and £12.75 for students.

DAVE: Yes, that is a lot. If I'm going to spend that much, I'd prefer to go out on Saturday.

JOANNA: Yes, me too. But on Saturday night there isn't live music or a party or anything – just the fireworks in the city park – and that's only £1.50.

DAVE: Yeah that'd be good.

PRESENTER: Now turn to Section 2 on page 101 of your book. You will hear some information about a medical museum in London called the Hunterian Museum, which is part of the Royal College of Surgeons. First you have some time to look at questions 11 to 15.

PRESENTER: Now listen and answer questions 11 to 15.

WOMAN: Good evening. I'm here to tell you about the Hunterian museum in London, which is part of the Royal College of Surgeons. Although a medical museum, it is open to the general public. The museum specialises in the history of the study of anatomy, and especially the work of John Hunter in the eighteenth century.

If you would like a free guided tour of the museum, then come along at one o'clock any Wednesday. Spaces on the tour are limited to twenty-five though, so it's best to reserve a place by phone, and these tours are for individual members of the public, families and small groups of friends only.

Tours for groups of school students can also be arranged and these are also free of charge. Teachers are encouraged to make a donation of around £3.00 per student if they can afford it, but this isn't obligatory. What teachers must do, however, is phone to agree a time in advance as only one school party's allowed in at a time. Then there's an online booking form which you can use to confirm the booking, or just send a letter if you prefer.

For older students and adult groups, we provide more specialised tours, and these cost £100 for a short tour of thirty minutes, or if you want a slightly longer one, it's £130 for forty-five minutes. There is a student discount, however, so college groups would pay £75 for the shorter tour, for example.

In terms of facilities available at the museum, teachers and others should bear in mind that space is very limited. As we're in the centre of London with many cafés and restaurants nearby, refreshments aren't sold on site, though there is a small shop selling souvenirs. Most of the things on show in the museum are preserved animal specimens in glass cases, so there are no interactive displays aimed at small children. And our tours are only in English, although there is printed material available in other major languages on request. There's also a lecture room which groups can book for an extra charge, and this is equipped with power-point projector and microscopes.

PRESENTER: Before you hear the rest of the presentation, you have some time to look at questions 16 to 20.

PRESENTER: Now listen and answer questions 16 to 20.

WOMAN: Next, a bit about the history of the museum, and the preserved animal and plant specimens you can see there. The museum's named after John Hunter, who was a pioneer in the study of anatomy. He was among the first to understand that the study of other animals could tell us a lot about how the human body works.

John Hunter was born in 1728 and came to London to work as an assistant in an anatomy school in 1748. Here John did his training in the study of human anatomy. It was after 1760, however, that he turned his attention to animals. That's when he became a surgeon in the army, spending three years in France and Portugal, where he started collecting and preserving animal specimens, such as lizards.

On his return to London in 1763, Hunter set up in private practice and started to build up his collection of specimens. When he moved to a big house in Leicester Square in 1783, Hunter started to take in resident students and gave the name 'teaching museum' to his collection. By the time of his death in 1793, Hunter had collected specimens from all over the world, including the first kangaroo to be seen outside Australia. He had 14,000 different exhibits, with 500 species of plants and animals represented. And many of these specimens can still be seen in the museum today, because in 1799 the collection was purchased by the government, who presented it to the Royal College of Surgeons. And they've been looking after it ever since, which is why the Hunterian Museum is located in their building in London to this day.

PRESENTER: Now turn to Section 3 on page 102 of your book. You will hear a student called Sarah talking to her college tutor about some research she has to do as part of her course. First you have some time to look at questions 21 to 27.

PRESENTER: Now listen and answer questions 21 to 27.

MAN: Hello, Sarah.

SARAH: Hi.

MAN: So you want to talk about your research project?

SARAH: That's right. I want to find out how many people use the tourist information office and what they think of the service they get.

MAN: Interesting. Have you written your proposal yet?

SARAH: No, that's what I wanted to ask you about. What should I include? Someone said I should make a list of my aims first.

MAN: Well, I don't know about a list. A statement of aims is the correct term. It's just a quick summary of what you hope to get out of the project.

SARAH: OK. And should I include other documents I've prepared? Like the questionnaire? I'm still working on that.

MAN: I can check that later. But I think it's good to prepare an information sheet for participants – it would help you to think about interview methods. It'd be good to see that soon.

SARAH: Oh right. And I want the project to have statistical data, not just to be a collection of opinions.

MAN: That's good. So that should be clear from the proposal too.

SARAH: Great. So what else must I include in the proposal? Or are some things optional?

MAN: OK. Some things that people normally put in a research proposal don't really apply to you. Like any costs involved – that can be really important in some research projects. But as we don't have a budget, it's not something you need to include. Any costs have to come out of your own pocket, I'm afraid.

SARAH: Yes, I understand that.

MAN: But I do need to know your criteria for choosing who to interview – I've got to check that you're using good sampling principles, for example.

SARAH: Sure. And what about the way I'm going to analyse my findings?

MAN: That's not essential at the proposal stage on this project, but if you've got some ideas, include them because it could save time later.

SARAH: OK. And do I need to make it clear how the report will be organised?

MAN: Oh, I'm going to be giving you a template to use, so there's no need to go into that in the proposal.

SARAH: Great. Thanks.

PRESENTER: Before you hear the rest of the conversation, you have some time to look at questions 28 to 30.

PRESENTER: Now listen and answer questions 28 to 30.

MAN: Actually, another thing we could discuss now is making sound recordings of interviews.

SARAH: Oh right. Do I have to record them all? I could try to get as many as possible, but it'd be rather expensive.

MAN: Yes, don't worry. You only need a few, chosen randomly, just to give an idea of how the interviews are going. You can send one in each time you update me on your progress.

SARAH: OK. How often should I do that? I haven't done a timetable for the interviews yet, but they'll be spread over three or four weeks – with about 200 in total. I reckon on doing twenty a day.

MAN: Umm. Let me know how you're getting on at the end of each day's interviewing then, whether you've had any problems or not. It can be a lonely job.

SARAH: Thanks. I appreciate that.

MAN: And what about the confidentiality of participants? Because that can cause problems.

SARAH: Well, I'm getting them to sign a consent form. It says that I'll only use the information for my research – that I won't pass it on to anyone else. But that's the only promise I'm making. They have to give me their names and agree to their data being stored on the college computer network.

MAN: That sounds good. You won't put names in your report, I know, and the data will all get deleted at the end of the year – but we don't promise any of that.

SARAH: Sure.

PRESENTER: Now turn to Section 4 on page 103 of your book. You will hear part of a lecture about the wildlife on Christmas Island in the Pacific Ocean. First you have some time to look at questions 31 to 35.

PRESENTER: Now listen and answer questions 31 to 35.

MAN: Good evening. Tonight I'm talking about Christmas Island in the Pacific Ocean and its incredible wildlife. First of all, let me explain that Christmas Island is a remote tropical island about 2,600 kilometres northwest of Australia, covering an area of 135 square kilometres, with 73 kilometres of coastline. Around 85 square kilometres has now been made into a national park by the Australian Government, in recognition of the island's unique and threatened wildlife.

Although there's great potential for tourism on the island, the most significant economic activity is currently mining, as there's a good supply of phosphates in the local rock. The role of the national park is therefore to protect the wildlife rather than to attract visitors. Like other remote islands, Christmas Island has a number of unique and endangered species, some of which are already extinct or under threat of extinction. Two rodent species are known to have died out, as has one species of bat, and a number of reptile and bird species are seriously threatened.

The best-known of all the island's creatures, however, are its land crabs which are found in large numbers and which are essential to the island's ecology. And for an 18-day period each year, one of the island's 14 crab species, the red crab, becomes the centre of widespread attention as it makes its spectacular migration to the sea to breed. More about that in a moment.

Aware of the need to do more to protect the fragile eco-system on Christmas Island, the Australian Government has commissioned a report from the Expert Working Group it has set up to investigate the problem. Previous enquiries by government-appointed committees did lead to the setting up of the national park, so there is much to hope for.

PRESENTER: Before you hear the rest of the lecture, you have some time to look at questions 36 to 40.

PRESENTER: Now listen and answer questions 36 to 40.

MAN: So back to the red crab, which has attracted quite a bit of media attention in recent years.

The red crab is found all over Christmas Island and is vital to its eco-system. Although they do sometimes eat snails and other smaller creatures, the crabs' diet is largely made up of leaves, with the addition of flowers and seedlings when these are available. Their droppings then provide an important fertiliser for the island's soil. Also, by turning over the soil when digging the holes called burrows, where they live, the crabs help the propagation of plant species.

Although you might think that an animal that goes in for mass migration would be quite sociable by nature, each red crab actually spends most of the year living alone in its burrow, and so is actually quite solitary. Each crab constructs a burrow in the earth with one chamber inside and one tunnel entrance, and stays there most of the time, especially during the dry season. The crabs are more active in the rainy season and that's also when the famous migration occurs.

It isn't the rain that triggers the migration, however, so much as the phase of the moon and the state of the tides. Trying to predict when the migration will occur is quite difficult, as it can be as early as October or as late as December depending on the year, although it's usually sometime in November in fact.

And when it comes, the migration is quite spectacular with literally millions of crabs heading for the seashore at the same time. Conservationists do their best to limit the number of road casualties among the crabs by closing certain roads, encouraging car sharing and other measures to reduce traffic, even constructing bridges for the crabs at certain key points.

So before I go on to ...

PRESENTER: That is the end of the test.