IELTS Foundation: Reading and Speaking

Paper 1 - Separate answers

Free original EWS skills practice | Foundation to B1-B2 | 20 practice marks

A short foundation skills paper, not a full IELTS mock. The reading text and practice marks are original EWS material.

Answers, explanations and marking guidance

පිළිතුරු සහ ලකුණු දීමේ උපදෙස් වෙනම දක්වා ඇත. අර්ථය නිවැරදි සමාන පිළිතුරු ද පිළිගන්න.

Accept equivalent correct answers. For personal responses, the learner must use truthful details. These short-paper marks are for practice and are not official exam scores.

A. Read and understand - 5 marks

1. TRUE. [1 mark]

Use the information in the passage.

2. FALSE. It lasted six weeks. [1 mark]

Use the information in the passage.

3. NOT GIVEN. Examination results were not collected. [1 mark]

Use the information in the passage.

4. TRUE. [1 mark]

Use the information in the passage.

5. FALSE. No final decision had been made. [1 mark]

Use the information in the passage.

B. Language practice - 5 marks

1. eight [1 mark]

The text gives eight as the trial closing time.

2. visits [1 mark]

This is what staff measured.

3. positive [1 mark]

The passage directly states this.

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4. staffing [1 mark]

The final sentence identifies this cost.

5. weeks [1 mark]

The passage says six-week trial.

C. Write for a purpose - 10 marks

1. Model notes: local library; near bus stop; books and computers; Saturday visits; quiet study and helpful staff. Model opening: A useful place in my area is the public library. I usually go there on Saturday mornings because it is quiet. Develop all four points with your own truthful details. For this task, use the 10-mark practice rubric as feedback only; it is not an IELTS band score. [10 marks]

Award 4 for relevant task content, 3 for clear organisation and 3 for suitable vocabulary, grammar and punctuation. Accept equivalent correct responses.

Academic Writing: compare information

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. All three categories increased. Children's books showed the largest increase and became the most borrowed category in 2025. Do not invent reasons for the changes.

2. Model: The table compares the numbers of books borrowed from a small library in three categories in 2020 and 2025. Overall, borrowing rose in every category. Children's books recorded the greatest increase, overtaking fiction to become the most popular category by the end of the period.
In 2020, fiction accounted for the highest number of loans, at 1,200. Children's books followed with 1,000, while non-fiction had the lowest figure, at 800. Five years later, fiction borrowing had increased by 300 to 1,500, and non-fiction loans had risen by the same amount to 1,100.
The number of children's books borrowed changed more substantially, growing from 1,000 to 1,800. This rise of 800 was greater than the combined increase in the other two categories. Total borrowing across the three categories climbed from 3,000 to 4,400. Although non-fiction remained the least borrowed category, its figure was higher in 2025 than the initial figure for children's books.
Feedback: check overview, precise figures, useful comparisons, paragraphing and accurate language. This illustrative model carries no promised IELTS band.

Essay writing and a speaking follow-up

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. Model: Public libraries now provide many services beyond lending printed books. Although digital resources deserve greater investment, I do not believe they should automatically receive more funding than physical collections in every community. The right balance depends on who uses the library and what those users can access at home.
Digital services can make learning more flexible. An electronic book may be borrowed without travelling, which is especially helpful for people who work long hours or live far from a library. Online dictionaries and learning materials can also be updated regularly. However, these benefits depend on having a suitable device, a reliable connection and the skills to use them. Spending heavily on digital subscriptions will achieve little if many residents cannot open them.
Printed books therefore remain important. They can be used without electricity or internet access, and young readers may benefit from browsing shelves with a parent or teacher. A library also provides a quiet shared place to study. For a pupil whose home is crowded, the building and its physical materials may be more useful than an online account.
A sensible approach is to investigate local needs before setting a budget. Libraries could ask residents about their reading habits and offer basic digital training where demand exists. They should also compare actual use with subscription costs rather than assuming that newer services are always better.
In conclusion, I support expanding digital resources, but not a fixed rule that they must receive the larger share of funding. Libraries should maintain an accessible mixture of services and direct their money towards the needs of their communities.
Feedback: a clear position, developed reasons, relevant examples, paragraph links and accurate vocabulary/grammar matter; no band is assigned here.

2. Illustrative responses: Some people find printed books comfortable to use because they can read without a screen or connection. A pupil might borrow a storybook to read at home. A village needs access to books, but a shared mobile library may be practical where a permanent building is difficult to maintain. Accept different views with clear supporting reasons.