

- SUPERVISOR: And they were quite young, weren't they?
 JOANNA: Yes, between 25 and 29 – the mean was 27.8. I wasn't specifically looking for artists who'd produced recordings, but this is something that's just taken for granted these days, and they all had. Q21 & 22
- SUPERVISOR: Right. Now you collected your data through telephone interviews, didn't you?
 JOANNA: Yes. I realised if I was going to interview leading musicians it'd only be possible over the phone because they're so busy. I recorded them using a telephone recording adaptor. I'd been worried about the quality, but it worked out all right. I managed at least a 30-minute interview with each subject, sometimes longer. Q23 & 24
- SUPERVISOR: Did doing it on the phone make it more stressful?
 JOANNA: I'd thought it might ... it was all quite informal though and in fact they seemed very keen to talk. And I don't think using the phone meant I got less rich data, rather the opposite in fact. Q23 & 24
- SUPERVISOR: Interesting. And you were looking at how performers dress for concert performances?
 JOANNA: That's right. My research investigated the way players see their role as a musician and how this is linked to the type of clothing they decide to wear. But that focus didn't emerge immediately. When I started I was more interested in trying to investigate the impact of what was worn on those listening, and also whether someone like a violinist might adopt a different style of clothing from, say, someone playing the flute or the trumpet. Q25 & 26
- SUPERVISOR: It's interesting that the choice of dress is up to the individual, isn't it?
 JOANNA: Yes, you'd expect there to be rules about it in orchestras, but that's quite rare. Q25 & 26

- SUPERVISOR: You only had women performers in your study. Was that because male musicians are less worried about fashion?
 JOANNA: I think a lot of the men are very much influenced by fashion, but in social terms the choices they have are more limited ... they'd really upset audiences if they strayed away from quite narrow boundaries. Q27
- SUPERVISOR: Hmm. Now, popular music has quite different expectations. Did you read Mike Frost's article about the dress of women performers in popular music?
 JOANNA: No.
 SUPERVISOR: He points out that a lot of female singers and musicians in popular music tend to dress down in performances, and wear less feminine clothes, like jeans instead of skirts, and he suggests this is because otherwise they'd just be discounted as trivial. Q28
- JOANNA: But you could argue they're just wearing what's practical ... I mean, a pop-music concert is usually a pretty energetic affair.
- SUPERVISOR: Yes, he doesn't make that point, but I think you're probably right. I was interested by the effect of the audience at a musical performance when it came to the choice of dress.
 JOANNA: The subjects I interviewed felt this was really important. It's all to do with what we understand by performance as a public event. They believed the audience had certain expectations and it was up to them as performers to fulfil these expectations, to show a kind of esteem ... Q29
- SUPERVISOR: ... they weren't afraid of looking as if they'd made an effort to look good.
 JOANNA: Mmm. I think in the past the audience would have had those expectations of one another too, but that's not really the case now, not in the UK anyway.
- SUPERVISOR: No.
 JOANNA: And I also got interested in what sports scientists are doing too, with regard to clothing.

SUPERVISOR: Musicians are quite vulnerable physically, aren't they, because the movements they carry out are very intensive and repetitive, so I'd imagine some features of sports clothing could safeguard the players from the potentially dangerous effects of this sort of thing.

Q30

JOANNA: Yes, but musicians don't really consider it. They avoid clothing that obviously restricts their movements, but that's as far as they go.

SUPERVISOR: Anyway, coming back to your own research, do you have any idea where you're going from here?

JOANNA: I was thinking of doing a study using an audience, including ...

SECTION 4

As we saw in the last lecture, a major cause of climate change is the rapid rise in the level of carbon dioxide in the atmosphere over the last century. If we could reduce the amount of CO₂, perhaps the rate of climate change could also be slowed down. One potential method involves enhancing the role of the soil that plants grow in, with regard to absorbing CO₂. Rattan Lal, a soil scientist from Ohio State University, in the USA, claims that the world's agricultural soils could potentially absorb 13 per cent of the carbon dioxide in the atmosphere – the equivalent of the amount released in the last 30 years. And research is going on into how this might be achieved.

Lal first came to the idea that soil might be valuable in this way not through an interest in climate change, but rather out of concern for the land itself and the people dependent on it. Carbon-rich soil is dark, crumbly and fertile, and retains some water. But erosion can occur if soil is dry, which is a likely effect if it contains inadequate amounts of carbon. Erosion is of course bad for people trying to grow crops or breed animals on that terrain. In the 1970s and '80s, Lal was studying soils in Africa so devoid of organic matter that the ground had become extremely hard, like cement. There he met a pioneer in the study of global warming, who suggested that carbon from the soil had moved into the atmosphere. This is now looking increasingly likely.

Q31

Let me explain. For millions of years, carbon dioxide levels in the atmosphere have been regulated, in part, by a natural partnership between plants and microbes – tiny organisms in the soil. Plants absorb CO₂ from the air and transform it into sugars and other carbon-based substances. While a proportion of these carbon products remain in the plant, some transfer from the roots to fungi and soil microbes, which store the carbon in the soil.

Q32

The invention of agriculture some 10,000 years ago disrupted these ancient soil-building processes and led to the loss of carbon from the soil. When humans started draining the natural topsoil, and ploughing it up for planting, they exposed the buried carbon to oxygen. This created carbon dioxide and released it into the air. And in some places, grazing by domesticated animals has removed all vegetation, releasing carbon into the air. Tons of carbon have been stripped from the world's soils – where it's needed – and pumped into the atmosphere.

Q33

So what can be done? Researchers are now coming up with evidence that even modest changes to farming can significantly help to reduce the amount of carbon in the atmosphere.

Q34

Some growers have already started using an approach known as regenerative agriculture. This aims to boost the fertility of soil and keep it moist through established practices. These include keeping fields planted all year round, and increasing the variety of plants being grown. Strategies like these can significantly increase the amount of carbon stored in the soil, so agricultural researchers are now building a case for their use in combating climate change.

Q35

Q36

One American investigation into the potential for storing CO₂ on agricultural lands is taking place in California. Soil scientist Whendee Silver of the University of California, Berkeley, is conducting a first-of-its-kind study on a large cattle farm in the state. She and her students are testing the effects on carbon storage of the compost that is created from waste – both agricultural, including manure and cornstalks, and waste produced in gardens, such as leaves, branches, and lawn trimmings.

Q37

In Australia, soil ecologist Christine Jones is testing another promising soil-enrichment strategy. Jones and 12 farmers are working to build up soil carbon by cultivating grasses that stay green all year round. Like composting, the approach has already been proved experimentally; Jones now hopes to show that it can be applied on working farms and that the resulting carbon capture can be accurately measured.

Q38

It's hoped in the future that projects such as these will demonstrate the role that farmers and other land managers can play in reducing the harmful effects of greenhouse gases. For example, in countries like the United States, where most farming operations use large applications of fertiliser, changing such long-standing habits will require a change of system. Rattan Lal argues that farmers should receive payment not just for the corn or beef they produce, but also for the carbon they can store in their soil.

Q39

Another study being carried out ...

Q40



Listening and Reading Answer Keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 Charlton
2 (£)115 / a/one hundred (and) fifteen
3 cash
4 parking
5 music
6 entry
7 stage
8 code
9 floor/floors
10 decoration/decorations

Section 3, Questions 21–30

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

Section 2, Questions 11–20

- 11 animal/animals
12 tool/tools
13 shoes
14 dog/dogs
15 F
16 G
17 D
18 H
19 C
20 A

Section 4, Questions 31–40

- 31 conservation
32 food/foods
33 surface
34 oxygen/O₂
35 mammals
36 ice
37 decline/declining/decrease
38 map
39 migration
40 consumption

If you score ...

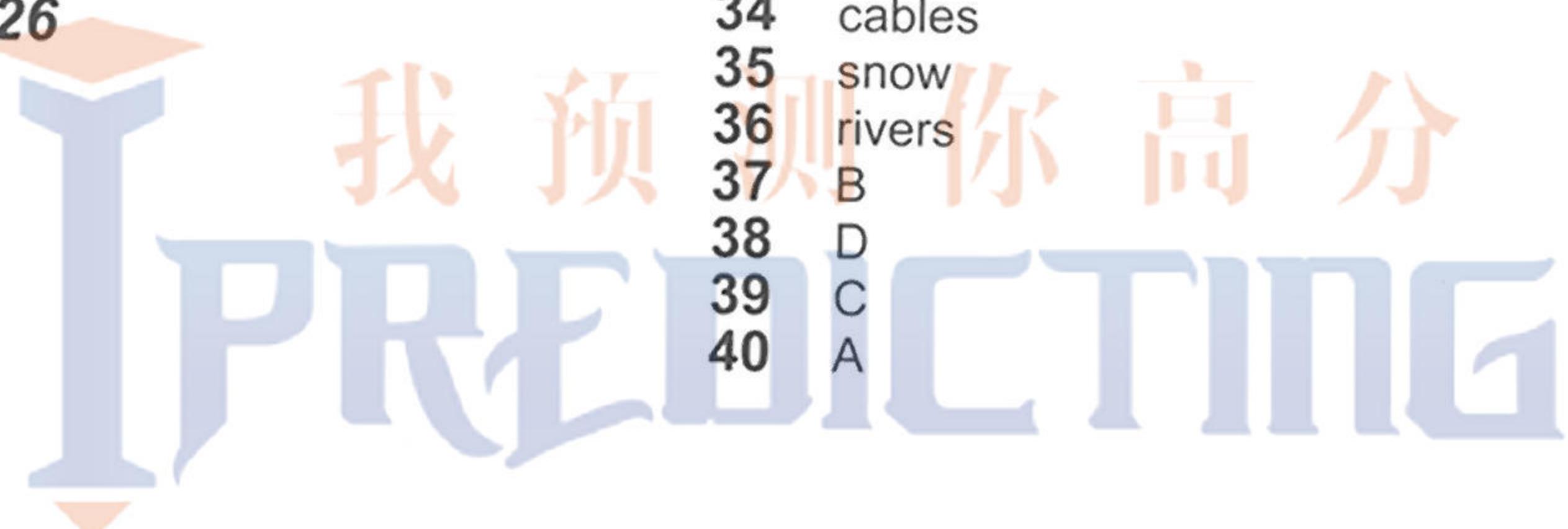
0–14	15–28	29–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice 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.

Some students have already started to do well in English language examinations and others

READING

Reading Passage 1, Questions 1–13

- 1 tomatoes
2 urban centres/centers
3 energy
4 fossil fuel
5 artificial
6 (stacked) trays
7 (urban) rooftops
8 NOT GIVEN
9 TRUE
10 FALSE
11 TRUE
12 FALSE
13 TRUE



Reading Passage 2, Questions 14–26

- 14 FALSE
15 NOT GIVEN
16 TRUE
17 NOT GIVEN
18 FALSE
19 TRUE

If you score ...

0–11	12–24	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.

TEST 2**LISTENING****Section 1, Questions 1–10**

- 1 hostel
 2 Buckleigh
 3 PE9 7QT
 4 waiter
 5 politics
 6 cycling
 7 cinema
 8 disabled
 9 4.30 (pm) / half past four
 10 07788 136711

Section 2, Questions 11–2011&12 *IN EITHER ORDER*

- A
-
- B

13&14 *IN EITHER ORDER*

- B
-
- D

15&16 *IN EITHER ORDER*

- C
-
- E

17 G

18 D

19 B

20 F

Section 3, Questions 21–30

- 21 A
 22 A
 23 C
 24 B
 25 B
 26 B
27&28 *IN EITHER ORDER*
 A
 D
29&30 *IN EITHER ORDER*
 C
 E

Section 4, Questions 31–40

- 31 social
 32 factory
 33 canal
 34 bridge
 35 box
 36 screen
 37 rubber
 38 curved
 39 curtains
 40 international

If you score ...

0–14	15–28	29–40
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 TRUE
 2 NOT GIVEN
 3 TRUE
 4 FALSE
 5 C
 6 B
 7 G
 8 A
 9 (lifting) frame
 10 hydraulic jacks
 11 stabbing guides
 12 (lifting) cradle
 13 air bags

*Reading Passage 2,
Questions 14–26*

- 14 ii
 15 ix
 16 viii
 17 i
 18 iv
 19 vii

- 20 vi
 21 farming
 22 canoes
 23 birds
 24 wood
25&26 IN EITHER ORDER
 B
 C

*Reading Passage 3,
Questions 27–40*

- 27 C
 28 D
 29 B
 30 A
 31 C
 32 B
 33 H
 34 NOT GIVEN
 35 YES
 36 NO
 37 NO
 38 YES
 39 NOT GIVEN
 40 A

If you score ...

0–11	12–24	25–40
<p>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.</p>	<p>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.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>

TEST 3

LISTENING

Section 1, Questions 1–10

- 1 B
- 2 C
- 3 B
- 4 A
- 5 C
- 6 A
- 7 birds
- 8 flowers
- 9 mushrooms
- 10 river

Section 3, Questions 21–30

- 21 cave
- 22 tiger
- 23 dancing
- 24 crying
- 25 grass
- 26 scarf
- 27 A
- 28 C
- 29 D
- 30 B

Section 2, Questions 11–20

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



Section 4, Questions 31–40

- 31 attitude/attitudes
- 32 numbers
- 33 time/minutes
- 34 software
- 35 patients
- 36 emotions/feelings
- 37 income
- 38 comfortable
- 39 observation
- 40 analysis

If you score ...

0–14	15–30	31–40
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 tea
2 reel
3 women
4 royalty
5 currency
6 paper
7 wool
8 monks
9 nylon
10 FALSE
11 TRUE
12 FALSE
13 NOT GIVEN

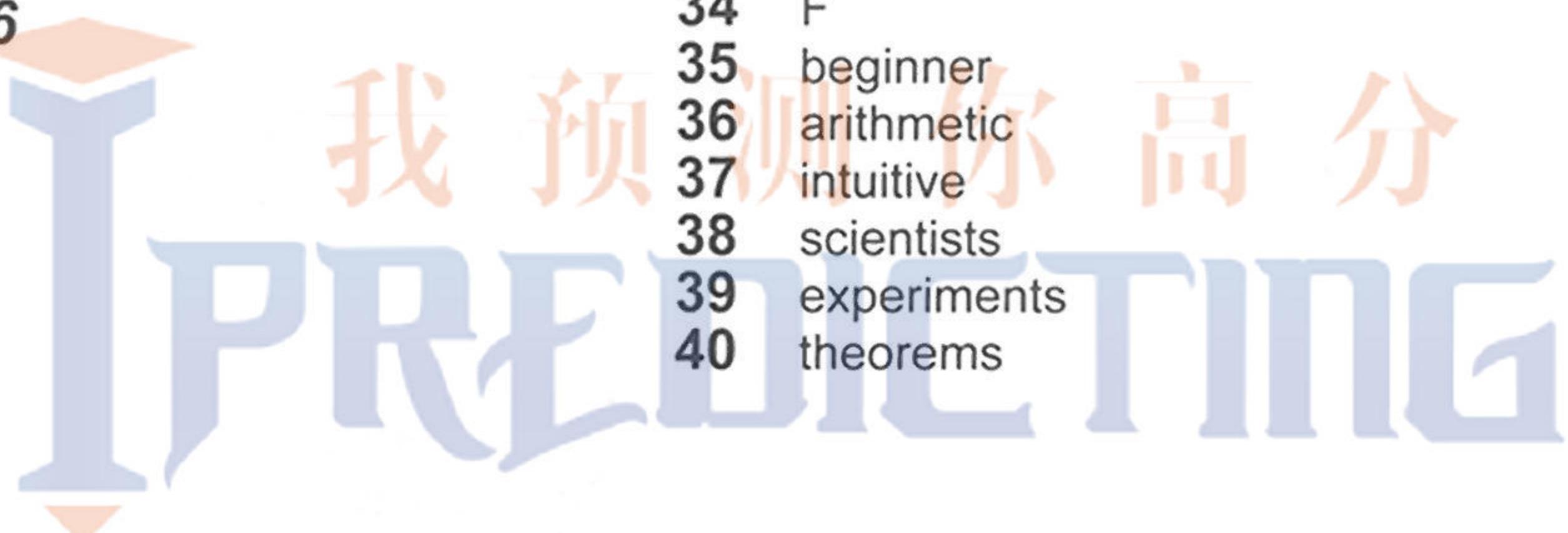
Reading Passage 2, Questions 14–26

- 14 FALSE
15 TRUE
16 NOT GIVEN
17 TRUE
18 FALSE
19 G

- 20 C
21 A
22 E
23 speed
24 plains
25 bottlenecks
26 corridor/passageway

Reading Passage 3, Questions 27–40

- 27 D
28 B
29 G
30 C
31 B
32 E
33 A
34 F
35 beginner
36 arithmetic
37 intuitive
38 scientists
39 experiments
40 theorems



If you score ...

0–12	13–25	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 4**LISTENING****Section 1, Questions 1–10**

- 1 secondary
2 flute
3 cinema
4 concert
5 market
6 Bythwaite
7 actor
8 A
9 B
10 C

Section 2, Questions 11–20

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

**Section 3, Questions 21–30**

- 21&22 IN EITHER ORDER
B
D
23&24 IN EITHER ORDER
A
B
25&26 IN EITHER ORDER
B
E
27 C
28 A
29 A
30 C

Section 4, Questions 31–40

- 31 dry
32 hard
33 sugar/sugars
34 roots
35 moist/damp/wet
36 variety
37 cattle
38 gardens/gardening
39 grasses
40 payment/payments / money

If you score ...

0–14	15–28	29–40
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 FALSE
2 NOT GIVEN
3 NOT GIVEN
4 TRUE
5 A
6 C
7 B
8 A
9 A
10 D
11 B
12 E
13 F

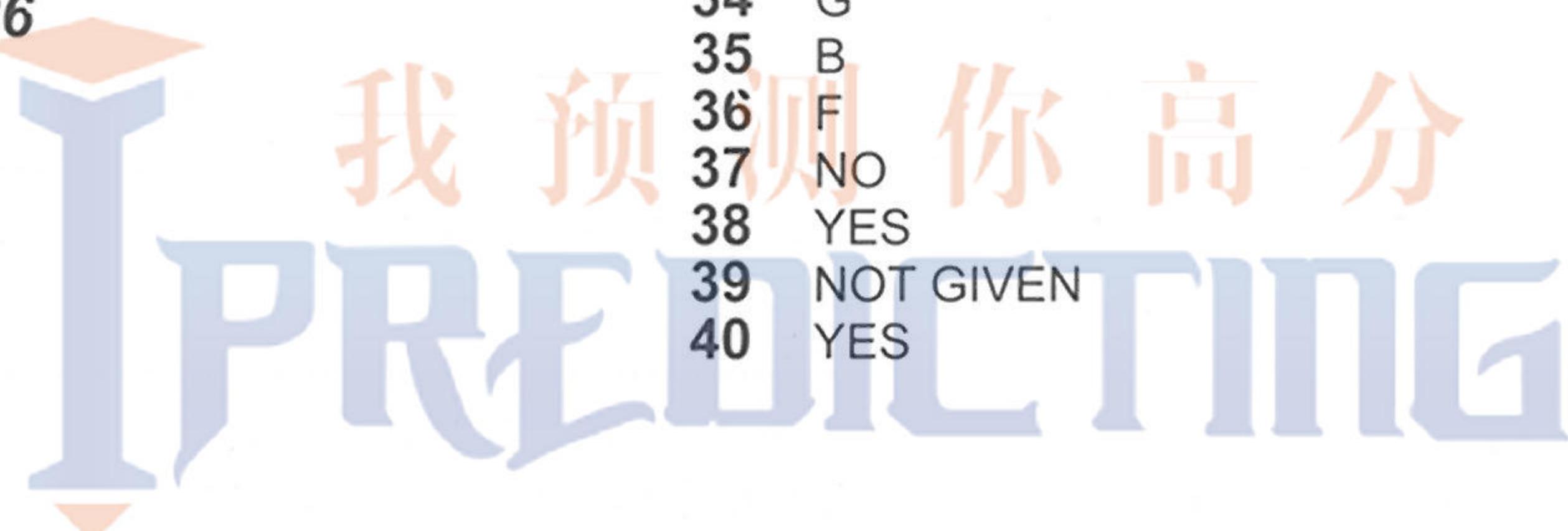
Reading Passage 2, Questions 14–26

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

- 20 TRUE
21 TRUE
22 NOT GIVEN
23 TRUE
24 FALSE
25 C
26 A

Reading Passage 3, Questions 27–40

- 27 vi
28 iv
29 ii
30 vii
31 i
32 v
33 E
34 G
35 B
36 F
37 NO
38 YES
39 NOT GIVEN
40 YES



If you score ...

0–12	13–25	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.

Sample answers for Writing tasks

TEST 1, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 4.5 score. Here is the examiner's comment:

The candidate covers all the data in the charts, but there is some inaccuracy in his description (*the largest percentage went with the Agricultural and farms*) (not true in all cases) and there is a shortage of data to support the descriptions. There is an attempt to summarise the main points at the end of the description. Information is evident, but it is not arranged coherently (the description jumps from different usage in general to specific use in different countries, but this does not follow a logical sequence). Without reference back to the individual charts, it is hard to follow the description, especially where reference is also unclear (*it, them, they*). The range of lexis is just adequate for the task (*largest percentage, greatest number, a lot, the second after Asia*), but there is reliance on input material and errors in spelling are noticeable, even where the lexis is supplied in the prompt or the diagrams. A very limited range of structures is used and grammatical errors are frequent (... *all of pie charts have the got ...*, ... *they almost the second after Asia use water in industrial and opposite of Europe*, ... *they slightly same in industrial use*, ... *South Asia and South America are uses the water in Agricultural rather than industrial*). The script represents a mixed profile, but overall achieves Band 4.5.

The charts indicate to five places on the earth. Talking about water and the ways of using it.

It seen obvious all of pie charts have the got the Lowest percentage in the domestic uses like at home. However, the Largest percentage went with the Agricultural and farms. The center of Asia has the greatest numbers of precentage of Agricultural use. On the other hand in Europe they did not use, water so much as central Asia or Africa. They just use 32,4%. But in the industrial they use it alot and the Largest precentage with them. If we check on Africa, it seen they almost the second after Asia use water in industrial and opposite of Europe.

In North America and Europe they slightly same in industrial use and just less 4 percentages to Europe, South Asia and South America are uses the water in Agriculturak rather than industrial.

Overall, they all use water much in the farm and Agricultural. Europe and North America they use water more than others in the industrial areas. Africa got the lowest precentage in domestic and industrial uses.

TEST 1, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.5** score. Here is the examiner's comment:

The candidate puts forward three reasons for why he agrees with the statement and develops/supports the first two of these. Further support and development would be necessary to achieve a higher score here. Organisation is evident, with some simple cohesive devices (sometimes used inaccurately) (*First of all, Nowadays, At the same time, Secondly, This, However, It, Finally, Overall*), and there are attempts to use paragraphs to present ideas. The range of lexis is generally adequate and appropriate (*pollution, driving to work, rush hours, emissions, environment, traffic jam, congestion, public transport, commute, destinations, advantages, drawbacks*) and although there are spelling errors, these do not usually impede communication. The candidate attempts to use complex sentences (relative clauses, *if* clauses), but error levels are high and there are also quite frequent errors in punctuation.

In recent years, government focus on improving quality of life, that would bring a lot benefits for citizens. Such as, communication, transportation, health care. Some argument that built railways is more useful for local people than roads. In my opinion, it is good idea that more train station is built. There are some reasons.

First of all, it reduced pollution when more people give up driving to work in weekday. Nowadays, people spend a lot of time on the road in rush hours. At the same time, emissions of car bring a pollution in our environment. People easily get upset, if they got into traffic jam for longtime. Research has shown that it is get more pollution of air that car stopped on the road without cutting power. Trainstation is a good way to make easy that train never could get into congestion and train is a public transport which is more helpful to reduce air pollution.

Secondly, it solved congestion on the road while many people commute by train, nearly years, a number of car is growing. So, a question that a number of car is over volumned of road is following. This caused traffic jam have being horrible problem. However, the train will take more people to go to their destinations without waiting on road in rush hour. It is more convience for citizen.

Finally, taking public transport is cheaper than privatcal vichele. People could save money to do others they intrested.

Overall, goverment pay more money for building railway. It bring more it is a good decision that advantages than drawbacks.

TEST 2, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 6 score. Here is the examiner's comment:

The candidate covers all the key features of the task and rounds off the description with an overview. There is some repetition of information and some irrelevant commentary (*which is good because it shows that more people have learned other languages well*). Information is arranged coherently and there is a clear overall progression, with effective use of cohesive devices, though there is a tendency to rely on dates. The range of vocabulary is adequate for the task, but the writer does not attempt any less common items. There is a mix of simple and complex sentence forms, with a fair degree of accuracy, but the range would need to be wider to achieve a higher score.

The charts show the percentage of the British students, who are able to speak languages other than English, in 2000 and in 2010. In 2000, 20% of the British students were not able to speak another language. But in 2010 the number has decreased to 10%, which is good because it shows that more people have learned other languages well.

The biggest percentage had Spanish only with 30% in 2000. However it has increased by 5% and is in 2010 still the highest percentage with 35%.

In 2000, German only and two other languages were the lowest ones, both with 10%. While in 2010 French only, German only and two other languages show the lowest percentage, while all of them got 10%. All in all, the percentage of German only in 2000 and 2010 hasn't changed. The percentage of French only has decreased by 5%. No other languages percentage was reduced by the half: from the 20% in 2000 to 10% in 2010.

The number of people, who are speaking two other languages has increased by half: In 2000 there were 10% and in 2010 there are 15%.

Another interesting fact is that the percentage of another language has improved as well: from 15% to 20%.

But still, the most common learned language is Spanish only: In 2000 there were 30% of English students, who spoke it fluently, while in 2010 the number has increased further to 35%.

TEST 2, WRITING TASK 2**SAMPLE ANSWER**

This is an answer written by a candidate who achieved a **Band 5** score. Here is the examiner's comment:

The candidate expresses a position, but only partially addresses the prompt (he or she considers ways in which people can be encouraged to recycle, rather than explicitly looking at the extent to which laws are required); however, ideas are relevant and are supported with clear examples. There is a clear overall progression and cohesive devices are used effectively, if somewhat mechanically (apart from *Either*). Paragraphing is just adequate. Lexical range is adequate for the task and there are attempts to use less common items (*policy, junk bank, citizen, deposit*), but there are errors in word formation (*sale/sell, growth/grow up*) and some errors in word choice cause difficulty for the reader (*inverse to be some money, motivate advantages of recycling*). There are attempts to use complex sentence structures, but grammatical errors are frequent (*million tons of wastes have been being produced which from home everyday, easy example way to do in house, There is one day a week in order that clean school together which help they have ..., Starting give education*).

Nowadays, more than million tons of wastes have been being produced which from home everyday and some people claim that not enough of the litters is recycled. Therefore, they think the governments should have a policy to increase recycling.

It is necessary to say that their governments should take action. For example, providing rubbish bag into each family so that separate a litter and make it to have value. Many waste; paper, box or steel from home can sale to governments or decrease council tax. Either, the government should provide junk bank that the citizen can deposit recycled waste and inverse to be some money.

Moreover, the government should have spot advertisement on television to motivate advantages of recycling. In Thailand, my country, we have "3R" advertisement standing for reuse, reduce and recycle and easy example way to do in house such as using less plastics bag (reduce), reuse take away box or sale some paper.

In school teacher teach children how to recycle waste at home and go back to tell their parent and come back to report their teacher. There is one day a week in order that clean school together which help they have a good attitude in cleaning.

In conclusion, it should be good that the government make some law about waste tax and make people follow the law by give them back some money. Starting give education at school so that when they growth up the will do easier.

In my opinion, it is very easy to government to do as I mention above to reduce waste from homes such as "3R", junk bank, providing rubbish bins and teaching at school and It will be a good habit and good in long term.

TEST 3, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6** score. Here is the examiner's comment:

The candidate has reported all the data in the graph and provides summaries of the main trends (*The production of carbon dioxide in Portugal and Italy was steadily increasing during that period, The emission of carbon dioxide in United Kingdom and Sweden was under decrease during that period of time*). There are attempts at comparison (*The emission of carbon dioxide in United Kingdom in 1967 was the highest one among all these 4 countries, In 2007 the emission in Sweden was at the same level with Portugal*), but there is some irrelevant material in the final paragraph. There is a clear overall progression, with some use of cohesive devices (*However, in the beginning*). The range of lexis is adequate and appropriate for the task (*production of carbon dioxide, a bit higher, increased, decreased*) and although there are some errors in word choice (*was under decrease, underwent/continued*) and spelling (*tones/tonnes, deacrease*), these do not prevent the message from coming across. There are some attempts to produce complex sentence forms, with good control over grammatical accuracy.

The graph shows the changes in the emission of carbon dioxide in 4 European countries in the period from 1967 to 2007.

The production of carbon dioxide in Portugal and Italy was steadily increasing during that period. In 1967 emission of carbon dioxide in Portugal was approximately 1.3 metric tonnes and in 2007 the emission there achieved 5.4. In Italy in the beginning of the period was a bit higher than 4. However, it increased only till 7.8 by 2007.

The emission of carbon dioxide in United Kingdom and Sweden was under decrease during that period of time. The emission of carbon dioxide in United Kingdom in 1967 was the highest one among all these 4 countries (about 11). But after 1967, it gradually decreased to about 9 metric tones. The emission in Sweden was around 8, 6 metric tones in the beginning, then it steadily increased till 10.5 metric tones. However, in 1977 it got tremendous deacrease in the emission of carbon dioxide which underwent till 2007. In 2007 the emission in Sweden was at the same level with Portugal - around 5.4-5.6.

The changes in emission of carbon dioxide can be connected with the changes in economical development and appearance of some new technologies which reduce emissions.

TEST 3, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 7 score. Here is the examiner's comment:

All parts of the prompt are addressed and a clear position is presented throughout the response. Main ideas are extended and supported. Ideas are logically organised and there is a clear progression throughout the response. A range of cohesive devices is used flexibly, while each paragraph has a clear central topic which is developed. The lexical resource is sufficient to allow some flexibility and precision and although there are a few spelling errors, these do not detract from the overall clarity of the response. A variety of complex structures is used with some flexibility and accuracy. Grammar and punctuation are well controlled and error-free sentences are frequent.

Many may say, and I agree, that today's society has almost erased all its borders and soon will become limitless in what concerns travelling for both work and pleasure. Therefore, if this is to happen, then learning a new language is necessary.

Nowadays, learning a new language for the purpose of working in other countries seems to become more and more popular. Adults in need of money or, why not, recognition are trying to pursue their happiness far away from home. Also, the hey days of employers looking only for capable people have gone. It seems that today's employers are looking not only for multi-skilled employees, but they also want people who know more than their mother tongue. Sooner or later, those who omitted learning more are prone to become jobless.

However, to my mind, a new language shouldn't be learned just for travelling or working in a foreign country. A foreign language should help the learner broaden his mind. By this I mean that the new language should and will allow us to understand more about the world itself, and maybe our ancestors' ways of thinking and acting. Needless to say, knowing another language will help us when it comes to understanding the human race, because language is the first poem of a country.

All of this being said, I believe that learning a different language should be not only for satisfying our physical needs, like money, but also our moral needs, because never before had such a big thirst for knowledge been displayed.

TEST 4, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7** score. Here is the examiner's comment:

The candidate covers the main features of the table and charts, and gives a satisfactory overview of the data. The information is logically organised with a clear progression in the way points are presented. Cohesive devices are used effectively (*during the same two periods*), but not always accurately (*on a contrary*). A range of vocabulary is used flexibly (*shows a negative pattern, illustrates that, an upward trend, has reached its aim*), but there are occasional errors in word choice (*the amount of visitors, It is obviously*). The candidate has used a variety of complex structures (*the charts that show the result of surveys asking people how satisfied they were with their visit, after the refurbishment from 74,000 before the reconstruction to 92,000 after it had been done*). There is good control of grammar, although there are a few minor errors (*there is the charts*). Punctuation is generally well controlled, but full stops are missing at the end of the first and final paragraphs and there are a few minor errors (*lets look*).

The table below shows the amount of visitors to Ashdown Museum during the years after and the year before it was modernized. After the table there is the charts that show the result of surveys asking people how satisfied they were with their visit to this museum, during the same two periods.

It is obviously that the numbers of visitors significantly increased after the refurbishment from 74,000 before the reconstruction to 92,000 after it had been done. Now lets look at the charts. The year before refurbishment shows a negative pattern: the results of survey illustrate that only 15% of visitors were very satisfied and the number of dissatisfied people was 40%. The year after refurbishment illustrates that the number of dissatisfied visitors declined and became 15%, on a contrary, people who were very satisfied increased to 35%. Comparing the amount of satisfied visitors we can also see an upward trend (it increased from 30% to 40% after the refurbishment).

To sum up, we can say that all work that has been done to attract new visitors to Ashdown Museum has reached its aim.

TEST 4, WRITING TASK 2**SAMPLE ANSWER**

This is an answer written by a candidate who achieved a **Band 5.5** score. Here is the examiner's comment:

All parts of the prompt are addressed and a position is presented (eventually) that is directly relevant to the prompt. Main ideas are relevant, but some are insufficiently developed. Ideas are generally arranged coherently and there is a clear overall progression. Some cohesive devices are used effectively, if mechanically, while others are faulty (*From the point of my view*). Paragraphing is adequate. The lexical resource is limited, but just about adequate for the task. Errors occur in word choice, word formation and spelling (*rise satisfaction, the same important as economic for a country, morden*) and may cause some difficulty for the reader. The candidate has tried to use a variety of complex structures, but the writing lacks grammatical control (*we are going to talking about, A country doesn't have a completed systems is not a completed country ...*). The variety of structures would suggest Band 6 on Grammar, Range and Accuracy, but the errors sometimes impede communication; there are also errors in sentence formation and/or punctuation (*But some people argue that, So the goverments put the economic progress to the top list, Because there are other progress such as*).

Nowadays economic progress plays an important part in our life. So many governments believe that it should be the most important goal. But some people argue that it is not the most important thing. There are other progress are equally important. In this essay, we are going to talking about why people have different views.

Generally people think money is everything, if we do not have any money, we can not buy anything. So the goverments put the economic progress to the top list. They believe the if the economic progress could bring a good result, then people can have money to rise satisfaction about their life. However, other types of progress are not important.

Some people suggest that the government should not put the economic progress to the most important place. Because there are other progress such as health system, building design, or education system are the same important as economic for a country. A country doesn't have a completed system is not a completed country, even if it has a lot of money. In this morden society, more and more people realize that money is not the important thing in the world, and it doesn't mean anything, while they think health , happiness are more important than it. Owing to that, some people argue that other types of progress are equally important.

From the point of my view, I agree with that other types of progress are as important as economic. Even though we have a lot of money. we can not buy happiness and health. Therefore the governments should put other types of progress to the important place as well.

Sample answer sheets

BRITISH COUNCIL idp
IELTS AUSTRALIA CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your full name in CAPITAL letters on the line below:
SAMPLE

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12

Year (last 2 digits): 13 14 15 16 17 18 19 20 21

Listening Listening Listening Listening Listening Listening Listening

Marker use only	1	2	3	4	5	6	7	8	9	Marker use only		
1	✓	1	x		21					✓	21	x
2	✓	2	x		22					✓	22	x
3		3	x		23					✓	23	x
4	✓	4	x		24					✓	24	x
5	✓	5	x		25					✓	25	x
6		6	x		26					✓	26	x
7		7	x		27					✓	27	x
8		8	x		28					✓	28	x
9		9	x		29					✓	29	x
10		10	x		30					✓	30	x
11		11	x		31					✓	31	x
12		12	x		32					✓	32	x
13		13	x		33					✓	33	x
14		14	x		34					✓	34	x
15		15	x		35					✓	35	x
16		16	x		36					✓	36	x
17		17	x		37					✓	37	x
18		18	x		38					✓	38	x
19		19	x		39					✓	39	x
20		20	x		40					✓	40	x

Marker 2 Signature Marker 1 Signature Listening Total

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