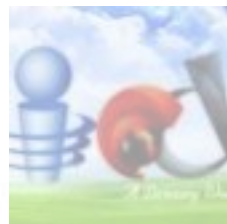


Listening and Reading Answer keys



TEST 1

LISTENING

Section 1, Questions 1–10

- 1 (a) taxi/cab
- 2 city centre/center
- 3 wait
- 4 door-to-door
- 5 reserve (a seat)
- 6 (the) 17th(of) October
- 7 12.30
- 8 Thomson
- 9 AC 936
- 10 3303 8450 2045 6837

Section 2, Questions 11–20

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

Section 3, Questions 21–30

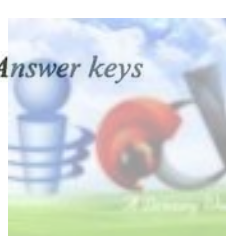
- 21 attitude(s)
- 22 gender/sex
- 23 creativity/creativeness
- 24 A
- 25 B
- 26 A
- 27 B
- 28 culture
- 29 profit(s)
- 30 stress/strain

Section 4, Questions 31–40

- 31 April
- 32 children
- 33 repeated
- 34 human
- 35 magic
- 36 distance
- 37 culture
- 38 fire(s)
- 39 touching
- 40 intact

If you score ...

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 B
- 2 A
- 3 A
- 4 E
- 5 D
- 6 phantom
- 7 echoes/obstacles
- 8 depth
- 9 submarines
- 10 natural selection
- 11 radio waves/echoes
- 12 mathematical theories
- 13 zoologist

Reading Passage 2, Questions 14–26

- 14 xi
- 15 vii
- 16 v
- 17 i
- 18 ix
- 19 ii

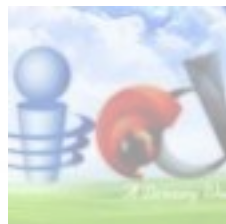
- 20 x
- 21 NO
- 22 YES
- 23 NOT GIVEN
- 24 NO
- 25 YES
- 26 NOT GIVEN

Reading Passage 3, Questions 27–40

- 27 D
- 28 A
- 29 B
- 30 C
- 31 FALSE
- 32 FALSE
- 33 TRUE
- 34 NOT GIVEN
- 35 NOT GIVEN
- 36 TRUE
- 37 F
- 38 H
- 39 K
- 40 G

If you score . . .

0–11	12–27	28–40
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 27 Bank Road
- 2 (a) dentist
- 3 Sable
- 4 Northern Star
- 5 stolen
- 6 Paynter
- 7 brother-in-law
- 8 (travel(ling/ing)) (to) work
- 9 Red Flag
- 10 450

Section 2, Questions 11–20

- 11 City Bridge
- 12 Newtown
- 13 6.30
- 14 (formal) garden
- 15 (Tower) Restaurant
- 16 view(s)
- 17 history
- 18 7 screen
- 19 every 20 minutes
- 20 (from/the) Central Station

Section 3, Questions 21–30

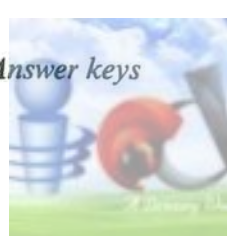
- 21 B
- 22 A
- 23 C
- 24 B
- 25 A
- 26 B
- 27 1882 (to/-) (18)83
- 28 signed
- 29&30 **IN EITHER ORDER**
- A
- D

Section 4, Questions 31–40

- 31 C
- 32 B
- 33 C
- 34 A
- 35 A
- 36 2 directions
- 37 confident
- 38 vision
- 39 corrections
- 40 balance

If you score . . .

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 YES
- 2 NO
- 3 NOT GIVEN
- 4 YES
- 5 B
- 6 A
- 7 B
- 8 C
- 9 A
- 10 C
- 11 D
- 12 C
- 13 C

Reading Passage 2, Questions 14–26

- 14 E
- 15 B
- 16 C
- 17 B
- 18 YES
- 19 NOT GIVEN
- 20 NO

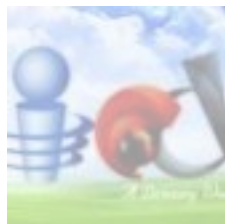
- 21 YES
- 22 food bills/costs
- 23 (modern) intensive farming
- 24 organic farming
- 25 Greener Food Standard
- 26 **IN EITHER ORDER**
farmers (and)
consumers

Reading Passage 3, Questions 27–40

- 27 ii
- 28 v
- 29 x
- 30 i
- 31 NO
- 32 YES
- 33 NO
- 34 YES
- 35 NOT GIVEN
- 36 D
- 37 I
- 38 G
- 39 E
- 40 B

If you score ...

0–13	14–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



TEST 3

LISTENING

Section 1, Questions 1–10

- 1 business
- 2 third
- 3 Sport(s) Centre
- 4 (a) cleaner
- 5 Library
- 6 International House
- 7 B659
- 8 (an) office assistant
- 9 answer (the) phone
- 10 11.30

Section 2, Questions 11–20

- 11 B
- 12 C
- 13 A
- 14 C
- 15 B
- 16 A
- 17 forest
- 18 temple
- 19 waterfall
- 20 village

Section 3, Questions 21–30

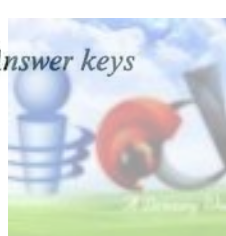
- 21 cigar
- 22 13 (different) countries
- 23 activated
- 24 50 km(s)
- 25 temperature
- 26 A
- 27 C
- 28 A
- 29 B
- 30 C

Section 4, Questions 31–40

- 31 B
- 32 B
- 33 A
- 34 C
- 35 business
- 36 kitchen
- 37 world
- 38 escape
- 39 baby
- 40 chocolate

If you score . . .

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 FALSE
- 2 TRUE
- 3 NOT GIVEN
- 4 TRUE
- 5 FALSE
- 6 NOT GIVEN
- 7 C
- 8 M
- 9 F
- 10 D
- 11 N
- 12 O
- 13 E

Reading Passage 2, Questions 14–26

- 14 iv
- 15 vii
- 16 x
- 17 i
- 18 vi
- 19 ii

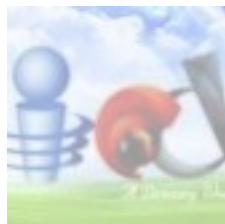
- 20 E
- 21 D
- 22 C
- 23 B
- 24 A
- 25 A
- 26 A

Reading Passage 3, Questions 27–40

- 27 NOT GIVEN
- 28 FALSE
- 29 TRUE
- 30 FALSE
- 31 FALSE
- 32 FALSE
- 33 TRUE
- 34 J
- 35 A
- 36 E
- 37 B
- 38 G
- 39 D
- 40 B

If you score . . .

0–13	14–30	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.



TEST 4

LISTENING

Section 1, Questions 1–10

- 1 Keiko
- 2 JO6337
- 3 4 months
- 4 (Advanced) English (Studies)
- 5 (young) children
- 6 pets
- 7 seafood
- 8 tennis
- 9 trains/(the) train
- 10 this/that afternoon

Section 2, Questions 11–20

- 11 C
- 12 B
- 13 A
- 14 B
- 15 car park
- 16 rose garden
- 17 café
- 18 cycling
- 19 biology lesson
- 20 viewing shelter

Section 3, Questions 21–30

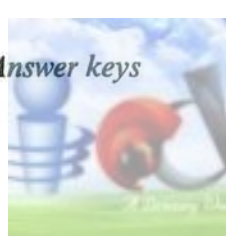
- 21 5
- 22 assessed
- 23 A
- 24 B
- 25 A
- 26 C
- 27 media room
- 28 resources room
- 29 embassy
- 30 statistics/stats

Section 4, Questions 31–40

- 31 B
- 32 C
- 33 A
- 34 water
- 35&36 **IN EITHER ORDER**
- meat
- cheese
- 37 5th/new taste
- 38 common
- 39 bitterness
- 40 minerals

If you score . . .

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 TRUE
- 2 FALSE
- 3 NOT GIVEN
- 4 TRUE
- 5 FALSE
- 6 NOT GIVEN
- 7 TRUE
- 8 (wooden) pulleys
- 9 stone
- 10 (accomplished) sailors
- 11 (modern) glider
- 12 flight
- 13 messages

Reading Passage 2, Questions 14–26

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

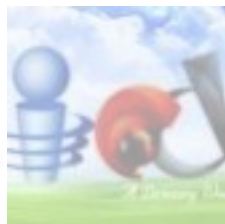
- 20 FALSE
- 21 G
- 22 E
- 23 B
- 24 A
- 25 K
- 26 F

Reading Passage 3, Questions 27–40

- 27 D
- 28 C
- 29 A
- 30 B
- 31 D
- 32 F
- 33 I
- 34 B
- 35 A
- 36 D
- 37 A
- 38 E
- 39 B
- 40 C

If you score . . .

0–11	12–27	28–40
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.



GENERAL TRAINING TEST A

Section 1, Questions 1–14

- 1 FALSE
- 2 TRUE
- 3 NOT GIVEN
- 4 TRUE
- 5 FALSE
- 6 FALSE
- 7 TRUE
- 8 v
- 9 vii
- 10 ix
- 11 ii
- 12 x
- 13 i
- 14 iii

Section 2, Questions 15–27

- 15 image
- 16 passing trade
- 17 access
- 18 walls
- 19 contract
- 20 housing
- 21 their department
- 22 (the) supervisor

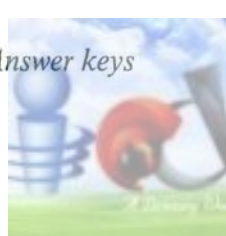
- 23 exempt employees
- 24 Human Resources/HR
- 25 (a) prorated system
- 26 Leave Request forms
- 27 (a) grace period

Section 3, Questions 28–40

- 28 B
- 29 D
- 30 B
- 31 C
- 32 C
- 33–36 **IN ANY ORDER**
- D
- E
- F
- I
- 37 FALSE
- 38 TRUE
- 39 NOT GIVEN
- 40 FALSE

If you score . . .

0–15	16–27	28–40
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.



GENERAL TRAINING TEST B

Section 1, Questions 1–14

- 1 C
- 2 D
- 3 A
- 4 B
- 5 C
- 6 D
- 7 A
- 8 FALSE
- 9 TRUE
- 10 NOT GIVEN
- 11 NOT GIVEN
- 12 FALSE
- 13 TRUE
- 14 TRUE

Section 2, Questions 15–27

- 15 family business
- 16 training
- 17 accommodation
- 18 (the) payroll
- 19 employer(s)

- 20 pay records
- 21 3/three months
- 22 (obvious) spam
- 23 message time
- 24 prompt attention
- 25 reply immediately
- 26 brief acknowledgement
- 27 (definite) date

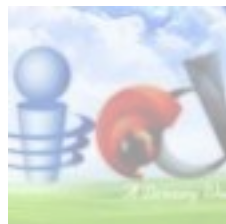
Section 3, Questions 28–40

- 28 1638
- 29 1781
- 30 1934
- 31 2001
- 32 TRUE
- 33 FALSE
- 34 FALSE
- 35 NOT GIVEN
- 36 TRUE
- 37 D
- 38 E
- 39 C
- 40 H

If you score . . .

0–17	18–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Model and sample answers for Writing tasks



TEST 1, WRITING TASK 1

SAMPLE ANSWER

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

This answer focuses on the key features of the information, clearly grouping the countries, using supporting figures and presenting an overview. However, there is no clear reference to what the percentages represent and key comparisons need more expansion.

Information is organised with clear signalling and some effective referencing and linking, although not all ideas are clearly linked and the overall progression is achieved by repetition in the final section.

The range of vocabulary is rather narrow and just sufficient for the task. The attempt to paraphrase the rubric shows limited flexibility. There are several spelling and word form errors, and quite a lot of repetition. Similarly, the range of sentence forms is not wide, with few examples of complex structures. However, apart from one or two errors in basic grammar, simple structures are accurate and easily understood.

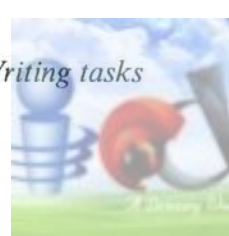
Different countries' consumer spendings are quite different. The table shows the vary consumer spending on a seires of intems in the five countries, namely, the Ireland, Italy, Span, Sweden and Turkey in 2002.

Food, drinks and tobacco were in the most important position on consumer spending in all of the five countries, and in a different percentage. In Ireland and turkey. they were near 30%, while in the other three countries they are under 20%.

Clothing and footwear were the second important consumer spending in these countries. In Italy, they got 9%, and in Sweden, they were 5.4%. In the other three countries, the figure were very similar, all were near 6.5%.

The last consumer spending were leisure and education. In Turkey, they were 4.35%, and in the other four countries the figure were under 4%.

In conclusion, it can be said that in 2002, food, drinks and tabacoo were the most important consumer spending in the five countries, and the different countries' consumer spending were quite different.



TEST 1, WRITING TASK 2

MODEL ANSWER

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

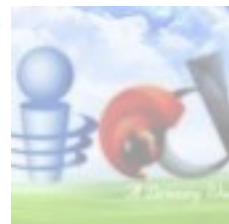
The relative importance of natural talent and training is a frequent topic of discussion when people try to explain different levels of ability in, for example, sport, art or music.

Obviously, education systems are based on the belief that all children can effectively be taught to acquire different skills, including those associated with sport, art or music. So from our own school experience, we can find plenty of evidence to support the view that a child can acquire these skills with continued teaching and guided practice.

However, some people believe that innate talent is what differentiates a person who has been trained to play a sport or an instrument, from those who become good players. In other words, there is more to the skill than a learned technique, and this extra talent cannot be taught, no matter how good the teacher or how frequently a child practices.

I personally think that some people do have talents that are probably inherited via their genes. Such talents can give individuals a facility for certain skills that allow them to excel, while more hard-working students never manage to reach a comparable level. But, as with all questions of nature versus nurture, they are not mutually exclusive. Good musicians or artists and exceptional sports stars have probably succeeded because of both good training and natural talent. Without the natural talent, continuous training would be neither attractive nor productive, and without the training, the child would not learn how to exploit and develop their talent.

In conclusion, I agree that any child can be taught particular skills, but to be really good in areas such as music, art or sport, then some natural talent is required.



TEST 2, WRITING TASK 1

MODEL ANSWER

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

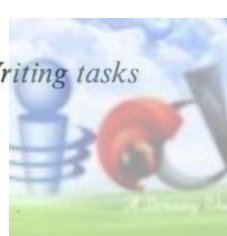
The graph illustrates changes in the amounts of beef, lamb, chicken and fish consumed in a particular European country between 1979 and 2004.

In 1979 beef was by far the most popular of these foods, with about 225 grams consumed per person per week. Lamb and chicken were eaten in similar quantities (around 150 grams), while much less fish was consumed (just over 50 grams).

However, during this 25-year period the consumption of beef and lamb fell dramatically to approximately 100 grams and 55 grams respectively. The consumption of fish also declined, but much less significantly to just below 50 grams, so although it remained the least popular food, consumption levels were the most stable.

The consumption of chicken, on the other hand, showed an upward trend, overtaking that of lamb in 1980 and that of beef in 1989. By 2004 it had soared to almost 250 grams per person per week.

Overall, the graph shows how the consumption of chicken increased dramatically while the popularity of these other foods decreased over the period.



TEST 2, 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 thoughtful and well-argued response to the task. The candidate examines the opposing views of the topic and gives a clear opinion that is well developed and supported. To reach the highest band a more clearly-signalled conclusion would be needed. The argument is well organised and linking is well managed throughout. The development of the answer is not helped, however, by poor control of paragraphing which sometimes confuses the links across different sections. This is a weak feature of the script which limits the overall rating. In contrast, an excellent range of vocabulary is used with a sophisticated level of control and only rare slips. The range of structures is also wide and most sentences are accurate and precise, but there are some errors and omissions. These, however, are only minor and do not affect communication.

Fixing punishments for each type of crime has been a debateable issue. There are many arguments supporting both views, those for and those against fixed punishments.

On the one hand, fixed punishments will have a deterring effect on society. Individuals knowing that they will be subject to a certain punishment if they are convicted with a given crime, will reconsider committing this act in the first place.

This deterring effect also leads to social stability and security, through minimising the number of crimes committed.

If people knew they would be able to convince the court or the jury of a reason for having committed the crime they are accused of, penal decisions would be largely arbitrary. This would result into criminals getting away with their crimes and into a high level of injustice caused by the subjective approach of different courts.

On the other hand, taking the circumstances of a crime and its motivation into consideration is a prerequisite for establishing and ensuring justice and equity.

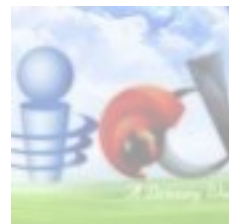
A person killing in self-defense cannot be compared to a serial killer, moving from one victim to the next. In my opinion an intermediary position between both solutions is the perfect way to establish and ensure justice and equity.

There have to be fixed punishments for all crimes. However, criminal laws have to provide for a minimum and a maximum for the punishment and the laws also have to foresee certain cases of exemptions.

An example for setting minimum and maximum penalties is Competition Law where a person being held liable of a crime under this law will be convicted to pay a fine, according to the harm caused by the violation and the profit gained by the violator through committing the crime.

As for the exemptions, in some countries the law exempts thieves stealing food during a period of famine taking into consideration the distress and hunger.

Also, a person killing in self-defense will be exempted from punishment.



TEST 3, 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:

This answer clearly presents and illustrates the key points of the information. The writer groups the data effectively and draws clear comparisons, although these could be more appropriately extended in the overview. Information is well organised across the response and a range of linking devices is used.

The opening paragraph, however, is an inadequate paraphrase of language given in the task, and although there are some appropriate collocations in the response, overall the range of vocabulary is rather restricted. Control is good, however, with few examples of error.

A variety of structures is used with some fluency. There are occasional errors in punctuation and there are also some omissions and errors in grammar, but these tend to be minor and do not reduce communication.

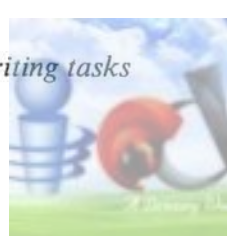
The chart gives information about the percentage change in average house prices in five different cities located in five different countries over 12 year period between 1990 and 2002 compared with the average house prices in 1989.

According to the chart, during the period from 1990 to 1995 the average prices of houses in three cities decreased significantly by five percent in New York (USA) and about 7.5 percent in both Tokyo (Japan) and London (UK). While the average house prices increased slightly in two cities Madrid (Spain) and Frankfurt (Germany) by about 1.5 percent and 2 percent respectively.

As far as the next period (1996-2002) is concerned, it is clear that the average house prices decreased only in Tokyo (Japan) by 5 percent. In contrast the average house prices increased in the rest of cities. In New York it increased considerably by 5 percent, in Madrid it increased slightly by 4 percent, in Frankfurt it increased by 2 percent.

London has the largest increase in the average house price over the 6-year period from 1996 to 2002 as it increased dramatically by 11 percent.

All in all, there are a wide differences in house prices between the five cities which illustrated in this chart. These differences may be a result of the number of population or the number of houses required in a certain city.



TEST 3, WRITING TASK 2

MODEL ANSWER

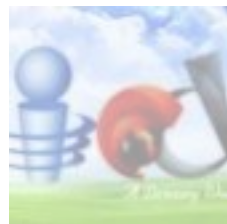
This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Nowadays many adults have full-time jobs and the proportion of their lives spent doing such jobs is very high. So feelings about one's job must reflect how an individual feels about his or her life as a whole, and because of this, job satisfaction is indeed very important for the wellbeing of that person.

Employees get job satisfaction in a number of ways. Firstly, a person needs to feel that they are doing valued and valuable work, so positive feedback from superiors is very important in this respect. A sense of fulfilment is also encouraged if a worker feels the job is worth doing because it contributes to the society or the economy as a whole. Secondly, when someone feels they are improving or developing their skills through training opportunities, for example, then there is a sense of progression and purpose that rewards a worker. The sense of belonging to a team or a working community also contributes to job satisfaction because colleagues help each other to enjoy their working lives. Satisfaction is also increased by a sense of responsibility for and loyalty to a team.

Of course not everyone enjoys their work. Hard economic realities mean that many people have little choice in the kind of job they can get. In some cases an employee is working in a job that suits neither their skills nor their personality. Some jobs are repetitive and boring, and labour relations may be poor and lead to resentment and insecurity rather than to job satisfaction.

However, even though it is unlikely that all workers do feel happy in their work, I think it is not unrealistic to promote more job satisfaction in any job. If the factors identified above are implemented, then any job can be improved and more workers can feel greater degrees of job satisfaction.



TEST 4, WRITING TASK 1

MODEL ANSWER

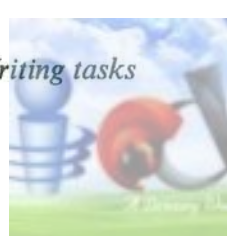
This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The charts compare the sources of electricity in Australia and France in the years 1980 and 2000. Between these years electricity production almost doubled, rising from 100 units to 170 in Australia, and from 90 to 180 units in France.

In 1980 Australia used coal as the main electricity source (50 units) and the remainder was produced from natural gas, hydro power (each producing 20 units) and oil (which produced only 10 units). By 2000, coal had become the fuel for more than 75% of electricity produced and only hydro continued to be another significant source supplying approximately 20%.

In contrast, France used coal as a source for only 25 units of electricity in 1980, which was matched by natural gas. The remaining 40 units were produced largely from oil and nuclear power, with hydro contributing only 5 units. But by 2000 nuclear power, which was not used at all in Australia, had developed into the main source, producing almost 75% of electricity, at 126 units, while coal and oil together produced only 50 units. Other sources were no longer significant.

Overall, it is clear that by 2000 these two countries relied on different principal fuel sources: Australia relied on coal and France on nuclear power.



TEST 4, 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:

This answer is less than 250 words and it does not address all parts of the question, so it loses marks. Nevertheless, some relevant ideas and a position on the issue are presented. Ideas are organised and the structure of the answer is clearly signalled. Paragraphing is not always logical, however. There is some good use of linkers, but there is also a lot of repetition due to inadequate use of referencing and substitution. The high level of repetition ['knowledge and skills' is repeated nine times] also indicates limitations in the range of vocabulary although, apart from language given in the rubric, there is just sufficient additional vocabulary for the task. The answer includes attempts at complex sentence forms, but these are generally awkwardly phrased and tend to require some re-reading to understand. Nevertheless, there are examples of accurate complex structures.

What knowledge and skills should universities provide has been argued for many years. Some people think that the true function of universities provide knowledge for their own purpose, but nowadays, more and more people point out that universities should provide graduates with the knowledge and skills according to the workplace.

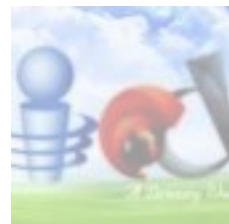
The first reason for universities should provide these knowledge and skill is the students' needs. Obviously, the most of the students go to university purpose of is to get some knowledge

and skills which could make them have the ability to get a job. If a university does not provide these knowledge and skills, the students might not get a job and they would be very disappointed. As a result, the university would lose its students.

Moreover, providing knowledge and skills needed in the workplace maks a university progress. The new skills and information always are initiated in the workplace, so focusing on the needs of the workplace the university could get sound strategies to do research and make it more mordenization.

Lastly, providing these knowledge and skills could benefit our country which usually gives a financial support to universities. Having these knowledge and skills, students are more easy to get a job, and this can make our countries' economy strong.

In conclusion, it can be said that providing the knowledge and skills which the workplace needs is every universities' basic function.



TEST A, WRITING TASK 1 (GENERAL TRAINING)

MODEL ANSWER

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

Dear Jenny,

I hope this finds you and your family well, and I'm sorry I haven't been in touch recently. I'm writing now to let you know about my new job.

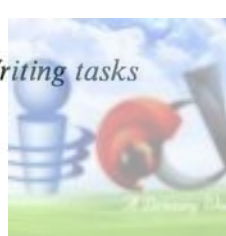
You remember that I was working for that construction company a few miles outside the city? Well, I just got so fed up with it – I was working really long hours and, to be honest, the pay wasn't great. So basically I applied for a job at a new international company that was looking for admin staff for a new branch in the city centre.

I was a bit nervous in the interview, but in the end I got a job as one of the senior administrators. I am so happy! The pay is better, the working conditions are great and I don't have to drive to work anymore.

Anyway, I have to stop now because my sister is staying with me and has brought my baby nephew to meet me. She sends you lots of love and is asking when we can all meet up. Soon, I hope.

With love,

Tina



TEST A, WRITING TASK 2 (GENERAL TRAINING)

SAMPLE ANSWER

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

The response looks at the advantages of living in apartments and houses then briefly considers some disadvantages before giving the candidate's own opinion. Fuller development of the disadvantages would raise the candidate's score here. The ideas are clearly organised and paragraphing is logical. There is some under-use of cohesive devices and some incorrect referencing, but links between sentences and paragraphs can be clearly followed. The range of vocabulary used is varied and there is some good use of collocation, but there are occasional examples of inappropriate word choice, and better control of spelling would help to raise the candidate's score. The range of complex structures could be wider, but there is sufficient variation in sentence forms and sufficient control of grammar and punctuation to reach this band. Some errors occur, but most are minor and do not reduce communication.

In big business cities there are two options available for the type of accommodation: houses and apartments. Some people prefer to live in apartments and some like to live in houses.

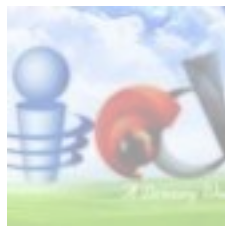
In big business cities, where almost everyone is going out daily for work or study, apartments provide a much more comfortable and safe way of living. The advantages include the fact that there is one key and lock they have to take care of, and also the sense of being a part of a big family. Usually a guard sits at the main gate, so children can play around in the compound with their next door friends. In addition, not much daily cleaning is required in apartments as no staircase has to be clean, which is a difficult task - all housewives know it very well. But a key advantage is that it is safe to go on vacation for a long trip.

On the other hand, houses have their own attraction for its inhabitants. Garden lovers usually prefer houses as they can have their own garden. It is also easy to keep a pet, especially a dog in a house because dog can play around the garden. If someone is interested in maintaining cars himself, it can only be possible in houses where one can have his own garage.

Where people are sometimes much more concerned about their privacy, living in apartments can be a very difficult for them. It may also be the case that someone is not able to deal with other people, for instance next door neighbours, and then house can be a best choice for such people.

However, sometimes houses can be a bad choice for low income people. Maintaining a big house and running it properly can be a problem for such cases.

At the end I must say both options can be good or bad, depending on the personal considerations. But from my point of view, I must say apartments seem a part of modern way of life which is not common in my home town.



TEST B, WRITING TASK 1 (GENERAL TRAINING)

SAMPLE ANSWER

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

This answer does not cover the bullets well because there are no thanks for the holiday and giving the address is not logical in the context. The second bullet is given rather too much focus, so the purpose of the letter is less clear, and the tone is inappropriate at the end of the letter. The information is organised according to the ordering of the task, and although few linkers are used, there is some clear referencing. The range of vocabulary is rather restricted, but generally sufficient for the task, although inappropriacies and some word form errors occur. A mix of structures is attempted but short, simple sentences are frequent. Control of tenses and verb phrases is weak in more complex structures and this impacts on the message at times.

Dear Taufik and Lina,

I'm so glad receiving your photos when we were in Singapore. The photos are so nice and bright. They remind me for my special holiday with you.

I'm sorry because I don't write a letter to you as soon as possible. After I came back to Melbourne, my boss asked me to had two weeks training in Wellington, New Zealand. I don't have any time to tell you because it happened suddenly.

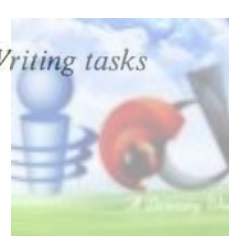
My company wants to change the system of the computer into the online system. All of the staffs must have training first, before the system running.

I hope you can come and stay with me during next holiday. My address is: 888 Little Collins Street, Melbourne, Victoria, 3000. You can contact me first if you have a plan to visit.

Thanks for your kindness and I'm looking forward for your reply.

Yours sincerely,

Victor



TEST B, WRITING TASK 2 (GENERAL TRAINING)

MODEL ANSWER

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

I agree with the view that stars in the entertainment business are usually over paid. This is true whether we are considering stars of film, sport or popular music, and it often seems that the amount of money they are able to earn in a short time cannot possibly be justified by the amount of work they do.

However, it is also true that it is only those who reach the very top of their profession who can get these huge salaries. So the size of salary that stars expect is closely linked to the competition they have to overcome in order to reach success. They are, in effect, rare talents.

Furthermore, the majority of stars do not hold their top positions long. Sport stars and pop stars, for example, are soon replaced by the next younger, more energetic, generation, while the good looks of most film stars quickly fade. So this relatively short working life may be some justification for the very high pay.

Unfortunately, professionals from other fields, who make a much greater contribution to human society, are paid so much less that it is hard to disagree with the statement. Teachers, nurses, laboratory researchers etc. are never listed among the best-paid professionals, yet they are more important to our well-being and our future than the stars who earn their fortunes so quickly.

In conclusion, I think there may be some reasons why entertainment stars earn high salaries but overall I agree that they are overpaid. The gaps between their earnings and those of people who work less selfishly for the good of society cannot be justified. Such professionals should be much better appreciated and better paid.