



PTE Academic Offline Practice Test

Part 1: Speaking and Writing

V2 July 2025

Part 1:Speaking and Writing

This part of the test consists of some questions where an audio is listened to and then a spoken response given. In the actual PTE Academic test, you will give a Personal Introduction, but this is not included in this practice test.

Listening question type	Number of questions	Time allowed
Personal Introduction	1	1 minute
Read Aloud	6-7	76-84 minutes
Repeat Sentence	10-12	
Describe Image	5-6	
Retell Lecture	2-3	
Answer Short Question	5-6	
Summarize Group Discussion	2-3	
Respond to a Situation	2-3	
Summarize Written Text	2	
Write Essay	1	

In this document you will find practice Speaking and Writing questions, Answer Keys and Transcripts.

Audio prompts are provided in the folder **Prompts (P)** and filed by question type, e.g., **Answer Short Question** and by question number, e.g., **Answer Short Question_Question 1**.

Audio sample responses are provided at B1, B2 and C1 levels in the folder **Sample Responses (SR)** and filed by question type, e.g., Retell Lecture and by question number, e.g., **Retell Lecture_Question 1**. It is important to record responses for comparison with these samples.

Commentaries on the sample responses are provided in the Answer Key.

This offline test does not have the same functionality as the actual online test, so responses will need to be handwritten, or you can use the editable response boxes in this document.

Recorded answer and audio countdowns are not included so if timing the test, only approximations can be applied.

Part 1:Speaking

Read Aloud – Question 1

Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

Recorded Answer

Current Status:
Beginning in 39 seconds.

Once most animals reach adulthood, they stop growing. In contrast, even plants that are thousands of years old continue to grow new needles, add new wood, and produce cones and new flowers, almost as if parts of their bodies remained "forever young". The secrets of plant growth are regions of tissue that can produce cells that later develop into specialized tissues.

Read the text aloud and record your response.

Read Aloud – Question 2

Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

Recorded Answer

Current Status:
Beginning in 40 seconds.

Analysts were impressed by the improvement in margins reported across all regions, apart from the United Kingdom, and said that this reflected a clear effort to improve profitability across the business. Although the turnaround is still in its early stages and the valuation looks full, given the challenge of turning around such a large and complex business, this is certainly an impressive start.

Read the text aloud and record your response.

Read Aloud – Question 3

Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

Recorded Answer

Current Status:
Beginning in 40 seconds.

The development of easy-to-use statistical software has changed the way statistics is being taught and learned. Students can make transformations of variables, create graphs of distributions of variables, and select among statistical analyses all at the click of a button. However, even with these advancements, students sometimes still find statistics to be an arduous task.

Read the text aloud and record your response.

Read Aloud – Question 4

Look at the text below. In 35 seconds, you must read this text aloud as naturally and clearly as possible. You have 35 seconds to read aloud.

Recorded Answer

Current Status:
Beginning in 35 seconds.

In 2005, donor countries agreed on an accord to harmonize their practices. Since then, aid officials have complained that too little has changed on the ground. Conferences of donors in developing countries still tend to be dominated by a small group of north European governments, with the US often absent.

Read the text aloud and record your response.

Read Aloud – Question 5

Look at the text below. In 35 seconds, you must read this text aloud as naturally and clearly as possible. You have 35 seconds to read aloud.

Recorded Answer

Current Status:
Beginning in 35 seconds.

The climate for doing business improved in Egypt more than in any other country last year, according to a global study that revealed a wave of company-oriented reforms across the Middle East. The World Bank rankings, which look at business regulations, also showed that the pace of business reforms in Eastern Europe was overtaking East Asia.

Read the text aloud and record your response.

Read Aloud – Question 6

Look at the text below. In 35 seconds, you must read this text aloud as naturally and clearly as possible. You have 35 seconds to read aloud.

Recorded Answer

Current Status:
Beginning in 35 seconds.

In a genuine republic, the will of the government is dependent on the will of the society, and the will of the society is dependent on the reason of the society. In Federalist 51, for example, James Madison claimed that the extent and structure of the government of the United States make it dependent on the will of the society.

Read the text aloud and record your response.

Repeat Sentence – Question 1

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume  []

Recorded Answer

Current Status:
Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 1_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 2

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 2_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 3

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 3_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 4

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 4_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 5

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 5_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 6

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 6_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 7

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 7_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 8

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 8_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 9

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 9_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Repeat Sentence – Question 10

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Play audio file **Repeat Sentence_Question 10_P** in the **Prompts** folder.

Repeat the sentence and record your response.

Describe Image – Question 1

Look at the map below. In 25 seconds, please speak into the microphone and describe in detail what the map is showing. You will have 40 seconds to give your response.



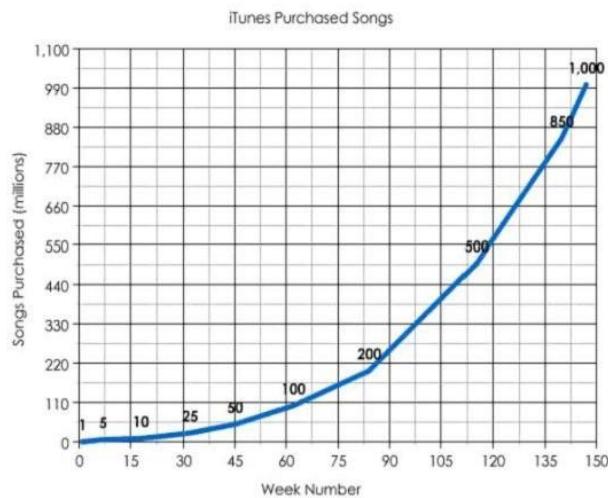
Recorded Answer

Current Status:
Beginning in 25 seconds.

Describe the image and record your response.

Describe Image – Question 2

Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



Recorded Answer

Current Status:
Beginning in 25 seconds.

Describe the image and record your response.

Describe Image – Question 3

Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



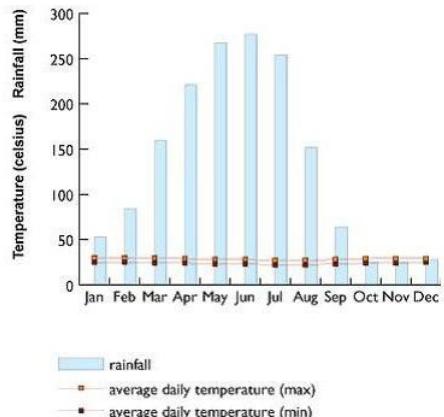
Recorded Answer

Current Status:
Beginning in 25 seconds.

Describe the image and record your response.

Describe Image – Question 4

Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



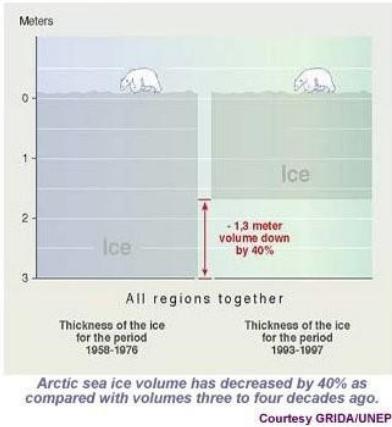
Recorded Answer

Current Status:
Beginning in 25 seconds.

Describe the image and record your response.

Describe Image – Question 5

Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



Recorded Answer

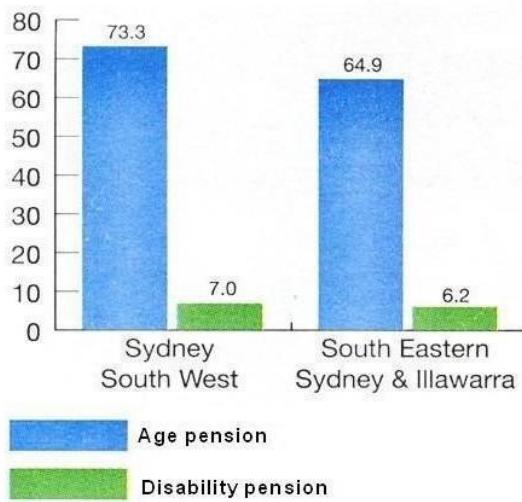
Current Status:
Beginning in 25 seconds.

Describe the image and record your response.

Describe Image – Question 6

Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.

**Benefit Recipient by Health Area in Sydney, 2004
(Per cent of eligible population)**



Recorded Answer

Current Status:
Beginning in 25 seconds.

Describe the image and record your response.

Retell Lecture – Question 1

You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



Status: Beginning in 2 seconds.

Volume

Recorded Answer

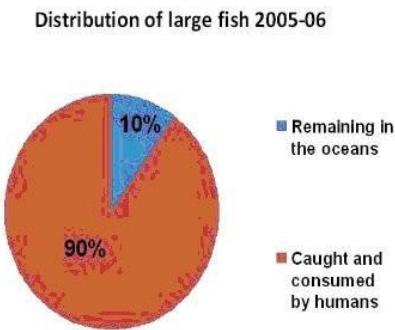
Current Status:
Beginning in 86 seconds.

Play audio file **Retell Lecture_Question 1_P** in the **Prompts** folder.

Retell the lecture and record your response.

Retell Lecture – Question 2

You will hear an interview. After listening to the interview, in 10 seconds, please speak into the microphone and retell what you have just heard from the interview in your own words. You will have 40 seconds to give your response.



Status: Beginning in 3 seconds.

Volume

Recorded Answer

Current Status:
Beginning in 78 seconds.

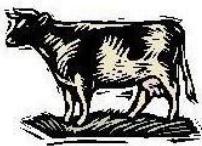
Play audio file **Retell Lecture_Question 2_P** in the **Prompts** folder.

Retell the interview and record your response.

Please note: In the actual PTE Academic test, a lecture is generally included for this question type.

Retell Lecture – Question 3

You will hear an interview. After listening to the interview, in 10 seconds, please speak into the microphone and retell what you have just heard from the interview in your own words. You will have 40 seconds to give your response.



Status: Beginning in 2 seconds.

Volume:

Recorded Answer

Current Status:
Beginning in 99 seconds.

Play audio file **Retell Lecture_Question 3_P** in the **Prompts** folder.

Retell the interview and record your response.

Please note: In the actual PTE Academic test, a lecture is generally included for this question type.

Answer Short Question – Question 1

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  A horizontal slider bar with a central vertical tick mark, indicating a volume level.



Recorded Answer

Current Status:
Beginning in 8 seconds.



Play audio file **Answer Short Question_Question 1_P** in the **Prompts** folder.

Answer the question and record your response.

Answer Short Question – Question 2

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  []

Recorded Answer

Current Status:
Beginning in 8 seconds.

[]

Play audio file **Answer Short Question_Question 2_P** in the **Prompts** folder.

Answer the question and record your response.

Answer Short Question – Question 3

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  []

Recorded Answer

Current Status:
Beginning in 8 seconds.

[]

Play audio file **Answer Short Question_Question 3_P** in the **Prompts** folder.

Answer the question and record your response.

Answer Short Question – Question 4

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  A horizontal slider bar with a central vertical tick mark, indicating a volume level of approximately 50%.



Recorded Answer

Current Status:
Beginning in 8 seconds.



Play audio file **Answer Short Question_Question 4_P** in the **Prompts** folder.

Answer the question and record your response.

Answer Short Question – Question 5

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:
Beginning in 8 seconds.

Play audio file **Answer Short Question_Question 5_P** in the **Prompts** folder.

Answer the question and record your response.

Answer Short Question – Question 6

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  []

Recorded Answer

Current Status:
Beginning in 8 seconds.

[]

Play audio file **Answer Short Question_Question 6_P** in the **Prompts** folder.

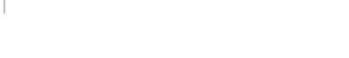
Answer the question and record your response.

Answer Short Question – Question 7

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  A horizontal slider bar with a central vertical tick mark, indicating a volume level of approximately 50%.

 A small rectangular button with a vertical line through it, likely a record or microphone icon.

Recorded Answer

Current Status:
Beginning in 8 seconds.

 A small rectangular button with a vertical line through it, likely a record or microphone icon.

Play audio file **Answer Short Question_Question 7_P** in the **Prompts** folder.

Answer the question and record your response.

Answer Short Question – Question 8

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  []

Recorded Answer

Current Status:
Beginning in 8 seconds.

[]

Play audio file **Answer Short Question_Question 8_P** in the **Prompts** folder.

Answer the question and record your response.

Answer Short Question – Question 9

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  A horizontal slider bar with a central tick mark and six smaller tick marks on either side, indicating volume levels.

Recorded Answer

Current Status:
Beginning in 8 seconds.

Play audio file **Answer Short Question_Question 9_P** in the **Prompts** folder.

Answer the question and record your response.

Answer Short Question – Question 10

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Beginning in 3 seconds.

Volume  []

Recorded Answer

Current Status:
Beginning in 8 seconds.

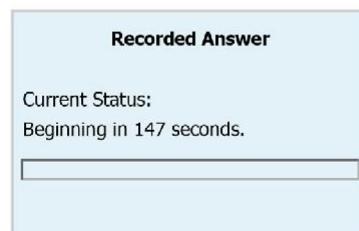
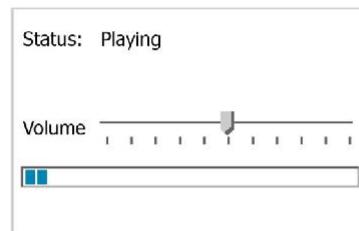
[]

Play audio file **Answer Short Question_Question 10_P** in the **Prompts** folder.

Answer the question and record your response.

Summarize Group Discussion – Question 1

You will hear three people having a discussion. When you hear the beep, summarize the whole discussion.
You will have 10 seconds to prepare and 2 minutes to give your response.

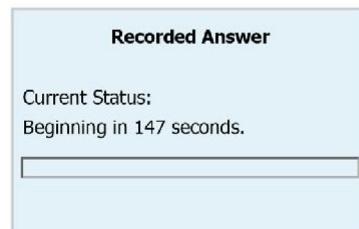
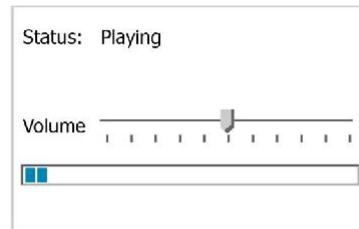


Play audio file **SGD_Question 1_P** in the **Prompts** folder.

Summarize the group discussion and record your response.

Summarize Group Discussion – Question 2

You will hear three people having a discussion. When you hear the beep, summarize the whole discussion.
You will have 10 seconds to prepare and 2 minutes to give your response.



Play audio file **SGD_Question 2_P** in the **Prompts** folder.

Summarize the group discussion and record your response.

Respon to a Situation – Question 1

You will hear and read a description of a situation. You will have 10 seconds to think about your answer. Then you will hear a beep. You will have 40 seconds to answer the question. Please answer as completely as you can.

You are having problems with your laptop and you need it to do an assignment for your course. Your friend is good with computers and you are hoping to take your laptop to her apartment so she can fix it. You want to leave a phone message for her. What would you say?



The clip will start in 15 seconds



Ready

Play audio file **RTAS_Question 1_P** in the **Prompts** folder.

Listen and read the description of a situation.

Respond to the situation and record your response.

Respon to a Situation – Question 2

You will hear and read a description of a situation. You will have 10 seconds to think about your answer. Then you will hear a beep. You will have 40 seconds to answer the question. Please answer as completely as you can.

You are on the way to meet your classmate to study together. You were on a bus but it broke down and now you have to wait for another bus. You want to leave a phone message for your friend explaining the situation and telling him that you can be contacted by phone. What would you say to him?



The clip will start in 15 seconds



Ready

Play audio file **RTAS_Question 2_P** in the **Prompts** folder.

Listen and read the description of a situation.

Respond to the situation and record your response.

Part 2: Writing

Summarize Written Text – Question 1

Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

The United Nations Intergovernmental Panel on Climate Change (IPCC) has released a new report on anthropogenic climate change. The findings of the report include the following:

- The world's average surface temperature has increased by around 0.74°C over the past 100 years (1906 - 2005). A warming of about 0.2°C is projected for each of the next two decades.
- The best estimates for sea-level rise due to ocean expansion and glacier melt by the end of the century (compared to 1989 - 1999 levels) have narrowed to 28 - 58 cm, versus 9 - 88 cm in the 2001 report, due to improved understanding. However, larger values of up to 1 m by 2100 cannot be ruled out if ice sheets continue to melt as temperature rises.
- Sea ice is projected to shrink in both the Arctic and Antarctic regions. Large areas of the Arctic Ocean could lose year-round ice cover by the end of the 21st century if human emissions reach the higher end of current estimates. The extent of Arctic sea ice has already shrunk by about 2.7 per cent per decade since 1978, with the summer minimum declining by about 7.1 per cent per decade.
- Snow cover has decreased in most regions, especially in spring. The maximum extent of frozen ground in the winter/spring season decreased by about 7 per cent in the Northern Hemisphere over the latter half of the 20th century. The average freezing date for rivers and lakes in the Northern Hemisphere over the past 150 years has arrived later by some 5.8 days per century, while the average break-up date has arrived earlier by 6.5 days per century.
- It is "very likely" that precipitation will increase at high latitudes and "likely" it will decrease over most subtropical land regions. The pattern of these changes is similar to what has been observed during the 20th century.

Cut

Copy

Paste

Total Word Count: 0

Write your answer in the box below (5–75 words):

Summarize Written Text – Question 2

Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

For millions of years, Mediterranean sea turtles have been coming to the shore of southern Lebanon to lay their eggs. Every summer, their babies hatch and literally run for their lives on the strip of sand that separates their nests from the sea. An endangered species, they had been largely ignored in this part of Lebanon until two women set out to protect them.

Mona Khalil was inspired by a walk on the beach during a visit to her homeland, when she first saw the turtles. Upon learning that they were close to disappearing from her country, Khalil decided to "come back and do something about them."

The next year, 2000, she returned and teamed up with Habiba Fayed, who shares her passion for the environment. They opened a bed-and-breakfast in the Khalil family home to finance their efforts. Guests could simply vacation or, in the spirit of ecotourism, they could help the owners protect the turtles' nests and keep the beach clean.

Female turtles travel to the exact spot where they were born to dig their nests in the sand, laying an average of 70 to 100 eggs. This is the moment when the women intervene. They protect the nests from predators by burying an iron grid in the sand above the eggs. The spaces on the grid are large enough to allow the baby turtles to emerge after a month and find their way to the sea... and to a chance at life.

Cut

Copy

Paste

Total Word Count: 0

Write your answer in the box below (5–75 words):

Write Essay – Question 1

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200-300 words.

Tobacco, mainly in the form of cigarettes, is one of the most widely-used drugs in the world. Over a billion adults legally smoke tobacco every day. The long term health costs are high - for smokers themselves, and for the wider community in terms of health care costs and lost productivity.

Do governments have a legitimate role to legislate to protect citizens from the harmful effects of their own decisions to smoke, or are such decisions up to the individual?



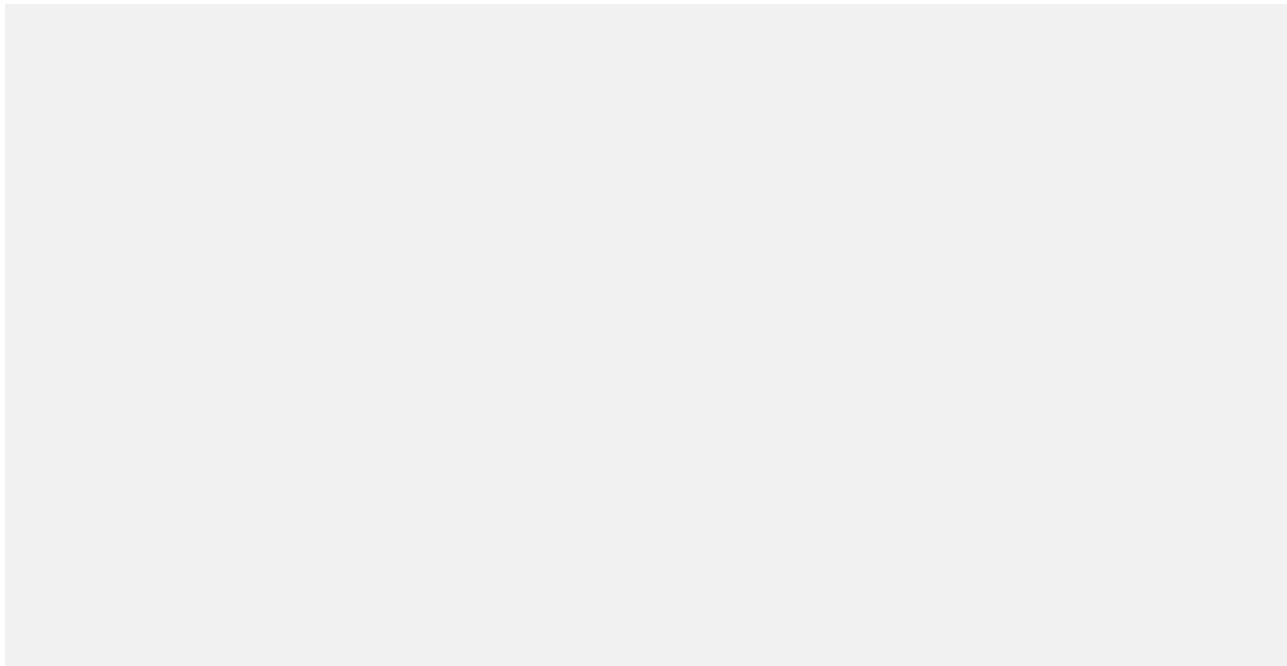
Cut

Copy

Paste

Total Word Count: 0

Write your answer in the box below (200–300 words):



Part 1 Speaking: Answer Key and Transcripts

Read Aloud – Question 1

Transcript

Once most animals reach adulthood, they stop growing. In contrast, even plants that are thousands of years old continue to grow new needles, add new wood, and produce cones and new flowers, almost as if parts of their bodies remained “forever young”. The secrets of plant growth are regions of tissue that can produce cells that later develop into specialized tissues.

Sample responses

B1

Read Aloud_Question 1_B1_SR

Speech is staccato and labored. The rate of speech is uneven and phrasing is irregular. Inappropriate stress and incorrect pronunciation of some consonants might require listeners to adjust to the accent of the speaker.

B2

Read Aloud_Question 1_B2_SR

One word is omitted and one word is read inaccurately. Phrasing is somewhat staccato and there are two repetitions. Omission of words or incorrect pronunciation of some consonants does not affect understanding.

C1

Read Aloud_Question 1_C1_SR

One word is omitted. Speech is spoken at a conversational rate and demonstrates appropriate phrasing. Minor pronunciation errors do not affect understanding.

Read Aloud – Question 2

Transcript

Analysts were impressed by the improvement in margins reported across all regions, apart from the United Kingdom, and said that this reflected a clear effort to improve profitability across the business. Although the turnaround is still in its early stages and the valuation looks full, given the challenge of turning around such a large and complex business, this is certainly an impressive start.

Sample responses

B1

Read Aloud_Question 2_B1_SR

Speech is slow and labored. Most phrases are uneven and stress is placed inappropriately. Several words unclear because of incorrect pronunciation of some vowels and consonants and inappropriate stress.

B2

Read Aloud_Question 2_B2_SR

Speech is staccato and the rate of speech is uneven. There is one repetition. Several words are unclear because of incorrect pronunciation of vowels and consonants.

C1

Read Aloud_Question 2_C1_SR

The response is spoken at a conversational rate, with correct placement of stress at the sentence-level and on words. Phrasing is appropriate and pronunciation is standard.

Read Aloud – Question 3

Transcript

The development of easy-to-use statistical software has changed the way statistics is being taught and learned. Students make transformations of variables, create graphs of distributions of variables, and select amongst statistical analyses all at the click of a button. However, even with these advancements, students sometimes still find statistics to be an arduous task.

Sample responses

B1

Read Aloud_Question 3_B1_SR

Incorrect pronunciation of vowels and consonants and inappropriate phrasing make several words unclear. The rate of speech is uneven and phrasing is irregular.

B2

Read Aloud_Question 3_B2_SR

One word is read inaccurately. Speech is staccato and the rate of speech is uneven. Minor pronunciation errors do not affect understanding.

C1

Read Aloud_Question 3_C1_SR

This response is spoken at a conversational rate and demonstrates good phrasing and smooth word emphasis. Stress is placed incorrectly on some words. Minor pronunciation errors do not affect understanding.

Read Aloud – Question 4

Transcript

In 2005, donor countries agreed on an accord to harmonize their practices. Since then, aid officials have complained that too little has changed on the ground. Conferences of donors in developing countries still tend to be dominated by a small group of north European governments, with the US often absent.

Sample responses

B1

Read Aloud_Question 4_B1_SR

A few words are read inaccurately. The rate of speech is uneven and phrasing is irregular. Incorrect pronunciation of vowels and consonants and inappropriate stress make several words unclear.

B2

Read Aloud_Question 4_B2_SR

Fluency is negatively affected by multiple repetitions and irregular phrasing. Incorrect pronunciation of some consonants and vowels does not affect understanding.

C1

Read Aloud – Question 4_C1_SR

This response is spoken at a conversational rate and demonstrates good phrasing and smooth word emphasis. Incorrect pronunciation of some consonants and vowels does not affect understanding.

Read Aloud – Question 5

Transcript

The climate for doing business improved in Egypt more than in any other country last year, according to a global study that revealed a wave of company-oriented reforms across the Middle East. The World Bank rankings, which look at business regulations, also showed that the pace of business reforms in Eastern Europe was overtaking East Asia.

Sample responses

B1

Read Aloud – Question 5_B1_SR

Speech is staccato and labored. Words are not grouped into meaningful phrases and word-level stress is inappropriate. Incorrect pronunciation of vowels and consonants make several words unclear.

B2

Read Aloud – Question 5_B2_SR

One word is read inaccurately and some phrasing is slow and staccato. There are no hesitations, false starts or repetitions. Incorrect pronunciation of vowels and consonants make several words unclear.

C1

Read Aloud – Question 5_C1_SR

This response is spoken at a conversational rate and demonstrates good phrasing and smooth word emphasis. The pronunciation is standard.

Read Aloud – Question 6

Transcript

In a genuine republic, the will of the government is dependent on the will of the society, and the will of the society is dependent on the reason of the society. In Federalist 51, for example, James Madison claimed that the extent and structure of the government of the United States make it dependent on the will of the society.

Sample responses

B1

Read Aloud_Question 6_B1_SR

Phrasing is staccato and there is one hesitation. The stress on some words is incorrect. Incorrect pronunciation of vowels and consonants make several words unclear.

B2

Read Aloud_Question 6_B2_SR

Phrasing is appropriate, the rate of speech is acceptable and there are no long pauses, repetitions or false starts. Incorrect pronunciation of some consonants and vowels does not affect understanding.

C1

Read Aloud_Question 6_C1_SR

This response is spoken at a conversational rate and demonstrates good phrasing and correct word emphasis. The pronunciation of most vowels and consonants is standard.

Repeat Sentence – Question 1

Transcript

Most teaching staff make their lecture notes available online.

Sample responses

B1

Repeat Sentence_Question 1_B1_SR

Speech is staccato and has weak phrasing. Several words are unclear because of incorrect pronunciation of some vowels and consonants.

B2

Repeat Sentence_Question 1_B2_SR

The pace of speech is acceptable, but some words are staccato and word stress is inappropriate. Minor pronunciation and stress errors do not affect understanding.

C1

Repeat Sentence_Question 1_C1_SR

Most of the words are repeated accurately. Word stress, sentence-level stress and phrasing are appropriate. The pronunciation is standard.

Repeat Sentence – Question 2

Transcript

There will be a conference here next summer on using the web for academic research.

Sample responses

B1

Repeat Sentence_Question 2_B1_SR

There are several hesitations, one repetition and one long pause. The pace of speech is uneven. Several words are unclear because of incorrect pronunciation of some vowels and consonants.

B2

Repeat Sentence_Question 2_B2_SR

Some words in the sentence are omitted, and some words that are not in the sentence are added. Phrasing is uneven, and there are a few hesitations and one repetition. Incorrect pronunciation of vowels and consonants make several words unclear.

C1

Repeat Sentence_Question 2_C1_SR

Phrasing is somewhat uneven, but the response is spoken at a conversational rate. Minor pronunciation errors do not affect understanding.

Repeat Sentence – Question 3

Transcript

The university has a world-renowned school of archaeology.

Sample responses

B1

Repeat Sentence_Question 3_B1_SR

Some words in the sentence are omitted, and some words that are not in the sentence are added. The speed of the response is acceptable, but there are two hesitations. Incorrect pronunciation of vowels and consonants make several words unclear.

B2

Repeat Sentence_Question 3_B2_SR

Some words in the sentence are omitted. The response is spoken at a conversational rate, but phrasing is somewhat uneven. Incorrect pronunciation of some consonants might require listeners to adjust to the accent of the speaker.

C1

Repeat Sentence_Question 3_C1_SR

The response is spoken at a natural rate, phrasing is appropriate, and stress is placed correctly on all words. Incorrect pronunciation of some consonants does not affect understanding.

Repeat Sentence – Question 4

Transcript

Successful applicants will work with a large team of researchers.

Sample responses

B1

Repeat Sentence_Question 4_B1_SR

Some words in the sentence are omitted. There is one hesitation, a repetition and a false start. Speech is also staccato. Incorrect pronunciation of vowels and consonants make the sentence unclear.

B2

Repeat Sentence_Question 4_B2_SR

Some words in the sentence are omitted. Fluency is affected by two hesitations and one repetition. Incorrect pronunciation of some consonants and vowels might require listeners to adjust to the accent of the speaker.

C1

Repeat Sentence_Question 4_C1_SR

The first few words are somewhat staccato, but there are no long pauses, repetitions or false starts. The pronunciation of most vowels and consonants is standard.

Repeat Sentence – Question 5

Transcript

Higher numbers of patients were infected than during previous outbreaks of the illness.

Sample responses

B1

Repeat Sentence_Question 5_B1_SR

Many words in the sentence are omitted. Fluency is negatively affected by two hesitations and a false start. The sentence is unclear because of incorrect pronunciation of some vowels and consonants.

B2

Repeat Sentence_Question 5_B2_SR

Some words that are not in the sentence are added. Several hesitations negatively affect fluency. The pronunciation is standard.

C1

Repeat Sentence_Question 5_C1_SR

One word is repeated incorrectly. The rate of speech is acceptable and phrasing is appropriate. Minor pronunciation errors do not affect understanding.

Repeat Sentence – Question 6

Transcript

The final year will consist of four taught courses and one project.

Sample responses

B1

Repeat Sentence_Question 6_B1_SR

Speech is slow, includes one long pause and is notably uneven. Incorrect pronunciation of consonants and vowels might require listeners to adjust to the accent of the speaker.

B2

Repeat Sentence_Question 6_B2_SR

There is appropriate word stress and the rate of speech is acceptable, but there is one clear hesitation. Minor pronunciation errors do not affect understanding.

C1

Repeat Sentence_Question 6_C1_SR

One word in the sentence is repeated incorrectly. Despite one hesitation, the rate of speech is acceptable, and both the rhythm and phrasing are appropriate. Minor pronunciation errors do not affect understanding.

Repeat Sentence – Question 7

Transcript

He started his tutorial presentation right on time.

Sample responses

B1

Repeat Sentence_Question 7_B1_SR

Speech is labored and phrasing is inappropriate. The sentence is unclear because of incorrect pronunciation of some vowels and consonants.

B2

Repeat Sentence_ Question 7_B2_SR

Two words that are not in the sentence are added. Speech is staccato and sentence rhythm is weak. Incorrect pronunciation of some consonants and vowels does not affect understanding.

C1

Repeat Sentence_ Question 7_C1_SR

Speech is spoken at a natural rate and phrasing is appropriate. There are no repetitions, hesitations or false starts. Minor pronunciation errors do not affect understanding.

Repeat Sentence – Question 8

Transcript

The nearest automatic teller is in front of the anatomy labs.

Sample responses

B1

Repeat Sentence_ Question 8_B1_SR

The two missing words in the response are important content words. Speech is slow and there are two hesitations. Minor pronunciation errors do not affect understanding.

B2

Repeat Sentence_ Question 8_B2_SR

There is one hesitation and speech is uneven. Minor consonant, pronunciation and word-stress errors do not affect understanding.

C1

Repeat Sentence_ Question 8_C1_SR

Speech is somewhat slow, but all phrasing is appropriate. There are some slight hesitations, but pronunciation is standard.

Repeat Sentence – Question 9

Transcript

Newspapers are supported primarily by the sale of advertising space.

Sample responses

B1

Repeat Sentence_Question 9_B1_SR

Some words in the text are omitted, and one word that is not in the text is added. Speech is slow with irregular phrasing, and there is one hesitation. Incorrect pronunciation of some consonants and vowels does not affect understanding.

B2

Repeat Sentence_Question 9_B2_SR

One word is not repeated accurately. Some phrases are spoken at a conversational rate, but one long pause negatively affects fluency. Word stress is appropriate. The pronunciation of most words is standard.

C1

Repeat Sentence_Question 9_C1_SR

One word is not repeated accurately. The rate of speech is acceptable, and both the rhythm and phrasing are appropriate. Pronunciation is standard.

Repeat Sentence – Question 10

Transcript

Sydney is Australia's largest city, chief port and cultural center.

Sample responses

B1

Repeat Sentence_Question 10_B1_SR

Some words in the text are omitted, and some words that are not in the text are added. Speech is slow, includes one long pause and is staccato. Incorrect pronunciation of some consonants and vowels does not affect understanding.

B2

Repeat Sentence_Question 10_B2_SR

Some words that are not in the sentence are added. The rate of speech is good, but there is one hesitation and a repetition. Incorrect pronunciation of vowels and consonants make several words unclear.

C1

Repeat Sentence_Question 10_C1_SR

The response is spoken at a conversational rate and the phrasing is appropriate. There are no repetitions, hesitations or false starts. Pronunciation is standard.

Describe Image – Question 1

Main points to be included in the description

- The map shows the gorilla distribution in Africa.
- Gorillas are only found in a very small part of Africa.
- There are three types of gorillas found in Africa.
- The territory of different species of gorillas doesn't overlap.
- There are more Western Lowland gorillas in Africa than any other type.
- There are fewer Eastern Lowland gorillas in Africa than any other kind.

Sample responses

B1

Describe Image_Question 1_B1_SR

While the response describes some aspects of the map, several key details are misinterpreted and the description is disorganized. The response is hesitant, making it uneven and discontinuous. There are noticeably long pauses. There is a clear non-native, phonological simplification as the test taker tries to deliver the word “gorilla”. This response demonstrates limited control over simple grammatical structures. This response lasts for 34 seconds.

B2

Describe Image_Question 1_B2_SR

The major aspects of the map are accurately described. The test taker produces stretches of language at a fairly even tempo. This test taker pronounces most of his words correctly. Stress is placed incorrectly on some sentences. The test taker does not conspicuously search for words and does not make errors which cause misunderstanding. Language use is acceptable. This response lasts for 28 seconds.

C1

Describe Image_ Question 1_C1_SR

The major aspects of the map and relationships between elements are accurately discussed. The test taker expresses himself fluently and spontaneously with a smooth flow of language. His pronunciation is clear and natural with very few instances of consonant and vowel distortion. This response demonstrates good control of standard English grammar with few grammatical errors. The vocabulary used is precise and appropriate for the context. This response lasts for 35 seconds.

Describe Image – Question 2

Main points to be included in the description

- The graph shows iTunes purchased songs from week 0 to week 150.
- The number of songs purchased has risen sharply since week 90.
- There were 1,000 times more songs sold in week 148 than in week 0.
- The number of songs sold by iTunes has exploded in the past 150 weeks.
- iTunes only sold 1 million songs in its first week.

Sample responses

B1

Describe Image_ Question 2_B1_SR

There is no discussion of the relationships between elements of the graph. Only the content of the graph is described and the description is disorganized. The rate of the response is uneven. Fluency is negatively affected by several hesitations and at least two repetitions. Several words are unclear because of incorrect pronunciation of some vowels and consonants. This response demonstrates limited control over simple grammatical structures. There is frequent pausing for lexical planning, and the overall response is labored. This response lasts for 39 seconds.

B2

Describe Image_ Question 2_B2_SR

While the response describes basic elements of the graph, it is disorganized, and there is little discussion of the relationships between elements. The speech is somewhat uneven,

but the rate is acceptable and there are several long utterances. Several words are unclear because of incorrect pronunciation of some vowels and consonants. Ideas are expressed through linked discourse. Language use is acceptable, although several grammar and vocabulary errors are present. This response lasts for 30 seconds.

C1

Describe Image – Question 2_C1_SR

The major aspects of the graph are accurately described. The discussion of the relationships between elements contains one misinterpretation. This response contains several long runs of language with an even tempo. Word and phrase stress is appropriate. Incorrect pronunciation of some consonant clusters does not affect understanding. The test taker demonstrates good control of standard English grammar with very few errors. The vocabulary used is precise and appropriate for the context. This response lasts for 35 seconds.

Describe Image – Question 3

Main points to be included in the description

- This graph shows the number of people who have had motor vehicles stolen within the period of 1998 to 2002.
- Car/vehicle theft was highest in 1998.
- It was the lowest in 2002.
- It was about the same in 1999 and 2000.

Sample responses

B1

Describe Image – Question 3_B1_SR

While the response describes some major aspects of the graph, several key details are not included or misinterpreted. Several hesitations, repetitions and false starts negatively affect fluency. Incorrect pronunciation of some consonants makes several words unclear. There is limited control over simple grammatical structures. This response lasts for 39 seconds.

B2

Describe Image – Question 3_B2_SR

While the response includes a description of the graph, several key details are not included. The rate of speech is acceptable, but has an unnatural rhythm. Most words can be understood, but certain consonants are omitted. This might require listeners to adjust to the

accent of the speaker. Language use is weak and grammar errors are present. This response lasts for 38 seconds.

C1

Describe Image_Question 3_C1_SR

The major aspects of the graph and relationships between elements are accurately discussed. The response is spoken at an acceptable rate of speech, although several phrases are said very quickly. Incorrect pronunciation of some consonant clusters does not affect understanding. This response demonstrates adequate control of standard English grammar. This response lasts for 35 seconds.

Describe Image – Question 4

Main points to be included in the description

- The graph shows the rainfall and average daily temperature from January to December.
- Most rain fell in June.
- The least rain fell in October and November.
- The average daily temperature was stable from January to December.

Sample responses

B1

Describe Image_Question 4_B1_SR

Two basic elements of the graph are described, but the main idea is not discussed. While there are a few phrases spoken at a natural rate, fluency is negatively affected by multiple hesitations and long pauses. Incorrect pronunciation of consonants might require listeners to adjust to the accent of the speaker. There is limited control over simple grammatical and lexical structures. This response lasts for 31 seconds.

B2

Describe Image_Question 4_B2_SR

The major aspects of the graph are accurately described, although there is no discussion of the relationships between the elements. While some phrases are spoken at an acceptable rate, several hesitations make the response uneven. Incorrect pronunciation of some consonants and vowels does not affect understanding. The vocabulary is basic and word choice is limited to words that appear on the graph. This response demonstrates control over simple grammatical structures. This response lasts for 39 seconds.

C1

Describe Image_Question 4_C1_SR

The major aspects of the graph and several relationships between elements are accurately discussed. The response is spoken at an acceptable speed and in continuous phrases. Incorrect pronunciation of some consonants and vowels does not affect understanding. Minor grammatical errors do not lead to misunderstanding. Precise vocabulary and cohesive devices are used. This response lasts for 36 seconds.

Describe Image – Question 5

Main points to be included in the description

- This chart compares the thickness of Arctic sea ice between the periods 1958–1976, and 1993–1997.
- The thickness of Arctic sea ice decreased by 40% between the period of 1958 to 1976 and the period 1993 to 1997.
- Arctic sea ice was 40% less in volume in the 1990s than in the period 1958 to 1976.
- In the period 1993 to 1997, Arctic ice had decreased by 40% compared to the period of 1958 to 1976.
- From 1976 to 1997 the volume of sea ice in the Arctic was down by 1.3 meters.
- The volume of Arctic ice has declined significantly since the period 1958–1976.
- Over four decades, the volume of Arctic sea ice decreased by 40 percent.

Sample responses

B1

Describe Image_Question 5_B1_SR

The test taker reads one sentence from the image and does not describe any elements in the graph. Incorrect pronunciation of vowels and consonants make most phrases unclear. Stress placement is not standard on common words, and phrase stress is misplaced. Speech is slow and labored. This response lasts for 10 seconds.

B2

Describe Image_Question 5_B2_SR

While the response describes several major aspects of the graph, the response is limited to words that appear in the graph. Speech is staccato. Incorrect pronunciation of consonants and vowels might require listeners to adjust to the accent of the speaker. There are minor word and phrase stress errors. This response demonstrates moderate control of standard English grammar. This response lasts for 26 seconds.

C1

Describe Image _ Question 5_C1_SR

While major aspects of the graph are accurately described, specific details are omitted. The response is spoken at a natural rate and in continuous phrases. Sentence-level stress is not standard. Pronunciation is standard. This response demonstrates good control of standard English grammar with few grammatical errors. This response lasts for 26 seconds.

Describe Image – Question 6

Main points to be included in the description

- (In 2004) approximately (about) 73.3% of the eligible population of (Sydney - South West / South Western Sydney) received an age pension, while 7% received a disability pension.
- This compares with 64.9 % and 6.2% (respectively) in South Eastern Sydney and Illawarra.

Sample responses

B1

Describe Image _ Question 6_B1_SR

Basic elements of the graph are described but the image is misinterpreted. While a few phrases are spoken at a natural rate, other phrases are irregular and staccato. Incorrect pronunciation of some consonants makes several words unclear. The response demonstrates limited control over standard English grammar. This response lasts for 13 seconds.

B2

Describe Image _ Question 6_B2_SR

While the response includes a description of the graph, key information is misrepresented or omitted. Speech is slow and several hesitations make the response uneven. Incorrect pronunciation of several vowels and consonants make some words unclear. There is moderate control over simple grammatical and lexical structures. This response lasts for 38 seconds.

C1

Describe Image _ Question 6_C1_SR

While the major aspects of the graph are accurately described, several key details are omitted and there is no discussion of the relationships between the elements in the graph. The initial phrases are spoken slowly, but there are no hesitations, repetitions or false starts. Pronunciation is standard and stress is placed correctly on common words. This response

demonstrates good control of standard English grammar. This response lasts for 29 seconds.

Retell Lecture – Question 1

Transcript

The shuttle was designed to be a space truck; it's a multi-purpose vehicle. We've done a tremendous number of different things with it. It's the most versatile space vehicle that has ever been built. We've used it to launch satellites. We've used it to repair satellites in orbit and put them back into orbit.

We've used it to capture satellites and bring them back to Earth for repair. We've outfitted it with the space lab built by our European partners and used it before the era of the space station to do scientific research. We used it as part of our partnership with the Russians, which is still continuing, first as part of the Mir space station, where we actually prolonged the useful life of Mir by several years through logistical supply visits with the shuttle. And now, of course, we're using it to build the new international space station, which is a ... a huge international partnership.

Sample responses

B1

Retell Lecture_Question 1_B1_SR

The response includes some main points from the presentation, but with a degree of inaccuracy. Speech is uneven and contains several hesitations. Incorrect pronunciation of some consonants and vowels might require listeners to adjust to the accent of the speaker. This response demonstrates limited control over simple grammatical structures. The vocabulary is basic. This response lasts for 32 seconds.

B2

Retell Lecture_Question 1_B2_SR

Several main points are re-told, but the omission of key details demonstrates only a moderate understanding of the lecture. Speech is somewhat staccato and there are instances of hesitation and reformulation. Minor pronunciation and grammatical errors do not lead to misunderstanding. This response lasts for 36 seconds.

C1

Retell Lecture_Question 1_C1_SR

The test taker accurately re-tells most of the main points in the lecture. Although phrasing is somewhat uneven, speech is comprehensible and at an acceptable speed. Incorrect pronunciation of some consonant clusters and vowels does not affect understanding. This response demonstrates good control of standard English grammar. The vocabulary used is appropriate for the context and varied. This response lasts for 39 seconds.

Retell Lecture – Question 2

Transcript

Interviewer: In an article that you wrote that I just read, you said you wished you could take everyone back to decades ago to look at the Florida Keys.

Interviewee: Fifty years ago. Think about how much change has taken place in that short period of time. We have managed to consume on the order of 90% of the big fish in the ocean: the tunas, the swordfish, the sharks. They're mostly gone. Until recently people have had the belief that there isn't much we puny human beings can do to change the nature of the ocean. But in fact, we have, not just because of what we've been taking out, and the destructive means often applied to take fish and other creatures from the sea, but also what we're putting into the sea, either directly or what we put into the atmosphere that falls back into the sea.

Interviewer: So if you were going to give a grade on the health of the oceans today, what would it be?

Interviewee: Well, it depends on which aspect. Across the board. Huh. The oceans are in trouble. It's hard for me to assign a specific grade. Maybe C-.

Sample responses

B1

Retell Lecture_Question 2_B1_SR

While the response includes a few points, other key information is not discussed and some details are misinterpreted. Although some words are spoken in continuous phrases, several hesitations, false starts, and long pauses negatively affect fluency. Incorrect pronunciation of some consonants and vowels does not affect understanding. The test taker demonstrates limited control over simple grammatical structures. This response lasts for 39 seconds.

B2

Retell Lecture_Question 2_B2_SR

While the response includes some main points and a conclusion, other key information is omitted. Fluency is negatively affected by staccato speech, numerous hesitations and

false starts. Minor pronunciation errors do not affect understanding. Language use is weak; grammar and vocabulary errors are present and word choice is repetitive. This response lasts for 36 seconds.

C1

Retell Lecture_Question 2_C1_SR

The topic has been accurately discussed and several supporting points included. There are a few instances of reformulation and hesitation, but speech is continuous. Pronunciation of most consonants and vowels is standard. The vocabulary used is appropriate for the context and varied. This response lasts for 32 seconds.

Retell Lecture – Question 3

Transcript

Interviewer: What nutritional guidelines should we be following?

Interviewee: Well, probably the best source of nutritional guidelines are those that are issued by the American Cancer Society or the National Cancer Institute. And the American Cancer Society, for example, offers four really basic, simple nutrition guidelines. The first guideline, which in my mind is the most important, is to choose most of the foods that you eat from plant sources, and we can talk in more detail about that in a moment. The second guideline is to limit your intake of high fat foods, particularly from animal sources. The third guideline is to be physically active and achieve a normal, healthy body weight. And the final guideline is to limit consumption of alcoholic beverages if you choose to drink at all.

Interviewer: So Susan, one of the things we always hear about ... from the American Cancer Society is this five-a-day recommendation. Maybe if you could explain to our listening audience what that actually means.

Interviewee: The five-a-day recommendation is a very simple way of communicating the message to increase consumption of these plant foods. And what five-a-day means is five servings per day of fruits and vegetables in total. And some people misunderstand this guideline, and they may think it's okay if I have five glasses of fruit juice a day, and I've met my five-a-day guideline. The goal is really to choose both fruits and vegetables as part of the five-a-day guideline, to vary the fruits and vegetables that you eat on a daily basis, and that alone is a very major step forward in terms of reducing your risk for cancer.

Sample responses

B1

Retell Lecture_Question 3_B1_SR

While the response includes some main points, other key information is misrepresented. Intonation is incorrect at times. Multiple hesitations and uneven phrasing negatively affect fluency. Some words are unclear because of incorrect pronunciation of several vowels and consonants. This response demonstrates limited control over simple grammatical structures. The vocabulary is basic and the word choice is repetitive. This response lasts 34 seconds.

B2

Retell Lecture_Question 3_B2_SR

While the response includes some main points, other key information from the lecture is omitted. Speech is somewhat slow, and there are a few hesitations and repetitions that negatively affect fluency. Several syllables are skipped and additional sounds are added to words. Certain vowels and consonants are consistently mispronounced. This response demonstrates good control of standard English grammar with very few grammatical errors. This response lasts for 37 seconds.

C1

Retell Lecture_Question 3_C1_SR

While the response includes some main points, other key information is omitted and there is one inaccuracy. There are a few hesitations and repetitions, but overall the response is spoken at a conversational rate. Incorrect pronunciation of some vowels does not affect understanding. The test taker demonstrates adequate control of standard English grammar and there are very few grammatical errors. The vocabulary used is appropriate for the context. This response lasts for 39 seconds.

Answer Short Question – Question 1

Transcript

What organ do cardiologists specialize in?

Correct: (the) heart / hearts

Incorrect: (the) body / medicine / lungs / liver / stomach / skin / kidneys

Answer Short Question – Question 2

If telescopes are used to locate distant objects, what instrument is employed to magnify minuscule objects?

Correct: (electron) microscope / microscopes

Incorrect: telescopes / binoculars

Answer Short Question – Question 3

Which kind of punishment for a crime is the less severe, an imprisonment or community service?

Correct: community service

Incorrect: imprisonment

Answer Short Question – Question 4

How many sides are there in a bilateral agreement?

Correct: two

Incorrect: any other number

Answer Short Question – Question 5

Which is the longest: a decade, a millennium or a century?

Correct: a millennium

Incorrect: a decade / a century

Answer Short Question – Question 6

A manufacturing process releases noxious gases. What is the most important safety measure for workers at this plant - ensuring good ventilation, or appropriate footwear?

Correct: (ensuring good) ventilation

Incorrect: appropriate footwear / noxious gases / threats to health / safety

Answer Short Question – Question 7

A list of events placed in time order is usually described as what?

Correct: a chronology / a timeline

Incorrect: history / schedule / order / time / story / book / news

Answer Short Question – Question 8

If a figure is hexagonal, how many sides does it have?

Correct: six

Incorrect: one / two / three / four / five / seven / eight / (any other number) / square / rectangle

Answer Short Question – Question 9

What key mineral makes sea water different from fresh water?

Correct: salt

Incorrect: seaweed / fish / oceans / rivers

Answer Short Question – Question 10

In the animal kingdom, is the purpose of camouflage to attract a mate, to find food or to hide?

Correct: (it's) (the purpose is) (to) hide

Incorrect: to a attract mate / to find food

Summarize Group Discussion – Question 1

Transcript

Three students are discussing a topic they studied in class.

Speaker 1: So what did you think about the lecture we had yesterday on intelligence tests?

Speaker 2: Interesting! She said they started in France in 1905 when they passed a law that all kids had to go to school and teachers were trying to identify the ones that might need special help. Later they were modified for teens and adults.

Speaker 3: Yeah, but what about the theory underlying intelligence tests? How can a test really measure intelligence? I think the results are affected by your emotions, like, uh, whether you're one of those people that likes tests, or you feel really nervous about the result. I think they're based on what you can do in certain situations, not really how smart you are.

Speaker 1: You're right. Didn't the professor say that the researchers came up with a number of tasks that used different skills they thought would be useful for success in school, such as good memory, reasoning skills, and, uh, verbal comprehension and then graded them according to age. So, like, for example, a five-year-old should remember a list of three things and a seven-year-old should be able to remember five. So, like you said, it's more about what you can do, not how smart you are.

Speaker 3: Well, intelligence tests never made much sense to me. What exactly are we measuring, anyway? Just because you can remember a bunch of things on a list doesn't mean you'll have success in your life or even in your job. So what's the point of taking an intelligence test? And what about the kids who speak different languages at home? They might not do well on the test, not because they can't remember five things but because they might not know the words. Or maybe the child didn't get a good breakfast that morning or wasn't feeling well, like had a cold or something. Then they might not do so well and it would really have nothing to do with intelligence.

Speaker 2: I agree. I took some tests in school when I felt really sick and didn't do very well. But I'm getting As in university. And I have a friend who is really smart when it comes to understanding people and what they're thinking and what they want, but he doesn't like sitting in a classroom and never did very well on those tests. Now he's making a fortune managing his own company. So if he had believed those tests, he might never have been successful.

Speaker 1: Well, I actually think that intelligence tests are quite useful as long as teachers or employers don't make decisions just based on the results of the one test. Anyway, I think they shouldn't be called intelligence tests, they should be called abilities tests or something like that because they sort of assess abilities rather than intelligence, uh, like the ability of complex thinking, reasoning and learning, or the skill of making judgments. They could help to assess academic abilities, or a person's ability to handle particular skills for a particular job.

Speaker 3: That's a brilliant idea! Let's tell the professor about that! I bet we'll all get As in the class!

Sample response

C1

SGD_Question 1_C1_SR

This is an excellent response for content. The response is clear and accurate. The main ideas are fully paraphrased in their own words. The response expands on the details of each speaker's contribution with specificity and explores the relationships between different points of view effectively. A variety of vocabulary and expressions are used appropriately with precision and the ideas are organized in a logical sequence. Speech has an acceptable rhythm with appropriate phrasing and word emphasis. All vowels and consonants are produced in a manner that is easily understood.

Summarize Group Discussion – Question 2

Transcript

Three students are discussing how they study.

Speaker 1: Hey, how do you think you did on the economics exam this morning?

Speaker 2: It was really tough, and I didn't feel ready for it. It seemed like he tested us on everything in the textbook. What about you?

Speaker 1: I stayed up all night studying. I was so tired by the time I got to the exam, I thought I'd fall asleep right in the middle of it.

Speaker 2: I know what you mean! I was up all night studying too. I went to bed about four am and had to get up at six to get to the exam on time.

Speaker 3: Are you guys talking about the economics exam? I didn't think it was so bad. I was in bed by nine pm last night. I think it's better to get a good night's sleep before an exam. Staying up all night just makes me more nervous and when I'm so tired I can't remember anything. I like to relax, watch a bit of TV, and get to bed early. I think staying up all night studying is a mistake.

Speaker 1: Actually, I disagree. I think it's better to stay up all night and cram as much information into my head as possible the night before the exam. When I cram just before an exam, I can remember the information in the short term. That way I can do well on the exam but unfortunately, I forget it all the moment I leave the exam room.

Speaker 2: I actually think it's important to learn the material, not just try to remember it for the exam, so I don't usually stay up all night to cram for an exam. Usually I spend some time each day going over my notes and I try to keep up with the material so I don't feel so nervous and upset when the exams come around. I usually do pretty well on my exams and I sort of enjoy them. But I was so busy with an essay I had to write, I forgot about this one and I ended up having to study all night. I bet I don't get a great mark on this exam.

Speaker 3: Well, I read about a study that said university students who get a good night's sleep before their exams, in general, do better than students who stay up all night cramming. So I think it's more important to sleep than to cram.

Speaker 1: I read that study too, but they also said that it wasn't enough for students to simply get a good night's sleep the night before the test. The study found that students who got enough sleep every night got better grades. Anyway I have a system for cramming. I make a list of the most important topics and I review that information. Plus, I often review exams from past terms. That's really helpful. Most professors make up new exam questions each term so the university has past papers online and sometimes even the answers. That way I get an idea of the layout of the exam as well as what the professor thinks is important.

Sample response

C1

SGD_Question 2_C1_SR

The response is clear and accurately captures the main ideas well. Some relationships between points of view are highlighted with some ideas missing or underrepresented, e.g., why the M2 speaker does not feel the need to cram. A variety of expressions and vocabulary are used appropriately throughout, and the ideas are connected well in the response. Speech has an acceptable rhythm with appropriate phrasing and word emphasis. There is no more than one hesitation. Stress is placed correctly in all words.

Respond to a Situation – Question 1

Transcript

You are having problems with your laptop and you need it to do an assignment for your course. Your friend is good with computers and you are hoping to take your laptop to her apartment so she can fix it. You want to leave a phone message for her. What would you say?

Sample response

C1

RTAS_Question 1_C1_SR

The response deals with the situation effectively and successfully accomplishes the primary communication goal. It demonstrates ease and flexibility in communication, though there is room for greater precision. All vowels and consonants are produced in a manner that is easily understood. While speech is delivered at an acceptable pace, it may be uneven at times.

Respond to a Situation – Question 2

Transcript

You missed the lecture last week and you know the information will be on the exam next week. Your friend takes very good notes during lectures. You want to get his notes from him so that you can use them to prepare. What do you say to him?

Sample response

C1

RTAS_Question 2_C1_SR

The response deals with the situation effectively. The test taker successfully accomplishes the primary communication goal with full consideration of the context. The response is communicated with ease, flexibility, and precision throughout, and expands beyond the prompt language in most cases. There is one diphthong distortion, but does not affect intelligibility. Speech has an acceptable rhythm.

Part 1 Writing: Answer Key and

Summarize Written Text – Question 1

Sample responses

B1

United intergovernmental panel on climate change report that climatic changes in northern hemisphere will cause drastic change in sea current and will raise the sea level.

Explanation: While the response includes one key detail, other information from the passage is omitted or misinterpreted. The response does not receive full credit for grammar because of missing or incorrect use of prepositions and verbs. The vocabulary used is appropriate for the context. There are three spelling errors. Although weakly constructed, the response is one complete sentence. The word count is 26 words.

B2

Due to the latest report of IPCC about the worldwide climate, Green House Effect has affected the earth severely on various aspects.

Explanation: The summary does not include any supporting points or key details. A minor grammatical mistake prevents this response from receiving full credit for grammar, although the intended meaning of the sentence is clear. The use of “due to” instead of “according to” makes it seem that the IPCC report caused the greenhouse effect. There is one spelling error. The response is one complete sentence of 22 words.

C1

A new UN report finds that increasing surface temperatures around the world are causing rising sea levels, shrinking sea ice and snow cover, and changes in precipitation.

Explanation: The topic has been accurately discussed and the supporting points are included. The vocabulary used is precise. All words are spelled correctly. The response is one complete sentence of 27 words.

Summarize Written Text – Question 2

Sample responses

B1

For the millions of years the turtles were coming laying their eggs in summer and the babies run separates their nests, ignoring in war torn until two women set out to protect them and mona khalil saw the turtles and decided to do something so in the end the baby turtle to emerge after a month.

Explanation: While the response includes some main points, other key information from the passage is omitted and information not in the passage is present. This response demonstrates limited control over simple grammatical structures. The vocabulary is basic. There is one spelling mistake. The response is one sentence of 56 words.

B2

Mediterranean sea turtles which is an endangered species lay their 70 to 100 eggs at the shore of southern Lebanon but now Mona Khalil with her team protecting turtle's egg from damage or from predators by burying iron grid in the sand above the nests.

Explanation: The topic has been accurately discussed and the supporting points are included. This response does not receive full credit for grammar because of missing or incorrect use of prepositions and verbs. The vocabulary used is appropriate for the context. There are three spelling errors. The response is one complete sentence of 45 words.

C1

After millions of years of being endangered in war-torn coast of southern Lebanon, Mediterranean sea turtles were finally protected by two women, Mona Khalil and Habiba Fayed, who opened a bed-and-breakfast and with the help of the guests, protected turtles' eggs by burying an iron grid in the sand above the eggs.

Explanation: The topic has been accurately discussed and the supporting points are included. This response demonstrates good control of standard English grammar with very few grammatical errors. The vocabulary used is appropriate for the context. All words are spelled correctly and the response is one complete sentence of 52 words.

Write Essay – Question 1

Sample responses

B1

Cigarettes is one kind of tobacco which actually is one of the most widely-used drugs in the world. It is common in our everyday lives for that there are so many people smoking. However, nowadays more and more people pay much attention to their healthes, so the concept of "Smoking is unhealthy" is accepted by most people who reject in smoking. But there are still over a billion adults legally smoke tobacco every day that will costs a lot both for smokers themselves and for the wider community in terms of health care costs and lost productivity. Do governments have a legitimate role to legislate to protect citizens from the harmful effects of smoking? The answer will be yes for most of people. The first, smoking

will do harm for smokers' health. The second, smoking will do harm for people who are around smokers such as families. And smoking is always a lead of a fire disaster. There are many reasons to restrict smoking. The point is how to do this. We know that every policy will make a consequence. If government shut down the tobacco factories, it will definitely increase the price of cigarettes which will affect smokers—over a billion people—heavily because they won't change their habit just because there are fewer cigarettes. So I think the government should guide these people not to.

Explanation: This essay minimally answers the question on the topic. The details and examples do not follow a well-developed logic that supports the test taker's position on the topic. The essay does not have a good organizational pattern. The introduction rephrases the topic, the body contains minimal supporting points and the conclusion is unfinished. This essay does not receive full credit for grammar usage and spelling because of missing or incorrect use of verbs and nouns. The vocabulary is limited and imprecise. Some words are not appropriate for the context. Spelling errors are numerous. The word count is 227 words.

B2

These days, statistics have shown that all around the world, over a billion adults legally smoke tobacco every day. Also, these numbers are expected to increase if nothing is done. It takes two to stop the numbers arising and therefore, the government and the smokers have to cooperate to make the country smoke-free.

The government should control the amount of smokers as the rising numbers could cause lost productivity and an increase in the crime rate. Campaigns should be created and advertisements using the mass media can actually help the smokers realize the disadvantages of smoking.

Besides that, smokers should also learn the gruesome facts on smoking. They should also realize that there's more to life than just smoking and that people near and dear to them could be affected from their habit. Studies have shown that people who have family members who are smokers can actually contract diseases such as cancer and other lung diseases.

Moreover, the increase in the number of smokers can actually mean that there would probably be an increase in crime rates as well. Smoking would then lead to other dangerous issues like drugs, prostitution, theft and even murder. Therefore, the government should act immediately to avoid further damage to society.

Certain smokers who want to quit can find it hard to do so and this is when the government's help can come in handy. That is by increasing the age limit for adolescents to smoke, increasing tax on tobacco products to make it a lot more expensive and also to provide support groups for smokers who wish to quit.

In a nutshell, smoking is indeed a problem to the nation and it takes two to work it out. The government and the smokers themselves should work side by side to solve this issue.

Explanation: This essay answers the question on the topic and is well organized. There is a clear introduction, body and conclusion. In the body, the main ideas and details relate to the main point of the essay. However, some main ideas are not well supported with details, examples or explanations. There are obvious grammatical errors in sentences with complex structures. However, most grammatical errors do not hinder communication. Imprecise vocabulary prevents the response from receiving full credit for general linguistic range. The vocabulary range is good and clichés are used sparingly. There are no significant spelling errors. The word count is 299 words.

C1

Tobacco is one of the most widely-used drugs of the world. Over a billion adults legally smoke tobacco every day. Tobacco is slowing taking a billion people in the world towards doom. The long term health costs are high for smokers, who suffer from various heart and lung diseases, reduced concentration and continually diminishing immunity.

Non-smokers, accompanying smokers or those who are in their close vicinity, also become “Passive” smokers and bear the toll of various inevitable diseases as they inhale the smoke which has an ill-effect on their respiratory systems. Thus, the health costs are high—for smokers themselves, and for wider community in terms of health care costs and lost productivity.

There has been awareness among people from many years, about the ill-effects of smoking and various campaigns run by the government, NGOs and local bodies to encourage people to quit smoking but the result have not been impressive. The solution is to nip the problem in the bud. School authorities and parents should keep a close eye so that children don't start to smoke because they think it is “cool”. They should be made aware about the harmful effects of smoking.

Government could play a vital role too. Smoking should not be high-hand in advertisements and movie commercials which have a huge impact on people. It could levy high taxes on tobacco products to keep people away from its reach. Rules for checking children buying such products should be made stringent.

The onus to protect from such products also lie on individuals as will-power always does the trick. The knowledge of importance of being healthy has to be realized from within. It goes a long way to check the problem. Thus, the solution requires both legitimate action of Government and strong individual decisions to eliminate the problem.

Explanation: This essay answers the question on the topic. The roles of the government and the individual are well explained and supporting details are provided. There is good development of ideas and a logical structure. The main ideas are introduced in the first paragraph and the test taker's answer to the question is restated in the conclusion. General linguistic range and vocabulary range are excellent. The vocabulary is precise and expresses subtleties and nuances. Idioms are also used appropriately. Minor grammatical errors

prevent this response from receiving full credit for grammar usage and mechanics, although the intended meaning of the sentences is clear. Spelling is excellent. The word count is 300 words. Scientists are discovering that when you touch someone, you communicate very specific emotions such as sympathy, disgust, gratitude, or even love. The current issue of the scientific journal Emotion features a series of studies about touch. Reporter Michelle Trudeau touched base with the lead researcher.