

alternative artistes – they include folk singers, poets and other acts which are more suited to a smaller stage – and they should also enter by the main gate. On the opposite side of the steps is a restaurant, and adjoining that is the main festival information point. Here you can get extra programmes and up-to-the-minute information about events, and you can discuss any last-minute problems – although we hope everything will be running smoothly when the festival opens.

Right, coming back to the plan, you go up the stairs to the stadium. The entrance for the rock bands is on the far side, and on your right is the main stage, which will have powerful illumination and amplification throughout the weekend. There will probably be TV vehicles adjacent – that's in this area only – for recording purposes.

If you look at the outside of the plan, you can see a third gate for exhibitors opening onto a side path. A little way down the path, before you get to the trees, is the building where the Art Exhibition's being housed. Then finally there's just one more building marked on your plan – quite near the main gate. It's divided into lock-up garages. So I hope you now feel quite familiar with the main festival area.

We also hope that you'll have received your welcome pack. In it, you should find two parking tickets for yourself and anyone assisting you, an arm band to indicate that you are an official visitor, one of our brilliant yellow badges with the new festival logo, a festival programme, and several sheets of information that we'd ask you to study carefully before the event.

Please could you note that all setting up of stalls, displays and so on should be completed by 9.30 a.m. and that unfortunately we won't be able to allow any vehicles to enter the festival area after that time. Yes, it's a big site – but even a few vehicles parked in the wrong place can block the paths. With crowds of people – and we are expecting several thousand – this can merely be a nuisance; but if there's an emergency and access for an ambulance is blocked, the situation will become not just annoying but also dangerous. And don't forget it could be your mother or your child who needs help.

Several exhibitors and craftspeople have asked us if any provision can be made for overnight storage of tables, chairs and display items rather than having to take them home and bring them again. We're pleased to say that a limited amount of space has been made available in the building near the main gate. You'll be issued with a yellow ticket to reclaim your property – similar to the red parking tickets, so do check you bring the right one! – but please understand that this is entirely at your own risk as we can take no responsibility for items lost or damaged.

I think that's all I have to say at this point but thank you all for your attention!

SECTION 3

You will hear a discussion between a business student called Marco and his personal tutor about the courses that Marco should take.

T: Hi Marco, come in.

M: Thanks. I've got a bit stuck trying to select courses for next semester. Could you help me, please?

T: Of course. Sit down. First of all, most people just go for the areas of business that they're interested in, but – even if something doesn't look very stimulating – it's important that you can use it once you get a job. It's not much good choosing areas that aren't going to be helpful later on.

M: Right. I want to go into management, so I'll need to think about that. And should I start specialising in a particular area yet?

T: I don't think that's wise, at this stage. It's better to aim for a wide variety of subjects, especially as management covers so many possibilities. You shouldn't be limiting your choices for later on.

M: Yes I see.

T: You should also look at how the course is made up – will you have regular seminars and tutorials, for example, as well as lectures?

M: OK. Some of the lecturers are quite big names in their fields, aren't they? Should I aim to go to their courses?

T: Well remember that the lecturers who aren't well-known may still be very good teachers! I'd say we have a consistently high standard of teaching in this department, so you don't need to worry about it.

M: Good. Well that's a great help.

T: Now last time we met, you mentioned doing Team Management, didn't you?

M: That's right. I'm still quite keen on the idea.

T: The trouble is that because of changes in the content of various courses, Team Management overlaps with the Introduction to Management course you took in your first year. So what you'd learn from it would be too little for the amount of time you'd have to spend on it.

M: I'll drop that idea, then. Have you had a chance to look at the outline I wrote for my finance dissertation? I left it in your pigeonhole last week.

T: Yes. Why exactly do you want to write a dissertation, instead of taking the finance modules? It'll be pretty demanding.

M: Well, I'm quite prepared to do the extra work, because I'm keen to investigate something in depth, instead of just skating across the surface. I realise that a broader knowledge base may be more useful to my career, but I'm really keen to do this.

T: Right. Well I had a quick look through your outline, and the first thing that struck me was that you'll have to be careful how you set about it, as the way you've organised it seems unnecessarily complex. The data that you want to collect and analyse is potentially valuable, but you'll need to narrow down the subject matter to make the whole thing manageable.

M: OK, I'll have another look at it. I was talking to Professor Briggs about it yesterday, and I got some more ideas then. For part of the dissertation I was thinking of trying to persuade finance managers from three or four companies to let me ask them about their company finances. If not I think I'll have to change to another topic.

T: Well go ahead then. I could give you some names.

M: Thanks.

T: Now let's talk about practicalities. Your dissertation must be finalised by the end of May, so you should aim to finish the first draft by the end of March. Is that feasible?

M: Yes, it shouldn't be a problem. I'll need to register for the dissertation, won't I? Is that with the Registrar's department?

T: No, it's internal to this department, so you just need to let the secretary know. Do that as soon as you're sure you're going to write the dissertation.

M: OK.

T: Then to analyse your statistics, you're going to need some suitable software. If I were you, I'd drop in to the computer office and ask them for a copy.

M: Right. So if I revise my outline, can I ...

SECTION 4

You will hear a talk about a research project on the tiger shark.

Good morning, everyone. Today, I'm going to talk about the research project I've been involved in on the tiger shark.

First of all, some background information. The tiger shark, also known as the leopard shark, is often thought to have got its name from its aggressive nature, but in actual fact, it's called that because it has dark bands similar to those on a tiger's body.

It is a huge creature growing up to lengths of six and a half metres. It can be found just about everywhere throughout the world's temperate and tropical seas, but it is most often found along the coast, rather than the open sea.

In terms of feeding, tiger sharks tend to be most active at night and are solitary hunters. Their preferred prey includes other sharks, turtles, seabirds and dolphins, to name but a few. However, it's not uncommon to find garbage in its stomach. This is because it tends to feed in areas such as harbours and river inlets, where there is a lot of human activity.

Now to the project itself. We are particularly interested in some studies that had been done in the Raine Island area. Observations here have shown that there is a large population of tiger sharks present in the summer, during the turtle nesting season. However, during the winter months the sharks disappear – so we decided to do some of our own research there.

The first step was to tag a number of sharks so that we could follow their movements. To do this, we first needed to catch the sharks. Early in the morning, we baited lines with large bits of fish and set them in place. These lines were then checked every three or four hours. If no sharks were caught, the baits were replaced. Once a shark had been caught on one of the baited hooks, it was pulled in close to the boat and secured so that we could carry out a number of brief activities to aid our research. This usually took no more than about ten minutes and was carried out as carefully as possible to minimise any stress to the shark. Each of the tiger sharks that we caught was measured and fitted with an identification tag and also a small amount of tissue was taken for genetic studies. For some larger sharks over three metres long, we also inserted into the belly a special acoustic tag capable of sending satellite signals, while on other large sharks we attached a camera to the dorsal fin, to enable us to study the behaviour and habitat use of the sharks. After this, the shark was released, and we were able to follow its movements.

So what was the purpose of all this tagging? Well, while we were already familiar with some aspects of the tiger sharks' behaviour and food sources, what we hoped to do in this project was to see exactly what factors affected the migration patterns of tiger sharks and whether it was in fact food, weather and reproductive needs.

These are some of our findings: On February 21st a large female shark, whom we named Natalie, was attracted to our research boat at the northern tip of Raine Island and fitted with one of the satellite tags I've just mentioned. No transmissions were received from Natalie between April 2nd and April 29th indicating that she didn't surface to feed during this period. The area in which she was last reported is very shallow, suggesting that she may have changed her feeding preferences during this period to focus on prey found on the sea floor.

We also made a number of other discoveries thanks to the various transmitters we used. It seems that tiger sharks move back and forth between the ocean floor and the surface quite often. This may help the sharks conserve energy while they swim, but it probably also helps them hunt, since this movement back and forth maximises its chances of not being detected by its prey until the last minute.

So far our findings have not been conclusive. However, we have gained some very interesting insights into the behaviour of tiger sharks and are now hoping to develop our research further.

Interpreting your Scores

Your score in Listening

Scores 28 and above

If you have strictly followed the guidelines on page 3, you are likely to get an acceptable score on the IELTS Listening test under examination conditions, but remember that different institutions will find different scores acceptable.

Scores 13–27

You may not get an acceptable score on the IELTS Listening test under examination conditions and we recommend that you think about having more lessons or practice before you take IELTS.

Scores 0–12

You are highly unlikely to get an acceptable score on the IELTS Listening test under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.

Your score in Academic Reading

Scores 29 and above

If you have strictly followed the guidelines on page 3, you are likely to get an acceptable score on the IELTS Academic Reading test under examination conditions, but remember that different institutions will find different scores acceptable.

Scores 13–28

You may not get an acceptable score on the IELTS Academic Reading test under examination conditions and we recommend that you think about having more lessons or practice before you take IELTS.

Scores 0–12

You are highly unlikely to get an acceptable score on the IELTS Academic Reading test under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.

Your score in General Training Reading

Scores 31 and above

If you have strictly followed the guidelines on page 3, you are likely to get an acceptable score on the IELTS General Training Reading test under examination conditions, but remember that different institutions will find different scores acceptable.

Scores 18–30

You may not get an acceptable score on the IELTS General Training Reading test under examination conditions and we recommend that you think about having more lessons or practice before you take IELTS.

Scores 0–17

You are highly unlikely to get an acceptable score on the IELTS General Training Reading test under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.

Please note the following:

- The above recommendations are based on the average scores which the majority of institutions and organisations accept. However, different institutions and organisations accept different scores for different purposes. The institution to which you are applying may require a higher or lower score than most other institutions. Please check score requirements for individual institutions on the IELTS website www.ielts.org
- Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the skills; and an Overall Band Score from 1 to 9. Both the Band Scores for each skill and the Overall Band Score may be reported in whole or half bands. The Overall Band Score is the average of your scores in the four skills. For example, if you score Band 6 for Listening, Band 6 for Reading, Band 5 for Writing and Band 7 for Speaking, your Overall Band Score will be:

$$\frac{6 + 6 + 5 + 7}{4} = \frac{24}{4} = 6$$

You will see from this example that a lower score in one skill can be compensated for by higher scores in the others.

- Institutions or organisations considering your application are advised to look at both the Overall Band Score and the Band Scores for each skill to make sure you have the language skills needed for a particular purpose. For example, if your course has a lot of reading and writing, but no lectures, listening comprehension might not be very important and a score of, say, 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.
- This Practice Test has been checked so that it is approximately the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Test will be reflected in the real IELTS test. The Practice Test can only give you an idea of your possible future performance and it is up to you to decide whether you are ready to take IELTS.

How Writing is Assessed

The Academic and General Training Writing tests both consist of two tasks, Task 1 and Task 2. Each task is assessed independently.

Writing performance is assessed by certificated examiners who are appointed by the test centre and approved by the British Council or IDP: IELTS Australia.

The examiner rates the candidate's responses using detailed performance descriptors which describe writing performance at the nine IELTS bands. These descriptors apply to both the Academic and General Training Writing tests.

Task 1 responses are assessed on the following four criteria:

Task Achievement

This criterion refers to how appropriately, accurately and relevantly the response fulfils the requirements of the task. Responses must be at least 150 words in length.

Academic Writing Task 1 is an information-transfer task with a defined response which requires candidates to draw on the factual content of a diagram. Candidates are not expected to speculate or explain any areas that lie outside the input material.

General Training Writing Task 1 is also a task with a defined response which requires candidates to write a letter in response to an everyday situation or problem. The input material describes the context and purpose of the letter and the functions candidates should cover in their responses.

Coherence and Cohesion

This criterion refers to the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the references and relationships between and within sentences clear.

Lexical Resource

This criterion refers to the range of vocabulary the candidate uses and the accuracy and appropriacy of that use.

Grammatical Range and Accuracy

This criterion refers to the range and accurate use of the candidate's grammatical resource at sentence level.

Task 2 responses are assessed on the following four criteria:

Task Response

This criterion refers to the candidate's ability to formulate and develop a position in relation to a question or statement. Ideas should be supported by evidence, and examples may be drawn from the candidate's own experience. Responses must be at least 250 words in length.

Coherence and Cohesion

As for Task 1.

Lexical Resource

As for Task 1.

Grammatical Range and Accuracy

As for Task 1.

All criteria have equal weighting.

Task 2 contributes twice as much as Task 1 to the Writing score.

Candidates should note that they will lose marks in Writing if their responses are a) under the minimum word length, b) partly or wholly plagiarised, c) not written as full, connected text (e.g. if the response is in note form, if bullet points are used etc.).

The public version of the Writing band descriptors is available on the IELTS website www.ielts.org

Sample Candidate Writing Responses and Examiner Comments

On the following pages, you will find candidate responses to the five Writing Practice Tests. There is one response for each Writing task. Below each response, you will find examiner comments and the Band Scores given.

The examiner guidelines for assessing candidate performance on the Writing test are very detailed. There are many different ways a candidate may achieve a particular Band Score. The candidate responses that follow should not be regarded as definitive examples of any particular Band Score.

Academic Writing Example 1 – Task 1

Sample Response 1

The charts shows the oil resources held, together with the proportions consumed within the same area each year, in different areas of the world. It is obvious that the region holding the most oil sources is the Middle East, with 56.52%, over a half of total world oil resources. While in the United States and Asia, the level of oil consumed each year is far more away from the oil resources they hold. The percentage of total world oil consumption of United States and Asia are 23.48% and 26.21% respectively. They are the two highest oil consumption region in the world.

Another place that is worth mentioned will be the Western Europe. With about twenty percent of total world oil consumption, the Western Europe merely holds less than 1.5% of the oil resources in the world.

Regions that are not mentioned above have the close percentage between oil holding and consuming. Whereas Canada has the higher level of oil holding than consuming, the respective figures are 14.84% and 2.48%.

Overall, the charts suggest that Middle East is the only majority of oil resources held, while Asia, United States and Western have the highest level of oil resources imported.

Examiner Comments

Band 5.5

This response describes the main points of the bar graphs and provides a summary of their most significant features. However, the figures are not well selected to support or highlight the key features, there are some minor inaccuracies, and details are missing, with only half of the countries on the graphs being mentioned. There is an overall progression to the response, though the middle section could have been structured more clearly and coherently by use of linkers. There are no errors in spelling, but this accuracy is achieved by staying within a limited range of vocabulary, and by relying on repetition of the phrases supplied on the question paper. Grammatical errors occur but are not frequent or serious enough to affect communication, and there is a range of sentence types which includes some complex structures.

Sample Response 2

Element 2: organized argument

It's generally supposed that the younger people should respect and take care of older people. Nowadays, many people think that the older people are the problem of modern society. However, how people should give the important older people in this present time for preventing the problem in society.

In many countries are facing of this problem because many people are responsible everything in their lives. For example, one person has many roles in society such as parents, boss and teacher etc. This reason make someone who forget older people. Some countries, many older people live alone which the government has not pension and facilities for them. In my country this is the problem because older population are increasing every year. They don't have a house for living, don't have money and ^{children} and cousins don't take care of them. The government must be help them by providing many houses which this case invest a lot of money to making this project.

On the other hand, in some countries, the government help and support the older people for instance, European people have pension and good facilities such as, free for seeing doctor don't paying when taking the public transportation. I totally agree with this view that my country provide it for them. It is the good reason.

Examiner Comments

Band 4.5

There are two main problems with this response. Firstly, it is too short and does not meet the length requirement for a Task 2 response (a minimum of 250 words). Secondly, most of this response is irrelevant. From the seventh line, it goes off the topic of respect and instead discusses what provisions governments should make for the elderly. Apart from these two major weaknesses, there are some good points about this response. It shows evidence of organisation in terms of an opening paragraph which introduces the topic, and two concluding sentences at the end. Linking devices are quite well used throughout to connect the different ideas (although the response as a whole lacks coherence in relation to the actual question). The vocabulary is the best feature of this writing: in spite of the largely irrelevant argument, there is a sufficient range of words which specifically relate to the topic, and spelling errors are very few. As for grammar, the writer attempts complex structures, but these are faulty, and mistakes occur with even simple present verbs.

Academic Writing Example 2 – Task 1

Sample Response 3

The diagrams indicate the alterations being made to the school from 2004 to 2024, to accommodate for the predicted increase in student numbers from 600 to 1,000. In 2004, the school only has one car park with a path leading from the main entrance to the sports field. The path separates the two school buildings which, together with the sports field, are located north. Trees ~~were~~ are present ~~to the~~ north-east, east and west of the school. In comparison the school planned for 2024 has two car parks and three school buildings.^{North} The path in this 2024 plan links building ~~3~~^{three} to buildings ~~1, 2~~^{one and two}, which ~~have been~~^{are planned to be} joined together by building infrastructure. A road is envisioned to ~~be~~ connect car park two with car park one. In addition the sports field will be reduced in size and relocated south of its previous location below car park two. The surrounding trees remain in similar positions only requiring a few ^{trees} to be repositioned or replanted around new infrastructure.

These changes to the school buildings, road, path, car parks and sports field aim to house the extra 400 students planned to be attending the school in 2024. The only decrease in size of any part of the school from 2004 to 2024 is the sports field in order to accommodate ~~the~~ school building number three.

Examiner Comments

Band 7.5

This is a very accurate description of the two diagrams, which covers every aspect of the information shown. There is nothing inaccurate or irrelevant in this response with regard to content. It has a clear introductory sentence, and a summing-up at the end. The middle section of the response is logically arranged by year, though this first paragraph is rather long and could usefully have been split into three. Cohesive devices are few, but flexible, and help the reader when they are used. The range of vocabulary used is quite wide and precise, and includes several low-frequency items used appropriately. Errors in word choice and spelling occur rarely. A wide range of grammatical structures and all punctuation are accurately used throughout, but this criterion is not a 9 as the choice of tense could be more precise and consistent.

Academic Writing Example 2 – Task 2

Sample Response 4

I MOST DEFINITELY AGREE WITH THIS STATEMENT, AND I AM CONVINCED THAT IF MORE PEOPLE WOULD SHARE THIS AGREEMENT, MANY OF TODAY'S PROBLEMS COULD BE AVOIDED AND, * UNDER THE RISK OF SOUNDING CANDID, "THE WORLD WOULD * BE A BETTER PLACE".

IF ONE IS AWARE OF THE GENERAL, * WESTERN (well, GLOBAL REALLY) CIVILIZATIONAL TENDENCY TOWARDS LIVING WITHIN CLOSED GROUPS, ALMOST FROM "BIRTH TO DEATH", ONE MAY FIND THAT ADDRESSING THE SUBJECT AT THE EARLIEST MOMENT POSSIBLE IS A REASONABLE POSSIBILITY OF STARTING TO FIGHT THAT TENDENCY. CHILDREN ARE NATURALLY KEPT, IN THE FIRST FEW YEARS OF THEIR LIVES, IN A VERY LIMITED, CONTROLLED ENVIRONMENT, AND THEN GRADUALLY START OPENING UP TO THE WORLD AROUND THEM. SO IT'S VERY IMPORTANT THAT, WHEN THEY START DOING SO, THEY ALSO BEGIN TO UNDERSTAND WHAT SURROUNDS THEM - PEOPLE, RACES, SOCIAL BACKGROUNDS, FAMILY STRUCTURES, RELIGIOUS BELIEFS, ETC. - AS PARTS OF THE REAL WORLD WHERE THEY WILL LIVE AND BE CALLED TO CHANGE, IMPROVE OR CONDITION.

THE ALTERNATIVE TO THIS WILL BE, AS IT IS ALREADY TODAY, THAT CHILDREN WILL LIVE MORE AND MORE ISOLATED FROM ~~THE~~ REALITY IN ALL ITS ~~VARIETY~~, AND SOMETIMES CRUEL, FEATURES. I BELIEVE THESE CHILDREN, NOT HAVING HAD A CHANCE TO DIRECTLY COMMUNICATE AND INTERACT WITH OTHER KINDS OF CHILDREN, WILL FEAR AND EVEN REJECT SUCH DIFFERENCES. IGNORANCE AND MISUNDERSTANDING IS (HAS BEEN

AND WILL BE) ONE IMPORTANT SOURCE OF CONFLICT, AND SOCIAL CONFLICT

IN THE FIRST INSTANCE.

I THINK I CAN SAY I WAS FORTUNATE ENOUGH TO HAVE ATTENDED AN ELEMENTARY SCHOOL WHICH WAS CHARACTERIZED, AMONG OTHER THINGS, FOR JUST SUCH A FEATURE: EVEN THOUGH IT WAS A PRIVATE SCHOOL, WHERE PARENTS WHO COULD AFFORD IT HAD TO PAY A SUBSTANTIAL FEE, IT HAD A POLICY OF TAKING IN CHILDREN WITH ALL KINDS OF DIFFERENCES. I GOT ACCUSTOMED TO HAVING COLLEAGUES AND FRIENDS OF LOWER SOCIAL BACKGROUNDS (ECONOMICALLY SPEAKING), WHO WHERE STATE-FINANCED TO ATTEND THE SCHOOL; WITH DIFFERENT LEARNING ABILITIES (DEAF, MENTALITY DISADVANTAGED, ETC.); AND OF DIFFERENT ETHNIC BACKGROUNDS (ASIAN AND FROM PORTUGUESE ~~POR~~ AFRICAN EX-COLONIES).

I AM VERY CERTAIN THAT THIS PART OF MY EDUCATION HELPED ME BETTER UNDERSTANDING AND ACCEPTING THE WORLD AROUND ME; STILL NOWADAYS I HAVE ALL KINDS OF FRIENDS AND LIKE TO KNOW THINGS ABOUT ALL KINDS OF PEOPLE, AND I KNOW NOT EVERYONE AROUND ME DOES THE SAME.

Examiner Comments

Band 7

Although the topic could be more precisely introduced, this response opens with a clear statement of the writer's opinion, and goes on to develop its position clearly and logically, right through to the end. The conclusion would possibly be stronger if it referred back to the actual topic rather than being wholly personal. Paragraphs are used to good effect, and the writing flows well, helped by skilful use of referencing pronouns to link sentences. There is quite a wide range of vocabulary used, with a natural feel for style and collocation, although there are also occasional errors in both word choice and spelling. The grammar consists of a wide range of sentence types used flexibly and accurately; though occasional mistakes occur in verb form and word order, these do not impede communication, and the majority of sentences are error free.

Academic Writing Example 3 – Task 1

Sample Response 5

Scanned by CamScanner

I am going to talk about summarise. Firstly Republic of Korea people workers in underground probably 22% in this job. In addition, some of people has a Incineration, I think about 9% they are workers in this job. we can see 66% of the people workers in recycling more than half ~~of~~ of people they did these job. Secondly sweden the most of people they are workers in the underground, In order to 25% of the people ~~are~~ workers in the recycling. ~~Also~~ Also 20% of Sweden people works in the Incineration.

Thirdly United kingdom they have more than two jobs. For example, British people likes to work in the Underground because the country has a lots of things to do wit in the Underground. What's more the Dumping at sea in the summer. Also the chemical treatment and Incineration they are needed as much as any job.

Examiner Comments

Band 4

This response illustrates the need to read the question very carefully before beginning to write. Due to a misunderstanding of the three pie charts given, this writer does not describe the actual topic, but discusses types of job instead. This means that all the information stated in this response is inaccurate. However, the response is organised and some connectives are used to link the sentences together – this is the strongest feature of the response. Even so, it is not always easy to follow the overall development. There are many spelling mistakes on even basic words, and the range of vocabulary is very limited. Errors in sentence structure and grammar are frequent and there are few attempts at complex sentences. Although some structures within sentences are accurate, no whole sentence is correct, and this causes some strain for the reader.

Sample Response 6

Nowadays, the technology is much developed than before, and people owned a car is quite normal, however, ~~when~~ the car gives us more easier life also takes many problems, every year has many people dead in traffic accidents. Some people think that reduce ~~traffic~~ transport accidents the key is strict punishment. I think that is the way and can be done.

For me, traffic accident is ~~not~~ well-known, as my parent father ~~is~~ had met ^{an accident}, and because ~~he~~ drove too fast and ~~too~~ tired. If ~~I~~ told him strict punishments, don't so hurry, ~~he~~ ~~might~~ ~~be~~ ^{might be} this accident, should ~~not~~ ~~happen~~. When people always think ~~that~~ speed can take us exciting, wonderful feeling and forget their family worried about them, their future should be fantastic if they take care. Strict punishment is ~~especially~~ especially important.

However, On ^{the} other hand, many ways can improve road safety, for example, more educate in usual life, more advertising on TV, radio, newspapers, limit speed on the road, stronger fines. I think that the most important is foundation, everything happened, nothing can do more, but before it happen, we can learn a plenty of from others ~~accidents~~ accidents, why

we drive so fast, why we forget the friends, family's ~~love~~
and worry. Father have to educate children, ~~when you~~ because
of yours mistake. You may be broken two ~~family~~ families or
more families's happiness. This responsibility is huge that you
can't imagin. So I think foundation is ~~the~~ most ~~most~~ need thing to do.

Everyone need know about that car or other transports we invented
~~is making our life to be easier~~, not bring ~~out~~ us. Sad, many years
ago, not so developed ^{society} as now, but the world still ^{turned} very good,
people's life still happy. Why when the technology became so develop, lots
of unhappy things happened, government should think about it, also
our people need attention this problem, than our life will be more
comfortable and more ~~safe~~ safety.

Examiner Comments

Band 3.5

This answer is an attempt to address the three parts of the prompt (two opposing views and the writer's own opinion) but there are few relevant ideas. Instead, the writing is somewhat anecdotal and the last paragraph in particular is vague and seems to be dealing with a different topic, namely technology. The writing is laid out in paragraphs, but within each paragraph, ideas are not clearly grouped and seem to be repeated across paragraphs. Despite the use of linking words there is no logical sequencing of ideas, and they are difficult to relate to each other, so the argument is very difficult for the reader to follow. There are some relevant words, but control of spelling is so poor that several words are unintelligible. When we look at the grammar, some structures are correct but overall many sentences are lacking a main verb, so that although the meaning can be followed, this is only managed with difficulty.

General Training Writing Example 1 – Task 1

Sample Response 7

Dear Sir or Madam,

It is Mohammad Khatib, one of the fans of your newspaper. I am writing this letter to you to let you know of some, I hope, rumors I have heard recently about construction plans in our popular public park.

As you know, this is the only park within our immediate vicinity, and many people go there for refreshment ^{and relaxing}. So many children also play in this park with their peers. I have recently heard from some of my neighbors that Royal construction company intends to build some apartment blocks in the park. At first I did not take it serious until yesterday that I saw some engineers measuring and calculating different dimensions of the park.

We all like our local park including its beautiful fountain, its playground and amusing facilities for children. So, I, as the representative of most of the neighbors have collected signatures against this project.

Therefore, we, as local neighbors, disagree with the plan and ask you to please kindly write an article about the disadvantages of this action and express our great disapproval of the plan. We are looking forward to seeing your article as our voice soon.

Thanks from your cooperation in advance.

Yours faithfully,
Mohammad Khatib

Examiner Comments

Band 7.5

This letter covers all three parts of the question very well. Its content is relevant and well illustrated, and the writer's purpose is very clear. The tone of the letter is also consistently appropriate throughout: polite and suitable for addressing the editor of a newspaper. It is easy for the reader to follow the message of this letter, because it has a clear structure and the ideas are presented in a logical order. Connecting words, referencing and skilful paragraphing all contribute to the coherence of the letter. Lexical errors occasionally occur in word form, word choice and spelling. However the grammar is highly accurate.

General Training Writing Example 1 – Task 2

Sample Response 8

Unfortunately as the world goes on improving people more and more are eager to have fast foods. It's now a kind of habit for kids and also adults to spend their leisure time at fast food restaurants. On my opinion one of the major reason of using fast foods in many countries is the shortage of time that people face with. It should be investigated properly to solve this subject.

As a matter of fact nowadays people in all over the world ought to work outdoors more than before. You know that living expenses are so high that spouses should work together in order to gain more. Therefore they have little time to spend on cooking.

Another reason is the great advertisements which being done by TV programs or magazines, tempting every body to use fast food. Now, parents are paying more attention to their children's needs regardless of how much logically they are. They are about to provide their needs even if children are addicted to take fast foods or so.

You know that obesity, high cholesterol, diabetes and laziness are some outcomes of fast food, and if it is neglected may lead to serious problems.

Therefore, we, as local neighbors, disagree with the plan and ask you to please kindly write an article about the disadvantages of this action and express our great disapproval of the plan. We are looking forward to seeing your article as our voice soon.

Thanks from your cooperation in advance.

Yours faithfully,
Mohammad khatib

Examiner Comments

Band 7.5

This letter covers all three parts of the question very well. Its content is relevant and well illustrated, and the writer's purpose is very clear. The tone of the letter is also consistently appropriate throughout: polite and suitable for addressing the editor of a newspaper. It is easy for the reader to follow the message of this letter, because it has a clear structure and the ideas are presented in a logical order. Connecting words, referencing and skilful paragraphing all contribute to the coherence of the letter. Lexical errors occasionally occur in word form, word choice and spelling. However the grammar is highly accurate.

General Training Writing Example 1 – Task 2

Sample Response 8

Unfortunately as the world goes on improving people more and more are eager to have fast foods. It's now a kind of habit for kids and also adults to spend their leisure time at fast food restaurants. On my opinion one of the major reason of using fast foods in many countries is the shortage of time that people face with. It should be investigated properly to solve this subject.

As a matter of fact nowadays people in all over the world ought to work outdoors more than before. You know that living expenses are so high that spouses should work together in order to gain more. Therefore they have little time to spend on cooking.

Another reason is the great advertisements which being done by TV programs or magazines, tempting everybody to use fast food. Now, parents are paying more attention to their children's needs regardless of how much logically they are. They are about to provide their needs even if children are addicted to take fast foods or so.

You know that obesity, high cholesterol, diabetes and laziness are some outcomes of fast food, and if it is neglected may lead to serious problems.

I think nutrition experts are expected to offer more warning programs to people about this matter. Government should spend a special budget on giving people some solution about this subjects. For example making animation programs bearing warning messages for the children is one way to make them aware of its fate. Or cooking programs which learn how to prepare a healthy food in short time seemed to be useful in solving this problem.

In conclusion, it needs to plan a serious plan and spend more time and budget to find a way on solving the peril of its widespread. I hope every person would be more careful about his or her health especially on nutrition case.

Examiner Comments

Band 6

Both parts of the question are addressed in this response, and the content is appropriate for the topic. The writer's position is clear, and there are plenty of relevant ideas which are developed and supported. These are arranged in an organised way, and paragraphing is helpfully used, so that the response as a whole generally progresses coherently to the conclusion. There are errors in word choice and spelling, but the range of vocabulary is quite wide and includes some less common words which specifically relate to the topic. With regard to the grammar, there is a mix of sentence types, but errors occur with plurals, prepositions, word order and punctuation, and with passives and verbs in complex structures.

General Training Writing Example 2 – Task 1

Sample Response 9

Dear Mr. White,

I am writing this letter to explain why I need to take two weeks off and the time ~~about~~ my holidays.

I started work in our company at July 2008. Since then I did not go back to China. I found it out in the next few weeks our department do not has lots work to do, so I think maybe it is a good chance for me to take two weeks off and go back to China enjoy the holidays with my family and friends.

I checked the next available ticket will be at 01 August 2009, so I am thinking take my holiday from 01/08/2009 to 15/08/2009. I talked with Brian Kirby today, he said he will cover my work during ~~the time when I will~~ in China, and I will bring my laptop with me, everyday I will check my emails and will resolve any problems Brian can not fix.

Thanks again for your attention, I ^{am} looking forward to hearing from you soon.

Yours Sincerely

Examiner Comments

Band 6

This letter addresses the requirements of the task in that it adequately covers all three of the bullet points, and the writer's purpose is generally clear. The tone of the letter is suitable for writing to an employer, and all of the content is relevant and accurate. The letter is easy to read because of the coherent arrangement of information, the logical sequencing of sentences and the use of connectives within paragraphs. A range of vocabulary is attempted and there are some examples of less common words, but errors are quite frequent in noun phrases and spelling. With regard to grammar, there are frequent errors in verb forms and subject/verb agreement, especially in complex structures, but there is a good mix of sentence types.

General Training Writing Example 2 – Task 2

Sample Response 10

Zoos. We Need You or Not.

Last month, I went to the Dublin Zoo with my best friend Jack and his families. I can not remember when was the last time I went to the Zoo and see the animals. anyway it is long time ago ~~and I~~ ~~remember~~, that time I was a kid and I was very very happy.

We arrived the Zoo around 11:00 AM, Jack's two children they ~~were~~ so exciting. Keep running. Keep asking question. Keep taking photos ---- but I did not feel happy any more. I saw the "wild animals" were locked in a small cage. they even didn't move at all, you can not believe they lived in the forest before. I felt sorry for them. I talked with Jack about what I felt, he answered. "Pal, I had the same feeling. if you think you give the food and water to the animals that is enough, no, you wrong, they need freedom, the same as human." Human can fight for their freedom, use their hands, guns, even use their lifes ^{against} But poor animals they want to do it, but ~~compare~~ with their ~~enemy~~ - human. they will never win.

When we left the zoo around 4:00 PM in the afternoon. We saw a group deers ~~passed~~ crossed the road. I saw them running. I even saw their smelling faces.

On the other hand, zoos still have some advantages.

First, the kids love the zoos, they can get knowledges the books and DVDs can not give to them, use there as a class to teach them love our world, love our earth. Second, you can save the animals, some animals they nearly disappear from the earth, like panda, we have to protect them. Let the number grow up again, and later we can let them back to their ~~nature~~ real home.

Trade the animals as your friend. even if they are in the Zoo, I hope in the future, all the animals will free from the Zoo, enjoy their lifes.

Examiner Comments

Band 5

This candidate has chosen to take an unusually personal approach to the topic, so that the basis of the response is an extended narrative of an event. This is not an appropriate format for a task that requires a discursive text. Although the content of the story is relevant, the extent of this personal account detracts from the overall response to the question. Rather than being used just as an illustrative example, the narrative takes over the whole response so that the story of the zoo visit outweighs the general discussion. However, both viewpoints are discussed, albeit too indirectly, and the writer's own opinion comes through clearly. There is some organisation to the response. However, the content is not always arranged coherently, and the paragraphing is not always adequate. The vocabulary used is fairly simple, and there are errors of spelling, word form and word choice. However, the vocabulary resource is just sufficient to achieve

How Speaking is Assessed

The Speaking test assesses whether candidates can communicate effectively in English.

Speaking performance is assessed by certificated examiners who are appointed by the test centre and approved by the British Council or IDP: IELTS Australia.

The examiner rates the candidate's performance throughout the Speaking test, using detailed performance descriptors. These describe speaking performance at the nine IELTS bands according to four different criteria:

Fluency and Coherence

This criterion refers to the ability to talk with normal levels of continuity, rate and effort, and to link ideas and language together to form coherent, connected speech.

Speech rate and speech continuity provide evidence of the fluency criterion.

Logical sequencing of spoken sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences provide evidence of the coherence criterion.

Lexical Resource

This criterion refers to the ability to use a range of vocabulary and to express meanings and attitudes with precision.

The variety of words used, the adequacy and appropriacy of the words used, and the ability to overcome vocabulary gaps by using other words provide evidence of the lexical resource criterion.

Grammatical Range and Accuracy

This criterion refers to the ability to use a range of grammatical items accurately and appropriately.

The length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of structures used provide evidence of the grammatical range criterion.

The frequency of grammatical errors and the communicative effect of such errors provide evidence of the grammatical accuracy criterion.

Pronunciation

This criterion refers to the ability to use a range of phonological features consistently and accurately to convey meaning.

The intelligibility of sounds produced, the appropriate use of rhythm, stress and intonation, and the degree of effort required by the listener to understand what is being said provide evidence of the pronunciation criterion.

All criteria have equal weighting.

The public version of the Speaking band descriptors is available on the IELTS website www.ielts.org

Sample Candidate Speaking Tests and Examiner Comments

On the DVD included at the back of the booklet, you will find three candidate Speaking tests. Below, you will find examiner comments on each test and the Band Scores given.

The examiner guidelines for assessing candidate performance on the Speaking test are very detailed. There are many different ways a candidate may achieve a particular Band Score. The candidate performances on the DVD should not be regarded as definitive examples of any particular Band Score.

Speaking Test Example 1: French male

Examiner Comments

Band 5

The candidate keeps going, but relies on hesitation, repetition and correction while he searches for language. He uses some cohesive devices but these are fairly basic and are limited in range. His use of vocabulary is adequate for the topics, but his restricted vocabulary and lack of flexibility is evident in the frequent searches for words, the overuse of some words such as 'stressful', and in the frequent inappropriacies in word choice and formation. His grammar contains noticeable and frequent errors in such areas as pronouns, singular/plural forms and verb tenses. He does attempt complex structures but with limited accuracy. His pronunciation is generally easy to understand, although his syllable stress can cause problems, as with 'karate'. His strong French accent and syllable-timed language have an effect on his rhythm and chunking. This candidate is able to express his thoughts on a variety of topics, but the lack of flexibility and number of errors limit him to a Band 5.

Speaking Test Example 2: Turkish female

Examiner Comments

Band 5.5

This candidate keeps going and gives extended responses at reasonable speed, although there is occasional loss of coherence, as at the end of part 2. She uses a range of discourse markers and cohesive devices, although her range is fairly limited. Her range of vocabulary is one of the strong points of the interview: it is sufficient to discuss topics at length and she displays some use of idiomatic language as in the use of phrasal verbs. She does have occasional problems accessing the words she requires, and makes errors in both word choice and word formation. However, she is able to paraphrase, and errors do not interfere with communication. Her grammar is her weakest feature: there is over-dependence on the use of present simple with very variable control over other tenses. There are also incomplete clauses with missing pronouns or auxiliary verbs. Her pronunciation is generally clear and there is some use of stress and intonation to convey meaning. However, her speech is mainly syllable-timed and this leads to a rather mechanical rhythm. The candidate has a good range of vocabulary and speaks with reasonable fluency, but is less effective in the range and accuracy of her grammar. This limits her to a Band 5.5.

Speaking Test Example 3: Syrian female

Examiner Comments

Band 7

The candidate speaks fluently and gives appropriate and extended responses to the questions and tasks. She has a wide and effective use of discourse markers and cohesive devices. There is occasional hesitation or repetition while she searches for language, but this does not affect coherence. She uses a wide range of vocabulary, including some less common and idiomatic items and an effective use of collocation. However, there are some inappropriacies in word choice and formation. Her grammar has a good range of both simple and complex structures. Many of her sentences are error-free, but there are noticeable errors in areas such as articles, prepositions, and occasionally in verb tense. Her pronunciation is clear and easy to follow. She uses both sentence stress and intonation effectively to convey meaning. Her accent is noticeable in the occasional stressing of weak forms and in some faulty syllable stress within words; however, this does not affect intelligibility. This is a high-level candidate with good range of language. The number of errors and variable control limit her rating to a Band 7.

Completing the Answer Sheets

Candidates are required to transfer their answers to an answer sheet for the Listening, Academic Reading and General Training Reading tests. The answer sheet is double-sided – one side for Listening and the other side for Reading. Ten minutes' extra time is allowed for transferring answers at the end of the Listening test. In the Reading test candidates are required to write their answers on the answer sheet during the time allowed for the test. **No extra time is allowed for transfer of the Reading answers.**

An example of a completed Listening answer sheet is given below. Please note the instructions for completing the answer sheet.

Candidates must take care when writing their answers on the answer sheet, as poor spelling and grammar are penalised.

After marking at the test centre, all answer sheets are returned to Cambridge ESOL for analysis.

Pencil must be used to complete the answer sheet

The test date is 08 May 2010

Write your answers in the boxes

If you want to change an answer, erase or cross out the original answer and write in the new answer

IELTS Listening and Reading Answer Sheet

Centre number: TR002

Pencil must be used to complete this sheet.

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

PERVIN KARA

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

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

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

Month: 01 02 03 04 05 06 07 08 09 10 11 12 Year (last 2 digits): 09 10 11 12 13 14 15 16 17 18

Marker 1 Initials _____

Marker 2 Initials _____

IELTS Listening and Reading Answer Sheet

Marker 1 Initials _____

Marker 2 Initials _____

Band Score _____

Listening Total _____

IELTS L-R v4.0

denote 0121 520 5104

DP650/394

Write your candidate number in the boxes indicated and shade the corresponding boxes

Do not write anything in the ✓/✗ columns

Listening	Listening	Listening	Listening	Listening	Listening	Listening
1 go shopping	✓ 1 ✗	21 A	✓ 21 ✗			
2 guided tours	✓ 2 ✗	22	✓ 22 ✗			
3 14	✓ 3 ✗	23 D	✓ 23 ✗			
4 noticeboard	✓ 4 ✗	24 B	✓ 24 ✗			
5 £3.2	✓ 5 ✗	25 G	✓ 25 ✗			
6 London	✓ 6 ✗	26 F	✓ 26 ✗			
7 £35	✓ 7 ✗	27 B	✓ 27 ✗			
8 by bus	✓ 8 ✗	28 A	✓ 28 ✗			
9 papers newspaper	✓ 9 ✗	29 A	✓ 29 ✗			
10 Yentob	✓ 10 ✗	30 C	✓ 30 ✗			
11 coal and firewood	✓ 11 ✗	31 cities	✓ 31 ✗			
12 local crafts	✓ 12 ✗	32 wind	✓ 32 ✗			
13 160	✓ 13 ✗	33 dark	✓ 33 ✗			
14 wood road	✓ 14 ✗	34 shady	✓ 34 ✗			
15 tickets office	✓ 15 ✗	35 dangerous	✓ 35 ✗			
16 gift shop	✓ 16 ✗	36 leaves	✓ 36 ✗			
17 summer	✓ 17 ✗	37 floor	✓ 37 ✗			
18 the showroom	✓ 18 ✗	38 reduce	✓ 38 ✗			
19 coffee	✓ 19 ✗	39 lower	✓ 39 ✗			
20 cottages	✓ 20 ✗	40 space	✓ 40 ✗			

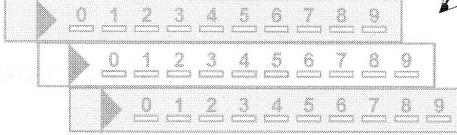
Academic/General Training Reading Answer Sheet

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

SAMPLE

Please write your Candidate number on the line below:

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



Are you: Female? Male?

Reading Reading Reading Reading Reading Reading

Module taken (shade one box):

Academic

General Training

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

Marker 2
Initials

Marker 1
Initials

Band
Score

Reading
Total

Academic/General Training Writing Answer Booklet

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM



WRITING ANSWER BOOKLET

Candidate Name: Candidate Number:

Centre Number: Date:

Module: ACADEMIC GENERAL TRAINING (Tick as appropriate)

TASK 1

EXAMINER'S USE ONLY

EXAMINER 2 NUMBER:

CANDIDATE NUMBER: EXAMINER 1 NUMBER:

EXAMINER'S USE ONLY

EXAMINER 2
TASK 1

TA		CC		LR		GRA	
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UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

EXAMINER 1
TASK 1

TA		CC		LR		GRA	
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UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

TASK 2

– 3 –

EXAMINER'S USE ONLY

EXAMINER'S USE ONLY

EXAMINER 2
TASK 2

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

EXAMINER 1
TASK 2

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	