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This handbook is accompanied by a booklet containing the following specimen question papers:

Listening Module Academic Reading and Writing Modules General Training Reading and Writing Modules Speaking Module

CONTENTE

There is also a 30 minute tape containing the Listening Module and interviews for 3 candidates.

Introduction

D. . .

NOTE Do not look at the rest of the booklet until you have read this Introduction.

The Specimen Materials should be read in conjunction with the IELTS Handbook.

The main purpose of the Specimen Materials is to give future IELTS candidates an idea of what the test is like. They also give candidates the opportunity to test themselves to see whether their English is at the level required to study at an institution where the teaching is in English.

In the past some people who took the test did not reach the standard of English needed to be accepted at the institution of their choice. They spent time and money taking a test which was far too difficult for them. We hope the Specimen Materials will stop this happening. People who intend to take the test can complete the question papers in this pack, mark them themselves and see whether their scores are good enough for them to attempt the test itself. A high score on these specimen papers, however, does not guarantee that the same standard will be reached in the real test.

These Specimen Materials are the only practice materials for IELTS approved by the British Council, University of Cambridge Local Examinations Syndicate and IDP Education Australia: IELTS Australia.

If you intend to take the test do not look at any of the specimen question papers before you have read this booklet.

INTERNATIONAL ENGLISH LANGUAGE **TESTING SYSTEM**

Specimen materials handbook



EXAMINER'S USE ONLY

EXAMINER 2 TASK 2

EXAMINER 1

TASK 2

VSS TOTAL AIE CQ

VSS CQ AIE TOTAL

GLOBAL BAND FINAL BAND **GLOBAL BAND**

FINAL BAND

10/94/SJIF203/34680





IDP Education Australia

-40-

Contents of the Test

An **IELTS** test is made up of four modules. All candidates take the same Listening and Speaking Modules. There is a choice of Reading and Writing Modules depending on whether you are an **ACADEMIC** or **GENERAL TRAINING** candidate.

The modules are taken in this order - Listening, Reading, Writing, Speaking - and are timed as follows:

Listening 30 minutes
Reading 60 minutes
Writing 60 minutes
Speaking 10-15 minutes

Normally candidates take a short break after the Listening and Reading Modules and before the Writing Module.

Further information on the test format can be found on pages 6-14 in the IELTS Handbook.

This Specimen Materials pack contains complete samples of the Listening, Reading, Writing and Speaking Modules.

-4-

How to Take the Specimen Test

If you are planning to take the specimen test you should follow these steps.

 Decide which of the Reading and Writing Modules you should take - ACADEMIC or GENERAL TRAINING.

If you are going on to study at a university, you must take the **ACADEMIC** Reading and Writing Modules. GENERAL TRAINING Reading and Writing Modules should NOT be taken for entrance to universities.

GENERAL TRAINING is intended for those students going on to vocational or training courses, e.g.

Access Programmes (UK)

Advanced Certificate Courses

Industrial Placement Schemes

Industrial Safety (non degree level)

Attachments Nursing (non degree level)
Associate Diploma Courses TAFE Courses (Aus)

Bridging Courses Technical Courses (non degree level)
BTEC Courses (UK) Tertiary Orientation Programs (TOP)(Aus)

City and Guilds Courses (UK) Training Attachments
Certificate Courses Trade Certificate Courses
Diploma Courses Work Attachments

Candidates taking IELTS for the purpose of immigration to New Zealand should take the GENERAL TRAINING Reading and Writing Modules.

- **2.** You need to remove or photocopy the answer sheets. These are the sheets where you will write your answers. The Listening/Reading Answer Sheets are on pages 35 and 36 and the Writing Answer Sheets are on pages 37 40.
- **3.** Prepare for the specimen test carefully:
 - (a) Find a quiet room with a table to write on.
 - (b) Make sure that you are not going to be interrupted.
 - (c) Make sure that you have everything you need, i.e. pencils, pens, an eraser, a pencil sharpener and an audio tape cassette player for the Listening Module.
 - (d) Make sure you have a watch or clock. It is essential that you follow the time allowed for each paper. There is a lot of material in the Reading and Writing Modules and one of the aims of this specimen test is to see how you can manage in the time allowed. If you allow yourself longer than the test says, you will not get a true picture of your ability.
- 4. Turn to the Listening Module in the test booklet (on page 1). Do not open it yet. Put the Listening tape in the audio tape cassette machine. Do **not** play it yet.
- 5. Read the instructions on the front sheet of the question paper and make sure you understand them. Once you are sure you do, start the Listening tape. Note that once you have started it you must **not** stop it. You must let it run straight through to the end. It will take about 30 minutes. You should write your answers in the spaces provided next to the questions in the Listening Module. Write your answers as you listen.

When you take the real test at a test centre, you will be asked to copy your answers onto the Answer Sheet (on page 35). You will be given 10 minutes to do this after the end of the test.

- 6. Once the tape has ended do not listen to it again and do not change your answers.
- 7. Now turn to the appropriate Reading Module (ACADEMIC or GENERAL TRAINING) in the test booklet. Do not open the question paper yet. The first page contains instructions. Read these carefully. Once you are sure you understand them make a note of the time. Start the test.
- 8. Open the Reading Module. Remember to answer all the questions by writing the appropriate answers in the corresponding box numbers on a photocopy of the Answer Sheet on page 36. For example, write the answer to question 1 in box 1.
- After 60 minutes stop immediately. This will give you a good idea of how you would have managed the Reading Module in the real test.
- 10. Allow yourself a short break of about 15 minutes.
- Go to the Writing Module (ACADEMIC or GENERAL TRAINING). Write your answers on the Writing Answer Sheets (pages 37 to 40).
- 12. After 60 minutes stop immediately. This will give you a good idea of how you would have managed the Writing tasks in the real test.
- 13. Read 'I low to Mark the Listening and Reading Modules' on page 8 of this handbook, and then check your answers to the Listening and Reading Modules against those in the answer keys on pages 10 to 15 of this handbook. Put a tick beside each correct answer and a cross beside each wrong one. Each tick is worth one mark. Sometimes more than one piece of information is needed for one mark. Make sure you follow the instructions in the answer keys very carefully.
- 14. Check your marks again to make sure you have not made any mistakes.
- 15. Add up the licks and write down the totals for the Listening and Reading Modules. Do this twice to make sure there are no mistakes.
- You should now have one score for Listening and another for Reading. Check your scores against the comments which follow each of the answer keys.
- 17. You cannot mark the Writing Module yourself but you will have a clearer idea of what is required in the time allowed.
- You will find sample answers to the Writing tasks on pages 16-33. Each answer has been marked and given a Band Score with Examiner comments.
- You will find 3 sample interviews on the audio tape. On page 34 of this handbook there are Band Scores and Examiner comments on these interviews.

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Re-using the Specimen Question Papers

If your score on the specimen question papers is low and you decide to have more English lessons or practice to improve a language skill, you may want to take the papers again to see if you have made progress before you apply to take IELTS. You should, therefore, put the specimen papers away and not refer to them until you are ready to try them again. If you do this, there is a good chance that you will have forgotten the answers and that the specimen papers will still give you a reasonable indication of the score you would get on IELTS. You should therefore not re-take the specimen papers too soon after first taking them.

Please note that the modules are not designed to measure short-term progress. If you re-take the papers too soon, you may find that your scores are no higher than they were.

(For information, the rule applying to the actual IELTS test is that there must be a three-month gap between a candidate taking IELTS and then re-taking it, if a re-take is necessary.)

How to Mark the Listening and Reading Modules

NOTES

- . Do not read this until AFTER you have done the modules.
- . Check each of your answers against the appropriate key (see pages 10-15)

General Points

Put a tick (v) next to each correct answer and a cross (x) next to each wrong one. Each tick will equal one mark.

Single letter/number answers

1. For questions where the answer is a single letter or number, you should have written only one answer. If you have written more than one, the answer must be marked wrong.

Longer answers

- Only the answers given in the Answer Keys are correct.
- Sometimes part of the correct answer is given in brackets. Words in brackets are optional they are correct, but not necessary.
- 3. Sometimes there are alternative correct answers to a question. In these cases the possible answers arc separated by a double slash (//), e.g. questions 4, 7, etc in the Listening Module. If you have written any one of these possible answers, your answer is correct.
- **4.** You will find additional notes about individual questions are in the answer keys themselves.

- 8 -

Interpreting Your Scores

In interpreting your score, there are a number of points you should bear in mind.

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 modules; and an Overall Band Score from 1 to 9, which is the average of your scores in the four modules. 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:

$$\frac{6+6+5+7}{4} = \frac{24}{4} = 1$$

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

- 2. However, institutions considering your application are advised to look at both the Overall Band and the Bands for each module. They do this in order to see if you have the language skills needed for a particular course of study. 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.
- 3. Once you have marked your papers you should have some idea of whether your Listening and Reading skills are good enough for you to try the real IELTS test. If you did well enough in one module but not in the others, you will have to decide for yourself whether you are ready to take the real lest yet.
- 4. This specimen test has been checked so that it is about the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the specimen question papers will be reflected in the real IELTS test. The specimen test can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your specimen score.
- 5. Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

SPECIMEN MATERIALS LISTENING

ANSWER KEY

Marking Guidelines

NOTE TO MARK	ERS		
Brackets	()	denotes a word or words to the answer	hat are not necessary
Slash	/	denotes alternative words/	phrases within an answer
Double Slash	//	denotes an alternative ans markers that further expre- may be acceptable	wer rorm and mareates to
Each question cor	rectly answere	d scores 1 mark.	Total Marks - 40

YOUR SCORE ON LISTENING

Make sure you have read 'Interpreting Your Scores' on page 9.

get an acceptable score on the IELTS Listening Module under examination conditions but remember that different institutions will find different

scores acceptable (See point 5 on page 9).

Scores 17 - 25 You may not get an acceptable score on the IELTS Listening Module

under examination conditions and we recommend that you should think

about having more lessons or practice before you take IELTS.

Scores 0-16 You are highly unlikely to get an acceptable score on the IELTS Listening

- 10-

Module underexamination conditions and we recommend that you spend a lot of time improving your English before you apply to take IELTS.

LISTENING - ANSWER KEY

Each question correctly answered scores 1 mark

Secti	on 1, Questions 1-9
1.	(a/one/1) double bedroom
2. :	£90 // ninety pounds NOT 90 // ninety
3.	01273/Brighton 742735
4.	near (railway) station // central
5.	£68 // sixty eight pounds NOT 68 // sixty eight
6.	Mrs (P) Tonks (must be spelt correctly)
7. ((in) 2 weeks (time) // soon
8.	(in) (the) (entrance) hall
9.	(by) radiators (in rooms) NOT radiator
Secti	ion 2, Questions 10-20
10. /	A
11. 0	
12. I	D
13. l	
14. /	
15. 0	
16. I	
17. 0	
18.	
	Green (Room)
20.	V
Canti	ion 3, Questions 21-32
21. I	
	25p // twenty five pence NOT 25 // twenty five
	23p // twenty three pence <i>NOT 23</i> // twenty three
24. I	
25. 2	
26. 2	
27. 1	
28. 2	
29. 3	
30. 2	
31. 3	
32. 2	
Secti	ion 4, Questions 33-40
33.	v for Denmark, Holland, Sweden, Germany (All 4 ticked = 1 mark)
	v for France
	v for Japan, Germany, USA (All 3 ticked = 1 mark)
	(in) (the) 1950s <i>NOT</i> 1950
	lime
38.	
	very // 90%/ninety per cent
	expensive

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

SPECIMEN MATERIALS ACADEMIC READING

ANSWER KEY

Marking Guidelines

NOTE TO MAI	RKERS	
Brackets	()	denotes a word or words that are not necessary to the answer
Slash	/	denotes alternative words/phrases within an answer
Double Slash	//	denotes an alternative answer form and indicates to markers that further expressions of the same idea may be acceptable
Each question of	correctly answered	d scores 1 mark. Total Marks - 38

YOUR SCORE ON ACADEMIC READING

Make sure you have read 'Interpreting Your Scores' on page 9.

Scores 25 and above
If you strictly follow the guidelines on pages 5 & 6 you are likely to

get an acceptable score on the IELTS Academic Reading Module under examination conditions but remember that different institutions will find

different scores acceptable (See point 5 on page 9).

Scores 17-24 You may not get an acceptable score on the IELTS Academic Reading

Module under examination conditions and we recommend that you should think about having more lessons or practice before you take

IELTS.

Scores 0-16 You are highly unlikely to get an acceptable score on the IELTS

Academic Reading Module under examination conditions and we recommend that you spend a lot of time improving your English before

you apply to take IELTS.

ACADEMIC READING - ANSWER KEY

Each question correctly answered scores 1 mark.

Rea	ding Passage 1, Questions 1-11
1.	E
2.	F
3.	1900 B.C. AND A.D. 1500 (Bothfor 1 mark.) NOT 1900 AND 1500
4.	(according to/from) geological evidence/signs/data
5.	(the) local population // inhabitants
6.	500/five hundred feet/ft
7.	evacuated
8.	8.32 (a.m./in the morning)
9.	(nearly) 200 square miles NOT 200 miles
10.	(a) quarter/ ¹ / ₄ of (a) cubic mile
11.	С
Rea	ding Passage 2, Questions 12-25
12.	(iv)
13.	(viii)
14.	(v)
15.	(iii)
16.	(i)
17.	YES
18.	NO
19.	NOT GIVEN
20.	NO
21.	YES
22.	YES
23.	organisational outcomes '
24.	individual outcomes
25.	absenteeism
Rea	ding Passage 3, Questions 26-38
26.	NO
27.	YES
28.	NO
29.	NOT GIVEN
30.	wind on (the) film
31.	(a) wire string
32.	set (the) shutter
33.	(the) memorandum book
34.	record each picture/ exposure
35.	(George) Eastman
36.	1886
37.	(a) (small) hand camera
38.	(a) new shutter (design)

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

SPECIMEN MATERIALS GENERAL TRAINING READING

ANSWER KEY

Marking Guidelines

NOTE TO MARKE	RS	
Brackets	()	denotes a word or words that are not necessary to the answer
Slash	1	denotes alternative words/phrases within an answer
Double Slash	//	denotes an alternative answer form and indicates to markers that further expressions of the same idea may be acceptable
Each question corre	ctly answered sco	res 1 mark Total Marks - 38

YOUR SCORE ON GENERAL TRAINING READING

Make sure you have read 'Interpreting Your Scores' on page 9.

Scores 24 and above
If you strictly follow the guidelines on pages 5 & 6 you are likely to

get an acceptable score on the IELTS General Training Reading Module under examination conditions but remember that different institutions

will find different scores acceptable (See point 5 on page 9).

Scores 16-23 You may not get an acceptable score on the IELTS General Training

Reading Module under examination conditions and we recommend that you should think about having more lessons or practice before you take

IELTS.

Scores 0-15 You are highly unlikely to get an acceptable score on the IELTS

General Training Reading Module under examination conditions and we recommend that you spend a lot of time improving your English before

you apply to take IELTS.

GENERAL TRAINING READING - ANSWER KEY

Each question correctly answered scores 1 mark

	Each question correctly unswered scores 1 mail
Sect	tion 1, Questions 1-14
1.	A
2.	E
3.	A AND F (both for 1 mark - any order)
4.	13 AND E (both for I mark - any order)
5.	166
6.	010
7.	130
8.	101
9.	170
10.	101
II.	(staircase) J
12.	(in) (the) front courtyard
13.	(still/continue to) evacuate (the building)
14.	reception
Sec	tion 2, Questions 15-27
	9.00(am) AND 3.00(pm)/nine (o'clock) AND three (o'clock) (both required for 1 mark)
	4 // four
	(the) lecture hall/room
18.	(all) full-time students
19.	(a/the) teacher
20.	80/eighty %/per cent
21.	NP
	NP
	SP
	SH
	SC
	NP
27.	NP
	tion 3, Questions 28-38
28.	393 (AD)
29.	1900
30.	1920
31.	1924
32.	TRUE
33.	NOT GIVEN
34.	NOT GIVEN
35.	FALSE
36.	TRUE
37.	FALSE
38.	FALSE

- 15 - Turn over

SAMPLE CANDIDATE SCRIPTS and EXAMINER COMMENTS

On pages 17-33 you will find candidates' answers to three sample Writing tests. There are TWO answers for each Writing task. Each answer has been awarded a band score and is accompanied by an examiner comment on the candidate's performance for that task.

The examiners' guidelines for marking the Writing scripts are very detailed. There are many different ways a candidate may achieve a particular band score.

The candidates' answers that follow should not be regarded as definitive examples of any particular band score.

ACADEMIC WRITING - SAMPLE 1

TASK 1

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, Most of Men were studying part time but from 1980, Studying part time was decreased and Studying full-time but increased and in 1990, it was twice as many students as in 1970. On the other hand, Women studying Full-time were increased and not only Full-time, part-time also were increased, in 1990, Studying full-time was three times as many students as in 1970.

If compare Men and Women, as you see, in 1970, Men were studying more than women full-time or part-time but it changed from 1980 and then, in 1990, Women were studying part-time more than Men and Studying full-time was same number.

It shows you Women has a high education now.

EXAMINER COMMENT

Band 5

The length of the answer is just acceptable. There is a good attempt to describe the overall trends but the content would have been greatly improved if the candidate had included some reference to the figures given on the graph. Without these, the reader is lacking some important information. The answer is quite difficult to follow and there are some punctuation errors that cause confusion. The structures are fairly simple and efforts to produce more complex sentences are not successful.

ACADEMIC WRITING - SAMPLE 1

1980/81 and

EXAMINER COMMENT

Band 6

The candidate has made a good attempt to describe the graphs looking at global trends and more detailed figures. There is, however, some information missing and the information is inaccurate in minor areas. The answer flows quite smoothly although connectives are overused or inappropriate, and some of the points do not link up well. The grammatical accuracy is quite good and the language used to describe the trends is well-handled. However, there are problems with expression and the appropriate choice of words and whilst there is good structural control, the complexity and variation in the sentences are limited.

ACADEMIC WRITING - SAMPLE 1

TASK 2

THE SOLUTION OF OVERCROWDED TRAFFIC
Nowaday, there are alot of face on British mad and
they have increased day to day, by the year 2000 there
may be as many as 29 miller rehisles on British roads. In
this every, I intend to examine, about the solutions of these
problems
Piretly the people living in Britain need to think about
themselver. If they used the bus and train instead of their
car, this problem would resolve a little. Because of this,
the British Government should introduce to control car
overship and use for example, the government can ban to
enter the road by can in the someday all family from a
house
Secondly, the buses and trains of government should
be free for public population. Thus, the people would
use these transport vehicles instead of their own car.
After that, the roads in British would be more states
and more comfortable.
Lastly, the aspectores the number of cars that
abs exparted from another country should decrease and
the prices of car should increased incase they aren't
owercrowded. For example, the proces of cogarettes
increaded and the consuption of charetter great
down.
In conclusion, If these measures put into action
the problem of traffic can be decreased in the
british made.

EXAMINER COMMENT

Bund 5

The answer is short at just over 200 words and thus loses marks for content. There are some relevant arguments but these are not very well developed and become unclear in places. The organisation of the answer is evident through the use of fairly simple connectives but there are problems for the reader in that there are many missing words and word order is often incorrect. The structures are quite ambitious but often faulty and vocabulary is kept quite simple.

It would be better to think about others

differents knots at housent. In Brand the fovernment
has talked about transport on the rivers. In
his country there are many vivers where it is
promible to go to idifferent places. In general
they are that rivers.

Another kind of househot is can that uses
solar energy. Protectly they don't have pollution
problem and it is cheaper than others can
for conclusion, the housest is a social
mobbine in sec cities but its polition depend
on new technologies, others kind at evergy and
political aspects.

EXAMINER COMMENT

Band 6

There are quite a lot of ideas and while some of these arc supported better than others, there is an overall coherence to the answer. The introduction is perhaps slightly long and more time could have been devoted to answering the question. The answer is fairly easy to follow and there is good punctuation. Organisational devices are evident although some areas of the answer become unclear and would benefit from more accurate use of connectives. There are some errors in the structures but there is also evidence of the production of complex sentence forms. Grammatical errors interfere slightly with comprehension.

The graph shows the percentage of audiences over 4yx old UK follows The radio and television thoughout day daying the porios october - Deember 1992 From the graph-kat loss untrances tollows the ratio at 6'00 am a bit to around 12% between 4 00 to 6 00 PM again between the parito 4-10

EXAMINER COMMENT

Band 6

The answer has a good introduction in which the candidate has attempted to incorporate his/her own words. There is good coverage of the data and a brief reference to contrasting trends. The answer can be followed although it is rather repetitive and cohesive devices are overused. In order to gain a higher mark for content, the candidate would be expected to select the salient features of the graph and comment primarily on these. Sentences are long but lack complexity. There are some errors in tense, verb form and spelling which interfere slightly with the flow of the answer.

TASK 1

The hold graph shows the blevision audiences throughout early omorring in percentage in next two hours mises ohang. upto mises very dost and Jalla down and . The thinner graph ahout connosponds with incurse in percentage of Small The percentage of audience theorgradualy bencentage. These graphs prove the propularity of

EXAMINER COMMENT

Hand 7

The answer deals well with both the individual media trends and the overall comparison of these trends. The opening could be more fully developed with the inclusion of information relating to the groups studied and the period of time during which the study took place. There is a good variety of cohesive devices and the message can be followed quite easily although the expression is sometimes a little clumsy. Structures are complex and vocabulary is varied but there are errors in word forms, tense and voice and occasionally the text becomes incoherent.

TASK 2 /---

EXAMINER COMMENT

Band 5

Although the script contains some good arguments, these are presented using poor structures and the answer is not very coherent. The candidate has a clear point of view but not all the supporting arguments are linked together well and sometimes ideas are left unfinished. There is quite a lot of relevant vocabulary but this is not used skilfully and sentences often have words missing or lapse into different styles. The answer is spoilt by grammatical errors and poor expression.

Nuclear Power

Nuclear power is an atternative source of every sources such as solar energy nuclear power is industrial perpouses. If it there realy is no danger for the public. is no threat of pollution and Sert of a difficult to think about nuclear power as a good source several. This is due to the given since its birth during the second world is expressed as military power and in fact at the Power is librited to few hands who then we may all benefit from all the advantages nuclear power can give us

If we outweigh the advantages and Few countries who regard it as safe military power. the Plant to undergo contamination from be very important as the chisis is not fur Conclusion nucleur power is and we will all benefit. It is up to our (an all Senetit from it

EXAMINER COMMENT

Band 7

The answer is well-written and contains some good arguments. It does tend to repeat these arguments but the writer's point of view remains clear throughout. The message is easy to follow and ideas are arranged well with good use of cohesive devices. There are minor problems with coherence and at times the expression is clumsy and imprecise. There is a wide range of structures that are well handled with only small problems mainly in the areas of spelling and word choice.

	511	March	199/
-	16 M .	MALLE	*****

Dear Sir / Madam,
/ AM WITTING to express my dissatisfaction with
my room - mate. As you know we share one rooms !
ray room - mate. As you know se share one room / can not study in the room lany more if / still stay there.
She always has friend visiting and has parties
in the room. They make lots of noise and switch on the
radio very loudly, for me this environment is very difficult
to study and I need a quiet room. Even borrows my
things without asking, it is very impolite.
,
yequest you can give me a new voory
request you can give me a new room next term because I have been asked for his parcies
in other place many times they still have parties in
the room. I really can not stay in the same room with
her. V v
iwould be graneful if you could change me
a single room.
Your faithfully,
Catherine_

EXAMINER COMMENT

Band 5

The answer is below the word limit and there is some repetition of the task rubric. (Length is a common problem in General Training scripts.) Answers that are short lose marks because of inadequate content and may also lose marks because there is insufficient material in the answer for the examiner to give credit for accuracy and coherence. Despite these problems, the introduction to the letter is appropriate and the purpose of the writer is clear. The points are not always linked together well and punctuation is sometimes faulty. The sentences are kept quite simple and mistakes occur as soon as more complex structures are attempted.

Accommodation Officer
13, Kings Food
Echinology 1
Dear Sir, Dear Rackun
1 am working you to ex-
aces my dissatisfaction with my room
wak and request for another accommodation
wext ferm.
My wain problem is that
1 council study in my room because my
room-mak ahogys was prevers waring. He
also has passes which usually excle early
in the worming, several times a week. Further-
more he office borrows my Mings without
arting me Steamot accept his attraction
any layer Especially because I have very
important exams wext from and I scally
must study hard. This is why I would
be very grateful if I could have ancestion
room wext form. It would be most a
commissions for me if I harter't to shave
my room with some body else
I am looking forward to been from you soon.
yours faithfully) / my; felice.

EXAMINER COMMENT

Band 7

This answer is also short. Although ideas are often provided in the task rubric, candidates are at liberty to include some of their own ideas in their answers. In this case, the candidate has attempted to incorporate some original material. The answer reads quite fluently, is well organised and there is good use of conjunctions to link points. There are some grammatical errors but these do not affect the reader greatly and there is evidence of some more complex sentence structures.

TABK Q.

TASK 2

/---

for example an againstables, ar a relindary
assactation unland
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EXAMINER COMMENT

Band 5

There are quite a lot of relevant ideas in the answer but they are not always well supported and sometimes they are unclear. There are some areas in the answer where the organisation becomes weak and the reader finds the message difficult to follow. Nevertheless, the writer's view is apparent and there is a logical flow to the points given. There are a lot of mistakes in the answer and some parts, such as the conclusion, are very hard to follow because of these errors. Although there is some appropriate vocabulary, sentence control is very weak. These problems are made worse by the poor correcting which sometimes makes words unreadable.

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EXAMINER COMMENT

Band 8

This is a very well organised script which contains a lot of well supported arguments and analyses the topic from different angles. The ideas follow each other well and there is a very honest conclusion. The answer is easy to read. There are some areas where the expression is clumsy but this makes little difference to the overall flow of the answer. There are minor errors in spelling and structure.

On Side B of the Listening cassette, you will find THREE candidate interviews,

Below are the examiner comments on each interview and the bands awarded.

INTERVIEW 1 - Omani male

Band 5

The candidate speaks carefully and keeps his responses as accurate as possible. Me is quite easy to understand and has few pronunciation problems. However, his ability to describe and expand topics is limited and, at times, there are pauses as he searches for the words and structures he wishes to use. Mis questions are also fairly accurate but lack variation and are fairly stilted. The candidate tries hard and has opinions to express but is never really able to extend his responses to the examiner's questions. Whilst he can link his ideas together and keep his errors to a minimum, he lacks the How and range of language required of a Band 6 candidate. He is, nevertheless a good Band 5.

INTERVIEW 2 - Malaysian female

Band 6

The candidate's pronunciation and intonation patterns are quite strongly influenced by her mother tongue but this rarely interferes with communication. She displays some flexibility in her speech and communicates effectively on topics related to her own area of interest. She replies well to a wide variety of questions and whilst some of her responses are quite brief, at other times she speaks more fluently, particularly when she has confidence in what she wants to say. There are grammatical errors which occasionally interrupt the flow of her speech but overall she demonstrates sufficient range in her structures and choice of vocabulary to be comfortably awarded a Band 6.

INTERVIEW 3 - Spanish male

Band 7

The candidate is relaxed and communicates readily making good use of idiomatic language and demonstrating a wide vocabulary. The interview reflects a very natural conversation and whilst there are errors in the candidate's structures, these do not interfere with communication. There are slight misunderstandings but he overcomes these easily and remains comfortably in control of his speech at all times. He is a good example of a Band 7 candidate. Greater precision in terms of grammatical accuracy, and evidence of more versatile structuring would be required for a Band 8.

The examiners' guidelines for assessing the Speaking performance of candidates are very detailed. There are many different ways a candidate may achieve a particular band score.

The candidates' performance in the sample interviews should not be regarded as definite examples of any particular band score.

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IELTS Reading Answer Sheet - SAMPLE

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Academic - General Training -

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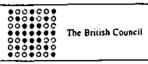
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International English Language Testing System







WRITING ANSWER SHEET

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