

Answer Keys

TEST 1

LISTENING

Each question correctly answered scores 1 mark. **CORRECT SPELLING NEEDED IN ALL ANSWERS.** (Where alternative spellings are accepted, these are stated in the Key.)

Section 1, Questions 1 – 10

1. Black
2. 2085
3. 9456 1309
4. 2020BD
5. July
6. B
7. D } *in any order*
8. F }
9. \$ 25/twenty-five dollars (refundable)
10. next week//in a week//in one week//the following week

Section 2, Questions 11 – 20

11. route book
12. 900/nine hundred miles **NOT** 900
13. North/N Africa **NOT** Africa
14. A
15. C
16. B
17. C } *in any order*
18. E }
19. B
20. D } *in either order*

Section 3, Questions 21 – 30

21. (on) Friday
22. Biology
23. 57/fifty-seven (books)
24. 43/forty-three (books)
25. Wed/Wednesday **NOT** the day after
26. (she) record(s) them/lectures//she use(s) a (tape/cassette) recorder/recording
27. skimming// (he) skims (books) / (a book) //skim (the) book first//skim reading
28. (The) French Revolution
29. Why study history (?)
30. animal language// (the) language of animals **NOT** language

Section 4, Questions 31 – 40

31. 4/four-month certificate/cert (course)
32. (current) employment//job
33. 1/one-year diploma **ACCEPT** diploma
34. none//no (prior) qualifications/quals
35. 6/six-month certificate/cert (course)
36. C 37. F 38. B
39. G 40. D

If you score...

0 – 18	19 – 25	26 – 40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable

ACADEMIC READING

Each question correctly answered scores 1 mark.

Reading Passage 1, Questions 1 – 13

1. A
2. A
3. B
4. C
5. B
6. runways and taxiways
7. terminal building site
8. sand
9. stiff clay
10. Lantau Island
11. sea walls
12. rainfall
13. geotextile

in either order

Reading Passage 2, Questions 14 – 27

14. VIII
15. II
16. IV
17. IX
18. VII
19. 1946

20. (the) wealthy (members) (of) (society)
21. social, economic, environmental
22. (the) 1970s
23. NOT GIVEN
24. YES
25. NO
26. NO
27. NOT GIVEN

Reading Passage 3, Questions 28 – 40

28. CH
29. MC
30. MC
31. SH
32. SH
33. MC
34. HTK
35. SH
36. NOT GIVEN
37. YES
38. YES
39. YES
40. NO

If you score...

0 – 13	14 – 22	23 – 40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable

TEST 2

LISTENING

Each question correctly answered scores 1 mark. **CORRECT SPELLING NEEDED IN ALL ANSWERS.** (Where alternative spellings are accepted, these are stated in the Key.)

Section 1, Questions 1 – 10

1. B
2. A
3. fridge/refrigerator
4. stereo (system)
5. books
6. (\$ dollars) 184 **NOT** per month/monthly
7. Murray
8. 16C
9. South Hills
10. English//British

Section 2, Questions 11 – 20

11. B
12. north//N
13. (2nd/second) floor (number)
14. room (number)
15. 8 pm (and 7 am)
16. (the) fire/emergency doors
17. laundry//washing
18. (the) balconies **ACCEPT** balconys
19. meal times
20. (elected) floor senior(s)

Section 3, Questions 21 – 30

21. newspaper(s)
22. map(s)
23. radio(s)
24. television//TV
25. computer(s)
26. B
27. B
28. C
29. A
30. B

Section 4, Questions 31 – 40

31. A
32. training
33. technology **ACCEPT** tecknology/teknology
34. cool (and) wet (*both for one mark*)
35. wool (and) timber (*both for one mark*)
36. fertile soil(s) /land/earth/ground
37. (high quality) vegetables/vegs
38. warm (and) wet (*both for one mark*)
39. 800 // eight hundred
40. B

If you score...

0 – 16	17 – 25	26 – 40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable

ACADEMIC READING

Each question correctly answered scores 1 mark.

Reading Passage 1, Questions 1 – 13

1. C
2. A
3. C
4. B
5. B
6. benchmarking
7. (a range of) service delivery
8. (performance) measures
9. productivity
10. (‘) Take Charge (‘)
11. feedback
12. employee(s’) //staff
13. 30 days

20. C

21. (industrial) training (schemes)
22. translation services
23. (part-time) language courses
24. (technical) glossaries
25. D
26. A

in any
order

Reading Passage 3, Questions 27 – 40

27. II
28. I
29. V
30. VI
31. D
32. C
33. F
34. G
35. NO
36. YES
37. NO
38. YES
39. NOT GIVEN
40. YES

Reading Passage 2, Questions 14 – 26

14. major consequences
15. surveys
16. sales literature
17. Eastern Europe//Far East//Russia//Arab
world //Latin America //French-speaking
Africa
18. C
19. B

If you score...

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TEST 3

LISTENING

Each question correctly answered scores 1 mark. **CORRECT SPELLING NEEDED IN ALL ANSWERS.** (Where alternative spellings are accepted, these are stated in the Key.)

Section 1, Questions 1 – 10

1. B
2. C
3. A
4. B
5. both required for one mark, either order
AE
6. both required for one mark, either order
AC
7. both required for one mark, either order
CE
8. B
9. C
10. B

Section 2, Questions 11 – 20

11. A
12. C
13. E
14. G
15. B
16. E
17. C
18. A
19. A
20. B

in any order

in either order

Section 3, Questions 21 – 30

21. 21 May or acceptable alternatives
22. 18,000 – 20,000 // 18 – 20,000 must have
both numbers (or in words)
23. research methods **NOT** research
24. (draft) plan
25. (do/carry out/conduct) research
26. March (to) May (both for one mark)
27. A
28. A
29. C
30. B

Section 4, Questions 31 – 40

31. C
32. B
33. C
34. B
35. B
36. C
37. A
38. B
39. D
40. E

in any order

If you score...

0 – 17	18 – 25	26 – 40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable

ACADEMIC READING

Each question correctly answered scores 1 mark.

Reading Passage 1, Questions 1 – 13

1. NO
2. NO
3. NO
4. YES
5. NOT GIVEN
6. NO
7. YES
8. (local) businesses
9. (work/working) schedule//rostering//roster(s)
10. excessive
11. voluntary absence/absenteeism
12. twenty//20
13. communication

20. NOT GIVEN

21. NO

22. NOT GIVEN

23. YES

24. YES

25. YES

26. NO

Reading Passage 3, Questions 27 – 40

27. IV

28. VII

29. VIII

30. III

31. II

32. I

33. X

34. B

35. B

36. E

37. A

38. B

39. D

40. E

Reading Passage 2, Questions 14 – 26

14. C
15. F
16. E
17. H
18. A
19. D

If you score...

0 – 15	16 – 24	25 – 40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable

TEST 4

LISTENING

Each question correctly answered scores 1 mark. **CORRECT SPELLING NEEDED IN ALL ANSWERS.** (Where alternative spellings are accepted, these are stated in the Key.)

Section 1, Questions 1 – 10

1. 16 Rose Lane
2. 27 (th) June *or acceptable alternatives*
3. door broken//broken door
4. C
5. no locks (on them) //need locks
6. bathroom light
7. A
8. kitchen curtains
9. B
10. 1 (pm) (and) 5 (pm)

Section 2, Questions 11 – 20

11. B
12. C
13. waterfall(s)//water fall(s)//water-fall(s)
14. eleven/11.00//11 (am)
15. Spotlight (tour)
16. walking boots
17. socks
18. long trousers
19. (venomous/poisonous) snakes
20. (certain) plants

in any order

*in either
order*

Section 3, Questions 21 – 30

21. B
22. B
23. A
24. C
25. C
26. check (over) (your) work/errors//revise (work)
27. record
28. (a) friend **ACCEPT** friend
29. general interest **NOT** interest
30. dictionary

Section 4, Questions 31 – 40

31. B
32. A
33. A
34. B
35. C
36. B
37. A
38. C
39. B
40. C

If you score...

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ACADEMIC READING

Each question correctly answered scores 1 mark.

Reading Passage 1, Questions 1 – 13

1. YES
2. NO
3. YES
4. NOT GIVEN
5. NO
6. NOT GIVEN
7. B
8. B
9. C
10. honesty and openness
11. consumers
12. armchair ethicalists
13. social record

Reading Passage 2, Questions 14 – 26

14. D
15. B
16. D
17. C
18. NO
19. YES

20. YES
21. NOT GIVEN
22. F
23. C
24. J
25. I
26. C

Reading Passage 3, Questions 27 – 40

27. Apollo (space) programme
28. (early) next century
29. 7,000
30. disease
31. muscular dystrophy
32. cystic fibrosis
33. D
34. C
35. B
36. C
37. D
38. B
39. A
40. A

If you score...

0 – 14	15 – 23	24 – 40
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GENERAL TRAINING TEST A

READING

Section 1, Questions 1 - 13

1. FALSE
2. TRUE
3. TRUE
4. NOT GIVEN
5. FALSE

6. D } *in either order*
7. I }
8. G } *in either order*
9. J }
10. B } *in either order*
11. C }
12. E } *in either order*
13. K }

Section 2, Questions 14 - 26

14. NOT GIVEN
15. TRUE
16. TRUE
17. FALSE
18. NOT GIVEN
19. TRUE
20. TRUE

21. vi
22. viii
23. x
24. ii
25. v
26. vii

Section 3, Questions 27 - 40

27. 1772
28. 1781
29. 1787
30. 1977
31. 1986
32. YES
33. NO
34. NOT GIVEN
35. YES
36. NOT GIVEN
37. georgium sidus
38. Herschel
39. James L. Elliot
40. Miranda

If you score...

0 - 19	20 - 27	28 - 40
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GENERAL TRAINING TEST B

READING

Section 1, Questions 1 – 13

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

Section 2, Questions 14 – 26

14. TRUE
15. FALSE
16. NOT GIVEN
17. FALSE
18. TRUE
19. NOT GIVEN
20. TRUE

If you score...

21. IV
22. VI
23. VII
24. IX
25. III
26. I

Section 3, Questions 27 – 40

27. V
28. VII
29. IV
30. I
31. VIII
32. III
33. transmitted (**NOT** sent) (electronically)
34. (photographic) film/negative(s)
35. (aluminium) printing plates
36. programmed
37. (tough) wrapping//damaged paper
38. weighed
39. paper robot(s)
40. storage area

0 – 18	19 – 26	27 – 40
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Model and Sample Answers for Writing Tasks

TEST 1, WRITING TASK 1

MODEL ANSWER

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

The chart shows that the percentage of British households with a range of consumer durables steadily increased between 1972 and 1983. The greatest increase was in telephone ownership, rising from 42% in 1972 to 77% in 1983. Next came central heating ownership, rising from 37% of households in 1972 to 64% in 1983. The percentage of households with a refrigerator rose 21% over the same period and of those with a washing machine by 14%. Households with vacuum-cleaners, televisions and dishwashers increased by 8%, 5% and 2% respectively. In 1983, the year of their introduction, 18% of households had a video recorder.

The significant social changes reflected in the statistics are that over the period the proportion of British houses with central heating rose from one to two thirds, and of those with a phone from under a half to over three-quarters. Together with the big increases in the ownership of washing machines and refrigerators, they are evidence of both rising living standards and the trend to lifestyles based on comfort and convenience.

0-18	19-26	27-40
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TEST 1, WRITING TASK 2

MODEL ANSWER

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

I believe that child-rearing should be the responsibility of both parents and that, whilst the roles within that partnership may be different, they are nevertheless equal in importance. In some societies, it has been made easier over the years for single parents to raise children on their own. However, this does not mean that the traditional family, with both parents providing emotional support and role-models for their children, is not the most satisfactory way of bringing up children.

Of crucial importance, in my opinion, is how we define 'responsible for bringing the children up'. At its simplest, it could mean giving the financial support necessary to provide a home, food and clothes and making sure the child is safe and receives an adequate education. This would be the basic definition.

There is, however, another possible way of defining that part of the quotation. That would say it is not just the father's responsibility to provide the basics for his children, while his wife involves herself in the everyday activity of bringing them up. Rather, he should share those daily duties, spend as much time as his job allows with his children, play with them, read to them, help directly with their education, participate very fully in their lives and encourage them to share his.

It is this second, fuller, concept of 'fatherhood' that I am in favour of, although I also realise how difficult it is to achieve sometimes. The economic and employment situation in many countries means that jobs are getting more, not less, stressful, requiring long hours and perhaps long journeys to work as well. Therefore it may remain for many a desirable ideal rather than an achievable reality.

TEST 2, WRITING TASK 1

MODEL ANSWER

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

The chart shows the number of hours of leisure enjoyed by men and women in a typical week in 1998–9, according to gender and employment status.

Among those employed full-time, men on average had fifty hours of leisure, whereas women had approximately thirty-seven hours. There were no figures given for male part-time workers, but female part-timers had forty hours of leisure time, only slightly more than women in full-time employment, perhaps reflecting their work in the home.

In the unemployed and retired categories, leisure time showed an increase for both sexes, as might have been expected. Here too, men enjoyed more leisure time—over eighty hours, compared with seventy hours for women, perhaps once again reflecting the fact that women spend more time working in the home than men.

Lastly, housewives enjoyed approximately fifty-four hours of leisure, on average. There were no figures given for househusbands! Overall, the chart demonstrates that in the categories for which statistics on male leisure time were available, men enjoyed at least ten hours of extra leisure time.

TEST 2, WRITING TASK 2

MODEL ANSWER

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

Of course it goes without saying that prevention is better than cure. That is why, in recent years, there has been a growing body of opinion in favour of putting more resources into health education and preventive measures. The argument is that ignorance of, for example, basic hygiene or the dangers of an unhealthy diet or lifestyle needs to be combatted by special nationwide publicity campaigns, as well as longer-term health education.

Obviously, there is a strong human argument for catching any medical condition as early as possible. There is also an economic argument for doing so. Statistics demonstrate the cost-effectiveness of treating a condition in the early stages, rather than delaying until more expensive and prolonged treatment is necessary. Then there are social or economic costs, perhaps in terms of loss of earnings for the family concerned or unemployed benefit paid by the state.

So far so good, but the difficulties start when we try to define what the 'proportion' of the budget should be, particularly if the funds will be 'diverted from treatment'. Decisions on exactly how much of the total health budget should be spent in this way are not a matter for the non-specialist, but should be made on the basis of an accepted health service model.

This is the point at which real problems occur—the formulation of the model. How do we accurately measure which health education campaigns are effective in both medical and financial terms? How do we agree about the medical efficacy of various screening programmes, for example, when the medical establishment itself does not agree? A very rigorous process of evaluation is called for, so that we can make informed decisions.

TEST 3, WRITING TASK 1

SAMPLE ANSWER

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

The task is competently reported, although some details are ignored. The message is clear and there is good use of cohesive devices to organise points. Despite some minor errors in spelling and agreement, a good range of structures is used.

According to statistical information, the main reason for traveling abroad is holidays, business, and visits to friends and relatives. Indeed, there is a steady increase in the number of holiday makers; while in 1996 there were about 17,896 of the sample in 1998 there were 20,700 of them. Moreover, with the introduction of more countries within the EC market, travelling for business has also increased. Although there is not a big decrement 3,957 traveled abroad for business during 1998 compared with 3,249 in 1996. Finally, traveling abroad for visiting friends and relatives shows a steady increase over the period 1994 – 1998. While there were about 2,628 travelers in 1995 in 1998 the number increased to 3,181 in 1998. Consequently, there is a steady increase in three main reasons for travelling abroad; Holidays, business, or to visit relatives and friends.

In addition, there is also an increased change in the destinations which people tend to prefer for travelling. The area which appear to be more popular among travellers is Western Europe. Indeed, while in 1994 only 19,371 of the sample preferred to spend their holiday (or other reasons) in that main region, there was an increase to 24,519 in 1998. North America and other areas appeared also favourable. In 1996, there were 1,167 going to North America and 1,905 to other areas. These numbers increased to 1,823 and 2,486 accordingly. Statistical figures prove that Western Europe seems to be the most favourable place for holiday makers while North America and other areas follow behind.

TEST 3, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 8 score. Here is the examiner's comment:

This response is very fluent and well expressed in an appropriate register. A range of relevant issues is skilfully presented and discussed. The argument is logically developed and well organised. A wide range of structures and vocabulary are used appropriately and accurately with only minor flaws.

Before talking about the essential role of death penalty, you have to think about the meaning, and the purpose, of any kind of punishment. If you consider that the purpose is to prevent the guilty from being nasty again, you can be seduced by an argumentation in favour of the suppression of capital punishment. But you have to think about another aspect of the problem: a punishment is also useful to impress people, to make them fear the law. In fact, let's take the example of a young misfit, which has grown in a violent atmosphere, influenced by older delinquents, etc. ... He lives in the streets, he's got no aim but to survive. This is the kind of person who could possibly kill someone for money, or even for fun. ... Why would he fear prison? Life would be easier for him there. In addition, in many cases, when you behave normally, you can benefit from penalty reductions. This young misfit needs to be impressed, he needs to know that the law is a frontier. When you cross it, you can lose your life. That is why capital punishment helps keeping a distance between robbery and murder. If you abolish it, you suppress the difference between these two types of crime, which are completely different.

But there is also a limit to define: even if death penalty is unavoidable, it would be a crime to apply it to inadequate cases. If there is no premeditation or past facts which can justify such a punishment, it is far too strict to apply death penalty. That is why the lawmakers have to establish precisely the context in which capital punishment can be pronounced. That is the price to pay to limit violence without using excessive violence. ...

TEST 4, WRITING TASK 1

MODEL ANSWER

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

The table shows that the figures for imprisonment in the five countries mentioned indicate no overall pattern of increase or decrease. In fact there is considerable fluctuation from country to country.

In Great Britain the numbers in prison have increased steadily from 30,000 in 1930 to 80,000 in 1980. On the other hand in Australia, and particularly in New Zealand, the numbers fell markedly from 1930 to 1940. Since then they have increased gradually, apart from in 1980 when the numbers in prison in New Zealand fell by about 30,000 from the 1970 total. Canada is the only country in which the numbers in prison have decreased over the period 1930 to 1980, although there have been fluctuations in this trend. The figures for the United States indicate the greatest number of prisoners compared to the other four countries but population size needs to be taken into account in this analysis. The prison population in the United States increased rapidly from 1970 to 1980 and this must be a worrying trend.

TEST 4, WRITING TASK 2

MODEL ANSWER

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

It is certainly true that the position of women in society has undergone a dramatic change in the past twenty years but I do not feel that this is a direct cause of the indisputable increase in juvenile-related problems during this period.

It is now accepted that young women should find work on leaving school; indeed to rely totally on their parents' financial support is no longer an option in many families. Likewise, once they get married, the majority of women continue working since the financial pressures of setting up a house and establishing a reasonable standard of living often require two incomes.

Twenty years ago it was common for women to give up work once they had children and devote their time to caring for their children. This is no longer the general rule and the provision of professionally-run child care facilities and day nurseries have removed much of the responsibility for child rearing that used to fall to mothers. However, these facilities come at a cost and often require two salaries coming into a family to be afforded.

I do not believe that the increase in the number of working mothers has resulted in children being brought up less well than previously. Indeed it could be argued that by giving mothers the opportunity to work and earn extra money children can be better provided for than previously. There is more money for luxuries and holidays and a more secure family life is possible. Of course there are limits as to the amount of time that ideally should be spent away from home and the ideal scenario would be for one of the parents (often the wife) to have a part-time job and thus be available for their children before and after school. It is important to establish the correct balance between family life and working life.

TEST A WRITING TASK 1 (GENERAL TRAINING)

MODEL ANSWER

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

Dear Sir or Madam,

I am writing this letter to explain why I have been unable to return the three books I have out on three-day loan, which are now overdue. After taking the books out on 16th March, I had an urgent phone call from my elderly aunt's neighbour to say that my aunt had had a fall and had been taken into hospital. I am her only surviving relative in this country, so I felt I had to go and see her immediately. I travelled down to Surrey the following morning, thinking I would stay for only two or three days. Unfortunately, my aunt's condition has only improved very slowly, so I have had to stay here longer than expected. However, the hospital says that if all goes well, she should be able to go home in two or three days' time, in which case I will be back at the beginning of next week.

Bearing in mind the circumstances, I trust you will kindly waive any fines that may have accumulated.

Yours sincerely,

TEST A WRITING TASK 2 (GENERAL TRAINING)

MODEL ANSWER

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

It is certainly very understandable that some governments should start looking at ways of limiting their populations to a sustainable figure. In the past, populations were partly regulated by frequent war and widespread disease, but in recent years the effects of those factors have been diminished. Countries can be faced with a population that is growing much faster than the nation's food resources or employment opportunities and whose members can be condemned to poverty by the need to feed extra mouths. They identify population control as a means to raising living standards.

But how should it be achieved? Clearly, this whole area is a very delicate personal and cultural issue. Many people feel that this is not a matter for the state. They feel this is one area of life where they have the right to make decisions for themselves. For that reason, it would seem that the best approach would be to work by persuasion rather than compulsion. This could be done by a process of education that points out the way a smaller family can mean an improved quality of life for the family members, as well as less strain on the country's, perhaps very limited, resources.

This is the preferred way. Of course, if this does not succeed within a reasonable time scale, it may be necessary to consider other measures, such as tax incentives or child-benefit payments for small families only. These are midway between persuasion and compulsion.

So, yes, it is sometimes necessary, but governments should try very hard to persuade first. They should also remember that this is a very delicate area indeed, and that social engineering can create as many problems as it solves.

TEST B WRITING TASK 1 (GENERAL TRAINING)

SAMPLE ANSWER

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

The response is relevant and fairly fluent, although some aspects of the task could be more fully developed. The message is well organised and can be followed throughout. A fairly good range of vocabulary and structure is used, although occasional spelling errors and faulty word choice detract slightly from the overall fluency.

Dear Sirs,

I was one of the passengers who took the flight from Narita (Tokyo) to Heathrow (London) on 5 August. Unfortunately, my suitcase did not come out after the flight. Although I have explained this Mr. McDonald who was in charge at the Luggage Claim Office I have not heard from him as of now.

My suit case is grey Samsonite whose size is 70×95cm. There are 3 steckers on one side and 1 heart shaped stecker on the other side. My initials "AR" are also written on both sides.

There are a few books and a copy of my thesis in that suitcase, which I need for the conference on 19 August.

So I would deeply appreciate it if you could give me a prompt reply at your most convenient. My flight number, luggage claim number and address are written below.

Flight No: NH 201

Luggage Claim No: 00026

Address: 64 Silver Street

London. NW165AL

Yours Faithfully,

The reel is trimmed and prepared by the... (39) ...

The reel is taken to the press.

The reel is taken to the... (40) ...

TEST B WRITING TASK 2 (GENERAL TRAINING)

SAMPLE ANSWER

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

This response is underlength and is marked down because of this. Only a few relevant ideas are presented and these are used rather repetitively and are insufficiently developed or supported. However, the writing communicates fluently and a satisfactory range of structures and vocabulary are used.

I am not surprise when I read in the newspapers that many people move to English speaking countries. I am an engineer in a process control since ten years and I understand the necessity of English language. For example, when I read technical English specifications, when I meet Japanese industrials to build together some electronic materials or when I go on holidays in Italy where the best way (for me) to communicate is to speak English. Therefore, today, it's necessary to learn English and the best way is to study in English as soon as possible when we are at school but also when we have a job. It's so important to communicate with foreigners, because of work. For example: to sell foods in USA, to build electronic cards with the Japanese, to obtain a certification with FDA (American organization) in order to sell some pharmaceutical products. In fact, it's important for everybody: the workers, the visitors, the scientists, etc...

These are the main reason which explain why so many people go to English speaking countries (the best way to learn) and why English is such an important international language (the communication between many the people over the world).