

Answer key

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 by minibus / a minibus
- 2 15 / 15 people
- 3 April (the) 18th
- 4 Paliades
- 5–6 IN EITHER ORDER**
- B
- D
- 7 280
- 8 14
- 9 20 %
- 10 39745T

Section 2, Questions 11–20

- 11 move around / move about
- 12 brakes
- 13 fingers
- 14 satisfactory
- 15 put (it) together
- 16 too wide
- 17 dangerous
- 18 wheels
- 19 (the) best / (the) best buy / safe
- 20 sharp

Section 3, Questions 21–30

- 21 B
- 22 A
- 23 C
- 24 & 25 IN EITHER ORDER**
- B
- D
- 26 full-time
- 27 a term / one term
- 28 intensive
- 29 two modules / (for) two terms
- 30 a topic / one topic

Section 4, Questions 31–40

- 31 politics
- 32 learn
- 33 children's education / their children's education
- 34 a car
- 35 nursing care
- 36 crisis
- 37 early twenties
- 38 confidence
- 39 money management
- 40 low-risk investments

If you score . . .

0–13	14–28	29–40
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

Reading Passage 1, Questions 1–13

1–3 IN ANY ORDER

- D
E
G
4 clerks / copying clerks
5 library
6 stability
7 pension
8 TRUE
9 FALSE
10 NOT GIVEN
11 FALSE
12 FALSE
13 TRUE

Reading Passage 2, Questions 14–26

- 14 F
15 A
16 B
17 D
18 I
19 C

- 20 B
21 D
22 C
23 NOT GIVEN
24 TRUE
25 FALSE
26 FALSE

Reading Passage 3, Questions 27–40

- 27 YES
28 NOT GIVEN
29 NO
30 NOT GIVEN
31 YES
32 NO
33 C
34 D
35 C
36 B
37 B
38 E
39 D
40 I

If you score ...

0–11	12–29	30–40
<p>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.</p>	<p>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.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>

TEST 2

LISTENING**Section 1, Questions 1–10**

- 1 (passport) photos / (passport) photographs
 2 (a) bank statement
 3 125 (per year)
 4 8
 5 1.50
 6 48
 7 local papers / local newspapers
 8 (a) card / cards
 9 Grantham
 10 Friday

Section 3, Questions 21–30

- 21 home / student's home
 22 (have) dinner / come to dinner / go to dinner
 23 technical
 24 slang
 25 cooperating / cooperation
 26 persuading
 27 editing
 28 complete
 29 experiment
 30 long

Section 2, Questions 11–20

- 11 C
 12 C
 13 A
 14 C
 15 A
 16 £75,000
 17 computers
18–20 IN ANY ORDER
 C
 E
 F

Section 4, Questions 31–40

- 31 58
 32 desert
 33 science
 34 hospital / small hospital
 35 ship
 36 platforms
 37 3,500
 38 currents / ocean currents
 39 (the) pollution
 40 young

If you score . . .

0–12	13–27	28–40
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

Reading Passage 1, Questions 1–13

- 1 candlewax
 2 synthetic
 3 chemistry
 4 Novalak
 5 fillers
 6 hexa
 7 raw
 8 pressure
 9 B
 10 C
 11 TRUE
 12 FALSE
 13 FALSE

Reading Passage 2, Questions 14–27

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

- 21 problem solving
 22 temporal lobes
 23 evaluating information
 24 C
 25 A
 26 F
 27 D

Reading Passage 3, Questions 28–40

- 28 Latin
 29 doctors
30 & 31 IN EITHER ORDER
 technical vocabulary
 grammatical resources
 32 Royal Society
 33 German
 34 industrial revolution
 35 NOT GIVEN
 36 FALSE
 37 TRUE
 38 popular
 39 Principia / the Principia / Newton's Principia /
 mathematical treatise
 40 local / more local / local audience

If you score ...

0–12	13–29	30–40
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 3

LISTENING**Section 1, Questions 1–10**

- 1** 1.4 litres / 1.4 liters
2 automatic
3 light / sky
4 credit
5 Harries
6 Dr / Doctor
7 Alton
8 messages
9 Lion
10 reasonable

Section 2, Questions 11–20**11 & 12 IN EITHER ORDER**

- C
E
13 references
14 country
15 weather
16 C
17 C
18 A
19 B
20 C

Section 3, Questions 21–30

- 21** 5th May
22 16th July / Friday 16th July
23 clear / was clear
24 (an/the) outline / (a/the) course outline
25 (the) 2nd half
26 (standard of) teaching / (standard of) teachers
27 discussion / group discussion
28 handouts
29 written work
30 student support / support for students

Section 4, Questions 31–40

- 31** 12.5 %
32 incineration plants
33 drop-off
34 cooking
35 500,000
36 roads
37 soil conditioner
38 containers
39 pencils
40 business cards

If you score . . .

0–13	14–28	29–40
<p>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.</p>	<p>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.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>

ACADEMIC READING

Reading Passage 1, Questions 1–13

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

Reading Passage 2, Questions 14–26

- 14 iv
15 i
16 v
17 viii
18 YES
19 NOT GIVEN

- 20 NO
21 YES
22 NOT GIVEN
23 YES
24 F
25 A
26 B

Reading Passage 3, Questions 27–40

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

If you score ...

0–11	12–28	29–40
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

Section 1, Questions 1–10

- 1 14 Hill Road
 2 between 9 and 9.30 / 9–9.30
 3 1 year
 4 intermediate
 5 North-West
 6 vegetarian
 7 (a) (real) garden
 8 (the) only guest
 9 100
 10 23rd March / Monday 23rd March

Section 2, Questions 11–20

- 11 clubhouse
 12 picnic
 13 prizes
 14 10
 15 Wednesday afternoon(s)
 16 4
 17 Sunday afternoon(s)
 18 collect (the) fees / collect (the) money
 19 send (out/the) newsletter(s)
 20 supervise (the) teams

Section 3, Questions 21–30

- 21 sales
 22 competition
 23 interest rates / rates of interest
 24 training
 25 A
 26 B
 27 A
 28 C
 29 B
 30 D

Section 4, Questions 31–40

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

If you score . . .

0–12	13–27	28–40
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

Reading Passage 1, Questions 1–13

- 1 iii
 2 v
 3 ii
 4 YES
 5 YES
 6 NO
 7 YES
 8 NO
 9 NOT GIVEN
 10 cheese
 11 tourism/tourist/tour
 12 pottery
 13 jewellery/jewelry

Reading Passage 2, Questions 14–26

- 14 G
 15 A
 16 H
 17 C
 18 F
 19 I
 20 C

- 21 K
 22 E
 23 L
 24 TRUE
 25 NOT GIVEN
 26 FALSE

Reading Passage 3, Questions 27–40

- 27 TRUE
 28 TRUE
 29 NOT GIVEN
 30 FALSE
 31 FALSE
 32 TRUE
 33 FALSE
 34 temperatures
 35 day-neutral / day-neutral plants
 36 food / food resources / adequate food /
 adequate food resources
 37 insects / fertilization by insects
 38 rainfall / suitable rainfall
 39 sugarcane
 40 classification

If you score ...

0–12	13–28	29–40
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.

GENERAL TRAINING TEST A

READING

Section 1, Questions 1–14

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

Section 2, Questions 15–27

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

20 NOT GIVEN

- 21 J
 22 K
 23 E
 24 A
 25 G
 26 I
 27 C

Section 3, Questions 28–40

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

If you score ...

0–16	17–28	29–40
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.

GENERAL TRAINING TEST B

READING

Section 1, Questions 1–14

- 1 Weldown
 2 10.30 (am)
 3 new shoes
 4 (the) marshals
 5 Fenton
 6 every half hour
 7 10 kilometre (walk) / 10 kilometer (walk)
 8 D
 9 F
10 IN EITHER ORDER; BOTH REQUIRED FOR ONE MARK
 C (and)
 E
 G
 E
13 IN EITHER ORDER; BOTH REQUIRED FOR ONE MARK
 D (and)
 G
 A

Section 2, Questions 15–27

- 15 TRUE
 16 TRUE

- 17 NOT GIVEN
 18 TRUE
 19 FALSE
 20 FALSE
 21 C
 22 A
 23 D
 24 E
 25 B
 26 D
 27 C

Section 3, Questions 28–40

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

If you score . . .

0–17	18–29	30–40
<p>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.</p>	<p>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.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>

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 graph shows the increase in the ageing population in Japan, Sweden and the USA. It indicates that the percentage of elderly people in all three countries is expected to increase to almost 25% of the respective populations by the year 2040.

In 1940 the proportion of people aged 65 or more stood at only 5% in Japan, approximately 7% in Sweden and 9% in the US. However, while the figures for the Western countries grew to about 15% in around 1990, the figure for Japan dipped to only 2.5% for much of this period, before rising to almost 5% again at the present time.

In spite of some fluctuation in the expected percentages, the proportion of older people will probably continue to increase in the next two decades in the three countries. A more dramatic rise is predicted between 2030 and 2040 in Japan, by which time it is thought that the proportion of elderly people will be similar in the three countries.

TEST 1, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 4 score. Here is the examiner's comment:

It is difficult to find the main arguments in this answer. There are long, formulaic introductions, not many ideas that deal with the actual issues and the writer's point of view is not consistent. The prompt is copied directly three times in the response and the remainder is underlength at 181 words, so marks are lost for this.

The response is organised into sections, but the relationship between ideas is not always clear and the linking expressions are sometimes inaccurate, as in the opening paragraph, or used in a mechanical way, as in the second paragraph.

The dependence on formulaic language and the input material indicates a limited range of vocabulary and there is a lot of repetition and inaccuracy. A range of structures is attempted, but control is weak. Errors in grammar and punctuation are frequent and cause problems for the reader.

According to universities should accept equal numbers of male and female students in every subject. Therefore, this essay will show some reasons of argument for and argument against.

Firstly, I will discuss about two reasons of argument for to begin with universities should accept equal numbers of male and female students in every subject because it will be balance of idea while studying. In general, there usually are different ideas between man and woman. These lead to, new ideas from different vision will happen. Another reason is it display that have equal of society not except in each side. In addition, nowadays, the most societies become to accept ability of both in any way.

Secondly, I will discuss about one reason of argument against that is some subjects not suitable for each other. For example, some subject of sports such as weight putting. It is not suitable for female because there are different of body between male and female.

In conclusion, I agree with universities should accept equal numbers of male and female students in every subject. Moreover, it depend on what the subjects that the students want to study, they can choose by themselves because I believe that if the students like to study their subjects, they will do it well so that I strongly agree with this topic.

TEST 2, WRITING TASK 1

SAMPLE ANSWER

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

This answer summarises the key features of both charts and integrates them well. Clear trends are identified and supported with appropriately-selected figures. The answer could only be improved by adding an introduction to the general topic of the charts.

The information is well organised, with a clearly-signalled progression. Linking words are used accurately and precisely, although there is occasional omission. Paragraphing is used well initially, but lapses in the later section.

A very good range of vocabulary is used to convey the information concisely and accurately with only occasional inappropriacy. Words are used precisely and there are no errors in spelling or word form.

A wide range of structures is used and most sentences in this answer are accurate. Errors are rare and do not affect communication in this answer.

The first graph shows that there is a gradual decrease in study for career reasons with age. Nearly 80% of students under 26 years, study for their career. This percentage gradually declines by 10-20% every decade. Only 40% of 40-49yr olds and 18% of over 49yr olds are studying for career reasons in late adulthood.

Conversely, the first graph also shows that study stemming from interest increases with age. There are only 10% of under 26yr olds studying out of interest. The percentage increases slowly till the beginning of the fourth decade, and increases dramatically in late adulthood. Nearly same number of 40-49yr olds study for career and interest. However 70% of over 49yr olds study for interest in comparison to 18% studying for career reasons in that age group.

The second graph shows that employer support is maximum (approximately 60%) for the under 26yr students. It drops rapidly to 32% up to the third decade of life, and then increases in late adulthood up to about 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

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.

It is quite common these days for young people in many countries to have a break from studying after graduating from high school. The trend is not restricted to rich students who have the money to travel, but is also evident among poorer students who choose to work and become economically independent for a period of time.

The reasons for this trend may involve the recognition that a young adult who passes directly from school to university is rather restricted in terms of general knowledge and experience of the world. By contrast, those who have spent some time earning a living or travelling to other places, have a broader view of life and better personal resources to draw on. They tend to be more independent, which is a very important factor in academic study and research, as well as giving them an advantage in terms of coping with the challenges of student life.

However, there are certainly dangers in taking time off at that important age. Young adults may end up never returning to their studies or finding it difficult to readapt to an academic environment. They may think that it is better to continue in a particular job, or to do something completely different from a university course. But overall, I think this is less likely today, when academic qualifications are essential for getting a reasonable career.

My view is that young people should be encouraged to broaden their horizons. That is the best way for them to get a clear perspective of what they are hoping to do with their lives and why. Students with such a perspective are usually the most effective and motivated ones and taking a year off may be the best way to gain this.

TEST 3, 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 map shows two proposed locations for a new supermarket for the town of Garlsdon.

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kms to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is also close to the railway line linking the two towns to Cransdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by train.

In contrast, the suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

TEST 3, WRITING TASK 2

SAMPLE ANSWER

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

Although the answer considers the main issues in the question, it deals much more with the aspect of 'competition' than it does with 'co-operation'. Some of the supporting examples are overdeveloped and divert the reader away from the argument. However, the main points are relevant and the writer's point of view is generally clear.

The argument has a logical progression and there is some good use of linking expressions, though the use of rhetorical questions to signal topic changes is not very skilful. There are also examples of overusing markers, and of errors in referencing.

The candidate tries to use a range of language, but there are regular errors in word choice and word form, and this occasionally causes problems for the reader. Similarly, a range of structures is attempted, but not always with good control of punctuation or grammar. However, the meaning is generally clear.

Nowadays, purpose of education being changed in Korea. There are some people who think that competition in children should be made, also others believe that children who are taught to co-operate as well as become more useful adults. There are advantages and disadvantages for both of the arguments.

To begin with, what is good if a sense of competition in children is made? They could develop themselves more and more as they learn and study a lot to win from the competition. To prove this, in Korea, it is popular - even common now - to have a tutor who come to student's house to teach extra pieces of study with paying a lot of money. They learn faster than what they learn at school. Furthermore, during the vacations, students study abroad to learn English for a month instead of revise school work. If they have experiments such as study abroad, it is one of the greatest plus point to go to the famous well-known high-school. Moreover, there are four big school exam and two national examinations to test students' level of studies generally, only the highest 40% can go to the good quality highschools and colleges. Children learn as much as they can, to win the competition to obtain good quality schools.

On the other hand, as they are busy to enter the schools and study individually with their own tutors, there are problems. They become selfish. They become careless and don't help others a lot if it is about studies. There will be no co-operations for them. Then, why are there companies for many people to work in? Each of them are clever, however, there are weak parts and strong parts for each person. To co-operate is to improve this part. People talk and listen to what others thinking of and learn. That could also be a great opportunity to learn instead of learning alone with one teacher.

In conclusion, I strongly agree with that children should be taught to co-operate rather than compete. Nobody is perfect. People learn together, work together to develop each other. Therefore, I want parents and teachers to educate children concentrating on co-operation, not compete and ranking them.

TEST 4, 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:

This answer selects and describes the information well. Key features are clearly identified, while unexpected differences are highlighted and illustrated. The answer is relevant and accurate with a clear overview.

Information is well-organised using a good range of signals and link words. These are generally accurate and appropriate, although occasional errors occur.

The writer successfully uses some less common words. There is a clear awareness of style but there are occasional inaccuracies and there is some repetition. Grammar is well-controlled and sentences are varied and generally accurate with only minor errors.

The table shows the details regarding the underground railway systems in six cities.

London has the oldest underground railway systems among the six cities. It was opened in the year 1863, and it is already 140 years old. Paris is the second oldest, in which it was opened in the year 1900. This was then followed by the opening of the railway systems in Tokyo, Washington DC and Kyoto. Los Angeles has the newest underground railway system, and was only opened in the year 2001. In terms of the size of the railway systems, London, for certain, has the largest underground railway systems. It has 394 kilometres of route in total, which is nearly twice as large as the system in Paris. Kyoto, in contrast, has the smallest system. It only has 11 kilometres of route, which is more than 30 times less than that of London.

Interestingly, Tokyo, which only has 155 kilometres of route, serves the greatest number of passengers per year, at 1927 millions passengers. The system in Paris has the second greatest number of passengers, at 1191 millions passengers per year. The smallest underground railway system, Kyoto, serves the smallest number of passengers per year as predicted.

In conclusion, the underground railway systems in different cities vary a lot in the size of the system, the number of passengers served per year and in the age of the system.

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.

Today the way we consider human psychology and mental development is heavily influenced by the genetic sciences. We now understand the importance of inherited characteristics more than ever before. Yet we are still unable to decide whether an individual's personality and development are more influenced by genetic factors (nature) or by the environment (nurture).

Research, relating to identical twins, has highlighted how significant inherited characteristics can be for an individual's life. But whether these characteristics are able to develop within the personality of an individual surely depends on whether the circumstances allow such a development. It seems that the experiences we have in life are so unpredictable and so powerful, that they can boost or over-ride other influences, and there seems to be plenty of research findings to confirm this.

My own view is that there is no one major influence in a person's life. Instead, the traits we inherit from our parents and the situations and experiences that we encounter in life are constantly interacting. It is the interaction of the two that shapes a person's personality and dictates how that personality develops. If this were not true, then we would be able to predict the behaviour and character of a person from the moment they were born.

In conclusion, I do not think that either nature or nurture is the major influence on a person, but that both have powerful effects. How these factors interact is still unknown today and they remain largely unpredictable in a person's 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 James,

I was very shocked to get your letter saying that the noise from my flat has been spoiling your evenings and causing you some distress. I am really, really sorry about that. I had no idea that you would be able to hear so much, so I hope you will accept my apologies.

As you may have guessed, I am trying to refit my kitchen in the evenings when I get home from work. Unfortunately it is all taking longer than expected and I have been having problems with getting things to fit properly. This has meant a lot of banging and hammering.

As the kitchen is still not finished, I have decided to call in a professional builder who will finish the work in the next day or two. He'll work only during daytime hours, so you won't be disturbed in the evenings again, I promise.

Sorry to have caused these problems,

Bill.

TEST A, WRITING TASK 2 (GENERAL TRAINING)

SAMPLE ANSWER

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

The answer addresses both ideas put forward in the task, and the writer's point of view is clearly stated throughout. He presents relevant main ideas and draws appropriate conclusions from these. However, the response is unfinished and this means that some of the ideas are rather generalised and would need more support. The opening sentence is copied and the whole answer is underlength, so it loses marks for this.

The writing has clear organisation and some sophisticated use of link words and referencing. However, paragraphing is not always logical as it is organised by sentences rather than topics.

The range of vocabulary and structures is very good with a high level of control and precision. Complex ideas are expressed in a sophisticated way and most sentences are accurate. There are only rare errors, e.g. in spelling and subject/verb agreement.

To a large extent, I believe that children are given too much free time.

Free time in my opinion refers to time not spent under the direct supervision of a parent, teacher or a person entrusted with the responsibility of bringing up the child.

Such time is often spent on several things such as watching television, playing with friends, going to parties, doing home work, playing games on their own amongst others.

Amongst all of the above, a child could either be influenced by his or her peer group especially when left without attention or be influenced by what he or she watches on television most of which are those not meant to be viewed by the child's age group.

In my opinion, most of the formative years of a child should be spent doing school work, engaging in recreational activities that would develop the child emotionally and mentally. I believe this strongly because at a young age, a child is quick to grasp most of all that is seen or heard.

For instance, a child who is not used to doing more school work (usually referred to as house work

TEST B, WRITING TASK 1 (GENERAL TRAINING)

SAMPLE ANSWER

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

The reason for writing is very clear in this letter but it is not clear who the letter is to. The writer gives information to cover all three bullet points, but only one is well extended, and the whole response is underlength at 135 words, so it loses marks for this.

The information is organised and it is easy to follow the message. A range of linkers is used across the answer and they are generally accurate, but in some places, especially the first paragraph, sentences are not well-linked.

The range of vocabulary is sufficient for the task and there are some quite precise expressions. There are no errors in word form, but some very basic spelling errors occur. In terms of grammar, the range is rather limited with many very short sentences and few complex structures. Grammar is generally well-controlled, however, with only a few minor errors and occasional inappropriate punctuation.

Dear Sir or Madam,

My name is Mohamad Abdul. I am taking apart-time evening course. I am having a hard time keeping up with this course. I am afraid I cannot continue the course.

My problem is, I have a full-time job, from 9am - 5pm. Sometimes, I am asked to stay extra hours, to finish up the rest of the work. That is because the holidays are coming up soon. Also, I have to do some work preparations for the next day.

At night when I get home, I am too tired to even prepare dinner for myself. Also, I have no time to study for this course.

I would like drop this course this quarter. Then take it again the next quarter. so, please accept my situation.

Thank you for your cooperation
sincerely
M. Abdul

TEST B, WRITING TASK 2 (GENERAL TRAINING)

MODEL ANSWER

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

I think it is true that in almost every country today each household and family produces a large amount of waste every week. Most of this rubbish comes from the packaging from the things we buy, such as processed food. But even if we buy fresh food without packaging, we still produce rubbish from the plastic bags used everywhere to carry shopping home.

The reason why we have so much packaging is that we consume so much more on a daily basis than families did in the past. Convenience is also very important in modern life, so we buy packaged or canned food that can be transported from long distances and stored until we need it, first in the supermarket, and then at home.

However, I think the amount of waste produced is also a result of our tendency to use something once and throw it away. We forget that even the cheapest plastic bag has used up valuable resources and energy to produce. We also forget that it is a source of pollution and difficult to dispose of.

I think, therefore, that governments need to raise this awareness in the general public. Children can be educated about environmental issues at school, but adults need to take action. Governments can encourage such action by putting taxes on packaging, such as plastic bags, by providing recycling services and by fining households and shops that do not attempt to recycle their waste.

With the political will, such measures could really reduce the amount of rubbish we produce. Certainly nobody wants to see our resources used up and our planet poisoned by waste.