

# Answer key

## TEST 1

### LISTENING

Each question correctly answered scores 1 mark. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS. (Where alternative spellings are accepted these are stated in the key.)

#### Section 1, Questions 1-10

- 1 (the) city centre (itself) **ACCEPT** center
- 2 (£) 250 (pounds) (to) (£) (about) 500 (pounds)
- 3 (a) garden
- 4 (£) 325 (pounds)
- 5 (the) water (bill(s))
- 6 (the) telephone/phone (rental)
- 7 Wednesday/Wed (afternoon)
- 8 (your) employer
- 9 two/2 weeks'/wks' // (a) fortnightV/fourteen/ 14 days'
- 10 (I/one) month('s) rent **NOT** one month

#### Section 2, Questions 11-20

- 11 (her) daughter (Anna) // Anna// Ana // (her) child
- 12 (a) practice // practices
- 13 (about) 6 // six (doctors)
- 14 (about) 4 // four (doctors)
- 15 better // more efficient // faster
- 16 elderly // old // older
- 17 back problems/trouble // bad backs
- 18 9 // nine (am) // 9.00 // nine/9 o'clock
- 19 **EITHER ORDER**  
B // unemployed people  
E // pregnant women
- 20 (£) 5 // five (pounds)

#### Section 3, Questions 21-30

- 21 Politics
- 22 (West) Africa
- 23 1990 to 1992 **NOT** 1993
- 24 Teach South
- 25 rural co(-)operative
- 26 Geography
- 27 (Form) 5/five/V
- 28 (very) homesick // missed (my/his) family // homesickness
- 29 favourite subject **ACCEPT** favorite
- 30 (many) (useful) applications

#### Section 4, Questions 31—40

- 31 A
- 32 B // osteoporosis
- 33 B // relaxation therapy
- 34 C // its response to injury often results in more damage
- 35 A // for a maximum of two days
- 36 B // worsens existing back pain
- 37 B // Recommended in certain circumstances
- 38 A // Strongly recommended
- 39 B // Recommended in certain circumstances
- 40 C // Not recommended

#### If you score ...

0-17	18-27	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.

*Answer key*

## ACADEMIC READING

*Each question correctly answered scores 1 mark. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS.*

### **Reading Passage 1, Questions 1-14**

- 1 iv // Undeveloped for centuries
- 2 i // How the reaction principle works
- 3 v // The first rockets
- 4 viii // Rockets for military use
- 5 B // space travel became a reality
- 6 D // from the late nineteenth century to the present day
- 7 A // the Chinese
- 8 A // the Chinese
- 9 B // the Indians
- 10 E // the Americans
- 11 B
- 12 E
- 13 F
- 14 G

### **Reading Passage 2, Questions 15-28**

- 15 B // are strongly linked to cigarette smoking
- 16 A // inhibits the flow of oxygen to the heart
- 17 C // formation of blood clots
- 18 NO // N
- 19 NOT GIVEN // NG
- 20 YES // Y
- 21 NOT GIVEN // NG

- 22 E // is more harmful to non-smokers than to smokers
- 23 G // is more likely to be at risk of contracting various cancers
- 24 H // opposes smoking and publishes research on the subject
- 25 A // a finding of the UCSF study
- 26 B // an opinion of the UCSF study
- 27 B // an opinion of the UCSF study
- 28 C // a finding of the EPA report

### **Reading Passage 3, Questions 29-40**

- 29 iv // Explaining the inductive method
- 30 vii // The role of hypotheses in scientific research
- 31 iii // The testing of hypotheses
- 32 v // Anticipating results before data is collected
- 33 vi // How research is done and how it is reported
- 34 & 35 **IN EITHER ORDER**
  - B
  - F
- 36 YES // Y
- 37 NO // N
- 38 NOT GIVEN // NG
- 39 YES // Y
- 40 D // to help Ph.D students by explaining different conceptions of the research process

<b>If you score...</b>		
<b>0-13</b>	<b>14-25</b>	<b>26-40</b>
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. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS. (Where alternative spellings are accepted, these are stated in the key.)*

**Section 1, Questions 1-10**

- 1 (the) Main Hall **NOT** Hall
- 2 (the) Director (of) (Studies) // DOS
- 3 (the) Student(s) Advisor/Adviser
- 4 eleven/11 o'clock // 11.00 (am)
- 5 placement/English (test)
- 6 L // Library
- 7 MH // Main Hall
- 8 CL // Computer Laboratory
- 9 SR // Staff Room
- 10 SCR // Student Common Room

**Section 2, Questions 11-20**

- 11 (overseas)(student(s')) (tuition) fees
- 12 (the) domestic (area)
- 13 (essay(s')) deadlines **NOT** ressay(s)
- 14 social (life)
- 15 outings // trips
- 16 KOUACHI
- 17 3269940
- 18 ten/10(am)-/to4/four(pm)
- 19 (an) appointment(s)
- 20 waiting list

**Section 3, Questions 21-30**

- 21 B // staff selection
- 22 C // disagrees with the rest of the group
- 23 A // colleagues' ability
- 24 C // already a part of job interviews
- 25 selection (procedure)
- 26-27 **EITHER ORDER** (the) (ancient) Chinese  
(the) military // army
- 28 (almost) two thirds // f
- 29 experts **NOT** expert
- 30 A // describe one selection technique

**Section 4, Questions 31-40**

- 31 secondary
- 32 14 // fourteen (year olds/years old)
- 33 overlap // overlapping **ACCEPT** over(-)lap // over(-)lapping
- 34 underside // underneath // bottom **NOT** side
- 35 on paper // in two dimensions
- 36 3/three(-)dimensional // 3(-)D
- 37 **MUST STATE ALL THREE** white, grey/gray, brown
- 38 C
- 39 D
- 40 A

**If you score...**

0-17	18-27	28-40
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## *Answer key*

### **ACADEMIC READING**

*Each question correctly answered scores 1 mark. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS.*

#### **Reading Passage 1, Questions 1-13**

- 1 NOT GIVEN // NG  
 2 NO // N  
 3 YES // Y  
 4 YES // Y  
 5 NO // N  
 6 South African  
 7 French  
 8 Spanish  
 9 temperate  
 10 early spring **NOT** spring  
 11 2-5 // two to five  
 12 sub-tropical  
 13 South African tunneling/tunnelling/  
 tunneler/tunneller (species)

#### **Reading Passage 2, Questions 14-28**

- 14 v // Governments and management of the environment  
 15 vii // Farming and food output  
 16 ii // The environmental impact of modern farming  
 17 iv // The effects of government policy in rich countries  
 18 i // The probable effects of the new international trade agreement  
 19 G // Clearing land for cultivation  
 20 C // Increased use of chemical inputs

- 21 F // Soil erosion  
 22 B // Disappearance of old plant varieties  
 23 C // was causing significant damage to 20 per cent of farmland  
 24 B // used twice as much fertiliser as they had in 1960  
 25 D // farm diversification  
 26 C // their policies do not recognise the long term benefit of ending subsidies  
 27 A // encourage more sustainable farming practices in the long term  
 28 A // Environmental management

#### **Reading Passage 3, Questions 29-40**

- 29 NOT GIVEN // NG  
 30 YES // Y  
 31 YES // Y  
 32 NOT GIVEN // NG  
 33 YES // Y  
 34 NO // N  
 35 NO // N  
 36 role sign  
 37 ritual  
 38 role sign  
 39 role set  
 40 C // a critical study of the importance of role signs in modern society

#### **If you score...**

<b>0-15</b>	<b>16-26</b>	<b>27-40</b>
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**

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**Section 1, Questions 1-10**

- 1 Rajdoot
- 2 Park View (Hotel)
- 3 London Arms
- 4 208657
- 5 no/non(-)smoking section/area
- 6 Lentil curry
- 7 fifty pound(s)/£50 deposit // deposit (of) £50/fifty pound(s)
- 8 choose/decide (on)/select (the) menu
- 9 4 November
- 10 **ALTERNATIVE FORMS ACCEPTED**  
(the) Newsletter

**Section 2, Questions 11-20**

- 11 (£)9.50
- 12 year // annum *NOT* annual
- 13 reception *NOT* Sports Centre
- 14 card
- 15 book
- 16 weekdays
- 17 Reception (Area)
- 18 Dance Studio
- 19 Squash Courts
- 20 Fitness Room

**Section 3, Questions 21-30**

- 21 Anne Rea
  - 22 (both) 16 (years old)
  - 23 Blind (Jigsaw) Puzzle *NOT* Jigsaw
  - 24 **MUST BE IN ORDER** 20 (cm) 50 (cm) 2.5 (cm)  
// 2 and a half (cm)
  - 25-27 **IN ANY ORDER** safe for children (it's)  
educational price (is) good // inexpensive // not  
expensive // cheap (price) // (is) good price
  - 28 electrics *NOT* electric
  - 29 plastic pieces // in plastic *NOT* pieces
  - 30 1 July
- ALTERNATIVE FORMS ACCEPTED**

**Section 4, Questions 31-40**

- 31 rabbit (meat)
- 32 (rather) tough
- 33 beef
- 34 (ladies') (feather) fans
- 35 (delicate) (fine) (good quality) leather
- 36 meat
- 37 A // has more protein than beef
- 38 C // the price of ostrich eggs
- 39 C // need looking after carefully
- 40 B // farmed birds are very productive

<b>If you score ...</b>		
<b>0-14</b>	<b>15-25</b>	<b>26-40</b>
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## *Answer key*

### **ACADEMIC READING**

*Each question correctly answered scores 1 mark. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS.*

#### ***Reading Passage 1, Questions 1-12***

- 1 FALSE // F
- 2 FALSE // F
- 3 FALSE // F
- 4 NOT GIVEN // NG
- 5 TRUE // T
- 6 TRUE // T
- 7 TS // Technical Series
- 8 AT // Artefact Types
- 9 FA // Field Assemblages
- 10 AT // Artefact Types
- 11 FA/Field Assemblages
- 12 SE // Social Experience

#### ***Reading Passage 2, Questions 13—25***

- 13 v // Early research among the Indian Amazons
- 14 i // Amazonia as unable to sustain complex societies
- 15 vi // The influence of prehistoric inhabitants on Amazonian natural history
- 16 NO // N
- 17 YES // Y
- 18 NOT GIVEN // NG
- 19 NO/N
- 20 YES // Y

- 21 YES // Y
- 22 C // were an extremely primitive society
- 23 A // are evidence of early indigenous communities
- 24 B // has been shown to be incorrect by recent research
- 25 C // change present policies on development in the region

#### ***Reading Passage 3, Questions 26-40***

- 26 A // They were less able to concentrate
- 27 B // influences animal feeding habits
- 28 B // reaction to certain weather phenomena
- 29 NOT GIVEN // NG
- 30 FALSE // F
- 31 FALSE // F
- 32 TRUE // T
- 33 TRUE // T
- 34 NOT GIVEN//NG 35-37   ***IN ANY ORDER***
  - B // rainy weather
  - D // high serotonin levels
  - E // sunny weather
  - 38 B // hot weather
  - 39 A // daylight
  - 40 F // time cues

#### **If you score ...**

**0-14**

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.

**15-26**

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.

**27-40**

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. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS, (Where alternative spellings are accepted, these are stated in the key.)*

**Section 1, Questions 1-10**

- 1 4.25 // 4 1/4 // four and (a) quarter
- 2 46 // forty-six
- 3 A // State Bank
- 4 D // Library
- 5 C // Garage
- 6 (a) (box) (of) chocolates
- 7 (a) (soft) toy // (a) teddy (bear) // (a) bear
- 8 (at the) market(s)
- 9 (at the) market(s)
- 10 (\$35/thirty-five (dollars)

**Section 2, Questions 11-20**

- 11 glass
- 12 eighteen/18 hours/hrs
- 13 (a) (strange) taste
- 14 (the) small size // small // (the) size
- 15 metal
- 16 A
- 17 outside/outdoor activities // outdoors
- 18 underwater // under/beneath water
- 19 (a) weak light
- 20 flashing light

**Section 3, Questions 21-30**

- 21 B // hospital
- 22 C // the middle section
- 23 C // found it difficult to do
- 24 C // remove completely
- 25 B // rewrite
- 26 C // remove completely
- 27 Sight and Sound
- 28 Support Tutor **NOT** Tutor
- 29 proof reading // proof read
- 30 10 July

*ALTERNATIVE FORMS ACCEPTED*

**Section 4, Questions 31-40**

- 31 7.30pm (to/and) 5.30am **NOT** 7.30 to 5.30
- 32 housewives // housewives
- 33 Sunday(s)
- 34 (about) \$25,000/twenty-five thousand dollars  
**NOT** 25,000
- 35 C // 67 decibels
- 36 C // for ceilings
- 37 W // for walls
- 38 C // for ceilings
- 39 D
- 40 C

**If you score ...**

0-15	16-26	27-40
you are highly unlikely to get	you may get an acceptable	you are likely to get an
an acceptable score under	score under examination	acceptable score under
examination conditions and we	conditions but we recommend	examination conditions but
recommend that you spend a	that you think about having	remember that different
lot of time improving your	more practice or lessons before	institutions will find different
English before you take IELTS.	you take IELTS.	scores acceptable.

## *Answer key*

### **ACADEMIC READING**

*Each question correctly answered scores 1 mark. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS.*

#### **Reading Passage 1, Questions 1-13**

- 1 Los Angeles  
 2 London  
 3 Singapore  
 4 London  
 5 Los Angeles  
 6 YES // Y  
 7 YES // Y  
 8 NO // N  
 9 NO // N  
 10 NO // N  
 11 A // one  
 12 D // particulate matter  
 13 C // the old and ill

#### **Reading Passage 2, Questions 14-27**

- 14 C // the success of the movement's corporate image  
 15 D // It had a clear purpose and direction  
 16 **BOTH FOR ONE MARK** D // 1918 AND E // 1928  
 17 (selling) advertising (space)  
 18 colour scheme // (three) colours // purple, white, (and) green  
 19 (the) Woman's Exhibition  
 20 NO // N

- 21 YES // Y  
 22 NO // N  
 23 NO // N  
 24 NOT GIVEN // NG  
 25 YES // Y  
 26 YES // Y  
 27 D // informative

#### **Reading Passage 3, Questions 28-40**

- 28 A // establish whether increased productivity should be sought at any cost  
 29 C // had identical patterns of organisation  
 30 C // the staff involved spent a number of months preparing for the study  
 31 supervision // leadership // management  
 32 productivity  
 33 reduced // cut // decreased  
 34 (group methods of) leadership  
 35 overstaffed  
 36 reduced // cut // decreased  
 37 C // Changes in productivity  
 38 D // Employees' feelings of responsibility towards completion of work  
 39 G // Employees feel closer to their supervisors  
 40 F // Employees' opinion as to extent of personal support from management

<b>If you score...</b>	<b>16-27</b>	<b>28-40</b>
<b>0-15</b>		
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## **GENERAL TRAINING TEST A**

### **READING**

*Each question correctly answered scores 1 mark. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS.*

#### **Section 1, Questions 1-13**

- 1 B  
2 E  
3 E  
4 C  
5 D  
6 B  
7 **BOTH REQUIRED FOR ONE MARK, IN EITHER ORDER** A (and) B  
8 **BOTH REQUIRED FOR ONE MARK, IN EITHER ORDER** B (and) D  
9 FALSE // F  
10 TRUE//T  
11 FALSE//F  
12 NOT GIVEN // NG  
13 TRUE//T

#### **Section 2, Questions 14-26**

- 14 TRUE // T  
15 FALSE // F  
16 TRUE // T  
17 TRUE//T  
18 NOT GIVEN//NG  
19 FALSE // F

- 20 (University) Halls of Residence  
21 4/four weeks/wks  
22 10 to/-1 5 // ten to fifteen  
23 (Waikato) Students' Union  
24 (Waikato) river  
25 picturesque  
26 (ongoing) travel (arrangements)

#### **Section 3, Questions 27-40**

- 27 C // The coal industry and the environment  
28 v // Coal as an energy source  
29 vi // Coal and the enhanced greenhouse effect  
30 vii // Research and development  
31 iv // Environment protection measures  
32 D // trends in population and lifestyle  
33 B//18 per cent/18%  
34 B // developing new gasification techniques  
35 A // more cleanly and more efficiently  
36 D // runoff water containing sediments  
37 NO//N  
38 YES // Y  
39 YES // Y  
40 NOT GIVEN // NG

#### **If you score ...**

<b>0-13</b>	<b>14-30</b>	<b>31-40</b>
you are highly unlikely to get	you may get an acceptable	you are likely to get an
an acceptable score under	score under examination	acceptable score under
examination conditions and we	conditions but we recommend	examination conditions but
recommend that you spend a	that you think about having	remember that different
lot of time improving your	more practice or lessons before	institutions will find different
English before you take IELTS.	you take IELTS.	scores acceptable.

*Answer key*

## **GENERAL TRAINING TEST B**

### **READING**

*Each question correctly answered scores 1 mark. Please note! CORRECT SPELLING NEEDED IN ALL ANSWERS.*

#### **Section 1, Questions 1-13**

- 1 NO // N
- 2 YES // Y
- 3 NO // N
- 4 NO // N
- 5 (on the) bottom (of jar)
- 6 \$5 // five dollars
- 7 (company's) retailing manager
- 8 place of purchase
- 9 \$50,000
- 10 ii // Save money by not paying interest
- 11 ill Payment options
- 12 vi//Applying for a card
- 13 v // Location of stores

#### **Section 2, Questions 14-27**

- 14 iii // Film Appreciation Society
- 15 ix // United Nations Student Club
- 16 viii // Debating Club
- 17 iv // Drama Society
- 18 leave (a) message
- 19 annually // once a year // every year // each year
- 20 NO // N

- 21 YES // Y
- 22 NOT GIVEN // NG
- 23 NO // N
- 24 YES // Y
- 25 NO // N
- 26 NO // N
- 27 YES/Y

#### **Section 3, Questions 28-40**

- 28 F
- 29 A
- 30 G
- 31 E
- 32 B
- 33 C
- 34 NOT GIVEN // NG
- 35 YES // Y
- 36 YES // Y
- 37 YES // Y
- 38 NO // N
- 39 NOT GIVEN // NG
- 40 NO // N

#### **If you score...**

<b>0-15</b>	<b>16-30</b>	<b>31-40</b>
you are highly unlikely to get	you may get an acceptable	you are likely to get an
an acceptable score under	score under examination	acceptable score under
examination conditions and we	conditions but we recommend	examination conditions but
recommend that you spend a	that you think about having	remember that different
lot of time improving your	more practice or lessons before	institutions will find different
English before you take IELTS.	you take IELTS.	scores acceptable.

# **Model and sample answers for writing tasks**

## **TEST 1, WRITING TASK 1**

### **SAMPLE ANSWER**

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

The writer does what is required of her in terms of task fulfilment, and the message can be followed, but the weaknesses in grammatical control and in spelling cause difficulty for the reader. Complex sentence structures are attempted, but the greatest levels of accuracy are found in basic, simple structures.

This chart shows us that Japanese tourists go abroad for travelling in a decade and Australian's share of marketing for Japanese tourists. Between 1985 and 1995 Japanese tourists travelling abroad was dramatically increased. In 85 there was about 5 millions traveller go abroad. Since 85 number of traveller went up dramatically until 90. It was almost twice then between 90 and 93 the number remain stateable, which is about 12 millions. From 93 to 95 it rose slightly. Therefore in 1995 there were about 15 millions people went abroad.

I am going to write about the other chart, which is Australian's share of Japanese's tourist market. This is also between 1985 and 1995. About 2 million Japanese tourist went to Australia in 1985. Between 85 and 89 people went there is increased sharply, which is almost 3 times more. In 1990 it fall number slightly but from 90 to 94 number is went up. However 94 to 95 is not so went up number of people who went to Australia. It remain is the same or slightly decreased.

## 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:

The majority of this answer has no relation to the task set: the first half is completely irrelevant and the second part is only marginally related to the topic. The candidate has therefore been penalised for this. There is little meaningful message, and grammatical control is weak.

#### I DISAGREE

Nowadays, football is the most popular game in the world. We can find there are many different teams who plays this football. There are dividing into 3 division: division one, division two and division three. Each divisions have different skills. The skills that they have are depend on the manager. He is the one who teaches the player how to play. By playing football, there are many advantages and disadvantages. Firstly, the team can earn a lot of money. If we compare the income in division one and division two are really different. The division one will get more than division two. Because as we know, the team in division one, they shows to the people that they are able to play better than the others. For example: David Beckham (the player of Manchester United). He can earn for about £45.000 £50.000/week. It's unbelievable. Even the prime minister in the UK just got for about £110.000/year. Secondly, they can get a lot of spectators which makes the income increased. In one match, they can earn for about 20 or 30 million pounds. Actually, it's really high. For one ticket (VIP) it can cost us a lot of money. I think for about £100 or over. That is for one person. How if we count for a million person? There are also many disadvantages: like from the task which says that the releasing patriotic emotions in a safe way. Actually, I don't really agree about that: like 2 weeks or 3 weeks ago, there are 2 fans of Leeds United got shots. And it makes them died. Many people come and give them flowers and also the clothes which shown they're sad about that.

There are other sport games like tennis. Tennis is also popular. In playing tennis there are also have advantages and disadvantages. This games shows how they against each other. The advantages are can earn a lot of money, can attract the spectators (audience). There are also have disadvantages of this games, for example: two years ago, when Monica Sales and Steffi Graph are on the match. They play against each other then, one of the Steffi's fan can't stand anymore, he killed (shots) Monica Sales. That makes Monica Sales have to stop the game. The people are all thinking to take her to the hospital. Because of that, it makes Monica Sales stopped from playing tennis for about a year. But now, she has started again.

In my opinion, these sport can ease the international tensions and also can make death from year to year become increase. So, it is very dangerous.

## 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 that Britain, among the four European countries listed, has spent most heavily on the range of consumer goods included. In every case, British spending is considerably higher than that of other countries; only in the case of tennis racquets does another country, Italy, come close.

In contrast, Germany is generally the lowest spender. This is most evident in photographic film, where Germany spends much less than Britain. Germany only spends more than another country, France, in two cases; tennis racquets and perfumes.

Meanwhile, France and Italy generally maintain middle positions, averaging approximately similar spending overall. Specifically, France spends more on CDs and photographic film but less on tennis racquets than Italy does. Italy's spending on personal stereos is only marginally greater than that of France, while spending on toys is equal between the two.

It is clear from the data given that there are some significant differences in spending habits within Europe.

## 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.

Overall, I disagree with the opinion expressed, I would like to begin by pointing out that ‘traditional skills and ways of life’ are not automatically of one country, but of a culture or community.

In many ways, the history of civilisation is the history of technology: from the discovery of fire to the invention of the wheel to the development of the Internet we have been moving on from previous ways of doing things. Some technologies, such as weapons of mass destruction, are of negative impact. Others, such as medical advances, positively help people to live better or longer, and so very much help traditional ways of life. Surely, few people would seek to preserve such traditions as living in caves!

Interestingly, technology can positively contribute to the keeping alive of traditional skills and ways of life. For example, the populations of some islands are too small to have normal schools. Rather than breaking up families by sending children to the mainland, education authorities have been able to use the Internet to deliver schooling online. In addition, the Internet, and modern refrigeration techniques, are being used to keep alive the traditional skills of producing salmon; it can now be ordered from, and delivered to, anywhere in the world.

In conclusion, without suggesting that all technology is necessarily good, I think it is by no means ‘pointless’, in any way, to try to keep traditions alive with technology. We should not ignore technology, because it can be our friend and support our way of life.

## 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 data shows the differences between developing and industrialised countries' participation in education and science.

In terms of the number of years of schooling received, we see that the length of time people spend at school in industrialised countries was much greater at 8.5 years in 1980, compared to 2.5 years in developing countries. The gap was increased further in 1990 when the figures rose to 10.5 years and 3.5 years respectively.

We can see a similar pattern in the second graph, which shows that the number of people working as scientists and technicians in industrialised countries increased from 55 to 85 per 1,000 people between 1980 and 1990, while the number in developing countries went from 12 to 20.

Finally, the figures for spending on research and development show that industrialised countries more than doubled their spending, from \$200bn to \$420bn, whereas developing countries actually decreased theirs, from \$75bn down to \$25bn.

Overall we can see that not only are there very large differences between the two economies but that these gaps are widening.

## TEST 3, 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.

The issue of children doing paid work is a complex and sensitive one. It is difficult to say who has the right to judge whether children working is ‘wrong’ or ‘valuable’. Opinions will also differ as to ‘learning’ benefits: no doubt teachers and factory owners, for example, would have varying concerns.

An important consideration is the kind of work undertaken. Young children doing arduous and repetitive tasks on a factory production line, for example, are less likely to be ‘learning’ than older children helping in an old people’s home. There are health and safety issues to be considered as well. It is an unfortunate fact that many employers may prefer to use the services of children simply to save money by paying them less than adults and it is this type of exploitation that should be discouraged.

However, in many countries children work because their families need the additional income, no matter how small. This was certainly the case in the past in many industrialized countries, and it is very difficult to judge that it is wrong for children today to contribute to the family income in this way.

Nevertheless, in better economic circumstances, few parents would choose to send their children out to full-time paid work. If learning responsibilities and work experience are considered to be important, then children can acquire these by having light, part-time jobs or even doing tasks such as helping their parents around the family home, which are unpaid, but undoubtedly of value in children’s development.

## **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 is a good account of the information presented in the graph, although occasionally the organisation of the data is slightly unusual. The writer grasps all the key points, however, and supports these with figures, before providing a summary of the main points. Sentence structures are more than adequate, although the writer has some problems with the use of tenses and prepositions. There are minor examples of unsuitable register (e.g. 'turned out', 'disastrous', and one contracted verb form), but as there are only a few instances of this, the candidate has not been penalised.

*According to the results of the labour-force research published recently, the following conclusions can be drawn from it:*

*In March, 1993, United States had seven percent of their workforce which might not seem disastrous until compared with Japan, where 2.5% were unemployed. However, the unemployment rate in United States began declining slowly since March 1993, and reached 5% mark in the middle of 1996. Japan turned out to be less lucky, as their unemployment rate doubled in three years. From then on, the percentage of unemployed workforce in United States remained roughly the same — about 5% until March 99, although there were minor falls and rises in the unemployment rate.*

*As for Japan, the percentage of unemployed fell rapidly by 0.5—0.6% after March 1996, but from summer 1996 and onwards it grew steadily and without any falls to reach 5.0% boundary in March 1999.*

*The major conclusion that I've drawn using the graph, is that number of unemployed in USA decreased by about 2.0% in the course of six years, while in Japan it actually increased by 2.5% percent. As a result, in March 99, both Japan and US had about 5% of their work force unemployed.*

## TEST 4, 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:

The writer expresses a point of view, but the ideas show little development and the argument does not go anywhere. The writing is well-organised, however, and can be followed with little difficulty. Sentence structures are sufficiently varied, but grammatical and lexical control is quite often faulty (e.g. subject/verb agreement, incorrect use of tenses, mass/count nouns).

In balancing the world economic growth, the underdevelopment of the Third World Nations have been drawn to the attention of the developed countries of the Western. Thus, governmental policies and interference in the agricultural business of the poorer nations were made to secure their dominant source of the economy. Many discussions among economists and politicians also put their focus on the other aspects. That is, to improve the health, education and trade for the developing countries. However, the improvements cannot be made by these countries, but more external assistance and aids should be done.

Because of the shortage of food supply, the people in poorer nations (i.e. Africa) are easily prone to disease, hunger and death. When natural or environmental disasters happen, they are threatened with their lives. Education cannot be well developed as a result of frequent droughts, famines and disease spreading. The other countries, while emphasising on the development of agriculture in the Third World, cannot really give the solution to the cyclical problem which has been existing for a long time. It is time to consider the consequences of all the waste of efforts in trying to help the economic growth of the Third World and to think from the other perspectives. The richer countries have the power to rebuild the Third World by taking care the essentials - health, education and trade. More aids for providing the medicine, educational needs and materials can be done by the richer countries. The assistance of trade and developing business in the poorer countries also can be of a great help to the poorer nations.

If the richer countries can be more serious about the essential issues of how a nation develops, and well consider the special situations and circumstances those poorer nations are facing, the improvements will be more efficiently made. The governments of developed countries are, in some ways, responsible - though not obliged - for the future of those developing countries.

## **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 Ms Barnes,

I am writing concerning the position of Assistant Office Manager that I am due to begin next Monday. However, a problem has arisen.

As you know, I currently work for my uncle's food-packing business, and you will remember from my interview that I have gained valuable experience there.

Unfortunately, he has had to go into hospital for an operation, leaving my aunt in charge of both the home and the business. She has asked me, as this is a particularly busy time of year, to stay on and help her with the running of the office.

I realise this will be inconvenient to you, but very much hope that, given the circumstances, you would be prepared to allow me to take up my position with you two weeks later than planned.

I would like to emphasise that I remain very keen to work with you, and that I will be gaining further useful experience during this time.

I look forward to hearing from you.

Yours sincerely,

John Forbes

## **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.

Today, education has become a priority for many parents seeking to secure a good future for their children in this rapidly changing world. They believe that if their children apply themselves and work hard at school, then they will increase their opportunities for going to higher education and eventually getting a good job. Of course they are right, and as access to the best education and best jobs is becoming more competitive, then it is true that children have to make the best of their study time when they are young.

However, the parents who do not allow their children sufficient free time for leisure activities outside school hours, are misguided. Such activities are far from being a waste of time for the children simply because they are not academic. It is important to remember that children need to develop skills other than intellectual ones, and the best way to do this is through activities such as sports, games and playing with other kids. If they cannot play make-believe games, how can they develop their imagination? How can they learn physical co-ordination or learn important social lessons about winning and losing if they do not practise any sports? Many children form strong, personal relationships with the friends they play with, and without the opportunity to do this, they could grow up emotionally immature or unformed.

Finally, I think it is also important to remember that children need to relax as well as work. If everything they do must have some educational or academic relevance, then they will soon get tired of studying altogether, which is the last thing parents would want.

## **TEST B, WRITING TASK I (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 to the task is fluent, although there is room for expansion and clarification of some aspects of the task. The message is well-organised and can be followed throughout, with the writer making good use of 'signpost' words. There are some problems with word choice and with word formation (e.g. 'big noise', 'distractive'), but the range of sentence structures is varied and well-controlled for accuracy.

Dear Sir/Madam,

I am writing with regard to the article in your newspaper dated 7th September. My house is situated within 20 minutes walk of the airport. Please allow me to point out the problems which have caused serious damage on the residential area. I am fully sure that the problems must be aggravated if the plan is carried out to expand the airport and Increase the number of flights.

First of all, the low-flying aeroplanes are utterly distractive. They make such a big noise that I cannot concentrate on housework at all. What is worse, I am woken up by the late hour flights at midnight; I was diagnosed as Insomnia the other day. I should call this situation noise pollution.

Secondly, I am afraid that the expansion of the airport may reduce the plot of land for the playground which is under construction near the airport at the moment.

To sum up, I strongly disagree with the plan. I would appreciate if you could possibly write the article about the problems and disagreement as I said above.

Yours faithfully,

## **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:

The answer is an adequate response to the task, although there are not many ideas and there is little development of these. The response reads fairly easily, however, and the writer's intention is usually clear. There is a variety of sentence structures, and although these are not always grammatically accurate, the errors do not interfere with the message. There are signs of vocabulary limitations.

**The today's family-life changed a lot. Many parents are divorce, a lot of mothers and fathers have their job's far away from home. The children are often alone and lonley ... but what are the reasons for this happening?**

First of all, I think that the modern technology is one of the main reason for this problem. Many parents work in their nearest cities from their home. They work with computer in big offices and came home late at night. However, they have no time to look after their children.

In the past, families used to work "as a family". Every member worked hard and helped the family to survive, for example farmers. Furthermore, the education used to be controled by the parents, not like today's day-schools with teachers and professors. On the other hand, there must be a solution to bring separated families together. At my point of view, families should spend their free time together. I am thinking about weekends or the time after work. Children need their parents even when they are older. To give a reasonable example: I often go out with my parents, mostly for a dinner. Then my brother and I speak about our future plans or something else. An intensiv conversation is a possible solution. A similar way is, to divide your job into half-part work-times and spend your free time leftover with your loved persons. A point against this statement is to have financial problems.

To sum up I wish that every family is as close as possible with each other, if they like that.