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Introduction

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

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

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

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

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

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

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

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

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

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Specimen materials
handbook



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EXAMINER'S USE ONLY

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EXAMINER 2
TASK 2

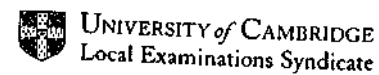
CQ		AIE		VSS		TOTAL	
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GLOBAL BAND	
FINAL BAND	

EXAMINER 1
TASK 2

CQ		AIE		VSS		TOTAL	
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GLOBAL BAND	
FINAL BAND	



IDP Education Australia

Contents of the Test

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

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

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

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

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

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

How to Take the Specimen Test

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

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

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

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

Access Programmes (UK)	Industrial Placement Schemes
Advanced Certificate Courses	Industrial Safety (non degree level)
Attachments	Nursing (non degree level)
Associate Diploma Courses	TAFE Courses (Aus)
Bridging Courses	Technical Courses (non degree level)
BTEC Courses (UK)	Tertiary Orientation Programs (TOP)(Aus)
City and Guilds Courses (UK)	Training Attachments
Certificate Courses	Trade Certificate Courses
Diploma Courses	Work Attachments

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

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

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

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

Re-using the Specimen Question Papers

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

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

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

How to Mark the Listening and Reading Modules

NOTES

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

General Points

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

Single letter/number answers

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

Longer answers

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

Interpreting Your Scores

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

- Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the modules; and an Overall Band Score from 1 to 9, which is the average of your scores in the four modules. For example, if you score Band 6 for Listening, Band 6 for Reading, Band 5 for Writing and Band 7 for Speaking, your Overall Band Score will be:

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

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

- However, institutions considering your application are advised to look at both the Overall Band and the Bands for each module. They do this in order to see if you have the language skills needed for a particular course of study. For example, if your course has a lot of reading and writing, but no lectures, listening comprehension might not be very important and a score of, say, 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.
- Once you have marked your papers you should have some idea of whether your Listening and Reading skills are good enough for you to try the real IELTS test. If you did well enough in one module but not in the others, you will have to decide for yourself whether you are ready to take the real test yet.
- This specimen test has been checked so that it is about the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the specimen question papers will be reflected in the real IELTS test. The specimen test can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your specimen score.
- Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

SPECIMEN MATERIALS LISTENING

ANSWER KEY

Marking Guidelines

NOTE TO MARKERS

Brackets	()	denotes a word or words that are not necessary to the answer
Slash	/	denotes alternative words/phrases within an answer
Double Slash	//	denotes an alternative answer form and indicates to markers that further expressions of the same idea may be acceptable

Each question correctly answered scores 1 mark.

Total Marks - 40

YOUR SCORE ON LISTENING

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

Scores 26 and above If you strictly follow the guidelines on pages 5 & 6 you are likely to get an acceptable score on the IELTS Listening Module under examination conditions but remember that different institutions will find different scores acceptable (See point 5 on page 9).

Scores 17 - 25 You may not get an acceptable score on the IELTS Listening Module under examination conditions and we recommend that you should think about having more lessons or practice before you take IELTS.

Scores 0 - 16 You are highly unlikely to get an acceptable score on the IELTS Listening Module under examination conditions and we recommend that you spend a lot of time improving your English before you apply to take IELTS.

LISTENING - ANSWER KEY

Each question correctly answered scores 1 mark

Section 1, Questions 1-9
1. (a/one/1) double bedroom
2. £90 // ninety pounds <i>NOT</i> 90 // ninety
3. 01273/Brighton 742735
4. near (railway) station // central
5. £68 // sixty eight pounds <i>NOT</i> 68 // sixty eight
6. Mrs (P) Tonks (<i>must be spelt correctly</i>)
7. (in) 2 weeks (time) // soon
8. (in) (the) (entrance) hall
9. (by) radiators (in rooms) <i>NOT</i> radiator
Section 2, Questions 10-20
10. A
11. C
12. D
13. B
14. A
15. C
16. E
17. G
18. v
19. Green (Room)
20. v
Section 3, Questions 21-32
21. R
22. 25p // twenty five pence <i>NOT</i> 25 // twenty five
23. 23p // twenty three pence <i>NOT</i> 23 // twenty three
24. R
25. 2
26. 2
27. 1
28. 2
29. 3
30. 2
31. 3
32. 2
Section 4, Questions 33-40
33. v <i>for</i> Denmark, Holland, Sweden, Germany (<i>All 4 ticked = 1 mark</i>)
34. v <i>for</i> France
35. v <i>for</i> Japan, Germany, USA (<i>All 3 ticked = 1 mark</i>)
36. (in) (the) 1950s <i>NOT</i> 1950
37. lime
38. yes
39. very // 90%/ninety per cent
40. expensive

INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

SPECIMEN MATERIALS
ACADEMIC READING

ANSWER KEY

Marking Guidelines

NOTE TO MARKERS

Brackets	()	denotes a word or words that are not necessary to the answer
Slash	/	denotes alternative words/phrases within an answer
Double Slash	//	denotes an alternative answer form and indicates to markers that further expressions of the same idea may be acceptable

Each question correctly answered scores 1 mark.

Total Marks - 38

YOUR SCORE ON ACADEMIC READING

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

Scores 25 and above	If you strictly follow the guidelines on pages 5 & 6 you are likely to get an acceptable score on the IELTS Academic Reading Module under examination conditions but remember that different institutions will find different scores acceptable (See point 5 on page 9).
Scores 17-24	You may not get an acceptable score on the IELTS Academic Reading Module under examination conditions and we recommend that you should think about having more lessons or practice before you take IELTS.
Scores 0-16	You are highly unlikely to get an acceptable score on the IELTS Academic Reading Module under examination conditions and we recommend that you spend a lot of time improving your English before you apply to take IELTS.

ACADEMIC READING - ANSWER KEY
Each question correctly answered scores 1 mark.

Reading Passage 1, Questions 1-11

1. E
2. F
3. 1900 B.C. AND A.D. 1500 (Both for 1 mark.) NOT 1900 AND 1500
4. (according to/from) geological evidence/signs/data
5. (the) local population // inhabitants
6. 500/five hundred feet/ft
7. evacuated
8. 8.32 (a.m./in the morning)
9. (nearly) 200 square miles NOT 200 miles
10. (a) quarter¹/₄ of (a) cubic mile
11. C

Reading Passage 2, Questions 12-25

12. (iv)
13. (viii)
14. (v)
15. (iii)
16. (i)
17. YES
18. NO
19. NOT GIVEN
20. NO
21. YES
22. YES
23. organisational outcomes
24. individual outcomes
25. absenteeism

Reading Passage 3, Questions 26-38

26. NO
27. YES
28. NO
29. NOT GIVEN
30. wind on (the) film
31. (a) wire string
32. set (the) shutter
33. (the) memorandum book
34. record each picture/ exposure
35. (George) Eastman
36. 1886
37. (a) (small) hand camera
38. (a) new shutter (design)

INTERNATIONAL ENGLISH LANGUAGE
TESTING SYSTEM

SPECIMEN MATERIALS
GENERAL TRAINING READING

ANSWER KEY

Marking Guidelines

NOTE TO MARKERS

Brackets	()	denotes a word or words that are not necessary to the answer
Slash	/	denotes alternative words/phrases within an answer
Double Slash	//	denotes an alternative answer form and indicates to markers that further expressions of the same idea may be acceptable

Each question correctly answered scores 1 mark

Total Marks - 38

YOUR SCORE ON GENERAL TRAINING READING

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

Scores 24 and above If you strictly follow the guidelines on pages 5 & 6 you are likely to get an acceptable score on the IELTS General Training Reading Module under examination conditions but remember that different institutions will find different scores acceptable (See point 5 on page 9).

Scores 16-23 You may not get an acceptable score on the IELTS General Training Reading Module under examination conditions and we recommend that you should think about having more lessons or practice before you take IELTS.

Scores 0-15 You are highly unlikely to get an acceptable score on the IELTS General Training Reading Module under examination conditions and we recommend that you spend a lot of time improving your English before you apply to take IELTS.

GENERAL TRAINING READING - ANSWER KEY

Each question correctly answered scores 1 mark

Section 1, Questions 1-14	
1.	A
2.	E
3.	A AND F (both for 1 mark - any order)
4.	13 AND E (both for 1 mark - any order)
5.	166
6.	010
7.	130
8.	101
9.	170
10.	101
11.	(staircase) J
12.	(in) (the) front courtyard
13.	(still/continue to) evacuate (the building)
14.	reception
Section 2, Questions 15-27	
15.	9.00(am) AND 3.00(pm)/nine (o'clock) AND three (o'clock) (both required for 1 mark)
16.	4 // four
17.	(the) lecture hall/room
18.	(all) full-time students
19.	(a/the) teacher
20.	80/eighty %/per cent
21.	NP
22.	NP
23.	SP
24.	SH
25.	SC
26.	NP
27.	NP
Section 3, Questions 28-38	
28.	393 (AD)
29.	1900
30.	1920
31.	1924
32.	TRUE
33.	NOT GIVEN
34.	NOT GIVEN
35.	FALSE
36.	TRUE
37.	FALSE
38.	FALSE

SAMPLE CANDIDATE SCRIPTS and EXAMINER COMMENTS

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

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

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

TASK 1

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970 most of men were studying part-time but from 1980, studying part-time was decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970. On the other hand, women studying full-time were increased and not only full-time, part-time also were increased. In 1990, studying full-time was three times as many students as in 1970. If compare men and women, as you see, in 1970, men were studying more than women full-time or part-time but it changed from 1980 and then, in 1990, women were studying part-time more than men and studying full-time was same number. It shows you women has a high education now.

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EXAMINER COMMENT

Band 5

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

TASK 1

According to this graph, the number of men and women in further education in Britain shows the following pattern.

In the case of male, the number of males has declined slightly from about 1000 thousands in 1970/71 to about 850 thousands in 1990/91. However, this figure rose back to about 850 thousands in 1990/91 from about 820 thousands in 1980/81. The proportion of full-time education has declined during this period. However, the proportion of part-time education has increased dramatically.

On the other hand, in the case of female, the number of both full-time education and part-time education has increased during this period.

From about 700 thousands in 1970/71, these figures rose to about 820 thousands in 1980/81, to about 1100 thousands in 1990/91.

In terms of full-time education, this figure rose by about 260 to about 900 in 1990/91.

On the other hand, with respect to part-time education, this figure rose dramatically between 1980/81 and 1990/91. However, this figure rose slightly between 1970/71 and 1990/91.

EXAMINER COMMENT

Band 6

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

TASK 2

THE SOLUTION OF OVERCROWDED TRAFFIC

Nowadays, there are a lot of cars on British roads and they have increased day to day. By the year 2000 there may be as many as 29 million vehicles on British roads. In this essay, I intend to examine about the solutions of these problems.

Firstly, the people living in Britain need to think about themselves. If they used the bus and train instead of their car, this problem would resolve a little. Because of this, the British Government should introduce to control car ownership and use. For example, the government can ban to enter the road by car in the someday all family from a house.

Secondly, the buses and trains of government should be free for public population. Thus, the people would use these transport vehicles instead of their own car. After that, the roads in Britain would be more wider and more comfortable.

Lastly, the number of cars that are exported from another country should decrease, and the prices of car should increased in case they aren't overcrowded. For example, the prices of cigarettes increased and the consumption of cigarettes went down.

In conclusion, if these measures put into action the problem of traffic can be decreased in the British roads.

EXAMINER COMMENT

Band 5

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

The transport has been one of the most important problems for the last two centuries. The problem began with the development and the growing of the cities.

Before the eight century the people lived in small villages or towns and did not have necessity to go too far. The people did not worry about the time to arrive in some where.

Nowadays the situation changed. Many cars on the streets and many people need to go to any place. The numbers of car has increased and as a result ^{there are} many problems: pollution, noise, car accident, insufficient car park and petroleum problem.

On the other hand, people use car to go anywhere: to work, to travel, to spend holiday and to amusement. Meanwhile the car is important the cities must have another solution. It is important to organise its using and to meet alternative ways.

In big cities there are some alternatives like undergrounds (metro), coach, train and bicycles. In China and Cuba ^{for example} they use a lot of bicycles for substituting the cars or coaches.

It would be better to think about others different kinds of transport. In Brazil the government has talked about transport on the rivers. In this country there are many rivers where it is possible to go to different places. In general they are flat rivers.

Another kind of transport is car that uses solar energy. Probably they don't have pollution problem and it is cheaper than others car.

In conclusion, the transport is a social problem in big cities but its solution depend on new technologies, other kind of energy and political aspects.

EXAMINER COMMENT

Band 6

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

The graph shows the percentage of audiences over 4 years old of UK follows the radio and television throughout the day during the period October-December 1992. It has been observed from the graph that less than 10% audiences follows the radio at 6:00 am and the percentage raised to a peak around 30% at 8:AM and decline gradually and to around 10% during the period 2:00 to 4:00 PM and again raised a bit to around 12% between 4:00 to 6:00 PM. ^{It has} ~~and~~ again dropped ^{to} below 10% at ~~and~~ around 10:PM. The rate again raised to a bit between 10:00 PM to 12:00 PM and then dropped slowly by 4:00 AM. On the other hand, the rate of ~~television~~ television audiences raises 0-10% during the period 6:00 to 8:00 am and remain ~~steady~~ ^{steady} up to 10:AM and then gradually goes down by 12:00 AM. The percentage raised dramatically to ~~and~~ around 40% by 2:00 PM which again raised to a peak above 40% between 6:00-8:00 PM and then gradually dropped between the period 12:00 PM to 4:00 AM.

EXAMINER COMMENT

Band 6

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

TASK 1

The bold graph shows the television audiences throughout the day. It shows that the percentage of audiences is zero percent in early morning but it gradually rises upto ten percent at 8:00 am and maintains the same for the next two hours. There is a ^{slight} gradual fall in percentage in next two hours however after that it rises sharp upto twenty percent within the next two hours. ~~The~~ After this the graph rises very fast and attains its peak at 10 pm which is about forty five percent. The the graph gradually falls down and at 2:00 am it is at five percent. The thinner graph shows the percentage of radio audiences. Unlike the television one the peak percentage of the radio ~~one~~ audiences is at 8:00 am which is about 30 percent. Then it gradually falls and it corresponds with the television one at two pm. After that it gradually falls but with a small increase in percentage at 4:30 to 6:00 pm. The percentage of audience then gradually goes down and at four AM it is the lowest which is near 2 percentage. These graphs proves the progressive popularity of television.

EXAMINER COMMENT

Band 7

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

TASK 2

② Nuclear power provides cheap

Nuclear power provides cheap energy sources. Sometimes the present sources of energy like oil, gas etc. will be finished.

Arguments in favour of nuclear power: The nuclear energy produces by chemical materials. It is comparatively cheaper than other energy. To produce the power it only involve some expert people and energy plant. Where to produce other energy it needs large involvement like workers, machineries, etc. And also takes more time. The nuclear power plants are well protected and monitor.

That is why there is less possibility. The threat of nuclear weapons maintains world peace because the developed countries like U.K., U.S.A., Canada, France etc. have nuclear weapons (warhead). Each country do not give threat to other country. Because they know if

1---

one country disturb others, then they will create problems from them. So it is well balanced and world peace maintains peacefully.

Though there are sometimes creates problems by the nuclear technology but sometimes it also help the mankind in the field of medicine and engineering sectors. In the medical field we can say by nuclear ray sometimes we can treat a cancer patient. On the other hand in the field of engineering by the nuclear power we can do lot of things like operate engine instead of electricity. In conclusion we can say though there are some problem in the nuclear power but it has some benefit for the mankind.

EXAMINER COMMENT

Band 5

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

Nuclear Power

Nuclear power is an alternative source of energy which is carefully being evaluated during these times of energy problems. During these years we can say that we have energy problems but in more or less 50 years, we will be facing an energy crisis.

Nuclear power is an alternative source of energy and unlike other sources such as solar energy, nuclear power is highly effective for industrial purposes. If it is handled correctly there really is no danger for the public. It is cheap, there is no threat of pollution and best of all it is limitless. It is difficult to think about nuclear power as a good source of energy for people in general. This is due to the use it has been given since its birth during the second world war. It is expressed as military power and in fact at the moment nuclear power is limited to few hands who consider themselves world powers. When and if there is a change of ideology regarding the correct use of nuclear power, then we may all benefit from all the advantages nuclear power can give us. ⇒

If we outweigh the advantages and disadvantages of nuclear technology we then have the following: As stated before, the advantages are that there is limitless supply, it is cheap, it is effective for industrial purpose and still there are many benefits which have not yet been discovered. The disadvantages are at present time that it is limited to only a few countries who regard it as safe military power. Also if mishandled, there is risk for the population around the plant to undergo contamination as we all know happened in Chernobyl. If these disadvantages can be overcome, then it is clear that nuclear energy can give us more benefits than problems. It will in the future be very important as the energy crisis is not far ahead.

In conclusion, nuclear power is good, it can be safe, and we will all benefit. It is up to our leaders to see that it is handled well so that we can all benefit from it.

EXAMINER COMMENT

Band 7

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

5th. March 1996

Dear Sir / Madam,

I am writing to express my dissatisfaction with my room-mate. As you know we share one room, I can not study in the room ^{at all} any more if I still stay there.

She always has friend visiting and has parties in the room. They make lots of noise and switch on the radio very loudly, for me this environment is very difficult to study and I need a quiet room. Even borrows my things without asking, it is very impolite.

I request you can give me a new room next term because I have been asked for has parties in other place many times they still have parties in the room. I really can not stay in the same room with her.

I would be grateful if you could change me a single room.

Your faithfully,
Catherine.

EXAMINER COMMENT

Band 5

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

Accommodation Officer

13, Kings Road

Edinburgh

Dear Sir, Dear Madam

I am writing you to express my dissatisfaction with my room mate and request for another accommodation next term.

My main problem is that I cannot study in my room because my room-mate always has friends visiting. He also has parties, which usually ends early in the morning, several times a week. Furthermore he often borrows my things without asking me. I cannot accept this situation any longer. Especially because I have very important exams next term and I really must study hard. This is why I would be very grateful if I could have another room next term. It would be most convenient for me if I ^{wasn't} had to share my room with somebody else. I am looking forward to hear from you soon.

Yours faithfully,
/s/ Catherine

EXAMINER COMMENT

Band 7

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

TASK 2.

TASK 2

Who should be responsible for our people.

It's true that the old people's situation gets worse in the many countries. The first question must be what they want and what they need? Especially their necessity are more benefit more respect more quiet life.

If they have been working for a long time in the company or public sector, and when they get old that means when they retire's time, company or government must be responsible of their welfare, it's just my opinion. They should take care of them.

In addition to company or government. If they have a good money they can look after themselves, we can do something to make easier their life.

/---

For example an organization or a voluntary association, under the families or relatives's responsibility depends on their wealthy situations. If they could do they should do anything.

Governments or their former work place could supply them with life insurance and a good social security policy. The social community center or old age pensioner like in the Britain are very useful for them.

For all of them life is hard and gets harder in the their old ages. They expect more attention for and good life.

The old people, if don't want lost them out should do anything that we're able to do.

i: BOZ-til
P. Buzil

EXAMINER COMMENT

Band 5

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

Who should be responsible for our old people?

One of the most challenging problems of today's society is the question who should be responsible for our old people. It's not only a financial problem but also a question of the system we want our society to have. In my essay I would like to four different models

Firstly, the company can be responsible for their retired employees. For this reason a special fund could be established. The advantage of this model is, if you believe in the capitalist system, that it should be the cheapest solution. A possible problem is that the companies might have competition disadvantage due to higher staff costs.

A second solution is that the government has to take the responsibility for the old people's care. It can finance this with its tax incomes. Actually, this is the most democratic model since everybody gets as much money as he or she needs. Unfortunately, as the present situation in our country shows, this solution seems not to work very well. The government can no longer afford supporting all the old people.

Another way of solving this problem is to give each the responsibility to the individual. That means that everybody has to save money during their working life for the time after their retirement. This seems to be not a very fair model because there will certainly exist people who can't afford to save part of their salary. In this case the government would have to care for them.

A last solution is to go back to the old model of the "big family" who cares for all their members. I don't think this is possible in our days society because the family structures have so much changed.

To sum up I have to admit that I can't find a really good solution for this problem. All models have advantages and disadvantages. Certainly we have to think

about this topic much more in the future

EXAMINER COMMENT
Band 8

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

SAMPLE CANDIDATE INTERVIEWS and EXAMINER COMMENTS

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

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

INTERVIEW 1 - Omani male
Band 5

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

INTERVIEW 2 - Malaysian female
Band 6

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

INTERVIEW 3 - Spanish male
Band 7

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

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

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

Centre number: AU999

please write your name below,

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3	▶	0	1	2	3	4	5	6	7	8	9

then write your four digit Candidate number in the shaded number in the grid on the right

Test date:

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Month: 1 2 3 4 5 6 7 8 9 10 11 12 Last digit of the Year: 0 1 2 3 4 5 6 7 8 9

IELTS Listening Answer Sheet - SAMPLE

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