IELTS™



IELTS Scores Guide

Included in your guide:

An overview covering all four skills

Test questions, sample responses and scoring criteria

An accompanying IELTS Scores Guide USB containing filmed samples of IELTS Speaking tests and recordings of Listening tests

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Writing test samples

Band	Explanatory comments, see page
3	57
3.5	43, 49
4	62, 67
5	46, 53, 64
5.5	44, 58
6	68
6.5	50, 59, 60
7	47, 54
7.5	65
8	51, 69
9	48

Speaking test samples

Band	Country of origin	Explanatory comments, see page
3	South Korea	74
3.5	Vietnam	74
4	China	75
4.5	Colombia	75
4.5	Thailand	76
5	Vietnam	76
5	Japan	76
5.5	India	76
5.5	Saudi Arabia	77
5.5	Nigeria	77
6	China	78
6	Russia	78
6	Brazil	79
6	China	79
6	China	80
6	China	80
6.5	Poland	81
7	Germany	81
7	Colombia	81
7	Colombia	82
7	Colombia	82
7.5	Nepal	82
8	India	83
8	Botswana	83
8	Germany	83
8.5	Singapore	84
9	Malaysia	84

See samples of writing.

See samples of speaking (video content).

IELTS – an overview

IELTS test format

IELTS Academic

IELTS Academic measures English language proficiency needed for an academic, higher learning environment. The tasks and texts are accessible to all test takers, irrespective of the focus of each student's studies to date.

Listening* (30 minutes)
- Four recorded monologues and conversations

Reading (60 minutes)
- Three long reading passages with tasks
- Texts range from the descriptive and factual to the discursive and analytical
- Texts may include non-verbal materials such as diagrams, graphs or illustrations
- Texts are authentic (e.g. taken from books, journals, magazines and newspapers)

Writing (60 minutes)
- Writing task of at least 150 words where the test taker must summarise, describe or explain a table, graph, chart or diagram
- Short essay task of at least 250 words

Speaking* (11 to 14 minutes)
- Face-to-face interview
- Includes short questions, speaking at length about a familiar topic and a structured discussion

* The Listening and Speaking components are the same for both IELTS Academic and IELTS General Training.

IELTS General Training

IELTS General Training measures English language proficiency in a practical, everyday context. The tasks and texts reflect both workplace and social situations.

Listening* (30 minutes)
- Four recorded monologues and conversations

Reading (60 minutes)
- Five or six texts of varying length with tasks
- Section 1 contains two or three short factual texts
- Section 2 contains two short, work-related, factual texts
- Section 3 contains one longer text on a topic of general interest
- Texts are authentic (e.g. taken from notices, advertisements, company handbooks, official documents, books and newspapers)

Writing (60 minutes)
- Letter writing task of at least 150 words
- Short essay task of at least 250 words

Speaking* (11 to 14 minutes)
- Face-to-face interview
- Includes short questions, speaking at length about a familiar topic and a structured discussion

* The Listening and Speaking components are the same for both IELTS Academic and IELTS General Training.

A detailed breakdown of the test format can be found in the *Guide for educational institutions, governments, professional bodies and commercial organisations* and the *Information for Candidates* booklets, both available at **ielts.org**

IELTS – an overview



IELTS nine-band scale

Each band corresponds to a level of competence in English. All parts of the test and the overall band score are reported in whole or half bands, e.g. 7.0, 8.5.

9	**Expert user**	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	**Very good user**	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
7	**Good user**	Has operational command of the language, although with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	**Competent user**	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	**Modest user**	Has partial command of the language, coping with overall meaning in most situations, although is likely to make many mistakes. Should be able to handle basic communication in own field.
4	**Limited user**	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	**Extremely limited user**	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	**Intermittent user**	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	**Non-user**	Essentially has no ability to use the language beyond possibly a few isolated words.
0	**Did not attempt the test**	No assessable information provided.

Listening

Listening test samples

Sample	Questions see page	Answers see page
A	5	10
B	7	10



Listening

Overview

Duration: 30 minutes plus 10 minutes to transfer answers to the answer sheet

Format: There are 40 questions.

Test takers listen to four recorded texts and answer the accompanying questions. A variety of question types are used in order to test a wide range of listening skills. These include the ability to understand main ideas and detailed factual information, the ability to understand the opinions and attitudes of speakers, the ability to understand the purpose of an utterance and the ability to follow the development of ideas.

The Listening test will contain question types selected from:

- multiple choice
- matching
- plan/map/diagram labelling
- form/note/table/flow-chart/summary completion
- sentence completion
- short-answer questions.

A variety of voices and native-speaker accents are used. Test takers write their answers on the question paper as they listen to the recording. Each recording is heard only once. An additional 10 minutes is allowed for test takers to transfer their answers to an answer sheet.

Section 1

A conversation between two people set in an everyday social context, e.g. a conversation in an accommodation agency.

Section 2

A monologue set in an everyday social context, e.g. a speech about local facilities.

Section 3

A conversation set in an educational or training context between two main speakers (for example, two university students in discussion, perhaps guided by a tutor).

Section 4

A monologue set in an educational or training context.

Listening

Sample questions with answers

Sample A

SECTION 2 ***Questions 11 – 20***

Questions 11 – 16 *Page 4 of original Listening paper*

Complete the notes below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

THE NATIONAL ARTS CENTRE	
Well known for:	**11** ……
Complex consists of:	concert rooms
	theatres
	cinemas
	art galleries
	public library
	restaurants
	12 ……
Historical background:	1940 – area destroyed by bombs
	1960s – Centre was **13** ……
	In **14** …… – opened to public
Managed by:	**15** ……
Open:	**16** …… days per year

Questions 17 – 20 *Page 5 of original Listening paper*

Complete the table below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

Day	Time	Event	Venue	Ticket price
Monday and Tuesday	7.30 p.m.	'The Magic Flute' (opera by Mozart)	**17** ……	from £8.00
Wednesday	8.00 p.m.	**18** '……' (Canadian film)	Cinema 2	**19** ……
Saturday and Sunday	11 a.m. to 10 p.m.	**20** '……' (art exhibition)	Gallery 1	free

Answers to Listening Sample A can be found on page 10.

Listening

Sample questions with answers

Sample A

This is a transcript of the Listening recording titled "Sample A" on the *IELTS Scores Guide* USB.

The questions relating to this recording appear on page 5. Some questions will have more than one correct answer. All acceptable answers for each question are listed on page 10.

Section 2

You will hear a radio broadcast called 'Focus on the Arts'.

First you have some time to look at questions 11 to 16 on page 5.

(pause)

Now listen carefully and answer questions 11 to 16.

(pause)

Hello, and welcome to 'Focus on the Arts'. I'm your host – David Green – and this is your very own local radio programme. Every Friday evening we put the spotlight on different arts and culture facilities, and look at the shows and events that are on offer in the coming week.

And today the focus is on the National Arts Centre. Now, if you don't already know it yourself, I'm sure you've all heard of it. It's famous throughout the world as one of the major venues for classical music.

But did you know that it's actually much more than just a place to hear concerts? The Centre itself is a huge complex that caters for a great range of arts. Under a single roof, it houses concert rooms, theatres, cinemas, art galleries and a wonderful public library, as well as service facilities including three restaurants and a bookshop. So, at any one time, the choice of entertainment there is simply enormous.

So how did they manage to build such a big arts complex right in the heart of the city? Well, the area was completely destroyed by bombs during the war in 1940. So the opportunity was taken to create a cultural centre that would be what they called 'the City's gift to the Nation'. Of course, it took a while for such a big project to get started, but it was planned in the '60s, built in the '70s and eventually opened to the public in 1983. Ever since then, it has proved to be a great success. It's not privately owned, like many arts centres, but is still in public hands – it's run by the City Council. Both our National Symphony Orchestra and National Theatre Company were involved in the planning of the project, and they're now based there – giving regular performances every week – and as the Centre is open 363 days of the year, there are plenty of performances to choose from.

(pause)

Before you hear the rest of the broadcast you have some time to look at questions 17 to 20 on page 5.

(pause)

Now listen and answer questions 17 to 20.

(pause)

So, to give you some idea of what's on, and to help you choose from the many possibilities, we've made a selection of the star attractions.

If you're interested in classical music, then we recommend you go along to the National on either Monday or Tuesday evening at 7.30 for a spectacular production of 'The Magic Flute' – probably the most popular of all Mozart's operas. It's in the Garden Hall and tickets start at only £8.00, but you'll have to be early if you want to get them that cheap! And remember, it's only on for those two evenings.

For those more interested in the cinema, you might like to see the new Canadian film, which is showing on Wednesday evening at 8.00 p.m. in Cinema 2. And that's called 'Three Lives'. It's had fantastic reviews and tickets cost just £4.50, which is a reduction on the usual price of £5.50. So, it's really good value, especially for such a great movie.

But you can see the centre's *main* attraction at the weekend, because on Saturday and Sunday, 11.00 a.m. to 10.00 p.m., they're showing a wonderful new exhibition that hasn't been seen anywhere else in Europe yet. It's a collection of Chinese art called 'Faces of China' – that's in Gallery 1 – and it has some really fascinating paintings and sculptures by leading artists from all over China – and the good news is that it's completely free, so don't miss it!

So, why not go along to the National Arts Centre next week for one – or all – of these great events – and you can always pick up a programme and check out all the other performances and exhibitions on offer, or coming soon, on almost every day of the year.

Next week we'll be looking at the new Museum of Science. [*fade*]

That is the end of Section 2. You now have half a minute to check your answers.

Listening

Sample questions with answers

Sample B

SECTION 3 ***Questions 21 – 30***

Questions 21 and 22 *Page 5 of original Listening paper*

Complete the notes below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

UNDERSTANDING THE WORLD'S OCEANS

The Robotic Float Project

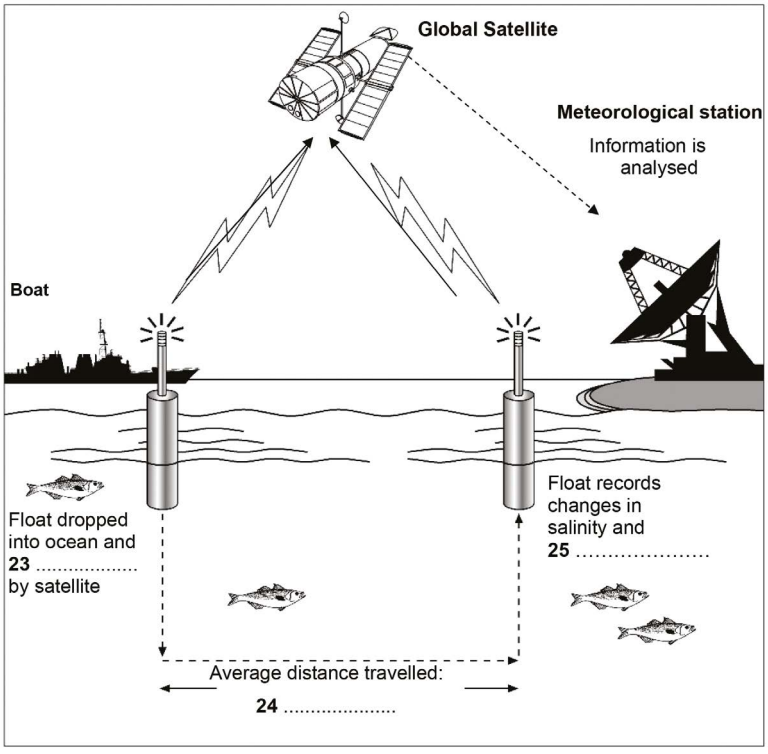
- Float is shaped like a **21** .....
- Scientists from **22** ..... have worked on the project so far

Questions 23 – 25 *Page 6 of original Listening paper*

Complete the notes on the diagram below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

THE OPERATIONAL CYCLE



Listening

Sample questions with answers

Sample B (continued)

Questions 26 – 30 *Page 7 of original Listening paper*

In what time period can the float projects help with the issues 26-30 below?

A At present

B In the near future

C In the long-term future

*Write the correct letter, **A**, **B** or **C**, next to questions 26-30.*

26	El Niño	.....
27	Global warming	.....
28	Naval rescues	.....
29	Sustainable fishing practices	.....
30	Crop selection	.....

BRITISH COUNCIL idp Cambridge Assessment English

Answers to Listening Sample B can be found on page 10.

Listening

Sample questions with answers

Sample B

This is a transcript of the Listening recording titled "Sample B" on the *IELTS Scores Guide* USB.

The questions relating to this recording appear on page 7. Some questions will have more than one correct answer. All acceptable answers for each question are listed on page 10.

Section 3

You will hear part of a seminar entitled 'Understanding the World's Oceans' given by a climate scientist.

First you have some time to look at questions 21 to 25 on page 7.

(pause)

Now listen carefully and answer questions 21 to 25.

(pause)

SIMON: Thanks to all of you for coming along today to hear about how the robotic float project is helping with ocean research. Well, first of all we'll look at what a robotic float does and its use. So, let's start with the device itself. It looks a bit like a cigar and it's about one and a half metres long. More importantly, it's full of equipment that's designed to collect data. So, it can help us in building up a profile of different factors which work together within the world's oceans.

STUDENT 1: Sounds like a big project – isn't it too big for one country to undertake?

SIMON: That's quite true, but this project is a really good example of international co-operation. Over the last five years, scientists from 13 countries have been taking part in the project and launching floats in their area of ocean control. And next year this number will rise to 14 when Indonesia joins the project.

STUDENT 2: That's impressive.

SIMON: But let's move onto how floats work. The operational cycle goes like this. Each of the floats is dropped in the ocean from a boat at a set point and activated from a satellite. Then the float immediately sinks about 2,000 metres… that's two whole kilometres down in the water. It stays at this depth for about 10 days and is carried around by the currents which operate in the ocean at this level. During this time, it's possible for it to cover quite large distances but the average is 50 kilometres.

STUDENT 2: So, what is it actually recording?

SIMON: Well, at this stage nothing, but as it rises to the surface, it collects all sorts of data, most importantly variations in salinity – that's salt levels – and the changes in temperature, a bit like underwater weather balloons. Then, when it gets back to the surface, all the data it's collected is beamed up to the satellite. After about five hours on the surface, the float automatically sinks, beginning the whole process again.

(pause)

Before you hear the rest of the conversation, you have some time to look at questions 26 to 30 on page 8.

(pause)

Now listen and answer questions 26 to 30.

(pause)

STUDENT 1: What happens to the data?

SIMON: Well, the information is transferred direct to onshore meteorological stations… like our one in Hobart… and within four hours the findings can be on computers and they can be mapped and analysed.

STUDENT 2: You say you're building models of the world's ocean systems but how are they going to be used, and more importantly, when?

SIMON: Some of the data has already helped in completing projects. For example, our understanding of the underlying causes of El Niño events is being confirmed by float data. Another way we're using float data is to help us to understand the mechanics of climate change, like global warming and ozone depletion. That's part of an ongoing variability study but the results are still a long way off.

However, this is not the case with our ocean weather forecasting. Because we know from the floats what the prevailing weather conditions will be in certain parts of the ocean, we can advise the navy on search and rescue missions. That's happening right now and many yachtsmen owe their lives to the success of this project. In addition, the float data can help us to look at the biological implications of ocean processes.

STUDENT 1: Would that help with preserving fish stocks?

SIMON: Yes, and advising governments on fisheries legislation. We're well on the way to completing a project on this. We hope it will help to bring about more sustainable fishing practices. We'll be seeing the results of that quite soon.

STUDENT 2: It sounds like the data from floats has lots of applications.

SIMON: Yes, it does. It's also a powerful agricultural tool. If we were aware of what the weather would be like, say, next year, we could make sure that the farmers planted appropriate grain varieties to produce the best yield from the available rainfall.

STUDENT 1: That sounds a bit like science fiction, especially when now we can't even tell them when a drought will break.

SIMON: I agree that this concept is still a long way in the future, but it will come eventually and the float data will have made a contribution.

Listening



Answers to sample Listening questions

Sample A

11. classical music (concerts) / (classical) (music) concerts
12. (a) bookshop / (a) bookstore
13. planned
14. 1983 / (the) 1980s
15. (the) City Council
16. 363
17. (the) Garden Hall
18. Three Lives
19. £4.50
20. Faces of China

Sample B

21. cigar
22. 13 (different) countries
23. (is) activated
24. (average) (around/about/approximately) 50 kilometres/ kilometers
25. (water/ocean/sea) temperature / change(s) in temperature / (water/ocean/sea) temperature change(s) / temperature of water/ocean/sea
26. A
27. C
28. A
29. B
30. C

Further examples of Listening test material can be found on ielts.org/samples

Listening

How are Listening skills assessed?

One mark is awarded for each correct answer in the 40-item test.

Poor spelling and grammar are penalised.

A band score conversion table is produced for each version of the Listening test, which translates scores out of 40 into the IELTS nine-band scale. Scores are reported as a whole band or a half band.

To ensure the test is fair, all IELTS test materials are pretested across hundreds of language learners from different language groups and cultures before being used in live tests. However, there are inevitably minor differences in the difficulty level across the large number of tests administered each year. In order to equate different test versions, the band score boundaries are set so that all test takers' results relate to the same scale of achievement. This means, for example, that the Band 6 boundary may be set at slightly different raw scores across test versions.

Table 1 indicates the average Listening raw scores achieved by test takers at Bands 5 to 8. It provides an indication of the number of marks typically required to achieve a particular band score.

Within each Listening test, sections are targeted at different levels of overall difficulty. A useful indication of the relative difficulty of questions is the facility value: the proportion of test takers giving the correct answer to a question. Both sample Sections A and B have appeared in live tests and thus the facility values of their questions can be judged to be representative of the candidature as a whole. Table 2 shows the average facility of each section. These figures show that the test takers found sample Section A slightly more difficult overall than sample Section B.

Although sample Section A proved more difficult overall, there is a range of questions at different levels of difficulty within both sample sections.

Table 1: Average Listening raw scores

Raw score out of 40	Band score
16	5
23	6
30	7
35	8

Table 2: Average facility of sample

Listening sections	
Sample Listening Section A	0.58
Sample Listening Section B	0.69

A variety of native-speaker accents are used, including Australia, British, Canadian, New Zealand and US. Each recording is heard only once.

Listening

The question facility values in Tables 3 and 4 show the proportion of test takers who answered each question correctly. For instance, 63% of the test takers answered question 21 correctly on sample Section B and 61% of the test takers responded correctly to question 11 on sample Section A.

Tables 3 and 4 also give an indication of the relative difficulty of the questions within each sample section: the most difficult question in sample Section A is question 13 while in sample Section B question 27 is the most difficult.

Table 5 below shows the number of questions on a typical Listening section that test takers at different IELTS bands would typically be expected to answer correctly.

Table 3: Facility values show the level of difficulty of individual questions in sample Section A

Question	Facility
11	0.61
12	0.84
13	0.12 *most difficult question*
14	0.65
15	0.46
16	0.73
17	0.58
18	0.54
19	0.62
20	0.64

Table 4: Facility values show the level of difficulty of individual questions in sample Section B

Question	Facility
21	0.63
22	0.74
23	0.55
24	0.72
25	0.63
26	0.58
27	0.54 *most difficult question*
28	0.83
29	0.90
30	0.79

Table 5: Expected number of correct answers on a typical Listening section

Number of questions answered correctly on a typical section of the Listening test	Band score
1-4	Up to Band 5
5-7	Between Bands 5 and 7
8-10	Above Band 7

Reading

Academic

Sample	Questions see page	Answers see page
A	15	23
B	19	23

General Training

Sample	Questions see page	Answers see page
A	27	34
B	31	34



Reading

Overview

Duration: 60 minutes

Format: There are 40 questions.

A variety of question types are used in order to test a wide range of reading skills. These include reading for gist, reading for main ideas, reading for detail, skimming, understanding logical argument, understanding inferences and implied meaning, and recognising writers' opinions, attitudes and purpose.

The Academic and General Training Reading tests both contain three sections. Test takers are required to read a number of texts, with a total length of 2,150 to 2,750 words.

Texts and questions appear on a Question Paper that test takers can write on but not remove from the test room. All answers must be entered on an Answer Sheet during the 60-minute test. No extra time is allowed to transfer answers.

Each version of the Academic or General Training Reading test will contain question types selected from:

- multiple choice
- identifying information (True/False/Not given)
- identifying writer's views/claims (Yes/No/Not given)
- matching information
- matching headings
- matching features
- matching sentence endings
- sentence completion
- summary/note/table/flow-chart completion
- diagram label completion
- short-answer questions.

Reading – Academic

The Academic Reading test contains three long texts. The texts are authentic and are taken from books, journals, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest. Texts are appropriate to, and accessible to, test takers entering undergraduate or postgraduate courses or seeking professional registration. Texts range from the descriptive and factual to the discursive and analytical. Texts may contain non-verbal materials such as diagrams, graphs or illustrations. If texts contain technical terms, then a simple glossary is provided.

Reading – Academic

Sample questions with answers

Sample A

The US City and the Natural Environment

A
While cities and their metropolitan areas have always interacted with and shaped the natural environment, it is only recently that historians have begun to consider this relationship. During our own time, the tension between natural and urbanized areas has increased, as the spread of metropolitan populations and urban land uses has reshaped and destroyed natural landscapes and environments.

B
The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes. In order to protect themselves and their settlements against the forces of nature, cities built many defences including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions – such as building under the shadow of volcanoes, or in earthquake-prone zones – exposed them to danger from natural hazards.

C
City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfill these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities. In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist – engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.

D
Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by transporting them to more distant locations. Thus, cities constructed sewerage systems for domestic wastes. They usually discharged the sewage into neighbouring waterways, often polluting the water supply of downstream cities.

The air and the land also became dumps for waste disposal. In the late nineteenth century, coal became the preferred fuel for industrial, transportation, and domestic use. But while providing an inexpensive and plentiful energy supply, coal was also very dirty. The cities that used it suffered from air contamination and reduced sunlight, while the cleaning tasks of householders were greatly increased.

Reading – Academic

Sample questions with answers

Sample A (continued)

E
In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental cleanups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.

F
In the decades after the 1940s, city environments suffered from heavy pollution as they sought to cope with increased automobile usage, pollution from industrial production, new varieties of chemical pesticides and the wastes of an increasingly consumer-oriented economy. Cleaner fuels and smoke control laws largely freed cities during the 1940s and 1950s of the dense smoke that they had previously suffered from. Improved urban air quality resulted largely from the substitution of natural gas and oil for coal and the replacement of the steam locomotive by the diesel-electric. However, great increases in automobile usage in some larger cities produced the new phenomenon of smog, and air pollution replaced smoke as a major concern.

G
During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile, now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space, producing endless rows of resource-consuming and fertilizer-dependent lawns, contaminating groundwater through leaking septic tanks, and absorbing excessive amounts of fresh water and energy. The growth of the outer city since the 1970s reflected a continued preference on the part of many people in the western world for space-intensive single-family houses surrounded by lawns, for private automobiles over public transit, and for the development of previously untouched areas. Without better planning for land use and environmental protection, urban life will, as it has in the past, continue to damage and stress the natural environment.

Reading – Academic

Sample questions with answers

Sample A (continued)

*You should spend about 20 minutes on **Questions 1-13**, which are based on Reading Passage 1 on pages 2 and 3.*

Questions 1 – 7

Reading Passage 1 has seven sections, **A-G.**

Choose the correct heading for each section from the list of headings below.

*Write the correct number, **i-x**, in boxes 1-7 on your answer sheet.*

List of Headings

i	Legislation brings temporary improvements
ii	The increasing speed of suburban development
iii	A new area of academic interest
iv	The impact of environmental extremes on city planning
v	The first campaigns for environmental change
vi	Building cities in earthquake zones
vii	The effect of global warming on cities
viii	Adapting areas surrounding cities to provide resources
ix	Removing the unwanted by-products of city life
x	Providing health information for city dwellers

1 Section **A**

2 Section **B**

3 Section **C**

4 Section **D**

5 Section **E**

6 Section **F**

7 Section **G**

Reading – Academic

Sample questions with answers

Sample A (continued)

Questions 8 – 13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8-13 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

8 In the nineteenth century, water was brought into the desert to create productive farming land.

9 Women were often the strongest campaigners for environmental reform.

10 Reducing urban air and water pollution in the early twentieth century was extremely expensive.

11 The introduction of the car led to increased suburban development.

12 Suburban lifestyles in many western nations fail to take account of environmental protection.

13 Many governments in the developed world are trying to halt the spread of the suburbs.

Reading – Academic

Sample questions with answers

Sample B

*You should spend about 20 minutes on **Questions 1-14**, which are based on Reading Passage 1 on pages 1 and 2.*

Investigating Children's Language

A For over 200 years, there has been an interest in the way children learn to speak and understand their first language. Scholars carried out several small-scale studies, especially towards the end of the 19th century, using data they recorded in parental diaries. But detailed, systematic investigation did not begin until the middle decades of the 20th century, when the tape recorder came into routine use. This made it possible to keep a permanent record of samples of child speech, so that analysts could listen repeatedly to obscure extracts, and thus produce a detailed and accurate description. Since then, the subject has attracted enormous multi-disciplinary interest, notably from linguists and psychologists, who have used a variety of observational and experimental techniques to study the process of language acquisition in depth.

B Central to the success of this rapidly emerging field lies the ability of researchers to devise satisfactory methods for eliciting linguistic data from children. The problems that have to be faced are quite different from those encountered when working with adults. Many of the linguist's routine techniques of enquiry cannot be used with children. It is not possible to carry out certain kinds of experiments, because aspects of children's cognitive development – such as their ability to pay attention, or to remember instructions – may not be sufficiently advanced. Nor is it easy to get children to make systematic judgments about language, a task that is virtually impossible below the age of three. And anyone who has tried to obtain even the most basic kind of data – a tape recording of a representative sample of a child's speech – knows how frustrating this can be. Some children, it seems, are innately programmed to switch off as soon as they notice a tape recorder being switched on.

C Since the 1960s, however, several sophisticated recording techniques and experimental designs have been devised. Children can be observed and recorded through one-way-vision windows or using radio microphones, so that the effects of having an investigator in the same room as the child can be eliminated. Large-scale sampling programmes have been carried out, with children sometimes being recorded for several years. Particular attention has been paid to devising experimental techniques that fall well within a child's intellectual level and social experience. Even pre-linguistic infants have been brought into the research: acoustic techniques are used to analyse their vocalisations, and their ability to perceive the world around them is monitored using special recording equipment. The result has been a growing body of reliable data on the stages of language acquisition from birth until puberty.

Reading – Academic

Sample questions with answers

Sample B (continued)

D There is no single way of studying children's language. Linguistics and psychology have each brought their own approach to the subject, and many variations have been introduced to cope with the variety of activities in which children engage, and the great age range that they present. Two main research paradigms are found.

E One of these is known as 'naturalistic sampling'. A sample of a child's spontaneous use of language is recorded in familiar and comfortable surroundings. One of the best places to make the recording is in the child's own home, but it is not always easy to maintain good acoustic quality, and the presence of the researcher or the recording equipment can be a distraction (especially if the proceedings are being filmed). Alternatively, the recording can be made in a research centre, where the child is allowed to play freely with toys while talking to parents or other children, and the observers and their equipment are unobtrusive.

F A good quality, representative, naturalistic sample is generally considered an ideal datum for child language study. However, the method has several limitations. These samples are informative about speech production, but they give little guidance about children's comprehension of what they hear around them. Moreover, samples cannot contain everything, and they can easily miss some important features of a child's linguistic ability. They may also not provide enough instances of a developing feature to enable the analyst to make a decision about the way the child is learning. For such reasons, the description of samples of child speech has to be supplemented by other methods.

G The other main approach is through experimentation, and the methods of experimental psychology have been widely applied to child language research. The investigator formulates a specific hypothesis about children's ability to use or understand an aspect of language, and devises a relevant task for a group of subjects to undertake. A statistical analysis is made of the subjects' behaviour, and the results provide evidence that supports or falsifies the original hypothesis.

H Using this approach, as well as other methods of controlled observation, researchers have come up with many detailed findings about the production and comprehension of groups of children. However, it is not easy to generalise the findings of these studies. What may obtain in a carefully controlled setting may not apply in the rush of daily interaction. Different kinds of subjects, experimental situations, and statistical procedures may produce different results or interpretations. Experimental research is therefore a slow, painstaking business; it may take years before researchers are convinced that all variables have been considered and a finding is genuine.

Reading – Academic

Sample questions with answers

Sample B (continued)

Questions 1 – 5

Reading Passage 1 has eight paragraphs, **A-H**.

Which paragraph contains the following information?

*Write the correct letter, **A-H**, in boxes 1-5 on your answer sheet.*
NB *You may use any letter more than once.*

1 the possibility of carrying out research on children before they start talking

2 the difficulties in deducing theories from systematic experiments

3 the differences between analysing children's and adults' language

4 the ability to record children without them seeing the researcher

5 the drawbacks of recording children in an environment they know

Questions 6 – 9

Do the following statements agree with the information given in Reading Passage 1?

In boxes 6-9 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

6 In the 19th century, researchers studied their own children's language.

7 Attempts to elicit very young children's opinions about language are likely to fail.

8 Radio microphones are used because they enable researchers to communicate with a number of children in different rooms.

9 Many children enjoy the interaction with the researcher.

Reading – Academic

Sample questions with answers

Sample B (continued)

Questions 10 – 14

Complete the summary below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Write your answers in boxes 10-14 on your answer sheet.

Ways of investigating children's language

One method of carrying out research is to record children's spontaneous language use. This can be done in their homes, where, however, it may be difficult to ensure that the recording is of acceptable **10** …… . Another venue which is often used is a **11** …… , where the researcher can avoid distracting the child. A drawback of this method is that it does not allow children to demonstrate their comprehension.

An alternative approach is to use methodology from the field of **12** …… . In this case, a number of children are asked to carry out a **13** …… , and the results are subjected to a **14** …… .

Reading – Academic

Answers to sample Academic Reading questions

Sample A

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

Sample B

1. C
2. H
3. B
4. C
5. E
6. TRUE
7. TRUE
8. FALSE
9. NOT GIVEN
10. acoustic quality
11. research centre/center
12. experimental psychology
13. (relevant) task
14. statistical analysis

Reading – Academic

How are Academic Reading skills assessed?

One mark is awarded for each correct answer in the 40-item test. A band score conversion table is produced for each Academic Reading test, which translates raw scores out of 40 into the IELTS nine-band scale. Scores are reported as a whole band or a half band. Poor spelling and grammar are penalised.

All IELTS test materials are pretested before being used in live tests, but there are inevitably minor differences in the difficulty level across the large number of tests administered each year. In order to equate different test versions, the band score boundaries are set so that all test takers' results relate to the same scale of achievement. This means, for example, that the Band 6 boundary may be set at slightly different raw scores across test versions.

Table 1 (right) indicates the average Academic Reading raw scores achieved by test takers at Bands 5 to 8. It provides an indication of the number of marks typically required to achieve a particular band score.

Within each Academic Reading test, sections are targeted at different levels of overall difficulty. A useful indication of the relative difficulty of questions is the facility value: the proportion of test takers giving the correct answer to a question. Both sample Sections A and B have appeared in live tests and thus the facility values of their questions can be judged to be representative of the candidature as a whole. Table 2 below shows the average facility of each section. These figures show that the test takers found sample Section B more difficult overall than sample Section A.

There is a range of questions at different levels of difficulty within both sample sections.

The question facility values in Tables 3 and 4 show the proportion of test takers who answered each question correctly; 43% of test takers responded correctly to question 1 on sample Section A and 25% of test takers responded correctly to question 1 on sample Section B. Section B is the more difficult section overall.

Table 1: Converting Academic Reading raw scores (indicative only)

Raw score out of 40	Band score
15	5
23	6
30	7
35	8

Table 2: Average facility of sample

Academic Reading sections	
Sample Academic Reading Section A	0.56
Sample Academic Reading Section B	0.37

Table 3: Facility values show the level of difficulty of individual questions in Sample A

Question	Facility
1	0.43
2	0.59
3	0.64
4	0.71
5	0.53
6	0.45
7	0.51
8	0.39 *most difficult question*
9	0.83
10	0.43
11	0.60
12	0.65
13	0.58

Reading – Academic

Tables 3 and 4 also give an indication of the relative difficulty of the questions within each sample section. The most difficult question in sample Section A is question 8, while in sample Section B question 2 is the most difficult.

Table 5 shows the number of questions on a typical Academic Reading section that test takers at different IELTS bands would be expected to answer correctly.

Table 4: Facility values show the level of difficulty of individual questions in Sample B

Question	Facility
1	0.25
2	0.19 *most difficult question*
3	0.56
4	0.43
5	0.45
6	0.37
7	0.50
8	0.52
9	0.53
10	0.25
11	0.39
12	0.28
13	0.23
14	0.20

Table 5: Expected number of correct answers on a typical Academic Reading section

Number of questions answered correctly (out of 13 or 14)	Band score
1-4	Up to Band 5
5-9	Between Bands 5 and 7
10-13/14	Above Band 7

Reading – General Training

The General Training Reading test contains five or six texts. Texts are authentic and are taken from notices, advertisements, company handbooks, official documents, books, magazines and newspapers.

Section 1 – everyday life

Section 1 contains two or three short factual texts, one of which may be composite (consisting of 6-8 short texts related by topic, e.g. hotel advertisements). Topics are relevant to everyday life in an English-speaking country.

Section 2 – work-related issues

Section 2 contains two short factual texts focusing on work-related issues (e.g. applying for jobs, company policies, pay and conditions, workplace facilities, staff development and training).

Section 3 – general interest

Section 3 contains one longer, more complex text on a topic of general interest.

The General Training Reading test differs from the Academic Reading test in the choice of texts (topic, genre, length, number, etc).

Reading – General Training

Sample questions with answers

Sample A

Sample General Training Reading A: Questions

SECTION 1 ***Questions 1 – 14***

Read the advertisements below and answer Questions 1-4.

A

Canterbury Swim School
15 Watmer Close Canterbury Tel 712465
Swimming Lessons

Beginners - Children with water confidence

Intermediate (5m) - for children able to swim 5m front and back

Intermediate (10m) - for children able to swim 10m in 3 strokes

Free trial lesson. Then £15 per lesson.

All classes run for 8 weeks

Courses commence Wednesday 24th August

B

RIDE THAT BIKE
Now is the time to go for that
FULL MOTORCYCLE
LICENCE

We offer training to the highest standard.
We provide everything you need including a motorcycle!
Pay for one course and
you will be trained until you pass.
Cost £250 (£225 if paid in advance)
Advanced driving lessons (Fees on request)

Channel Rider Training

01303 892966

C

Take driving lessons
in YOUR OWN CAR
Intensive courses available

Hours to suit you and your ability.
Lessons 7 days a week in Faversham,
Herne Bay, Whitstable, Canterbury and surrounding area.
Registered Instructors.
Quality instruction at reasonable cost.
Fees on request.

D

HIGH ELMS SCHOOL OF RIDING
01227 713324
Riding lessons for every age & standard
All riding equipment provided
Open 7 days a week 8.30 am - 6.30 pm
Friendly qualified tuition

PROGRAMME

Aug 1 - 5	Beginners' courses
Aug 8 - 12	Summer school
Aug 22 - 26	Stable management and riding course
Aug 18, 23, 26	Picnic rides

We promise to build confidence and increase expertise
Please call any time for further details

E

Windtek Windsurfing School

Take surfing lessons off Chesil Beach. Courses available for all levels.
We use the latest training techniques and we will demonstrate how to get the best out of your equipment.

Introduction to Windsurfing - One day course - Basic skills	**£50**
Coaching - Weekends only - Individual tuition	**£20/hour**
Two-hour Improvers' Course - Experienced Surfers only - Groups of three students	**£25**

All courses must be paid for on booking. Equipment not provided. Phone **01305 787900**

Reading – General Training

Sample questions with answers

Sample A (continued)

Questions 1 – 4

*Look at the advertisements, **A-E**, on page 1.*

*Answer the questions below by writing the correct letters, **A-E**, in boxes 1-4 on your answer sheet.*

1 Which **TWO** advertisements mention entry requirements?

3 Which **TWO** advertisements say what you will have achieved by completing the course?

3 Which **TWO** advertisements mention being run by professionally trained teachers?

4 Which advertisement indicates that it doesn't matter how old you are?

Reading – General Training

Sample questions with answers

Sample A (continued)

Read the text below and answer Questions 5-8.

FIRE EXTINGUISHERS AND THEIR USES	
RED Use on paper, wood, textiles. **Do not use on electrical equipment or flammable liquids.**	**BLUE** Use on any small fire.
CREAM Use on flammable liquids and vehicle fires as well as paper, wood, textiles. **Do not use on electrical equipment.**	**BLACK** Use on electrical equipment as well as flammable liquids and gases.

Questions 5 – 8

Classify the types of extinguishers which should be used on fires in the following situations.

Write ***A*** *if only cream or black should be used*
B *if only cream or red should be used*
C *if only blue or black should be used*
D *if only cream, red or blue should be used*
E *if only red or black should be used*

Write the correct letter, ***A-E****, in boxes 5-8 on your answer sheet.*

NB *You may use any letter more than once.*

5 a plug in its socket

6 a large industrial oil spill

7 a frying pan of cooking oil on an electric cooker

8 the edge of a curtain

Reading – General Training

Sample questions with answers

Sample A (continued)

Read the text below and answer Questions 9-14.

Hours of Work

There are no prescribed hours of attendance for office managers. The main office hours comprise a 37½ hour week worked from 8.30 am to 5.00 pm on Monday to Friday, with one hour for lunch. All sections work a flexitime scheme of attendance which features core hours from 9.30 am to 4.00 pm with a lunch break of between 30 minutes and two hours' duration, with the opportunity to work from 7.30 am to 6.00 pm daily, at which time the premises are locked. Office managers do not qualify for overtime rates for any additional hours worked, but time off may be taken for any hours required to be worked at weekends.

In one calendar year, a total of 5 weeks' holiday may be taken. Staff are reminded that they may not take more than two consecutive weeks of holiday.

Questions 9 –14

Do the following statements agree with the information given in the text above?

In boxes 9-14 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

9 Office managers must work from 8.30 am to 5 pm with one hour for lunch.

10 All employees must work between 9.30 am and 4 pm, except for lunch time.

11 The building shuts at 5 pm.

12 All employees who are not office managers are paid overtime if they work later than 5 pm.

13 Office managers are paid extra money for working at weekends.

14 It is possible to have a two-week holiday in summer and a two-week holiday in winter.

Reading – General Training

Sample questions with answers

Sample B

Read the text on pages 1 and 2 and answer Questions 1-13.

TOURISM IN AUSTRALIA

Domestic travel

Have you ever travelled to another part of your country and stayed for a few days? Travel within one's own country is popular throughout the world. And, according to a survey carried out in Australia in 2002, travellers are tending to spend more and more money on their holidays.

The Domestic Tourism Expenditure Survey showed that domestic travellers – those travelling within the country – injected $23 billion into the Australian economy in 2002. As a result, domestic tourism became the mainstay of the industry, accounting for 75 per cent of total tourism expenditure in Australia. International tourism, on the other hand, added $7 billion to the economy. Overall, in present dollar terms, Australians spent $7 billion more on domestic tourism in 2002 than they did when the first survey of tourist spending was completed in 1991.

Thus, tourism has become one of Australia's largest industries. The combined tourist industry now accounts for about 5 per cent of the nation's gross domestic product, compared with agriculture at 4.3 per cent and manufacturing at 8 per cent. Tourism is therefore an important earner for both companies and individuals in a wide range of industries. For example, the transport industry benefits from the extra money poured into it. Hotels spring up in resort areas to provide accommodation, and the catering industry gains as tourists spend money in restaurants. The retail sector benefits as well, as many tourists use their holidays to shop for clothes, accessories and souvenirs.

In most countries, the land is divided into different political areas. Australia is divided into six states and two territories. Since people travel for different reasons, there are significant differences in the length of time people stay in different locations and in the amount they spend while there.

In 2002, Australian residents spent $8.4 billion on day trips and almost twice that amount on trips involving at least one night away from home. In that year, a total of 45 million overnight trips were made in Australia. Of these, 14.9 million were spent in New South Wales, 10.3 million were spent in Queensland, and 9.2 million were spent in Victoria. Fewer nights were spent in the other states, with 3.7 million in South Australia, 1.5 million in Tasmania and 5 million in Western Australia. Despite the popularity of destinations such as Ayers Rock and Kakadu National Park, only 0.4 million overnight stays were recorded in the Northern Territory.

New South Wales, Queensland and Victoria attracted the greatest tourism revenue, with $5.2 billion, $5.1 billion and $3.3 billion spent there respectively. The average expenditure for trips was $395 per person, with accommodation the biggest expenditure, followed by meals and fuel. The survey also showed that costs were higher for inter-state travellers, who each spent an average of $812 per trip compared with $255 for those who travelled within one state. Trips to the Northern Territory were the most expensive, followed by Queensland, with South Australia and Victoria the least.

Comparing the costs of trips for different purposes, the survey found that business trips were the most expensive because they were more likely to involve stays in commercial accommodation. Trips taken for educational reasons – to visit universities, museums etc. – were also expensive, especially as they usually required inter-state plane tickets. Family holidays lay in the medium range, with transport and fares contributing to the cost, but adventure parks the major expense. But while visits to friends and relatives were the least expensive – due to lower accommodation, food and transport costs – these travellers spent most on shopping.

The survey also estimates that Australians made 253 million day trips in 2002, visiting parks, beaches and city attractions. The largest expenses were petrol costs (averaging $10 per day trip), followed by meals, souvenirs and entry fees. Day trips tended to cost the most in the Northern Territory, while South Australia was the cheapest. Overall, the survey found that men travelling alone spent more than any tourist group. In particular, men spent more on transport and meals. Women travelling alone spent the most on clothes, while souvenirs were bought more often by families than by other tourists.

The challenge for the tourism industry now is to encourage Australians to continue spending money on travel and, if possible, to increase the amount they spend.

Reading – General Training

Sample questions with answers

Sample B (continued)

Questions 1 - 3

Complete the table below.

*Choose **NO MORE THAN THREE WORDS** from the text for each answer.*

Write your answers in boxes 1-3 on your answer sheet.

Industries that benefit from tourism	
Example	transport
	1 .....
	2 .....
	3 .....

Questions 4 - 7

Complete the sentences below.

*Choose **NO MORE THAN THREE WORDS** from the text for each answer.*

Write your answers in boxes 4-7 on your answer sheet.

4 The state or territory in which the highest number of overnight trips was made was ..... .

5 The state or territory in which the lowest number of overnight trips was made was ..... .

6 People travelling from state to state spent more than those travelling ..... .

7 The TWO cheapest states or territories to travel to were ..... AND ..... .

Reading – General Training

Sample questions with answers

Sample B (continued)

Questions 8 - 11

Complete the table below.

*Choose **NO MORE THAN THREE WORDS** from the text for each answer.*

Write your answers in boxes 8-11 on your answer sheet.

Major expenses for different trips

Purpose of trip	Major expense
business	accommodation
education	**8** .....
family holiday	**9** .....
visiting relatives	**10** .....
day trips	**11** .....

Questions 12 and 13

Complete the sentences below.

*Choose **NO MORE THAN THREE WORDS** from the text for each answer.*

Write your answers in boxes 12 and 13 on your answer sheet.

12 The category of people who spent the most on travel in Australia in 2002 were ..... .

13 The category who spent the most on souvenirs were ..... .

Reading – General Training

Answers to sample General Training Reading questions

Sample A

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

Sample B

1-3 IN ANY ORDER

accommodation/hotels
catering/restaurants
retail

4. New South Wales
5. (the) Northern Territory
6. within one state
7. IN EITHER ORDER, BOTH REQUIRED FOR ONE MARK
   South Australia
   Victoria
8. (inter-state) plane tickets
9. adventure parks
10. shopping
11. (petrol) costs
12. men (travelling/travelling alone)
13. families

Reading – General Training

How are General Training Reading skills assessed?

One mark is awarded for each correct answer in the 40-item test. A band score conversion table is produced for each version of the General Training Reading test, which translates scores out of 40 into the IELTS nine-band scale. Scores are reported as a whole band or a half band. Poor spelling and grammar on the Answer Sheet are penalised.

All IELTS test materials are pretested before being used in live tests, but there are inevitably minor differences in the difficulty level across the large number of tests administered each year. In order to equate different test versions, the band score boundaries are set so that all test takers' results relate to the same scale of achievement. This means, for example, that the Band 6 boundary may be set at slightly different raw scores across test versions.

Table 1 below indicates the average General Training Reading raw scores achieved by test takers at Bands 4 to 7. It provides an indication of the number of marks typically required to achieve a particular band score.

Within each General Training Reading test, sections are targeted at different levels of overall difficulty. A useful indication of the relative difficulty of questions is the facility value: the proportion of test takers giving the correct answer to a question. Both sample Sections A and B have appeared in live tests and thus the facility values of their questions can be judged to be representative of the candidature as a whole. Table 2 shows the average facility of each section. These figures show that the test takers found sample Section B slightly more difficult overall than sample Section A.

Although sample Section B proved more difficult overall, there is a range of questions at different levels of difficulty within both sample sections.

The question facility values in Tables 3 and 4 show the proportion of test takers who answered each question correctly: 68% of the test takers answered question 1 correctly on sample Section A, and 56% of the test takers answered question 1 correctly on sample Section B.

Table 1: Converting General Training Reading raw scores (indicative only)

Raw score out of 40	Band score
15	4
23	5
30	6
34	7

Table 2: Average facility of sample

General Training Reading sections	
Sample GT Reading Section A	0.70
Sample GT Reading Section B	0.51

Table 3: Facility values show the level of difficulty of individual questions in Sample A

Question	Facility
1	0.68
2	0.39 *most difficult question*
3	0.90
4	0.77
5	0.85
6	0.87
7	0.90
8	0.69
9	0.66
10	0.45
11	0.63
12	0.72
13	0.58
14	0.66

Reading – General Training

Tables 3 and 4 also give an indication of the relative difficulty of the questions within each sample section: the most difficult question in sample Section A is question 2, while in sample Section B the most difficult question is question 12.

Table 5 below shows the number of questions on a typical General Training Reading section that test takers at different IELTS bands would be expected to answer correctly.

Table 4: Facility values show the level of difficulty of individual questions in Sample B

Question	Facility
1	0.56
2	0.21
3	0.63
4	0.54
5	0.40
6	0.36
7	0.57
8	0.62
9	0.66
10	0.73
11	0.73
12	0.12 *most difficult question*
13	0.47

Table 5: Expected number of correct answers on a typical General Training Reading section

Number of questions answered correctly (out of 13 or 14)	Band score
1 – 3	Up to Band 4
4 – 8	Between Bands 4 and 6
9 – 13 / 14	Above Band 6

Writing

18 examples of writing at various bands along the IELTS band scale are provided in this section.

Writing test samples

Band	See page
3	57
3.5	43, 49
4	62, 67
5	46, 53, 64
5.5	44, 58
6	68
6.5	50, 59, 60
7	47, 54
7.5	65
8	51, 69
9	48

First look at **questions from past tests**, e.g. Task 1 Cinema Attendance on page 42. Then read the **sample answers (responses) given by real test takers** and the corresponding **examiner comments** for each response.



Writing

Overview

Duration: 60 minutes

Format: There are two tasks – to write 150 words and to write 250 words

It is suggested that about 20 minutes should be spent on Task 1, which requires test takers to write at least 150 words. Task 2 requires at least 250 words and should take about 40 minutes. Task 2 contributes twice as much as Task 1 to the Writing score.

Responses must be given on the Writing Answer Sheet and must be written in full. Notes are not acceptable as answers. Test takers may write on the Question Paper but this cannot be taken from the test room and will not be seen by the examiner.

How are Writing skills assessed?

- Assessment of writing performance is carried out by examiners trained and certificated by British Council or IDP: IELTS Australia.
- All IELTS examiners must hold relevant teaching qualifications to be recruited by test centres and approved by British Council or IDP: IELTS Australia.
- The examiners work to clearly defined criteria and are subject to extensive and detailed quality control procedures.
- Public versions of the assessment criteria appear on pages 39-40.
- Scores are reported as a whole band or half band.
- Responses under the required minimum word limit are penalised.

The same assessment criteria are used to grade both Academic and General Training writing responses.

Performance in Task 1 is assessed by certificated examiners according to the following four criteria:

Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
This criterion assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words. Academic Writing Task 1 has a defined input and a largely predictable output. It is an information-transfer task that relates narrowly to the factual content of the input data or diagram and not to speculated explanations that lie outside the provided diagram or data.	This criterion is concerned with the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.	This criterion refers to the range of vocabulary the test taker has used and the accuracy and appropriacy of that use in terms of the specific task.	This criterion refers to the range and accurate use of the test taker's grammatical resource as manifested in the test taker's writing at the sentence level.

Performance in Task 2 is assessed by certificated examiners according to the following four criteria:

Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
In both Academic and General Training Writing tests, Task 2 requires the test takers to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence and examples may be drawn from the test taker's own experience. Responses must be at least 250 words in length.	**(as for Task 1)**	**(as for Task 1)**	**(as for Task 1)**

Writing assessment criteria – Task 1

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully satisfies all the requirements of the task • clearly presents a fully developed response	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• covers all requirements of the task sufficiently • presents, highlights and illustrates key features/bullet points clearly and appropriately	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• covers the requirements of the task • (A) presents a clear overview of main trends, differences or stages • (GT) presents a clear purpose, with the tone consistent and appropriate • clearly presents and highlights key features/bullet points but could be more fully extended	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/ over-use	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses the requirements of the task • (A) presents an overview with information appropriately selected • (GT) presents a purpose that is generally clear; there may be inconsistencies in tone • presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• generally addresses the task; the format may be inappropriate in places • (A) recounts detail mechanically with no clear overview; there may be no data to support the description • (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; • errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

Public version

Writing assessment criteria – Task 2

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully addresses all parts of the task • presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• sufficiently addresses all parts of the task • presents a well-developed response to the question with relevant, extended and supported ideas	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• addresses all parts of the task • presents a clear position throughout the response • presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use • presents a clear central topic within each paragraph	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses all parts of the task although some parts may be more fully covered than others • presents a relevant position although the conclusions may become unclear or repetitive • presents relevant main ideas but some may be inadequately developed/unclear	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately • uses paragraphing, but not always logically	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• addresses the task only partially; the format may be inappropriate in places • expresses a position but the development is not always clear and there may be no conclusions drawn • presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution • may not write in paragraphs, or paragraphing may be inadequate	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate • presents a position but this is unclear • presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive • may not write in paragraphs or their use may be confusing	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• does not adequately address any part of the task • does not express a clear position • presents few ideas, which are largely undeveloped or irrelevant	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• barely responds to the task • does not express a position • may attempt to present one or two ideas but there is no development	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

Public version

Writing – Academic

Task types

Task 1

Test takers are asked to describe some information (graph/table/chart/diagram) and to present the description in their own words. Depending on the type of input and the task suggested, test takers are assessed on their ability to:

- organise, present and possibly compare data
- describe the stages of a process or procedure
- describe an object or event or sequence of events
- explain how something works.

Responses to both tasks must be written in an academic or semi-formal/neutral style.

Task 2

Test takers are presented with a point of view or argument or problem. Test takers are assessed on their ability to:

- present a solution to a problem
- present and justify an opinion
- compare and contrast evidence, opinions and implications
- evaluate and challenge ideas, evidence or an argument.

Topics are of general interest and suitable for test takers entering undergraduate or postgraduate studies or seeking professional registration.



Writing – Academic

Sample Question 1

Writing Task 1

Cinema Attendance*

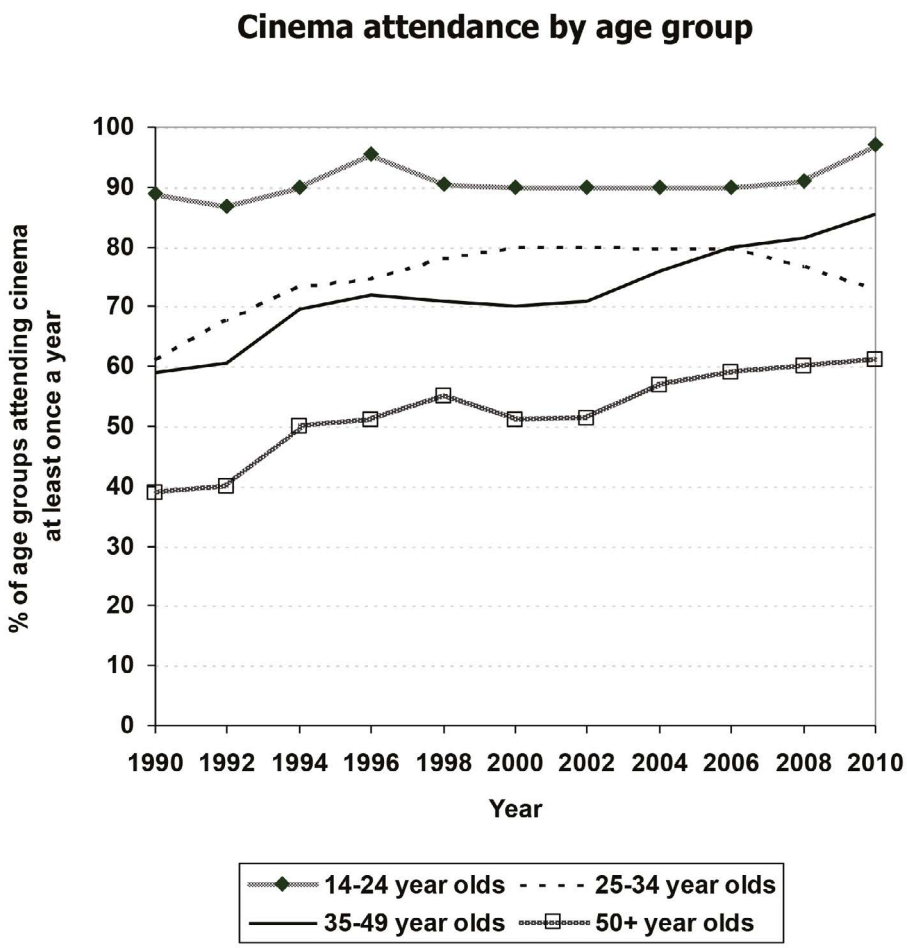
You should spend about 20 minutes on this task.

The graph below gives information about cinema attendance in Australia between 1990 and the present, with projections to 2010.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

Two sample responses to this task, with scores and examiner comments, can be found on pages 43 and 44.



*This question appeared on a IELTS test prior to 2010.

Sample response

Band score awarded and examiner comments

Task 1 Cinema Attendance – Response A

First I think every body and every age has been to the cinema. I think more film is about love. So young people like it more. But more young people can go to internet too watch film. 14-24's age sicne. 1992 is up until 1996, then 1998 to 2008 it's a ~~streat~~ line. not good. But it's ~~doe~~ doesn't going down. Maby begin 2008 it's ~~a~~ going up, that's good. ~~But~~ 25-34 age betwin 1990 and 2006 is good. But now ~~a~~ it's until down. I think this age's people have more work, they don't have more time on film. Who know 35-49 is better than onther two groups. 1998 to 2000 is slowly. But 2002 to 2010 is up quickly. I think this groups ~~people~~ people is taper.

The older groups since 1990 no body to go to cinema. and now is so so is not too much old people to go.

Band 3.5

This test taker attempts to summarise the data but the focus is lost in a lot of irrelevant comment. It is difficult to extract the key features, no figures are given and the information is largely unclear.

Although some information can be discerned it is not clearly organised and there is no clear progression in the response, so the message is difficult to follow. Some basic time markers and connectives, such as referencing and link words, are used but these are often inaccurate or unhelpful.

The range of vocabulary relating to the task is very limited and this seriously distorts the message. Simple expressions are used repetitively and there are spelling errors in even basic words, indicating a lack of control.

Although there are some attempts at basic sentence forms at the beginning of the response, there are few recognisable sentences in the remainder and the density of errors seriously distorts the meaning.

The attempt to present information relevant to the task and the use of basic linkers raise this script above Band 3. However, the limited linguistic range and weak control prevent it from reaching Band 4.

Sample response

Band score awarded and examiner comments

Task 1 Cinema Attendance – Response B

The graph shows percentages of cinema attendance at least once a year in Australia between 1990 to 2010 with projections for the future. The graph is described by 4 groups of different ages which are 14 to 24, 25 to 34, 35 to 49 and over 50 year olds.

The youngest age group people have been going to cinema more than any other age groups and the percentage has been keeping very high at approximately 90% since 1990. It is predicted to keep the high and to increase more from 2006.

The middle age groups people have enjoyed going cinema between 60% to 80%. The percentage of age 25 to 34 group has been higher than the one of age 35 to 49 group but from 2006 the percentage of 25 to 34 year olds people will decrease while the one of 35 to 49 year olds people will increase and get higher than the other one.

The oldest people seem to go cinema less than the other groups but the percentage of the attendance has been slightly going up by 15% from 40% to 55% between 1990 to 2004 and it will keep increasing to 60% by 2010

Overall it seems the younger age people, the more going to cinema.

Band 5.5

This response addresses the requirements of the task and selects relevant material to describe. Key features and an overview are presented, although clearer highlighting, more support and a more comprehensive overview would be needed to reach a higher band.

Information is well organised and there is a clear overall progression in the response. There is some effective use of cohesive devices but only limited use of reference and substitution.

The range of vocabulary is not wide, but it is adequate for the task. Control of word form and spelling is consistently good, although there are some clumsy noun phrases that indicate limited flexibility.

The test taker attempts to use a mix of simple and complex sentences, but control is variable and grammatical errors or omissions are quite intrusive at times. Figures are poorly integrated into sentences and indicate evident limitations.

The weakness in grammatical range and control prevents this response from reaching Band 6.

Writing – Academic

Sample Question 2

Writing Task 1

Brick Manufacturing

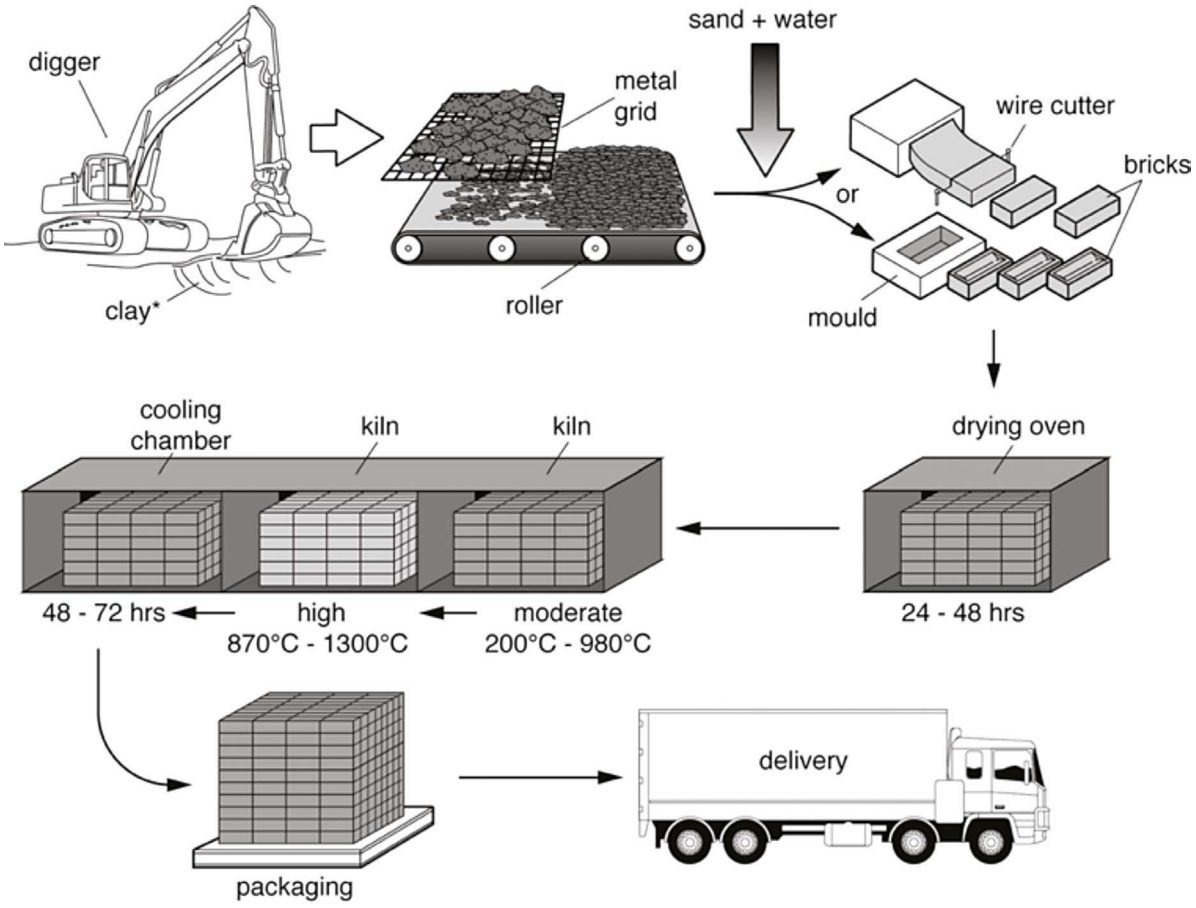
You should spend about 20 minutes on this task.

The diagram below shows the process by which bricks are manufactured for the building industry.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

Brick Manufacturing



***Clay: type of sticky earth that is used for making bricks, pots, etc.**

Three sample responses to this task, with scores and examiner comments, can be found on pages 45-48.

Sample response

Band score awarded and examiner comments

Task 1 Brick Manufacturing – Response A

Bricks are small shaped figures which are used for building.

First of all digger dig the ground until the clay level. Next the type of sticky earth that is used for making bricks are on the metal grid which selected special parts of clay and threw them on the roller. Then in the manufactureing process sand + water are filled in. The sand gives the texture for bricks. After that the solid is ~~put~~ ready to go through wire cutter or moulding. This process makes shapes of the bricks.

When the figures have got their shape, these items can be put in the drying oven, where they are stayed for 24-48 hours. The temperature is moderate between 200°C and 980°C in the kiln and high between 870°C and 1300°C.

Finally these hot items go to the cooling chamber and get cold from 48-96 hours. The last part of the manufactureing process is packaging and delivery to the consumption.

Band 5

Although the basic process is accurately described, this script fails to present an overview and some of the key features are not adequately covered. The first sentence may have been an attempt at an overview but it simply causes confusion and detracts from the answer.

Despite this, the overall progression is clear and there is effective, though mechanical, use of linkers and sequencers. There are also examples of substitution and referencing, although sentences are not always well linked.

The vocabulary is minimally adequate for the task. Spelling is generally accurate but there are inappropriate word choices, omissions and errors in word form.

Some attempts at subordination and complex nominalisations are made, but generally the structures are limited and there are frequent errors.

Overall this is a good example of a Band 5 performance.

Sample response

Band score awarded and examiner comments

Task 1 Brick Manufacturing – Response B

Dear Sir, I am writing a report about bricke manufacturing. The following are as follows. Bricke manufacturing starts with choosing good quality clay. A large digger similar to a crane digs the clay. The process takes about half a day. after which it is put on metal grid to separate unwanted silt and impurities. The strained clay is then put in a large machine roller where it is mixed with sand and water to be moulded later to form the base of the bricke. while it is still soft, wire cutters are used to perfectly cut the bricks, removing the rough edges. The soft bricks are then put in a drying oven where it stays from 24 - 48 hours. After the pre-set drying time, the bricks are then put in large kilns where it is baked at moderate heat of about 200 - 980°C. The brickes are first put in moderate heat to avoid cracking. After about few minutes, the bricks are then fired to a high 870 - 1,300°C heat. This is the Final heating or 'cooking' stage so to speak for the bricks. Just beside the kiln is the cooling chamber which is made up of large steel where the bricks will stay for about 48 - 72 hours. The bricks are then ready for packaging where the brick workers carefully pack the bricks in large contained vans for delivery. The whole process is fairly an easy one because there are no Orphisticated machines used. The only thing that bothered me was during the heating process because as the manager told me, I have to stay and observe while the clay is being 'cooked' because some of the clays do tend to cracke easily because of the wrong sand and water mixture from the start. If this happen, the process has to be repeated again which can be quite lengthy.

Band 7

This test taker uses an inappropriate format at times (e.g. the letter-style opening and personal comments) and this limits the band for Task Achievement. The process itself is adequately described, although some irrelevant information is included and there is no clear overview.

Information is logically organised and there is a clear progression throughout the response. A range of cohesive devices is used appropriately, although there are occasional errors in referencing and linking, and paragraphing would have helped convey a clearer description of the stages.

A wide range of sophisticated lexis is used to convey meaning with precision, but there are also occasional flaws in word choice that lead to some slightly awkward expressions.

A wide range of structures is also used fluently with only occasional slight error and the majority of sentences are error-free.

In spite of the high level of language proficiency, the flaws in format and organisation limit the rating for this response to Band 7.

Sample response

Band score awarded and examiner comments

Task 1 Brick Manufacturing – Response C

Brick Manufacturing

The process by which ~~clay~~ bricks are manufactured for the building industry can be outlined ~~to~~ in seven consecutive steps.

First the raw material, clay, which lies just below the surface of soil in certain clay-rich areas has to be dug up by a diggers.

Then the lumps of clay are placed on a metal grid, in order to break up the big ~~piece~~ chunks of clay into much smaller ones, which fall through the metal grid onto a roller, whose motion further segregates the bits of clay. Sand and water are added to make a homogenous mixture, which is then either formed in moulds or cut into brick-shaped pieces by means of a wire cutter.

Those fresh bricks are then kept in a drying oven for at least 24 and a maximum of 48 hours, several dozens if not hundreds of bricks at a time.

The dried bricks are then transferred to a so-called kiln, another type of high temperature oven. First they are kept at a moderate temperature of 200°C - 980°C, then at a high temperature of 870°C - 1300°C. This process is followed by cooling down the finished bricks for 48 to 72 hours in a cooling chamber.

Once the bricks have ~~been~~ cooled down and have become hard, they get packaged and ~~finally~~ delivered to their final destination, ~~by mean~~ for example by ~~means of trucks~~ be it a building site or storage.

Band 9

This response fully satisfies the requirements of the task. All key features of each stage of the process are appropriately and accurately presented.

An excellent overview is given at the beginning of the response and this skilfully incorporates part of the rubric, changing the grammatical function, to give a brief summary of the whole process.

The message is very easy to read with seamless cohesion that attracts no attention. Paragraphing, linking and referencing are all skilfully managed.

The language used is very fluent and sophisticated. A wide range of vocabulary and structures are used with full flexibility and accuracy. Only rare minor 'slips' can be found and these do not detract from the high rating.

This response is a good example of a Band 9 performance.

Writing – Academic

Sample Question 1
Writing Task 2

Upbringing

You should spend about 40 minutes on this task.

Write about the following topic:

Children who are brought up in families that do not have large amounts of money are better prepared to deal with the problems of adult life than children brought up by wealthy parents.

To what extent do you agree or disagree with this opinion?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Three sample responses to this task, with scores and examiner comments, can be found below and on pages 49-51.

Sample response

Task 2 Upbringing – Response A

I disagree that point about children brought up in families, because, I show that situation arounds me at our country parents. They want they had everything give to their children. but, their behavior is not good effect to them On the other hands, children brought up by wealthy parents, they are strong, that means they can do prepare to deal with the problems of adult life In my case, I start work from 20 ages I had social experience and I got a money for myself. however, My age is late to work by children ages and I heard about child doing coork by another countries that countries had a culture about childrens That is they doing work for their pocketmoney. they could their money buy something or entrance to the bank also, our country childrens do this. but many childrens accept the money by their parents. which persons got a pocketmoney over the 20 ages I think, if childrens had a work and they study at money, they perfectly prepared their adult life after they must be parents

Band score awarded and examiner comments

Band 3.5

The answer is underlength at 179 words and loses marks for this. While it is obviously related to the topic, the introduction is confusing and the test taker's position is difficult to identify. Ideas are limited and although the test taker attempts to support them with examples from experience, they remain unclear.

There is no overall progression in the response and the ideas are not coherently linked. Although cohesive devices are used, they assist only minimally in achieving coherence.

The range of vocabulary is basic and control is inadequate for the task. Language from the input material is used inappropriately and frequent errors in word choice and collocation cause severe problems for the reader.

Similarly, the range of structures is very limited, the density of grammatical and punctuation error is high and these features cause some difficulty for the reader. Attempts to use complex structures, such as subordination, are rare and tend to be very inaccurate.

There are several features of a typical Band 4 performance in this response, but because it is significantly underlength the rating is limited to Band 3.5.

Sample response

Task 2 Upbringing – Response B

I greatly support the idea about children who are brought up in families that do not have large amounts of money are better prepared to deal with the problems of adult life than children brought up by wealthy parents. I support it, because of the following reason.

Children who are brought up in families that do not have large amounts of money are raise in a certain psychological values. Such as the value of hardwork~~ing~~, dicipline, they are used to be in the condition where money doesn't come easily. They have to earn it, work for it. Oppose to it, a child who comes from a wealthy family is used to have money all the time. whenever they wanted something, the money is easily gave to them as ~~a~~ if everyday are their birthday.

Children who are brought up in families that do not have large amounts of money are well-trained to face adulthood. They are well-prepared to see the fact that the world is a very tough place. They watched their parent everyday worked very hard just to put ~~the~~ food on the table. They have the advantage to see the reality and embrace it, set their mind that they too have work hard for their future, their own dreams, their authentic self. A child that came from a wealthy family doesn't always have this advantage. This is because their eyes are blinded by the power of money, that their parent has. They also have a disadvantage of a family love life. Commonly wealthy parents express love by money. They love their children, so they bought them cars, expensive clothes, toys, but they are never home when their children needs them. The basic necessity of compassion isn't fulfilled in this kind of family. The impact to a child is that they will grow up and think that money is everything, that the source of happiness is money. They don't care about other people, they only care about money. The problem is they don't know how to get it, they've been spoiled all the time, so doesn't have the time to ~~discor~~ discovered the art of money making, only money spending. On the contrary children from families that do not have large amount of money will grow up with the sense of respect for money, they know how to get it and use it well. They know how to face adult life problems because they've been watching since they were a child. But a wealthy child is always to busy with himself to know that.

Band score awarded and examiner comments

Band 6.5

The introduction is mainly copied from the rubric. However, when this is deducted from the word count, the response is not underlength. The arguments are generally well developed and there is a clear position, despite the lack of a conclusion.

Better use of paragraphing would have allowed a clearer focus to some of the supporting points and prevented the lapse into generalisation towards the end. Nevertheless, there is a generally clear progression with a good arrangement of opposing arguments. Referencing is usually accurate and effective, but better use of linkers would have improved the cohesion.

Vocabulary is sufficient and used with some flexibility. The choice is not always precise but the test taker can evidently incorporate less common/idiomatic phrases into the argument and there is a good range that is generally accurate. The repetition of language from the rubric, while integrated and not therefore deducted from the rating, reveals a lack of ability to paraphrase.

Regular errors detract from the use of a range of structures, although they do not impede communication.

This is a generally good response to the task, but the weaknesses in organisation and grammatical control limit the rating to Band 6.5.

Sample response

Band score awarded and examiner comments

Task 2 Upbringing – Response C

I do agree to the statement that children brought up in poor families are better prepared to deal with the problems of adult life than children brought up by wealthy parents.

Children of poor parents are prematurely exposed to the problems of adult life eg. ~~earning a living~~ learning to survive on a low family income and sacrificing luxuries for essential items. These children begin to see the 'realities' of life in their home or social environment. Their parents own struggles serve as an example to them.

These children are taught necessary skills for survival as an adult from a very early age. Many children eg work in the weekends or holidays to either collect some pocket money or even contribute to their families' income. A good example is the many children who accompany their parents to sell produce at the market. They are making a direct contribution to their families in terms of labor or income.

Children of poor families also are highly motivated. They tend to set high goals to improve their economic & social situation. A relevant example would be Mr Bill Gates(founder of Misrosoft Corporation) He had an impovershed background but he used his talent and motivation to set up the worlds largest computer organisation.

However, there are some problems that children from poor backgrounds do encounter. Many of these children who are 'robbed' of their childhood eg while working, may feel cheated. They often turn to crime This however, is a small group.

In summing up, children with impoverished backgrounds are able to deal with problems of adult life because of early exposure, family role models and sheer motivation.

Band 8

The topic is very well addressed and the position is clear throughout. Main ideas are presented and well supported, apart from some over-generalisation in the penultimate paragraph. The rubric is copied in the opening paragraph, but when this is deducted from the overall word count the response is not underlength.

The ideas and information are very well organised and paragraphing is used appropriately throughout. The answer can be read with ease due to the sophisticated handling of cohesive devices – only the lack of an appropriate introduction and the minor error in the second use of 'eg' mars this aspect of the response.

The writer uses a wide and very natural range of vocabulary with full flexibility. There are many examples of appropriate modification, collocation and precise vocabulary choice.

Syntax is equally varied and sophisticated. There are only occasional errors in an otherwise very accurate answer.

Overall this performance is a good example of Band 8.

Writing – Academic

Sample Question 2
Writing Task 2

International Tourism

You should spend about 40 minutes on this task.

Write about the following topic:

International tourism has brought enormous benefit to many places. At the same time, there is concern about its impact on local inhabitants and the environment.

Do the disadvantages of international tourism outweigh the advantages?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Two sample responses to this task, with scores and examiner comments, can be found on pages 53-54.



Sample response

Band score awarded and examiner comments

Task 2 International Tourism – Response A

International tourism has brought enormous benefit to many places. At the same time there is concern about it's impaction on local inhabitants and the environment.

Do the disadvantages of international tourism outweight the advantages?

In my opinion advantages outweight the disadvantages. Firstly, many countries like Egypt or Tailand live from tourism Lots of people work there as a seilomens or tourist guids. These countries without support of tourists wouldn't be able to function properly.

Secondly, in countries visited by tourists are plenty of places, where people just can't pass because of nice animals or plants.

Another thing is that people like traveling and seeing new exotic places. They like lie on the beach or swim in ocean.

~~But on the~~ Furthemore, tourism is now more growing industry hipening tousands of people. There are making new places to work and to have fun.

But on the other hand, people often forget that they aren't the only beings on the planet.

Many tourists are living garbage just anywhere. Some of them want an exotic suvenir so they pay for illegal things like dead animals or some sculpture.

To sum up I think [redacted] international traveling is a good thing but people must realise that there is something else besides them. They need to know that flora and fauna needs to be protected. People have to enjoy their holidays but also ~~not~~ protect environment.

Band 5

The input material is directly copied as an introduction to this response. Once this is deducted from the word count the response is underlength at 194 words and so loses marks.

Nevertheless the topic is addressed and a relevant position is expressed, although there are patches (as in the third paragraph) where the development is unclear. Other ideas are more evidently relevant, but are sometimes insufficiently developed. In spite of this, ideas are clearly organised and there is an overall progression within the response. There is some effective use of a range of cohesive devices, including referencing, but there is also some mechanical over-use of linkers in places. Paragraphs are sometimes rather too short and inappropriate.

A range of vocabulary is attempted and this is adequate for a good response to the task. However, control is weak and there are frequent spelling errors that can cause some difficulties for the reader, thus keeping the rating down for the lexical criterion.

The test taker uses a mix of simple and complex structures with frequent subordinate clauses. Control of complex structures is variable, and although errors are noticeable they only rarely impede understanding of the message.

Although there are some features of a higher band in this response, flaws in the task response and the use of vocabulary limit this rating to Band 5.

Sample response

Band score awarded and examiner comments

Task 2 International Tourism – Response B

'Tourism' – friend or foe?

Tourism is a very big industry in the modern time and is growing quite rapidly. Thousands of people travel everywhere to various destinations every year. Arguments have come up regarding the benefits and negative impacts of tourism in places and on its local inhabitants and environment; however, I believe there are more advantages than disadvantages of international tourism.

People travel for various reasons; they we travel for business purpose, holidays, visit friends and relatives etc. Travelling is mostly seen as a recreational activity. Tourism has many advantages. Tourism can play a tremendous part in a country's economy, the more tourists visit a country and spend money there the better it is for the country; in that way more money is circulated within the country and even the stability of their currency rate of exchange persists if not improve. Vendors and shops get to sell more goods and make an income. Tourism also has its non-monetary advantages; it brings cultures and people closer. People from all around the world get to share their culture with each other and even learn more, this is a good opportunity in education.

Tourism seems to have some disadvantages too; however, I believe the problems caused by tourism are not something that cannot be solved or prevented. A lot of people believe that tourism can destroy or deviate culture and causes quite an impact on visited locations. such as pollution and littering. People can adhere to their own beliefs and way of life if they want to; no one can really forcefully influence someone to change from their morals and ethics Pollution can be avoided by increasing usage of environmental friendly vehicles used for tours and rents, Warnings and visual education on littering and smoking, Specific times can be allocated for tours to certain areas, such as peak times where local inhabitants feel uncomfortable due to too many foreigners.

Where there are problems there can always be solutions. Tourism brings great amount of advantages for any place in many ways and is a 'win-win' exchange process. The very few problems caused can always be avoided or taken care of. I believe tourism should be highly promoted, specially in traditional and poor countries with natural beauty such as Bangladesh.

Band 7

The test taker addresses both aspects of the task and presents a clear position throughout the response. Main ideas are generally clear and relevant, although some supporting ideas lack focus (as in the opening of paragraph 2).

Ideas are generally well organised and there is a clear overall progression, but there are lapses where points are not well integrated into the argument. A range of cohesive devices is used effectively, but some under-use of connectives and substitution and some lapses in the use of referencing are noticeable.

A good range of vocabulary is used with flexibility and precision. The test taker has a good awareness of style and collocation, and although awkward expressions or inappropriacies in word choice occur these are only occasional and do not limit the rating for this criterion.

Likewise, a good range of sentence structures is used with a high level of accuracy resulting in frequent error-free sentences. Minor systematic errors persist, however, and punctuation is unhelpful at times.

The strong lexical resource compensates for flaws in the organisational features, so overall this response is a good example of Band 7.

Writing – General Training

Task types

In Task 1, test takers are presented with a situation and are asked to write a letter requesting information or explaining the situation. The letter may be personal, semi-formal or formal in style.

Depending on the type of task, test takers are assessed on their ability to engage in personal correspondence in order to:

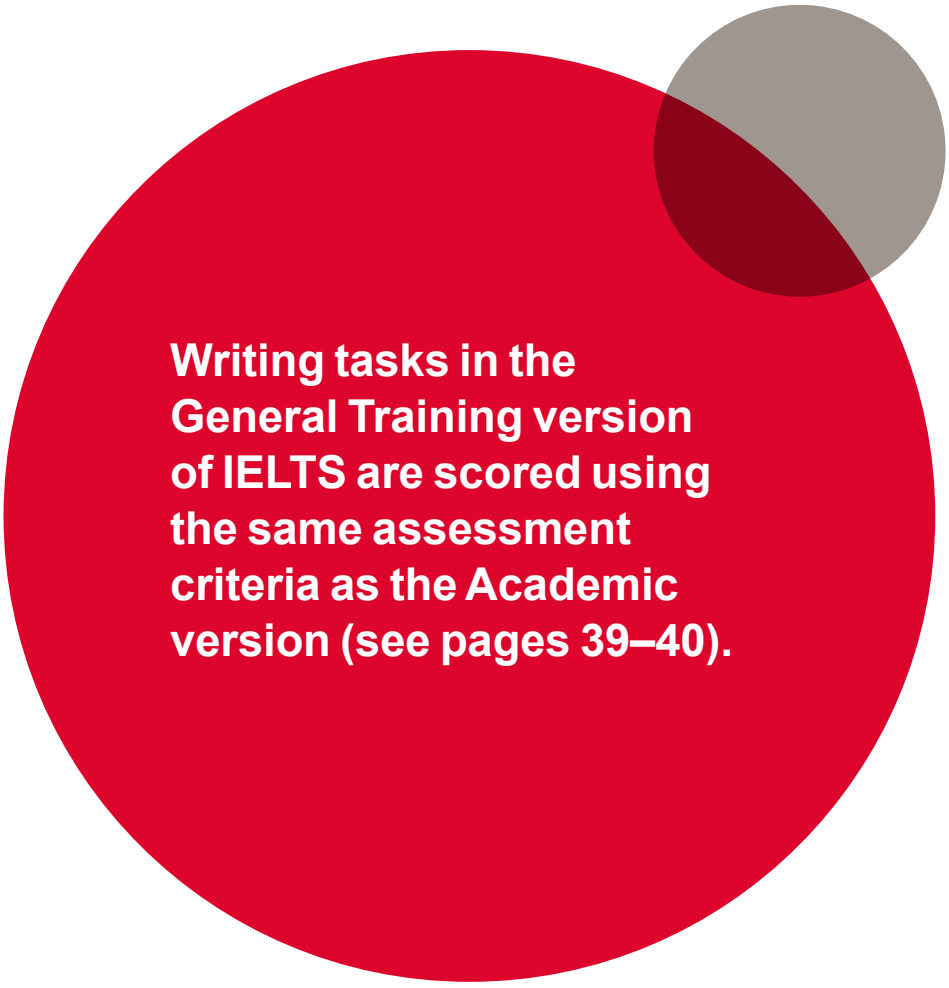
- elicit and provide general factual information
- express needs, wants, likes and dislikes
- express opinions (views, complaints etc.).

In Task 2, test takers are asked to write an essay in response to a point of view, argument or problem. The essay can be slightly more personal in style than the Academic Writing Task 2 essay.

Test takers are assessed on their ability to:

- provide general factual information
- outline a problem and present a solution
- present and possibly justify an opinion
- evaluate and challenge ideas, evidence or an argument.

The topics are of general interest and it makes no difference what subjects test takers have studied in the past.



Writing – General Training

Sample Question 1
Writing Task 1

Public Library

You should spend about 20 minutes on this task.

Your local public library wants to make improvements to their services and facilities. In order to get ideas from the public, they have asked library users to send them suggestions in writing.

Write a letter to the librarian. In your letter

- **describe what you like about the library**
- **say what you don't like**
- **make suggestions for improvements.**

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

Four sample responses to this task, with scores and examiner comments, can be found on pages 57-60.



Sample response

Band score awarded and examiner comments

Task 1 Public Library – Response A

DEAR SIR OR MADAM

The local public library wants to make improvements to their services and facilites. In order to get ideas the public. The local public library need to bring old and new boook from all countris. That is the becuse All People want to know for the world stories

The local public library want to big speee for cabinet to put good type line for the boork. Their is resolt because when peopel came to the library to get a boook easily. Your library dont huve boook properly because their are one boook is another plese and another is another line so not get a easeur.

The every boook put line with each cuntry to gether on yeur put diferent diferent year Put seprerd. Then your library put cline and good type and good man. Even you come put man to give people servi's at home to diveverd for boook som old piople are problem to come your library to taike boook thet is my opinion for your local public library want

Your fiyethfuly

Band 3

With some effort, the reader can discern ideas related to two of the bullet points but the first bullet is not covered. There is a definite attempt to address the task but the purpose of the letter is not clear, the key features are not all covered, and there is repetition of the minimal ideas produced.

The test taker has not organised these ideas in any logical way and, although linkers are present, they are not always used correctly and fail to help the reader follow the message. The lexical resource is also inadequate for the task.

There is severe distortion of meaning in some parts of the answer due to errors in word choice, form and spelling; some words cannot be deciphered.

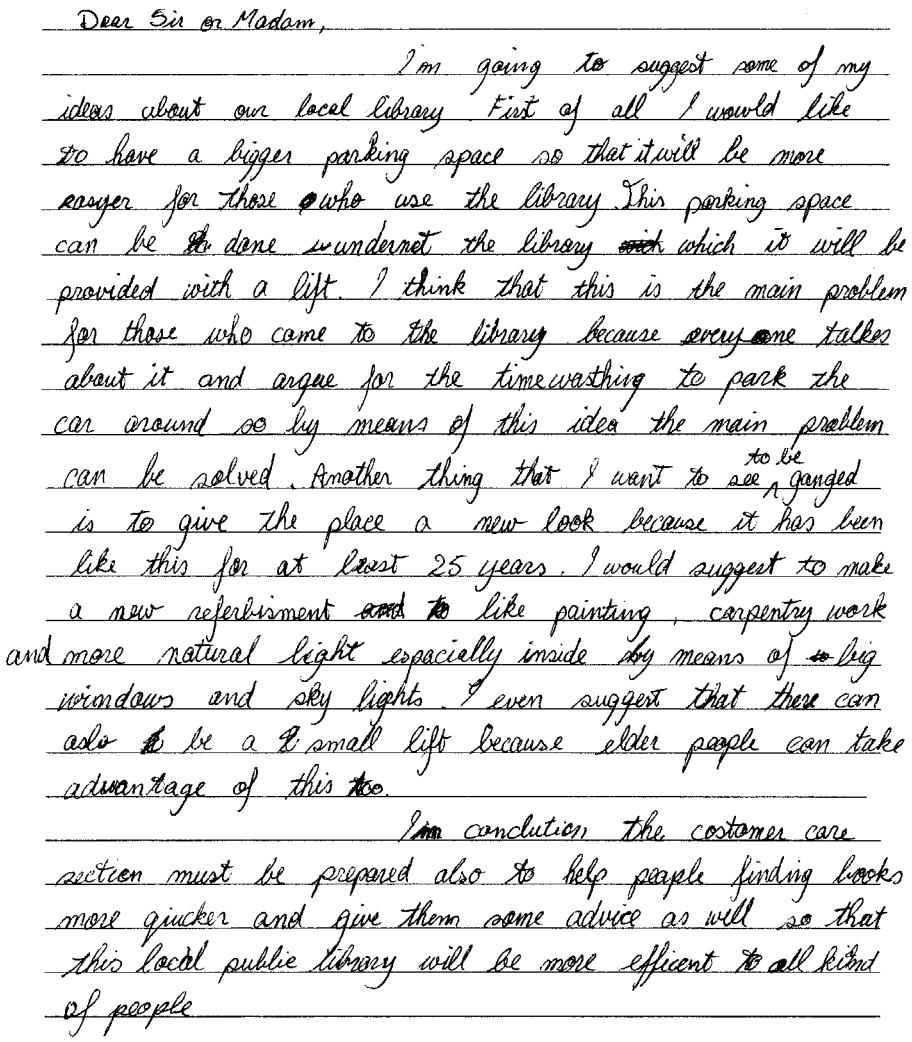
There is an effort to produce sentences but this is often unsuccessful. Overall, errors predominate and there are no correct sentences, other than those that rely on the input material.

This is a good example of a Band 3 performance.

Sample response

Band score awarded and examiner comments

Task 1 Public Library – Response B



Dear Sir or Madam,

I'm going to suggest some of my ideas about our local library. First of all I would like to have a bigger parking space so that it will be more easyer for those who use the library. This parking space can be done underneth the library which it will be provided with a lift. I think that this is the main problem for those who come to the library because every one talkes about it and argue for the timewasthing to park the car around so by means of this idea the main problem can be solved. Another thing that I want to see to be ganged is to give the place a new look because it has been like this for at least 25 years. I would suggest to make a new refurbisment and to like painting, carpentry work and more natural light espacially inside by means of big windows and sky lights. I even suggest that there can also be a small lift because elder people can take advantage of this too.

In conclution the costomer care section must be prepared also to help people finding books more quicker and give them some advice as will so that this local public library will be more efficent to all kind of people

Band 5.5

The test taker has made a good attempt at addressing the task but unfortunately the first bullet point is completely omitted and this reduces the rating for Task Achievement. Other key features are highlighted and well covered.

The response has quite a natural, clear progression, although some paragraphing would assist this. There is a good range of cohesive devices that have been used appropriately and some good examples of referencing.

Despite the range and effective use of lexis, there are noticeable spelling errors, but they only rarely impede communication.

Sentence types are mixed and there are many attempts at subordination, but control is uneven and there are punctuation errors.

Although the response shows some features of higher-level performance, the omission of key parts of the task limits the overall band to 5.5.

Sample response

Band score awarded and examiner comments

Task 1 Public Library – Response C

Dear Sir or Madam,

This is in reference to your enguiry regarding The Suggestions to library I would like give opinion in this regard. I visited the library So many times and found facilities and Problem Side by Side.

A library must Consist of Substantial amount of books, CDs and Cassets. These material Should be Placed and Organise in a Scientific manner So that most of the People Can be benefited in the Same time. In your library

I liked the numbers of books you have. It almost Covers the major Part of the requirment of People but the availability of the book at the right Place and time is the biggest Concern. In library Seating arrangements are very good too. The opening and Closing Timing realy Suits the People.

But, the Situation is not at its best. You do not have the facility of Electronic material which you normally ~~foo~~finds now a days. As I Said the Placement of books must be given attention. I have also faced Problems when wanted to take away the books. You Should relax the Problem in this Procedure.

Library Shoulel be Calm and Safe. All the books Should be arranged as Per Catalog. This Sequential arrangement will not only ease the Pressure on Staff but also reduce the Complaints. More Electronic equipments Shoul indulg in the library facilities and matter available in the Shelves.

Thanking you for your efforts to improve the Services for the betterment of the People in the Locality.

Band 6.5

The test taker covers all the task requirements and states the purpose of the letter. The tone, though assertive, is consistently polite. The key features are highlighted and extended but this could be more appropriately dealt with in some areas.

There is a clear overall progression, but the arrangement of ideas within paragraphs at times detracts from the clarity of the letter. At other times, the sentences are not as fluently linked as they might be.

There is a good range of vocabulary that is more than adequate. Although there are errors in collocation and word choice, there are also many examples of accurate choice and appropriate modification.

A mix of simple and complex structures is used, but mistakes in punctuation and in areas such as article use, subject-verb agreements, etc. limit the rating for this criterion.

This response shows some features of higher-level performance, but weaknesses in organisation and grammatical control limit the rating to Band 6.5.

Sample response

Task 1 Public Library – Response D

Dear Sir or Madam,

I am writing this letter to express my opinion about library services and send some suggestions to improve your operation. I have been using your library services for 25 years and even my son has started to use it as well. I really enjoy of your personnel staff and the way they serve the library users. They are always polite, friendly and easy find what you want to. The library is equipped with the comfortable furniture which helps user to feel freely and work efficient. You also have the reading room with the daily newspapers, magazines and other informative resources. I really appreciate all above-mentioned things in your library. But, I have some concerns I would like to share with you. The thing is I can not find anymore the recent edition books or books of authors of the current century. Of course, I understand we can always find them in the bookstores or in Internet. But everybody will agree with me that there is a great pleasure to read a book alive than in computer or others resources. So, it would be nice if you check with your management to update it. And plus, I know, it would be costly but may be saving your time, to buy a computer and load a data base of your collection of books. We live and work in the 21st of century. That is all I would like to share with you.

Yours faithfully,

Band score awarded and examiner comments

Band 6.5

The purpose of the letter is clearly stated and all three bullet points are highlighted and developed. However, the final bullet and the closing section of the letter could be more fully or more appropriately extended.

The presentation of information is clear throughout and cohesive devices, referencing and substitution are flexibly used, with occasional error. The absence of paragraphs prevents the award of a higher band for this criterion.

Vocabulary is also used with some flexibility and there is a good range, with evidence that the test taker can use less common expressions and has an awareness of collocation. There is occasional error in word form and choice.

Although a variety of structures is apparent, with a mix of simple and complex sentences, the level and regularity of errors in articles, prepositions and some verb phrases limit the rating for this criterion.

The density of grammatical error prevents this response from fully satisfying the descriptors of the higher band, so Band 6.5 is awarded.

Writing – General Training

Sample Question 2
Writing Task 1

Local Environment

You should spend about 20 minutes on this task.

You saw an advertisement asking for people to help with a project to clean up the local environment.

Write a letter to the project organiser. In your letter

- **say where you saw the advertisement**
- **explain how you can help**
- **give details about when you are available**

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

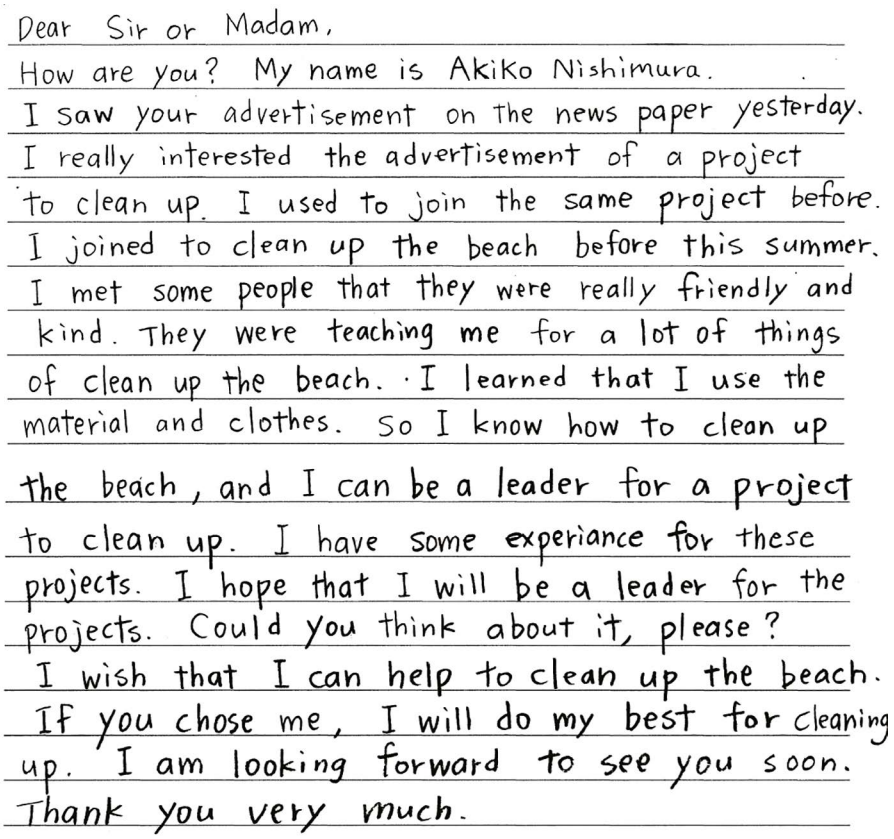
Dear Sir or Madam,

One sample response to this task, with scores and examiner comments, can be found overleaf.

Sample response

Band score awarded and examiner comments

Task 1 Local Environment – Response A



Dear Sir or Madam,
How are you? My name is Akiko Nishimura.
I saw your advertisement on the news paper yesterday.
I really interested the advertisement of a project
to clean up. I used to join the same project before.
I joined to clean up the beach before this summer.
I met some people that they were really friendly and
kind. They were teaching me for a lot of things
of clean up the beach. I learned that I use the
material and clothes. So I know how to clean up
the beach, and I can be a leader for a project
to clean up. I have some experiance for these
projects. I hope that I will be a leader for the
projects. Could you think about it, please?
I wish that I can help to clean up the beach.
If you chose me, I will do my best for cleaning
up. I am looking forward to see you soon.
Thank you very much.

Band 4

The purpose of the letter is stated but the test taker fails to address the third bullet point while including some irrelevant information, so the rating is limited for Task Achievement. The opening and closing sections are inappropriate in tone and do not match the purpose of the letter.

The sequencing of information gives the letter an underlying coherence so the ideas can be followed, but there is a lack of overall progression. Sentences are not fluently linked and the lack of referencing and substitution results in considerable repetition.

The range of vocabulary is limited to basic expressions which are used repetitively, and overall these are inadequate for the task.

Similarly, the range of sentence forms is very limited with predominantly short, simple structures used repetitively. Attempts at variation in expression or more complex structures are rare and result in grammatical error.

Overall this is a clear example of a Band 4 performance.

Writing – General Training

Sample Question 1
Writing Task 2

Serial Dramas

You should spend about 40 minutes on this task.

Write about the following topic:

Many serial dramas on TV (e.g. 'soap operas' or 'soaps') play an important social role.

Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Two sample responses to this task, with scores and examiner comments, can be found on pages 64-65.



Sample response

Band score awarded and examiner comments

Task 2 Serial Dramas – Response A

I AGREE

ABOUT SERIAL DRAMAS I THINK A LOT OF PLOPLE COMDARE THEM SELF TO PEOPLE IN TELLVISION, SOME OF ME ARE AGAINST IT BECAUSE WHY LIVE YOUR LIVE AFTER OTHER PREMISES. PROBLEMS THERE CAN BE ADDED IS DIVORCE, ADULTS MAKING A FIGHTS OUT OF ALL SORTS OF PROBLEMS. BECAUSE ON TELEVISION YOU MIGHT SEE A SCENE TAKING PLACE, WHERE HUSBAND IS CHEATING HIS WIFE, TELEVISION OF COURSE HAVE TO SHOW HOW AND WHY IT GOT DISCOVERED. THAT MEANS IF YOU IN REAL LIFE SEE SOMETHING LIKE IT, YOU FOR SURE THINK THE SAME THING IS HAPPENING.

A DRAMA ABOUT TEENS IN SCHOOL LIKE BEVERLY HILLS 90210, THEY ARE ALL OUT OF RICH FAMILIES DRIVING BIG FANCY CARS, ALL READY WHEN THEY HAVE TURNED THE AGE OF SIXTEEN. BUYING A LOT OF EXPENSIVE CLOTHES. THAT IS SO FAR AWAY FROM OUR WORLD HERE IN LITTLE DENMARK. THIS IS WHERE I BRING ON THE POINT THAT WE CANNOT AT ALL TRY TO LIVE OUR LIVE AS THEY DO
BUT OF COURSE IT PLAYS A SOCIAL ROLE BECAUSE YOU LOVE TO DREAM, AND YOU LOVE TO CREATE AND DISCUSS PROBLEMS.

MY SELF I LOVE A GOOD DRAMA THERE TAKES YOU AWAY FROM REALITY AND FIVE YOU SOME SPACE TO RELAX FROM THE DAILY PROBLEM. BECAUSE YOU WATCH OTHERS, WHICH ALLWAYS WILL SEEM BIGGER THAN YOUR OWN.
AND THAT IS A GOOD THING.

Band 5

The test taker expresses a position and some ideas are presented but they are not well developed and the prompt is only superficially addressed. The response is underlength, which lowers the rating.

Paragraphing is evident, but not always appropriate, and the themes within paragraphs are not well linked making the overall progression unclear. There is some use of cohesive devices and referencing, but there is also under-use.

The range of vocabulary is adequate; there are some relevant items and there is evidence of less common words and phrases, but this is mixed with simpler lexis.

Complex sentences are attempted but are often inaccurate and the answer consists mainly of simple sentences or clauses and phrases that are not effectively embedded, resulting in frequent errors in grammar and punctuation.

In spite of being penalised for being underlength, the response manages to reach Band 5 for this task.

Sample response

Band score awarded and examiner comments

Task 2 Serial Dramas – Response B

In Mauritius, most families have a television and nowadays the favorite programme of each and everybody are soap operas such as "Sass bhi kabhi kahu thi, Kehketa hai dil, friends or Munnera Brawa".

These plays have a different impact on different people. Our elderly population enjoy the Indian soap operas very much as they tend to be subjected on ways of life and cultures. These plays are also a very relaxing past time for the old people. But, they do have an impact on them, all these 'soaps' have the tendency of showing how youngsters respect and love their parents or grand parents whereas in reality this is not so. These kind of deceptions do sometimes lead to conflicts, misunderstandings or even suicide in some rare cases, as our older generation is very sensitive, soft hearted and gets discouraged very easily.

These serial dramas also. The second age of people which these serial dramas affect are the children and teenagers. At this age, they let themselves be influenced by anything. They do not know how to discriminate between what is good or bad in the society. They act just as the heros or heroines of these plays do. Sometimes, they can be violent, aggressive and the very next moment they are well behaved and nice persons. I would also add that these 'soaps' prevent many people to have a social life and children from learning. They are diffused throughout the day and people neglect everything else around them to watch these.

All these dramas give a false impression of life. They are exaggerated. But they provide a very easy way of relaxation and to spend time with one's family.

So, finally, I would agree that many serial dramas do have a social role but not in all cases and not the most important one. Some of them are very down to earth and realistic. They show the hardships of life and help the population to protect itself and be prepared for what is in the future. There is a group of people whose life are not affected by these soaps and they still lead a happy and peaceful life.

Band 7.5

This is a thoughtful and considered response that addresses all parts of the task.

Ideas are developed and supported, although some could be more clearly focused on the social role of serial dramas. Nevertheless, the approach is germane to the issue under discussion and the conclusions drawn are clear and relevant. The answer flows well and the progression of the argument is logical throughout. There are lapses in paragraph development and occasional awkwardness in referencing that limit the rating. Cohesion is otherwise handled well.

The test taker uses a wide range of vocabulary and skilfully incorporates less common words and phrases. There are only occasional errors in word choice and spelling errors are rare.

Overall, grammar is well controlled and a range of sentence types is used with confidence. A few errors in articles, agreement and verb phrases occur but these are non-systemic and do not reduce comprehension.

The range of lexis and structures raises this response above Band 7, but the overall performance is not sufficient to reach Band 8.

Writing – General Training

Sample Question 2
Writing Task 2

Shopping

You should spend about 40 minutes on this task.

Write about the following topic:

Shopping is becoming more and more popular as a leisure activity. However, some people feel that this has both positive and negative effects.

Why is shopping so popular?

What effects does its increase in popularity have on individuals and on society?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Three sample responses to this task, with scores and examiner comments, can be found on pages 67-69.



Sample response

Band score awarded and examiner comments

Task 2 Shopping – Response A

I think shopping is becomeing more and more popular as a leisure activity. For example Tee Tree Plaza Shopping Cener as a biggest shopping center in Adelaide. Am working the take way shop in the T.T.P Shopping Center. There are huge number of coutmer working around on the center every day. Many people buy lots of foods, drinks, clothes and they are hand carry or they put in the trolly. On the other hand some pople are only window shopping.

I sometime worry about people who bought many things into trolly, because I think may be they are use money alot, and also some ladies who wear a looks expencive juellies. I have one friend who bankrupt his self, because he had a expencive car, a expencive cloth, etc.

I think bad effect is many loan company established these year. People are easy to borrow money from loan campany and easy to go to bankrupt. People must concider about when they go to the shopping. Therefore before buy something people must consider about shopping such as for yourself.

Band 4

The first part of the task is not really addressed. The opening paragraph could be said to serve as a long introduction, although it illustrates the situation, rather than explains it. In the second paragraph, some ideas are presented and supported with an example, but no conclusions are evident. The response is considerably underlength, which lowers the rating.

There is some appropriate use of paragraphing, although the paragraphs are self-contained rather than presenting a line of argument; thus the overall progression is unclear. The relationship between ideas can be followed and there are some cohesive devices. However, these are not always used correctly and some ideas are not fluently linked. There is also some repetition.

Spelling errors are intrusive and cause strain. There is some relevant vocabulary, but overall the range is inadequate for the task.

Frequent errors in syntax, verb phrases and articles keep the rating down, despite basic structures being present.

The failure to address the task and the weaknesses in vocabulary and grammar limit this response to an overall Band 4.

Sample response

Band score awarded and examiner comments

Task 2 Shopping – Response B

Shopping as a leisure activity is an issue that araises an endless debates. There are, therefore, many arguments about positive and negative effects, In this essay I am writing to about the reasons of shopping's popularity and the effects on individuals and on society

To begin with, shopping is regarded as a kind of leisure activities such as sports, reading books and watching movies. Sometimes shopping makes a person feel relexed, it is especially true for people who have a lot of money. Most of all many shopper feel proxy satisfaction when they have the right to choose something.

Of course the effects of its popularity depend on individuals and society. But There are a number of effects on individual and society in general
Over consumption is a major problem. The excessive preference of shopping might result in over consuming And abnormal consumption lead to a violence of nature

To satisfy consumers' need, a lot of companies have to exploit the nature

The excessive consumption beyond normal shopping is responsible for social tension and class divisions. Because many person who can not afford to buy life commodities might feel anti-society attitude.

From the above we considered two issues. These are very important issues because shopping is an inevitable part of our life. In the future I can hope that shoppers have to consider the influence on the other persons, the nature and society. And the government educate the general public do sound consumption

Band 6

The test taker generally addresses the task, but only incompletely answers the first question. A position is presented, but ideas are sometimes insufficiently developed or extended so the argument is rather thin.

Nevertheless, there is a clear overall progression in the response because ideas are logically organised. A range of markers is used effectively to link ideas, although there are errors in the use of some basic connectives.

The test taker attempts to use a range of vocabulary and introduces some less common expressions, although with mixed success. Some expressions remain unclear, while others are used repetitively. Nevertheless, there is sufficient range and control to be adequate for the task.

A mix of simple and complex structures is evident, but errors in grammar and punctuation occur and indicate limitations in control, although such lapses generally do not reduce communication.

This response only just manages to reach an overall Band 6.

Sample response

Band score awarded and examiner comments

Task 2 Shopping – Response C

Shopping is very popular among the majority of the population, despite their age or social standards. This is due to the fact that most people find shopping as an experience which makes a difference in their day to day life. Some people find themselves in a different world, surrounded by various material things which they may or may not be able to purchase. Even if they are not able to finance these, they find much pleasure in looking and feeling these things and imagining owning them some day. Some people go shopping when they really want to purchase things and they prefer to look around and compare the prices before buying them. I think most people love to go shopping because, then they could meet friends, make contracts with people, and get to know what is in the latest trend. It provides them a pleasant distraction from their routine and sometimes dull life.

The most important effect shopping has on an individual is that it nourishes the self-esteem. An individual may find the social-contract most gratifying and this makes people come out of their shells and be more extrovert. Purchasing something, as well as knowing that you are financially able to purchase something give more self confidence to people.

The increase in popularity to go shopping has many effects on the society. People may be encouraged to go into new businesses and it will improve the economy. More job opportunities will be created for people in these businesses. Encouraged by the increase of popularity manufacturers will try to improve their products, so that the consumers can have a wide range of products at competitive prices. The overall quality of the product as well as the services provided by the sales staff will be improved.

More job opportunities will be created in advertising as the manufacturers try to sell their product. Consumers will have a better knowledge of the product so that they will not be misleaded by inferior quality products.

I find shopping an interesting and pleasurable experience, as each year passes by, simply because it enriches my heart and mind.

Band 8

All parts of the task are sufficiently and appropriately addressed. A clear position is presented and supported and ideas are relevant and well developed. Some further extension in supporting points, such as some mention of negative effects, however brief, could be added to raise this to the highest band for Task Response.

There is a clear progression throughout the response and a wide range of cohesive devices is used with flexibility, although there is rare error too. However, the personal comment in the final paragraph is a sudden topic shift after the general exploration of the issues. This is a slight lapse in the development and clear progression of the response, and prevents it from reaching the highest band for coherence and cohesion.

A wide range of vocabulary is used with flexibility and precision. The occasional minor error, such as the omission of dependent prepositions, is evident but not systematic.

Similarly, minor errors or omissions occur in structures, but these do not detract from the wide range flexibly and accurately used generally, and the majority of structures are error-free.

This is a clear example of a Band 8 performance.

Speaking

The *IELTS Scores Guide* USB includes filmed extracts from 27 Speaking tests.

Band	Test taker	Country of origin	Comments see page
3	Koung Suk	South Korea	74
3.5	Harry	Vietnam	74
4	Jing Cai	China	75
4.5	Liliana	Colombia	75
4.5	Jitleka	Thailand	76
5	Tina	Vietnam	76
5	Katsuharu	Japan	76
5.5	Balwinder	India	76
5.5	Ali	Saudi Arabia	77
5.5	Chidi	Nigeria	77
6	Stephen	China	78
6	Maxim	Russia	78
6	Gabriel	Brazil	79
6	Li/Tina	China	79
6	Xin	China	80
6	Brian	China	80
6.5	Michal	Poland	81
7	Hendrik	Germany	81
7	Mauricio	Colombia	81
7	Alexandra	Colombia	82
7	Luis	Colombia	82
7.5	Aashish	Nepal	82
8	Khush	India	83
8	Kopi	Botswana	83
8	Monika	Germany	84
8.5	Kenn	Singapore	84
9	Anuradha	Malaysia	84

Speaking assessments are carried out by trained and certificated examiners. The examiners work to clearly defined criteria and are subject to extensive and detailed quality control procedures.

Speaking

Overview

Duration: 11 to 14 minutes

The Speaking test assesses the test taker's use of spoken English. The Speaking test is delivered in a way that does not allow test takers to rehearse set responses beforehand.

The Speaking test consists of three parts:

Part 1 *(4-5 minutes)*

Test takers answer general questions about themselves and a range of familiar topics, such as their home, family, work, studies and interests.

Part 2 *(3-4 minutes)*

Test takers are given a booklet which asks them to talk about a particular topic. They have one minute to prepare before speaking for up to two minutes. The examiner may then ask one or two questions on the same topic to finish this part of the test.

Part 3 *(4-5 minutes)*

Test takers are asked further questions connected to the topic in Part 2. These questions give the test taker an opportunity to discuss more abstract issues and ideas.

Each part of the Speaking test fulfills a specific function in terms of interaction pattern, task input and candidate output.

Research has shown that the speech functions which occur regularly in a test taker's output during the Speaking test are:

- Providing personal information
- Expressing a preference
- Providing non-personal information
- Comparing
- Expressing opinions
- Summarising
- Explaining
- Conversation repair
- Suggesting
- Contrasting
- Justifying opinions
- Narrating and paraphrasing
- Speculating
- Analysing

Other speech functions may emerge during the test, but they are not forced by the test structure.

All IELTS Speaking tests are recorded.

How are Speaking skills assessed?

Speaking assessments are carried out by examiners trained and certificated by British Council or IDP: IELTS Australia.

- All IELTS examiners must hold relevant teaching qualifications to be recruited by test centres and approved by British Council or IDP: IELTS Australia.
- The examiners work to clearly defined criteria and are subject to extensive and detailed quality control procedures.
- Public versions of the assessment criteria appear on page 72.
- Scores are reported as a whole band or half band.

Performance throughout the Speaking test is assessed on the following four criteria:

Fluency and coherence (25%)	**Lexical resource (25%)**	**Grammatical range and accuracy (25%)**	**Pronunciation (25%)**
Fluency and Coherence refer to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences; clear marking of stages in a discussion, narration or argument; and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences.	Lexical Resource refers to the range of vocabulary the test taker can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.	Grammatical Range and Accuracy refer to the range and the accurate and appropriate use of the test taker's grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.	Pronunciation refers to the ability to produce comprehensible speech to fulfil the Speaking test requirements. The key indicators are the amount of strain caused to the listener, the amount of the speech that is unintelligible and the noticeability of influence from the test taker's first language.

The public version of the assessment criteria used by examiners appears on page 72.

Speaking assessment criteria

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	• speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full range of structures naturally and appropriately • produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	• uses a full range of pronunciation features with precision and subtlety • sustains flexible use of features throughout • is effortless to understand
8	• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • develops topics coherently and appropriately	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	• uses a wide range of pronunciation features • sustains flexible use of features, with only occasional lapses • is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility	• uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist	• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures, though these rarely cause comprehension problems	• uses a range of pronunciation features with mixed control • shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	• usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • rarely attempts paraphrase	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding	• uses a limited range of pronunciation features • attempts to control features but lapses are frequent • mispronunciations are frequent and cause some difficulty for the listener
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions	• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	• pauses lengthily before most words • little communication possible	• only produces isolated word or memorised utterances	• cannot produce basic sentence forms	• speech is often unintelligible
1	• no communication possible • no rateable language			
0	• does not attend			

Public version

Speaking

Sample questions and tasks

Watch people from around the world in an IELTS Speaking test

The USB contains sample extracts from Speaking test performances at various bands.

- Each extract shows one complete part of a test. The extracts shown are mostly Part 3s, which are the best reflection of a test taker's interactive output.
- Some examples of Parts 1 and 2 are also included to give an overview of the whole test.
- For Part 2 extracts, see below for the task card used.
- The examiner asks questions in a fixed interlocutor frame in Part 1 and reformulates prompts as questions according to the level of the test taker in Part 3.
- The test taker receives no written input for Parts 1 and 3 of the test.

Using the *IELTS Scores Guide* USB

For each performance that you wish to evaluate, make sure that you have the *Speaking assessment criteria* to hand (page 72). You will also need the examiner comments on each performance which appear on pages 74-84. You can choose to read these comments before or after you view the performance. You should bear in mind that the assessment of the Speaking test is based on overall performance in all three parts of the test.

Part 2 – sample tasks as seen on *IELTS Scores Guide* USB

Describe a well-known person you like or admire.

You should say:
- who this person is
- what this person has done
- why this person is well-known

and explain why you like or admire this person.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe a letter you received which was very important to you.

You should say:
- when you received it
- who sent it
- what it was about

and explain why it was important to you.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

Describe a teacher who has greatly influenced you in your education.

You should say:
- where you met them
- what subject they taught
- what was special about them

and explain why this person influenced you so much.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

If your organisation is setting a minimum level of skill in spoken English for your applicants (either students or workers), then view the sample film clips of Speaking tests on your USB. Use these clips to help determine the level of proficiency that corresponds to the level of Speaking skill your organisation seeks.

See page 87.

Speaking

Examiner comments on sample performances

The examiner comments below accompany filmed extracts of Speaking tests on the *IELTS Scores Guide* USB.



Band 3

Koung Suk, South Korea

Part 3: Hobbies

This test taker is unable to keep going and her responses are limited to short, simple utterances that convey little information. Her speech is hesitant and repetitive, with frequent corrections and punctuated by very long pauses while she searches for language.

She uses simple vocabulary and seems dependent on the language of the question, indicating that her range is not sufficient for less personal topics.

She can produce some basic structures, but many of these are short, easily memorised phrases *(Many Koreans like; it is helpful; it is important)*. She rarely completes any accurate grammatical sentences. She attempts a very limited range of simple sentence forms with a lot of effort.

Her pronunciation is relatively clear, but the samples of speech are so short that there is only evidence of a limited range of acceptable features and this limits the band.

This test taker's pronunciation is a slightly stronger feature, but this is not enough to raise her above Band 3.



Band 3.5

Harry, Vietnam

Part 3: Hobbies

This test taker is unable to keep going without noticeable pauses as he searches for language. His speech is slow with frequent repetition and self-correction and there are some breakdowns in coherence. He links some ideas but can only use simple connecting words *(so; because)*.

Vocabulary is this test taker's strongest feature and allows him to talk about topics familiar to him. However, it is sufficient for only limited discussion of unfamiliar topics *(balance; relax; salary; ability; free time for chatting; rely on drinking – it's not good for society or people's health)*. Some ideas are repeated *(good for their health)*.

His grammatical control is weak. Some simple sentence forms are produced fairly accurately *(has more ability to meet others; may be more developed)* and he sometimes attempts more complex forms. Subordinate clauses, however, are rare, turns are short and errors frequent.

He uses a very limited range of pronunciation features. His problems with hesitations and false starts have a serious impact on his ability to produce connected speech and there is little evidence of control of stress and intonation. However, it is his production of individual sounds which causes greatest strain to the listener. Final consonants are often not pronounced *(becau(se); balan(ce); li(ke); heal(th))*, and some are incomprehensible without context (*wishen* for 'question'). Understanding requires considerable effort and there are patches of speech that cannot be understood.

This test taker's vocabulary is stronger than other features of his performance, but his pronunciation is poor, restricting his rating to a Band 3.5.

Speaking

Examiner comments on sample performances (continued)



Band 4

Jing Cai, China

Part 3: News

This test taker attempts to keep going, but is unable to do so because of noticeable pauses, frequent self-correction and breakdowns in coherence. She links some ideas, but uses simple connectives repetitively.

Her range of vocabulary is sufficient for only very limited discussion of unfamiliar topics. She makes errors in word choice and she is frequently imprecise *(something like that; not just argue something)*.

She has some control of basic sentence forms, but there are frequent errors or incomplete structures and few attempts at complex sentences.

She is able to produce some acceptable features of pronunciation, but there are more than occasional mispronunciations, some of which cannot be understood. Stress and intonation patterns are severely distorted, causing strain for the listener.

She is a good example of test taker performance at this Band 4 level.



Band 4.5

Liliana, Colombia

Part 2: A well-known person

This test taker can keep going, but she uses only a limited range of connectives. There are frequent self-corrections and false starts, but she does not need long pauses to find language.

She uses a sufficient range of vocabulary to communicate non-personal information, but she is sometimes not able to paraphrase Spanish words *(mitos; histories)*, which indicates her limitations.

She is able to use a limited range of tenses and complex structures, although the frequency of errors is quite high in these.

Her pronunciation is a weak feature of her performance and causes some strain for the listener. She has a strong accent with systematic mispronunciations and incomplete word endings. She also has marked stress and intonation patterns that make patches of speech quite hard to follow at times.

This test taker's pronunciation difficulties prevent her reaching Band 5.



Band 4.5

Jitleka, Thailand

Part 3: Parties and celebrations

This test taker can keep going, although her responses are rather repetitive and she relies heavily on certain expressions *(something like; you know)*.

She uses a sufficient range of vocabulary to discuss less familiar topics, with occasional appropriate use of more complex items. However, she often reverts to the personal and uses a lot of simple phrases. She attempts to paraphrase, but with mixed success.

She predominantly uses the simple present, and makes errors when she attempts a wider range *(haven't known)*. She attempts to use complex structures but there is a lot of systematic error caused by the addition of 's' to a variety of word forms, and this is confusing.

She is able to make some use of rhythm and intonation but the mispronunciation of individual sounds is very frequent and results in many quite basic words and whole patches of speech being difficult to follow.

Although her ability to keep going and her use of vocabulary are stronger features, she is unable to achieve Band 5.

Speaking

Examiner comments on sample performances (continued)



Band 5

Tina, Vietnam

Part 2: Interests and hobbies

This test taker is able to maintain the flow of speech for most of the time but there are hesitations as well as some repetition and self-correction. This, together with the fact that she describes several interests rather than one interest, makes her hard to follow at times and leads to some loss of coherence *(before when I live in Vietnam I often go to … church and or some association … er … I can … er … I often ask my friend to … er … to contribute … er … er … and give a hand to help the poor people … or the old people because I think the old people are so … er … my … is look like my grandparents so I want to take good care for them)*. She can use markers accurately but within a narrow range *(first; so; because; as well; in the future)*.

Her rather limited range of vocabulary is just adequate for this part of the test. She manages to talk at some length about these familiar topics and produces some good items *(widen my knowledge; to overcome or try to get over the problem; contribute; take good care)*. She makes some errors in usage *(do volunteers)*.

She uses a narrow range of sentence patterns, but there are a few instances of 'if' and 'when' clauses. She produces basic structures with reasonable accuracy but verb tense errors and omissions are frequent *(I can shopping; before when I live in Vietnam I often go ... ; in picnic; I enjoy with it)*.

She has quite a strong accent with a number of poorly formed sounds and systematic omission of word endings (*lee a han* for 'lend a hand'). Rhythm is often syllable-timed and utterances are sometimes delivered too rapidly, which causes some difficulty for the listener.

Despite this test taker's ability to keep going throughout her long turn, her grammatical limitations and pronunciation problems restrict her rating to Band 5.



Band 5

Katsuharu, Japan

Part 3: Hobbies

In spite of some hesitation, the test taker can generally maintain the flow of speech, but he does not offer sufficient extension to give long responses. He uses a range of connectives and markers, although these tend to be rather mechanical and are almost always at the beginning of his sentences. There is some hesitation, reformulation and occasional loss of coherence, but generally simple speech is produced with some fluency.

He tends to personalise responses and also uses vocabulary repetitively, which indicates a lack of confidence in his resource. Nevertheless, he demonstrates sufficient language to talk about more general trends.

He tends to use a limited range of structures repetitively, including 'if' clauses, but with little complexity beyond these. He is able to demonstrate control of basic structures, but errors occur repeatedly.

His speech is generally clear, although there is some mispronunciation of sounds and words; rhythm is frequently interrupted and stress and intonation patterns are not always appropriate.

This is a good example of a Band 5 performance.



Band 5.5

Balwinder, India

Part 3: A well-known person

This test taker is willing to speak at length but he loses coherence at times owing to repetition and self-correction, e.g. when comparing famous people in the present and in the past. He uses a range of markers, linking words and phrases *(hopefully; like; actually; if we can talk about; as well; that's why)*, but not always appropriately. Coherence is also affected by problems with word order.

Although he has a wide enough vocabulary to discuss topics at length, he often confuses word classes (*give you famous* instead of 'give you fame'; *doing social workers* instead of 'doing social work'). Despite this, his meaning usually comes through.

The grammatical aspect of his performance is affected by poor control of word order, which sometimes causes comprehension problems. He uses both simple and complex sentence forms but structures frequently contain error *(it's depend; there will always be welcome of you; this is one reason can be)*.

He can produce some acceptable features of pronunciation but overall rhythm is affected by his rapid speech rate. Intonation is generally too flat, apart from rising pitch at the end of sentences, which is not always helpful. This, combined with phonemic problems (*vork* for 'work'; *vell* for 'well'; *evryting* for 'everything'), makes some patches of speech hard to follow.

This test taker's problems with grammar and pronunciation restrict his rating to a 5.5.

Speaking

Examiner comments on sample performances (continued)



Band 5.5

Ali, Saudi Arabia

Part 3: A well-known person

This test taker is willing to speak at length but his speech is not always coherent. He uses a variety of linking words and markers *(it's possible that; while; especially;)* but *maybe* is overused.

He uses a range of vocabulary, including a few less common items, with some awareness of collocation *(internet website; a specific group; local society; easy come, easy go)*.

His meaning is usually clear despite some inappropriate vocabulary use *(they are interesting about; the another people)* and he is able to paraphrase *(touch the feeling of the people)*.

Grammar is his weakest feature. Basic sentence forms are fairly well controlled for accuracy and he produces some complex structures, but errors in areas such as articles, pronouns and verb tenses are frequent and sometimes impede communication *(people whose they can; know them since when we were a child; everybody will forgot them; read it only which is enjoyable to them)*.

He uses a range of pronunciation features. He uses pausing quite effectively to break up the flow of speech into word groups and there are some good examples of the use of intonation and both emphatic and contrastive stress *(**sports** stars or maybe **movie** stars; the **young** ones; cre**ate** or pro**duce**)*. However, there are a few problems with syllable stress *(col**leagues**; inter**est**ing)*, and some sounds are poorly formed, with a redundant 's' added to the end of some words *(buts; in the futures)*. Generally, he can be understood without much effort.

This test taker's weakness in grammar restricts his score to Band 5.5.



Band 5.5

Chidi, Nigeria

Part 1: Where you live, family, learning English

This test taker is not really willing to respond at length and many of her answers are short. However, she does respond directly to the examiner's questions. There is some hesitation and although some markers are used effectively, there is occasional loss of coherence *(loud … because ... annoying sometimes)*.

She mainly demonstrates quite simple vocabulary in this part of the test, but uses this effectively to talk about a range of topics. There is some inappropriacy *(they're trying us to speak)* but there is also evidence of appropriate noun modification and less common expressions *(I've got my own room; younger brother; once in a while; really unclear; nearly everyone; it's always good to …)*.

Overall, she tends to keep to simple structures with a high level of accuracy. However, there are hardly any examples of complexity in this part of the interview and many sentences are incomplete.

Her pronunciation is clear throughout with only minor mispronunciation of phonemes. However, her responses are short and there is insufficient evidence of a wide range of phonological features used to convey meaning.

In spite of this test taker's confidence, she does not demonstrate the features of performance that are necessary to reach Band 6.

Speaking

Examiner comments on sample performances (continued)



Band 6

Stephen, China

Part 3: Hobbies

This test taker is willing to speak at length but there are moments when coherence is lost as a result of repetition, self-correction and hesitation and he is unable to answer the question about why people need a hobby. He is able to use a variety of markers to link his ideas *(first of all; I guess; like; it depends; at least; so)*, although these are not always used appropriately. Limitations in his performance are evident when he falls back on fillers such as *how to say; how do you say*.

He has a wide enough vocabulary to discuss topics at length *(China opening up to the world; cut down the working shifts; more work opportunities)*, but while he uses some natural colloquial expressions *(some other guys; that's sweet)*, there are also some collocation errors *(broaden your friendship; kill the spare time; in the past times; make more troubles)*. These rarely cause comprehension problems.

He produces a mix of short and complex sentence forms with a variety of grammatical structures. However, overall his grammatical control is variable and errors recur *(you are make trouble to the society; people like spend; in the past … people work more … there is a period; may go travel round; we have also get)*, although these do not impede communication.

His pronunciation is generally clear and he divides the flow of his speech into meaningful word groups with good use of stress and intonation *(normally we work eight hours a day, five days a week – that's forty hours in total)*. Generally he can be understood, but occasionally some words are hard to catch because of mispronunciation of sounds (*bose* for 'both'; *yoursels* for 'yourself'; *cupper years* for 'couple of years'; *zen* for 'then'; *word* for 'world').

This test taker is a good example of a Band 6.



Band 6

Maxim, Russia

Part 3: Hobbies

This test taker is able to keep going and is willing to give long answers, although he sometimes does not directly answer the examiner's questions. There is some hesitation and repetition in his speech, however, and this limits his fluency. He uses a range of discourse markers, although not always appropriately or accurately *(but on the other side; in nearest future)*.

His vocabulary is sufficient to discuss the topics at some length, and in spite of some uncertainty *(how to say?)* and some inaccurate word choice *(It's of course not very well for family and for health)*, he generally conveys his ideas and opinions effectively.

He attempts to use a mix of simple and complex structures, but his control of grammar is rather variable. Omissions of verbs, as well as minor errors, become quite frequent towards the end of the test, although these rarely impede communication. His grammatical control is the weakest aspect of his performance in this part, but his range of structures is sufficient for the higher band.

His pronunciation is his best feature. It is generally clear, although occasional words are difficult to catch. He maintains effective use of stress, rhythm and intonation, despite lapses.

In this part, the test taker's performance reaches Band 6.

Speaking

Examiner comments on sample performances (continued)



Band 6

Gabriel, Brazil

Part 3: Hobbies

This test taker is able to keep going and produce answers of sufficient length, but his performance is characterised by hesitation, repetition and self-correction. This limits his fluency and causes some loss of coherence but, overall, he is not hard to follow as he uses linking words and markers quite effectively *(first; because; for example)*.

His vocabulary is wide enough to deal with the topics at some length *(way to escape; driving over the limit; day-to-day activities; you need to pay your bills)*, but there is a lack of flexibility. In spite of some inaccurate word choices and expressions, he is generally able to express his ideas and opinions sufficiently, if not very effectively *(they need to be pleasure; forget what's bad; we need to have other thing to be relax)*.

He produces a mix of short and complex sentence forms and a variety of structures, but with limited flexibility. Errors occur with word order, articles, redundant subject pronouns or subject omission, but these do not impede communication *(they need always have something to do; is something that you don't do always; if you spend too much time doing hobby there's something wrong; if you are doing a lot of hobby; if you do always everything)*.

The test taker uses a range of pronunciation features but with mixed control. Rhythm is sometimes affected by his hesitation and some lapses into syllable-timing. Not all sounds are well articulated and he occasionally omits syllables *(activit(ie)s)*. Although these negative features reduce clarity at times, he can generally be understood throughout.

This test taker is a clear example of a Band 6.



Band 6

Li (also known as Tina), China

Part 3: Hobbies

This test taker is able to keep going and is willing to give long answers, but coherence is occasionally lost through hesitation while she searches for words and ideas. She uses a good range of connecting words and markers *(actually; in this way; I think the most important reason; as an example; as we know)*.

Vocabulary is the strongest feature of her performance. She is able to discuss topics at length and demonstrates some awareness of style and collocation *(contemporary society; casual activities; temporarily forget; a moment just for yourself; time and resources)*. While she does make errors, these do not interfere with communication *(for your healthy)*.

Her grammatical control is less strong, although she does produce some complex structures, such as subordinate clauses, accurately. Her control of verb tenses is variable and she has recurring difficulty with subject/verb agreement *(you shouldn't to be too addict; they're too focusing on; he need to)*. Despite these errors, her meaning is usually clear.

She uses a range of pronunciation features but with variable control. Her rhythm is at times affected by syllable-timing but stress and intonation are used to some good effect *(our life is not **just** for working – we should **enjoy** our lives as well)*. Some individual words and sounds are mispronounced, particularly 'th', but this has no significant impact on intelligibility and she can generally be understood without effort.

This test taker's vocabulary is a slightly stronger feature but this is not enough to lift her score above Band 6.

Speaking

Examiner comments on sample performances (continued)



Band 6

Xin, China

Part 3: Famous people

This test taker is able to give extended responses. He uses a range of markers *(you mean; you know; it's really a hard question; in this way)* and other cohesive features, such as referencing, but he uses only a narrow range of linking words *(so; because)*. He repeats himself quite a lot and self-corrects, but coherence is only occasionally threatened.

He has a wide enough vocabulary to discuss topics at length and his ideas and opinions are quite clearly conveyed *(change the world; focus on the real things; use reputation to gain a lot of profit)*. Vocabulary is sometimes inappropriate but meaning can be worked out from the context (*have a silence* instead of 'have privacy'; *signature* instead of 'autograph'; *act well* instead of 'behave well').

He produces a mix of simple and complex structures, although his attempts at longer, more complex sentence forms tend to contain errors. Mistakes in verb tenses, subject/verb agreement and prepositions are quite frequent, but these do not impede communication.

His pronunciation is generally clear and there is some effective use of stress and intonation. However, his speech is mainly syllable-timed, so his rhythm is rather mechanical. Some words are mispronounced (*uerally* for 'usually') or are wrongly stressed (*pro**fit***). This reduces clarity at times, but understanding generally requires little effort.

This test taker is a clear example of a Band 6.



Band 6

Brian, China

Part 3: Famous people

This test taker is willing to give extended responses but there is occasional loss of coherence as a result of hesitation and repetition. He tends to overuse certain fillers *(well; like; 'cos; yeah)*, although he draws on a reasonable range of linking words *(for example; actually; as a result)*. Grammatical constructions are also used well to introduce his ideas *(by having a hobby; by doing sports)*.

His range of vocabulary is sufficient to discuss topics at length and he displays some ability to use less common items and collocation *(get on very well with each other; increase money for the charity; good for the community; developed country; psychologically; physically)*. Even when he makes wrong word choices, his meaning is clear and he can convey his ideas and opinions quite effectively *(fast speed work; relieve themselves after work; release their body pressures)*. He does not always demonstrate awareness of register or style and he tends to use the rather too informal *gonn'* and *wanna*.

He can produce a range of structures and a mix of simple and complex sentence forms. Grammatical control of more complex structures is variable *(they just want to get big car big house and that's the reason that forces them to work very hard than before)*, but errors rarely cause comprehension problems.

His pronunciation is generally clear and there is some use of stress and intonation to convey meaning, although on the whole his intonation is somewhat flat. His speech is often syllable-timed and this leads to a rather mechanical rhythm. Certain words are sometimes mispronounced, resulting in an occasional loss of clarity (*wail* for 'while'; *lerer* for 'leisure'; *louts* for 'lots'). Overall, he can be understood without much effort.

This test taker is willing to speak at length, but he does not display the features of performance necessary to lift his score above Band 6.

Speaking

Examiner comments on sample performances (continued)



Band 6.5

Michal, Poland

Part 2: A well-known person

This test taker is able to speak at length without loss of coherence. Although some hesitations and reformulations occur, there is not much repetition across his long turn. He sequences the information appropriately and links ideas using a range of discourse markers.

He also uses a range of vocabulary, including less common items *(legend; background; inspired; creativity; style)*, with some flexibility and awareness of collocation *(a pop icon; fight for their rights)*. Although there are inappropriate word choices, these do not impede comprehension and the range lifts the rating to a higher band.

He also uses a range of complex structures and embedded clauses, with some flexibility. Although his tenses are not always accurate in this part, error-free structures are still frequent.

He has a strong accent and regularly produces 'f' for 'th'. In this part of the test, however, he only mispronounces individual words (*leegend; founds* for funds), and although his stress patterns are sometimes distorted by intrusive fillers (ehm), his speech is generally clear.



Band 7

Hendrik, Germany

Part 3: Famous people

This test taker can maintain the flow of speech without noticeable effort and there is no loss of coherence. He uses a variety of linking words and markers *(I would say; that's a good question; as I said; as long as)*, but he overuses the filler *(yeah)* and sometimes referencing is inaccurate *(for the one or the other reasons)*.

He uses a wide range of vocabulary, including some less common and idiomatic items and effective collocation *(easy to blame; global warming; financial crisis; he stands for something; can't stand the pressure)*. However, sometimes he lacks precision in his choice of words and expressions (*Greek* instead of 'Greece'; *on the other side of the lake*; *environmentally people/things; a big branch*).

His grammar displays a good range of both simple and complex structures. Many of his sentences are error-free but he makes some mistakes in subject/verb agreement *(people who wants; the people who admires him)*, articles *(the normal person)* and relative pronouns *(everything what happens)*.

His pronunciation is clear and easy to follow. He uses both sentence stress and intonation effectively to convey meaning *(you can't blame a **soccer** player but it's **easy** to blame the poli**ticians**)*. He does have a noticeable accent, however, and his mispronunciation of a few words results in occasional loss of clarity (*wole model* for 'role model'; *wong* for 'wrong'; *serf the planet* for 'serve the planet').

This test taker is a clear example of a Band 7.



Band 7

Mauricio, Colombia

Part 3: Famous people

This test taker can speak at length without noticeable effort or loss of coherence. He does, however, demonstrate some language-related hesitation, repetition and self-correction. He develops topics appropriately, using a range of markers and linking words to give cohesion *(lately; in my opinion; if I'm not wrong; maybe you know; actually)*.

He has a good vocabulary and shows some awareness of style and collocation *(working for peace; internal problem; people in need; in conflict; a border city)* but he sometimes makes the wrong word choices *(if I do something very queer; to be in-between everyone)*.

He has good grammatical control and produces many error-free sentences, using both simple and complex structures *(more easily than before; without being treated differently)*. However, there are some problems with tenses (*they bring* instead of 'they brought'; *if I will like to read; I can be famous* instead of 'I could be famous'; *I prefer my privacy* instead of 'I would prefer my privacy'), with articles *(they don't have private life)* and with word order *(even you can upload)*.

There are many examples of very natural pronunciation and he can be easily followed, as he uses intonation and stress to good communicative effect. There are just a few problems with the production of individual sounds but, overall, his accent is slight and has very little impact on intelligibility.

This test taker is a clear example of a Band 7.

Speaking

Examiner comments on sample performances (continued)



Band 7

Alexandra, Colombia

Part 3: Famous people

The test taker speaks quite fluently and gives appropriate and extended responses. She makes good use of a range of markers and linking words *(first; actually; I think so; for example; in a lot of ways; that's why)*. There is some hesitation, but it is mainly content-related as she seeks to clarify her ideas before expressing them. Coherence is not affected by these slight pauses.

Vocabulary is a strong feature of her performance and she uses a wide range, including some less common, idiomatic and colloquial items *(lose your privacy; selling their soul to the devil; getting dumped; it depends on the target; we need a rest from the serious stuff)*. However, there are also a few examples of error and inappropriate word use *(a small news; end of the relax evening; free dresses)*.

Her grammar displays a good range of both simple and complex structures that are used flexibly and a number of her sentences are error-free. However, there are some noticeable errors in areas such as articles, prepositions, subject/verb agreement and verb tense *(if someone recognise you; if people follows; you will like them fail; it won't be happen like this)*.

Although she has a noticeable accent, her pronunciation is generally clear and easy to follow. Stress and intonation are used well to enhance meaning *(You don't have to pay for a lot of **stuff**. They will give **free** dresses and free stays in the **hotels**)*. She has a tendency to use syllable-timing, which prevents her sustaining appropriate rhythm over longer utterances. She also has occasional problems with sounds (*jung* for 'young'), but this has only minimal effect on intelligibility.

This test taker only just achieves Band 7, owing to a weaker performance in grammar.



Band 7

Luis, Colombia

Part 3: Interest and hobbies

This test taker can maintain the flow of conversation without noticeable effort, although he has a rather slow delivery with some hesitation. He uses a range of reference markers fluently and naturally to give cohesion *(It's likely that they will; so that helps)*. Overall, however, his topic development is limited and he does not extend his responses sufficiently to reach Band 8.

His vocabulary is appropriate but he does not use an extensive range. Examples of good collocation and idiomatic usage *(the job ladder)* are not as frequent as they would be at higher bands, and are sometimes not well integrated or result in awkward expressions *(everything in excess is not good; to provide themselves; want to go higher, higher on the job ladder)*.

A range of structures is used, but there is not enough complexity to raise the performance above Band 7. The level of accuracy is high, with only a few minor errors, but the test taker stays within a safety zone and this has an impact on his range of structures.

The test taker has only a slight accent that has very little impact on his English pronunciation. He is able to use a wide range of phonological features to convey meaning effectively *(it's not **that** difficult to play)* and to make precise distinctions *(**more** popular* vs. *most popular)*.

This is a high-level test taker who seems to play safe. In doing so, he fails to produce sufficient language to be awarded a higher band.



Band 7.5

Aashish, Nepal

Part 1: Work, friends, food and cooking

This test taker speaks fluently and he engages with the questions without any obvious effort. There is only occasional hesitation, repetition and self-correction, which is mostly content-related and only rarely to search for language. His relaxed delivery is supported by his flexible use of markers *(I am both; basically; as well as; every now and then; that would be French)*.

His vocabulary is sufficient for him to engage with a variety of topics and he demonstrates an ability to use idioms and collocations with some sense of style and skill. However, he makes a number of inappropriate vocabulary choices *(all over the place; that's not just my cup of tea; someone to confront and talk to; I haven't got a chance),* which restrict his rating on this criterion.

He has a wide range of grammatical structures at his disposal and the majority of sentences are error-free. Even when errors do very occasionally occur *(I work part-time as well as a student; it just does not come into me)*, they do not detract at all from meaning.

He uses a wide range of pronunciation features and is able to use stress and intonation effectively. There are just a few lapses and very occasionally sounds are poorly formed (*bot* for 'both'; *vent* for 'went'), but overall, his accent has only minimal effect on intelligibility.

The test taker's vocabulary is not as strong as other features of his performance and restricts his rating to Band 7.5.

Speaking

Examiner comments on sample performances (continued)



Band 8

Khush, India

Part 3: Famous people

This test taker speaks fluently and is able to give quite long and detailed responses without any loss of coherence. Hesitation is usually content-related and only occasionally to search for language. She uses fillers *(you know; I mean)* to cover this. Linking words and markers are used very naturally *(that's not the case; I'm fine with that)*.

Her vocabulary resource is wide and it allows her to talk about a range of topics with some flexibility and precision.

There are plenty of examples of stylistically appropriate language *(political pressure; into corruption; today's world; offensive; promote the product; a money-making business)* with only occasional inaccuracies *(do a meeting; in a right/ wrong manner)*.

She uses a wide range of structures with a high level of accuracy. She makes only occasional minor errors.

She uses pronunciation well to reinforce meaning, with rhythm, stress and intonation all used appropriately *(at times I **do** like)*. There are only occasional lapses in word stress and in the formation of 'th'.

This test taker is a clear example of a Band 8, with consistently high performance across all criteria.



Band 8

Kopi, Botswana

Part 3: Famous people

This test taker speaks fluently but rather slowly, with occasional hesitation as he engages with the topics. He is able to give quite complex and detailed responses without any loss of coherence, drawing on a range of markers to introduce his ideas *(in that way; in some way; we have a situation in our country; in that regards; in every respect)*.

He skilfully uses his wide vocabulary in a sophisticated way to express himself precisely and accurately *(reaching out through music; I wouldn't put it past them; significant level; growing trend; a ripple effect)*, although there are a few inappropriate word forms and choices (*old generation* instead of 'older generation'; *have a long way* instead of 'have a long way to go'; *a step back* instead of 'a backward step').

He uses a full range of sentence forms and grammatical structures naturally, accurately and appropriately.

The test taker is easy to understand throughout the test, in spite of a slight accent. Occasional misplaced stress and vowel formation (*misicians* for 'musicians'; *Bread Pitt* for Brad Pitt) only minimally affect intelligibility.

This test taker's sophisticated vocabulary and accurate grammar make him a good example of a Band 8.



Band 8

Monika, Germany

Part 3: Hobbies

This test taker speaks very fluently and is able to give long, complex and very detailed responses without any loss of coherence, repetition or language searches. She uses a wide range of discourse markers naturally and precisely.

Her range of vocabulary allows a high degree of precision and flexibility with plenty of examples of stylistically appropriate language. Only occasional inaccuracies or slight inappropriacies *(competition is quite big)* restrict her rating.

She uses a wide range of complex structures with the majority of sentences being error-free. However, there are examples of inappropriate choice of tense and other occasional, non-systematic errors.

This test taker is easy to understand throughout the test, in spite of her accent. Although there are occasional mispronunciations of individual phonemes, these have minimal effect on communication. She is able to use a wide range of features, such as intonation and contrastive stress, to convey meaning.

This test taker's high overall fluency and wide range of features with only occasional examples of inappropriate usage make her a strong example of a Band 8 test taker.

Speaking

Examiner comments on sample performances (continued)



Band 8.5

Kenn, Singapore

Part 3: Famous people

This test taker speaks fluently for most of the time and develops topics coherently and appropriately, with only slight content-related hesitations as he engages with the topics.

His vocabulary is precise and sophisticated throughout this part of the test *(prominent businessmen; emulate; a growing number of television celebrities; to promote charitable causes; endorsing a cause; negative repercussions; conscious of body image; susceptible to; prevalent)*.

He uses a wide range of grammatical structures naturally and accurately, with no noticeable error.

He also uses a full range of pronunciation features to convey precise and subtle meaning such as emphatic stress *(one example that comes to mind is ce**leb**rities)* and contrastive stress *(it's not necessarily for **causes** ... it's also for celebrity **behaviours**)*. He sustains this flexible use of features of connected speech throughout and is effortless to understand.

Only this test taker's occasional hesitations prevent him reaching Band 9.



Band 9

Anuradha, Malaysia

Part 3: Famous people

This test taker speaks fluently, with only rare repetition or self-correction. Any hesitation is not to search for language but to think of ideas. Her speech is coherent, with fully appropriate cohesive features *(if you're talking about; other than that; I think it's more; as you can see)*.

She uses vocabulary with full flexibility and precision in all topics with a wide range of idiomatic language *(have a tendency; be exposed to; the world is becoming more globalised; the norm; strikes a chord; communication tool; actors that sponsor; materialistically; cool gadgets; grasp of people's mindset)*.

Her grammatical structures are precise and accurate at all times. She uses a full and natural range of structures and sentence types and makes no noticeable errors.

She uses a full range of phonological features with precision and subtlety. The rhythm of her language is sustained throughout and stress and intonation are invariably used to good effect. This and her very clear production of individual words and sounds result in her being effortless to understand.

This test taker's performance just reaches Band 9.

Setting IELTS entry requirements for your organisation



Standards setting is the process of deciding the minimum IELTS score a test taker would need to enter a particular course of study, work in a particular environment or register with a professional body.

Setting IELTS entry requirements for your organisation

There is no fixed pass mark in an IELTS test. The appropriate IELTS score required for a given purpose is ultimately something which institutions and organisations such as university departments, colleges, professional bodies or immigration authorities must decide. You may do this in the light of your knowledge of the demands placed on language ability in your working context, and your experience of students entering a course of study/training, of employees entering a working environment or of migrants entering a new country.

Arriving at an appropriate standard involves answering two key questions about the use you make of IELTS scores.

1. What is the minimal level of English that would enable an individual to cope with the language demands involved in your working context? In other words, what kinds of reading, writing, listening and speaking are involved in this context and how well does someone need to be able to do these things in order to 'get by'?

2. How does this minimally acceptable level of English translate into scores on the IELTS test?

Answering these questions will require judgement on your part and you will probably want to take account of a number of factors in arriving at a decision:

a. Who are the most appropriate people in your institution or organisation to take decisions on standards in this context (e.g. English language educators/academic staff/students/managers etc.)?

b. Should you set a single standard? Or should there be different requirements (e.g. for undergraduate and postgraduate students or for professionals in different roles)?

c. Do you already require a minimum score for IELTS and are you and your colleagues satisfied that this is the most appropriate minimum score?

Survey tools on pages 88-91 help you set IELTS scores.



Setting IELTS entry requirements for your organisation

The IELTS Test Partners seek to support standard setting studies by offering expert advice, the *IELTS Scores Guide* USB and grant funding. The IELTS Test Partners have in recent years supported a number of standards setting studies conducted by national organisations who use IELTS scores for professional and migration purposes in Australia, Canada, the UK and the USA. Test users can commission qualified experts, or they can conduct internal standards setting studies themselves.

There is an extensive literature on standards setting and the relative merits of various methods available. Those interested in conducting their own standards setting exercises should consult Cizek (2001) for a useful introduction to the field. The IELTS Joint-Funded Research Program is able to provide grant funding for researchers who wish to undertake IELTS standard setting studies within their own educational institutions.

For more information about IELTS research and grants, visit ielts.org/researchers

Setting or confirming appropriate local standards for IELTS scores would typically involve the following steps:

1. **If your organisation or institution already accepts IELTS scores, use the IELTS questionnaire to poll colleagues who work with your current international students, employees, trainees or others.**
   a. Use the IELTS Survey on page 88 (for organisations) or page 90 (for institutions).
   b. Distribute the questionnaire to relevant members of staff.
   c. Collate the questionnaire responses.
2. **Convene a standards setting committee made up of representatives of any internal groups who would be affected by any changes in the minimum scores you set.**
   This panel should represent those with an interest in the use made of IELTS scores. These might include employers, teachers from receiving departments, language experts, administrators and former IELTS test takers.
   The panel could take the following steps to arrive at a minimum required IELTS score:
   a. Discuss the minimum level of English writing and speaking ability required for the purpose of participating in academic study, training or skilled work as appropriate to the context.
   b. Look at the band descriptors provided on pages 39, 40 and 72 for the Writing and Speaking tests in order to compare these with their views on the minimum level of English required.
   c. Look at the sample Writing test scripts and video clips of Speaking tests provided on this USB to make judgements about which level of performance on the test corresponds to the minimally acceptable ability they believe is required. This will form their recommendation for the minimum IELTS Writing and Speaking requirements.
   d. Discuss the minimum level of English reading and listening ability required for the purpose of participating in academic study, training or skilled work as appropriate to the context.
   e. Consider the sample Listening and Reading material included on pages 5-10 and 15-23 or 27-34. This should be supplemented by the *Official Practice Materials* available through the IELTS website: ielts.org The committee should judge how many questions a minimally proficient test taker would be able to answer correctly (referring to the answer keys, and the information on how many correct answers on a test will relate to particular band scores which are provided on pages 12 and 25 or 36 of this booklet). Converting the number of correct answers into IELTS bands will lead to the recommendation for Listening and Reading requirements.
3. **Once the panel has arrived at recommendations regarding appropriate score requirements, these should be evaluated in the light of further experience.**

Recommended further reading

Cizek, G J (2001) *Setting Performance Standards: Concepts, Methods and Perspectives*, New Jersey: Lawrence Erlbaum Publishers.

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IELTS questionnaire
for employers/professional associations

We would like to have your views about whether the English language requirements used in our organisation are appropriate. We would be very grateful if you could take five minutes to fill in this questionnaire. All your answers are anonymous and will be treated as confidential.

Please respond in relation to a specific situation in which IELTS scores form part of the application process. If you would like to answer about more than one role/profession, please fill out a second form.

1. In my job, I sometimes have to decide whether or not to admit people to a role or a profession and an English language test score (such as IELTS) may play an important part in these decisions.

- ◯ Yes
- ◯ No

2. How would you classify your primary role?

- ◯ Human Resources
- ◯ Manager
- ◯ Skills Assessor
- ◯ Academic
- ◯ English Language Teacher
- ◯ Industry Policy Maker
- ◯ Other (Please specify) _____

3. How would you describe your level of seniority?

- ◯ Non-management
- ◯ Middle management
- ◯ Senior management
- ◯ Other (Please specify) _____

4. What is the name of your department?

_____

_____

5. What is/are the role(s) to which your answers to this questionnaire will apply?

_____

_____

6. Do you accept any English language tests other than IELTS for entry/recruitment purposes? (please list)

_____

_____

7. What **overall** IELTS score is currently accepted for entry to this role?

_____

_____

8. Is there a requirement for a **different** minimum score in any **skill** area (e.g. an overall score of 7.0 with a minimum score of 6.5 for Reading)?

_____

_____

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9. Under what conditions do you currently accept an applicant with a score **below** the overall band score?

10. In my opinion the minimum **overall** IELTS entry score for this role should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested **overall** band score: _____

(Please give your reasons for your answer)

11. In my opinion the minimum IELTS entry score for **Listening** should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested band score: _____

(Please give your reasons for your answer)

12. In my opinion the minimum IELTS entry score for **Reading** should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested band score: _____

(Please give your reasons for your answer)

13. In my opinion the minimum IELTS entry score for **Writing** should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested band score: _____

(Please give your reasons for your answer)

14. In my opinion the minimum IELTS entry score for **Speaking** should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested band score: _____

(Please give your reasons for your answer)

15. Do you want to add any other comments on the use of IELTS scores in your organisation/profession?

This is the end of the questionnaire. Thank you very much for your time.
Please return your completed questionnaire to:

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IELTS questionnaire
for college/university staff

We would like to have your views about whether the English language requirements used in our institution are appropriate. We would be very grateful if you could take five minutes to fill in this questionnaire. All your answers are anonymous and will be treated as confidential.

Please respond in relation to a specific course or level with which you are familiar. If you are would like to answer about more than one course or have students at more than one level (e.g. undergraduate and postgraduate), please fill out a second form.

1. In my job, I sometimes have to decide whether or not to admit students and an English language test score (such as IELTS) may play an important part in these decisions.

- ◯ Yes
- ◯ No

2. How would you classify your primary role at the college/university?

- ◯ Central Administration
- ◯ Faculty/School Administration
- ◯ Academic Teacher or Researcher
- ◯ English Language Teacher
- ◯ Student Support Services
- ◯ Other (Please specify) _____

3. How would you describe your level of seniority?

Academic

- ◯ Lecturer/teacher
- ◯ Senior lecturer
- ◯ Professor

Non-academic

- ◯ Non-management
- ◯ Middle management
- ◯ Senior management
- ◯ Other (Please specify) _____

4. What is the name of your faculty or department? _____

5. What is/are the name(s) of the course(s) to which your answers to this questionnaire will apply? _____

6. What level are the students on this course?

- ◯ Foundation/pre-university
- ◯ Non-degree training
- ◯ Undergraduate
- ◯ Postgraduate
- ◯ Other (Please specify) _____

7. Do you accept any English language tests other than IELTS for admissions purposes? (please list) _____

8. What **overall** IELTS score is currently accepted for entry to this course? _____

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9. Is there a requirement for a **different** minimum score in any **skill** area (e.g. an overall score of 7.0 with a minimum score of 6.5 for Reading)?

10. Under what conditions do you accept a student with a score **below** the overall band score?

11. In my opinion the minimum **overall** IELTS entry score for this course should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested **overall** band score: _____

(Please give your reasons for your answer)

12. In my opinion the minimum IELTS entry score for **Listening** for this course should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested band score: _____

(Please give your reasons for your answer)

13. In my opinion the minimum IELTS entry score for **Reading** for this course should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested band score: _____

(Please give your reasons for your answer)

14. In my opinion the minimum IELTS entry score for **Writing** for this course should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested band score: _____

(Please give your reasons for your answer)

15. In my opinion the minimum IELTS entry score for **Speaking** for this course should be…

◯ Lower ◯ Unchanged ◯ Higher

Suggested band score: _____

(Please give your reasons for your answer)

16. Do you want to add any other comments on the use of IELTS scores in your institution?

This is the end of the questionnaire. Thank you very much for your time.
Please return your completed questionnaire to:

Further support

For organisations and institutions

- Visit ielts.org/institutions for a range of support materials including:
  - » *Guide for educational institutions, governments, professional bodies and commercial organisations*
  - » *Ensuring Quality and Fairness in Language Testing*
  - » *IELTS Guide for Agents*
  - » *IELTS Guide for Teachers*
  - » Analysis of test data

'Who accepts IELTS' search tool

ielts.org attracts several million visitors per year from more than 200 countries. Visitors to the site are able to find the IELTS requirements of different institutions and organisations by using the 'Who accepts IELTS?' tool. To check whether your institution and organisation is listed or to register your institution, visit ielts.org/recognition. This is a free service.

Results verification service

Organisations are advised to sign up for the free Verification Service to ensure that the results presented by test takers are genuine. Find out more at ielts.org/verify. This is a free service.

For test takers

Face-to-face advice and support materials for test takers are available through the worldwide network of IELTS centres. Materials include *Information for Candidates* booklet and *Official Practice Materials* (for purchase) and free sample questions covering each part of the test. These resources can be obtained via ielts.org/testtakers.



For researchers

Visit ielts.org/researchers to find:

- information about IELTS research grants and awards
- analysis of past test data
- analysis of test taker performance by country of origin and first language.

Contact us

The IELTS Test Partners support organisations using IELTS through staff dedicated to stakeholder relations.

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See **ielts.org/researchers/grants_and_awards** for more information about grants to fund studies related to IELTS in your institution or organisation.

Notes

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Recommended retail price:
US$30 / AUD$30 / €20 / £15

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