

# Listening and Reading answer keys

## TEST 1

### LISTENING



Answer key with extra explanations  
in Resource bank

#### Part 1, Questions 1–10

- 1 Jamieson
- 2 afternoon
- 3 communication
- 4 week
- 5 10/ten
- 6 suit
- 7 passport
- 8 personality
- 9 feedback
- 10 time

#### Part 2, Questions 11–20

- 11 A
- 12 B
- 13 A
- 14 C
- 15 river
- 16 1422
- 17 top
- 18 pass
- 19 steam
- 20 capital

#### Part 3, Questions 21–30

- 21 G
- 22 F
- 23 A
- 24 E
- 25 B
- 26 C
- 27 C
- 28 A
- 29&30 IN EITHER ORDER  
B  
D

#### Part 4, Questions 31–40

- 31 shelter
- 32 oil
- 33 roads
- 34 insects
- 35 grass(es)
- 36 water
- 37 soil
- 38 dry
- 39 simple
- 40 nest(s)

#### If you score ...

| 0–17                                                                                                                                                                 | 18–27                                                                                                                                                     | 28–40                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS. | you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS. | you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable. |



**TEST 1**

**READING**



Answer key with extra explanations  
in Resource bank

**Reading Passage 1,  
Questions 1–13**

- 1 oval
- 2 husk
- 3 seed
- 4 mace
- 5 FALSE
- 6 NOT GIVEN
- 7 TRUE
- 8 Arabs
- 9 plague
- 10 lime
- 11 Run
- 12 Mauritius
- 13 tsunami

**Reading Passage 2,  
Questions 14–26**

- 14 C
- 15 B
- 16 E
- 17 G
- 18 D
- 19 human error
- 20 car (-) sharing
- 21 ownership

- 22 mileage
- 23&24 IN EITHER ORDER
- C
- D
- 25&26 IN EITHER ORDER
- A
- E

**Reading Passage 3,  
Questions 27–40**

- 27 A
- 28 C
- 29 C
- 30 D
- 31 A
- 32 B
- 33 E
- 34 A
- 35 D
- 36 E
- 37 B
- 38 (unique) expeditions
- 39 uncontacted / isolated
- 40 (land) surface

**If you score ...**

| 0–15                                                                                                                                                                 | 16–24                                                                                                                                                     | 25–40                                                                                                                                                  |
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**TEST 2****LISTENING**

Answer key with extra explanations  
in Resource bank

**Part 1, Questions 1–10**

- 1 Eustatis
- 2 review
- 3 dance
- 4 *Chat*
- 5 healthy
- 6 posters
- 7 wood
- 8 lake
- 9 insects
- 10 blog

**Part 2, Questions 11–20**

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

**Part 3, Questions 21–30**

**21&22** IN EITHER ORDER

- B  
D

**23&24** IN EITHER ORDER

- B  
C

- 25** G  
**26** B  
**27** D  
**28** C  
**29** H  
**30** F

**Part 4, Questions 31–40**

- 31** Irrigation
- 32** women
- 33** wire(s)
- 34** seed(s)
- 35** posts
- 36** transport
- 37** preservation
- 38** fish(es)
- 39** bees
- 40** design

**If you score ...**

| 0–18                                                                                                                                                                 | 19–27                                                                                                                                                     | 28–40                                                                                                                                                  |
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## TEST 2

### READING



Answer key with extra explanations  
in Resource bank

#### Reading Passage 1, Questions 1–13

- 1 B
- 2 C
- 3 F
- 4 D
- 5 E
- 6 A
- 7 safety
- 8 traffic
- 9 carriageway
- 10 mobile
- 11 dangerous
- 12 communities
- 13 healthy

#### Reading Passage 2, Questions 14–26

- 14 F
- 15 A
- 16 D
- 17 A
- 18 genetic traits
- 19 heat loss
- 20 ears

- 21 (insulating) fat
- 22 (carbon) emissions
- 23 B
- 24 C
- 25 A
- 26 C

#### Reading Passage 3, Questions 27–40

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

#### If you score ...

| 0–15                                                                                                                                                                 | 16–25                                                                                                                                                     | 26–40                                                                                                                                                  |
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**TEST 3****LISTENING**

Answer key with extra explanations  
in Resource bank

**Part 1, Questions 1–10**

- 1 furniture
- 2 meetings
- 3 diary
- 4 detail(s)
- 5 1 / one year
- 6 deliveries
- 7 tidy
- 8 team
- 9 heavy
- 10 customer

**Part 2, Questions 11–20**

- 11 B
- 12 A
- 13 C
- 14 B
- 15 C
- 16 B
- 17&18 IN EITHER ORDER  
B  
D
- 19&20 IN EITHER ORDER  
A  
E

**Part 3, Questions 21–30**

- 21 page
- 22 size
- 23 graphic(s)
- 24 structure
- 25 purpose
- 26 assumption(s)
- 27 A
- 28 C
- 29 C
- 30 B

**Part 4, Questions 31–40**

- 31 mud
- 32 clay
- 33 metal
- 34 hair
- 35 bath(s)
- 36 disease(s)
- 37 perfume
- 38 salt
- 39 science
- 40 tax

**If you score ...**

| 0–17                                                                                                                                                                 | 18–27                                                                                                                                                     | 28–40                                                                                                                                                  |
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## TEST 3

### READING



Answer key with extra explanations  
in Resource bank

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

- 1 TRUE
- 2 FALSE
- 3 NOT GIVEN
- 4 TRUE
- 5 NOT GIVEN
- 6 FALSE
- 7 TRUE
- 8 resignation
- 9 materials
- 10 miners
- 11 family
- 12 collectors
- 13 income

#### *Reading Passage 2, Questions 14–26*

- 14 iii
- 15 vi
- 16 v
- 17 x
- 18 iv
- 19 viii
- 20 i

- 21 wheels
- 22 film
- 23 filter
- 24 waste
- 25 performance
- 26 servicing

#### *Reading Passage 3, Questions 27–40*

- 27 C
- 28 B
- 29 F
- 30 A
- 31 E
- 32 D
- 33 F
- 34 B
- 35 C
- 36 G
- 37 B
- 38 D
- 39 A
- 40 A

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

| 0–16                                                                                                                                                                 | 17–25                                                                                                                                                     | 26–40                                                                                                                                                  |
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**TEST 4****LISTENING**

Answer key with extra explanations  
in Resource bank

**Part 1, Questions 1–10**

- 1 journalist
- 2 shopping
- 3 Staunfirth
- 4 return
- 5 23.70
- 6 online
- 7 delay
- 8 information
- 9 platform(s)
- 10 parking

**Part 2, Questions 11–20**

- 11 D
- 12 C
- 13 G
- 14 H
- 15 A
- 16 E
- 17&18 *IN EITHER ORDER*  
A  
D
- 19&20 *IN EITHER ORDER*  
A  
C

**Part 3, Questions 21–30**

- 21 B
- 22 A
- 23 B
- 24 A
- 25 A
- 26 A
- 27 B
- 28 B
- 29 A
- 30 C

**Part 4, Questions 31–40**

- 31 wealth
- 32 technology
- 33 power
- 34 textile(s)
- 35 machines
- 36 newspapers
- 37 local
- 38 lighting
- 39 windows
- 40 Advertising

**If you score ...**

| 0–18                                                                                                                                                                 | 19–27                                                                                                                                                     | 28–40                                                                                                                                                  |
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**TEST 4**

**READING**



Answer key with extra explanations  
in Resource bank

**Reading Passage 1,  
Questions 1–13**

- 1 water
- 2 diet
- 3 drought
- 4 erosion
- 5 desert
- 6 (its / huarango / the) branches
- 7 *IN EITHER ORDER (BOTH REQUIRED  
FOR ONE MARK)*  
leaves (and)  
bark
- 8 (its / huarango / the) trunk
- 9 NOT GIVEN
- 10 FALSE
- 11 TRUE
- 12 FALSE
- 13 NOT GIVEN

**Reading Passage 2,  
Questions 14–26**

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

- 20 words
- 21 finger
- 22 direction
- 23 commands
- 24 fires
- 25 technology
- 26 award

**Reading Passage 3,  
Questions 27–40**

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

**If you score ...**

| 0–16                                                                                                                                                                 | 17–25                                                                                                                                                     | 26–40                                                                                                                                                  |
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# Sample Writing answers



Additional sample Writing answers  
in Resource bank

## TEST 1, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.0** score.

The table depicts the outcomes of a questionnaire of how often people buy and drink a different types of coffee in Sydney, Melbourne, Brisbane, Adelaide, and Hobart of Australia.

The first option is bought fresh coffee in last 4 weeks. In Sydney has 43.7 per cent of city residents and has almost the same amount as Melbourne which is 42.2 per cent. Brisbane and Adelaide have a nearly same amount, 34.2 per cent and 34.4 per cent. Next, Hobart has 38.3 per cent.

The second line is bought instant coffee in last 4 weeks. Brisbane has 52.6 per cent. Other two cities that have amost the same number are Adelaide, 49.8 per cent, and Melbourne, 48.3 per cent. The lowest number is 45.5 per cent of Sydney and The highest number is 54.1 per cent of Hobart.

The last option of the survey shows the percentage of city residents that went to a cafe' for coffee or tea in last 4 weeks. In Sydney, people went to a cafe' for coffee or tea in last 4 weeks 61 per cent of city residents. In Brisbane, citizens went to a cafe' for coffee of tea in last 4 weeks 55.4 per cent. The lowest is Adelaide that shows 49.9 per cent of city residents. In Hobart, people went to a cafe' for coffee of tea in last 4 weeks 62.7 per cent. The highest is Melbourne that shows 63.3 per cent.

In conclusion, the highest number of the survey is the percentage of city residents that went to a cafe for coffee or tea in last 4 weeks because it shows almost the highest percentage in 3 types.

Here is the examiner's comment:

This answer covers all three categories and shows a good level of grouping and comparison of information in each category. The descriptions are supported by accurate data. Organisation is clear (introduction and overview, one paragraph per category) and there is evidence of cohesive devices [*The first option* | *The second line* | *The last option*]. Vocabulary is generally adequate and appropriate for the task, in spite of occasional errors [*questionare* / *questionnaire* | *amost* / *almost*]. Grammar shows a mix of simple and complex sentence structures with a reasonable level of accuracy. A wider range of vocabulary and/or grammatical range would help to improve the score here.



## TEST 1, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 7.0** score.

In some countries the ownership of peoples' home is an important matter. In these countries it is very important to own your own home rather than renting it. It might be indifferent for some, but for these people it matter.

Why is that the case? you might wonder. I think it is because your home is supposed to be exactly what it sounds like, your home. As a human I think we long after having stuff to call our own, doesn't matter what it is, but humans will always want to claim ownership. This is nothing new and it has been like this through human history, like colonies for example, which later once again became the same country as before lead by its own inhabitants. People will always want to be the one to decide what happens to them and when you rent your home you can't even paint it without the owners permission.

If you as a person are renting an apartment there might be a lot of stressors in your life. A scratched wall can cause you a major headache, because the wall was not yours. The bedroom you are currently sleeping in might not be available as long as you hope, things happen in life and maybe the next landlord won't want to have you as a tenant.

In other perspective, not owning your home could be a relief when it comes to your finance. As a renter you won't have to pay mortgage, take loans or spend an awful lot of money on buying the property. You wouldn't have to worry about the house market crashing or a natural disaster destroying your expensive home.

Bottom line, as a human I feel like we need to have a home and calling it your own can make that more special. I personally would rather own my house, because then whatever happens it is on me and no one else.

Here is the examiner's comment:

The candidate clearly explains why home ownership may be of importance to some people. She or he also explores the positive and negative sides of owning your own home before putting forward his or her own opinion. The task is well addressed and ideas are explored in some depth. Organisation is clear, with good use of cohesive devices and paragraphing and the message is easy to follow. The range of vocabulary is appropriate, with examples of less common items [*long after / for / house / housing market*] and good use of collocations [*claim ownership / a major headache / pay mortgage / natural disaster / The bottom line*]. There is a variety of complex sentence structures, with a high level of accuracy and only a minor error in punctuation [*owners / owner's*].



## TEST 2, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 7.0** score.

The graph displays the statistics of (the number at tourists visiting a particular caribbean island between (the years) 2010 and 2017) in the year 2010, there were a quarter of a million visitors that stayed on cruise ships, while another 750000 visitors were staying on island that totals up to a million of visitors during that year. The following year, which is 2011, half a million visitors stayed on cruise ships for the visitors who were staying on the island, the graph doesn't show and decrease or an increase because the number was the same as the previous year, which is 750000 visitors. Total visitors for that year was 1 million and a quarter visitors. Moving on, the number of visitors staying on cruise ships decreased to 250000 visitors in the year 2012 while the number of visitors staying on island increased to 1250000 people. This sums up to an amount of 1500000 visitors that year.

In the year 2013, 500000 visitors stayed on cruise ships while 1500000 visitors stayed on island that adds up to 2 million visitors that year. During the next year which is 2014, a total at one million visitors stayed on cruise ships while the same number of visitors staying on island remained consistent which is 1500000 people, totalling up to two million and a half visitors that year. For the year 2015, 1250000 visitors were staying on cruise ships and 1500000 tourists were staying on island, showing no changes from the previous year. The total of tourists in that year increased to 2750000 visitors. The total number of visitors remained the same in the following year which is 2016 where it summed up 1500000 visitors staying on cruise ships and 1250000 visitors staying on island. In the final year. 2017, the number of visitors staying on cruise ships and staying on island increase to three and a half million of visitors. The graph showed an increase of half a million for the number of visitors staying on cruise ships which totals up to two million visitors. As for the number of visitors staying on island, the graph also increased for a quarter million which adds up to a total of 1500000 visitors that year.

Through the years, the number of visitors staying on cruise ships showed an unstable increase and decrease for the first four years, but continued to increase in the next year onwards. As for the number of visitors staying on island, there was no progress of increase or decrease in the first two years which are 2010 and 2011 but the graph rose until it remained constant for three consecutive years in a row. The number of visitors then slacked off in the year 2016, but managed to increase to the same level as the year before the previous in 2017. All in all, the graph showed an outstanding performance for the total number of visitors throughout 2011 to 2017, where it increased gradually every single year except from 2015 to 2016 where it remained constant.



## Sample Writing answers

Here is the examiner's comment:

This is a full and detailed description of the data contained in the graph, supplemented by a comparison of the variations in the numbers for the two types of visitors (staying on cruise ships or staying on the island). There is a clear overview at the end of the description. Organisation is fairly clear and progresses logically across the time period, although it could be improved by subdividing the rather long second paragraph. The range of vocabulary is wide enough to show some variety of expression [*adds up to* | *totals up to*] and some use of collocation [*three ... years in a row*]. There is a high level of accuracy in grammatical control, in both simple and complex structures, but there is an omission of a full stop between the first and second sentences and no capital letter to indicate the beginning of the new sentence.



## TEST 2, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 6.0** score.

Today's technologies enable us to read books on electronic devices and what's more, we can store hundreds of thousands of books on devices like Amazon's Kindle e-reader. This makes some people believe that people will stop printing books and in the future, everything will be digitalized.

Electronic books and newspapers have many advantages. They are easy to use and reach. They can be stored in computers, mobiles, e-readers and in the cloud in huge amounts and are available at any time. The cost of manufacturing and printing is completely removed, which reduced their price. Digital books and newspapers also have one very important advantage – they are environmentally friendly. No paper is used to print magazines and books, which means less trees are cut from our forests to produce papers. All of these factors convinced many people that digital versions of books and magazines is more convenient, ethical and cheaper choice.

On the other hand, traditional printed books and magazines have existed for centuries and I believe they have created some kind of emotional connection and value for people. When a man reads a book and he likes it, he most probably would like to have it in a form of a tangible thing. Books are a form of art, like statues and paintings. You can have a picture of some famous painting, but the painting itself has some intangible value. Magazines and newspapers do not have such a value in themselves.

Based on this, I believe that the amount of books printed will decrease considerably and maybe even dramatically, however printed, tangible books will still be demanded by many people as they have some aura and value in addition to the things that are written inside.

I do think, though, that there is a big chance magazines and newspapers will move into the online world completely. This is because they are published in huge numbers daily and weekly and monthly and no one needs them after years. Printing so huge amount of articles will demand additional resources and make them less competitive even in terms of price.



## Sample Writing answers

Here is the examiner's comment:

This is a thoughtful exploration of the topic. The writer considers the advantages of having online materials rather than printed ones, and also examines why printed books may not totally disappear, although other printed materials, such as magazines and newspapers, may become completely digitalised. The score might be improved by further exploration of whether online materials will be free, as cost is mentioned only briefly. Organisation is clear, paragraphing is logical and linking words and phrases guide the reader through the script [*All of these factors* | *On the other hand* | *Based on this*]. The range of vocabulary is quite varied, with many examples of collocation [*electronic devices* | *Digital book and newspapers* | *environmentally friendly* | *digital versions* | *traditional printed books* | *emotional connection and value*] with only two spelling errors [*rech* / *reach* | *recources* / *resources*]. There is a mix of simple and complex sentence structures and these are generally accurate. Some errors do occur [*Todays* / *Today's* | *to read book(s)* | *makes some people to believe* / *makes some people believe* | *digital versions of books ... is* / *are more convenient* | *Printing so* / *such a huge amount of articles*], but the meaning is still clear.



## TEST 3, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.5** score.

The given scheme explains the process of instant noodles production. Moreover it reveals how this product appears on super market shelves. In general, there are eight stages of manufacturing before the final product is being delivered to the store.

The first operation consists of putting flour into storage silos. Then the flour is mixed with some other ingredients into dough in a special machine. The substance is further stretched into sheets which a cut into thin strips during the fourth stage. The following operation involves the strips too. At this moment the noodles are formed into discs. After that the round-shaped figures are cooked in oil and dried. The seventh stage consists of placing the product into cups and adding some vegetables and spices to it. The final part of production process is mainly about the packaging. At this moment freshly printed lables are added to the cups which are sealed after that. As soon as the product (instant noodles) is ready to leave the factory, it is shipped to a shopping facility.

Overall, it takes a considerably long time for a product to get to a super market.

Here is the examiner's comment:

This response addresses the task fully and provides a description for each stage of the process, along with supporting details. A stronger overview would help to raise the overall score. Information is logically organised and the reader is guided through the answer by a range of cohesive devices [*Moreover | In general | The first operation | Then | further | too | At this moment | After that | The seventh stage | The final part | Overall*]. There is also use of reference [*this*] and substitution [*product*] to add variety to the description. There is some flexibility in the use of vocabulary [*Labelling + sealing → lables / labels are added to the cups which are sealed*] and there is good use of less common items [*The substance | round-shaped figures | the product | packaging*]. There is a variety of complex structures used and most of these are accurate: there is an error in line 6 [*which a cut / which are cut*].



## TEST 3, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 7.0** score.

Advertisement has always been a crucial part in the world of marketing. Throughout the decade, we have seen a significant increase in the amount of advertisements, whether it is on the media like television or widespread through social network platforms. The goal of advertisements is to get consumers to buy a targeted product, and while this method has been proven considerably successful generally, some people view it as too prevalent to catch the consumers' attention any more.

Advertisements can act as a strong persuasion device to seemingly hypnotize people into buying goods and services. This is so because of the tactics placed in the messages, such as showing people having a good time together when using a particular product, using bandwagons, showing only the upsides of usage, and applying compare and contrast strategies to show the effects of using the product and make it stand out. Even if people do not know it, these messages are repeated several times and soon it may brainwash people to finally go out and get the product. For instance, if a person is watching television and sees a certain advertisement of a snack many times, the repeated sight of the scrumptious food may result in that person feeling hungry and succumbing to the advertisement at last.

Nevertheless, there is another point of view in which the widespread of advertisements makes it a normal thing. After watching a dozen of advertisements people will see it as a mere every day routine and cease to pay attention to the message of the advertisement. Some people may even choose to turn off a television channel, for instance, only just to avoid seeing and hearing repetitive advertisements. After a certain frequency, they start to get bored and stop paying attention to ads. Hence, in the end, the main goal of advertisements is not complete since the people whom the messages are sent out to do not receive that message. A real life example can be seen from advertisements in a particular social media platform, Youtube. In the Youtube marketing mechanism, advertisements are placed before and in between videos, hoping that the viewers would also be forced to watch the advertisements, too. However, this is not usually the case, since many people would just click "Skip Ad" and continue on.

In conclusion, advertisements can be successful in persuading people to purchase goods and services, or they can be unsuccessful in many ways. They are very commonly seen nowadays, but not all of them fulfill their purpose. Thus, advertisements must be designed and presented in the correct way to result in the highest effectiveness.



Here is the examiner's comment:

This candidate has addressed all parts of the prompt and presents a clear position throughout the response. Main ideas are presented, extended and supported. Ideas and information are presented logically and there is a clear progression throughout the answer. There is a range of cohesive devices [*For instance* | *Nevertheless* | *Hence* | *A real life example* | *However* | *In conclusion* | *Thus*], including reference and substitution [*this method* | *this is so* | *these messages*]. The range of vocabulary is wide enough to show some precise meanings and also shows less common items [*prevalent* | *hypnotize* | *tactics* | *brainwash* | *succumbing*] and collocations [*significant increase* | *catch the consumers' attention* | *having a good time together* | *compare and contrast strategies*]. There are only occasional spelling errors [*bandwagen* / *bandwagon* | *repetitive* / *repetitive*]. There is a variety of complex structures and the writer shows good control over grammar and punctuation.



## TEST 4, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.0** score.

The chart demonstrates what Anthropology graduates from one university did after finishing their undergraduate degree course. The table indicates the salaries of the anthropologists in work after 5 years.

As we can see from the pie chart, majority of Anthropology graduates are employed. Fifty-two per cent of them have a full-time job. Almost twenty per cent of graduates have either a part-time work or it is combined with post grad study. Eight per cent of students continue their full-time education. Only twelve per cent of graduates are unemployed. The information about all the rest graduates is unknown.

Thus, most of Anthropology graduates have a job. Half of those who work in Government sector earn more than a hundred thousand dollars. It is less than proportion of freelance consultants who get the same amount of money. Besides, it is only one-third of those who work for private companies. We can see nearly the same percentage of those who get from fifty thousand dollars to ninety-nine thousand dollars as freelance consultants and in government sector. The situation is different in private companies. More of them get from fifty thousand to seventy-four thousand dollars than from seventy-five to ninety-nine thousand dollars. The proportion of those who work for private companies for from twenty-five thousand to forty-nine thousand dollars is half bigger than the same one in government sector and as freelancers.

So, the chart and the table show us that most of Anthropology graduates are employed and a salary more than twenty-five thousand dollars after five year's work.

Here is the examiner's comment:

The candidate has described all the key features and has supported these with relevant figures. There is some comparison of the figures in both the chart and the table. Information is presented coherently and there is a clear overall progression (introduction, description of the pie chart information, description of the information in the table and conclusion). Some cohesive devices are used to organise the description [*As we can see* | *Thus* | *Besides* | *So*]. The range of vocabulary is adequate for the task [*combined with* | *earn* | *proportion of* | *freelancers*], but there are some errors [*all the rest graduates* / *all the rest of the graduates* | *It is less* / *more than (the) proportion of freelance ... same amount of money* | *consultants* / *consultants* | *ninty* / *ninety* | *half bigger than* / *twice as big as*]. There is a mix of simple and complex sentence structures, with some errors [(*the*) *majority* | *a part-time work* | *all the rest (of the) graduates* | *in (the) Government sector*].



## TEST 4, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 6.5** score.

Is it right to tell children they can achieve anything by trying hard?

In some cultures, children are often told that they can achieve anything if they try hard enough. Giving this message to them can produce several effects on each child.

In the social point of view, telling this to children is very important because we are motivating the child not to give up. We are making him to try hard, to make an effort, to read between lines and at the end of that long path achieve their objectives. Telling that they can achieve anything if they try hard enough, we are saying in other words that things are not so simple or easy but they are not imposible, is all about working hard and doing our best.

Sometimes this is not helpfull because we not always achieve our dreams or goals but it does not mean we did not try hard, it was just because another person deserve it more than us. So, although we try hard, there are other factors playing a role in our path.

In the economic point of view, if our objectives demand a lot of money, we are again in the same situation, although we work hard, it would be difficult to achieve it.

To sum up, we are teaching to children how life works, it demands hard work, effort, dedication, time doing things we don't like, studying and attitude. And at the end, if you have done all these things but you still did not achieve your goal, you will be happy anyway because you did your best.

Here is the examiner's comment:

This candidate has presented some ideas on both sides of the topic, though there is room for further development. Ideas are logically organised and there is a clear progression throughout. Cohesive devices, including reference and substitution, are generally well managed [*this message* | *In / From the social point of view* | *telling this to children* | *the same situation* | *To sum up*]. The range of vocabulary is wide enough to show some variety, some less common items and collocations [*motivating* | *give up* | *try hard* | *make an effort* | *achieve their objectives* | *dedication*] and there are few spelling errors. There is a mix of simple and complex sentence structures, some of which are accurate [*we are saying ... that things are not so ... easy but they are not imposible* | *we are teaching ... children how life works* | *if you have done all these things but you still did not achieve your goal, you will be happy anyway because you did your best*]. Others contain errors [*making him to try hard* / *making him try hard* | *is all about working hard* / *it is all about working hard* | *we not always achieve* / *we do not always achieve* | *another person deserve* / *another person deserved*], but the meaning is still clear.