

Listening and Reading answer keys

TEST 1

LISTENING



Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 69 / sixty-nine
- 2 stream
- 3 data
- 4 map
- 5 visitors
- 6 sounds
- 7 freedom
- 8 skills
- 9 4.95
- 10 leaders

Part 2, Questions 11–20

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

Part 3, Questions 21–30

21&22 IN EITHER ORDER

- B
- D

23&24 IN EITHER ORDER

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

Part 4, Questions 31–40

- 31 walls
- 32 son
- 33 fuel
- 34 oxygen
- 35 rectangular
- 36 lamps
- 37 family
- 38 winter
- 39 soil
- 40 rain

If you score . . .

0–18	19–28	29–40
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 FALSE
- 2 FALSE
- 3 NOT GIVEN
- 4 FALSE
- 5 NOT GIVEN
- 6 TRUE
- 7 TRUE
- 8 paint
- 9 topspin
- 10 training
- 11 intestines / gut
- 12 weights
- 13 grips

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

- 14 D
- 15 G
- 16 C
- 17 A
- 18 G
- 19 B
- 20&21 IN EITHER ORDER
- B
- D

22&23 IN EITHER ORDER

- C
- E
- 24 grain
- 25 punishment
- 26 ransom

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

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

If you score . . .

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TEST 2**LISTENING**

Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 Mathieson
- 2 beginners
- 3 college
- 4 New
- 5 11 / eleven (am)
- 6 instrument
- 7 ear
- 8 clapping
- 9 recording
- 10 alone

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 move
- 32 short
- 33 discs
- 34 oxygen
- 35 tube
- 36 temperatures
- 37 protein
- 38 space
- 39 seaweed
- 40 endangered

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TEST 2**READING**

Answer key with extra explanations
in Resource Bank

**Reading Passage 1,
Questions 1–13**

- 1 piston
- 2 coal
- 3 workshops
- 4 labour / labor
- 5 quality
- 6 railway(s)
- 7 sanitation
- 8 NOT GIVEN
- 9 FALSE
- 10 NOT GIVEN
- 11 TRUE
- 12 TRUE
- 13 NOT GIVEN

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

- 14 D
- 15 F
- 16 A
- 17 C
- 18 F
- 19 injury
- 20 serves
- 21 excitement

- 22 Visualisation / Visualization

23&24 IN EITHER ORDER

B

D

25&26 IN EITHER ORDER

A

E

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

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

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TEST 3**LISTENING**

Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 harbour / harbor
- 2 bridge
- 3 3.30 / three thirty / ½ / half 3 / three
- 4 Rose / rose
- 5 sign
- 6 purple
- 7 samphire
- 8 melon
- 9 coconut
- 10 strawberry

Part 2, Questions 11–20

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

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 clothing
- 32 mouths
- 33 salt
- 34 toothpaste
- 35 fertilisers / fertilizers
- 36 nutrients
- 37 growth
- 38 weight
- 39 acid
- 40 society

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TEST 3**READING**

Answer key with extra explanations
in Resource Bank

**Reading Passage 1,
Questions 1–13**

- 1 FALSE
- 2 FALSE
- 3 TRUE
- 4 NOT GIVEN
- 5 TRUE
- 6 NOT GIVEN
- 7 FALSE
- 8 caves
- 9 stone
- 10 bones
- 11 beads
- 12 pottery
- 13 spices

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

- 14 G
- 15 A
- 16 H
- 17 B
- 18 carbon
- 19 fires
- 20 biodiversity

- 21 ditches
- 22 subsidence
- 23 A
- 24 C
- 25 D
- 26 B

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

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

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TEST 4**LISTENING**

Answer key with extra explanations
in Resource Bank

Part 1, Questions 1–10

- 1 Kaeden
- 2 locker(s)
- 3 passport
- 4 uniform
- 5 third / 3rd
- 6 0412 665 903
- 7 yellow
- 8 plastic
- 9 ice
- 10 gloves

Part 2, Questions 11–20

11&12 IN EITHER ORDER

- C
E

13&14 IN EITHER ORDER

- A
D

- 15 A
- 16 B
- 17 C
- 18 A
- 19 C
- 20 B

Part 3, Questions 21–30

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

Part 4, Questions 31–40

- 31 competition
- 32 food
- 33 disease
- 34 agriculture
- 35 maps
- 36 cattle
- 37 speed
- 38 monkeys
- 39 fishing
- 40 flooding

If you score . . .

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TEST 4**READING**

Answer key with extra explanations
in Resource Bank

**Reading Passage 1,
Questions 1–13**

- 1 FALSE
- 2 TRUE
- 3 FALSE
- 4 NOT GIVEN
- 5 FALSE
- 6 TRUE
- 7 colonies
- 8 spring
- 9 endangered
- 10 habitat(s)
- 11 Europe
- 12 southern
- 13 diet

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

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

- 21 E
- 22 B
- 23 C
- 24 waste
- 25 machinery
- 26 caution

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

- 27 C
- 28 C
- 29 B
- 30 A
- 31 egalitarianism
- 32 status
- 33 hunting
- 34 domineering
- 35 autonomy
- 36 NOT GIVEN
- 37 NO
- 38 YES
- 39 NOT GIVEN
- 40 NO

If you score . . .

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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 6.5** score.

The line graph highlights data about how many people participated in 5 various activities at one social club in Melbourne, Australia for the first two decades of XXI century.

Overall, over the years more participants got involved in activities on Table tennis and Musical plays, while Amateur dramatics lost its interest for public. Being fluctuated, two types of activities, which are Film club and Martial arts levelled off. Another striking point is that over a twenty – year period between 2000 and 2020, the Film club kept its position as the most popular activity.

Looking at the details of Table tennis, in 2000, there were about 15 participants in club for it. In the next 10 years, it attracted 5 more members, before dramatic surge from 20 to below 60 participants. In 2005, the activity on Musical performances introduced and over the following 15 years, it saw a steady increase on the number of participants by about 20 in the last year.

Regarding next two activities, Film club and Martial arts, the saw fluactions, but without any changes in the overall position. Film club started the process with about 60 members and finished it just below 70, while the participants of Martial arts kept their numbers at around 35.

The number of participants of amateurs on draturgy was about 25 and it saw a steady decrease then by 10.

Here is the examiner's comment:

This good response begins with an introduction, then in the second paragraph summarises the main trends. The next few paragraphs contain the data and cover each of the participant groups. The information is organised logically and a range of linking devices are used [*Overall | Another striking point | In the next 10 years*]. There is also some flexible reference and substitution [*while | which | it | their*] with a few inaccuracies.

Vocabulary is generally good [*got involved in | levelled off | dramatic surge*], but there are some errors [*flactuated / fluctuated | amateurs on draturgy / amateur dramatics*]. This response has a variety of grammatical structures and the past simple tense is well controlled. There are sentences with multiple clauses, including superlatives [*most popular*], but also some errors in verb forms [*introduced / was introduced*], some missing articles [*public / the public | dramatic surge / a dramatic surge | next two / the next two*], some errors with prepositions [*in club for it / in the club | by about 20 / to about 20*] and inconsistent capitalisation. The candidate should demonstrate a greater level of accuracy with grammatical structures.

TEST 1, WRITING TASK 2

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

In my opinion competition at work, at school and in daily life can both be a good thing and a bad thing. Why? because I think too much of anything can be destructive. Yes, it's a very good thing to be competitive but don't overdo it! Having no competition in your life at all can be very depressing, because you have no motivation, no goals you want to achieve, everytime you wake up in the morning. I don't believe that there is such thing as "co-operating" too much, when you work with someone you should work together as a team and co-operate, but also do things for yourself, like something career-wise. You should think of your future in your work. That goes the same if you are still in school, take my school life for example. If I am very good at one subject in particular, lots of other student may come up to me and ask for pointers. I would be very glad to help them. If there is any homework, school mates may come over to do it together. this is also fine and very good for building relationship. But sometimes there are people who think you are so nice and ask you to do their work for them. This is where you should draw the line, yes you are friends and you should help each other, but that doesn't mean that you have to do their homework or give them answer when there is a test. Remember life is a competition, be a winner.

Here is the examiner's comment:

This response covers the task and is engaging to read. The candidate starts by saying competition can be good and bad, too much can be [*destructive*] and too little can be [*depressing*] as you would have [*no motivation, no goals*]. No specific examples are given, and they would improve the response. The rest of the response addresses 'cooperation' but is mostly about how people can cooperate rather than comparing 'cooperation' with 'competition' in line with the question. The conclusion [*. . . be a winner*] slightly contradicts the earlier point [*I don't believe that there is such a thing as "co-operating" too much*].

Unfortunately, there is no paragraphing to group ideas together or indicate main topics. This affects the rating for coherence and cohesion.

There is some higher-level vocabulary [*destructive* | *motivation* | *career-wise*] with some idiomatic use [*draw the line*] which makes vocabulary the strongest area in this response. A wider range would be needed for a higher score. There is a range of grammatical structures, including comparative forms and conditional [*if*] structures.

Although they do address the task and present relevant ideas, to achieve a higher score, the candidate should organise the response into paragraphs and discuss both views. They could also demonstrate a greater level of accuracy with vocabulary and grammatical structures.

TEST 2, WRITING TASK 1

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

The maps give the information about the improvement of the Porth Harbour from 2000 to today. The first impression is that the Harbour today made use of more areas than in the past.

It can be seen that there are several areas that still stay the same today as in 2000. These include the Carpark and the Showers and Toilets which are located in the north west of the map. However, one more Showers and Toilets are built between the two Carpark today. Besides, the Porth Harbour today also has one more Passenger ferries which right next to the left of the existing one from 2000. Moreover, an area for Cafés and shops is added next to the Lifeboat one. Another significant difference is the relocation of the Marina (private yachts) and the fishing boats areas. Today, the Marina is moved down to the place of the old Fishing boats area to have more space and vice-versa, the Fishing boats area is relocated at the old Marina area. The last noticeable change in this Harbour is the Construction in the South East. The disused old Castle was destroyed and a new Hotel was built there today and another Hotel is also added in the Private beach area.

Overall, even that the harbour still keeps some areas unchanged, there are many reconstructions and improvements for the Porth Harbour today.

Here is the examiner's comment:

Overall, this is a strong response. The candidate has covered the main features of the changes and has included an overview to summarise the changes, in the first and the last paragraph. The main details are accurate, apart from the addition of [*another Hotel*] in the private beach area.

The reader can follow the ideas as they are logically organised. This is due to the linking words [*However* | *Besides* | *also* | *Another* | *Overall*] and cohesive features [*existing one* | *vice-versa*], but there are some errors.

Vocabulary demonstrates some flexibility [*first impression* | *relocated* | *noticeable change*], but there is also some inaccuracy and repetition. The weakest area, though, is the use of grammatical structures. There is a mix of sentence forms, with some good complex use [*made use of* | *can be seen that* | *These include . . . which are*] but some errors, such as inaccurate use of the plural [*one more Showers* | *boats areas*] (because the candidate has copied the plural form from the question) and incorrect verb form [*is moved down* | *has been moved down*].

To achieve a higher score, the candidate should present an overview to summarise the main stages, for example: *The changes to the harbour between 2000 and now focus on improvements that are targeted towards attracting visitors or tourists to the harbour, and include a new hotel, with private beach, more capacity for the passenger ferries and expanded facilities.*

TEST 2, WRITING TASK 2

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

I personally disagree with the issue whether the working days should be one day less. By no means should we make the weekend three days long. There are two aspects that support my point of view.

First of all, now all over the world are facing an unprecedented economic recession caused by COVID-19. Many factories are forced to close and the shops shut down. The economic loss is substantial. Nevertheless, with the advent of vaccine, I perceive that now people can go back to their work. This would certainly be conducive to our economy. If we reduce one day from work, even just from a week, it would cause repercussions on our society in terms of the development of economy.

Secondly, I am used to do my leisure activities in Saturday and Sunday. If there is one day more, I would wonder what to do on that day, and that means I have to rearrange my weekend plans. I think it would be tiring. Most importantly, I come to admit that, to some degree, I am a workaholic. I cannot even imagine if I am separated from my favourite place – my office. It is the place where I retreat to when I feel anxious and want to get rid of everything. Working, indeed, gives me a sense of achievement and contentment. I, therefore, would oppose to the idea of cutting one working day.

Though some people may argue that they need one day more in the week to reduce their stress from work, it could be harmful to our economic growth in this harsh time. Also, I believe that many people are used to the current working system, which provides two days for break. The sudden change will make people confused. Unless the government enacts a comprehensive policy for this new system, I think the idea does not work, and it would surely bring chaos in our society.

Here is the examiner's comment:

In this good response, the candidate presents their opinion at the start, then gives two main points about why the current working week should not change: economic development and the disruption to our existing pattern of a two-day weekend. In the final paragraph, they consider the other side of the argument and people who might like an additional day off. (However, a counter argument is not necessary for this type of question.)

Overall, ideas are presented in a clear order, and there is some good use of linking words and expressions [*First of all* | *Nevertheless* | *Most importantly* | *Unless*].

The response contains some good vocabulary with effective collocation [*unprecedented economic recession* | *conducive to* | *sense of achievement*], and

there is a range of structures including conditionals [*if*], modals [*would* | *may* | *could*] and multi-clause sentences. There are some errors in prepositions and other structures [*I am used to do* / *I am used to doing*], but the impact is not disruptive.

To achieve a higher score, ideas could be more fully extended, for example, by giving more detail on how removing a working day could be negative for the economy or for workers.

TEST 3, WRITING TASK 1

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

The given diagram illustrates the various stages in the process of producing ethanol, a kind of biofuel.

Overall, there are about 9 main phrases in the ethanol production, starting with growing plants and tress, and finishing with supplying ethanol for transportation and gas mission.

At the first stage in the process of making ethanol, a large number of trees and plants are grown. Thanks to the source of energy from sunlight and carbon dioxide from humman and transportattin, plants and trees grow up and are haverested when they are mature enough. After being collected by machine, they are put into another machine where slice them into small pieces to form cellulose. This step is call pre-processing.

In the following stage, cellulose are taken to a factory where "processing" stage occurs. Subsequently, Sugars are extracted from original cellulose before microbes are added to make ethanol. It is then used as a tupe of fuel for a lot of means of transportation such as cars, trucks, airplanes. Finally, a huge amount of carbon dioxide which is released into the air become energy for process of "photosynthesis" of plants and trees.

Here is the examiner's comment:

This is a strong response. The first short paragraph is an introduction, then the second paragraph contains an overview of the process [*starting with growing plants*] and [*finishing with supplying ethanol*]. This is sufficient as an overview, but the candidate should also summarise the main stages. The rest of the response presents and highlights the process.

Ideas are logically organised and the response follows the order given in the diagram. There is good use of linking words to describe a process [*At the first stage* | *After being* | *Subsequently*] and other linking devices, including reference and substitution [*they* | *then used*].

The candidate uses vocabulary well with some flexibility [*extracted* | *photosynthesis*], but there are a handful of errors [*phrases* / *phases* | *tress* / *trees* | *humman* / *human* | *transportattin* / *transportation* | *tupe* / *type*]. These errors do not get in the way of the meaning.

Grammatical range is quite broad and there is a variety of complex structures and sentences with multiple clauses. There are a few errors [*where slice them* / *which slices them*].

To achieve a higher score, an overview which summarises the main stages should be presented, for example: *This cycle for biofuel production involves three main stages: harvesting and preparing plant material for processing, producing ethanol by chemical processing, then using the fuel for transportation, before the cycle begins again.*

TEST 3, WRITING TASK 2

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

Saving money for the future is always a very good idea. First of all money is something that is needed in almost all areas in life. Whether you are young or old you need money to buy everyday things like food, clothing, etc. living etc.

young people are usually often full of enthusiasm about life their future. They are looking forward to their first job, to meeting new people or to getting to know as much of the world as they can. Many tend to live in the present rather than in the future so that they don't always plan ahead.

When you people get older and settle down they realize that buying a house, starting a family or caring for your health takes up a good considerable amount of money and everybody who began saving money in younger years is glad to have done so. However, saving money is not always possible when you are young. Sometimes unforeseen expenses cannot be avoided, life situations are suddenly changing or there is never even enough money available even for the most necessary things. So how could you save money for the future in this case? In general, you have to ask yourself what your priorities in life are. What are the things you cherish most? Is it more important for you to plan ahead or do you prefer to just enjoy the moment that you live in?

Everybody has to make own choices and to consider what is really essential for him or herself.

In any age taking a moment to reflect on your life and looking back at the choices you things you have already done is always a good thing to do.

If you know yourself well and all about all the things that really make you happy you will be able to make the right decisions in financial issues as well as life other areas in life.

In what way money plays an important role will be easy to be found out then. Perhaps you need less than you first thought years ago.

Here is the examiner's comment:

This is a strong response to the task. In the first paragraph, the candidate makes their view clear, agreeing with the statement that saving money for the future is a good idea. In the next two paragraphs, they present ideas on how saving money is actually quite challenging: young people can [*tend to live in the present*], so [*don't always plan ahead*], the cost of housing, starting families and health care can be high, and [*unforeseen expenses cannot be avoided*]. The rest of the response is about how people can decide how much to spend and how much to save. The last line [*Perhaps you need less than you first thought years ago*] suggests that saving is not the answer for everyone. The ending gives advice to the reader, rather than summarising the main ideas.

Ideas are easy to follow and logically organised. Linking expressions are well integrated [*Whether* | *Sometimes* | *Perhaps*] and generally accurate, and cohesive devices are used well [*Many tend to* | *everybody who*] with some errors [*own choices* / *their own choices*]. Paragraphing at the start is appropriate, but the last four sentences are set out separately and inappropriately, which affects the score.

There is some higher-level vocabulary, with effective collocation [*full of enthusiasm* | *tend to live in the present* | *settle down* | *unforeseen expenses*]. The candidate uses a variety of structures, including comparative forms [*rather than* | *do you prefer*], conditionals [*If*] and a range of multi-clause sentences. Errors remain, with some missing punctuation and incorrect tenses [*be found out* / *find out*] and prepositions [*In any age* / *At any age*], but this does not affect the reader's understanding.

To achieve a higher score, the candidate should ensure that the conclusion summarises the main ideas, and use effective paragraphing, especially in the second half of the response.

TEST 4, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 5.0** score.

The table and chart provide information about the location and different types of dance class undertaken by young people in Australia.

The chart says In Private Studios 48% young people are taking dance classes.

And in community halls and other 18% folks are taking dance classes And other location. After school classes 24% people are taking classes and other last one location college based studios these are 10% percent people Taking classes. The table reveal in Ballet type dance 600 students under age of 11 learning. And 300 age of 11-16 are learning. And 420 students age of 11-16 learning and last type of Dance Modern these are 515 students are learning who are under age of 11 and 300 other students who are age of 11-16.

To conclusion in Private Studio the numbers of people much higher than other locations. And type of ballet dance classes number of student Much higher in under age of 11 than other type of dance classes.

Here is the examiner's comment:

This candidate has worked hard to report all data contained in the graphs. The key areas are covered, but the overall effect is rather mechanical, as each point is presented in a linear sequence.

The ideas are set out in the correct order, following the order of the graphs in the question, but linking between and within the sentences is not strong. The format is quite repetitive [*taking classes* | *learning*] because of the lack of linking devices.

Similarly, vocabulary is limited and a wider range would be needed for a higher score. Grammatical range is also minimal. There is a noticeable level of error, but the reader is still able to understand the message.

To improve the score, this candidate should use a wider range of linking devices and take a less mechanical approach. A stronger and wider range of vocabulary and grammar would also be beneficial.

TEST 4, WRITING TASK 2

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

Today there are a lot of different shops where we can buy all kind of stuff produced all over the world. Is it right to buy food produced in other countries? Is this idea useful for people nowadays?

I suppose this to be a good idea. When supermarkets and even small shops provide people food from abroad then there are much more possibilities for us to choose something. When shops have only food and things produced in our country, it is really hard to make a good choice. Sometimes people want to try something new and interesting maybe even something extraordinary which they never buy before. In this cases food which is produced in other countries will help them to be satisfied with their demands. When supermarkets have a good suply of different food produced anywhere than people can find delicious things depending on their tastes. For example, people who like French products can buy some kinds of french cheese or wine not only in France.

Food from other countries is also very good when you want to buy some fresh vegetables and fruits in winter. It is really useful thing because some people are vegetarians and they need vegetables and fruits during the whole year.

The only disadvantage of food which is produced in other countries is the way how it has been delivered. in some cases products can be not so fresh especialy in summer, when it is very hot outside.

To sum it up, I can surely say that buying products from other countries is a good thing to become more closer to other culturies. You can certainly cook something unusial at home and it will taste like in very good expensive restaurant somewhere abroad.

Here is the examiner's comment:

This is a good response to the task. The candidate clearly agrees with the idea that people should be able to buy international food in supermarkets. The main reason given is that people want to try something [*new and interesting*] and different. Examples are given of French products and seasonal produce for vegetarians. One disadvantage is given, related to the impact of hot weather on transportation. The conclusion includes bringing cultures together through food but does not summarise the points made in the full answer. A more relevant conclusion would help the candidate achieve a higher score, as well as further extending the ideas.

Generally, the candidate organises the ideas well, and we can follow them clearly. Some good linking devices are used [*where | maybe even | which | who*], but some errors remain [*this cases / these cases | than / then*]. The response is set out across five paragraphs, but three of them have only two sentences. These are short paragraphs and could be extended to illustrate the central topic in more detail.

Again, vocabulary is generally appropriate for the question, with some strong examples [*extraordinary* | *depending on their tastes*], but there is a lack of precision [*stuff*] and frequent minor spelling errors [*choise* | *suply* | *especialy* | *culturies* | *unusial*]. However, we can still understand what is meant.

There are attempts at a wider range of structures and a number of multi-clause sentences. However, the level of error [*which they never buy before* / *which they have never bought before* | *the way how it has been delivered* / *the way it has been delivered*] detracts from the score.

Overall, a more comprehensive conclusion, longer paragraphs, a wider range of vocabulary and fewer grammatical slips would improve the response and achieve a higher score.