

# Example Writing Answers for the ieltshelpnow.com Academic Practice Tests

Below you will find example writing answers for all the writing questions in the ieltshelpnow.com Academic Practice Tests. Some of these example essays were written by IELTS students and some were written by an IELTS examiner in order to give an example of a good answer. Please refer to the question papers while you are reading these answers so that you understand the question that is being answered. After each of the example answers, an IELTS examiner has written a short commentary analysing the good and bad points of the answer. We hope this will give you an insight into how the writing answers should be written for IELTS Academic module.

## Academic Writing Practice Test 1

### TASK 1

In this report I will describe a bar chart that shows the estimated world illiteracy rates by gender and region for the year 2000.

First I will look at male illiteracy for the 6 areas shown. The lowest rates were in Developed Countries, Latin America/Caribbean and East Asia/Oceania with rates of 1% (approximately), 10% and 8% (approximately) respectively. The rates for the next three areas were much higher and quite similar to each other. Sub-Saharan Africa, the Arab States and South Asia had rates of approximately 31%, 29% and 34%.

Female illiteracy was much higher relatively in each area except Latin America/Caribbean where it was only slightly higher. The lowest rates for female illiteracy were again Developed Countries, Latin America/Caribbean and East Asia/Oceania with rates of approximately 2%, 12% and 20%. Again the rates for the next three areas were much higher and quite similar to each other. Sub-Saharan Africa, the Arab States and South Asia had rates of approximately 48%, 52% and 56%.

This ends my report.

(168 words)                      **Estimated IELTS Writing Band 9**

### **Commentary on the above answer.**

This letter was written by an IELTS examiner to give an example of a good answer. Please remember that there are other ways of approaching this question that are just as good.

The Academic Task 1 Writing is marked in 3 areas. Let's look at these.

**Task Fulfilment** This mark grades you basically on whether you have answered the question or not. To answer this question correctly the examiner looks to see whether a report has been written which wholly describes the bar chart with appropriate, accurate detail. Because there is not a lot of information on the bar chart, an appropriate amount of detail here would be all the figures for all the areas for males and females. Looking above we see a report has been produced and that all

the detail required is there and it is all accurate. The word limit has also been achieved. This would mean a good task fulfilment band.

**Cohesion and Coherence** These two are interrelated which is why they are done together. Cohesion is how your writing fits together. Does your writing with its ideas and content flow logically? Coherence is how you are making yourself understood and whether the reader of your writing understands what you are saying. To start with the structure helps cohesion. There is a small introductory paragraph saying what the report is about and there is a short closing sentence to finish the report. In between there are 2 paragraphs, one for male illiteracy and the second for female illiteracy. This is a good approach to describing this bar chart. The report also has good cohesion linguistically. It is sometimes difficult when writing these types of report with lots of numerical detail to make sure that the reader always understands which detail refers to which relevant item. Here the writer only describes 3 areas at a time and uses **respectively** to make clear the order. The coherence in the report is also very good. The reader notices bad coherence when he has to stop because he cannot understand what has been written for any reason. This report can be read straight through without stopping. The sentences are short and clear and none of the information is muddled or disorganised. The good grammar, word choices, structure and punctuation all help to giving the report good coherence. This report would get a very good cohesion and coherence band.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. The word choices in this report are good. All the vocabulary is clear, used in the right way and spelled correctly. The grammar is also good. All the verb forms are accurate and all the other grammar is correctly used. The report would get a very good Vocabulary and Sentence Structure band.

## TASK 2

What young people should study at school has long been the subject of intense debate and this is a question that certainly does not have one correct answer.

We need to provide young people the best possible chance of doing well at school. In traditional curriculum there is a wide variety of subjects with a mix of academic and non-academic subjects. In this way a young person is formed with a rounded education. Non-academic subjects would include sports, cooking, woodwork and metalwork. I believe this is the best form of education. A young person should learn things other than academic subjects. Sport is particularly important. Young people have to learn to love sport so that they can be fit and healthy later in life. If not we will be raising an obese and unfit generation.

I totally understand the point of view that education is so important that students must be pushed as hard as possible to achieve their best. It sounds a good idea to only expose the students to academic subjects as then they can spend all of their school hours on studying areas that will get them into university and good jobs later in life. I just feel a more rounded education would produce a better individual. We must remember too that a lot of people, maybe even most people, aren't academically minded and would benefit more from a more vocationally based education. Forcing academic studies onto them would lead to failure and the student leaving school too early.

Therefore I agree that although a wholly academic curriculum would suit and benefit some young people, I believe that for most students non-academic subjects are important inclusions still in today's syllabuses.

(283 words)

**Estimated IELTS Writing Band 9**

This essay was written by an IELTS examiner to give an example of a good answer. Please remember that there are other ways of approaching this question that are just as good.

The Academic Task 2 Writing is marked in 3 areas. Let's look at these.

**Arguments, Ideas and Evidence** This band grades the essay on its content, how it structures its ideas and backs up the ideas with examples. When you look at the above essay, you are first struck by how the it is set out with the paragraphs. Firstly there is a short introduction. Then there are 2 paragraphs that provide the ideas and evidence on both sides of the question of the essay with the writer starting to put forward his point of view. Finally there is a conclusion where the question is answered by the writer with his point of view. The writer examines both sides of the argument and shows that it is not an issue that is black or white. The minimum word limit of 250 words has also been passed so that is not a problem. All these things would lead to a good band for Arguments, Ideas and Evidence.

**Communicative Quality** This mark grades the candidate on how easily the reader understands the essay. This depends on accuracy in grammar, punctuation and vocabulary, as bad grammar, punctuation and vocabulary will cause a breakdown in communication. Other things affecting communication would be structure, linking words, prepositions and agreements. The paragraphing is the first thing that helps the communicative quality. As said above the paragraphing is very good. It splits the essay up into easy-to-read chunks and separates the ideas of the essay into these chunks. The grammar, punctuation and vocabulary are all very good and all the linking words, prepositions and agreements are all correctly used. The Communicative Quality in this essay therefore is very good.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. As pointed out in the section above, the Vocabulary and Sentence Structure are very good. All word usage is correctly used and spelt correctly. The grammar is all error free and the punctuation is good. The Vocabulary and Sentence Structure band would be very good.

## **Academic Writing Practice Test 2**

### **TASK 1**

The chart shows unemployed spend their time in many different things. In the morning 19% men do housework with 49% women. In the afternoon this number is only 7% and 21% for housework. 20% of men and 26% of women shop in the morning but only 9% of men and 17% of women shop in the afternoon. For job hunting 22% of men and 16% of women do it

in the morning and 12% of men and 13% of women in the afternoon. 6% of men and 10% of women visiting friends or relatives in the morning and 12% of men and 17% of women do it in the afternoon. These four activities are the most popular. There are others with smaller percentages: gardening, watching TV, reading, decorating, walking, doing nothing or sitting around, staying in bed, visiting town, playing sport and drinking. Drinking is the least popular activity looking at the figures overall with only 2% of men and 1% of women doing it on the morning and 3% of men and 1% of women doing it in the afternoon.

(181 words)

**Estimated IELTS Writing Band 7**

### **IELTS Examiner Commentary**

This letter was written by a Chinese IELTS student in the middle of an IELTS practice course.

The Academic Task 1 Writing is marked in 3 areas. Let's look at these.

**Task Fulfilment** This mark grades you basically on whether you have answered the question or not. To answer this question correctly the examiner looks to see whether a report has been written which wholly describes the chart with appropriate, accurate detail. In this chart there is a large amount of detail and with only 150 words the examiner would not expect to see every single figure quoted. The examiner would look to find the most important details and a few describing the general trends. Firstly I would not say that this is a great report as there is no introductory or finishing sentence. The report isn't too bad at all though in terms of detail. It outlines the four most popular activities and specifies the percentage for both men and women for the mornings and the afternoons. The other activities are listed with only the last one having percentages. This, I feel, is an appropriate amount of detail for a report on this chart. It could have been slightly better. The gardening figures for men were quite high and TV was watched a lot in the afternoon. There is also no general comparison between men and women. As far as accuracy goes, all the detail quoted is correct. It's only a 150 word report though and you can't put too much detail in. This report would get a reasonably good Task Fulfilment band.

**Cohesion and Coherence** These two are interrelated which is why they are done together. Cohesion is how your writing fits together. Does your writing with its ideas and content flow logically? Coherence is how you are making yourself understood and whether the reader of your writing understands what you are saying. Firstly the structure of this report is not good. As pointed out earlier, there is no introductory or finishing sentence. The writing is all in one lump with no paragraphing. Paragraphing can really help cohesion and coherence by allowing the writer to divide up separate parts of the report and so make it easier to read and understand. Apart from that the cohesion isn't bad. The sentences are short and clear and the progression of ideas is logical following the order of the chart. As a result of the reasonable cohesion, the coherence isn't too bad either. It's a bit difficult to read as it's all 1 paragraph and some expressions are a bit awkward but these are the only things that makes the coherence difficult. This report would get a reasonable cohesion and coherence band.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. The vocabulary in this report isn't too bad though there are a couple of obvious errors: (**in many different things; make housework**). The grammar is mostly good though again with some noticeable slips. A lot of the verbs are in the present tense when

describing the past but the chart is from 1982. Verbs describing the chart are fine in the present tenses as the chart exists now (ie: **The chart shows** – the chart exists in the present so the present simple here is fine). But when referring to the activities in the past, the past tenses must be used (**Unemployed spend their time; women shop in the morning** – These verbs refer to 1982 so the verbs should be **spent** and **shopped**). **The** is also missed out several times and there is one other verb tense problem from probably copying too much from the chart (**6% of men and 10% of women visiting friends**). Apart from these areas, the grammar is OK and the report would get a quite good Vocabulary and Sentence Structure band.

## TASK 2

The animal experimentation is very difficult issue with a lots of people feeling very strongly of it, we are use the animals for the experimentation in different way, one of most big problem is for test the cosmetics, the images of animals with things put in there eyes for so we are able to look a bit better make many people very angry. Is it necessary. The companies such as the body shop said that they do not experiment on animals and they produce good cosmetics who make money, I am not agree that making the cosmetics that make our faces better does not mean the animals must suffering in terrible ways, it does not seem moral for me. On the other hand we also use the animals for test the new drugs. Without these new drugs people die and suffer when they need not, some of the people believe that the animals should not suffer and die so that we can avoid it, I am not agree here, these people will change the minds when it is they who are die or one of their children, it is sad that the animals have to suffer for this thing but here I believe that the suffering is justify. Is there alternative to the animal experimentation. I'm not expert but I dont think so, the monkeys are most near biology animals and without test to them, we cannot sure of affects of the new drugs, we test on humans also but only when we know the drugs not a problem to us, the testing on humans without the tests on the animals could make the tragedies. So in conclusion I do not believe that the animal testing is justify for not essential things but for essential things I believe that there is not choice and it is justify.

(307 words)

**Estimated IELTS Writing Band 6**

### IELTS Examiner Commentary

This essay was written by a Pakistani IELTS student studying in the UK.

The Academic Task 2 Writing is marked in 3 areas. Let's look at these.

**Arguments, Ideas and Evidence** This band grades the essay on its content, how it structures its ideas and backs up the ideas with examples. First of all this essay is not set out as an essay should be. It is all together in one big lump that shows a lack of organisation. Apart from that though the essay is relevant to the question and has good ideas with examples to back them up. This essay would get a quite good band for Arguments, Ideas and Evidence.

**Communicative Quality** This mark grades the candidate on how easily the reader understands the essay. This depends on accuracy in structure, grammar, punctuation and vocabulary, as bad grammar, punctuation and vocabulary will cause a breakdown in communication. The worst problem affecting the Communicative Quality is the lack of organisation in the structure. The



entire essay is in one big paragraph and the punctuation within the paragraph is poor. There are too many commas and not enough full stops. This makes the reader go from one sentence into another without realising it and the change of meaning from one sentence to another makes the reader have to stop and go back to find out when the change of meaning happened. On top of this the spelling and grammar is often faulty and this makes it difficult for the reader. Connecting language is not used that well either though there is some good usage (**On the other hand**). So, this essay would not get a good band for Communicative Quality.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. The word choices themselves in the essay are not bad at all but their spelling is not that good. As pointed out above the grammar is not good. There are problems with articles (**experimentation is highly difficult issue; for the experimentation**), tense choice and formation (**are use; is justify; must sufering**), verb patterns (**for test**), prepositions (**very strongly of it; not a problem to us; test to them**), superlatives (**most big problem; most near**) amongst others. The punctuation is also bad. The writer has used commas mostly instead of full stops and he doesn't use question marks for his questions. This essay would not get a very good band for Vocabulary and Sentence Structure.

## **Academic Writing Practice Test 3**

### **TASK 1**

In this report I am describing 2 charts: a line graph and a pie chart. The line graph show the relationship between age and crime in 2002 and the pie chart show the types of property crime in the UK in 2002.

The line graph show that most crime is committed early in the life of most criminal. From birth to age 8 the crime rate is 0%. At 12 year crime is starting to be committed with 2% of 12 year olds doing crimes. At 16 year old there is a huge jump up to a rate of 70% of crimes done by 16 year olds. This is even higher at age 20 with a rate of 80%. After age 20 there is a sharp fall going down to 60% at age 24 and then an even sharper fall to 20% at age 24. From age 28 to 44 there is a slow decline in crime rate to 10%. From age 44 to 60 this decline slows further finishing at 8%.

The pie chart split property crime into 4 types. The biggest is violent crime at 46% followed by property crime at 23%. Drug crime is just below at 22% and the smallest is public order crime at 9%.

(210 words)

**Estimated IELTS Writing Band 7**

### **IELTS Examiner Commentary**

This letter was written by a Thai IELTS student at his college

Academic Task 1 Writing is marked in 3 areas. Let's look at these.

**Task Fulfilment** This mark grades you basically on whether you have answered the question or

not. To answer this question correctly the examiner looks to see whether a report has been written which wholly describes the chart with appropriate, accurate detail. This question has 2 charts to describe. The line graph has a reasonable amount of detail but the pie chart has only 4 sections to describe. What I would expect for a good report here would be for the report to describe the trend of the line graph well giving the all the detail for the large increases between 12 and 28 years and generalising a bit more from 28 to 60 years. I would expect all 4 sections of the pie chart to be described with the percentages. At first glance the writer has given a proper report with an introduction and the information for the 2 charts being put into separate paragraphs. There is no closing sentence but this is not that important. The report actually follows the outline above on how I would expect a good report for these charts to be. The trend of the line graph is well described with the correct detail and the pie chart's 4 sections are all described with the detail for each section. There is one small inaccuracy. Age 24 for the line graph is repeated and so 2 separate percentages are quoted for 1 age. The second percentage should have been for age 28. This is just a small slip and not vital. Finally the length is fine. It's actually quite long but there are no marks taken away for going over the limit. The writer must just be sure that he has given himself enough time to write the Task 2. This report would get quite a good Task Fulfilment band.

**Cohesion and Coherence** These two are interrelated which is why they are done together. Cohesion is how your writing fits together. Does your writing with its ideas and content flow logically? Coherence is how you are making yourself understood and whether the reader of your writing understands what you are saying. As pointed out above the structure is good and so helps the cohesion and coherence. There are 2 good introductory sentences and then the information is divided up into 2 clear paragraphs. The writing is not very elegant but by using short sentences the writer avoids referencing problems. These short sentences are the key to this report's success. In long sentences, the meaning and "thread" of the writing can get lost and confused. Because the writer does not give himself "room" to make these errors, the cohesion and coherence are both quite good.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. The vocabulary of this report isn't bad. There could be more variety in the second paragraph but the words used to describe the big trend movements are all accurate and appropriate. There are a few mistakes in the grammar. The verb tenses and agreements in the verbs are fairly inaccurate (**I am describing; the line graph show; the pie chart show; crimes are done; The pie chart split**). There are a couple of missed plurals too (**At 12 year crime; at 16 year old**) but there is good grammar too with good use of **to be** and superlatives in the last paragraph. This would get a reasonable Vocabulary and Sentence Structure band.

## TASK 2

Internet is new thing. When I was young, it was no internet. But now everybody has computer and everybody can find what they want on internet like news, football, money, wether. Nowaday we can also find newspaper on internet. I think this is good ting. If you want in the morning you can go shopping and buy newspaper at shop. This is easy and no expensive. Then you have newspaper all the day. You can read when you want. But on internet you can also read when you want and it no cost nothing more. So, why spend money on newspaper in shop when you can see newspaper when you want on computer and no spend money. It is very

easy. However you can no take computer when you want. You can no take computer to beach and read newspaper. You can no take computer on bus and train and plane to read newspaper. Then it is better to take newspaper. Me I prefer to buy newspaper in shop so then I can read newspaper when I like. So some people like read newspaper on computer and this is OK but I think that the world always need newspaper on paper as well. Newspaper will no become a thing of the past.

(212 words)

**Estimated IELTS Writing Band 5**

### **IELTS Examiner Commentary**

This essay was written by a Korean IELTS student doing an IELTS preparation course.

The Academic Task 2 Writing is marked in 3 areas. Let's look at these.

**Arguments, Ideas and Evidence** This band grades the essay on its content, how it structures its ideas and backs up the ideas with examples. The main problem with this essay is the length. If an essay for the Academic Writing Task 2 does not equal or exceed 250 words the essay will be penalised on Arguments, Ideas and Evidence. The maximum band that can be awarded in this area for under length essays is 5 though it can be lower. The essay is also not set out as an essay. All the writing is one big chunk. So, the writer has not really produced an "essay". It is not a thought out piece of writing. As far as content is concerned the writer has made a reasonable attempt to answer the question though he has been a bit repetitive. There are a couple of examples to back up the ideas but really the essay needs more ideas and examples to get a good band. So the Arguments, Ideas and Evidence band would not be very good for this essay.

**Communicative Quality** This mark grades the candidate on how easily the reader understands the essay. This depends on accuracy in structure, grammar, punctuation and vocabulary, as bad grammar, punctuation and vocabulary will cause a breakdown in communication. Other things affecting communication would be structure, linking words, prepositions and agreements. As pointed out above the structure is bad and this does not help the Communicative Quality. Essays that are set out in easy-to-read paragraphs are much easier to understand for a reader. The punctuation and vocabulary are fine here but the grammar is not very good. The linking words however are quite well used (**But; Then; So; However; etc...**) and this helps the Communicative Quality a lot. The Communicative Quality band here would therefore be not too good but not too bad either.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. The Vocabulary choices are not too bad in this essay though the spelling is not very good. Any minor errors in word choice are still understandable. Grammar is fairly weak. Articles throughout are not well used and verbs are often faulty. Negatives and plurals are not good in this essay. The Sentence Structure band for this essay wouldn't be very good.



## **Academic Writing Practice Test 4**

### **TASK 1**

On graph on 1997 11 million dollar is sell on intrnet, on 1998 is small ris to 16 million dollar, on 1999 is mor ris to 19 million dollar, on 2000 rise is mor smal 22 million dollar. The 2001 21 million dollar and 2002 24 million dollar. 1997 to 2003 is ris 13 million dollar. On chart is 4 parts most big is englnd 81% books bought on internet, next scotland 10% next wales 8%, last is northern ireland 1%. This mean that mor money is spend in england on books on intrnet.

(92 words)

**Estimated IELTS Writing Band 4**

### **IELTS Examiner Commentary**

This report was written by an Indian lady on an IELTS preparation course.

The Academic Task 1 Writing is marked in 3 areas. Let's look at these.

**Task Fulfilment** This mark grades you basically on whether you have answered the question or not. To answer this question correctly the examiner looks to see whether a report has been written which wholly describes the chart with appropriate, accurate detail. The first thing that one notices is that the report is considerably under length. By not writing the required 150 words the writer is not answering the question and so is penalised under Task Fulfilment. If fewer than 150 words are produced then only a maximum band of 5 (less than 5 can also be given) can be awarded for Task Fulfilment. Apart from that the writer has made an attempt to describe the two charts. Unfortunately some of the detail that is included is inaccurate. The 2001 figure from the line graph is wrong and the writer has also mixed up two of the sections of the pie chart: Scotland is quoted at 10% and Wales at 8%. The financial detail given in the report is also all given in dollars while the graph gives the detail in pounds sterling. Because of all these errors this report cannot get a very good Task Fulfilment band.

**Cohesion and Coherence** These two are interrelated which is why they are done together. Cohesion is how your writing fits together. Does your writing with its ideas and content flow logically? Coherence is how you are making yourself understood and whether the reader of your writing understands what you are saying. Cohesion isn't too bad in the report. There is so little writing that there is not much to join together. The writing consists of short sentences that are not elegantly put together. There aren't many cohesion errors but there is little style in the writing. The coherence is very problematic. The lack of punctuation allows the sentences to run into each other and it is difficult for the reader to know when one sentence ends and the next begins. This with the big grammar and spelling errors make it very difficult to understand and read quickly. This report would get a poor Cohesion and Coherence band.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. The vocabulary in the report is very limited in range but there are no very bad word choices. The grammar in this report is terrible. Most of the verb forms are inaccurate, there are inaccurate prepositions, plurals are missing, articles are missing, the verb to be is often missing and comparatives and superlatives are inaccurate. The problem with the punctuation is that there seem to be commas instead of full stops in many places. The Vocabulary

and Sentence Structure band would be very poor for this report.

The above report is useful as an illustration of how a bad report is written. Below you will find a good version written by an IELTS examiner answering the same question. Please remember that there are other ways of approaching this question that are just as good.

In this report I am going to describe 2 charts.

The first is a line graph that records the amount of money (in pounds sterling) spent on books on the internet in the UK from 1997 to 2002. In 1997 £11 million were spent. This rises by £5 million by 1998. The increase in money spent then rises less rapidly through 1999 (£19 million), 2000 (£22 million) and 2001 (£23 million) until 2002 when £24 million were spent. This gives a total increase from 1997 to 2002 of £13 million.

The second is a pie chart that shows the relative percentages of books bought on the internet in the UK individual countries. England is where by the far the most books are bought with 81% of the market. Wales comes next with 10% closely followed by Scotland with 8%. Northern Ireland lies last with only 1% of the market.

This ends my report.

(153 words)            **Estimated IELTS Writing Band 9**

## **TASK 2**

Last 150 year the medecine make too much important cure for bad disease. Now you no hear of people dying of colere, tubercule or other killer. It is because the medecine to stop it is no expinsive and easily to find. Nowaday we have other disease for fight against for example the AIDS and the cancer. The drugs are use to treat this diseazes and slow there affects can be find in west but in more poor countrys the people cannot pay it so people are die for no reason. I think drug companys should be obliged to make there products at smal prices in poor countrys or allow cheaper one to be made in those countrys. They are still make the mony and nevertheless they are make more of mony if many of people buys cheap copies rather than no one buying the expinsive one. Anyway if they dont, companys in the mor poor countrys will produce the copies anyway. In Inde many drugs are copy and sell ilegal. The people from more rich countrys go to there for buy the drugs they want with a more cheap price. Some drug companys have promissed that they will give the drugs at a more cheap price. A company promised for example anti AIDS drugs to South Africe. Nowaday it seems the promises are just the words in the air and no action or drugs go to the millions of AIDS sufferers there.

Therefor I am really believe that drugs companys should give the low cost drugs to mor poor countrys. It is a question of people die just to help the business dollar. It is imoral and indefendable no matter what companys say about there busines interests.

(284 words)            **Estimated IELTS Writing Band 6**

## IELTS Examiner Commentary

This essay was written by a Japanese IELTS student studying in the UK.

The Academic Task 2 Writing is marked in 3 areas. Let's look at these.

**Arguments, Ideas and Evidence** This band grades the essay on its content, how it structures its ideas and backs up the ideas with examples. The structure with the one big paragraph and short conclusion means this is not set out as a proper essay should be. The content though is mainly directed at the question and has examples to back up the ideas. In the conclusion the writer draws on his essay to give his opinion and fully answers the question. The band for Arguments, Ideas and Evidence will be quite good though the structure does spoil it a bit.

**Communicative Quality** This mark grades the candidate on how easily the reader understands the essay. This depends on accuracy in structure, grammar, punctuation and vocabulary, as bad grammar, punctuation and vocabulary will cause a breakdown in communication. The Communicative Quality here is not that good. The structure does not help, with most of the writing being grouped in one paragraph. In addition to this the grammar and spelling are all quite poor and this makes reading the essay not as easy as it should be. Some of the sentences, expressions and vocabulary are a bit awkward too. This would lead to a middling Communicative Quality band.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. As stated above the Vocabulary and Sentence Structure are quite weak. The actual vocabulary choices are not too bad but a lot of the spelling is not very good (**medicine; disease; colere; tubercole; expinsive; affects; mony etc.**). There are actual vocabulary mistakes as well though (**more of money; Inde; indefendable**). With grammar the article use is often faulty (**Last 150 year the medicine**), plurals are sometimes wrong (**countrys; companys; other killer; etc.**) and verbs are at times wrong in tense choice and form (**the medicine make; are use; can be find; are die; They are still make; etc.**). Some negatives are wrongly expressed (**Now you no hear; it is no expensive**). There are other grammar weaknesses: pronouns (**there affects; there products; there business interests;**), comparatives (**more poor countrys; more rich countrys**), prepositions (**go to there; with a more cheap price**), the infinitive of purpose (**for fight; for buy;**) and adjectives/adverbs (**and easily to find; this diseases; and sell ilegal**). Some of the errors seem to come from the writer's first language. There is though some good grammar in the essay and a lot of the vocabulary is well chosen. However there are really too many errors to get a good band for Vocabulary and Sentence Structure.

## Academic Writing Practice Test 5

### TASK 1

In this report I am going to describe the process that occurs when plants and human beings create oxygen and carbon dioxide.

Plants make oxygen through photosynthesis. To do this plants need certain things. Firstly they take in water through their roots from the earth below. Secondly they take in carbon

dioxide from the air around them. Thirdly they absorb sunlight from the sun above. With these three things plants are able to produce oxygen through photosynthesis.

Humans and animals perform an opposite process. Humans and animals take oxygen into their lungs through breathing. When humans and animals exhale they breathe out carbon dioxide.

So plants, humans and animals provide services for each other. Humans and animals need the oxygen that plants produce in order to stay alive. When humans and animals breathe out, they provide the carbon dioxide that plants need in order to survive.

This ends my report.

(150 words)            **Estimated IELTS Writing Band 9**

### **Commentary on the above answer.**

This report was written by an IELTS examiner to give an example of a good answer. Please remember that there are other ways of approaching this question that are just as good.

The Academic Task 1 Writing is marked in 3 areas. Let's look at these.

**Task Fulfilment** This mark grades you on basically on whether you have answered the question or not. To answer this question correctly the examiner looks to see whether a report has been written which wholly describes the pictures representing the process. Looking at the above, the report is over the 150 word limit and completely summarises the process with nothing left out. The report would get a good Task Fulfilment band.

**Cohesion and Coherence** These two are interrelated which is why they are done together. Cohesion is how your writing fits together. Does your writing with its ideas and content flow logically? Coherence is how you are making yourself understood and whether the reader of your writing understands what you are saying. The cohesion is very good. The introductory sentence explains what the report is about. The second paragraph uses **firstly**, **secondly** and **thirdly** to show clearly the stages of the process in the left hand picture. The second paragraph explains the right hand picture and the final longer paragraph comments on the significance of the process. Linguistically the cohesion is good too. This leads in turn to good coherence. There are no ambiguities in the language and the whole report can be read quickly with no problems.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. The vocabulary is good in the report. The descriptive language and the technical language are all used correctly. The grammar is also good. The present simple is used accurately throughout to describe the process and all other grammar areas are correct.

## **TASK 2**

It is true that vast amounts are spent on space exploration for apparently little gain while people suffer from terrible poverty around the world.

Supporters of space programs say that space exploration has brought inventions to the world

that we would not have had. The famous example is non-stick pans! Supporters also point out that it is in human nature to strive to discover the unknown and that we can progress in all ways by unlocking the secrets of the stars. These are all valid points.

On the other hand how can we as human beings justify the billions of dollars spent sending people into space so we can have non-stick pans while millions of people around the world are dying of disease and famine? With the money spent on space exploration, wells could be dug, farmland could be developed, medicine could be bought, schools and colleges could be built, and teachers, doctors and nurses could be trained. Even if we could justify money on exploration, wouldn't it be better to spend the money on exploring the sea on our own planet that could offer enough food to provide for the entire world?

From what I have said in this essay it would seem that I would agree that money should be spent on better things than space exploration. However, this is not the case. I understand all the reasons for spending money on better things but I also strongly believe that it is necessary that the human race should continually strive to develop our technology and broaden our horizons. The money in the long run is well spent on space exploration.

(272 words)                      **Estimated IELTS Writing Band 9**

This essay was written by an IELTS examiner to give an example of a good answer. Please remember that there are other ways of approaching this question that are just as good.

The Academic Task 2 Writing is marked in 3 areas. Let's look at these.

**Arguments, Ideas and Evidence** This band grades the essay on its content, how it structures its ideas and backs up the ideas with examples. This essay is structured well. There is a short introductory paragraph followed by the body of the essay in two paragraphs which examine both sides of the question. Finally the opinion of the writer is given in the conclusion with his justification. There are plenty of ideas backed up with relevant examples. All these factors would lead to an excellent band for Arguments, Ideas and Evidence.

**Communicative Quality** This mark grades the candidate on how easily the reader understands the essay. This depends on accuracy in structure, grammar, punctuation and vocabulary, as bad grammar, punctuation and vocabulary will cause a breakdown in communication. The communicative quality of this essay is excellent. Because there is no inaccuracy in the factors mentioned that affect communication, the reader can get through the essay without having to stop. This essay would get an excellent band for Communicative Quality.

**Vocabulary and Sentence Structure** With Vocabulary the examiner looks at the range of words used and whether they are used in the right place and at the right time. With Sentence Structure, the examiner looks at the grammar. In this essay the Vocabulary and Sentence Structure are very good. All word usage is correctly used and spelt correctly. The grammar is all error free and the punctuation is good. The Vocabulary and Sentence Structure band for this essay would therefore be very good.