

## Corrections TASK 1:

### INDEX

: incorrect word

Corrected/ suggested word/phrase

Different way of writing the sentence

The pie charts depict and compare the different sources used to produce energy in the UK in two different years, 2000 and 2010. Overall, critical changes are not observed when comparing both years, as is shown in the charts. Petrochemicals **were was** {subject verb agreement does not match: as petrochemicals is a 3<sup>rd</sup> person plural noun} the most important source of energy in 2000 and remain the most **used produced?** in 2010. The **use production** of petrochemicals stood at 36.93 per cent in 2000 and slightly increased to 39.27% in 2010. Likewise, the second source, gas, began at 29.87% in 2000 and a minor growth to 31.63% was witnessed in 2010. Moreover, nuclear energy, whose figure started at 21.92% in 2000, was the third type of energy **used produced/manufactured/created** and **maintains maintained** its position in 2010 after a minor boost of less than 1 percent. Finally, the **use production** {of other sources of energy declined significantly from 11.28 per cent in 2000 to 6.56% in 2010.: can also be written as the percentage of other sources of energy declined significantly from 11.28 to 6.56} Therefore, the augmentations witnessed in petro, gas and nuclear energy in the year 2010 **occured** -spelling **occurred** at the expense of the dropping **in** the **use creation/production** of other sources of energy.



# DETAILED ASSESSMENT

**Suggestions TASK 1:** Alternate options to avoid repetitive style of writing

Percentage	Qualifier
77%	just over three quarters
77%	approximately three quarters
49%	just under a half
49%	nearly a half
32%	almost a third

Percentage	proportion / number / amount / majority / minority
75% - 85%	a very large majority
65% - 75%	a significant proportion
10% - 15%	a minority
5%	a very small number

Percentage	Fraction
80%	four-fifths
75%	three-quarters
70%	seven in ten
65%	two-thirds
60%	three-fifths
55%	more than half
50%	half
45%	more than two fifths
40%	two-fifths
35%	more than a third
30%	less than a third
25%	a quarter
20%	a fifth
15%	less than a fifth
10%	one in ten
5%	one in twenty

## IELTS EXPERT FEEDBACK: TASK 1

- The test-taker has attempted the task well keeping in mind a number parameters including specific vocabulary. However, in many places it has been observed, that the word 'use' has been written for the word 'produced'. This will hamper the band score in task achievement considering lack of understanding the question.
- No grammatical errors observed as such except one. Capitalization and spelling errors are almost nil.
- In case of diagram description, it is suggested to avoid repetitive style of writing by using different sentence structures; mostly complex and displaying them through a combination of active and passive sentences.
- Also, refer to the charts given above to include variation in writing style.
- Abundant practice should be followed with proper feedbacks to enhance your IELTS Writing.

## BAND DESCRIPTOR FEEDBACK: TASK 1

### Task Achievement (TA):

- covers the requirements of the task
- presents a clear overview of main trends, differences or stages
- presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate (**Use :: Produced**)

### Cohesion and coherence (CC):

- logically organizes information and ideas; there is clear progression throughout
- uses a range of cohesive devices appropriately although there may be some under-/over-use

### Lexical Resource (LR):

- uses a sufficient range of vocabulary to allow some flexibility and precision
- uses less common lexical items with some awareness of style and collocation
- may produce occasional errors in word choice, spelling and/or word formation

### Grammatical Range & Accuracy (GRA):

- uses a variety of complex structures
- produces frequent error-free sentences
- has good control of grammar and punctuation but may make a few errors













## Corrections TASK 2:

### INDEX

: incorrect word

Corrected/ suggested word/phrase

Different way of writing the sentence

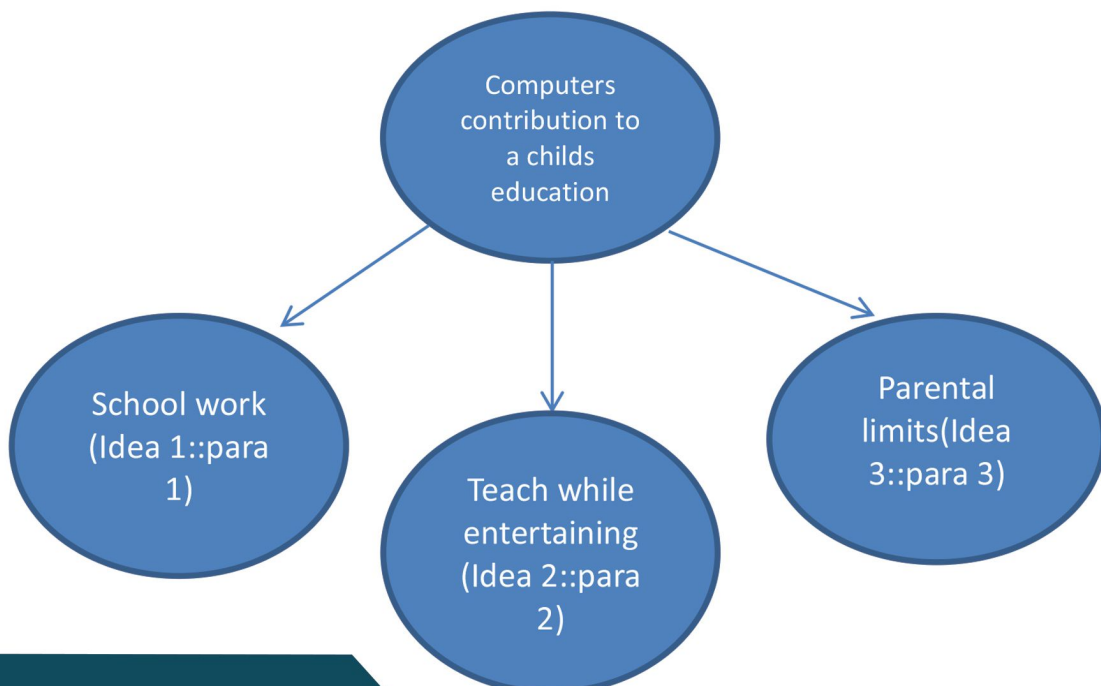
Although it is sometimes thought that, owing to children's overdeveloped learning abilities, foreign languages must be taught to them from an early age, other people think that this might interfere with their general education. In my opinion, I consider that learning languages other than native is beneficial in our  **day and age**  **day to day life and our generation/era/time** to be competitive in a global world and therefore, should start as soon as possible. On  **the** one hand, some people believe that children who learn foreign languages often do better when confronting issues in their future life and I agree. In other words, learning different languages allows children to interact with a wider part of the population and consequently learn strategies used in other countries to solve problems that might be unfamiliar to them. Furthermore, most corporations only hire workers capable of speaking in several different languages. For instance, Apple only accepts professionals that can communicate in at least 4 languages in  **his**  **it's** Cupertino headquarters. Hence, learning as many languages as possible is fundamental these days and instructions  **must start from**  **childbirth**  **childhood?** On the other hand, it is often  **believed**  **spelling** that learning different languages concomitantly might lead to  **confussion**  **spelling**. There are several articles reporting that children whose **parent's** native language differs from each other, have a delay in starting to talk. However, this delay is compensated progressively and no differences were observed after the age of 3 years old. Another reason why some people prefer not to learn foreign languages so early is that more time can be used to practice other important skills, namely science subjects. In conclusion, while people may vary in their opinions, I consider that children stand a better chance to succeed in our global world if they are encouraged to learn foreign languages from an early age.

## Suggestions TASK 2:

- For an essay, try to generate at least 3 ideas to form 3 body paragraphs. An ideal IELTS essay can consist of 5 paragraphs Introduction -- 3 body paragraphs – conclusion. As for this essay, 3 ideas could have been distinctly written to let the reader easily distinguish between them.
- The ideas have to be organized more accurately. To get this precision, brainstorming is absolutely essential. Having a brain map before you can actually start writing will help to generate the required fluency and structure of the essay.

## Brain storming example:

- **Read the topic:**  
More and more families have computers in their homes. What advantages do home computers have for children? Should parents restrict the amount of time their children spend using the computer?
- **Determine the task:**  
Support your opinion
- **Write a thesis statement:**  
Computers contribute a lot to a child's education
- **Add general ideas and supporting details:**



## IELTS EXPERT FEEDBACK: TASK 2

- The task even though responded relevantly, lacks organization. The ideas are dispersed and difficult to distinguish. Linking words play an important role to connect different ideas and logics. Use sufficient linkers where required.
- Although one or two uncommon words are used, focus should be given on writing complex structures well.
- Understanding of band descriptors is a must. They give a direction to follow.
- Focus on clarity of thoughts and the way you expand an idea.
- Brainstorming is the key to write a good essay. Refer to the brainstorming chart given above to get precision in writing style

## BAND DESCRIPTOR FEEDBACK: TASK 2

### Task Achievement (TA):

- addresses all parts of the task although some parts may be more fully covered than others
- presents a relevant position although the conclusions may become unclear
- presents relevant main ideas but some may be inadequately developed/unclear

### Cohesion and coherence (CC):

- presents information with some organization but there may be a lack of overall progression
- uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical
- may not always use referencing clearly or appropriately

### Lexical Resource (LR):

- uses a sufficient range of vocabulary to allow some flexibility and precision
- uses less common lexical items with some awareness of style and collocation
- may produce occasional errors in word choice, spelling and/or word formation

### Grammatical Range & Accuracy (GRA):

- uses a mix of simple and complex sentence forms
- makes some errors in grammar and punctuation but they rarely reduce communication