Actual IELTS® Writing Samples
Our Goal Is To Help You To Secure Your Future!
Welcome. In this book you will see a variety of writing samples taken from actual IELTS® examinations. Each sample comes with the comments made by the person rating the examination, or the writing samples.

Please note that penmanship, or hand-writing, does count. While it might not be a major factor, it has an impact on your final score. Practice your writing as much as possible so that you are able to write in a clear manner, and that each word is legible.

Primary, of course, is that you stay-on topic and that you fulfil the requirements of the task. Not the least of those requirements is that you write more than the minimum number of words requested. If you are asked to write at least 150 words, or 250 words, or even 350 words then that is the minimum you must write. It is in your best interest to write even more.

You must also pay attention to your grammar and sentence syntax. Remember, you are attempting to demonstrate that you have a command of the English language. In order to do that you must write and speak in not only grammatically correct sentences, but those sentences must be constructed, and have idiomatic structure, as do native English speakers and writers.

Make sure that you use articles (a, an, the) correctly, and that your prepositions are used in a proper manner. Make sure that you write in strong sentences, using as few conjunctions as possible. While you must use complex sentence structure, overusing conjunctions will lead to confusion on the part of the reader (the rater) and might tend to confuse you.

Concise writing does not mean overly short sentences. What it means is that each sentence should contain only one thought, presented in the clearest manner possible. Make sure that your sentences do not contain any unnecessary words, and that you have not omitted any necessary words.
This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, most of men were studying part-time but from 1980, studying part-time was decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970. On the other hand, women studying full-time were increased and not only full-time, part-time also were increased. in 1990, studying full-time was three times as many students as in 1970. If compare Men and Women, as you see, in 1970, Men were studying more than women full-time or part-time but it changed from 1980 and then, in 1990, Women were studying part-time more than men and studying full-time was same number. It shows you Women has a high education now.

Examiner comment

Band 5
The length of the answer is just acceptable. There is a good attempt to describe the overall trends but the content would have been greatly improved if the candidate had included some reference to the figures given on the graph. Without these, the reader is lacking some important information. The answer is quite difficult to follow and there are some punctuation errors that cause confusion. The structures are fairly simple and efforts to produce more complex sentences are not successful.
According to this graph, the number of men and women in further education in Britain shows the following pattern. In the case of males, the number of males has declined slightly from about 1000 thousand in 1970/71 to about 850 thousands in 1990/91. However, this figure rose back to about 900 thousands in 1990/91 from about 820 thousands in 1980/81. The proportion of full-time education has declined during this period. However, the proportion of part-time education has increased dramatically.

On the other hand, in the case of females, the number of both full-time education and part-time education has increased during the period. From about 700 thousand in 1970/71, these figures rose to about 820 thousands in 1980/81, to about 1100 thousands in 1990/91.

In terms of full-time education, this figure rose by about 280 to about 900 in 1990/91. On the other hand, with respect to part-time education, this figure rose dramatically between 1980/81 and 1990/91. However, the figure rose slightly between 1980/81 and 1990/91.

Examiner comment

Band 6
The candidate has made a good attempt to describe the graphs looking at global trends and more detailed figures. There is, however, some information missing and the information is inaccurate in minor areas. The answer flows quite smoothly although connectives are overused or inappropriate, and some of the points do not link up well. The grammatical accuracy is quite good and the language used to describe the trends is well-handled. However, there are problems with expression and the appropriate choice of words and whilst there is good structural control, the complexity and variation in the sentences are limited.
The graph shows the percentage of audienec of UK follows the radio and television throughout the day during the period October-December 1992. It has been observed from the graph that less than 10% of audienc follows the radio at 6:00 am and the percentage raised to a peak around 30% at 8:00 am and decline gradually and to around 10% during the period 2:00 to 4:00 PM and again raised a bit to around 12% between 4:00 to 6:00 PM. Again dropped to below 10% at around 10:00 PM. The rate again raised a bit between 10:00 PM to 12:00 PM and then dropped sharply by 4:00 AM.

On the other hand, the rate of television audienc raises 0-10%. During the period 6:00 to 8:00 am and remain steady up to 10:00 AM and then gradually goes down by 12:00 noon. The percentage raised dramatically to over 15% by 2:00 PM, which again raised to a peak above 40% between 6:00-8:00 PM and then gradually dropped between the period 12:00 PM to 4:00 AM.

Examiner comment

Band 6
The answer has an appropriate introduction which the candidate has attempted to express in his/her own words. There is good coverage of the data and a brief reference to contrasting trends. The answer can be followed although it is rather repetitive and cohesive devices are overused. In order to gain a higher mark for content, the candidate would be expected to select the salient features of the graph and comment primarily on these. Sentences are long but lack complexity. There are some errors in tense, verb form and spelling which interfere slightly with the flow of the answer.
The bold graph shows the television audiences throughout the day. It shows that the percentage of audiences is zero percent in early morning but it gradually rises up to ten percent at 8:00 am and maintains the same for the next two hours. Then there is a gradual fall in percentage in next two hours however after that it rises sharply up to twenty percent within the next two hours. The After this the graph rises very fast and attains its peak at 10 pm which is about forty-five percent. The the graph gradually falls down and at 2:00 am it is at five percent. The thinner graph shows the percentage of radio audiences. Unlike the television one the peak percentage of the radio one audiences is at 8:00 am which is about thirty percent. Then it gradually falls and it corresponds with the television one at two pm. After that it gradually falls but with a small increase in percentage at 4:30 to 6:00 pm. The percentage of audience then goes down and at four pm it is the lowest which is near 8 percent. These graphs prove the progressive popularity of television.

Examiner comment

Band 7
The answer deals well with both the individual media trends and the overall comparison of these trends. The opening could be more fully developed with the inclusion of information relating to the groups studied and the period of time during which the study took place. There is a good variety of cohesive devices and the message can be followed quite easily although the expression is sometimes a little clumsy. Structures are complex and vocabulary is varied but there are errors in word forms, tense and voice though these do not impede communication.
THE SOLUTION OF OVERCROWDED TRAFFIC

Nowadays, there are a lot of cars on British roads and they have increased day by day. By the year 2000 there may be as many as 29 million vehicles on British roads. In this essay, I intend to examine about the solutions of these problems.

Firstly, the people living in Britain need to think about themselves. If they used the bus and train instead of their car, this problem would resolve a little. Because of this, the British government should introduce to control car ownership and use. For example, the government can ban to enter the road by car in the same day all family from a house.

Secondly, the buses and trains of government should be free for public population. Thus, the people would use these transport vehicles instead of their own car. After that, the roads in Britain would be safer and more comfortable.

Lastly, the exportation the number of cars that are exported from another country should decrease, and the prices of car should increase. Incase they aren't overcrowded, for example, the prices of cigarettes increased and the consumption of cigarettes greatly down.

In conclusion, if these measures put into action the problem of traffic can be decreased in the British roads.

Examiner comment

Band 5
The answer is short at just over 200 words and thus loses marks for content. There are some relevant arguments but these are not very well developed and become unclear in places. The organisation of the answer is evident through the use of fairly simple connectives but there are problems for the reader in that there are many missing words and word order is often incorrect. The structures are quite ambitious but often faulty and vocabulary is kept quite simple.
The transport has been one of the most important problems for the last two centuries. The problem began with the development and the growing of the cities.

Before the eighteenth century, the people lived in small villages or towns and did not have necessity to travel far. The people did not worry about the time to arrive in some where.

Nowadays, the situation changed. Many cars on the streets and many people need to go to any place. The number of cars has increased and as a result, many problems: pollution, noise, car accident, insufficient car park and petroluem problem.

In the other hand, people use car to go anywhere: to work, to travel, to spent holidays, and for amusement. Meanwhile, the car is important the cities must have another solution. It is important to organize its using and to meet alternative ways.

In big cities, there are some alternatives, like undergrounds (metro), coach, train, and bicycles. In China and India, they use a lot of bicycles for substituting the cars or coaches.

Continued on next page
Examiner comment

Band 6
There are quite a lot of ideas and while some of these are supported better than others, there is an overall coherence to the answer. The introduction is perhaps slightly long and more time could have been devoted to answering the question. The answer is fairly easy to follow and there is good punctuation. Organisational devices are evident although some areas of the answer become unclear and would benefit from more accurate use of connectives. There are some errors in the structures but there is also evidence of the production of complex sentence forms. Grammatical errors interfere slightly with comprehension.
Nuclear power provides cheap energy sources. Sometimes the present sources of energy like oil, gas, etc. will be finished.

Arguments in favour nuclear power: The nuclear energy produces by chemical materials. It is comparatively cheaper than other energy. To produce the power, it only involve some expert people and energy plants where to produce nuclear energy it needs large involvement like workers, machinery, etc. and also takes more time. The nuclear power plants are well protected and monitored. That is why there is less possibility the threat of nuclear weapons maintain world peace because the developed countries like U.K., U.S.A., Canada, France, etc. having nuclear weapons. (Warhead). Each country do not give threat to other country because they know if
The country dirigible forests there
stay will create problems from them
so it is well balanced and world
peace maintains peacefully.

Through there are sometimes creates
problems by its nuclear technology
but sometimes it also help the
human kind in the field of medical
and engineering sectors. In the medical
field we can say by nuclear ray
sometimes we can treat a cancer
patient. On the other hand in the
field of engineering by the
nuclear power engineers can do
lot of things like operate engine
instead of electricity. In conclusion
we can say through time and some
problems in the nuclear power but it
has some benefit for the mankind

Examiner comment

Band 5
Although the script contains some good arguments, these are presented using poor structures and the answer is not very coherent. The candidate has a clear point of view but not all the supporting arguments are linked together well and sometimes ideas are left unfinished. There is quite a lot of relevant vocabulary but this is not used skillfully and sentences often have words missing or lapse into different styles. The answer is spoilt by grammatical errors and poor expression.
Nuclear Power

Nuclear power is an alternative source of energy which is currently being evaluated during these times of energy problems. During these years we can say that we have energy problems, but in more or less 50 years we will be facing an energy crisis.

Nuclear power is an alternative source of energy and unlike other sources such as solar energy, nuclear power is highly effective for industrial purposes. If it is handled correctly, there really is no danger for the public. It is cheap, there is no threat of pollution and most of all, it is limitless. It is difficult to think about nuclear power as a good source of energy for people in general. This is due to the use it has been given since its birth during the second world war. It is expressed as military power and in fact at the moment nuclear power is limited to few hands who consider themselves world powers. When and if there is a change in ideology regarding the correct use of nuclear power, then we will all benefit from all the advantages nuclear power can give us.
If we outweigh the advantages and disadvantages of nuclear technology we then have the following:

As stated before, the advantages are that there is limitless supply, it is cheap, it is effective for industrial purposes, and still there are many benefits which have not yet been discovered. The disadvantages are at present time that it is limited to only a few countries who regard it as safe military power. Also if mishandled, there is risk for the population around the plant to undergo contamination as we all know happened in Chernobyl. If these disadvantages can be overcome, then it is clear that nuclear energy can give us more benefits than problems. It will in the future be very important as the energy crisis is not far ahead.

In conclusion, nuclear power is good; it can be safe, and we will all benefit. It is up to our leaders to see that it is handled well so that we can all benefit from it.

Examiner comment

Band 7
The answer is well written and contains some good arguments. It does tend to repeat these arguments but the writer’s point of view remains clear throughout. The message is easy to follow and ideas are arranged well with good use of cohesive devices. There are minor problems with coherence and at times the expression is clumsy and imprecise. There is a wide range of structures that are well handled with only small problems in the use of vocabulary, mainly in the areas of spelling and word choice.
GLOSSARY

The examiner’s notes are sometimes hard to follow. They use the jingoistic language of the IELTS®, and not everyone is familiar with that. Here are a list of phrases and their practical lay-person’s explanations.

Keep in mind that if you write so poorly that many of your words are illegible you will lose marks for that. Illegible words are considered mis-spellings and will be given reduced marks.

“Accurate use of connectives”: This indicates that although you know some of the idiomatic phrases of English, you are misusing them. This normally comes from being taught idiomatic phrases, or cohesive devices, by non-native English instructors who cannot give you the proper usage examples. This can only be remedied by listening at great length to native English speakers.

“Appropriate choice of words”: This means you are not using words properly. Normally this indicates a poor vocabulary.

“Complex Sentences”: This refers to sentences that contain a complete thought. For example “I bought a car.” is an example of a sentence that is too short and has no complexity. On the other hand “I bought a used, white, 2005 Subaru with low mileage and new tires.” is a complex sentence that contains a complete thought, not just brief information.

“Complexity and variation in the sentences”: This means you use some good, complete, sentences but that others are too short. Short sentences do not contain a complete thought, only one short point.

“Connectives are overused”: This means you use too many conjunctions rather than splitting sentences into two parts.

“Errors in tense”: This means that you have not paid attention to the correct tenses when writing your essay.

“Errors in word form”: This indicates that you are not using the syntax, or sentence construction, of native English. This is a warning that you have not immersed in English so that you know how English speakers normally talk. You are carrying over the sentence construction of your native language to English.

“Length of answer is just acceptable”: This means that you are at, or near, the minimum requirement. This is not good and will result in reduced marks. Make sure you have written more than the minimum number of words required.

“Missing words”: This is another syntax problem caused by carry-over of sentence construction of your native language to English.

“Points do not link up well”: Your essay must flow in a logical and “linked” manner. You must make sure that you do not put down scattered thoughts.

“Problems with expression”: You are not using the syntax of native English.

“Reference to figures”: You must include relevant information from the graph in Writing Task 1. You must also make sure that the information is accurate.

“Repetitive and cohesive devices are overused”: This means you are using the same phrase, for example “again raised”, “again dropped”, “again raised”, etc. Use your vocabulary effectively. Instead of using “again raised” over and over, use “increased to”, or “elevated to”, or “expanded”.

“Use of cohesive devices”: These are words or phrases that help you bring together parts of your essay, either in paragraphs or sentences. For example, “in conclusion”, “likewise”, “with regard to”, “it follows that”, “in other words”, “of course”, “after all”, “on the other hand”, “conversely”, etc.