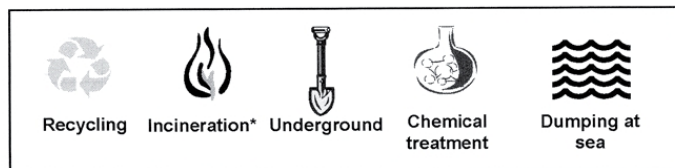
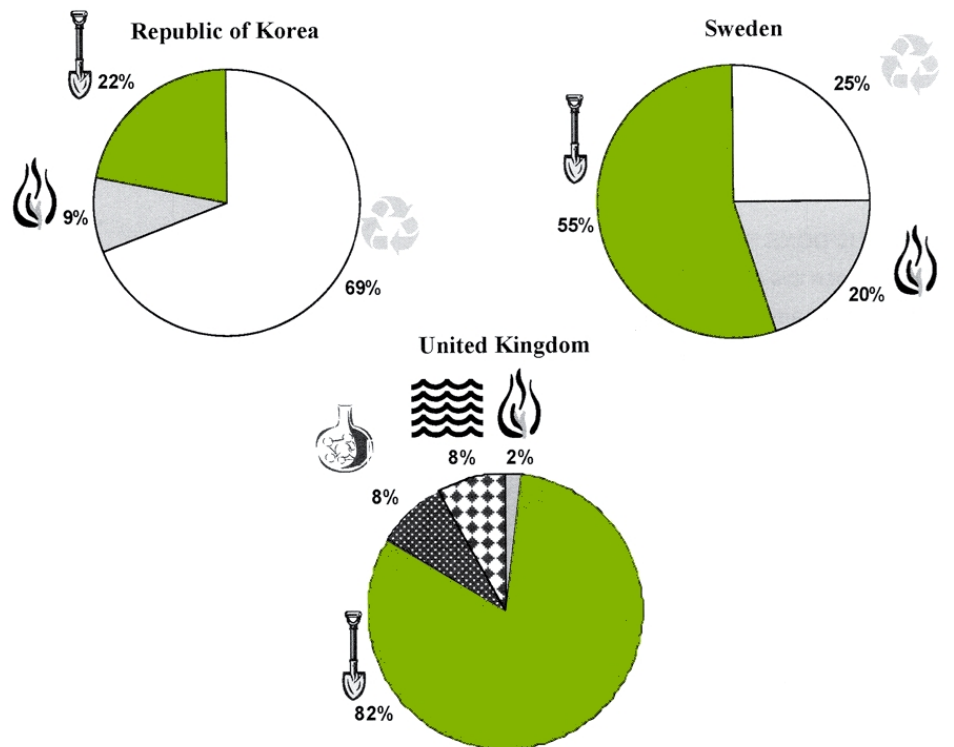


The pie charts below show how dangerous waste products are dealt with in three countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Comment [Afarinesh1]: The illustration is about the ways of disposing waste materials and not the amount of disposal!!

The three pie charts illustrate how many waste materials are devastated in three countries.

Better: The three pie charts compare the way dangerous waste materials are disposed in three different countries.

Deleted: destroyed by undergrounding

Deleted: noticeably

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For example, in the United Kingdom most of dangerous waste products are buried underground, at least 82 percent, more in comparison with Republic of Korea and Sweden. It is most noticeable that the main way to dispose dangerous material is recycling in Republic of Korea and Sweden. They are accounted for 69 percent and 25 percent respectively; however, recycling does not have any role in disposal procedures in the United Kingdom.

Deleted: On

From the other side, dumping at sea and chemical treatment are usable ways to reduce hazardous products in the United Kingdom, yet they are not useable ways in three other countries.

Deleted: allocates

In addition, incineration takes up various percentages; for example, the most percentage is 25 in Sweden and the least feature is 2 in the United Kingdom.

Deleted: products

In conclusion, Republic of Korea and Sweden try to use recycle materials; however, United Kingdom produces very few recycling material.

Examiner's Comments:

The content is good, in that it reports the main features of the illustration, and also drawn particular attention to the significant features. It also summarizes the main message. Its weakness lies first in your introduction and then in its lack of cohesion. You have strung the sentences together but they do not flow easily and smoothly from one to the next. There are some structural and spelling errors, but these do not interfere with communication.

Suggested Paragraphing:

Paragraph 1 Introduction

Paragraph 2 Underground and Recycling (Their Comparison in three Countries)

Paragraph 3 Other Methods (Similarity in Incineration and Chemical and Dumping in the UK)

Paragraph 4 Conclusion

Some people think that university should provide graduate with knowledge and skills needed in the workplace. Other think that the true function of a university should be to give access to knowledge for its own sake, regardless of whether the course is useful to an employer.

What, in your opinion, should be the main function of university?

Comment [Afarinesh2]: Better word: Students' Prospect

Deleted: confirm

Deleted: with

Deleted: function of university

Comment [Afarinesh3]: No need for comma after THAT

Deleted: is

Deleted: ,

Deleted: it

Deleted: that it gives

Comment [Afarinesh4]: Again the logic behind the first and the second sentence is not clear!

Deleted: Universities'

Deleted: study

Deleted: studying.

Deleted: in doctoral

Deleted: 's

Deleted: students

Deleted: graduating

Deleted: this

Comment [Afarinesh5]: A commoner expression!

Deleted: life's way

Deleted: shouldn't

Comment [Afarinesh6]: Try to use indefinite expressions.

Comment [Afarinesh7]: TIME is uncountable

Deleted: times

Recently, young people's future can be guaranteed by the university efficiency. These years, the issue of unemployment has caused a lot of debates between socialist. It is believed that students use accessible different knowledge that they achieve in university. However, I think significant function of university is to give useful knowledge to students in workplace.

The transition between your sentences in the introduction is not smooth, and thereby losing some mark for the cohesion!

At first, experts should search not only social requirement but also different jobs in recent year.

University professors should have enough knowledge to teach useful lessons; consequently, students can find a job easily. Some teachers utilize real examples in the middle of their lessons. For example, some patients attend medical classes. Secondly, university should give reasonable guarantee to students for finding job after graduation. For instance, state university has financial communication with famous companies; as a result, top students are sent to these factories by educational centers.

On the other hand, students try to find their way of life independently; hence, they shouldn't depend on university and teachers. For example, firstly young people should search about various courses, secondly they ought to spend a lot of time to learn specific major, finally they can find a suitable job.

To sum up, a university should have professional program for providing good condition for future of student's job, in addition students should try to obtain suitable job and useable skills.

Examiner's Comments:

The argument here is compelling, although more time is spent on defending the 'for' argument than the 'against'. Therefore, the argument is very one-sided, and you seem to run out of ideas when you come to put the opposing idea. Also you do not display quite the flair for the range of vocabulary one might expect at this level, especially at using collocations and the accuracy of newer vocabularies.

Suggestions:

1. You ought to work more on your collocations and word derivations knowledge.
2. Your paragraphs have the problem with coherence. The topic sentences do not clearly summarise the content of the paragraph. And of course there is no clear logic between most of your sentences. In other words there is no smooth transition.

Estimated Band Score: 5.5

Task I

	<i>Task Achievement</i>	<i>Coherence & Cohesion</i>	<i>Lexical Resources</i>	<i>Grammar Range & Accuracy</i>
<i>Band</i>	5	4	6	6

Task II

	<i>Task Response</i>	<i>Coherence & Cohesion</i>	<i>Lexical Resources</i>	<i>Grammar Range & Accuracy</i>
<i>Band</i>	7	4	5	5