

TEST 4, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 7.5** score.

The diagram illustrates the recycling process of plastic bottles. It is a long process of destroying the used product completely, make useful raw material to produce new products. All the parts of the process has been detailed below.

It all starts with garbage. The used plastic bottles are thrown into the dustbins. All the garbage is collected and put forward for sorting. This is an important step, as all sort of waste cannot be recycled. Then the problem of carrying all the waste items individually is sorted by compressing them into huge blocks by machines. These blocks become easier to carry. Then they are taken to a machine for crushing. Each and every part of the former used bottles are now crushed to smaller pieces. They are properly washed to remove impurities, paints or any kind of chemical markings.

Here comes the interesting part. Those pieces are further converted into plastic pellets. This becomes the useful raw material, now ready to make new products. These same plastic pellets can be used to produce various new products. It is done by heating the pellets, creating brand new things; like bags, pencils, clothing and even new plastic bottles, of course. All of them are said 'environment friendly', which is a very important aspect with respect to mother nature. This cycle may keep repeating, as again these things will be thrown in garbage after use.

Hence, this diagram states the different parts of recycling in a very useful manner of illustrations.

Here is the examiner's comment:

This response begins with a clear summary of the recycling process in the task and then presents the main stages appropriately.

Ideas are logically organised with clear progression through the process. The second paragraph deals with stages 1–5 and then the third paragraph covers stages 6–9. There is a good range of cohesive devices [*These blocks* | *Those* | *These same* | *which*], but there is some repetition [*plastic pellets* | *new products*] and one-sentence paragraphs which prevent the higher Band Score here.

The range of vocabulary allows some flexibility with some higher-level items [*detailed below* | *remove impurities*], but there are occasional errors in spelling [*coverted* / *converted* | *important* / *important*] and word choice [*former used bottles* / *used bottles* | *said* / *called* | *states* / *presents*] which prevent a higher rating.

A wide variety of complex grammatical structures is used to describe the process, including passive forms [*are thrown* | *is collected*] and modal forms [*can be used* | *may keep repeating*]. Occasional errors remain, for example, in the first paragraph [*make* / *making* | *has* / *have*].

This is a very good response and all the main stages are covered appropriately. For a fully developed response the candidate could say that bottles are thrown into the recycling bin not the [*dustbins*] at stage 1 and mention the truck that transports the recycling waste at stage 2.