

1. An English-speaking friend has written to you to ask you how your studies are going. Write a letter to the friend:
 - o tell your friend how you are preparing for the exam.
 - o tell him/her how you feel about it.
 - o tell him your expectations.

(<-- Where are you getting these questions from? The question is a bit awkward because one of the prompts refers to 'the exam', but this is not mentioned in the question's opening sentence.)

Dear sir,

I am writing to tell you how everything has been going ~~on~~ (<-- It's 'how everything has been going with me'. The other phrase is 'what has been going on with me'. It depends on whether you are using 'how' or 'what'.) with me. It is the end of the school year and I am preparing for the final exam (<-- Is there only one exam?) like every other student.

I have been ~~studing~~ **studying** in the library six days a week for the past several weeks. I also worked with some of the other students as a team for our final project. We have been doing a lot of ~~practices~~ **presentation practice** (<-- 'Practice' is uncountable here.) **as well, and I think we are almost ready.** ~~for presenting our final project.~~ (<-- This is awkwardly worded. Also, the previous sentence finishes with 'our final project', so I'm changing this area to avoid repetition. The sentence would work better if you first explain that the project includes a presentation portion: 'This project requires we deliver an informational presentation, so my team members and I have been dutifully working on our oratory skills.') Like most other ~~student~~ **students**, (<-- This is countable.) I am feeling a lot of pressure and anxiety during the exam's week. (<-- I'm confused. I thought you said you were currently preparing for the exams. This line makes it sound like the exams have already started. Maybe you meant something like this: 'I have to admit I am under a lot of pressure and feeling quite anxious about the upcoming exams.) **But However,** (<-- Try to avoid starting sentences with coordinating conjunctions like 'and', 'but' and 'so'.) I hope I can ~~get over~~ **handle** the pressure and achieve ~~what I expected~~ **my target grades** on the exam. (<-- I am again confused. How many exams are you talking about? You referred to an 'exam week', which makes me think there would be multiple exams held over several days. Is it just one exam that is a week long?) **Therefore,** (<-- This is awkward. This is not evidence in support of a conclusion.) I ~~am expecting~~ **need** (<-- You should be consistent with your language. You say you are very anxious about the exam, which to my mind suggests that you are *hopeful* to get an A as opposed to *expecting* to get an A.) to get an **A** average **A** (<-- It is worded like this.) on all my courses so I can get full scholarship for my next school year's study.

We have been friends for so long. I would welcome you for a visit to my school and show you around. I wish you the best for your work and study. (<-- This portion of the letter should present some sort of connection to what was written earlier. Here is an idea: 'As you can see, I have been extremely busy with my university endeavours. That said, I would truly welcome a

visit from you and would love to show you around the campus. Please write back so we can arrange a time.')

Yours sincerely,
Nolan

Hi Ravenstudent,

The letter's structure presents an introduction, body and conclusion; however, I think the middle paragraph could have more clearly defined the *project* and *exam(s)* that seem to be a central source of your efforts and anxiety. These items are somewhat muddled, and I feel their significance is never fully communicated. You seem to hop from one topic to the next without really explaining the nature of either. There is evidence of linking language, but this does little to enhance the clarity of the letter's central message. I would place the areas of Task Achievement and Coherence and Cohesion at bands 6 and 5.5 respectively. Both of these areas will improve as the clarity of your ideas gets better.

Aside from this structural weakness, I feel the letter's clarity issues are also rooted in poor wording choices. As I mention in my comments, you seem to use language that expresses uncertainty ('I hope I can achieve') and then certainty ('I am expecting to get an A') over achieving your target grade. There are also regular errors with countable/uncountable nouns, and this leaves the reader wondering how many exams are actually being described. Grammatical performance is about band 6 or 6.5. Vocabulary is band 5.5.

The letter would place at about band 6.

Ryan