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| **Revised by:**  **Andrew** |
| **Date: 07/17/2019** |

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| **Score and Assessment** |
| **Task Response** | **7.0** |
| Requirements of the task | addresses all parts of the task |
| Position | presents a clear position throughout the response |
| Main ideas | presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus |
| **Coherence and Cohesion** | **7.0** |
| Organization/Progression | logically organises information and ideas; there is clear progression throughout |
| Cohesion | uses a range of cohesive devices appropriately although there may be some under-/over-use |
| Referencing | presents a clear central topic within each paragraph |
| **Lexical Resource** | **6.0** |
| Range | uses an adequate range of vocabulary for the task |
| Accuracy | attempts to use less common vocabulary but with some inaccuracy |
| **Grammatical Range and Accuracy** | **5.0** |
| Range | attempts complex sentences but these tend to be less accurate than simple sentences |
| Accuracy | may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader |
| **Band Score** | **6.0** |

**\* Note that the computation of score is round down.**

**TASK:**

Some people think universities should provide graduates with the knowledge and skills needed in the workplace. Others 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 a university.

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| **Task Analysis** |
| What the task is asking for | 1. Discuss and provide your opinion as to why some people think universities should provide graduates with the knowledge and skills needed in the workplace.  2. Discuss and provide your opinion as to why others 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. |

**Essay:**

Currently, ~~There is~~ there has been a general discussion ~~these days~~ over education in terms of what the main function of a university is. Some feel that graduates should be taught basic job-related knowledge and skills in the workplace; still others believe education should not only prepare young people to compete in society but also help them maintain their cultural identity.

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| **Errors/Changes** | **Comments** |
| Currently, ~~There is~~ there has been | In IELTS or academic writing, we should always avoid starting our sentences with “it is” and “there are.” Using them will give the examiners the impression that you do not have a good range of vocabulary. It may also affect your overall CC. There are many ways to avoid this situation. One of which is by using cohesive devices or introductory words and phrases, or always find a way to rephrase your sentence for a better result. |
| ~~these days~~ | Let us omit this phrase following the insert at the beginning of the sentence. |
| is. | Insert this be-verb following the “subject-auxiliary” in version. |

Those who claim that necessary knowledge and related skills in the workplace should be served by universities for their graduates may think that ~~our~~ campus education has a direct and close link ~~with~~ to the employment rate ~~of workplace~~. ~~Assume~~ Assuming that a job opportunity as a high-paid developer in IT companies, like Tecent, Baidu, or Alibaba, for which there are two ~~people~~applicants, called A and B, who want to compete~~.~~ ; ~~B~~both of them graduated from top-10 universities with excellent background of computer science and technology while A has been taught more about employable skills in advance. Apparently, chances are high that the company will ~~recruit~~ hire A, not B. Thus, it is better for graduates to get more prepared for the job-related skills when they study at universities.

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| **Errors/Changes** | **Comments** |
| ~~our~~ | Omit this pronoun for proper referencing. This is also for consistency. |
| ~~with~~ to | This is the correct preposition to use to form the correct collocation “link to.” |
| ~~of workplace~~. | This is a deadwood. |
| . ~~Assume~~ Assuming | Let us take the gerund form of the verb since it functions as a noun in the context. |
| ~~people~~applicants, | The deleted word is okay, but we can use something better for LR. |
| compete~~.~~ ; | Let us replace the period with a semi-colon to avoid having a fragmented sentence. |
| ~~.~~ ; ~~B~~both | Let us take the lower case of the letter following the insertion. |
| ~~recruit~~ hire | The deleted word is okay, but we can use something better for CC. |
| A, | Insert a comma after the letter for syntax and clarity. |

Aside from the transmission of tradition, knowledge and skills, however, throughout history, organized education has served many other purposes, such as cultural innovation, social integration and placement. ~~and etc.~~ In my personal view, I totally agree that universities should provide ~~with~~ opportunities for students to ~~give~~ have access to knowledge for its own ~~sake~~benefits, regardless of whether the course is ~~useful to an employer~~ of practical value to people they will be working under in the future. Take ~~the~~ cultural innovation as an example, it is faculties at colleges and universities that create culture as well as pass it onto the students. What’s more, research in sciences, the social sciences, the humanities and the fine arts necessarily leads to discovery and changes in ~~our~~ learners’ way of life.

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| **Errors/Changes** | **Comments** |
| placement. ~~and etc.~~ | In IELTS, we avoid using etc. and “so on” because they fall under “informal expressions.” When enumerating better mention two or more items in a series and use the connector “and” before the last specific item. This will give you a better score. |
| ~~with~~ | Let us omit this preposition for syntax and clarity. |
| ~~give~~ have | The deleted expression is vague and awkward. |
| ~~sake~~benefits, | Use a variation of terms or a synonym to avoid the repetition of the same words in the task. |
| ~~useful to an employer~~ of practical value to people they will be working under in the future. | Use a variation of terms or a synonym to avoid the repetition of the same words in the task. |
| ~~the~~ | Let us omit this article since we are talking about “cultural innovation” in general. |
| ~~our~~ learners’ | Let us replace the pronoun with a noun for consistency and proper referencing. |

To conclude, universities ~~provide~~ providing the courses involved in job-related knowledge and skills may be a good way for graduates to become an employer when entering into industries, but it is not the only function of universities~~,~~. ~~w~~What~~’s~~ is more important for organized education is to give access to knowledge and develop various kinds of abilities that benefit one’s career and life.

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| **Errors/Changes** | **Comments** |
| ~~provide~~ providing | Let us take the gerund form of the verb since it functions as a noun in the context. |
| universities~~,~~. | We have to end the sentence here to avoid a comma splice or a fused sentence. |
| ~~,~~. ~~w~~What~~’s~~ is | Avoid using contractions in academic writing. |

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| **Suggestions and Improvements** |
| **Task Response** | You have a good coverage of the essential parts of the essay. You are able to provide ample details to support the position you have taken. In addition, the ideas presented in the body paragraphs are well-introduced through the use of good topic sentences/main ideas, matched with good citations or examples.  However, you can still exert more effort in improving your structuring and wordings to clearly and effectively express your intended meaning.  NOTE: To spice up your discussion, you can also tackle the fact that regardless of the usefulness of what students learn for their future employment, whatever interests them and develops their cognitive, problem-solving, leadership, communication, collaboration, and adaptability should be executed at universities. Whether certain courses are not intended for work-related skills, the knowledge and information students can obtain from them will certainly find their way in their ability to survive the fierce competition in the society as a whole and not just in the workplace in the years to come. |
| **Coherence and Cohesion** | There are inappropriate wordings and structuring spotted, but the CC and progression overall are satisfactory. There is a slight error on the use of cohesive devices and proper referencing, but they have already been corrected for improvement. Moreover, the ideas are logically presented contributing to an interesting discussion.  1. References are expressions that actually do not have any meaning in themselves but are used very often in speaking and writing. They usually refer to something else for their meaning. Writers and speakers use these to avoid repeating themselves and to improve fluency in their writing and speech. And examiners look for these!  2. **Here are some other cohesive devices that you can use in your essay:**  - LISTING: firstly, secondly, thirdly, fourthly, lastly, last but not the least, finally  - ADDING INFO: in addition, additionally, also, not only, but also, as well as, and  - GIVING EXAMPLES: for example, one clear example, for instance, such as, namely, to illustrate, in other words  - RESULTS AND CONSEQUENCES: as a result, consequently, therefore, thus, hence, so, for this reason  - HIGHLIGHTING AND STRESSING: particularly, in particular, specifically, obviously, of course, clearly  - CONCESSIONS AND CONTRASTS: admittedly, however, nevertheless, even though, although, but, despite, in spite of, still on the other hand, by contrast, in comparison, alternatively, another opinion could be  - REASONS AND CAUSES: because, owing to, due to, since, as  - GIVING YOUR OPINION: in my opinion, I think, I believe, I admit, in my view, I concur/agree, I disagree/I cannot accept |
| **Lexical Resource** | 1. Make sure that you use variation of terms and synonyms to avoid repetition. This will show your flexibility and range in the language, thereby increasing your score for the LR.   2. To avoid using vague or awkward expressions, make sure who or what does something, double check if your phrases or collocations sound natural *(looking up some online dictionaries when reviewing collocations might be helpful)* make use of clauses or appositives to describe your nouns or subjects in your sentences. Be able to use the right voice of the verb when referring either to the doer or the receiver of the action. |
| **Grammatical Range and Accuracy** | There were some grammatical slips involving deadwood, verb tenses, prepositions, proper referencing, fragments, fused sentences, gerunds, articles, comma splices, fused sentences, word forms, and word choice; and they have totally distorted the presentation and the unity of ideas. Again, as a friendly reminder, make sure that the points and details you provide are clear, therefore, there is a need to avoid errors in the statements.  Please refer to the following grammar tips and information based on the noted errors in your essay.  1. A gerund is a verbal that ends in *–ing* and acts like a noun. When a preposition is immediately followed by a verb, the verb must be in the gerund form. There are no exceptions to this rule.  Incorrect He is interested in *become* a professional linguist.  Correct He is interested in *becoming* a professional linguist.  Incorrect You must get *used to work* long hours.  Correct You must get *used to working* long hours.  2. The articles *a* and *an* are used with singular nouns to indicate that you’re talking about any member of a particular category (e.g. We saw a dog.) The article *the* can be used with singular or plural nouns to indicate that you’re talking about something specific. *We saw the dog* suggests that you’re talking about a specific, familiar dog.  Incorrect This is waste of time!  Correct This is *a* waste of time!  Incorrect I want to take *a* tour of art museum.  Correct I want to take *a* tour of *the* art museum.  3. Prepositions are function words that indicate how a noun or pronoun phrase relates to the rest of the sentence. Some prepositions, such as *in, on, after, or since,* express temporal or spatial relationships. In other cases, the relationship is more abstract and the best preposition to use may depend on the words around it. These are known as “*dependent prepositions*,” and they do not follow any clear pattern.  Choose prepositions carefully because sometimes changing a preposition can completely change the meaning of the phrase. A good dictionary will provide guidance on which prepositions to use with which words.  Incorrect The library is *in the north side* of the quad.  Correct The library is *on the north side* of the quad.  Incorrect Dave ran *in the room* and told us the news.  Correct Dave ran *into the room* and told us the news.  It’s possible to use two or more prepositions in a row (e.g., *from behind* the door), but sometimes a second preposition is unnecessary (e.g., *alongside of* it).  Incorrect Everyone *except from* Mike ate shoefly pie.  Correct Everyone *except* Mike ate shoefly pie.  Incorrect The geese flew *alongside of* the glider.  Correct The geese flew *alongside* the glider.  Incorrect The government *advocated to* recycling.  Correct The government *advocated* recycling.  4. Using *the* indicates that you’re talking about something specific or familiar. Don’t use *the* with generic or abstract ideas like *justice* or *creativity*. You also shouldn’t use *the* before pronouns like *my, your,* or *their*. Many proper nouns, such as personal names or place names, don’t require *the*.  Incorrect Why are you reading *the* my book?  Corrrect Why are you reading my book?  Correct Why are reading *the* book?  Incorrect Shelly visited *the London’s* best art museums.  Correct Shelly visited London’s best art museums.  Incorrect Erin will call you on *the* Monday.  Correct Erin will call you on Monday.  5. An article (*a*, *an*, or *the*) is a type of determiner. Possessive adjectives (*my*, *his*, *our*), possessive nouns (*Joe’s*, *mother’s*), and quantifiers (*each*, *every*) are also determiners. Single countable nouns usually require a determiner.  Incorrect I left book on table.  Correct I left *a* book on *the* table.  Correct I left *the* book on *a* table.  Correct I left *Bob’s* book on *his* table.  Incorrect Ms. Anderson, school librarian, agreed to chaperone the field trip.  Correct Ms. Anderson, *the* school librarian, agreed to chaperon the field trip.  6. A SENTENCE FRAGMENT fails to be a sentence in the sense that it cannot stand by itself. It does not contain even one independent clause. There are several reasons why a group of words may seem to act like a sentence but not have the wherewithal to make it as a complete thought.  #  It may locate something in time and place with a prepositional phrase or a series of such phrases, but it's still lacking a proper subject-verb relationship within an independent clause:  In Japan, during the last war and just before the armistice.  This sentence accomplishes a great deal in terms of placing the reader in time and place, but there is no subject, no verb.  #  It describes something, but there is no subject-verb relationship:  Working far into the night in an effort to salvage her little boat.  This is a verbal phrase that wants to modify something, the real subject of the sentence (about to come up), probably the she who was working so hard.  #  It may have most of the makings of a sentence but still be missing an important part of a verb string:  Some of the students working in Professor Espinoza's laboratory last semester.  Remember that an -ing verb form without an auxiliary form to accompany it can never be a verb.  #  It may even have a subject-verb relationship, but it has been subordinated to another idea by a dependent word and so cannot stand by itself:  Even though he had the better arguments and was by far the more powerful speaker.  This sentence fragment has a subject, he, and two verbs, had and was, but it cannot stand by itself because of the dependent word (subordinating conjunction) even though. We need an independent clause to follow up this dependent clause: . . . the more powerful speaker, he lost the case because he didn't understand the jury.  7. For wrong choice of words, especially verbs, we have to take note whether they function as either transitive or intransitive verbs. We should also be aware if the word functions as a noun, adjective, verb, adverb, etc.  8. For wrong word forms, we have to review their function as a part of the speech in the sentence, so we can easily figure out how to use them syntactically in our sentence. It is also recommended to look up the word in the dictionary, especially during writing practice.  9. **What is a Deadwood?**  Deadwood is any words or phrases in a sentence that are completely useless, and usually distract or bore the reader.  10. **What is a fused sentence? /What is fusion of sentences?**  A fused sentence is a type of run-on [sentence](https://www.thoughtco.com/sentence-grammar-1692087) in which two [independent clauses](https://www.thoughtco.com/independent-clause-grammar-1691159) are run together (or "fused") without an appropriate [conjunction](https://www.thoughtco.com/what-is-conjunction-grammar-1689911) or mark of [punctuation](https://www.thoughtco.com/punctuation-definition-1691702) between them, such as a semicolon or a period. In [prescriptive grammar](https://www.thoughtco.com/prescriptive-grammar-1691668), fused sentences are generally treated as [errors](https://www.thoughtco.com/grammatical-error-usage-1690911). You'll want to avoid their use. Identifying Independent Clauses Independent clauses contain both a subject and a verb. They are distinguished from a compound predicate, which has more than one verb, but all the verbs refer back to the same subject of the sentence. For example, take "We went to the store and bought the stuff for the party." It has a compound predicate. Both verbs (went and bought) were done by we. If the sentence were written with a second subject, such as "We went to the store, and Shelia bought the stuff for the party," then the sentence would have two independent clauses separated by a comma and a coordinating conjunction. Note how each verb has its own subject ( we and Sheila). If you can pick out verbs and find their subjects, you'll be able to repair any fused sentence. Fixing Fused Sentences Fortunately, fused sentences can be fixed seamlessly in several different ways:   * using a semicolon between the independent clauses * by inserting a [comma](https://www.thoughtco.com/what-is-comma-punctuation-1689871) and a [coordinating conjunction](https://www.thoughtco.com/coordinating-conjunction-grammar-1689929) such as and, but, for, or, nor, so, and yet * by breaking the line into two sentences * using a semicolon plus a [conjunctive adverb](https://www.thoughtco.com/conjunctive-adverb-grammar-1689909)   If you wanted to fix the sentence, "The barn was very large it smelled of hay and horses," you could put a semicolon between the two clauses to come up with "The barn was very large; it smelled of hay and horses," or it could be fixed with a comma and the word and in the same spot.  In the line "You can only be young once you can be immature always," an easy fix would be to insert a comma and a but, to wit: "You can only be young once, but you can be immature always."  You can also repair fused sentences by breaking something into two sentences. Take the following: "The boys were playing with their trucks in the mud I watched them from the window in my bedroom." You could put a period after "mud" to break them up. If that fix ends up with the paragraph feeling too choppy because of repetitive sentence structure, inserting a comma and an and there works just as well.  Another repair is to use a semicolon and a conjunctive adverb between the two clauses, such as therefore or however, such as in this fix: "At 4:30 p.m., I suddenly needed to speak with the secretary; however, I knew she left the office at 4 p.m." Comparisons Another type of run-on is one where two independent clauses are joined only by a comma. This is a comma splice and can be fixed in the same ways as a fused sentence. Other run-ons, such as one with strings and strings and strings of clauses run together, can probably be best broken apart into multiple sentences, such as, "We went to the store and bought the stuff for the party, but we should have gone to the pool first to buy the passes, because the frozen treats melted in the grocery bags in the back seat, as we got talking to some friends in the parking lot, and we forgot about them for a bit." This unwieldy example could easily be shortened and cut into two or three cleaner sentences.  11. **What is a comma splice?**   * When you join two independent clauses with a comma and no conjunction, it’s called a **comma splice**. Some people consider this a type of run-on sentence, while other people think of it as a punctuation error. * Here’s an example of a **comma splice**: Koala bears are not actually bears, they are marsupials. * There are three ways to fix a comma splice. You can add a conjunction, change the comma to a semicolon, or make each independent clause its own sentence.  How to Fix a Comma Splice There are three common ways to fix a comma splice. Let’s look at a new example:  I am not angry with you, I am not happy with you, either. Fix #1: Add a Conjunction One way to fix a comma splice is to add a [conjunction](https://www.grammarly.com/blog/conjunctions/) immediately after the comma. With most comma splices, the conjunction you’ll want to add is probably and, but, or so.  I am not angry with you, but I am not happy with you, either. Fix #2: Change the Comma to a Semicolon If adding a conjunction doesn’t seem to work, you can change the comma to a [semicolon](https://www.grammarly.com/blog/semicolon/) instead. Unlike commas, semicolons are strong enough to glue two independent clauses together.  I am not angry with you; I am not happy with you, either.  If you decide to use a semicolon, make sure there is a close, logical connection between the two independent clauses. Fix #3: Make Separate Sentences If adding a conjunction doesn’t seem to work and using a semicolon feels too stuffy, you can fix a comma splice by simply making each independent clause a separate sentence.  I am not angry with you. I am not happy with you, either. |