**亲爱的烤鸭，**

感谢您使用趴趴教育旗下的外教批改服务，如果您是第一次使用趴趴的批改服务，请先仔细查看一下关于批改格式的解释，有助于帮助您最快速度理解趴趴批改的格式哟~

批改主要分为4个部分，**1、得分 2、题目分析 3、正文修改 4、分析与建议**

1. **得分**

这里老师会根据雅思官方的评分标准给您的作文评分，因为作文是相对主观的科目，每个老师都有自己的主观性，这也是为什么正式考试会由两位考官出分的原因哈，所以趴趴的打分仅供参考，但据不完全统计，趴趴老师的打分准确度还高达90%以上呢。

还有注意的是，不同于总分，作文分数的计算是向下取值，也就是您四项小分平均后的分数高于6分但是低于6.5分，您只能获得6分哟。

1. **题目分析**

这里老师会列举出此类型的题目需要完成的任务

1. **正文修改**

最关键的部分就在这里，亲亲要好好学习哦！

|  |  |  |  |
| --- | --- | --- | --- |
| **NO**  **序号** | **Errors/Changes**  **具体错误或者纠正** | **Comments**  **评论** | **Benchmark**  **基准** |
| **1** | **and some of which should be eliminated** | These terms were inserted to cover the ideas written in the body paragraph. | Referencing (CC) |

首先，趴趴采用表格的形式来展现老师的批改，方便同学可以在移动端查看

其次，趴趴的老师不仅会指出错误以及原因，还会给到减分的地方，方便同学们认识到自己的薄弱处针对性的训练哦

最后，老师都会在表格的最后给出整体的修改意见方便同学改进。

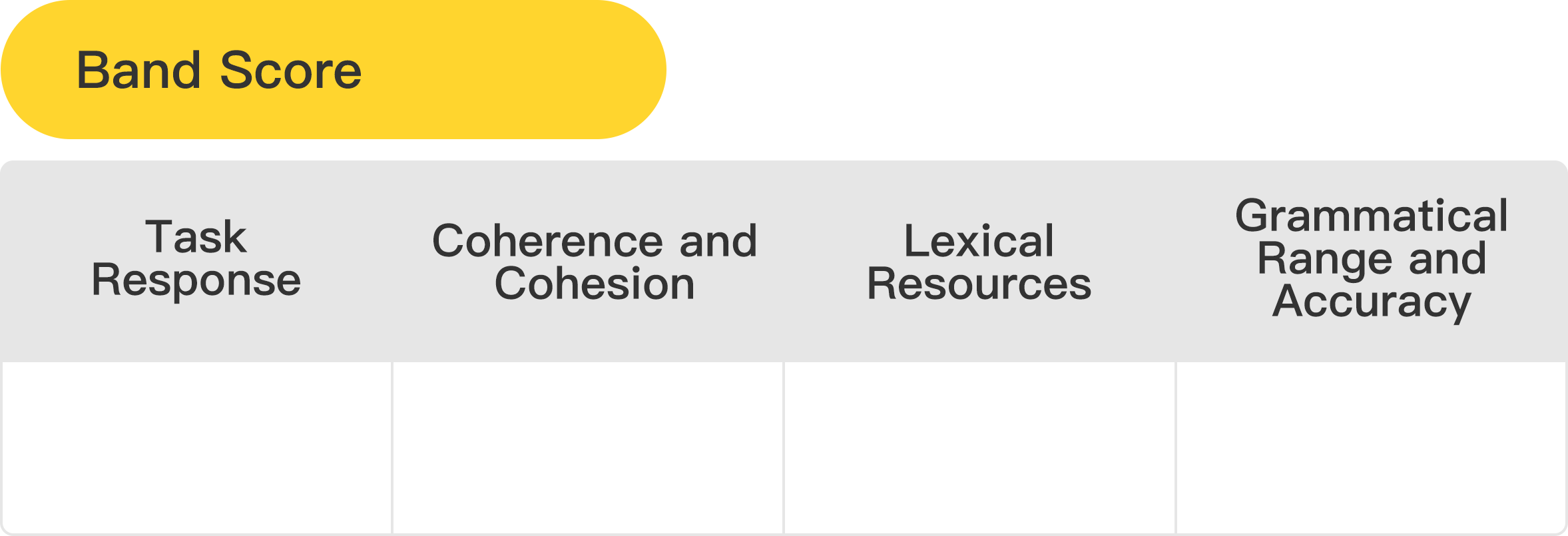
1. **分析与建议**

这一部分老师会基于您文章的整体情况对四项得分分别进行分析，并且会给到一些针对性的写作建议，这些建议会选自一些公认的句式和写作方法，同学们可以参考一下。

最后，如果您对我们的批改有任何疑问，可以随时联系我们助教鸭鸭，趴趴会积极帮您解决疑惑的哈~

祝您留学顺利~

爱你的趴趴~



6.5

6

6

7

7



Harbie

06.10.2024



It has been argued that we are living in a throw-away society in which people throw away what they use in daily life, instead of recycling or reusing it. Why has this happend and how can we address this problem ?



|  |  |
| --- | --- |
| What the task is asking for | 1. Discuss why we are living in a throw-away society in which people throw away what they use in daily life, instead of recycling or reusing it. 2. Discuss how we can address this problem. |
| **Keywords** | **Synonyms** |
| people | Individuals, citizens, dwellers |
| Recycling/ reusing | Reprocessing, salvaging |
| address | Tackle, solve |
| problem | Issues, worries, difficulties |

****

Recently, there has been **[1]**a**n** increase in the number of the things **[2]**~~threw~~ **thrown** away by citizens, and few of them tend to make twice use of these things in their trash can. This is because **[3]**~~individuals' income has been increasing and they can afford what they like~~ **of many reasons**. To avoid this consequence, the government should cultivate the public's awareness of conservation.

|  |  |
| --- | --- |
| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[1]**a**n** | Use **AN** if the following word starts with a vowel SOUND. Grammatical Accuracy (GRA) |
| **[2]**~~threw~~ **thrown** | Threw is the simple past, and thrown is the past participle. Grammatical Accuracy (GRA) |
| **[3]**~~individuals' income has been increasing and they can afford what they like~~ **of many reasons** | This was changed as the answers should be basic only, and these are not the ideas discussed in the body. Position (TR) Focus (TR) |
| **NOTE**: Make sure that the answers will directly and correctly answer the questions. | |

**~~[4]~~**~~There are~~ ~~some~~ **Some** reasons behind this situation **are varied**. **[5]**~~The first reason is~~ **Firstly,** the wealth of residents has been enhanced over the past few decades and their quality of lives have also been improved. As a result, they are more likely to purchase commodities **[6]**~~which~~ **that** they like and are the most advanced and tend to abandon the old things **[7]**~~which~~ **that** are old fashion instead of reusing them to save money. **[8]**~~The second reason is~~ **Secondly,** the lack of consciousness of saving resources and protecting environment. **[9]This means that they do not care about where their rubbish goes to, and what effects such actions do to the nature.** In this sense, **[10]**~~people~~ **individuals** may throw away things as they will and do not understand the negative effects behind this behaviour.

|  |  |
| --- | --- |
| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **~~[4]~~**~~There are~~ ~~some~~ **Some** reasons behind this situation **are varied** | Avoid starting a paragraph with **"There is" or "It is"** as it often leads to vague or passive writing. These tend to lack specificity and fail to engage the reader. Grammatical Accuracy (GRA) |
| **[5]**~~The first reason is~~ **Firstly,** | Use a cohesive device to signal the 1st point. Cohesion (CC) |
| **[6]**~~which~~ **that** | Use that for restrictive clauses and which for unrestrictive clauses Grammatical Accuracy (GRA) |
| **[7]**~~which~~ **that** |
| **[8]**~~The second reason is~~ **Secondly,** | Use a cohesive device to signal the 2nd point. Cohesion (CC) |
| **[9]This means that they do not care about where their rubbish goes to, and what effects such actions do to the nature.** | This was added to support the main point. Focus (TR) Progression (CC) |
| **[10]**~~people~~ **individuals** | Not repeating the terms used in the question will help in getting a higher score in LR. Lexical Range (LR) |
| **NOTE**: Make sure that each point is supported with sufficient explanation. | |

To address these **[11]**~~problems~~ **issues, two ways can be taken. [12]To commence,** the government should popularize the concept of green development and make members of **[13]the** public be conscious of conservation. As a result, dwellers are more likely to impose restrictions on their desire to consume and utilise things for a longer period. In addition, some methods of **[14]**~~recycling~~ **salvaging** should be spread in communities. **[15]This will give individuals an idea on how to reprocess their garbage as most citizens do not know how to recycle.** For example, the approaches to convert used bottles to other useful things such as flower pots and pen containers should be shared within **[16]**residents~~,~~**;** **[17]**thus**,** they may be more willing to make **[18]**~~twice~~ use of what they want to abandon **twice**.

|  |  |
| --- | --- |
| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[11]**~~problems~~ **issues, two ways can be taken.** | Not repeating the terms used in the question will help in getting a higher score in LR. Lexical Range (LR)  If two or more points were given in a single paragraph, a topic sentence is given first. Referencing (CC) |
| **[12]To commence,** | Use a cohesive device for better transition. Cohesion (CC) |
| **[13]the** | Use THE when referring to definite nouns. Grammatical Accuracy (GRA) |
| **[14]**~~recycling~~ **salvaging** | If you want to get a higher score in vocabulary, use the appropriate synonyms of keywords. Lexical Range (LR) |
| **[15]This will give individuals an idea on how to reprocess their garbage as most citizens do not know how to recycle.** | This was added to further elaborate the point. Focus (TR) Progression (CC) |
| **[16]**residents~~,~~**;** | Use a semicolon to separate independent clauses. Grammatical Range (GRA) |
| **[17]**thus**,** | Use a comma to separate introductory. Grammatical Range (GRA) |
| **[18]**~~twice~~ use of what they want to abandon **twice** | Take note on the location of the word for proper structuring. Grammatical Accuracy (GRA) |
| **NOTE**: Before presenting an example, the main point should be supported with sufficient explanation. | |

In conclusion, individuals tend to acquire goods in fashion instead of continuing the use of the old ones because of the large raise in their earnings **[19]and lack of awareness on environmental protection**. **[20]**~~And~~ **In order to resolve this difficulty,** the government should **[21]**~~make greater efforts to tackle the lack of awareness of protecting environment in~~ **popularize green development in the** society **and provide methods to recycle**.

|  |  |
| --- | --- |
| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[19]and lack of awareness on environmental protection** | This was added as this was also discussed in the body paragraph. Position (TR) |
| **[20]**~~And~~ **In order to resolve this difficulty,** | Starting sentences with AND is not recommended as this presents an incomplete idea when used incorrectly. Grammatical Accuracy (GRA) |
| **[21]**~~make greater efforts to tackle the lack of awareness of protecting environment in~~ **popularize green development in the** society **and provide methods to recycle** | This was changed as the answers here should be the same as the discussion in the body. Position (TR) |
| **NOTE**: In presenting the conclusion, make sure that the opinion is reiterated and should be justified by summarizing points from the body paragraph. | |

|  |
| --- |
| **Word count: 303** |
| **Task Response**  *the examiner is looking for* ***4*** *things:*   * ***Answers all parts of the task*** *(you covered all keywords, both topic key words and goals keywords)* * ***Presents a clear position throughout the essay*** *(you stated the topic and your basic answer/s to the task in the introduction, presented details in the body paragraphs, and reiterated your basic answer/s in the conclusion)* * ***Extends supports to main ideas/topic sentences*** *(you included expansions, elaborations and supporting details to the main points given)* * ***Write enough words*** *(should be* ***at least*** *150 for task 1 and 250 for task 2, should not be* ***wordy****)* | **Assessment and Comments** |
| Addresses all parts of the task although some parts may be more fully covered than others  Presents a relevant position although the conclusions may become unclear or repetitive  Presents relevant main ideas but some may be inadequately developed/unclear |
| **Suggestion and Improvement** |
| * **ADDRESSING THE TASK:**   Very frequently, test-takers only address (or fully develop) one of the ideas, either because they run out of time, or they don’t realize they need to cover all of these points.  An even bigger problem is when test-takers fail to respond directly to the main assignment.   * **Give a clear response based on the type of question**   -Read the task analysis above to determine what ideas are supposed to be discussed in the essay  -Your answer must be relevant to the task. How you are expected to approach the task will be clear from the question or instruction which will include words like discuss, analyse, argue, support or refute.   * IELTS Writing Task 2 introductions can be short and simple. A two-sentence introduction should be your goal. There are two main parts of a Task 2 introduction to include every time: * **Topic Presentation:**   In this first sentence of your introduction, you simply need to paraphrase the topic described in your question prompt. In other words, find a way to accurately state the topic in your own words. Try to avoid using the same words and phrases as the prompt.   * **Thesis:**   After presenting the topic, you need to provide your perspective on it. This is your thesis. It is a sentence that expresses the main idea of your essay. At a minimum, you need to provide a general answer the question prompt in your thesis: “I believe that…”, or “I agree that…”. A really great thesis also introduces the main ideas of each body paragraph in a general way. Take a look at the sample essay below. Notice how the thesis introduces the main idea of both body paragraphs.   **Important!** You MUST answer the essay question directly in your thesis. Students sometimes lose points because their thesis does not answer the question directly enough. Read your question prompt carefully and make sure your essay will answer every part of the question.   * **SUPPORTING IDEAS:** * **Inadequate supporting details**: Elaboration for specific arguments is extremely important in IELTS TASK 2 writing. If you give an argument without elaborating it, the argument's relevance will not be proved * Elaborating points allows you to clarify points that you are trying to make and provide additional details. With an essay that is a few hundred words short of the final word count, elaboration can bring it up to the threshold without monotonous repetition or duplication. * Using examples to back up statements of fact can [add value to your writing](https://www.constant-content.com/content-writing-service/2017/12/freelance-writing-tips/). Making a statement without using examples can make your writing muddy, as well as create more work for the reader. Examples make statements clearer, give readers more information, and decrease the chances that the fact or idea to be wrongly applied to real-life situations. * **Here are some things we can use for our examples:** * A personal experience * Something you've heard or read about * A logical argument * Statistical evidence * Factual information * Expert opinion |
| **Coherence and Cohesion**  *the examiner is looking for* ***4*** *things:*   * ***Paragraphing*** *(has a clear topic sentence or main idea which should be the first sentence; with enough details and examples)* * ***Logical organization of the essay*** *(main ideas should be progressing. Each paragraph is linked to the others especially to the central idea or position in the introduction)* * ***Cohesive devices need to be used well*** *(sentences should be linked smoothly to each other with the use of proper cohesive devices and transitional devices.)* * ***Referencing*** *(there should be usage of referencing like pronouns and substitutes.)* | **Assessment and Comments** |
| Flow of ideas is clear.  Points were presented  Structure is somewhat organized but could be improved  Cohesive devices were used |
| **Suggestion** |
| * **MAIN IDEA**   To get a high score in CC, you should “present a clear central topic within each paragraph”. So, Body paragraphs should have one main idea and topic sentences are clear.  This means each body paragraph should be focused on just one main idea. Therefore, planning for your topic sentence helps you to decide what is the main idea for that paragraph. After that you should ONLY think of support for that idea. You are married to that main idea. You can’t cheat on it with another main idea.   * It is always better to present a clear central topic or idea in every paragraph. * The paragraphs should be well demarcated for the evaluator to understand. * Avoid redundancy or the repetition of the same ideas throughout your answers. * **STRUCTURE:**   **Introduction Structure**  The introduction tells the reader what the essay is about and what it will do   * General statement about the topic * Specific statement about the topic * Thesis statement (what the essay will do)   **Paragraph Structure**  Each paragraph should have one central idea   * Introduce the central idea * Explain the central idea * Give an example to illustrate the central idea * Conclude the central idea   1. **BODY PARAGRAPH WITH ONE POINT OR IDEA**   **PARTS**:  **Idea:** Explain the main point  SAMPLE: A sense of competition is necessary for success in life, and should therefore be encouraged.  **Explanation:** Explain further  SAMPLE: Competition motivates children to get good grades at school or become better at sports, while adults compete to climb the career ladder.  **Example:** Give an example  SAMPLE: In a job interview, for example, candidates compete to show that they are the most qualified, hard-working and competent person for the post.   * 1. **BODY PARAGRAPH WITH 2-3 IDEAS**   **PARTS**  **Topic sentence: Don’t mention them directly in the topic sentence. Simply introduce the idea.**  **SAMPLE:** In many countries, gun ownership is strictly controlled.   1. **Firstly: Provide the vocabulary for first idea:**   **Ex:** risk of accidents, danger to children; Supporters of this policy point out the risk of accidents with guns, especially when children can gain access to them.   1. **Secondly: Provide the vocabulary for second idea:**   **Ex:** more violent crimes, criminals will use guns, police will need guns; They also argue that the number of violent crimes increases when guns are available, and that police are forced to use guns to combat armed criminals.   1. **Finally: Provide the vocabulary for final idea:**   **Ex:** higher suicide rates; Furthermore, suicide rates have been shown to rise in places where guns are legal.   1. **Conclusion (OPTIONAL): Main point of discussion:**   **Ex:** guns create violent societies; All in all, gun control advocates believe that guns create violent societies with high murder rates.  **Conclusion Structure**  The conclusion restates the thesis and summarizes what the essay did   * Restate thesis * Summarize what the essay did  **Task Response:** TR evaluates a candidate on the comprehension and response skills to a given task. A candidate is expected to cover all aspects of the question, and not leave out any part of what has been asked in the paper, thereby exhibiting proficiency in English. The candidate is expected to cover all requirements of the task sufficiently, present and highlight the main features/bullet points in a clear and appropriate manner.  It is crucial for the candidate not to veer off-topic, miss out a part of the question, and to ramble on without purpose. For instance, if the question asks for the aspirant's opinion, then he/she should give it, without hesitation.  To achieve this end, you must:   1. Take time to read out the question carefully, without hurriedly going over it, and missing its very essence. 2. Support general statements with evidence leading to a logical conclusion. 3. Spend some time to think about the structure and the flow of your essay.    **Coherence & Cohesion:** **To score better on Coherence & Cohesion**, you should skilfully utilize paragraphing to logically and coherently chart out the flow of your ideas, and the information so that there is a clear progression throughout.   1. It is always better to present a clear central topic or idea in every paragraph. 2. The paragraphs should be well demarcated for the evaluator to understand. 3. Leave out 1 or 2 lines between two sections so that the evaluator can follow the flow of ideas without much difficulty. 4. Avoid redundancy or the repetition of the same ideas throughout your answers.   **Quick Tips to Follow that marks your Coherence Skill in your Essay**   * Separate your Essay with different **paragraphs** * Use **Linking Phrases** to connect paragraphs * Follow a **Logical Sequence** with paragraphs   **Quick Tips to Follow that shows your Cohesive Skill in your Essay**   * Focus only on 1 point in each paragraph * Write **Complex Sentences** with appropriate use of Punctuations * Link your ideas with **Syntax** instead of making excessive use of Linking phrases   For your essay to be cohesive, you must ensure that you don’t mix up more than one idea in a single paragraph. Instead, you should analyse one particular point, elaborate it, and provide suitable example to prove that point.  Though writing complex sentences is advisable for IELTS Essay Writing task, you must use them wisely. That is, you need to present your thoughts with a check on the subject and verbs you use. Furthermore, proper Punctuations can also help you in framing complex sentences.  **Cohesive Devices** are used to signify the relationship between different clauses, sentences and paragraphs. What are Cohesive Devices? Connectors, linking words/phrases and transitional words are the Cohesive Devices that you can use in your Essay.  **Here are some examples of Cohesive Devices that you can use in your IELTS Essay Writing Task**   * **Adding Ideas:** ‘furthermore’, ‘in addition to’ * **Contrasting Ideas:** ‘however’, ‘on the other hand’, ‘let’s not forget the fact that’ * **Stating Examples:** ‘for instance’, ‘for example’, ‘to illustrate this’ * **Explaining Results:** ‘consequently’, ‘as a result’ * **Maintaining the Sequence:** ‘firstly’, ‘next’, ‘to begin with’ * **Providing Explanations:** ‘because of’, ‘due to’ * **Concluding Ideas:** ‘in conclusion’, ‘to sum up’ * **Introducing your Point:** ‘another point that I would like to add’, ‘in my opinion’   Never overdo with Cohesive Devices.  You must avoid use of excessive connectors in a single paragraph. With too many linking words, your writing will not sound natural and fluent. It may also distract the examiner while reading your essay. So, think carefully whether the connectors you are writing match the idea you are trying to express or not. An alternative to prevent unnecessary connectors is to use pronouns and dependent clauses to fulfil your purpose.  Use Cohesive Devices Correctly and in Right Quantity.   * **REFERENCING**   Referencing is when you refer to something stated somewhere else in your text without repeating the same words. There are different ways to reference:   * **by using pronouns**   *“Technology addiction is a real problem in modern society, not just for adults, but also for teenagers. There are many reasons for this.”*   * **by using synonyms**   *“Teenagers’ lives often revolve around their phones. From the internet and social media to apps and games, adolescents simply love going online.”*   * **by using substitution**   *“It is important that young people are given limits when it comes to screen-based activity. To do so, parents should focus on setting limits on recreational screen time.”*  **REMEMBER**:   * **Agree in number**   If the pronoun takes the place of a singular noun, you have to use a singular pronoun.  INCORRECT: The girls brought her umbrella.  CORRECT: The girls brought their umbrella.  **NOTE:**  - Some find the construction "his or her" wordy, so if it is possible to use a plural noun as your antecedent and thus use "they" as your pronoun, it may be wise to do so. If you do use a singular noun and the context makes the gender clear, then it is permissible to use just "his" or "her" rather than "his or her."  - Recently, the use of "they" and "their" as singular pronouns has become more popular. This is due in part to the awkwardness of workarounds like "his or her" and in part to a broader cultural recognition that not all individuals identify themselves with the words "he" or "she." In fact, several official citation resources now include guidance on this kind of usage.   * **Agree in person**   If you are writing in the **first person** (I), don't confuse your reader by switching to the **second person** (you) or **third person** (he, she, they, it, etc.). Similarly, if you are using the second person, don't switch to first or third.  INCORRECT: When a person comes to class, you should have your homework ready.  **CORRECT**: When a person comes to class, he or she should have his or her homework ready.   * **Refer clearly to a specific noun.**   Don't be vague or ambiguous.  INCORRECT: Although the motorcycle hit the tree, it was not damaged.  (Is "it" the motorcycle or the tree?)  INCORRECT: I don't think they should show violence on TV.  (Who are "they"?)  INCORRECT: Vacation is coming soon, which is nice.  (What is nice, the vacation or the fact that it is coming soon?)  INCORRECT: George worked in a national forest last summer. This may be his life's work.  (What word does "this" refer to?)  INCORRECT: If you put this sheet in your notebook, you can refer to it. |
| **Lexical Resource**  *the examiner is looking for* ***4*** *things:*   * ***Range of vocabulary*** *(uses less common words precisely, minimal repeated words, not wordy)* * ***Spelling*** *(frequency of error)* * ***Collocation*** *(word combination makes sense, not just one correct word but a group of correctly related words)* * ***Word families*** *(words are in the correct form, correct parts of speech)* | **Assessment and Comments** |
| uses an adequate range of vocabulary for the task  attempts to use less common vocabulary but with some inaccuracy  makes some errors in spelling and/or word formation, but they do not impede communication |
| **Suggestion** |
| * The phrase 'less common vocabulary' (or 'uncommon lexical items') is used in the examiner's mark scheme. It refers to any vocabulary that examiners don't expect most candidates to use. But this doesn't mean 'difficult' words; it means the kind of 'natural' phrases that native speakers use. A good example is "DVD box set" - this isn't a difficult phrase, but it's something that English learners might not be expected to use.   **REPETITION OF WORDS FROM THE QUESTION**  You will lose marks for copying the words in the question and the examiner is looking to see if you can paraphrase the question. To paraphrase, simply use synonyms to change keywords.   1. **You can easily change the order of the clauses, if the original sentence has more than one clause.**   Question: **As languages such as Spanish, Chinese and English become more widely used, there is a fear that that many minority languages may die out.**  Paraphrased by changing word order: **There is a fear that many minority languages may die out, as languages such as Spanish, Chinese and English become more widely used.**  We could also add some synonyms to paraphrase it even more:  Paraphrased with changing word order **AND** synonyms: **There is dismay that many lesser used languages may pass away, as languages such as Chinese, English and Spanish become more broadly spoken.**   1. **You can also change the word order if there is an adjective or noun in the question**. You do this by simply changing the adjective into a relative clause.   Question: **Learning to manage money is one of the key aspects to adult life.**  Paraphrased using a relative clause: **Learning to manage money is one of the aspects to adult life that is key.**   1. **Change the Form of the Word**   There are many different forms of words including nouns, verbs, adjectives and adverbs. Changing the form of a word allows us to paraphrase effectively. Again, don’t just change the form of the word; you also need to check that your changes make grammatical sense. You might need to change the words around it to make the sentence error free.  Question: **Longer life spans and improvements in the health of older people suggest that people over the age of sixty-five can continue to live full and active lives.**  Paraphrased by changing word form: **Longer life spans and improvements in the health of older people are suggesting that people over the age of sixty-five can continue living full and active lives.**   1. **Change from Active to Passive**   The passive voice is often used in academic writing and can therefore be used in the IELTS academic writing test. Only verbs with an object can be turned into the passive.  Example active sentence: **The property developers invested $20 million in the development of the shopping centre.**  Example passive sentence: **$20 million was invested in the development of shopping centres.**  We often use the passive voice in academic writing when we don’t want to say it is our opinion.  Example active: **People say that global warming is caused by the burning of fossil fuels.**  Example passive: **Global warming is said to be caused by the burning of fossil fuels.**  **How many of these methods should I use?**  The four methods can be used independently or together. I advise my students to try and change the grammar (word order and/or word form) and use synonyms. Remember only use the methods you feel 100% comfortable using and that you are sure your work is error free.  **Vocabularies**  Ways that having a strong vocabulary helps when writing include: being able to choose more descriptive words to help your reader envision what you are describing. being able to adapt your writing for your audience (e.g., simpler words for children and more complex words for college students). Vocabulary is ultimately expression; having an extensive vocabulary will help you express yourself clearly and communicate well with clarity, a linguistic vocabulary is also identical to a thinking vocabulary meaning that you will be able to think concise thoughts with precision.   * **Improve your usage.** If you’re not sure whether you’re using a word correctly, study how native speakers use it. A simple online search for a word will often reveal some instances in which it is used. You can also use what’s called a “corpus.” If you search for a word or phrase in a corpus, it will provide you with a list of example sentences in which the word or phrase is used. Remember, too, that usage can and does change depending on whether you are using American or British English.   When you first started learning English, you were probably introduced to different “parts of speech.” These are classes of words, like nouns, verbs, adjectives, and adverbs. Each of these classes performs different functions in a sentence.  **Spelling Errors**  Communication: good spelling facilitates communication. By following the same rules for spelling words, we can all understand the text we read. Comprehension: good spelling avoids confusion. If you write with intent and proper spelling, the receiver of that text will understand it. |
| **Grammatical Range and Accuracy**  *the examiner is looking for 2**things:*   * ***Accuracy of grammar*** *(how many sentences are error free, what kinds of mistakes were committed, accuracy of simple and complex grammar. Were the errors slips or did they create confusion on the intended meanings )* * ***Range of grammar*** *(uses more complex structures, sentences are clearly organized)* | **Assessment and Comments** |
| Uses a mix of simple and complex sentence forms  Makes some errors in grammar and punctuation but they rarely reduce communication. |
| **Suggestion** |
| **Grammatical Range & Accuracy:** This section tests you for your flexibility and accuracy with English grammar. Excellent use of grammar, punctuation must be displayed by the candidate. Therefore, a right amount of IELTS writing practice is required. If you are not getting it right all by yourself, then take the help of IELTS writing correction services.  **Here are some tips:**   1. The candidate should use a wide range of sentence structures. 2. Avoid errors and inappropriate usage. 3. Don't commit errors within your sentences 4. Take care of your grammar and punctuations.   Academic/Formal Writing The IELTS expects you to use an academic/formal writing style. This means you should use the same kind of language that you would when writing a report for work or an essay for school. Obviously, you would avoid using “slang” words. You would also write in complete sentences and use proper punctuation. Here are some additional features of academic/formal writing to keep in mind for Task 2:   * **Organize ideas into separate paragraphs:** You will lose points if you do not divide your essay into paragraphs. Generally speaking, your essay must have an introduction paragraph, 2 – 3 body paragraphs, and a conclusion.      * **Write in complete sentences:** Make sure each sentence you write has an [independent clause](https://owl.english.purdue.edu/owl/resource/598/01/) with a subject and verb. When you write complex or compound sentences, use “connectors” like [coordinating conjunctions](https://owl.english.purdue.edu/engagement/3/4/76/) (and, but, so, etc) or [subordinating conjunctions](https://owl.english.purdue.edu/engagement/2/1/37/) (when, although, because, etc).      * **Avoid repetition of words and ideas:** Your ideas should move from one to the next logically, and you should show off your vocabulary by avoiding redundancy (don’t repeat the same words over and over).      * **Avoid “slang:”** The English you hear in the movies or read on social media is often inappropriate for formal writing. It is a big problem to use words like “dude” or spellings like “U” (for “you”) on the IELTS.      * **Thoughtful and Neutral Tone:** Academic/formal writing has a very careful and thoughtful tone. It rarely sounds angry, excited, or overly certain about an idea. It is also best to avoid broad generalizations in formal/academic compositions.   Be careful in using **Prepositions** as it holds a privileged position as parts of speech in that they are a 'closed class'. While prepositions are limited in number, they are important because they act as vital markers to the structure of a sentence; they mark special relationships between persons, objects, and locations.  SAMPLE:  **OF**  Use Of when followed by a noun expressing the object of the verb underlying the first noun.  Use of when following a noun derived from or related to a verb.  Use Of when followed by a noun expressing the subject of the verb underlying the first noun.  **FOR**  Use for to indicate the place someone or something is going to or toward.  Use for to indicate the person or thing that something is sent or given to.  Use for to indicate the thing that something is meant to be used with.  **Punctuation** is essential, and is used to convey and clarify the meaning of written language. Getting punctuation wrong can change the entire meaning of a sentence. Review the uses of different punctuation marks.  SAMPLE:  ; (semicolon) - The semicolon is used when connecting two sentences or independent clauses. Unlike the comma, you do not use coordinating conjunctions, e.g., and, or, but, etc. A semicolon can also be used when connecting two independent clauses with conjunctive adverbs, e.g., however, therefore, thus, otherwise, etc.  **(,) COMMAS**  1. Use a comma to separate independent clauses  Rule: Use a comma before a coordinating conjunction (and, but, yet, so, or nor, for) when it joins two complete ideas (independent clauses).  He walked down the street, and then he turned the corner.  You can go shopping with me, or you can go to a movie alone  2. Use a comma after an introductory clause or phrase  Rule: Use a comma after an introductory clause or phrase. A comma tells readers that the introductory clause or phrase has come to a close and that the main part of the sentence is about to begin.  When Evan was ready to iron, his cat tripped on the cord.  Near a small stream at the bottom of the canyon, park rangers discovered a gold mine.  3. Use a comma between all items in a series  Rule: Use a comma to separate each item in a series; a series is a group of three or more items having the same function and form in a sentence.  We bought apples, peaches, and bananas today. (series of words)  Mary promised that she would be a good girl, that she would not bite her brother, and that she would not climb onto the television. (series of clauses)  The instructor looked through his briefcase, through his desk, and around the office for the lost grade book. (series of phrases)  4. Use commas to set off nonrestrictive clauses  Rule: Use commas to enclose clauses not essential to the meaning of a sentence. These nonessential clauses are called nonrestrictive. Clauses which are essential are called restrictive. Both restrictive and nonrestrictive clauses may begin with a relative pronoun (such as who, whom, whose, that, which). A relative pronoun refers to the noun or pronoun that precedes it.  Steven Strom, whose show you like, will host a party next week. (nonrestrictive)  John, who spent the last three days fishing, is back on the job again. (nonrestrictive)  The gentleman who is standing by the fireplace is a well-known composer. (restrictive)  5. Use a comma to set off appositives  Rule: An appositive is a noun or noun phrase that renames a nearby noun. Appositives offer nonessential information. Nonrestrictive appositives are set off with commas; restrictive appositives are not.  Alexander Pope, the Restoration poet, is famous for his monologues. (appositive)  The poet Pope is famous for his monologues. (no appositive)  The New York Jets, the underdogs, surprised everyone by winning the Super Bowl. (appositive)  **Subject/Verb Agreement Errors**  The subject of the sentence (the person or thing doing the action) has to agree in number with the verb (the word representing the action). Otherwise, you have an example of bad grammar.  Here are some examples of situations where the subject and verb do not agree:   * *Matt like* fish. *Matt* is singular; *like*is plural. The sentence should read *Matt likes* fish. * *Anna and Mike is*going skiing. *Anna and Mike* are plural. *Is* is singular. The sentence should read *Anna and Mike are* going skiing.   ⦁**Grammatical inaccuracies** Even though your grammar errors may be small, if they occur in most of your sentences you will not be able to score over a Band 6. The most frequent errors include articles, countable/uncountable nouns and subject-verb agreement. |

感谢使用趴趴写作批改服务，如果宝宝觉得满意的话可以到淘宝给老师一个好评哦~你的好评是对老师和趴趴最好的鼓励。好评后可戳淘宝鸭鸭们领取学习大礼包。如果作文有问题的话，也可以及时联系我们沟通！祝宝宝早日屠鸭成功哦！