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Marie

June 07



Some people think schools should only teach students academic subjects. Others think schools should also teach students how to discriminate between right and wrong. Discuss both views and give your own opinion.



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| What the task is asking for | 1. Discuss why some people think schools should only teach students academic subjects.  2. Discuss why others think schools should also teach students how to discriminate between right and wrong.  3. State which of these views you support. |
| Keywords | Synonyms |
| people | The public, individuals, citizens, residents |
| schools | Educational institution, academic centers, learning establishments, scholastic centers |
| teach | educate, train, impart knowledge |
| students | Learner, scholar, school-goers |
| academic subjects | Scholastic courses, academic courses, general studies, theoretical lessons |
| how to discriminate between right and wrong | Moral lessons, morality, good manners, proper conducts |

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Today, educational institutions tend to be the main sources **[1]** ~~to acquire~~ **of** knowledge for **[2]** ~~students~~ **learners**~~,~~**.** **[3]** ~~and~~ **S**ome **[4]** ~~people~~ **citizens [5]** ~~deem~~ **believe** that **[6]** ~~only the knowledge of students' majors should be imparted by tutors in these institutions~~ **tutors in these institutions should only impart knowledge related to students’ majors**~~,~~**.** **[7]** ~~while~~ **However, [8]** ~~opponents~~ **others** argue that the ability to distinguish good from evil should also be developed. In my opinion, **[9]** ~~I think the learning for specialities and differentiating~~ **both specialized learning and the ability to differentiate** right and wrong are ~~both~~ indispensable for students **[10]** ~~in~~ **during** their educational **[11]** ~~time~~ **journey** and may benefit **[12]** ~~themselves~~ **them** in the future.

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[1]** ~~to acquire~~ **of** | This was **rewritten** to improve the grammar. The phrase “sources of knowledge” is more commonly used than “sources to acquire knowledge”. It is more concise and still conveys the same meaning.  **Grammatical Accuracy (GRA)** |
| **[2]** ~~students~~ **learners**~~,~~**.** | You can have a higher score in LR by using synonyms or synonymous phrases. Avoid repeating keywords or key phrases from the question if you can think of other terms.  **Lexical Range (LR)**  The sentence is a complete thought and therefore requires a period at the end. The use of proper punctuation is important in written communication as it helps to convey meaning and clarity.  **Grammatical Accuracy (GRA)** |
| **[3]** ~~and~~ | This was **omitted** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[4]** ~~people~~ **citizens** | “People” is common term. You can rephrase it by using synonyms.  **Lexical Range (LR)** |
| **[5]** ~~deem~~ **believe** | This was **rephrased** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[6]** ~~only the knowledge of students' majors should be imparted by tutors in these institutions~~ **tutors in these institutions should only impart knowledge related to students’ majors**~~,~~**.** | This was **rewritten** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[7]** ~~while~~ **However,** | This was **rewritten** to improve the grammar. “However” is used to introduce a statement that contrasts with or seems to contradict something that has been said previously.  **Cohesion (CC)** |
| **[8]** ~~opponents~~ **others** | This was **rewritten** to improve the grammar. “Others” is a more neutral term and can make the writing sound less confrontational.  **Grammatical Accuracy (GRA)** |
| **[9]** ~~I think the learning for specialities and differentiating~~ **both specialized learning and the ability to differentiate** right and wrong are ~~both~~ indispensable for students | This was **rewritten** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[10]** ~~in~~ **during** | “During” is used to indicate a period or range of time (continuing), whereas “in” is used to indicate a general point of time.  **Grammatical Accuracy (GRA)** |
| **[11]** ~~time~~ **journey** | “Journey” often implies a process or progression, which can make the writing more engaging and less repetitive.  **Grammatical Accuracy (GRA)** |
| **[12]** ~~themselves~~ **them** | “Them” is used when the action of the verb is done to the same person who does the action.  **Referencing (CC)** |
| **NOTE**: **The topic was introduced here and gave answers to the questions.**   * Your introduction is a bit lengthy. You have provided a detailed overview of the topic, which is good. However, you could make it more concise.   Sample:  “Education plays a pivotal role in shaping a student’s knowledge and moral compass. While some argue that educational institutions should focus solely on scholastic courses, others believe that teaching learners to distinguish between right and wrong is equally important. I support a balanced approach that values both academic and moral education.” | |

On the one hand, some claim that **[13]** ~~the majors of~~ students**’ majors** should be the only **[14]** ~~target in~~ **focus during** their educational lives. **[15] This is b**ecause they can have more time to practice their academic skills and are more likely to concentrate on **[16]** ~~the~~ learning **[17]** ~~for knowledge of~~ **within** their **[18]** ~~specialities~~ **specialties**. For example, **[19]** ~~students~~ **scholars** who spend **[20]** ~~the~~ most of their time ~~in~~ developing academic abilities tend to have more opportunities to become ~~the~~ experts in their **[21]** ~~areas~~ **fields** and may make more **[22] significant** contributions to ~~the development of society~~ **societal development**.

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[13]** ~~the majors of~~ students**’ majors** | This was **rewritten** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[14]** ~~target in~~ **focus during** | This was **rephrased** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[15] This is** | This was **rewritten** to improve the grammar. It is a common phrase used to introduce or emphasize something.  **Grammatical Accuracy (GRA)** |
| **[16]** ~~the~~ | This was **omitted** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[17]** ~~for knowledge of~~ **within** | “Within” implies something is inside or contained by something else. “For knowledge of” could imply that knowledge is the purpose or intended result.  **Grammatical Accuracy (GRA)** |
| **[18]** ~~specialities~~ **specialties** | This is incorrectly spelled. **Misspellings** will affect your score.  **Lexical Range (LR)** |
| **[19]** ~~students~~ **scholars** | You can have a higher score in LR by using synonyms or synonymous phrases. Avoid repeating keywords or key phrases from the question if you can think of other terms.  **Lexical Range (LR)** |
| **[20]** ~~the~~ | This was **omitted** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[21]** ~~areas~~ **fields** | “Fields” is often used when talking about areas of study or interest.  **Lexical Range (LR)** |
| **[22] significant** contributions to ~~the development of society~~ **societal development**. | This was **rewritten** to improve the grammar. “Significant” is used to indicate that something is large or important enough to be noticed or have an effect.  **Grammatical Accuracy (GRA)** |
| **NOTE**: **You were able to elaborate the topic sentence which contributes well to your essay’s overall score. Some errors were noted.** | |

On the other hand, opponents argue that the **[23]** ~~abilities~~ **ability** to distinguish good from evil **[24]** ~~are~~ **is** also necessary for **[25]** ~~students~~ **school-goers**, and educational institutions should be accountable for this. **[26]** ~~As~~ **T**hese abilities can help them ~~to~~ perform better in **[27]** ~~cooperating~~ **cooperation** with others and can cultivate their morality. For instance, they may tend to show a friendly manner when they talk with peers, and understand the condemnation of illegal behaviours such as murder, which may be favorable to **[28]** ~~the~~ **societal** peace ~~of society~~.

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[23]** ~~abilities~~ **ability** | Using the singular can sometimes make the writing more concise.  **Grammatical Accuracy (GRA)** |
| **[24]** ~~are~~ **is** | Use “is” with singular subjects.  **Grammatical Accuracy (GRA)** |
| **[25]** ~~students~~ **school-goers** | You can have a higher score in LR by using synonyms or synonymous phrases. Avoid repeating keywords or key phrases from the question if you can think of other terms.  **Lexical Range (LR)** |
| **[26]** ~~As~~ **T**hese abilities can help them ~~to~~ | This was **omitted** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[27]** ~~cooperating~~ **cooperation** | Use the **noun form** of the word to correct the grammar. **Lexical Accuracy (LR)** |
| **[28]** ~~the~~ **societal** peace ~~of society~~ | “Societal peace” is more concise and avoids the repetition of “of”.  **Lexical Accuracy (LR)** |
| **NOTE**: **The discussion is good as you were able to give a topic sentence and a good elaboration.** | |

In conclusion, I believe that not only the knowledge of students' specialities but also the abilities to distinguish good and bad are both necessary for **[29]** students~~,~~**.** **[30]** ~~and~~ **E**ducational institutions should pay more attention to **[31]** ~~the~~ **their** comprehensive development **[32]** ~~of them~~.

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[29]** students~~,~~**.** | The sentence is a complete thought and therefore requires a period at the end. The use of proper punctuation is important in written communication as it helps to convey meaning and clarity.  **Grammatical Accuracy (GRA)** |
| **[30]** ~~and~~ | This was **omitted** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **[31]** ~~the~~ **their** | You use “**their”** to indicate that something belongs or relates to the group of people, animals, or things that you are talking about.  Example: This is their house. **Referencing (CC)** |
| **[32]** ~~of them~~ | This was **omitted** to improve the grammar.  **Grammatical Accuracy (GRA)** |
| **NOTE**: **You present a clear position and restate the main idea**s. | |

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！

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| **Word count: 277** |
| **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** |
| The main parts of the prompt are appropriately addressed.  A clear and developed position is presented.  Main ideas are extended and supported. |
| **Suggestion and Improvement** |
| **SUGGESTIONS FOR INTRODUCTION**  Introductions for IELTS Writing Task 2 can be brief and straightforward. Aim for a two-sentence introduction. Each time, ensure to include the two primary components of a Task 2 introduction.  **An introduction should consist of two significant sentences, which are:**  **1. Paraphrase Question**  Paraphrasing involves rewording the question using different vocabulary while maintaining the original meaning. This is achieved by utilizing synonyms and rearranging the sentence structure.  **Example**  **Question:** There is a good deal of evidence that increasing car use is contributing to global warming and having other undesirable effects on people’s health and well-being. Do you agree or disagree?  **Paraphrase:** Rising global temperatures and human health and fitness issues are often viewed as being caused by the expanding use of automobiles.   * Thus, I have shown the examiner my ability to paraphrase and my extensive vocabulary. These are two key aspects that the examiner is particularly interested in, and you will earn points for incorporating them.   **1. Thesis Statement**  This sentence is key in your essay. It directly answers the question, showing you understood it. This leads to a clear, well-organized essay.  **Make your position clear in the introduction.**  State your opinion clearly in the introduction. Your essay should show your viewpoint from start to end. This viewpoint is your answer to the question. It should be clear in the introduction, supported in the body, and restated in the conclusion.  **Thesis statement:** I agree that expanding the utilization of motor vehicles has been affecting the environment negatively and it had brought various illnesses to humans.   * It is always a single sentence, so you need to practice condensing your viewpoint into one sentence. It should focus on the specific details, not the broad topic.   **Elaboration**  If you look closely, there is another part of the task to do. It asks you to “give a complete answer to the question with relevant and well-supported ideas”. In other words, you need to explain and give examples to back up your points. Just listing causes and problems isn’t enough. You need to explain EACH point in one or two sentences. Let me show you what this looks like.  Sample:  BEFORE (EFFECTS: MAIN POINTS ONLY) Increased screen time is leading to a decline in physical activity among children.  AFTER (EFFECTS: MAIN POINTS + ELABORATION)  Increased screen time is leading to a decline in physical activity among children.  [Elaboration] Children today are spending more time on digital devices, be it for online classes, games, or social media. This is often at the expense of outdoor play and sports.  [Elaboration] The convenience and entertainment value of digital devices make it difficult for children to detach from screens and engage in physical activities, contributing to a sedentary lifestyle from a young age.   * Can you notice the difference once the points are elaborated? For every main point I formulated, I added more details and potential scenarios to demonstrate how effective my ideas are.   **How to think of examples**  When preparing to provide an example, it is advisable to choose one that resonates with the majority of people. Examples drawn from university research, government surveys, or news reports are acceptable. However, these might result in lower scores as it becomes apparent to the examiner that the example is memorized. But if your target score is between 6.0 and 7.0, these examples are acceptable. Here are some examples:  1. University Research: A study conducted by Harvard University found that regular exercise can improve mental health and reduce the risk of certain diseases.  2. Government Survey: According to a survey by the U.S. Department of Health and Human Services, nearly 60% of adults do not get enough physical activity, and over 25% are not active at all in their leisure time.  3. Newspaper Report: A report in The New York Times highlighted the growing trend of remote work, stating that nearly 43% of employed Americans spent at least some time working remotely in the past year.  \* Remember, while these examples are acceptable, they might be seen as memorized and could potentially result in lower scores. It is often more effective to use examples that are unique and personal to you, as they demonstrate your ability to think critically and apply your knowledge to the topic at hand.  You can share a personal experience, but similar to other kinds of examples, this might also result in a lower score. Here’s an example:  4. Personal experience:  You can also draw from your personal life experiences to support a point. Generally, it is advised not to use personal pronouns in Task 2, but it is acceptable in this context. For instance, if you are asked about solutions to traffic congestion, you could respond like this:  In my hometown, the local government implemented a carpooling initiative to reduce traffic congestion. They incentivized people to share rides by providing dedicated carpool lanes and discounted parking fees. This not only reduced the number of cars on the road during peak hours but also promoted a sense of community among residents.  **Examples that resonate with the general public are typically more effective. We can enhance this example in the following way:**  Example:  In many cities around the world, local governments have introduced carpooling initiatives to alleviate traffic congestion. These initiatives encourage residents to share rides by offering incentives such as dedicated carpool lanes and reduced parking fees. This strategy has proven effective in reducing the number of vehicles on the road during peak hours, leading to smoother traffic flow and less congestion.  \* This example is more general and could apply to many urban areas, making it more relatable to a wider audience.  **Suggestions for a Conclusion**  A well-crafted conclusion consists of two key components:  1. Reiteration of your essay’s key points, inclusive of your viewpoint.  2. Diversification of your language through paraphrasing.  **Given that you have already outlined your main points in the introduction, your task for the conclusion is simply to revisit and paraphrase these points.**  Here are some essential guidelines for crafting a conclusion:  **1. Avoid introducing new information in the conclusion.**  All new ideas or main points should be addressed in the body paragraphs.  **2. You can paraphrase the thesis statement from the introduction.**  This demonstrates your command of vocabulary and leaves a positive impression on the examiner. Remember, it is not necessary to paraphrase everything.  **3. Keep it brief.**  Conclusions should be about 2 or 3 sentences long. Aim for brevity and clarity.  **4. Use a cohesive device to conclude.**  There are two options below, these are the only formal concluding phrases:   * To conclude * In conclusion   **Do not use informal linking devices in the conclusion such as these listed below. They are just too informal or inappropriate in the conclusion.**   * I reckon (informal) * In the end (informal) * All in all, (informal) * Generally speaking, (too vague for a conclusion) * Finally, (this means you are making another final point) * Lastly (this means you have a last point to make) * All things considered (informal)   **How to write a concession paragraph**  \* When composing a concession paragraph, ensure clarity in your position by attributing differing viewpoints to others. Following the presentation of others’ opinions, a rebuttal is necessary.  For instance:  Admittedly, there are individuals WHO DEEM that …  \* **However, after mentioning the opinion of other people, there would be a need for you to rebut.**  For instance:  However, I believe that …  **\* Then again, there is no need for a concession paragraph. If the two former paragraphs are sufficient to provide support to your opinion, there is no need to write an additional body paragraph.** |
| **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** |
| Information and ideas are logically organised, and there is a clear progression throughout the response. (A few lapses may occur, but these are minor)  A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use.  Paragraphing is generally used effectively to support over all coherence, and the sequencing of ideas within a paragraph is generally logical. |
| **Suggestion** |
| Dear, although there are no specific guidelines for the structure of a Task 2 essay, we recommend that you follow this. You can also follow other structures as long as they are logical. Cohesion and organization are very crucial in your essay as well.  **Essay structure**  Introduction  a. General statement  b. Paraphrase of the task  c. State opinion  Body Paragraph 1  -Elaborate on the initial key point.  a. Present a topic sentence  b. Explain and give expansions  Body Paragraph 2  - Elaborate on the next key point.  a. Present a topic sentence  b. Explain and give expansions  Body Paragraph 3 (OPTIONAL)  - Elaborate on the third key point.  a. Present a topic sentence  b. Explain why and give expansions  Conclusion  a. Summarize the main ideas  b. Restate opinion  **\*This is a test of your capability to logically and clearly express your thoughts. In simpler terms, the IELTS is looking for the coherence in your ideas, their logical sequence, and how well they connect together.**  **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’*  *To enhance your “Coherence and Cohesion” score, one of the most effective strategies is to become proficient in using transition words. Hence, it’s beneficial to study a compilation of transition words like this one and incorporate them into your writing toolbox. Aim to learn as many as you can to diversify your vocabulary and have a variety of words and phrases at your disposal when you write. As mentioned earlier, repetitively using the same phrases can negatively impact your score. It’s important to avoid redundancy, even with transition words. Moreover, refrain from using a transition word or phrase in every sentence. They should only be used when they can clearly illustrate the connection between your ideas.*  **Referencing**  A clear reference  The ideas and perspectives you present must be clearly referenced. Another component of your “Coherence and Cohesion” score is “referencing,” which is your skill in using different pronouns correctly and suitably. Crucially, it also ties your sentences together, connecting ideas and notions.  Substitution  Substitution or Ellipsis is the process of swapping out words or omitting them entirely - this technique is used by writers to avoid repeating the same words in a text.  Example:  “The boy picked up the toy. The boy was happy.”  - Using substitution or ellipsis, we can reduce repetition in the text:  “The boy picked up the toy. He was happy.”  \* In this case, “He” is used as a substitute for “The boy” to avoid repetition. This makes the text more coherent and easier to read.  **Usage of personal pronouns**  In formal essays, it is ideal to use the third person point of view and it makes your statements less wordy and more confident. Use personal pronouns only when presenting a personal experience or example.  Example:  First Person: “In my experience, implementing a strategic plan effectively can lead to significant improvements in business performance.”  Third Person: “Implementing a strategic plan effectively can lead to significant improvements in business performance.”  - In the first sentence, the use of “my” makes it a first-person perspective, which is more personal and subjective. This is suitable when sharing personal experiences or examples.  - The second sentence, however, uses the third person perspective. It sounds more formal, objective, and confident, making it ideal for scholarly or formal essays. |
| **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** |
| The resource is sufficient to allow some flexibility and precision.  There is some ability to use less common and/or idiomatic items.  An awareness of style and collocation is evident, though inappropriate occur.  There are only a few errors in spelling and/or word formation and they do not detract from overall clarity. |
| **Suggestion** |
| **What is redundancy?**  Redundancy occurs when you repetitively use identical words or phrases. However, there are certain essential terms that you might not be able to sidestep, and it is acceptable to reuse them rather than inaccurately substituting them with synonyms. For other words, it is simpler to find and use synonyms to avoid repetition.  **What are word forms?**  **Word form**: A **noun** is a word that represents a person, a place, or a thing. A thing in this definition can be a physical entity or it can be an abstract idea. A noun may be used as a subject of a sentence, as a direct object, as an indirect object, or it may be used as the object of a preposition.  Example:  1. Subject of a sentence: “The apple is red.”  2. Direct object: “I ate the apple.”  3. Indirect object: “I gave John the apple.”  4. Object of a preposition: “I sat under the apple tree.”  In each of these sentences, “apple” is a noun representing a thing, and it plays different roles in the sentence. It can be the subject, the direct object, the indirect object, or the object of a preposition.  **Word form**: **Verbs** are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place.  Example:  1. Action: “John runs every morning.”  2. State of being: “John is a fast runner.”  3. Occurrence: “The race happens annually.”  In each of these sentences, the verbs (“runs”, “is”, “happens”) are the action words that describe what the subject (John, the race) is doing, being, or what is happening. They tell us the story of what is taking place in the sentence.  **Word form**: **Adjectives** are words that describe the qualities or states of being of nouns: enormous, doglike, silly, yellow, fun, fast. They can also describe the quantity of nouns: many, few, millions, eleven.  Example:  1. Qualities or states of being:  “The enormous elephant was the main attraction at the zoo.”  “His loyalty is so doglike that everyone admires him.”  2. Quantity of nouns:  “She has many friends in her school.”  “He has few regrets in his life.”  In these sentences, the adjectives (e.g., enormous, doglike, many, few) are used to describe the qualities, states of being, or quantity of the nouns they are associated with.  \* Indeed, adjectives have roles beyond just modifying nouns. They can also serve as complements to linking verbs or the verb ‘to be’. A linking verb, such as ‘to feel’, ‘to seem’, or ‘to taste’, portrays a state of being or a sensory experience.  Example:  1. Linking verb with adjective complement:  “The cake tastes delicious.”  “She seems happy.”  2.‘To be’ verb with adjective complement:  “He is tired.”  “The sky is blue.”  In these sentences, the adjectives (e.g., delicious, happy, tired, blue) serve as complements to the linking verbs or the verb ‘to be’, describing a state of being or a sensory experience. They provide more information about the subject of the sentence.  **Word form**: An **adverb** is a word that modifies (describes) a verb, an adjective, another adverb, or even a whole sentence. Adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.  Example:  1. Adverb modifying a verb:  “He runs quickly.”  2. Adverb modifying an adjective:  “He is incredibly tall.”  3. Adverb modifying another adverb:  “He runs very quickly.”  4. Adverb modifying a whole sentence:  “Surprisingly, he finished all his homework on time.”  In these sentences, the adverbs (e.g., quickly, incredibly, very, surprisingly) modify verbs, adjectives, other adverbs, or even the whole sentence. They provide more information about the action, quality, or other circumstance in the sentence.  \*Adverbs can also **modify adjectives**. Often, the purpose of the adverb is to add a degree of intensity to the adjective.  Example:  Extremely interesting: Here, “extremely” is an adverb that modifies the adjective “interesting”, indicating a very high degree of interest.  \*You can use an adverb to **describe another adverb**.  Example:  He runs incredibly quickly. Here, “incredibly” is an adverb that modifies the adverb “quickly”, indicating a very high degree of speed.  **You must also observe these for a higher score:**    Inaccurate use of terms  The choice of words plays a significant role in conveying thoughts. Therefore, it is essential to use words precisely to ensure the clarity of your ideas. Even though some words may seem similar, their meanings can vary depending on the context they are used in.  Informal words  Informal language, including slang, is typically found in spoken English and is generally accepted in that context. However, when it comes to writing, particularly formal writing, it is important to use formal and academic vocabulary as it adheres to the standard writing style. Informal elements such as abbreviations, contractions, and symbols are often considered inappropriate in formal essays, so it is best to avoid them.  Spelling errors  Correct spelling is crucial to demonstrate your strong command of language and to prevent misunderstanding in sentence interpretation. Incorrectly spelled words can lead to a loss of meaning. In English, some words have similar spellings, so a misspelling can result in a completely different word with a different meaning. For instance, if you intended to write “learn” (which means to acquire knowledge or skills through study) but omitted the letter “r”, you would end up with “lean” (which means to incline or bend your body in a certain direction). This illustrates the importance of accurate spelling. |
| **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** |
| A variety of complex structures is used with some flexibility and accuracy.  Grammar and punctuation are generally well controlled, and error-free sentences are frequent.  A few errors in grammar may persist, but these do not impede communication. |
| **Suggestion** |
| **Usage of the articles A, AN, AND THE**  In English, we have three articles: “a”, “an”, and “the”. These articles are used before nouns or noun equivalents and function as a type of adjective.  Indefinite Articles   * “**A**” (used before a singular noun starting with a consonant sound) * “**An**” (used before a singular noun starting with a vowel sound) * In English, “a” and “an” are indefinite articles, meaning they do not refer to something specific or definite. For instance, if someone says, “Hand me a book,” you could choose any book—it does not matter which one. By using the word “a”, the speaker indicates that they need a book, not a specific one.   Definite Article   * “**The**” (used before a singular or plural noun) * English has only one definite article: “the”. This means you don’t need to worry about vowel or consonant sounds. “The” is used before singular or plural nouns and adjectives to refer to something specific that both the speaker/writer and listener/reader are aware of. * For example, if you are at a concert and your friend says, “Pass me the binoculars.” In this context, both you and your friend know which specific binoculars are being referred to—namely, the ones you are holding. Your friend doesn’t just want any binoculars; they want the specific pair you have.   **VERBS**  Usage of auxiliary verbs  Auxiliary verbs, also known as helping verbs, add functional or grammatical meaning to the clauses in which they appear. They perform their functions in several different ways:  • By expressing tense ( providing a time reference, i.e. past, present, or future)  • Grammatical aspect (expresses how verb relates to the flow of time)  • Modality (quantifies verbs)  • Voice (describes the relationship between the action expressed by the verb and the participants identified by the verb’s subject, object, etc.)  • Adds emphasis to a sentence  Auxiliary verbs almost always appear together with a main verb, and though there are only a few of them, they are among the most frequently occurring verbs in the English language.  **Verb tenses**  Infinitives (to+verb)  An infinitive is a verb combined with the word to. Most often, an infinitive acts as a noun in the sentence. Less frequently, it acts as an adjective or an adverb.  Examples:  As a Noun:  To swim is a good exercise. (Here, “to swim” is the subject of the sentence)  As an Adjective:  She had a document to sign. (Here, “to sign” modifies the noun “document”)  As an Adverb:  She left the party to get some rest. (Here, “to get some rest” modifies the verb “left”, explaining why she left)   * In each case, the infinitive (a verb combined with the word “to”) is performing a different role in the sentence.   \* Generally, it is not common to split ‘to’ and the verb except for when you want to emphasize the verb.  Example:  1. She decided to just leave the party without saying goodbye.  2. I am trying to really understand the concept of quantum physics.  \* In these sentences, an adverb (just, really) is inserted between “to” and the verb for emphasis. This is known as a split infinitive. While some consider it a grammatical error, it is widely accepted in modern English, especially for emphasis or clarity.  Commonly, an infinitive is used with the subject it. The sentence structure is "It is + infinitive.…" It refers to the infinitive. This expression is used in many ways.  Examples:  1. It is important to study for the exam. (Here, “it” refers to the action of studying for the exam)  2. It is nice to meet you. (In this case, “it” refers to the action of meeting you)  3. It is difficult to learn a new language. (Here, “it” refers to the action of learning a new language)  \* In each of these sentences, “it” is used with an infinitive to express a general statement or opinion about the action described by the infinitive.  **Gerunds**  A gerund (verb + ing) acts like a noun in a sentence. Gerunds are words that are formed with verbs but act as nouns. They’re very easy to spot, since every gerund is a verb with -ing attached on its end.  Let’s revisit the concept of a gerund. Keep in mind that gerunds are derived from verbs but function as nouns. On the other hand, present participles don’t serve as nouns. They either modify other words or form part of progressive verb tenses. To spot gerunds in sentences, simply look for a verb ending in “ing” that is being used as a noun. It is as straightforward as that.  Examples:  1. Swimming is a great way to stay fit. (Here, “swimming” is a gerund acting as the subject of the sentence)  2. I enjoy reading. (In this case, “reading” is a gerund acting as the object of the verb “enjoy”)  3. She is interested in learning French. (Here, “learning” is a gerund acting as the object of the preposition “in”)  \* In each of these sentences, the gerund (a verb ending in “ing”) is functioning as a noun.  **Subject-Verb Agreement**  Subjects and verbs must AGREE with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. In the present tense, nouns and verbs form plurals in opposite ways: nouns ADD an s to the singular form; verbs REMOVE the s from the singular form.  Examples:  1. Singular Subject and Verb:  \* The cat plays with the ball. (Here, “cat” is a singular subject and “plays” is a singular verb)  2. Plural Subject and Verb:  \* The cats play with the ball. (Here, “cats” is a plural subject and “play” is a plural verb)  \* In the present tense, nouns add an “s” to become plural (cat -> cats), but verbs do the opposite - they remove the “s” to become plural (plays -> play). This rule ensures that the subject and verb agree in number.  **Run-ons & Comma Splices**  The run-on sentence and comma splice are common punctuation errors that can create confusion in your writing.  Run-on sentence  A run-on sentence occurs when two or more complete sentences (independent clauses) are joined with no punctuation.  Here's an example:  I love playing basketball it is a great way to stay fit.   * In this sentence, two independent clauses (“I love playing basketball” and “it is a great way to stay fit”) are incorrectly joined without proper punctuation or conjunction. This is a common example of a run-on sentence which can cause confusion in writing.   Comma splice  A comma splice occurs when two or more complete sentences are joined only with a comma, which is not strong enough punctuation. This is an example of a comma splice:  I love playing basketball, it is a great way to stay fit.   * In this sentence, two independent clauses (“I love playing basketball” and “it is a great way to stay fit”) are incorrectly joined with just a comma. This is a common example of a comma splice, which is considered a punctuation error.   Six ways to fix a run-on or comma splice  1. Add a period and a capital letter.  2. Add a period and a capital letter to separate the sentences.  Example: I love playing basketball. It is a great way to stay fit.  \* A period and a capital letter are used to properly separate the two independent clauses, turning the run-on sentence into two distinct sentences.  3. Add a comma and a coordinating conjunction  Coordinating conjunctions are easy to remember as F.A.N.B.O.Y.S.—for, and, nor, but, or, yet, so.  Example: I love playing basketball, and it is a great way to stay fit.  \* A comma and a coordinating conjunction (“and”) are used to properly connect the two independent clauses. This turns the comma splice into a correctly punctuated compound sentence.  4. Add a semicolon if the sentences are closely related.  Example: I love playing basketball; it is a great way to stay fit.  \* A semicolon is used to connect two closely related independent clauses. This turns the comma splice into a correctly punctuated sentence.  5. Add a “transitional word”. Add a semicolon and a conjunctive adverb—also known as a “transitional word”. When using a transitional word, the comma should be placed immediately after the transition.  Example: I love playing basketball; however, it is a great way to stay fit.  \* A semicolon, a conjunctive adverb (“however”), and a comma are used to properly connect the two independent clauses. This turns the comma splice into a correctly punctuated sentence.  ***Common Transitional Words***    6. Add a subordinating conjunction. Add a subordinating conjunction—also known as a “dependent word”—to the beginning or the middle of the sentence.  Examples:  1. Although I love playing basketball, it is a great way to stay fit.  2. I love playing basketball because it is a great way to stay fit.  \* In these sentences, the subordinating conjunctions (“although”, “because”) are used to connect the two clauses and make the sentence more complex. These conjunctions introduce a dependent clause and can be placed at the start or in the middle of a sentence.  Example:  Even though I love playing basketball, it is a great way to stay fit.   * In the example above, the subordinating conjunction “even though” is added to the beginning of the sentence, and the comma is retained.   I love playing basketball because it is a great way to stay fit.   * In the example above, the subordinating conjunction “because” is added in the middle of the sentence, and the comma is removed.   ***Common Subordinating Conjunctions:*** |