**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！

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| **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。

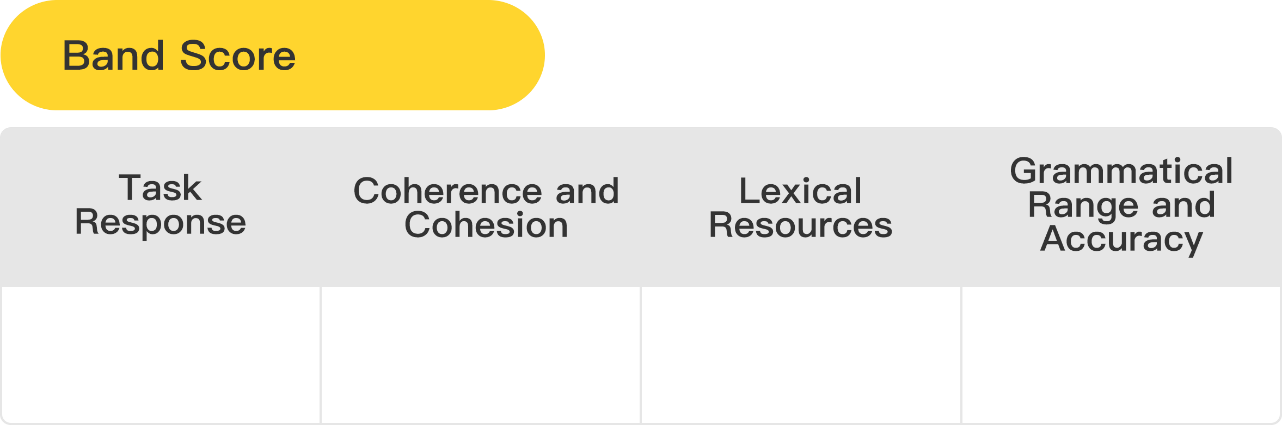
1. **分析与建议**

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~



**6.0**

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NHEL

June 03



Some people think that children should obey rules and do what their parents and teachers want them to do. Other people think that children controlled too much cannot deal with problems themselves in adulthood. Discuss both views and state your own opinion.



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| What the task is asking for | 1. Discuss why some people think that children should obey rules or do what their parents and teachers want them to do.  2. Discuss why others think that children controlled too much cannot deal with problems themselves in adulthood.  3. State which of these views you support. |
| Keywords | Synonyms |
| children | Youngsters, little ones, young boys and girls, young ones |
| obey | conform to, abide by, follow |
| rules | regulations, instructions, standards, commands |
| parents | guardians, fathers and mothers |
| teachers | educators, instructors, tutors, professors |
| controlled | restricted, limited |
| too much | excessively, to a great extent, extremely, immoderately |
| deal with problems themselves | solve challenges independently, address concerns autonomously |

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*Greetings! While it's not obligatory to substitute keywords with their closest synonyms, doing so can elevate your score in Lexical Range (LR) as repetitions and common terms may not achieve a score higher than 7.0 in the examination. Wishing you a splendid day!*

Today, ~~the concentration of the public on educational problems has been increasing, and~~ some claim~~ed~~ that following regulations at home and school is necessary ~~to develop the children's abilities of solving problems~~ **for children,** **while others argue that this adversely affects their problem-solving skills**. In my opinion, ~~I disagree with this view, since~~ the younger generation cannot deal with issues well ~~because of too much~~ **if excessive** restrictions **are** imposed on them.

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| ~~the concentration of the public on educational problems has been increasing, and~~ | This does not directly relate to the topic. Focus (TR) |
| claim~~ed~~ | Opinions are in the simple present tense. Grammatical Accuracy (GRA) |
| necessary ~~to develop the children's abilities of solving problems~~ **for children,** **while others argue that this adversely affects their problem-solving skills** | This is not what the task presented. Focus (TR) |
| ~~I disagree with this view, since~~ the younger generation cannot deal with issues well ~~because of too much~~ **if excessive** restrictions **are** imposed on them. | This was rephrased to correct the grammar. Grammatical Accuracy (GRA) |
| **NOTE**: When paraphrasing, always make sure that you are presenting the same exact topic being presented by the task. Otherwise, your introduction or your whole essay will be marked off-topic. | |

On the one hand, **some groups deem that** ~~children~~ **youngsters** can acquire knowledge~~s~~ and ~~engage~~ **cultivate** their abilities~~, which may help them to solve problems when they grow up,~~ if they are forced to do things by school**s and guardians**. ~~This is because~~ **I**f the behaviours of ~~students~~ **little ones** are not controlled **at a young age**, they may tend to play games or have some fun **instead of completing their assigned tasks**, which can ~~pose a hefty threat to the time for children to learn some useful skills, such as laws and economics~~ **form undesirable habits of being irresponsible**. ~~For example, people who have few legal knowledges may perform poorly in solving issues when they have some economic dispute with others. Therefore, there may be some necessities to impose restrictions on what children should do.~~ **Eventually, they will have no fear and respect of the law as obedience was not practiced by them in childhood. By contrast, if they strictly follow regulations and rules, they are nurtured to obedient and responsible adults.**

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **some groups deem that** | Attribute this view properly to avoid confusion in your stand. Referencing (CC) |
| ~~children~~ **youngsters** | Changing the keywords to their nearest synonym can help the essay attain a higher score in LR. Lexical Range (LR) |
| knowledge~~s~~ | Knowledge is uncountable. Lexical Accuracy (LR) |
| ~~engage~~ **cultivate** | If you engage in an activity, you do it or are actively involved with it.  Example:  It is important for children to have time to engage in family activities.  You can engage in croquet on the south lawn. Lexical Accuracy (LR) |
| ~~, which may help them to solve problems when they grow up,~~ | This idea is redundant. Do not repeat the same ideas. Progression (CC) |
| school**s and guardians** | Do not omit important details. Lexical Accuracy (LR) |
| ~~This is because~~ | Avoid expletive phrases. Progression (CC) |
| ~~students~~ **little ones** | The task used CHILDREN. Not all students are children. Lexical Accuracy (LR) |
| **at a young age** | Relate this to the topic. Focus (TR) |
| **instead of completing their assigned tasks**, which can ~~pose a hefty threat to the time for children to learn some useful skills, such as laws and economics~~ **form undesirable habits of being irresponsible** | You have to relate this to the topic Focus (TR) |
| ~~For example, people who have few legal knowledges may perform poorly in solving issues when they have some economic dispute with others. Therefore, there may be some necessities to impose restrictions on what children should do.~~ **Eventually, they will have no fear and respect of the law as obedience was not practiced by them in childhood. By contrast, if they strictly follow regulations and rules, they are nurtured to obedient and responsible adults.** | The ideas must closely relate to the topic. Focus (TR) |
| **NOTE**: This body paragraph would benefit from a refocus to address its off-topic ideas and correct errors in word use and grammar. It's crucial to ensure that each sentence contributes directly to the main point of the paragraph, maintaining clarity and coherence throughout. By refining the focus and addressing language errors, the paragraph can effectively convey its intended message and strengthen the overall argument.  PREMISE: Discuss why some people think that children should obey rules or do what their parents and teachers want them to do. | |

On the other hand, **opponents argue that** the young people may become ~~nonindependent~~ **dependent on others** when they ~~have to tackle issues~~ **are trained to simply follow instructions from adults** in their daily lives~~,~~ **. I**f there are ~~too much~~ **abundant** regulations imposed on them~~. As the children who~~ **and** are always taught to do what their parents or teachers tell them, they may feel confused when they need to deal with problems by themselves. For instance, their time may be fully managed both at home and school, which may result in ~~the ignorance in time planning~~ **poor time management in adulthood as they never practiced making their own timetables and organizing their tasks effectively**, so that they are more likely to make a mess when they have to tackle many issues at the same time. In this sense, ~~too much restrictions on children can have a negative effect on their abilities to solve issues in parallel.~~ **they become overwhelmed and unproductive without others’ help, which is an unfavorable character.**

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **opponents argue that** | Attribute this view properly to avoid confusion in your stand. Referencing (CC) |
| ~~nonindependent~~ **dependent on others** | This does not have a clear meaning. Lexical Accuracy (LR) |
| ~~have to tackle issues~~ **are trained to simply follow instructions from adults** | Relate this to the topic. Focus (TR) |
| ~~,~~ **.** | This is a comma splice. When you want to join two independent clauses, you need a conjunction or a semicolon; a comma alone isn’t strong enough to join them. This kind of mistake is called a comma splice.  **Example:**  (x) We were out of milk, I went to the store.  (/) We were out of milk, so I went to the store.  (/) We were out of milk; I went to the store.  (/) We were out of milk. I went to the store. Grammatical Range (GRA) |
| ~~too much~~ **abundant** | This word is informal. Lexical Accuracy (LR) |
| ~~. As the children who~~ **and** | These were connected to omit the redundant details. Progression (CC) |
| ~~the ignorance in time planning~~ **poor time management in adulthood as they never practiced making their own timetables and organizing their tasks effectively** | This was added to help the paragraph address the task better. A higher score requires the test taker to give relevant expansions of the main ideas. Task Response (TR) |
| ~~too much restrictions on children can have a negative effect on their abilities to solve issues in parallel.~~ **they become overwhelmed and unproductive without others’ help, which is an unfavorable character.** | This idea is redundant. Do not repeat the same ideas. Progression (CC) |
| **NOTE**: The paragraph offers insightful discussions, but it could benefit from trimming irrelevant details. Some lexicon errors and grammar issues distract the discussion from its clarity. With refinement, it could be more concise and polished, enhancing the reader's comprehension and appreciation of the your ideas. | |

In conclusion, less freedom ~~of~~ **given to** children ~~to experience their lifetime~~ can be detrimental to their independence ~~when tackle issues~~ **and ability to address concerns**, although ~~their knowledge may be largely increased by following what they are required~~ **it is undeniable that they may become obedient during childhood**.

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| ~~of~~ **given to** | You use of to combine two nouns when the first noun identifies the feature of the second noun that you want to talk about.  Example:  The average age of the women interviewed was only 21.5.  ...the population of this town.  The aim of the exercise is to come up with more ideas. Grammatical Accuracy (GRA) |
| ~~to experience their lifetime~~ | This was omitted to correct the grammar/word usage. Grammatical Accuracy (GRA) |
| ~~when tackle issues~~ **and ability to address concerns**, although ~~their knowledge may be largely increased by following what they are required~~ **it is undeniable that they may become obedient during childhood**. | Summarize the main ideas presented above. Task Response (TR) |
| **NOTE**: For a discussion+opinion question type, you must summarize the main ideas for both views and restate your opinion. | |

This is too long. A Task 2 essay that is over 300 words will not guarantee a higher score. Focusing on the essence of the content shows a better possibility for a higher score. Although a Task 2 essay has a required word count of at least 250 words, it is suggested that a Task 2 essay is about 260-280 words.

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: 321** |
| **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 author took a viewpoint on the task and offered pertinent arguments to back up that position. However, the ideas have to be expanded and refocused to address the task. |
| **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, analyze, argue, support or refute.   * **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   **PRESENTING A CONCESSION**  **Acknowledge parts of the opposition that are valid**  The writer acknowledges that **some of the opposition's claims** may be valid, but the writer still shows that his **own claims are stronger**.  The strength of the writer's claims are more convincing than the opposing viewpoints.  A writer might explain the opposition's weakest points, contrasting them with his argument's strongest points.  *Ways writers can begin:* Admittedly, Certainly, Of course, One cannot deny that... At the same time...  **Counter the Argument**  Introduce the **rebuttal** of the concession argument. The writer **refutes the opposition's claims** showing they are incorrect or inconsequential--not a real problem.  *Ways writers can begin:* Nevertheless, However, On the other hand, But...  **Introduce the Conclusion**  The conclusion should **summarize** why the counter argument is not a sufficient solution.  *Ways writers can begin* In conclusion  To conclude Sometimes writers might just want to restate his/her position simply. |
| **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** |
| * presents information with some organization but there may be a lack of overall progression |
| **Suggestion** |
| 1. This criterion do not only refer to organization and paragraphing; grammar structures and language use are also relevant in maintaining proper sentence coherence, so read more grammar rules and apply them when practicing before the official test. For instance, when clauses (who, which, where, etc.), conjunctions, punctuation, etc. are inaccurately used, they cause strain in the flow when we read the report or essay.  2. Another way to enhance your score in CC is to employ 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 conclude’ * Introducing your Point: ‘another point that I would like to add’, ‘in my opinion’ |
| **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, * makes some errors in spelling and/or word formation |
| **Suggestion** |
| **LEXICAL ACCURACY:**   * Proper use of terms should be employed to show your ability to use the language. Therefore, make sure that you use proper forms of words and proper terms to convey your thoughts. Otherwise, the meaning of the sentence might become unclear. * Make sure that your sentences are clear. The word clear means that anything that is easy to understand and don’t cause any confusion at all. Anything which is visible and prominent is easy to understand. Clarity plays a very important role in proper understanding of a particular message. So, we can say that clear and concise messages are more likely to bring about the desired response. * Avoid informal words. Using informal words can also hurt your score. The most common informal words are contractions and phrasal verbs. Idiomatic expressions and emotional statements also make the sentences less formal, so avoid using these.   examples:  Contractions: can’t, won’t  Phrasal verb: find out, fill up, get by, get over  Idiomatic expressions: The coin has two sides; burning the midnight oil   * Choose your words deliberately   The words you choose can either enhance or interfere with your meaning and your audience’s comprehension. Follow these guidelines to develop a strategy for choosing the most effective words for your communication task.  -Use simple words: Using simple words can make your sentences clear and concise.  -Eliminate unnecessary words: Unnecessary words come in many forms. Like vague words, they can conceal instead of reveal your meaning. Avoid excessive detail and extra determiners and modifiers in your sentences. You should also avoid using repetitive and redundant words.  **LEXICAL RANGE:**   * Since this is a language test, it is also appropriate to use variation of terms to show your range and flexibility in the language. In the scoring rubric, one of the criteria to scoring higher in LR is to use less common terms. Using the same terms over and over again, especially the simple terms would not help in increasing your score. * When writing, it is very important to use language that fits your audience and matches purpose. Inappropriate language uses can damage your credibility, undermine your argument, or alienate your audience. |
| **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** |
| The writer was able to use variations of sentence structures.  verb usage and prepositions |
| **Suggestion** |
| **BASIC GRAMMAR RULES**   * Make sure that basic grammar rules such as proper capitalization, proper use of punctuations, and proper usage of the different parts (nouns, pronouns, verbs, adverbs, prepositions, adjectives) of speech are observed. * Subject-verb agreement must be paid attention to. When the subject is singular, use singular verbs. When the subject is plural, use plural verbs.   **PROPER SENTENCE STRUCTURES**  It is necessary to use proper sentence structures to achieve a good score in the test. Although minor errors may be unavoidable considering that this is a fast draft essay owing to the time limit, the errors should only be considered slips and should give the examiner an idea that you do not know how to use the sentence structure. Therefore, you have to make sure that you use proper sentence structures.   1. **Correcting Run-On Sentences**   A run-on sentence can be fixed by connecting its parts correctly. There are several ways to connect independent clauses.   * **Use a period**. The easiest way to fix a run-on is to split the sentence into smaller sentences using a period. This revision works especially well with longer sentences. Check, however, to make sure that this solution does not result in short, choppy sentences.   **Revision example**: I love to write papers. I would write one every day if I had the time.   * **Use a semicolon**. Inserting a semicolon between independent clauses creates a grammatically correct sentence. Using a semicolon is a stylistic choice that establishes a close relationship between the two sentences.   **Revision example**: I love to write papers; I would write one every day if I had the time.   * **Use a comma and a coordinating conjunction**. A comma, paired with a coordinating conjunction (e.g., "and," "but," or "or"), corrects a run-on sentence. This method emphasizes the relationship between the two clauses.   **Revision example**: I love to write papers, **and** I would write one every day if I had the time.   * **Use a subordinating conjunction**. Turn one of the independent clauses into a dependent clause. A subordinating conjunction (e.g., "because," "unless," and "although") connects two clauses to create a complex sentence. This option works to cement the relationship between the two parts of the sentence and may improve the flow of the clauses.   **Example**: **Because I love to write papers**, I would write one every day if I had the time.  However you decide to revise for run-on sentences, remember that maintaining sentence variety helps to keep the writing clear and interesting for your readers.   1. **Sentence Fragments**   A *sentence fragment* is a string of words that does not form a complete sentence; there is a necessary component of a complete sentence missing. This missing component may be a subject (usually a noun) or a predicate (verb or verb phrase) and/or when the sentence does not express a complete idea.  Here is an example of a fragment with a missing subject.  ***Example of a fragment***: Shows no improvement in any of the vital signs.  The sentence above is a fragment since there is no subject (*Who* shows no improvement?). Fragments can be corrected by identifying the missing element and including it.  ***Revision*:** **The patient** shows no improvement in any of the vital signs.  Here is an example of a fragment with a missing predicate, or action:  ***Example of a fragment***: The doctors, who were using peer-reviewed research articles that contributed to the body of knowledge in their fields, which was obstetrics.  Notice here that although the sentence is quite long, it still contains no action (What are the doctors *doing*?). Once identified, the sentence can be corrected easily.  **Revision:** The doctors, who were using peer-reviewed research articles that contributed to the body of knowledge in their field, **improved their knowledge of**obstetrics. |