**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。

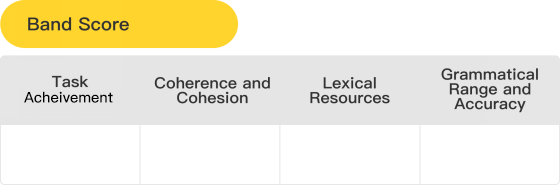
1. **分析与建议**

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 6

**6.5**

7

7

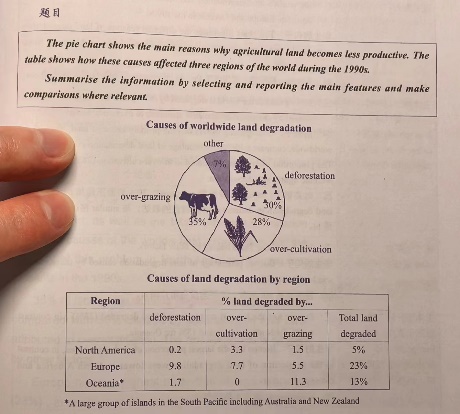




Ric

06-23-24

作文标题图片





|  |  |
| --- | --- |
| Type of chart/graph | Static pie and table chart |
| Language Needed | Highest, lowest |
| Unit or Label | % |
| Suggested Grouping | 1st body paragraph: details for the highest  2nd body paragraph: details for the lowest |

****

The pie chart compares **[1]** **the** different **[2]** ~~types of reasons leading to~~ **factors [3] of** land degradation in the world, and the table presents the information about the **[4]** ~~proportion of a variety of causes~~ **impact** of degradation in three **[5]** ~~countries~~ **areas** in 1990s.

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| --- | --- |
| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[1]** **the** | Added for grammar accuracy*.* Use **the** in front of a noun when you want to make a specific statement about things or people of that type.  **Grammatical Accuracy (GRA)** |
| **[2]** ~~types of reasons leading to~~ **factors** | **Changed to its synonym.Avoid repeating words from the question in the entire essay, instead use synonyms to attain a higher score.**  **Lexical Range (LR)** |
| **[3] of** | **You use ‘of’ to combine two nouns, or a noun and a present participle, when the second noun or present participle defines or gives more information about the first noun. Grammatical Accuracy (GRA)** |
| **[4]** ~~proportion of a variety of causes~~ **impact** | **Use appropriate synonym for the word used in the chart to get a higher score**  **Lexical Range (LR)** |
| **[5]** ~~countries~~ **areas** | Not repeating the terms used in the question will help in getting a higher score in LR. **Lexical Range (LR)** |
| **NOTE**: Nice work! You were able to write a good introduction. However, you must remember that using the same words found in the question is highly discouraged as it will not give you a higher score in LR. Rather, you should use synonyms or words and phrases with similar meanings to show that you have a flexible vocabulary. | |

Overall, over-gazing is the most significant reason of land degradation in the earth, and the degree of degradation in **[6]** ~~the~~ Europe was much higher than that of any other countries **[7]** ~~in this table~~ **[8]** **and [9] this was mainly due to deforestation**.

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **[6]** ~~the~~ | Deleted as you are not referring to a specific idea.  **Grammatical Accuracy (GRA)** |
| **[7]** ~~in this table~~ | Deleted as this was not needed here. **Lexical Range (LR)** |
| **[8]** **and** | **'and' is used to connect words of the same part of speech, clauses, or sentences, that are to be taken jointly** **Grammatical Accuracy (GRA)** |
| **[9] this was mainly due to deforestation** | **Added to complete the presentation** **Task Requirement (TA)** |
| **NOTE**: **Great! placing the overview after the introduction is strategic; it gives the reader what to expect on the discussion but make sure to state the ideas clearly. Present the important details only.** | |

**~~[10]~~** ~~In the first chart~~ **To begin with**, the percentage of over-gazing is the highest (35%), while that of over-cultivation and deforestation are a little bit lower (28% and 30% respectively). By comparison, the other causes are less **[11]** ~~important~~ than the formers (7%).  
  
**~~[12]~~** ~~As shown in the second chart~~ **Furthermore**, 23% of land degraded in **[13]** ~~the~~ Europe, which was **[14]** ~~much~~ higher than that of the North America and the Oceania, **[15]** **at** 5% and 13%, respectively. In addition, the proportion of deforestation and over-cultivation in **[16]** ~~the~~ Europe was also the highest (9.8% and 7.7%), while the lowest was 0.2% and 0%, in ~~the~~ North America and ~~The~~ Oceania **[17]** **separately** ~~respectively~~. In contrast, the highest **[18]** ~~percentage~~ **ratio** of over-gazing was in **[19]** ~~the~~ Oceania (around 11%), which was twice as high as that of **[20]** ~~the~~ **[21]** **in** Europe (5.5%).

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| **[No. 序号] Errors/Changes/具体错误或者纠正** | **Comments 评论/ Benchmark 基准** |
| **~~[10]~~** ~~In the first chart~~ **To begin with** | **Avoid referring back to the chart, present as if there is no chart as reference, do not mention the chart your presentation** **Task Requirement (TA)**  Use proper **cohesive devices** to support connection of ideas for an excellent flow of sentences. **Cohesion (CC)** |
| **[11]** ~~important~~ | Deleted as this was not needed here. **Lexical Range (LR)** |
| **~~[12]~~** ~~As shown in the second chart~~ **Furthermore** | **Avoid referring back to the chart, present as if there is no chart as reference, do not mention the chart your presentation** **Task Requirement (TA)** |
| **[13]** ~~the~~ | Deleted as you are not referring to a specific idea.  **Grammatical Accuracy (GRA)** |
| **[14]** ~~much~~ | This was omitted to correct the grammar of the sentence  **Grammatical Accuracy (GRA)** |
| **[15]** **at** | You use **at** before a number or amount to indicate a measurement.  Example: The plane weighs in at eighty tons  **Grammatical Accuracy (GRA)** |
| **[16]** ~~the~~ Europe was also the highest (9.8% and 7.7%), while the lowest was 0.2% and 0%, in ~~the~~ North America and ~~The~~ | Deleted as you are not referring to a specific idea.  **'The' is used before names of countries that begin with United/ Republic of/Kingdom of**  **Grammatical Accuracy (GRA)** |
| **[17]** **separately** ~~respectively~~. | This was replaced to avoid word repetition. **Lexical Range (LR)** |
| **[18]** ~~percentage~~ **ratio** | **Vary language to get a higher score in LR.**  **Lexical Range (LR)** |
| **[19]** ~~the~~ | Deleted as you are not referring to a specific idea.  **'The' is used before names of countries that begin with United/ Republic of/Kingdom of**  **Grammatical Accuracy (GRA)** |
| **[20]** ~~the~~ | This was omitted to correct the grammar of the sentence  **Grammatical Accuracy (GRA** |
| **[21]** **in** | **Use in when referring to period , place or the category where the figure is under. Eg. The figure for x is y% in Melbourne. /The figure in Melbourne for x is y%.**  **Grammatical Accuracy (GRA)** |
| **NOTE**: **It was good that you were able to describe the remaining items on this illustration.**  **Just make sure to include all details so you can provide a complete presentation.**  **Generally, you were able to accomplish the task. Just take note of the errors and corrections so that you will be able to avoid them in the next writing.**  **Keep practicing. It might be difficult but practice makes perfect. It is a cliché, but it is true.**  **Best of luck to you!** | |

1st body paragraph: details for the pie chart

**When it comes to the factors why land was deteriorated, this is mainly because of over-gazing, which accounts for 35%, and this is followed by that for over- cultivation at 28%. Moreover, 30% was due to deforestation, while the lowest is for the proportion for other factors, with 7%.**

2nd body paragraph: details for the table

**In terms of the proportion of land that was degraded in the three regions, it can be seen that Europe was mostly affected by those factors, which accounted for 23% of its total and most of it was due to deforestation with 9.8%. However, the percentage of land that was degraded in Oceania was 13%, which was constituted by 11.3% that was destroyed by over-grazing and 1.7% was by deforestation. What is more, there was no record of over-cultivation existing in Oceania, but it was the main reason for land deterioration in North America, constituting 3.3% of the total land deteriorated(5%).**

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| **Word count: 195** |
| **Task Achievement**  *the examiner is looking for 3 things:*   * ***Overview*** *(Mention two of the most noticeable or important trend)* * ***Grouping*** *(group the data into two and compare them in separate paragraphs)* * ***Write enough words*** *(should be* ***at least*** *150 for task 1 and 250 for task 2, should not be* ***wordy****)* | **Assessment and Comments** |
| The response focuses on the requirements of the task and an appropriate  format is used.  (Academic) Key features which are selected are covered and adequately  highlighted. A relevant overview is attempted. Information is appropriately  selected and supported using figures/data.  (General Training) All bullet points are covered and adequately  highlighted. The purpose is generally clear. There may be minor  inconsistencies in tone.  Some irrelevant, inappropriate or inaccurate information may occur in  areas of detail or when illustrating or extending the main points.  Some details may be missing (or excessive) and further extension or  illustration may be needed. |
| **Suggestion and Improvement** |
| **CHARTS**  **How to Write The Overview (Line graph, pie chart, bar graph, table - dynamic)**   1. An overview is one of the first things an examiner looks for because it shows them that you can identify the most important information from the graph or chart and clearly identify overall trends and comparisons. 2. In the overview state what the main trend or trends in the graph are. Don’t give detail such as data here – you are just looking for something that describes what is happening overall. 3. You should not only highlight the general trends (increase/decrease) but also compare the main features (highest/lowest). Leave the bullet points in the body part. Look at the "big picture" - what changes happened to all of the patterns/lines/sections from the beginning to the end of the period shown (i.e. from the first year to the last). Is there a trend that all of the lines follow (e.g. an overall increase)? 4. If there are no general trends such as overall increases, then just use the main features (highest/lowest) for the overview. 5. If NOT all increased/decreased/ not dominant in all years, make use of *most, almost all, the majority, a large amount, a large proportion, nearly all*   **\*\*\*\*When we are looking at dynamic graphs we should be looking out for:**   * What does the data do from the start to the finish? * Do they generally go up or down or do they fluctuate? * Any significant difference from the general trend? * Overall increase/decrease? Peaks/lows?   **BODY PARAGRAPH FOR DYNAMIC CHARTS**   1. If the graph shows many figures or there are many charts, you won't have time to mention all of them. The key features to describe are the highest, lowest, and similar figures; and the key years are first and last year; You should also mention any 'special' years (e.g. a peak or a significant rise/fall or crossing lines). 2. the first and last figures or years are important to clearly explain the progression of data. (this is very important for continuous rise or fall.) 3. for fluctuations, you can choose only where it is highest or where is the most significant change. 4. You should divide the body paragraphs into two; not doing so will affect score in TA and CC. Write four paragraphs for the whole report (*Introduction, Overview/Summary, 2 body)*   In Task 1, you should group the data well. \*\*\*to make a logical division of data, group the bullet points and place them in each body according to their rank/trend and make relevant comparisons |
| **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 generally arranged coherently and there is a clear overall progression.  Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission.  The use of reference and substitution may lack flexibility or clarity and result in some repetition or error |
| **Suggestion** |
| **Coherence** refers to your ability to connect your main ideas together so that they make sense and are easy to understand. This is mostly done at paragraph level. Are your paragraphs in a logical order? Is there one clear main idea in every paragraph? Is it easy to understand the main idea of each paragraph?  You will get a higher score for coherence if you:   * Introduce your essay by paraphrasing the question in the first paragraph. * Separate your ideas into paragraphs. * Making it clear which paragraph is your overview. * Having very clear ideas in your overview. * Supporting the main points in your overview in separate paragraphs. * Making it clear what each paragraph is about.   **Cohesion** refers to the connection of ideas at sentence and paragraph level. Are your sentences and ideas linked together?  You will get a higher score for cohesion if you:   * Use a range of linking words when appropriate. * Use linking words accurately. * Do not over-use linking words.   **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’*   You should learn as many of these as possible to have a range of words and phrases from which to choose as you write. As noted in other places above, it hurts your score to use the same phrases over and over again. You need to avoid redundancy with transition words as well. Also, avoid using a transition word or phrase in every sentence. Only include them when it will help you to show the relationship between ideas more clearly. |
| **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 generally adequate and appropriate for the task.  The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.  If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy.  There are some errors in spelling and/or word formation, but these do not impede communication |
| **Suggestion** |
| **Trends**   1. Increase - incline, climb, rise, soar, etc. 2. Decrease - decline, drop, fall, slump, etc. 3. Levelled out - did not change, remained stable, remained steady, stayed constant, etc. 4. Fluctuation - Use when there were three changes in the trend 5. Highest point - peak, summit, crest 6. Bottom out - through, lowest point   **Describing Trends**  **Verbs to express ‘up’ and ‘down’**   * **Upwards:** Increase; Go up; Rise; Grow; Jump * **Downwards:** Decrease, Go down, Fall, Decline, Drop, Plunge, Plummet, slump   **B. Nouns to express ‘up’**  - **VERB**: Increase, Rise, Grow, Jump  - **NOUN:** An increase, A rise, A growth, A jump  **C. Nouns to express ‘down’**  - **VERB:** Decrease, Fall, Decline, Drop, slump  - **NOUN:** A decrease, A fall, A decline, A drop, A slump  **D. Adverbs and adjective to express ‘small’ or ‘slow’ changes**  - **Adjectives**: Slow, Gradual, Marginal, Slight, Insignificant, Minimal, Minor  - **Adverbs**: Slowly, Gradually, Marginally, Slightly, Insignificantly, Minimally  **E. Adverbs and adjectives to express ‘large’ or ‘fast’ changes**  **- Adjectives:** Sharp, Steep, Rapid, Dramatic, Sudden, Significant, Considerable, Marked, Major, Wild, erratic  **- Adverbs:** Sharply, Steeply, Rapidly, Dramatically, Suddenly, Significantly, Considerably, Markedly, Wildly, erratically  **F. Adjectives and adverbs for other changes**  - **Adjectives:** Steady, continuous, General, Occasional, Final, initial  - **Adverbs:** Steadily, Continuously, Generally, Occasionally, Finally, initially  **Errors in the Use of Terms**  **Inaccurate use of terms-** Word usage is very important in the delivery of ideas. Accurate use of words is therefore crucial for your ideas to be clear. Some terms, though they are synonymous, may have different meaning when used in different context.  **Spelling errors-** Words must be spelled correctly to show that you have excellent mastery of words and to avoid creating confusion in the meaning of sentences. When words are not spelled correctly, there will be no meaning derived from 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** |
| A mix of simple and complex sentence forms is used but flexibility is limited.  Examples of more complex structures are not marked by the same level of accuracy as in simple structures.  Errors in grammar and punctuation occur, but rarely impede communication |
| **Suggestion** |
| You will get a higher score if you:   * Do not make errors. * Use a range of appropriate tenses. * Use a range of appropriate structures. * Use both simple and complex sentences. * Use correct punctuation.   **An auxiliary verb** is a verb that adds functional or grammatical meaning to the clause in which it appears, such as to express tense, aspect, modality, voice, emphasis, etc.  for example: Is /Am/Was/Were  **The simple past tense** is used if the action happened and was completed in the past. For periods that are before 2020, you have to use the past tense since the actions happened in the past.  **The past participle**  For regular verbs, adding -ed to the base form creates the past participle.  *For example, the past participle of cook is cooked.*  Past participles formed from irregular verbs may have endings like -en, -t, -d, and -n.  *Examples include swollen, burnt, hoped, and broken.*  \*\*Some past participles remain the same as the base forms of irregular verbs, like set and cut.  **FUNCTION 1:**  Past participles can also function as adjectives that modify nouns.  For example:  In the sentence “She placed the cut flowers in the vase,” the past participle cut modifies the noun flowers.  **FUNCTION 2:**  Past participles can also combine with the verb ***to be*** to create the passive forms of verbs.  For example:  In the sentence “He was taken to the store by his daughter,” the verb form was taken includes the past participle taken and was, which is the past tense of the verb to be.  **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.  Like all things grammar, gerunds do take a tiny bit of detective work to spot. The problem here is that present participles also end with the letters -ing. Besides being able to spot gerunds, you should be able to tell the difference between a gerund and a present participle.  Let’s go back to the definition of a gerund for a moment. Remember that gerunds are words that are formed with verbs but act as nouns. Present participles do not act as nouns. Instead, they act as modifiers or complete progressive verbs. To find gerunds in sentences, just look for a verb + ing that is used as a noun. It’s that simple.  **examples:**  Swimming in the ocean has been Sharon’s passion since she was five years old.  Let’s go dancing at the club tonight.  I delayed telling Jerry the bad news.  Holly decided that flying above the clouds was the most incredible experience she’d ever had.  Bill avoided doing his math assignment because the World Series was on.  **\*\*Often, a possessive noun or pronoun comes before a gerund.**  **examples:**  I hope that you don’t mind my using your pen.  Don’t be mad about my leaving early.  I don’t want you misunderstanding.  You will be amazed by my writing.  **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.  **For example:**  WRONG: Many people consumes junk food in today’s society.  CORRECT: Many people consume junk food in today’s society.  **COMMA (,)**  \*Commas don't just signify pauses in a sentence — precise rules govern when to use this punctuation mark.  \*Commas are needed before coordinating conjunctions, after dependent clauses (when they precede independent clauses), and to set off appositives.  **1. Use a comma before any coordinating conjunction (and, but, for, or, nor, so, yet) that links two independent clauses.**  Example: I went running, and I saw a duck.  An independent clause is a unit of grammatical organization that includes both a subject and verb and can stand on its own as a sentence. In the previous example, "I went running" and "I saw a duck" are both independent clauses, and "and" is the coordinating conjunction that connects them. Consequently, we insert a comma.  If we were to eliminate the second "I" from that example, the second clause would lack a subject, making it not a clause at all. In that case, it would no longer need a comma: "I went running and saw a duck."  **2. Use commas to separate items in a series.**  Example: I saw a duck, a magician, and a liquor store when I went running.  That last comma, known as the serial comma, Oxford comma, or Harvard comma, causes serious controversy. Although many consider it unnecessary, others (including Business Insider) insist on its use to reduce ambiguity.  There's a sentence that demonstrates its necessity perfectly. The sentence, "We invited the clowns, Danny, and Ben." means the speaker sent three separate invitations: one to some clowns, one to Danny, and one to Ben. The version without the Oxford comma, however, takes on an entirely different meaning, potentially suggesting that only one invitation was sent — to two clowns named Danny and Ben. Witness: "We invited the clowns, Danny and Ben."  **3. Use a comma after introductory adverbs.**  Example: Unsurprisingly, I saw a duck when I went running.  Another example: "Finally, I went running."  Many adverbs end in "ly" and answer the question "how?" How did someone do something? How did something happen? Adverbs that don't end in "ly," such as "when" or "while," usually introduce a dependent clause, which rule number two in this post already covered.  Also insert a comma when "however" starts a sentence, too. Phrases like "on the other hand" and "furthermore" and many more also fall into this category.  **4. Use commas before every sequence of three numbers when writing a number larger than 999. (Two exceptions are writing years and house numbers.)**  Example: I saw 10, 000 ducks on my run.  **5. Use commas before the word respectively.**  **example:** Their sons, Ben and Jonathan, were three and six ,respectively. |

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！