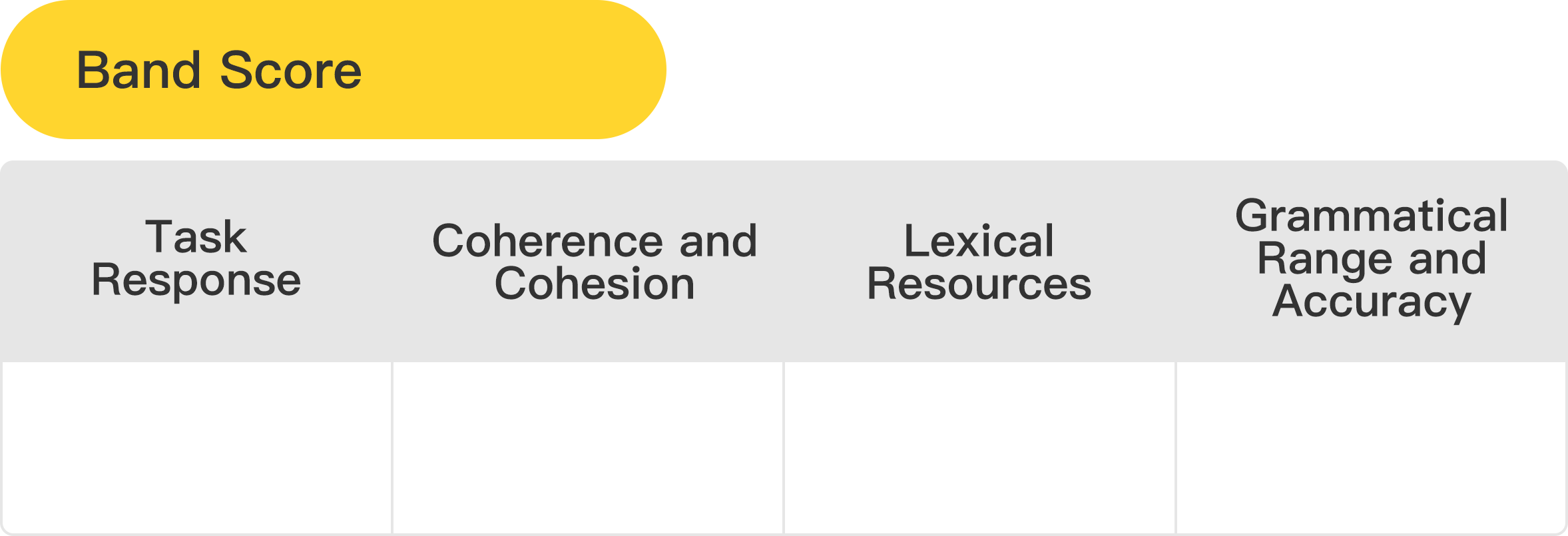


Flizah

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Some people say that the best way to be successful is to get a university education. Others disagree and think that nowadays this is not true. Discuss both views and give your own opinion.



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| What the task is asking for | 1. Discuss why some people say that the best way to be successful is to get a university education. 2. Discuss why others disagree and think that nowadays this is not true. 3. Provide your opinion whether the best way to be successful is to get a university education or nowadays, this is not true. |
| Keywords | Synonyms |
| Some people | Other individuals, certain persons, a few citizens |
| Way | Method, action, measure |
| Successful | Victorious, triumphant, fortunate |
| University education | College degree, tertiary course |
| Disagree | Disapprove, disaccord, oppose |
| Nowadays | Today, at present, currently |

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With the popularization of ~~university education~~ **tertiary course**, the conventional notion is identified that it is the most efficient ~~way~~ **method** to ~~get~~ succeed in **one’s** career, while others ~~disagree~~ **oppose** it. In my opinion, ~~university education~~ **having a college degree** is imperative but not the only element in success.

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| **NOTE: It is good to note that you have a good and brief general statement with inclusion of an appropriate opinion statement matched with proper referencing in your introduction. Great job! However, you can avoid using terms that are used in the task by using synonyms.** |

Undoubtfully, university education plays a prominent role in **a person’s** career**,** especially for those novices and students at the outset of ~~career~~ **their profession** without any work experience. ~~The education~~ **Learning** can be regarded as a certification of the expertise to prove the ability of taking the responsibility of the work to those employers, without it, the ~~employers~~ **managers** cannot acquire the information ~~of~~ **regarding** the self-value of those green hands getting failure in job application. Simultaneously, ~~university education~~ **college degree** is also ~~a certification~~ **an authentication** to demonstrate the study**ing** ability to **gain** new knowledge. It is illustrated that people who ~~get university education~~ **got it** have mastery in ~~studying difficult knowledge~~ **gaining difficult competencies** under the strong ~~study~~ **schooling** tension, which represents the strong ~~ability~~ **skill** to alleviate pressure and to ~~learn new knowledge~~ **be taught about new understanding** which is a symbol of intangible competence in future ~~work~~ **occupation**. Consequently, ~~university education~~ **it** is of the essence in long ~~career~~ **vocation** path to get success.

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| **NOTE: It is good to observe that you have come up with a relevant, clear, and coherent topic sentence aided with appropriate use of cohesive devices for better CC faring. However, consider using variation of terms, punctuations, proper pronouns, articles, and word forms to minimize grammatical and lexical lapses. Nevertheless, you have still composed a comprehensive paragraph. Well done!** |

Nevertheless, it is concerned that university education is just the theory while the practical ability on work is the real competitiveness. The most ~~competitive ability~~ **functional skill** in the real world is the repertoire to solve the ~~practical~~ **empirical** problem instead of the ~~theory~~ **principles** ~~on~~ **in** the book~~, after~~**. After** all, ~~theory is~~ **ideas are** not persuasive in ~~work~~ **the employment** field to get profit. The ultimate purpose of ~~university education~~ **tertiary courses** should be utilizing the ~~theory~~ **concepts** on dealing with the ~~practical problem~~ **pragmatic issues**. The people who can perfectly run it can truly ~~get~~ succeed in **their** career.

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| **NOTE: It is good to observe that your composition is easy to follow as it is well-organized. However, you can address lexical and grammatical corrections by using synonyms, prepositions, punctuations, and pronouns. Nonetheless, you composed a comprehensive and coherent paragraph. Well done!** |

In conclusion, people should strive to balance the theory and the practical problem rather than depend on university education in a vacuum. Success generally not rely on only one factor of ~~university education~~ **college instruction**.

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| **NOTE: You have a good conclusion as it expresses a paraphrased reiteration of your opinion statement in the introduction. Keep up the good work! Overall, you composed a clear, concise, and logical essay with manageable errors.** |

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| **Word count: 301** |
| **Task Response**  *the examiner is looking for* ***4*** *things:*   * ***Answers all parts of the task*** *(you covered all keywords, both topic key words and goals keywords)* * ***Presents a clear position throughout the essay*** *(you stated the topic and your basic answer/s to the task in the introduction, presented details in the body paragraphs, and reiterated your basic answer/s in the conclusion)* * ***Extends supports to main ideas/topic sentences*** *(you included expansions, elaborations and supporting details to the main points given)* * ***Write enough words*** *(should be* ***at least*** *150 for task 1 and 250 for task 2, should not be* ***wordy****)* | **Assessment and Comments** |
| - addresses all parts of the task  - presents a clear position throughout the response  - presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus |
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| **Suggestion and Improvement** |
| *Always stick to the proper formatting provided to you if you want to always get a 7.0 on this criterion.*  You have a good coverage of the essential parts of the essay. You are able to provide ample details to support the position you have taken. In addition, the ideas presented in the body paragraphs are well-introduced through the use of good topic sentences/main ideas, matched with good citations or examples.  However, you can still exert more effort in improving your structuring and wordings to clearly and effectively express your intended meaning. |
| **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** |
| - logically organises information and ideas; there is clear progression throughout  - uses a range of cohesive devices appropriately although there may be some under-/over-use  - presents a clear central topic within each paragraph |
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| **Suggestion** |
| If you use cohesive devices appropriately and observe proper referencing, you can easily ace this department.  NOTE: Here are some other cohesive devices that you can use in your essay:  - LISTING: firstly, secondly, thirdly, fourthly, lastly, but not the least, finally  - ADDING INFO: in addition, additionally, furthermore, moreover, also, not only, but also, as well as, and  - GIVING EXAMPLES: for example, one clear example, for instance, such as, namely, to illustrate, in other words  - RESULTS AND CONSEQUENCES: as a result, consequently, therefore, thus, hence, so, for this reason  - HIGHLIGHTING AND STRESSING: particularly, in particular, specifically, obviously, of course, clearly  - CONCESSIONS AND CONTRASTS: admittedly, however, nevertheless, even though, although, but, despite, in spite of, still on the other hand, by contrast, in comparison, alternatively, another opinion could be  - REASONS AND CAUSES: because, owing to, due to, since, as  - GIVING YOUR OPINION: in my opinion, I think, I believe, I admit, in my view, I concur/agree, I disagree/I cannot accept  Use pronouns as substitute to nouns to show referencing and substitution. |
| **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 a limited range of vocabulary, but this is minimally adequate for the task  - may produce occasional errors in word choice, spelling and/or word formation |
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| **Suggestion** |
| *Always attempt to make use of synonyms or variation of terms to excel in this area.*   1. Provide time to check your essay for errors in the word choice, word form and spelling. This would lessen deductions in your essay. Note that errors in the usage of words may lead to incomprehensible statements.   Use variation of terms or synonyms to avoid over-repetition of a word. In the test, to receive a score of 7.0 or higher for the LR, you should be able to utilize less common words appropriately. |
| **Grammatical Range and Accuracy**  *the examiner is looking for 2**things:*   * ***Accuracy of grammar*** *(how many sentences are error free, what kinds of mistakes were committed, accuracy of simple and complex grammar. Were the errors slips or did they create confusion on the intended meanings )* * ***Range of grammar*** *(uses more complex structures, sentences are clearly organized)* | **Assessment and Comments** |
| - uses a mix of simple and complex sentence forms  - produces frequent error-free sentences |
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| **Suggestion** |
| There were some grammatical slips; and they have totally distorted the presentation and the unity of ideas. Again, as a friendly reminder, make sure that the points and details you provide are clear, therefore, there is a need to avoid errors in the statements.  Please refer to the following grammar tips for your guidance.  1. For **wrong word forms**, we have to review their function as a part of the speech in the sentence, so we can easily figure out how to use them syntactically in our sentence. It is also recommended to look up the word in the dictionary, especially during writing practice.  **2.** The articles ***a* and *an*** are used with singular nouns to indicate that you’re talking about any member of a particular category (e.g. We saw a dog.) The article *the* can be used with singular or plural nouns to indicate that you’re talking about something specific. *We saw the dog* suggests that you’re talking about a specific, familiar dog.  Incorrect This is waste of time!  Correct This is *a* waste of time!  Incorrect I want to take *a* tour of art museum.  Correct I want to take *a* tour of *the* art museum.  3. An **article (*a*, *an*, or *the*)** is a type of determiner. Possessive adjectives (*my*, *his*, *our*), possessive nouns (*Joe’s*, *mother’s*), and quantifiers (*each*, *every*) are also determiners. Single countable nouns usually require a determiner.  Incorrect I left book on table.  Correct I left *a* book on *the* table.  Correct I left *the* book on *a* table.  Correct I left *Bob’s* book on *his* table.  Incorrect Ms. Anderson, school librarian, agreed to chaperone the field trip.  Correct Ms. Anderson, *the* school librarian, agreed to chaperon the field trip.  4. **Prepositions** are function words that indicate how a noun or pronoun phrase relates to the rest of the sentence. Some prepositions, such as *in, on, after, or since,* express temporal or spatial relationships. In other cases, the relationship is more abstract and the best preposition to use may depend on the words around it. These are known as “*dependent prepositions*,” and they do not follow any clear pattern.  Choose prepositions carefully because sometimes changing a preposition can completely change the meaning of the phrase. A good dictionary will provide guidance on which prepositions to use with which words.  Incorrect The library is *in the north side* of the quad.  Correct The library is *on the north side* of the quad.  Incorrect Dave ran *in the room* and told us the news.  Correct Dave ran *into the room* and told us the news.  It’s possible to use two or more prepositions in a row (e.g., *from behind* the door), but sometimes a second preposition is unnecessary (e.g., *alongside of* it).  Incorrect Everyone *except from* Mike ate shoefly pie.  Correct Everyone *except* Mike ate shoefly pie.  Incorrect The geese flew *alongside of* the glider.  Correct The geese flew *alongside* the glider.  Incorrect The government *advocated to* recycling.  Correct The government *advocated* recycling.  **5. Commas (Eight Basic Uses)**  To better understand the use of the comma, begin by learning the following eight basic  uses:  **1. USE A COMMA TO SEPARATE INDEPENDENT CLAUSES.**  Rule: Use a comma before a coordinating conjunction (and, but, yet, so, or nor, for) when it joins  two complete ideas (independent clauses).  1. He walked down the street, and then he turned the corner.  2. You can go shopping with me, or you can go to a movie alone.  **2. USE A COMMA AFTER AN INTRODUCTORY CLAUSE OR PHRASE.**  Rule: Use a comma after an introductory clause or phrase. A comma tells readers that the  introductory clause or phrase has come to a close and that the main part of the sentence is about  to begin.  1. When Evan was ready to iron, his cat tripped on the cord.  2. Near a small stream at the bottom of the canyon, park rangers discovered a gold mine.  **3. USE A COMMA BETWEEN ALL ITEMS IN A SERIES.**  Rule: Use a comma to separate each item in a series; a series is a group of three or more items  having the same function and form in a sentence.  1. We bought apples, peaches, and bananas today. (series of words)  2. Mary promised that she would be a good girl, that she would not bite her brother, and that she  would not climb onto the television. (series of clauses)  3. The instructor looked through his briefcase, through his desk, and around the office for the lost  grade book. (series of phrases)  **4. USE COMMAS TO SET OFF NONRESTRICTIVE CLAUSES.**  Rule: Use commas to enclose clauses not essential to the meaning of a sentence. These  nonessential clauses are called nonrestrictive. Clauses which are essential are called restrictive.  Both restrictive and nonrestrictive clauses may begin with a relative pronoun (such as who, whom,  whose, that, which). A relative pronoun refers to the noun or pronoun that precedes it.  1. Steven Strom, whose show you like, will host a party next week. (nonrestrictive)  2. John, who spent the last three days fishing, is back on the job again. (nonrestrictive)  3. The gentleman who is standing by the fireplace is a well-known composer. (restrictive)  **5. USE A COMMA TO SET OFF APPOSITIVES.**  Rule: An appositive is a noun or noun phrase that renames a nearby noun. Appositives offer  nonessential information. Nonrestrictive appositives are set off with commas; restrictive  appositives are not.  1. Alexander Pope, the Restoration poet, is famous for his monologues. (appositive)  2. The poet Pope is famous for his monologues. (no appositive)  3. The New York Jets, the underdogs, surprised everyone by winning the Super Bowl.  (appositive)  **6. USE A COMMA TO INDICATE DIRECT ADDRESS.**  Rule: When a speaker in a sentence names the person to whom he is speaking, this addressing  of his audience is called direct address. Direct address is indicated by the use of a comma or  commas, depending upon its placement within the sentence.  1. I think, John, you’re wrong.  2. John, I think you’re wrong.  3. I think you’re wrong, John.  **7. USE COMMAS TO SET OFF DIRECT QUOTATIONS.**  Rule: A dialogue is a conversation between two or more people. If the speaker (not the listener) in  the conversation is identified, his name, (or the noun or pronoun used to refer to the speaker), and  the verb that refers to his speaking are enclosed within commas.  1. Mary said, “I dislike concerts because the music is too loud.”  2. “I dislike concerts because the music is too loud,” she said.  3. “I dislike concerts,” proclaimed Mary, “because the music is too loud.”  **8. USE COMMAS WITH DATES, ADDRESSES, TITLES, AND NUMBERS.**  Rules for dates: In dates, the year is set off from the rest of the sentence with a pair of commas.  Ex: On December 12, 1890, orders were sent out for the arrest of Sitting Bull.  Rules for addresses: The elements of an address or place name are separated by commas. A zip  code, however, is not preceded by a comma.  Ex: John Lennon was born in Liverpool, England, in 1940.  Ex: Please send the letter to Greg Carvin at 708 Spring Street, Washington, IL 61571.  Rules for titles: If a title follows a name, separate the title from the rest of the sentence with a pair  of commas.  Ex: Sandra Belinsky, MD, has been appointed to the board.  Rules for numbers: In numbers more than four digits long, use commas to separate the numbers  into groups of three, starting from the right. In numbers four digits long, a comma is optional.  Ex: 3,500 [or 3500]  Ex: 100,000  Ex: 6,000,000  6. When you join two independent clauses with a comma and no conjunction, it’s called a **comma splice.** Some people consider this a type of run-on sentence, while other people think of it as a punctuation error.  • There are three ways to fix a comma splice. You can add a conjunction, change the comma to a semicolon, or make each independent clause its own sentence.  • A comma splice is particular kind of comma mistake that happens when you use a comma to join two independent clauses.  Example:  Koala bears are not actually bears, they are marsupials.  \*\*When you have two independent clauses, a comma is not strong enough to glue them together.  **How to Fix a Comma Splice**  • There are three common ways to fix a comma splice.  Example:  I am not angry with you, I am not happy with you, either.  • **Fix #1: Add a Conjunction**  -One way to fix a comma splice is to add a conjunction immediately after the comma. With most comma splices, the conjunction you’ll want to add is probably and, but, or so.  Example:  I am not angry with you, but I am not happy with you, either.  • **Fix #2: Change the Comma to a Semicolon**  -If adding a conjunction doesn’t seem to work, you can change the comma to a semicolon instead. Unlike commas, semicolons are strong enough to glue two independent clauses together.  Example:  I am not angry with you; I am not happy with you, either.  \*\*If you decide to use a semicolon, make sure there is a close, logical connection between the two independent clauses.  • **Fix #3: Make Separate Sentences**  -If adding a conjunction doesn’t seem to work and using a semicolon feels too stuffy, you can fix a comma splice by simply making each independent clause a separate sentence.  Example:  I am not angry with you. I am not happy with you, either. |

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