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Part A: Reading

Passage 1: Best Ice cream



Advised by
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ENGLISH II READER FOR GENERAL DEPARTMENTS

Read the passage and choose the correct option A/B/C/D for the following questions 1-7.

For two months, I have been trying to decide who makes the best ice cream. I have narrowed it down to my four favorite manufacturers: Randolph Farms, Goodies, Disco, and Twinkle.

Let's start with Randolph Farms. Randolph Farms makes very good ice cream. They have lots of different flavors, but this doesn't really matter to me. That's because I always get coffee flavor. They make the best coffee ice cream in the world. I've never had hot coffee (the drink) but people tell me that Randolph Farms coffee ice cream tastes just like the real thing. Also, Randolph Farms uses all natural ingredients to make their ice cream. This is a good idea, I think.

Second, we have Goodies. Goodies makes excellent ice cream. Like Randolph Farms, Goodies uses all natural ingredients. They only make three different flavors—strawberry, vanilla, and chocolate—but they make them very well. The strawberry is amazing. Every bite of it reminds me of the strawberries that I used to pick behind my old house. The vanilla is wonderful. It is very smooth and has a refreshing, creamy taste. The chocolate is outstanding. It is made with real cocoa beans from Bolivia. I didn't know where Bolivia is so I decided to look for it on a map. After hunting awhile, I discovered that it is in South America! That's a long way to go to get cocoa, so it must be good. I would say that the only drawback to Goodies ice cream is that they only make three different flavors.

Third, we have Disco. Disco ice cream is okay. They don't have many good flavors. Actually, the only Disco flavor I like is Bubblegum. It is vanilla ice cream with little chunks of bubblegum in it. After you eat the ice cream, you can blow bubbles with the gum. That's pretty fun.

Finally, there is Twinkle. Twinkle ice cream is mediocre. The only good thing about Twinkle is that it is relatively inexpensive. You can buy a whole carton of Twinkle ice cream for \$4.50. That's only two weeks' allowance for me.

Questions 1-7: Read the passage and choose the correct option A/B/C/D for the following.

(1) Which of the following would be the best title for this passage?

- A. Strawberry, Vanilla, Chocolate, and Bubblegum Too!
- B. The Four Top Ice Cream Manufacturers
- C. The Finest Ice Cream in the World
- D. Picking the Best Ice Cream Manufacturer

(2) According to the passage, the author likes Randolph Farms ice cream because it –

I. is all natural.

II. is made in Bolivia.

III. comes in many flavors.

- A. I only B. I and II only C. II and III only D. I, II, and III

(3) In paragraph 3 the author writes, "That's a long way to go to get cocoa, so it must be good." Using this information, we can understand that the author believes that

- A. Goodies loses money on sales of chocolate ice cream.
- B. Bolivia makes the best cocoa in the world.
- C. things that are hard to get must be high quality.
- D. cocoa from the United States is not very good.

(4) According to the passage, the author likes Disco ice cream because it -

- A. is relatively inexpensive.
- B. has bubblegum in it.
- C. is made in Bolivia.
- D. is okay.

(5) According to the passage, how is Randolph Farms ice cream different than Goodies?

I. Randolph Farms has many different flavors and Goodies does not.

II. Randolph Farms uses all natural ingredients and Goodies does not.

III. Randolph Farms is very expensive and Goodies is not.

- A. I only B. I and II only C. II and III only D. I, II, and III

(6) According to the author, what is the only drawback to Goodies ice cream?

- A. cheap ingredients B. expensive price
- C. mediocre quality D. a lack of flavors

(7) Given the information included in the passage, which of the following statements would the author most likely agree with?

- A. Each manufacturer has its strengths and weaknesses.

- B. The best manufacturers are the ones with the most flavors.
- C. Goodies is certainly not the best manufacturer, as they only have three flavors.
- D. Each manufacturer is good for different reasons.

Questions 8-12: State *YES* if you agree, *NO* if you disagree and *NOT GIVEN* if there is no information.

- 8)** Randolph makes the best coffee ice cream in the world.
- 9)** Goodies makes lots of different flavors.
- 10)** The chocolate ice cream made by Disco does not taste good.
- 11)** One can buy a whole carton of Twinkle ice cream for a little amount of money.
- 12)** Goodies is the only farm that uses all natural ingredients.

Passage 2: Clock Watches



Read the information about “Clock-watches” and justify the given statements as Yes/No/Not Given.

The first timepieces that were worn are the so-called clock-watches of the mid 16th century. They were quite different from the modern day wristwatch in several respects. They were made almost completely from brass and were not round but cylindrical in shape with a hinged metal cover instead of a glass face. This was in the form of a grill so that the hour hand – there was no minute hand or second hand – could be seen without opening it. Another difference was that these clock-watches were almost entirely decorative in purpose and were worn in the same way as a necklace or a brooch, typically being attached to the clothing or hung around the neck. Part of the reason for this is that the many of the first watch makers were jewellers by trade, men who had to find a new form of work after Calvin banned the wearing of jewellery in 1547. So they brought the skills of ornamentation to their new craft. So while the most famous clock-watches were the plain Nuremburg Eggs made by Peter Henlein, who is sometimes credited with the invention of the watch, the designs rapidly became increasingly ornate and included shapes such as flowers, stars and animals. Indeed, the nobility, who were the only people able to afford these timepieces, bought them almost exclusively for their appearance and not for timekeeping purposes for the simple reason that they would often gain or lose several hours in the course of a day.

- (1) Clock-watches were the first timepieces.
- (2) Clock-watches were very popular among the users.
- (3) Clock-watches were used in 1550.
- (4) Clock-watches were round shaped.
- (5) Clock-watches only had one hand.

- (6) Clock-watches had glass face as the cover.
- (7) The ban on wearing jewellery brought ornamentation in the clock-watches.
- (8) Peter Henlein first worked as a jeweler.
- (9) All the first clock-watches were ornate.
- (10) People from all strata could manage to buy Nuremburg Eggs.

Passage 3: Holiday Cottage



Self-Catering Holiday Cottages in the Lake District National Park

At Lilliput Farm we have three cottages for rent as self-catering holiday accommodation. We have been awarded 4 stars in the Holiday Accommodation Accreditation Service for excellence in quality and service.

Dairymaid's Loft is situated above the barn under the eaves. It is the largest of the properties, having one double bedroom with en suite, a twin room and a single room. There is also a sofa-bed in the living room. There is a large kitchen, a living room, dining room and newly-fitted bathroom. Please note that, since the entire property is on the first floor, and the stairs are steep, the accommodation is not suitable for the elderly, the infirm, pets and very young children.

Shepherd's Rest is suitable for up to four occupants. There is a double bedroom and a twin room with bunk-beds. There is a small kitchen and a large living room. There is a shower room with separate WC. The accommodation is spread over two floors. Pets are allowed, but we request that they are kept downstairs.

Haymaker's Den is a one-bedroom cottage at ground floor level. There is also a sofa bed in the living room which can sleep two people. It has a large living area comprising a kitchen/diner and living space. There is a ramp leading up to the property, and the large bathroom is fitted so as to be suitable for wheelchair users and people who use walking aids. We ask that pets are not brought into this property.

All the properties have: a television, CD player and DVD player. *Dairymaid's Loft* and *Haymaker's Den* have Sky Television. *Shepherd's Rest* has wi-fi access. Cots can be provided to all properties, but please note that *Dairymaid's Loft* may be unsuitable for toddlers and crawling babies. All properties have a washing machine, fridge freezer and microwave. *Dairymaid's Loft* also has a dishwasher and a tumble drier. The cottages share an outside area with swings, a patio and barbecue area. Outdoor furniture is available in the barn.

All cottages have electric power. None are fitted with gas. Electricity is paid via a meter. You will receive a £10 worth of electricity at the beginning of your stay with our compliments (£5 for short breaks). After that, you will need to add money to the meter. *Shepherd's Rest* also has a wood-burning stove. Guests will receive one complimentary basket of wood. Subsequent baskets can be purchased for £2 each. Please help yourself to wood in the barn and put money in the honesty box.

Cottages can be booked by the week or for short breaks. Short breaks are either Fridays – Mondays (3 nights) or Mondays to Fridays (4 nights). Discounts are available in the low season (October to March). Couples staying in *Dairymaid's Loft* and *Shepherd's Rest* can also get a two-person discount. Week-long bookings are on a Saturday – Saturday basis. We regret that it is not possible to accommodate arrivals on Fridays. We ask that guests arrive after 3pm and vacate the property by 10.30 on their departure date, so allow us to clean and prepare the properties for the next guests.

To make a booking, you will need to make a deposit of fifty percent up front. The remainder is payable one month before your arrival. (If you make a booking less than a month in advance, you must pay the entire amount up front). If you need to cancel your stay, you will receive a complete refund if you contact us 30 days in advance of your booking. Cancellations made two weeks in advance will receive a 60% discount. We regret that we cannot give a discount for cancellations made less than two weeks in advance.

Read the information below and answer the questions 1 – 11.

Question 1-6 : Which of the cottages is most suitable for the following guests?

List of Cottages	
A	<i>Dairymaid's Loft</i>
B	<i>Shepherd's Rest</i>
C	<i>Haymaker's Den</i>

- (1) An elderly couple, one of whom uses a walking frame
- (2) A family of two adults and two children, the youngest being 3 years old
- (3) A group of six young adults
- (4) Someone who wants to use the internet during their stay
- (5) Someone who doesn't want to wash up while on holiday
- (6) A family with a dog

Question 7- 11: Answer the following questions.

9

- (7) What is the recent achievement of the Lilliput Farm? (2)

(8) What home appliances are available in the cottages? (2)

(9) When can one get discount? (1)

(10) What is the check-in and check-out time? (1)

(11) What is the cancellation policy? (3)

Passage 4: Workplace Dismissals



Before the dismissal

A If an employer wants to dismiss an employee, there is a process to be followed. Instances of minor misconduct and poor performance must first be addressed through some preliminary steps.

B Firstly, you should be given an improvement note. This will explain the problem, outline any necessary changes and offer some assistance in correcting the situation. Then, if your employer does not think your performance has improved, you may be given a written warning. The last step is called a final written warning which will inform you that you will be dismissed unless there are improvements in performance. If there is no improvement, your employer can begin the dismissal procedure.

C The dismissal procedure begins with a letter from the employer setting out the charges made against the employee. The employee will be invited to a meeting to discuss these accusations. If the employee denies the charges, he is given the opportunity to appear at a formal appeal hearing in front of a different manager. After this, a decision is made as to whether the employee will be let go or not.

Dismissals

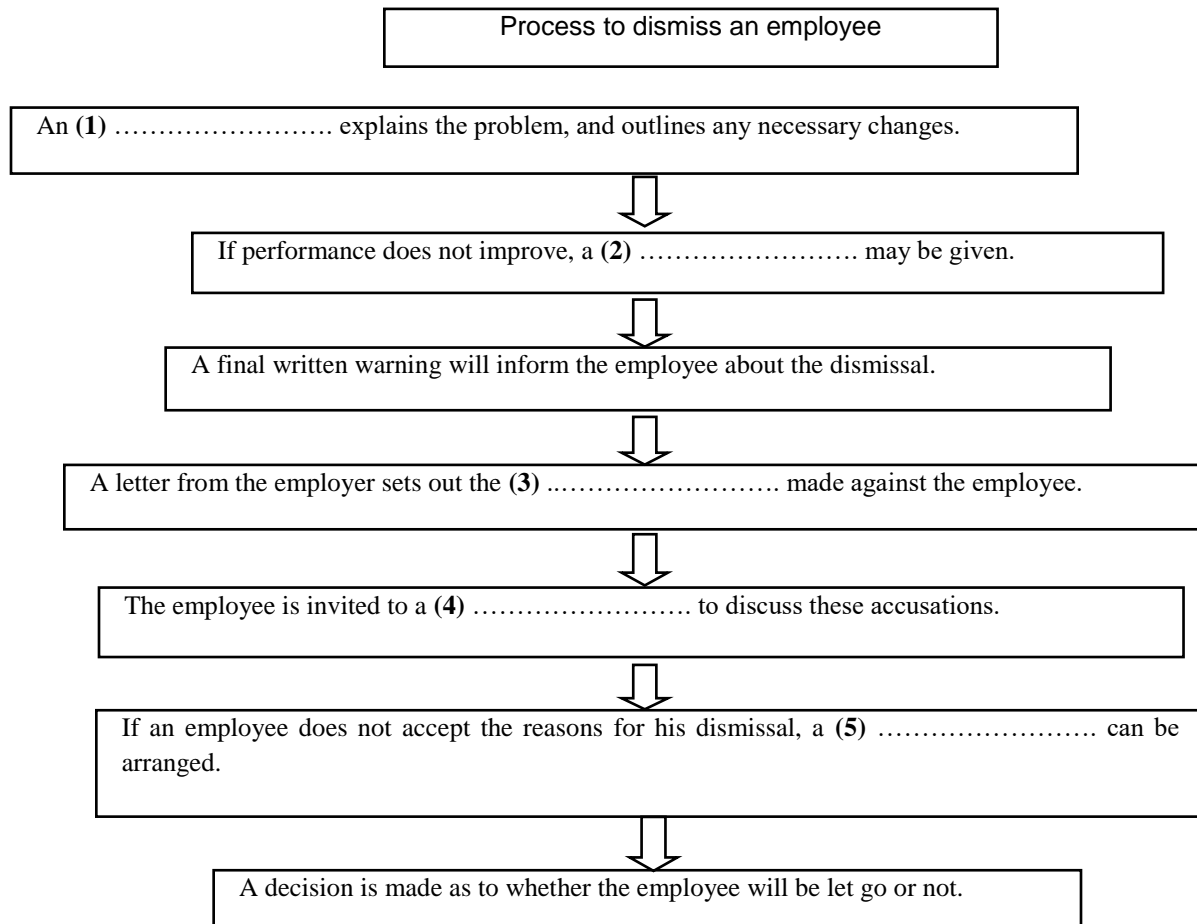
D Of the various types of dismissal, a fair dismissal is the best kind if an employer wants an employee out of the workplace. A fair dismissal is legally and contractually strong and it means all the necessary procedures have been correctly followed. In cases where an employee's misconduct has been very serious, however, an employer may not have to follow all of these procedures. If the employer can prove that the employee's behaviour was illegal, dangerous or severely wrong, the employee can be dismissed immediately: a procedure known as summary dismissal.

E Sometimes a dismissal is not considered to have taken place fairly. One of these types is wrongful dismissal and involves a breach of contract by the employer. This could involve dismissing an employee without notice or without following proper disciplinary and dismissal procedures. Another type, unfair dismissal, is when an employee is sacked without good cause.

F There is another kind of dismissal, known as constructive dismissal, which is slightly peculiar because the employee is not actually openly dismissed by the employer. In this case the employee is forced into resigning by an employer who tries to make significant changes to the original contract. This could mean an employee might have to work night shifts after originally signing on for day work, or he could be made to work in dangerous conditions.

Read the text on ‘Workplace dismissals’ and answer the following questions (1-8).

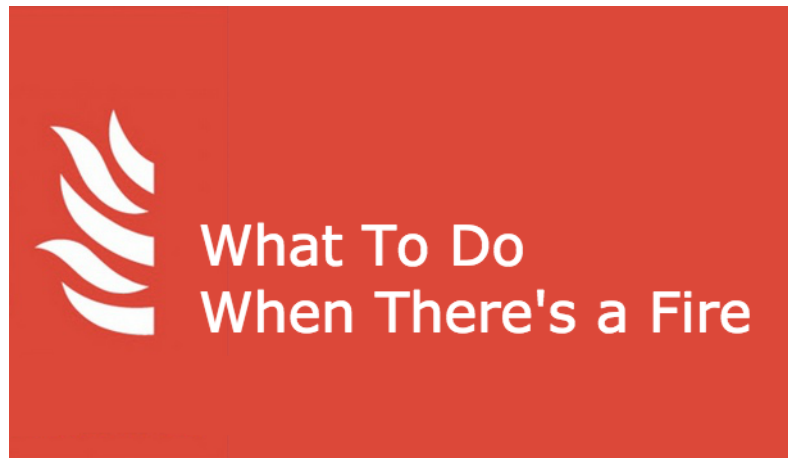
Questions 1-5: Complete the flow chart below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.



Questions 6 - 8: Match the headings below with the paragraphs of the text.

- (6) Fair and summary dismissals
- (7) Wrongful and unfair dismissals
- (8) Steps before the dismissal procedure

Passage 5: What to do in a fire?



Fire drills are a big part of being safe in school: They prepare you for what you need to do in case of a fire. But what if there was a fire where you live? **Would you know what to do?** Talking about fires can be scary because no one likes to think about people getting hurt or their things getting burned. But you can feel less worried if you are prepared.

It's a good idea for families to talk about what they would do to escape a fire. Different families will have different strategies. Some kids live in one-story houses and other kids live in tall buildings. You'll want to talk about escape plans and escape routes, so let's start there.

Know Your Way Out

An escape plan can help every member of a family get out of a burning house. The idea is to get outside **quickly and safely**. Smoke from a fire can make it hard to see where things are, so it's important to learn and remember the different ways out of your home. How many exits are there? How do you get to them from your room? It's a good idea to have your family draw a map of the escape plan.

It's possible one way out could be blocked by fire or smoke, so you'll want to know where other ones are. And if you live in an apartment building, you'll want to know the best way to the stairwell or other emergency exits.

Safety Steps

If you're in a room with the door closed when the fire breaks out, you need to take a few extra steps:

- Check to see if there's heat or smoke coming in the cracks around the door. (You're checking to see if there's fire on the other side.)
- If you see smoke coming under the door — **don't open the door!**
- If you don't see smoke — touch the door. If the door is hot or very warm — **don't open the door!**
- If you don't see smoke — and the door is not hot — then use your fingers to lightly touch the doorknob. **If the doorknob is hot or very warm — don't open the door!**

If the doorknob feels cool, and you can't see any smoke around the door, you can open the door very carefully and slowly. When you open the door, if you feel a burst of heat or smoke pours

into the room, quickly shut the door and make sure it is really closed. If there's no smoke or heat when you open the door, **go toward your escape route exit.**

Read the text below and answer **Questions 1–12.**

Questions 1-6

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **1-6** on your answer sheet.

1. While some might live in a tall buildings, others might live in a _____.
2. Important thing is to talk with your kids about escape _____ and _____.
3. Making a _____ is a good idea, it can help you escape.
4. If you live in an apartment, you have to know the way to the staircase or other _____.
5. You can only open the door if the _____ is not hot and you can't see smoke around the door.
6. You should immediately close the door, if smoke _____ into the room

Questions 7–11

Do the following statements agree with the information given in Reading Section 3?

In boxes **7-11** on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

7. It is important to have a strategy before escaping the fire.
8. You should mark different ways out of your home on the map.
9. If you're stuck in a room, and see smoke coming from the other room, you should open the door and ran to the exit.
10. Hot door means you shouldn't open it to escape.
11. If you open the door and everything seems fine, go straight to the exit.

Question 12

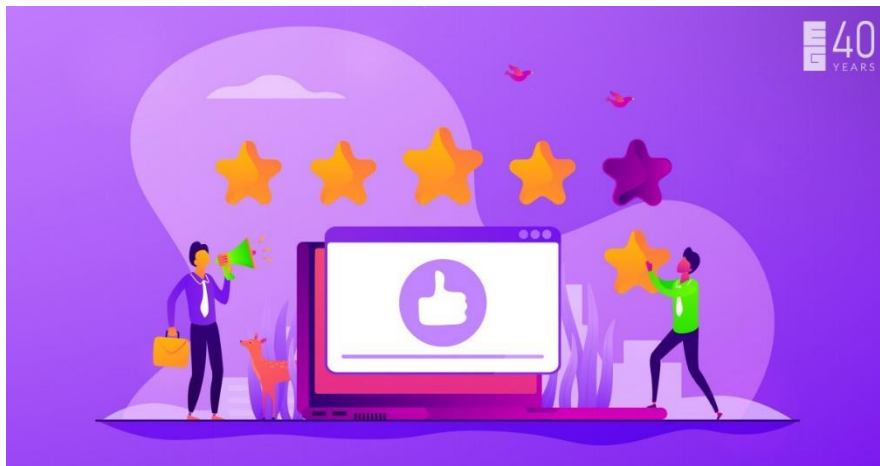
Choose the correct letter, **A, B, C** or **D.**

Write the correct letter in box 40 on your answer sheet.

12. This article is mainly aimed at helping:

- A** ☐ Children
- B** ☐ Children and their parents
- C** ☐ Only parents
- D** ☐ Teachers at schools

Passage 6: Reviews of Companies



1. The Vitamin Shoppe: 1,946 part-time openings.

The Vitamin Shoppe is a New Jersey-based retailer of nutritional supplements. They also operate stores in Canada under the name "Vita Path". The company provides approximately 8,000 different SKU's of supplements through its retail stores and over 20,000 different SKU's of supplements through its online retail websites.

Employee Review: "Good growth opportunities and stores opening all over the US all year 'round. Company based out of NJ, so more progressive policies on employment and benefits. Good vacation, health, and dental benefits. Payment is above average. Good policies on customer service interaction as well. Focus on Customer service vs. pushing products."

2. Chipotle: 1,553 part-time openings.

Chipotle is known for its use of organic meats throughout its more than 1,500 restaurants, which are located in 45 states. Since having been founded in 1993, the chain has since exploded and now counts some 37,000 employees. It is a pioneer in the "fast casual" dining movement.

Employee Review: "The people I work with are awesome and the food is good. It pays my bills and makes me laugh. The schedule is super flexible but it's a lot of work. If you're looking for something easy and laid back, keep looking."

3. Advantage Sales & Marketing: 1,742 part-time openings.

Advantage Sales & Marketing provides outsourced sales, merchandising, and marketing services to consumer goods and food product manufacturers and suppliers. Owning more than 65 offices in the US and Canada, ASM does merchandising for 1,200 clients -- including Johnson & Johnson, Mars, Unilever, Energizer.

Employee Review: "Long lasting business, able to adapt to changes in market. Well-thought out schedule, and flexible time off for both vacation and illness."

4. Universal Protection Service: 1,219 part-time openings.

Universal Protection Service is one of the largest providers of security services in the U.S. They offer an expansive range of security solutions for airports, healthcare facilities, office buildings,

and more.

Employee Review: "Good pay depending on where you work. Room for advancement based on availability. Better company than any other I have worked for in security."

5. PSA Healthcare: 1,295 part-time openings

PSA Healthcare, also known as Pediatric Services of America, provides comprehensive home health services through a branch of office across the United States. The company is headquartered in Atlanta.

Employee Review: "I love working one-on-one with the pediatric patient and their families. You have the time needed to give great compassionate care! Office staff and supervisors are very good with both employees and clients. There is a lot of flexibility with staffing. I never received grief for requesting a day off."

Questions 1-9

Choose the correct letter, **A, B, C** or **D**.

Write the correct letter in boxes **1–9** on your answer sheet.

1. Which offer has the most part-time openings?

- A** ☐ Chipotle
- B** ☐ PSA Healthcare
- C** ☐ The Vitamin Shoppe
- D** ☐ Advantage Sales & Marketing

2. Which of these companies operate both in USA and Canada?

- A** ☐ The Vitamin Shoppe and Advantage Sales & Marketing
- B** ☐ PSA Healthcare and Advantage Sales & Marketing
- C** ☐ Chipotle and PSA Healthcare
- D** ☐ PSA Healthcare and The Vitamin Shoppe

3. Review of which company says that it is the best security company he/she worked for?

- A** ☐ Chipotle
- B** ☐ The Vitamin Shoppe
- C** ☐ Universal Protection Service
- D** ☐ PSA Healthcare

4. Which company was founded in 1993?

- A** ☐ The Vitamin Shoppe
- B** ☐ Universal Protection Service
- C** ☐ PSA Healthcare
- D** ☐ Chipotle

5. Main office of which company is situated in Atlanta?

- A ☐ The Vitamin Shoppe
- B ☐ PSA Healthcare
- C ☐ Chipotle
- D ☐ Advantage Sales & Marketing

6. Vita Path is the other name of which company?

- A ☐ PSA Healthcare
- B ☐ Universal Protection Service
- C ☐ The Vitamin Shoppe
- D ☐ Advantage Sales & Marketing

7. Which review doesn't mention a comfortable timetable?

- A ☐ Chipotle
- B ☐ Advantage Sales & Marketing
- C ☐ The Vitamin Shoppe
- D ☐ PSA Healthcare

8. Which company is described as a long lasting business?

- A ☐ PSA Healthcare
- B ☐ Advantage Sales & Marketing
- C ☐ Universal Protection Service
- D ☐ Chipotle

9. Organic meat is used by what company?

- A ☐ Chipotle
- B ☐ The Vitamin Shoppe
- C ☐ Advantage Sales & Marketing
- D ☐ None of them

Questions 10-15

Do the following statements agree with the information given in Section 2?

In boxes **10–15** on your answer sheet, write

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 10.** The Vitamin Shoppe has an above average salary, according to the review.
- 11.** Reviewer of the company Chipotle says that working there is both fun and earns enough money.
- 12.** Advantage Sales & Marketing owns 65 offices all over the world.
- 13.** Universal Protection Service offers various security services in the USA.
- 14.** Reviewer of the PSA Healthcare praises its high wages.
- 15.** None of the offers included an approximate salary in the description.

Passage 7: How Babies Learn Language



During the first year of a child's life, parents and care takers are concerned with its physical development; during the second year, they watch the baby's language development very carefully. It is interesting just how easily children learn the language. Children who are just three or four years old, who cannot yet tie their shoelaces, are able to speak in full sentences without any specific language training.

The current view of child language development is that it is an instinct – something as natural as eating or sleeping. According to experts in this area, this language instinct is innate – something each of us is born with. But this prevailing view has not always enjoyed widespread acceptance.

In the middle of last century, experts of the time, including a renowned professor at Harvard University in the United States, regarded child language development as the process of learning through mere repetition. Language “habits” developed as young children were rewarded for repeating language correctly and ignored or punished when they used incorrect forms of language. Over time, a child, according to this theory, would learn a language much like a dog might learn to behave properly through training.

Yet even though the modern view holds that language is instinctive, experts like Assistant Professor Lise Eliot are convinced that the interaction a child has with its parents and caregivers is crucial to its developments. The language of the parents and caregivers act as models for the developing child. In fact, a baby's day-to-day experience is so important that the child will learn to speak in a manner very similar to the model speakers it hears.

Given that the models parents provide are so important, it is interesting to consider the role of “baby talk” in the child’s language development. Baby talk is the language produced by an adult speaker who is trying to exaggerate certain aspects of the language to capture the attention of a young baby.

Dr Roberta Golinkoff believes that babies benefit from baby talk. Experiments show that immediately after birth babies respond more to infant-directed talk than they do to adult-directed talk. When using baby talk, people exaggerate their facial expressions, which helps the baby to begin to understand what is being communicated. She also notes that the exaggerated nature and repetition of baby talk helps infants to learn the difference between sounds. Since babies have a

great deal of information to process, baby talk helps. Although there is concern that baby talk may persist too long, Dr Golinkoff says that it stops being used as the child gets older, that is, when the child is better able to communicate with the parents.

Professor Jusczyk has made a particular study of babies' ability to recognise sounds, and says they recognise the sound of their own names as early as four and a half months. Babies know the meaning of Mummy and Daddy by about six months, which is earlier than was previously believed. By about nine months, babies begin recognizing frequent patterns in language. A baby will listen longer to the sounds that occur frequently, so it is good to frequently call the infant by its name.

An experiment at Johns Hopkins University in USA, in which researchers went to the homes of 16 nine-month-olds, confirms this view. The researchers arranged their visits for ten days out of a two week period. During each visit, the researcher played an audio tape that included the same three stories. The stories included odd words such as "python" or "hornbill", words that were unlikely to be encountered in the babies' everyday experience. After a couple of weeks during which nothing was done, the babies were brought to the research lab, where they listened to two recorded lists of words. The first list included words heard in the story. The second included similar words, but not the exact ones that were used in the stories.

Jusczyk found the babies listened longer to the words that had appeared in the stories, which indicated that the babies had extracted individual words from the story. When a control group of 16 nine-month-olds, who had not heard the stories, listened to the two groups of words, they showed no preference for either list.

This does not mean that the babies actually understand the meanings of the words, just the sound patterns. It supports the idea that people are born to speak, and have the capacity to learn language from the day they are born. This ability is enhanced if they are involved in conversations. And, significantly, Dr Eliot reminds parents that babies and toddlers need to feel they are communicating. Clearly, sitting in front of the television is not enough; the baby must be having an interaction with another speaker.

QUESTIONS 1-6

Complete the summary below. Choose no more than **THREE WORDS AND/OR NUMBERS** from the passage and write them in boxes **1-6** on your answer sheet.

The study of **1** in very young children has changed considerably in the last 50 years. It has been established that children can speak independently at age **2**, and that this ability is innate. The child will, in fact, follow the speech patterns and linguistic behaviour of its care takers and parents who act as **3**

Babies actually benefit from "baby talk", in which adults **4** both sounds and facial expressions. Babies' ability to **5** sound patterns rather than words comes

earlier than was previously thought. It is very important that babies are included in 6
.....

QUESTIONS 7-12

Do the following statements agree with the views of the writer in the passage “**How babies learn language**”?

In boxes 7-12 on your answer sheet write –

YES if the statement agrees with the writer
NO if the statement does not agree with the writer
NOT GIVEN if there is no information about this in the passage

7. Children can learn their first language without being taught.
8. From the time of their birth, humans seem to have an ability to learn language.
9. According to experts in the 1950s and '60s, language learning is very similar to the training of animals.
10. Repetition in language learning is important, according to Dr Eliot.
11. Dr Golinkoff is concerned that “baby talk” is spoken too much by some parents.
12. The first word a child learns to recognise is usually “Mummy” or “Daddy”.

Passage 8: The Science of Sleep



We spend a third of our lives doing it. Napoleon, Florence Nightingale and Margaret Thatcher got by on four hours a night. Thomas Edison claimed it was waste of time.

So why do we sleep? This is a question that has baffled scientists for centuries and the answer is, no one is really sure. Some believe that sleep gives the body a chance to recuperate from the day's activities but in reality, the amount of energy saved by sleeping for even eight hours is miniscule - about 50 kCal, the same amount of energy in a piece of toast.

With continued lack of sufficient sleep, the part of the brain that controls language, memory, planning and sense of time is severely affected, practically shutting down. In fact, 17 hours of sustained wakefulness leads to a decrease in performance equivalent to a blood alcohol level of 0.05% (two glasses of wine). This is the legal drink driving limit in the UK.

Research also shows that sleep-deprived individuals often have difficulty in responding to rapidly changing situations and making rational judgements. In real life situations, the consequences are grave and lack of sleep is said to have been be a contributory factor to a number of international disasters such as *Exxon Valdez*, Chernobyl, Three Mile Island and the *Challenger* shuttle explosion.

Sleep deprivation not only has a major impact on cognitive functioning but also on emotional and physical health. Disorders such as sleep apnoea which result in excessive daytime sleepiness have been linked to stress and high blood pressure. Research has also suggested that sleep loss may increase the risk of obesity because chemicals and hormones that play a key role in controlling appetite and weight gain are released during sleep.

What happens when we sleep?

What happens every time we get a bit of shut eye? Sleep occurs in a recurring cycle of 90 to 110 minutes and is divided into two categories: non-REM (which is further split into four stages) and REM sleep.

Non-REM sleep

Stage one: Light Sleep

During the first stage of sleep, we're half awake and half asleep. Our muscle activity slows down and slight twitching may occur. This is a period of light sleep, meaning we can be awakened easily at this stage.

Stage two: True Sleep

Within ten minutes of light sleep, we enter stage two, which lasts around 20 minutes. The breathing pattern and heart rate start to slow down. This period accounts for the largest part of human sleep.

Stages three and four: Deep Sleep

During stage three, the brain begins to produce delta waves, a type of wave that is large (high amplitude) and slow (low frequency). Breathing and heart rate are at their lowest levels.

Stage four is characterised by rhythmic breathing and limited muscle activity. If we are awakened during deep sleep we do not adjust immediately and often feel groggy and disoriented for several minutes after waking up. Some children experience bed-wetting, night terrors, or sleepwalking during this stage.

REM sleep

The first rapid eye movement (REM) period usually begins about 70 to 90 minutes after we fall asleep. We have around three to five REM episodes a night.

Although we are not conscious, the brain is very active - often more so than when we are awake. This is the period when most dreams occur. Our eyes dart around (hence the name), our breathing rate and blood pressure rise. However, our bodies are effectively paralysed, said to be nature's way of preventing us from acting out our dreams.

After REM sleep, the whole cycle begins again.

How much sleep is required?

There is no set amount of time that everyone needs to sleep, since it varies from person to person. Results from the sleep profiler indicate that people like to sleep anywhere between 5 and 11 hours, with the average being 7.75 hours.

Jim Horne from Loughborough University's Sleep Research Centre has a simple answer though: "The amount of sleep we require is what we need not to be sleepy in the daytime."

Even animals require varied amounts of sleep:

Species	Average total sleep time per day
Python	18 hrs
Tiger	15.8 hrs
Cat	12.1 hrs
Chimpanzee	9.7 hrs
Sheep	3.8 hrs
African elephant	3.3 hrs
Giraffe	1.9 hr

The current world record for the longest period without sleep is 11 days, set by Randy Gardner in 1965. Four days into the research, he began hallucinating. This was followed by a delusion where he thought he was a famous footballer. Surprisingly, Randy was actually functioning quite well at the end of his research and he could still beat the scientist at pinball.

Questions 1–8

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–8 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

1. Thomas Edison slept 4 hours a night.
2. Scientists don't have a certain answer for why we have to sleep.
3. Lack of sleep might cause various problems.
4. Sleep-deprivation may be the cause of anorexia.
5. There are four stages of the REM sleep.
6. According to Jim Horne, we need to sleep as much as it takes to not be sleepy during the day.
7. Giraffes require less sleep than dogs.
8. After four sleepless days, Randy had a delusion about him being a football celebrity.

Questions 9–13

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 9–13 on your answer sheet.

9. During the Light Sleep stage:

- A. ☐ Muscle activity increases
- B. ☐ Jiggling might occur
- C. ☐ It is not easy to be woken up
- D. ☐ After waking up, one may experience slight disorientation

10. Heart rate is at the lowest level during:

- A. ☐ Light Sleep stage
- B. ☐ Rem Sleep
- C. ☐ True Sleep stage
- D. ☐ Third Sleep stage

11. The brain activity is really high:

- A. ☐ During REM sleep
- B. ☐ During the stage of True Sleep

- C. ☐ When we are awake
- D. ☐ During the Deep sleep stage

12. Humans require at least:

- A. ☐ 7.75 hours of sleep
- B. ☐ 5 hours of sleep
- C. ☐ 8 hours
- D. ☐ There is no set amount of time

13. Pythons need:

- A. ☐ Less sleep than tigers
- B. ☐ Twice as much sleep as cats
- C. ☐ Almost ten times more sleep than giraffes
- D. ☐ More sleep than any other animal in the world

Questions 14–16

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** from the passage for each answer.

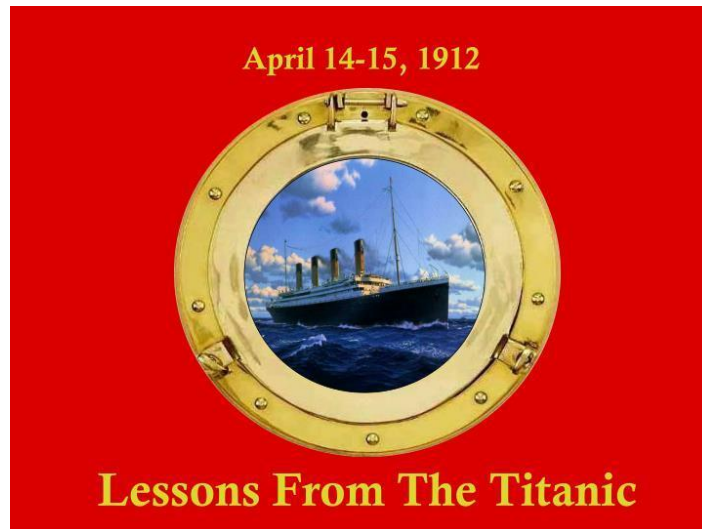
Write your answers in boxes 14–16 on your answer sheet.

14. If we continually lack sleep, the specific part of our brain that controls language, is _____.

15. True Sleep lasts approximately _____.

16. Although during REM sleep our breathing rate and blood pressure rise, our bodies _____.

PASSAGE 9: LESSONS FROM THE TITANIC



A

From the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travellers. With limited communication facilities, and shipping technology still in its infancy in the early nineteen hundreds, we consider ocean travel to have been a risky business. But to the people of the time it was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the Titanic was confidently proclaimed to be unsinkable. She represented the pinnacle of technological advance at the time. Her builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.

B

The RMS Titanic left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of the most luxurious ship in the world. Imagine her placed on her end: she was larger at 269 metres than many of the tallest buildings of the day. And with nine decks, she was as high as an eleven storey building. The Titanic carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five day journey.

C

RMS Titanic was believed to be unsinkable because the hull was divided into sixteen watertight compartments. Even if two of these compartments flooded, the ship could still float. The ship's owners could not imagine that, in the case of an accident, the Titanic would not be able to float until she was rescued. It was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

D

In the ten hours prior to the Titanic's fatal collision with an iceberg at 11.40pm, six warnings of icebergs in her path were received by the Titanic's wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been plotted, the ice field which lay across the Titanic's path would have been apparent. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late. This was not the fault of the Titanic crew. Procedures for dealing with warnings received through the wireless had not been formalised across the shipping industry at the time. The fact that the wireless operators were not even Titanic crew, but rather contracted workers from a wireless company, made their role in the ship's operation quite unclear.

E

Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometres per hour, can then be partly explained by his ignorance of what lay ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the glaciers. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, practices which had coincided with forty years of safe travel. He believed, wrongly as we now know, that the ship could turn or stop in time if an iceberg was sighted by the lookouts.

F

There were around two and a half hours between the time the Titanic rammed into the iceberg and its final submersion. In this time 705 people were loaded into the twenty lifeboats. There were 473 empty seats available on lifeboats while over 1,500 people drowned. These figures raise two important issues. Firstly, why there were not enough lifeboats to seat every passenger and crew member on board. And secondly, why the lifeboats were not full.

G

The Titanic had sixteen lifeboats and four collapsible boats which could carry just over half the number of people on board her maiden voyage and only a third of the Titanic's total capacity. Regulations for the number of lifeboats required were based on outdated British Board of Trade regulations written in 1894 for ships a quarter of the Titanic's size, and had never been revised. Under these requirements, the Titanic was only obliged to carry enough lifeboats to seat 962 people. At design meetings in 1910, the shipyard's managing director, Alexander Carlisle, had proposed that forty eight lifeboats be installed on the Titanic, but the idea had been quickly rejected as too expensive. Discussion then turned to the ship's décor, and as Carlisle later

described the incident ... 'we spent two hours discussing carpet for the first class cabins and fifteen minutes discussing lifeboats'.

H

The belief that the Titanic was unsinkable was so strong that passengers and crew alike clung to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not acquainted his senior officers with the full situation. For the first hour after the collision, the majority of people aboard the Titanic, including senior crew, were not aware that she would sink, that there were insufficient lifeboats or that the nearest ship responding to the Titanic's distress calls would arrive two hours after she was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very halfhearted response to their early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the Titanic than perched in a little boat in the North Atlantic Ocean. Not realising the magnitude of the impending disaster themselves, the officers allowed several boats to be lowered only half full.

I

Procedures again were at fault, as an additional reason for the officers' reluctance to lower the lifeboats at full capacity was that they feared the lifeboats would buckle under the weight of 65 people. They had not been informed that the lifeboats had been fully tested prior to departure. Such procedures as assigning passengers and crew to lifeboats and lifeboat loading drills were simply not part of the standard operation of ships nor were they included in crew training at this time.

J

As the Titanic sank, another ship, believed to have been the Californian, was seen motionless less than twenty miles away. The ship failed to respond to the Titanic's eight distress rockets. Although the officers of the Californian tried to signal the Titanic with their flashing Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits not well appreciated, so the wireless on ships was often not operated around the clock. In the case of the Californian, the wireless operator slept unaware while 1,500 Titanic passengers and crew drowned only a few miles away.

K

After the Titanic sank, investigations were held in both Washington and London. In the end, both inquiries decided that no one could be blamed for the sinking. However, they did address the fundamental safety issues which had contributed to the enormous loss of life. As a result, international agreements were drawn up to improve safety procedures at sea. The new regulations covered 24 hour wireless operation, crew training, proper lifeboat drills, lifeboat capacity for all on board and the creation of an international ice patrol.

Questions 1-9

Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes **1-9** on your answer sheet.

NB There are more words than spaces so you will not use them all. You may use any of the words more than once.

List of Words

Passengers	happy	float	advanced
lifeboats	confident	dangers	ocean
worried	inadequate	enormous	excitement
fast	handbook	water	afloat
record	fast	procedures	orders
drown	size	sink	safety

The Finest Ship Ever Built

The North Atlantic Ocean crossing on the Titanic was expected to set a new standard for(1)..... travel in terms of comfort and(2)..... The shipping industry had an excellent safety(3)..... on the North Atlantic Crossing over the previous forty years and the Titanic was the finest and safest liner ever built. The Titanic combined the greatest technology of the day with sheer(4)....., luxury and new safety features. The Titanic's owners were ...(5)... that even if the Titanic were letting in(6)..... she would(7) ... indefinitely until help arrived. In hindsight, we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were(8)..... and humans did not follow safe(9)..... whether because of arrogance or ignorance.

Questions 10-14

Choose the heading which best sums up the primary cause of the problem described in paragraphs D, E, G, H and I of the text.

Write the appropriate numbers (i – x) in the boxes (**10-14**) on your answer sheet.

List of Headings

- i Ignorance of the impending disaster
- ii Captain's orders ignored
- iii Captain's over-confidence
- iv Rough sea conditions
- v Faulty design
- vi Iceberg locations not plotted
- vii Low priority placed on safety

viii Number of lifeboats adequate

ix Inadequate training

x Ice warnings ignored

10 Paragraph D

11 Paragraph E

12 Paragraph G

13 Paragraph H

14 Paragraph I

PASSAGE 10: THE CONTEXT, MEANING AND SCOPE OF TOURISM



A Travel has existed since the beginning of time, when primitive man set out, often traversing great distances in search of game, which provided the food and clothing necessary for his survival. Throughout the course of history, people have travelled for purposes of trade, religious conviction, economic gain, war, migration and other equally compelling motivations. In the Roman era, wealthy aristocrats and high government officials also travelled for pleasure. Seaside resorts located at Pompeii and Herculaneum afforded citizens the opportunity to escape to their vacation villas in order to avoid the summer heat of Rome. Travel, except during the Dark Ages, has continued to grow and, throughout recorded history, has played a vital role in the development of civilisations and their economies.

B Tourism in the mass form as we know it today is a distinctly twentieth-century phenomenon. Historians suggest that the advent of mass tourism began in England during the industrial revolution with the rise of the middle class and the availability of relatively inexpensive transportation. The creation of the commercial airline industry following the Second World War and the subsequent development of the jet aircraft in the 1950s signalled the rapid growth and expansion of international travel. This growth led to the development of a major new industry: tourism. In turn, international tourism became the concern of a number of world governments since it not only provided new employment opportunities but also produced a means of earning foreign exchange.

C Tourism today has grown significantly in both economic and social importance. In most industrialised countries over the past few years the fastest growth has been seen in the area of services. One of the largest segments of the service industry, although largely unrecognised as

an entity in some of these countries, is travel and tourism. According to the World Travel and Tourism Council (1992), Travel and tourism is the largest industry in the world on virtually any economic measure including value-added capital investment, employment and tax contributions,. In 1992' the industry's gross output was estimated to be \$3.5 trillion, over 12 percent of all consumer spending. The travel and tourism industry is the world's largest employer the almost 130 million jobs, or almost 7 per cent of all employees. This industry is the world's leading industrial contributor, producing over 6 percent of the world's national product and accounting for capital investment in excess of \$422 billion in direct indirect and personal taxes each year. Thus, tourism has a profound impact both on the world economy and, because of the educative effect of travel and the effects on employment, on society itself.

D However, the major problems of the travel and tourism industry that have hidden, or obscured, its economic impact are the diversity and fragmentation of the industry itself. The travel industry includes: hotels, motels and other types of accommodation; restaurants and other food services; transportation services and facilities; amusements, attractions and other leisure facilities; gift shops and a large number of other enterprises. Since many of these businesses also serve local residents, the impact of spending by visitors can easily be overlooked or underestimated. In addition, Meis (1992) points out that the tourism industry involves concepts that have remained amorphous to both analysts and decision makers. Moreover, in all nations this problem has made it difficult for the industry to develop any type of reliable or credible tourism information base in order to estimate the contribution it makes to regional, national and global economies. However, the nature of this very diversity makes travel and tourism ideal vehicles for economic development in a wide variety of countries, regions or communities.

E Once the exclusive province of the wealthy, travel and tourism have become an institutionalised way of life for most of the population. In fact, McIntosh and Goeldner (1990) suggest that tourism has become the largest commodity in international trade for many nations and, for a significant number of other countries, it ranks second or third. For example, tourism is the major source of income in Bermuda, Greece, Italy, Spain, Switzerland and most Caribbean countries. In addition, Hawkins and Ritchie, quoting from data published by the American Express Company, suggest that the travel and tourism industry is the number one ranked employer in the Bahamas, Brazil, Canada, France, (the former) West Germany, Hong Kong, Italy, Jamaica, Japan, Singapore, the United Kingdom and the United States. However, because of problems of definition, which directly affect statistical measurement, it is not possible with any degree of certainty to provide precise, valid or reliable data about the extent of world-wide tourism participation or its economic impact. In many cases, similar difficulties arise when attempts are made to measure domestic tourism.

Questions 1-4

Reading Passage 1 has five paragraphs, A-E.

Choose the correct heading for paragraphs B-E from the list of headings below. Write the correct number, i-vii, in boxes 1-4 on your answer sheet

List of Headings

- i. Economic and social significance of tourism
- ii. The development of mass tourism
- iii. Travel for the wealthy
- iv. Earning foreign exchange through tourism
- v. Difficulty in recognising the economic effects of tourism
- vi. The contribution of air travel to tourism
- vii. The world impact of tourism
- viii. The history of travel

Example **Answer**
Paragraph A **viii**

- 1. Paragraph B
- 2. Paragraph C
- 3. Paragraph D
- 4. Paragraph E

Questions 5-10

Do the following statements agree with the information given in Reading Passage 1?

In boxes 5-10 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 5. The largest employment figures in the world are found in the travel and tourism industry.
- 6. Tourism contributes over six per cent of the Australian gross national product.
- 7. Tourism has a social impact because it promotes recreation.
- 8. Two main features of the travel and tourism industry make its economic significance difficult to ascertain
- 9. Visitor spending is always greater than the spending of residents in tourist areas.
- 10. It is easy to show statistically how tourism affects individual economies.

Questions 11-13

Complete the sentences below.

Choose NO MORE THAN THREE WORDS from the passage for each answer.

Write your answers in boxes 11-13 on your answer sheet.

- 11. In Greece, tourism is the most important.....
- 12. The travel and tourism industry in Jamaica is the major.....
- 13. The problems associated with measuring international tourism are often reflected in the measurement of.....

Passage 11: Psychology and Personality Assessment



Section A

Our daily lives are largely made up of contact we have with other people. In these interactions, we are constantly making judgments of their personalities and accommodating our behavior to them in accordance with these judgments. A casual meeting of neighbors on the street, an employer giving instructions to an employee, a mother telling her children how to behave, a journey on a train where strangers eye one another without exchanging a word – all these involve mutual interpretations of personal qualities.

Section B

Success in many vocations largely depends on our skill in making judgements about others. It is important not only to such professionals as the clinical psychologist, the psychiatrist or the social worker, but also to the doctor or lawyer in dealing with their clients, the businessman trying to outwit his rivals, the salesman with potential customers, the teacher with his pupils, not to speak of the pupils judging their teacher. Social life, indeed, would be impossible if we did not, to some extent, understand, and react to the motives and qualities of those we meet; and clearly, we are sufficiently accurate for most practical purposes, although we also recognize that misinterpretations easily arise – particularly on the part of others who judge us!

Section C

Errors can often be corrected as we go along. But whenever we are pinned down to a definite decision about a person, which cannot easily be revised through any feedback, the inadequacies of our judgments become apparent. The hostess who wrongly thinks that the Smiths and the Joneses will get on well together can do little to retrieve the success of her party. A school or a business may be saddled for years with an undesirable member of staff because the selection committee which interviewed him for a quarter of an hour misjudged his personality.

Section D

Owing to this process being so familiar to us, often to the point of being taken for granted, it has been of little scientific curiosity until recently. Dramatists, writers, and artists throughout the centuries have excelled in their portrayals of human characters, but have seldom stopped to ask

how they, or we, get to know people, or how accurate is our knowledge. However, the popularity of such unscientific systems as Lavater's physiognomy in the eighteenth century, Gall's phrenology in the nineteenth, and of handwriting interpretations by graphologists, or palm-readings by Gypsies, show that people are aware of weaknesses in their judgments and wish to have better methods of diagnosis. It is natural that they should turn to psychology for help, in the belief that psychologists are specialists in what we call human nature.

Section E

This belief is hardly justified, for the primary aim of psychology had long been to establish the general laws and principles underlying behavior and thinking, rather than to apply these to concrete problems of the individual person. A great many professional psychologists still regard it as their main function to study the nature of learning, perception, and motivation in the abstracted or average human being, or in lower organisms and consider it premature to put so young a science to practical uses. They would not claim to have any superior skills in judging their fellow men. Indeed, they are more aware of the difficulties in making judgements than a non-psychologist would be, and therefore may be more reluctant to commit themselves to definite predictions or decisions about other people. Nevertheless, to an increasing extent psychologists are moving into educational, occupational, clinical and other applied fields, where they are called upon to use their expertise for such purposes as fitting educational assignments or jobs to children or adults. Thus, a considerable proportion of their activities consists of personality assessment.

Section F

The success of psychologists in personality assessment has been limited, in comparison with what they have achieved in the fields of abilities and training. The result seems to be that most people continue to rely on unscientific methods of assessment. In recent times, there has been a tremendous amount of work on personality tests and on carefully controlled experimental studies of personality. Investigations of personality by Freudian and other 'depth' psychologists have an even longer history. And yet psychology seems to be no nearer to providing society with practicable techniques which are sufficiently reliable and accurate to win general acceptance. The soundness of the methods of psychologists in the field of personality assessment and the value of their work is under constant fire from other psychologists, and it is far from easy to prove their worth.

Section G

The growth of psychology has probably helped responsible members of society to become more aware of the difficulties of assessment. But it is not much use telling employers, educationists, and judges how inaccurately they diagnose the personalities that they encounter unless psychologists are sure that they can provide something better. Even when university psychologists themselves appoint a new member of staff, they almost always resort to the traditional techniques of assessing the candidates through interviews, past records, and testimonials, and probably make at least as many bad appointments as other employers do. However, a large amount of experimental development of better methods has been carried out

since 1940 by groups of psychologists in the Armed Services and in the Civil Service, and by such organizations as the (British) National Institute of Industrial Psychology and the American Institute of Research.

Questions 1-7

Reading passage has seven paragraphs **A-Q**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number **i-x** in boxes **1-7** on your answer sheet.

LIST OF HEADINGS

- i** The advantage of an intuitive approach to personality assessment
- ii** Overall theories of personality assessment rather than valuable guidance
- iii** The consequences of poor personality assessment
- iv** Differing views on the importance of personality assessment
- v** Success and failure in establishing an approach to personality assessment
- vi** Everyone makes personality assessments
- vii** Acknowledgement of the need for improvement in personality assessment
- viii** Little progress towards a widely applicable approach to personality assessment
- ix** The need for personality assessments to be welljudged
- x** The need for a different kind of research into personality assessment

QUESTION 8

Choose **THREE** letters **A-F**.

Write your answers in box **8** on your answer sheet.

Which **THREE** of the following are stated about psychologists involved in personality assessment?

- A** ☐ 'Depth' psychologists are better at it than some other kinds of psychologist.
- B** ☐ Many of them accept that their conclusions are unreliable.
- C** ☐ They receive criticism from psychologists not involved in the field.

- D** ☐ They have made people realise how hard the subject is.
- E** ☐ They have told people what not to do, rather than what they should do.
- F** ☐ They keep changing their minds about what the best approaches are.

QUESTIONS 9-13

Do the following statements agree with the views of the writer in Reading Passage 11. Write in boxes 9-13 on your answer sheet

- YES** **if the statement agrees with the views of the writer**
- NO** **if the statement contradicts the views of the writer**
- NOT GIVEN** **if it is impossible to say what the writer thinks about this**

9. People often feel that they have been wrongly assessed.
10. Unscientific systems of personality assessment have been of some use.
11. People make false assumptions about the expertise of psychologists.
12. It is likely that some psychologists are no better than anyone else at assessing personality.
13. Research since 1940 has been based on acceptance of previous theories.

Passage 12: Health



The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that "health is a complete state of physical, mental and social well-being and is not merely the absence of disease" (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles.

While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that: "The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements." (WHO, 1986)

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986) The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of "enabling people to increase control over and to improve their health" (WHO, 1986).

Questions 1 - 3

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 1-3 on your answer sheet.

1. In which year did the World Health Organisation define health in terms of mental, physical and social well-being
2. Name the three broad areas which relate to people's health, according to the socio-ecological view of health.
3. During which decade were lifestyle risks seen as the major contributors to poor health?

Part B: Writing

Letter Writing

In **Task 1 of the IELTS General Writing** section, you must write a letter about a given situation. This letter will be one of the following types:

Style	Characteristics	Opening	Ending
Formal	To someone you have not met, whose name you don't know	Dear Sir / Madam	Yours faithfully
Semi-formal	To someone you may or may not have met, whose last name you know & use	Dear Mr Brown, Dear Ms Stone	Yours sincerely
Informal	To someone you know well, whose first name you know and use	Dear John Dear Anita	Best regards Warm wishes

Each kind of letter requires a different style of writing, a specific beginning and ending salutation, formal or informal expressions and varying types of grammatical forms. As you read through the **sample IELTS letters** below, take note of how they vary depending on the level of familiarity with the person being written to. Practice writing your own letters from **sample letter topics**, until you can produce all three kinds of letters easily and quickly. Then, you will be able to complete this task effectively and easily on the day of your IELTS exam.

Also, every General IELTS Writing Task 1 includes three bulleted points which you need to mention in your letter. Make sure you include these three points or else you will not get high marks, no matter how well you write.

Sample Formal Letter

Topic: Complaining to a Hotel

Below is a sample letter response to **Task 1 of the General IELTS Writing Section**. It is a **formal** letter, which can be identified in several ways:

- the tone, which is official, business-like and serious
- the use of Dear Sir / Madam
- the absence of contractions
- the use of formal expressions (I am writing in connection with...)
- the closing salutation ("Yours faithfully" instead of the more informal "Yours sincerely" or "Best regards")

GENERAL WRITING TASK 1

You should spend about 20 minutes on this task.

You recently stayed in a hotel in a large city. The weather was very unusual for the time of year and the heating / cooling system in the hotel was quite inadequate.

Write a letter to the manager of the hotel. In your letter:

- give details of what went wrong
- explain what you had to do to overcome the problem at the time
- say what action you would like the manager to take

You should write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear _____

Dear Sir / Madam

I am writing in connection with my recent stay at the Four Seasons in London, England. Unfortunately, due to a malfunctioning heater in my room, I spent three miserable nights at your hotel from April 26 to 29, 2010.

When I arrived in London, there was an unexpected snowstorm. I understand it does not usually snow in April; however, when I got to my room, there was no heat. After complaining, a technician was sent up, who informed me they had to install a new heating unit. When I asked to

be moved to another room, I was told the hotel was completely booked. Unfortunately, each night after work I returned to discover the problem had not been rectified. Eventually, I spent three horribly uncomfortable nights, wearing my coat to bed, wearing socks around the room and ending up with a bad cold from the unheated room. I had no time to complain as I had to catch a flight home right after my conference.

I am shocked by this terrible service. This is not what anyone expects for \$400 a night! To compensate me for this tremendous inconvenience, I ask that you refund my money right away and offer me a free, more comfortable stay in one of your finer suites in the future. If not, I am prepared to take my complaint to a higher authority.

I look forward to hearing from you at the earliest,
Yours faithfully,

Mr John McFee
(236 words)

Sample Informal letter

Topic: Thanking & Inviting a Friend

Below is a sample letter for **Task 1 of the General IELTS Writing Section**. It is an **informal** letter, which can be identified in several ways:

- the tone, which is warm, easy-going and conversational
- the use of first names (Ajay, Sunita, Carol)
- the use of contractions (I've, don't, can't)
- the use of informal expressions ("Thanks", instead of "Thank you")
- the closing salutation ("Warm wishes", instead of the more formal "Yours sincerely" or "Yours faithfully")

WRITING TASK 1

You should spend about 20 minutes on this task.

Last month you had a holiday overseas where you stayed with some friends. They have just sent you some photos of your holiday.

Write a letter to your friends. In your letter:

- thank them for the photos and for the holiday
- explain why you didn't write earlier
- invite them to come and stay with you

Write at least 150 words.

You do NOT need to write any address.

Begin your letter as follows:

Dear _____

Dear Ajay and Sunita,

Thanks so much for your kind letter and the lovely photos of my holiday in Mumbai. Sorry for the delay in acknowledging your mail, but your package arrived just as I was about to leave town on a business trip. I've just returned to Toronto today.

Looking at the photos brings back so many happy memories of the times we spent together and the wonderful hospitality you extended to me. I felt completely pampered by both of you! You surrounded me with warm friends, good food, amazing sights, great shopping, unforgettable cultural events and laughter-filled evenings. I would have been lost without you. I can't thank you enough.

These good memories gave me an idea. I know you've always wanted to visit Canada. Why don't you plan a holiday and stay with me this summer? The weather is great at that time of year, all tourist sites are open and I could take two weeks off from work. Aside from seeing Toronto, we could drive to Niagara Falls, Thousand Islands, Montreal, Ottawa and Quebec City. I would be thrilled if you could make it.

Thank you both again for the beautiful holiday and the photos which are already up on my wall. Now, I'm looking forward to hearing from you.

Warm wishes,

Carol

(216 words)

Sample Semi-formal letter

Topic: Complaining to a Landlord

Below is a sample letter for **Task 1 of the General IELTS Writing Section**. It is a **semi-formal** letter, which can be identified in several ways:

- the tone, which is a mix of formality plus warmth
- the use of the last names (Dear Mr Shah)
- the absence of contractions
- the use of formal expressions (I would appreciate it if...)
- the closing salutation (Yours sincerely)

WRITING TASK 1

You should spend about 20 minutes on this task.

You have been living in a rental apartment for the past year. Recently a new neighbour moved in and has been making a lot of noise, which disturbs you.

Write a letter to the landlord. In your letter:

- explain the situation
- describe why it bothers you
- suggest a solution

Write at least 150 words.

You do NOT need to write any address.

Begin your letter as follows:

Dear _____

Dear Mr Shah,

I hope you and your family are all well. I am writing in connection with a problem I have with the new tenant, Jack, who has moved in downstairs. Unfortunately, his habits and needs appear to be quite different from my own.

The issue is that Jack is a professional musician who plays his electric guitar late into the night. I understand he is in a band and needs to practice; however, I think he cannot do so in a residential building such as ours. As I mentioned to you when I signed the lease to the apartment, I am a

full-time writer who works from home. For me, it is essential to have silence so I can concentrate on my work. With Jack playing at all hours, I have been unable to get any of my writing done, except when he is out. In some cases, I have even been forced to leave the apartment and work at a nearby coffee shop or library as the guitar playing was causing such a disturbance.

I would appreciate it if you could speak to Jack and ask him to turn down the volume on his guitar or else to use headphones. I have spoken to him about it, but to no avail. I will let you know as soon as the situation improves.

Thank you kindly in advance and please give my best regards to your family,

Yours sincerely,
Meg Snyder
(234 words)

Cover Letter

What is a Cover Letter?

A cover letter is a document sent with resume to provide additional information on skills and experience. The letter provides detailed information on why someone is qualified for the job s/he is applying for. A cover letter typically accompanies each resume send out. Employers use cover letters as a way to screen applicants for available jobs and to determine which candidates they would like to interview. If an employer requires a cover letter, it will be listed in the job posting. Even if the company doesn't ask for one, you may want to include one anyway. It will show that you have put some extra effort into your application.

The important things you should research before writing a cover letter are:

- Who will be receiving and reading your letter
- The skills and experience mentioned in the job description
- The company and its culture
- Their competitors and market position
- The sector and any recent news or trends
- The organization's aims for 2020 and beyond

The basic format

There is a basic format for writing a cover letter that you can follow each time. However, every letter you write should be tailored to the specific job role or company you are applying for.

Your cover letter should address the following:

- Which position interests you and why
- Your most relevant skills and experiences
- How your skills and experiences can benefit the employer
- Requesting an interview

How long should my cover letter be?

Your cover letter should be no longer than a single A4 page. This can be tricky, especially since you want to impress the employer with all your skills and experience. But trust us; they simply won't be interested in reading a 3,000-word essay. Even if they were, they probably just wouldn't have the time! Keep it short, sweet, and simple.

Tips for writing a successful cover letter:

Follow these cover letter tips for success to make sure you avoid making some fatal cover letter mistakes.

1. Keep it short

It may seem difficult with so much information to include, but you need to keep your cover letter short and sweet. Recruiters will give each letter about 20 to 30 seconds of their time, so it should be no more than an A4 page – they won't trawl through ten pages, no matter how experienced and skilled you are.

2. Don't just re-write your CV

The point of a cover letter is to expand upon your CV, not just re-write it—your CV should be attached to accompany your letter. Make sure you pick the most relevant examples and give details of your achievements.

3. Sign by hand

If you're sending the letter in the post (old school, we know) then you should sign the letter by hand before you send it off—it adds a personal and more professional touch.

4. Sending online

Macs and PCs haven't quite learnt to work in total harmony yet, and the last thing you want is the recruiter being unable to open your document. Instead, save your final CV as a pdf file; that way you know they'll be able to open it on any device.

5. Proofread

Once you've written your letter, check it over for mistakes and perhaps even have someone else read it over too. Recruiters aren't going to take you seriously if you've made silly spelling or grammar mistakes.

6. Avoid clichés

Each letter should be personal, so avoid clichéd phrases that recruiters have read a thousand times! Don't just say "I'm a team player", these buzzwords and phrases won't make you stand out. Instead, choose an example of when you worked well in a team and explain what happened and what you achieved.

7. Use numbers

If you can, use numbers or stats to illustrate your points as it's a nice way to quantify your results and adds to the format of the letter.

8. Be creative

Writing cover letters doesn't have to be boring; you can be a bit creative in your approach – especially if you're going into a creative industry or job role. Play around with layouts and formats; as long as all the important information is in there and the layout isn't distracting, have fun with it!

9. Use bullet points

This is not always necessary, but depending on the format you've chosen or the job role you're applying for, bullet points could be an effective way of demonstrating your points and adding to the layout.

Sample Cover Letter 1:

114, Mirpur-1
Dhaka-1216
Email: farabi90@gmail.com
Mobile no: 01412345678

15 January 2021

The Human Resource Department
Daffodil International University
Ashulia, Savar, Dhaka-1216

Subject: Applying for the post of a Librarian

Dear Sir,

I, Ragib Farabi, would like to apply for the position of a Librarian which was advertised in *The Daily Star* dated on 11 January, 2021.

I am enthusiastically applying for this position because I firmly believe that a combination of my natural ability, personality and work experience all make me an ideal candidate for this role. I possess a strong understanding of management, IT equipment and the day-to-day running of a library. In my current position as a Librarian Intern with British Council Library, I have gained an insight into the different levels of

library management. I have been involved in coordination of children's library operations and customer/community service.

I consistently believe in taking challenges and exploring new, ingenious concepts to improve library efficiency. I have also worked as a Library Volunteer at Public Library. Both of my previous jobs have required a high standard of customer service skills.

I would be grateful if you kindly give an opportunity to work at your reputed university as a librarian and oblige thereby.

Thank you.

Yours sincerely,
(Four Spaces)

Signature

Typed name

Enclosed: 1. 2. 3.

Sample Cover Letter 2:

23, Banani
Dhaka-1000
Email: riai96@gmail.com
Mobile no: 01312312345

27 December 2020

Mr. Abdul Kalam
VP Marketing
XYZ Company
Rampura, Dhaka-1212.

Subject: Applying for the post of a Marketing Manager

Dear Sir,

I, Ria Azmain, would like to apply for the position of a Marketing Manager which was advertised in *The New Age* dated on 13 December, 2020.

I read your advertisement with great interest. If you are seeking to augment your leadership team with an experienced and accomplished marketing professional known for breakthrough results, please consider my enclosed resume.

As JKL Company's marketing manager since 2015, I direct all phases of both the creative and technical elements of marketing initiatives including data mining, brand creation, print/Web collateral development, lead generation, channel partner cultivation, customer segmentation/profiling.

Given the opportunity, I am confident in my ability to achieve similar groundbreaking marketing results for XYZ Company.

Thank you.

Yours sincerely,
(Four Spaces)

Signature
Typed name

Enclosed: 1. 2. 3.

Curriculum Vitae

The basics:

The curriculum vitae, also known as CV or vita, are a comprehensive statement of your educational background, teaching, and research experience. It is the standard representation of credentials within academia.

(Adapted from <https://grad.illinois.edu/sites/default/files/PDFs/CVsamples.pdf>. Retrieved on 25 December, 2018).

Example:**Emma Islam**

Address: Flat 2, Rampura Road, Dhaka-1000

Email: name@hotmail.com | Telephone: +01...

Professional Summary:

Enthusiastic, effective, passionate to take any kind of challenge. Assistant Head of Department with a proven record of helping children progress, providing positive learning experiences as well as building and maintaining effective behavior management systems. Enjoys sharing knowledge, inspiring both children and adults. Experienced in leading, adept at training, motivating and developing others. Widely experienced with pupils who have special needs.

Key Achievement:

School: Appointed as English teacher for the special children.

School: Key role in making the learning community safe and successful.

School: Worked one to one with an ESL students with very little English.

Work Experience:

11/2016 – Present

Assistant Head of Department, Little Scholars' School

Provide full learning experience and support for students beyond set classes, working with pupils experiencing barriers to learning across the academic range

Provide enrichment opportunities for class 3 and 4

Special responsibility for diversity and creativity

07/2013 – 11/2016

Coordinator (Early Years), Riverview School

Planned and managed change in line with the 'Letters and Sounds' Phonics scheme

Led, managed and supported staff, coordinating training in Phonics as and when required

Observed Phonics being taught and provided classroom support for children

Assessed children and analysed data to keep standards and expectations high

Academic Qualification:

01/2016 – 06/2017

Degree: Master of TESOL

Institution: Monash University, Australia

Result: High Distinction

10/2007 – 08/2011

Degree: BA (Hons) English

Institution: Dhaka University, Bangladesh

Result: Upper Second Class

09/2005 – 06/2007

Degree: H.S.C.

Institution: Dhaka Board

Result: First Division/ GPA 5

04/2005

Degree: S.S.C.

Institution: Dhaka Board

Result: First Division/ GPA 5

Other Skills:

Microsoft Office (Excel, PowerPoint, Word), SPSS, NVivo11

Interest:

Travelling, photography

References:

Dr. Latif Kabir
Associate Professor
Department English, University of Dhaka
Email: kabir_latif01@gmail.com

Ms. Sruti Hossain
Assistant Professor
Department English, University of Dhaka
Email: srutihossain_du@gmail.com

Email Writing

Email stands for electronic mail. It is the easiest and the cheapest way of communication. It is used in formal, semi-formal as well as an informal way of expression or writing.

Emails are of three types

- Semi-Formal email
- Formal email
- Informal email

Email Writing Format

The email writing format is the same for each of the categories. Though the choice of words and language differ depending upon the type of email. One can use friendly and casual language in informal emails. The language used in formal emails should be professional, clear, and formal. The email writing format is

From: Sender's email id
To: Recipient's email id
Cc: Other individuals receiving the same mail with visible ids
Bcc: Other individuals receiving the same mail with invisible ids
Subject: Title or the reason of writing mail
Salutation: Words like Dear, Respected, Hi etc.
Main body: the main content of the email <ol style="list-style-type: none">1. Introduction2. Matter in detail3. Conclusion
Closing: Ending Statement
Attachments: Attached Files with emails
Signature Line: Sender's name, signature, and other details of contact

Let us discuss each type of email writing format.

A Sample of Informal Email Writing Format

An email written for any friends, family members or relatives comes under this category. Use of polite, friendly and casual words along with proper greetings and closings are some of the rules of the informal emails.

Sample

Suppose you have to write an email to your friend inviting him or her to your birthday party.

To: XYZ

CC/BCC:

Subject: Invitation to a birthday party

Hi XYZ!

Hope this mail finds you in the best of your time. I am very happy to invite you to my birthday party on Nov 03 at ABC Hotel from 7:00 pm to 10:00 pm. The theme of the birthday party is ‘Pirates of the Caribbean’.

It would be great if you come and join us at the party. We will have a great time and fun together.

See you soon!

LMN

A Sample of Semi-formal Email Writing Format

An email written to any teammates or colleague is the semi-formal email. One can use friendly language but have to maintain the limit and the decency. The length, proper greetings and closing and clarity are some of the rules of the semi-formal emails.

Sample

Write an email to inform your classmates regarding intra-college quiz competition.

To: XYZ

CC/BCC:

Subject: Intra-college Quiz Competition

Hello Everyone!

This is to inform you guys that an intra-college quiz competition is going to be held in our college on Nov 25 from 11:30 am in Hall – 01.

Everyone is therefore asked to take part in the competition so that our department can win.

For further queries, feel free to contact me.

Thanks

LMN

(Class Representative)

A Sample of Formal Email Writing Format

An email written for business communication or professional use comes under this category. The email written for any government department, school authority, company or any officers are the formal emails. Use of polite and formal words, the reason for writing mail, clarity, proper greeting and closing are some of the rules of the formal email.

Sample

An email for resignation

To: XYZ

CC/BCC:

Subject: Resignation Letter

Dear Sir,

Please accept this email as a notice that I am leaving my position with this organization. As per the norm of the company I've to give a month notice before resigning. I hope you will get a good replacement for me within this time period.

I really appreciate the opportunities that I have been given to me to help me grow. Wish you and the company the best in the future.

Please let me know what to expect as far as my final work schedule and the employee benefits. Please let me know in case of any assistance for the above.

Kindly look into the matter.

Thanks and Regards

LMN
(Project Head)
ID: 21200212

Formal Email Writing

A formal email is typically sent to someone you don't know well or to someone who's in authority. Examples of someone who you might send a formal email to include your professor, a public official, or even a company you're doing business with.

If your workplace has a formal environment, use formal emails with your boss and colleagues unless you're told to do otherwise. Many workplaces are moving towards a more casual environment and this often carries over to email communications. If you're not sure what's right for your workplace, ask.

Informal Versus Formal Email

A formal email differs from a casual email. A casual email usually goes to a person you know well—often it's someone you're on good terms with such as a friend or family member. When sending a casual email, you don't need to worry as much about structure and tone.

In fact, part of what makes a formal email different from a casual email is the structure. A formal email has a much defined structure, with a definite salutation (the opening part of the email), signature section, opening sentence, and body.

You also use language differently in a formal email than in a casual email. Avoid using abbreviations, contractions, slang, emoticons, and other informal terminology. The tone of a formal email is different as well. An informal email may not even use complete sentences or proper grammar, but a formal email always does.

Here's an example of formal email language:

*The meeting is scheduled for December 5th at 9:30 a.m. All students must attend.
Your project updates are needed.*

Compare the formal language with the informal email language in this email:

Required meeting—Dec 5, 9:30 a.m. Updates needed. See ya there. :)

Both statements share the same information. But the tone of the first is much more formal. Notice the incomplete sentence, slang, and emoticon in the informal example.

Writing a Formal Email

While an informal email can often be sent quickly, writing a formal email typically takes a bit more thought and a bit more time. Careful consideration needs to be given to each email element.

With that in mind, let's take a closer look at some common elements of a formal email:

- **Subject Line**

The subject line is what the reader sees in their inbox. If the subject line is misleading or missing information, your email may not get read. The message may even be sent to spam. The more formal your email is, the more detailed your subject line should be. But beware of making your subject line too long.

Here's an example of a **formal email subject line**:

Required Student Meeting: December 5th, 9:30 a.m.

Compare that subject line with this **informal email subject line**:

Upcoming Meeting

Notice that the first subject line is more informative and complete. The informal subject line, sent to someone you know well, just barely touches on the topic.

- **Salutation**

The salutation directly addresses the person you're sending the email to. It's always used in formal email messages, but sometimes skipped in informal messages. Here are some examples of formal and informal salutations:

If you're sending the email to a group, address the entire group. Here's an example:

Dear Students,

If you've got the person's name you want to send the email too, it's proper to use their name along with any title the person has. Here's a sample formal salutation for an individual:

Dear Professor Smith,

If you don't know the name of the person you're trying to reach, you should make every effort to discover that information. As a last resort, it's okay (but less effective) to address

the email to the title of the person you hope to reach. Here's an example of a formal salutation without a name:

Dear Human Resources Director,

In rare instances where you don't know a person's name or title, it's okay to use this salutation:

To whom it may concern,

- **Introduction**

The opening of a formal email often requires the sender to introduce themselves. In contrast, informal emails are sent to someone you know and the introduction isn't needed.

Here's an example of an opening in a formal email:

My name is Jordan Smith. I am the professor of Statistics for XYZ University. This message is for all current students.

- **Body**

The body of a formal email typically elaborates on the purpose of the email. Elaboration may not be needed in an informal email. Although the body contains detailed information, it's important to write clearly and concisely in a formal email. Remember your reader isn't familiar with you and may not be familiar with your topic. You don't want your email recipient to misunderstand an important point.

- **Closing**

How you end a formal email is equally important. Since the email closing is the last thing your recipient looks at, your email closing can leave a lasting impression.

A good formal email closing also reminds the reader who you are since it should include your full name, contact information, and title (if appropriate). If you can, use a professional signature template for added impact.

In contrast, an email closing may be extremely casual for an informal email. In some instances where the recipient is well known to you, you may even omit the email closing.

The most common way to start a formal email closing is with the word "Sincerely." It may be a common closing, but it's also a safe closing.

Here's an example of a formal email closing:

Sincerely,

Jordan Smith
Professor of Statistics, XYZ College
[Email address goes here]
[Phone number goes here]

Formatting and Structuring a Formal Email

While many informal emails are unstructured, how you format and structure your formal email is important. At a minimum, a formal email should contain all of the following elements:

- **Subject line.** Be specific, but concise. Many experts agree that the ideal subject line is six to ten words long.
- **Salutation.** Address the recipient by name, if possible. Use honorifics, as appropriate. For example, write *Dear Professor Smith*, not *Hey*.
- **Body text.** This section explains the main message of the email. For a formal email, use proper grammar and complete sentences.
- **Signature.** Your email closing should be formal, not informal. Use your first and last name. If you're writing on behalf of an organization and you know the title of the person you're sending the email to, use it.

Your email font choice is also important when you're formatting a formal email. Although many modern email platforms allow you to use many different fonts, it's best to stick with a common, readable font like Verdana, Calibri, Times New Roman or Georgia. Helvetica and Arial are common sans-serif fonts you could use as well.

Avoid novelty fonts like Comic Sans, handwriting fonts like Bradley Hand, and script fonts like Brush Script. Remember that if you choose an unusual font for your formal email, that font may not be supported by some email platforms.

Also, stick to one or two fonts in your formal email. Using too many different fonts can make your email look too casual. Too many fonts may even make your formal email less readable.

Sending a Formal Email

Once you've written and formatted your formal email, you're almost ready to send your message. But before you press that **Send** button, review your email carefully. Look for:

- Spelling errors

- Mistakes in a name
- Typos
- Grammatical errors

Remember, a sloppy email full of mistakes makes a bad impression.

Also, pay attention to the email address you're using to send the email if you want to be taken seriously. Many of us created email addresses when we were younger that aren't appropriate for formal emails. If you can get it, your email address for formal emails should be a variation of your name without any extra characters.

Here are some examples of appropriate and inappropriate email address:

Email Address #1

KittenLOver73%@example.com

Save this type of email address for casual emails to your family and friends.

Email Address #2

TaylorJones@example.com

This email address can be used for formal and professional emails.

If you're a student or writing on behalf of an organization, it's a good idea to use the email provided by your educational institution or the organization you're representing. Most colleges, for example, provide their students with email addresses in the format:

firstnamelastname@collegename.edu

Conclusion

You may not have much experience writing formal emails, but if you need to write one, it's important to do it right. Writing a formal email isn't difficult when you know what to do.

A formal email is quite different from an informal one. There's a proper structure, formatting, and tone that you should use for a formal email.

(Adapted from: <https://business.tutsplus.com/articles/how-to-write-a-formal-email--cms-29793>)

Essay Writing: IELTS Writing Task 2

HOW TO WRITE IELTS ESSAY?

1) Determine your opinion on the topic

Usually, IELTS essay is one of the following types:

- *Giving your opinion*
- *Agree/disagree*
- *Suggesting a solution*
- *Pros and cons*

Depending on the topic, decide what is your opinion on it and why. Have a clear position, don't hesitate between two opinions! Then find examples you will use for this task. You should spend a few minutes on planning.

2) Write an answer using the following structure:

Introduction	Paraphrase the topic and briefly give your opinion.
Body	Develop your point, giving reasons and supporting them with appropriate examples. Write at least 2 and no more than 5 paragraphs.
Conclusion	Sum up what you have written and give your final thoughts on the problem. They should not differ from those in the introduction.

3) Style your essay

- Use various words and structures, linking devices and avoid repetition.
- Use academic words and formal style.
- Do not use informal style and avoid irrelevant information, you will receive less points for your work.

- Also, don't forget to write at least 250 words, writing less will affect your mark negatively. You should aim at 260-280 words. You won't get more points for a longer essay.

Other things that might affect your mark:

- **Fluency:** if your handwriting is not illegible for the examiner and he/she can't read it properly, you are likely to lose points.
- **Unoriginal answer:** if you learnt a topic by heart and wrote it, you might get a low score for your essay. IELTS examiner assesses only your own thoughts and opinions.
- **Limited answer:** if you only answer half of the question and don't expand your opinion, you will not get more than a band score 5 for the task.

Essay Type 1: Cause and effect essay

The Purpose of Cause and Effect in Writing

It is often considered human nature to ask, “why?” and “how?” We want to know how our child got sick so we can better prevent it from happening in the future, or why a colleague received a pay raise because we want one as well. We want to know how much money we will save over the long term if we buy a hybrid car, or how long we will live if we exercise daily. These examples identify only a few of the relationships we think about in our lives, but each shows the importance of understanding cause and effect.

A cause is something that produces an event or condition; an effect is what results from an event or condition. The purpose of the cause-and-effect essay is to determine how various phenomena relate in terms of origins and results. Sometimes the connection between cause and effect is clear, but often determining the exact relationship between the two is very difficult. For example, the following effects of a cold may be easily identifiable: a sore throat, runny nose, and a cough. But determining the cause of the sickness can be far more difficult. A number of causes are possible, and to complicate matters, these possible causes could have combined to cause the sickness. That is, more than one cause may be responsible for any given effect. Therefore, cause-and-effect discussions are often complicated and frequently lead to debates and arguments.

Use the complex nature of cause and effect to your advantage. Often it is not necessary, or even possible, to find the exact cause of an event or to name the exact effect. So, when formulating a thesis, you can claim one of a number of causes or effects to be the primary, or main, cause or effect. As soon as you claim that one cause or one effect is more crucial than the others, you have developed a thesis.

The Structure of a Cause and Effect Essay

The cause-and-effect essay opens with a general introduction to the topic, which then leads to a thesis that states the main cause, main effect, or various causes and effects of a condition or event.

The cause-and-effect essay can be organized in one of the following two primary ways:

- Start with the cause and then talk about the effects.
- Start with the effect and then talk about the causes.

For example, if your essay were on childhood obesity, you could start by talking about the effect of childhood obesity and then discuss the cause or you could start the same essay by talking about the cause of childhood obesity and then move to the effect.

Regardless of which structure you choose, be sure to explain each element of the essay fully and completely. Explaining complex relationships requires the full use of evidence, such as scientific studies, expert testimony, statistics, and anecdotes.

Because cause-and-effect essays determine how phenomena are linked, they make frequent use of certain words and phrases that denote such linkage. Certain transitional words and phrases aid in keeping the reader oriented in the sequencing of a story. Some of these phrases are listed here:

Phrases of Causation

as a result consequently

because due to

hence since

thus therefore

The conclusion should wrap up the discussion and reinforce the thesis, leaving the reader with a clear understanding of the relationship that was analyzed.

Be careful of resorting to empty speculation. In writing, speculation amounts to unsubstantiated guessing. Writers are particularly prone to such trappings in cause-and-effect arguments due to the complex nature of finding links between phenomena. Be sure to have clear evidence to support the claims that you make.

Writing a Cause and Effect Essay

Choose an event or condition that you think has an interesting cause-and-effect relationship. Introduce your topic in an engaging way. End your introduction with a thesis that states the main cause, the main effect, or both.

Organize your essay by starting with either the cause-then-effect structure or the effect-then-cause structure. Within each section, you should clearly explain and support the causes and effects using a full range of evidence. If you are writing about multiple causes or multiple

effects, you may choose to sequence either in terms of order of importance. In other words, order the causes from least to most important (or vice versa), or order the effects from least important to most important (or vice versa).

Use the phrases of causation when trying to forge connections between various events or conditions. This will help organize your ideas and orient the reader. End your essay with a conclusion that summarizes your main points and reinforces your thesis.

You should spend about 40 minutes on this task.

Sample Topic 1:

Some students work while studying. This often results in lacking time for education and constantly feeling under pressure.

What do you think are the causes of this? What solutions can you suggest?
Write at least 250 words

How to answer this task?

1. Introduce the topic.

Just restate your topic and write that the given problem has causes and can be solved.

2. Write main causes and explain them.

In the second paragraph, describe each cause of the given problem, shortly explaining it. Use linking structures, and academic vocabulary to write essays.

3. Suggest solutions

Propose some solutions and say why they should work.

4. Write a short conclusion.

Briefly summarize what you have written.

Model answer

Nowadays, there are a lot of students who work while studying. Although this tendency may lead to negative results, the number of young people who sacrifice education for work is growing. I believe that this problem has certain causes and can be solved by taking special measures.

It is apparent that most of the students who work have many financial expenses to meet. One common cause is high cost of education. As many colleges and universities set high tuition fees, some families cannot fully afford the higher education for their children. Consequently, these students have to work to pay university and college fees. The other cause is living expenses. Many students study away from hometown, and have to pay for accommodation, food, entertainment etc. As it is often hard to cover these expenses, students are forced to earn money to afford their living. I think that the problem of students working during their studies results in

lower quality of education and has no benefits at all. Thus, it should be solved on the governmental level.

I can suggest two possible solutions to this problem. Firstly, the government could make higher education free. For instance, this result can be achieved by financing educational establishments from the country's budget. Not only will it make universities and colleges accessible for everyone, but it will also reduce the number of working students. The second solution is promoting unpaid e-learning. Such form of distance education doesn't require a lot of resources to be maintained. What's more, students don't have to leave their homes and can plan their schedules the way they prefer.

In conclusion, I believe that mainly lack of financial resources causes students to work, but this problem can be solved by lowering the amount of financial expenses students have to meet.

(298 words)

Sample Essay Written by Student:

Cause & Effect of Students' Depression

Depression has numerous causes and effects which affect not only the person but the people around them. Depression doesn't have a specific cause; in most cases, it's different for everyone. It is a common, treatable mental illness that can be experienced at any time in life. In student life, depression can be caused by difficulty in transitioning as well as by different stressors and as a result, this affects their academic performance.

To begin with, moving and acclimating to a new environment or academic system can be disruptive and can lead to severe depression. For example, a student getting admitted into a new institution leaving a familiar one. Teen depression is a serious mental health problem that affects how your teenager thinks, feels, and behaves, and it can cause emotional, functional, and physical problems. New surroundings, overwhelming classes, and bad decisions made in the wake of newfound freedom can be what pushes students past the breaking point.

Moreover, student stressors can take countless forms including grades, deadlines, work, and finances. A student might be having a bad time when a deadline could add more to his stress leading to mental health issues. As an example, a student having a tough time due to other issues, and a deadline for an assignment may cause mental stress. If a student could arrive at college with unaddressed mental health issues, they could find themselves struggling with a lack of a support system. Furthermore, being a victim of bullying can immensely affect a student's mental health.

As a result of this, students cannot concentrate on their studies leading to complicated interpersonal relationships, poor academic performance, and suicidal thoughts. Navigating relationships in college — platonic or romantic — can lead to problems for a generation that

relies heavily on technology as a means of communicating. A depressed mind ends up in a complicated peer relationship which may take a way towards suicidal thoughts at a point.

In conclusion, depression in student life is a serious issue caused by new surroundings and certain stressors which results in poor academic performance along with complicated peer relationships.

Sample Topics for Practice:

1. For a long time art has been considered an essential part of all cultures in the world. However, nowadays people's values have changed, and we tend to consider science, technology and business more important than arts.

What do you think are the causes of this?

What can be done to draw people's attention to art?

2. Despite a variety of sport facilities and gyms, people are less fit nowadays than ever before.

What do you think are the main causes of this problem?

What solutions can you suggest?

Essay Type 2: Argumentative essay

In an argumentative essay, **you will be asked to give your opinion**. This type of questions is very similar to agree/disagree questions: *it states two opposite views and asks you to give your opinion*.

To write an argumentative essay you need to keep the following points in mind:

- how to choose your opinion
- how to generate arguments
- how to give a band 9 answer for giving opinion question

SAMPLE QUESTION:

Let's look at an example of IELTS writing task 2 question that asks you to give your opinion:

You should spend about 40 minutes on this task.

Some people believe that violence on television and in computer games has a damaging effect on the society. Others deny that these factors have any significant influence on people's behaviour. What is your opinion?

Write at least 250 words

CHOOSE YOUR OPINION & GENERATE ARGUMENTS



First of all, you need to **choose your opinion out of the two given ones**. For the task above, you need to choose from these opinions:

1. violence in media has a damaging effect on the society
2. violence in media doesn't have a damaging effect on the society

Then, you have to **generate your arguments for the chosen opinion**. Let's figure out some supporting points for each of the given opinions:



- **violence in media has a damaging effect on the society**
 - people often copy actions they see on TV
 - violent video games teach people that aggressiveness is normal in everyday life
 - you have an example of the connection between violence in media and social violence
- **violence in media doesn't have a damaging effect on the society**
 - people act from their motives, regardless what they see on the television
 - video games and television can reduce social violence by providing a safe outlet for aggressiveness
 - you have never seen the connection between violence in media and social violence

For our essay, we'll choose the second opinion.

How to answer this task?

1. Introduction

Paraphrase the statement (sentence 1) and give your own opinion (sentence 2):

These days, the amount of violence in media is growing. While some people argue that this trend will undoubtedly lead humans to dangerous future, others claim that it has no damaging effect on the society. I believe that in most cases media violence doesn't affect people's behavior.

2. Body paragraphs

Describe each argument to support your opinion in a separate paragraph. Your essay should have 2-3 body paragraphs. Use relevant linking structures and academic vocabulary to write the essay.

Firstly, I think that people act from their motives, regardless what they see on the television. That is to say, if someone intends to do harm to somebody, that is not because

of watching TV or playing computer games, but due to that person's character and education. Although it is generally considered that violent media accustoms viewers to cruelty, I doubt this opinion. In my view, reasonable and intelligent people treat others humanely irrespective of what they see or hear in fictional stories.

Moreover, video games and television may even reduce social violence by providing a safe outlet for aggressiveness. In other words, truculent people may fight in virtual reality instead of evincing their combative spirit in real world. This may not only help those people, but also reduce the level of social violence in long-term perspective.

Finally, despite many claims and assumptions about negative effects of television and computer games I have never seen any proven connection between violent media and illegal activities in social life.

3. Conclusion

In the conclusion paragraph briefly summarize what you have written and restate your opinion:

Taking everything into consideration, I would say that violence in contemporary media has no substantial influence on people's behavior. Television and computers are not the main factors that shape personal character, and they can even be useful in reducing the level of violence.

Model answer:

These days, the amount of violence in media is growing. While some people argue that this trend will undoubtedly lead humans to dangerous future, others claim that it has no damaging effect on the society. I believe that in most cases media violence doesn't affect people's behavior.

Firstly, I think that people act from their motives, regardless what they see on the television. That is to say, if someone intends to do harm to somebody, that is not because of watching TV or playing computer games, but due to that person's character and education. Although it is generally considered that violent media accustoms viewers to cruelty, I doubt this opinion. In my view, reasonable and intelligent people treat others humanely irrespective of what they see or hear in fictional stories.

Moreover, video games and television may even reduce social violence by providing a safe outlet for aggressiveness. In other words, truculent people may fight in virtual reality instead of evincing their combative spirit in real world. This may not only help those people, but also reduce the level of social violence in long-term perspective.

Finally, despite many claims and assumptions about negative effects of television and computer games I have never seen any proven connection between violent media and illegal activities in social life.

Taking everything into consideration, I would say that violence in contemporary media has no substantial influence on people's behavior. Television and computers are not the main factors that shape personal character, and they can even be useful in reducing the level of violence.

(255 words)

Sample Question 2: Teenagers should experience professional life during their student life - Do you agree?

Model Answer:

Teenagers and Jobs

The motivation behind having part time jobs among teenagers is peer pressure to have a little bit of freedom and independence, and to have their own spending money. Many people argue that working can be a valuable experience for the young. However, I think, working more than about fifteen hours a week is harmful to adolescents because it reduces their involvement with school, and at the same time encourages a materialistic and expensive lifestyle.

Firstly, schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part time jobs offered by fast-food restaurants and malls, teachers have faced increasing difficulties. Educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness.

Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Surveys have shown that the majority of working teens use their earnings to buy luxuries—computers, video-game systems, clothing, even cars. These young people, some of whom earn five thousand or more a month, do not worry about spending wisely—they can just about have it all. In many cases, experts point out that they are becoming accustomed to a lifestyle they may not be able to afford several years later. At that point, they will be hard-pressed to pay for necessities as well as luxuries.

However, many people may argue that job experience during student life may add more value to their experience. Though it is important to learn practical aspects of professional life, part-time job should have its limit in terms of time and work pressure. If gathering work experience takes most of the time, the core purpose of student life will be really difficult to fulfill. In addition, students may learn hands-on activities by joining different clubs which may encourage them to become a better human being as well.

Teenagers can enjoy the benefits of work while avoiding its drawbacks, simply by limiting their work hours during the school year. As is often the case, a moderate approach will be the most healthy and rewarding.

Sample Essay Written by Student:

Lockdown situation is helpful to strengthen our family bonding - Do you agree?

During a lockdown situation, most of the people are stuck in their homes to ensure their safety. As a result, they have more time with their families. Some people say it is good for them and some say it is not. In my opinion, it strengthens the family bond in lockdown if you spend more time together and communicate well with one another.

First, the lockdown forced many people to stay at home, which resulted in them spending more time with their families than usual. Parents who work outside at home often go to work in the morning. But in this lockdown situation, they are spending many hours with their children. Therefore, their children do not feel lonely. Parents also make homemade meals, which are far better than junk food. Spending a lot of time together is a simple process that can strengthen a relationship easily.

Additionally, good and long conversations with family members can easily emphasize the relationship between them. Actions express love, which includes listening to each other, sharing personal thoughts, and more. In a lockdown situation, family members get this chance more than any other time. When they express their thoughts with each other, it automatically improves the bonding between them. So, having good communication can be effective to improve bonding.

Although, it is arguable for many people that lockdown makes it challenging to spend the entire day with family members. This logic is irrelevant since it varies between persons. If you do not want to share your thoughts and spend good times with your family members, you cannot strengthen your relationship with them. It depends on the person if he or she wants to make the lockdown effective by cooperating with their families.

To summarize, lockdown can help a lot strengthen family bonding if it does not bother you to spend the entire day with family members. Having more interactions, keeping ego out is the best way to have a great unity between family members.

Sample Topics for Practice:

1. Some people argue that girls and boys should be educated separately, while others think that it is more advantageous for children to study at the same school.

What is your opinion?

2. Nowadays university education is considered very important for people's future. However, there are a lot of successful people who didn't get higher education.

Do you think that higher education is necessary to succeed in life?

Justify your opinion with relevant examples.

Process writing

Process essay explains how to do something. This is a kind of tutorial that describes a process step by step.

For example, you need to cook a pie or draw a picture. In this case, you will need to follow step-by-step instructions. Each preceding step influences each subsequent one.

WHAT IS A PROCESS ESSAY?

In order to understand how to write it, firstly you need to learn what it is. Therefore, let's start from the definition. This paper explains the process of making something. The numerical order is used when writing a process essay. This type is written in a descriptive manner. It has qualities of technical documents. Words, such as “later”, “next”, “finally”, “eventually” are often used to describe the process.

The following features characterize a process paper:

- The chronological order of described events
- Description of repeated steps to follow
- Fixed order
- Clarity of narration
- The presence of transition words.

PROCESS ESSAY OUTLINE

The structure of this paper is similar to any other assignment, meaning that it comprises of introduction, main paragraphs and conclusion. You need to create an outline to ease the procedure of writing process essay. Use bullet points not to forget the essential ideas you would like to deliver.

For instance, if you're creating a process essay about making excellent sushi, in your outline you may state the following: “Add fish”. Further, you could add the following description: “Add salmon, shrimps or eel”. More details you add to it, the better.

INTRODUCTION OF PROCESS ESSAY

So, how to write a process essay? The introduction is the first part of the text exposed to readers. Therefore, it should grab their attention from the first lines. A colorful description can help to

fulfill this task. This method is inherent to creative essays also, so if you've written this type before, it'll be a big plus for you.

For example, if you are describing a receipt of sushi, you may wish to start from following words: “Japanese sushi is a well-known dish which is loved all over the world for many years.” By keeping a lively and vibrant language, you can stimulate people to continue reading.

Further, you need to let readers know how much time they should to cook sushi because we are living in a world where every single minute is precious. They will be thankful to you if you help save their time. It is essential to provide people who read with the exact time estimate from the beginning to the end. Let them know the materials or tools that help reduce the amount of time spent on cooking sushi. You may share advice related to preparations and making a list of all ingredients to shorten the cooking time.

For example, you may write in your process paper: “Making sushi takes 30 minutes of preparation time and 10 minutes of cooking.”

The next action is to write a thesis statement. It is one sentence that describes the research problem to be considered in the paper. It can be the last sentence of the introduction.

For example, a great thesis may sound like: “This assignment explores how to create sushi at home quickly by preparing necessary ingredients in advance.”

BODY PARAGRAPHS OF PROCESS ESSAY

Before starting to compose the main part of your process essay, consult your outline. Follow your outline closely and create appropriate headlines to divide your paper into smaller pieces. Pay attention to clarity and order of paragraphs. Be careful with items that contain many steps. Use different words to maintain flow. Make clear transitions and acknowledge previous steps regarding particular items.

The process essay outline may look as follows:

- Make a list of ingredients
- Cook rice
- Prepare fish and cheese
- Prepare ginger
- Prepare soy sauce
- Prepare tools to make sushi (sushi rug)
- Make this sushi

- Cut sushi
- Serve sushi

You need to use enough details when writing process essay, but don't overload it with unnecessary details not to confuse your readers. Your paper must be clear and coherent to deliver core ideas without excessive details.

By adding transition words, you can encourage people to read. You should use the words “then”, “next” and “now” to add coherence. Use of these words gives you an opportunity to make your paper more cohesive.

For example, if you don't know how to start a phrase in process essay, use “next” to switch from one step to another: “Next, prepare your fish.”

Further, using first-person pronouns like “I”, “me”, “mine”, “we”, “us” or “ours” is not a good idea. It would be better to narrate from the second or third person (“it”, “they”) to make your readers trust your instructions more. For instance, it is better to write as follows: “This paper describes...” rather than “I shall describe”.

You should mention any cautionary notes if any to warn your readers about actions they should skip. You can discuss these actions either in the main text or in the conclusion part of your essay. This is important if your task can cause harm.

For example, caution a reader if the food may be spoiled: “Make sure salmon is of good quality because raw fish is used in sushi”.

You should also mention when writing process essay what people need to do with the final product. By describing what this product looks like you will give the idea of what readers should expect from it. You may also specify how to use the product because potential users do not necessarily know how to do it.

If you're explaining how to make tasty sushi, you could write the following: “Now you need to serve the table to eat sushi. Propose plates of sushi, soya sauce and ginger to your friends or family members.”

THE CONCLUSION OF PROCESS ESSAY

In conclusion, you can restate the importance of the topic discussed. Try to end your paper positively. Remind people why they spent a lot of time to complete this task. Praise your readers and encourage them to follow your directions.

An example of a proper conclusion can be: “We finished! A delicious and quick meal that is good for the whole family is ready to be served now. Next time, do experiments with different filling for sushi.” In this way, you will encourage your readers to track your upcoming publications.

FINAL STEPS

After finishing, you need to do editing and proofreading of the text:

First, read your text and evaluate whether it is easy to understand. It is better to read it aloud because you can hear stylistic and grammar mistakes.

Picture each detail of your text in mind, check all phrases for coherence and feel confident that your descriptions match images. Also, ensure all paragraphs are placed in the right order.

Do not rely on online spell-checkers too much when checking mistakes and typos because they don't take into account the context of your assignment.

Check if your instructions are clear and detailed enough so readers can understand them.

Give your text to a friend for reading and ask him if he understood instructions. If possible, choose someone from your target audience.

HOW TO WRITE A PROCESS ESSAY: COMPOSING TIPS

The procedure of creating this paper reminds of creating a manual. Its objective is to explain the process of doing something in details to someone who had never done this before. These tips will help you while writing:

- Choose your research topic – 50% of the success of your future paper depends on the choice of topic
- Gather as much information as possible about the issue of your research, study your subject well
- Research your topic thoroughly before starting to write and take notes
- Make a coherent essay featuring precise and relevant comments to enhance its quality
- Assume that your readers are not aware of the topic under discussion and explain all details of the procedure
- Observe flow and maintain logical order when you want to tell about the next step
- It's crucial to explain each step of the action you're describing because everyone needs to know the reasons behind each action
- Use specific words when switching to another activity (furthermore, then, before, that, etc.)
- If you use terms that don't belong to common knowledge, you need to explain their meaning

- Using imperative sentences is not a cool idea because in this case, your work will remind a manual rather than an essay.

When you finished this paper, check phrases for consistency and run your paper through an online plagiarism checker.

ADVANTAGES OF WRITING PROCESS ESSAYS

Each type helps develop certain skills. For example, a comparison paper helps improve different skills and find similarities and differences between two events or actions. Process essay helps expand the following abilities:

Analytical – when composing a process paper, you need to switch logically and represent events in order. Aiming to write this essay, you need to be able to think analytically. Also, you need to keep the interest of everyone and describe the action in dynamics. One of the benefits is that you can transfer these analytical skills into other areas of your life. For example, you can use your skills at work when performing complicated tasks.

Information prioritization – when you are writing a paper, use precise phrases because vague expressions reduce the paper quality. On the stage of research you have to analyze a great number of resources and choose several of them that add value to your work. You need to include only valuable information and exclude unnecessary information.

Complying with instructions – when you're trying to do something in compliance with guidelines, you're learning to follow the procedure of smooth transition to another step. Gradually you learn how to reach a goal. This skill can be used in each aspect of your life as well.

Keeping an eye for details – details are very important when you're writing a process essay. Just try to scrutinize each word and phrase to present value for your readers. This is particularly important when you need to complete this paper because your readers will follow you little by little. Attention to details is essential in any workplace.

Sample Question:

The Process of Essay Writing/ How to Write an Essay

Answer:

Writing is a process that allows ideas to be expressed on paper. Writing an essay can be a task that requires some time to complete, but if a writer allows preparation time, then the process can be quite simple. Several steps are involved in the process of writing. Three basic steps will allow a writer to achieve the best possible outcome when trying to develop an essay.

First, brainstorming and writing a thesis statement may make the process easier for a writer. Clustering, sometimes called mapping, is similar to brainstorming. If all ideas are planned and organized first, the writer does not need to keep thinking about the content while writing. Based

on the major ideas, a thesis statement should be written. In the thesis statement, the writer explains, defends, or proves the chosen topic. Usually, the thesis statement also identifies the writer's method of essay development. If these pre-writing tasks are completed properly, writing an essay is quite easy.

Second step requires the while-writing skills. Ideas are now formed into complete paragraphs when writing the rough draft. The introduction paragraph will include the thesis statement, normally located at the end of the paragraph. The thesis statement is followed by supporting paragraphs using the organized ideas. Paragraphs are constructed as follows: main idea, major supporting sentences, and minor supporting details. During this stage of writing, the writer writes without worrying about sentence structure or spelling. When there is no more to write the writer is ready for the final step, revising the piece of writing.

Finally, post-writing work of revising consists of two important parts: proofreading and editing. The writer reads what he or she has written and uses this step to perfect sentence structure and grammar. He or she must be sure that the essay follows the expected pattern of organization, supports the main idea, and contains enough examples and details so that the essay is clear to the reader. Writers should ask themselves some questions about grammar, writing style, organization, spelling, content etc. before considering the essay finished.

A writer's point of view can be expressed on paper when it is presented in a clear, concise form. Drafting a thesis statement, organizing ideas, preparing a rough draft, and revising an essay are effective steps for writing that will allow a writer to complete a well-developed essay.

Sample Essay Written by Student:

How to Attend Online Exam

Online exams are one of the ways to evaluate a student's performance in an online semester. Nowadays, as classes are being held online, the importance of an online exam has dramatically increased. There are certain steps for attending an online exam, for example, having a compatible device, a stable internet connection, and using the proper e-mail id for answering the questions.

To begin with, a student must have a compatible device that supports the required classroom management applications. A device that supports necessary applications is a must. If anyone fails to have a compatible device, they will face problems while attending an exam. The required applications must be installed in the device and if required additional microphone and webcam should be installed on the device. By taking all these necessary steps, a student can prepare a compatible device for attending an online exam.

Then, a stable internet connection is required. Usually, broadband connections are considered to be more stable as they are supplied through cables. So, students should think of having a broadband internet connection at home. Also, mobile data connections should be kept for backup in case of unavailability of broadband connection. During a power cut, even if the broadband

connection is online but the router gets turned off and so, mobile data can be a saviour at that time. Thus, internet connection is the second most required thing.

Furthermore, signing in from the proper email id is a must. Teachers give authority to attend the exam to the one id recognized by the institution. If logged in from a different account, a student may not be able to get access to the question paper. Also, students should follow the instructions given by the teachers and they should submit their files according to the expectation of the teacher, for example, in word file or in PDF. Through submitting answer scripts in the proper way a student can successfully attend an online exam.

To conclude, online exams are part and parcel of evaluating students in an online course and by following certain processes one can easily attend an online exam.

Sample Topics for Practice:

1. How to Arrange a Group Tour
2. How to Explore a New Place

Part C: Syntax

Sentence Fragments and Run-ons

The Basics

Before we get to the problems and how to fix them, let's take a minute to review some information that is so basic you've probably forgotten it.

What is a complete sentence?

A complete sentence is not merely a group of words with a capital letter at the beginning and a period or question mark at the end. A complete sentence has three components:

1. a subject (the actor in the sentence)
2. a predicate (the verb or action), and
3. a complete thought (it can stand alone and make sense—it's independent).

Some sentences can be very short, with only two or three words expressing a complete thought, like this:

Sami waited.

This sentence has a subject (Sami) and a verb (waited), and it expresses a complete thought. We can understand the idea completely with just those two words, so again, it's independent—an independent clause. But independent clauses (i.e., complete sentences) can be expanded to contain a lot more information, like this:

1. Sami waited for the bus all morning.
2. Sami waited for the bus all morning in the rain last Tuesday.
3. Wishing he'd brought his umbrella, Sami waited for the bus all morning in the rain last Tuesday.

As your sentences grow more complicated, it gets harder to spot and stay focused on the basic elements of a complete sentence, but if you look carefully at the examples above, you'll see that the main thought is still that Sami waited—one main subject and one main verb. No matter how long or short the other sentence parts are, none of them can stand alone and make sense. Being able to find the main subject, the main verb, and the complete thought is the first trick to learn for identifying fragments and run-ons.

Sentence Fragments

A sentence fragment is an incomplete sentence. Some fragments are incomplete because they lack either a subject or a verb, or both. The fragments that most students have trouble with, however, are dependent clauses—they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought. They're called "dependent" because they can't stand on their own (just like some people you might know who are SO dependent!). Look at these dependent clauses. They're just begging for more information to make the thoughts complete:

1. Because his car was in the shop (...What did he do?)
2. After the rain stops (...What then?)
3. When you finally take the test (...What will happen?)
4. Since you asked (...Will you get the answer?)
5. If you want to go with me (...What should you do?)

Does each of these examples have a subject? Yes. Does each have a verb? Yes. So what makes the thought incomplete? It's the first word (Because, After, When, Since, If). These words belong to a special class of words called subordinators or subordinating conjunctions. If you know something about subordinating conjunctions, you can probably eliminate 90% of your fragments.

First, you need to know that subordinating conjunctions do three things:

1. join two sentences together
2. make one of the sentences dependent on the other for a complete thought (make one a dependent clause)
3. indicate a logical relationship

Second, you need to recognize the subordinators when you see them. Here is a list of common subordinating conjunctions and the relationships they indicate:

- Cause / Effect: because, since, so that
- Comparison / Contrast: although, even though, though, whereas, while
- Place & Manner: how, however, where, wherever
- Possibility / Conditions: if, whether, unless
- Relation: that, which, who
- Time: after, as, before, since, when, whenever, while, until

Third, you need to know that the subordinator (and the whole dependent clause) doesn't have to be at the beginning of the sentence. The dependent clause and the independent clause can switch

places, but the whole clause moves as one big chunk. Look at how these clauses switched places in the sentence:

1. Because his car was in the shop, John took the bus.
2. John took the bus because his car was in the shop.

Finally, you need to know that every dependent clause needs to be attached to an independent clause (remember, the independent clause can stand on its own).

Finding Fragments

Remember the basics: subject, verb, and complete thought. If you can recognize those things, you're halfway there. Then, scan your sentences for subordinating conjunctions.

If you find one, first identify the whole chunk of the dependent clause (the subject and verb that go with the subordinator), and then make sure they're attached to an independent clause.

1. John took the bus. (Independent clause. So far, all is well!)
2. Because his car was in the shop. (Dependent clause all by itself. Uh oh! Fragment!)
3. Sami took the bus because his car was in the shop. (Now that is okay!)

EXERCISES ON SENTENCE FRAGMENTS

Exercise I

Directions: Each of the 15 items in this self-test is in two parts. In the spaces to the right of each item, indicate whether each part is a fragment (F) or sentence (S).

Examples:

- a. Not really knowing what to do. So running away from home. F F
 - b. I studied for hours. Preparing myself for the next test. S F
 - c. We jogged around the park. We covered five miles in 40 minutes. S S
1. Startled by the loud noise of the engine. I dropped the wrench and jumped out of the way.

 2. Sami was standing on the corner. Watching all the cars go by. _____
 3. Ridita gathered some dry twigs. And tried to start a fire for us. _____
 4. All of us waited at the door. To let the man in the wheelchair by. _____
 5. Written by a Black poet. Who had spent many years in the ghetto. _____
 6. I have wanted to drive a race car. For as long as I can remember. _____
 7. Even though Mr. Ahmed is more than seventy years old. He enjoys watching young, active children. _____
 8. She gave me her phone number. So I could call her later. _____
 9. Without spilling a drop on the driveway. Sami drained the oil from her car. _____
 10. Our instructor gave us a mid-semester test. Which was not as difficult as we had expected.

 11. Merely by giving him a gentle tap with a newspaper. Skippy can be controlled quite easily.

 12. He grinds his teeth only during his sleep. Never while studying or watching TV. _____

13. Ms. Ahmed has a very low, soft voice. She plans to use a speaker during her speech. _____

14. He asked me to check my figures with the clerk. The usual procedure in matters of this sort. _____

15. After a long day of hard classes. A student needs a good rest. _____

Exercise II

Directions: If a group of words does not make a complete thought, place an X beside it and rewrite it as a sentence.

1. When the rest of the class rushed out into the sunshine.
2. Up in the library, I ran through the required chapters in the two different books, and they differed on several points.
3. The opinion that when times are thoroughly bad a wise man will merely stand by the wall.
4. But we have gone to the other extreme and are so obsessed with the idea of society as a whole that it no longer seems quite respectable to seek even intellectual or spiritual self-improvement.
5. A second reason for wishing to be philosophic is that mistaken beliefs do not, as a rule, enable you to realize good purposes.
6. The movement of a concept or an image from the mind of the speaker to the mind of the listener.
7. If there is no excuse for blurring and meandering in conversation, there is even less excuse for it in written forms of communication.
8. The middle classes defended not only their purses and property but also their women better than the barons.

Exercise III

Directions: Place a check mark beside each group of words that makes a complete thought. If a group of words does not make a complete thought, place an X beside it and rewrite it as a sentence.

1. Maria, with great curiosity, cautiously pushed open the door of the cellar.
2. That he was right. Jamil, being quite sure that he was right.
3. The mayor's acceptance of the current status quo.
4. The clouds, massing on the horizon, gave warning that a storm was approaching.
5. Although the dress came from a local shop, it looked quite fashionable.
6. The large, overstuffed chairs that someone had pushed in the corner.
7. That a penny earned is no longer a penny saved is a sad but true alteration of that old saying.
8. The largest cities of the U.S.--New York, Chicago, Los Angeles--cultured as they are, with industries and fashion centers.
9. Essay in which the truly educated person brings the intellectual world and daily life into harmony.

10. The old writer, like all of the people in the world, having a great many notions in his head.

Exercise IV

Directions: Decide whether each of the following groups of words is a sentence or a sentence fragment. If the word group is a sentence, underline the subject once and the verb twice, and write S for sentence on the line provided. If the subject you is understood, write you in parentheses at the end of the item. If the word group is a sentence fragment, write F for fragment.

Examples S 1. The director is looking for talented, hardworking performers.

F 2. Kneeling near the edge of the stage.

S 3. Raise the curtain. (you)

_____ 1. The audience moved by his dramatic performance.

_____ 2. Mrs. Lina, the director of this classic tragedy.

_____ 3. Near the end of the first act.

_____ 4. Was playing the part of Lady Macbeth.

_____ 5. Walking aimlessly about and rubbing her hands.

_____ 6. At the final curtain came a loud burst of applause.

_____ 7. The actors staying in character during five curtain calls.

_____ 8. The most successful performance of the season.

_____ 9. What is the director planning next?

_____ 10. In the spring she will direct the well-known musical West Side Story.

_____ 11. That story based on Romeo and Juliet?

_____ 12. Are you interested in musicals?

_____ 13. Hoping for the role of Bernardo?

_____ 14. Practice the part now, and memorize the lines in time for the audition.

_____ 15. Who will play Maria?

Run-ons

These are also called fused sentences. You are making a run-on when you put two complete sentences (a subject and its predicate and another subject and its predicate) together in one sentence without separating them properly. Here's an example of a run-on:

My favorite Mediterranean spread is hummus it is very garlicky.

(*Hummus is a food item made from cooked, mashed chickpeas or other beans, blended with olive oil, lemon juice, salt and garlic. It is popular in the Middle East and Mediterranean, as well as in Middle Eastern cuisine around the globe.)

This one sentence actually contains two complete sentences. But in the rush to get that idea out, I made it into one incorrect sentence. Luckily, there are many ways to correct this run-on sentence.

1. You could use a semicolon:

My favorite Mediterranean spread is hummus; it is very garlicky.

2. You could use a comma and a coordinating conjunction (for, and, nor, but, or, yet, so):

My favorite Mediterranean spread is hummus, for it is very garlicky. -OR- My favorite Mediterranean spread is hummus, and it is very garlicky.

3. You could use a subordinating conjunction (see above):

My favorite Mediterranean spread is hummus because it is very garlicky. -OR- Because it is so garlicky, my favorite Mediterranean spread is hummus.

4. You could make it into two separate sentences with a period in between:

My favorite Mediterranean spread is hummus. It is very garlicky.

5. You could use an em-dash (a long dash) for emphasis:

My favorite Mediterranean spread is hummus—it is very garlicky.

REMEMBER, you CANNOT simply add a comma between the two sentences, or you'll end up with what's called a "comma splice." Here's an example of a comma splice:

My favorite Mediterranean spread is hummus, it is very garlicky.

You can fix a comma splice the same way you fix a run-on—either change the punctuation or add a conjunction. The good news is that writers tend to be either comma splicers or run-on artists, but almost never both. Which one are you?

Finding Run-ons

As you can see, fixing run-ons is pretty easy once you see them—but how do you find out if a sentence is a run-on if you aren't sure? Try these two tests:

- Turn your sentences into yes/no questions.
- Turn your sentences into tag questions (sentences that end with a questioning phrase at the very end—look at our examples below).

These are two things that nearly everyone can do easily if the sentence is not a run-on, but they become next to impossible if it is.

Look at the following sentence:

My favorite Mediterranean spread is hummus.

If you turn it into a question that someone could answer with a yes or no, it looks like this:

Is my favorite Mediterranean spread hummus?

If you turn it into a tag question, it looks like this:

My favorite Mediterranean spread is hummus, isn't it?

The first sentence is complete and not a run-on, because our test worked. Now, look again at the original run-on sentence:

My favorite Mediterranean spread is hummus it is very garlicky.

The yes/no question can only be made with each separate thought, not the sentence as a whole:

Is my favorite Mediterranean spread hummus? Is it very garlicky?

But not:

Is my favorite Mediterranean spread hummus is it very garlicky?

The tag question can also only be made with each separate thought, rather than the whole:

My favorite Mediterranean spread is hummus, isn't it? It's very garlicky, isn't it?

But never:

My favorite Mediterranean spread is hummus it is very garlicky, isn't it?

Unlike the complete sentence, the run-on sentence doesn't pass these tests. When you try to turn the run-on sentence into a single question, you immediately see that the sentence has more than one complete concept. Make sure you try both tests with each of your problem sentences, because you may trick yourself by just putting a tag on the last part and not noticing that it doesn't work on the first. Some people might not notice that "My favorite Mediterranean spread is hummus it is very garlicky isn't it?" is wrong, but most people will spot the yes/no question problem right away.

EXERCISES ON RUN-ON SENTENCES

Exercise I

Directions: Try to correct the following run-on sentences.

1. My mother and father and sister are coming to dinner tonight.
2. I like learning English it makes me tired.
3. My sister was taller than me when we were young now I am the tallest it is fun.
4. I love school, I love learning, my teacher is nice.
5. I don't want much for my birthday just some chocolates and a little toy car.
6. Blue is my favorite color it is the color of the sky and the sea and it reminds me of my favorite insect which is the butterfly.
7. When I get older I want to have a big family I like big families.
8. We usually leave at 11:00 but today is different we are leaving at 10:30.
9. I like Tuesdays and Wednesdays and I like Fridays because the weekend starts on Friday.
10. We should get moving there's no time to waste.

Exercise II:

Directions: Fifteen of the following sentences are run-on sentences. Please correct each one of them on the lines below. Use all three ways to correct run-on sentences at least three times each (period, semicolon, comma plus coordinating conjunction). Five of them are correct. Write a C under each correct sentence.

1. My father retired from the Air Force last year he is writing a book about his experiences.
2. Sami mowed the grass this morning tonight he will water the flowers and bushes.
3. The small girl seemed to be lost, she was crying and looking for her mother.
4. Mrs. Ahmed inherited a large sum of money from her brother she can buy a new car now.
5. Sami and Rumi worked very hard on their project therefore they felt they deserved a high grade.
6. I can never beat my little brother at video games, he has them all mastered.
7. Sami is flying to Sylhet for spring break, he will be gone a week.
8. We are moving to Rajshahi in July I'll go to school there.
9. The storm passed quickly through the area last night, and it caused a lot of damage.
10. We will be on vacation next week we will be unable to attend your party.
11. We bought shoes, luggage, and hats at the mall fortunately; we have a large trunk in our car.
12. I didn't think it would be necessary to take my umbrella; after all, the sun was shining when I left home.
13. Most of my study time is spent on biology it's my toughest class.
14. My car ran out of gas therefore I was late for my appointment.
15. A fifth-grade student from our school won the spelling competition; she spelled words I had never heard before.

16. My younger brother collects aluminum cans to recycle and is saving the money for a new computer.
17. Sami's dad is a pilot for a large airline sometimes he is gone for several days at a time.
18. My family reunion is in three months I wonder if everyone will be there.
19. I've missed several classes because I was ill I hope I will pass English class.
20. Sami is planning on going to Thailand for vacation; he'll need to take a lot of money.

Exercise III:

Directions: Decide which of the following groups of words are run-on sentences. If the group of words is a correct sentence, write S; if it is a run-on, write R-O. Revise each run-on sentence by (1) making it two separate sentences; (2) inserting a semicolon, or (3) using a comma and a coordinating conjunction.

- _____ 1. Brown bears include the grizzly and the Kodiak, the largest brown bear is the Kodiak.
- _____ 2. Kodiak bears weigh as much as 1,700 pounds, they grow to a height of ten feet.
- _____ 3. Bears can live more than 30 years in the wild.
- _____ 4. Bears' sense of smell is more developed than their hearing or sight.
- _____ 5. Females give birth to as many as four cubs, the cubs stay with their mother two or three years.
- _____ 6. Many people are afraid of bears, encounters with bears are actually infrequent.
- _____ 7. Grizzly bears are solitary animals, they do not want to interact with people.
- _____ 8. Generally, bears attack only when they are surprised, or when they are protecting their young.
- _____ 9. People should always store food and garbage properly, bears could be attracted by the smell.
- _____ 10. Never try to outrun a bear, it can run more than 30 miles per hour.
- _____ 11. School in Munich was too rigid and boring for young Einstein he did not do well.
- _____ 12. However, young Einstein showed a talent for mathematics, at the age of 12, he taught himself Euclidean geometry.
- _____ 13. After finishing secondary school, he entered the Federal Polytechnic Academy in Switzerland, he did not like the teaching methods there.
- _____ 14. The academy frustrated him he could learn in a way that interested him.
- _____ 15. Einstein chose to educate himself, he missed classes often and spent the time studying physics on his own.
- _____ 16. His professors had low opinions of him, he graduated anyway in 1900.
- _____ 17. In 1905, he published a paper on physics the University of Zürich awarded him a Ph.D. for this work.
- _____ 18. In the same year, he published four more papers that presented new thoughts on the nature of light and other important concepts.
- _____ 19. Physicists resisted his ideas at first, eventually his general theory of relativity was confirmed through observation.
- _____ 20. Einstein achieved international recognition, in 1921 he received the Nobel Prize in physics.

Modifier

In English grammar, a *modifier* is a word, phrase, or clause that functions as an adjective or adverb to provide additional information about another word or word group (called the *head*). A modifier is also known as an *adjunct*.

He is a cute baby.

In this sentence, “cute” is an adjective modifying the noun, “baby.” The adjective “cute” is a modifier. “Cute” modifies the type of baby.

Dangling Modifier

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.

Having finished the assignment, Jill turned on the TV.

"Having finished" states an action but does not name the doer of that action. In English sentences, the doer must be the subject of the main clause that follows. In this sentence, it is Jill. She seems logically to be the one doing the action ("having finished"), and this sentence therefore does not have a dangling modifier.

The following sentence has an incorrect usage:

Having finished the assignment, the TV was turned on.

"Having finished" is a participle expressing action, but the doer is not the TV set (the subject of the main clause): TV sets don't finish assignments. Since the doer of the action expressed in the participle has not been clearly stated, the participial phrase is said to be a dangling modifier.

Strategies for revising dangling modifiers:

1. Name the appropriate or logical doer of the action as the subject of the main clause:

Having arrived late for practice, a written excuse was needed.

Who arrived late? This sentence says that the written excuse arrived late. To revise, decide who actually arrived late. The possible revision might look like this:

Having arrived late for practice, the team captain needed a written excuse.

The main clause now names the person (the captain) who did the action in the modifying phrase (arrived late).

2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:

Without knowing his name, it was difficult to introduce him.

Who didn't know his name? This sentence says that "it" didn't know his name. To revise, decide who was trying to introduce him. The revision might look something like this:

Because Maria did not know his name, it was difficult to introduce him.

The phrase is now a complete introductory clause; it does not modify any other part of the sentence, so is not considered "dangling."

3. Combine the phrase and main clause into one:

To improve his results, the experiment was done again.

Who wanted to improve results? This sentence says that the experiment was trying to improve its own results. To revise, combine the phrase and the main clause into one sentence. The revision might look something like this:

He improved his results by doing the experiment again.

More examples of dangling modifiers and their revisions:

INCORRECT: After reading the original study, the article remains unconvincing.

REVISED: After reading the original study, I find the article unconvincing.

INCORRECT: Relieved of your responsibilities at your job, your home should be a place to relax.

REVISED: Relieved of your responsibilities at your job, you should be able to relax at home.

INCORRECT: The experiment was a failure, not having studied the lab manual carefully.

REVISED: They failed the experiment, not having studied the lab manual carefully.

Misplaced Modifier

Modifiers are words, phrases, or clauses that add description to sentences. Typically, you will find a modifier snuggled right next to—either in front of or behind—the word it logically describes.

Take the simple, one-word adjective *blue*. If we add it to the sentence that follows, where should it go?

At a downtown dealership, Kara bought a truck from a salesman with a comb over. Should we locate *blue* next to dealership? *A blue downtown dealership?* *A blue Kara?* *A blue salesman?* Of course not! Logic dictates that *blue* can describe only one word, *truck*, so we must place the modifier next to that word:

At a downtown dealership, Kara bought *a blue truck* from a salesman with a comb over.

In a similar manner, multi-word phrases and clauses often go right next to the word they describe. Here are some examples:

Gazing out the window, Paul missed the homework assignment that Prof. Zuromski wrote on the board.

Gazing out the window is a participle phrase describing Paul, the noun that follows.

Sam gobbled the sandwich, which was soggy with tomato juice, as he rushed to class.

Which was soggy with tomato juice is an adjective clause describing sandwich, the noun before it.

As the hurricane approached, we watched the tree branches waving in the strong breeze.

Waving in the strong breeze is a participle phrase describing branches, the noun in front.

Sometimes a writer places the modifier too far away from the word it should describe. Born in the confusion is a misplaced modifier, an error. Read these examples:

Churning in the Atlantic Ocean, we anxiously watched the weather report for information about the hurricane.

Churning in the Atlantic Ocean is a participle phrase. In the current sentence, it is describing the pronoun *we*. How illogical! We cannot churn in an ocean!

Raymond wore his one collared shirt to the job interview, which was unfortunately stained with yellow mustard.

Which was unfortunately stained with yellow mustard is an adjective clause. In the sentence above, it is describing interview, the noun in front. But an interview can't get stained with mustard!

Professor Jones, who was late with another essay, waited for the slacker student.

Who was late with another essay is an adjective clause. In this sentence, it is describing Professor Jones, the noun before it. But he's not the identified slacker! The student is!

EXERCISES ON MODIFIERS

Exercise I

Directions: In the blank beside each sentence, indicate whether that sentence contains a dangling modifier (DM) or a misplaced modifier (MM).

1. The car on the bridge which is green is mine.
2. Expecting confusion, our plans were made.
3. Feeling hot, sweaters were taken off.
4. I showed my dog to the veterinarian with the fleas.
5. Larry told me he was getting married that afternoon at night.
6. This typewriter is used by a secretary with a wide carriage.
7. Swimming out into the sea, the current grew stronger.
8. Walking along the bridge, a ship suddenly appeared.
9. The Honda was stalled on the road out of oil.
10. He kept a note book of all the assignments he had completed in his desk.

Exercise II

Direction: Write "C" if the modifier is correctly placed. Write "MM" if it is misplaced. Then, in the "MM" sentences, circle the modifier and draw an arrow to show where it should go. Check the answers by using the key below. Because rewritten sentences will vary, get them checked by your course instructor.

1. The man was stopped for speeding in the blue sweater.
2. I almost saw the whole movie, but I fell asleep around midnight.
3. Joey promised to mow the lawn running out the door.
4. The initials were those of the lovers carved on the tree.
5. There are only two parking spaces left in the lot.
6. Every four hours the doctor told him to take a pill.
7. Sitting on the porch, I wrote my last piece of poem.

8. The woman walked toward us wearing the feather hat.
9. The jet crashed into a cliff carrying 155 passengers.
10. I hardly ate any breakfast.

Exercise III

Direction: First, underline the modifying phrase and circle the word it modifies. Then, rewrite the sentence so that the modifying phrase is as close as possible to the word it describes. Note: Some sentences contain two modifying phrases. Check your answers in the back of this handout.

1. Jamil walked into only the house of horrors.
2. She almost needed one day to complete the assignment.
3. Her friend opened the door with a wicked smile.
4. We nearly waited one month for the answer to our questions.
5. My friend took me for a ride after showering and shaving on the skyway.
6. On the way to the movie, a bee stung Sharif.
7. The cat should be treated by a veterinarian that has worms.
8. The house in the Baridhara area faces the lake which Mr. Islam bought.
9. After reaching a weight of 275 pounds, the doctor insisted that Mr. Ahmed go on a strict diet.
10. Sherina washed her hair when she finished eating with a new shampoo.

Exercise IV

Direction: The following sentences contain dangling modifiers. You will have to supply a subject and rewrite the sentence so that the modifying phrase is in the correct location to describe its subject. Check your answers in the back of this handout.

1. While sweeping the floor, the stew boiled over on the stove.
2. To write correctly, proper English should be used.
3. After putting a new ribbon in the printer, my papers looked better.
4. While washing his brother's car, a scratch was discovered on the bumper.
5. Thinking of something else, the instructor's voice surprised me.
6. While writing my paper, the telephone rang.
7. To understand our new policy, the brochures were read.
8. Being short of money, an inexpensive restaurant had to be found.
9. On coming back to school after vacation, a new work schedule was developed.
10. By jogging five miles a day a toned body was insured.

Exercise V

The following sentences contain either misplaced or dangling modifiers. Rewrite the sentences to correct the problems.

1. I found a cuckoo's nest near the river in a tree.
2. A man and his dog ran around the building with a red leather collar.
3. I heard that our school needs additional instructors on the television news.
4. Hoping to make a profit, the stock market became Sami's interest.
5. Shahrin bought a pit bull dog alarmed by the robberies in her neighborhood.
6. Waiting for the rainstorm to pass through, the day passed slowly.
7. We only drove as far as the state line the first day.
8. To complete the transaction, the check box for the terms of service must be checked.
9. Limping along the sidewalk, I felt sorry for the dog.
10. They gave prizes to the top contestants in gift-wrapped boxes.