**Brainfuse Provider Response Form**

**Welcome to the Writing Lab!**

Analysis and recommendations regarding specific parts of your paper are included in the tutor response form. A copy of your paper is also posted below this form, and it includes additional comments in brackets. **If you do not see the tutor’s comments or a tutor’s review appears to be missing, please contact** [info@brainfuse.com](mailto:info@brainfuse.com)**. For specific questions about your paper, please resubmit through the Brainfuse Writing Lab.**

**Thank you for choosing the Writing Lab. Best wishes with your revisions!**

**Part 1 – Organization**

You start your letter well, thanking the organizers for setting up the picnic. You then offer some observations that you made at the event and that you have some suggestions that may help people be more comfortable at the next event.

**Part 2 – Development**

You do a good job of providing solutions to some of the issues that you observed at the picnic.

**Part 3 – Formatting and Style**

I left some in-text comments regarding grammatical issues I came across. I also gave you some additional hints to help you along since you said you are having trouble with grammar and vocabulary. Your vocabulary is actually quite good; it’s just a matter of knowing the grammatical rules so you can make sure the reader can understand what you are trying to convey.

**Useful Links:**

*Grammar, Usage, and Mechanics*

Please use The Brainfuse Essential Grammar Guide to identify and edit errors in grammar, usage, and mechanics. You can view the guide by clicking on this link below and logging in to Brainfuse:

**[http://www.brainfuse.com/curriculumupload//1381694219673.html](http://www.brainfuse.com/curriculumupload/1381694219673.html)**

If you would like a review focused on your grammar, usage, and mechanics, please request a **grammar only review** in the comments box.

*Formatting*

Please use the Brainfuse Style Guides for information on citation formatting.

*APA* [**https://admin.brainfuse.com/curriculumupload//1514394321264.pdf**](https://admin.brainfuse.com/curriculumupload/1514394321264.pdf)

*MLA* [**https://admin.brainfuse.com/curriculumupload//1514393937280.pdf**](https://admin.brainfuse.com/curriculumupload/1514393937280.pdf)

*Chicago Style* [**https://admin.brainfuse.com/curriculumupload//1515512833067.pdf**](https://admin.brainfuse.com/curriculumupload/1515512833067.pdf)

*Please make all changes to your own original file to maintain your intended formatting, headers, and footers.*

Task 1:

Last weekend you attend the Canada Day community picnic.

The event was a potluck, so everyone brought a dish of food to share. Some people, including you, have allergies or can't eat some types of food, such as nuts and seefood [watch for misspellings], so you included a list of ingredients with your dish. No one else did this.

Question:

Write an email to the community picnic organizer in about 150~200 words. your email should do the following things:

Express your overall enjoyment of last week's event.

Explain why each potluck dish needs a list of ingredients. Describe how the potluck could be differently organized next year.

Dear John,

Thanks for throwing the picnic party last weekend. I really loved that. I made some new friends in [the] neighborhood and had a lot of fun. However, I noticed that some people [use a past tense verb here, like “were standing”] were standing ~~standing~~ at some dishes and discussing ~~discussed~~ [you want to maintain parallelism in your sentence, so you want this verb to match the previous one in tense; so you would use “discussing”] the elements of the meal. I was thinking that we could save their time by writing the ingredients down and making ~~make~~ [again, maintain parallelism; use “making”] the picnic better.

As you know, some people in our community including me have allergies such as [a] nut allergy or celiac disease. Some of them don’t eat special meat or seafood due to their religions. It will help (not helps) people choosing what they can eat and what they want to eat If we ~~could~~ put a small card listing the name and the ingredients of the dishes. [In this last sentence, you want to place it in the future, so you want to use “will” as part of the verb “to help;” so, in this case, you might want to write, “It will help people to choose what they can eat and what…” I would also suggest removing the word “could” and also use a period to end the sentence rather than a comma.]

If every dishes [subject-verb disagreement] could have [stay in the present tense here as you are now discussing what to do today; so use “has”] a list of ingredients, everyone doesn’t need to spend time guessing [whether] they can eat the dishes or not [you can remove the negative element if you use “whether” as it implies the negative]. We can speed up choosing the dishes and we can try exotic dishes without danger. Even more, we could learn how to make meals differently. I really wish that you can [would; implies imagined hope] accept my suggestion and make the picnic next year more delighted.

(Corrections)

If every dish has a list of ingredients, everyone does not need to spend time guessing whether they can eat the. We can speed up choosing the dishes and we can try exotic dishes without danger. Even more, we could learn how to make meals differently. I really wish that you would accept my suggestion and make the picnic next year more delighted.

Regards,

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