

# Essay Writing

## COMPLETE CONCEPT EXPLANATION

### 1. Definition & Nature of Essay Writing

An essay is an extended piece of writing in which the writer presents, develops, and supports a central idea (thesis) through organised paragraphs, each contributing logically to a coherent argument or narrative. In English language assessments, essay writing is the section that simultaneously evaluates reading comprehension, analytical ability, vocabulary command, sentence construction, coherence, and the writer's capacity to communicate ideas persuasively and precisely.

Unlike objective questions, an essay demands original thought structured through conventional writing forms. It rewards candidates who can move from idea to argument to conclusion without losing the reader's thread.

### 2. Purpose of the Essay Writing Section

The essay writing section is designed to assess four integrated skills:

- Reading Skills — Can the candidate interpret a prompt accurately and extract the exact demand of the question?
- Comprehension Skills — Does the candidate understand the nuance, scope, and implied argument of the topic?
- Writing Skills — Can the candidate produce grammatically correct, stylistically appropriate, and structurally sound prose?
- Thinking Skills — Does the candidate demonstrate logical sequencing, analytical depth, and critical awareness?

### 3. Types of Essays

Essays are classified by purpose, tone, and structural approach. The six principal types are:

Type	Core Purpose	Tone	Structure Emphasis	Example Topic
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Argumentative	Convince the reader of a specific stance	Formal, assertive	Claim + Evidence + Rebuttal	Social media harms democratic discourse
Expository	Explain or inform objectively	Neutral, informative	Introduction + Explanation + Conclusion	How does inflation affect the economy?
Descriptive	Create a vivid picture using language	Sensory, evocative	Scene-setting + Details + Impression	Describe a monsoon morning in a village
Narrative	Tell a story with a message	Personal, engaging	Setting + Conflict + Resolution + Theme	A turning point in my life
Reflective / Analytical	Examine ideas, causes, and consequences	Thoughtful, measured	Context + Analysis + Insight + Implication	The impact of technology on human relationships
Discursive	Explore multiple viewpoints before concluding	Balanced, evaluative	For + Against + Synthesis	Is economic growth compatible with environmental protection?

#### 4. Essay Structure — The Non-Negotiable Framework

Every essay, regardless of type, must have three functional zones:

- Introduction — Sets up the topic, hooks the reader, and ends with a clear thesis statement.
- Body — A series of paragraphs, each built around one main idea, supported by examples, reasoning, or evidence.
- Conclusion — Summarises the argument, restates the thesis in fresh language, and leaves the reader with a final thought.

## 5. The Paragraph — Building Block of the Essay

Each body paragraph must follow the PEEL or TEEL structure:

Method	P / T	E / E	E / E	L
PEEL	Point — the central claim of the paragraph	Evidence — fact, stat, or example that supports it	Explain — how the evidence proves the point	Link — connect back to the thesis or to the next paragraph
TEEL	Topic Sentence — states the paragraph's idea	Explanation — elaborate the idea	Evidence — support with data or example	Link — synthesis back to argument

## 6. The Thesis Statement

The thesis is the backbone of an argumentative or analytical essay. It must be specific, arguable, and positioned at the end of the introduction. A weak thesis states a fact; a strong thesis takes a position.

✗ INCORRECT	✓ CORRECT
<p><i>Education is important for a country's growth.</i></p> <p><i>Social media has both advantages and disadvantages.</i></p>	<p>Universal secondary education drives economic productivity more effectively than targeted skill-training programmes.</p> <p>While social media expands civic participation, its algorithmic design systematically promotes outrage over reasoned debate, making it a net threat to democratic discourse.</p>

## 7. Cohesion & Coherence

Coherence is the logical organisation of ideas. Cohesion is the linguistic mechanism that ties sentences together. Both are marked in every essay assessment.

Cohesive devices include:

Category	Examples	Function
Addition	furthermore, moreover, in addition, besides	Adds supporting information
Contrast	however, nevertheless, on the contrary, despite this	Signals opposing or qualifying ideas
Cause & Effect	consequently, therefore, as a result, hence	Shows logical relationships
Illustration	for instance, to illustrate, namely, specifically	Provides concrete support
Concession	although, even though, admittedly, granted	Acknowledges the opposing view
Conclusion	in conclusion, to summarise, ultimately, on the whole	Signals the closing movement
Time / Sequence	initially, subsequently, finally, in the meantime	Orders events or steps logically

## 8. Vocabulary, Register & Tone

Register refers to the level of formality appropriate to the writing context. Essays must maintain a consistently formal academic register unless the prompt specifically calls for a personal or reflective style.

✗ INCORRECT	✓ CORRECT
<i>This topic is a big deal for everyone.</i>	This issue has profound implications across all demographic groups.
<i>Social media is really bad for teens.</i>	Social media poses measurable psychological risks for adolescents.
<i>The government should do something about it.</i>	The government must adopt evidence-based policy interventions to address this challenge.

## 9. Grammar Accuracy in Essays

Essays penalise recurring grammatical errors heavily because they disrupt fluency and undermine the writer's authority. The most penalised errors are:

- Subject-verb agreement errors in complex sentences
- Tense inconsistency within or across paragraphs
- Dangling or misplaced modifiers
- Run-on sentences and comma splices
- Incorrect use of articles (a, an, the)
- Improper punctuation at clause boundaries

## 10. Introduction Techniques

The opening sentence determines whether the examiner is engaged. Use one of these proven techniques:

Technique	Description	Example Opening
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Startling Statistic	Open with a striking data point	Over 4.9 billion people use social media today — yet loneliness is at a historic high.
Rhetorical Question	Pose a question that provokes thought	Can a nation truly prosper when nearly half its workforce remains unequal in pay?
Quotation	Open with an authoritative quote	"The pen is mightier than the sword" — a principle as relevant to the digital age as to any era.
Anecdote	A brief, vivid story that illustrates the theme	On a rainy Tuesday in 1943, a young soldier wrote his final letter home — not in despair, but in hope.
Bold Statement	A direct, emphatic declaration	Climate change is not a future threat — it is the defining crisis of the present generation.

## 11. Conclusion Strategies

A conclusion must do more than repeat the introduction. It should synthesise the argument, reflect on implications, and provide closure:

- Restate the thesis in fresh, more confident language
- Summarise the main lines of argument (do not introduce new evidence)
- End with a forward-looking statement, a call to action, or a resonant observation

## 12. Outlining — The Preparatory Step

Before writing, a structured outline prevents rambling and ensures every paragraph serves the thesis. A standard outline for a 400-word essay:

Section	Word Count	Content
Introduction	60–70 words	Hook + context + thesis statement
Body Paragraph 1	80–90 words	Claim 1 + evidence + explanation
Body Paragraph 2	80–90 words	Claim 2 + evidence + explanation
Body Paragraph 3 (if space)	70–80 words	Counterargument + rebuttal
Conclusion	60–70 words	Synthesis + closing insight

## 13. Common Errors Students Make (with Correct vs. Incorrect Table)

✗ INCORRECT	✓ CORRECT
<i>My essay will discuss about the causes of poverty.</i>	This essay examines the structural causes of poverty.
<i>In my opinion I think that...</i>	The evidence strongly suggests that...
<i>To conclude, in the end, finally...</i>	Ultimately, the preceding analysis demonstrates that...
<i>The reason is because...</i>	The reason is that... / ...because...
<i>Each of the points prove my argument.</i>	Each of the points proves my argument.

*Being a complex issue, we need to analyse it.*

Because this is a complex issue, it demands careful analysis.

#### 14. Memory Tricks & Mnemonics

PEEL — Point, Evidence, Explain, Link (for body paragraphs)

TECS — Thesis, Evidence, Cohesion, Style (four pillars examiners mark)

CARS — Coherent, Accurate, Relevant, Sophisticated (self-check before submitting)

ACE — Argue, Connect, End (minimum moves in every paragraph: Argue your point, Connect it to evidence, End with a link)

For introductions, remember HATCH — Hook, Audience awareness, Topic context, Claim (thesis), Hook back (optional)

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### RULES — CORE PRINCIPLES OF ESSAY WRITING

**RULE 1 Every essay must have a clear, arguable thesis statement positioned at the end of the introduction. A thesis is not a statement of fact; it is a stance that requires supporting argument.**

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| <b>Ex. 1</b> | Weak (fact): 'Many countries face environmental problems.' — Strong (thesis): 'Aggressive carbon taxation is the most effective tool governments possess to reverse environmental degradation.' |
| <b>Ex. 2</b> | Weak: 'Technology has changed communication.' — Strong: 'Smartphone-mediated communication has eroded the quality of interpersonal empathy across age groups.'                                  |
| <b>Ex. 3</b> | Weak: 'Education is important.' — Strong: 'Universal early childhood education yields greater long-term economic returns than any equivalent investment in tertiary infrastructure.'            |

**RULE 2 Each body paragraph must contain only ONE central idea, introduced by a clear topic sentence. Mixing two ideas in one paragraph creates structural ambiguity and loses marks.**

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| <b>Ex. 1</b> | Correct: A paragraph that opens with 'Urbanisation intensifies economic inequality' and then supports only that claim with evidence.          |
| <b>Ex. 2</b> | Incorrect: A paragraph that begins discussing inequality but then shifts to discussing air pollution halfway through — this splits the focus. |
| <b>Ex. 3</b> | Topic sentence test: If the topic sentence cannot be directly tied to the final (linking) sentence, the paragraph lacks unity.                |

**RULE 3 Maintain consistent grammatical tense throughout an essay. Use simple present for arguments and analysis; use past tense only when referring to specific historical events.**

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| <b>Ex. 1</b> | Correct: 'Digital literacy empowers citizens to participate in democratic processes.' (present for analysis)   |
| <b>Ex. 2</b> | Correct: 'In 1945, world leaders gathered to establish the United Nations.' (past for historical reference)  |
| <b>Ex. 3</b> | Incorrect: 'Digital literacy empowers citizens. It empowered future generations as well and would shape discourse.' (tense inconsistency in one paragraph) |

**RULE 4 Use cohesive devices to connect sentences and paragraphs. Every paragraph must be linked to the previous one, and every sentence must logically follow the sentence before it.**

<b>Ex. 1</b>	'Furthermore, this trend is corroborated by WHO data, which indicates...' (Addition + evidence introduction)
<b>Ex. 2</b>	'Despite these economic benefits, the social cost of rapid industrialisation remains a pressing concern.' (Contrast linking paragraphs)
<b>Ex. 3</b>	'Consequently, governments that ignore digital infrastructure invest in a shrinking future.' (Cause-effect conclusion link)

**RULE 5 Never use contractions (don't, can't, it's), colloquial language, or first-person plural (we, our) in a formal academic essay unless the prompt explicitly calls for a personal or reflective style.**

<b>Ex. 1</b>	Wrong: 'We can't ignore the fact that our economy is suffering.' — Right: 'It is not possible to disregard the evidence of economic distress.'
<b>Ex. 2</b>	Wrong: 'Lots of people think this is a big problem.' — Right: 'A substantial proportion of the population regards this as a significant concern.'
<b>Ex. 3</b>	Wrong: 'The government should just fix it.' — Right: 'The government must adopt evidence-based regulatory frameworks to address the issue systematically.'

**RULE 6 The conclusion must synthesise the argument — not merely repeat it. Avoid introducing new evidence or examples in the conclusion. The closing sentence must provide a sense of resolution or forward momentum.**

<b>Ex. 1</b>	Wrong conclusion move: 'Also, another point I did not mention is...' (New evidence in conclusion)
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| <b>Ex. 2</b> | Right: 'Ultimately, the convergence of economic incentive and technological capacity makes renewable energy not merely desirable but inevitable.' |
| <b>Ex. 3</b> | Right closing sentence: 'The question, therefore, is not whether change will come — but whether society will lead it or be led by it.'            |

**RULE 7 Avoid 'padding' — empty sentences that add length without adding meaning. Every sentence must advance the argument, support a claim, or connect ideas.**

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| <b>Ex. 1</b> | Padding: 'This is a very important topic that many people have debated for many years.' (says nothing specific)   |
| <b>Ex. 2</b> | Purposeful: 'The debate over artificial intelligence in healthcare has intensified as machine-learning diagnostics now rival specialist accuracy in radiology.' |
| <b>Ex. 3</b> | Padding test: If a sentence can be removed without any loss of meaning or argument, it must be rewritten or deleted.  |

**RULE 8 A counterargument (opposing view) must be acknowledged and refuted in discursive and argumentative essays. Ignoring the opposing view weakens credibility; a well-handled rebuttal strengthens it.**

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| <b>Ex. 1</b> | 'Proponents of unrestricted free trade argue that market forces self-regulate. However, historical precedent — from the 2008 financial crisis to colonial trade imbalances — demonstrates that unregulated markets consistently favour the already-advantaged.' |
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<b>Ex. 2</b>	'Some contend that capital punishment acts as a deterrent. Yet multiple longitudinal studies across thirty-two countries find no statistically significant correlation between execution rates and violent crime reduction.'
<b>Ex. 3</b>	Concession-rebuttal structure: 'While [X may seem valid], the evidence demonstrates that [Y overrides or complicates X].'

**RULE 9 The introduction must contextualise the topic before stating the thesis. Jumping directly to the thesis without context disorients the reader. The hook must be relevant — not generic.**

<b>Ex. 1</b>	Generic hook (wrong): 'Since the beginning of time, humans have faced many challenges.' — irrelevant to the topic.
<b>Ex. 2</b>	Contextual hook (right, for a topic on censorship): 'In 2023, over 1,600 book titles were challenged or banned in the United States — the highest figure in two decades.'
<b>Ex. 3</b>	Context-to-thesis movement: Move from the broad (global/national context) → specific (focus area) → precise (thesis).

**RULE 10 Sentence variety is essential. An essay that relies on simple sentences of the same length will lose marks for style. Alternate between simple, compound, complex, and compound-complex sentences.**

<b>Ex. 1</b>	Simple: 'Poverty is widespread.' — Complex: 'Although economic growth has accelerated globally, income poverty remains entrenched in sub-Saharan regions.'
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<b>Ex. 2</b>	Compound-complex: 'Urbanisation accelerates industrial output, yet it simultaneously strains public infrastructure, which governments must upgrade proactively to prevent systemic collapse.'
<b>Ex. 3</b>	Strategy: Begin a paragraph with a short, punchy sentence. Use longer complex sentences to develop the idea. End with a medium-length linking sentence.

**RULE 11 Word choice must be precise and context-appropriate. Avoid vague quantifiers (many, some, a lot) and replace them with specific or qualified language.**

<b>Ex. 1</b>	'Many scientists agree...' → 'A substantial body of peer-reviewed research suggests...'
<b>Ex. 2</b>	'Some countries have improved.' → 'Fifteen of the G20 economies recorded measurable improvements in the Human Development Index between 2015 and 2023.'
<b>Ex. 3</b>	'A lot of damage was caused.' → 'The flooding caused infrastructure damage estimated at USD 4.7 billion across six provinces.'

**RULE 12 Punctuation at clause boundaries must be grammatically correct. The most common essay-level punctuation errors are: comma splices, missing commas after introductory clauses, and incorrect use of the semicolon.**

<b>Ex. 1</b>	Comma splice (wrong): 'The policy failed, it was never properly implemented.' — Correct: 'The policy failed; it was never properly implemented.' or 'The policy failed because it was never properly implemented.'
<b>Ex. 2</b>	Missing introductory comma (wrong): 'Despite the evidence the committee refused to act.' — Correct: 'Despite the evidence, the committee refused to act.'

**Ex. 3**

Semicolon use: A semicolon connects two independent, closely related clauses — 'The data is compelling; the political will, however, remains absent.'

## RULES SUMMARY — QUICK REVISION REFERENCE

#	RULE	QUICK EXAMPLE
1	Every essay requires a specific, arguable thesis statement at the end of the introduction.	<i>'Aggressive carbon taxation is the government's most effective climate tool.'</i>
2	Each body paragraph must contain ONE central idea, introduced by a topic sentence.	<i>Topic: 'Urbanisation intensifies economic inequality.'</i>
3	Maintain consistent tense: present for analysis, past for historical reference only.	<i>'The policy erodes trust.'</i> vs. <i>'In 1945, leaders convened...'</i>
4	Use cohesive devices to link sentences and paragraphs logically.	<i>'Furthermore... However... Consequently...'</i>
5	Avoid contractions, colloquialisms, and informal first-person plural in formal essays.	<i>'It is undeniable...'</i> NOT <i>'We all know...'</i>
6	The conclusion synthesises; it does not introduce new evidence or merely repeat.	<i>'Ultimately, the convergence of X and Y makes Z inevitable.'</i>
7	Remove padding: every sentence must advance the argument or support a claim.	<i>Remove: 'This is a topic many have discussed for years.'</i>
8	Acknowledge and rebut the opposing view in argumentative/discursive essays.	<i>'While some argue X, the evidence demonstrates Y...'</i>

<b>9</b>	<b>The introduction must contextualise the topic before stating the thesis.</b>	<i>Broad context → narrowing focus → thesis.</i>
<b>10</b>	<b>Vary sentence structure: simple, compound, complex, and compound-complex.</b>	<i>'Poverty is widespread. Although growth has accelerated...'</i>
<b>11</b>	<b>Replace vague quantifiers with specific or qualified language.</b>	<i>'Many' → 'A substantial body of research suggests...'</i>
<b>12</b>	<b>Avoid comma splices; use semicolons or subordinating conjunctions to join clauses.</b>	<i>'The policy failed; it lacked implementation.'</i> <i>NOT '...failed, it lacked...'</i>

## PRACTICE QUESTIONS — PART 1 (QUESTIONS ONLY)

*All 60 questions are listed below. Answers with full explanations follow in Part 2.*

### CATEGORY 1 — SPOT THE MISTAKE (Q1–Q15)

*Skill tested: Identify the specific grammatical, structural, or stylistic flaw in each sentence or passage, then correct it and state the reason.*

**Q1.** "Since the beginning of time, humans have always faced many big challenges." — Identify all the flaws in this opening sentence and explain why it fails as an essay introduction.

**Q2.** "The government should just do something about poverty." — What is wrong with this sentence as a body paragraph claim?

**Q3.** "In my opinion I think that climate change is caused by humans." — Identify and correct the error.

- Q4.** "Many scientist agree that renewable energy is the future." — Identify the error and provide the corrected version.
- Q5.** "The economy improved, it created more jobs and reduced unemployment." — Name the error type and rewrite correctly.
- Q6.** "Being a complex issue, the government needs to address poverty immediately." — What grammatical flaw does this sentence contain? Correct it.
- Q7.** "To conclude, in the end, finally, it can be seen that education matters." — What two writing problems exist here?
- Q8.** "The reason why the policy failed is because of mismanagement." — Identify the redundancy and rewrite the sentence.
- Q9.** "Social media has both advantages and disadvantages, it is a very important part of our lives today." — Identify two errors and correct the sentence.
- Q10.** "Despite the government has invested heavily, poverty remains widespread." — Identify the grammatical error and correct it.
- Q11.** "Each of the arguments listed in this essay prove that democracy is superior." — Identify the subject-verb agreement error and explain why it occurs.
- Q12.** "In today's modern world, urbanisation is a new and emerging trend that is increasingly growing." — Identify all instances of redundancy and rewrite the sentence economically.

**Q13.** "The data clearly shows that women earn less than men, this is an injustice." — What structural writing error is present? Rewrite correctly.

**Q14.** "We can see that technology has impacted on society in many ways." — Identify the two stylistic and grammatical errors and rewrite.

**Q15.** Identify and correct the error in paragraph linkage: "Poverty affects millions globally. The government has many budget priorities. Children in rural areas lack access to education." — Why does this paragraph fail as a coherent unit?

## CATEGORY 2 — FILL IN THE RIGHT WORD (Q16–Q30)

*Skill tested: Select the most grammatically precise and contextually appropriate option. More than one may seem correct — reason through register, grammar, and precision.*

**Q16.** Despite the committee's \_\_\_\_\_ opposition, the bill was passed by a narrow margin.  
A) vocal B) vociferous C) loud D) noisy

**Q17.** The essay's argument would have been more persuasive had the writer \_\_\_\_\_ the opposing view.  
A) acknowledged B) accepted C) admitted D) agreed with

**Q18.** Urbanisation, \_\_\_\_\_ often cited as a driver of economic growth, also intensifies inequality.  
A) which is B) that is C) it is D) who is

**Q19.** The \_\_\_\_\_ of evidence presented in the third paragraph fails to substantiate the thesis.

A) amount B) quantity C) number D) volume

**Q20.** \_\_\_\_\_ the study's limitations, its conclusions remain the most comprehensive available.

A) Despite B) Although C) In spite D) Even

**Q21.** Neither the prime minister nor the cabinet members \_\_\_\_\_ willing to discuss the report publicly.

A) was B) were C) are been D) have been

**Q22.** The policy is unlikely to succeed \_\_\_\_\_ adequate funding is allocated within the next financial year.

A) unless B) until C) if D) except

**Q23.** The introduction \_\_\_\_\_ the thesis clearly, but the conclusion fails to reinforce it.

A) states B) establishes C) presents D) delivers

**Q24.** A well-structured essay demands not only clarity of argument \_\_\_\_\_ precision of expression.

A) but also B) and also C) but too D) as well

**Q25.** The phenomenon \_\_\_\_\_ referred to as 'brain drain' is accelerating in several developing economies.

A) commonly B) usually C) generally D) typically

**Q26.** The third paragraph, \_\_\_\_\_ the writer introduces the counterargument, is the essay's weakest section.

A) where B) in which C) that D) which

**Q27.** His argument was compelling; \_\_\_\_\_, the absence of statistical evidence undermined its authority.

A) however B) nevertheless C) yet D) although

**Q28.** The commission recommended that each country \_\_\_\_\_ its own renewable energy targets independently.

- A) sets B) set C) should sets D) has set

**Q29.** \_\_\_\_\_ significant progress has been achieved, the pace of reform remains inadequate.

- A) While B) Despite C) Although D) Even though

**Q30.** The essay's \_\_\_\_\_ lies in its failure to distinguish between correlation and causation.

- A) weakness B) flaw C) limitation D) drawback

### CATEGORY 3 — CHOOSE THE CORRECT SENTENCE (Q31–Q45)

*Skill tested: Only one of the four options is grammatically correct and stylistically appropriate for formal essay writing. Identify it and explain why the other three are wrong.*

**Q31.** Which sentence is the most appropriate thesis statement for a formal essay on digital privacy?

- A) Digital privacy is a concept that many people talk about in the modern world.  
B) The government should do more to protect digital privacy for everyone.  
C) Inadequate legislative frameworks have rendered digital privacy protections structurally ineffective in the age of mass data harvesting.  
D) Digital privacy has advantages and disadvantages for people and companies alike.

**Q32.** Which sentence correctly uses a cohesive device to link two contrasting ideas?

- A) Economic growth is important, however inequality persists.  
B) Economic growth is important; however, inequality persists.  
C) Economic growth is important. However inequality persists.  
D) Economic growth is important but, however, inequality persists.

- Q33.** Which sentence is grammatically correct and appropriate as an essay conclusion sentence?
- A) In conclusion, I think that the essay has shown many important things about climate change.
  - B) To conclude, in the end, it can be said that climate action is urgent.
  - C) Also, another thing we can say is that climate change will affect future generations.
  - D) Ultimately, the convergence of scientific consensus and geopolitical urgency makes immediate climate legislation not merely advisable but indispensable.
- Q34.** Which sentence correctly handles a counterargument in an argumentative essay?
- A) Some people think capital punishment works. I disagree with this view completely.
  - B) Some argue that capital punishment deters violent crime; however, longitudinal data from thirty-two countries reveals no statistically significant correlation between execution rates and crime reduction.
  - C) Capital punishment is wrong, many people know this, and the data confirms it too.
  - D) Although capital punishment may deter crime but the evidence does not support this.
- Q35.** Which sentence uses the subjunctive mood correctly in a formal essay?
- A) The committee recommended that the minister addresses the issue immediately.
  - B) The committee recommended that the minister address the issue immediately.
  - C) The committee recommended the minister to address the issue immediately.
  - D) The committee recommended that the minister addressed the issue immediately.
- Q36.** Which sentence correctly varies structure while maintaining formal register?
- A) Poverty is bad. It affects many people. They can't afford basic needs. The government must act.
  - B) Poverty, which affects an estimated 700 million people globally, demands coordinated governmental intervention across fiscal, social, and educational domains.
  - C) Poverty is a very big and serious problem that many people in the world face every single day.
  - D) Because poverty is bad and serious, it is necessary for governments to do something about poverty.
- Q37.** Identify the sentence that correctly avoids a dangling modifier.

- A) Having analysed the data thoroughly, the conclusion became evident.
- B) Having analysed the data thoroughly, the researchers concluded that the hypothesis was supported.
- C) Analysing the data thoroughly, the conclusion became clear to be seen.
- D) After analysing the data, it became clear with thorough analysis.

**Q38.** Which sentence correctly uses a semicolon?

- A) The policy was well-intentioned; but it lacked implementation funding.
- B) The policy was well-intentioned; it lacked, however, implementation funding.
- C) The policy was well-intentioned; it lacked implementation funding.
- D) The policy was; well-intentioned though it lacked implementation funding.

**Q39.** Which opening sentence functions most effectively as an essay hook?

- A) This essay will discuss the causes and effects of urbanisation on developing economies.
- B) Urbanisation is a topic that has been discussed for many years by scholars and governments.
- C) In today's modern world, urbanisation is a new trend that is growing.
- D) By 2050, two-thirds of humanity will inhabit cities — yet over a billion urban dwellers currently lack access to basic sanitation.

**Q40.** Which sentence maintains an appropriately formal register throughout?

- A) It's really clear that we need to do way more about mental health in schools.
- B) The necessity of integrating mental health literacy into school curricula is substantiated by a growing body of clinical and educational research.
- C) Mental health is important and schools need to deal with it because students are suffering.
- D) Schools should take mental health more seriously since a lot of students are not doing well.

**Q41.** Which topic sentence most effectively introduces a paragraph about the economic consequences of climate change?

- A) Climate change is a serious problem with many different effects on the world.
- B) The economic consequences of climate change are very bad for developing countries.

C) Climate change imposes disproportionate economic costs on developing nations, eroding agricultural productivity, destabilising coastal infrastructure, and compressing fiscal capacity.

D) Developing countries suffer from climate change more than developed countries, which is unfair.

**Q42.** Identify the sentence that correctly uses parallel structure.

A) A strong essay requires clarity, to be coherent, and precise use of language.

B) A strong essay requires clarity, coherence, and precision of language.

C) A strong essay requires being clear, coherent language, and to use precise words.

D) A strong essay requires to be clear, coherent, and having precise language.

**Q43.** Which sentence correctly integrates evidence into a body paragraph?

A) There is a lot of evidence that shows social media is harmful to mental health.

B) Social media is harmful. A study proves this. It was conducted in 2022.

C) A 2022 longitudinal study published in The Lancet Psychiatry found that adolescents who used social media for more than three hours daily were 2.3 times more likely to report severe depressive symptoms.

D) According to studies, social media harms mental health, and this is very important evidence.

**Q44.** Which sentence correctly uses an adverbial clause with appropriate punctuation?

A) Although the policy generated widespread public support it was never implemented.

B) Although, the policy generated widespread public support, it was never implemented.

C) Although the policy generated widespread public support, it was never implemented.

D) Although the policy generated widespread public support; it was never implemented.

**Q45.** Which sentence most precisely identifies the essay's structural purpose?

A) This essay will look at some of the issues related to food security.

B) This essay argues that systemic agricultural reforms — not emergency food aid — represent the only sustainable solution to chronic food insecurity in sub-Saharan Africa.

C) Food security is a very complex issue that many countries are dealing with today.

D) There are many causes and effects of food security which this essay will talk about.

## CATEGORY 4 — ANALYSE, REWRITE & EXPLAIN (Q46–Q60)

*Skill tested: Deep structural and stylistic analysis; clause identification; paragraph correction; rewriting for precision; application of competing grammatical rules.*

**Q46.** Analyse the following introduction and identify every flaw. Then rewrite it as a strong, formal essay introduction on the same topic. "Climate change is a very serious problem. Many scientists say it is getting worse. In today's modern world, we all need to do something. In my opinion I think we should use more renewable energy because it is better for the environment."

**Q47.** Identify the type of each underlined clause and explain its grammatical function in the sentence: "Although technological advancement [which has accelerated dramatically since the turn of the millennium] creates economic opportunity, it simultaneously displaces labour [that was previously considered irreplaceable]."

**Q48.** The following paragraph lacks coherence. Rewrite it as a unified, coherent body paragraph with a clear topic sentence, supporting evidence, explanation, and a linking sentence. "Many people in cities suffer from pollution. The government has not done enough. There are also problems with transport. Health is also a big issue for people who live near factories."

**Q49.** The paragraph below contains three grammatical errors and two stylistic weaknesses. Identify all five, categorise each, and provide a fully corrected version. "Despite the fact that women earns the same qualifications as men, they continues to face barriers in leadership. This is a very serious problem and we should do something about it."

- Q50.** Explain the difference between a discursive essay and an argumentative essay, then write a model thesis statement for each of the following prompts: (a) 'Artificial intelligence: blessing or curse?' (b) 'Governments must ban single-use plastics immediately.'
- Q51.** Rewrite the following weak body paragraph using the PEEL structure. Preserve the original topic (digital literacy) but improve the argument, evidence integration, and linking sentence. "Digital literacy is important. Many people need to use computers. Schools should teach it. It is useful for jobs."
- Q52.** The following conclusion introduces new evidence and uses informal language. Rewrite it as a formally correct, synthesising conclusion. "To sum it all up, I think the essay has shown that poverty is bad. Also, another thing I want to mention is that the government spends too much money on defence. So we should fix poverty."
- Q53.** Analyse the following thesis statement and explain precisely what makes it weak. Then rewrite it as a strong thesis. "Social media is a topic that a lot of people debate because it has good and bad sides for society."
- Q54.** The following essay uses a register shift (informal to formal). Identify the five sentences that break register and rewrite only those sentences in an appropriately formal style. "Artificial intelligence is transforming the global economy. It's basically changing how every industry works. Businesses are adopting AI tools at a rapid pace. A lot of companies are doing way better because of this. The implications for employment, however, are complex and multifaceted."
- Q55.** Correct all punctuation errors in the following passage and explain each correction: "The report, published in 2023 concluded that urban poverty has worsened however the government refuses to act. Despite this evidence the finance minister insists that conditions are improving. This is of course deeply misleading."
- Q56.** Analyse the following sentence for its clause structure, identify every clause type, and explain how the sentence achieves both grammatical correctness and stylistic sophistication: "Although critics contend that

economic growth inevitably exacerbates environmental degradation, the emergence of decoupling — where GDP rises while carbon emissions fall — suggests that this relationship is neither fixed nor irreversible."

**Q57.** Rewrite the following argumentative paragraph so that it correctly follows the counterargument-rebuttal structure. The original ignores the opposing view entirely. "Capital punishment is morally unjustifiable. It violates the fundamental right to life. Governments that execute citizens undermine their own legitimacy. Capital punishment must be abolished worldwide."

**Q58.** The following essay introduction contains a factual assertion used as a hook, followed by a vague thesis. Evaluate the introduction's strengths and weaknesses, then improve only the thesis statement without altering the rest. "In 2023, global temperatures exceeded 1.5°C above pre-industrial levels for the first time in recorded history. This event marked a watershed moment in the climate crisis. Climate change is a serious issue that governments need to address."

**Q59.** Identify and explain the logical fallacy embedded in the following essay argument, then rewrite the argument to remove the fallacy while preserving the core claim: "Country X adopted renewable energy subsidies and its economy grew by 6%. Therefore, renewable energy subsidies cause economic growth. All countries should immediately adopt them."

**Q60.** You are given this essay prompt: 'Reading is more valuable than watching television.' Write a complete four-paragraph model essay outline (introduction, two body paragraphs, conclusion) with full topic sentences, supporting evidence points, and linking sentences for each paragraph. Then identify which essay type this prompt demands and justify your answer.

## PRACTICE QUESTIONS — PART 2 (DETAILED ANSWERS)

### CATEGORY 1 — SPOT THE MISTAKE: ANSWERS (Q1–Q15)

#### Q1 — Ans:

Flaws identified: (1) 'Since the beginning of time' — a cliché so overused it has lost all meaning; it is also historically imprecise and contributes nothing specific. (2) 'have always faced' — the addition of 'always' to a phrase already implying universal history is redundant. (3) 'many big challenges' — 'many' is a vague quantifier and 'big' is colloquial; neither is appropriate in formal academic writing. (4) The sentence makes no specific claim and fails to contextualise or introduce a thesis. Rewrite: "Across centuries of recorded history, humanity has confronted challenges that test the limits of political, economic, and social organisation — yet none has demanded such simultaneous global cooperation as the crises of the twenty-first century."

#### Q2 — Ans:

The sentence fails on three grounds: (1) 'just' is a colloquialism that weakens the claim and is inappropriate in formal register. (2) 'do something' is a vague, non-specific claim — it names no policy mechanism, action, or direction. (3) There is no specification of what aspect of poverty is being addressed, making it impossible to build a body paragraph around it. A body paragraph claim must be specific enough to be supported with evidence. Rewrite: "Governments must prioritise targeted social transfer programmes to address the structural drivers of persistent urban poverty."

#### Q3 — Ans:

Error: Redundancy — 'In my opinion' and 'I think' mean the same thing; using both is doubly redundant. Additionally, a formal essay should not use 'I think' or 'In my opinion' as these weaken the authority of the claim. Rewrite: "The scientific consensus unequivocally attributes the accelerating pace of climate change to human industrial and agricultural activity."

**Q4 — Ans:**

Error: Subject-verb agreement. The subject is 'scientists' (plural), but the verb used is 'agrees' (third-person singular). The correct verb is 'agree'. This error occurs because writers sometimes lose track of the subject when it is followed by a prepositional phrase or modifier. Corrected: "Many scientists agree that renewable energy is the future." Note also that 'the future' is imprecise; a stronger version would specify what aspect of energy future is intended.

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**Q5 — Ans:**

Error type: Comma splice. The sentence joins two independent clauses ('The economy improved' and 'it created more jobs and reduced unemployment') with only a comma, which is insufficient. Corrections: (1) Use a semicolon: "The economy improved; it created more jobs and reduced unemployment." (2) Use a subordinating conjunction: "As the economy improved, jobs were created and unemployment declined." (3) Use a coordinating conjunction: "The economy improved, and as a result, employment expanded and unemployment declined."

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**Q6 — Ans:**

Error: Dangling modifier. The participial phrase 'Being a complex issue' must logically refer to the grammatical subject of the main clause. However, the subject is 'the government' — governments are not a 'complex issue'. The modifier is left without a logical referent. Corrected: "Because poverty is a complex, multidimensional issue, the government must address it with urgency and through coordinated policy frameworks." Alternatively: "Poverty, being a complex issue, demands immediate and coordinated governmental action."

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**Q7 — Ans:**

Two writing problems: (1) Triple conclusion marker redundancy — 'To conclude', 'in the end', and 'finally' all signal ending; using all three simultaneously demonstrates poor stylistic judgment and wastes word count. (2) 'it can be seen that education matters' is a vague, passive, and empty claim that adds no analytical value. Rewrite: "Ultimately, the evidence presented demonstrates that accessible, quality education remains the most reliable mechanism for breaking intergenerational cycles of poverty and inequality."

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**Q8 — Ans:**

Redundancy: 'The reason why... is because...' is a double-redundancy structure. 'Reason' already implies causation, so 'why' and 'because' are both unnecessary. The correct form is either 'The reason is that...' OR 'The policy failed because...'. Corrected version A: "The reason the policy failed was mismanagement." Corrected version B: "The policy failed because of systematic mismanagement at the ministerial level."

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**Q9 — Ans:**

Error 1 — Comma splice: Two independent clauses ('Social media has both advantages and disadvantages' and 'it is a very important part of our lives today') are incorrectly joined with a comma. Error 2 — Stylistic weakness: 'a very important part of our lives today' is informal and vague; 'very' is a weak intensifier in academic writing. Rewrite: "Social media presents both opportunities for civic engagement and risks to psychological wellbeing; its pervasive integration into daily communication renders its governance a matter of urgent public policy."

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**Q10 — Ans:**

Error: Incorrect preposition after 'Despite'. 'Despite' is a preposition and must be followed by a noun phrase or a gerund, not by a full finite clause. 'Despite the government has invested' is grammatically incorrect. Correct options: (1) 'Despite the government's heavy investment, poverty remains widespread.' (2) 'Although the government has invested heavily, poverty remains widespread.' Rule: Despite + noun/gerund phrase. Although + subject + verb (subordinate clause).

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**Q11 — Ans:**

Error: Subject-verb agreement. The grammatical subject is 'Each', which is a singular indefinite pronoun regardless of the noun that follows in the prepositional phrase ('of the arguments'). Therefore the verb must be singular: 'proves', not 'prove'. This error type — agreement distracted by the intervening prepositional phrase — is extremely common in essays. Corrected: "Each of the arguments listed in this essay proves that democracy is superior."

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**Q12 — Ans:**

Redundancies identified: (1) 'today's modern world' — 'modern' and 'today's' both mean contemporary; one must be removed. (2) 'new and emerging trend' — 'new' and 'emerging' are synonymous in this context. (3) 'increasingly growing' — 'increasingly' and 'growing' overlap; a trend either grows or increases, not both. Economical rewrite: "Urbanisation is an accelerating global trend with profound consequences for economic development, public infrastructure, and social equity."

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**Q13 — Ans:**

Error: Comma splice. 'The data clearly shows that women earn less than men' and 'this is an injustice' are two independent clauses incorrectly joined by a comma. In formal writing, this also represents a stylistic weakness — labelling something 'an injustice' without analysis lacks academic rigour. Rewrite using a relative clause: "The data clearly demonstrates that women earn systematically less than men — a structural inequality that reflects persistent gender-based discrimination in hiring and promotion practices."

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**Q14 — Ans:**

Error 1 — Stylistic: 'We can see that' is informal and passive; formal essays should avoid 'we can see', 'it can be seen', and similar constructions. Error 2 — Grammatical: 'impacted on' is incorrect in standard formal English; the correct form is 'impacted' (transitive, no preposition) or, better, 'affected'. Rewrite: "Technology has profoundly transformed modern society, reshaping communication, commerce, education, and political participation across all demographic groups."

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**Q15 — Ans:**

The paragraph fails for three reasons: (1) Lack of a topic sentence — no sentence introduces a unifying central idea that all subsequent sentences are meant to support. (2) Absence of cohesive links — the three sentences are not connected linguistically; there are no transitional expressions showing how poverty relates to budget priorities, which then relates to education access. (3) No single controlling idea — poverty, budget priorities, and rural education access are three distinct (though related) themes; each requires its own paragraph. Rewrite as a coherent paragraph: "Poverty's most devastating consequences fall on children. In rural communities across

developing nations, inadequate public investment in education denies millions of children access to schooling, perpetuating cycles of deprivation that fiscal austerity — driven by competing governmental budget priorities — continues to entrench."

## CATEGORY 2 — FILL IN THE RIGHT WORD: ANSWERS (Q16–Q30)

**Q16 — Ans:**

**Correct Answer: B) vociferous**

All four options mean 'loud', but 'vociferous' specifically denotes loudly and forcefully expressed opposition in formal academic/political writing. 'Vocal' is close but slightly less forceful. 'Loud' and 'noisy' are informal and inappropriate in a formal essay context.

**Q17 — Ans:**

**Correct Answer: A) acknowledged**

'Acknowledged' is the most precise term here — it implies that the writer recognised and engaged with the opposing view as a formal rhetorical move. 'Accepted' implies full agreement. 'Admitted' carries a confessional connotation. 'Agreed with' implies endorsement, which contradicts the essay's argumentative intent.

**Q18 — Ans:**

**Correct Answer: A) which is**

The clause is non-restrictive (adding parenthetical information about urbanisation, not defining which urbanisation). Non-restrictive relative clauses referring to things use 'which', not 'that'. 'It is' creates a run-on sentence. 'Who is' is used only for persons, not concepts.

**Q19 — Ans:**

**Correct Answer: C) number**

'Evidence' is uncountable in academic usage, but here the question asks about pieces or instances — which takes 'number' when countable. However, because 'evidence' is technically uncountable, 'volume' or 'body' is more idiomatically precise in formal writing. Among the four options, 'number' (used with countable) is the closest correct answer, as 'amount' is used for uncountable mass nouns, 'quantity' is more scientific, and 'volume' implies size rather than count.

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**Q20 — Ans:**

**Correct Answer: A) Despite**

'Despite' is followed by a noun phrase ('the study's limitations'), which is correct — 'despite + noun'. 'Although' and 'even though' require a full clause (subject + verb). 'In spite' is incomplete — the full expression is 'in spite of', making it grammatically equivalent to 'despite'; however, the blank is before 'the study's limitations', not 'of the study's limitations', so 'in spite' alone is incorrect.

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**Q21 — Ans:**

**Correct Answer: B) were**

With 'neither...nor', verb agreement follows the subject closest to the verb. The closest subject is 'cabinet members' (plural), so the verb must be plural: 'were'. 'Was' would be correct only if the subject closest to the verb were singular. 'Are been' is grammatically non-existent. 'Have been' changes the tense unnecessarily.

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**Q22 — Ans:**

**Correct Answer: A) unless**

'Unless' introduces the single negative condition that prevents success — 'it will not succeed unless X happens.' 'Until' implies a time boundary, not a conditional one. 'If' would work only in a positive conditional ('if funding is allocated, it may succeed'). 'Except' cannot be followed by a full clause and introduces exceptions to generalisations, not conditions.

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**Q23 — Ans:**

**Correct Answer: B) establishes**

'Establishes' is the most precise verb here — it conveys the deliberate, foundational act of setting up a thesis, not merely mentioning it. 'States' implies simple declaration without the structural significance. 'Presents' is accurate but broader. 'Delivers' is more informal and action-oriented, less suitable for describing formal textual functions.

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**Q24 — Ans:**

**Correct Answer: A) but also**

The correlative conjunction pair is 'not only... but also'. This is a fixed grammatical structure and cannot be altered. 'And also' is grammatical but does not complete the 'not only' construction. 'But too' and 'as well' are informal and do not satisfy the correlative structure.

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**Q25 — Ans:**

**Correct Answer: A) commonly**

All four adverbs are close in meaning, but 'commonly referred to' is the established, idiomatic phrase in academic and journalistic writing for a widely recognised term. 'Usually', 'generally', and 'typically' imply frequency of behaviour rather than the conventional labelling of a recognised phenomenon.

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**Q26 — Ans:**

**Correct Answer: B) in which**

The relative pronoun must introduce a clause indicating location within the paragraph. 'In which' is the grammatically precise prepositional relative construction for written formal style. 'Where' is also acceptable in less formal registers but is considered less precise when referring to an abstract textual location. 'That' introduces restrictive relative clauses but cannot follow a preposition structure naturally here. 'Which' alone without 'in' leaves the preposition missing.

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**Q27 — Ans:**

**Correct Answer: A) however**

All four words signal contrast, but only 'however' and 'nevertheless' function as conjunctive adverbs at the start of a clause following a semicolon. 'Yet' functions as a coordinating conjunction and should follow a comma, not a semicolon in this construction. 'Although' is a subordinating conjunction and cannot begin a main clause in this position. Between A and B, 'however' directly and immediately signals the contrast, which is the expected move after a positive assertion.

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**Q28 — Ans:**

**Correct Answer: B) set**

After 'recommended that', the subjunctive mood is required. The subjunctive uses the base form of the verb without inflection: 'set', not 'sets' (indicative third-person singular). 'Should sets' is non-standard. 'Has set' uses the wrong tense entirely — the recommendation is about future action, not a completed act.

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**Q29 — Ans:**

**Correct Answer: A) While**

'While' introduces a subordinating adverbial clause of concession — acknowledging one thing while asserting another. It correctly accepts that progress has been made but qualifies it. 'Despite' requires a noun phrase, not a clause ('despite significant progress' — without 'has been achieved'). 'Although' and 'even though' are also grammatically correct here, making this a close competition. However, 'while' is the most idiomatically precise choice when contrasting a partial positive with a qualified negative in academic prose.

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**Q30 — Ans:**

**Correct Answer: B) flaw**

'Flaw' precisely identifies a specific, identifiable error or defect in argumentation — particularly the logical error of conflating correlation with causation. 'Weakness' is broader and vaguer. 'Limitation' implies a boundary of scope

rather than an error of reasoning. 'Drawback' implies a disadvantage rather than an intellectual error. In academic critique of argumentation, 'flaw' is the most precise term for a logical or methodological error.

### CATEGORY 3 — CHOOSE THE CORRECT SENTENCE: ANSWERS (Q31–Q45)

**Q31 — Ans:**

**Correct Answer: Option C**

C is the only specific, arguable, and formally stated thesis. A is a vague observation, not a position. B is imprecise — 'more' and 'everyone' are vague. D presents both sides without taking a stance — it describes the topic, not a thesis.

**Q32 — Ans:**

**Correct Answer: Option B**

B correctly places a semicolon before 'however' and a comma after it — the standard punctuation for a conjunctive adverb joining two independent clauses. A uses a comma before 'however', creating a comma splice. C lacks a comma after 'However', which is required. D uses both 'but' and 'however' — this is redundant and incorrect.

**Q33 — Ans:**

**Correct Answer: Option D**

D synthesises the essay's argument with formal vocabulary, sophisticated structure, and a forward-looking insight. A uses first-person 'I think' and is vague. B is redundant ('To conclude, in the end') and vague. C introduces new material in the conclusion ('government spends on defence'), which is a structural error.

**Q34 — Ans:**

**Correct Answer: Option B**

B correctly uses the concession-rebuttal structure with precise, evidence-grounded language. A acknowledges the opposing view but immediately dismisses it without evidence or reasoning. C is a comma splice and lacks analytical structure. D incorrectly combines 'Although' and 'but' — these cannot co-occur in the same clause.

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**Q35 — Ans:**

**Correct Answer: Option B**

After 'recommended that', English requires the mandative subjunctive — the base form of the verb without inflection. 'Address' (base form) is correct. A uses 'addresses' (indicative third-person singular) — incorrect. C uses the infinitive structure 'to address', which follows 'recommended' differently but not after 'that'. D uses past tense 'addressed' — incorrect in this mandative construction.

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**Q36 — Ans:**

**Correct Answer: Option B**

B demonstrates sophisticated sentence architecture: a complex sentence with a non-restrictive relative clause, precise vocabulary, and multi-dimensional specificity. A consists of choppy, simple sentences with no sentence variety or connective tissue. C uses 'very big and serious' and 'every single day' — colloquial and redundant. D uses 'bad and serious' and repeats 'poverty' unnecessarily — weak and informal.

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**Q37 — Ans:**

**Correct Answer: Option B**

In B, the participial phrase 'Having analysed the data thoroughly' correctly modifies the grammatical subject 'the researchers' — the researchers did the analysing. A: 'the conclusion' did not analyse the data — dangling modifier. C: 'the conclusion became clear to be seen' is grammatically non-standard. D: 'after analysing the data, it became clear with thorough analysis' — 'it' is not a logical agent for 'analysing'.

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**Q38 — Ans:**

**Correct Answer: Option C**

C correctly uses a semicolon between two independent, closely related clauses. A incorrectly places a semicolon before 'but' — a coordinating conjunction follows a comma, not a semicolon. B places 'however' mid-sentence with commas, which is grammatically acceptable; however, option C is more straightforward. D places the semicolon mid-clause, splitting it incorrectly.

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**Q39 — Ans:**

**Correct Answer: Option D**

D opens with a specific, verifiable statistic that immediately contextualises the scope of the issue and creates intellectual urgency. A announces the essay's intentions — a mechanical, uninspiring opening. B is a vague platitude with no specificity. C contains the double redundancy 'today's modern world' and 'new trend that is growing'.

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**Q40 — Ans:**

**Correct Answer: Option B**

B maintains a consistently formal, academic register throughout and uses passive construction and precise vocabulary appropriately. A: 'It's' (contraction), 'really', and 'way more' are all informal and inappropriate. C: 'important' and 'a lot' are informal. D: 'more seriously' and 'a lot' and 'not doing well' collapse register.

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**Q41 — Ans:**

**Correct Answer: Option C**

C is specific, arguable, and grammatically precise, incorporating three parallel noun phrases ('eroding...', 'destabilising...', 'compressing...') in a series. A is a vague generalisation. B uses 'very bad' (informal) and lacks precision. D uses an evaluative moral judgment ('which is unfair') that is appropriate only in specific discursive contexts, not as a topic sentence.

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**Q42 — Ans:**

**Correct Answer: Option B**

B uses parallel structure correctly — three coordinate nouns ('clarity, coherence, and precision') in the same grammatical form. A mixes a noun ('clarity'), an infinitive ('to be coherent'), and a noun phrase ('precise use') — not parallel. C mixes a gerund phrase ('being clear'), a noun phrase ('coherent language'), and an infinitive ('to use precise words') — not parallel. D mixes infinitives and a gerund — not parallel.

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**Q43 — Ans:**

**Correct Answer: Option C**

C integrates evidence precisely: it names the source, date, publication, and provides a specific statistic with a clear finding. A uses 'a lot of evidence' (vague) and 'shows' (imprecise). B presents evidence in three separate, unconnected sentences — fragmentary and stylistically weak. D uses 'studies' (unattributed), 'harms mental health' (imprecise), and 'very important evidence' (informal).

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**Q44 — Ans:**

**Correct Answer: Option C**

After an introductory adverbial clause ('Although the policy generated widespread public support'), a comma is required before the main clause. C is the only option with this correct punctuation. A omits the comma after the introductory clause. B incorrectly places a comma after 'Although'. D uses a semicolon after the adverbial clause, which is incorrect — a semicolon separates two independent clauses, not a subordinate and a main clause.

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**Q45 — Ans:**

**Correct Answer: Option B**

B is the only sentence that functions as a formal thesis statement — it names the topic (food insecurity in sub-Saharan Africa), takes a clear position (agricultural reforms over aid), and specifies the scope. A is a vague

promise to 'look at issues'. C is an imprecise, informal observation. D is a topic announcement ('will talk about'), not a thesis.

## CATEGORY 4 — ANALYSE, REWRITE & EXPLAIN: ANSWERS (Q46–Q60)

### Q46 — Ans:

Flaws in the original: (1) 'very serious problem' — vague and informal; 'serious' requires qualification. (2) 'Many scientists say' — 'say' is informal; 'demonstrate', 'indicate', or 'substantiate' are appropriate. (3) 'In today's modern world' — double redundancy ('today's' + 'modern'). (4) 'we all need to do something' — informal, first-person plural, and non-specific. (5) 'In my opinion I think' — double redundancy of personal hedging. (6) 'better for the environment' — vague. Rewritten introduction: "The year 2023 marked the first time in recorded history that global surface temperatures exceeded 1.5°C above pre-industrial averages — a threshold the scientific community has long identified as the boundary between manageable warming and cascading systemic risk. Despite this urgency, governmental responses have remained fragmented, reactive, and disproportionately reliant on voluntary commitments. This essay argues that mandatory, internationally binding carbon-reduction frameworks represent the only structurally adequate response to the escalating climate emergency."

### Q47 — Ans:

Clause 1: 'Although technological advancement... creates economic opportunity' — Subordinate adverbial clause of concession (introduced by 'although'; it qualifies the main clause by acknowledging the opposing condition). Clause 2: 'which has accelerated dramatically since the turn of the millennium' — Non-restrictive relative clause modifying 'technological advancement' (adds parenthetical descriptive information; removable without altering core meaning; indicated by commas). Clause 3: 'it simultaneously displaces labour' — Main clause (the principal independent statement the sentence makes). Clause 4: 'that was previously considered irreplaceable' — Restrictive relative clause modifying 'labour' (it defines which labour — the kind previously deemed irreplaceable; essential to the meaning; no commas). Grammatical sophistication: The sentence uses

both a non-restrictive and a restrictive relative clause within a single complex-compound structure, demonstrating advanced subordination and precise differentiation of clause types.

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**Q48 — Ans:**

Problems with the original: No topic sentence; no linking between ideas; topics shift randomly across four sentences; no evidence or analysis. Rewritten paragraph: "Urban air pollution poses an escalating public health crisis that municipal governments have systematically underestimated. In cities across South and Southeast Asia, prolonged exposure to particulate matter (PM2.5) has been directly linked to a 25% rise in respiratory illness admissions over the past decade, according to WHO urban health surveillance data. This deterioration is compounded by inadequate public transport infrastructure, which drives car dependency and amplifies vehicular emissions in densely populated corridors. Without coordinated investment in clean transit networks, real-time pollution monitoring, and industrial emission regulation, urban populations — particularly those residing near manufacturing zones — will face worsening health outcomes for the foreseeable future."

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**Q49 — Ans:**

Five errors identified: (1) Subject-verb agreement error: 'women earns' — 'women' is plural; correct form is 'earn'. Category: Grammar — subject-verb agreement. (2) Subject-verb agreement error: 'they continues' — 'they' is plural; correct form is 'continue'. Category: Grammar — subject-verb agreement. (3) Stylistic weakness: 'very serious problem' — 'very' is a weak intensifier in academic prose; 'profound' or 'systemic' is more precise. Category: Register/style. (4) Stylistic weakness: 'we should do something about it' — informal ('we'), vague ('something'), and non-specific ('it'). Category: Register and precision. (5) 'Despite the fact that' — though not grammatically wrong, it is verbose; 'Although' is the preferred formal alternative. Category: Concision/style. Corrected version: "Although women earn equivalent qualifications to men, they continue to encounter structural barriers to leadership across professional sectors. This systemic inequity demands targeted legislative intervention, including gender-balanced boardroom mandates and transparent pay auditing frameworks."

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**Q50 — Ans:**

Difference: A discursive essay presents multiple perspectives on a topic — weighing evidence for and against — before reaching a balanced or nuanced conclusion. An argumentative essay takes a definitive stance from the outset and marshals all evidence to defend that position, while refuting opposing views. (a) Discursive thesis for 'Artificial Intelligence: blessing or curse?': "While artificial intelligence offers transformative potential in medicine, education, and economic productivity, its unchecked deployment poses substantial risks to employment equity, data privacy, and autonomous decision-making — risks that require regulatory frameworks as sophisticated as the technology itself." (b) Argumentative thesis for 'Governments must ban single-use plastics immediately': "The continued production of single-use plastics constitutes an unacceptable ecological liability; governments must implement immediate, legally enforced bans — with no exemptions — on their manufacture and distribution."

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**Q51 — Ans:**

Original paragraph problems: (1) No PEEL structure — no topic sentence, no evidence, no explanation, no link. (2) All four sentences are simple and disconnected. (3) 'Many people need to use computers' is a vague generalisation. (4) 'It is useful for jobs' is imprecise. PEEL Rewrite: "Digital literacy has emerged as a prerequisite for meaningful participation in the modern economy. [Point] A 2022 World Bank report found that jobs requiring intermediate to advanced digital skills grew at three times the rate of non-digital roles across G20 economies, while digitally literate workers commanded wage premiums averaging 19% above comparable non-digital peers. [Evidence] This data demonstrates that digital illiteracy is no longer merely an educational disadvantage but an economic exclusion — one that deepens existing socioeconomic inequalities. [Explain] Educational systems that fail to integrate digital literacy into core curricula are, therefore, systematically producing graduates unequipped for the workforce they will enter. [Link]"

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**Q52 — Ans:**

Problems with original conclusion: (1) Introduces new argument: 'the government spends too much money on defence' — this is entirely new evidence not developed in the essay. (2) Informal language: 'To sum it all up', 'I think', 'very bad', 'So we should fix'. (3) Personal pronoun 'I' is inappropriate in formal academic writing. (4) No synthesis — the conclusion merely states that poverty is bad, which is not an insight. Rewritten conclusion: "The analysis presented in this essay demonstrates that poverty is not an inevitable condition but a structural outcome

of policy choices that consistently prioritise short-term fiscal conservatism over long-term human investment. The economic cost of inaction — measured in lost productivity, elevated healthcare expenditure, and intergenerational immobility — invariably exceeds the cost of prevention. Governments that treat poverty reduction as a secondary concern do not merely fail the poor; they undermine the economic and social foundations upon which stable, prosperous societies depend."

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**Q53 — Ans:**

Why the thesis is weak: (1) 'a topic that a lot of people debate' — all essay topics are debated; this adds no information. (2) 'a lot of people' — informal quantifier. (3) 'good and bad sides' — binary and non-specific; offers no position or analytical frame. (4) 'for society' — imprecise scope. The thesis takes no stance and could belong to any essay on any debated topic. Rewritten thesis: "Despite its unprecedented capacity to amplify civic voices and accelerate information exchange, social media's algorithmic architecture systematically privileges emotional outrage over rational discourse — making it, on balance, a net corrosive force on democratic deliberation and interpersonal trust."

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**Q54 — Ans:**

Five informal sentences identified: Sentence 2: "It's basically changing how every industry works." — Problems: contraction ('It's'), hedging filler ('basically'). Formal rewrite: "It is fundamentally restructuring operational frameworks across every major industry." Sentence 4: "A lot of companies are doing way better because of this." — Problems: 'A lot of' (informal), 'way better' (colloquial), 'because of this' (vague). Formal rewrite: "A significant proportion of enterprises report measurably improved efficiency and profitability as a direct result of AI integration." Other informal moments (minor): 'transforming' is acceptable but could be 'reshaping' for precision. Sentences 1, 3, and 5 maintain formal register and require no correction.

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**Q55 — Ans:**

Punctuation errors and corrections: (1) "published in 2023 concluded" — Missing comma after '2023'. The participial phrase 'published in 2023' is a non-restrictive modifier; it must be enclosed with commas. Corrected: "published in 2023, concluded". (2) "has worsened however the government" — Missing semicolon or full stop

before 'however', and a comma after it. 'However' as a conjunctive adverb requires a semicolon before it when joining two independent clauses. Corrected: "has worsened; however, the government". (3) "Despite this evidence the finance minister" — Missing comma after the introductory prepositional phrase 'Despite this evidence'. Corrected: "Despite this evidence, the finance minister". (4) "This is of course deeply misleading." — Parenthetical phrase 'of course' requires commas on both sides. Corrected: "This is, of course, deeply misleading."

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**Q56 — Ans:**

Clause-by-clause analysis: Main clause: "the emergence of decoupling...suggests that this relationship is neither fixed nor irreversible." Subordinate clause (concession): "Although critics contend that economic growth inevitably exacerbates environmental degradation" — adverbial clause of concession; introduces and acknowledges the opposing viewpoint before the rebuttal in the main clause. Noun clause: "that economic growth inevitably exacerbates environmental degradation" — object of 'contend'; contains a complete subject-predicate structure embedded in the concession clause. Appositive phrase: "where GDP rises while carbon emissions fall" — non-restrictive relative/appositional clause defining 'decoupling'; the em-dash signals its explanatory function. Noun clause: "that this relationship is neither fixed nor irreversible" — object of 'suggests'; delivers the essay's rebuttal claim. Stylistic sophistication: The sentence deploys a concession-rebuttal structure within a single sentence using 'although', defines a technical term with an embedded relative clause, and concludes with a double negative ('neither...nor') that avoids absolutism — all hallmarks of expert academic prose.

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**Q57 — Ans:**

Rewritten with counterargument-rebuttal structure: "Capital punishment is defended by its proponents as a deterrent necessary to protect societies from the gravest crimes. However, a comprehensive meta-analysis published by the National Research Council — encompassing data from thirty-two countries over four decades — found no statistically significant correlation between execution rates and reductions in violent crime. Furthermore, the irreversibility of the death penalty creates an unacceptable risk: since 1973, more than 185 individuals on death row in the United States alone have been exonerated through post-conviction evidence review. A justice system that cannot correct its errors should not exercise the power to eliminate the possibility of

correction. On these grounds — the absence of deterrent effect and the inherent risk of irreversible injustice — capital punishment cannot be defended as a legitimate instrument of state power."

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**Q58 — Ans:**

Evaluation of the introduction: Strengths: (1) The hook is a specific, verifiable statistic ('global temperatures exceeded 1.5°C above pre-industrial levels for the first time in recorded history') — this is effective and contextually precise. (2) The sentence 'This event marked a watershed moment in the climate crisis' provides good transitional movement from hook to thesis. Weaknesses: (1) The thesis — 'Climate change is a serious issue that governments need to address' — is entirely non-specific, takes no stance, and proposes no mechanism or scope. It could apply to any essay ever written on climate change. It fails on every criterion for a thesis statement. Improved thesis only: "This essay argues that mandatory, binding international carbon-pricing mechanisms — rather than voluntary national commitments — represent the only structurally adequate legislative response to the climate thresholds humanity has already crossed."

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**Q59 — Ans:**

Logical fallacy identified: Post hoc ergo propter hoc ('after this, therefore because of this'). The argument assumes that because economic growth followed the adoption of renewable energy subsidies in Country X, the subsidies caused the growth. This ignores multiple possible confounding variables (e.g., commodity exports, foreign investment, fiscal stimulus, global demand cycles) that could independently explain the 6% growth. The universalisation ('All countries should immediately adopt them') compounds the error by ignoring contextual differences between economies. Rewritten argument (fallacy removed): "Emerging evidence from countries that have adopted renewable energy subsidies suggests a potential association between such policies and macroeconomic performance. Country X recorded 6% GDP growth in the period following subsidy introduction; while causation cannot be directly inferred from this correlation, the data warrants further investigation. A growing body of comparative economic research suggests that well-designed renewable energy incentives can stimulate green-sector employment, reduce long-term energy import costs, and improve fiscal stability in energy-dependent economies. Countries considering such policies should, however, conduct context-specific cost-benefit analyses before implementation."

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**Q60 — Ans:**

Essay type: Argumentative — the prompt 'Reading is more valuable than watching television' requires the writer to defend a clear position against an implied counterposition (that television is equally or more valuable). The use of a comparative ('more valuable') and a definitive evaluative claim signals an argumentative, not discursive, structure. COMPLETE MODEL ESSAY OUTLINE: Introduction (approx. 70 words): Hook: "In 2023, the average adult in developed nations spent over seven hours daily consuming screen content — yet literacy rates and sustained reading habits continue their thirty-year decline." Context: Reading and television represent two dominant modes of intellectual engagement in the modern world, both widely consumed and frequently compared. Thesis: "While television entertainment provides passive engagement, the cognitive demands of sustained reading — encompassing critical reasoning, vocabulary acquisition, and empathic imagination — make it a categorically superior intellectual activity." Body Paragraph 1 — Cognitive and Linguistic Development (approx. 90 words): Topic sentence: "Reading develops cognitive architecture and linguistic capacity in ways that passive screen consumption demonstrably cannot replicate." Evidence: A 2020 longitudinal study by the University of California tracked 1,200 children over five years and found that regular readers demonstrated 31% higher critical reasoning scores and 42% broader active vocabulary than age-matched, high-screen-time peers. Explanation: This difference arises because reading demands that the brain actively construct meaning, fill inferential gaps, and process abstract language — processes that passively received visual-audio content does not require. Link: "These cognitive advantages extend beyond academic performance into professional communication, problem-solving, and lifelong intellectual independence." Body Paragraph 2 — Empathy, Imagination, and Depth (approx. 90 words): Topic sentence: "Literary reading cultivates empathic depth and imaginative capacity in ways that even high-quality documentary or drama television cannot achieve." Evidence: Research published in Science (2013) by Mar et al. demonstrated that readers of literary fiction showed significantly higher scores on Theory of Mind assessments — the psychological measure of the ability to attribute mental states to others — than equivalent non-readers. Explanation: Because prose demands that readers internally construct characters' emotional landscapes without visual cues, the imaginative effort involved produces deeper and more transferable empathic competence than the externally produced emotional cues of television. Link: "In a world increasingly defined by cross-cultural communication and social complexity, this empathic capacity represents an invaluable human competency that reading uniquely fosters." Conclusion (approx. 65 words): Synthesis: Reading's advantages over television are not merely a matter of preference but of cognitive and social consequence — sustained by robust empirical evidence and anchored in the mechanisms of language and thought. Closing insight: "Ultimately, the question of reading versus television is

not a debate about leisure but about what kind of minds a society chooses to cultivate — and what it considers worth the effort of attention."

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