

MOCK EXAM

1. Paragraph analysis: Analyze the following paragraph in terms of purpose, organization, coherence and unity and language.

Ana

Work and school are very much alike in at least five ways. First, both require an early start. Going to work requires getting up early to avoid the traffic rush, and going to school requires getting up early to be assured of a parking space. Second, promptness is important in both places. Being at work on time pleases the employer; being in class on time pleases the instructor. Third, both involve quotas. A job imposes various quotas on a worker to ensure maximum production--for example, a certain amount of boxes must be filled on an assembly line, or a designated number of calls must be made by a telephone solicitor. Likewise, school imposes quotas on a student to ensure maximum effort--for instance, a certain number of essays must be written in an English composition class or a specific number of books must be read in an American Novel course. Fourth, both work and school deadlines must be met. On the job, the boxes would have to be filled and the telephone calls made by a certain time; in a class, the essays would have to be submitted and the books read by a certain date. Finally, both work and school benefit society. Workers produce useful and entertaining items for people to use, such as refrigerators and televisions. Similarly, students prepare themselves to enter fields like medicine and law, fields which serve society. It is not surprising that work and school share these five similarities, since one of the purposes of school is to prepare a student for the job of his choice.

2. Summarize the following paragraphs:

- a. "The movement toward education by computer is developing fast. Massive Open Online Courses, called MOOCs, are changing how people learn in many places. For years, people could receive study materials from colleges or universities and take part in online classes. But such classes were not designed for many thousands of students at one time, as MOOCs are." (MOOCS Are Moving Forward , Voice of America, learningenglish.voanews.com)
- b. By 1964, there were an estimated 33,500 restaurants in the United States calling themselves "drive-ins," but only 24,500 offered hot food, the remainder being ice cream and soft-drink stands primarily. Layout varied from drive-in to drive-in, but three principal spaces could always be found: a canopy covered driveway adjacent to the building, a kitchen, and a carhop station linking kitchen and parking lot. The smallest drive-ins offered carhop service only, but many also featured indoor lunch counters and booths, sometimes on the scale of the coffee shop.(Article by Jackle and Sculle :Quick-Service Restaurants in the Age of Automobile Convenience)

3. Paraphrase the following paragraph:

The cause of autism has also been a matter of dispute. Its incidence is about one in a thousand, and it occurs throughout the world, its features remarkably consistent even in extremely different cultures. It is often not recognized in the first year of life, but tends to become obvious in the second or third year. Though Asperger regarded it as a biological defect of affective contact—innate, inborn, analogous to a physical or intellectual defect—Kanner tended to view it as a psychogenic disorder, a reflection of bad parenting, and most especially of a chillingly remote, often professional, "refrigerator mother." At this time, autism was often regarded as "defensive" in nature, or confused with childhood schizophrenia. A whole generation of parents—mothers, particularly—were made to feel guilty for the autism of their children. (A passage from Oliver Sacks' essay "An Anthropologist on Mars")

4. Write a formal outline for the following text:

Should the death penalty be restored in the UK?

The restoration of the death penalty for serious crimes is an issue of debate in the UK because of the recent rise in violent crime. The causes, effects and solutions to the problems of violent crime throw up a number of complex issues which are further complicated by the way that crime is reported. Newspapers often sensationalise crime in order to increase circulation and this makes objective discussion more difficult. This essay will examine this topic firstly by considering the arguments put forward by those in favour of the death penalty and then by looking at the arguments opposed to the idea.

The main arguments in favour of restoring the death penalty are those of deterrence and retribution: the theory is that people will be dissuaded from violent crime if they know they will face the ultimate punishment and that people should face the same treatment that they gave out to others. Statistics show that when the death penalty was temporarily withdrawn in Britain between 1965 and 1969 the murder rate increased by 125% (Clark, 2005). However, we need to consider the possibility that other reasons might have led to this rise. Amnesty International (1996) claims that it is impossible to prove that capital punishment is a greater deterrent than being given a life sentence in prison and that “evidence....gives no support to the evidence hypothesis theory.” It seems at best that the deterrence theory is yet to be proven. The concept of ‘retribution’ is an interesting one: there is a basic appeal in the simple phrase ‘the punishment should fit the crime’. Calder (2003) neatly summarises this argument when he says that killers give up their rights when they kill and that if punishments are too lenient then it shows that we undervalue the right to live. There are other points too in support of the death penalty, one of these being cost. It is obviously far cheaper to execute prisoners promptly rather than feed and house them for years on end.

The arguments against the death penalty are mainly ethical in their nature, that it is basically wrong to kill and that when the state kills it sends out the wrong message to the rest of the country. Webber (2005) claims that the death penalty makes people believe that ‘killing people is morally permissible’. This is an interesting argument – would you teach children not to hit by hitting them? Wouldn’t this instead show them that hitting was indeed ‘permissible’? There is also the fact that you might execute innocent people. Innocent people can always be released from prison, but they can never be brought back from the dead. When people have been killed there is no chance of rehabilitation or criminals trying to make up for crimes. For this reason capital punishment has been called ‘the bluntest of blunt instruments’ (Clark, 2005).

In conclusion, the arguments put forward by people who support or are against the death penalty often reflect their deeper principles and beliefs. These beliefs and principles are deeply rooted in life experiences and the way people are brought up and are unlikely to be swayed by clever arguments. It is interesting that in this country most people are in favour of the death penalty yet parliament continues to oppose it. In this case it could be argued that parliament is leading the way in upholding human rights and continues to broadcast the clear message that killing is always wrong.

5. Argumentative writing:

Write an argumentative essay in which you argue either for or against banning smoking in public places.