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Article was written by an intern at hqessay.com

Description Essay Sample: How Can One Help You Write an Essay?

A good sample of a description essay may be found online and in several forms of custom essays. A description essay sample gives an idea to wannabe essay authors on how to write an essay. A sample of an essay offers one the chance to write a descriptive essay using the sample format. It makes the process of writing an essay on description much simpler.

A description essay sample acts as a guide to support people who do not know how to go about academic writing. It also enables other people write custom term papers that help them in their studies.

How it helps you write your essay

If you are able to follow the format of a sample of a description essay to the letter, you will be able to describe almost anything in a manner that is highly acceptable. If you do not know how to write a description essay and you try it without taking a look at a sample essay, you will find it hard. This is because you will be working without an idea of what you are doing. It is always easier to work on something that you have at least inkling about. By taking a close look at a description essay sample, you will be able to create one of your own without much fuss.

Writing your own essay

The whole idea of a description essay sample is to enable you write your own essays with ease. In any case you start writing an essay on description and you get stuck somewhere along the line, all you have to do is look up a description essay either online or in an archive somewhere. These sample essays are not hard to come by in the present day and age.

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GENERIC MARK SCHEME

Question 1: Genre transformation question

Award a mark out of 15 for Reading.

Band 1: 13–15	The response reveals a thorough reading of the passage. A wide range of ideas is applied to convey full understanding. There is sustained use of supporting detail, which is well integrated into the response, contributing to a strong sense of purpose and approach. Developed ideas are well related to the passage. All three bullets are fully covered.
Band 2: 10-12	There is evidence of a competent reading of the passage. Some ideas are developed but the ability to sustain them may not be consistent. There is frequent supporting detail. The response answers all three bullets, though perhaps not equally well.
Band 3: 7-9	The passage has been read reasonably well , but the response may not reflect the range of content of the original. There may be some mechanical use of the passage. There is focus on the task and satisfactory reference, but opportunities for development are rarely taken. Some supporting detail is used. Ideas are simply formulated. There is uneven focus on the bullets.
Band 4: 4-6	Some brief, relevant references to the passage are made. Responses may be thin or lack focus on the passage or the question, but there is some evidence of general understanding of the main ideas.
Band 5: 1-3	Response is either very general, with little specific reference to the passage, or a reproduction of sections of the original. Content is insubstantial, or there is little realisation of the need to modify material from the passage.
Band 6:	There is no relevance to the question or to the passage, or the response consists entirely of lifted material.

Question 1: Award a mark out of 5 for writing:

В	and 1: 5	The language of the response has character and sounds convincing. Ideas are firmly expressed in a wide range of effective and/or interesting language. Structure and sequence are sound throughout.
В	and 2: 4	Language is mostly fluent and there is clarity of expression. There is a sufficient range of vocabulary to express ideas with subtlety and precision, and to give a sense of voice. The response is in a consistent and appropriate style, and is mainly well structured.
В	and 3: 3	Language is clear and appropriate, but comparatively plain or factual, expressing little opinion. Ideas are rarely extended, but explanations are adequate. There may be flaws in sequencing.
В	and 4: 2	There may be some awkwardness of expression and some inconsistency of style. Language is too limited to express shades of meaning. There is structural weakness in the presentation of material. There may be some copying.
В	and 5:	There are problems of expression and structure. Language is weak and undeveloped. There is little attempt to explain ideas. There may be frequent copying from the original.
В	and 6: 0	Sentence structures and language are unclear and the response is difficult to follow, or it is entirely copied.

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WRITING CRITICAL ESSAYS

When literature professors assign you to "write a paper," what exactly do they want you to do? Some instructors are precise about assignments: they may specify a topic or even a thesis; they may supply the evidence on which you are to comment. Often, though-especially in more advanced English courses-the assignment is "open." What, then, is your professor looking for?

Probably he or she expects you to write a "critical essay," a relatively brief paper in which you will apply your ingenuity, creativity, and analytical skills to confronting and explaining a literary text. A paper qualifies as a critical essay when it makes an original observation about a work of literature while answering the guestion, "well, so what?"

You may find yourself a bit overcome at the prospect of coming up with something original to say about a work by Chaucer, Shakespeare, Austen, or Faulkner: haven't professional scholars been writing everything that could possibly be said, for decades if not for centuries? Intimidated by this assumption, many students go to the library and look up what "the critics" have said before trying to work on criticism of their own. I don't think that's a good way to go about it. Even if you are assigned to write a "research paper" (which differs from a critical essay in that it requires you to consult and cite other scholars' work), you will find the writing less difficult if you work out your own critical position on a text before consulting other sources. You can always revise your ideas and your essay as your understanding of the text increases. For this, after all, is the purpose of writing critical essays: to come to a more complete understanding of a given work of literature and to communicate that understanding to another reader.

WHAT CRITICAL ESSAYS DO

"Critical," in literary matters, does not carry the negative connotations of "finding fault" that the word has in common usage. Most critical essays either imply or express a great deal of enthusiasm for the works they discuss. The reason is simple: it's much more productive to spend time thinking and writing about a poem, play, story, or novel you enjoyed reading than to dwell on one you didn't like in the first place. Devoting the necessary hours to tearing apart a work you found boring or offensive or amateurish can be depressing.

In literary study, critical essays usually have one of three main goals. They can aim primarily to describe, evaluate, or interpret a text. All essays will combine some elements of each activity. For instance, "evaluation" is implicit in every critical essay: even if you don't set out to prove how good a particular text is, you imply that it has value when you choose it as the subject for critical study. Still, every essay's main point, or thesis, should focus on one of these

CAMBRIDGE CHECKPOINT ENGLISH: REVISION GUIDE FOR THE CAMBRIDGE **SECONDARY 1 TEST**

ANSWERS AND SAMPLE ANSWERS

As a general principle, the only tasks that have been allocated marks are those which closely reflect xam-style questions. For all other practice questions in this book, teachers, knowing the abilities of their

1 The mechanics of English

Page 3

- 1 I am a student at River View School named Adil and I live in Ipoh which is a city in Malaysia.
- 2 Ipoh which is the state capital of Perak and the fourth largest city in Peninsular Malaysia is on the west 3.1 enjoy reading and my favourite book is To Kill a Mockingbird by the American author, Harper Lee,
- 4 My best friend is Rojina who has very long black hair and lives next door to me in a very large house
- 5 Rojina and I attend the same school on the other side of city and we travel there every day by bus

Page 5

- 6 A science textbook. Look for simple/compound sentences and an objective, factual, informative tone 7 A story written for young children. Look for simple sentences; some deliberate repetition of key
- 8 The front-page story of a popular national newspaper. Look for short direct sentences; emotive
- 9 The editorial column of a broadsheet newspaper. Look for a balanced, reflective tone produced
- 10 The opening paragraph of a detective or crime novel. Look for direct, simple/compound ming to involve reader by creating a sense of mystery and tension
- 11 A biography of a famous historical person. Look for an authoritative knowledgeable tone 12 A guide for tourists to your own town or country. Look for welcoming, informative tone
- 15 An article in a magazine for teenagers. Look for informal, friendly tone produced by simple, direct sentences (and occasionally deliberate non-sentences); colloquial non-standard vocabulary to reflect the speech of the intended audience. Perhaps use of text-speak and so on.
 - Cambridge Checkpoint English Revision Guide 1 @ Hodder & Stoughton Ltd 2013

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This is the final exercise of Paper 1 and 2. It can be an article, a report or a review writing. We¢ÃÂÂll look at articles here. You will be given a topic (more like a question to ponder up on) on which you have to write your views and opinions. This can either be a two-sided article (for and against) or a one-sided article (just your opinion). It is up to you

to decide. The topics usually given for this exercise are easy enough that you can come up with points right there in the exam, but it is good if you read upon various issues from around the word (obesity, technological influences, environmental issues, animal welfare, teenager issues etc). So here¢ÃÂÂs how to attempt this question: Before you start it is a good idea that you come up with a plan. Use the blank space below the question to make your plan, in pencil. In your plan write down the answers to these questions: The audience: this will be specified in the question (it is almost always a school magazine). So when you write, keep in mind that you need to write to that audience. Your language, tone and vocabulary should reflect this. Is my article going to be two-sided or one-sided? A Alf you know a lot about the topic and can weigh up the pros and cons, then go for two-sided. If you AAAre not too knowledgeable about it, stick to one-sided. How do I introduce the topic? Start off by saying what the topic is and how important the topic is in today¢ÃÂÂs world. Why it is such a problem? Or is it a problem? What¢ÃÂÂs in the body? Write down three points. (If it¢ÃÂÂs two-sided write two pros and two cons). You will develop your body based on these points. (If it¢ÃÂÂs two-sided write two pros and two cons). points and give your final opinion (even if it¢ÃÂÂs two-sided, give your final opinion on the matter). Organise. By now, you¢ÃÂûve pretty much come up with the contents of your article. Now your points into paragraphs. One-sided Article:Paragraph 1: Introduction Paragraph 2: First point with justification (or counter-argument) Paragraph 3: Second point with justification (or counter-argument) Paragraph 4: Opposing point which you contradict (here, you state a point said by people who have a different opinion from yours and explain why they are wrong. This is called argument and Acounter-argument) Paragraph 5: Conclusion- summary, (solution?), repeat your opinion Two-sided Article: Paragraph 1: Introduction Paragraph 2: Advantages/¢ÃÂÂFor¢Ã Paragraph 3: Disadvantages/¢ÃÂÂFor¢Ã Paragraph 4: Conclusion- Summary and final opinions: I agree/ disagree with the above statement that Presenting and contrasting opinions: The main argument in favour/ against is First of all I should like to consider Despite the fact that/ In spite of What matters most in this case is Thus, I am of the opinion that Argumentative verbs (use these instead of say/tell): Here¢ÃÂS an example of aà Aone-sided article. This is one-sided because, even though it weighs up both ¢ÃÂÂfor¢Ã and ¢ÃÂÂagainst¢Ã points, in each paragraph it contradicts the ¢ÃÂÂfor¢Ã points and alludes to the same conclusion that zoos should be abolished. This is an example I found on the internet; not mine! Tips Use your own points, words and phrases as far as possible. The more original your content is, the better. Give a suitable title Keep to the word limit 150-200 words. Exceeding a little over 200 is not a problem. Always have an introduction and conclusion Always organise your points into paragraphs. One para for each point (one-sided) or all advantages in one para and disadvantages in another para (two-sided) is the ideal format. A final opinion has to be given. Punctuation, spelling and grammar is very Check your writing after you're done. Time management for the main role 1 Take 20 minutes to create a plan, 15 minutes to organize and write your article. Use the remaining 5 minutes to read your article, make changes and spelling errors, grammar and correct scores. Notes sent by LINTHA Click here to go to the next topic Click here to go to the previous topic Click here to go to the previous topic Click here to go to the previous topic Click here to go to the next topic Click here to go to the previous topic Click here to go to the previous topic Click here to go to the previous topic Click here to go to the next topic Click here to go to the next topic Click here to go to the previous topic Click here to go to the next topic Click here to go to t Cambridge Igcse English Like a second language? If so, go ahead with the download. . with/sebastiansaji7/ebook-article-writing-for-cambridge-igcse-es/ Do you think it's time to save wildlife? Have you ever thought of having a zoo in our Currently, a significant number of naturalists are campaigning against zoos, arguing that it is cruel to keep wild animals in cages, away from their natural environment. However, like many other adolescents, I believe that zoos have a positive role to play, but some firm critics are not convinced about it. First of all, many species of animal run the risk of extinction because their natural habitat is disappearing due to deforestation. Some like elephants are hunted by their ivory and tigers for their skins. Therefore, if the animals kept in captivity, they can reproduce safely, which will prevent the species from dying. Another reason to keep the animals kept in captivity, they can reproduce safely, which will prevent the species from dying. Another reason to keep the animals kept in captivity, they can reproduce safely, which will prevent the species from dying. ed sedils ,esseretni otla ed sogitra iulcni euq oid©Ãm e oid©Ãm e oid©Ãm onisne od saselgni setra ed serosseforp arap orietni ona ed sanames ad o£Ã§Ãcif-o£Ãn ed ogitra O4 egaP odazinagro utcurts mu me sotircse o£Ãs sofarg;Ãrap-itlum sogitra sO .alua ed alas ed savitatcepxe e sonula sues ed edneped ossI .cte ,oriecrap ed ohlabart ,orietni opurq ed o£Ã§Ãurtsni ,oneuqep opurq ed o£ÃyÃurtsni ,one m©Ãbmat sonula sO .orrohcac ed sohniom e o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac e se£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac e se£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ed sohniom e o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac e se£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac e se£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ã§Ãamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba odniulcni ,sorrohcac ese£Ãc etnemacificepse ,o£Ãsēamitse ed siamina ed sogirba etnemacifi omoc ,siabolg seµÃtseuq arolpxe ele ,ossid m©ÃlA .1 lepap o arap artsoma ed etnadutse ed ohlabart ed m©Ãla ,socir³Ãtsih sotnemucod e saicÃton ed sogitra ,socir³Ãtsih sotnemucod e saicÃton ed socir³Ãtsih soci acrec egnarba edadinu A .1202 me of. 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With this package of activity package, students learn about famous history events (earthquake, tsunami, volcano, hurricane, landslide, fire, blizzard, tornado). After reading the magazine's articles, students will answer the last options and questions of understanding short answers, carry out words designed with words with words of the texts and complete 21 informational reading Article: Earth Daysubjects: Science, science, Ecology, History, Language Arts Gradures: 7-12 Distance Learning: Yes! Sub Plans: Yes! Sub Plans: Yes! This is an environmental article, focused on ten ways in which humans had a negative impact on the planet's environment. It is the Earth Day (April 22) or for any biology, ecology, land science or general science classroom. Included: 1 - Article (3 pages) - 10 ways in which humans affect planet 2 - Questions, opinion, you you find these simple and interactive features to teach statements (This, that these, these) and articles {a, an, the}! or the? spreadsheet - one or a leaf of classification and group record: classify the word cards to accompany with one or An. - A, one or the scoot and record sheet. Activities: Page 23This product includes materials to practice and evaluate the understanding of the students of articles, conjunctions, prepositions and pronouns. DESINTS THE CLASS CLASSROOM. If you like this unit, take a look at my parts of the speech: grammatical package {articles. Ution, painting prepositions, pronouns of pockets to a reduced price! Included in this package ... 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I've aPage 26Este producto incluye 8 hojas para la pră; Actica de los art Aculos determinados e indeterminados e i deben rodear los artÃÂculos correctos para cada sustantivo. Este producto incluye hojas de autocorreccióÂn (answer keys) para que el profesor o los propios alumnos puedan comprobar sus respuestas. Este recurso puede usarse para el trabajo en grupo, puede asignarse como trabajo independiente, o puede a a

Days of the week. you use on with days of the week: On Tuesday I play football. On Wednesday I go shopping.; Months. you use in with months: My birthday is in February. I go on holiday in June.; Years. you use in with months: My birthday is in February. I go on holiday in June.; Years. you use in with months: My birthday is in February. I go on holiday in June.; Years. evening.; Times of the day Mar 29, 2019 · Sometimes, an adverb used with a verb is repetitive, and it makes your writing feel clunky. The verb often is enough to describe what is going on without adding extra words. For example, take this sentence: "She exclaimed excitedly." "Exclaimed excitedly." "Exclaimed excitedly" is redundant. A college (Latin: collegium) is an educational institution or a constituent part of one. A college may be a degree-awarding tertiary educational institution, a part of a college may be a high school or secondary school, a college of further education, a ...

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