

Answer Key

Stage 1

TASK 1:

a) and c) ask the same question, but from opposing ends; b) and d) both compare the role of the home and the school in education; e) and f) deal with the same question from opposing ends.

Stage 2

TASK 4:

See Task 10 on p.25 for an example.

TASK 5:

- a) **Leisure** activities: **Physical:** sport, exercise **Social:** friends, relations
 Creative / Cultural: art, music, dance
- b) **Education:** Better understanding: **knowledge** — better decisions, better life-style, wisdom;
 jobs: satisfaction; pay **pleasure:** culture - books, music
- c) **City life:** **Environment:** crowded, no nature, space;
 Expectations: too much — time pressure; work pressure, transport problems.

TASK 6:

Cars: convenient — door-to-door **but:** no exercise, lower life expectancy
 fast: **but:** not in traffic jams
 cheaper: **but:** depends on cost of public transport. Cost high for society: air pollution!

TASK 7:

- a) *harm* and *good*
- b) This topic should ideally be discussed without evaluation. Social scientists have tried to find factual evidence for or against this. In practice, you can only draw conclusions from what you **assume** to be the case.
- c) quality of life
- d) *too much*. *Stress* is a term most people would understand the same way. But how much is *too much*?

TASK 8

factories and cars lead to air pollution;
 rubbish and waste disposal lead to water pollution;
 water pollution and lack of fresh water lead to fish dying;
 deforestation leads to animals being endangered.

TASK 9

For: **Information:** education, news; general knowledge
 Entertainment: music, sport, films
 Communication

Against: **Time wasted:** homework not done
 Physical: harms eyes, not enough exercise, harms bodies
 Social: no socialisation / friends, buy unnecessary things

TASK 10

Trivial or irrelevant: children may forget to eat; not enough sleep; computer games are expensive; arguments in the family about what to watch.

TASK 11

Too broad or too specific or unusual:
own aeroplane; set up big projects; could gamble money away; high taxes; children argue about inheritance. You could also question whether healthy food is really expensive.

TASK 12

These are overgeneralisations or exaggerations: 1. 3. 7. 9. 10

TASK 13

Essay A starts well with generalisations that are quite acceptable. The examples used to support the argument, however, start to become problematic. The first example, about manufacturing design, seems reasonable. But *farmers do not need to plant and harvest slowly by hand* is only true of a very small percentage of farmers in the developed world, and ignores the fact that the majority of the world's population is still farming by hand! The statement about housewives spending their time gossiping is complete nonsense. The next paragraph becomes even more absurd. The next paragraph discusses improvements in telecommunications, which is a good point, but then exaggerates by claiming that this leads to peace and harmony among all nations. That is clearly far from the case.

Essay B begins with overgeneralisations: *everyone thinks* and *no more traditional skills* and *everyone is becoming the same*, and *no more spiritual values*. The whole essay has some good points, but they are all expressed in overgeneralisations, through the use of expressions like *all* and *every* and the lack of modifiers in the general statements (*e.g. They become selfish*).

Both essays have good ideas and are well organised, but both suffer from sweeping generalisations and exaggeration.

TASK 14

Here are the most obvious ones:

- a) The danger of accidents in the reactors: e.g. Chernobyl. This can lead to the poisoning of the food chain in a huge area, the direct and indirect death of thousands of people, through nuclear blast, cancer and deformity and cancer even in unborn children and future generations.
- b) The danger of storing radioactive waste: it is impossible to keep it completely safe: the containers can leak, there can be earthquakes if it is stored underground; terrorists can get access to it and use it to attack people.

TASK 16

Here is a suggested outline. There are of course other possibilities.

More time: good for family and friends and entertainment (sentences 3 and 4)

But could harm the economy: bad for employers, (6);

inconvenient: e.g. schools, work continuity (7, 10)

and anyway, no use: won't help unemployed (9)

(In case you believe this argument, the French government does not. They have introduced shorter working times for the whole country.)

TASK 17

- | | | |
|---------------|-----------------|----------------|
| 1. Examples | 2. Consequences | 3. Comparisons |
| 4. Evaluation | 5. Speculation | 6. Evaluation |

Stage 3

TASK 18 Diagnostic Grammar Test

Here are possible corrections:

1. *Computers are an essential part of our lives, because all aspects of modern society are affected by them. Before we had computers all transactions involving storing and retrieving information were very time-consuming and labour-intensive.*

Errors: incomplete sentence and incorrect reduced relative clause.

2. *The development of personal computers in particular affects people's lives because small businesses can easily afford them and this makes their work more efficient.*

3. *Now anyone who studies at university needs to learn to use computers. Most lecturers expect essays to be typed and in many subjects calculations and other tasks must also be done by computer.*

Errors: Subject / verb agreement: *anyone* + singular

Countable nouns in the singular must have an article. Note: It is safer to use the plural.

The last use of *computer* can remain singular without an article because it is in a phrase: *by computer*.

Verb usage: expect *something to be done* has a different meaning from *expect that something is done*.

4. *In recent years software packages have become easier to use and so many people who thought before that they were too old to learn have been able to learn simple word processing.*

Errors: tenses.

5. *Schools as well as colleges provide computer courses in developed countries, but it still needs a big investment for such equipment to be made available to many students, and most schools in developing countries cannot afford this.*

Errors: active/ passive

6. *We cannot know what future developments there will be in this area, but most people think that computers will be even more widespread in the next decades.*

Errors: modal verbs and tenses.

TASK 19

1 and 4 go together: *country...government* are the links

3 and 10: *most people....other people*

5 and 2: *material goods....possessions*

8 and 6: *spiritual* is repeated

7 and 9: *changes* is repeated

TASK 20

b and g. (c and h are not good as they simply repeat the topic in slightly different words.)

TASK 21

a) In fact / Actually

b) However / On the other hand

c) However / Nevertheless

TASK 23

These are merely some suggestions. Many other possibilities exist.

- 8.1 1. The Internet has made life more convenient for many people.
2. Computers are a very valuable tool for education.
3. Money often does not increase happiness.
4. Oil is the easiest source of energy to use, but nuclear energy is cleaner.
5. Traffic congestion is a major problem in many cities.
6. Alternative energy seems to be the best answer to our future energy needs.

- 8.2 Nuclear energy is a possible solution to our energy needs.
 Many people have died of starvation because of the severe drought.
 People depend to a great extent on the oceans for food.
 Alternative energy seems to be the answer to our energy needs.
 A major problem in modern cities is air pollution.

TASK 27

- i) An essay is not a letter.
- ii) The style is informal, spoken English.
- iii) This type of definition is not necessary or useful for a short essay.
- iv) Do not use 'rhetorical' questions or exclamations. This is not a speech.
- v) Good.
- vi) Good.

TASK 28

The first introduction has two main problems: the awkward use of *he or she* and *him or her* and the repetitiousness of the style. To avoid the first problem, it is better to use the plural form, and the repetition should be cut out by using relative clauses. This would give the following:

When people go to live in another country they will find many things that are not familiar, which may be difficult to get used to. I want to talk about three different kinds of problems, which we may call physical, social and mental.

The second introduction is full of what is sometimes called waffle. It is important to express your ideas in the shortest form necessary. An improvement would be:

If a person transfers from one environment to another there are likely to be difficulties. In this essay I propose to discuss these in terms of physical, social and psychological problems.

Students sometimes say that if they reduce their writing in the above way, they will not have enough to say to fill up the paper. This problem is easily solved by giving as many concrete examples as you need, to support your points.