Writing correction model answer worksheets

Free chapter

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Writing correction model answer worksheets

Readme document

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Introduction

Hi, I'm Sam.

I'm a British English teacher from Norwich in South East England.

For over a year, I have been managing the writing correction service on The IELTS Teacher website. Thus far, I have corrected over 860 task 1 and 2 writings. I have kept all my corrections and I use them to inform my feedback as well as my lesson materials. To this point, I am very familiar with the problems students have with writing IELTS essays, particularly with the questions provided in the writing corrections package on The IELTS Teacher website. I have written model answers for these questions and they have proven to be useful and popular with students. It is for this reason that I decided to make this model answer worksheet package.

Some quick facts about me :

- 6+ years teaching IELTS in groups and privately including online.
- Cambridge-accredited ELT certificate (CELTA).
- Fully trained in grading IELTS tests and teaching IELTS lessons by examiners.

What is the aim of this worksheet package?

The primary purpose of this package is to give you model answers for the task 2 questions provided by the writing correction service on The IELTS Teacher website. The worksheets can be used after you answer these questions, as a way to evaluate your work, or before, as preparation. Apart from this, these worksheets are to give you language you can use for task 2 in general. The language is relevant for a variety of topics, and there are many exercises and example sentences you can use to help you apply it. By completing this package, you will have a sufficient range of useful vocabulary for answering many task 2 questions.

Continue reading this 'Readme' document to see what exactly is included in this package, understand its function, how the worksheets should be used as well as other useful tips and resources that can be used in conjunction with them. If you experience any issues with using the worksheets, please do not hesitate to contact me at samvarley2010@gmail.com.

Warm regards,

Sam

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Contents of worksheets

General exercises worksheet

This worksheet contains exercises for and information about language in general for writing task 2. It is relevant for many topics and questions and is not specific or exclusive to any particular ones.

Model answer worksheets

Each model answer worksheet contains :

1. General comments.

These are comments about the question itself. They include common mistakes students make when answering the question, specific difficulties and other tips.

2. A model answer.

This is an estimated band 9 answer to the question.

3. Vocabulary list.

This is a list of language taken from the model answer. It includes: word forms, useful collocations, close synonyms, the meaning of the word or phrase in the context used in the essay, example sentences, common errors students make and other comments.

4. Vocabulary exercises

These exercises have been designed for you to practise using vocabulary taken from the model answer. Since this language is used in the essay, you can be confident that it is of practical use when writing essays. I have also made efforts to make the sentences involved in these exercises based on a variety of topics as well as similar in kind to those you would write in a task 2 essay.

There are two types of vocabulary exercise in the worksheets: **comprehension** and **production**.

- The **comprehension** exercises are focused on your receptive skills with the language i.e. how well you understand it.

- The **production** exercises are focused on your productive skills, i.e. help you practise using the language and make your own sentences with it.

Worksheet key

There are some abbreviations and coloured text used in the worksheets.

This key is for your reference.

C = countable ; **U** = uncountable

n = noun ; **v** = verb ; **phrv** = phrasal verb ; **adj** = adjective ; **adv** = adverb

Blue text = natural, academic or useful language and example answers for exercises.

Red text = Common errors.

Green text = Comments.

E.g. = example or example sentence of the language given.

There are also hyperlinks throughout the worksheets which link to different areas of the document or to the 'General exercises' worksheet.

How to use the worksheets

Model answers

The model answers contain hyperlinks from language in the essay to the **vocabulary list**. This is to allow you to quickly look up any language you are unsure of as you are reading the essay. Other than this, you should take note of any phrases in the model answer you like or find useful and try to apply them in your own writing.

Vocabulary lists

This list is meant as a reference for the language used in the model answer. It is primarily to highlight useful applications as well as common errors students make when using it. Some entries also contain references to the **general exercises** document. You should use this document in conjunction with the **model answer worksheets** to gain full benefit.

Vocabulary exercises

These exercises are not graded in difficulty and so you may find some are very easy and some very difficult. They are not designed to challenge you, but to provide example sentences of the target language in different contexts and give you the opportunity to use it to make your own sentences.

After each group of exercises, there is an answer page which includes the answers as well as comments on any less common or useful language used in the exercises themselves. Reading through these should also be useful.

You should complete the exercises in the order in which they are presented, i.e. first, the **comprehension** exercises, then the **production**. You should also take note of language you like or find useful, study it further in a dictionary and apply it in your own writing. This is essential as doing these exercises alone will not be sufficient for you to improve your writing significantly.

Using the worksheets *before* or *after* answering an IELTS question

The **model answer worksheets** are intended to be used after you have answered the corresponding IELTS question. Having said that, you could use them to help you prepare for writing the essay instead. If you decide to do this, then I recommend you complete all the pages of the worksheet except for the one which gives the model answer (page 3). This should allow you to take full advantage of the exercises, tips and vocabulary whilst still allowing you to write your own essay without being influenced by mine. Finally, after you have written your own answer, you should read the model answer to evaluate your own work.

Paraphrasing

Almost all the **production exercises** in these worksheets involve paraphrasing and this is an essential element of task 2 writing. There are many ways to paraphrase but the most common exercise in these worksheets relates to **changing word forms.** The following pages will focus on how to use this technique to paraphrase.

Changing word forms

When you cannot think of a synonym of the word you want to paraphrase, it can be very useful to consider other word forms instead. By 'word form', I am mainly referring to noun, verb, adjective and adverb. For example :

A benefit [noun]   to benefit [verb]   beneficial [adjective]   beneficially [adverb]

1. "One **benefit** of working online is that it removes the need to commute."

2. "Working online **benefits** employees as it removes their need to commute."

3. "Working online is **beneficial** for employees as it removes their need to commute."

4. "Poison may be used **beneficially** to prevent infestations of insects."

Some word forms are more common and natural than others. 'Beneficially', for instance, is much less commonly used than other word forms and so cannot always be substituted for them. In the context of the first three sentences, for instance, 'beneficially' could not be naturally used.

Also, something else to be wary of is that some word forms have very different meanings and thus cannot be used interchangeably. For example, one meaning of 'to **dictate** [verb] something' is to control and purposefully affect something. E.g. "Adults can dictate their lives as they prefer." '**Dictation** [noun]', however, does not have this meaning, and only refers to the behaviour of someone writing down words another person says to them. E.g. "The teacher told the students to take dictation and then read aloud the alphabet."

In conclusion, not all word forms of a word can be used for paraphrasing.

How to paraphrase using word forms

Being able to change the word form of a word and keep the meaning of the sentence the same takes some time and practice, but it is well worth it in the end.

To help you do this, think about what other kinds of words are needed for the different word forms to work in a sentence. For instance, an <u>adjective</u> needs to match a **noun**, a <u>verb</u> needs **subject and object nouns,** and an <u>adverb</u> needs an **adjective** or **verb** to qualify. Think of what these **other words** could be in your sentence and this will help you. See an example of this below :

1. "Firstly, travelling alone can allow one to be <u>independent</u>." [<u>adjective</u>].
Adjectives usually use the **verb** 'to be' and need a **subject noun**. In this sentence, the subject of the adjective is 'one', and the verb is 'be'.

2. "One benefit of travelling alone is <u>independence</u>. By this I mean, a person can dictate their journey as they like without needing to consider the needs or wants of companions." [<u>noun</u>].
The first sentence in **number 2** is not so clear and thus needs clarification, hence the second sentence.

3. "Firstly, travelling alone can allow one to live more <u>independently</u>." [adverb]
Adverbs need to qualify an **adjective** or **verb**. In this case, it is qualifying the verb 'live'.

Study resources

Below is a list of my recommended study resources. These will be useful for both your own preparation of the IELTS test as well as for using these worksheets.

Longman dictionary : https://www.ldoceonline.com/
This dictionary has been specifically designed for learners of English. The definitions are simple and easy to understand, and the entries include collocations, many example sentences and sometimes common errors people make. I personally use this dictionary the most.

Lexico dictionary : https://www.lexico.com/en
This dictionary used to be the Oxford dictionary. It is designed for native English speakers. The definitions are more complex but are also more precise. If you look up a word using the Longman dictionary and feel the entry is unsatisfactory, then I recommend you use this dictionary next.

Online collocation dictionary : http://www.freecollocation.com/
The Longman dictionary includes some collocations but this website specialises in them. Search for a word in this dictionary and it will give you many collocations as well as sentence examples to help you see how they can be used.

Ludwig.guru website : https://ludwig.guru/
This website lets you see how common a phrase is. Just input a phrase such as "gain independence", and click 'search', and it will search newspaper websites to see how commonly used the phrase is (https://ludwig.guru/s/gain+independence). It will give you the sentence in which it is used so you can see its context, and if you want to understand this better, you can click on the website name on the right and you will be able to read the article it originated from.

English stack exchange website : https://english.stackexchange.com/
If you have any questions about English grammar or vocabulary, search for or ask it on this website and someone will surely provide you with an answer. You can make search queries such as "What is the difference between classic and classical?" or "Can the first and second conditionals be mixed?", for instance.

Community service in high schools

IELTS writing task 2 model answer and worksheet

"Some people believe that unpaid community service should be a compulsory part of high school programmes (for example working for a charity, improving the neighbourhood or teaching sports to younger children.)

To what extent do you agree or disagree?"

Contents

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0. Key

C n = countable noun ; **U n** = uncountable noun ; **n** = noun

v = verb ; **phrv** = phrasal verb ; **adj** = adjective ; **adv** = adverb

Blue text = natural, academic or useful language and example answers for exercises.

Red text = common errors.

Green text = comments.

_____ = write your answer here.

E.g. = example or example sentence of the language given.

1. General comments

Some people believe that unpaid community service should be a compulsory part of high school programmes (for example working for a charity, improving the neighbourhood or teaching sports to younger children.)

To what extent do you agree or disagree?

There are often issues with understanding the vocabulary in this question, namely the 'unpaid', 'community service', 'compulsory' and 'charity' parts. 'Unpaid' is often paraphrased with 'voluntary' but this is not exactly the same and even contradicts the 'compulsory' part of the question. 'Voluntary' means that one does the work without being paid but also *chooses* to do it because he *wants* to. 'Compulsory', on the other hand, means that the teenagers would not have any *choice* about doing the work; community service would be part of their high school duties as much as attending Maths classes is. Regarding 'community service', this is about doing work to benefit one's community or whichever community a person is a part of. Doing work for 'a charity' relates to helping people regardless of where or who they are i.e. these people could be in another city or country. The 'charity' work given in the question is an example of community service and thus should not be the focus of the answer. If you would like more clarification about these key words of the question, please see the **vocabulary list**.

Apart from this, I've noticed many students having difficulties with explaining their ideas in the body paragraphs. Often, they will be vague in their explanations or give benefits of doing community work which are not clearly unique to this type of work. For example, one might argue that the teenagers could learn how to work as part of a team from doing community service. This skill is not unique to this kind of work, however, and is something they would likely learn from school (while doing project-type activities for instance or playing sports). For this problem, I recommend using examples of real community service work and being specific. For instance, "if a teenager helps the elderly people in a retirement home, they will learn nursing skills. This is something they would likely not learn at school."

2. Model answer

Some people believe that unpaid community service should be a compulsory part of high school programmes (for example working for a charity, improving the neighbourhood or teaching sports to younger children.)

To what extent do you agree or disagree?

It cannot be doubted that societies must do all they can to support future generations and, in particular, adolescents. While many may think that making teenagers do community work without payment as part of the secondary school curriculum would be beneficial, I strongly oppose this position for a couple of reasons.

The most significant reason why adolescents ought not to be forced into doing free services in the community is that it would likely breed resentment. The reason for this is people are naturally averse to doing anything that seems forced upon them. In other words, if teenagers are pushed into doing work for free, they may perceive it as slavery and resent not only the work itself, but the school and community as well. As a result, they will not take to the experience and thus not learn or grow as much as they could. If, by contrast, they had a choice about doing charitable work, then those who were interested could apply for it and benefit a lot more.

Furthermore, inserting community work into teenagers' schedules would cause them additional undue stress. This is because they are already obligated to study a lot of subjects and have other commitments as well, which are arguably more important. For instance, it is during one's teenage years when he not only is required to prepare for university entrance exams, but is also under pressure to decide on his own career. Having adolescents serve their community at this busy time of their lives, therefore, will only jeopardise their examination results and futures.

In conclusion, I do not support community service programmes being incorporated into high school curriculums because it would lead to the potential risk of holding the students back in their studies, and it would be highly likely that they would carry out the work begrudgingly in any case.
308 words

3. Vocabulary list

The following list provides useful information about some of the vocabulary in the essay. Collocations, comments and common errors made by students are given. Meanings of the words or phrases are provided also, but only in the same context as in the essay. If you want to learn more about the language in the list, you should look it up in an English dictionary such as https://www.ldoceonline.com/dictionary/be-answerable-to-somebody-for-something .

Word or phrase	Collocations and synonyms	Comments and common errors
unpaid [adj]	To do something for free. To do something without payment.	A common error is to paraphrase this word with 'voluntary [adj]'. This may be acceptable in some contexts, but it would contradict the question if used here. 'Voluntary' means to do work without payment but also to **choose** to do it or to do it **willingly**. This would contradict the 'compulsory' part of the question.
community service [U n]	Community work Work in the community Doing tasks in the community Being of service in a community.	This means doing work for the benefit of one's community. This is usually voluntary but not always. A common error is to use 'work for a charity' as a paraphrase for this. This is not accurate however. 'Charities' are organisations, usually private, which work to help people who need it e.g. the sick, poor, victims of war etc. 'Charity work' thus would include activities such as travelling abroad to rebuild homes after an earthquake, cleaning oil soaked beaches, teaching refugees practical skills or giving first aid. It would also include befriending old people in a retirement home, teaching disadvantaged children at a community centre or picking up

			litter from streets.
			'Community service' is about helping **your** community or one local to you. It would not include helping a community you are not a part of or moving abroad like charity work could.
			Another common error is thinking that 'voluntary work' or 'volunteering' is a synonym for 'community service'. 'Voluntary work' or 'volunteering' only mean 'doing work without being paid'. This kind of work could be anything i.e. for the betterment of one's community or not.
should [v]		Ought to	The most common uses of 'should' in task 2 are for giving **advice** and expressing **expectation**. For giving advice e.g. 'You look sick. You should see a doctor'. To express something that is expected e.g. 'The news said that it will rain tonight. Thus, it should rain tonight.'
compulsory [adj]		Obligatory / mandatory [adj] To **oblige** [v] someone to do something To be **obliged (or obligated)** [v] to do something.	If something is 'compulsory', it means that people have to do it; they **do not have a choice** and are thus **forced** to do it. Therefore, if community work is compulsory for teenagers as part of their high school programme, then they do not have a choice about doing it or not; in the same way as they do not have a choice regarding taking maths or science lessons. Opposite : voluntary / optional

high school programmes	[C n]	Curriculums.	Two commonly confused words related to this are 'syllabus' and 'curriculum'. **A syllabus ('syllabi' = plural)** **[C n]** : the subjects and topics taught in a specific course such as the content of a high school maths course. E.g. "The syllabus of our year 8 high school English course includes grammar, vocabulary, topics and skills practice." **A curriculum [C n]**: the academic content taught in a school, such as all the subjects taught at the school. E.g. "The curriculum of our year 8 high school students consists of 8 subjects including Maths, English and Science."
societies	[C n]		This means a large group of people who share laws and a government. A common error is using 'society' incorrectly. See "**Using 'society'**" in the 'General Exercises' document for more information.
adolescents	[C n]	During adolescence [U n] Adolescent [adj] Teenagers [C n]	This means a person who is aged between 12 and 19. 'Adolescent [adj]' refers to this time, e.g. "during one's adolescent years." ; "during one's adolescence." See "**Paraphrasing 'child'**" in the 'General exercises' document for more information.

work [U n]		There are various ways to paraphrase 'work'. See **"Paraphrasing 'job'"** in the 'General exercises' document.
secondary schools [C n]	High school	These are schools which pupils aged 11-16 years old attend. Words associated with educational institutions can be confusing, especially when comparing UK systems with the US. This doesn't usually cause problems in task 2 writing, but if you would like some clarification, you should see the **"School years chart"** in the 'General exercises' document.
be forced into [v]	To force someone **to** do something To make someone do something.	A common error is to use 'force' as an exact synonym of 'compulsory'. This can work but 'force' has the extra meaning of the person being forced **not wanting to do it**, which 'compulsory' does not include. E.g. "His debt forced him to sell his company." Note : do not use 'to' with 'make' when using it to mean 'force', i.e. 'to make someone ~~to~~ do something.'. E.g. "The boy made his sister ~~to~~ give him the money by twisting her arm."

resentment	[U n]	To **feel / bear / harbour /** resentment To **breed / cause / create** resentment. **Deep / bitter / considerable** resentment. Resentment **against / towards** someone Resentment **between** one person **and** another person To be bitter [adj] (about something)	This means you are annoyed or angry because you were treated unfairly. E.g. "He bore some resentment towards his partner after she embarrassed him in public." "Making the children do housework on the weekend caused bitter resentment between them and their parents."
naturally averse	[adj]	To be averse [adj] **to** something To have an aversion [C n] to something	This means strongly disliking or opposing something. E.g. "He is averse to working hard." "Some have an aversion to shopping." A common error is to confuse this word with 'adverse [adj]' 'Something is adverse [adj]' means that it is not good or favourable e.g. "Denying tourist VISAs would have an adverse effect on the economy of Thailand." ; "Adverse weather conditions may cause traffic jams."
perceive it as	[v]	To perceive something as something else Perception [n] To see / understand [v] something as	This means to interpret or understand something in a particular way. E.g. "He mistakenly perceived her kindness as flirtation." "For sexism to be eradicated, traditional perceptions about men and women will need to be challenged."

slavery [U n]		This refers to the practice of owning people and forcing them to work for you without proper reward.
		This word is often used for describing other systems or activities though usually in an exaggerated or joking way e.g. "Working 9 to 5 is slavery."
take to [phrv]	To take to something or someone	This means to start to like someone or something or start doing something regularly.
		E.g. "Her son took to his classmates straightaway."
		"The man took to painting after retirement."
charitable work [U n]		The differences in meaning between the different forms of 'charity' are confusing and so here are some you will find useful.
		'A charity [C n]' most commonly refers to charity organisations such as Oxfam, Amnesty International etc.
		E.g. "He volunteers for a charity which supports the elderly."
		'Charity [U n]' can refer to charity organisations in general, and it can also refer to help given to those who need it
		E.g. "She's too proud to accept charity from her parents."
		'Charitable [adj]', likewise, can refer to charity organisations or being generous to those who need help.
		E.g. "He spent £5,000 on

			charitable causes." ; "That's a lot of money you're donating to the school. You're very charitable!"
undue [adj]		Undue **delay / hardship / haste / pressure / interference / stress / pessimism**	This means something is more than reasonable, suitable or necessary. This word is only used before a noun.
			E.g. "Some parents place undue pressure on their children to succeed."
			"People suffering from depression often show undue pessimism."
commitments [C n]		To **have / take on** commitments	This is something which you are obliged to do.
			E.g. "He took on extra work commitments with the intention of earning a promotion."
under pressure [U n]		To be under pressure from something or someone	One meaning of 'pressure [U n]' is something which causes a person to feel stressed because they feel they have to meet many demands or do a lot of work.
		To put pressure on someone	E.g. "He is under a lot of pressure at work at the moment."
		Economic / political / social / commercial / **peer-**pressure	'Putting pressure [U n] on someone' means to persuade them to do something by using intimidation, such as threats or arguments.
		To **give into** pressure	E.g. "Some superpowers put economic pressure on other countries by imposing sanctions on them."
		To **withstand** pressure	
		To **resist** pressure	"Teenagers need to be taught not to give into peer-pressure."
		To pressure [v] someone into doing something	'To pressure [v] someone into doing something' means to try to persuade the person using intimidation such as power,
		To overwhelm [v] someone	

		arguments or threats.
	To feel overwhelmed [v]	E.g. "The teacher pressured the students into studying harder by threatening to take away their break time if they didn't."
		An exact synonym of this meaning of 'pressure [v]' is 'pressurise' [v]
decide on [phrv]	to choose [v]	This means to choose something or someone after thinking carefully.
		E.g. "They decided on May 15th for their wedding."
serve their community	Provide a service [C n] for their community	'To serve [v] someone' means to perform duties or services for them.
jeopardise [v]	To put something in jeopardy [U n]	'To jeopardise [v] something' means to put it at risk.
		'To put something or someone in jeopardy [U n]' means it is at risk of loss, harm or failure.
		E.g. "His career was in jeopardy after he lost his best clients."
incorporated [v]	To incorporate something into something else	This means to take in something as part of a whole. This is similar to 'include' or 'combine'.
		E.g. "Some argue that it would be too costly to incorporate recycling appliances in every household."
holding the students back [phrv]	To hold someone or something back	This means to prevent them from progressing or developing.
		E.g. "Some feel that the British economy is held back because of excessive bureaucracy."

be highly likely [adv]	Something is likely / unlikely	This is the degree to which something can reasonably be expected to happen.
	Probability / likelihood [U n]	E.g. "It is highly unlikely that it will snow in the summer time."
	The likelihood of something happening is **high / low**	"The likelihood of sales dropping is low if we begin selling products internationally."
carry out [phrv]	To carry something out	This means to complete a task.
	To do work	E.g. "Only trained engineers should carry out health and safety tests on equipment."
begrudgingly [adv]	To begrudge [v] someone something	'To do something begrudgingly [adv]' means to do it but feel annoyed that you have to do it.
	To begrudge [v] doing something	E.g. "The child begrudgingly did the washing up."
	To resent [v] someone	'To begrudge [v] someone something' means to be angry at that person because they have something they do not deserve. It can also mean to feel angry that you have to do something (or be reluctant).
		E.g. "People begrudge politicians for their wealth."
		"We shouldn't begrudge spending money on healthcare."

4. Vocabulary exercises : Comprehension 1/2

The following is language from the essay I regard to be of most practical use in task 2 writing.

These exercises have been made to help you understand and use the vocabulary.

- **Complete the sentences (1-6) using the words in the box. One has been done for you.**

~~averse~~	resent	aversion
holds	pressure	jeopardises

1. Some are particularly **averse** to stressful situations and so would not thrive in a military career.

2. The continual use of plastic _____ the food chain.

3. Raising a family _____ many parents back in their career development.

4. Many people cannot handle the _____ of running their own business.

5. Unfortunately, the areas surrounding tourist attractions become dirty and littered and this causes locals to _____ tourists.

6. Despite having an _____ to public speaking, he still joined the debate team.

ANSWERS

1. Some are particularly **averse** to stressful situations and so would not thrive in a military career.

'To thrive [v] in something' means to become very successful in it.

2. The continual use of plastic **jeopardises** the food chain.

'**The** food chain' refers to the one food chain all living beings share.

3. Raising a family **holds** many parents back in their career development.

4. Many people cannot handle the **pressure** of running their own business.

5. Unfortunately, the areas surrounding tourist attractions become dirty and littered and this causes locals to **resent** tourists.

'Litter [U n]' is small rubbish that is left on the street, such as empty bottles, cans or packets of crisps.

6. Despite having an **aversion** to public speaking, he still joined the debate team.

- **The words in the sentences below (1-5) are in an incorrect order. Rewrite the sentences by reordering the words. There is more than one possible answer. One has been done for you.**

1. I begrudge tax-payers' money / when there are / being spent on athletes / for hospital appointments / long waiting lists /

I begrudge tax-payers' money being spent on athletes when there are long waiting lists for hospital appointments.

2. Some believe that / act against / if it is not under strict control / will likely / humanity's interests / AI technology

Some believe that …

…

3. The likelihood of / is often very slim / a protracted divorce battle / a peaceful solution to

The likelihood of …

…

4. A retirement home / in one location / incorporates / social, nursing and psychological care

A retirement home **…**

…

5. The annual budget for / well in advance / within a corporation / professional development / should be decided on.

The annual budget for **…**

…

1. I begrudge tax-payers' money being spent on athletes when there are long waiting lists for hospital appointments.

2. Some believe that AI technology will likely act against humanity's interests if it is not under strict control.

'To act against someone's interests' means to behave in such a way that it will harm that person.

This usually refers to harm unrelated to health e.g. damaging finances or opportunities.

3. The **likelihood** of a peaceful solution to a protracted divorce battle is often very slim.

If there is a 'slim likelihood' of something happening, it means that it is unlikely to happen.

'Protracted [adj]' means that something continues for a longer time than is necessary or expected.

E.g. a protracted **discussion / debate / negotiation**.   Lengthy [adj].

4. A retirement home **incorporates** social, nursing and psychological care in one location.

5. The annual budget for professional development within a corporation should be **decided on** well in advance.

- **For more information about this vocabulary, see the vocabulary list.**

4. Vocabulary exercises : Production 1/2

There is no single correct answer for these questions. Each model answer given is one possible answer among many.

- **Paraphrase the sentences (1-5) using the given language in blue. One has been done for you.**

1. Not receiving praise when it is deserved could **hold back** a child in their education.

– **be held back [phrv] (passive voice)**

A child can be held back in their education if they do not receive praise when it is deserved.

2. The mass emigration of people in recent years has **jeopardised** many economies.

– **jeopardy [n]**

3. Many of the older generation are **averse** to using modern technology. **– aversion [n]**

4. Some harbour **resentment** towards their employer for not receiving promotions they feel they deserve. **– resent [v]**

5. Teachers are often **pressured** by parents to give their child more attention in class.

– pressure [n]

POSSIBLE ANSWERS

1. Not receiving praise when it is deserved could **hold back** a child in their education.

– **held back** **[phrv] (passive voice)**

A child can be held back in their education if they do not receive praise when it is deserved.

2. The mass emigration of people in recent years has **jeopardised** many economies. –**jeopardy** **[n]**

The mass emigration of people in recent years has put many economies in jeopardy.

3. Many of the older generation are **averse** to using modern technology. – **aversion** **[n]**

Many of the older generation have an aversion to using modern technology.

4. Some harbour **resentment** towards their employer for not receiving promotions they feel they deserve. – **resent** **[v]**

Some resent their employer because they do not receive the promotion they feel they deserve.

5. Teachers are often **pressured** by parents to give their child more attention in class.

– **pressure** **[n]**

Teachers are often under pressure by parents to give their child more attention in class.

Production 2/2

- **Complete the sentences (1-5) using your own ideas. One has been done for you.**

1. A lot of pressure is put on the government to …

… treat all citizens fairly.

2. The likelihood of most plastic straws being replaced with …

…

3. Carpooling should be incorporated into public transportation systems because …

…

4. These days, when raising a family, women have to decide on …

…

5. Citizens will begrudge the money demanded for taxes if …

…

POSSIBLE ANSWERS

1. A lot of pressure is put on the government to treat all citizens fairly.

2. The likelihood of most plastic straws being replaced with paper ones in the next 10 years is high.

3. Carpooling should be incorporated into public transportation systems because it would help reduce traffic congestion considerably.

'Carpooling [U n]' refers to the activity of people travelling together to share the cost of the journey.

4. These days, when raising a family, women have to decide on either becoming a housewife or a career woman.

5. Citizens will begrudge the money demanded for taxes if they do not witness the government using it to improve their lives.