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**Some people prefer to take vacations in quiet, natural places, while others prefer to spend their vacation time in big cities. Discuss the advantages of each type of vacation. Then indicate which you prefer and why.**

What you need to do before going on a vacation **is** to decide where you will go on your vacation. You may decide to go to a quiet place with a quiet and natural setting; **instead** you may decide to go to a big city with a fast-paced life. Each of these types of vacation **has** something to offer. (3 errors)

The reasons that it can be a good idea to go to a quiet and natural location for a vacation **are** numerous. First of all, a vacation in a natural setting **allows** you to relax and slow down the pace of your life for a while. Instead of hurrying from place to place as you are used to doing, **you** can spend your time doing nothing more than enjoying the beauty of the location. Then, after **you** are thoroughly relaxed, what you can do **is** to take part in outdoor activities such as hiking or swimming. All of this will leave you completely relaxed and free of stress by the end of your vacation. (5 errors)

It can be nice to go to a quiet and natural spot for a vacation; **however**, it can also be quite an adventure to go to a big and fast-paced city for a vacation. The main reason that it can be a good idea to take a vacation in a big city **is** to take part in so many activities that are unavailable in your hometown. On a big city vacation, numerous cultural events that might not be available in your hometown, such as theatrical performances, concerts, and art and museum exhibits **are** available. On a big city vacation, **you will** also have access to some of the world's finest restaurants and shopping. After your big city vacation has **ended**, **you will** have a whole range of new experiences that are not part of your daily life. (5 errors)

For me, the type of vacation that I decide to take **depends** on my life prior to the vacation. I work as a legal assistant in a law office; **this job is** often repetitious and dull but is sometimes quite frantic just prior to a major case. After a slow and boring period of work, **all I want** is to head to a fast-paced vacation in a big city. However, **if my job has been frantic** and busy prior to my vacation, **then I want** to head to a quiet and beautiful place where I can relax. Thus, I enjoy different types of vacations; **the type** of vacation depends on the pace of my life before the vacation. (6 errors)

**Some people prefer to work for a company while others prefer to work for themselves. Discuss the advantages of each position. Then indicate which you prefer and why.**

Something very important for students to decide as they near the end of their studies **is** whether **they should work** for another company or to go into business for themselves. As a university student, this decision about my future **is one that** I face soon myself. To me, each of these positions **has** clear advantages, in particular depending on the stage of your career. (4 errors)

**There are numerous advantages** to working for another company, particularly early in your career. One of the advantages **is that** working in some-one else's company **provides a situation** with the security of a regular paycheck and less responsibility than you would have **were you to be** the owner of the company. Also, not until you start your own business **do you need to** come up with the finances to back the company. Thus, all of this **indicates that** it is better to work for other people early in your career while you are gaining the knowledge and experience you need to start your own company. (6 errors)

Then, later in your career, it may be advantageous for you to go into business for yourself. The main reason for going into business for yourself **is that** in your own company you are able to decide on what direction **you want your company** to go. However, only when you have gained enough knowledge and experience **is it a good idea** to go into business for yourself. This is when you **will be ready** to deal with the responsibility, pressure, and financial needs of owning a company. (4 errors)

Nothing **is** more important to me than having my own company one day. However, what seems very clear to me now is that beginning my career working in someone else's company **is best**. In this situation, **not only can I work** with more security and less pressure, but I can also build up my financial resources and learn from others. Then, **should I manage** to gain enough experience, knowledge, and confidence and build up my financial resources, I hope eventually to open my own company, **where I can determine** exactly **how I would like** the company to operate. (6 errors)

**Do you agree or disagree with the following statement? The primary reason to get an education is to succeed financially. Support your response with reasons and examples.**

I am a university student, and I am studying in the university for a number of reasons. Of course, one of my reasons for going to school, studying hard, **and obtaining** a university degree is to succeed financially; the more money I make, **the better it will be for me**. However, financial success is not **my most important reason** for going to the university. Instead, I am going to the university for **a much broader reason** than that: I believe that a university education will give me **a much richer and better** life, not just in a financial way. (5 errors)

One way that a university education makes your life **more enjoyable** is to give you the opportunity to have a career that you really desire **and appreciate**. Having a career that you like is much better **than having a job that** just pays the bills. I, for example, am studying to be a marine biologist. I will have **the best career** for me; I will be rewarded not only in terms of money **but also in terms of** enjoyment of my career. (5 errors)

Another way that a university education can enrich your life is to provide **a broader** knowledge, **understanding, and appreciation** of the world around you than you already have. It provides you with an understanding of both the history of your own culture and **the influence of** history on the present. It also provides you with an understanding of other cultures and shows you that other cultures are neither exactly the same as **nor are they** completely different from your own culture. Finally, it provides you with an understanding of the universe around you **and shows you** how the universe functions. (5 errors)

Thus, in getting a university education, I can say that financial success is certainly one goal that I have. However, the goal of financial success is not as important as **another goal that I have**. My primary goal in getting a university education is the goal of achieving **a fuller life**, certainly one with financial security but more importantly one that is rewarding both in terms of professional opportunities **and** in terms of awareness and understanding of life around me. The closer I get to achieving this goal, **the happier I will be**. (4 errors)

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- |            |            |             |            |                |              |
|------------|------------|-------------|------------|----------------|--------------|
| 1. beat    | 2. became  | 3. begin    | 4. bet     | 5. bitten      | 6. blown     |
| 7. broke   | 8. brought | 9. build    | 10. bought | 11. caught     | 12. choose   |
| 13. came   | 14. cost   | 15. cut     | 16. dug    | 17. done       | 18. drawn    |
| 19. drink  | 20. Driven | 21. ate     | 22. fallen | 23. feed       | 24. felt     |
| 25. fight  | 26. found  | 27. fit     | 28. flown  | 29. forgot     | 30. forgiven |
| 31. freeze | 32. got    | 33. given   | 34. gone   | 35. grow       | 36. have     |
| 37. heard  | 38. hidden | 39. hit     | 40. held   | 41. hurt       | 42. kept     |
| 43. know   | 44. lead   | 45. left    | 46. lend   | 47. let        | 48. lose     |
| 49. made   | 50. mean   | 51. met     | 52. paid   | 53. proved     | 54. put      |
| 55. quit   | 56. read   | 57. ridden  | 58. rung   | 59. rise       | 60. run      |
| 61. said   | 62. see    | 63. sell    | 64. sent   | 65. shoot      | 66. showed   |
| 67. shut   | 68. sing   | 69. sank    | 70. sat    | 71. sleep      | 72. spoken   |
| 73. spent  | 74. stand  | 75. steal   | 76. swum   | 77. took       | 78. taught   |
| 79. tore   | 80. tell   | 81. thought | 82. throw  | 83. understand |              |
| 84. wore   | 85. win    | 86. written |            |                |              |

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1. He **writes** many letters. Many letters **are written** by him.
2. He **wrote** many letters. Many letters **were written** by him.
3. He **has written** many letters. Many letters **have been written** by him.
4. He **had written** many letters. Many letters **had been written** by him.
5. He **would write** many letters. Many letters **would be written** by him.
6. He **would have written** many letters. Many letters **would have been written** by him.
7. He **is writing** many letters. Many letters **are being written** by him.
8. He **was writing** many letters. Many letters **were being written** by him.
9. He **will write** many letters. Many letters **will be written** by him.
10. He **will have written** many letters. Many letters **will have been written** by him.
11. He **is going to write** many letters. Many letters **are going to be written** by him.
12. He **should write** many letters. Many letters **should be written** by him.

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1. Soon the armies **will fight** the battle.

The battle **will be fought** by the armies soon.

2. The company **is going to buy** the equipment.

The equipment **is going to be bought** by the company.

3. Someone **was digging** a hole in the yard.

A hole **was being dug** in the yard.

4. The referee **had already blown** the whistle.

The whistle **had already been blown** by the referee.

5. Parents **should teach their children** good values.

Children **should be taught** good values by parents.

6. She **keeps** her valuable jewelry in the safe.

Her valuable jewelry **is kept** in the safe.

7. The enemy's torpedoes **sank** the ship.

The ship **was sunk** by the enemy's torpedoes.

8. What you said **hurt** me.

I **was hurt** by what you said.

9. Someone **is feeding** the children now.

The children **are being fed** now.

10. You **should not have said** it so strongly.

It **shouldn't have been said** so strongly.

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**When something unexpected happens, how do you react? Use examples to support your response.**

When something unexpected happens, different people **react** in a variety of ways. I wish I could **react** calmly to unexpected situations. However, unfortunately, I usually react with panic. The following example shows my usual reaction to situations **when I have been** (30) completely unprepared for them. (3 errors)

This example of the way that I react to unexpected situations **occurred** in history class last week. The professor had told us that we **would be** covering the material in Chapters 10 through 12 in class on Thursday. By the time I arrived in class, I **had read** all of the assigned material, and I understood most of what I had studied. While I was relaxing in my chair at the beginning of class, the professor **announced** that there would be a pop quiz on the material in the assigned chapters. I **was prepared** on the material because I **had studied** all of it thoroughly before class. (8 errors)

However, I **was faced** with an unexpected situation, and I do not react well to unexpected situations. Instead of feeling relaxed at the announcement of the unexpected quiz because I was so prepared, I was completely **filled** with anxiety by the situation. As the professor **was writing** the questions on the board, I **became** more and more nervous. I was unable to think clearly, and I knew that I **would do** a bad job on the quiz because **this is** what always happens to me when I feel panic. As I stared at the questions on the board, I **was** unable to think of the correct answers. It was as if I **had not prepared** at all for class. Then, the professor collected the papers from the class, including my basically blank piece of paper. Just after the papers **had been collected**, the answers to all the questions came to me. (9 errors)

You **can see** from this example that my usual reaction to something unexpected is to panic. In the future, I **hope** that I will learn to react more calmly, but up to now I **have not learned** to react this way. On the basis of my past behavior, however, it seems that I currently **have** a stronger tendency to react with panic than with calmness. (4 errors)



**What part of your high school experience was the most valuable? Use reasons and examples to support your response.**

I was not a very good **athlete** in high school, but I wanted with all of **my heart** to be on the football team. My desire to be on the team had little to do with athletics and was perhaps not for the best of reasons; the strong **stimulus** for **me** to make the team was that team members were well-known in the school and **they** became very popular. This desire to be on the football team in high school, and the fact that through hard **work** I managed to accomplish something that I wanted so much, even if **it** was something petty, turned out to be the single most valuable **experience** of my years in high school. (8 errors)

I had to work very hard to make the football team in high school, and for some time this seemed like an impossible **goal**. A large **number** of students in my school, more than a hundred and fifty of them, spent many of **their** afternoons trying out for a team with **fewer** than forty positions. After a lot of hard work on my part, and after I had demonstrated to the coaches that **they** could count on me to keep going long after everyone was exhausted, I managed to make the team as a secondary **player**. Even with so **much** effort, I was never going to be a sports **phenomenon** or even a member of the first team, but I did accomplish my goal of making the team. (8 errors)

The valuable lesson that I learned through this experience was not the joy of **competition** or the **many** benefits of teamwork, several **lessons** very commonly associated with participation in team sports. Instead, the valuable lesson that I learned was that hard work and determination could be very important in helping **me** accomplish each **goal** that I want to reach. Even if others have more talent, I can work harder than they **do** and still perhaps find **success** where **they** do not. (8 errors)

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I understand that it seems **important** for **students** to prepare **their assignments early** rather than procrastinate in getting assignments done. However, although I understand this **clearly**, I always seem to wait until the **final** minute to get **assigned** projects done. There are two reasons why I **regularly** procrastinate on my **academic assignments** in spite of the fact that this is not **the** best way to get my work done. (9 errors)

One reason that I tend to be **an** eternal procrastinator is that I work much more **efficiently** under pressure than I do when I am not under pressure. For example, I can accomplish so much more in a two-hour period when I have a **definite** dead-line in two hours than I can during **a like** period without the pressure of a **strict deadline**. Without a deadline, the two-hour period seems to fly by with **minimal** accomplishment, but with **a rapidly approaching** deadline I seem quite **capable** of making every minute of the two-hour period count. (10 errors)

Another reason that I tend to procrastinate is that if I start preparing early, it **generally takes** more of my time. If, for example, I have **a paper** due in six weeks, I can start working on the paper now and work on it on **a daily** basis, and that paper will take up a lot of my time and energy during the **following** six weeks. However, if I wait to begin work on the paper until **the week** before it is due, I have to go off some place where I can be **alone** and spend all of my time and energy that week on the paper, but it will only take one week of my **valuable time** and not six weeks. (7 errors)

In summary, it seems that I always wait until the last minute to complete **assignments** because I am afraid that I will waste too much time by starting early. It would be **a good idea**, however, for me to **make an effort** to get work done **efficiently** and early so that I do not always have to feel **tense** about getting work done at **the** last minute. (6 errors)