

PREPARATION ANSWER KEY

Reading and Use of English

Part 1 p9

- 1 act suspiciously bitterly cold computer screen
draw the curtains drive dangerously eat healthily
fully aware heart attack heavy traffic mutual friend
picture frame seat belt seriously injured
shake hands soft drink strong coffee tell the truth
virtually impossible walk briskly watch television
- 2 a heavy traffic f strong coffee
b bitterly cold g drive dangerously
c computer screen h virtually impossible
d eat healthily i tell the truth
e shake hands j seat belt
- 3 a verbs
accuse someone of something
congratulate someone on something
lend something to someone
rely on someone to do something
share something with someone
- b nouns
feel anger about something
show curiosity about something
show enthusiasm for something
express an interest in something
show kindness to someone
- c adjectives
be afraid of something
be famous for something
be jealous of someone
be keen on something
be sorry for someone about something
- 4 a I've always got on well with my sister. We've never been
jealous of each other.
b You shouldn't accuse someone of something if you
have no proof.
c Children who sleep with the light are often afraid of the
dark.
d My brother expressed an interest in football at a very
early age.
e The manager congratulated the team on winning the
cup for the second year.

Part 2 p12

- 1 1 preposition 5 auxiliary verb
2 relative pronoun 6 conjunction
3 article 7 preposition
4 verb 8 auxiliary verb
- 1 in 5 will
2 which 6 and
3 the 7 at
4 have 8 are
- 2 1 for 6 to
2 if/whether 7 from
3 but 8 the
4 at 9 when
5 more 10 did

Part 3 p14

- 1 Words in brackets are above B2 level.
- a REAL Adjective: *real, realistic*
Noun: *reality (realism) (realist)*
Verb: *realize*
Adverb: *really (realistically)*
- b CREATE Adjective: *creative*
Noun: *creation (creator)*
Verb: *create*
Adverb: *creatively*
- c EXCITE Adjective: *exciting, excited*
Noun: *excitement*
Verb: *excite*
Adverb: *excitedly (excitingly)*
- d USE Adjective: *useful, useless*
Noun: *use, user*
Verb: *use, abuse (misuse)*
Adverb: *usefully (uselessly)*
- e SUCCEED Adjective: *successful, unsuccessful*
Noun: *success*
Verb: *succeed*
Adverb: *successfully*
- f ATTRACT Adjective: *attractive*
Noun: *attraction*
Verb: *attract*
Adverb: *attractively*
- g PRODUCE Adjective: *productive*
Noun: *product, producer, production*
(*produce*) (*productivity*)
Verb: *produce*
Adverb: *productively*
- h KNOW Adjective: (*knowing*) (*knowledgeable*)
Noun: *knowledge*
Verb: *know*
Adverb: (*knowingly*) (*knowledgeably*)
- i ACT Adjective: *active (inactive)*
Noun: *action, act, actor*
Verb: *act*
Adverb: *actively*
- j PERFECT Adjective: *perfect (imperfect)*
Noun: (*perfection*)
Verb: *perfect*
Adverb: *perfectly (imperfectly)*
- 2 a musicians
• adjective: *classical*
• noun
• plural
- b extremely
• adjective: *talented*
• another adjective or adverb
• *-ly*
- c criticism
• verb: *has faced*
• noun / adjective
- d disagrees
• verb
• *-s* (3rd person singular)
• negative
- e pleasure
• adjective: *great*
• noun

f exciting

- adjective: *original*
- it's probably another adjective

g composer

- *a talented* followed by a noun

Part 4 p17

- 1 a as expensive as
b wishes he had not / hadn't left
c cannot / can't afford to
d have / 've never seen such a
e time we had / time for us to have
f wanted to know where Gemma
g looking forward to going
- 2 a comparatives and superlatives
b verb patterns
c lexical patterns
d lexical patterns
e past tense with 'unreal' meaning
f direct and reported speech
g phrasal verbs
- 3 a were you, I would / I'd
b cut down on
c is being built
d if she had / she'd seen his
e was easier than Tom had
f if he does not / doesn't spend
g could you lend
h is believed to have caused

Part 5 p20

- 1 Paragraph 1: introducing the duo
Paragraph 2: reasons for success
- 2 1 C 2 A
- 3 1 two years
2 They live near to each other and they are friends who
like the same music.
3 Alexis and Tom are used to playing jazz.
4 All of them write songs for the quartet.
- 4 1 B *neck of the woods* means *a particular area*
2 C *by our own efforts* means *without anyone's help*

Part 6 p24

- 1 a One of the reasons for this
b This
c However
d These
e These mechanisms
f This
- 2 a After that / Next / Then
b At the same time (as this) / In addition to this
c Because of this
d For example / For instance
e She
f In addition to this / Then
- 3 More information about how plants manage to live
without light.
- 4 C

Part 7 p28

- 1 colleague = person you work with
culture = way of life
grateful = wanting to say 'Thank you'
group of people of the same age = generation
manage to continue = survive
participant = someone who takes part
refugee = someone forced to leave their country
sightseeing = visiting attractions
someone I share accommodation with = flatmate
someone who believes good things will happen = optimist
- 2 1 a Marcia 2 a Marcia's
b Rob b Frances'
c Frances c Rob's
d Marcia d Frances'
e Rob e Rob's
f Frances
- 3 1 C 4 B 7 C
2 A 5 A 8 B
3 C 6 A 9 A

Writing

Part 1 Essay p32

- 1 Children should start learning a second language while
they are at primary school. Do you agree?
- Notes
Things to write about
1. the importance of learning a second language
2. the best age to start
3. my experience
- 2 Students' own answers
- 3 Plan 2 is best.
Paragraph 1 introduces the subject; paragraphs 2 and
3 consider both sides of the argument. Paragraph 4
expresses the writer's own opinion.
Plan 1 has no logical structure. It moves from one subject
to the other in a random way and has no conclusion.
Plan 3 only considers the writer's opinion and just lists
reasons for this opinion. Also, it has no conclusion.
- 4 Paragraph C is the best because it introduces the subject
briefly and outlines two possible lines of argument. It
also includes the issues raised in the notes given in the
question. It does not give away the writer's opinion too
early.
Paragraph A launches straight into some of the issues
implied in the question in an unstructured way. This writer
seems to be writing ideas as they come into their head
without linking them in any way.
Paragraph B starts with the writer's personal account
of learning a second language rather than introducing
the topic in an objective, non-personal way. There is no
indication in this paragraph that the writer is going to
consider the two sides of the argument before reaching a
considered conclusion.

Part 2 Email p35

- a an English-speaking friend

b quite informal – you can use contracted verb forms.

c name the most popular kind of food; say whether this food is modern or traditional; how it is made and how it is eaten; whether you like it yourself
- Possible paragraph plan with approximate number of words:

Para 1 Introduction: Start with a friendly greeting. (20–25 words)

Para 2 Name and describe the most popular kind of food and say if it is traditional or modern. (45–60 words)

Para 3 Say how this food is usually made and eaten. (45–60 words)

Para 4 Conclusion: Say whether you like the food and give a reason. Wish your friend well. (20–35 words)
- Comments on the answer:

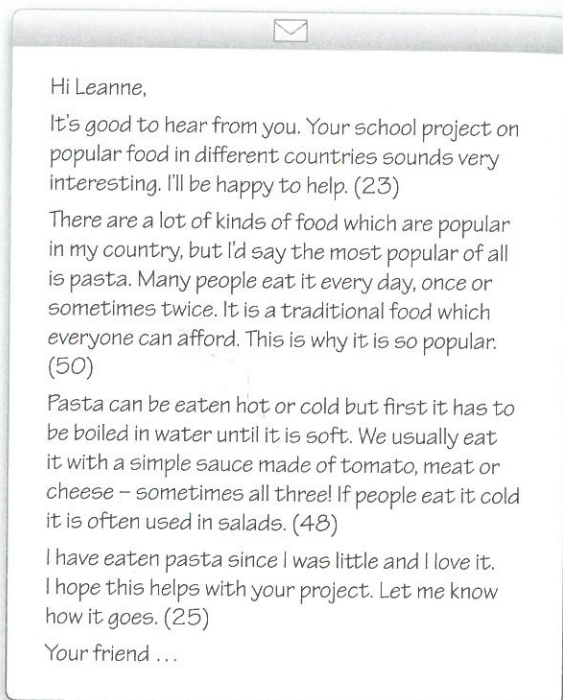
 - Content – The writer covers most of the points but describes the food as 'old-fashioned' rather than 'traditional'.
 - Communicative achievement – Communication is hampered by the lack of overall organization. It is quite interesting, but probably frustrating to read for the person who asked for the information.

Spelling – two errors:
definitely instead of *definitely*
old-fashioned instead of *old-fashioned*

Style – inconsistent. Sometimes too formal:
It was good to receive your email. (Better *It was good to hear from you* or *Thank you for your email.*)
the majority of the population (Better: *most people*)
it's usually accompanied by tomato sauce (Better: *it's usually with tomato sauce*)

 - Organization – Poor. There is no paragraphing (apart from the last signing-off paragraph). Sentences do not follow on logically from each other. The underlined part of this section interrupts the flow: *Your project on popular food in different countries sounds really interesting. I'd like to know more about that subject myself. The most popular food in ...*
 - Language – Grammar is generally accurate, though there are a few slips:
everyone I know like it instead of *likes it*
it's quite hard when you're buying it from the shops instead of *you buy it*
keep on touch instead of *keep in touch*
 Lack of variety: Overuse of the adverb *quite*.
 Poor sentence construction, for example *And it's quite cheap.*

Possible improved version based on the same basic information:



- a the school principal will read it

b formal

c reasons why new students don't feel relaxed; how it shows; ways in which this situation could be improved
- Possible paragraph plan with approximate number of words:

Para 1 Introduction: Say that, from your own experience, you understand the problem and that you appreciate being asked for suggestions. (20–25 words)

Para 2 Give one or two reasons why new students may not feel relaxed and say how this shows. (45–60 words)

Para 3 Suggest something the school could do to make new students feel less worried. (45–60 words)

Para 4 Ending: Say that you hope your suggestions will help to improve the situation for new students. (20–35 words)

Part 2 Story p37

- Students' own answers
- | | |
|------------------------------|-----------------|
| 1 switched off | 13 started |
| 2 wondered | 14 couldn't see |
| 3 had just heard | 15 was going |
| 4 had fallen | 16 was |
| 5 was blocking / had blocked | 17 knew |
| 6 made | 18 couldn't get |
| 7 said | 19 remembered |
| 8 put | 20 lived |
| 9 got | 21 took |
| 10 was lying | 22 called |
| 11 wasn't | 23 had decided |
| 12 didn't stop | 24 told |

- a best/close/good; heavy/thick; main/narrow/quiet

b quickly/immediately

c thickest/warmest; immediately/quickly

d heavily/thickly

e easily/quickly

f new/heavy/thick
- a during

b After/As soon as/When

c Next/Then

d When/While

e after a few minutes

f As soon as/When

Part 2 Article p39

- a People who are roughly the same age as you.

b Your opinion of family holidays; a description of a past family holiday

c to entertain readers

d quite informal; conversational in parts
- Suggested best title: B – you want to know what was so bad about it.

By comparison, A and C sound boring – you can guess the kind of thing the article will be about.
- Suggested best first paragraph: A – the question involves readers immediately, encouraging them to think about their own family holidays.

Although paragraph B starts with a question, it continues with a self-evident statement that no one could disagree with, and ends with what sounds like the most boring kind of holiday anyone could imagine.

Paragraph C also includes unoriginal thoughts and ideas. The last sentence moves away from family holidays. If the rest of the article moves straight on to an ideal holiday, the writer will not have described a past family holiday.
- Possible opening questions:

My favourite season of the year
 Is there anyone who does not prefer summer to all the other seasons?
 Would you think I was mad if I said winter was my favourite season?

My interesting hobby
 Do you really think I have time for a hobby?
 What would you say if I told you my hobby involved a snake?

Caring for the environment
 When was the last time your breathed fresh air in your city?
 If you care about the environment, why do you travel everywhere by car?

Listening

Part 1 p42

- 1 A 2 C 3 C 4 B

5 Agreement: Absolutely! Exactly! That's true.
 You're right there.
 Disagreement: I can't go along with that. I don't think so.
 That's not the way I see it.
 Doubt: Do you really think so? I'm not sure about that.

6 B

Part 2 p45

- | | |
|---------------|-----------|
| 2 1 members | 4 1 class |
| 2 farmers | 2 heavy |
| 3 eating | 3 lessons |
| 4 traditional | 4 came |
| 5 processed | 5 could |

Listening

Part 3 p47

- | | | |
|-------------|-------------|-------------|
| Speaker 1 C | Speaker 3 A | Speaker 5 D |
| Speaker 2 H | Speaker 4 F | |

Part 4 p49

- 1 What is Matt doing now?

A He is in his last year at school.

B He has just finished full-time education.

C He is a part-time student.
 - 2 What reason does Matt give for studying his three subjects?

A They are his favourite subjects.

B They are the choice of his parents.

C They are the subjects he is most successful in.
 - 3 What would Matt's parents like him to do?

A They want him to go to university.

B They want him to start work.

C They want him to do what makes him happy.
 - 4 What does Matt say about physics?

A It is his favourite subject.

B He finds it rather boring.

C It would help him to find work.
 - 5 What does Matt say about being a music teacher?

A He doesn't like working with children.

B He knows music is not a popular subject in school.

C He doesn't feel sufficiently qualified.
 - 6 Why does Matt feel he needs to talk to his parents again?

A He will need money from them in the future.

B He values their advice and assistance.

C He wants to show them that his is the right choice.
 - 7 What attracts Matt to working as a volunteer?

A It will help prepare him for the world of work.

B It will give him more time to decide his future.

C It will provide him with a source of income.
- 3 1 A 2 C 3 B 4 C 5 B 6 A 7 B

Speaking

Part 1 p51

- 1 and 2 Sample answers (exercise 1 answers underlined)

c I usually go by bus, but if I'm late my father takes me in the car.

d I really like maths, probably because I'm quite good at it.

e Yes, I would, but I haven't decided which university to apply to.

f I'd really like to work with people; perhaps something like nursing.

g I like spending time with my friends – going shopping or listening to music.

h Yes, I play table tennis and tennis, and I'd like to learn to play squash.