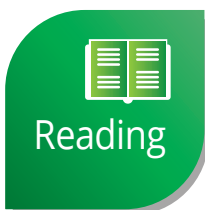


EXAM BOOSTER

B1 – B2 COMPLETE EDITION

ПІДГОТОВКА ДО
ЗОВНІШНЬОГО НЕЗАЛЕЖНОГО ОЦІНЮВАННЯ
Answer Key



Kateryna Protsenko, Chris Reese

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Listening

Task 1

Unit 1. Students' plans

- 1 Your own answers
- 2 plane – the speaker is going to travel to Barcelona by plane
sea – the speaker is going to be spending every day swimming in the sea
shopping – the speaker is going to do some shopping when she gets to Barcelona next week
train – the speaker will be travelling from Barcelona to Malaga by train
La Sagrada Familia – the speaker is going to see La Sagrada Familia when she gets to Barcelona
- 3 3. A
- 4 See the exam tip on page 2
- 5 2. C
3. C
4. A
5. B While A seems as a right answer, it's not the main reason. The speaker says: "What's more important than that..."
- 6 Your own answers

7

Present Continuous	I'm spending this summer in Spain.
going to	I'm going to see La Sagrada Familia.
Future Continuous	I'll be flying to Barcelona.
will	I definitely won't be studying. We'll probably do that.
might	I might go see my grandma.
Present Simple	It leaves at 8 am tomorrow.

- 8 Text 1. Can you believe it – I'm actually spending this summer in Spain!
A no
B yes
C yes
D no
E yes
F no
G no

- This time next week I'll be flying to Barcelona.
A no
B yes
C yes
D no
E yes
F no
G yes
- Text 2. I definitely won't be studying!
A no
B no
C no
D yes
E yes
F no
G yes
- I think I might go see my grandma.
A no
B no
C no
D yes
E no
F no
G no
- My sister and I don't see her very often, so we'll probably do that.
A no
B no
C no
D yes
E no
F no
G no
- My bus leaves at 8 tomorrow.
A no
B yes
C yes
D no
E yes
F yes
G no

- 9** We use *going to* talk about planned actions which have not been arranged.
 We use *Present Continuous* to talk about planned actions which have been arranged.
 We use *will definitely / definitely won't* to talk about predictions which are more or less certain.
 We use *might / will probably / probably won't* to talk about predictions which are uncertain.
 We use *Present Simple* to talk about schedules and timetables.
 We use *Future Continuous* to talk about actions which will be in progress at a certain point in the future.

10

Present Continuous	am / is / are + Ving
going to	am / is / are + going to + V
Future Continuous	will be + Ving
will	will + V
might	might + V
Present Simple	V or Vs

How do you make negative forms of all of the above?

Present Continuous	am / is / are not + Ving
going to	am / is / are not + going to + V
Future Continuous	will not be + Ving
will	will not + V
might	might not + V
Present Simple	Do not + V Does not + V

NOTE: contractions are more common in negative forms, e.g. *I'm not* instead of *I am not*.

How do you make question forms of all of the above?

Present Continuous	am / is / are + subject + Ving?
going to	am / is / are + subject + going to + V?
Future Continuous	will + subject + be + Ving?
will	will + subject + V?
might	might + subject + V?
Present Simple	do / does + subject + V?

- 11** 1. will be spending / are going to spend / are spending
 2. will be going / are going to go / are going
 3. won't be staying / am not going to stay
 4. will be travelling / am going to travel / am travelling
 5. will be going / am going to go / am going
 6. will be leaving / are going to leave / are leaving
 7. will be travelling
 8. will definitely be
 9. are going / are going to go
 10. might spend / will probably spend
 11. will be going / are going to go / are going
 12. are going to wander
 13. are going to finish
 14. am going to check ... out / will probably check ... out

12 Your own answers

Unit 2. Shopping

- 1** Your own answers
- 2** 1. C
2. C
3. C
4. C While the answer A seems correct, the speaker doesn't say this is the reason.
5. C
6. B While all three answers are mentioned, the speaker says: "...and they always have all the newest books – I guess that's what really bought me."
- 3** Your own answers
- 4** 1. a nightmare
2. on sale
3. sophisticated
4. packed
5. tempting
6. to be rolling in money
7. to splash out on something
8. to wrap something up
9. to shop around
10. to be into something
11. can't afford to buy something
12. to try on
13. to save up
14. cost an arm and a leg
- 5** 1. packed
2. sophisticated
3. costs an arm and a leg
4. a nightmare
5. save up
6. tempting
7. rolling in money
8. A: can't afford it
B: on sale
A: I'm not into shopping
9. shop around; try on; splash out on
10. wrap it up
- 6** 1. around; up
2. out
3. afford
4. into
5. packed
6. sophisticated
7. on
8. on
9. money
10. arm; up
11. tempting; nightmare
- 7** Your own answers

Unit 3. Memories

- 1** Your own answers
- 2** 1. A
3. C
3. A
5. B
5. B
6. B
- 3** Your own answers
- 4** 1. a long way to go
2. makes (your) mouth water
3. an eye-opener
4. to have a finger in every pie
5. the effort paid off
6. to have made a name for oneself
7. to grab a bite
8. to crack jokes
9. to bounce thoughts off someone
10. to cram
- 5** 1. ...had a long way to go...
2. ...who ~~erams~~ cracks jokes...
3. ...or ~~eracking~~ cramming right before the exams?
4. ...makes your ~~lips~~ mouth water?
5. Has your effort paid ~~out~~ off?
6. ...a finger in every ~~cake~~ pie?
7. ...to grab a quick ~~piece~~ bite?
8. ...to make a ~~surname~~ name for yourself?
9. ...an ~~ear~~ eye-opener for you?
10. ...bounce your thoughts and ideas ~~over~~ off...?
- 6** Your own answers

Task 2

Unit 4. YouTube

1 Your own answers

2 1. only YouTube

2. find a job

3. sports broadcaster

4. serious beauty tutorial

5. gets recognised

3 1 and 2

4 Your own answers

5 Your own answers

6 Your own answers

7 Your own answers

8 Task 2

1. F

2. F

3. F

4. F

5. T

9 Your own answers

10 Your own answers

11 Your own answers

12 1. /w/

2. /r/

3. /j/

• /j/

• /w/

• /r/

13 1. /w/

2. /j/

3. /w/

4. /j/

5. /w/

6. /j/

7. /w/

8. /r/

14 Student A:

1. Do you usually watch YouTubers from the /j/ Americas or from Europe? Why?

2. If you could ask your favorite blogger /r/ or YouTuber /r/ one question, what would you /w/ ask them?

3. Are there /r/ any kinds of video you don't like? Why don't they entertain you?

4. If you had to spend a few /w/

hours watching any /j/ YouTuber, who would it be and why?

5. (Your own question)

Student B:

1. Can you think of any YouTubers who really blew /w/ up last year?

2. Do you watch a lot of YouTubers from abroad? Where do they /j/ all live?

3. Do you think that YouTube is more popular than TV now? Do you know /w/ any people who don't watch YouTube?

4. Can you think of any /j/ advantages to watching a video on YouTube compared to traditional ways?

5. (Your own question)

15 Your own answers

Unit 5. Arguing with friends

1 Your own answers

2 Your own answers

3 Your own answers

4 Your own answers

5 1. F

2. T

3. T

4. T

5. T

6 Your own answers

7 Your own answers

8 Your own answers

9 (the sounds which we pronounce are marked in grey)

John, before the show you said **d t** that while lots of people think it's important **t** to handle bad news well, most **p** people also handle good **d n** news badly.

When we have a /t/ or a /d/ sound at the end of a word, and a consonant sounds at the beginning of the next word, we do not pronounce the /t/ and /d/

10 (the sounds which we do not need to pronounce and therefore need to cross out are marked in grey)

6. If she doesn't take the time to listen to what I have to say – the good news – then it just goes right by.

7. Research shows that good things happen almost three times as often as bad things.

8. That is not as good as pointing out specific actions.

9. What's more, and this is the hard part, you have to be able to listen.

10. Sometimes it's important to think about how important the disagreement – or fight, if you will – really is.

11 Your own answers

12 (the sounds which we do not need to pronounce and therefore need to cross out are marked in grey)

A:

11. How do you usually tell your friends that they are doing something which annoys you?

12. If your friends were angry at you, what would you do to calm them down?

13. How important is it to you for an argument to be settled quickly? Do you care if you people think you are right?

14. When was the last time you argued with a friend? Why?

15. Is it important for people to "keep sight of the bigger picture," or do people fight for good reasons? Why?

B:

1. Do you like it when people show you that they are grateful? How do you prefer to be thanked?

2. Are there any times when you wouldn't like to be thanked after doing something for someone? Such as?

3. How do you feel when you are sharing good news with someone, and they don't seem to care?

4. What do you think is the most important thing to do to keep friends?

5. Are there any times it's OK to stop being friends with someone? What situations can you think of?

Unit 6. Games

1 Your own answers

2 Your own answers

3 1. T

2. T

3. F

4. F

5. F

4 Your own answers

5 Your own answers

6 We **sketch** the whole thing **onto** postcards: beginning, middle and end. Some of these things may be mechanics that become part of the **plot**.

So I worked – and still work, actually – with the designers to create the layouts of the **environments**, and from there it **scales out** to ask if the other departments.

Well, for me it's that everything really needs to feel natural, to **feel right**.

We want the game to **connect** with the player **on an emotional level** – and more importantly, the team needs to think about how much of the game is playable, and try to maximise it.

Of course, we have our **script**, our story, what needs to happen in the story – but so many developers just throw players into a cutscene when something important happens.

We want to keep players inside the game, fully **immersed** – we don't want them to play the character, we literally want them to be the character.

7 1. environment – noun

2. script – noun

3. plot – noun

4. scale out – verb

5. connect on an emotional level – phrase

6. feel right – phrase,

7. sketch (onto) – verb

8. immersed – adjective

8 1. feel right

2. environment

3. script

4. plot

5. immersed

6. scale out

7. sketch out (verb) or sketch (noun)

8. connects on an emotional level

9 1. feel right

2. script

3. connect on an emotional level

4. the environment

5. immersed

6. sketch

7. scale out

10 Your own answers

Task 3

Unit 7. Using the internet

- 1 Your own answers
- 2 1. The speaker studies how technology is affecting our modern lives.
2. He is telling how we look for knowledge and what society needs to do in terms of knowing more for the future.
- 3 1. C
Option A is something that's mentioned in the text (technology) but doesn't answer the question fully. Option B is something which is not mentioned in the text (i.e. Stephen doesn't say this question must be answered).
- 4 The words which show the main information in the sentence are usually stressed.
- 5 Your own answers
- 6 2. A
3. A
4. B
5. C
- 7 Your own answers
- 8 Your own answers
- 9 Hello everyone. My name is Stephen Drake, and I'm a researcher who focuses on how technology is affecting our modern lives, compared to what came before. And, today, I'm going to ask – and hopefully answer – a question that many of you have never even thought of asking before: How do we look for knowledge? What does our society need to do, in terms of knowing more for the future?
Well, needing to know something isn't a new idea – in fact, people have been asking questions for as long as we've had language. They've asked their wise women, their tribal chiefs, their priests, their rabbis, their librarians, and in the past this has been enough for everyone. People were able to get the answers they needed – whether the answer was spiritual or based in facts which they could look up from someone around them.
However, in modern times the internet search engine has come to replace many of these "traditional" figures. Every day, there are over three billion searches on Google alone – what's more, one in eight of these questions are things that have never been asked before in the history of the world. In the past, our "wise people" could get the job done – but with more

answers literally at our fingertips, our ability to ask questions has also developed. To put it simply, better, faster answers are leading us to better questions. So what does this mean? Some people might argue that the world is getting smarter. In my humble opinion, it only takes a short walk around the city to realize that this isn't true – far from it. In fact, the growth in our ability to ask questions has also caused a proliferation in the number of answers we can see – but the anonymity of the internet has allowed anyone to give their opinion. And, to be an expert, all they have to do is add some smart sounding words. In short, if we want to make sure that our access to information is making us smarter – and not dumbing us down – we need to make sure that we're getting our info from the right places. Otherwise, we might only be part of the problem.

- 10 Shows contrast with a previous statement: however / in fact / otherwise
Adds additional information: what's more
Gives the speaker's opinion: in my humble opinion
Summarises: to put it simply / in short
- 11 Your own answers
- 12 Below are some example of how these sentences can be completed.
1. One way to know your information is reliable is if the author writes their name on the page; otherwise there's a danger of getting some unreliable information.
2. Another possibility is using the end of the website's name to help you. Websites ending in .org or .gov are more reliable than .com. However, keep in mind that those domains can be bought, so whatever goes before .gov is important too.
3. There are also a lot of modern tools which tell you how reliable some websites are. In fact, it's pretty easy to check how reliable a source is.
4. I would be careful trusting links found on social media. In my humble opinion, social media are for showing off rather than sharing the information which is really important. What's more, it's possible to post fake info there – I don't know how we can protect ourselves from that.
5. So, choosing the best information is a combination of a lot of different factors. To put it simply / in short, be sensible when reading something online – and never trust anything you find suspicious or hard to believe.

Unit 8. An introvert's story

1 Your own answers

- 2** 1. Why does Lynette mention the sports stadium?
2. What did Lynette say about the area around the stadium?
3. What does Lynette think is unfair?
4. What has Lynette been working on recently?
5. What does Lynette think about how extroverts work?

3 Your own answers

4 Your own answers

- 5** 1. A
2. B
3. A
4. B
5. C

6 Your own answers

7 Your own answers

8 Hello everyone, my name is Lynette O'Brian and I'd like to start today off with a story. A few weeks ago, I was attending a football match – two local teams, so nothing spectacular – and I found myself hiding in the toilet. And, I don't know if you've ever been to a local football match – if you have, you know what I'm getting at – they're not exactly the most... comfortable places to be. I was there because, quite honestly, there were just too many people around for me to feel comfortable. See, I'm an introvert.

And, to be honest, I wasn't even there for the football match. I was working as part of a local organization dedicated to cleaning up our city, and these games had a horrible reputation for leaving the neighborhood around the stadium looking like a landfill. It was important work – it is still important work. Yet I had to hide because I didn't want the people with me to think that I was weak, or that I didn't care about what we were doing. I didn't want them to think I was slacking. And, even with my breaks, I was one of the most productive – but I found that I was so wiped out. You know, my friends, they would go watch the game or go out afterward. I couldn't. I was too drained.

And it seems that lots of forms of getting involved with your community, of helping out, of even going to school and studying are geared toward extroverts, people who can communicate with anyone at any time – people who want to communicate with people at any time, who get energy from it. But it seems unfair that we're also neglecting almost half of the world's population,

depending on what study you read – the half that finds social activity exhausting. We make them burn out. The good news is that the community involvement that works – the stuff that gets results – is very often in the background. It's administrative work, like organizing people or events, or setting up dates, or writing letters and paperwork, etc. For the last few years, I've been looking into more of these ways of contributing to the area without taking everything out of myself. So what helps? Well, for starters, incorporating more tasks like crafts or working with your hands during meetings helps slow things down. This is good because the extroverts very much like to act – slowing down makes them think about what they're doing, and coaxes the introverts into feeling comfortable to participate. Moreover, while they aren't as good in open settings, introverts are often very good at convincing people to do more for the community in private, one-to-one settings where they feel more comfortable.

So, in short, if you want to help your community, don't feel like you have to be outgoing all the time – or that you even have to be outgoing at all. All of us can help, just how we are.

- 9** have a reputation for something – verb phrase, means to be famous for something
- slacking – verb, has a slightly negative connotation, means to work with less effort and more slowly that usually
- wiped out – adjective, informal, means extremely tired
- geared toward – verb form, means designed so that it is suitable for a particular purpose, situation or a group of people
- find myself – verb, means to find yourself in a particular situation, especially when you did not intend to
- burn out – verb, means to feel tired by working too much
- exhausting – adjective, means making you feel extremely tired
- neglecting – verb, means to not give enough care or attention to people or thing that are your responsibility
- 11** 1. has a reputation for
2. slacking, neglecting
3. find myself
4. exhausting, wiped out
5. geared toward
6. burnt out

12 Your own answers

13 Your own answers

Unit 9. A writer's story

1 Your own answers

2 Your own answers

3 Your own answers

4 Your own answers

5 1. A

2. C

3. B

4. C

5. B

6 Your own answers

7 1. a slip-up

2. to be absolutely positive

3. artificial

4. to be scared to death

5. to confess

6. to be able to live with it

7. to mock

8. to keep the truth from everyone

9. to let on to someone

10. beyond someone's understanding

8 1. Slip-ups

2. artificial

3. beyond her understanding

4. I absolutely positive

5. scared to death

6. mock

7. live with it

8. keep the truth from me

9. confess to you

10. lets on to others

9 1. ...scared ~~til~~ **to** death...

2. ...has been mocked ~~on~~ **at** school...

3. ...who was positively **about**...

4. ...let ~~off~~ **on** to...

5. ...it felt so **artificially**...

6. ...would you confess **to** them...

7. ...to live ~~on~~ **with** it...

8. ...there are no slip-ons **slip-ups**...

9. ...which are ~~between~~ **beyond** your understanding...

10 Your own answers

Reading

Task 4

Unit 1. Travelling

- | | | |
|--|---|---|
| <p>1 Your own answers
 2 Your own answers
 3 Your own answers
 4 1. D
 2. A
 3. B
 4. F
 5. E
 5 Your own answers</p> | <p>6 1. bike lanes
 2. extreme weather events
 3. use common sense
 4. cyclist-friendly
 5. get a bite
 6. get into unmarked cabs
 7. seem suspicious
 8. be aware of
 9. up-to-date information</p> | <p>10. licensed businesses
 11. a few points to keep in mind
 12. stroll(ing) around
 13. operates around the clock
 7 Your own answers
 8 Your own answers</p> |
|--|---|---|

Unit 2. Relationships

- | | | |
|---|--|--|
| <p>1 Your own answers
 2 Your own answers
 3 1. B
 2. C
 3. F
 4. E
 5. A
 4 Your own answers</p> | <p>5 (answer may vary)
 Positive
 1. high-achieving student
 2. alone time
 3. a loner
 Negative
 1. have screaming matches in the hall
 2. someone needy</p> | <p>3. have a hard time
 4. bad boy in the back row
 5. jumping to conclusions
 6. middle men
 6 Your own answers
 7 Your own answers</p> |
|---|--|--|

Task 5

Unit 3. Education and fashion

- | | |
|---|--|
| <p>1 Your own answers
 2 <i>First</i>, read the text quickly to get a general understanding.
 <i>Second</i>, you should read the questions and underline key words in the questions and answers.
 <i>Then</i> you look for the answers in the specific parts of the text.
 <i>Finally</i>, you check your answers using your key words.</p> | <p>3 1. D
 2. A
 3. C
 4. D
 5. C
 4 Your own answers
 5 Your own answers</p> |
|---|--|

Unit 4. Sport

1 Your own answers

2 Your own answers

3 Your own answers

4 1. A

2. A

3. C

4. D

5. B

5 Your own answers

6 1. He said, "I've never much liked comparing players."

2. My editor said, "This won't be an easy interview."

3. "I get so restless I can hardly sleep."

4. "I find it all a bit silly."

5. "I've been wondering about how you're handling retirement."

6. "I'm having a hard time believing that."

7. "Call me by my first name."

8. "Did you know that before the interview?"

7 1. Sentence seven is a reported command, so we use the infinitive phrase (He asked me to call him, instead of that). Sentence eight is a reported yes/no question, so we use if or whether in place of that. (Suggested answers – other answers are possible)

2. Your own answers

8 1. ...told me that...

2. ...if he went...

3. He told me that he hadn't gone.

4. He'd missed

5. Correct

6. ...asked me to go...

7. I told him I couldn't.

8. ...asked me if... (Suggested

Answers – other answers are possible)

9 1. I asked him to pass me the bat.

2. He said he didn't like retirement because he got too bored.

3. He said he really loved coaching these kids.

4. He said he was very anxious the first time he was in a national-level tournament.

5. He said that he wasn't even sure he belonged on the team, much less in the tournament.

6. He said he had tried, but he just couldn't stay away from the game.

Task 6

Unit 5. Leisure and hobbies

1 Your own answers

2 1. In this task you should read the text quickly to get a general understanding.

2. Then you read the answers and underline key words.

3. After that, you read the text again and match the texts to the questions.

4. Finally, you should check your answers using your key words.

3 1. E

2. F

3. B

4. H

5. G

6. C

Notes:

While at first, A seems like it might

match text 4, we only know about the ability of adults to use the grounds. Their ability to come and go isn't mentioned. Also, while D looks like it might match text 3, we don't know that trainers specifically are required. For example, sandals may also work. For this reason, it's not the best fit.

4 a) are strictly forbidden, do not..., no running, pushing..., the spa cannot be used

b) should not ride

c) don't have to

d) should pregnant women...

e) keep arms and legs inside, you must be 5'6"; dogs must be leashed

5 The only phrase or structure used with "to" is "have to." The others

are all used without "to."

6 Suggested Answers

1. You can't enter the Fitness Center if you're under 18 years old.

2. The spa must be entered slowly.

3. You have to wear shoes at the playground.

4. Correct

5. Pregnant women can't ride the amusement park ride.

6. Pregnant women shouldn't use the spa.

7. Dogs must have leashes in the dog park.

8. Dogs can't be taken to the school grounds.

7 Your own answers

8 Your own answers

9 Your own answers

Unit 6. Holidays

- 1 Your own answers
- 2 Your own answers
- 3 Your own answers
- 4 1. E
2. F
3. D
4. C
5. H
6. B
- 5 Your own answers
- 6 In this sentence, the speaker is talking about an impossible situation in the present.
- 7 1. If we were younger, we would go to this camp ourselves.
2. What would happen if you drove a car into the side of a brick house?
3. If you drank it, would it make you sick?
- 8 1. In the previous task, examples two and three make questions. Sentence one is the only statement.
2. Yes, you can, but when the "if clause" comes first, it needs a comma at the end is needed.
- 9 1. If I studied harder, I would do better on my tests.
2. Correct.
3. If I liked science more, I would enjoy my chemistry lessons.
4. If my biology lessons were more fun, I would do my homework more often.
5. I would like football if it wasn't so boring.
6. If I were tired, I wouldn't be able to pay attention very well.
7. If I had more money, I would go to the cinema more often.
- 10 Your own answers
- 11 Your own answers

Reading

Task 7.

Unit 7. People

- 1 Your own answers
- 2 Four months
- 3 1. B
2. H
3. C
4. E
5. F
6. D
- 4 1. First, read the text quickly to get a general understanding.
2. Next, you should look around the gaps and try to predict what may come in the gaps (part of speech, grammar, intonation).
3. Then, you should use your notes to help you answer the questions.
4. Finally, you check your answers by reading the text as a whole to make sure everything makes sense.
- 5 Your own answers
- 6 A
- 7 1. for making a good film
2. in order to tell a story (Note: while this phrase contains "to," it is acting as part of "in order to"); so as to avoid a nervous breakdown
3. in case they want to jump ship; so that we could get good reviews from critics
- 8 Your own answers
- 9 Suggested Answers
1. in order to
2. for
3. in case
4. (in order) to
5. so as to / in order to
6. to
- 10 Your own answers

Unit 8. Entertainment

1 Your own answers

2 Your own answers

3 1. A

2. C

3. I

4. H

5. D

6. E

4 Your own answers

5 Your own answers

6 1. D, F

2. B, E

3. B, E

4. C, E

5. A, E

7 1. when

2. which

3. who

4. that / which

5. where

6. that / which

7. who

8 Suggested Answers

1. He produced most of his work in Osaka, where he lived for most of his life.

2. He used lots of materials which were very hard to find.

3. The museum has over 40 paintings that were made over 200 years ago.

4. Many people who come to our museum think that his paintings are the most memorable in our collection.

5. He produced many paintings which weren't famous when he was alive.

6. The most popular painting, which was loaned to us from Paris, was painted in 1841.

9 Your own answers

Use of English

Task 8

Unit 1. Personality

1 1. A

2. A

3. A

4. B

5. A

2 1. at first glance

2. unknown quantity

3. wear my heart on my sleeve

4. play it cool

5. deep down

6. pass it on

7. the salt of the Earth

3 1. correct

2. passed the news on

3. deep down

4. at first glance

5. play it cool

6. he's the real salt of the earth

7. wear my heart on my sleeve

4 1. earth

2. glance

3. sleeve

4. cool

5. quantity

6. down

7. on

5 Your own answers

Unit 2. Education

- | | | |
|--|---|--|
| <p>1 1. B
2. A
3. C
4. C
5. D</p> <p>2 1. piece of cake
2. falling behind
3. pull my socks up
4. scrape through
5. keep it up
6. as a matter of routine
7. go over my head
8. pass with flying colors
9. in leaps and bounds</p> | <p>3 See ex. 1 on p.78</p> <p>4 1. piece of cake
2. going over your head
3. scraping through
4. fallen behind
5. as a matter of routine
6. in leaps and bounds
7. pull your socks up
8. pass tests with flying colours
9. keep it up</p> <p>5 Your own answers
6 Your own answers
7 Your own answers</p> | <p>8 People lecturer, freshman, professor, undergraduate, teacher, tutor</p> <p>Learning activities write a paper, revise, take notes, attend, workshop, lecture, do research, opportunity, seminar</p> <p>Feelings homesick</p> <p>Accommodation hall of residence, away from home</p> <p>Money scholarship, fee, loan</p> <p>9 Your own answers
10 Your own answers</p> |
|--|---|--|

Unit 3. Giving advice

- | | | |
|--|---|--|
| <p>1 Your own answers
2 Your own answers
3 1. D
2. B
3. A
4. D
5. D
4 Your own answers
5 Your own answers</p> | <p>6 1. Past simple + would + infinitive
2. Present simple
3. Infinitive without to
4. Infinitive without to
5. Infinitive without to
6. Verb + ing
7. Present simple, will + infinitive
8. Infinitive without to</p> <p>7 1. Do keep</p> | <p>2. tried looking
3. I would
4. If you learn
5. Whatever you do
6. You should try
7. Make sure you / make sure to
8. must study regularly</p> <p>8 Your own answers
9 Your own answers</p> |
|--|---|--|

Task 9

Unit 4. -ed / -ing adjectives

- 1 Your own answers
- 2 Your own answers
- 3 1. C
2. B
3. B
4. B
5. A
- 4 amazing – describes a situation
annoyed – feeling or emotion

5

Words describing a feeling or an emotion	Words describing a situation, and event or a thing which makes us feel this emotion
<i>annoyed, excited, haunted</i>	<i>amazing, surprising, interesting, embarrassing</i>

- 6 Your own answers
- 7 1. fascinating
2. boring
3. tired ; interesting

- 4. inspiring
- 5. entertaining
- 6. confusing
- 7. insulting
- 8. excited
- 8 1. correct
2. exciting
3. confusing
4. correct
5. correct
6. embarrassed
- 9 Your own answers

Unit 5. Modifiers

- 1 Your own answers
- 2 1. B
2. A
3. A
4. C
5. B
- 3 1. "very" can't be used here – "horrible" is an extreme adjective. Possible changes: a horrible movie.
an extremely horrible movie
2. "Absolutely" can't be used here – "funny" is gradable, and needs modifiers like "very" or "really"
3. "Quite" is much better here.

- 4. Correct
- 5. Correct
- 6. A bit of a mess – because "a bit" is followed by a noun, not an adjective.
- 4 1. absolutely, very
2. a bit, quite
3. a bit
4. a bit of a + noun
5. absolutely
- 5 1. absolutely
2. a bit, quite
3. quite, very
4. absolutely
5. a bit of a

- 6 Suggested answers
1. Have you ever seen a movie that was absolutely awful?
2. Correct
3. What things in movies are a bit of a problem?
4. Correct
5. Do you like very low-budget movies? Why?
6. Do you like watching movies that are a bit silly or do you think they're boring? Why?
- 7 Your own answers

Unit 6. Conditionals

- 1** Your own answers
2 Your own answers
3 1. C
 2. D
 3. B
 4. D
 5. A
4 1. When they receive the attention they want, they will be happy.
 2. If these people knew how difficult they were being, they would act much differently!
 3. If they had been more understanding, you wouldn't have needed to talk to them like this.
 4. If they had been more respectful, you wouldn't need to be so direct now.
 5. If this behaviour didn't make you angry, you wouldn't have needed to talk about it.
5 1. wouldn't have given
 2. would tell
 3. will be upset
 4. wouldn't have been so mad
 5. I wouldn't help you
 6. might get angry
 7. wouldn't have tried
 8. I wouldn't say
6 Your own answers
7 Your own answers
8 1. B
 2. A
9 1. I'm leaving at 5pm today.
 2. Correct
 3. When you apologise, she won't be angry anymore.
 4. Can you finish this for me till the end of the day.
 5. I'll call you before lunch.
10 Your own answers

Unit 7. Noun clauses

- 1** Your own answers
2 Your own answers
3 1. A
 2. D
 3. A
 4. B
 5. C
4 1. what the intense user will appreciate
 2. how much it will cost
 3. when it will be / if it will be affordable
 4. it's a good purchase
 5. what they do in the future
 6. it's a work in progress
5 1. It's easy to see / we know
 2. We'll see what they do / it is still unknown
 3. We aren't sure / we can't really say
6 The sentences in task four (in the italicized sections) follow normal word order for sentences. We do not add auxiliaries as we would in a question.
7 1. I don't know what time it is.
 2. I want to see what the weather will be today.
 3. I'm not sure I'll buy it.
 4. Do you now how much the new model costs?
 5. I want to see if the new model is better than the old one.
 6. Correct.
 7. It's easy to see how it will be better than the original.
 8. Correct
8 Your own answers
9 Your own answers

Unit 8. Verb patterns

1 Your own answers

2 Your own answers

3 1. B

2. A

3. C

4. D

5. B

6. C

7. D

8. A

9. C

10. D

11. B

12. A

13. B

14. A

15. B

4 + ing	have a problem start begin avoid enjoy end up
+ to + V	manage force teach decide seem hope ask
+ V	help could might will

5 1. A

2. B

1. A

2. B

1. B

2. A

1. B

2. A

6 1. using

2. to do

3. to convince

4. live / move

5. to do

6. doing

7. have

8. doing

9. to understand

10. do

11. to stop

12. doing

7 Your own answers

Writing

Task 10

Unit 1. General overview of the writing criteria

1 The text corresponds to the task and all of the points are generally covered – although points 1 and 2 are covered more explicitly than point 3.

2 1. Yes: point 1 is covered fully – there are several sentences asking the friend how he is doing.

2. Yes: point 2 is covered fully – there are questions about seeing a doctor and what the doctor says.

3. Yes: point 3 is covered fully – although inexplicitly – the writer is asking her friend if he wants to know the name of the medicine, and is sharing suggestions her own

doctor made when she had a cold.

4. Yes: there are linkers which link the sentences (such as 'and' and 'so'), but there are no linkers which link paragraphs.

Yes: there are both simple and complex sentences (such as conditionals).

5. Yes: the register is appropriate (informal).

Yes: there is a greeting (Hi Jim), an opening remark (Great to hear from you), main body with three paragraphs, closing remark (Let me know how you feel...), and ending (Speak to you soon) and a name

(Kate).

6. Yes: there is a wide range of vocabulary.

Yes: there are no significant vocabulary mistakes in the letter

7. Yes: there are no significant grammar mistakes.

Yes: there are no mistakes with subject-verb agreement.

Yes: there are no mistakes in word order.

Yes: there are no mistakes in the use of infinitives.

Yes: there are no mistakes in the use of uncountable nouns.

3 Your own answers

4 Your own answers

Unit 2. Content

- 1 1. letter 2. won't 3. 100 4. isn't.
 2 1. Your pen-friend from Manchester.
 2. A letter to a friend (informal).
 3. Yes – a lot of contractions, use of phrasal verbs, idioms etc.
 4. Your upcoming trip to London.
 5. Yes – details of your arrival, your appearance (detailed enough so your friend can recognise you), what you'd like to see or do.
 6. Yes – appropriate greeting, an opening remark, main body with three paragraphs, closing remark, ending and a name.

- 3 Yes, the letter covers all of the necessary points. There is nothing inappropriate for the task.
 4 1. I'll be coming to London on May 5th, My flight number is UA2011, it lands around 4pm.
 2. I'm quite tall..., I'm also a bit slimmer than most people..., I usually dress very casually..., I've got short brown hair...
 3. The first thing I want to see is Trafalgar Square..., I would also like to go to the British Museum.
 5 Your own answers.

6 See answers below.

Student A

1.
 • your flight plans and when you're arriving
 • your appearance and how they will recognize you
 • any activities or places you would like to do or see during the trip.

2.

Reader	A partner school in Dublin.
Type of writing	Formal.
Special features	Features of formal writing: no idioms or phrasal verbs, no contractions, full sentences and complex sentences, features of formal register.
Topic	Informing your partner school of your arrival in Dublin, providing them with the following info.
Required info	Your flight plans and when you're arriving. Your appearance and how they will recognise you. Any activities or places you would like to do or see during the trip.
Further explanation	Our own notes here.

3. See the task on p.114.
 4. Your own answer.

Student B

1.
 • ask him about his flight plans, and let him know what time is best for you
 • ask him about his appearance, and tell him how he can recognize you
 • make some suggestions about what to do or see in your town

2.

Reader	A pen-friend from Cardiff.
Type of writing	Informal.
Special features	Features of informal writing: extensive use of idioms or phrasal verbs, contractions, short sentence, and features of informal register.
Topic	Arranging to meet your pen-friend at the airport and suggesting things to do.
Required info	Asking your friend about his flight plans and telling what time is best for you. Asking your friend about his appearance and letting him know how he will recognise you. Suggesting things to do and see in your town.
Further explanation	Our own notes here.

3. See the task on p.112.
 4. Your own answer.

Unit 3. Organisation of a letter

1 Your own answers

2 • the details of your arrival to New York

- what you look like
- if you intend to go into the city during your free time, and what you would like to see

3 1. F

2. D

3. C

4. E

5. A

6. B

4 1. Greeting F

2. Introduction D (My name is John McClaine, and I am the attendee from the University of Finance in Ukraine. Thank you so much for agreeing to meet me.)

3. Main Body D, C, E

4. Ending A

5. Farewell B (Sincerely yours)

6. Signature B (John McClaine)

5 1 True

2 True

6

Greeting	Dear Organisers,
Introduction	I am Diane McWest from the National University of Mining in Ukraine and I am writing to inform you of my travel plans to the conference in New York next week.
Main Body	I will be arriving in the airport at 10:00 AM on Tuesday. Shall we arrange to meet at 11:00 AM? With regard to my appearance, I am a bit shorter than average and I have long, black hair which I usually wear in a ponytail. I have also attached a picture to this letter to make things easier for you. I would certainly like to go into the city, time permitting. My highest priority is to see Times Square, but after that I am flexible. Let me know if everything works for you, and thank you for agreeing to meet me.
Ending	I look forward to your response.
Farewell	Yours faithfully,
Signature	Diane

7 Your own answers

8 Your own answers

Unit 4. Register

1 Your own answers.

2 Your own answers.

3

	Formal	Informal
Greeting	Dear Sir or Madam, Dear Jane,	Mary, Dear Jane, Hi Stas,
Opening remarks	Thank you very much for your letter. Thank you very much for your letter I was unable to write earlier. With reference to your letter of/about/on...	Thanks for your letter. I was so pleased to hear from you. Great to hear from you. Sorry I haven't written for ages.
Apologizing	I would like to apologize for...	I'm sorry for... Sorry for / about / that...
Making a request	I would be grateful if you could... Could you possibly...	Could you please...? Please can you...
Making an offer	If you like, I could... . If you wish, I would be happy to... .	Would you like me to...? Shall I...?
Closing remarks	Please give my best regards to... I look forward to hearing from you soon. It would be nice to meet some time.	Write back quickly! Say hi to... Hope to hear from you soon.
Ending	Best wishes, Kind regards,	Best wishes, See you,
Name	Olena Soloviova	Jane

4 Suggested answers:

Dear Louise,

Thank you very much for your letter which I received on Friday, and thank you for the invitation. I am sorry, but I will be unable to attend as we have a seminar in biology this weekend. I would be grateful if you could let Mark know about the new timetable. If you need anything, I would be happy to help – please do not hesitate to call me.

I look forward to hearing from you soon,

Denise Didier

5 Your own answers

6 Your own answers

Unit 5. Linkers

1 Your own answers

- 2** • let him know the best time to visit, and what time is most convenient for you
• tell him about your family so that he knows what to expect
• make recommendations about what to do or see while he staying with you

3 The letter lacks cohesion – the ideas are scattered around the text, and there are almost no linking devices which make the text link together

4 See task 6 on pg. 126

5 Your own answers

6 Your own answers

7 Your own answers